SHUMWAY LEADERSHIP ACAD

REIMAGINING LEARNING ENVIRONMENTS

orcutt | winslow

JANUARY 17TH 2023

AGENDA

1. Introductions – CUSD & Orcutt | Winslow
2. Portrait of the Learner + Journey to Excellence
3. Polling
4. Learning Outcomes <<>> Learning Environments
5. Polling
6. Discussion

Introductions

VISPI KARANJIA
PARTNER IN CHARGE

SARAVANAN BALA
AIA, NCARB, LEED AP, ALEP
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SCOTT SOWINSKI
RA [AZ],AIA, WELL AP, ALEP
ASSOCIATE

ADAM STRONG
RA [AZ]
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RA [AZ]
ARCHITECT

MATTHEW BOYLAN
ASSOCIATE

SUNNY LEE

NENWE GEESO

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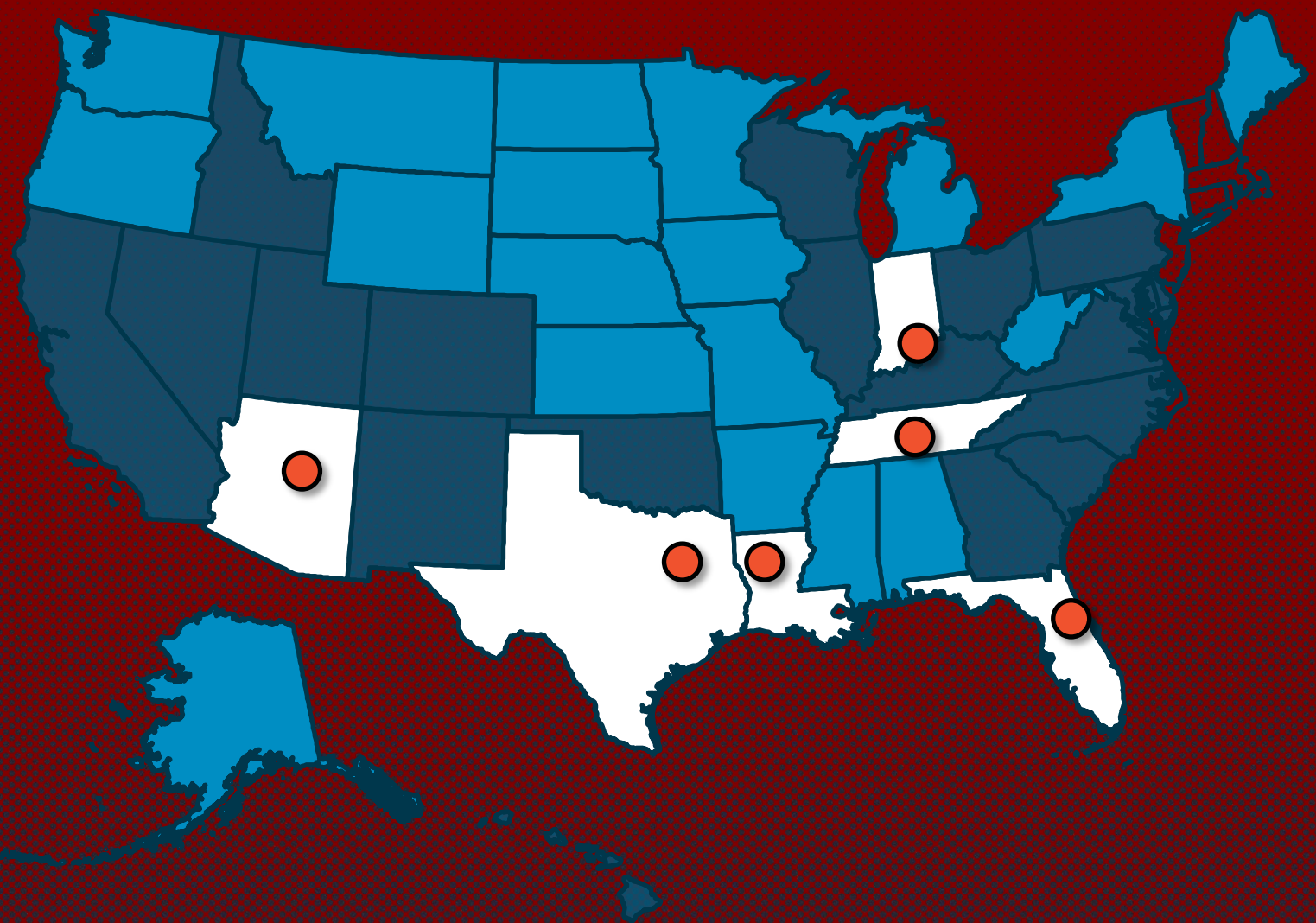
ARCHITECTURE • PLANNING • INTERIOR DESIGN



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

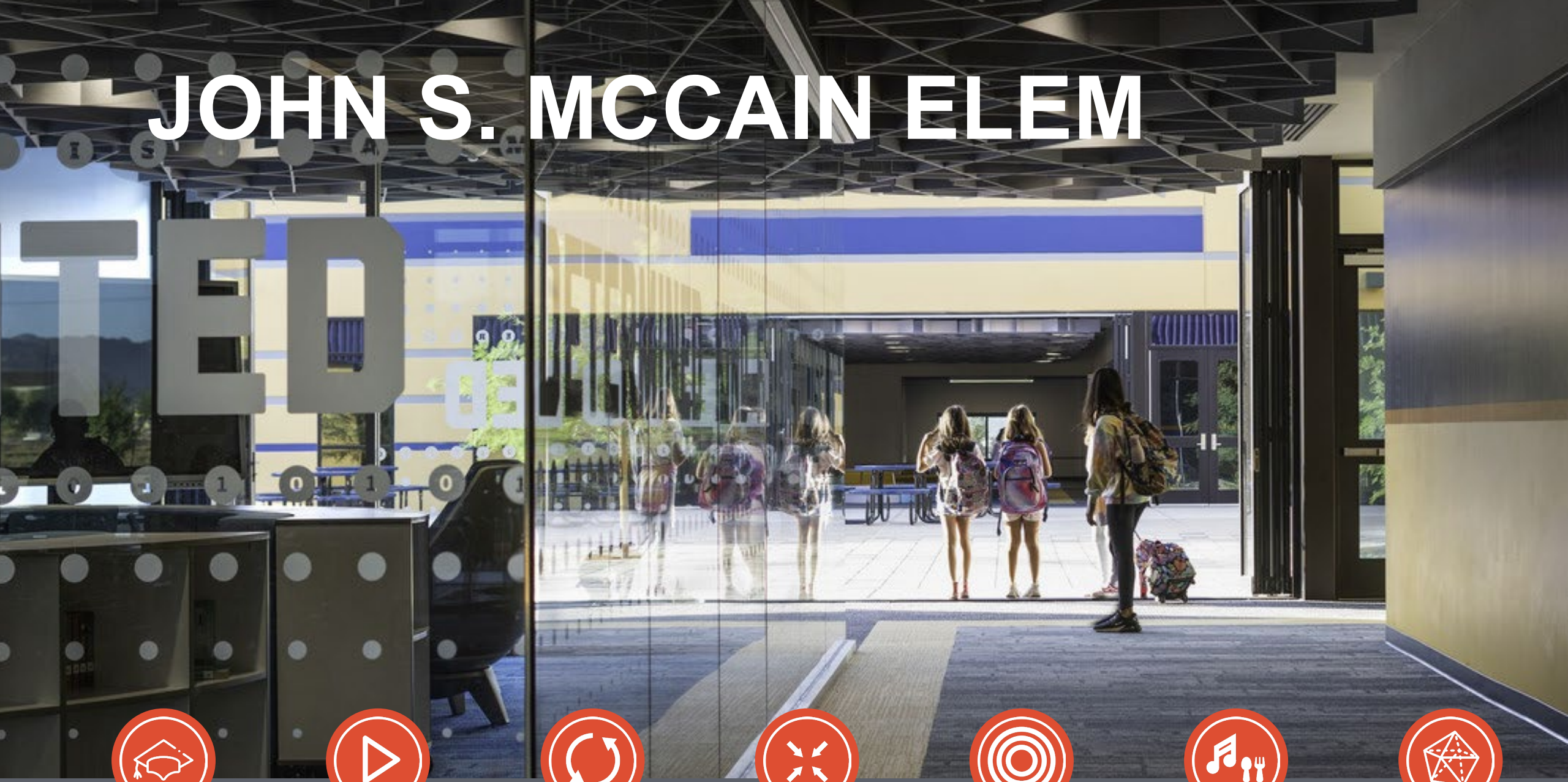
COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

