EXECUTIVE SUMMARY

This report reflects the work of a visioning team, comprising teachers and administrators, in a one-day work session held on December 12, 2017, as well as that of a separate team comprising parents and community members in two 2-hour long sessions, on January 10, 2018 and January 17, 2018.

The purpose of the sessions were to conduct workshops that would establish clear statements about the most appropriate and effective educational practices and the appropriate facilities to house them. It should be noted that not all the exercises were replicated in the various sessions but the content embraced similar concepts.

The workshops discussed emerging trends in teaching and learning as well as demonstrated wisdom from national trends and worldwide sources. It provided a school-based and community-based plan for change to improve learning and teaching.

The visioning focused primarily on elementary years and thereby provided a “roadmap” for the design of the new buildings to accommodate these new learning and teaching modalities.

ACKNOWLEDGEMENTS

Visioning Teams

Inspiration and Materials
Dr. Frank Locker
INTRODUCTION

The purpose of the visioning exercise was to examine educational trends, best practices, examples, and topics that affect student-centered learning in the 21st Century.

Key to the exercise were the following:

- Be open-minded to all topics of discussion.
- Flexibility in thinking, facilities and curriculum.
- Provide opportunities to provide students to develop skills crucial for critical thinking, collaboration, communication and creativity.
- Provide opportunities for students to grow in their own particular method of learning, whether it be visual, auditory, reading / writing, or kinesthetic.
- Encourage the establishment of appropriate professional development for educators.
- Provide facilities that respond to these principles.

LEARNING MODALITIES

In order to better understand the changes in learning modalities that students now face, the visioning team initially watched a video which established the premise that the schools and teachers of today are different from the lecture-style with desks arranged in rows in classrooms.

Delving deeper into the topic, by illustrating the ages when the differing generations enter school and the workplace, it was clear that new educational buildings need to fulfill their function for many years to come.

Further discussion illustrated the connections in the design of workplaces and the design of places of learning. With this understanding of current trends in workplace design it is evident that educational spaces should reflect similar trends. Fundamental aspects include:

- Places for collaboration
- Places for communication
- Places for informal meetings
- Places for presentations
- Places for making things
The influence of pedagogy on learning spaces today was illustrated. Traditional pedagogy influenced and led to late 20th Century pedagogy and also 21st Century pedagogy, which in turn led to what is required of learning spaces today – see diagram above.
WHAT IS IMPORTANT

Working in groups of five or six members, the visioning team was first challenged to provide some self-examination as to what is and is not important to Highland Schools.

- Small community feel
- Safety
- The Arts – music, fine art
- Community use of building – classes, sports
- Outdoors
- Student ownership of learning
- Growth for all students
- Leadership
- Technology – access / variety
- Welcoming / motivating environment
- Built to accommodate
- Population projections
- Athletics
- Special education department
- Advancement – honors, enrichment, STEAM
- Global diversity
- Volunteering
- Family
- Schools that meet community’s expectations
  - High quality
  - Blend in with environment
  - Part of the community
  - Something they can be proud of
- Career readiness
- College readiness
- Number of students per teacher
- Technology
- Safety for students and staff
- Access to all areas by all students
- Labs / work areas – PBL
- Areas to foster collaboration
- Technology dispersed throughout – not isolated to one area
- Facilities that stand the test of time (great schools 50 years from now)
- Buildings are flexible in design, but meet today’s needs and priorities.
- Security at all entrances
- Comfortable eating space for students to mingle and sit together as large groups.
- Including all students
- Including all types of learners
- Clean, warm / cool buildings
- Open, airy buildings
- Good lighting
- Projects delivered on time, on budget and efficient
- High quality
- Instructional
- Practices grow even stronger as a result of new facilities
- High quality (authentic) versus trendy (for sake of being trendy)
- ADA accessible – all areas
- Large classroom space
- Parking and ingress / egress for busses and parent drop off / pick up
- Convenient power source locations
- Room size to allow students to get up and move
- Community gathering space
WHAT IS IMPORTANT (CONTINUED)

- Auditorium
- Classroom / common pod
- Centralize area art, music, gym library
- Storage / built-in moveable
- Outdoor learning space
- Control heat
- Design
- Layout
- Materials
- Hornets
- Wide hallways
- Physical safety
- A tie to past / history
- Ability to add wiring if needed
- Strong community connection
- Students receiving the best education – high standards
- High quality instruction
- Accessibility for all to extra curriculum activities
- Extra curriculum opportunities
- Computers
- Sports
- Outdoors
- Community
- Classrooms near each other
- Open spaces
- Parking
- Windows
- Extensions opportunities for learning
- Clubs, activities
- Community connection
- Music and arts

