

CLASSROOM MANAGEMENT

for academic engagement



Resource Packet for
Module 1

Room Arrangement

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Module 1: Room Arrangement agenda

I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
 - Equitable multi-level systems of support
 - Fidelity measurements
 - Trauma-sensitive care

II. Research (slides 8 – 9)

- A. Activity 1.1: Explore the research (jigsaw: 15 min)

III. Content (slides 10 – 24)

- A. Content (slides 10 – 21)
- B. Activity 1.2: Analyze room arrangements (10 min)
- C. Activity 1.3: Apply to your own room (reflect: 10 min; pair for feedback: 10 min)
- D. Activity 1.4: Assess through a culturally responsive lens (jigsaw: 20 min)

IV. Evaluation

- A. Check for understanding (Slide 25)
- B. Self-reflection checklist (Slide 26)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (Slide 27)

Activity 1.1: What does the research say?

In small groups, assign pieces of research.

1. Read your research and ask: How do I experience this in my classroom?
2. Share out.

WHAT THE RESEARCH SAYS

- Up to 73% of student performance variations at the classroom level are linked to work environment. Placing an average student in the least effective rather than the most effective learning environment decreases their learning progress by as much as one whole year. (*Peter Barrett, Lucinda Barrett and Fay Davies 2013*)
- It is important to link the design of the environment to the purpose of the task. For example, if a classroom uses learning centers, there must be adequate space for students to move back and forth between the centers comfortably. Why? The amount, arrangement, and organization of physical space influences human behavior (*Fisher 2000; Gump 1978; Weinstein 1979*).
- For class discussion, seating students in a circle reduces off-task behavior. (*Rosenfield, Lambert, & back 1985; Lambert 1995*)
- Providing a calming corner where students can learn to regulate their emotions supports a safe learning environment. (Responsive Classroom: Providing a Safe Place for Tough Moments; <https://www.responsiveclassroom.org/a-quiet-place-for-rough-moments/>)

Bottom Line: Physical space is aligned to instructional goals

- When designing the room environment, it is important to structure it in a way that supports teacher monitoring of the class. The teacher needs to be able to access (move to) each student, and to see each student. (*Evertson and Emmer 2009*)

Bottom Line: Design the room for accessibility and visibility

- Wall color, white space, interface, and functional organization influence human learning. (*Ceppi and Zini 1998; Lacknew 2003*). Walls matter and contribute to the learning environment. A wall design that is too busy can create distraction, especially for small children (*Fisher, Godwin and Seltman 2014*). Including meaningful bulletin boards involving culturally diverse images enhances a student's sense of cultural membership in the class (*Montgomery 2001*).

Bottom Line: The walls teach

WHAT THE RESEARCH SAYS

- Light, temperature, air quality, noise and crowding all affect the instructional process (*Graetz and Goliber 2003; Moore 2001*) Too much or not enough of each aspect can erode environmental quality in ways that lead to negative effects on learning. For example, a room that is too warm results in sleepy students.
- Students vary in their response to auditory and visual stimuli. Flexibility in the environment and knowing one's students are needed to meet student needs. Flexibility might come into play in smaller work areas within the room, such as the Calming Corner, or by providing head phones to individualize student stimulation needs. (*Wisconsin DPI Trauma Sensitive Schools: Module 7; Supporting Positive Behavior in Alberta Schools: An Intensive Individualized Approach; 2008*)
- To be 100% responsive in your teaching, it is important to have a culturally responsive teaching environment. (*Shade, Kelly and Oberg 1997*)

A culturally responsive room:

- Is inviting to students and welcoming to guests
- Has a sense of belonging that is student – centered, with an our room feel
- Has a positive energy, vibe and rhythm that can be felt – not heard
- Uses a variety of colors and designs
- Is arranged with space for movement and collaborative learning
- Has opportunities for learning centers or places to work
- Include multimedia
- Is clean, aromatic and non-institutional

Bottom Line: The classroom should be inviting and welcoming

- It is important to have variety of literacy materials. When organizing these materials, two principles come into play: availability and accessibility of materials for both the teacher and students.

