

Appendix D | Learning Resource Specifications

Albemarle County Public Schools High School Facilities Planning Study

Final Report | 14 December 2017

Table of Contents

1	Introduction	3
2	Design Principles	5
3	Resources:	17
	Environmental	18
	Pedagogical	29
	Infrastructural	36
	Experiences & Activities	42
4	Bringing it all Together	49

1 Introduction

The Learning Resource Specifications presented here are generative in nature, recognizing that the interrelationship of environment, pedagogy, infrastructure, and personal experience lies at the core of any successful educational model. Through compiling resources within these categories, focused around a series of learning design principles, the future of the high school experience can be comprehensively visualized through this document.

The specifications illustrated acknowledge that relationships between resources are constantly shifting and influencing one another. By exploring them as a dynamic and living system, it is undeniable that the physical environment is key to allowing for educational success. The following pages form the basis for design recommendations that align environmental, pedagogical, and infrastructural resources with ACPS' vision of learning.

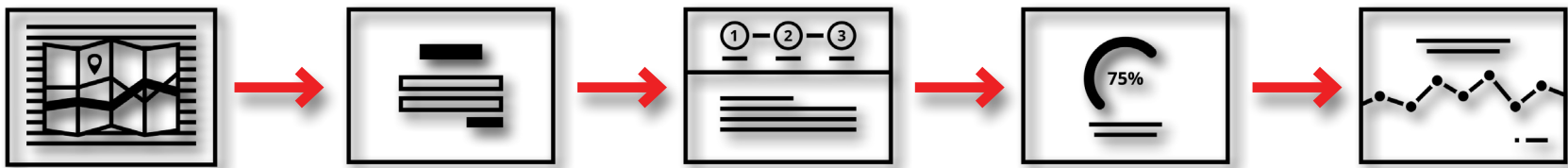
Introduction

How to Use this Document

- This is an interactive document created for ease of use and efficiency. The following are a few guidelines to get you started.
- **Blue and bold text** indicates a clickable link that will direct you to further information provided within the document.
 - Blue and underlined text indicates a clickable link that will direct you to an external resource, such as a website, that has been provided for broader contextual understanding of the information presented.
 - The content of this document can be explored with a linear or non-linear approach.

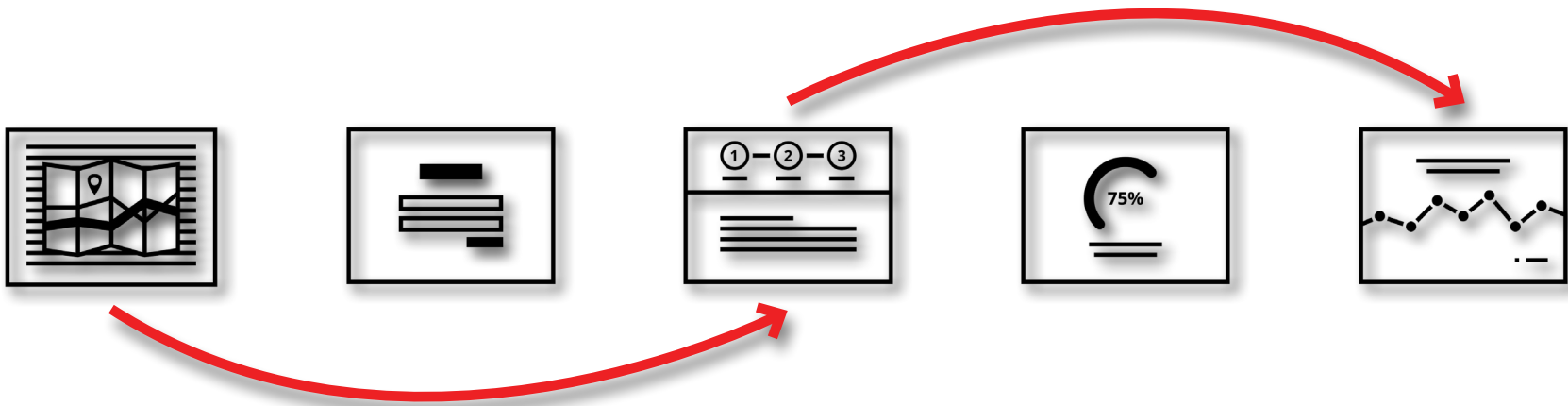
LINEAR APPROACH

This document can be understood comprehensively by reading the information presented in sequential order.



NON-LINEAR APPROACH

The content can also be explored through a series of links (shown in blue) created to increase efficiency and support a readers' specific and focused interests. For example, an individual page might reference multiple resources and include various links to additional information available within and outside of the document.



2 Design Principles

The Design Team developed the Design Principles for learning as a summary of the beliefs and values about learning at the core of High School 2022 that we came to understand through our engagement with ACPS staff and community. These principles guided all proposals for the planning and organization of high school, and the criteria for assessing any proposal that became a recommendation. As these principles were socialized with ACPS staff and community, “Accessible to All,” or equity, rose to the top as the most important guiding principle for any recommendation.

Each Design Principle completes the following statement:

Great learning is...

- **Accessible to All (Equity)**
- Student-Designed
- Interdisciplinary
- Community Oriented
- Fostering Life/Career & Citizen Success
- Mentored
- Authentic
- Transparent

Design Principles

Great Learning Is...

ACCESSIBLE TO ALL (EQUITY)



Systems designed for great learning remove barriers to accessing specialty programs, unique resources, and professionals for every learner, within and beyond the immediate school community, and allow each learner to pursue their evolving passions, projects and personal development.

INTERDISCIPLINARY



Great learning occurs when learners are immersed in authentic contexts that allow them to create meaning by making connections across traditional discipline boundaries.

STUDENT-DESIGNED



Great learning is, as much as possible, designed and led by the learner.

COMMUNITY ORIENTED



We believe learning is a social process enriched and expanded through interactions in our communities. Great learning happens in communities within and outside of schools.

Design Principles

Great Learning Is...

FOSTERING LIFE/CAREER & CITIZEN SUCCESS



We believe that the high school experience must prepare students to be successful in life as learners, in career, and as citizens in their communities. Therefore, programs, curricula, assessments and pedagogy are designed to develop in our students, life-long competencies including the skills to be collaborative, creative, logical, analytical, effectual, and entrepreneurial. Great learning happens when we prepare our students by empowering them to develop the social and emotional strengths necessary to question, inquire, persevere and find success.

AUTHENTIC



We believe the real world is the most relevant context in which to learn. Great learning happens when learners apply passion, knowledge and skills to challenges that impact their immediate and broader communities. Authentic contexts provide the learner with a greater sense of meaning and purpose to their learning.

MENTORED



Great learning happens when students are connected and supported by adults and peers (teachers, community experts, leaders) who serve as mentors in academic pursuits and character development.

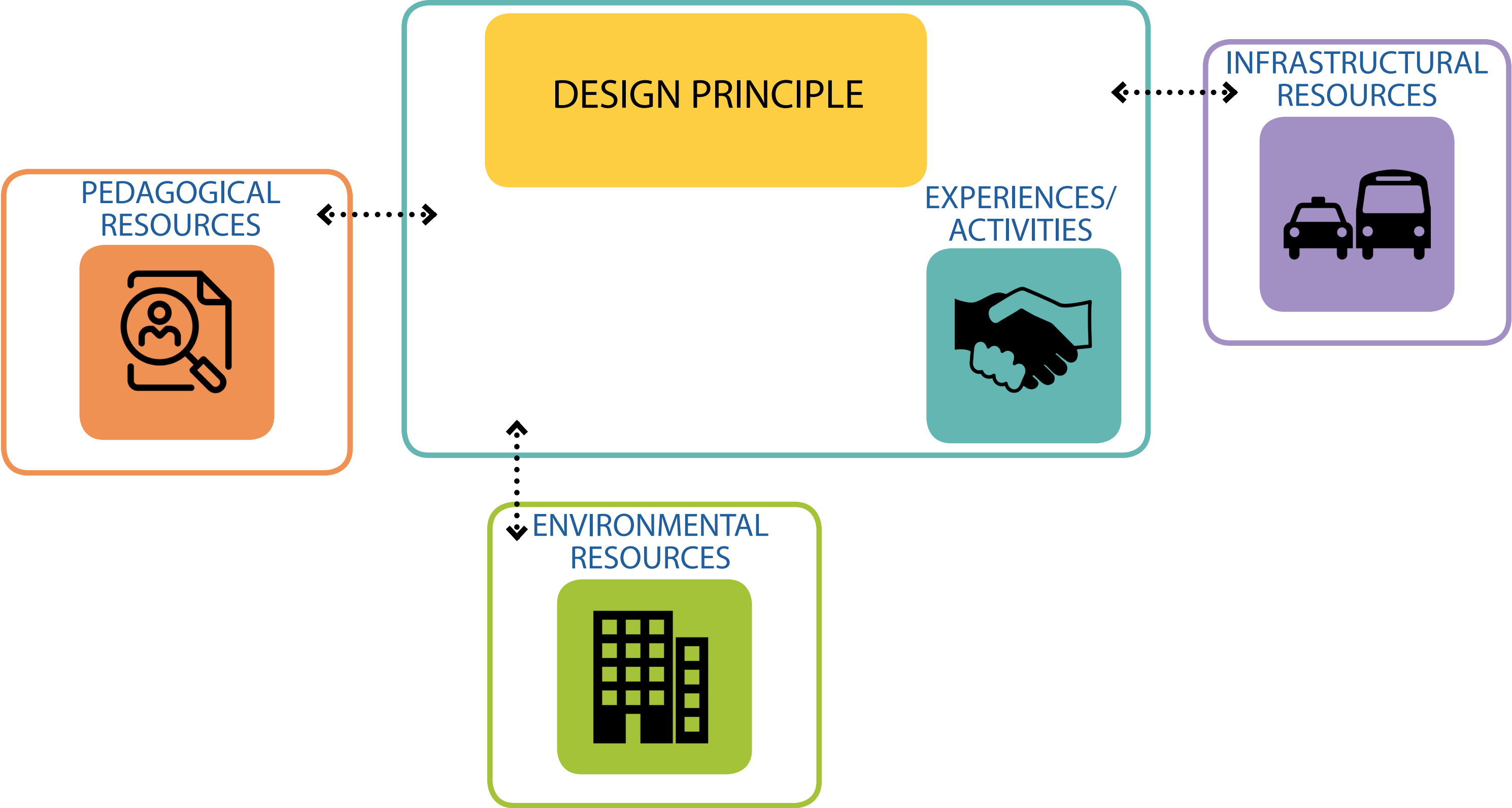
TRANSPARENT



We believe great learning happens when learning and work are visible, and serve as an inspiration to others to inquire and join.

