



Elementary Schools Educational Visioning

Scituate Public Schools
Scituate, MA

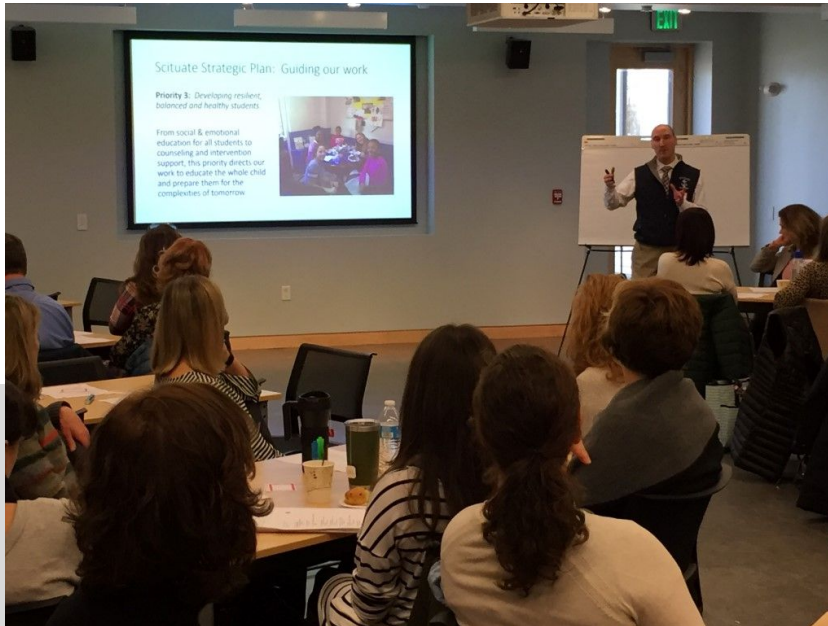
January 2019



Frank Locker Educational Planning



Ch 1 Contents + Acknowledgements



Contents + Acknowledgements

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ACKNOWLEDGEMENTS

Visioning Team

TEACHERS

Betsy Broderick	Teacher, Cushing
Ellen Burke	Teacher, Wampatuck
Patti Burns	Teacher, Hatherly
Marianne Christian	Teacher, Jenkins
Erin Culbert	Teacher, Wampatuck
Michelle Daniels	Teacher, ECC
Monica Distefano	Teacher, Hatherly
Liz Dorgan	Teacher, Jenkins
Erin Culbert	Teacher, Wampatuck
Michelle Daniels	Teacher, ECC
Monica Distefano	Teacher, Hatherly
Liz Dorgan	Teacher, Jenkins
Whitney Eakin	Teacher, Hatherly
Amy McDonald	Teacher, Jenkins
Beth Monaco	Teacher, Cushing
Brynn Nyberg	Teacher, PT, Hatherly
Heather O'Toole	Teacher, Cushing
Kim Sheenan	Teacher, EEC
Andrea Spinale	Teacher, Wampatuck
Gail Varrasso	Teacher, iExcel

SCHOOL LEADERSHIP

Julie McKillop	Principal, Hatherly
Donna Moffat	Principal, Cushing
Linda Whitney	Principal, Wampatuck

DISTRICT LEADERSHIP

Jen Arnold	Assistant Superintendent
Kate Ciulla	Department Chair
Kathy Elich	PK-5 STEM Curriculum Coordinator
Megan Gregory	PK-5 Literacy Coordinator
Ron Griffin	Superintendent
Rich Long	Technology Coordinator
Dianna Mullen	Director of Special Education
Lisa Perrault	EEC Coordinator
Greg Ranieri	Department Chair
Tammy Rundle	Department Chair

James Thomas Department Chair

STUDENTS

Aidan Campbell	Student, Cushing
Matilda Grant	Student, Wampatuck
Maeve Greene	Student, Hatherly
Madelyn Poppish	Student, Jenkins
Parker Shaw	Student, Wampatuck
Edward Smith	Student, Jenkins

PARENTS

Carey Borkoski	Parent, Hatherly
Kim Campbell	Parent, Cushing
Courtney DuBois	Parent, Jenkins
Jamie Giacomozzi	Parent, ECC
Carol Griffin	Parent, Cushing
Rebecca Kelly	Parent, Jenkins
Lenore Long	Parent, EEC
Becky O'Toole	Parent, Jenkins
Amy Pischel	Parent, EEC
Adam Pischel	Parent, EEC
Kelly Sherman	Parent, EEC
Tatum Straub	Parent, Wampatuck

Study Architects

HABEEB ARCHITECTS

Jack Shea Educational Planner

Educational Planner

FRANK LOCKER EDUCATIONAL PLANNING

306c Dover Point Rd
Dover NH 03820
617.412.7444
www.franklocker.com

Dr. Frank Locker



Executive Summary

INTRODUCTION

This Educational Vision reflects the work of a Visioning Team, approximately 50 teachers, district and school administrators, students, and community representatives. Created in two full days of intense facilitated workshops it is intended to guide the long-term development of both education and facilities for the Scituate elementary schools.

EDUCATIONAL VISION

Guiding Principles

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the educator and community Visioning Teams which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries in Scituate elementary schools, and, by extension, facilities planning. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

OVERARCHING PRINCIPLES

- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in Scituate’s elementary schools.
- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs



Ch 2 Executive Summary

- Aspire beyond the Common Core and beyond the Massachusetts Department of Elementary and Secondary Education guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here

The full Guiding Principles are expressed in Ch 3, Educational Vision.

Learning Modalities

The Visioning Team members identified these as the most effective ways for students to learn:

LOWER ELEMENTARY/PRIMARY

The most commonly cited most effective modalities, in order of importance, are:

- Social/ emotional learning
- Project-based learning: PbL
- Direct teaching, Centers based Instruction, Cbl
- Small group work/ student collaboration

UPPER ELEMENTARY/INTERMEDIATE

The most commonly cited most effective modalities, in order of importance, are:

- Social/ emotional learning
- Project-based learning: PbL
- Direct teaching, Centers based Instruction, Cbl
- Teacher teaming/ synchronous collaboration

ALL GRADES

The most commonly cited most effective modalities, in order of importance, are:

- Social/ emotional learning
- Small group work/ student collaboration: Centers based Instruction, Cbl
- Making things, prototyping, STEM, STEAM
- Teacher teaming/ synchronous collaboration

See Appendix Ch 5.1 for the full record.

School Organization

These was determined by the Visioning Team to be the most appropriate organizations for the future elementary schools:

OVERALL ORGANIZATION

- All Table Teams believed that equity across all elementary schools was important
 - That could be achieved with a variety of strategies, including facilities and programs
- Six out of seven table Teams believed that the minimum number of grades in a school building should be three
- Five out of seven outlined that a K-5 school organization was the most appropriate
- One Table Team preferred sequential schools, such as K-2 followed by 3-5
- One sanctioned both

INTERNAL ORGANIZATION

- Organizing classroom teachers in teams, working together with same time with a larger cohort of students was ranked as most favored, by a notable degree
- Multi-grade Classroom groupings in Small Learning Communities was ranked second
- Multi-grade Classrooms was third
- Grade level Classroom groupings in Small Learning Communities was ranked forth

See Educational Vision Ch 3 and Appendix Ch 5.1 for details.

FACILITY CONCEPTS

Places for Learning

The Visioning Team reviewed 16 exemplar schools from the USA, the United Kingdom, and Australia. They ranked the exemplars for appropriateness for teaching and learning at the future elementary schools.

Essential characteristics of desired core learning spaces are:

- Learning spaces arranged as Small Learning Communities
- Classrooms are components of “suites of spaces,” supported by other spaces immediately adjacent
- Circulation to be used for learning



Ch 2 Executive Summary

- Classrooms are to be flexible, interconnected, and supported by auxiliary spaces including Collaboration/Breakout/Commons Spaces
- Interdisciplinary possibilities
- Open, shared presentation areas
- Variety of furnishings, offering students and teachers more choices in supporting learning
- Possibility of student groups working in multiple places under the guidance of the teacher
- Teacher collaboration supported by the facilities, through double sized Classrooms, connections between Classrooms and strategic placement of related functions
- Teacher Planning Centers to support teacher collaboration and sense of community

For a full description of the most appropriate and least appropriate exemplars, with illustrations, see Ch 4 Facility Concepts and Appendix Ch 5.2.

Future Furniture

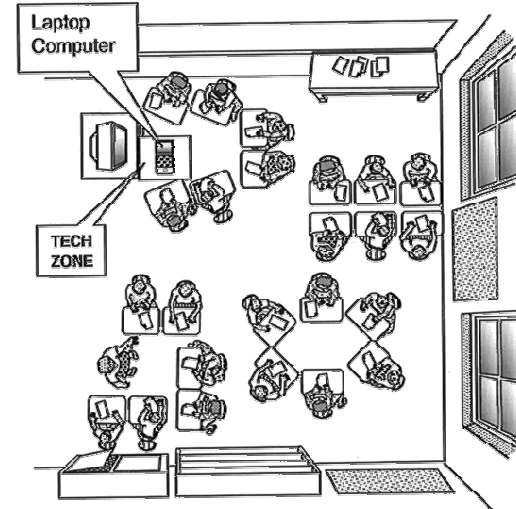
A Breakout Group of students and adults reviewed and ranked Classroom and Extended Learning Area/ Breakout/ Commons furniture options for the future.

All of the students and the adults agreed on two of their top three preferences, shown here:

VARIETY OF FURNITURE IN EACH ROOM



MULTIPLE GROUPINGS IN CLASSROOMS



In general the adult's most appropriate choices for the remaining were more traditional than the student's preferences.

Other selections are in Ch 4, Facility Concepts, and in Appendix Ch 5.2.

Overall Facility Relationship Diagram

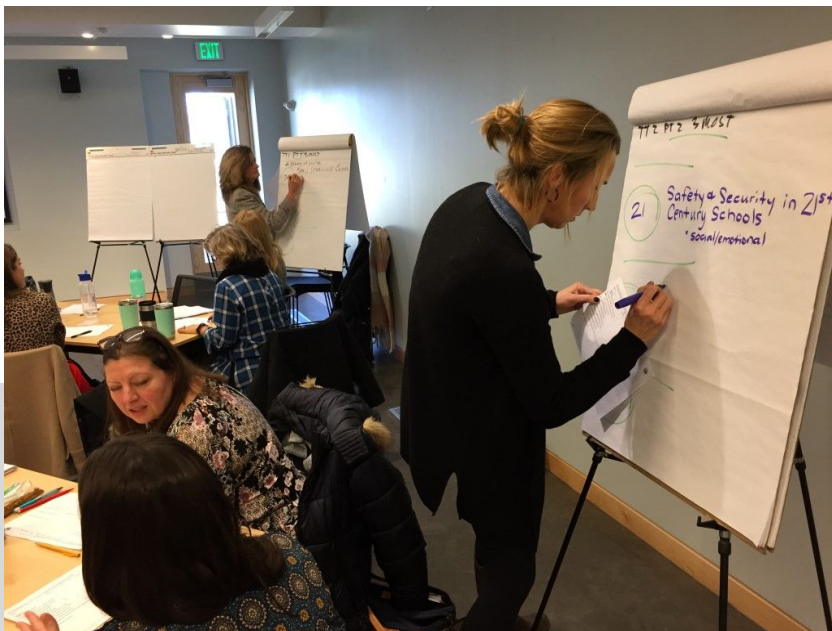
Workshop participants created concepts for an ideal elementary school. Frank Locker developed an overall school organization diagram to capture their concepts. Major functions were drawn as circles, in relative size, and in relative positioning. The concept featured the following essential characteristics:

WHOLE SCHOOL CONCEPT

The Visioning Team developed a concept for an elementary building. This could apply to renovations as well as new construction, small buildings or larger ones:

The Visioning Team identified essential spaces and functions:

- Outdoor Classroom
- Functional landscapes



Educational Vision

INTRODUCTION

This Educational Vision reflects the work of a Visioning Team, approximately 50 teachers, district and school administrators, students, and community representatives. Created in two full days of intense facilitated workshops it is intended to guide the long-term development of both education and facilities for the Scituate elementary schools.

Much of the work was conducted by Table Teams, small groupings of six participants each. They brainstormed, debated, and attempted to reach consensus on most of the defining issues. Each Table Team had educators, students, parents, and community and municipal representatives evenly distributed to the greatest extent possible.

VISION COMPONENTS

The Educational Vision for the future schools is described here through several components:

- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **School Transformation + Development Map** (ST+DM © 2019 Frank Locker Inc) relates educational delivery and facilities to national practices, both today and projected into the future
- **Most Important Concepts for the Future** identifies the best and next practices most important for future teaching and learning
- **Learning Modalities** identifies the most effective and appropriate ways for teachers to reach students with curriculum delivery
- **School Organization** defines preferred approaches to the overall relationships of people and programs

GUIDING PRINCIPLES

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Guiding Principles present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries in Scituate elementary schools, and, by extension, facilities planning. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

Overarching Principles

- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in Scituate's elementary schools.
- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs
- Aspire beyond the Common Core and beyond the Massachusetts Department of Elementary and Secondary Education guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing educational experience for all students, in all grades at our future elementary schools.

INSTRUCTIONAL MODELS

- Continue with the Centers Based Instruction (Cbi) program in use district-wide
- Support synchronous classroom teacher teaming, sharing a larger cohort of students full time in real time
- Increase student engagement by shifting the teaching model to more active, student centered learning, with opportunities for student voice in their learning
- Develop a social/emotional learning initiative
- Employ project-based learning on a regular basis
- Group students in small learning teams to differentiate instruction and foster communication, collaboration, and improved social skills, and foster differentiated instruction
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery
- Create a school and community cultures that values flexibility for change
- Position students to learn 21st century skills, especially the “four C’s”, collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals
- Pilot innovative deliveries such as making things to learn for planned future large scale implementation

TECHNOLOGY INTEGRATION

Our world is dependent on technology implementation in all aspects of life. Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context. Technology should include:

- Recognize computer technology can be more effective than a teacher in recognizing individual students' learning patterns and style preferences; utilize computers as part of a strategic initiative to personalize learning
- Wireless capability in all spaces in the school building
- Deploy mobile devices but not mobile phones in lieu of desktop devices
- Create places and learning goals for students to learn using new technology, including documentation of oral presentations, and the production of videos, story boards, and apps

Technology must not be viewed as a curriculum add-on, but, rather as



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an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

Educational Structure

Educational Structure establishes the organizational patterns necessary to group students and teachers in the most effective ways.

ORGANIZATION

- Position educators to better know their students through the size and strategic placement of learning spaces
- Create multi-grade Small Learning Communities, with the choice of grades to be included in each made to enhance learning opportunities for students
- Support classroom teachers choosing to lead multi-grade Classrooms. This could be with teachers working alone, or synchronously sharing responsibilities with peers

RELATIONSHIPS

- Organize school as Small Learning Communities to support formation of relationships
- Foster student collaboration to build social and communication skills, and the ability to work with others
- Create opportunities for students to grow socially and emotionally while working with others in classroom assignments

CURRICULUM

- Build 21st century skills while meeting traditional curriculum goals
- Create regular opportunities for students to improve their oral communication skills
- Integrate the arts and the core curriculum
- Create STEM and STEAM programs for all grade levels

SCHEDULES

- Create common planning time for all teachers
- Maximize time on learning
- Balance time for core and specialized learning

Facility Implications

- Develop facility planning concepts as flexible platforms for continued change, giving future generations of educators and students the power to easily change the educational model
- Support Safety and Security in new or renovated facilities as an integral planning component, not as an “add on” as it has been in the past
- Design facilities to be flexible, able to support multiple learning modalities, teaching styles, and program change over time
- Create learning spaces that support teachers synchronously teaming, real time, with a larger cohort of students
- Develop Small Learning Communities, learning spaces arranged in grade grouped clusters
- Select furniture that supports collaboration, different learning modalities, and is substantiated by brain research
- Select furniture that supports students to create their most appropriate places for study and small group collaboration
- Create Teacher Planning Centers to foster collaboration, interdisciplinary teaching, and greater knowing of students by teachers
- Create building plans that offer security and safety despite constant visitors, many of whom will be active participants in student learning
- Integrate outdoor learning, recess and recreation spaces in the building and site designs
- Create presentation spaces to honor and encourage frequent student and expert visitor presentations
- Minimize circulation spaces that do not also offer opportunities for learning, such as Extended Learning Areas, Breakout/ Collaboration small group spaces
- Support STEM and STEAM with appropriate labs
- Position the arts studios as close to the core learning areas as possible



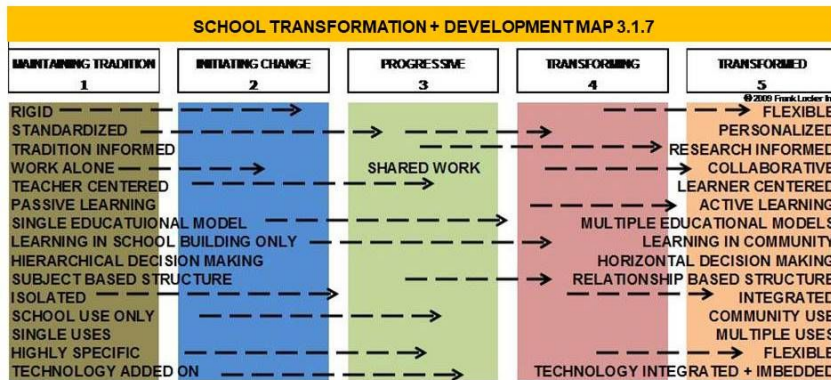
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SCHOOL TRANSFORMATION + DEVELOPMENT MAP

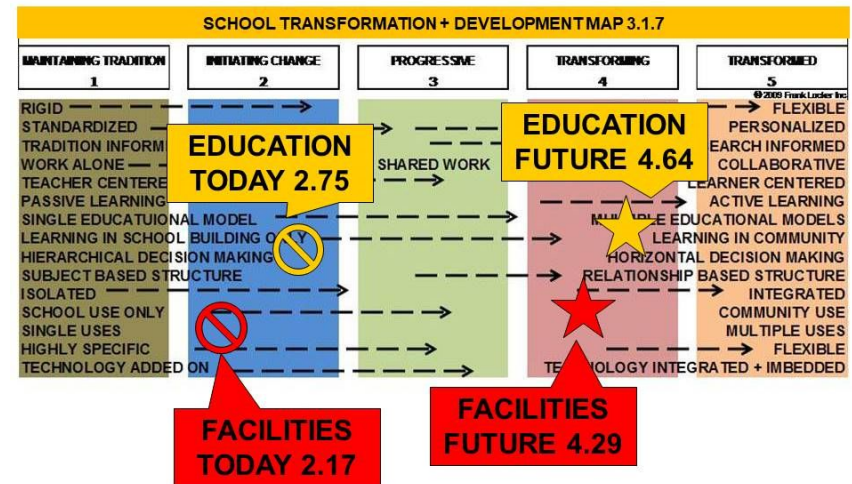
Workshop participants, working in three-person Micro Teams, used the School Transformation + Development Map to evaluate current educational delivery and facilities, and to project the desired future for both.