JOHN S. MCCAIN ELEM



LEARNER CENTRIC

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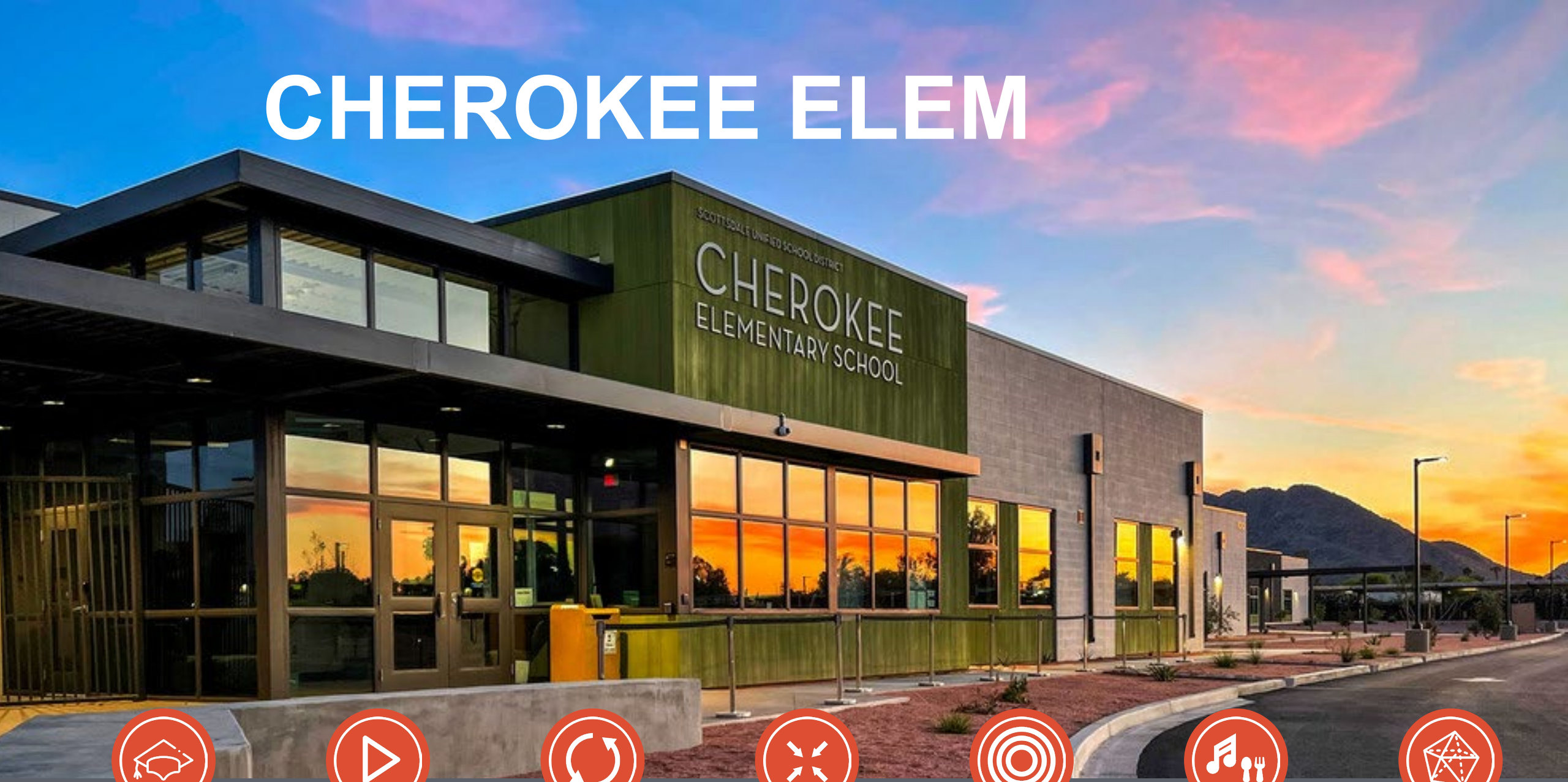
CHEROKEE ELEM



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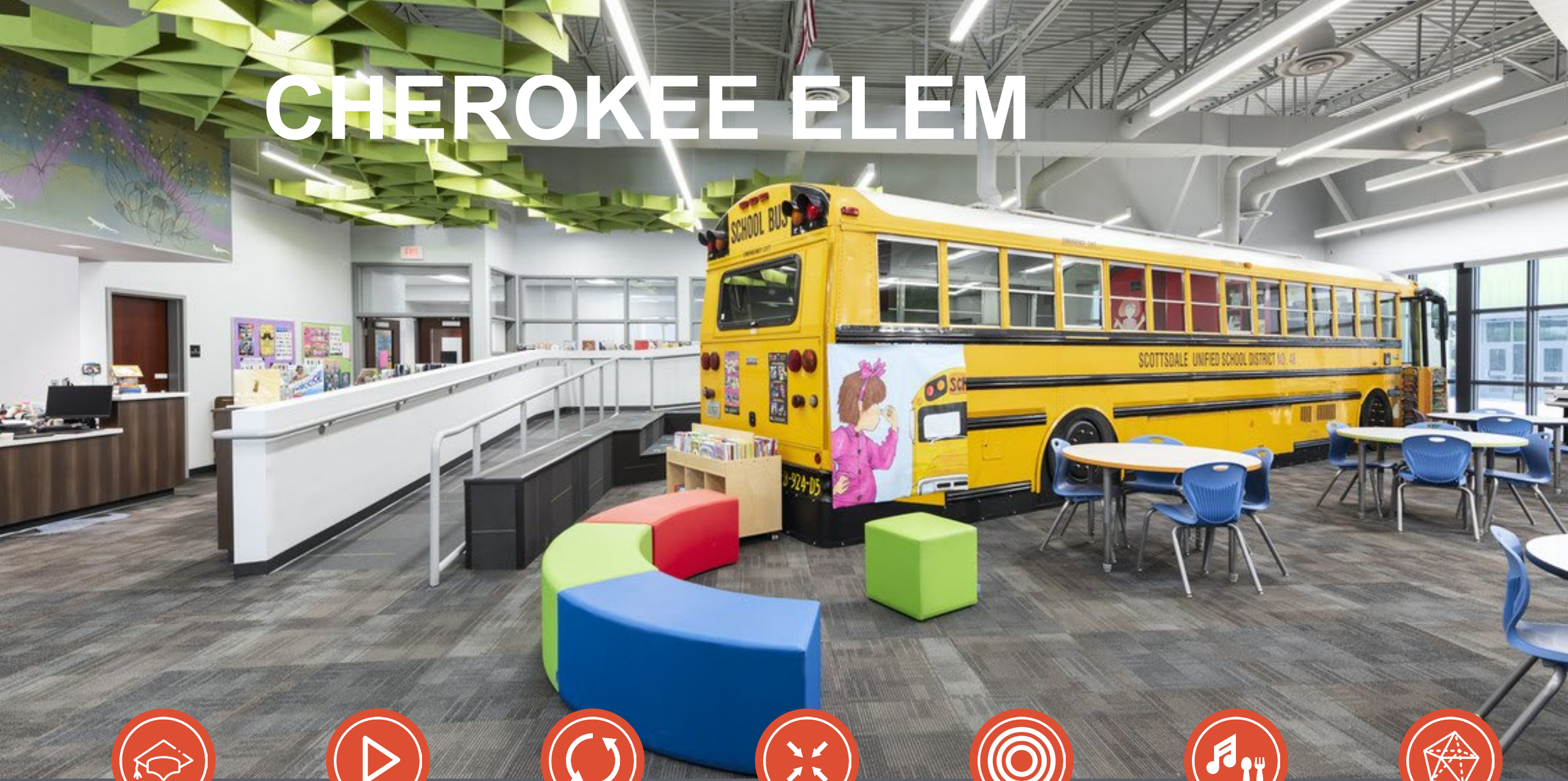

LEARNER CENTRIC

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GRAPHICS

EASTMARK HS

LEARNER CENTRIC

TECHNOLOGY

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CAMPUS HUB

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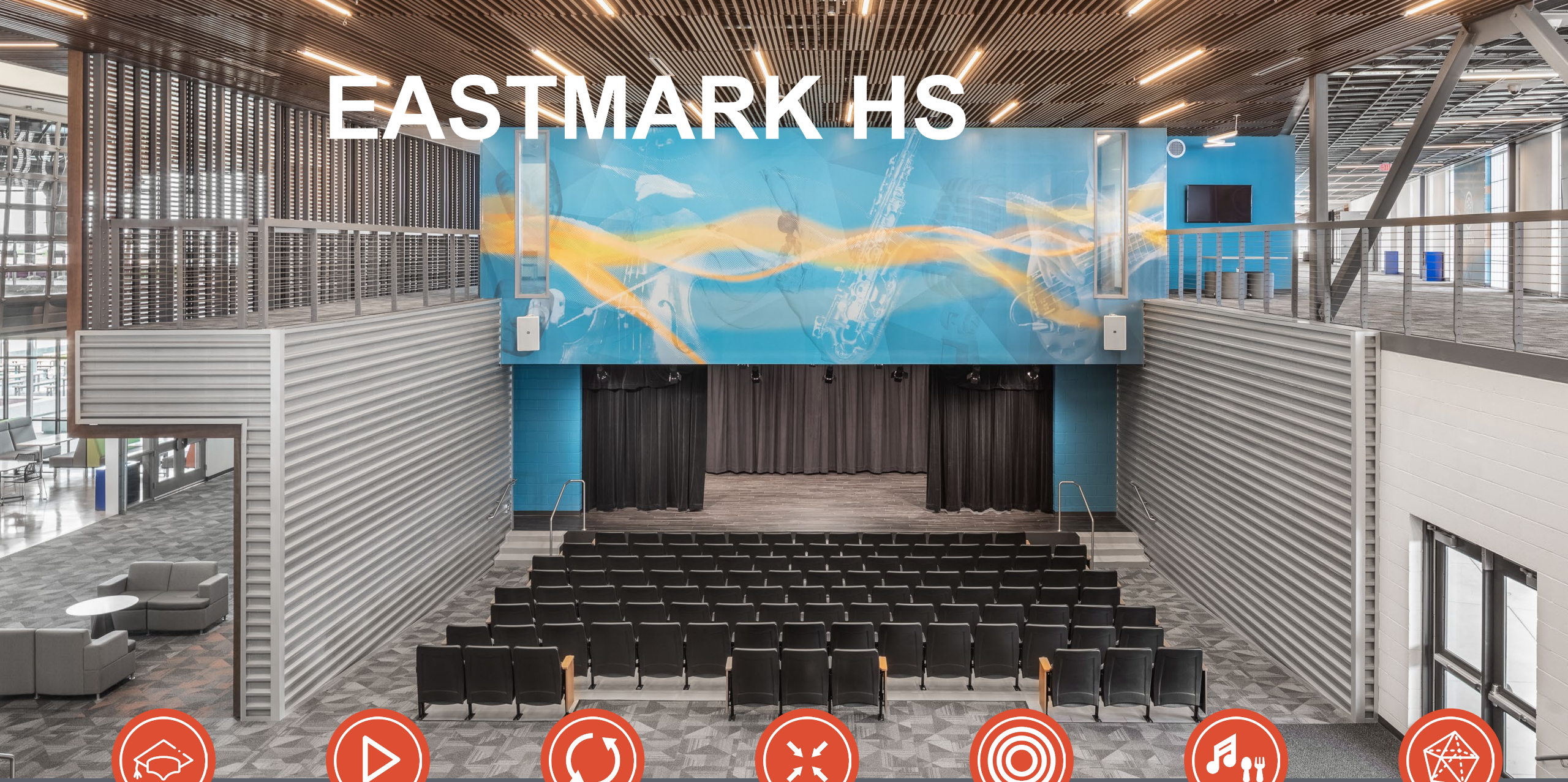
GRAPHICS

