Programming Workshops

An Activity Approach to Programming

DLR Group facilitated a series of programming workshops to infuse innovation and research into the VIDE's approved industry standard space programs. The exercises were built on the findings of the curriculum and instruction workshops and the resultant priorities identified for teaching, learning, technology, space types, and security.

The workshops were held simultaneously on St. Thomas, and St. Croix on March 5 and 6, 2020. Attendees included a broad cross-section of stakeholders and end users, including the VIDE leadership, superintendents, principals, union representatives, teachers, facilities staff, and community members.

In the sessions, participants were guided through a series of exercises to align space with activities, learning modalities, and curriculum.

The findings from the curriculum and instruction workshops and one-on-one conversations with school principals and assistant principals during campus tours informed these sessions, in that the larger conversation focused on an inquiry-based learning model. As teams explored how activities, learning modalities, and curriculum impact space, they considered the impact and success of an inquiry-based learning model.

A dynamic form of active learning that begins with inquiry, problems, or scenarios. Students then identify, investigate, and research issues and respond to challenges or complex problems.

Inquiry-Based Learning Model
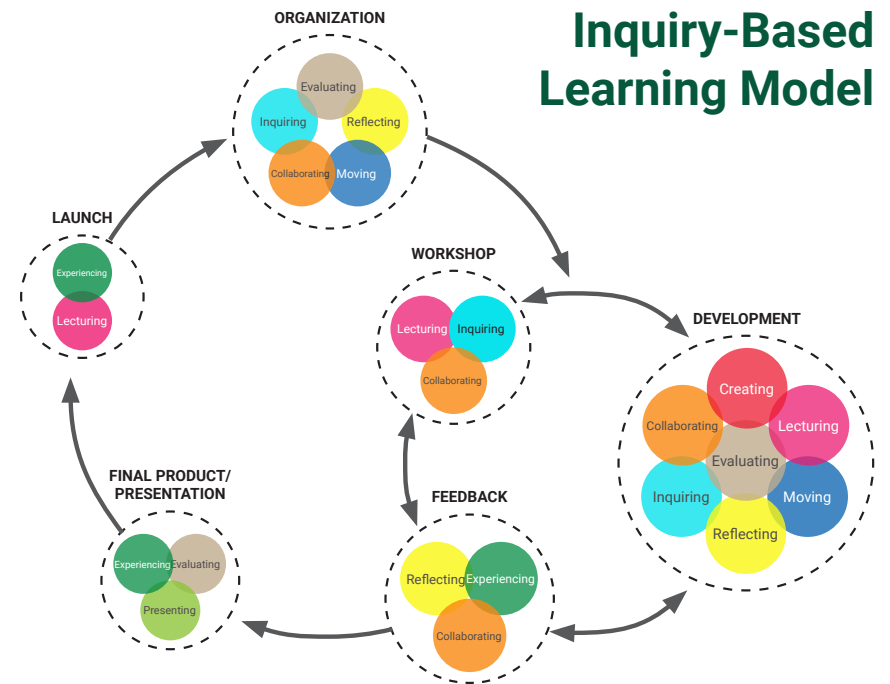
During the programming workshops, case studies were shared with a variety of space types and arrangements to help participants understand how different qualities including space size, openness, furniture options, acoustic qualities, and technology availability can support future learning.

The case studies included:

Jefferson Terrace K8 School

Capps Middle School

Canyon View High School

Five Focus Areas
Informing the Visioning Process
and Activity Based Programming for USVI

Vision

Articulate the elements of pedagogy, curriculum, and activities necessary to realize your overarching vision.

Success

Define what success means for your students, teachers, and school community members.

Agency

Determine what criteria will be applied to support student and teacher agency.

Organization

Develop the range of administrative solutions for time-based programming of curriculum and instruction.

Resilience

Target the educational design life cycle (duration between renewals) whereby minimal investment is required by the district.

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Programming Workshops

Space Types

To explore curricula space alignment in USVI Public Schools, groups began by manipulating a variety of space types, that when paired collectively, form an educational environment, or learning suite.

Working in small groups, participants received a collection of small paper blocks, sized and scaled to represent actual learning spaces. Each of these blocks represented a space type. Groups were asked to consider the relationship of the space type to the activities and learning modalities that it could support. This approach allowed the large group to explore how multiple activities could occur simultaneously throughout the day in the same facility, supporting small-to medium- and large- group learning and an efficient use of square footage.