The ST+DM expresses the evolutionary shift in education in great detail, chronicling educational practices and facility design. Schools today are in different points of evolution, and many schools expect to be in different points of evolution in the long-term future. The ST+DM characterizes school practices and facilities on a 1 through 5 basis, with 1 as the most traditional category, and 5 as the most transformed.

SCHOOL TRANSFORMATION + DEVELOPMENT MAP



SCHOOL TRANSFORMATION + DEVELOPMENT MAP



The overall scoring of all Micro Teams was relatively close for Education and Facilities, both Now and the Future, indicating a high degree of consensus among workshop participants.

The most important lessons from the ST+DM for the immediate future come from the difference between today's situation and the desired



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future. Overall, the Visioning Team desires significant changes for education, almost two columns out of five. Desired facilities changes are even greater, more than two columns.

For education this means that a program of staff professional development needs to be implemented, starting soon. For facilities, it means that the future buildings will not look like traditional school. In both cases dialogue with the community needs to be engaged in order to share and receive comment and guidance on the exciting concepts proposed for the future schools.

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, were asked to identify the most important issues for education and facilities in the future.

The results are outlined here, in order of importance based on frequency of citing by individuals and Table Team discussions:

EDUCATION

- Student Engagement
- Social/Emotional Learning
- STEM/STEAM/Engineering
- Student talk at dinner
- Creating Innovators
- Project Based Learning: Africa Project

FACILITIES

- Safety + Security in 21st Century Schools
- Small Learning Communities
- Flexible, varied, brain based furniture
- 21st Century Learning Studios
- 21st Century Schools
- Teacher Planning Centers

Note that these concepts, collectively, call for a major shift in both educational deliveries and the facilities that support them. Curriculum

requirements and standards will remain, but the nature of teacher roles and student activities will change.

See Appendix Ch 5.1 for all responses.

LEARNING MODALITIES

Visioning Team members each individually considered 21 learning modalities, ranging from traditional lecturing and direct teaching to independent study, and ranked them in order of appropriateness.

LOWER ELEMENTARY/PRIMARY

The most commonly cited most effective modalities, in order of importance, are:

- Social/ emotional learning
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- Direct teaching in Centers-based Instruction (Cbl)
- Small group work/ student collaboration

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The most commonly cited most effective modalities, in order of importance, are:

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- Small group work/ student collaboration in Centers-based Instruction (Cbl)
- Making things, prototyping, STEM, STEAM
- Teacher teaming/ synchronous collaboration

See Appendix Ch 5.1 for the full record.



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SCHOOL ORGANIZATION

The Table Teams reflected on model school organizational structures, and by commonality of responses determined this to be the most appropriate organization for the future elementary schools:

OVERALL ORGANIZATION

- All Table Teams believed that equity across all elementary schools was important
 - That could be achieved with a variety of strategies, including facilities and programs
- Six out of seven table Teams believed that the minimum number of grades in a school building should be three
- Five out of seven outlined that a K-5 school organization was the most appropriate
- One Table Team preferred sequential schools, such as K-2 followed by 3-5
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INTERNAL ORGANIZATION

- Organizing classroom teachers in teams, working together with same time with a larger cohort of students was ranked as most favored, by a notable degree
- Multi-grade Classroom groupings in Small Learning Communities was ranked second
- Multi-grade Classrooms was third
- Grade level Classroom groupings in Small Learning Communities was ranked fourth

The top three ranked choices are a significant departure from traditional education. They do not need to be deployed universally, but, in a building with a large enough enrollment, could be the basis of teacher and student/parent choice.

See Appendix Ch 5.1 for the full record.



Day 1 Workshop Notes

AGENDA

The first Visioning Workshop was held on 30th January 2019. Notes of all activities follow:

- Pre-Workshop Videos
- Snapshot of Our District/Schools
- 21st Century Schools Presentation
- 21st Century Learning Most Important Issues
- What Works at Our Schools? What Could Be Better?
- Defining Student Success in Life
- Randy Nelson: *Living + Working in the Collaborative Age*
- Program Review
- Learning Modalities

SNAPSHOT OF OUR DISTRICT/SCHOOLS

Superintendent Ron Griffin outlined Strategic Plan for the school district. His presentation is included in Appendix Ch 5.7.

21st CENTURY SCHOOLS PRESENTATION

Frank Locker presented on the changing values, goals, and deliveries that characterize the most progressive thinking about schools in the United States, and worldwide, today. Key points included:

1. The world is rapidly changing. Futurists predict both a significant drop in available jobs worldwide due to robotization, and a shift to many more jobs in sequence, many of which have not been invented
2. 20th vs 21st century schools:
 - The 20th century was a century of creating efficient schools; the 21st century has been a century of looking for effectiveness in schools
 - 20th century was the century of the teacher; 21st century is the century of the learner



Ch 5.1 Day 1 Workshop Notes

- The teacher used to hold all the information; now the teacher is the guide
- 3. Research in learning informs us of many effective educational practices
 - Some are gaining popularity
 - Others are not yet in general practice
- 4. Learning is more effective when students apply their learning immediately
- 5. The Multiple Intelligence Theory explains why different students learn best in different ways
- 6. 21st Century Skills Framework offers a clear concept of skills students need for success in our rapidly changing global economy. It establishes:
 - Core, subject-based learning is not sufficient any more
 - Learning relevant 21st century survival skills is just as important, perhaps more important. These include:
 - ✓ Learning and innovation skills
 - ✓ Life and career skills
 - ✓ Information, media, and technology skills
- 7. Craig Jerald was cited as researching the most important traits that business and industry really want – professionalism/work ethic
- 8. Learning should be interdisciplinary, bridging the gaps between subject areas
- 9. Learning should be infused with 21st century themes. These include:
 - Global awareness
 - Financial, economic, business and entrepreneurial literacy
 - Civic literacy
 - Health literacy
- 10. Learning is a social activity. Students learn better when they are in strong relationships with teachers and peers
- 11. The Relevance and Rigor Framework of the International Center for Leadership in Education correlated Bloom's Taxonomy with application, offering a concise understanding of effective learning
- 12. Google's Futurist has identified future new job titles
 - University Dismantler
 - Urban Agriculturalist

- 13. Teachers' work is supported through strong relationships with other professionals
- 14. Schools are looking for more community connections to improve student learning
- 15. Flexible furniture is needed to bring the student the support to learn in a variety of modalities

Individual Responses

Visioning Team members scored the importance of the different issues outlined while Frank was presenting. Here is a compilation of their scores. Individual comments follow:

21st Century Schools PART 1 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important	Scary to Me
1 History Work + School	2	13	4	5	10	2
2 Student Engagement	34	1				
3 Futurist Thoughts	11	13		6	1	7
4 20 th + 21 st Century Learning	13	15	1	3		
5 Student Talk at Dinner	19	14	1			
6 Learning Pyramid	11	16	2	5	1	
7 Gardner: Multiple Intelligences	8	13	4	5		
8 Social/Emotional Learning	29	6				1
9 Relationships: Dunbar's Law, Magic of 150	7	11	8	6	1	1
10 Integrated Arts + Academics	19	13				
11 STEM/STEAM/Engineering	26	7				
12 Computers for Learning	6	22	4	2		
13 Deeper Learning	17	11	3	1		
14 Mastery Transcript Coalition	15	7	7			2
15 Creating Innovators	20	12	2			
16 21st Century Skills	21	9		2		
17 Jerald's Research on 21st Cent Education	13	10	3	2		
18 Project Based Learning: Africa Project	22	8	2	2		
19 Design Thinking, Making Things to Learn	17	12	3	2		1



21st Century Schools PART 2 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important		Scary to Me
20 21st Century Schools	14	11					
21 Safety + Security in 21st Century Schools	28	2					
22 Flexible, Varied, Brain Based Furniture	13	14	1	1			
23 21st Century Learning Studios	15	11		2			
24 Teacher Planning Centers	8	17	2				
25 Small Learning Communities	14	13	2	1			
26 End of the Library as We Know It Today	7	10	7	3			4
27 End of the Cafeteria as We Know It Today	4	10	5	5	2		
28 End of Isolated Teaching: Blue Point	5	11	4	4			1
29 End of Isolated Teaching: Forest Ave	7	13	2	3			2
30 End of the Classroom as We Know it Today	8	9	3	5			1
31 Care + Feeding of Parents	5	5	5	9	5		3

21st Century Schools PART 2 RANKING OF RESPONSES	Very Important	Important	Don't Know	Maybe	Not Important	RANK	Scary to Me
21 Safety + Security in 21st Century Schools	28	2				1	
25 Small Learning Communities	14	13	2	1		2	
22 Flexible, Varied, Brain Based Furniture	13	14	1	1		3	
23 21st Century Learning Studios	15	11		2		4	
20 21st Century Schools	14	11				5	
24 Teacher Planning Centers	8	17	2			5	
26 End of the Library as We Know It Today	7	10	7	3		7	4
29 End of Isolated Teaching: Forest Ave	7	13	2	3		8	2
30 End of the Classroom as We Know it Today	8	9	3	5		9	1
28 End of Isolated Teaching: Blue Point	5	11	4	4		10	1
27 End of the Cafeteria as We Know It Today	4	10	5	5	2	11	
31 Care + Feeding of Parents	5	5	5	9	5	12	3

21st Century Schools PART 1 RANKING OF RESPONSES	Very Important	Important	Don't Know	Maybe	Not Important	RANK	Scary to Me
2 Student Engagement	34	1				1	
8 Social/Emotional Learning	29	6				2	1
11 STEM/STEAM/Engineering	26	7				3	
5 Student Talk at Dinner	19	14	1			4	
15 Creating Innovators	20	12	2			4	
18 Project Based Learning: Africa Project	22	8	2	2		6	
10 Integrated Arts + Academics	19	13				7	
19 Design Thinking, Making Things to Learn	17	12	3	2		8	1
16 21st Century Skills	21	9		2		9	
13 Deeper Learning	17	11	3	1		10	
6 Learning Pyramid	11	16	2	5	1	11	
4 20 th + 21 st Century Learning	13	15	1	3		12	
12 Computers for Learning	6	22	4	2		12	
14 Mastery Transcript Coalition	15	7	7			14	2
3 Futurist Thoughts	11	13		6	1	15	7
17 Jerald's Research on 21st Cent Education	13	10	3	2		16	
9 Relationships: Dunbar's Law, Magic of 150	7	11	8	6	1	17	1
7 Gardner: Multiple Intelligences	8	13	4	5		18	
1 History Work + School	2	13	4	5	10	19	2

Individual Comments

Comments from individual Visioning Team members in response to the presentation issues are as follows:

Part 1

ISSUE

1 History Work + School

- Learn in smaller classes
- Evolution
- Important to note minimal changes have been made – important to make changes
- More future research as opposed to looking back
- Learn from past to rewrite future
- School/classroom design: things need to change
- It is important to establish current working environments
- History of disabilities and schools
 - New “disabilities”
 - Inclusion



Ch 5.1 Day 1 Workshop Notes

2 Student Engagement

- Investment, ownership, discovery
- Personal learning – PBL
- APS engagement level study
- Engaged = more learning
- Weak – Middle school/High School
- If it is not meaningful, who do it?
- Engagement is everything!

3 Futurist Thoughts

- What are we preparing students for?
- While robots may be able to do it, taking the human element out of certain jobs scares me
- More than half jobs we don't have yet
- Legacy thinking vs. shift thinking
- Jobs students should take classes for
- Future jobs
- How do we really know what the jobs will be?
- Consider future professions, yet still need focus on fundamentals in education
- We need to develop student's creativity, problem solving, curiosity and teamwork skills

4 20th + 21st Century Learning

- Direct instruction vs. PBL
- What direction are we going
- Student center = higher engagement
- Important but seeing as this is elementary school we still have to focus on the fundamentals of learning at this point

5 Student Talk at Dinner

- Student ownership/engagement
- Excitement to learn
- Every night my kids love to talk about their favorite parts of learning
- Sharing across environments shows interest and generalization
- Students excited about learning = dinner talk

- Need student centered learning that promotes presentation and celebration of their work
- Self-monitoring and (self) progress tracking!
- Application and investment/engagement

6 Learning Pyramid

- Teach others
- Doing
- Immediate use
- Practice by doing 75%
- Teach the way kids learn
- Extended time for practice
- Important as to flip it
- Learn by doing – better retention
- Supports engagement of students
- We need to have collaboration between students and grade levels
- Hands on and engaging teaching practices stick better with elementary

7 Gardner: Multiple Intelligences

- Engage natural strengths to develop others
- “Engage natural strengths”
- How kids learn is how they should be taught
- Never heard of this
- Play to children's strengths
- Every student deserves an opportunity to shine
- If we can put them to use

8 Social/ Emotional Learning

- Climate of environments
- Lack of focus on this
- 85% is EQ not IQ
- 85% of success based on EQ not IQ
- Smaller group size
- Students who are prepared for difficulties
- Individualized learning
- Students need to be safe/happy to learn



Ch 5.1 Day 1 Workshop Notes

9 Relationships: Dunbar's Law, Magic of 150

- Funding reality
- What exactly does this mean? School size should be no more than 150?
- Group sizes
- Relationships
 - Teacher: teacher
 - Student: student
- Build stronger relationships
- Never heard of this
- For elementary – keep #'s small

10 Integrated Arts + Academics

- Movement enhances learning – bottom line
- “Dance space”
- Quick change – super important
- Movement
- Integrate arts (ELL) – core learning goes up
- Art teacher and ELA co-teach
- More engaged – interesting visual
- Learning goes up (apply to all subjects, story board)
- I do feel strongly that art also needs to have a separate space to encourage the quieter artistic experience
- Current schedule started last year has reduced these opportunities that our school once had
- Arts/academics working together = powerful learning
- Giving students the opportunity to display their learning/understanding in a creative/different way
- Define “arts” – this is constantly changing as well

11 STEM/STEAM/Engineering

- Pathway to future
- Connects to 5 – Student Talk at Dinner
- Future jobs
- Current and important with 21st century learning
- Actively doing
- Opportunities
- Engaged

- Should be a high priority – integrated curriculum to prepare students for future and real life
- The future of jobs, the world
- Integration makes learning more powerful

12 Computers for Learning

- High technology
- Technology tools
- They enhance instruction but I wouldn't want them as the primary instruction modality
- It would depend on how technology is used
- Computers are essential, but not a flipped classroom
- Important but don't want computers for learning to replace teachers and relationships

13 Deeper Learning

- Don't know enough about this
- Mastery level learners
- PBL
- Gives learning a purpose – real life application

14 Mastery Transcript Coalition

- I like this – touches those kids who don't test well but are still bright
- Get metrics – see how they are measured
- Develop “whole child”
- Assess 21st century skills
 - SEL
 - Grit
 - Whole child
- Get to know entire child's knowledge
- Whole child metric
- Would love to see SAT's and GPA's go away
- SAT's were not an adequate tool/measure of success for me, personally
- They system shows potential
- Better assessment for 21st century needs
- Some kids aren't “test takers”



Ch 5.1 Day 1 Workshop Notes

- This would be great for those kids for “whole child”
- Is there a connection to long term “success”

15 Creating Innovators

- Futuristic
- Tony Wagner (what you know is not important, what you do is)
- I just wonder
- Our teachers are trying to do this
- If you’re not putting what you know to use, it is useless
- Innovators are curious and intrinsically motivated
- Balance – we need a lot of community roles

16 21st Century Skills

- What are we prepping them for
- 4 C’s
- Set kids up for success – future
- Emphasis on collaboration, critical thinking and creativity
- 4 C’s (creativity, critical thinking, communication, collaboration)
- Skills are fluid/change

17 Jerald’s Research on 21st Cent Education

- Written communication and reading comprehension highest utility for 4 year grads
- Understanding what the work force is looking for is very important
- Whole child is key
- What about SPED/Students with social/emotional needs

18 Project Based Learning: Africa Project

- This is the world we live in
- Engagement
- Did not know much about this
- My kindergartener is still talking about the “penguins” she studied in both her classroom and art class
- Encompasses # 10, 11, 13, 15, 17, 19

- PBL is not completely appropriate for elementary – it cannot be the sole source of learning
- Look at what we already do to educate “special learners”
 - We have to find other entry points to engage our students

19 Design Thinking, Making Things to Learn

- Would need more info
- How to do this when state is in direct conflict
- Hands-on/ownership
- Launch
- Vo/tech schools
- Everyone learns differently

Part 2

ISSUE

20 20th Century Schools

- Learning in different environments
- Relationship based concept
- Configuration

21 Safety + Security in 21st Century Schools

- Our new/redesigned school and creating own environment
- Easy out yes but feel can’t stop if persistent
- Lockdown by classroom not designed to exit

22 Flexible, Varied, Brain Based Furniture

- Learn while moving
- Anthropometrics need to be considered

23 21st Century Learning Studios

- Children feel comfortable
- Doing a lot of this already
- Where do resources come from?
- Classroom learning studios
 - 4 corners
- UDL
- I agree that we do not need a chair for each student



Ch 5.1 Day 1 Workshop Notes

- There also needs to be a consideration for more private learners who need breaks from crowd
 - Reviewing/feedback
 - Factoring introverts and quieter/more sensitive personalities trying to learn

24 Teacher Planning Centers

- Centers
- Where is storage?
- Making learning visible
- Planning collaboration = more powerful student results

25 Small Learning Communities

- Teacher? Storage?
- Collaboration
- Children learn from other/can move around (independence)
- ? room for teacher storage – needed at elementary level
- Doesn't appeal to or align with the "Scituate educational experience"
- Presentation space is essential
- Grades

26 End of the Library as We Know It Today

- Gates example
- Books s/b accessible
- Need full time librarians!
- Are we still promoting reading or is it more of a media center?
- It sounds like the books re an after thought in the "go through space"
- But I really want to say something between "important" and "maybe", not "don't know"
- Go through not to – use resources
- Books

27 End of the Cafeteria as We Know It Today

- But I really want to say something between "important" and "maybe", not "don't know"
- Need to maximize use of this large space
- Being near a media center is great

- Don't like café in front of school

28 End of Isolated Teaching: Blue Point

- Teacher collaboration
- Multi-age
- Kids learn by observing
- Multi-age classroom (open classroom)
- Overstimulation opportunity
- Concerned about those who are easily distracted/need quiet to work
- Containment of kids/safety?
- Lower students might feel more successful

29 End of Isolated Teaching: Forest Ave

- Self-contained
- Push-back in Grade 5??
- Teachers know kids better
- "All our kids" / movement
- Overstimulation opportunity
- All of our kids – all of our learning
- Behavior improved
- Movement built in to day
- Containment of kids/safety?
- Overall concept good, bad that this is for "behavior" kids
 - Hold segregating
- All their kids – not discrete teacher with class
- Flexibility of space – longer lasting behavior!