- Accessibility
- Student-centered learning
- Volunteer opportunities
- College / career readiness
- Fine arts
- Student opportunities
- Traditions that make sense
- Critical / creative thinking
- Science room – lab
- Room for growth
- Rooms with Wi-Fi
- Indoor recess area
- Gym
- Functional – not $$$
- Cost
- Security
- Flex space
- Windows
- Community feel / uniqueness
- Auditoriums / stage
- Big gyms
- Space to grow
- Air conditioning
- Library
- Technology
- Green space
- ADA
- Parking
- Open / big classrooms / comfy
- More bathrooms
- Technology / library
WHAT IS IMPORTANT (CONTINUED)

• Music / art
• Specials needs / handicapped access
• Ease of access / for all around building
• Auditorium / flex space for large group events
• Budget
• Time
• Locations of buildings
• Flexible spaces
• Not doing the same thing in our spaces. Allow our spaces to support learning rather restrict. Not a “one size fits all”.
• Athletics
• Community involvement
• Foreign lab (Middle School)
• Foreign exchange
• Flexibility buildings
• All-inclusive (disabilities)
• Continuity with High School
• Eco friendly school building
• Healthy food
• Multi-purpose rooms

• Bathrooms in classrooms
• Proper opportunities to get adequate movement throughout the day
• Access to the arts
• Understanding and accepting of diversity
• Understanding different learning styles and finding way to make all kids feel understood and accepted.
• Understanding in gender differences in learning
• Constant evaluation of how to get “better” / grow
• Size = must accommodate growth
• Teachers love coming to their job
• Students love coming to school
• Everyone feels safe, comfortable, and understood
• Environment is at a controlled / comfortable temperature
• Parents are proud of their school and feel welcomed to be a part
• Students have access to up-to-date technology and resources
• Community support / pride
• Collaboration of schools not competition (on elementary level)
WHAT IS NOT IMPORTANT

- Spaceship buildings
- Doing it the way it has always been done
- Traditional spaces – typical classrooms
- Structured class time
- Traditional media center
- “The way it has always been done” or traditional ways of doing everything
- Staff personal space
  - Lunch
  - Bathroom
  - Coat / purse
- Handicap access
- Storage
- Meeting space
- Nutrition
- School luncheons
- Local diversity
- The heritage of our students
- Clean building design
- Same lessons for everyone
- Every classroom the same
- Rows of students
- Teachers with the same lessons and teaching styles
- Robot students
- Students arranged by age
- Classes that are rostered for a whole year
- Everyone getting the same experience / curriculum
- Bookshelves
- Library
- Desk / furniture
- Fancy
- Segmented learning
- Personal devices (desks, Chromebooks, etc)
- Youth programs (sports at school for elementary)
- Late buses
- What it looks like
- Lockers
- Flashy trends
- Maintaining status-quo
- Maintaining current set-up / design
Further self-examination of what is currently working at Highland Schools and what could be improved led to the following thoughts:

- Three buildings
- Culture of excellence
- LIM program
- High expectations
- Community support
- Caring about community
- Community schools reflect townships
- Great staff
- Teachers
- Welcoming
- Leadership
- Leadership culture
- The people
- Staff, teachers, students
- Supportive community
- Quality teaching
- Focus on excellence
- Focus on the arts
- Teachers working together
- Community involvement
- Principal guidance and expectations
- Collaboration within grades
- Sense of family / community within the building
- Community involvement excellent teachers
- Excellent tech department
- Excellent administration
- Leadership culture
- Academic achievement

- Effort of staff and students
- Sense of community
- Families
- Making it work
  - Resourceful
  - Despite challenges we get it done
- Flexible
- Fresh air
- Collaboration
  - Buildings
  - Parents
- Meeting academic state mandates
- Parent involvement
- Awesome educators
- Warm, welcoming environment
- Great teachers working under less than ideal conditions
- Dedication to Highland families
- High quality teaching
- Responsive to students needs and to the community
- Food service areas and cafeterias
- Home-school communication
- Teachers working together
- Staff open to new ideas and change
- Teachers willing to try new ideas
- Teachers with a passion to help students
- Cafeteria
- Teachers and staff
- Curriculum
- Class size (25)
• Great people, teachers, staff, parents
• Awesome kids
• Community
• Great teachers
• Supportive, involved parents
• Strong PTO / volunteer base
• Garden area
• Engagement of parents and community volunteers (9DARE)
• Communication system
  – Building specific communications
  – E-blasts
• Online powerschools
  – Great system, difficult to access
  – Communication with teachers isn’t uniform through it
• Teachers
• Administrators
• Student class size
• Moveable technology (on carts)
• Principal
• Most teachers and staff
• Maintenance department doing more with less.
• Staff
• Location
• Communication
• Teaching because they make it work in environment
• Community involvement
• Ability to maintain / custodians
• Ability to adapt to changing technology / learners needs in outdated facilities
• Ability to maintain our facilities
WHAT NEEDS IMPROVEMENT

