



Great Public Schools for Every Student

Organizing the Physical Layout of the Classroom

Educator demonstrates an understanding of how organizing the physical layout of his or her classroom can contribute to a positive learning environment

Key Method

The educator designs workspaces that support student navigation and student focus on instruction and allow for the celebration of student works. The educator understands that the design of a classroom space that engages all learners in a successful, social, kinesthetic, and cooperative environment has positive effects on learning and the community.

Method Components

Educators understand that classroom environments deeply affect learner roles and responsibilities, expectations, and outcomes. They recognize, through reflective practice, the learning needs of each of their students and design the physical layout of the classroom in a way that enhances learning and encourages an ethic of growth, discovery, and celebration. Educators adjust their classrooms to meet unique learner needs and situations. They design the classroom space with safety, accessibility, learning, and the display of information in mind.

Key elements of effective classroom design:

- The physical layout of the classroom allows for safe and easy access to materials and work spaces.
- Examples of learners' works enhance the workspace, allowing for reflection and celebration; additionally, displays allow for documentation and additional information about current content.
- Classroom design reduces distractions and makes the most use of available space.
- The physical layout allows the teacher to easily move around and engage in learner progress.
- The physical layout enhances the learners' abilities to contribute to their learning and engage in appropriate behavior while encouraging respect.
- Learner outcomes are supported in traditional and integrated models and make proficient use of available technologies.
- The classroom environment encourages learner and teacher innovation in knowledge acquisition.
- The classroom design provides an appropriate balance of information, furniture, and open space.
- The classroom design aligns with district philosophy and initiatives.

Supporting Research

Evertson, C.M., & Weinstein, C.S. (2013). Handbook of Classroom Management: Research, Practice, and Contemporary Issues. New York, New York: Routledge. Retrieved on April 19, 2017 from <https://onedrive.live.com/?authkey=%21AJ2XkxxkFMa4uN8&cid=4E42F03411D9BD61&id=4E42F03411D9BD61%21289&parId=4E42F03411D9BD61%21121&https://www.routledgehandbooks.com/pdf/doi/10.4324/9780203874783.ch3>

Marzano, R.J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., & Marzano, J.S. (2005). A Handbook for Classroom Management That Works. Alexandria, VA: ASCD. Retrieved on April 19, 2017 from <http://docshare01.docshare.tips/files/19482/194821785.pdf>
<http://docshare01.docshare.tips/files/19482/194821785.pdf>

Resources

Readings

A Veteran Teacher Turned Coach Shadows Two Students

<https://grantwiggins.wordpress.com/2014/10/10/a-veteran-teacher-turned-coach-shadows-2-students-for-2-days-a-sobering-lesson-learned/>

<https://grantwiggins.wordpress.com/2014/10/10/a-veteran-teacher-turned-coach-shadows-2-students-for-2-days-a-sobering-lesson-learned/>

Rethinking the Classroom

<http://www.hermanmiller.com/research/solution-essays/rethinking-the-classroom.html>

How Classroom Design Affects Student Engagement

https://www.steelcase.com/content/uploads/2015/03/Post-Occupancy-Whitepaper_FINAL.pdf

Education by Design: challenging the Traditional Definition of a Learning Space

<http://neatoday.org/2017/02/21/school-design/>

Classroom management

<http://www.ascd.org/publications/books/104135/chapters/Classroom-Management-and-Organization.aspx>

Classroom design rubric

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric-2013-instructionally-focused.pdf>

Video

<https://support.apple.com/imovie>

Video

<https://prezi.com/h7uvjlvpxxe/how-to-do-a-windows-moviemaker-movie/>

"How-to" Resources

Photo essays

<http://time.com/3958729/matt-black-geography-of-poverty/>

Photo essays

<http://www.nea.org/tools/lessons/62912.htm>

Photo essays

<https://digital-photography-school.com/5-tips-for-creating-a-photo-essay-with-a-purpose/>

Classroom design, arts integration, flexible seating, and classroom routines

<http://artsintegrationconsulting.com/>

Image

<https://s-media-cache-ak0.pinimg.com/736x/b4/a1/a9/b4a1a98bfbb222a0d4fd2893ef457791.jpg>

Photo essays

<http://help.apple.com/photos/mac/1.2/#/pht6e157c5f>

Photo essays

<http://www.apogeephoto.com/how-to-create-a-photo-essay/>

Video

<https://support.microsoft.com/en-us/help/14019>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 and 3 and receive a

“proficient” score for Part 2.

Part 1. Overview Questions

400 word min 600 word max

Please answer the following:

Describe the physical layout of your classroom and the subjects taught. What special considerations and accommodations do you provide to support learners in your classroom?

How is your classroom design student-centered and celebratory of learning and your classroom’s collective culture?

- **Passing:** Passing: Educator completely addresses each of the two questions using personal examples and supporting evidence that clearly illustrates deliberate intentions for classroom design. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

Artifact One: Evaluate another learning space in your building that is different from your classroom and compare it to your classroom’s physical layout using the Key Elements as discussed in Method Components. (600 word limit)

Artifact Two: A choice of **one** of the following to show your classroom design (**note: your choice here will pair with the analysis in the third artifact**)

- Upload a two- to four-minute video showing the physical layout of your classroom. Narrate and/or caption your film.
- Draw your classroom design and label key areas. Upload a photo of your drawing.
- Create a photo essay (can be a slideshow or document of no more than 20 photos). Caption each photo.

