



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 25, 2022 | 3:00-4:30 PM ET

Building 21's Studio Model: Designing Learning Experiences for Engagement and Impact

PRESENTERS:

- Sandra Moumoutjis, Building 21
- Thomas Gaffey, Building 21
- Ayris Sanders, Building 21



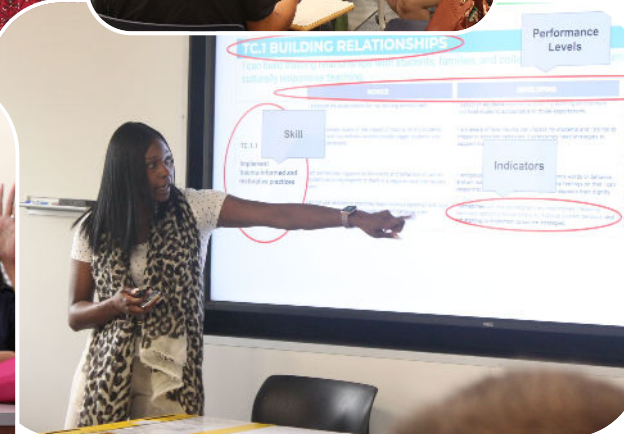
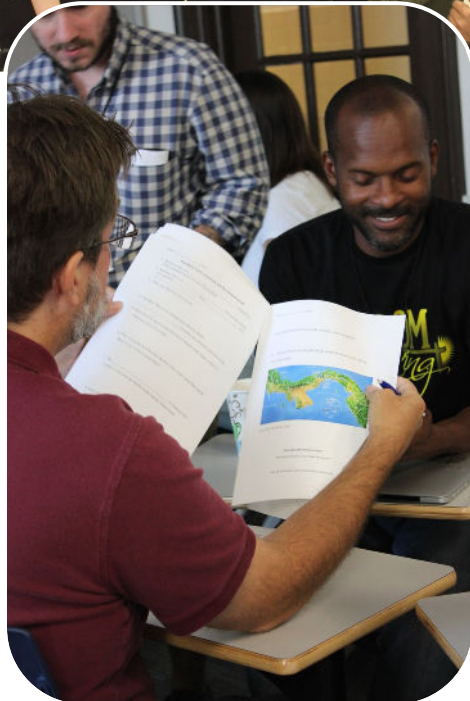
As you enter the zoom:

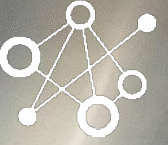
- ★ Click on the link to the [Jamboard](#) in the agenda
- ★ Tell us about yourself! What's your name? Where are you from? What's your school/district/org and your role?
- ★ Answer this prompt: Think back to a memorable school experience? What do you remember about it? Why do you think you remember it?

Goals for this workshop:

- ★ Learn about the key components of the Building 21 Studio Model and Competency Framework.
- ★ Work together to review studios and templates and plan for ways to incorporate studio design into their learning experiences.
- ★ Leave with resources to begin designing studios in their school or district.

Who is Building 21?





OUR MISSION

Empowering networks of learners to connect with their passions and build agency to impact their world.

Our Values

Power

Power is the ability to achieve purpose. We believe in our individual and collective ability to realize positive change through the just exercise of power.

Mindfulness

Non-judgmental attention to the present moment enables us to look at ourselves honestly. We believe this purposeful reflection promotes empathy towards ourselves and others.

Interconnectedness

Learning involves the connection of ideas, information, people and experiences. We seek to find and build upon the points of connection in ourselves and in our community.

Responsibility

Our actions impact our lives and the lives of others. We challenge and support each other to consider, understand, and own the effects of our actions.

Courage

Risk-taking is a critical part of learning. We celebrate the courage necessary for taking risks and persevering through setbacks and failures.

Transparency

Clarity of intentions, expectations, and feedback ensures that everyone has the power to advance their goals. We strive to be open and honest in all of our communication.

Our Why

Our traditional education system does not work for many of our young people. Schools need to change. We need to change.

We believe the only way we can truly innovate is by rethinking and replacing traditional structures (e.g., age-based, time-based, course-based) to transform schools into student-centered learning communities that value the transparent growth and progress of every learner.



