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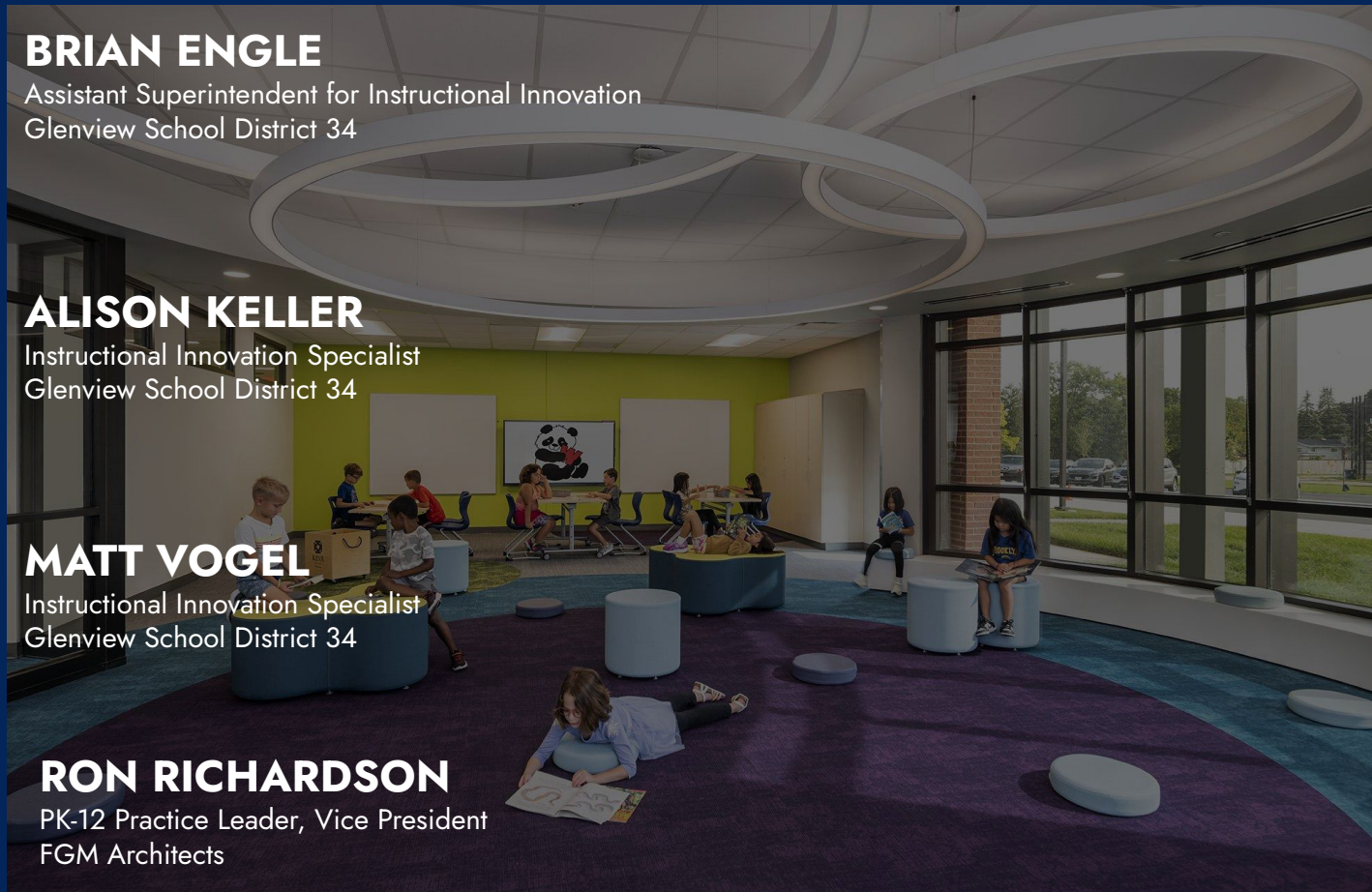Glenview School District 34

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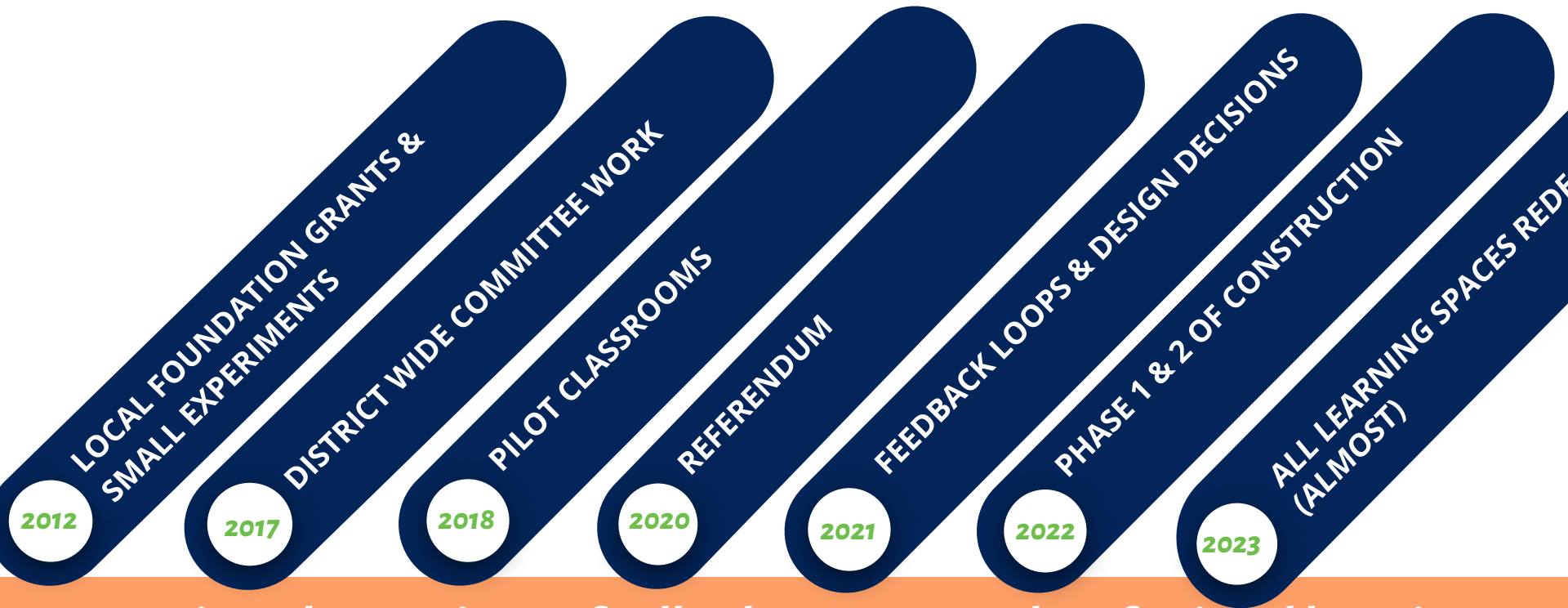Glenview School District 34

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PK-12 Practice Leader, Vice President
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GUIDING QUESTIONS

→ How have D34's learning spaces **transformed**?

