

# Shifting the Landscape of Learning

SPATIAL PROFICIENCY



# Making BSD's investment in furniture an investment in instruction.

- Supports the district promise: **Belong. Believe. Achieve.**
- Advances student well-being by strengthening belonging, connection, comfort, and regulation.
- Advances equity by making inclusion the default, not the exception.
- Helps reduce cognitive demand and improves **access to learning through intentional space design.**
- Builds classroom conditions where all students can participate, engage, and succeed.



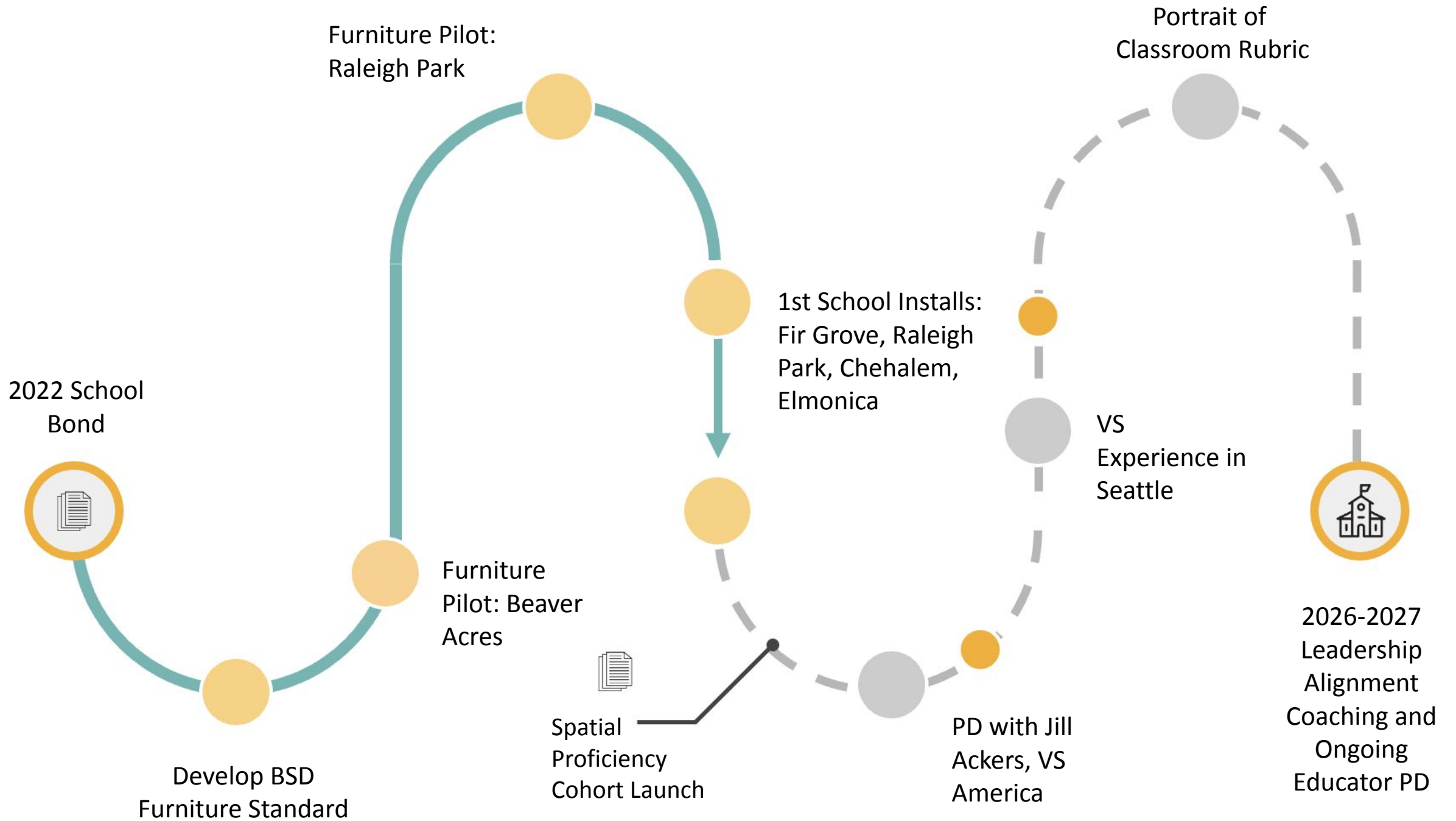
This is not about furniture as a purchase. It is about making sure learning environments support teaching, belonging, and student outcomes.