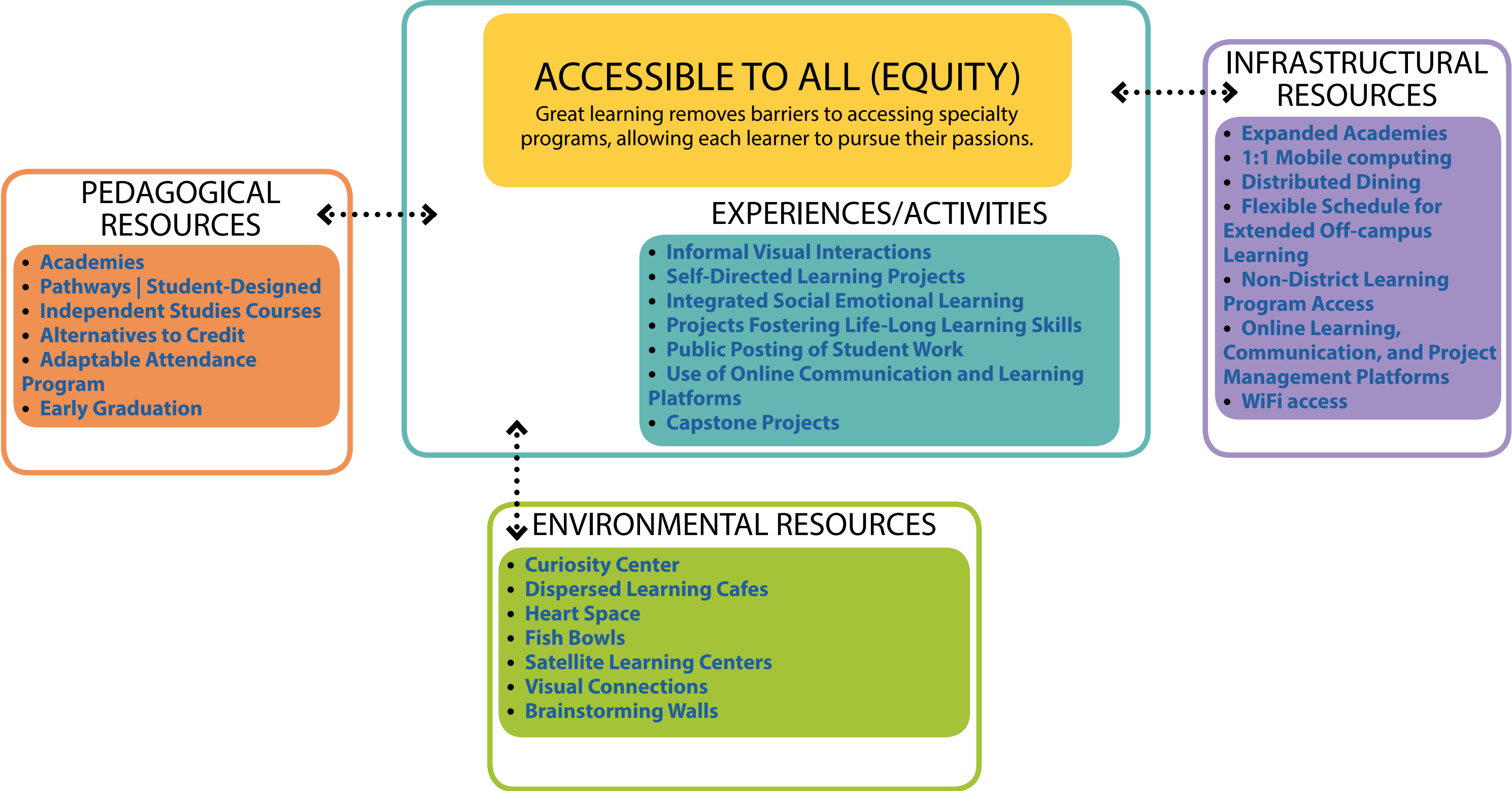
Design Principles

Defining Network Wide Learning Resource Specifications



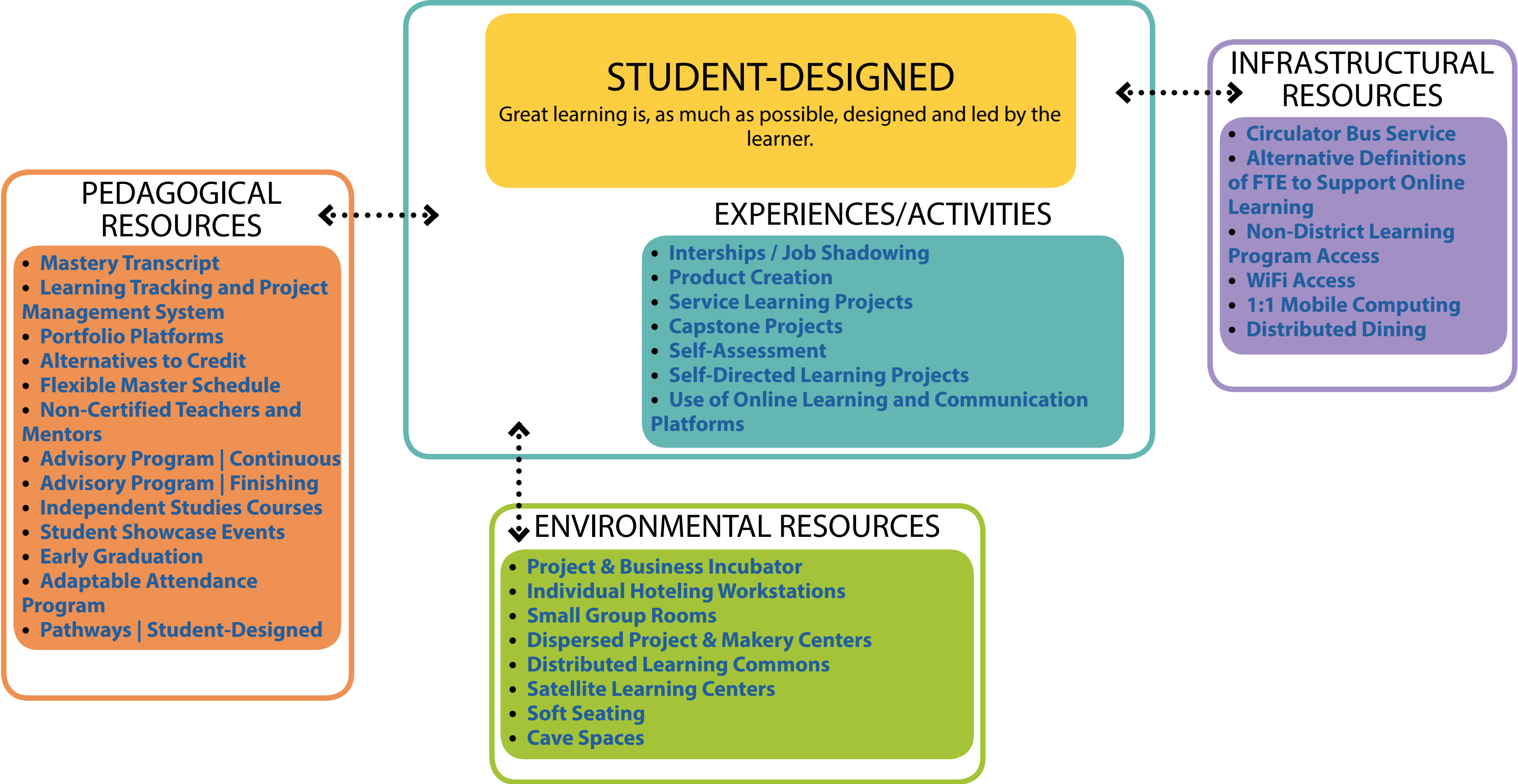
Design Principles

Mapping a Learning Resource Specification



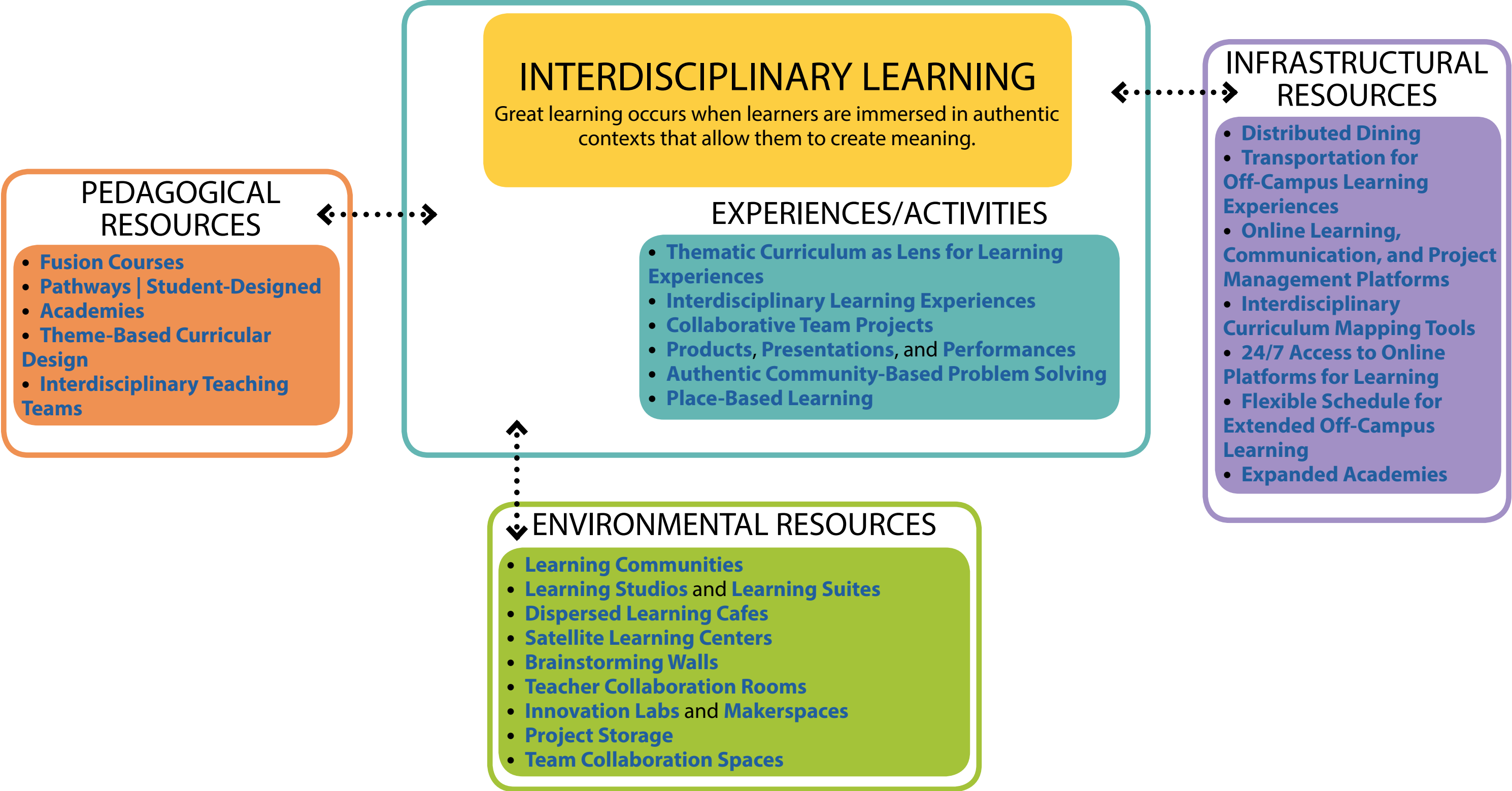
Design Principles

Mapping a Learning Resource Specification



Design Principles

Mapping a Learning Resource Specification



Design Principles

Mapping a Learning Resource Specification



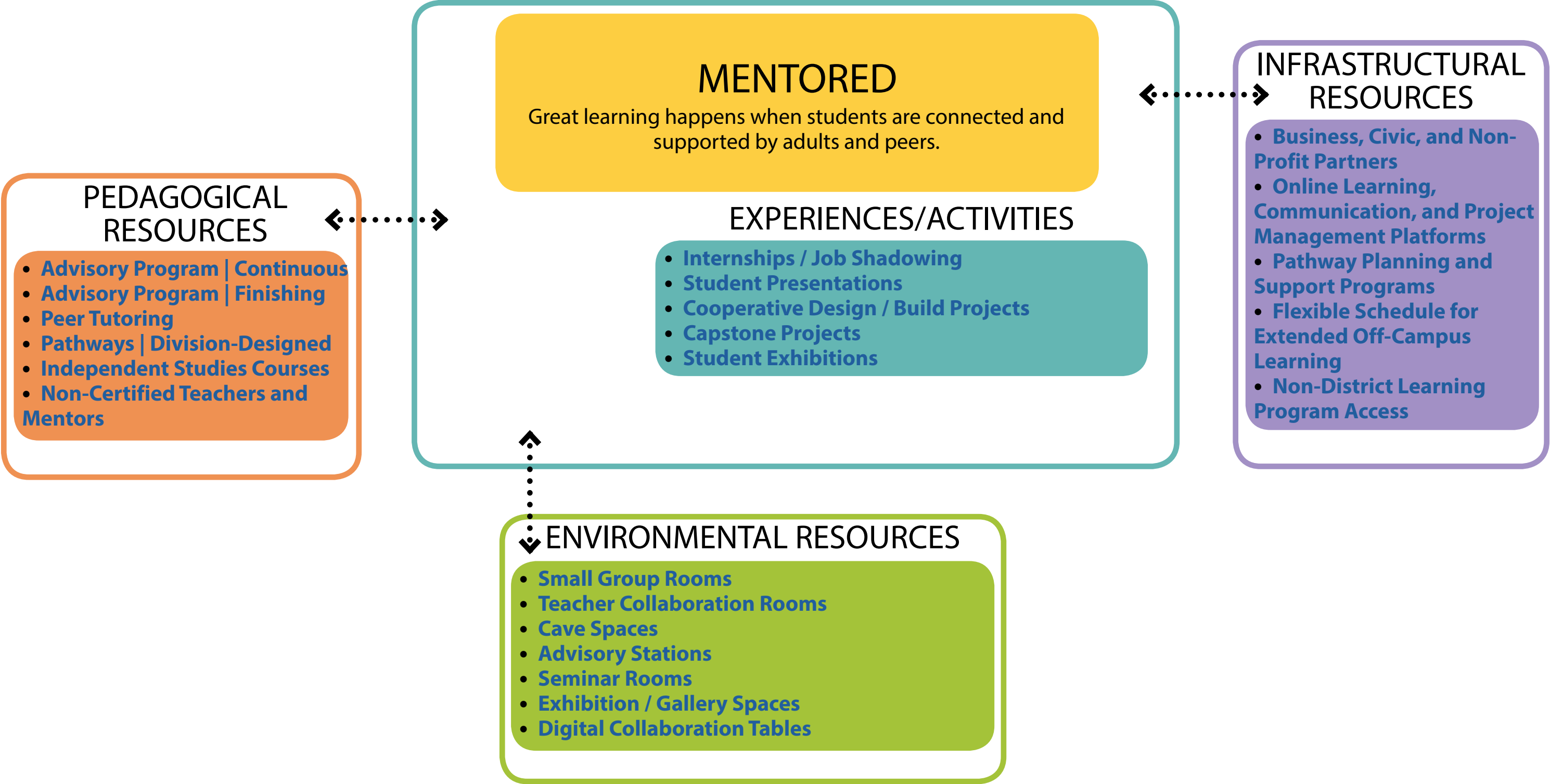
Design Principles

Mapping a Learning Resource Specification



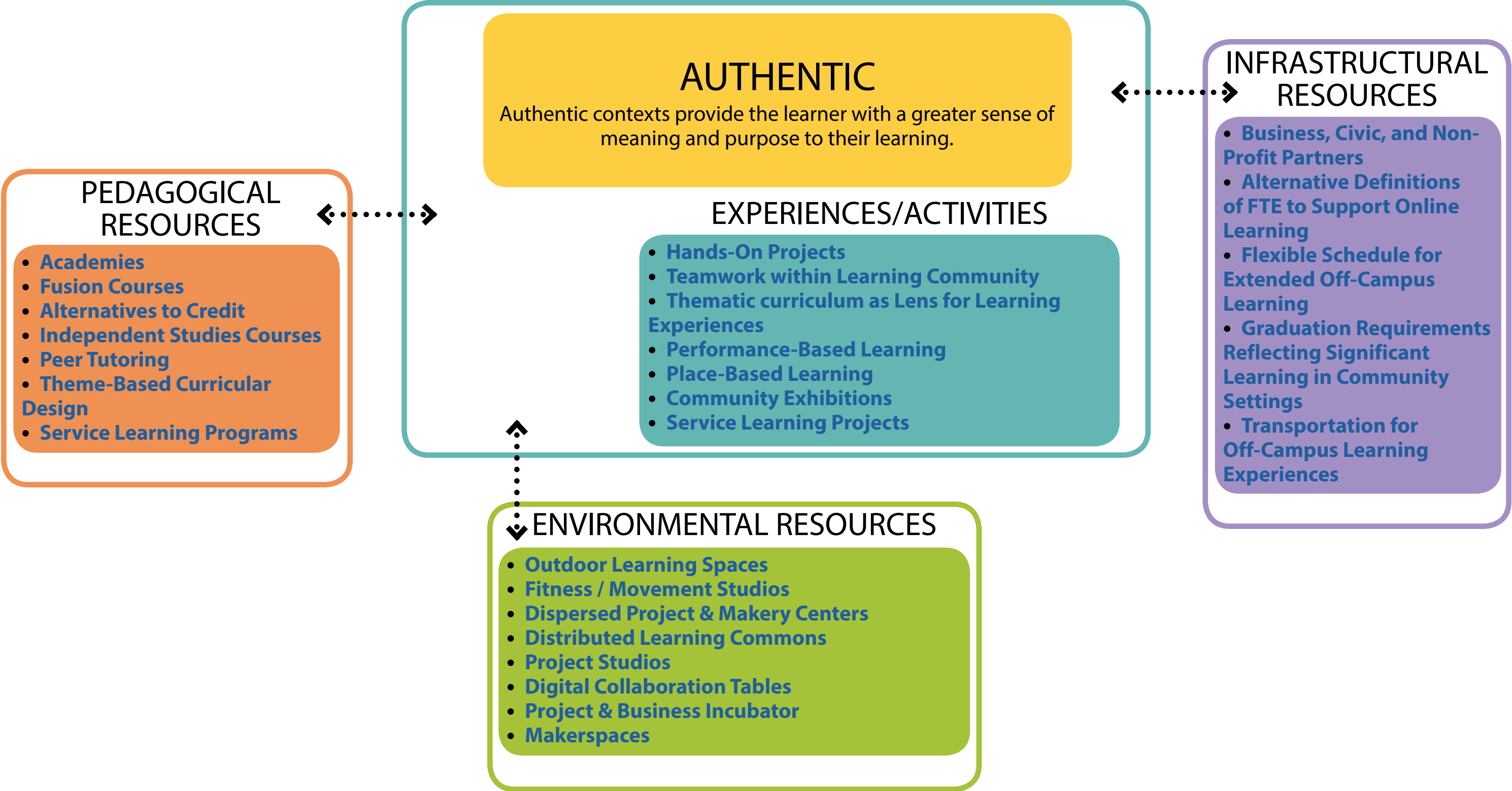
Design Principles

Mapping a Learning Resource Specification



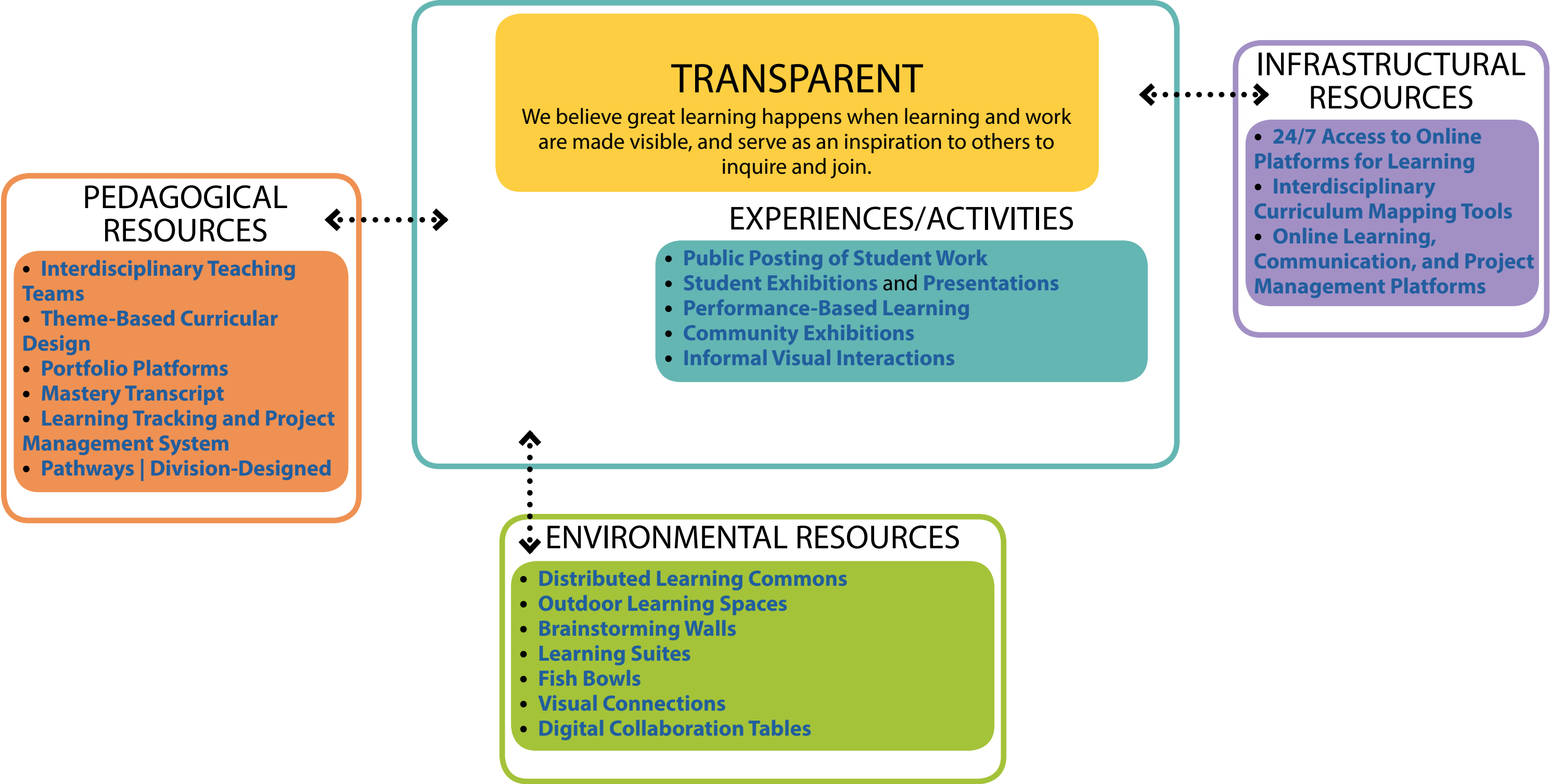
Design Principles

Mapping a Learning Resource Specification



Design Principles

Mapping a Learning Resource Specification



3 Resources

- 3a Environmental
- 3b Pedagogical
- 3c Infrastructural
- 3d Experiences & Activities

3a Environmental Resources

Resources

Environmental



International School of Brussels

Advisory Stations

With a greater emphasis on student-led learning, students will form close relationships with their mentors and advisors. Advisory Stations can be distributed throughout the school community to serve not only as educator workstations, but to encourage informal interaction between students and teachers.

Supporting Design Principles: **Life/Career Success, Mentored**

Spatial Qualities

Integrated power
Easily accessible
Distributed

Typ. size: 300-400 SF



Anne Frank Inspire Academy

Brainstorming Walls

A Brainstorming Wall can be any easily accessible whiteboard, glass, or similar vertical surface meant for students and teachers to draw notes and write comments on. Ideally located near **Soft Seating** in student-directed learning areas, these can promote active and passive collaboration.

Supporting Design Principles: **Accessible to All, Interdisciplinary, Transparent**

Spatial Qualities

Easily accessible
Collaborative furniture
Writing instruments

Typ. size: Varies based on location/intended use



Poughkeepsie Day School

Cave Spaces

In addition to spaces that support large and small groups, it is important to offer more intimate spaces where an individual or pair can work without distraction. Cave Spaces are designed specifically for individual study, reflection, quiet reading, and creative flow.

Supporting Design Principles: **Student-Designed, Mentored**

Spatial Qualities

Intimate
Comfortable
Quiet
Enclosed

Typ. size: 10-15 SF

Resources

Environmental



Norma Rose Point School

Curiosity Center

A Curiosity Center is a space designed specifically for inquiry-based learning. It is particularly important in schools where shared resources are not able to be widely distributed. These spaces boast easily accessible storage, table-and-chair seating, floor seating, and, ideally, access to **Outdoor Learning Spaces**.

Supporting Design Principles: **Accessible to All, Community Oriented**

