2-Way Language Immersion Room Environment Checklist

1. A variety of literacy contexts to develop language through listening, speaking, reading, and writing.
   ___ Provide rich and well-organized classroom libraries with a variety of books in both language and cultures.
   ___ Create a print rich environment to promote language development, academic language and concepts
   ___ Make and hang charts for a variety of teacher/student modeled writing activities
   ___ Generate class collective knowledge (charts, posters, murals for initiating and concluding units)

2. Centers are guided or independent work stations that review or enrich content, concepts or skills
   ___ Relate centers to the current subject lessons developed in class
   ___ Provide opportunities for student-to-student interaction (collaborative partners and teams)
   ___ Provide work at students’ developmental level in language and concepts (concrete to abstract)

3. Use of manipulatives and visual aids for lesson delivery and concept development
   ___ Use hands on and experimental activities to convey concepts and skills at a concrete, comprehensible level
   ___ Incorporate the use of graphic organizers for content instruction and use as reference charts
   ___ Introduce mathematical and scientific processes through manipulatives, anchor charts and investigative activities

4. Bulletin Boards
   ___ Reflect current units of study and a balanced curriculum
   ___ Reflect authenticity, creativity, and individual child-made work
   ___ Provide vocabulary in target language consistent with subject of instruction

5. Classroom atmosphere shows evidence of careful planning and preparation
   ___ Encourage a climate of positive cross cultural attitudes towards each other
   ___ Develop students’ self esteem
   ___ Foster risk taking and high expectations for all students
   ___ Encourage teacher-student interaction with discussions, genuine questions and status equity
   ___ Promote collaborative learning and heterogeneous groupings (peer modeling)
   ___ Provide opportunities to group for instruction based on common needs of students
   ___ Use open-ended questions whenever possible
   ___ Promote student-to-student negotiation of meaning through problem solving and engagement

6. Other
   ___ Provide classroom information through posted schedules, rules, room sign, and labeling
   ___ Evaluate physical space, traffic patterns, and access to materials/resources, teacher/aide stations
   ___ Reflect a quality program throughout the room environment print
   ___ Use materials that promote an appreciation of cultures represented in the class
   ___ Use materials that encourage communication and interaction (focus on meaning rather than form)
   ___ Include visuals or concrete objects in lessons and activities for comprehension and interest
   ___ Incorporate grade level concepts and skills within contexts of literacy events not in isolation