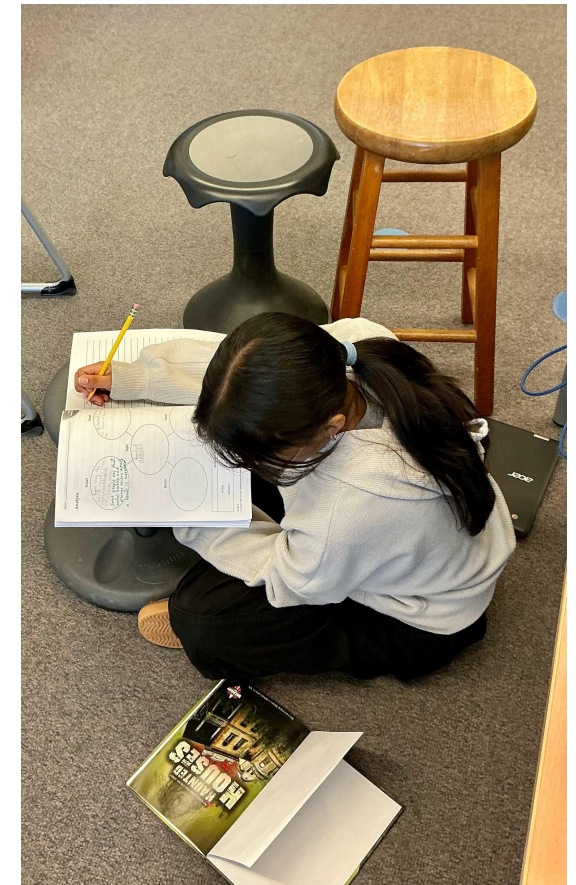
# How we got here –

From furniture standard to instructional practice

1. Bond Dollars to Timeline
2. Cross-functional BSD team launched this work in 2022–23
3. Furniture alone would not change learning
4. BSD needed a shared practice for intentional use of space







Furniture  
Install

+

Change in  
Teacher Practice

=

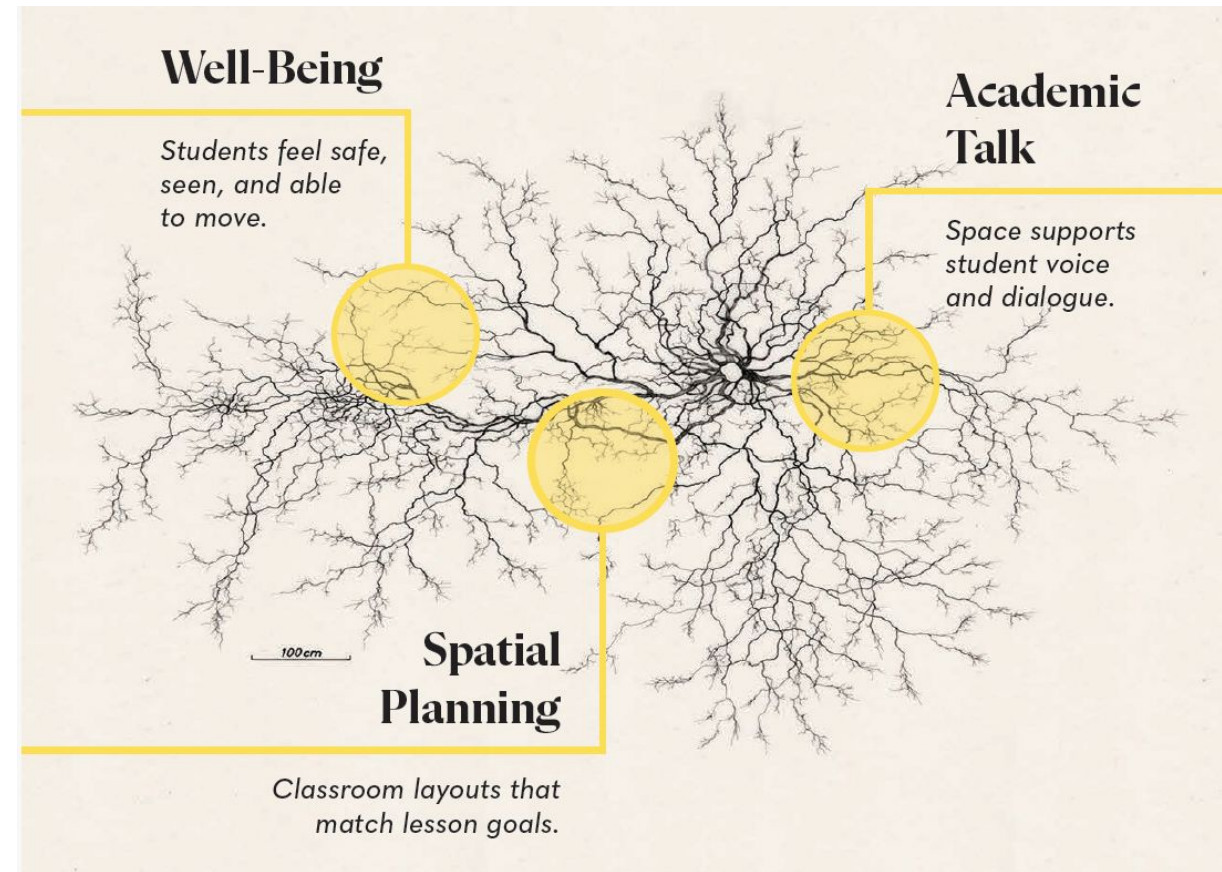
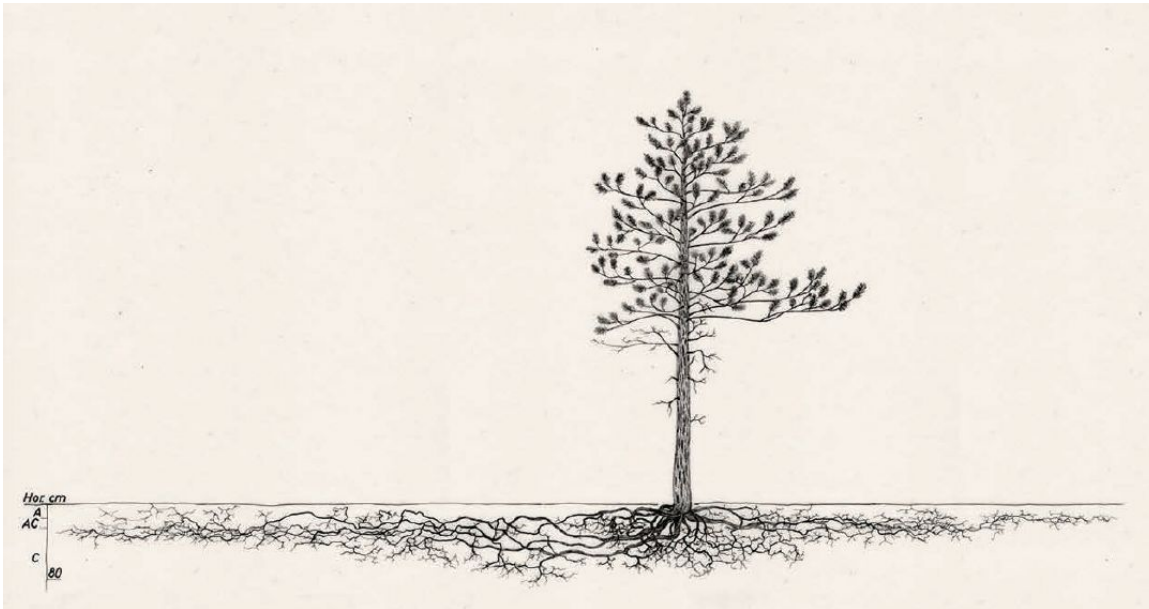
Student  
Outcomes