Bottom Line: Classrooms should be resource rich

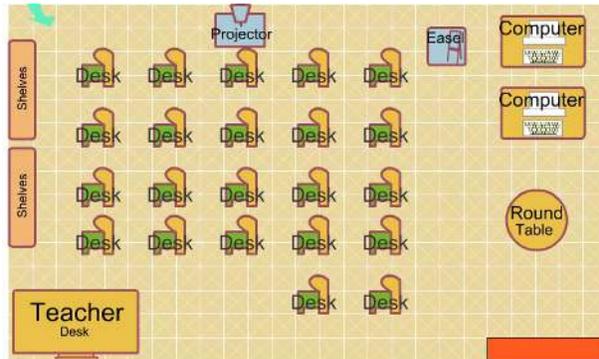
Activity 1.2: Analyze room arrangements

ELEMENTARY CLASSROOM ARRANGEMENT

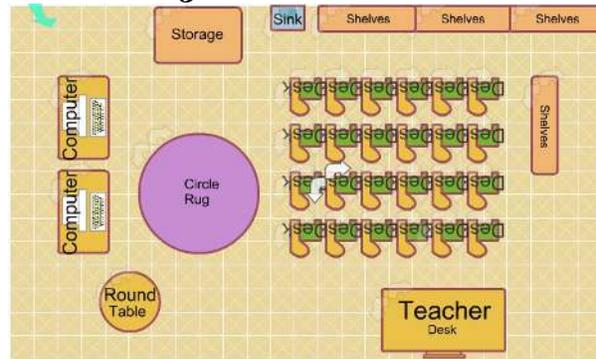
For each arrangement:

1. Assess for visibility and accessibility.
 - a. Are there areas where the teacher cannot see?
 - b. Where might problem behaviors occur?
 - c. Can the teacher easily access a student to provide feedback/support?
2. What tasks would this arrangement support? Detract?
 - a. How would you change the arrangement to accomplish a different learning task?
 - b. Can students (and teacher) move about the room safely?
 - c. Where might you place a calming corner?

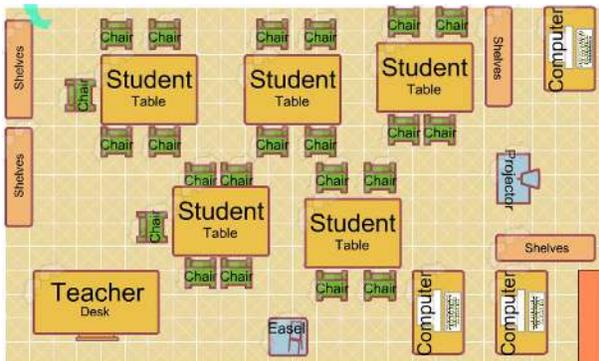
Classroom #1:



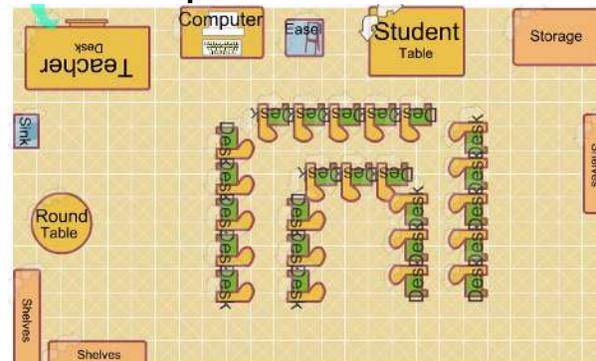
Classroom #3:



Classroom #2:



Classroom #4:

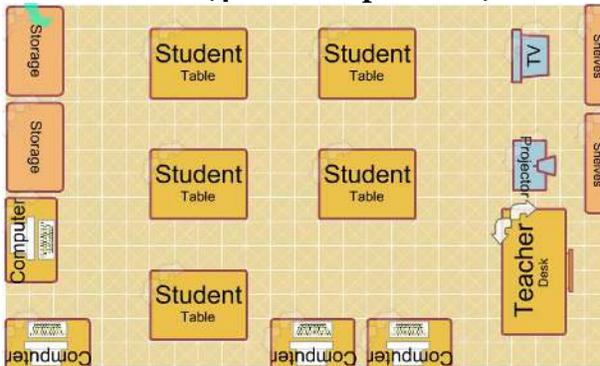


SECONDARY CLASSROOM ARRANGEMENT

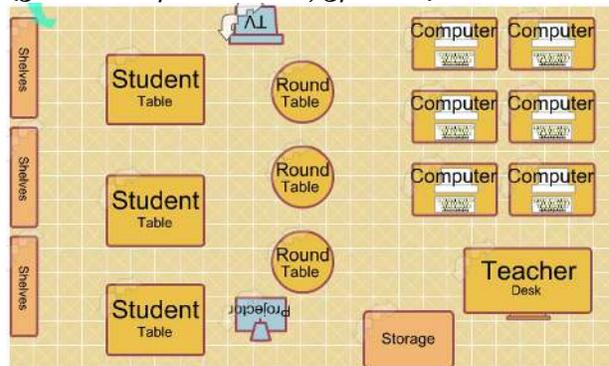
For each arrangement:

1. Assess for visibility and accessibility.
 - a. Are there areas where the teacher cannot see?
 - b. Where might problem behaviors occur?
 - c. Can the teacher easily access a student to provide feedback/support?
2. What tasks would this arrangement support? Detract?
 - a. How would you change the arrangement to accomplish a different learning task?
 - b. Can students (and teacher) move about the room safely?
 - c. Where might you place a calming corner?

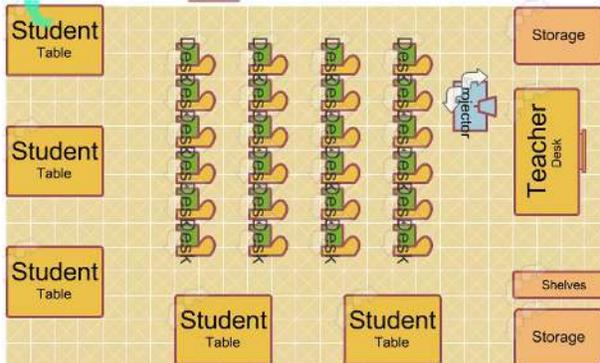
Classroom #1: (4 students per table)



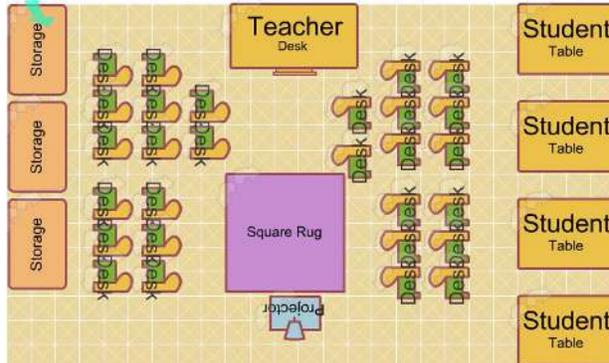
Classroom #3: (5 students/rect. table, 3/circle)



Classroom #2: (student tables are for labs)