→ How does our educational environment prioritize **flexibility and student choice**?

→ How do authentic choices foster **agency and belonging for learners**?

How have D34's learning spaces **transformed**?

2012 — LOCAL FOUNDATION GRANTS & SMALL EXPERIMENTS

2017 — DISTRICT WIDE COMMITTEE WORK

2018 — PILOT CLASSROOMS

2020 — REFERENDUM

2021 — FEEDBACK LOOPS & DESIGN DECISIONS

2022 — PHASE 1 & 2 OF CONSTRUCTION

2023 — ALL LEARNING SPACES REDE (ALMOST)

Ongoing educator input, feedback, support, and professional learning.

YOU ARE HERE

District 34 Learning Spaces will evolve to be

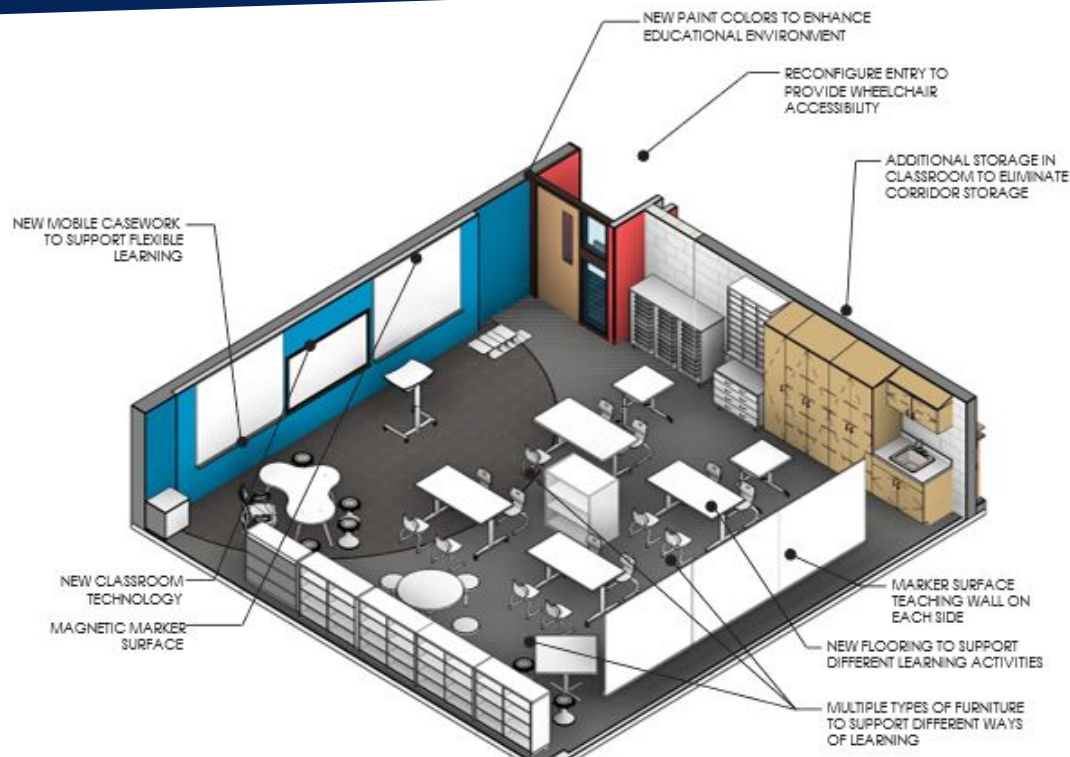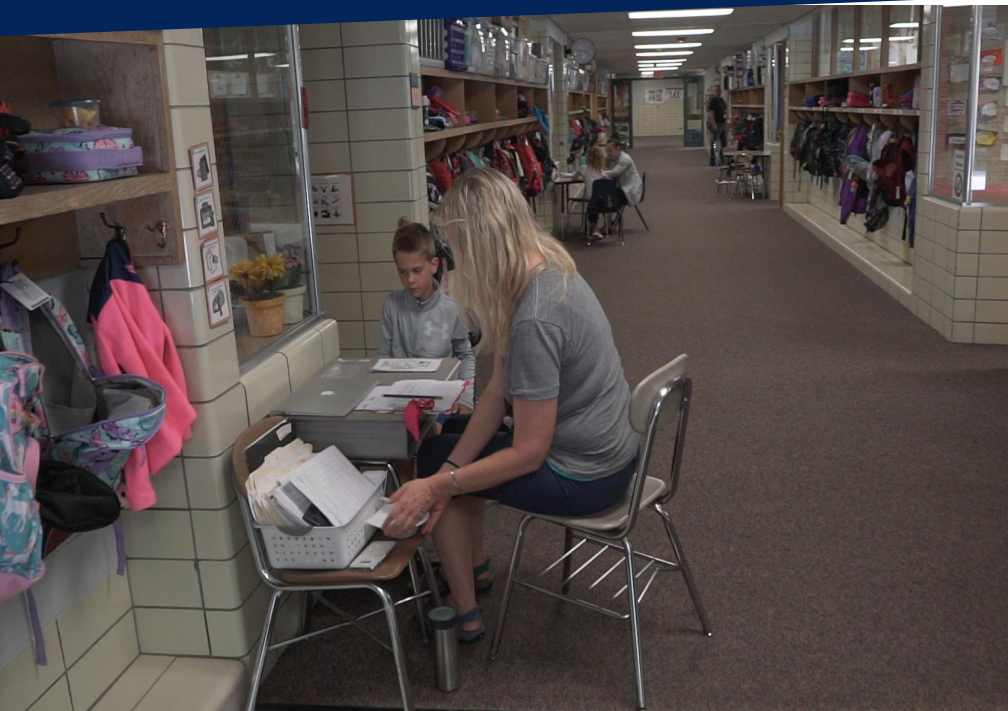| ADAPTABLE & FUNCTIONAL	INVITING & COMFORTABLE	LEARNER CENTERED	LEARNING CENTERED
• multi-use • a variety of spaces • dynamic and flexible • supports seamless transitions and access to resources • enduring • thoughtful storage	• maximize natural light • temperature and light control, and acoustics • curves and straight edges, open • thoughtful use of color • some softness • considers ergonomics • natural elements	• displays artifacts of learning • inspiring • appropriate size/scale for learners • honors the learner • inclusive, universally designed • offers choice	• reflects an innovative vision for learning to support curiosity, connection, collaboration, creation and the exchange of ideas • designed based on the teaching and learning that will take place

