

ADDRESSING A

Multi-Billion Dollar CHALLENGE

Advancing Knowledge of How High-Quality School
Environments Can Positively Affect Educational Outcomes

FINAL REPORT | DECEMBER 2023

APPENDICES

Study Replication Resources

PERKINS —
EASTMAN

AIA COLLEGE
OF FELLOWS

DREXEL UNIVERSITY
School of
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APPENDIX D

Visual Assessment Tool Replication Resources

- Evaluation Criteria
- Sample Data Summary

Replicating the Visual Assessment Tool (VAT) and implementing it for further study should consider the following.

Step 1: Develop the VAT

The VAT developed for this study was inspired by precedent evaluation tools, was based on the participating school districts' Educational Specifications, and informed by research current at the time of its development in 2019. The VAT evaluation criteria (available under the VAT Replication Resources section) were developed to assess the building and campus/grounds of a school across several areas of inquiry: Presence, Safety and Security, Community, Organization, Instructional Space (classrooms, art studios, and science labs), Environmental Quality, Assembly, and Extended Learning Environments.

The existing criteria can be adopted to replicate this study, or it can be modified as necessary to suit the research pursuit. To use the VAT as a precedent for a site-specific adaptation, it is helpful to review several areas of focus. First, it is important to understand the focus of the VAT relative to specific instructional spaces and the overarching issues addressing the organization and quality of the school building and campus/grounds. Regarding instructional spaces, for example, the VAT focused on a sample of classrooms, art rooms, and science labs. Additional spaces within a school, however, could be assessed as needed or desired, such as music rooms and other instructional spaces, administrative space, or the main office. The school district(s) participating in the study should review and approve the final draft of the VAT.

Step 2: Develop a method for collecting data on-site

While it would be entirely possible to print the VAT and do the assessment manually, with no more than a clipboard, writing implement, and measuring device (e.g., laser tape measure), online software can greatly facilitate data collection if cellular or Wi-Fi access is available at each school site. This study, for example, relied on

[SurveyMonkey.com](https://www.surveymonkey.com). (Other widely available online surveying software could certainly be used instead.) By creating a digital version of the VAT, the surveying team was able to use their smartphones to collect and upload both data and photography in real-time as they walked each site.

It is also important to consider the data formatting and output once data has been collected. The research team found that preparing the data for analysis was one of the more labor-intensive aspects of the process.

Step 3: Test the VAT and train the team

The VAT should be piloted in at least one representative school site before the study begins to test the data collection process, the technology being used, and the data output. Review the school's floor plans and identify the spaces for surveying. For example, this study's research team identified four classrooms in each school, with varying solar orientations, to coordinate with the IEQ assessment. Once on site, test the entire VAT by completing all its questions.

This piloting process is also an opportunity to train the surveying team on the VAT's content, the methods and sequencing of the building walkthrough, and to ensure inter-rater reliability. For this study, the five people identified to conduct VAT data collection each evaluated the same building using their own assessment form. They then gathered to discuss the criteria and compared each person's scoring relative to the overall team scoring. This process created a shared understanding of the VAT's criteria while underscoring any aspects that needed further refinement or clarifications to ensure inter-rater reliability.

Step 4: Plan and implement the on-site walkthroughs

With the final VAT ready and the data collection team trained, the on-site walkthroughs can begin. The research team should coordinate with school administrators to determine when this can happen. The schedule should allow for sufficient time to complete the evaluation of each site in

a single visit. For reference, this study's VAT surveying team took approximately two consecutive hours to walk through a typical elementary school, and about three hours at larger schools.

In terms of site photography, the researchers used their smartphones to capture examples of site conditions, such as the design of instructional spaces. They uploaded their images directly into the online surveying tool (the VAT on [SurveyMonkey.com](https://www.surveymonkey.com)) as they were photographed in the field, simplifying the data collection processing necessary following the walkthrough. Be aware that school districts may limit the use of photography that includes people. Before beginning VAT data collection, future researchers should consult with school/district administrators to understand any limitations associated with on-site photography and its use in publication.

Step 5: Process the data

The research team can process data collected by the VAT after each on-site evaluation or at the end of the entire process. If the time allows, however, the former approach might be preferable because researchers could immediately flag and address any issues arising from the data collection process.

Processing the data should include a means of compiling and visualizing it for comparison across schools on each of the VAT factors and the questions under each of those categories, a sample of which is available under the VAT Replication Resources section. A variety of software can help accomplish this task, such as Microsoft Excel and Microsoft PowerBI. The compiled data can then provide the rubric for evaluating each school's VAT score relative to others. It can also provide the inputs for statistical analysis, as desired.

VAT Replication Resources

To help replicate this study's EA visual assessment on-site measurements, the following resources are available herein:

- VAT — Evaluation criteria
- VAT — Sample data summary

Evaluation Criteria

Copy of Latrobe Prize EA-VAT

INTRODUCTION

* 1. What is the name and location of the school being surveyed?

* 2. What day are you surveying on, and what time are you beginning your survey?

Date / Time

Date	Time		AM/PM
MM/DD/YYYY	hh	mm	-

PRESENCE

The intent of this section is to assess the first impression, the "civic presence" of the building and its site, and their ability to be welcoming to the community. Please only assess the school and its grounds, not the surrounding context that is beyond the control of the school district. Use a site plan, building plans and a walk around the building finishing at the front door to make the assessment.

3. Curb Appeal / Site Impression

- The grounds are clean. No litter is visible.
- The landscape is well kept (leaves are raked), not overgrown, or dead. (Allow for seasonal variation.)
- School signage is in good condition and accurate.
- Sidewalks leading to and from the building are in good condition (e.g.: not cracked, broken or mismatched).
- The building appears to be well maintained and in good condition.

4. Entry

- The entrance is easily identified, and inviting.
- The walk up to the building appears handicapped accessible (i.e.: there are no stairs or other barriers that would appear to prevent wheelchair access.)
- The area is free of litter, leaves and graffiti.
- There are direct sight lines (at a minimum via windows into the Main Office or from Security) that allow an adult to supervise a visitor's approach.
- The doors and other elements of the entry (stairs, windows, etc.) are in good condition.

5. Site

- The perimeter of the site is clearly indicates that you are on school grounds (e.g.: via a fence, sidewalk or other elements denoting a property boundary).
- The approach to the front door is open and inviting.
- A variety of outdoors spaces are available that are appropriate for the age of the students (playgrounds, ball fields, hard surfaces like four square and/or basketball).
- The fields, hardscape and any playground equipment appear to be in good condition.
- Many of the active outdoor spaces (playgrounds, fields) are adjacent and are all visually accessible, enabling one or two faculty the ability to supervise Recess and other outdoor activities.
- All parts of the site are visually accessible for supervision by someone inside.

6. Architecture

- The building is "civic architecture" - it feels "important"
- The entire facade (all sides of the building) are clean, and well maintained
- Windows are clean and clear (you can see through them well)
- Security apparatus is unobtrusive (e.g.: no evident security bars/grills on windows)
- HVAC (air conditioners, rooftop mechanical units) and other mundane building systems are concealed

7. Community Access

- The building is zoned for active community use without disruption of school activities (e.g.: classrooms are zoned distinctly from gyms, auditoriums, and other facilities that the community may use.)
- Spaces that may be used by the community - theater, gyms, clinic - are well organized and easy to find from the school's entry, or they have their own entry.
- Spaces that may be used by the community are impressive and may access the "heart" of the school (if one exists).
- There are doors that can be closed after hours to limit access by the public to only the community use spaces in the building.

8. Vehicular Circulation

- Vehicular access onto the site is clearly distinct from pedestrian circulation
- Parking on-site is sufficient (there are enough spaces for the cars parked)
- Service of the building (deliveries and garbage) occurs away from the school's entrance
- There appears to be sufficient space for dropping off and picking up (often along the curb, assume 6 to 8 car lengths)

9. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

Safety & Security

This section is intended to assess safety and security broadly, assessing site lines, transparency, program locations and other factors that represent both "hard" and "soft" approaches to school safety. Use plans and a walk through to make the assessment.