EASTMARK HS



LEARNER CENTRIC

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LEARNER CENTRIC

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GRAPHICS

MARICOPA INSTITUTE OF TECH

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

COLLABORATION

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MARICOPA INSTITUTE OF TECH

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MADISON MEADOWS

LEARNER CENTRIC

TECHNOLOGY

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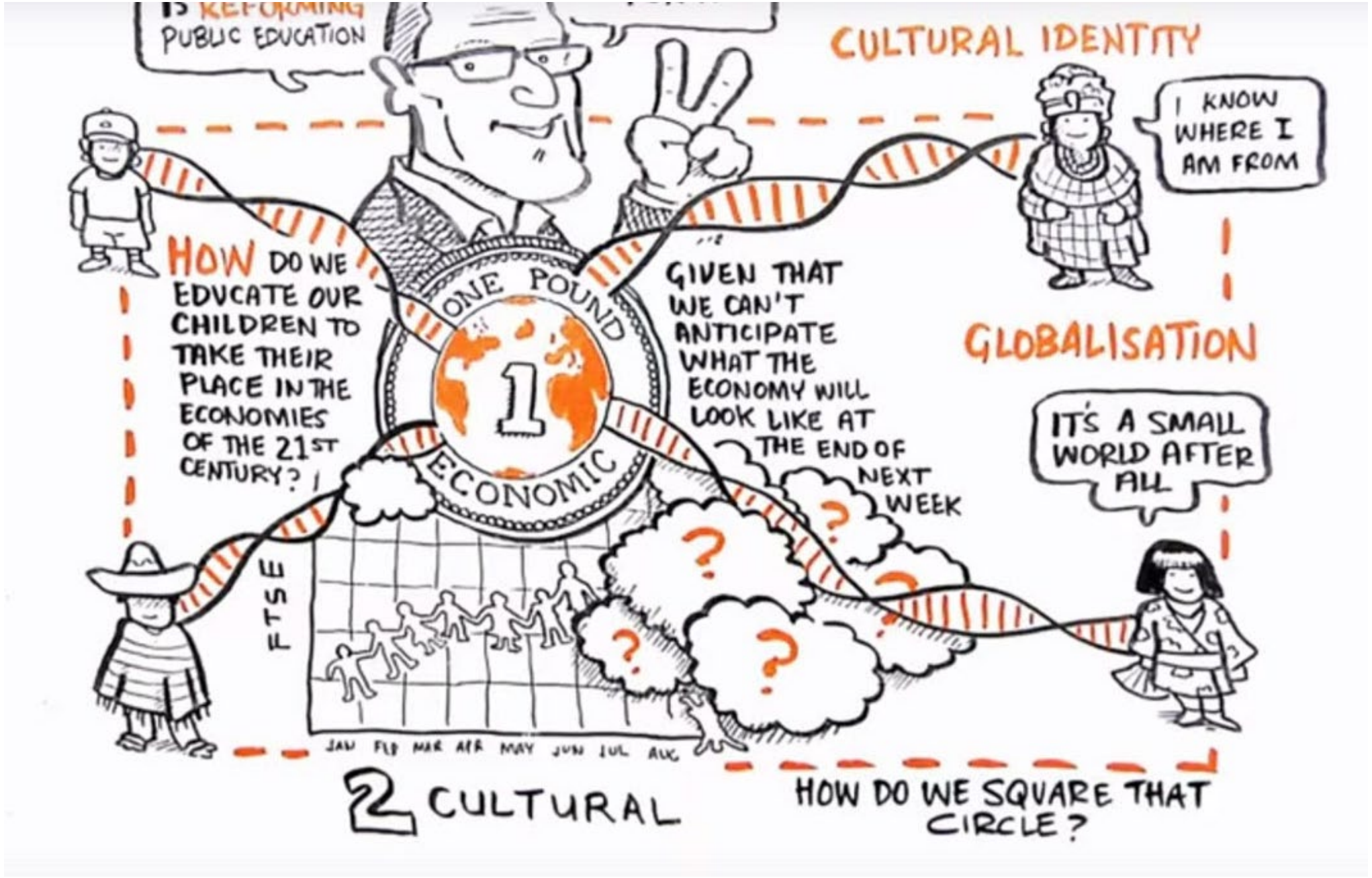

IS REFORMING PUBLIC EDUCATION
CULTURAL IDENTITY
I KNOW WHERE I AM FROM
HOW DO WE EDUCATE OUR CHILDREN TO TAKE THEIR PLACE IN THE ECONOMIES OF THE 21ST CENTURY?
ONE POUND
1
ECONOMIC
GIVEN THAT WE CAN'T ANTICIPATE WHAT THE ECONOMY WILL LOOK LIKE AT THE END OF NEXT WEEK
GLOBALISATION
IT'S A SMALL WORLD 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

WWW.POLLEV.COM/SARAVANANBAL270

TEXT SARAVANANBAL270 TO 22333


LEARNING IS A
RESIDUE OF EXPERIENCE

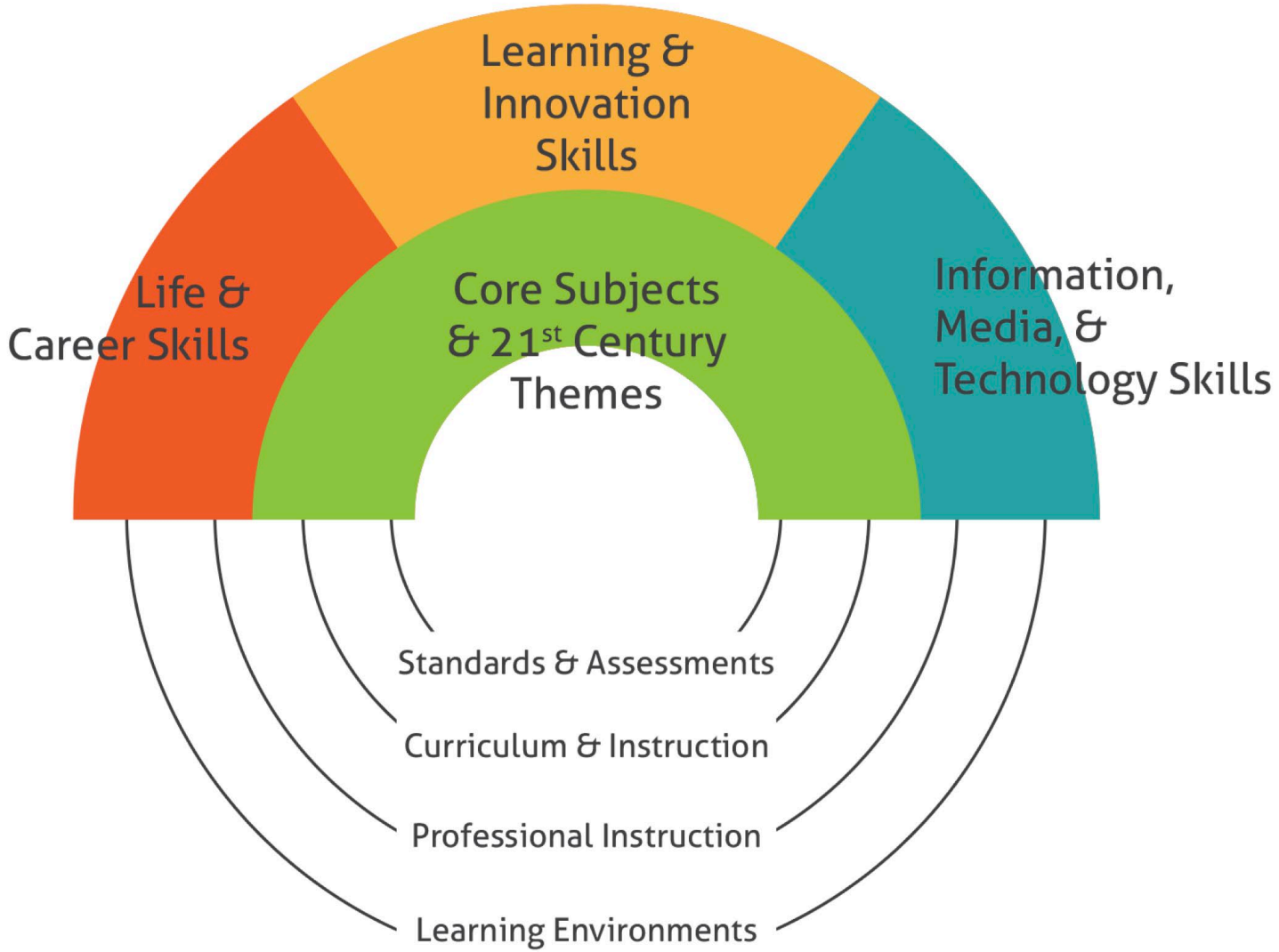

SCHOOLS ARE
ACTION SETTINGS

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.

