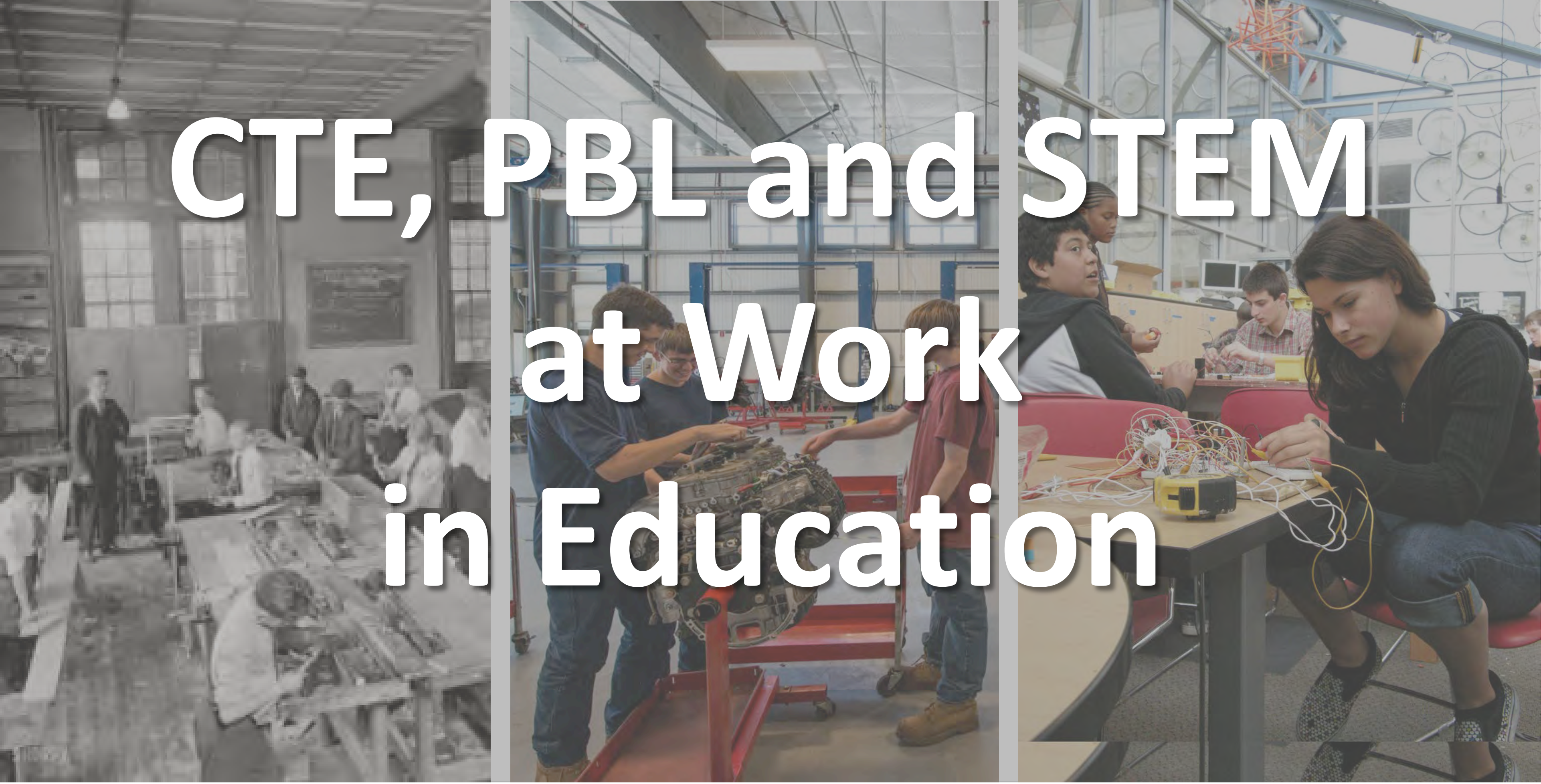
CTE, PBL and STEM at Work in Education



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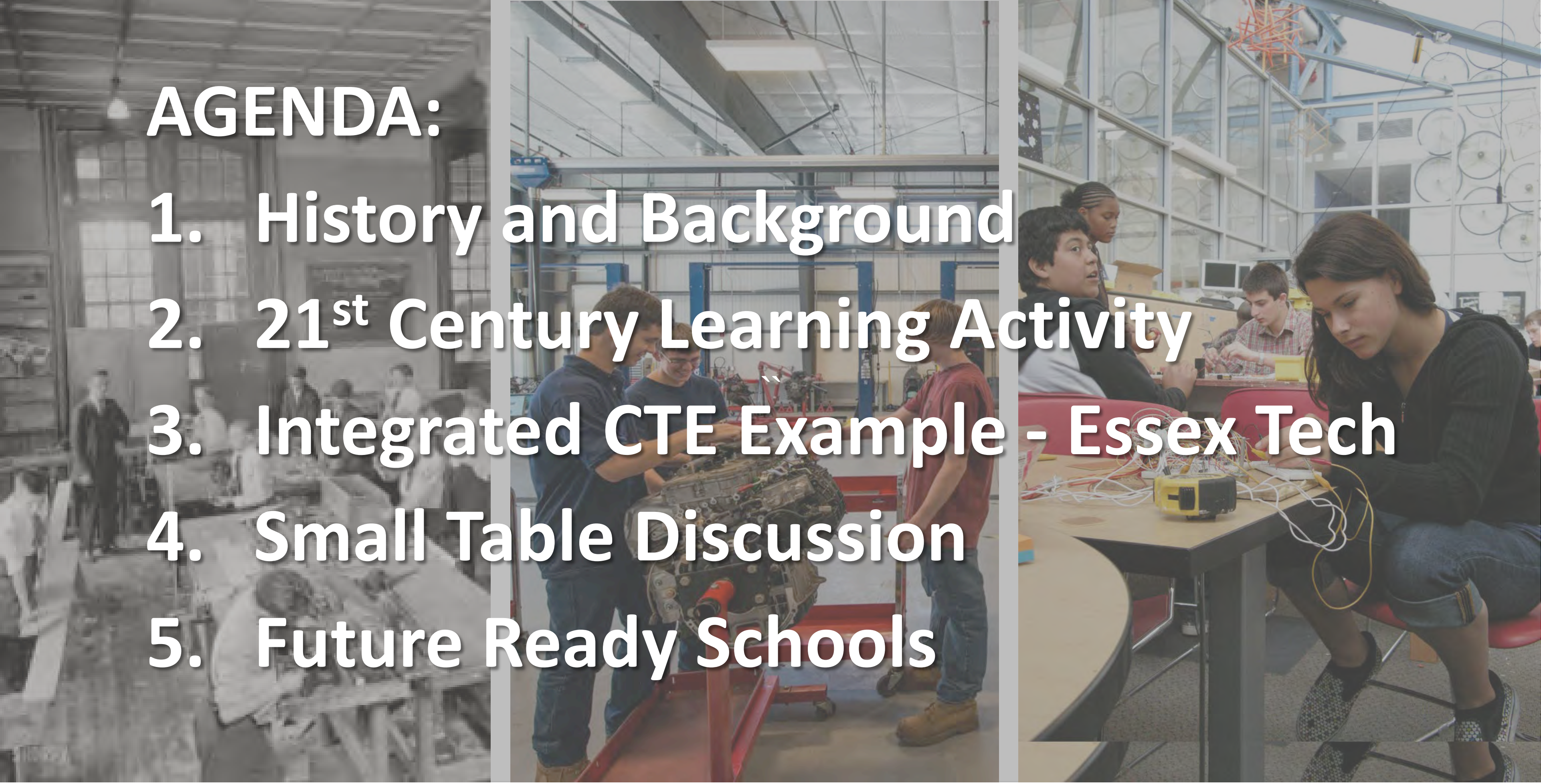

AGENDA:

1. History and Background
2. 21st Century Learning Activity
3. Integrated CTE Example - Essex Tech
4. Small Table Discussion
5. Future Ready Schools

The Shaping of Vocational Education in America

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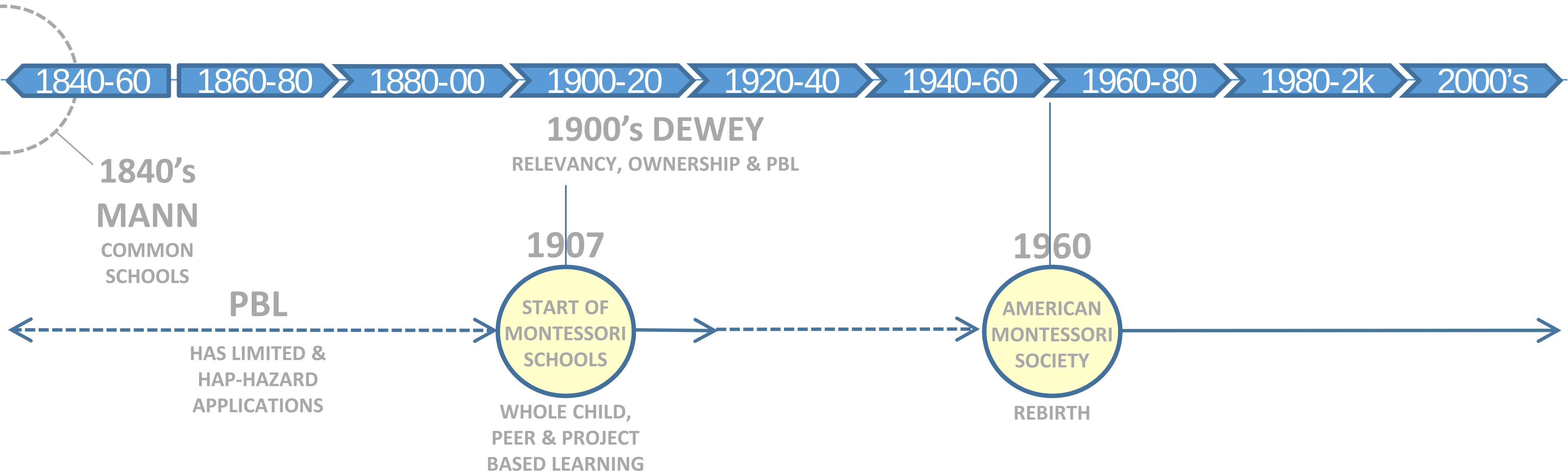
1840-60 | 1860-80 | 1880-00 | 1900-20 | 1920-40 | 1940-60 | 1960-80 | 1980-2k | 2000's

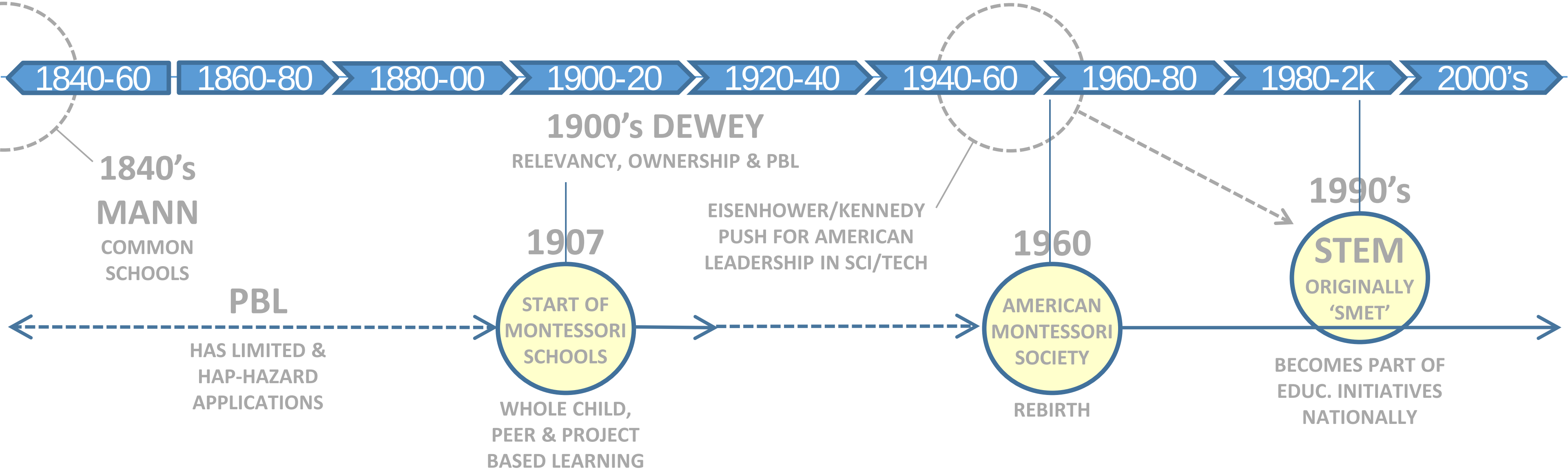
1840's

MANN

COMMON SCHOOLS



1840-60
1860-80
1880-00
1900-20
1920-40
1940-60
1960-80
1980-2k
2000's
1900's DEWEY
RELEVANCY, OWNERSHIP & PBL
1840's
MANN
COMMON SCHOOLS
PBL
HAS LIMITED & HAP-HAZARD APPLICATIONS
1907
START OF MONTESSORI SCHOOLS
WHOLE CHILD, PEER & PROJECT BASED LEARNING
1960
AMERICAN MONTESSORI SOCIETY
REBIRTH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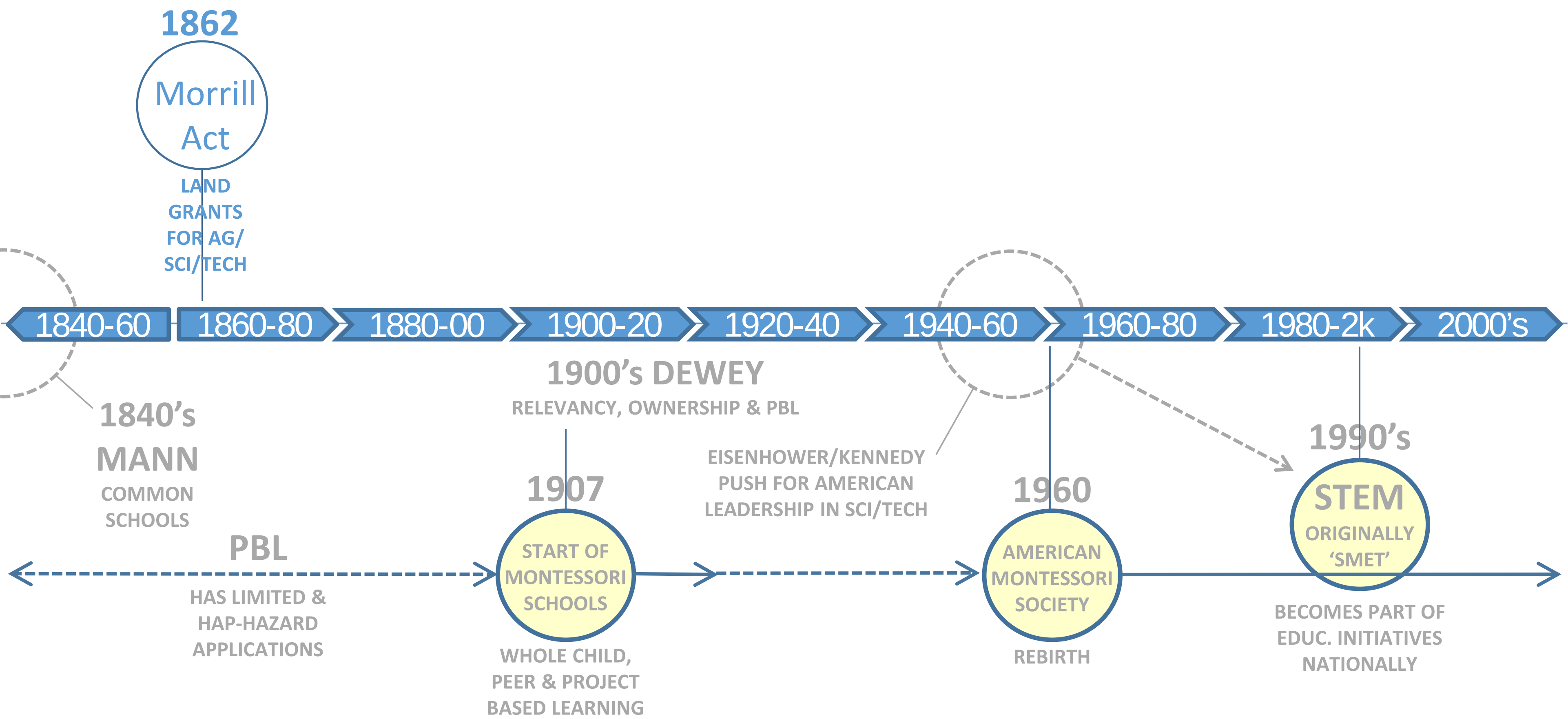
EISENHOWER/KENNEDY PUSH FOR AMERICAN LEADERSHIP IN SCI/TECH
1960
AMERICAN MONTESSORI SOCIETY
REBIRTH
1990's
STEM
ORIGINALLY 'SMET'
BECOMES PART OF EDUC. INITIATIVES NATIONALLY


1862
Morrill Act
LAND GRANTS FOR AG/ SCI/TECH
1840-60
1860-80
1880-00
1900-20
1920-40
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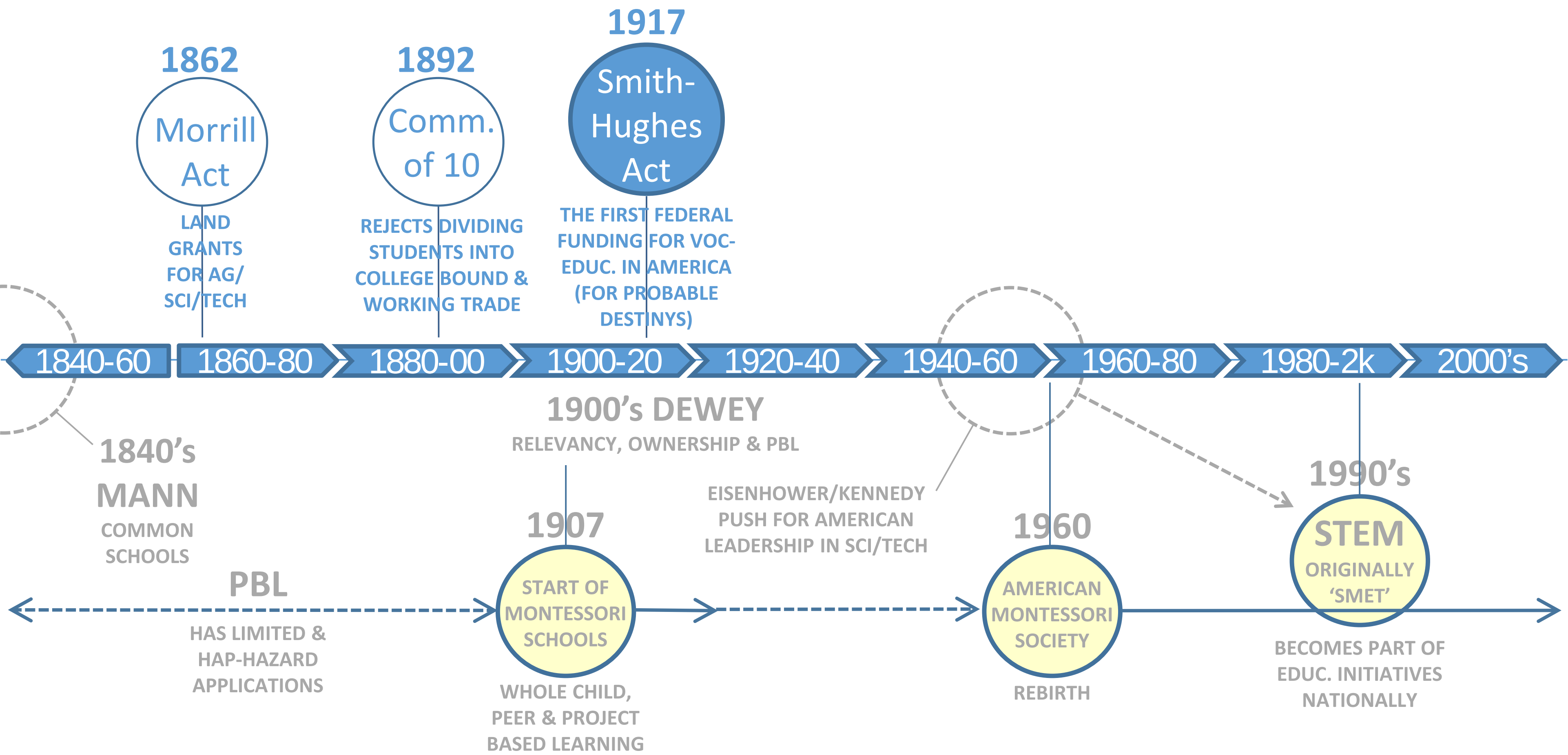