10. Entry

- The walk up to the building is easily visually supervised by the Main Office and/or Security within the building.
- There is a secure entry vestibule that can restrict visitor access to only the main office (e.g.: after entering from the outside, a visitor cannot walk further into the building unless they enter the Main Office).
- There is sufficient space in a lobby to allow students and visitors to wait to enter the building out of the weather
- Security desks and equipment - if present - is well integrated into the space (e.g.: it doesn't look like an afterthought).
- Despite the security precautions, the experience is more welcoming than threatening.

11. Building Design

- Visitors are directed clearly to a single point of entry into the building.
- Sight lines from outside to students in classrooms inside the building are not direct (i.e.: because the window sills are too high or by other means of obstructing views).
- Areas for community use (gym, auditorium) are clearly zoned and distinct from student-only spaces (classrooms/labs).
- Sight lines to and from the entry are not obstructed by landscape or other site elements.

12. Organization & Interior Space

- Some administrative (i.e.: Assistant Principal offices, but not the main office) or student support offices are distributed throughout the building.
- The building provides smaller groupings of students by grade levels, teams, houses or academic neighborhoods
- Sections of the building (e.g.: "neighborhoods") can be easily closed off (e.g.: using doors) in an emergency situation
- The building provides sufficient transparency throughout so that no major space formal or informal feels unsupervised.
- The building frustrates bullying and other inappropriate behavior by reducing hiding spaces, and allowing for easy supervision of staircases, bathrooms and other spaces typically free of adults (i.e.: by using open or no doors).

13. Instructional Space

- Has visual connectivity to the adjacent hallways/interior public space allowing people to see and be seen.
- Provides direct access to adjacent rooms that can be used for egress, if necessary.
- Windows into the adjacent hallways/interior public space are not papered over, or otherwise obstructed.
- Makes locking the door easy i.e.: via self-locking hardware.
- Provides space for the entire class to easily get out of sight in an emergency to shelter-in-place.

14. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

COMMUNITY

This section is intended to assess how the architecture is designed to foster relationships and build a sense of community within the building. Use plans and a walk through to make the assessment.

15. ENTRY

- Begins to manifest the culture of the school through well organized art, graphics, other means
- Is clean, uncluttered, and easy to circulate around and through
- Allows for students, parents and faculty to gather informally outside of the building (i.e.: in an entry plaza)
- Allows for students, parents and faculty to gather informally inside of the building (i.e.: in an interior place that is more than a corridor)

16. HEART OF THE SCHOOL

- Provides a place for the entire school community to gather informally and formally
- Is at the "crossroads" of the school where people naturally cross paths
- May capture circulation space but is not exclusively circulation
- Connects multiple levels in a multi-story school
- Organizes assembly and other publicly oriented program spaces (theater, gym, and/or cafeteria)
- Provides some places and opportunities to sit either through built-ins or furniture.

17. CAFETERIA/DINING (for a "Cafetorium" answer ques. 17 and 20 about this space)

- | | |
|--|---|
| <input type="checkbox"/> Is connected to the heart of the school if one exists | <input type="checkbox"/> Can be easily used for other events (dinners, awards programs) and has good sight lines, etc. that would allow for this. |
| <input type="checkbox"/> Takes steps to reduce the perception of being a large institutional space | <input type="checkbox"/> Looks clean and the finishes (paint, counters, etc.) are in good condition. |
| <input type="checkbox"/> Has reasonable acoustics so that conversations can be heard well | <input type="checkbox"/> HVAC and other infrastructure (like piping) is not visually obtrusive (e.g.: exposed on walls or in windows) |
| <input type="checkbox"/> Offers a variety of seating options to accommodate different size groupings | |

18. Please measure and the enter the square footage of the Cafeteria (e.g.: 2500 sf)

19. Please measure the ceiling height of the Cafeteria (e.g.: 12'-6")

20. ASSEMBLY SPACE (see ques 17 for "Cafetorium")

- Is located in a gym (gymnasium) or cafeteria (cafetorium)
- Is accessed from the heart of the school, if one exists
- The stage is large enough for varied performances and assemblies featuring, at least a class of 24.
- Has adjacent space outside its doors for pre-function activities (ticket sales, waiting, socializing)
- Is easily accessed by the external community from the building entrance
- Can accommodate a gathering of the largest subset of the school (up to 1/2 of the school's enrollment)
- HVAC and other infrastructure (like piping) is not visually obtrusive (e.g.: exposed on walls or in windows)

21. ACADEMIC NEIGHBORHOODS

- Are clearly defined as a subset of the larger school
- Foster easy communication and interaction between co-located instructional spaces (doors open to a shared space, interior windows oversee shared space)
- Provide convenient faculty collaborative space within each neighborhood
- Provide "extended learning space" for student breakout activities and informal interaction

22. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

ORGANIZATION

This section is intended to assess whether the programs within the building are intentional organized to support the school's mission and vision, or whether they are located in an ad-hoc and haphazard manner. Use plans and a walk through to make the assessment.

23. MAIN OFFICE

- The main office is adjacent to the front door
- The main office is directly accessible from the entry lobby/vestibule
- The entry lobby can limit public access to only include the main office (not the rest of the building)
- The main office is open and inviting to students through transparency (windows) or other means.

24. ACADEMIC ORGANIZATION

- The entire building is logically structured (grades are co-located in an elementary or middle school, music and art rooms are together, etc.) with regard to program adjacencies
- The building creates logical groupings of smaller scale: i.e.: grade level, interdisciplinary neighborhoods, or academies.
- Way-finding and orientation within the building is clear and easy

25. STUDENT SUPPORT

- Student support spaces - counseling, social worker, psychologist, etc. - are distributed to provide easy access to students
- Student support appears welcoming and access is easy - spaces are not buried in a suite
- While inviting, student support spaces appear to provide appropriate levels of privacy (there are private places to meet: conference rooms and/or private offices)

26. FACULTY COLLABORATION

- There are faculty collaborative spaces distributed on every floor of the building
- These spaces are integrated into neighborhoods or otherwise convenient to instructional space
- The spaces provide tables and chairs that allow for small group gatherings
- These spaces provide resources that would informally draw teachers together - coffee, copiers, etc.

27. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

CLASSROOM 1

Classrooms to be surveyed should overlap with IEQ. For an Elementary School, survey: One PreK, Two K-1st Grade, and Two Grade 2nd-5th classrooms for a total of five rooms. For a Middle School or a High School, survey 4 typical classrooms in each (coord. with IEQ). Additionally, in every school, survey an art room and a science lab if one exists. You will need a laser measuring device.

28. WHAT IS THIS ROOM USED FOR?

- PreK or Kindergarten Classroom
- 1st to 5th Grade Classroom
- Middle School Classroom
- High School Classroom
- Other (please specify)
- Art Studio
- Elementary Science Room
- Middle School Science Lab
- High School Science Lab

29. Please measure the width and length of the room and calculate and enter the approximate square feet of the room (e.g.: 750 sf)

30. SIZE

- Provides 1200 sf or more (assuming 24 students per class)
- Provides 900 sf to 1199 sf (assuming 24 students per class)
- Provides 720 sf to 899 sf (assuming 24 students per class)
- Provides 600 sf to 719 (assuming 24 students per class)
- Provides less than 600 sf (assuming 24 students per class)
- Provides ample storage space within the classroom (there is no evident storage of materials or equipment without a "proper" place)
- Has plenty of space to circulate around the room and to move and adjust furniture as desired

31. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
- Well proportioned (length to width) to allow for good site lines and conversation among the class
- Is either slightly rectangular or L-shaped (without compromising site lines) in plan
- Is not too deep (not over 25 feet, measured from the windows) so as to limit natural light throughout
- Allows for a variety of individual, small group or "push-in" (one-on-one or small meetings with a tutor or additional teacher) activities (look for furniture that would allow for this, like a small table with chairs)

32. EVIDENT MODE OF INSTRUCTION

- Lecture (tables in rows generally facing a single direction)
- Seminar or Large Group Discussion (i.e.: all student desks in a U-shaped or rectangular table configuration, facing the other student desks)
- Table Groups (smaller groups of desks/tables)
- Activity Centers (defined places focused on a particular activity, typical of PreK and Kindergarten)
- Other (please specify)

33. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for students to move (rock, fidget, swivel)
- Sufficient storage is provided for student belongings to be out of the way (i.e.: cubbies, lockers or other storage for backpacks, coats, etc.)