Spatial Qualities

Natural daylight
Comfortable furniture
Furniture variety

Typ. size: 1500-2000 SF



Horace Greeley High School

Digital Collaboration Tables

The Digital Collaboration Table is capable of seating up to six students simultaneously, typically featuring a mounted screen at one end. Accessible outlets and cables for laptops or other mobile tech devices allow students to share their screen with the rest of the group.

Supporting Design Principles: **Life/Career Success, Mentored, Authentic, Transparent**

Spatial Qualities

Informal feeling
Social atmosphere
Digital equipment

Typ. size: 50-100 SF



Sinarmas World Academy

Dispersed Learning Cafes

The Cafe space is one of a school’s most public spaces, equally useful for socializing, working, and dining. It often functions as circulation as well as a meeting place, housing shared resources for student use.

Supporting Design Principles: **Accessible to All, Interdisciplinary**

Spatial Qualities

Social atmosphere
Welcoming
Comfortable

Typ. size: 500-1000 SF

Resources

Environmental



Hillel Day School Detroit

Dispersed Project & Makers Centers

By dispersing Project and Makers Centers throughout an educational facility, multiple student groups can utilize available technology and tools simultaneously. This allows students to create, experiment, and innovate quickly, easily, and fluidly.

Supporting Design Principles: **Student-Designed, Authentic**

Spatial Qualities

Access to resources/tools
Flexible furniture
Access to technology

Typ. size: Varies based on location/intended use



International School of Brussels

Distributed Learning Commons

By reconfiguring underutilized circulation spaces, learning can extend to shared areas outside the classroom. These Learning Commons can serve as breakout spaces, a place for projects and research, an exploratory play space, or a place for large group gatherings.

Supporting Design Principles: **Student-Designed, Authentic, Transparent**

Spatial Qualities

Flexible furniture
Shared resources
Fluid movement

Typ. size: 500-750 SF



Stanford D.School

Exhibition / Gallery Spaces

When students share their work with each other and their community at-large they build a sense of pride and accomplishment that is larger than any one individual. This sharing can be active, such as a performance or presentation, or passive, such as a display that is open to the public.

Supporting Design Principles: **Community Oriented, Mentored**

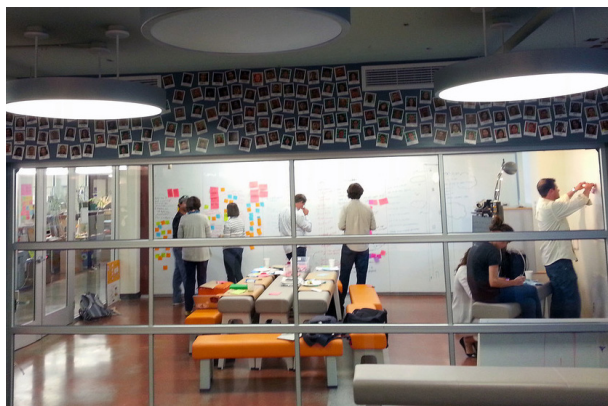
Spatial Qualities

Open and flexible
Community-accessible

Typ. size: Varies based on location/intended use

Resources

Environmental



Stanford D.School

Fish Bowls

A Fish Bowl can be any easily accessible space that incorporates a large amount of transparency and is designed for small to medium sized groups to drop in and work. Student or teacher work and collaboration that occurs within a Fish Bowl is highly visible and capable of inciting curiosity in others.

