



# BOE Presentation:

# Student Learning & Curriculum Pillar Update

# Active Learning Spaces & Intentional Design

November 17, 2021



## THE PROCESS

This work is the result of a Steering Committee comprised of PCSD staff, community members, parents and students.

From their work stems the PCSD Envisioning Our Future pillars, goals and action plans.

# Student Learning and Curriculum Pillar

## GOALS:

**STUDENT LEARNING & CURRICULUM**

### Focus on Learning

We will provide learning environments where students engage in collaboration, use critical thinking to become problem solvers, be effective consumers of content and create authentic products purposeful in our global, digital world.

### Focus on Collaboration

All stakeholders working collaboratively will ensure high levels of learning for all through guaranteed relevant curriculum, instruction and assessment with a focus on the four critical Professional Learning Communities questions.

### Focus on Results

All stakeholders will show their commitment to student learning through monitoring and reflecting, demonstrating growth mindset, providing feedback and celebrating/ sharing successes with the greater District community.

## Envisioning Our Future:

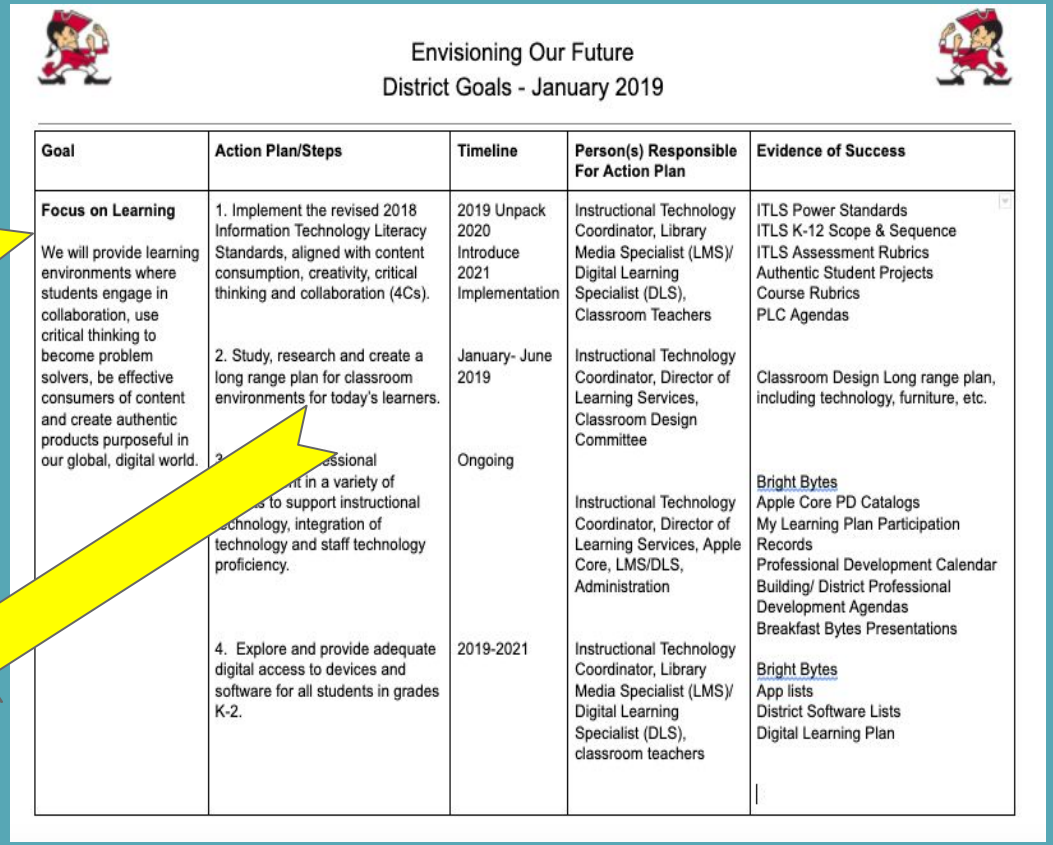
## Student Learning and Curriculum Pillar

## (Page 2-7)

# Focus on Learning

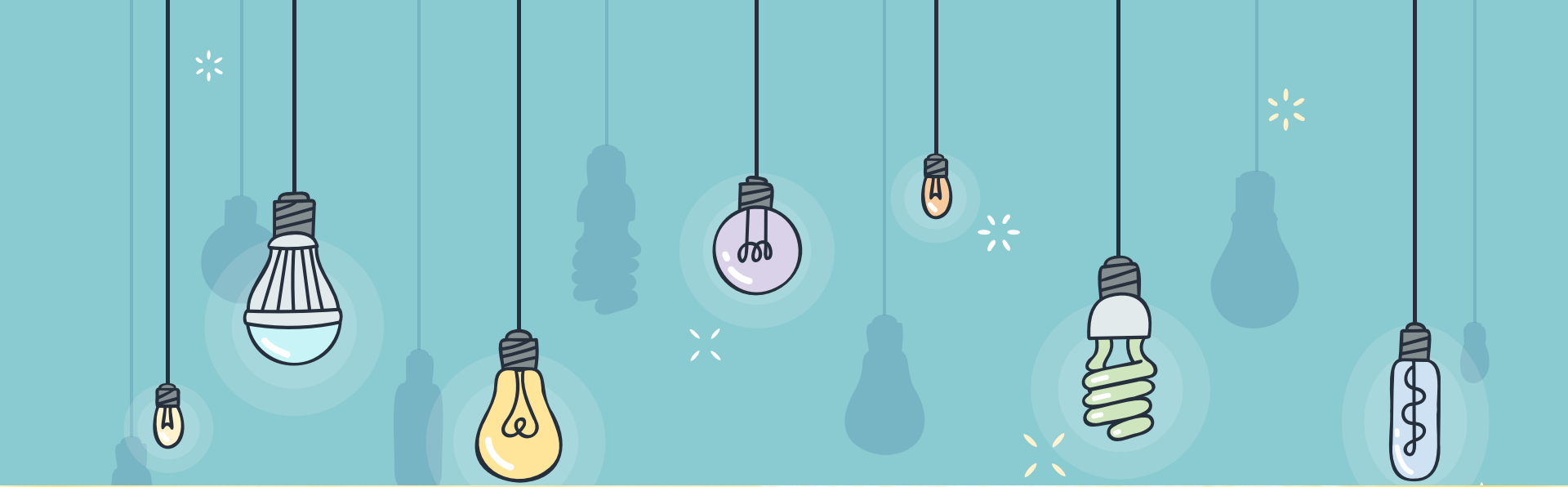
We will provide learning environments where students engage in collaboration, use critical thinking to become problem solvers, be effective consumers of content and create authentic products purposeful in our global, digital world.

Study, research and create a long range plan for classroom environments for today's learners.



Envisioning Our Future
District Goals - January 2019

| Goal | Action Plan/Steps | Timeline | Person(s) Responsible For Action Plan | Evidence of Success |
|---|---|---|---|---|
| **Focus on Learning**<br><br>We will provide learning environments where students engage in collaboration, use critical thinking to become problem solvers, be effective consumers of content and create authentic products purposeful in our global, digital world. | 1. Implement the revised 2018 Information Technology Literacy Standards, aligned with content consumption, creativity, critical thinking and collaboration (4Cs). | 2019 Unpack<br>2020 Introduce<br>2021 Implementation | Instructional Technology Coordinator, Library Media Specialist (LMS)/ Digital Learning Specialist (DLS), Classroom Teachers | ITLS Power Standards<br>ITLS K-12 Scope & Sequence<br>ITLS Assessment Rubrics<br>Authentic Student Projects<br>Course Rubrics<br>PLC Agendas |
| | 2. Study, research and create a long range plan for classroom environments for today's learners. | January- June 2019 | Instructional Technology Coordinator, Director of Learning Services, Classroom Design Committee | Classroom Design Long range plan, including technology, furniture, etc. |
| | 3. [illegible]ssional [illegible]nt in a variety of [illegible]s to support instructional [illegible]chnology, integration of technology and staff technology proficiency. | Ongoing | Instructional Technology Coordinator, Director of Learning Services, Apple Core, LMS/DLS, Administration | Bright Bytes<br>Apple Core PD Catalogs<br>My Learning Plan Participation Records<br>Professional Development Calendar<br>Building/ District Professional Development Agendas<br>Breakfast Bytes Presentations |
| | 4. Explore and provide adequate digital access to devices and software for all students in grades K-2. | 2019-2021 | Instructional Technology Coordinator, Library Media Specialist (LMS)/ Digital Learning Specialist (DLS), classroom teachers | Bright Bytes<br>App lists<br>District Software Lists<br>Digital Learning Plan |



