



FINE GOLD
ALEXANDER
ARCHITECTS



Fielding
International

COMMUNITIES DESIGNING FOR TRANSFORMATION

In Partnership with
Cranston Public Schools



PRESENTERS



Regan Shields Ives

AIA, ALEP, LEED AP

**Finegold Alexander
Architects**
Principal

✉ rshields-ives@faaainc.com



Amy Vachon

Cranston Public Schools
*Gladstone Elementary
School Principal*

✉ avachon@cpsed.net



Amy Corso-Latos

Cranston Public Schools
*Gladstone Elementary
School Assistant Principal*

✉ acorsolatos@cpsed.net



Michael Posthumus

M.Ed

Fielding International
*Learning Design
Principal*

✉ mike.posthumus@fieldingintl.com



Jessica Sticklor-Lipson

AIA, LEED AP BD+C, Fitwel

Fielding International
Design Principal

✉ jessica@fieldingintl.com

TURN & TALK:

**What are the big
challenges we encounter
as we work with school
communities?**

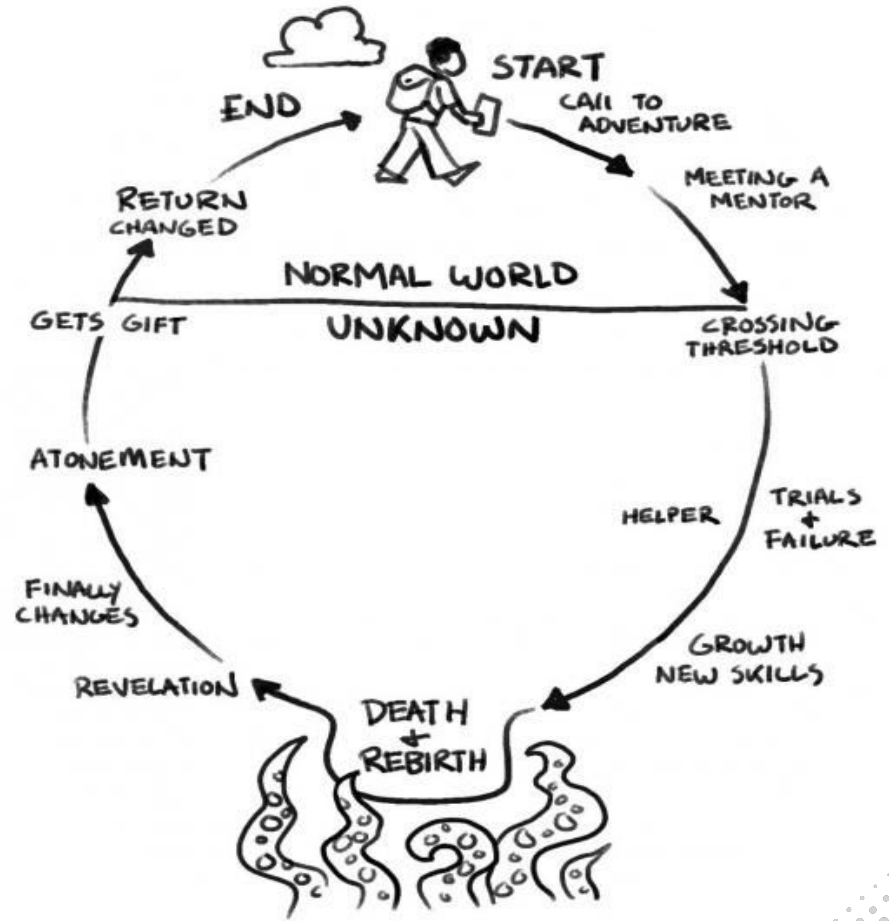


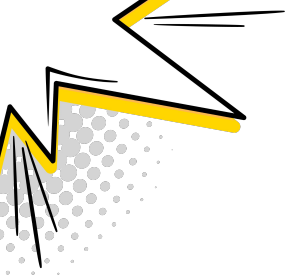
AGENDA



- + The Prologue
- + Life as it is Today
- + The Challenge
- + The Opportunity and Refusal
- + The Trials and the Triumphs
- + Back to the Real World
- + The Change we See

THE HERO'S JOURNEY





CITY

SCHOOL

FAMILY

STUDENT

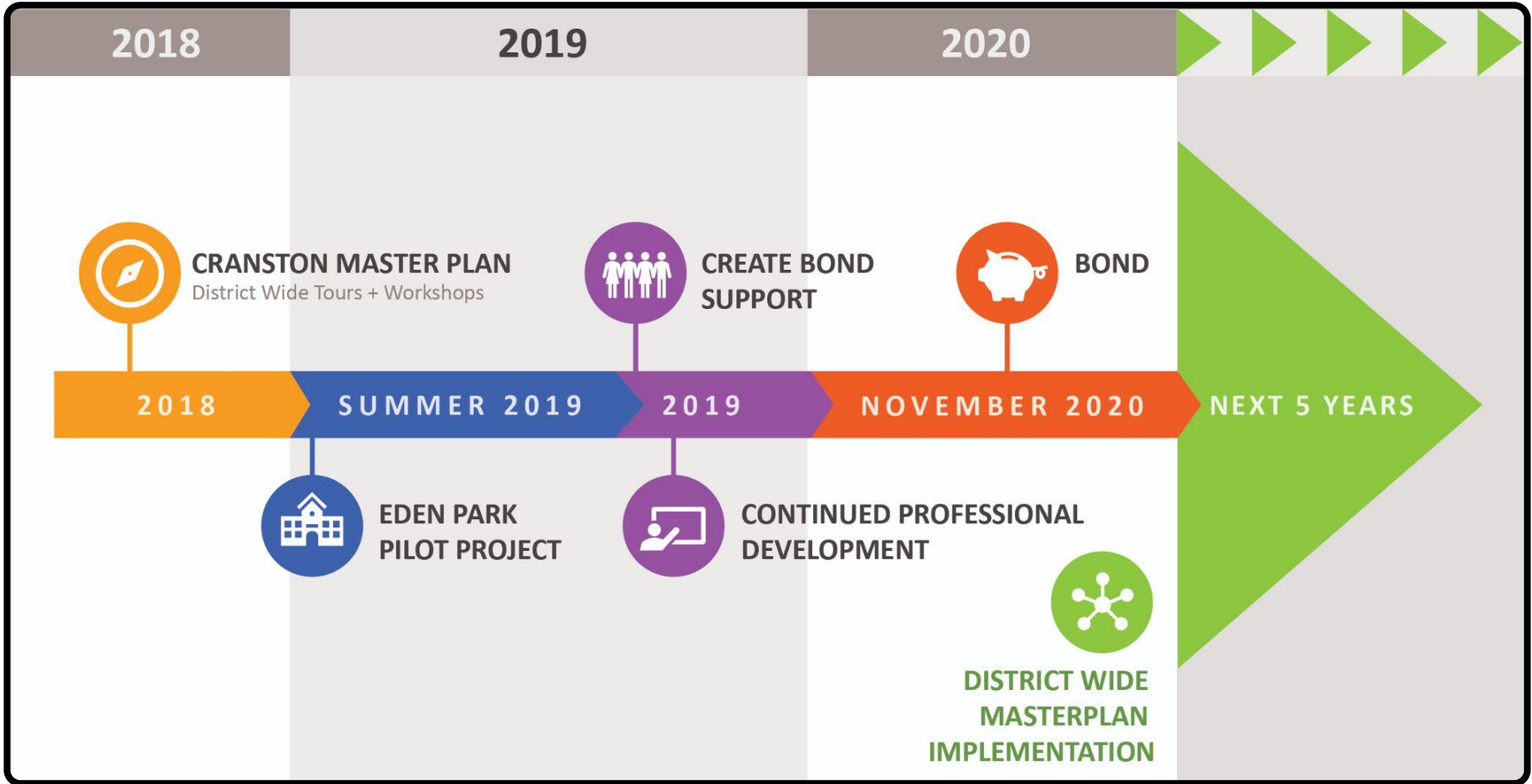
**A TRIUMPH OF
communities**

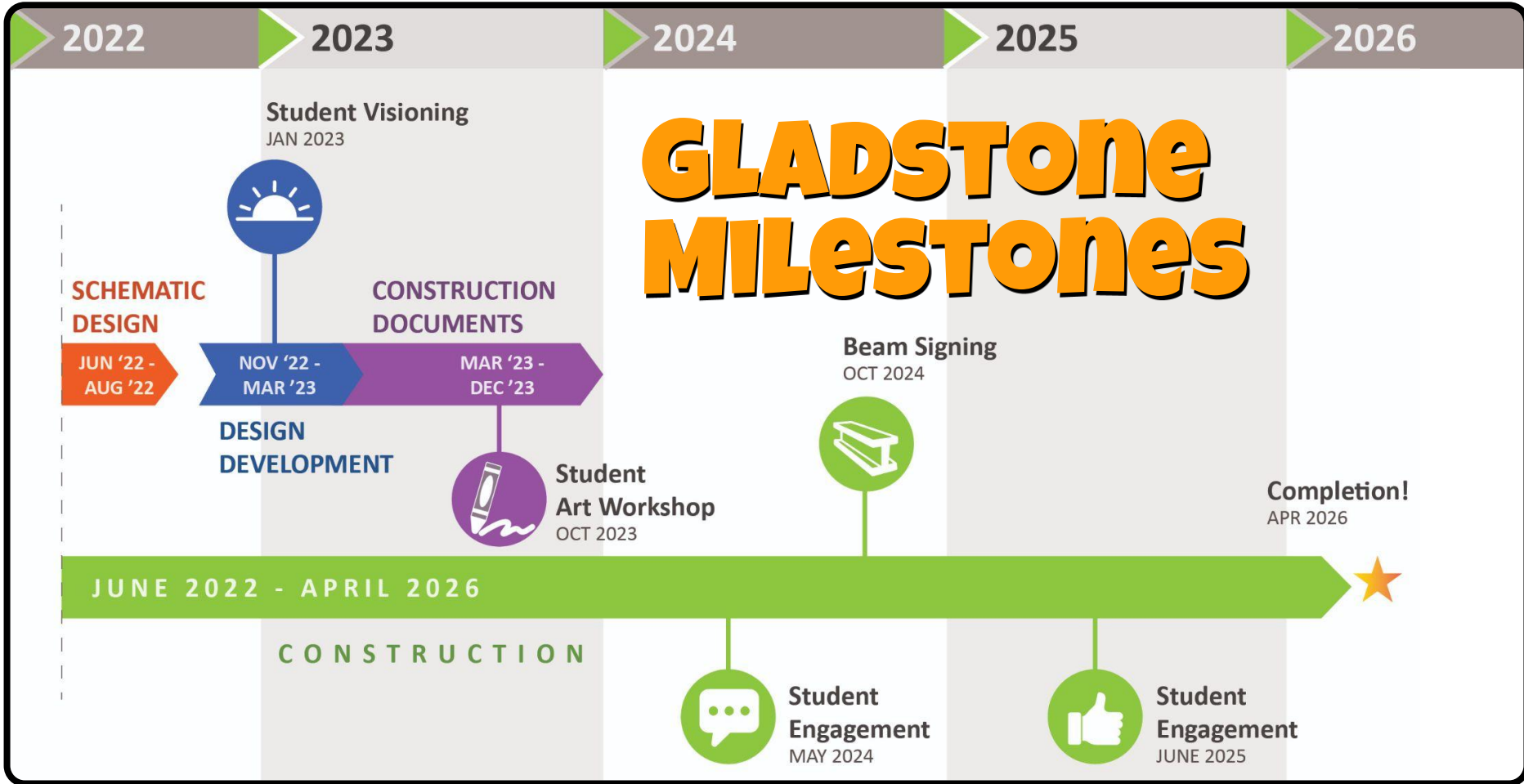
**Design
TEAM**

A Long Time Ago

in a land far, far away...

(Rhode Island)





1. PATHFINDER

Small Scale Test



Eden Park Elementary

Cranston, Rhode Island, USA

Fielding International

2. NEW SCHOOL

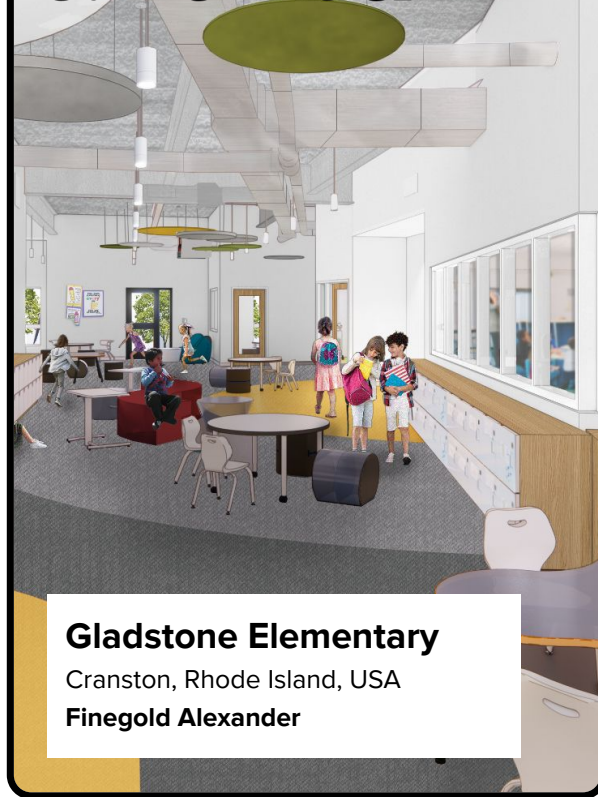


Garden City Elementary

Cranston, Rhode Island, USA

Fielding International

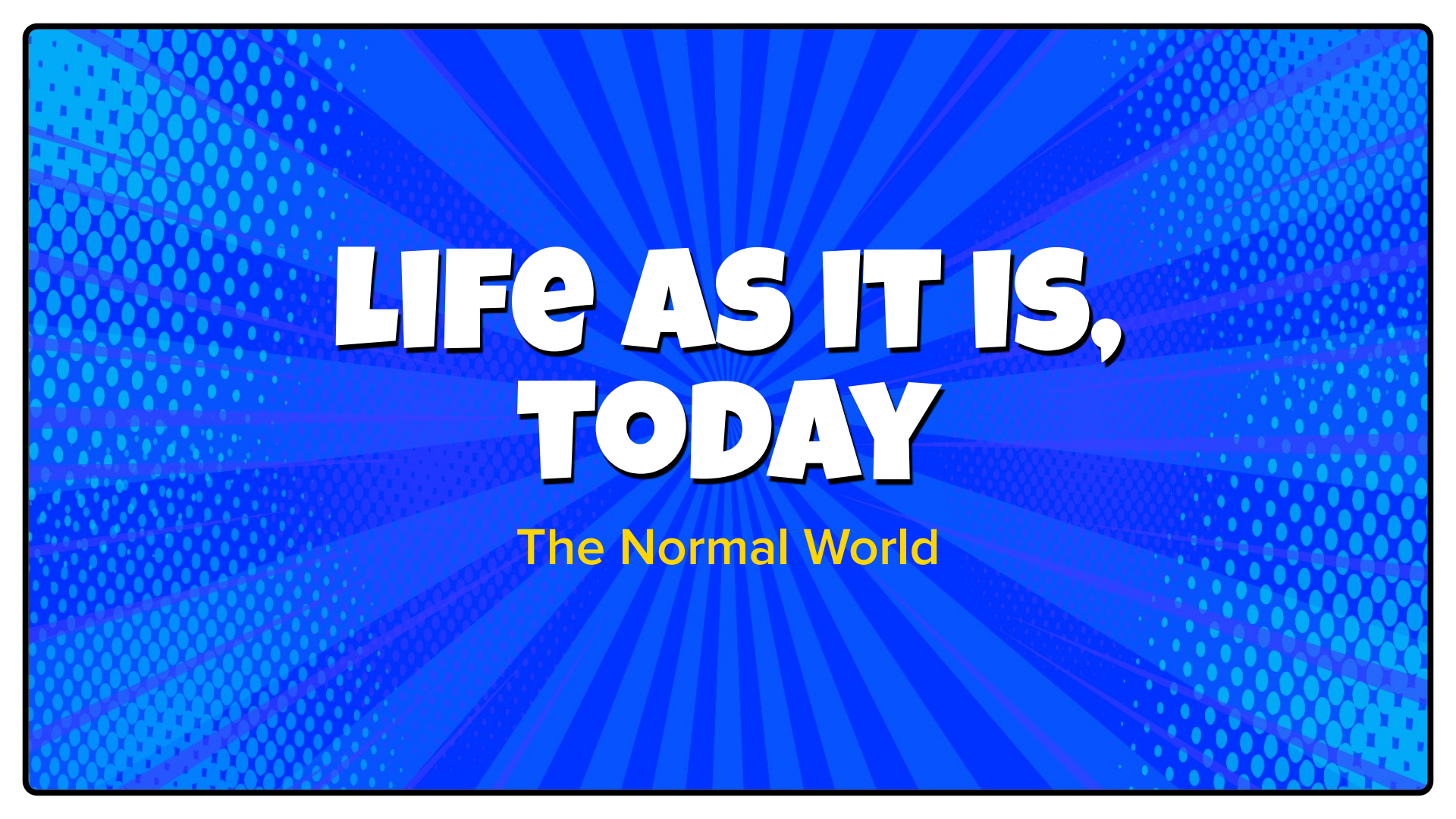
3. NEW SCHOOL



Gladstone Elementary

Cranston, Rhode Island, USA

Finegold Alexander



LIFE AS IT IS, TODAY

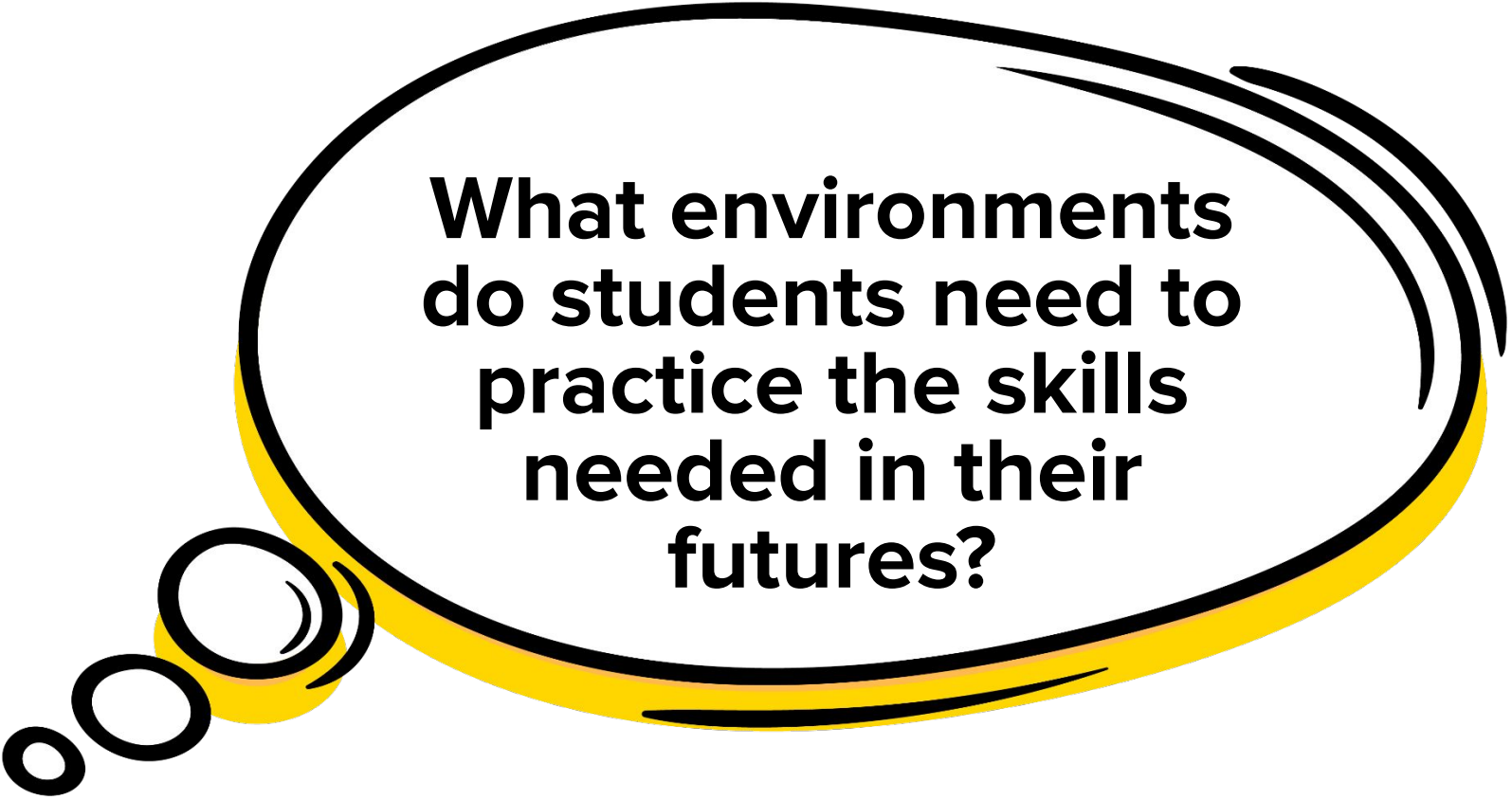
The Normal World

POPCORN!