Supporting Design Principles: **Accessible to All, Transparent**

Spatial Qualities

Highly transparent
Centrally located
Open to all

Typ. size: 300-500 SF



Anne Frank Inspire Academy

Fitness / Movement Studios

While sports teams and facilities are an important aspect of most schools, they do not meet the physical needs of all students. A Fitness or Movement Studio is a space in which teachers and students can focus on personal fitness in a more diverse and inclusive manner. These spaces may also engage alternative modes of fitness such as bouldering walls, running/walking courses, or other non-competitive or team-based forms of activity.

Supporting Design Principles: **Authentic**

Spatial Qualities

Open space for movement
Active equipment
Storage
High ceilings

Typ. size: 600-800 SF



Hillel Day School Detroit

Heart Space

Often located at the main entry to the school, a Heart space serves as a welcoming social space for students, teachers, and community members. The Heart can also be a place for the school community to come together as one, being large enough to house multiple classes at once while also incorporating a variety of spaces for day-to-day use.

Supporting Design Principles: **Accessible to All, Community Oriented**

Spatial Qualities

Large open space
Variety of seating areas
Welcoming to community

Typ. size: 1500-2000 SF

Resources

Environmental



International School of Brussels

Individual Hoteling Workstations

To support student-designed learning, touch-down workstations are needed to support student work throughout the day. Hoteling stations should be provided for student use as-needed. These can be placed in **Commons** areas throughout the school and should have access to power.

Supporting Design Principles: **Student-Designed**

Spatial Qualities

Comfortable furniture
Distributed
Ample power

Typ. size: Varies based on location and number of workstations



Academy of the Holy Names

Innovation Labs

An Innovation Lab supports the integration of three key elements: pedagogy, technology, and space. Designed to support the seamless transition between multiple learning modalities, these learning spaces can easily move from lecture mode to teamwork to group presentation to discussion and back again.

Supporting Design Principles: **Interdisciplinary, Life/Career Success**

Spatial Qualities

Flexible furniture
Access to technology
Multiple teaching zones

Typ. size: 500-800 SF



Fisher STEAM School

Learning Communities

Learning Communities are subdivisions of teachers and students within a larger school. When students operate in groups of 50 to 150 members they form stronger and more meaningful relationships and have a greater sense of communal belonging. Rather than isolated classrooms along a corridor, Learning Communities comprise a variety of spaces such as **Teacher Collaboration Rooms, Small Group Rooms, and Learning Studios.**

Supporting Design Principles: **Interdisciplinary, Community Oriented**

Spatial Qualities

Variety of spaces
Diversity of teaching
Central commons

Typ. size: Varies based on number of students per community

Resources

Environmental



St. George's Junior School

Learning Studios

A Learning Studio is a primary learning space for classes of 20 to 25 students. Unlike a traditional classroom, a Studio supports a range of learning activities including student presentations, small group learning, and one-on-one learning.

Supporting Design Principles: **Interdisciplinary**

Spatial Qualities

Comfortable seating
Flexible furniture
Access to technology
Natural daylight

Typ. size: 600-800 SF



Hillel Day School Detroit

Learning Suites

A Learning Suite combines multiple **Learning Studios**, **Project Studios**, **Small Group Rooms**, and/or **Seminar Rooms** through the use of operable partitions, overhead garage doors, or sliding barn doors. By connecting spaces in this way teachers can more easily collaborate and combine classes to work on interdisciplinary projects.

Supporting Design Principles: **Interdisciplinary**, **Transparent**

Spatial Qualities

Easily operable partitions
Flexible furniture
Variety of arrangements

Typ. size: 1000-1200 SF
(combined)



MIT Beaver Works

Makerspaces

Makerspaces provide hands-on, creative labs that encourage students to design, experiment, build, and invent as they engage in science, engineering, art, and tinkering. These spaces support a wide range of activities, at times using specialized equipment, all in support of both individual and collaborative work.

Supporting Design Principles: **Interdisciplinary**, **Life/Career Success**, **Authentic**

Spatial Qualities

Specialized equipment
Various work zones
Project furniture

Typ. size: 800-1000 SF

Resources

Environmental



Scotch Oakburn College

Outdoor Learning Spaces

Access to nature and the outdoors has been positively linked with better social, emotional, and academic outcomes for students. Simple outdoor learning spaces may take the shape of a place on campus where students and teachers can gather for group discussions, presentations, or even just bringing classroom work outside when the weather is nice.

Supporting Design Principles: **Community Oriented**, **Authentic**, **Transparent**

Spatial Qualities

Natural daylight
Vegetation
Seating areas

Typ. size: Varies based on available access



Nova Iskra Design Incubator

Project & Business Incubator

An incubator is a workspace created to offer students access to resources for developing a project or business idea. In addition to spatial resources, access should be provided to expert advisors, mentors, and/or administrative support. Presentation space is important for practicing pitches to potential investors or for seeking critique and feedback during R&D.

Supporting Design Principles: **Student-Designed**, **Authentic**

Spatial Qualities

Public access
Open space
Ample storage
Project equipment

Typ. size: 500-750 SF



Hillel Day School Detroit

Project Storage

Project Storage is a necessity for project-based learning and any other learning activity that requires access to specialized resources or tools. Additionally, student works-in-progress might require a range of permanent and/or temporary spaces that can be allocated to display or storage.

Supporting Design Principles: **Interdisciplinary**

Spatial Qualities

Range of sizes
Accessible to students
Adaptable to suit needs

Typ. size: Varies based on project needs

Resources

Environmental



Bloomfield Hills High School

Project Studios

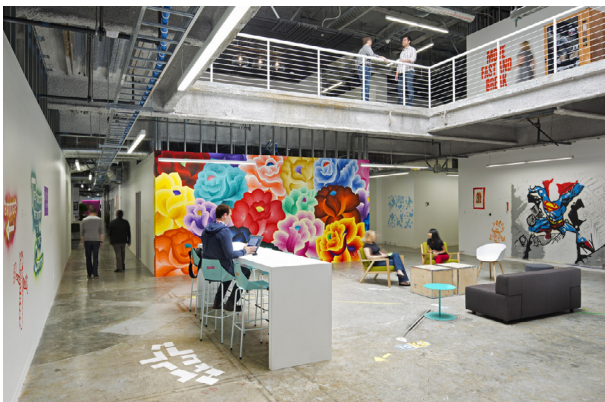
A Project Studio is a space in the **Learning Community** that can be easily accessed for wet or messy activities and project-based learning. It features standing-height benches and stools, plumbed sinks, ample access to power outlets, outdoor access, natural daylight and broad-spectrum lighting, as well as all the resources students need for age-appropriate hands-on creative and exploratory learning.

Supporting Design Principles: **Authentic**

Spatial Qualities

Natural daylight
Ample power
Access to water
Storage

Typ. size: 800-1000 SF



Facebook Headquarters

Satellite Learning Centers

A Satellite Learning Center is a space separate from the primary high school campus where courses can be scheduled. These centers would be located such that they integrate students more directly into the community, while providing access to resources that might not be available in the high school itself.

Supporting Design Principles: **Accessible to All, Student-Designed, Interdisciplinary, Community Oriented, Life/Career Success**

Spatial Qualities

Specialized spaces
Off-campus location
Flexible hours

Typ. size: Varies based on desired district use



Ann Frank Inspire Academy

Seminar Rooms

Seminar Rooms typically support 8-12 students and/or teachers at a time, allowing for more focused small group work. These can be used as breakout spaces, small presentation areas, or simply for informal drop-in use by students needing an intimate space to work.

Supporting Design Principles: **Mentored**

Spatial Qualities

Comfortable furniture
Access to technology
Quiet and intimate

Typ. size: 150-200 SF

Resources

Environmental



Bloomfield Hills High School

Small Group Rooms

Similar to **Seminar Rooms**, Small Group Rooms are needed for students to collaborate with peers or for meeting with advisors and teachers as-needed. They typically support groups of 4-6 students and/or teachers at a time.

Supporting Design Principles: **Student-Designed, Mentored**

Spatial Qualities

Natural daylight
Transparency
Comfortable furniture

Typ. size: 100 SF



Academy of the Holy Names

Soft Seating

A simple way to help foster a culture of respect, participation, and comfort in school is to add soft seating zones throughout the campus. This type of seating fosters different modes of learning than more rigid furniture, allowing students to develop interpersonal skills while working in groups, or get lost in a personal passion project.

Supporting Design Principles: **Student-Designed**

Spatial Qualities

Intimate
Comfortable
Informal
Playful

Typ. size: N/A



P.K. Yonge Elementary School

Teacher Collaboration Rooms

Research has found that schools benefit most when teachers are allowed to regularly meet and collaborate with their peers. A Teacher Collaboration Room offers educators a shared, professional working environment with adequate storage for personal and educational materials. Educators can also use these spaces to meet individually with parents or other specialists in order to best provide for their students.

Supporting Design Principles: **Interdisciplinary, Mentored**

Spatial Qualities

Natural daylight
Open workspaces
Shared meeting tables

Typ. size: 500-600 SF

Resources

Environmental



Academy of the Holy Names

Team Collaboration Spaces

Educational spaces that promote collaboration, cooperation, and teamwork allow students to lead their own learning. These spaces can range in scale, from simple collaborative furniture in a Commons area to dedicated rooms well-equipped with cutting-edge technology.

Supporting Design Principles: **Interdisciplinary, Community Oriented, Life/Career Success**

Spatial Qualities

Flexible furniture
Comfortable atmosphere
Multifunctional

Typ. size: Varies



Fisher STEAM Middle School

Visual Connections

Visual Connections between spaces using windows, glazed doors, or large openings increases student safety and independent learning opportunities by improving passive supervision. This flexible supervision translates to flexible learning, allowing for differentiated learning to take place in separate but visually connected spaces.

Supporting Design Principles: **Accessible to All, Life/Career Success, Transparent**

Spatial Qualities

Transparent
Multidisciplinary
Shared atmosphere

Typ. size: N/A

3b Pedagogical Resources

Resources

Pedagogical

 National Career Academy Coalition Academies High School Career Academies prepare students for both college and careers. They link students with peers, teachers, and Community Partners to deliver work-based learning experiences that are guided by National Standards of Practice. Supporting Design Principles: Accessible to All, Interdisciplinary, Authentic	Resources National Career Academy Coalition
Adaptable Attendance Program With many students participating in off-campus or online experiences and activities, attendance policies may require amending to more accurately reflect a day in the life of an Albemarle County student. Supporting Design Principles: Accessible to All, Student-Designed	Resources Positive Attendance Modifying Board Policy on Attendance
 International School of Brussels Advisory Program Continuous (9th & 10th Grade) Advisory Programs help students navigate high school by connecting them with teachers and mentors to craft personalized learning plans. Early on in secondary education, this may take the form of group exploration as students discover who they are and where they want to go. Advisory Program Finishing (11th & 12th Grade) As students near the culmination of their secondary education they work with their advisors to develop individualized learning experiences tailored to the pursuit of desired postsecondary options. Supporting Design Principles: Student-Designed, Life/Career Success, Mentored	Resources Big Picture Learning Leaders & Learners Consulting Engaging Schools The Advisory Guide

Resources

Pedagogical

Alternatives to Credit With a greater emphasis on off-campus and online experiences and activities, credit will need to be awarded for coursework completed in a variety of nontraditional settings. This credit could include vocational training from an Internship, the completion of Online Coursework, or participation in a Service Learning Project. Supporting Design Principles: Accessible to All, Student-Designed, Authentic	Resources Traditional Carnegie Unit Lisa Laplante's Five-Year Vision Soft Skills Assessment Assessing the Learning that Matters
 Centers for Advanced Professional Studies (CAPS) CAPS programs allow students to explore and experience potential professional paths through collaboration with Community Partners. Real-world interactions provide foundational professional skills that students will need for success in college or a career. Supporting Design Principles: Community Oriented, Life/Career Success	Resources CAPS Network Blue Valley CAPS
Community Learning Showcase Events Events engaging the community can enhance student growth through fostering a safe atmosphere in which to demonstrate understanding, leadership, and communication skills. Inter-cultural understanding, social responsibility, and citizenship skills can also be strengthened by providing a forum for community dialogue. Supporting Design Principles: Community Oriented	Resources Vanderbilt Center for Teaching
Early Graduation There are several reasons why early graduation may be appropriate for a student, ranging from needing a more academically challenging environment to aspiring athletes wanting to join a college team early. While this path will not be suitable for the majority of students, its availability can be greatly beneficial to those requiring it. Supporting Design Principles: Accessible to All, Student-Designed	Resources High School, Only Shorter Early Graduation Programs

Resources

Pedagogical

Flexible Master Schedule The Flexible Scheduling philosophy recognizes that one size does not fit all when it comes to learning, and different students have varied interests and needs that are not always supported by a typical class block structure. Supporting Design Principles: Student-Designed	Resources College & Career Academy Support Network: Master Schedule Guide
Fusion Courses Integrating multiple courses under a new course title can allow for meaningful interdisciplinary collaboration to occur among the teaching staff as well as within the student body. This course alteration can be supported through the design of flexible learning spaces such as Learning Suites or Learning Commons. Supporting Design Principles: Interdisciplinary, Life/Career Success, Authentic	Resources Designing Multidisciplinary Integrated Curriculum Units Integrated Mathematics
Independent Studies Courses As students become leaders of their own learning, many will develop interests either not fully supported by typical course offerings or seeking more in-depth focus on material. Providing learning spaces and resources appropriate to this type of exploration allows students to engage with what matters to them while broadening communal knowledge. Supporting Design Principles: Accessible to All, Student-Designed, Mentored, Authentic	Resources Student-Centered Learning Blended Learning
Interdisciplinary Teaching Teams A method by which teaching units can become thematic, spanning multiple curricular disciplines. This type of curriculum integration can be supported through the integration of collaborative learning spaces such as Learning Communities, Brainstorming Walls, and Teacher Collaboration Rooms. Supporting Design Principles: Interdisciplinary, Transparent	Resources Theory of Multiple Intelligences

Resources

Pedagogical

Learning Tracking and Project Management System

With students participating in more off-campus experiences and activities based on their individualized **Pathways**, educators will need access to more robust systems for providing academic recognition, assessing student work, assigning credit, and managing their expanded advisory roles.