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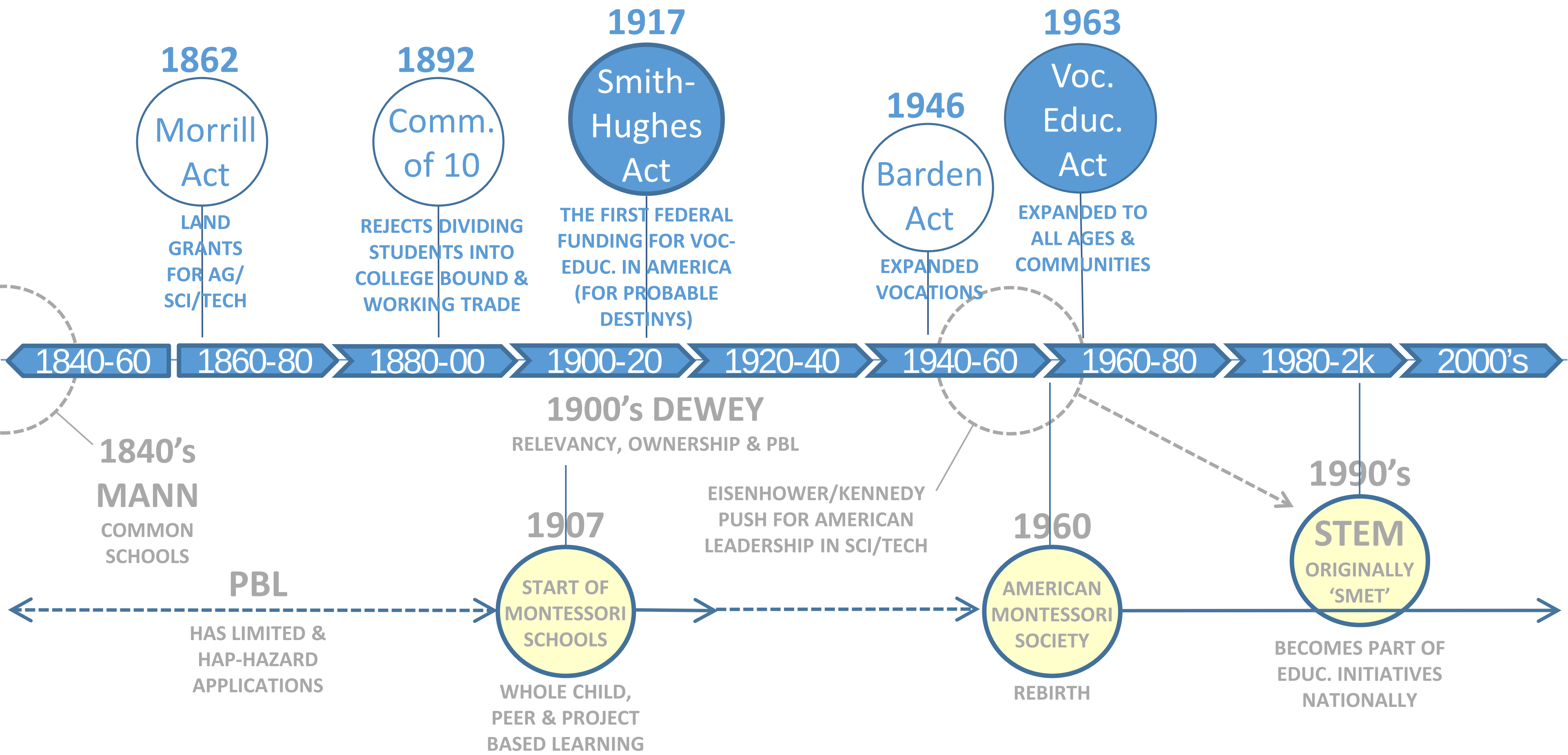

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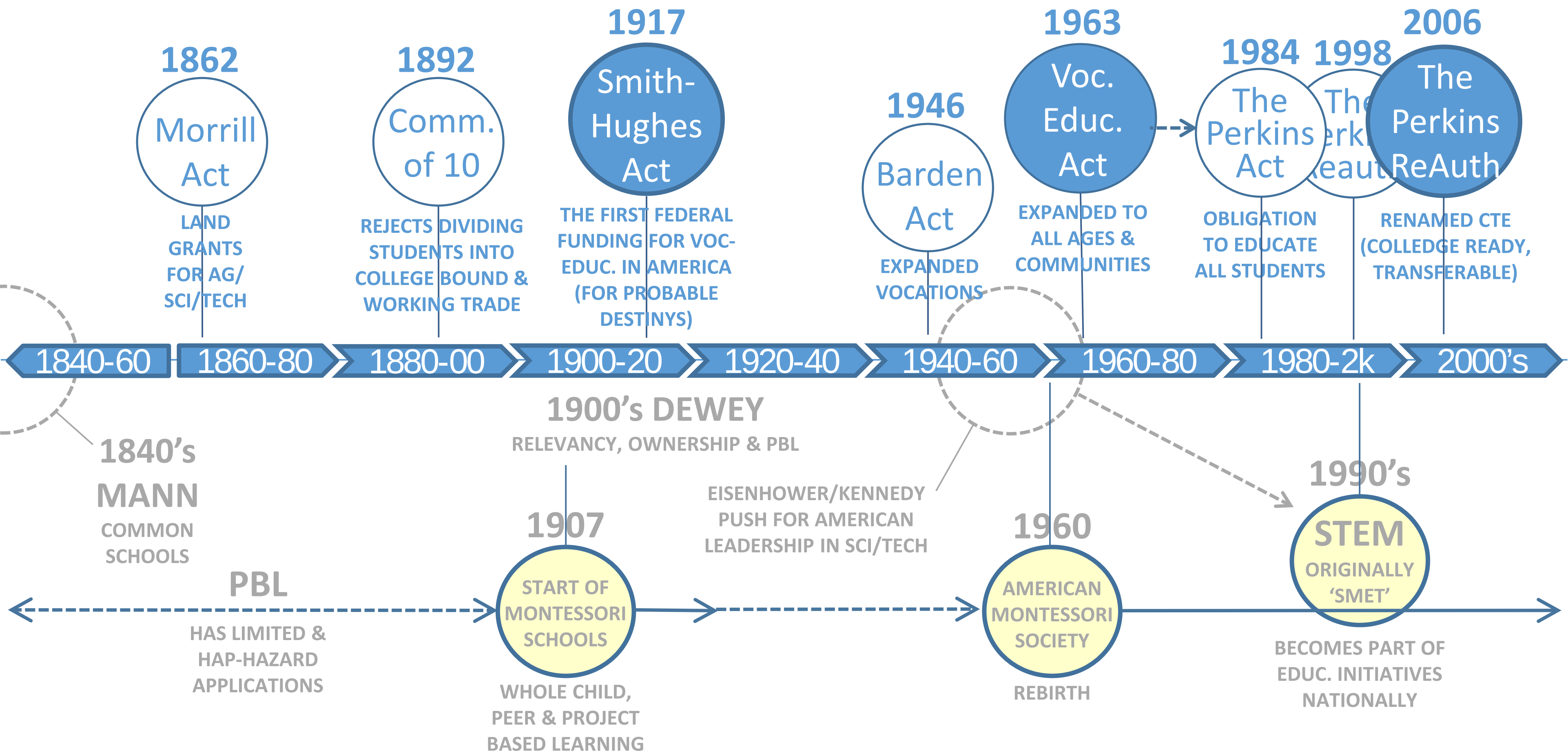

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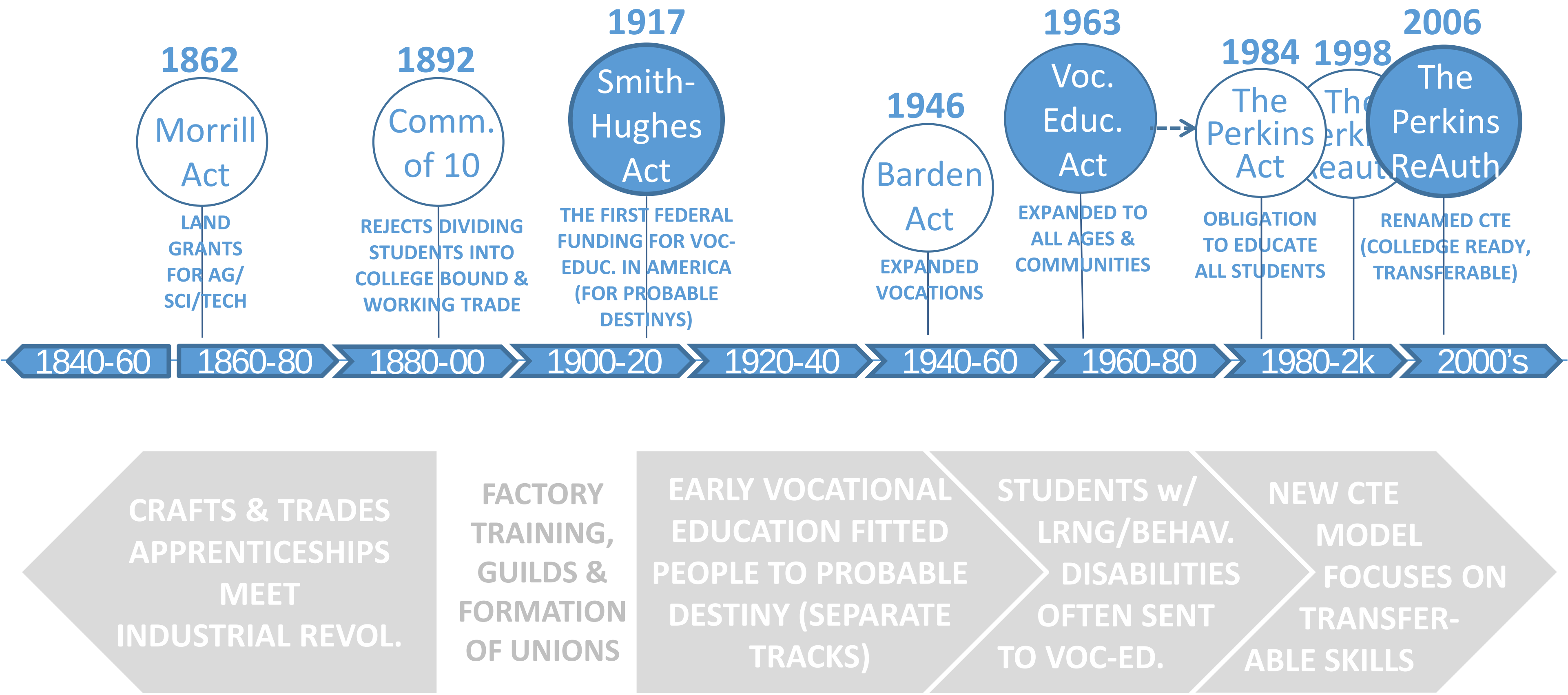
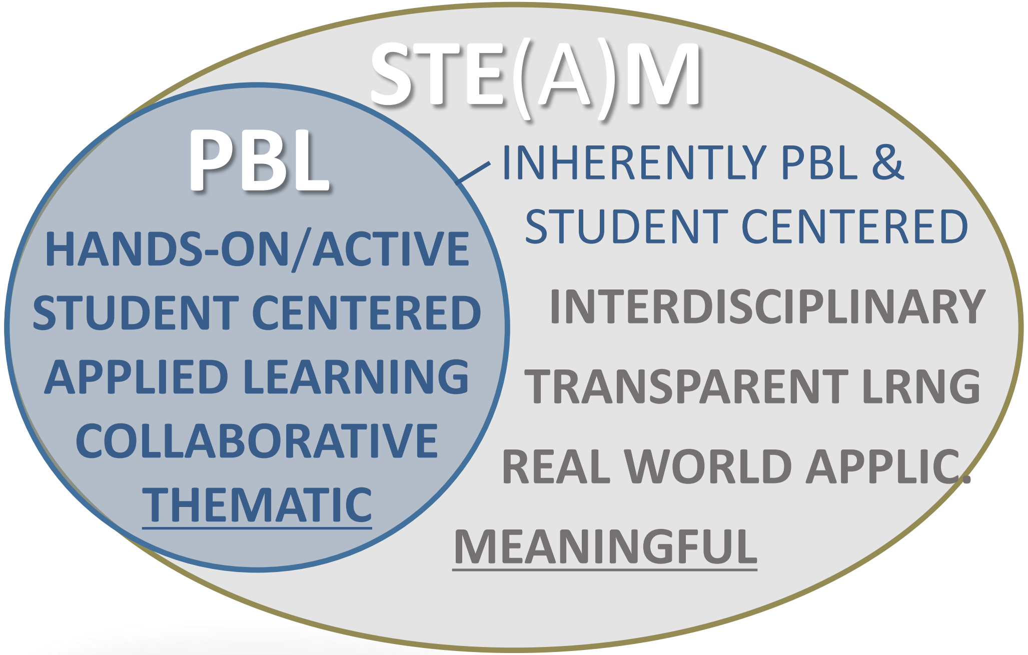


1862
Morrill Act
LAND GRANTS FOR AG/ SCI/TECH
1892
Comm. of 10
REJECTS DIVIDING STUDENTS INTO COLLEGE BOUND & WORKING TRADE
1917
Smith-Hughes Act
THE FIRST FEDERAL FUNDING FOR VOC-EDUC. IN AMERICA (FOR PROBABLE DESTINYS)
1946
Barden Act
EXPANDED VOCATIONS
1963
Voc. Educ. Act
EXPANDED TO ALL AGES & COMMUNITIES
1984
The Perkins Act
OBLIGATION TO EDUCATE ALL STUDENTS
1998
2006
The Perkins ReAuth
RENAMED CTE (COLLEDGE READY, TRANSFERABLE)
1840-60
1860-80
1880-00
1900-20
1920-40
1940-60
1960-80
1980-2k
2000's
CRAFTS & TRADES APPRENTICESHIPS MEET INDUSTRIAL REVOL.
FACTORY TRAINING, GUILDS & FORMATION OF UNIONS
EARLY VOCATIONAL EDUCATION FITTED PEOPLE TO PROBABLE DESTINY (SEPARATE TRACKS)
STUDENTS w/ LRNG/BEHAV. DISABILITIES OFTEN SENT TO VOC-ED.
NEW CTE MODEL FOCUSES ON TRANSFER-ABLE SKILLS

PBL

HANDS-ON/ACTIVE
STUDENT CENTERED
APPLIED LEARNING
COLLABORATIVE
THEMATIC


STE(A)M
PBL
HANDS-ON/ACTIVE
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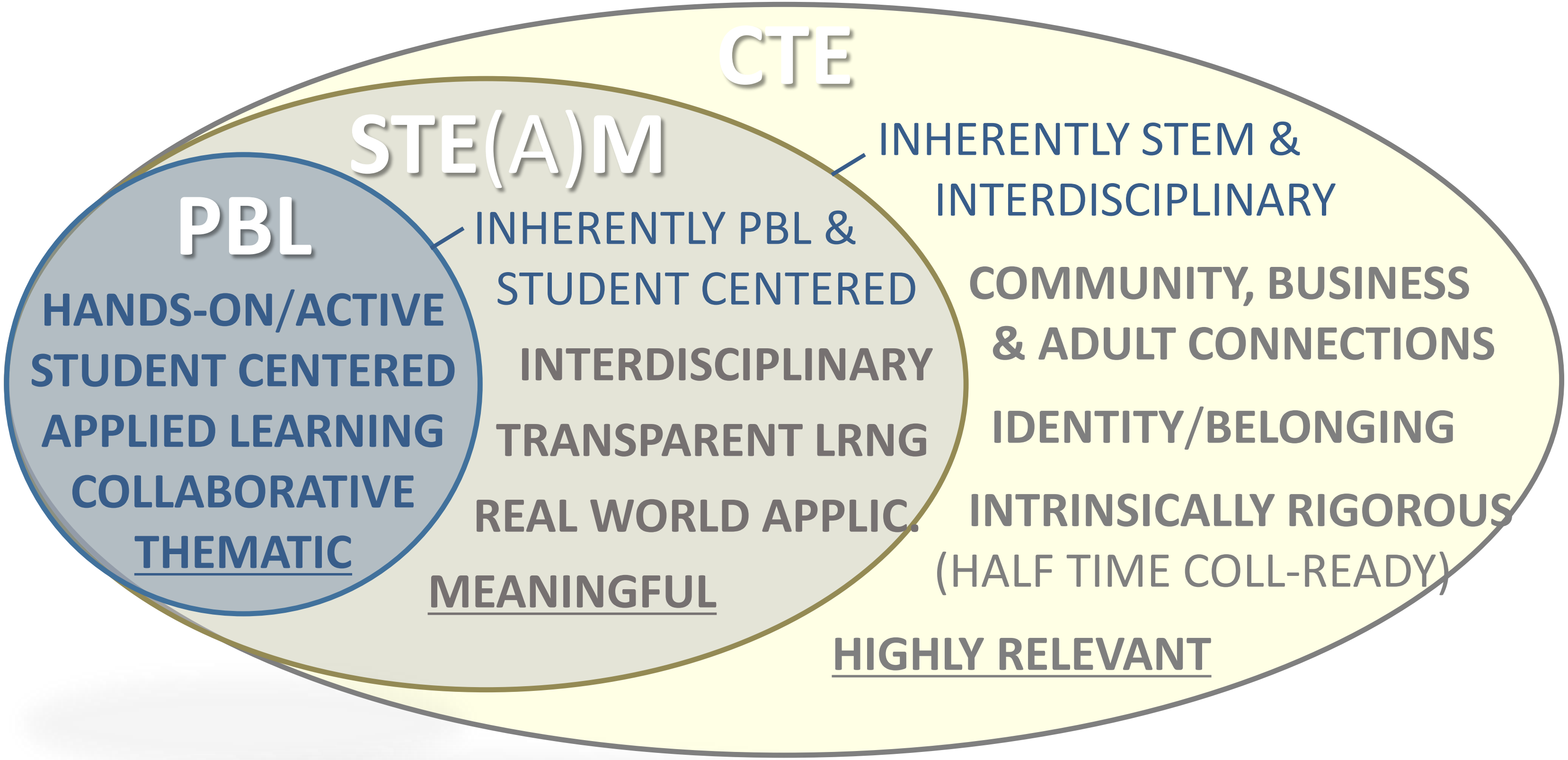
STUDENT CENTERED
INTERDISCIPLINARY
TRANSPARENT LRNG
REAL WORLD APPLIC.
MEANINGFUL


CTE
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INHERENTLY PBL &
STUDENT CENTERED
INTERDISCIPLINARY
TRANSPARENT LRNG
REAL WORLD APPLIC.
MEANINGFUL
INHERENTLY STEM &
INTERDISCIPLINARY
COMMUNITY, BUSINESS
& ADULT CONNECTIONS
IDENTITY/BELONGING
INTRINSICALLY RIGOROUS
(HALF TIME COLL-READY)
HIGHLY RELEVANT

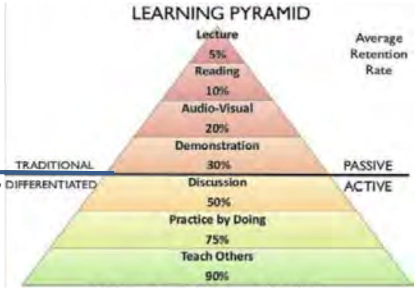
WHAT DOES RESEARCH TELLS US?

ACTIVE/STUDENT CENTERED LEARNING
(PBL, Differentiation & Movement)

COLLABORATIVE/INTERDISCIPLINARY
(Cross-Content, STEM/STEAM & CTE)

Schools That Work
"Research-Supported PBL Practices," Edutopia, 2012.

Shown to develop students' critical thinking skills, long-term retention of content + experience of satisfactation (see Ravitz 2009 for review)



National Training Lab Research, ME

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AUTHENTIC & REAL WORLD APPLICATIONS
(Thematic, Meaningful & Relevant)

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Dr. B. Barron and Dr. L. Darling-Hammond,
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A SENSE OF BELONGING & IDENTITY
(Academies, Career Tracks & Pathways)

COMMUNITY CONNECTIONS/ENGAGEMENT
(Civic, Business & Public Engagement/Use)

M. Whiting, D. Nesbit and L. Spaulding, "Relationship Between Sense of Community and Academic Achievement: A Comparison Among High School Students," 2009, (Online).

Dept. of Education Employment and Workplace Relations, "Belonging, Being and Becoming: The Early Years Framework for Australia," Comm. of Australia. Barton, 2009.

K. Osterman, "Students Need Belonging in the School Community," Review of Educ. Research, pp 323-367, 2009.

Rindge School

of Technical Arts

Formerly known as Rindge Vocational Technical School "For Boys of Strong Physique and Average Intelligence"

THE PROBLEM:

"Nobody knows who I am."

"I' m not good at school."

"I don' t see the relevance."

"Understanding derives from activity."

