GALVESTON ELEM

REIMAGINE +. REPLACE

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JANUARY 11TH 2023

AGENDA

1. Introductions/Process Overview
2. Portrait of the Learner + Journey to Excellence
3. Polling
4. Learning Outcomes <<>> Learning Environments
5. Polling
6. Discussion

Introductions

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PARTNER

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AIA, NCARB, LEED AP, ALEP
PRINCIPAL

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

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RA [AZ]
PROJECT MANAGER

PHIL GEIMAN
RA [AZ]
ARCHITECT

SUNNY LEE

NENWE GEESO

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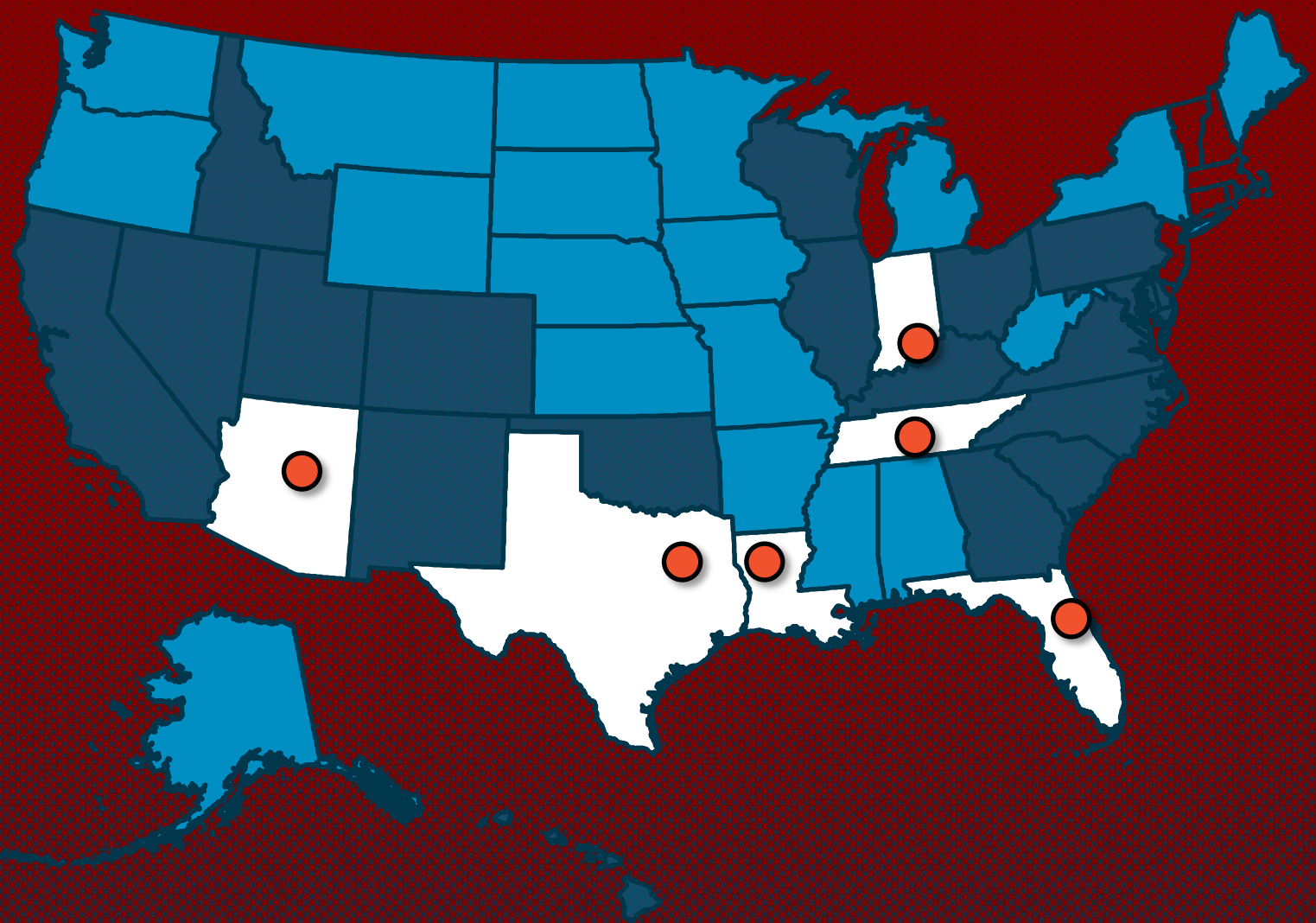
ARCHITECTURE • PLANNING • INTERIOR DESIGN



51 *Years*

27 *States*

6 *Locations*

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PHOENIX

85 Local Arizona Resources

50+ Education Studio Staff

10 Interior Designers

8 Creative Services

200+ NATION WIDE

SPECTRUM OF LEARNING

Valley View Leadership Academy

Madison Meadows

Cherokee Elementary

TRADITIONAL ← LEARNER-CENTRIC / NEXT GEN → CONTEMPORARY

Bélen Soto Elementary

Maricopa Institute of Technology

John S. McCain III Elementary

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JOHN S. MCCAIN ELEM

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

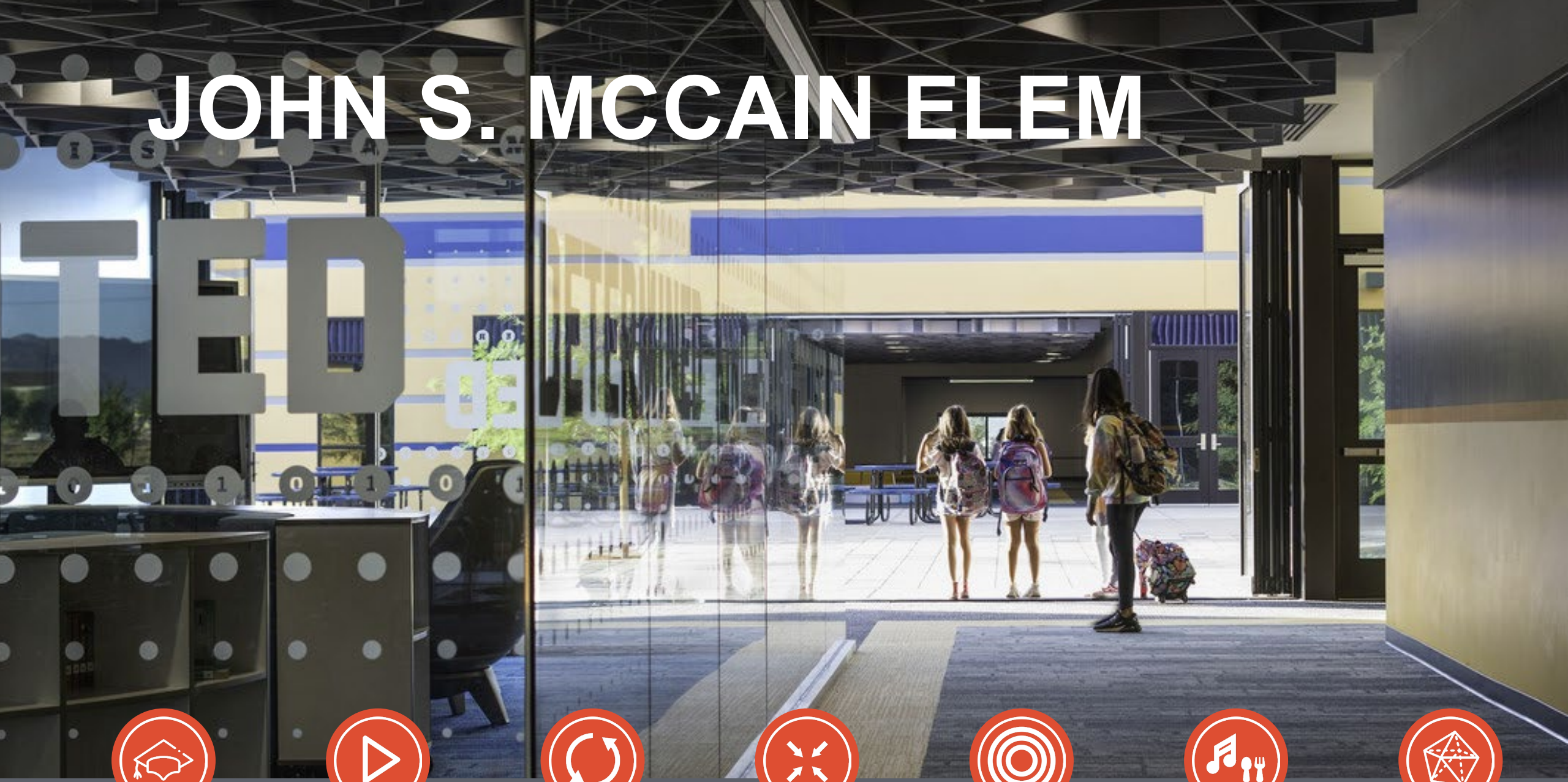
COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

JOHN S. MCCAIN ELEM



LEARNER CENTRIC

TECHNOLOGY

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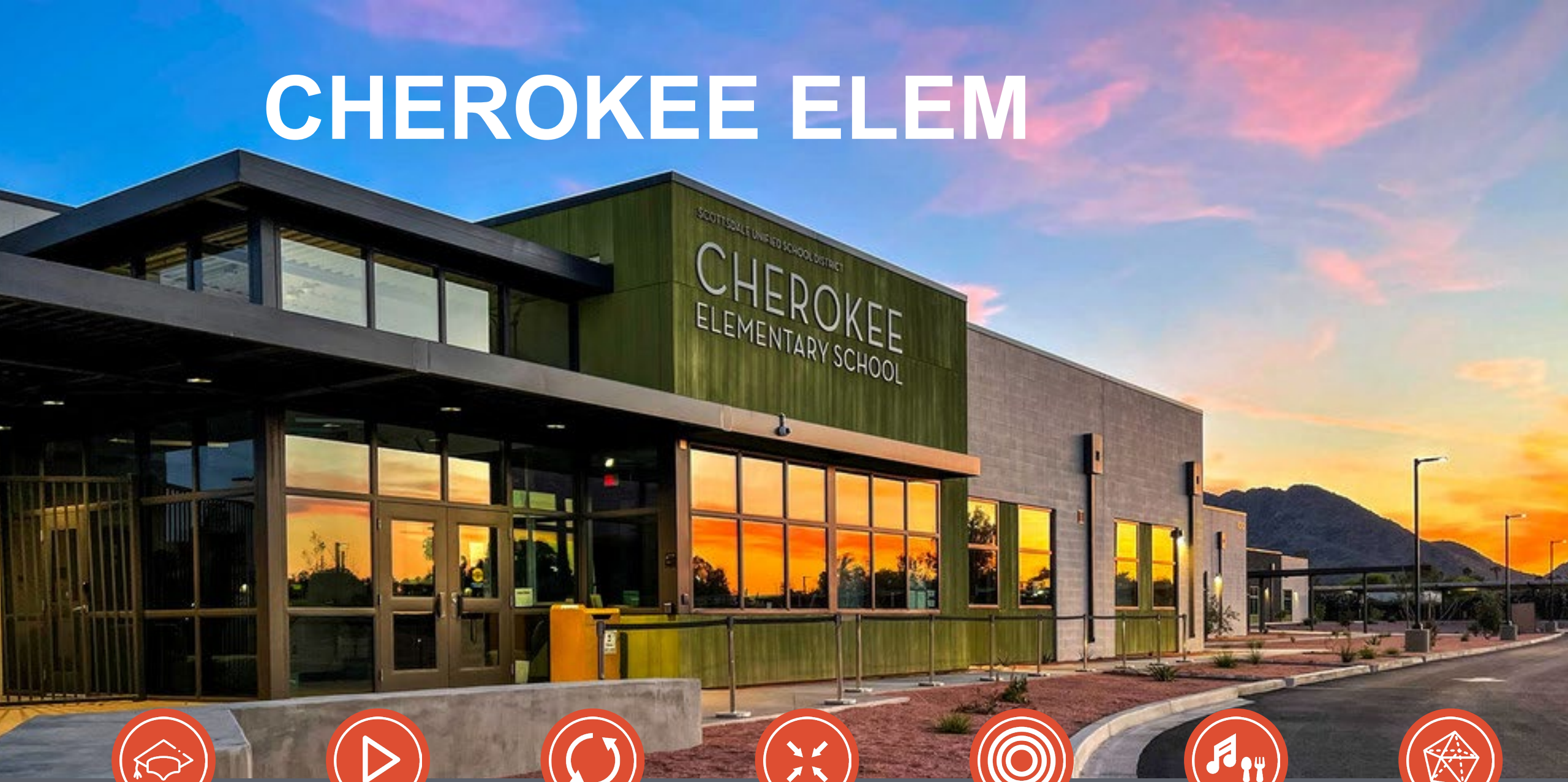
GRAPHICS

CHEROKEE ELEM



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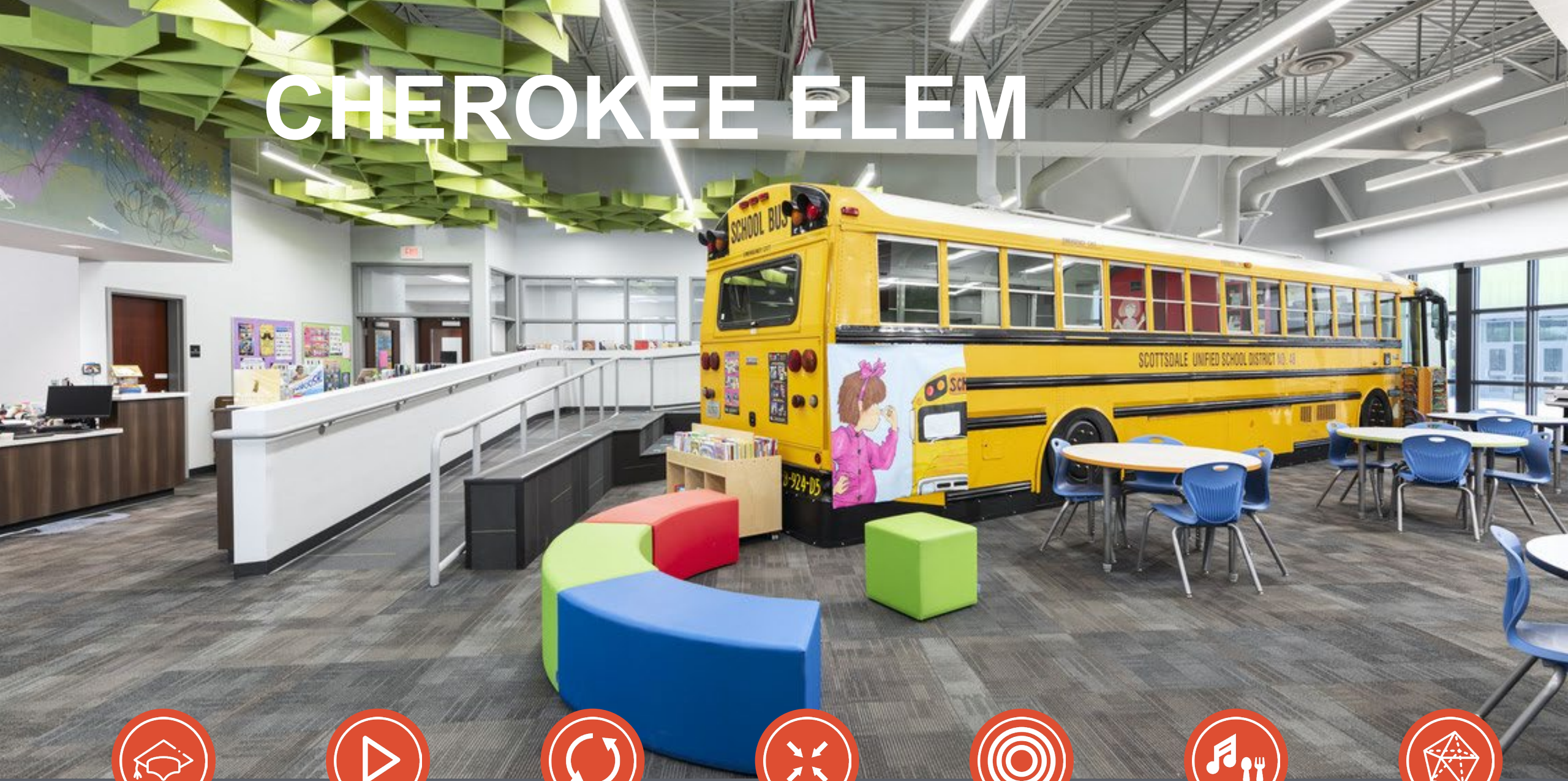

LEARNER CENTRIC

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GRAPHICS

EASTMARK HS

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

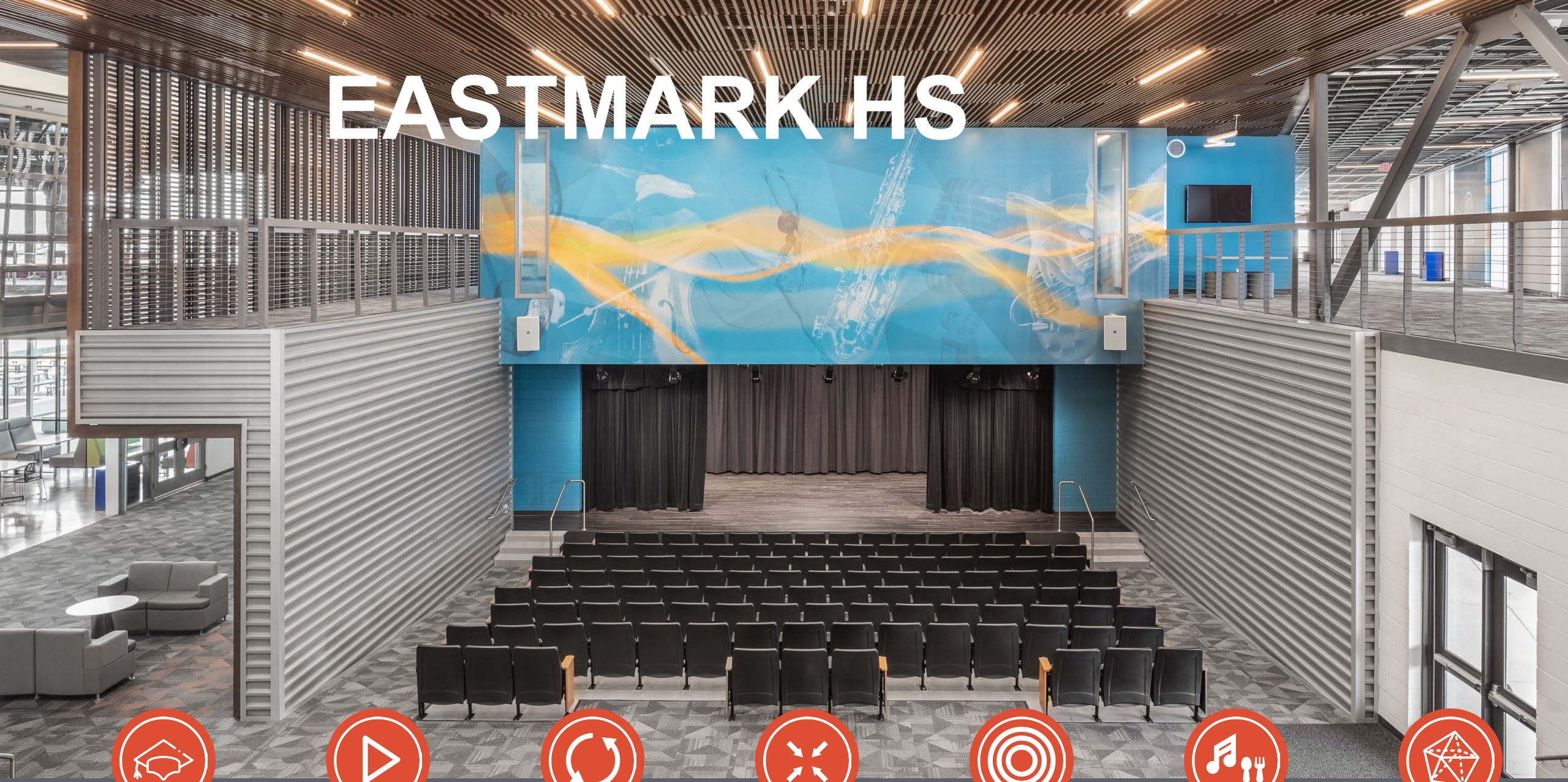
COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

