

VLK | ARCHITECTS

EDUCATION SPECIFICATIONS SUMMIT



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WELCOME



CECIL McDANIEL

CHIEF OF SCHOOLS
KELLER ISD



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YOUR FACILITATORS

VLK ARCHITECTS



SLOAN HARRIS
PARTNER



KEN HUTCHENS
PRINCIPAL OF CREATIVE



DALANE BOUILLION, Ed.D.
PRINCIPAL
EDUCATIONAL PLANNER



CHAD DAVIS
SENIOR ASSOCIATE



ERJON TROQE
PROJECT DESIGNER



CODY COX
MARKETING
COORDINATOR



BRAD MINTON
EXPERIENCE DESIGNER



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AGENDA



EDUCATION SPECIFICATIONS

What is This? Why am I Here?

SUMMIT OVERVIEW

Our Work Ahead of Us

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TRANSFORMATIVE LEARNING ENVIRONMENTS

Facilitating Next Generation Learning

EXPERIENCE MAP

Experiences Needed for Student and Teacher Success

TPOLOGY OF SPACES

Spaces to Consider for Keller ISD

TABLE REPORTS

Tell Your Friends

NEXT STEPS



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EDUCATION SPECIFICATIONS



Education Specifications or “Ed Specs” are design standards and concepts used by school districts to guide new school facility construction and major space renovations to create engaging and effective learning environments. By Texas law, districts are required to adopt Ed Specs. Keller ISD’s current Ed Specs were developed in 2005-2006.

Ed Specs define, both narratively and graphically, how learning may occur, and establish performance expectations for Keller ISD facilities, by incorporating principles and strategies for successful teaching and learning within the built environment.



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EDUCATION SPECIFICATIONS



Intentionally  Exceptional

Our Vision:

Keller ISD – an exceptional district in which to learn, work, and live.

Our Mission:

The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

We Value...

Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.

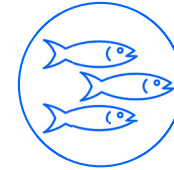
Care for our teachers because the impact of their work prepares students for their future.

Passionate teaching dedicated to content and craft that inspires others.

Exploration and the pursuit of one's passion that leads to personal growth.

Communication and collaboration that strengthens our unity.

Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.



In developing these Ed Specs, Keller ISD is embracing modernization of its facilities to align with and support next generation learning as envisioned by the district's core values.



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SUMMIT OVERVIEW



Through a series of interactive meetings, you will achieve the following:

- Review trends in educational architecture
- Envision and define the experiences needed by Keller students and teachers from K through 12th grade
- Explore the typologies of spaces needed to support the intended experiences
- Develop the spaces that will facilitate teaching and learning in Keller ISD to the year 2030



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C&I DESIGN PLANNING QUESTIONNAIRE

KELLER ISD

WHO ARE WE?

- Strong but Varied Instructional Methods
- 4 Cs
- Technology as a Tool
- Inflexible Spaces
- Rigid Furniture
- Over Maximized Capacity
- Expected Growth

WHAT DO WE NEED?

- Robust Infrastructure for Technology
- Flexibility of Room Size/Purpose
- Evolution of Libraries
- Fluid Spaces
- Furniture to support the Learning Environment
- Natural Light
- Innovative Instructional Materials



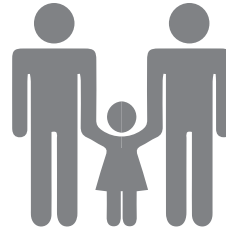
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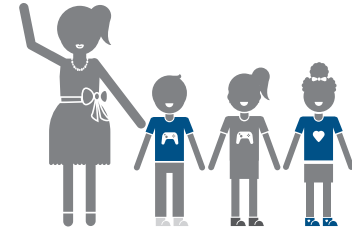
IMAGES OF SCHOOL



STUDENT
CLIENT



PARENTS
SUPPLY SOURCE



TEACHERS

SKILLED WORKER
PROFESSIONAL PERFORMER, PRESENTER,
CLINICIAN, AND DIAGNOSTICIAN



PRINCIPAL
CHIEF OF STAFF



SUPERINTENDENT
CEO



SCHOOL BOARD
BOARD OF DIRECTORS



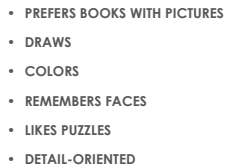
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STUDENT LEARNING STYLES SURVEY

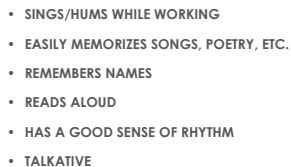


STUDENT LEARNING STYLES

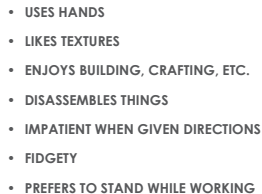
VISUAL



AUDITORY



TACTILE/KINESTHETIC



AUSTIN DALLAS EL PASO FORT WORTH HOUSTON



STUDENT LEARNING STYLES

[illegible]

SUBMITTED BY : _____
DISTRICT : _____
DATE : _____

AUSTIN DALLAS EL PASO FORT WORTH HOUSTON

The background of the image shows a group of people in a meeting, viewed from above. They are gathered around a table, looking at documents and pointing at them. The image is dark and has a green tint, with the text overlaid in white.

