AGENDA

Teaching & Learning

AISD Instructional Focus

→

Learning Transformed

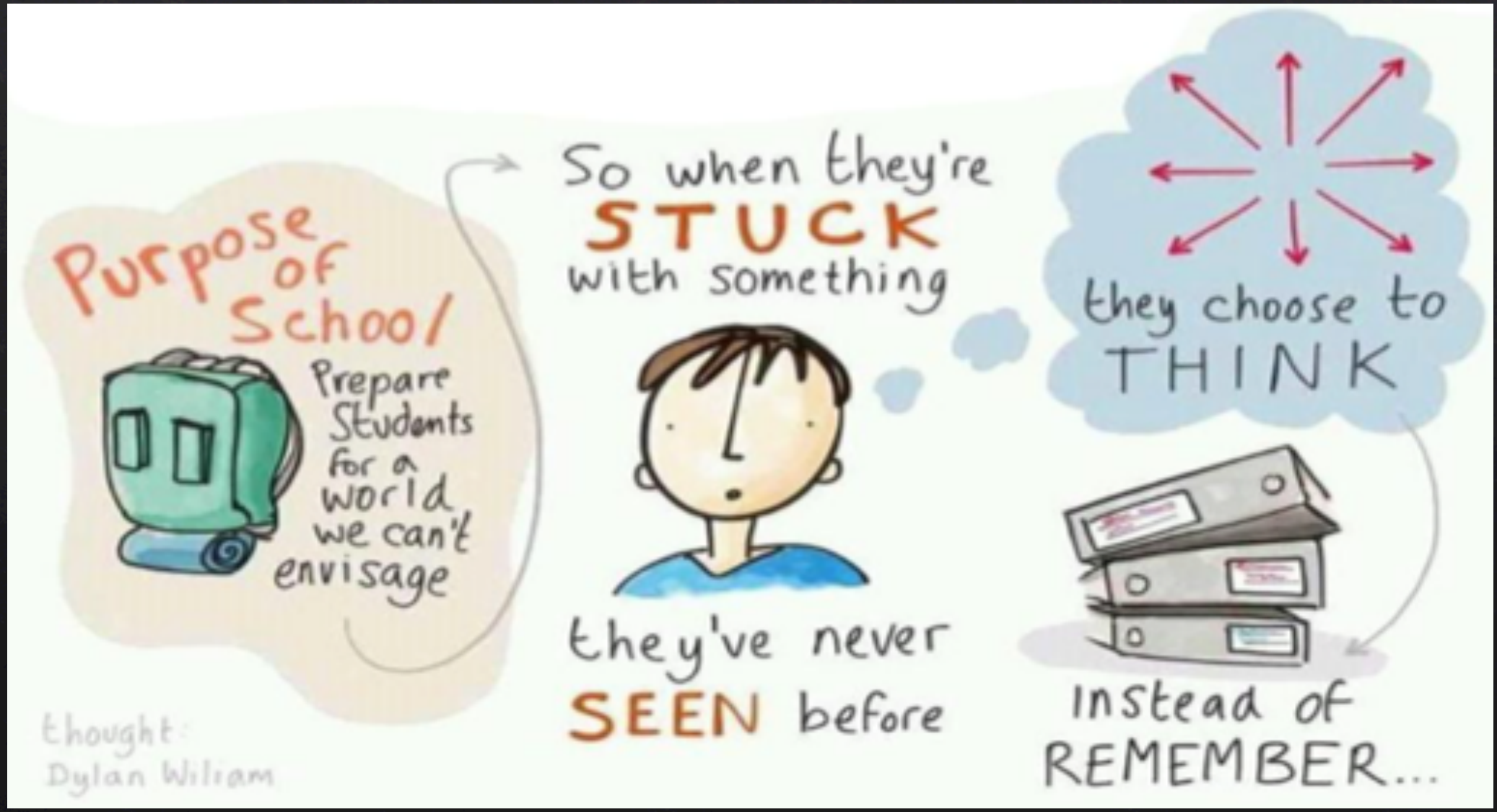
Preparing Today's Learners for Success

→

Future Ready Students

Learning Spaces That Support the 4Cs & Empower Learners

Aledo ISD Teaching & Learning



FORM follows FUNCTION

It seems obvious but is often forgotten:
Teaching and Learning
should shape the building,
not vice versa.

Our Core Work – Teaching and Learning!



ALEDO ISD FOCUS DOCUMENT
2018-2019

WHAT WE TEACH

Standards Driven Curriculum

Teaching to the Depth of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental Five

AUTHENTIC LITERACY

Balanced Literacy

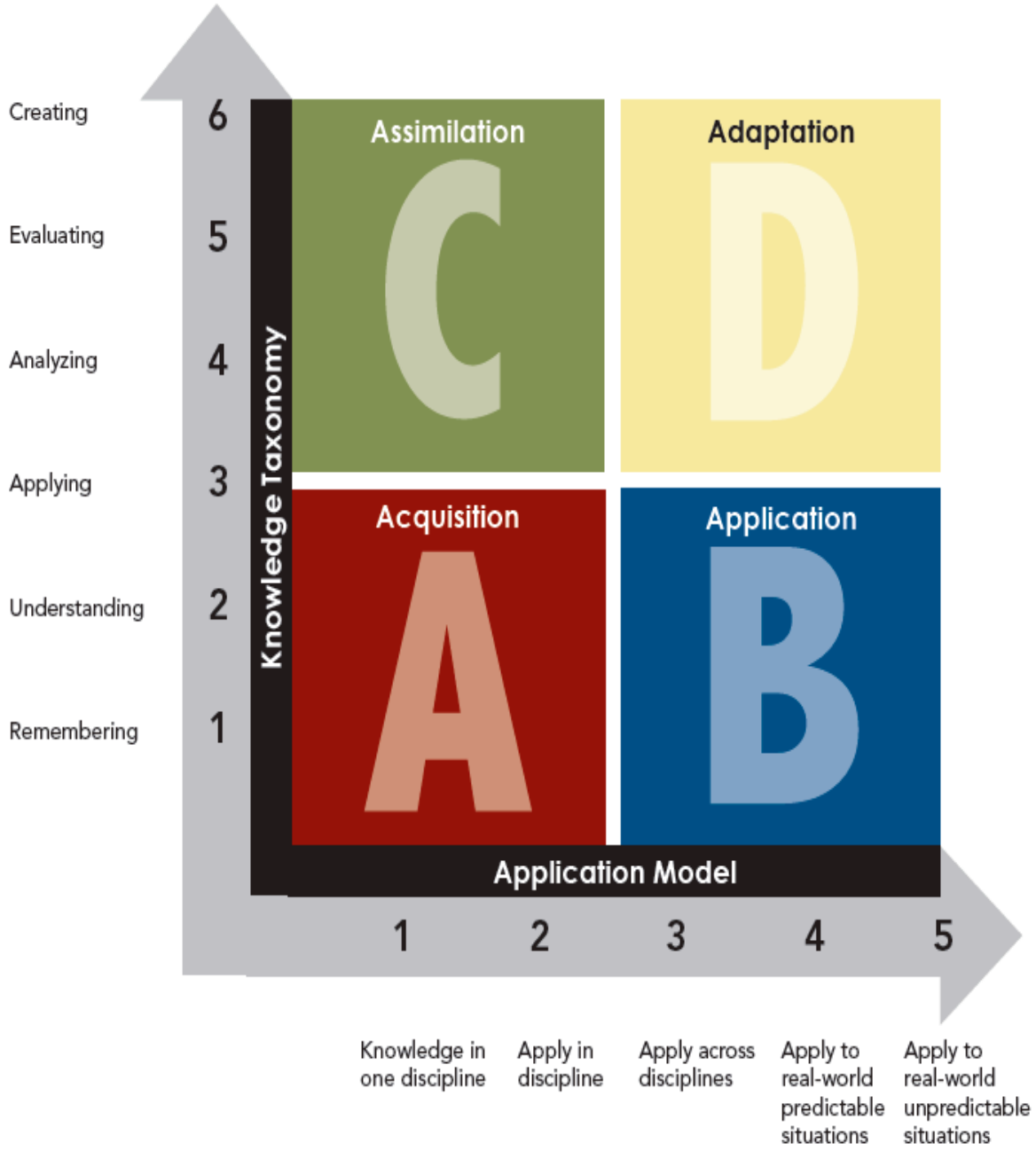
Write From the Beginning & Beyond

Problem of Practice:
Students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Culture of Excellence

Professional Learning Communities

Rigor & Relevance Framework



Quadrant D—Adaptation



Thinking in complex ways and applying thinking to find solutions to unpredictable problems

Example: Design your own experiment to collect data to solve a real-world problem

high levels of application

Increasing Rigor & Learner Engagement in AISD

Analyze, Synthesize, Evaluate

Fully Justify and Explain Thinking

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	• Students demonstrate their learning by completing tasks that require comprehension. • There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	• Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation.	• Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. • Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	• Learning tasks include one assigned way for students to demonstrate their thinking.	• Learning tasks include one or more assigned ways for students to demonstrate their thinking.	Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	• Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.	• Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. • Students provide explanations or evidence of their thinking and respond to their peers' comments.	Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	• Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. • Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	• Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.	• Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

Copyright © 2015 by International Center for Leadership in Education. All rights reserved.

