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Designing the Future of Education

Columbus, OH | November 5-7, 2025

Educational **SPECIFIC**ations: Your District's Vision for Programming + Student Experiences

Thursday, Nov. 6 - 9:30 AM - 10:30 AM



Educational **SPECIFIC**ations: Your District's Vision for Programming + Student Experiences

EdSpaces | November 6, 2025

WELCOME!

What is ***YOUR*** definition of
Educational Adequacy?

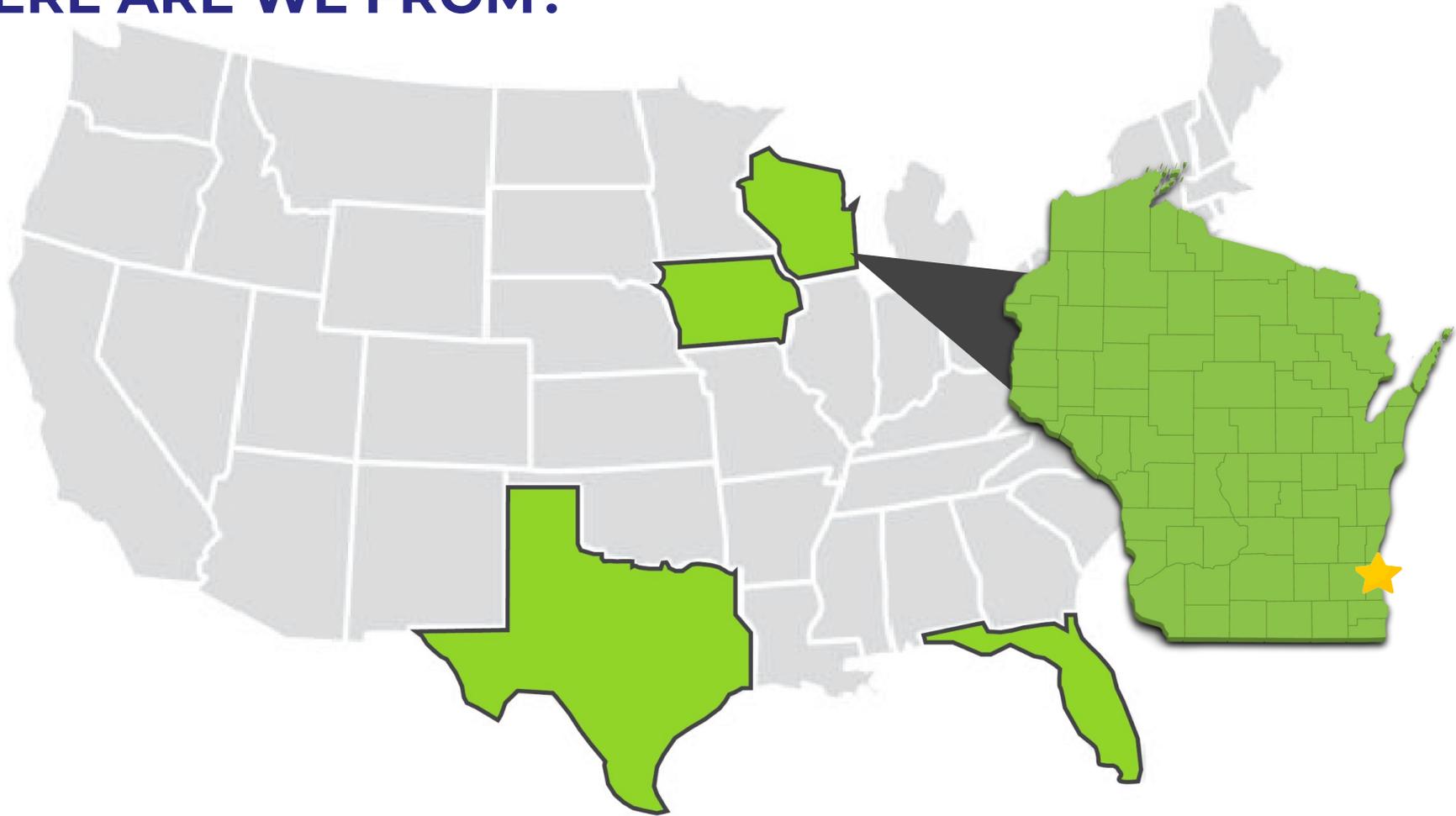
Using the QR code on your handout, please
provide your answer in **a few words**.

