

Educator Questions

Conversation Cards for Building Trust

Purpose: The purpose of this tool is to have ideas for questions that educators can use with other educators to help build trust and collaborative relationships with multilingual students, families, and communities. This is not a comprehensive list of questions but a list of ideas. The questions are intended to be used with the WIDA Conversation Card Template.

Instructions: Choose a few questions that fit best with your context or create your own. You do not need to use all the questions. Write the questions you'd like to use in the Conversation Card Template, and then print them out for your conversation. For example, the educator conversation cards could be used during a team meeting, professional learning community, or professional learning session.

Considerations for Use With Colleagues

- **Empower** those who are new to working with multilingual families through language awareness and opportunities for reflection on their own language development and identities. For example:
 - **Provide resources** that encourage learning basic words or phrases in students' native languages. Offer a toolkit with multilingual posters, translated greetings, and visuals to signal inclusion.
 - **Encourage** the display of visuals, posters, and materials that represent students' home languages and cultures. This practice not only builds connection but also allows educators to experience the process of acquiring a new language firsthand.

Questions for Educators to Use With Other Educators

(for example, a multilingual teacher with a classroom teacher or an administrator)

Beginning Relationship Building

Connecting With Students, Families, and Communities

1. How have you connected with multilingual students and families this year? How do you:
 - a. Build relationships with students and families?
 - b. Keep families informed?
 - c. Collaborate with them?
2. What community connections do multilingual families have that would be helpful for me to share with other families?
3. Are there ways you've incorporated multilingual families and communities into student learning and activities that would be helpful for me to share with other educators or that I can help you with?

Translation and Interpretation

4. How have you used our school/district translation or interpretation services? What support with translation or interpretation services do you need?
 - a. How have these services supported your relationship with multilingual families and communities?
 - b. What has been challenging, and how can I help? (*For example, if students are doing the translation or interpretation for their family, talk about alternatives.*)

Collaborating With Other Educators and Leaders

5. What can I do as a multilingual teacher to support your relationships with multilingual students, families, and community members?
 - a. What have multilingual students, families, or community members shared with you that we could collaborate around?
 - b. Have multilingual students, families, or community members told you about any barriers they face in collaborating with the school that we could address together?

Ongoing Relationship Building

1. How are things going with _____? (Share a specific thing you've talked about around building relationships with multilingual students, their families, and/or communities.)
 - a. What has gone well as you have built or grown your relationship with multilingual students, families, and/or communities?
 - b. What has been challenging as you've grown relationships with multilingual students, families, and/or communities? (Think about systems or practices you could change).
 - c. If anything, what can I do, as a multilingual teacher, to help you overcome any challenges?
2. Is there anything new to discuss from what we talked about last time about _____? How can I support?