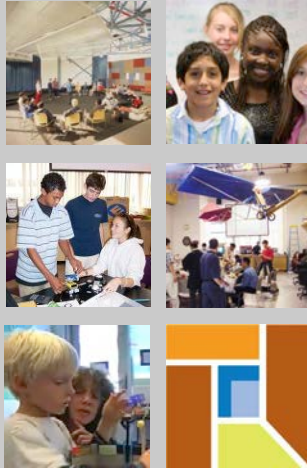


Berkshire Country Day  
October 1, 2014



## Envisioning Forward-Thinking Spaces *for* Teaching & Learning

**newvistadesign**  
Envisioning 21<sup>st</sup> Century Schools  
[www.newvistadesign.net](http://www.newvistadesign.net)

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## Agenda

- Presentation (30 Min)
- Small Group Activities (45 Min)
  - Desired Design Patterns
  - Guiding Principles for Design
  - Bubble Diagramming
- Large Group Sharing (15 Min)

## Educational Visioning

- Educational goals and vision provide starting point
- Design patterns illustrate possibilities
- Shared language about priorities and goals



10.114

## Focus on 21<sup>st</sup> Century Skills

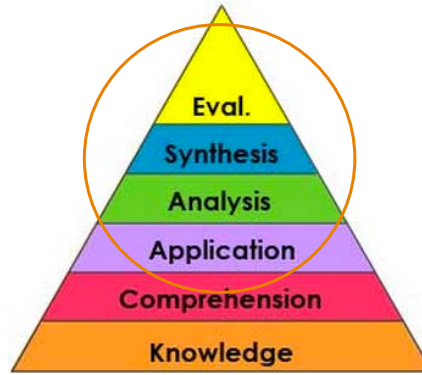
- The 3 R's plus the 4 C's
- Rigor, relevance and relationship
- Proactive and lifelong Learning



- Critical Thinking
- Communication
- Collaboration
- Creativity

# Bloom's Taxonomy

- Knowledge
- Comprehension
- Application**
- Analysis**
- Synthesis**
- Evaluation**



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

### Learning & Innovation Skills

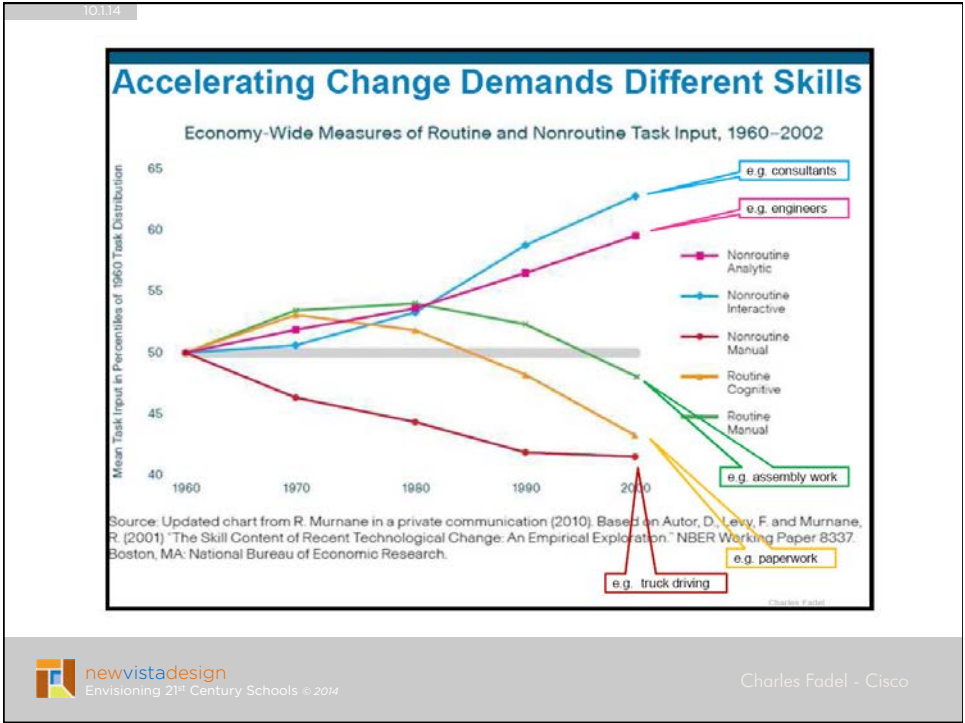
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Communication & Collaboration

### Information, Media & Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications & Technology) Literacy

### Life & Career Skills

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility



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## National Trends and Thinking

- Agile, adaptable and proactive learners
- Technology as a tool
- Whole brain thinking and differentiated learning

**THE GLOBAL ACHIEVEMENT GAP**  
WHY EVEN OUR BEST SCHOOLS DON'T TEACH THE NEW BUSINESS SKILLS OUR CHILDREN NEED™  
AND WHAT WE CAN DO ABOUT IT  
TONY WAGNER

**Disrupting Class**  
How Disruptive Innovation Will Change the Way the World Learns  
Clayton M. Christensen  
BESTSELLING AUTHOR OF THE INNOVATOR'S DILEMMA  
Michael B. Horn & Curtis W. Johnson

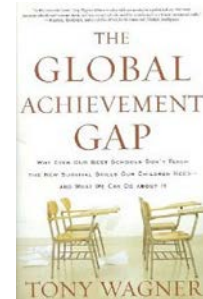
**A WHOLE NEW MIND**  
WHY RIGHT-BRAINERS WILL RULE THE FUTURE  
DANIEL H. PINK

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## 7 Survival Skills for Teens