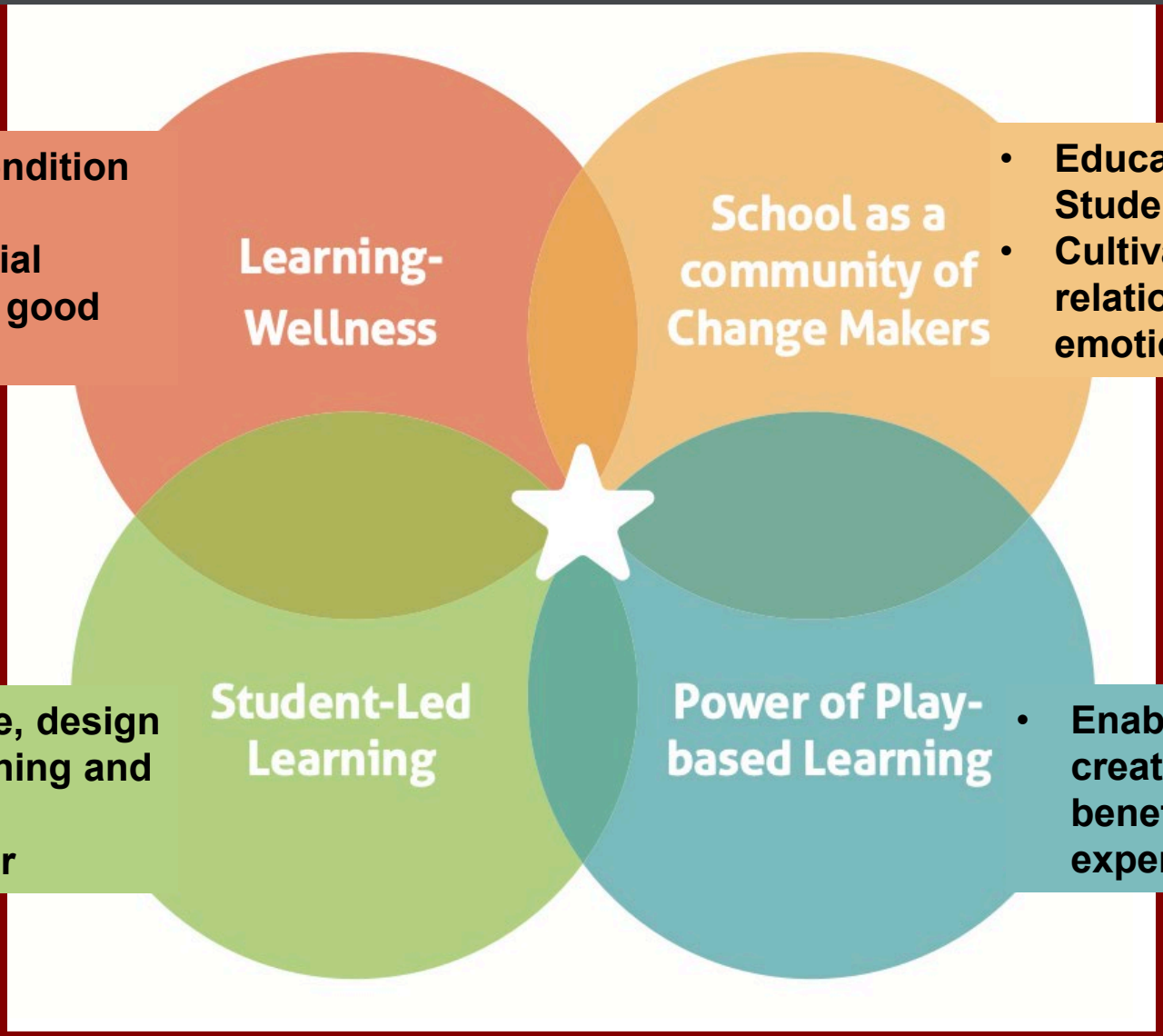
CONTENT VS SKILLS



Source: Chan-Zuckerberg Initiative Whole child Framework

PARADIGMS OF FUTURE LEARNING

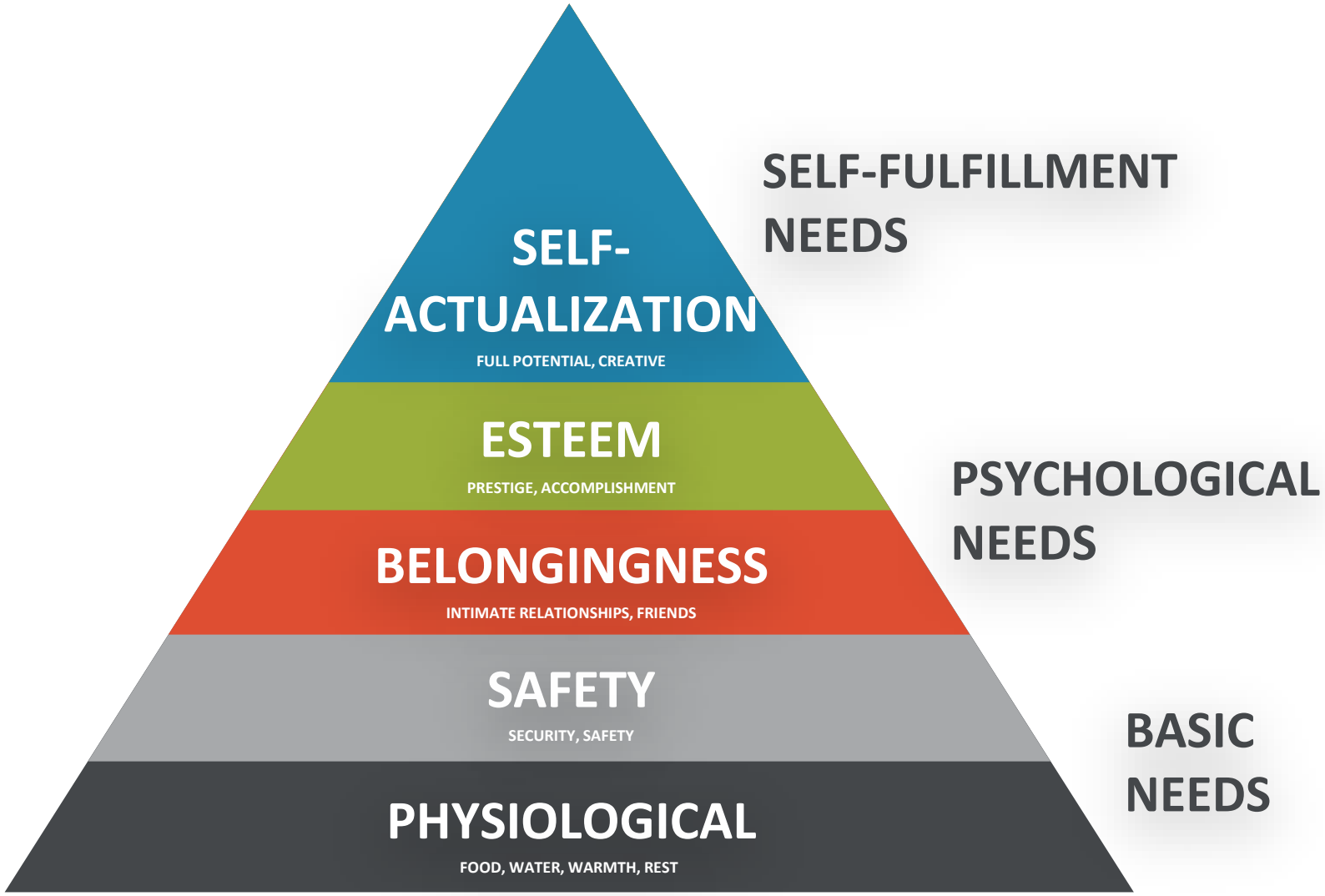
- Good health is a pre-condition to Education
- Well-being is an essential attribute that promotes good learning



