Introduction to New Educational Specifications
What is a Modernization Project?

• Facility Master Plan
  • State-of-the-art technology in all schools;
  • Flexible learning spaces in all schools; and
  • Community space

• Academic Vision:
  • The 6 C’s;
    • Collaboration,
    • Communication,
    • Connection,
    • Cultural Proficiency,
    • Creativity, and
    • Critical Thinking
  • Whole Child, Every Child
  • Social Emotional Learning
We know what it is not
Why haven't schools changed?
New Ed Spec Process

jan-april 2017

1. ORGANIZE + OBSERVE
   Jan 9, 1-3p
   Workshop participants
   (same group throughout process); admin, teachers, students, FABPAC reps
   activities intro workshop student shadowing

2. SHARE + INFORM
   week of Feb 6
   share the possibilities
   activities school tours
   outcome initial spatial likes/dislikes

3. EXPLORE
   Feb 17, 9a-1p
   converge activities
   workshop 3
   outcome alignment of learning activities with supportive space types

4. IMAGINE
   March 24, 9a-1p
   link guiding principles to each school type
   activities deep dive workshop 5-
   with ES, MS, HS teams
   outcome application of workshop 4 to campus-type level with more prescriptive recommendations

5. CLARIFY
   Jan 27, 9a-1p
   determine goals + preconditions for success
   activities workshop 1
   outcome draft definition of ideal urban school experience and associated learning activities

6. DEFINE
   Feb 24, 9a-1p
   guiding principles
   activities workshop 4
   FABPAC share
   Principal share
   outcome final definition of ideal urban school experience and associate learning activities/space types

7. REFINE
   April 4, 10a-12p
   document - specifics TBD w. AISD
   activities align Ed Specs + FMP internal DLR efforts AISD reviews FABPAC reviews
   outcome refinement of existing Edspec with additional graphic summary

8. CONCEPTUAL DESIGN
   conceptual development of 10 projects incl. in 2017 bond
   activities internal DLR efforts charrettes TBD
   outcome 10 concept design renderings to used for bond advertising

envision + define the reinvention outcome
What do students think?

**Today**
- Pencils
- Teachers
- Homework
- Desks
- Paper
- Notebooks
- Old
- Detention
- Crowded
- Cold

**Future**
- Stylus
- Computers
- Collaboration
- Couches/Furniture
- Tablets
- iPad
- New
- Recess
- Transparency
Week in the life of a learner in...
CONTINUUM OF LEARNING: Learning can take place anywhere, anytime and with a variety of educators, business people, and community members. Learners build AISD’s power skills, the Six C’s – critical thinking, collaboration, creativity, cultural proficiency, communication, and connection – through projects and solving real problems and collaboration with a team of community, business and higher education partners.

HEALTH AND WELL-BEING: Each learner has strong mentors and support to build a sense of belonging and address educational development, conflict resolution and collaboration, emotions and changes at school or in their personal life. These positive relationships with adults and others combined with a learning place full of natural light, connections to the out-of-doors, and space for movement creates a learning experience focused on whole health and well-being.

EMPOWERMENT: Flexible instruction time allows learners to control where and how they learn best, while being encouraged to move through the curriculum at their own pace, instead of grade levels or standard schedules. Learner success is measured not by tests but through assessment of competency and earning mastery credentials.
Major Changes to Ed Specs

- Descriptive not Prescriptive
- Design and size unique to community needs
- Multi-use of spaces, both inside and outside
- Technology distributed throughout spaces
- Sustainability
  - For education, and
  - To lower maintenance costs
New Space Types

- Community Spaces
  - Dedicated
  - Shared
- Learning Neighborhoods
  - Flexible
  - Differentiated spaces
  - Transparent
  - Outdoor
- Archers’ Challenge
  - Family Restrooms
- Professional Learning Centers
- Libraries transformed into Media Resource Centers
- Cafeteria and dining spaces dispersed
- Wellness spaces throughout
Community Spaces - Shared
Learning Neighborhoods - Flexible
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Learning Neighborhoods - Differentiated
Learning Neighborhoods - Transparent
Transparent
Outdoor Learning
Archer’s Challenge
Professional Learning Centers
Media Resource Centers
Cafeteria and Dining Spaces
FMP Guiding Principles

Health, Safety, & Security

Academics & Co-curricular Supports

Protection of Financial Investment

Optimal Utilization

Equity in Facilities

Environmental Stewardship & Sustainability

Communication & Community Engagement
Learning Space Types

Legend

- **Space Type Initial(s)**
- **Number of Learners**
- **Potential Uses**

NSF = Net Square Feet

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Potential Uses</th>
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</thead>
<tbody>
<tr>
<td>ST (Studio)</td>
<td>Self-directed work, Small group work, Special needs instruction, Direct instruction</td>
</tr>
<tr>
<td>SC (Science)</td>
<td>Hands-on learning, Self-directed, Small group work, Project/build, Direct instruction</td>
</tr>
<tr>
<td>PLC (Professional Learning Center)</td>
<td>Varies: Small group work, Itinerant work, Workroom, Collaboration, Storage, Lounge</td>
</tr>
<tr>
<td>MS (Maker Space)</td>
<td>Varies: Project/build work, Direct instruction, Small group work, Hands-on learning, Self-directed</td>
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</tbody>
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**Small Group** (SG)
- Self-directed work
- Small group work
- Studio pullout
- Special needs pullout
- Intimate meeting
- Home base

**Medium Group** (MG)
- Small group work
- Project/build work
- Studio pullout
- Special needs pullout
- Instruction
- Itinerant services
- Conference room
- Staff collaboration
- Community room

**Open Collaboration**
- Project/build work
- Instruction
- Large group
- Special group

**Legend**

- **SG**
- **MG**
- **ST** (Studio)
- **SC** (Science)
- **PLC** (Professional Learning Center)
- **MS** (Maker Space)

**Learning Space Types**

- **Small Group**
- **Medium Group**
- **Open Collaboration**
- **Studio**
- **Science**
- **PLC (Professional Learning Center)**
- **MS (Maker Space)**
Learning Neighborhoods

**Learning Neighborhood**

**Space Type Components**

**Small Group (5 occupants)**

125 NSF

**Activities**: Small Group spaces allow for three to five learners to work together, have a meeting and collaborate, without disrupting others. Acoustic separation will encourage communication and collaboration to occur. Small group rooms can be used during, between, or after classes. This size space can also allow special needs educators to work with individual learners as an as needed basis.