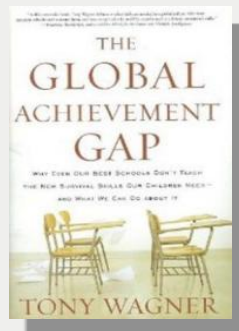
1. Critical thinking and problem solving
2. Collaboration and leadership
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Effective oral and written communication
6. Assessing and analyzing information
7. Curiosity and imagination



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## Focus on Doing not Knowing

The world no longer cares about how much you know, the world cares about what you can do with what you know - *Tony Wagner*



- Critical Thinking and Problem Solving
- Communication, oral and written
- Collaboration and Leadership
- Creativity, Curiosity and Imagination
- Accessing and Analyzing Information
- Initiative and Entrepreneurialism
- Agility and Adaptability

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## Focus on Learning NOT Teaching

- High-performance work environments
- Varied and collaborative
- Lifelong learning



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## Inquiry-Based Instruction

- Problem and Project-Based
- Performance assessment
- Product creation



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## The 6 A's

### Academic Rigor

Projects address key learning standards identified by the school or district and helps students develop habits of mind and work associated with academic and professional disciplines.

### Authenticity

Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.

### Applied Learning

Projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.).

### Active Exploration

Projects extend beyond the classroom and connect to work internships, field-based investigations, and community explorations.

### Adult Connections

Projects connect students with adult mentors and coaches from the wider community.

### Assessment Practices

Projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance.


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## Inquiry-Based Continuum

- Comprehensive Schools
- Project-Based Learning
- Expeditionary Learning
- CTE Programs
- STEM and STEAM
- Progressive & Constructivist Programs
- IB Schools
- No Excuses Schools
- Charter Schools

**STUDENT PROJECTS**


- Classroom
- School-Wide
- After School
- Intersession
- Senior
- Capstone
- ELOs
- Internships
- Community Service


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## Teacher Teaming

- Meaningful Integration of Disciplines
- Cohort Groupings / Reduced Student Load
- Teacher and Student Collaboration



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## Blended Learning

- Seamless Technology Integration
- Online and Virtual Delivery
- Production of Technology and Information



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## Personalization

- Student Choice/Differentiated Instruction
- Self-Paced and Small Group
- Anywhere, anytime learning



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## Community Partnerships

- Permeable School Walls
- Adult-World Connections / Internships
- Leveraged Resources



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## Anytime, Anywhere Learning

- Flip Classrooms
- Virtual Schools
- MOOCs



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## Global Connections

- International Collaborations
- Sister Classrooms
- Travel Studies



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## STEAM / Design Thinking

- STEM as meta-discipline
- Art and Humanities as Glue
- Design Thinking Process



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# STEAM addresses

<b>Science Practices</b> Next Generation Science Standards	<b>Ask Questions</b> <ul style="list-style-type: none"> <li>What am I observing?</li> <li>What does this evidence mean?</li> <li>What is the relationship between these variables?</li> <li>How can I make my model more accurate?</li> <li>What evidence do I need to answer my question?</li> <li>What hypothesis can I state based on my observations?</li> <li>Is the data used correctly in the argument?</li> </ul>	<b>Investigate</b> <ul style="list-style-type: none"> <li>Use the Scientific Method.</li> <li>State the goal of the investigation.</li> <li>Predict outcomes.</li> <li>Plan a course of action that will provide the best evidence to support conclusions.</li> <li>Use scientific ideas to show why data can be considered evidence.</li> <li>Reduce error in procedures.</li> </ul>	<b>Use Math</b> <ul style="list-style-type: none"> <li>Use computers to analyze very large data sets for patterns and trends.</li> <li>Use mathematical representations to support scientific conclusions.</li> <li>Create algorithms (a series of ordered steps) to solve a problem.</li> <li>Use digital laboratory tools to observe, measure, record, and process data.</li> <li>Make quantitative predictions.</li> </ul>	<b>Communicate</b> <ul style="list-style-type: none"> <li>Be a critical consumer of information about science.</li> <li>Critically read scientific texts to determine the central ideas and obtain scientific information to describe patterns in evidence.</li> <li>Use multiple sources to obtain information used to evaluate the validity of claims and methods.</li> <li>Communicate ideas by using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and discussion.</li> </ul>
	<b>Design a Model</b> <ul style="list-style-type: none"> <li>Models include diagrams, physical replicas, mathematical representations, analogies, and computer simulations.</li> <li>Models highlight some ideas and simplify others.</li> <li>Models are used to help find questions and explanations, to get data to predict, and to communicate ideas.</li> <li>Models are based upon evidence. New evidence changes the model.</li> </ul>	<b>Analyze Data</b> <ul style="list-style-type: none"> <li>Construct and interpret graphical displays of data.</li> <li>Use computers to tabulate, graphically represent data, visualize, and statistically analyze.</li> <li>Use math to represent relationships between variables and identify patterns.</li> <li>Take into account sources of error.</li> <li>Is one variable the cause (causal), or do both just happen at the same time (correlational)?</li> </ul>	<b>Explain</b> <ul style="list-style-type: none"> <li>An explanation includes qualitative or quantitative relationships between variables that predict and describe phenomena.</li> <li>Design investigations that generate data to determine explanations to questions.</li> <li>Apply scientific reasoning to show why the data or evidence is adequate for the explanation or claim.</li> <li>Construct an explanation using models or representations.</li> </ul>	<b>Argue</b> <ul style="list-style-type: none"> <li>Argue when investigating a phenomenon, resolving questions about measurements, building data models, and citing evidence to evaluate claims.</li> <li>Arguing happens when listening, comparing, and evaluating competing ideas and methods.</li> <li>Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions.</li> </ul>

## Deeper Learning

- **Mastery of Core Academic Content**
- **Critical Thinking and Problem Solving**
- **Collaboration**
- **Effective Communication**
- **Self-Directed Learning**
- **An “Academic/Growth Mindset”**



10.1.14

## Growth Mindset – Carol Dweck

### Fixed Mindset

The belief that intelligence and skill are traits you are born with—

A "fixed mindset"—can be discouraged by failure and reluctant to challenge themselves.

