I know we need to change, but I don’t know what that looks like.
Got innovative space?
Want innovative learning?

Every campus should go through the BOLD process, if you truly want to change teaching and learning.

– Phillip Nowlin, Principal, Canyon View High School
Why BOLD?

We believe educators and learners deserve the best environment to try new experiences, build skills, contribute to their communities, and ultimately find individual fulfillment.
Schools work hard to change from outdated approaches toward learner-centric education.

BUT...

Why BOLD?

Amazing things happen across the country in education, but it’s not widespread. Through decades of working with school systems, we identified a disconnect between district academic vision, facilities, and campus implementation. BOLD bridges organization, learning, and design to ensure every educator and learner find fulfillment.

BOLD is a robust consultation process grounded in decades of successful change efforts. Our role is to help schools holistically respond to changes in the world that impact the overall learning experience for every learner. Our systems-based approach addresses teaching and learning while leveraging collaborative learning environments to increase confidence and engagement of educators and learners.

What is BOLD?

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We bridge isolated departments around a common vision.

We develop organizational systems to sustainably support change.

We work with your stakeholders to define a new vision for learning.

We align environmental design to support your learning model.
Who leads the BOLD process?

Our BOLD leadership combines research and practice expertise in school leadership, architecture, organizational psychology, change leadership, and education.

Marilyn Denison, EdD
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With her 25-year education career, Marilyn has applied her doctoral research in educational leadership to inspire leadership growth, personalized learning, and innovative design experiences. Her journey includes serving as a principal and assistant superintendent, and opening innovative campuses utilizing inquiry-based learning — experiences that proved the importance of BOLD in successful transition into any new environment of passionate, interest-based learning. She supports districts across the nation in envisioning and creating future-ready learning.

Raechel French, PhD Candidate
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Raechel has formal education in architecture and psychology with a masters degree in Human-Environment Relations, specializing in Facility Planning and Management. She was awarded a Fulbright Postgraduate Scholarship to work with the University of Melbourne’s Learning Environments Applied Research Network (LEaRN) in 2017, specifically collaborating on the Innovative Learning Environments and Teacher Change (ILETC) project. She draws from this ongoing research as a key component of the learning and design elements of BOLD.

Emily Froese, EdD
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Emily approaches environmental design from a human perspective, building on her experience as a teacher and campus administrator. Through opening a 21st century campus, she understands the power of meeting individual students’ learning needs and creating a culture that empowers every educator. In a district leadership role, Emily took full advantage of the design process to implement inquiry-based learning. She is passionate about bridging learning and design, bringing deep experience to guide others along the same journey.

Taryn Kinney, AIA, MA
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“Do you have kids who learn differently from one another? I do. Education can adapt to serve every learner. I created BOLD to ensure individuals can reach their true potential through systematic, sustainable change.”

After leading design of more than four million square feet of learning space, Taryn identified a gap in the industry: that to fulfill a new educational vision, support systems must be put in place to help educators change daily behaviors and ultimately shift mindsets. Taryn obtained a masters degree from Teachers College at Columbia in Organizational Psychology, specializing in Change Leadership — specifically to support organizations through their transitions to reach their ideal future state.
What does the BOLD process look like?

The BOLD process is designed to lead you through a series of explorations that discover, imagine, define, develop, and achieve the path to your desired outcomes. Within this framework, BOLD’s specific services are custom-selected to meet the unique needs of your district or school. These might include strategic planning, process consulting, spatial affordance training, change leadership coaching, culture development, inquiry-based learning implementation, teaching and learning consulting services, or others.
When should you begin BOLD?

BOLD can begin at any time for any school or district aspiring to successfully reinvent its learning landscape. It’s best if BOLD is implemented in conjunction with a facilities design process. But various elements of BOLD can support change for a facility that has already moved beyond design and into construction - and even help districts with aspirations that aren’t tied to a facility design. Reach out to us earlier rather than later to positively impact the educational vision and subsequently strengthen the learning environment.

You may need BOLD if you’ve ever heard...

- We are interested in project-based learning/STEM/problem-based learning, but I don’t know how we would implement that at a campus or district level.
- This won’t work for our students... our parents... our community.
- We have designed this school around small learning communities, but it never really operated that way.
- We have great kids who are compliant, but they aren’t truly engaged in their learning.
- We are interested in flexible spaces and mobile furniture, but I don’t think our teachers will know how to use them.
- We have put in all the glass, but teachers just cover it up with posters.
- We don’t have funding for a brand new building, but we do want to strategically make changes to improve learning. What can we do?
- We just completed a strategic plan, but it didn’t address facilities. How do we incorporate them?
- We have built collaboration spaces, but they just don’t get used.
- Our superintendent has a great vision, but I’m not sure there is buy-in within the community... or from our teachers.
Proven results.

At DLR Group, we believe it is critically important to link our educational designs to real impacts for students. The DLR Group Student Engagement Index™ (SEI™) and Teacher Engagement Index™ (TEI™) are online survey tools that are used to understand how our innovative design solutions are making a difference in students’ lives.

We utilized the SEI/TEI with a BOLD client, having students and educators complete the survey after their first year in the school.
Ongoing research.

DLR Group is a formal partner of the Innovative Learning Environments and Teacher Change (ILETC) project through the University of Melbourne. A decade ago Australia became a leader in innovative learning environments with comprehensive financial investments in facilities. Now we are learning from their process to better support educators in transitioning to these new environments.

ILETC is an Australian Research Council Linkage project through the University of Melbourne. This work is entirely focused on helping schools and teachers transition from traditional spaces and traditional teaching to more innovative learning environments.

Our BOLD process benefits from this ongoing knowledge development and co-creation of tools, allowing us to bring groundbreaking research to our projects in real-time.
It is one thing to develop superior spaces that enable educators to prepare students for the 21st century. We reached a whole new level when DLR Group facilitated our staff to allow space to support learning approaches. Through DLR Group’s superior facility activation training, our staff grew into the mission and acquired the necessary mindset and skills to use the building environments as designed. There is total alignment between the intent of the building design and instructional delivery to support teaching and learning.

– Mary Kay Utecht, Board President, Agua Fria Union High School District

You can build a school, but without that intentional planning of how you want to use that space and how you want to intentionally be innovative, then it’s not going to happen. For me, the practices, the talk about learner and teacher practices, this makes it very real. You’re putting it in writing.

– Lyn Reid, Assistant Principal, Canyon View High School
Elevate the human experience through design