Why are space types useful?

The concept of developing a variety of space types or kit-of-parts for the Virgin Islands was introduced as a strategy to provide equity across the territory while also providing flexibility to arrange the parts effectively for different sites and communities.

Using their space types, participants were asked to design their ideal learning suite. Groups experimented with a variety of group sizes, cohort organization, and learner and educator choice.

Multiple learning suite options along with room units, class size, typologies, and distribution patterns informed the final programs and organizations proposed in the master plan.

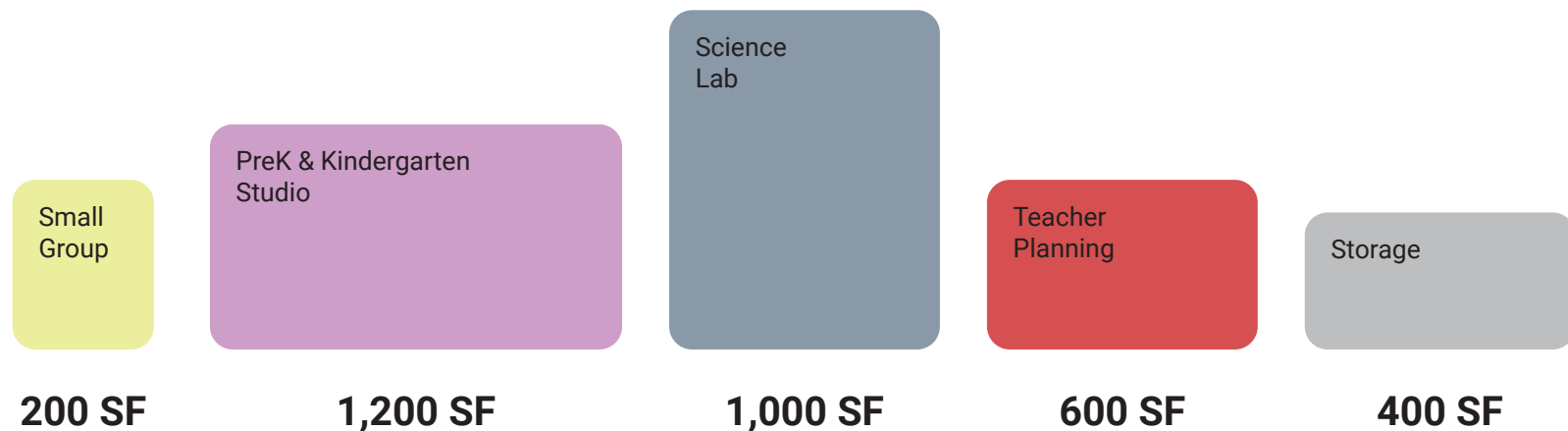| Open Collaboration Space	Maker Space	Outdoor Learning	Studio	Flex Studio
1,000 SF	**400 SF**	**1,000 SF**	**850 SF**	**800 SF**

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A variety of space types were proposed to support the ideal diversity in learning activities described in previous visioning activities. The spaces represent a variety of sizes, openness, and acoustic qualities.

The first space, **open collaboration space**, has recently become an industry standard in direct response to employer requests for employees to exhibit strong soft skills. These skills include collaboration, communication, creativity, and flexibility according to over 1700 CEO's interviewed by IBM. This extended area allows for a variety of group sizes. It could support an impromptu presentation to multiple classes and students to collaborate in small groups without interrupting acoustically sensitive, direct-instruction activities. Additional space allows students to be creative and develop ideas and prototype solutions.

Creating evidence of learning, an important phase in inquiry-based learning, is directly supported by an easily accessible **maker space**. This space hosts tools, supplies, and storage areas for students to engage in hands-on learning.

Providing an **outdoor learning space** type is an intentional move to prioritize the rich learning opportunities available through Virgin Islands flora and fauna. Appropriately locating these spaces close to other learning spaces allows for regular, fluid use.