DESIGN STANDARDS

NEW PAINT COLORS TO ENHANCE EDUCATIONAL ENVIRONMENT

RECONFIGURE ENTRY TO PROVIDE WHEELCHAIR ACCESSIBILITY

ADDITIONAL STORAGE IN CLASSROOM TO ELIMINATE CORRIDOR STORAGE

NEW MOBILE CASEWORK TO SUPPORT FLEXIBLE LEARNING

NEW CLASSROOM TECHNOLOGY

MAGNETIC MARKER SURFACE

MARKER SURFACE TEACHING WALL ON EACH SIDE

NEW FLOORING TO SUPPORT DIFFERENT LEARNING ACTIVITIES

MULTIPLE TYPES OF FURNITURE TO SUPPORT DIFFERENT WAYS OF LEARNING

EDUCATIONAL ENVIRONMENTS

The Need

Education has evolved since most District schools were built. Learning spaces don't align with the active inquiry-based instruction our teachers provide. Improved classroom configuration will provide flexibility and foster collaboration and exploration in every building.

Proposed Scope

- Replace flooring
- Paint walls
- Replace roller shades
- Replace furniture
- Remove fixed casework, replace with mobile casework to support flexible learning environments
- Replace all existing lighting with new and more energy efficient new LED light fixtures
- New ducted mechanical system to support better air quality and acoustics
- Reconfigure entry to provide wheelchair accessibility

BEFORE & AFTER

ADAPTABLE & FUNCTIONAL

- multi-use
- a variety of spaces
- dynamic and flexible
- supports seamless transitions and access to resources
- enduring
- thoughtful storage

INVITING & COMFORTABLE

- maximize natural light
- temperature and light control, and acoustics
- curves and straight edges, open
- thoughtful use of color
- some softness
- considers ergonomics
- natural elements

- of learning
- inspiring
- appropriate size/scale for learners
- honors the learner
- inclusive, universally designed
- offers choice

LEARNING CENTERED

- reflects an innovative vision for learning to support curiosity, connection, collaboration, creation and the exchange of ideas
- designed based on the teaching and learning that will take place

How does D34's educational environment **prioritize flexibility and student choice**?
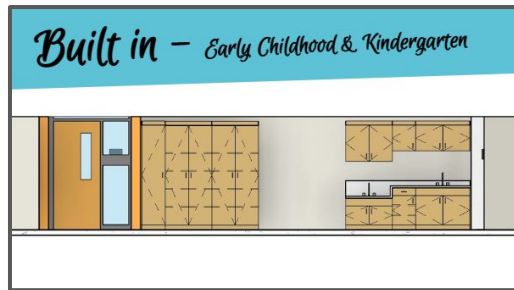
FLEXIBLE CONFIGURATIONS

FURNITURE OPTIONS

(Fixed Top, Non-Flip Table)

vertiGO
Rachet

PROFESSIONAL LEARNING

Instructional Resource

Welcome to our Glenview 34 Inquiry Leadership Cohort

What's in Each Space

Built in – Early Childhood & Kindergarten

KINDERGARTEN
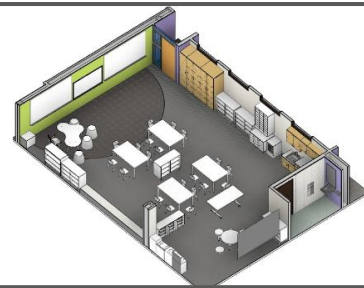
Outcomes

Together we will build our understanding of

- Why we are moving towards inquiry learning
- How curiosity can drive learning
- What strategies can help us spark curiosity

Glenview 34 Learning Spaces
Why? What? How?

Colors & Finishes

Pear Green
SW 9049 Surfin'
Interior / Exterior
Location Number:

SW 7636 Origami White
Interior / Exterior
Location Number: 259-C3

SW 6523 Brave Purple
Interior / Exterior
Location Number:

SW 7016 Mindful Gray
Interior / Exterior
Location Number: 244-C2

PROFESSIONAL LEARNING

Voice & Choice

Ongoing Support

Guiding Questions

✳ **Why** is choice and voice in student learning so important?

✳ In our **learning environment**...
- Where do we **currently** offer choice and voice?
- How might we offer our learners **more opportunities** for choice & voice?
- What is **one next step** I can take?

Danielson Reflection Jigsaw

How might this reflection enhance our practice?

What ideas came up in your group?

DANIELSON FRAMEWORK REFLECTION
Voice, Choice & Student Agency

"The Framework for Teaching was designed to enhance professional practice."

Reflecting

"Imagine flying a kite. The more string you give out, the higher the kite flies. Once up in the air, the kite requires little of you but a steady hand. You don't let go of the string. You wind it back when necessary.

It is the same with students..."

(Experience Inquiry by Kimberly Mitchell)

Voice & Choice Action Map

BLANK CANVAS

"We can restrain ourselves from creating a perfectly curated room and have students walk in, instead, to a blank canvas – a space ready to be transformed slowly, over time, by, with, and for the children in the class."

(Hertz & Mraz, Kids First)

What is the Blank Canvas Challenge?

A challenge to help you rethink how you set up your learning space so that it reflects shared values about learning and invites children to co-construct the learning environment with you. In your classroom "Blank Canvas" we might see blank bulletin boards, no assigned seats, a plan for students to configure the furniture, student created classroom signage or one of the many other ideas included here.

What might we do to create this type of learning space?

Before Kids Checklist
- ☐ Determine a starting point for furniture
- ☐ Prepare organizational systems for you & students
- ☐ Plan for student choice in the space including where they sit/stand
- ☐ Bring in plants
- ☐ Think about lighting
- ☐ Put out essential materials
- ☐ Get bins ready for shared supplies
- ☐ Set up the classroom library, leave room for changes in bins & labels
- ☐ Get supplies ready for students to co-create signage and labels

With Kids Checklist
- ☐ Co-create labels for things in your room, including name tags
- ☐ Hang student photographs
- ☐ Rearrange the furniture
- ☐ Plan for book displays, library organization and room signage together
- ☐ Make self portraits or create identity maps
- ☐ Make changes in your space right away, involve kids in this thinking and problem solving
- ☐ Start conversations about where kids do their best learning
- ☐ Create and post class expectations

SOFT START

"Soft starts are an investment in the rest of the day. If kids begin the morning by exercising their own curiosity, under their own control, they are more likely to be responsible and curious all day long. Not rigid, but gentle, individualized, and peaceful beginnings, driven by personal choice, not ordained by someone else's agenda or requirements."