SESSION LEARNING TARGETS

Assist participants' ability to...

1. Develop a school district's vision for programming and the student experience as expressed through a Long-Range Facilities Plan;
2. Analyze learning spaces in alignment with a district's vision for programming and the student experience;
3. Synthesize the findings to create evidence-based educational specifications and design guidelines that will improve student outcomes which can be agreed upon by stakeholders;
4. Plan to implement spaces that allow for pedagogical agility to improve student outcomes.

WHERE ARE WE FROM?





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Director of Education Strategy
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TYPICAL REVIEW OF EDUCATIONAL SPACE ADEQUACY

1

Capacity by desired class size

2

Capacity by learning environment area

3

Capacity by gross building area

BUT WHAT ABOUT...

?

Fixed Features

?

Lighting

?

Acoustics

?

Temperature

?

Safety

?

Specific Content Area Needs (e.g. Culinary Arts, Science)

?

Promotion of Student-Centered Learning -
Room for Collaboration and Purposeful Movement

THE BIG AHA

Existing K-12 Facility Inventories

Mainly offer general space guidelines, site considerations, and square footage recommendations.



Assessment Tool

No tool was found that programmatically links specific pedagogical best practices to ESA calculations.



Assessment Protocol

There was no assessment protocol allowing for District-specific inputs.

The Result

A comprehensive analysis of learning spaces was initiated to accurately assess the instructional functionality of secondary learning spaces in the Wauwatosa School District.

DISTRICT VISION + MISSION

Vision

- Ensure an Exceptional Student Experience.
- Eradicate Inequity.
- Eliminate Disproportionality.
- Exceed Proficiency for All.

Mission

As a connected, inclusive community of learners, we serve as active advocates to provide equitable access to excellent academic, co-curricular, and social-emotional learning opportunities that empower every student to thrive as passionate, productive, and creative citizens.