Small Group

PreK & Kindergarten Studio

Science Lab

Teacher Planning

Storage

200 SF　　**1,200 SF**　　**1,000 SF**　　**600 SF**　　**400 SF**

Programming Workshops

Space Types

The **studio**, formerly known as a classroom, is an intentional name change to redefine the behavioral expectations for that space. Empirical evidence indicates that the design of space impacts our behaviors. It gives us 'cues' in terms of how we are expected to behave. Changing names is the first step in changing behavioral expectations.[1] A studio is a creative space that includes experimentation and exploration. These activities were identified as desired behaviors in future-ready learning by workshop participants. Studios are typically enclosed spaces to provide acoustic separation to support a variety of whole group and small group activities. However, visible connections between the studio and other spaces in the learning suite are imperative to allow student choice in where they work and enable teachers' passive supervision.

The **flex studio** serves the same function as the Studio and would be integrated in the learning suite in a similar fashion. This space provides dedicated space for special education services to occur near all other learning activities.

Small group spaces provide acoustically separate space that one to 10 learners can utilize in a variety of ways. These areas can serve as caves or quiet, high-focus space for individual study. Alternatively, small group spaces can serve a working group to actively discuss ideas without disrupting other adjacent learning activities. These spaces are also utilized to support one-on-one interventions, student-mentor conversations, and small group reteaches. Windows are always required to ensure passive supervision.

The **preK/kindergarten studio** is similar to the studio and the flex studio with an increase in size to recognize the more self-contained nature of early years education. Often, additional tools, manipulatives, and play-based activities occur within these spaces requiring additional space.

Science labs allow for hands-on experimentation and exploration. These spaces are sized slightly larger than a studio to allow for more movement and equipment. Certain infrastructure including water and gas are provided in upper-level labs, however flexibility is also imperative. Moveable lab tables allow for a variety of activities across the science spectrum. Visibility into these labs is important to celebrate and inspire engaging learning.

Dedicated **teacher planning space** supports multiple activities and provides for the daily needs of a professional. Teachers need places for all aspects of their work life including areas for: (a) respite and privacy for grading assignments over a period of time, (b) connecting with colleagues for social needs and lunch/snack times, (c) collaborating for working together on co-teaching/cross-disciplinary assignment development, and (d) long-term curricula assignment development.

Most importantly this space enables positive connections to be built between colleagues by supporting content specific and cross-curricular planning. It supports focus time for individual work with workstations and private phone rooms for sensitive conversations. Secure storage for personal belongings removes clutter from other spaces and allows for joint ownership of the learning suite.

Storage space located within a learning suite allows for easy access to materials and reduced transition times.

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Real-Time, Data-Driven Decisions

In conjunction with a large group review of the space types and learning suite, draft programs were developed and shared out based on industry standards and Virgin Island demographic projections, enrollment and enrollment patterns, coursework, curricula, and existing building designs.

To inform the evolution of the draft programs, current bell schedule activity patterns were logged and observed and layered with future-cast versions gathered from the day-in-the-life exercise featured in the curriculum and instruction workshop.

The programming workshops allowed groups from St. Thomas and St. Croix to jointly make real-time, data-driven decisions to inform the program opportunities for K-8 and high school campuses.

This effort ensured that spaces are right-sized to support the teaching and learning goals because the most expensive space is the space not used.

right-size for value

$ **Teaching & Learning**

Program Data Model

Bottom *A small group discusses potential space types in a programming visioning workshop.*
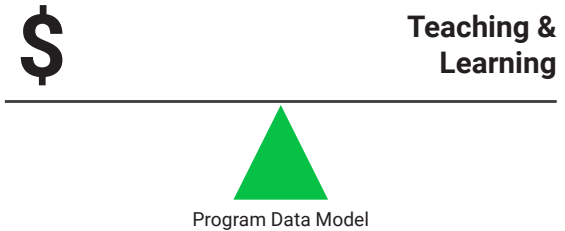
Bottom *A small group in a programming visioning workshop.*

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Programming Workshops

Open Collaboration Space

SIZE 1,000 SF

Supporting Characteristics
1. Flexible furnishings as affordances supporting choice and control. 2. Include vertical writing surfaces supporting thinking out loud opportunities. 3. Furnishings that have multiple heights encourage postural changes.