Generate Questions

Productive Struggle

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Lesson is teacher led and students progress through new learning with some challenges with productivity.	• Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. • Lesson is led by the teacher, and students productively progress through new learning.	All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.	• All students remain on-task and proactively engaged throughout the lesson. • Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	• Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment.	• Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.	Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. Students demonstrate respect for peers, teacher, and the learning environment.	• Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. • Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	• Classroom learning procedures and routines are inconsistently communicated and/or implemented.	• Classroom learning procedures and routines are visible, but are not consistently implemented.	Clear classroom learning procedures and routines are visible and are consistently implemented.	• Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that	• Students demonstrate mastery of [illegible] engaging in formative [illegible] that allow for reciprocal feedback. Assessment results indicate	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment	• Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning.
Instructional Design	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to plan and [illegible] aspects of differentiated instruction and monitor progress.	• Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.	• Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

Copyright © 2015 by International Center for Leadership in Education. All rights reserved.

Active Engagement

Moving Up the Rigor Continuum

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	• Students demonstrate their learning by completing tasks that require comprehension. • There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	• Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. • Tasks include the opportunity for students to respond to content through inquiry and interpretation.	• Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. • Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	• Learning tasks include one assigned way for students to demonstrate their thinking.	• Learning tasks include one or more assigned ways for students to demonstrate their thinking.	• Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	• Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	• Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	• Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.	• Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. • Students provide explanations or evidence of their thinking and respond to their peers' comments.	• Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. • Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	• Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. • Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	• Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	• Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.	• Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

Copyright © 2015 by International Center for Leadership in Education. All rights reserved.

Developed/ Well Developed Classrooms
Out of 162 Classes

89 → 107

42 → 47

45 → 52

Moving Up the Learner Engagement Continuum

International Center for Leadership in Education | A division of Houghton Mifflin Harcourt

Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Lesson is teacher led and students progress through new learning with some challenges with productivity.	• Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. • Lesson is led by the teacher, and students productively progress through new learning.	• All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. • Lesson is led by both teacher and students, and students productively progress through new learning.	• All students remain on-task and proactively engaged throughout the lesson. • Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	• Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment.	• Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.	• Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. • Students demonstrate respect for peers, teacher, and the learning environment.	• Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. • Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	• Classroom learning procedures and routines are inconsistently communicated and/or implemented.	• Classroom learning procedures and routines are visible, but are not consistently implemented.	• Clear classroom learning procedures and routines are visible and are consistently implemented.	• Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. • Students are partnered or grouped, but all students receive the same lesson content, process, and product.	• Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. • Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. • Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.	• Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. • Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.	• Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.	• Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

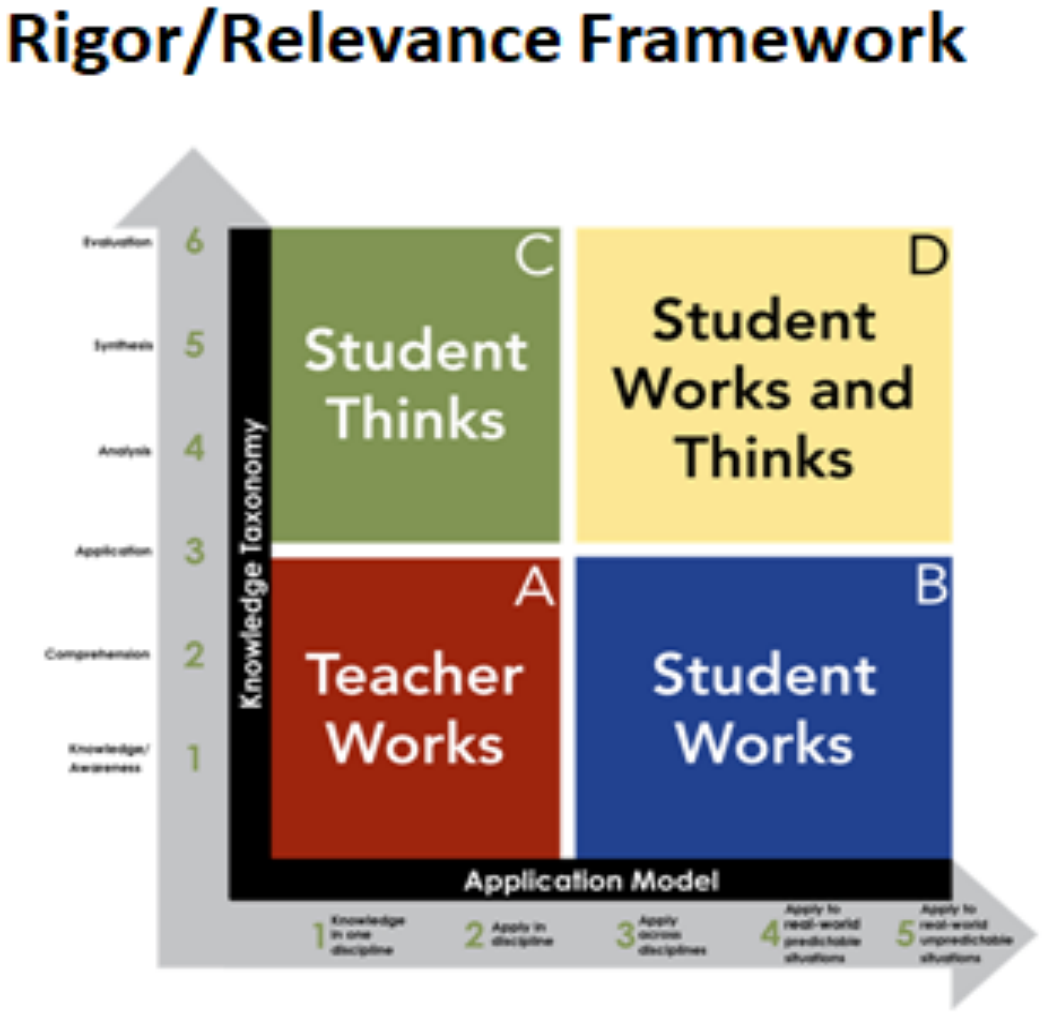
Copyright © 2015 by International Center for Leadership in Education. All rights reserved.