Building 21's Initiatives



Lab Schools

Along with our district partners, we operate two non-criteria, public high schools in Pennsylvania.



Learning Innovation Network

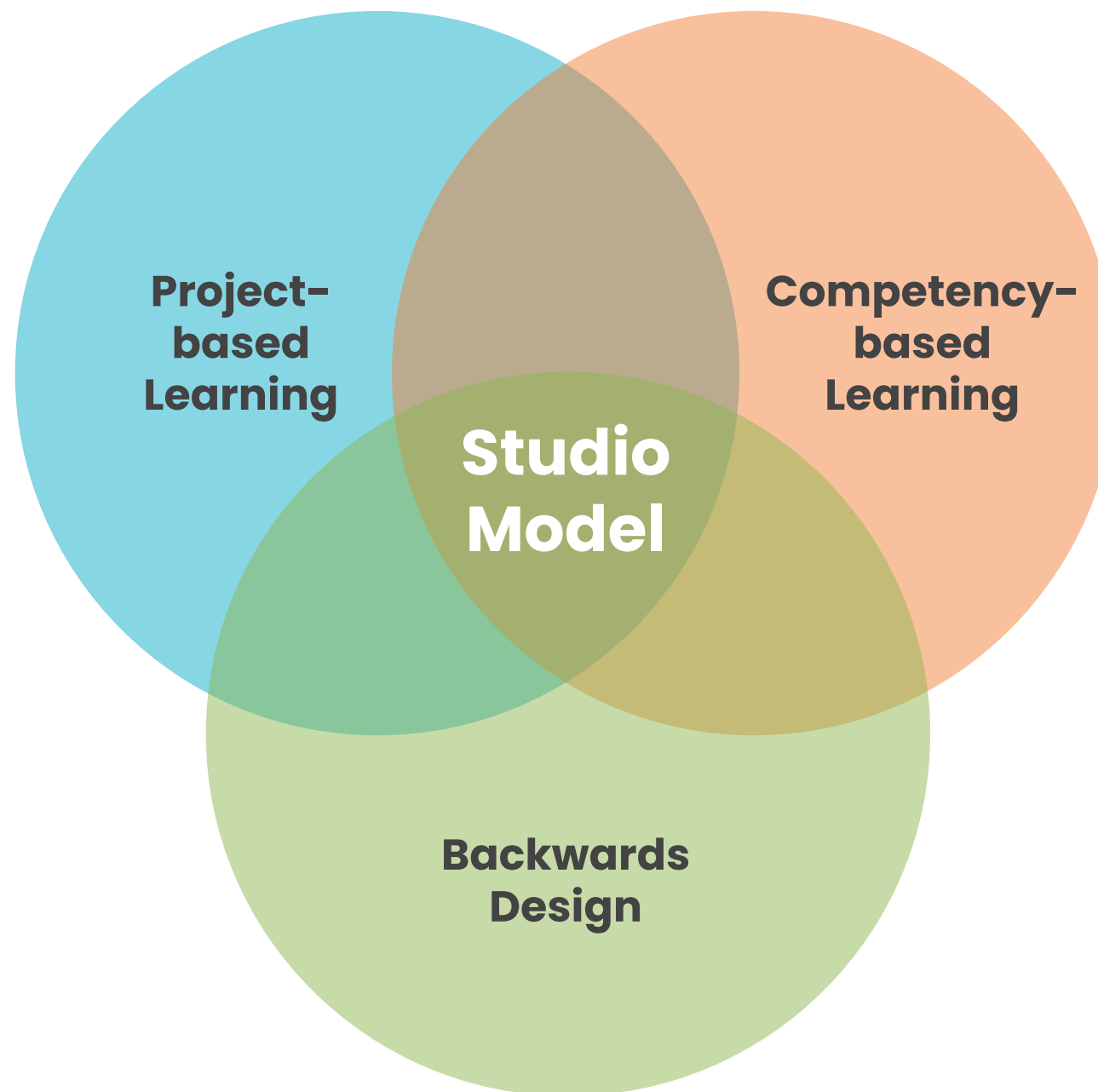
Building off of our seven years of experience and learnings from operating two innovative schools, we coach schools across the country that are personalizing school for students.

