



EDUCATIONAL VISIONING

Austintown Fitch High School
Austintown Local School District
Austintown, OH



April 2012
Frank Locker Educational Planning

CONTENTS

Ch 1 Contents + Acknowledgements

Ch 2 Executive Summary

Introduction
Educational Vision
Facility Concepts

Ch 3 Educational Vision

Introduction
Vision Components
Key Words
Guiding Principles
Success
School Transformation + Development Map
Student Centered Schools: Most Relevant Issues
Learning Modalities
Project-Based Learning
Integrating the Curriculum
School Organizational Structure

Ch 4 Facility Concepts

Introduction
Places for Learning
Overall School Organizational Diagram

Ch 5 Appendices

5.1 Workshop Notes Day 1
5.2 Workshop Notes Day 2
5.3 Workshop Notes Day 3
5.4 Student Centered Schools Presentation
5.5 Places for Learning Presentation
5.6 School Transformation + Development Map



Contents + Acknowledgements



ACKNOWLEDGEMENTS

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INTRODUCTION

This Educational Vision was developed by Austintown Fitch High School (AFHS) stakeholders, the Visioning Team, in facilitated workshops in March and April 2012. The group of approximately 45 teachers, administrators, students, parents, and community and business leaders collaborated with each other, building upon the recent District focus on student centered learning. They thoroughly explored the implications of student centered learning, and augmented them with promising educational and facility concepts to deliver the relevant education needed to meet the goal of preparing AFHS students for a future of success.



Executive Summary

VISION COMPONENTS

The Educational Vision for AFHS is described fully in Ch 3, Educational Vision, through several components:

- **Key Words** characterize the ideal AFHS
- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **Success** characterizes goals for life success for students
- **School Transformation and Development Map** (Copyright 2011 Frank Locker Inc) relates educational delivery and facilities to national practices, both today and projected in the future
- **Student Centered Learning: Most Relevant Issues** identify the 21st Century issues most important to AFHS
- **Learning Modalities** identifies the most effective and appropriate ways for teachers to reach students with curriculum delivery
- **Project-Based Learning (P-BL)** explores a challenging, but essential, component of 21st Century learning
- **Integrating the Curriculum** outlines strategies for bridging across traditional high school curriculum boundaries to achieve holistic educational delivery
- **School Organizational Structure** defines preferred approaches to the overall relationships of people and programs



Ch 4, Facility Concepts, describes building planning concepts which are essential to supporting the Educational Vision.

The essence of these concepts is presented here in this summary.

KEY WORDS

The future AFHS should be characterized by these words. See Ch 5.3 for the full list of words conceived by the Table Teams.

- Innovative
- Student-centered
- Collaborative
- Flexible
- Project-based
- Integrated, interdisciplinary
- Engaging
- Caring

GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team (teachers, administrators, parents, students, Ohio Department of Education, community members, and business partners) which examined educational trends, best practices, and issues affecting the delivery of student centered education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They may serve as a foundation for the future Austintown Fitch High School (AFHS). As such, they are intended to form the basis of future educational delivery and facilities planning. Professional Staff Development is crucial to the successful implementation of the educational concepts outlined here.

The Guiding Principles are presented in full in Ch 3, Educational Vision. A selection from the Guiding Principles includes:

Overarching Principles

- Focus on how students learn. Support this focus with professional development on how students learn in the 21st Century
- Create meaningful choices for students as they chart personal paths for learning
- Establish collaboration as a primary value in student centered learning.
- Implement project-based learning as an essential learning modality at AFHS
- Support interdisciplinary learning in teachers' planning, deliveries, scheduling, and classroom arrangements
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology
- Teach 21st century skills as well as traditional skills
- Engage students in active and expressive learning which is more meaningful and has greater retention than traditional learning`
- Provide learning experiences which include internships, community-based service learning, projects, and real world connections
- Make learning at AFHS engaging, exciting, and enjoyable
Create flexibility in facilities, thinking, scheduling, and curriculum
- Initiate program change now and in the future

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing educational experience for all AFHS students.

INSTRUCTIONAL MODELS

- Create a mentoring program to provide a welcoming and safe school environment
- Focus on teaching 21st century skills in all course, including AP and Dual Credit offerings
- Include multiple Intelligences theory in planning to provide a positive framework for understanding the differences among learners





- Shift to more active, applied learning which will make students more college and career-ready
- Shift educational delivery practices to foster social-emotional learning on a regular basis
- Develop interdisciplinary projects/teaching/learning
- Create project-based learning experiences in a variety of formats, both short and long term, classroom-based, discussion-based, community-based, and team-taught
- Make educational delivery more consistent and improve ability to meet individual students' needs
- Increase STEM learning
- Increase Arts learning, integrate performing and visual arts in core learning

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:

- Wireless capability in all spaces in the building
- Proactive planning for virtual and distance learning experiences
- Integration of new media effectively in student learning: mobile devices, social networking, virtual worlds
- Blended Learning. AFHS will incorporate virtual learning for content and use classroom time for discussion and application through project-based learning

Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

COMMUNITY RELATIONS AND RESOURCES

- Establishing partnerships within Austintown and the Mahoning Valley is a priority
- Develop opportunities for extensive community use of the school facility
- Provide learning in the community through internships and service-learning opportunities
- Invite community members into the school as experts to review students work

Educational Structure

RELATIONSHIPS

- Organize students and teachers in group sizes that foster knowing and communication
- Create small learning community Academies to focus learning on commonly held interests
- Explore looping as a strategy to increase the knowledge teachers have of their students

SCHEDULE

- Institute strategic scheduling to empower the concepts outlined here. The AFHS schedule must provide for flexibility, collaboration, and interdisciplinary learning
- Create common planning time for teachers

Facility Implications

- Plan a building that facilitates changes in learning modalities and school organization which will enhance and learning and social skills
- Plan for long term viability for those aspects of learning and social life that require skills beyond virtual means
- Create flexible clusters of classrooms and related learning and support spaces to improve relationships and foster interdisciplinary learning

SUCCESS

Success is defined by understanding personal strengths and weaknesses, having confidence in oneself and accepting failure as a vital part of success. Students need to develop the ability to succeed and fail with grace.

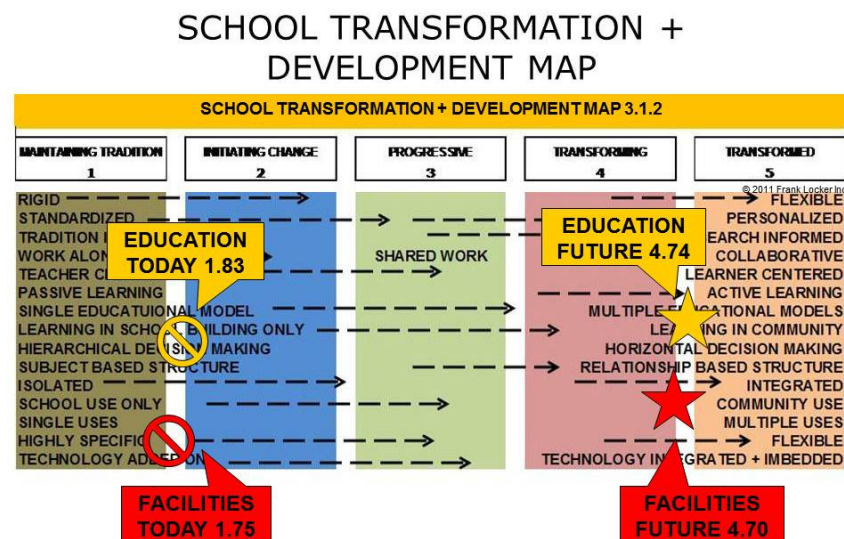
High school should be student-centered providing 21st century skills to succeed in the workplace. Students should be engaged and excited about their learning in and out of school.

A student is successful when they recognize and strive toward reaching their full potential to make a positive impact on others and society.



SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Workshop participants used the School Transformation + Development Map (© 2011 Frank Locker Inc) to evaluate AFHS's current educational delivery and facilities, and to project the desired future for both. The scores were:



The most important lessons from the ST+DM for the immediate future come from the difference between today's situation and the desired future. The Futures Team desires significant change in both, approximately three columns out of five. For education this means that a program of Professional Staff Development needs to be implemented, starting soon. For facilities, it means that facilities need to be flexible to foster step change over time without compromising the Vision. In both cases dialogue with the community needs to be engaged to share and receive comments and guidance on the exciting concepts proposed for the future AFHS.

See Ch 3, Educational Vision for further explanation.

STUDENT CENTERED LEARNING: MOST RELEVANT ISSUES

The Visioning Team identified the three most important issues for AFHS in promoting student centered learning. Internships and service learning

- 21st century skills
- Flexibility for change in curriculum, delivery, and physical space
- 21st century learning spaces, facilities, classroom set-up
- Teacher teaming/collaboration
- Technology
- Flexible furniture

PROJECT-BASED LEARNING

Project-Based Learning (P-BL) is a challenging, but essential, component of 21st Century learning. The PBL approach is centered on classroom and homework assignments that are open-ended, with no single answer, much like real-world situations. Supporting project-based learning may require some critical changes to AFHS, including:

- Schedules (longer class periods)
- Project work areas
- Facilities changes to locate teachers of different specialties near each other to support cross-disciplinary projects

Topics for project-based learning at AFHS are outlined below. Many of these projects could be started soon, by early adopters, and shared with the whole the whole school as pilot projects. Full descriptions are in the Appendix, Ch 5.2

- Campaign for President!
- Design a Community Awareness Plan for Shale Drilling
- Financial Literacy
- Design and Implement a Portable Food Service Concept to Sell Food for a Profit to Raise Money for Relay for Life
- Design a Service Project to Market a Cause Based on Interdisciplinary Goals

INTEGRATING THE CURRICULUM

Changing educational deliveries to recognize and parallel the nature of knowledge through integration of traditionally separate curricular areas is one of the most important and challenging aspects of high school reform. Futures Team members developed strategies for curriculum integration at AFHS in arts, STEM, and applied learning, including these selected concepts:

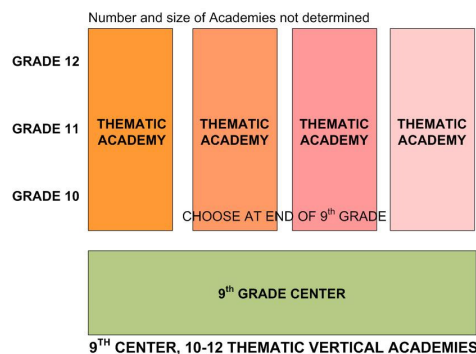
- Focused staff Professional Development
- Institute cross-curricular common planning time for teachers and staff
- Initiate PBL, project based learning
- Develop community partnerships
- Teach core through the arts; teach arts through core
- Scheduling is the biggest issue

SCHOOL ORGANIZATIONAL STRUCTURE

AFHS High School is currently organized as a departmental high school. Workshop participants explored and evaluated other possibilities. The most favored concepts were based on thematic vertical learning communities, or Academies, with variation only in how the 9th Grade is structured.

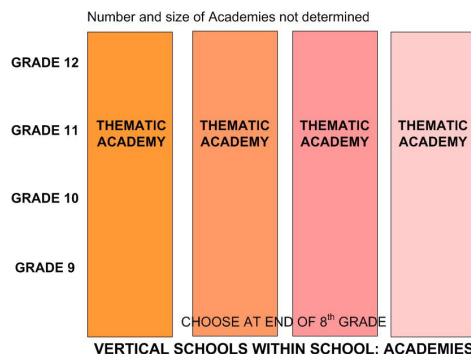
9TH CENTER, 10-12 THEMATIC VERTICAL ACADEMIES

This concept organizes school into a 9th Grade small learning community, an academy, followed by three years in a student-chosen thematic integrated academy.



VERTICAL SCHOOLS WITHIN SCHOOL

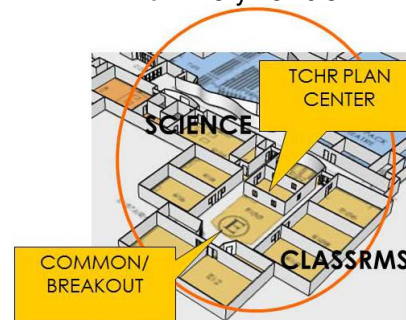
This concept is similar, except that the 9th graders would be integrated in the Schools within School, the academies. Their choice of academy would be made in 8th Grade.



PLACES FOR LEARNING

The Futures Team reviewed eight exemplar schools from the USA and Australia. An overwhelming majority of participants favored the learning environments of two schools, for these reasons:

- Glacier High School:
 - Flexible for department and academy models
 - “Traditional look” – “modern uses”
 - Open space for disciplines
 - Very flexible



- Cristo Rey High School:
 - Open, flexible fits academy approach
 - Flexibility (student-centered)
 - Open space for disciplines
 - Most flexible + soft furniture
 - Studio/whole space
 - Zoning on activities



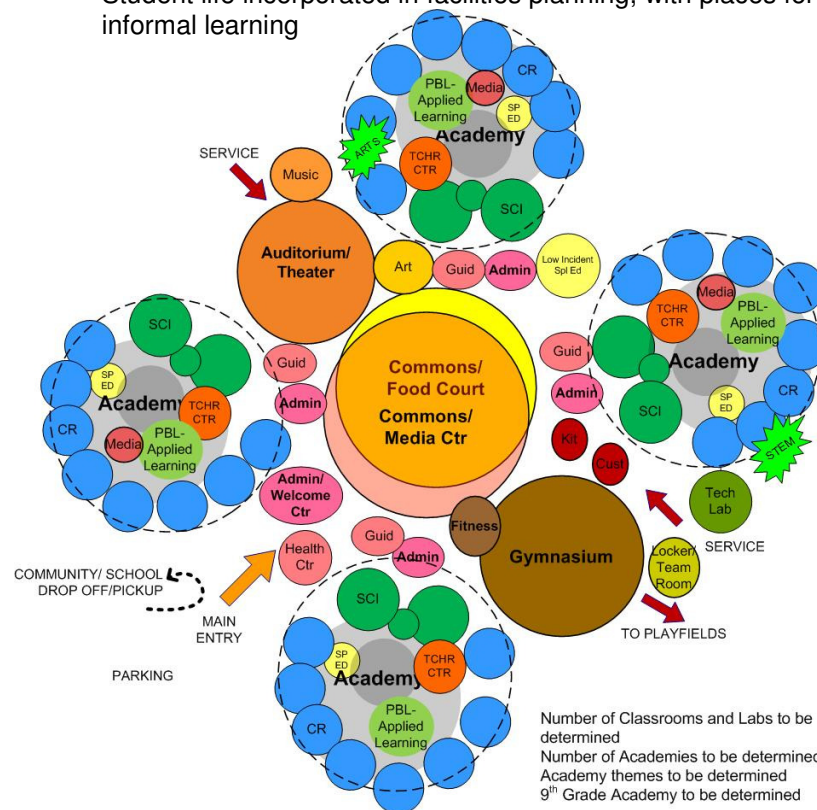
Other Places for Learning are outlined in Ch 4, Facility Concepts.

OVERALL SCHOOL ORGANIZATIONAL DIAGRAM

An overall school organizational diagram was developed in a whole group workshop session in the last hour of the last of three workshops, allowing participants to express their collaborative thinking in a single comprehensive diagram. These include:

- Commons/Media Center as the hub of the school
- Commons/Food Court immediately adjacent to/below the Commons/Media Center
- Core learning spaces arranged in thematic Academies, with flexibility for combinations to serve larger numbers of students, such as in a 9th Grade Academy
- Distributed leadership: Guidance and Administrative staff as close to Academies as possible, perhaps within Academies
- The locker problem solved
- Special Education needs served through inclusion support spaces within and near Academies

- Teacher Planning Centers strategically placed to serve as interdisciplinary collaboration centers, aligned with Academy planning
- Rethink the Media Center, perhaps as 21st century media in all Academies
- Academies strategically located to align with related functions that serve the whole school/community. While Academies themes are not yet determined, speculation suggested the following:
 - Wellness Academy near school Health Office and Physical Education/Athletics
 - Arts Academy adjacent to Auditorium/Theater
 - STEM Academy near service entry to facilitate movement of supplies
- Student life incorporated in facilities planning, with places for informal learning



AUSTINTOWN FITCH HIGH SCHOOL



INTRODUCTION

This Educational Vision reflects the work of the Futures Team; approximately 45 teachers, administrators, students, parents, and community and business leaders from Austintown and Austintown Fitch High School (AFHS.) Created through three days of intense facilitated workshops, it is intended to guide the long-term development of both the school and its facility.

VISION COMPONENTS

The Educational Vision for Austintown Fitch High School is described here through several components:

- **Key Words** characterize the ideal AFHS
- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **Success** characterizes goals for life success for students
- **School Transformation and Development Map** (Copyright 2011 Frank Locker Inc) relates educational delivery and facilities to national practices, both today and projected in the future
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- **Integrating the Curriculum** outlines strategies for bridging across traditional high school curriculum boundaries to achieve holistic educational delivery
- **School Organizational Structure** defines preferred approaches to the overall relationships of people and programs



Educational Vision





KEY WORDS

The future AFHS should be characterized by these words. They were conceived in the final hours of the third day of the Visioning workshops by Table Teams. The words chosen for highlight here were those that were most commonly cited, presented in frequency of citation. See Ch 5.3 for the full list of words conceived by the Table Teams.

- Innovative
- Student-centered
- Collaborative

- Flexible

- Project-based
- Integrated, interdisciplinary
- Engaging
- Caring

GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team (teachers, administrators, parents, students, Ohio Department of Education, community members, and business partners) which examined educational trends, best practices, and issues affecting the delivery of student centered education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They may serve as a foundation for the future Austintown Fitch High School (AFHS). As such, they are intended to form the basis of future educational delivery and facilities planning. Professional Staff Development is crucial to the successful implementation of the educational concepts outlined here.

The Guiding Principles are:

Overarching Principles

- Honor individual students interests and skills in the educational deliveries at AFHS

- Focus on how students learn. Support this focus with professional development on how students learn in the 21st Century
- Create meaningful choices for students as they chart personal paths for learning
- Support students learning content knowledge through inquiry rather than through memorization
- Establish collaboration as a primary value in student centered learning.
- Encourage life-long learning
Create positive role models for learning
- Implement project-based learning as an essential learning modality at AFHS
- Support interdisciplinary learning in teachers' planning, deliveries, scheduling, and classroom arrangements
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology
- Teach 21st century skills as well as traditional skills
- Engage students in active and expressive learning which is more meaningful and has greater retention than traditional learning`
- Provide learning experiences which include internships, community-based service learning, projects, and real world connections
- Make learning at AFHS engaging, exciting, and enjoyable
Create flexibility in facilities, thinking, scheduling, and curriculum
- Recognize that learning is a social experience. Understanding relationships can improve learning, increase commitment, and make our schools better places
- Initiate program change now and in the future

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing educational experience for all AFHS students.

INSTRUCTIONAL MODELS

- Support and foster collaboration among teachers and among students





- Create a mentoring program to provide a welcoming and safe school environment
- Focus on teaching 21st century skills in all course, including AP and Dual Credit offerings
- Include multiple Intelligences theory in planning to provide a positive framework for understanding the differences among learners
- Shift to more active, applied learning which will make students more college and career-ready
- Shift educational delivery practices to foster social-emotional learning on a regular basis
- Develop interdisciplinary projects/teaching/learning
- Create project-based learning experiences in a variety of formats, both short and long term, classroom-based, discussion-based, community-based, and team-taught
- Make educational delivery more consistent and improve ability to meet individual students' needs
- Increase STEM learning
- Increase Arts learning, integrate performing and visual arts in core learning

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:

- Wireless capability in all spaces in the building
- Proactive planning for virtual and distance learning experiences
- Integration of new media effectively in student learning: mobile devices, social networking, virtual worlds
- Blended Learning. AFHS will incorporate virtual learning for content and use classroom time for discussion and application through project-based learning

Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

COMMUNITY RELATIONS AND RESOURCES

- Establishing partnerships within Austintown and the Mahoning Valley is a priority
- Develop opportunities for extensive community use of the school facility
Provide learning in the community through internships and service-learning opportunities
- Invite community members into the school as experts to review students work
- Create greater visibility of the school in the community

Educational Structure

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

RELATIONSHIPS

- Organize students and teachers in group sizes that foster knowing and communication
- Create small learning community Academies to focus learning on commonly held interests
- Provide students a transition year prior to the selection of academies
- Foster student collaboration to build communication skills and the ability to work with others
- Explore looping as a strategy to increase the knowledge teachers have of their students

SCHEDULE

- Institute strategic scheduling to empower the concepts outlined here. The AFHS schedule must provide for flexibility, collaboration, and interdisciplinary learning
- Create common planning time for teachers

Facility Implications

- Plan a building that facilitates changes in learning modalities and school organization which will enhance and learning and social skills
- Plan for long term viability for those aspects of learning and social life that require skills beyond virtual means



- Create flexible clusters of classrooms and related learning and support spaces to improve relationships and foster interdisciplinary learning
- Versatility to meet the ever-changing world of technological and instructional practices

SUCCESS

What does it take to make students successful in life? The Futures Team defined success in life for AFHS students. They were asked to identify what schools can do to assure success, and assess which of those AFHS was doing well, and where improvements were needed. The results are summarized here. Ch 5.1 Appendix has all of the responses, outlined by Table Teams.