EASTMARK HS



LEARNER CENTRIC

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EASTMARK HS

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

MARICOPA INSTITUTE OF TECH

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

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MARICOPA INSTITUTE OF TECH

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GRAPHICS

MADISON MEADOWS

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

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GYM/CAFE/MUSIC

GRAPHICS

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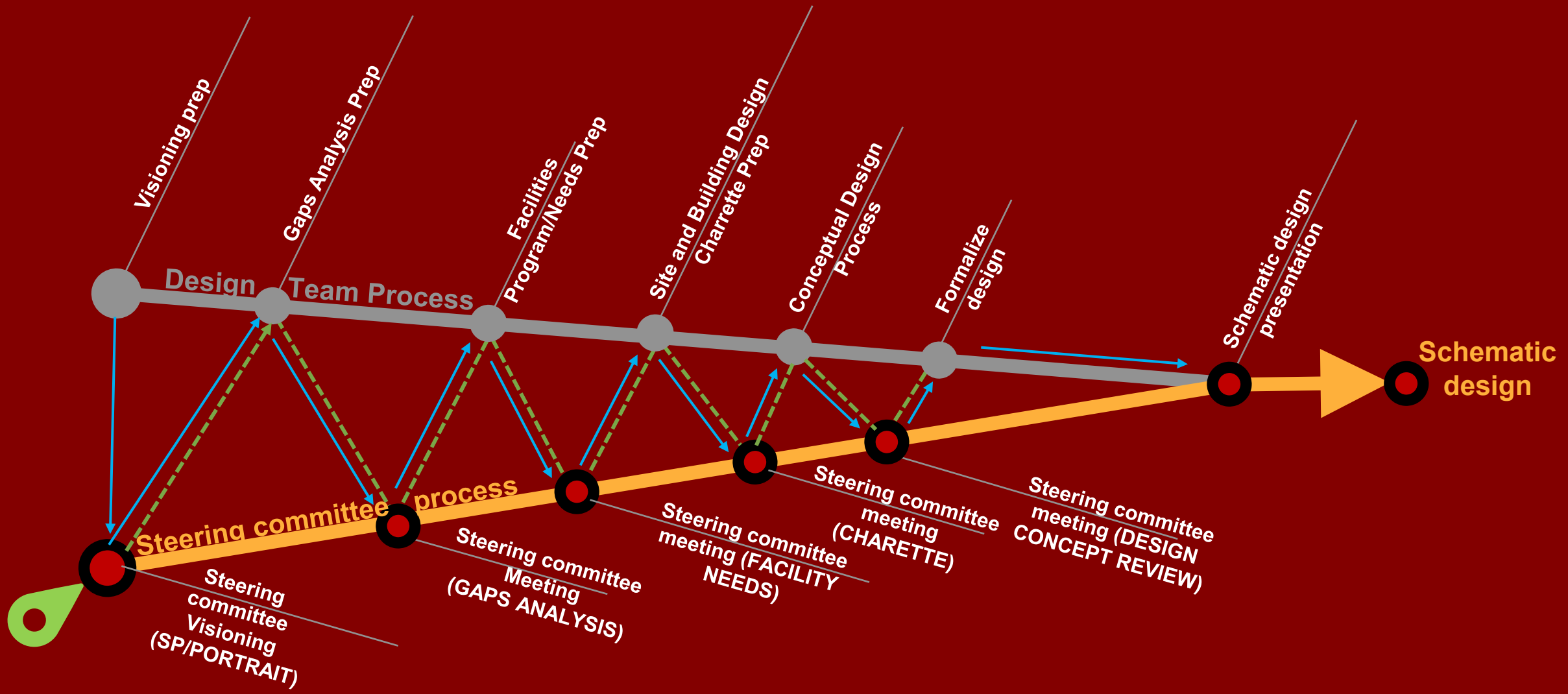
DESIGN PROCESS

TRANSPARENCY

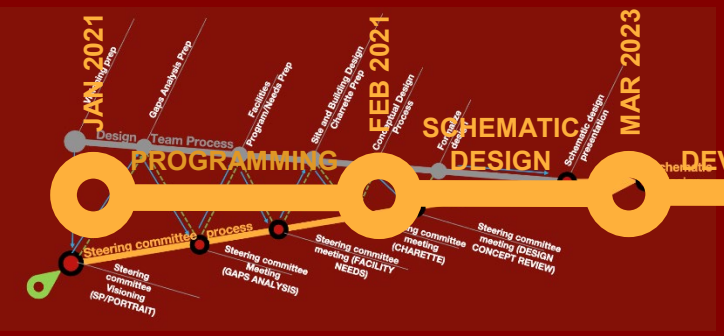
COLLABORATION

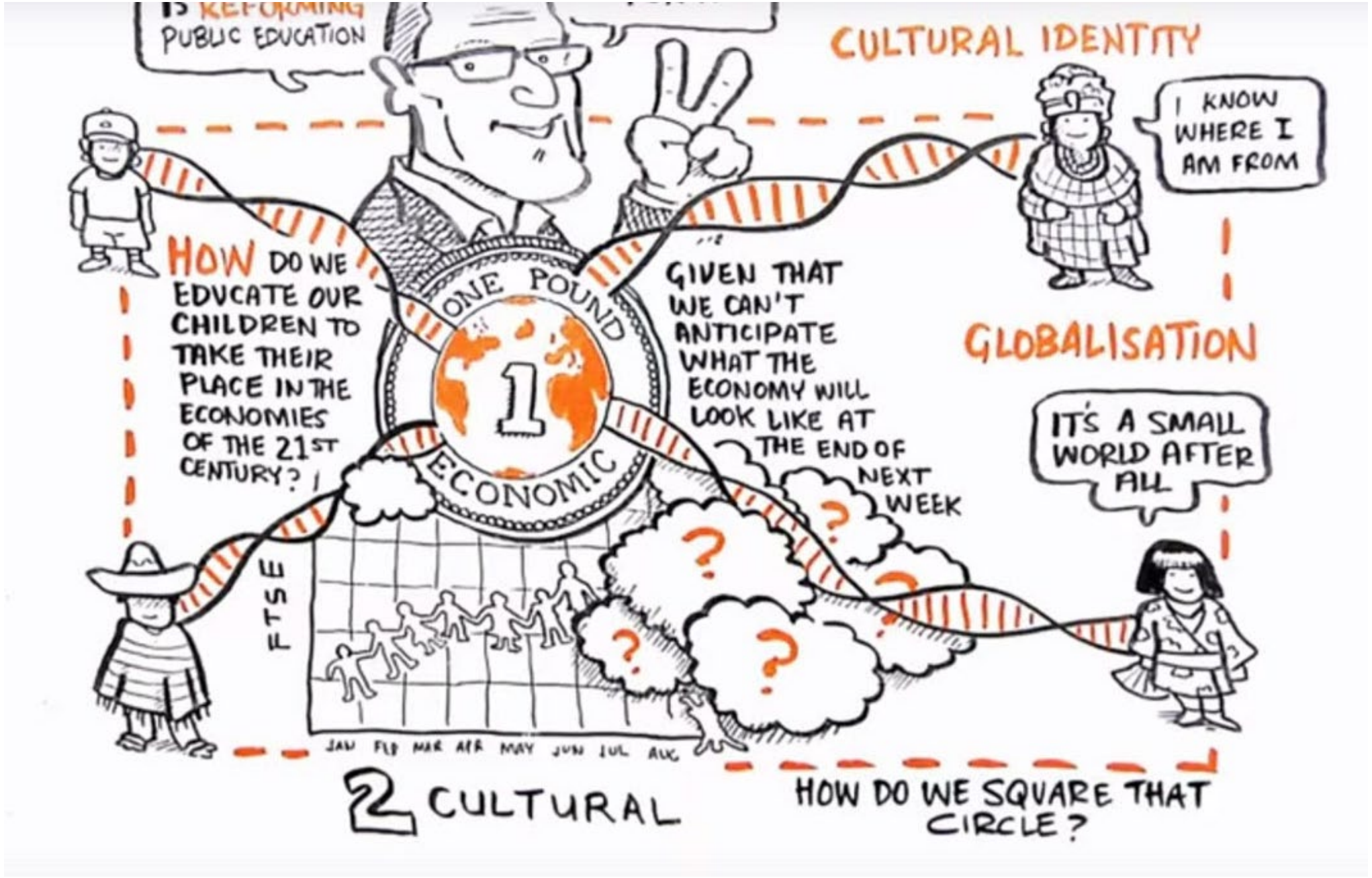
CONSENSUS

STEERING COMMITTEE PROCESS



OVERALL SCHEDULE




IS REFORMING PUBLIC EDUCATION
CULTURAL IDENTITY
I KNOW WHERE I AM FROM
HOW DO WE EDUCATE OUR CHILDREN TO TAKE THEIR PLACE IN THE ECONOMIES OF THE 21ST CENTURY?
ONE POUND
1
ECONOMIC
GIVEN THAT WE CAN'T ANTICIPATE WHAT THE ECONOMY WILL LOOK LIKE AT THE END OF NEXT WEEK
GLOBALISATION
IT'S A SMALL WORLD AFTER ALL
FTSE
JAN FEB MAR APR MAY JUN JUL AUG
2 CULTURAL
HOW DO WE SQUARE THAT CIRCLE?

JOURNEY TO EXCELLENCE

Goal 1: Learning Experiences	Goal 2: Community Engagement	Goal 3: Innovative Organizations	Goal 4: Culture
• CUSD students and staff engage in meaningful and innovative learning experiences using essential skills and strategies that foster continuous growth to develop successful members of local and global communities	• CUSD families and community partners engage in the shared responsibility of personalizing experiences that contribute to the students personal, social, emotional, and academic growth.	• CUSD staff illustrate future focused, and adaptable instructional and operational practices that are equitable, efficient, fiscally responsible, and data driven to ensure high quality educational experiences.	• CUSD students, staff, families, and community members cultivate inclusive and supportive environments that enhance open collaboration, quality learning and pathways to achievement.

CUSD PORTRAIT OF A LEARNER

PORTRAIT OF A LEARNER

Chandler Unified School District

ADAPTABILITY

- Flexible
- Overcome barriers
- Demonstrate resilience
- Adjust to challenging conditions or change

COLLABORATION

- Value others' input
- Own team decision
- Work cohesively towards a common goal
- Balance individual goals with group goals
- Contribute respectfully when sharing ideas

COMMUNICATION

- Active listener
- Develop responsible digital footprint
- Adapts to the needs of the audience
- Articulate thoughts through written, oral, and non-verbal skills

CRITICAL THINKING

- Ask questions
- Persevere through problems to find a solution
- Identify, define, and solve authentic problems
- Collect, assess, and analyze relevant information
- Reflect on learning experiences, processes, and solutions

EMPATHY

- Seek to understand
- Demonstrate compassion and concern for others
- Respect and connect with others' feelings, opinions, and culture

GLOBAL CITIZEN

- Literate in technology and communication skills
- Demonstrate civic responsibility
- Apply learning to real world situations
- Empower self and others to make a difference in local and world community
- Value and respect diverse cultures and perspectives

EMPOWERED FOR ANY AND ALL OPTIONS

ENROLLED

EMPLOYED

ENLISTED

ENTREPRENEUR

Utilizing transferable, interdependent skills


LEARNING IS A
RESIDUE OF EXPERIENCE

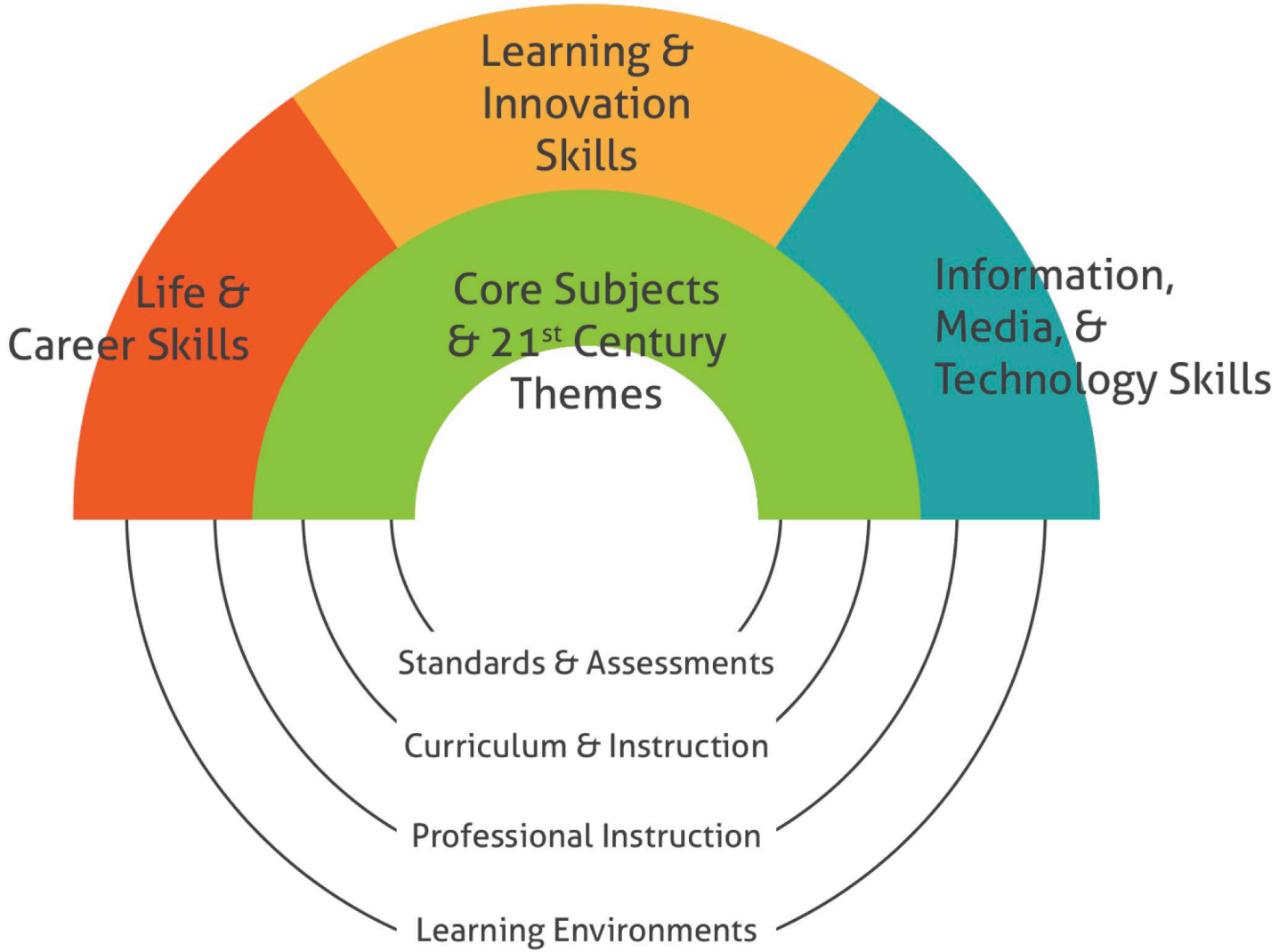

SCHOOLS ARE
ACTION SETTINGS

4th Industrial revolution

AI, Robotics, Internet of Things, Autonomous Vehicles, 3D Printing, Nanotechnology, Biotechnology, Materials Science, Energy Storage, Quantum Computing.

Blockchain Analyst, NFT Professional, Driverless Mobility Engineer, Metaverse Influencer, Telemed Physician, Cloud Architect, DevOps Engineer, Drone Pilot, Chief Listening Officer, Bud Tender.

