

SCOTTSDALE UNIFIED SCHOOL DISTRICT #48
Hohokam Elementary School Planning Workshops
SUMMARY REPORT
June 8, 2019

Executive Summary

Scottsdale Unified School District #48 invited SPS+ Architects and the Collaborative Learning Network to work with educators, administrators and community members in an educational facility planning workshop including opportunities to **reflect** on current educational practices and desired future practices, to draw **inspiration** from highly effective educational programs and schools from around the world, and finally to **discover** a locally relevant preferred alternative for Hohokam Elementary School. Each exercise concluded with an opportunity to share insights, reflections and to form guiding principles to direct the decision-making process.

Prior to the planning workshops, classroom observations were conducted in the existing Hohokam Elementary School and self-reported by Hohokam Elementary School staff using the Collaborative Learning Observation Form.

Several themes emerged from the workshop exercises.

Community Partners. Learning experiences are enhanced through on-site and off-site experiences with community partners.

Relationships. Hohokam Elementary staff, students and community value the relationships developed and the ability to meet the needs of every learner. The creation of small leaning communities of 100-125 learners and 4-5 teachers within a larger school is desired. Each small learning community should have access to shared areas of active learning, music, library/media and dining.

Time. Longer blocks of time are desired to support deeper learning with the potential for interdisciplinary teaching in years 3-5.

Flexible Furnishings. Existing furnishings limit the flexibility of most learning environments. Learners and educators can pilot flexible furnishings prior to investing in new furnishings. The Collaborative Learning Network will share 5 principles of Furniture Whispering to assist in this process.

Courtyards. The courtyards of the existing Hohokam Elementary School are desirable learning environments that can be enhanced through thoughtful connections between extended learning areas and the courtyards and additional shade devices

Obvious Entry. Arrival to the school should allow for passive supervision of visitors arriving on site, a simple weather vestibule and secure waiting area.



Classroom Observations

SPS+ Architects and The Collaborative Learning Network conducted classroom observations in advance of the REFLECT and INSPIRE workshops to enhance data collected by workshop participants using the on-line Collaborative Learning Observation Form. Details for each learning environment identified the use of time, space, furnishings and technology and can be used by administrators in the future. The survey takes approximately 5-10 minutes to complete for each learning environment.

Space utilization of the existing school could be enhanced through the creation of extended learning areas, planning centers, small group rooms, shared storage, and distributed administration.

Opportunities for the future include educators working as teams on interdisciplinary projects, linking core learning to applied learning, making learning visible, exploring more flexibility in the daily timetable and utilizing flexible furnishings.



o.1 School Organization

Hohokam Elementary School includes two pre-school programs on a K-5 campus.

o.2 School Data

36 students are considered English Language Learners and are supported through a combination of pull out and push in programs offered at the school.

The percentage of students who qualify for special education services can be compared to the national average of 12%, including students requiring intensive services in special education classrooms.

66% of students qualify for Title I services.



Hohokam Elementary School administrators may benefit from maintaining relationships with learners as they continue to middle school and high school and up to 5 years after graduation, seeking feedback on the impact of their learning experiences on their lives after high school and the choices of military service, college and careers.

o.3 Schedule

A typical day begins at 8:45 am and ends at 3:15 pm.

o.4 Facilities

SPS+ Architects is in the process of assessing the condition of the school and will produce a Facility Assessment with a focus on major maintenance items such as roof, walls/windows/doors, interior finishes, mechanical & electrical systems.

o.6 Capacity Study

The capacity of the existing facility will be based upon student/teacher ratios.

o.7 Furnishings

Most classroom furnishings in the school are currently low, hard chairs with detached desks.

10-20% of each classroom is allocated to built-in storage and teacher desks. Built-in storage was expensive when installed, limits the use of room and often become repositories of years of unused classroom supplies. Greater flexibility could be achieved if 4-5 teachers shared a storage closet 8-feet x 24-feet in size, with floor to ceiling shelving.

It would be helpful to develop three pre-set furniture conditions for each room to aid in the set-up of the room.

- **Presentation Mode:** (including learner-led presentations)
- **Project Mode:** for days when class time is mostly devoted to project work.

- **Celebration Mode:** when the facility is used to host an open house for parents and community.

In the future, it would be valuable to purchase fewer desks, and instead utilize simple rectangular tables on casters. Manufacturers produce furnishings that support student movement while seated including rocking stools, chairs with flexible seats and casters.

o.8 Technology

Learning environments throughout the facility include computer carts and interactive boards. The school is approaching one mobile device per student.

o.9 Teaching & Learning

Facilities, furnishing, technology clearly limit what can be achieved in many classrooms. A wide variety of teaching practices were observed including most teachers working alone and occasionally with aides.



One strategy for overcoming facility and furnishing challenges is to have students first work alone in reflective manner, then share with a partner followed by sharing in a small group for feedback and finally reporting out to the whole group.

Essential questions can be used as a means of prompting student inquiry, rather than asking for simple yes/no responses.

It might be helpful to examine what items are needed in each room, what could be removed in to create a more flexible learning environment. With more space for active learning, presentations can be brief, with more time developed to working 1:1 or in small groups throughout the room.

Coordinating the release times for 4-5 educators so that all learners would attend Music, PE, Art & the Library at the same time while an entire teaching team shared planning time.

SUMMARY OF PLANNING WORKSHOPS

HOMEWORK

Collaborative Learning Observation Form
<https://collaborativelrng.typeform.com/to/w2bpih>

How I Learn Best Survey
<https://collaborativelrng.typeform.com/to/gja9Ed>

HOMEWORK Videos

These videos represent a small portion of the conversation about the future of learning, perseverance, relationships, technology and social emotional skills. As you view each video, please take notes about what is relevant, not relevant or scary to you.

- Duckworth- Grit
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_persistence?language=en
- Heath- Is Your School All Practice, No Game?
<https://www.youtube.com/watch?v=hxcKdYZ8RxY>
- Rosenstock- High Tech High
<https://vimeo.com/10000408>
- Susan Pinker- Village Effect
https://www.ted.com/talks/susan_pinker_the_secret_to_living_longer_may_be_your_social_life?language=en
- Prince EA/Dintersmith- What is School For?
<https://www.youtube.com/watch?v=PsLRgEYfgE>
- Veritasium- This Will Revolutionize Education
<https://www.youtube.com/watch?v=GEmuEWjHr5c>

