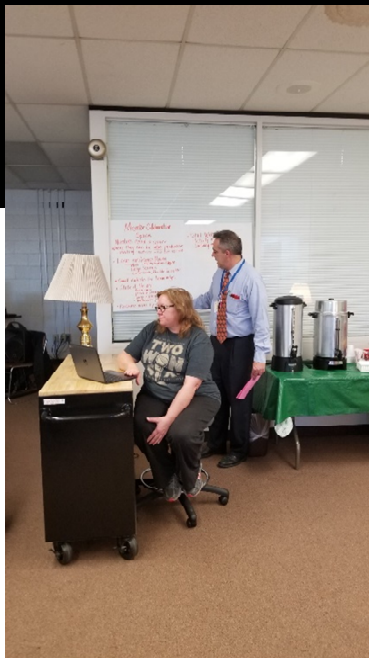


# EDUCATIONAL VISIONING REPORT

## PARMA CITY SCHOOL DISTRICT



AUGUST 2018  
FINAL REPORT



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**PARMA CITY SCHOOL DISTRICT VISIONING TEAM**

**CONTENTS and VISIONING TEAM**

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## section 0

### CONTENTS and VISIONING TEAM

#### PARMA CITY SCHOOL DISTRICT VISIONING TEAM

##### Students

Kyle B.  
Andrew D.  
David K.  
Kathryn M.  
Emily M.  
Michael P.  
Nate S.  
Emilee T.  
Eve V.

##### Parents

Michell A.  
Christa C.  
Gloria D.  
Heather E.  
Sue G.  
Brian K.  
Samantha M.  
Jennifer N.  
Sherry N.  
Angela R.  
Susan R.  
Bill S.  
Debi T.

##### Community Members

Barry Axelrod  
August Mancuso  
Wanda Ullman  
John Vovos

##### Teachers

Gillian Alarcon  
Kristin Ciccone  
Joanie Gedeon  
Iann Johnson  
Kim Tomco Karaffa  
Allison Kokely  
Sandy Maderka  
Ryan Madison  
Jennifer McCalla  
Sue Messinger  
Kristopher Morron  
Maureen Neville

##### Teachers, contin.

Audra Oswald  
Denise Prosinski  
Mary Ravanelli  
Kelley Starr  
Jacqueline Szemplak  
Dawn Tabaj  
Melissa Villanueva  
Jeff Wensing  
Christina Zeman

##### Administration

LaShonda Abdussatar  
Janine Andrzejewski  
Stephanie Boka  
Jeff Cook  
Nick Discenza  
Dan Gedeon  
Carl Hilling  
Michelle Kocar  
Russell Kuse  
Jim Leigh  
Sean Nuccio  
Kristen Plageman  
Vanessa Spring  
Drew Stevens  
Tiffany Stropko  
Ava Yeager  
Sharyn Ficyk  
Alan Mackulin  
Lloyd Rains  
Amy Vineyard

##### Board of Education

Amanda Karpus  
John Schweitzer

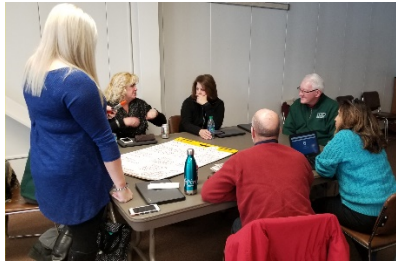
##### Visioning Facilitators / Educational Planners

##### **HARRISON PLANNING GROUP**

Kevin Harrison, AIA, LEED AP  
Tim Bockbrader, ASLA, LEED AP

## section 1

### EXECUTIVE SUMMARY



#### INTRODUCTION

This Educational Vision reflects the work of a team of approximately 30 active PARMA CITY School District students, teachers, parents, community members, building administrators, district administrators, and board members. The Visioning Workshops were conducted by Harrison Planning Group using its **edVISION360®** engagement process. The Visioning Workshops were held on January 12<sup>th</sup> and January 13<sup>th</sup>, 2018 with the final Visioning Workshop held on January 26<sup>th</sup>, 2018. The Visioning Workshops were intense 5-6 hour facilitated sessions comprised of lectures, videos, individual exercises, table exercises, and group exercises intended to guide the school district in the short and long-term development of educational delivery and facilities to support such delivery.

The work was conducted by Teams of tables consisting of five to seven individuals. Each table Team member represented a different group of constituents. The Teams discussed, debated, brainstormed, logged findings, and presented findings to gain consensus. The individual exercises consisted of sharing experiences, rating LEARN(ing)(ers) / TEACH(ing)(ers) concepts, answering past educational questions, charting present and future educational delivery, rating facility design elements, and logging “non-negotiable” expectations related to educational visioning and educational facilities.



#### PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION

##### Educational Attributes

The following Educational Attributes were derived from several individual, table, and group discussions and represent the values, principals, and directives developed by the Visioning Team. The Visioning Team evaluated educational trends, educational delivery successes and failures, best practices, and local issues that would affect the delivery of 21<sup>st</sup> Century education at PARMA CITY School District. The following Educational Attributes are not considered district policy, rather a starting point or foundation to build upon for the future of educational delivery. These Educational Attributes should also be considered during the facility planning process and referred to during all future planning of physical facilities. The Educational Attributes should be revisited annually to ensure they are still valid and appropriate for the future of PARMA CITY Schools education.

It is strongly recommended that professional staff development be implemented before any changes are made to the current Educational Attributes to align and augment the following Educational Attributes.

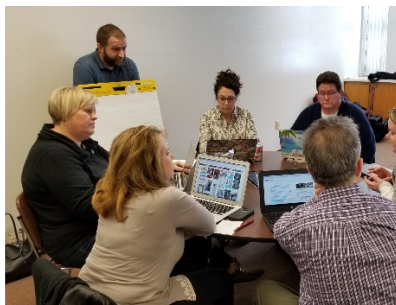
The Educational Attributes are:

- Design all facilities to accommodate many delivery methods.
- Provide for varied learning styles allowing students to become more engaged in their learning.
- Provide technology as a tool to accentuate the learning experience rather than a tool to hamper learning.
- Flexibility in curriculum, facilities, schedules, and educational delivery while concentrating on student-centered approaches.
- All spaces provide for learning opportunities.

## section 1

### EXECUTIVE SUMMARY

- Provide for short-term and long-term educational delivery that supports critical thinking, real world applications, collaboration, and is student owned.
- Provide learners with skills to compete globally by fostering independent thinking, being active participants, collaborating with others, being relative, being challenging, and inspiring creativity in their learning, and globally connected.
- Engage all students by creating a 21<sup>st</sup> Century learning environment while continuing with current and traditional curriculum delivery.



#### Teaching and Learning Concepts

The PARMA CITY School District Visioning team were given several exercises to identify the most desirable ways for learners to learn. In order of most desirable they are as follows:

- PROJECT BASED
- INQUIRY BASED
- STUDENT CENTERED
- MENTORS TEAMING
- INTEGRATED CURRICULUM DELIVERY
- MENTORS AS FACILITATORS



#### Education Essentials

The PARMA CITY School District Visioning team were asked individually to identify words or phrases that best represent their individual response or thoughts to the future of PARMA CITY School District as it relates to CURRICULUM DELIVERY. The top responses in order most referenced were:

##### CURRICULUM DELIVERY

- Flexibility
- Student centered
- Collaborative / collaborate
- Learners / learner
- Innovative / innovation



#### PARMA CITY SCHOOL DISTRICT FACILITY ATTRIBUTES

##### Facility Essentials

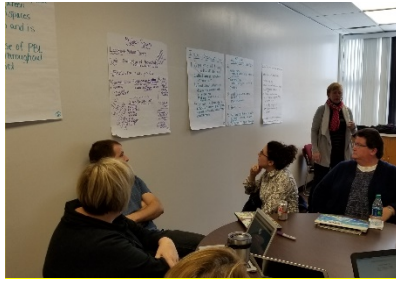
The PARMA CITY Visioning team were asked individually to identify words or phrases that best represent the future of PARMA CITY Schools as it relates to EDUCATIONAL FACILITIES. The top responses in order most referenced were:

##### EDUCATIONAL FACILITIES

- Flexibility
- Technology
- Open
- Innovative
- Collaborative
- Adaptable / comfortable / welcoming / community

## section 1

### EXECUTIVE SUMMARY



#### Facility Examples

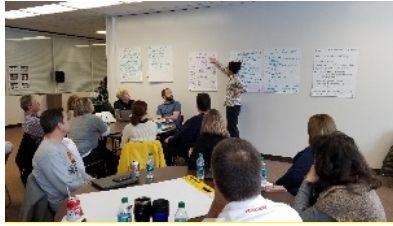
The PARMA CITY Visioning team reviewed, as tables, twelve examples of educational facilities in both physical layouts, planning concepts, and educational delivery models from 20<sup>th</sup> Century traditional layouts to progressive 21<sup>st</sup> Century designs. They began by ranking the facilities for possible appropriateness to PARMA CITY Schools then identified supporting reasons for rankings.

Top supporting reasons are:

- Small school within a big school
- Kid focused
- Easy transition, welcoming, flexible space, acoustics, larger spaces, different learning spaces
- In/outdoor open areas
- Multi-purpose spaces
- Career tech centers
- Wi-Fi
- Natural light/materials, Open ceilings
- Combo collaboration spaces to promote student/student, student/staff, staff/staff relationships
- Learning studios & suites variety of seating options for a comfortable environment
- Flexible use of space - 3 functions per space
- Core of space open to all
- Café spaces
- Labs convert to 1 space to 6
- 3 purposes for every area
- Reduced hall space
- Variety of learning environments
- Retail area for career tech (increase revenue)
- Independent learning spaces
- Trust among teachers & staff to build life skills
- Easily shared furniture for grouping
- Connected to community to promote community engagement and visibility
- Flexibility - both space and furniture, also flexible learning environments
- Mirrors college & work experience
- Flexible for students in down time as well
- Flex spaces
- In/outdoor open areas
- Multi-purpose spaces
- Career tech centers
- Natural light/materials, open ceilings
- Future planning - room to expand
- Focused attention on career tech under one roof
- Small group area for collaboration
- Movable wall in flexible room certain areas
- Studio space for messy stuff
- Beneficial for ALL students
- Self-contained community's w/corridors as learning spaces

## section 1

### EXECUTIVE SUMMARY



#### Diagrams and spatial relationships

PARMA CITY Visioning teams, as tables, were asked to develop space plates with diagrams and text supporting any of the following spaces:

- Learning Space(s) (20th Century Classroom)
- Individual Study Space(s) / Storage Concepts
- Group Study Space(s) (Collaboration)
- Outdoor Space(s)
- Mentor Collaboration Space(s) / Storage Concepts
- Lecture Space(s)
- Information Space(s) or absence of space (20th Century Library)
- Food Service Space(s)
- Performance Lab Space(s) (20th Century Auditorium)
- Presentation Space(s)
- Display Space(s)
- Administrative Space(s) (Locations?)
- Community Space(s)
- STEAM/Maker/Project Based etc. Type Space(s)
- Thoughts for Combinations of any Space(s)
- Others ?....LIST

The table teams were then asked to develop overall facility spatial relationship diagrams with supporting text or bullets.

The individual space plates and facility diagrams are all included within section 4.3 Workshop Notes Session 3.



## section 2

# PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION



### INTRODUCTION

This Educational Vision reflects the work of a team of approximately 30 active PARMA CITY School District students, teachers, parents, community members, building administrators, district administrators, and board members. The Visioning Workshops were conducted by Harrison Planning Group using its **edVISION360°**® engagement process. The Visioning Workshops were held on January 12<sup>th</sup> and January 13<sup>th</sup>, 2018 with the final Visioning Workshop held on January 26<sup>th</sup>, 2018. The Visioning Workshops were intense 5-6 hour facilitated sessions comprised of lectures, videos, individual exercises, table exercises, and group exercises intended to guide the school district in the short and long-term development of educational delivery and facilities to support such delivery.

The work was conducted by Teams of tables consisting of five to seven individuals. Each table Team member represented a different group of constituents. The Teams discussed, debated, brainstormed, logged findings, and presented findings to gain consensus. The individual exercises consisted of sharing experiences, rating LEARN(ing)(ers) / TEACH(ing)(ers) concepts, answering past educational questions, charting present and future educational delivery, rating facility design elements, and logging “non-negotiable” expectations related to educational visioning and educational facilities.



### EDUCATIONAL VISION FOUNDATION

The PARMA CITY Educational Vision consists of the following components:

- **GUIDING EDUCATIONAL ATTRIBUTES**
  - Guiding Educational Attributes represent the values, principals, and directives for educational trends, educational delivery successes and failures, best practices, and local issues that would affect the delivery of 21<sup>st</sup> Century education in the PARMA CITY School District.
- **EDUCATION ESSENTIALS**
  - Words or phrases that best represent the future of the PARMA CITY School District as it relates to CURRICULUM DELIVERY.
- **VISION CHARTING / EDUCATIONAL DELIVERY**
  - Develops a baseline of PRESENT PARMA CITY School District educational delivery and desired FUTURE of PARMA CITY School District educational delivery.
- **TEACHING AND LEARNING CONCEPTS**
  - Identifies concepts for curriculum delivery.
- **FACILITY ORGANIZATION**
  - Spatial relationships of physical facilities.



## section 2

# PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION



### GUIDING EDUCATIONAL ATTRIBUTES

The following Educational Attributes were derived from several individual, table, and group discussions and represent the values, principals, and directives developed by the Visioning Team. The Visioning Team evaluated educational trends, educational delivery successes and failures, best practices, and local issues that would affect the delivery of 21<sup>st</sup> Century education at PARMA CITY School District. The following Educational Attributes are not considered district policy, rather a starting point or foundation to build upon for the future of educational delivery. These Educational Attributes should also be considered during the facility planning process and referred to during all future planning of physical facilities. The Educational Attributes should be revisited annually to ensure they are still valid and appropriate for the future of PARMA CITY Schools education.

It is strongly recommended that professional staff development be implemented before any changes are made to the current Educational Attributes to align and augment the following Educational Attributes.

The Educational Attributes cited multiple times are:

- Design all facilities to accommodate many delivery methods.
- Provide for varied learning styles allowing students to become more engaged in their learning.
- Provide technology as a tool to accentuate the learning experience rather than a tool to hamper learning.
- Flexibility in curriculum, facilities, schedules, and educational delivery while concentrating on student-centered approaches.
- Engage all students by creating a 21<sup>st</sup> Century learning environment while continuing with current and traditional curriculum delivery.
- All spaces provide for learning opportunities.
- Provide learners with skills to compete globally by fostering independent thinking, being active participants, collaborating with others, being relative, being challenging, and inspiring creativity in their learning, and globally connected.
- Provide for short-term and long-term educational delivery that supports critical thinking, real world applications, collaboration, and is student owned.

## section 2

# PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION

### Instructional Models (LEARNER)

Educational delivery was studied from both a LEARNER and MENTOR perspective. Both the LEARNING / LEARNERS and MENTORING / MENTORS were reviewed and ranked as both PRESENT and DESIRED FUTURE. The graphics below represent the visioning team's composite rankings for PRESENT, DESIRED FUTURE, percent change from present to desired future, and the ranking order of models most desired for the future.

The follow graphic represents LEARNING and LEARNERS. The top FOUR future ranked (with number 3 shared by two concepts with equal rankings) are;

1. APPLY SKILLS TO REAL WORLD ISSUES
2. CREATIVE
3. ANALYZE AND SOLVE COMPLEX PROBLEMS / INNOVATIVE
4. CRITICAL THINKING

LEARNING / LEARNERS	PRESENT	LOWEST	HIGHEST	% CHANGE PRESENT to FUTURE	RANK OF CHANGE	HIGHEST RANKED PRESENT	HIGHEST RANKED FUTURE		
	FUTURE							PRESENT	FUTURE
INDEPENDENT STUDY				49.26%	18	11	22	136	203
COLLABORATION / SMALL GROUP WORK				35.50%	20	3	12	169	229
FLEXIBLE				89.52%	6	18	8	124	235
CREATIVE				74.47%	12	8	2	141	246
CHALLENGING				56.64%	16	7	17	143	224
CRITICAL THINKING				71.63%	14	8	5	141	242
SOCIAL / EMOTIONAL LEARNING				114.02%	2	22	12	107	229
COMPUTER-BASED: ADAPTIVE LEARNING, GAMES				24.57%	22	2	18	175	218
ACTIVE				77.04%	11	13	6	135	239
LEARNER PRESENTATIONS				58.09%	15	11	19	136	215
STUDENT-OWNED				79.37%	9	17	14	126	226
ORAL COMMUNICATION				72.93%	13	14	11	133	230
WRITTEN COMMUNICATION				54.79%	17	6	14	146	226
ANALYZE AND SOLVE COMPLEX PROBLEMS				78.83%	10	10	3	137	245
APPLY SKILLS TO REAL WORLD ISSUES				90.15%	5	15	1	132	251
INNOVATIVE				100.82%	3	19	3	122	245
TEAMWORK				47.47%	19	4	10	158	233
ABILITY TO CONNECT CHOICES TO ETHICAL DECISION MAKING				96.52%	4	20	14	115	226
REASONING				80.30%	8	15	7	132	238
DEBATING				89.19%	7	21	20	111	210
TECHNOLOGY WITH MOBILE DEVICES				26.49%	21	1	9	185	234
TECHNOLOGY WITH DESKTOP DEVICES				18.92%	23	5	23	148	176
INTERNSHIPS				118.09%	1	23	21	94	205
<b>Note:</b> Lowest value represents sum of all participants scoring "zero" Highest value represents sum of all participants scoring "five"									

## section 2

# PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION

### Instructional Models (MENTOR)

Educational delivery was studied from both a LEARNER and MENTOR perspective. Both the LEARNING / LEARNERS and MENTORING / MENTORS were reviewed and ranked as both PRESENT and DESIRED FUTURE. The graphics below represent the visioning team's composite rankings for PRESENT, DESIRED FUTURE, percent change from present to desired future, and the ranking order of models most desired for the future.

The follow graphic represents MENTORING and MENTORS. The top FIVE future ranked (with two models equal in ranking at number FIVE) are;

- STEM AND/OR STEAM
- TEACHER COLLABORATION
- STUDENT CENTERED
- PROJECT BASED
- PROBLEM BASED and MENTORS AS FACILITATORS

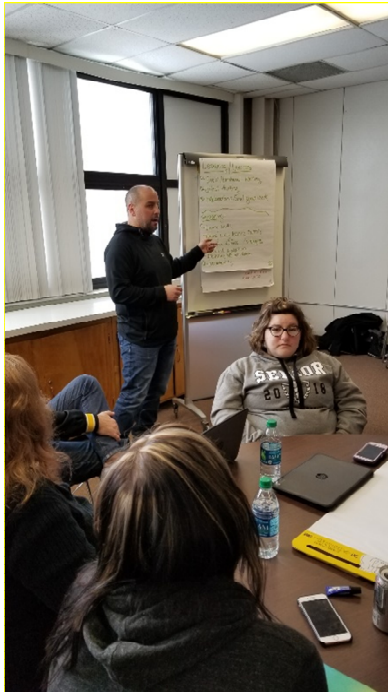
The 26.98% decline in LECTURE and the 12.06% decline in DIRECT TEACHING strongly suggests the Parma City Schools specific educational delivery and instruction would utilize much less of these models in the future as compared to the present.

MENTORING / MENTORS	PRESENT FUTURE	LOWEST	HIGHEST	% CHANGE PRESENT to FUTURE	RANK OF CHANGE	HIGHEST RANKED PRESENT	HIGHEST RANKED FUTURE	PRESENT	FUTURE
TEACHER COLLABORATION				59.88%	19	4	2	162	259
DIRECT TEACHING				-12.06%	24	1	22	199	175
LECTURE (sustained direct teaching)				-26.98%	25	2	25	189	138
SMALL GROUP WORK				44.12%	20	3	8	170	245
PEER TUTORING / TEACHING (students teaching students)				81.68%	9	14	12	131	238
SERVICE LEARNING (solving real world issues)				111.11%	4	20	7	117	247
PROJECT BASED (problem solving focus based projects that are relevant)				71.72%	15	9	4	145	249
PROBLEM BASED (learners in groups work together with mentor facilitator)				75.89%	10	11	5	141	248
MENTORS AS FACILITATORS (learner knowledge through discovery)				68.71%	17	8	5	147	248
MAKING THINGS (prototyping)				87.50%	7	18	15	120	225
INTERDISCIPLINARY (content and thinking, through connections among disciplines)				71.13%	16	10	10	142	243
THEMATIC LEARNING (specific theme for teaching one or many concepts)				44.08%	21	6	17	152	219
INTEGRATED CURRICULUM DELIVERY (one project, several disciplines)				83.33%	8	17	13	126	231
MASTERY LEARNING WITHOUT GRADE LEVELS (promotion by comprehension)				143.68%	1	23	18	87	212
STEM AND/OR STEAM (science, technology, engineering, (arts), and math)				63.13%	18	5	1	160	261
BLENDED LEARNING (combination of "face to face" and digital)				72.66%	14	16	16	128	221
FLIPPED CLASSROOM (combination of delivery with digital devices and classroom)				75.19%	11	15	14	129	226
DISTANCE LEARNING (delivering education to students not physically present)				116.47%	3	24	21	85	184
MENTORS DELIVERING CURRICULUM SEPARATELY				9.46%	23	7	23	148	162
DELIVERING CURRICULUM BY EXCHANGING MENTORS BY SPECIALTIES AND INTERESTS				96.15%	6	22	19	104	204
STUDENT CENTERED (personalized, competency based)				110.00%	5	18	3	120	252
MENTORS TEAM TEAMING				73.19%	13	13	11	138	239
INQUIRY BASED (learning through asking questions, investigating, and reflecting)				75.00%	12	12	8	140	245
MULTI-AGE LEARNER GROUPINGS				136.90%	2	25	20	84	199
SEMINAR INSTRUCTION				29.91%	22	20	24	117	152

Note:  
Lowest value represents sum of all participants scoring "zero"  
Highest value represents sum of all participants scoring "five"

## section 2

### PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION



#### Functional Physical Components

The Visioning Team, through several exercises, identified physical components that would support 21<sup>st</sup> Century learning through all three (3) Visioning Workshops.

The following list represents many of the components identified through the sessions. The list is not sorted in order of preference:

- Traditional spaces need to be provided.
- Spaces should be inclusive, supportive, and provide for ALL learners.
- Facilities require flexibility to support multiple learning and teaching concepts.
- Furnishings should be varied, flexible, comfortable, and creative.
- Flex Spaces.
- Community spaces for continued community use.
- Collaboration spaces should be included for both learners and mentors.
- Common areas.
- Variety in learning spaces.
- Learning community concept.
- Spaces should be instantly convertible to maximize learning time.
- All spaces should provide learning opportunities.
- Safe for all occupants.
- Provide multi-use public entries to community spaces.
- Larger common community spaces.
- Technology rich environments to be used when needed.
- Design spaces for multiple uses.
- Smaller spaces joined and next to larger spaces.

## section 2

### PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION



#### EDUCATION ESSENTIALS

The PARMA CITY School District Visioning team were asked individually to identify words or phrases that best represent their individual response or thoughts to the future of the PARMA CITY School District as it relates to CURRICULUM DELIVERY. The chart below represents the most cited words or phrases and the number of times each were cited. Only words or phrases cited at least two times are shown below.

*(The complete list is included in section 4.3 Workshop notes session 3 (APPENDICES))*

CURRICULUM DELIVERY		Number of Times CITED
flexibility	16	16
student centered	14	14
collaborative / collaborate	13	13
learners / learner	9	9
innovative / innovation	7	7
engaging	4	4
creative	4	4
hands on	3	3
self paced	2	2
Individualized	2	2
dynamic	2	2
variety	2	2
open	2	2
mentor based	2	2
project based	2	2
think critically	2	2
accessible	2	2

## section 2

# PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION

### VISION CHARTING / EDUCATIONAL DELIVERY

The VISION CHARTING / EDUCATIONAL DELIVERY exercise represents 20<sup>th</sup> Century learning and teaching concepts (represented on the left column) AND 21<sup>st</sup> Century learning and teaching concepts (represented on the right column). This charting exercise identifies specific concepts and the current stage of evolution and the desired future of each. Visioning participants worked individually to chart the present and future of PARMA CITY education.

Comparing the present and future of each individual concept will specifically guide the direction of PARMA CITY School District while knowing the starting point and the desired target of each. The VISION CHARTING / EDUCATIONAL DELIVERY exercise identifies significant change is desired in educational delivery.

It is strongly recommended that professional staff development be implemented before any changes are made to the current Educational Attributes to align and augment the following Educational Attributes.

VISION CHARTING / EDUCATIONAL DELIVERY	PRESENT	
TIME based		OUTCOME based
Primary FOCUS on MEMORIZATION of discrete facts		FOCUS on what students KNOW and CAN DO after all the details are forgotten
LEARNING based on KNOWLEDGE and COMPREHENSION		LEARNING based on SYNTHESIS, ANALYSIS and EVALUATION
TEXT-BOOK DRIVEN		TEXT-BOOK DRIVEN
PASSIVE LEARNING		ACTIVE LEARNING
Learners work in ISOLATION - within 4 classroom walls		Learners work COLLABORATIVELY with classmates in the GLOBAL CLASSROOM
TEACHER CENTERED: teacher is center of attention and provider of information		STUDENT CENTERED: teacher is facilitator/coach
LITTLE TO NO student freedom		GREAT DEAL of student freedom
"Discipline problems" - educators do not trust students and vice versa. No student motivation		No "discipline problems" - students and teachers have mutually respectful relationship as co-learners; students are highly motivated
Primarily FRAGMENTED curriculum		INTEGRATED and INTERDISCIPLINARY curriculum
Grades averaged		Grades based on what was learned
LOW expectations - "It's good enough"		HIGH expectations - "If it isn't good, it isn't done"
TEACHER is JUDGE. No one else sees student work		SELF, PEER and OTHER ASSESSMENTS. Public audience, authentic assessments
Curriculum is IRRELEVANT and MEANINGLESS to learners		CONNECTED to LEARNERS' INTERESTS, EXPERIENCES and the REAL WORLD
PRINT is the vehicle of learning and assessment		PERFORMANCES, PROJECTS and multiple forms of MEDIA is the vehicle used for learning and assessment
Diversity in learners is IGNORED		Diversity in learners is ADDRESSED and CELEBRATED in CURRICULUM and INSTRUCTION
Literacy is the 3 R's - READING, WRITING, and MATH		MULTIPLE literacies of the 21 <sup>st</sup> century - aligned to new millennium
FACTORY MODEL, based upon the needs of employers for the Industrial Age		GLOBAL MODEL, based upon the needs of a globalized, high-tech society
Education DRIVEN by STANDARDIZED TESTING		Education is NOT DRIVEN by STANDARDIZED TESTING
NOTE:		
NO SHADING represents no selections.		
LIGHTER SHADING represents fewer number of selections.		
DARKER SHADING represents greater number of selections.		

VISION CHARTING / EDUCATIONAL DELIVERY	FUTURE	
TIME based		OUTCOME based
Primary FOCUS on MEMORIZATION of discrete facts		FOCUS on what students KNOW and CAN DO after all the details are forgotten
LEARNING based on KNOWLEDGE and COMPREHENSION		LEARNING based on SYNTHESIS, ANALYSIS and EVALUATION
TEXT-BOOK DRIVEN		TEXT-BOOK DRIVEN
PASSIVE LEARNING		ACTIVE LEARNING
Learners work in ISOLATION - within 4 classroom walls		Learners work COLLABORATIVELY with classmates in the GLOBAL CLASSROOM
TEACHER CENTERED: teacher is center of attention and provider of information		STUDENT CENTERED: teacher is facilitator/coach
LITTLE TO NO student freedom		GREAT DEAL of student freedom
"Discipline problems" - educators do not trust students and vice versa. No student motivation		No "discipline problems" - students and teachers have mutually respectful relationship as co-learners; students are highly motivated
Primarily FRAGMENTED curriculum		INTEGRATED and INTERDISCIPLINARY curriculum
Grades averaged		Grades based on what was learned
LOW expectations - "It's good enough"		HIGH expectations - "If it isn't good, it isn't done"
TEACHER is JUDGE. No one else sees student work		SELF, PEER and OTHER ASSESSMENTS. Public audience, authentic assessments
Curriculum is IRRELEVANT and MEANINGLESS to learners		CONNECTED to LEARNERS' INTERESTS, EXPERIENCES and the REAL WORLD
PRINT is the vehicle of learning and assessment		PERFORMANCES, PROJECTS and multiple forms of MEDIA is the vehicle used for learning and assessment
Diversity in learners is IGNORED		Diversity in learners is ADDRESSED and CELEBRATED in CURRICULUM and INSTRUCTION
Literacy is the 3 R's - READING, WRITING, and MATH		MULTIPLE literacies of the 21 <sup>st</sup> century - aligned to new millennium
FACTORY MODEL, based upon the needs of employers for the Industrial Age		GLOBAL MODEL, based upon the needs of a globalized, high-tech society
Education DRIVEN by STANDARDIZED TESTING		Education is NOT DRIVEN by STANDARDIZED TESTING
NOTE:		
NO SHADING represents no selections.		
LIGHTER SHADING represents fewer number of selections.		
DARKER SHADING represents greater number of selections.		



## section 2

### PARMA CITY SCHOOL DISTRICT EDUCATIONAL VISION

#### LEARNING AND TEACHING CONCEPTS

The PARMA CITY School District Visioning team were given several exercises to identify the most desirable ways for learners to learn. In order of most desirable the top SIX are as follows:

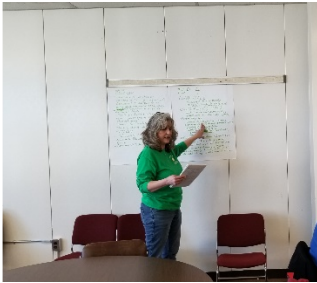
- PROJECT BASED
- INQUIRY BASED
- STUDENT CENTERED
- MENTORS TEAMING
- INTEGRATED CURRICULUM DELIVERY
- MENTORS AS FACILITATORS

The complete list in order of desirability is shown on the graphic below:

LEARNING / TEACHING CONCEPTS		LEARNING / TEACHING CONCEPT FAVORABILITY	
	Total Score	LOWEST	HIGHEST
<b>Project Based</b> - Problem solving focus based projects that are relevant	216		
<b>Inquiry Based</b> - Learning through asking questions, investigating, and reflecting.	215		
<b>Student Centered</b> - Personalized, competency based, anytime, anywhere with learner ownership.	214		
<b>Mentors Teaming.</b>	214		
<b>Integrated Curriculum delivery</b> - One project, several disciplines.	208		
<b>Mentors as facilitators</b> - Learner knowledge through discovery.	208		
<b>Stem and/or Steam</b> - Integration of Science, Technology, Engineering, (Arts), and Math.	204		
<b>Problem Based</b> - Learners in groups work together with Mentor facilitator.	204		
<b>Maker Spaces</b> - Learning making things	202		
Delivering curriculum by <b>exchanging mentors</b> by specialties and interests.	201		
<b>Blended Classroom</b> - Combination of "face to face" and digital teaching.	195		
<b>Mastery Learning</b> without grade levels - Promotion by comprehension.	186		
<b>Flipped Classroom</b> - Delivery with digital devices and difficult concepts in classroom.	178		
<b>Multi-age Learner groupings.</b>	171		
<b>Mentors delivering curriculum separately.</b>	135		

## section 3

### PARMA CITY FACILITY ATTRIBUTES



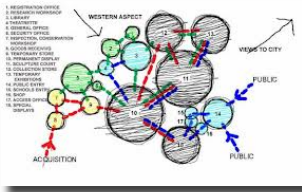
#### INTRODUCTION

The Visioning Teams developed the following about the PARMA CITY School District future facilities.

- **FACILITY ESSENTIALS**
  - Words or phrases that best represent their individual response or thoughts to the future of the PARMA CITY School District as it relates to EDUCATIONAL FACILITIES.
- **FACILITY EXAMPLES**
  - Visioning participants ranked twelve examples of educational facilities that might be appropriate for the PARMA CITY School District, then identified supporting reasons for rankings.
- **SUPPORT /OTHER SPACES**
  - Visioning teams, as tables, were asked to develop space plates with diagrams and supporting text.
- **DIAGRAMS AND SPATIAL RELATIONSHIPS**
  - Visioning teams were asked to develop overall facility spatial relationship diagrams with supporting text or bullets.

### section 3

## PARMA CITY FACILITY ATTRIBUTES



### FACILITY ESSENTIALS

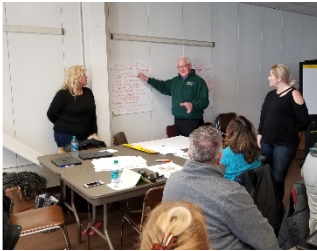
The PARMA CITY Visioning team was asked individually to identify words or phrases that best represent their individual response or thoughts to the future of the PARMA CITY School District as it relates to EDUCATIONAL FACILITIES. The chart below represents the words or phrases and the number of times each were cited. Only words or phrases cited at least two times are shown below.

*(The complete list is included in section 4.3 Workshop notes session 3 (APPENDICES))*

EDUCATIONAL FACILITIES		Number of Times CITED
flexible	25	25
technology	10	10
open	7	7
innovative	6	6
collaborative	6	6
adaptable	3	3
comfortable	3	3
welcoming	3	3
community	3	3
hi-tech	2	2
multi-purpose	2	2
modern	2	2
inviting	2	2
new	2	2

## section 3

### PARMA CITY FACILITY ATTRIBUTES



#### FACILITY DESIGN ATTRIBUTES

The Visioning Team reviewed, debated, and ranked 21<sup>st</sup> Century Design Attributes. These Design Attributes should be used as a tool for facility planning and be included in the design of any learning facility in the PARMA CITY School District future.

INDIVIDUAL exercise 7			
21 <sup>st</sup> CENTURY FACILITIES AND SPACES		21 <sup>st</sup> CENTURY DESIGN ELEMENT FAVORABILITY	
	Total Score	LOWEST	HIGHEST
Seamless technology with wireless capability that is universally available	265.00		
All spaces creating learning opportunities	264.00		
Movable work surfaces that allow different arrangements	245.00		
Movable storage furniture to create different spatial configurations	239.00		
A variety of seating styles and chairs that allow different ways to sit or move	238.00		
Varied sized spaces	238.00		
Provisions for charging of portable devices	236.00		
Ability to open large walls or doors to convert spaces	229.00		
Facility as a learning tool	226.00		
Surfaces that can be projected on and written on throughout	225.00		
Comfortable furniture and furniture with built-in power for technology needs	224.00		
Sustainable elements, green design	215.00		
Outdoor Learning spaces	202.00		
High ceilings with multiple lighting levels	193.00		
Spaces that open to each other	186.00		
Openness and transparency between space	178.00		

## section 3

### PARMA CITY FACILITY ATTRIBUTES



#### FACILITY EXAMPLES

The PARMA CITY School District Visioning teams reviewed, as tables, twelve examples of educational facilities in both physical layouts, planning concepts, and educational delivery models from 20<sup>th</sup> Century traditional layouts to progressive 21<sup>st</sup> Century designs. Visioning participants ranked twelve examples of educational facilities that might be appropriate for PARMA CITY schools, then identified supporting reasons for rankings.