Developed/ Well Developed Classrooms *Out of 162 Classes*

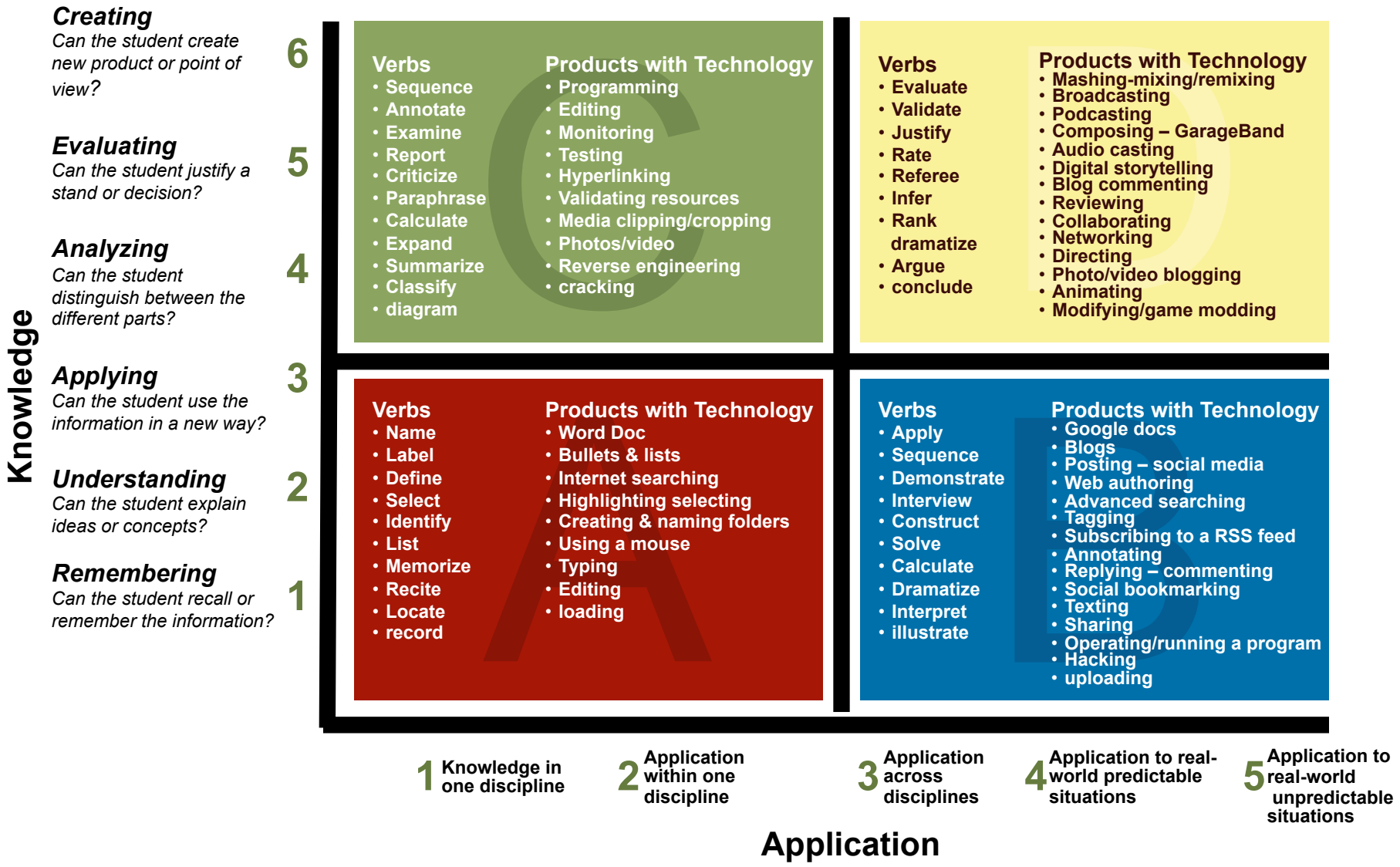
79 → 83

71 → 93

Putting it All Together



Technology Use by Quadrant

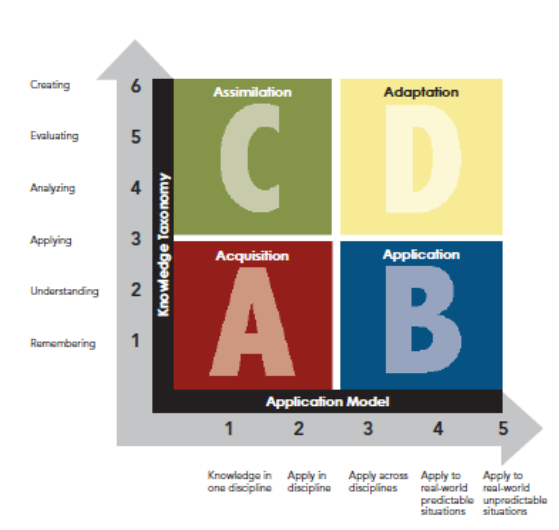


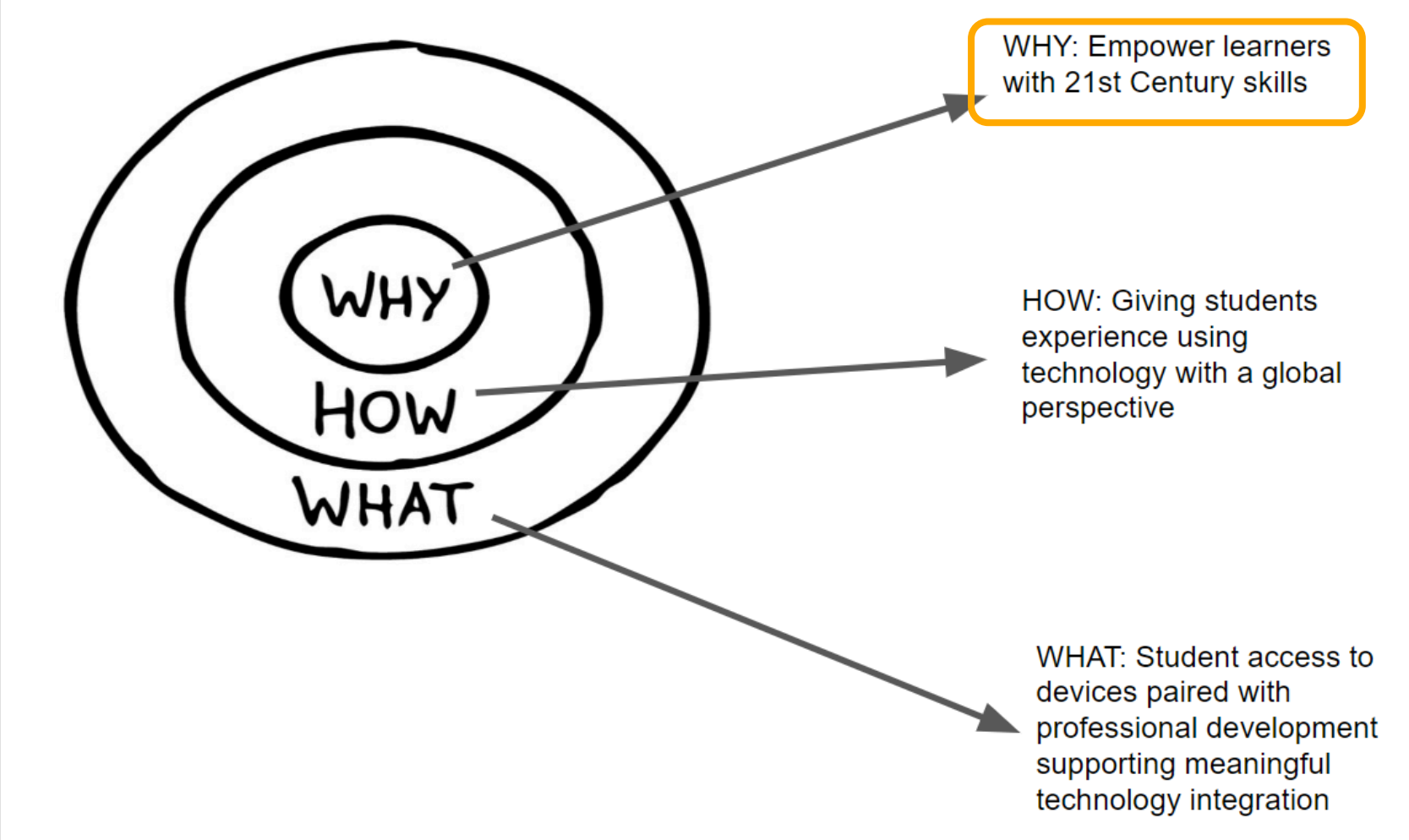

FUTURE
READY
ALEDO

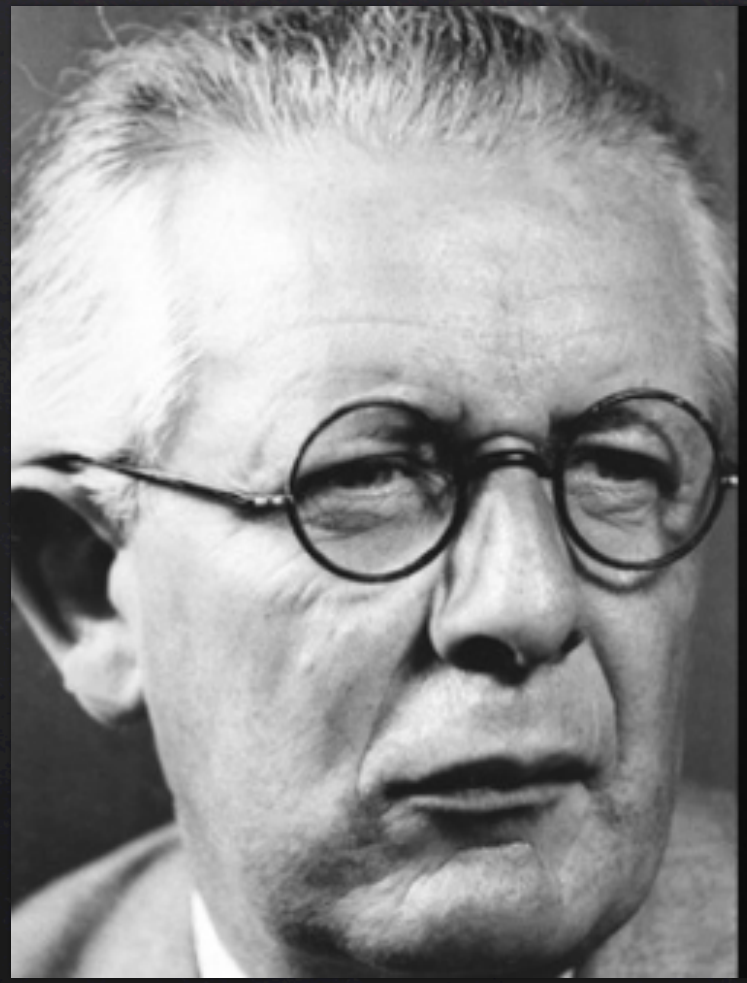
Future Ready Aledo Vision

Empower learners with 21st century skills

- Critical Thinking
- Communication
- Collaboration
- Creativity







The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.

