



**Community Conversation**

**November 15, 2017**

# Agenda

**7:00 Welcome** - Joylynn Pruitt-Adams

**7:10 About the Imagine Team** -

Mike Poirier and Lynn Kamenitsa

**7:40 Future Ready Learning Facilities** -

Michael Dolter, Perkins + Will

**8:00 Community Work Activity** - Lynn

**8:50 Next Steps** - Mike

# The Imagine Team

## A brief history

- The concept of a community-led process

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- The concept of a community-led process
- Establishment of the Launch Team
  - Membership
  - Purpose
  - Process



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## A brief history

- The concept of a community-led process
- Establishment of the Launch Team
  - Membership
  - Purpose
  - Process
- Establishment of the Imagine Team
  - Purpose
  - Membership

# Imagine Team Community Members

Victor Ancieta

Randall Hampton

Kimberly O'Donnell

Floyd Anderson

Tanesha House

Ellen Pimentel

Cynthia Ashford-Hollis

Kim Hoyt

Mike Poirier

Renee Bell

Lynn Kamenitsa

Tom Powers

Tim Brandhorst

Leon Li

Regina Robinson

Jennifer Czajka

Theresa Lipo

Mary Jo Schuler

Kelly DeLoriea

Ryan Magnuson

Stacia Smith

Steven Endres

Chelsea Matthews-Cobb

Respicio Vazquez

Sally Gibbs

Tim McGrath

Audrey Williams-Lee

Victor Guarino

Sarah Miller

Jacob Worley-Hood

# Imagine Team Faculty and Staff Members

Donal Collins

Donnell Davis

Jason Fried

Jim Hunter

Danny Matos

Leila McGowan

Meredith McGuire

Andrea Newman

Lindy Novotny

Carolyn Ojikutu

Tanya White

# Imagine Team Community Membership

## The community membership of the Imagine Team:

- Very closely reflects the racial and ethnic diversity present in today's OPRFHS student population.
- Mirrors almost exactly the proportional population of our two communities.
- Was carefully chosen to include individuals with expertise in secondary education, architecture and engineering, visual and performing arts, finance, and champions of equity.
- Includes homeowners and renters, parents of OPRFHS students, OPRFHS alumni, and people with no previous affiliation or association with the school.

# The Imagine Team

## Organization into work teams

- Academic / Student Achievement Team
- Performing and Fine Arts Team
- Athletics / Physical Education / Extracurriculars Team
- Physical Condition / Safety & Security Team

## Accomplishments to date

- Establishing a common work process for all teams
- Documenting the current capacities and demands
- Data gathering -- inventories, surveys, interviews
- Beginning work with consulting architects

# Work Group Leadership Introductions

*What have we been up to so far?*

# Work Group Leadership Introductions

Academics / Student Achievement : *Steven Endres*

*Tim McGrath*

# Work Group Leadership Introductions

Academics / Student Achievement : *Steven Endres*

*Tim McGrath*

Athletics / Physical Education : *Renee Bell*

*Sally Gibbs*



# Work Group Leadership Introductions

Academics / Student Achievement : *Steven Endres*

*Tim McGrath*

Athletics / Physical Education : *Renee Bell*

*Sally Gibbs*

Performing and Fine Arts: *Audrey Lee (chair)*

*Jake Worley-Hood*

# Work Group Leadership Introductions

Academics / Student Achievement : *Steven Endres*

*Tim McGrath*

Athletics / Physical Education : *Rene Bell*

*Sally Gibbs*

Performing and Fine Arts: *Audrey Lee (chair)*  
*Jake Worley-Hood*

Physical Condition / Safety / Security : *Ryan Magnuson*

*Tom Powers*

# INSPIRING TRENDS IN EDUCATIONAL FACILITIES



# IMPACT OF FACILITIES ON STUDENT PERFORMANCE

## ERGONOMICS

Furniture that provides students an increased opportunity to move triggers **above average levels of concentration** during test taking

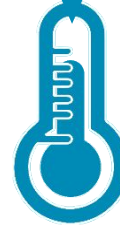


Daylighting has been linked to “**better performance of students** – as much as 20% improvement in math and 26% in reading on standardized tests”

*(Heschong Mahone Group, 1999)*

## LIGHTING

Thermal conditions below optimal levels affect dexterity while thermal conditions above optimal levels decrease alertness & cause physical stress



## THERMAL CONTROL

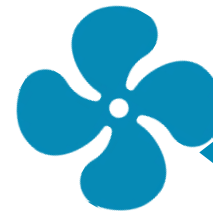


## ACOUSTICS

Noise influences student's information processing strategies and feelings of personal control

*(Cohen & Weinstein, 1981)*

## INDOOR AIR QUALITY



Asthma accounts for 10 ‘million school absences per year. (EPA)

BUT...

SHOULDN'T THESE FACTORS  
BE CONSIDERED BASE-LINE IN  
TERMS OF PERFORMANCE?

AND, CAN'T OUR FACILITIES  
OFFER MORE ESPECIALLY  
WHEN...

65% OF TODAY'S GRADE SCHOOL  
KIDS WILL END UP AT JOBS  
THAT **HAVEN'T BEEN INVENTED  
YET."**

*Center for Evaluation & Education Policy,  
Indiana University*

# CHANGE...





CHANGE





CHANGE...





CHANGE





CHANGE...

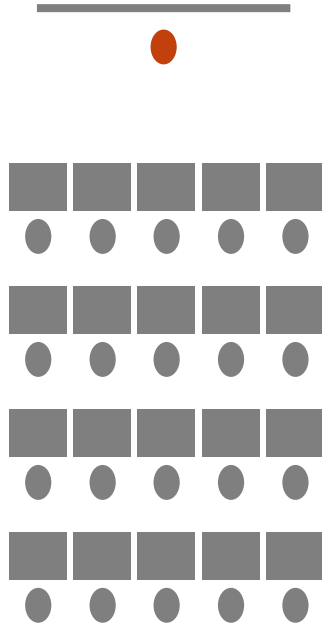
# CHANGE?