Success is defined by understanding personal strengths and weaknesses, having confidence in oneself and accepting failure as a vital part of success. Students need to develop the ability to succeed and fail with grace.

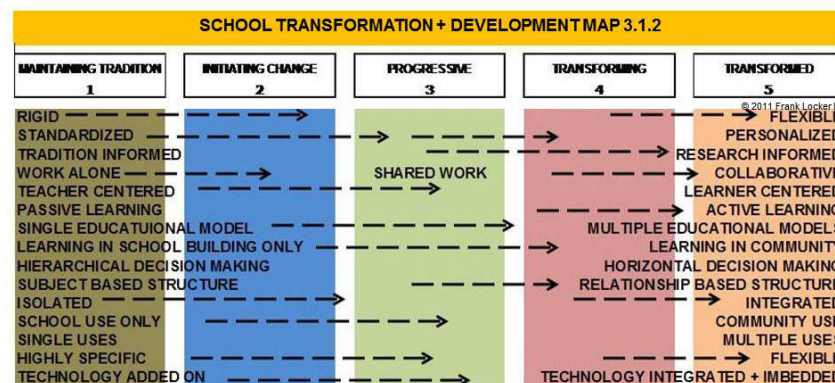
High school should be student-centered providing 21st century skills to succeed in the workplace. Students should be engaged and excited about their learning in and out of school.

A student is successful when they recognize and strive toward reaching their full potential to make a positive impact on others and society.

SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Workshop participants used the School Transformation + Development Map (© 2011 Frank Locker Inc) to evaluate AFHS's current educational delivery and facilities, and to project the desired future for both.

SCHOOL TRANSFORMATION + DEVELOPMENT MAP



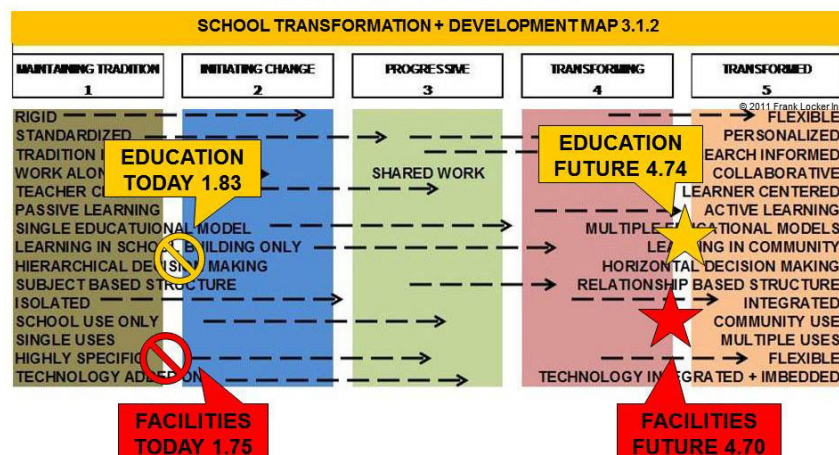
The ST+DM expresses the evolutionary shift in education in great detail, chronicling educational practices and facility design. Schools today are in different points of evolution, and many schools expect to be in different points of evolution in the long term future. The ST+DM characterizes schools and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

Workshop participants worked in teams to review the multiple educational practices and facilities concepts in the School Transformation + Development Map. They scored AFHS in the following categories:

- Educational Delivery Today
- Facilities Today
- Future Educational Delivery
- Future Facilities

The scores were:

SCHOOL TRANSFORMATION + DEVELOPMENT MAP



The most important lessons from the ST+DM for the immediate future come from the difference between today's situation and the desired future. The Futures Team desires significant change in both, approximately three columns out of five. For education this means that a program of Professional Staff Development needs to be implemented, starting soon. For facilities, it means that facilities need to be flexible to foster step change over time without compromising the Vision. In both cases dialogue with the community needs to be engaged to share and receive comments and guidance on the exciting concepts proposed for the future AFHS.

STUDENT CENTERED LEARNING: MOST RELEVANT ISSUES

Visioning Team members, working in Table Teams, were asked to identify the three most important issues for AFHS as prompted by a presentation on student centered learning. The most commonly cited issues are outlined below, in order of frequency of citation. See Appendix, Ch 5.1 for a full listing.

- Internships and service learning
- 21st century skills
- Flexibility for change in curriculum, delivery, and physical space
- 21st century learning spaces, Facilities; classroom set-up;
- Teacher teaming/collaboration
- Technology
- Flexible furniture

LEARNING MODALITIES

The Futures Team reviewed eighteen learning modalities, ranging from traditional direct teaching (lecturing) to independent study, and ranked them in order of importance for AFHS. The most appropriate modalities for AFHS follow, as determined by frequency of citing by Table Teams:

- Project-based learning: 7 citations (unanimous)
- Internships/service learning: 6 citations
- Blended learning/flipped classroom: 5 citations
- Interdisciplinary: 5 citations
- Social/emotional learning: 2
- Student team collaboration: 5 citations

PROJECT-BASED LEARNING

Project-Based Learning (P-BL) is a challenging, but essential, component of 21st Century learning. The PBL approach is centered on classroom and homework assignments that are open-ended, with no single answer, much like real-world situations. They open with investigations of essential questions; require data gathering and assessment, synthesis of information, and formulation of concepts. P-BL lends itself to interdisciplinary learning since so many real-world situations bridge traditional high school subject areas. It also teaches social skills such as time management, collaboration, and presenting. Projects could last from a week to a semester.

Supporting project-based learning may require some critical changes to AFHS, including:



- Schedules (longer class periods)
- Project work areas
- Facilities changes to locate teachers of different specialties near each other to support cross-disciplinary projects

Topics for project-based learning at AFHS are outlined below. Many of these projects could be started soon, by early adopters, and shared with the whole school as pilot projects. Full descriptions are in the Appendix, Ch 5.2

- Campaign for President!
- Design a Community Awareness Plan for Shale Drilling
- Financial Literacy
- Design and Implement a Portable Food Service Concept to Sell Food for a Profit to Raise Money for Relay for Life
- Design a Service Project to Market a Cause Based on Interdisciplinary Goals

INTEGRATING THE CURRICULUM

Changing educational deliveries to recognize and parallel the nature of knowledge through integration of traditionally separate curricular areas is one of the most important and challenging aspects of high school reform. Futures Team members developed strategies for curriculum integration at AFHS in arts, STEM, and applied learning. Their responses were similar for all three of these innovative delivery goals, and are presented here as general strategies. The full listing is in Ch 5.2.

- Focused staff Professional Development
- Institute cross-curricular common planning time for teachers and staff
- Make the work fun
- Collaboration between teachers, subjects, community members
- Initiate PBL, project based learning
- Establish internships as a preferred modality of learning
- Develop community partnerships
- Teach core through the arts; teach arts through core
- Develop mentors
- Deploy technology for communication and collaboration

- 100% commitment from District and community
- Begin at lower levels
- Acquisition of materials, i.e. Legos
- Obviously, scheduling is the biggest issue!

SCHOOL ORGANIZATIONAL STRUCTURE

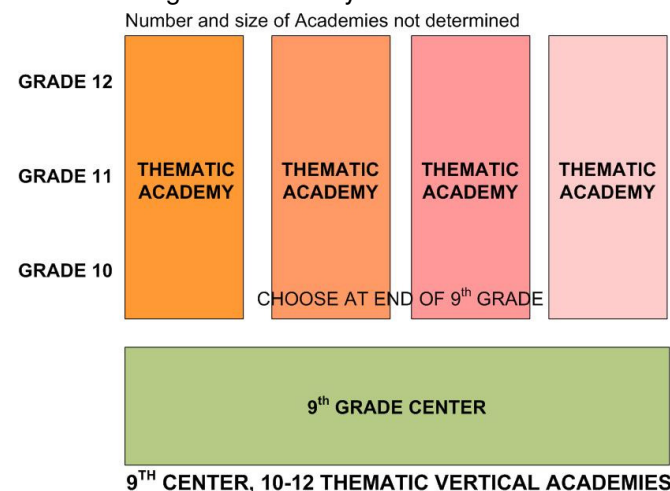
AFHS High School is currently organized as a departmental high school. Workshop participants explored and evaluated other possibilities by working as Table Teams. The most favored ones, and the least favored one, are presented here. All possibilities are in Ch 5.2, Appendix.

Most Favored

The most favored concept was clearly most favored, with 49 votes, compared to the second most favored with 32 votes. All other contenders were far behind, with no more than 18 votes. The two most favored are similar, with the determination 9th grade learning as the only consequential difference. The most favored concepts are:

9TH CENTER, 10-12 THEMATIC VERTICAL ACADEMIES

This concept organizes school into a 9th Grade small learning community, an academy, followed by three years in a student-chosen thematic integrated academy.





Possible academies are:

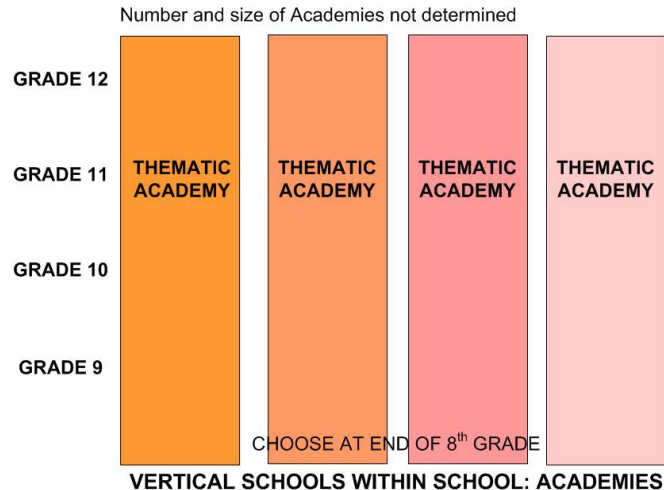
- Law and Language
- STEM
- Arts
- Business

The 9th Grade would transition into its own high school academy. Core and some requirements (PE) would be met in 9th Grade. 9th Graders decide which academy to apply to. Relationships would be strong within the academies. There would not be any tracking.

Scheduling will need to be revised. Needs of Special Ed students would be met in the academies, and in a few spaces for low incident needs.

VERTICAL SCHOOLS WITHIN SCHOOL

This concept is similar, except that the 9th graders would be integrated in the Schools within School, the academies. Their choice of academy would be made in 8th Grade.



Least Favored

The current departmental model was not favored by any of the Futures Team members. Also receiving no favor were concepts for a separate 9th Grade center with grades 10-12 still organized in the departmental model, and the concept for extensive self-directed study.

INTRODUCTION

The Futures Team developed concepts for the future Austintown Fitch High School (AFHS) facility. They are defined though:

- **Places for Learning:** detailed descriptions of the learning environment
- **Overall School Organizational Diagram:** strategic plan concept outlining critical spaces and relationships

PLACES FOR LEARNING

The Futures Team reviewed eight exemplar schools from the USA and Australia. Working in Table Teams they ranked the schools for appropriateness for AFHS.

Most Favored Planning Concepts

Two schools, Glacier High School and Cristo Rey High School were most favored, cited by five of six Table Teams.

Supporting comments made in discussion by Futures Team members included:

- Glacier High School:
 - Also flexible for department and academy models
 - “Traditional look” – “modern uses”
 - Open space for disciplines
 - Very flexible
- Cristo Rey High School:
 - Open flexible fits academy approach
 - Flexibility (student-centered)
 - Open space for disciplines
 - Most flexible + soft furniture
 - Studio/whole space
 - Zoning on activities

Additionally, Waverly High School was favored by four Table Teams, and Wooranna Park was favored by two Table Teams.

- Waverly High School:
 - “Fat L” learning spaces, not rectangular



Facility Concepts

- Flexibility
- Spaces open to each other
- Suites of spaces
- Awesome + flexible
- Redefines teacher space

Wooranna Park is a primary school, but has many lessons for high schools in space design and use. The concept allows significantly differentiation of furniture and work spaces for students than is conventional, achieved though teacher sharing of responsibilities and scheduling. Comments included:

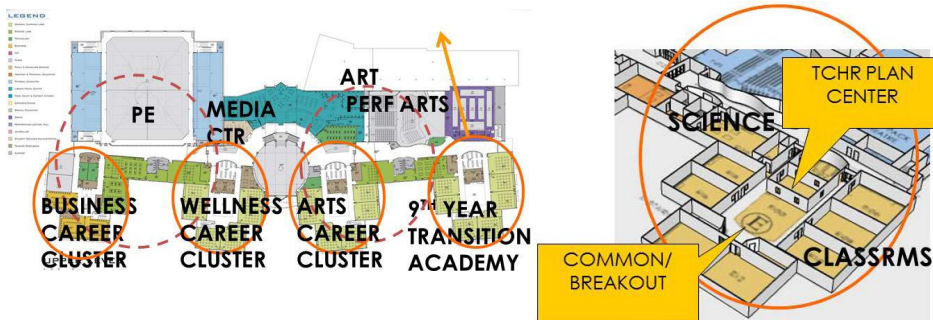
- Versatility
- Capable of supporting for direct instruction, group work, and media production

The schools are described below:

GLACIER HIGH SCHOOL

Featuring:

- Learning spaces arranged in clusters
- Flexible plan that supports both departmental and small learning community organizations
- Food Court/Commons at the center of the building
- Teacher Planning Center strategically located in each cluster



CRISTO REY HIGH SCHOOL

Featuring:

- Use of circulation as learning space
- Garage doors between Learning Studios and circulation spaces

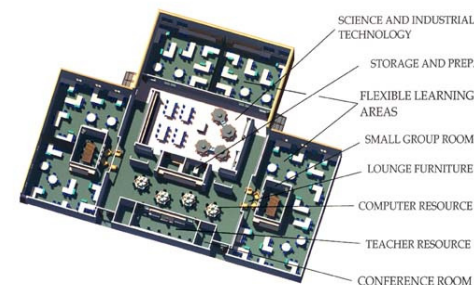
- Cafeteria functions overlapped with circulation
- Teacher Planning Centers



WAVERLY HIGH SCHOOL

Featuring:

- Learning spaces arranged in clusters
- "Fat L" classrooms, offering more corners for small groups of students to work in than the standard rectangular classroom
- Classrooms vary in size and shape
- Media Center at the center of the building
- Each cluster has a variety of spaces
- Teacher Planning Center strategically located in each cluster
- Science and Industrial Technology in each cluster



WOORANNA PARK PRIMARY SCHOOL

Featuring:

- Highly differentiated Classrooms
- Highly differentiated furniture
- Supports team teaching and student collaboration
- Renovated 1960's building

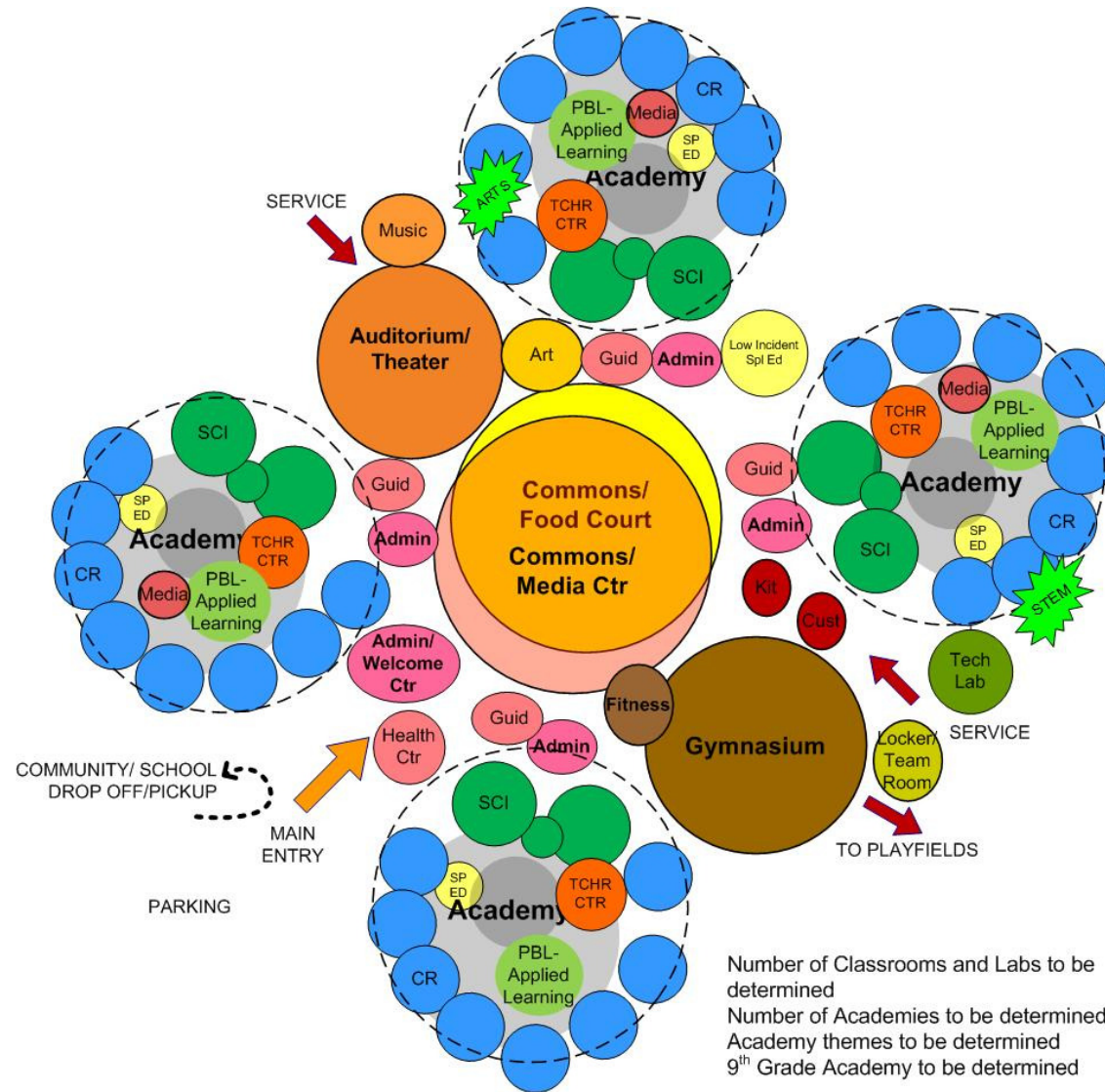


- Core learning spaces arranged in thematic Academies, with flexibility for combinations to serve larger numbers of students, such as in a 9th Grade Academy
- Distributed leadership: Guidance and Administrative staff as close to Academies as possible, perhaps within Academies
- The locker problem solved
- Special Education needs served through inclusion support spaces within and near Academies
- Teacher Planning Centers strategically placed to serve as interdisciplinary collaboration centers, aligned with Academy planning
- Rethink the Media Center, perhaps as 21st century media in all Academies
- Academies strategically located to align with related functions that serve the whole school/community. While Academies themes are not yet determined, speculation suggested the following:
 - Wellness Academy near school Health Office and Physical Education/Athletics
 - Arts Academy adjacent to Auditorium/Theater
 - STEM Academy near service entry to facilitate movement of supplies
- Student life incorporated in facilities planning, with places for informal learning

OVERALL SCHOOL ORGANIZATIONAL DIAGRAM

An overall school organizational diagram was developed in a whole group workshop session in the last hour of the last of three workshops, allowing participants to express their collaborative thinking in a single comprehensive diagram. The diagram on the next page captures the essential qualities of the concept. These include:

- Commons/Media Center as the hub of the school
- Commons/Food Court immediately adjacent to/below the Commons/Media Center



AUSTINTOWN FITCH HIGH SCHOOL



AGENDA

The first Visioning Team workshop was held on 26th March 2012. The theme was School Snapshot. Notes of all activities follow:

- Pre-Workshop Homework
- Student Centered Learning Austintown Fitch HS (AFHS)
- Student Centered Learning Presentation
- Student Centered Learning Individual Responses
- Student Centered Learning Comments
- Student Centered School: Most Important Issues
- Steelcase Learning Lab
- What Works at AFHS? What Could Be Better?
- Randy Nelson, Pixar Films, Living + Working in the Collaborative Age
- Defining Student Success in Life
- Review of Current Programs, Services, Deliveries, + School Organizational Structure
- Learning Modalities



Workshop Notes Day 1

PRE-WORKSHOP HOMEWORK

The Visioning Team was asked to review several videos on education:

- Seymour Papert (Professor at MIT, early researcher in artificial intelligence) on Project-Based Learning
- 21st Century Skills: How do we get there?
- Sir Ken Robinson on Paradigm Shift:

Visioning Team members offered these comments in discussion:

- The videos present a big opportunity
 - We need to look at desired changes first
 - Our challenge is to look to the future
- How does this type of learning continue to universities?
- The concept of an interest-based curriculum for HS students is supported by the thoughts of Sir Ken Robinson and Seymour Papert
- Project Based Learning can be used to get to standards based learning
- Where has student-centered learning been effective?



