Delivering on the Promise of an Innovative Educational Environment

Use of Early Value Analysis Implementing Tacoma Public Schools Building for Achievement Guiding Principles
Tacoma Public Schools

- 3rd largest district in Washington State serving more than 30,000 children
- 35 elementary schools, 9 middle schools, 5 comprehensive high schools and 14 alternative learning site
- History of innovation - state’s first-ever and only district-wide Innovation Zone for education
- $500 million 2013 – 2021 bond program
- 14 replacement and renovation projects; district-wide improvements
Guiding Principles

Projects identified in the 2013 Bond will be designed to:

- instill the following **values**;
- foster the following **relationships**;
- and support the following **methodologies** for teaching & typologies of learning:
Guiding Principles: Values

The Built Environment Will:
- Be Inspirational with colors, natural day-lighting, artificial lighting, finishes & branding, with areas for student work to be displayed and presented.
- Embrace values such as community and empathy to establish a positive culture.
- Be designed to meet student physiological needs to provoke critical thinking.
- Promote safety & security – provided by clear hierarchy of site and building organizations.
- Be an inquisitive learning environment.
- Become a community asset, maximized to promote use by our partners and the community at large.
- Be risk tolerant & implement innovation.
- Be flexible & agile to allow for customizable space for a wide variety of teaching and learning opportunities both in terms of daily change & facility convertibility.
- Support a professional learning community where collaboration is encouraged, through team planning areas and transparency for promotion of best practices.
- Planned for the future.
Relationships
The Built Environment Will:

Be learner-centered and designed to foster and support life-long learners.

Support a learning model that is interdisciplinary, experiential & intergenerational.

Foster a caring school community that values trust and respect between adults & students.

Support positive, cooperative & nurturing relationships: adult to adult, adult to student, and student to student in both work and socialization.

Sized for personalized learning, collaboration, community facilitation and stewardship supporting contemplative space, small group, large group, school-wide and community-wide.
Methodologies of Teaching & Typologies of Learning

The Built Environment Will:

Be conceptualized into learning-scapes with distinctions on the types and modalities of how we want to teach and have our students learn.

Think - contemplation, critical thinking, assessment, research
Create - teamwork, collaboration, fabrication
Discover - experiment, idea application, hands-on, project-based
Impart - sharing, teaching, discourse
Exchange - social learning, exhibiting, presenting
Implementation

Guidelines for building planning & design
Implementation

• Planning
• Programming
• Public Involvement
• School Staff Education
• Design Advisory Committees
• Design
• Value Management
Value Management

Early Value Analysis Workshop – during concept development followed by Value Engineering Study – during early design development

Value Analysis impetus – “let’s get the program and design right before we’re too far along and it is too late to do anything about it”

Value Analysis goal – early testing of design concepts and identification of value improvement alternatives
Value Analysis Workshop

WHY:
• Test design concepts against program and functional requirements, and fulfillment of the Guiding Principles
• Focus on big picture, not design details or cost
• Identify opportunities for improving the design or process

WHEN:
• Once one or more design concepts are documented

WHO:
• Educational consultant, educational facilities planner & facilitator
• Engagement of design team and District curriculum specialists, school staff, students, project staff & others
Value Analysis Workshop

- Information
- Analysis
- Creative Speculation
- Alternatives Development
- Results Presentation
- Implementation
Wilson HS

- Second Phase of a Master Plan
- New Academic Building
- Music Expansion
- Art, Gym, Cafeteria Renovation
- Commons
- Fields
Wilson HS

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Wilson HS

• Digital Media
• Family Science
• Special Education
• JROTC
• Greenhouse
Wilson HS

• Math
Interactive Workshop
Math Department

Wilson HS
Wilson HS

- Family Science
- Special Education
- JROTC
- Greenhouse
Wilson HS

• Math
Wilson HS

• Split Classrooms Upper & Lower

• More Collaboration & Presentation Space

• Design for Adaptability
Wilson HS

• Split Classrooms
  Upper & Lower

• Provide More
  Diversity of Settings

• Discourse, Design,
  Experiment &
  Fabricate

• Openness to
  Center
  Collaborative Area
Wilson HS
Wilson HS

• Hard to get buy in from all stakeholders in the planning and design process
• Sometimes an objective influence can change the dynamics of the process
• Involvement of District leaders is critical to “make the call” for this process to have impact
Wilson HS

• The value of this VA process was to involve an objective team to call out areas where forces in the school-based design review committee were taking the design in a direction that was inconsistent with the district vision.

• In other projects, the refinements may be more minor, other viewpoints may improve the concept or the process may be primarily to improve a promising concept

• This is just one example...
Wainwright Intermediate School

• Intermediate School (grades 4-8)
• 450 students
• Design: August 2014
• Design Value Analysis: September 2014
• Construction: May 2015
• Opens: September 2016
FLOOR PLANS FOR OPTION 1.A

FIRST LEVEL

SECOND LEVEL
LEARNING SUITE OPTIONS

ARRANGEMENT A

ARRANGEMENT B

ARRANGEMENT C
Interdisciplinary & Experimental
THE PROCESS, THE DISCUSSION
### Wainwright Intermediate School

#### END PRODUCT

- Discussion
- Final Recommendations
- Final Report
Wainwright Intermediate School
Wainwright Intermediate School
Lessons Learned

• Hold Value Analysis workshop mid concept design
• Allow 2-3 days for the workshop
• Tailor the team expertise to the specific project
• Team member collaboration is key, especially with design team and District leaders
• Involve key stakeholders in the discussion
• Understand the culture and politics of the project school
• Process needs to be structured but adaptable and responsive to the project
• Decide beforehand final decision maker(s)
• Have the design guidelines or principles well defined as they are filters
Q & A

Discussion
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