“IF WE TEACH TODAY’S STUDENTS  
AS WE DID YESTERDAY, THEN WE  
ARE ROBBING THEM OF THEIR  
TOMORROW”

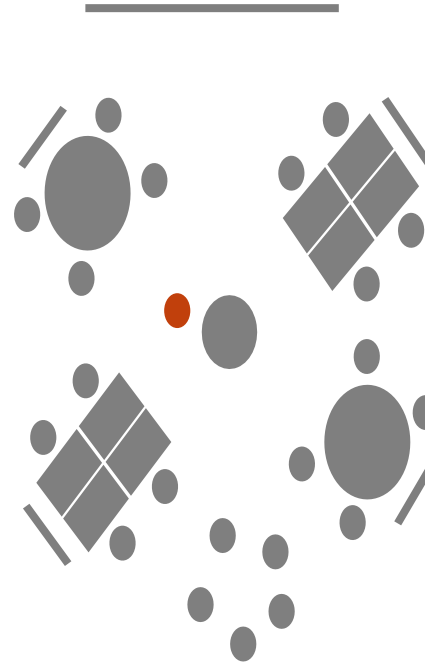
- *John Dewey*

# Change...



## 20<sup>th</sup> Century

- Teacher-centered
- Passive learning
- Organized by age/subject
- Rote memorization
- Industrial efficiency



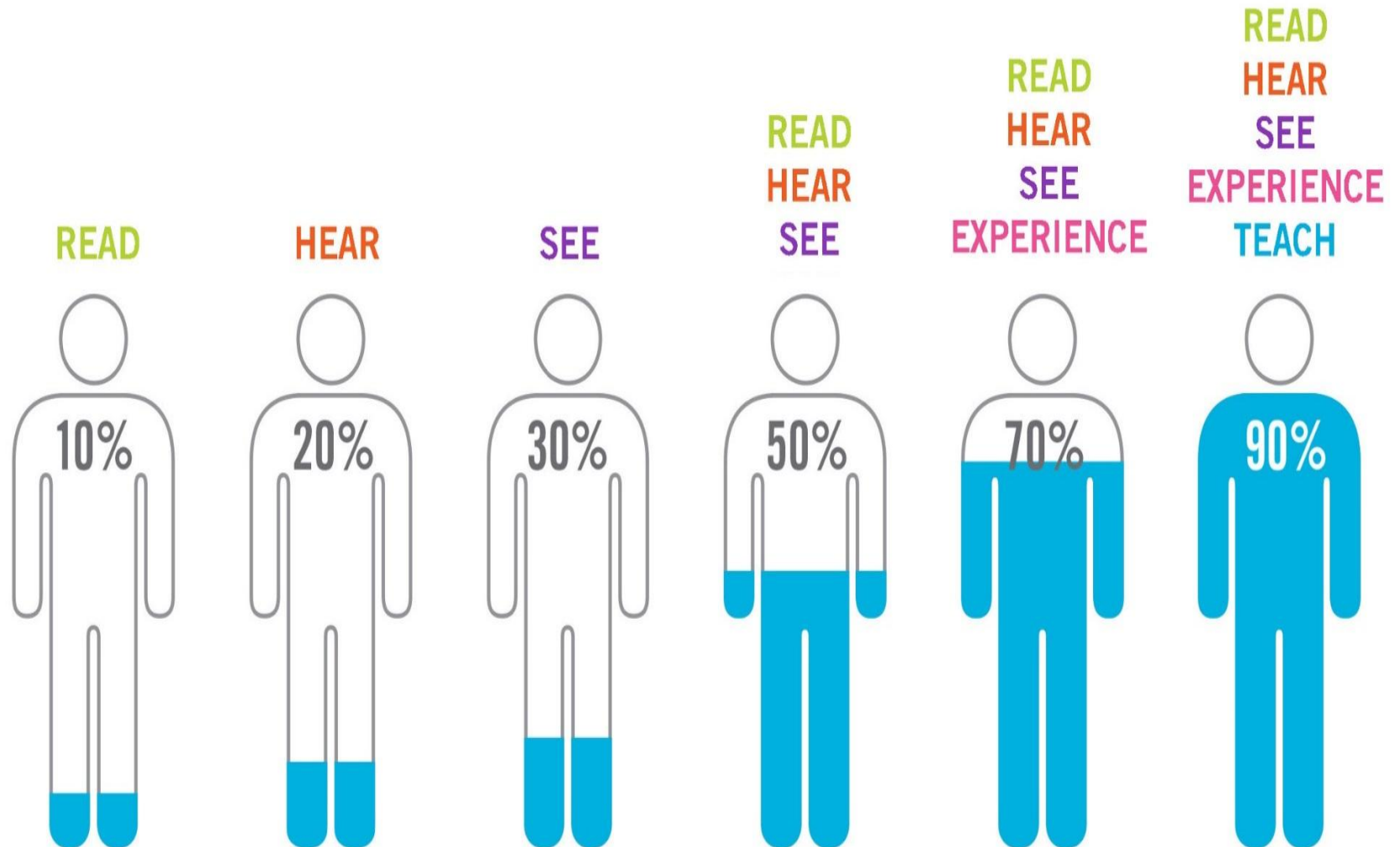
## 21<sup>st</sup> Century

- Student-centered
- Active learning
- Multi-age learning communities
- Project based and experiential
- Students not tied to fixed location





# TODAY'S STUDENT THE INNOVATION MINDSET





“WHAT MATTERS MOST IN OUR  
INCREASINGLY INNOVATION-DRIVEN  
ECONOMY IS NOT WHAT YOU KNOW, **BUT**  
**WHAT YOU CAN DO** WITH WHAT YOU  
KNOW”

*Most Likely to Succeed, Preparing our Kids for the Innovation Era*  
Tony Wagner, Ted Dintersmith