TRANSFORMATIVE LEARNING ENVIRONMENTS

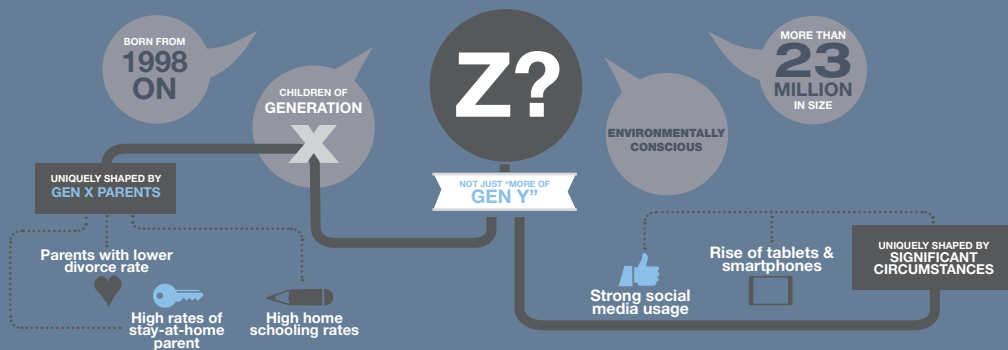


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TRANSFORMATIVE LEARNING ENVIRONMENTS

GENERATION Z AND ALPHA

GENERATION Z



CORE CHANGES

ELEMENTARY SCHOOL CHILDREN

move from their egocentrism and develop language structure in order to begin to communicate logical thinking. They struggle with the abstract and hypothetical, but begin to wonder how others think and feel.

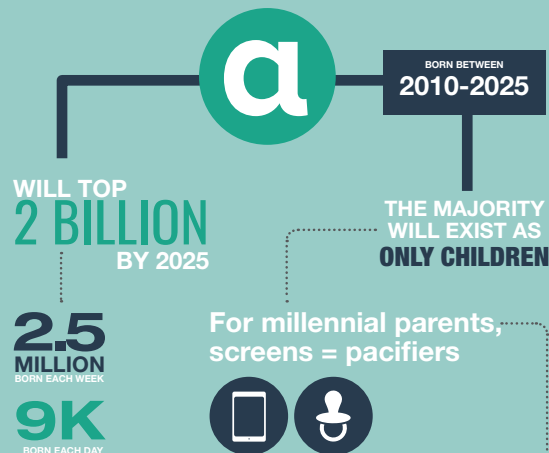
MIDDLE SCHOOL ADOLESCENTS

begin to understand abstract ideas. They develop moral philosophies including rights and privileges. They become comfortable establishing and maintaining relationships, and question the values of others.

HIGH SCHOOL STUDENTS

begin to find multiple solutions to problems. They use deductive reasoning, and can conceptualize the abstract. They question authority and seek role models while needing structure and craving autonomy.

GENERATION ALPHA



BUDDIBOX



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TRANSFORMATIVE LEARNING ENVIRONMENTS

GENERATION ALPHA





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TRANSFORMATIVE LEARNING ENVIRONMENTS

EVOLUTION OF EDUCATION - ARTIFICIAL INTELLIGENCE



THE YIELD

How do we feed the world without wrecking the planet? The Yield uses Microsoft AI to help farmers create localized predictions, so they know exactly when to plant, when to water, and when to harvest to create more food and less waste.

Source: https://www.microsoft.com/en-us/ai/empowering-innovation?ocid=AID620867_SEM_fWYmGBQ7&msclkid=6f84101f13d41ea1f9c14b58a2407a4f

BUS VIDEO



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TRANSFORMATIVE LEARNING ENVIRONMENTS

SCHOLARLY RESEARCH



“We have this new thing; it’s called Makerspace. We have all these activities that can help you with your brain. There are blocks, when you’re building the blocks, it makes you focus because you have a goal.”



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TRANSFORMATIVE LEARNING ENVIRONMENTS

SCHOLARLY RESEARCH



“In science, we do a lot more hands-on things, experiments, that way we can remember by actually doing it.”



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TRANSFORMATIVE LEARNING ENVIRONMENTS

SCHOLARLY RESEARCH



“Teachers “...are calmer. They don’t have to rush everywhere; they are not bumping into everything.”



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TRANSFORMATIVE LEARNING ENVIRONMENTS

SCHOLARLY RESEARCH



“Sometimes, you don’t want to write, but we are using computers so that actually makes you want to write.”