John Dewey

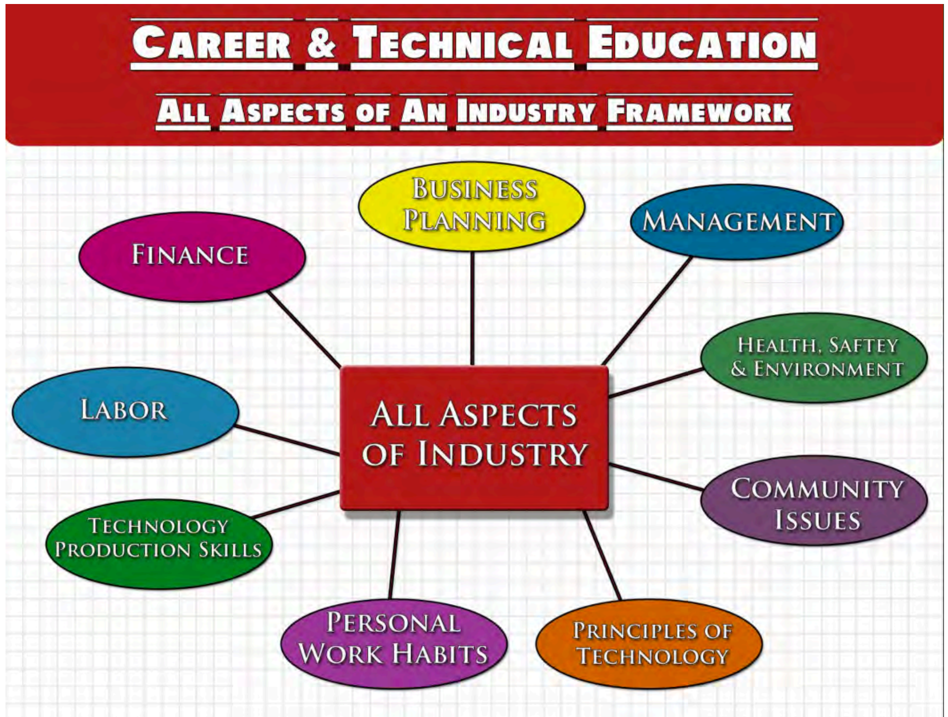
The Coalition of Essential Schools

- Learning to use one's mind well
- Less is More, depth over coverage
- Student-as-worker
- Teacher as coach

Montessori and Horace Mann Constructivist approaches to learning

- Values the human spirit and the development of the whole child—physical, social, emotional, cognitive.

Perkins reauthorization - Broad-Based Transferable Skills

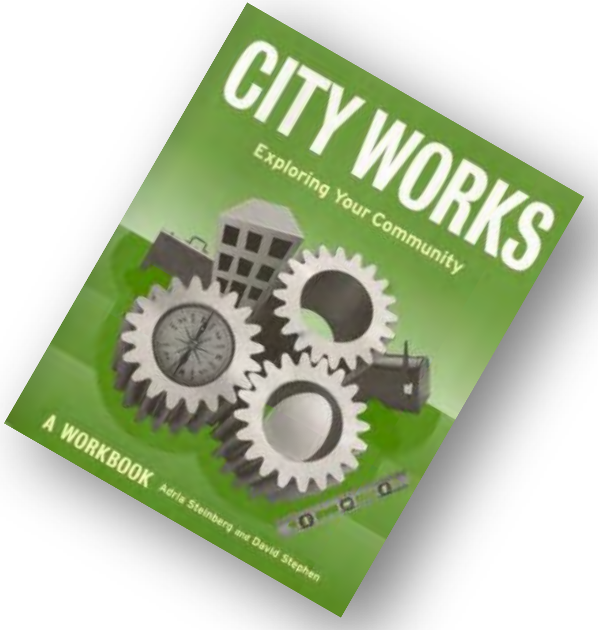


School-to-Work Opportunities Act

- Work-Based Learning
- School-Based Learning
- Connecting Activities

Internships
Field Studies
Student Projects

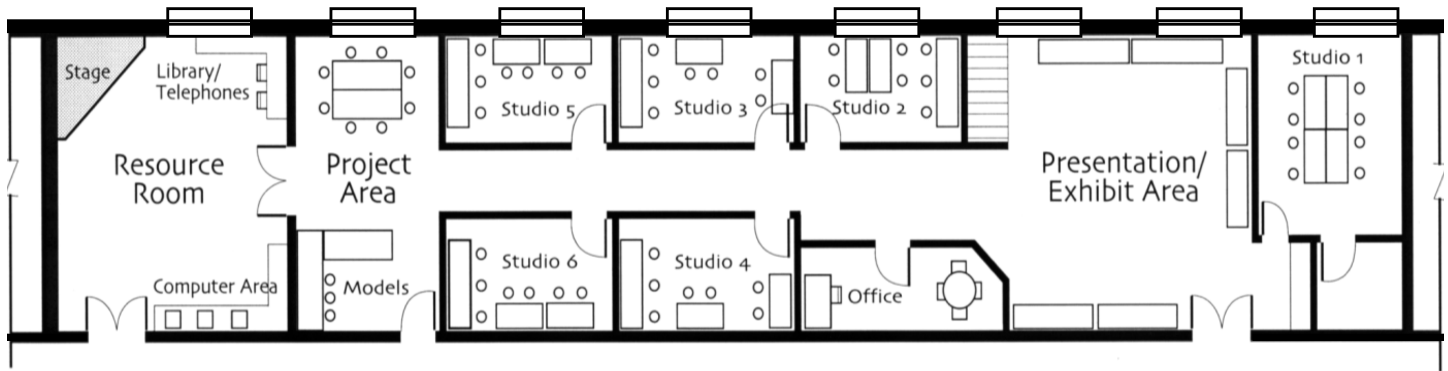
Integrated Academics and Vocational



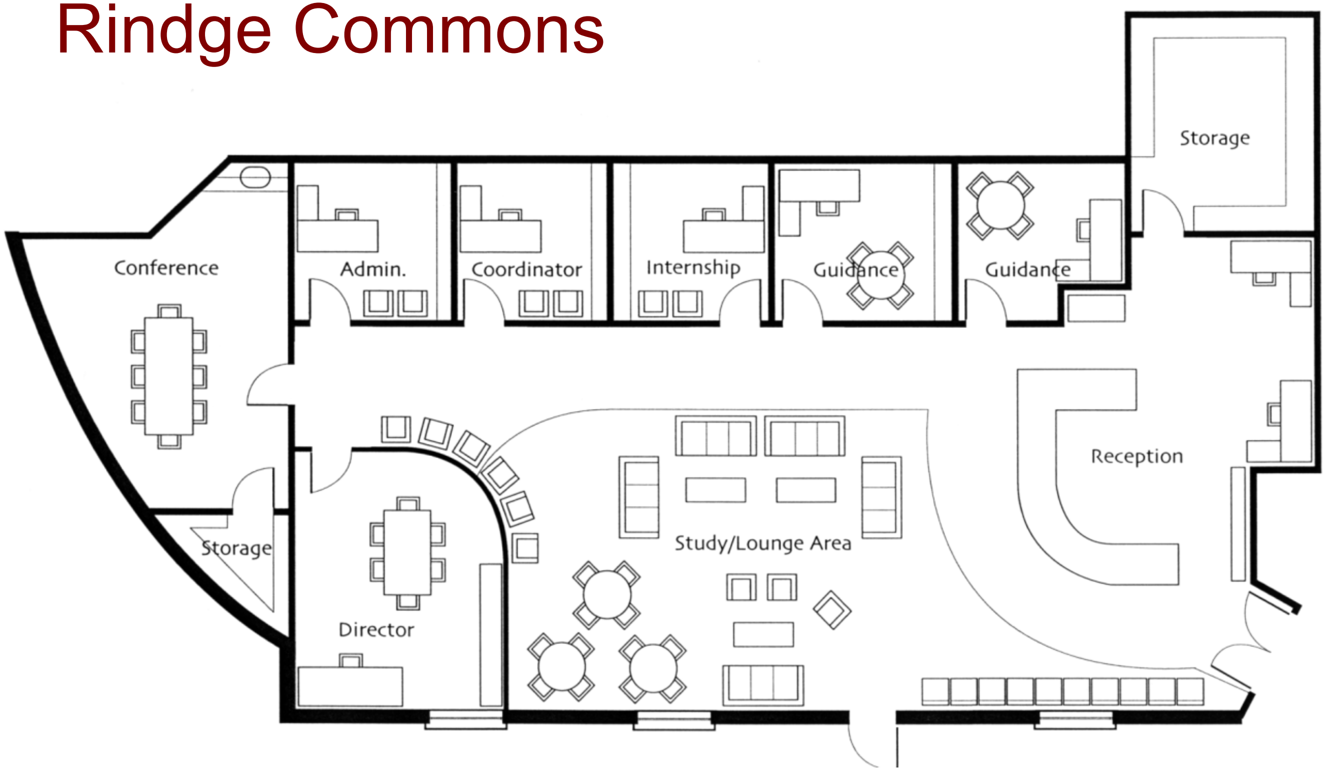
CityWorks

- 9^{th} Grade Exploratory
- Community as Text
- Authentic Projects
- Real Audience
- Presentations and Exhibition

CityWorks Classroom Plan



Rindge Commons



Rindge Commons

RSTA Presentations of Learning

High Tech High

A Hybrid Academic and Vocational Program

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High Tech High

- Founded as one HS school in 2000
- Now a network of 14 schools
- 5 High schools, 4 Middle schools, 2 K-8s, and 3 Elementary
- Graduate School of Ed

High Tech High Design Principles

- Personalization
- Common Intellectual Mission
- Adult World Connection
- Teacher as Designer

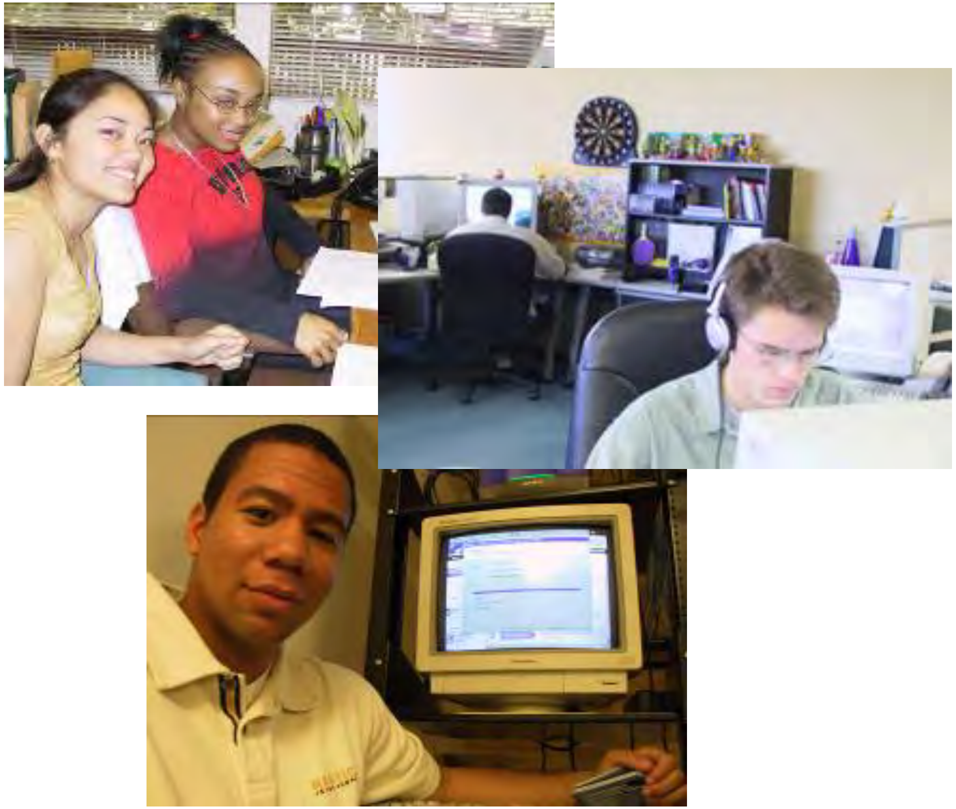
Village Concept

- 3 Villages with some shared amenities
- 300-550 students per school
- Autonomous budgets and leadership

Key Elements

- Engaging
- Relevant
- Project-Based
- No Tracking
- Seamless Academic and Vocational Integration

Internships



HTH has developed academic internships with with over 400 local businesses and organizations including:

Qualcomm Incorporated
Kyocera Wireless
FOX 6 News
San Diego Supercomputer Center
Wirestone
Fish & Richardson
San Diego Regional Economic Dev. Corp.

Capstone Projects

Exhibitions and Presentations

Digital Portfolios

Intersession 2008

HTH Stats

- Blind lottery by zip code
- $7,400 per year per student
- 50 – 60% students of color
- 35 – 50% free and reduced lunch
- Top 20% in STAR and CAHSEE
- Strong communication skills

HTH Outcomes

- 100% HS Graduation
- 92% College Entry
- 80% 4-Year College
- 35% First Generation
- 76% Retention after 4 years.
- Alumni report being well prepared
- +38% entering STEM fields

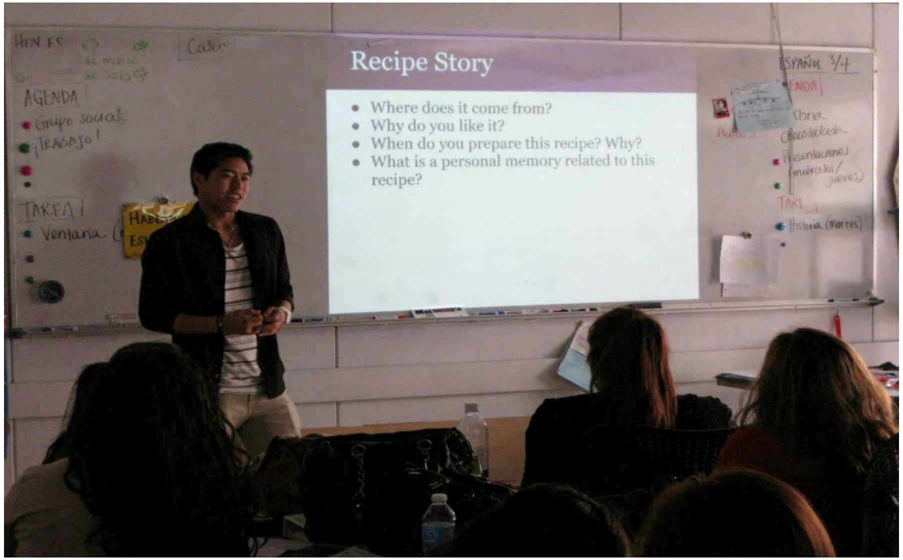
California Average

- 50% HS Graduation / 17% STEM fields /
- 60% Retention

Project-Based
Teaching and Learning

Project-Based Instruction

- Authentic Contexts
- Performance assessment
- Product creation



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

The 6 A's of Powerful PBL

1. Academic Rigor
2. Authenticity
3. Applied Learning
4. Active Exploration
5. Adult Connections
6. Assessment Practices

Adria Steinberg – Real Learning Real Work

Vocational Education in the 21st Century

21st Century Teaching and Learning

The 6 Rs

Reading
WRiting
ARithmetic

Rigor
Relevance
Relationship

The 4 Cs

- Critical Thinking
- Communication
- Collaboration
- Creativity

plus Citizenship

Head & Hand

Growth Mindset

- Student-Centered
- Interdisciplinary
- Technology-Infused
- Fully-Inclusive
- Differentiated
- Community Connected
- Problem & Project-Based
- Process & Product Oriented

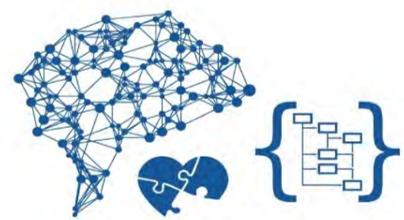
Top 10 Skills

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

in 2020

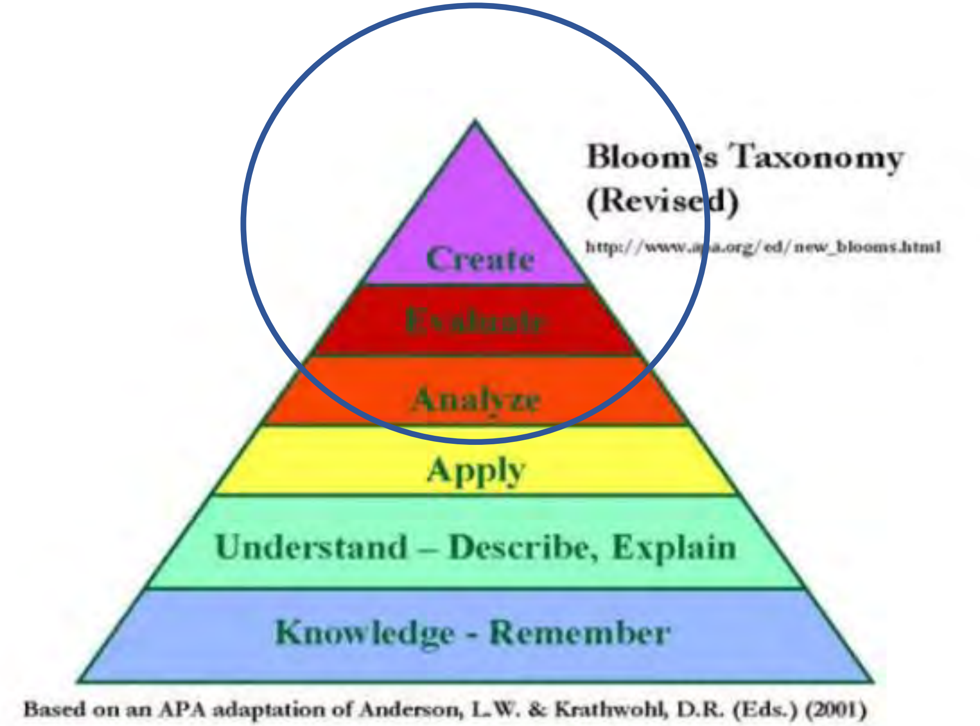
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



WORLD ECONOMIC FORUM
COMMITTED TO IMPROVING THE STATE OF THE WORLD

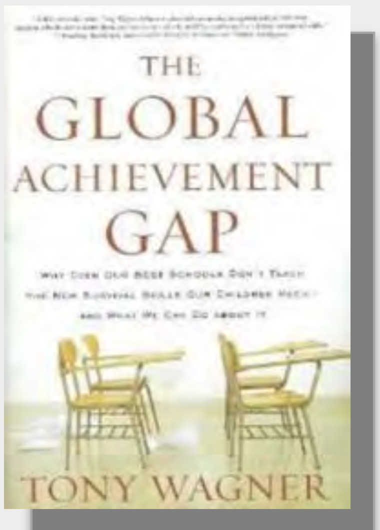
Source: Future of Jobs Report, World Economic Forum

Bloom’s Taxonomy (Revised)



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

Focus on Learning NOT Teaching

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

Common Core ELA and Math Shifts

- Complex Text
- Academic Language
- Evidence from Text
- Building Knowledge
- Content-Rich Nonfiction

- Concepts and Skills
- Problem Solving
- Thinking Across Grades
- Conceptual Understanding
- Fluency
- Application

Next Gen Science Standards

Science Practices

Next Generation Science Standards

Ask Questions
- What am I observing?
- What does this evidence mean?
- What is the relationship between these variables?
- How can I make my model more accurate?
- What evidence do I need to answer my question?
- What hypothesis can I state based on my observations?
- Is the data used correctly in the argument?

Investigate
- Use the Scientific Method.
- State the goal of the investigation.
- Predict outcomes.
- Plan a course of action that will provide the best evidence to support conclusions.
- Use scientific ideas to show why data can be considered evidence.
- Reduce error in procedures.

Use Math
- Use computers to analyze very large data sets for patterns and trends.
- Use mathematical representations to support scientific conclusions.
- Create algorithms (a series of ordered steps) to solve a problem.
- Use digital laboratory tools to observe, measure, record, and process data.
- Make quantitative predictions.

Communicate
- Be a critical consumer of information about science
- Critically read scientific texts to determine the central ideas and obtain scientific information to describe patterns in evidence.
- Use multiple sources to obtain information used to evaluate the validity of claims and methods.
- Communicate ideas by using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and discussion.

Design a Model
- Models include diagrams, physical replicas, mathematical representations, analogies, and computer simulations.
- Models highlight some ideas and simplify others.
- Models are used to help find questions and explanations, to get data to predict, and to communicate ideas.
- Models are based upon evidence. New evidence, changes the model.

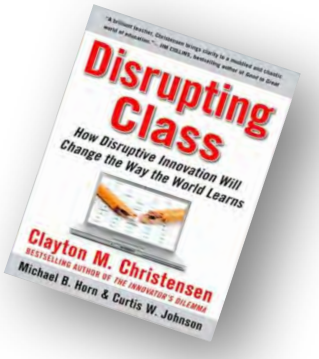
Analyze Data
- Construct and interpret graphical displays of data.
- Use computers to tabulate, graphically represent data, visualize, and statistically analyze.
- Use math to represent relationships between variables and identify patterns.
- Take into account sources of error.
- Is one variable the cause (causal), or do both just happen at the same time (correlational)?

Explain
- An explanation includes qualitative or quantitative relationships between variables that predict and describe phenomena.
- Design investigations that generate data to determine explanations to questions.
- Apply scientific reasoning to show why the data or evidence is adequate for the explanation or claim.
- Construct an explanation using models or representations.

Argue
- Argue when investigating a phenomenon, resolving questions about measurements, building data models, and using evidence to evaluate claims.
- Arguing happens when listening, comparing, and evaluating competing ideas and methods.
- Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions.