Supporting Design Principles: **Student-Designed, Transparent**

Resources

[Edmodo](#)
[ClassDojo](#)
[joinourclass](#)
[Mural](#)



Mastery Transcript

The Mastery Transcript Consortium is organized around an alternative model of assessment, crediting, and transcript generation, with the goal of better preparation for college and college admissions. Rather than focusing on letter grades, the transcript seeks to develop a reasonably consistent format that communicates student aptitude without necessitating standardization of curricular content.

Supporting Design Principles: **Student-Designed, Life/Career Success, Transparent**

Resources

[Mastery Transcript Consortium](#)

Non-Certified Teachers and Mentors

With an expanded array of educational options open to students, Non-Certified Teachers and Mentors will play a larger part in the learning process. In addition to advising students and delivering more traditional course content, educators will need to develop relationships with these **Partners** to track student progress toward predefined outcomes.

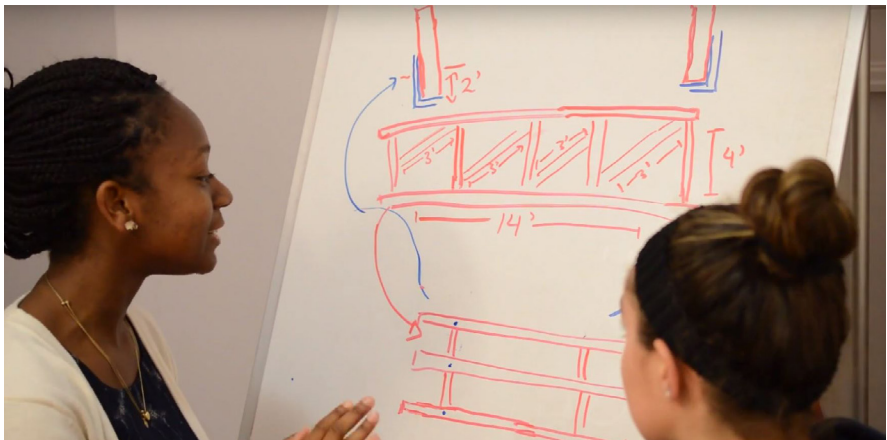
Supporting Design Principles: **Student-Designed, Mentored**

Resources

[National Mentoring Partnership](#)
[Virginia Mentoring Partnership](#)
[Madison House Youth Mentoring](#)

Resources

Pedagogical



Pathways | Division-Designed

Pathways connect foundational classroom instruction with real-world applications of knowledge in settings outside of school through activities such as **Internships** or **Service Learning Projects**. These can be division-designed, offering standard course sequences coupled with experiences that meet the educational needs of most high school students.

Supporting Design Principles: **Life/Career Success, Mentored, Transparent**



Pathways | Student-Designed

For students who wish to pursue interests not encapsulated by division-designed pathways, more individualized learning plans can be offered, providing academic recognition and/or course credit for independent work completed under the oversight of an advisor or mentor.

Supporting Design Principles: **Accessible to All, Student-Designed, Interdisciplinary**

Resources

[ConnectEd - Expanding Pathways](#)
[Profession-Based Learning](#)
[Breaking Down the Walls](#)

Peer Tutoring

Working in pairs or small groups allows students to develop improved relationships with each other while expanding content comprehension. By necessitating explanation of concepts being covered, students with varying skill levels in different subjects can work together in this way to deepen their own knowledge and that of their peers.

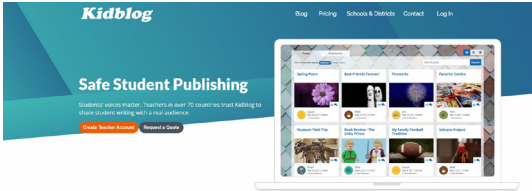
Supporting Design Principles: **Community Oriented, Mentored, Authentic**

Resources

[Spotlight on Peer Tutoring](#)
[The Peer Tutoring Handbook](#)

Resources

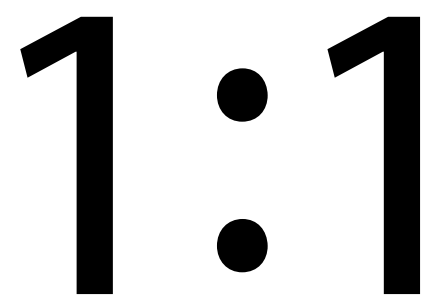
Pedagogical

 Portfolio Platforms Moderation tools and easy access make online portfolios an accessible way to share finished and in-progress work. An authentic audience of peers allows for productive feedback and focuses on process rather than product. Supporting Design Principles: Student-Designed, Community Oriented, Transparent	Resources Kidblog (pictured) Edublogs Weebly Wordpress
Service Learning Programs Service Learning Programs can be developed with the help of Community Partners, providing the opportunity for students to apply classroom learning to real-world problems, while simultaneously benefitting the community. Supporting Design Principles: Community Oriented, Authentic	Resources Impact of Service Learning Effectiveness of Service Learning
Student Showcase Events In addition to motivating students by providing an audience beyond their teachers, showcases celebrate the work accomplished and provide a platform for the demonstration of knowledge. An added benefit is that of Community Learning, which can lead to enriched public dialogue about issues beyond the confines of the school itself. Supporting Design Principles: Student-Designed, Community Oriented	Resources Michigan Student Leadership
Theme-Based Curricular Design Thematic learning is a powerful instructional method, integrating multiple disciplines into a cohesive curriculum. This form of learning allows students to contextualize content as they work toward creative solutions to real-life problems, and creates opportunities for the cultivation of important skills such as problem solving, analysis, and critical reasoning. Supporting Design Principles: Interdisciplinary, Authentic, Transparent	Resources Thematic Learning

3c Infrastructural Resources

Resources

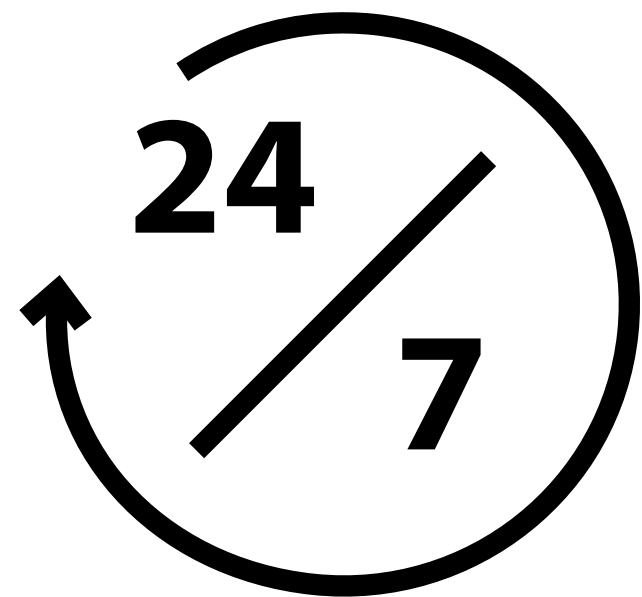
Infrastructural



Mobile Computing



WiFi



Continuous Access

Online Learning, Communication, and Project Management Platforms

From simple communication between students, teachers, and parents to shared assignments and active feedback, digital technology is changing the way students learn. While leveraging these resources properly can be challenging, they result in engaged students developing skills which translate to success beyond the confines of the classroom.

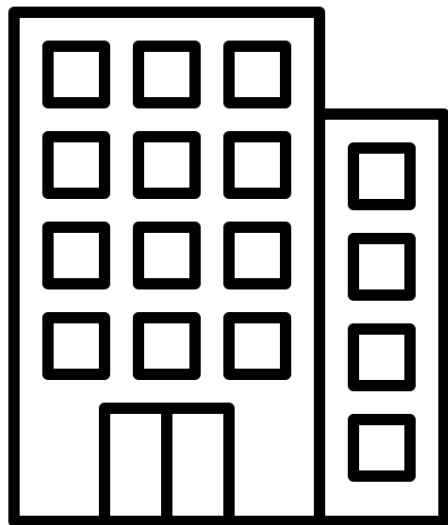
Supporting Design Principles: **Accessible to All, Student-Designed, Interdisciplinary, Life/Career Success, Mentored, Transparent**

Resources

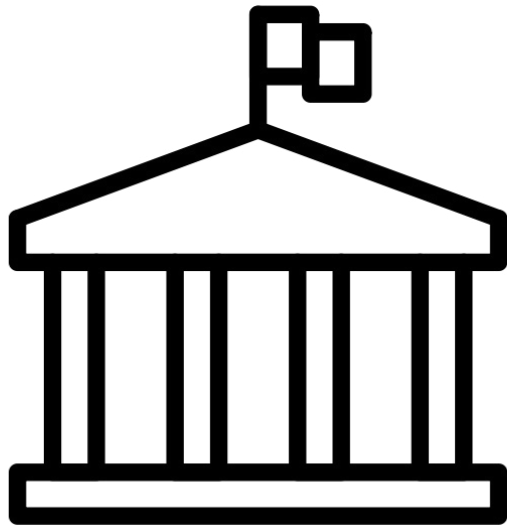
- [Edmodo](#)
- [ClassDojo](#)
- [joinourclass](#)
- [Skype](#)
- [Mural](#)

Resources

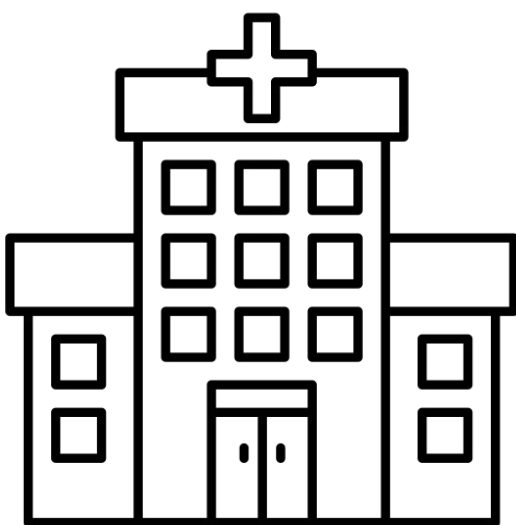
Infrastructural



Business Partners



Civic Partners



Non-Profit Partners

ACPS Partnership Coordinators

The development of partnerships between the district and the community will be crucial to providing many of the learning experiences required by a 21st century education.

Supporting Design Principles: **Community Oriented, Authentic**

Partner Relations Management

As more and more partnerships are created between the district and the community, **Non-Certified Teachers and Mentors** will be needed to track individual student progress and development.