THURSDAY JUNE 6, 2019
REFLECT WORKSHOP

- 12:30-12:35 Welcome & Introductions, Workshop Protocols
- 12:35-12:45 Reflections on how I learn best survey & videos (viewed at own pace in advance of workshop)
- 12:45-1:00 Dynamic Century Skills
Reflections on Biggest Changes, Skills Needed, Local Examples
- 1:00-1:30 Project Based Learning (Shared Video Experience, Team Responses)
Edutopia Video/Observations
- 1:30-2:00 Concurrent Exercises (One topic for each table team)
Time/Scheduling for Deeper Learning
Technology
Success, Belonging, Equity
Relationships/Transition from PK-5 to PK-8
Special Programs: STEM/STEAM, Robotics, Language Immersion, IB
Making Mission & Vision Visible everyday
- 2:00-2:30 Collaborative Learning Assessment- LT 2.1 Learning & Teaching
Individual Responses <https://collaborativelrng.typeform.com/to/wiQ2Uq>
- 2:30-2:40 BREAK
- 2:40-2:50 Guiding Principles Shaping Future Educational Practice

1.1 Reflections on Surveys & Videos

- How I Learn Best Survey
Responses to the online How I Learn Best survey revealed a preference for:
- Learning in small groups
 - Teacher led
 - Own pace
 - Projects

A link to results can be found:
<https://collaborativelrng.typeform.com/report/gja9Ed/fbOUdrFJyjpgDxGO>

- Collaborative Learning Observation Form
Responses to the online Collaborative Learning Observation Form identified that current practices include a significant number of learning environments include:
- Teaching alone
 - Teaching in teams
 - Long blocks of time
 - In small groups
 - Hands-on

A link to results can be found:
<https://collaborativelrng.typeform.com/report/w2bpih/BcsH59fSUclxjIJK>

Six video links were shared in advance of the workshop. Participants were asked to share what was relevant, not relevant or scary.

Relevant

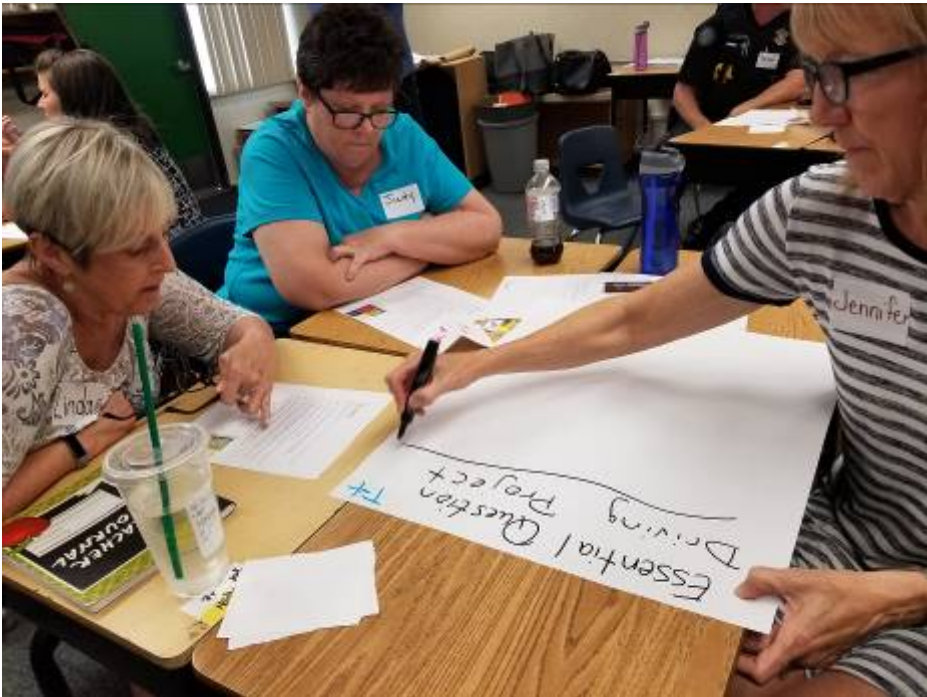
- Developing grit
- Importance of relationships
- Thinking about needs 50 years from now
- These ideas are great, but how realistic is this in the world of high stakes testing
- This would be a big swing from current practice
- External pressure to meet standards
- Our passion
- Watch Bryant Gumbel program on HBO
- Nordic Theory of Everything
- Susan Pinker- importance of social interaction
- Is school all practice, not performance? We remember those peak moments

Not Relevant

- What does this have to do with my role?
- Do I need to rethink my role/relationship to learners?

Scary

- Glass walls in some videos- the ability to be observed freaks me out

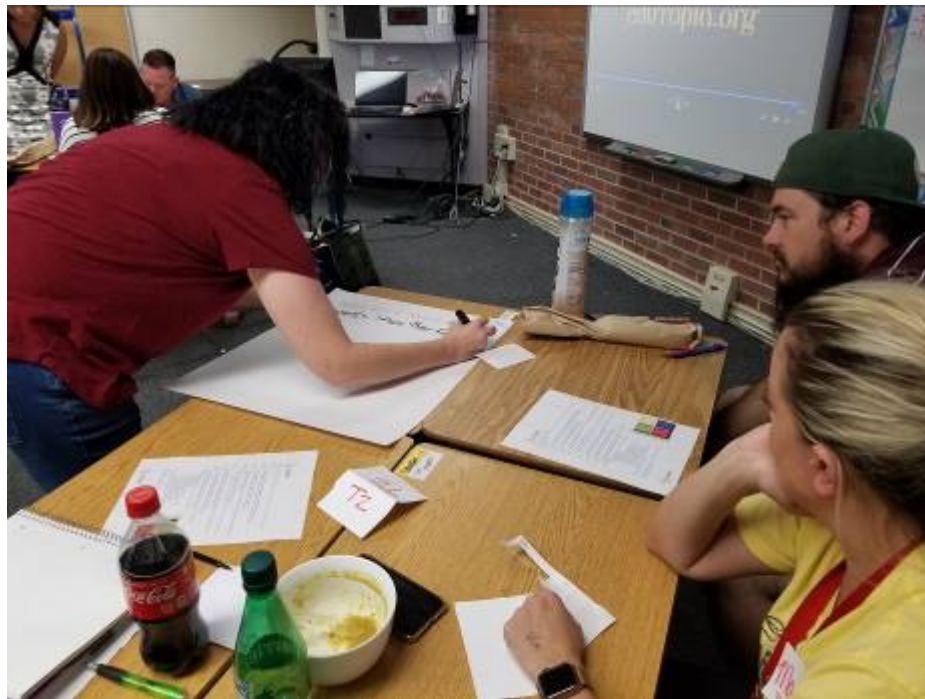


1.2 Dynamic Century Skills

The group was asked three questions focused on how the world has changed in the past 25 years, what skills are needed to negotiate that change, and examples of how those skills are acquired in your community.