34. PRESENTATION CAPABILITY

- There is more than one "teaching wall" (a wall that provides surfaces that the teacher or a student could present from that are writable, and/or able to be projected on.)
- Teaching walls allow for concurrent use of AV and writable surfaces
- Sight lines to the teaching wall(s) are easy and direct
- The teaching wall(s) is not overly cluttered (covered) with display

35. DISPLAY / PERSONALIZATION

- | | |
|---|--|
| <input type="checkbox"/> Has plentiful designed (magnetic/writable/tackable) display surfaces on each of the walls that are not the primary teaching wall surface (which should feature a whiteboard) | <input type="checkbox"/> The display(s) looks well organized and uncluttered |
| <input type="checkbox"/> Features work evidently created by the students | <input type="checkbox"/> Windows do not limit locating any display on the exterior (facing outside) wall (by occupying the whole wall) |
| <input type="checkbox"/> Allows for easy updating (uses magnets or tacks on boards, not tape on the walls) | <input type="checkbox"/> Display does not obstruct most of the views out of the windows |

36. WINDOWS / EXTERIOR VIEWS

- Has windows with views over the surrounding community or landscape
- The view from the windows is not obscured (i.e.: by shades, blinds, paper, etc.) as judged from a seated student's view. The upper window can be covered/shaded.
- Windows are shaded by the exterior/facade of the building, or are north facing (and therefore do not require shades)
- Has natural light with limited/controllable glare (there are no significant bright spots of sunshine on the desks, floor or walls)
- Has windows to the exterior on more than one wall
- Does not have its own windows, but has views through an adjacent program or circulation space
- Has no windows

37. BIOPHILIA - EXTERIOR VIEWS

- The view from the windows is (mostly) not obstructed by shades, paper, etc. and all students can see outside
- Has windows with views of at least two of the following: flora, fauna, or sky
- Has windows with views of movement outside (people, cars, animals, clouds?)
- Has windows with views of objects at least 25 feet away from the exterior of the window
- Has unobstructed views of for a distance outside at least 3 times the height of the window

38. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over, or otherwise obstructed) visual access to adjacent circulation
- Has direct access to an adjacent program space (classroom/lab/breakout) that can be used to supplement instructional activity
- Has direct access to extended learning space that can be used to supplement instructional activity
- Has provisions to comply with Shelter-in-Place sight line needs (i.e.: students can get out of site of the corridor easily in an emergency)

39. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
- Materials help foster a "warm" ambiance versus cold and institutional
- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

40. AMBIANCE - INFRASTRUCTURE

- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
- The HVAC is quiet, easily allowing a speaker and conversation to be heard
- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

41. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e..g.; multiple extension cords are not visible)
- Desktop computers are present

42. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

43. Please measure and enter the ceiling height (e.g.: 9'-2")

44. What are the walls made of?

- Concrete Masonry Units (CMU)
- Drywall / Gyp Board or Plaster
- Both
- Other

45. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
- Both
- Other

46. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
- Resilient Tile (square or rectangular tiles less than 2' by 2')
- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

47. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

48. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

49. If there are no students in the room, please take and upload a photo of the primary Teaching Wall.

Stand back as far as you can opposite of the Teaching Wall and take a photo of the wall of the classroom/lab. Upload the first here

Choose File

Choose File

No file chosen

50. If there are no students in the room, please take and upload a photo of the wall opposite of the primary Teaching Wall.

Stand back as far as you can and take a photo of the room. Upload the second here.

Choose File

Choose File

No file chosen

51. Please take and upload a photo of the view out of the window.

Choose File

Choose File

No file chosen

52. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

Choose File

Choose File

No file chosen

53. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

CLASSROOM 2

Classrooms to be surveyed should overlap with IEQ. For an Elementary School, survey: One PreK, Two K-1st Grade, and Two Grade 2nd-5th classrooms for a total of five rooms. For a Middle School or a High School, survey 4 typical classrooms in each (coord. with IEQ). Additionally, in every school, survey an art room and a science lab if one exists. You will need a laser measuring device.

54. WHAT IS THIS ROOM USED FOR?

- PreK or Kindergarten Classroom
- 1st to 5th Grade Classroom
- Middle School Classroom
- High School Classroom
- Other (please specify)
- Art Studio
- Elementary Science Room
- Middle School Science Lab
- High School Science Lab

55. Please measure the width and length of the room and calculate and enter the approximate square feet of the room (e.g.: 750 sf)

56. SIZE

- Provides 1200 sf or more (assuming 24 students per class)
- Provides 900 sf to 1199 sf (assuming 24 students per class)
- Provides 720 sf to 899 sf (assuming 24 students per class)
- Provides 600 sf to 719 (assuming 24 students per class)
- Provides less than 600 sf (assuming 24 students per class)
- Provides ample storage space within the classroom (there is no evident storage of materials or equipment without a "proper" place)
- Has plenty of space to circulate around the room and to move and adjust furniture as desired

57. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
- Well proportioned (length to width) to allow for good site lines and conversation among the class
- Is either slightly rectangular or L-shaped (without compromising site lines) in plan
- Is not too deep (not over 25 feet, measured from the windows) so as to limit natural light throughout
- Allows for a variety of individual, small group or "push-in" (one-on-one or small meetings with a tutor or additional teacher) activities (look for furniture that would allow for this, like a small table with chairs)

58. EVIDENT MODE OF INSTRUCTION

- Lecture (tables in rows generally facing a single direction)
- Seminar or Large Group Discussion (i.e.: all student desks in a U-shaped or rectangular table configuration, facing the other student desks)
- Table Groups (smaller groups of desks/tables)
- Activity Centers (defined places focused on a particular activity, typical of PreK and Kindergarten)
- Other (please specify)

59. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for students to move (rock, fidget, swivel)
- Sufficient storage is provided for student belongings to be out of the way (i.e.: cubbies, lockers or other storage for backpacks, coats, etc.)