Open Collaboration Space
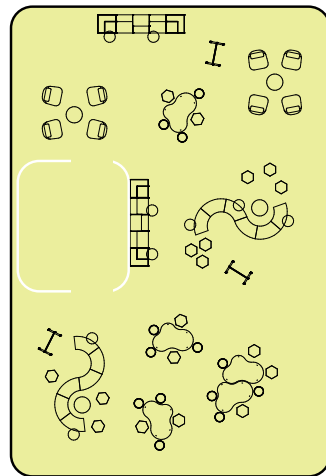
Top *Canyon View High School I Waddell, Arizona*
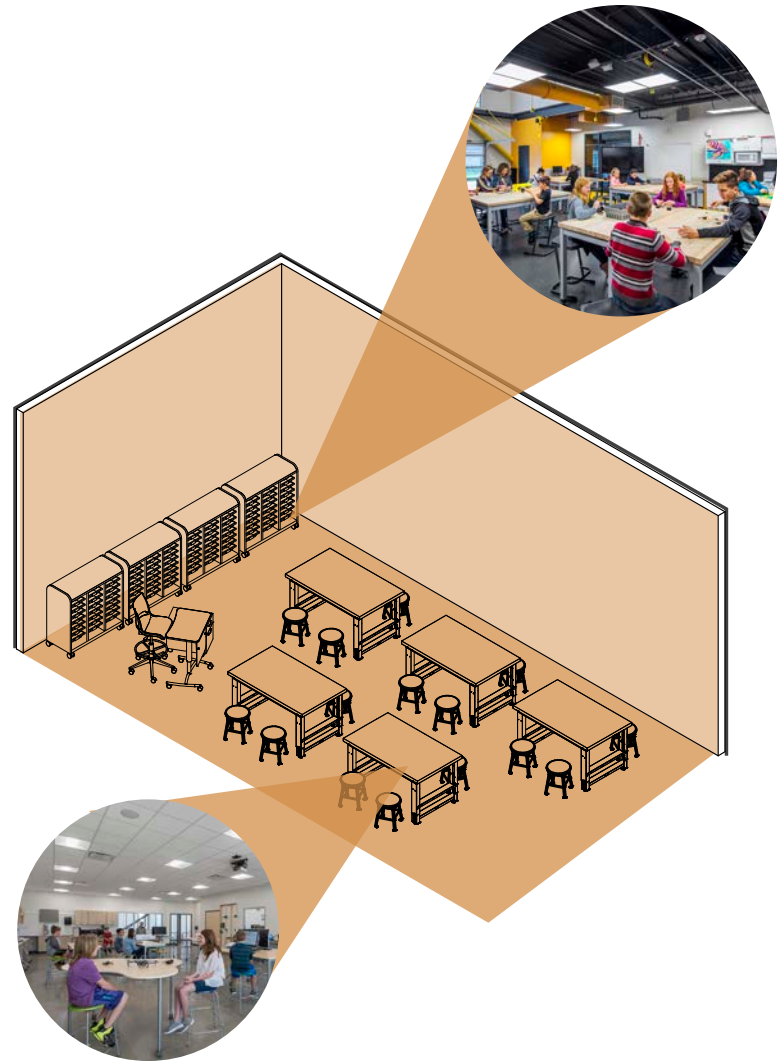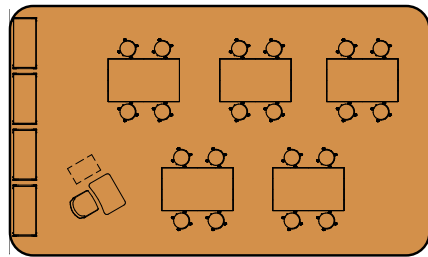**Bottom** *Center for Advanced Professional Studies I Overland Park, Kansas*

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Maker Space

SIZE 400 SF

Supporting Characteristics
1. Access to multiple tools encourages personal responses to figuring out solutions. 2. Adding vertical writing surfaces encourages thinking out loud opportunities

Maker
Space

*Reference the furniture specifications for additional maker space layouts.

Top *Wainwright Intermediate School I Tacoma, Washington*
Bottom *Dickinson Middle School I Dickinson, North Dakota*

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Programming Workshops

Outdoor Learning Space

Supporting Characteristics
1. Connections to nature calms the mind and restores a sense of wellbeing.