Focus on Learning

Build a Collaborative Culture

A Focus on Results

November 17, 2021
Active Learning Spaces

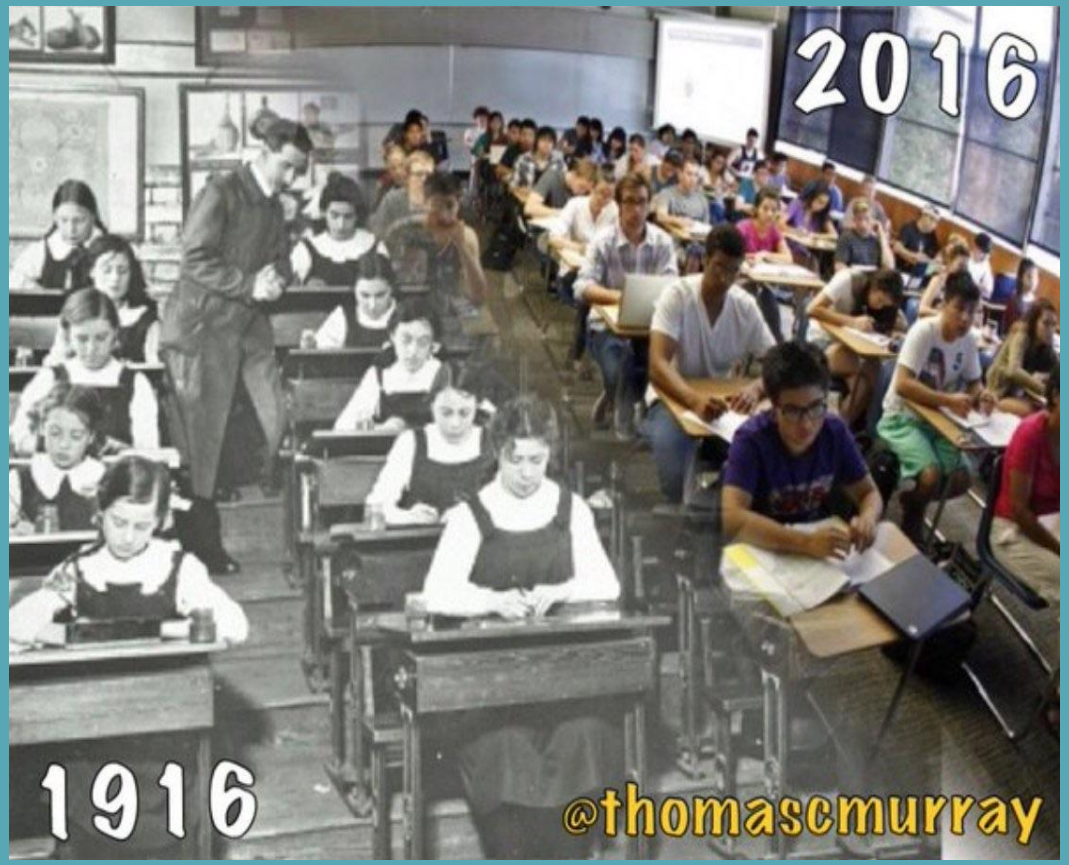
January 26, 2021
PLC Update

March 16, 2022
Teaching and Learning Rapid Fire

# Are we forward and future focused?

"Our schools are becoming museums and we are becoming the curators in American Education"

~Daggett



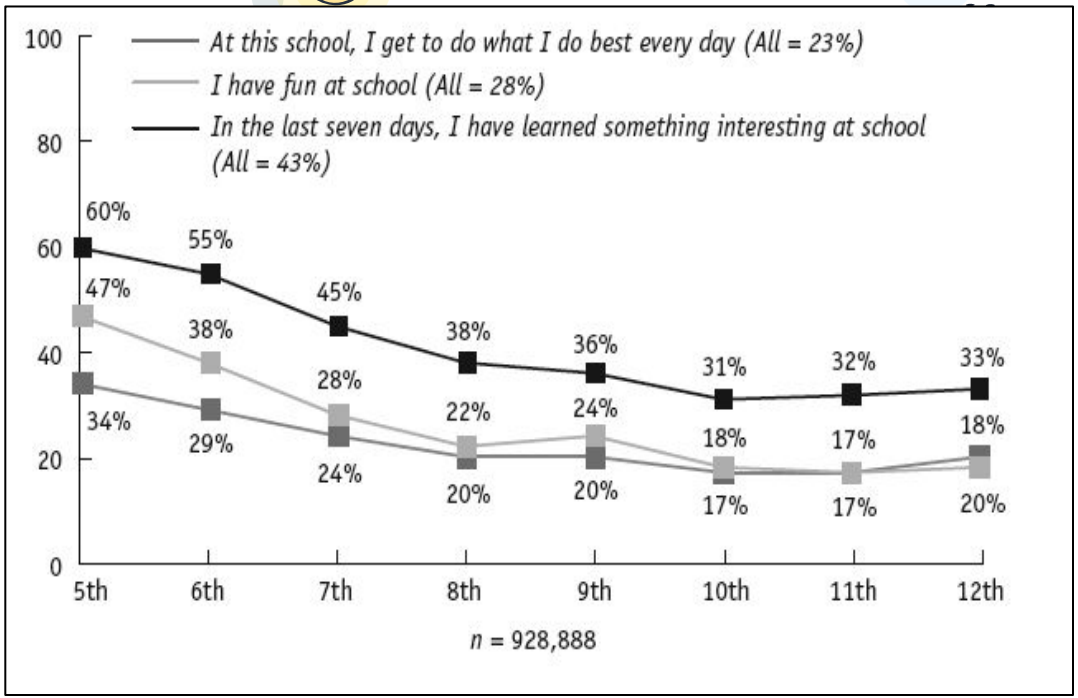
# Perception of Learning to Students?

# Perception of Learning to Students?


- Compliance
- Take in Information
- Listen
- Be Quiet
- Uniformity- all doing same work
- Work individually
- Front of room is expert of all and deliverer of knowledge

# Perception of Learning to Students?

# Perception of Learning to Students?


"Engagement is strong at the end of elementary school, with nearly three-quarters of fifth graders (74%) reporting high levels of engagement. But similar surveys have shown a gradual and steady decline in engagement from fifth grade to 10th grade, with approximately half of the students in the middle school reporting high levels of engagement and about one-third of high school students reporting the same".

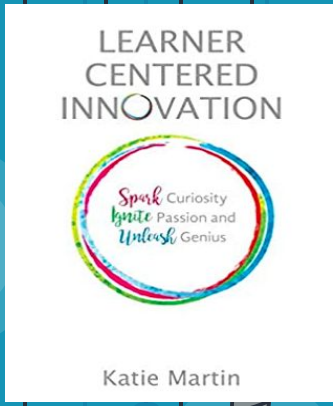
"Engaged today: Ready for tomorrow," by the Gallup Student Poll, Fall 2015. (Gallup, 2016)

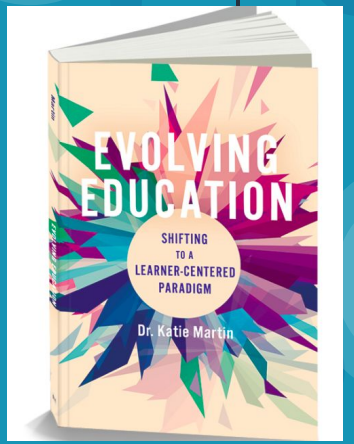
# Active Learning Spaces

"If we fail to reach the hearts and minds of students, we will continue to move kids through a system an on to college with the focus on getting good grades and jumping through hoops rather than true learning and finding their way in the world.