— Jean Piaget —

AZ QUOTES

AGENDA

Teaching & Learning

AISD Instructional Focus

Learning Transformed

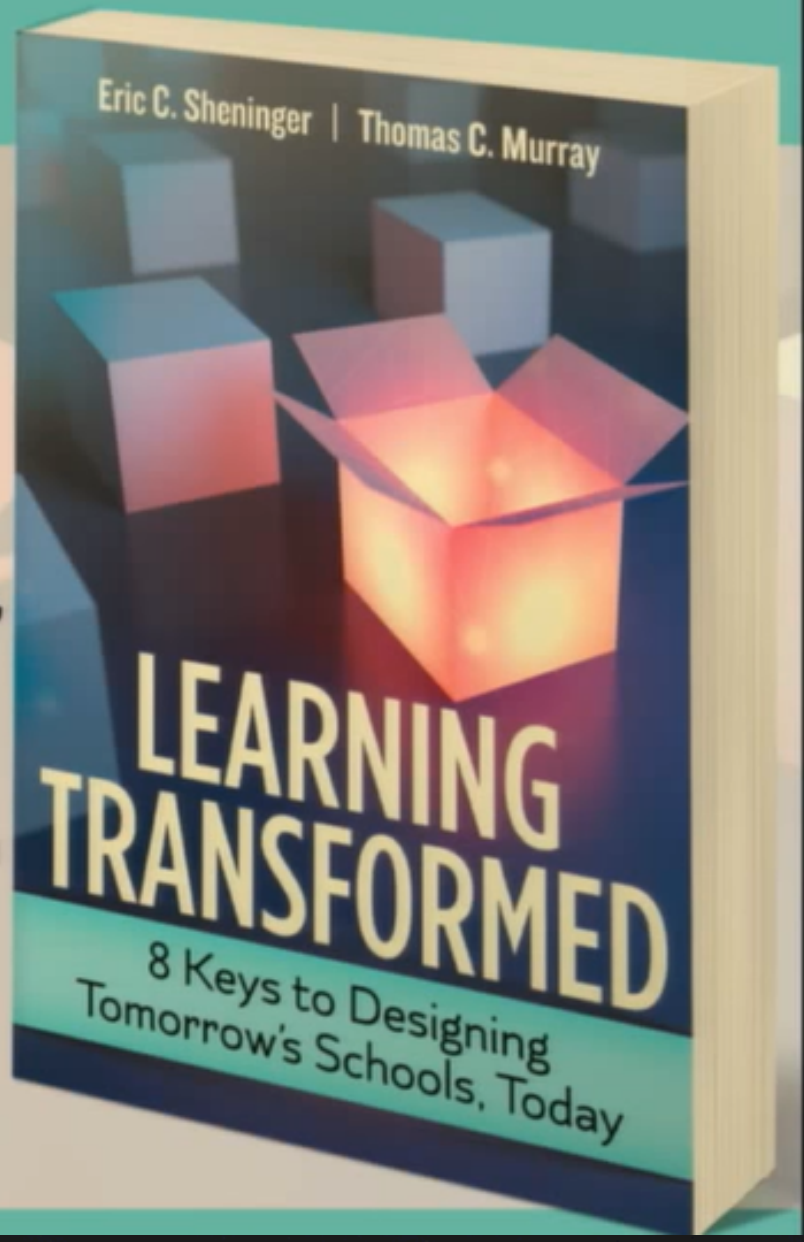
Preparing Today's Learners for Success

Future Ready Students

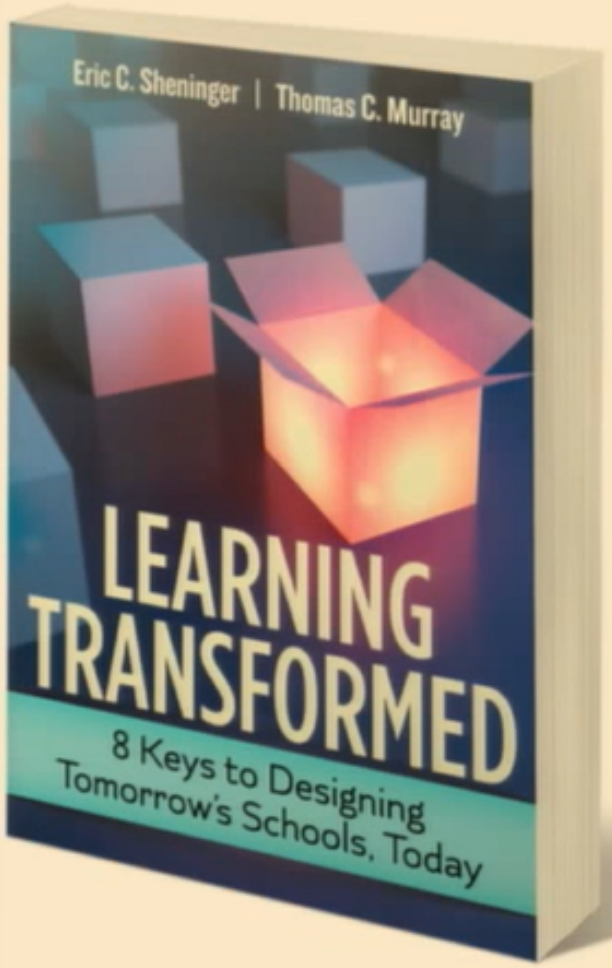
Learning Spaces That Support the 4Cs & Empower Learners

8 Research-based Keys to Designing Tomorrow's Schools, Today

Key #1: Leadership and school culture lay the foundation.
Key #2: The learning experience must be redesigned and made personal.
Key #3: Decisions must be grounded in evidence and driven by a Return on Instruction (ROI).
Key #4: Learning spaces must become learner-centered.
Key #5: Professional learning must be relevant, engaging, ongoing, and made personal.
Key #6: Technology must be leveraged and used as an accelerant for student learning.
Key #7: Community collaboration and engagement must be woven into the fabric of a school's culture.
Key #8: Schools that transform learning are built to last as financial, political, and pedagogical sustainability ensure long-term success.