### Growth Mindset

The belief that intelligence or skill can be improved by effort and experimentation —

A “growth mindset” seeks challenges, learns from mistakes, and keeps faith in themselves in the face of failure.

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## Academic/Growth Mindset

### Hierarchy of Learner Needs



... Grit, perseverance and a passion for long term goals...




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


10.1.14

Guiding Principle  
**Community**

Greeting and Gatekeeping



HTHCV K-8 – Studio E

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Guiding Principle  
**Community**

# Greeting and Gatekeeping




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Guiding Principle  
**Community**

# Wayfinding And Streetscapes



High Tech Middle - Carrier Johnson with New Vista

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Guiding Principle  
**Community**

# Classroom Neighborhoods



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Guiding Principle  
**Community**

# Classroom Neighborhoods



Essex Tech - Design Partnership with New Vis

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Guiding Principle  
**Community**

Classroom Neighborhoods  
and Anywhere Learning



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Guiding Principle  
**Community**

Gathering  
Spaces/Hubs



High Tech Middle - Carrier Johnson and New Vista



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Guiding Principle  
**Community**

Gathering Spaces/Hubs



DSST – klipp with New Vista

MATCH School – HMFH

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Guiding Principle  
**Community**

Gathering Spaces/Hubs




Ipswich Middle High School - Flansburgh

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Guiding Principle  
**Community**

# Community Access



West Bridgewater 6-12 - Flansburg and New Vista


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Detailed description: This slide features a floor plan of West Bridgewater 6-12 school. The plan is color-coded and includes numerous rooms such as a Stage/Auditorium, Cafeteria, Gymnasium, and various classrooms (CR), science labs (SCIENCE), and art rooms (ART). A central courtyard is also shown. The slide is titled 'Community Access' under the 'Community' guiding principle.


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Guiding Principle  
**Community**

# Wayfinding and Streetscapes



High Tech Middle - Carrier Johnson and New Vista

 newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2014

Detailed description: This slide shows an interior view of a school hallway. The walls are painted a vibrant orange and are decorated with several framed landscape paintings. The ceiling features exposed ductwork and modern lighting fixtures. Students are seen walking through the hallway, and a service counter is visible on the right side. The slide is titled 'Wayfinding and Streetscapes' under the 'Community' guiding principle.

10.1.14

Guiding Principle  
**Community**

Distributed Resources  
and Clusters of Learning



The floor plan shows a central circulation area (yellow) with various rooms branching off. Seminar rooms (blue) are arranged in a grid. Studios (light blue) are interspersed. Offices (green) and specialty labs (dark green) are located in a central corridor area. Commons (light green) and support spaces (dark blue) are also shown.

Legend:

- Circulation
- Commons
- Offices
- Support
- Seminar Rooms
- Studio
- Specialty Labs

SMMA, Gensler Johnson and New Vista  
newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2014

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Guiding Principle  
**Collaboration**

Informal Gathering  
& Anywhere Learning



The photograph shows a bright, open-plan school hallway. A student in the foreground is looking at a bulletin board. In the background, a group of students is sitting on a green sofa, engaged in conversation. The space is designed to facilitate informal learning and collaboration.

Grafton High School - SMMA


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Guiding Principle  
**Collaboration**

# Comfortable and Social Spaces



Cove School – QKA and AofA



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Guiding Principle  
**Collaboration**

# Flexible Classrooms



HTHCV K-8 – Studio E

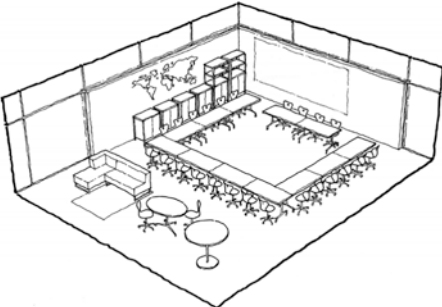


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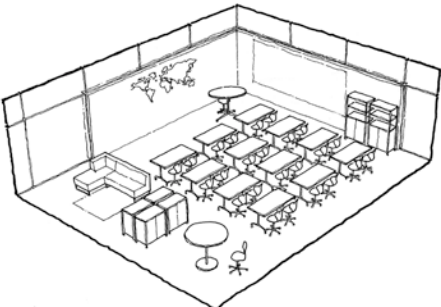
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Guiding Principle  
**Collaboration**


## Flexible Classrooms



Seminar or panel discussion



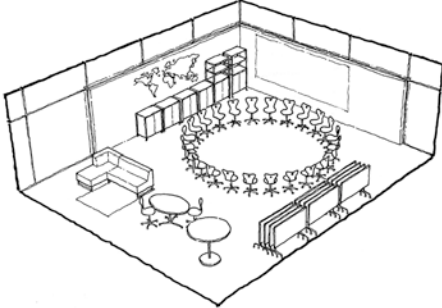
Presentation, whole class skype

 newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2014

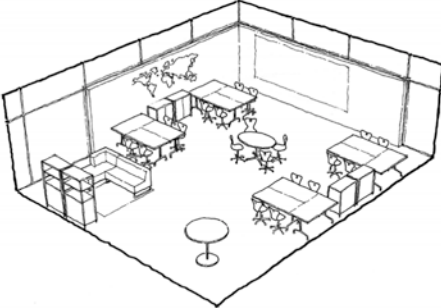
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Guiding Principle  
**Collaboration**


