Community Conversation
November 15, 2017

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Agenda

7:00  Welcome - Joylynn Pruitt-Adams

7:10  About the Imagine Team - Mike Poirier and Lynn Kamenitsa

7:40  Future Ready Learning Facilities - Michael Dolter, Perkins + Will

8:00  Community Work Activity - Lynn

8:50  Next Steps - Mike
The Imagine Team

A brief history

- The concept of a community-led process
The Imagine Team

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- The concept of a community-led process

- Establishment of the Launch Team
  - Membership
  - Purpose
  - Process
The Imagine Team

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  - Membership
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<th>Victor Ancieta</th>
<th>Randall Hampton</th>
<th>Kimberly O’Donnell</th>
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<tr>
<td>Floyd Anderson</td>
<td>Tanesha House</td>
<td>Ellen Pimentel</td>
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<td>Cynthia Ashford-Hollis</td>
<td>Kim Hoyt</td>
<td>Mike Poirier</td>
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<td>Renee Bell</td>
<td>Lynn Kamenitsa</td>
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<td>Tim Brandhorst</td>
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<td>Regina Robinson</td>
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<td>Jennifer Czajka</td>
<td>Theresa Lipo</td>
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<td>Kelly DeLoriea</td>
<td>Ryan Magnuson</td>
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<td>Steven Endres</td>
<td>Chelsea Matthews-Cobb</td>
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<td>Sally Gibbs</td>
<td>Tim McGrath</td>
<td>Audrey Williams-Lee</td>
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<td>Victor Guarino</td>
<td>Sarah Miller</td>
<td>Jacob Worley-Hood</td>
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Imagine Team Faculty and Staff Members

- Donal Collins
- Donnell Davis
- Jason Fried
- Jim Hunter
- Danny Matos
- Leila McGowan
- Meredith McGuire
- Andrea Newman
- Lindy Novotny
- Carolyn Ojikutu
- Tanya White
Imagine Team Community Membership

The community membership of the Imagine Team:

- Very closely reflects the racial and ethnic diversity present in today’s OPRFHS student population.
- Mirrors almost exactly the proportional population of our two communities.
- Was carefully chosen to include individuals with expertise in secondary education, architecture and engineering, visual and performing arts, finance, and champions of equity.
- Includes homeowners and renters, parents of OPRFHS students, OPRFHS alumni, and people with no previous affiliation or association with the school.
The Imagine Team

Organization into work teams
- Academic / Student Achievement Team
- Performing and Fine Arts Team
- Athletics / Physical Education / Extracurriculars Team
- Physical Condition / Safety & Security Team

Accomplishments to date
- Establishing a common work process for all teams
- Documenting the current capacities and demands
- Data gathering -- inventories, surveys, interviews
- Beginning work with consulting architects
Work Group Leadership Introductions

What have we been up to so far?
Work Group Leadership Introductions

Academics / Student Achievement:

Steven Endres
Tim McGrath
Work Group Leadership Introductions

Academics / Student Achievement:
- Steven Endres
- Tim McGrath

Athletics / Physical Education:
- Renee Bell
- Sally Gibbs

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Work Group Leadership Introductions

Academics / Student Achievement: Steven Endres
Tim McGrath

Athletics / Physical Education: Renee Bell
Sally Gibbs

Performing and Fine Arts: Audrey Lee (chair)
Jake Worley-Hood

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Work Group Leadership Introductions

Academics / Student Achievement:
- Steven Endres
- Tim McGrath

Athletics / Physical Education:
- Rene Bell
- Sally Gibbs

Performing and Fine Arts:
- Audrey Lee (chair)
- Jake Worley-Hood

Physical Condition / Safety / Security:
- Ryan Magnuson
- Tom Powers

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INSPIRING TRENDS IN EDUCATIONAL FACILITIES
ERGONOMICS

Furniture that provides students an increased opportunity to move triggers **above average levels of concentration** during test taking.

Daylighting has been linked to “**better performance of students** – as much as 20% improvement in math and 26% in reading on standardized tests”  
(Heschong Mahone Group, 1999)

THERMAL CONTROL

Thermal conditions below optimal levels affect dexterity while thermal conditions above optimal levels decrease alertness & cause physical stress.

ACOUSTICS

Noise influences student’s information processing strategies and feelings of personal control  
(Cohen & Weinstein, 1981)

INDOOR AIR QUALITY

Asthma accounts for 10 ' million school absences per year. (EPA)
BUT...

SHOULDN’T THESE FACTORS BE CONSIDERED BASE-LINE IN TERMS OF PERFORMANCE?