- Printing / copiers
- Additional storage areas
- HVAC
- Tech as an add on instead of integrated
- Safety and security (main entrances)
- Parking
- Ingress and egress for busses and parent pickup / drop off
- Teacher capability
- Accessibility
- Open space
- Extra spaces
- Climate control
- Lighting
- Fresh, clean building
- Flexible classrooms
- Parking
- Security
- Vertical alignment
- Temperature control
- Technology
- Handicap accessibility
- Staff space for collaboration
- Technology
- Heat
- Class size
- Stairs
- Safety
- Space – not enough of it
- Air conditioning
- Lights
- Seating
- Differentiation
- Accessibility
- Traditional classrooms
- Location of schools – too close to roads
- Printing
- ADA accessibility
- Air conditioning and heating
- Electricity
- Parking – not enough
- Parent drop off
- Stairs (ADA)
- Lack of space
- Technology access
- Accessibility
- Collaborative / spaces differentiated
- Technology
- Safety / cleanliness
- Air / heat / lighting
- Opportunities for diverse learning
- Safety
- Technology
- Opportunities for student collaboration
- Opportunities for staff / teacher collaboration
- Differentiated spaces
- School floor plan to accommodate all learners
- Classroom / building environment
- Large space for performance / collaboration
- Collaboration in curriculum
- Ability to control the environment / sound / temperature / lighting
WHAT NEEDS IMPROVEMENT (CONTINUED)

• Space / time for teachers to improve instruction / student morale
• Safe and aesthetically pleasing environment
• Playground
• Thinking outside the box
• Middle and gifted enrichment
• Nutrition / water
• Cleanliness
• Honoring all students backgrounds
• Technology
• Appropriate facilities (not having speech in an echo closet, etc.)
• ADA accessibility
• Classroom space / storage
• Restroom space
• Safety
• Accessibility
• Cleanliness / health conditions with heat, air flow, a/c, windows
• Space
• Learning environment
• Lighting
• Safety
• Space
• Accessibility
• Lighting
• Air quality
• Temperature control
• Traditional setting
• Basic health and safety
• ADA compliant
• Environmentally sound
• Electric, heat, roof
• Storage
• Creating flex spaces
• Control the environment – sound of blowers
• Temperature
• Collaboration between teachers with curriculum
• Handicap compliance
• Temperature control
• Security
• More accessible technology
• Staff space for collaboration
• Playgrounds
• Clinic
• Auditorium
• Indoor play place
• Electric
• Parking / traffic flow
• Lighting
• Air conditioning (new)
• Air quality
• Restrooms
• Technology infrastructure
• Storage
• Outlet / tech access
• Ventilation
• Clocks
• Badge access to all
• Hallway traffic
• Solitary areas (to work alone, to sensory)
• PT / OT space
• Need multi-purpose room
• Personal – more people, more minds
• Parking / drop off
• Playground
• Stairs
• Small classrooms
• Heating / cooling
• Water system
• Parking / bus area
• Pick up / drop off
• Security
• Technology capability
• Assembly / auditorium
• Heating / cooling
• Cafeteria space
• Office / storage space
• Gyms (Sharon / Granger)
• Bathrooms
• Teacher’s lounge
• No bathrooms / water on 3rd floor
• No sinks in classrooms
• Rooms are too small for special needs students and gear they need.
• Aftercare / activities for 6th graders / MS
• Opportunities for
  – Innovation during school
  – Student choice in learning
• Creating an environment where kids want to come to school. Snow days are not a good feeling because they do not want to miss a day.
• Building design does not support future reading skills.
• Parent’s dilemma when there are snow days – working parents.
  – Can there be a solution for working parents who do not have family / friends to help?
• Sinks / baths in classroom
• Flexible seating classrooms
• Lockers for each student
• ADA
• I ready test
• Space
• Lockers need to be bigger
• Bathrooms
• Layout
• Staff area / room
• Café size
• Electric outlets
• Windows
• Copy machines
• Technology
• Gym – traffic flow
• “Open Area” for community use of the school
• Open space
• ADA accessible
• Parking
• Room for growth
• Safety
• Technology
• Air quality
• School lunch options
• Sharon drop off / pick up
WHAT NEEDS IMPROVEMENT (CONTINUED)