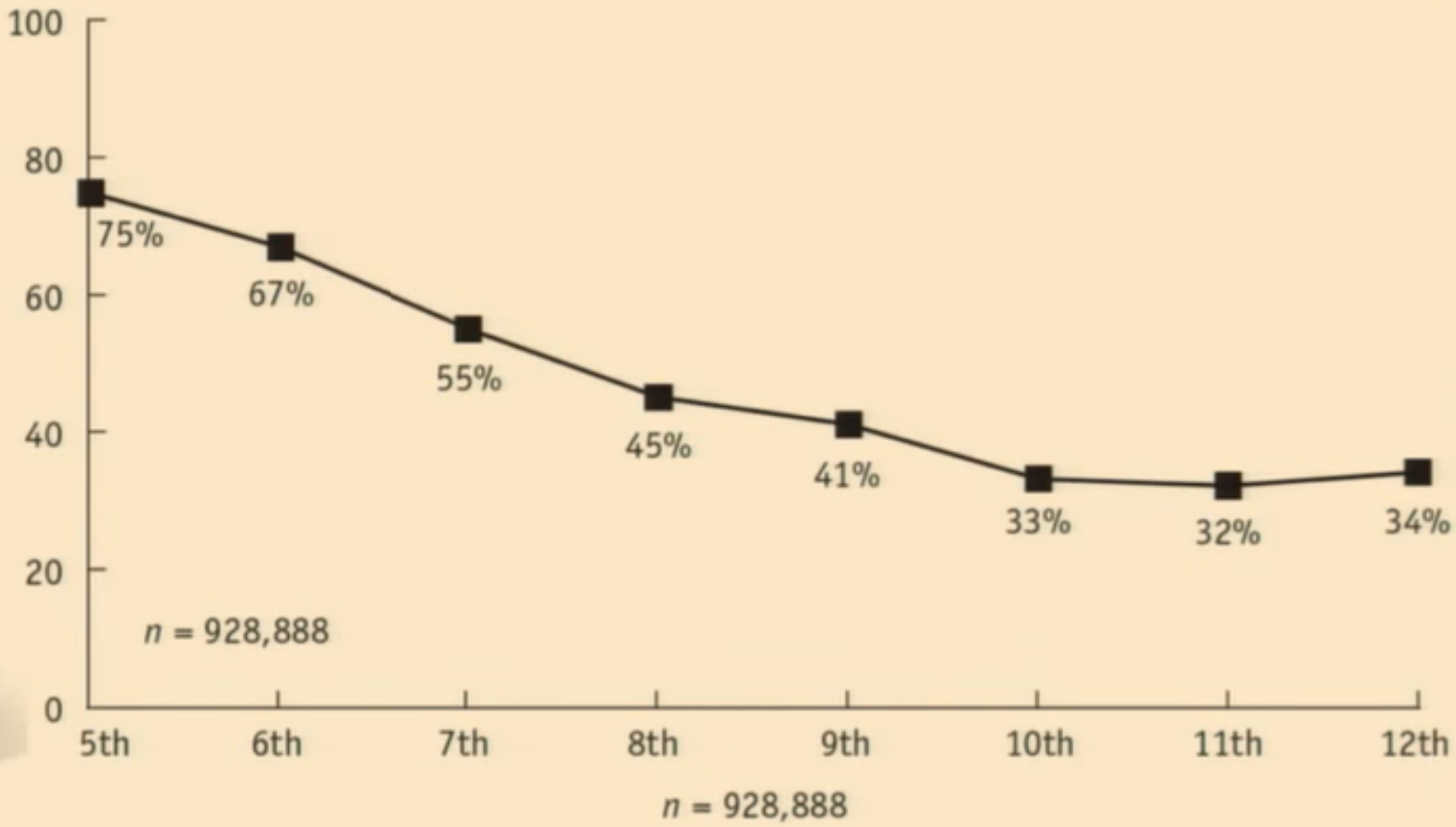



4
Learning spaces
must become
learner-centered.



tinyurl.com/LearningTransformed

Percentage of Students Engaged in School, By Grade

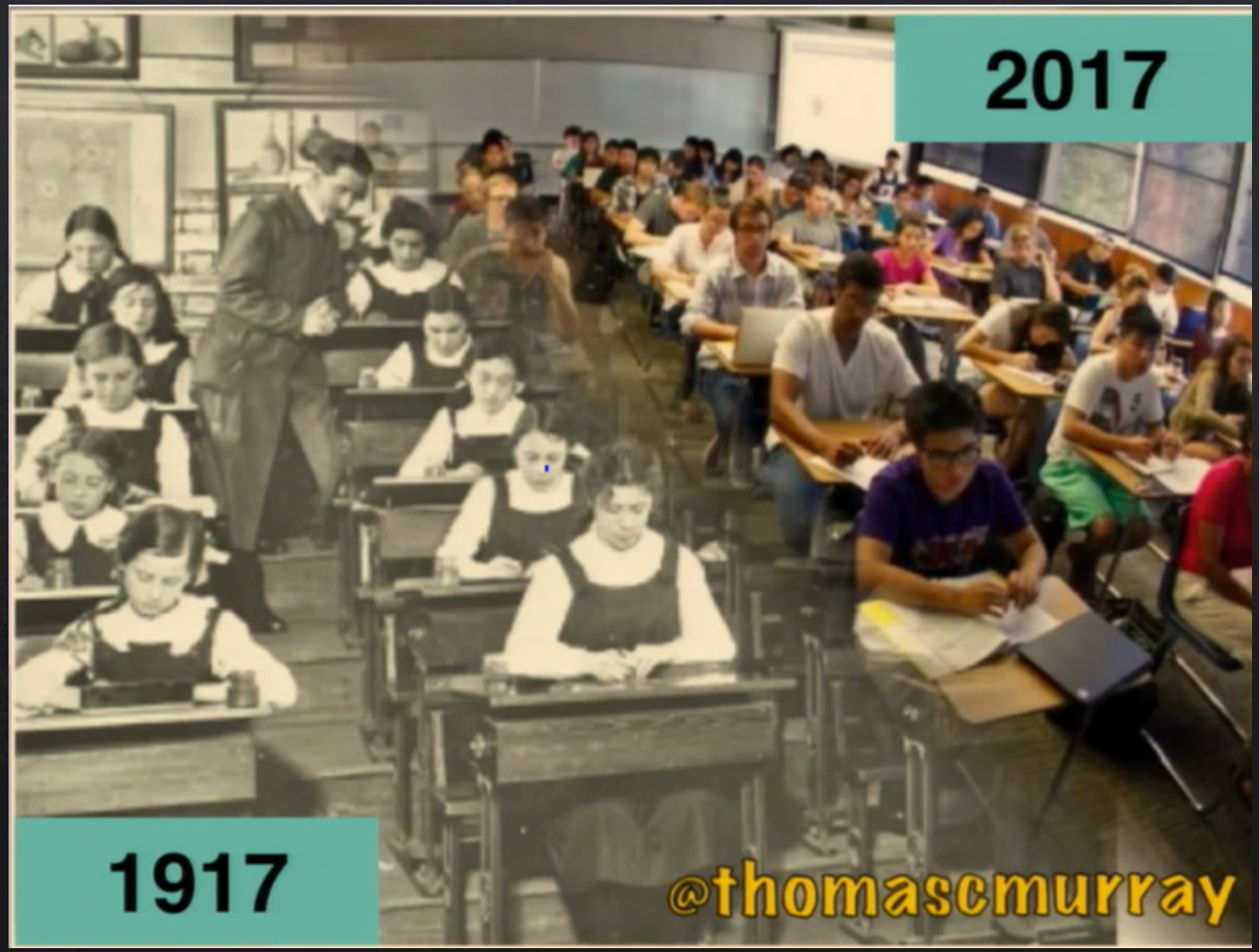


Source: Data from "Engaged today: Ready for tomorrow," by the Gallup Student Poll, 2015. Available: www.gallupstudentpoll.com/188036/2015-gallup-student-poll-overall-report.aspx

Close Your Eyes and Picture a Traditional Classroom

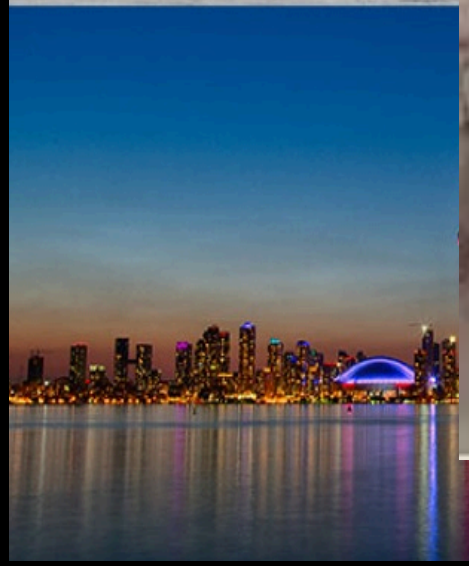


In the past 100 years, how much has really changed?



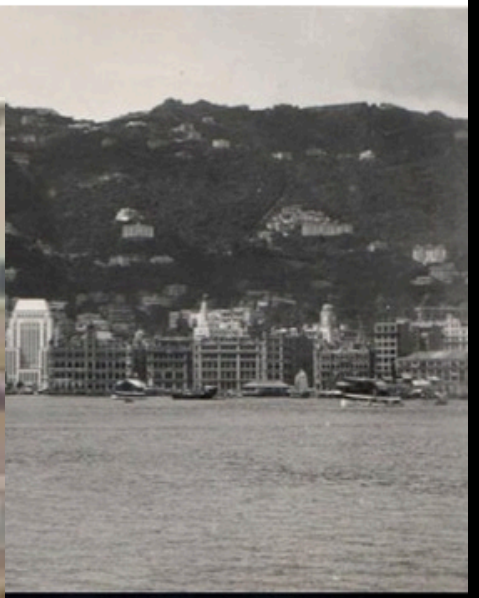
Toronto, Canada, 1930–2014





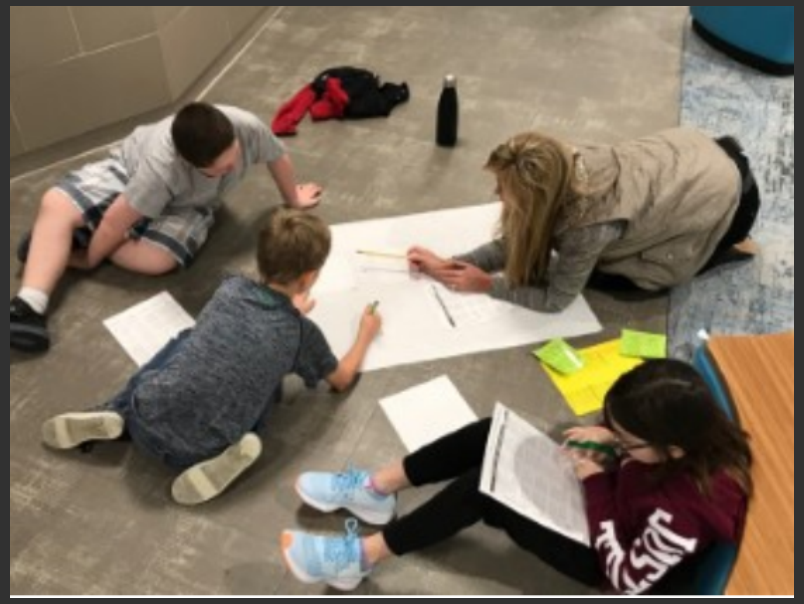


Hong Kong, 1920–2000















Classroom design could be attributed to a 25% impact on a student's progress over the course of a year.

Building & Environment Journal, Professor Peter Barrett

Six Design Parameters that had Significant Impacts on Learning

- *Color (walls, floors, furniture, visual displays)*
- *Complexity (Appropriate level of stimulation within the space)*
- *Choice (Quality of furniture, comfort, variety)*
- *Flexibility (Zones for varied learning activities that allow for changes in configuration)*
- *Connections (Encourage opportunities for interaction between students)*
- *Light (Amount of natural light & quality of the electrical lighting used)*

Building & Environment Journal, Professor Peter Barrett

Where Our Students Learn Matters

- *Are they guests or collaborators?*
- *Are they stationary or are they free to move around the space according to their own needs?*
- *Are they spending their time in a classroom or a learning space?*


Don’t prepare students for something. Prepare them for anything.
@E_Sheninger
Image credit: kidoovation.com/

