

Community Action of Southeast Iowa
 HEAD START
ENGLISH LANGUAGE LEARNERS - ELL

Teacher: _____ **Center:** _____ **Year:** _____

This is a checklist for your classroom if you have a child or children who are English Language Learners. It is a form to insure that you have the necessary supplies, materials, posters, resources and forms to accommodate children and families who are English Language Learners.

The following are things you need to check in your classroom. Please mark the appropriate response (either yes or no) and list the supplies or resources you may need.

| Item to check | Yes | No | What supplies or resources do you need? |
|--|-----|----|---|
| 1. Is your room labeled in both English and the other language? | | | |
| 2. Do you have all the English words in one color and the other language in another color? | | | |
| 3. Do you have books in your book case in both languages – preferably bilingual? | | | |
| 4. Do you have books in both languages in your Lending Library? | | | |
| 5. Do you have music in your classroom to reflect this other culture? | | | |
| 6. Do you have any multicultural books on tape? | | | |
| 7. Do you have dolls that reflect the ethnicity or culture of the child who is an ELL? | | | |
| 8. Do you have food that reflects the ethnicity or culture of the child who is an ELL? | | | |
| 9. Do you have puzzles that reflect this other language? | | | |
| 10. Do you have a play family for the block area to reflect this other culture? | | | |
| 11. Do you have any learning posters with both languages (bilingual)? | | | |
| 12. Do you have pictures in your classroom that reflect the cultural make up of your room? (Photographs of children in your room reflect the cultural diversity of your room.) | | | |
| 13. Do you have forms available in the other language if it requires a parent signature and understanding? Example: an Incident Report | | | |
| 14. Do you have Health forms or posters either posted or available for parents in the other language including hand washing and DHS forms on site board? | | | |
| 15. Do you have an ELL resource information packet that you can refer to for answers to some of your questions? | | | |

The following are things to consider before starting your class:

| Item to consider or check | Yes | No | What supplies or resources do you need? |
|--|-----|----|---|
| 1. Ask your FDS if your ELL families have an interpreter in the home or available on a consistent basis – children do not count, but aunts and cousins do. | | | |
| 2. Do you have an interpreter to use for Home Visits, Parent Teacher Conferences, Support Meetings, etc. for those families without an interpreter? If not, talk to your FDS and ask for their assistance in finding one. If you need an interpreter for a Home Visit, you may want to share their services with a nurse or FDS. | | | |
| 3. What are you going to do if a child has been returned to a classroom and no one speaks English in the home? You need to come up with a contingency plan. | | | |
| 4. Do you have Happy Harriet and Healthy Jose handouts in the other language? | | | |
| 5. Have you worked out a way to translate your memos, calendars, etc. in the other language? You need to keep copies of these in your file. (Both NAEYC and HS peer review teams have asked for this in the past) | | | |
| 6. If you need to have a support meeting for a child, do you have releases in the other language? | | | |
| 7. If the child rides a bus, do you have the transportation form or memos in the other language? | | | |
| 8. Do you have Happy Grams in the other language? We have several available in Spanish. | | | |
| 9. Did you send out a Second Step memo to the family in the other language? These are available in Spanish. | | | |
| 10. Do the fire and tornado procedures need to be translated in the other language? | | | |
| 11. FDS may have a cultural handbook to refer to that you can borrow and read, if you are not familiar with the culture. | | | |

