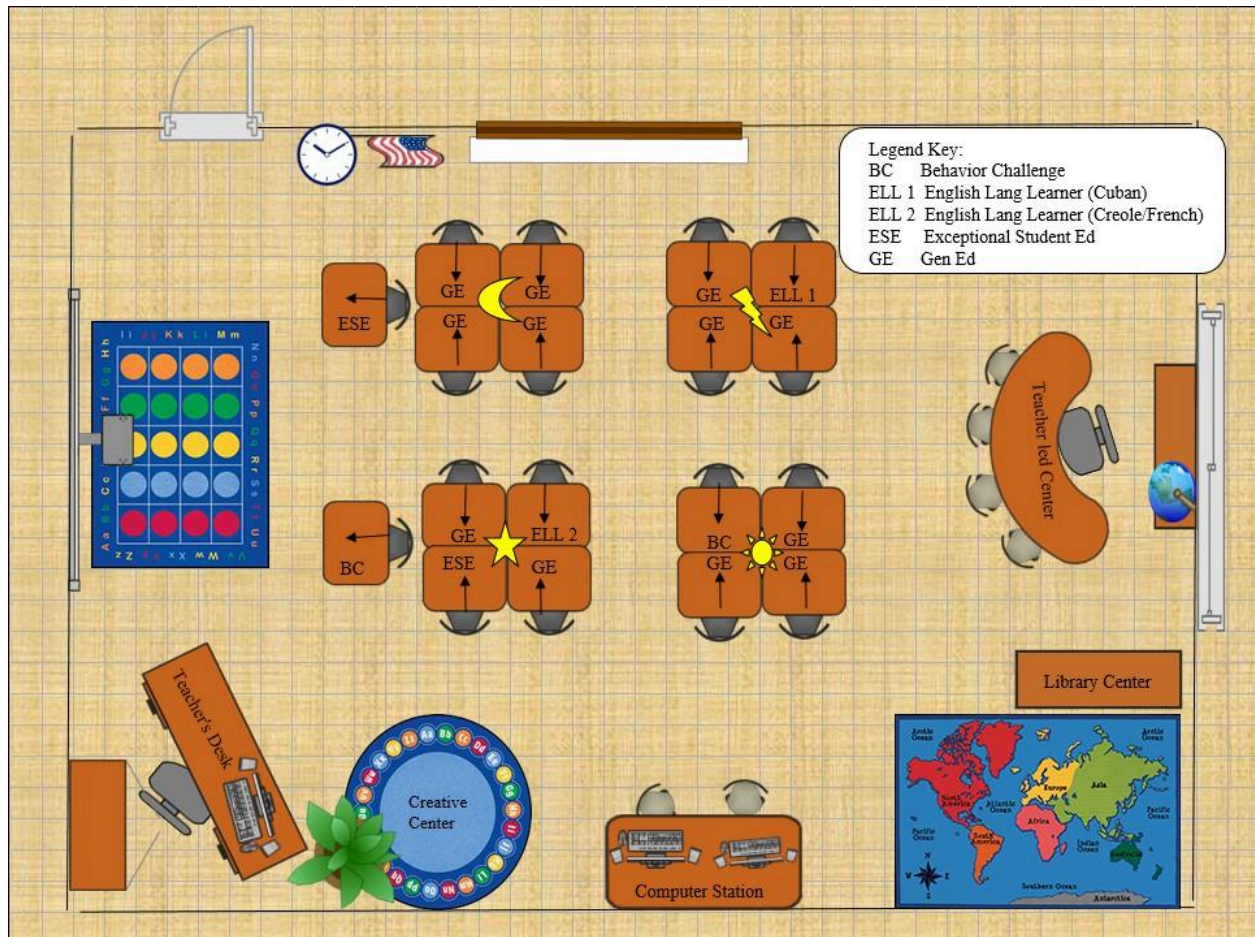


Karla Rima
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 Classroom Seating Map



The arrangement of the classroom seating chart plays a pivotal role in fostering an environment conducive to collaborative learning among the students. Each seat is thoughtfully assigned, balancing diverse personalities and learning styles to create a harmonious and productive atmosphere. This strategic seating not only facilitates easy access to student centers, such as Creative Center, Library Center, Teacher-led Center, and the Computer Station, but it also encourages positive social interactions and peer support.

