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**TEP Component E - Classroom Community**
**Artifact 02** - *Classroom design - Inviting, inclusive, community-themed floor layout and seating arrangement*
Classroom Come to Life (CCTL) Project, EDIS 5030 (Fall 2021)
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**Figure 1. Classroom design - Inviting, inclusive, community-themed floor layout and seating arrangement**
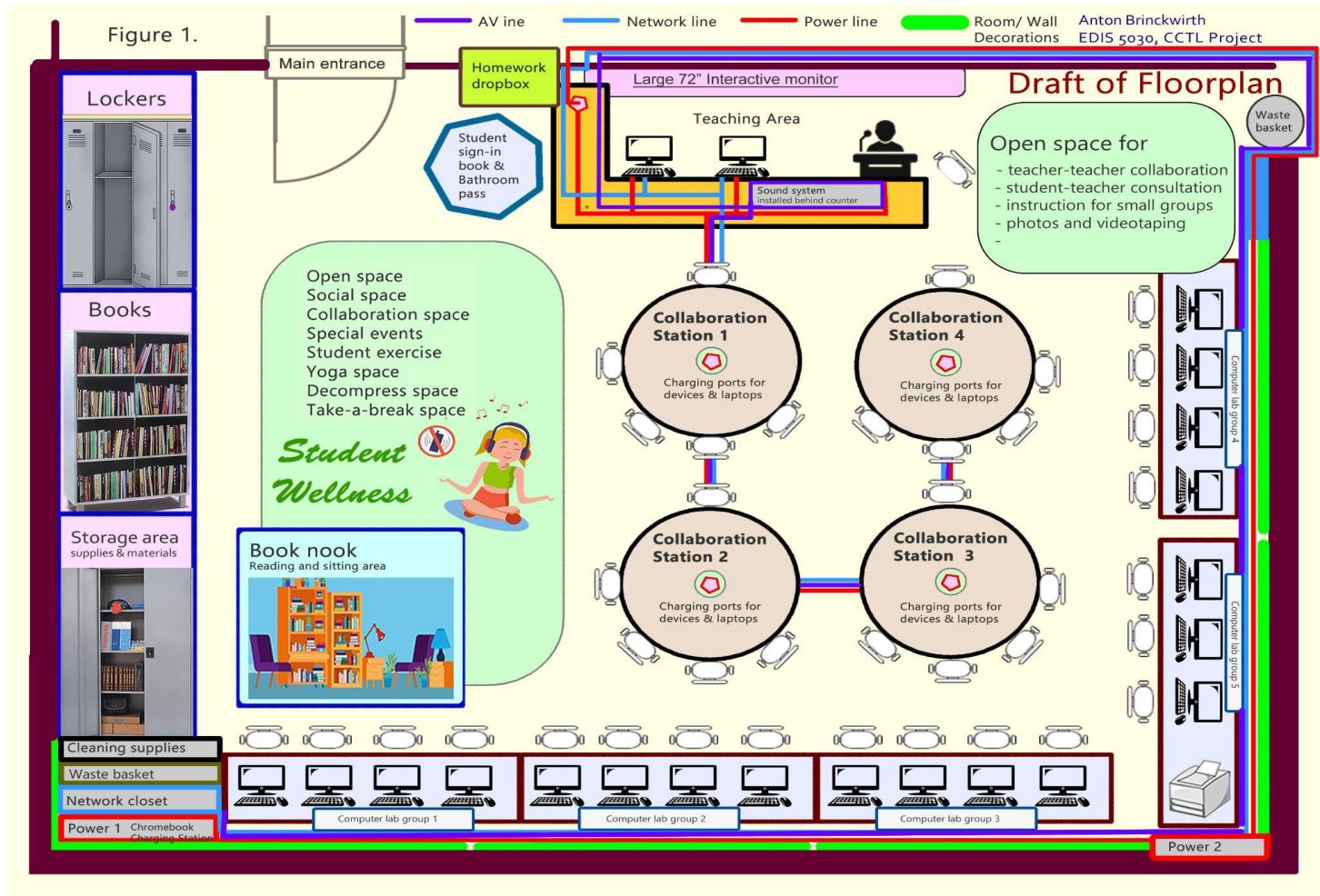
**Figure 1** shows the floorplan for my dream classroom space for K-16. This plan is for a room that can seat 19 students and has room for two instructors and a teaching assistant. The space is efficiently and purposefully allocated with the following areas and classroom systems:

| Main Spaces | Functional Spaces | Utility Spaces |
|---|---|---|
| **Main door / main entrance**<br>**Main Instructional space**<br>**Teachers workstation and main teaching area**<br>**Small open space for multiple instructional uses**<br>● Space for videotaping and photographs<br>● Teacher-student consultations<br>● Teacher-techer collaborations<br>**Computer lab (19 individual stations)**<br>**Collaboration stations 1-4 for**<br>● Project-based learning<br>● Cooperative learning<br>**Student lockers** | **Large open space area for multiple uses**<br>● Take-a-break area<br>● Book nook<br>● Yoga and exercise<br>● Special events<br>● Decompress<br>● Social space<br>● Can be used for additional collaboration space<br>**Student sign in area**<br>● hall passes<br>● homework dropbox | **Storage area**<br>**Materials and supplies**<br>**Cleaning supplies**<br>**Waste receptacles**<br><br>**Technology Infrastructure**<br>● Network closet<br>● Power sources<br>● Presentation system<br>● Sound system<br>● Cable trunks |

**Main door / main entrance**
The main entrance should remain free of gatherings and meetings, although a line may form when students sign in to class. The guest book will be signed once daily, at the start of the first class. Hall passes are kept in this location as well. A routine protocol will be established that allows only one student to wait for a hall pass to be returned from a bathroom break.

**Teacher's desk and teaching area**
The teacher's desk should be a workstation. I would opt for an L-shaped desk with room for two instructors and a service desk area for a student intern or teaching assistant to greet students and visitors to the class without leaving their work area. Instructors must do all they can to keep this area tidy as it reflects their professionalism.

**Presentation system**
I used to use standard projection systems, but I would opt for a 72" smart interactive touchscreen monitor if the budget allowed. Smart presentation systems have become the standard at most public schools. They were installed in all of the classrooms at my current placement site. I like how touchscreen monitors interface with any desktop or laptop computer or mobile or multimedia streaming device. I would also request an integrated sound system with a central switcher near the main teaching area to quickly load content from various digital sources. It sounds expensive, but I would settle for used components.

**Sound system**
The room's sound system components are located under the teacher's desk for quick and easy access while remaining out of view from students. The components include a CD player, power amplifier, tuner, switcher, and speaker cables that feed to a speaker system and to each individual student computer. The system will be used for instruction and for special events and activities.

**Computer lab**
As Figure 1 shows, the computer stations face the walls in a U-shape, away from the teacher and main areas designated for instruction. Based on my years of experience as a classroom instructor, this unconventional configuration is quite optimal. It shouldn't matter where the students face when they are microcomputing because their focus is on the content in the monitor.

**Bring back the desktop-driven classroom/computer lab!**
The ubiquitous use of mobile devices and laptop computers sparked the widespread abandonment of desktop-driven labs and classrooms. In my opinion, the educational technology trends that set off the iPad and Chromebook revolution in middle and secondary schools in the 2010s were misguided in thinking that mobile devices made desktops obsolete. The Ed Techs did not consider that laptops and desktops offer uniquely invaluable features and opportunities for teaching and learning. Mobile tablets and laptops are valuable resources for student learning, but students take too long to get started with the activity when used for in-class activities. Precious learning time will be wasted when students wait for machines to start up, reboot, recharge, and for many other reasons.

**Rationales for use of desktops in labs and classrooms.**
The permanently installed desktops open a world of possibilities for bringing technology into the classroom. Each machine should be installed with a webcam and headset (earphones and mic) and configured with teaching and learning in mind. The instructor should work with the IT/Instructional technology department to optimize and maintain the machines with the appropriate cleaning supplies and disposable hygienic headcovers for the headsets.

**Collaboration stations**
The collaboration stations are intended for student work that does not require use of a classroom desktop computer. Each station comes equipped with power sources and charging ports for phones and other mobile devices. Each station seats five or more students comfortably.

**Open spaces**
A sizable open area space within the instructional environment will bring value, flexibility, and virtually unlimited options for converting the room to an array of floor plans and functions. The open space would be ideally used for relaxation, social activities, exercise, yoga, and special instructional and non-instructional activities. Additional collaboration space can be added later. The open spaces could also be used for special events and physical activities such as student stretching, yoga, a place to decompress, and a new classroom routine called Take-a-break.

**Take-a-Break Space**
The ample open space will be used for *Take-a-break* time, a classroom routine that will replace the seclusionary practice of "time-out" for student misbehavior. Take-a-break is more of a restorative strategy that allows students to take the time they need to decompress, "reset," and rejoin the group when they are ready for "learning." Students would never be removed or secluded from the learning environment unless the behavior presented a danger to the community. Instead, they take a break in the large open space (within the same physical environment) where they will have an opportunity to reset and rejoin the group when they are ready for "learning."