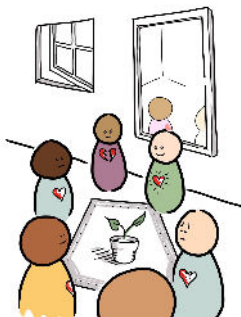


Launchpad

Launchpad seeks to directly connect young people to living-wage paying jobs in growing industries, while providing them with the tools to thrive in these roles.

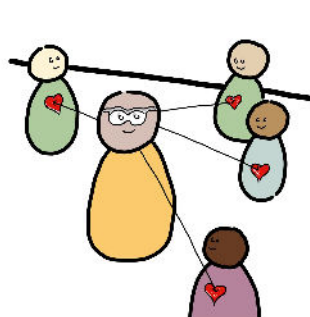
What is unique about the studio model?





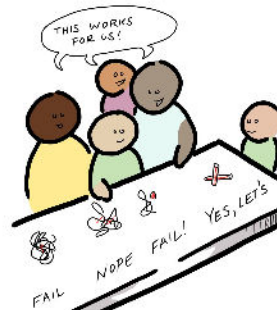
Attend to Healing

The effects of oppression are complex and often hinder our ability to take action. Integrate ongoing healing processes when designing for equity.



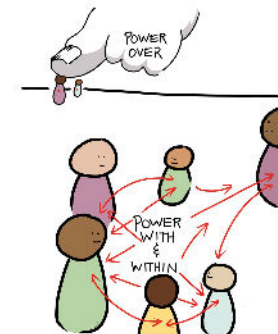
Focus on Human Values

Get to know the community we are designing with in as many different ways as possible. Anchor all of our decision-making in human values.



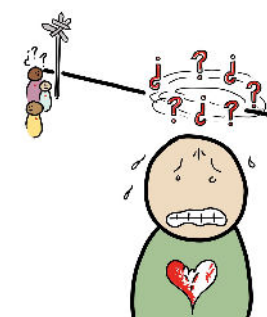
Take Action to Learn

The complexity of oppression must be addressed with courageous ongoing action. Experiment as a way to think and learn – without attachment to outcomes.



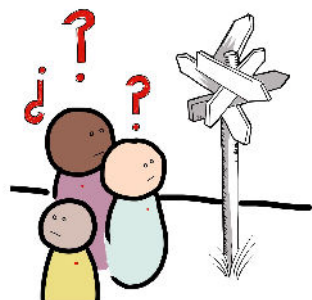
Work to Transform Power

Explore structures and opportunities for interactions in which power is shared, not exercised.



Work with Fear and Discomfort

Fear and discomfort are anticipated parts of equity design work. Identifying the sources of such feelings offers us a context to work through them and continue to design.



Embrace Complexity

Recognize that equity challenges are complex and messy. Stay open to possibility. Powerful design emerges from the mess, not from avoiding it.

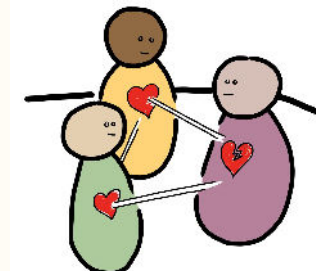
Libertary Design Mindsets

The National Equity Project

Equity is both a goal and a process.

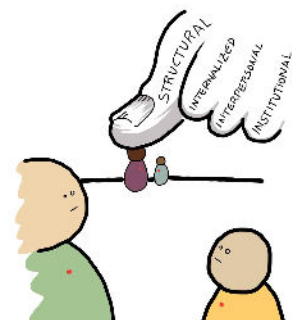
Mindsets can be used creatively to enact stances and values to ground and focus your design practice

Addressing equity and inequity requires new mindsets and intentions.



Build Relational Trust

Invest in relationships with intention, especially across difference. Honor stories. Practice empathic listening.



