CHANDLER UNIFIED SCHOOL DISTRICT

GALVESTON ELEM

REIMAGINE + REPLACE

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JANUARY 18TH 2023

AGENDA

1. Introductions (*Introducciones*)
2. Review of Results (Revisión de resultados)
3. Program/Curriculum Prioritization (Priorización del plan de estudios)
4. Gaps Analysis (buscando información faltante durante el proceso de análisis educativo)
5. Discussion (Discusión)
6. Next Steps (Próximos pasos)

Introductions

VISPI KARANJIA
PARTNER

SARAVANAN BALA
AIA, NCARB, LEED AP, ALEP
PRINCIPAL

SCOTT SOWINSKI
RA [AZ],AIA, WELL AP, ALEP
STUDIO LEADER

ADAM STRONG
RA [AZ]
PROJECT MANAGER

PHIL GEIMAN
RA [AZ]
ARCHITECT

SUNNY LEE

NENWE GEESO

Q1:

What skills and dispositions from the Portrait of the Learner do you think are currently nurtured by Galveston?

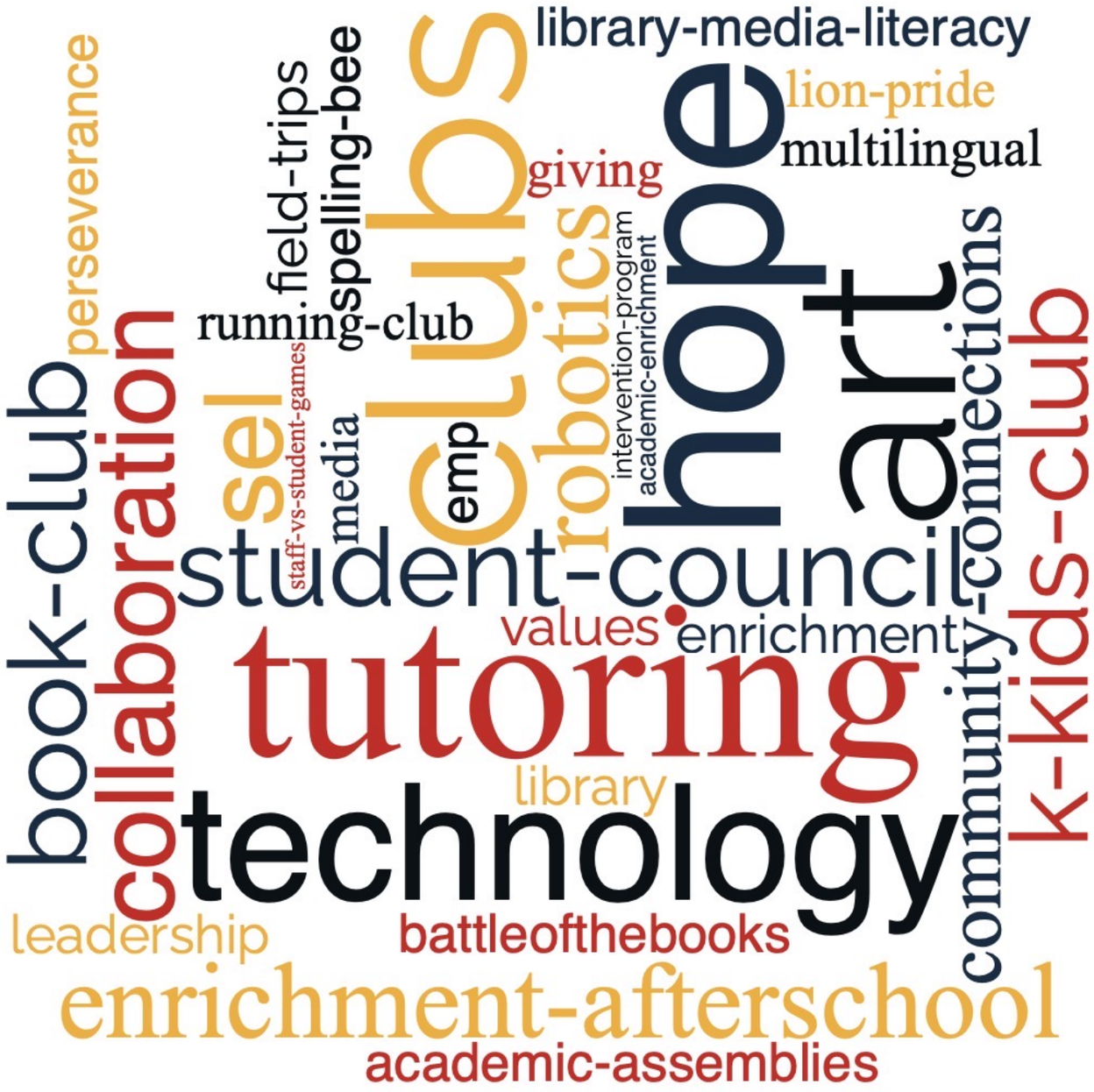
Q1:

kindness
innovation
resilient
football-field
diversity
collaboration
creativity
respect
empathy
safe
communication
critical-thinking
mathematics
technology-skills
leadership
language-skills
inclusivity
adaptability
problem-solving
reading
listener
perseverance

Q2:

What Educational Programs, Experiences and Curricular options are currently provided by Galveston build such skills align with the Portrait of the Learner?

Q2:


library-media-literacy
lion-pride
multilingual
giving
field-trips
spelling-bee
perseverance
clubs
hope
art
running-club
intervention-program
academic-enrichment
robotics
sel
staff-vs-student-games
media
emp
book-club
collaboration
student-council
community-connections
k-kids-club
values
enrichment
tutoring
library
technology
leadership
battleofthebooks
enrichment-afterschool
academic-assemblies

Q3:

What additional Educational Programs, Experiences and Curricular options should be provided by Galveston to better align with the Portrait?

Q3:

sports
dual-language
life-skills
technology
collaboration
theatre
dance
art
critical-thinking
sport
hands-on
pbl
cte
collaborative-space
makerspace
adaptability
smaller-classes
robotics
recess
arts
stem
esports
coding
mentorship
experiences
outdoor-learning
sign-language
science-expirements
field-trips
study-hour
indoor-pool
community-engagement
honor-classes
collabortive-learning
greenhouse

Q4:

What facilities, resources and infrastructures (furniture, technology, personnel, etc.) are needed impact and improve student outcomes to better align with the Portrait?

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Q4:

Group Breakouts
Word Frequency

need
canvases
news
orchestra/choir
gardening/farming
dual
artwork
massage
lighting
technology
machine
new
learning
volunteer
screens
work
lot
sports/environment
reading
books
bike
can
around
interior
zoo
communication/billboard
accommodated
classrooms
pool
stage
kits
colorful
furniture
library
classes
virtual
seating
group
sensory
flexible
cafeteria
collaboration
parent
bulletproof
center
natural
basketball
kinder
student
greenery
soccer
windows
updated
students
grade
space
teacher
rooms
outdoor
school
field
gym
nicer
lounge
tech
choices
bathrooms
staff
vending
chairs
water
light
walls
separate
levels
murals
merry-go-round
languages
community/parents
area
parking
spaces
recess
therapy
automatic
classroom
level
different
reality
rack
calming
play
ground
art
equipment
auditorium
storage
community
maker
garden
house
inclusive
panels
tables
dance
workout
better
indoor
lego
makerspace
shaped
fields/football
lunch/indoor
revolution
greenhouses
yellow
safe
lines
slide/new
education/volunteering
garage/mechanics/robotics
colored
grad
interactive
adjustable
safety
fun
park
popcorn
quiet
lab
areas
hub
etc
track
mural
café
open
fob
gymnasium
patrol
round
places
rom
k-2
sun
divided
enter
scan
technology/maker
indoor-outdoor
whiteboard/display/wall
concept
carts
petting
band
state
old
payday
tunnel
painting
adult
room/mascot/pride
sheltered
fields
spot
skate
girl
based
class
period
media
interesting
room/individual
secure
connected/flexible
spaces/opportunities
pool/water
displaying
structured
predesigned
appropriate
daycare
gates
slides
choice
décor
ramada
green
moveable
exercise
drop=off/pick
two-story
morning
events
growth
studio
frosted
ceiling
bean
bell
inviting
volleyball
economics
comfortable
trampoline
seats
sculpting
climbing
relaxing
hallways
language
stem
chairs
system
windmills
fridges
vending
elevators
costumes
staff
walls
roof
themed
galveston/neighbors
music
activity
opportunities
e-books
beanbags
copier
security
desks
lunch
storage/space
recliners
inground
blinds
desk
swing
board
stalls
inside
starbucks
hall
assemblies
pathway
carpet
sound
rock
levels
solar
design
coaster
theater
softer
automatic
recess
labs
therapy
covered
whiteboards/more
goat
collaborate
robots
going
meditation
parkour
outdoor
encouraging
common
date
kind
treehouse
gallery
faster
lofts/novelty
goals/nets
circular
gym/cafeteria/theatre
sounds
windows
fridges
system
light
water
chairs
language
stem
kind
natural
basketball
kinder
comfortable
biking
giant
robotic
restrooms
locker
scats/swivel
useful
artifacts
learn
room/meditation/quiet
1/11/23
modern
whiteboards
chalk
collaborative
message
yoga/stretching
escape
roomba
gymnastics
key
needs
drama
transcription
popped
walks
less
ninja
stairs
updated
students
grade
theatre
program
atrium
stuff
2-story
heat
teachers/staff/and
kids
slide
arts
lion
multicultural
microwaves
innovative
thinking
movie
assistant
principal
separated
option
sleep
lounge
fields
parent/community
studios/rooms
feature
galveston
parent/bus
exercises
road
court
parent
soccer
windows
bulletproof
club
per
full
podcast
printers
bag
drop
zipline
before/after
bigger/taller
wall
uniform
grades
virtual
center
curved
refocus
scanner
comfortable/flexible
restaurant-like
windows/sliding
electronic
e-sports
coffee
building
company
machines
room/gym
sculpting
seats
trampoline
volleyball
economics
comfortable
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basketball
kinder
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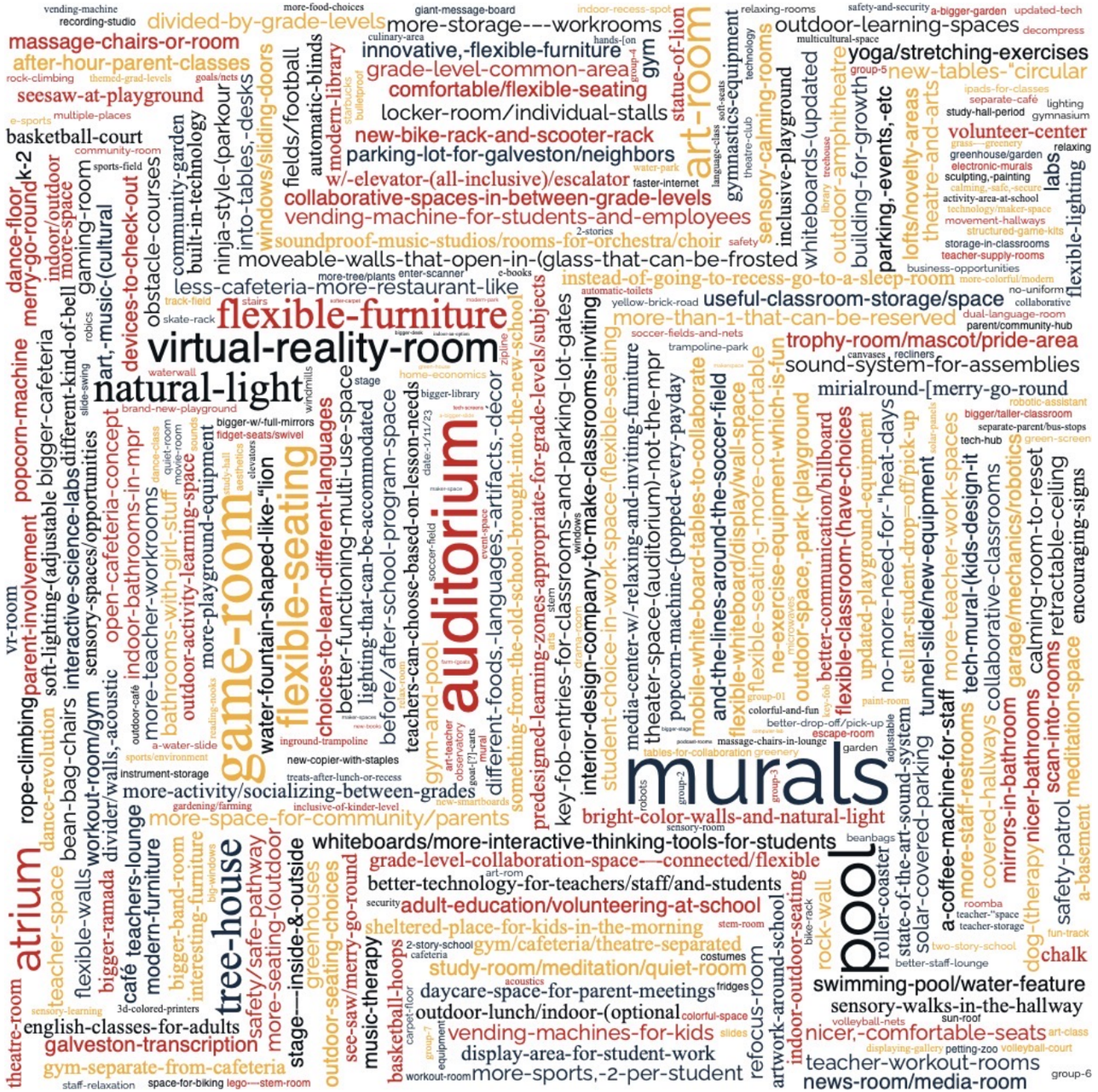
Group Breakouts
Frequency of Ideas