**Student Sign-in Book Area / Bathroom and Hall Passes**

Students will sign-in each day as they enter the room. In addition to signing the book and helping the instructor with attendance, students will respond to questions in one sentence or less. The student comments will begin to reveal the identities, traits, preferences, and thought patterns of students giving the instructor invaluable insight about each learner's identity, values, and interests, the instructor can use this information to develop other meaningful lessons and activities that students will find compelling and fun. The overarching objectives are to start each class session with positivity and to learn more about the students through their responses to the questions. The bathroom and hall passes will also be efficiently and conveniently kept in this area.

**Homework Dropbox**

Instructors can create digital dropboxes or real ones to collect homework from students. When students need to submit an assignment in hard copy form, they can conveniently put it in the classroom homework dropbox as they walk in or walk out, helping to minimize the calamity, chaos, and time it takes to collect homework from a large group of students.

**Bookcases, Storage Area, and Lockers**

The bookcases, storage cabinets, and student lockers are housed on the left side of the room apart from the rest and divided by a large open area that creates openness and has useful functions for classroom management and fostering a welcoming learning environment. The room is designed with a minimalist style that allows the spotlight to shine more on students when they learn, work, collaborate, and produce.

**Furniture**

First and foremost, the pieces need to be usable, functional, and safe. Department budgets are often limited for classroom furniture. I have seen teachers do a lot with a little, and I appreciate that kind of frugal thinking. I would try to bring that mindset to any classroom design project. The graphic shows basic oblong tables used as student computer stations along the walls of the room. The computers are assembled in a U-shape in the back of the room to save valuable space for social and collaborative project-based activities. The round collaboration tables are multipurpose and are oriented to the main teaching area.

**Classroom Décor**

I plan to decorate the walls of my classroom with things students need to be looking at when their eyes wander during class. When students are not seated at the computers for IT activities and projects, they will be sitting at the collaboration tables or even in the central open space for enhanced social interaction and community-building. In Figure 1, the neon green line along the room's perimeter represents wall decór. The designs are not shown since the floorplan is demonstrated from a top-view perspective. Still, the walls will be covered with colorful, tasteful, and appropriate wall decorations that support academics with facts, figures, images, patterns, symbols, messages, tutorials, and clever ways to present the instructional in small chunks adorning the walls for all to see. Today, teachers can create and print their instructional posters and flyers to put their signatures on the design and insert messages to students. The decór should also include functional communication such as assignment reminders, calendars, upcoming events, homework, and many things students need to know. Therefore, I will create a plan for class decór that utilizes relevant instructional posters and other wall-hangings for ESL, Spanish, and ELA content areas. I will strive to use graphically-enhanced representations of knowledge and information that teach and reinforce directly, openly, and subliminally. The most useful of these will reflect the academic content related to the learning standards. The actual decór must be age-appropriate, devoid of negativity, and reflective of shared core values.

**Posters and signs that need to be updated frequently**
- Academic and special event calendars
- Homework information
- Important reminders and other essential information for students and parents
- List of base groups and partner pairings

**Posters that promote diversity, equity, and inclusion**
- Post positive messages that promote diversity and social justice
- Note cultural celebrations
- Commemorate historical events
- Celebrate the cultures and languages represented among the students in the class.

**Posters that promote positivity, inspiration, and hard work**
- Recognize students for stellar work, find a reason to include students, and use brief bios, favorite things, and future aspirations (Always check with parents about the use of student images)
- Promote equity with symbols, images, and diagrams that convey a commitment to equitable practices at school, in the classroom, and in the community.
- Promote inclusiveness with messages that promote tolerance and recognition of all students

**Posters for classroom behavior, responsibility**
- Code of conduct
- Classroom behavior, standards, and expectations
- Shared core values
- Display for digital citizenship

**Positive reinforcement messages**
- Keys to success!
- You are responsible for yourself!
- Life is full of choices.

**Academic signs, posters, and decorations appropriate for ESL learning**
- ESL Verb conjugations
- ESL prepositions
- Alphabet for writing
- World maps

**Diagrams for ESL learners**
- Grammar structures
- Emphasize cognates
- Power learning - Use posters that reveal exciting and valuable facts about ESL and SLA linguistics, language families, and their interconnectedness.

**Recognition of star students**
- Designated areas within the learning environment will show photographs of students from the classroom, field trips, and extra-curricular activities, and other school events
- Permissions will always be requested and obtained before photos, and other content belonging to students is used and posted in the classroom