### Linguistically Responsive School Environmental Indicators

- Multiple languages are portrayed around the school through bulletin boards and displays.
- Multiple languages are represented in oral school communications, such as the morning announcements and discourse around the school building.
- Multiple languages are represented in written school communications, such as newsletters, report cards, and parent notifications.
- Culture is a consideration when welcoming students and families into the school, as well as preparing them for success in American schools.
- Mirroring the linguistic diversity of students, school personnel (e.g., teachers, social workers, school psychologists) are bilingual and biliterate in various languages.
- Students and teachers in EL/bilingual classrooms are included in the holistic school community and physical layout of the school building.
- Students in EL/bilingual programming have access to the same special area, library, and other extracurricular activities as mainstream students.
- The school library has a wide variety of bilingual and native language books and audiovisual materials in languages other than English.
- The school library has a wide variety of books and audiovisual materials that are culturally relevant and portray non-mainstream individuals and families.
- Faculty members have access to bilingual and multilingual resources to support instruction.
- Faculty members recognize the importance and value of language diversity.

### Linguistically Responsive Classroom Environmental Indicators

- Classrooms are safe and welcoming environments where students feel comfortable to take risks.
- Classrooms provide consistent procedures and routines to allow students to focus on learning.
- Teachers consistently work to foster community and collaboration within the classroom.
- Teachers celebrate students’ assets and make them a central part of the curriculum.
- Teachers recognize and utilize students’ native language as an asset and resource in classroom.
- Teachers understand the appropriate ways to accommodate student language, such as by using wait time and appropriately responding to linguistic errors.
- Classrooms are print-rich environments where students have access to multilingual supports.
- Classrooms provide students with collaborative opportunities to creatively make meaning.
- Teachers set short-term and long-term goals for students’ academic and language achievement.
- Teachers collect anecdotal data on students’ backgrounds and abilities to guide decision making.
- Teachers incorporate students’ background knowledge from homes, communities, and schools.
- Teachers value and involve parents and families in meaningful ways in classroom community.