- Elementary building structures
- How classroom / teacher announcement is displayed on doors at beginning of year
- Safety at dismissal
- Community collaboration / support across all areas in support of going great things for Highland.
- Notification for cancels or delays need to come as a test.
- Field trips! Experiences!
- More concern on students character versus grades and sports
- Electrical
- Parking
- More collaborative space
- Layout
- Property configuration
- Moving through hallways
- Finding a seat at concerts / performances at the Middle School (climate)
- Classroom parties
- Class division / breakouts for group learning
- Access to technology
STUDENT SUCCESS

The next exercise for the Visioning Team was to examine student success in life.

The first question posed was "Define Student Success in Life":

- Global aware
- Able to persevere and problem-solve
- Life-long learners
- Define self beyond work; value community and respect differences
- Self-management / independence
- Communication / collaboration
- Ability to recognize own strengths / weakness
- Life-long learners
- Growth-mindset
- Accountability
- Open-mindedness / diversity
- Problem solving / critical thinking
- Well-rounded (Arts). Confident individuals that were given the tools and are self-motivated hard workers.
- Able to communicate and collaborate
- Flexible / open-minded
- Innovative
- Ownership / accountable
- Competent
- Purposeful
- Ethical
- Finding what you are good at
- Ownership
- Prepared to enter world of work or higher education of their choosing
- Be able to do whatever it is they have a passion and purpose to do (through high quality education)
- Lifelong learning and success at what they do
- Love and passion for what they take on
- Happy, healthy learners who are prepared for a solid future
- A successful student is happy and independent
- Happy, health (mental) society adoptable
- Ability to keep trying without giving up once it becomes difficult
- Challenged on a daily basis
- Prepared to pursue a career they will love
- As independent as possible (leader of own life) and options for career / work
- Happy
- Fulfilled
- Loved
- Students who can think for themselves, communicate with others respectfully, show initiative and demonstrate resilient approaches to challenges before them
- To feel heard
- To feel valued
- To feel safe
- To feel encouraged
- To be inspired
- For their unique qualities to be recognized and given permission to bloom
- To move
- To play / build / grow / develop / change
- Independence
- Technology learning
- Adaptive learning for all types
- Learning to be active learners
- Comfortable
- Movement
- Enrichment in arts
- Social-emotional learning
- Comfort in being educated. Example: Does the system teach the student in their learning style
- K-12 options to excel for all students to drive them towards a fun, challenging, rewarding career
- College Scholarship – plan academic excellence, high achievement community service resume achieved / learned / demonstrated leadership in some area
- Leader of own life
- Growth mindset
- Collaborate with others
- Ability to make choices for career
STUDENT SUCCESS (CONTINUED)

- Know and practice giving to others
- Kindness
- Not to live in parent’s basement as an adult and have a job with health insurance
- Ability to support self and family and be happy with themselves / job
- Happiness
- Pursuing passion and interests
- To be a constructive and productive person who contributes to society and gives more than he / she takes
- To be happy and prosperous (successful) in profession and family life
- To practice his / her faith

The second question was "What do our students need from us to be successful in life?"

- What do they need?
- World language starts in elementary school
- Productive struggle
- Information strategies for acquisition, organization communication
- Student directed learning
- Responsible use of technology
- Guidance
- Facilitator
- Experiences that allow for successes and failures
- Collaboration – model and practice
- Opportunities for communication
- Celebrating strengths and differences of all learners
- Technology
- Exposure to diversity, outside world
- Require ownership
- Self-accountability
- Communication with parents regarding milestones
- Held accountable
- High (realistic) expectations
- Tool box
- Modeling
- Balance, boundaries, choices
- Coping skills
- Foundation of solid learning
- Ability to problem solve ~ complex issues
- Learn how to use their creative thinking
- Foundation to be able to make choices about future (social and academic)
- Encouragement
- Support
- Guidance
- No judgement
- Role models
- Parent support
- Sense of community
- Social skills
- Empathy
- Caring
- To be challenged
- A safe learning environment where they can make mistakes and learn without humiliation
- Acceptance of their differences
- Encouragement
- Educational choices (well-rounded curriculum)
- Ability and opportunities to be “free thinkers”
- Our attention
- Our time
- Our encouragement
- Offer trust and acceptance
- Positivity
- Permission to fail
- Permission to be a kid
- Our example of love, grace, humility, acceptance
- Be an example
- Keep them safe
- For us to be consistent in our actions
- Be open and understanding
- Support
- Look at the individual
Student Success (Continued)