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VISION

Lo deseado

REALITY

La Realidad

REIMAGINATION ENCOMPASSES…

WHO
(Operations)

WHERE
(Facilities)

WHAT
(Curriculum)

WHY
(District Goals)

HOW
(Pedagogy)

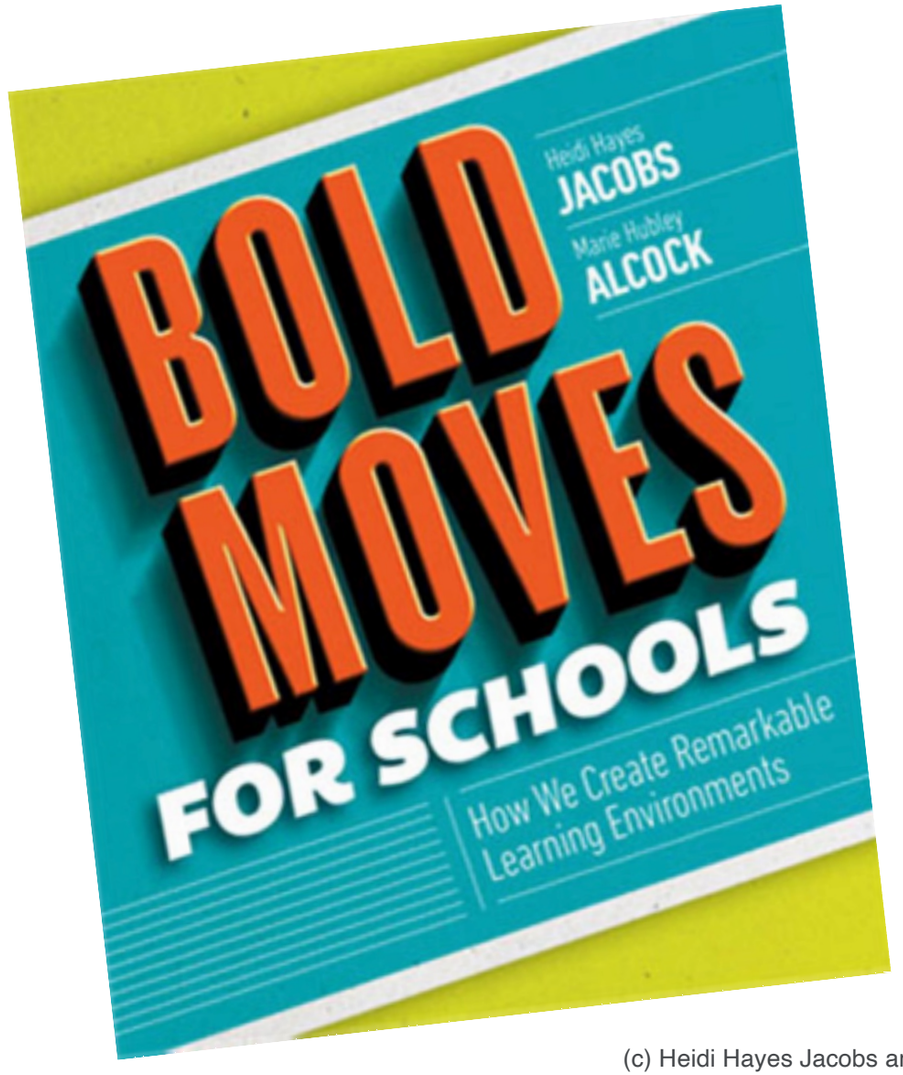
CHANGING JUST ONE DATA POINT…

HOLISTIC FRAMEWORK

- ESSENTIAL ANCHORS OF TRANSFORMATION[Important tools or topics that help to ensure implementation]