(H. Daniels, The Curious Classroom)

How do authentic choices foster **agency and belonging for learners**?

DEFINING AGENCY, VOICE & CHOICE

Learner agency is about having the power, combined with choices, to take meaningful action and see the results of your decisions. Students have the belief that they can positively affect their lives and possess the skills to do so. It requires giving children the power to act in their own learning.

Voice is focused on creating opportunities for input into cultural and academic issues. It ensures children feel seen, heard, and valued.

Choice is focused on providing opportunities to select provided opportunities within the social, environmental, and learning domains.

Voice & Choice → **AGENCY** →

ENGAGEMENT

ACADEMIC SUCCESS

SENSE OF BELONGING AND COMMUNITY

ADVOCACY

OWNERSHIP

MOTIVATION

SATISFACTION IN LEARNING

PROBLEM SOLVING SKILLS

RESILIENCE

RELEVANCE & RIGOR OF LEARNING

SELF-DIRECTION

EFFICACY

CHOICE MAKES A DIFFERENCE!

"Choice in the classroom has also been **linked to increases in student effort, task performance, and subsequent learning.** However, to reap these benefits, a teacher should create choices that are robust enough for students to feel that their decision has an impact on their learning". (Marzano)

[Benefits include] "tapping into multiple learning preferences, encouraging positive behaviors, and empowerment of student ownership. Student choice **encourages a positive learning atmosphere where all students are involved and engaged**." (Kiser via teachhub.com)

"Giving students *voice* and *choice*—the opportunity to choose to learn the way they learn best and to direct some aspects of their learning—**helps to make students feel *personally invested* in their learning** and gives them a role in shaping and creating it rather than it being simply delivered to them". (Green and Harrington)

"Student agency and voice have become critical components in **increasing student engagement**, which also has implications for student outcomes." (Tanji Reed Marshall, ASCD)

True agency goes much deeper than "managed choice."

(Tanji Reed Marshall, ASCD)

"Without agency, students tend to be positioned as passive learners who are complying with what a system of education thinks is good for them."

(O'Rourke and Addison)

DOMAINS OF CHOICE

Learning Domain
❑ Topics of study
❑ The questions we ask/answer
❑ Their learning goals
❑ Tasks to perform or order of events
❑ Mode of learning (e.g. book, video, teacher)
❑ Assessment/evaluation of learning
❑ How they share their learning/products
❑ Resources to utilize
❑

Social Domain
❑ Who they work with
❑ Who they play and socialize with
❑ How to regulate
❑

Environmental Domain
❑ Their learning spot
❑ The physical arrangement of the classroom
❑ Materials use *(eg. choice of writing utensils/paper, voice in materials storage, organization of classroom library)*
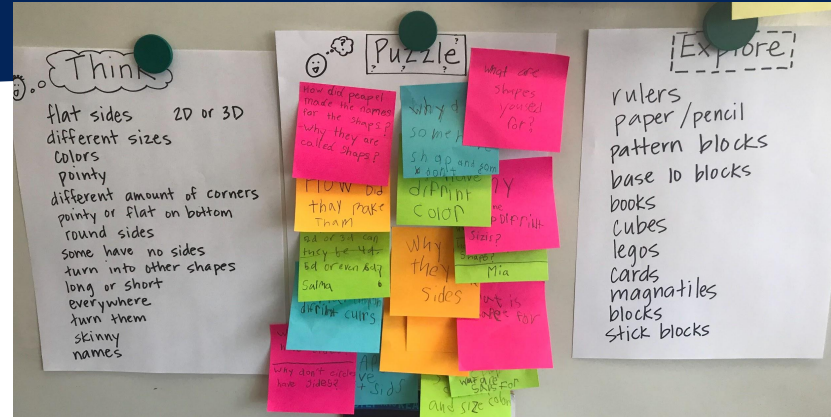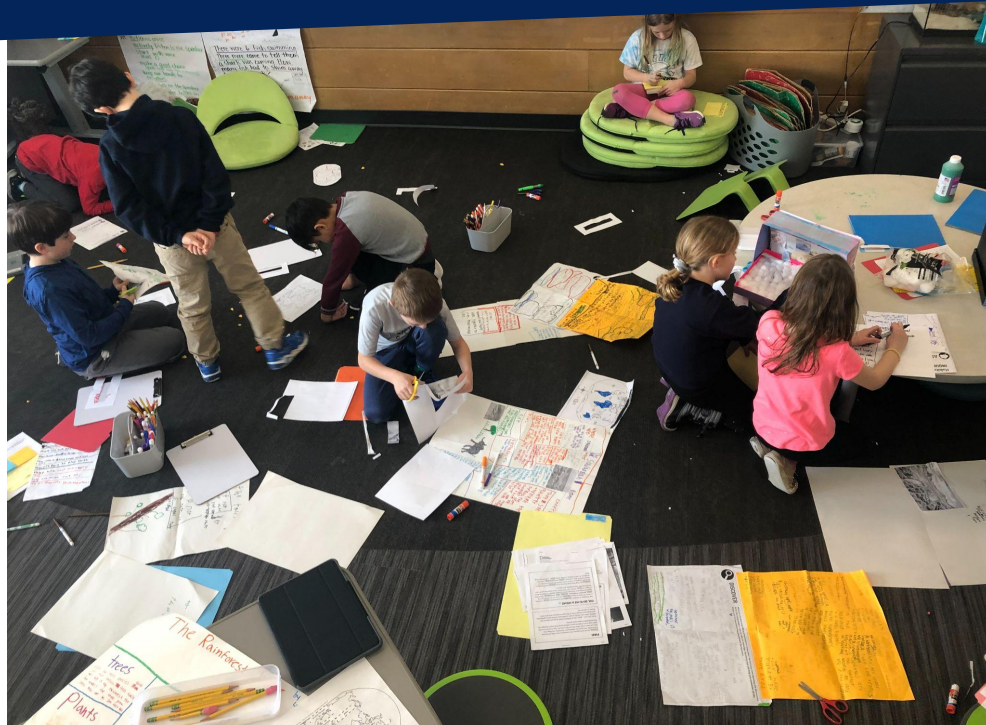❑ Displays/Visuals on walls etc.
❑