Biggest Changes

- Technology
- Smart boards
- Cell phones
- Social media
- School violence
- Environmental- significantly more special needs
- Parent roles
- Fewer two-parent families
- More transience
- Bigger divide between upper/middle income
- Testing
- NCLB, ESSA, RTTT, etc



Skills Needed

- Global Communication
- Keyboarding
- Technology- I-pads
- Digital literacy
- Social skills/ emotional skills related to more time on screen
- Problem solving
- Critical thinking
- Curiosity/imagination
- Collaboration

Local Examples

- New social-emotional curriculum
- School/PTA community events- come together once a month,
- ASU PBL support
- Adult mentors, social emotional support/relationships
- JFCS
- Boys and Girls Club
- Student teachers from ASU
- Scottsdale Police Department
- Charos philanthropic organization
- Community resource center- Lily Closet
- Healthy meals, lunch, backpacks
- School break programs
- Dental care
- Scottsdale pool, fire, library
- Therapy dogs
- 1:1 technology

1.3 Project Based Learning: Overview

An Edutopia video focused on the Horned Toad program was shared, with participants responding to the questions below.

TABLE 1

- A. Describe the skills students must possess to complete the project successfully.

Reading
Writing
Technology-GPS/Computers
Map Reading
Listening
Communication
Science
Math
Art
Analysis
Driving around/GPS
- B. How is the project integrated into all learning, rather than a stand-alone exercise?

Brings all curricular areas into one project

TABLE 2

- C. How is student voice and choice integrated into project?

Multiple ways for students to learn (art, math, writing)
Students share their findings
- D. In what ways is learning made relevant through the project?

They are working in their own community
Experience possible future careers
Meaningful work being done
Using current technology

TABLE 3

- E. Describe the content/subject areas covered (Math, Science, Language Arts, Social Studies, World Language, Art, Music, PE, CTE?)

Science
Math (graphing)
Technology (GPS, computer programs)
Language Arts (writing, vocabulary)
Art (drawing)
Geography (Latitude/longitude)
Social/Emotional (relationships)

TABLE 4

- F. State the essential question driving this project.

Making a meal would be an activity. An essential question for the same exercise might be: How can we maximize energy derived from our meals?
What conditions allow the horny toad’s survival in this region
What is the horny toad population and how has it changed over the years?
What is responsible for the changes? (if there is one)

TABLE 5

- G. How does the project engage community partners in the review and exhibition of learning?

Volunteer farmers log horn toad sightings. Students, farmers, scientist each had tasks assigned
Farmer logs
Student input to software
- H. What changes to educational facilities will be required?

Technology- depending on projects

TABLE 6

- I. What changes to educational delivery will be required?

Facilitator of learning versus lecturer
Hand’s on, technology aided
Team based
- J. Roughly how many weeks does it take to complete this project?

36 week project (all year)

TABLE 7

- K. How does the project incorporate opportunities to fail, recover and persist?
- L. How is reflection introduced throughout the project?

ALL TABLES

- M. Describe a project that you could launch in Scottsdale:

TABLE 1:

Engaging Name: School Dreams

Essential Question: How would you design your ideal school?

Examples of Student Voice/Choice:

Creating evidence of learning through making: music, literature, art, technology: Artistically, written, Surveys, Physical Design, Interviews, Reading

Duration (45 Minutes? 6 days? 6 weeks?): 4 Weeks or longer

Community Partners for authenticity: Architects, Police, Families, other students, Landscape

Project Advocate to start in next 6 weeks

TABLE 2:

- Engaging Name: FOPAS (Friends Of Phoenix Animal Shelters)

Essential Question: How do we reduce the number of stray animals in the Phoenix area?

- Examples of Student Voice/Choice: Share ideas on how to reduce the stray population.

Creating evidence of learning through making: music, literature, art, technology: Posters, slide presentations, flyers, research vets that could help with \$

Duration (45 Minutes? 6 days? 6 weeks?): 6 Week Unit

Community Partners for authenticity: Partner with local shelters

Project Advocate to start in next 6 weeks

TABLE 3:

- Engaging Name: H2O Know!

Essential Question: How to effectively use and manage water in a desert landscape

Examples of Student Voice/Choice:

Creating evidence of learning through making: music, literature, art, technology: Create own landscape (Drawing, model, implement)

Duration (45 Minutes? 6 days? 6 weeks?):

Community Partners for authenticity:

Project Advocate to start in next 6 weeks

TABLE 4:

- Engaging Name: It’s Hot Outside

Essential Question: How does an outdoor environment affect the comfort level/temperature of students?

Examples of Student Voice/Choice: Design a school

Creating evidence of learning through making: music, literature, art, technology: measure temperature in different environments- sand, grass, sidewalks, blacktop, trees

Duration (45 Minutes? 6 days? 6 weeks?):

Community Partners for authenticity:

Project Advocate to start in next 6 weeks

TABLE 5:

- Engaging Name: Life Cycle of Darkling Beetle

TABLE 6:

- Engaging Name: Xeriscaping

Essential Question: Is xeriscaping beneficial to the local environment?

Examples of Student Voice/Choice: Pro/con

Creating evidence of learning through making: music, literature, art, technology: pamphlet, Microsoft publisher

Duration (45 Minutes? 6 days? 6 weeks?): 2 week project

Community Partners for authenticity: Xeriscape Garden Hayden/McDonald Nursery (Moon Valley)

Project Advocate to start in next 6 weeks

Project Based Learning: Common Next Steps

If Project Based Learning become integrated into common educational practices in Hohokam Elementary School, educators should be given time to reflect on their passion, consider who it connected them to and how they acted on that passion. This information is typically shared with the teaching team to develop essential questions with no known answer and to seek interdisciplinary partners to develop hand’s-on learning experiences with significant community connections. Each team develops a means of raising levels presentations (first to small group, then class, then grade level, then school, then community) and creating time-bound projects with real deadlines (perhaps situations where the community can’t move forward without student voice).

Great Project-Based Learning Exercises have these factors in common:

- Student Voice & Choice (local relevance)
- Teacher Passion
- Essential Question (with no known answer)
- Interdisciplinary
- Hand’s-on learning
- School-wide focus & durability beyond single personality
- Community connection
- Raising levels presentations (first to small group, then class, then grade level, then school, then community)
- Time-bound, real deadlines (perhaps community can’t move forward without student voice)

Additional information about project-based learning exercise is included below.

Essential Question

Formulate an essential question in ten words or less. Make it memorable. Make it easy for any age of learner to understand. Make it easy for any community member to understand. Test it out on others. Type it into your search engine. If an answer pops up, try again. If many resources pop up, capture them for future reference. Remember, you are supporting inquiry, not building a map to a known answer.

Interdisciplinary

Craft a project that breaks you and your learners out of your silo. Science and math are intimately connected to one another, but they are also connected to art and music. Communicating what is learned requires mastery of language, writing, presentations. Placing a project and essential question in the context of natural and human history can reveal powerful insights.

Hand’s-On Learning

A well-crafted project should integrate core learning with applied learning. Think of the project as an opportunity “make things to learn” rather than simply “learning to make things.” The hands are an extension of the mind. Making things to learn opens other opportunities to push solutions to the

point of failure, and develop an understanding of why that failure occurred before moving ahead. It can also be utilized to emphasize the importance of multiple drafts and revisions.