The full list of examples is:

1. **HAMILTON TOWNSHIP HIGH SCHOOL**  
Hamilton Local Schools, Columbus, Ohio
2. **MATANUSKA-SUSITNA CAREER AND TECHNICAL HIGH SCHOOL**  
Wasilla, Alaska
3. **CRISTO REY HIGH JESUIT HIGH SCHOOL**  
Minneapolis, Minnesota
4. **K-12 LEARNING FACILITY**  
New Albany, Ohio
5. **MARYSVILLE GETCHELL HIGH SCHOOL**  
Marysville, Washington
6. **THOMAS JEFFERSON HIGH SCHOOL**  
Alexandria, Virginia
7. **WEST MUSKINGUM ELEMENTARY SCHOOL**  
West Muskingum, Ohio
8. **MIDDLETOWN CITY SCHOOLS**  
Middletown, Ohio
9. **PK-12 FACILITY**  
Ridgemont Local School District, Mount Victory, Ohio
10. **ANNE FRANK INSPIRE ACADEMY**  
San Antonio, Texas
11. **DAYTON REGIONAL STEM SCHOOL**  
Dayton, Ohio
12. **CLARK HALL**  
Gahanna, Ohio

The top 5 ranked examples are:

CRISTO REY JESUIT HIGH SCHOOL, Minneapolis, Minnesota  
K-12 LEARNING FACILITY, New Albany, Ohio  
CLARK HALL, Gahanna, Ohio  
MATANUSKA-SUSITNA CAREER AND TECH HIGH SCHOOL, Wasilla, Alaska  
MIDDLETOWN CITY SCHOOLS, Middletown, Ohio

Following are the top 2 ranked examples with specific supporting reasoning and concepts that are favorable for the future facilities at the PARMA CITY School District.

CRISTO REY JESUIT HIGH SCHOOL, Minneapolis, Minnesota

- Small school within a big school
- Kid focused
- Easy transition, welcoming, flexible space, acoustics, larger spaces, different learning spaces

## section 3

### PARMA CITY FACILITY ATTRIBUTES

- Flex spaces
- In/outdoor open areas
- Multi-purpose spaces
- Career tech centers
- Wi-Fi
- Natural light/materials, Open ceilings
- Combo collaboration spaces to promote student/student, student/staff, staff/staff relationships
- Learning studios & suites variety of seating options for a comfortable environment

#### K-12 LEARNING FACILITY, New Albany, Ohio

- Flexible use of space – 3 functions per space
- Core of space open to all
- Flexible sizing
- Concerned about safety (windows)
- Flex spaces
- Both focuses & community areas
- Café spaces
- Labs convert to 1 space to 6
- 3 purposes for every area
- Reduced hall space
- Variety of learning environments

#### CLARK HALL, Gahanna, Ohio

- Retail area for career tech (increase revenue)
- Independent learning spaces
- Trust among teachers & staff to build life skills
- Easily shared furniture for grouping
- Connected to community to promote community engagement and visibility
- Flexibility – both space and furniture, also flexible learning environments
- Mirrors college & work experience
- Flexible for students in down time as well

#### MATANUSKA-SUSITNA CAREER AND TECH HIGH SCHOOL, Wasilla, Alaska

- Flex spaces
- In/outdoor open areas
- Multi-purpose spaces
- Career tech centers
- Wi-Fi
- Natural light/materials, Open ceilings
- Future planning – room to expand
- Focused attention on career tech under one roof

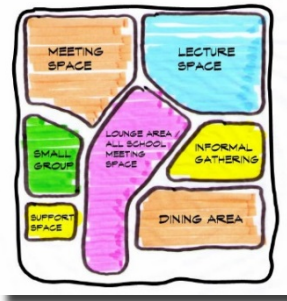
#### MIDDLETOWN CITY SCHOOLS, Middletown, Ohio

- Small group area for collaboration
- Movable wall in flexible room certain areas
- Studio space for messy stuff
- Beneficial for ALL students
- Self-contained communities' w/corridors as learning spaces



### section 3

## PARMA CITY FACILITY ATTRIBUTES



### SPACE PLATE DIAGRAMS

*Visioning participants were asked as a table to DEVELOP SPACE PLATES with DIAGRAMS and TEXT supporting any of the following:*

- A. Learning Space(s) (20<sup>th</sup> Century Classroom)
- B. Individual Study Space(s) / Storage Concepts
- C. Group Study Space(s) (Collaboration)
- D. Outdoor Space(s)
- E. Mentor Collaboration Space(s) / Storage Concepts
- F. Lecture Space(s)
- G. Information Space(s) or absence of space (20<sup>th</sup> Century Library)
- H. Food Service Space(s)
- I. Performance Lab Space(s) (20<sup>th</sup> Century Auditorium)
- J. Presentation Space(s)
- K. Display Space(s)
- L. Administrative Space(s) (Locations?)
- M. Community Space(s)
- N. STEAM/Maker/Project Based etc. Type Space(s)
- O. Thoughts for Combinations of any Space(s)
- P. Others ?....LIST

*OR as an option Visioning participants were asked as a table to DEVELOP FACILITY SPATIAL RELATIONSHIP DIAGRAMING:*

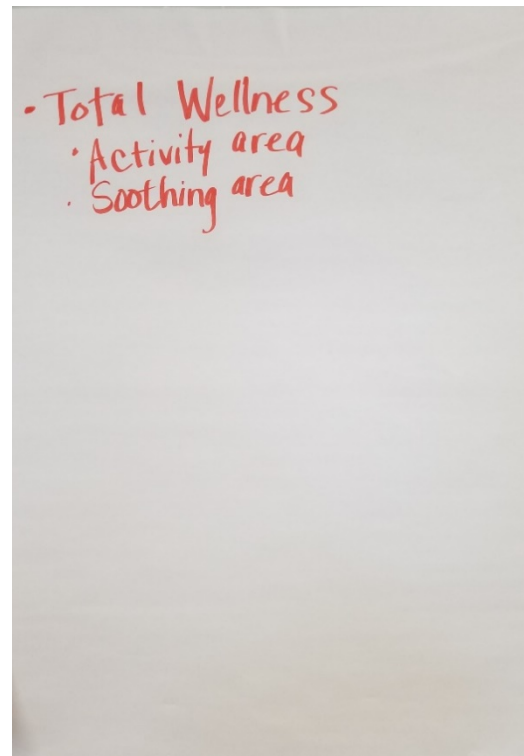
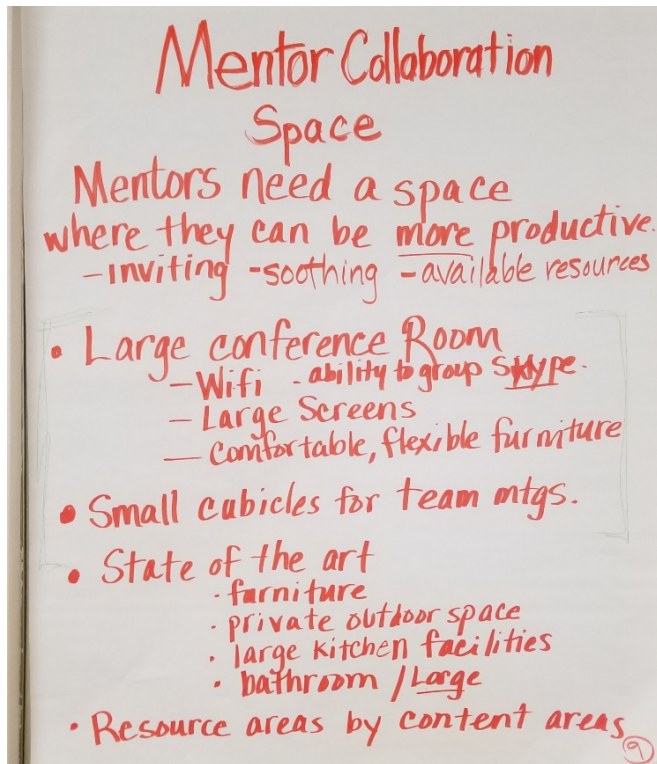
### TABLE Response and Charting

- 1. Record your groups vision of a future PARMA CITY High School.
  - a) Diagram through bullets, text, sketches, relationship diagrams, song, dance etc. your groups vision of spatial relationships at PARMA CITY High School.

*Table Group Images are shown below:*

### section 3

## PARMA CITY FACILITY ATTRIBUTES



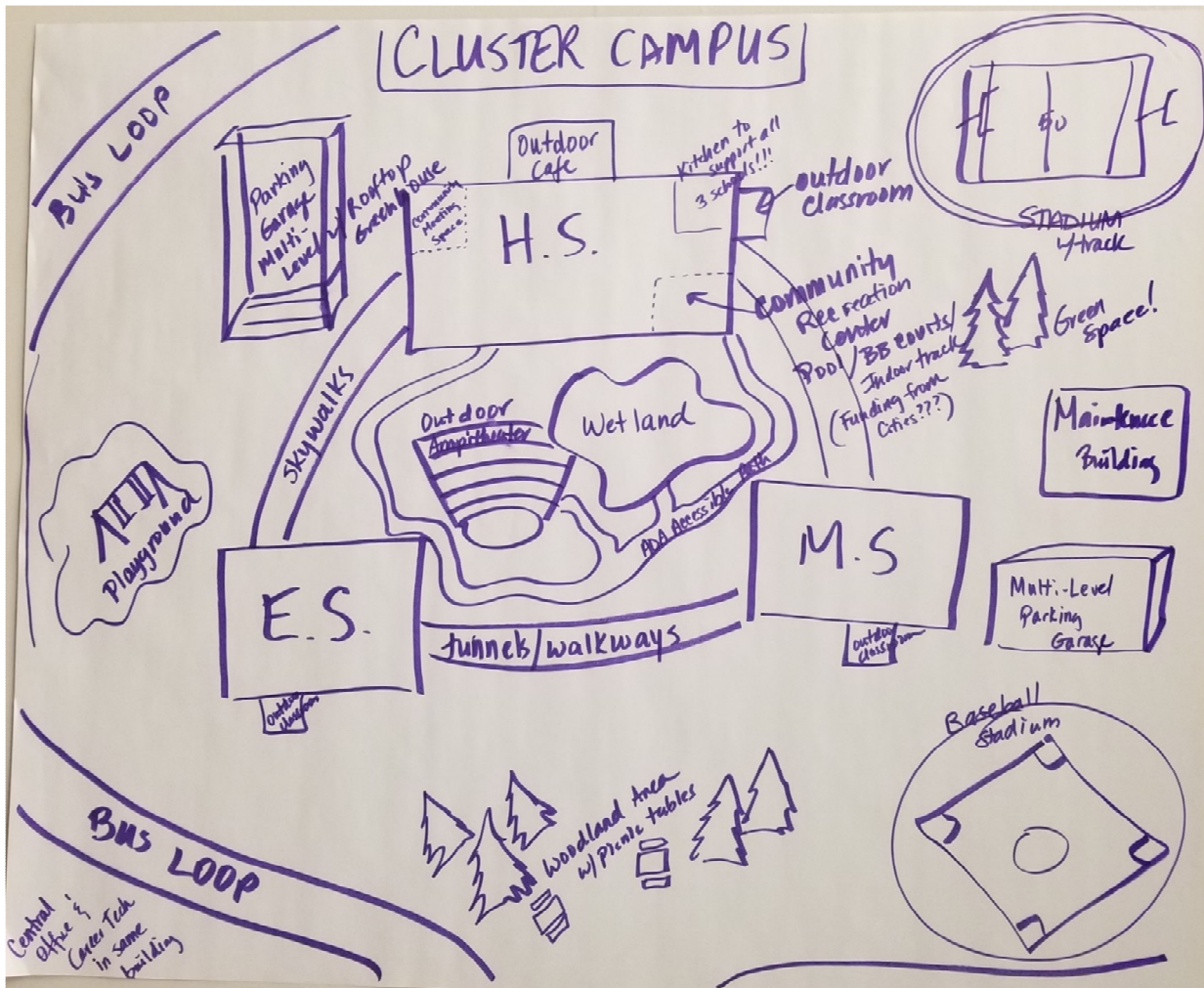
#### ORANGE TABLE

##### MENTOR COLLABORATION SPACE

- Mentors need a space where they can be more productive
  - Inviting – soothing – available resources
- Large conference room
  - Wi-Fi – ability to group skype
  - Large screens
  - Comfortable, flexible furniture
- Small cubicles for team meetings
- State of the art
  - Furniture
  - Private outdoor space
  - Large kitchen facilities
  - Bathroom / large
- Resource areas by content areas
- Total wellness
  - Activity area

### section 3

## PARMA CITY FACILITY ATTRIBUTES



### PURPLE TABLE

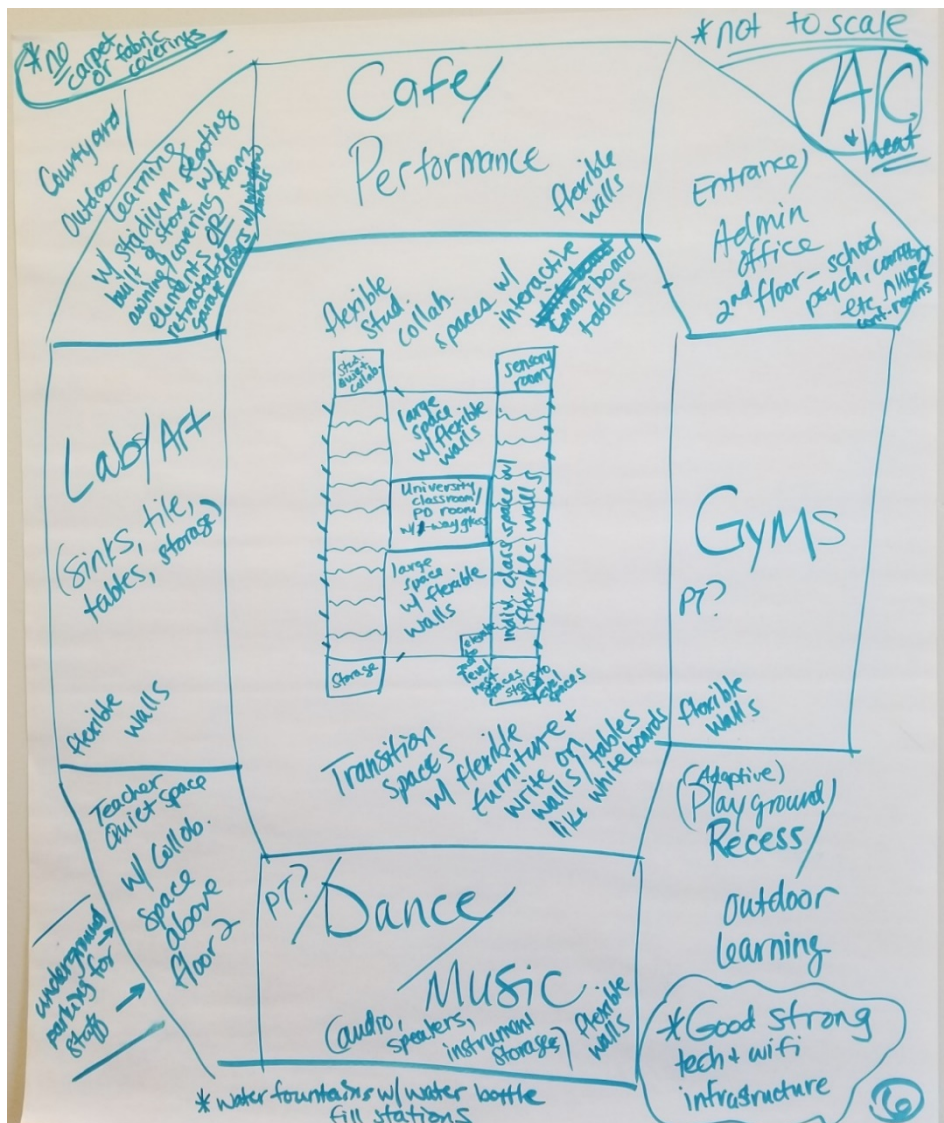
#### CLUSTER CAMPUS

- ES, MS, and HS connected by tunnels or skywalks
- Outdoor amphitheater and wetland area in center of cluster
- Community recreation center in HS with shared funding for construction and use
- Outdoor cafés and classrooms
- Multi-level parking garages
- Central office and career tech in same building
- Central kitchen with satellites to MS and ES
- Woodland area with picnic tables
- All-inclusive sport amenities on each campus



## section 3

### PARMA CITY FACILITY ATTRIBUTES



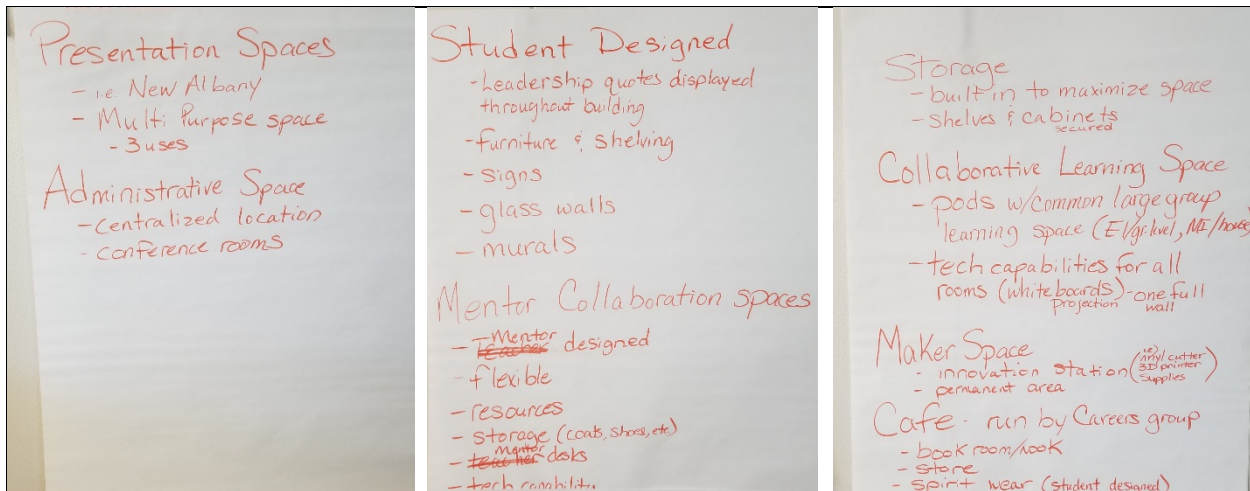
#### LIGHT BLUE TABLE

##### FUNCTIONAL RELATIONSHIP DIAGRAM

- Flexible walls and furniture
- Outdoor courtyard with stadium seating
- Labs, art studios with sinks, tile floors, storage
- Teacher quiet space with collaboration space above
- Dance and music studios with audio, speakers, instrument storage, and flexible walls
- Water fountains with bottle fill stations
- Outdoor learning spaces
- Strong tech and Wi-Fi
- Transition spaces with flexible furniture
- University classrooms and professional development classrooms
- Smart boards and interactive tables
- Writable walls and tables

## section 3

### PARMA CITY FACILITY ATTRIBUTES



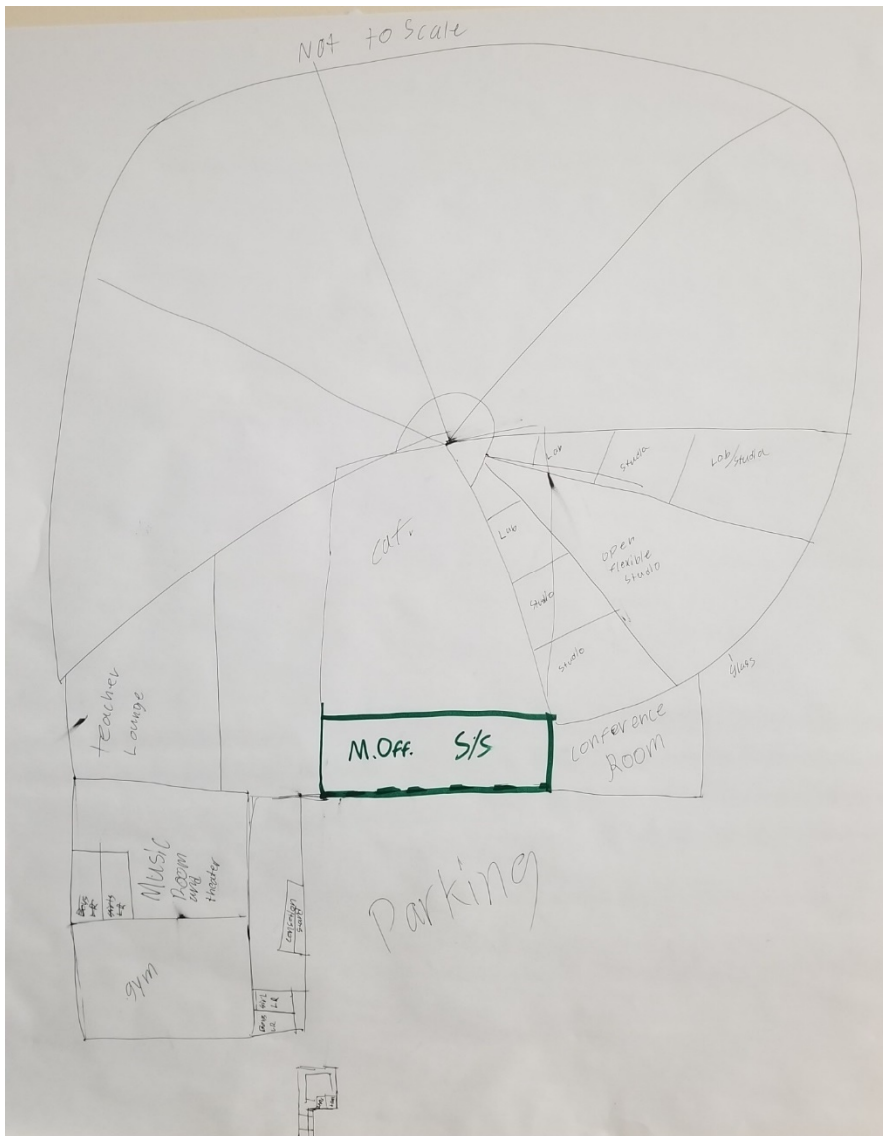
#### ORANGE (2) TABLE

#### PRESENTATION / ADMINISTRATIVE / STUDENT / MENTOR / STORAGE / LEARNING / MAKER / CAFÉ SPACES

- Presentation spaces
  - i.e. New Albany
  - Multi-purpose spaces
    - 3 uses
- Administrative space
  - Centralized location
  - Conference rooms
- Student designed
  - Leadership quotes displayed throughout building
  - Furniture and shelving
  - Signs
  - Glass walls
  - Murals
- Mentor collaboration spaces
  - Mentor designed
  - Flexible
  - Resources
  - Storage (coats, shelves, etc.)
  - Monitor desks
  - Tech capabilities
- Storage
  - Built-in to maximize space
  - Shelves and cabinets
- Collaborative learning space
  - Pods w/common large group learning space
  - Tech capabilities for all rooms whiteboard and projection wall
- Maker space
  - Innovation station
  - Permanent area
- Café run by careers group
  - Book room/nook
- Store, spirit wear

### section 3

## PARMA CITY FACILITY ATTRIBUTES



### DARK GREEN TABLE

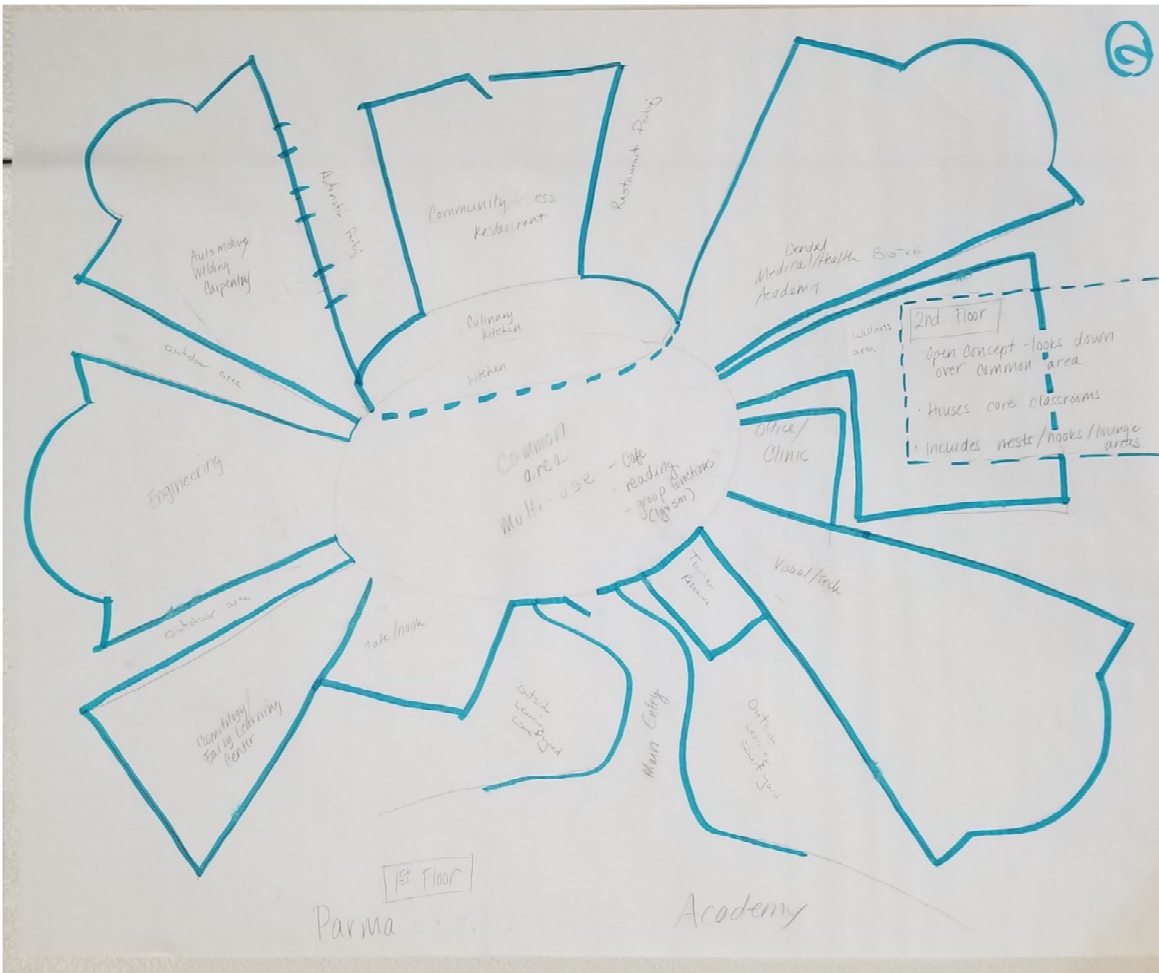
#### BUILDING LAYOUT

- Large activity areas clustered
- Large open flexible studio with adjacent smaller studios
- Cafeteria with adjacent smaller studios



## section 3

### PARMA CITY FACILITY ATTRIBUTES



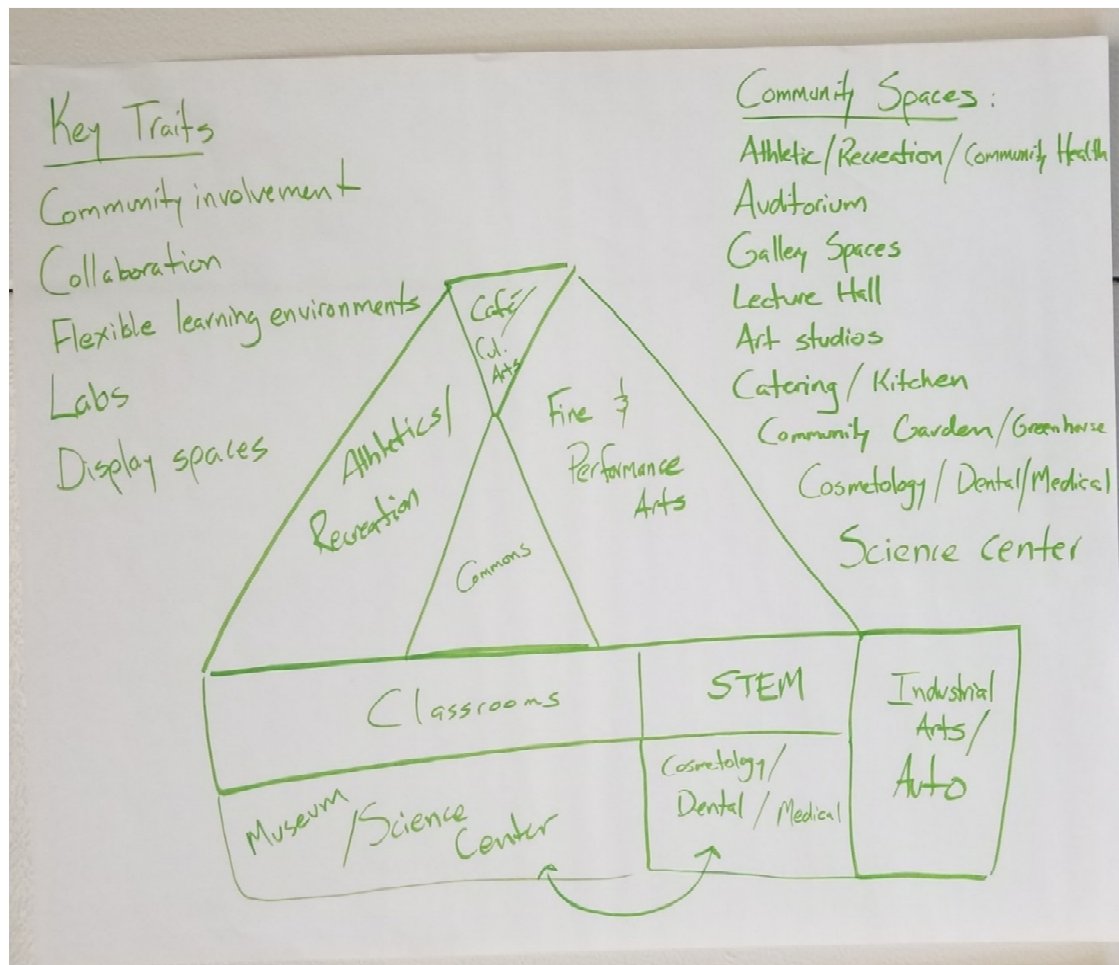
LIGHT BLUE (2) TABLE

## BUILDING LAYOUT

- Central common multi-use area
- Café nooks
- Community rooms
- Open concept second floor overlooking first floor
- Outdoor learning areas
- 2<sup>nd</sup> floor core classrooms
- All areas connected to central core space

### section 3

## PARMA CITY FACILITY ATTRIBUTES



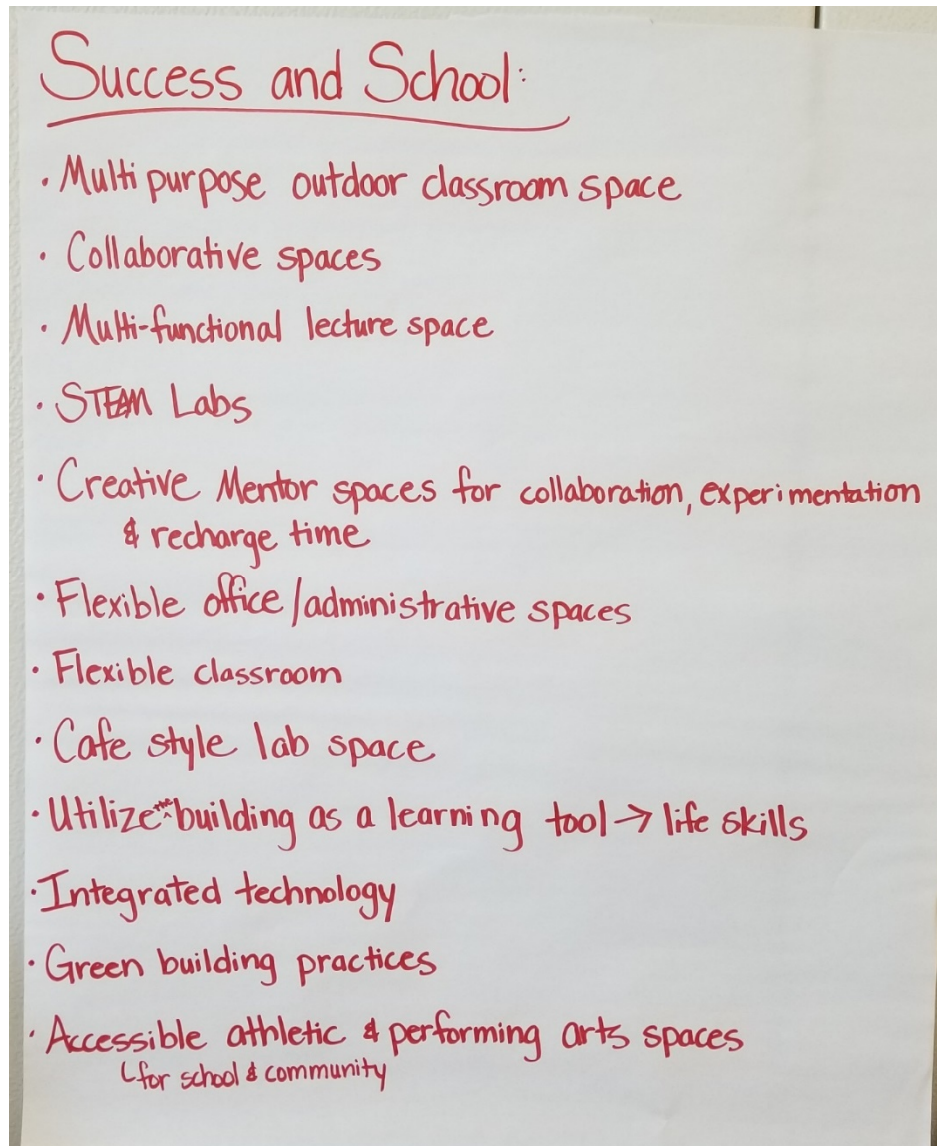
#### LIGHT GREEN TABLE

#### BUILDING LAYOUT

#### BUILDING LAYOUT

- Community involvement
- Community spaces
  - Athletic/recreation/community health
  - Auditorium
  - Gallery spaces
  - Lecture hall
  - Art studios
  - Catering kitchen
  - Community garden / greenhouse
  - Science center
- Cosmetology / dental / medical
- STEM
- Collaboration
- Flexible learning environments
- Labs
- Display spaces

section 3  
PARMA CITY FACILITY ATTRIBUTES



RED TABLE

SUCCESS AND SCHOOL

- Multi-purpose outdoor classroom space
- Collaboration spaces
- Multi-functional learning spaces
- STEAM labs
- Creative mentor spaces for collaboration, experimentation, and recharge time
- Flexible office / administrative spaces
- Flexible classroom
- Café style lab space
- Utilize the building as a learning tool – life skills
- Integrated technology
- Green building practices
- Accessible (for school and community) athletic and performing arts spaces



section 3  
PARMA CITY FACILITY ATTRIBUTES



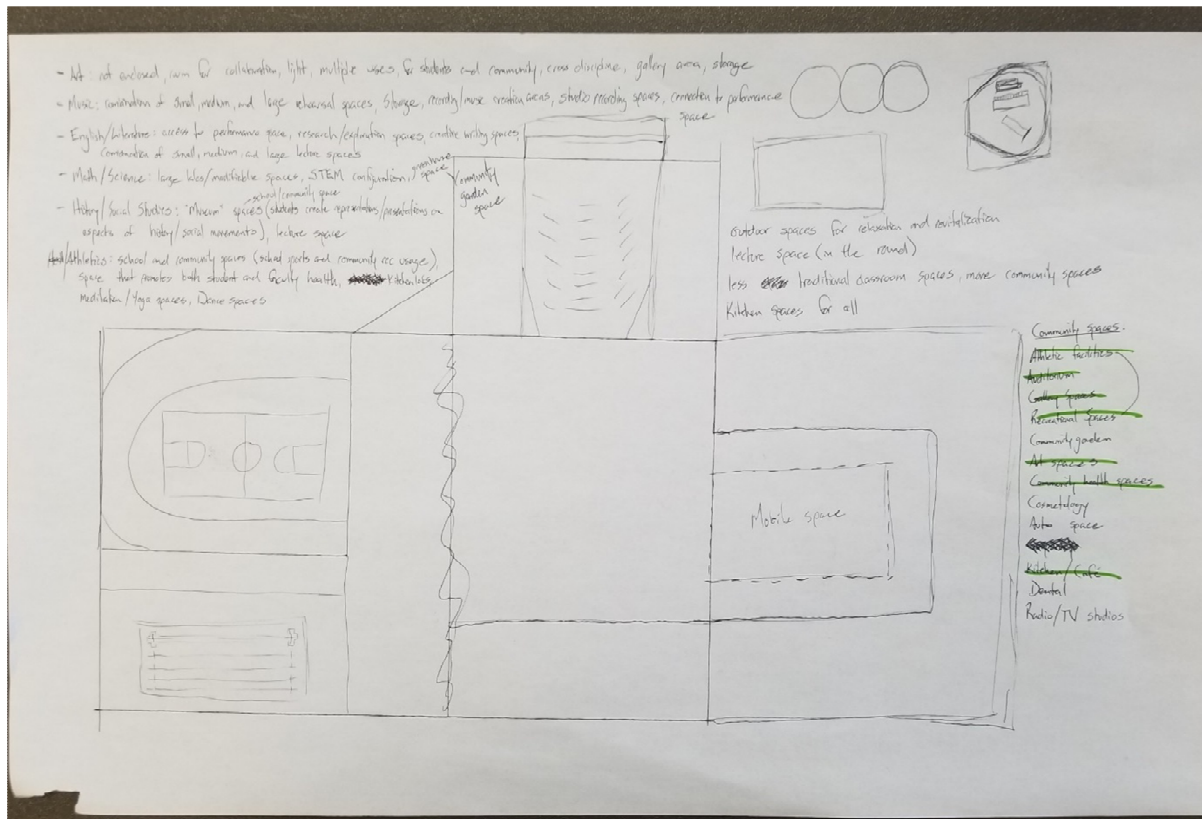
**BLACK TABLE**

**OUTDOOR LEARNING LAB**

- All season pavillion with tables and seating
- Raised bed garden
- Stage with storage
- Sand exploration / running water
- Benches and seating
- Covered walkways
- Composting area
- Greenhouse / butterfly garden
- Bird houses

## section 3

### PARMA CITY FACILITY ATTRIBUTES



#### LIGHT GREEN (2) TABLE

##### BUILDING LAYOUT

##### BUILDING LAYOUT

- Community spaces, shared athletics
- Outdoor spaces for relaxation and revitalization
- Lecture space in the round
- Less individual classrooms, more community spaces
- Kitchen spaces for all
- Community garden space
- Art not enclosed
- Social study museum spaces
- Performance spaces
- Meditation, dance, and yoga areas
- All spaces flexible and convertible
- STEM

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### 4.1 NOTES - VISIONING WORKSHOP 1

#### AGENDA

VISIONING WORKSHOP 1, (8:00am – 2:00pm)

"REFLECTION, EVALUATION, and AWARENESS"

- Introductions
- edVISION360°
- Changing the Vocabulary
- Agenda
- Individual Introductions
- Table assignments
- District message / Educational and Facility "state of the schools"
- Why are we (I) here?
- Educational Visioning....*defined*
- Individual / Group mission.....sharing a learning moment from your past
- What is.....21st Century Education Presentation and Responses
- *Do schools kill creativity*
- *the good, the bad, and the ugly*
- *LEARN(ing)(ers) / MENTOR(ing)(s)*
- *Defining SUCCESS*
- Current Schools ISSUES, PROGRAMS, SERVICES, and DELIVERY MODELS

*Superintendent Message / Mr. Carl Hilling presented the state of the school's address to the  
Educational and Facility Visioning Participants.  
"state of the schools "*



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### *Educational Visioning....definition and our purpose* **EDUCATIONAL VISIONING**

#### Definition

- a group process (edVISION360° © ) which results in either a short or long-term planning tool for an individual building, campus, or school district. Visioning should be the foundation of any future educational planning. Visioning sessions guide extensive educational delivery evaluation and future long-term objectives, which establishes concise and clear direction about the most appropriate and effective educational practices, organization structure, and concepts for the facilities required to support them.