- More common planning time is needed at AFHS
- Robinson made a factory reference, asking "Why group kids by birth date?"

STUDENT CENTERED LEARNING AUSTINTOWN FITCH HS

Mariah Roberts read the speech on Student Centered Learning she had presented to the Austintown Chamber of Commerce. Key points included:

- Students should be able to focus on interest based learning vs broad learning
- Teachers and students have similar passions
- Friendships will develop which help students learn
- This approach would allow students to hone in on individual skills/interests
- This approach is already used by
 - Charter schools
 - Choice schools

In discussion, it was noted that in student centered learning:

- The needs/interests of student drives curriculum
- Student discover concepts/learning without teacher having to directly teach it

STUDENT CENTERED LEARNING 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:

- 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
- The teacher used to hold all the information; now the teacher is the guide
- Research in learning informs us of many effective educational practices
 - Some are gaining popularity
 - Others are not yet in general practice
- Learning is more effective when students apply their learning immediately
- The Multiple Intelligence theory explains why different students learn best in different ways
- 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
 - Learning should be interdisciplinary, bridging the gaps between subject areas
 - Learning should be infused with 21st century themes These include:
 - Global awareness
 - Financial, economic, business and entrepreneurial literacy
 - Civic literacy
 - Health literacy
- Learning is a social activity. Students learn better when they are in strong, relationships with teachers and peers
- 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
- Teachers' work is supported through strong relationships with other professionals
- Schools are looking for more community connections to improve student learning





- Flexible furniture is needed to bring the student the support to learn in a variety of modalities

STUDENT CENTERED LEARNING INDIVIDUAL RESPONSES

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

How relevant are these issues + concepts to student centered learning at Austintown Fitch HS?

ISSUE	VERY RELEVANT	MAYBE	DON'T KNOW	MAYBE NOT	NOT RELEVANT	SCARY TO ME
1 Gardner: Multiple Intelligences	29	5				
2 Learning Pyramid	29	5				
3 Integrate arts in core learning	21	11	2			
4 Relationships: Dunbar's Law, "Magic of 150", Breaking Ranks, Advisor/Advisee programs	19	11	2		1	
5 Virtual Learning, Blended Learning	19	12	3			
6 Revised Bloom's Taxonomy	27	5	2			
7 Daggett: Relevance + Rigor	28	4	2			
8 21 st Century Skills	28	5	1			
9 Jerald's Research on 21 st Cent Education	23	6	2		1	
10 Project Based Learning, Café Parisian	30	4				
11 Clusters, Pods, Small Lrng Communities	25	5	2			

ISSUE	VERY RELEVANT	MAYBE	DON'T KNOW	MAYBE NOT	NOT RELEVANT	SCARY TO ME
12 Flexible, Varied, Brain Based Furniture	28	6				
13 New Technology Close By	26	7	1			
14 21 st Century Learning Spaces	22	12		1		1
15 Teacher Planning Centers	27	7	1			
16 New Media Center Concepts	20	12	2			
17 Flexibility for Change	25	7		1		1
18 Clusters, Breakout + Commons	23	9	1			
19 Internships, Service Learning	25	7	1		1	
20 Integrated Applied Learning	25	8			1	
21 Teacher Teaming/Collaboration	24	7	3			





STUDENT CENTERED LEARNING COMMENTS

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

1 Gardner: Multiple Intelligences

- Square pegs don't fit in round holes
- Understanding different minds
- Inspiring thought
- Interests dictate how much you learn
- Need to recognize students learn differently
- Know the ability of individuals
- Specialized learning/relevant thinking
- Need to increase student interaction
- We have to teach students based on intelligence
- We have all the M.I. in almost every class!

2 Learning Pyramid

- Our middle school project
- Know effectiveness
- Demonstrating is very important
- How we learn is important
- Demonstrates need for change
- Need to divorce teachers from lecture/classrooms should be flipped
- The different ways of learning would definitely improve my learning and interest in it
- Schools as upside down!
- Need to understand how kids learn (2 common = 2 least effective)
- Students can help others
- Revise how we teach
- Don't use students as teachers enough
- Real world connections
- Everyone learns differently
- Human factor
- In order to learn, they must teach
- Need to do more student teaching
- Karate class

3 Integrate arts in core learning

- Arts make things active/connect
- Provides relevancy while learning
- Research plus evidence in my classroom
- We MUST buck current trend to reduce arts programming
- We need to do this more
- Well-rounded individuals/relationships
- Arts are way important to development
- Creative thinking
- We NEED this!
- Many students excel in our arts
- Karate class

4 Relationships: Dunbar's Law, "Magic of 150", Breaking Ranks, Advisor/Advisee programs

- 150 students/group – max # 60
- Depends on teaching method and set-up
- 600 students are autonomous units
- Advisor/advisee programs with teacher
- I don't believe this to be true about too many people. I think more people is better
- Building relationships trend to build bigger schools
- Inspires creativity
- Don't get lost
- 150 is number of people we can know really well
- Open enrollment?
- Concept of how we can reorganize high school
- Max # you know well
- Diminished bullying/positive environment (ongoing project along with)
- Canned approach
- Unfortunately, not the real world right now
- Our school is too big
- A lot of students to assemble visual learning, yes?
- The criteria is still birthdate

5 Virtual Learning, Blended Learning

- Personal is important
- *Flip beyond the classroom
 - ½ courses on line by 2019





- Content out of class – online – talk in class, small groups
- ½ courses on line seven years from now because it's student-centered education
- Opportunity to test
- Slow process to get away from blended learning being alternative school
- Helps me in math
- Flip the classroom – get content out of class to talk in class
- ½ course online in 2019
 - Cali classes (ex – distance learning)
- Online – not the best for everyone
- Disrupting Class by Christianson
- Flip happened in the classroom
- Distance learning/web based instruction
- Small group learning
- Yes, but too soon – difficult/however very effective
- Meeting in classroom – yes. Sitting alone in front of computer – no
- Blended learning – out of the box thinking
- But still within same school – why not across country?
- Beyond classroom – to country – to world
- No social aspect
- Hate the idea of all online
- Online?
- Relevant now

6 Revised Bloom's Taxonomy

- Creativity builds minds*
- Creativity, most highly regarded state of knowledge
- Create. Replace. Evaluate
- Creativity at top
- Amen!
- Critical thinking skills
- Moving society that doesn't want to stop
- Like creativity – how ideas are born
- New and revised with creative at top
- Need to help teachers/state understand this
- I love Bloom!
- Daniel Pink

- Has lost its shine to new theories/practical thinking

7 Daggett: Relevance + Rigor

- Real life application
- People must push themselves
- Give purpose to work
- Collaborate
- Predisposed to working as a team
- Bill – International Center for Leadership
- How to apply to learning? – real world application (adaptation)
- Application to real world
- 2nd slide – good – relevance today
- Some ideas are possible – some not practical
- Real world – high knowledge + high application
- How do we get “test making” to all the need for section D?
- Application is so vital for life after HS
- Help seems OK
- Makes complete sense

8 21st Century Skills

- Must learn specifics
- Change assessments – arts are learning environment. Big
- Confidence problem solving – now prepare for future jobs
- Provides for life relationships/awareness of fine points
- Interest first 21st century themes. Need 100% commitment
- Adapted by 19 states
- Three skills needed
 - Life and career
 - Learning and innovation skills
 - Media technology
 - More arts
- Listen up teachers/preparing for new world's future
- Students need to be challenged
- Across every grade and course
- Innovation – global awareness – health literacy
- Is there a collaboration between 21st skills and state test makers?
- Students need to be prepared for 21st century
- Help seems OK
- Could be renamed “critical success skills”





- Moral compass? What we consider 21st century now may be irrelevant in 10 years

9 Jerald's Research on 21st Cent Education

- Know what is important
- Critical thinking. Teamwork/collaboration. Communication. Professionalism/work ethic
- Our core classes have those other strengths embedded within them
- Oral communication vs set in fact – embedded
- What I'll need, teacher: how to get it to me?
- Most important. Think – bottom tier – oral communication, teamwork/collaboration, professionalism/work ethic
- Contrary to standardized testing!
- Need to include in all areas
- Awesome – but standardized tests limit us
- I think a good mixture is needed
- Snap shot in time
- Requirements of sports, music, and dance

10 Project Based Learning, Café Parisian

- Learning French via application
- It's real!
- Amazingly important to make students push themselves
- French Café project covers all content areas
- Applies multiple skills
- Very neat!
- Desirable? Realistic?
- Really helps me learn and get people more interested in learning
- (ex) Market Watch/Café@BHS/Jews in McClain
- Great! Now let's not make Spanish 4 the last period of the day
- Still need assistance to practice other skills – still need assistance with presentation
- Woot, woot!
- Need to embed this in classroom
- Real life integration
- *Teacher knowledge
- Uses every core + some! Really exciting
- Cool! Project!!!
- Real world - real learning!!!

11 Clusters, Pods, Small Learning Communities

- Integrated curriculum outside building
- Group prepares for life
- Project-based example very good
- Inspires interest-based creativity
- People get bored and tired – do not pay attention in original setting
- Great environment – not all teachers willing/equipped
- Amazing! When can we have it?
- For collaboration! – on all levels

12 Flexible, Varied, Brain Based Furniture

- Brain-based multiple modalities
- Comfort!
- Topics/main ideas: anytime/anywhere learning
- If you are comfortable, you are more relaxed and can pay attention more
- Collaboration type
- Sets atmosphere for relaxed thinking and creativity
- Must fit teaching
- Cleveland "Fab Lab"
- That would be nice
- I like the set-up of classroom – teacher must be able to use efficiently
- Who's paying for this?
- Distracting possibility
- Real flexibility ??? = success and knowledge
- Seems like a no-brainer ☺
- Our students are not physically comfy
- Comfort, promote creativity, collaboration, Socratic environment

13 New Technology Close By

- Students need to use tech, not just teachers
- More than one class in a room is very distracting
- Resources
- Space
- Need total wireless
- New media





- Options and opportunity (alone, together, etc)
- “Signing-up” for space in school size of AFHS is ineffective
- Tech – the future!
- Need multiple learning environments
- Lockers need linear square feet

14 21st Century Learning Spaces

- Kitchen-aid kitchens. Exciting!
- Hands-on can be better than virtual
- Simulations are proven to teach quicker than regular teaching
- We need variance to our work rooms
- Use glass, bar doors, still can do PB without this
- Can integrate experiences/resources
- Need more flexibility within current future buildings (Fitch)
- Cost? \$\$\$\$
 - Partnerships
 - Sponsors
 - Seems like a LOT of wasted space
 - PD important on how to use effectively
 -
- How much effect would these changes have? Focus→what you’re learning doing maybe
- Glass walls – security issue?
- Area available to do this
- Flexible walls/construction
- Dream version of school!
- We need to modify our rooms to get to SLC
- Large; flexible; social; visible
- But not current educational facilities. If we are looking for something different, why look in the mirror?

15 Teacher Planning Centers

- Variety of environments
- Teachers should have their own place, but not co-teach
- Teachers have collaboration center
- +Communication – cooperation – integration
- AMS current – Elem will – HS will
- “High Tech High” would require complete reconfiguration of schedule
- Integration is critical

- Maybe behind classroom? “backstage?”
- Helps with collaboration
- So important!
- To better collaborate!
- Keep areas – no moving

16 New Media Center Concepts

- So helpful!!
- Can integrate experiences/resources
- Akron
- Too bad we don’t have a Librarian at each school
- More like a Farmer’s Market
- No more “Libraries” important – but teacher PD still important
- Tech + relationships
- Learning Center
- Students need a place to do research/can’t take away without adding
- It becomes the hub of the wheel – knowledge/resource enter

17 Flexibility for Change

- Perfect
- Academies arts – Williams
- No limitation
- Many hurdles
- Interdisciplinary core academics/career clusters
- Stay focused, but yes, good for perfecting
- Make all spaces and equipment the same
- Not for me personally – but I think teachers fear this

18 Clusters, Breakout + Commons

- Perfect
- Flexible
- Allows for individual needs
- Togetherness + helpful environments
- Excellent situation for students
- Totally new vision for school – academies
- Scary because it is so very different – but exciting too!

19 Internships, Service Learning

- In a perfect world





- Makes connections
- Learning should be based on your interests. Internships are good
- Collaboration
- Our future is small business
- Most
- +Exposure to in depth hand-on learning
- Reynoldsburg (teachers – advisors) – expansion of OWE to all
- This would really help me because I am so undecided in what I want to do
- (ex) MET School started in Providence, RI
- (ex) Internships
- Must be done properly
- Doing helps learning.
- Future plans? Multi-building campus?\$\$
- Separate buildings. How do you do this with 1,800 students? Academies maybe?
- Students need to be secure and prepared
- Amazing!
- For student success after high school
- MET School relationships – 120 kids
- MET School (1:20 – how cost efficient?)
- It's the application of knowledge acquisition

20 Integrated Applied Learning

- Too little diversity/ hand's on
- A lot of opportunities
- Most
- Idea/experience exchange
- (ex) Service learning located in store/controlled website
- 1:1 computer – 60:1 student/teacher ratio
- A bit too collegiate but spaces are sweet
- Space will be an issue
- Wish we could flip a switch and make this happen
- Preparing students
- Bio, English, engineering*
- Real-life application

21 Teacher Teaming/Collaboration

- Students push themselves/maybe find way to connect students to others for more diversity

- Teacher teaming is not as attractive. One on one is a much better style
- More ??? to do work. 400 student/school max. higher test scores. 100% project-based learning. 60 students to two teachers. double blocks (180 minutes)
- (ex) STEM
- Winton Woods in Cincinnati, OH
- 60:2 ration students/teachers
- Witten Woods Schools – PBL schools
- So important!
- Eh – parts of it yes (relationships, project oriented) – no (buildings, \$\$\$) – very collegiate – big jump from middle school or just being young
- Teacher teams important to content consistency & rigor across board
- Selection is key
- For SCL because I want to collaborate with energetic/willing teachers☺ Have to be comfortable with each other
- PBL – 4 courses = 4 projects at same time

Other

- Departmental organization now → interdisciplinary
- Campus idea = great
- Exposure to alternative/other teaching modes and the same principles that encourage student learning
- New Tech High, New Tech network
- 100% project- based learning, block schedule, 400 max kids – digital portfolios
- See described criteria are critical in visioning the new AFHS
- Love the statistics!
- Wow! All really important ☺
- *#21 slide with teacher pairings*





STUDENT CENTERED SCHOOL: MOST IMPORTANT ISSUES

Visioning Team members, working in Table Teams, were asked to identify the three most important issues for AFHS. Results were:

TABLE TEAM 1

1. 21st century skills
2. Teacher teaming/collaboration
3. Flexibility for change

TABLE TEAM 2

1. Integrate arts in core learning
2. 21st century skills
3. Multiple intelligences

TABLE TEAM 3

1. Virtual learning, blended learning
2. Clusters, Breakouts & Common
3. PBL

TABLE TEAM 4

1. Virtual 21st century skills
2. Flexible furniture/technology
3. Internships, service learning

TABLE TEAM 5

1. 21st century skills
2. 21st century learning spaces
3. Internships

TABLE TEAM 6

1. PD for staff
2. Flexible physical space
3. Staff, student, and community collaboration

TABLE TEAM 7

Curriculum (PBL, SLC, BL)

1. Internships, service learning
2. Facilities; classroom set-up; furniture; etc
3. Technology!

STEELCASE LEARNING LAB

The Futures Team viewed a video on Steelcase's Learning Lab concept. Comments on positive qualities included:

- Technology is huge
- Technology creates strong relationships
- The teacher/student barrier broken
- Design has reduced down-time for students
- Notes available after class
- Swivel chairs are great
- Three projection screens are highly effective
- Document camera is readily available
- Set-up of classroom makes most of engagement possibilities
- Integration of learning types
 - Note taking or not

Frank asked "What was timid about this example?" The responses were:

- It is still a box
- Still a single classroom
 - No sign of interdisciplinary
- Still highly teacher-centered
- Didn't engage all learning styles

Ball State has a similar learning space.





RANDY NELSON, PIXAR FILMS, LIVING + WORKING IN THE COLLABORATIVE AGE

Randy Nelson spoke at Ted talks. Here are sound bites:

- Proof of portfolio is better than promise of resume
- Collaboration is not cooperation
- Amplification – the process of making your partner look good

- Layout possibilities in life, so that they can explore and ultimately choose what they want to do!
- Whatever the child needs us to be!
- Actively engaging students! Role modeling!
- Actively engaged in the possibilities of their life!
- Being a proactive citizen!
- Focus on individual student

DEFINING STUDENT SUCCESS IN LIFE

Table Teams were given this challenge:

DEFINING STUDENT SUCCESS IN LIFE

Define success in life for our students.

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

Define the kind of place high school should be.

Identify what educators should be doing.

Identify what students should be doing in school.

And out of school.

The responses were:

TABLE TEAM 1

- Our students need:
 - Positive examples
 - Opportunities
 - Encouragement & discipline
- A high school should be an environment that encourages - life-long learning
- Students should be self-directed, global citizens

TABLE TEAM 2

- Pathway to be productive citizens!

TABLE TEAM 3

- 1-2) Self-motivated lifelong learner
- Place of inquiry
- We should be doing:
 - Bring the outside world into the schools
 - Hands-on learning
 - Real world activities

TABLE TEAM 4

- Success is defined by understanding personal strengths and weaknesses, having confidence in yourself and accepting failure as a vital part of success
- The ability to succeed and fail with grace
- High school should be student-centered providing 21st century skills to succeed in the workplace
- Students should be engaged and excited about their learning in and out of school

TABLE TEAM 5

- A student is successful when they recognize and strive toward reaching their full potential to make a positive impact on others and society

TABLE TEAM 6

- Success = Becoming a productive member of society
- To be successful in life...





- Students need to experience more real-world situations in school
- HS should combine traditional with 21st century learning skills
- A five year plan is needed

TABLE TEAM 7

- Success equals:
 - Fully utilize potential
 - “Real life education”
 - Build self confidence
 - Opportunity to achieve their goals
- What students need:
 - Guidance
 - Motivation
 - Variety of experiences
- What students should be doing
 - In school:
 - Developing skills
 - Collaboration
 - Unwritten curriculums
 - How to transform kids
 - Values, morals, life components
 - Out of school
 - Community involvement
 - Extracurricular activities

REVIEW OF CURRENT PROGRAMS, SERVICES, DELIVERIES, + SCHOOL ORGANIZATIONAL STRUCTURE

Table Teams reviewed current programs from a student centered lens. The challenge was:

PROGRAM REVIEW

Here is a starter list of topics, covering types of learners and learning modalities currently at Austintown Fitch HS. This list is not complete. Brainstorm with your table team to add others that are worth exploring.

TOPICS: LEARNERS, MODALITIES, + RELATIONSHIPS

1. Students with special needs: Special Education
2. Students with special needs: Gifted
3. Advanced placement/honors
4. Students who think (or we think) will not go to college/tech school/military
5. Students who are musical learners
6. Students who are bodily/kinesthetic learners
7. Students who are visual learners
8. Students who are bored/disengaged with school
9. Social emotional learning
10. Critical thinking skills
11. Problem solving
12. Teacher collaboration
13. Interdisciplinary learning
14. Applied learning (in all courses)
15. Others to be identified

Each table will pick a few of these topics to review. All items are to be addressed.

On your flipchart(s), record your table team's answers to the following questions:

1. Identify the number + the topic





2. Is this topic something we are serving right now at Austintown Fitch HS?
3. If so, how/where/in what way do we currently serve the topic?
4. Is this topic important? How much?
5. How well do we serve the topic?
6. Should we improve our programs/service/organization focused on this topic?
7. If "Yes", how do we do that? If "No", why not?

SOIAL-EMOTIONAL LEARNING

#2. Some (3) counselors/assemblies

#4. Yes...very!