- Let them be themselves
- Guidance
- Loved
- Know that we believe that they will be successful
- Set high standards
- Collaborate
- Communicate
- Be kind / respect other perspectives
- Drive
- Commitment to self and others
- Ability to problem solve
- Support
- Innovation
- High-quality instruction
- Challenges to push them to their best
- Support, love, redirection, constructiveness
- Unconditional love
- To be taught to have an open mindset and not to be afraid of hard work
- Support
- Parental support
- Role models
- Accountability
- Limits – boundaries
- Guidance
- Patience
- Support
- Study skills
- Perseverance
- Open-minded
- High level thinking
- Career readiness

Responses were then solicited on: "Identify what educators should be doing":

- Project bases learning
- Collaboration
- Model lifelong learning
- Share space / children
- Reach out to bring in the world – experts, partners, other classrooms
- Focus on thinking and major clusters
- Stay current on education research, current trends
- Growth mindset
- Collaborating
- Providing differentiated learning experiences
- Developing and inspiring lifelong learners
- Meaningful and purposeful collaboration in professional development
- Collaborating and sharing best practices
- Meeting all students needs
- Facilitating student-led learning
- Helping students understand strengths and weaknesses
- Be future oriented – know and be aware of what is happening in the work and how to prepare students for their futures
- Role models of lifelong learning
- Allow movement
- Safe environment
- Risk taking teachable moment
- Honoring the individual
- Modeling
- Student led learning
- Provide choice and ownership
- Knowledge, guidance, encouragement
- Differentiation
- Cultural acceptance
- Teachers should be professionally and continuously developed
- Providing safety and security
- Facilitating student-led learning
- Supporting individual student needs
- Providing encouragement
- Facilitating
- Encourage students to experiment and be in charge of their own learning
STUDENT SUCCESS (CONTINUED)

• Allow students to show what they know
• Encourage individuality
• Continue to nurture talents of students
• Collaborate with each other as educators
• Extending learning outside of classroom
• Preparing students for college / career / future
• Communicating with parents
• Reaching each student on each level
• Learning what works best year-to-year
• Offering safety
• Showing individual attention
• Flexibility
• Creativity
• Acceptance
• The willingness to change – not expect the kids to change – adapt!
• Constant learning and development
• Giving kids an opportunity to shine in their own way
• Celebrate differences
• Facilitating learning
• Giving students voice in learning process / topics / approaches
• Showing students that even failure is an opportunity to learn
• Take time to celebrate their own successes and learning as a teacher
• Create learning through play opportunities

• Providing high-quality instruction
• Support and care for students
• Allowing students to create / be innovative
• Projects
• Technology
• Group collaboration
• Independent work
• Critical thinking skills
• Encourage quality of work
• High expectations
• Differentiated teaching for varied learning
• Collaborating
• Facilitating
• Think outside the box
• Always looking for new and better ways to educate
• Multiple pathways for learning
• Opportunities to safely experience failure and success
• Teaching / giving experiences in academics, project-based learning, collaboration, problem-solving, critical / creative thinking, and leadership
• Teaching learning strategies that work for each student
• Teach problem-solving skills
• Teach time management skills
• Allow projects that teach how to work with others
• Encouraging the love of learning

This was followed by “Identify what students should be doing in school”:

• Working to solve real problems that require multi-disciplinary skills
• Research skills beyond Google
• Moving for different tasks
• Working within learning style / interests
• Technology is ubiquitous and at command of students
• Collaborating and sharing ideas
• Opportunities to learn in multiple situations
• Setting own academic / personal goals
• Student-led learning

• Engaged (actively) in meaningful projects and assignments
• Learning how to think and work through complex, real life problems and issues
• Students should be able to thrive in their own learning style
• Should be taking leadership roles
• Should be tracking their own success
• Active engagement
• Collaboration
• Intrinsically motivated
STUDENT SUCCESS (CONTINUED)

• Apply, problem solve, centrically think
• Problem-solving
• Higher level thinking
• Collaborating
• Creating
• Working daily with technology
• Problem solving
• Find a passion and share it
• Working in diverse ways and diverse environments
• Taking ownership over learning
• Developing leadership, social, and academic skills
• Creating
• Purposeful, self-driven learning
• Collaborate with other students
• Learning and leading
• Learning
• Sharing
• Working with others
• Respecting yourself, others and authorities
• Exploring
• Discovering
• Problem solving
• Think for themselves
• Collaborating
• Creative learning
• Smiling
• Laughing
• Encouraging others
• Being innovative

