

Lesson Segment: **Involving Routine Events**  
 Design Question: **#6 – Establishing Rules and Procedures**

**Element 5:**  
**Organizing the Physical Layout of the Classroom**

A teacher’s growth in using instructional strategies can be tracked along the developmental scale. Coaching and growth needs vary for each developmental category on this scale. A teacher at the “beginning” level on the development scale has very different needs than a teacher at the “applying” level. Therefore, in order to track a teacher’s growth in using this strategy, it is important to begin by pinpointing his/her current level of use.

Monitoring for the desired effect of a strategy is a critical component addressed in the developmental scale. Monitoring is the teacher act of checking evidence for desired student learning of critical content during instruction, which includes student action and teacher witnessing of that action.

For this element, the teacher organizes the physical layout of the classroom to facilitate movement and support learning.

The desired effect of this element states that *students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned.*

**Developmental Scale**

<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>
Uses strategy incorrectly or with parts missing.	Organizes the physical layout of the classroom to facilitate movement and support learning, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Organizes the physical layout of the classroom to facilitate movement and support learning and monitors for evidence of the extent to which the majority of students have easy access to materials in an environment that supports learning.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

The following scale has been enhanced to demonstrate common mistakes, examples and non-examples, along with ideas for scaffolding and extended learning.

**BEGINNING** – Uses strategy incorrectly or with parts missing.

Some common mistakes include:

- Due to the room arrangement, the teacher is unable to visually survey all the students as they work.
- Due to the room arrangement, the teacher cannot always be seen or heard by the students.
- The furniture arrangement is not conducive to clear traffic patterns.
- The furniture arrangement hinders the students' ability to focus on the educational activity.
- The bulletin boards do not assist educational activities.
- The materials are not easily accessible for students.
- The decorations or organization distract students from learning.

**DEVELOPING** – Organizes the physical layout of the classroom to facilitate movement and support learning, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.

Some examples of typical, correct use of the strategy include:

- The room arrangement makes it possible for the teacher to visually survey all the students as they work.
- The room arrangement makes it possible for the teacher to always be seen or heard by the students.
- The furniture arrangement allows traffic to flow effectively throughout the room while facilitating a focus on learning.
- The teacher arranges the room to support such activities as centers, technology, library, and small and large group instruction.
- The materials are easily accessible for students.
- The teacher ensures that traffic flow and material access support a physically safe environment for students.
- The bulletin boards assist educational activities and focus on learning.

**APPLYING** – Organizes the physical layout of the classroom to facilitate movement and support learning and monitors for evidence of the extent to which the majority of students have easy access to materials in an environment that supports learning.

At this point in development, the teacher uses the strategy with increased accuracy and fluency while staying focused on student outcome, or desired effect. At the “applying” level, the teacher must provide opportunity for students to demonstrate that the strategy is having the desired effect – in this case, students have easy access to materials and resources to support what is being taught and learned. Planning for the implementation of this strategy allows the teacher to identify how he/she will monitor for the desired effect. Some examples of monitoring may include:

- The teacher observes and listens to students as they work, ensuring that they are able to see and hear all students.
- The teacher watches students during transitions to ensure that they are able to effectively move about the room.
- The teacher observes students as they obtain materials in order to identify if material is easily accessible and students are safe.
- The teacher routinely checks to see if sufficient materials are available and replenishes as needed.
- The teacher notices when students are using the bulletin boards to focus on the communication of what is being taught and learned.
- The teacher constantly checks to see that students can easily work with others while at their desks.

**INNOVATING** – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. In order to do this, the teacher scaffolds, extends, and/or creates a macrostrategy as necessary. As a result of this, **ALL** students have easy access to materials and resources to support what is being taught and learned.

Examples of providing unique support to meet the individual needs of all students include:

- The teacher provides illustrated directions/expectations at each learning center and/or piece of technology or equipment.
- The teacher labels cabinets, storage areas, and bookshelves with pictures and words so that students can quickly locate needed materials, supplies, and books.
- The teacher modifies materials as needed to make students more autonomous.
- The teacher seats students in the room according to their needs (i.e. students with poor vision sit near the board)
- The teacher creates an area where students who need extra support can easily consult with him/her more frequently than if they were at their desks.

Examples of extension include:

- The teacher allows students to select a comfortable place in the room where they feel they can readily focus on learning.
- The teacher gives students the opportunity to plan and implement changes in room décor as content changes.
- The teacher asks students to plan how the bulletin boards can assist educational activities.
- The teacher encourages students to monitor their own use of materials and to be creative and frugal in their use of available items.
- The teacher seats students who often complete extensions close to each other so they can collaborate without disturbing others.