**What environments do
you need to prepare for
the skill of playing
basketball?**







**What environments
do students need to
practice the skills
needed in their
futures?**

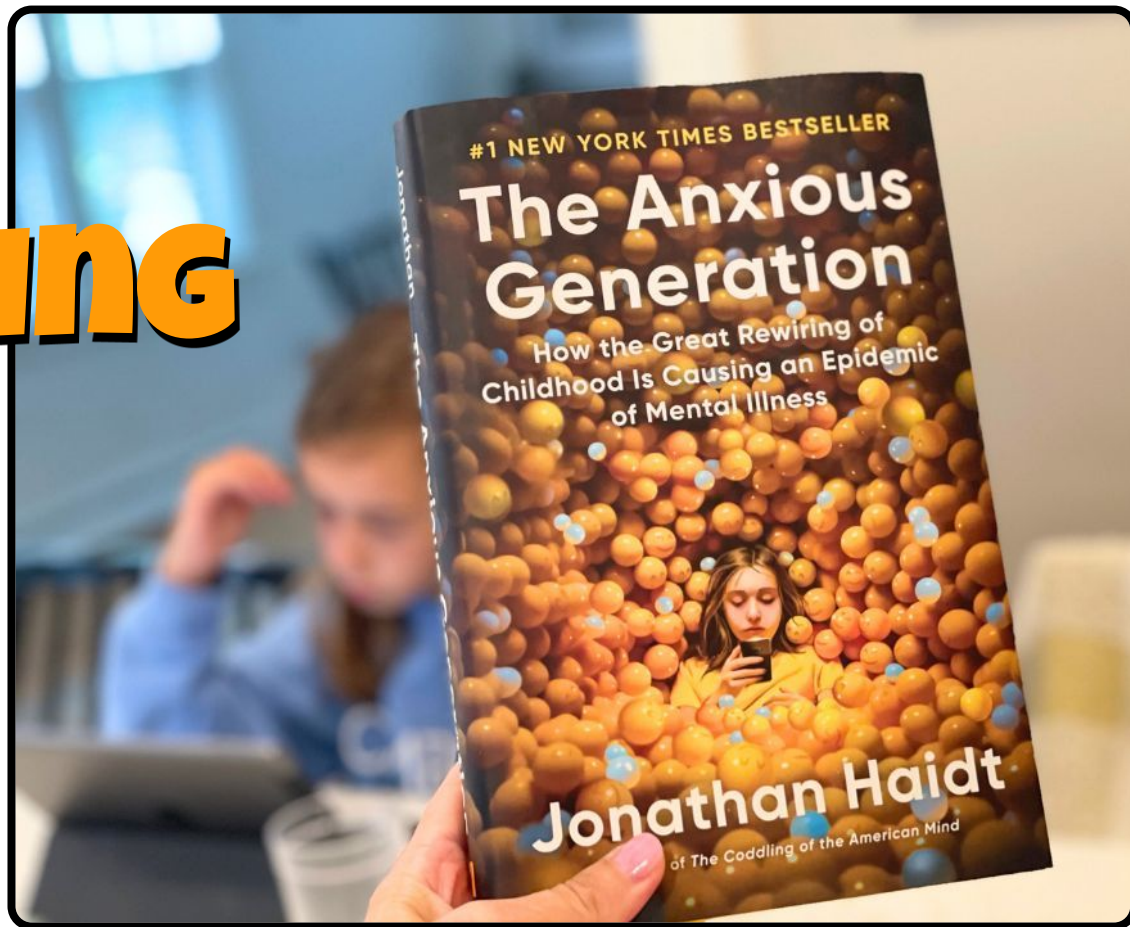
**Every job will require humans to
work with AI & alongside AI**



POST-COVID TRAUMA



MENTAL WELL-BEING

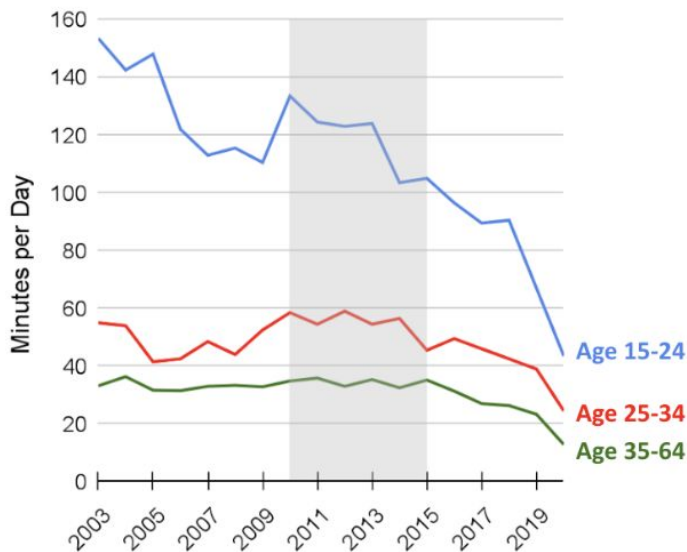


SOCIAL MEDIA

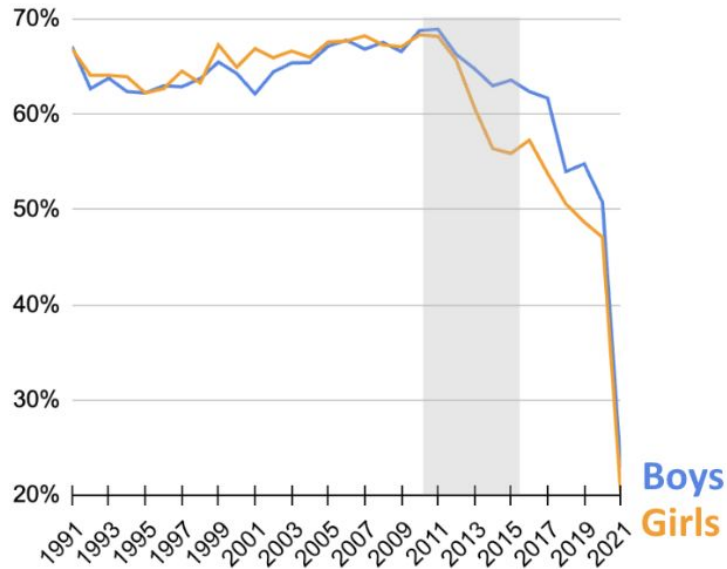


WHAT'S GETTING IN THE WAY OF THRIVING?

Daily Average Time with Friends
(Minutes)

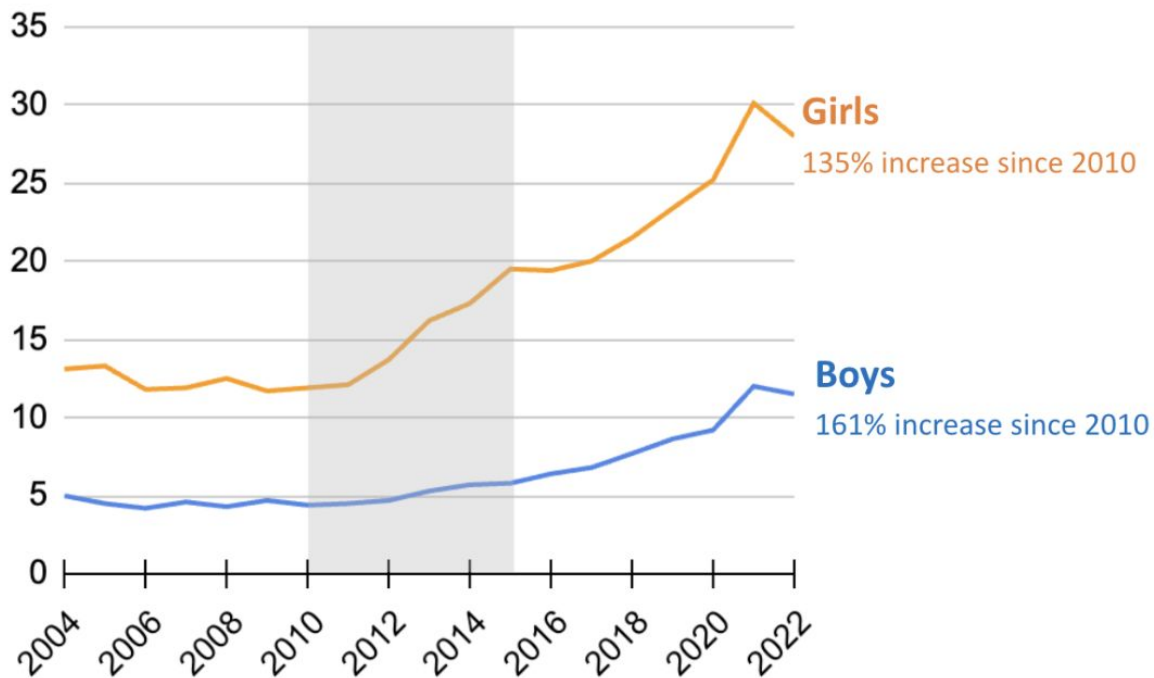


Percent Satisfied with Themselves
(USA 8th, 10th, and 12th Graders)



HOW CAN COMMUNITY HELP?

Major Depression Among Teens





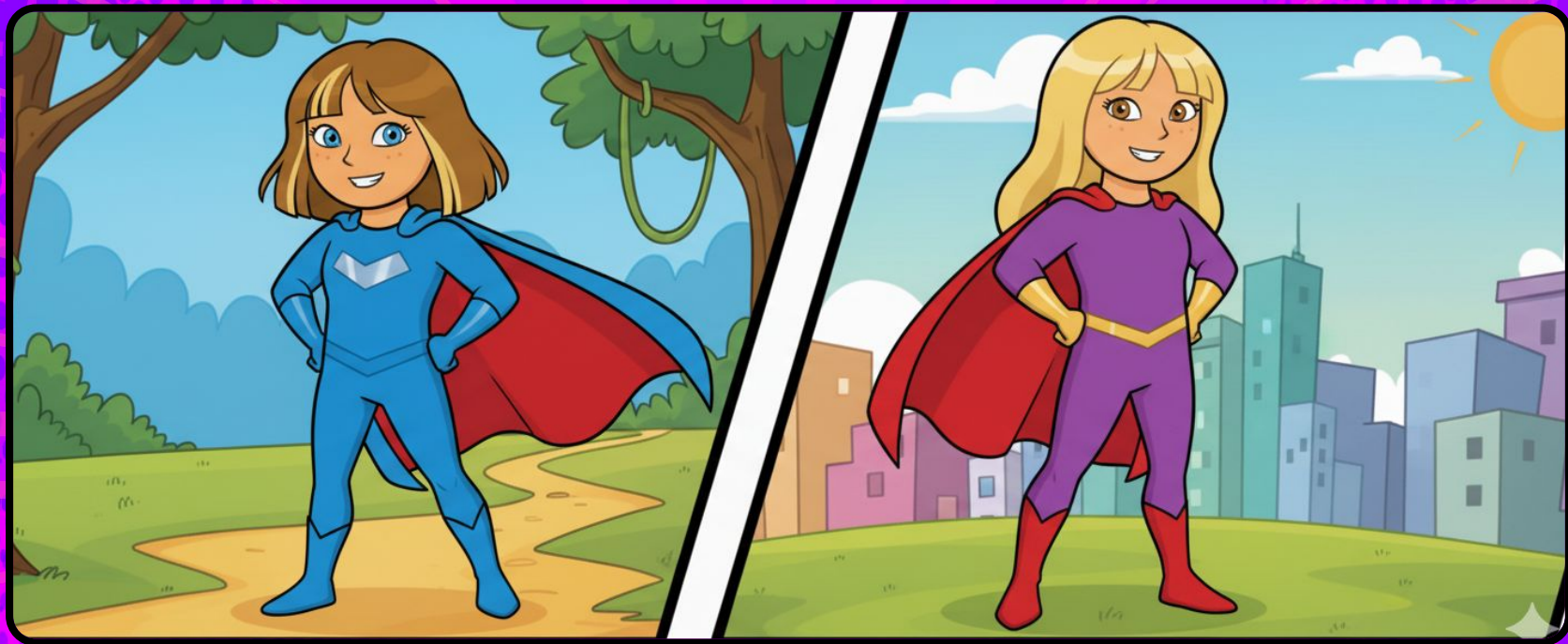
NEW DRIVERS OF SCHOOL DESIGN

HUMANITY

Well-Being
Engagement
Community

TECHNOLOGY

Artificial Intelligence
Media Literacy
Network Mobility



INTRODUCING AMY AND AMY!

TURN & TALK:

**What are the most
significant problems
architecture can solve
for a school leader?**

LIFE AS A PROTECTOR

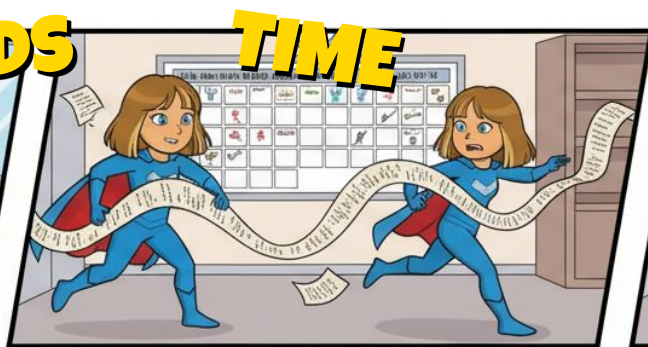




ITS BEAUTIFUL...

...ITS BRUTAL

THE BRUTAL



THE BEAUTIFUL



**LEARNING
TO READ**



**STUDENTS
ASKING FOR
HELP**



**EDUCATOR
GROWTH**



**FAMILIES
ENGAGING**



**GROWTH
DIVERSIFICATION
communication
BELONGING**



Then one DAY...



Cranston Public Schools

Facility Master Plan - Volume 2: Elementary School: Campus Overviews





“Our world requires new learning environments; the future success of our **students demands this**. This type of change will take years, and will **constantly evolve**.”

