

An architectural rendering of a modern school building, Oconto Falls Middle School. The building features a large glass entrance and a brick facade. In the foreground, there is a paved walkway with several benches and a few stylized human figures. A large, vibrant orange abstract graphic is overlaid on the left side of the image. The sky is a clear, light blue.

THE THIRD TEACHER

A Blueprint for Innovative School Design

Oconto Falls School District
January 3, 2022



CREDIT TO THE AUTHORS

A Collaborative Project:
Cannon Design + VS Furniture + Bruce Mau Design

Created by an international team of architects and designers concerned about our failing education system, *The Third Teacher* explores the critical link between the school environment and how children learn, and offers 79 practical design ideas, both great and small, to guide reader's efforts to improve our schools.



TODAY'S OBJECTIVES

1.

Review **21st
Century Design
Considerations**

2.

Discuss **The
Third Teacher
Design Concepts**

3.

Participate
in the **Book
Study**



CONSTRUCTION
DRIVES
CONSTRUCTION!

Math
Math
Math

HOW DO YOU LEARN?





21st CENTURY DESIGN CONSIDERATIONS

1. FINANCIAL PROGRAMS

ESSER Grants
GEAR Grants
Title Grants
LTFM (Long Term Facility Management)
Tax Abatement
Energy Recovery Programs (Focus on Energy)

2. CONSTRUCTION MATERIALS

GEO FOAM
VCL Plank
Polished Cement
Terrazzo
Sport Court
Carpet Squares

3. VIRTUAL LEARNING

Kahn Academy
YouTube
Coursera
Virtual Academy
Learning Apps



21st CENTURY DESIGN CONSIDERATIONS

4. HIGH DENSITY STORAGE

Science
Agriculture
Music
Athletics
Nurse's Office
Moveable Cabinets

5. MULTI-USE SPACES

Cafetorium
Telescoping Theater Seating
Multi-Purpose Areas
Storm Shelter

6. FURNITURE, FIXTURES, EQUIPMENT

Mobile
Flexible
Comfortable
Durable
Affordable

7. DELIVERY ENTRANCES

Safety & Security Considerations
Food Service Products
Custodial Supplies
Mechanical and Utility



21st CENTURY DESIGN CONSIDERATIONS

8. SPECIAL EDUCATION

Sensory Rooms
Autism
Adaptive PE
Special Ed
Conference Rooms
Special Ed Parent
Room
Student needs
have increased!

9. SAFETY & SECURITY

Walk-Through Entries
& Offices
Doors
Outside Buzzer
Systems
Safety Glass
Internal/External
Video Equipment
Desk Alarm Buttons

10. TECHNICAL EDUCATION

1-to-1 Student Access
Computer Labs to
Maker Spaces
Server Rooms
Tech Closets
Genius Tables
ITV Room
STEM/STEAM Storage
Charging Stations
Outlet Placement

11. COMMUNITY EDUCATION

ECFE Programs
Youth Programs
Community Events
Adult Programs
Child Care
Early Childhood
Screening
Pickleball

21st CENTURY DESIGN CONSIDERATIONS

12. ACTIVITIES & ATHLETICS

Boys & Girls La
Crosse

Boys Volleyball

Dance

Title IX

Youth Programs-
Trap Shooting &
Bowling

13. ACADEMIC PROGRAMS

Tech Ed, CTE, &
Experiential Programs

Agriculture/Greenhouse

Science Rooms

Robotics, STEM, STEAM

ALP & Online

All Day Kindergarten

Gifted & Talented

Hybrid Courses/College

Mental Health Services

14. OUTDOOR PARKING

Pickup/Dropoff
Areas

Separate Parking

Controlled Traffic
Flow

More Vehicles

Students get
vehicles at an
earlier age

15. ACCESSIBLE RESTROOMS

ADA-Handicapped

Gender Equity

Gender Neutral

21st CENTURY DESIGN CONSIDERATIONS

16. FLEXIBLE SPACES

Common Areas
Collaboration
Rooms & Spaces
Maker Space &
Project Areas
Cafetorium Concept

17. FOOD SERVICE

Variety/Choice
Preparation
Allergies
Meal Delivery
COVID
Homeless

18. HEALTH & WELLNESS

Weight Rooms to
Wellness Rooms
*(Video Workouts, Fitness, Treadmills,
Stair Steppers, Rowing Machines)*
Open to the Public
Fitbits, Phone Apps
Mental Health Services
Infectious Diseases
Nurses Office