Outdoor
Learning

*Reference the furniture specifications for additional outdoor learning and dining space layouts.

Top *Canyon View High School I Waddell, Arizona*
Middle *Pathfinder Kindergarten Center I Everett, Washington*
Bottom *Forest Lake High School Addition I Forest Lake, Minnesota*

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Studio

SIZE 850 SF

CAPACITY 25-30 Students

Supporting Characteristics
1. Different configurations allows for student agency over where and how they choose to engage. 2. Providing different venues allows for a range of learning activities from focused to larger-group.
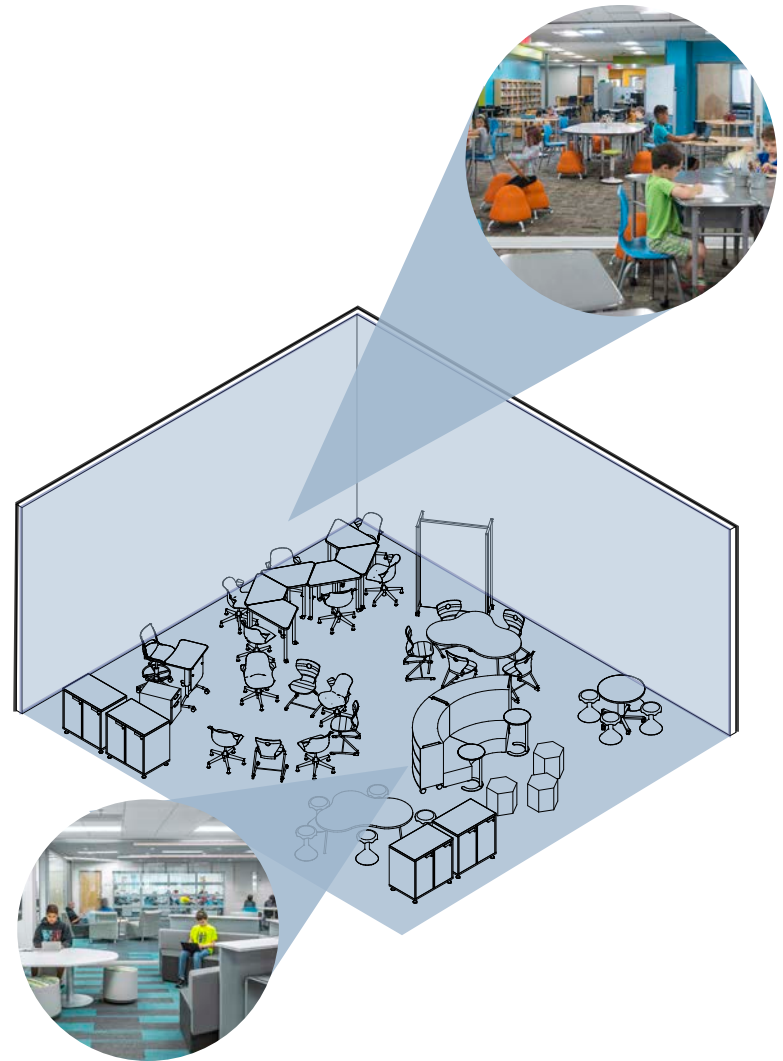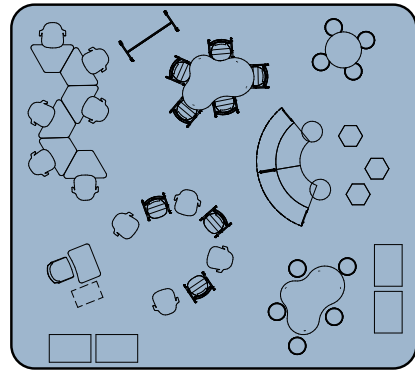
Studio

*Reference the furniture specifications for additional studio space layouts.