- 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

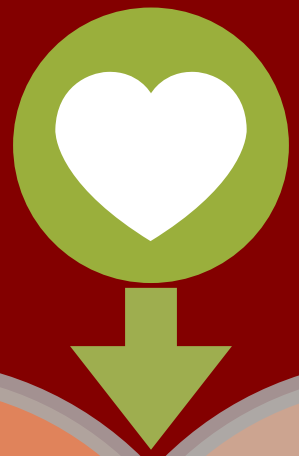
High Performance Design

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

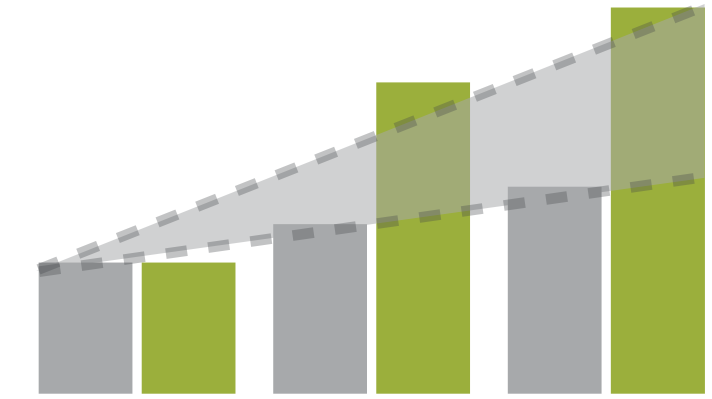
MANIFESTATION ISSUES

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

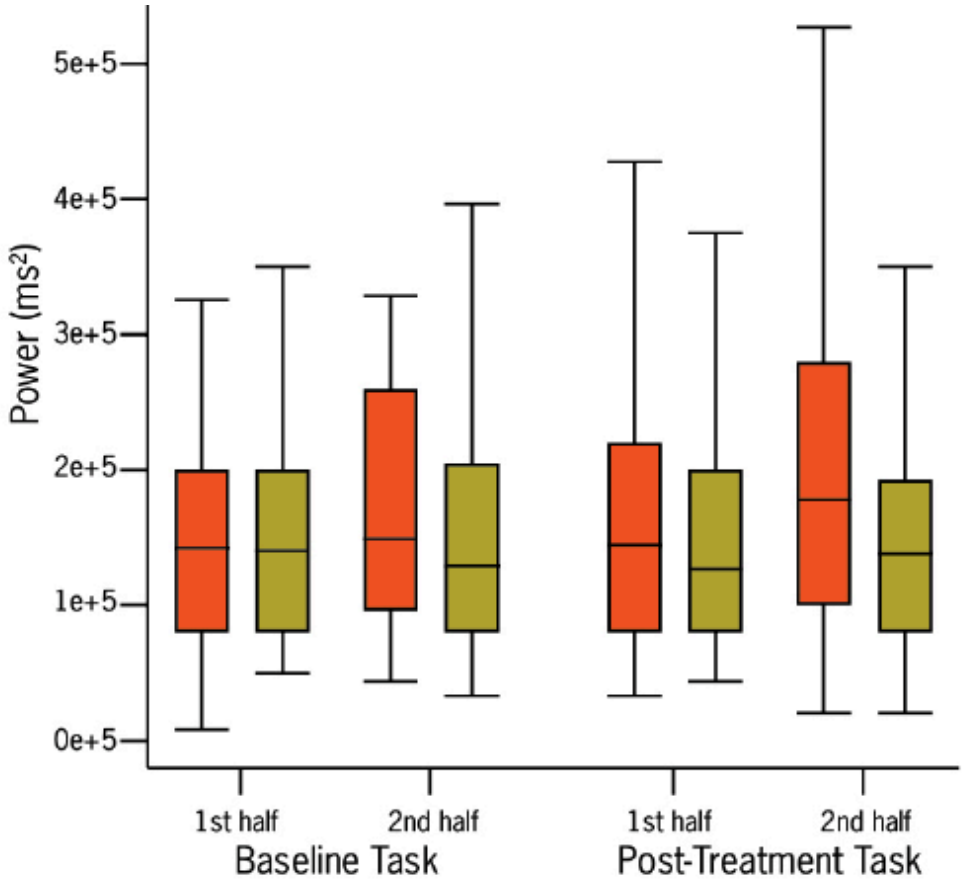
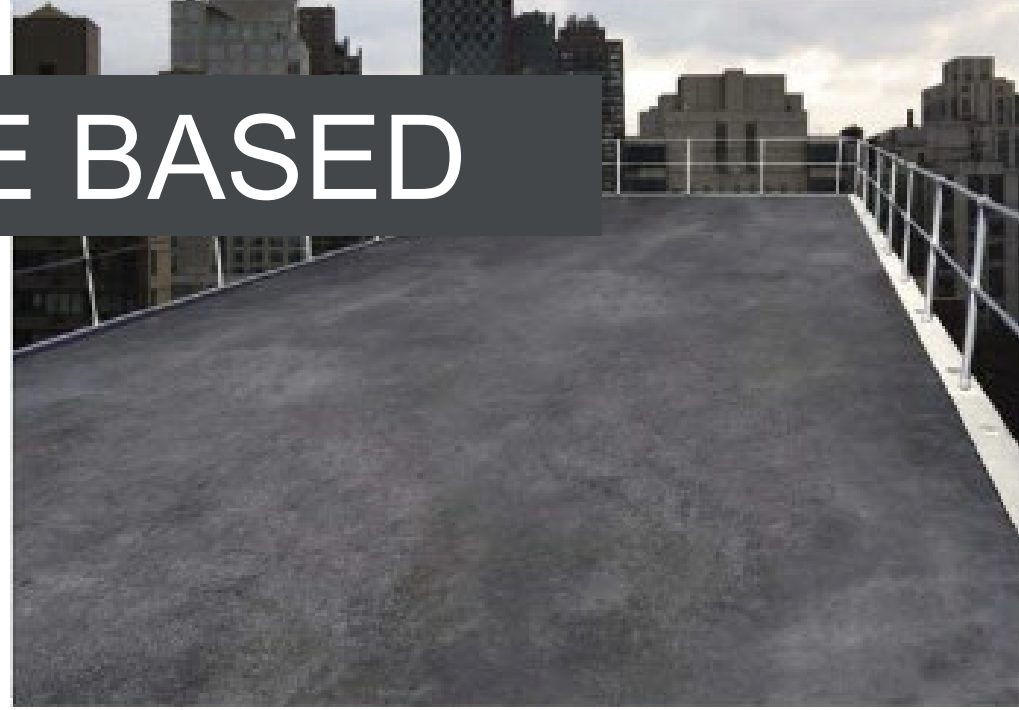


Figure. Boxplot of the median and variance of moment-to-moment response variability (reported as power). Participants viewed a concrete (orange boxes) or green (green boxes) roof. Data shown for the 1st and 2nd half baseline task, and the 1st and 2nds half post-treatment task indicates a significant 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

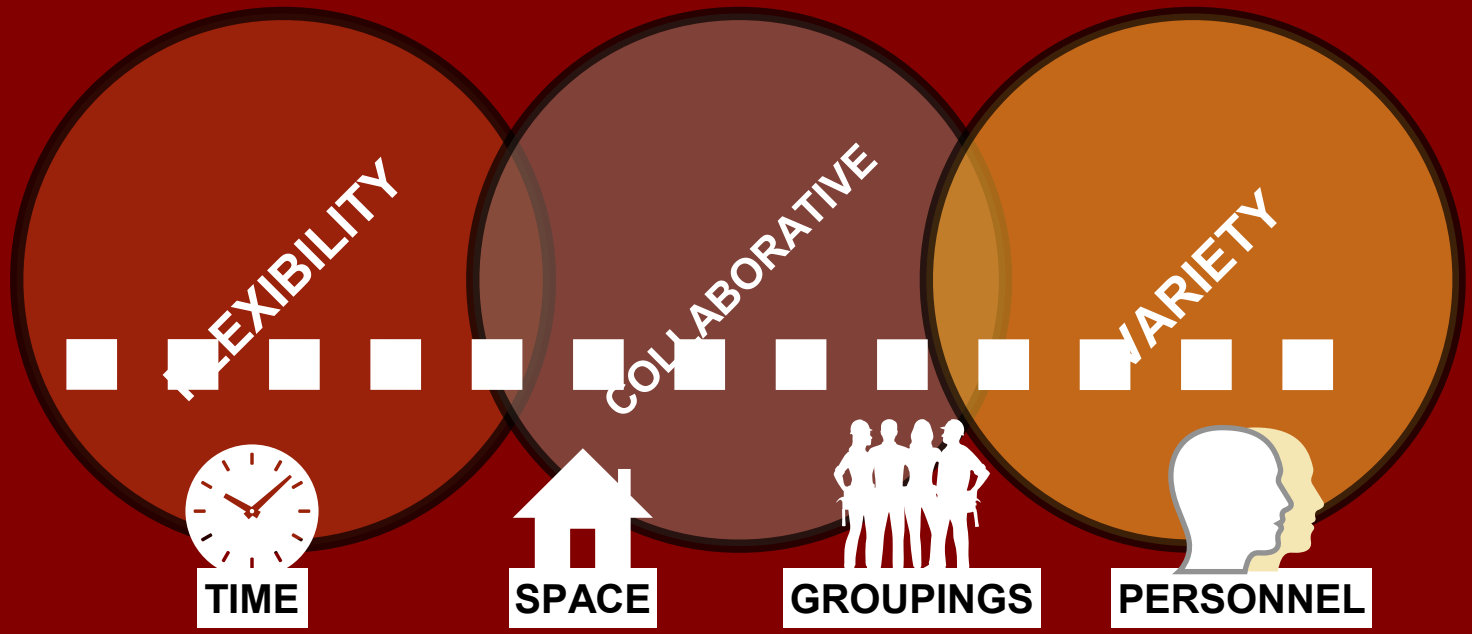
For when everyone is working independently, spread out wherever they need to be.

EX:

MAKER SPACES

COMMUNITY HUBS

LEARNER CENTRIC FEATURES

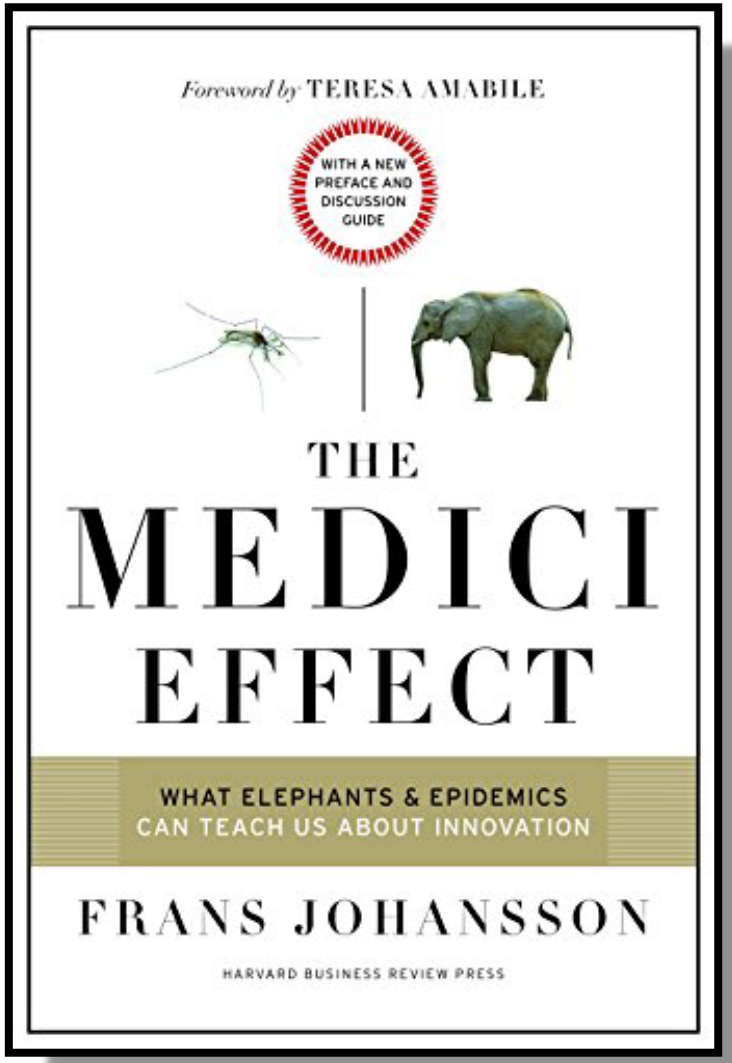


NOVELTY

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

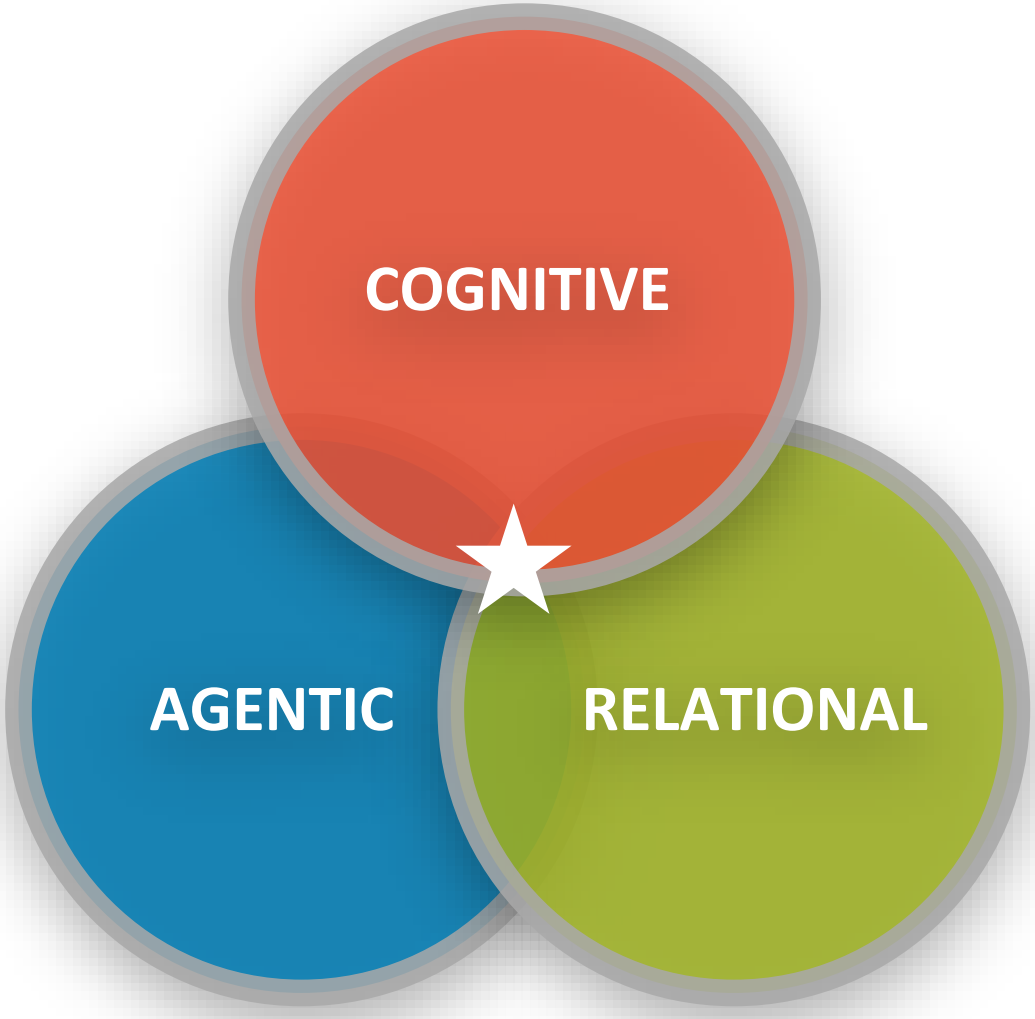
Personalized, Child Scaled, less institutional

Collaborative, Flexible, Adaptive, Various, Agentic

Community Engaged & Connected

Engagement

ENGAGEMENT

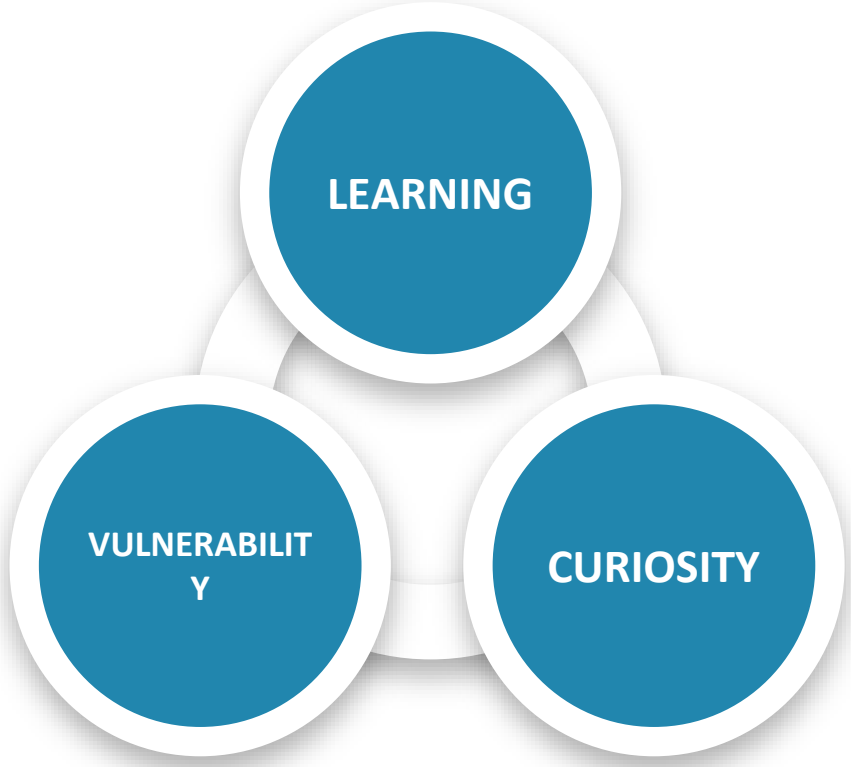


COGNITIVE ENGAGEMENT

- CHOICE BUT ALSO RIGOR [cognitive stimulation]

- SKILLS SCAFFOLDING [move students progressively toward stronger understanding and, ultimately, greater independence in the learning process]

RELATIONAL ENGAGEMENT



- TRUST, EMPATHY, BELONGING [drivers of innovation]
- PSYCHOLOGICAL SAFETY [student-student, and student-teacher]

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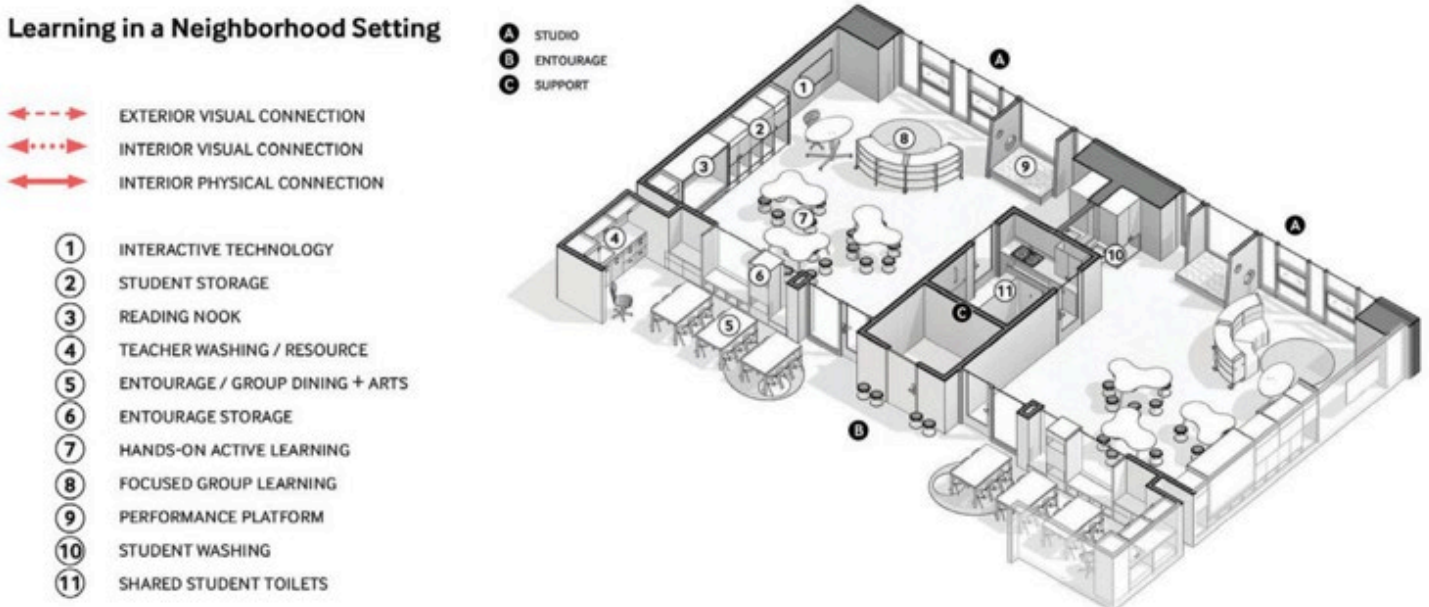
AGENTIC ENGAGEMENT



- **LEARNERS ABILITY TO MAKE CHOICES ABOUT THEIR LEARNING & LEARNING ENVIRONMENT**
- [SPARK CURIOSITY AND QUESTIONING, SELF PACED LEARNING, RESILIENCE]