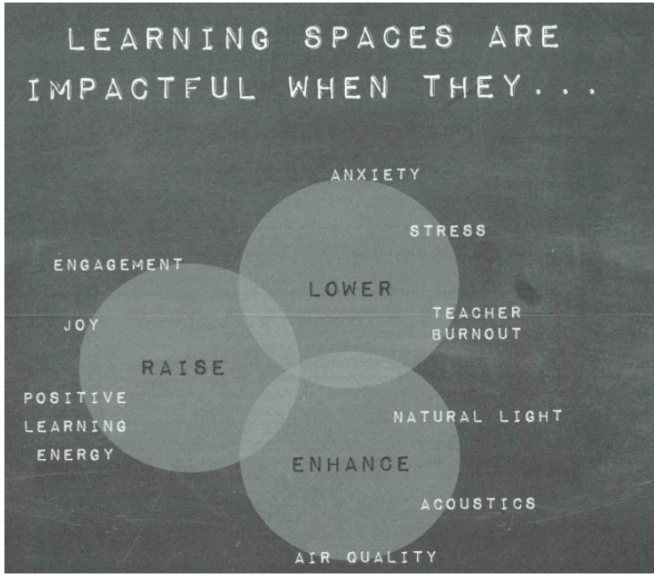
At the same time, we will see more students (and teachers) disengage in school. When curiosity and exploration are stifled, a child is likely to lose the motivation to study, and his or her work may become less imaginative. ***But the world demands citizens who are more creative, imaginative, and innovative than ever before, which means we need to ignite curiosity and passions!"***

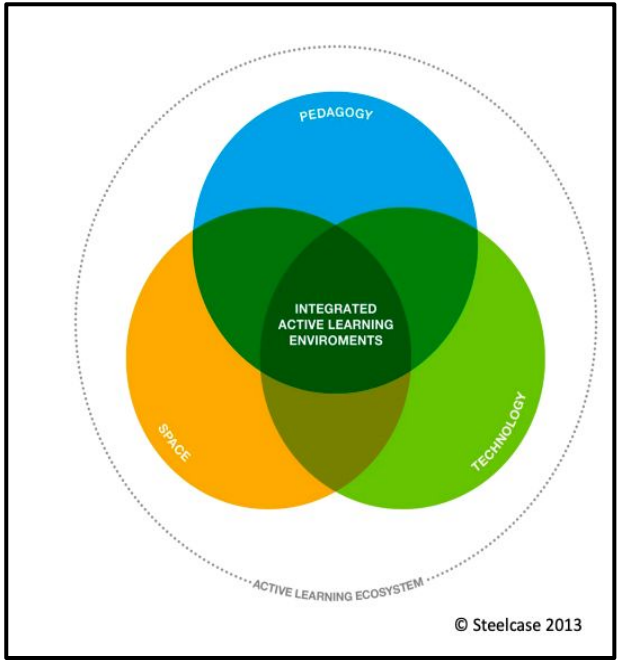
-Katie Martin, Learner Centered Innovation



When redesigning your learning environments, don't settle on metrics that aren't in line with your mission and vision.
Space alone doesn't bring success --- ***It is the actions inside those spaces that bring true progress.***
~Dillon & Hare




Tomorrow's opportunities will demand a workforce steeped in **transversal skills** – **critical thinkers**, **collaborators**, **innovators,** and **problem solvers**. Global citizens who can continuously evolve as lifelong learners into the future.

# (SO) HOW DO WE TRULY PREPARE OUR CHILDREN FOR THEIR FUTURE?

# GIVE THEM

an engaging, intuitive, collaborative

# SPACE.

HOW? Let's break it down

These are the skills learners need to become future-ready global citizens.

What elements must these learning spaces possess to cultivate these skills?

"The more that you read, the more you will know. The more that you learn the more places you will go."

– DR SEUSS

"Why fit in when you were born to stand out?"

– DR SEUSS

The future demands these TRANSVERSAL SKILLS

## THE SIX Cs

Connectivity Critical Thinking Collaboration
Community Communication Creativity



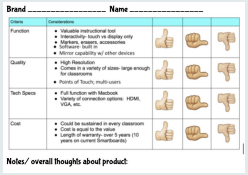


# Graduate Profile & Top 10 Skills of 2025

# Path To Active Learning Spaces


1

4 C's
iPads
Library
Redesigns


Brand _____ Name _____

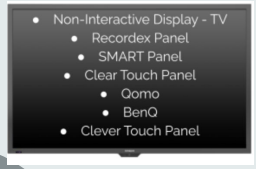
| Criteria | Considerations | | | |
|---|---|---|---|---|
| Function | • Valuable instructional tool<br>• Interactivity- touch vs display only<br>• Markers, erasers, accessories<br>• Software- built in | | | |
| Quality | • Mirror capability w/ other devices<br>• High Resolution<br>• Comes in a variety of sizes- large enough for classrooms<br>• Points of Touch, multi-users | | | |
| Tech Specs | • Full function with Macbook<br>• Variety of connection options: HDMI, VGA, etc. | | | |
| Cost | • Could be sustained in every classroom<br>• Cost is equal to the value<br>• Length of warranty- over 5 years (10 years on current Smartboards) | | | |

Notes/ overall thoughts about product:

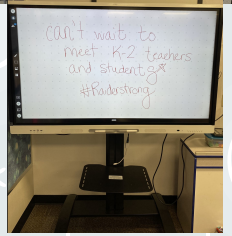
## Classroom Redesign Committee

ISTE 2018
SB District Pilot

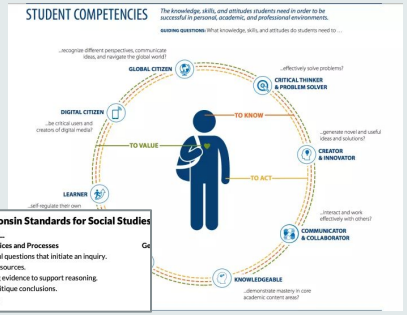
3




Interactive Flat Panels & Multiple monitors




5





At-A-Glance: Wisconsin Standards for Social Studies
Wisconsin students will...
Social Studies Inquiry Practices and Processes
1. Construct meaningful questions that initiate an inquiry.
2. Gather and evaluate sources.
3. Develop claims using evidence to support reasoning.
4. Communicate and critique conclusions.
5. Be civically engaged.

2

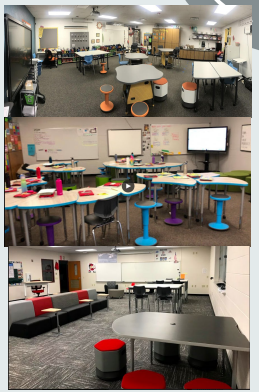
ITLS Standards and Content Standard Revisions

**shifts to student led instruction and students as critical thinkers*

4

3 Model Classrooms 2018-19

iPad Refresh



6

10 Model Active, Flexible Classrooms

# Model Classrooms

**LN** Grade 3- Megan Gibson

**FV** Grade 3- Steve Huisman

**SS** Grade 3- Liz Awve and Lydia Storby

**GB** Grade 4- Cora Blackburn

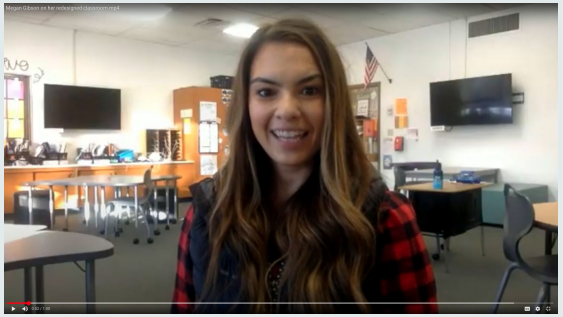
**HC** Grade 5- Michelle Van Den Heuvel (previously)

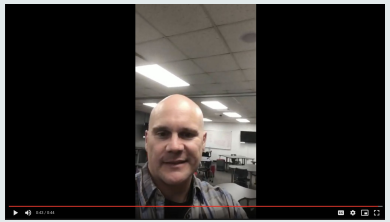
**PCMS**

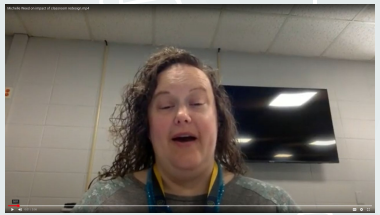
- Grade 7- Michelle Weed
- Grade 8- Elizabeth Bryski
- Spanish- Traci Mittag and Jeff Uelmen