Supporting Design Principles: **Community Oriented, Mentored, Authentic**

Resources

- [National Network of Partnership Schools](#)
- [School, Family, and Community Partnerships](#)
- [Partners for Student Success](#)
- [The Education Alliance](#)

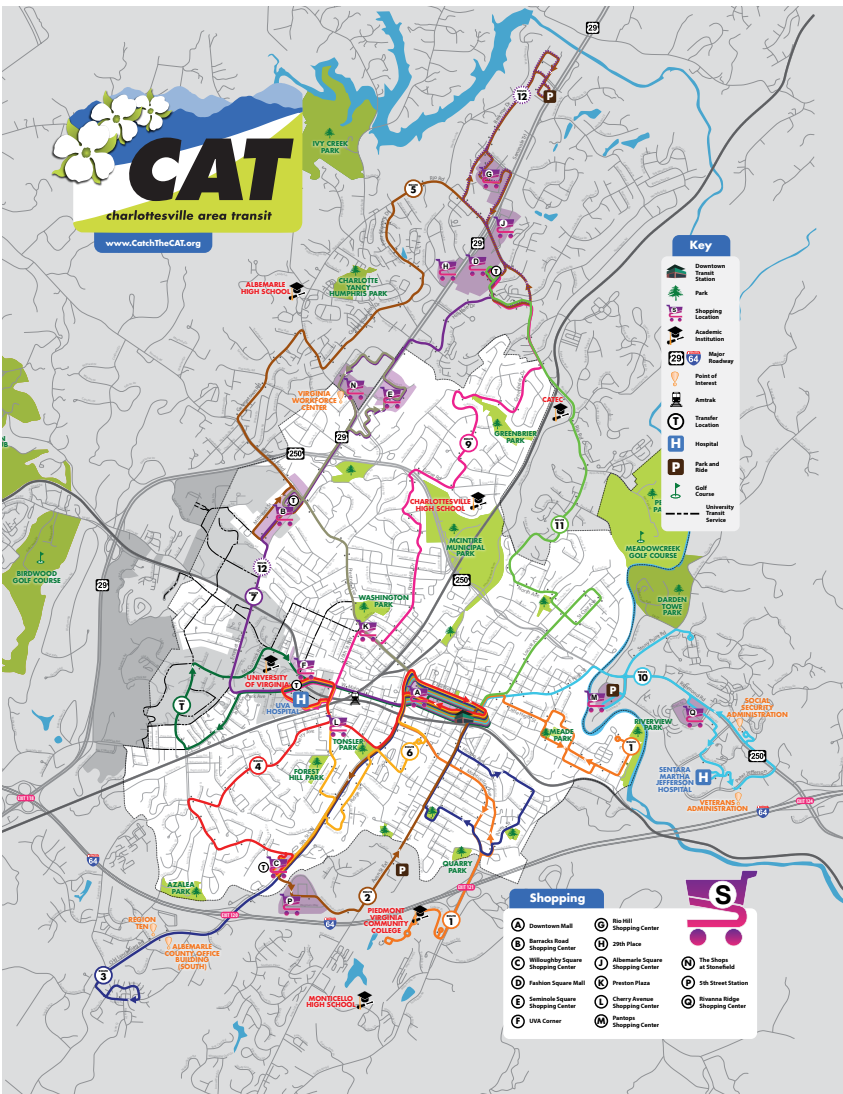
Resources

Infrastructural

Transportation for Off-Campus Learning Experiences

Developing **Satellite Learning Centers** and providing opportunities to earn credit through **Internships**, **Job Shadowing**, and other off-campus activities will require transportation allowing students access to the entire district.

Supporting Design Principles: **Interdisciplinary**, **Community Oriented**, **Authentic**



Resources

[City of Charlottesville Transportation Info](#)

[Charlottesville Area Transit \(CAT\) System Map](#) (pictured)

Circulator Bus Service

Circulator buses operate on a fixed route and schedule, providing reliable transportation between a pre-determined number of locations. This type of transportation will be crucial to students accessing **Satellite Learning Centers** on a daily basis.

Supporting Design Principles: **Student-Designed**

Flexible Schedule for Extended Off-Campus Learning

While many off-campus learning opportunities will be accessible during typical school hours, some will necessitate more flexible scheduling. Courses may be held late in the afternoon or evening at **Satellite Learning Centers**, and **Internships** may vary hours throughout the day.

Supporting Design Principles: **Accessible to All**, **Interdisciplinary**, **Mentored**, **Authentic**

Non-District Learning Program Access

Having students design their own Pathways will inevitably require access to programs outside of the purview of ACPS. Developing the proper relationships and infrastructure to provide ease of access to these programs will broaden the opportunities afforded students in the district.

Supporting Design Principles: **Accessible to All**, **Student-Designed**, **Community Oriented**, **Mentored**

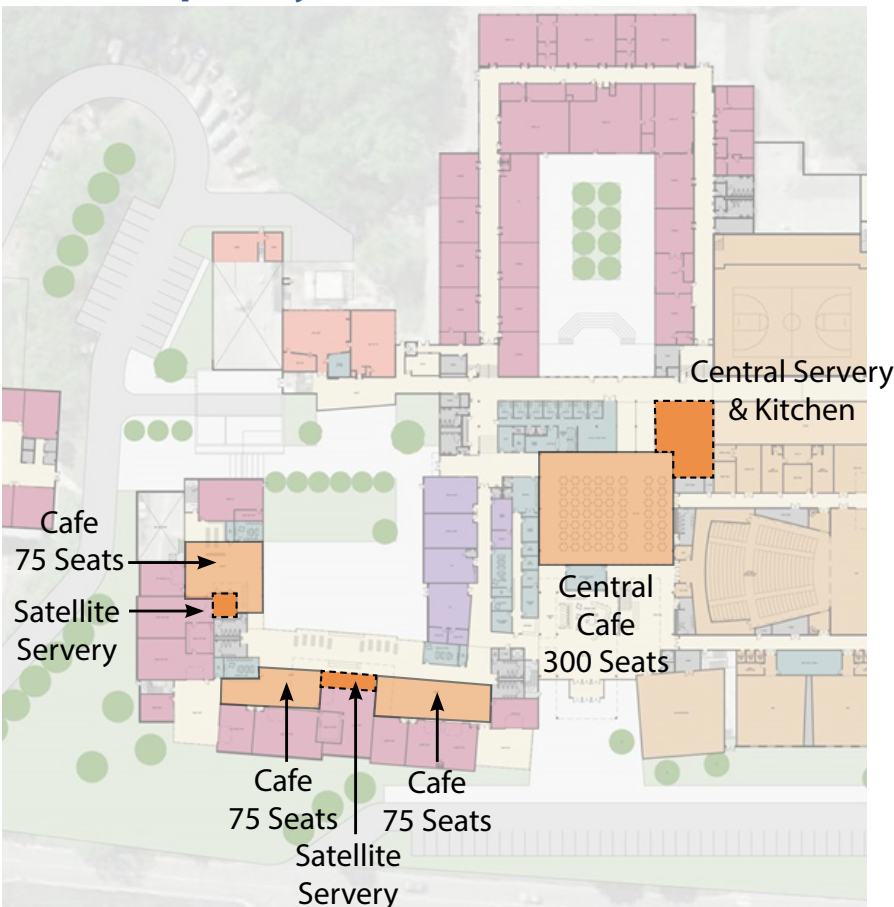
Resources

Infrastructural

Distributed Dining

By dispersing serveries throughout **Learning Communities**, a working lunch can be enabled while providing informal cafe learning spaces that can be used throughout the day. Satellite serveries can be open during set hours, and given characteristics to differentiate and add character to the communities in which they are placed.

Supporting Design Principles: **Accessible to All, Student-Designed, Interdisciplinary**



Bloomfield Hills High School

Resources

[Bloomfield Hills High School](#)

Expanded Academies

Whether housed on-campus or at **Satellite Learning Centers**, access to a broader spectrum of learning opportunities will help engage more of the student population. This expansion will also further the depth of multidisciplinary work that can be undertaken by students in the district.

Supporting Design Principles: **Accessible to All, Interdisciplinary**

Graduation Requirements

In addition to standard credit-based requirements, graduated status should reflect significant learning having been completed in community settings. This can include **Internships, Service Learning Projects**, Personal **Pathway** Projects, or any other significant completion of work.

Supporting Design Principles: **Community Oriented, Life/Career Success, Authentic**

Pathway Diploma 'Seals'

Students identifying particular areas of focus can earn specialized seals within individual high school diploma **Pathways**. These seals may indicate student readiness for particular career paths, further academic study, or other specializations.

Supporting Design Principles: **Life/Career Success**

Resources

Infrastructural

Alternative Full-Time Equivalency (FTE) Definitions With the introduction of various online learning platforms and opportunities, typical FTE definitions may need to be redefined. The education received by Albemarle students will be delivered not only by full-time teaching staff but also by Community Partners and other Non-District Learning Programs. Additionally, the definition of a full-time student may need to be reevaluated as many students will be participating in Internships, Service Learning Projects, and other off-campus activities. Supporting Design Principles: Student-Designed, Authentic	Resources Traditional FTE Definition Expanded Learning Time
Interdisciplinary Curriculum Mapping Tools Continuous curricular improvement requires a platform for collaboration and meaningful dialogue, as well as accessibility and flexibility within the mapping process. Numerous digital tools exist to aid in this endeavor, enhancing student learning through solidifying foundational practices and a consistent evolution of standards and assessment methods. Supporting Design Principles: Interdisciplinary, Transparent	Resources Rubicon Curriculum Mapper Chalk ConnectEd
Pathway Planning and Support Programs Developing meaningful Pathways that serve every student within the district is a daunting task, and will be more beneficial with the direct involvement of professional Partners from the community. Whether helping develop individualized Pathways, hosting Internships, or simply serving as Mentors, this involvement will provide invaluable support as the district designs the future of the high school experience. Supporting Design Principles: Life/Career Success, Mentored	Resources Jobs for the Future National Center for Innovation in Career and Technical Education

3d Experiences & Activities

Experiences & Activities

Related Resources

Business Partners
Civic Partners
Non-Profit Partners
Service Learning Programs

Related Resources

Student Showcase Events
Interdisciplinary Teaching Teams
Advisory Programs

Related Resources

- Brainstorming Walls
- Fusion Courses
- Online Learning Platforms
- Learning Communities

Related Resources

Exhibition / Gallery Spaces
Community Showcase Events

Table of Contents

Resources

Experiences & Activities

Cooperative Design / Build Projects By learning through an iterative design/build/redesign process, students develop real-world problem solving and critical thinking skills necessary for their own success as well as the future of their communities. Supporting Design Principles: Life/Career Success, Mentored	Related Resources Makerspaces Curiosity Centers Dispersed Makery Centers Student Showcase Events
Hands-On Projects Hands-On Projects encompass many typologies, each of which has the benefit of increasing learner engagement and allowing students to make more meaningful conceptual connections between content and the real world. Supporting Design Principles: Authentic	Related Resources Makerspaces Outdoor Learning Spaces Project Storage Project Studios
In- and Out-of-School Learning Opportunities for learning outside of the school itself have been shown to increase engagement. This type of experience can be as simple as an off-campus study club, or as involved as an Internship with a Community Partner . Supporting Design Principles: Community Oriented, Life/Career Success	Related Resources Satellite Learning Centers Academies Pathways Transportation
Informal Visual Interactions Fostering curiosity helps to keep students engaged. Educational spaces and practices that allow students to interact with one another informally encourage this curiosity, and strengthen the culture of learning within the community. Supporting Design Principles: Accessible to All, Transparent	Related Resources Brainstorming Walls Fish Bowls Visual Connections Portfolio Platforms

Resources

Experiences & Activities

Integrated Social Emotional Learning An educational environment needs to not only provide comfortable learning space, but also an atmosphere in which students feel safe and can learn to maintain positive relationships and make responsible decisions. Supporting Design Principles: Accessible to All, Life/Career Success	Related Resources Advisory Programs Non-Certified Teachers and Mentors Pathway Planning and Support
Interdisciplinary Learning Experiences Interdisciplinary learning promotes a deeper understanding of course content by integrating a range of skills and information. An understanding of how and when to apply these skills is then required to complete the coursework. Supporting Design Principles: Interdisciplinary	Related Resources Learning Communities Teacher Collaboration Rooms Interdisciplinary Teaching Teams Fusion Courses
Internships / Job Shadowing Through Community Partnerships students can intern with local businesses, earning credit for their time. This can be achieved either on-site or remotely in spaces such as a Project & Business Incubator . Supporting Design Principles: Student-Designed, Community Oriented, Mentored	Related Resources Alternatives to Credit Business Partners Project & Business Incubators Graduation Requirements
Performance-Based Learning To ensure that all students are acquiring the necessary knowledge and skills for success later in life, instruction and assessment can be structured around demonstrations of understanding rather than more traditional test taking. Supporting Design Principles: Interdisciplinary, Authentic, Transparent	Related Resources Exhibition / Gallery Spaces Fitness / Movement Studios Heart Space Student Showcase Events

Resources

Experiences & Activities

Place-Based Learning By involving students and school staff in identifying and solving real-world problems facing the community, Place-Based Learning can provide authentic educational opportunities outside of the traditional classroom. Supporting Design Principles: Interdisciplinary, Community Oriented, Authentic	Related Resources Outdoor Learning Spaces Service Learning Programs Civic Partners Non-District Learning Programs
Product Creation Developing and prototyping a product, be it digital or physical, provides valuable experience to any student, necessitating a maturation of problem solving skills and often demonstrating cross-disciplinary understanding. Supporting Design Principles: Student-Designed, Interdisciplinary	Related Resources Makerspaces Project Studios Project Storage Dispersed Makery Centers
Projects Fostering Life-Long Learning Skills Learning how to learn is one of the most important skills a high school student can develop, and one that can be taught through Self-Directed Projects, Student-Designed Pathways, Peer Tutoring , and many other methods. Supporting Design Principles: Accessible to All, Life/Career Success	Related Resources Advisory Stations and Programs Curiosity Centers Project & Business Incubators Academies
Public Posting of Student Work Similar to a Showcase Event , publicly posting student work can serve to broaden community conversations while engaging students, teachers, and parents from across the entire district rather than from within a single class. Supporting Design Principles: Accessible to All, Community Oriented, Transparent	Related Resources Exhibition / Gallery Spaces Heart Space Student Showcase Events Portfolio Platforms