Blended Learning

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

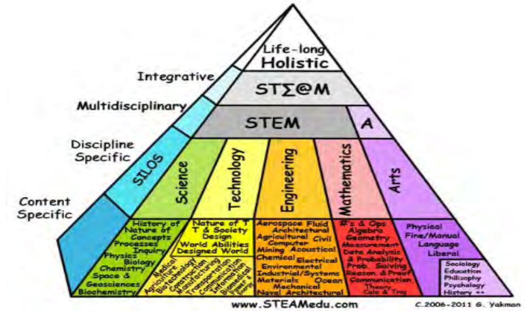


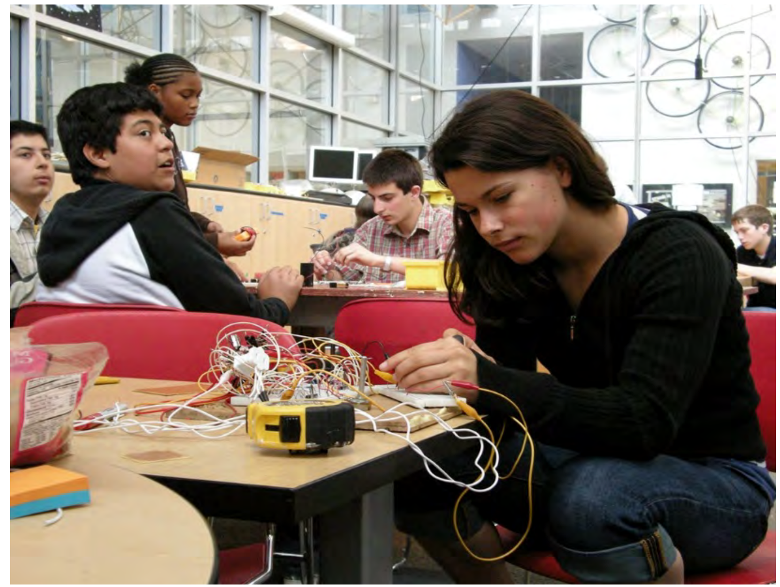
Differentiated Instruction

- Full Inclusion
- Personalization
- Self-Paced and Small Group
- Anywhere, anytime learning

STEM and STEAM

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





Head and Hand

- Project and Problem-Based Learning
- Heads On Vocational, Hands-On Academics Authentic and Community Contexts for Learning

Design/Engineering Thinking

- Maker Movement
- Academic Tech Integration
- Art Integration
- Problem Solving



Community Partnerships

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

Future Ready Schools Activity



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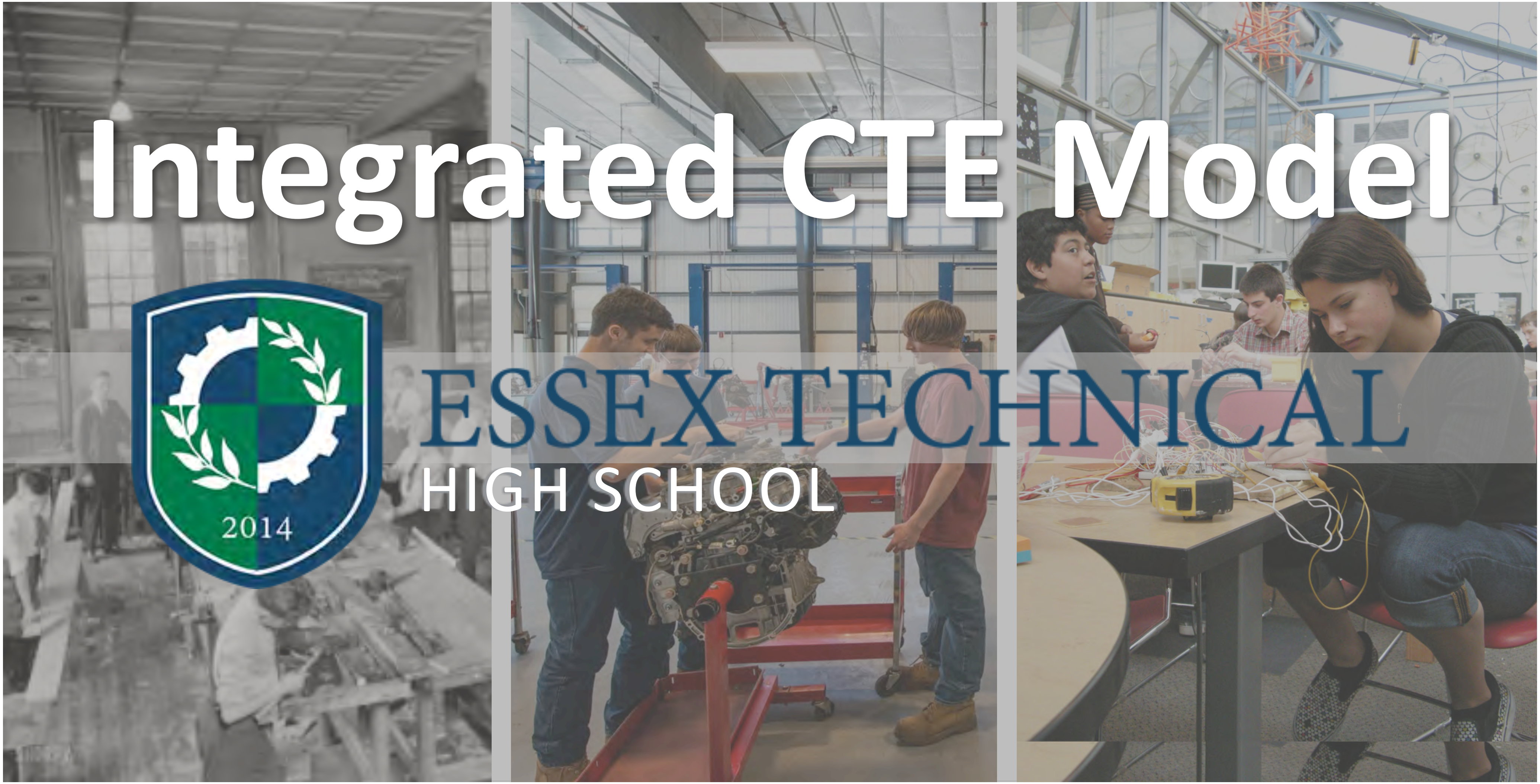

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ESSEX TECHNICAL HIGH SCHOOL

21% AP Classes

1200 APPLICANTS FOR 360 SEATS

78% ONTO POST-SECONDARY EDUCATION

99% GRADUATION RATE

A LEVEL **1** SCHOOL

19% Into Workforce

Admission is based on grades, attendance, conduct, counselor recommendation and an interview.

It is blind to income and any special needs

NEW AGRICULTURAL & TECHNICAL HIGH SCHOOL
MERGED PROGRAMS FROM 3 SCHOOLS

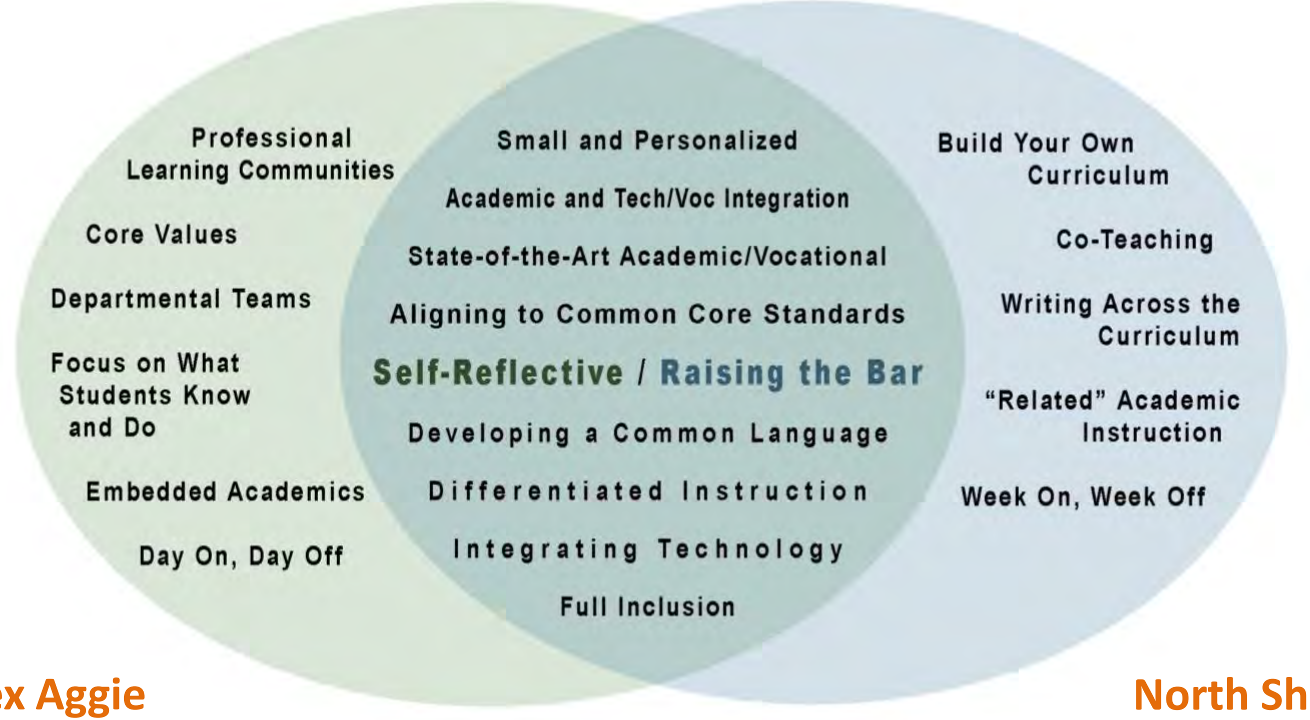
SERVES 17 NORTH SHORE COMMUNITIES
1440 STUDENTS, GRADES 9-12
23 CAREER TRACKS

165 ACRE SITE
328,000 GSF (+42,000 GSF FARMSTEAD)
228 GSF/STUDENT (NOT INCLUDING FARMSTEAD)

$293/SF (NOT INCLUDING FARMSTEAD)
$104,900,000 CONSTRUCTION COST
$133,770,000 TOTAL PROJECT COST (BUDGET)

CONSTRUCTION JUNE 2012 - SEPTEMBER 2014

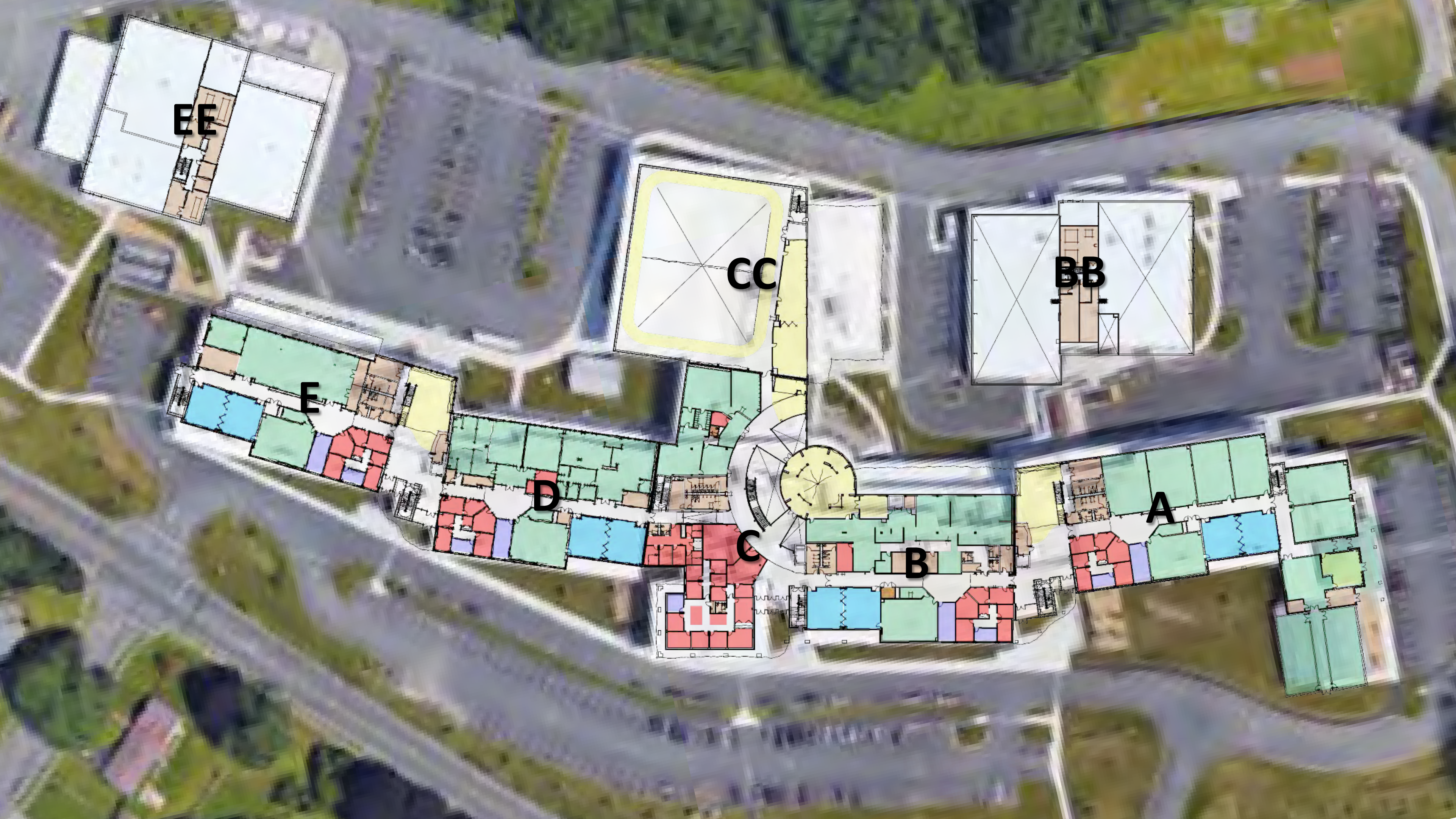
COMPARISON OF PROGRAM CHARACTERISTICS AND INITIATIVES



Essex Aggie | **North Shore Tech**

1. **CTE SCHOOL w/ Ag.** (authentic/relevant)
2. **Hands-On Learning & Interdisciplinary** (collaboration)
3. **Flexib./Adaptability** (varied instruction)
4. **Small Communities, Large School Pride** (identity/belonging & relationship bldg)
5. **Community & Real World Connections**

A. Animal & Plant Science
B. Technology & Services
C. Community/Active Core
D. Life & Natural Sciences
E. Construction Technology
F. Equine Barn
G. Maintenance Garage
H. Press Box/Bleachers
I. Storage Building
J. Concessions
K. Team Rooms
L. Livestock Barn
M. Small Engine Repair
N. Riding Arena
O. Hay Barn
P. Landscape Equipment
Q. Animal Science
R. Farm Stand
S. Central Administration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CC
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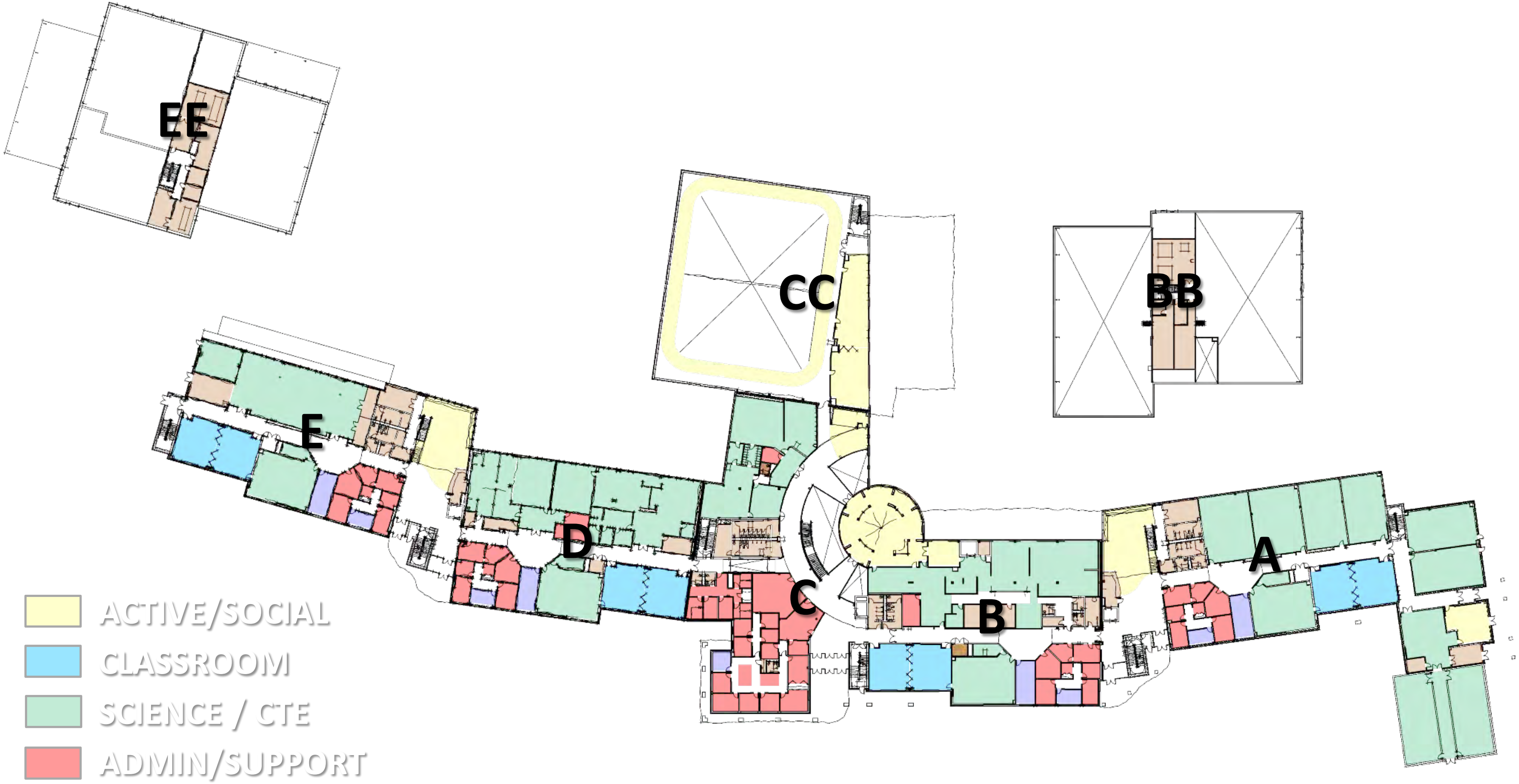
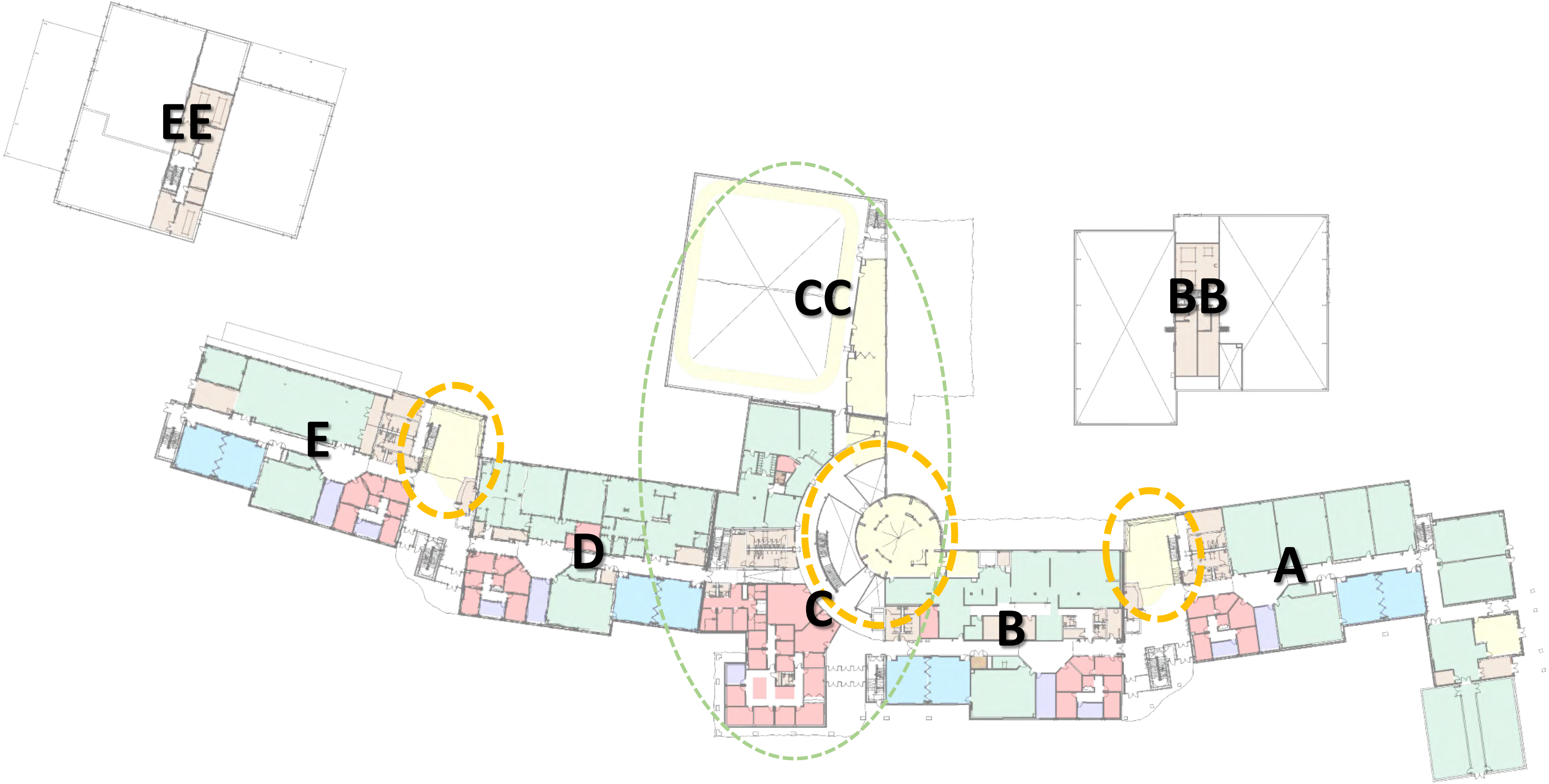
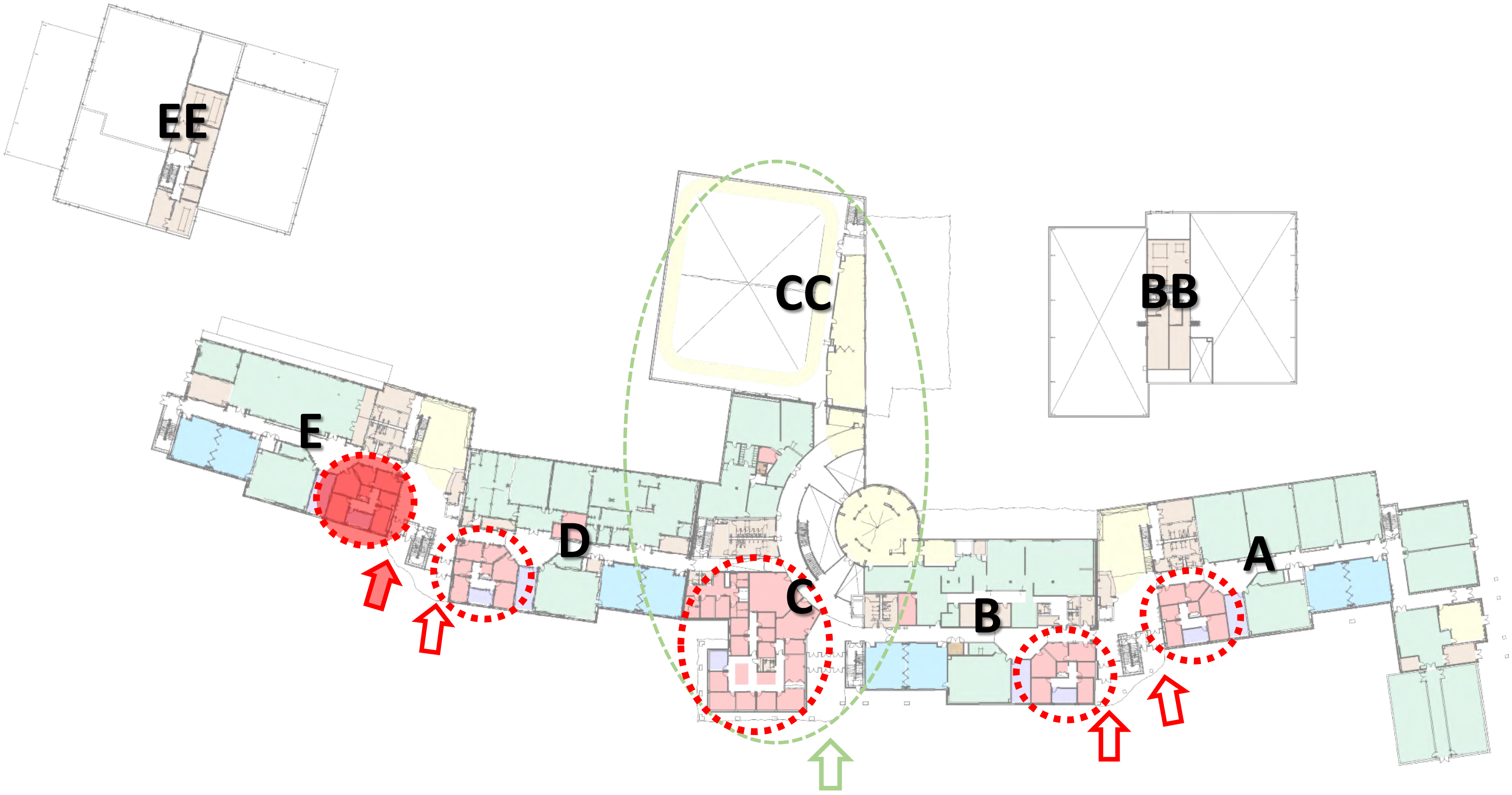

