

Learning Community Design: *The Why, What and How Supported by Research*



Meet the Presenters



Dr. Fred Rhodes
Superintendent,
Putnam City Schools



Dr. Marilyn Denison
Teaching and Learning Designer
BOLD Leader, DLR Group

Learning Outcomes

1. How the BOLD change management process improved organizational performance
2. Realize how research-informed design is what's driving the transformation of learning environments
3. Discover the effectiveness of small learning community design for student and teacher engagement
4. Understand the empirical research behind evidence-based design

Agenda

- 01 District Overview
- 02 Learning Space Research
- 03 Sustainable Change
- 03 District Experience



LEARNING COMMUNITY DESIGN

District Overview

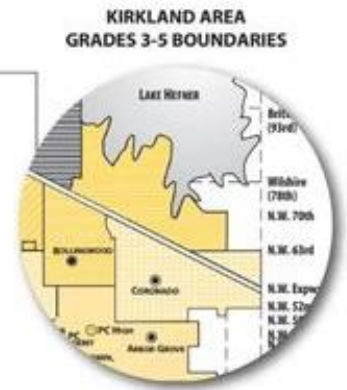
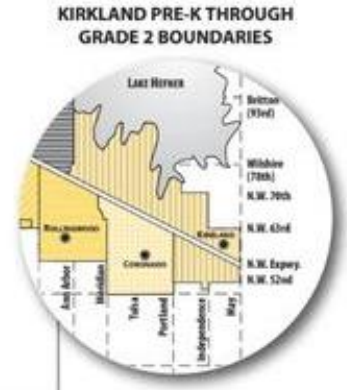
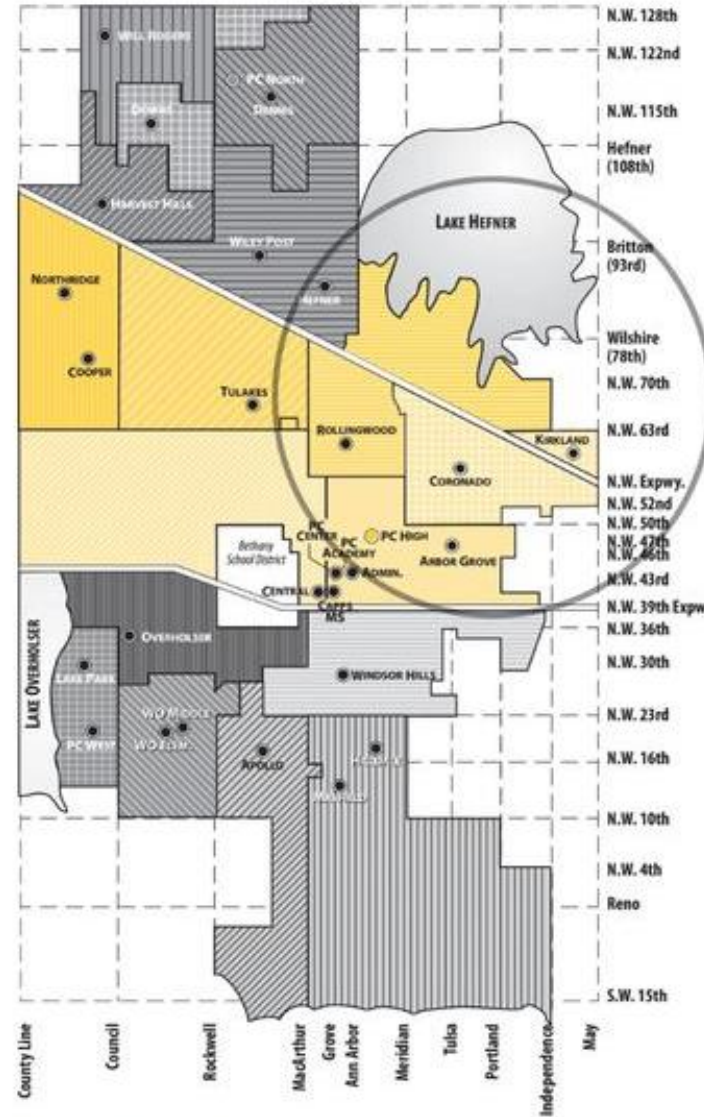


DISTRICT OVERVIEW

About Putnam City Schools

- West/Northwest part of Oklahoma City
- Located in the cities of Bethany, Warr Acres and Oklahoma City
- 27 Schools in the District

Putnam City Schools District Boundary Map



FEEDER SCHOOLS

- Putnam City High School
 - Capps Middle School
 - Arbor Grove Elementary
 - Central Elementary
 - Coronado Heights Elementary
 - Rollingwood Elementary
 - Kirkland Elementary
 - Cooper Middle School
 - Tulalut Elementary
 - Northridge Elementary
- Putnam City North High School
 - Hefner Middle School
 - Denon Elementary
 - Downs Elementary
 - Harvest Hills Elementary
 - Willy Post Elementary
 - Will Rogers Elementary
- Putnam City West High School
 - Mayfield Middle School
 - Apollo Elementary
 - Hilldale Elementary
 - Windsor Hills Elementary
 - Western Oaks Middle School
 - Lake Park Elementary
 - Overholser Elementary
 - Western Oaks Elementary

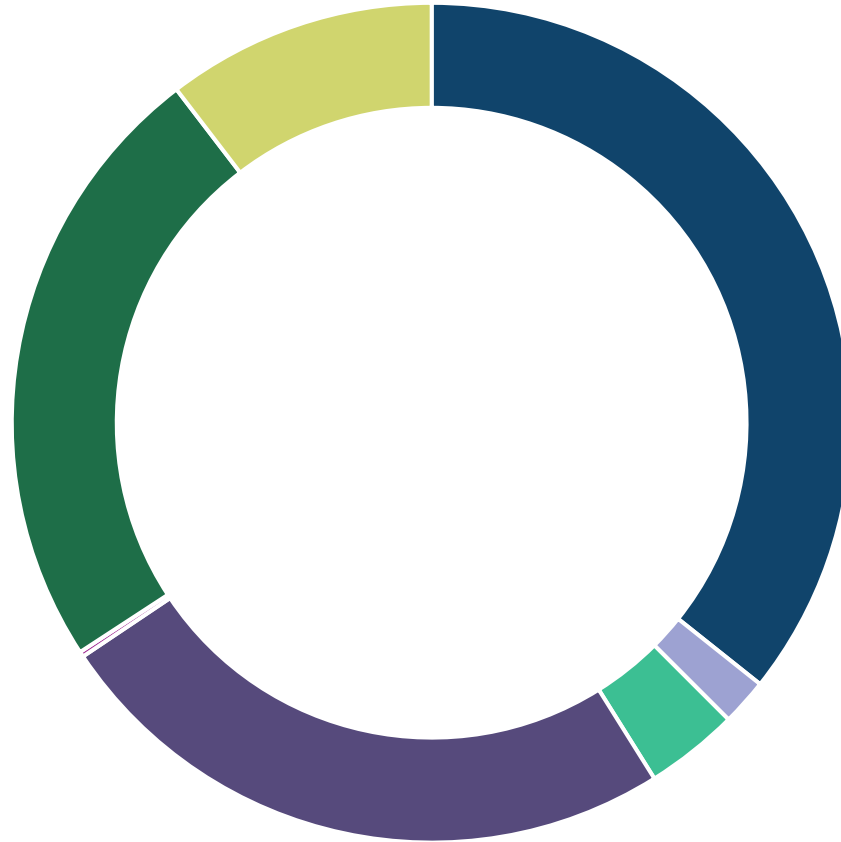


For more information, visit www.putnamcityschools.org

Putnam City Schools By the Numbers

District Ethnicity Breakdown

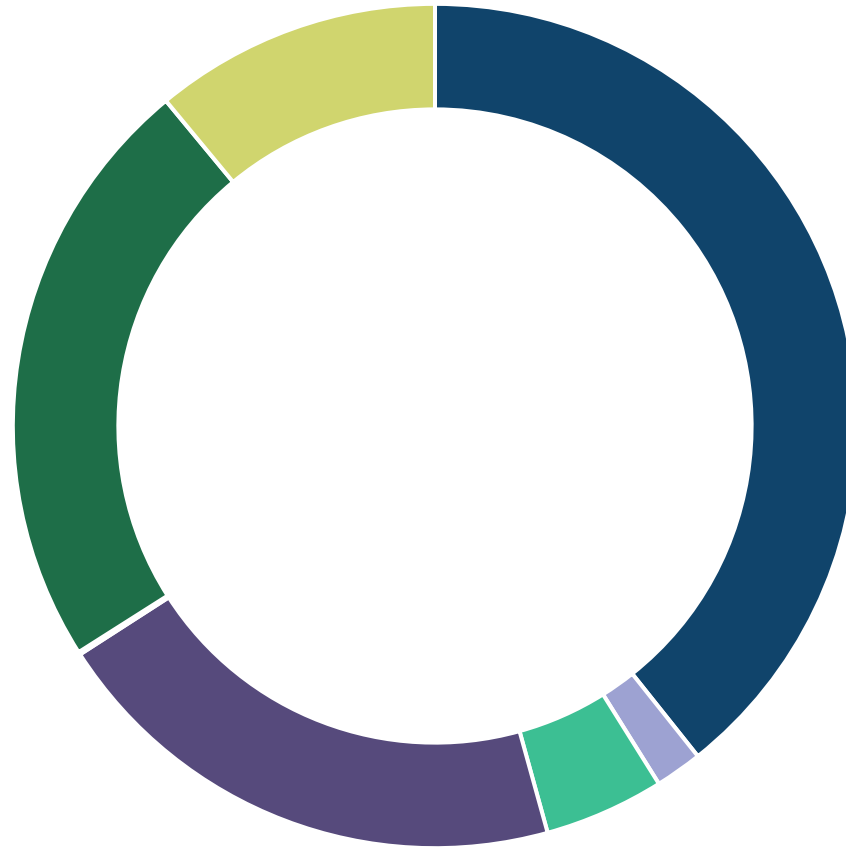
District Enrollment: 18,298



■ Hispanic ■ American Indian ■ Asian ■ Black ■ Pacific Islander ■ White ■ Multi

Capps Middle School By the Numbers

Capps Ethnicity Breakdown



Staff:

87 Total staff, 67 teachers,
13 Support, 3 Counselors, 4
Principals

Enrollment:

971

■ Hispanic ■ American Indian ■ Asian ■ Black ■ Pacific Islander ■ White ■ Multi

Changing a Culture



ELEVATE LEARNING WITH SUSTAINABLE CHANGE

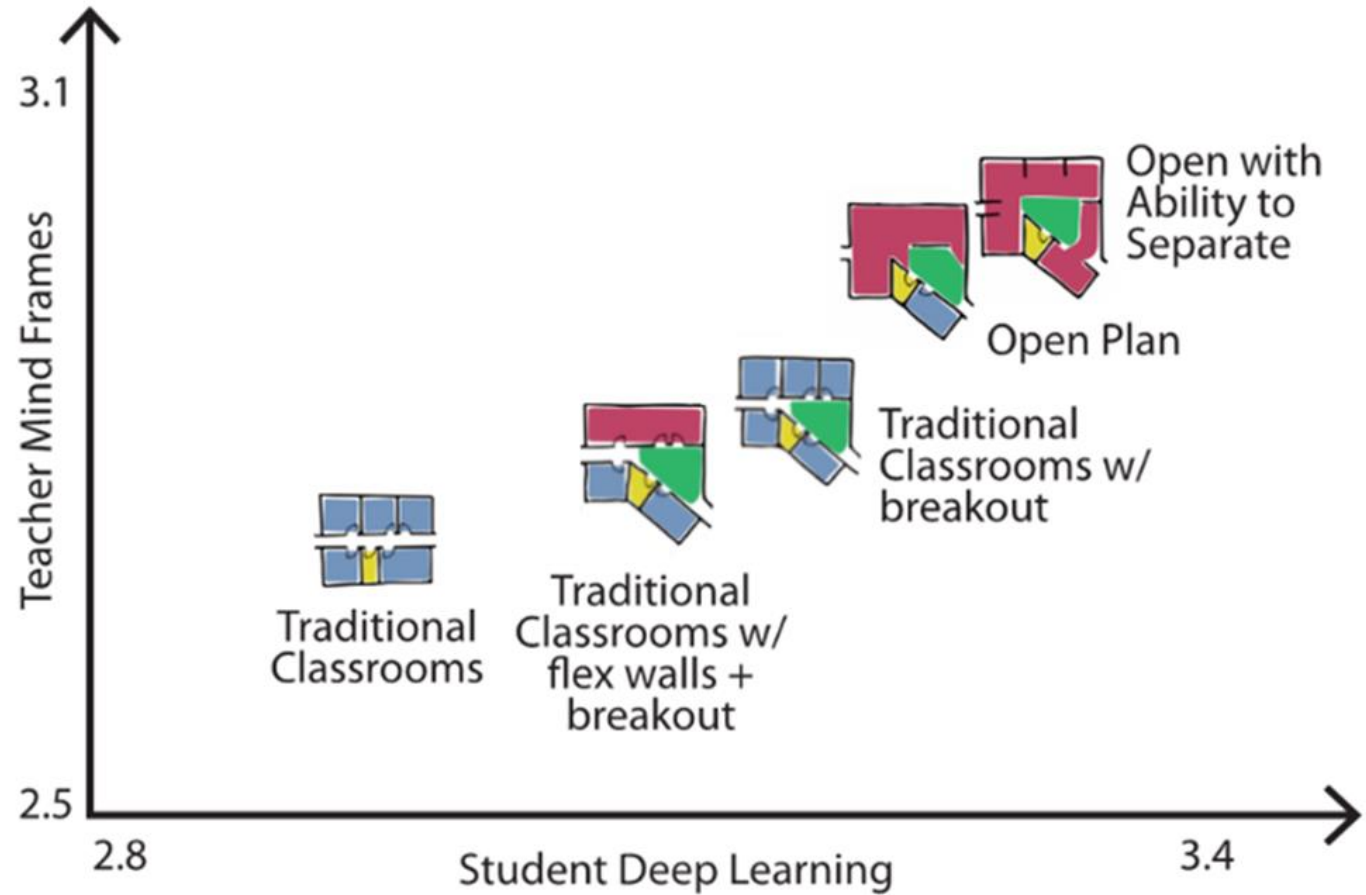
Learning Space Research



What does the research say?

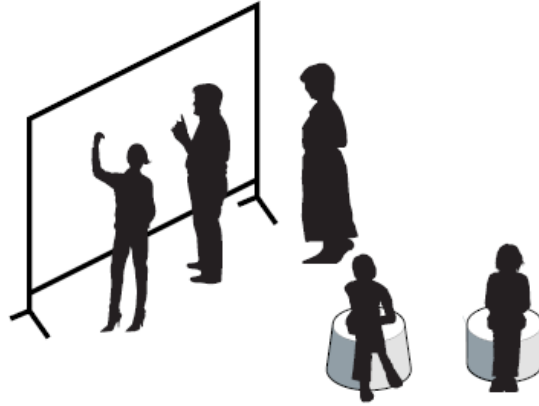


What does the research say?



FINNS Framework

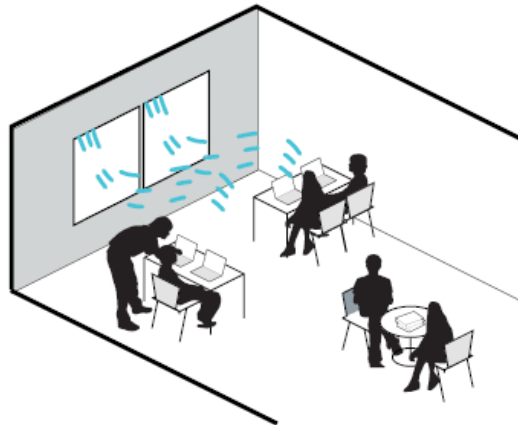
*Activating
Design
Research
to Empower
Learners*



Flexibility & Operability
Movement Matters



Individualization
Physical Needs are Unique



Naturalness & Nature
Health & Comfort are Critical



Stimulation
Activate the Senses

Flexibility



Individualization





Individualization

Nature & Naturalness

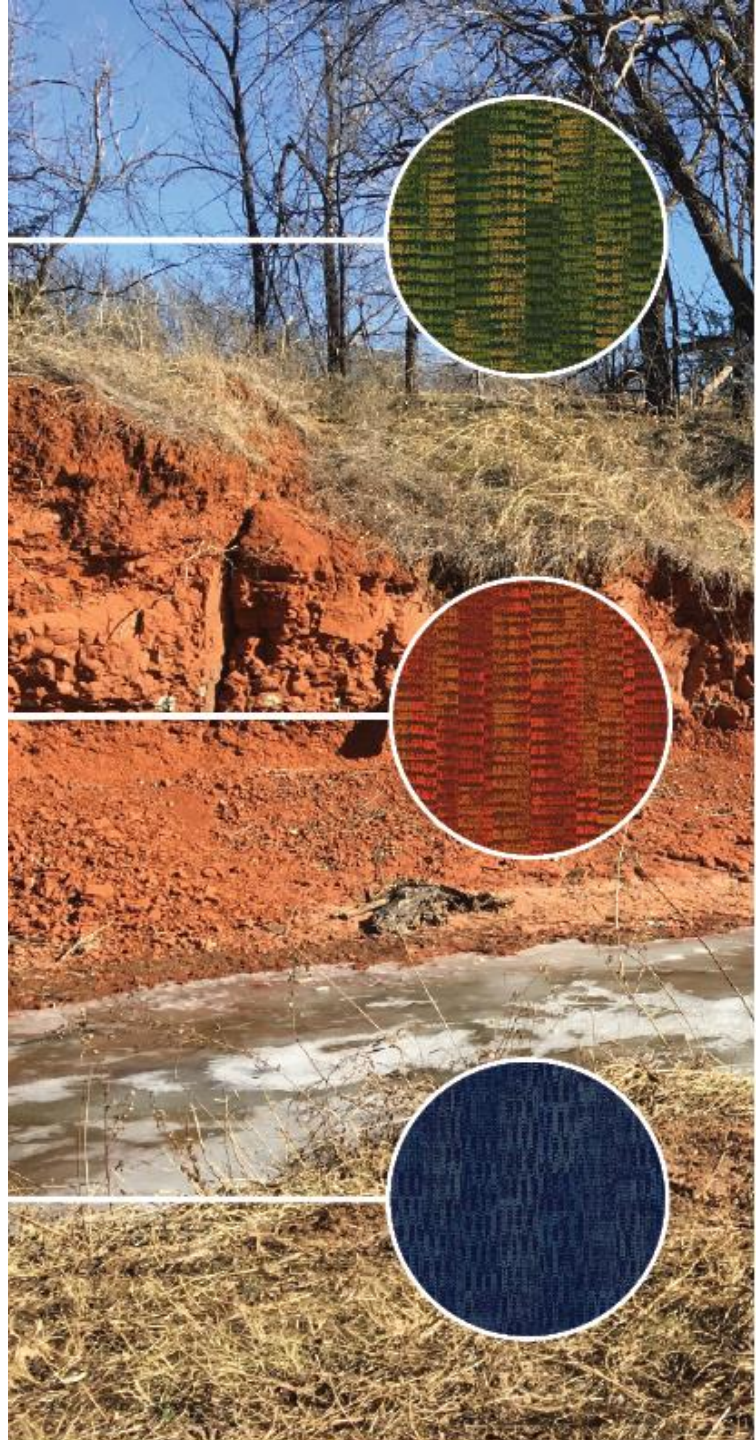
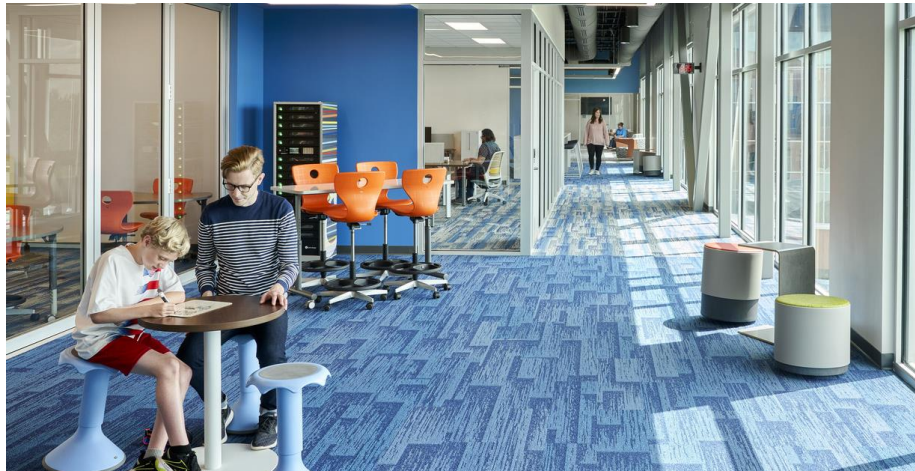