AGENDA

Teaching & Learning

AISD Instructional Focus

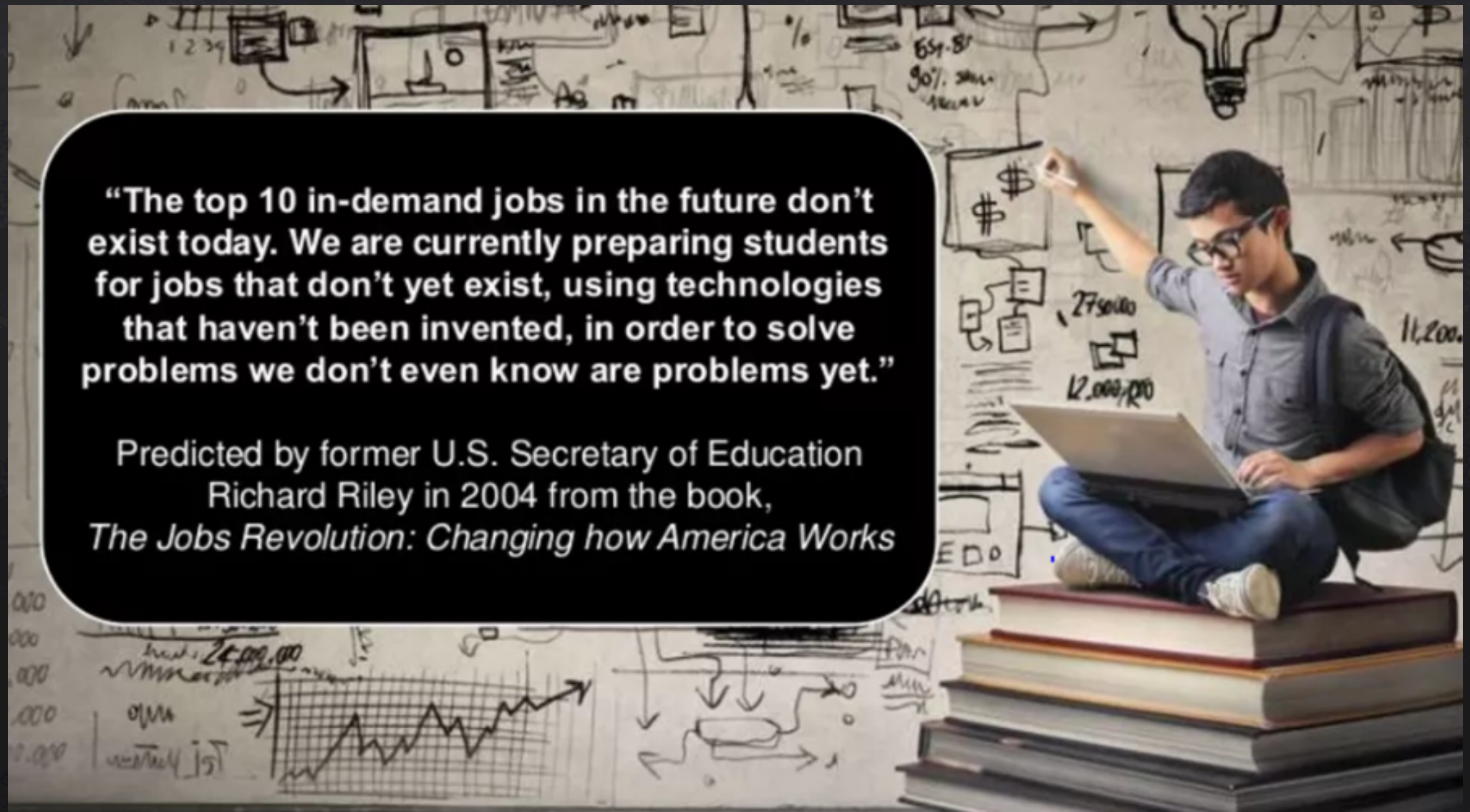
Learning Transformed

Preparing Today's Learners for Success

Future Ready Students

Learning Spaces That Support the 4Cs & Empower Learners

How Do We Prepare Students for an Unknown Future?



Top 10 Skills

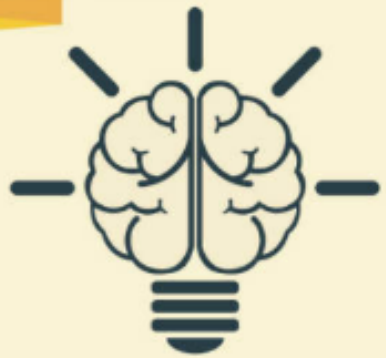
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Active Listening
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



Source: Future of Jobs Report, World Economic Forum

Preparing 21st Century Students for a Global Society

CREATIVITY



Trying new approaches to get things done equals innovation and invention

CRITICAL THINKING



Looking at problems in a new way, linking learning across subjects and disciplines

COLLABORATION



Working together to reach a goal—putting talent, expertise and smarts to work

COMMUNICATION



Sharing thoughts, questions, ideas and solutions


Above & Beyond

FOUR Cs GROUP TASK

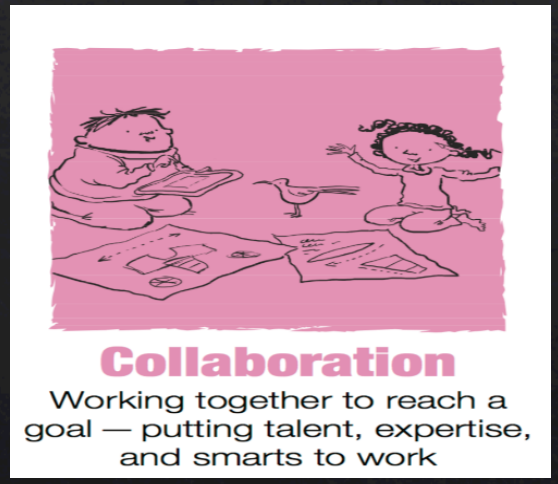
1.) Read your assigned pages up to "Ways to Integrate"

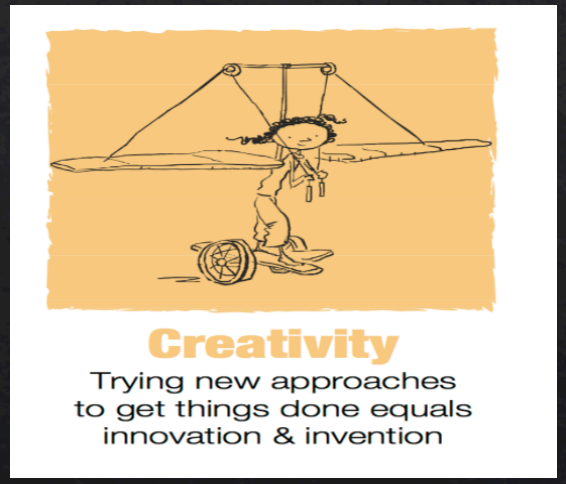
2.) Share Out Your Key Takeaways With Group

3.) Create a visual representation of *What Type of Learning Environment is Necessary to Promote the 4 Cs in Aledo ISD*









1's
Page 8-9

2's
Page 13-14

3's
Page 19-20

4's
Page 24-25

TEAM PRESENTATIONS



Look at your learning space with
21st-century eyes

Does it work for what we know about learning today, or just for what we knew about learning in the past?

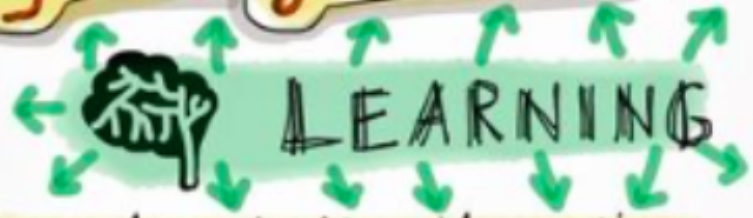
School vs Learning by George Couros



SCHOOL

- promotes starting by looking for answers
- is about consuming
- is about finding information on something prescribed for you
- teaches compliance
- is scheduled at certain times
- often isolates
- is standardized
- teaches us to obtain information from certain people
- is about giving you information
- is sequential A B C D E
- promotes surface-level thinking

@gcouros bit.ly/schoolvslearning



LEARNING

- promotes starting with questions
- is about creating
- is about exploring your passions and interests
- is about challenging perceived norms
- can happen any time, all of the time
- is often social
- is personal
- promotes that everyone is a teacher and everyone is a learner
- is about making your own connections
- is random and non-linear
- is about deep exploration