60. PRESENTATION CAPABILITY

- There is more than one "teaching wall" (a wall that provides surfaces that the teacher or a student could present from that are writable, and/or able to be projected on.)
- Teaching walls allow for concurrent use of AV and writable surfaces
- Sight lines to the teaching wall(s) are easy and direct
- The teaching wall(s) is not overly cluttered (covered) with display

61. DISPLAY / PERSONALIZATION

- Has plentiful designed (magnetic/writable/tackable) display surfaces on each of the walls that are not the primary teaching wall surface (which should feature a whiteboard)
- Features work evidently created by the students
- Allows for easy updating (uses magnets or tacks on boards, not tape on the walls)
- The display(s) looks well organized and uncluttered
- Windows do not limit locating any display on the exterior (facing outside) wall (by occupying the whole wall)
- Display does not obstruct most of the views out of the windows

62. WINDOWS / EXTERIOR VIEWS

- Has windows with views over the surrounding community or landscape
- The view from the windows is not obscured (i.e.: by shades, blinds, paper, etc.) as judged from a seated student's view. The upper window can be covered/shaded.
- Windows are shaded by the exterior/facade of the building, or are north facing (and therefore do not require shades)
- Has natural light with limited/controllable glare (there are no significant bright spots of sunshine on the desks, floor or walls)
- Has windows to the exterior on more than one wall
- Does not have its own windows, but has views through an adjacent program or circulation space
- Has no windows

63. BIOPHILIA - EXTERIOR VIEWS

- The view from the windows is (mostly) not obstructed by shades, paper, etc. and all students can see outside
- Has windows with views of at least two of the following: flora, fauna, or sky
- Has windows with views of movement outside (people, cars, animals, clouds?)
- Has windows with views of objects at least 25 feet away from the exterior of the window
- Has unobstructed views of for a distance outside at least 3 times the height of the window

64. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over, or otherwise obstructed) visual access to adjacent circulation
- Has direct access to an adjacent program space (classroom/lab/breakout) that can be used to supplement instructional activity
- Has direct access to extended learning space that can be used to supplement instructional activity
- Has provisions to comply with Shelter-in-Place sight line needs (i.e.: students can get out of site of the corridor easily in an emergency)

65. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
- Materials help foster a "warm" ambiance versus cold and institutional
- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

66. AMBIANCE - INFRASTRUCTURE

- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
- The HVAC is quiet, easily allowing a speaker and conversation to be heard
- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

67. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e..g.; multiple extension cords are not visible)
- Desktop computers are present

68. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

69. Please measure and enter the ceiling height (e.g.: 9'-2")

70. What are the walls made of?

- Concrete Masonry Units (CMU)
- Drywall / Gyp Board or Plaster
- Both
- Other

71. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
- Both
- Other

72. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
- Resilient Tile (square or rectangular tiles less than 2' by 2')
- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

73. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

74. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

75. If there are no students in the room, please take and upload a photo of the primary Teaching Wall

Stand back as far as you can opposite of the primary Teaching Wall and take a photo of the room. Upload the photo here.

Choose File

Choose File

No file chosen

76. If there are no students in the room, please take and upload a photo of wall opposite of the primary Teaching Wall

Stand back as far as you can and take a photo of room. Upload the second photo here.

Choose File

Choose File

No file chosen

77. Please take and upload a photo of the view out of the window.

Choose File

Choose File

No file chosen

78. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

Choose File

Choose File

No file chosen

79. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

CLASSROOM 3

Classrooms to be surveyed should overlap with IEQ. For an Elementary School, survey: One PreK, Two K-1st Grade, and Two Grade 2nd-5th classrooms for a total of five rooms. For a Middle School or a High School, survey 4 typical classrooms in each (coord. with IEQ). Additionally, in every school, survey an art room and a science lab if one exists. You will need a laser measuring device.

80. WHAT IS THIS ROOM USED FOR?

- PreK or Kindergarten Classroom
- 1st to 5th Grade Classroom
- Middle School Classroom
- High School Classroom
- Other (please specify)
- Art Studio
- Elementary Science Room
- Middle School Science Lab
- High School Science Lab

81. Please measure the width and length of the room and calculate and enter the approximate square feet of the room (e.g.: 750 sf)

82. SIZE

- Provides 1200 sf or more (assuming 24 students per class)
- Provides 900 sf to 1199 sf (assuming 24 students per class)
- Provides 720 sf to 899 sf (assuming 24 students per class)
- Provides 600 sf to 719 (assuming 24 students per class)
- Provides less than 600 sf (assuming 24 students per class)
- Provides ample storage space within the classroom (there is no evident storage of materials or equipment without a "proper" place)
- Has plenty of space to circulate around the room and to move and adjust furniture as desired

83. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
- Well proportioned (length to width) to allow for good site lines and conversation among the class
- Is either slightly rectangular or L-shaped (without compromising site lines) in plan
- Is not too deep (not over 25 feet, measured from the windows) so as to limit natural light throughout
- Allows for a variety of individual, small group or "push-in" (one-on-one or small meetings with a tutor or additional teacher) activities (look for furniture that would allow for this, like a small table with chairs)

84. EVIDENT MODE OF INSTRUCTION

- Lecture (tables in rows generally facing a single direction)
- Seminar or Large Group Discussion (i.e.: all student desks in a U-shaped or rectangular table configuration, facing the other student desks)
- Table Groups (smaller groups of desks/tables)
- Activity Centers (defined places focused on a particular activity, typical of PreK and Kindergarten)
- Other (please specify)

85. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for students to move (rock, fidget, swivel)
- Sufficient storage is provided for student belongings to be out of the way (i.e.: cubbies, lockers or other storage for backpacks, coats, etc.)

86. PRESENTATION CAPABILITY

- There is more than one "teaching wall" (a wall that provides surfaces that the teacher or a student could present from that are writable, and/or able to be projected on.)
- Teaching walls allow for concurrent use of AV and writable surfaces
- Sight lines to the teaching wall(s) are easy and direct
- The teaching wall(s) is not overly cluttered (covered) with display

87. DISPLAY / PERSONALIZATION

- Has plentiful designed (magnetic/writable/tackable) display surfaces on each of the walls that are not the primary teaching wall surface (which should feature a whiteboard)
- Features work evidently created by the students
- Allows for easy updating (uses magnets or tacks on boards, not tape on the walls)
- The display(s) looks well organized and uncluttered
- Windows do not limit locating any display on the exterior (facing outside) wall (by occupying the whole wall)
- Display does not obstruct most of the views out of the windows

88. WINDOWS / EXTERIOR VIEWS

- Has windows with views over the surrounding community or landscape
- The view from the windows is not obscured (i.e.: by shades, blinds, paper, etc.) as judged from a seated student's view. The upper window can be covered/shaded.
- Windows are shaded by the exterior/facade of the building, or are north facing (and therefore do not require shades)
- Has natural light with limited/controllable glare (there are no significant bright spots of sunshine on the desks, floor or walls)
- Has windows to the exterior on more than one wall
- Does not have its own windows, but has views through an adjacent program or circulation space
- Has no windows

89. BIOPHILIA - EXTERIOR VIEWS

- The view from the windows is (mostly) not obstructed by shades, paper, etc. and all students can see outside
- Has windows with views of at least two of the following: flora, fauna, or sky
- Has windows with views of movement outside (people, cars, animals, clouds?)
- Has windows with views of objects at least 25 feet away from the exterior of the window
- Has unobstructed views of for a distance outside at least 3 times the height of the window

90. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over, or otherwise obstructed) visual access to adjacent circulation
- Has direct access to an adjacent program space (classroom/lab/breakout) that can be used to supplement instructional activity
- Has direct access to extended learning space that can be used to supplement instructional activity
- Has provisions to comply with Shelter-in-Place sight line needs (i.e.: students can get out of site of the corridor easily in an emergency)

91. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
- Materials help foster a "warm" ambiance versus cold and institutional
- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

92. AMBIANCE - INFRASTRUCTURE

- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
- The HVAC is quiet, easily allowing a speaker and conversation to be heard
- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

93. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e..g.; multiple extension cords are not visible)
- Desktop computers are present

94. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

95. Please measure and enter the ceiling height (e.g.: 9'-2")

96. What are the walls made of?

- Concrete Masonry Units (CMU)
- Drywall / Gyp Board or Plaster
- Both
- Other

97. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
- Both
- Other

98. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
- Resilient Tile (square or rectangular tiles less than 2' by 2')
- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

99. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

100. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

101. Please take and upload a photo of the view out of the window.

No file chosen

102. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

No file chosen

103. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

CLASSROOM 4

Classrooms to be surveyed should overlap with IEQ. For an Elementary School, survey: One PreK, Two K-1st Grade, and Two Grade 2nd-5th classrooms for a total of five rooms. For a Middle School or a High School, survey 4 typical classrooms in each (coord. with IEQ). Additionally, in every school, survey an art room and a science lab if one exists. You will need a laser measuring device.