- Kevin Flynn, Associate Director, Division of Planning, State of Rhode Island

CITY-WIDE VISIONING PROCESS over 5 MONTHS

PARTICIPANTS EVALUATED THEIR
OWN SCHOOLS AND WE RECEIVED

2,125

LIKES, WISHES, and
WONDERS



CITY-WIDE

VISIONING PROCESS

over 5 MONTHS

Responsive Learning
Environments

Holistic Supportive
Culture

Innovate and Take
Risks

Invite Inspiration

Generational Sustainability

Enrich your Community

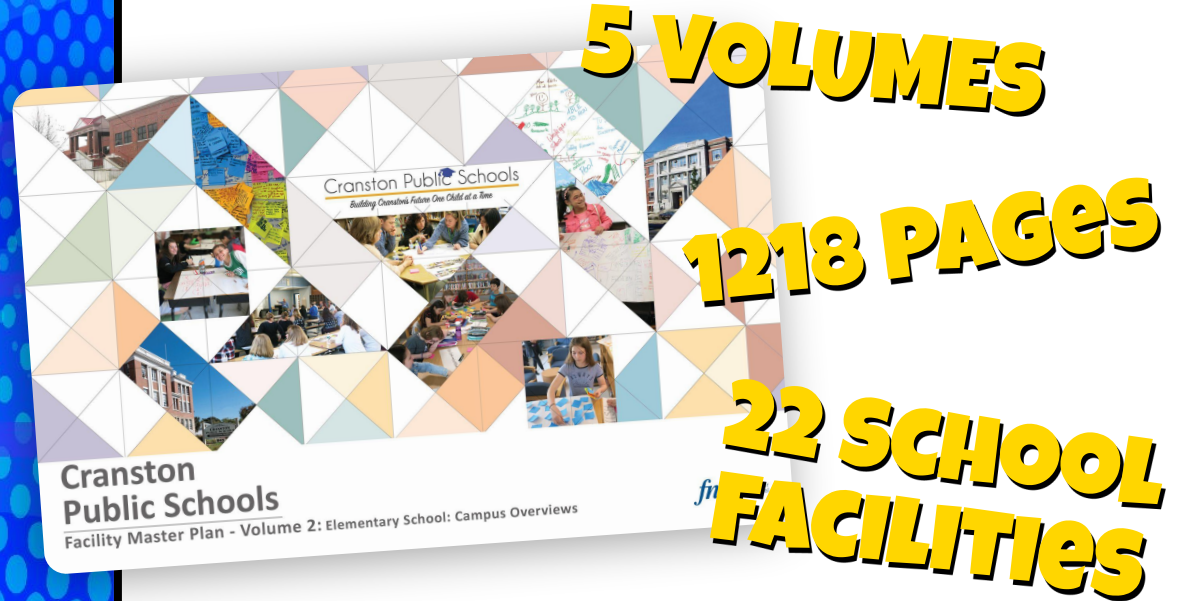
6

GUIDING PRINCIPLES

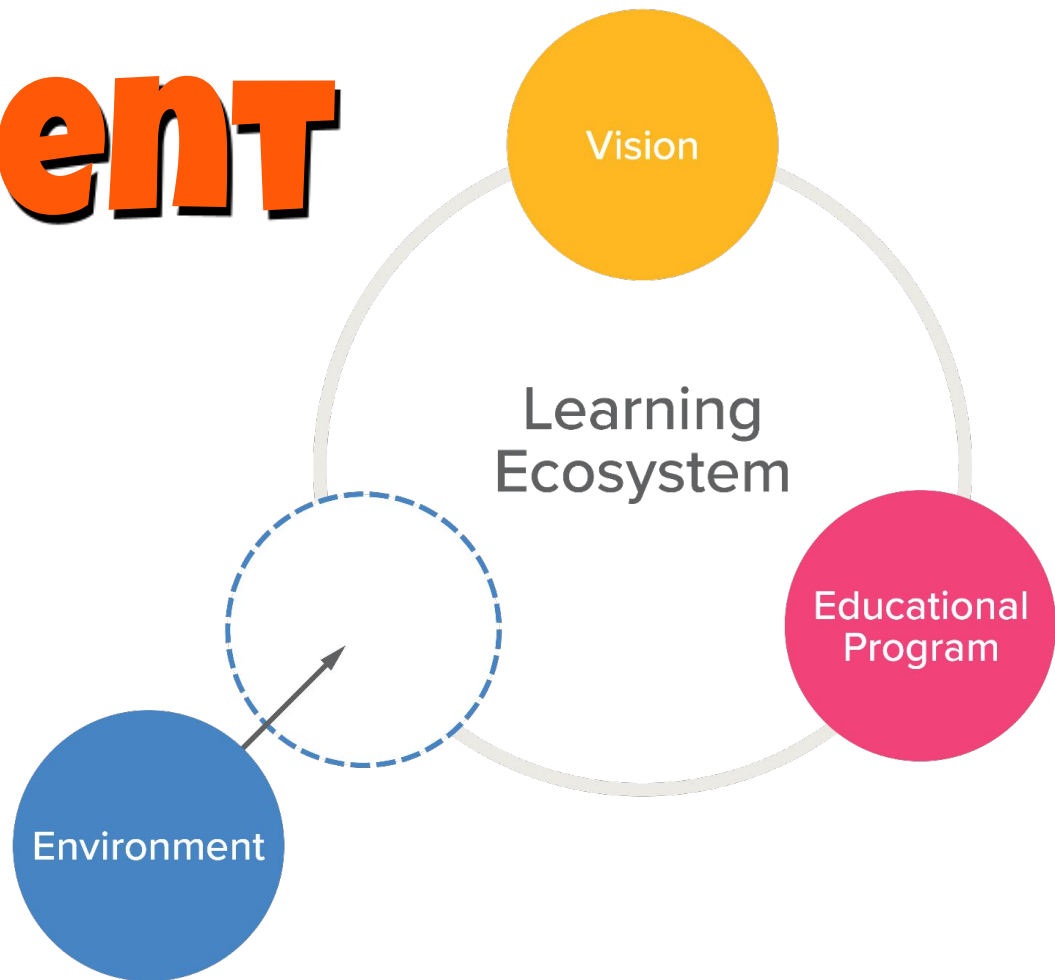


CRANSTON PUBLIC SCHOOLS

2018 Comprehensive District Facility Master Plan



ALIGNment



Future Ready Schools?

**Explore Purpose.
Build Relevant Skills.
Foster Well-being.**







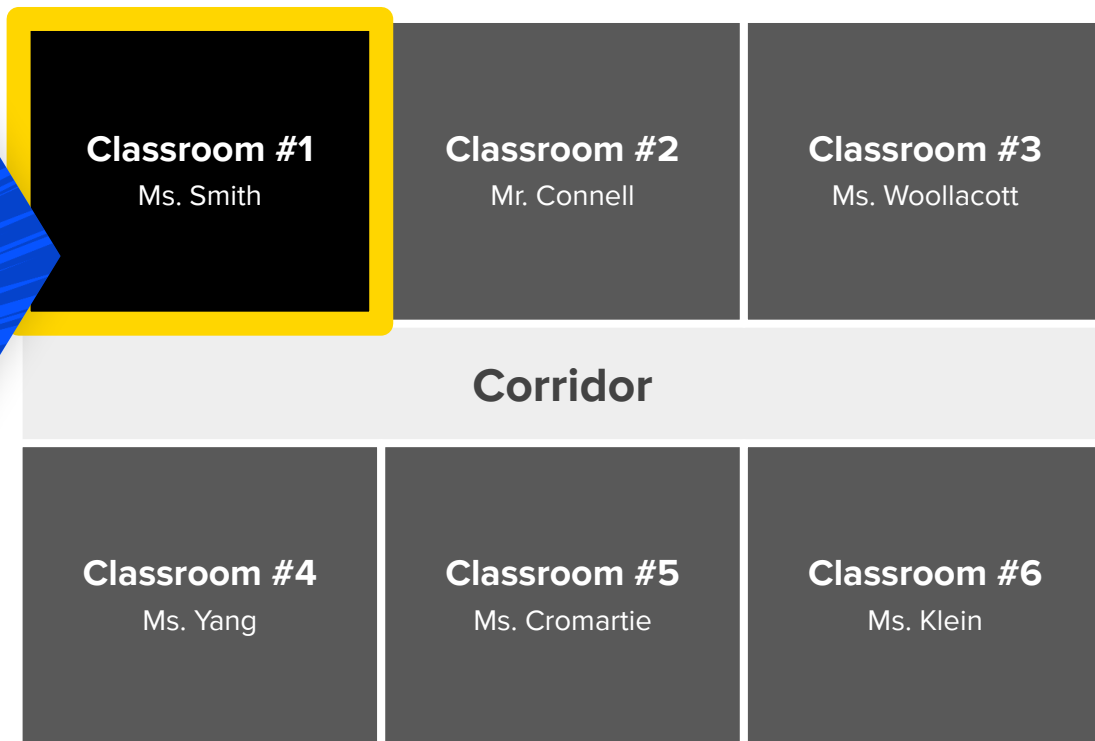
Inquiry-based
(2.4)

DIVISION OF LABOR



I am in
Ms. Smith's
classroom.

**What happens if
Ms. Smith isn't an effective
teacher for you?**



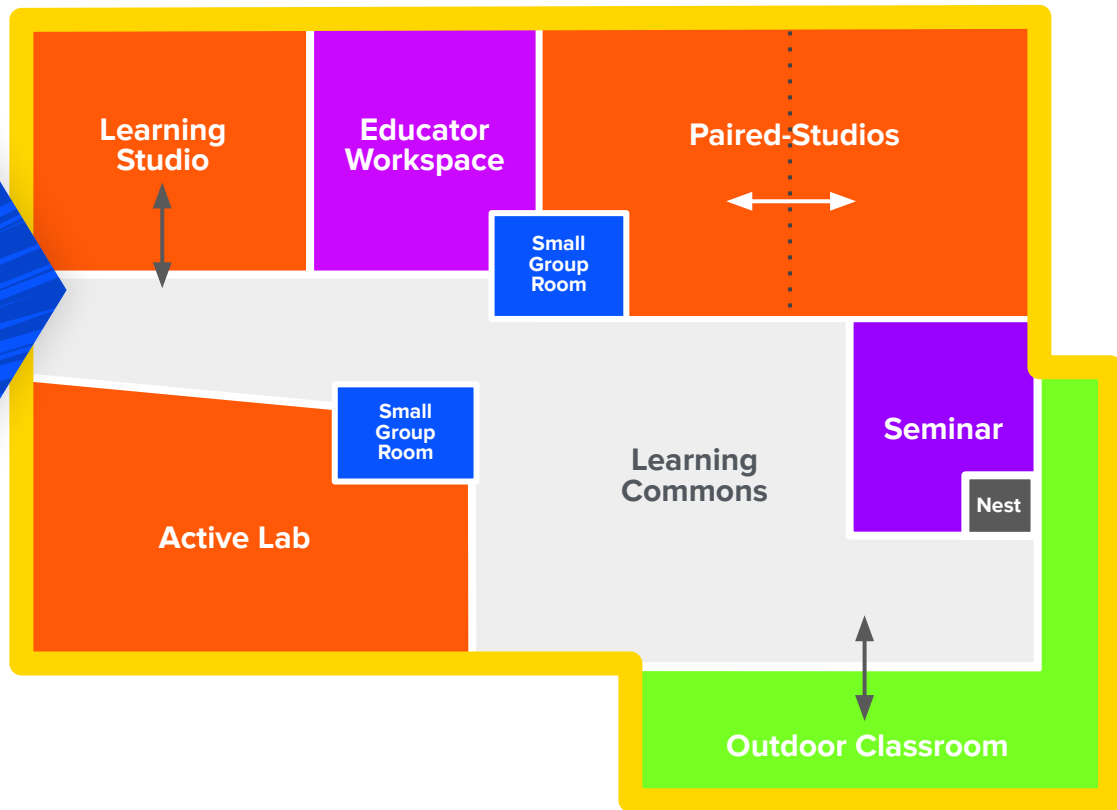
COLLABORATIVE TEAM-BASED



I am in the
5th Grade
Learning
Community!

The New Learning Landscape:

“My teachers are Ms. Smith,
Mr. Connell, Ms. Woollacott, Ms.
Yang,
Ms. Cromartie, and Ms. Klein.”