EE
CC
BB
E
D
C
B
A
ACTIVE/SOCIAL
CLASSROOM
SCIENCE / CTE
ADMIN/SUPPORT


EE
CC
BB
E
D
C
B
A


EE
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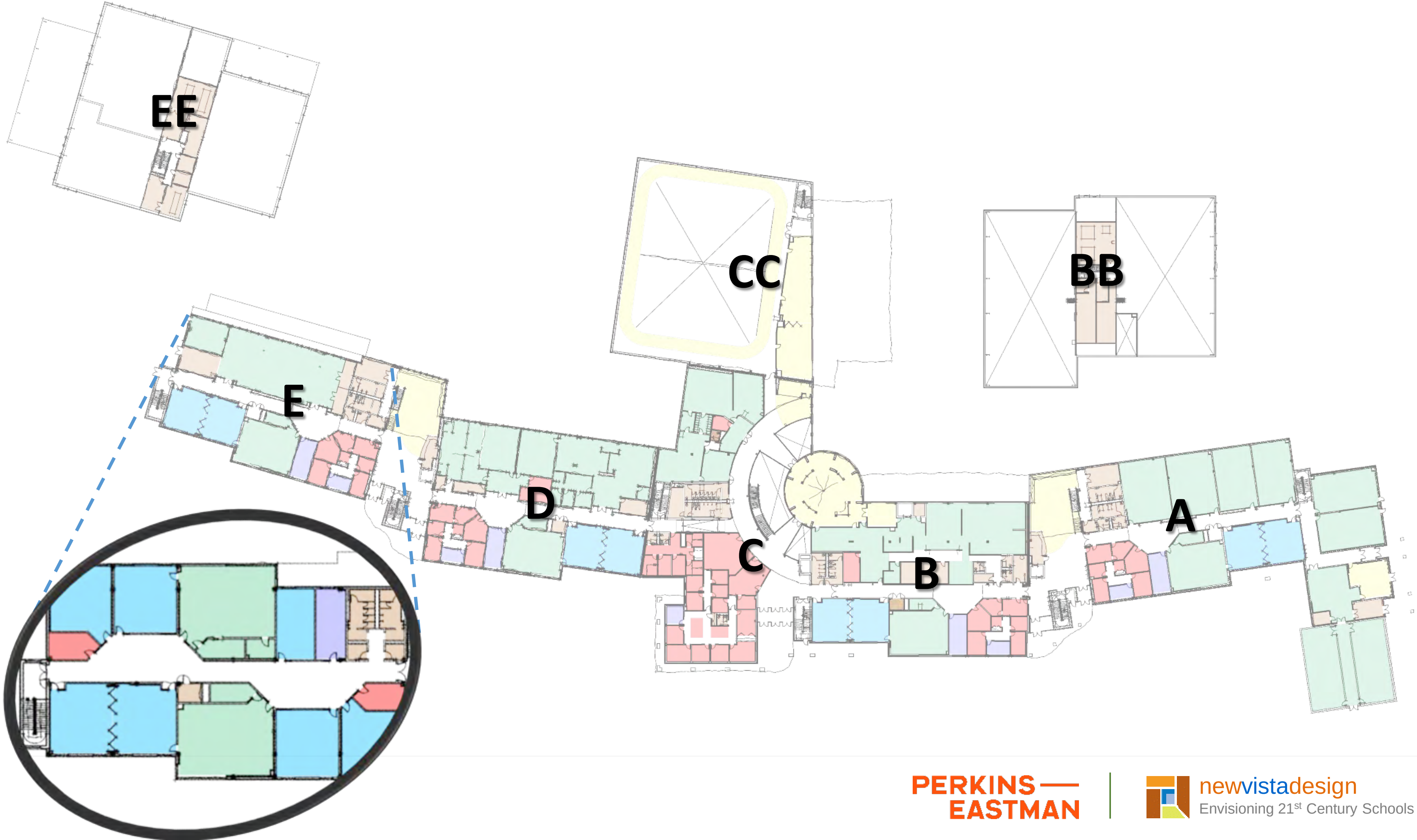

PERKINS EASTMAN

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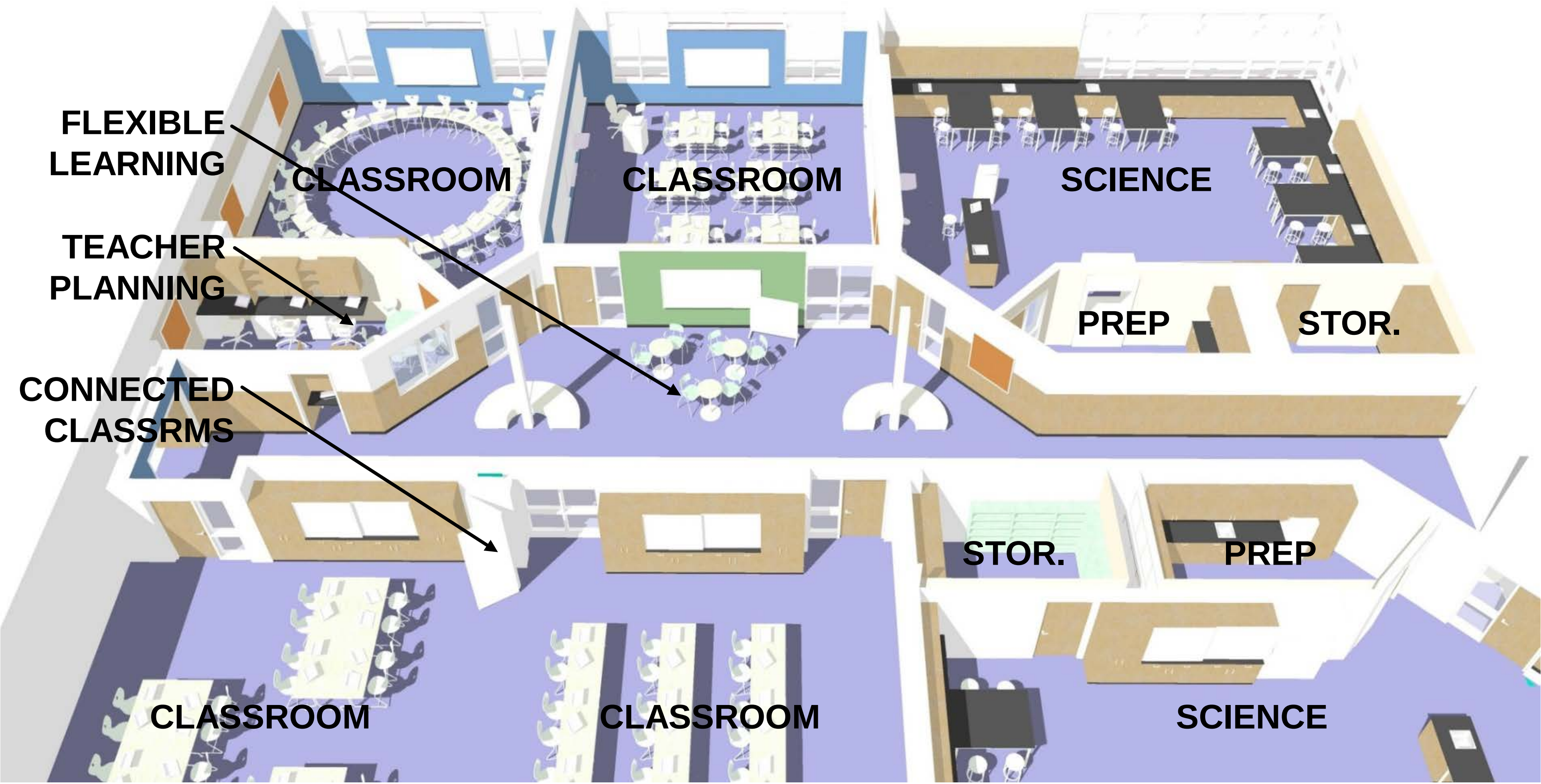
Envisioning 21st Century Schools



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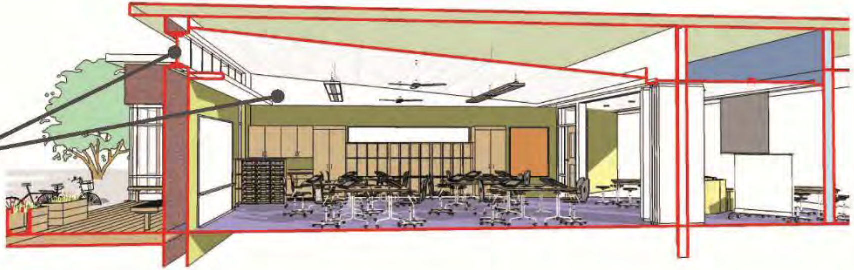
HIGH PERFORMANCE/GREEN ENVIRONMENT
Super-insulated cavity
High efficiency systems
High efficiency MEP systems
Quality IAQ/ventilation (displaced)
Daylight/occupancy sensors
Enhanced daylight & indirect lighting
High acoustics
Durable/low-maintenance

OCCUPANT COMFORT/CONTROL
Operable windows & ceiling fans
In-room thermostat
Multiple switching/light levels

FLEXIBILITY/COLLABORATION
Dispersed teaching walls
Good visibility/connected clusters
Break-out (flexible space)
Adjacent to planning rooms
Operable wall (large group)

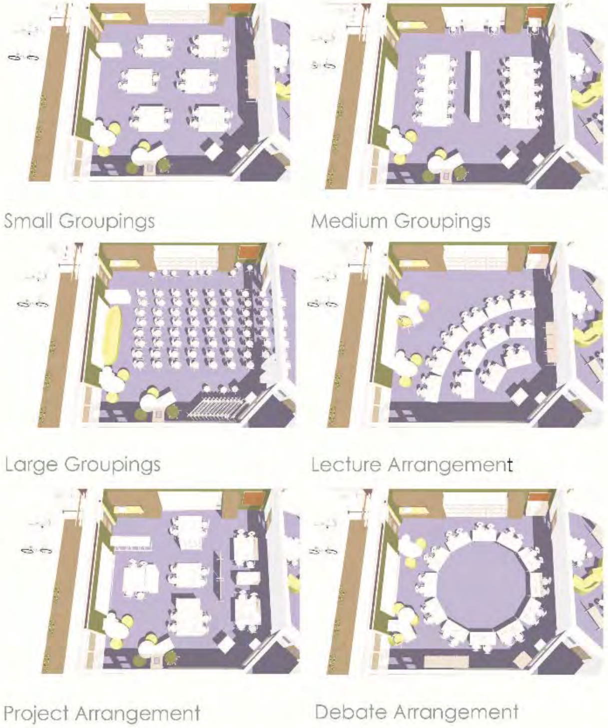
UBIQUITOUS TECHNOLOGY
Interactive display and resources
Wireless environment
1 on 1 computing
Distance learning capable

MOBILE/ADJUSTABLE FURNISHINGS
(inc. storage)



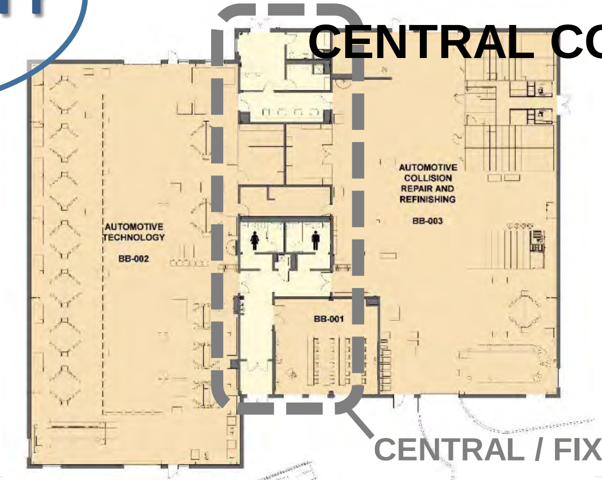
CLASSROOM SECTION

CLASSROOM PERSPECTIVE

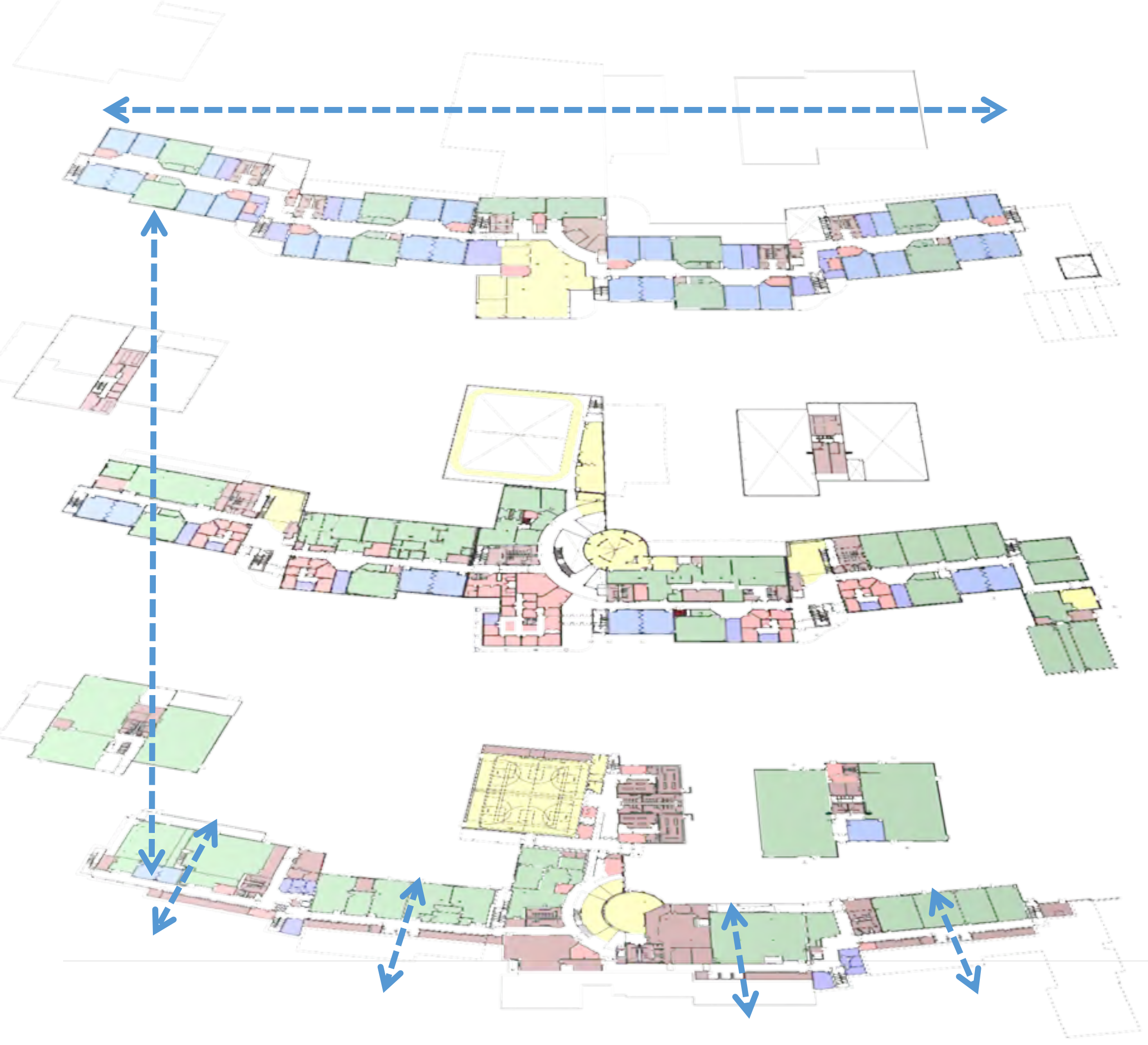


FLEXIBILITY

CENTRAL CORE



CENTRAL / FIXED SPINE



Horizontal Stacking
- Lower Level - High Bay Labs
- Main Level - Mid Height Labs
- Upper Level - Labs/Academics

Vertical Organization
- (4) Academy Structure
- Academic/Career Integration

Front to Back
- Stacked/Fixed Academy Fronts
- Program Push/Pull Flexibility in Back
- 3-Grade Construction Types