Top *Meeker Elementary School Remodel I Greeley, Colorado*
Bottom *Jordan Middle School Additions & Remodeling I Jordan, Minnesota*

Programming Workshops

Flex Studio

SIZE 800 SF

CAPACITY 25-30 Students

Supporting Characteristics
1. Visual connections allows for learning to be on display.
2. Multiple furnishings and vertical writing tools encourage individuals to work in different group sizes.
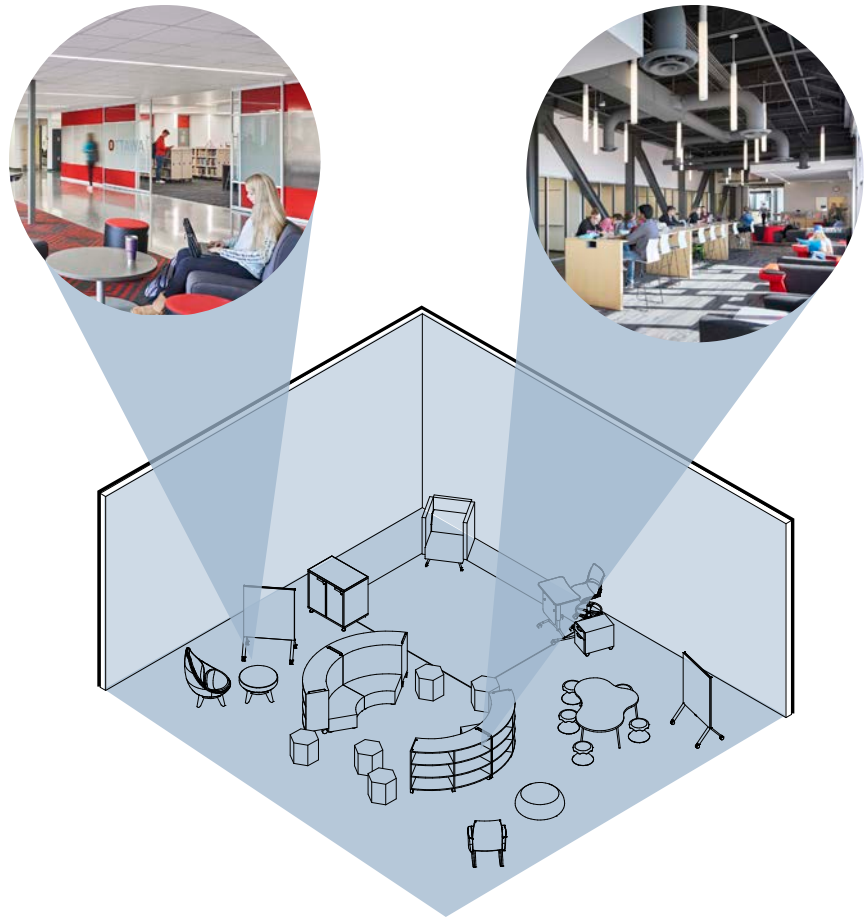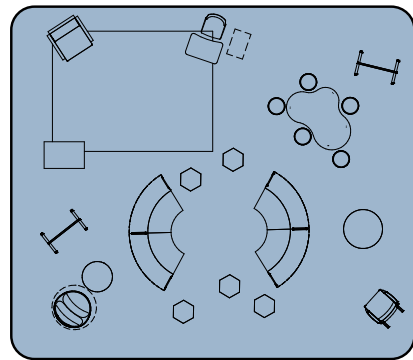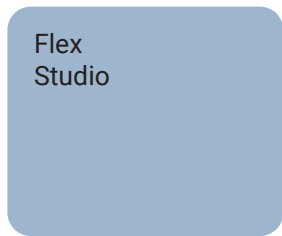
Flex
Studio

*Reference the furniture specifications for additional flex studio layouts.