#### Our Purpose

- To determine the educational framework upon which the new (or renovated) school(s) will be designed to...

*by examining what is currently being done; learning what others are doing; and what could and should be done in the future!*

*share a learning moment from your past* *Visioning participants were asked to share a learning moment from their past.*

#### *.....INDIVIDUAL EXERCISE* Individual comments include:

*I had a great experience in high school 24 years ago in a video production class. I helped produce our video morning announcements and co-anchored some of the broadcasts with Betsy Kling who is now a well know Cleveland weather forecaster.*

*I had a creative writing fiction class as a senior in college that was amazing. The room was just couches. We brought stories we wrote or enjoyed, shared our own writings and got input from the other writers and the professor regarding our writings and the techniques we used.*

*I took an Archeology class in college featuring 3 months on a 2000-year-old dig in northwest Ohio. It was a fascinating hands-on experience including lab work, hard physical work, and the discovery of amazing things. Even though I didn't choose archaeology as a career, it's a subject that has continued to interest me to this day.*

*Fourth grade was my favorite year of school because my teachers used a PBIS model and had a pretty great classroom economy system in place.*

*I think a big learning moment in my past was with my grad school teacher and internship advisor Dr. XXX. She helped to shape how I wanted to be a guidance counselor. Her classes and ideas inspired me to do many of the things that I still do. She also helped me merge from being a kid and having fun to being a responsible adult*

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*throughout that two years. She is probably the most influential teacher I have had both personally and professionally.*

*Athletics: Telling , Showing and Doing, Learning through constant repetition! It became second nature and natural. Another way was teachers \ administrators modeling the learning or attitude to be displayed.*

*I was "asked" to help replace a starter in a car and had no idea how to do that. My father sent me under the car with a couple tools and guided me through the process. Made me realize hands-on learning worked very well for me.*

*Until we received our technology in Parma I only had experience with Windows. Apple was a huge shift but there were so many different programs that could enhance learning in my classroom. I quickly found benefit in having these products, as I was one of two elementary teachers chosen to pilot them. I went on to being a person who was able to support colleagues and facilitate professional development in learning to use the programs as well.*

*A learning moment I would like to share from my past is the moment I finally understood math. It was just this year, my senior year, I have never been good at math, so I just assumed I would get past it with a passing grade and nothing special. The first day I stepped into the room I knew it was going to be different, I got a different more positive feel for things. My junior year when I transferred to Normandy High School, my math teacher taught in a way that did not work for me, so I was set up for failure, I felt, not that it was the teacher's intentions or anything. When I walked into Mrs.X's classroom the first day of senior year I knew it was going to be a good year. I know strive for much high goals in math because Mrs. X has shown me I can do it. Now instead of getting a passing D in math I get A's on every test and report card, and it feels GREAT!!*

*In the past for me learning was done by listening and watching the "Sage on the Sage" while they delivered the daily lesson. For me this worked. I excelled through my K-12 and college years of schooling. Now as an educator I know this isn't a viable option. If I ever take that approach I lose my students in minutes. In order to get the most out of my learners I create multi-tiered lessons that blend learning in classroom and lab settings.*

*I learn by watching and doing-not by given directions or reading them-show me!!! I like to work on cars, appliances, repairing things. Need to have someone show me or see a picture/video of it being done. A visual/hands-on learner. Car brakes, exhaust, phone/computer lines, washer/dryer repair. The list goes on!!! Educating the learner must be achieved in a variety of ways to gather all individuals.*

*I found out that I learned in college by listening in class and not taking notes. If I was taking notes, I was not paying attention to the teacher.*

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*Learning about right and left brain learning styles.*

*During the first few years of my teaching career, I developed meaningful relationships with my students and did my best to provide an excellent music making experience for them. After a few years of teaching, I noticed many of past students--who loved being in my program--did not continue to make music after graduating. This felt wrong to me and caused me to talk with my students to gain a better understanding of the role of my program plays in their lives. I also began to think about the benefits of music education and how I could amplify those benefits. I read many books (most of them had nothing to do with music education), spoke with my professors while working on my master's degree, and had meaningful conversations with my colleagues. In the end, all of this has not only completely changed my approach to teaching but has sparked a burning desire in me to continue learning. This has made my teaching more beneficial to my students and has made my career more fulfilling and engaging.*

*Think before you act. Lucky not to blow up the garage making an Olympic torch as a child.*

*As a tenth grader, I had trouble with plane geometry. My teacher was kind enough to spend an hour with me after school for 9 weeks. My grade went from an E (F) the first marking period to an A. I'm appreciative of the extra effort my teacher provided me.*

*When I sat at a VFHS football game in 9<sup>th</sup> grade and watched the marching band, I noticed majorettes (twirlers). I sat there with my parents at the game and told them I wanted to do that next year. They both laughed at me and said, "good luck" but you can never do that. I took private lessons and paid for the lessons out of my paper route income. I practiced daily and was determined to be on that field the following year. When I made the team, it was a defining movement in my life and my future.*

*English teacher took extra time to help me write a paper. She went over introduction, main ideas and conclusion. That extra help made a difference in my writing skills, and I'm forever grateful.*

*Negative learning moment that has changed the way I teach, was doing board races with math when I was in elementary school. Anxiety set in.*

*I continuously have to learn new tools and software for my job. I learn best when I have multi-sensory examples (someone sitting next to me to walk me through the tool/program), webinar with screen shots and examples with embedded quizzes to check my understanding, and opportunities to use the tool/program, with someone that I can call if I have a question. It's only through repeated exposure and hands on opportunities that I am able to master the concept.*

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*I have learned from my students that they all learn in different ways and have different needs.*

*Learning that I could ride a unicycle in 10<sup>th</sup> grade PE class.*

*I was warned about an idea from someone whom I felt had less knowledge than I. I proceeded with my idea despite their warnings, to disastrous results. Sometimes our mentors are those also learning from us.*

*A learning moment from my past, is more recent. In the fall of 2016 my son came home and told me a bus driver called him a name. My angry mom side kicked in, and I dialed the bus garage. As I was on hold waiting for the transportation director, I began to get angrier and angrier. When he came on the line, his tone, and genuine concern for the truth- immediately defused me. I was able to articulate what my son had said, and while my own words were coming out of my mouth, I was having a realization that my child was in the wrong, and the bus driver had in fact NOT called him a name, and that my child was misbehaving. The point was, I learned that being a leader means listening to every side, and truly caring about others perspective. Had the transportation supervisor not answered the phone in that manner, we would have had a different outcome.*

*A learning moment from my past, was when my cousin with down syndrome was born. After she was born, I had to learn how to live with and learn to work with people with disabilities and it has made me a better person today.*

*My learning moment would be learning how to use the new iPhone from my daughters.*

*Every year in my ELA class we do a Titanic project on the anniversary of the sinking of the Titanic. Students are given actual passports of people who were on the Titanic including the class. (first, second, etc.). The project is always interactive as they research on their iPads / Chromebooks the information and discussions ensue. What I have found that every time we do this project there is always a student who will ask the question, "Mrs. XXX, why did they save the women and children first?". It leads to extensive discussion about that time period, chivalry and a deeper understanding of life. It amazes them that men open doors for women and all those little things that with time has faded away. It is even more amazing to me that most of the students do start paying attention and doing things like, letting the girls leave the room first when the bell rings. Helping a teacher carry things up to the classroom (they actually walk up and ask; would you like me to help you?). This moment for me is so refreshing and it also shows the students that yes, we learn about writing and reading but there is also many other things they can learn about in becoming a citizen involved in their community with life skills.*

*A memorable moment was the first time we used microscopes in a middle school classroom. Taking slices of various materials and*

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*actually looking at them in detail under the microscope. It was hands on and collaborative.*

*Just went to the Ohio BCI Forensics Lab with my students on a field trip and was talking to a lab technician that I had to learn a lot of the labs that I have had my students do on my own. In other words, learn by doing. IN particular using some equipment like a thermocycler to do PCR, etc..*

*In one of my college math classes that was a mix of graduate and undergraduate students, my professor asked us to raise our hand if we were a graduate student. Half of the class raised their hands. He stated, "Now I know who's going to get the A's.". I was offended! When I received my final grade for the course he had given me a C. All of my test scores were B's. When I went to his office hours to discuss this with him he told me that I "looked like a C student" and didn't have any of my scores written down. He merely gave us a grade based on our level and since I was an undergraduate, I earned the C.*

*To pick a single "learning moment" is nearly impossible. So many moments have to go into something learned to make it stick, making picking a single moment difficult. So perhaps, learning this could be my learning moment. The realization that the sum is equal or greater to the parts of a whole. That many small parts are needed to create a bigger picture would be a significant learning moment. Understanding and accepting that nothing is learned immediately and require time and patience.*

*Understanding and learning what my own children were thinking and needed.*

*I remember in 7<sup>th</sup> grade, we just started learning algebra, and I asked my teacher (a nun) why we had to learn algebra. She replied, "I don't expect such a dumb question to come from such a smart girl." At first, this response upset me, and then it made me want to learn more and more math, so I can find out for myself. Now, math is one of my favorite subjects to teach.*

*I learned about the gradual release of responsibility approach to learning and teaching through professional development within my teaching career. This approach was both job embedded as well as in isolated professional development. The embedded PD was meaningful because I used it in my everyday practice in real time and was able to reflect on it meaningfully.*

*A teacher approached learning by having learners look at things from a different perspective, for example...What if the South Had won the Civil war, or The American Revolution, how revolutionary was it? This really opened my eyes to looking at things with differing points of view.*

*Being able to invent and create our own board game by collaborative efforts in my high school gifted class.*

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*Becoming a parent later in my life my expectation and the reality were not matching. My older child and his thought process and his ability to digest homework and manage time is totally different from my younger child. This moment taught me that trying to fit a personality and mindset into what I wanted was a tremendous experience and allowed me to take step back and digest my children as a work in progress. I forgot how I evolved over time through life experiences and how different I was from my parents. The lesson now is for me to engage ideas and allow for children to expand and discuss no matter how the conversation goes and help in unlocking opportunities instead of trying to define children into a small hole.*

*A meeting with 20 auto dealers called a 20 group. This meeting has a moderator and we use a financial composite with the 20-auto dealer's financial data giving us averages in different categories and showing best in class. A dealer can see where they stand, good or bad. Then the best dealers in that category discusses how they got there and what works and what doesn't work.*

*As part of a college course, I had facilitate activities with preschool students on a weekly basis. One of the requirements was not to use the words/phrases no, don't, or stop. One child begin to eat the glue we were using for a craft activity.*

*Participating in college prep programs in High School gave me the opportunity to be exposed to various careers and content areas.*

*My 6<sup>th</sup> grade English teacher was an activist in regard to various social issues. We are asked to write letters to our local and state government officials or environmental leaders asking for change to certain policies as long as we understood the policies were unfair and whether we felt important to us. Taught me a very valuable lesson.*

*When I reflect on a learning moment from my past, it is a moment of doing. Applying knowledge in an engaging way. While in college, I took a photography course, while we did study the basics it was when we were able to apply our knowledge in the darkroom watching the magic of an image appear while the paper is rocked gently in the chemicals.*

*I remember the learning moments outside of the classroom. I was in a gifted education program & my most memorable experiences were hands on.*

*Most positive learning experiences are those where I am able to get some information on the topic and then go do it or try it. Once I've experienced it, I evaluate the experience and what I've learned from it. After that, I may seek further guidance or training based on need and then try it again. Learning is a constant cycle of learn, try, evaluate, and try again.*

*I had a teacher that really connected with me in HS. I had a tough time learning until this teacher connected with me and showed me*



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*that I was capable of learning difficult concepts. He gave me the confidence to learn know that if I work hard, I can learn anything.*

*Science fair competitions.*

*My learning moment is from my adulthood. I completed my doctorate online and realized through that experience that I prefer the online delivery model for my learning style. It offered the flexibility and independence I needed for my work and personal demands. I also prefer now to use online collaboration tools with colleagues but do recognize that some meetings need to occur or are more productive face to face.*

*My son and I taught his grandparents how to set up their iPad. I learned that you are never too old to learn something new.*

*I watch a video on how to remove the computer ignition out of an 86 jeep.*

*I have been learning how to implement more technology into my teaching.*

*I am a hands-on learner and was schooled by "book learning".*

*Helped me with writing papers in the future.*

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### *what is 21st Century Education?*

Kevin Harrison presented "what is 21<sup>st</sup> Century Education" and the most progressive thinking about schools and education. Key points include the following:



### What do you believe about how kids learn best?

#### Conditions for POWERFUL LEARNING (What everyone says)

- Students as learners and leaders
- Safe / positive environments
- Real world applications
- Personal investment
- Relevance to their lives
- Individualized
- Flexible
- Fun
- Interesting questions
- Social
- Passion
- Real audience
- Relevant
- Challenging
- Open to failure
- Teachers as mentors
- Not constrained by time
- Celebrating failure

#### NEVER said, but is actual conditions within most schools

- Sitting in rows
- 45/60/88-minute blocks
- One sized curriculum
- One subject area focus
- Age grouped
- No real-world application
- Teacher controlled
- Someone else's questions
- Standardized testing
- Standardized assessments
- No real-world connection
- Lack of relevance
- Sage on a stage
- Emphasis on grades
- No choice
- Learning ends at school day end
- Lack of relevance
- "handing it in"

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### We Remember & Understand.....

- 20% of what we hear
- 50% of what we hear and see
- 70% of what we hear, see, and do.
- 90% of what we hear, see, do, and teach

### 19th and 20<sup>th</sup> Century Education Included

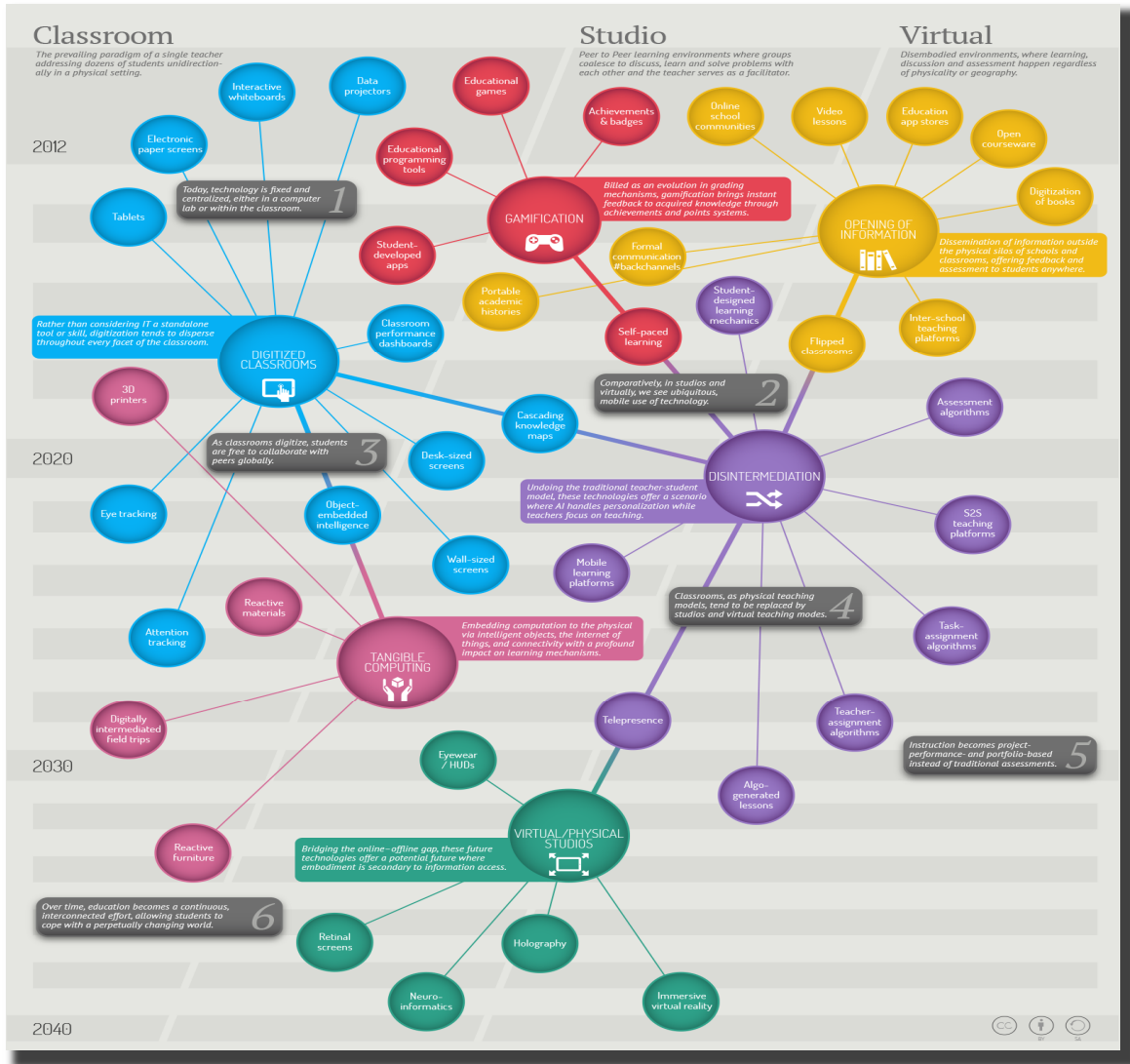
- Reading
- Writing
- Arithmetic

### 21<sup>th</sup> CENTURY EDUCATION includes

- Communication
- Collaboration
- Critical Thinking
- Creativity

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

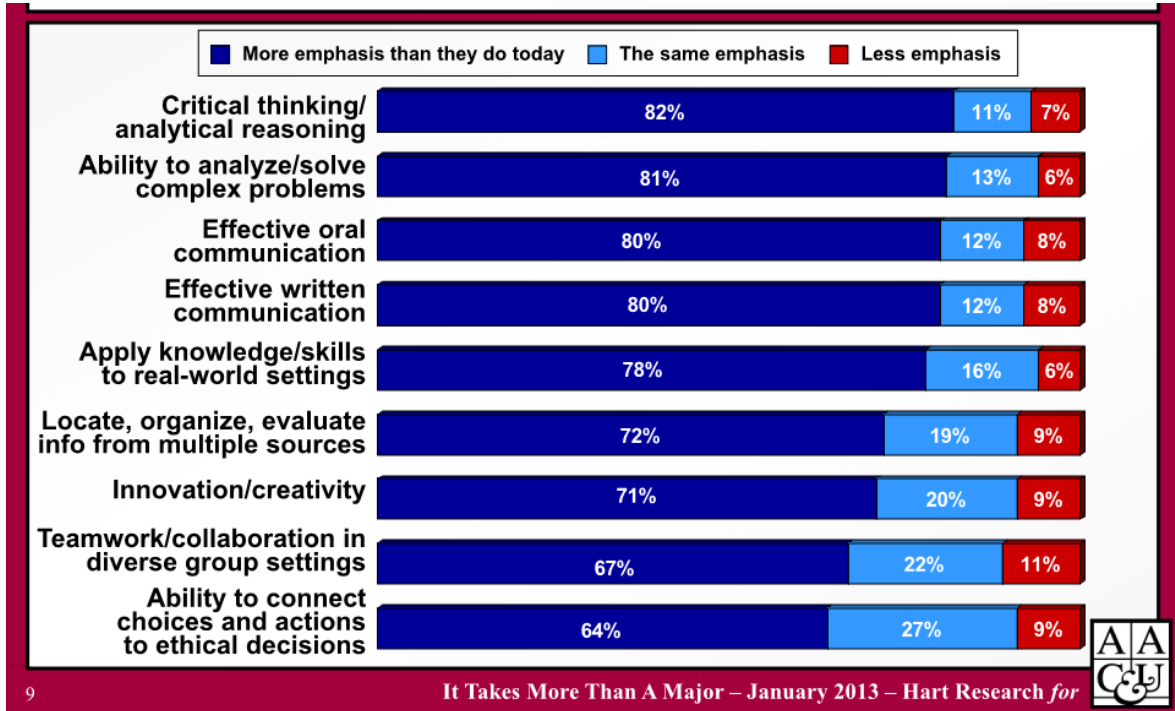
### WONDERING WHAT EDUCATION MAY LOOK LIKE IN 2040?



(Infographic designed by Michell Zappa)

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### MAJORITY OF EMPLOYERS WANT COLLEGES TO PLACE MORE EMPHASIS ON SELECTED OUTCOMES



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*what is 21st Century  
Education?*

*.....continued*



### WHAT 21ST CENTURY EDUCATION IS NOT!

- factory-model education.
- “sage on a stage” curriculum delivery.
- lecture, test, assessment, then next chapter.
- textbook-driven, teacher-centered, paper and pencil schooling.
- classrooms of 25 students and 1 teacher.
- instructor-led approach where the student and instructor meet in a common location for a specific duration of time.
- in the past a learner was a young person who went to school, spent a specified amount of time in certain courses, received passing grades and graduated.

### SO WHAT IS 21ST CENTURY EDUCATION.....

- It is bold
- It breaks the mold
- It is flexible, creative, challenging, and complex.
- It addresses a rapidly changing world filled with fantastic new problems as well as exciting new possibilities
- Inspiring
- Global
- It is DISTRICT SPECIFIC, not cookie cutter

### THE NEW MILLENNIUM WAS USHERED IN BY A DRAMATIC TECHNOLOGICAL REVOLUTION.

- We now live in an increasingly diverse, globalized, and complex, media-saturated society.
- According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on society than the transition from an oral to a print culture.

*Has our education responded to this revolution?*

### TODAY’S KINDERGARTENERS WILL BE RETIRING AFTER THE YEAR 2080.

- We have no idea of what the world will look in 65 years, yet we are charged with preparing our students for life in that world.
- Our students are facing many emerging issues such as global warming, famine, poverty, health issues, a global population explosion, and other environmental and social issues.
- These issues force a need for students to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels.

### REAL-LIFE, REAL-WORLD SERVICE LEARNING PROJECTS

Young students can make a difference in the world by participating in real-life, real-world service learning projects.

You’re never too young, or too old, to make your voice heard and create change that makes the world a better place.

**Emerging technologies and globalization also provide unlimited possibilities for exciting new discoveries and development such as;**

- new forms of energy



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

- medical advances
- restoration of environmentally ravaged areas
- communications
- exploration into space
- exploration into the depths of the oceans
- others not known yet

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21<sup>st</sup> Century

- It means a new way of understanding the concept of "knowledge", a new definition of the "educated person".
- The 21<sup>st</sup> century will require knowledge generation, not just information delivery, and schools will need to create a "culture of inquiry".

### LEARNER LEARNING STYLES: THE FOUR LEARNER TYPES

#### Auditory

- want the teacher to provide verbal instructions
- find it easy to learn by listening
- enjoy dialogues, discussions, and plays
- often remember names but forget faces
- often do well working out solutions or problems by talking them out
- are easily distracted by noise and often need to work where it is relatively quiet
- often do best using recorded books

#### Kinesthetic

- do best when they are involved or active
- often have high energy levels
- think and learn best while moving
- often lose much of what is said during lecture
- have problems concentrating when asked to sit and read
- prefer to do rather than watch or listen
- most children are kinesthetic and become more tactile in the first grade

#### Visual

- want the mentor to provide demonstrations
- find it easy to learn through descriptions
- often use lists to keep up and organize thoughts
- often recognize words by sight
- often remember faces but forget names
- often have well developed imaginations
- are easily distracted by movement or action in the classroom
- tend to be unaware of noise
- roughly 60% of students are visual learners

#### Tactile

- do best when they take notes either during a lecture or when reading something
- new or difficult
- often like to draw or doodle to remember
- do well with hands-on activities such as projects, demonstrations, or labs

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21<sup>st</sup> Century

- **Learner** - Today we must see learners in a new context:
  - o First – we must maintain student interest by helping them see how what they are learning prepares them for life in the real world.
  - o Second – we must instill curiosity, which is fundamental to lifelong learning.
  - o Third – we must be flexible in how we teach.
  - o Fourth – we must excite learners to become even more resourceful so that they will continue to learn outside the formal school day."

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21<sup>st</sup> Century

*21<sup>st</sup> century skills are interdisciplinary, integrated, project-based, relevant, and they allow the learner to.....*

- o critically think and problem-solve as individuals and teams
  - o support self-directed learning
  - o collaborate across networks and lead by influence
  - o be agile and adaptable
  - o possess effective oral and written communication
  - o access and analyze information
  - o explore curiosity and imagination
  - o engage in individual and small group instruction
  - o socialize
  - o encourage learner discovery
  - o have instructor's guiding learning
  - o use ubiquitous technology and media access in ALL forms
  - o learn and discover on-line
  - o have continuous assessment of knowledge and mastery level
- .....develop into Global Citizens.*

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21<sup>st</sup> Century

*Learners must be prepared to navigate 21st century world and must become literate in 21st century literacies;*

- o Multicultural
- o Media
- o Information
- o Emotional
- o Ecological
- o Financial
- o Cyber

*Collaborating with students from around the world in meaningful, real-life projects is a necessary tool for developing these literacies.*

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21<sup>st</sup> Century

- **Mentor (teacher)** - From primary role as a dispenser of information to orchestrator of learning and helping students turn information into knowledge, and knowledge into wisdom.

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21<sup>st</sup> Century

*21<sup>st</sup> century curriculum has certain critical attributes.*

- o It is interdisciplinary, project-based, and research-driven.
- o It is connected to the community – local, state, national and global.
- o The curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia, the multiple literacies of the 21<sup>st</sup> century, and authentic assessments.
- o Service learning is an important component.
- o The classroom is expanded to include the greater community.
- o Learners are self-directed, and work both independently and interdependently.
- o The curriculum and instruction are designed to challenge all learners.
- o The curriculum is not textbook-driven or fragmented, but is thematic, project-based and integrated.
- o Skills and content are not taught as an end in themselves, but students learn them through their research and application in their projects.
- o Textbooks, if they have them, are just one of many resources.
- o Knowledge is not memorization of facts and figures, but is constructed through research and application.
- o The skills and content become relevant and needed as students require this information to complete their projects.
- o The content and basic skills are applied within the context of the curriculum, and are not ends in themselves.
- o Assessment moves from regurgitation of memorized facts and disconnected processes to demonstration of understanding through application in a variety of contexts.
- o Real-world audiences are an important part of the assessment process, as is self-assessment.

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21<sup>st</sup> Century

*Beyond the school day.....*

*After school programs that meet the needs of the 21<sup>st</sup> century student.*

- o motivational and educational

Encourage, connect, and foster learning throughout a child's day.

- o Internships
- o Clubs
- o Sports
- o Entrepreneurships
- o Internships
- o Etc.

*"No one believes that when the bell rings at the end of the school day, children stop learning. Curiosity bubbles inside the minds of children from the moment they wake in the morning to when they go to bed at night."*

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

### "Learner", "Mentor", "Curriculum", and "Facilities" for the 21st Century

*All facilities should allow the following at a minimum;*

- o Cultivate Knowledge and Skills
- o Provide Flexible, Adaptive Spaces for Learning
- o Inspire Social Interaction
- o Support Diverse Instructional Styles
- o Welcome and Include Parents and Communities
- o Accommodate Multiple Forms of Collaboration

*the good, the bad, and the ugly* Visioning participants were asked to individually comment and provide feedback, with their polling devices, on "the good", "the bad", and "the ugly" at the current PARMA CITY School District.

### .....GROUP CALL and RESPONSE

#### INDIVIDUAL COMMENTS INCLUDE:

#### The GOOD

Elementary STEM.

Supportive parents.

Educators collaborating with peers, embracing new ideas, and implementing challenging opportunities for their students.

College prep, dedicated staff, teaming in the middle schools,

Staff willing to work with an IEP team to structure a child's education the way they learn best.

The dedication/knowledge base/innovative teaching strategies of our teaching staff as well as technology 1:1 K-12 that allows our teachers and students to do some extremely innovative things that aren't measured on state assessments. :)

1:1 devices for students.

There are very caring teachers that really want the students to succeed. Also, there are high interest classes and activities that help the students find a place to belong and enhance their interests that will hopefully develop into meaningful careers.

Middle School teaming and collaboration between students and between educators.

1:1 devices, inclusion co-teaching, PBIS model in each building.

Top notch vocational program.

Excellent Career Tech Options.

Dedicated and invested Administrators, Staff and Educators; excel at parent involvement in the education process; engaging students in most areas of learning and encouraging peer collaboration; fairness to all students and families without judgement of outside influences.

The Parma schools does a good job of providing a variety of educational services. Specifically, it provides quality academics, special education, and vocational.

Title I services with a specific programming.

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

Great teachers, counselors, administrators who truly care and want to help students and families. Great sports programs, athletic directors, club advisors who provide a well-rounded experience for students.

One-to-one technology.

We have local, state, and national award-winning teachers.

There are many things good in PCSD.

Consistent Benchmarking resources with built in framework to analyze.

For the most part, we are a community that cares and actively supports families and students in need. With needs varying from poverty issues to learning differences, I believe our district cares.

Some of our vocational programs are top-notch.

Differentiation with regards to learning styles does exist in many classrooms.

Fantastic middle school experiences available for students.

Opportunities for children who want to learn.

Staff (Includes all employees) they care about our students.

Teachers who teach students not content.

Vocational programs allowing students to graduate with industry certifications

Innovative; programs to help high school graduates move quickly into the career field.

Ability to take classes outside of the high school for college credit.

We have many committed people, parents, teachers, students, politicians from all three cities that will do whatever it takes to help our students be successful. Dedication like no other district in the state of Ohio.

Support of our CTE administration.

Engaged faculty; programs in place to assist students of varying capacities.

1:1 technology,

Career Technical Programs - well maintained, well-advertised, excellent teachers.

Amazing educators and support staff that do what is best for kids!

The difference of people in the continuity that are welcomed into the schools.

Offers vocational paths, some great teachers, diverse inclusive student population.

A high number of excellent teachers that go above what is asked of them.

Technology available, communication and collaborating with each other, professional development opportunities.

One of the good things in Parma city schools is the opportunities that the student gets from teachers.

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

Career tech.

The teachers are very supportive.

Parent involvement in the schools.

STEM program.

Innovative approaches to teaching and learning.

Technology advanced.

Communication amongst the community, educators, students, admin.

We have a dedicated staff.

The ability to have technology with-in the classroom. This opens the classroom to the outside world. Creating real world learning opportunities for our students.

The opportunity for choice in programs for students (Career Tech, College Credit Plus, STEM).

The dedicated teachers, staff and parents

Sense of pride for whatever school students attend. We have leadership that has out of the box thinking and progressive initiatives.

Elected 3 fresh board members.

At middle school & high school, I am seeing my child engaged.