"I've started saying, *You can sit with anyone, anywhere, anytime.* We've been able to get to this place as a class because I have been able to let go – which was really hard. I let go of control and gave students the agency to ask themselves, *"How do you know this space is working?"*

Raleigh Park, -5th Grade Teacher

# *Becoming* spatially proficient

Building the skills to align space with teaching.



# Portrait of a Classroom

In a spatially proficient classroom, the room itself supports learning. **Tables, chairs, and other furniture are not just equipment—they are instructional tools.** The space is agile, welcoming, and designed to work for everyone. Students use **posture, position, and space** with purpose. Clear zones, accessible materials, and smooth transitions reduce friction and support deep thinking. The walls “talk,” making ideas visible, shared, and revisable. The classroom reflects belonging, participation, and collective care.



## BSD Classroom “Look Fors”

### Well-Being

Space really works for everyone. Students independently self-select posture, position, and space. Teacher actively supports each child’s needs. The classroom reflects collective care and neuroinclusive access to comfort, regulation, and participation.

### Spatial Planning

The environment is an instructional tool. Tables, chairs, storage, and other furniture are intentionally aligned to the lesson. Clear zones, organized materials, accessible storage, and strong sightlines are present. The design reduces friction and supports deep thinking.

### Academic Talk

The furniture and walls “talk.” Students use vertical surfaces and shared zones to brainstorm and debate. Every student has a front row seat for dialogue. Thinking is visible, shared, and revisable, and ideas live in the room and are used by others.



**This is the classroom experience BSD is seeking to make possible through educational specifications, furniture procurement, and the instructional use of bond-funded learning environments.** *The full Spatial Proficiency Rubric provides a growth continuum to support teachers in building toward this vision.*



**V/S**



**A Spatially Proficient Classroom Is Not Static ——— It  
Is **Alive** and Attends to the Rhythms and Needs of the  
*Learners Within***