@sylviaduckworth

CLASSROOM WINGS

DESIGNED FOR ELEMENTARY TEACHING & LEARNING



CLASSROOM WINGS

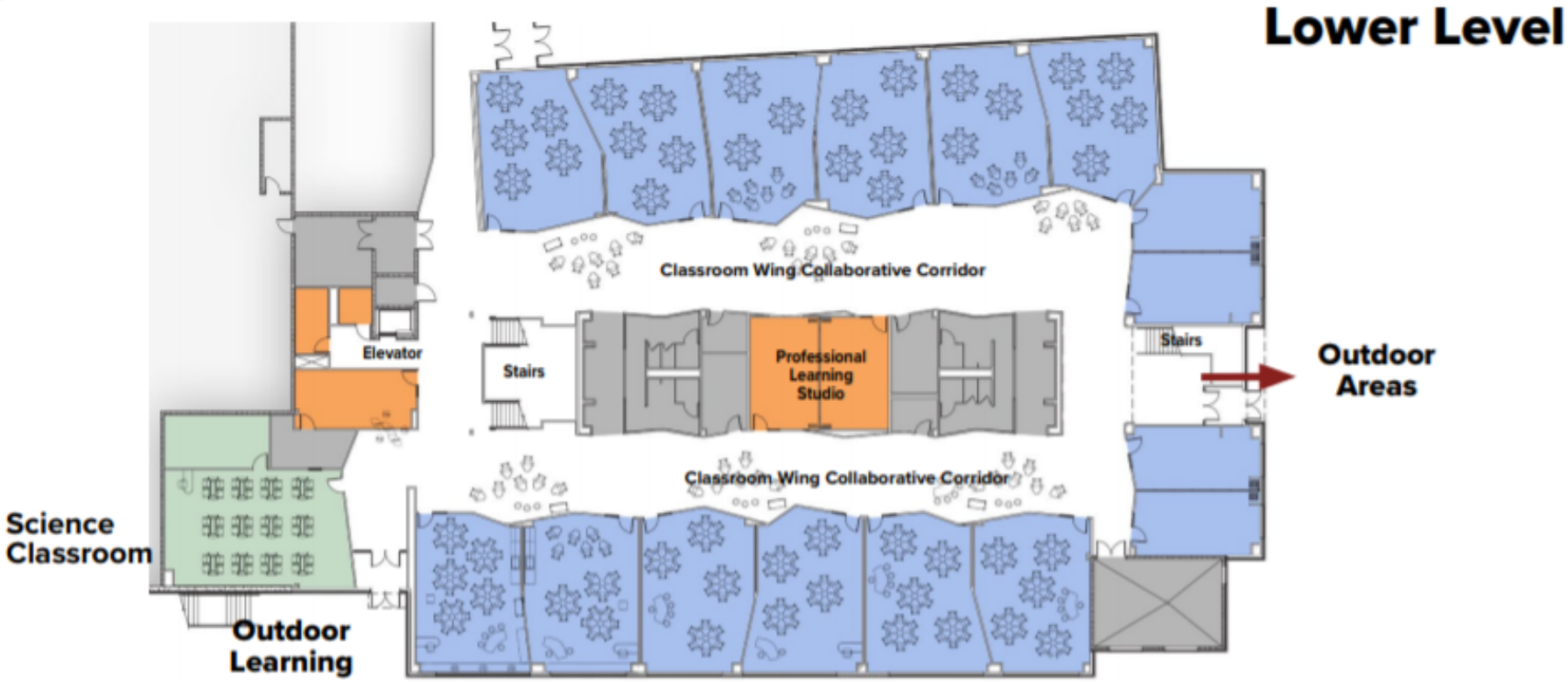
Upper Level



Two floors of classrooms are designed to support engaging instruction and student-centered learning. The upper/entrance level serves Kindergarten, 1st and 2nd grades. Charging stations are provided for technology needs.

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

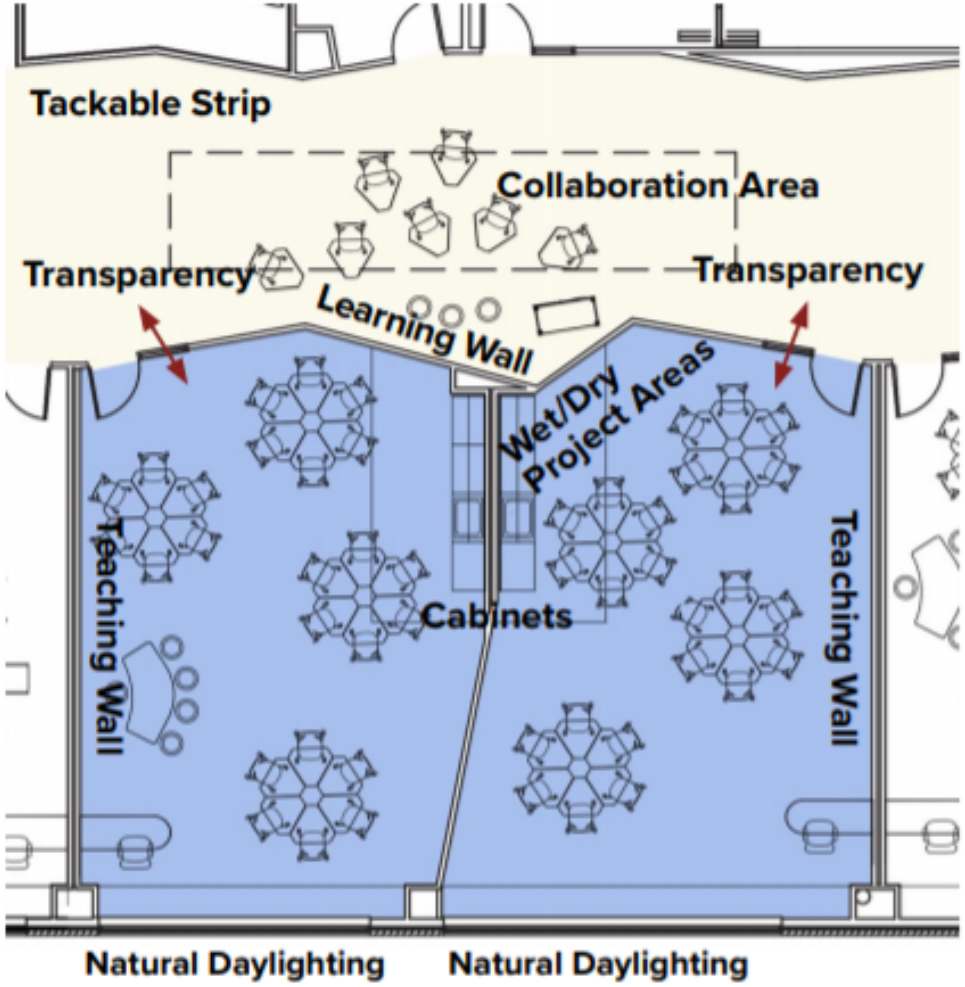
CLASSROOM WINGS



Two floors of classrooms are designed to support engaging instruction and student-centered learning. The lower level supports grades 3rd, 4th and 5th. Charging stations are provided for technology needs.

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

CLASSROOM WINGS



Each classroom provides natural daylight for the learning environment on the exterior wall; the room is also equipped with upper and lower storage areas, along with individual cubbies provided for students. Special function glazing is used for the windows that will automatically adjust the glass tint according to exterior sunlight conditions. A manual override for this system is provided to ensure both interior and exterior lighting is adjustable in order to darken the room for projection needs. Classrooms are also provided with transparency to the hallway that allows for supervision while students work in collaborative small groups. One wall, designated as the teaching wall, is equipped with marker surface, tackable surface, and a tack strip to aid with the instructional process.

Classrooms are provided with a sink to allow for inquiry-based instruction that may require water. Floors are treated so that both wet projects and dry projects can be achieved based on curricular needs. Each Kindergarten classroom also has a restroom to address safety needs, reduce student travel, and support maximized instructional time.

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

COLLABORATION SPACES

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

COLLABORATION

COLLABORATION SPACES

Upper Level



Collaborative spaces have been incorporated into the building for instructional purposes. This includes areas immediately outside the classroom for small groups of students and allows for an extension of the learning environment which supports conferencing, mini-lessons, or extra space. Students can take all of their technology needs with them while they work, as each area is set up for wireless access. Floor to ceiling marker surface is also situated within the collaboration space to allow for groups to accomplish written lesson requirements at various heights.

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

COLLABORATION SPACES

Lower Level



Collaborative spaces have been incorporated into the building for instructional purposes. This includes areas immediately outside the classroom for small groups of students and allows for an extension of the learning environment which supports conferencing, mini-lessons, or extra space. Students can take all of their technology needs with them while they work, as each area is set up for wireless access. Floor to ceiling marker surface is also situated within the collaboration space to allow for groups to accomplish written lesson requirements at various heights.

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

COLLABORATION SPACES







Collaborative spaces have been incorporated into the building for instructional purposes. This includes Learning Stairs, where students can take all of their technology needs with them while they work, as each area is set up for wireless access. Floor to ceiling marker surface is also situated within the collaboration space to allow for groups to accomplish written lesson requirements at various heights.

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

PROFESSIONAL LEARNING STUDIOS

DESIGNED FOR ELEMENTARY TEACHING & LEARNING



PROFESSIONAL LEARNING STUDIOS





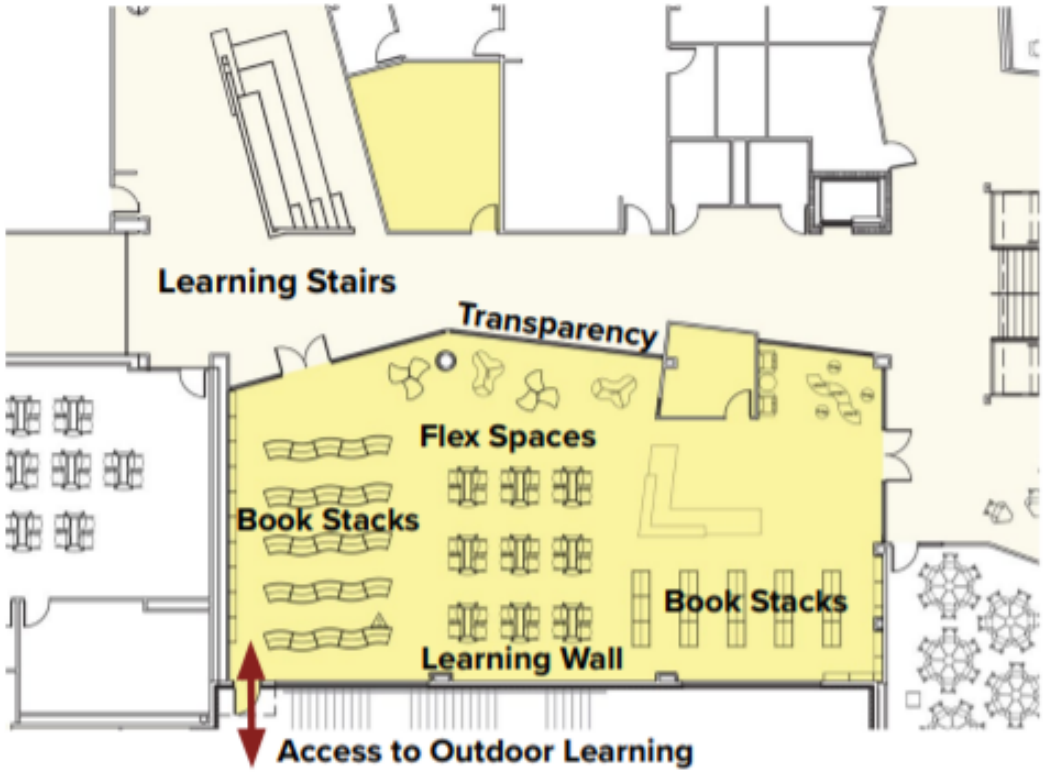
Each floor includes Professional Learning Studios for teacher collaboration, and space to meet, plan, and problem solve. These areas have operable partitions with marker surface, allowing teachers to create larger or smaller areas based on team needs. A sink and storage area is also provided.