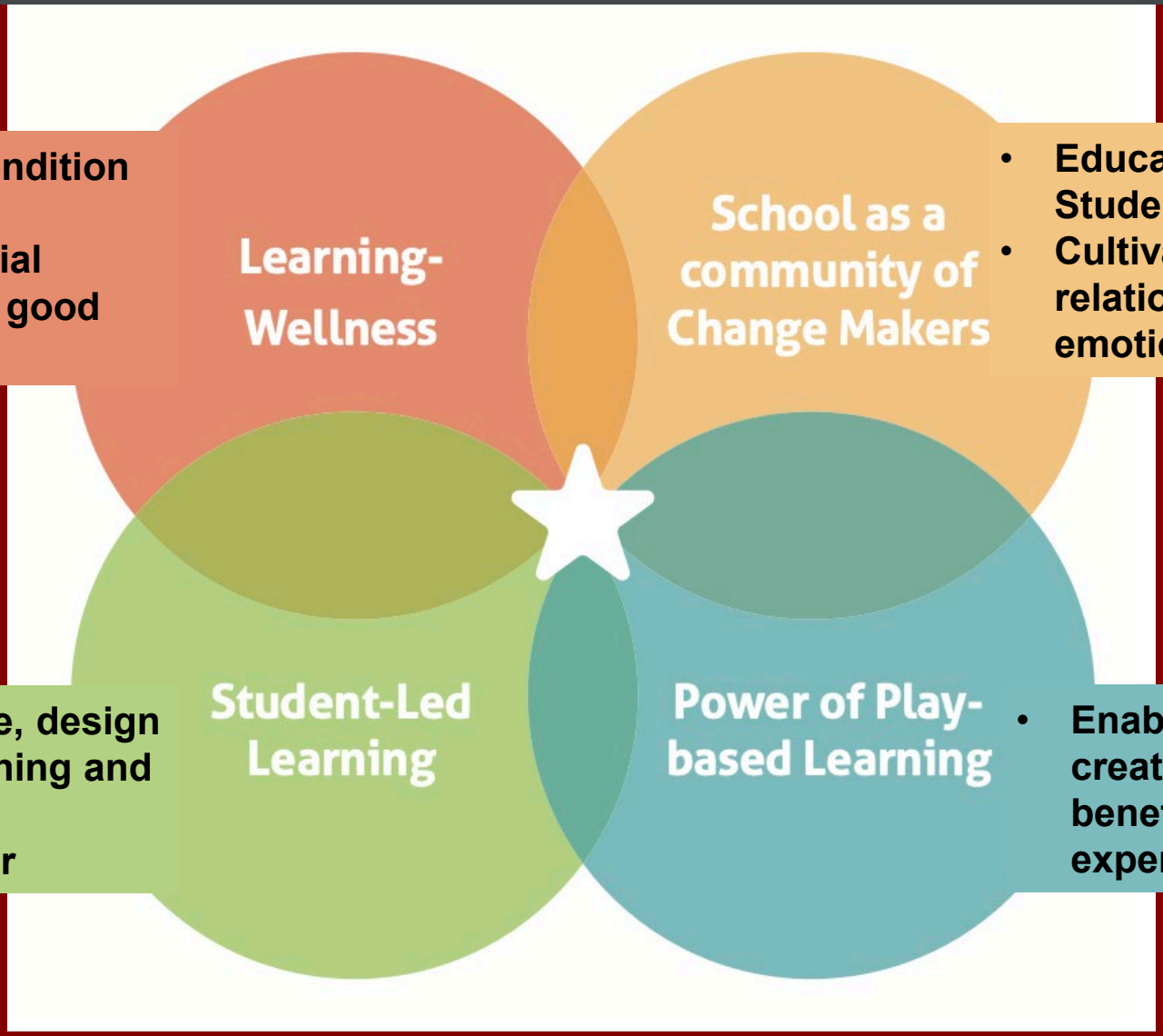
CONTENT VS SKILLS



Source: Chan-Zuckerberg Initiative Whole child Framework

PARADIGMS OF FUTURE LEARNING

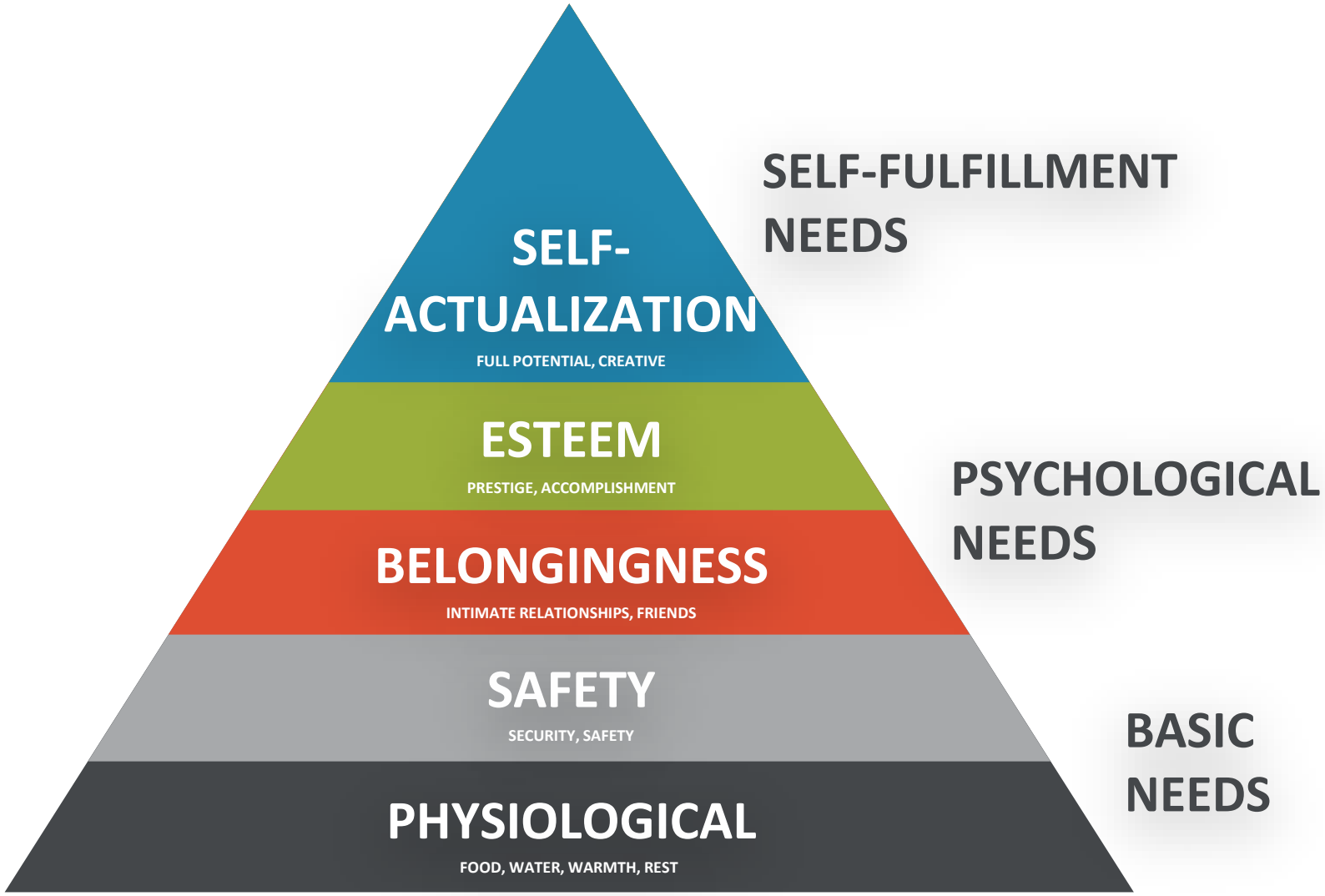
- Good health is a pre-condition to Education
- Well-being is an essential attribute that promotes good learning



- Educators collaborate <<>> Students Benefit!
- Cultivation of positive relationships <<>> do better emotionally and academically

- Student Agency: initiate, design and lead their own learning and growth.
- Teacher <<>> Facilitator

- Enable curiosity, imagination, creativity: reap the multiple benefits of play-based learning experiences


SELF-ACTUALIZATION
FULL POTENTIAL, CREATIVE
ESTEEM
PRESTIGE, ACCOMPLISHMENT
BELONGINGNESS
INTIMATE RELATIONSHIPS, FRIENDS
SAFETY
SECURITY, SAFETY
PHYSIOLOGICAL
FOOD, WATER, WARMTH, REST
SELF-FULFILLMENT NEEDS
PSYCHOLOGICAL NEEDS
BASIC NEEDS

Self Actualization

Curriculum, Pedagogy
Instruction

Engagement

Professional
Development

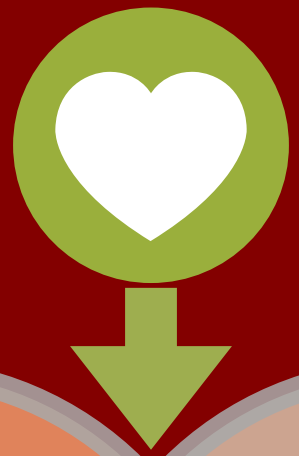
High Performance Design

Learner Centric Design

Inclusive Design
Trauma Informed Design

High Performance Design

HPD - SAFETY



PSYCHOLOGICAL SAFETY

- *STUDENT ENGAGEMENT*
- *INTERVENTION [EARLY, THERAPUTIC]*
- *BULLYING PREVENTION*
- *COMMUNITY & PARENTAL INVOLVEMENT*
- *COUNSELING/MENTAL HEALTH*
- *SUICIDE PREVENTION*

ROOT CAUSE ISSUES

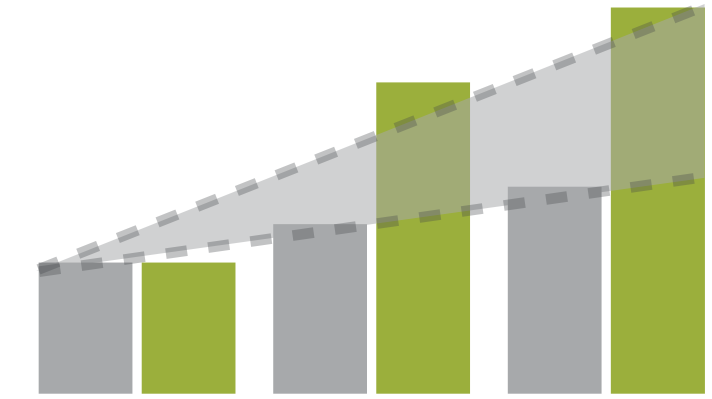
MANIFESTATION ISSUES

PHYSICAL SAFETY

DETER
DETECT
DELAY
DEFEND

BALANCE PHYSICAL AND PSYCHOLOGICAL SAFETY!!!

HPD – COGNITIVE SCIENCE BASED



The average test score gain is

3.3x HIGHER

in the biophilic classroom

orcutt | winslow Chandler Unified School District

HPD – COGNITIVE SCIENCE BASED

- SCALE AND REPETITION [cognitive stimulation]
- PATTERNED COMPLEXITY, BEAUTY, INCLUSIVITY, DIVERSITY [improves pro social behavior]
- NATURAL LIGHT [promotes circadian rhythms]
- VIEWS TO THE OUTSIDE, OUTDOOR LEARNING SPACES [brain downshifting]
- PROSPECT & REFUGE [reduces stress, improves concentration, attention]
- MYSTERY, RISK/PERIL [dopamine release, builds self-esteem]

HPD – COGNITIVE SCIENCE BASED

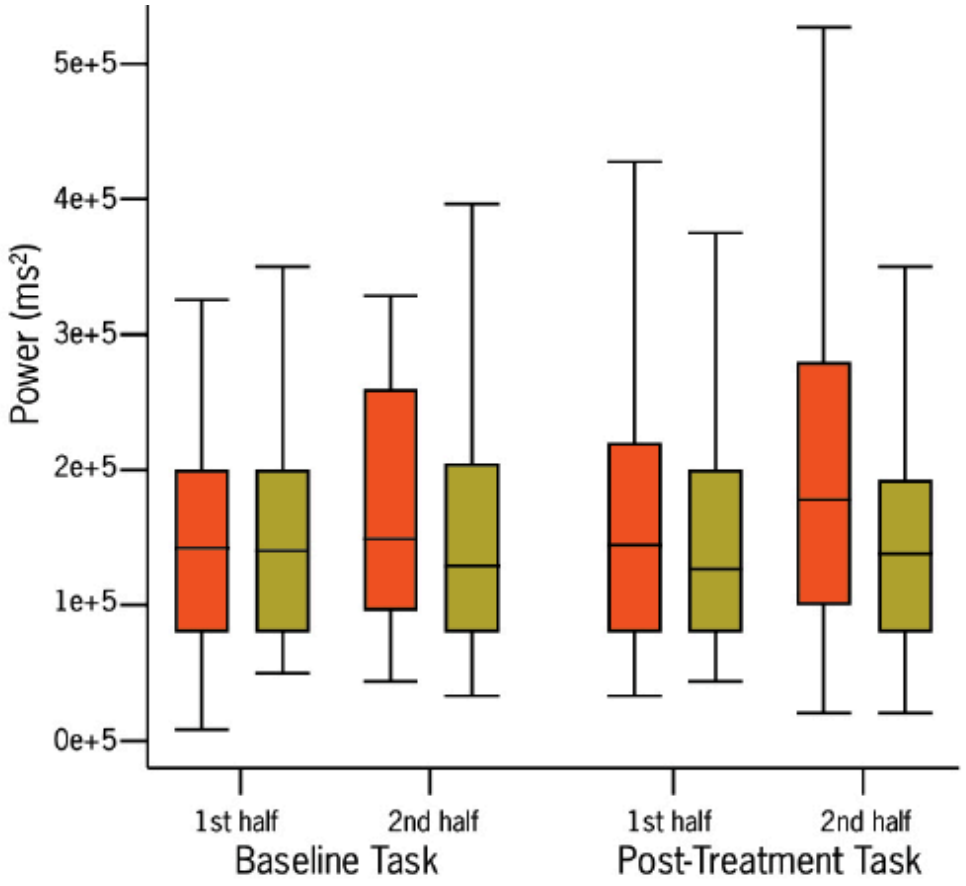
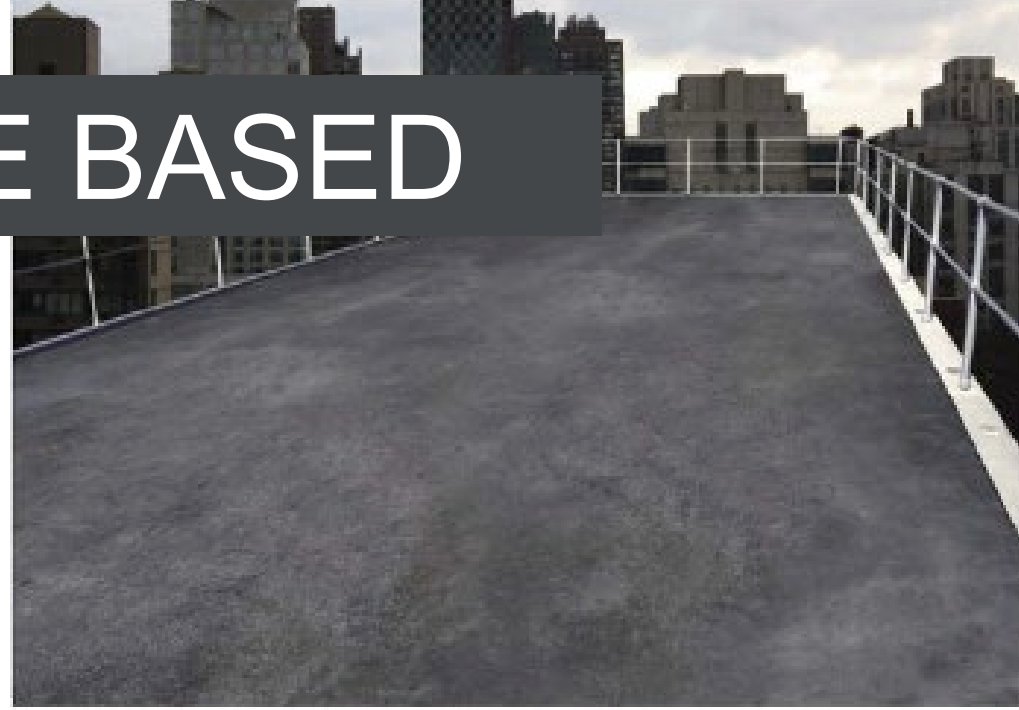


Figure. Boxplot of the median and variance of moment-to-moment response variability (reported as power). Participants viewed a concrete (orange boxes) or green (green boxes) roof. Data shown for the 1st and 2nd half baseline task, and the 1st and 2nds half post-treatment task indicates a significant difference between participants viewing a concrete and green roof. Source: Lee et al. 40-second green roof views sustain attention: The rolde of micro-breaks in attention restoration. *Journal of Environmental Psychology 42*(2015):182–189.



Learner Centric Design

BRAIN BASED LEARNING

Campfire

A place for a community of learners to sit together, listen to each other and learn from storytellers

EX:

CLASSROOMS

Watering Hole

A place for learning from peers in small groups

EX:

BREAKOUTS

Cave

An area to be alone and to reflect or work independently, without interruption or distraction from others.

EX:

REFUGE SPACES

Swamp

For when we get stuck on a task or concept and need to meet in a group with an expert.

EX:

MAKER SPACES

Plains

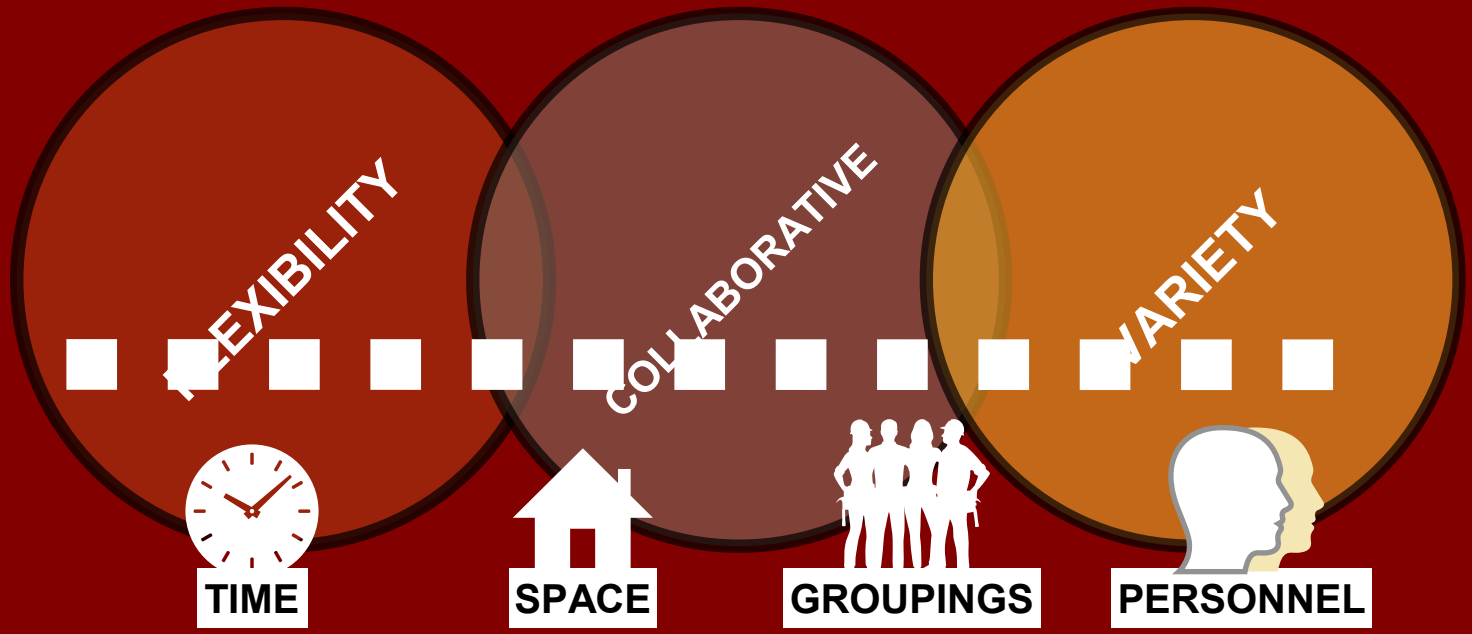
For when everyone is working independently, spread out wherever they need to be.

EX:

MAKER SPACES

COMMUNITY HUBS

LEARNER CENTRIC FEATURES

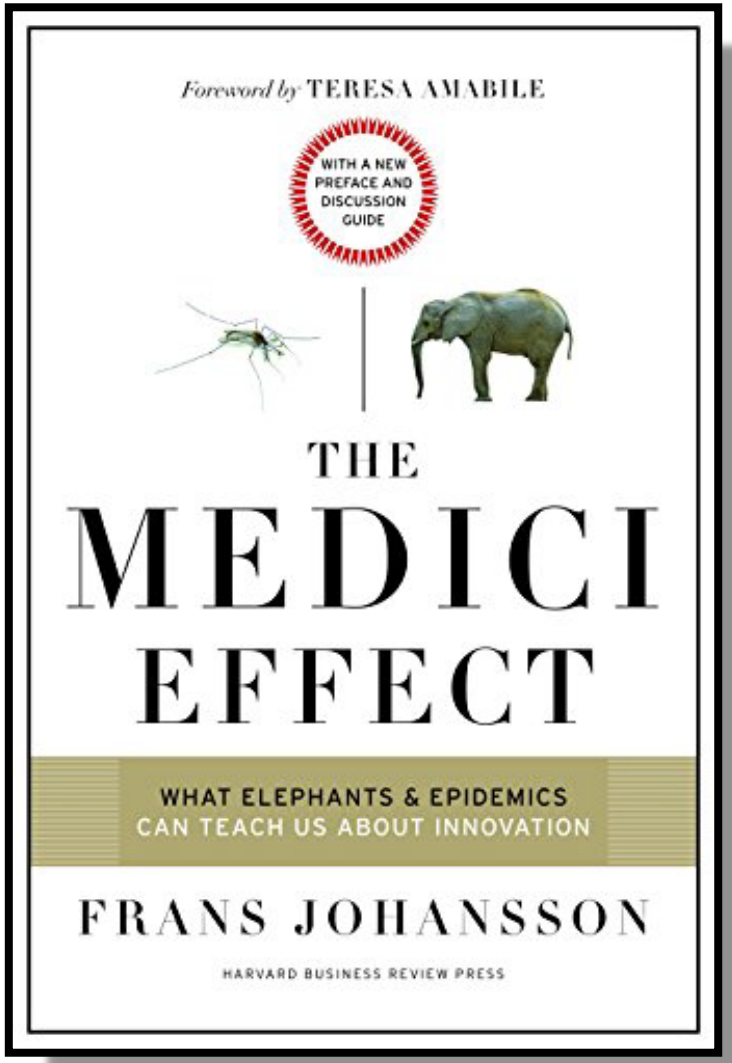


NOVELTY

SOCIAL LEARNING

Inclusive Design
Trauma Informed Design

JEDI



Diversity & Inclusion are drivers of Innovation !

INCLUSIVE DESIGN

How does the school environment promote or diminish a sense of inclusion within the student population and wider community?

How do schools reinforce or undermine the idea that all students are treated equitably through the built environment?

How does the physical infrastructure of a school positively connect with, or negatively disconnect from, the idea that difference is good?

What messages can school buildings send relative to ***you belong*** versus ***you shouldn't be here***?