Coming home and sharing things about classes that they are excited about, inspired to learn more.

Opportunities to prepare them to be successful in college.

The CTE programs in that they all really engage the students. I am a teacher that is a CTE and regular education teacher. The CTE programs really have developed a relationship with their students and I have also tried to do the same with my regular education class.

Providing professional development to teachers in the areas of programming, instructional strategies and data analysis to encourage creativity and critical thinking of students.

Great Teachers!!

Chromebooks & MacBook's, Google Classroom, good in-service days, permission from principals to take risks in our classrooms, great staff who really want to work with the students, awesome PTA.

Educating all students that enter the school environment-providing opportunities to be a successful learner.

A lot of opportunities for students/comprehensive high schools/AP/College Credit Plus.

We have a diverse population.

STEM, our teaching staff, the new BOE, our administrators & our students.

We have a diverse population, students are given opportunities to learn trades in our district, we have faculty members who are passionate about teaching.



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

The good: There are individuals (not all though) who are in place that want to be collaborative and are sensitive to every employee's contribution for the betterment of the school district.

Many enrichment opportunities for students to take advantage of.

### The BAD

Lack of communication.

The preconceived notion about the board and administration in the public eye. Our outdated facilities and the limited space for our students to learn.

For my particular building, communication is a problem between my administrator and staff.

Financial challenges, declining enrollment, state legislation that ties up finding on compliance issues rather than letting districts decide how to spend the money to support at risk and other special populations of students.

Frequently no substitutes available to fill open positions

We need more equality among small group special education units in all of our buildings. We need to place qualified staff in these units and provide them the needed resources.

Identify areas of need yet don't implement solutions... lots of talk.

Not having enough financial contributions to provide the best educational opportunities for all students.

Limited professional learning during the school day for teachers- on-site or off site.

There needs to be more help for parents -education, which will in turn help the kids.

The bad in Parma city schools is how the teachers are not making accommodations for students.

Feel like we took a step back. As an educator, I need a mentor in certain areas and I feel like I'm flying solo now. Would love to have that back as it creates a domino effect. I love to share new ideas with my fellow teachers however, I need to have a mentor (coach) to learn from.

Lack of innovation overall.

The amount of wrong information going around the cities.

All of the good things we do in the district end up overshadowed in the media by anything negative that might occur. Although many people want change, there are many people not willing to embrace or adapt to it.

Outdated facilities.

Older facilities - they're well maintained but extremely old and need refreshed.

The Parma schools needs to do a better job of adapting to an enrollment that has significantly declined over the decades. Specifically, the district needs to take a hard look at reducing the

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

number of high schools to save money and be able to provide for other opportunities.

Change is slow, we have financial problems, opportunities for faculty members to develop collaboration skills and relationships are extremely limited, our facilities are outdated, there is a large percentage of the population in the communities we serve that are not aware of what is going on in our schools.

Fiscal instability, uncertainty in district structure, student access to school/attendance.

Class sizes too large, outdated/no curriculum.

Professional development and training for new staff.

Communication.

Declining enrollment, opportunities for parent involvement, financial outlook and condition of facilities.

OTES, testing -- AIR, MAP, AIMSWEB, etc.

There are still some old school teachers here teach and test.

Just that the district hasn't had the foresight to build a new building since the 70's and we don't even still own that property.

There are still some teachers that don't seem to understand how children learn and don't seem invested (but you will find that everywhere). There is a feeling in the community among parents that the lack of the ability to pass levies has resulted in sub-par education at the high school level. Elementary classes are too large to meet the needs of the individual learners.

Aging facilities that don't support the way we should be educating learners today and in the future.

Lack of professional development.

Learning spaces are traditional classrooms.

Financial hardship....

The battle between the 3 schools that have been around since they opened. The students not getting along.

Paying the price for past mistakes, which limits future progress on a slower timeline.

Outdated media centers.

Inequality between various high schools, rundown buildings, communities that feel one is better than the other, teachers who feel devalued and unheard.

Lack of support of our community and their members.

The bullying policy not consistent.

Many classes are lecture-based.

Insufficient funding to expand certain programs (STEM for instance); the buildings are old.

Standardized testing...too much time spent preparing for them. Programs that are exclusive and not everyone in the district can participate in - STEM. Not offering individualized opportunities for students to learn at their level.

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

There are pockets that exist where only one learning style is addressed by the instructional methods employed.

We are getting much better at...transparency to the community about our strengths, weaknesses and challenges. One thing that we always struggle with is how we can effectively communicate to all the families of the district in a way that meets their needs.

Facilities! Financial Stability. Update Curriculum (Audit) District Continuity and coordination! Collaboration!

Too much consolidation, some teachers are not engaging students-- this is upsetting as we taxpayers are paying a lot in levies and the pay increases may force more school closing. Most teacher seem engaged, but it's frustrating that some are not vested. Fiscal instability. No services brought back with upcoming levy. NO 10-year plan or new buildings! Ugh!

Teachers that are not willing to embrace these new tools and the different learning styles.

Lack of relevant professional development.

Moving too fast to change facilities and movement of students.

There needs to be a better check and balance system to allow for whatever changes that may need to happen are done with using the knowledge of all stakeholders and truthful information so there can be a true transparency.

The public perception of the district.

Not every kid is right for full inclusion...

Furniture does not allow for student's movement.

Aging facilities.

Buildings are aging, and it is harder to maintain. We are in a time of transition with leadership because of finances and attrition. There is resistance to change the current model/ make-up of buildings.

Environmental conditions within the schools - primarily climate control to breed good opportunity for learning during extremely warm days.

NO MONEY to do the things we need to do! Less support in buildings due to cuts! Community does not understand the good things in PCSD and the hard-working individuals.

The school's inability to communicate to the community and get its point across.

Getting kids help sometimes takes too long/too much paperwork.

Cuts to teaching and support staff.

Lack of leadership.

The lack of direction by leadership.

Many classrooms are very traditional.

Funding structure.

Low parent involvement, large class sizes, finances.

Funding taken away for adequate professional learning for STEM mentors.

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

Reduction of quality opportunities recently because of financial constraints.

### The UGLY

Fear of more cuts to student programming.

Districts cuts impacting students that have resulted from fiscal issues.

Public perceptions.

Financial deficit.

Lack of consistency between buildings in all areas; curriculum, clubs, winter plays, field trips and lack of leaders developing and implementing solutions.

Our classrooms need to have an open-door policy.

Buildings in extremely poor condition, fiscal ups and downs and the effect on education.

The community has to be open-minded that things need to change. Everyone feels very strongly about their child's school staying open, but at some point, some things must change for the good of all.

Not being able to move forward due to financial constraints--no stability for educators makes it difficult to retain the good ones we have, especially those who are younger and just beginning their careers.

Teachers still copying a whole year worth of curriculum before the students even enter the classroom on day one.

Not enough support services to students and families. Large class sizes, way too many "extra" unnecessary things placed on staff to do that their time could be better utilized helping students, heading groups, running clubs, and providing kids with opportunities to grow inside and outside the classroom.

The kids need help they are not getting from their parents.

The ugly truth: school funding and the necessity of passing a levy.

We need to measure students' growth more often -- not just how they do on one magic test!

District finances, teacher layoffs and increased class sizes for primary grades.

NO TEN-YEAR PLAN--we need it. Stakeholders maxed out on taxes. Aging buildings. Transportation could be a big expense if more schools closed.

The lack of thorough follow up and reviewing to assess if the change is effective before throwing it out and trying another change.

Change requires assessment and time before making final decisions.

Current reliance on public vote for school funding state laws that are against court decisions; lack of a strategic plan to guide our decision making and budgeting priorities.

There is a divide among the three high schools and the schools that filter into them. There is the feeling in the community that one of the high schools is superior to the other two and one of the high schools is inferior to the other two.

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

Overall parent interpretations of what the school system is providing in overall educational experiences.

People making decisions in areas that they have no experience in. No one asking advice from the people in the trenches.

Potential loss of invested families.

The thoughts of all the city members that no longer have children in school. The age of most residents.

Lack of proper training for staff to understand how to educate children with different needs. During last consolidation, the proper supports were not put into place to properly provide in service for teachers and support staff to do what is best for learners

The financial situation of the past. Trying to move beyond that.

There is too much complaining and finger pointing and not enough constructive discussion between faculty, students, parents, and community members.

Financial instability shifts focus away from students and learning. Programs that are exclusive - STEM, not everyone that wants to participate can, demographic represented is not representative of demographics of district. Outdated buildings.

The ugly is how teachers do not follow kids, IEP's. I have an IEP and I have a specific teacher that does not follow what is in my IEP, I can have breaks if I feel overly anxious and some teachers don't go by what's in it.

The inadequate funding by the state to public school districts that forces us to make cuts and compromise the opportunities we can offer to our students; the inability for the some of the negativity out there and allow us to move forward.

Facilities! Rumor mill! Social Media comment being accepted as "Gospel" versus "Facts" versus "Emotional comments".

Fear of more cuts to the teaching and support staff.

Feelings of entitlement in certain areas/buildings, maintaining aging facilities, financial stability, communication to the entire community, utilization of career tech services.

Besides the past events that don't need mentioning; the lack of strong leadership.

Our financial situation-based on the previous decisions. Then compounded by the unconstitutional state funding formula. The uncertainty our parents feel about their school's future and subsequently their student's future in this district. This remnants of disconnect left behind from the previous board of education and the new board of education.

I have no particular response for this other than what I responded to in "the bad."

Financial situation that the district has found its self in. Lack of transparency relating to this.

State mandates...

The financial handing of the district - enough said.

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

Finances and trust with the community.

We are so constrained by testing and financial constraints. No money for great field trips where many kids learn more and remember better.

Cuts, cuts, cuts. Rumors. Proposed cuts not clear on who/what is being eliminated.

Out dated buildings

Say it's about the kids but the cuts are always about taking away stuff from them. Cut the salaries, close the buildings. Need to put kid's future first and District Leaders say one thing but do another.

Teachers do not have anyone to lead them in learning about best practices.

Students preoccupation with their images on social media; the buildings!!; how the community views the district handling.

No Direction, Mission, Vision!

The community's inability to accept the idea of consolidating of the schools which could take financial pressure off the system.

Lack of true support from community (levy) parents (coming to events), and businesses (true high-level support).

Loss of our students to charter or private schools when evidence of being better is lacking.

The obstacle of realities we face moving forward.

The community that does not have a child in the schools is not involved in ANYTHING. How are we supposed to get them to vote for the school and spend money if they only hear the bad on the news. How is the good word about PCSD supposed to get out to the public.

Leadership is not providing opportunities for teachers to learn and share best practices.

We don't have enough money to sustain our operations. It seems that people only focus on what you do wrong and not about all the good you do. Changing demographics that might not allow for long term financial support.

District finances, yearly teacher RIF, OTES evaluations.

Inconsistency, constantly moving teachers,



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*PRESENT and DESIRED FUTURE of the following concepts, phrases, and attributes for LEARN(ing)(ers) / MENTOR(ing)(s)* Visioning participants were given an individual exercise. They were asked to rate on a scale 1-5 (with 1 being lowest and 5 being highest) the PRESENT and DESIRED FUTURE of the following concepts, phrases, and attributes for both LEARN(ing)(ers) and MENTOR(ing)(s). Results are shown below:

### .....INDIVIDUAL EXERCISE TABLE EXERCISE

LEARNING / LEARNERS	PRESENT FUTURE	LOWEST	HIGHEST	% CHANGE PRESENT to FUTURE	RANK OF CHANGE	HIGHEST RANKED PRESENT	HIGHEST RANKED FUTURE	PRESENT	FUTURE
INDEPENDENT STUDY				49.26%	18	11	22	136	203
COLLABORATION / SMALL GROUP WORK				35.50%	20	3	12	169	229
FLEXIBLE				89.52%	6	18	8	124	235
CREATIVE				74.47%	12	8	2	141	246
CHALLENGING				56.64%	16	7	17	143	224
CRITICAL THINKING				71.63%	14	8	5	141	242
SOCIAL / EMOTIONAL LEARNING				114.02%	2	22	12	107	229
COMPUTER-BASED: ADAPTIVE LEARNING, GAMES				24.57%	22	2	18	175	218
ACTIVE				77.04%	11	13	6	135	239
LEARNER PRESENTATIONS				58.09%	15	11	19	136	215
STUDENT-OWNED				79.37%	9	17	14	126	226
ORAL COMMUNICATION				72.93%	13	14	11	133	230
WRITTEN COMMUNICATION				54.79%	17	6	14	146	226
ANALYZE AND SOLVE COMPLEX PROBLEMS				78.83%	10	10	3	137	245
APPLY SKILLS TO REAL WORLD ISSUES				90.15%	5	15	1	132	251
INNOVATIVE				100.82%	3	19	3	122	245
TEAMWORK				47.47%	19	4	10	158	233
ABILITY TO CONNECT CHOICES TO ETHICAL DECISION MAKING				96.52%	4	20	14	115	226
REASONING				80.30%	8	15	7	132	238
DEBATING				89.19%	7	21	20	111	210
TECHNOLOGY WITH MOBILE DEVICES				26.49%	21	1	9	185	234
TECHNOLOGY WITH DESKTOP DEVICES				18.92%	23	5	23	148	176
INTERNSHIPS				118.09%	1	23	21	94	205

Note:  
Lowest value represents sum of all participants scoring "zero"  
Highest value represents sum of all participants scoring "five"

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

MENTORING / MENTORS	PRESENT	LOWEST	HIGHEST	% CHANGE PRESENT to FUTURE	RANK OF CHANGE	HIGHEST RANKED PRESENT	HIGHEST RANKED FUTURE		
	FUTURE							PRESENT	FUTURE
TEACHER COLLABORATION				59.88%	19	4	2	162	259
DIRECT TEACHING				-12.06%	24	1	22	199	175
LECTURE <i>(sustained direct teaching)</i>				-26.98%	25	2	25	189	138
SMALL GROUP WORK				44.12%	20	3	8	170	245
PEER TUTORING / TEACHING <i>(students teaching students)</i>				81.68%	9	14	12	131	238
SERVICE LEARNING <i>(solving real world issues)</i>				111.11%	4	20	7	117	247
PROJECT BASED <i>(problem solving focus based projects that are relevant)</i>				71.72%	15	9	4	145	249
PROBLEM BASED <i>(learners in groups work together with mentor/facilitator)</i>				75.89%	10	11	5	141	248
MENTORS AS FACILITATORS <i>(learner knowledge through discovery)</i>				68.71%	17	8	5	147	248
MAKING THINGS <i>(prototyping)</i>				87.50%	7	18	15	120	225
INTERDISCIPLINARY <i>(content and thinking through connections among disciplines)</i>				71.13%	16	10	10	142	243
THEMATIC LEARNING <i>(specific theme for teaching one or many concepts)</i>				44.08%	21	6	17	152	219
INTEGRATED CURRICULUM DELIVERY <i>(one project, several disciplines)</i>				83.33%	8	17	13	126	231
MASTERY LEARNING WITHOUT GRADE LEVELS <i>(promotion by comprehension)</i>				143.68%	1	23	18	87	212
STEM AND/OR STEAM <i>(science, technology, engineering, arts, and math)</i>				63.13%	18	5	1	160	261
BLENDED LEARNING <i>(combination of "face to face" and digital)</i>				72.66%	14	16	16	128	221
FLIPPED CLASSROOM <i>(combination of delivery with digital devices and classroom)</i>				75.19%	11	15	14	129	226
DISTANCE LEARNING <i>(delivering education to students not physically present)</i>				116.47%	3	24	21	85	184
MENTORS DELIVERING CURRICULUM SEPARATELY				9.46%	23	7	23	148	162
DELIVERING CURRICULUM BY EXCHANGING MENTORS BY SPECIALTIES AND INTERESTS				96.15%	6	22	19	104	204
STUDENT CENTERED <i>(personalized, competency based)</i>				110.00%	5	18	3	120	252
MENTORS TEAM TEAMING				73.19%	13	13	11	138	239
INQUIRY BASED <i>(learning through asking questions, investigating, and reflecting)</i>				75.00%	12	12	8	140	245
MULTI-AGE LEARNER GROUPINGS				136.90%	2	25	20	84	199
SEMINAR INSTRUCTION				29.91%	22	20	24	117	152
Note: Lowest value represents sum of all participants scoring "zero" Highest value represents sum of all participants scoring "five"									

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

*Learner / Mentor* Visioning participants were given a table exercise.  
*Concepts* As a table, DEBATE the most important Learner / Mentor concepts, phrases, and attributes from previous individual exercise. Reach table consensus and write reasoning on flip charts.  
*.....TABLE EXERCISE*

Table responses are shown below:

**what is 21<sup>st</sup> CENTURY EDUCATION ?**

**Table Exercise - LEARN(ing)(ers) and MENTOR(ing)(s)**

**As a table**

DEBATE the

2,3, or 4 most important Learn(ing)(ers) and the

2,3, or 4 most important Mentor(ing)(s) concepts, phrases, and attributes from previous exercise

reach table consensus and cite reasons why on flip charts.

LEARN(ing)(ers)	MENTOR(ing)(s)
#1 - CRITICAL THINKING	#1 - SERVICE LEARNING
#2 - SMALL GROUP COLLABORATION	#2 - PEER TUTORING / TEACHING
<b>REASONS</b>	<b>REASONS</b>
NEEDED IN ALL AREAS OF LIFE	FULFILLS INTEREST WITH LEARNER
CREATIVE	GIVE THE LEARNER A SENSE OF COMMUNITY AND SELF
CHALLENGING	TEACHING OTHERS INCREASE CONFIDENCE, RETENTION AND KNOWLEDGE
INDEPENDENT	BLENDED LEARNING

example flip chart layout

section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)

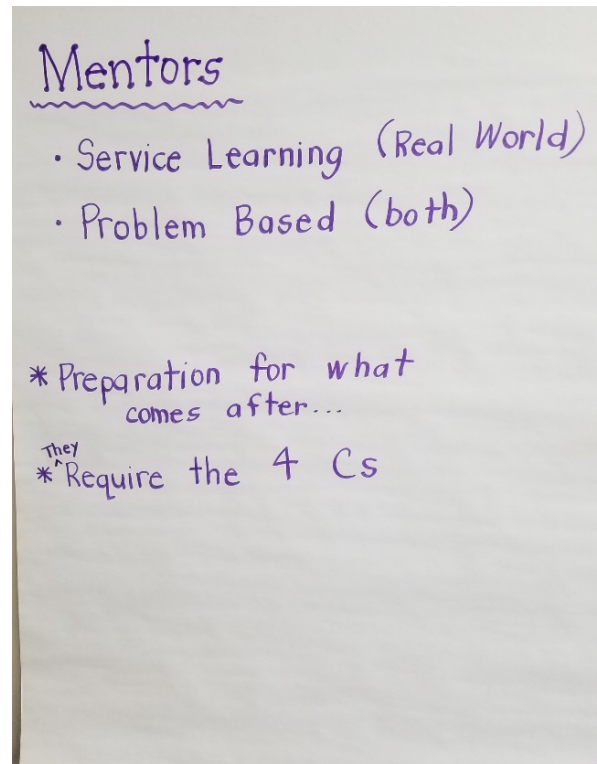
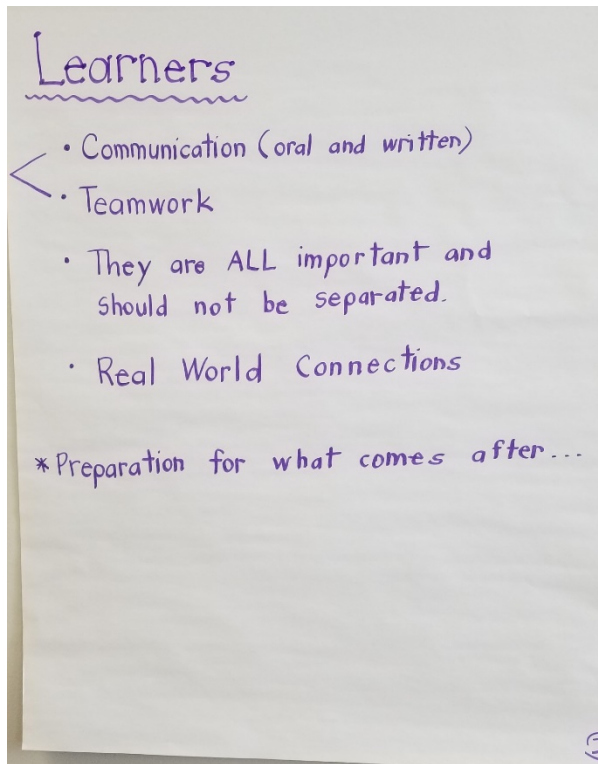
LEARNERS	REASONS
1 COLLABORATION / TEAM WORK	• REAL WORLD SKILL
1 WRITTEN COMMUNICATIONS	• COLLEGE / CAREER READINESS • SUCCESS IN LIFE
2 APPLY EDUC. TO REAL WORLD SITUATIONS	• MEANINGFUL LIFE
3 OWNERSHIP (STUDENT) LEARNING	• MOTIVATION
4 SOCIAL/EMOTIONAL LEARNING: (K-12)	• RESILIENCY • COPING SKILLS
• SUCCESS IN THE REAL WORLD:	

MENTORS	REASONS
1 PEER TUTORING / TEACHING	• COLLABORATION
2 TEACHER COLLABORATION	• REDUCE ISOLATION / TIME
3 MENTOR / FACILITATORS (STU. LEAD)	• OWNERSHIP OF LEARNING
4 SMALL GROUP WORK	• INDIVIDUALIZATION • MEET INDIV. NEEDS
5 STUDENT CENTERED / INDEPENDENT LEARNING	• EMBRACE DIFFERENCES • CITIZENSHIP
6 SERVICE LEARNING (REAL WORLD ISSUES SOLVING)	
7 INSTRUCTIONAL TECHNIQUES (VARIOUS)	• ADDRESSING ALL LEARNING STYLES
• EQUALS: LIFE LONG LEARNERS	

ORANGE TABLE

LEARNERS	MENTORS
COLLABORATION / TEAMWORK REASONS: - real world skill	PEER TUTORING / TEACHING REASONS: - collaboration
WRITTEN COMMUNICATIONS REASONS: - college / career readiness	TEACHER COLLABORATION REASONS: - reduce isolation time
APPLY EDUC. TO REAL WORLD SITUATIONS REASONS: - meaningful life	MENTORS / FACILITATORS (STU. LEAD) REASONS: - ownership of learning
OWNERSHIP (STUDENT) LEARNING REASONS: - motivation	SMALL GROUP WORK REASONS: - individualization
SOCIAL EMOTIONAL LEARNING REASONS: - resiliency - coping skills	STUDENT CENTERED REASONS: - independent learning
	SERVICE LEARNING (REAL WORLD ISSUES, SOLVING) REASONS: - embrace differences - citizenship
	INSTRUCTIONAL TECHNIQUES (VARIOUS) REASONS: - addressing all learning styles

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

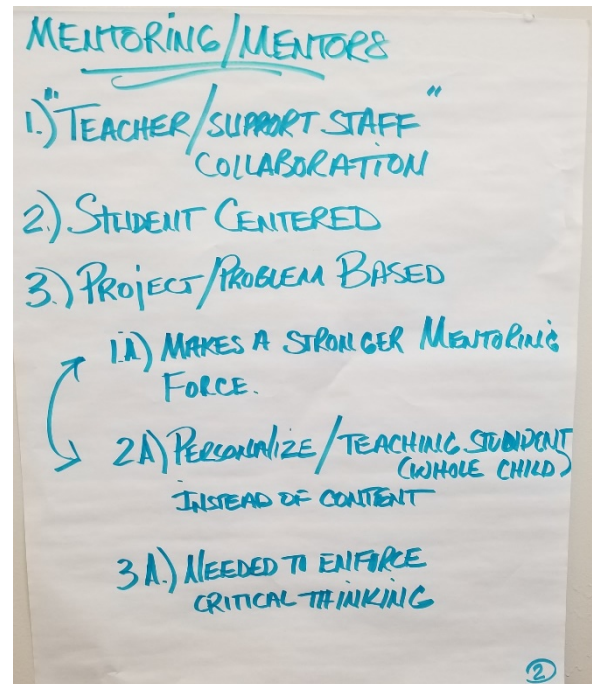
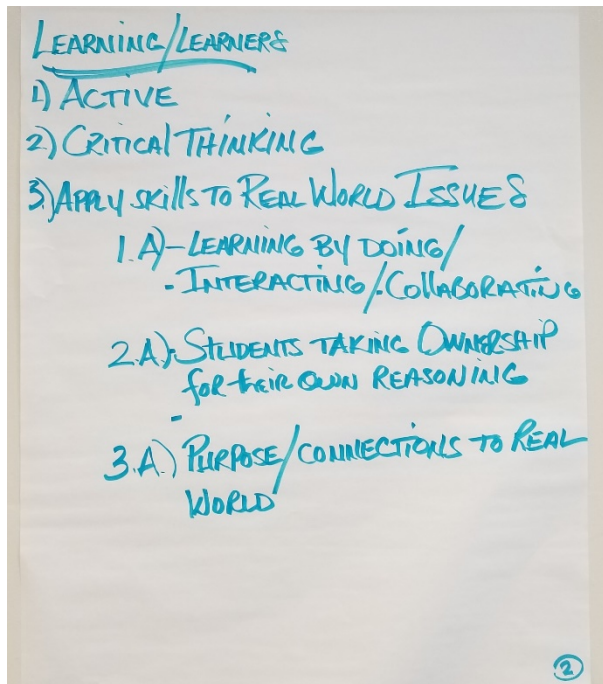


PURPLE TABLE

LEARNERS	MENTORS
COMMUNICATION TEAMWORK  <u>REASONS:</u> <ul style="list-style-type: none"> <li>- they are ALL important and should not be separated</li> <li>- real world connections</li> <li>- preparation for what comes after</li> </ul>	SERVICE LEARNING (real world) PROBLEM BASED (both)  <u>REASONS:</u> <ul style="list-style-type: none"> <li>- preparation for what comes after.....</li> <li>- they require the 4-c's</li> </ul>



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)



LIGHT BLUE TABLE

LEARNERS	MENTORS
<b>ACTIVE</b> <u>REASONS:</u> - learning by doing / interacting / collaborating <b>CRITICAL THINKING</b> <u>REASONS:</u> - students taking ownership for their own reasoning <b>APPLY SKILLS TO REAL WORLD ISSUES</b> <u>REASONS:</u> - purpose / connections to real world	<b>TEACHER / SUPPORT STAFF</b> <u>REASONS:</u> - makes a stronger mentoring force <b>STUDENT CENTERED</b> <u>REASONS:</u> - personalize / teaching student (whole child) instead of content <b>PROJECT / PROBLEM BASED</b> <u>REASONS:</u> - need to reinforce critical thinking -



section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)

<u>Learn(ing/s)</u>	<u>Mentor(ing/s)</u>
<ul style="list-style-type: none"> <li>* Social/Emotional Learning</li> <li>* oral communication</li> <li>* Analyze and Solve Complex Problems</li> </ul>	<ul style="list-style-type: none"> <li>* Teacher Collaboration</li> <li>* Inquiry Based</li> </ul>
<u>Reasons</u>	<u>Reasons</u>
<ul style="list-style-type: none"> <li>* life long learners</li> <li>* skills for future jobs/careers</li> </ul>	<ul style="list-style-type: none"> <li>* teachers grow through collaboration</li> <li>* students take ownership and learn at their own pace</li> </ul>

ORANGE (2) TABLE

LEARNERS	MENTORS
SOCIAL / EMOTIONAL LEARNING ORAL COMMUNICATION ANALYZE AND SOLVE COMPLEX PROBLEMS  <u>REASONS:</u> <ul style="list-style-type: none"> <li>- life-long learners</li> <li>- skills for future jobs / careers</li> </ul>	TEACHER COLLABORATION INQUIRY BASED  <u>REASONS:</u> <ul style="list-style-type: none"> <li>- teachers grow through collaboration</li> <li>- students take ownership and learn at their own pace</li> </ul>

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

Learner(s)	Mentor(s)
<ol style="list-style-type: none"> <li>1. critical thinking</li> <li>2. Collaboration / team-work</li> <li>3. Independent study (high school / later years)</li> </ol> <p>Outside the classroom:</p> <p>Ability to Connect Choices to Ethical decision making</p>	<ol style="list-style-type: none"> <li>1. Project-Based Learning Hybrid / Independent + WORK.</li> <li>2. Teacher collaboration (w/ <u>REAL</u> time carved out)</li> </ol> <p>(over-arching teaching)</p>
Why?	Why?
<p>(1.) It applies to every aspect of life. Problem solving -</p> <p>(2.) "NO MAN IS AN ISLAND"</p> <ul style="list-style-type: none"> <li>- It also is in everyday life.</li> <li>- Build upon others strengths.</li> <li>- TEAM (GOOD TEAM = RESULTS)</li> </ul> <p>(3.) - Go beyond the curriculum &amp; find your passion + strengths.</p> <ul style="list-style-type: none"> <li>- helps foster life long learning.</li> </ul> <p>★ - Future, Business owner, etc.</p>	<p>(1.) THE BENEFITS OF teamwork + Collaboration - But the Focus &amp; Independent strengths of the team.</p> <p>(2.) Every teacher has a different style + you can share ideas &amp; Create better <u>styles + methods</u>!</p>

DARK GREEN TABLE

LEARNERS	MENTORS
<p>CRITICAL THINKING COLLABORATION / TEAMWORK INDEPENDENT STUDY ABILITY TO CONNECT CHOICES TO ETHICAL DECISION MAKING</p> <p>REASONS:</p> <ul style="list-style-type: none"> <li>- it applies to every aspect of life. problem solving</li> <li>- "no man is an island" <ul style="list-style-type: none"> <li>o it also is in everyday life</li> <li>o build upon others strengths</li> <li>o team (good team = results)</li> </ul> </li> <li>- go beyond the curriculum and find your passion and strengths</li> <li>- helps foster life-long learning</li> </ul>	<p>PROJECT BASED LEARNING HYBRID / INDEPENDENT WORK TEACHER COLLABORATION (W/ REAL TIME CARVED OUT)</p> <p>REASONS:</p> <ul style="list-style-type: none"> <li>- the benefit of teamwork &amp; collaboration - but the focus &amp; independent strengths of the team</li> <li>- every teacher has a different style &amp; you can share ideas &amp; create better styles and methods</li> </ul>

section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)

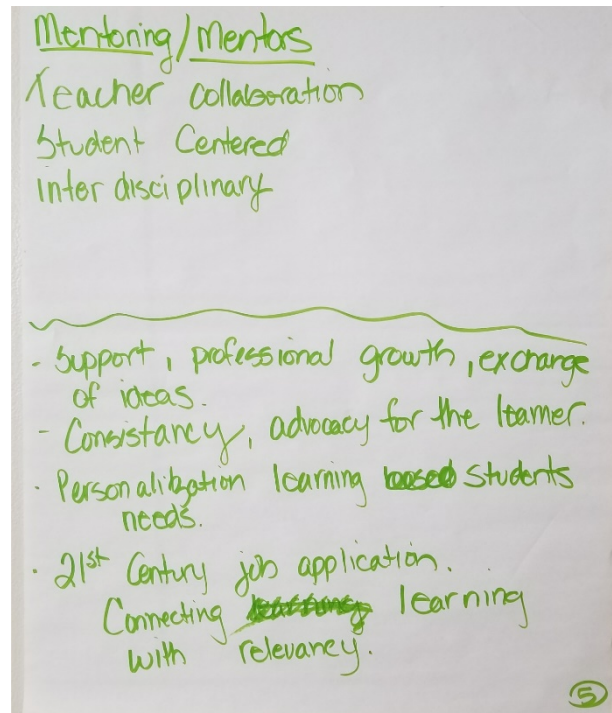
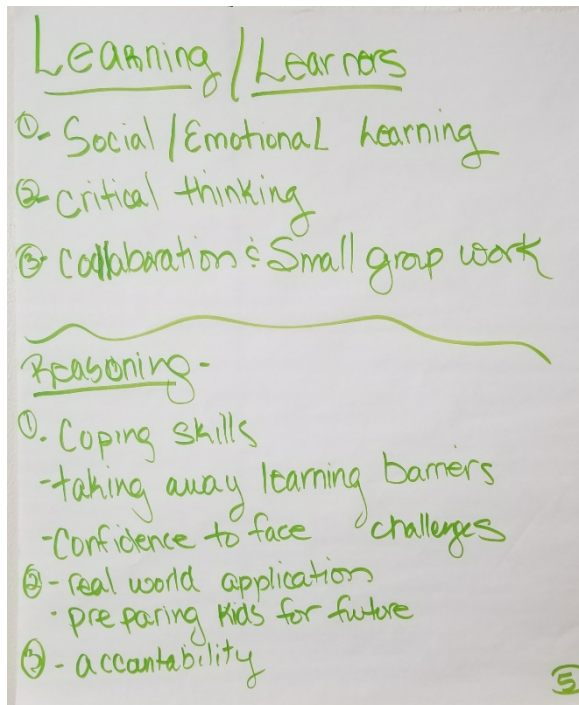
Learner(s)	Mentor(s)
<ol style="list-style-type: none"> <li>① technology w/ mobile devices</li> <li>② mastery learning</li> </ol>	<ol style="list-style-type: none"> <li>① innovation</li> <li>② mastery learning</li> </ol>
Critical Thinking To Solve/Analyze Complex Problems	
reason(s)	reason(s)
<ul style="list-style-type: none"> <li>- strong foundation (k-12)</li> <li>- personalized instruction</li> <li>- classroom/learning spaces wherever</li> <li>- preparing for real world</li> <li>- flexibility w/ resources (can put away)</li> </ul>	<ul style="list-style-type: none"> <li>- new products/ideas</li> <li>- problem solving</li> <li>- w/ colleagues &amp; w/ students</li> <li>- personalizing &amp; achieving at own rate</li> </ul>
* Employers desire critical thinkers & problem solvers	

LIGHT BLUE (2) TABLE

LEARNERS	MENTORS
TECHNOLOGY W/MOBIL DEVICES MASTERY LEARNING CRITICAL THINKING TO SOLVE / ANALYZE COMPLEX PROBLEMS	INNOVATION MASTERY LEARNING CRITICAL THINKING TO SOLVE / ANALYZE COMPLEX PROBLEMS
<u>REASONS:</u> <ul style="list-style-type: none"> <li>- strong foundation (k-12)</li> <li>- personalized instruction</li> <li>- classroom/learning spaces wherever</li> <li>- preparing for real world</li> <li>- flexibility w/resources</li> <li>- employers desire critical thinkers &amp; problem solvers!</li> </ul>	<u>REASONS:</u> <ul style="list-style-type: none"> <li>- new products / ideas</li> <li>- problem solving</li> <li>- w/ colleges &amp; w/ students</li> <li>- personalized &amp; achieving at own rate</li> <li>- employers desire critical thinkers &amp; problem solvers!</li> </ul>