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

LIBRARY MEDIA CENTER

DESIGNED FOR ELEMENTARY TEACHING & LEARNING

LIBRARY MEDIA CENTER



This area also has an extended learning environment with a flexible instructional/ collaboration learning stair in the hallway. A green screen is located in the librarian's office for broadcasting events or student projects. Additionally, direct access to the outdoor learning courtyard is provided to extend learning outside. This space can also be used to facilitate professional learning in small or large group setting. The Library Center is conducive to innovative activities such as Maker Spaces. Multi-purpose, adaptable, multi-functional, cross curricular, multi grade level activities.

The Library Media Center is designed to be an open and inviting learning environment with an abundance of natural light, flexible furniture and soft seating for students to read and enjoy the many facets of information. Flexible seating allows for students or teachers to collaborate in large or small groups and utilize different spaces in the library. This space can also be used to facilitate professional learning in small or large group setting. One large teaching area with a writable marker surface will allow for versatility. Library stacks are on casters, allowing the Library Media Center to be reconfigured based on instructional needs or special events.

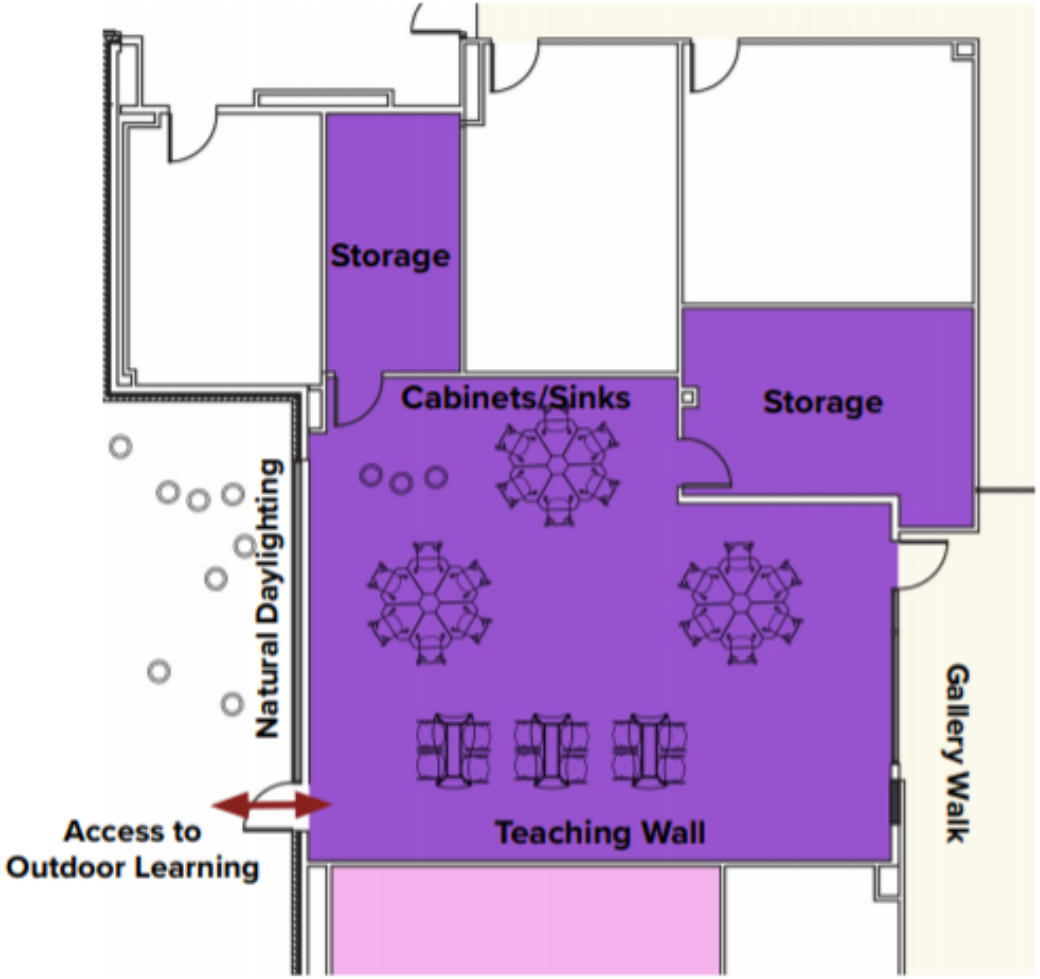
DESIGNED FOR ELEMENTARY TEACHING & LEARNING

STEAM ROOM

DESIGNED FOR ELEMENTARY TEACHING & LEARNING



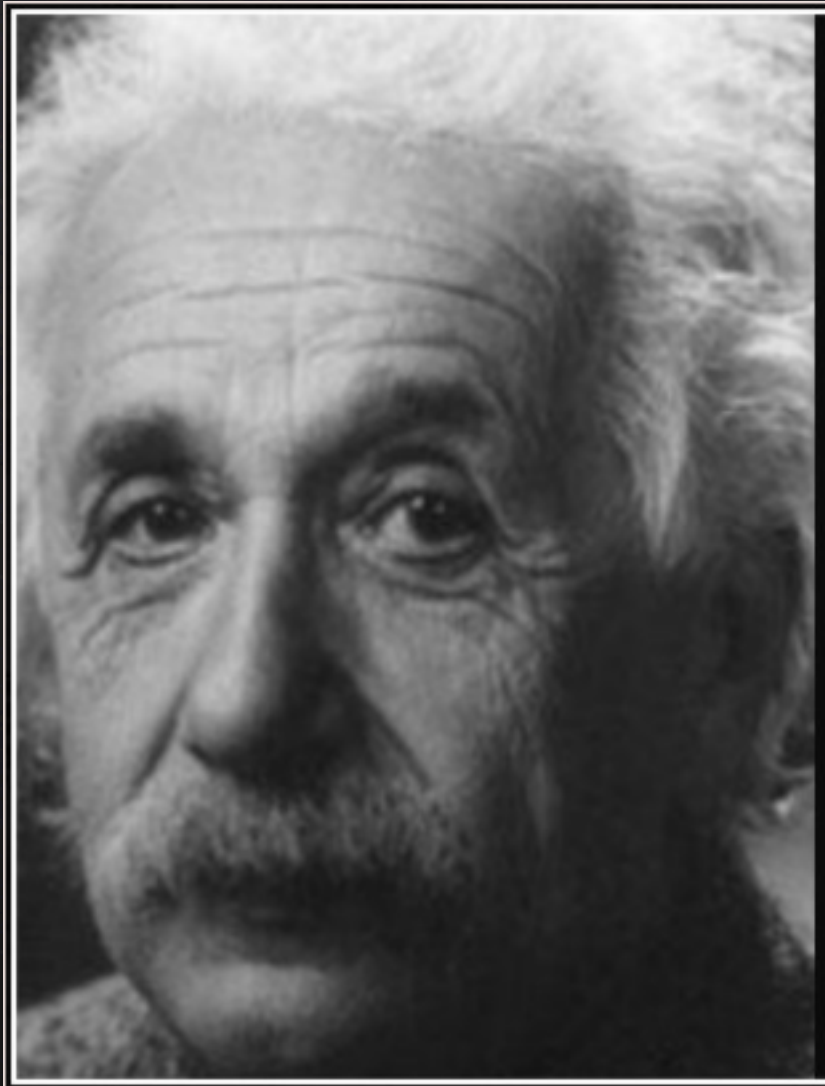
STEAM ROOM



Located on the upper level is a multi-purpose room with direct access to outdoor learning. STEAM-related instruction is planned for this classroom equipped with sinks and storage is provided specifically to meet this classroom's needs. Color-coded systems in an exposed ceiling and partially exposed wall provide an opportunity for students to use the building as an instructional tool while they learn how the building works.



DESIGNED FOR ELEMENTARY TEACHING & LEARNING



I never teach my pupils, I only attempt to provide the conditions in which they can learn.

— Albert Einstein —

AZ QUOTES