A 20TH CENTURY BUILDING STRUGGLING TO SERVE 21ST CENTURY LEARNERS



Before — Eden Park Elementary



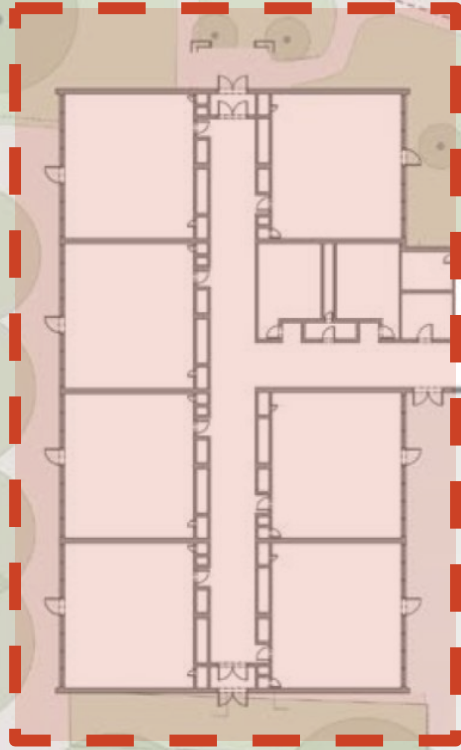
PATHFINDERS SCALE TRANSFORMATION

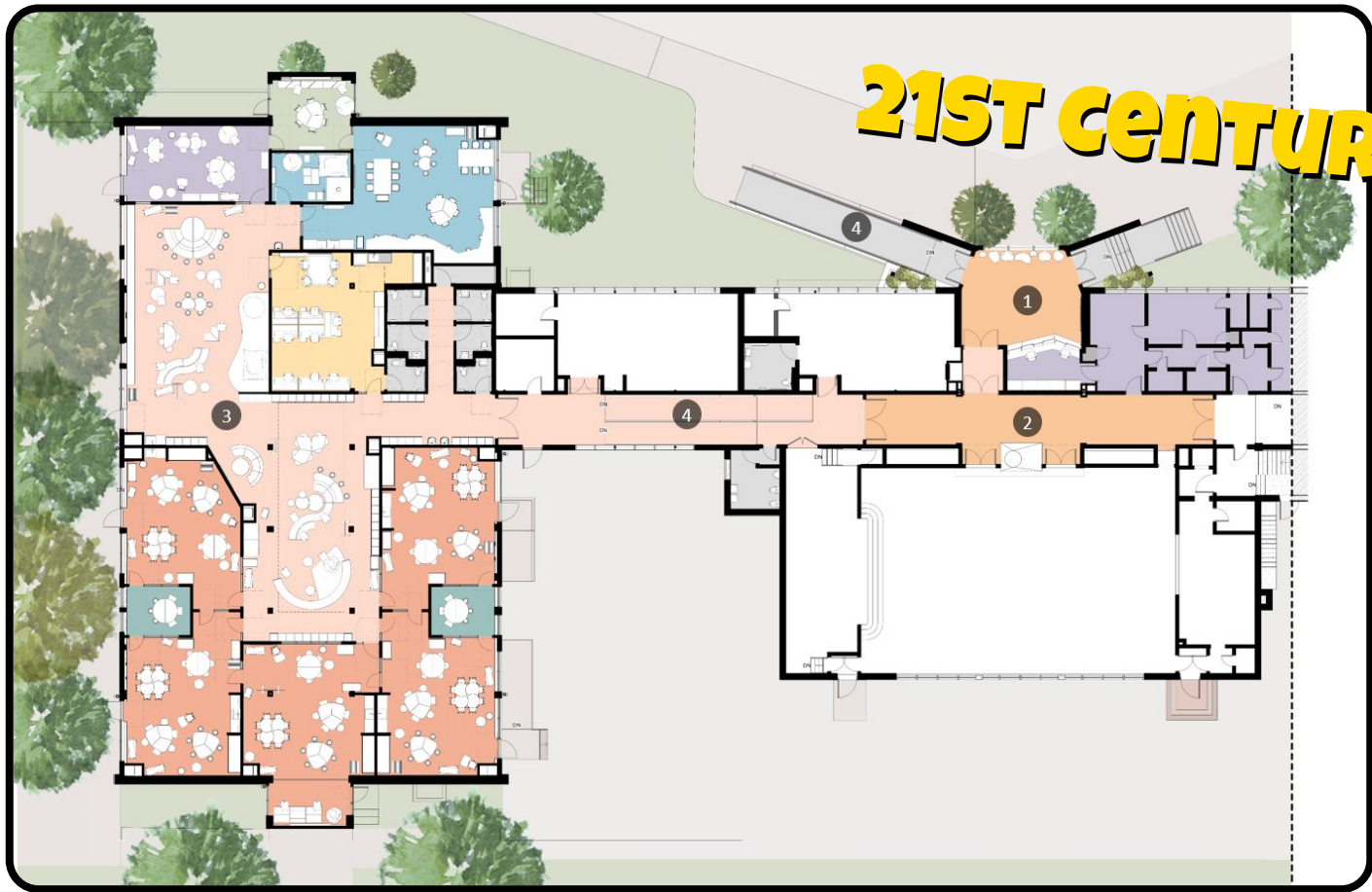


After — Eden Park Elementary



20TH CENTURY





PATHFINDERS SCALE TRANSFORMATION



Before



After

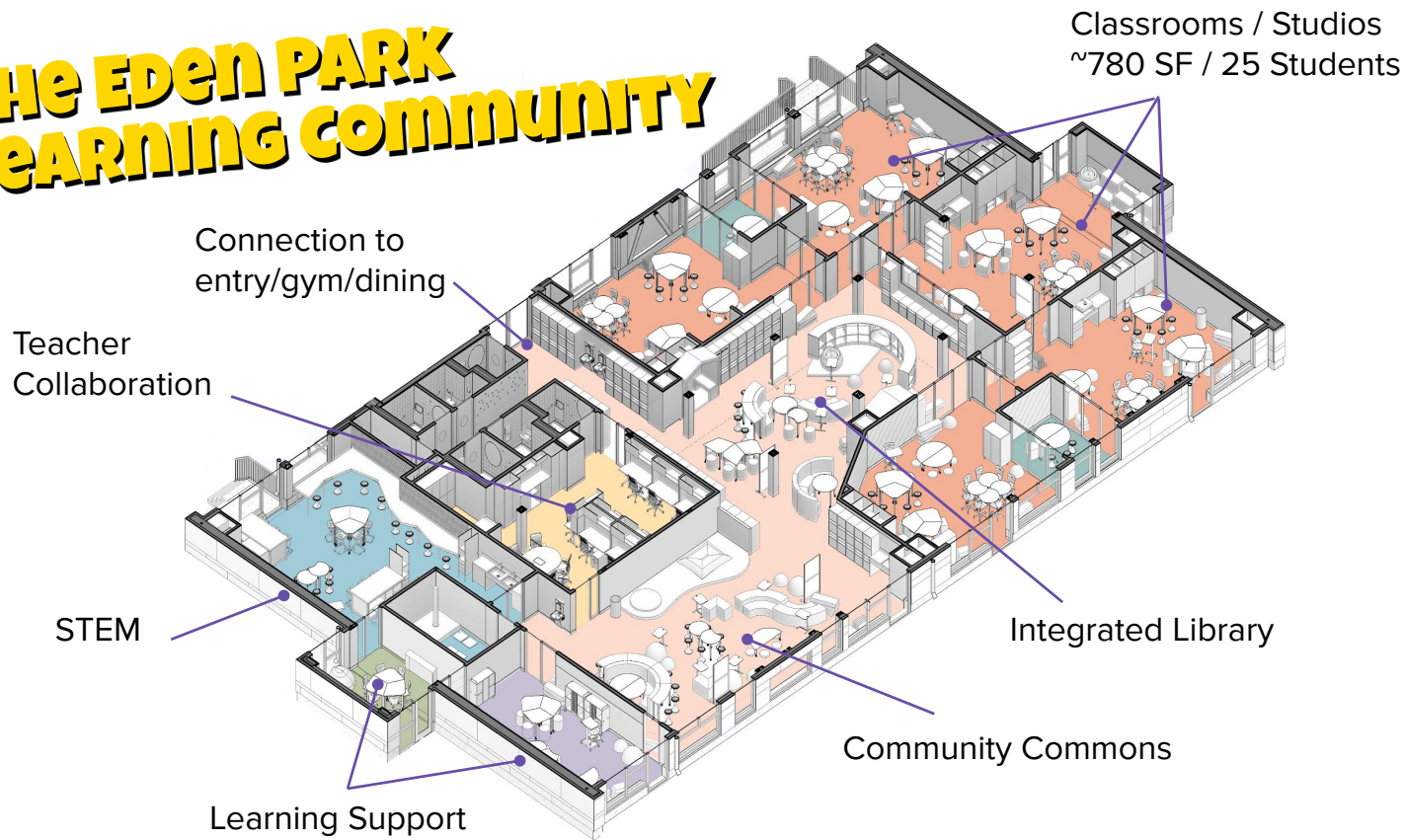
CLASSIC CLASSROOM





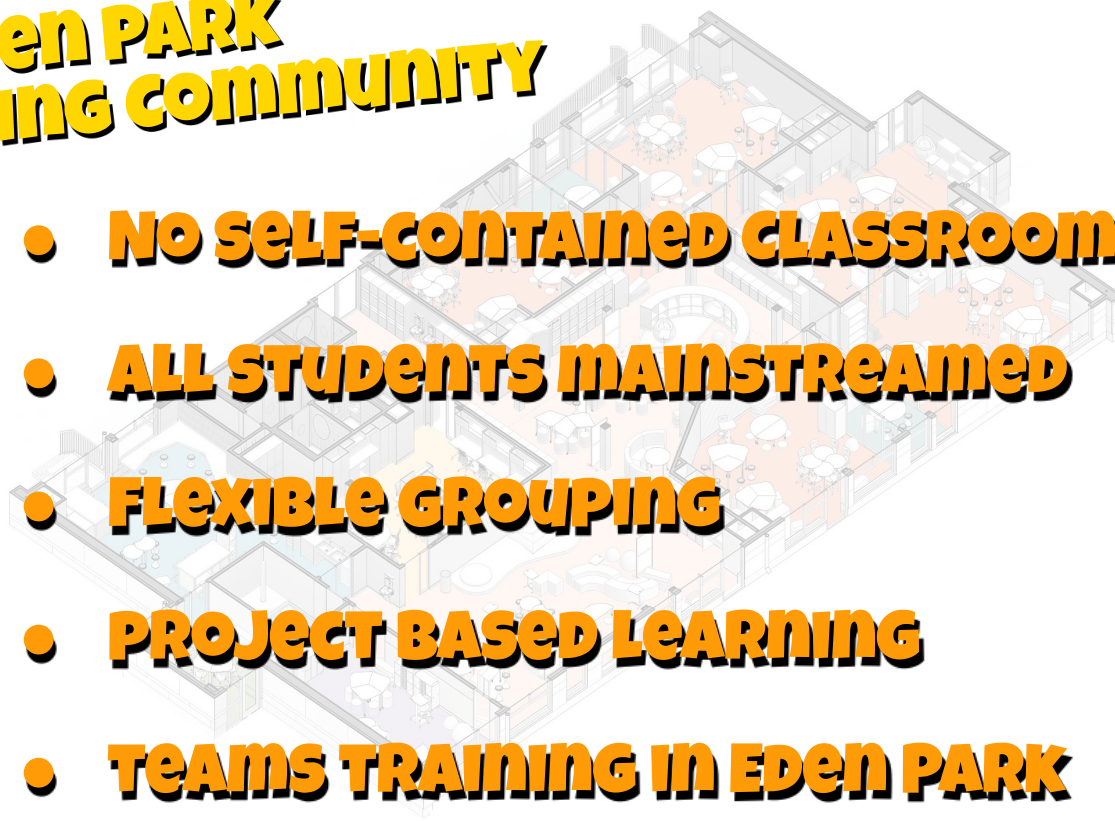
LeARning commons

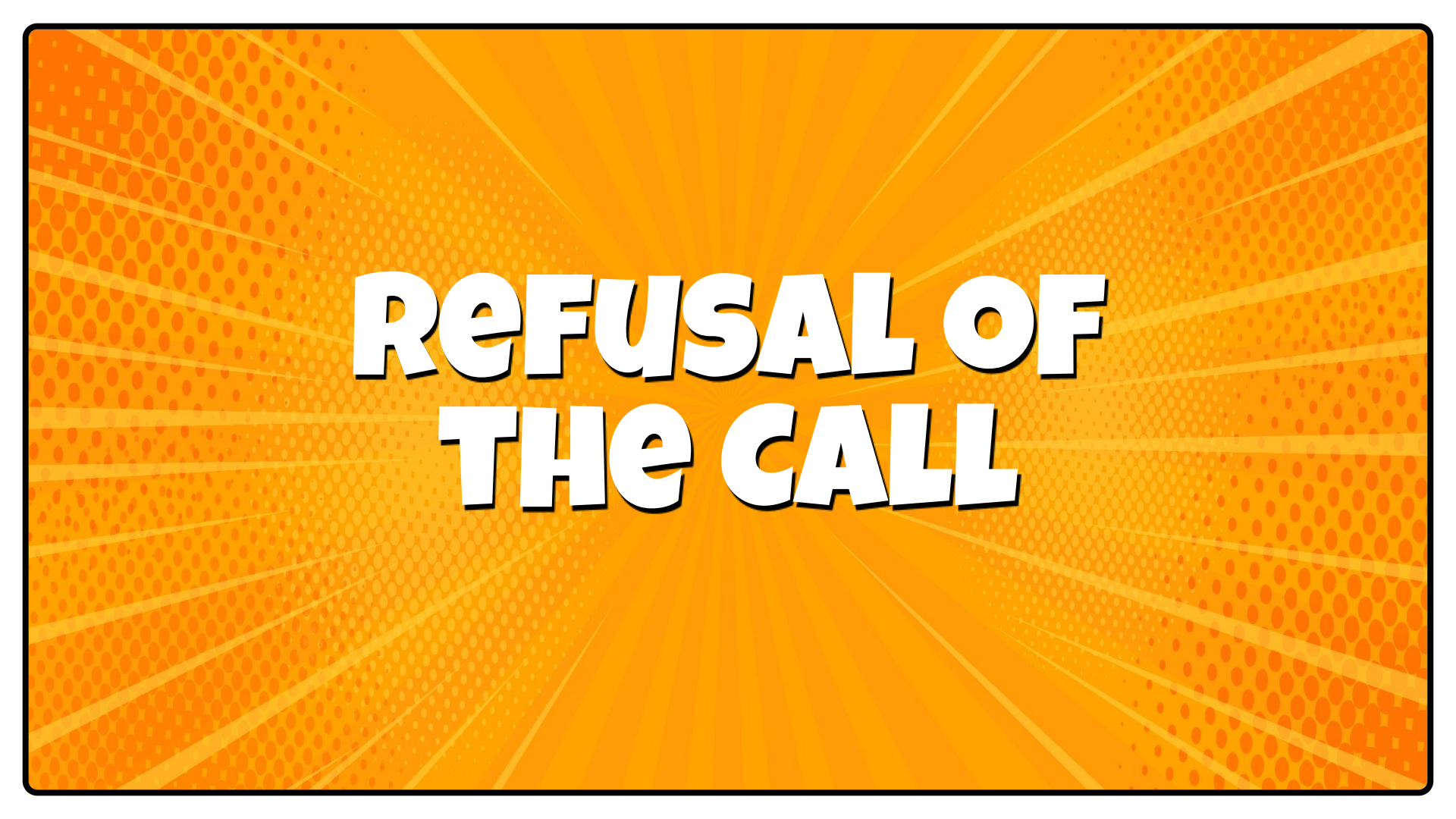
THE EDEN PARK LEARNING COMMUNITY



THE EDEN PARK LEARNING COMMUNITY

- **NO SELF-CONTAINED CLASSROOMS**
- **ALL STUDENTS MAINSTREAMED**
- **FLEXIBLE GROUPING**
- **PROJECT BASED LEARNING**
- **TEAMS TRAINING IN EDEN PARK**





REFUSAL OF THE CALL

TURN & TALK:

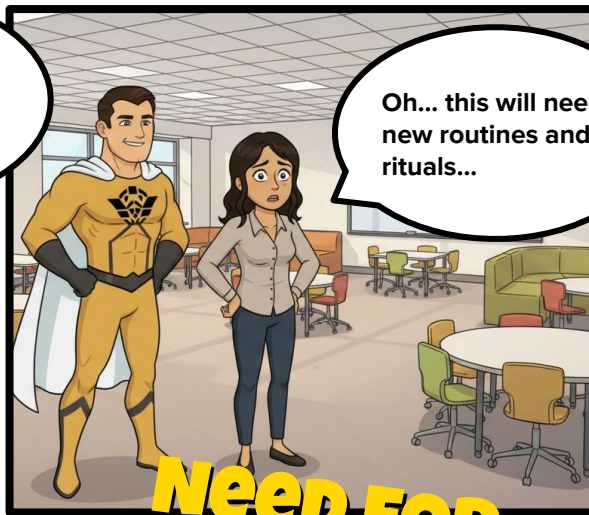
**What human mindset
challenges do you encounter
when working with schools?
With Architects?**



A NEED FOR SUPPORT



**SKEPTICISM
& CHALLENGES**



**NEED FOR
TRAINING**



**ARE WE ALONE
OUT HERE?**



**IT'S A BIRD, IT'S A
PLANE, NO!
IT'S...**

FINEGOLD ALEXANDER!



DESIGNING GLADSTONE: THE TRIALS!

PRIORITIES



DESIGN

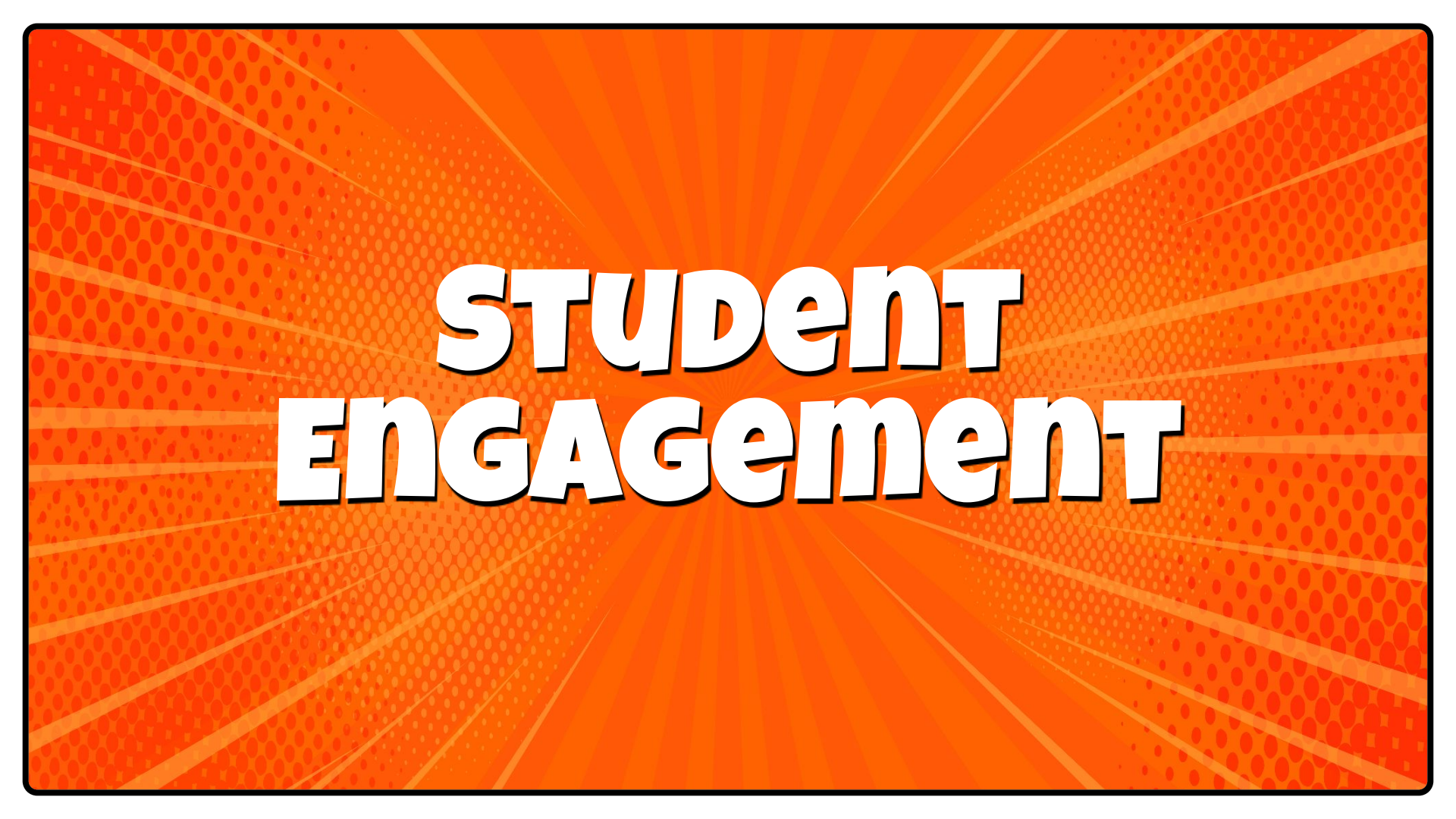


COORDINATION

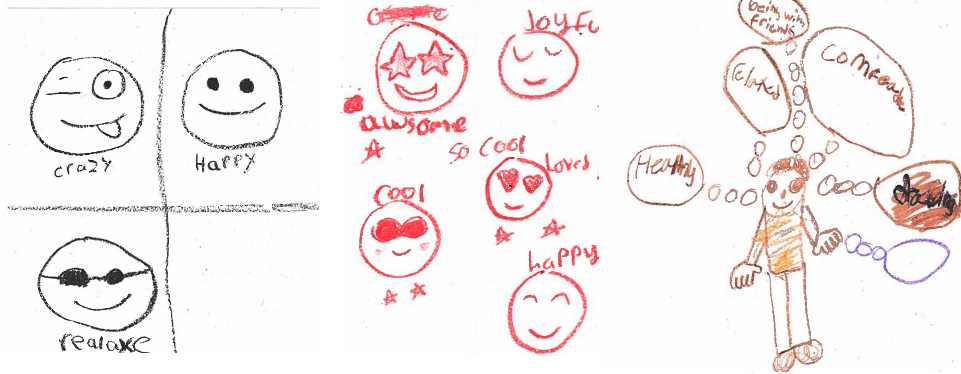


COMMUNICATION





STUDENT ENGAGEMENT



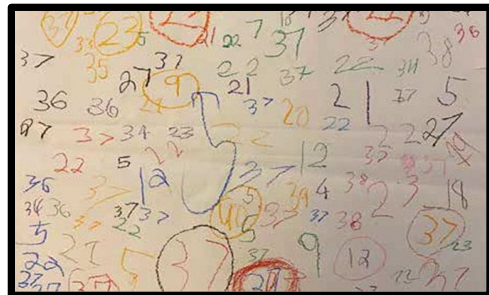
1 How do you **want to feel** when you are in school?





2

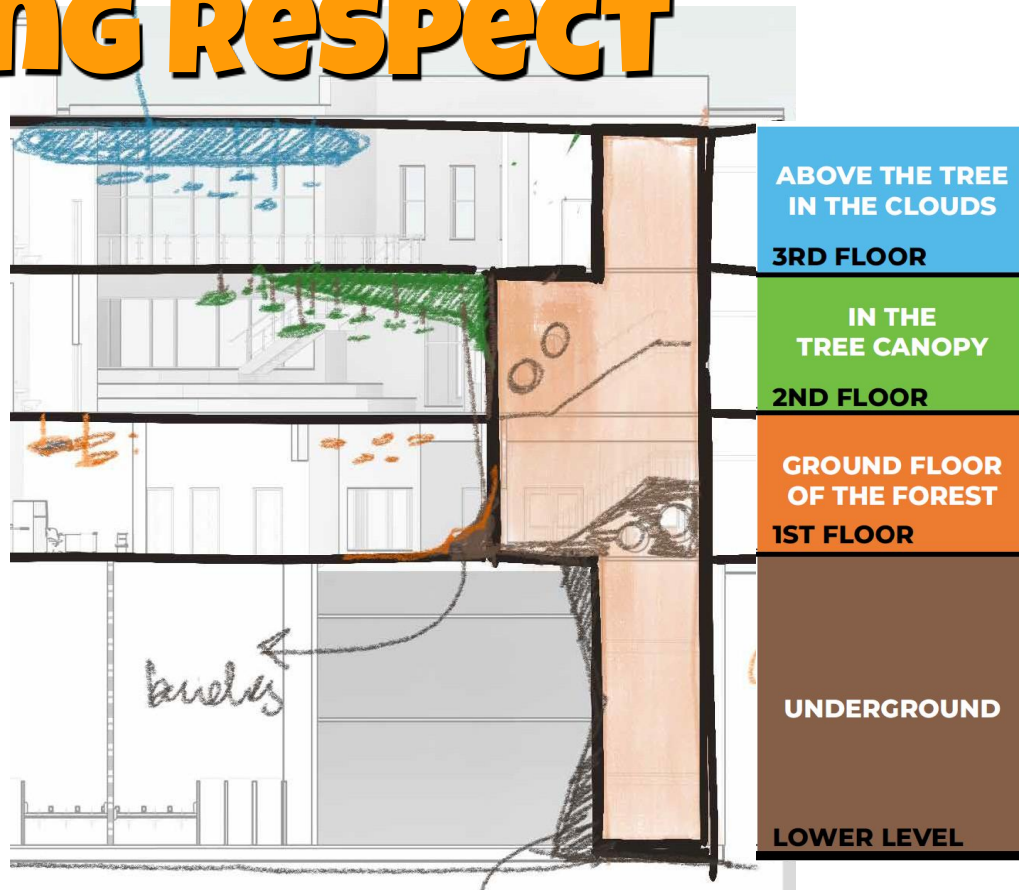
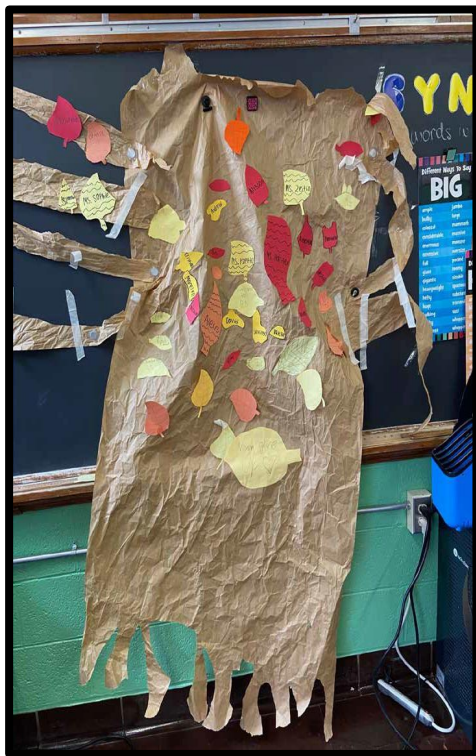
What types of **places or spaces** help you feel welcome or connected to family, community or culture?