30 End of the Classroom as We Know it Today

- Need more elementary examples
- Overstimulation opportunity
- Seems overstimulating for lower elementary
- Will enhance our instruction
- Like the shared responsibility of student by all teachers
- Use movement to start day and throughout the day
- 100 shared students
- More teachers to understand student needs



Ch 5.1 Day 1 Workshop Notes

31 Care and Feeding of Parents

- Promoting helicopter parenting, nosiness
- Community building
- Important to help families feel part of the school community
- Possible concerns with parents who are untrusting or overprotective/involved in an unhealthy way
- There may be other ways to build community which is very important
- Security and confidentiality concerns
- Possibly for service learning using school store
- Space for counseling groups
- Support parenting classes
- Whole child/whole family space
- Family/community space
- Connect home/school

Comments not connected to questions:

- Seeing glimmers of PBL/integrated learning in elementary schools but we took steps back with current schedule in elementary school
- Professional development to support shift from traditional school to learning communities (important)
- What about gymnasium for PE and space for motor-based therapies and use/storage of sensorimotor materials
- Questions:
 - Where is the gym?
 - In an open learning environment, how would students complete traditional work/assessments?

21ST CENTURY LEARNING MOST IMPORTANT ISSUES

Workshop participants, working as Table Teams, were asked to reach consensus on the three most important (effective) ideas for future schools, and identify why they believed as they did.

Their thoughts were:

Part 1

TABLE TEAM 1

Three Most Important

- #2 Student Engagement
 - Promotes interest = retention
 - Accountability
 - Invested in learning
- #8 Social/Emotional learning (6/6)
 - Fosters positive relationships
 - Reduces anxiety
 - Tools to deal with life issues
- #18 Project Based Learning: Africa Project (4/6)
 - Visual learning
 - All engaged
 - Team
 - Collaboration
 - Way of future
 - Tangible product

TABLE TEAM 2

Three Most important

- # 8 Social/Emotional learning
 - Resiliency
 - Grit
 - Communication
 - Relationships
 - Cannot engage if you are not socially/emotionally present
- #18 Project Based Learning: Africa Project
 - #'s 2, 5, 6, 7, 13, 14, 15, 16, 19
 - Development of the whole child
 - Collaboration, communication
- #16 21st Century Skills
 - #'s 10, 11, 12, 13, 14
 - 4 C's
 - Thinking about life beyond the classroom



TABLE TEAM 3

Three Most important

- #2 Student Engagement
 - Students need to be invested in the learning activity for true learning to occur
 - Maximizes learning
 - Makes it meaningful to student
 - Engagement is everything
- #8 Social/Emotional Learning
 - Developing and fostering relationships that promote student safety and success
 - Respect
 - Safe welcoming environment where students feel they belong
 - Foundation of learning
 - Awareness/acceptance of different learning styles, etc.
- #10 Integrated Arts and Academics
 - Reinforces traditional academics through multidisciplinary approach with integration of specialists
 - Motivates and increases student engagement
 - Allows for demonstration of multiple intelligences through integration of standard curriculum with specials
 - Creates foundation for PBL in elementary

TABLE TEAM 4

Three Most important

- #2 Student Engagement
 - Fosters learning
 - Is the foundation
- #8 Social/Emotional Learning
 - Foundational for learning
 - Navigating relationships
- #18 Project Based Learning: Africa Project
 - Umbrella

TABLE TEAM 5

Three Most important

- # 8 Social/Emotional learning
 - Behavior strategies
 - ✓ Interferes with access to any type of curriculum

- ✓ Communication in an ever changing world
- ✓ Soft skills
- ✓ Ever changing “disabilities” and challenges

- #18 Project Based Learning: Africa Project
 - Multi-sensory
 - Hands on for all learners
 - Student focused
 - Lifelong skills
 - Relationships with peers and adults
 - Cross curriculums
 - Application of “knowledge”
- #2 Student Engagement
 - Learning only occurs when we have engaged students
 - Embedded in everything
 - Applies to all students including students with disabilities

TABLE TEAM 6

Three Most important

- #2 Student Engagement
 - Effective learning requires motivated and invested learners
- #8 Social/Emotional learning
 - Can’t Google it. This is a life-long skill that needs to be taught
 - Ladder skill – one step of learning is built upon the previous step
 - Need to feel safe
- #16 21st Century Skills
 - The 4 C’s
 - All of the other skills on the list flow into this. #10-19 including PBL

MOST COMMONLY CITED

PART 1

- #8 Social/Emotional Learning (cited by 6 of 6 Table Teams)
- #2 Student Engagement (cited by 5 of 6)
- #18 Project Based Learning: Africa Project (4 of 6)
- #16 21st Century Skills (2 of 6)



Ch 5.1 Day 1 Workshop Notes

Part 2

TABLE TEAM 1

Three Most Important

- Safety of course
- #25 Small Learning Communities
 - Students known to teachers
 - Collaboration groups
 - Students learn from students
 - Better communication
- #26 End of the Library as we Know It Today
 - More of a media center
 - Need full time librarian
 - Easy access to books
 - "Go thru library not to it"
- #29 End of Isolated Teaching: Forest Ave
 - Flexible space to encourage collaboration
 - Someone to brainstorm with close by

TABLE TEAM 2

Three Most important

- #21 Safety + Security in 21st Century Schools
 - Social/emotional
 - Engaged when you feel safe/secure
- #24 Teacher Planning Centers
 - Working/ownership of educating all students
 - Collaboration
 - Modeling for students
- #25 Small Learning Communities (4/6)
 - Shared ownership
 - End of isolated teaching

TABLE TEAM 3

Three Most important

- #21 Safety + Security in 21st Century Schools
 - Paramount
 - Controls entrance/exit
 - ✓ What's going on in/outside building
 - Monitoring
 - Peace of mind

- Comfort
- #22 Flexible, Varied Brain Based Furniture
 - Appropriate options for all students based on individual needs
 - Appropriately sized
 - Opportunities for movement
 - Helps students with different learning styles (kinesthetic, etc)
- #23 21st Century Learning Studios
 - Flexible workspaces and traditional
 - Could allow for teacher planning spaces

TABLE TEAM 4

Three Most important

- #21 Safety + Security in 21st Century Schools
 - Basic need
 - However, not a prison
- #25 Small Learning Communities
 - End isolated teaching
 - Builds relationships
 - Community/parent relationship building
- #26 End of the Library As We Know It Today
 - The "evolving library"

TABLE TEAM 5

Three Most important

- #23 21st Century Learning Studios
 - Reaches introverted and extraverted population
- #31 Care + Feeding of Parents
 - Parent collaboration
- #26 End of the Library As We Know It Today
 - Flexibility of space
- #21 Safety + Security in 21st Century Schools
 - Within and outside of the school walls

TABLE TEAM 6

Three Most important

- #21 Safety + Security in 21st Century Schools
 - World events/culture
 - Social emotional peace of mind





Ch 5.1 Day 1 Workshop Notes

- ✓ Teachers
- ✓ Parents
- ✓ Students
- #25 Small Learning Communities
 - Meets all aspects of our strategic plan
 - Social emotional learning is fostered
 - Collaboration fostered
- #30 End of the Classroom As We Know It Today
 - Student centered
 - Flexible learning
 - PBL
 - Personalized

MOST COMMONLY CITED

PART 2

- #21 Safety + Security in 21st Century Schools (Cited by 5 of 6 table Teams)
- #25 Small Learning Communities (cited by 4 of 6)
- #26 End of the Library As We Know It Today (3 of 6)
- #23 21st Century Learning Studios (2 of 6)

WHAT WORKS AT OUR SCHOOLS? WHAT COULD BE BETTER?

Frank Locker led a whole-group discussion brainstorming what currently works at the Scituate elementary schools, and what needs improvement. Here are the Visioning Team's thoughts:

Works

- Jenkins gym works
- Food allergy policies great
- Better able to support curriculum development
 - Elementary curriculum coordinators
 - Vertical and horizontal consistency
 - New leadership has elementary lens
- Teachers work well!
- Co-teaching works
 - Specialist with CR teacher

- But not consistent all grades
- Community supports schools
 - Passed the Debt Exclusion Override for the Middle School
 - Education foundation
 - Course foundation
 - Staff
 - STEAM collaborative
- Parents support their kids as learners
- Strong Spl Ed/specialized learning
- Fabulous PTO's
 - Strong programs keep kids in district
- Technology
- METCO
- Equity among elementary schools
- Small class sizes
 - 17.9 average
 - 20-22 district target
 - Ideal <20
- ECC – Early Education Center – great
 - Want more #'s
 - More peeps
- Great nursing staff
 - Nurse at EA, ES
 - Rotating sub nurse
- Themes and awards
 - PBIS program
 - Different interpretations per school

Could be Better

- Need more consistency of music programs across the four schools
- Three gyms don't work
 - Cushing, Hatherly, and Wampatuck
 - Small
 - Surrounded by Classrooms
- Food allergy policies not consistently enforced
- PBL
 - Our curriculum designs do not always embrace PBL





Ch 5.1 Day 1 Workshop Notes

- At elementary need clear rubrics
- Need PD
- PBL varies by grade level
- METCO – relationships could be better
- More commercial development – taxes
- Collaboration time needed
 - PBL as at Gates
 - Elementary needs to plan co-teaching
- Want full day K to be free
- Handicap accessibility
 - Inside and outside
- Communication between teachers and specialists
 - Would result in knowing kids better
- Building maintenance
 - Could we have done it all along
- Join elementary school with seniors
 - Do some – could be better
- Want 1:1 Chromebooks at EA classrooms
- Parents bring supplies
 - Better/consistent to standardize
 - ✓ Send \$

DEFINING STUDENT SUCCESS IN LIFE

Workshop participants were given this challenge:

DEFINE STUDENT SUCCESS IN LIFE

- A. Define success in life for our students
- B. What do our students need from us to be successful in life?
Define the kind of place our future school should be:
- C. Identify what educators should be doing
- D. Identify what students should be doing in school
 - D1. And out of school
- E. What should parents be doing?

F. What can the community do?

Their responses were:

TABLE TEAM 1

Success

A Define success in life for our students

- No response

B What do our students need from us to be successful in life?

- No response

C Identify what educators should be doing

- No response

D Identify what students should be doing in school

- Creating
- Playing
- Learning
- Collaborating
- Socializing
- Practice reading, problem solving, writing

D1 And out of school

- Creating
- Playing
- Reading
- Extra-curricular (sports, music, etc...)
- Family and friends
- Life skills (age-appropriate)
- Unstructured time

E What should parents be doing?

- No response

F What can the community do?

- No response

TABLE TEAM 2

Success

A Define success in life for our students

- Happy
- Independent
- Resilient
- Self sufficient
- Contributing member of society



Ch 5.1 Day 1 Workshop Notes

B What do our students need from us to be successful in life?

- Support
- Guidance
- Encouraging risk taking
- Accountability
- Build self-advocacy skills
- Not to be dependent on us – independent thinkers

C Identify what educators should be doing

- Lifelong learning
- Facilitate learning
- Encourage problem solving
- 4 C's
- Ignite creativity
- Celebrate and accept individual strengths

D Identify what students should be doing in school

- Engaged in meaningful learning

D1 And out of school

- Social/emotional self-care

E What should parents be doing?

- Collaborative and supportive advocates for their child
- Foster D1

F What can the community do?

- Embrace and connect

TABLE TEAM 3

Success

A Define success in life for our students

- Happiness
- Self-sufficiency
- Kindness
- Problem-solving
- Grit
- Perseverance

B What do our students need from us to be successful in life?

- Guided discovery
- Modeling
- Positive classroom support

C Identify what educators should be doing

- Provide space and tools for learning
- Opportunities for practice and repetition

D Identify what students should be doing in school

- Maximizing opportunities
- Collaborating
- Supporting peers
- Problem-solving
- Learning from mistakes
- Exploring
- Make healthy choices

D1 And out of school

- Healthy life choices
- Developing strong relationships
- Community involvement
- Family-focused activities
- Extra-curriculars
- Develop and foster a passion/interest

E What should parents be doing?

- Supporting D1
- Family-focused activities
- Family dinners
- Traditions
- Promoting independence and ownership of actions/consequences
- Providing student with love and support
- Asking questions and LISTENING to your child

F What can the community do?

- A variety of accessible programs for children of all developmental levels, disabilities (sports, arts, volunteering opportunities)

TABLE TEAM 4

Success

A Define success in life for our students

- Confident, competent, adjusted, happy, “successful” humans with success being defined in several different ways (no timelines, etc)





Ch 5.1 Day 1 Workshop Notes

B What do our students need from us to be successful in life?

- Develop human connections in the school and community connections
- Fundamentals of learning and problem solving
- Establish/develop life-long of learning/curiosity
- Develop skills to be confident in their abilities to be active participants throughout life, problem solving

C Identify what educators should be doing

- Facilitator of learning
- Build curiosity/love of learning in children
- Nurture an environment that encourages exploration, questioning
- Modeling skills for:
 - ✓ Critical thinking
 - ✓ Communication
 - ✓ Collaboration
 - ✓ Open mindedness
 - ✓ They are always learning
- Thinkers/planners/reflectors

D Identify what students should be doing in school

- Be curious
- Be investigators
- Demonstrate learning
- Learn independence
- Problem solving
- Drive their learning to help achieve the 4 C's

D1 And out of school

- Continue learning/exploring
- Community engagements
 - ✓ Sports
 - ✓ Service

E What should parents be doing?

- Emotional support
- Support learning/growth mindset
- Be involved/ask questions

F What can the community do?

- Develop outreach between groups/businesses and students

- ✓ i.e. intergenerational advisory boards/internships

TABLE TEAM 5

Success

A Define success in life for our students

- Happiness
- Resilience
- Self-fulfillment

B What do our students need from us to be successful in life?

- Opportunities to struggle, explore, experience failures and successes

C Identify what educators should be doing

- Listening, guiding, including respecting

D Identify what students should be doing in school

- Questioning
- Wondering
- Problem-solving
- Collaborating
- Creating
- Inventing
- Taking risks
- Exploring
- Safe risks

D1 And out of school

- Playing – unstructured with their own games
- Imagination
- Reading
- Building forts in the woods
- Looking for insects
- Smelling stuff around them...
- Talking with parents
- Entertaining each other
- Ping-ponging conversations
- Family activities

E What should parents be doing?

- See D1
- Advocating for their children
- Role models



Ch 5.1 Day 1 Workshop Notes

- Listening

F What can the community do?

- Safety
- Places to be (i.e. skateboard park)
- Ice skating rinks
- Social opportunities with the arts
- Showing families what they do – i.e. firetruck stuff
- Discounts to senior citizens
- Cooperative learning – senior centers, inclusive events, disability awareness

TABLE TEAM 6

Success

A Define success in life for our students

- Happy well-adjusted adults
- Confident
- Well-rounded
- Grit/perseverance/resilient
- Problem solvers
- Good communicators
- Have/develop healthy relationships
- Life-long learners
- Have empathy
- Have jobs that are meaningful to them and give them satisfaction

B What do our students need from us to be successful in xxlife?