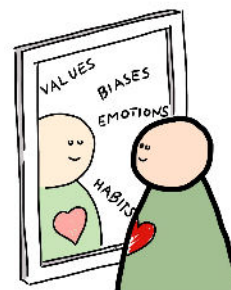
Recognize Oppression

Learn to see how oppression, in its many forms, has shaped designs that lead to inequity.



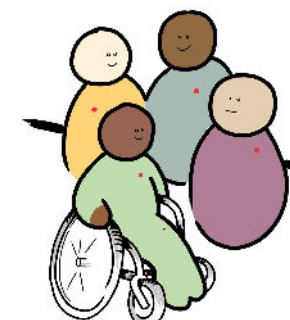
Share, Don't Sell

Practice transparency and non-attachment in sharing ideas with collaborators.



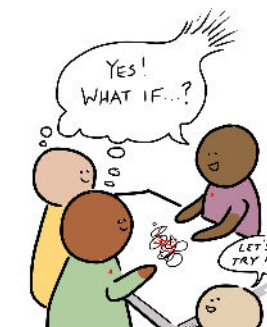
Practice Self-Awareness

Who we are determines how we design. Looking in the "mirror" reveals what we see, how we relate, and how our perspectives impact our practice.



Seek Libertary Collaboration

Recognize differences in power and identity to design "with" instead of "for". Design for belonging.