#5. Fair....moderately

#6. Yes

#7. Encouraging relationships:

- Establishing advisories
- Involvement in extra-curricula
- Student to student relationships
- Mentoring/PBL
- Advisor/advisee

ADVANCED PLACEMENT/HONORS TABLE TEAM 1

#2. Yes

#3. Through year-long courses (four currently)

- In addition to the four, you can also get dual college credit for AP courses plus
 - There are two English electives, Statistics + Problems, and History, (American Experience)
 - Honors in every grade level for core classes

#4. Yes, because of college credits

- (Separates pitch from other schools)
- Meets a student need

#5. Kids excel on the test - in top 5%

#6. Yes, we're always looking to improve/expand

#7. Bridge 21st century skills with AP courses

STUDENTS WHO THINK (OR WE THINK) WILL NOT GO TO COLLEGE/TECH/MILITARY

#1. Approximately 400 students

#2. Yes, but not to what they need (approximately 200)

#3. OWE, MCCTC, 200 students; not at all, 200 students

#4. Absolutely! As much as any other student!

#5. Not very well, we need to do better

#6. Yes→↓

- Tracking perpetuates the problem
- Attitudes perpetuate the problem

#7. Career path; apprenticeships; internships

ADVANCED PLACEMENT/HONORS TABLE TEAM 2

#2. Yes

#3. All core classes

#4. Yes, it allows students to be challenged and reach their potential

#5 Good in core classes, lack in the electives

#6 Yes

#7 Offer more opportunities

STUDENTS WHO ARE MUSICAL LEARNERS

STUDENTS WHO ARE BODILY/KINESTHETIC LEARNERS

STUDENTS WHO ARE VISUAL LEARNERS

#2 + 3. English - song lyrics composition

For language - teach with 1% of time

FCS→topic orientation

- Family & consumer science

#4 + 5. Very important →not done

Much→ too non-traditional

#6 + 7. Standards in music + define standards

CC(community/collaboration) →to elevate program

Link back to alumni experts

STUDENTS WHO ARE BODILY/KINESTHETIC LEARNERS

#2. No

#3. Concert choir/Gym/marching band





- #4. Yes...very
- #5. Not at all
- #6. Yes
- #7. Offer more opportunity to express themselves in kinesthetic ways

STUDENTS WHO ARE BORED/DISENGAGED WITH SCHOOL

This is 20-25% of kids at AFHS

- #2 + 3. Online school
 - Peter tutoring/student tables
 - Independent studies
- #4. Extremely: Career/college readiness
 - *Socially/emotionally/pride in community & education/give back
- #5. Need to give them tools! (initiate learning surveys)
 - Much of our student population at all levels fall under this issue
- #6. Yes!
 - District psychologist
 - Social worker
 - Differentiated COS
 - Digital portfolio
 - Engage students!!
 - So many people need help but don't care - Scott
- #7. PBL

CRITICAL THINKING SKILLS

- #2. Yes
- #3. The following to different degrees:
 - Drawing conclusions
 - Comparing and contrasting
 - Critique
- #4. Yes, these are skills that are needed for everyday life
- #5. It varies based on the level of the classroom
- #6. Yes
- #7. PBL

INTERDISCIPLINARY LEARNING IN CORE

- #2. No
- #3. N/A
- #4. Yes - important enough to be PBL
- #5. We're not
- #6. Yes
- #7. Four strategies:
 - Professional Development
 - Teacher Planning Center
 - Community support
 - Schedule

APPLIED LEARNING (IN ALL COURSES)

- #2. Not so much - sporadic
- #3. N/A
- #4. Yes - outside world/studies
 - Connected more
- #5. "C"
- #6. Yes. How is what students are learning going to be applied to real life?
- #7. Professional Development
 - Show the teachers how to integrate teaching with real world
 - Bring in real world people

OTHER: RELATIONSHIPS WITH STUDENTS (TEACHER, COMMUNITY MEMBERS, ETC)

- #1. Entire school
- #2. Yes, small portion; not in any advisory/mentoring capacity
- #3. Clubs; athletics; other extra-curriculars
 - Guidance loops
- #4. Extremely! Culture-building, sense of belonging! Moral compass people!
- #5. So-so, we could/need to do more/better
- #6. Yes!
 - Social emotional





- Responsibility
 - For teachers
- #7. Mentorship programs
- With teachers, administrators, coaches, community members, business leaders



AGENDA

The second Visioning Team workshop was held on 27th March 2012. The theme was Effective Teaching and Empowered Learning. Notes of all activities follow:

- Project Based Learning
- Integrating the Curriculum
- What if Clayton Christenson is Right?
- School Organizational Structure
- Learning Modalities
- Integrating the Curriculum

PROJECT BASED LEARNING

The Visioning Team explored the opportunities inherent in Project-Based Learning (PBL) through hands-on Team Table collaboration to craft ideas of projects appropriate to AFHS. The challenge was initiated with a video of Eeva Reeder's 10th Grade geometry class designing a school for the year 2050. The six week project was carried out by two- and three-person student teams, working under the guidance of two architects from the community. The final presentation to "win the design contract" was done in the architects' offices.

Visioning Team members commented on the video:

- The video was shot in 2002, but PBL is still not the norm
- Should be for more than just 30 kids in a big school
- If the norm for AFHS, kids will beat a path to our door
- Eeva Reeder said "Teachers say, 'I have so much to cover, how can I possibly have my students do projects?'" but project based learning is a chance to apply what they have learned."
- The kids looked excited
- Grades: the project took six weeks. What % of term was that?
- Assessments: how were they done?
- They used a standard issue classroom and several labs
- It seems to have been taught by one teacher, but it could have been interdisciplinary/primary easily



Workshop Notes Day 2



- Taught more than content: social-emotional learning was evident
- How long were the class periods?
- Great beginning... but we can do more at AFHS
- *We should be doing this more - don't wait for new building
- The students said "opening windows, open walls"
- Teacher brought in professionals. This helps student, makes the learning real world
- PBL is natural for Spl Ed Students

The challenge was:

PROJECT-BASED LEARNING

Develop a project to serve as the vehicle for learning.

1. **Identify the learning/curriculum goals**
2. **Conceive the project. The project should be sufficiently complex to not have a single solution.**
EXAMPLE: Design a marketing strategy to market independent student summer businesses.
3. **Describe the content/subject areas. One, two, or more?**
Bonus for interdisciplinary!
4. **If interdisciplinary describe how this is achieved in an departmental high school**
5. **How long does it last?**
6. **How prominent is the project within the context of the curriculum?**
7. **Does it involve community responsibility? How?**
8. **Is it enhanced through community experts?**
9. **When could this get started? Can it be a Pilot Project?**

The Table Team concepts were:

- Food Service concept
 - How to fit in schedule? "4th period"

- Roll out is possible in Spring 13
- Planning could be done in Spring 12
- Schedule September 12
- Shale concept
 - Scheduling feasibility
 - MCCLTL has a related course
 - Collaboration of multiple courses
 - Need feasibility study
 - Need common planning time, need a creative solution to achieve this
- Service Project: Market a cause based on interdisciplinary goals
 - Offer choice for kids
- Elective Branch
 - Roles for students
 - Align with national elections
- Financial literacy
 - Focus on Youngstown
 - Period alignment
 - We can do this once OGT is over!
 - Tie to BNI: Business Network International
- Design new Fitch HS
 - Lots of subject areas
 - Better launch Fall 2012 to coordinate schedules
- How can we utilize our wetlands?
 - Interdepartmental
 - Plan for after school, summer
 - Tie to AMS
 - Annual project

"Save us from our schedule" became a common statement as Table Teams realized the current schedule makes common planning time and PBL difficult.

The PBL proposals are outlined below:





Campaign for President!

So how will I win?

- #1. Executive Branch
 - a. Qualifications
 - b. Roles
 - c. Election
- #2. Campaign for President
 - d. Candidate - speech writers, marketing strategy
 - e. Foreign policy experts - domestic policy experts
 - f. Treasurer, campaign man., security
2. Involves government, geography, math, economics, science, business, English, oral communication
3. Students (on own time) speak with other teachers, or if teachers have time, come to class
4. 5-6 weeks
5. VERY Prominent
6. Yes, local parties to get platforms, planks, info on campaigns, businesses to sponsorship
7. Yes!
8. Next year!!

PROCESS

1. Collaborate/plan
2. Establish goals
3. Professional development (takes time!)
4. Coordinate w/standards
5. Reconfigure schedule - include time for content AND interdisciplinary
6. "Draft"/divide staff
7. Integrate arts cross-curriculum
8. Implement technology
9. Curriculum map – Project-based learning plan
 - *Need enough staff
 - *Passionate self-directed leaders

Design a Community Awareness Plan for Shale Drilling

- #3. Interdisciplinary/all content areas (enough: argumentative)
- #4. Working departmentally daily and once a week collaboration with all content areas
- #5. One quarter or more
- #6. 30%
- #7. Yes, it involves local experts. Also has an impact on the economy
- #8. Yes: engineers, politicians, attorneys, community planners, YSU, geologists
- #9. The fall? Yes. It could be a pilot program
Could integrate arts and music

Financial Literacy

- #1. Involves:
 - Persuasive/argumentative
 - Oral communications
 - Web design
 - Research
 - Math
 - Consumer science
- #2. Define quintessential Youngstown – "Visit Youngstown"
- #3. Language Arts - history - economics – web development
- #4. Achieved through team teaching (period align)
- #5. 6-9 weeks
- #6. Very ☺
- #7 + 8. Yes
 - Chamber of Commerce
 - Travel agencies
 - Business partnerships
 - Business Roundtable
 - Rotary
- #9. Now! Yes!





Design and Implement a Portable Food Service Concept to Sell Food for a Profit to Raise Money for Relay for Life

#1. Learning Goals

- Marketing
- Accounting
- Geometry
- Family and consumer sciences
- History
- Design/drafting/shop (industrial tech)
- Arts, music
- Community Service

#3. Done

#4. Achieved: Scheduled collaborative planning time

#5. Length of time

- Nine weeks project (last)

#6. Real life applications of multiple classes/disciplines

#7. Community responsibility through business representatives: Ex:

- Advertising firms
- Restaurant owners
- Concessionaires
- Relay for Life committee

#9. Next year

Design a Service Project to Market a Cause Based on Interdisciplinary Goals

- 3 on 3
- Souper Supper etc.

#1. Technology/media/TV production/journalism

- Design/write/produce/edit/sell DVDs
- Team with WYTV, etc

#2. Science (ex) study cancer/effects on body/chemo & radiation, etc

#3. Language Arts

- Write project proposal
- Oral presentations
- Write press releases

#4. Art

- Design t-shirts/logo/fliers
- Coordinate with graphic design business/ad agency

#5. Economics

- Create a business plan
- Sell products (t-shirts)

#6. Math

- Cost functions (profit/commercial)
- Fundraising
- Determine # - canvassing

#7. Health + Phys Ed

- Symptoms
- Preventative measures
- Rehab
- Causes
- *Team with health agency/screenings

#8. Psychology/Counseling - effects on families/resources, etc

#9. Social studies

- Service learning
- History of disease
- Political issues/\$

#10. Music

- Write score for commercial
- Band/Choir perform at event
- Copyright

#11. Home Economics

- Concessions
- Determine food/bake sale
- Run concessions as business





WHAT IF CLAYTON CHRISTENSON IS RIGHT?

The Visioning Team took on the challenge to explore the implication of Clayton Christenson's prediction that by 2019 one-half of courses in high school will be taken on-line.

The challenge was:

WHAT IF CLAYTON CHRISTENSON IS RIGHT? EDUCATIONAL DELIVERY IN 2030 (OR AS EARLY AS 2020!!!)

DO YOU BELIEVE CLAYTON CHRISTENSEN'S PREDICTION THAT BY 2019, HALF THE COURSES IN HIGH SCHOOL WILL BE TAUGHT ON-LINE? HOW WILL TECHNOLOGY AFFECT OUR DAILY LIVES IN SCHOOL? WHY COME TO SCHOOL?

Answer a few of the following questions:

1. What will students at AFHS be doing later in the 21st Century? What is "a day in the life of a student?" How might facilities be impacted?
2. What will faculty/staff at AFHS be doing later in the 21st Century? What is "a day in the life of a teacher?" How might facilities be impacted?
3. What will the nature of school be like later in the 21st Century? How might facilities be impacted?
4. How will the community be involved in the school? Or, how will the school be involved in the community? How might facilities be impacted?
5. How can buildings be flexible to respond to changing needs? How might facilities be impacted?

TABLE TEAM 1

We don't agree with Clayton. School will be the tech center. School is for collaboration

- #1. Combination of blended learning
 - Teachers will be facilitators
- #2. Students will have more choice of learning delivery
 - Community members paired with teachers
 - More collaboration AMONG teachers
 - Teachers will need common areas (centers for collaboration)
- #3. Coursework will be blended with interdisciplinary collaboration
 - Facilities will be flexible
 - Built to be adaptable to needs
- #4. Community partnerships working with students to solve problems
 - Facilities need to be accommodating to community (community uses facilities)
- #5. Buildings need to contain classrooms with flexible space
 - Different areas serve many functions

TABLE TEAM 2

Is he right? Yes/no

- Less than half of courses will; be affected

All aspects of school will be affected

- But teacher/student relationship will still be very important!

- #1. Students:
 - More collaboration
 - More application
 - Less "herd" mentality
 - Mobile resources
 - PBL
 - Less lecture, more advisor
 - Smaller class size
 - More personalization
 - Enhance class discussion



TABLE TEAM 3

#2. More personal contact (access)

#3. Day in life

- Structured office availability
- Scheduled check-ins
- Check of progress
 - Job meeting style
 - Donald Trump style
 - Community College

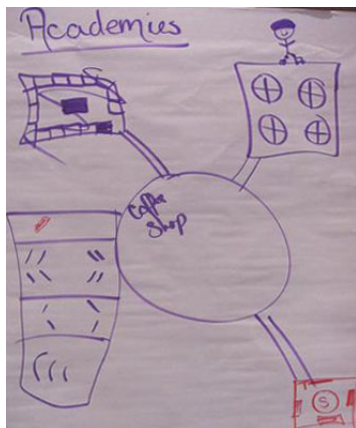


TABLE TEAM 4

#1a. More personal contact (access)

#1b. Simplified/more efficient (when used correctly)

#1. More ownership = more choice

- Curriculum, starting/ending times
- Vehicles for learning (blended or transformative)
- Internships (mentoring programs)
- Flexible learning spaces (OSFC Project)

#2. Facilitating, teaching, planning

- Differentiating delivery

#3. See items 1 and 2 above

#4. Partnerships, internships, sponsorships, seamless learning

#5. Flexible instruction, technology, uses

TABLE TEAM 5

#1. Students later in the 21st century will be combining technology with the 4c's to acquire the life long skills needed.

#2. Research, community contacts, consolidation of resources/facilitating and guiding more collaboration with colleagues cross-content

#3. More "sharing of students" concept interdisciplinary, "big picture lessons

#4. Internships

#5. Fluid structure to be modified as technology changes

TABLE TEAM 6

#1. Online curriculum delivery, classroom discussion & collaboration

The facilities will become learning centers (Akron U)

#2. Coach and resource, consolidation of different resources

#3. More relaxed. School will become the knowledge center

#4. They will be much more involved. They will collaborate with each other

#5. Walls and furniture can be easily rearranged

TABLE TEAM 7

#1. Students learning 24/7 - access info. School is working on project applying concepts/collaboration

Setting needs to be flexible and conducive to interdisciplinary projects

#2. Teachers co-teach/meet with project groups/coach and facilitate. Facilities need to be flexible - multi-use

#3. Flexible, hands-on, application based, project based

#4. Partnerships/internships services based. Using expertise

#5. Open spaces, flexible rooms/spaces, educ. expands beyond 8 - 3 days & four walls

TABLE TEAM 8

#1. PBL/blended learning

- Vary for each student!
- More student-centered, more tech

#2. Facilitating/mentoring/collaborating/advising/etc



- Bigger classrooms, common areas
- #3. Sense of community; bigger spaces, room to move!
 - “No more boxes”
- \$4. Community “housed” in the schools; social services; food pantries, etc.
 - More inviting for the community partnerships
- #5. When building, think about the next 50 years! More room! Common areas.

SCHOOL ORGANIZATIONAL STRUCTURE

Visioning Team members, working as Table Teams, explored school organizational structures for the future AFHS based on the challenge, below. Teams modified the options as presented to make them more viable for AFHS.

They then took a “straw vote” to establish the most favored concepts.

Their challenge was:

SCHOOL ORGANIZATIONAL STRUCTURE

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

Choose two of the following that you think are worth exploring:

- **Elaborate on the structure to give it more definition**
- **Identify the Pros and Cons of each**

A. Departmental High School

B. Separate 9th Grade Center, Grades 10-12 Departmental

C. Grades 9-10 in looped vertical Centers, Grades 11-12 Departmental

D. Separate 9th Grade Center, Grades 10-12 Thematic Academes

E. Vertical Schools-Within-School (9-12)

F. Self-Directed Study/Senior Project/Junior Project/etc

G. Out of the Box

The responses were:

A

Departmental High School

Each content area taught individually

Pros

- Easier scheduling
- Consistency
- Specialization
- Easy to align content
- Prepares students for the way most colleges are set up now

Cons

- Departments lack collaboration
- Function as separate parts
- Duplication of materials
- Stagnant
- Student overload





B

Separate 9th Grade Center, Grades 10-12 Departmental

Pros

- Substantial 9th grade transitional program
- *Licensure issues
- Common assessments
- Interdisciplinary projects
- 10-12
- Status quo: comfort
- Common assessment (CPP)
- More vertical alignment + continuity

Cons

- *Licensure issues
- Scheduling
- Don't get traditional HS experience, except in lunch + specials
- Less interdisciplinary
- Little flexibility

C

Grades 9-10 in Looped Vertical Centers, Grades 11-12 Interdisciplinary

Pros

- Increases time for teachers to make student connections
- Flow of concern
- Smaller learning communities
- 11-12
- Core more applicable to the specific team
- More student choice directed

Cons

- If student/teacher dislikes a student/teacher, they are stuck for two years

- Weaker teacher - two years of poor situation
- 11-12
- Trapped in one department

D

9th Center, 10-12 Thematic Vertical Academy

9th Grade decision/four academies

- Law and Lang
- STEM
- Arts
- Business

(Daggett - 9th Interest-based electives)

Pros

- 9th Grade would transition to HS
- Core and some requirements (PE) met in 9th Grade
- 9th graders are deciding which academy to apply to
- Relationships would be strong within the academies
- Absence of tracking

Cons

- Scheduling would be difficult
- Meeting the needs of Special Ed students

E

Vertical Schools within School

Pros

- More intimate clusters
- Same interests
- Internships
- Flexibility
- Better to do
- PBL
- Mentoring peer to peer

Cons





- Too specialized too early
- Greater challenge to teacher
- Sustainability
- 8th grade decision

F

Self-Directed Study

Year Long Cross Curricular Independent Project

Student role self-directed. Student creative control.

Pros

- Ultimate differentiation
- In depth real world study
- Possible college credit
- Career focused
- Creative

Cons

- Unmotivated student
- Saturation point
- Measure success vs objectives
- Potentially too huge
- Risky
- Creative

G

Out of the Box

Includes everything discussed the last 2 days - not a factory

Bigger classrooms, better tech, common area for sharing/teachers, lots of windows

Pros

- Everything you want
- Better learning environment

- Better student collaboration
- More teacher collaboration

Cons

- Getting community on board with a faculty that is "Out of the Box"

G'

8-12 Looping, More Electives

Pros

- Continuity
- Developmentally appropriate
- Overcrowding at MS?
- HS credit

Cons

- Size of building
- \$
- 8th graders contact with HS kids
- Social concerns
- Facilities

Straw Vote

Each Visioning Team member was given a green dot for their most preferred Option, and a green dot for their second most preferred option. Green dots were given two points, and red dots one. Not all options were chosen for evaluation. The results were:

	First Choice Red Votes	Second Choice Blue Votes	TOTAL SCORE
A	1	0	2
B	0	2	2
C	2	6	10
D	20	9	49
E	12	8	32
F	0	0	0
G	2	14	18
G'	6	4	14





Clearly the most favored school organizational structure was
D. 9th Grade Center, 10-12 Thematic Vertical Academies.

The second most favored was E, Vertical Schools within School

The least favored were:

- A. Departmental
- B. Separate 9th Grade Center, Grades 10-12 Departmental
- F. Self-Directed Study

LEARNING MODALITIES

Table Teams were given this challenge:

LEARNING MODALITIES

Here is a list of learning modalities. Rank them in order of importance for learning at Austintown Fitch HS, from most to least. (Importance implies extensive application.) (Identify only the top five and the bottom three.)