Artifact Three: Connect your choice in the second option (video/photo/drawing) to a written analysis (600-word limit) that includes the following information:

- How your classroom is organized in a way that enhances learners’ abilities to focus on instruction.
- The rationale supporting the items that decorate your learning spaces.
- How learning is intended in different spaces within your design.
- How the physical layout enhances the learners’ abilities to contribute to their learning and engage in appropriate behavior while encouraging respect.
- An explanation of how your design of space is safe and allows for ease of movement and monitoring.
- How your classroom design connects to your district’s philosophy and initiatives.

null	Proficient	Basic	Developing
Artifact One: Comparison Evaluate learning spaces	Explicitly describes two learning space designs and explains the differences between the two to show an understanding of learning spaces. Grammar, spelling, and sentence structure enhance clear communication. 600-word limit	Describes two learning spaces but does not adequately compare/contrast the two spaces to show an understanding of the difference in classroom design between the two. Grammar, spelling, and sentence structure allow for clear communication. 600-word limit	Describes learning spaces with such little detail that the evaluator cannot form a clear picture of the intention of the learning spaces. Grammar, spelling, and sentence structure may inhibit clear communication. 600-word limit

Artifact Two:
Showcase

Video, illustration, or
photo essay

Artifact includes all
points below:

Shows how you
organize your classroom
in a way that enhances
the learners' abilities to
focus on instruction.

Shares your rationale
that supports the items
that decorate your
learning spaces.

Clearly explains what
learning is intended in
different spaces within
your design.

Explains how your
design of space is safe,
allows for ease of
movement and
monitoring, and aligns
with your district's
philosophy and
initiatives.

Video has clear
narration; photo essay's
captions enhance
viewing; drawing is
clearly labeled.

Artifact Three:
Analysis

Connect to one of
the following: video
drawing, or photo
essay

Analysis of Part 2
includes all of the points
below:

Shows how you
organize your classroom
in a way that enhances
the learners' abilities to
focus on instruction.

Shares your rationale
that supports the items
that decorate your
learning spaces.

Clearly explains what
learning is intended in
different spaces within
your design.

Explains how your
design of space is safe,
allows for ease of
movement and

Artifact includes three of
the points below:

Shows how you organize
your classroom in a way
that enhances the
learners' abilities to focus
on instruction.

Shares your rationale that
supports the items that
decorate your learning
spaces.

Clearly explains what
learning is intended in
different spaces within
your design.

Explains how your design
of space is safe, allows for
ease of movement and
monitoring, and aligns
with your district's
philosophy and initiatives.

Video lacks specific
narration; photo essay
lacks clear captions;
drawing is not clearly
labeled or lacks labels.

Analysis of Part 2 includes
three of the points below:

Shows how you organize
your classroom in a way
that enhances the
learners' abilities to focus
on instruction.

Shares your rationale that
supports the items that
decorate your learning
spaces.

Clearly explains what
learning is intended in
different spaces within
your design.

Explains how your design
of space is safe, allows for
ease of movement and
monitoring, and aligns
with your district's

Artifact includes one or
two points below:

Shows how you
organize your classroom
in a way that enhances
the learners' abilities to
focus on instruction.

Shares your rationale
that supports the items
that decorate your
learning spaces.

Clearly explains what
learning is intended in
different spaces within
your design.

Explains how your
design of space is safe,
allows for ease of
movement and
monitoring, and aligns
with your district's
philosophy and
initiatives.

Video lacks specific
narration; photo essay
lacks clear captions;
drawing is not clearly
labeled or lacks labels

Analysis of Part 2
includes one or two
points below:

Shows how you
organize your classroom
in a way that enhances
the learners' abilities to
focus on instruction.

Shares your rationale
that supports the items
that decorate your
learning spaces.

Clearly explains what
learning is intended in
different spaces within
your design.

Explains how your
design of space is safe,
allows for ease of
movement and

monitoring, and aligns with your district's philosophy and initiatives.

Grammar, spelling, and sentence structure enhance clear communication.

philosophy and initiatives.

Grammar, spelling, and sentence structure allow for clear communication

monitoring, and aligns with your district's philosophy and initiatives.

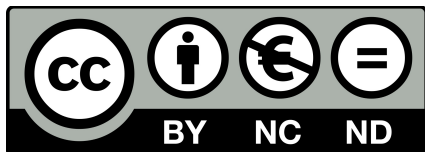
Grammar, spelling, and sentence structure may inhibit clear communication.

Reflection

400 word min 600 word max

Based on your own experiences, share an anecdote of the functionality of your purposefully designed classroom space. Reflect on how the examination of your classroom space has impacted your current practice. Student evidence/interviews may be included here to support the success of your intentional design

- **Passing:** Passing: Response thoughtfully addresses the impact on the educator's current practice using personal examples and supporting evidence. Reflection is relevant to the micro-credentialing process. Writing is organized and easy to understand.



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