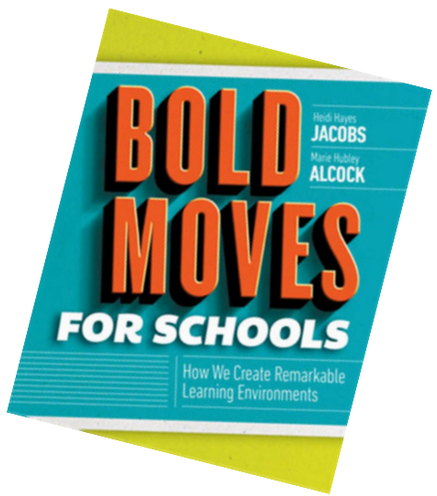
- CLUSTERS OF PEDAGOGY [Understanding the spectrum of facilities, ranging from antiquated to contemporary. Being able to place yourself on that scale]

- PROGRAM STRUCTURES [Within any school setting, influences that directly impact students and teachers]



(c) Heidi Hayes Jacobs and Marie Hubley Alcock

ESSENTIAL ANCHORS OF TRANSFORMATION



1. 21st Century Vision of Teaching and Learning
2. Impactful Pedagogy to Serve that Vision
3. Transformative Leadership to Enact the Vision
4. Deep Implementation Across Systems, Structures and Policy

ESSENTIAL ANCHORS OF TRANSFORMATION

21ST CENTURY VISION

- "*The antiquated notion of student as receptacle is over.*"
- Transformative districts embrace a set of 21st Century competencies; some have specifically *adopted a profile or portrait of a graduate*, a vision statement outlining the competencies that are critical for each student to develop, *beyond content mastery and memorization*.

IMPACTFUL PEDAGOGY

- "*Pedagogy results in action.*"
- Rather than dissemination of information, competencies require pedagogies such as project-based learning, design thinking, and inquiry-based learning.
- Requires teachers to *reframe, rather than simply recalibrate* their professional role.

ESSENTIAL ANCHORS OF TRANSFORMATION

TRANSFORMATIONAL LEADERSHIP

- Departure from a rigid hierarchical leadership structure.
- Leaders *model the creativity, collaboration, communication and critical thought* they want too cultivate in their schools.
- Visionary and committed senior leader that *empowers their teams and teacher as leaders* in their own right.

DEEP IMPLEMENTATION

- "*The physical plant of a school is a concrete manifestation of pedagogy*."
- Reconstruct outdated conceptual structures such as time, organization of groups, and professional development.
- Seismic shift in view of profession, *project that view to the public, employ it with policymakers*.

ANTIQUATED PEDAGOGIES

Teacher covers and deposits info to students as empty vessels, obedient receivers, receptacles to be filled, with no “discovery”.

CLASSICAL PEDAGOGIES

Teacher as guide, nurturer, stimulator. Student as creative, critical thinkers, collaborative team members, researchers, knowledge organizers.

CONTEMPORARY PEDAGOGIES

Both teachers and learners as self navigators, social contractors, media critic and media makers, innovative designers, global citizens.

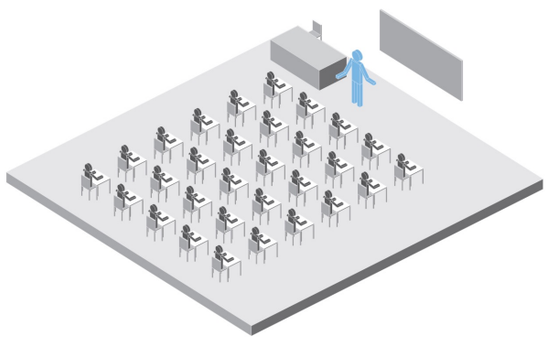
CLUSTERS OF PEDAGOGY

ANTIQUATED	CLASSICAL	CONTEMPORARY
• Learning experiences entirely within classroom	• Classroom in school and other places	• Learning within a range of physical and virtual environments
• Linear delivery in class	• Delivery in a range of settings	• Nonlinear learning
• Set formats and structure	• Limited flexibility in structure	• Fluid and flexible scheduling structures
• Strict, specific roles for students and teachers	• Interactive yet specific roles for students and teachers	• Fluid roles for students and teachers as they interact as both teachers as learners
• Restricted communication tools	• Limited communication tools	• Open-access communication tools
• Rigid, set curriculum	• Established curriculum with some flexibility	• Responsive curriculum both ongoing and personalized