By carefully considering each student's needs and strengths, this seating chart identifies student's by their learning style and reasoning for placement.

About the Classroom and students:

- 18 students
- One teacher
- 3rd grade
- Combination of ESE, ELL, BC, and Gen ed students

Group Seating Arrangements:

- Four clusters of four desks where students face one another.
- One additional desk was added to each front cluster to form groups of five; moon and star.
- Each group is identifiable by a shape. The shapes are a star, a lightning bolt, a sun, and a moon in yellow. The theme for grouping names/shapes is weather.
 - **Moon:** one ESE student and four Gen ed students. In this cluster, there are four general education students with the visually impaired student at the head of the group. Flex seating allows the ESE student to face the group when activities call from working together and sharing ideas.
 - **Star:** one BC student, one ELL student, one ESE student, and two Gen ed students. The student with Behavior challenge is suspected to have ADHD, they are facing forward to limit and/or reduce disruptions and distractions. The two general education students are diagonal to one another and provide support to the English Language Learner - who in this case is of Haitian/Creole/French descent - and the ESE student - who is on the Autism Spectrum. The ESE student is also close to the Teacher's desk.
 - **Lightning Bolt:** three Gen ed students, one ELL student. The English Language Learner in this group is from Cuba. In Miami, most students speak Spanish and can help translate instruction and support one another through communication. The ELL student is also close to the white board.
 - **Sun:** one BC student and three Gen ed students. The one student with Behavior challenges is surrounded by Gen ed students, the idea is they are role models and demonstrate good behavior in the classroom. The overall goal to establish positive connections within their cluster and other students in the class.

Forward facing seats:

- Exceptional Student Education (ESE) with an IEP for Visual Impairment and Dyslexia. Purpose for seating placement include, but not limited to, the desk closest to the smart board, away from windows and glaring lights, away from easily distracted, chatty students. Close to the door. Circular classroom for moving around the class centers.
- Behavior Challenged Students (BC) with suspected ADHD. Purpose for seating placement include, but not limited to, the desk closest to the teacher's desk, away from high traffic areas, faces the smart board, away from chatty students.

Cluster seating:

- Clusters promote collaborative learning by allowing students to work together. Students can easily communicate with one another, share ideas, and help each other when needed.
- Clusters also promote individual focus. Although students are grouped together, they still have their own personal space within the cluster.

Library Center:

- Reading nook with swivel seats and pillows.

- Bookshelf with books at grade level and color coordinated on shelves for easier access, organization and restocking.
- World map carpet helps with seating in the small space and limits the number of students at a time in the library center.
- World map carpet forms inclusion and promotes discussion about where each students' family originates geographically.

Teacher-led Center:

- Seating for up to eight students (only four shown in map). There is a bookshelf with resources, close to the back window. With the teacher's back to the window, they have a direct view of the students at the kidney table as well as the rest of the classroom.
- The kidney table facilitates both collaborative and individualized learning. The teacher may pay closer attention to each learning, respond to specific needs or expand on the lesson without disrupting the other students.

Creative Center:

- On the circle carpet, students use their imagination to play and learn. They use blocks, playdoh money counters, etc. Students may also use the Creative Center when they need to stretch their legs and wiggle about.

Computer Station:

- Seating for two. Two fixed desktop computers for students without laptops or ipad devices. The computers are facing the wall, allowing the teacher to see what the students are working on and monitor progress.

Teacher's Desk:

- The teacher's desk is at the front of the classroom, opposite the front door with a direct view of each seat in the classroom. There is a storage unit behind the desk.

How my teaching style is reflected in the classroom:

My teaching style is vibrant and engaging, characterized by an extensive use of colors to enhance the learning experience. By incorporating a variety of hues (rainbow-like) in my centers, carpet choices, classroom materials, and more, my aim is to capture my students attention and facilitate retention by associating color with the lessons and/or materials. I use color to differentiate key concepts, highlight important information, and create visual associations that aid memory. This approach not only makes learning more visually appealing but also helps cater to different learning styles, ensuring that each student can grasp and retain the material effectively. Through this mapping and use of color, it is my belief, this classroom seating map aims to maximize individual potential and collective success, setting the stage for a year of academic growth and personal development.