School-Wide Focus & Durability

It is possible to structure a project with varied complexity that begins with kindergarteners tackling the first leg of the journey, and then handing off their findings to grade 1 learners who dig into greater detail, and pass the project on to grade 2, etc. Each hand-off represents an opportunity to celebrate the transition and build upon prior knowledge.

It is also possible to have students participate in the same project many times throughout their experience in school. For example, second graders may learn about the difference between vertebrates and invertebrates in a stream side setting, while middle schoolers learn about the impact of water quality on aquatic species and high schools conduct on-going improvements to riparian areas.

Community Connection

Issues of local or global relevance are critical to well-developed project based learning exercises. The issue might be water quality or quantity, environmental impacts of energy development, native and invasive species, neighborhood blight, etc. If learners have a voice in developing the project, they will reveal what is relevant to them. Ideally, learners are tackling an issue that the community has been struggling with and can’t move ahead without the student voice.

Presentations

Effective project based learning exercises structure the project so that students have multiple opportunities to present what they are learning, receive feedback, and improve their project. For example, start by presenting in small groups of their peers, then include their entire grade level, then the school, then the neighborhood bookstore, then city council.

Time-Bound

The project should be real. Leaners know when they are play-acting, and when their work is genuinely needed by the community. Deadlines may be driven by community needs rather than the school calendar.

Project Based Learning: PBL Works (Buck Institute) Rubrics

Teaching teams can further develop emerging project based learning exercises in greater detail. The PBL Works (Buck Institute) suggests that you “begin with the end in mind”. This does not mean that you know the answer, but instead, that you begin with a series of expectations- what habits of mind should a young learner encounter? What skills will they need to develop?

Project Evaluation Rubric

PBL Works (Buck Institute) has created teacher evaluation and project evaluation rubrics for educators to help identify areas of improvement to a project prior to launching with learners.

- Key Knowledge, Understanding & Success
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product

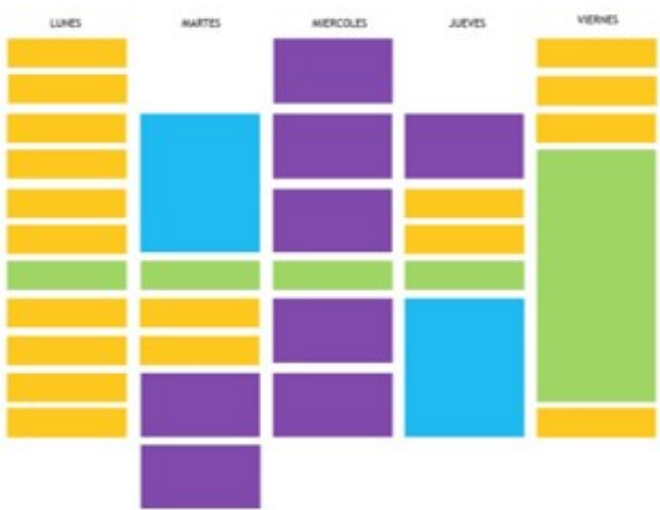
An evaluation rubric is typically shared with learners during the project launch. Rubrics are available for K-2, 3-5, 6-8 & 9-12.

1.4 Time

This exercise focuses on how the school day and calendar can be organized to support highly effective learning. Most schools are organized around the convenience of adults, not what is best for learners. The daily, weekly and annual schedule is often the greatest challenge to flexibility and innovation. Many educators would argue that the typical school schedule is not very convenient for adults either.

QUESTIONS

- A. What time of day should the school day begin? How long should the school day be?
 - 8:45
- B. Why does the school day need to start and end at the same time for everyone?
 - Bussing/siblings
- C. Why do bells and chimes persist in our schools and how else could we mark transition periods?
 - We only do beginning and end of day
- D. How long should class periods be?
 - 45-ish
- E. Why do we need class periods?
 - If departmentalized to switch
- F. How can common planning time for teachers and staff be introduced into every school day?
 - Use time while students are in special area classes
- G. What alternatives to the lunch bottleneck can be implemented?
 - ?
- H. How long should the school year be and how should the school year be divided?
 - 2 week fall, winter, spring breaks and a 4 week summer would be ideal
- I. When considering the long summer break What works? What could be better? What’s missing?
 - Too long/summer slide
 - Driven by sports?



1.5 Technology

Technology is transforming learning a “go to” event, scheduled in a computer lab, to support of anytime, anyplace learning. The mobile nature of technology is often not deployed effectively, resulting in tablets and laptops that are utilized in fixed lab settings.

Nearly universal access to information has eliminated the need to retain and recall facts but increased the demand to evaluate often conflicting sources of information.

QUESTIONS

Identify a recorder for your group. Note your responses on the large sheet.

TABLE 2:

- A. How can we support sending technology home with students every day when access to technology at home may not be equitable?
- B. What technology do we need to allow learners to create as well as receive content?
- C. What types of professional development are needed to get your teaching staff up to speed and to sustain that momentum once in place?
Continuous Professional Development in useful technology and resources. Specialized technology Professional Development for different needs
- D. How can a team of teachers and learners share technology resources without the “computer lab” approach to technology?
 - Shared laptop carts for grade levels
- E. Why is 1:1 technology desirable, why not 3-5 devices: 1 user or 1 device: 3 users or no technology?
 - Technology is the way our kids communicate, we should use this technology in the learning environment
- F. How do we maintain online safety yet provide access to real world experiences?
 - Tech students early about digital citizenship
- G. How can world language, math, language arts, PE, CTE and other classes be offered entirely on-line?
- H. What technology do we need to meet periodic standardized testing requirements and does it need to be permanent?
- I. How can we take make best use of the mobile nature of technology?
- J. If students have 24/7 access to information, lessons, lectures, tutors, etc, why do they need to come to school?
Hands-on/social aspect/ability to work with others needs to be learned as well as technology skills
- K. What does learning look like during technology holidays?
More group learning & conversations, peer tutoring
- L. What impact does station rotations, blended learning and flipped classrooms and have on the organization and quantity of learning environments?

1.6 Success, Belonging, Equity

Success can be measured in many ways- attendance, social-emotional skills, growth mindset, grades, test scores, high school graduation, college placement, employment, financial stability, volunteering in community. Belonging is achieved through identification with others- through age, gender, culture, ethnicity, faith, interests, income. Achieving equity in a community or school setting is often not addressed.

QUESTIONS

Identify a recorder for your group. Note your responses on the large sheet.