Nature & Naturalness





Stimulation



ELEVATE LEARNING WITH SUSTAINABLE CHANGE

Sustainable Change





Schools
work hard to change
from outdated
approaches
and toward learner-
centric education.

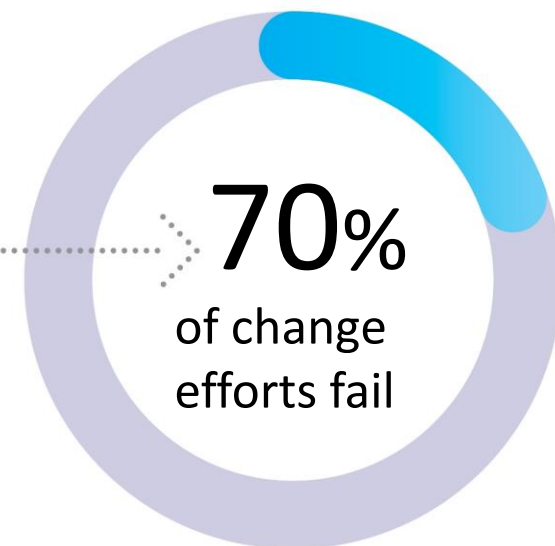
BUT...





Schools
work hard to change
from outdated
approaches
and toward learner-
centric education.

BUT...



70%
of change
efforts fail



teacher-centered

unused space

non-functional group space

separated learning



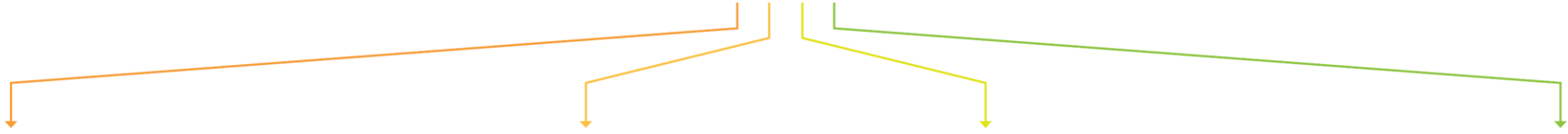
BOLD

learner-centered

active space

small group collaboration

learning on display





What is BOLD

B

| Bridging
isolated
departments

O

| Creating
Organizational
systems for change

L

| Defining
a new way
of Learning

D

| Designing
environments to
support learning

What does our process look like?

1 Discover
drivers of change

2 Imagine
preferred ideal state

3 Define
transformational factors

4 Develop
structures & systems

5 Achieve
desired outcomes



LEARNING COMMUNITY DESIGN

District Experience



What does our process look like?

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DISTRICT EXPERIENCE

Discover: Understanding the learner Day in the Life Activity

A DAY IN THE LIFE

Distribution Graph

- CREATING
- PRESENTING
- EVALUATING
- ACTIVE
- LECTURING
- COLLABORATING
- REFLECTIVE
- INQUIRING
- EXPERIENCING

Hello my name is: Jaden Freeman

Grade: 7th grade
Interest:

- Football / Baseball
- 2 siblings (1 boy, 1 girl) - middle child
- Likes ~~Chemistry~~ Science and ~~Calculus~~ Geometry
- A's and B's

Activities

FREE BREAKFAST EXCEE - 1ST HOUR

8 AM

Study Hall (REFLECTIVE)

History (LECTURING)

Foreign Language (COLLABORATING)

Optimal Study Hall (REFLECTIVE)

Current Events (EXPERIENCING)

English (COLLABORATING)

Includes Training (ACTIVE)

Math (Applied) (EVALUATING)

STEM Development/CA (EXPERIENCING)

Science (INQUIRING)

Theater / Film Arts (PRESENTING)

Team Practice (ACTIVE)

STEM Labs (CREATING)

Dancing / Icebreakers (EXPERIENCING)

Engineering / Robotics (EXPERIENCING)

LUNCH BEFORE ACTIVE

- Spanish
- French
- Latin
- German
- Arabic
- Dutch

- Yoga
- Open gym
- (Badminton) Remediation
- Dance
- Weight lifting
- Cardio training

3 PM

DLR Group

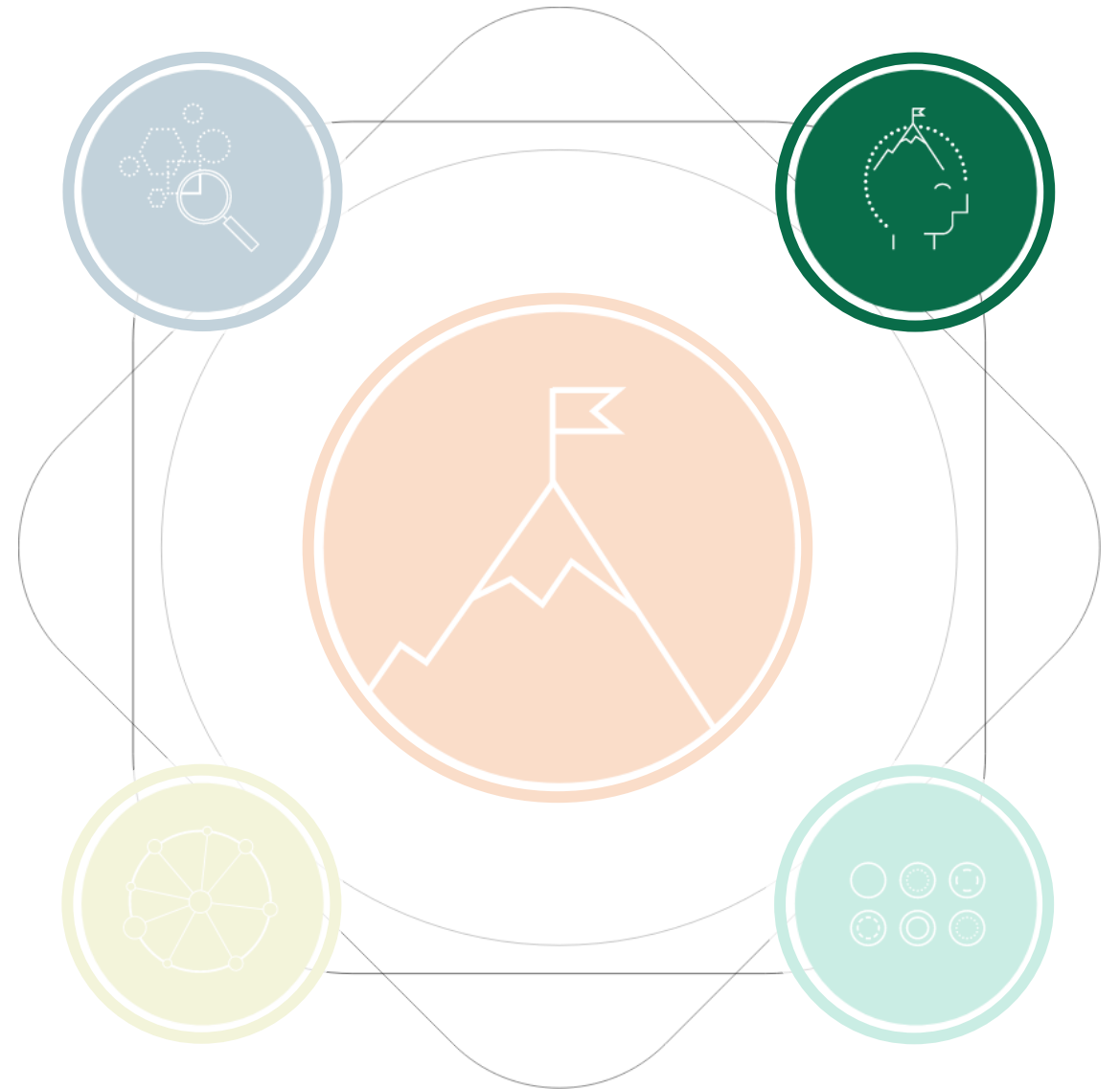


Discover: We help stakeholders discover why they need to change

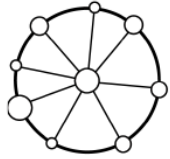


What does our process look like?