**PHS**

- Math- Luke Martinson
- Social Studies- Max Pirman
- English- Jessica Wampler
- Business- Clay Reisler






# Active, Flexible Classrooms

- Support varied learning activities
- Flexible, easily moveable
- Ergonomics
- Choice
- Tech matched learning

## The Seven Elements in Detail

**FLEXIBILITY**: Easily reconfigure light and agile furniture for a variety of learning zones.

**COLLABORATIVE/INDEPENDENT**: Facilitate all types of learning and learners with eclectic selections of product.

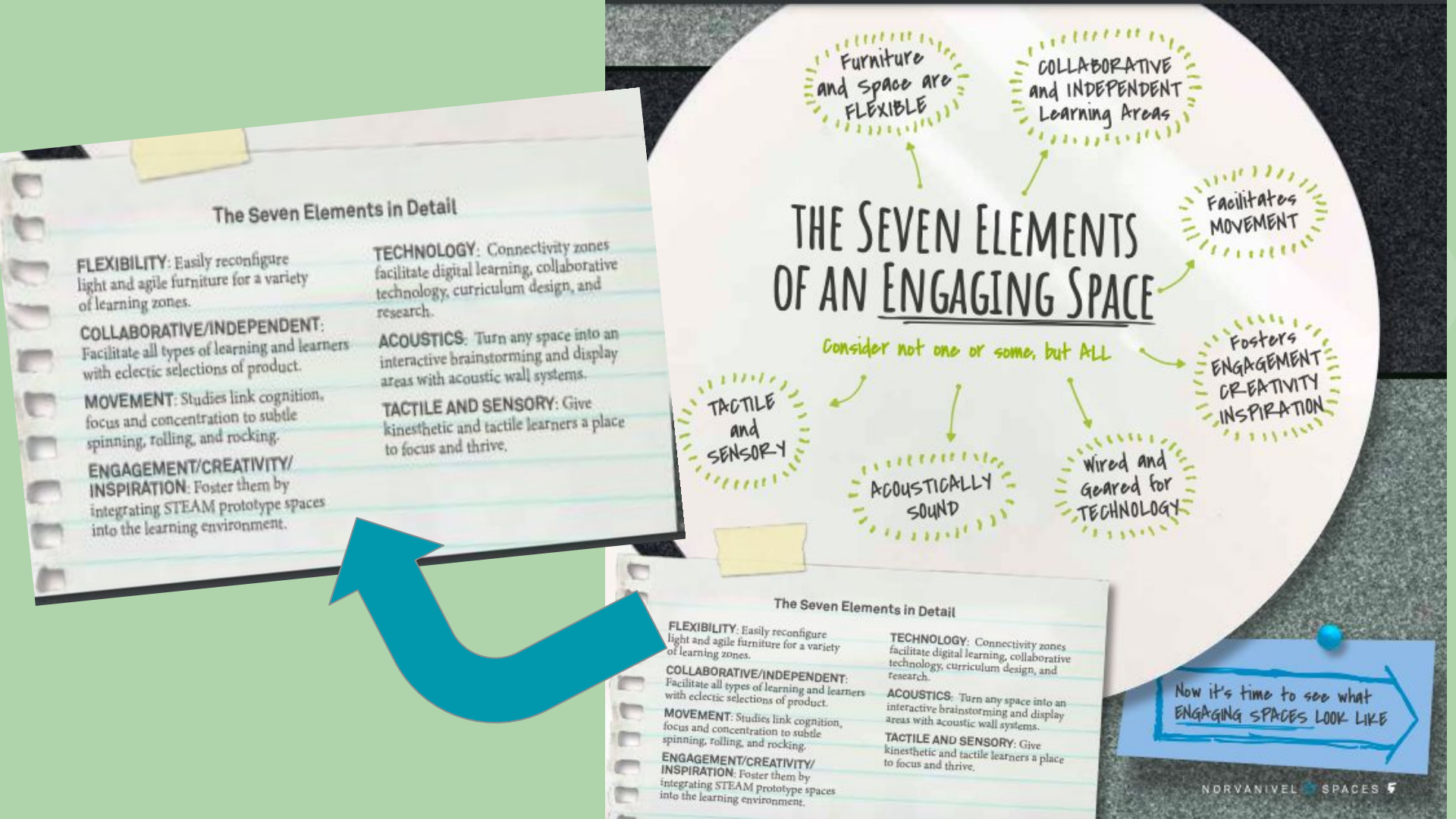
**MOVEMENT**: Studies link cognition, focus and concentration to subtle spinning, rolling, and rocking.

**ENGAGEMENT/CREATIVITY/ INSPIRATION**: Foster them by integrating STEAM prototype spaces into the learning environment.

**TECHNOLOGY**: Connectivity zones facilitate digital learning, collaborative technology, curriculum design, and research.

**ACOUSTICS**: Turn any space into an interactive brainstorming and display areas with acoustic wall systems.

**TACTILE AND SENSORY**: Give kinesthetic and tactile learners a place to focus and thrive.





## The Seven Elements in Detail

**FLEXIBILITY**: Easily reconfigure light and agile furniture for a variety of learning zones.

**COLLABORATIVE/INDEPENDENT**: Facilitate all types of learning and learners with eclectic selections of product.

**MOVEMENT**: Studies link cognition, focus and concentration to subtle spinning, rolling, and rocking.

**ENGAGEMENT/CREATIVITY/ INSPIRATION**: Foster them by integrating STEAM prototype spaces into the learning environment.

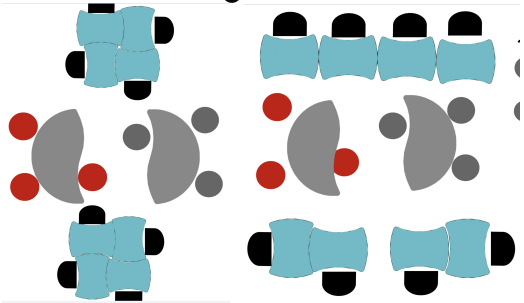
**TECHNOLOGY**: Connectivity zones facilitate digital learning, collaborative technology, curriculum design, and research.

**ACOUSTICS**: Turn any space into an interactive brainstorming and display areas with acoustic wall systems.

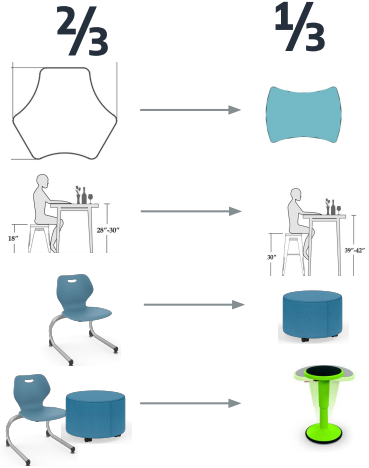
**TACTILE AND SENSORY**: Give kinesthetic and tactile learners a place to focus and thrive.

# PCSD Intentional Design- identify in your classroom

## Flexible configurations

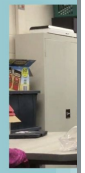


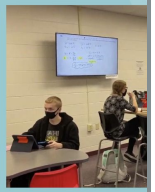
## Thirds




## Active, Flexible Classrooms

- Support varied learning activities
- Flexible, easily moveable
- Ergonomics
- Choice
- Tech matched learning