TABLE 3:

- A. What are the characteristics of a successful learner?
 - Grit/perseverance
 - Collaborative
 - Skills to think critically
 - Engaged
 - Support from others
- B. Name every for-profit and non-profit community partner you can envision being critical to the success of the school.
 - ASU (Students Teachers, Professional Development)
 - Boys & Girls Club
 - City of Scottsdale (programs)
 - Charros (donations)
 - JFCS (counseling)
 - Power Paws (programs)
 - Churches (Donations)
 - Senior Center (Pen Pals)
- C. What physical presence can those partners have on campus?
- D. What learning experiences can be supported with off-site partners?
- E. How do we foster a sense of belonging in a large school?
 - Community events
 - Parent engagement
 - Resource support
 - Common vision/goals
 - Parent/community partnerships
 - School spirit activities
- F. How is personalized learning in conflict with belonging to a larger group?
- G. In what ways does belonging to a small group conflict with belonging to the whole school?
- H. What are the barriers to equity in our community?
- I. What wrap-around services are critical to providing equity in our school?
- J. How is equity best achieved in our school?

1.7 Relationships

This exercise is an assessment of current and future age/grade transitions associated with effective learning environments and how many years teaching teams can effectively loop with the same group of learners.

QUESTIONS

Identify a recorder for your group and note key issues on the large sheet.

TABLE 4

- 1. At what age should we first engage young people in our community?
 - 0 1 2 3 4 5?
 - Presently 3 and up
 - Optimally having younger siblings given opportunities to connect to the school community
- 2. How long can you effectively loop with learners?
 - 2 3 4 5 6 7 8 9 10 11 12 years?
 - 2-3 max
 - Allows teacher/student relationships, optimizing learning
 - Limits interactions with others
 - Not beneficial if not a good relationship
- 3. Where are the significant developmental changes that suggest the most appropriate grade groupings within the school?
 - PK K 1 2 3 4 5 (Current)
 - EC PK K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 - PK-2/3-5, but allow for many opportunities for different groups to interact
- 4. Are there certain groups that should not share spaces and how can we achieve social separation between those groups?
 - Wings or buildings
- 5. What groups benefit the most from connecting to each other and how can we create those connections?
 - All benefit if purposeful
- 6. As a teacher, how many kids can you know well (know that a grandparent is ill)?
Based on individual personalities
- 7. As a principal, how many kids can you know well (know their name, struggles and shining moments)? How many teachers do you know well (know they are caring for a sick parent, shine when paired with others)?
- 8. How many teachers can work effectively together as a team? What happens when the team is too small or too large?
 - 2 3 4 5 6 ?
 - 3-5
 - Smaller number fewer ideas
 - Larger number- not all voices may be heard

1.8 Special Programs

Please share the most important things the planning and design team should know about the nature of teaching and learning in your special programs.

TABLE 5

- 1. STEM
 - How many participants?
 - What portion of day?
- 2. STEAM
 - Band & Orchestra
 - 40 students, every other day in afternoon
 - Risers, share room
 - General Music
 - One room
 - Drawing? Painting? Sculpture?
 - Video/Photography?
 - Drama?
 - Other?
 - How many participants?
 - What portion of day?
- 3. Robotics
 - How many participants?
 - 10-20 students
 - What portion of day?
 - 4 days each week M-Th
 - Currently after school
- 4. Language Immersion
 - Mandarin?
 - Spanish?
 - Arabic?
 - How many participants?
 - What portion of day?
- 5. International Baccalaureate
 - PYP?
 - MYP?
 - How many participants?
 - What portion of day?
- 6. Other
 - Montessori?
 - Reggio Emilia?
 - Leadership?
 - Sustainable Living?
 - Entrepreneurship?
 - Tutoring after school
 - Number of students varies, uses various classrooms

1.9 Making Scottsdale Unified School District’s Vision & Mission Visible Everyday at Hohokam Elementary

Identify a recorder for your group and note key issues on the large sheet. Review the Mission & Vision statements below provide examples of how the culture of the school is expressed through behaviors, Language, Artifacts, Traditions & Folklore and integrated into learning experiences and daily practice.

TABLE 6

- Hohokam Elementary Mission Statement:** Our flight to “excellence” is guided by the following pillars:
- Classrooms with a Strong Academic Focus
 - Linear and Sequential Curriculum
 - Schoolwide Positive Behavior expectations
 - Schoolwide Dress Code
 - Partnership between Home, School (PTA) and Community

Vision Statement: Our Pillars of Excellence, combined with 21st Century Learning, ensure achievement for all

Evidence in Daily Practice:

- Behaviors: Dress code, SOAR, Freddy’s Wheel of Prizes, CICO, DOJO, HFF, Buddy Rooms, MTSB- major/minors
- Language: SOAR, SLANT, 50/50, Parents as Partners, “AVID”, 7up Sentence, DOJO, IXL, AR, Thinking Maps, RTI, CFA, Smart Goals, PLC Meetings
- Artifacts: Wheel, Parent tickets, Dress Code, Freddy, Partnership with Community + Home, Target, Back, Student Data Books, Bulletin Boards in Cafeteria, Thermometer for words read, AR, 100% club
- Traditions: Come read with me, Title I parent events, Holiday House, Falcon Frenzy, Morning announcements, HFF, Thanksgiving lunch
- Folklore: Care +Community, generational family, neighborhood school, A+, AM/PM Programs

1.10 Collaborative Learning Assessment- LT 2.1 Learning & Teaching

16 participants responded to the Collaborative Learning Assessment LE 2.1- Learning & Teaching. The most significant changes are noted below. The summary can be found at the following link.

<https://collaborativelrng.typeform.com/report/wiQ2Uq/7q5wxz5Hxeagddw7>

RELATIONSHIP TOPICS 1-6

3 INDIVIDUAL EDUCATION PLANS

Significant change from **CURRENT PRACTICE BAU:** For special education only to **DESIRED FUTURE PRACTICE SOS:** Individual Education Plans for all

4 EQUITY

CURRENT & DESIRED FUTURE PRACTICE SOS: Equity is addressed by providing more resources for learners with greatest need or eliminating barriers for all

5 21st CENTURY SKILLS

DESIRED FUTURE PRACTICE SOS: 21st Century Skills of Creativity, Communication, Collaboration and Critical Thinking integrated into all learning

LEARNING TOPICS 7-10

8 CELEBRATING LEARNING

DESIRED FUTURE PRACTICE SOS: Evidence of learner work in all areas on display throughout the school

ADULTS TOPICS 11-14

12 COUNSELORS

Significant change from **CURRENT PRACTICE BAU:** 1:400, mostly academic focus to **DESIRED FUTURE PRACTICE SOS:** 1:100, mostly social emotional, include meditation, breathing exercises, yoga

13 TEACHERS

Significant change from **CURRENT PRACTICE BAU:** Teach alone to **DESIRED FUTURE PRACTICE SOS:** Teacher teams

SAFETY & TECHNOLOGY TOPICS 15-18

15 SAFETY

Significant change from **CURRENT PRACTICE BAU:** Safety addressed through lock down drills to **DESIRED FUTURE PRACTICE SOS:** Safety addressed through relationships & zone security