# Future Ready Learning Environments

Is student-centered

Adapts to change

Supports 21<sup>st</sup> Century skills

Is safe & secure

Supports community use

Is flexible....at many levels

Curricular

Spatially

Group size

Furniture

Is sustainable

Supports interdisciplinary projects

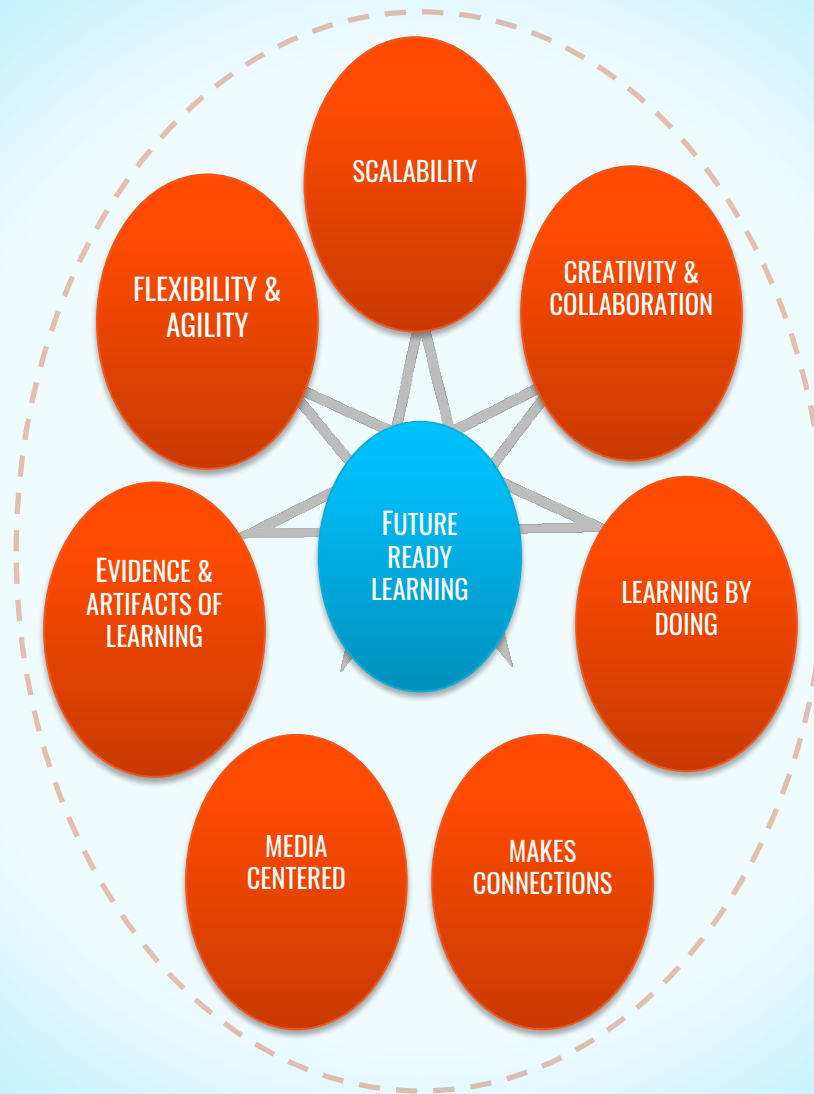
Is connected...at many levels

Encourages exploration

Supports collaboration & innovation

Improves student performance





# CREATIVITY & COLLABORATION

1,500 CEOs ‘IDENTIFY CREATIVITY  
AS THE NUMBER ONE LEADERSHIP  
COMPETENCY OF THE SUCCESSFUL  
ENTERPRISE OF THE FUTURE’

*IBM Global CEO Study, 2010*

# WHEN EMPLOYEES COLLABORATE

THEY WORK **15%** FASTER, ON AVERAGE

**73%** DO BETTER WORK

**60%** ARE INNOVATIVE

**56%** ARE MORE SATISFIED

*The Collaborative Economy, Deloitte, 2014*



# CREATIVITY & COLLABORATION

## IDEO

- Encourage the spontaneous
- Activate the In-Between Spaces
- Simplify the Operational



# CREATIVITY & COLLABORATION

## IDEO

“Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.”

*Tim Brown, President and CEO*



# CREATIVITY & COLLABORATION

CREATE's mission is to stimulate innovation, discovery and entrepreneurship through the interaction and collaboration of research students drawn from top research institutions, corporations and leading universities from around the globe

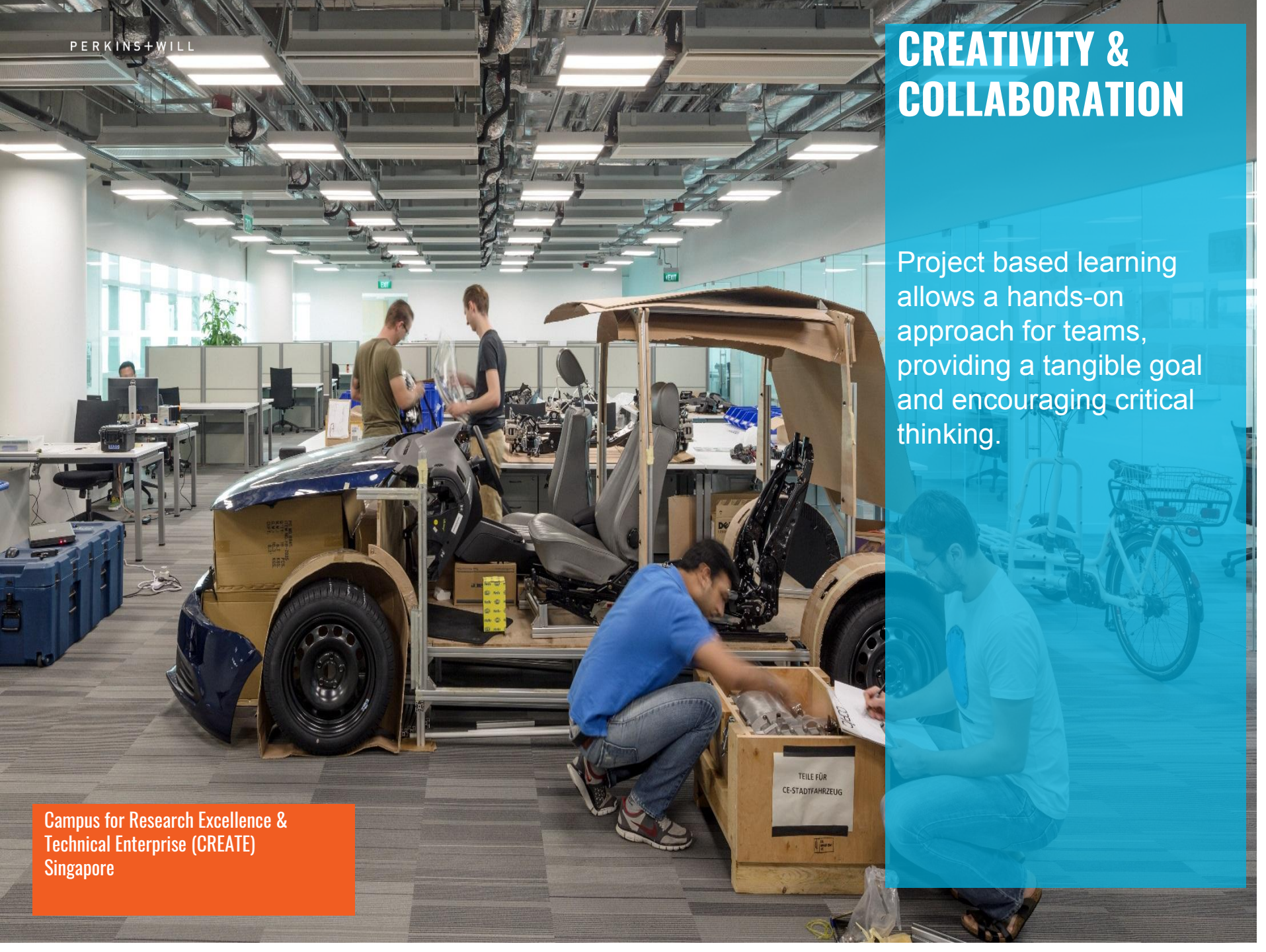
Campus for Research Excellence & Technical Enterprise (CREATE)  
Singapore



# CREATIVITY & COLLABORATION

Project based learning allows a hands-on approach for teams, providing a tangible goal and encouraging critical thinking.