104. WHAT IS THIS ROOM USED FOR?

- PreK or Kindergarten Classroom
- 1st to 5th Grade Classroom
- Middle School Classroom
- High School Classroom
- Other (please specify)
- Art Studio
- Elementary Science Room
- Middle School Science Lab
- High School Science Lab

105. Please measure the width and length of the room and calculate and enter the approximate square feet of the room (e.g.: 750 sf)

106. SIZE

- Provides 1200 sf or more (assuming 24 students per class)
- Provides 900 sf to 1199 sf (assuming 24 students per class)
- Provides 720 sf to 899 sf (assuming 24 students per class)
- Provides 600 sf to 719 (assuming 24 students per class)
- Provides less than 600 sf (assuming 24 students per class)
- Provides ample storage space within the classroom (there is no evident storage of materials or equipment without a "proper" place)
- Has plenty of space to circulate around the room and to move and adjust furniture as desired

107. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
- Well proportioned (length to width) to allow for good site lines and conversation among the class
- Is either slightly rectangular or L-shaped (without compromising site lines) in plan
- Is not too deep (not over 25 feet, measured from the windows) so as to limit natural light throughout
- Allows for a variety of individual, small group or "push-in" (one-on-one or small meetings with a tutor or additional teacher) activities (look for furniture that would allow for this, like a small table with chairs)

108. EVIDENT MODE OF INSTRUCTION

- Lecture (tables in rows generally facing a single direction)
- Seminar or Large Group Discussion (i.e.: all student desks in a U-shaped or rectangular table configuration, facing the other student desks)
- Table Groups (smaller groups of desks/tables)
- Activity Centers (defined places focused on a particular activity, typical of PreK and Kindergarten)
- Other (please specify)

109. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for students to move (rock, fidget, swivel)
- Sufficient storage is provided for student belongings to be out of the way (i.e.: cubbies, lockers or other storage for backpacks, coats, etc.)

110. PRESENTATION CAPABILITY

- There is more than one "teaching wall" (a wall that provides surfaces that the teacher or a student could present from that are writable, and/or able to be projected on.)
- Teaching walls allow for concurrent use of AV and writable surfaces
- Sight lines to the teaching wall(s) are easy and direct
- The teaching wall(s) is not overly cluttered (covered) with display

111. DISPLAY / PERSONALIZATION

- Has plentiful designed (magnetic/writable/tackable) display surfaces on each of the walls that are not the primary teaching wall surface (which should feature a whiteboard)
- Features work evidently created by the students
- Allows for easy updating (uses magnets or tacks on boards, not tape on the walls)
- The display(s) looks well organized and uncluttered
- Windows do not limit locating any display on the exterior (facing outside) wall (by occupying the whole wall)
- Display does not obstruct most of the views out of the windows

112. WINDOWS / EXTERIOR VIEWS

- Has windows with views over the surrounding community or landscape
- The view from the windows is not obscured (i.e.: by shades, blinds, paper, etc.) as judged from a seated student's view. The upper window can be covered/shaded.
- Windows are shaded by the exterior/facade of the building, or are north facing (and therefore do not require shades)
- Has natural light with limited/controllable glare (there are no significant bright spots of sunshine on the desks, floor or walls)
- Has windows to the exterior on more than one wall
- Does not have its own windows, but has views through an adjacent program or circulation space
- Has no windows

113. BIOPHILIA - EXTERIOR VIEWS

- The view from the windows is (mostly) not obstructed by shades, paper, etc. and all students can see outside
- Has windows with views of at least two of the following: flora, fauna, or sky
- Has windows with views of movement outside (people, cars, animals, clouds?)
- Has windows with views of objects at least 25 feet away from the exterior of the window
- Has unobstructed views of for a distance outside at least 3 times the height of the window

114. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over, or otherwise obstructed) visual access to adjacent circulation
- Has direct access to an adjacent program space (classroom/lab/breakout) that can be used to supplement instructional activity
- Has direct access to extended learning space that can be used to supplement instructional activity
- Has provisions to comply with Shelter-in-Place sight line needs (i.e.: students can get out of site of the corridor easily in an emergency)

115. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
- Materials help foster a "warm" ambiance versus cold and institutional
- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

116. AMBIANCE - INFRASTRUCTURE

- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
- The HVAC is quiet, easily allowing a speaker and conversation to be heard
- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

117. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e..g.; multiple extension cords are not visible)
- Desktop computers are present

118. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

119. Please measure and enter the ceiling height (e.g.: 9'-2")

120. What are the walls made of?

- Concrete Masonry Units (CMU)
- Drywall / Gyp Board or Plaster
- Both
- Other

121. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
- Both
- Other

122. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
- Resilient Tile (square or rectangular tiles less than 2' by 2')
- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

123. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

124. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

125. Please take and upload a photo of the view out of the window.

Choose File

Choose File

No file chosen

126. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

Choose File

Choose File

No file chosen

127. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

CLASSROOM 5

Classrooms to be surveyed should overlap with IEQ. For an Elementary School, survey: One PreK, Two K-1st Grade, and Two Grade 2nd-5th classrooms for a total of five rooms. For a Middle School or a High School, survey 4 typical classrooms in each (coord. with IEQ). Additionally, in every school, survey an art room and a science lab if one exists. You will need a laser measuring device.

128. WHAT IS THIS ROOM USED FOR?

- PreK or Kindergarten Classroom
- 1st to 5th Grade Classroom
- Middle School Classroom
- High School Classroom
- Other (please specify)
- Art Studio
- Elementary Science Room
- Middle School Science Lab
- High School Science Lab

129. Please measure the width and length of the room and calculate and enter the approximate square feet of the room (e.g.: 750 sf)

130. SIZE

- Provides 1200 sf or more (assuming 24 students per class)
- Provides 900 sf to 1199 sf (assuming 24 students per class)
- Provides 720 sf to 899 sf (assuming 24 students per class)
- Provides 600 sf to 719 (assuming 24 students per class)
- Provides less than 600 sf (assuming 24 students per class)
- Provides ample storage space within the classroom (there is no evident storage of materials or equipment without a "proper" place)
- Has plenty of space to circulate around the room and to move and adjust furniture as desired

131. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
- Well proportioned (length to width) to allow for good site lines and conversation among the class
- Is either slightly rectangular or L-shaped (without compromising site lines) in plan
- Is not too deep (not over 25 feet, measured from the windows) so as to limit natural light throughout
- Allows for a variety of individual, small group or "push-in" (one-on-one or small meetings with a tutor or additional teacher) activities (look for furniture that would allow for this, like a small table with chairs)

132. EVIDENT MODE OF INSTRUCTION

- Lecture (tables in rows generally facing a single direction)
- Seminar or Large Group Discussion (i.e.: all student desks in a U-shaped or rectangular table configuration, facing the other student desks)
- Table Groups (smaller groups of desks/tables)
- Activity Centers (defined places focused on a particular activity, typical of PreK and Kindergarten)
- Other (please specify)

133. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for students to move (rock, fidget, swivel)
- Sufficient storage is provided for student belongings to be out of the way (i.e.: cubbies, lockers or other storage for backpacks, coats, etc.)