What **learning space**
is your favorite?



RADIATING RESPECT



ABOVE THE TREE
IN THE CLOUDS

3RD FLOOR

IN THE
TREE CANOPY

2ND FLOOR

GROUND FLOOR
OF THE FOREST

1ST FLOOR

UNDERGROUND

LOWER LEVEL

STUDENT ART & SURVEYS

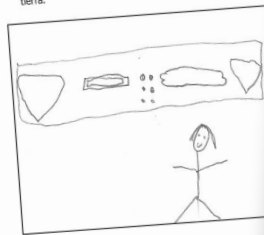


Gladstone Elementary School - Cuestionario de estudiantes

- 1) ¿Cuál es tu primer nombre? Brayan
- 2) Coloca un círculo en el grado que estás: Preescolar 1ero 2do 3er
- 3) Coloca un círculo a la opción del diseño que más te guste: Opción A / O

Responde a las preguntas del 4 al 6 acerca del diseño que escogiste en la respuesta 3.

- 4) ¿Qué te gusta del diseño que seleccionaste?
bien bonito
- 5) ¿Qué le agregarías a este diseño para hacerlo más divertido?
diamantes
- 6) ¿Qué le cambiarías a este diseño?
las piedras
- 7) ¿Cuando un niño llega por primera vez al colegio que palabra le dirías (puedes utilizar el inglés u otra lengua que tu conozcas)?
otro lenguaje español
- 8) Imagínate que estás excavando profundamente debajo de la tierra encontrar durante la excavación?
muchas piedras y la tierra

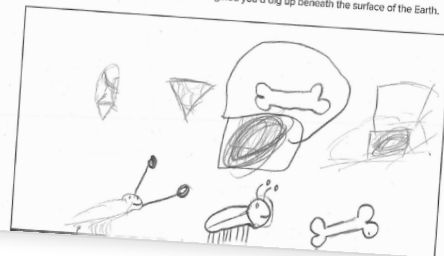


Gladstone Elementary School Student Survey

- 1) What is your first name? Deyton
- 2) Circle the grade you are in: Kindergarten 1st 2nd 3rd 4th 5th
- 3) Circle the Design Option you like the most: Option A Option B Option C

Answer questions 4-6 about the Design Option you selected in answer 3

- 4) What do you like about the design option you selected?
It looks cool
- 5) What would you add to this design to make it more fun?
add more roots
- 6) What would you change to this design?
Willcome Sign
- 7) If a new student was joining the school for the first time, what word or phrase might you say to them to make them feel welcome? (You can use English or another language)
Koneche wa
- 8) Imagine digging deep beneath the surface of the Earth. What might you find as you dig?
spider
- 9) Draw a picture of the thing that you imagined you'd dig up beneath the surface of the Earth.

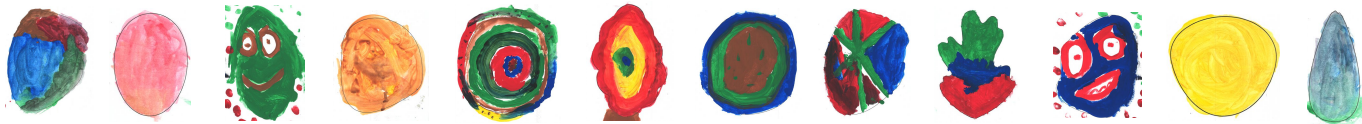
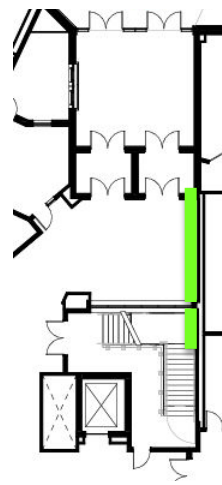
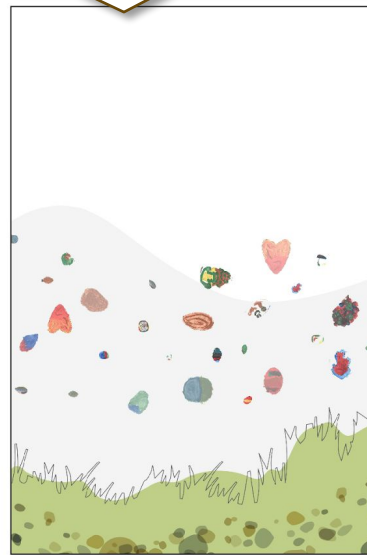


STUDENT ARTWORK

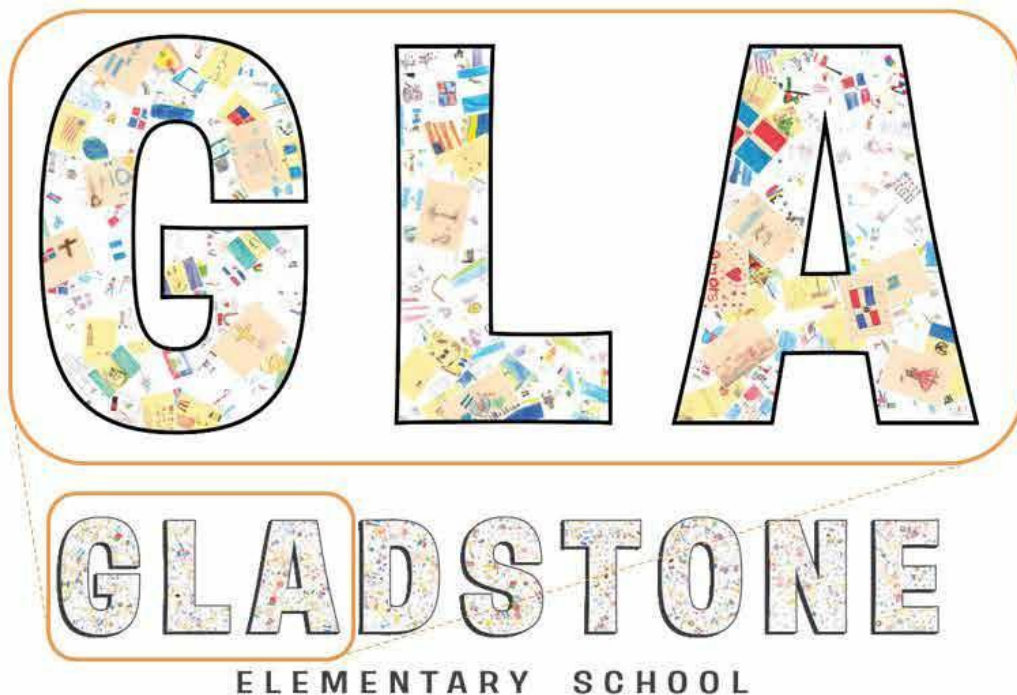
Do you want to be friends

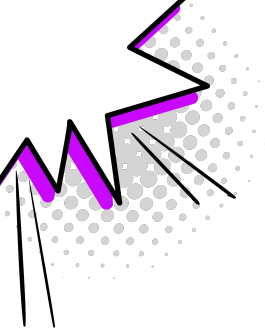
Will come to Gladstone

Hola, Como estas



STUDENT ARTWORK SIGNAGE





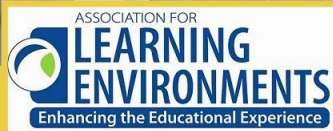
sense of BeLONging





Power to the Pupils:

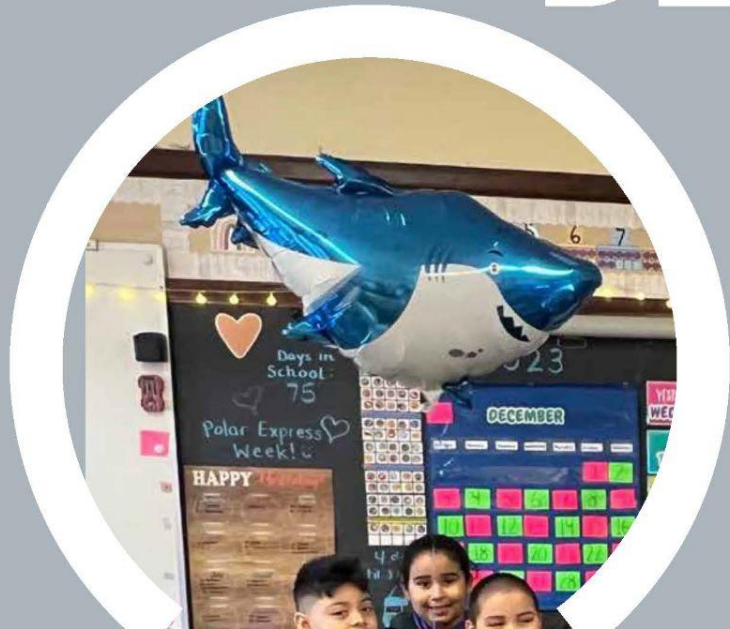
Empowering Students Through Joyful Design



Northeast 2024 Annual Regional Conference - March 25, 2024

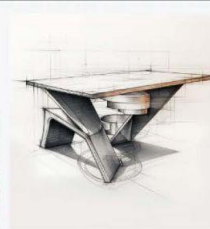
SHARK TANK

DESIGN YOUR LEARNING SPACE



DRIVING QUESTION:

HOW CAN WE DESIGN FURNITURE FOR OUR NEW SCHOOL THAT IS BOTH FUNCTIONAL AND AESTHETICALLY PLEASING, KEEPING IN MIND THE DIVERSE NEEDS OF OUR POPULATION?

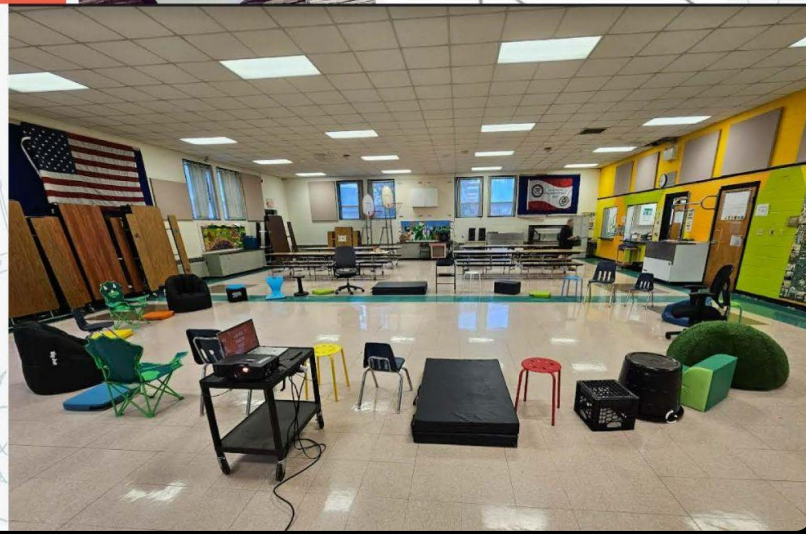


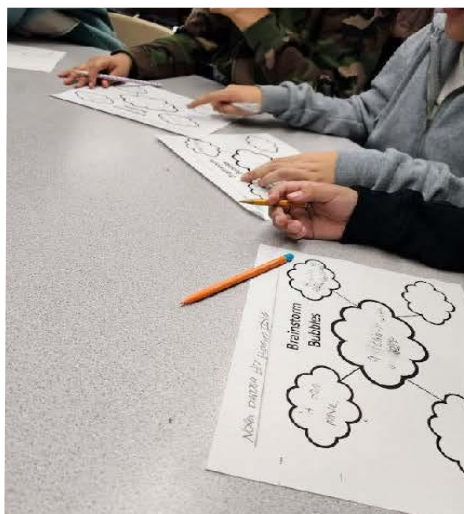
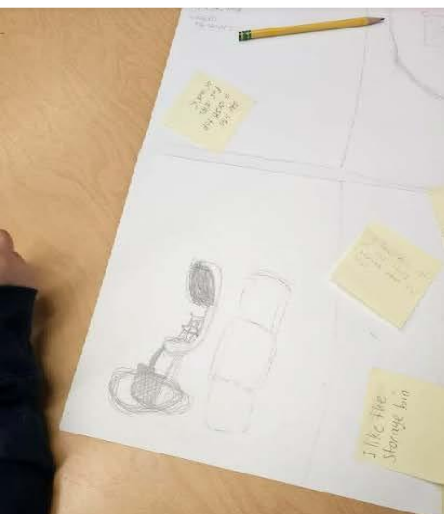
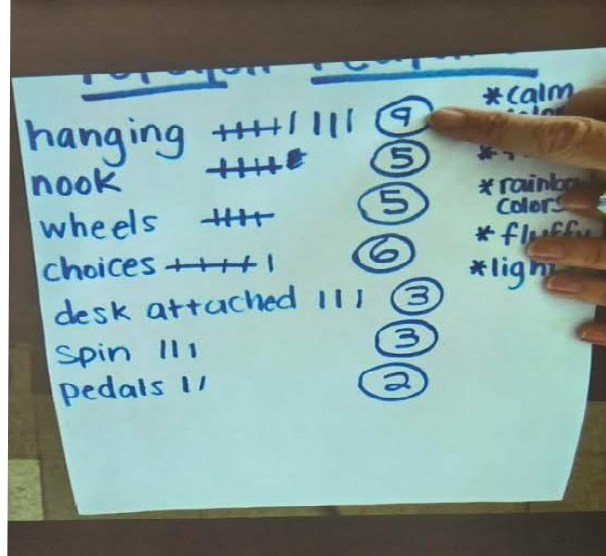
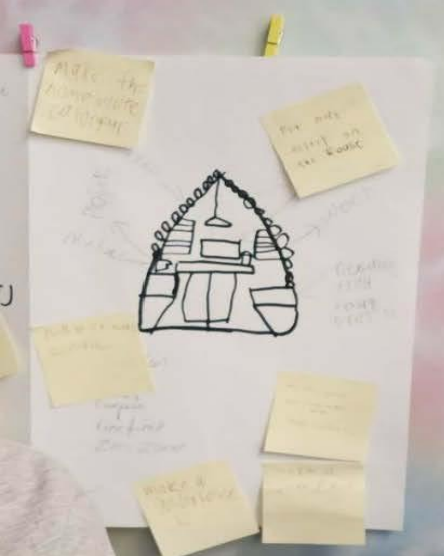
FURNITURE PROJECT

Project Launch
#1

Project Core
#2

Project Culmination
#3





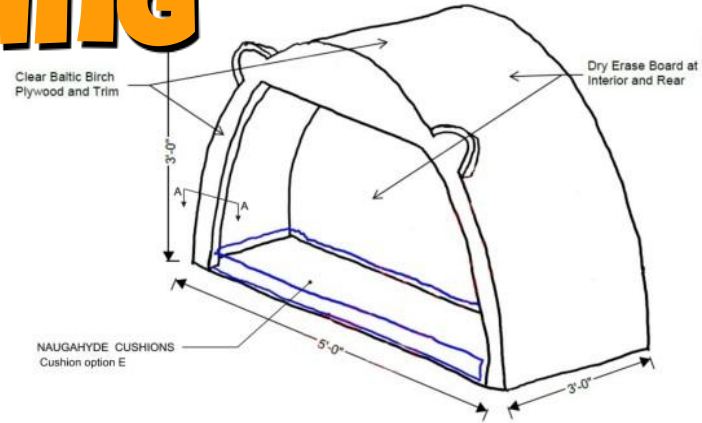
RAINBOW zen zone



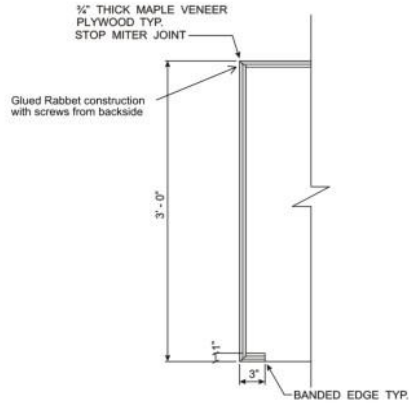
THE BEAR CUBBY



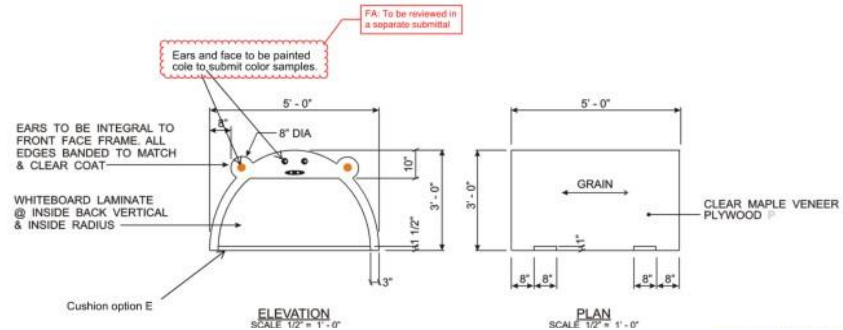
SHOP DRAWING

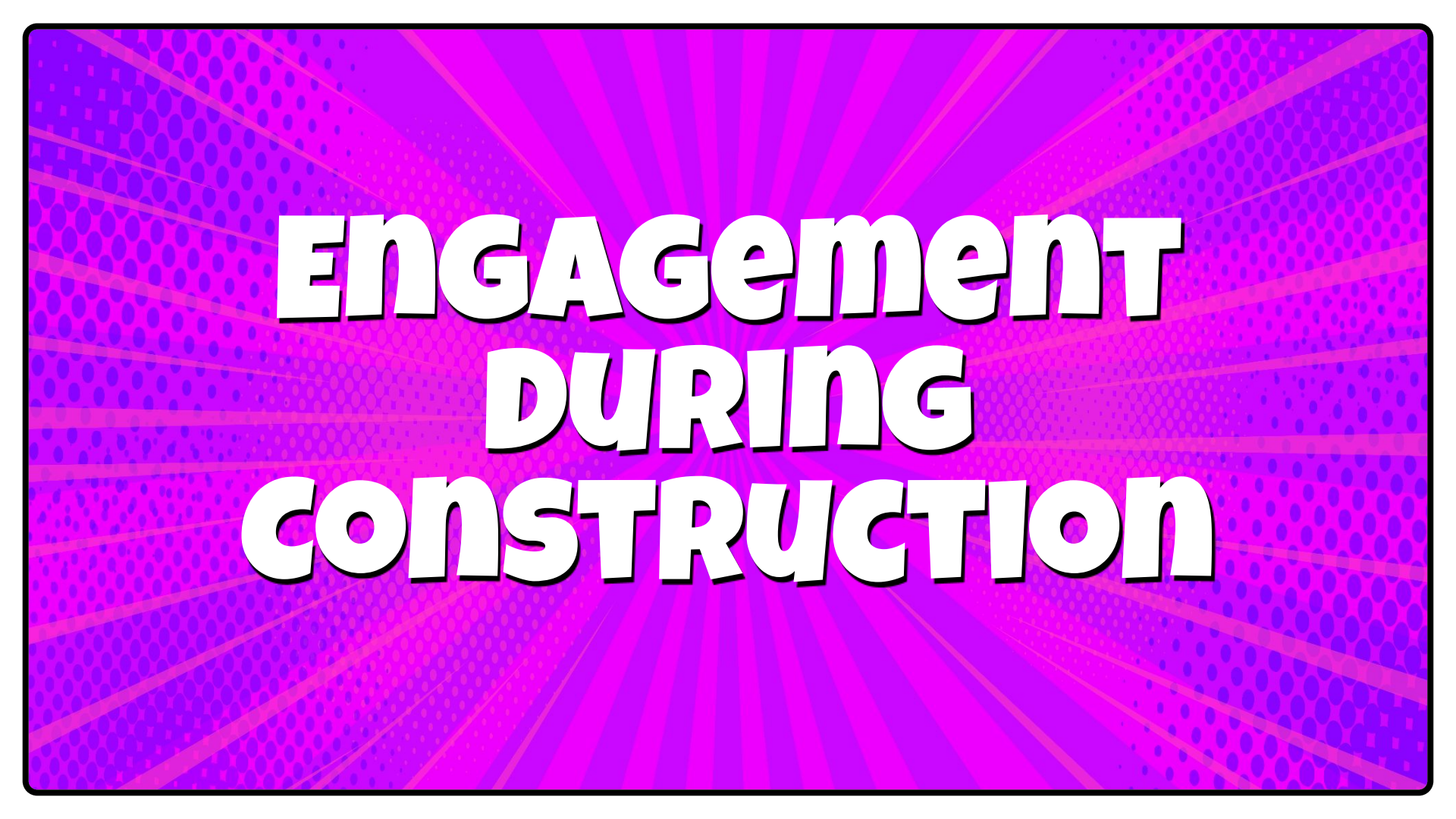


CONCEPT VIEW



SECTION "AA"
SCALE 1 1/2" = 1'-0"