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TRANSFORMATIVE LEARNING ENVIRONMENTS

SCHOLARLY RESEARCH



Since moving to the new building, our students:

Are more engaged in learning

Spend more time working collaboratively

Are prouder to be part of our school



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TRANSFORMATIVE LEARNING ENVIRONMENTS

COLLABORATION

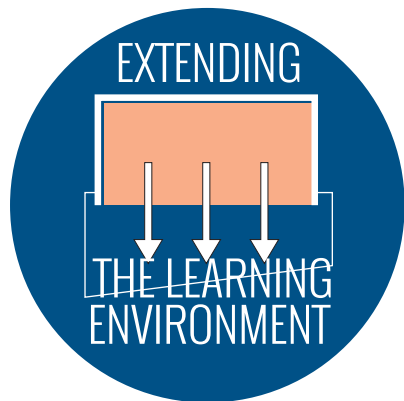




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TRANSFORMATIVE LEARNING ENVIRONMENTS

EXTENDING THE LEARNING ENVIRONMENT

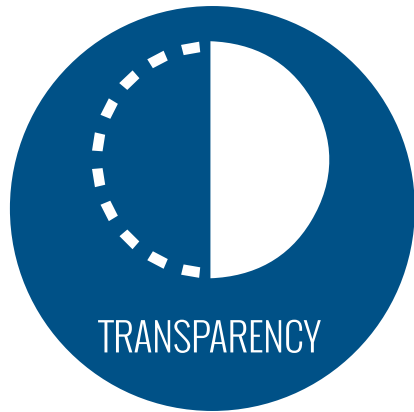




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TRANSFORMATIVE LEARNING ENVIRONMENTS

TRANSPARENCY





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TRANSFORMATIVE LEARNING ENVIRONMENTS

FURNISHINGS

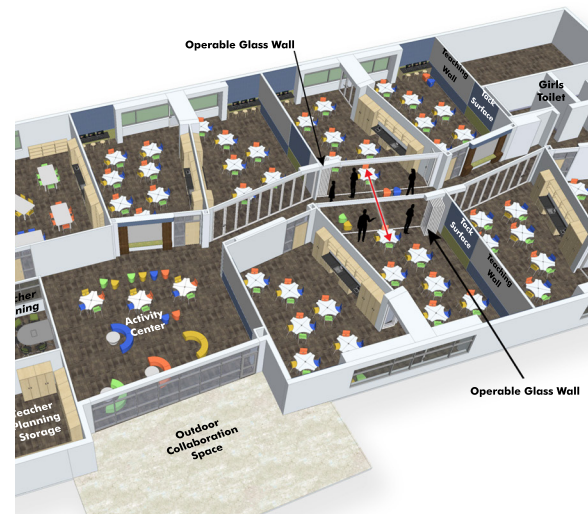




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TRANSFORMATIVE LEARNING ENVIRONMENTS

FLEXIBILITY



Collaboration spaces extend the classroom into the corridor

Transparency

Project Area

Student Storage

Teaching Wall

Mobile Millwork

Collaborative Learning Zone

Agile classrooms include mobile millwork, such as mobile science casework, to reconfigure the space





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REFLECTION ACTIVITY

**After tonight, when we think about
the future of teaching and learning/
academics in Keller ISD,
we _____.**



EXPERIENCE MAP



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EXPERIENCE MAP

Purpose: I plan to use _____ to _____



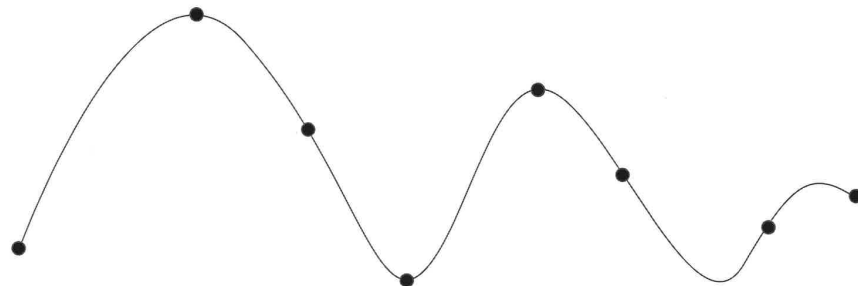
Quick Implementation Steps:



Key Considerations

Benefits to my Community	Challenges / Anticipate	Strengths / Bring	Resources/Support I'll Need

Project/Topic: _____



- Milestones
- Ahas/Key Insights
- Emotions/Feelings
- Other



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EXPERIENCE MAP

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EXPERIENCE MAP



TYPOLGY OF SPACES





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TYOLOGY OF SPACES



- Review image boards
- Discuss images you like and dislike with your colleagues
- Place stickers on images that fit your vision of the project
- Use Post It Notes to add additional comments and insights

1 Sticker = 1 Vote



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TABLE REPORTS





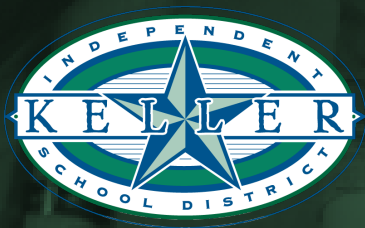
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NEXT STEPS

DECIDE NEXT MEETING DATE

Next Meeting

- Working on design of spaces
- Finalize definition with narrative and visual examples



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Thank You