**Access**: Easy access, transparency, and visibility from shared learning spaces and studios enables passive supervision. Dispersing small group spaces accommodates quick movement to and use of space without disruption to learning. Ownership of small group spaces will be shared. Placing two small group spaces together allows future combination into a medium group space and for they can be joined with an operable partition to accommodate changing space size within the learning day.

**Considerations**: Provide writable surfaces and digital display to support problem-solving, collaboration, creativity, communication, and critical thinking. Providing different furniture styles in different small group rooms will allow learners to choose their preferred arrangement for that particular activity. Flip-top, mobile tables and nesting, and mobile task chairs will allow maximum flexibility. Soft, comfortable furniture, bean bags, and high-top tables and chairs provide variety in body posture. Consider providing access after school hours for community or club use. To support future adaptability of space, provide a lockable door, power, data, and voice drops to accommodate future use as office space.

**Legend**

- **Space Type**
- **Initial(s)**
- **Number of Learners**
- **Potential Uses**

NSF = Net Square Feet
Levels of Transparency

- Transparent
- Flexible / Operable
- Opaque
Building Blocks

CTE/MS

Dining Commons (DC)

Fitness Space (F)

Administrations (A)

Community Space (CS)

Dining Commons (DC)

Kitchen (K)

Media Resources (MR)

Learning Neighborhood (L)

Learning Neighborhood (L)

Maker Space (MR)

Music (M)

Music (M)

Special Education (SE)

Visual Arts (VA)

Visual Arts (VA)

Outdoor Learning (OL)

Outdoor Learning (OL)
Community Spaces

Space Types

Community Space

Option A: Community Welcome Center

Activities: The community welcome center serves as a multi-purpose space to support the needs of the specific community surrounding each campus. This could include social gathering place for large, medium, or small groups of community members, visitors, educators, and/or learners. Or, it could provide individual work space and one-on-one meeting areas for local non-profit and support services. The space should be open and inviting by offering areas with comfortable, informal seating, and access to abundant natural light.

Access: The universally accessible community welcome center should be integrated within the main entry sequence of the building, specifically accessed through the Secure Vestibule with visual connection to the main Administrative reception area. The space should be accessible after hours and be able to function independently with an exterior access point and lockable access to the rest of the building. Assure family restrooms are immediately accessible from Community Spaces.

Consideration: Meeting furniture should include maximum flexibility for multiple uses, including mobile, flip-top tables and nesting chairs. Workstations should be accommodated with flexible systems furniture to ensure ability to reorganize for multiple uses. Provide sink and/or kitchenette as appropriate.
Centralized Shared Space

- Community space (CS)
- Administration (A)
- Fitness space (F)
- Dining commons (DC)
- Kitchen (K)
- Media resources (MR)
- Learning neighborhood (L)
- Maker space (MS)
- Music (M)
- Visual arts (VA)
- Special education (SE)
- Outdoor learning (OL)

Primary Circulation:
- Exterior Access
- After Hours Access Zoning
- Increased Acoustic Separation
Dispersed Shared Space
Measures of Success

Academics

Facilities

Community
Measures of Success - Academics

- **LEARNER CHOICE and VOICE** – provide multiple models of learning and facilitate learner-identified learning goals to provide variety and choice.

- **FLEXIBLE TIME** – support learner-driven schedules to allow for exploration and mastery both inside and outside the classroom.

- **GROUPS** – facilitate groups to support different and dynamic learner interactions.

- **ROBUST LEARNING EXPERIENCE** – provide robust, cross-curricular learning experiences that allow learners to demonstrate multiple measures of mastery in both the state’s standards and the district’s Six C’s (critical thinking, collaboration, creativity, cultural proficiency, communication, and connection).
QUALITY SPACE – ensure the construction of safe, accessible and quality indoor spaces that are connected to outdoors to access views, natural light, and outdoor learning environments

SPACE VARIETY – build a variety of space types to support different group sizes; provide furniture that supports multi-modal learning, build flexible wall types to allow for different room layouts and sizes

HEALTH + WELL-BEING – support health and well-being and social emotional learning by providing acoustically appropriate spaces; provide both informal spaces with comfortable seating and large, active space to facilitate movement

TECHOLOGICALLY CONNECTED – provide support for technology with features such as charging stations, additional electrical capacity, and expand Wi-Fi coverage to the outside areas of campuses and on school buses.
Measures of Success - Community

- **LEARNER-DRIVEN PROJECTS** – promote learner-driven projects both on campuses and through community opportunities such as internships.

- **PARTNERSHIP MINDSET** – foster partnerships when designing new facilities, developing curriculums, training staff, and supporting internships.

- **ROBUST LEARNING EXPERIENCE** – provide neighborhoods and communities safe and secure access to schools to support student and community enrichment.

- **WRAP-AROUND SERVICES** – provide hubs of support FOR wrap-around services in academic locations.

- **OUTDOOR SPACES** – design outdoor spaces to accommodate student and community learning.