- Exemplars/models
- Instruction/provide social emotional tools
- Facilitate and guide based on interests
- Experiences and opportunities
- Learn from failure
- Teach strategies for adversity

C Identify what educators should be doing

- Exemplars/models
- Instruction/provide social emotional tools
- Facilitate and guide based on interests
- Experiences and opportunities
- Learn from failure
- Teach strategies for adversity

D Identify what students should be doing in school

- Work with a diverse group of learners
- Direct their learning
 - ✓ Goal setting
 - ✓ Reflection
 - ✓ Challenge themselves
 - ✓ Nurture their growth mindset
 - ✓ Problem solving
- Be service minded

D1 And out of school

- Work with a diverse group of learners
- Direct their learning
 - ✓ Goal setting
 - ✓ Reflection
 - ✓ Challenge themselves
 - ✓ Nurture their growth mindset
 - ✓ Problem solving
- Be service minded

E What should parents be doing?

- Teach independence
- Let students solve their own problems
- Let them have unstructured play time
- Listen, communicate
- Teach/model life balance
- Support teachers/the educational process

F What can the community do?

- Continue to support school budgets
- Trust, but not blindly
 - ✓ Take the time to be informed
- Build partnerships with the schools
- Extend themselves to be available to work with students (in and out of school)
- PTO's should work as a collaborative group rather than as separate groups



Ch 5.1 Day 1 Workshop Notes

RANDY NELSON: *LIVING + WORKING IN THE COLLABORATIVE AGE*

In this video, Randy Nelson, former Dean of Pixar University, outlined some ideas his company has adopted as a part of its search for creating a highly collaborative workplace.

Visioning Team members discussed how this applies to the Scituate elementary schools

- How to focus on collaboration best way
 - Teachers
 - Staff
 - (Kids)
- Acceptance of ideas
 - “Plussing”
- “Yes...and”
- Resiliency
 - U Penn
 - Failed but keep going
- Key skill – error recovery

PROGRAM REVIEW

The Visioning Team was given this challenge:

PROGRAM REVIEW

Here is a starter list of programs. This list is not complete. Brainstorm with your Table Team to add others that are worth exploring.

PICK THE MOST CHALLENGING ONE (and a second choice)

TOPICS: LEARNERS, MODALITIES, + RELATIONSHIPS

1. Students with special needs: Special Education
2. Students with special needs: Talented + Gifted
3. Foreign Exchange, foreign languages

4. Advanced Placement, AP
5. Wellness
6. Students who aspire to leadership positions in careers ASAP: no college
7. Students who we fear will drop out of school
8. Students who are bored/disengaged with school
9. Multiple intelligences in core courses: musical learners, bodily/kinesthetic learners, and/or visual learners
10. Social emotional learning in individual classrooms
11. Social emotional learning as a school-wide practice
12. Critical thinking/problem solving skills in core courses
13. Interdisciplinary teaching/learning among core classes
14. Core academics in applied/ exploratory courses
15. Active/ applied/ exploratory learning in academic classes

Each table will pick two of these topics, for equitable assignment to assure coverage and interest.

DIRECTIONS:

On your flipchart(s), record your Table Team’s responses to the following questions:

1. Identify the number + the topic
2. Is this topic something we do right now at our schools?
3. If so, how/ where/ in what way do we currently do this?
4. Is this topic important? How much?
5. How well do we do this?
6. Should we improve our programs/ service/ organization focused on this topic? Yes or No?
7. If “Yes”, how do we do that? If “No”, why not?





Responses are:

Table Team 1

#15 ACTIVE/ APPLIED/ EXPLORATORY LEARNING IN ACADEMIC CLASSES

QUESTIONS:

1. **Identify the number + the topic**
 - o #15 Active/applied/exploratory learning in academic classes
2. **Is this topic something we are serving right now at our schools?**
 - o We do in our classrooms – especially primary grades (ex. Penguin unit)
 - o Upper grades – songs for math, social studies, engineering
3. **If so, how/where/in what way do we currently serve the topic?**
 - o Frequency:
 - ✓ K-2 30% of the day
 - ✓ 3-5 20% of the day
 - o Impact on kids
 - ✓ Engagement
 - ✓ Reaching different style learners
 - ✓ Movement break
 - ✓ What they remember/retain
4. **Is this topic important? How much?**
 - o Yes - important
5. **How well do we do this?**
 - o No response
6. **Should we improve our programs/service/organization focused on this topic? Yes or No?**
 - o Yes
7. **If “Yes”, how do we do that? If “No”, why not?**
 - o Percentage of day
 - o Bringing specialists into the classroom
 - o Planning/incrementally
 - o Kids chance to explore
 - o Challenges
 - ✓ Planning
 - ✓ Staff

- ✓ Time
- ✓ Willingness

Table Team 2

#7 STUDENTS WHO WE FEAR WILL DROP OUT OF SCHOOL QUESTIONS:

1. **Identify the number + the topic**
 - o # 7 Students who we fear will drop out of school
2. **Is this topic something we are serving right now at our schools?**
 - o While we don't have a labeled program, there are proactive measures that exist across all buildings
3. **If so, how/where/in what way do we currently serve the topic?**
 - o We identify students at risk and bring them to ST – student support team
 - o Tracking attendance and tardy patterns
 - o Communication with families
 - o Positive/collaborative relationships
 - ✓ SRO, truancy officer
 - ✓ Nurse
 - ✓ School adjustment counselor
 - ✓ Teacher
 - ✓ Peers
 - ✓ Families
 - ✓ (Not just family/teacher, the entire community)
 - o Careful consideration to retention referrals
4. **Is this topic important? How much?**
 - o Yes, very
5. **How well do we do this?**
 - o We can do better
6. **Should we improve our programs/service/organization focused on this topic? Yes or No?**
 - o More consistency and cohesiveness, vertically and horizontally
7. **If “Yes”, how do we do that? If “No”, why not?**
 - o Identify and track students vertically



Table Team 3

#8 STUDENTS WHO ARE BORED/DISENGAGED WITH SCHOOL QUESTIONS:

1. **Identify the number + the topic**
 - o #8 Students who are bored/disengaged with school
2. **Is this topic something we are serving right now at our schools?**
 - o Yes, to an extent
3. **If so, how/where/in what way do we currently serve the topic?**
 - o Brain/motor breaks
 - o Multi-sensory approach to learning
 - o Centers-based instruction
 - o Incentive programs (individual)
 - o Varied teaching strategies
4. **Is this topic important? How much?**
 - o Yes!
 - o 6/6 groups agreed student engagement was top 3 priorities
5. **How well do we do this?**
 - o Varied – dependent on individual classrooms/teaching styles
6. **Should we improve our programs/service/organization focused on this topic? Yes or No?**
 - o Yes!
7. **If “Yes”, how do we do that? If “No”, why not?**
 - o By using active/applied/exploratory learning in core academic classes
 - o Gives students with different learning types/styles an opportunity to be successful via engaged learning

Table Team 4

#13 INTERDISCIPLINARY TEACHING/LEARNING AMONG CORE CLASSES

QUESTIONS:

1. **Identify the number + the topic**
 - o #13 Interdisciplinary teaching/learning among core classes
2. **Is this topic something we are serving right now at our schools?**

- o Yes, to a degree
3. **If so, how/where/in what way do we currently serve the topic?**
 - o Curriculum coordinating – taking what they have and growing with it
 - ✓ ELA/social studies
 - ✓ Science/math
 - ✓ Tech application to core classes
 - ✓ Small integration of specials into core classes (skill set/relationship dependent)
 4. **Is this topic important? How much?**
 - o Yes – will lead to:
 - ✓ The 4C’s
 - ✓ Student engagement
 - ✓ Learning pyramid
 5. **How well do we do this?**
 - o Burgeoning, not blossoming
 6. **Should we improve our programs/service/organization focused on this topic? Yes or No?**
 - o Yes
 7. **If “Yes”, how do we do that? If “No”, why not?**
 - o Maintaining staff support/curriculum coordinators!
 - o New environment we are envisioning
 - o Small community learning

Table Team 5

#11 SOCIAL/EMOTIONAL LEARNING AS A SCHOOL-WIDE PRACTICE

QUESTIONS:

1. **Identify the number + the topic**
 - o #11 Social/Emotional learning as a school-wide practice
2. **Is this topic something we are serving right now at our schools?**
 - o Yes-ish
 - ✓ We have materials and it is inconsistently implemented due to training and time deficits
3. **If so, how/where/in what way do we currently serve the topic?**
 - o Open circle
 - o PBIS “calm classroom”



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4. **Is this topic important? How much?**
 - Yes
 - In order to provide tools for student growth
 - Imperative!
5. **How well do we do this?**
 - On a scale of 1-10? 5
6. **Should we improve our programs/service/organization focused on this topic? Yes or No?**
 - Yes!
 - Not just theory but application
7. **If “Yes”, how do we do that? If “No”, why not?**
 - System wide via same time/Google Hangout or PD day...whatever

6. **Should we improve our programs/service/organization focused on this topic? Yes or No?**
 - Yes
 - Instructional pedagogy and integrated within our classrooms
7. **If “Yes”, how do we do that? If “No”, why not?**
 - We need schedules, structures, PD, resources to implement this well
 - This reflects Personalized Learning and for what it was made
 - Talented and gifted students may also require social/emotional direct instruction
 - There is a difference between smart and gifted students
 - Talented and gifted is not limited to academics
 - ✓ We should think more broadly and provide parent resources outside of the school experience

Table Team 6

#2 STUDENTS WITH SPECIAL NEEDS: TALENTED + GIFTED QUESTIONS:

1. **Identify the number + the topic**
 - #2 Students with special needs: Talented + Gifted
2. **Is this topic something we are serving right now at our schools?**
 - Not explicitly
 - ✓ No formalized, district-wide program
3. **If so, how/where/in what way do we currently serve the topic?**
 - Rely on different instruction
 - (RTI) Intervention blocks – leveled grouping up and down
 - DCAP accommodations to address increased skills
 - Teacher capacity to instruct at increased grade levels within their classrooms needs more training
 - At the elementary levels there are less numbers to create learning groups
 - What is the motivation for teachers to address this
4. **Is this topic important? How much?**
 - Yes this is important – VERY
 - There is a subset of students we are at risk of losing (dropout, lose interest, behavior, etc)
5. **How well do we do this?**
 - We don't do this well yet

LEARNING MODALITIES

This was the challenge:

LEARNING MODALITIES

Here is a list of learning modalities. Which are most appropriate? Which ones should we be using most at our future school? Which ones the least?

Personal reflection:

- Personally rank them in order of appropriateness for learning
- Focus on the 4 most and the 2 least appropriate
 - Appropriateness implies extensive application

Group consensus discussion:

- Then debate with your Table Team members. Persuade them if you can

Then vote with your dots as an individual:





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- Vote your personal opinion. No need to pay attention to your table mates
- Green dots for the top 4. Red for the bottom 2

	4	2
	Most	Least
A. Direct teaching	_____	_____
B. Lecture (sustained direct teaching)	_____	_____
C. Seminar instruction	_____	_____
D. Teacher team/synchronous collaboration	_____	_____
E. Independent study	_____	_____
F. Small group work/student collaboration	_____	_____
G. Peer tutoring/teaching	_____	_____
H. Internships	_____	_____
I. Service learning	_____	_____
J. Project-based learning	_____	_____
K. Making things, prototyping, STEM, STEAM	_____	_____
L. Interdisciplinary learning	_____	_____
M. Thematic/integrated learning	_____	_____
N. Integrated arts learning	_____	_____
O. Social/emotional learning	_____	_____
P. Student presentations	_____	_____

Q. Computer-based: adaptive learning, games

R. Blended learning/flipped classroom

S. Distance learning

T. Technology with mobile devices

U. Technology with desktop devices

V. Other

The responses are shown on the next page:



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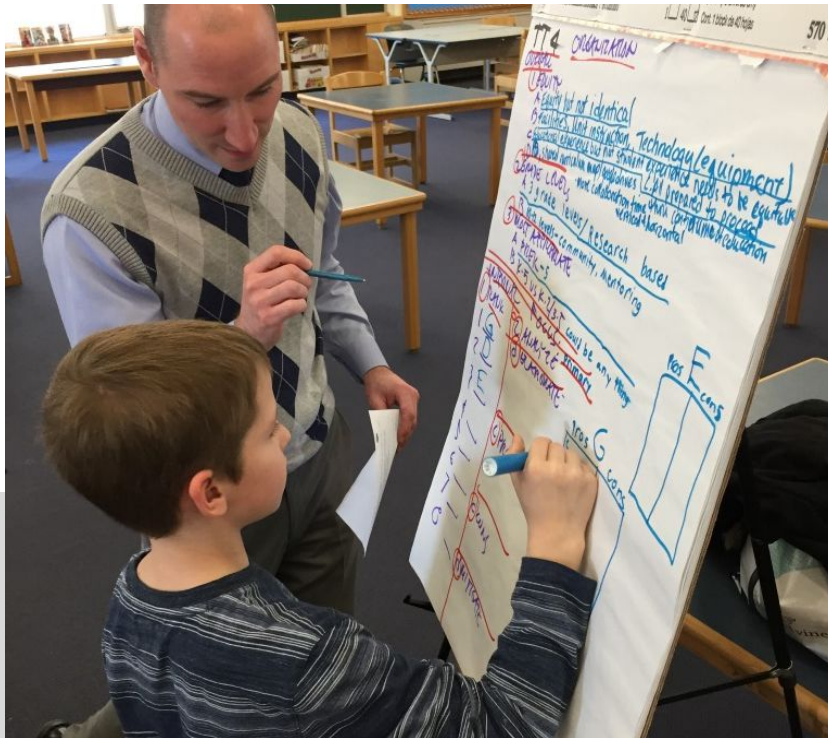
Learning Modalities Responses	All Grades	
	RANK	SCORE
O. Social/Emotional Learning	1	16
F. Small group work/ student collaboration	2	16
K. Making things, prototyping, STEM, STEAM	3	11
D. Teacher team/synchronous collaboration	4	10
L. Interdisciplinary learning	5	9
J. Project-based learning	6	7
N. Integrated arts learning	7	4
A. Direct teaching : Centers Based Instruction	8	4
C. Seminar instruction	9	3
M. Thematic/integrated learning	10	2
I. Service learning	11	1
G. Peer tutoring/teaching	12	1
V. Other	13	1
H. Internships	14	0
Q. Computer-based: games, learning programs	14	0
R. Blended learning/flipped classroom	14	0
S. Skype conversations, distance learning	17	-1
U. Technology with desktop devices	18	-2
P. Student presentations	18	-2
E. Independent study	20	-5
T. Technologyy with any mobile devide	21	-6
B. Lecture (sustained direct teaching)	22	-20

Learning Modalities Responses	Lower Elemen	
	RANK	SCORE
O. Social/Emotional Learning	1	10
J. Project-based learning	2	9
A. Direct teaching: Centers Based Instruction	3	6
F. Small group work/ student collaboration	4	8
D. Teacher team/synchronous collaboration	5	3
L. Interdisciplinary learning	6	9
K. Making things, prototyping, STEM, STEAM	7	2
N. Integrated arts learning	8	2
C. Seminar instruction	8	2
M. Thematic/integrated learning	10	2
G. Peer tutoring/teaching	11	1
V. Other	12	1
I. Service learning	13	0
H. Internships	13	0
Q. Computer-based: games, learning programs	13	0
U. Technology with desktop devices	13	0
P. Student presentations	13	0
R. Blended learning/flipped classroom	14	-1
S. Skype conversations, distance learning	14	-1
E. Independent study	20	17
T. Technologyy with any mobile devide	21	-4
B. Lecture (sustained direct teaching)	22	13



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Learning Modalities Responses	Upper Elemen	
	RANK	SCORE
O. Social/Emotional Learning	1	2
F. Small group work/ student collaboration	1	2
A. Direct teaching: Centers Based Instruction	3	1
D. Teacher team/synchronous collaboration	3	1
L. Interdisciplinary learning	3	1
K. Making things, prototyping, STEM, STEAM	3	1
J. Project-based learning	7	0
N. Integrated arts learning	7	0
C. Seminar instruction	7	0
M. Thematic/integrated learning	7	0
G. Peer tutoring/teaching	7	0
V. Other	7	0
I. Service learning	7	0
Q. Computer-based: games, learning programs	7	0
U. Technology with desktop devices	7	0
P. Student presentations	7	0
R. Blended learning/flipped classroom	7	0
S. Skype conversations, distance learning	7	0
E. Independent study	7	0
T. Technologyy with any mobile devide	7	0
H. Internships	21	-1
B. Lecture (sustained direct teaching)	22	-2



Day 2 Workshop Notes

INTRODUCTION

The second Visioning Workshop was held on 31st January 2019. Notes of all activities follow:

- Workshop Video
- School Organization
- School in 2039
- What to Teach? How to Teach?
- School Transformation + Development Map
- Places for Learning
- *Larry Rosenstock on High Tech High*
- Defining Spaces
- Future Furniture
- Overall School Relationship Diagram
- Next Steps

WORKSHOP VIDEO

The Visioning Team watched the video:

- Ken Robinson: Creativity

Comments included:

- Creativity just as important as literacy
 - With kids who struggle
 - Important to recognize what they need
- We hear all the time “Why bother to do art...you will never be a star”
- Perceived disconnect
 - Mind vs. social/emotional
- Gillian Lynn, choreographer for Cats and other Broadway shows
 - Had to move to learn
 - She’s not....she’s a dancer
- Here at Scituate
 - 504
 - IEPs
 - Kids have to move
- Where do standardized tests fit?
- Standardized testing should be our floor
- We should be engaging, interesting



SCHOOL ORGANIZATION

Overall Organization

The Visioning Team was given this challenge:

OVERALL

1. EQUITY:

- A Is equity across the district important? YES or NO
- B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)
- C What should we be sure is equitable at SPS?
- D Identify strategies to achieve equity

2. GRADE LEVELS:

- A What is the minimum number of grades that should be in a school/building? Why?
- B Is there a maximum number of grades we should have in a school building? Why?