## Flexible Classrooms



Large group discussion



Group work stations

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Guiding Principle  
**Collaboration**

## Flexible Classrooms



QKA

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Guiding Principle  
**Collaboration**

## Small Meeting Spaces



Collegiate Academy - SHW Group

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Guiding Principle  
**Collaboration**

# Professional Work Areas



DSST – Klipp Architects and New Vista



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Guiding Principle  
**Collaboration**

# Studios and Specialty Labs



DSST - Klipp Architects and New Vista



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Guiding Principle  
**Flexibility**

**Learning Supports**  
Furniture and Storage



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Guiding Principle  
**Flexibility**

**Learning Supports**  
Furniture and Storage



Truman HS – Bassetti and AofA

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Guiding Principle  
**Flexibility**

## Varied Spaces

academy

departmental

academy

school-within-a-school

integrated

project-based

independent

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Beamer HS – Bassetti and AofA

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Guiding Principle  
**Technology**

## Ubiquitous Technology

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Guiding Principle  
**Technology**

# Maker Spaces



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Guiding Principle  
**Technology**

# Ubiquitous Learning



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Guiding Principle  
**Technology**

# Acoustic Balance



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Guiding Principle  
**Visible Learning**

# Transparency



QKA

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Guiding Principle  
**Visible Learning**

**Display and Exhibition**



HTHCV – Studio E

HTHCV K-8 – Studio E

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Guiding Principle  
**Visible Learning**

**Display and Exhibition**



High Tech High – NTD and New Vista

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Guiding Principle  
**Sustainability**

# Building as Teacher



Truman HS – Bassetti and AofA

DSST – Klipp and New Vista

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Guiding Principle  
**Sustainability**

# Sustainable Materials



Image: Gen 7

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Guiding Principle  
**Sustainability**

## Building as Teacher



Truman HS – Bassetti and AofA

DSST – Klipp and New Vista

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Guiding Principle  
**Sustainability**

## Indoor/Outdoor Connections



HTM – Carrier Johnson and New Vista

HTHLA – Berlinger and New Vista

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Guiding Principle  
**Sustainability**

# Living Buildings



Image: Gen 7


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This slide features a white background with an orange header bar. The header bar contains the text '10.1.14' in the top left, 'Guiding Principle Sustainability' in the center, and 'Living Buildings' on the right. Below the header is a large image divided into two parts: the left part shows a modern building with a courtyard and a circular fountain, and the right part shows a close-up of solar panels on a roof. The text 'Image: Gen 7' is located in the bottom right corner of the image area. At the bottom of the slide is a grey footer bar containing the 'newvistadesign' logo and the text 'Envisioning 21st Century Schools © 2014'.


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Guiding Principle  
**Sustainability**

# Optimal Light



Marysville Getchell HS – DLR and Aof

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This slide features a white background with an orange header bar. The header bar contains the text '10.1.14' in the top left, 'Guiding Principle Sustainability' in the center, and 'Optimal Light' on the right. Below the header is a large image showing the interior of a modern building with large windows overlooking a lush green forest. The text 'Marysville Getchell HS – DLR and Aof' is located in the bottom right corner of the image area. At the bottom of the slide is a grey footer bar containing the 'newvistadesign' logo and the text 'Envisioning 21st Century Schools © 2014'.



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Guiding Principles  
**For Libraries**

## Flexible Learning Space

- Support multiple learning and teaching styles
- Flexible furniture with no fixed stations



School Library Journal




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Envisioning 21<sup>st</sup> Century Schools © 2014

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Guiding Principles  
**For Libraries**

## Print and Virtual Resources

- Make books and magazines visible through display and lighting
- eBooks and digital reading devices



School Library Journal



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Envisioning 21<sup>st</sup> Century Schools © 2014

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Guiding Principles  
**For Libraries**

## Strong Infrastructure

- Media centers should be tech central, and users need power to support their ever-growing arsenal of electronic devices such as laptops and handheld devices, visual and audio tools, printers, interactive whiteboards, and multimedia equipment



School Library Journal

 newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2014

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Guiding Principles  
**For Libraries**

## Multi-Purpose Use

- Start planning your library by listing and prioritizing important activities and desired student outcomes, and be able to clearly articulate the culture you want people to see when they walk into your library



School Library Journal


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Envisioning 21<sup>st</sup> Century Schools © 2014

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Guiding Principles  
**For Libraries**

## Sensory Stimulation

- Outdoor connections
- Natural light
- Color and texture
- Murals and artwork
- Signage and graphics



School Library Journal

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# Which Design Patterns Resonate with Berkshire Country Day?

# Guiding Principles For Design

10.1.14

**Guiding Principles** set design priorities, and offer an invaluable framework for making decisions and choices as the design process unfolds...

10.1.14

## BCD Philosophy

Berkshire Country Day School is dedicated to encouraging **academic excellence** at the highest level and to realizing **each student's potential** for **well-rounded development**. We provide a **stimulating and challenging** education in a **supportive and nurturing** environment. In the **spirit of inquiry and discovery**, students learn to be **resourceful and responsible**. In an atmosphere of **mutual respect**, students learn about **community and caring** for others. Berkshire Country Day School is a place where each student can **meet success as a 21st century learner**.



10.1.14

## BCD School Values

**Originality:** We provide learning activities that inspire creativity and thoughtful reflection in an environment where each student is nurtured, celebrated, and encouraged to take risks.

**Quality:** We promote academic excellence and scholarship so that each student can flourish and succeed through a vigorous curriculum and an extensive offering of arts and athletics.