## Size Matters

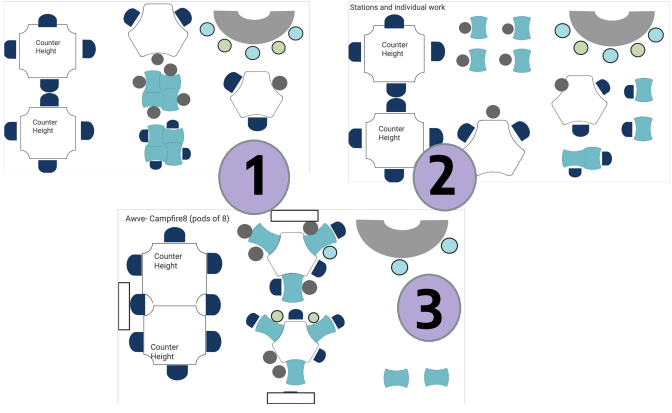
## Glides/ Casters

## Color

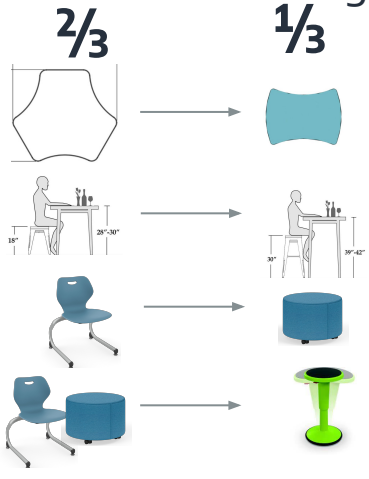


1 base; 2 accents

## Flexible configurations




## Balance of Seating




## Variety of Heights

## Technology to Support Learning

*can see from any seat

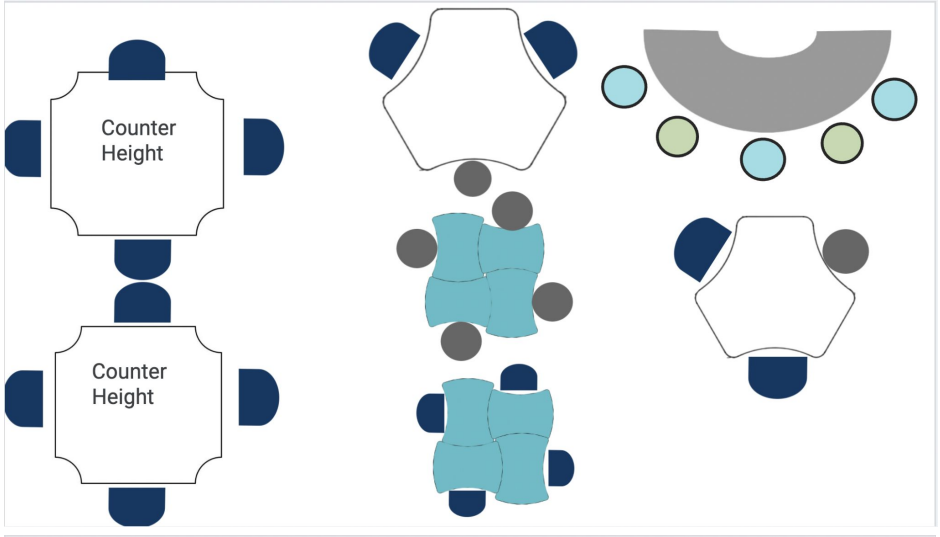
## Easily Moveable

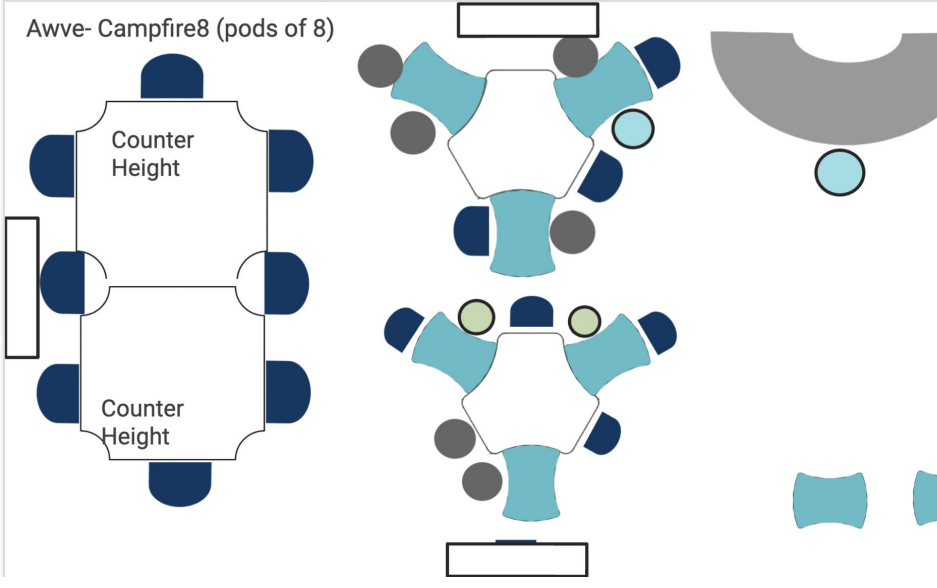
*Glides/ Casters

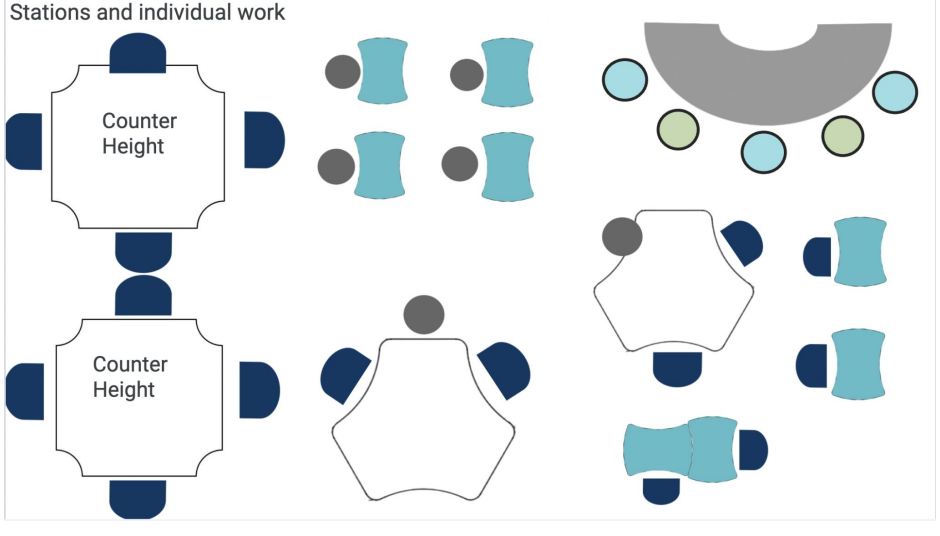
## Storage / Whiteboards


PCMS WHY


Pirman Nation
WISCONSIN
1848

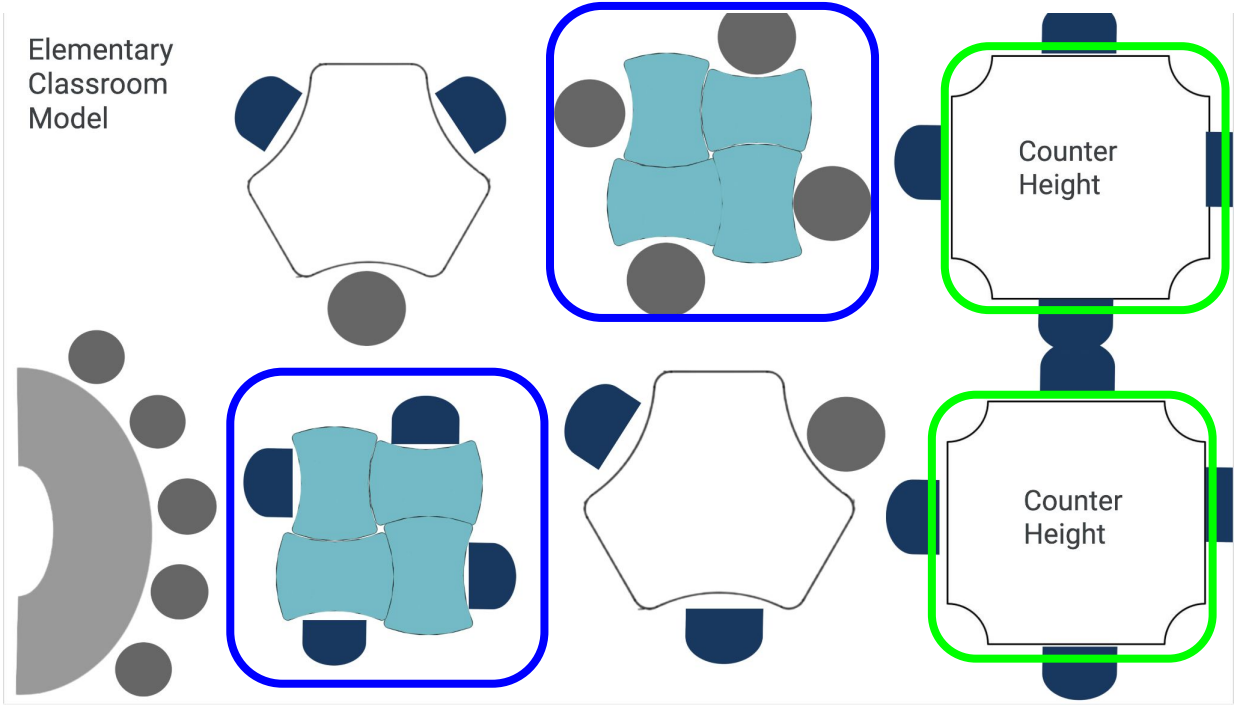


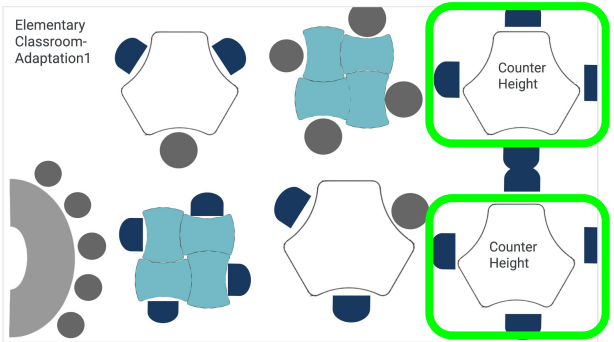



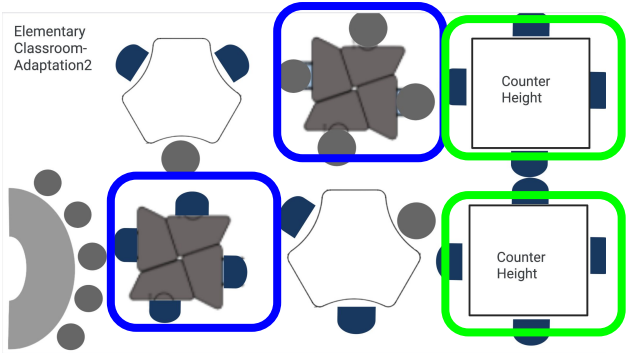

# Flexible configurations

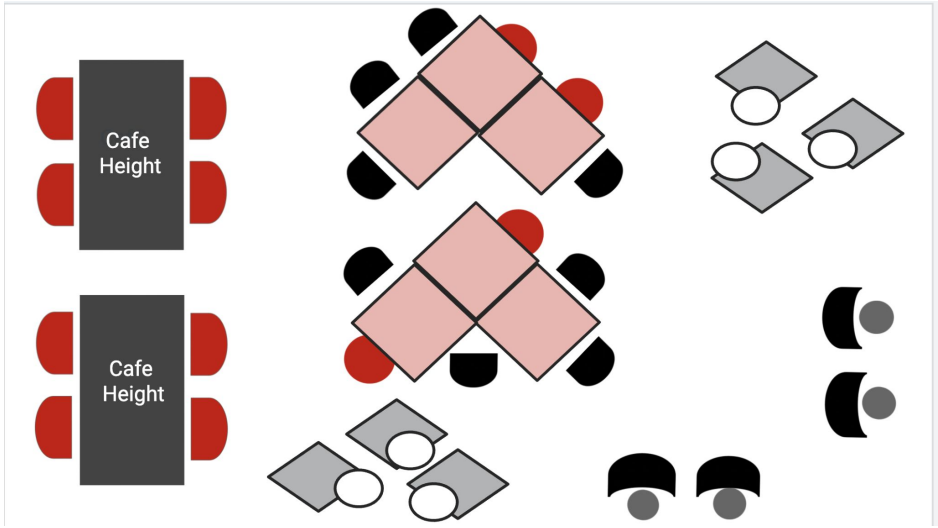
# Elementary Model Choices

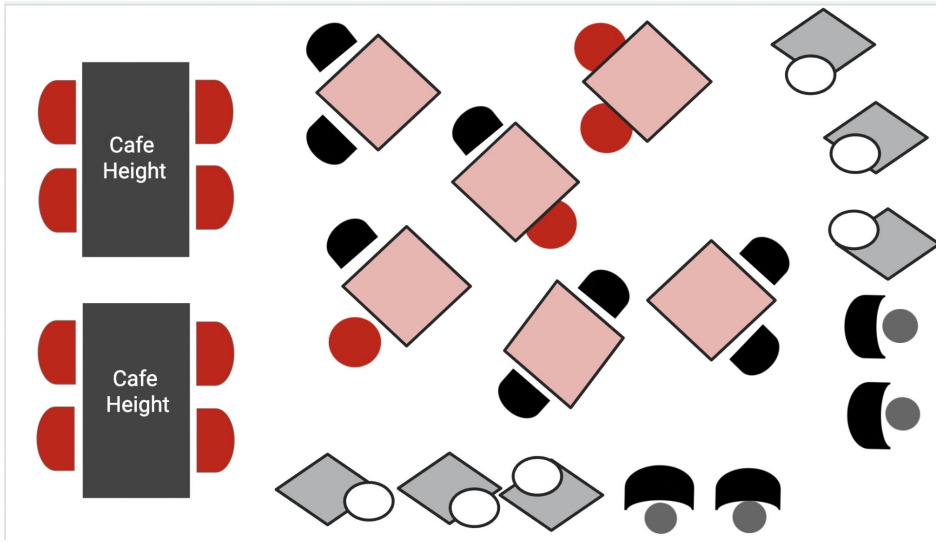


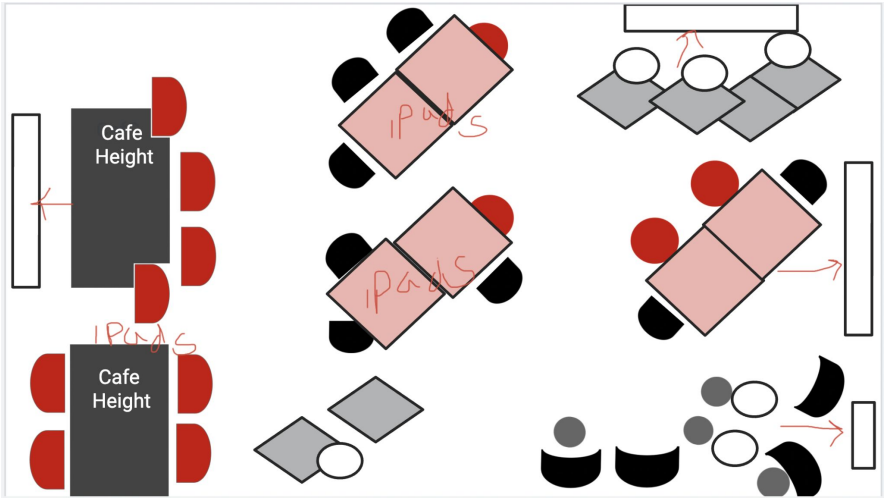

## Table Shape Options



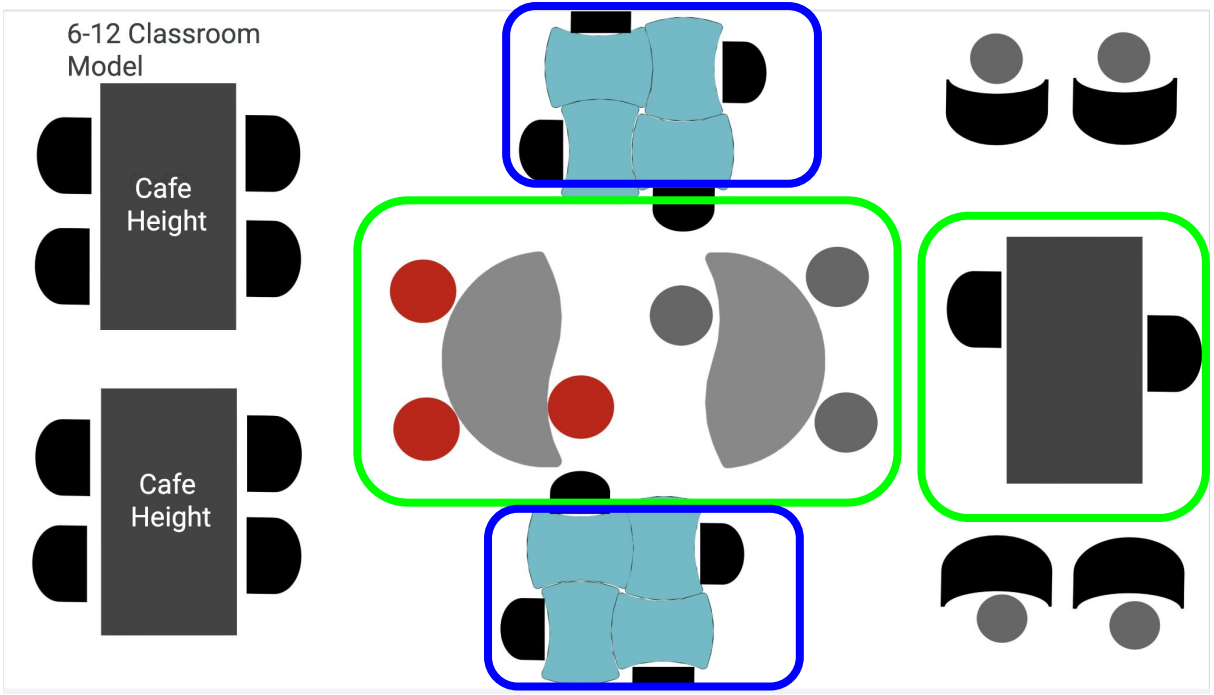


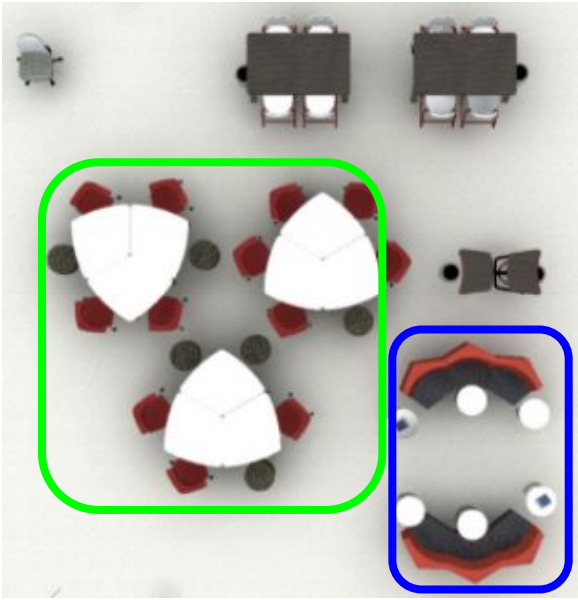




# Flexible Configurations

# MS/ HS Model Choices




Alternate Options- English/ MS



# Classroom Intentional Design Costs

## K-2 Classroom- $12,000- $13,000

- Seating for 22-26
- Tables & Chairs