PHILOSOPHY OF INSTRUCTION

Collaboration & Culturally Responsive Learning



Joy

Productive Struggle & Sense Making



Authentic Learning

Feedback to Feed Learning Forward



Critical Thinking & Agency

Inclusive, Safe, & Engaging



Maximize Learning Time

Standards Aligned

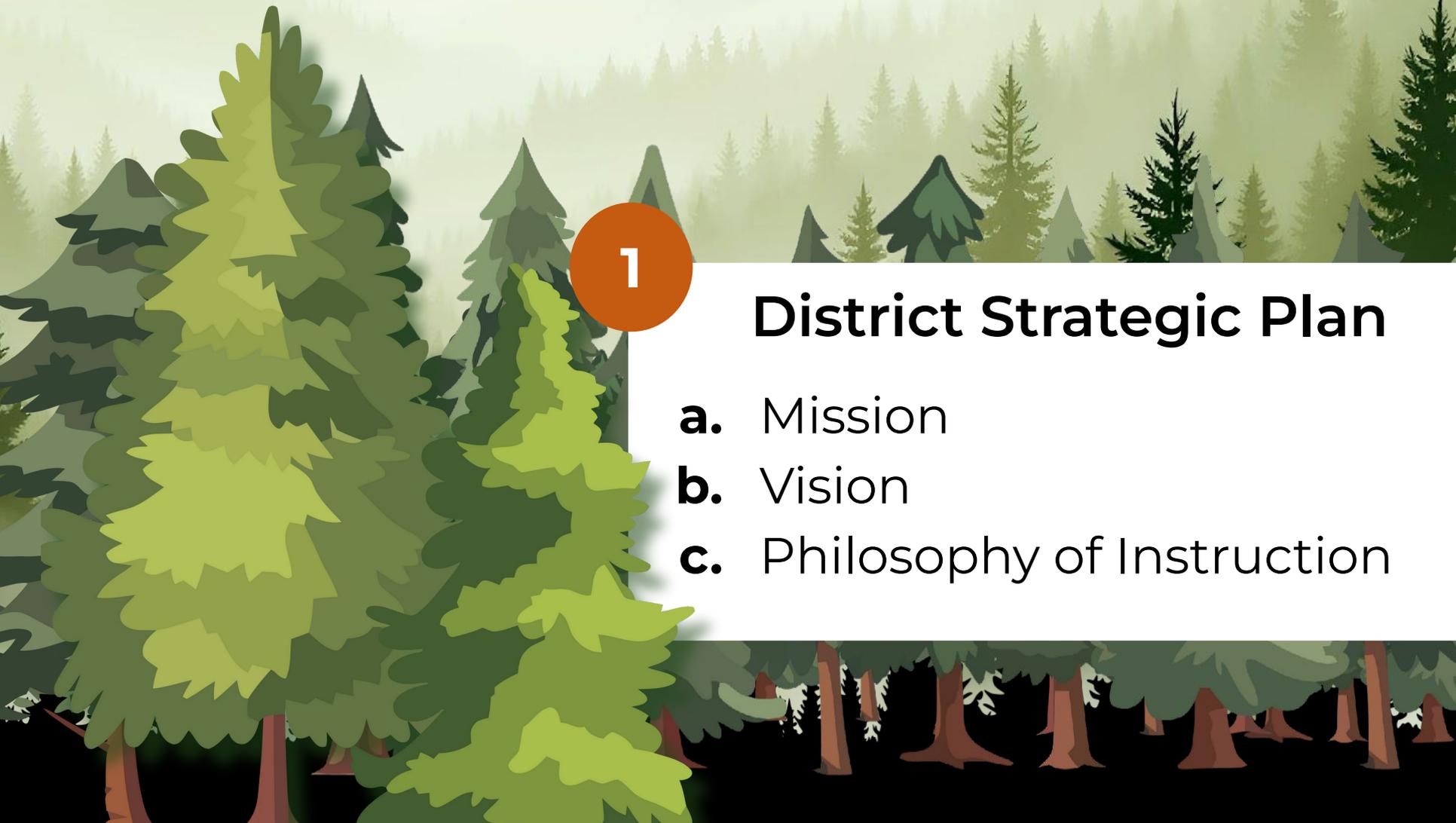


Literacy Across Content Areas



EDUCATIONAL SPECIFICATIONS-

The Tosa Way



1

District Strategic Plan

- a. Mission
- b. Vision
- c. Philosophy of Instruction

Curriculum and Programmatic Review Audit Reports

- a.** Strengths: In Relation to Features of the Building + Grounds
- b.** Next Steps: In Relation to Features of the Building + Grounds

Evidence-based Features of Secondary School Buildings and Grounds

RESEARCH ESSENTIAL QUESTIONS

Question 1

How does the current space available in secondary schools, and configuration thereof, allow for full programmatic/service offerings for students?

Question 2

To what extent is the student experience similar across both middle and both high schools?

RESEARCH ESSENTIAL QUESTIONS

Question 3

How does the space available within the secondary buildings and individual classrooms allow for the full implementation of approved curriculum and programming within research-based impactful practices for:

- a. Instruction;
- b. Safe and effective use of resources, materials, supplies and technology,
- c. Assessments in varied formats;
- d. Intervention and extension spaces to intervene and extend with students with fidelity. This includes the areas to work with students and storage of materials for this purpose; and
- e. Professional learning and collaboration spaces – spaces needed for training to implement curriculum/programming as intended.

ACTIVITY 2

FOREST FOR THE TREES ACTIVITY

What is your **FOREST**, or grand vision for what Educational Adequacy looks like in your school district (or one you are working with)?

What are three **TREES** to ensure a thriving forest long-term in your school district (or one you are working with) related to Educational Adequacy?

Using the worksheet at your table, please brainstorm your responses then use the QR to submit your answers.