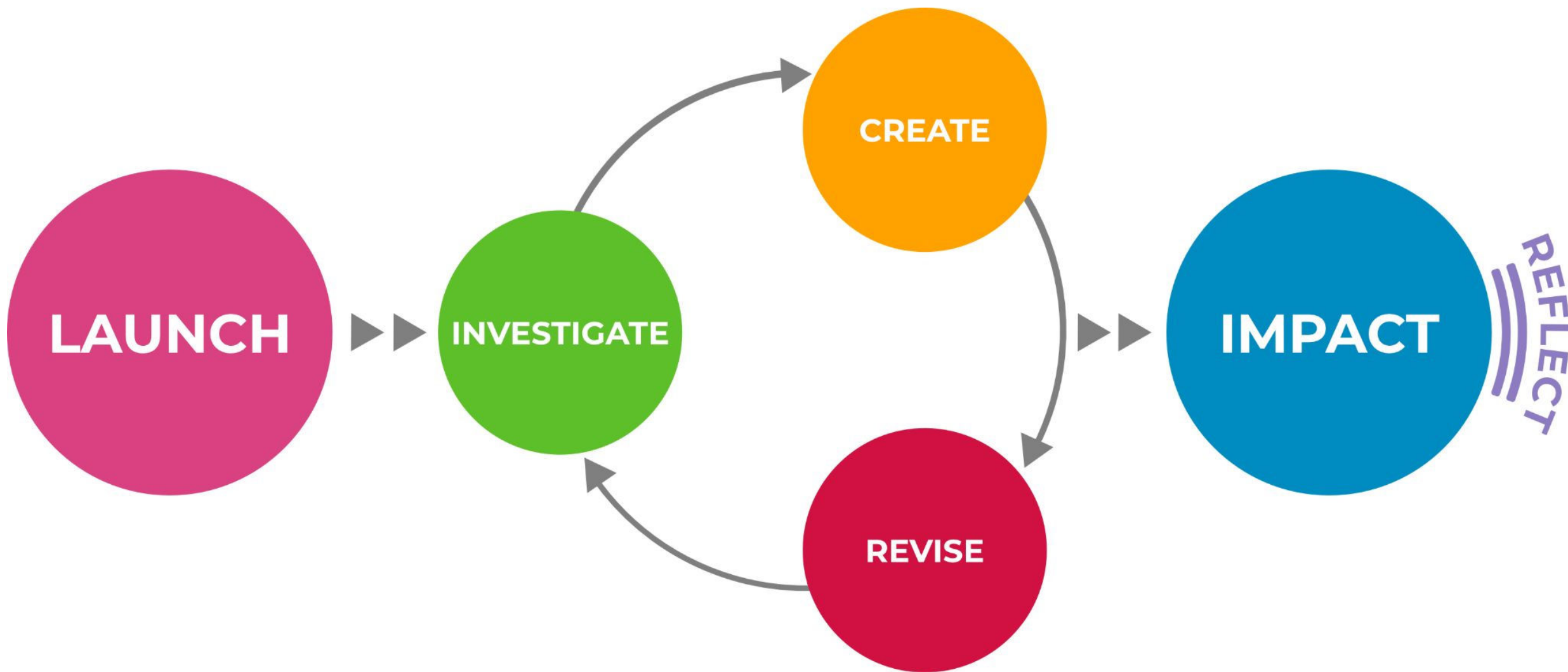


Exercise Creative Courage

Every human is creative. Creative courage allows us to push through self-doubt and creative fragility so we can design bravely against oppression.



Studio Learning Cycle



Studio Learning Cycle

LAUNCH

Access prior knowledge. Develop shared understanding. Know the problem frame and the competencies in this studio.

INVESTIGATE

Ask important questions. Consider potential topics. Research and analyze texts and other resources. Formulate a main idea, hypothesis, or solution.

CREATE

Demonstration learning through a performance task.

REVISE

Get feedback. Revise and edit the task.

IMPACT

Demonstrate learning by implementing the task in the world to impact an authentic audience or user.

REFLECT

Engage in a reflection process about themselves and their learning.

Backwards Design

Inspired by
Understanding
by Design
(UBD)



What should students know, understand, and be able to do by the end of my studio?

- Identify target competencies and skills
- Identify content topics
- Identify larger context/problem frame

How will the students demonstrate mastery of the target competencies and skills?

- Culminating performance-based assessment
- High rigor and complexity
- Addresses the problem frame
- Student choice
- Leads to Impact

What skills and content knowledge do students need to learn and practice to complete the culminating performance-based assessment?

- Mini-lessons and learning activities designed around indicators and content
- Formative assessments to evaluate teaching/learning and to inform instruction
- Scaffolded instruction and experiences to provide access for all levels of students
- Activities and tasks build towards the culminating performance assessment
- Opportunities for revision and feedback

What is CBE?



- Students are **empowered daily to make important decisions** about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- **Assessment is a meaningful, positive, and empowering learning experience** for students that yields timely, relevant, and actionable evidence.
- Students **receive timely, differentiated support** based on their individual learning needs.
- Students progress based on **evidence of mastery**, not seat time.
- Students learn actively using **different pathways and varied pacing**.
- Strategies to **ensure equity** for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- **Rigorous, common expectations** for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

Competency Continuum

Competency

Performance Levels

College & Career readiness!!

College level work

HOS.2 Build Networks

[back to overview](#)

I can build relationships with diverse individuals and expand my network of people who can help and support me.

	Level 2	Level 4	Level 6	Level 8	Level 10	Level 12
HOS.3.2	I can ask for help when I need it and I know who I can go to for help (e.g. parent, sibling, friend, teacher, counselor, etc.).	I can ask for help, support, and advice from people that I trust.	I can ask for help, support, and advice from people that I trust.	I can actively seek out help, support, and advice from people in my network.	When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals.	When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals.
Seek support and resources	I can thank the people who help and support me.	I can show my appreciation when someone helps me.	I can follow up with the individuals who help and support me to express my gratitude (e.g. phone call, thank you card or email).	I can follow up with the individuals who help and support me to express my gratitude.	I can follow up with the individuals who help and support me to express my gratitude.	I can follow up with the individuals who help and support me to express my gratitude.
				I can clearly and respectfully express my needs and make specific requests (e.g. asking for assistance writing a resume).	I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help.	I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help.
					I can clearly articulate what I need help with and why.	I can clearly articulate what I need help with and why.
						I can actively seek out opportunities to connect with key individuals who could serve as a resource to me.

Indicators

Skill

Session Activities



Closing/Reflection

LAUNCH
Jamboard Link

INVESTIGATE

CREATE

IMP

REVISE

As you reflect on the sessions today, **what is one thing you learned about in this workshop that you will share and/or try to implement?**



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Thank you for joining us!

Share Your Thoughts

Participate in our one-minute poll (link in chat box)