**Respect:** We empower acts of inclusion and acceptance with due regard for the feelings, wishes, rights, and traditions of others.

**Sustainability:** We educate our community about the impact of our actions and behaviors on the environment and instill practices that protect its long-term viability.

**Community:** We establish trust, cooperation, and accountability within an atmosphere of belonging where we all invest in the success and well-being of each other.

**Wellness:** We ensure the physical, social, and emotional health of each community member.

**Citizenship:** We guide all members of our diverse school community to become ethical, engaged, and informed global citizens.





# West Bridgewater Middle High School

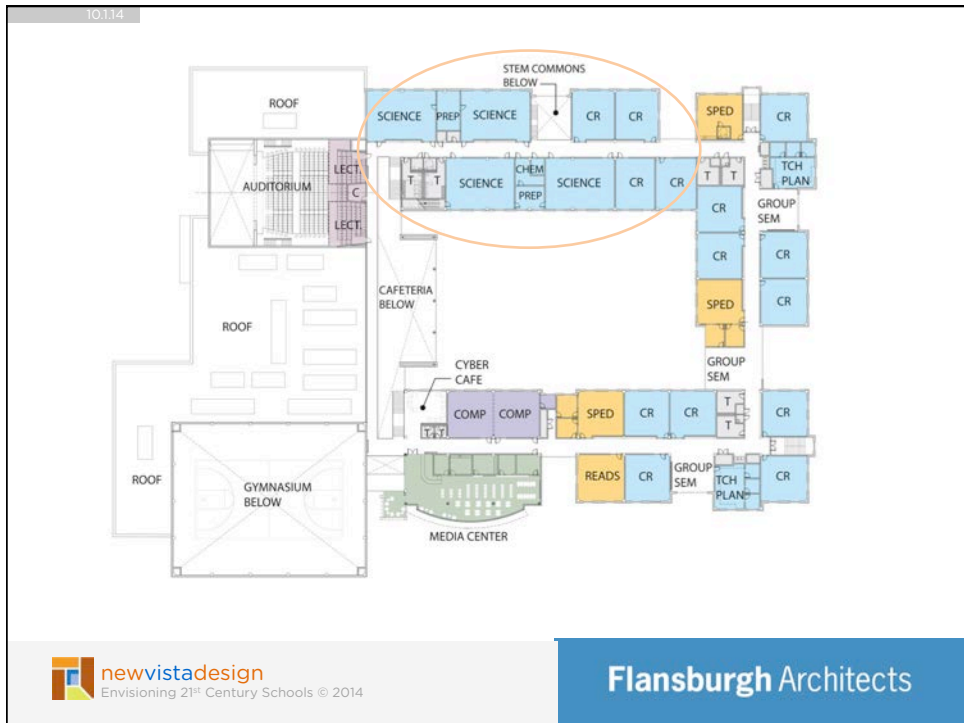
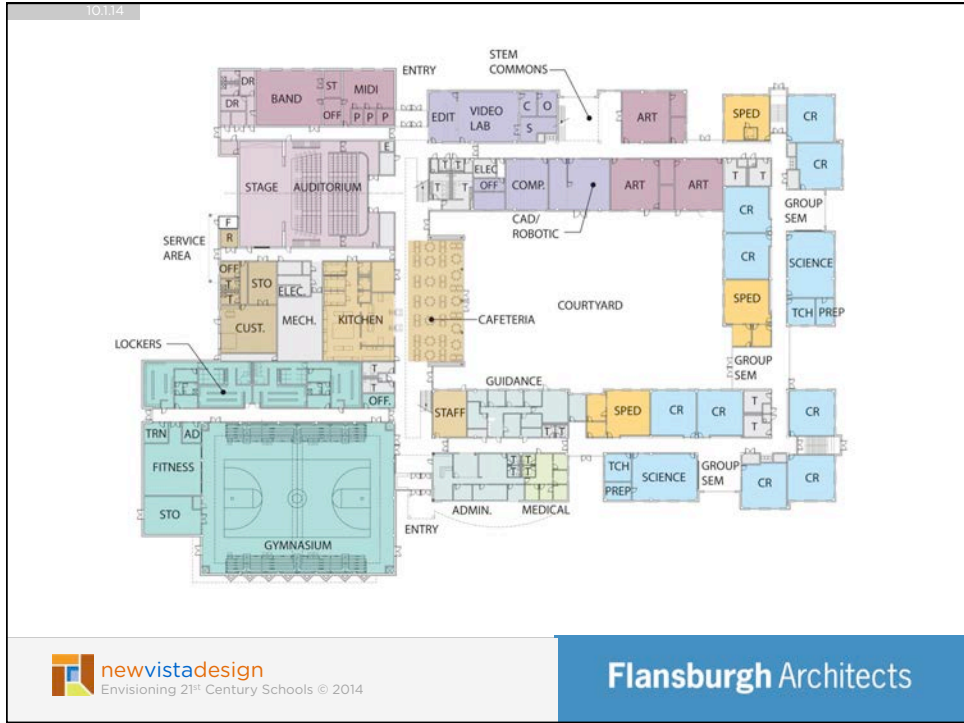
10.1.14

## West Bridgewater Guiding Principles



1. School as Community Resource
2. STEM/Art Integration (STEAM)
3. Personalization, Connection and Ownership
4. Adaptability and Evolution
5. Visible Learning
6. Outdoor Connections