3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

- | | |
|--------------|--|
| A PRE-K | 1.) Pre-K in one location OR
2.) Pre-K in multiple locations (at schools) |
| | WHY?
3.) Pre-K in stand-alone building(s) OR
2.) Pre-K sharing a building, but not integrated OR
3.) Pre-K integrated with other grades, like K-1-2 |
| | WHY? |
| B ELEMENTARY | 1.) (Pre)K-5 OR
2.) (Pre)K-2, 3-4-5 |
| | WHY? |

Responses were:

TABLE TEAM 1

School Organization: Overall

1. EQUITY:

- A Is equity across the district important? YES or NO**
 - o Yes!
- B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)**
 - o Facilities
 - o Programming
 - o Specials/opportunities
- C What should we be sure is equitable at SPS?**
 - o Same grade experience. Example: "5th grade = every fifth grader"
- D Identify strategies to achieve equity**
 - o Class size
 - o Admin meetings
 - o District spec. meetings

2. GRADE LEVELS:

- A What is the minimum number of grades that should be in a school/building? Why?**
 - o 3 minimum
- B Is there a maximum number of grades we should have in a school building? Why?**
 - o 5 maximum

3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

- A PRE-K**
 - 1.) Pre-K in one location
 - ✓ Yes
- OR**
- 2.) Pre-K in multiple locations (at schools)
 - ✓ No response
- WHY?**
 - ✓ Community needs – enough space for all
- 3.) Pre-K in stand-alone building(s)



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OR

- ✓ No response

4.) Pre-K sharing a building, but not integrated

OR

- ✓ No response

5.) Pre-K integrated with other grades, like K-1-2

WHY?

- ✓ No response

B ELEMENTARY

1.) (Pre)K-5

- ✓ Yes

OR

2.) (Pre)K-2, 3-4-5

- ✓ No response

WHY?

- ✓ No response

TABLE TEAM 2

School Organization: Overall

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)

- PTO funding/programs
- Curriculum
- Support staff
- Curriculum materials

C What should we be sure is equitable at SPS?

- Curriculum
- Opportunities
- Experiences

D Identify strategies to achieve equity

- 1 Elementary PTO for all 4 buildings

2. GRADE LEVELS:

A What is the minimum number of grades that should be in a school/building? Why?

- 3 minimum
 - Consistency
 - Support
 - Relationships
 - Less transitions

B Is there a maximum number of grades we should have in a school building? Why?

- 4 Maximum
 - No transition PreK-K
 - Relationships
 - Transitions
 - Supports
 - Consistency

3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

A PRE-K

1.) Pre-K in one location

- ✓ No response

OR

2.) Pre-K in multiple locations (at schools)

- ✓ Yes

WHY?

- ✓ Less transition
- ✓ Remain in a constant school

3.) Pre-K in stand-alone building(s)

OR

- ✓ No response

4.) Pre-K sharing a building, but not integrated

OR

- ✓ No response

5.) Pre-K integrated with other grades, like K-1-2

WHY?

- ✓ No response



B ELEMENTARY

1.) (Pre)K-5

- ✓ No response

OR

2.) (Pre)K-2, 3-4-5

- ✓ Yes

WHY?

- ✓ Easier transition to middle school
- ✓ Developmentally appropriate/Social-emotional
- ✓ Resources
- ✓ Staffing
- ✓ Community common SRS experience

- Too many students can be overwhelming and building a sense of community is important
- Know your students

3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

A PRE-K

1.) Pre-K in one location

- ✓ No response

OR

2.) Pre-K in multiple locations (at schools)

- ✓ No response

WHY?

- ✓ No response

3.) Pre-K in stand-alone building(s)

OR

- ✓ No response

4.) Pre-K sharing a building, but not integrated

OR

- ✓ No response

5.) Pre-K integrated with other grades, like K-1-2

WHY?

- ✓ No response

B ELEMENTARY

3.) (Pre)K-5

- ✓ At multiple locations
- ✓ Having students in the same building makes parent schedules less hectic
- ✓ Students can learn from each other at different times throughout the year
 - With projects
 - With buddies

OR

4.) (Pre)K-2, 3-4-5

- ✓ No response

TABLE TEAM 3

School Organization: Overall

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)

- Facilities

C What should we be sure is equitable at SPS?

- Program offerings
- Technology
- Staffing ratio to student

D Identify strategies to achieve equity

- Frequent meetings - department

2. GRADE LEVELS:

A What is the minimum number of grades that should be in a school/building? Why?

- PreK-5

B Is there a maximum number of grades we should have in a school building? Why?

- 6



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WHY?

- ✓ No response

TABLE TEAM 4

School Organization: Overall

1. EQUITY:

A Is equity across the district important? YES or NO

- Equity but not identical

B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)

- Facilities
- Unit instruction
- Technology (equipment)

C What should we be sure is equitable at SPS?

- Educational experience but not student experience needs to be equitable
- All prepared to proceed through continuum of education

D Identify strategies to achieve equity

- Professional development
- Shared curriculum map/google drives
- More collaboration time vertical and horizontal

2. GRADE LEVELS:

A What is the minimum number of grades that should be in a school/building? Why?

- 3 grade levels
 - Research based

B Is there a maximum number of grades we should have in a school building? Why?

- 10-12 levels
 - Community
 - Mentoring

3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

A PRE-K

1.) Pre-K in one location

- ✓ No response

OR

2.) Pre-K in multiple locations (at schools)

- ✓ No response

WHY?

- ✓ No response

3.) Pre-K in stand-alone building(s)

OR

- ✓ No response

4.) Pre-K sharing a building, but not integrated

OR

- ✓ No response

5.) Pre-K integrated with other grades, like K-1-2

WHY?

- ✓ No response

B ELEMENTARY

1.) (Pre)K-5

- ✓ Could be anything

OR

2.) (Pre)K-2, 3-4-5

- ✓ Could be anything

WHY?

- ✓ No response

TABLE TEAM 5

School Organization: Overall

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)

- Facilities
- Staff allocation (co-teaching)
- Curriculum

C What should we be sure is equitable at SPS?

- Curriculum
- Materials
- Staffing



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- Class size
- D Identify strategies to achieve equity**
- See plan
- Collaboration
- Proactive infrastructure planning

2. GRADE LEVELS:

A What is the minimum number of grades that should be in a school/building? Why?

- 3
 - Decrease transition
 - Sense of belonging (relationships)

B Is there a maximum number of grades we should have in a school building? Why?

- 6
 - K-5 model works

3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

A PRE-K

- 1.) **Pre-K in one location**
 - ✓ No response
- OR**
- 2.) **Pre-K in multiple locations (at schools)**
 - ✓ No response

WHY?

 - ✓ No response
- 3.) **Pre-K in stand-alone building(s)**

OR

 - ✓ No response
- 4.) **Pre-K sharing a building, but not integrated**

OR

 - ✓ Yes
- 5.) **Pre-K integrated with other grades, like K-1-2**

WHY?

 - ✓ No response

B ELEMENTARY

- 3.) (Pre)K-5

- ✓ Ye

OR

4.) (Pre)K-2, 3-4-5

- ✓ No response

WHY?

- ✓ Decrease transition
- ✓ Sense of belonging (relationships)
- ✓ Bus schedules
- ✓ Ease for families with multiple children

TABLE TEAM 6

School Organization: Overall

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes, it is important

B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)

- Programs
- Staffing
- Demographics
- Facilities
- Schedules
- PTO

C What should we be sure is equitable at SPS?

- Staffing ratio
- Student schedules

D Identify strategies to achieve equity

- Consistent communication and collaboration across schools (including administration)

2. GRADE LEVELS:

A What is the minimum number of grades that should be in a school/building? Why?

- 3

B Is there a maximum number of grades we should have in a school building? Why?

- 6



3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

A PRE-K

- 1.) Pre-K in one location
 - ✓ No response

OR

- 2.) Pre-K in multiple locations (at schools)
 - ✓ No response

WHY?

- ✓ No response

- 3.) Pre-K in stand-alone building(s)
 - OR
 - ✓ No response

- 4.) Pre-K sharing a building, but not integrated
 - OR
 - ✓ No response

- 5.) Pre-K integrated with other grades, like K-1-2
 - WHY?**
 - ✓ Yes

- Opportunity for fluid movement
- Flexibility
- Specialists experience with age
- Equipment/materials

B ELEMENTARY

- 1.) (Pre)K-5
 - ✓ Yes

OR

- 2.) (Pre)K-2, 3-4-5
 - ✓ No response

WHY?

- ✓ K-5
 - Knowing kids
 - Feeling more comfortable
 - Getting to know teachers better

- ✓ K-2

- 3-5 teams (??)
 - More social opportunity
 - Parent scheduling

TABLE TEAM 7

School Organization: Overall

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in our elementary schools (consider programs, staffing, demographics, facilities etc)

- Gym
- Class size

C What should we be sure is equitable at SPS?

- Facilities
- Class size
- Resources

D Identify strategies to achieve equity

- Budget
- Structure
- Resources
- Leadership

2. GRADE LEVELS:

A What is the minimum number of grades that should be in a school/building? Why?

- 3
 - PK-K-1
 - K-1-2
 - 3-5

B Is there a maximum number of grades we should have in a school building? Why?

- 7
 - Pk-5

3. CHOOSE THE MOST APPROPRIATE ELEMENTARY GROUPING:

A PRE-K



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- 1.) **Pre-K in one location**
 - ✓ No response
- OR**
- 2.) **Pre-K in multiple locations (at schools)**
 - ✓ Yes

WHY?

 - ✓ Neighborhood schools
 - ✓ Share resources
 - ✓ Increase enrollment
- 3.) **Pre-K in stand-alone building(s)**

OR

 - ✓ No response
- 4.) **Pre-K sharing a building, but not integrated**

OR

 - ✓ No response
- 5.) **Pre-K integrated with other grades, like K-1-2**

WHY?

 - ✓ No response

B ELEMENTARY

- 1.) **(Pre)K-5**
 - ✓ Yes
- OR**
- 2.) **(Pre)K-2, 3-4-5**
 - ✓ No response

WHY?

 - ✓ Paired with time, structures and systems for collaboration and calibration
 - ✓ Role models for younger students
 - ✓ Less transition
 - ✓ Continuum of supports

Internal Organization

The Visioning Team was given this challenge:

INTERNAL

CREATE THE MOST APPROPRIATE CONCEPT FOR THE FUTURE FROM AN EDUCATIONAL POINT OF VIEW

1. Rank the following, from most appropriate (designate with a 1) to least appropriate
2. Analyze your most appropriate one:
 - a. Elaborate on the structure to give it more definition
 - b. Combine possibilities if desired
 - c. Identify the Pros and Cons
 - d. What would you do to mitigate the Cons

ELEMENTARY SCHOOL ORGANIZATIONAL MODELS

- A. Grade level classroom groupings
- B. Multi-age classroom groupings
- C. Multi-grade classrooms
- D. Teachers "teaming," sharing students but separately teaching curriculum specialties
- E. Thematic Vertical/Multi-grade SLCs
- F. Any of above with teachers looping
- G. Any of above with synchronous teacher teaming, sharing students in real time
- H. Other

Responses were:

TABLE TEAM 1

School Organization: Internal

Focus: Primary

- Rank the following, from (1=) most appropriate to least appropriate
 - **A Grade level classroom groupings**
✓ 5
 - **B Multi-age classroom groupings**
✓ 3
 - **C Multi-grade classrooms**
✓ 8
 - **D Teachers "teaming," sharing students but separately teaching curriculum specialties**
✓ 4
 - **E Thematic Vertical/Multi-grade SLCs**
✓ 2
 - **F Any of above with teachers looping**



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- ✓ 6
 - **G Any of above with synchronous teacher teaming, sharing students in real time**
 - ✓ 1
 - **H Other**
 - ✓ No response
- **Analyze your most appropriate one:**
 - **Elaborate on the structure to give it more definition**
 - ✓ No response
 - **Combine possibilities if desired**
 - **Identify the Pros and Cons**
 - ✓ **Pros**
 - No response
 - ✓ **Cons**
 - No response
 - **What would you do to mitigate the Cons?**
 - ✓ No response

TABLE TEAM 2

School Organization: Internal

Focus: Primary

- **Rank the following, from (1=) most appropriate to least appropriate**
 - **A Grade level classroom groupings**
 - ✓ 5
 - **B Multi-age classroom groupings**
 - ✓ 1
 - **C Multi-grade classrooms**
 - ✓ 6
 - **D Teachers “teaming,” sharing students but separately teaching curriculum specialties**
 - ✓ 4
 - **E Thematic Vertical/Multi-grade SLCs**
 - ✓ 7
 - **F Any of above with teachers looping**
 - ✓ 3
 - **G Any of above with synchronous teacher teaming, sharing students in real time**
 - ✓ 2
 - **H Other**
 - ✓ 8

▪ Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
 - ✓ Pk-2 Pod
 - ✓ Flexible grouping among but PK to move out not to have any move in
- **Combine possibilities if desired**
- **Identify the Pros and Cons**
 - ✓ **Pros**
 - Personalize instruction
 - Flex grouping
 - Movement breaks built into the schedule
 - Diverse learners
 - ✓ **Cons**
 - Peer impressions
 - Possible more transitions
- **What would you do to mitigate the Cons?**
 - ✓ Building culture
 - ✓ Purposeful planning
 - ✓ Scaffold transitions

TABLE TEAM 3

School Organization: Internal

Focus: Elementary K-5

- **Rank the following, from (1=) most appropriate to least appropriate**
 - **A Grade level classroom groupings**
 - ✓ 4
 - **B Multi-age classroom groupings**
 - ✓ 2
 - **C Multi-grade classrooms**
 - ✓ 7
 - **D Teachers “teaming,” sharing students but separately teaching curriculum specialties**
 - ✓ 5
 - **E Thematic Vertical/Multi-grade SLCs**
 - ✓ 3
 - **F Any of above with teachers looping**
 - ✓ 6
 - **G Any of above with synchronous teacher teaming, sharing students in real time**
 - ✓ 1



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- **H Other**
✓ 8
- **Analyze your most appropriate one:**
 - **Elaborate on the structure to give it more definition**
✓ Students are able to learn through different teaching styles and perspectives
 - **Combine possibilities if desired**
 - **Identify the Pros and Cons**
 - ✓ **Pros**
 - Flexible interventions
 - Collaboration is easier
 - Modeling of how people work together and bouncing ideas off each other
 - ✓ **Cons**
 - Personality conflicts
 - Giving up control
 - Students are able to learn through different teaching styles and perspectives
 - **What would you do to mitigate the Cons?**
✓ Collaboration amongst staff and administration

TABLE TEAM 4

School Organization: Internal

Focus: Primary

- **Rank the following, from (1=) most appropriate to least appropriate**
 - **A Grade level classroom groupings**
✓ No response
 - **B Multi-age classroom groupings**
✓ No response
 - **C Multi-grade classrooms**
✓ No response
 - **D Teachers “teaming,” sharing students but separately teaching curriculum specialties**
✓ 2
 - **E Thematic Vertical/Multi-grade SLCs**
✓ 3
 - **F Any of above with teachers looping**
✓ No response
 - **G Any of above with synchronous teacher teaming, sharing students in real time**

- **H Other**
✓ 1
✓ No response
- **Analyze your most appropriate one:**
 - **Elaborate on the structure to give it more definition**
✓ No response
 - **Combine possibilities if desired**
 - **Identify the Pros and Cons**
 - **G Any of the above with synchronous teacher teaming, sharing students in real time**
 - ✓ **Pros**
 - Collaboration
 - ✓ **Cons**
 - Conflict
 - **D Teachers “teaming,” sharing students but separately teaching curriculum specialties**
 - ✓ **Pros**
 - Understand student needs
 - ✓ **Cons**
 - More teachers for kids to get to know
 - **E Thematic Vertical/Multi-grade SLCs**
 - ✓ **Pros**
 - Multiple intelligences
 - ✓ **Cons**
 - Resources
 - **What would you do to mitigate the Cons?**
✓ No response

TABLE TEAM 5

School Organization: Internal

Focus: Primary/Mostly Int (All elementary)

- **Rank the following, from (1=) most appropriate to least appropriate**
 - **A Grade level classroom groupings**
✓ 2
 - **B Multi-age classroom groupings**
✓ 7
 - **C Multi-grade classrooms**
✓ 8
 - **D Teachers “teaming,” sharing students but separately teaching curriculum specialties**



Ch 5.2 Day 2 Workshop Notes

- ✓ 1
 - **E Thematic Vertical/Multi-grade SLCs**
 - ✓ 6
 - **F Any of above with teachers looping**
 - ✓ 3 (with D and A)
 - **G Any of above with synchronous teacher teaming, sharing students in real time**
 - ✓ 4 (with D and A)
 - **H Other**
 - ✓ 5 – Any combo of D, A, F, G
- **Analyze your most appropriate one:**
 - **Elaborate on the structure to give it more definition**
 - ✓ 3 teachers in 5th grade
 - ELA
 - Math
 - Science
 - Based on their focus
 - And all teach social studies
 - Can change
 - ✓ D and G
 - Specialized teacher but do not gravel/grouped with same peers
 - Groups adjusted based on their specific needs
 - ✓ Example different math groups vs. ELA groups
 - **Combine possibilities if desired**
 - **Identify the Pros and Cons**
 - ✓ **Pros**
 - Teachers specialize
 - Different teaching styles
 - More fluidity/differentiation
 - ✓ **Cons**
 - Always with some kids
 - Hard stop at lesson time
 - **What would you do to mitigate the Cons?**
 - ✓ Combine D (Teachers “teaming”, sharing students but separately teaching curriculum specialties) and G (Any of the above with synchronous teacher teaming, sharing students in real time)