AND, CAN’T OUR FACILITIES OFFER MORE ESPECIALLY WHEN...
OF TODAY’S GRADE SCHOOL KIDS WILL END UP AT JOBS THAT HAVEN’T BEEN INVENTED YET.”

Center for Evaluation & Education Policy, Indiana University
CHANGE...
CHANGE...
CHANGE...
CHANGE?
“IF WE TEACH TODAY’S STUDENTS AS WE DID YESTERDAY, THEN WE ARE ROBBING THEM OF THEIR TOMORROW”

- John Dewey
Change...

20th Century
- Teacher-centered
- Passive learning
- Organized by age/subject
- Rote memorization
- Industrial efficiency

21st Century
- Student-centered
- Active learning
- Multi-age learning communities
- Project based and experiential
- Students not tied to fixed location
CHANGE
TODAY’S STUDENT
THE INNOVATION MINDSET

READ 10%
HEAR 20%
SEE 30%
READ 50%
READ HEAR SEE EXPERIENCE 70%
READ HEAR SEE EXPERIENCE TEACH 90%
“WHAT MATTERS MOST IN OUR INCREASINGLY INNOVATION-DRIVEN ECONOMY IS NOT WHAT YOU KNOW, BUT WHAT YOU CAN DO WITH WHAT YOU KNOW”

Most Likely to Succeed, Preparing our Kids for the Innovation Era
Tony Wagner, Ted Dintersmith
Future Ready Learning Environments

Is student-centered
Adapts to change
Supports 21st Century skills
Is safe & secure
Supports community use
Is flexible….at many levels
  Curricular
  Spatially
  Group size
  Furniture
Is sustainable
Supports interdisciplinary projects
Is connected...at many levels
Encourages exploration
Supports collaboration & innovation
Improves student performance
FUTURE READY LEARNING

- Scalability
- Creativity & Collaboration
- Evidence & Artifacts of Learning
- Learning by Doing
- Media Centered
- Makes Connections
- Flexibility & Agility
- Makes Connections
CREATIVITY & COLLABORATION
1,500 CEOs ‘IDENTIFY CREATIVITY AS THE NUMBER ONE LEADERSHIP COMPETENCY OF THE SUCCESSFUL ENTERPRISE OF THE FUTURE”

IBM Global CEO Study, 2010
WHEN EMPLOYEES COLLABORATE

THEY WORK **15%** FASTER, ON AVERAGE

**73%** DO BETTER WORK

**60%** ARE INNOVATIVE

**56%** ARE MORE SATISFIED

*The Collaborative Economy, Deloitte, 2014*
CREATIVITY & COLLABORATION

- Encourage the spontaneous
- Activate the In-Between Spaces
- Simplify the Operational
“Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.”

Tim Brown, President and CEO
CREATE’s mission is to stimulate innovation, discovery and entrepreneurship through the interaction and collaboration of research students drawn from top research institutions, corporations and leading universities from around the globe.
Project based learning allows a hands-on approach for teams, providing a tangible goal and encouraging critical thinking.
The building is a lab for discussion, display and education.

Innovation and ideas can strike anywhere, so you are never too far from a writable surface.
Individual, small group and large group work is encouraged, shared resources are available as needed by team members.

Campus for Research Excellence & Technical Enterprise (CREATE)
Singapore
LEARNING BY DOING
Student Benefits of Making

Building Learners

1. **Grit** – I will fail but keep trying
2. **Differentiated learning** – I can make at any speed or any medium that fits me.
3. **Empowerment** – What I do is not yours, I can make a difference
4. **Confidence** – I can, I am worthy
5. **Fun** – I can balance of focused activity and play
6. **Communication skills** – I ideate, collaborate, and present
7. **Memory** – I experience what I make
8. **Relationships** – I am connected to a community of makers
Impact of Making on Educational Process

Make a Change

1. **Learn, do, share** increases rate of learning
2. **Just in Time Learning** - Movement from timeless academic learning (information based) to transformation based learning (what do I need to learn to make)
3. **Playful** interactive application based Bridge to formal knowledge
4. **Multidisciplinary** – interconnected
5. **Portfolio** and effort based assessments.
6. **Community of Resources** beyond the textbook
NuVu is a full-time innovation school for middle and high school students. NuVu’s pedagogy is based on the architectural Studio model and geared around multi-disciplinary, collaborative projects. We teach students how to navigate the messiness of the creative process, from inception to completion.
Design Decisions

Iteration X

- Design Decisions
- Testing

(Visual diagram with iterative flow from design decisions to testing stages, marked as successful or unsuccessful with an X.)
LEARNING BY DOING

“NuVu challenges students to learn in new ways: analytical thinkers are inspired to explore their creative selves, while creative students expand their capacity to think and learn analytically”
Projects and processes are both team and individual based making connections with students with different learning styles and preparing them for next levels of education and the next generation of workplaces.
MAKES CONNECTIONS
OUR VISION

CAPS strives to revitalize the culture of education by creating an innovative environment where business, education and community collaborate to become a global learning community, creating meaningful experiences for students, promoting their quest for self-discovery and developing them as innovative leaders of the future.