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desired outcomes

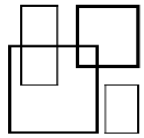


Guiding Principles



INQUIRY BASED

A shift from traditional teaching and learning to a learner-driven inquiry-based model



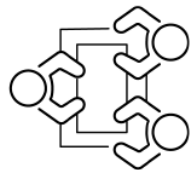
SCALABLE

Flexible, adaptable learning environments to foster cross pollination and casual collisions



DESTINATION

School is more than just a place to go every day, but a place learners want to go



COLLABORATIVE

Environment aligned to collaborative teaching and learning

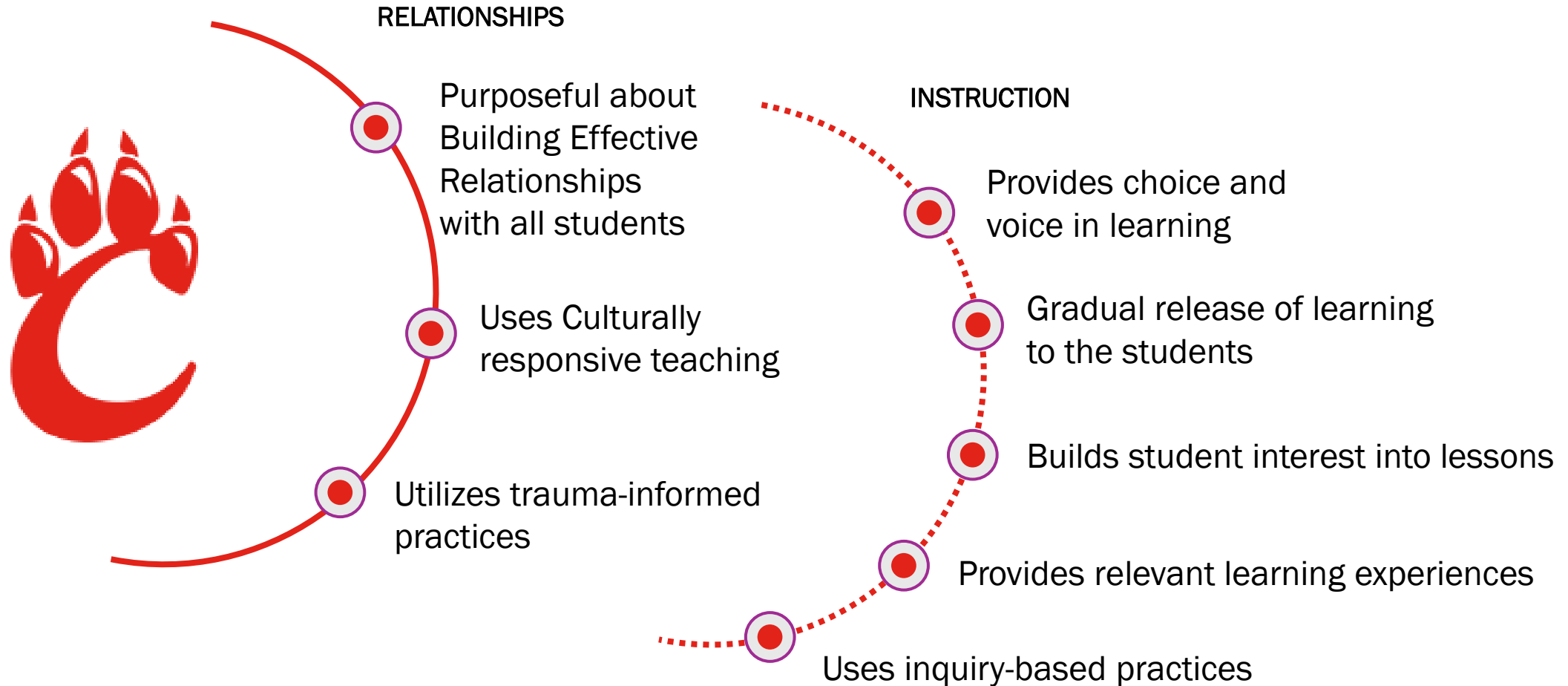
Profile of a Learner



COLLABORATE AND COMMUNICATE

- Values multiple perspectives
- Works with others toward a common goal
- Can express learning in multiple ways
- Engages in respectful conversations with students and teachers
- Can effectively express their thoughts and ideas
- Can adapt to various group roles

Profile of an Educator



What does our process look like?

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Expectations/Academic	Practices
A1. Teacher Collaboration	<ul style="list-style-type: none">● Cross curricular teaching/planning<ul style="list-style-type: none">○ Vertical (subject area) and horizontal (grade level)● Teachers taking risks by trying something new● Resource teachers (SpEd, Title, EL) working in collaboration with classroom teachers for ALL students● Collaboration with students to allow for direction and flexible lessons. Example: Going deeper into how Alexander Hamilton fits into the study of the American Revolution.
A2. Student-centered Learning	<ul style="list-style-type: none">● Extension of learning. Going deeper into the subject area or unit.● Purposeful remediation. Targeted to align with data from CFAs or Unit assessments.● Student ownership of learning.<ul style="list-style-type: none">○ Voice and Choice● Students taking risks.<ul style="list-style-type: none">○ Growth mindset

DISTRICT EXPERIENCE

Expectations/Cultural	Practices
C1. Learning Communities	<ul style="list-style-type: none">● 'Our students'● Authentic two-way conversations about instruction/students/data● Scheduled time for Content/team/grade level meetings● Student-led conferences● Effective use of technology● A community of continual learning for all
C5. Use of spaces	<ul style="list-style-type: none">● Co-teaching● Chalk paint/window markers only● Clear lines of visibility● Communicate which teachers are in which spaces● Expectations of frequency of changing spaces● Effective use of technology<ul style="list-style-type: none">○ Virtual spaces○ Active learning in open spaces

Learning Model Selection

Learning model: refers to the structure and delivery method of learning experiences



(Barber & Mourshed, 2007; Chenoweth, 2007, 2009; Hattie, 2011; Jackson & Makarin, 2018; Kulik, Kulik, Bangert-Drowns, & Slavin, 1990; Pianta, Belsky, Houts, & Morrison, 2007; Reynolds, Stringfield, & Schaffer, 2001).



inquiry based	project-based	challenge based	stem
wonder essential question, launch, define a problem	launch, knows / need to knows	big idea, essential question	define a problem
design resources, plan, brainstorm	inquiry and innovation	guiding questions, research	identify, brainstorm
discover research, investigate, innovate	learner voice and choice	solution	design and test
define performance task development, revision, and presentation	feedback, reflection, revision	evaluation	evaluate
reflect feedback, reflect, evaluate	public presented products	publish/feedback	share

What does our process look like?