21st CENTURY DESIGN CONSIDERATIONS

19. UTILITIES

Sewer/Water/Elec

HVAC

Energy Resources-
Solar, Wind & Geo-
Thermal

20. BONDING & BIDDING

Bonding/Bidding

Construction Cycle

Percentage Rate

Supply Chain

Material & Worker
Shortages

21. FACILITY USE

Mobile

Flexible

Adaptable

Affordable

Accessible

Book Study
The Third Teacher
79 Ways You Can Use Design to Transform Teaching & Learning
Chapter 1 – Basic Needs (Pg. 24)

#1 (Pg. 23) - Everyone Can Be a Designer: Look to ~~many~~ sources for design. Teachers and students, as well as architects and designers, have ideas of learning environment.

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Chapter 2 Minds at Work (Pg. 50)

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#14 (Pg. 63) - Multiply Intelligences: Allow students time and space to choose what they want to do – their choices will illuminate their individual strengths.

#15 (Pg. 65) - Display Learning: Posting student work, both current and past, up on the walls tracks progress in a visible way.

#16 (Pg. 67) - Emulate Museums: An environment rich in evocative objects—whether it's a classroom or a museum—triggers active learning by letting students pick what to engage with.

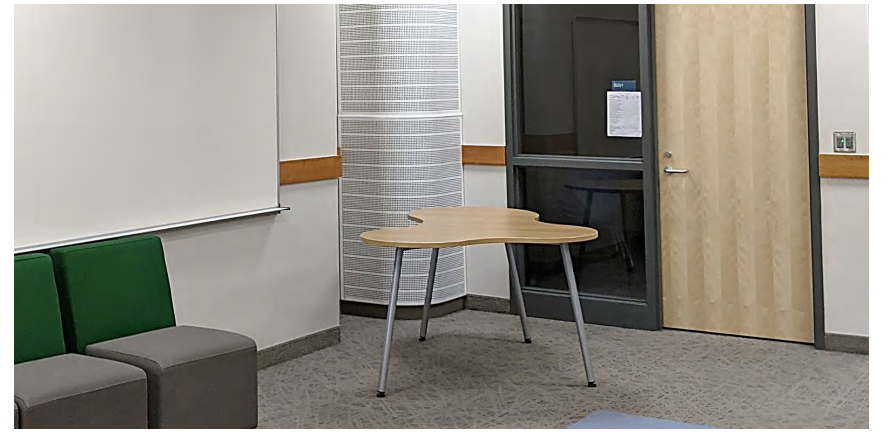
BOOK STUDY

Review Process



CHAPTER
ONE **BASIC
NEEDS**

1. Everyone can be a designer
2. Do no harm
3. Cherish children's spaces
4. Put safety before study
5. Think small
6. Assign the solution
7. Make janitors guardians
8. Design for speech and hearing
9. Let the sunshine in
10. Shuffle the deck



BASIC NEEDS



CHAPTER
TWO MINDS
AT WORK

11. Make it new
12. Support great teaching
13. Build neutral networks
14. Multiply intelligences
15. Display learning
16. Emulate museums
17. Form follows function
18. Unite the disciplines
19. Bring the outside in





CHAPTER
THREE **BODIES**
IN MOTION

20. Make peace with fidgeting
21. Decide on dynamic
22. Swivel to attention
23. Make classrooms agile
24. Respect fitness facilities
25. Take the *ground* out of playground
26. Promote healthy play
27. Neutralize play spaces
28. Scale the wall
29. Free choice



BODIES IN MOTION



CHAPTER
FOUR **COMMUNITY
CONNECTION**

30. Build close to home
31. Let your grassroots show
32. Build for change
33. Move in together
34. Imagine like a child
35. Consult widely and early
36. Roll up your sleeves
37. Blaze the way
38. Make them proud
39. Be a good neighbor
40. Build a nest





CHAPTER
FIVE **SUSTAINABLE
SCHOOLS**

41. Leap frog LEED
42. Reveal how stuff works
43. Get eco-educated
44. Highlight the site
45. Attract like minds
46. Let students lead
47. Rally the results
48. Do your homework
49. Get out of the city
50. Slow the pace