PROGRAM STRUCTURE CONTINUUM

	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	• Self-contained • All rooms the same	• Field Experience • Use of existing spaces for effective instructional grouping	• Virtual spaces 24/7 • Field Experience • Wide range; learning spaces create new learning experiences
TIME	• Standardized, 19th century agrarian, 13-year experience • Daily schedule standardized by habit	• Coordinated time frames which possible to support learners	• Task determines time • Teachers work with students to bid for on site time segments over week and month
GROUPINGS	• Strict grade-level grouping K-12 • Classroom; no instructional grouping	• Some cross-grade cooperative groups • Individualized • Differentiated grouping	• Personalized: on site virtual • Field experience based on quest • Multi-age based on learning progressions
PERSONNEL	• One teacher, self-contained in isolation to match class • Faculty grouped by grade/department in isolation • No interschool connections	• Some vertical and interdisciplinary within and between buildings	• Teacher has multiple affiliations: • Inquiry quest groups • Coaching individuals • Virtual/on-site direct teaching • Seminar/webinar • Global cyber faculty

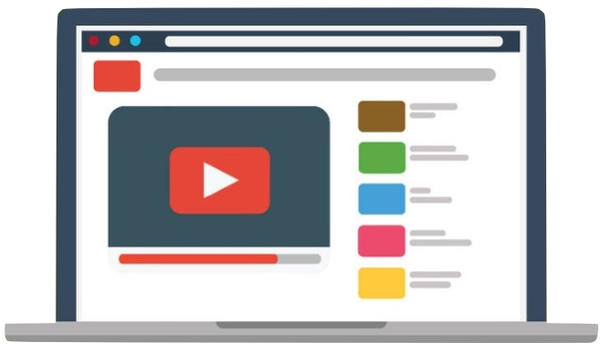
SPACE



RANK & FILE SEATING
Used for one-way Teaching

- Four walls
- Reflection of standardization and uniformity (factory age)

- Breakdown of four walls
- Various learning experiences on site (library, gardens, etc)

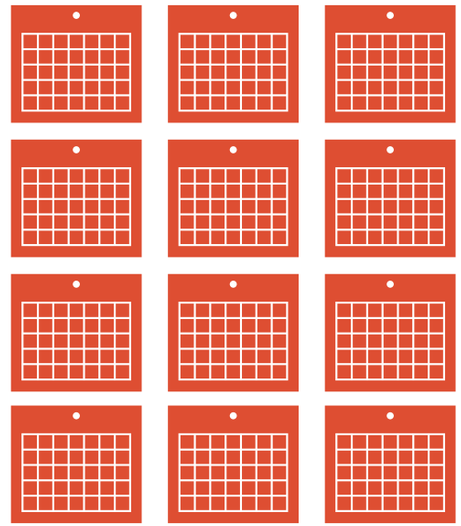


- Issue and skill based
- Furniture as an enabler
- Diversity and cross-pollination of activities
- Virtual

TIME

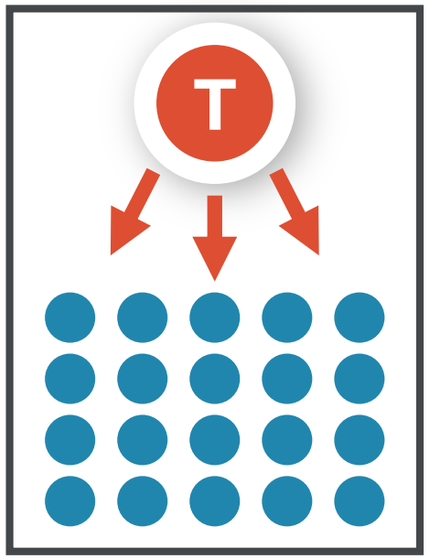
- Agricultural schedule/cycle
- Curriculum fits within Schedule

- Latitude afforded with periods, blocks, modules, anchor days, etc.