- A. Independent study
- B. Peer tutoring/teaching
- C. Internet-based research
- D. Distance learning
- E. Student presentations
- F. Student team collaboration
- G. Direct teaching, lecture format
- H. Project-based learning
- I. Naturalist/environmental learning
- J. Social/emotional learning
- K. Art-based learning

- L. Design-based learning
- M. Performance-based learning
- N. Seminar instruction
- O. Interdisciplinary teaching/learning
- P. Team teaching/synchronous collaboration
- Q. Technology with mobile devices
- R. Technology with desktop devices
- S. Other

The responses were:

TABLE TEAM 1

Top 5

No order

- F. Project-based learning
- G. Internships
- I. Interdisciplinary learning
- L. Social/emotional learning
- P. Blended learning/flipped

Bottom 3

No order

- A. Independent study (senior)
- E. Direct teaching (lecture)
- Q. Distance learning

TABLE TEAM 2

Most Preferred:

- #1. Project-based learning
- #2. Blended learning/flipped classroom
- #3. Independent study/internship
- #4. Interdisciplinary/integrated arts learning
- #5. Other: advisor/advisee

Least Preferred:

Direct teaching/lecture format





TABLE TEAM 3

Top 5

- #1. I + J Interdisciplinary + thematic integrated
- #2. F. PBL
- #3. G. Internships
- #4. P. Blended/flipped classroom
- #5. B. Student team collaboration

Bottom 3

- E. Direct/lecture
- Q. Distance
- T. Other - "Untouchables"

TABLE TEAM 4

Top 5

- #1. PBL
- #2. Student team collaboration
- #3. Internships
- #4. Integrated arts
- #5. Team teaching

Least Important:

Direct teaching-lecture

TABLE TEAM 5

Top 5

- #1. P. Blended learning/flipped classroom
- #2. F. PBL
- #3. I + J Interdisciplinary + thematic
- #4. G + H Internships + service learning
- #5. B Student team collaboration

Bottom 3

- E. Lecture
- D. Seminar

TABLE TEAM 6

Top 5

No order

- F. Project-based
- G. Internships

- I + J. Interdisciplinary/thematic integrated
- P. Blended learning/flipped classroom
- S. Technology

Bottom 3

- D. Seminar
- E. Direct lecture
- Q. Distance learning

TABLE TEAM 7

- #1. Project-based learning
- #2. Technology - mobile devices
- #3. Student team collaboration
- #4. Service learning/internships
- #5. Social/emotional learning

Lowest rank

Distance learning

INTEGRATING THE CURRICULUM

This was the challenge:

INTEGRATING THE CURRICULUM

Identify at least three strategies to achieve each of the following:

1. Integrated STEM learning
2. Integration of arts (fine arts, performing arts) with core learning
3. Applied learning
 - a. Math
 - b. Social studies
 - c. English
 - d. Science





TABLE TEAM 1

Arts - STEM – Applied Learning.

- #1. Collaboration
- #2. Professional development
- #3. Community partnerships
- #4. Common planning
- #5. Chocolate (make it fun)

TABLE TEAM 2

STEM

- #1. Collaboration between teachers, subjects, community members
- #2. PBL with or without the fac.
- #3. PD

Integration of Arts

- #1. PBL
- #2. PD
- #3. Collaboration

Applied Learning

- #1. Internships
- #2. Partnerships for older to teach younger
- #3. Creating web-based lessons (Aga Khan Academy)

TABLE TEAM 3

STEM

- #1. Professional Development
- #2. Resources/structured environment
- #3. Market the program
- #4. Select students
- #5. Succeed
- #6. Community Collaboration

TABLE TEAM 4

Integrated Arts

- #1. Identify community partners
- #2. Teach core through the arts

#3. Teach arts through core

#4. PD

#5. Self-guided

#6. Performance standard

TABLE TEAM 5

Applied learning in:

- A. Math
- B. SS
- C. English
- D. Science

Need:

- #1. PD
- #2. Internship
- #3. Mentors

TABLE TEAM 6

STEM

- #1. PBL
- #2. Technology
- #3. Alternating classes
- #4. Common team planning

Integrated Arts

- #1. Same as above except with a different focus

Applied Learning

- #1. Internships
- #2. Outside resources
- #3. Focus on current events

TABLE TEAM 7

STEM

- #1. 100% commitment from District and community
- #2. Begin at lower levels
- #3. Professional development





Integration of Arts

#1. Common planning/collaboration between all core + fine arts + performing arts

#2. PBL

#3. Professional development

Applied Learning

#1. Internships

#2. Juries are PBL

#3. Partnerships, seamless learning, collaborations

TABLE TEAM 8

STEM

#1. Start at lower levels

#2. Professional development for staff

#3. Acquisition of materials, i.e. Legos

Integration of Arts

#1. Common planning

#2. Expectation of integration

#3. Teachers need more time from planning

Applied Learning

#1. Again, common planning

#2. Community partnerships

#3. Real world problem-solving i.e., PBL

*Obviously, scheduling is the biggest issue!





Workshop Notes Day 3

AGENDA

The third Visioning Team workshop was held on 5th April 2012. The theme was Defining School. Notes of all activities follow:

- School Transformation + Development Map
- Key Words
- Places for Learning
- Larry Rosenstock on High Tech High
- Defining Places
 - Library/Media Center
 - Supporting Applied/Project Learning
 - Dining/Food Service
 - Student Life
 - Community in Building
 - Other
- Guiding Principles
- Overall School Organizational Diagram
- Parking Lot
- Next Steps

SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Workshop participants used the School Transformation + Development Map (© 2011 Frank Locker Inc) to evaluate Austintown Fitch High School's (AFHS's) 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 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 teams to review the multiple educational practices and facilities concepts in the School Transformation + Development Map. They scored AFHS in the following categories:



- Educational Delivery Today
- Facilities Today
- Future Educational Delivery
- Future Facilities

The scores were:

- Educational Delivery Today: 1.83
- Future Educational Delivery: 4.74
- Facilities Today: 1.75
- Future Facilities: 4.70

KEY WORDS

Table Teams were challenged to identify key words that would describe the future AFHS educational practices. These words might become the basis of an elevator speech. Here are the results:

TABLE TEAM 1

Want to be teachers of this productive system

- Flexible
- Stimulating
- Integrated
- Dynamic – keep growing
- Innovative
- Welcoming/involving community
- Student centered
- Collaborative
- Caring
- Exciting
- Spectacular
- Envied

TABLE TEAM 2

- Collaborative
- Global
- Innovative
- Non-traditional
- Engaging

TABLE TEAM 3

- Collaborative
- Innovative
- Caring
- Divergent
- Open
- Relevant
- Individualized

TABLE TEAM 4

- Flexible
- Student-centered
- Focused
- Project-based
- Engaging

TABLE TEAM 5

- Collaborative
- Innovative

TABLE TEAM 6

- Collaboration
- Student-driven
- Project-based

TABLE TEAM 7

- Flexibility
- Student-centered
- Innovative
- Creative
- Spontaneous
- Integrated





PLACES FOR LEARNING

The workshop participants analyzed places for learning and established preferences for the future AFHS. 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
- Identify the one least appropriate
- 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	Southampton HS
B	Glacier High School
C	Waverly HS
D	New Tech High
E	Cristo Rey Minneapolis
F	Wooranna Park Primary School
G	Australia Maths + Science School
H	Minnesota New Country School

The number of citations received by each plan concept for the future AFHS were:

A	Southampton HS	0
B	Glacier High School	5 citations
C	Waverly HS	4 citations
D	New Tech High	1 citation
E	Cristo Rey Minneapolis	5 citations
F	Wooranna Park Primary School	2 citations
G	Australia Maths + Science School	1 citation
H	Minnesota New Country School	0

The least preferred plan was:

A Southampton HS 5 citations

Images of the candidates are shown on the next page.

Comments from the Table Teams included:

TABLE TEAM 1

Most preferred:

- C Waverly HS
 - "Fat L"
 - Flexibility
 - Open spaces to each other
 - Suites
- E Cristo Rey
 - R to outside
 - Zoning on activities
- B Glacier HS
 - Similar to C

Least preferred:

- A Southampton HS

TABLE TEAM 2

Most preferred:

- E Most flexible + soft furniture (Cristo)
- D Common teacher space and flexibility (New Tech)
- C Fat "L" houses or academies
 - Awesome + flexible
 - Redefine teacher space

Least preferred:

- A Status Quo (Southampton)

TABLE TEAM 3

Most preferred:

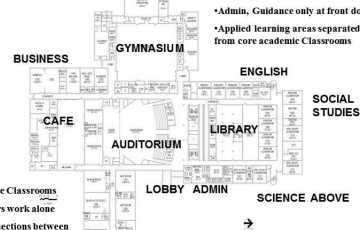
- B Very flexible
- C Houses
- E Studio/whole space

Least preferred:

- A Disconnected, this is the present system!



A Southampton High School
SOUTHAMPTON, NY

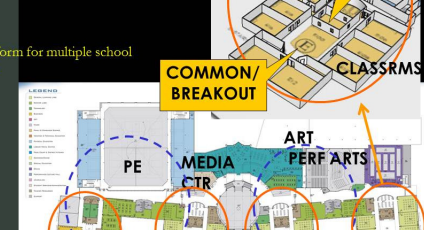


- Departmental model
- Admin. Guidance only at front door
- Applied learning areas separated from core academic Classrooms

2 FLOORS OF CLASSROOM

- Separate Classrooms
- Teachers work alone
- No connections between Classrooms
- No visual connections Classrooms to Corridors
- Few adjacent support spaces

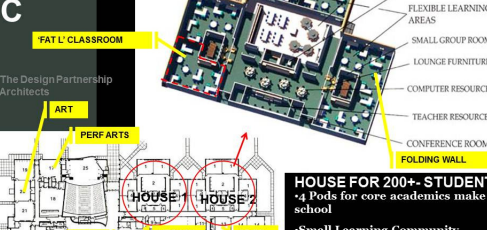
B Glacier HS
KALISPELL, MT



- Flexible platform for multiple school organizations

Labels: TCHR PLAN CENTER, SCIENCE, COMMON/BREAKOUT, CLASSRMS, ART, PERFORM, MEDIA CTR, PE, BUSINESS CAREER CLUSTER, WELLNESS CAREER CLUSTER, ARTS CAREER CLUSTER, 9TH YEAR TRANSITION ACADEMY

C Waverly High School
WAVERLY, NE



Labels: FOLDING WALL, SCIENCE AND INDUSTRIAL TECHNOLOGY, STORAGE AND PREP, FLEXIBLE LEARNING AREAS, SMALL GROUP ROOM, LOUNGE FURNITURE, COMPUTER RESOURCE, TEACHER RESOURCE, CONFERENCE ROOM, FOLDING WALL, 'FAT L' CLASSROOM, ART, PERFORM, CAFE, LIBRARY, SP ED, HOUSE 1, HOUSE 2, HOUSE 3, HOUSE 4

HOUSE FOR 200+ STUDENTS

- 4 Pods for core academics make a school
- Small Learning Community organization centered on "Houses" and Media Center
- Teacher Planning Centers
- Industrial Technology integral with Science

D New Tech High
NATIONAL MODEL FOR EDUCATIONAL REFORM



- 1:1 student computer ratio
- Use of projects to engage students: achieve deeper learning
- Integrate 21st Century skills
- Synchronous team teaching

Labels: RATE 1 2 3 4 5 RANK

E Cristo Rey High School
MINNEAPOLIS, MN



Labels: RATE 1 2 3 4 5 RANK

F Wooranna Park Primary School
MELBOURNE, AUSTRALIA



- Year 5 + 6
- 110 Students
- Teacher Teams
- Activity Zones
- Project-Based Learning

Labels: BEFORE, AFTER, RATE 1 2 3 4 5 RANK

G Australian Science + Mathematics School
ADELAIDE, AUSTRALIA



Labels: RATE 1 2 3 4 5 RANK

H Minnesota New Country School
HENDERSON, MN



Labels: RATE 1 2 3 4 5 RANK



Table Team 4

Most preferred:

- E Open flexible fits academy approach
- B Also flexible department and academy
- F Versatility (Wooranna)

Least favored:

- A

TABLE TEAM 5

Most preferred:

Ohhh,...Ahhhh,

- E Flexibility (student-centered)
- B "Traditional look" – "modern uses"
- C Concept
- G Individual "pods" (AS & M)

Least preferred:

- A Fitch High School

TABLE TEAM 6

Most preferred:

- B, C, E, F =
X= which is our unique combination of each!
- Liked
 - Greenhouse
 - Open space for disciplines
 - Need parts of "A" direct instruction
 - Need Auditorium + Gym
 - F for direct instruction + group work + media
 - D for 1:1 computers, PBL
 - C for Fat "L"

Least preferred:

- Least favorite was None

- HTH does not distinguish between STEM and Arts. Both are done as components of learning
- HTH has a Social Change Agenda: all students will go to college
- In doing their learning students "behave like", they "do the work of":
 - Scientists
 - Engineers
 - Poets
- The school values curation of good student work: Exhibitions of student work are everywhere
- "If you treat kids like adults they will behave like adults"
- We ask our teachers, "What are most memorable learning experiences?" and then support them to develop their teaching around them
- Rigor is passion expressed

The discussion that followed included these comments:

- The new definition of rigor is passion
- "Suspicion invites treachery." Make learning visible!
- Education invites change
 - But education is least changed institution in the USA
- High School is the place where you find out who you really are
- HTH is purposeful learning

DEFINING PLACES

Table Teams identified places in their future school that needed further definition. Here are their thoughts about essential characteristics:

Dining/Food Service

- Uses/possibilities
- "Private" – not just one big room
- Open to public – student operated
- Multiple uses – timing
- Food Court
- More variety in food choices

LARRY ROSENSTOCK ON HIGH TECH HIGH

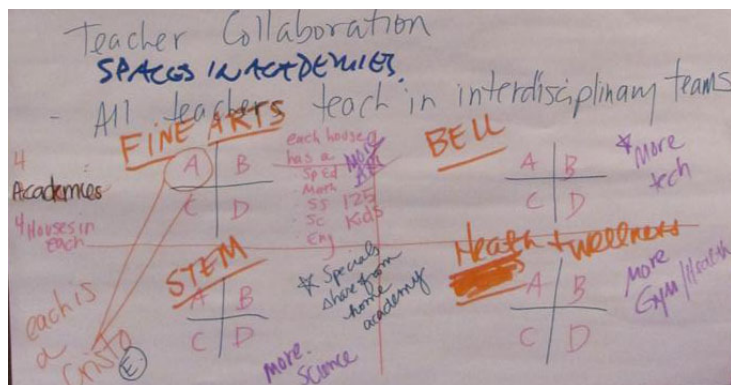
The Visioning Team viewed a video about High Tech High (HTH), featuring Larry Rosenstock, CEO. Among the things he noted were:



- Ice cream machine
- Different size areas/multi-use
- Platform – performance during “Lunch” – open mike, music
- Daylight!
- Distributed around building
- Views – window seats
- Booths
- Food distributed in academies

Special Needs

- No “special” spaces needed for 90% of our Spl Ed students
- 10% of Spl Ed students, or 2% of FHS students need special spaces outside Academies
 - 3 MH units
 - 1 CD unit
 - 1 ED unit
- 90% of Spl Ed students, or 8% of AFHS students will learn in complete integration with core, with Accommodations Spl Ed teacher in each group of core
- Need:
 - Teacher collaboration
 - All teachers teach in interdisciplinary teams

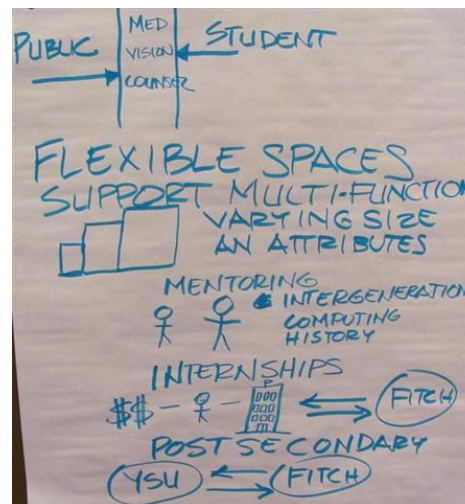


Senior Project (or a derivative)

- Grades 11-12 project soon, leading to a Grade 10 or 9 project
- Inside support needed:

- Work space /furniture
- Great technology
 - World connection
 - internships
- Facilitator (teacher)
- Flexible schedule/time
- Outside support needed:
 - Mentors
 - Internships
 - Parks/rivers/playhouse/City Hall, etc
 - Businesses
 - Community support

Flexible Spaces

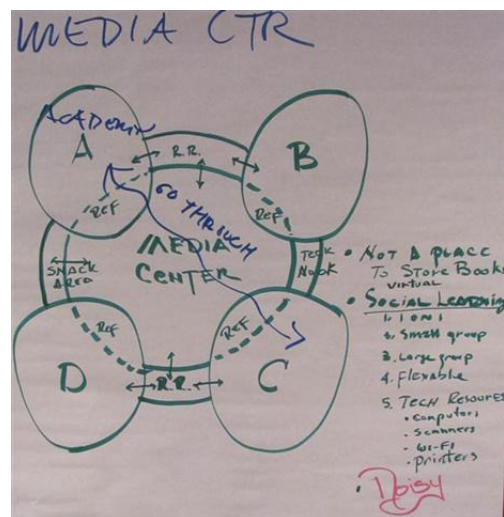


- Flexible spaces
 - Support multi-function – varying size an attribute
 - Mentoring
 - Intergenerational
 - Computing
 - History
 - Internships
 - Post-secondary
 - YU ↔ FITCH

Community in Building

- Form follows function
- Functions:
 - Internships
 - Services (medical, counseling, vision)
 - Clubs
 - 4H, Boys/Girls, Cub Scouts
 - After/before care
 - Seniors – get them in here
 - Community food bank
 - Clothing
 - Health
 - Walking/bike tracks
 - Media Center
 - Use existing Library
 - Education

Media Center

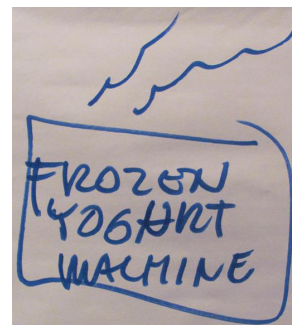


Student Life

LOCKERS

The locker situation is frustrating. They consume all the walls, making high schools look institutional, and hiding all the good learning.

- Where can we put:
 - Coats?
 - Book bags? Back packs?
 - Lockers?
 - How do lockers work with academies?
- Student life
 - New operational concepts needed
 - 5 – 7% students draw 95% of attention
- Healthy lifestyles
 - Don't forget the frozen yogurt machine!



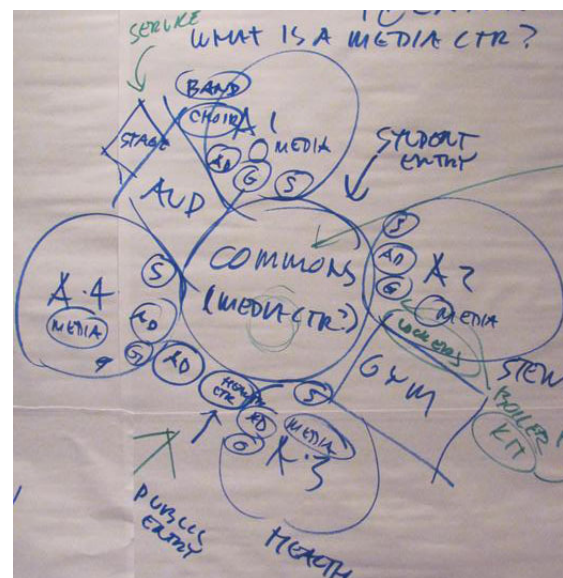
GUIDING PRINCIPLES

A team of volunteers accepted the challenge of reviewing/editing the DRAFT Guiding Principles that had been written to capture essential concepts developed by the Visioning Team. The Guiding Principles will be used as the foundation document for expressing details of the Educational Vision, and should be shared with teachers, staff, parents, students, community, and Board members.