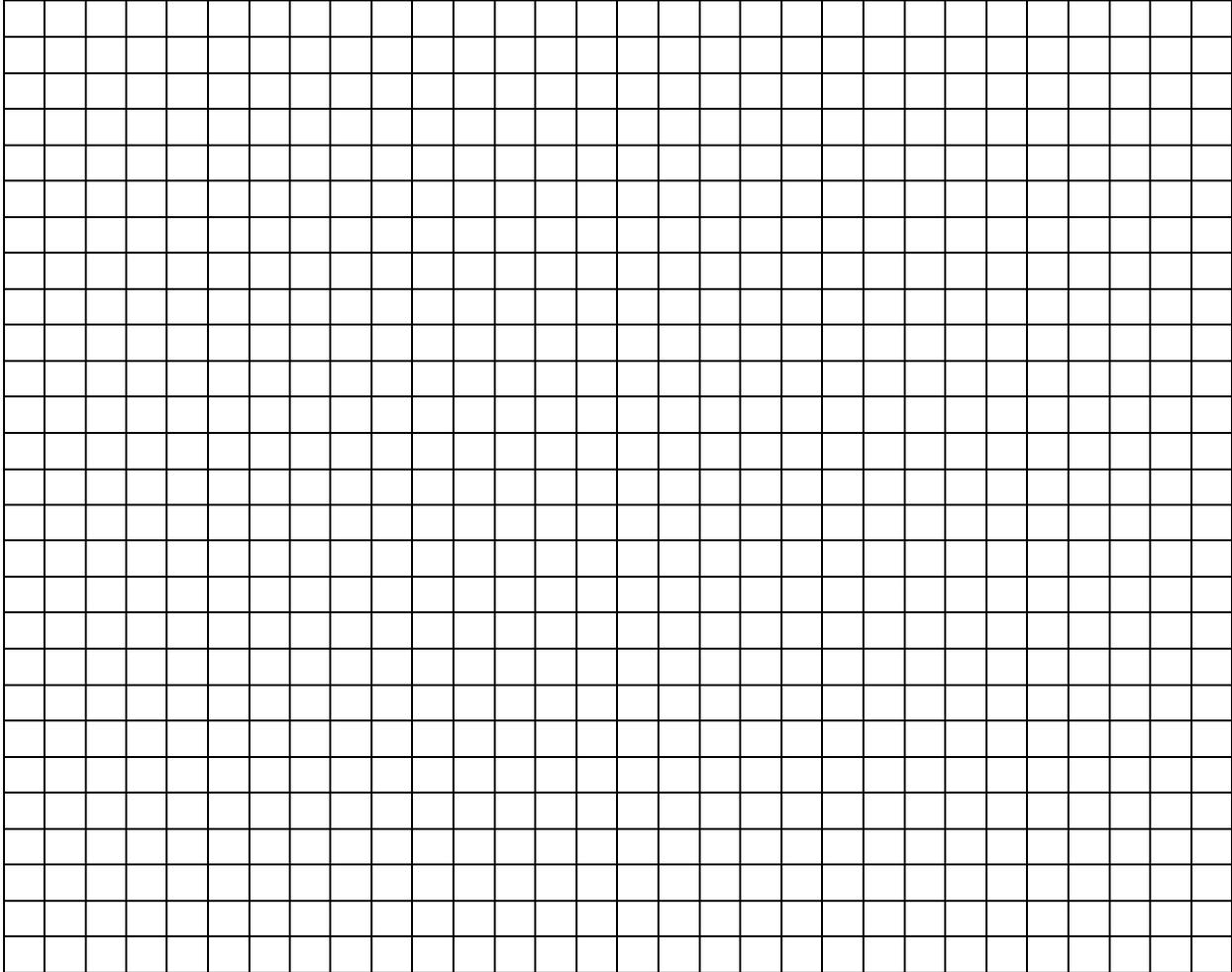
Classroom #4:



Activity 1.3: Analyze your own room arrangement

1. Draw your current room arrangement (on the grid below or online at <http://classroom.4teachers.org/> (must have Flash enabled to use the online tool)).

Include furniture, windows and doors, display areas, storage, etc.



2. Analyze your room for VAT and/or get feedback from a colleague.
3. Looking deeper: Self-reflection through a culturally-responsive lens:
 - Can your students see themselves in your walls?
 - Can you access all of your students to VABB?
 - Can your room adapt to various tasks?
 - Can you safely provide opportunities for movement?
 - Does your room support students with heightened sensory systems and emotion-regulation needs?

Activity 1.4: Room arrangement resources to help VABB

WALLS THAT TEACH (INCLUDE RELEVANT BULLETIN BOARDS)

- Include meaningful bulletin boards involving culturally diverse images to enhance students' sense of cultural membership in the class. (*Montgomery, 2001*)
- Ensure bulletin boards, displays, instructional materials and other visuals in the classroom reflect the racial, ethnic and cultural backgrounds represented by students. (*Addressing Culturally Responsive Practices Guide, 2009*)
- Uses a variety of visual aids and props to support student learning. (*Addressing Culturally Responsive Practices Guide, 2009*)



- Identify the cultural subgroups in your class. Do an audit of your walls and bulletin boards. Are all group visible. This resource is one way to do this audit:

<http://www.tolerance.org/magazine/number-50-summer-2015/department/pd-caf>

PHYSICAL SPACE ALIGNED TO INSTRUCTIONAL GOALS

- Flexibility in seating is essential – Seating arrangements should match lesson purpose (*Evertson, Emmer, & Worsham, 2003; Lambert, 1995; Wong & Wong, 1998*). Flexibility in room arrangement enables a variety of instructional formats to be used (whole group, small group, student pairs, individual work) (*Lambert, 1995; Wong & Wong, 1998*).
- Lessons designed for independent work (seatwork, tests, etc) are supported by arrangement in rows or paired rows. (*Lambert, 1995; Wong & Wong, 1998*) Lessons designed for group/collaborative work are supported by an arrangement in groups. (*Evertson, Emmer, & Worsham, 2003*).
- Mismatched arrangement/lesson purpose can be distracting to students (*Lambert, 1995*)

- Continuous rearrangement of the classroom can be just as disruptive as a mismatched arrangement/lesson purpose – so have typical arrangement set to match the majority of lesson format type.
- Do you have a variety of learning centers present? (*Strategies for Culturally and Linguistically Responsive Teaching and Learning, Hollie, 2015*) Make sure you can easily monitor your centers. Make sure all materials needed for the center are accessible to students.
- Space is arranged for movement and collaborative learning. (*Strategies for Culturally and Linguistically Responsive Teaching and Learning, Hollie, 2015*)
- The arrangement and organization of physical space should promote positive behavior. (*Fisher, 2000, Gump, 1978 and Weinstein, 1979*)
- Select room arrangements that support the lesson purpose: Teach students routines & procedures to arrange the classroom for specific lesson formats and assign the task of arranging the room to the class based on teacher direction. (Successful student rearrangement requires practice!)

Harambee



SPACE FOR MOVEMENT AND COLLABORATION

- Select room arrangements that support the lesson purpose: Teach students routines & procedures to arrange the classroom for specific lesson formats and assign the task of arranging the room to the class based on teacher direction. (Successful student rearrangement requires practice!)
- There must be adequate space for the students to move back and forth between the centers comfortably. (*Strategies for Culturally and Linguistically Responsive Teaching and Learning, Hollie, 2015*)
- 73% of student performance variation is driven at the class level and linked to work environment. (*Lucinda Barrett, Peter Barrett and Fay Davies, 2013*)

- Arrange classroom to accommodate student discussion for teacher-to-student and from student-to-student. (*Addressing Culturally Responsive Practices Guide, 2009*)
- Painter tape and mark the space for different room arrangement. Practice the routine of moving desks to accommodate small group work
- Movement with ease to ensure that both the teacher and students can move through the room without difficulty. Effective teacher monitoring requires frequent movement throughout the classroom and constant lines of sight to each *student* (*Evertson, Emmer, & Worsham, 2003*). Arrangement should allow teachers to be able to move to interact with every student (*Shores, Gunter, & Jack, 1993*).
 - Arrange furniture & equipment to create walking space between & around items.
 - Consider special circumstances that may require additional space (wheelchair, crutches, etc.)
 - Establishing routines & procedures for moving throughout the room is necessary.

INVITING AND WELCOMING

- Does the room feature a variety of colors that are relevant to various cultures? (*Addressing Culturally Responsive Practices Guide, 2009*)
- Do students have a space of their own with needed materials? Older students can bring their own materials. Suggest ways for them to remember what to bring to your class, such as a subject specific zip bag that can be attached to their binder. For younger students, create communal containers that have needed materials.
- Displaying student work promotes pride. Clear fishing line can be used to suspend work from the ceiling. Caution must be used so that room is not over-decorated.
- Create an inclusive learning environment where everyone feels okay to be themselves. (*Addressing Culturally Responsive Practices Guide, 2009*)
- Build an authentic and caring relationship with each student. Making sure you can access all students to deliver positive specific feedback and praise is essential to creating healthy student-teacher relationships. (*Addressing Culturally Responsive Practices Guide, 2009*)



RESOURCE RICH

- Do the library resources support a focus on multiple literacies and cultures? (*Strategies for Culturally and Linguistically Responsive Teaching and Learning, Hollie, 2015*)
- Materials and learning experiences that are authentic to real life experiences. (*Addressing Culturally Responsive Practices Guide, 2009*)
- Use curriculum that includes and honors life experiences and cultures of all children. (*Addressing Culturally Responsive Practices Guide, 2009*)



Cultural Library

Children can see themselves in a book.