TIME TOPICS 19-22

20 DAILY TIMETABLE

Significant change from **CURRENT PRACTICE BAU:** 45-50 Minute classes to **DESIRED FUTURE PRACTICE SOS:** Blended schedules with unscheduled days for learning at your own pace

22 ANNUAL CALENDAR

Significant change from **CURRENT PRACTICE BAU:** Long summer break to **DESIRED FUTURE PRACTICE SOS:** No breaks longer than 2-3 weeks

COMMUNITY TOPICS 23-25

23 COMMUNITY ENGAGEMENT

DESIRED FUTURE PRACTICE SOS: Community experts integrated into learning experiences

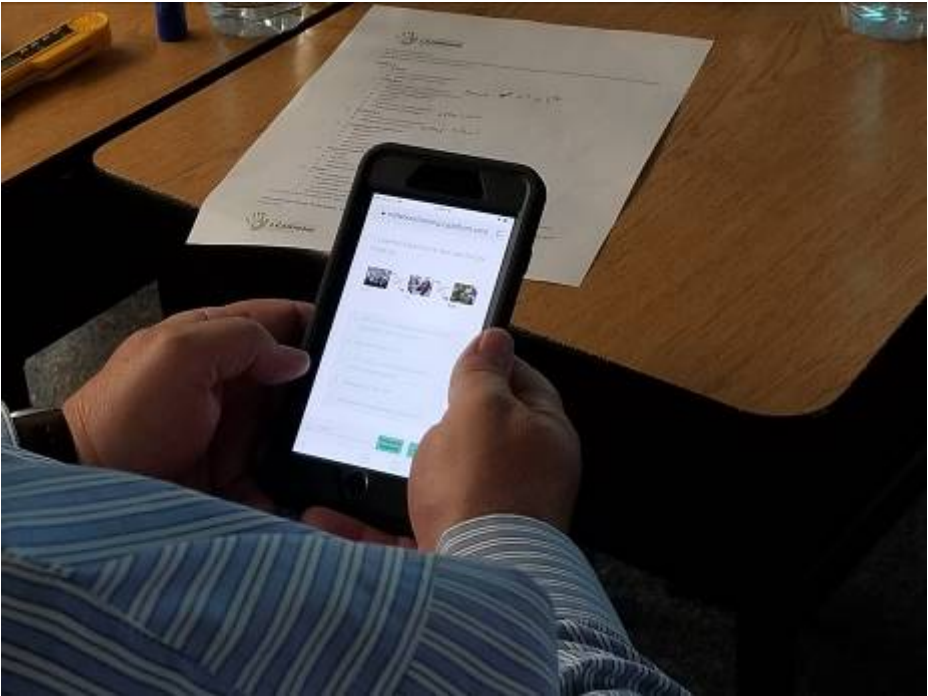
24 COMMUNITY PRESENCE

Significant change from **CURRENT PRACTICE BAU:** Community boosters for arts and athletics to **DESIRED FUTURE PRACTICE SOS:** Co-located community partners- child care, senior care, health clinics, fitness center, library, café, credit unions, maker space, etc.

1.11 Draft Guiding Principles

The following educational guiding principles emerged from the REFLECT workshop:

- Project based learning is focused on locally relevant issues of concern to learners and educators
- Long blocks of time are important for deeper learning
- Technology is integrated into learning experiences with a focus on developing digital citizens, hands-on experiences and peer tutoring
- Relationships represent an opportunity to connect with each learner and educator through purposeful group interactions
- Flexible labs are needed to support music, art, robotics and after school programs
- The school mission is made visible through the display of all types of learning
- Success is achieved through the develop of collaboration, critical thinking, engagement, belonging, grit and community partnerships
- Learning is best achieved by working in small groups, at your own pace on hands-on projects



SUMMARY OF INSPIRE WORKSHOP
THURSDAY JUNE 6, 2019

INSPIRE WORKSHOP

2:50-3:00 The World Beyond Scottsdale (Whole Group Presentation)

Stories, images & data from highly effective schools found around the world

3:00-3:20 Visual Preference Feedback

Individual responses to images shared in presentation

3:20-3:30 Places for Learning Overview (Whole Group Presentation)

- A. Teachers Work Alone- Chief Charlo, Missoula, Montana
- B. Teacher Pairs- Springfield Literacy Center- Springfield, Pennsylvania
- C. Teach in Pairs with PBL- High Tech High Chula Vista, California
- D. Teacher pairs & team of 4-5 Lewis & Clark Elementary- Missoula, Montana
- E. 3 Year Looping- Crosswinds East Metro Arts & Science School, Woodbury, Minnesota
- F. Multi-Grade Teams- Canyon Creek Elementary, Davis, Utah
- G. Learning Suites- Caulfield Grammar School, Melbourne, Victoria
- H. Small Learning Communities-- Arlington Elementary, Tacoma, WA

3:30-4:00 Places for Learning Evaluations (2-3 Each)

What Works, What Could Be Better, What's Missing?

Rating 0-5

4:00-4:20 Describe range of options for development by design team

Business As Usual

Light Touch Transformation

Heavy Touch Transformation

Out-Of-The-Box

Start Over

4:20-4:30 Guiding Principles

4:30 ADJOURN

HOMEWORK Collaborative Learning Assessment- LE 2.2 Learning Environments

Individual responses <https://collaborativelrng.typeform.com/to/J1pBrF>

4:30-5:30 Debrief with leadership team

2.1 The World Beyond Scottsdale

The Collaborative Learning Network shared images of highly effective schools from around the world, including welcoming entries, commons, and breakout spaces for projects, presentations and technology. The use of transparency, color and flexible furnishings were included in the presentation.



2.2 Visual Preference Feedback (Individual Responses)

The Collaborative Learning Network shared images of highly effective schools from around the world, including welcoming entries, commons, and breakout spaces for projects, presentations and technology. The use of transparency, color and flexible furnishings were included in the presentation. The visual preference survey identified the following preferences:

- Extended learning areas
- Outdoor learning
- Flexible furnishings
- Small group rooms

Concerns

- Seating stairs
- Long cafeteria tables



2.3 Places for Learning Overview (Whole Group Presentation)

An overview of eight models of high school organization were shared

- A. Teachers Work Alone-Chief Charlo, Missoula, Montana
- B. Teacher Pairs-Springfield Literacy Center-Springfield, Pennsylvania
- C. Teach in Pairs with PBL- High Tech High Chula Vista, California
- D. Teacher pairs & team of 4-5 Lewis & Clark Elementary- Missoula, Montana
- E. 3 Year Looping- Crosswinds East Metro Arts & Science School, Woodbury, Minnesota
- F. Multi-Grade Teams- Canyon Creek Elementary, Davis, Utah
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- H. Small Learning Communities-- Arlington Elementary. Tacoma, WA

2.4 Places for Learning Evaluations (1-2 Each)

Table teams were asked to identify What Works, What Could Be Better, What's Missing? And to rate the school organizations on the following scale:

- 5 Highly Appropriate for Hohokam Elementary
- 4 Appropriate for Hohokam Elementary
- 3 Not Sure
- 2 May not be Appropriate for Hohokam Elementary
- 1 Not Appropriate for Hohokam Elementary

The group expressed a preference for small learning communities with a variety of learning spaces and a thoughtful relationship between core and applied learning. Ratings & comments are noted on the following pages.