Design Patterns

WELCOMING ARRIVAL / A PLACE TO GATHER

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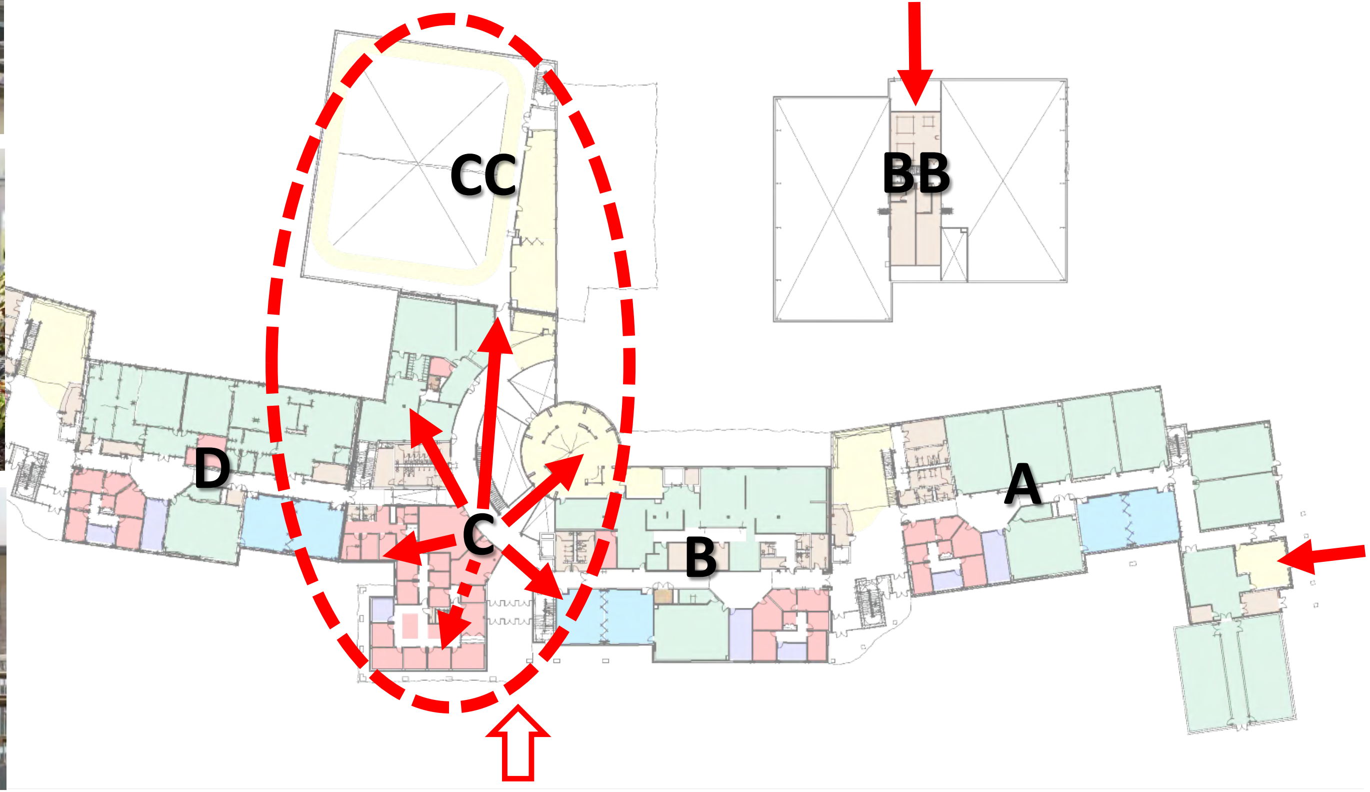
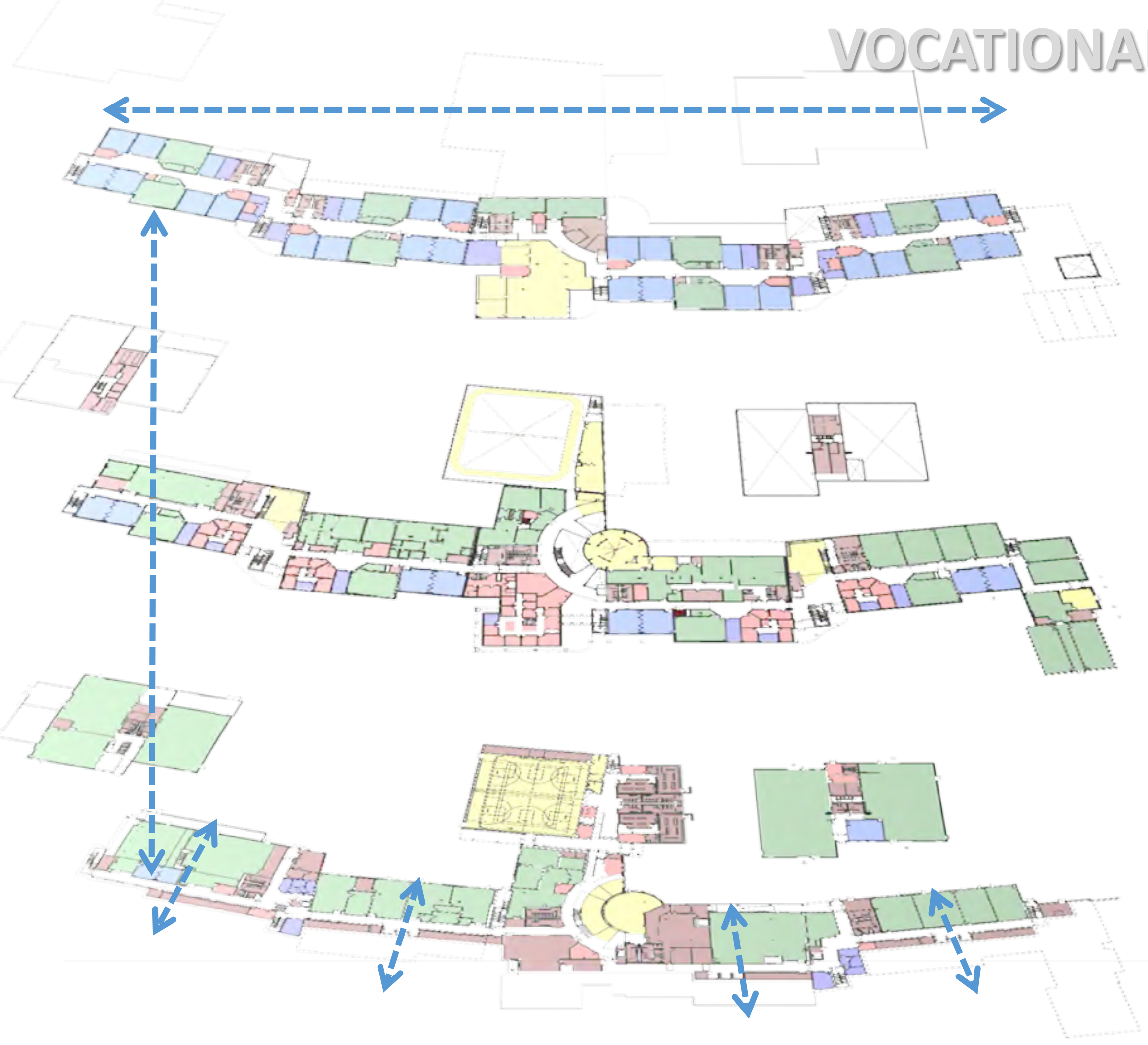
WARM GREETING / GATE KEEPING

ZONED FOR COMMUNITY USE & ACCESS



HEART OF THE SCHOOL

VOCATIONAL / ACADEMIC ADJACENCIES



Horizontal Stacking

- Lower Level - High Bay Labs
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Vertical Organization

- (4) Academy Structure
- Academic/Career Integration

Front to Back

- Stacked/Fixed Academy Fronts
- Program Push/Pull Flexibility in Back
- 3-Grade Construction Types

DISTRIBUTED DINING

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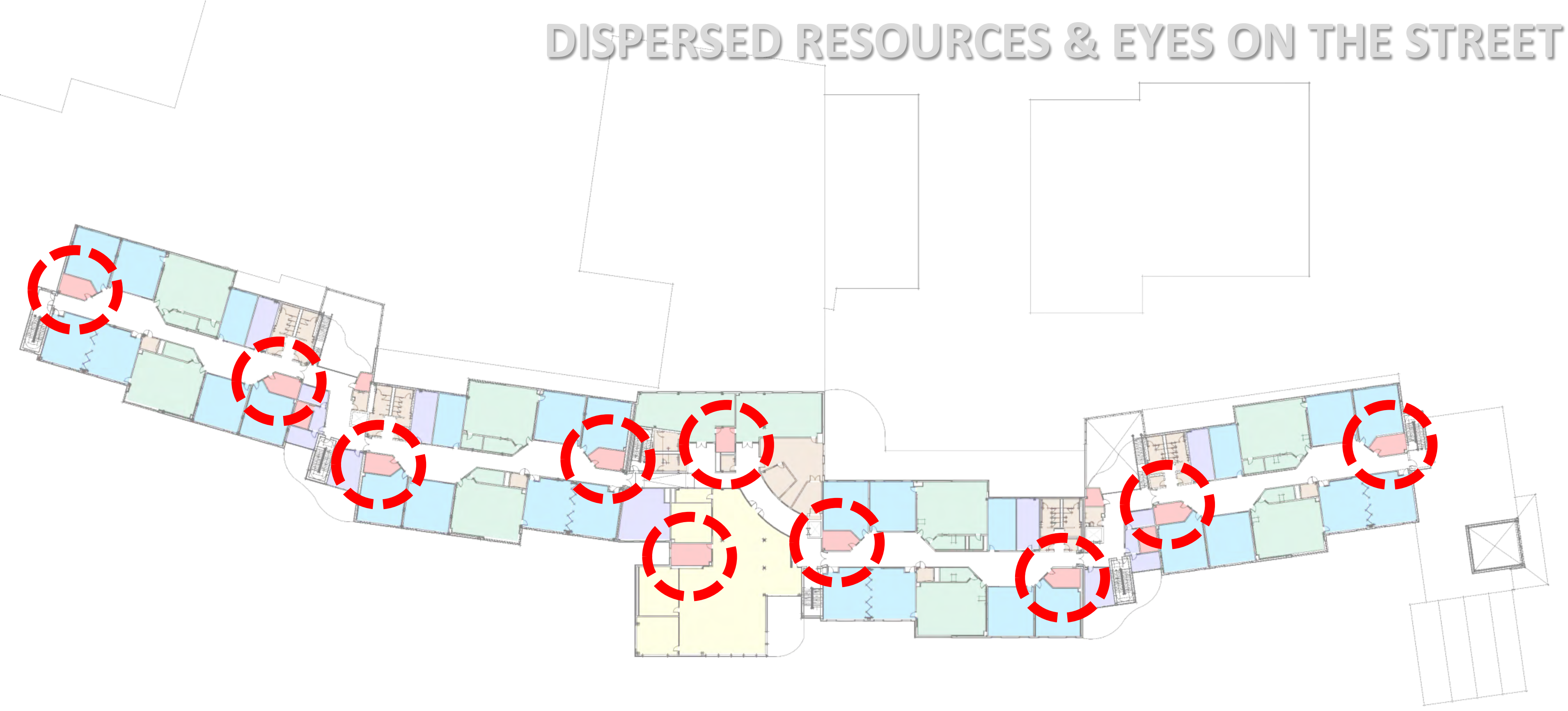
DISPERSED RESOURCES & EYES ON THE STREET



ACADEMIC NEIGHBORHOODS / CLUSTERS

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VARIED SPACES

MEDIA CENTER AS LEARNING COMMONS

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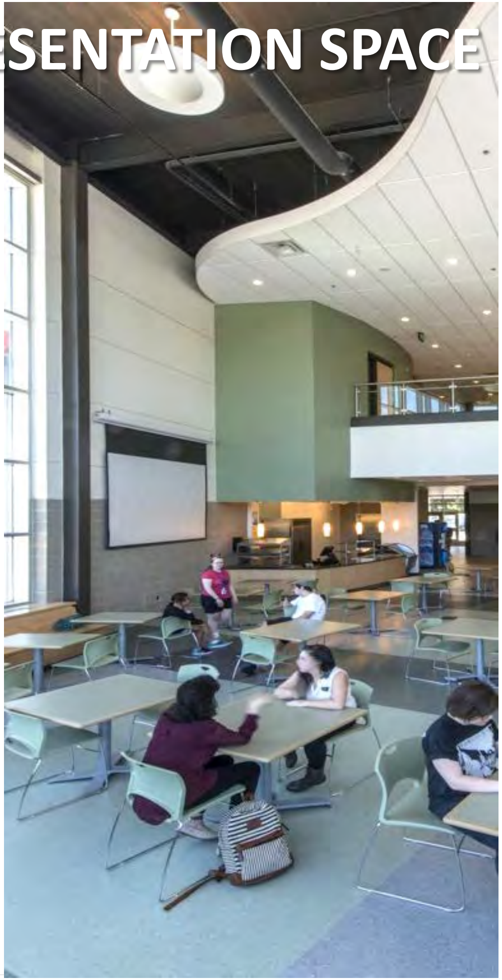
INFORMAL LEARNING & PRESENTATION SPACE



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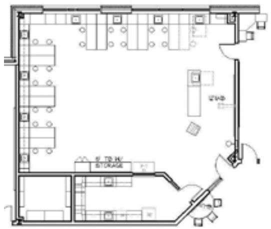
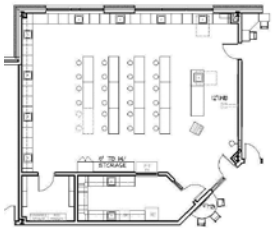
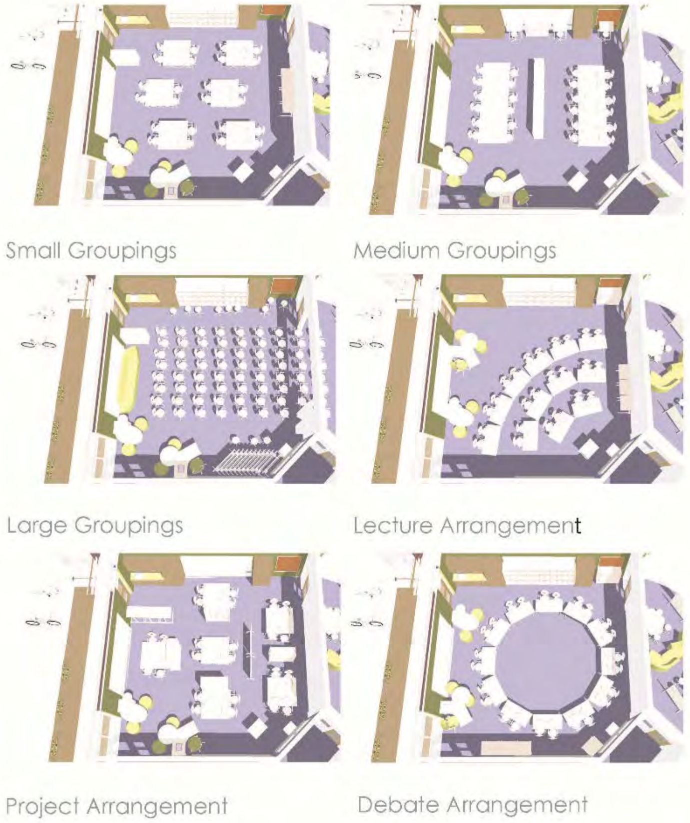
EXTENDED LEARNING BEYOND THE CLASSROOM

FLEXIBLE / ADAPTABLE CLASSROOMS





ADJUSTABLE / MODULAR FURNITURE



SEEMLESS TECHNOLOGY

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OUTDOOR CONNECTIONS

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SCHOOL AS TEACHING TOOL

TRANSPARENCY / LEARNING ON DISPLAY

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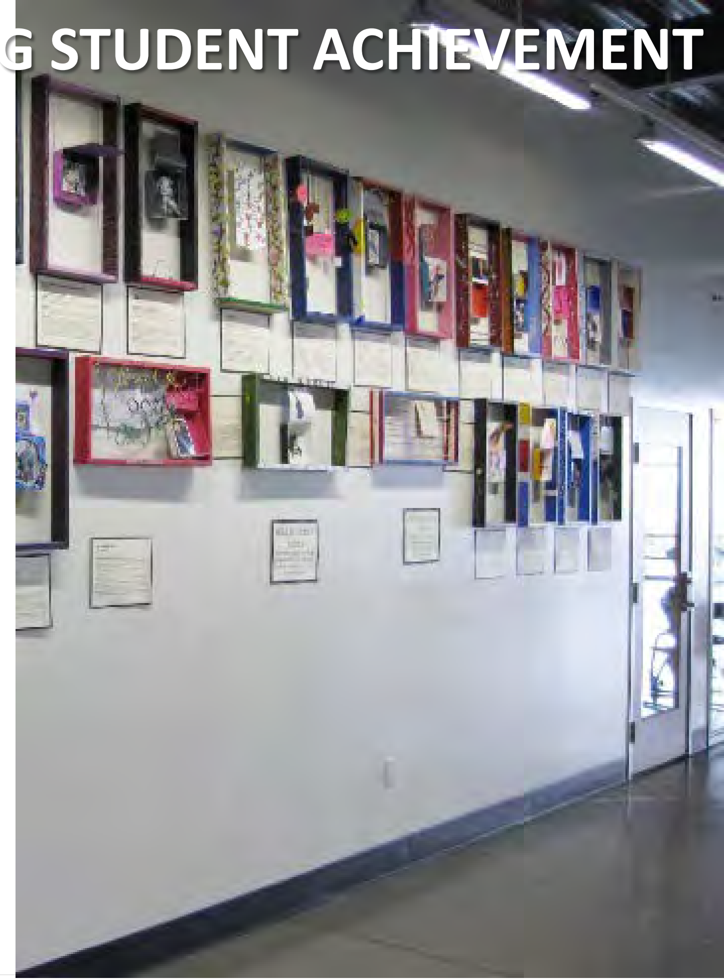
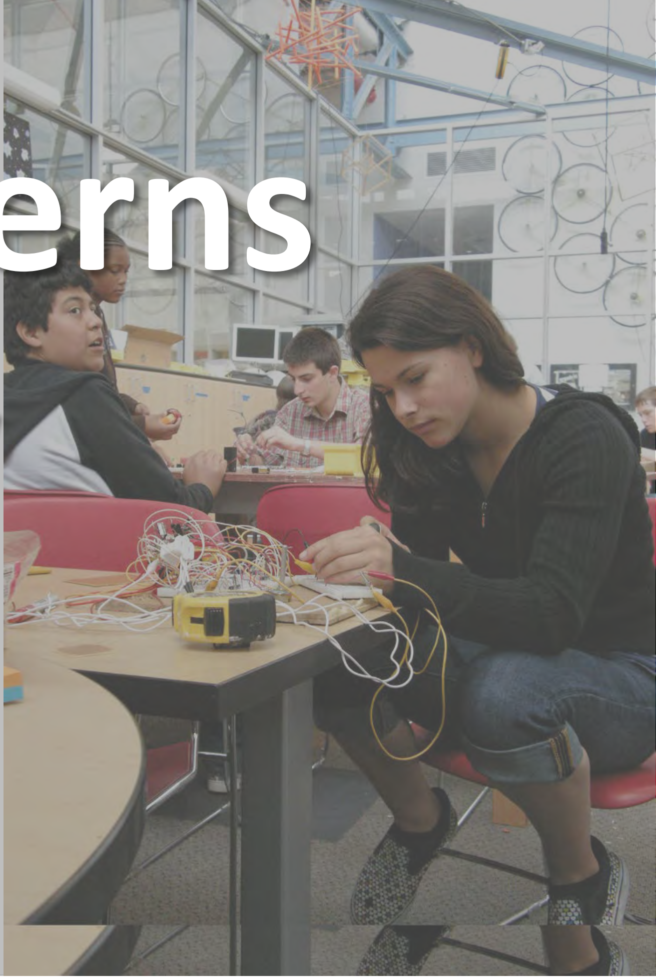
DISPLAY & CELEBRATING STUDENT ACHIEVEMENT