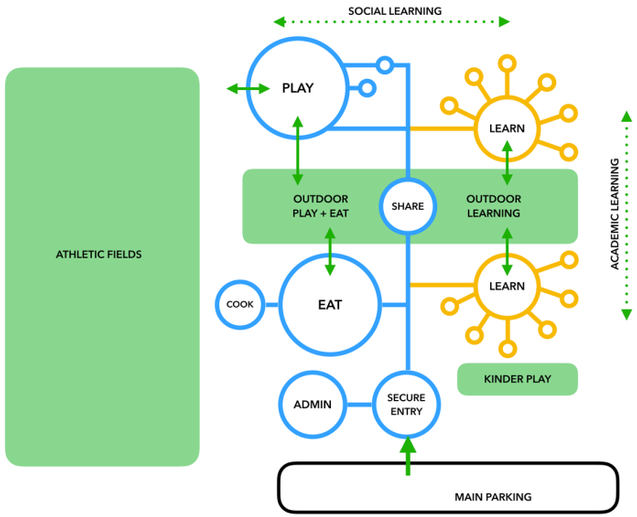


- Task determines time
- 24 / 7 / 365 via virtual learning

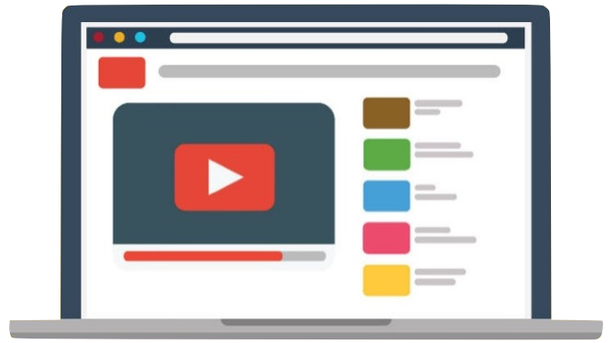
GROUPINGS



- Designed for efficiency & coverage of content
- How many kids can a teacher manage?
- Constricted/isolated by space

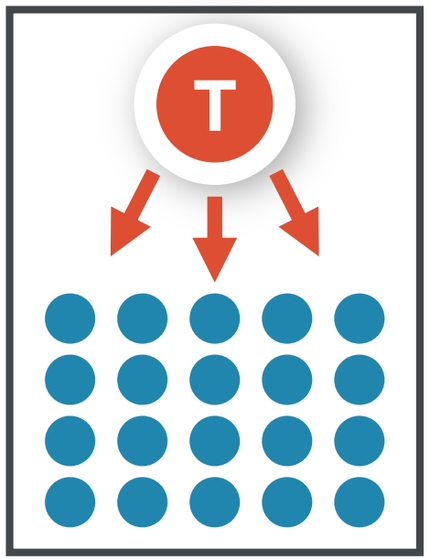


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

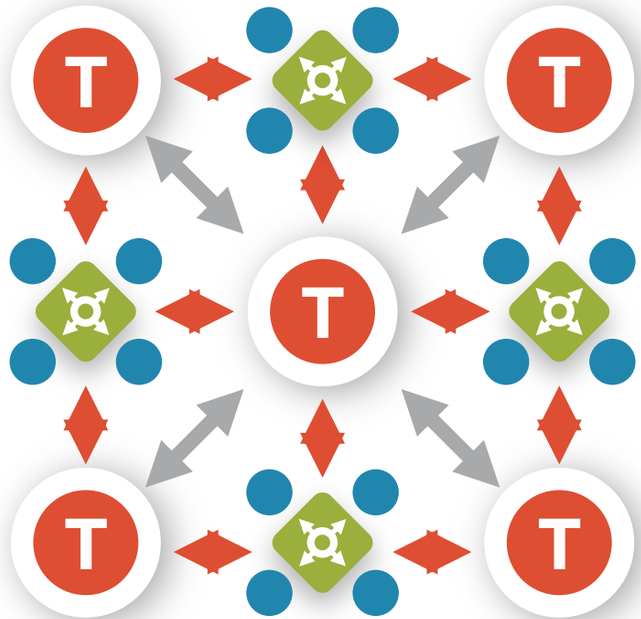


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

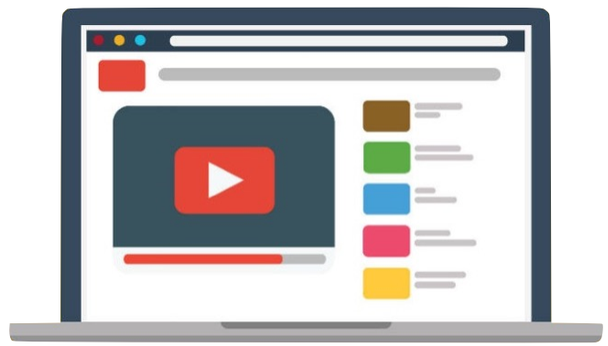
PERSONNEL



- Self contained classes
- Isolation except for basic professional development
- Primary affiliation with other teachers in same grade