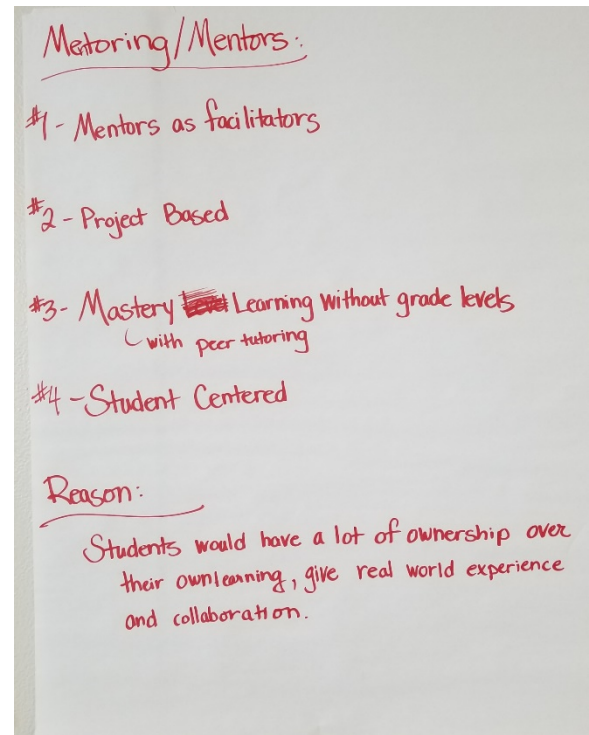
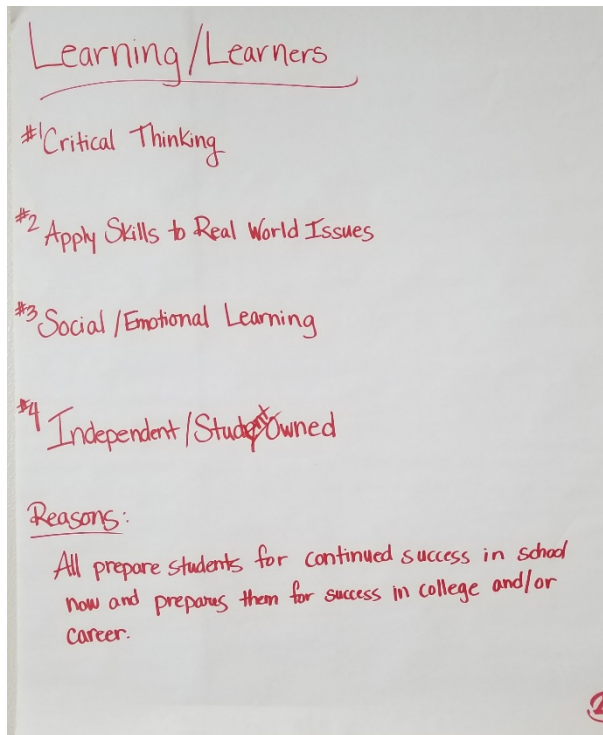
section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)



LIGHT GREEN TABLE

LEARNERS	MENTORS
SOCIAL EMOTIONAL LEARNING CRITICAL THINKING COLLABORATION & SMALL GROUP WORK	TEACHER COLLABORATION STUDENT CENTERED INTERDISCIPLINARY
<u>REASONS:</u> <ul style="list-style-type: none"> <li>- coping skills</li> <li>- taking away learning barriers</li> <li>- confidence to face challenges</li> <li>- real world applications</li> <li>- preparing kids for future</li> <li>- accountability</li> </ul>	<u>REASONS:</u> <ul style="list-style-type: none"> <li>- support, professional growth, exchange of ideas</li> <li>- consistency, advocacy for the learner</li> <li>- personalization, learning students' needs</li> <li>- 21<sup>st</sup> century job application</li> <li>- Connecting learning with relevancy</li> </ul>

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)



RED TABLE

LEARNERS	MENTORS
CRITICAL THINKING APPLY SKILLS TO REAL WORLD ISSUES SOCIAL/EMOTIONAL LEARNING INDEPENDENT/STUDENT OWNED  <u>REASONS:</u> <ul style="list-style-type: none"> <li>- All prepare students for continued success in school now and prepares them for success in college and/or career</li> </ul>	MENTORS AS FACILITATORS PROJECT BASED MASTERY (with peer tutoring) LEARNING WITHOUT GRADE LEVELS STUDENT CENTERED  <u>REASONS:</u> <ul style="list-style-type: none"> <li>- Students would love a lot of ownership over their own learning, give real world experience and collaboration</li> </ul>

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

<p><u>Learners/Learning</u></p> <p><u>-Collaboration/Small Group</u></p> <ul style="list-style-type: none"> <li>-Need to work with others</li> <li>-Help to develop social/emotional learning</li> <li>-Problem solving towards common goals</li> <li>-Teamwork, positions change</li> <li>-Take ownership</li> </ul> <p><u>-Apply Skills to Real World Issues</u></p> <ul style="list-style-type: none"> <li>-Ability to utilize skills in a job</li> <li>-Generalize &amp; Apply Knowledge (learned in school)</li> <li>-Thinking outside the box</li> <li>-Knowing where/how to access information</li> </ul>	<p><u>Mentoring/Mentors</u></p> <p><u>*Integrated Curriculum Delivery</u></p> <ul style="list-style-type: none"> <li>-Thematic learning</li> <li>-Inter-disciplinary</li> <li>-Provide students with hands on experiences</li> <li>-Project-Based, Inclusive</li> <li>-Enhances student interest &amp; participation</li> <li>-Meet needs of more students</li> </ul> <p><u>*Peer tutoring/teaching</u></p> <ul style="list-style-type: none"> <li>-Kids learn best by doing/teaching</li> <li>-Trade roles of learners/mentors</li> </ul> <p><u>*Delivering Curriculum by exchanging mentors by specialties &amp; interests</u></p> <ul style="list-style-type: none"> <li>-Teachers have excitement, enthusiasm</li> <li>-Teaching areas of expertise</li> <li>-Higher-level of information, critical thinking</li> </ul>
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**BLACK TABLE**

LEARNERS	MENTORS
<p><b>COLLABORATION / SMALL GROUP</b></p> <p><u>REASONS:</u></p> <ul style="list-style-type: none"> <li>- need to work with others</li> <li>- help to develop social/emotional learning</li> <li>- problem solving towards common goals</li> <li>- teamwork, positions change</li> <li>- take ownership</li> </ul> <p><b>APPLY SKILLS TO REAL WORLD ISSUES</b></p> <p><u>REASONS:</u></p> <ul style="list-style-type: none"> <li>- ability to utilize skills in a job</li> <li>- generate &amp; apply knowledge (learned in school)</li> <li>- thinking outside the box</li> <li>- knowing where/how to access information</li> </ul>	<p><b>INTEGRATED CURRICULUM DELIVERY</b></p> <p><u>REASONS:</u></p> <ul style="list-style-type: none"> <li>- thematic learning</li> <li>- interdisciplinary</li> <li>- provide students with hands-on experiences</li> <li>- project-based, inclusive</li> <li>- enhances student interest &amp; participation</li> <li>- meets needs of more students</li> </ul> <p><b>PEER TUTORING / TEACHING</b></p> <p><u>REASONS:</u></p> <ul style="list-style-type: none"> <li>- kids learn best by doing / teaching</li> <li>- trade roles of learners / mentors</li> </ul> <p><b>DELIVERING CURRICULUM BY EXCHANGING MENTORS</b></p> <p><u>REASONS:</u></p> <ul style="list-style-type: none"> <li>- teachers have excitement, enthusiasm</li> <li>- teaching areas of expertise</li> <li>- higher level of information, critical thinking</li> </ul>



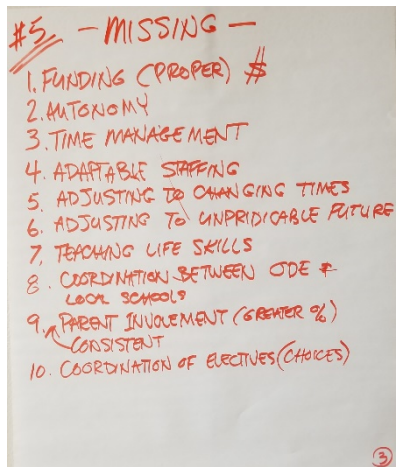
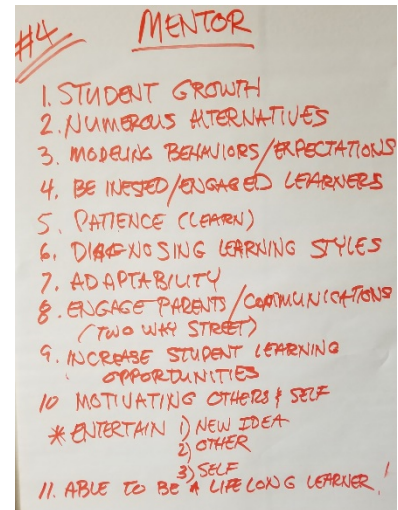
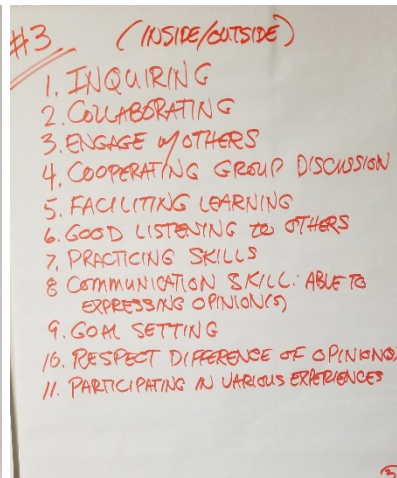
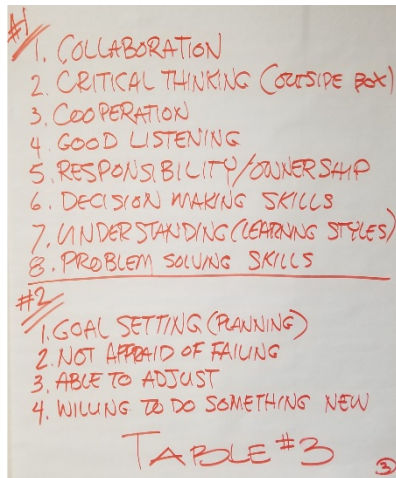
## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

**Defining Learner / Mentor Success** Visioning participants were given a table exercise.  
As a table define and CHART reasoning for the following on flip charts.

### .....TABLE EXERCISE

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
5. What are we missing in school?

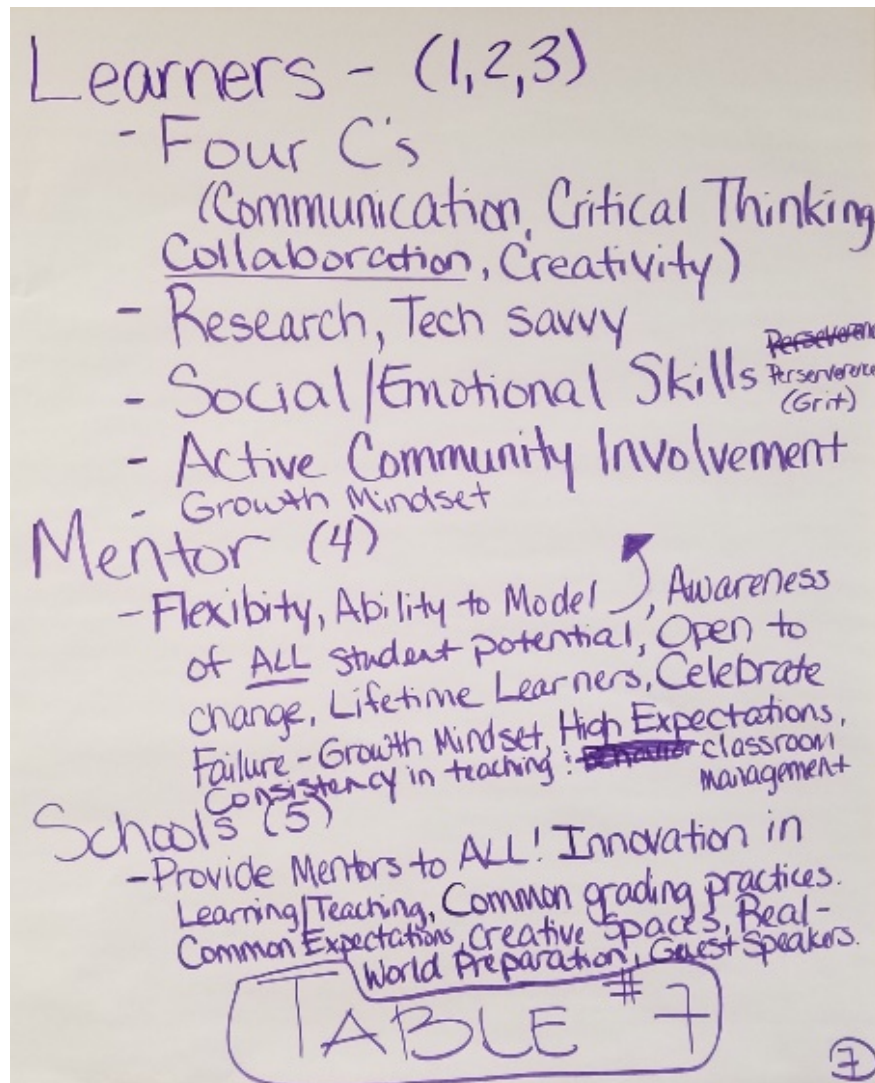
Table responses follow:



### ORANGE TABLE

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
5. What are we missing in school?

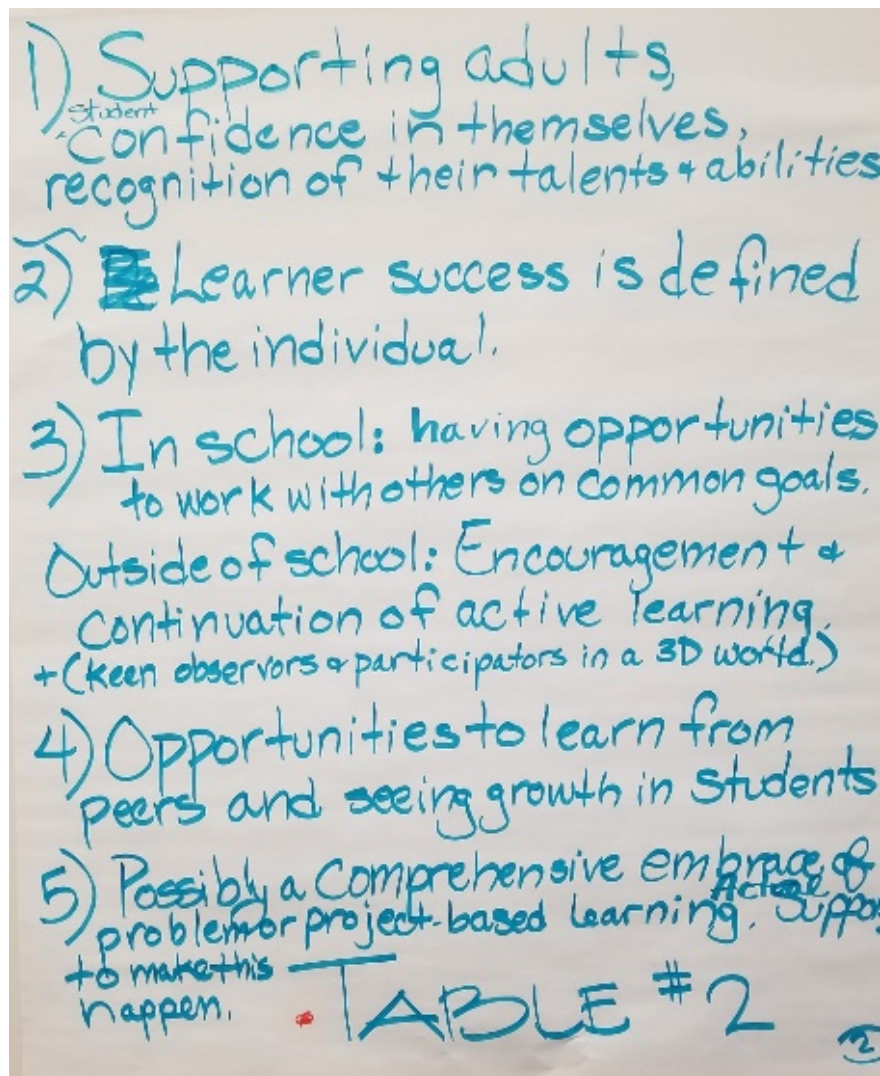
section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)



**PURPLE TABLE**

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
5. What are we missing in school?

section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)

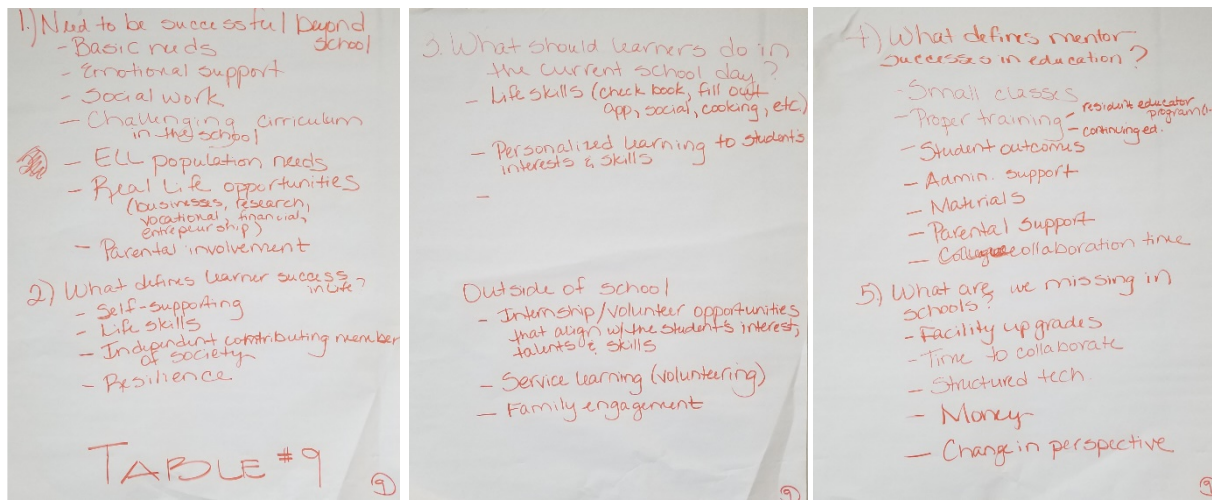


LIGHT BLUE TABLE

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
5. What are we missing in school?



## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)



### ORANGE (2) TABLE

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
5. What are we missing in school?

## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)

Q1: Be able to communicate not only articulately, but in person, not just on a - device

- Being able to collaborate & work in a group or team player (social skills)
- Perseverance & determination
- Adaptability
- Creativity
- Desire to succeed/self motivation
- Problem solving & critical thinking
- A true signatory
- diplomacy (Get along well with one another)
- Knowledge of Technology (embracing it) & utilizing it in a meaningful capacity.

TABLE #1

Q2:

- Self sufficient/Reliant
- Still seeking new opportunities/ chances to learn.
- Growth in any area
- Being able to earn the money the need to sustain the lifestyle the desire.
- Doing something rewarding in their life.

Q3: In School      Out of School

<ul style="list-style-type: none"> <li>- Life skills (ie: we can do algebra but not our taxes)</li> <li>- How to apply what they learn to real life applications.</li> </ul>	<ul style="list-style-type: none"> <li>- Connecting school learning to everyday</li> <li>- Blending subjects</li> <li>- Self Exploration (without prompting)</li> </ul>
--	---

Q4:

- When their students (learners) want to continue learning.
- When the mentor takes the time to let the student & learn.
- When the mentor becomes the mentor to other mentors (they send their friends)

Q5:

- Comfortable Learning spaces
- Feeling of Safety: belonging
- Feeling of ownership of their education/school (input)
- Utilization of resources to full potential
- Full curriculum to create the whole child Right-brain/left-brain.
  - Basic Repair skills
  - Basic life skills - checkbook - carpentry skills
  - mending

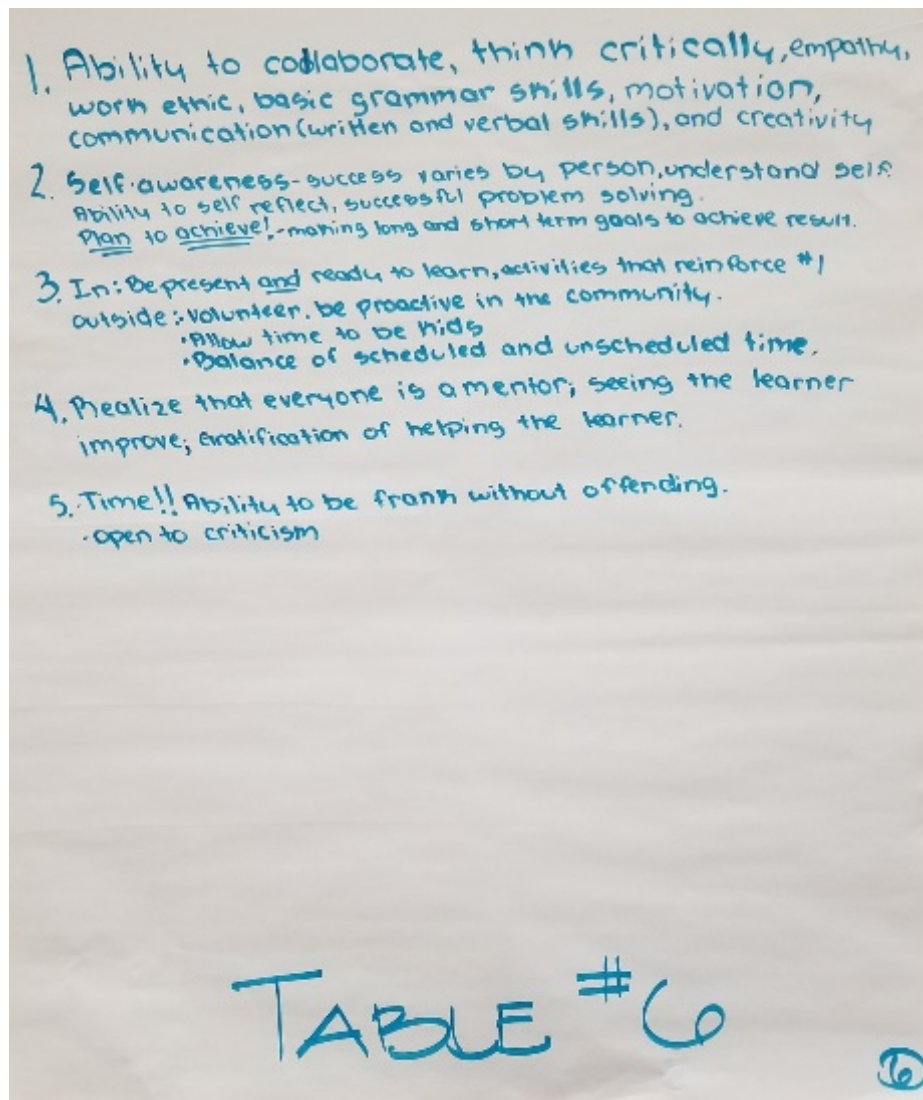
\* Other ways to assess our students so we can show a student's TRUE ACHIEVEMENT!!

Beyond the test.

### DARK GREEN TABLE

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
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5. What are we missing in school?

section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)

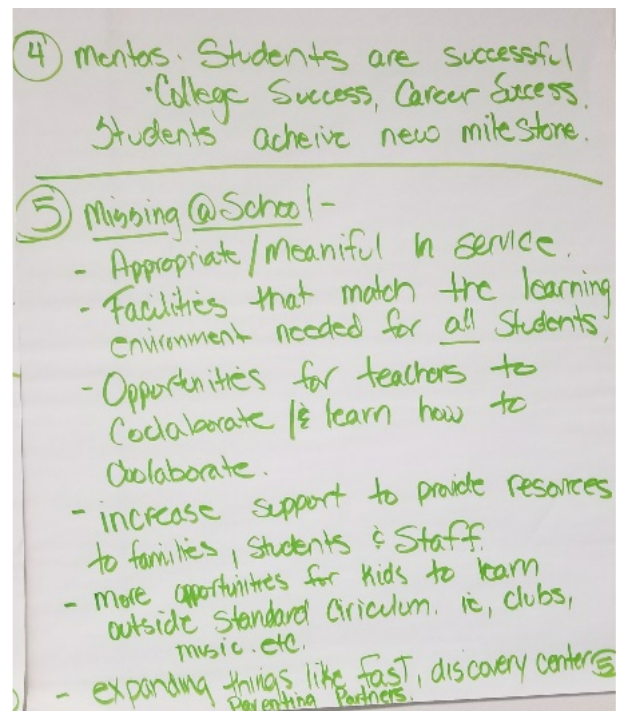
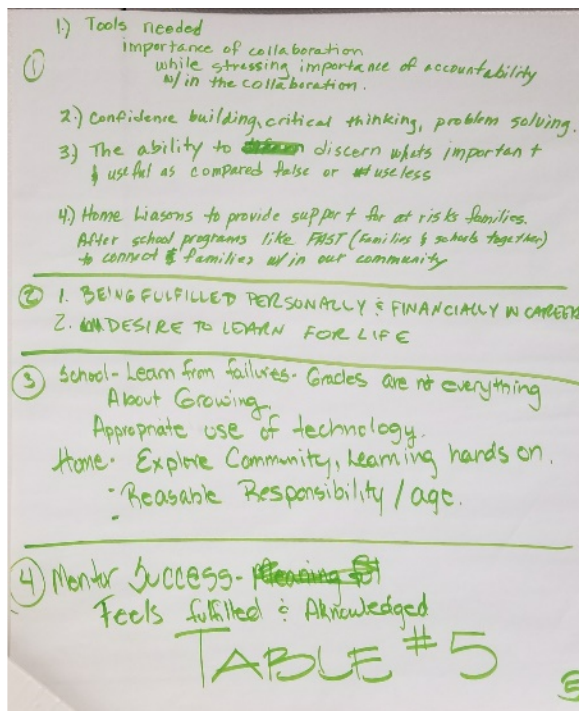


**LIGHT BLUE (2) TABLE**

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
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5. What are we missing in school?



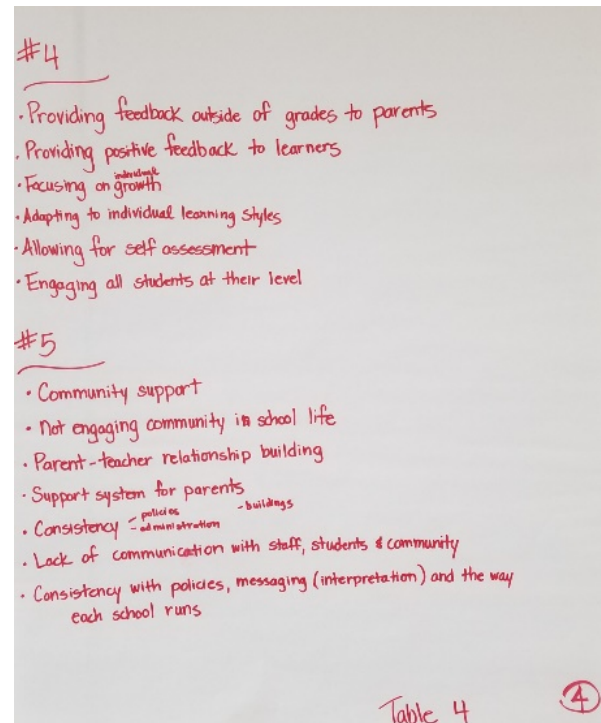
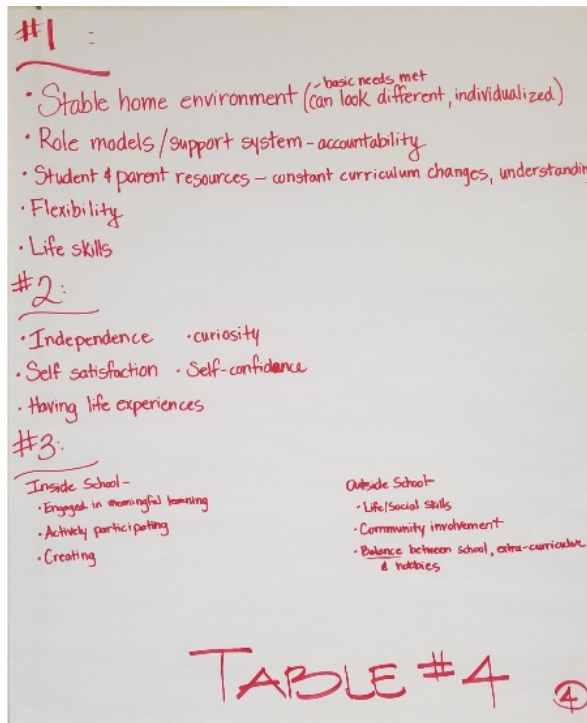
## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)



### LIGHT GREEN TABLE

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
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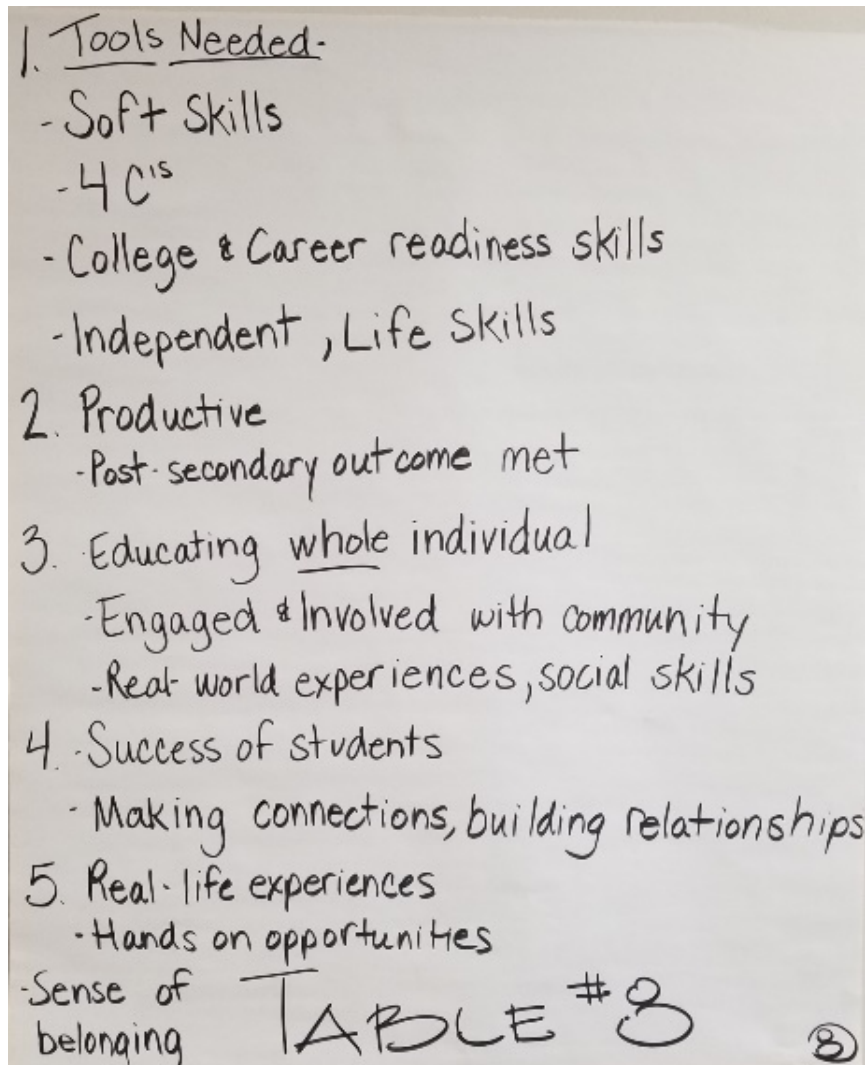
## section 4.1 NOTES - VISIONING WORKSHOP 1 (APPENDICES)



### RED TABLE

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
5. What are we missing in school?

section 4.1 NOTES - VISIONING WORKSHOP 1  
(APPENDICES)

- 
1. Tools Needed
    - Soft Skills
    - 4 C's
    - College & Career readiness skills
    - Independent, Life Skills
  2. Productive
    - Post-secondary outcome met
  3. Educating whole individual
    - Engaged & Involved with community
    - Real-world experiences, social skills
  4. Success of students
    - Making connections, building relationships
  5. Real-life experiences
    - Hands on opportunities
- Sense of belonging
- TABLE #3
- ⑧

**BLACK TABLE**

1. What tools do learners need for success beyond Parma City Schools?
2. What defines learner success in life?
3. What should learners be doing in school?.....  
.....and outside of the current school day?
4. What defines mentor success in education?
5. What are we missing in school?

## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### 4.2 NOTES - VISIONING WORKSHOP 2

#### AGENDA

VISIONING SESSION 2, (8:00am – 2:00pm)

#### "VISION EXPLORATION"

- *individual / group history exercise*
- VISION CHARTING
- Videos, *group call and response*
- Learning/Teaching Concepts.....INDIVIDUAL – GROUP CALL/RESPONSE
  - ✓ Student Centered Learning
  - ✓ Project Based Learning
  - ✓ Problem Based Learning
  - ✓ Inquiry Based Learning
  - ✓ Blended Learning
  - ✓ Integrated Learning
  - ✓ Flipped Classroom
  - ✓ Maker Spaces
  - ✓ Stem / Steam
  - ✓ Mastery (Adaptive) Learning
- Learning Teaching Concepts
- Interdisciplinary / Cross-Curricular
- STRUCTURE - Curriculum Delivery
- Planning Attributes and CONCEPTS

## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### VISION CHARTING (PRESENT / FUTURE)

Visioning participants were individually asked to place one check mark in each row based upon **PRESENT** education delivery and how closely it aligns with either the left column statement or right column statement.

### .....INDIVIDUAL EXERCISE

Results are shown below as number of votes for each item;

VISION CHARTING / EDUCATIONAL DELIVERY	PRESENT	
TIME based		OUTCOME based
Primary FOCUS on MEMORIZATION of discrete facts		FOCUS on what students KNOW and CAN DO after all the details are forgotten
LEARNING based on KNOWLEDGE and COMPREHENSION		LEARNING based on SYNTHESIS, ANALYSIS and EVALUATION
TEXT-BOOK DRIVEN		TEXT-BOOK DRIVEN
PASSIVE LEARNING		ACTIVE LEARNING
Learners work in ISOLATION - within 4 classroom walls		Learners work COLLABORATIVELY with classmates in the GLOBAL CLASSROOM
TEACHER CENTERED: teacher is center of attention and provider of information		STUDENT CENTERED: teacher is facilitator/coach
LITTLE TO NO student freedom		GREAT DEAL of student freedom
"Discipline problems" - educators do not trust students and vice versa. No student motivation		No "discipline problems" - students and teachers have mutually respectful relationship as co-learners; students are highly motivated
Primarily FRAGMENTED curriculum		INTEGRATED and INTERDISCIPLINARY curriculum
Grades averaged		Grades based on what was learned
LOW expectations - "It's good enough"		HIGH expectations - "If it isn't good, it isn't done"
TEACHER is JUDGE. No one else sees student work		SELF, PEER and OTHER ASSESSMENTS. Public audience, authentic assessments
Curriculum is IRRELEVANT and MEANINGLESS to learners		CONNECTED to LEARNERS INTERESTS, EXPERIENCES and the REAL WORLD
PRINT is the vehicle of learning and assessment		PERFORMANCES, PROJECTS and multiple forms of MEDIA is the vehicle used for learning and assessment
Diversity in learners is IGNORED		Diversity in learners is ADDRESSED and CELEBRATED in CURRICULUM and INSTRUCTION
Literacy is the 3 R's - READING, WRITING, and MATH		MULTIPLE literacies of the 21st century - aligned to new millennium
FACTORY MODEL, based upon the needs of employers for the Industrial Age		GLOBAL MODEL, based upon the needs of a globalized, high-tech society
Education DRIVEN by STANDARDIZED TESTING		Education is NOT DRIVEN by STANDARDIZED TESTING
NOTE: NO SHADING represents no selections. LIGHTER SHADING represents fewer number of selections. DARKER SHADING represents greater number of selections.		