# City Neighbors Charter High School

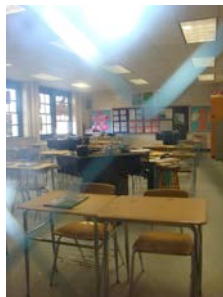
10.1.14



1. Inquiry-Based Learning
2. Arts Integration
3. Reggio Emilia Inspired
4. Cooperative, NOT Competitive
5. Small School Model
6. Community Outreach

10.1.14

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





10.1.14



### Advisory Pods



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City Neighbors High School - Isaacson Design

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### Transparency and Wayfinding



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### Professional / Non-Institutional



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### Seating and Display



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## Multiple Venues For Learning

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10.1.14



## Media Café




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Envisioning 21<sup>st</sup> Century Schools © 2014

City Neighbors High School - Isaacson Design


# Harlem Village Academy

10.114



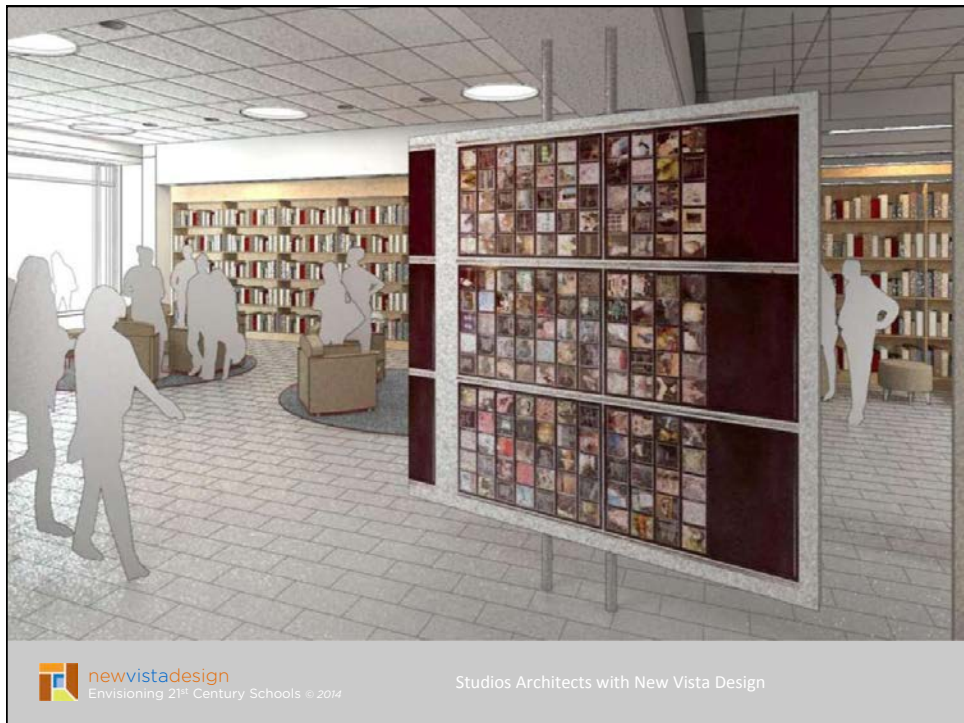
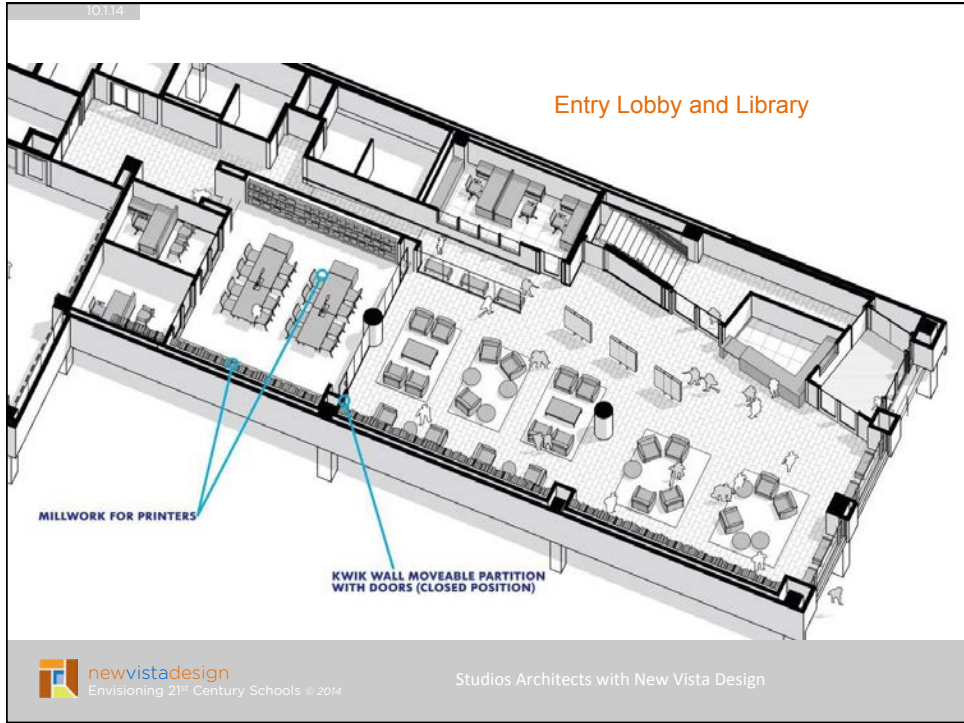
125th Street Elevation Cooper Roberson Partners Architects