- Storage
- Teacher desk w/ storage

## 6-12 Classroom- $12,000-$17,000

1. Higher range= lounge soft seating
- Seating for 30-32
- Tables & Chairs
- Teacher desk w/ storage

Demco®

SCHOOL OUTFITTERS

KI

ATMOSPHERE
COMMERCIAL INTERIORS

## K-2 + SPED

65" SMART MX IFP

## 4-12

3 TV's in each classroom with Apple TV

| 20-21 | 21-22 | 22-23 | 23-24 + |
|---|---|---|---|
| • K-2 Classrooms<br>• K-12 Special Education Classrooms | • 1 Grade Level/ Content Area | • 1 Grade Level/ Content Area | • Remainder of K-12 Classrooms |
| 66 classrooms<br>20 Special Education classrooms | 15 classrooms | 15 classrooms | 120 classrooms |

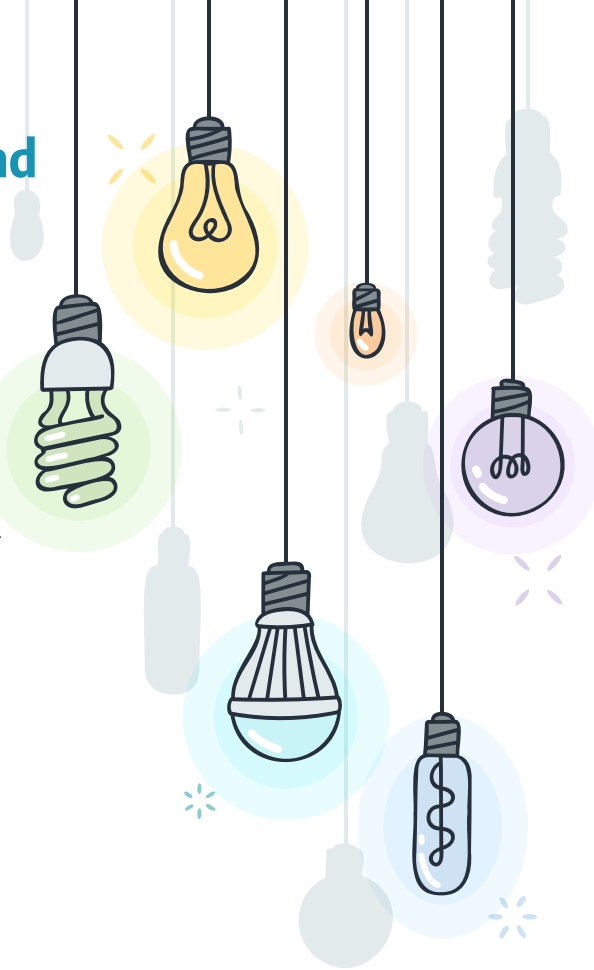
# ECF Funding Awarded to PCSD 21-22: $365,050

# $288,120 Available to Go Toward 4-12 classroom technology

# What We Know from Our Work...

## In classrooms with flexible seating and workspaces and the technology to support learning....

1. **Students are better learners**
   They are able to concentrate better, be better listeners, communicate better by having choice and voice in the workspaces and seating that works best for them.
2. **Teachers become better facilitators of learning**
   Students can see from anywhere; Teachers can move around the room, teach from anywhere on any device and not be tied to the front of the room. Workspaces can be easily moved & reconfigured!
3. **Choice and Voice results in greater engagement and joy in students.**
   And, research shows that engagement and joy are the leading indicators for kids to achieve and grow! (Gronneberg, Johnston, 2015)



# 2nd Grade

I can easily share my ideas with my table partners.

**68% Yes**

23% Sometimes
9% No

If I need quiet space, I can find a good place to work.

**45% Yes**

55% Sometimes
0% No

I feel comfortable in my classroom.

**77% Yes**

23% Sometimes
0% No

# 5th Grade

I learn better when I have places to sketch, draw, plan and brainstorm ideas.

**76%** Absolutely

**18 %** Mostly

**6%** Somewhat

Iam able to find seating that fits my learning style.

**100%**

Every Day & Most Days

# PHS

I learn better when I have places to sketch, draw, plan and brainstorm ideas.

**65%** Absolutely

**22%** Mostly

**13%** Somewhat

Iam able to find seating that fits my learning style.