Visioning participants were individually asked to place one check mark in each row based upon **FUTURE** education delivery and how closely it aligns with either the left column statement or right column statement.

Results are shown below as number of votes for each item;

VISION CHARTING / EDUCATIONAL DELIVERY	FUTURE	
TIME based		OUTCOME based
Primary FOCUS on MEMORIZATION of discrete facts		FOCUS on what students KNOW and CAN DO after all the details are forgotten
LEARNING based on KNOWLEDGE and COMPREHENSION		LEARNING based on SYNTHESIS, ANALYSIS and EVALUATION
TEXT-BOOK DRIVEN		TEXT-BOOK DRIVEN
PASSIVE LEARNING		ACTIVE LEARNING
Learners work in ISOLATION - within 4 classroom walls		Learners work COLLABORATIVELY with classmates in the GLOBAL CLASSROOM
TEACHER CENTERED: teacher is center of attention and provider of information		STUDENT CENTERED: teacher is facilitator/coach
LITTLE TO NO student freedom		GREAT DEAL of student freedom
"Discipline problems" - educators do not trust students and vice versa. No student motivation		No "discipline problems" - students and teachers have mutually respectful relationship as co-learners; students are highly motivated
Primarily FRAGMENTED curriculum		INTEGRATED and INTERDISCIPLINARY curriculum
Grades averaged		Grades based on what was learned
LOW expectations - "It's good enough"		HIGH expectations - "If it isn't good, it isn't done"
TEACHER is JUDGE. No one else sees student work		SELF, PEER and OTHER ASSESSMENTS. Public audience, authentic assessments
Curriculum is IRRELEVANT and MEANINGLESS to learners		CONNECTED to LEARNERS INTERESTS, EXPERIENCES and the REAL WORLD
PRINT is the vehicle of learning and assessment		PERFORMANCES, PROJECTS and multiple forms of MEDIA is the vehicle used for learning and assessment
Diversity in learners is IGNORED		Diversity in learners is ADDRESSED and CELEBRATED in CURRICULUM and INSTRUCTION
Literacy is the 3 R's - READING, WRITING, and MATH		MULTIPLE literacies of the 21st century - aligned to new millennium
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## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### *Learning/Teaching Concepts*

- Project Based Learning
- Problem Based Learning
- Inquiry Based Learning
  - Blended Learning
  - Integrated Learning
  - Flipped Classroom
  - Maker Spaces

### *.....INDIVIDUAL / TABLE / GROUP CALL and RESPONSE*

*Visioning participants viewed three videos explaining PROJECT BASED LEARNING, PROBLEM BASED LEARNING, and INQUIRY BASED LEARNING. Visioning participants were given a table mission to answer the following questions as they relate to their tables choice of Learning/Teaching concepts.*

*Table results are shown below:*

#### PROJECT BASED LEARNING

1. Conceive an example project based learning project. (The project should be sufficiently complex to have no single solution).
2. Identify the learning goals of an example lesson based upon project based learning.
3. Describe the content and subject areas required.
4. How prominent is the project within the context of the year, curriculum, or other course work?
5. Does it involve community responsibility/service?
  - a. How?
6. Is it enhanced through community or regional experts? Who?
7. When could this get started? How long does it last?
8. What could be the physical facility implications?
9. Do you think our schools should support (P-BL) as a regular educational delivery? "YES" or "NO".
  - a. If YES, why?
  - b. If NO why?

#### PROBLEM BASED LEARNING and INQUIRY BASED LEARNING

1. Develop a problem based project example that will engage Learners to actively apply principals of problem based learning.
  - a. Develop points and objectives.
  - b. What tools can learners use to evaluate problem?
2. List how Learners would develop a deeper understanding of the curriculum used?
3. Could Mentors develop more intense deeper activities and applications with problem based learning, and how?
4. How low in the grade configurations could inquiry based learning be an effective tool for learning?
5. Do you think our schools should pursue problem based learning on a regular basis? "YES" or "NO"
  - a. If YES, why?
  - b. If NO why?
6. What could be the physical facility implications?

#### BLENDED LEARNING

1. Develop an example BLENDED LEARNING activity that will engage Learners to actively apply principals of blended learning.
  - a. Describe the learning activity.
  - b. What disciplines would be utilized?
  - c. Formulate Learner assessment for that activity.
2. List examples how Learners would develop a deeper understanding of the curriculum used?



## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

- a. Could Mentors develop more intense deeper activities and applications during face to face time with blended learning, and how?
4. How low in the grade configurations could blended learning be an effective tool for learning?
5. Do you think our schools should pursue blended learning on a regular basis? "YES", "SOME", or "NO"
  - a. If YES, why?
  - b. If SOME, which ones?
  - c. If NO why?
6. What could be the physical facility implications?

### INTEGRATED LEARNING

1. Develop an example INTEGRATED LEARNING activity that will engage Learners to actively apply principals of integrated learning.
  - a. Describe the learning activity.
  - b. What disciplines would be utilized?
  - c. Formulate the questions and parameters for that activity.
2. Would Learners develop a deeper understanding of the disciplines used, and how?
  - a. Could Mentors develop more intense deeper activities that enhance learning, and how?
4. How low in the grade configurations could integrated learning be an effective tool for learning?
5. Do you think our schools should pursue integrated learning on a regular basis? "YES", "SOME", or "NO"
  - a. If YES, why?
  - b. If SOME, which ones?
  - c. If NO why?
6. What could be the physical facility implications?

### FLIPPED CLASSROOM

1. Develop an example activity that will engage Learners to actively use the content and understandings of the video.
  - a. Describe the activity.
  - b. Formulate the questions and parameters for that activity.
2. Is the effectiveness of a Mentor to a Learner greater if they had to know the content of the videos but didn't have to deliver that content?
  - a. What could a Mentor do that they do not do now?
  - b. Would there be any liabilities?
  - c. Other considerations, thoughts?
3. How low in the grade configurations could "making things to learn" be an effective tool for learning?
4. Do you think our schools should support flipped classrooms in all disciplines on a regular basis? "YES", "SOME", or "NO"
  1. If YES, why?
  2. If SOME, which ones?
  3. If NO why?
5. What could be the physical facility implications?

## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### MAKER SPACES

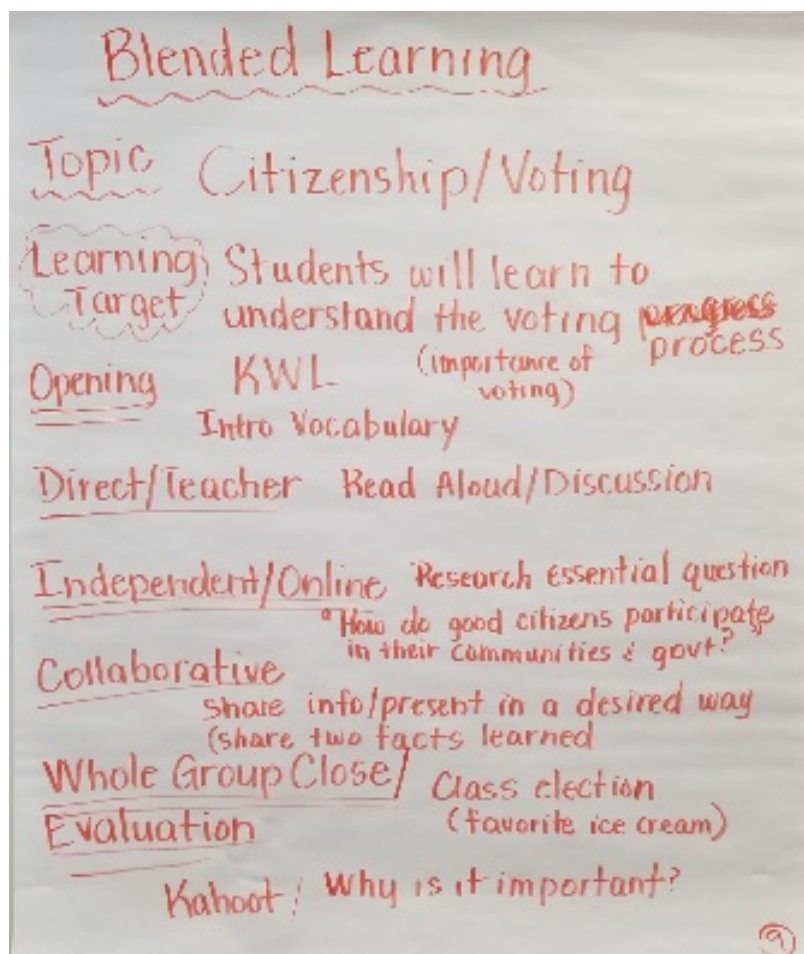
1. Does making things to learn celebrate failures?
  - a. Does this “enhance” or “hinder” learning?
  - b. Does this “encourage” or “discourage” students?
2. Does making things contribute to a student’s sense of self-worth?
  - a. If yes, how and why?
  - b. Does this apply to our highest achieving students?
3. Does making things contribute to a Learners understanding of concepts?
  - a. How and why?
  - b. Does this apply to our highest achieving students?
4. Develop a mock scenario or lesson involving making things to learn
5. How low in the grade configurations could “making things to learn” be an effective tool for learning?
6. Do you think our schools should support “maker spaces”?
  - a. “YES” or “NO” and why?
7. What could be the physical facility implications?

## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### ORANGE TABLE

#### BLENDED LEARNING

1. Develop an example BLENDED LEARNING activity that will engage Learners to actively apply principals of blended learning.
  - a. Describe the learning activity.
  - b. What disciplines would be utilized?
  - c. Formulate Learner assessment for that activity.
2. List examples how Learners would develop a deeper understanding of the curriculum used?
  - a. Could Mentors develop more intense deeper activities and applications during face to face time with blended learning, and how?
3. How low in the grade configurations could blended learning be an effective tool for learning?
4. Do you think our schools should pursue blended learning on a regular basis? "YES", "SOME", or "NO"
  - a. If YES, why?
  - b. If SOME, which ones?
  - c. If NO why?
5. What could be the physical facility implications?

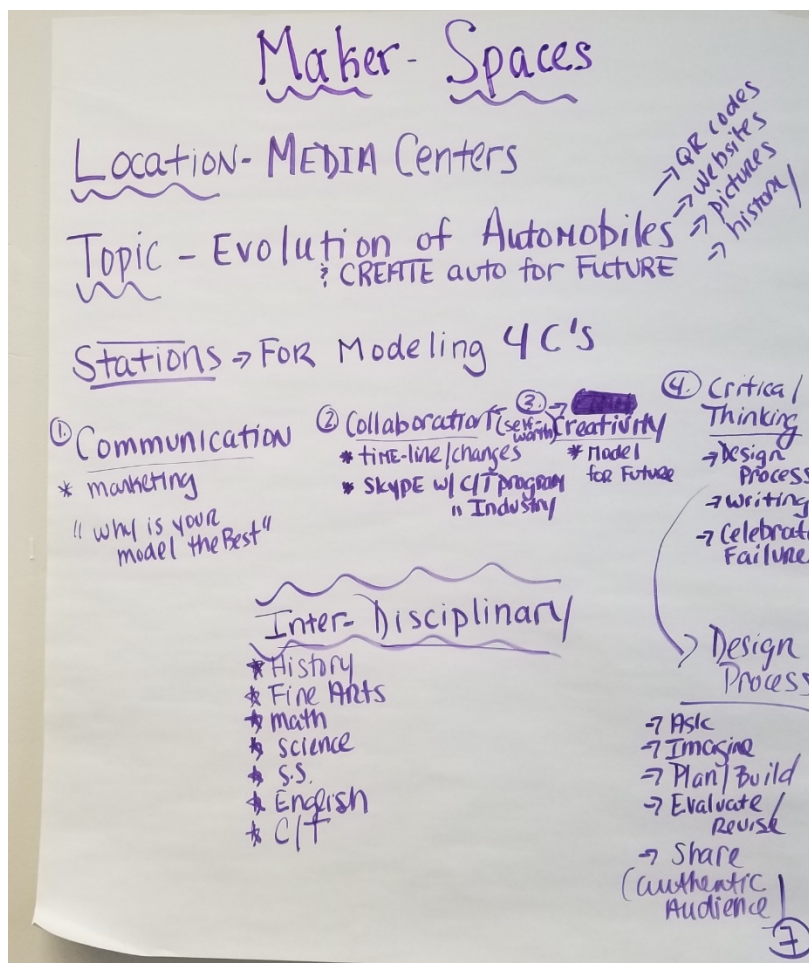


## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### PURPLE TABLE

#### MAKER SPACES

1. Does making things to learn celebrate failures?
  - a. Does this "enhance" or "hinder" learning?
  - b. Does this "encourage" or "discourage" students?
2. Does making things contribute to a student's sense of self-worth?
  - a. If yes, how and why?
  - b. Does this apply to our highest achieving students?
3. Does making things contribute to a Learners understanding of concepts?
  - a. How and why?
  - b. Does this apply to our highest achieving students?
4. Develop a mock scenario or lesson involving making things to learn
5. How low in the grade configurations could "making things to learn" be an effective tool for learning?
6. Do you think our schools should support "maker spaces"?
  - a. "YES" or "NO" and why?
7. What could be the physical facility implications?

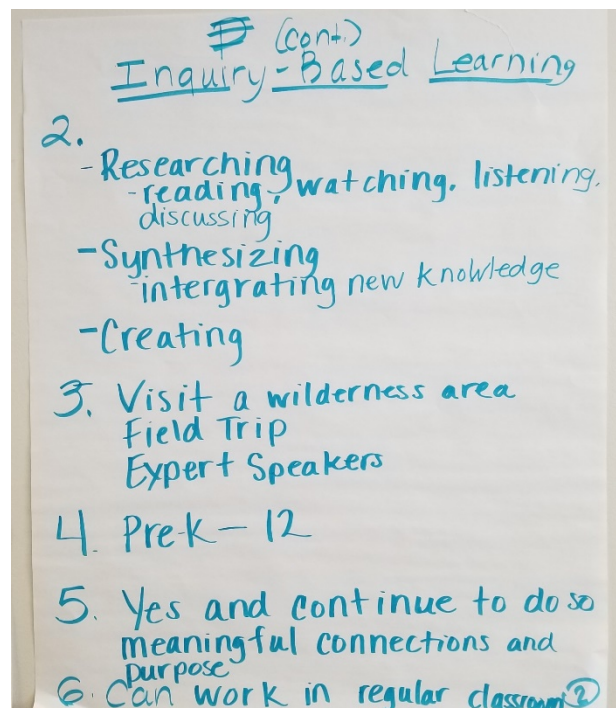
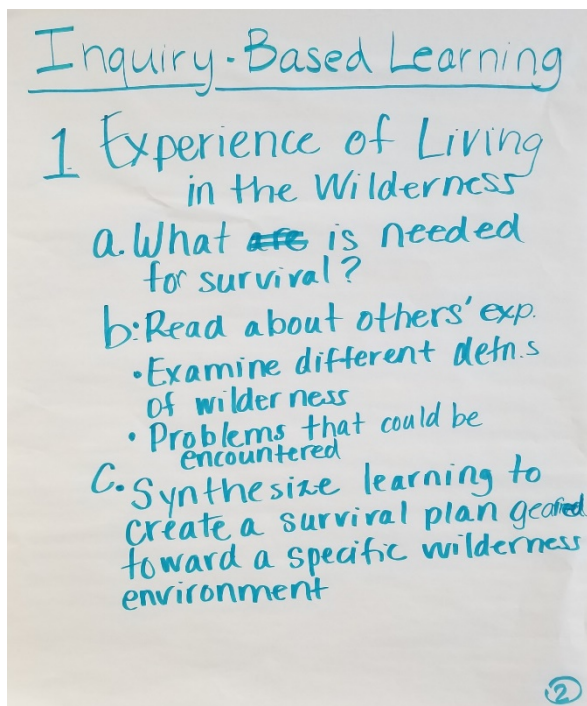


## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### LIGHT BLUE TABLE

#### INQUIRY BASED LEARNING

1. Develop a problem based project example that will engage Learners to actively apply principals of problem based learning.
  - a. Develop points and objectives.
  - b. What tools can learners use to evaluate problem?
2. List how Learners would develop a deeper understanding of the curriculum used?
3. Could Mentors develop more intense deeper activities and applications with problem based learning, and how?
4. How low in the grade configurations could inquiry based learning be an effective tool for learning?
5. Do you think our schools should pursue problem based learning on a regular basis? "YES" or "NO"
  - c. If YES, why?
  - d. If NO why?
6. What could be the physical facility implications?



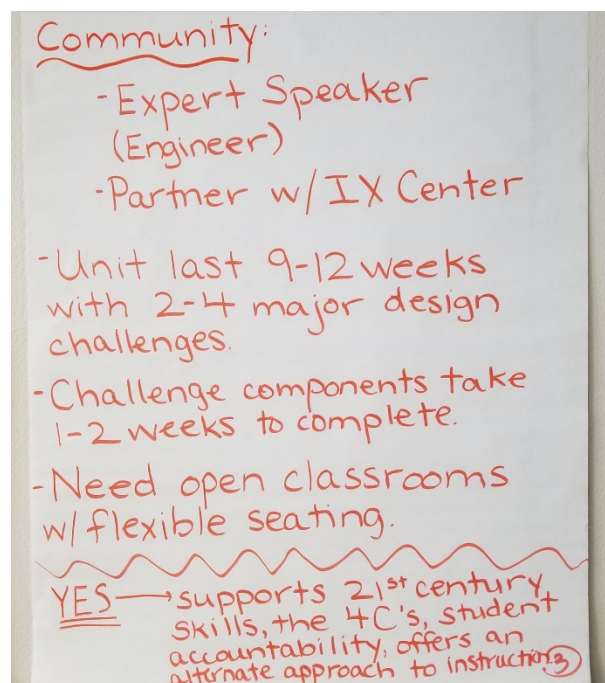
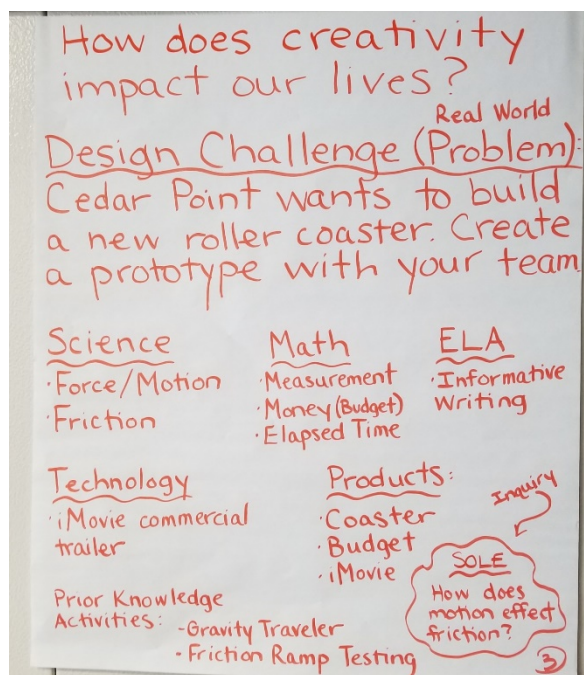


## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### ORANGE (2) TABLE

#### PROBLEM BASED LEARNING

1. Develop a problem based project example that will engage Learners to actively apply principals of problem based learning.
  - a. Develop points and objectives.
  - b. What tools can learners use to evaluate problem?
2. List how Learners would develop a deeper understanding of the curriculum used?
3. Could Mentors develop more intense deeper activities and applications with problem based learning, and how?
4. How low in the grade configurations could inquiry based learning be an effective tool for learning?
5. Do you think our schools should pursue problem based learning on a regular basis? "YES" or "NO"
  - e. If YES, why?
  - f. If NO why?
6. What could be the physical facility implications?





## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### DARK GREEN TABLE

#### BLENDED LEARNING

1. Develop an example BLENDED LEARNING activity that will engage Learners to actively apply principals of blended learning.
  - a. Describe the learning activity.
  - b. What disciplines would be utilized?
  - c. Formulate Learner assessment for that activity.
2. List examples how Learners would develop a deeper understanding of the curriculum used?
3. Could Mentors develop more intense deeper activities and applications during face to face time with blended learning, and how?
4. How low in the grade configurations could blended learning be an effective tool for learning?
5. Do you think our schools should pursue blended learning on a regular basis? "YES", "SOME", or "NO"
  - a. If YES, why?
  - b. If SOME, which ones?
  - c. If NO why?
6. What could be the physical facility implications?

BLENDED LEARNING  
LESSON PLAN: Engineering

LEARNING OBJECTIVE: create & compare food sources for energy.

Digital Component :	Face to Face Component :
- Research Phase	- Experiment
- Recording + comparison of data.	- Assessment
- Assessment	

Disciplines used:

- Math - recording + comparison of data
- Science - learning voltage, pH, etc.
- Social Studies - what determines what is EASILY ACCESSIBLE?
- Language Arts - creating the presentation, communicating the data, etc.

Learning objective (expanded): Most cost effective Energy source using EASILY ACCESSIBLE FOODS, that are naturally Grown.

EXAMPLES: #2

- The importance of accurate collection of data to draw valid conclusions.
- Exposure to inter-disciplines, potential to draw them to a discipline that previously didn't interest them.

#3

- Practical Application  
(It is it powerful enough to power a door, but it's not practical for a life saving device)
- Comparing Geographical Locations impact on the pH level, etc → is it still cost effective.

#4. Kindergarten - lowest grade in classroom

#5. SOME: / different learners / different Methods

#6. SPACE (Flexible Space) + EQUIPMENT

OUR ASSESSMENT

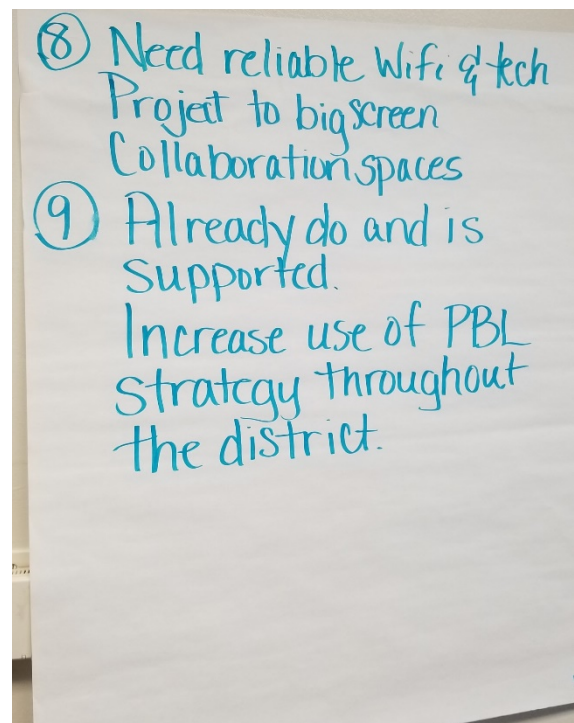
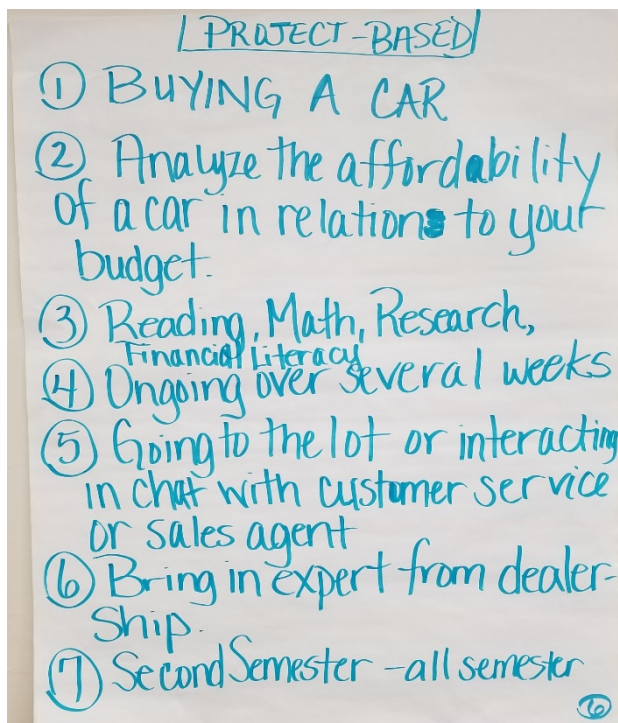
1. Did they create an effective energy source with more than one food source.
2. Does their research support their conclusions.
3. Can they communicate their research/ conclusions in a media/method of their choosing.
4. Can you persuade your peers to use your Energy source?

## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### LIGHT BLUE (2) TABLE

#### PROJECT BASED LEARNING

1. Conceive an example project based learning project. (The project should be sufficiently complex to have no single solution).
2. Identify the learning goals of an example lesson based upon project based learning.
3. Describe the content and subject areas required.
4. How prominent is the project within the context of the year, curriculum, or other course work?
5. Does it involve community responsibility/service?
  - a. How?
6. Is it enhanced through community or regional experts? Who?
7. When could this get started? How long does it last?
8. What could be the physical facility implications?
9. Do you think our schools should support (P-BL) as a regular educational delivery? "YES" or "NO".
  - a. If YES, why?
  - b. If NO why?

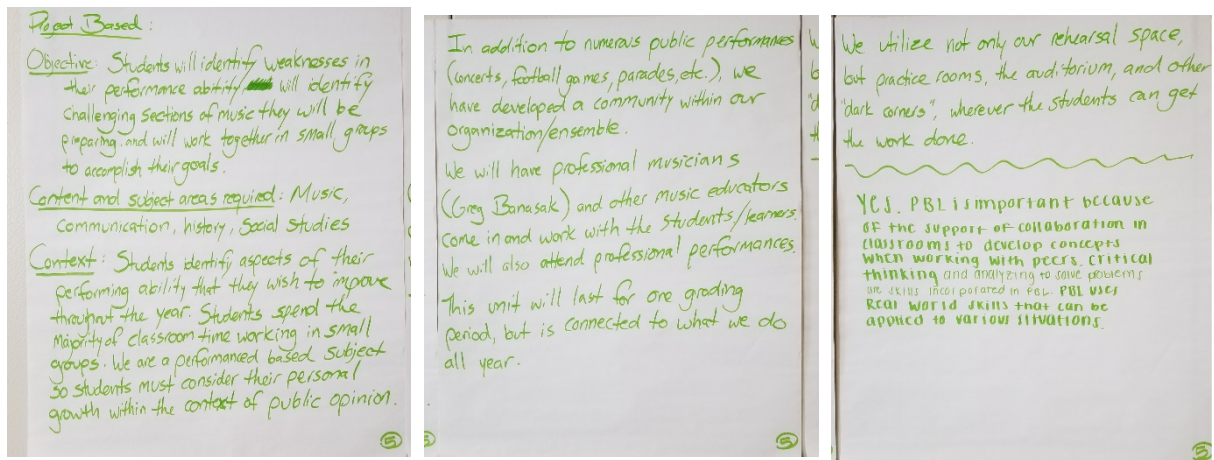


## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### LIGHT GREEN TABLE

#### PROJECT BASED LEARNING

1. Conceive an example project based learning project. (The project should be sufficiently complex to have no single solution).
2. Identify the learning goals of an example lesson based upon project based learning.
3. Describe the content and subject areas required.
4. How prominent is the project within the context of the year, curriculum, or other course work?
5. Does it involve community responsibility/service?
  - a. How?
6. Is it enhanced through community or regional experts? Who?
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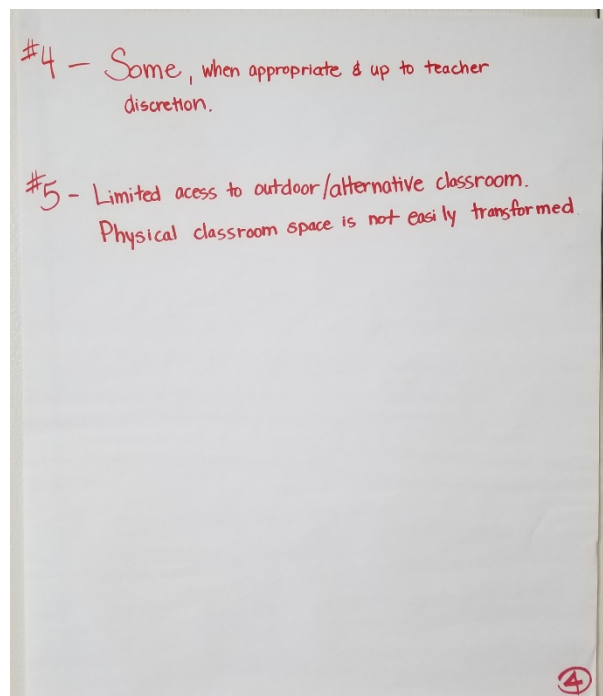
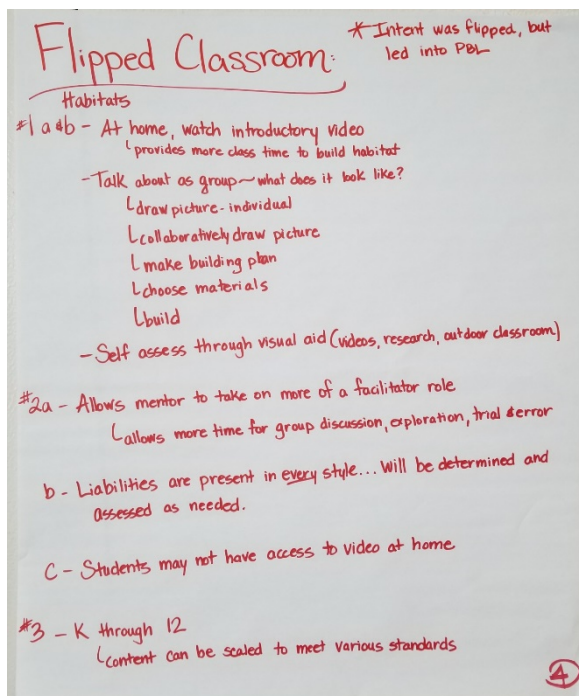


## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### RED TABLE

#### FLIPPED CLASSROOM

1. Develop an example activity that will engage Learners to actively use the content and understandings of the video.
  - a. Describe the activity.
  - b. Formulate the questions and parameters for that activity.
2. Is the effectiveness of a Mentor to a Learner greater if they had to know the content of the videos but didn't have to deliver that content?
  - a. What could a Mentor do that they do not do now?
  - b. Would there be any liabilities?
  - c. Other considerations, thoughts?
3. How low in the grade configurations could "making things to learn" be an effective tool for learning?
4. Do you think our schools should support flipped classrooms in all disciplines on a regular basis? "YES", "SOME", or "NO"
  - a. If YES, why?
  - b. If SOME, which ones?
  - c. If NO why?
5. What could be the physical facility implications?





## section 4.2 NOTES - VISIONING WORKSHOP 2 (APPENDICES)

### BLACK TABLE

#### PROJECT BASED LEARNING

1. Conceive an example project based learning project. (The project should be sufficiently complex to have no single solution).
2. Identify the learning goals of an example lesson based upon project based learning.
3. Describe the content and subject areas required.
4. How prominent is the project within the context of the year, curriculum, or other course work?
5. Does it involve community responsibility/service?
  - a. How?
6. Is it enhanced through community or regional experts? Who?
7. When could this get started? How long does it last?
8. What could be the physical facility implications?
9. Do you think our schools should support (P-BL) as a regular educational delivery? "YES" or "NO".
  - a. If YES, why?
  - b. If NO why?

-Goals- To discover steps needed to grow produce

-Content- Science, math, reading/writing,

-Prominence- year long

-Community- Experts will come to discuss strategies

<sup>4H</sup> Farm Bureau - Food donated to classrooms City  
Dirt Seeds

Start - Fall (Begin testing soil and brainstorm)

\* Late Winter/Spring (Start seedling indoors) - Testing

- best conditions to grow

\* Late Spring (Begin planting outdoors)

\* Summer (Take care and maintain plots)

\* Next Fall (Harvest)

Space- outdoors space - indoor space (greenhouse area)

(9) YES! Authentic, Real World, Engaging, Collaboration, 4C's



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 4.3 NOTES - VISIONING WORKSHOP 3

#### AGENDA

VISIONING SESSION 3, (8:00am – 2:00pm)

#### "BRINGING IT TOGETHER "

- This is What Happens when a Kid Leaves Traditional Education....(Video)
- LEARN(ing)(ers) and MENTOR(ing)(ers) RESULTS
- VIDEOS.....GROUP CALL / RESPONSE
- EXEMPLARY FACILITY EXAMPLES
  - ✓ *reaction and charting*
- PARMA 2040
- *Individual space grading*
- Bringing it ALL together
  - ✓ *Individual Space Concept Diagramming*
  - ✓ *Facility Spatial Relationship Diagramming*
- PARMA City Schools - edVISION360° "non-negotiable" expectations

#### *Facility Examples*

#### *RANKING*

#### *FACILITY EXAMPLES*

*Visioning participants were asked as a table to RANK the following facilities in order of favorite to least favorite and answer the following questions.*


*Table results are shown below. The number corresponds to question numbers:*

1. Rank the facilities in order of favorite to least favorite, use numbers to the right for example references.
    - a. identify as many supporting reasons for top 4.
  2. Identify concepts or ideas from any example most appropriate for PARMA CITY Schools in the future.
    - a. explain as many reasons why
  3. Should any of these concepts be a part of PARMA CITY Schools future?
    - a. explain reasons why
1. HAMILTON TOWNSHIP HIGH SCHOOL, Hamilton Local Schools, Columbus, Ohio
  2. MATANUSKA-SUSITNA CAREER AND TECHNICAL HIGH SCHOOL, Wasilla, Alaska
  3. CRISTO REY HIGH JESUIT HIGH SCHOOL, Minneapolis, Minnesota
  4. K-12 LEARNING FACILITY, New Albany, Ohio
  5. MARYSVILLE GETCHELL HIGH SCHOOL, Marysville, Washington
  6. THOMAS JEFFERSON HIGH SCHOOL, Alexandria, Virginia
  7. WEST MUSKINGUM ELEMENTARY SCHOOL, West Muskingum, Ohio
  8. MIDDLETOWN CITY SCHOOLS, Middletown, Ohio
  9. PK-12 FACILITY, Ridgemont Local School District, Mount Victory, Ohio
  10. ANNE FRANK INSPIRE ACADEMY, San Antonio, Texas
  11. DAYTON REGIONAL STEM SCHOOL, Dayton, Ohio
  12. CLARK HALL, Gahanna, Ohio

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 1 HAMILTON TOWNSHIP HIGH SCHOOL Hamilton Local Schools Columbus, Ohio


21<sup>st</sup> Century Learning - EXAMPLES  
HAMILTON TOWNSHIP HIGH SCHOOL, Hamilton Local Schools, Columbus, Ohio



**FIRST FLOOR**


**FEATURES:**

- Traditional **double loaded corridors**.
- A large commons area is located at the center of the building and serves as a **cafeteria and community gathering space**.
- Landscaped courtyard which provides space for **outdoor study**.

