Appendix C

Classroom Checklist[1] to Foster
a Language Learning Environment for   MLs

Teacher _____ Grade _____ School Year _____

Multilingual Learners (MLs) thrive in language-rich classrooms where they see, hear, and use language. When planning the learning environment for MLs it is important to consider the physical space as well as the materials, activities, and language being modeled and used in the classroom. In the checklist below, we have identified five areas key to creating an environment that will promote language learning for MLs: furniture arrangement, wall space, materials, routines and procedures, and teacher language use. We have also shared some suggested look-fors under each of the five key areas. We recommend, in collaboration with an ELD specialist and your grade-level teammates, you determine a priority area and take steps to implement a few of the suggestions. You can continue to use the checklist throughout the year by updating the information as you implement additional look-fors, making notes about your implementation, or adding steps you can take to put additional look-fors in place. We also recognize that you may not have the ability to control all these areas, and you may need to adapt based on what you are able to do.

	LOOK-FORS: I HAVE . . .	YES	NO	MY PLAN
FURNITURE[2]	1. Identified a large-group meeting space that will accommodate the entire class.			
	2. Identified an area for teacher-led small-group instruction (small rug, kidney-shaped table, or desks pushed together to accommodate 4–6 students and a teacher).			
	3. Clustered student desks in groups of 3–5 or used small tables to promote collaboration and peer interaction.			
	4. Provided some nontraditional seating such as pillows, bean bag chairs, rockers, and so on for independent and collaborative workspaces where possible.			

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[1]*Source:* Teich, M. (2022). *Setting up your classroom to foster a language learning environment for multilingual learners.* https://supported.com/setting-up-your-classroom-to-foster-a-language-learning-environment-for-mls/

[2]*Furniture arrangement should take into account and follow all school or district health and safety guidelines. While these items are nice to have, teachers should not be expected to purchase these furniture items.*

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	LOOK-FORS: I HAVE . . .	YES	NO	MY PLAN
WALL SPACE	5. Space for scaffolds such as sound walls or word walls that will be easily visible to MLs.			
	6. Space for current anchor charts to be displayed and visible to MLs working in different areas of the room.			
	7. Space to display student work that is timely and represents the variety of languages and backgrounds in the classroom and includes assignments completed with various scaffolds in place.			
	8. Space where the daily schedule, objectives, and important announcements will be posted or updated every day. This includes translations and scaffolds where possible.			
	9. Images, labels, and other environmental print that represents the linguistic and cultural diversity of students in the class.			

	LOOK-FORS: I HAVE . . .	YES	NO	MY PLAN
MATERIALS	10. Selected instructional texts and classroom library books that are multicultural and represent the linguistic and cultural diversity of the students in the class. These are displayed in an inviting manner and are accessible to students.			
	11. Placed materials students may need to support instruction in a place that is easily accessible (e.g., math manipulatives, letter tiles, bilingual dictionaries). Materials are labeled with words or images.			
	12. Posted select talk moves needed to support pair and group discussions (e.g., **"I think . . . ," "I agree with you because . . . ,"**). I will add new expressions throughout the year as I teach them.			

	LOOK-FORS: I HAVE . . .	YES	NO	MY PLAN
ROUTINES & PROCEDURES	13. Identified and planned for teaching and modeling everyday procedures (e.g., putting away coats and lunchboxes, lining up, accessing materials).			
	14. Planned for routines to learn about my students and to support students in learning about each other (e.g.. Morning Meeting, dialogue journals, icebreaker/community building activities).			
	15. Planned for how to support students to co-create classroom norms, (e.g., a teacher-supported class meeting to discuss norms that will support learning for everyone, such as "We will listen to each other.").			
	16. Planned for daily routines that will incorporate opportunities for practice in all four skills: reading, writing, listening, and speaking (e.g., reading objectives aloud, morning journal writing).			
	17. Identified and planned for teaching and modeling routines that will support structured peer interaction (e.g., turn and talk, think-pair-share, small group work).			
	18. Planned for modeling and teaching routines for introducing and supporting the use of key scaffolds (e.g., word walls, talk moves).			

	LOOK-FORS: I HAVE . . .	YES	NO	MY PLAN
TEACHER LANGUAGE USE	19. Planned how I will use language to support a welcoming, inclusive environment in the classroom (e.g., a personal morning greeting for each student that may include multiple languages, expectation that all student names will be pronounced correctly by everyone in the class).			
	20. Planned how I will use language in the classroom that empowers or positions MLs to participate (e.g., get to know and highlight MLs' strengths, support use of MLs' home language or visuals to plan or share a response, acknowledge and build on what MLs say).			
	21. Planned language I will use to encourage, engage, and celebrate successes of MLs. I have considered how I will provide descriptive and specific feedback that will support students with self-assessment, reflection, and goal setting.			

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