
Michigan's Multi-Tiered System of Supports Technical Assistance Center
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Organizing for Instruction

Examine the following list and check those situations that you considered in your plan.

Organizing the physical space	Check
Have you designated areas for specific activities (e.g., whole-group instruction, small group instruction, class gatherings on rug, free-choice area, quiet reading area, computer use)?	
In instructional areas, are students in close proximity to you?	
Have you created seating charts and assigned seats?	
In instructional areas, are students facing you?	
During instruction, can students easily share answers with partners or team members?	
Have you arranged your instructional materials for easy retrieval?	
Are the student materials needed during instruction or independent work easily retrievable?	
Have students been taught organization skills (e.g., notebooks, folders, assignment calendar)?	
Can you move quickly and easily around the room, monitoring students without the interference of physical barriers?	
Can you see all parts of the room and all students?	
Have you displayed materials on the classroom walls that supports instruction (e.g., class calendar, vocabulary words, strategy posters, rubrics, reference material, rule/guideline poster, notices)?	
Have you displayed student work?	
Is your classroom orderly?	

References

Archer, A.L., & Hughes, C.A. (2011). *Explicit Instruction: Effective and efficient teaching*. Guilford Press.

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