OVERALL SCHOOL ORGANIZATIONAL DIAGRAM

An overall school organizational diagram was developed in a whole group workshop session. The diagram captures the essential qualities of the concept. These include:

- Library/Media/Technology Center as the hub of the school
- Core learning spaces arranged in thematic Academies, with flexibility for combinations to serve larger numbers of students, such as in a 9th Grade Academy
- Commons/Food Court immediately adjacent to/below the Media Center, both at the center of the building
- Distributed leadership: Guidance and Administrative staff as close to Academies as possible, perhaps within Academies
- Student life incorporated in facilities planning
- The locker problem solved
- Special Education needs served through inclusion support spaces within and near Academies
- Teacher Planning Centers strategically placed to serve as interdisciplinary collaboration centers, aligned with Academy planning
- Rethink the Media Center, perhaps as 21st century media in all Academies
- Academies strategically located to align with related functions that serve the whole school/community:
 - Wellness Academy near school Health Office and Physical Education/Athletics
 - Arts Academy adjacent to Theater/Auditorium
 - STEM Academy near service entry to facilitate movement of supplies

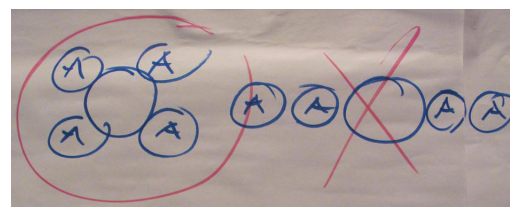


Overall Planning Issues

FRESHMEN

- How to connect freshmen to Academies?
 - If 9th house, have sampler of academies
 - Could have an academy sampler in nine week rotation
 - If four year academies, will need a form of rotation/sampler in 8th grade
 - Accountability:
 - Separate schools on **IRN**

Each Academy should be a destination, with no travelling through one Academy to get to another





PARKING LOT

Questions:

- How do we decide in 9th grade academy with rotations to select Academies vs 9-12 academies with selection made in middle school?
- What about STEM kids from MS?

NEXT STEPS

A Strategic Plan for sharing the Educational Vision includes:

- Talk to departments
- Create the elevator speech so all Visioning Team members can easily express essential concepts
- Identify who needs to know what
- K-12 issues
 - Deploy PBL in all grades?
 - Board of Education briefing
 - Communication plan for all of K-12
- Design and construction:
 - Programming will take two months
 - OSFC approval July 2013
 - Bond vote November 2013
 - Move in Sept 2016





Student Centered Schools
The Hallmark of 21st Century Learning

Frank Locker PhD, AIA, REFP
fl@franklocker.com
© 2012 Frank Locker Inc

A Short History of American Public Schools

100 YEARS AGO	75 YEARS AGO
	
50 YEARS AGO	TODAY
	

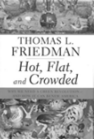
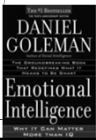
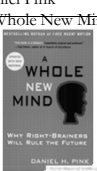
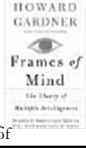
A Short Future of American Public Schools

TODAY	TODAY
	
TODAY	TODAY
	

21 st Century Learning	21 st CENTURY
20 th CENTURY	21 st CENTURY
TEACHER CENTERED	STUDENT CENTERED
•Focus on teaching efficiency •Producing workers for an industrial age •Content knowledge •“Broadcast” teaching •Students work alone •Content is abstracted •Teacher is holder of knowledge •Teacher works alone •Subjects taught separately •Mostly direct instruction + papers	•Focus on learning effectiveness •Producing citizens for a post-industrial age •Relationships + skills •Personalized learning •Cooperative learning •Content is relevant •Teacher is a guide •Teacher collaboration + teams •Integrated/interdisciplinary learning •Problem-based/project-based learning

21 st Century Learning	21 st CENTURY
20 th CENTURY	21 st CENTURY
TEACHER CENTERED	STUDENT CENTERED
•Tests •Content is abstracted from world outside •Memorization •Electives •Circumstance •Tradition-based •One model of teaching •Few ways to learn	•Authentic evaluations •Real world connections; School relies on outside experts •Critical thinking skills •Themed leaning, academies •Choice •Research-based •Many models of teaching •Many ways to learn

Informing 21st Century Learning

Thomas Friedman World is Flat  Thomas Friedman Hot, Flat + Crowded  Daniel Goleman Emotional Intelligence 	Daniel Pink A Whole New Mind  Howard Gardner Frames of Mind  Matthew Crawford Shop Class as Soulcraft 	Wired Magazine 
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Informing 21st Century Learning

Tony Wagner
Global Achievement Gap

Clayton Christensen
Disrupting Class

21ST CENTURY SKILLS

Trilling + Fadel
21st Century Skills

Rigor + Relevance Handbook

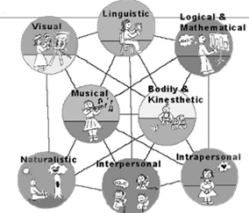
21st Century Learning
STUDENT CENTERED

Virtual Engaged
Integrated Creative
Critical Thinking Relationships
Collaborative
Active + Applied
Relevant Out of School
Sharing Resources
Personalized
21st Century Skills Interdisciplinary
Make Learning Visible

Schedule/Timetable

Learning Research
MULTIPLE INTELLIGENCES

Howard Gardner

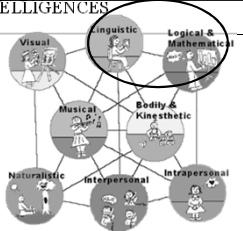


- There are eight or more intelligences
- People are strong in some, not in others
- Every student's education should engage natural strengths, so they can develop others

Darleen Fabus Graduate Student, Educational Technology, SDSU

Learning Research
MULTIPLE INTELLIGENCES

Howard Gardner

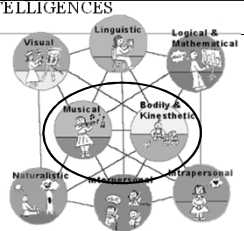


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Learning Research
MULTIPLE INTELLIGENCES

Howard Gardner



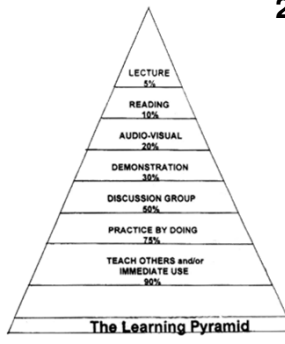
- There are eight or more intelligences
- People are strong in some, not in others
- Every student's education should engage natural strengths, so they can develop others

Darleen Fabus Graduate Student, Educational Technology, SDSU

Learning Research
LEARNING PYRAMID

Rate of retention of different modes of learning

ACTIVE LEARNING + RESPONSIBILITY CREATES MORE RETENTION THAN PASSIVE LEARNING



The Learning Pyramid

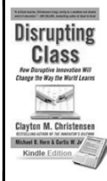
NTL Institute for Applied Behavioral Science

Learning Research	3
INTEGRATED ARTS	
Core learning goes up when arts are integrated in core classrooms, especially for English language learners  "Give me a classroom big enough to dance in." 	Frank Lockert Educational Planning

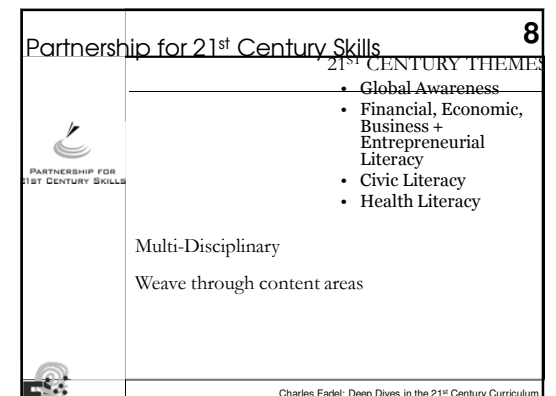
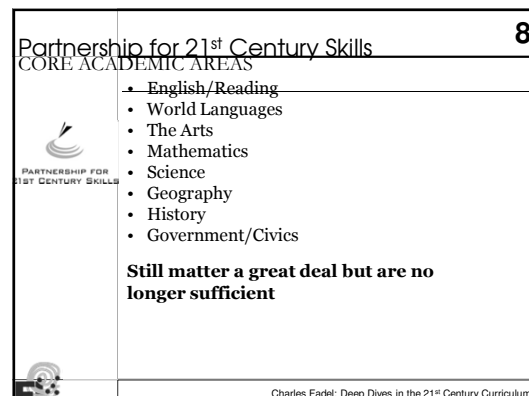
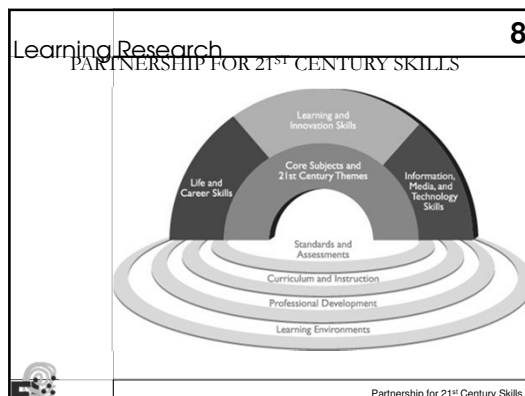
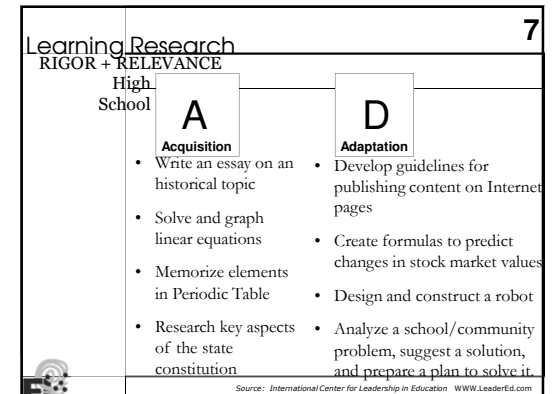
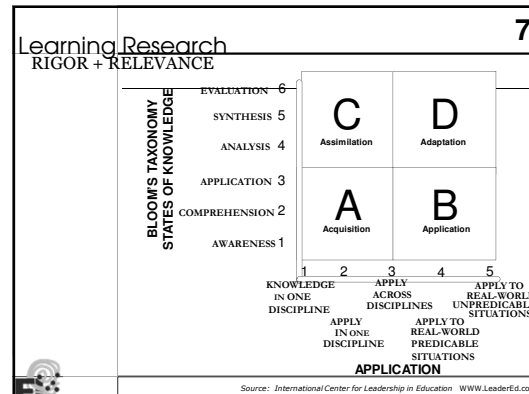
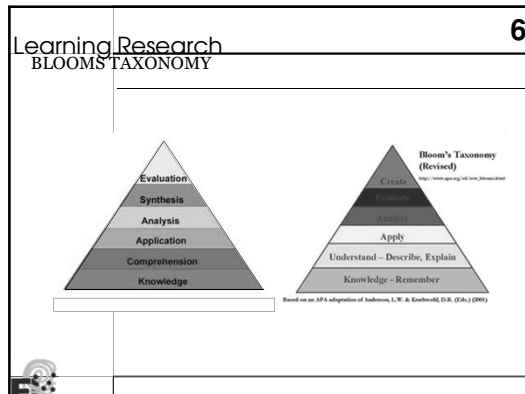
Learning Research	4
RELATIONSHIPS	
MAGIC OF 150 Dunbar's Number The theoretical cognitive limit to the number of people with whom one can maintain stable social relationships. These are relationships in which an individual knows who each person is, and how each person relates to every other person. 150 is really 100 to 225 GOOGLE THE "MAGIC OF 150"	

Defining 21 st Century Learning	4
NATIONAL SECONDARY SCHOOL PRINCIPALS ASSOCIATION	
 BREAKING RANKS Changing an American Institution Recommended Strategies Include: •Teacher is coach and facilitator/ student is worker •Integrate assessment with instruction •Small learning units/banish anonymity: 600 students max •Reorganize traditional departmental structure to meet needs of more integrated curriculum •Alternatives to tracking and ability grouping	

Defining 21 st Century Learning	4
RELATIONSHIPS: ADVISOR/ADVISEE PROGRAMS	
 • 9th : Transition into HS • 10th: Portfolio • 11th: Life After HS • 12th : Senior Project	Poland Regional High School

Defining 21 st Century Learning	5
VIRTUAL LEARNING	
 DISRUPTING CLASS Clayton Christensen •By 2014, 25% of HS courses will be on line •By 2019, 50% of HS courses will be on line	

Defining 21 st Century Learning	5
BLENDED LEARNING; FLIP THE CLASSROOM	
	



 PARTNERSHIP FOR 21ST CENTURY SKILLS	Partnership for 21st Century Skills CORE ACADEMIC AREAS • English/Reading • World Languages • The Arts • Mathematics • Science • Geography • History • Government/Civics Global Awareness = Geography + Languages + History + Sociology + Music + Art	21st CENTURY THEMES • Global Awareness • Financial, Economic, Business + Entrepreneurial Literacy • Civic Literacy • Health Literacy	8
	Charles Fadel: Deep Dives in the 21st Century Curriculum		

Partnership for 21 st Century Skills	
21 ST CENTURY SKILLS	8
 LEARNING + INNOVATION SKILLS • Creativity + innovation • Critical thinking + problem solving • Communication • Collaboration LIFE + CAREER SKILLS • Flexibility + adaptability • Initiative + self direction • Social + cross-cultural skills • Productivity + accountability • Leadership + responsibility	INFORMATION, MEDIA + TECHNOLOGY SKILLS • Information Literacy • Media Literacy • ICT (Information, Communication + Technology) Literacy



Partnership for
21ST CENTURY SKILLS

8

THE FOUR C'S

- Creativity + innovation
- Critical thinking + problem solving
- Communication
- Collaboration



Partnership for
21ST CENTURY SKILLS

Partnership for 21st Century Skills

Partnership for 21st Century Skills

PUBLIC ATTITUDES

88%

Source: HART RESEARCH

RESEARCH

Employers' views of "very important" knowledge and skills

Legend: ■ 4-Year Grads ■ 2-Year/ Technical Grads ■ HS Grads

Skill	4-Year Grads (%)	2-Year/ Technical Grads (%)	HS Grads (%)
Humanities/Arts	~10	~10	~10
History/Geography	~10	~10	~10
Government/Economics	~10	~10	~10
Foreign Languages	~10	~10	~10
Science	~10	~10	~10
Mathematics	~10	~10	~10
Leadership	~10	~10	~10
Creativity/Innovation	~10	~10	~10
Lifelong Learning/Self Direction	~10	~10	~10
Dealing with Diversity	~10	~10	~10
Information Technology Application	~10	~10	~10
Writing in English (grammar, spelling, etc.)	~10	~10	~10
Written Communications	~10	~10	~10
Ethics/Social Responsibility	~10	~10	~10
English Language (spoken)	~10	~10	~10
Reading Comprehension	~10	~10	~10
Critical Thinking/Problem Solving	~10	~10	~10
Oral Communications	~10	~10	~10
Teamwork/Collaboration	~10	~10	~10
Professionalism/Work Ethic	~10	~10	~10

Source: Conference Board, 2008. (First Author: Dr. T. L. Taylor)

Crat Jerald: Defining a 21st Century Education

RESEARCH

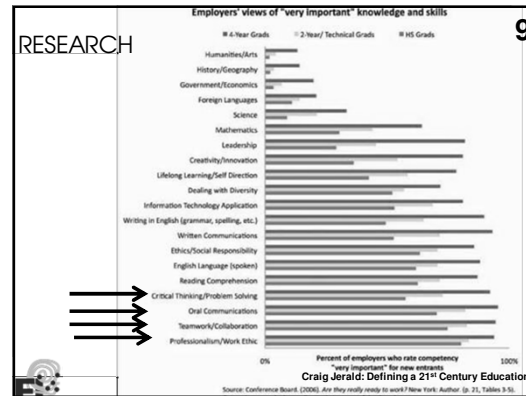
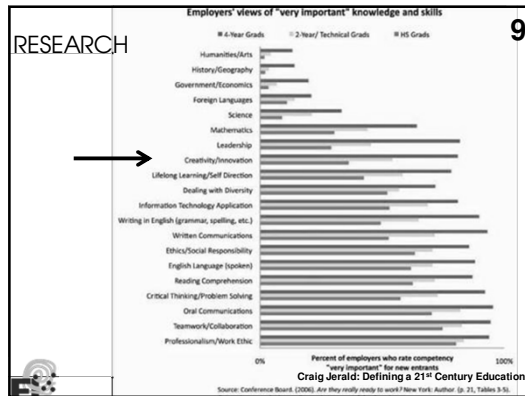
Employers' views of "very important" knowledge and skills

■ 0-1 Year Grads ■ 2-7 Year/ Technical Grads ■ HS Grads

Percent of employers who rate competency "very important" for new entrants

Source: Conference Board (2008) as reported by *Forbes* (Jan. 11, 2009) and *Newsweek*

Craig Jerald: Defining a 21st Century Education



Defining 21st Century Learning

MASSACHUSETTS DEPT OF EDUCATION

21st Century Skills in Action: Arlington High School, Gr. 11

Honors French students were divided into small groups and asked to create a restaurant in France. Students used the Internet to research real estate listings, learned about the Euro to consider price options, selected a financial planning method based on interest rates and incentive programs, and used professional software to create a business and marketing plan aimed at their target clientele. Once the plans were complete students developed and priced their menus, sketched out the interior design and used architectural software to lay out the furniture. The project ended with oral presentations done in both English and French. Local restaurant designers and architects were invited in to hear the English presentations. The project lasted the entire year, and was conducted entirely in French. More on this project: <http://www.doe.mass.edu/edtech/practices/ar1/intro.htm>. 21st century skills used in this project: technology; collaboration; global awareness; media literacy; creativity; financial, economic, business and entrepreneurial literacy.

Café Parisien

ARLINGTON, MA, HIGH SCHOOL

PROJECT REQUIREMENTS

- Business plan
- Real estate analysis (in Paris)
- Café name
- Café space design
- Café menu design
- Nutrition analysis
- Set prices for menu (Euros)
- Correlation of location-market demographics-menu-space design
- Speak French
- Outside experts
- Talk to students in France
- Location mapping
- Business plan spreadsheets
- Menu graphics
- Model of design
- Presentation to "jury"

Arlington HS 11th Grade French Class

Café Parisien

ARLINGTON, MA, HIGH SCHOOL

Arlington HS 11th Grade French Class

Café Parisien

ARLINGTON, MA, HIGH SCHOOL

Arlington HS 11th Grade French Class

21st Century Schools

NEW CLASSROOM CONCEPTS

- What is and where is a classroom?

