

## Classroom Ecological Design Tool

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

This tool allows teachers of young English learners (ELs) to reflect on the critical elements of the classroom environment and informally evaluate the integration of language throughout the classroom learning stations.

**Rate using:**

**E=Evident**

**NE=Not Evident**

**NS=Needs Support**

<b>Classroom Environment</b>	<b>E</b>	<b>NE</b>	<b>NS</b>
Evidence of play centers arranged appropriately considering noisy areas away from quiet areas to facilitate social communication by students			
Evidence of familiar print that is representative of the places, objects, and materials children encounter every day			
Evidence of labeling with words and pictures everywhere in the classroom to make connections to written language			
Evidence of established routines to promote modeling and shared responsibility through daily charts and frequent expression of rules and expectations			
Evidence of established schedule to promote structured activities			
Evidence of a variety of materials that promote purposeful play, communication, and exploration			
Evidence of an environment that promotes cultural and language differences among all students served			
Evidence of multiculturalism and diversity in books, materials, and artifacts			
Evidence of differentiation for all learners, honoring each child's uniqueness			
Evidence of a learning environment that accommodates for learners with diverse needs			
Evidence of purposeful planning of activities designed to facilitate interaction, independence, group work, cooperative learning, and self-help skills			
Evidence of a positive environment through display of students' work			
Evidence of lessons designed to promote exploration and discovery that stimulate communication and higher order thinking skills			
<b>TOTAL:</b>			

Literacy and Oral Language Development Station	E	NE	NS
Evidence of books, environmental print, and other print resources relevant to students' linguistic and cultural backgrounds, alongside rich English-print resources			
Evidence of visual cues to aid understanding			
Evidence of activities related to early literacy skills at the children's levels of oral proficiency			
Evidence of activities supporting opportunities for students to use and model vocabulary			
Evidence of activities supporting students to interact with others using their new language in playful and purposeful ways			
Evidence of a language-rich environment that promotes intentional conversation strategies			
Evidence of purposeful planning of verbal and nonverbal activities that promote a variety of communication styles			
Evidence of visual and auditory materials to enhance learning for all learners			
Evidence of modeling activities throughout the day that encourage the importance of reading, speaking, and writing			
<b>TOTAL:</b>			

Mathematics Station	E	NE	NS
Evidence of visual representations of mathematical concepts to aid understanding			
Evidence of mathematical materials to provide hands-on experiences that enforce one-to-one correspondence, counting, and making comparisons			
Evidence of modeling use of vocabulary in native language and English			
Evidence of purposeful planning based on students' proficiency levels			
Evidence of developmentally-appropriate mathematical concepts			
<b>Total:</b>			

<b>Science Station</b>	<b>E</b>	<b>NE</b>	<b>NS</b>
Evidence of visual science concepts to aid understanding			
Evidence of discovery learning to promote students learning utilizing problem solving, comparisons, and predictions using all four language domains			
Evidence of discovery learning by promoting a classroom environment that encourages questioning, predicting, investigating, and drawing conclusions to stimulate academic language building			
<b>Total:</b>			

<b>Social Studies Station</b>	<b>E</b>	<b>NE</b>	<b>NS</b>
Evidence of visual social studies concepts to aid understanding			
Evidence of family and community resources and materials that promote multicultural and diverse populations			
Evidence of social studies concepts that promote character building and social skills			
<b>Total:</b>			

<b>Fine Arts Station</b>	<b>E</b>	<b>NE</b>	<b>NS</b>
Evidence of stories familiar to the children that will promote students' retell through storytelling and dramatic representations			
Evidence of a variety of strategies to engage students through clapping, and music and movement			
Evidence of a variety of art supplies and materials that will encourage students to use their fine motor skills and hand-eye coordination			
<b>Total:</b>			

Physical Development Station	E	NE	NS
Evidence of activities that promote physical skill and refine motor development			
Evidence of a variety of games to encourage self-confidence			
<b>Total:</b>			

Technology Station	E	NE	NS
Evidence of a variety of types of technology devices available for students to become familiar with and utilize			
Evidence of understanding the uses and benefits of technology and incorporates activities that develop students into independent users			
Evidence of academic vocabulary related to technology terms and its functions			
<b>Total:</b>			