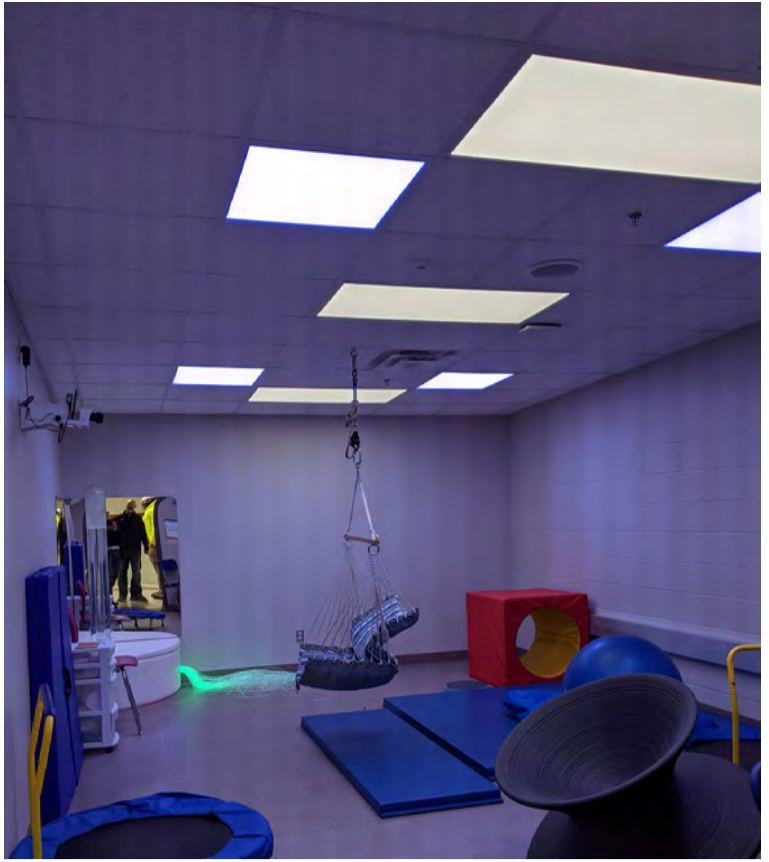
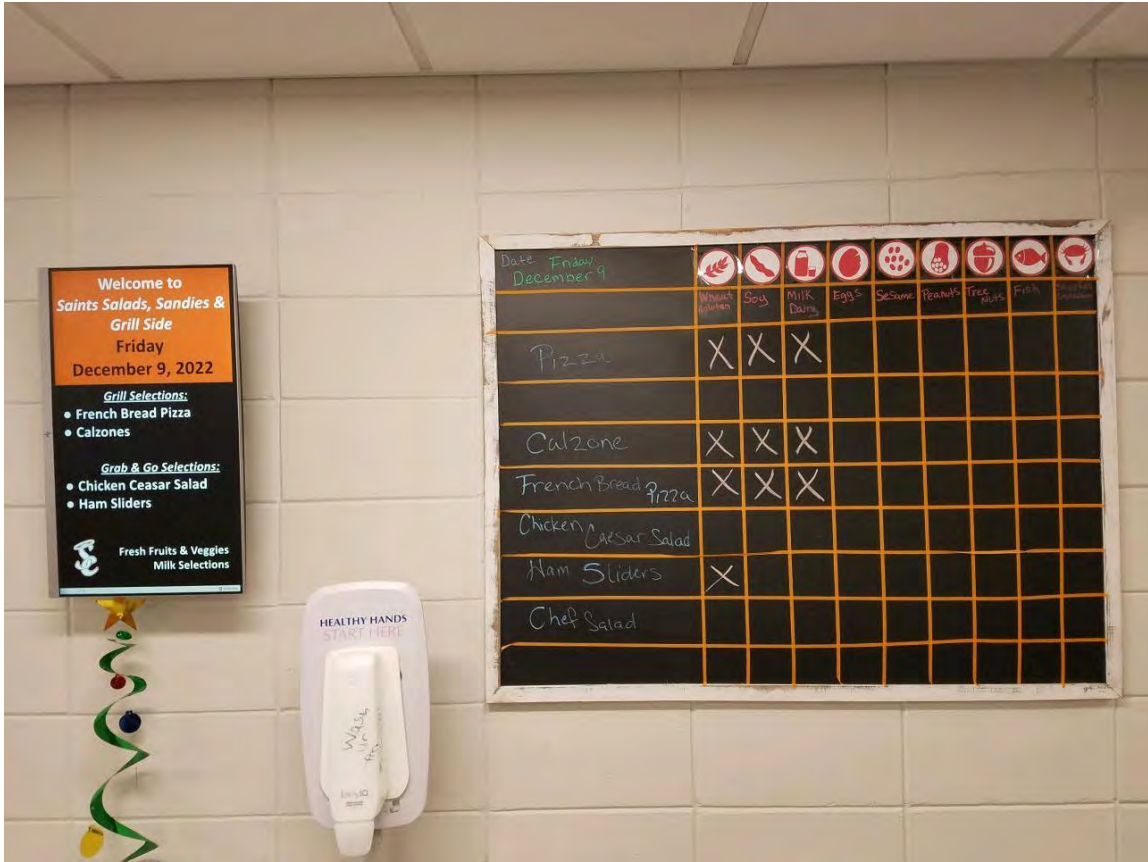