A. Teachers Work Alone

- Isolated classrooms
- Grade groups not well defined
- School size is circumstantial
- 65% for teaching & learning



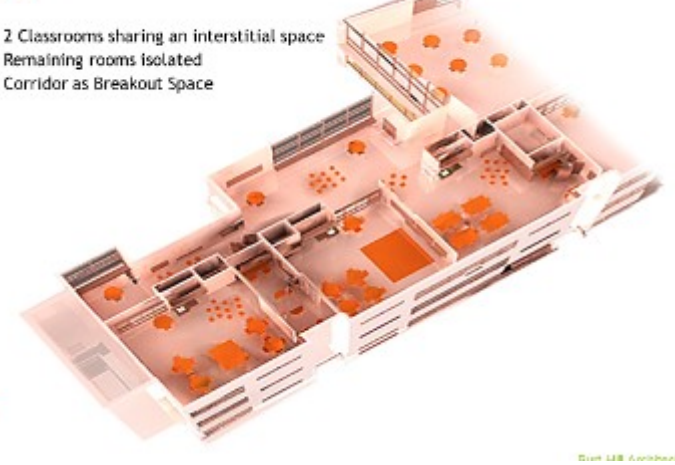
Chief Charlo
Missoula, MT

A. Teachers Work Alone-Chief Charlo, Missoula, Montana
RATING: 1,2,2,5
COMMENTS:

- Low percentage for teaching and learning
- Isolated classrooms, interior halls
- No shared learning spaces
- Not appropriate for change
- You can expand

B. Teacher Pairs

- 2 Classrooms sharing an interstitial space
- Remaining rooms isolated
- Corridor as Breakout Space

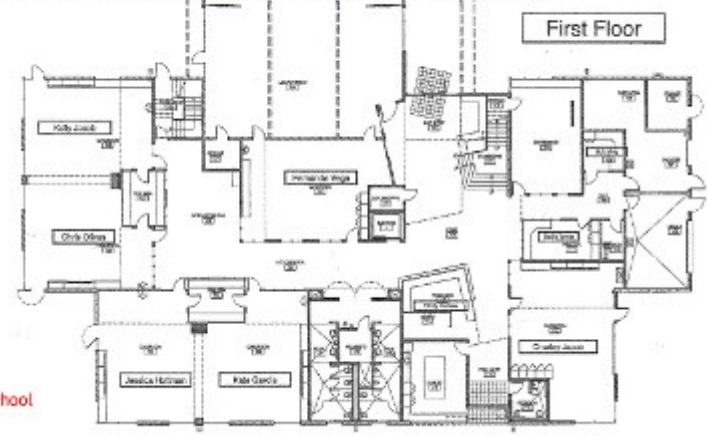


Springfield Literacy Center
Springfield, PA

B. Teacher Pairs-Springfield Literacy Center-Springfield, Pennsylvania
RATING: 2,2,2,2,3
COMMENTS:

- Isolated rooms
- Not in favor of work area/hallway
- More than 2 team teachers- we have teams of 4-5
- Don't like the layout
- Too isolated- teams of only 2

C. Teach in Pairs with Project Based Learning

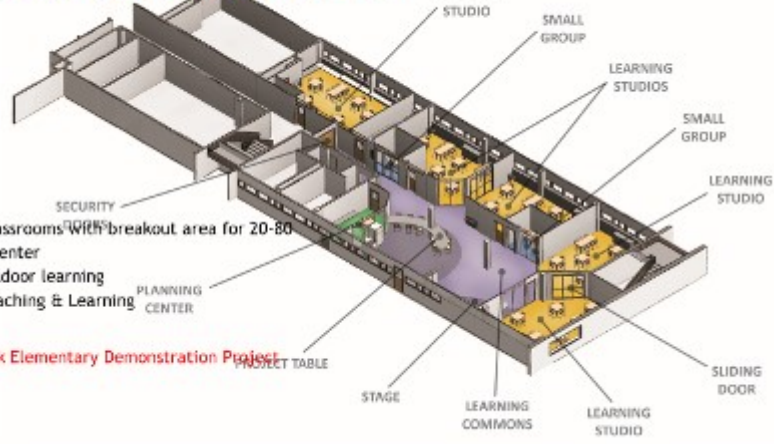


High Tech High Middle School
Chula Vista, CA

C. Teach in Pairs with PBL- High Tech High Chula Vista, California
RATING: 2,3,3
COMMENTS:

- Don't like 2 stories
- No green space
- Limits you to pairs
- Lack of outside
- Don't disagree or agree

D. Teacher Pairs & Team of 4-5

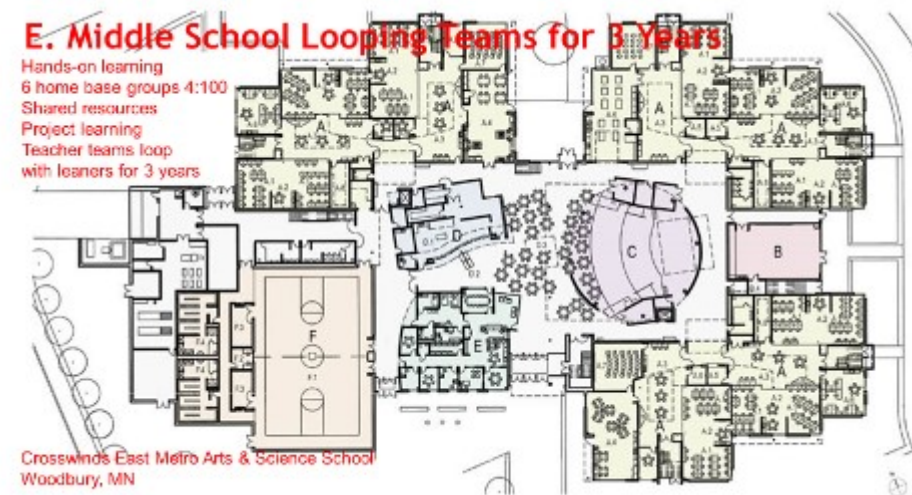


- Pairs of classrooms with breakout area for 20-80
- Planning Center
- Link to outdoor learning
- 90% for Teaching & Learning

Lewis & Clark Elementary Demonstration Project
Missoula, MT

D. Teacher pairs & team of 4-5 Lewis & Clark Elementary- Missoula, Montana
RATING: 3,5,5,5,5,5
COMMENTS:

- Safety
- Wings
- Large shared space
- Not sure
- Safety
- Green space
- Keeps us in wings
- Teams together
- Renovate
- Add larger windows
- Like!