TABLE TEAM 6

School Organization: Internal

- Rank the following, from (1=) most appropriate to least appropriate
 - **A Grade level classroom groupings**
 - ✓ 1
 - **B Multi-age classroom groupings**
 - ✓ 2
 - **C Multi-grade classrooms**
 - ✓ 7
 - **D Teachers “teaming,” sharing students but separately teaching curriculum specialties**
 - ✓ 3
 - **E Thematic Vertical/Multi-grade SLCs**
 - ✓ 6
 - **F Any of above with teachers looping**
 - ✓ 5
 - **G Any of above with synchronous teacher teaming, sharing students in real time**
 - ✓ 4
 - **H Other**
 - ✓ 8
- **Analyze your most appropriate one:**
 - **Elaborate on the structure to give it more definition**
 - ✓ A Grade level classroom groupings
 - Foundational learning
 - Developmentally appropriate, socially appropriate
 - ✓ B Multi-age classroom groupings
 - Flexibility
 - Multi levels of intelligences
 - ✓ D Teachers “teaming,” sharing students but separately teaching curriculum specialties
 - Getting the “best” from teachers
 - Play off each other’s strengths
 - **Combine possibilities if desired**
 - **Identify the Pros and Cons**
 - ✓ **Pros**
 - No response
 - ✓ **Cons**
 - No response



Ch 5.2 Day 2 Workshop Notes

- **What would you do to mitigate the Cons?**
 - ✓ No response

TABLE TEAM 7

School Organization: Internal

- **Rank the following, from (1=) most appropriate to least appropriate**
 - **A Grade level classroom groupings**
 - ✓ 4
 - **B Multi-age classroom groupings**
 - ✓ 1
 - **C Multi-grade classrooms**
 - ✓ 6
 - **D Teachers “teaming,” sharing students but separately teaching curriculum specialties**
 - ✓ 5
 - **E Thematic Vertical/Multi-grade SLCs**
 - ✓ 7
 - **F Any of above with teachers looping**
 - ✓ 3
 - **G Any of above with synchronous teacher teaming, sharing students in real time**
 - ✓ 2
 - **H Other**
 - ✓ 8
 - **Analyze your most appropriate one: B Multi-age classroom groupings**
 - **Elaborate on the structure to give it more definition**
 - ✓ B Multi-age classroom groupings
 - Vertical learning
 - Meeting different needs
 - Learning communities
 - Flexibility (support, extensions)
 - Resource materials
 - Sense of community
 - **Combine possibilities if desired**
 - **Identify the Pros and Cons**
 - ✓ **Pros**
 - No response
 - ✓ **Cons**
 - No response

- **What would you do to mitigate the Cons?**
 - ✓ No response

SUMMARY

A chart showing participant overall ranking of School Organization, Overall choices is shown here:

SCHOOL ORGANIZATION: INTERNAL									
ELEMENTARY SCHOOL ORGANIZATIONAL MODELS	Table Team								Score
	1	2	3	4	5	6	7	RANK	
G. Any of the above with synchronous teacher teaming, sharing students in real time	1	2	1	1	4	4	2	1	2.1
B. Multi-grade classroom groupings/SLCs (ie, 3-4-5 intentionally adjacent)	3	1	2		7	2	1	2	2.7
D. Multi-grade classrooms (ie 3-4-5 in one room) (one or more teachers)	4	4	5	2	1	3	5	3	3.4
A. Grade level classroom groupings, Small Learning Communities (SLCs)	5	5	4		2	1	4	4	3.5
F. Any of the above with teacher "teaming," sharing students, separately teaching curriculum specialties	6	3	6		3	5	3	5	4.3
E. Any of the above with teachers looping	2	7	3	3	6	6	7	6	4.9
C. Thematic multi-grade classroom groupings (ie, Arts, STEM, Sustainability, etc)	8	6	7		8	7	6	7	7.0
H. OTHER		8	8		5	8	8	8	7.4

SCHOOL IN 2039

The Visioning Team participants had looked into the long-term future as homework. This was the challenge:

DEFINE SCHOOL IN 2039

Answer as many of these questions as needed to create your concept of future school:

1. What will students at our schools be doing in 20 years?
 - a. What is “a day in the life of a student?”
 - b. If they can learn content through the internet, why come to school?
2. What will faculty/staff at our school(s) be doing in 20 years?



Ch 5.2 Day 2 Workshop Notes

- a. What is “a day in the life of a teacher?”
- b. What is the teacher role?
- 3. Community?
 - a. How will the community be involved in the school?
 - b. How will our schools be involved in the community?
- 4. Facilities: What does this imply for facilities?

Visioning Team members shared their thoughts about school in 20 years in a whole group discussion.

2039 Group Discussion

- Big Ahh-Haas
 - Flexibility, flexibility
 - Lots of technology
 - ✓ AR, playlists (individual)
 - Tech department teachers
- Flexibility
 - Too much of anything not a good thing
 - Kids need
 - ✓ Quiet
 - ✓ Down time
- Living room/Dining room learning
 - Fun
 - Natural curiosity
- Why come to school
 - Relationships
 - Soft skills
 - Teachers become mentors
 - ✓ Challenging students
 - ✓ Have dialogue with kids
 - ✓ Kids need to learn limits
 - Technology
 - ✓ Apply information
 - Access to hard resources
 - ✓ Maker space
 - ✓ Gym
- Still need all those classrooms?
 - Need flexibility
- Daily schedule?

Here is a record of their individual thoughts:

1. What will students at our school be doing in 20 years?

a. What is “a day in the life of a student?”

- Learning will include more movement, projects, fun living room, flexibility, incidental learning
- Utilization of creativity to approaching the world analytically while applying specific social and emotional curriculums
- Active engagement
- Analysis/critical thinking
- Fun learning
- Submerged in technology
- Flexible seating
- Technology
- Meet with project partners, discuss tasks for the day, review project milestones
- Check in with teachers/facilitators to confirm project is on task and to discuss planned activities for the day.
- Receive relevant instruction as required
- Based on the current movement, I imagine a more virtual style of learning
- Flexible schedules and learning environments
- Students will be learning responsibility through experiences at school
- Learn to be flexible, to use different environments/experiences as part of the classroom
- Importance of learning, communicating and collaborating
- Designing a model with a group that meets an objective and incorporating reading, writing, silence, math to gain a better understanding
- I’m picturing an open space learning environment
- Online learning will be common practice too
- Inventing, creating, community focus
- Able to experience mistakes and get right back up
- Able to listen to others and contribute confidently
- All on laptops – coding
- Circular tables in school
- Watches with smart ones
- Teleconference friends in other homes



Ch 5.2 Day 2 Workshop Notes

- Students will be working in many different groups based on personal preference and academic needs
- Technology will be paramount and students will be creating, exploring and building
- Busy/active/appearance of less structure – but continuous learning
- Flexible, not 8-3
- Virtual learning
- SEL
- Making things
- Check ins at high school level – more online/virtual courses
- Elementary still come to school – flexible groupings for math, ELA?
- More workshop based
- More “living room” relaxed learning environments
- Problem-solving, creativity featured
- Working – reading, writing, creating
- Virtual and augmented reality eyewear
- 3D printing, digitally personalized desks
- Robot teachers blended learning
- Technology adept teachers
- Personalized learning
- Increased global connections
- More specialization in schools
- Virtual learning – accessible from anywhere
- Flexible scheduling, virtual tutors
- Mix of school in and out of physical buildings
- No blocks, paper writing will be a thing of the past?
- Hopefully less standardized testing
- Preferably more flexible, being able to better support individual needs of each student
- The teacher/student relationship possibly more a mentorship
- Student creating with teachers coaching
- Flexible learning
- Computers
- Technology
- Collaboration

- Emphasis on social emotional issues addressed in the classroom
- Increase in emotional support within the classroom
- Working in small groups, projects that relate to real life skills
- Significant decrease in lecturing
- Tech driven work spaces
- Students will be studying areas that personally interest while solving a real-world problem
- Working in groups guided by teachers
- To build soft skills
- Integrated learning in a variety of different type of spaces with technology and teachers facilitating learning
- Scholl later in the day than it is now, with breaks to just be kids. They will learn the fundamentals but reach worldwide to research how those topics apply to other areas and dig deeper into topics to learn the effects of the environment now to better our previous outcomes and look to the future. They can compare with world-wide connections and foster and build connections further than we could before. Get the true global feel
- No standardized testing!

b. If they can learn content through the internet, why come to school?

- Social skills, peer modeling, direct instruction, soft skills
- Unable to effectively learn the social/soft skills and real life application of content virtually
- Independence will still need to be used with caution after basic foundational skills are explicitly taught (relationships)
- Maker spaces, 3D printers, gyms, materials, etc.
- Collaboration
- Facilitation
- Challenging students
- Resource
- Personal connections
- Communication
- Collaboration
- 4C's
- You can't believe everything you read on the internet



Ch 5.2 Day 2 Workshop Notes

- Deeper connections are formed by live interaction face to face
- Access shared resources only available at school, e.g. 3-D printer, laser cutter, hard copy sources of info
- I can still see “class time” for structure, maybe not as traditional as today – and perhaps shorter days for later grade levels
- More options for varied school environments
- Collaboration, peer to peer thinking, think tanks
- Flexibility – you can learn didactic info/facts from the internet but need to learn how to interact with others in school
- Learn the applications of information in the real world
- Learn how to interact, communicate
- Collaborate and work together in school
- Learn how to build connections both with info you are learning and with the members of your community
- Engaging activities
- Communication
- Team building
- Project design
- Some direct instruction
- Computers are relied upon too much
- The interactions and content learned through collaboration or doing is far more impactful
- Good question – I’m a bit fearful
- Human interaction and learning from others is far superior to learning from a computer
- Learn collaboration skills
- Build social-emotional connections
- To make meaningful connections with adults
- Younger kids – SEL, social skills
- Collaboration on PBL/actual projects
- SEL, collaboration, think tank, leadership skills
- Reading and writing cannot be taught through internet
- Critical thinking, critical reading, considering sources, process, resilience, build relationships
- Socialization, teacher feedback, inspiration, motivation
- To learn cooperation
- Face-to-face human interactions

- Socialization and communication skills
- Presentation skills
- Respect?
- Social/emotional development
- Sharing what they know and applying it – being challenged
- The internet can’t really challenge or question you
- To learn social skills, collaboration, the 4 C’s, relationships
- For the experience!
- For direct instruction
- For social skill development
- Socialization, development of soft skills, problem-solving, collaboration, structure
- Students need to develop their group work skills and need the scaffolding/support of a teacher
- To build relationships, problem solving, personal skills
- To foster relationships, problem solve, social/emotional nurturing and connections
- They come to learn to connect to their peers, teachers and community. Through school they will continue to learn the basics of education but also dig deeper into issues that they have. They will connect to classrooms world wide and learn not just about things happening around us but the world-wide connection to learn about the same topic in another area. School will teach what you can’t Google (hopefully)

2. What will faculty/staff at our school be doing in 20 years?

a. What is “a day in the life of a teacher?”

- Teachers will have a longer day with students and have more and different time for connecting with them
- More interaction and facilitation with shifted focus towards problem solving and utilizing available resources (i.e. new technologies) with monitored opportunities to teach independence
- Collaboration
- Tools
- More collaboration time and space
- No robots teaching
- Helping students find information and resources
- Just in time instruction



Ch 5.2 Day 2 Workshop Notes

- Helping student develop personalized learning plans and goals
- Curriculum will continue to evolve, as discussed. As we focus more on the “whole child” and PBL style of learning
- Guiding/facilitating/questioning
- More communication and collaboration between themselves and their peers
- The opportunity to really get to know their students and how they learn
- Project based learning and addressing basics through thematic projects
- Innovative projects and experiments where they explore questions that they have
- Facilitating PBL and hopefully teaching phonics and writing skills
- Whole class and small group to K-2 students
- Search out materials students have identified as need
- Gather resources to gear lessons to the target skills needed in projects
- Distance learning on school-based platform
- Coming together to conference possibly 2 times per week
- A teacher will be moving fluidly throughout learning groups and helping students problem solve and work through any trouble spots
- Planning with groups – teachers and students
- Must be flexible/”less structure”
- Same as the students – flexible, not 8-3, lots of collaboration
- More of a coach
- More online grading/classroom
- Facilitator/resource
- Conferencing/coaching/supporting
- Collaborating with colleagues across disciplines
- Teachers will analyze children’s strengths and weaknesses and suggest possible course of action
- Using technology to personalize the lesson plans “playlists” for each child
- More collaboration
- More use of global resources

- Guide learning/support students
- Support and guidance of problem solving skills
- Feeling less overwhelmed by being able to have the flexibility to teach/mentor children in the best way for each
- Collaborating with other teachers
- Coaching/supporting students
- Guiding children’s development in all areas
- More guiding, less lecturing
- More collaboration, more trans-disciplinary approach
- Teachers will be individualizing learning a lot more! They will need to provide constant feedback
- More guiding, “checking in”, working with shared groups
- The facilitator of learning through varied approaches
- Teachers will get to collaborate more, team teaching will allow for more chances to create a curriculum based on the children – no tests! They will be able to spend time on the whole child

b. What is the teacher role?

- Direct instruction
- Guidance on how to use state of the art technology
- Facilitator and collaborator
- An active participant in student-directed work and problem solving
- Focusing primarily on the critical thinking and hands-on project based learning while teaching more system based inter-dependence
- Coach, mentor
- Facilitator
- Collaborator
- Engagement
- Facilitator
- Mentor
- Exemplar
- Font of rare knowledge
- A teacher will still be the facilitator, and a guide. This will look different for each grade level
- To continue to be creative
- Facilitators of learning while continuing to learn themselves



Ch 5.2 Day 2 Workshop Notes

- Stretching the levels of comfort to provide the best learning environment for their students
 - Continue to integrate the ever-changing world of technology into the classrooms while maintaining a human connection.
 - Flexibility
 - Monitoring progress and guiding students or facilitating their learning
 - Direct instruction when they notice groups that need to be applied or addressed within the group exploration
 - Discussing PBL, facilitating PBL experiences and presentations
 - Collaborating with teachers and students about STEAM and PBL endeavors
 - Teacher is truly the researcher of locating the best resources
 - No way of being an expert in all areas but should know pathways to the information
 - Guide, respect, listen, wonder aloud
 - Facilitator of the learning process, helping students navigate through “speed bumps”
 - Facilitator
 - Organizer
 - Implementor
 - Listener
 - Facilitator of learning, coach for students
 - Coach/facilitator
 - More mini lessons
 - Curating materials, explicit teaching
 - Guiding, coaching
 - Building skills, strategies and capacity
 - Tech savvy!
 - The job of the teacher will be to know their students using all data at their disposal. Once teachers don't have to teach anymore only the most essential part of their job will remain, to inspire
 - Guide learning/support students
 - Guidance/support/encouragement/trigger questions
 - Being a leader, supporter, and being empowered to teach with more freedom and less structure, depending on student needs
 - Collaborating with other teachers
 - Coaching/supporting students
 - To guide and teach just like now!
 - Facilitating student learning through enabling interactive opportunities
 - The teacher will be a facilitator
 - Teachers will have to ask questions to challenge students and further their learning
 - To provide opportunities for student growth, guided discovery, modeling, positive classroom support
 - To help kids learn how to best access curriculum for their learning styles to help problem solve, encourage discussions
 - There will be direct teaching for instruction and further explanation, but they will also work in a guidance role by supporting them in their education because they are no longer needing to worry about testing.
 - They will help foster not just the basic fundamentals of education but also the social/emotional development as well as guiding the child to find themselves and where they excel
- 3. Community?**
- a. How will the community be involved in our school?**
- Community will use the building more and be better connected
 - Volunteer opportunities more viable
 - ✓ Aging
 - Partnership – the community is one part of the system
 - Communities should advocate for and support educational change that meets the unique needs of the community – not relying on federal or state action
 - Supportive PTO
 - Funding
 - Involvement to exposure of careers
 - Celebrate success – hard work/goals
 - Showcase projects – might fail but what is learned by that
 - Be an extension of the classroom



Ch 5.2 Day 2 Workshop Notes

- Provide internship and community service opportunities
- Alumni can share post graduate experiences as a guide for students facing their own post-grad choices
- I hope to see community be more involved in our schools. Schools with an active “community” thrive, both academically and emotionally
- Strategic partnerships
- Real world application opportunities
- Career fair
- Parents – importance of home/school connection
- As a whole – continue to build relationships/connections through service internships
- Intergenerational activities
- Giving the students the opportunity for real life learning
- Allowing them to create and explore ideas that may benefit the community
- The community will be involved due to projects
- Solving problems for the community
- The projects will involve community members
- They will welcome students in to their business
- They will be a critical part of sharing expertise with students
- Supporting these platforms and provide additional space to the on-line education platform
- Lines probably blurred between school and community
- Schools may be more open – even if just through technology
- Partnership with schools and teachers
- More community involvement for student opportunities
- Kids will access and volunteer in community (represent on boards, etc)
- Family support with what’s happening in schools
- Technology support
- More fluid movement between
- Hopefully more involved – providing more opportunities for volunteering/internships
- I see the Scituate community being newly involved still, but changes to the elementary system will encourage that more
- Students and the community will be intertwined
- We will continue to create community within our schools

- The community is our school
- Look for more school-life connections/opportunities
- Students work/projects will be displayed in the community
- Community members will work directly with students
- School-life supports, promote school events/life
- “It takes a village” – community should be part of the learning process
- The community will be partnering with our schools to create learning environments that both foster the child’s growth but also the community’s growth as well.
- Not just a financial support but a community development support

b. How will our school be involved in the community?