AGENCY & CHOICE IN THE ENVIRONMENTAL DOMAIN
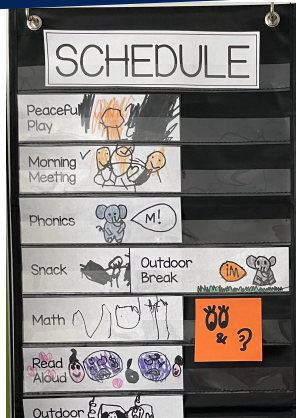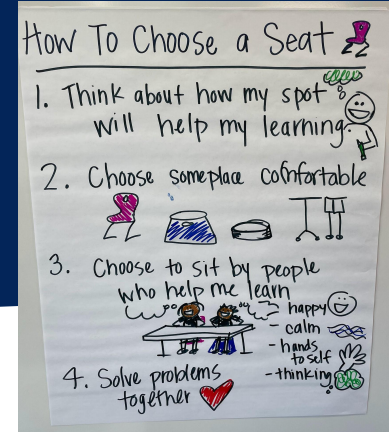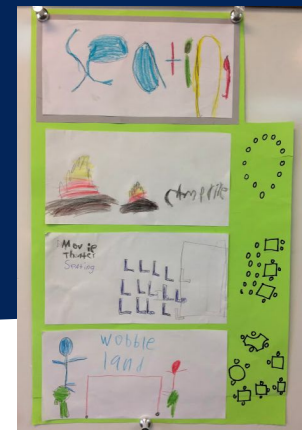
AGENCY & CHOICE IN THE SOCIAL DOMAIN
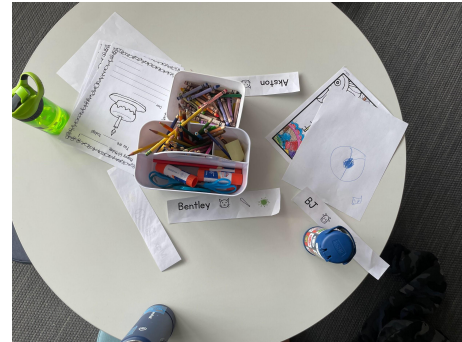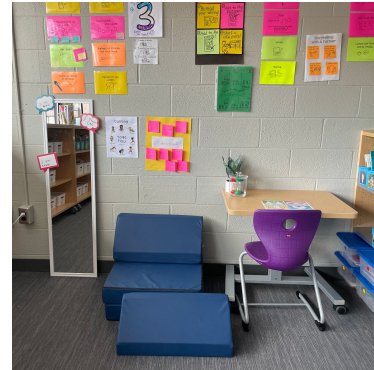
AGENCY & CHOICE IN THE LEARNING DOMAIN

IT'S NOT "ALL OR NOTHING"

No choice

Full choice

IT'S A CONTINUUM

a learning spot

Students have assigned seats for the first few weeks of school (testing out different options)

Students are assigned a table group

Students choose a spot for the week

No choice

Full choice

Assigned seats all the time

Students start and end the day in assigned seats

Students have choice during most parts of the day

Students choose a spot for the day

Students always choose throughout their day

BELONGING

EQUITY *Creating equal opportunity for access, success, and representation for all students in our classrooms by respecting and attending to the diverse strengths and challenges of each student; recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. A dynamic process that is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.*

(ISBE Key Terms in the Standards for Culturally Responsive Teaching & Leading)

INCLUSIVITY *An environment and commitment to respect, represent and accept diverse social groups and identities; an environment where all people feel like they belong.*

(Anti-Defamation League)

SPACES FOR INCLUSIVITY

INCLUSIVE & EQUITABLE SCHOOLS
What is Inclusivity?

- **What do we mean by inclusivity?**
- **Why are we shifting focus to inclusivity?**
  - *Where does this fit within the bigger EDI picture?*
  - *What evidence do we have for a need to discuss inclusivity and belonging in D34?*
  - *How does it benefit ALL of us?*
- **How do we foster inclusivity and belonging from Day 1, individually and as a building?**

Always group students by something other than gender (e.g. eliminate girl boy line or seating order).

Ensure bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students, as well as gender expressions, and abilities.

Have students help with classroom set up at the beginning of the year. Talk about the uses of different spaces. Work together to create a shared space that everyone feels welcome in.