Campus for Research Excellence & Technical Enterprise (CREATE)  
Singapore





Hierarchical Dirichlet Process (Teh et al, 2006)

$$G_0 | H \sim DP(\gamma, H)$$

$$G_j | G_0 \sim DP(\alpha_j, G_0)$$

$$\phi_j | G_j \sim G_j$$

$$x_{ji} | \phi_{ji} \sim F(\phi_{ji})$$

Stochastic Learning

$$G_0(\theta) = \sum_{k=1}^K p_k S(\theta, \phi_k)$$

$$(3.1) \quad p_k = \beta_k$$

$$\beta_k =$$

$$\prod_{i=1}^n (1 - \pi_k^i)$$

$$\left( \alpha_0 \phi_k, \alpha_0 \left( 1 - \frac{1}{\alpha_0} \right) \right)$$

# CREATIVITY & COLLABORATION

The building is a lab for discussion, display and education.

Innovation and ideas can strike anywhere, so you are never too far from a writable surface

Campus for Research Excellence & Technical Enterprise (CREATE)  
Singapore



# CREATIVITY & COLLABORATION

Individual, small group and large group work is encouraged, shared resources are available as needed by team members

Campus for Research Excellence & Technical Enterprise (CREATE)  
Singapore



# LEARNING BY DOING



# Student Benefits of Making

## Building Learners

1. **Grit** – I will fail but keep trying
2. **Differentiated learning** – I can make at any speed or any medium that fits me.
3. **Empowerment** – What I do is not yours, I can make a difference
4. **Confidence** – I can, I am worthy
5. **Fun** – I can balance of focused activity and play
6. **Communication skills** – I ideate, collaborate, and present
7. **Memory** – I experience what I make
8. **Relationships** – I am connected to a community of makers



# Impact of Making on Educational Process

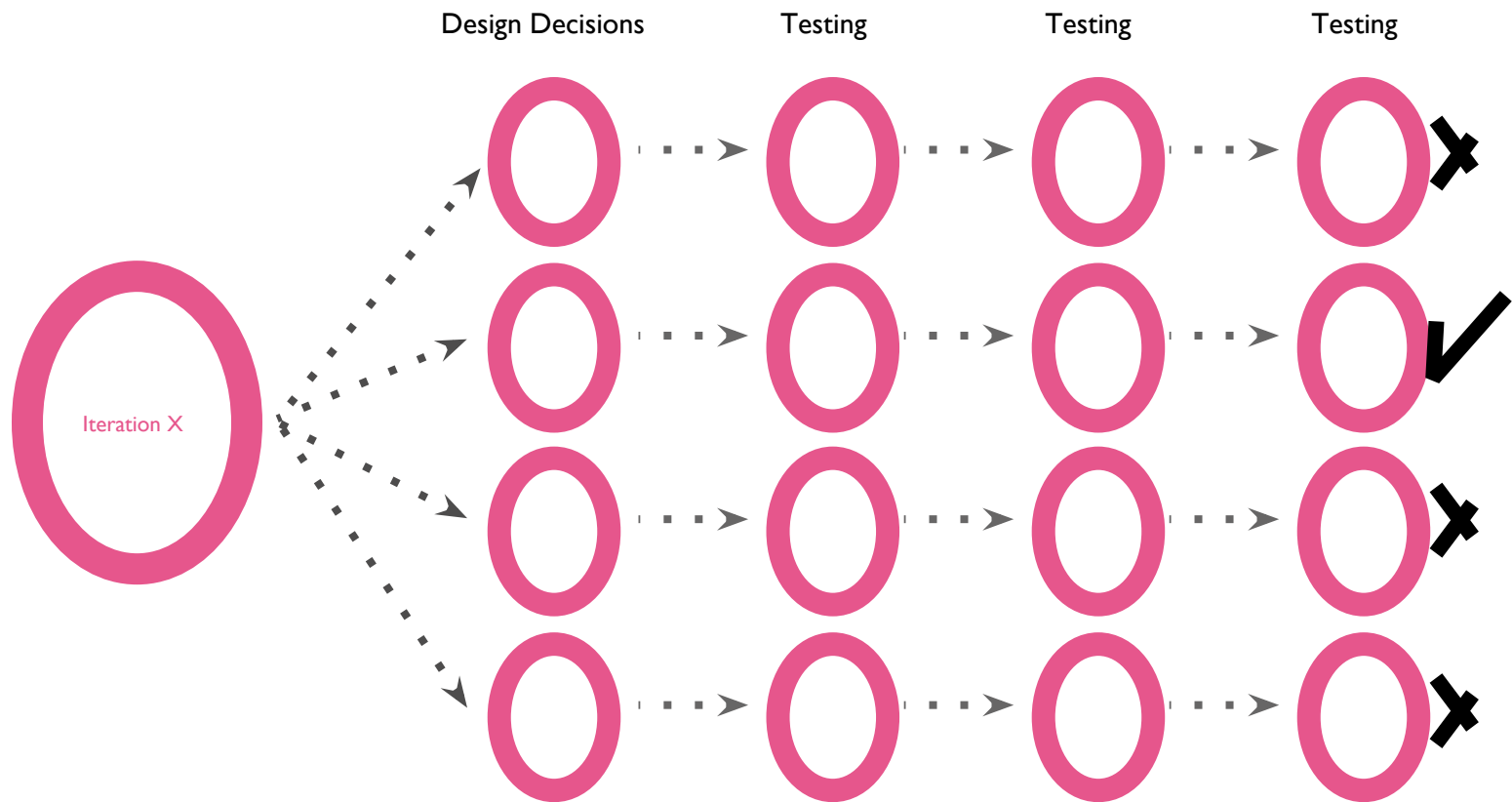
## Make a Change

1. **Learn, do, share** increases rate of learning
2. **Just in Time Learning** -Movement from timeless academic learning (information based) to transformation based learning (what do I need to learn to make)
3. **Playful** interactive application based Bridge to formal knowledge
4. **Multidisciplinary** – interconnected
5. **Portfolio** and effort based assessments.
6. **Community of Resources** beyond the textbook