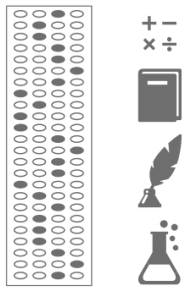
Curriculum and Pedagogy

PEDAGOGY

TRADITIONAL

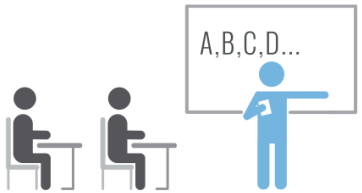
The traditional classroom is in a rank and file organization with all desks facing the front or the instructor. This organization is typically used for classes that are primarily lecture based. The teacher is usually positioned at the front of the classroom with a white board and the teachers desk near 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

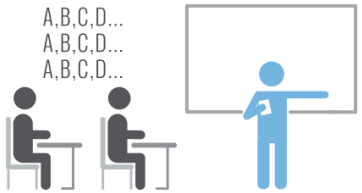


STANDARIZED TESTS

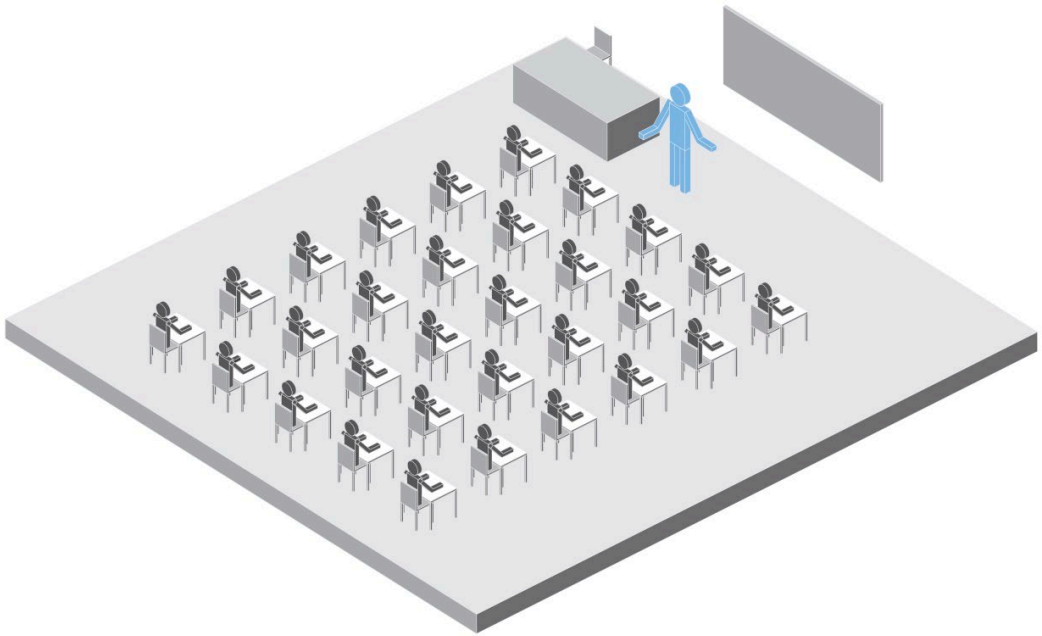
ONE-WAY TEACHING METHODS



BANKING METHOD



ROTE LEARNING



RANK & FILE SEATING
Used for one-way Teaching

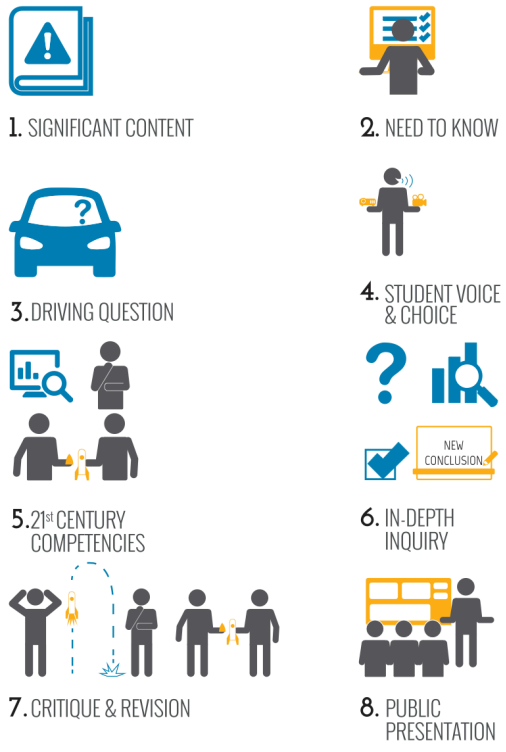
PEDAGOGY

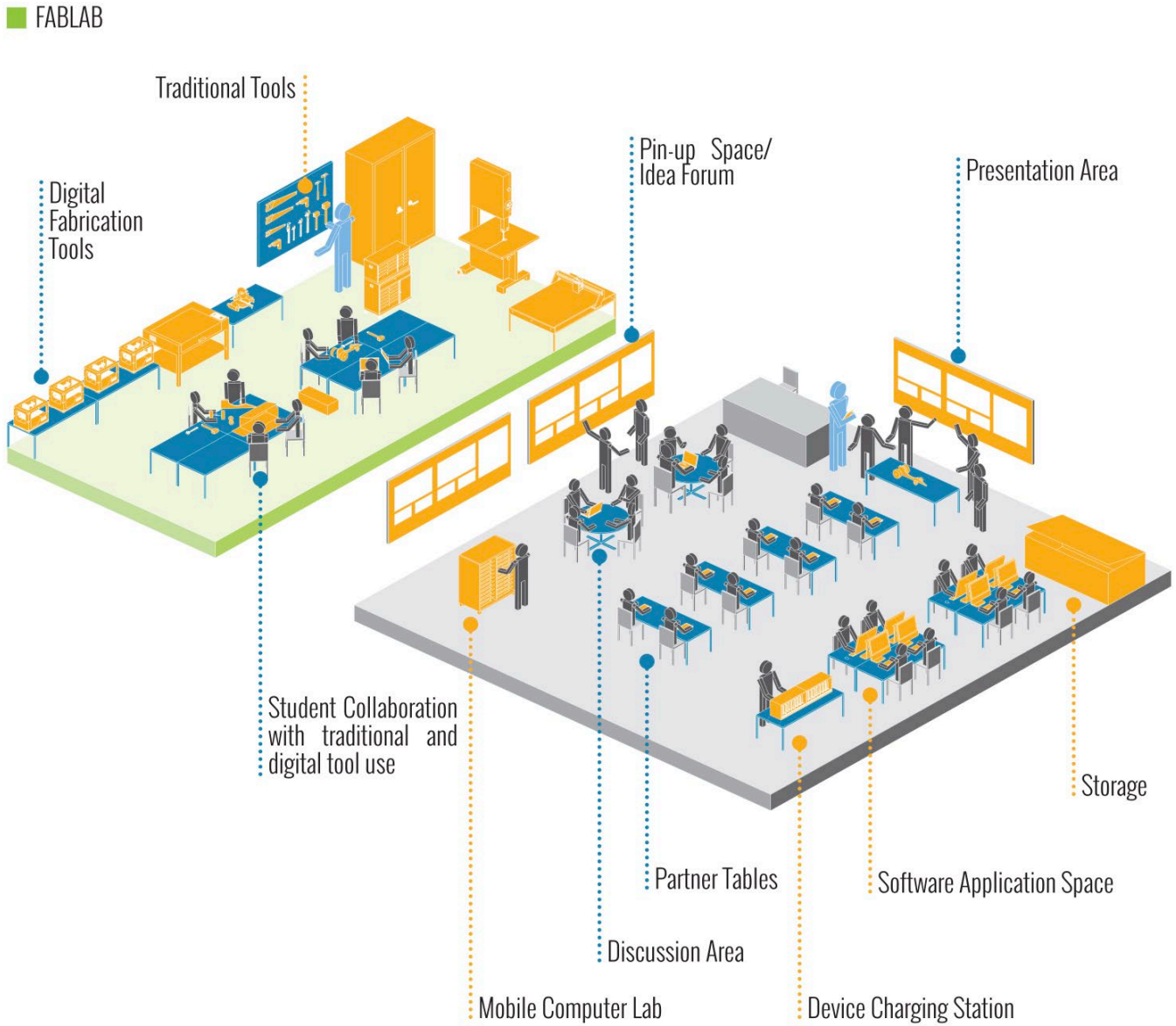
PROJECT BASED LEARNING

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).

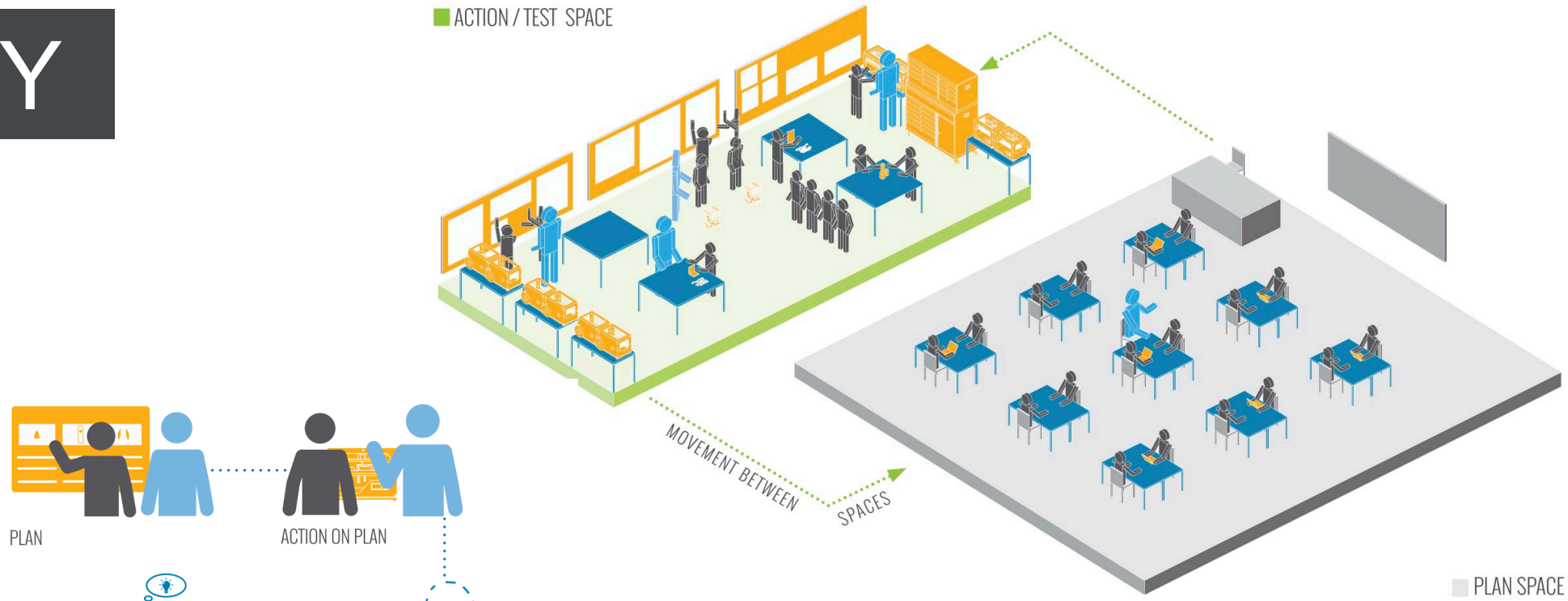
THE 8 ESSENTIALS OF PROJECT-BASED LEARNING INCLUDE:

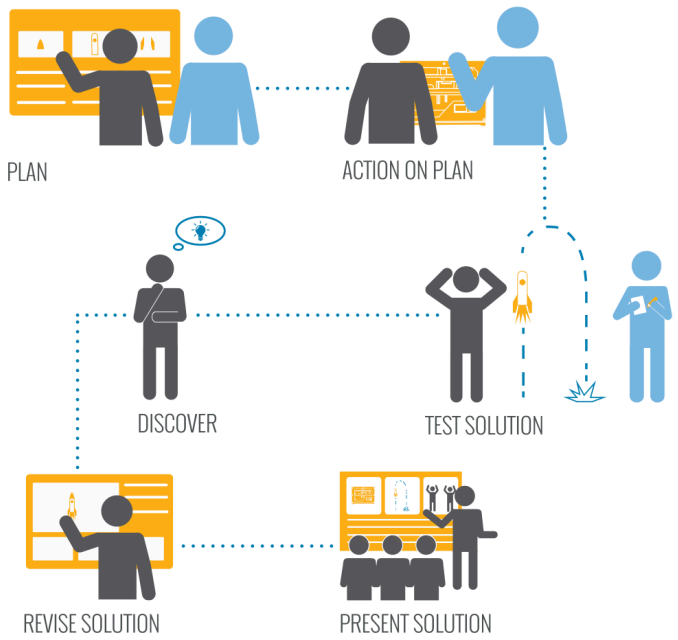
1. **Significant Content** to students' lives.
2. A **Need to Know** feeling given by project.
3. A **Driving Question** to focus student effort.
4. **Student Voice** & **Choice** in communicating learned content and skills.
5. **21st Century Competencies** that include research, critical thinking, collaboration 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





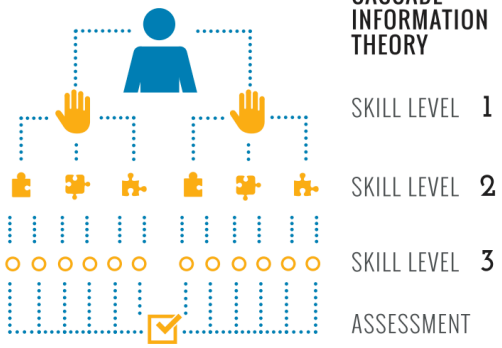
DESIGN-BASED LEARNING

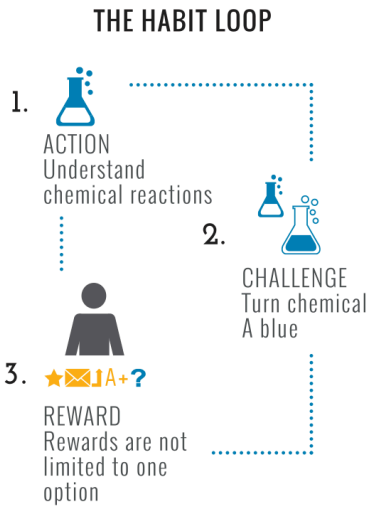
Design-Based Learning focuses on design and creativity. The students create physical objects that reflect themes, concepts and standards. The steps to this process is to plan, experiment, discover, interpret, discriminate, revise and then justify their learning. Visual learning, spatial and holistic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

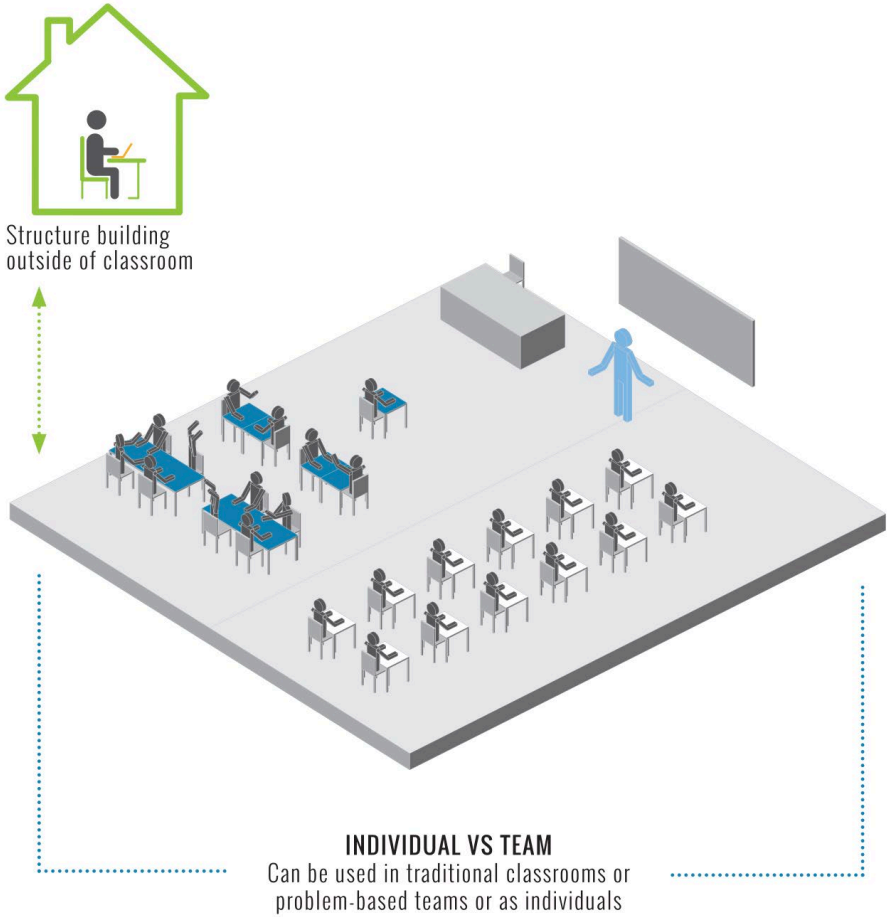
PEDAGOGY

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

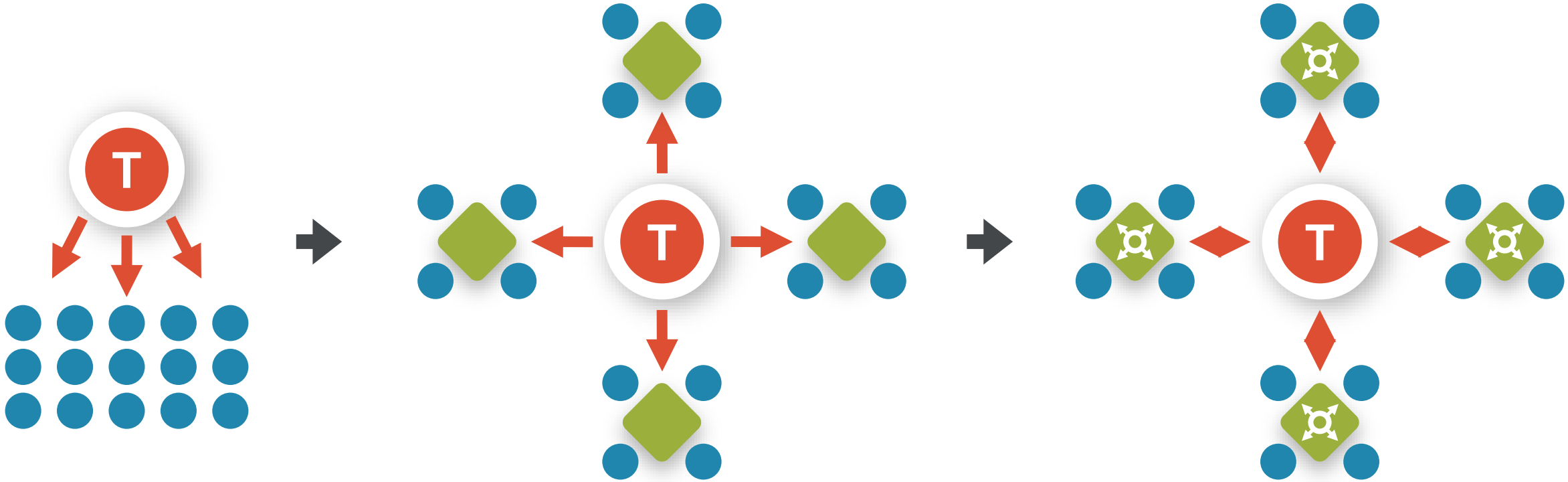
5. Wide range of assessment strategies

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 •

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