- Theater space
- Sports space
- Meeting space
- Schools should increase community involvement at the younger grade levels
- Access to community opportunities to generalize and apply skills in the real-world setting should be part of the curriculum at all grade levels
- Space for community – theater, enrichment opportunities, recreation
- Business example (apply to elementary)
- Service projects
- Connecting students with service opportunities
- Sharing new info to keep community members well informed on new school programs and practices
- Strategic partnerships
- Real world application opportunities
- Career fair
- Open communication about what we are doing and why we are doing it
- Bringing parents and community members into our schools to make meaningful connections between the two
- Exploring their ideas and presenting ideas or finished projects to see if they will be beneficial
- Give back to those in need



Ch 5.2 Day 2 Workshop Notes

- Be part of the community
- The students will work with the community. They can be taught by elders in the community
- Service learning solving or contributing to solving community issues
- In the same capacity as it is now
- Lines probably blurred between school and community
- Schools may be more open – even if just through technology
- PBL
- Internships
- More transparency, more communication
- More work/school
- Real world expectations
- More hybrid courses/partnerships
- Work-school relationships
- Internships
- Service learning opportunities
- Aware of community issues
- Continue with service learning projects
- Virtual learning
- More linking skills to actual things in community
- More interaction between students and seniors, helping in the community, and sharing their projects/learnings with the community
- Students and the community will be intertwined
- By welcoming the community into our school
- School can take on community projects, design, volunteer
- Students work/projects will be displayed in the community
- Community members will work directly with students
- Volunteer to help community events
- Beautify community
- Kids getting out into the community and businesses as part of the learning process
- The community will be partnering with our schools to create learning environments that both foster the child's growth but also the community's growth as well.

4. Facilities: What does this imply for facilities?

- Space that's commonly used

- Sections and building that can be sealed off
- Facilities need to be flexible and allow for future technologies issues that may not yet be identified
- An ideal facility would have access to both indoor/outdoor spaces as well as flexibility in the type of physical space (e.g. being able to redesign a space by moving walls/doors/furniture to accommodate a variety of needs (large/small spaces, etc.)
- Flexible spaces/materials of all kinds available
- Facilities will be designed to be flexible learning spaces to accommodate all types of learners
- They will be environmentally conscious as part of civics, but also to teach best practices
- Buildings will need to be replaced or improved on as discussed. Most are non-compliant at this point in time. They are not set up to teach the style of the future. This also prompts the need for more resources
- Flexible, open spaces
- Small group flexible seating
- Myriad of available technology
- Creative arts spaces
- The space needs to be flexible/workable for the changing landscape of education
- No one area/space should be pigeon-holed for one limited use
- Make sure you ask the opinion of the specialists who are intended to use the space i.e. nurses, therapists, specialists, teachers, etc.
- Large spaces for learning and exploring questions and ideas
- Spaces for collaboration and quiet thinking
- Technology should be available as well as materials that encourage exploration
- Bright, open, collaborative schools
- We do need supportive administration, staff and facilities to support student growth
- Spaces need to be flexible and fully equipped with not only technology but also tools from all vocations
- Work spaces that have ability for group and or individual work
- Quiet spaces and collaborative spaces
- Flexible space for collaboration for students and teachers



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- More flexibility in use of spaces
- Maker space
- STEAM labs
- More open spaces
- Cubicles
- Places to make things, perform, alternative spaces, etc.
- Collaboration spaces for students and teachers
- Media centers with access to text, media and librarians
- Collaborative spaces
- Large gathering spaces
- Up to date technology/media
- More creative space
- Facilities need to allow for flexibility
- Need to be come student centered vs. teacher centered
- Need to allow for variety of learning beyond our traditional view
- Providing support they need to do their job well
- They will need to support all learners/learning styles
- We need to maintain our facilities
- Flexible design, open floor plans, move-able dividers, flexible seating, space for student groups outside of standard classroom design
- Facilities need to have diverse learning centers/spaces. They should not be “permanent”, they need to be able to develop as time changes
- Opportunities to learn
- More functional, better use of space is vital
- Facilities have to be built to handle change. They can't be cookie cutter rooms and boxy. They need to feel inviting and spark creativity. Lots of natural light and have the ability to be ever changing just like education itself

Other comments

- Tech
 - ✓ Virtual walls/no paper
 - ✓ Big space
 - ✓ Light/transparency
- Balance
- Natural learning

- Flexibility
- Will teacher prep programs match public education growth?
- Budget process?
 - ✓ End of year – not sure what you need until you get into a project...

WHAT TO TEACH? HOW TO TEACH?

The Visioning Team addressed the question of whether the school's higher authorities such as the Massachusetts Department of Elementary and Secondary Education, MCAS testing, Common Core, district guidelines, and college expectations were going to make it difficult for the Scituate elementary schools to teach in the manner than was identified on Day 1. The Team discussed this in a whole group discussion. Their thoughts were:

- This is frustrating
 - We have great thoughts but feel we have to adhere
- Feels explicit:
 - DESE standard performance tasks
 - ✓ Encouraged but not absolute
 - ✓ Different ways to reach this
 - Students feel pressure in taking tests
 - Like Catholic Church: content
 - ✓ DESE interprets standards
 - Timeline is demanding
 - SAT's
 - Anxiety about implementing different approaches
 - ✓ Needs leap of faith
 - ✓ Leadership statements
 - ✓ PD
 - Day of test: pressure

SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Workshop participants used the School Transformation + Development Map (ST+DM © 2019 Frank Locker Inc) to evaluate Scituate's current



Ch 5.2 Day 2 Workshop Notes

elementary school educational deliveries and facilities, and to project the desired future for both.

The ST+DM expresses the evolutionary shift in education in great detail, chronicling educational practices and facility design. Schools today are in different points of evolution, and many schools expect to be in different points of evolution in the long term future. The ST+DM characterizes schools and facilities on a 1 through 5 basis, with 1 as the most traditional category, and 5 as the most transformed.

Workshop participants worked in three-person Micro Teams to review the multiple educational practices and facilities concepts in the School Transformation + Development Map. The schools were scored in the following categories:

- Educational Delivery Now
- Facilities Now
- Future Educational Delivery
- Future Facilities

The scores are shown here:

SCHOOL TRANSFORMATION + DEVELOPMENT MAP				
Micro Team	EDUCATION		FACILITIES	
	Now	Future	Now	Future
Diana, JS, KC, JG, KE, MD, Jenkins	2.50	4.61		
LW, LD, GU, Wampatuck			2.53	4.77
RO, EC, AS, LP,			2.05	4.50
EB, MD, PS, Wampatuck			1.73	4.14
MD, BN, MG (Hatherly)			1.78	4.06
AC, EM, RG, Cushing	2.63	4.13		
JT, KM, CD, Jenkins			2.00	3.92
HO, MG, M, Table 3	3.03	4.87		
TS, GR, MG, Jenkins Table			2.92	4.33
JA, MD, KL Cushing	2.83	4.94		
AVERAGE	2.75	4.64	2.17	4.29
	difference =	1.89	difference =	2.12

PLACES FOR LEARNING

The workshop participants analyzed places for learning and established preferences for future schools. Options were reviewed, ranked, and evaluated by Table Teams.

Workshop participants were asked to:

- Rank the choices
- Identify the three most appropriate for their future school
- Explain why

The physical places shown in the challenge were proxy for educational deliveries. While reviewing these physical places, participants were actually projecting the future of learning, and how to best support it.

Each of the exemplars reviewed by the workshop participants supports a range of learning modalities, and can best support different teaching deliveries and student activities. No single exemplar supports every possible delivery and activity.

The contenders were:

- A Minges Brook Elementary School
- B Grand Rapids Middle Schools
- C Kingsley Street Montessori School
- D Springfield Literacy Center
- E Slate Magazine 5th Grade Exploratory Classroom
- F Ipswich Middle School
- G Waverly High School
- H Cristo Rey High School
- I Concord Elementary Schools
- J New Tech High
- K New Albany Grades 3-5 School
- L Forest Avenue K-2 Center
- M Wooranna Park Primary School
- +Milan HS Center for Innovative Studies
- N Crosswinds Middle School

Images for these contenders are shown starting on the next page:

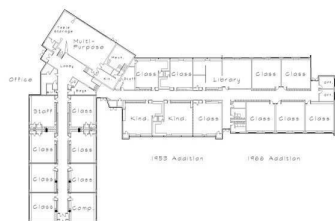


Ch 5.2 Day 2 Workshop Notes

Minges Brook Elementary School BATTLE CREEK, MI

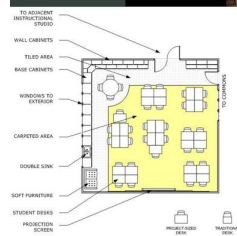
A

- Separate Classrooms
- Teachers work alone
- Few adjacent support spaces
- No visibility between spaces



STUDIO SPACE Grand Rapids Public Schools MIDDLE SCHOOLS

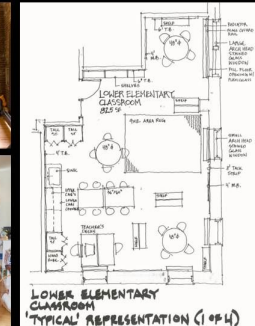
B



Frank Locker/DeJONG Inc

ROOMS WITH ALCOVES Kingsley Street Montessori School SCITUATE, MA

C'

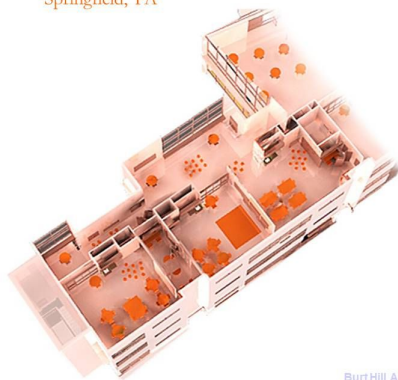


LOWER ELEMENTARY CLASSROOM TYPICAL REPRESENTATION (1 OF 4)

SMMA Architects

Springfield Literacy Center Springfield, PA

D



BurtHill Architects

21st Century Learning Spaces SLATE MAGAZINE CLASSROOM OF THE FUTURE

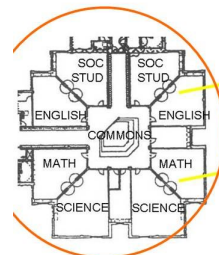
E



Greg Stack NER Architects

CONNECTED STUDIOS WITH COMMONS Ipswich Middle School IPSWICH, MA

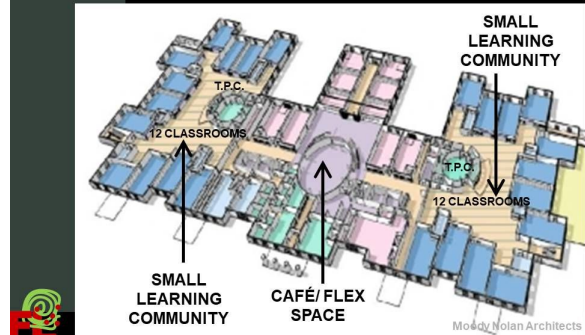
F



Flinnburgh Associates Architects

Ch 5.2 Day 2 Workshop Notes

FLEXIBLE TEACHER + STUDENT CONTROLLED SPACES
 Grades 3-4-5 School
 NEW ALBANY-PLAIN LOCAL SCHOOLS, New Albany



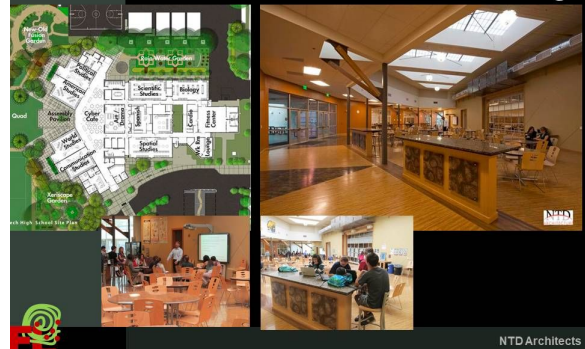
SHARED STUDIOS + RESPONSIBILITY
 Forest Avenue School K-2 Center
 MIDDLETOWN, RI



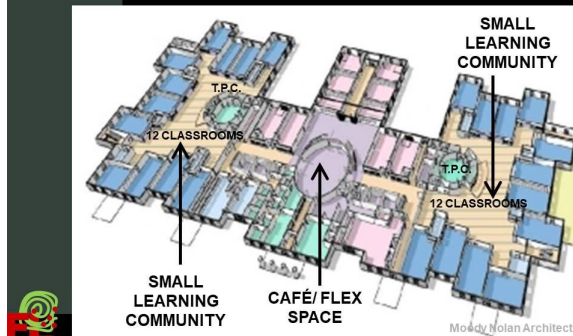
COMMON SPACE HOLDS OTHER USES
 End of the Library as We Know it Today
 CONCORD, NH ELEMENTARY SCHOOLS



END OF THE CAFETERIA AS WE KNOW IT TODAY
 Strategic Interdisciplinary
 NEW TECH HIGH



SHARED STUDIOS + RESPONSIBILITY
 Grades 1-8 School
 NEW ALBANY-PLAIN LOCAL SCHOOLS, New Albany



SHARED STUDIOS + RESPONSIBILITY
 Forest Avenue School K-2 Center
 MIDDLETOWN, RI





Ch 5.2 Day 2 Workshop Notes

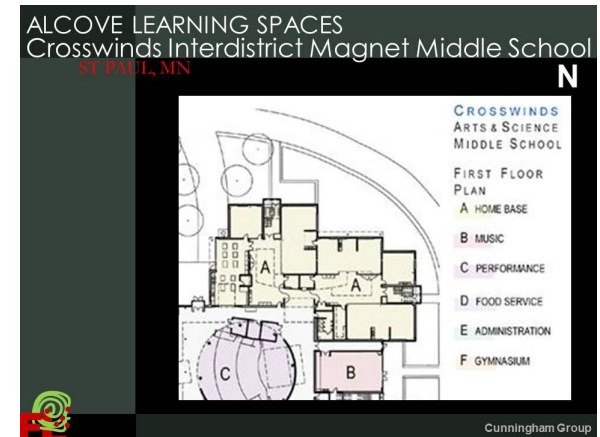


Table Team responses were as follows.

TABLE TEAM 1

Places

Three Most Appropriate

- Introverts
 - C Kingsley Street Montessori School
 - L Forest Ave K-2 Center
- L Forest Ave K-2 Center
 - Noise level down
 - Large common space with corners
- I Concord Elementary Schools
 - Large common area
 - Flexible learning space
- K New Albany Grades 3-5 School
 - Small conference space
 - TPC/Presentation space

Least Appropriate

- A Minges Brook Elementary School
 - Traditional model
 - Small gym and cafeteria

TABLE TEAM 2

Places

Three Most Appropriate

- Introverts
 - I Concord Elementary Schools
 - K New Albany Grades 3-5 School
- K New Albany Grades 3-5 School with outdoor space of E
 - New building idea
 - Could support a PK-2 / 3,4,5 model in one PK-5 building
 - Like small collaboration rooms of D
 - Community would be fostered
 - Less transitions
- L Forest Ave K-2 Center
 - For renovation plans
 - Also similar aspects of F
 - Small learning community
 - Multi-purpose areas
 - Realistic to accomplish our goals
- I Concord Elementary School
 - For renovation plans or new build
 - Walk-through media center
 - Open spaces
 - Realistic to accomplish our goals



Ch 5.2 Day 2 Workshop Notes

Least Appropriate

- A Minges Brook Elementary School and D Springfield Literacy Center
 - D is not progressive enough

TABLE TEAM 3

Places

Three Most Appropriate

- Introverts
 - C Kingsley Street Montessori School/N Crosswinds Middle School
 - E Slate Magazine 5 Grade Exploratory Classroom
- E Slate Magazine 5th Grade Exploratory Classroom
 - Outdoor learning area
 - Flexible spacing
 - Folding glass wall peels away
- D Springfield Literacy Center and I Concord Elementary School
 - Bump walls into hallway
 - Walk through library
 - PBL
 - Two presentation areas
 - Shared room
- C Kingsley Street Montessori School and N Crosswinds Middle School
 - Quiet spaces
 - PBL
 - Small spaces within the room
 - Performance area
 - Flexible seating

Least Appropriate

- A Minges Brook Elementary School

TABLE TEAM 4

Places

Three Most Appropriate

- Introverts
 - L Forest Avenue K-2 Centre
 - I Concord Elementary School
 - K New Albany Grades 3-5 School
 - D Springfield Literacy Center
- L Forest Avenue K-2 Center

- Shared studios
- I Concord Elementary School
- M Wooranna Park Primary School
 - +Milan HS Center for Innovative Studies
 - Differentiated studios
- Liked C – room concept
- N – owned by students and teachers

Least Appropriate

- J New Tech High
- G Waverly High School

TABLE TEAM 5

Places

Three Most Appropriate

- Introverts
 - F Ipswich Middle School
 - N Crosswinds Middle School
- D Springfield Literacy Center
 - Central, shared support space
 - Flexible classroom configuration
 - Storage with multi-purpose
 - Need to see whole school view
- I Concord Elementary School
 - Go through library
 - Small, shared, connected space
 - Simple, clean lines
- F Ipswich Middle School
 - Central space for presentation
 - 5-sided classroom
 - Simple (reduced distractions)

Least Appropriate

- A Minges Brook Elementary School
 - Do not like the forced flexibility of cafeteria
 - Too traditional
 - Small gym