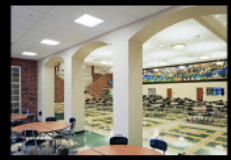



*HPG*

21<sup>st</sup> Century Learning - EXAMPLES  
HAMILTON TOWNSHIP HIGH SCHOOL, Hamilton Local Schools, Columbus, Ohio



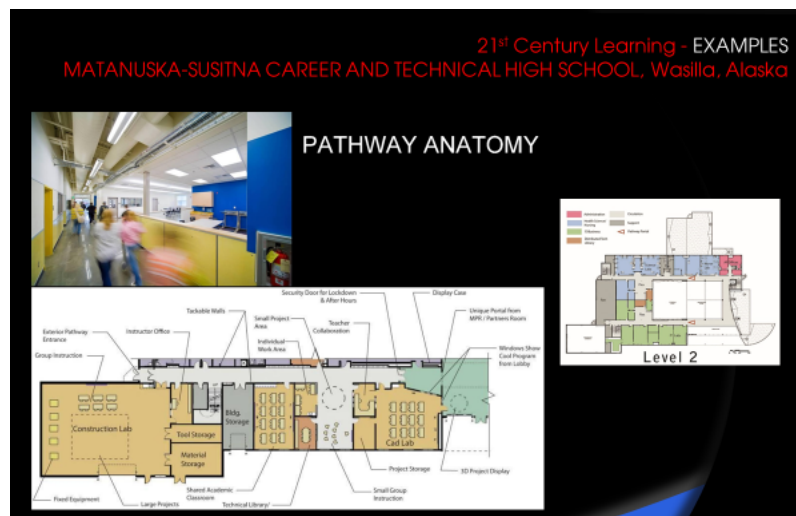
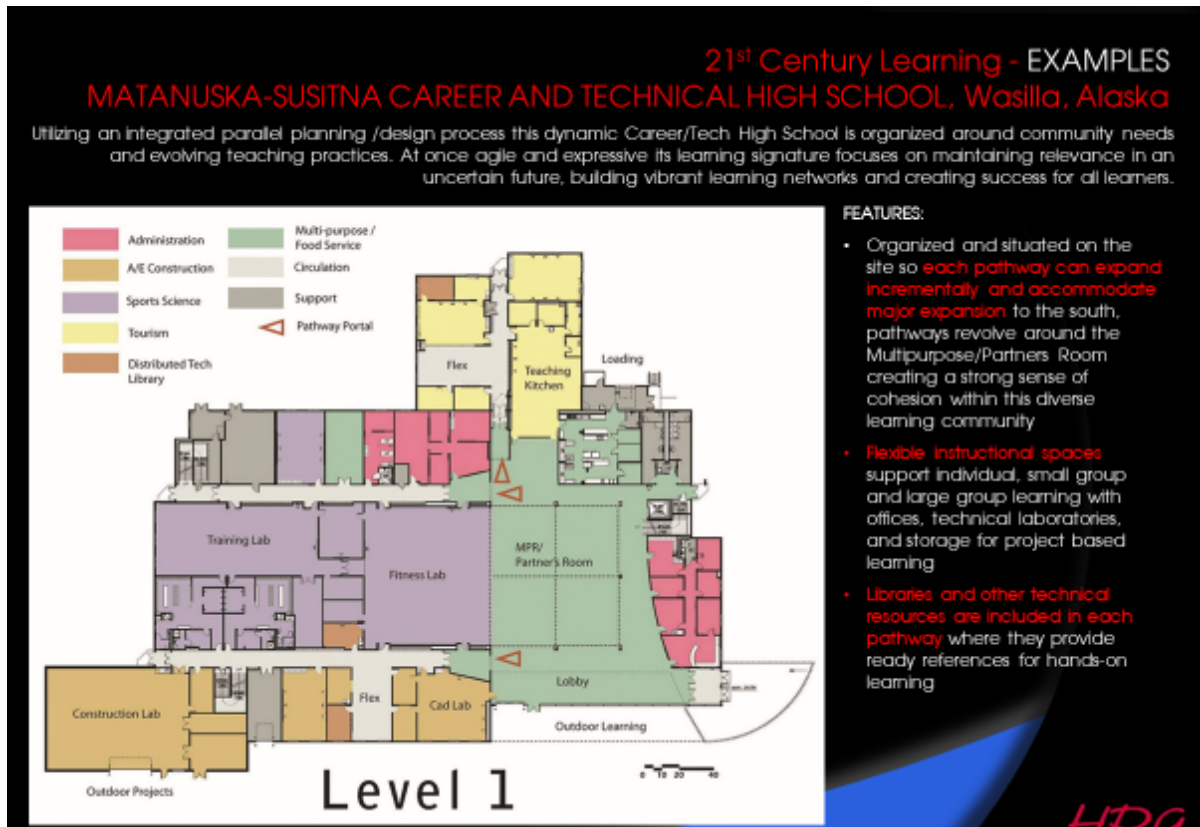
**SECOND FLOOR**

*HPG*

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 2 MATANUSKA-SUSITNA CAREER & TECHNICAL HIGH SCHOOL Wasilla, Alaska

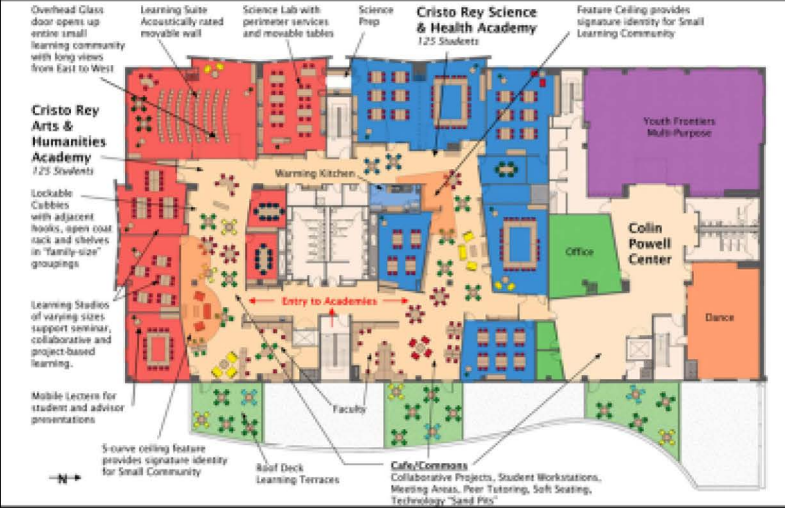


## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 3 CRISTO REY HIGH JESUIT HIGH SCHOOL Minneapolis, Minnesota


**21<sup>st</sup> Century Learning - EXAMPLES**  
**CRISTO REY HIGH JESUIT HIGH SCHOOL, Minneapolis, Minnesota**

Each student has a corporate internship, coordinated by Cristo Rey, and spends one to two days per week off site, honing professional skills. Four students share one full-time internship, and the income funds more than 70% of the tuition. The 500-student Minneapolis school is personalized through division into four 125-student academies.



**FEATURES:**

- 125-student Academies.
- Learning Studios & Learning Suites.
- Hi Tables, Low Tables, and Soft Seating.
- Lockers and open closets in small family-like groupings.



**21<sup>st</sup> Century Learning - EXAMPLES**  
**CRISTO REY HIGH JESUIT HIGH SCHOOL, Minneapolis, Minnesota**

**FEATURES THAT ENHANCE LEARNING**

- **125 Student Academies:** Malcolm Gladwell, in *The Tipping Point*, writes about professional learning communities with a maximum number of 150 people "for a group to function efficiently and happily."
- **Café/ Commons:** Collaborative projects, student work stations, meeting areas, peer tutoring, soft seating, technology "sand pits".
- **Roof Deck Learning Terraces.**
- **Mobile Lecterns:** Instant student and advisor presentations.
- **Various sized LEARNING STUDIOS:** Supports seminar, collaborative, and project based learning.
- **Cubbies:** In family sized small groupings featuring open coat racks and shelves.
- **Overhead Glass Doors:** Creates convertible spaces with additional views.
- **Movable partitions:** Ability to covert spaces instantaneously for changing needs.
- **Architectural Features:** Provides individual area identities for Small Learning Communities.



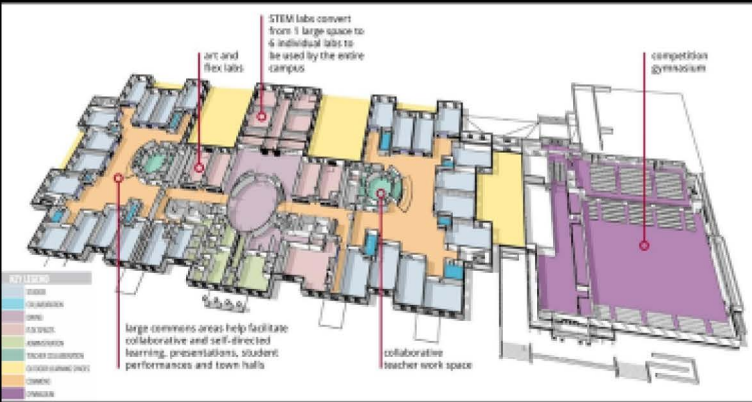


## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 4 K-12 LEARNING FACILITY New Albany, Ohio

#### 21<sup>st</sup> Century Learning - EXAMPLES K-12 LEARNING FACILITY, New Albany, Ohio

Student Centered Learning Environment model divided into four "communities" featuring flexible classroom spaces and houses 1,200 students. The space is designed to allow teachers to move and adjust walls as needed for creative learning and collaboration between students. Each community also features individual and group study areas, teacher prep spaces, labs, storage rooms and music education spaces. The center of the building on each floor houses a cafe, media and arts displays as well as centralized restrooms.



**KEY LEGEND:**

- STAIRS
- CLASSROOM
- LAB
- ART SPACE
- ASSOCIATION
- TEACHER COLLABORATION
- COMMUNITY HALL
- COMMON
- STORAGE

**FEATURES**

- The district worked with the community to reimagine what a school should look like, **maximizing every square foot and providing the needed flexibility for future growth.**
- Every space performs at least three functions.**
- Dining areas on the first and second levels offer students a **variety of seating choices for lunch** as well as additional workspace to use during the day.
- Mobile food service carts allow the entry to function as both a full service cafeteria and as a student gallery when carts are stored away.
- The center core of the building features **art, flex, and STEM labs, along with roof gardens and a green house** which can be utilized by the entire campus.
- The building also features a competition gymnasium, locker rooms, pre-function space, and a mezzanine level with retractable bleachers and a batting cage.

#### 21<sup>st</sup> Century Learning - EXAMPLES K-12 LEARNING FACILITY, New Albany, Ohio





## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 5 MARYSVILLE GETCHELL HIGH SCHOOL Marysville, Washington

**21<sup>st</sup> Century Learning - EXAMPLES**  
**MARYSVILLE GETCHELL HIGH SCHOOL, Marysville, Washington**

While specific curriculum needs typically drive educational specifications, this school's design began just as the district was forming its new small learning communities (SLC) program. Concurrently, the district was formalizing a set of five Guiding Principles forming the basis of new educational programs: Relationships at the Center, Focused Learning, Identity-Purpose, Community, and Accountability.

**FLEXIBILITY**

ACCOUNTABILITY   RELATIONSHIPS AT THE CENTER   IDENTITY   COMMUNITY   FOCUSED LEARNING

**FEATURES:**

- Small Learning Community (SLC) programs related to the four planned academies - Global Connections, International School of Communications, Bio-Medical Academy and School for the Entrepreneur
- Each SLC has its own principal, admin, library and resource areas, with these core support and administrative functions decentralized and distributed throughout the SLC.
- The concept also allows interior walls to be easily reconfigured over time as evolving educational programs require new space configurations.
- The four SLC buildings are arrayed around a central Community Commons, which unites those functions shared by the entire school: fitness and P.E., kitchen and servery, commons/café, and support spaces.

LEARNING ENVIRONMENT	LEARNING COMMONS	ADMINISTRATION
1 Core Learning	9 Student Resource Center	14 Office
2 Wet Lab with Prep Room	10 Specialized Learning	15 Planning / Conference
3 Science Classroom		16 Workspace
4 Flexible Lab		
5 Applied Learning		
6 Project Lab		
7 Project Conversions		
8 Computer / Distance Learning Lab		

**LEARNING ENVIRONMENT**

1 Core Learning  
2 Wet Lab with Prep Room  
3 Science Classroom  
4 Flexible Lab  
5 Applied Learning  
6 Project Lab  
7 Project Conversions  
8 Computer / Distance Learning Lab

**LEARNING COMMONS**

9 Student Resource Center  
10 Specialized Learning

**ADMINISTRATION**

14 Office  
15 Planning / Conference  
16 Workspace

**SCHOOL FOR THE ENTREPRENEUR**

**BIOMEDICAL ACADEMY**

**21<sup>st</sup> Century Learning - EXAMPLES**  
**MARYSVILLE GETCHELL HIGH SCHOOL, Marysville, Washington**

**FOCUSED LEARNING**

ACCOUNTABILITY   RELATIONSHIPS AT THE CENTER   IDENTITY   COMMUNITY   FOCUSED LEARNING

**SOCIAL COMMONS AT GLOBAL CONNECTIONS**

**SECTIONAL PERSPECTIVE OF THE SCHOOL FOR THE ENTREPRENEUR**

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 6 Thomas Jefferson High School Alexandria, Virginia

### 21<sup>st</sup> Century Learning - EXAMPLES THOMAS JEFFERSON HIGH SCHOOL, Alexandria, Virginia

Infused with the spirit of scientific challenge and discovery, Thomas Jefferson High School for Science and Technology inspires students to engage in professional-caliber research. 98 percent of graduates pursue higher education. For such excellence in science education, Thomas Jefferson received a 2010 Intel School of Distinction award.



**FEATURES:**




- **Small Learning Communities.**
- Welcoming Entry that opens into the green courtyards, a central Global Learning Center and the Café.
- Hallways from the old plan have been replaced with **areas for collaborative learning and social/emotional learning** thus creating a far more efficient use of space.
- The new design opens up many areas such as this two-level entry which serves as a welcoming "Einstein Studio" that brings in lots of daylight.



### 21<sup>st</sup> Century Learning - EXAMPLES THOMAS JEFFERSON HIGH SCHOOL, Alexandria, Virginia

**IDEAS THAT ENHANCE LEARNING**


- Technologies like Solar Shades and Green Walls add visual interest and promote sustainable design principles of Thomas Jefferson.
- Green Wall Solar Shades.
- South facing Photovoltaics adds a signature to routine and contributes to green energy.
- The courtyard has landscaped areas with various zones, a sculpture garden, project work areas, and cafe seating areas.
- Solar Shading helps control daylight and contributes to "high tech" look. Shade structure continues to become scaffolding for flagpole.
- Open design with many group learning spaces and beautiful views to the courtyards and upper floors.
- Internal learning spaces are enhanced with natural light.

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 7 WEST MUSKINGUM ELEMENTARY SCHOOL West Muskingum, Ohio

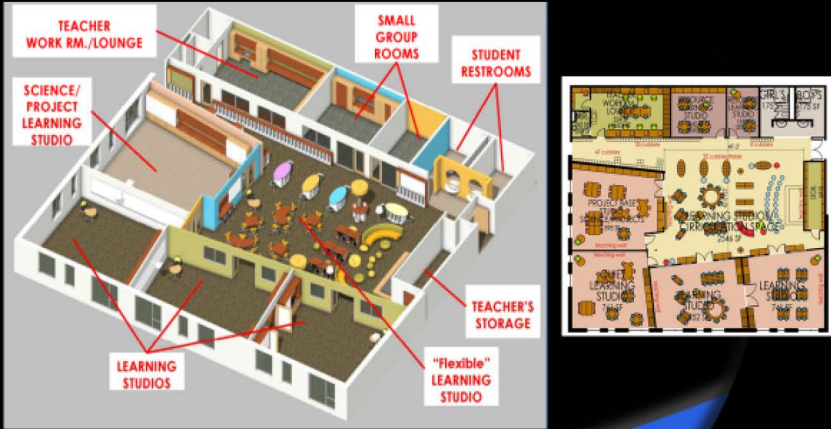
**21<sup>st</sup> Century Learning - EXAMPLES**  
**WEST MUSKINGUM ELEMENTARY SCHOOL, West Muskingum, Ohio**



**FEATURES:**

- **Blended learning-style building**, with kindergarten, first- and second-graders in classes together and third- and fourth-graders in classes together.
- Classrooms will be **"learning pods"**, with several smaller learning studios off a single main room per class.
- Learning studios attached to the learning community within each pod will be **used for different purposes**:
  - Quiet reading or work.
  - Group projects.
  - Some math or science work.
  - Classroom-like studios will be connected to one another through French doors.
- **Work stations within the learning pods** to accommodate students.
- Learning centers make the students **feel more at home and willing to learn**.

**21<sup>st</sup> Century Learning - EXAMPLES**  
**WEST MUSKINGUM ELEMENTARY SCHOOL, West Muskingum, Ohio**



**PERSONALIZED LEARNING COMMUNITIES**

Labels in 3D rendering:

- TEACHER WORK RM./LOUNGE
- SCIENCE/PROJECT LEARNING STUDIO
- LEARNING STUDIOS
- SMALL GROUP ROOMS
- STUDENT RESTROOMS
- TEACHER'S STORAGE
- "Flexible" LEARNING STUDIO

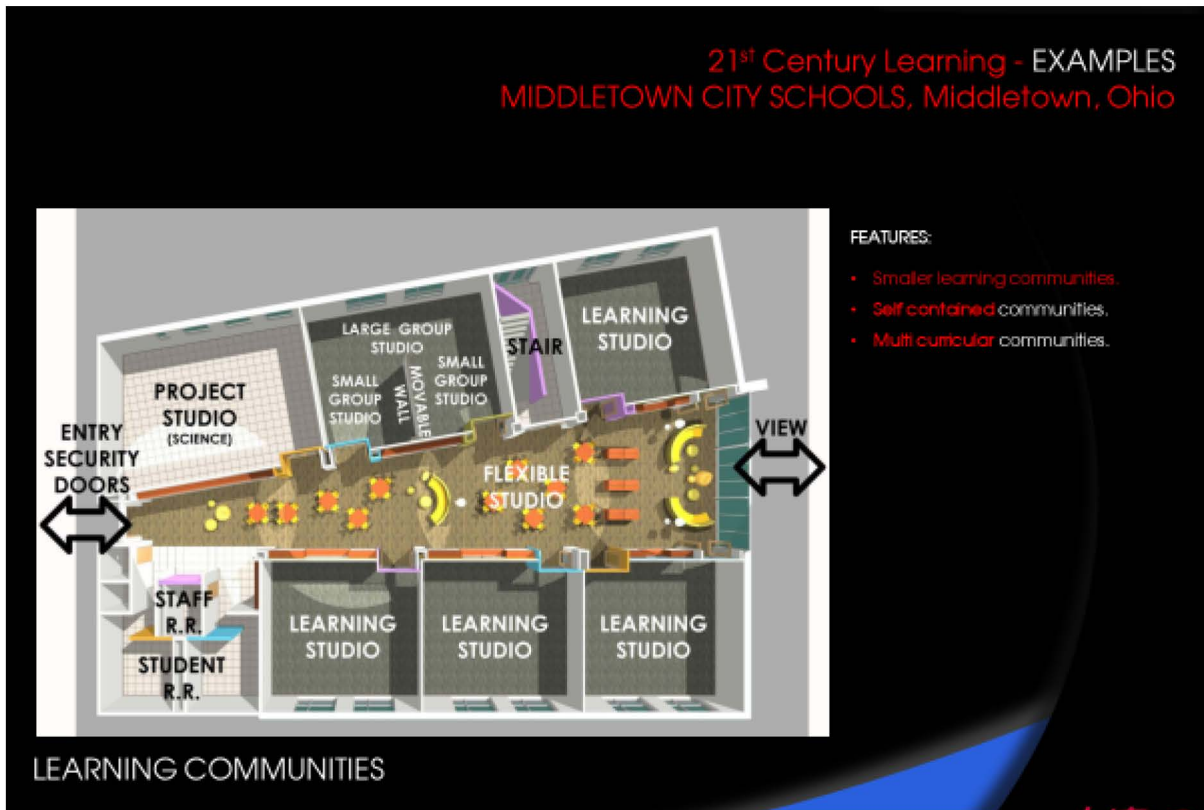
Labels in floor plan:

- TEACHER WORK RM./LOUNGE
- SCIENCE/PROJECT LEARNING STUDIO
- LEARNING STUDIOS
- SMALL GROUP ROOMS
- STUDENT RESTROOMS
- TEACHER'S STORAGE
- "Flexible" LEARNING STUDIO



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 8 MIDDLETOWN CITY SCHOOLS Middletown, Ohio



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 9 PK-12 FACILITY, Ridgemont Local School District Mount Victory, Ohio


**21<sup>st</sup> Century Learning - EXAMPLES**

**PK-12 FACILITY, Ridgemont Local School District, Mount Victory, Ohio**

In a bring-your-own-device school environment with a curriculum that emphasizes interaction, collaboration, service learning and project-based, hands-on instruction, the traditional libraries found in schools built for previous generations don't necessarily fit the needs of modern students.

**DEPARTMENT LEGEND**


- ACADEMIC CORE
- ACADEMIC CORE ELA
- SPECIAL EDUCATION SPACES
- ADMINISTRATIVE SPACES
- WOMEN CENTER SPACES
- TECHNICAL EDUCATION
- LIFE SKILLS
- MUSIC SPACES
- PHYSICAL EDUCATION SPACES
- STUDENT COMMONS
- FOOD SERVICE SPACES
- OUTDOOR SPACES
- BUILDING SERVICES



**FIRST FLOOR**

**FEATURES:**

- Four **extended learning areas** to provide functions traditionally found in a library.
- At the secondary level, students will have two extended learning areas: one focused on **science, technology, engineering and mathematics**, and the other focused on **language arts**.
- Wireless connectivity will be available throughout the campus, learning opportunities can take place anywhere on campus allowing **reduced amount of space typically dedicated to a school library**.

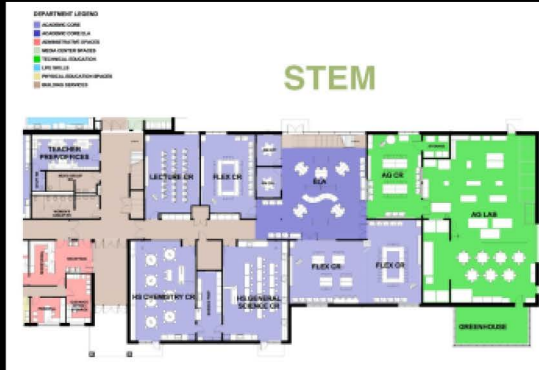


**21<sup>st</sup> Century Learning - EXAMPLES**

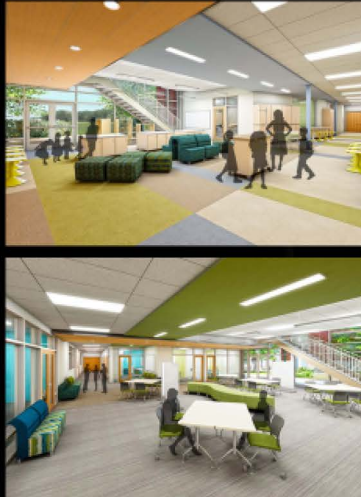
**PK-12 FACILITY, Ridgemont Local School District, Mount Victory, Ohio**

**DEPARTMENT LEGEND**

- ACADEMIC CORE
- ACADEMIC CORE ELA
- SPECIAL EDUCATION SPACES
- ADMINISTRATIVE SPACES
- WOMEN CENTER SPACES
- TECHNICAL EDUCATION
- LIFE SKILLS
- MUSIC SPACES
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- STUDENT COMMONS
- FOOD SERVICE SPACES
- OUTDOOR SPACES
- BUILDING SERVICES



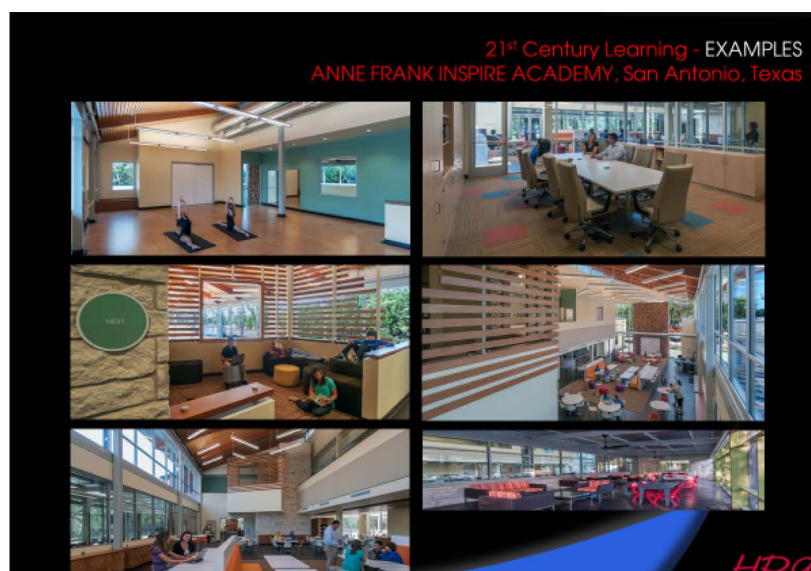
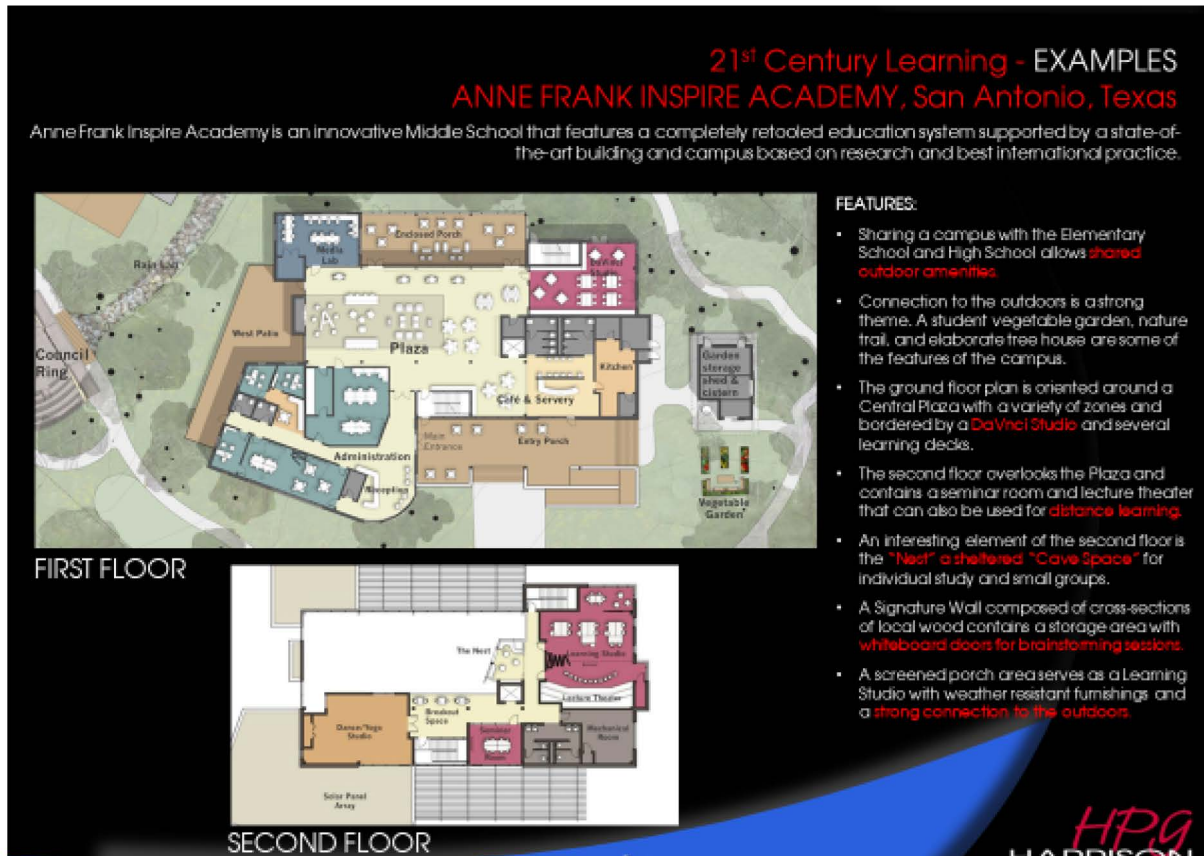
**STEM**





## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 10 ANNE FRANK INSPIRE ACADEMY San Antonio, Texas




## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 11 DAYTON REGIONAL STEM SCHOOL Dayton, Ohio

## 21<sup>st</sup> Century Learning - EXAMPLES

### DAYTON REGIONAL STEM SCHOOL (DRSS), Dayton, Ohio

The Dayton Regional STEM School (DRSS) is a community of learners devoted to building the critical thinkers and leaders of tomorrow. STEM to us means more than Science, Technology, Engineering and Math. It also means providing a culture of learning that propels students to develop a deeper level of understanding resulting in the successful application of content. Our project-based learning (PBL) focused curriculum is also designed to create a sense of ownership within the students' learning. This high energy, collaborative school offers a multi-disciplinary education that prepares students for success in college, career and life.



**FEATURES:**

- Project Based Learning (PBL) is fundamental to the instructional model at DRSS. Through PBL, the students master content by an inquiry-based learning approach. This learning is authentic in nature, meaning that the students are engaged in work that matters to them; where voice and choice are given and a meaningful product is produced.
- PBL provides opportunities for teachers from different content areas to work together to structure learning experiences where students can investigate, discover, and understand the content. In this environment the teacher is a guide through the learning process, not the "sage on the stage" who provides all the answers to be memorized. Skills and knowledge are developed through the process of working on projects, which results in much deeper learning.
- Through project-based learning (PBL), teachers are encouraged to choose projects that match their own passion, creating an enthusiasm in instruction that is contagious to the students. One goal of PBL instruction is to create a sense of investment on the part of the students through real-world applications and investigations of important, relevant questions.
- In PBL there is a focus on critical thinking and problem solving, not just on memorization. The students conduct their work in teams and subsequently develop skills in leadership, investigation, critique and communication.
- Public presentation of finished work is also critical to the PBL process. Each year DRSS holds exhibitions, where students present the products of their projects to partners, families, and community members.

## 21<sup>st</sup> Century Learning - EXAMPLES

### DAYTON REGIONAL STEM SCHOOL, Dayton, Ohio








## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### 12 CLARK HALL Gahanna, Ohio

### 21<sup>st</sup> Century Learning - EXAMPLES CLARK HALL, Gahanna, Ohio

Clark Hall differs greatly from a traditional school building or annex. It's a modern, unconventional, state-of-the-art, dynamic learning environment featuring flexible classroom furnishings, collaborative spaces, abundant natural lighting and stimulating, vibrant colors. It is designed not only to address space constraints at Lincoln HS, it fosters the development of the necessary skills appropriate for the 21<sup>st</sup> century and beyond.



**FLOOR PLAN LEGEND:**  
• Classroom  
• Collaborative Space  
• Library  
• Office  
• Restroom  
• Storage  
• Entrance  
• Exit

**FEATURES:**

- Design elements also feature an emphasis on collaboration, and independent thinking, supported by wireless technology throughout to encourage additional group or independent study.
- Clark Hall has collaborative leases with the following organizations:
  - Columbus State Community College
  - Eastland-Fairfield Career & Tech. Schls.
  - Education First Credit Union
  - Gahanna YMCA - Branch
- Designed to foster interaction and trust among students and teachers.
- Classrooms vary in size and configuration to allow for many styles and methods of learning.
- Most of the furniture is mobile and shaped for easy grouping to allow for collaborative and interactive learning in the daily configuration of the classrooms.
- There are many "in-between" spaces throughout the building that allow for independent studies, computer "touch-down" areas and even small impromptu group discussions.

### 21<sup>st</sup> Century Learning - EXAMPLES CLARK HALL, Gahanna, Ohio





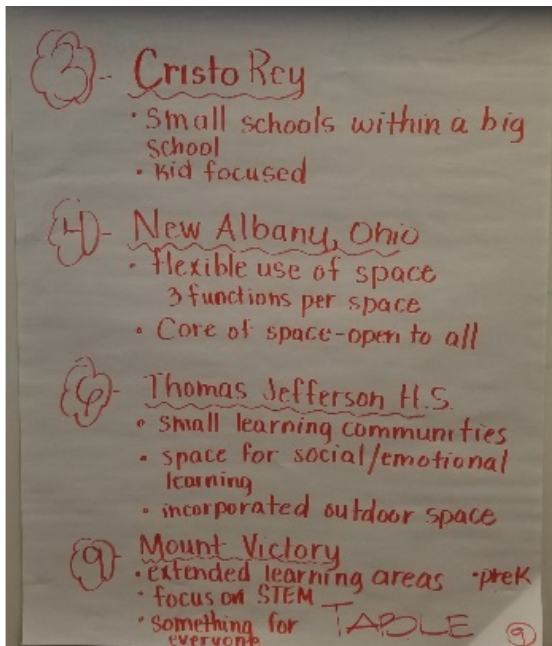
## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

*Facility Examples* Visioning participants were asked as a table to RANK the following facilities in  
*RANKING* order of favorite to least favorite and answer the following questions.