Allow students to make decisions about their learning! Offer multiple ways for students to interact with and respond to curricula and materials. Offer assignments where students choose a method of learning and a method of demonstrating knowledge.
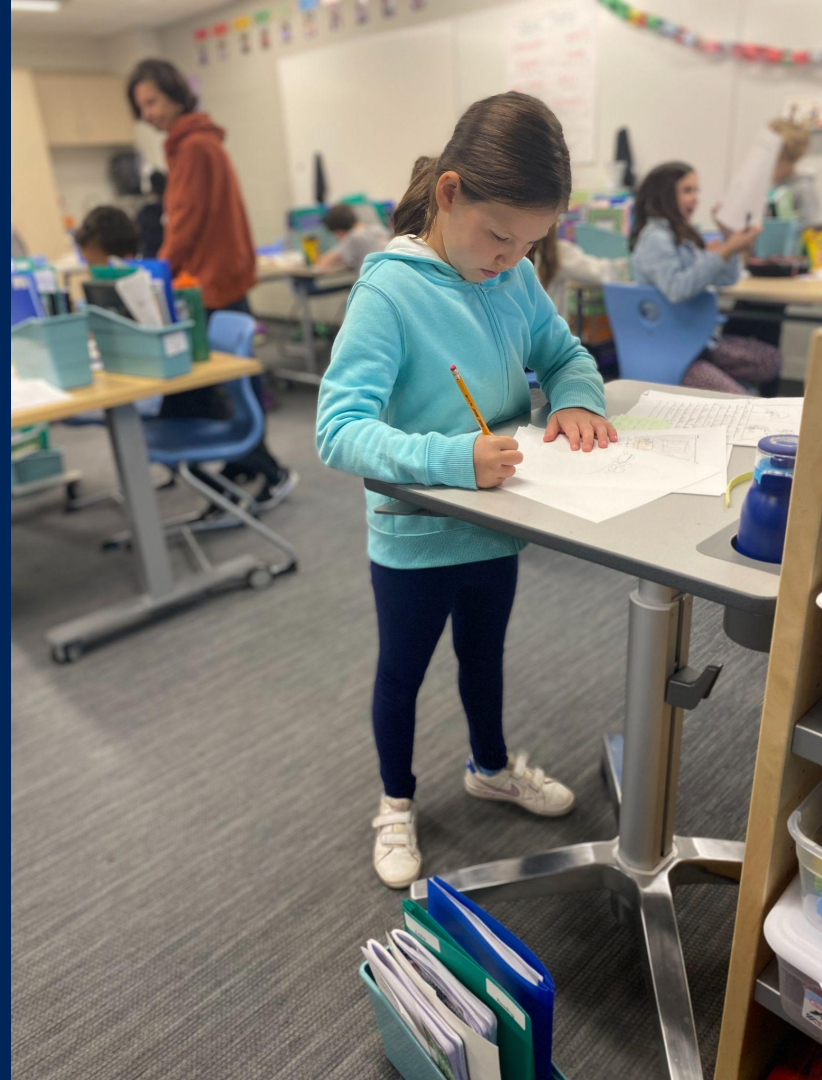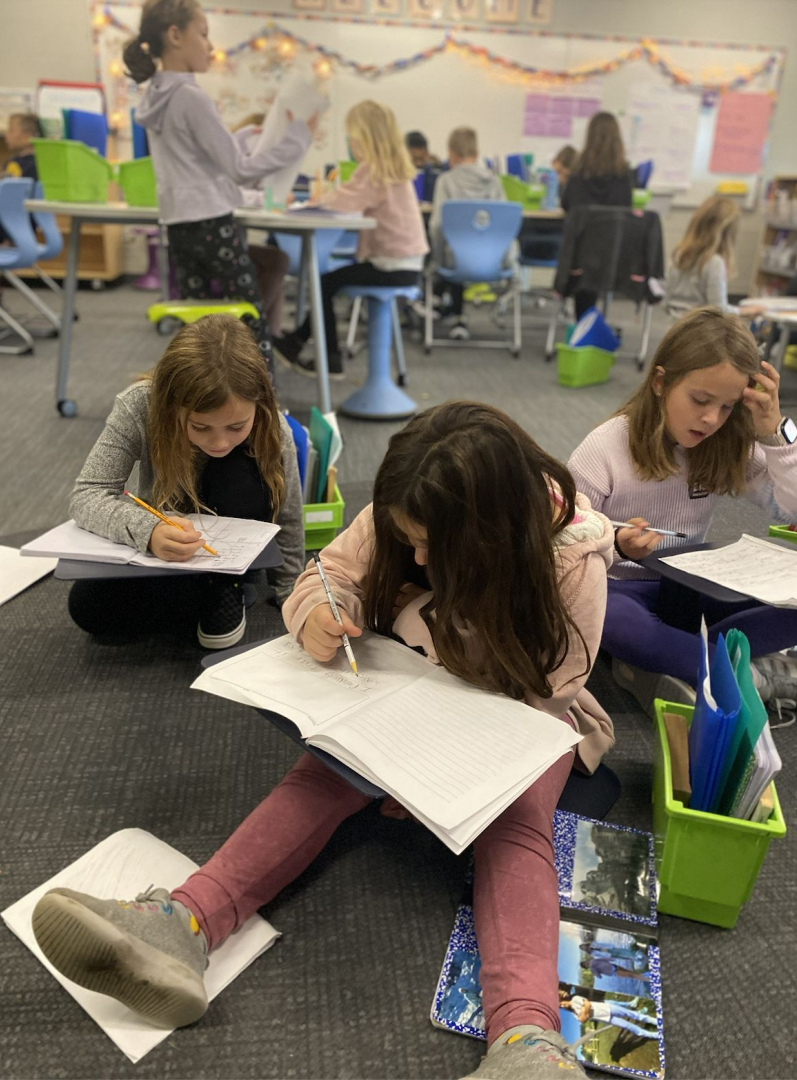
What is the **impact on learners**?

"The standing desk helps me because I'm not by people who are talking. It gets so annoying that I have to talk.

Usually I only get one page done, but I got two pages done yesterday and a picture.

I'm more proud of my book and seeing my writing made me surprised."

-3rd Grade Student

"In building our classroom community agreements, we talked a lot about the space itself and how we use it. Some of our agreements include "be authentically engaged in the learning," "listen actively," and "allow people to work the way they want to work." The spaces are inherently collaborative and lend themselves to these agreements and a sense of belonging in the space. **Everyone can learn here.**"

-8th Grade Social Studies Teacher

"The new spaces promote belonging because students choose their seats and tables. Students initiate and make choices on their own. This fosters a sense of autonomy and responsibility for the learning environment. I believe it creates a positive classroom culture. It promotes an inclusive environment, as well as a sense of community. **It allows us to feel more connected**.

-Middle School Media Teacher
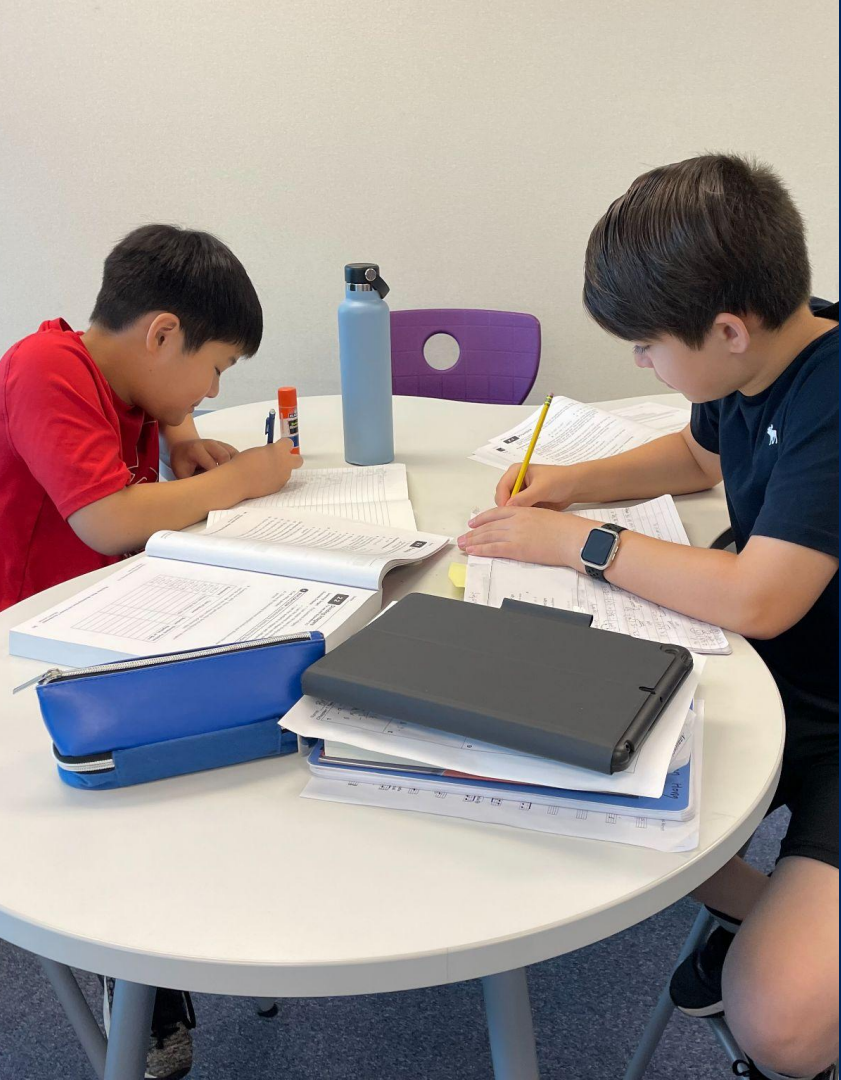
We are able to quickly move configurations based on the activity. We have been using the "teacher desk" as a "Genius Bar" in my Algebra class. We roll it toward the middle of the room and it is either staffed by me or students. Students even moved our bookshelves as a standing place to collaborate.They have ownership which **gives them a stronger sense of belonging to our classroom community.**