TABLE TEAM 6

Places

Three Most Appropriate

- Introverts



Ch 5.2 Day 2 Workshop Notes

- C Kingsley Street Montessori School
- F Ipswich Middle School
- I Concord Elementary School
- I Concord Elementary School
 - Library
 - Common space
 - Flexibility/small and large spaces
- L Forest Avenue K-2 Center
 - Stage
 - Teacher center
 - Barn doors concept
- C Kingsley Street Montessori School
 - Character
 - Flexibility

Also Liked

- C Kingsley Street Montessori School
 - Projector in center option
- E Slate Magazine 5th Grade Exploratory Classroom
 - Outdoor Space
- F Ipswich Middle School
 - Layout
 - Sinks in classroom

Least Appropriate

- A Minges Brook Elementary School
 - What we have currently
 - Lack of flexibility

TABLE TEAM 7

Places

Three Most Appropriate

- Introverts
 - M Wooranna Park Primary School
 - +Milan HS Center for Innovative Studies
 - K New Albany Grades 3-5 School
 - L Forest Avenue K-2 Center
 - E Slate Magazine 5th Grade Exploratory Classroom
- I Concord Elementary School
 - Library in middle
 - Versatility
 - Breakout space

- D Springfield Literacy Center
 - Barn doors
 - Small group
- H Cristo Rey High School
 - Flex/movable walls
 - Common Area

Least Appropriate

- A Minges Brook Elementary School

INTROVERTS

- C Kingsley Street Montessori School (Cited by 3 of 7 Table Teams)
- I Concord Elementary School (3 of 7)
- K New Albany Grade 3-5 School (3 of 7)
- L Forest Avenue K-2 Center (3 of 7)
- E Slate Magazine 5th Grade Exploratory Classroom (2 of 7)
- F Ipswich Middle School (2 of 7)

DISCUSSION

The Visioning Team identified several exemplars that were cited multiple times:

Most Appropriate

- I Concord Elementary School (Cited by 7 of 7 Table Teams)
- L Forest Avenue K-2 Center (4 of 7)
- C Kingsley Street Montessori School (2 of 7)
- D Springfield Literacy Center (2 of 7)
- K New Albany Grade 3-5 School (2 of 7)

Least Appropriate

- A Minges Brook Elementary School (Cited by 6 of 7 Table Teams)



DEFINING SPACES

The workshop participants were given this challenge:

DEFINING SPACES

Table Team discussion and report out

DEVELOP CONCEPTS FOR SPACES TO SUPPORT ONE OF THE FOLLOWING. PICK A FIRST CHOICE AND A SECOND CHOICE:

- A. 21st century Library/Media Center/Learning Commons
- B. 21st century Dining/Food Service
- C. All forms of presentation: students presenting their work, small group presentations, bigger group presentations, whole building assembly, and community meetings
- D. Supporting applied/active learning, such as project-based learning, STEM, STEAM, Making Things to Learn, etc
- E. Student collaboration
- F. Student life before, during and after school
- G. Teacher support including collaboration
- H. Community in building; Family + Community support
- I. Outdoor learning
- J. Other

Use drawings, bullets, narratives, or poems, as appropriate

Their responses were:

A 21st CENTURY LIBRARY/MEDIA CENTER/LEARNING COMMONS

Table Team 1

- Flexible space/movable wall
 - Visibility
 - Reading corners

- Maximize collaboration opportunities
- Support varied learning styles
- Storage space – accessibility of resources
- Exhibition space
 - Wall space
 - Glass cafes
 - LCD panels
 - Presentation space
- Flexible seating/furniture easily movable
 - Comfortable
- Mixed media
- Student collaboration space
- Smaller LCD panels
- Natural lighting
- Centrally located
- Controlled acoustics
- Collaboration
 - Flexible, movable walls for all learning styles

B 21st CENTURY DINING/FOOD SERVICE

- Not selected

C ALL FORMS OF PRESENTATION: STUDENTS PRESENTING THEIR WORK, SMALL GROUP PRESENTATIONS, BIGGER GROUP PRESENTATIONS, WHOLE BUILDING ASSEMBLY, AND COMMUNITY MEETINGS

Table Team 7

- Small group presentations are key to a grade
- Accessible space in each section should be made
- Flexible seating and tables, but just not too much
- We want space for movement and such
- A large white board to project or write
- Let them be creative at this open site
- If weather is bad and we have to stay in
- This space can be used also, and it's a win-win!
- Big groups, whole building and community events
- Need a large space instead of having to rent
- Sound system, projector, a very large screen
- Great acoustics, a stage with a background of green
- Away from the learning space this should be
- In a central location for all to see



Ch 5.2 Day 2 Workshop Notes

- Parking close by, an outside door
- Inviting all in, presentations galore!

D SUPPORTING APPLIED/ACTIVE LEARNING, SUCH AS PROJECT-BASED LEARNING, ATEM, STEAM, MAKING THINGS TO LEARN ETC

Table Team 4

- STEAM Lab
- Makers space
- Flexible furniture
- Natural lighting
- Easy access
- Sliding walls/whiteboard walls
- Garage door
- Outdoor learning spaces
- Storage for supplies
- Access to multiple sinks
- Drops

E STUDENT COLLABORATION

Table Team 6

- Variety of space sizes/flex/access
- Stage/barn doors/acoustics
- Furniture that is flexible
 - Tables that raise and lower
 - Seating
 - Break into 2 or 4 groups
 - Allow movement
 - White boards and technology
 - Corners/cubbies/nooks
 - Visibility of spaces
 - Support from staff
 - ✓ Teachers
 - ✓ Administration

F STUDENT LIFE BEFORE, DURING AND AFTER SCHOOL

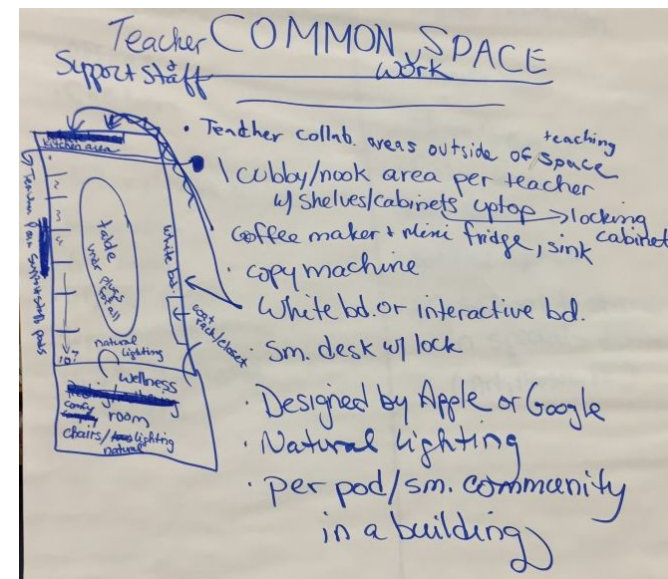
- Not selected

G TEACHER SUPPORT INCLUDING COLLABORATION

Table Team 2

Focus: All grades

- Including para-professionals and support staff
- Teacher and support staff common work space
- Teacher collaboration areas outside of teaching space
- 1 cubby/nook area per teacher with shelves/cabinets (locking cabinet) up top
- Coffee maker and mini fridge, sink
- Copy machine
- White board or interactive board
- Small desk with lock
- Designed by Apple or Google
- Natural lighting
- Per pod/small community in a building



H COMMUNITY IN BUILDING; FAMILY + COMMUNITY SUPPORT

- Not selected

I OUTDOOR LEARNING

Table Team 3

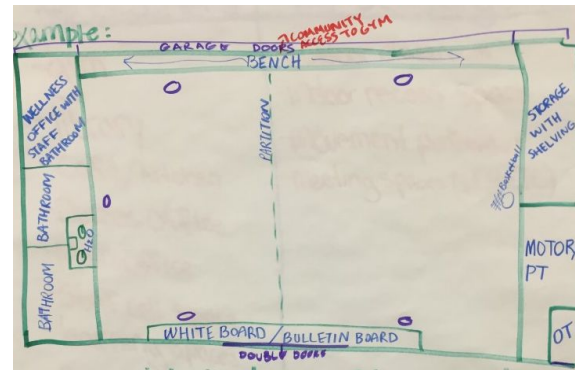
- Poem
 - My space, I create



Ch 5.2 Day 2 Workshop Notes

- I live and I breathe
- We join and we speak
- In all of our glory
- My space, I create
- All grades list
 - Pond
 - ✓ Raft/dock
 - ✓ With coy fish/frogs/nutes
 - ✓ Waterfall
 - Chimes (natural)
 - Rocks
 - Gardens
 - Natural pathways
 - Tree house
 - Bees?
 - Gardens
 - Shade/structure or tarp/natural
 - Outside gathering space (natural platform to write on)
 - Compost station
 - Weather tools
 - Chickens
 - Trees
 - Movement space (yoga/dance)
 - Drop/running water
 - Benches
 - Bird feeders/bird baths
 - Garden shovels/gloves/tools/clothes
 - Winter supplies/tools
 - Apple tree/pear tree/evergreen/sugar maple tree

- Able to split if multiple classes/teachers
- Projection
- Closet storage with shelving (maximizes space and resources)
- Close proximity to outside
 - Separate entrance for community
- Bathrooms in close proximity to gym, water accessible
- Garage doors for indoor/outdoor space
- Natural lighting with shades
- Fans or air control



J OTHER Table Team 5 Wellness

- Wellness office with staff bathroom
- 2 bathrooms
- Storage with shelving
- Motor/PT/OT space
- White board/bulletin board
- Benches
- Appropriate sized gym
 - Meets requirements

FUTURE FURNITURE

A breakout group of the Visioning Team reviewed 21 slides showing both 20th century and 21st century furniture selections for Classrooms, Breakout Spaces, and Maker Spaces. They scored each choice for its appropriateness for the future school. The scoring sheet looked like this:

FUTURE FURNITURE

Record your quick responses to the slide show in the three columns below:

	Appropriate	Mostly Know	Don't Know	Maybe	Not Appropriate
▪ 2 Classrooms	___	___	___	___	___
▪ 3 Classrooms Step 1	___	___	___	___	___



Ch 5.2 Day 2 Workshop Notes

- 4 Classrooms Step 2 _____
- 5 Classrooms Step 3 _____
- 6 FKa Classrooms Step 4 _____
- 7 FKa Classrooms Step 5 _____
- 8 FKa Classrooms: Wheels _____
- 9 FKa Classrooms: Modular _____
- 10 FKa Classrooms: Variety _____
- 11 FKa Classrooms: Rounds _____
- 12 FKa Classrooms: Stand Up _____
- 13 FKa Classrooms: Node _____
- 14 FKa Classrooms: Bean Bags _____
- 15 Breakout Spaces: Booths _____
- 16 Breakout Spaces: Modules _____
- 17 Breakout Spaces: Sprawl _____
- 18 Breakout Spaces: Student _____
- 19 Breakout Spaces: Electronic _____
- 20 Breakout Spaces: Informal _____
- 21 Breakout Spaces: Group _____
- 22 Breakout Spaces: D School _____
- 23 Breakout Spaces: D School _____

The responses of the eight participating Table Team representatives are shown on the next page. In the tabulation “Appropriate” through “Maybe” responses were assigned positive numbers, whereas “Not Appropriate” was assigned a negative number.

The Future Furniture choices are shown in Appendix Ch 5.5.

FUTURE FURNITURE RESPONSES		SCORE	RANK
ADULTS			
5	Classrooms Step 3	11	1
8	FKa Classrooms: Wheels	11	1
10	FKa Classrooms: Variety	11	1
18	Breakout Spaces: Student	11	1
21	Breakout Spaces: Group	11	1
12	FKa Classrooms: Stand Up	10	6
22	Breakout Spaces: D School	10	6
23	Breakout Spaces: D School	10	6
11	FKa Classrooms: Rounds	9	9
16	Breakout Spaces: Modules	9	9
6	FKa Classrooms Step 4	8	11
7	FKa Classrooms Step 5	8	11
9	FKa Classrooms: Modular	8	11
4	Classrooms Step 2	7	14
14	FKa Classrooms: Bean Bags	7	14
20	Breakout Spaces: Informal	7	14
15	Breakout Spaces: Booths	6	17
17	Breakout Spaces: Sprawl	4	18
19	Breakout Spaces: Electronic	4	18
13	FKa Classrooms: Node	3	20
2	Classrooms	1	21
3	Classrooms Step 1	1	21



FUTURE FURNITURE RESPONSES		SCORE	RANK
STUDENTS			
5	Classrooms Step 3	18	1
10	FKa Classrooms: Variety	18	1
16	Breakout Spaces: Modules	18	1
13	FKa Classrooms: Node	16	4
15	Breakout Spaces: Booths	16	5
20	Breakout Spaces: Informal	14	6
21	Breakout Spaces: Group	14	6
11	FKa Classrooms: Rounds	13	8
8	FKa Classrooms: Wheels	12	9
18	Breakout Spaces: Student	12	9
9	FKa Classrooms: Modular	11	11
22	Breakout Spaces: D School	11	11
23	Breakout Spaces: D School	11	11
3	Classrooms Step 1	10	14
7	FKa Classrooms Step 5	10	14
19	Breakout Spaces: Electronic	10	14
12	FKa Classrooms: Stand Up	9	17
2	Classrooms	8	18
4	Classrooms Step 2	8	19
6	FKa Classrooms Step 4	8	19
17	Breakout Spaces: Sprawl	7	21
14	FKa Classrooms: Bean Bags	6	22

OVERALL SCHOOL RELATIONSHIP DIAGRAM

Workshop participants guided Frank Locker in drawing an overall school relationship diagram. Major functions were drawn as bubbles, in relative size, and in relative positioning.

As a prelude all Table Teams identified spaces they wanted to be sure were included in the schools. The spaces were categorized as “No Brainers,” meaning they were normal for elementary schools, and “Innovative,” meaning they might not be common, but are highly desired. Responses were:

Table Team 1

No Brainers

- (Safety)
- Bathrooms (age appropriate)
- Office
- Gym/motor rooms/spaces
- Learning spaces
- Hydration station
- Media center/library
- Safe entryway
- Windows/natural light
- Teacher space
- Specialized rooms
- Bus/parent drop-off/walkers

Innovative

- Outdoor opp/landscaping with function
 - Parking/drop-offs
- Playground with creative functionality
- Outdoor learning space
 - With entry points at all grades
- Exhibition areas/performing arts
- Storage/lockers
- Creation engineering labs
- Maintenance office/space
- Wellness centers staff



Ch 5.2 Day 2 Workshop Notes

TABLE TEAM 2

No Brainers

- Classrooms
- Offices
- Cafeteria
- Gym
- Library/media center
- Music room
- Art room
- OT, PT, Speech
- Support staff space
- Health/tech room
- Bathrooms

Innovative

- Teacher collaboration
- Wellness room
- STEAM/STEM room
- Calm space
- Flex space
- Outdoor space
- Preschool to share in specials time (art, music, PE)

TABLE TEAM 4

No Brainers

- Learning spaces
- Storage
- Bathrooms
- Student work displays
- Media centers
- Multi use playgrounds

Innovative

- Developmentally appropriate presentation space
- STEAM lab/maker's space/outdoor space
- Quiet space for adults
- Multi use playgrounds
- Day care for staff

TABLE TEAM 5

No Brainers

- Gym
- Library
- Café/kitchen
- Nurses office
- Main office
- Staff collaborative space
- Learning spaces
- Special ed and therapy places
- Presentation space
- Playground
- Custodial space/storage

Innovative (may be forgotten)

- Outdoor classroom
- Indoor recess space
- Movement pathways
- Meeting spaces (IEP, etc.)

TABLE TEAM 6

No Brainers

- Gym
- Library
- Café
- Classroom/learning
- Stage
- Nursing area
- Bathroom
- Storage
- Playground
- Therapy spaces
- Office
- Access to phones
- Many plugs/technology

Innovative

- Outdoor classrooms
- Indoor recess space
- STEAM lab
- Conference room



Ch 5.2 Day 2 Workshop Notes

- Flex space
- Teacher collaboration

TABLE TEAM 7

No Brainers

- Café
- Gymnasium
- Libraries
- Kitchen
- Large presentation space
- Small work rooms
- Playground/field
- Nurse's room
- Arts area
- Storage

Innovative

- Digital space
- STEAM lab
- Teacher workspaces
- Outdoor classroom
- Small presentation areas (1 per grade)
- Greenhouse

WHOLE SCHOOL CONCEPT

The Visioning Team developed a concept for an elementary building. This could apply to renovations as well as new construction, small buildings or larger ones:

The Visioning Team identified essential spaces and functions:

- Outdoor Classroom
- Functional landscapes
- Developmentally appropriate
 - Presentation space
 - K-1-2
- Theater/auditorium
- STEAM/STEM
- STEM station
- Indoor recess
- Day care for staff
- Calming space/corners

- Adult wellness
- IEP Conference room
- Observation spaces for parents (with glass)
- Indoor garden
- Life skills

SMALL LEARNING COMMUNITIES

The Visioning Team desired the building to be based on the Small Learning Community (SLC) concept, with each SLC serving specific Planes.

They were defined as follows:

- SLCs for core learning spaces within each grouping:
 - In each SLC:
 - ✓ Extended Learning Area (common zone at the heart of each)
 - ✓ Teacher Planning Center
 - ✓ Small Group Rooms
 - ✓ Special Education Resource Rooms
 - ✓ Display of student work
 - ✓ Storage of supplies
 - ✓ Toilets
 - ✓ Learning Stairs

SPACES IN THE SEURITY ZONE

- Media Center/ Learning Commons in multiple locations, adjacent to and/or in the SLCs
- Flex Space/Cafeteria/Activity Center
- Indoor Recess
- Near all SLCs:
 - Art
 - Music
 - STEM
 - Substantially Separate Special Education spaces
- Leadership spaces:
 - Administration
 - On the joint to act as the gatekeeper
 - Nurse
 - Guidance