• Thinking
• Team work
• Socializing
• Working together
• Discovering
• Being leaders
• Working together – learning, collaboration, and teamwork
• Being challenged to their potential
• Learning how to learn, study organizational skills
• Student ownership of own learning
• Self-access own learning
• Make choices in learning
• Reflecting
• Learning
• Growing
• Having fun
• Being stretched academically
• Learning how to learn
• Innovating
• Collaborating
• Sharing their greatness / communicate
• Learning through play
• Taking advantage of the guidance of teachers
• Take advantage of the high level of education that is offered
• Learning how to learn
• Learning how to work with others
• Learning how to work under / for / with difficult people
And finally, "Identify what students should be doing out of school":

- Opportunity to access learning
- Finding balance
- Exploring own interested, building family – communicating with family and community
- Out of school – balance life
  - Physically active
  - Creative
  - Learn for fun / life
  - Self-regulating
  - Good nutritional choices
  - Environmentally aware
- Parent communication up-to-date information
- Balance of academic / activity / sport / reading
- Playing in and outside
- Limited screen time
- Play / communicate with other kids
- Find a passion and share it
- Get involved in worldly issues
- Communicate with peers and adults from diverse walks of life
- Find ways to be actively involved in things that are of interest to you
- Opportunities to interact with peers in less structured environment
- Encourage other hobbies and life skills
- Exploring interests
- Spending time with family
- Continue to learn and grow in their outside interests, whether that be sports, arts, volunteering, etc.
- Experience life
- Having fun
- Social opportunities
- Exploring their world
- Volunteering
- Extra curriculars
- Focusing on family
- Community involvement
- Teach community spirit
- Create a sense of pride
- Find balance
- Family engagement
- Playing
- Family time
- Real world discoveries
- Self-discovery
- They should be engaged in the innovations that they do not want it to end – so they keep working at home
- Parents should then remind them to be a kid – go out and play
- Study
- Positive community members
- Involved in extra-curricular activities
- Spending time with family
- Exploring interests and extra-curricular activities
- Be kind
- Service projects
- Social interaction
- Club activities
LEARNING MODALITIES

Building upon the elements that influence student success in life, the visioning team was presented with two learning modalities that have trended in recent times:

- Blended Learning / Flipped Classroom, and
- Project-Based Learning.

The team was provided with a list of learning modalities and questioned as to which are the most appropriate, which ones should they be using and which ones the least? The exercise given to the team was to personally rank them in order of appropriateness for learning, focusing on the 4 most and 2 least appropriate, then, debate with the Table Team members and reach consensus. The top 4 and bottom 2 were then recorded.

**THE LIST OF LEARNING MODALITIES IS AS FOLLOWS:**

| A. Direct teaching          | R. Blended learning / flipped classroom |
| B. Lecture (sustained direct teaching) | S. Distance learning |
| C. Seminar instruction      | T. Technology with mobile devices |
| D. Teacher team / synchronous collaboration | U. Technology with desktop devices |
| E. Independent study        | V. Other |
| F. Small group work / student collaboration | |
| G. Peer tutoring / teaching | |
| H. Internships              | |
| I. Service learning         | |
| J. Project-based learning   | |
| K. Making things / prototyping | |
| L. Interdisciplinary learning | |
| M. Thematic / integrated learning | |
| N. Integrated arts learning | |
| O. Social / emotional learning | |
| P. Student presentations    | |
| Q. Computer-based: adaptive learning / games | |
| |

**Learning Modalities**

Here is a list of Learning Modalities. Which are the most appropriate? Which ones should we be using? Which ones the least?

Personally rank them in order of appropriateness for learning, focusing on the 4 most and 2 least appropriate.

Then, debate with your Table Team members and reach consensus.

Record the top 4 and bottom 2 on the flip-chart.
Results were recorded by groups:

**TOP 4**

**Group 1**
- Small group work / student collaboration
- Teacher team / synchronous collaboration
- Technology with mobile devices
- Integrated learning

**Group 2**
- Small group work / student collaboration
- Student presentations
- Interdisciplinary learning
- Social / emotional learning

**Group 3**
- Small group work / student collaboration
- Project-based learning (presentation)
- Social emotional learning
- Computer-based: adaptive learning / games

**Group 4**
- Direct teaching
- Small group work / student collaboration
- Thematic / integrated learning
- Social / emotional learning

**Group 5**
- Small group work / student collaboration
- Social / emotional learning
- Project-based learning
- Technology with mobile devices