# Design Decisions





# LEARNING BY DOING

“NuVu challenges students to learn in new ways: analytical thinkers are inspired to explore their creative selves, while creative students expand their capacity to think and learn analytically”



NuVu  
Cambridge, MA



# LEARNING BY DOING

Projects and processes are both team and individual based making connections with students with different learning styles and preparing them for next levels of education and the next generation of workplaces

Shattuck-St Mary's School STEM Building  
Faribault, Minnesota

**MAKES  
CONNECTIONS**



## ORIGINAL FOUR STRANDS

Bioscience

Business, Technology, Media

Engineering

Human Services

## ADDED STRANDS

Accelerator

Medicine & Healthcare

## OUR VISION

CAPS strives to revitalize the culture of education by creating an innovative environment where business, education and community collaborate to become a global learning community, creating meaningful experiences for students, promoting their quest for self-discovery and developing them as innovative leaders of the future

## Bioscience



## Business



*charles* SCHWAB



accenture



## Engineering



Honeywell



GARMIN



## Human Services



Blue Valley CAPS – Corporate Partners  
Overland Park, Kansas



# MAKES CONNECTIONS

CAPS curriculum was designed from a robust analysis of local industry trends to identify regional industry behaviors and assist in the creation of the areas of study the program would provide to students.

Blue Valley CAPS  
Overland Park, Kansas



# MAKES CONNECTIONS

Educators and business professionals work together in this facility to emulate career experiences and introduce students to various professional career strands such as engineering, biosciences, human services and business.

Blue Valley CAPS  
Overland Park, Kansas



# MAKES CONNECTIONS

CAPS educators focus on engaging students as active participants in their own education through simulating an environment that is both compelling and relevant to the students' future success.

Blue Valley CAPS  
Overland Park, Kansas



# MAKES CONNECTIONS

OPRF Room 303 - Before  
Computer Lab





**MAKES  
CONNECTIONS**

OPRF Room 303 - After  
Business Incubator



“CHANCE FAVORS THE  
CONNECTED MIND”

*Source: Johnson, Steven. Where Good Ideas Come From: The Natural History of Innovation. New York: Riverhead Books, 2010.*

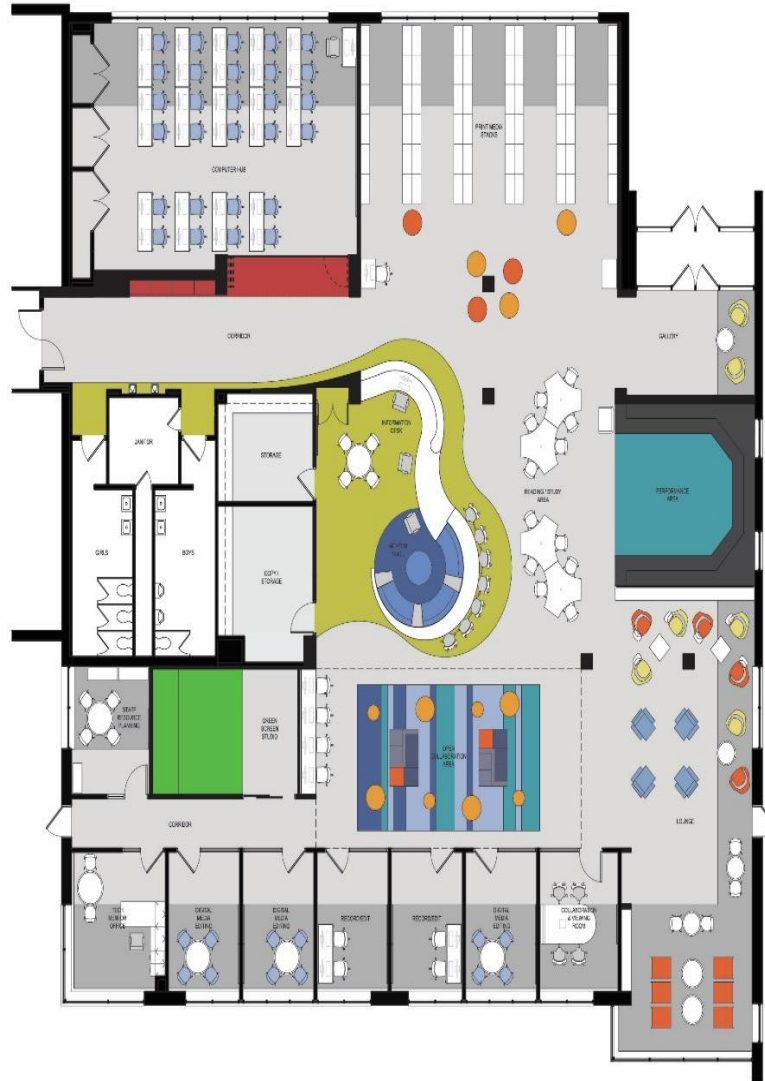


# MEDIA CENTERED

TODAY, 8-18 YEAR-OLDS DEVOTE  
MORE THAN 53 HOURS A WEEK  
TO USING ENTERTAINMENT  
MEDIA.

*Generation M2: Media in the Lives of 8 to 18-Year-Olds  
The Henry J. Kaiser Family Foundation*

# TECHNOLOGY LIBERATES USERS AND FOSTERS COLLABORATION AND INNOVATION



# MEDIA CENTERED

Conversion of an existing, underutilized administration suite to an open, dynamic and versatile learning center

The 'CUBE', Deerpath Middle School  
Lake Forest, Illinois

# MEDIA CENTERED

A wide variety of spaces are provided for individual, small group and large group interaction

The 'CUBE', Deerpath Middle School  
Lake Forest, Illinois



## MEDIA CENTERED

Furnishings are flexible, modular and easily movable allowing for continued modification of the space to meet changing educational needs

The 'CUBE', Deerpath Middle School  
Lake Forest, Illinois



## MEDIA CENTERED

Simple additions such as the green room allow for teachers and students to expand their educational experience and maximize their creativity

The 'CUBE', Deerpath Middle School  
Lake Forest, Illinois

# FLEXIBILITY & AGILITY



# FLEXIBILITY & AGILITY

Spaces that allow students and instructors move beyond the classroom and work in an inter-disciplinary, group approach.