-Middle School Math Teacher

"This new space has altered the way I look at choice and voice for my students. I used to be adamant about being in control… Because students have flexible seating choices, they are not only attending to their learning, but **they are also learning to advocate for themselves**, share, and most importantly - be proud of the class they are learning in!"

-3rd Grade Teacher
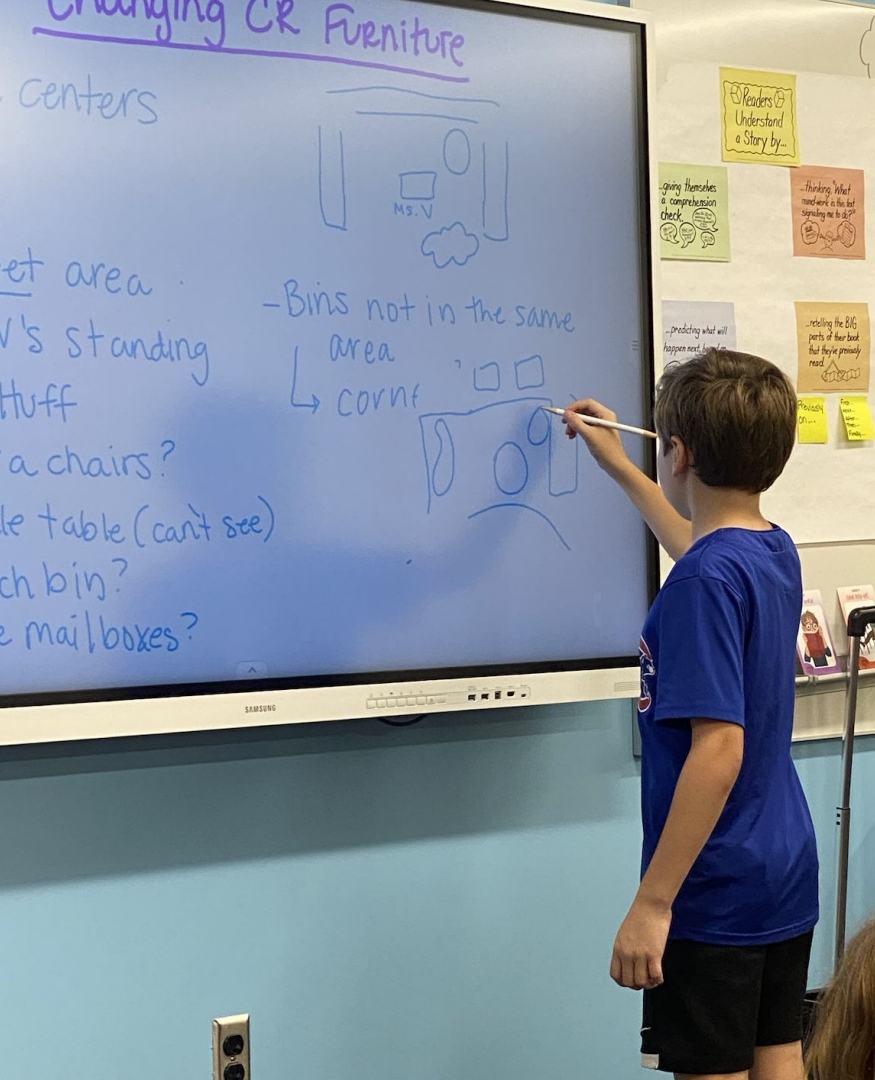
"**She let us make some big choices about our learning** and I'm really proud of everyone. We made nooks and double tables and standing desks. Moving the desks and shelves helps me see I have more open choices in what I want to do."