1 Discover
drivers of change

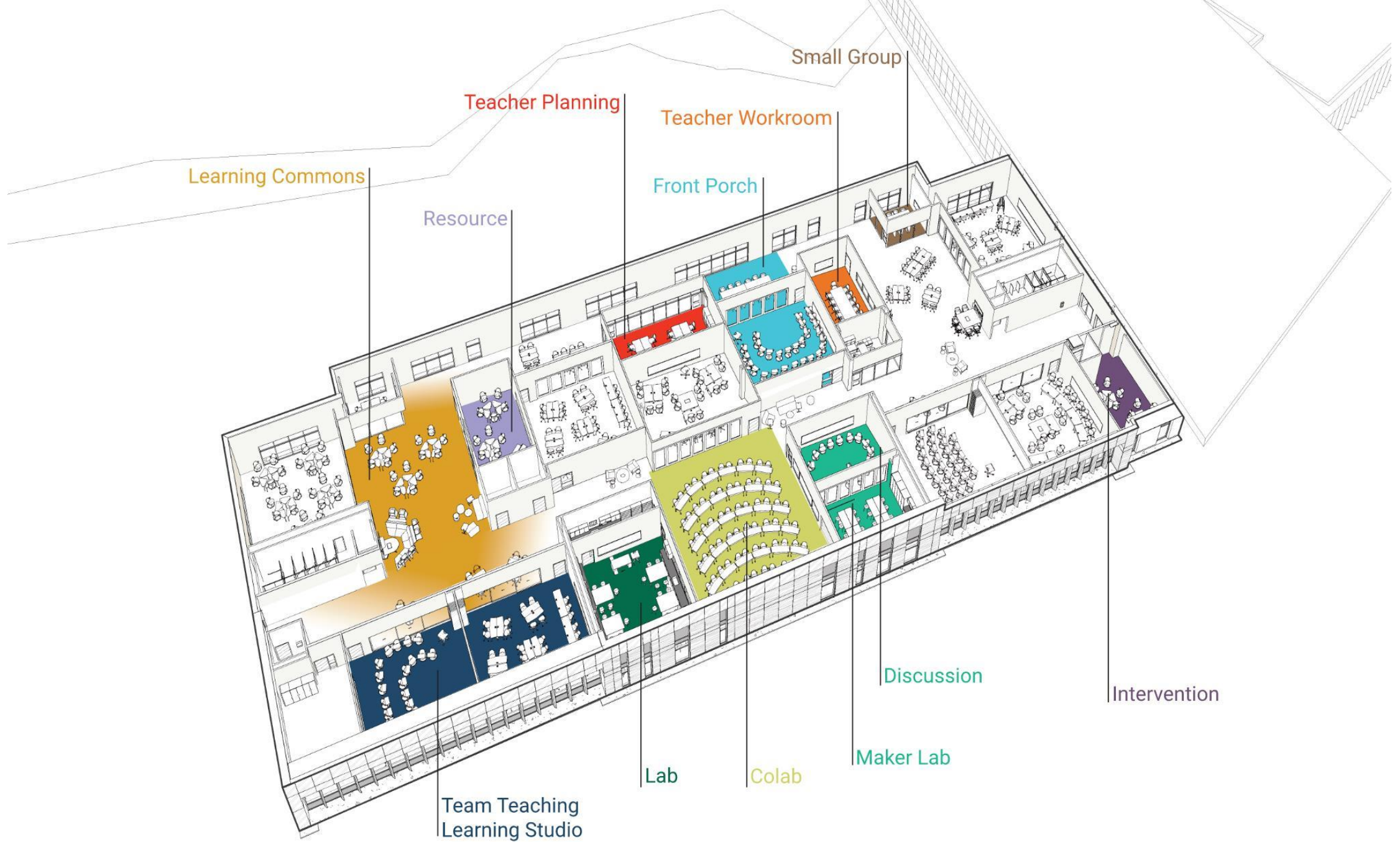
2 Imagine
preferred ideal state

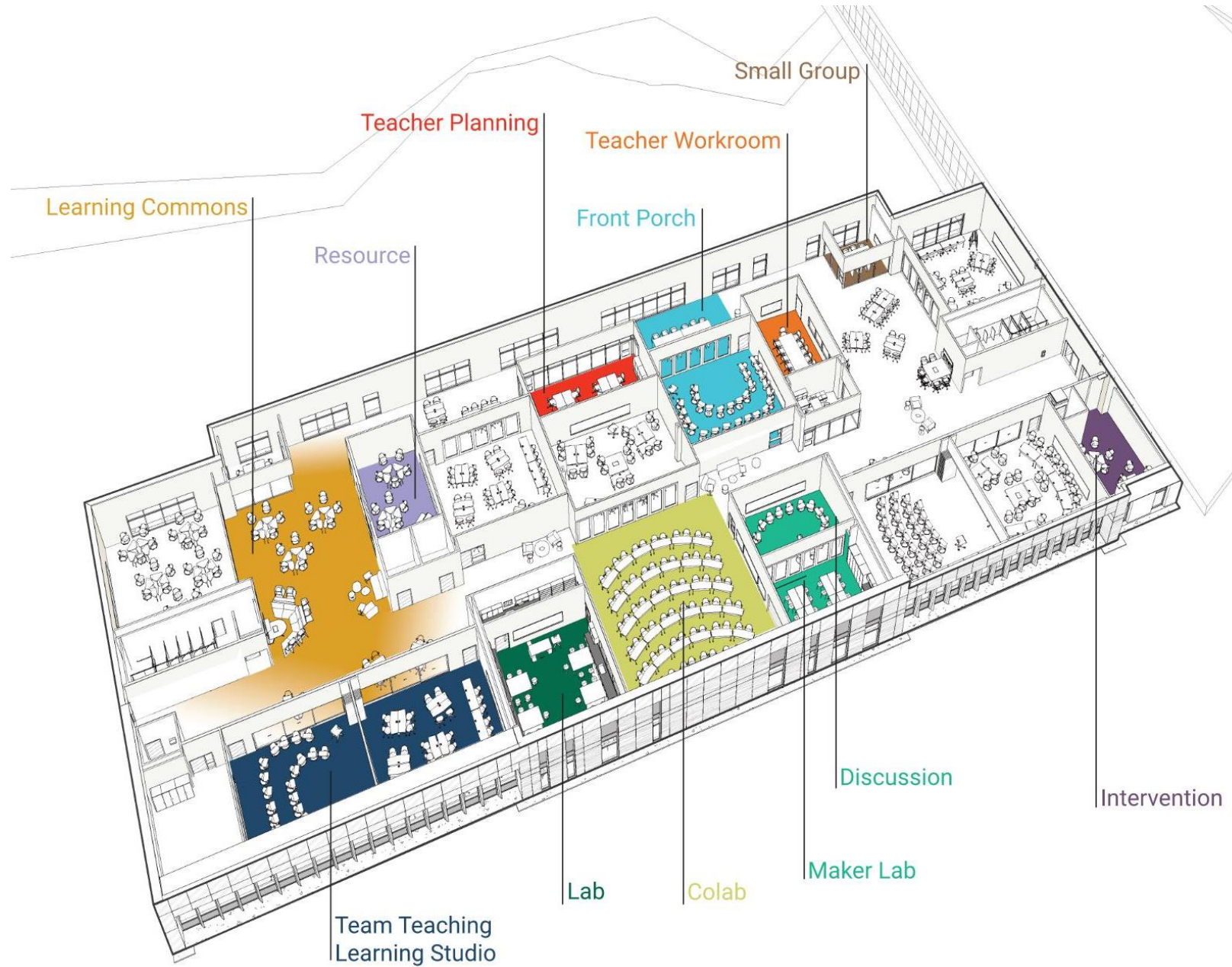
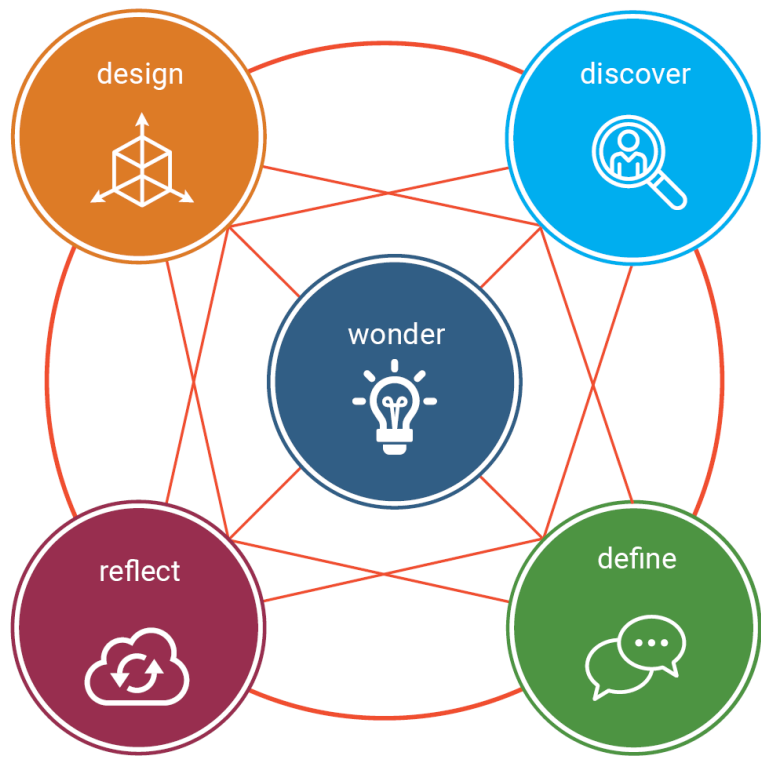
3 Define
transformational factors