Left *Ottawa High School Additions and Renovations I Ottawa, Kansas*
Right *Missouri Innovation Campus I Lee's Summit, Missouri*
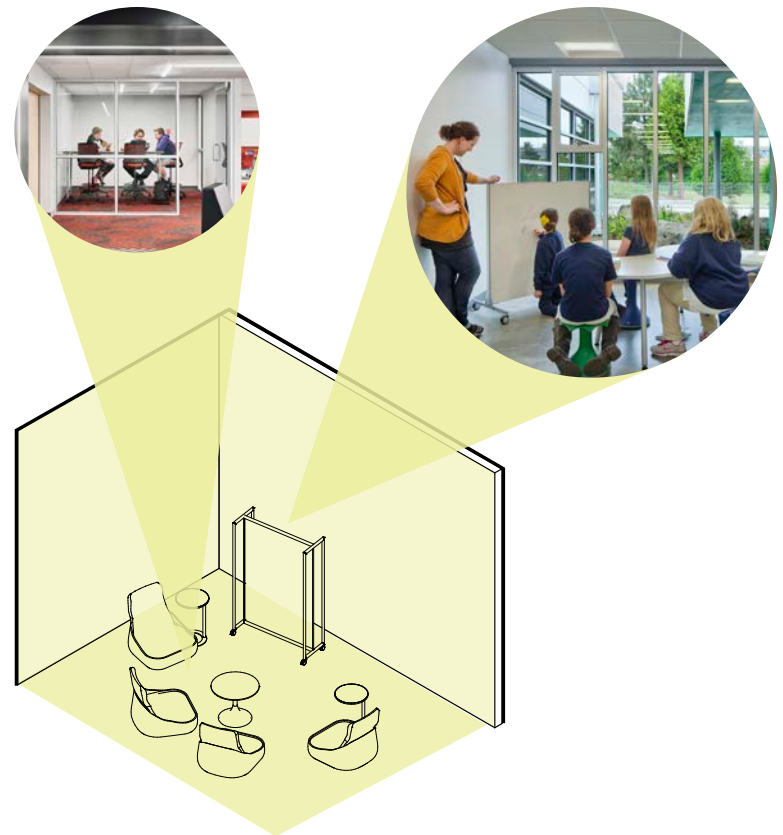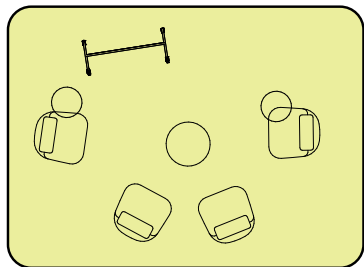
Small Group Space

SIZE 200 SF

CAPACITY 4-6 Students

Supporting Characteristics
1. Small-group spaces encourages learners to dig deeper into particular issues. 2. Adding acoustic properties means active engagement noises are more contained. 3. Adding options to think out loud are important in visualizing ideas.

Small Group

*Reference the furniture specifications for additional small group space layouts.

Left *Ottawa High School Additions and Renovations I Ottawa, Kansas*
Right *Sunnycrest Elementary I Kent, Washington*

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Programming Workshops
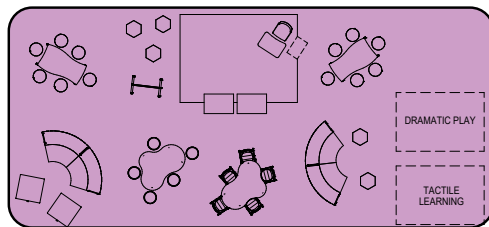
PreK/Kindergarten Studio

SIZE 1,200 SF

CAPACITY 25 Students

Supporting Characteristics
1. Multiple furnishings at different heights encourages learners to move to areas that support what they need to do at that time.
2. Visual changes in heights of furnishings allows for changes in behavior from focused to small-group interactions.