TRAUMA INFORMED DESIGN

67% **of the General Population has had at least one Adverse Childhood Experiences (ACE)**

83% **of People of Color have had at least one Adverse Childhood Experiences (ACE)**

[Source: SAMHSA-USDHHS]

Welcoming, High Visibility, Belonging

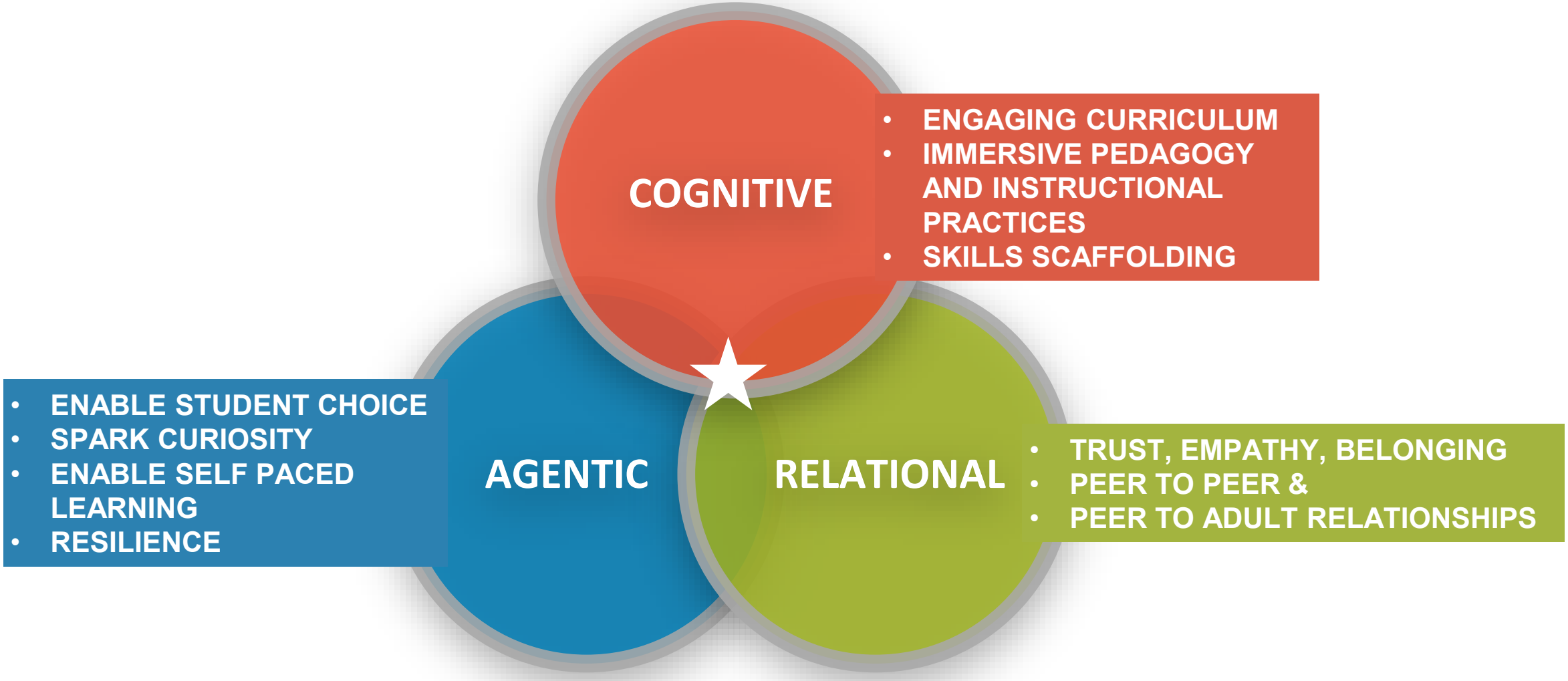
Personalized, Child Scaled, less institutional

Collaborative, Flexible, Adaptive, Various, Agentic

Community Engaged & Connected

Engagement

ENGAGEMENT


COGNITIVE
• ENGAGING CURRICULUM
• IMMERSIVE PEDAGOGY AND INSTRUCTIONAL PRACTICES
• SKILLS SCAFFOLDING
AGENTIC
• ENABLE STUDENT CHOICE
• SPARK CURIOSITY
• ENABLE SELF PACED LEARNING
• RESILIENCE
RELATIONAL
• TRUST, EMPATHY, BELONGING
• PEER TO PEER &
• PEER TO ADULT RELATIONSHIPS

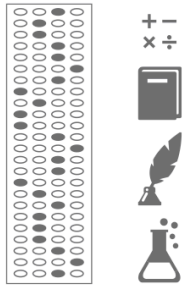
Curriculum and Pedagogy

PEDAGOGY

TRADITIONAL

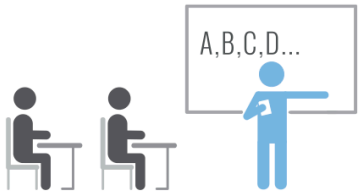
The traditional classroom is in a rank and file organization with all desks facing the front or the instructor. This organization is typically used for classes that are primarily lecture based. The teacher is usually positioned at the front of the classroom with a white board and the teachers desk near by. Furthermore, in the traditional model the instructors are seen as the knowledge or content providers while the students are receivers. The classroom area is 960 square feet and often has very few daylight openings if any. The classroom teacher to student ratio is desired to be between 1:16 to 1:24 but it is not common for classrooms to exceed those numbers, especially in public schools.

COMMON CORE TESTING

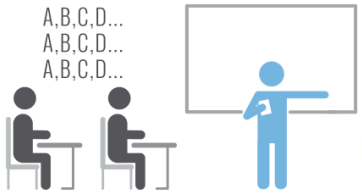


STANDARIZED TESTS

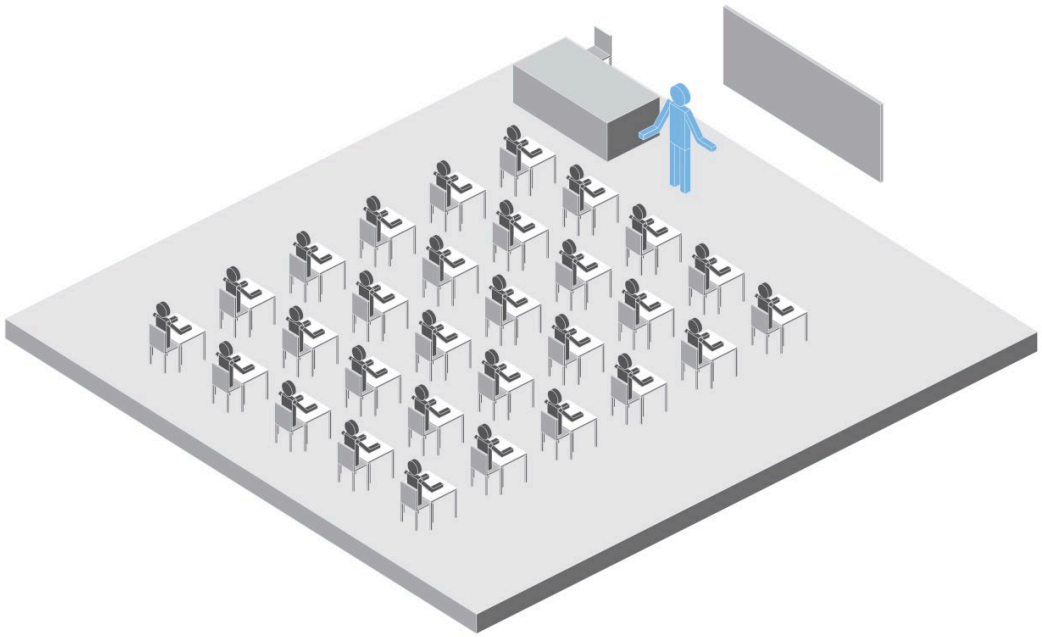
ONE-WAY TEACHING METHODS



BANKING METHOD



ROTE LEARNING



RANK & FILE SEATING
Used for one-way Teaching

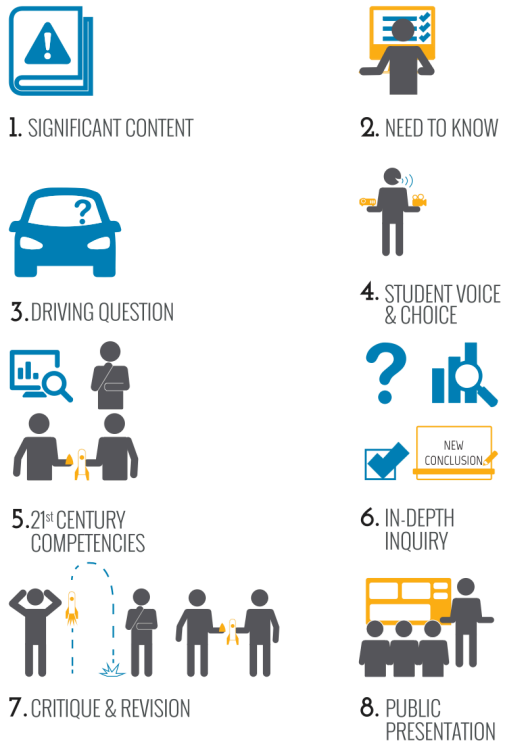
PEDAGOGY

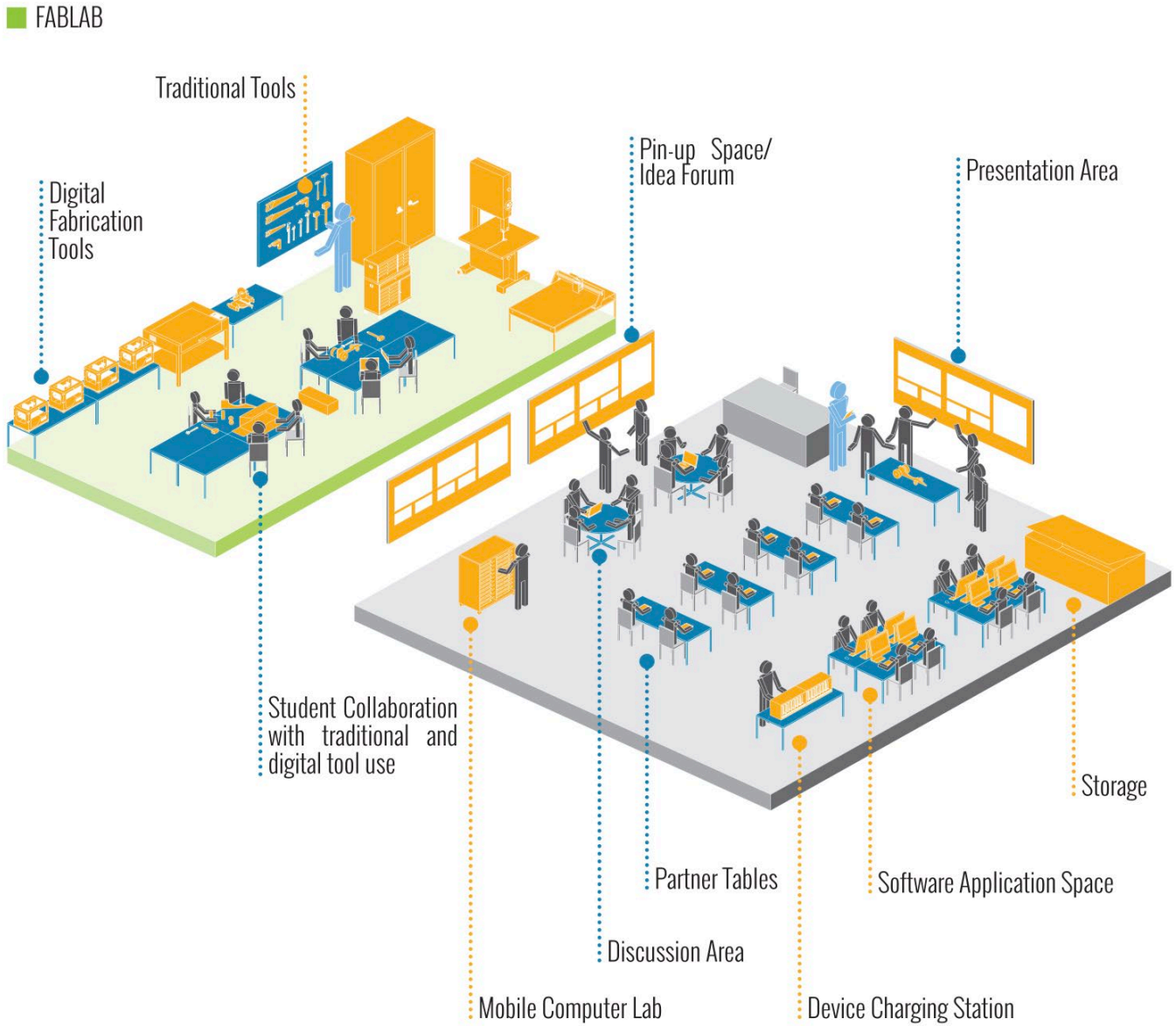
PROJECT BASED LEARNING

Project-Based Learning (PBL) is any programmatic or instructional approach that utilizes multifaceted projects as a central organization strategy for educating students. Students are typically assigned a project or series of projects that require them to use research, writing, interviewing, collaborating or public speaking skills to compose various work products that may include papers, scientific studies, public policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances ("Project-Based Learning," 2013). An open-ended real world problem or challenge drives the project and a tangible product, performance or event is created (Larmer, 2014). Through project development, students integrate many subjects and skills into a multidisciplinary learning experience. Projects may take several weeks, months or semesters ("Project-Based Learning," 2013).

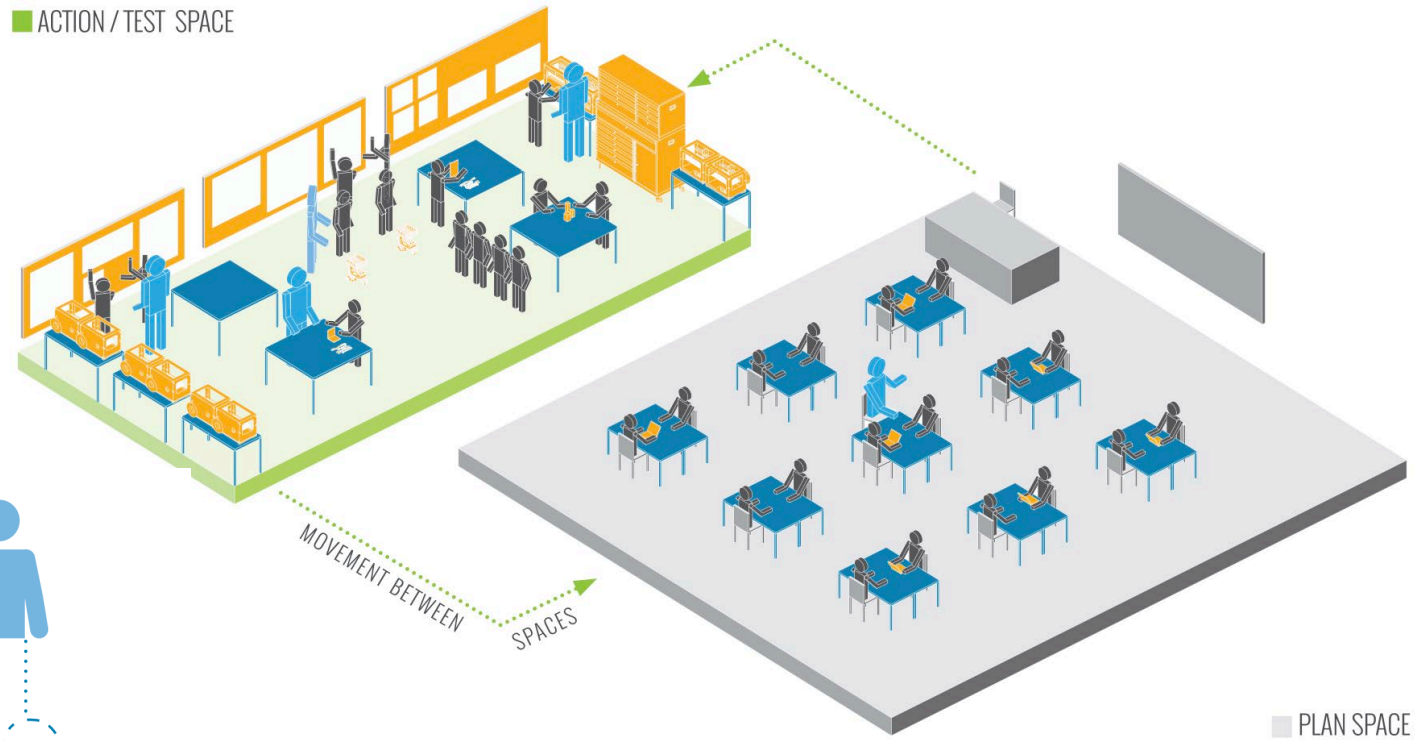
THE 8 ESSENTIALS OF PROJECT-BASED LEARNING INCLUDE:

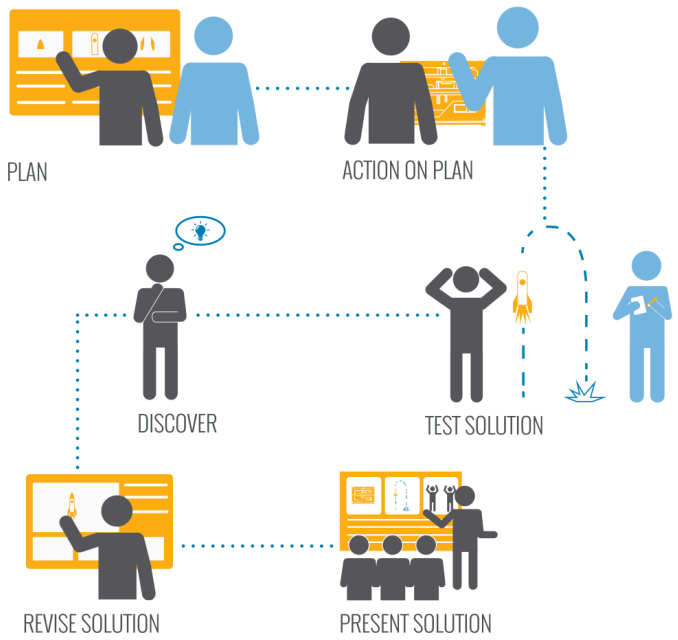
1. **Significant Content** to students' lives.
2. A **Need to Know** feeling given by project.
3. A **Driving Question** to focus student effort.
4. **Student Voice** & **Choice** in communicating learned content and skills.
5. **21st Century Competencies** that include research, critical thinking, collaboration and creativity/innovation.
6. **In-Depth Inquiry** that lead students to research, discover, test and draw new conclusions.
7. **Critique & Revision** to emphasize trial and error and recalculating in the process.
8. **Public Audience Presentation** to add value to the work produced (Larmer & Mergendoller, 2012).