**BOTTOM 2**

**Group 1**
- Seminar instruction
- Internships

**Group 2**
- Internships
- Lecture (sustained direct teaching)

**Group 3**
- Internships
- Lecture (sustained direct teaching)

**Group 4**
- Internships
- Lecture (sustained direct teaching)

**Group 5**
- Lecture (sustained direct teaching)
- Technology with desktop devices

**Group 6**
- Direct teaching
- Social / emotional learning
- Small group work / student collaboration
- Project-based learning

**Group 7**
- Small group work / student collaboration
- Project-based learning
- Peer tutoring / teaching
- Teacher team / synchronous collaboration

**Group 8**
- Project-based learning
- Social / emotional learning
- Student presentations
- Making things / prototyping

**Group 9**
- Small group work / student collaboration
- Integrated arts learning
- Computer-based: adaptive learning / games
- Teacher team / synchronous collaboration
SCHOOL TRANSFORMATION AND DEVELOPMENT MAP

By utilizing the School Transformation and Development Map developed by Dr. Frank Locker, the visioning team was tasked with working in the Table Team groups and evaluating the District’s current educational delivery and facilities, and projecting the desired future for both. The teams worked solely on the Elementary grade groupings and developed an understanding that the most important lessons from the School Transformation and Development Map for the immediate future come from the difference between today’s situation and the desired future.

UNDERSTANDING THAT THE SCORING RANGES FROM 1 TO 5 IN THE FOLLOWING CATEGORIES:

- Traditional 1
- Initiating Change 2
- Progressive 3
- Transforming 4
- Transformed 5

The results from the groups were as follows:

**GROUP 1**

<table>
<thead>
<tr>
<th>Educational Delivery Now</th>
<th>2.74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Delivery Future</td>
<td>4.36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Now</th>
<th>1.63</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Future</td>
<td>3.88</td>
</tr>
</tbody>
</table>

**GROUP 2**

<table>
<thead>
<tr>
<th>Educational Delivery Now</th>
<th>2.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Delivery Future</td>
<td>4.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Now</th>
<th>1.88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Future</td>
<td>4.68</td>
</tr>
</tbody>
</table>

**GROUP 3**

<table>
<thead>
<tr>
<th>Educational Delivery Now</th>
<th>2.94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Delivery Future</td>
<td>4.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Now</th>
<th>2.03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Future</td>
<td>4.51</td>
</tr>
</tbody>
</table>

**GROUP 4**

<table>
<thead>
<tr>
<th>Educational Delivery Now</th>
<th>3.06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Delivery Future</td>
<td>4.71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Now</th>
<th>1.87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Future</td>
<td>4.25</td>
</tr>
</tbody>
</table>
It is clear from the scores that the visioning team felt that the educational delivery now is more "Initiating Change" than the facilities, which are viewed as more "Traditional" while the desire to move educational delivery, as well as facilities to "Transforming". Using the map, team members understand that change is happening in educational delivery and that facilities need to respond to that shift.
PLACES FOR LEARNING

Understanding change in facility design is necessary, the Visioning Team reviewed nine examples of schools from the USA, the United Kingdom, and Australia. Discussing the layouts in the Table Teams they, however, individually ranked the schools for appropriateness for the future as “Likes” and “Dislikes”.

A

B
PLACES FOR LEARNING (CONTINUED)
The results from the groups were as follows:

<table>
<thead>
<tr>
<th>LAYOUT</th>
<th>LIKES</th>
<th>DISLIKES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>H</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>I</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>J</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

The conclusions to be drawn from this exercise echo what became evident from the School Transformation and Development Map that the facilities need to be more “Transforming”.

Using the map, team members understand that change is apparent in educational delivery and that facilities need to respond to that shift.

Working in the Table Teams, parent and community participants were challenged in a creative exercise, by the use of drawings, bullet points, narratives or even poems to develop concepts for spaces to support one of the following:

A. 21st century Library / Media Center
B. 21st century Dining / Food Service
C. Auditorium
D. Supporting applied / active learning, such as:
   a. Project-based learning
   b. STEM, STEAM
   c. Making Things to Learn
E. Interdisciplinary learning
F. Student collaboration
G. Mastery learning / independent study
H. Student life
I. Teacher support including collaboration
J. Community in building; school in community
K. Other
Student Collaboration

- Tiered
- Varied seating
- Carpeted
- Natural light
- Inclusive
- Movable/adaptive spaces
- Multi-purpose
- Extension of classrooms
- Power sources
- Breakout rooms
- Stage
- Auditorium - sound 3 shared chairs
- Cafe
- Gym - solo/community
- Stage
- No library?
Auditorium

> step platform/stage

> multi purpose area
  * indoor recess
  * programs - play - concerts
  * presentations - large/sm.
  * latch key
  * collaboration area - round tables
  * assemblies
  * after school activities - clubs
  * community gathering
  * "school" student community gathering area - daily announcements - celebrations
  * book fair / Santa Shop
  * Art show

Flexible space
SCHOOL ORGANIZATION

As a group exercise, the teacher and administrator visioning team expressed their concepts regarding the school design and organization.