Kindergarten
Studio

DRAMATIC PLAY

TACTILE
LEARNING

Pathfinder Kindergarten Center I Everett, Washington

*Reference the furniture specifications for additional PreK studio space layouts.
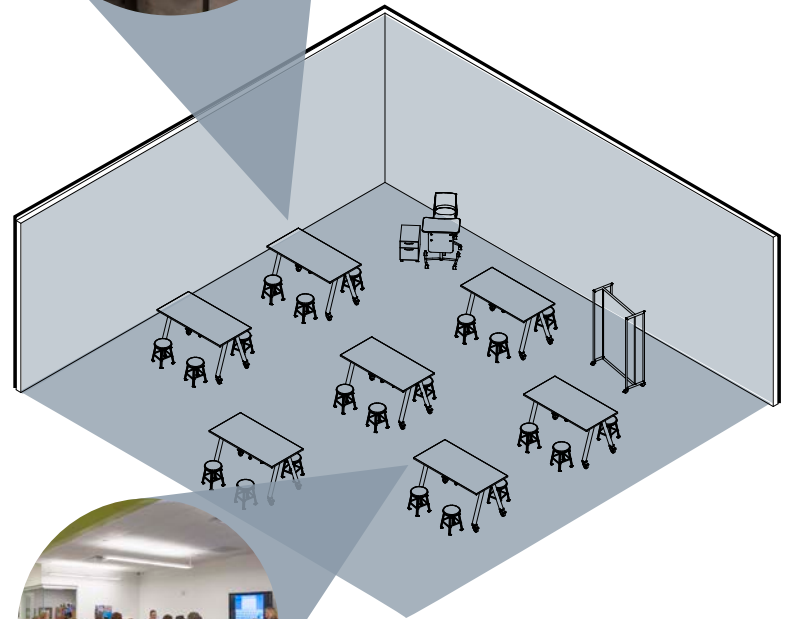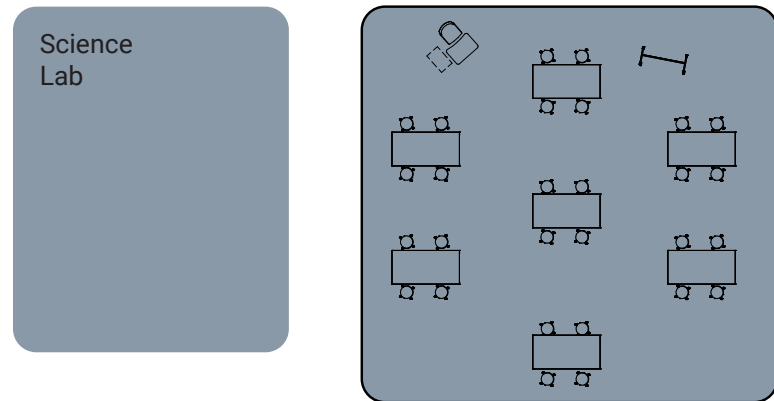
DLR Group

Science Lab

SIZE 1,000 SF

CAPACITY 27 Students

Supporting Characteristics
1. Lab spaces are high discovery zones, with lots of experimentation. Here permission is given to experiment. 2. Demonstration is key to help students see what there discovery sessions should look like.

Science Lab

*Reference the furniture specifications for additional science lab space layouts.

Top *Natomas Westlake Charter School I Sacramento, California*
Bottom *Springs Studio for Academic Excellence I Colorado Springs, Colorado*
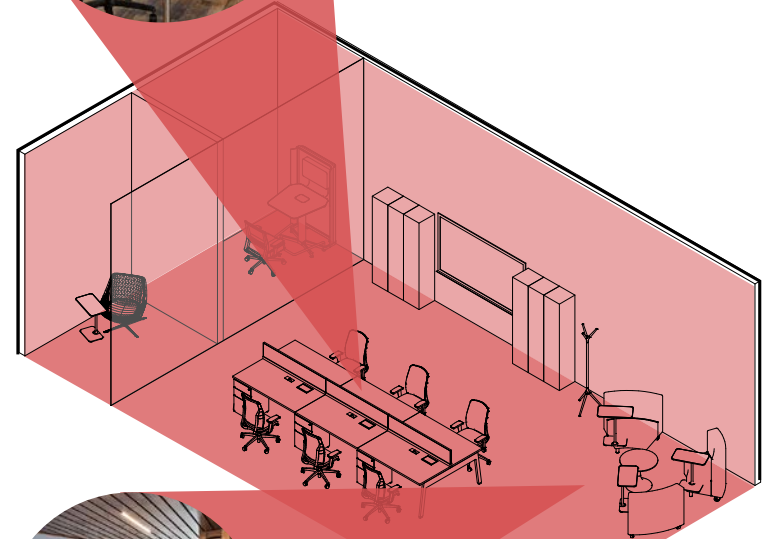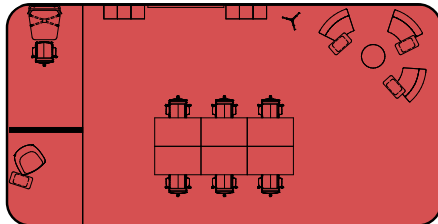
Programming Workshops

Teacher Planning Space

SIZE 450 SF

CAPACITY 10-12 Faculty

Teacher
Planning

*Reference the furniture specifications for additional teacher planning space layouts.

Yorkville Teacher Center for Innovation I Yorkville, Illinois

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Storage

SIZE 400 SF

Storage

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