BRANDING & IDENTITY

Design Patterns Activity



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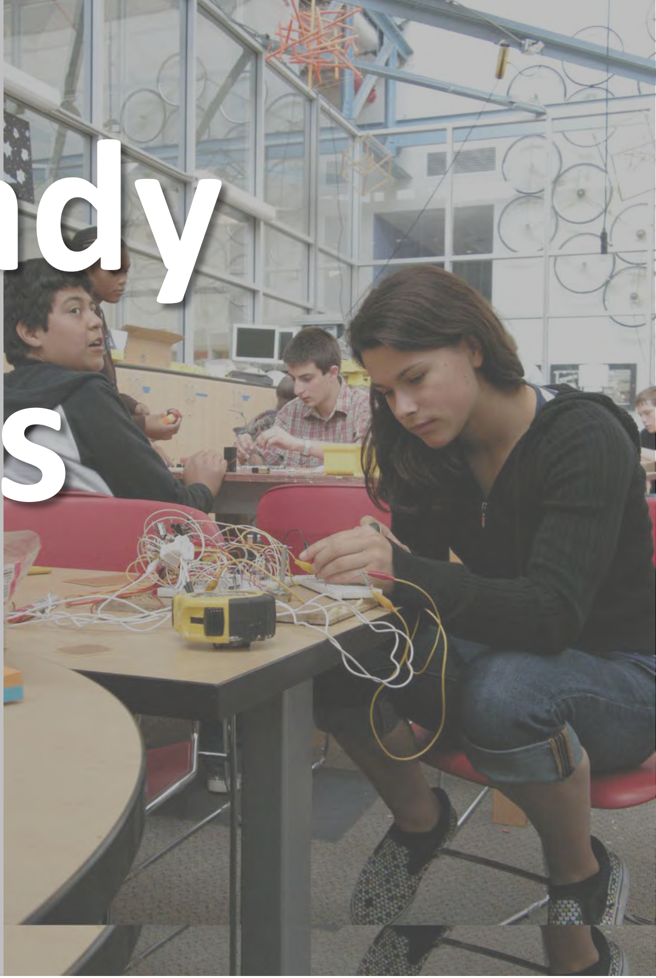
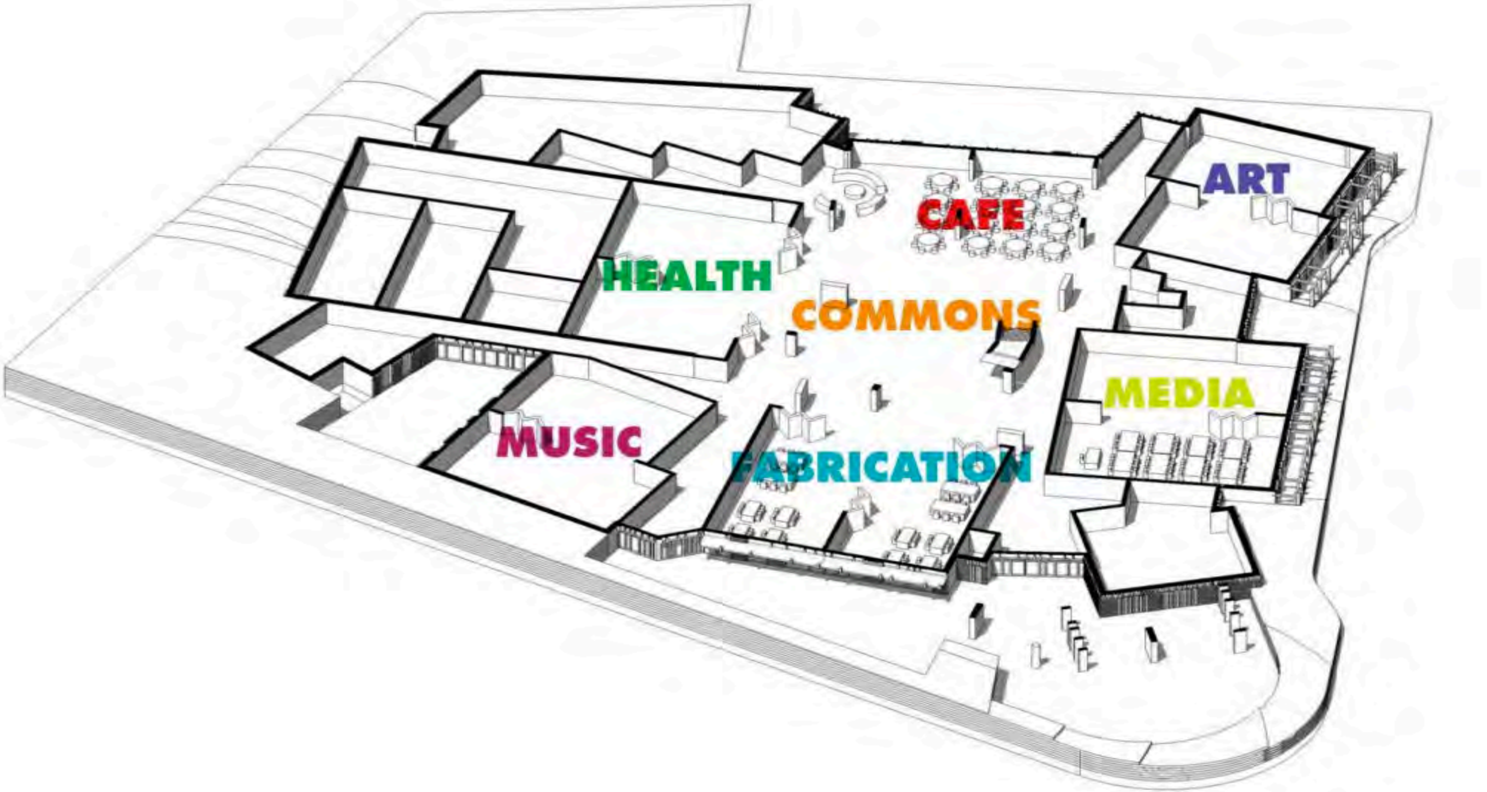
Future Ready Examples

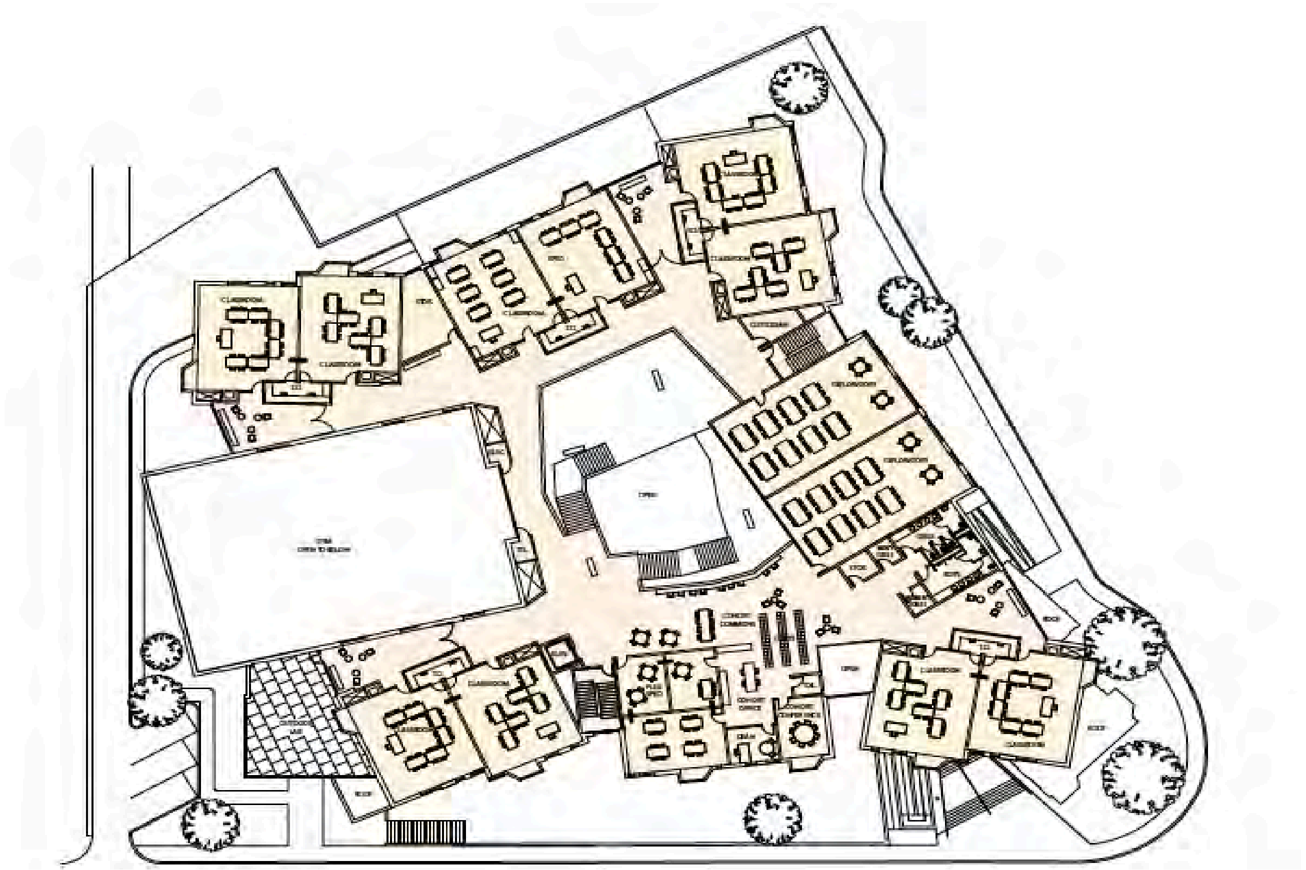


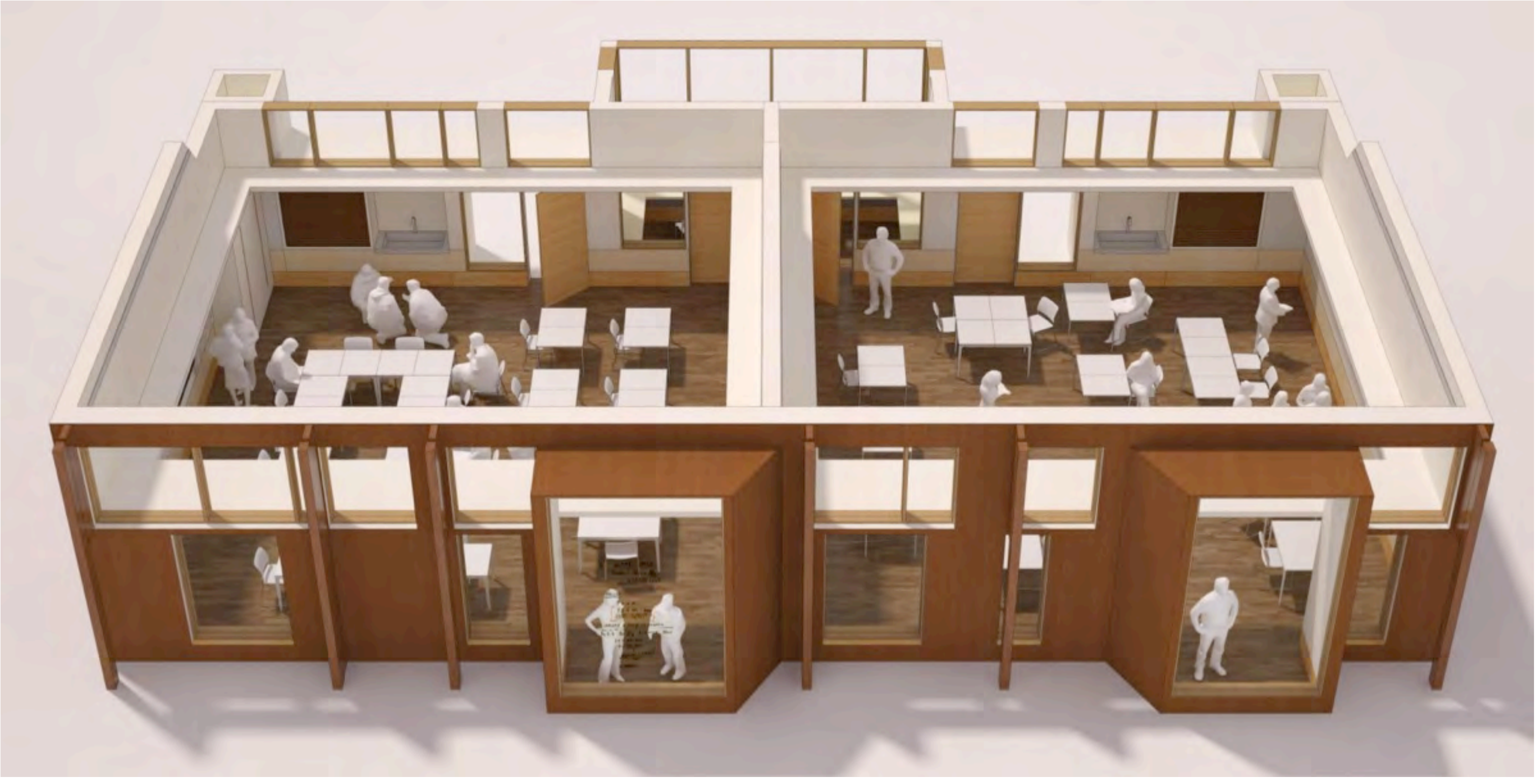
DEARBORN EARLY COLLEGE STEM ACADEMY

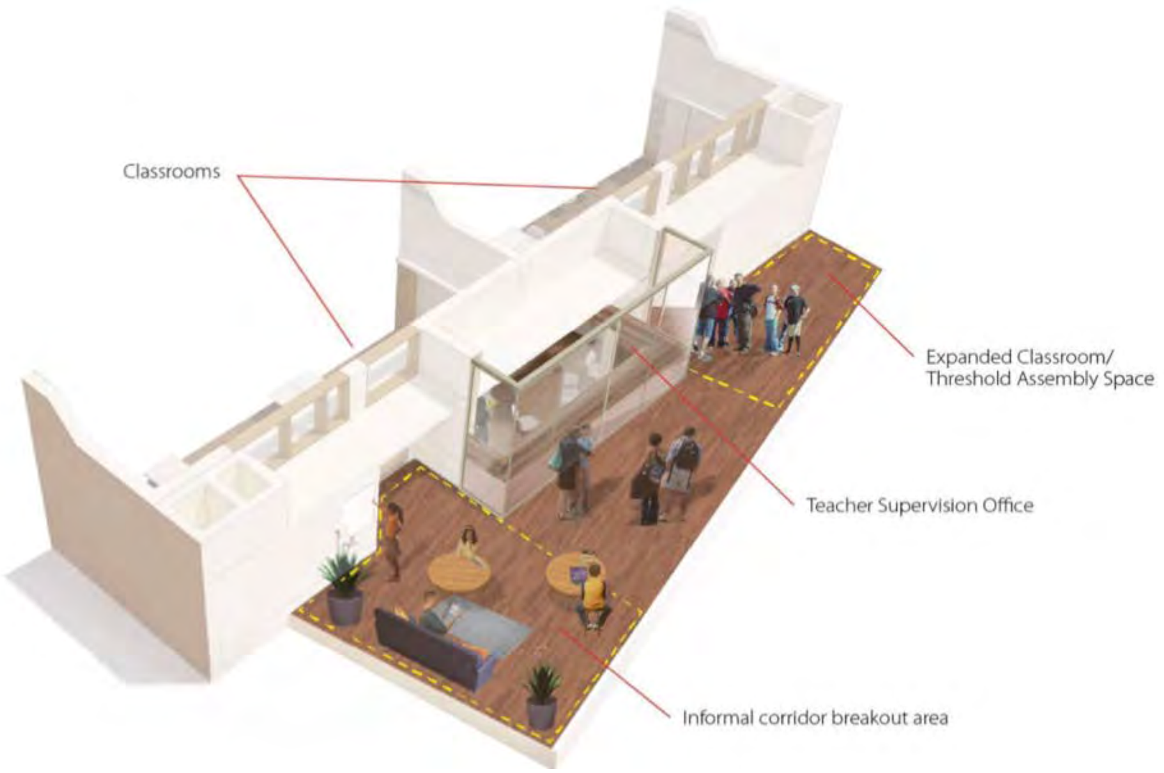
1. Mastery-Based Learning
2. Trans-disciplinary Instruction
3. Design-Focused
4. Personalized
5. Community



ART
CAFE
HEALTH
COMMONS
MEDIA
MUSIC
FABRICATION





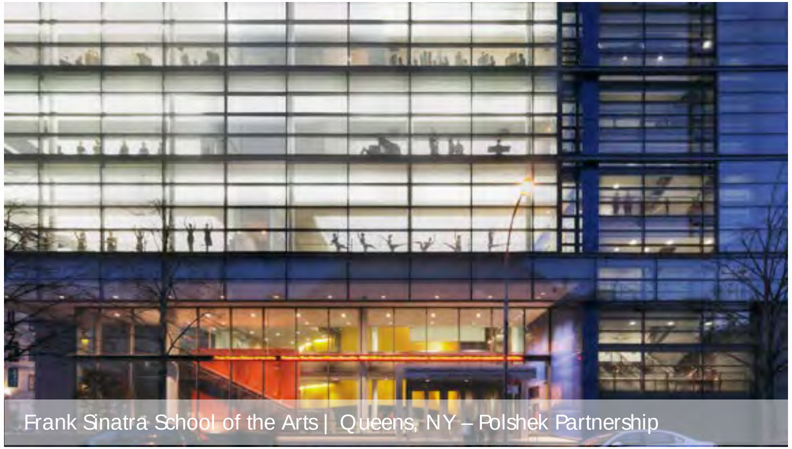

Classrooms
Expanded Classroom/
Threshold Assembly Space
Teacher Supervision Office
Informal corridor breakout area

"by varying the width of the interior space framed between the classrooms, which would traditionally be concieved of as simply corridors, the spaces are transformed into educational environments by creating unique breakout areas"

BOSTON ARTS ACADEMY

GUIDING DESIGN PRINCIPLES

- A Beacon for the Community
- Express Interconnected Nature of the Program
- A Place for Expression and Ideas (process and creation celebrated)
- Heart of the School
- School as Teaching Tool
- Offer Glimpses of Artists Evolving and Opportunities for Revealing Work Thru Performance Display