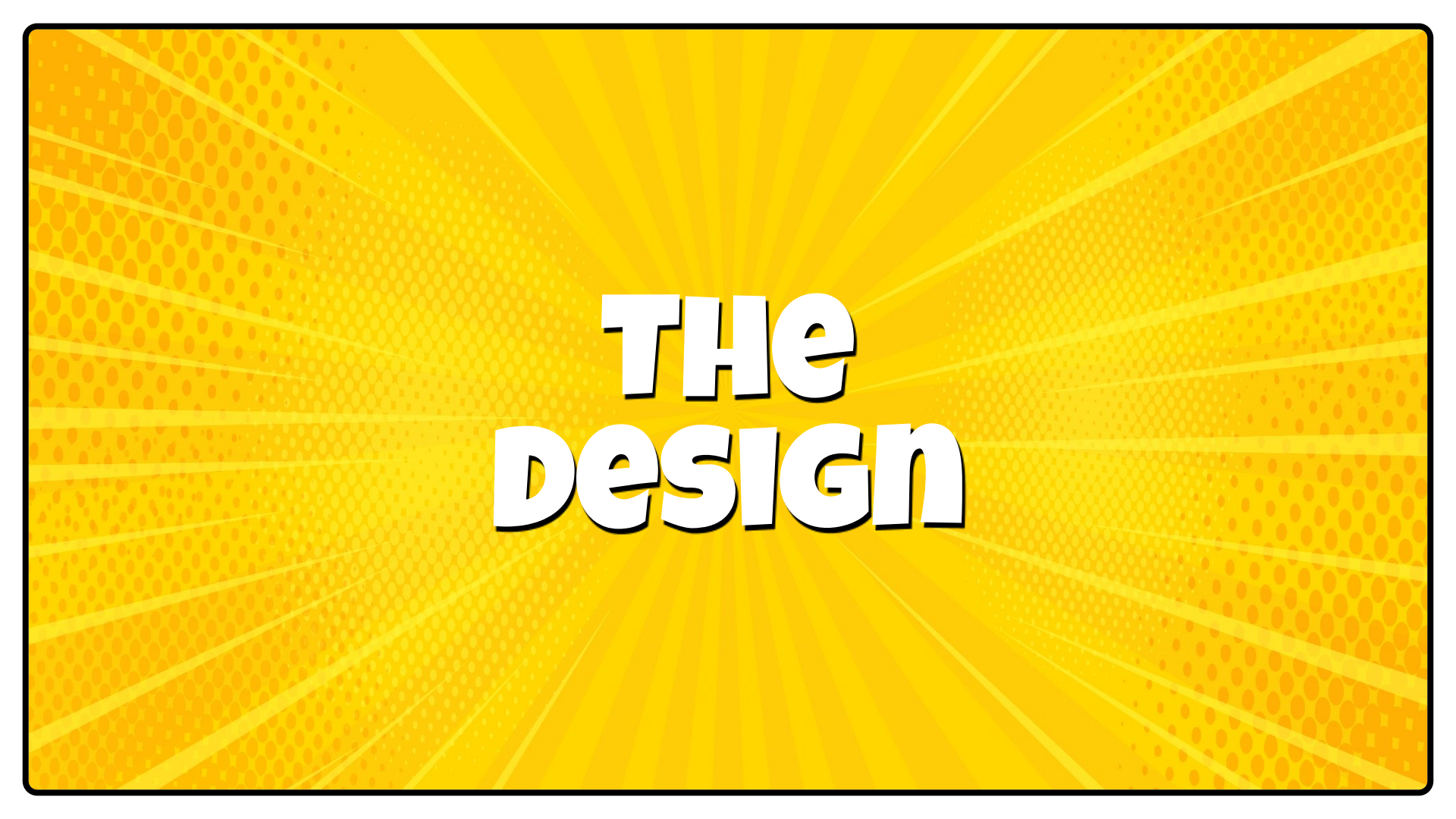


ENGAGEMENT DURING CONSTRUCTION

ENGAGEMENT DURING CONSTRUCTION





The background is a vibrant yellow, featuring a halftone dot pattern that is denser in the corners and fades towards the center. Overlaid on this are numerous thin, light-yellow lines that radiate from the center point towards the edges, creating a sense of dynamic energy and movement.

THE Design



INNOVATION VS. STATE STANDARDS

RIDE Educational Standard Requirements

Room Number	Room Name	Room Area (sqft)	RIDE standard area (sqft)	Delta	Justification
A001	Vestibule	950	-	-	
A002	Mechanical	90	-	-	
A003	Learning Commons	1,888	-	-	
A004	Learning Commons	1,726	-	-	
A005	Learning Studio	616	1,200 (584)	-	The learning spaces are distributed differently in a learning community compared to the traditional classroom layout.
A006	Learning Studio	325	500 (175)	-	Instead of arranging discrete classrooms along a corridor, learning communities are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A007	Learning Studio	893	1,200 (307)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A008	Learning Studio	939	1,200 (261)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A009	Learning Studio	768	1,200 (432)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A010	Learning Studio	219	500 (281)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A011	Learning Studio	629	1,200 (571)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A012	Active Lab	922	1,200 (278)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A013	Water Closet	44	-	-	
A014	Water Closet	46	-	-	
A015	Water Closet	51	-	-	
A016	Water Closet	53	-	-	
A017	Water Closet	51	-	-	
A018	Water Closet	47	-	-	
A019	Water Closet	46	-	-	
A020	Teacher Collaborative Workshop	676	300	376	Teacher workspace has been increased due to increased collaboration of Learning Community Methods.
Subtotal (net sqft)		10,285	8,500 (1,785)		

Room Number	Room Name	Room Area (sqft)	RIDE standard area (sqft)	Delta	Justification
A101	Learning Commons	1,762	-	-	
A102	Learning Commons	1,726	-	-	
A103	Learning Studio	616	950 (334)	-	
A104	Small Group Room	325	500 (175)	-	The learning spaces are distributed differently in a learning community compared to the traditional classroom layout.
A105	Learning Studio	893	950 (57)	-	Instead of arranging discrete classrooms along a corridor, learning communities are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A106	Learning Studio	939	950 (11)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A107	Learning Studio	768	950 (182)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A108	Small Group Room	119	500 (381)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A109	Learning Studio	629	950 (321)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A110	Active Lab	922	950 (28)	-	Learning Commons are designed as a single suite of interconnected rooms. Please reference the Education Specifications in the Stage I submission book to understand how Learning Studios, Small Group Rooms, and
A111	Water Closet	44	-	-	
A112	Water Closet	46	-	-	
A113	Water Closet	51	-	-	
A114	Water Closet	53	-	-	
A115	Water Closet	51	-	-	



- Curiosity Center
- Learning Commons
- Learning Studio
- Admin
- Gymnasium
- Vertical Circulation



Gladstone Elementary School

Cranston, Rhode Island

Finegold Alexander



Gladstone Elementary School

Cranston, Rhode Island

Finegold Alexander

LEARNING COMMONS

Inclusion &
Belonging

COMMUNITY
GATHERING

PERMEABLE
BOUNDARIES

SMALL GROUP &
INDIVIDUAL ZONES

NATURAL LIGHT

VISUAL
CONNECTION

QUALITY ACOUSTICS



Gladstone Elementary School

Cranston, Rhode Island, USA

Finegold Alexander

TS

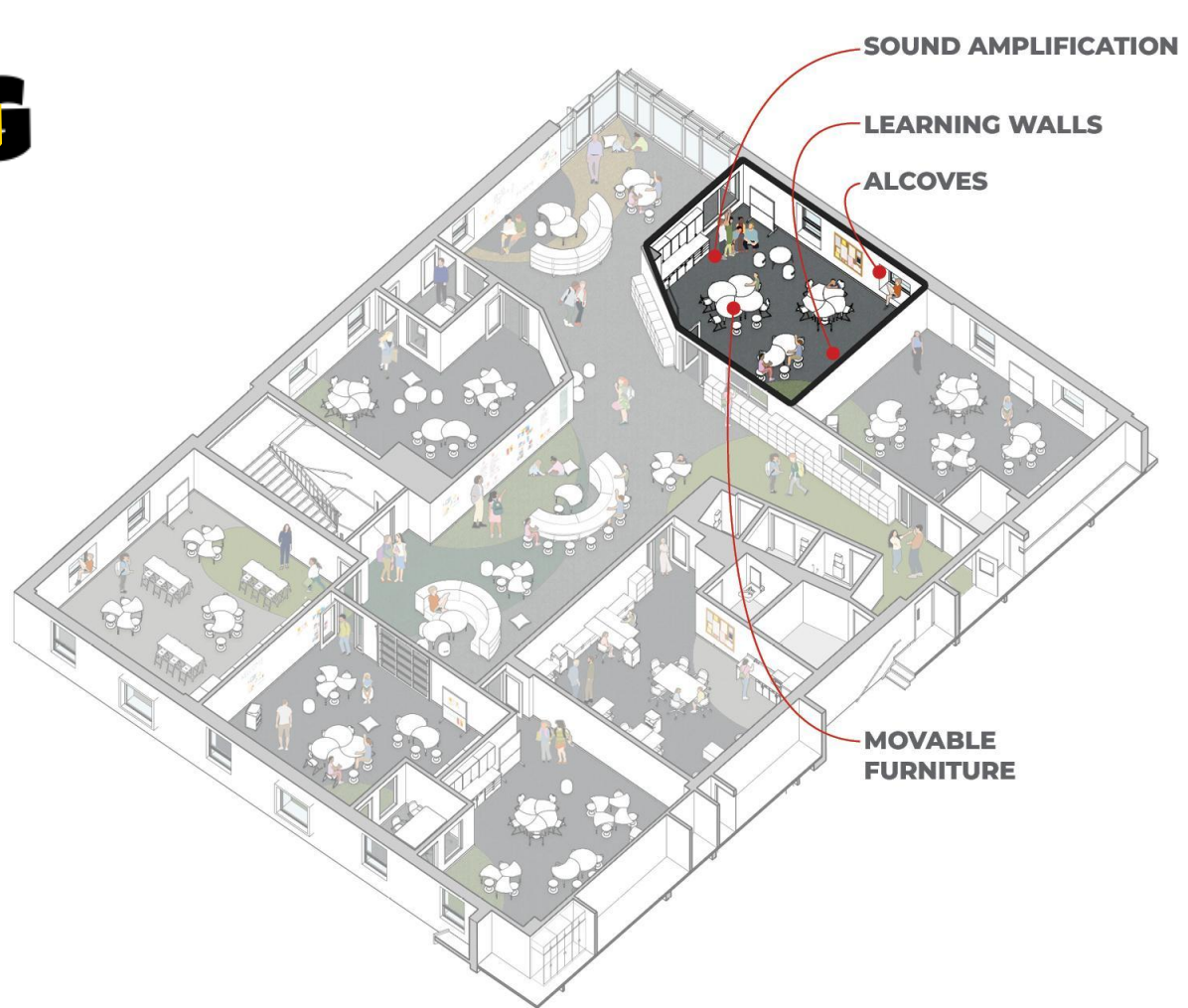
Communities Designing for Transformation

LEARNING STUDIOS

Individualized
Instruction



Eden Park Elementary
Cranston, Rhode Island, USA
Fielding International

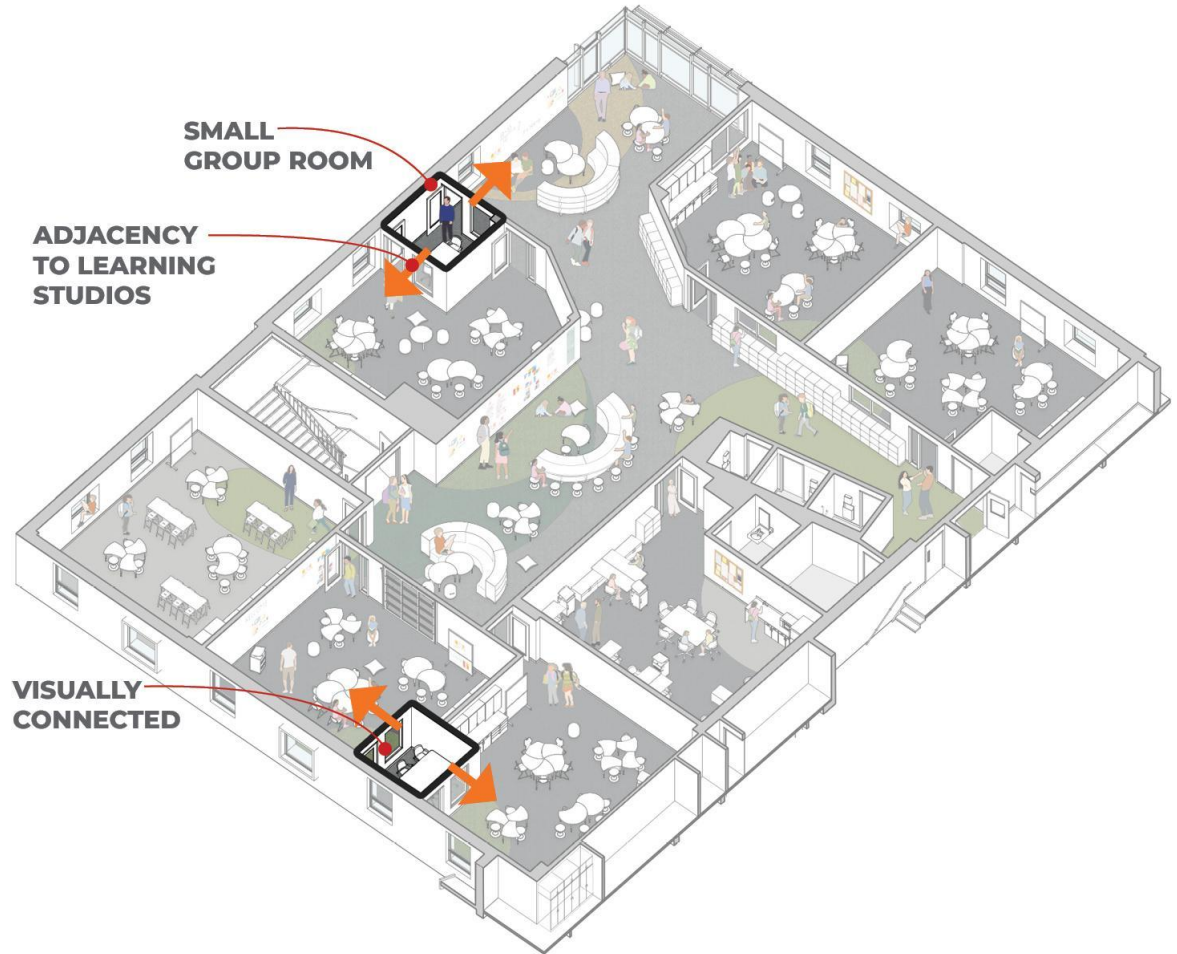


SMALL GROUP ROOMS

Independent & Small
Group Collaboration



Eliot Innovation School
Boston, Massachusetts, USA
Finegold Alexander



TEACHER COLLABORATION WORKROOM

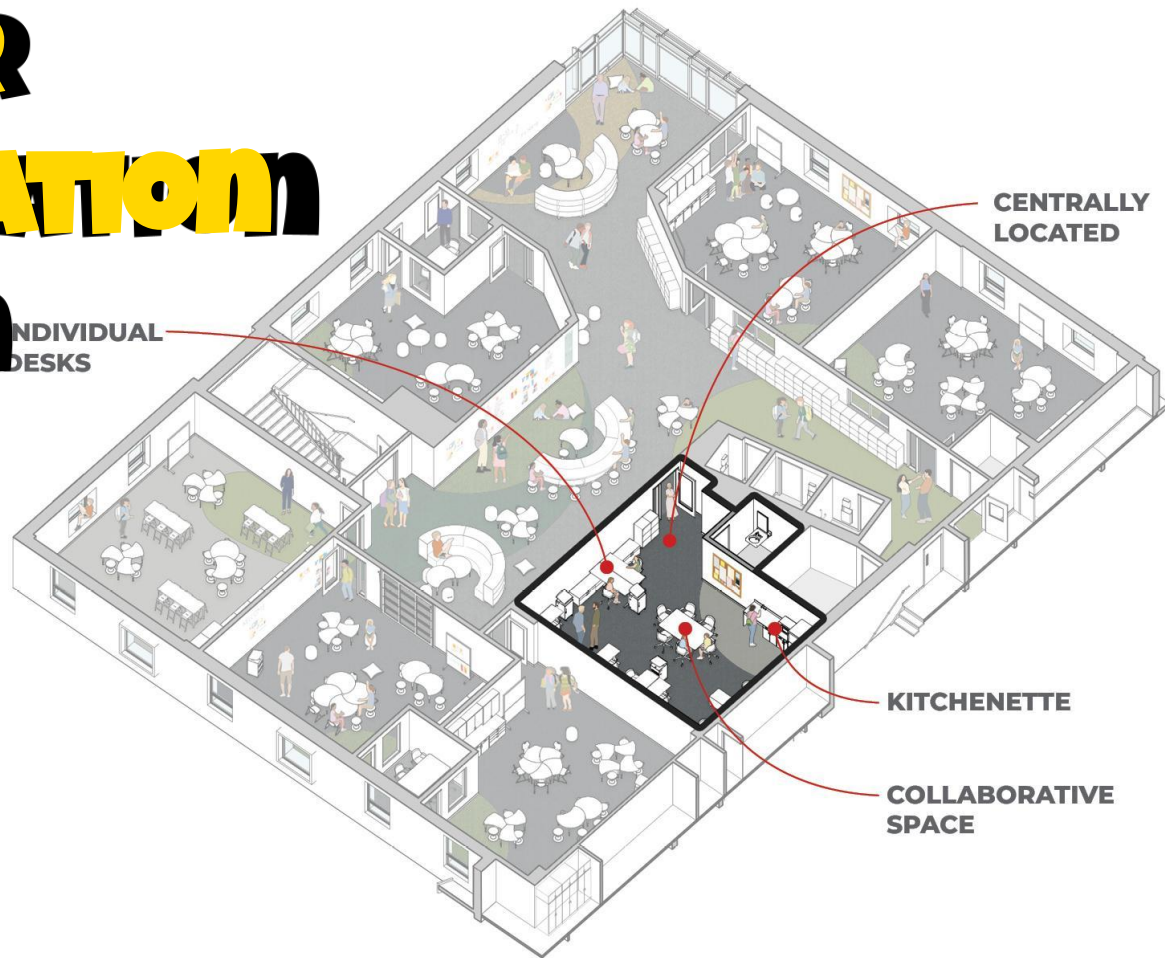
Vertical & Horizontal
Education Planning