PERKINS+WILL

Highland Park High School  
Highland Park, IL





Highland Park High School  
Highland Park, IL

## FLEXIBILITY & AGILITY

Formal and informal break-out spaces can be created throughout a building to accommodate a variety of learning and teaching styles

Wadena Deer Creek Middle School / High School  
Wadena, Minnesota





















# SCALABILITY

THERE ARE MORE THAN 500  
STUDIES THAT SHOW EVIDENCE OF  
INCREASED ACHIEVEMENT FOR ALL  
TYPES OF STUDENTS WHEN THEY  
WORK TOGETHER IN SMALL GROUPS

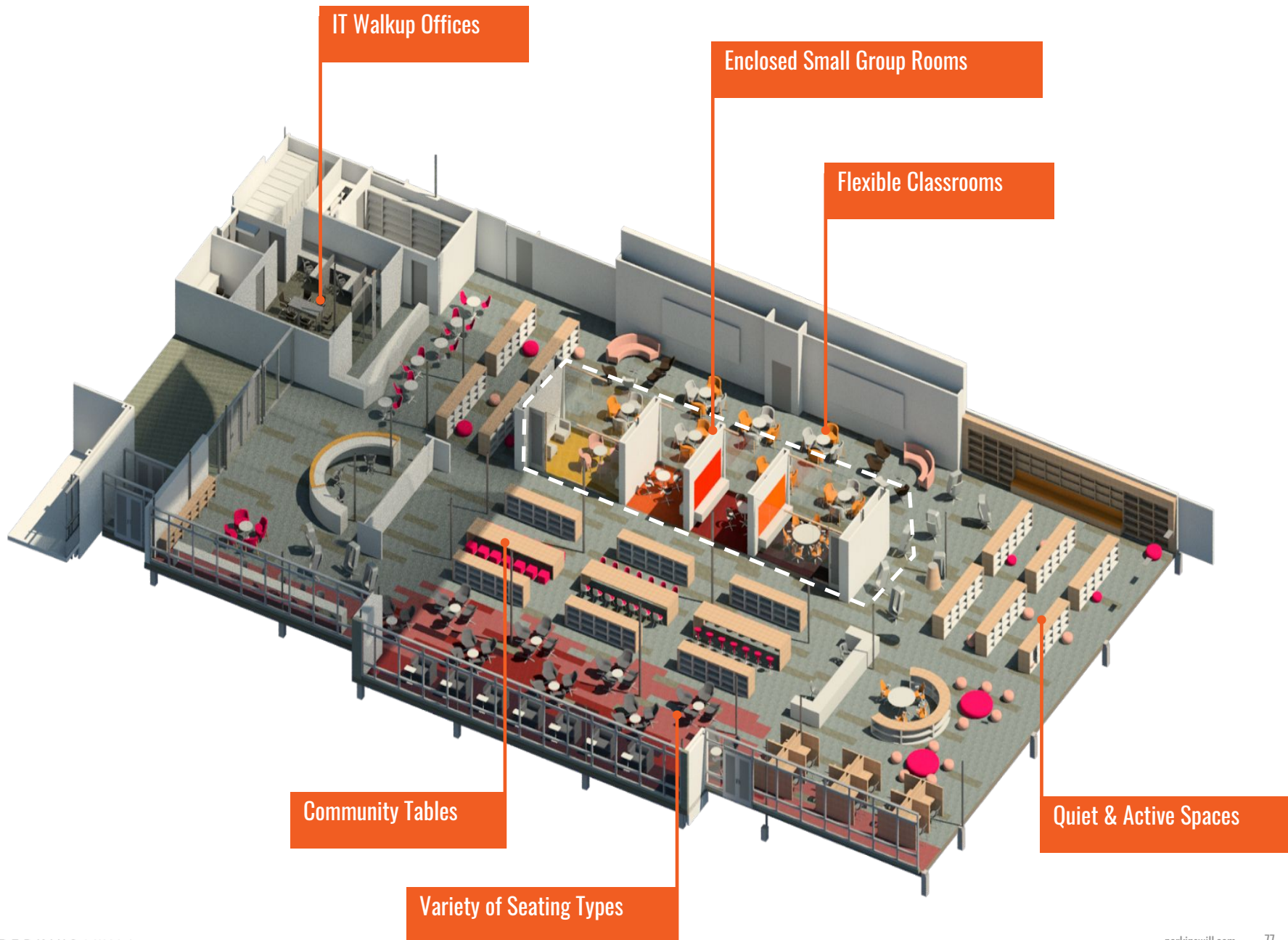
*The Advantages of Collaboration in Education*  
Marie Anderson