Frank Sinatra School of the Arts | Queens, NY – Polshek Partnership


Map
Google
2D

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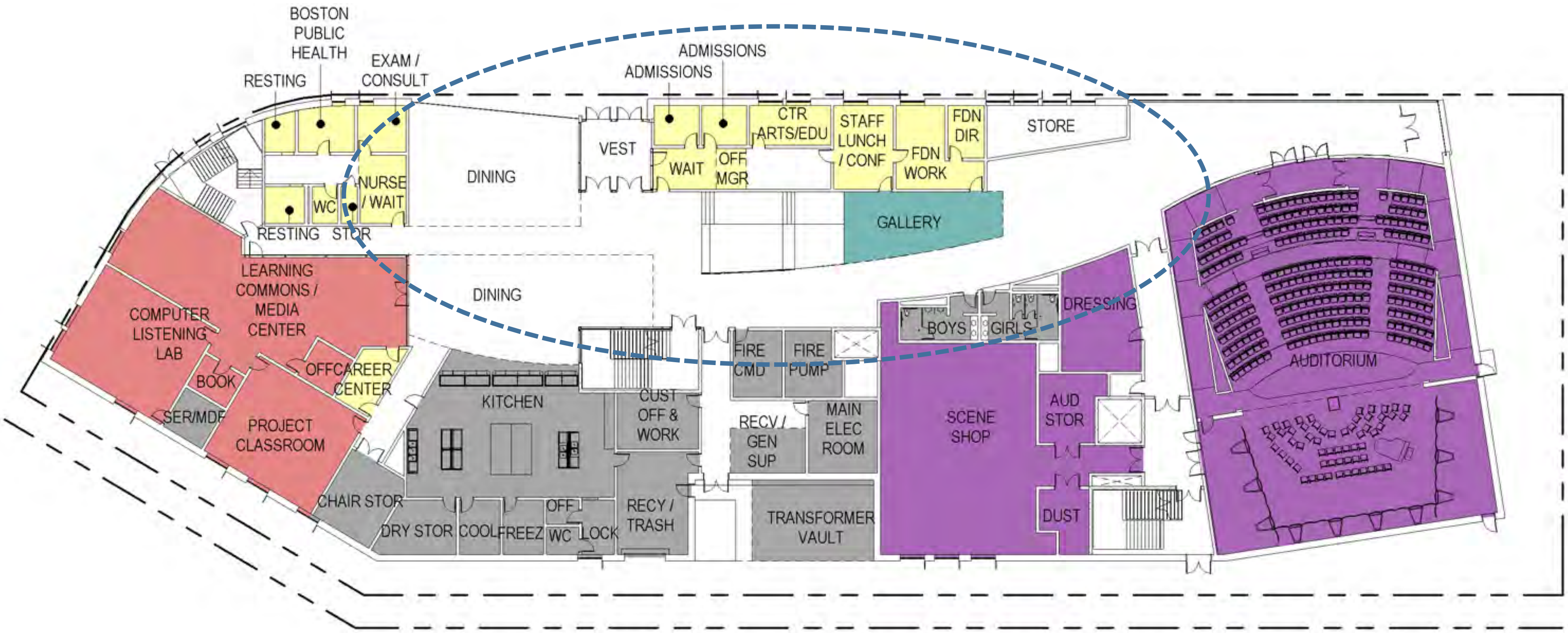
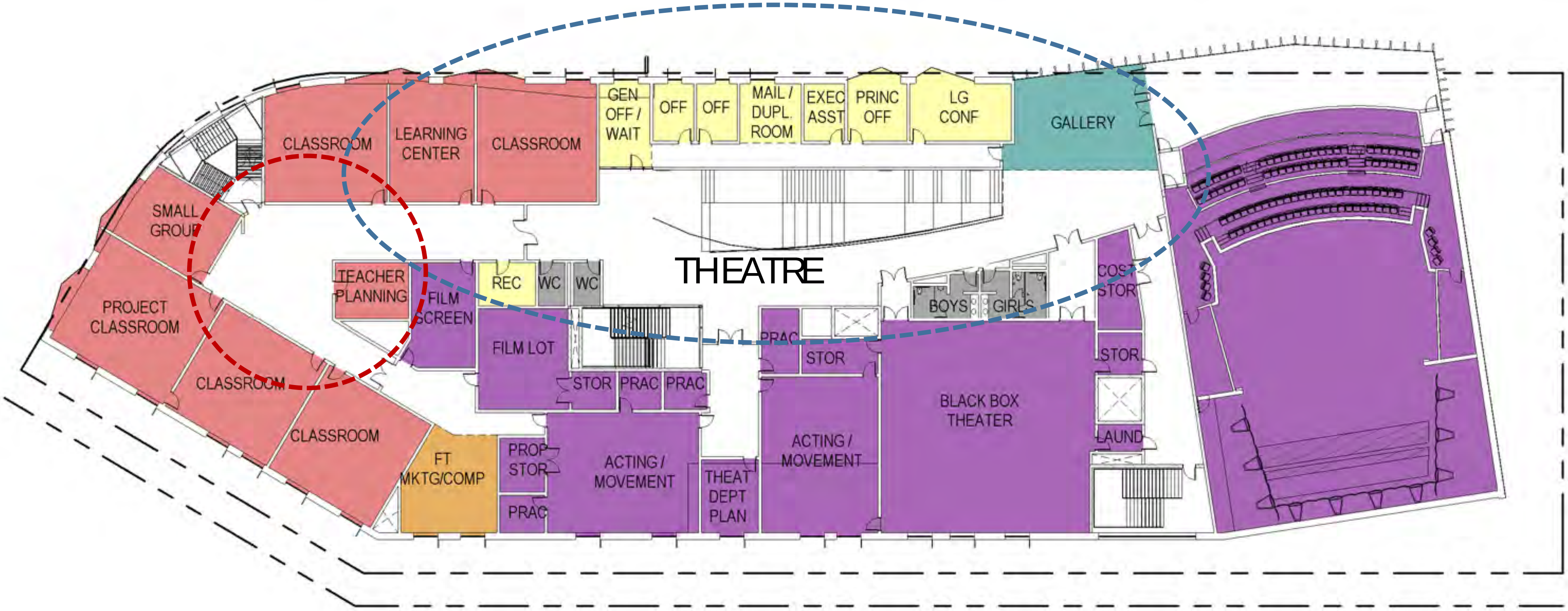
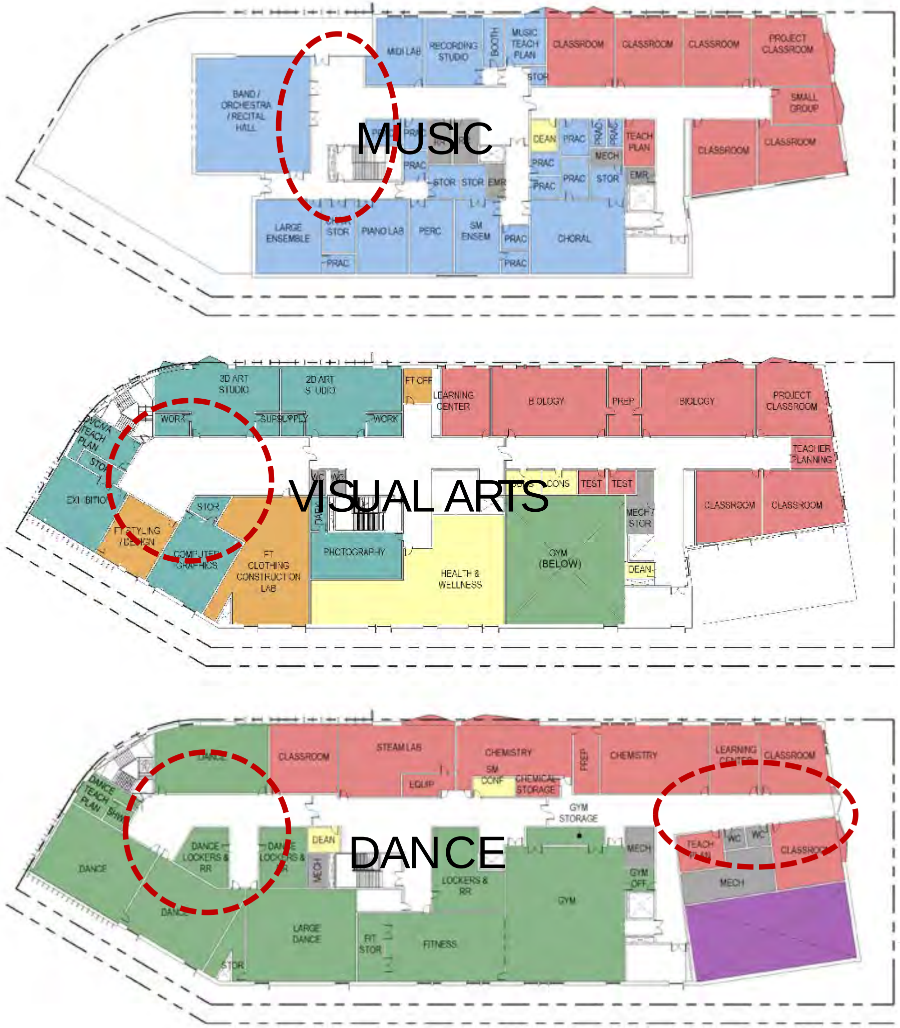
LEVEL 1


BOSTON PUBLIC HEALTH
RESTING
EXAM / CONSULT
ADMISSIONS
ADMISSIONS
NURSE / WAIT
WC
RESTING
STOR
DINING
VEST
WAIT
OFF MGR
CTR ARTS/EDU
STAFF LUNCH / CONF
FDN WORK
FDN DIR
STORE
GALLERY
LEARNING COMMONS / MEDIA CENTER
COMPUTER LISTENING LAB
BOOK
SER/MDF
OFF
CAREER CENTER
PROJECT CLASSROOM
DINING
KITCHEN
CHAIR STOR
DRY STOR
COOL
FREEZ
OFF
WC
LOCK
CUST OFF & WORK
RECY / TRASH
FIRE CMD
FIRE PUMP
RECV / GEN SUP
MAIN ELEC ROOM
TRANSFORMER VAULT
BOYS
GIRLS
DRESSING
SCENE SHOP
AUD STOR
DUST
AUDITORIUM

LEVEL 2


CLASSROOM
LEARNING CENTER
CLASSROOM
GEN OFF / WAIT
OFF
OFF
MAIL / DUPL. ROOM
EXEC ASST
PRINC OFF
LG CONF
GALLERY
SMALL GROUP
TEACHER PLANNING
FILM SCREEN
REC
WC
WC
THEATRE
BOYS
GIRLS
COST STOR
PROJECT CLASSROOM
FILM LOT
PRAC
STOR
STOR
CLASSROOM
STOR
PRAC
PRAC
BLACK BOX THEATER
CLASSROOM
FT MKTG/COMP
PROP STOR
ACTING / MOVEMENT
ACTING / MOVEMENT
LAUND
THEAT DEPT PLAN
PRAC

LEVEL 3-5



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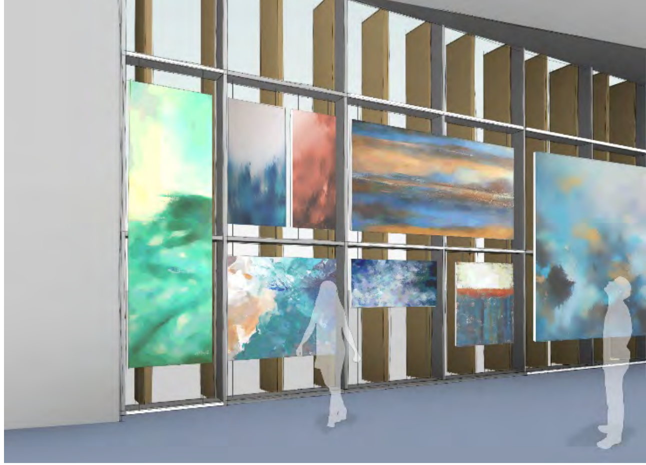
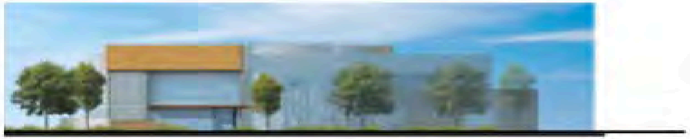


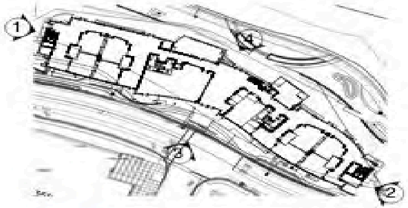
ORACLE DESIGN TECH HIGH SCHOOL

Guiding Principals

1. Explore, Create, Learn
2. Extreme Personalization
3. Real World Education
4. Flexibility and Adaptability
5. Empathic Engagement
6. Technology Integration
7. Keep it Fun and Engaging


BELMONT SLOUGH
TEACHER/GUEST PARKING LOT
PATIO
NEW 2-STORY EDUCATIONAL FACILITY
BELMONT SLOUGH
ORACLE PARKWAY
MAIN ENTRY
PATIO
ORACLE CONFERENCE CENTER
ORACLE FITNESS CENTER
BCDC PARKING
ORACLE PARKWAY
ORACLE PARKING GARAGE
ORACLE PARKING GARAGE
ORACLE PARKING GARAGE





1. WEST FACADE

2. EAST FACADE

3. SOUTH FACADE ALONG ORACLE PARKWAY

4. NORTH FACADE - BELMONT SLOUGH SIDE

DES ARCHITECTS ENGINEERS With New Vista Design

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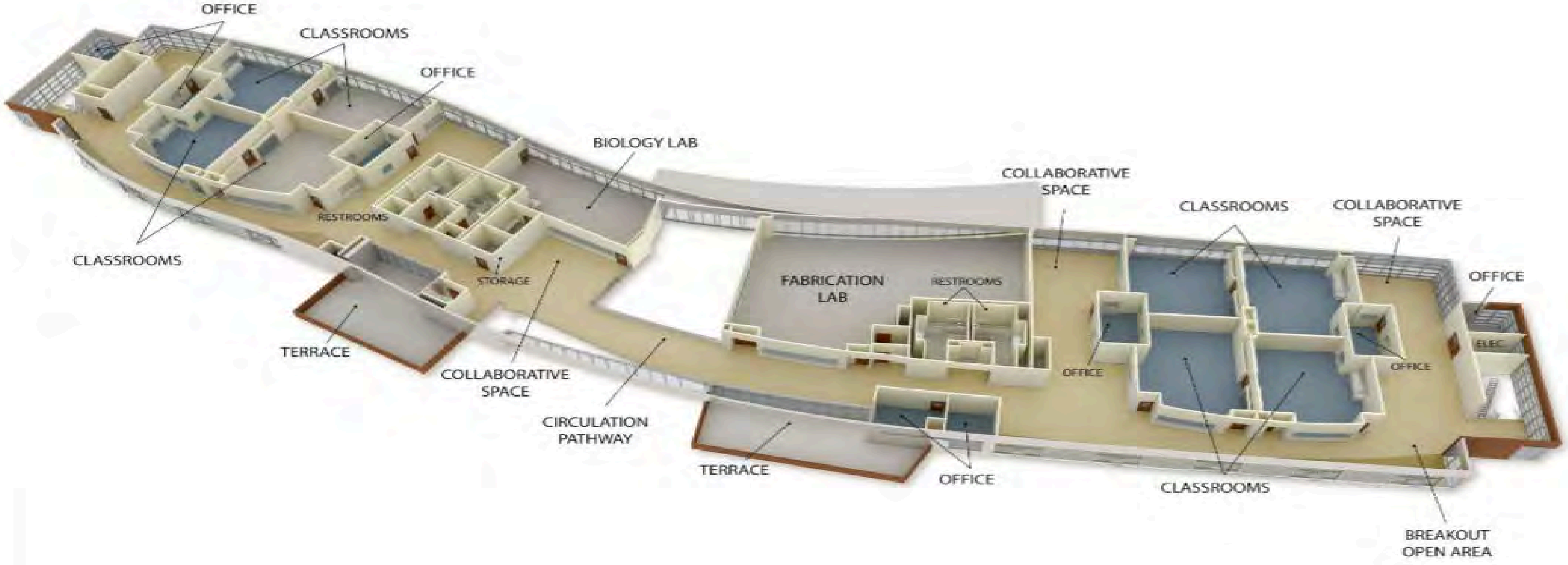
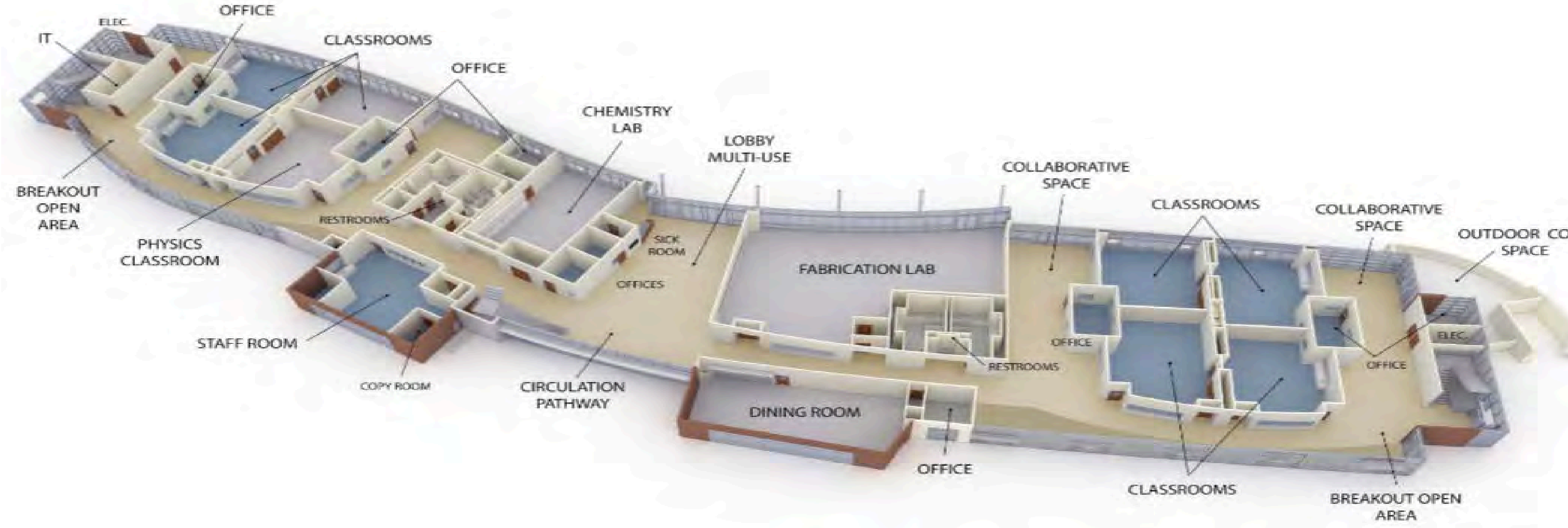

OFFICE
CLASSROOMS
OFFICE
BIOLOGY LAB
RESTROOMS
CLASSROOMS
STORAGE
TERRACE
COLLABORATIVE SPACE
CIRCULATION PATHWAY
COLLABORATIVE SPACE
FABRICATION LAB
RESTROOMS
TERRACE
OFFICE
OFFICE
CLASSROOMS
COLLABORATIVE SPACE
OFFICE
ELEC
OFFICE
CLASSROOMS
BREAKOUT OPEN AREA



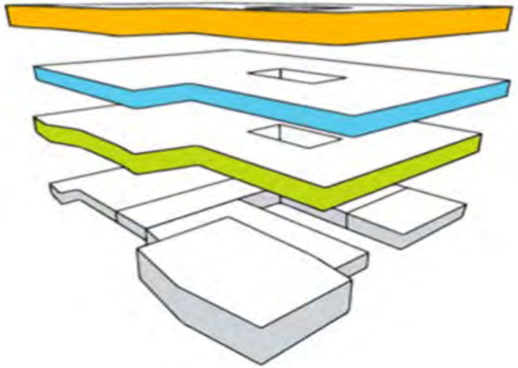
OFFICE
ELEC.
IT
CLASSROOMS
OFFICE
CHEMISTRY LAB
LOBBY MULTI-USE
COLLABORATIVE SPACE
CLASSROOMS
COLLABORATIVE SPACE
OUTDOOR CO
SPACE
BREAKOUT OPEN AREA
PHYSICS CLASSROOM
RESTROOMS
SICK ROOM
OFFICES
FABRICATION LAB
OFFICE
ELEC.
OFFICE
RESTROOMS
STAFF ROOM
COPY ROOM
CIRCULATION PATHWAY
DINING ROOM
OFFICE
CLASSROOMS
BREAKOUT OPEN AREA

WISEBURN HIGH SCHOOL

1. Personalization
2. Autonomy, Community and Synergy
3. Small Learning Neighborhoods
4. Flexibility and Utility
5. Community Access
6. Transparency
7. Outdoor Connectivity

THREE IN ONE

Wiseburn's collocated programs share an atrium and common-use facilities.



WISEBURN HIGH SCHOOL
Gensler

INTERIOR SECTIONAL PERSPECTIVE

Gensler With New Vista Design

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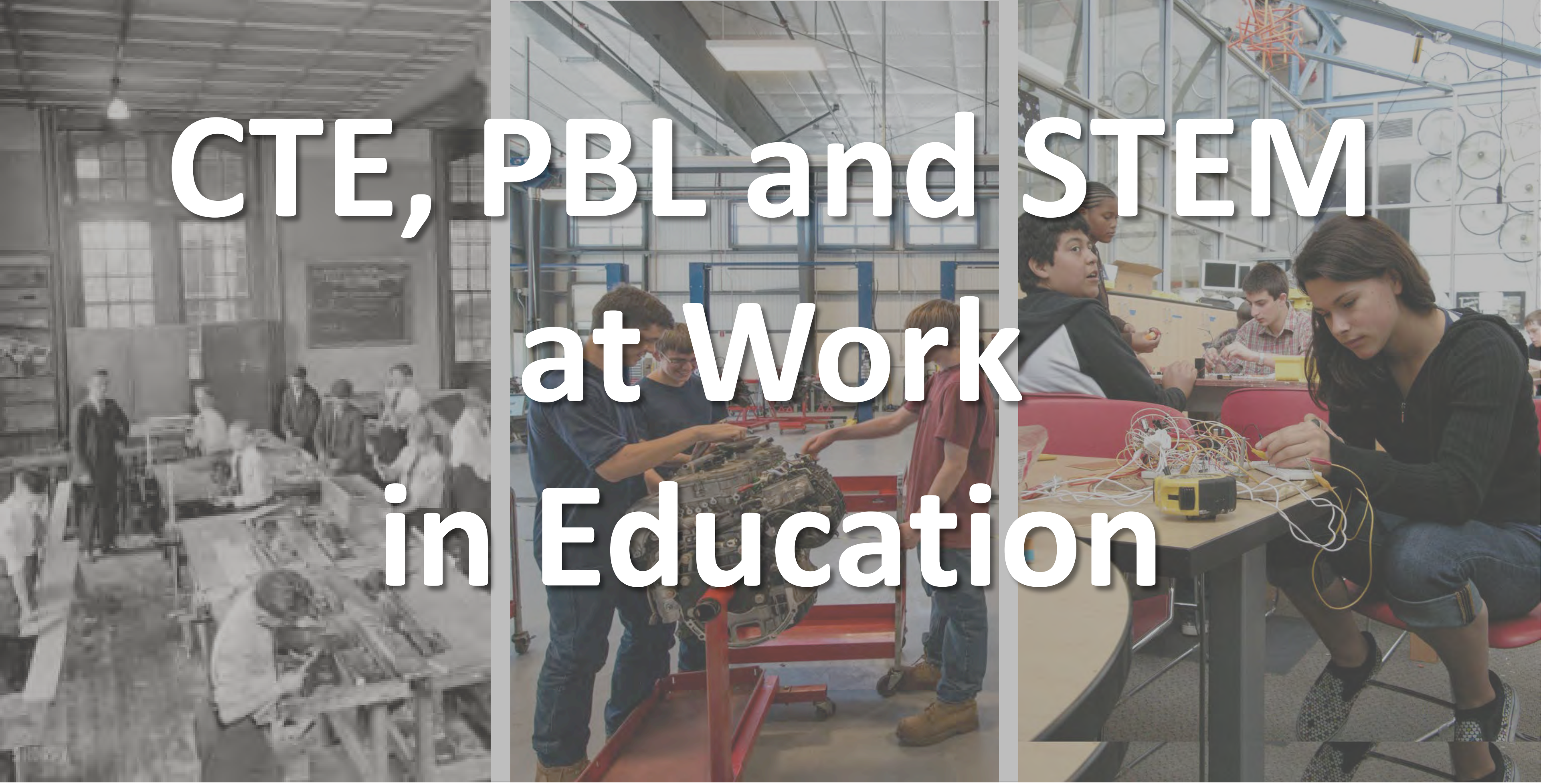
Hub Activity Zones

- LARGE GROUP
- SMALL GROUP
- NOOK
- SEMINAR ROOM
- TEACHING WALL

key plan

BAVARIAN INTERNATIONAL STEAM ACADEMY

CTE, PBL and STEM at Work in Education



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