FREEPORT HIGH SCHOOL
REHARTER LAYOUT © 2008

20th Century Schools

20th Century Schools

DISJOINTED CURRICULUM
DELIVERED BY INDIVIDUAL
TEACHERS IN AN ISOLATED
SETTING

21st Century Schools

11

INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

21st Century Schools

11

INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

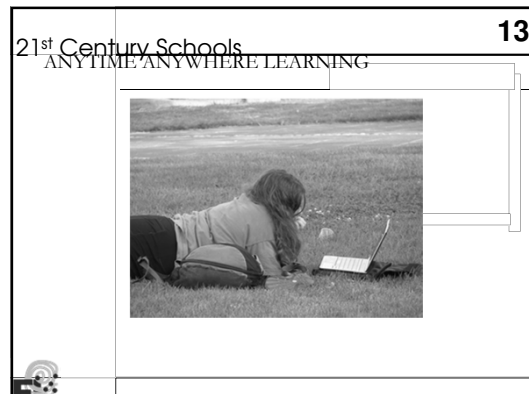
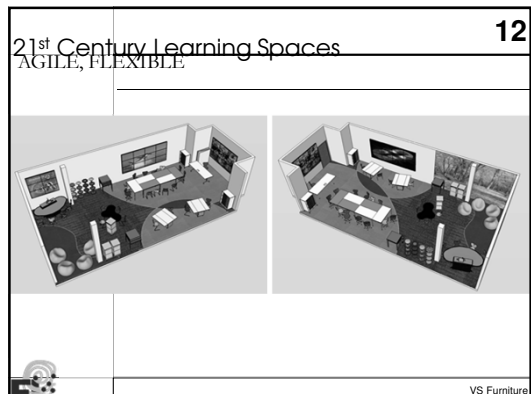
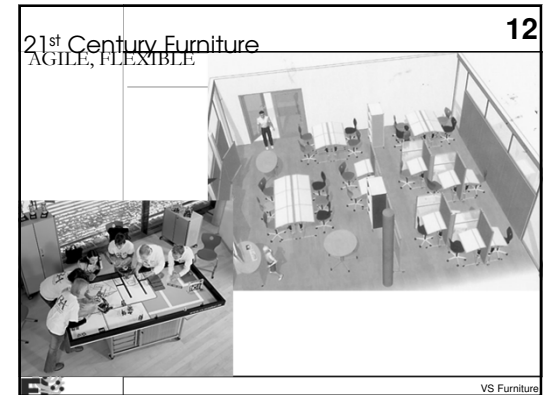
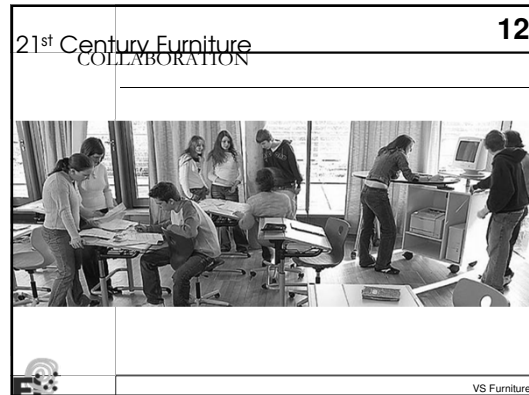
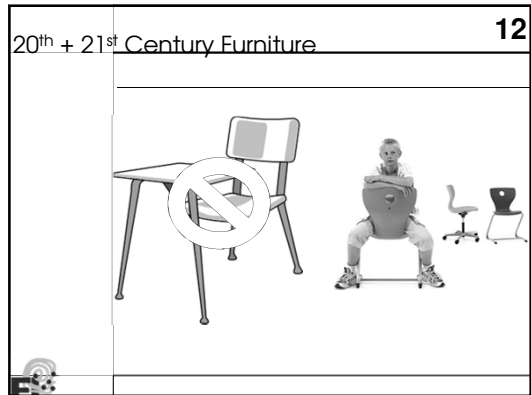
21st Century Schools

11

INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

INTERNSHIPS +
SERVICE LEARNING
IN THE COMMUNITY

PLACE-BASED
LEARNING



21st Century Learning Spaces

MULTIPLE LEARNING MODALITIES

14

existing northeast wing

possible layout of proposed northeast pod

potential for future flexibility

GRAND RAPIDS CHRISTIAN HIGH SCHOOL

High School Design Planning 4/2008-6/2010

AMDG

Grand Rapids Christian High School, Frank Locker Educational Planning/ AMDG Architects

21st Century Learning Spaces

LEARNING IS A SOCIAL ACTIVITY

14

High Tech High, David Stephen, Designer

21st Century Learning Spaces

MAKE LEARNING VISIBLE

14

Leigh Academy, Building Design Partnership

21st Century Learning Spaces

STUDIOS NOT CLASSROOMS

14

WIRELESS INNOVATION LAB

High Tech High, David Stephen, Designer

21st Century Learning Spaces

WORKSPACES FOR DEEP STUDY

14

High Tech High, David Stephen, Designer

21st Century Learning Spaces

MAKE LEARNING VISIBLE

14

High Tech High, David Stephen, Designer

21st Century Learning Spaces **14**
MAKING THINGS

High Tech High, David Stephen, Designer

Teacher Planning Centers **15**
OXFORD HILLS COMPREHENSIVE HS, SOUTH PARIS, ME
 Integrating the Curriculum + Building Relationships

Frank Locker/PDT Architects

End of the Library as We Know it Today **16**
VICTORIA, AUSTRALIA DEPT EDUCATION

End of the Library as We Know it Today **16**
WAYLAND HS, WAYLAND, MA

Frank Locker Educational Planning

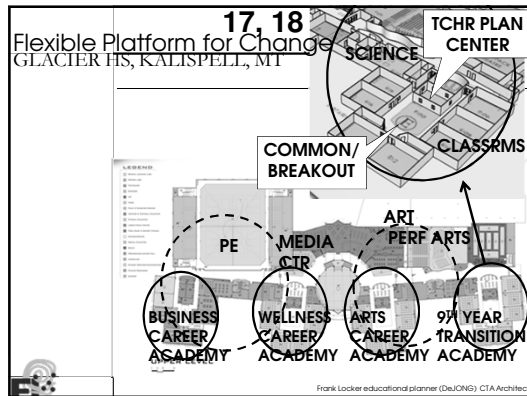
Flexible Platform for Change **17, 18**
GLACIER HS, KALISPELL, MT

- Agile organizational planning
- 21st Century Skills
- Small Learning Communities
- College articulation

Frank Locker educational planner (DeJONG) CTA Architect

Flexible Platform for Change **17, 18**
GLACIER HS, KALISPELL, MT

Frank Locker educational planner (DeJONG) CTA Architect



19
Internships, Advisories, Project-Based Learning
MET SCHOOL, PROVIDENCE, RI, USA

- Lower socio-economic students who otherwise might have dropped out
- 92% attendance (local average 81%)
- 98% graduation rate (local average 87%)
- 98% college attendance rate; 75% college graduation rate (50% national average; 6% national average for lower socioeconomic students)
- 75% are first ones in their families to go to college
- #1 in state for School Climate
- #1 in state for Parent Involvement
- #1 in state for Teacher Availability (Academic Issues)
- #1 in state for Teacher Availability (Personal Issues)

FRANK LOCKER Educational Planning with HMFH Architects

19
Internships, Advisories, Project-Based Learning
MET SCHOOL, PROVIDENCE, RI, USA

- Small school: 120 students
- Internships in business + institutions 2 days/week, years
- Personalised learning: curriculum wrapped around student interests
- Project-based learning/didactic teaching
- Teachers are advisors
- School integral in community
- Use Sports Hall+ services in community centre
- Use Community College for Advanced Placement

FRANK LOCKER Educational Planning with HMFH Architects

19
Internships, Advisories, Project-Based Learning
MET SCHOOL, PROVIDENCE, RI, USA

- Variety of Learning Styles
- Small School Culture
- Neighborhood Schools
- Center of Community

Concordia Architects

19
Service Learning
LITTLETON HS, LITTLETON, NH

Concordia Architects

20
Thomas Jefferson HS
ARLINGTON, VA

#1 Achieving HS in USA, 3 years in a row
US News + World Report

SCHEDULE

- Period 8 is unassigned
- Students do projects, independent work, find teachers
- Freshman course: Biology/English/Engineering

Applied Technology Center Canby HS, Canby, OR **20**

- Variety of Learning Styles
- Integrating Technology
- Flexible Learning Spaces
- Integrated Learning
- Community Service

Dull, Olson, Weekes Architects

Applied Technology Center Canby HS, Canby, OR **20**

- Thematic Learning
- Academic & Technical Learning
- Project-Based Learning

Dull, Olson, Weekes Architects

Applied Technology Center Canby HS, Canby, OR **20**

Dull, Olson, Weekes Architects

New Tech High **21**

New Tech Network

EDUCATIONAL ATTRIBUTES

- 21st Century Skills
- Standardized testing scores significantly higher than comparative schools
- High university acceptance/attendance: 89%
- 1.5X national average university graduation rate: 80%
- 2X national university enrollment in science + math: 40%

NTD Architects

New Tech High **21**

LEARNING RESULTS

CALIFORNIA STANDARDS TEST SCORES 2009			
	9 th	10 th	11 th
English-Language Arts			
NEW TECH HIGH			
•% Advanced	40%	33%	35%
•% Proficient	32%	34%	32%
ALL COUNTY SCHOOLS			
•% Advanced	26%	21%	20%
•% Proficient	32%	27%	23%
ALL CALIFORNIA SCHOOLS			
•% Advanced	23%	19%	18%
•% Proficient	27%	25%	22%

California Standardized Testing + Reporting (STAR) www.star.cde.ca.gov/star 2009

New Tech High **21**

LEARNING RESULTS

CALIFORNIA STANDARDS TEST SCORES 2009		
	10 th	11 th
Biology		
NEW TECH HIGH		
•% Advanced	47%	47%
•% Proficient	25%	25%
ALL COUNTY SCHOOLS		
•% Advanced	19%	19%
•% Proficient	28%	18%
ALL CALIFORNIA SCHOOLS		
•% Advanced	21%	20%
•% Proficient	24%	22%

California Standardized Testing + Reporting (STAR) www.star.cde.ca.gov/star 2009

New Tech High

New Tech Network

21

NATIONAL MODEL FOR EDUCATIONAL REFORM

PLUS

- 21st Century teaching model
 - Teacher collaboration
 - Student collaboration
 - Integrated/interdisciplinary learning
- Daily timetable: double periods, 180 minutes
- Relevance, relationships, rigor
- Small learning communities, small schools
- Authentic assessments
- Reliance on outside community experts
- Dual enrollments with university
- Student digital portfolios

20 SPATIAL STUDIES

New Tech High

New Tech Network

21

SCHOOL ORGANISATION

- Year levels 9-12
- 400 students per school maximum
- Integrated, interdisciplinary teaching
- 100% project-based learning
- Teacher teams (2 or 3 teachers, synchronous)
- Collaborative learning (2 to 4 student teams)
- Double block periods: 180 minutes
- 12 credits (1/2 year) university courses before graduation
- Internships
- Student generated senior project
- 1:1 computers since 1996



New Tech High

New Tech Network

21

WHAT DO STUDENTS DO ALL DAY?

- 100% project-based curriculum
- Students work on a project for each of their courses: 4 or 5 at a time
- Enroll in university classes
- Internships in local business/institutional community
- Have free time available in their day
- Work collaboratively with other students
- Senior Project



New Tech High

New Tech Network

21

WHAT ARE STUDENTS EVALUATED ON?

MEASURED

- Critical thinking
- Collaboration
- Oral communication
- Written communication
- Technology literacy
- Citizenship and ethics
- Career preparation
- Core subject mastery



NOT MEASURED

- Creativity

New Tech High

New Tech Network

21

INTERDISCIPLINARY/INTEGRATED TEACHING

- Geography + Language Arts
- Computer Applications + Science
- Biology + Literature
- Math + Environmental Science
- Computer Apps + Language Arts
- Political Studies (Language Arts + Government + Economics)
- Math + Engineering
- Technology + Math
- Communication Studies (Lang Arts + Drama)
- Global Studies (Lang Arts + World History)
- American Studies (Language Arts + US History)
- Bio-Fitness (Biology + Health + PE)
- Spatial Studies (Digital Media + Geometry)

Taught by 2 teacher teams in 180 minute classes

New Tech High

New Tech Network

21

PROJECT BASED LEARNING

- Initiated with an event
- Open-ended, essential question
- Interdisciplinary learning
- Teacher project preparation and student execution guided by rubrics
- Students work in teams
- Outside experts for initiation, check-in, and final review
- Projects create the "need to know"
- Supported by:
 - Direct teaching
 - Small group discussions
 - Homework
- Authentic evaluations
- Reflection afterward



New Tech High

New Tech Network

21

SAMPLE PROJECTS

- Animal Farm and Economics
- 1984 – Big Brother is Watching You
- Middle East Peace Conference
- CSI Investigation
- Imperialist Intervention in Haiti

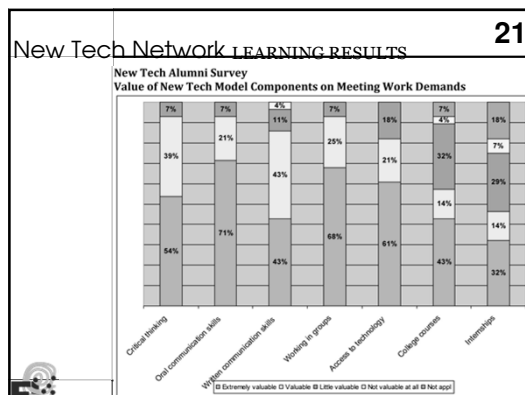
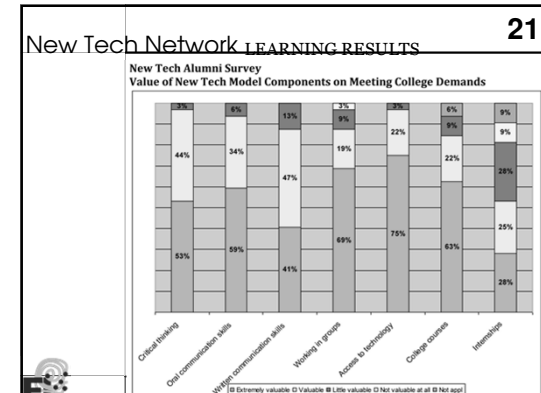
New Tech High

New Tech Network

21

SAMPLE PROJECTS

- Solar Energy
 - Students research heat transfer and energy transformations to design a device that would capture the sun's energy and convert it into useful energy for cooking.
- Down to Earth
 - Students investigate satellite orbits in order to determine the arc a satellite signal would cover, and use this information to find the number of satellites needed to cover the circumference of the Earth
- Iron Chef
 - Students discover how the logic of chemical stoichiometry can be used every day in the kitchen





Places for Learning
A TYPOLOGY
Austintown Fitch HS

Frank Locker PhD
Frank Locker Educational Planning
fl@franklocker.com

Places for Learning- A Typology
ORGANIZATION

From:	To:
Most traditional	Most innovative
Teachers work alone	Teachers work together
Students learn in class	Personalized learning
Isolated subjects	Integrated curriculum
Teach + test learning	Project-based learning
Schedule controls time	Students + teachers control time

Two Tipping Points:
Teachers:
Work together in shared spaces
Students :
Initiative/responsibility for own learning

Places for Learning- A Typology
YOUR ASSIGNMENT

RANK

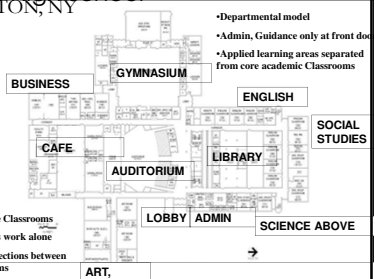
- Work with your table team mates. Identify:
 - The 3 most appropriate exemplars.
 - What qualities did you admire?
 - The 1 least appropriate.
 - What qualities did you dislike?

Places for Learning- A Typology
THE CONTENDERS

A	Southampton HS/Thompson MS
B	Glacier High School
C	Waverly HS
D	New Tech High
E	Cristo Rey Minneapolis
F	Wooranna Park Primary School
G	Australia Maths + Science School
H	Minnesota New Country School

Southampton High School
SOUTHAMPTON, NY

A

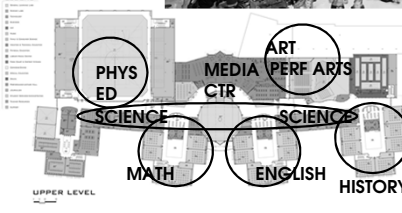


- Departmental model
- Admin, Guidance only at front door
- Applied learning areas separated from core academic Classrooms

2 FLOORS OF CLASSROOMS

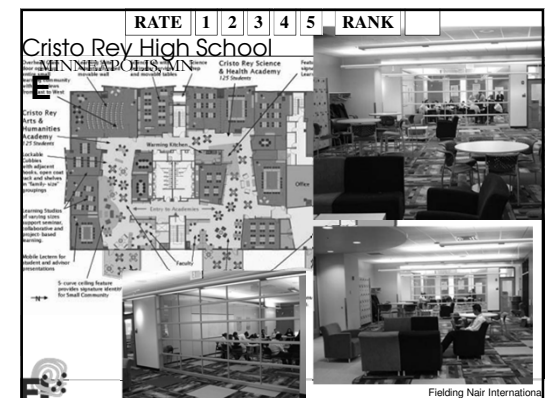
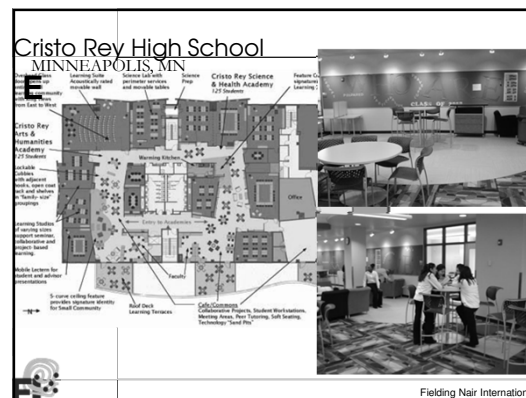
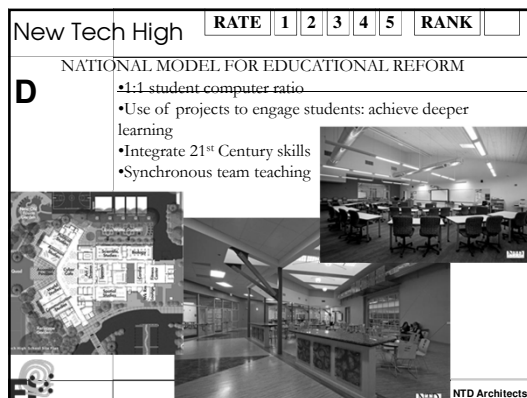
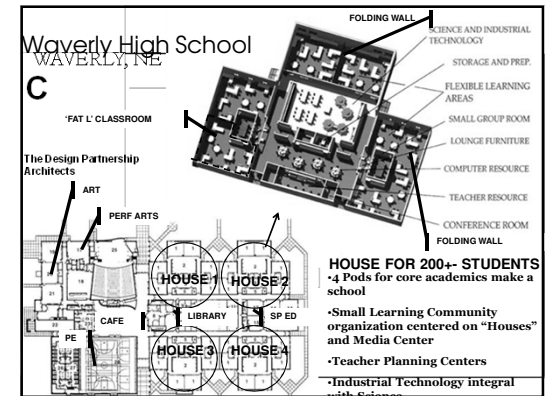
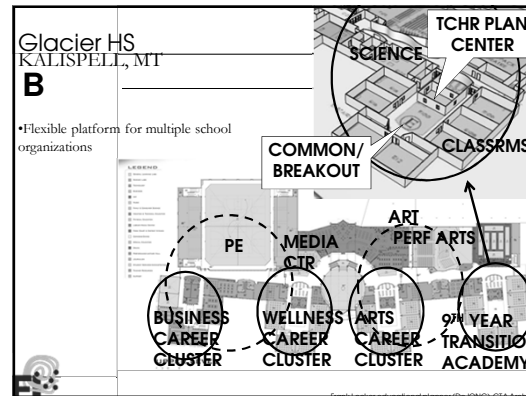
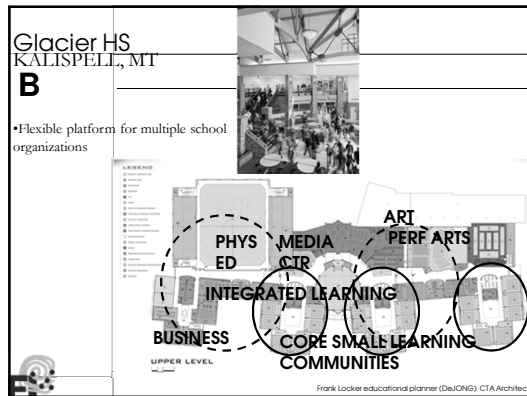
Glacier HS
KALISPELL, MT

B



- Flexible platform for multiple school organizations

UPPER LEVEL



Wooranna Park Primary School
MELBOURNE, AUSTRALIA

F

RATE	1	2	3	4	5	RANK

- Year 5 + 6
- 110 Students
- Teacher Teams
- Activity Zones
- Project-Based Learning

BEFORE **AFTER**

- High Poverty
- Test Scores at 36% - 73% vs 12% Expected per Student
- Family Occupation

Mary Featherston Designer

Wooranna Park Primary School
MELBOURNE, AUSTRALIA

F

Mary Featherston Designer

Australian Science + Mathematics School
ADELAIDE, AUSTRALIA

G

- Development + research school to revitalize science + math education
- Application school, years 10-12
- Balanced pupil demographics
- 300 pupils; growing to 450
- Small Learning Communities
 - Teacher teams of 4-5 with 90 pupils
- Years 10 + 11: ungraded Project-based learning years
- Generalist + specialist learning spaces
- Teachers control daily timetable, use of spaces
- Collaborative learning; project-based learning
- Year 12: subject class groups, almost traditional
 - Less student satisfaction

