

# ***TEACHERS INVENTORY CHECKLIST***

## **THE INTERFACE PROJECT**

### **TEACHER'S INVENTORY OF PHYSICAL LEARNING ENVIRONMENTS**

School building design is a major factor in providing a desirable learning environment; however, improvements to existing physical spaces can provide appropriate alternative solutions. School buildings can do more than simply “house” the educational program. The Interface Project explores ways to turn existing physical space into a more valuable learning environment, accommodating a variety of learning styles. The use of the following inventory can assist in facilitating transformation in the classroom.

#### **TO COMPLETE THE INVENTORY:**

1. Take 20-30 minutes to observe the existing classroom environment.
2. On a scale of 0 to 5—0 being the lowest and 5 the highest— rate the twenty inventory items. The rating should be a combination of original intent of learning space and innovative use of that space.
3. The following rating guidelines may be helpful:

Excellent quality condition	4 to 5 points
Average quality condition	2 to 3 points
Poor quality condition	less than 2 points

4. Interpretation of scores:

Excellent quality learning environment	85 to 100 points
Average learning environment	70 to 84 points
Poor learning environment	less than 70 points

#### **TO ANALYZE THE RESULTS:**

1. Identify the items that scored a “5.” Did these items contribute to student learning in the classroom? Did these items assist in providing quality instruction?
2. Identify the items that scored a “0.” Can these areas be transformed into effective learning environments? Can the administration assist in facilitating the necessary changes or are these changes beyond their control?
3. Identify the items that scored “1” to “4.” How can these items be improved to provide the best learning environment possible?

## RATING SHEET

### TEACHER'S INVENTORY OF PHYSICAL LEARNING ENVIRONMENTS

1. Evidence of community and cultural values Items produced or grown Community use of educational space Community photographs Student contributions to community	0	1	2	3	4	5
2. Lighting consistent with classroom tasks Fixtures clear and in proper repair Use of natural light	0	1	2	3	4	5
3. Appropriate use of classroom storage Organization of storage Discard items not in use	0	1	2	3	4	5
4. Adaptation of space and furnishings to both fixed and flexible learning spaces Flexible furniture Large and small group spaces	0	1	2	3	4	5
5. Creative use of wall space to foster variation in student learning Student initiated materials	0	1	2	3	4	5
6. Heating, lighting, air conditioning control Effective acoustics, low outside noise Good indoor air quality—odors, adequate ventilation Presence of natural daylighting	0	1	2	3	4	5
7. Creation of the classroom as a “learning center” Conditions that reflect learning as a high priority	0	1	2	3	4	5
8. Professional setting “Teacher office”—not just a desk Space for informal dialogue as well as work	0	1	2	3	4	5
9. Image of “openness” Students can look out Other students can look in and see learning happening Doors are left open	0	1	2	3	4	5
10. Emphasis on aesthetics and warmth Plants, flowers, courtyards	0	1	2	3	4	5

11. Appropriate use of technology Fosters communication Video, overhead, audio, computer School production studio	0	1	2	3	4	5
12. Environmental interaction Student work displays Use of color consistent with desired impact (cool/warm) Stimulating environment	0	1	2	3	4	5
13. Privacy spaces for individual students and/or small groups Lofts, alcoves Outdoor areas	0	1	2	3	4	5
14. Space for “hands-on” learning	0	1	2	3	4	5
15. Furniture arrangements for working groups Round tables Alcoves Flexible furniture	0	1	2	3	4	5
16. Individual work stations for some students	0	1	2	3	4	5
17. Furniture set up for one-to-one conferences Accessibility to every student	0	1	2	3	4	5
18. Room arrangements to accommodate a variety of teaching styles Not limited to lecture/large group	0	1	2	3	4	5
19. Utilization of walls as “learning surfaces.” Permanent art pictures Display of materials that exceed text content	0	1	2	3	4	5
20. “Windows on the world” Unusual views-exterior Interior views (boiler room, multi-media retrieval area) Expanded learning spaces	0	1	2	3	4	5

**TOTAL POINTS (ADD POINTS FOR EACH ITEM)**

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