PEDAGOGY





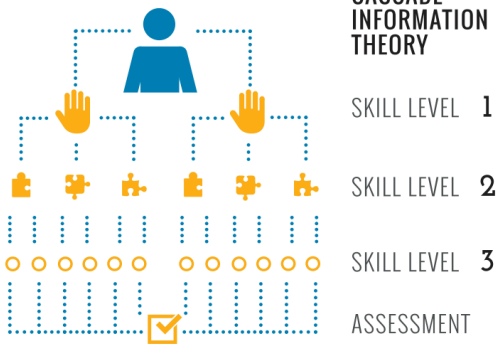
DESIGN-BASED LEARNING

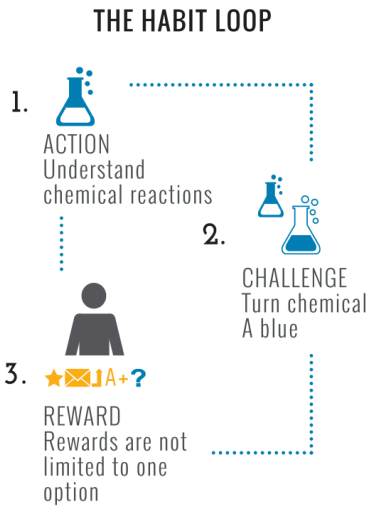
Design-Based Learning focuses on design and creativity. The students create physical objects that reflect themes, concepts and standards. The steps to this process is to plan, experiment, discover, interpret, discriminate, revise and then justify their learning. Visual learning, spatial and holistic thinking are all at the center of this educational trend along with needing to work simultaneously in different media. (About Design-Based Learning, 2009)

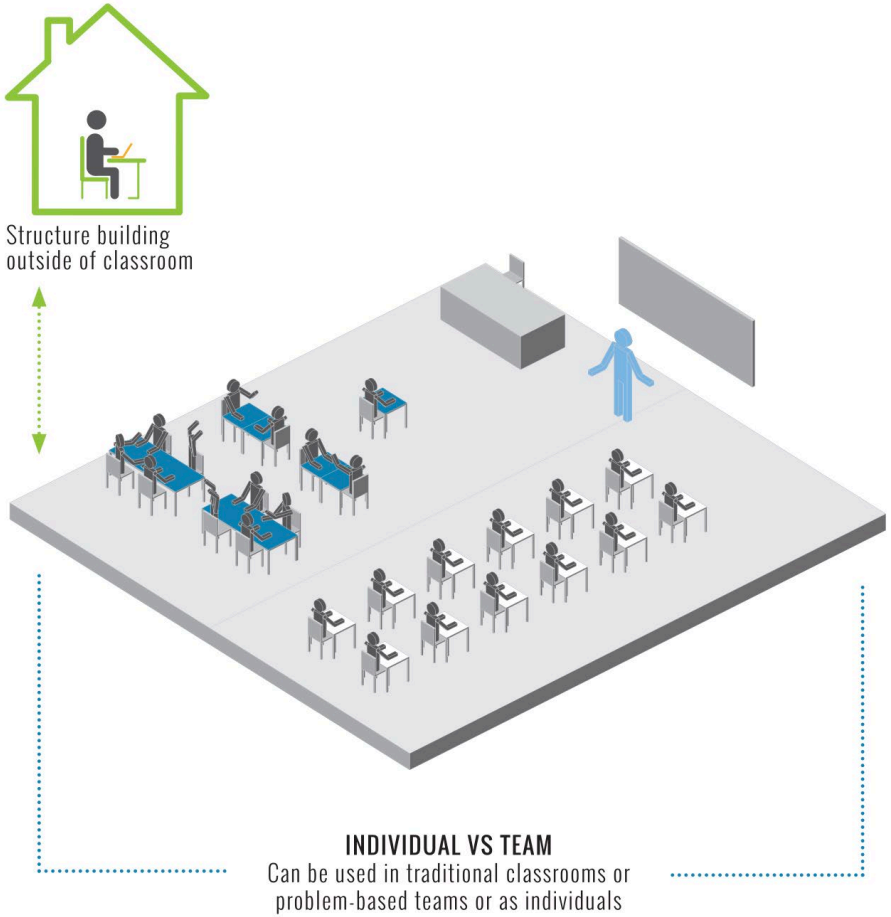
PEDAGOGY

GAMIFICATION

Gamification is the use of game theory as a means of educating or acquiring skills. gamification is not the same as game-based as gamification can go unnoticed as a game while still using game theory. Game theory entails starting with a teaching goal in mind, proposing a challenge to reach that goal, provide skills along the way through cascade theory, and then reward that challenge when the goal is completed (Kiang, 2014) (Teachthoughtstaff, 2014).







PROFESSIONAL DEVELOPMENT

1. Bridge technology with pedagogy

2. Mold teaching with 21st century knowledge and skills

3. Project-Based learning

4. Child and adolescent development

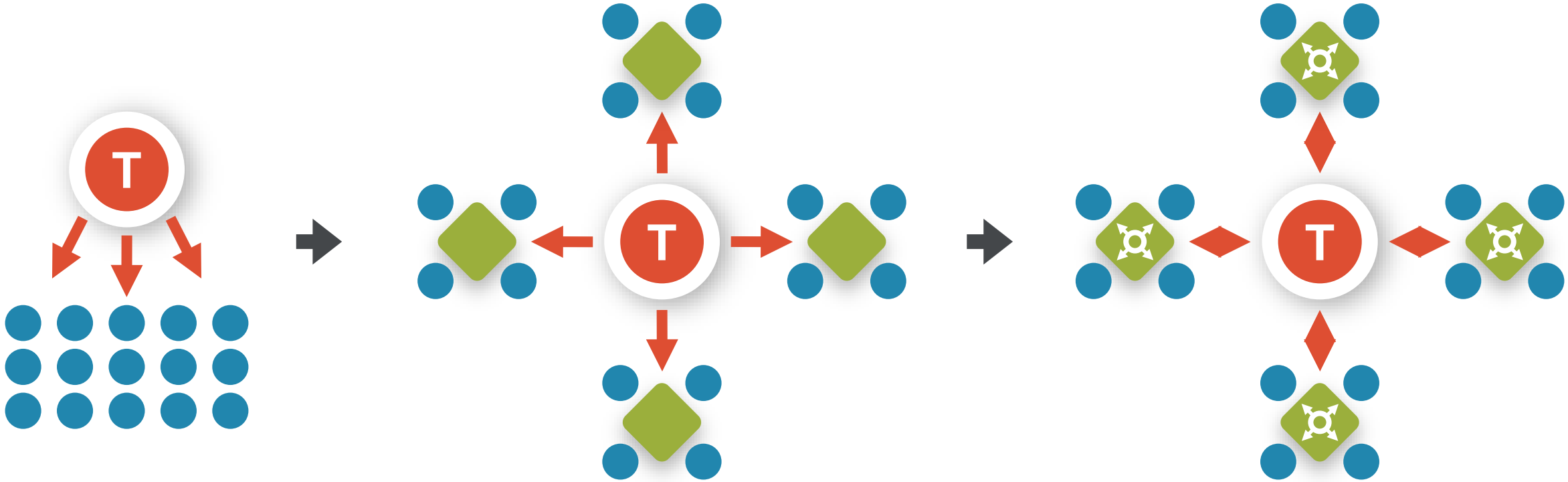
5. Wide range of assessment strategies

6/7. Collaborate/ Mentor

8. Many types of learning methods to reach each student

9. Life-long learning

TEACHER AS FACILITATOR



Self Actualization

SELF ACTUALIZATION

PORTRAIT OF A LEARNER

Empathy • Global Citizen • Adaptability • Collaboration • Critical Thinking • Communication •

CHANDLER UNIFIED SCHOOL DISTRICT

When poll is active, respond at **PollEv.com/saravananbal270**

Within the context of the Portrait of the Learner, and the Key Ideas presented, rank Galveston's current performance in the following categories by adjusting them up or down

High Performance Design
Learner Centric Design
Inclusion + Trauma Informed Design
Curriculum & Pedagogy
Professional Development
Student Engagement

Think BIG!

QUESTIONS?

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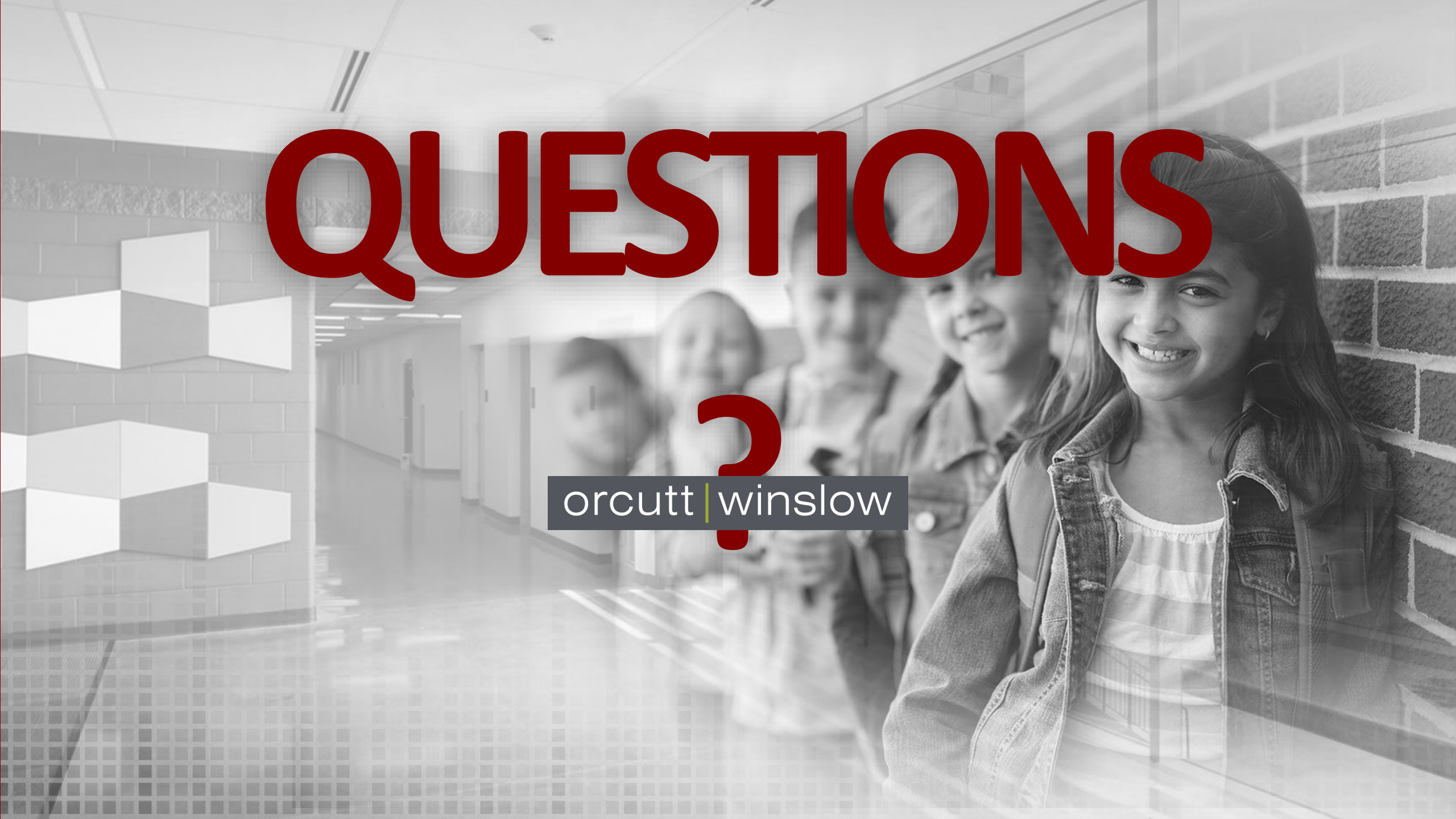

START of 2nd engagement

CHANDLER UNIFIED SCHOOL DISTRICT

GALVESTON ELEM

REIMAGINE + REPLACE

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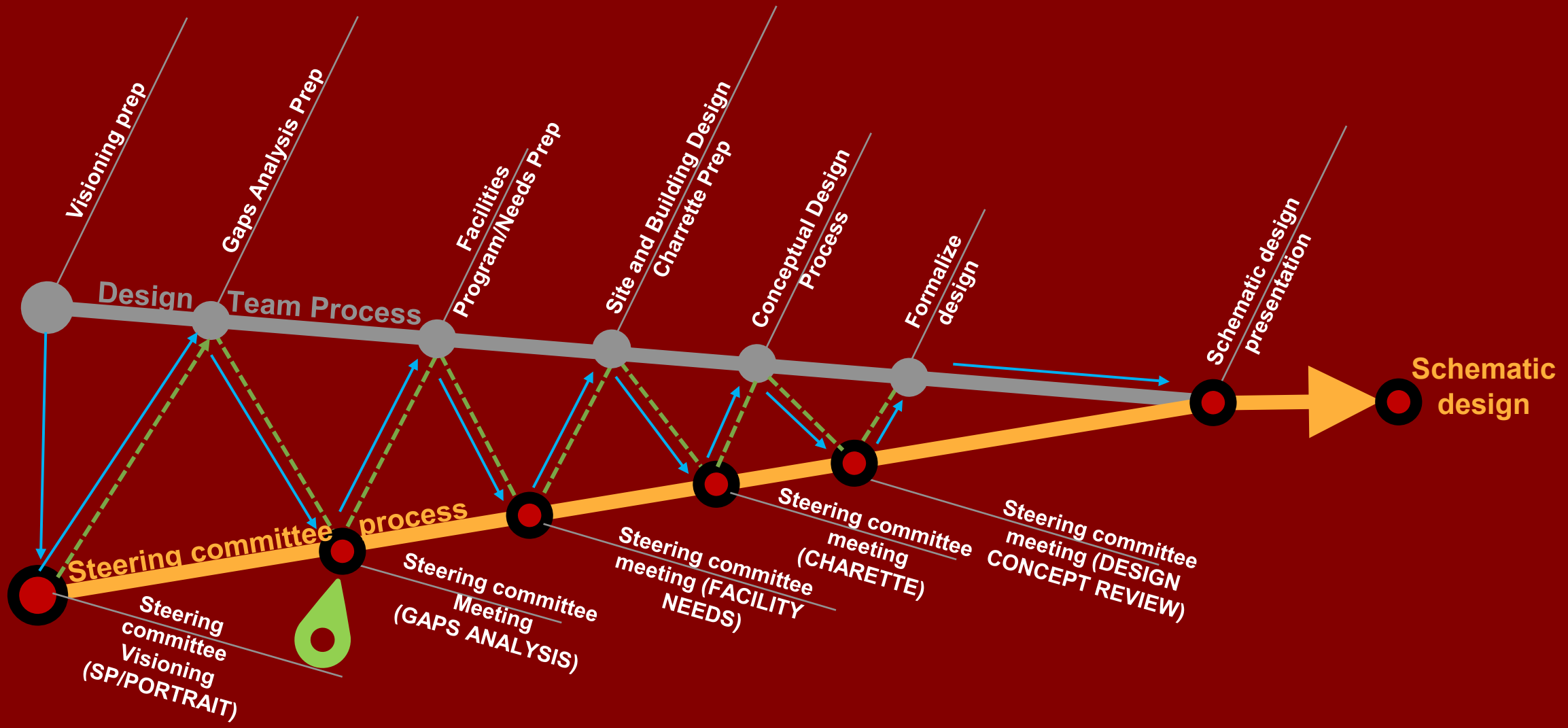
JANUARY 18TH 2023

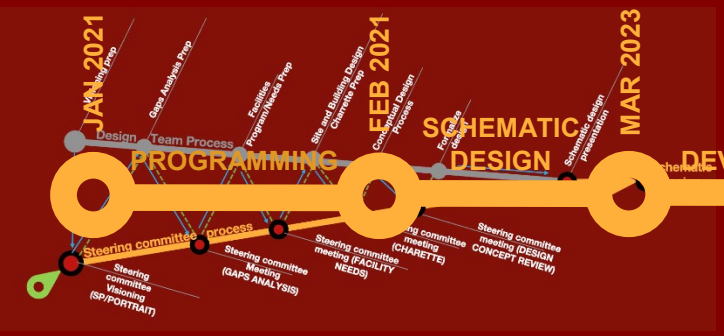
AGENDA

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)

STEERING COMMITTEE PROCESS



OVERALL SCHEDULE



Introduction
s

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?

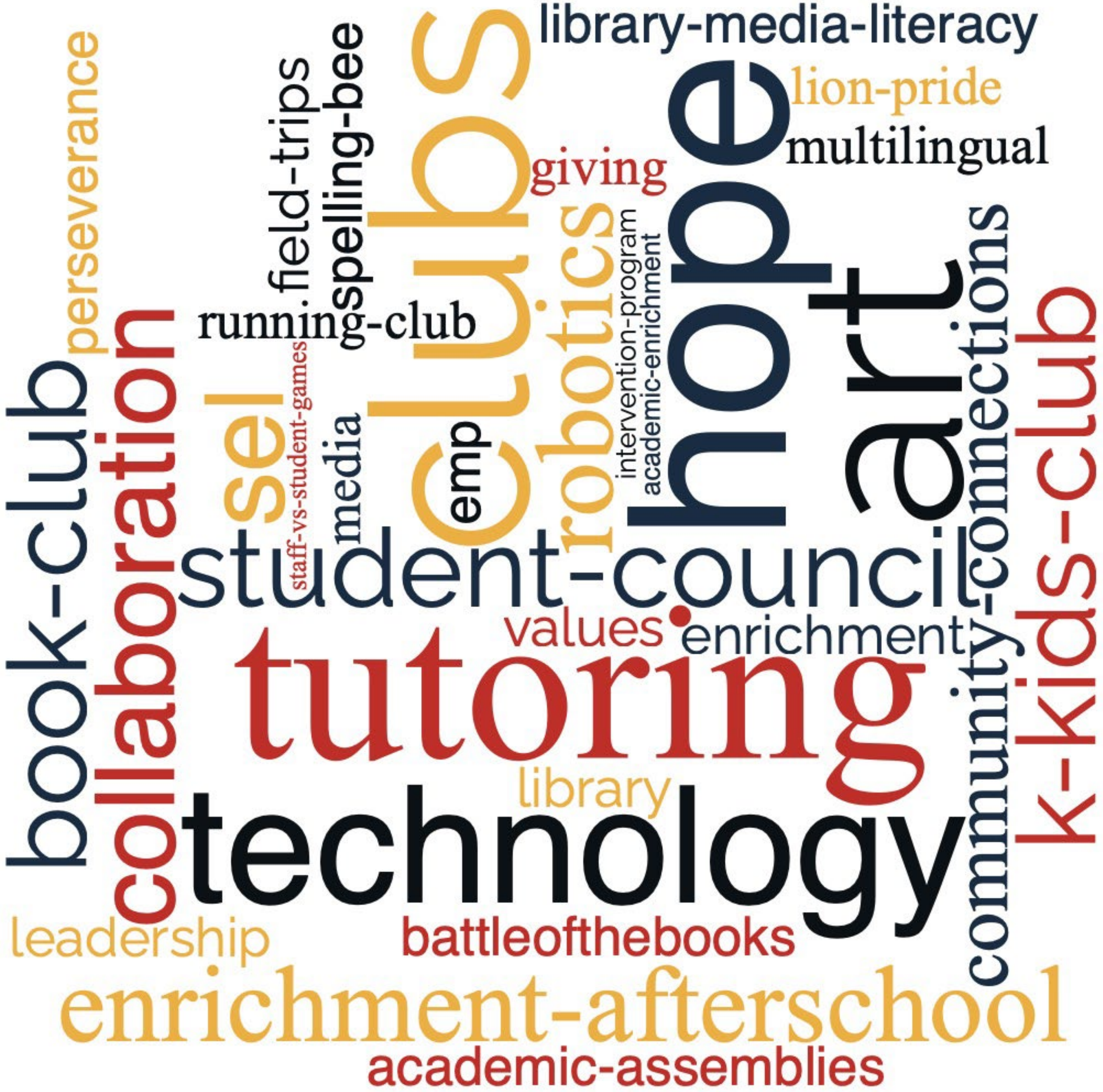
Q1:


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
hope
clubs
spelling-bee
field-trips
perseverance
running-club
robotics
intervention-program
academic-enrichment
art
community-connections
k-kids-club
book-club
collaboration
sel
staff-vs-student-games
media
emp
student-council
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
art
life-skills
dual-language
technology
dance
critical-thinking
sport
theatre
collaboration
hands-on
cte
pbl
makerspace
collaborative-space
stem
esports
coding
recess
arts
robotics
smaller-classes
adaptability
greenhouse
collabortive-learning
honor-classes
study-hour
indoor-pool
community-engagement
field-trips
science-expirements
sign-language
outdoor-learning
experiences
mentorship

Q4:

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

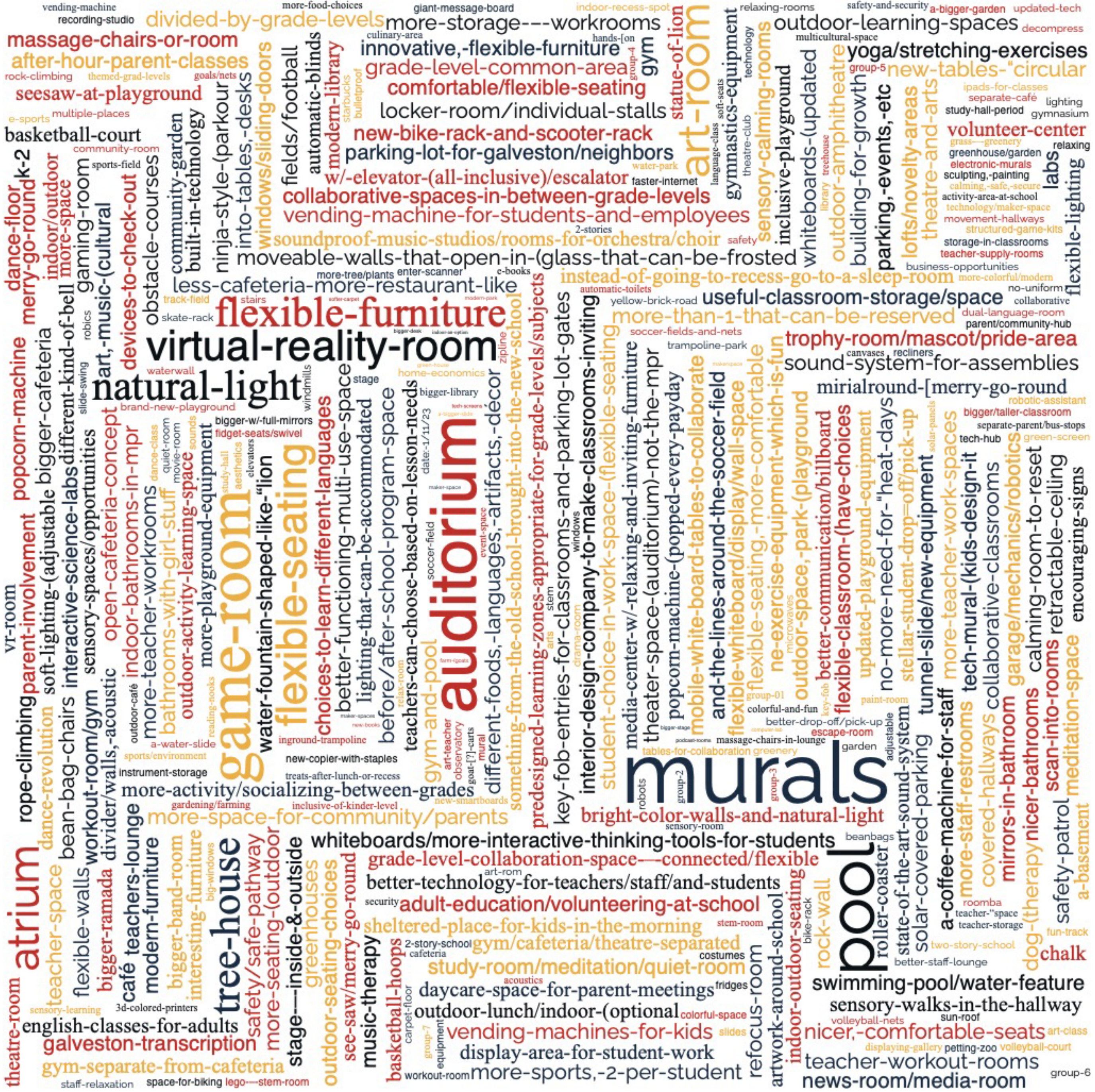
Q4:


makerspace
indoor-play-space
atrium
garden
technology-hub
teacher-collaboration-space
natural-light
science-labs
tech-walls
greenhouse
library
storage
calm-room
amphitheater
art-room
therapy-room
theatre
breakout-space
fountain
gardens
media
care-center
elevator
equipment
transparency
sound-system
art-space
parking-lot
more-enriching-playgrounds
comfortable-furniture
swimming-pool
collaboration-space
racetrack
staffing
color
agility
wifi
tech-lab
bathrooms
operable-walls
outdoor-learning-space
sensory-room
handicap-accessible
tech-space
gymnasium
modern-cafe
indoor-track
bilingual-teachers
flexible-space
flexible-furniture
wellness-room
safe-spaces
student-storage
community-space
activated-hallways
auditorium

Group Breakouts
Word Frequency

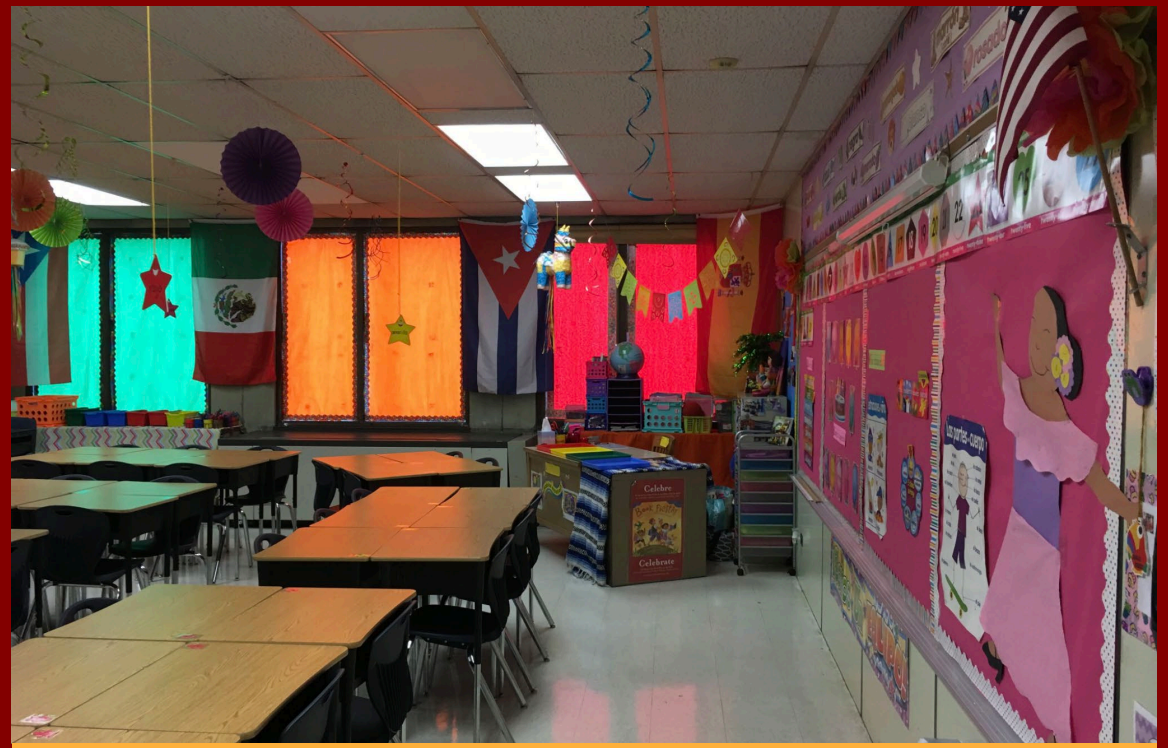

space
room
seating
flexible
outdoor
school
playground
equipment
teacher
furniture
bigger
new
art
classrooms
rooms
learning
lighting
machine
technology
sensory
group
cafeteria
murals
auditorium
storage
better
tables
grade
students
student
work
can
collaboration
stage
pool
parking
area
calming
choices
field
lot
community
workout
dance
indoor
class
maker
spaces
house
garden
basketball
chairs
natural
vending
staff
library
colorful
classes
gym
tech
park
rack
different
classroom
level
levels
recess
therapy
labs
automatic
storage
merry-go-round
languages
garage/mechanics/robotics
education/volunteering
whiteboard/display/wall
indoor-outdoor
technology/maker
fields/football
room/mascot/pride

Group Breakouts
Frequency of Ideas


murals
auditorium
game-room
flexible-seating
virtual-reality-room
natural-light
flexible-furniture
pool
atrium
tree-house
art-room
divided-by-grade-levels
more-storage---workrooms
outdoor-learning-spaces
massage-chairs-or-room
innovative,-flexible-furniture
yoga/stretching-exercises
after-hour-parent-classes
grade-level-common-area
new-tables-"circular
comfortable/flexible-seating
seesaw-at-playground
locker-room/individual-stalls
basketball-court
new-bike-rack-and-scooter-rack
volunteer-center
parking-lot-for-galveston/neighbors
w/-elevator-(all-inclusive)/escalator
collaborative-spaces-in-between-grade-levels
vending-machine-for-students-and-employees
soundproof-music-studios/rooms-for-orchestra/choir
moveable-walls-that-open-in-(glass-that-can-be-frosted
less-cafeteria-more-restaurant-like
instead-of-going-to-recess-go-to-a-sleep-room
useful-classroom-storage/space
more-than-1-that-can-be-reserved
trophy-room/mascot/pride-area
sound-system-for-assemblies
mirialround-[merry-go-round
more-activity/socializing-between-grades
more-space-for-community/parents
bright-color-walls-and-natural-light
whiteboards/more-interactive-thinking-tools-for-students
grade-level-collaboration-space---connected/flexible
better-technology-for-teachers/staff/and-students
adult-education/volunteering-at-school
sheltered-place-for-kids-in-the-morning
gym/cafeteria/theatre-separated
study-room/meditation/quiet-room
swimming-pool/water-feature
daycare-space-for-parent-meetings
sensory-walks-in-the-hallway
outdoor-lunch/indoor-(optional
vending-machines-for-kids
nicer,-comfortable-seats
english-classes-for-adults
galveston-transcription
display-area-for-student-work
teacher-workout-rooms
gym-separate-from-cafeteria
more-sports,-2-per-student
news-room/media-room
popcorn-machine
parent-involvement
rope-climbing
dance-revolution
bean-bag-chairs
workout-room/gym
teacher-space
flexible-walls
bigger-ramada
teachers-lounge
modern-furniture
café
bigger-band-room
interesting-furniture
safety/safe-pathway
more-seating-(outdoor
stage---inside-&-outside
greenhouses
outdoor-seating-choices
see-saw/merry-go-round
music-therapy
basketball-hoops
theatre-room
vr-room
dance-floor
merry-go-round
k-2
indoor/outdoor
more-space
gaming-room
art,-music-(cultural
devices-to-check-out
obstacle-courses
community-garden
built-in-technology
ninja-style-(parkour
into-tables,-desks
windows/sliding-doors
fields/football
automatic-blinds
modern-library
gym
statue-of-lion
gymnastics-equipment
sensory-calming-rooms
inclusive-playground
whiteboards-(updated
outdoor-amphitheatre
building-for-growth
parking,-events,-etc
lofts/novelty-areas
theatre-and-arts
labs
flexible-lighting
bigger-cafeteria
soft-lighting-(adjustable
different-kind-of-bell
interactive-science-labs
sensory-spaces/opportunities
divider/walls,-acoustic
open-cafeteria-concept
indoor-bathrooms-in-mpr
more-teacher-workrooms
bathrooms-with-girl-stuff
outdoor-activity-learning-space
more-playground-equipment
water-fountain-shaped-like-"lion
choices-to-learn-different-languages
better-functioning-multi-use-space
lighting-that-can-be-accommodated
before/after-school-program-space
teachers-can-choose-based-on-lesson-needs
gym-and-pool
different-foods,-languages,-artifacts,-decor
something-from-the-old-school-brought-into-the-new-school
predesigned-learning-zones-appropriate-for-grade-levels/subjects
key-fob-entries-for-classrooms-and-parking-lot-gates
interior-design-company-to-make-classrooms-inviting
student-choice-in-work-space-(flexible-seating
media-center-w/-relaxing-and-inviting-furniture
theater-space-(auditorium)-not-the-mpr
popcorn-machine-(popped-every-payday
mobile-white-board-tables-to-collaborate
and-the-lines-around-the-soccer-field
flexible-whiteboard/display/wall-space
flexible-seating,-more-comfortable
ne-exercise-equipment-which-is-fun
outdoor-space,-park-(playground
better-communication/billboard
flexible-classroom-(have-choices
updated-playground-equipment
no-more-need-for-"heat-days
stellar-student-drop=off/pick-up
tunnel-slide/new-equipment
more-teacher-work-spaces
tech-mural-(kids-design-it
collaborative-classrooms
garage/mechanics/robotics
calming-room-to-reset
retractable-ceiling
encouraging-signs
rock-wall
roller-coaster
state-of-the-art-sound-system
solar-covered-parking
a-coffee-machine-for-staff
more-staff-restrooms
covered-hallways
mirrors-in-bathroom
nicer-bathrooms
scan-into-rooms
meditation-space
dog-(therapy
safety-patrol
a-basement
chalk
refocus-room
artwork-around-school
indoor-outdoor-seating

VISION

Lo deseado



REALITY

La Realidad

REIMAGINATION ENCOMPASSES…

WHO
(Operations)

WHERE
(Facilities)

WHAT
(Curriculum)

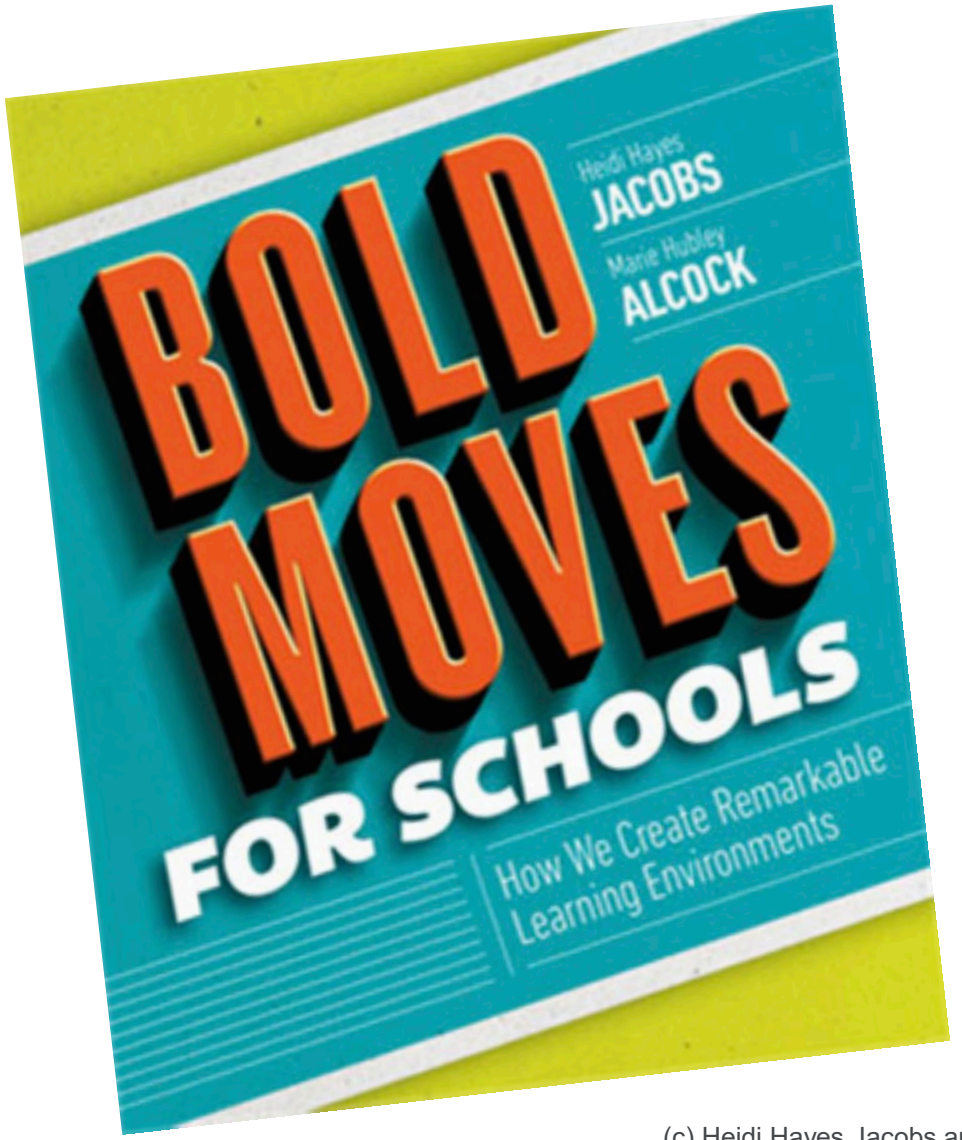
WHY
(District Goals)

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]



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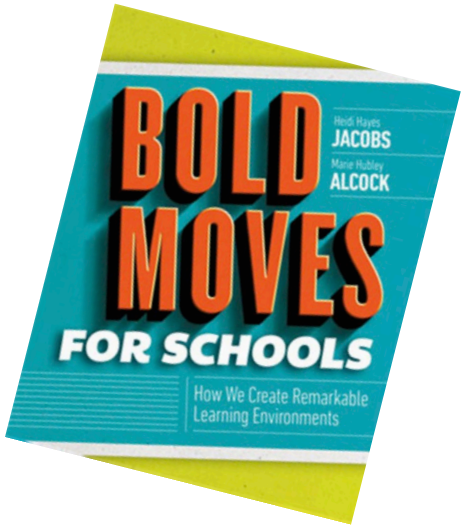
ESSENTIAL ANCHORS OF TRANSFORMATION



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

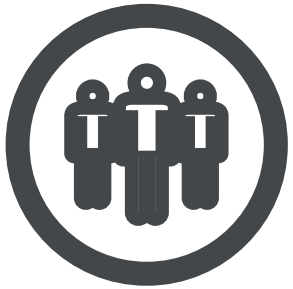
21ST CENTURY VISION

- "*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.

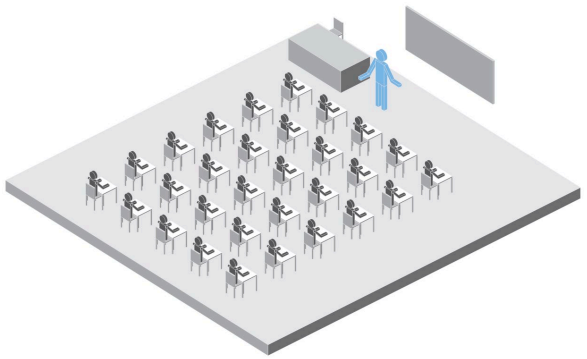
CLUSTERS OF PEDAGOGY

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

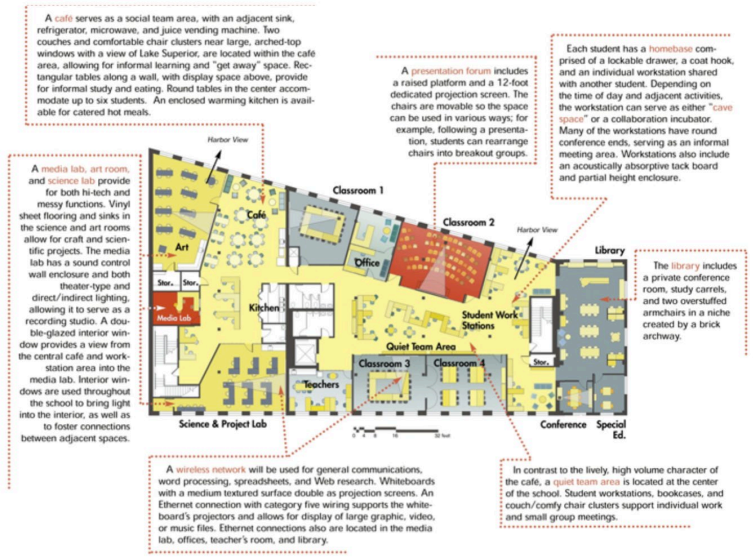
PROGRAM STRUCTURE CONTINUUM

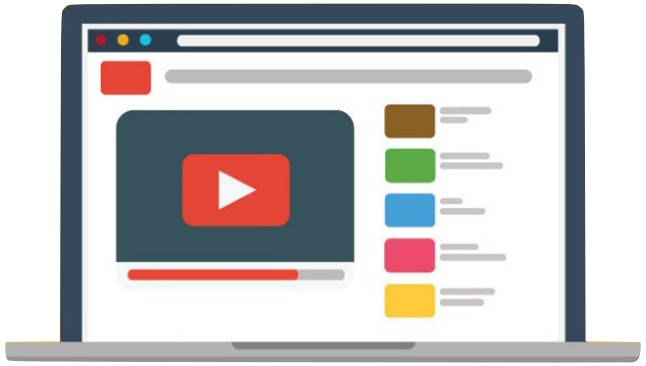
	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	• Self-contained • All rooms the same	• Field Experience • Use of existing spaces for effective instructional grouping	• Virtual spaces 24/7 • Field Experience • Wide range; learning spaces create new learning experiences
TIME	• Standardized, 19th century agrarian, 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