Garden City Elementary

Cranston, Rhode Island, USA

Fielding International



CURIOSITY CENTER

Distributed Library,
Music, and Art



Gladstone Elementary
Cranston, Rhode Island, USA
Finegold Alexander



CURIOSITY CENTER

An architectural rendering of a modern school interior. The space is characterized by a high ceiling with numerous circular pendant lights in shades of blue, yellow, and white. The floor is a mix of blue and yellow. In the foreground, a woman in a striped shirt and blue skirt walks towards a staircase with a perforated metal railing. To the left, a young boy in a yellow shirt and green pants runs. In the center, a group of children are gathered around a table. In the background, a 'MAKER SPACE' is visible with large windows and a wooden door. The overall atmosphere is bright and open.

Gladstone Elementary School

Cranston, Rhode Island

Finegold Alexander

LEARNING COMMONS



Gladstone Elementary School

Cranston, Rhode Island

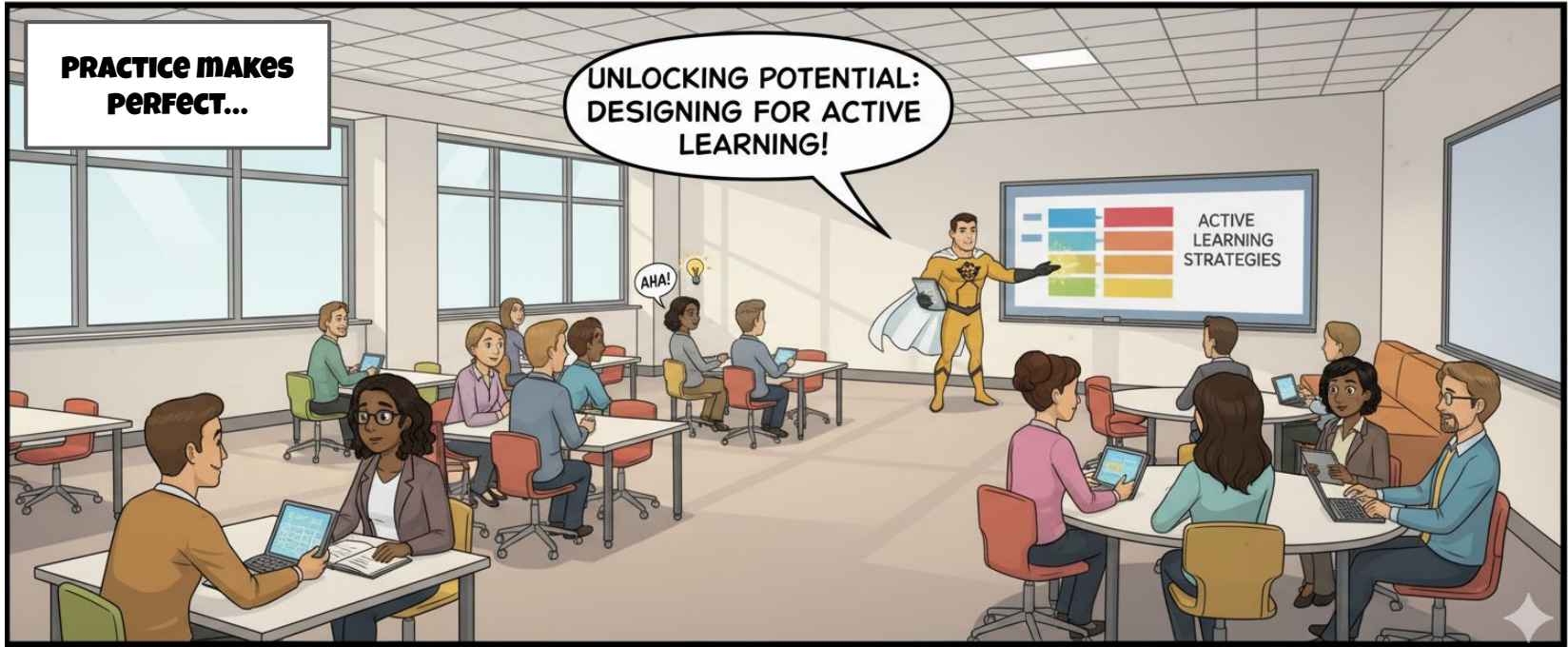
Finegold Alexander

LEARNING STUDIOS

Gladstone Elementary School
Cranston, Rhode Island
Finegold Alexander



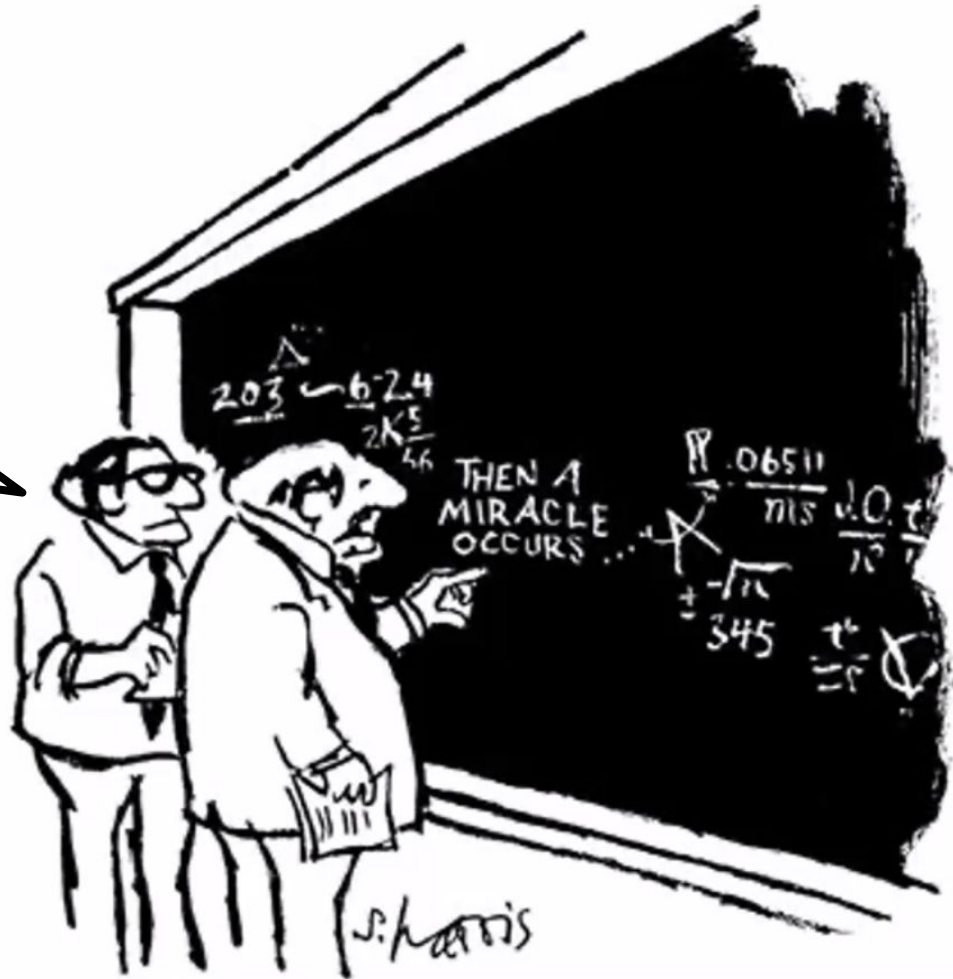
DESIGN ALONE WON'T CREATE CHANGE

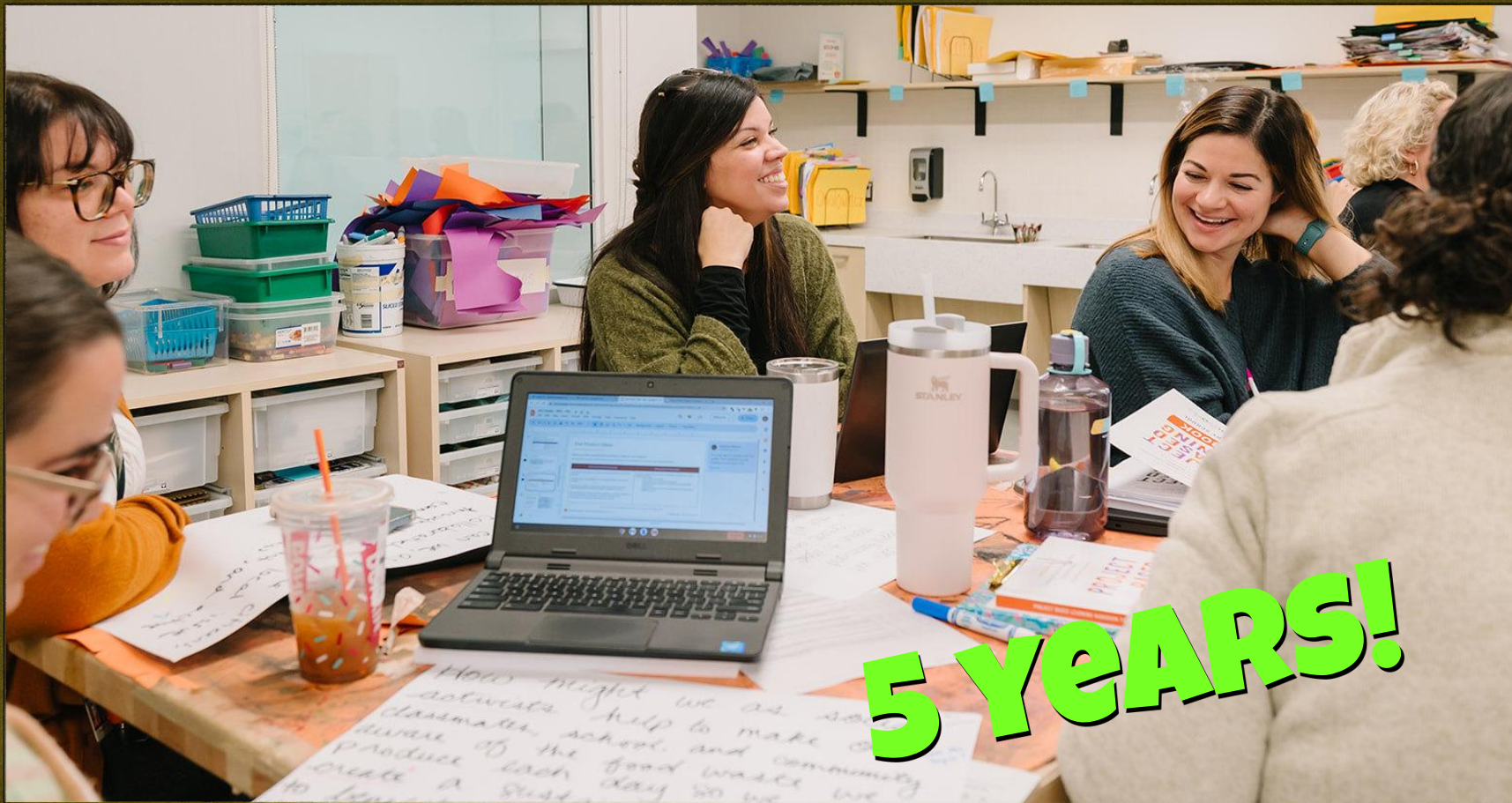


TURN & TALK:

**What systems seem
most out of alignment
with the school visions
we design for?**

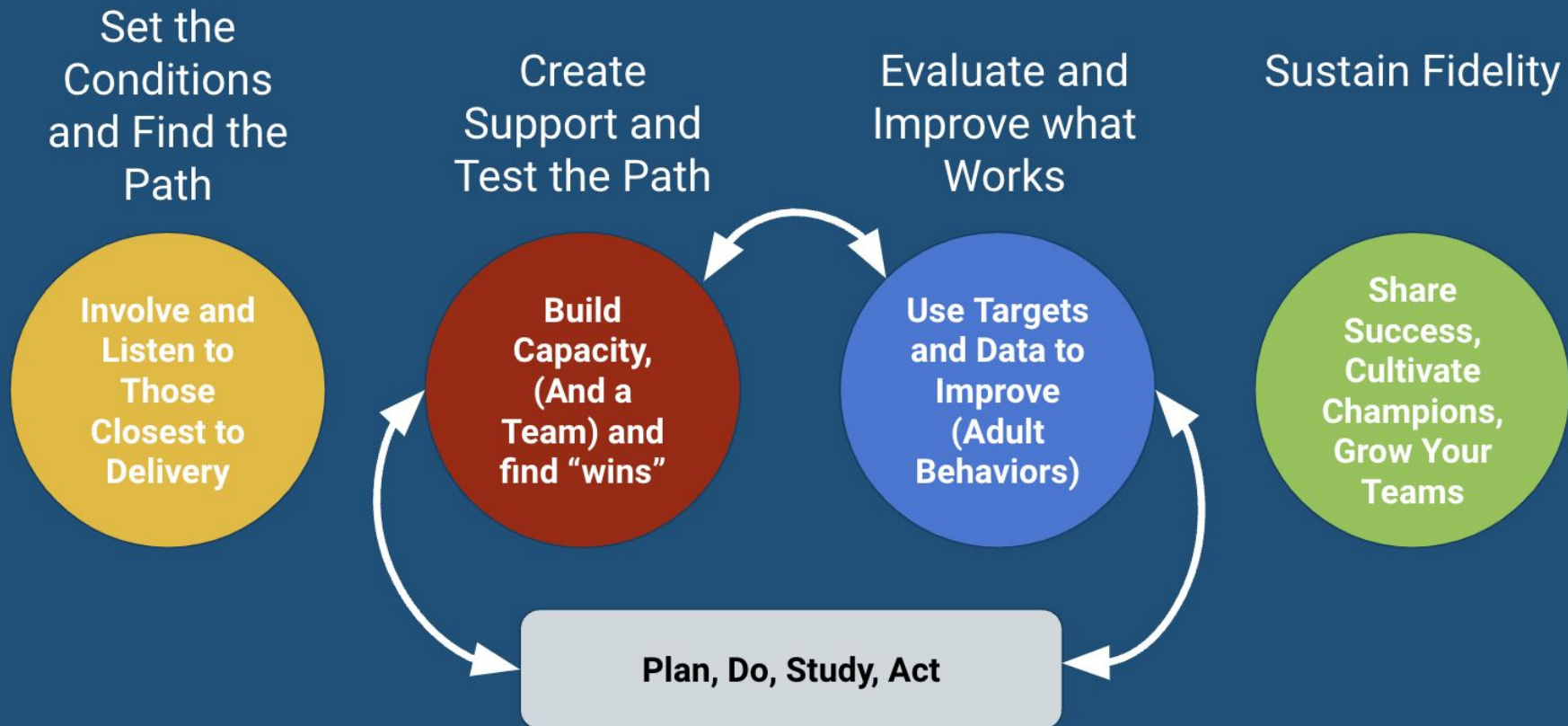
I think you
should be more
explicit here in
step two...





5 YEARS!

What's the Big Idea?



AI-BASED PBL LESSON PLAN

Design Sprint | AI Project Planning

 **Fielding International**



Step 1: Train the AI: Fill in the blanks and then paste this into an AI Chatbot (i.e. ChatGPT, Gemini, etc.)

I am a 4th-grade teacher at Garden City School in Cranston Rhode Island. I'd like your help planning a high-quality project-based learning unit that empowers my students to be community difference-makers. I want the project to give students a lot of choice & voice, moving them towards action that positively impacts the world. The project should connect kids with local community members to help students recognize this is a real problem they are addressing. The first project I am planning is around the UN Sustainable Development Goal "No Poverty." Could you brainstorm some possible driving questions for this project?

Step 2:
Choose one of the options it gives you. Then, ask it to come up with some ways to launch the project.

I like driving question "How can our ideas make a real difference for people facing poverty?" What are some possible ways to launch this project to get kids interested in the topic?

Step 3:
Select one of the ways you will launch the project. Then, inquire about possible student productions.

Thanks, (tell the AI how you are going to launch the project). What are some possible products students could create that would address the driving question?

Step 4:
Engage in a conversation with the bot as though you were direct messaging a friend. You can consider the following questions, knowing you are free to go down whatever conversation path you choose.

