The Classroom Check-Up

Strategy Tool: Physical Classroom Structure
Classroom Layout

1) Begin by creating a basic pencil sketch of your current classroom layout **without desks or moveable furniture**. You can do this in the box provided below.*

Be sure to include doors, windows, immovable furniture and computers, restrooms, mounted pencil sharpeners, etc.

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2) Use the sketch (preferably while in your empty classroom) to determine the following components:

Room Space Usage

List the types of instructional activities for which space will be utilized (e.g., whole group instruction, small group work, centers, reading). For each type of instructional activity listed, describe the type of layout that you would prefer (e.g., how desks and furniture are arranged, location in room).

Instructional Activity	Type of Layout
1)	
2)	
3)	
4)	
5)	
6)	
7)	

3) Based on your instructional activities, add to your classroom sketch the desk and furniture arrangement that would best meet your needs.

    a. Do you have easy access to all parts of the room?   Yes   No

    b. If not, how must you change the layout to gain access?

4) Next, determine the instructional materials that are used **often** and must be accessible to students. Explain where these materials will be placed and how you will organize and/or label them.

Instructional Materials Accessibility	
Materials	**Location/Organization/Labeling**

5) Next, determine high-traffic areas in your classroom. Generally, these areas are places such as trash cans, pencil sharpeners, drinking fountains, places to turn in and retrieve work, and get high-use instructional materials.

    a. Add these items to your sketch (if they are not already included).

    b. After you have determined their locations, analyze the sketch to be sure:

        i. *none of these areas overlap each other in ways that may cause disruptions*

        ii. *these areas are free of obstacles*

        iii. *these areas are far enough from student desks/tables to minimize distractions*

6) Finally, you need to determine your expectations and routines for turning in work and retrieving graded work. You may have already determined a room location and organization/labeling for this in Step 5. Now you should consider the following:

    a. What will you use to collect and distribute student work?

    b. Will work for each subject be turned into the same bin? If not, how many bins will you need? How will they be labeled and organized?

    c. When will students be expected to pick up graded work?

    d. How will you teach students the routines for handing in and picking up work? How will you practice?