Resources

Experiences & Activities

Self-Assessment When students evaluate their own work and learning progress they are more likely to remain involved and motivated. Practicing this skill is invaluable, encouraging self-reflection as well as instilling responsibility for one’s own learning. Supporting Design Principles: Student-Designed	Related Resources Cave Spaces Small Group Rooms Peer Tutoring Portfolio Platforms
Self-Directed Learning Projects Selecting, managing, and assessing one’s own work can be empowering for students. Self-directed Learning uses this approach to emphasize skills and processes rather than content coverage. Supporting Design Principles: Accessible to All, Student-Designed, Life/Career Success	Related Resources Hoteling Workstations Pathways Student-Designed Project & Business Incubators Independent Studies Courses
Service Learning Projects Service Learning Pojects can be undertaken individually or as part of a broader Service Learning Program to provide authentic experiences that benefit students as well as the community of which they are a part. Supporting Design Principles: Student-Designed, Community Oriented	Related Resources Graduation Requirements Service Learning Programs Community Partners Transportation
Student Exhibitions Presenting work to an audience beyond that of one’s teachers and peers develops important communication skills. Students also feel a greater sense of ownership and importance when their work is publicly displayed. Supporting Design Principles: Community Oriented, Mentored, Transparent	Related Resources Exhibition / Gallery Spaces Student Showcase Events Portfolio Platforms

Resources

Experiences & Activities

Student Presentations A Student Presentation demonstrates learning in a way that cannot be evaluated through the simple observation of a piece of work. It encourages critical thinking, problem solving, and other skills important in modern day life. Supporting Design Principles: Interdisciplinary, Mentored, Transparent	Related Resources Heart Space Distributed Learning Commons Learning Suites Satellite Learning Centers
Teamwork within Learning Communities When undertaken within a Learning Community , teamwork and collaboration can bring students together in meaningful ways that promote a sense of belonging and responsibility toward the culture of the entire school. Supporting Design Principles: Authentic	Related Resources Learning Communities Team Collaboration Spaces Distributed Learning Commons Interdisciplinary Teaching Teams
Thematic Curriculum as Lens for Learning Experiences Theme-based projects, units, and curricula can be used to integrate multiple disciplines while guiding the focus of the content being covered, allowing emphasis to be placed on the development of important skills. Supporting Design Principles: Interdisciplinary, Authentic	Related Resources Teacher Collaboration Rooms Interdisciplinary Teaching Teams Theme-Based Curricular Design Fusion Courses
Use of Online Communications and Learning Platforms Digital literacy is a critical skill for high school students to possess upon graduation, and being able to navigate various online platforms for communication, content creation, and project presentation is a must in today's world. Supporting Design Principles: Accessible to All, Student-Designed	Related Resources Hoteling Workstations Portfolio Platforms Online Learning Platforms 1:1 Computing and WiFi

4 Bringing it all Together

Bringing it all Together

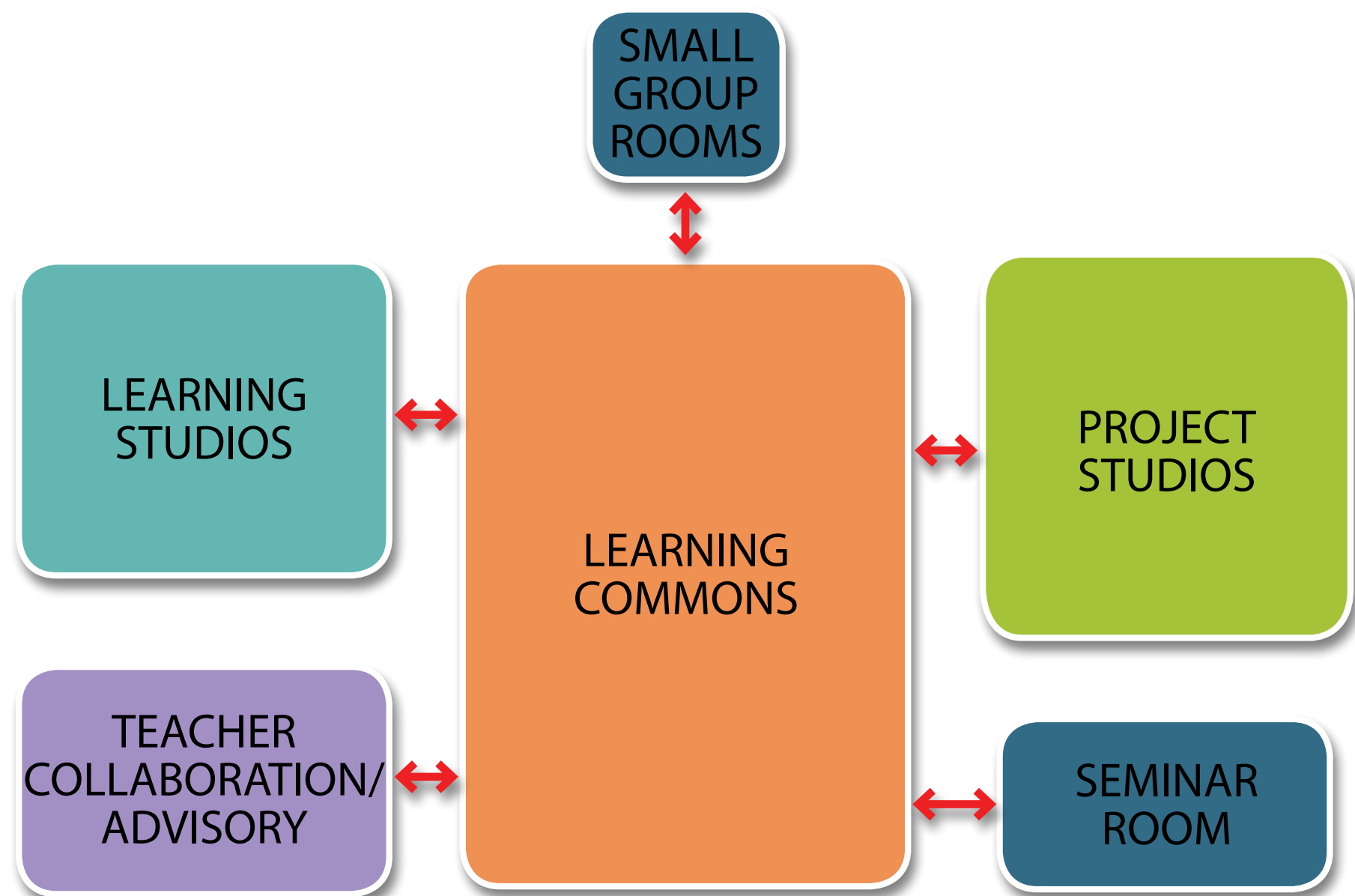
Learning in Community

When students operate in communities of approximately 150 members, they form stronger and more meaningful relationships with their peers, and have a greater sense of belonging. **Learning Communities** comprise a variety of spaces such as **Teacher Collaboration Rooms**, **Small Group Rooms**, **Seminar Rooms**, **Learning Studios**, **Project Studios**, **Makerspaces**, and other learning spaces.

These spaces are united by a central **Learning Commons**, together forming a flexible environment in which teachers can work with students independently, in small groups, or in large classes throughout the day. This Commons provides a space for students to come together both academically and socially as a Community.



Fisher STEAM School



Bringing it all Together

Learning in Community | Capacity Calculation

Planning Capacity within a **Learning Community** is calculated based on square footage per student rather than by individual teaching stations.

The Square Footage per Student for each space type is based on the furniture and activities envisioned for that space.

Taking into consideration the flexibility required for the success of this model, the following ranges have been used to calculate capacity for the **Learning Community Patterns** on the following pages:

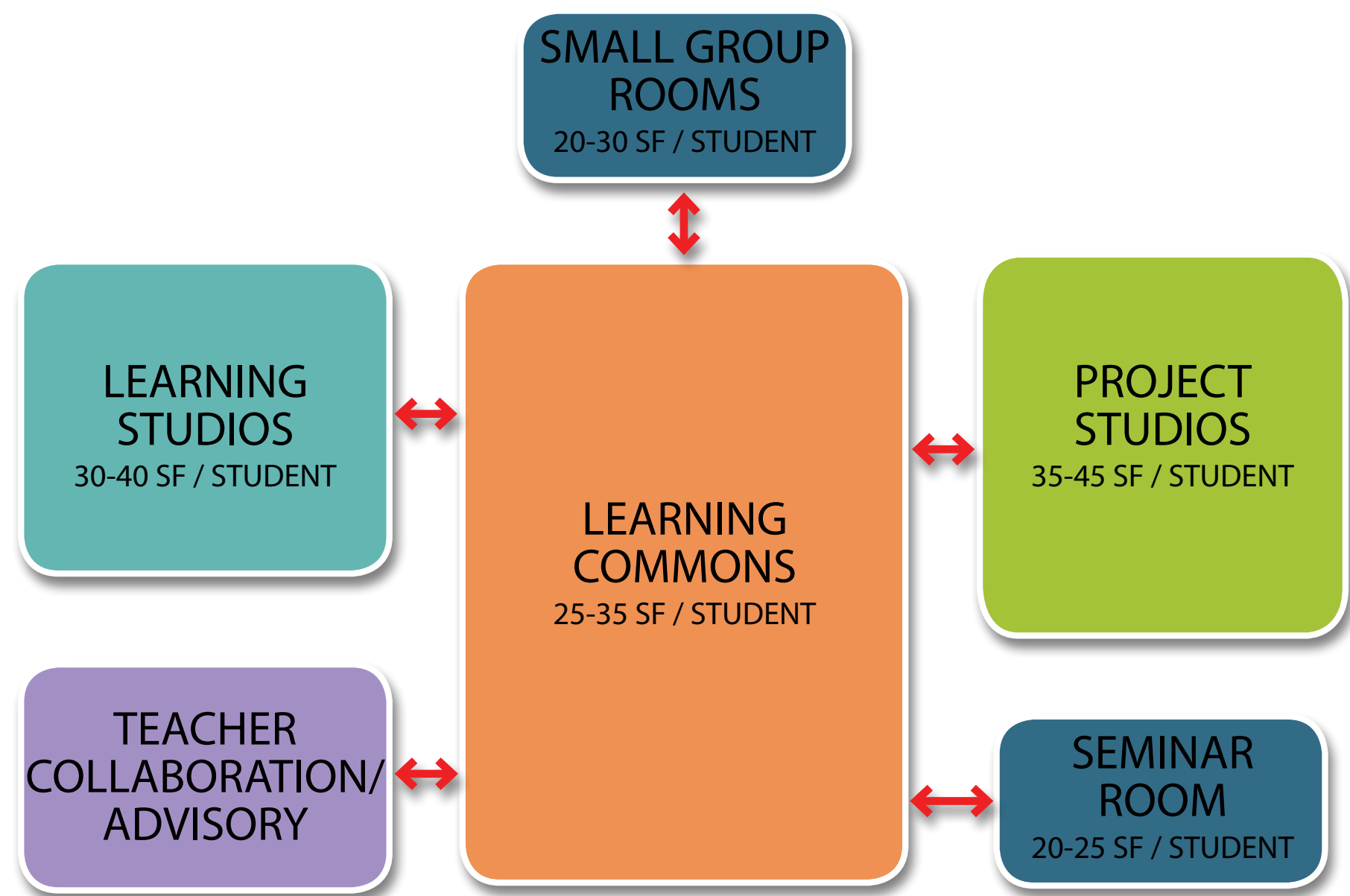
Learning Studio: 30-40 SF per student

Project Studio: 35-45 SF per student

Small Group Room: 20-30 SF per student

Seminar Room: 20-30 SF per student

Learning Commons: 25-35 SF per student
(+15% for circulation)