Existing Conditions  
Deerfield High School Library







Deerfield High School Library  
Completed





Deerfield High School Library  
Completed

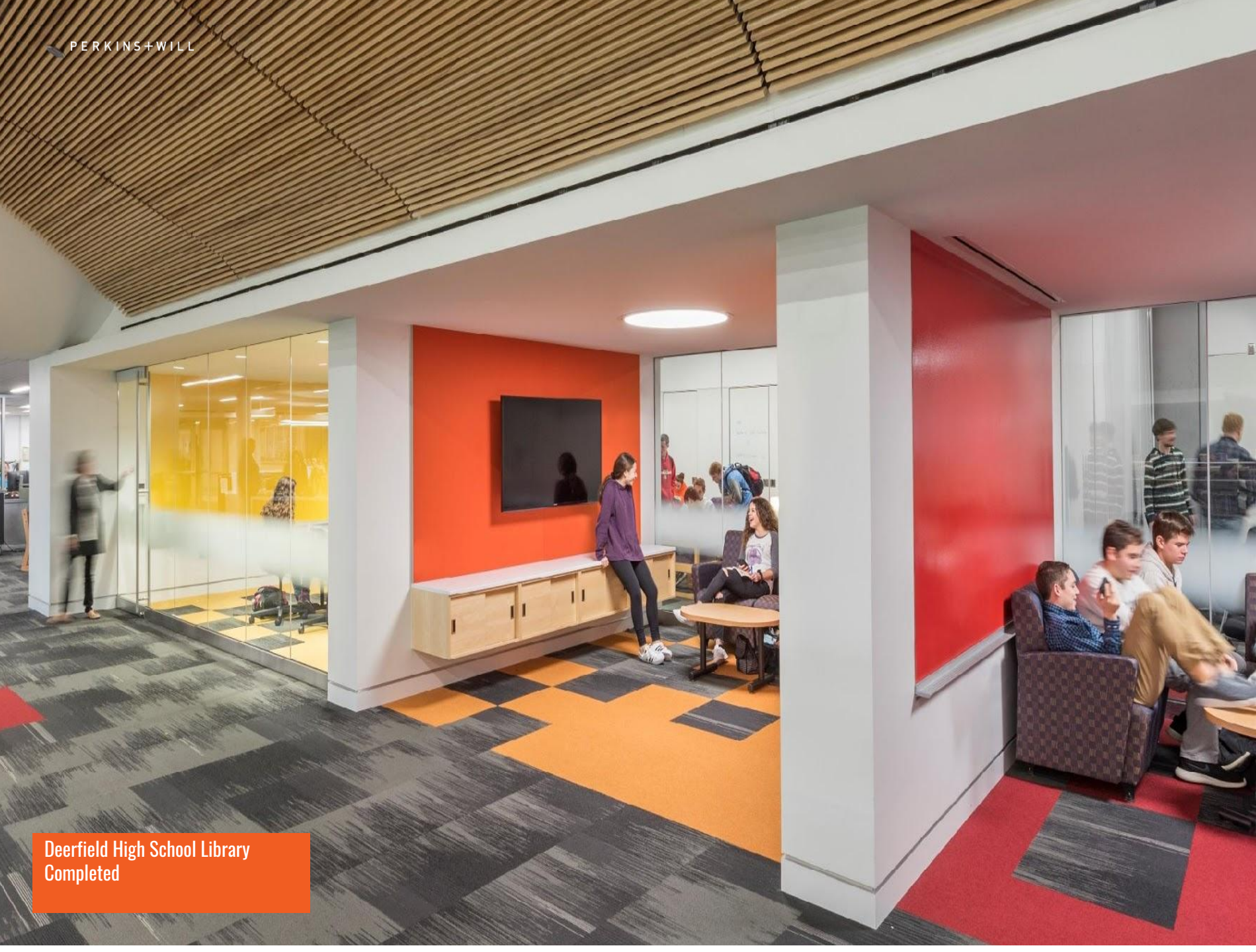




Deerfield High School Library  
Completed



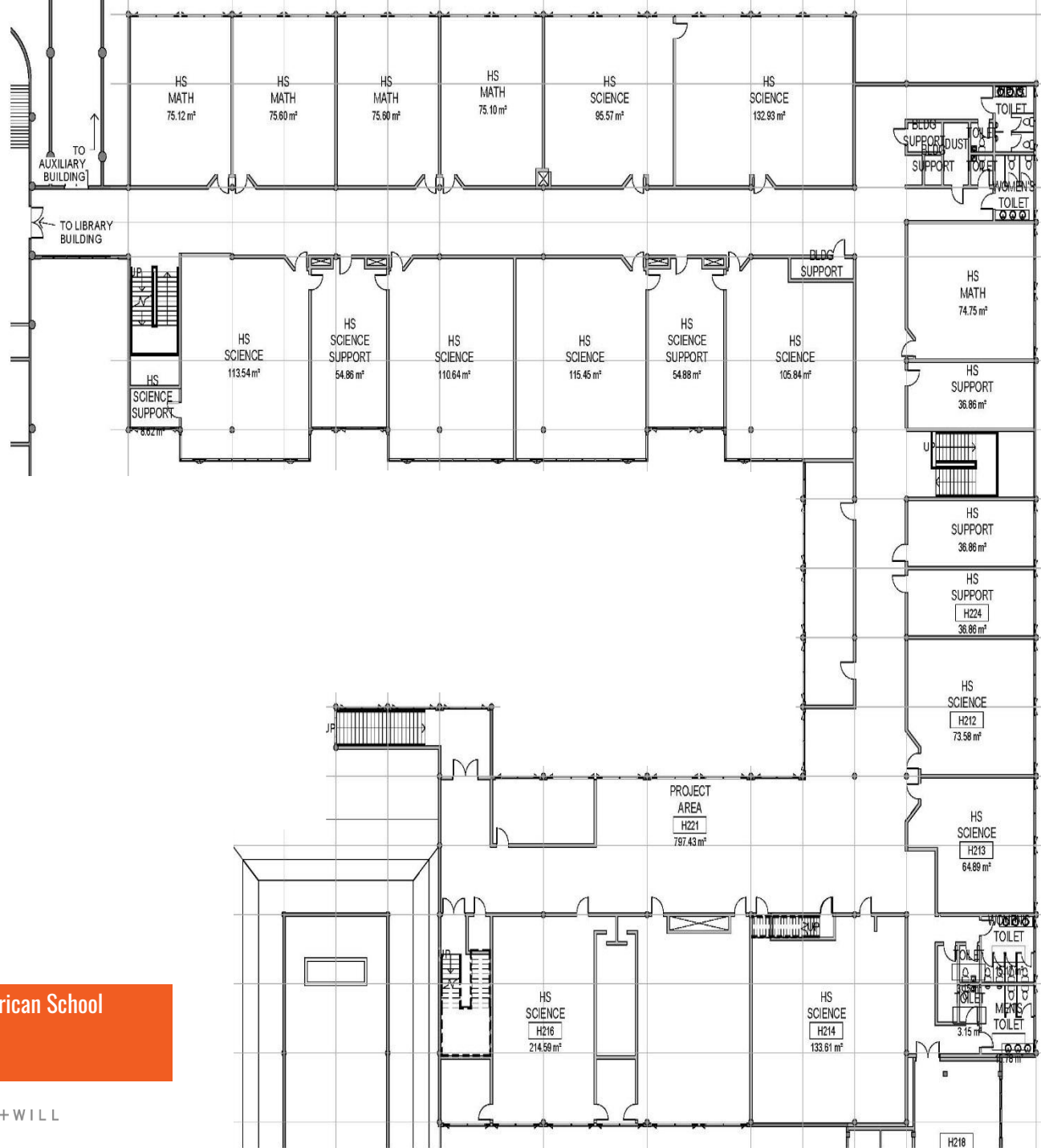
Deerfield High School Library  
Completed