ORIGINAL FOUR STRANDS
Bioscience
Business, Technology, Media
Engineering
Human Services

ADDED STRANDS
Accelerator
Medicine & Healthcare
CAPS curriculum was designed from a robust analysis of local industry trends to identify regional industry behaviors and assist in the creation of the areas of study the program would provide to students.
Educators and business professionals work together in this facility to emulate career experiences and introduce students to various professional career strands such as engineering, biosciences, human services and business.
CAPS educators focus on engaging students as active participants in their own education through simulating an environment that is both compelling and relevant to the students’ future success.
“CHANCE FAVORS THE CONNECTED MIND”

MEDIA CENTERED
TODAY, 8-18 YEAR-OLDS DEVOTE MORE THAN 53 HOURS A WEEK TO USING ENTERTAINMENT MEDIA.
TECHNOLOGY LIBERATES USERS AND FOSTERS COLLABORATION AND INNOVATION
Conversion of an existing, underutilized administration suite to an open, dynamic and versatile learning center
A wide variety of spaces are provided for individual, small group and large group interaction.
Furnishings are flexible, modular and easily movable allowing for continued modification of the space to meet changing educational needs.
Simple additions such as the green room allow for teachers and students to expand their educational experience and maximize their creativity.
FLEXIBILITY & AGILITY
FLEXIBILITY & AGILITY

Spaces that allow students and instructors move beyond the classroom and work in an inter-disciplinary, group approach.

Highland Park High School
Highland Park, IL
Formal and informal break-out spaces can be created throughout a building to accommodate a variety of learning and teaching styles.
SCALABILITY
There are more than 500 studies that show evidence of increased achievement for all types of students when they work together in small groups.

The Advantages of Collaboration in Education
Marie Anderson
Existing Conditions
Deerfield High School Library
Enclosed Small Group Rooms
Flexible Classrooms
IT Walkup Offices
Quiet & Active Spaces
Community Tables
Variety of Seating Types
Deerfield High School Library
Completed
Shanghai American School
Proposed Plan
1. Work area

2. Circulation spine

3. Curved screens

4. Space-defining

5. Display / storage

Shanghai American School
Proposed Axonometric
EVIDENCE & ARTIFACTS
“DISPLAYING STUDENTS’ WORK LETS THEM KNOW YOU VALUE IT -- AND THEM. DOCUMENTING THE PROCESS OF STUDENT WORK BENEFITS STUDENTS, ENGAGES PARENTS, AND GUIDES TEACHERS.”

students’s Work – Visibility Leads to Value
Diane Weaver Dunne
DOCUMENTATION OF BOTH PROCESS AND OUTCOMES SERVES DIFFERENT PURPOSES:
• TO AID TEACHERS’ OWN REFLECTIONS
• TO SHARE BACK WITH LEARNERS
• TO BE SHARED MORE WIDELY

Making Learning Visible Project
Harvard Project ZERO
Campus for Research Excellence & Technical Enterprise (CREATE)
Analog Display
Are we planning for our past?

Or our children’s future
Community Work Activity
Community Work Activity

- Please select a note taker for your table.
- Discuss the concept of Future Ready Learning facilities. What did you learn, and what would you like the Imagine Team to consider?
- Beyond Future Ready Learning facilities, what would you like the Imagine Team to consider as it works to create a long-term facilities plan for the school?
- What questions do you have about the school’s facilities and about the Imagine Team process?
Tables Report Out
Submitting Additional Questions
Next Steps

● How we would like to keep in touch with you
  ○ Email--please fill out sign-in sheet!
  ○ Next round of community input
    (late winter/early spring)
  ○ OPRF social media
    ■ Facebook: OPRF
    ■ Twitter: @oprfhuskies
  ○ Website updates

● How you can keep in touch with us:

  ImagineOPRF@oprfhs.org
Thank You!

and

Happy Thanksgiving