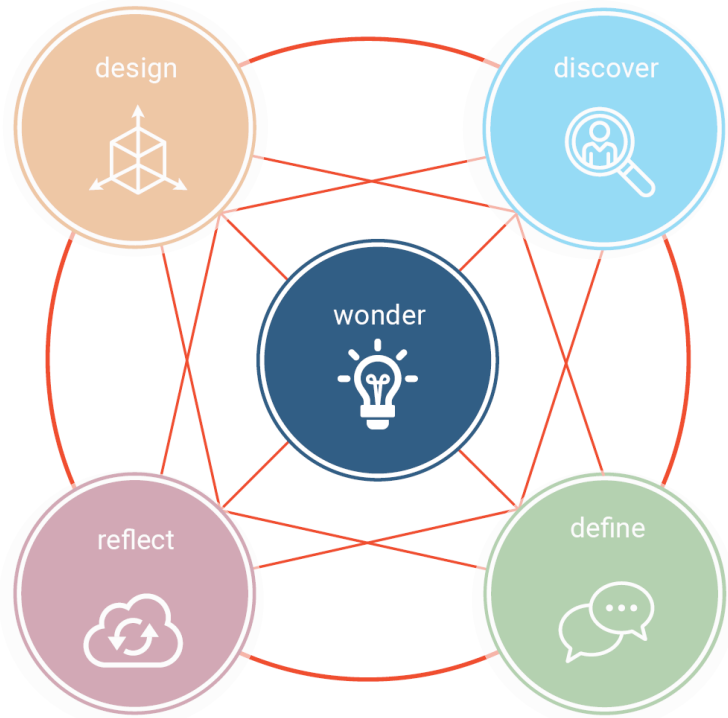
4 Develop
structures & systems

5 Achieve
desired outcomes

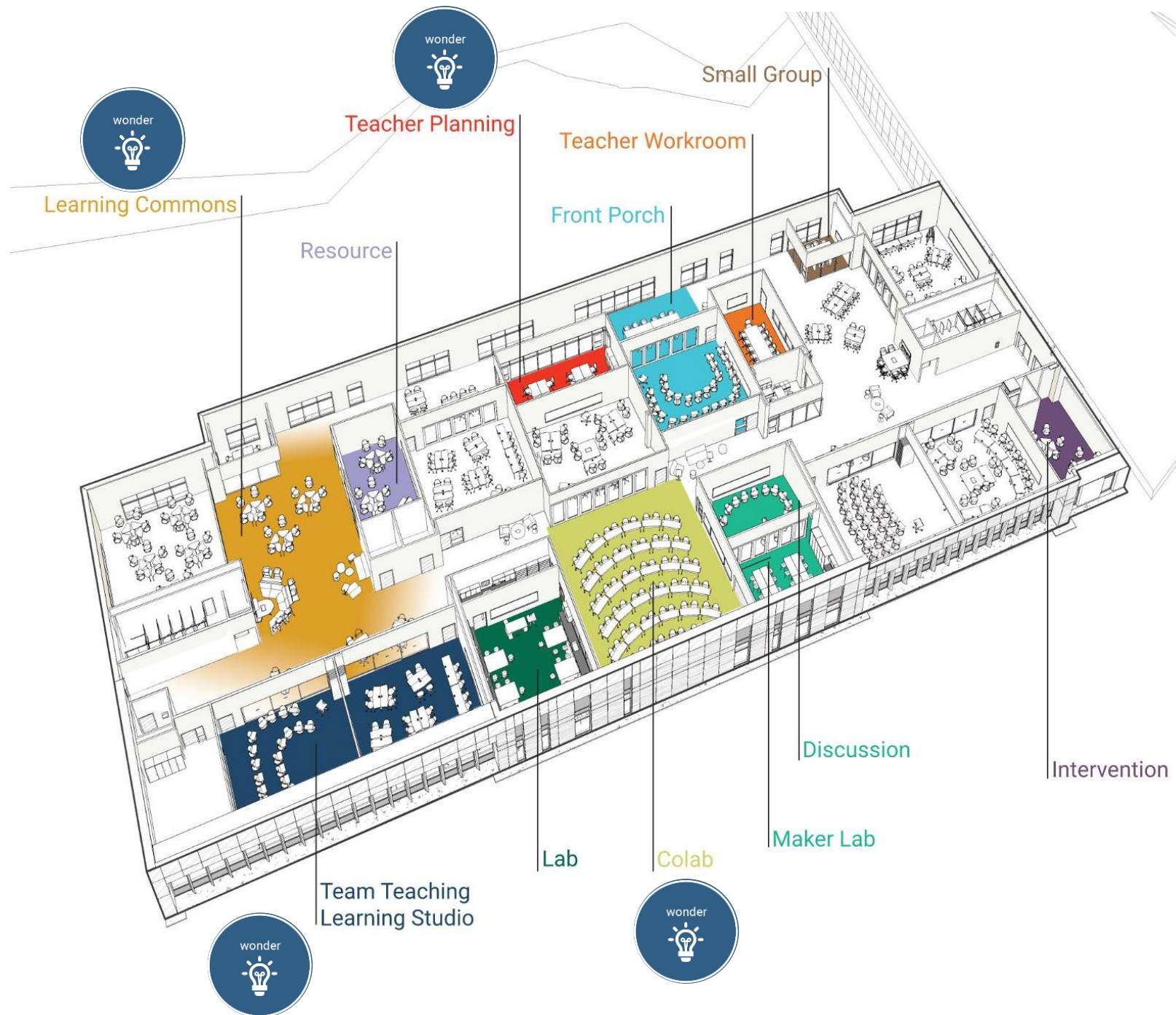


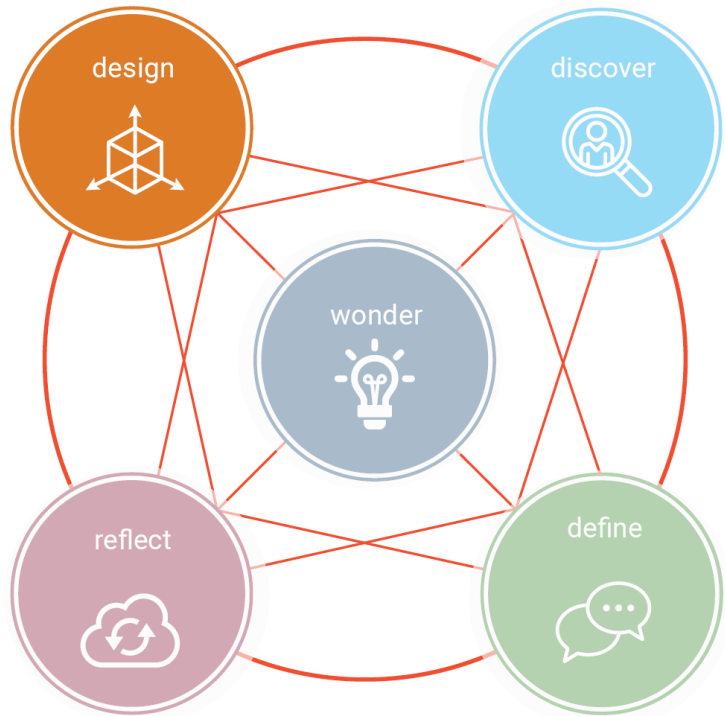




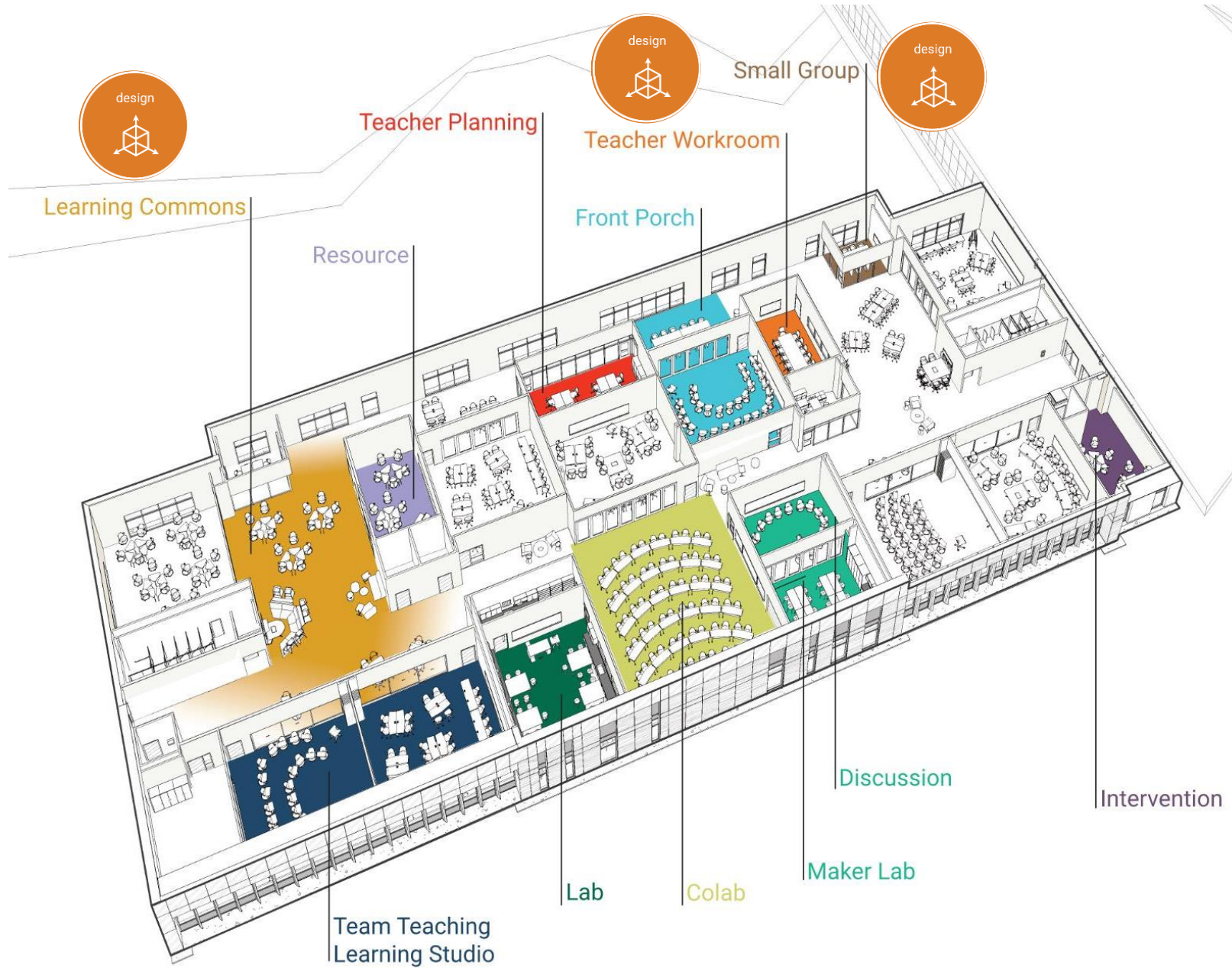


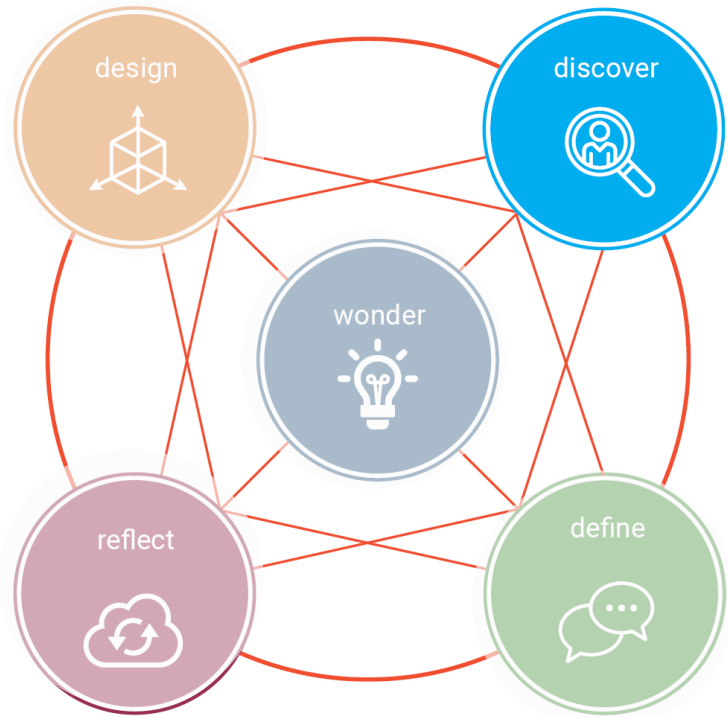
essential question
 launch
 define a problem