## Shanghai American School Existing Plan

PERKINS+WILL



## Shanghai American School Proposed Plan

## Shanghai American School Proposed Plan







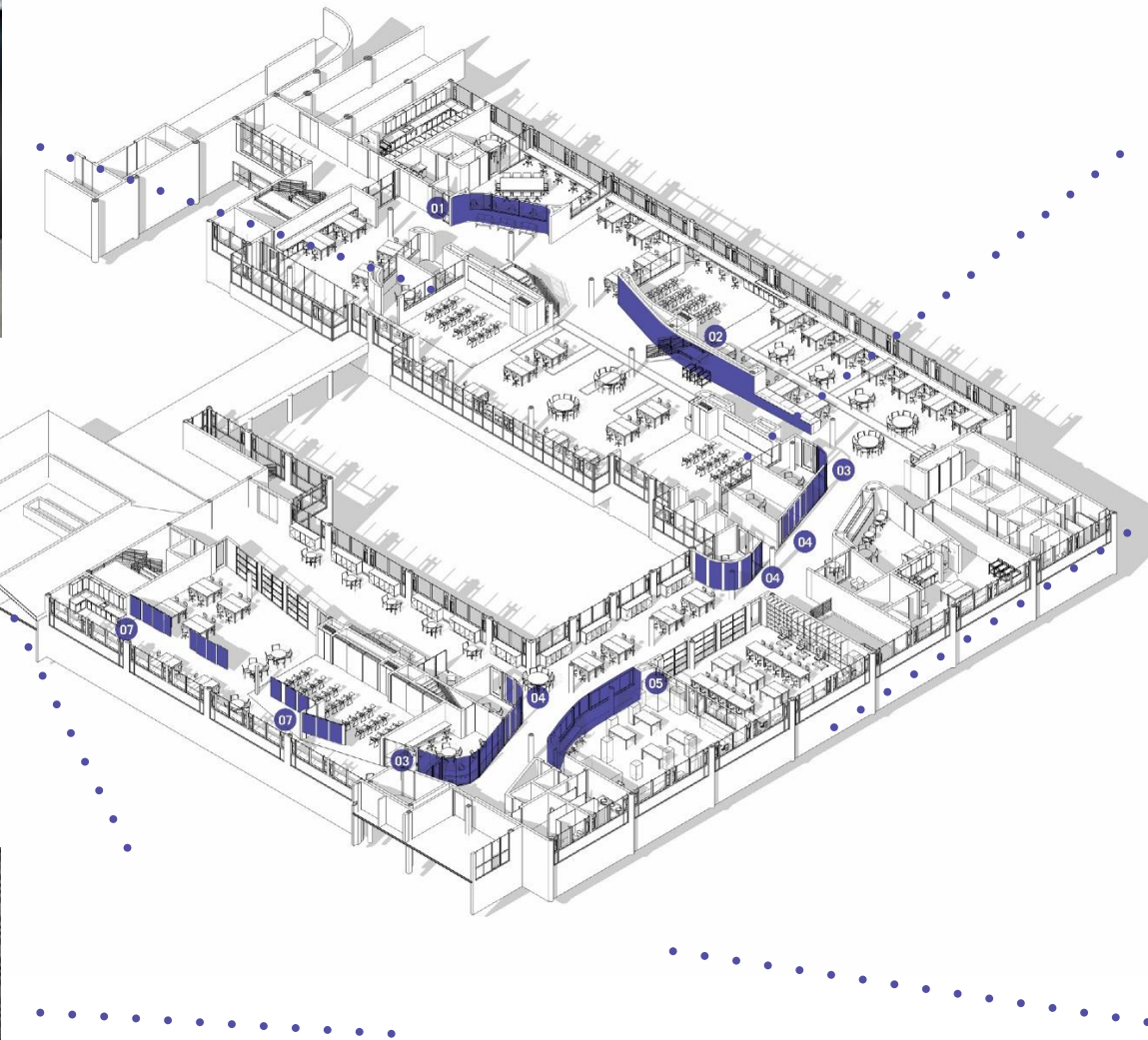
1. Work area



7. Collaboration



3. Curved screens



Shanghai American School  
Proposed Axonometric



2. Circulation spine



4. Space-defining



5. Display / storage









INNOVATION A  
TUTUTE

Shanghai American School





Shanghai American School

# EVIDENCE & ARTIFACTS



“DISPLAYING STUDENTS’ WORK LETS  
THEM KNOW **YOU VALUE IT -- AND THEM.**  
DOCUMENTING THE PROCESS OF  
STUDENT WORK **BENEFITS STUDENTS,**  
**ENGAGES PARENTS, AND GUIDES**  
**TEACHERS.”**

*students’s Work – Visibility Leads to Value*  
*Diane Weaver Dunne*

## DOCUMENTATION OF BOTH **PROCESS** AND **OUTCOMES** SERVES DIFFERENT PURPOSES:

- TO AID TEACHERS' OWN REFLECTIONS
- TO SHARE BACK WITH LEARNERS
- TO BE SHARED MORE WIDELY

*Making Learning Visible Project  
Harvard Project ZERO*



### NuVu Spring 2015

by Ah Tenebaum



### Feeling Tree

by Parth Tinni, Sophia Tinnu-Ray,  
Graeme Mib...



### Emotion Mask

by Tuyen Chan, Kuanlin Sheth



### Interactive space

by Richard Louie, Sophia Tinnu-Ray,  
Jaemin Sheth...



### NuVu Tools 2.0

by Cole Kisser, Reid Shon, Hayes  
Mib...



### LaserQueue

by Sam Dolman, Myles Jack-Tell, Yuki  
Sogot...



### Carousel

by Ryan Jay, Gene (Cinco) Duffy



### NuVu Tools

by Cole Kisser, Reid Shon, Hayes  
Mib...



### Social Furniture

by Ryan Jay, Pablo Pini



### Le Gardien

by Robert Cusales, Terence Louie,  
Benjamin Fox...



### Wheelchair Storage

by Bobby Ceflan, Pika Sammen



### Rower

by Max Dedegen



NuVu  
Digital Display





Campus for Research Excellence & Technical Enterprise (CREATE)  
Analog Display



*Are we planning for our past?*



**Or our children's future**



# Community Work Activity



# Community Work Activity

- Please select a note taker for your table.
- Discuss the concept of Future Ready Learning facilities. What did you learn, and what would you like the Imagine Team to consider?
- Beyond Future Ready Learning facilities, what would you like the Imagine Team to consider as it works to create a long-term facilities plan for the school?
- What questions do you have about the school's facilities and about the Imagine Team process?

# Tables Report Out

# Submitting Additional Questions



# Next Steps

- How we would like to keep in touch with you
  - Email--please fill out sign-in sheet !
  - Next round of community input  
(late winter/early spring)
  - OPRF social media
    - Facebook: *OPRF*
    - Twitter: *@oprfhuskies*
  - Website updates
- How you can keep in touch with us:

*ImagineOPRF@oprfs.org*

# Thank You!

and