PROCESS OVERVIEW

RESEARCH TIMELINE + MILESTONES

Winter 2024

Spring 2024

Fall 2024

Spring 2025



**Team Established
&
Project Planning**

**Rubric Research
+ Development
&
Begin School
Assessments**

**Complete School
Assessments
&
Data Analysis +
Report Drafting**

**Publication of
*Analysis of
Learning Spaces*
Report**

LITERATURE REVIEW

FEATURES OF HIGH QUALITY K-12 FACILITIES

FEATURES OF HIGH QUALITY K-12 FACILITIES



Acoustics



Building Layout, Classroom Size, & Furnishings



Electrical Power in Classrooms



Lighting



Indoor Air Quality



Thermal Comfort



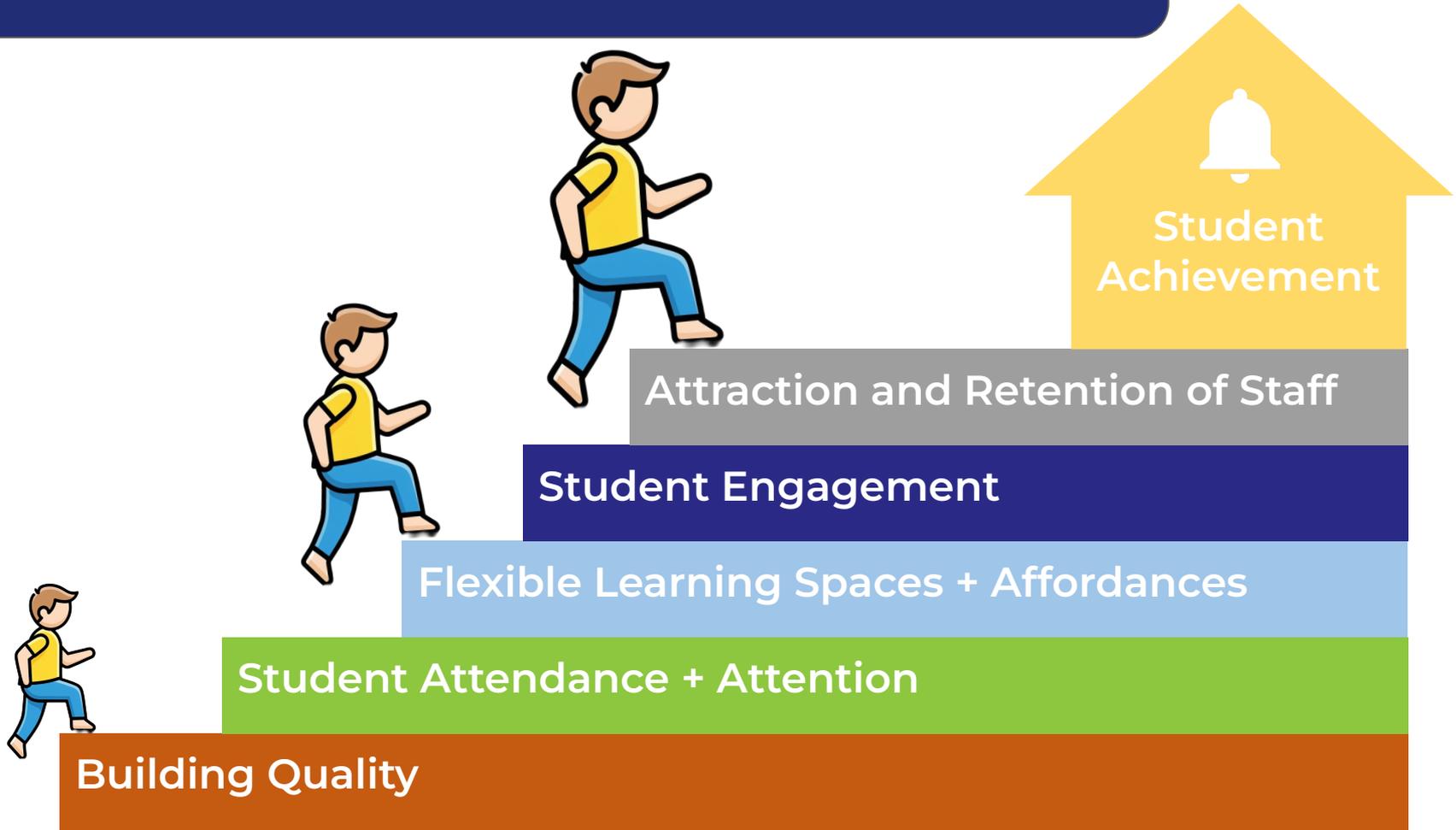
Safety



Overall Aesthetics and Building Quality

REVIEW OF IMPACT RESEARCH

IMPACT OF FACILITIES ON STUDENT OUTCOMES



ALIGNING DESIGN WITH PEDAGOGICAL EXPECTATIONS

SELECT

INSTRUCTIONAL PHILOSOPHY + DESIGN IMPLICATIONS

Academic
Conversations
& Sharing
Ideas

Analyzing,
Synthesizing,
Organizing
Ideas & Making
Connections

Activating Background Information & Brainstorming

Instructional Levers for
Universally Designed &
Culturally Responsive Classrooms

SPECIFIC PROGRAMMATIC RESEARCH

- ✓ Business Education
- ✓ English Language Arts
- ✓ Family and Consumer Science
- ✓ Mathematics
- ✓ Performing Arts – Music
- ✓ Performing Arts – Theater
- ✓ Physical Education and Health