CREATING A CALM, QUIET PHYSICAL ENVIRONMENT

(*Supporting Positive Behavior in Alberta Schools: An Intensive Individualized Approach, 2008*)

- Reduce the noise level: Use carpeting on the floor, or a portion of the floor, or put tennis balls or carpet pieces on the ends of the legs of desks or chairs.
- Provide headphones for students to use to block sound during quiet time.
- Use relaxing music when students are working individually at the desks to set a relaxing tone.
- Consider using window coverings to reduce the effects of noise, temperature, light and visual distractions.

CREATE A SAFE PLACE

(Supporting Positive Behavior in Alberta Schools: An Intensive Individualized Approach, 2008 and Loving Guidance by Becky Bailey, 2003)

Distinct from a timeout space, designating a small corner of the classroom where individual students can go to relax, refocus and reflect is a preventative strategy. Students choose to go to the safe place when they are angry or upset and need time alone to calm down or practice emotion regulation skills. It is not seen by students as a negative consequence.

The calming space should offer some privacy but allow the student a clear view of the classroom, the teacher a clear view of the student(s).

Furnish with an eye for comfort: a soft chair, relaxing music and head phones, a bag of items they can use to calm themselves (squishy ball, stuffed animals, etc.) Think quiet.

Make sure students have been taught emotion-regular techniques, and know the procedures for using the calming corner:

- When do they use it?
- How many can be there at one time?
- What do they do if it is occupied?

Compiled by: Andreal Davis, Michelle Belnavis and Dan Seaman for Culturally Responsive Classroom Management Workgroup

Culturally and Linguistically Responsive (CLR) Learning Environment Survey

(from *Culturally and Linguistically Responsive Teaching and Learning* by Dr. Sharroky Hollie)

The formula for a responsive learning environment is framed around eight ingredients (pp 206-210)

1. Print Rich (70% authentic/30% commercially produced).

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

2. Learning Centers (reading, writing, listening, math, science, and cultural)

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

3. Culturally Colorful (ethnic cloths, prints, art work, and artifacts)

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

4. Arranged Optimally (presentations, movement, teacher space)

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

5. Multiple Libraries (cultural, multicultural, content specific, reading level, and signature literature)

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

6. Technology (utilization and prominently displayed)

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

7. Relevant Bulletin Boards (cultural, student work, current unit, current events, content area oriented)

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

8. STUDENT WORK Everywhere (current, ample, unit-related)

Quantitative: Yes or No (circle one)

Qualitative: 5 4 3 2 1

Comments/Suggestions:

Individual Response

Learning Environment Strengths

Learning Environment Limitations

What are your plans for using the findings from both surveys?

School Group Response

How and when will you share this information with the rest of the staff?

Self-Reflection Checklist for Module 1: Room Arrangement

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Module 1: Room Arrangement	High	Med	Low
VISIBILITY						
			Students can see all instructional materials			
			Teacher can see all students			
			Walls include 70% authentic images (vs. commercially reproduced) *			
			Bulletin boards are relevant to content			
			Visual images throughout the class reflect the cultural make-up of the students (pictures, colors, artifacts) in a welcoming and inviting way. *			
			Visual stimulation is appropriate for students with varying needs (consider students with heightened sensory systems and/or regulation difficulties.) **			
ACCESSIBILITY						
			Students can access instructional materials, including technology			
			Teacher can access each student			
			Teacher can affirm and validate students privately. *			
			Teacher can access instructional materials			
			Students have personal space			
			Movement throughout class can be accomplished without bottle necks.			
			Students can easily access a calming corner when needed. **			
TASK						
			Room arrangement can easily be changed to allow for collaboration *			
			A variety of learning stations are present			
			Library resources support a focus on multiple literacies and cultures *			
			The room can easily be rearranged to accommodate various formats of instruction.			
* These items support culturally responsive practices; ** These items support trauma-sensitive practice						

Action Plan:

Adapted from: Colvin, G. (2006). The Effective Elementary Classroom: Managing for Success. Eugene, OR: Behavior Associates
 Simonsen, B., Fairbanks, S., Briesch, A., and Sugai, G. (2006). Positive Behavior Support, The 7r: Classroom Management Self-Assessment Revised. University of Connecticut.