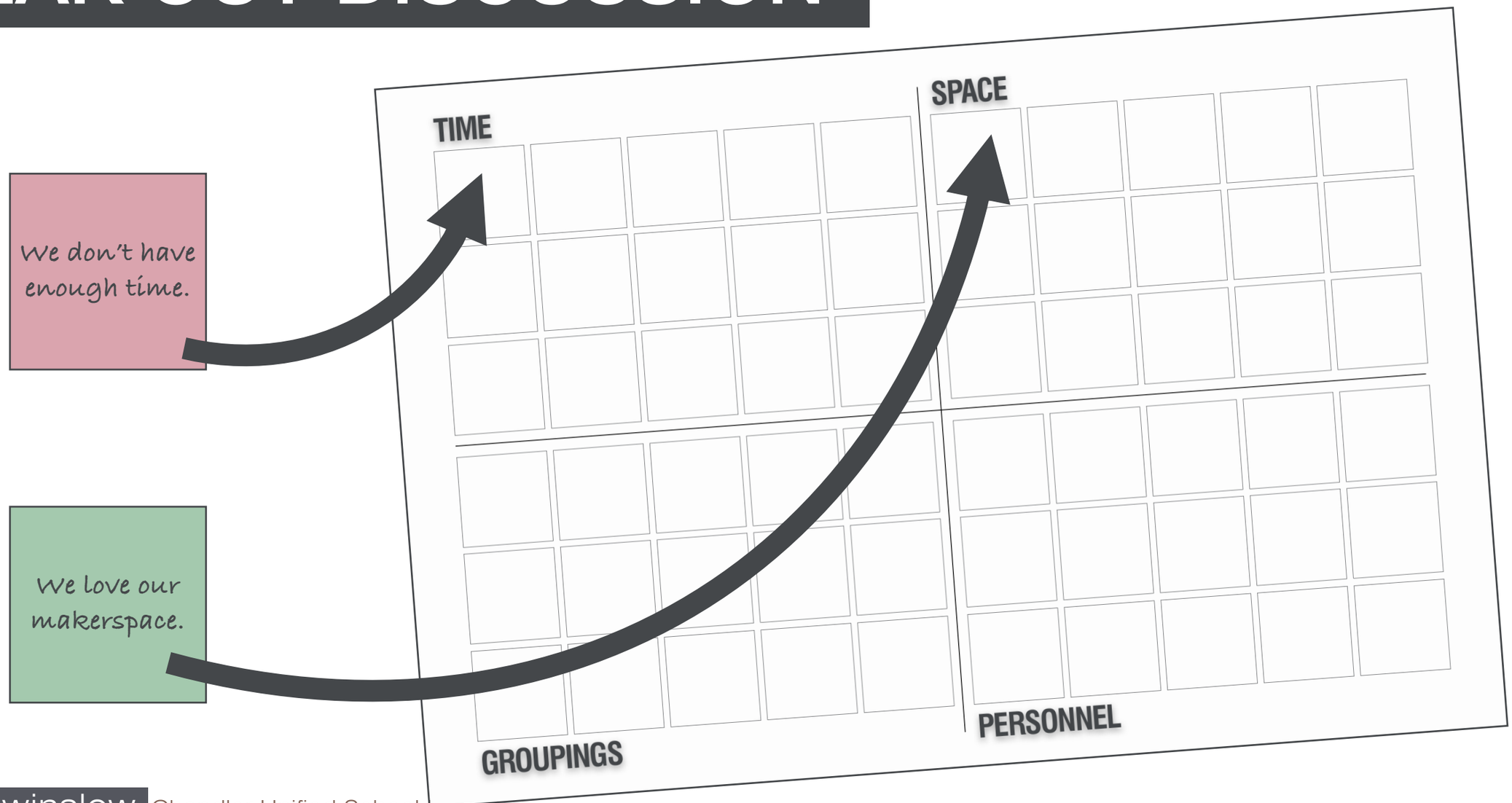


- Project/inquiry based learning causes collaboration
- Collaboration limited to on site
- Based on institutional practice



- Faculty can have multiple affiliations both on site and virtual (networking)
- Grouped by interest, mentors and coaches

BREAK OUT DISCUSSION



Think Big!

QUESTIONS?
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