134. PRESENTATION CAPABILITY

- There is more than one "teaching wall" (a wall that provides surfaces that the teacher or a student could present from that are writable, and/or able to be projected on.)
- Teaching walls allow for concurrent use of AV and writable surfaces
- Sight lines to the teaching wall(s) are easy and direct
- The teaching wall(s) is not overly cluttered (covered) with display

135. DISPLAY / PERSONALIZATION

- | | |
|---|--|
| <input type="checkbox"/> Has plentiful designed (magnetic/writable/tackable) display surfaces on each of the walls that are not the primary teaching wall surface (which should feature a whiteboard) | <input type="checkbox"/> The display(s) looks well organized and uncluttered |
| <input type="checkbox"/> Features work evidently created by the students | <input type="checkbox"/> Windows do not limit locating any display on the exterior (facing outside) wall (by occupying the whole wall) |
| <input type="checkbox"/> Allows for easy updating (uses magnets or tacks on boards, not tape on the walls) | <input type="checkbox"/> Display does not obstruct most of the views out of the windows |

136. WINDOWS / EXTERIOR VIEWS

- Has windows with views over the surrounding community or landscape
- The view from the windows is not obscured (i.e.: by shades, blinds, paper, etc.) as judged from a seated student's view. The upper window can be covered/shaded.
- Windows are shaded by the exterior/facade of the building, or are north facing (and therefore do not require shades)
- Has natural light with limited/controllable glare (there are no significant bright spots of sunshine on the desks, floor or walls)
- Has windows to the exterior on more than one wall
- Does not have its own windows, but has views through an adjacent program or circulation space
- Has no windows

137. BIOPHILIA - EXTERIOR VIEWS

- The view from the windows is (mostly) not obstructed by shades, paper, etc. and all students can see outside
- Has windows with views of at least two of the following: flora, fauna, or sky
- Has windows with views of movement outside (people, cars, animals, clouds?)
- Has windows with views of objects at least 25 feet away from the exterior of the window
- Has unobstructed views of for a distance outside at least 3 times the height of the window

138. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over, or otherwise obstructed) visual access to adjacent circulation
- Has direct access to an adjacent program space (classroom/lab/breakout) that can be used to supplement instructional activity
- Has direct access to extended learning space that can be used to supplement instructional activity
- Has provisions to comply with Shelter-in-Place sight line needs (i.e.: students can get out of site of the corridor easily in an emergency)

139. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
- Materials help foster a "warm" ambiance versus cold and institutional
- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

140. AMBIANCE - INFRASTRUCTURE

- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
- The HVAC is quiet, easily allowing a speaker and conversation to be heard
- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

141. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e.g.: multiple extension cords are not visible)
- Desktop computers are present

142. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

143. Please measure and enter the ceiling height (e.g.: 9'-2")

144. What are the walls made of?

- Concrete Masonry Units (CMU)
- Drywall / Gyp Board or Plaster
- Both
- Other

145. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
- Both
- Other

146. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
- Resilient Tile (square or rectangular tiles less than 2' by 2')
- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

147. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

148. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

149. Please take and upload a photo of the view out of the window.

No file chosen

150. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

No file chosen

151. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

CLASSROOM 6

Classrooms to be surveyed should overlap with IEQ. For an Elementary School, survey: One PreK, Two K-1st Grade, and Two Grade 2nd-5th classrooms for a total of five rooms. For a Middle School or a High School, survey 4 typical classrooms in each (coord. with IEQ). Additionally, in every school, survey an art room and a science lab if one exists. You will need a laser measuring device.

152. WHAT IS THIS ROOM USED FOR?

- PreK or Kindergarten Classroom
- 1st to 5th Grade Classroom
- Middle School Classroom
- High School Classroom
- Other (please specify)
- Art Studio
- Elementary Science Room
- Middle School Science Lab
- High School Science Lab

153. Please measure the width and length of the room and calculate and enter the approximate square feet of the room (e.g.: 750 sf)

154. SIZE

- Provides 1200 sf or more (assuming 24 students per class)
- Provides 900 sf to 1199 sf (assuming 24 students per class)
- Provides 720 sf to 899 sf (assuming 24 students per class)
- Provides 600 sf to 719 (assuming 24 students per class)
- Provides less than 600 sf (assuming 24 students per class)
- Provides ample storage space within the classroom (there is no evident storage of materials or equipment without a "proper" place)
- Has plenty of space to circulate around the room and to move and adjust furniture as desired

155. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
- Well proportioned (length to width) to allow for good site lines and conversation among the class
- Is either slightly rectangular or L-shaped (without compromising site lines) in plan
- Is not too deep (not over 25 feet, measured from the windows) so as to limit natural light throughout
- Allows for a variety of individual, small group or "push-in" (one-on-one or small meetings with a tutor or additional teacher) activities (look for furniture that would allow for this, like a small table with chairs)

156. EVIDENT MODE OF INSTRUCTION

- Lecture (tables in rows generally facing a single direction)
- Seminar or Large Group Discussion (i.e.: all student desks in a U-shaped or rectangular table configuration, facing the other student desks)
- Table Groups (smaller groups of desks/tables)
- Activity Centers (defined places focused on a particular activity, typical of PreK and Kindergarten)
- Other (please specify)

157. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for students to move (rock, fidget, swivel)
- Sufficient storage is provided for student belongings to be out of the way (i.e.: cubbies, lockers or other storage for backpacks, coats, etc.)

158. PRESENTATION CAPABILITY

- There is more than one "teaching wall" (a wall that provides surfaces that the teacher or a student could present from that are writable, and/or able to be projected on.)
- Teaching walls allow for concurrent use of AV and writable surfaces
- Sight lines to the teaching wall(s) are easy and direct
- The teaching wall(s) is not overly cluttered (covered) with display

159. DISPLAY / PERSONALIZATION

- | | |
|---|--|
| <input type="checkbox"/> Has plentiful designed (magnetic/writable/tackable) display surfaces on each of the walls that are not the primary teaching wall surface (which should feature a whiteboard) | <input type="checkbox"/> The display(s) looks well organized and uncluttered |
| <input type="checkbox"/> Features work evidently created by the students | <input type="checkbox"/> Windows do not limit locating any display on the exterior (facing outside) wall (by occupying the whole wall) |
| <input type="checkbox"/> Allows for easy updating (uses magnets or tacks on boards, not tape on the walls) | <input type="checkbox"/> Display does not obstruct most of the views out of the windows |

160. WINDOWS / EXTERIOR VIEWS

- Has windows with views over the surrounding community or landscape
- The view from the windows is not obscured (i.e.: by shades, blinds, paper, etc.) as judged from a seated student's view. The upper window can be covered/shaded.
- Windows are shaded by the exterior/facade of the building, or are north facing (and therefore do not require shades)
- Has natural light with limited/controllable glare (there are no significant bright spots of sunshine on the desks, floor or walls)
- Has windows to the exterior on more than one wall
- Does not have its own windows, but has views through an adjacent program or circulation space
- Has no windows

161. BIOPHILIA - EXTERIOR VIEWS

- The view from the windows is (mostly) not obstructed by shades, paper, etc. and all students can see outside
- Has windows with views of at least two of the following: flora, fauna, or sky
- Has windows with views of movement outside (people, cars, animals, clouds?)
- Has windows with views of objects at least 25 feet away from the exterior of the window
- Has unobstructed views of for a distance outside at least 3 times the height of the window

162. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over, or otherwise obstructed) visual access to adjacent circulation
- Has direct access to an adjacent program space (classroom/lab/breakout) that can be used to supplement instructional activity
- Has direct access to extended learning space that can be used to supplement instructional activity
- Has provisions to comply with Shelter-in-Place sight line needs (i.e.: students can get out of site of the corridor easily in an emergency)

163. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
- Materials help foster a "warm" ambiance versus cold and institutional
- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

164. AMBIANCE - INFRASTRUCTURE

- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
- The HVAC is quiet, easily allowing a speaker and conversation to be heard
- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

165. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e..g.; multiple extension cords are not visible)
- Desktop computers are present

166. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

167. Please measure and enter the ceiling height (e.g.: 9'-2")

168. What are the walls made of?

- Concrete Masonry Units (CMU)
- Drywall / Gyp Board or Plaster
- Both
- Other

169. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
- Both
- Other

170. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
- Resilient Tile (square or rectangular tiles less than 2' by 2')
- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

171. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

172. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

173. Please take and upload a photo of the view out of the window.

No file chosen

174. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

No file chosen

175. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

ART ROOM

Classrooms to be surveyed should overlap with IEQ. For an Elementary School, survey: One PreK, Two K-1st Grade, and Two Grade 2nd-5th classrooms for a total of five rooms. For a Middle School or a High School, survey 4 typical classrooms in each (coord. with IEQ). Additionally, in every school, survey an art room and a science lab if one exists. You will need a laser measuring device.