-3rd Grader

"Authentic conflict comes up because we don't have the same kind of seat for everyone. Some days they *all* want the same wobble stool. Students solve the problem together and practice advocating and seeking solutions. This translates to problem solving and working through conflicts in other areas as well. **They use the same skills to navigate friendships and advocate for their learning. That's agency!**"
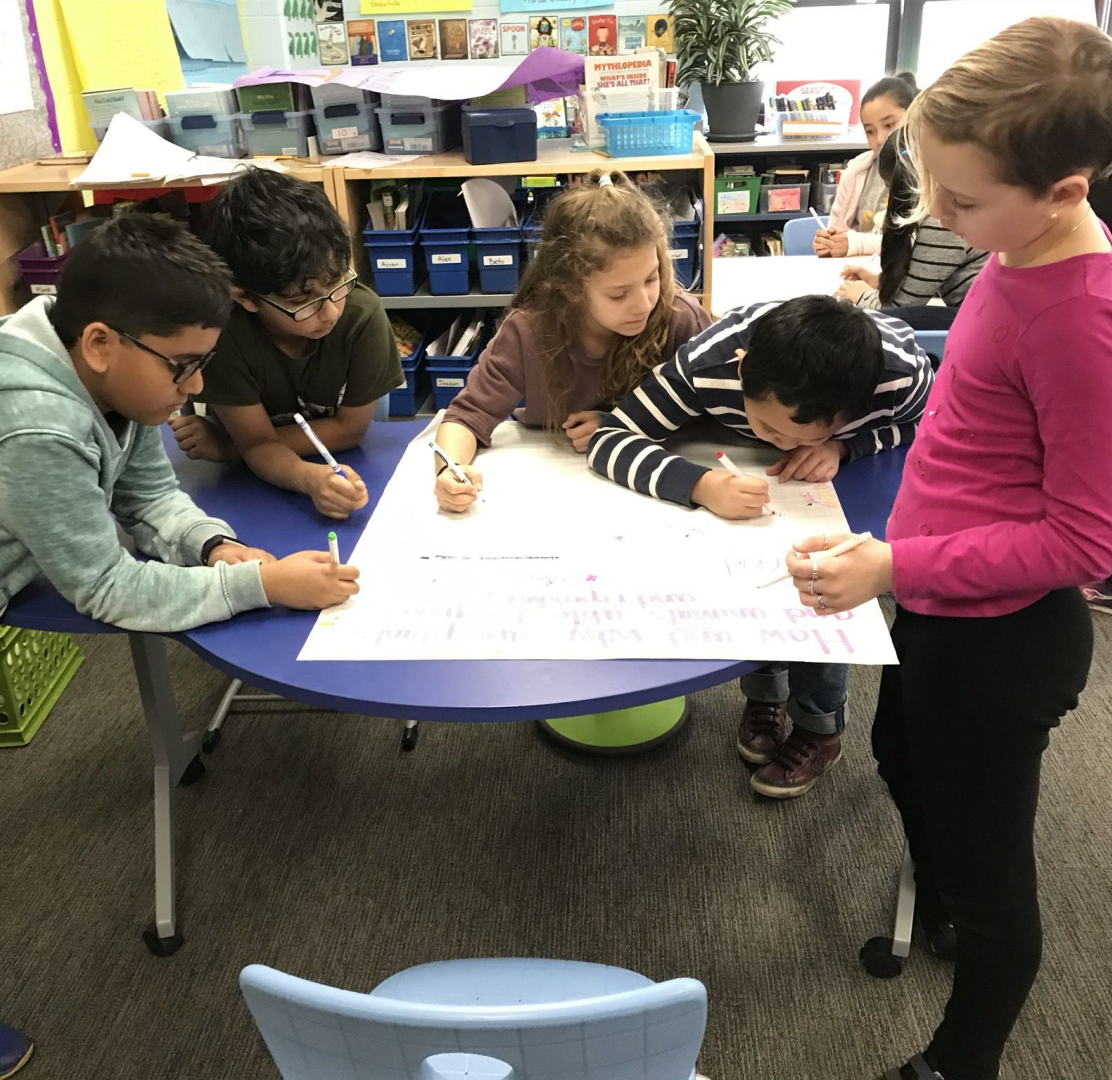
-First Grade Teacher
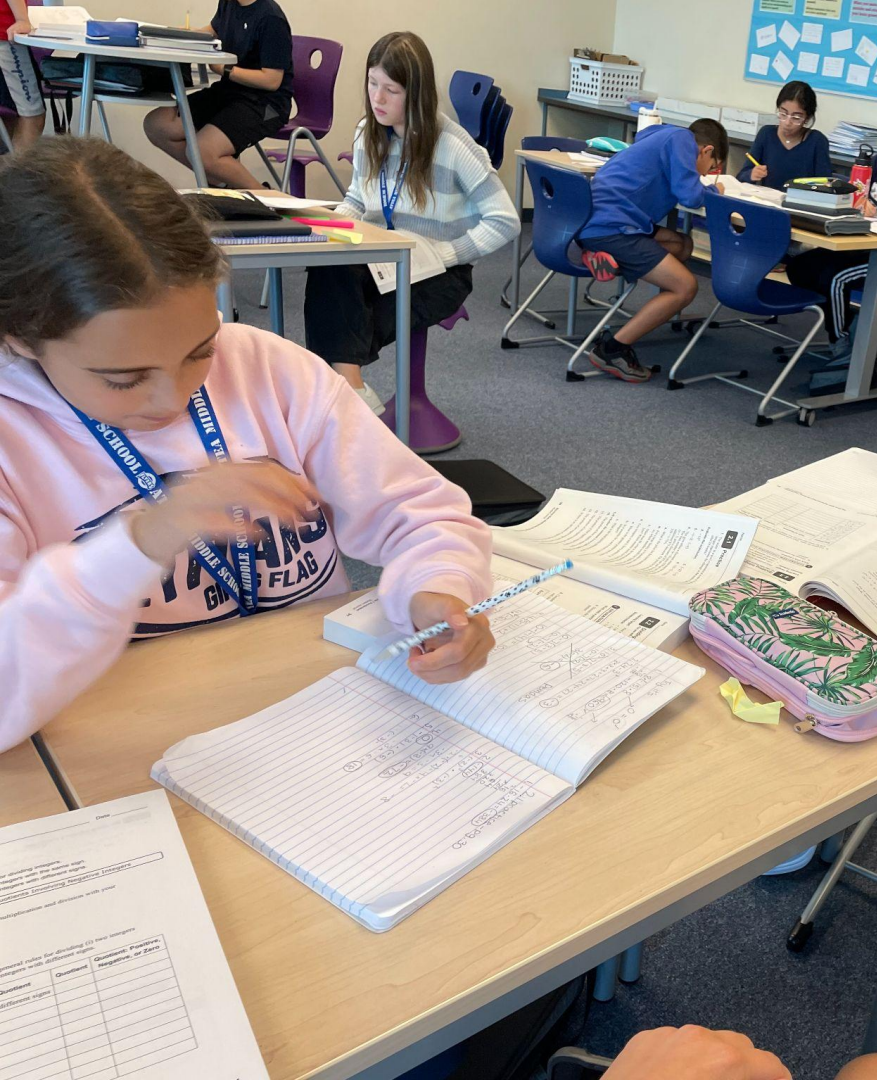
"Some teachers let kids have more choice in where they sit and the type of seat. It promotes more teamwork. There's a lot more flexibility and comfort that wasn't there before. It's also fun to move the tables. If you suddenly decide you don't want to sit, you can just raise the table and stand! With the new tables, you can move the room around to see everyone more. **This makes everyone feel included**."

- 8th Grader

"The new spaces promote belonging because students are able to take ownership and when students have more ownership, they are able to feel more a part of the learning community. They also have become **more accepting of the differences between the way learners learn.**"

-Reading Interventionist

"**There is always enough room for everyone to join** and seating is not limited. It allows for easy collaboration, so students can get to work easily."

-3rd Grade Teacher

"I feel trusted that we can do all this. It makes me feel good that I got to help."

-3rd Grader

OUR QUESTIONS

How do move forward? How do we keep learning and supporting our system?

- How do we make stories like these true in every classroom?
- How might we empower our students to …
- How do we help teachers see they have more voice and choice?

What questions do you have?