- ✓ Science
- ✓ Social Studies
- ✓ Special Education
- ✓ Technical Education (TE)/Science
Technology Engineering &
Mathematics (STEM)
- ✓ Visual Arts
- ✓ World Language
- ✓ Specialized Spaces within the
Building

METHODS



Analysis of Learning Spaces Rubric Science April 2024



**If partially or minimally present, please indicate what it would take to make the space 'sufficient' in the notes*

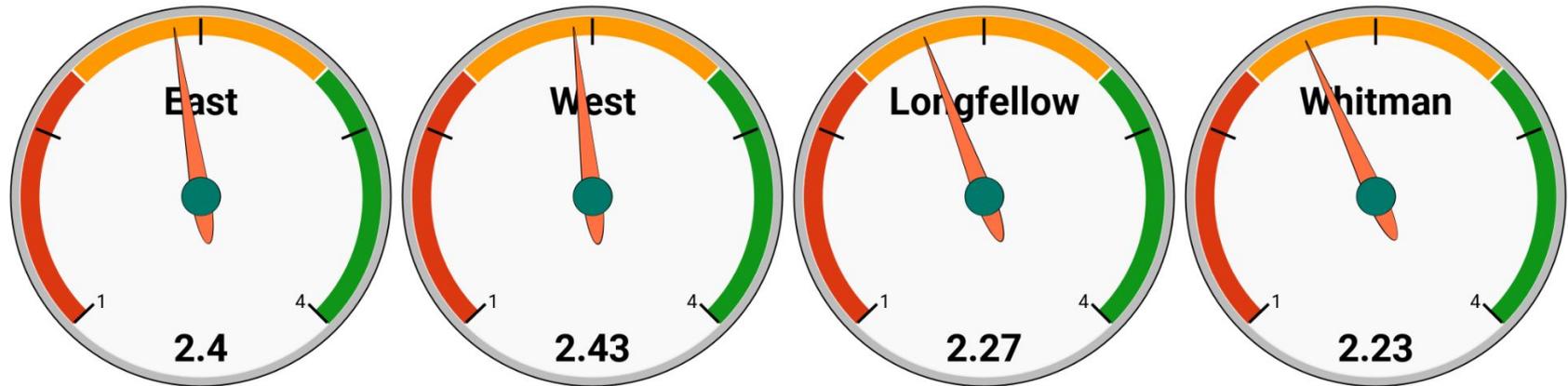
		Spatial Layout				
		Dimension/ Factor	Missing	Partially or Minimally Present*	Sufficient	Exemplary
Dimension/ Factor	Dimension Factor	Personal Space	What is described under 'sufficient' is missing in this space.	Aspects of the descriptor under sufficient are partially or minimally present.	Sufficient space exists for all students to access necessary learning materials, engage in individual work, and engage in individualized assessments without intellectual work being compromised.	Sufficient space exists that if a global pandemic manifests there is at minimum space to allow for 6ft of distancing for up to 35 individuals (students and educators)
		Acoustics				
	Movable Furniture (desks, chairs)		What is described under 'sufficient' is missing in this space.	Aspects of the descriptor under sufficient are partially or minimally present.	Flexibility and size of space allows for varied learning and activities (labs, activities, discussions, etc.).	Flexibility and size of space allows for simultaneous, varied learning and activities (labs, activities, discussions, etc.).
	Flexibility in Furniture Arrangement	Adequate Light, Dark Control		What is described under 'sufficient' is missing in this space.	Aspects of the descriptor under sufficient are partially or minimally present.	Teacher: Sufficient space exists for the educator (regardless of physical abilities) to circulate the space, maintain close proximity to students, engage in purposeful observation and data collection of student learning in order to formatively assess and provide real-time feedback that respects student privacy. Student: All students (regardless of physical abilities) are able to comfortably
Wall-Boards for Displaying Instructional Materials/Resources	What is described under 'sufficient' is missing in this space.		present.	Boards, word walls, Anchor Charts, Working Models, student work samples etc.) and promote space for student thinking that is accessible to all students (ie: vertical white boards). <u>(20-50% of wall space should be kept clear)</u>		