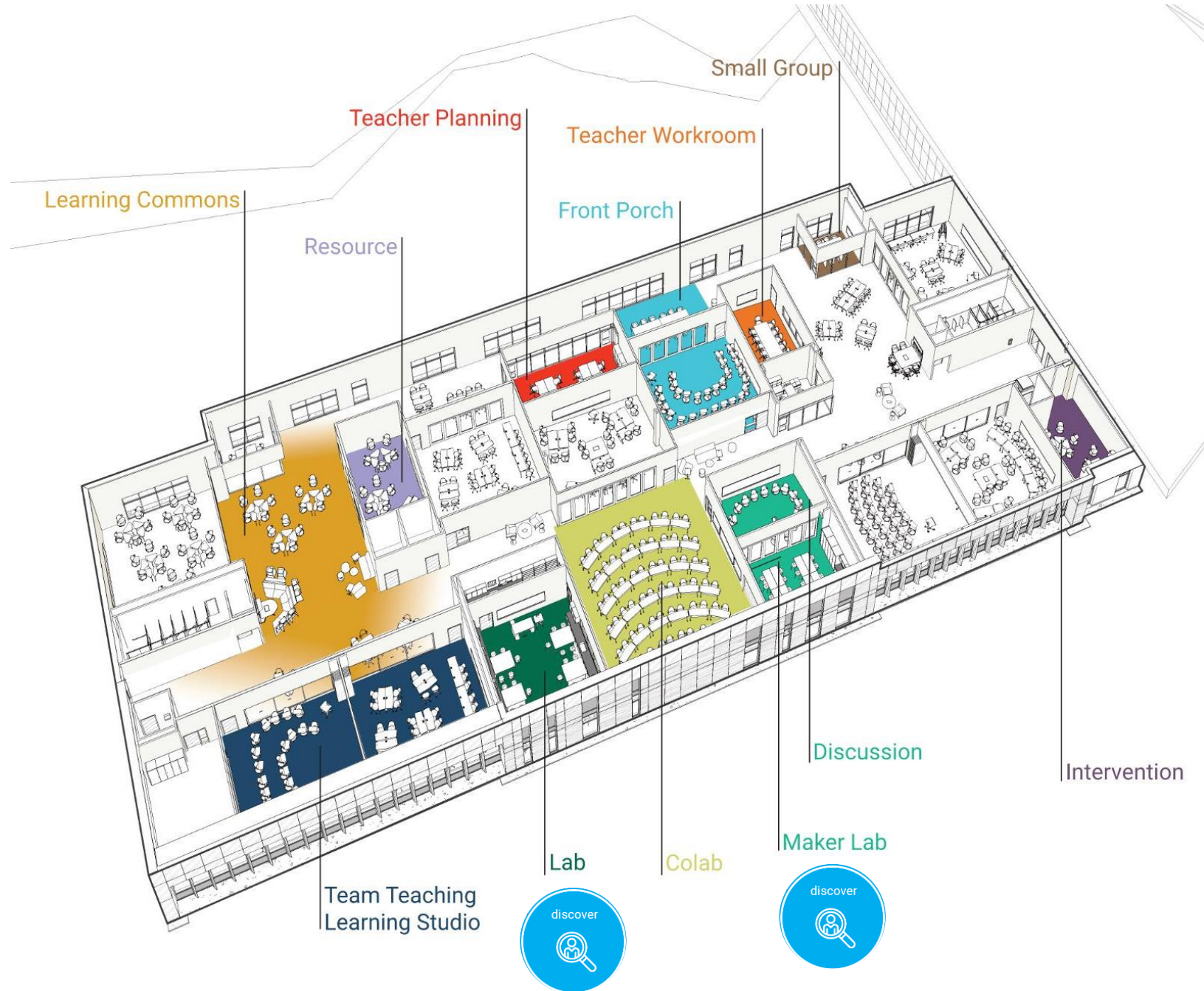


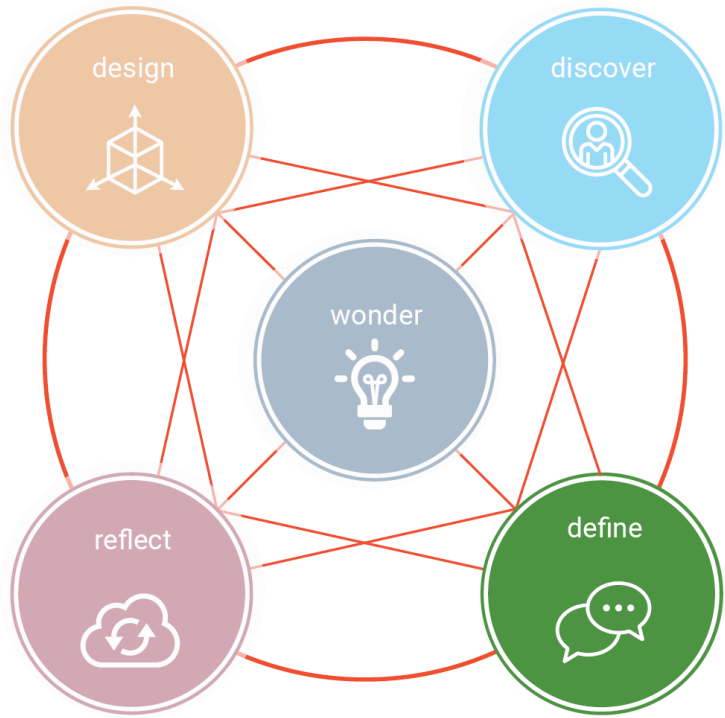
resources
 plan
 brainstorm





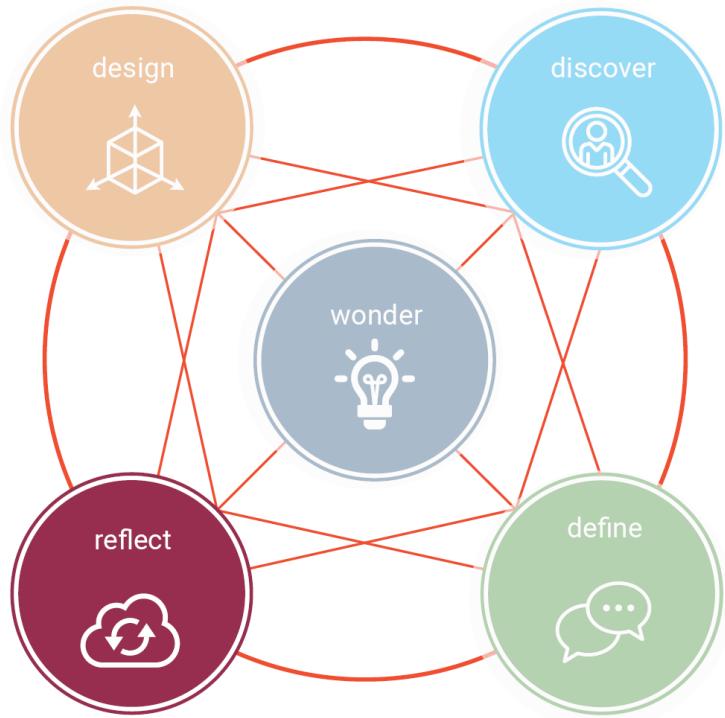
research
investigate
innovate



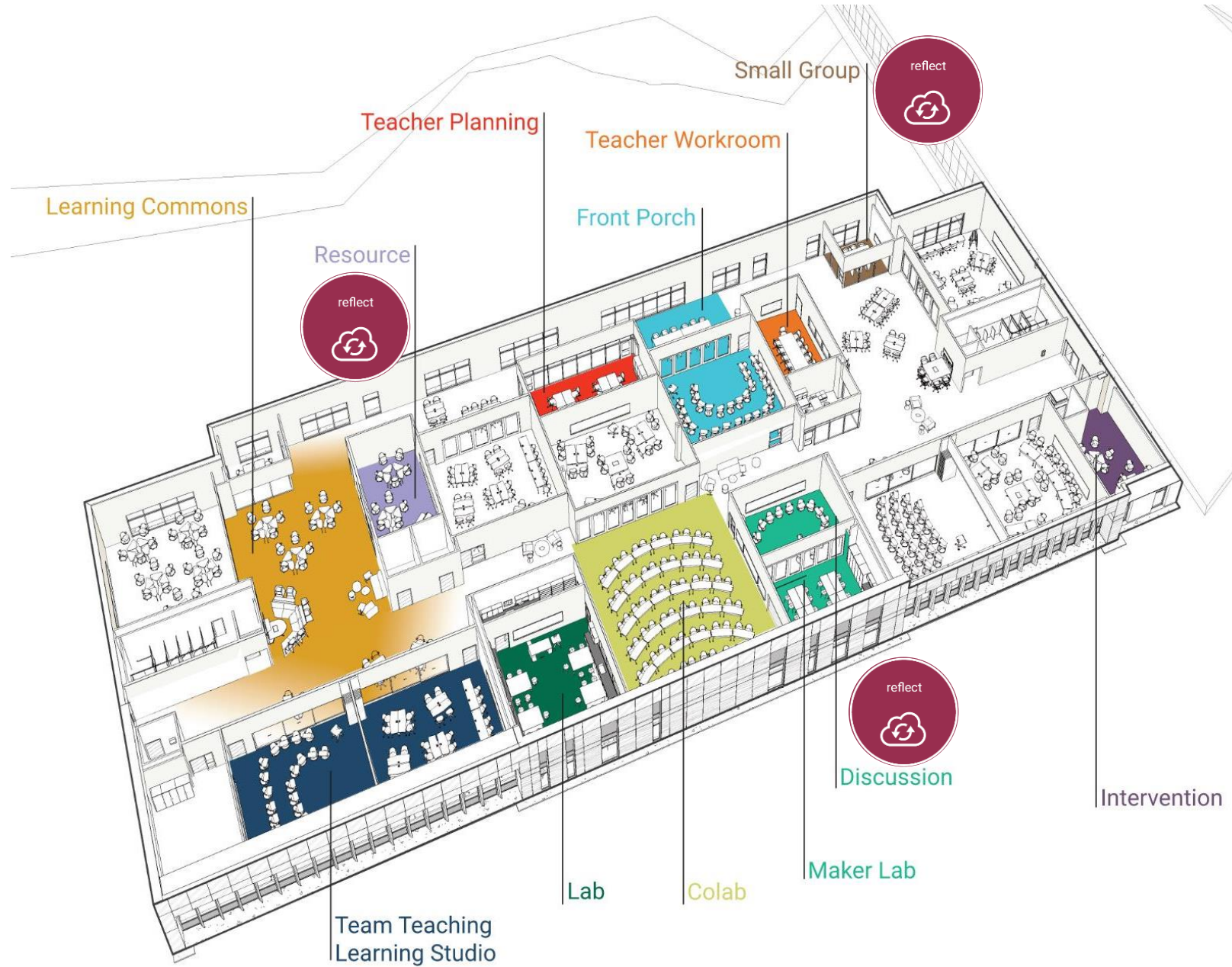


performance task development
 revision
 presentation





feedback
reflect
evaluate



DISTRICT EXPERIENCE

Inquiry Training

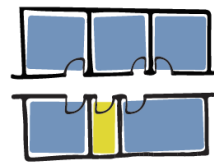
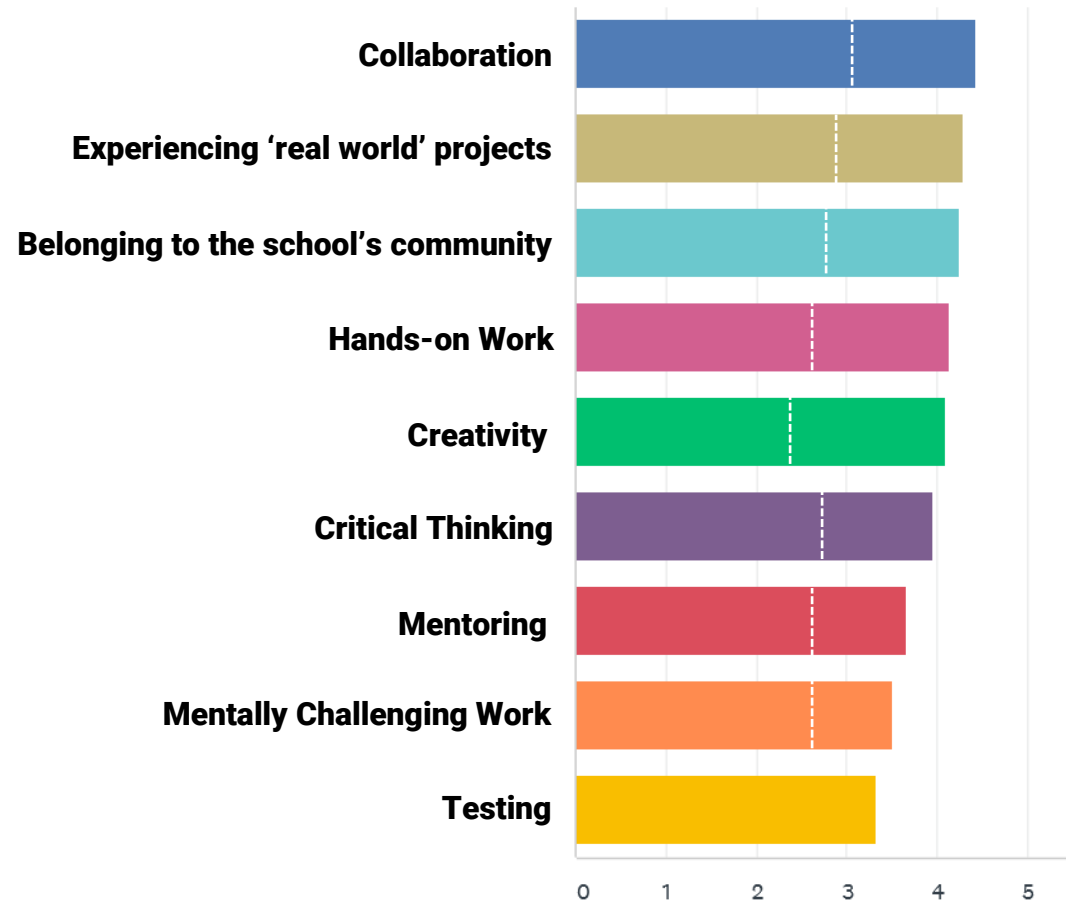
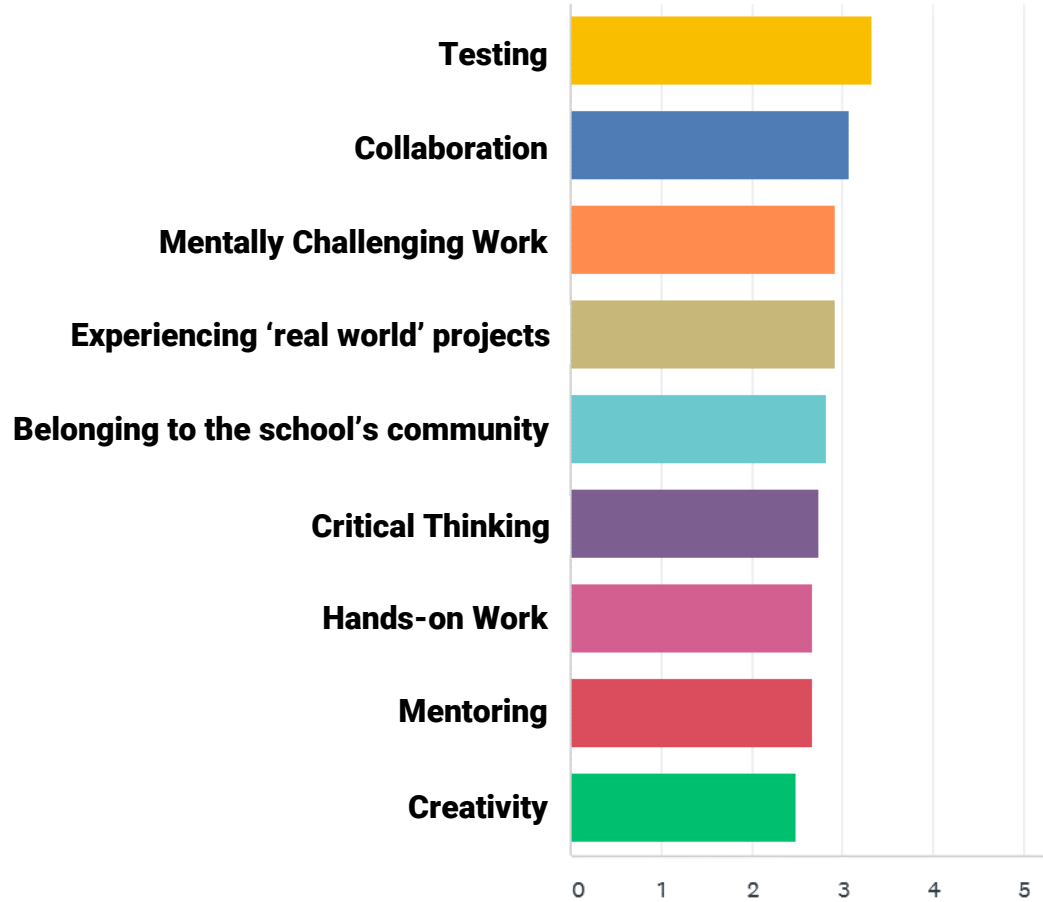


What does our process look like?

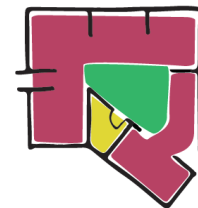
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LEARNING SPACE RESEARCH



Teacher Perceptions
PRE-OCCUPANCY



Teacher Perceptions
POST-OCCUPANCY

Achieve Engagement Index

At DLR Group, we believe it is critically important to link our educational designs to real impacts for students. The DLR Group Student Engagement Index™ (SEI™) and Teacher Engagement Index™ (TEI™) are online survey tools that are used to understand how our innovative design solutions are making a difference in students' lives.

We utilized the SEI/TEI™ with a BOLD client, having students and educators complete the survey after their first year in the school.

91%

of BOLD teachers felt their classrooms support movement versus 77% of the national average.



52%

of BOLD teachers spend most of their time in collaboration and shared spaces versus 33% of the national average.









Ribbon-Cutting is Only Day 1: Post-Occupancy Research



Out of the 579 students surveyed:

79% say being part of a neighborhood makes them want to get better grades

70% say being part of a neighborhood makes them want to work hard

80% agree that the neighborhood design makes them feel like learning is valued

75% say the neighborhood design helps students take part in collaborative learning projects

Supporting Inquiry Through Design

Student Responses: Activities x Spaces (n=207)



Darker squares indicate a higher percentage of respondents linking an activity to a space.

Out of the 579 students surveyed:

61% identify small group discussion happening in small group space(s)

63% see creation happening in lab space(s)

55% see the discussion area(s) as a space for group work and feedback

Out of the 80 teachers surveyed:

72% agreed “the neighborhood design helps students utilize different spaces for various learning activities

Questions & Discussion



Thank you!