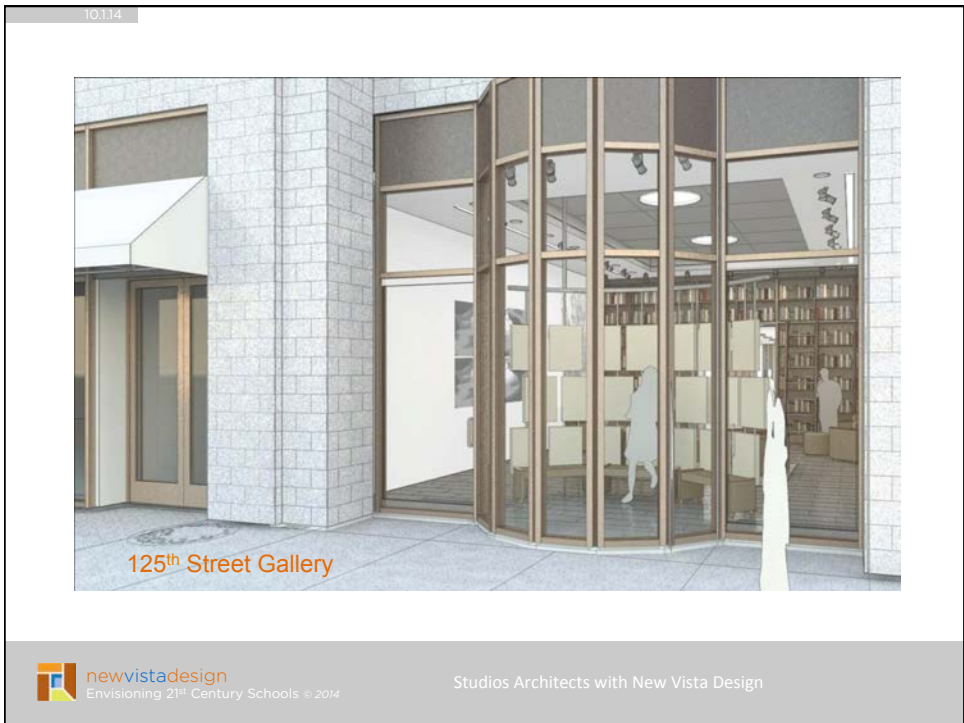
- Timeless and classical program elements
- High expectations & accountability
- Community excitement and visibility
- Front and back door identities
- Learning complex

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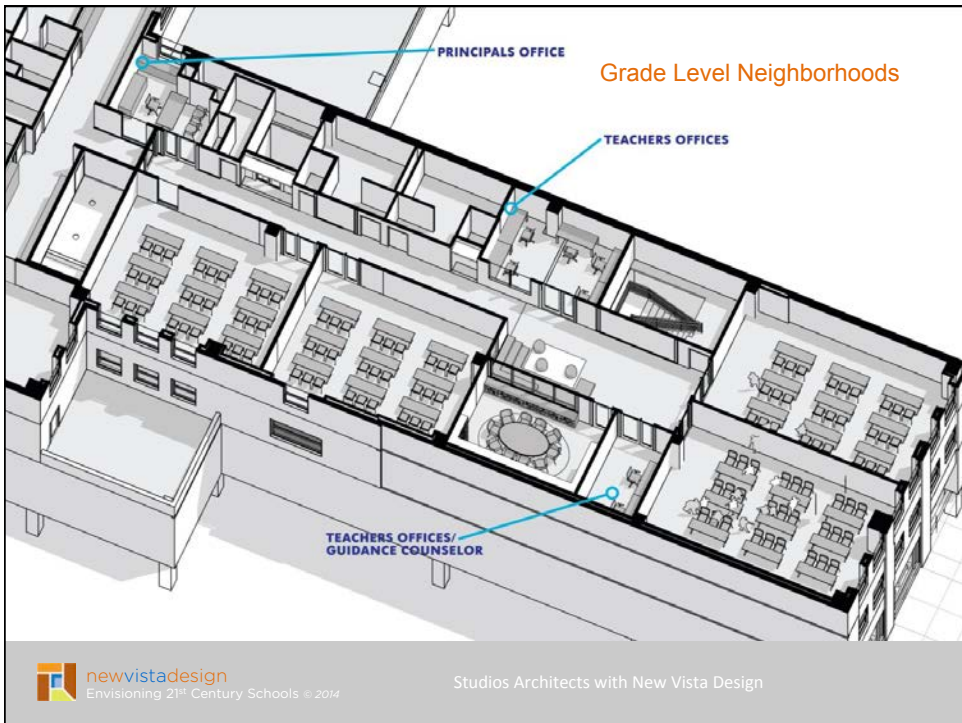
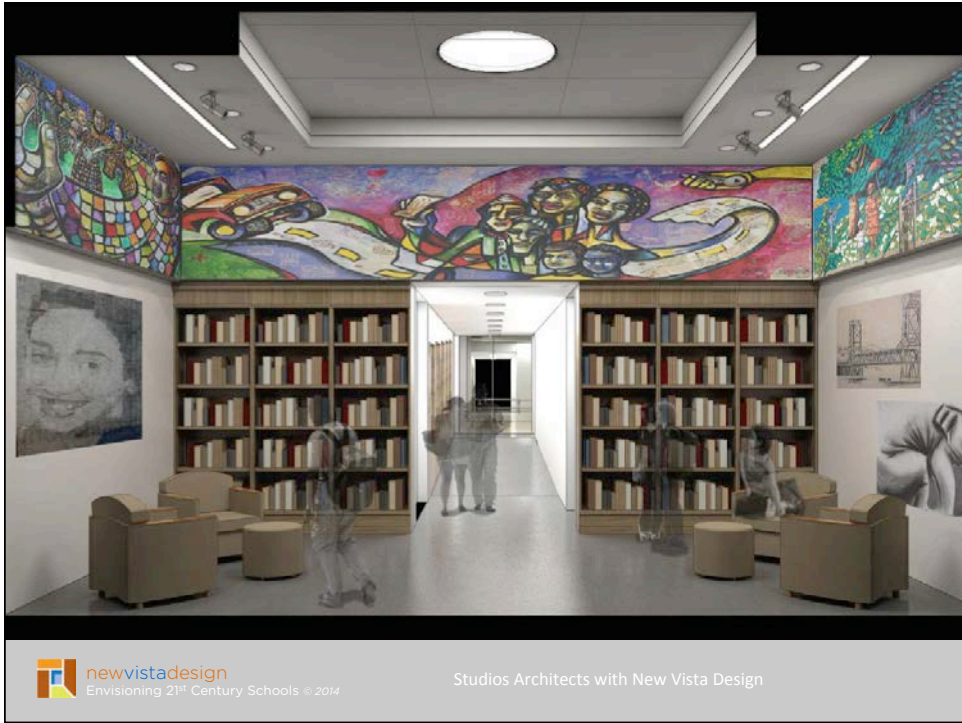
Studios Architects with New Vista Design