FINDINGS

OVERALL FINDINGS: WSD SECONDARY SCHOOLS

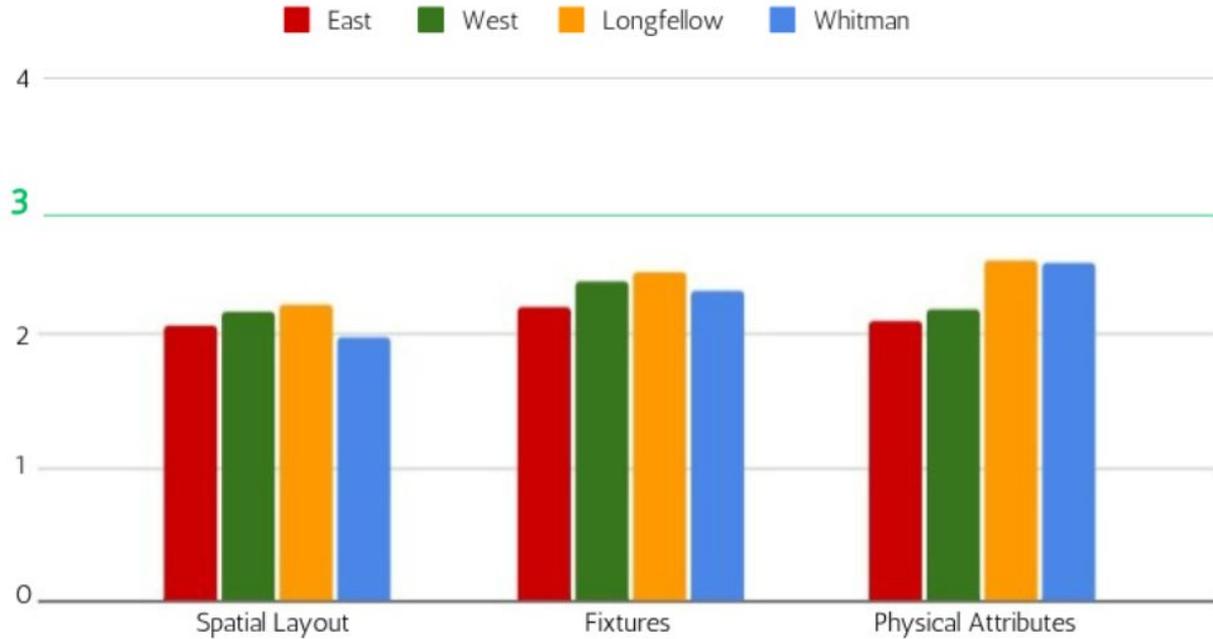
The percentage of content areas that met or exceeded an overall “sufficient” rating was 0%, naturally leaving **100% of instructional spaces falling below the identified “sufficient” status at the four secondary schools.**