The team recognized the following components as important to the design of the new school:

1. Assuming a central entry point, this would give immediate, secure access to the Administration comprising:
   a. Secretary and aide;
   b. It is noted that a student enrollment of over 500 should ideally have a second administrator so there would be a Principal and Assistant Principal. The following provide more details:
      Sharon – Enrollment is already over 500 students. Two administrative offices should be considered.
      Granger – Granger serves as the centralized location for all of the District’s preschool and intensive needs students. With preschool operating standards changing (beginning in 2018), leading to additional services with an increase in overall student enrollment, another administrator will likely be needed. Two administrative offices should be considered.
   c. Guidance counselor;
   d. Speech pathologist;
   e. Conference room.

2. Noted that OT / PT would be based in the Sensory Room and not need an office in the administration area.
3. A separate entry / exit is required for the “latchkey” program that operates from 6:30 am and ends at 6:00 pm. This program needs an indoor play / recreation area, soft seating, and storage for games and other after-school materials. Perhaps this space could be shared with the PTA / Volunteer room?

4. Granger will have unique needs:
   a. Preschool (which should preferably be at the one end of the building) – with easy access into and out of the building and to the preschool playground area.
   b. Intensive needs (in Pre-K/5).

5. The classroom arrangement was discussed, and following the overwhelming preference for arrangement “C”, consensus was that there should be:
   a. One of these arrangements per grade level;
   b. A possible connection to an adjacent grade level grouping;
   c. A teacher workroom, which could be shared between two grade levels and should have lockers for aides and a common printer;
   d. The ability to lock down at the entry to the “pod”, but with a second means of emergency egress;
   e. Classrooms with windows to the outside;
   f. The recesses for small groups as shown in diagram “C”;
   g. Shared “mud rooms” between classes for storage of coats, etc.

6. Student dining – should have a connection to the gymnasium and the gymnasium should have a connection to the playground.

7. The gymnasium should be at the other end of the building and have a separate entrance as it would be used for community use after hours. Parking should be close. The gymnasium should be of a size similar to the existing one at Hinckley with a full-size court, some bleachers (both sides) and preferably a wood floor as the gymnasium space is at a premium at all schools.

8. “Learning stairs” is a nice feature but not a substitute for an Auditorium. A stage is required, not just a single step platform.

9. It was considered that the traditional library is not required. There could be “remote” access to books in the grade levels. A “Starbucks” would be a nice feature.

10. A traditional computer lab is not necessary but there could, perhaps, be a “future” lab that could be used for a variety of purposes – makerspace / studio / green screen.

11. Staff should have a “sacred space” that could be used for staff meetings / collaborative working space / professional development / lunch room. It is noted that currently none of the elementary schools has a space for any sort of staff meetings or training.

12. The notion of spaces for teacher lunches was discussed at length and a variety of options was considered – use of the teacher prep rooms, a common area that would enable staff to get together, use of the “commons” areas of the grade levels, etc. Noted that the “specials” of music, art, and PE often feel left out as they are not aligned with any grade level.

13. Noted that Kindergarten would have a separate playground from other age groups.

14. Care to be taken to ensure safety at the student / car pickup area.
CLOSING THOUGHTS

As a final exercise, the parent/community visioning team was asked to provide a one-word description for the proposed new buildings. The list is as follows:

- Flexible
- Innovative
- Future – ready
- Adaptive
- Safety
- Future – student friendly
- Student centered
- Current
- Timeless
- Longevity
- Desirable

CONCLUSIONS AND NEXT STEPS

It may be concluded that the visioning teams developed an understanding of the various aspects that touch current and future education. The teams approached the various exercises with open minds and there was healthy discussion, both in the small groups and as a whole, moving forward for the proposed new school design. It is evident that the teams embraced the vision of a new, more progressive way of educational delivery. It is understood that the educational vision informs how the building should respond to this educational delivery.

It is further understood that crucial to the success of implementation of the educational concepts, as well as effective use of the new facilities, is the development of appropriate professional development.

The next step would be for further in-depth meetings to be held with educators, administrators, building staff, etc. so that the Program of Requirements can be developed and provide the design team with direction on planning the building.