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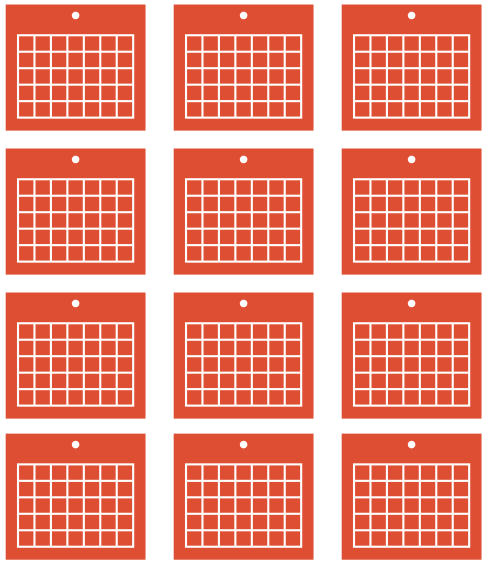
TIME

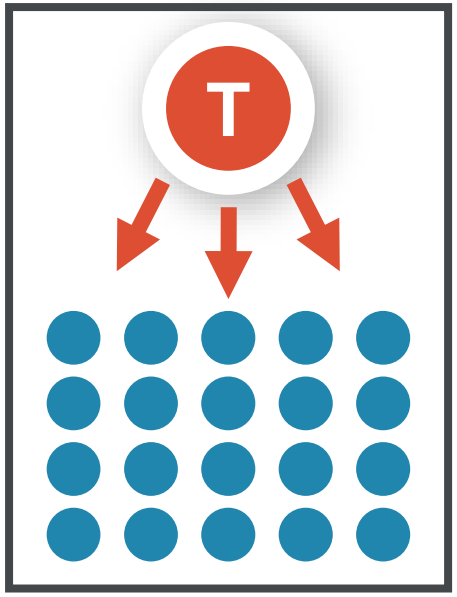
- Agricultural schedule/cycle
- Curriculum fits within Schedule

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

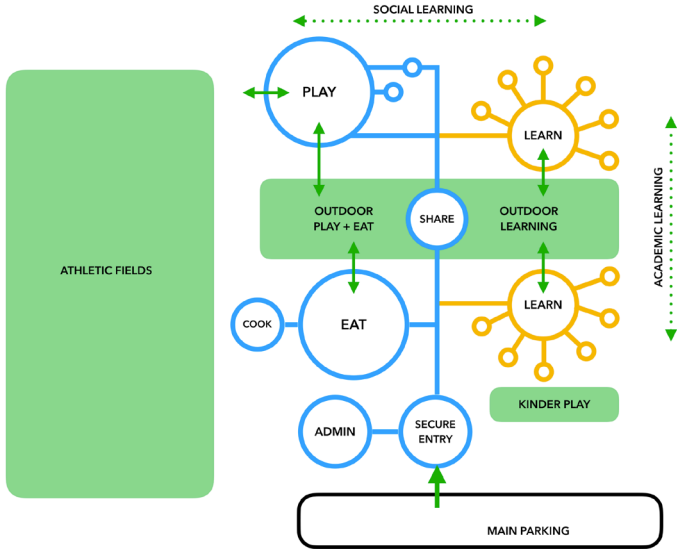


- Task determines time
- 24 / 7 / 365 via virtual learning

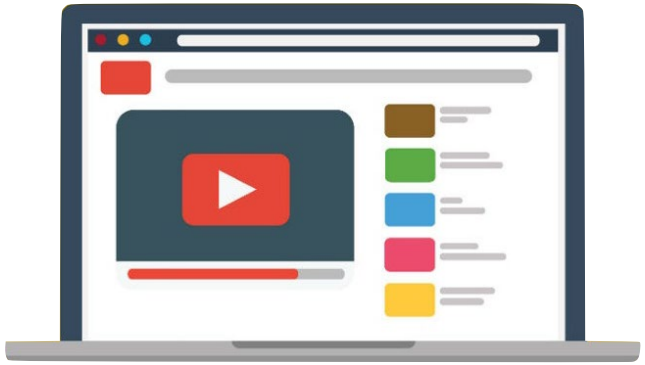
GROUPINGS



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

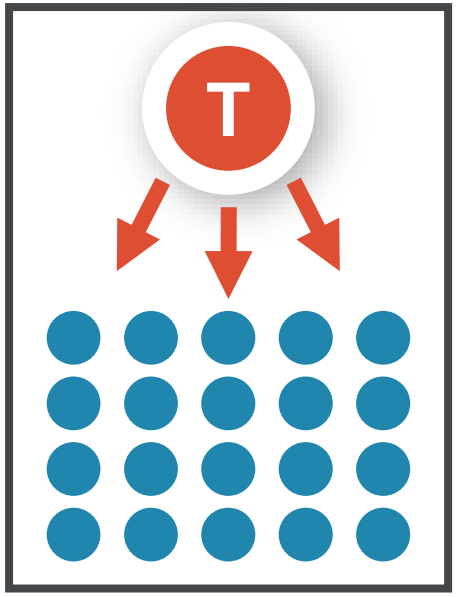


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

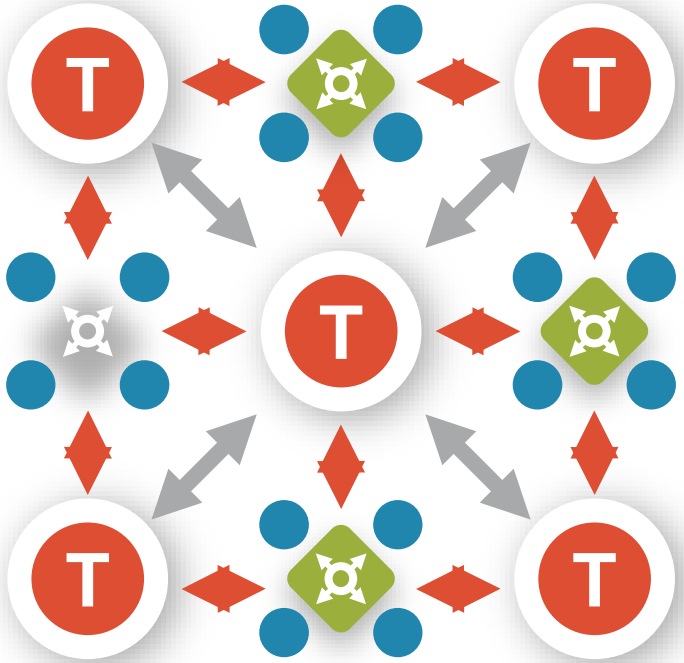


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

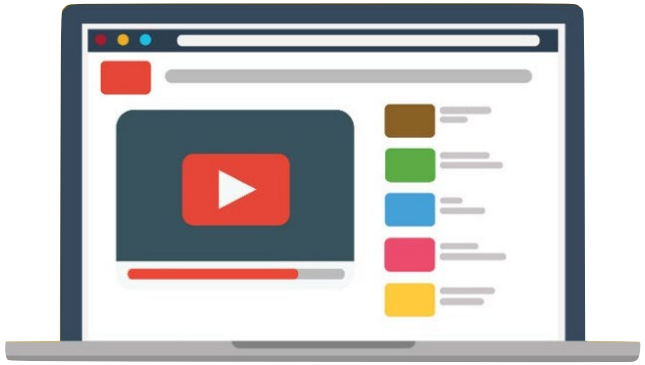
PERSONNEL



- 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

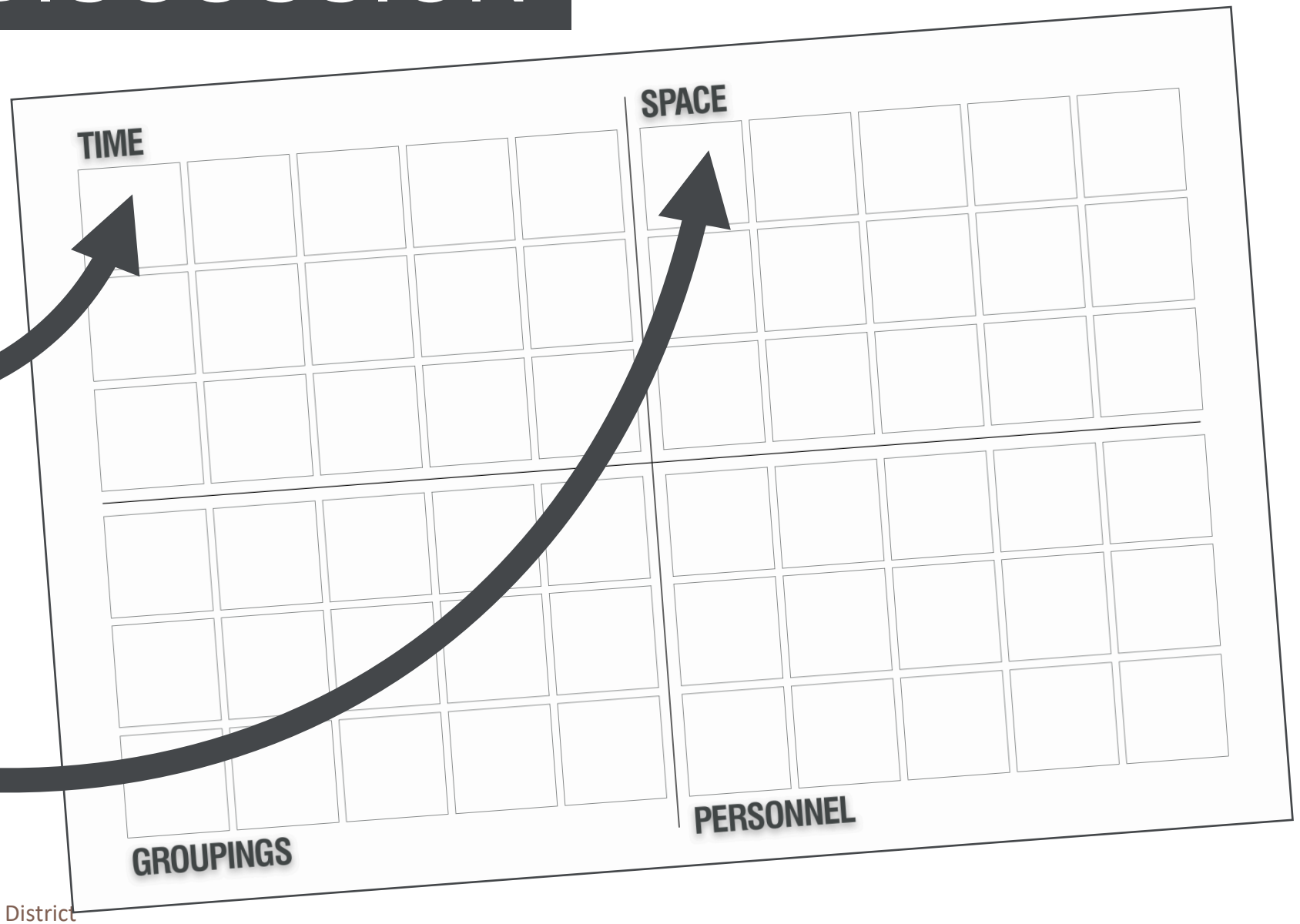


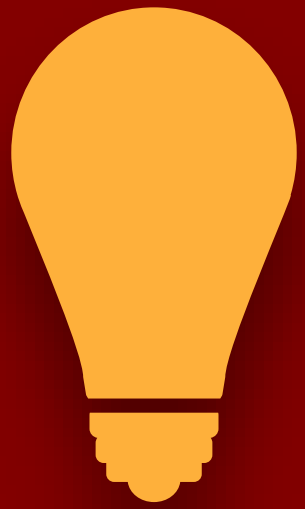
- Faculty can have multiple affiliations both on site and virtual (networking)
- Grouped by interest, mentors and coaches

BREAK OUT DISCUSSION

We don’t have enough time.

We love our makerspace.

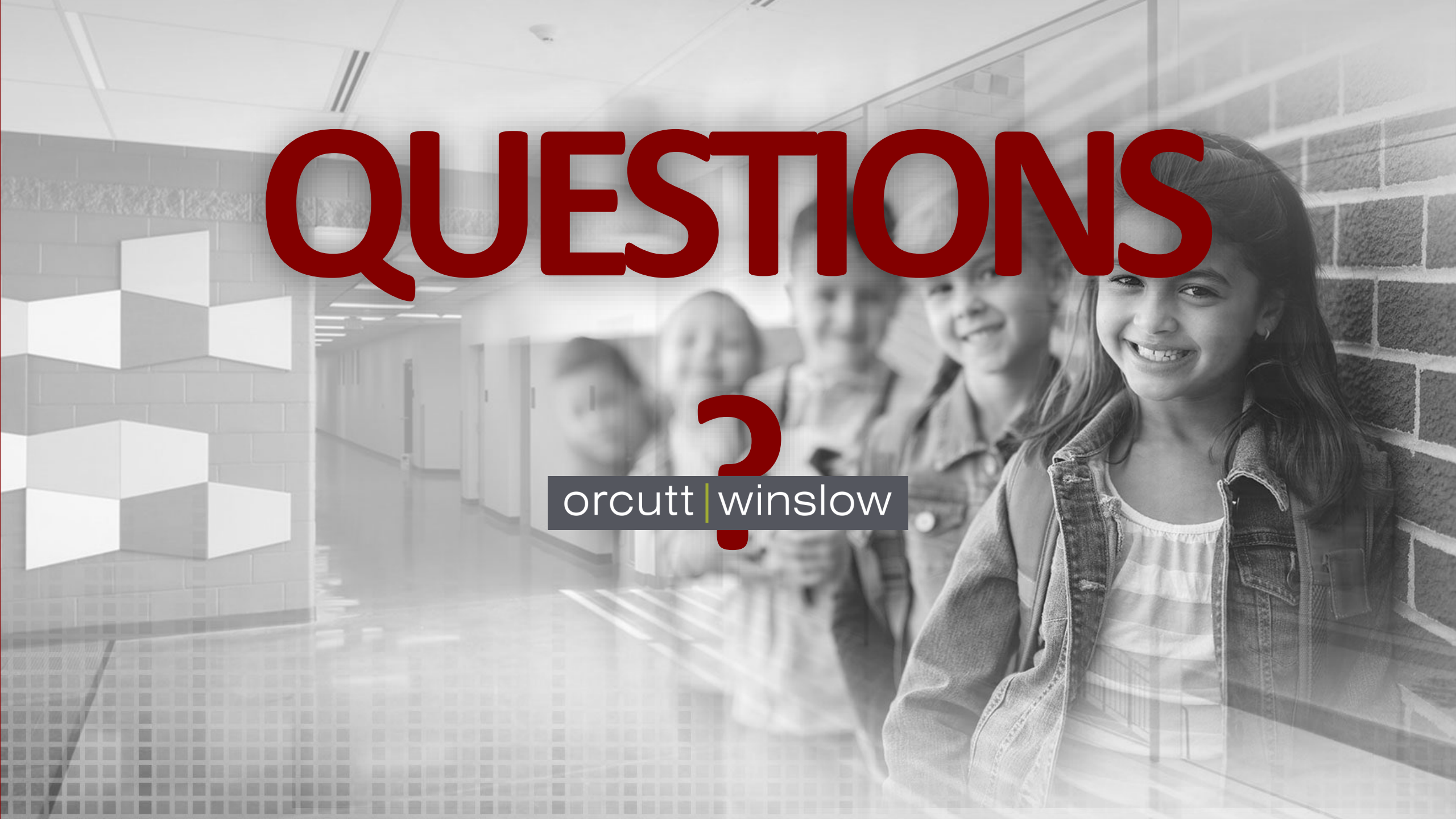




Think Big!

QUESTIONS?

orcutt | winslow



Q1:

¿Qué habilidades y disposiciones del Retrato del Aprendiz crees que se nutren actualmente en Galveston?

Q1:


diversidad
innovación
amabilidad
resiliente
colaboración
respeto
creatividad
empatía
pensamiento-crítico
oyente
resoluciónde problemas
campodefútbol
adaptabilidad
habilidades-tecnológicas
habilidades-lingüísticas
liderazgo
seguro
inclusión
matemáticas
leer
comunicación
perserverancia

Q2:

¿Qué programas educativos, experiencias y opciones curriculares ofrece actualmente Galveston para desarrollar tales habilidades alineadas con el Retrato del alumno?

Q2:


concursodeortografía
clubs
mediosdecomunicación
programadeintervención
orgullodeleon
esperanza
enriquecimiento-académico
biblioteca
colaboración
conexiones-comunitarias
robótica
juegosdepersonal-contra-estudiantes
batalladelos-libros
arte
plurilingüe
libro
club
k-clubdeniños
emp
valores
nse
consejodeestudiantes
enriquecimiento-despuésdela-escuela
viajes-al-campo
del
liderazgo
enriquecimiento
perserverancia
club-del-libro
tutoría
tecnología
donación
clubdecorredores
biblioteca-media-alfabetización
asambleas-académicas

Q3:

¿Qué programas educativos, experiencias y opciones curriculares adicionales debería proporcionar Galveston para alinearse mejor con el Retrato?

Q3:


deportes
habilidades-para-la-vida
lenguaje-dual
arte
tallo
bailar
tecnología
pensamiento-crítico
colaboración
deporte
teatro
las-manos-en
las-artes-escénicas
comunicación
pbl
makerspace
codificación
aprendizaje-colaborativo
hora-de-estudio
robótica
periódico-escolar
receso
impresión-3d
aprendizaje-al-aire-libre
experiencias
viajes-al-campo
adaptabilidad
clases-de-honor
laboratorios-de-ciencia
piscina-interior
cte
invernadero
horario-flexible
tutoría
espacio-colaborativo
jardín-comunitario
participación-de-la-comunidad
ciencia-experimentos
letras voluntario
consejo-de-estudiantes
clases-más-pequeñas
deportes-electrónicos
lenguaje-de-señas

Q4:

¿Qué instalaciones, recursos e infraestructuras (muebles, tecnología, personal, etc.) son necesarias para impactar y mejorar los resultados de los estudiantes para alinearse mejor con el Retrato?