Bringing it all Together

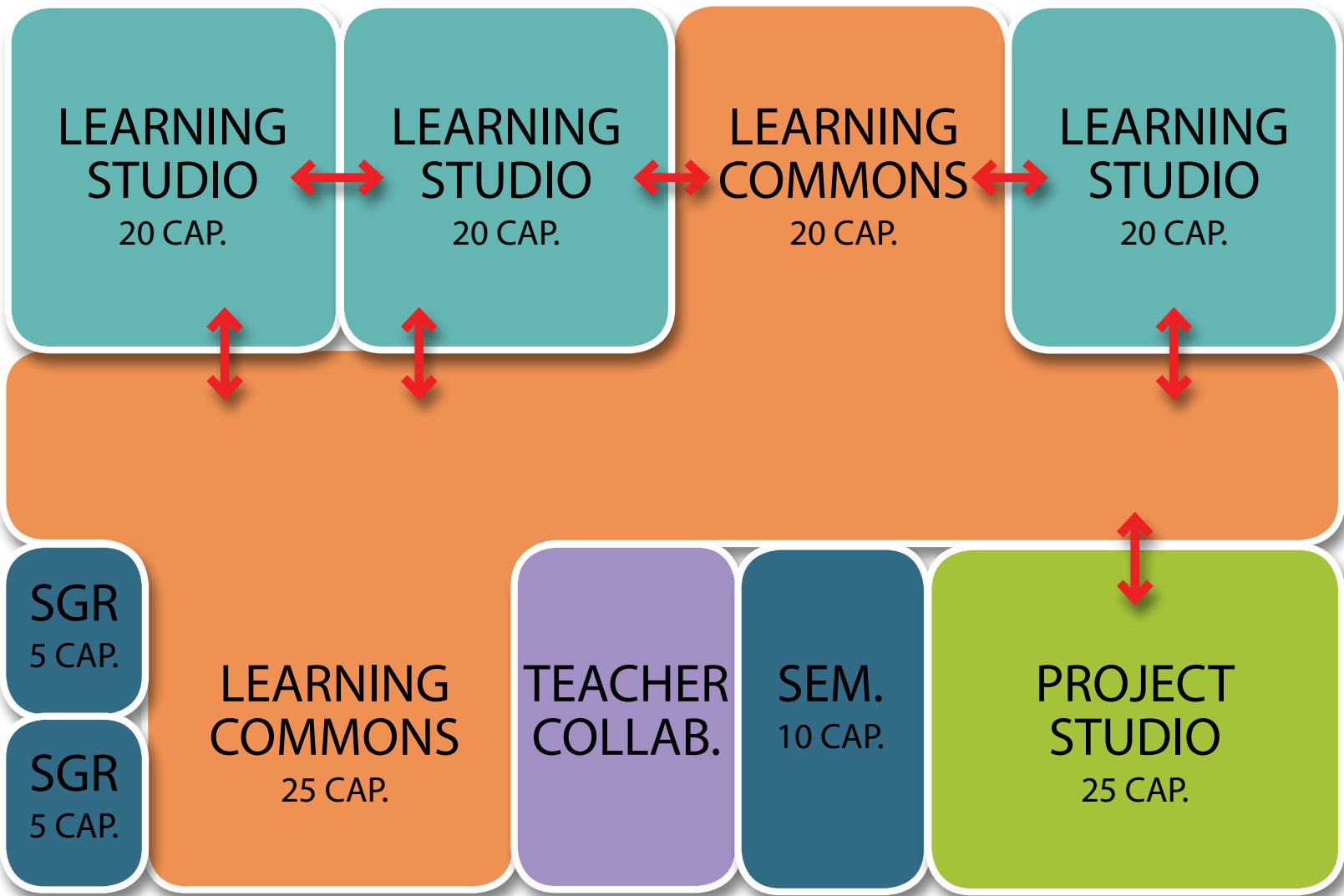
Learning Community Patterns | Interdisciplinary | Grade 9-10

Description

With a greater focus on Interdisciplinary Learning, Communities can be more all-inclusive, with a teaching staff comprised of educators from every department. This model allows for stronger peer and mentor relationships to develop as student-teacher groupings interact throughout the day at all levels of learning, rather than solely through specified course material.

Typical Areas

Learning Commons	700 SF
Learning Commons	850 SF
Learning Studio	750 SF
Learning Studio	750 SF
Learning Studio	750 SF
Project Studio	1000 SF
Seminar Room	225 SF
Small Group Room	100 SF
Small Group Room	100 SF
Teacher Collaboration Room	450 SF
Total Net Area	5,675 SF
Estimated Gross Area (x1.25)	7,090 SF



Capacity

- Planning Capacity Total = 150 Students

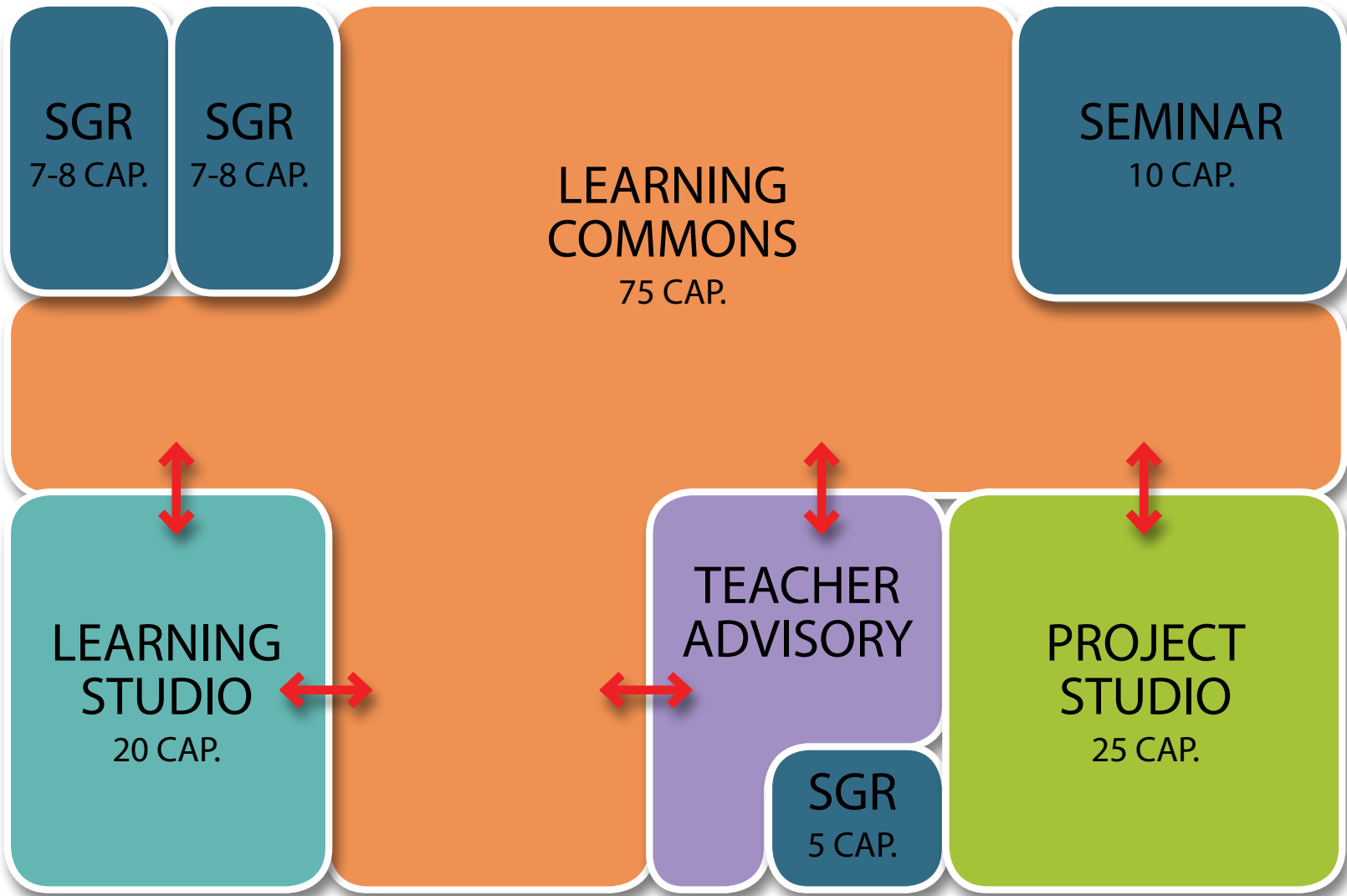
Bringing it all Together

Learning Community Patterns | Advisory Pattern | Grade 11-12

Description

Allowing for greater autonomy, the Advisory pattern allows students to develop their own learning pathways with guidance from a core team of teachers. Due to this, the larger common area often becomes more personalized, housing individual workstations where students can self-direct their own studies.

Typical Areas	
Learning Commons	2250 SF
Learning Studio	750 SF
Project Studio	1000 SF
Seminar Room	225 SF
Small Group Room	150 SF
Small Group Room	150 SF
Small Group Room	100 SF
Teacher Advisory Station	500 SF
Total Net Area	5,125 SF
Estimated Gross Area (x1.25)	6,400 SF



Capacity

- Planning Capacity Total = 150 Students

Bringing it all Together

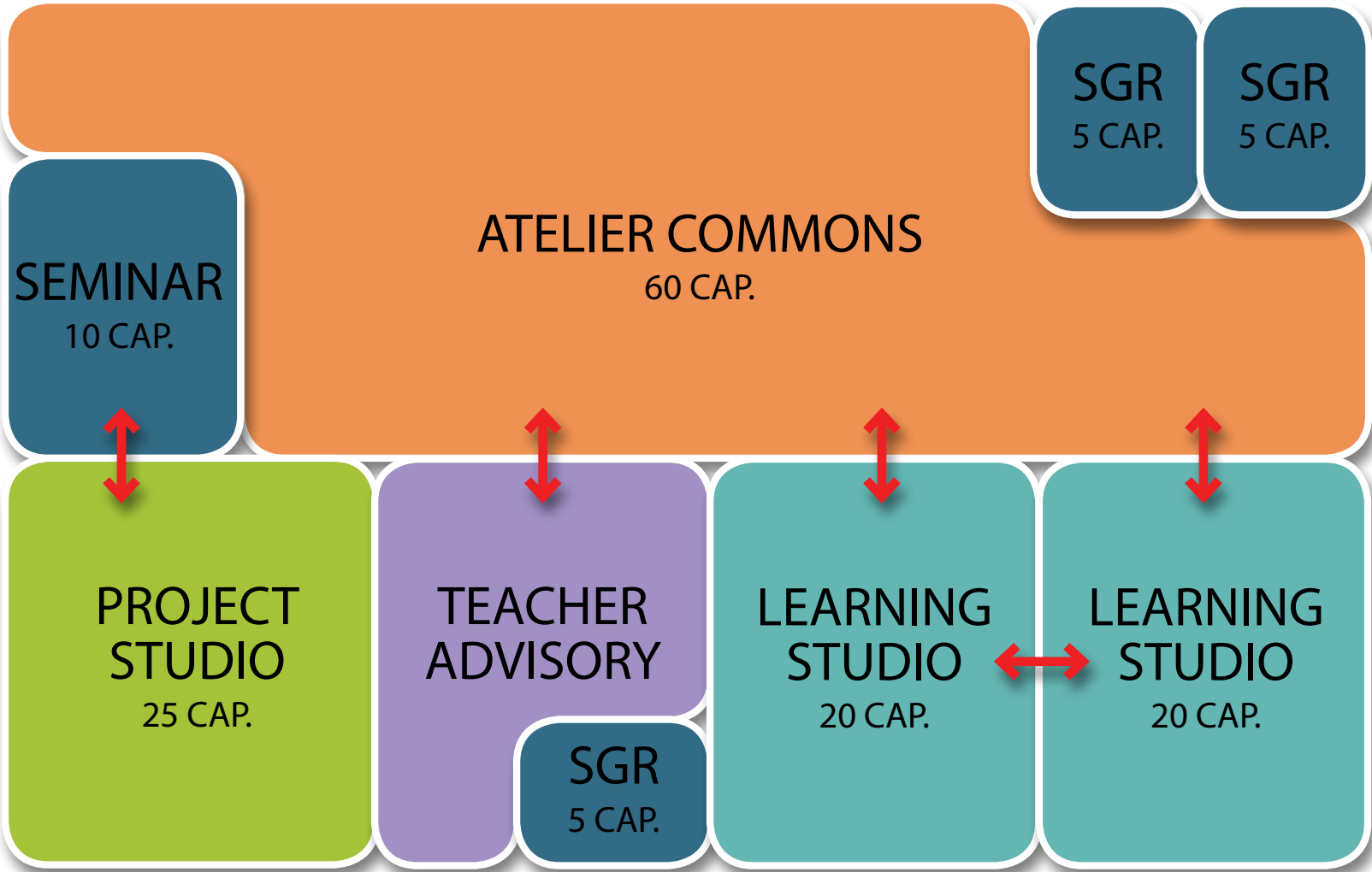
Learning Community Patterns | Advisory (Atelier) Pattern | Grade 11-12

Description

The Atelier model provides the greatest individualization of study material. As such, teachers still play advisory roles and teach core course content, but students have access to an Atelier space with single workstations where they can focus on their own path.

Typical Areas

Atelier Commons	1500 SF
Learning Studio	750 SF
Learning Studio	750 SF
Project Studio	1000 SF
Seminar Room	225 SF
Small Group Room	100 SF
Small Group Room	100 SF
Small Group Room	100 SF
Teacher Advisory Station	500 SF
Total Net Area	5,025 SF
Estimated Gross Area (x1.25)	6,280 SF



Capacity

- Planning Capacity Total = 150 Students