**87%**

Every Day & Most Days

# 5th Grade

Because of the seating in this classroom...

| I am able to concentrate better. | I am a better listener. | I am a better communicator. |
|---|---|---|
| 88% Absolutely/ Mostly | 82% Absolutely/ Mostly | 89% Absolutely/ Mostly |
| 12% Somewhat | 18% Somewhat | 6% Somewhat |
| 0% Rarely/ Never | 0% Rarely/ Never | 6% Rarely/ Never |

# PHS

Because of the seating in this classroom...

| I am able to concentrate better. | I am a better listener. | I am a better communicator. |
|---|---|---|
| 82% Absolutely/ Mostly | 77% Absolutely/ Mostly | 80% Absolutely/ Mostly |
| 9% Somewhat | 13% Somewhat | 13% Somewhat |
| 4% Rarely/ Never | 4% Rarely/ Never | 1% Rarely/ Never |

# PHS Comparative Data

= active, flexible classroom

= traditional classroom (individual desks in rows)

| | Absolutely | Mostly | Somewhat | Rarely | Never |
|---|---|---|---|---|---|
| I am able to concentrate better because of the seating in my classroom. | 62% | 25% | 9% | 1% | 3% |
| Control Classroom: | 12% | 41% | 41% | 3% | 3% |
| I am a better listener because of the seating in my classroom. | 61% | 22% | 13% | 1% | 3% |
| | 12% | 47% | 38% | 0% | 3% |
| I am a better communicator with my classmates because of the seating in my classroom. | 55% | 31% | 13% | 1% | 0% |
| | 15% | 29% | 38% | 12% | 3% |
| I have options in the room to sit or move furniture as needed to meet my learning needs. | 77% | 18% | 4% | 1% | 0% |
| | 15% | 26% | 15% | 32% | 12% |

| Outcomes<br>As a proportion of lesson time (%) | Traditional Classroom<br>(M, 95% CI)<br>(n = 54) | Flexible Learning Space<br>(M, 95% CI)<br>(n = 54) | Mean difference in change between spaces<br>(M, 95% CI) |
|---|---|---|---|
| **Lesson time spent in different learning settings** | | | |
| Whole class | 32.22 (18.03, 46.42) | 9.81 (-4.38, 24.01) | -22.41 (-33.30, -11.51) |
| Groups of > 6 | 0.00 (-6.25, 6.25) | 7.03 (0.79, 13.28) | 7.04 (2.26, 11.82) |
| Groups of < 6 | 53.52 (41.06, 65.98) | 77.78 (65.32-90.24) | 24.26 (9.98, 38.53) |
| Individual | 14.26 (5.81, 22.71) | 5.37 (-3.08-13.82) | -8.89 (-17.64, -0.14) |

# OTHER DATA

| Outcomes<br>As a proportion of lesson time (%) | Traditional Classroom<br>(M, 95% CI)<br>(n = 54) | Flexible Learning Space<br>(M, 95% CI)<br>(n = 54) | Mean difference in change between spaces<br>(M, 95% CI) |
|---|---|---|---|
| **Lesson time spent in different modes of learning** | | | |
| Teacher-led instruction | 30.74 (18.55,42.93) | 14.26 (2.07, 26.45) | -16.48 (-21.06, -11.90) |
| Working indivdually | 52.41 (36.02, 68.80) | 28.70 (12.38, 45.09) | -23.70 (-30.36, -17.05) |
| Collaborating | 12.59 (-2.74, 27.92) | 49.44 (34.11, 64.77) | 36.85 (31.00, 42.70) |
| Presentation-based | 0.00 (-3.05, 3.05) | 4.26 (1.21, 7.31) | 4.26 (6.11, 3.05) |
| Reflective learning | 1.67 (-1.16, 4.49) | 2.22 (-.060), 5.05) | 0.56 (-0.61, 1.72) |
| Research-based | 2.59 (-0.77, 5.95) | 0.93 (-2.43, 4.29) | -1.67 (-3.37, 0.04) |

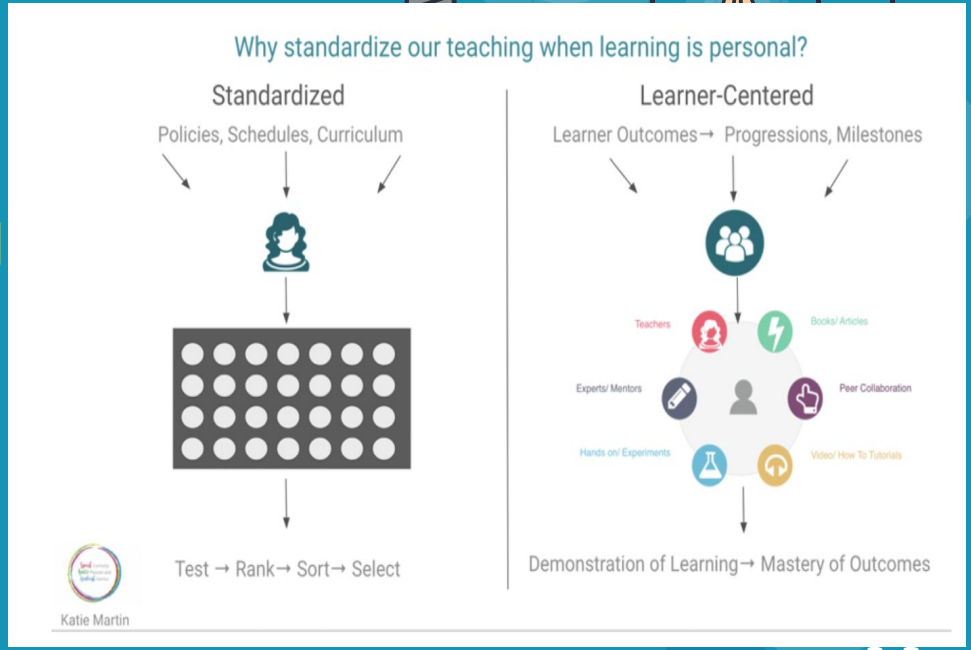
| Outcomes<br>As a proportion of lesson time (%) | Traditional Classroom<br>(M, 95% CI)<br>(n = 54) | Flexible Learning Space<br>(M, 95% CI)<br>(n = 54) | Mean difference in change between spaces<br>(M, 95% CI) |
|---|---|---|---|
| **Lesson time an type of interactional with other students** | | | |
| Positive interaction | 35.47 (26.07, 44.87) | 58.34 (48.95, 67.74) | 22.87 (14.97, 30.77) |
| Negative interaction | 0.34 (-0.44, 1.11) | 0.92 (0.14, 1.69) | 0.58 (-0.25, 1.41) |
| No interaction | 62.51 (50.53, 74.49) | 38.69 (26.71, 50.67) | -23.82 (-31.44, -16.19) |

# School vs Learning

| School | Learning |
| --- | --- |
| Promotes starting by looking for answers | Promotes starting with questions |
| Is about consuming | Is about creating |
| Is about finding information on something that is prescribed for you | Is about exploring your passions and interests |
| Is about teaching compliance | Is about challenging perceived norms |
| Is scheduled at certain times | Can happen anytime, all of the time |
| Often is dates | Often is social |
| Is standardized | Is personal |
| Teaches us to obtain information from certain people | Promotes that everyone is a teacher and everyone is a learner |
| Is about giving you information | Is about making your own connections |
| Is sequential | Is random and non-linear |
| Promotes surface-level thinking | Is about deep exploration |

# Active Learning Classrooms are designed to be Learner-Centered:

- Student Inquiry
- Discussion/ Debate
- Creating / Composing
- Collaborating
- Questioning
- Problem Solving



# Professional Development for Staff: Essential Elements


## It's About the Verbs

*focus on the verbs

*moving seating and workspaces around to support verbs

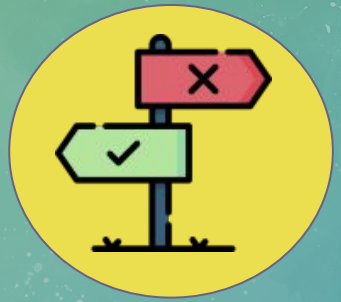
## Listen to the Noise

*color

*clutter

*wall space

*items not needed/used



## Where's the Choice

*student choice

*getting student feedback

## It's OUR Classroom

*everyone's classroom

*Ownership

*maximized student footprint

*showcase learning process


## Technology Supports Learning

* display various resources

*students display work

*students use in groups for collaboration

# Professional Development for Active Learning Spaces:

- Model Classroom Teachers- Quarterly Meetings (Nov, Jan, March, Summer of 2022) focused on:
  - Learner-Centered Pedagogical Practices
  - Promoting classrooms (conversations, meetings, AppleCore classes)
  - Feedback/ Data Collection:  Focus groups/interviews, student surveys, and observations
  - Technology training to support instruction
  - Ongoing Communication with other Active Learning Classroom Teachers
- PCSD Staff
  - Administrators and LMS/DLS model the rooms during meetings, professional development, etc.
  - LMS/ DLS focus on training teachers in Lumio
  - Apple Core classes available for teachers to go through the professional development and apply to their existing classrooms

# QUESTIONS