Q4:

luz-natural
espacio-de-colaboración
mobiliario-flexible
profesor-colaboración-espacio
gimnasio
sala-de-bienestar
atrio
laboratorio-tecnológico
espacio-comunitario
centro-tecnológico
makerspace
espacio-de-juego-interior
pasillos-activados
paredes-tecnológicas
muebles-cómodos
sala
baños
espacio-flexible
laboratorios-de-ciencia
sala-sensorial
jardín
estacionamiento
pista
profesores-bilingües
café-moderno
espacio-de-aprendizaje-al-aire-libre
alberca
almacenamiento
espacio-de-descanso
accesible-para-discapacitados
gimnasio-abierto
espacio-tecnológico
estudiante-almacenamiento
espacio-de-arte
centro-de-cuidados
sala-de-terapia
dotación-de-personal
sala-de-arte
invernadero
esports-instalaciones
paredes-operables
espacios-interiores-exteriores
más-enriching-playgrounds
sala-de-calma
medios-de-comunicación
espacios-seguros
instalaciones-deportivas-interiores
transparencia
biblioteca
teatro
anfiteatro
equipo
ascensor
color
agilidad
sistema-de-sonido

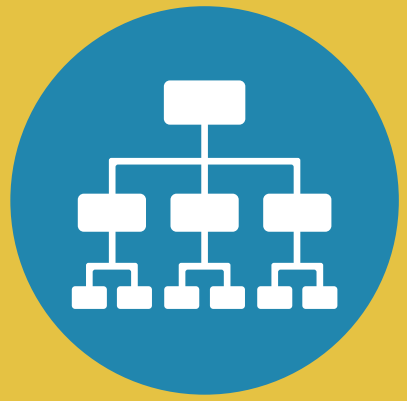
sesiones de grupo
Frecuencia de palabra

orcutt | winslow Chandler Unified School District

Grupos de trabajo
Frecuencia de ideas

Chandler Unified School District

La reimaginación incluye el siguiente proceso



¿Quién?
(Operaciones)

¿Dónde?
(Edificios)

Educación
(Plan de estudios)

¿Por qué?
(Metas del distrito escolar)

Métodos de enseñanza
(Pedagogía)

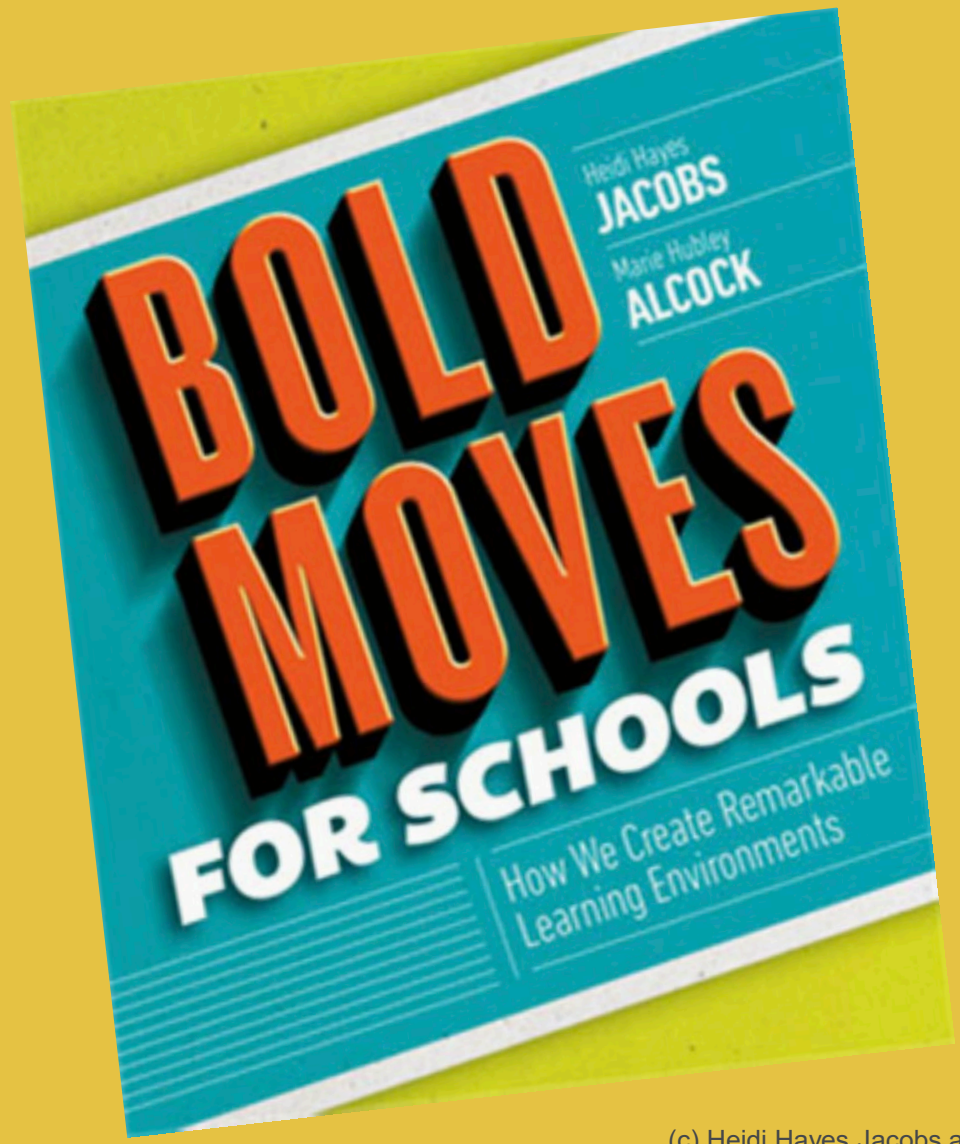
Cambiando el edificio

Marco holístico

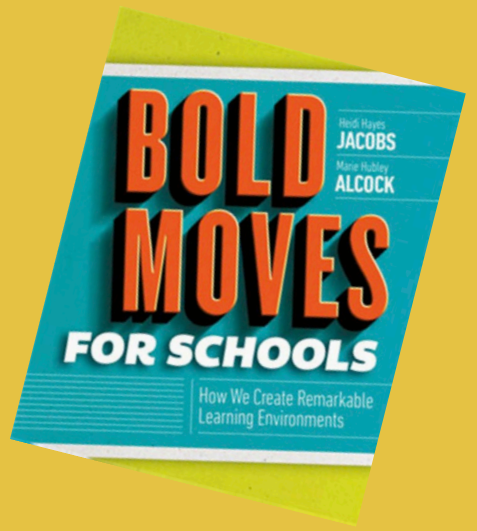
- ANCLAJES ESENCIALES DE LA TRANSFORMACIÓN [Herramientas o temas importantes que ayudan a garantizar la implementación]

- CLÚSTERES DE PEDAGOGÍA [Comprender el espectro de instalaciones, que van desde anticuadas hasta contemporáneas. Ser capaz de colocarse en esa escala]

- ESTRUCTURAS DEL PROGRAMA [Dentro de cualquier entorno escolar, influencias que impactan directamente a los estudiantes y maestros]



ANCLAJES ESENCIALES DE LA TRANSFORMACIÓN



1. Visión del siglo XXI de la enseñanza y el aprendizaje
2. Pedagogía impactante para servir a esa visión
3. Liderazgo transformador para promulgar la visión
4. Implementación profunda a través de sistemas, estructuras y políticas

ANCLAJES ESENCIALES DE LA TRANSFORMACIÓN

VISIÓN DEL SIGLO XXI

- "*Se acabó la anticuada noción del estudiante como receptáculo*."
- Los distritos transformadores adoptan un conjunto de competencias del siglo XXI; algunos han adoptado específicamente un perfil o retrato de un graduado, una declaración de visión que describe las competencias que son críticas para que cada estudiante desarrolle, más allá del dominio del contenido y la memorización..

PEDAGOGÍA IMPACTANTE

- "*Resultados de la pedagogía en acción*."
- En lugar de la difusión de información, las competencias requieren pedagogías como el aprendizaje basado en proyectos, el pensamiento de diseño y el aprendizaje basado en la indagación..
- Requiere que los maestros reformulen, en lugar de simplemente recalibrar su rol profesional.

ANCLAJES ESENCIALES DE LA TRANSFORMACIÓN

LIDERAZGO TRANSFORMACIONAL

- Salida de una estructura de liderazgo jerárquico rígido.
- Los líderes modelan la creatividad, la colaboración, la comunicación y el pensamiento crítico que también quieren cultivar en sus escuelas..
- Líder senior visionario y comprometido que empodera a sus equipos y maestros como líderes por derecho propio.

IMPLEMENTACIÓN PROFUNDA

- "*La planta física de una escuela es una manifestación concreta de la pedagogía*."
- Reconstruir estructuras conceptuales obsoletas como el tiempo, la organización de grupos y el desarrollo profesional..
- Cambio sísmico en vista de la profesión, proyecte esa vista al público, empléela con los formuladores de políticas.

PEDAGOGÍAS ANTICUADAS

El maestro cubre y deposita información a los estudiantes como recipientes vacíos, receptores obedientes, receptáculos para llenar, sin “descubrimiento”.

PEDAGOGÍAS CLÁSICAS

El maestro como guía, cuidador, estimulador. Estudiante como creativo, pensador crítico, miembro del equipo colaborativo, investigador, organizador del conocimiento.

PEDAGOGÍAS CONTEMPORÁNEAS

Tanto profesores como alumnos como autonavegadores, contratistas sociales, críticos y creadores de medios, diseñadores innovadores, ciudadanos globales.

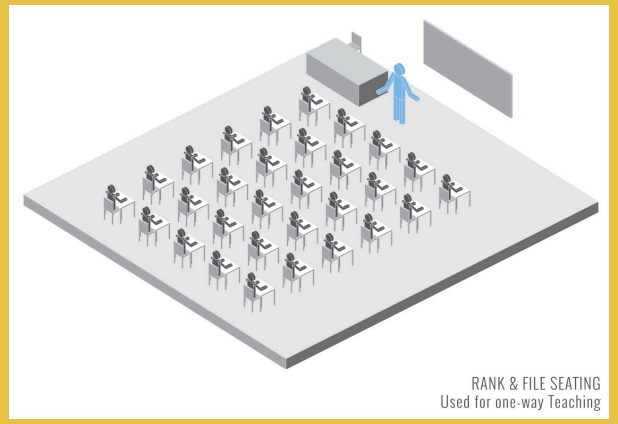
CLÚSTERES DE PEDAGOGÍA

ANTICUADO	CLÁSICA	CONTEMPORÁNEO
• Experiencias de aprendizaje completamente dentro del aula.	• Aula en la escuela y otros lugares	• Aprendizaje en una variedad de entornos físicos y virtuales
• Entrega lineal de materias en clase	• Entrega del tema en una variedad de entornos	• Aprendizaje no lineal
• Establecer formatos y estructura	• Flexibilidad limitada en la estructura del aprendizaje.	• Estructuras de programación fluidas y flexibles para el aprendizaje.
• Roles estrictos y específicos para estudiantes y profesores.	• Roles interactivos pero específicos para estudiantes y profesores.	• Roles fluidos para estudiantes y profesores a medida que interactúan tanto como profesores como aprendices
• Herramientas de comunicación restringidas	• Herramientas de comunicación limitadas.	• Herramientas de comunicación de acceso abierto
• Plan de estudios rígido y establecido	• El plan de estudios está bien establecido con cierta flexibilidad.	• El plan de estudios responde a las necesidades de los estudiantes.

PROGRAM STRUCTURE CONTINUUM

	ANTIQUATED	CLASSICAL	CONTEMPORARY
ESPACIO	• El aprendizaje ocurre en un salón de clases autónomo • Todas las aulas son del mismo tamaño.	• Experiencias proporcionadas y adquiridas por la práctica en el campo • Uso de espacios existentes para agrupamiento instructivo efectivo	• Espacios virtuales 24/7 • Experiencia en escenarios del mundo real • Amplia gama; los espacios de aprendizaje crean nuevas experiencias de aprendizaje
HORA	• Agrario estandarizado del siglo XIX, 13 años de experiencia • Horario diario estandarizado por costumbre	• El tiempo se coordina para apoyar a varios estudiantes.	• La tarea determina el tiempo • Los maestros trabajan con los estudiantes para ofertar por segmentos de tiempo en el sitio durante la semana y el mes.
GRUPOS	• Agrupación estricta de nivel de grado K-12 • Aula; sin agrupamiento instructivo	• Algo de aprendizaje ocurre en grupos cooperativos de grado cruzado • Individualizado • Agrupación diferenciada	• Personalizado: en el sitio virtual • Experiencia de campo basada en actividades y esfuerzos de los estudiantes. • Multi-edad basado en progresiones de aprendizaje
PERSONAL	• Un maestro, autónomo en aislamiento para coincidir con la clase • Profesorado agrupado por grado/departamento de forma aislada • Sin conexiones interescolares	• Algunos verticales e interdisciplinarios dentro y entre edificios.	• La profesora tiene múltiples afiliaciones: • Grupos de misiones de consulta • Entrenando a individuos • Docencia directa virtual/presencial • Seminario/seminario web • Facultad cibernética global

ESPACIO



- Cuatro paredes
- Reflejo de estandarización y uniformidad (edad de fábrica)

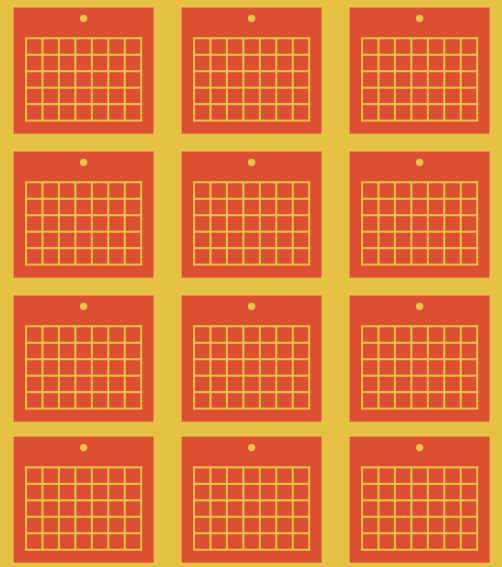
- Desglose de cuatro paredes
- Varias experiencias de aprendizaje en el sitio (biblioteca, jardines, etc.)

- Basado en problemas y habilidades
- Los muebles como facilitadores
- Diversidad y polinización cruzada de actividades
- Virtual

HORA

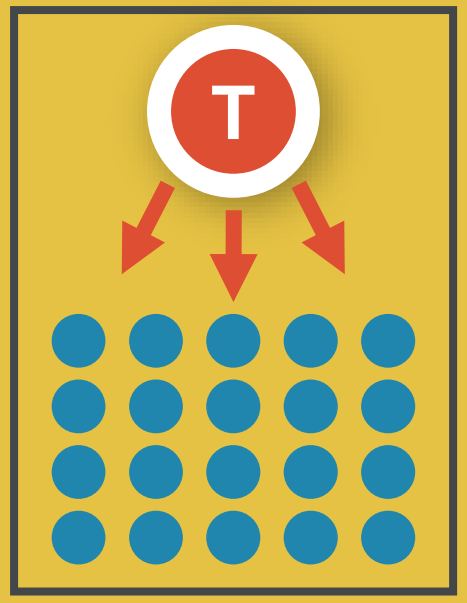
- Horario/ciclo agrícola
- El plan de estudios se ajusta al horario

- Latitud otorgada con periodos, bloques, módulos, días ancla, etc.

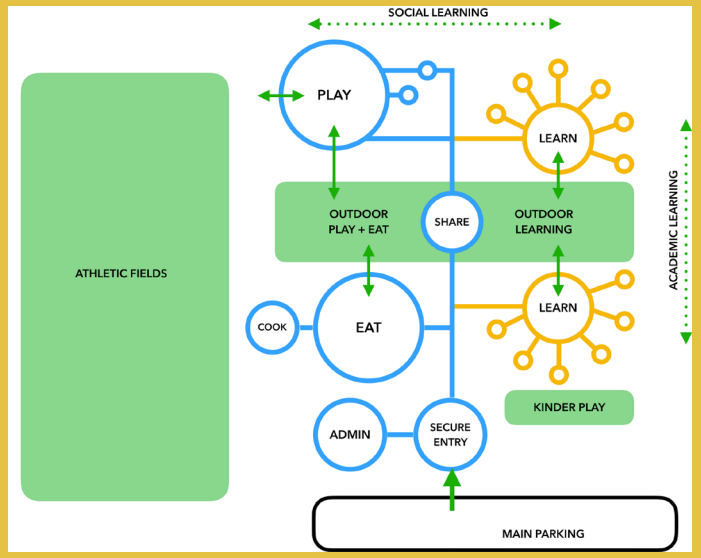


- La tarea determina el tiempo
- 24/7/365 vía aprendizaje virtual

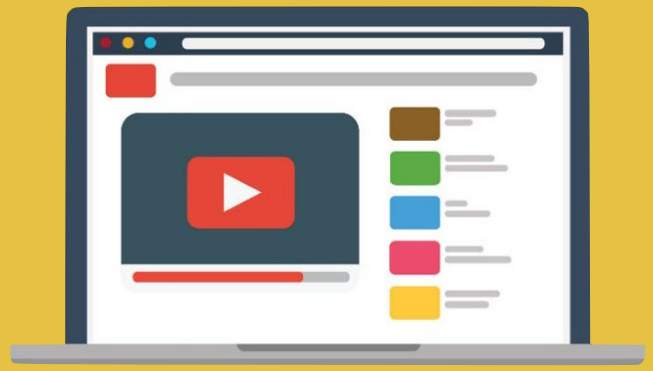
GROUPOS



- Diseñado para la eficiencia y la cobertura de contenido
- ¿Cuántos niños puede manejar un maestro?
- Restringido/aislado por el espacio

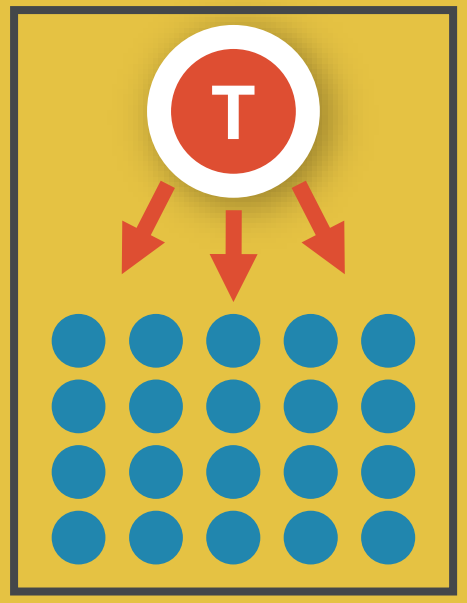


- Institucional vs Instruccional
- Agrupación por “diferenciación”
- Agrupación por tema, género, edad, actividad, etc.

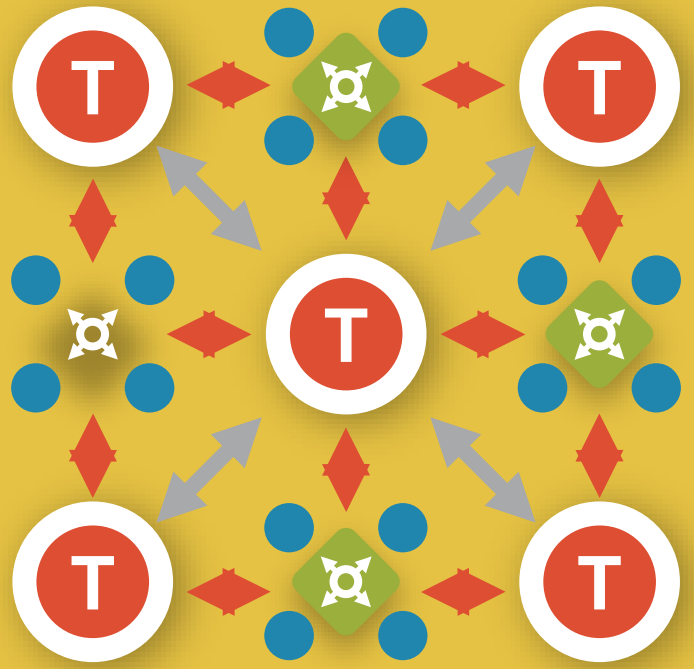


- Autonavegación entrenada que permite a los alumnos buscar y encontrar grupos y posibilidades apropiados
- Estudios de aprendizaje virtual, salas de seminarios y plazas públicas

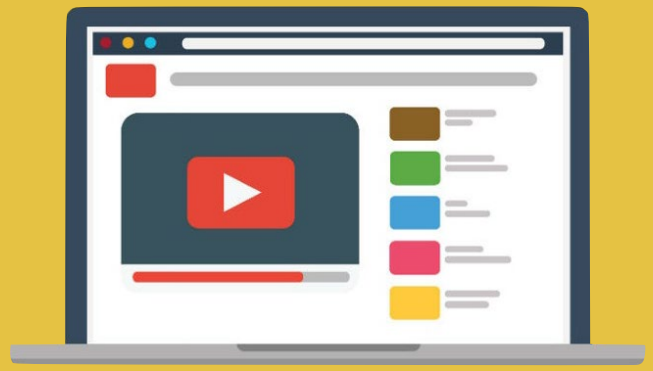
PERSONAL



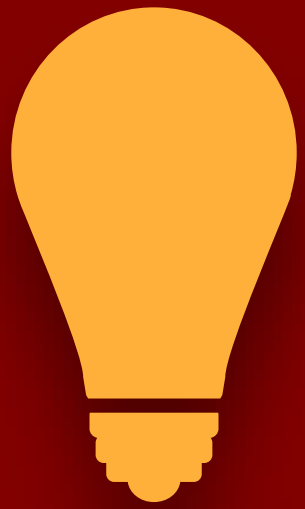
- Clases independientes
- Aislamiento excepto para el desarrollo profesional básico
- Afiliación principal con otros maestros en el mismo grado



- El aprendizaje basado en proyectos/indagaciones genera colaboración
- Colaboración limitada al sitio
- Basado en la práctica institucional



- La facultad puede tener múltiples afiliaciones tanto en el sitio como virtual (redes)
- Agrupados por intereses, mentores y entrenadores



Piensa a lo grande

¿¿Algunas Preguntas?

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