Woods Bagot Architects

Australian Science + Mathematics School
ADELAIDE, AUSTRALIA

G

Woods Bagot Architects

Australian Science + Mathematics School
ADELAIDE, AUSTRALIA

G

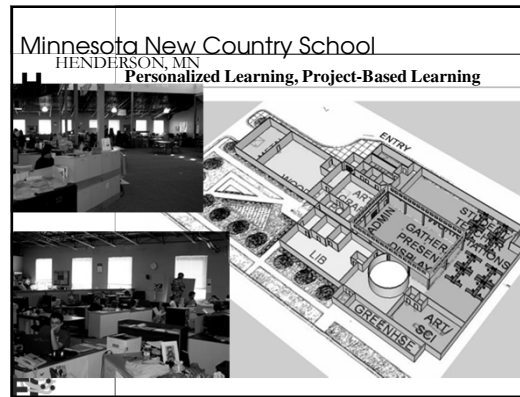
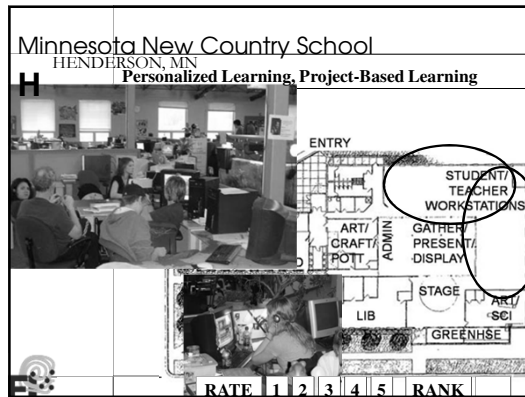
RATE	1	2	3	4	5	RANK

learning comm

Minnesota New Country School
HENDERSON, MN

H

Personalized Learning, Project-Based Learning



SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.1														
MAINTAINING TRADITION			INITIATING CHANGE			PROGRESSIVE			TRANSFORMING			TRANSFORMED		
1			2			3			4			5		
			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW		
			EDUCATIONAL DELIVERY			EDUCATIONAL DELIVERY			EDUCATIONAL DELIVERY			EDUCATIONAL DELIVERY		
			ALL GRADES			ALL GRADES			ALL GRADES			ALL GRADES		
			INSTRUCTION			INSTRUCTION			INSTRUCTION			INSTRUCTION		
1	LEARNING THEME	No focused learning theme/expression			Themes to designate internal sub-schools w/ little impact on instruction			Thematic curricular component w/i school			Choice thematic, magnet school			
2	EXHIBIT- IONS	Student work is rarely actively expressed outside Classroom			Student work occasionally expressed in Corridors etc			Students present work in regular exhibitions			Exhibitions feature outside "experts"			
3	DIFFEREN- CES	Little or no recognition of learning differences among students except "tracking"			As Column 1, but multiple intelligences/learning styles recognized			Multiple intelligences + learning styles honored thru differentiated instruction; no tracking			Mult int+ learning styles used as a basis of student social learning			
4	PERSONAL LEARNING	"Broadcast" teaching: same to all students in the classroom			Occasional differentiated instruction in assignments, assessments			Differentiated instruction as basic approach			Personalized learning plans; student initiated projects			
5	COOP LRNG	Students learn alone			Occasional 2 person teams			Occasional larger teams			Students regularly work in larger teams			
6	TCHR TEAMS	Self contained classroom teaching exclusively			Common planning to coordinate curriculum/know students			Teachers swap classes for sharing instruction but do not teach together			Teachers occasionally integrate curriculum by teaching together in same place + same time			
7	OWNER- SHIP	Most teachers have "own" classrooms; others on carts			Teachers share "own" Classrooms with specialist teachers			Small groups of teachers share small # of Classrooms based on schedule			Teachers control suite of spaces with corollary teachers			
8	AWARE- NESS	Students know very little about activities in neighboring classrooms			Students aware of other Classrooms through occasional sharing			Learning spans several classrooms and related spaces			Learning takes place in coordinated manner in variety of shared spaces			
9	TECH- NOLOGY	Virtually no computer use			Computers seen as sophisticated writing/math tools			Computers also used for learning programs +/- web research			Computers are common in learning			
10	DISPLAY	Best student work is displayed on bulletin boards			All student work on bulletin boards, but trumped by sports in Lobbies			Each student's work is presented + critiqued			Building is rich with 2D & 3D display of student projects			
11	DELIVERY	Almost exclusive direct instruction			Predominantly direct instruction w/ some discussion			Direct instruction with regular group discussion			Direct instruction, group discussion, + some problem solving			
12	INTEGRA- TION	Core instruction subject based; not all "exploratories" taught			Exploratories (Art, Music, PE, Family) taught separate from non-integrated core			Exploratory coordination with core learning mostly in extracurricular			Occasional integration of core learning +/- exploratories			
13	LEARNING LOCATION	Learning exclusively in Classrooms, Labs			Learning exclusively in Classrooms with some field trips			Occasional internships/service learning for some students			Regular internships/service learning are integral to learning			
14	WHO TEACHES	Teacher does the teaching			Teacher with aides do teaching			Students also teach in paired groups/study teams			Students teach each other in project based environment			
15	MKNG LRNG VISIBLE	No attempt to make learning visible; hidden behind corridor walls			Learning visible through occasional (mostly arts) entertainment/events			Celebratory events focusing on learning			Learning visible through authentic evaluations, educational "trophies"			
		CURRICULUM/ ASSESSMENT			CURRICULUM/ ASSESSMENT			CURRICULUM/ ASSESSMENT			CURRICULUM/ ASSESSMENT			
16	ASSESS- MENTS	Students poorly informed about standards for tests, papers, worksheets			Students informed about standards for tests, papers, worksheets			Students know rubrics for exhibitions, performances, displays + exams			Authentic teaching and learning: teach the "whole" child; 21st Cent Skills			
17	CURRIC FLEX	Delivery method and curriculum is rigid and uniform			Teachers have high discretion over delivery in Classrm w/ little oversight			Teachers team to review assessment data			Teachers team to review data, create units + lessons, + evaluate success			
18	SOCIAL/ EMOTIONL	Focus on academic learning exclusively			Guidance counselor responsible for any social-emotional learning disconnected from Classroom			Social/emotional learning a regular part of curriculum			Advisor-advisee + wellness courses for all students			

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SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.1										
MAINTAINING TRADITION 1			INITIATING CHANGE 2		PROGRESSIVE 3		TRANSFORMING 4		TRANSFORMED 5	
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19	21st CENT SKILLS	No recognition of 21st Century Skills	Skills acknowledged but taught as separate content area			Skills integrated in curriculum in random manner subject to teacher initiative		Full integration of skills in all aspects of curriculum		
20	CURRIC-ULUM	Teaching objectives determined by items to be tested	Curriculum objectives traditional and/or standards driven	Curriculum mostly standards-based with occasional inquiry + social skills; 21st Cent Skills				Objectives: inquiry based, social skills, project learning, critical thinking		
21	KNOW-LEDGE	Curriculum oriented to teachers teaching known answers	Occasional indeterminate answer assignments					Issues that have no single answers; problem solving is the focus		
22	TEXT-BOOKS	"Textbook is the curriculum", few or no connections among subjects/disciplines, sequential	Textbooks supplemented with original materials	Variety of curricular approaches, largely teacher determined		Variety of curricular approaches, largely district determined		Textbooks used only as data resource support local delivery decisions		
23	PACE + VEHICLES	District/state determine what all students learn + what learning vehicles will be	Teacher determines what all students learn + what learning vehicles will be	Teacher teams determine what students learn + what learning vehicles will be		Students have some determination in learning vehicles		Students determine own personalized learning plan within a rubric		
24	GRADING	Individual teacher responsible for determining policy + grades	School determines policy; teachers determine student grades	Grades established by team of teachers at exhibitions				Grades established by teachers, peers, outside experts, & student self assessment		
25	FRE-QUENCY	Occasional testing seen as record keeping	Lag time between testing + feedback	Feedback on tests is quick + formative				Students receive frequent, immediate feedback on interventions (RTI)		
		LEADERSHIP	LEADERSHIP	LEADERSHIP		LEADERSHIP		LEADERSHIP		
26	DISTRIBU- TION	Central Admin + Guidance at front door	Central Guidance but distributed Admin (VP/AP at learning areas)					Admin + Guid at learning areas		
27	SCHEDUL- ING	Room scheduling done by Central Administration	Central room scheduling but occasional teacher discretion			Room scheduling done by Distributed Administration		Room scheduling done by affected teachers		
		PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT		PROFESSIONAL DEVELOPMENT		PROFESSIONAL DEVELOPMENT		
28	PROF DEV	Central admin & state reqmts determine school wide prof. development, uncoordinated	Coordinated state/district PD program	Teachers lead school in prof. development with district/state guidance				Teachers actively reflect on classroom practices, direct prof development within school vision/mission		
29	COMMON PLANNING	No common planning time	Departmental planning time	Teacher team planning time				Teachers develop research projects to inform their own instruction		
		RELATIONSHIP BUILDING	RELATIONSHIP BUILDING	RELATIONSHIP BUILDING		RELATIONSHIP BUILDING		RELATIONSHIP BUILDING		
30	ADVISORS	Guidance counselors believed sufficient to advise students	Group discussions led by guidance counselors	Teachers lead occasional Advisor-Advisee programs w/ vague curriculum		Teachers lead frequent Advisor-Advisee programs w/ vague curriculum		Teachers lead frequent Advisor-Advisee programs with consistent curriculum		
31	KNOWING	Principal does not know names of all students	Students known individually by individual teachers; sharing of knowledge of students among teachers is circumstantial	Student known by teacher team focused on relationship building				Student known by teacher team focused on relationship building + personalizing learning		
		CONNECTIONS	CONNECTIONS	CONNECTIONS		CONNECTIONS		CONNECTIONS		
32	ADULTS	PTO lends valued support to school; community members not sought out	Parents sought as volunteers for program support			Community members sought as experts and mentors		Multi generation community members sought as experts, tutors, role models		
33	ARTICULA- TION	K-12 educational delivery not highly articulated	Occasional curricular connections to sending/receiving school	Occasional educational delivery + guidance connections to schools with lower or higher grade levels		K-12 educational delivery highly articulated		PK-16 educational delivery highly articulated; dual degree programs		
33	COMMUN- ITY	Community uses seen as detrimental to student safety	Evening/weekend community use of limited spaces	Community use of limited spaces				Community users during school day embraced as learning opportunity for students		
		HIGH SCHOOL	HIGH SCHOOL	HIGH SCHOOL		HIGH SCHOOL		HIGH SCHOOL		

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.1										
MAINTAINING TRADITION 1			INITIATING CHANGE 2		PROGRESSIVE 3		TRANSFORMING 4		TRANSFORMED 5	
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40	TRACKING	Students are ability tracked		Students ability tracked w/ G+T		Students ability tracked w/G+T + learning ctrs		Students heterogeneously grouped		All students on personal learning plans
41	SCHOOL ORG	Departmental organizational structure + facility plan		Departmental w/ special program (Senior Project)		Mixed school organization: i.e. departmental w/9th grade house				Small learning communities: virtual departments to maintain curriculum standards
42	ELECTIVES	Limited or no elective courses		Goal: wide range of unrelated electives						Thematic learning; career clusters; magnet schools
43	INTERDISCIPLINARY	Content areas are not intentionally linked		Occasional teacher driven interdisciplinary links		Core content areas linked: Science-Math, English-Soc Studies				Core content areas and exploratory areas linked
44	APPLIED LEARNING	No applied learning in school		Tech Ed, Vocational, Career-Tech present but unrelated to core academics				Academics related to Career-Tech programs		Academics imbedded in Career-Tech
45	CLASS SIZE	Class size based on equity; teaching alone; available # students		Variety in class sized based also on exclusiveness of subject area				Variety in class size based on team teaching		Variety in class sizes based on project teams
46	TIME TABLE	45 to 60 minute class period		Block schedule				Mega-blocks within schedule		No uniform schedule; determined by teachers (students)
OVERALL EDUCATIONAL DELIVERY OVERALL SCORE										
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		FACILITIES		FACILITIES		FACILITIES		FACILITIES		FACILITIES
		ALL GRADES		ALL GRADES		ALL GRADES		ALL GRADES		ALL GRADES
		OVERALL PLANNING		OVERALL PLANNING		OVERALL PLANNING		OVERALL PLANNING		OVERALL PLANNING
1	SIZE/ CAPACITY	Circumstantial overall building size/capacity		School size set for administrative/operational efficiency; no small schools within		Efficient school size/capacity, non-autonomous schools within school		Efficient school size/capacity, semi-autonomous schools within school		Intentional building size/capacity to foster relationships; autonomous small schools/teacher teams within
2	FUTURE PROOFING	Spaces/furniture inappropriate for current educational methods: wrong sizes, locations, services, equipment		Spaces/furniture rigid: conceived to serve one concept of current educational models		Spaces/furniture allow several current educational deliveries with difficulty		Spaces/furniture allow several current educational deliveries with ease		Spaces/furniture flexible/agile to anticipate future educational trends
3	COLLABORATION	Facility makes it almost impossible for teachers to collaborate		Facility supports occasional/non-synchronous teacher collaboration		Facility supports regular/non-synchronous teacher collaboration		Facility supports regular/synchronous teacher collaboration		Facility supports teacher collaboration + control of schedule + space
4	VISIBLE LEARNING	No attempt to make learning visible		Bulletin boards in corridors		Bulletin boards, display cases for academics		Bulletin boards, display cases, windows to classrooms, video monitors		Learning highly visible through transparency, display, activities
5	FLEXIBILITY	Spaces rigid in design; no flexibility		Flexibility only in some folding partitions; never used		Flexibility in folding partitions; often used		Many spaces are flexible for multiple uses		Spaces flexible w/ minimal effort; agile for reuse w/o physical change
6	SOCIAL SETTING	Circulation conceived in minimal terms of moving people: Corridors + lobbies only		Functional circulation with notable public expression at Lobbies		Circulation centers on social gathering space(s) as focus of school		Central gathering space(s) + "hang out" spaces		Central social gathering space(s), "hang out" spaces + student centric social/work spaces
7	EXPRESSION	No intentional building expression		School colors are primary school signature		Special effort made at Main Entry; school colors prevail		School signature expressed in occasional places		School signature widely expressed throughout building
8	SCHOOL ORGANIZATION	Plan based on single idea traditional of school organization: departmental, grade level, etc		Traditional planning but allows mixed grade levels		Flexible/agile school plan allows several school organizations; 9th grade house				Relationship-based plan to best support Column 5 educational delivery

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.1											
MAINTAINING TRADITION 1			INITIATING CHANGE 2		PROGRESSIVE 3		TRANSFORMING 4		TRANSFORMED 5		
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9	INTERDISCIPLINARY	Building plan: highly separate, unrelated functional areas; does not facilitate public access to community uses		Building plan: highly separate, unrelated functional areas; zoned for public access to community spaces		Building plan strategically relates functional areas; zoned for public access to community spaces		Building plan links different program areas to facilitate interdisciplinary learning within core; zoned public uses		Building plan links program areas for interdisciplinary learning among core + specials; zoned public uses	
10	MOVEMENT	Student movement expected to be across entire building; hall passes		Student movement controlled by teachers; hall passes		Building guides student movement within non-autonomous subzones		Building guides student movement within intentional focused subzones		Small school or movement only within relationship zones; hall passes are passed	
11	AUTONOMY	Self-contained school but missing some functional spaces		Self contained school with all appropriate functions		Intended as self-contained but relies occasionally on nearby institutions for program use				Intentionally not self-contained: relies heavily on neighboring institutions	
12	COMMUNITY	No spaces for community use		Gym, Café, Auditorium occasional community use		Community access well planned + zoned		Community uses co-habitate building: Elderly Center, Clinic, Public Lib		Public + private community spaces used regularly by students	
13	MIXED USE	Single use school building		School shares site with other public uses: Library, Recreation		School shares site with business/residential		School shares site synergistically with business/residential		School planned to partly convert to other uses when enrollments drop	
14	LEADERSHIP	Admin + Guid central but hard to find		Central Admin + Guid at front door		Central Admin; distributed Guidance spaces				Distributed Guid + Admin	
15	PARENTS/VOLUNTEERS	No spaces oriented to parents		Parents access Library or Admin		Parent Room		Volunteer Room		Parent Room & Volunteer Room	
		SPECIFIC SPACES		SPECIFIC SPACES		SPECIFIC SPACES		SPECIFIC SPACES		SPECIFIC SPACES	
14	TRANSPARENCY	No windows to corridors		View panels at doors		Windows to Commons spaces, other Classrooms allow teachers to observe students working separately/independently				Abundant windows connecting all spaces, including Teacher + Admin	
17	GROUPING	Building conceived as unrelated Classrooms along Corridors		Classrooms related to others of similar use		Separate Classrooms arranged with others of different use to support interdisciplinary, multi age/grade learning				Building conceived as suites of flexible learning spaces	
18	SMALL GROUPS	No small learning spaces		Few small group learning spaces irregularly located							Variety of small learning spaces closely related to core spaces + Med Ctr
18	ARTS	No Visual/Perf Arts spaces		Inadequate Visual/Perf Arts spaces		Spaces adequate, related to other "specials" but not related to core spaces				Adequate arts spaces located to integrate w/ core learning	
20	SPECIAL ED	Separate Spl Ed spaces		Spl Ed in ad hoc spaces converted from other uses, too big/too small		Spl Ed "pull out" model; Resource Rooms + Self Contained				Inclusion model; minimal exclusive Spl Ed spaces	
21	PE/ATHLETICS	Inadequate space for Phys Ed		Gym for Phys Ed/Intramurals/Athletics		Multipurpose Gym designed with good acoustics for assembly use				Gym/Pe/Athletics facilities used by community	
22	TECH ED	No Tech Ed or "hands on" applied learning spaces		Tech Ed spaces, unrelated to core spaces				Tech Ed spaces easy access from core spaces		Tech Ed spaces integrated with core curriculum + spaces	
23	WET LABS	Highly specific labs: Science Labs designed for different sub sciences		Multi-purpose Science Labs; other disciplines separate							Labs are all flexible Wet Labs: Science=Art=Home/Fam=Tech Ed
24	CLASS-ROOM SIZES	Irregular Classroom sizes seen as inequitable		Uniform Classroom size: equitable				Classroom sizes vary to match size of student groups		Variety of learning spaces supporting teachers collaborating with varied groups	
25	DRY LABS	Insufficient Computer Labs		Sufficient Computer Labs		Computer/Dry Labs flexible for future conversion to other uses				Laptop computers; no Labs needed	
26	MEDIA CTR	Media Ctr contains print media only		Media Ctr contains print + electronic media		Media Ctr demand reduced by classrooms contain electronic media		Media Ctr rethought as collaborative work/meeting/information place		Media Ctr partly virtual, distributed in several locations	
27	ASSEMBLY	Assembly needs not served by facilities		Assembly needs served poorly: in Gym or Café; no Stage		Cafetorium with adequate Stage		Auditorium sized for occasional peak use		Auditorium stage sized for teaching & learning, seating as few as possible	

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.1										
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28	TEACHER PLANNING	No common teacher spaces except Lounge or Dining	Conf Rooms for teacher use	Teacher "hotels" + Conf Rms for common planning time				Teacher Planning Ctrs with Conf + Food		
29	CONNECT-IONS	Self contained classrooms with no connecting doors/walls	Folding walls between few classrooms, always closed	Doors/barn doors between classrooms	Variety of doors, folding walls, windows to adjacent spaces allow flexibility			Suites of flexible spaces for varied uses		
		FOOD SERVICE	FOOD SERVICE	FOOD SERVICE	FOOD SERVICE			FOOD SERVICE		
30	FOOD CHOICES + PREP	Menu includes no fresh food, one menu choice each day	Menu includes no fresh food, multiple menu options offered, breakfast & after school meals offered	Menu includes fresh, locally grown food, multiple menu options, breakfast & after school meals offered	Menu includes fresh, locally grown food, multiple menu options prepared by staff and learners, breakfast & after school meals offered			Menu includes fresh, locally grown food, multiple menu options. Grown and prepared by staff and learners, breakfast & after school meals offered		
		SUSTAINABLE DESIGN	SUSTAINABLE DESIGN	SUSTAINABLE DESIGN	SUSTAINABLE DESIGN			SUSTAINABLE DESIGN		
31	ENVIRON IMPACT	No sustainable design focus	Building design focused on energy savings	Building design incorporates energy savings, day lighting and low impact building materials	Building design minimizes impact on environment, integrates design, construction and operation of building into curriculum			Building seeks carbon neutral impact, integrates design, construction and operation of building into curriculum		
		FURN + EQUIP	FURN + EQUIP	FURN + EQUIP	FURN + EQUIP			FURN + EQUIP		
32	TECH INTE-GRATION	Virtually no technology; no phones in classrooms	Basic, non-integrated technology; intercom; no classroom phones	Partial integrated technology; classroom phones	Integrated tech. including interactive bds, doc proj; controls for all to use			Integrated technology; students use PDAs, cell phones, notebooks, Kindles		
33	STUDENT FURNI- TURE	Single purpose connected desk/seats designed for lectures	Desks w/ movable seats, not groupable	Flexible desks + chairs, groupable	Flexible adjustable height ergonomic desks, chairs, bean bags			Students work in personal workspaces		
34	CABINET- RY	Little or no cabinets/shelving in teaching spaces	Basic fixed cabinetry; not enough to serve needs	Fixed cabinetry sufficient for basic needs	Fixed cabinetry meets all storage needs			Flexible, adjustable cabinetry on wheels; groupable to change space		
35	COMPU- TER RATIO	10:1 student: computer ratio	6:1 student: computer ratio	4:1 student: computer ratio; selective use of laptops	2:1 student: computer ratio; laptops on carts			1:1 student: computer ratio; laptops, PDAs, tablets for all		
FACILITIES OVERALL SCORE										