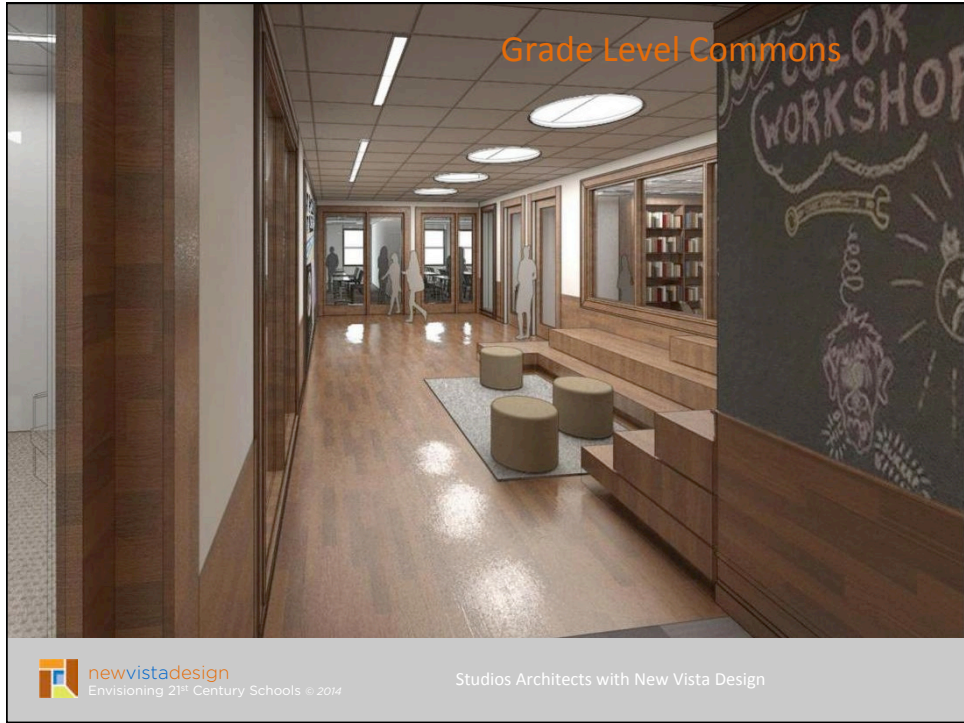




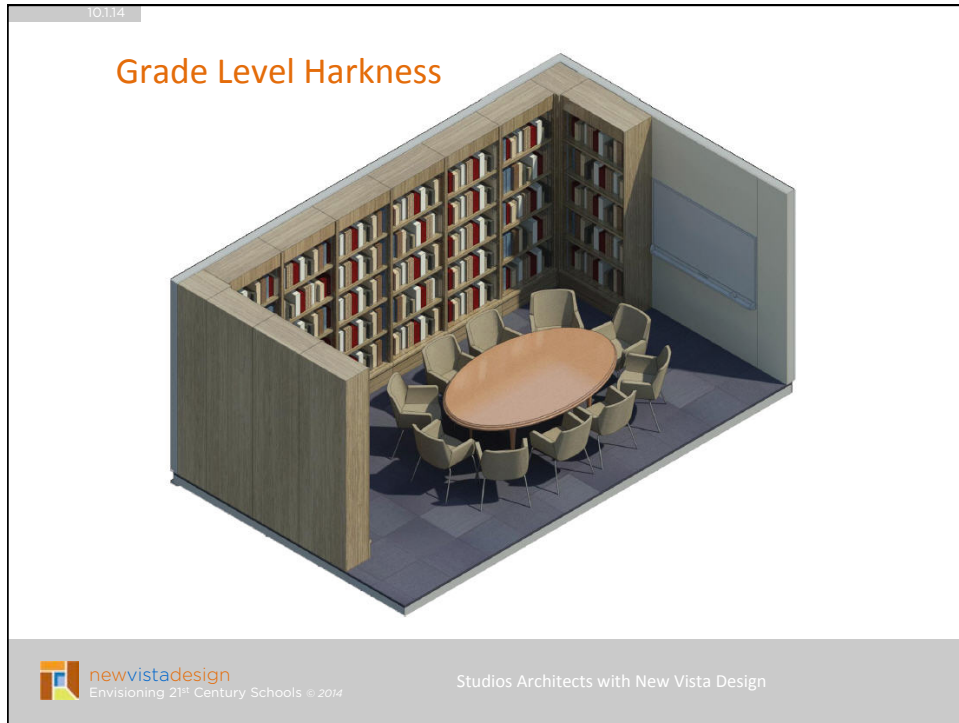












**What are  
Berkshire  
Country Day's  
Guiding Principles?**