Overall Instructional Facilities Score



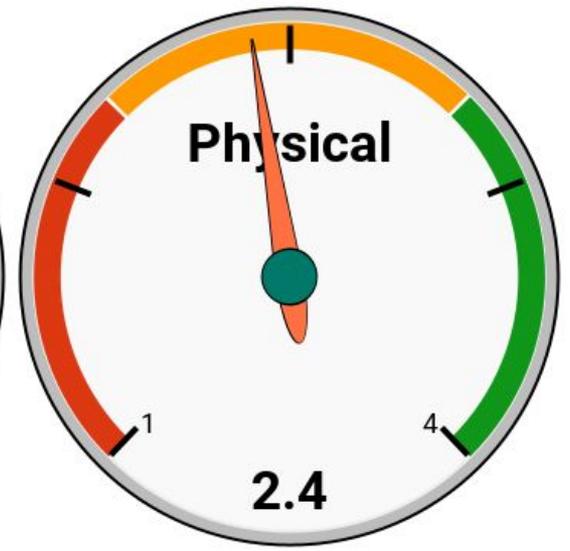
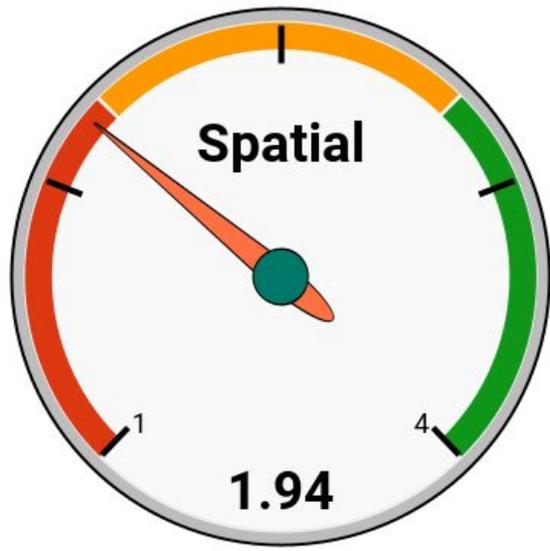
OVERALL FINDINGS: COMBINED PROGRAMMATIC AREA

Social Studies



FINDINGS: PROGRAMMATIC AREA SAMPLE

East World Language



OVERALL FINDINGS - High Schools



Relative Strengths

- Some updated visual arts, culinary arts, and technology education spaces
- Available building space that could be transformed

Overall Areas for Improvement

- Poor circulation access - low square footage in some spaces
- Limited access to natural daylight
- Limited small group collaboration spaces
- Security and wayfinding (East)
- Student restrooms (West)



OVERALL FINDINGS - Middle Schools



Relative Strengths

- Access to natural daylight
- Available building or grounds space that could be transformed

Overall Areas for Improvement

- Noise pollution
- Flexibility in furniture arrangement
- Circulation access - low square footage in classrooms
- Overall aesthetics - dated & worn down



REPORT RECOMMENDATIONS

- Synthesize the learning spaces of benchmark districts
- Bring WSD Senior Leaders and Board Members up to speed on research and needs to support desired student experience and outcomes
- Engage community on research and needs to support desired student experience and outcomes
- Determine Long-Range Plan for secondary schools with a specific lens on the instructional functionality of the facilities

LIMITATIONS OF STUDY DESIGN + FINDINGS

- The variable of human error and human bias weighs highly on all social science research, and this study was no different.
- Educator participation.
 - Two opportunities for participation- one in rubric development and the other in application of the rubric.
 - A limitation here is that not all content areas provided any additional feedback during rubric development.
- Application of the rubric.
 - Not all District educators completed an assessment of their instructional spaces using the rubric when solicited in May 2024.
 - Furthermore, for those that did submit an evaluation, the opportunity to calibrate on their evaluations was not provided.
- There is not student feedback included in the study.

NOW WHAT- IN WAUWATOSA...

Report for community understanding of the state of the schools



Anchor for future school design from a learning-centered lens



How should the secondary schools be configured?
Moving beyond the traditional capacity analysis.



Community Ad Hoc Committee reviewing the report and advising the Board of Education on a recommended path forward.



Transforming **Educational SPECIFICations** into an executable Ed Spec



ACTIVITY 3

NOW WHAT- WOULD YOU DO?

Considering your **Forest and Trees**,
what do you need to do next:

In your District? With a client?



If your analysis yielded similar results to
Wauwatosa, **what would you do next?**

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QUESTIONS?



Resources

- Long-Range Facilities Planning Overview
- Key Considerations for the Development of a Request for Proposal for Long-Range Facilities Plan Development
- Wauwatosa Analysis of Secondary Learning Spaces Report



EXIT TICKET

FINDING RESEARCH TO GET STARTED

Where do I find research to support

- Strategic Planning,
- District Philosophical Development and Expectations,
- Evidence-based features of spaces to support these goals and programmatic direction?

Using the QR code on your handout, please provide your answer. Responses can be shared back out if you include your email address.

THANK YOU! THANK YOU!

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2. In the left sidebar, tap "Schedule"
3. Locate and select the session you are attending
4. After opening the individual session page, tap the "Session Survey" link to evaluate the session.

Thank You!

Please scan the QR code to provide session feedback.