- Could you suggest an outline of this project for it to be completed over 5 weeks?
- What are some organizations in my community that students could connect with about this topic?
- Could you craft a 2-paragraph email from me to organization M&E Organization for the Homeless asking if they be open to supporting the project?
- What kind of learning experiences will help my students learn more about this topic?
- What standards align with this project?
- Please suggest some age-appropriate resources for student research (books, articles, websites, etc.)?
- What are ways to integrate persuasive writing into this project?
- What would be a good set of vocabulary words for this project for my students?
- What recommendations do you have for me to make this project meaningful for my students?

AI Project Planning Tool



Whole School Projects

ACTIVATION GUIDEBOOK



Fielding
International

Activating Flexible Learning Environments

A guidebook to catalyze **teacher collaboration** and **learner-centered pedagogy**

Certified



Corporation

TEACHER PLAYBOOK



Learning Community Playbook

Cranston Public Schools
Building Cranston's Future One Child at a Time

TEACHER PLAYBOOK

Station Rotation

Location | Learning Commons

This play provides the students with opportunities to rotate through a variety of learning experiences while the teacher is free to teach, provided feedback, or check in with groups. Station work is timed and intentional grouping determined by the teacher(s) but may also allow students to choose where they go. Additionally, this would be a great time to also use the Learning Studios for station rotations or small group work.

Planning & Prep	Teacher Role	Student Role	More Info
- Align stations with the current curriculum - Set up stations prior to student use (worksheets, games, pencils, etc.) - Plan student groupings/partnerships ahead of time if this applies to your stations - Provide visual reminders to help students with rotations - Provide simple directions at each station for student use - Use a visual timer to indicate how long each station will be	- Set expectations for student behaviors - Provide clear purpose and directions for the stations - Review each station with the students providing what is to be done at each station - Share the movement plan from station to station - Discuss expectations for the timer - Observe students in stations providing assistance when needed - Review Student Role	- Listen to the instructions for each station - Remember our norms and best practices for the space - Focus on your station - Start promptly on your station - Listen carefully for the timer to know when it is time to switch - If you have any questions, ask a classmate first. If they can't answer, ask an adult - HAVE FUN!!!!	- Set clear expectations on what students should do if they need assistance - We are showing this play as a single class in a learning community, but it can be easily adapted to do with multiple teachers & classes, or within a single space. - It may be helpful to provide a map of how the stations will rotate. Example: Student Grouping Map Examples

The Station Rotation Play can be run **Weekly**

TEACHER PLAYBOOK

Station Rotation (2 of 2) Multiple Teachers

Location | Learning Community

Play Overview | Set up X stations, Y in the commons and (X-Y) in a studio. Keep doors open. Explain the stations to the whole group in either the commons or the studio.



[Welcome to the
Station Rotation Play](#)



[Station Rotation
Slide Deck](#)



Learning Commons



Small Group Room



Learning Studio



Teacher



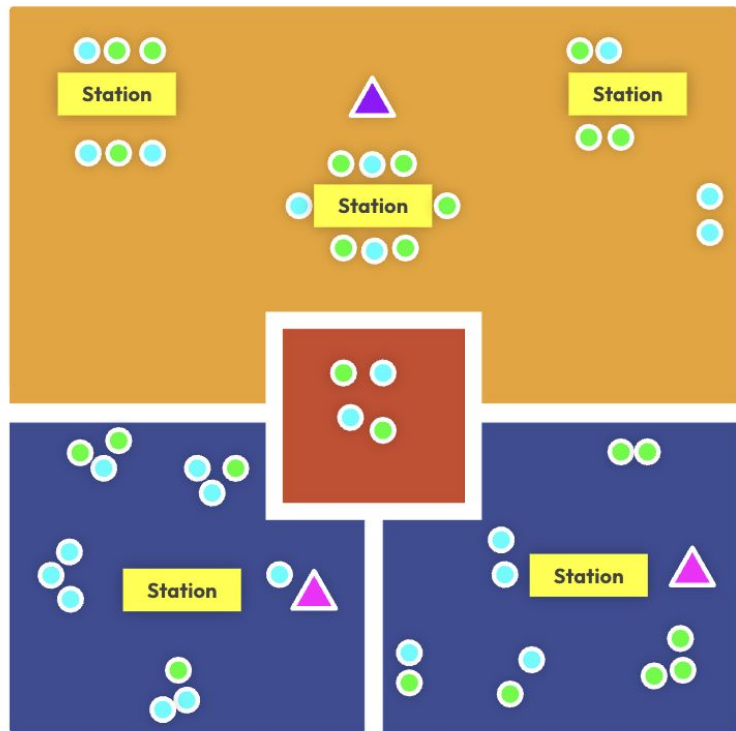
Instructional
Support



Student Home 1



Student Home 2



BACK TO NORMAL LIFE



1. PATHFINDER

Small Scale Test



Eden Park Elementary

Cranston, Rhode Island, USA

Fielding International

2. NEW SCHOOL

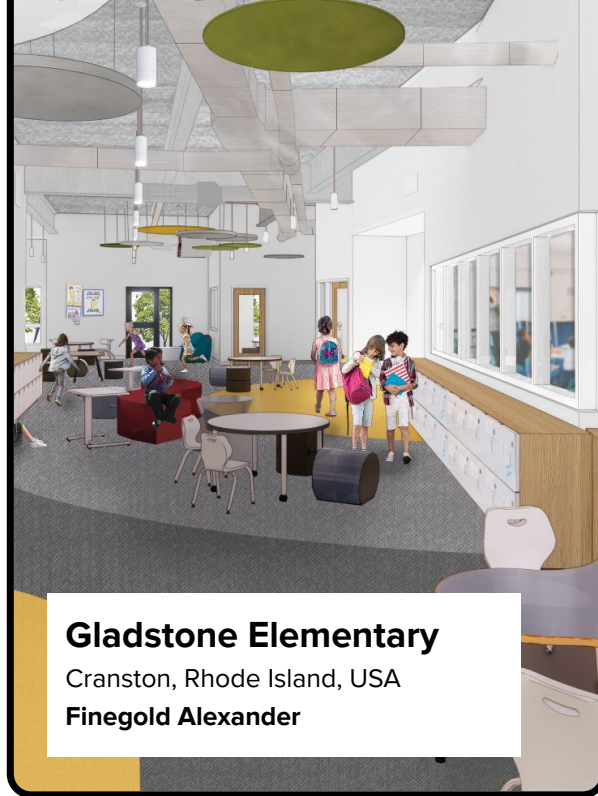


Garden City Elementary

Cranston, Rhode Island, USA

Fielding International

3. NEW SCHOOL



Gladstone Elementary

Cranston, Rhode Island, USA

Finegold Alexander

CASE STUDY

GARDEN CITY ELEMENTARY SCHOOL

Cranston, Rhode Island



Fielding International





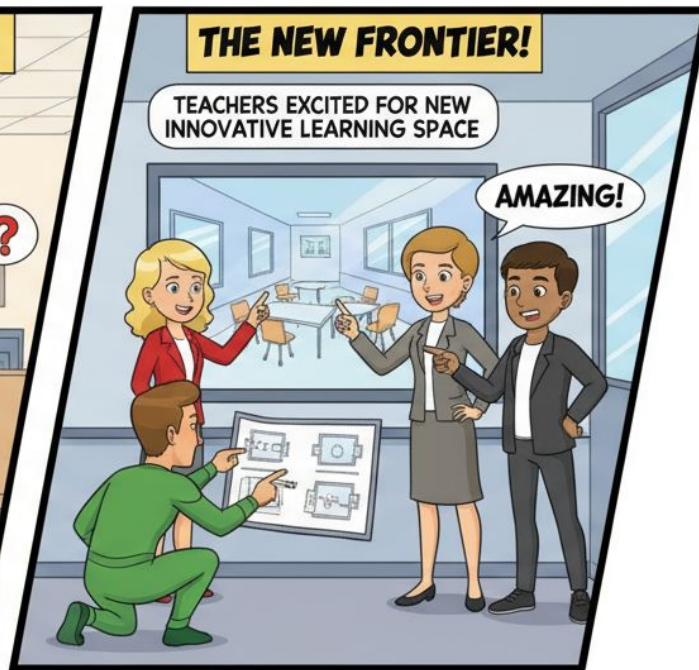
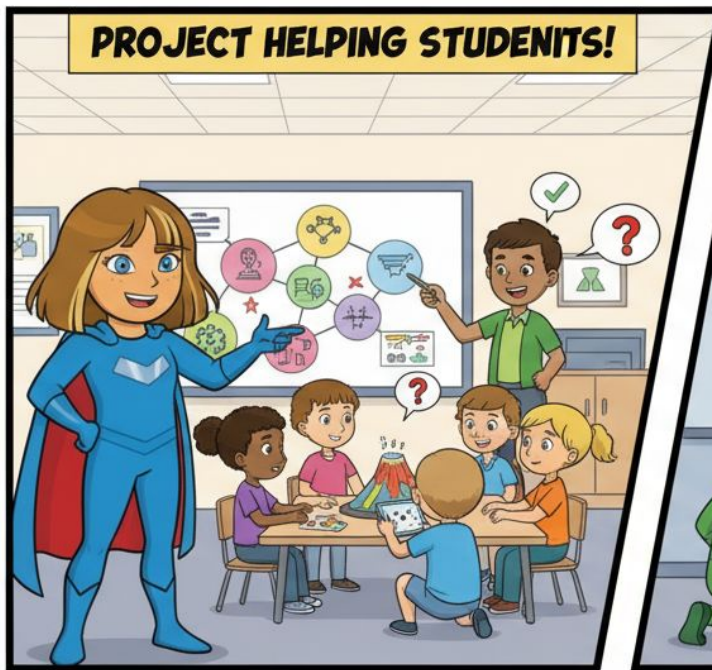
GARDEN CITY ELEMENTARY SCHOOL
BUILDING CRANSTON'S FUTURE ONE CHILD AT A TIME

02

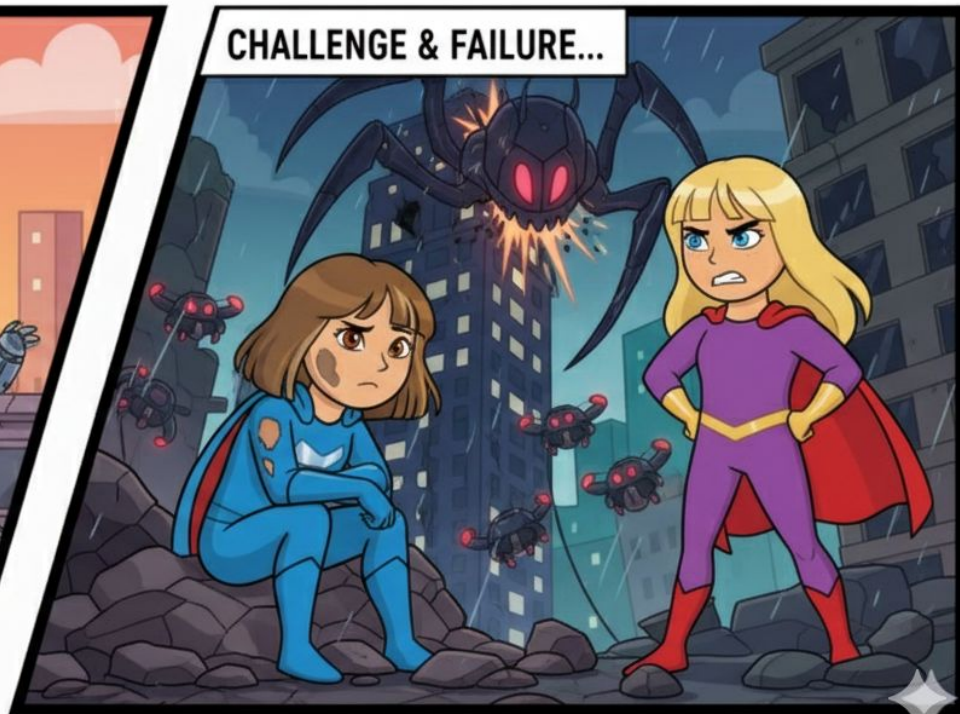
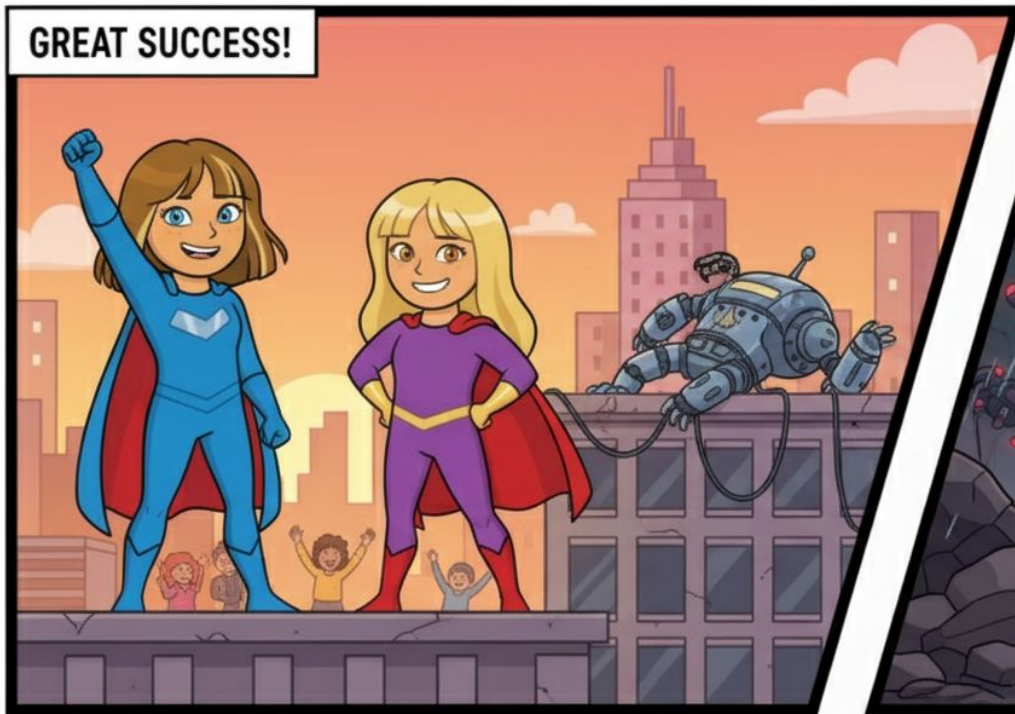


**THE JOURNEY
CONTINUES!**

WHAT'S HAPPENING NOW



SUMMITS AND VALLEYS



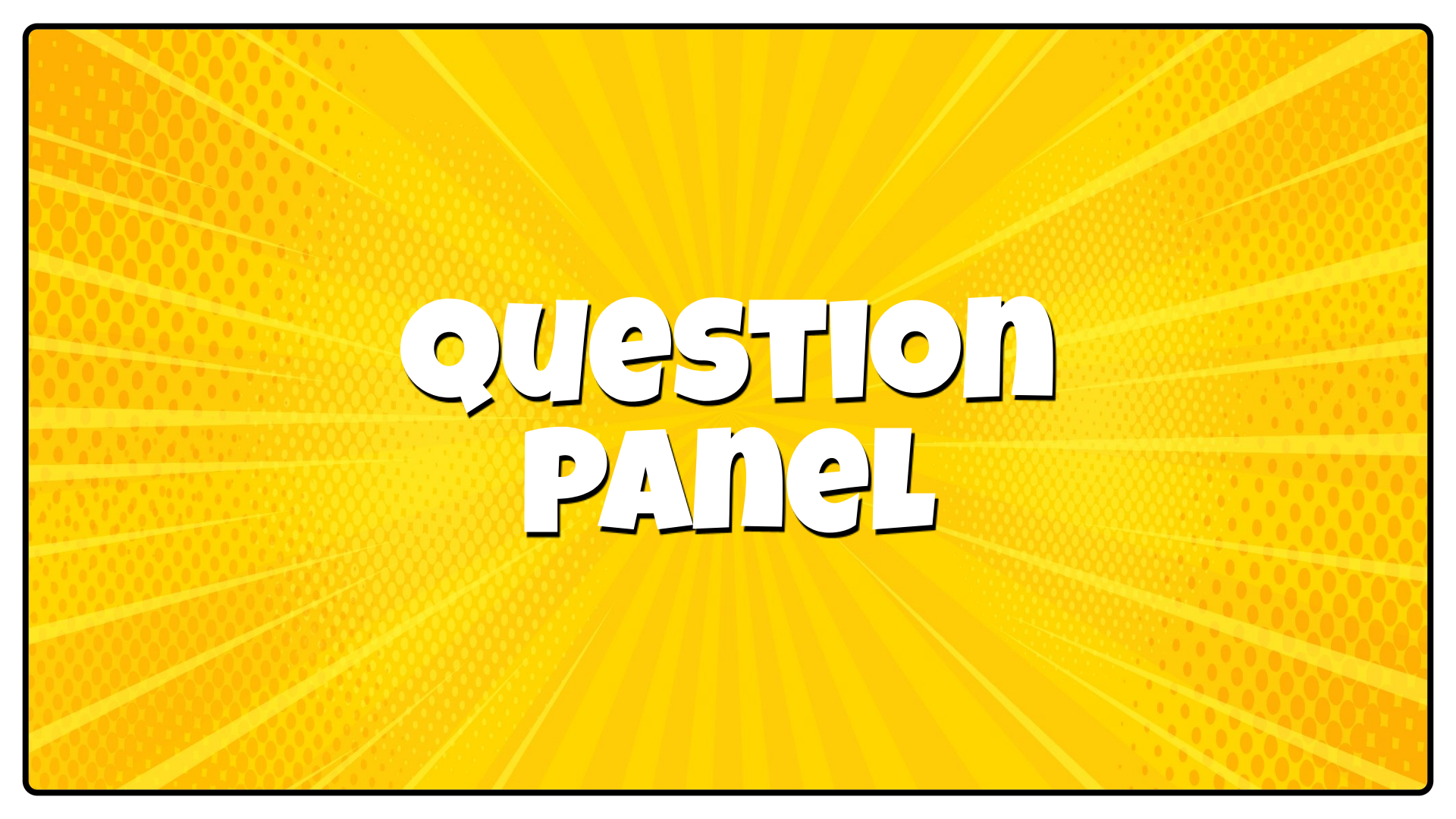
**...TO
EMPOWERMENT**

**FROM
COMPLIANCE...**



**WE HAVE THE
POWER AND
RESPONSIBILITY
TO PROVIDE
JOYFUL PLACES
FOR CHILDREN
TO LEARN.**





question panel

GO EXPLORE

Design Patterns Visioning Kit