SUSTAINABLE SCHOOLS



CHAPTER
SIX REALM OF
SENSES

51. Make caterers caretakers
52. Spend now, save later
53. Grow your own
54. Think hands-on
55. Trigger the senses
56. Design in multiple dimensions
57. Paint by function
58. Define the learning landscape
59. Slip off your shoes



REALM OF THE SENSES



CHAPTER
SEVEN **LEARNING
FOR ALL**

61. Adopt a young mentor
62. Put the *fun* in fundamentals
63. Design with words
64. Recruit difference
65. Get accessibility aware
66. Break down social barriers
67. Make it feel good
68. Take it to the top
69. Domesticate classrooms
70. Create a movement





CHAPTER
EIGHT **REWIRED
LEARNING**

- 71. Consult with kids
- 72. Put theory into practice
- 73. Expand virtually
- 74. Embrace purpose
- 75. Plan for the unknown
- 76. Unleash learning
- 77. Bridge the digital divide
- 78. Dream big and be brace
- 79. *Add to this list...*



REWIRED LEARNING



CHAPTER
FOURTEEN

**MULTIPLY
INTELLIGENCES**

- Linguistic
- Logical/Mathematical
- Spatial
- Body/Kinesthetic
- Music
- Interpersonal
- Intrapersonal
- Naturalist

Theory of Multiple Intelligences
Howard Gardner - "Frames of Mind"
"How Smart Are You?" to "How are you SMART?"

The theory of MI promotes the differentiation of human intelligences into specific modalities of intelligence rather than defining intelligence as a single general ability.

- Linguistic - "Word Smart" - well developed verbal skills
- Logical/Math - "Number Smart" - think conceptually, numerically
- Spatial - "Picture Smart" - think in images and pictures
- Body/Kinesthetic - "Body Smart" - controls body movements
- Music - "Music Smart" - ability to produce/appreciate rhythm
- Interpersonal - "People Smart" - respond to moods, attitudes of others
- Intrapersonal - "Self-Smart" - self-aware, in tune with inner feelings
- Naturalist - "Nature Smart" - recognize categories of plants, animals, etc....

These intelligences are integrated - everyone has some of each intelligence!

Supporting Educational Concepts

- Promote Individualized Learning!
- Encourage Virtual Learning - Any Time - Any Place!
- Provide Resources and Opportunities!
- Display Student's Work!

THEORY OF MULTIPLE INTELLIGENCES

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BOOK STUDY Review Process





1. Multiple Seat Options
2. Wood Finishes
3. End Curtain
4. Self-Storing End Rails
5. Carpeted Deck
6. LED Aisle Lights
7. Automatic Aisle Rails
8. Uplift Assist
9. Wireless Power Rails
10. Understructure





Facility Design Team Construction Challenges & Complexities

Contracts
Contractors
Costs
Conditions
Change Orders
Choices

Control (or lack of)
Curriculum/Classrooms
Citizen Concerns
Colors
Calendar
Circumstances



Facility Design Team Critical Construction Concepts & Components

Communication

Collaboration

Cooperation

Consensus

Community Connections

Commitment

Civil Conversations

Compassion

Creative Culture

Champion for Children/

Consult with Children

Competent Contributors

Celebrations



Q & A

Share Your Story

THANK YOU!