176. WHAT IS THIS ROOM USED FOR?

- PreK or Kindergarten Classroom
- 1st to 5th Grade Classroom
- Middle School Classroom
- High School Classroom
- Other (please specify)
- Art Studio
- Elementary Science Room
- Middle School Science Lab
- High School Science Lab

177. Please measure the width and length of the room and calculate and enter the approximate square feet of the room (e.g.: 750 sf)

178. SIZE

- Provides 1200 sf or more (assuming 24 students per class)
- Provides 900 sf to 1199 sf (assuming 24 students per class)
- Provides 720 sf to 899 sf (assuming 24 students per class)
- Provides 600 sf to 719 (assuming 24 students per class)
- Provides less than 600 sf (assuming 24 students per class)
- Provides ample storage space within the classroom (there is no evident storage of materials or equipment without a "proper" place)
- Has plenty of space to circulate around the room and to move and adjust furniture as desired

179. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
- Well proportioned (length to width) to allow for good site lines and conversation among the class
- Is either slightly rectangular or L-shaped (without compromising site lines) in plan
- Is not too deep (not over 25 feet, measured from the windows) so as to limit natural light throughout
- Allows for a variety of individual, small group or "push-in" (one-on-one or small meetings with a tutor or additional teacher) activities (look for furniture that would allow for this, like a small table with chairs)

180. EVIDENT MODE OF INSTRUCTION

- Lecture (tables in rows generally facing a single direction)
- Seminar or Large Group Discussion (i.e.: all student desks in a U-shaped or rectangular table configuration, facing the other student desks)
- Table Groups (smaller groups of desks/tables)
- Activity Centers (defined places focused on a particular activity, typical of PreK and Kindergarten)
- Other (please specify)

181. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for students to move (rock, fidget, swivel)
- Sufficient storage is provided for student belongings to be out of the way (i.e.: cubbies, lockers or other storage for backpacks, coats, etc.)

182. PRESENTATION CAPABILITY

- There is more than one "teaching wall" (a wall that provides surfaces that the teacher or a student could present from that are writable, and/or able to be projected on.)
- Teaching walls allow for concurrent use of AV and writable surfaces
- Sight lines to the teaching wall(s) are easy and direct
- The teaching wall(s) is not overly cluttered (covered) with display

183. DISPLAY / PERSONALIZATION

- | | |
|---|--|
| <input type="checkbox"/> Has plentiful designed (magnetic/writable/tackable) display surfaces on each of the walls that are not the primary teaching wall surface (which should feature a whiteboard) | <input type="checkbox"/> The display(s) looks well organized and uncluttered |
| <input type="checkbox"/> Features work evidently created by the students | <input type="checkbox"/> Windows do not limit locating any display on the exterior (facing outside) wall (by occupying the whole wall) |
| <input type="checkbox"/> Allows for easy updating (uses magnets or tacks on boards, not tape on the walls) | <input type="checkbox"/> Display does not obstruct most of the views out of the windows |

184. WINDOWS / EXTERIOR VIEWS

- Has windows with views over the surrounding community or landscape
- The view from the windows is not obscured (i.e.: by shades, blinds, paper, etc.) as judged from a seated student's view. The upper window can be covered/shaded.
- Windows are shaded by the exterior/facade of the building, or are north facing (and therefore do not require shades)
- Has natural light with limited/controllable glare (there are no significant bright spots of sunshine on the desks, floor or walls)
- Has windows to the exterior on more than one wall
- Does not have its own windows, but has views through an adjacent program or circulation space
- Has no windows

185. BIOPHILIA - EXTERIOR VIEWS

- The view from the windows is (mostly) not obstructed by shades, paper, etc. and all students can see outside
- Has windows with views of at least two of the following: flora, fauna, or sky
- Has windows with views of movement outside (people, cars, animals, clouds?)
- Has windows with views of objects at least 25 feet away from the exterior of the window
- Has unobstructed views of for a distance outside at least 3 times the height of the window

186. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over, or otherwise obstructed) visual access to adjacent circulation
- Has direct access to an adjacent program space (classroom/lab/breakout) that can be used to supplement instructional activity
- Has direct access to extended learning space that can be used to supplement instructional activity
- Has provisions to comply with Shelter-in-Place sight line needs (i.e.: students can get out of site of the corridor easily in an emergency)

187. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
- Materials help foster a "warm" ambiance versus cold and institutional
- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

188. AMBIANCE - INFRASTRUCTURE

- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
- The HVAC is quiet, easily allowing a speaker and conversation to be heard
- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

189. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e..g.; multiple extension cords are not visible)
- Desktop computers are present

190. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

191. Please measure and enter the ceiling height (e.g.: 9'-2")

192. What are the walls made of?

- Concrete Masonry Units (CMU)
- Drywall / Gyp Board or Plaster
- Both
- Other

193. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
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194. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
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- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

195. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

196. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

197. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

Choose File

Choose File

No file chosen

198. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

SCIENCE ROOM/LAB

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202. SHAPE

- Has a variety of flexible spaces (defined by furniture or walls) that can be adapted to student needs
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- Table Groups (smaller groups of desks/tables)
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204. FURNITURE

- A variety of furniture options (could include different types, soft furniture, rocking seats, etc.) are available for student use
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- | | |
|---|--|
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- Has direct access to extended learning space that can be used to supplement instructional activity
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210. AMBIANCE - COLOR & FINISHES

- Floors, ceiling and walls are in good condition
- The color of the finishes do not overpower activity, display and presentation
- Most of the walls are painted in colors that are light enough (i.e.: white, off-white, light gray) to enhance day lighting
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- Accent color is used where it may reduce monotony and ease eye strain (i.e.: on one wall or a small subset of wall surfaces)

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- HVAC equipment (air-conditioning or heating units) do not occupy floor, window, or significant wall space (other than supply or return grills)
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- Electric lighting is well maintained, clean and otherwise appears to be in good repair (e.g: not discolored)
- No conduit or piping lines are exposed on the walls or ceiling

212. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices) and seamlessly integrated (an access point, mobile devices (laptops or iPads) or a laptop cart is visible)
- Multimedia presentation capabilities are present (e.g.: a screen and/or projector)
- Power appears to be sufficiently and conveniently available (e..g.; multiple extension cords are not visible)
- Desktop computers are present

213. FIXTURES

- Sink(s) and Water Fountain are provided
- Built-in storage and shelving are in good condition, and with loose shelving appear sufficient for the class' storage needs
- For science: provisions for gas (in chemistry), power and water are distributed in multiple (6) locations
- For art: multiple provisions for power and water (at least two sinks) are provided

214. Please measure and enter the ceiling height (e.g.: 9'-2")

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- Drywall / Gyp Board or Plaster
- Both
- Other

216. What is the ceiling made of?

- Acoustical Ceiling Tile (ACT)
- Drywall / Gyp Board or Plaster
- Both
- Other

217. What is the floor made of?

- A sheet product (large sheets with seams every few feet)
- Resilient Tile (square or rectangular tiles less than 2' by 2')
- Carpet (not a loose rug)
- Terrazzo, concrete, tile or epoxy product (tiles or poured)
- A combination of the above

218. How clean is the room?

- The room is generally clean (other than ordinary daily use, papers on desks, etc.)
- The floor is dirty
- The walls are marked and/or scuffed
- The ceiling is stained
- Other (please specify)

219. Is there an odor in the room?

- There is no odor
- There is a small odor
- There is a significant odor

If there is an odor, please describe it.