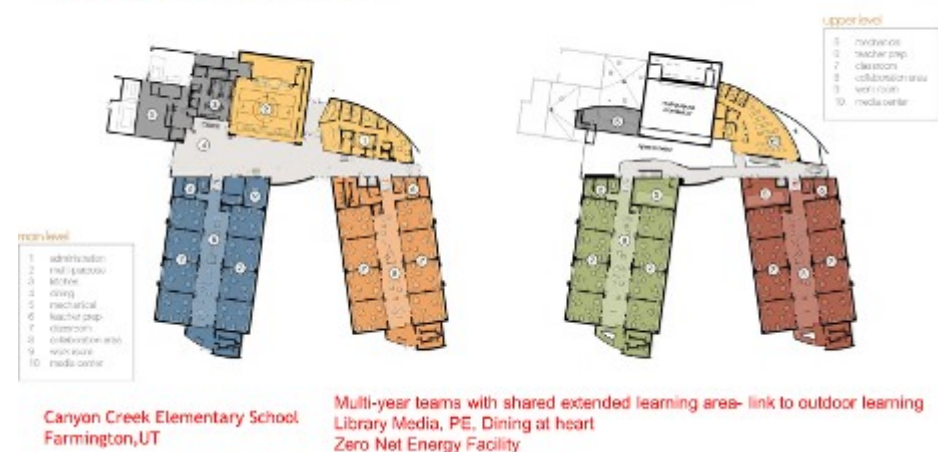
E. 3 Year Looping- Crosswinds East Metro Arts & Science School, Woodbury, Minnesota

RATINGS: 1, 2, 2, 2, 2, 5, 5

COMMENTS:

- Layout
- Teacher looping idea
- Looping works! (2 years)
- Home base groups
- Isolated
- No courtyards
- We don't loop
- Too isolated

F. Multi-Grade Teams



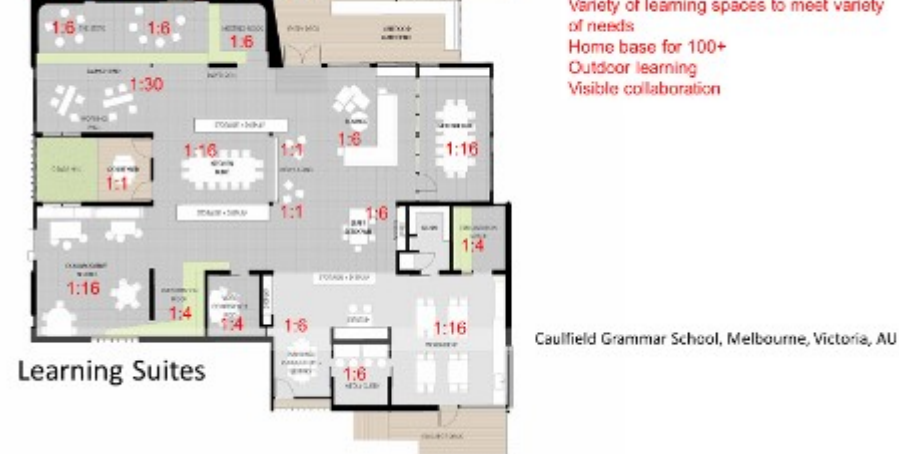
F. Multi-Grade Teams- Canyon Creek Elementary, Davis, Utah

RATINGS: 2.5, 3, 3.5, 3.5, 4, 4.5, 5, 5

COMMENTS:

- Pod
- Collaboration
- Like the teams
- Nice layout for learning/collaborating
- Like the pods
- No 2 stories
- No outdoor courtyards
- Like wings, teams + common area
- Keep green spaces + trees
- Is this collaborative?
- Are there individual classrooms?
- Like the pods, don't want 2 story
- Shared learning spaces
- Possible interruptions

G. Learning Suites



G. Learning Suites- Caulfield Grammar School, Melbourne, Victoria, AU

RATINGS: 2, 2, 2, 4, 5, 5

COMMENTS:

What Works?

- Scalable
- Variety of furnishings
- Flexible
- PBL Focus

What Could Be Better?

- Large group instruction/meeting

What's Missing?

- Limited storage
- Teacher planning area

General:

- Visible collaboration
- Variety in learning spaces
- Don't like café in the middle of campus- too loud!
- Too open
- Love the space
- Students that are "runners" will interrupt others learning

H. Multiple Modalities



H. Small Learning Communities-- Arlington Elementary. Tacoma, WA

RATINGS: 2, 4, 4, 4, 5, 5, 5, 5

COMMENTS:

- Love the courtyards & extended spaces
- Courtyards, lots of outdoor spaces
- Courtyards, teacher cooperation
- Rooms too small- (small home base)
- Courtyard
- Keep green grass
- Like design and grass areas
- Small rooms for whole group instruction
- Small room
- No need for 2 shared spaces
- Love the courtyards!
- 99% teaching and learning
- Courtyards!
- Courtyards
- 99% teaching & learning

2.5 Preliminary Range of Options

Workshop participants identified key elements of four preliminary range of options. These ideas will be developed by the planning and design team for review during the DISCOVER workshop in July.

BAU: Business As Usual

- No grade level planning space
- No/little technology spaces
- Not safe
- Asbestos
- No gym
- Not all teams connect
- No AC
- No extended spaces
- Termite damage
- No science labs

LTT Light Touch Transformation

- Move office forward
- Rebuild/move back-cafeteria & specials classes
- Renovate AC, plumbing, electrical
- Asbestos abatement
- Teachers in pairs, add shared /common learning spaces
- Update technology in classrooms
- Modernize/update shelving and storage

EXR Expansion Remodel

- Heavy renovation
- Fewer buildings with shared space
- Defined entrance
- Office in front
- Cafeteria and multipurpose (2 rooms)
- Centrally located specials rooms
- Office size rooms for different programs- speech, etc.
- Flexibility for different size teams (4-5) PK-5 typically 4/year, occasionally 5 per year
- Storage spaces
- Courtyards enhanced (green & shading)
- Restroom renovation (locations) safety

SOS Start Over School

- Collaboration spaces
- Improved security
- Right-sized resource spaces (speech, RTI, Special Education)
- Centralized common spaces (cafeteria, administration)
- Locate playgrounds adjacent to cafeteria
- PE spaces
- Maker space
- Drop-off/pick-up
- More accessible adult restrooms
- Student restrooms that can be supervised

2.6 Preliminary Facility Guiding Principles

Workshop participants expressed a strong preference for the following facility features:

- Teacher teams of 4-5
- Extended learning area
- High percentage of space dedicated to teaching and learning
- Thoughtful proximity of shared spaces such as music, art, PE, dining/Assembly
- Courtyards and outdoor learning spaces