220. Upload a Photo of the Room Tag with Room Number

Take a photo of the room's door with its room number or other means of identification of the room (e.g.: "Science" signage or a posted schedule)"

Choose File

Choose File

No file chosen

221. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

EXTENDED LEARNING

For the purposes of this survey, extended learning spaces are considered to be more informal spaces that supplement the use of more formal (classroom or lab) spaces. They are often open to the building's circulation and adjacent to the more formal spaces like classrooms and labs. They may be called "commons," "discovery zones" or similar indications of shared use.

222. SIZE

- Provides ample space for a variety of activities and group sizes
- Allows for activities to occur without being disrupted people walking through the building's circulation
- This use or space does not evidently exist
- Provides no space but evidence of activity is occurring in circulation (e.g.: chairs are in the hallway)

223. LOCATION

- Is located where the activity can be easily supervised
- Is convenient to more formal instructional space
- May capture circulation space but is not exclusively circulation
- Is located where the activity might be difficult to supervise

224. FURNITURE

- A variety of furniture options are available for student use
- Furniture allows for easy reconfiguration
- Seating allows for varied types of work (projects, discussion)
- The furniture appears to suit the use / activity in the space

225. PRESENTATION CAPABILITIES

- There is a writable wall surface
- Use of AV and mobile technology is supported (i.e.: there is a screen, a projector or other evident opportunities)

226. WINDOWS / EXTERIOR VIEWS

- Has windows with views over community or landscape
- Has windows with limited views (e.g.: into a lightwell)
- Has natural light with limited/controllable glare
- Has limited to no natural light

227. TRANSPARENCY / CONNECTIVITY

- Has unobstructed (not papered over) visual access to adjacent program
- Has direct access to instructional space and can be used to supplement instructional activity

228. EDUCATIONAL TECHNOLOGY

- Technology is wireless (mobile devices or access points are visible) and seamlessly integrated
- Multimedia presentation capabilities are present
- Power appears to be sufficiently and conveniently available

229. FIXTURES

- A sink is provided
- Storage is provided (can be fixed or movable) and is in good condition and appears adequate

230. Please feel free to elaborate on any of the issues above, or note any other circumstances or conditions that should be considered in our evaluation.

231. If students are not present, please take a photo of the/an extended learning space and upload it.

No file chosen

Copy of Latrobe Prize EA-VAT

232. CLEANLINESS: HALLWAYS & PUBLIC SPACE

- The walls, floors and ceilings are generally clean (e.g.: free of dirt, litter, clutter or marks)
- There are some minor issues (e.g.: there are a few isolated areas where there is dirt, litter or clutter)
- There are a number of areas where the building is not clean
- The building is unclean throughout

233. DISPLAY IN PUBLIC SPACES

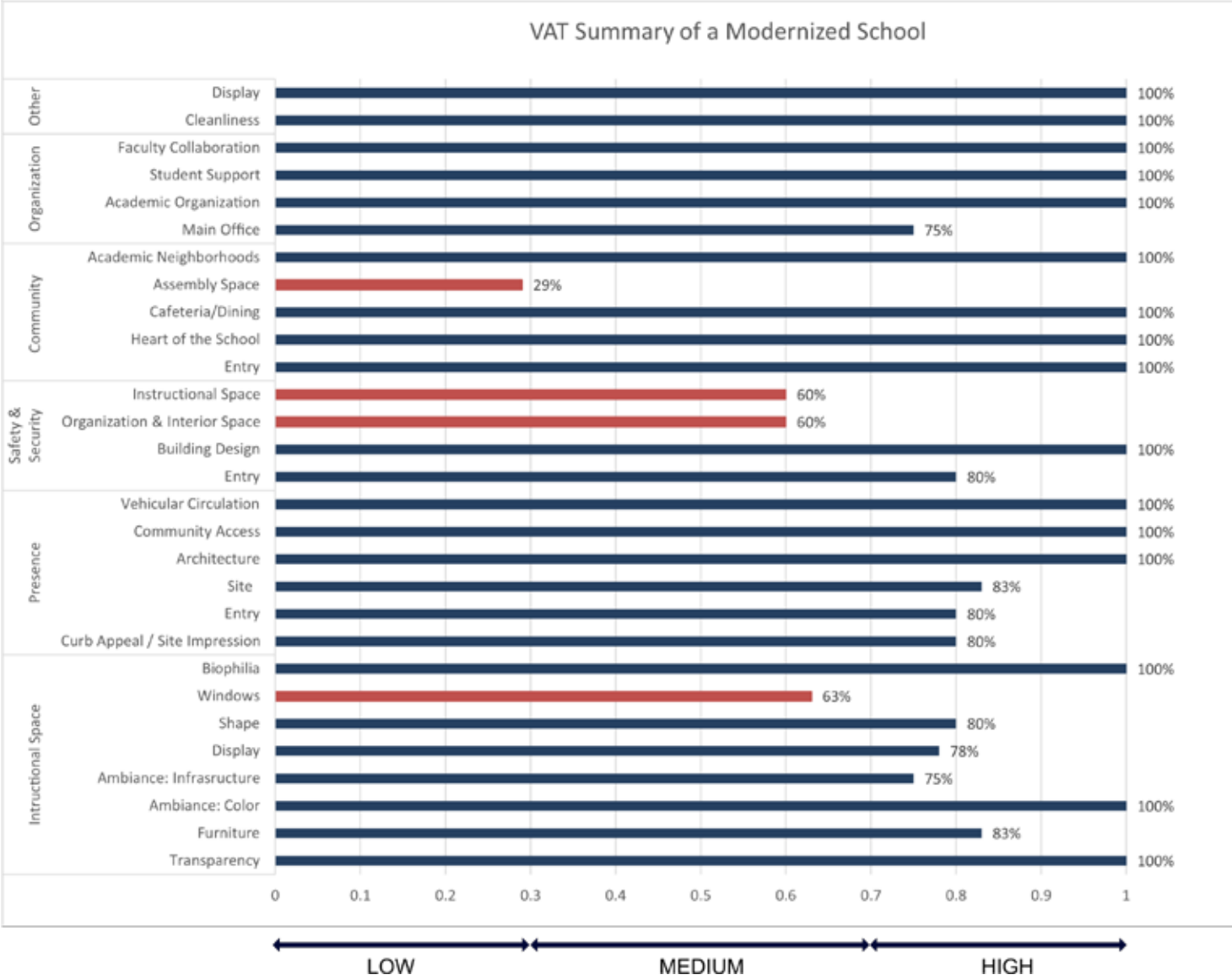
- There are child-height (at the students' eye level) displays (e.g.: featuring student work) throughout the building
- There are some child-height displays but only where the classrooms are located
- There are only a few child-height displays in the building
- The only displays are significantly above the children's eye level.

234. IN SUMMARY, ASSESS THE OVERALL AMBIANCE OF THE LEARNING ENVIRONMENT

- The environment appears to support and fostering learning
- The environment is neutral, neither supporting nor impeding learning
- The environment appears to impede learning

Feel free to briefly explain why.

Sample Data Summary



CONTACT US

We welcome further inquiry about the study and how to apply the findings to the modernization of schools.



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Educational Adequacy/Primary and
Secondary Education Design Lead**

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**Indoor Environmental Quality/
Sustainability Lead**

Heather Jauregui AIA, LEED AP
BD+C, O+M, CPHC
*Director of Sustainability and
Associate Principal, Perkins Eastman*
h.jauregui@perkinseastman.com



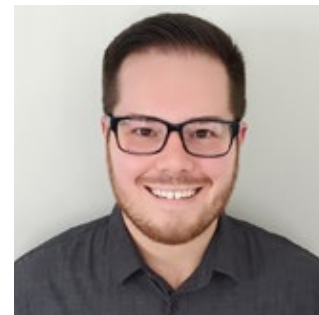
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Statistician

Lance Kruse PhD
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**PERKINS —
EASTMAN**