.....*TABLE EXERCISE* Table results are shown below, number correspond to question numbers:

1. Rank the facilities in order of favorite to least favorite, use numbers to the right for example references.
  - a. identify as many supporting reasons for top 4.
2. Identify concepts or ideas from any example most appropriate for PARMA CITY Schools in the future.
  - a. explain as many reasons why
3. Should any of these concepts be a part of PARMA CITY Schools future?
  - b. explain reasons why

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



### ORANGE TABLE

#### 1. CRISTO REY HS

##### Concepts / Features

Small school within a big school  
Kid focused

#### 2. NEW ALBANY

##### Concepts / Features

Flexible use of space – 3 functions per space  
Core of space open to all

#### 3. THOMAS JEFFERSON HS

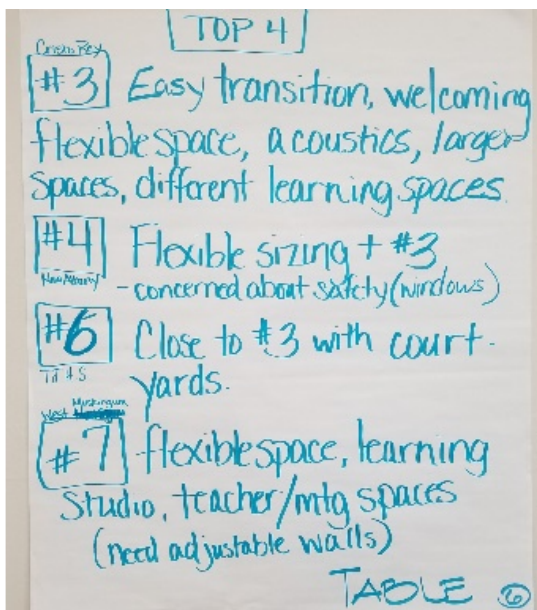
##### Concepts / Features

Small learning communities  
Space for social/emotional learning  
Incorporated outdoor space

#### 4. MOUNT VICTORY

##### Concepts / Features

Extended learning areas “preK”  
Focus on STEM  
Something for everyone



### LIGHT BLUE TABLE

#### 1. CRISTO REY HS

##### Concepts / Features

Easy transition, welcoming, flexible space, acoustics, larger spaces, different learning spaces

#### 2. NEW ALBANY

##### Concepts / Features

Flexible sizing  
Concerned about safety (windows)

#### 3. THOMAS JEFFERSON HS

##### Concepts / Features

Close to number 3 with court yards

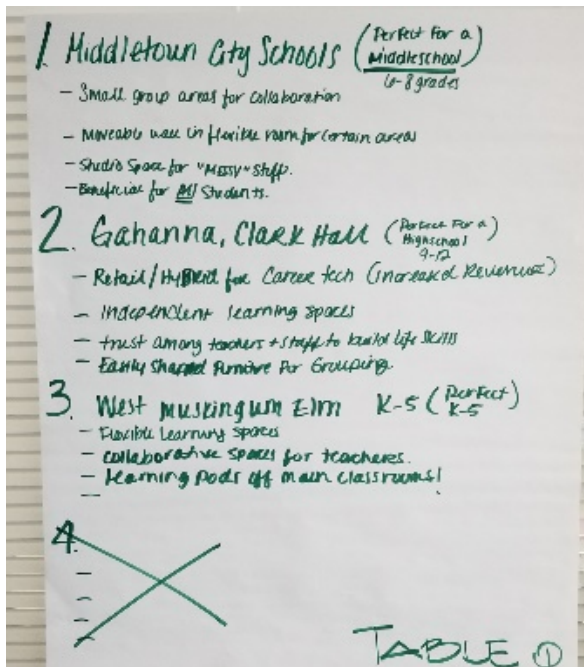
#### 4. WEST MUSKINGGUM ES

##### Concepts / Features

Flexible space, learning studios, teacher meeting spaces (need adjustable walls)



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



### DARK GREEN TABLE

#### 1. MIDDLETOWN CITY SCHOOLS

*Perfect for a middle school*

##### Concepts / Features

Small group area for collaboration  
Movable wall in flexible room certain areas  
Studio space for messy stuff  
Beneficial for ALL students

#### 2. GAHANA CLARK HALL

*Perfect for a high school*

##### Concepts / Features

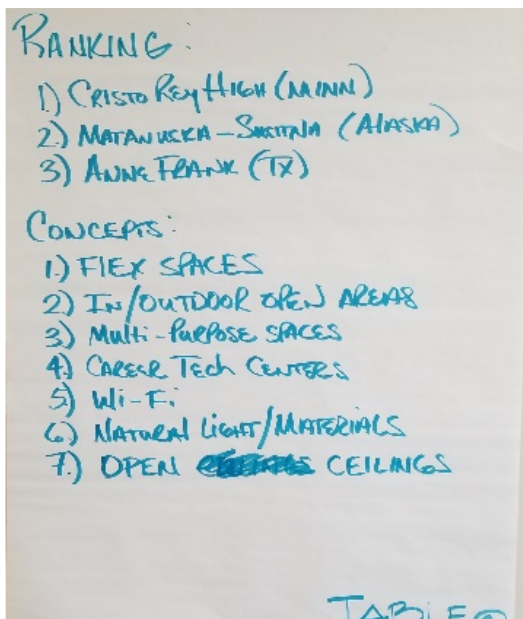
Retail area for career tech (increase revenue)  
Independent learning spaces  
Trust among teachers & staff to build life skills  
Easily shared furniture for grouping

#### 3. WEST MUSKINGHAM ES

*Perfect for a K-5 school*

##### Concepts / Features

Flexible learning spaces  
Collaborative spaces for teachers  
Learning pods off main classrooms



### LIGHT BLUE (2) TABLE

#### 1. CRISTO REY HS

##### Concepts / Features

Flex spaces  
In/outdoor open areas  
Multi-purpose spaces  
Career tech centers  
Wi-Fi  
Natural light/materials, Open ceilings

#### 2. MATANUSKA-SUSITINA CAREER AND TECH HS

##### Concepts / Features

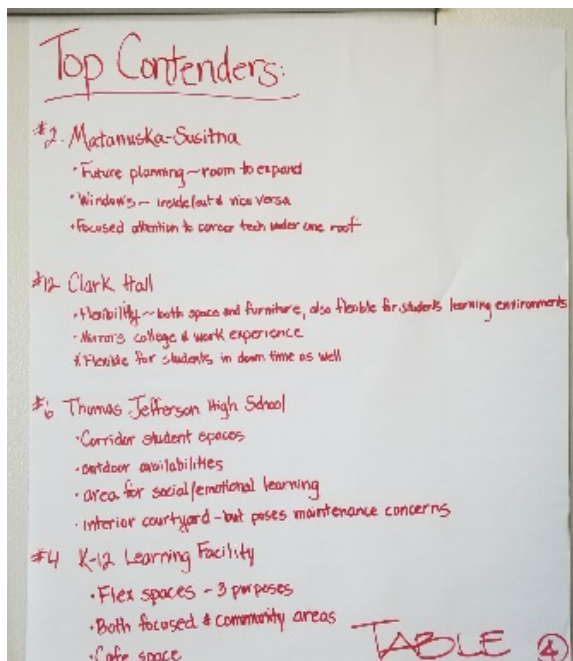
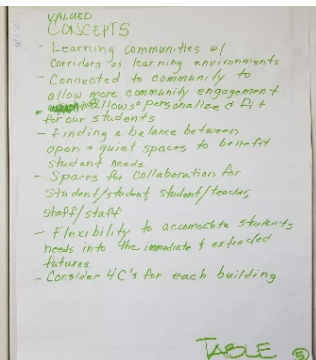
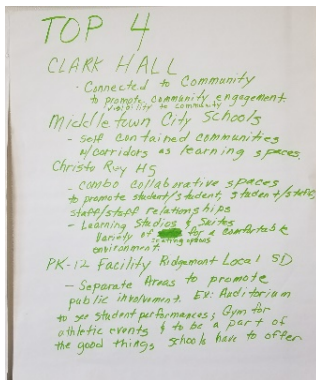
Flex spaces  
In/outdoor open areas  
Multi-purpose spaces  
Career tech centers  
Wi-Fi  
Natural light/materials, Open ceilings

#### 3. ANNE FRANK INSPIRE ACADEMY

##### Concepts / Features

Flex spaces  
In/outdoor open areas  
Multi-purpose spaces  
Career tech centers  
Wi-Fi  
Natural light/materials, Open ceilings

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



### LIGHT GREEN TABLE

#### 1. CLARK HALL

##### Concepts / Features

Connected to community to promote community engagement and visibility

#### 2. MIDDLETOWN CITY SCHOOLS

##### Concepts / Features

Self-contained communities' w/corridors as learning spaces

#### 3. CRISTO REY HS

##### Concepts / Features

Combo collaboration spaces to promote student/student, student/staff, staff/staff relationships

Learning studios & suites variety of seating options for a comfortable environment

#### 4. PK-12 FACILITY RIDGEMONT LSD

##### Concepts / Features

Separate areas to promote public involvement

### RED TABLE

#### 1. MATANUSKA-SUSITNA

##### Concepts / Features

Future planning - room to expand

Focused attention on career tech under one roof

#### 2. CLARK HALL

##### Concepts / Features

Flexibility - both space and furniture, also flexible learning environments

Mirrors college & work experience

Flexible for students in down time as well

#### 3. THOMAS JEFFERSON HS

##### Concepts / Features

Corridor student spaces

Outdoor availabilities

Area for social/emotional learning

Indoor courtyard - but poses maintenance concerns

#### 4. K-12 LEARNING FACILITY

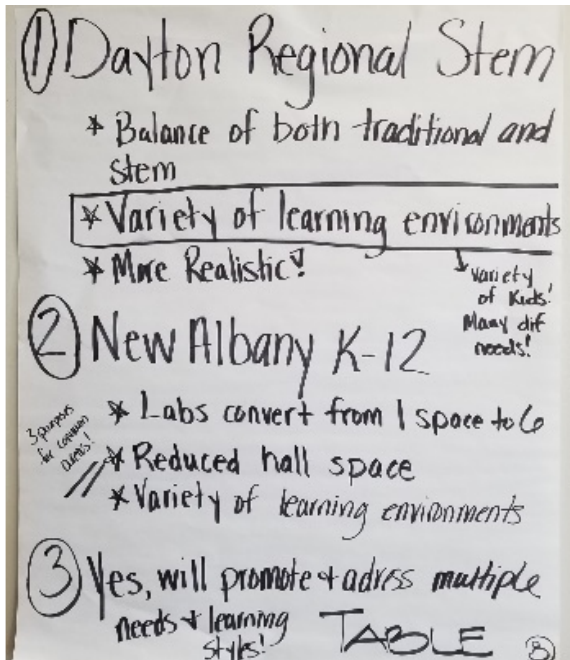
##### Concepts / Features

Flex spaces

Both focuses & community areas

Café spaces

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



### BLACK TABLE

#### 1. DAYTON REGIONAL STEM

##### Concepts / Features

Balance of both traditional and STEM  
Variety of learning environments meets  
variety of kid's different needs  
More realistic

#### 2. NEW ALBANY K-12

##### Concepts / Features

Labs convert to 1 space to 6  
3 purposes for every area  
Reduced hall space  
Variety of learning environments

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

*Parma City Schools 2040* Visioning participants were asked, as a table exercise, to answer the following questions.

TABLE EXERCISE and  
RESPONSE

Answer these questions to create your VISION of OUR SCHOOLS in 2040:

LEARNERS

1. What will Learners at our schools be doing in 2040?
2. What is a "typical day" for a Learner?
3. Will learning remotely through devices eliminate the need for facilities?
4. Where do Learners learn?

MENTORS

1. What will Mentors at our facilities be doing in 2040?
2. What is "typical day" for a Mentor/facilitator?
3. What role with a Mentor/facilitator play in 2040?

COMMUNITY

1. Will the schools interact with entities outside of the school community in 2040, and if so, whom and how?

FACILITIES

1. What do any of these responses imply for facilities?

*Table results are shown below;*



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### ORANGE TABLE

#### LEARNERS

1. What will Learners at our schools be doing in 2040?
2. What is a "typical day" for a Learner?
3. Will learning remotely through devices eliminate the need for facilities?
4. Where do Learners learn?

#### MENTORS

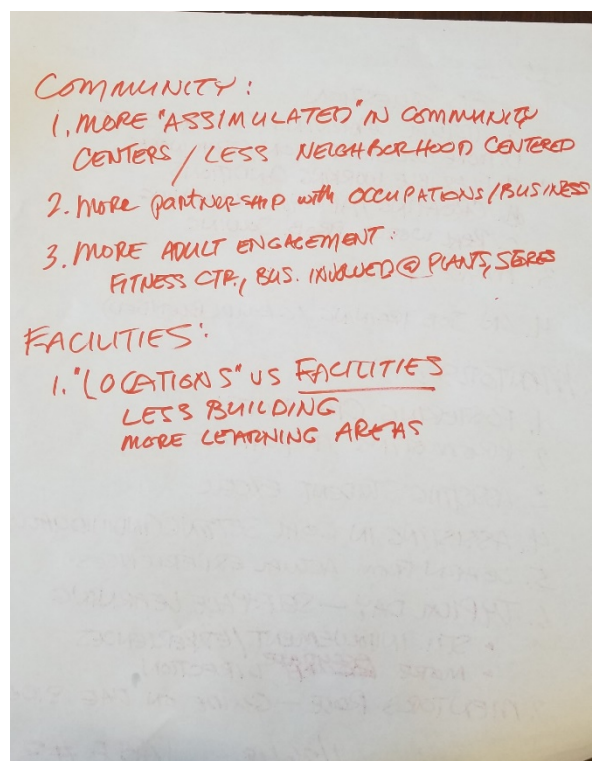
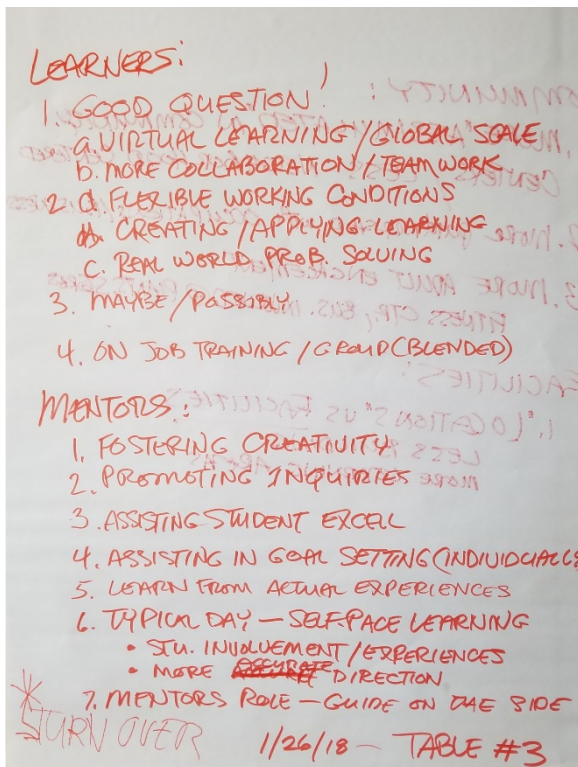
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#### COMMUNITY

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#### FACILITIES

1. What do any of these responses imply for facilities?





## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### PURPLE TABLE

#### LEARNERS

1. What will Learners at our schools be doing in 2040?
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4. Where do Learners learn?

#### MENTORS

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2. What is "typical day" for a Mentor/facilitator?
3. What role with a Mentor/facilitator play in 2040?

#### COMMUNITY

1. Will the schools interact with entities outside of the school community in 2040, and if so, whom and how?

#### FACILITIES

1. What do any of these responses imply for facilities?

Learners

- 1) Earning \$, internships, more service projects, different career/learning paths (choose), virtual reality
- 2) Not necessarily in a classroom, flexible schedules to accommodate needs & learning styles, self-led learning, facility brought to learner? (via v.r.)
- 3) NO! Both are needed!
- 4) EVERYWHERE!

TABLE ②

MENTORS

- 1) Facilitating, probing, encouraging, challenging, mentoring our Learners.
- 2) Flexible schedules, meeting needs of individual Learners, collaborating with colleagues & professionals, "teaching" in areas of strength/passion.
- 3) See #1

①

FACILITIES

- Flexible spaces
- Community spaces
- Smaller facilities

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### LIGHT BLUE TABLE

#### LEARNERS

1. What will Learners at our schools be doing in 2040?
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#### MENTORS

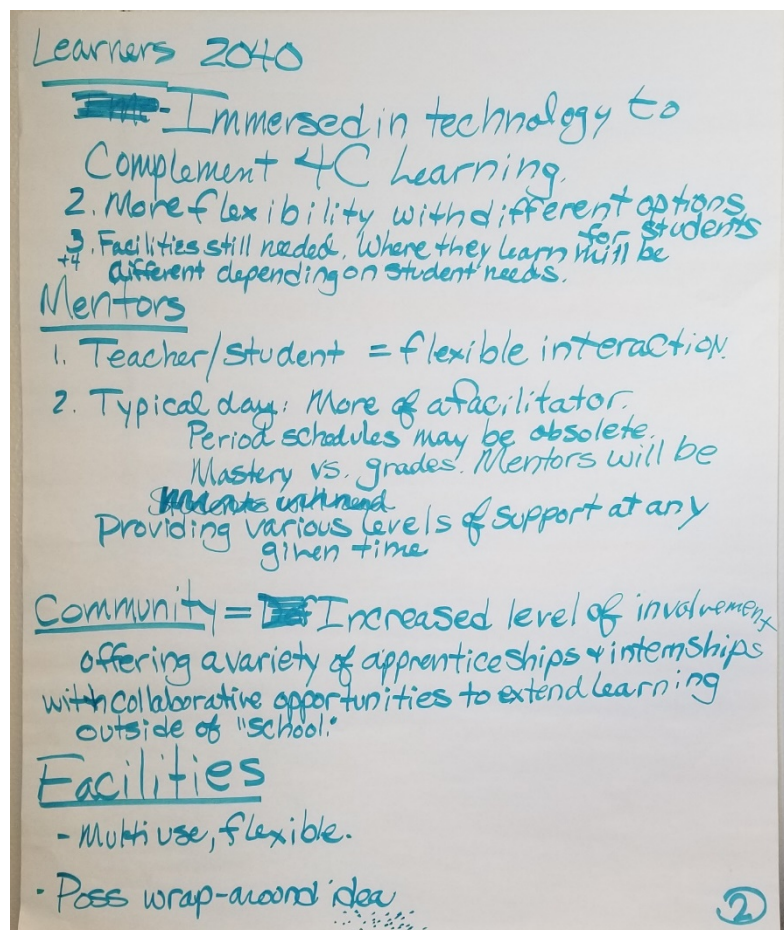
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## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### ORANGE (2) TABLE

#### LEARNERS

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#### MENTORS

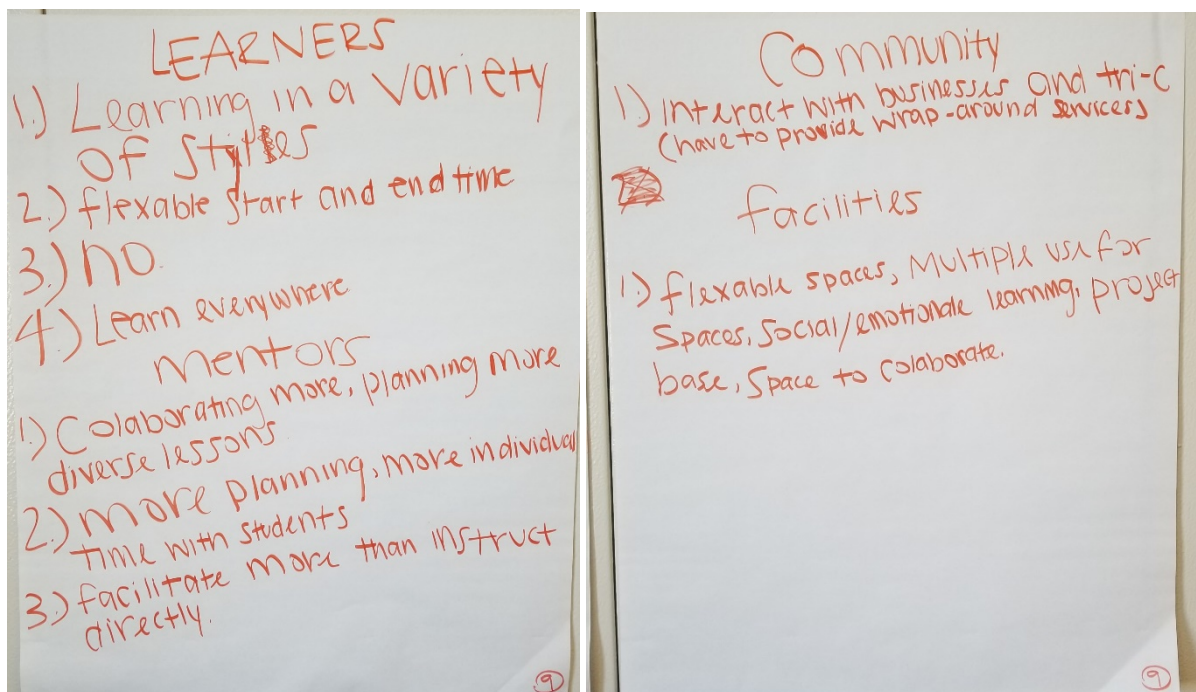
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## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### DARK GREEN TABLE

#### LEARNERS

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#### MENTORS

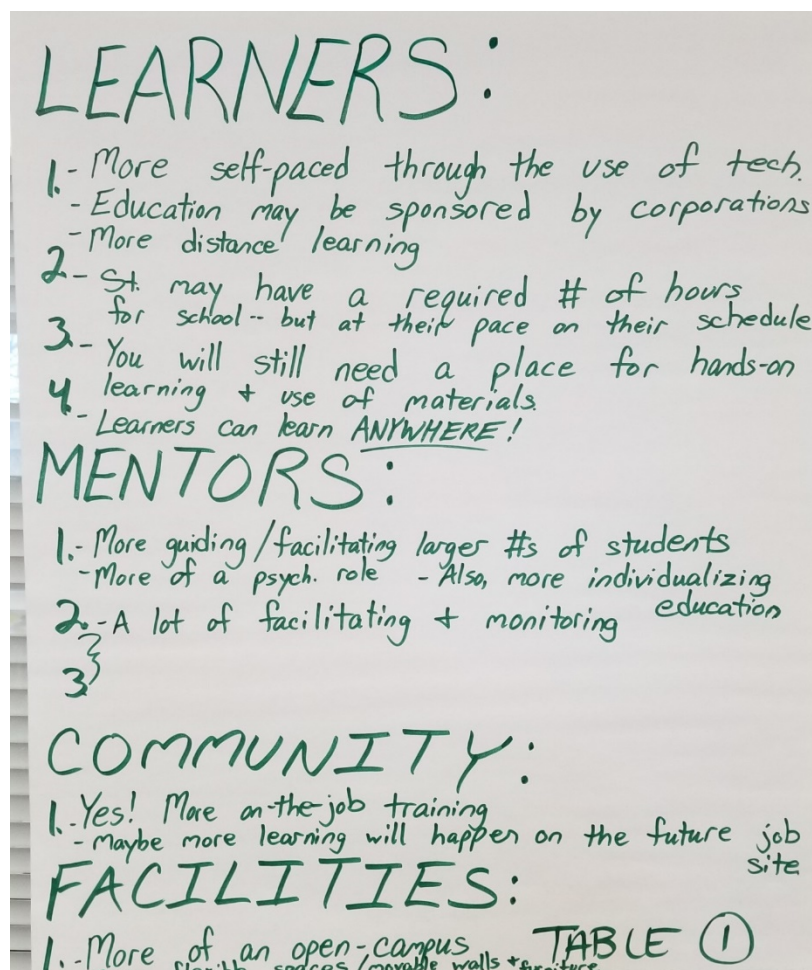
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## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### LIGHT BLUE (2) TABLE

#### LEARNERS

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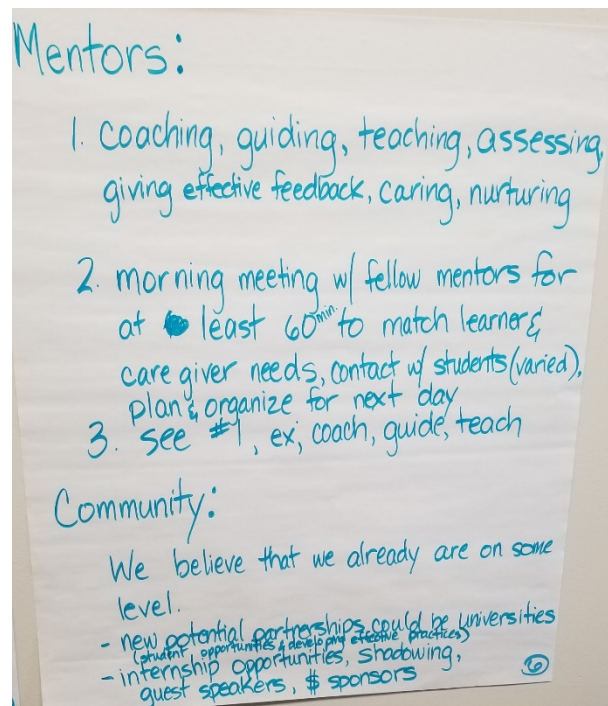
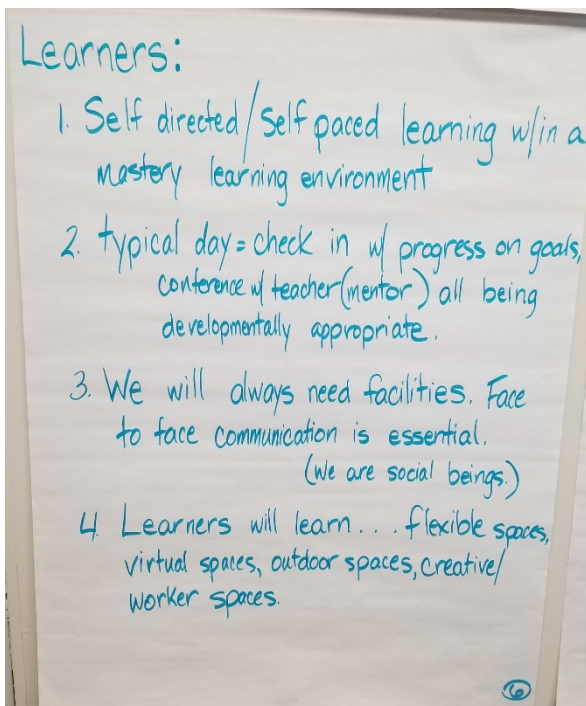
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## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

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#### MENTORS

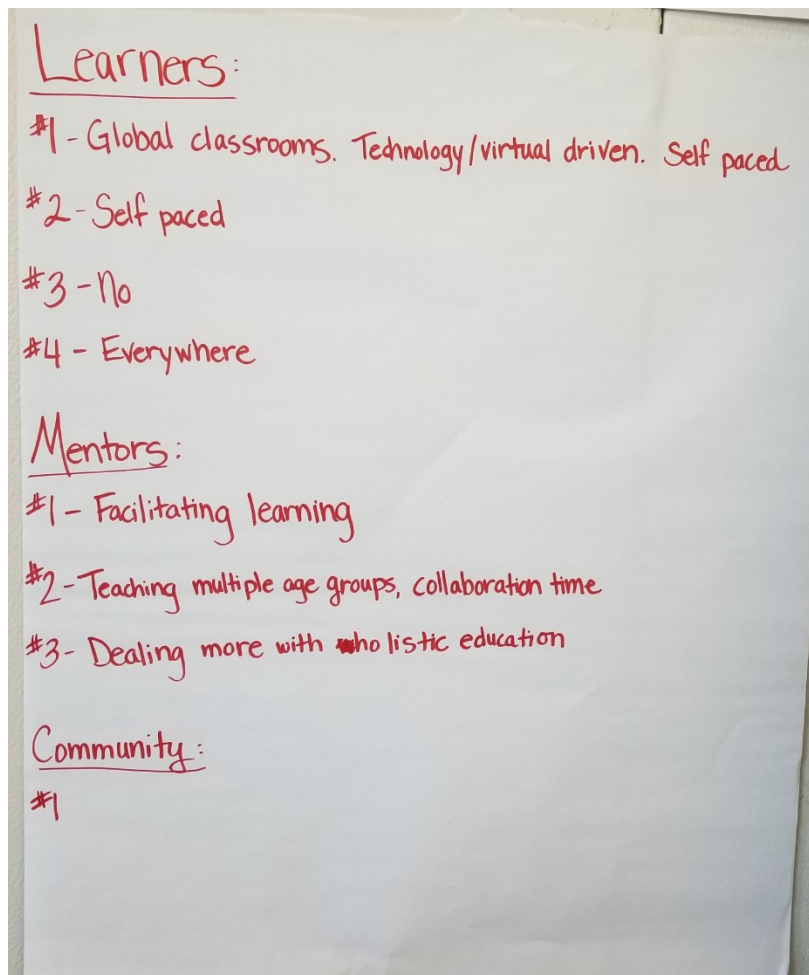
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#### COMMUNITY

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## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

### BLACK TABLE

#### LEARNERS

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#### MENTORS

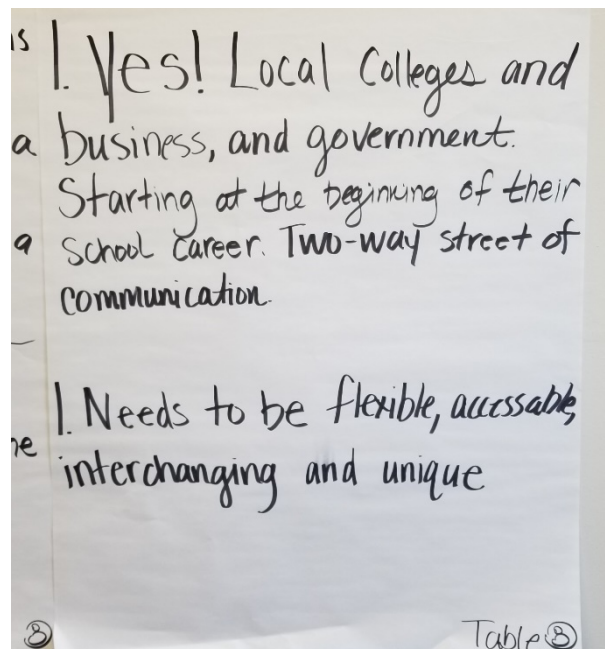
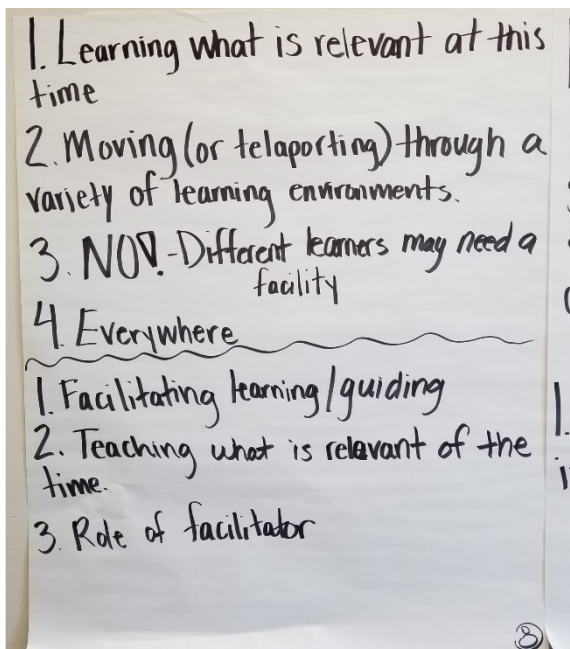
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#### FACILITIES

1. What do any of these responses imply for facilities?



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

*Design Elements of 21<sup>st</sup> Century Spaces* Visioning participants were asked individually to rank on a scale 1-5 (1 being lowest and 5 being highest) the following Design Elements of 21<sup>st</sup> Century Facilities and Spaces with respect to appropriateness to the future facilities.

### .....INDIVIDUAL EXERCISE

Total individual scores sums are shown below:

21 <sup>st</sup> CENTURY FACILITIES AND SPACES		21 <sup>st</sup> CENTURY DESIGN ELEMENT FAVORABILITY	
	Total Score	LOWEST	HIGHEST
Seamless technology with wireless capability that is universally available	265.00		
All spaces creating learning opportunities	264.00		
Movable work surfaces that allow different arrangements	245.00		
Movable storage furniture to create different spatial configurations	239.00		
A variety of seating styles and chairs that allow different ways to sit or move	238.00		
Varied sized spaces	238.00		
Provisions for charging of portable devices	236.00		
Ability to open large walls or doors to convert spaces	229.00		
Facility as a learning tool	226.00		
Surfaces that can be projected on and written on throughout	225.00		
Comfortable furniture and furniture with built-in power for technology needs	224.00		
Sustainable elements, green design	215.00		
Outdoor Learning spaces	202.00		
High ceilings with multiple lighting levels	193.00		
Spaces that open to each other	186.00		
Openness and transparency between space	178.00		

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

*Individual Space plates  
OR  
Facility Spatial  
Relationship Diagraming*

*.....TABLE EXERCISE*

Visioning participants were asked as a table to DEVELOP SPACE PLATES with DIAGRAMS and TEXT supporting any of the following:

- A. Learning Space(s) (20<sup>th</sup> Century Classroom)
- B. Individual Study Space(s) / Storage Concepts
- C. Group Study Space(s) (Collaboration)
- D. Outdoor Space(s)
- E. Mentor Collaboration Space(s) / Storage Concepts
- F. Lecture Space(s)
- G. Information Space(s) or absence of space (20<sup>th</sup> Century Library)
- H. Food Service Space(s)
- I. Performance Lab Space(s) (20<sup>th</sup> Century Auditorium)
- J. Presentation Space(s)
- K. Display Space(s)
- L. Administrative Space(s) (Locations?)
- M. Community Space(s)
- N. STEAM/Maker/Project Based etc. Type Space(s)
- O. Thoughts for Combinations of any Space(s)
- P. Others ?....LIST

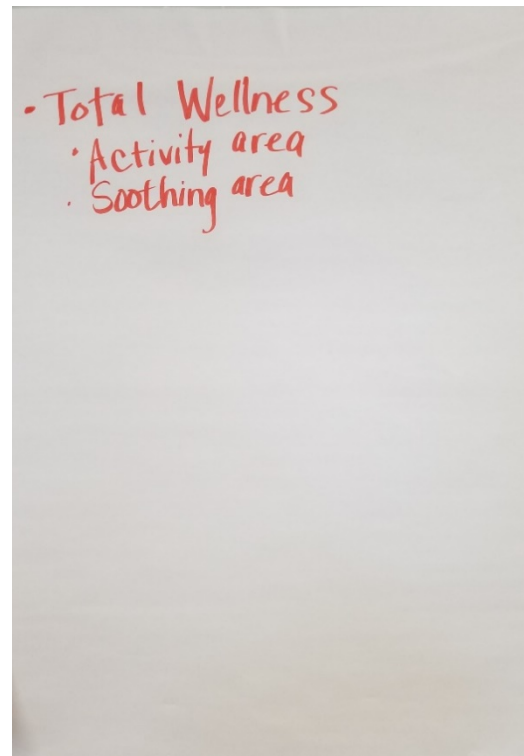
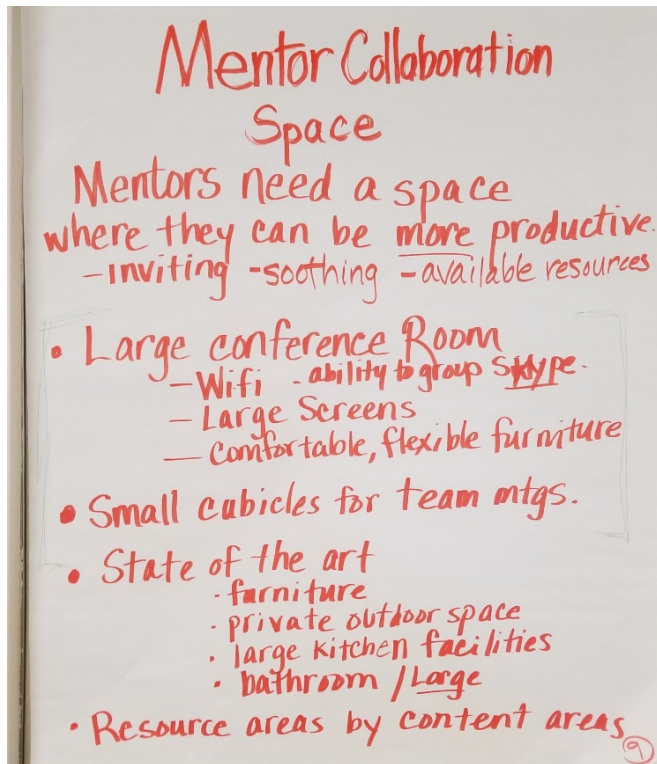
OR as an option Visioning participants were asked as a table to DEVELOP FACILITY SPATIAL RELATIONSHIP DIAGRAMING:

### TABLE Response and Charting

- 2. Record your groups vision of a future PARMA CITY School District.
  - a) Diagram through bullets, text, sketches, relationship diagrams, song, dance etc. your groups vision of spatial relationships at the PARMA CITY School District.

*Table Group Images are shown below:*

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



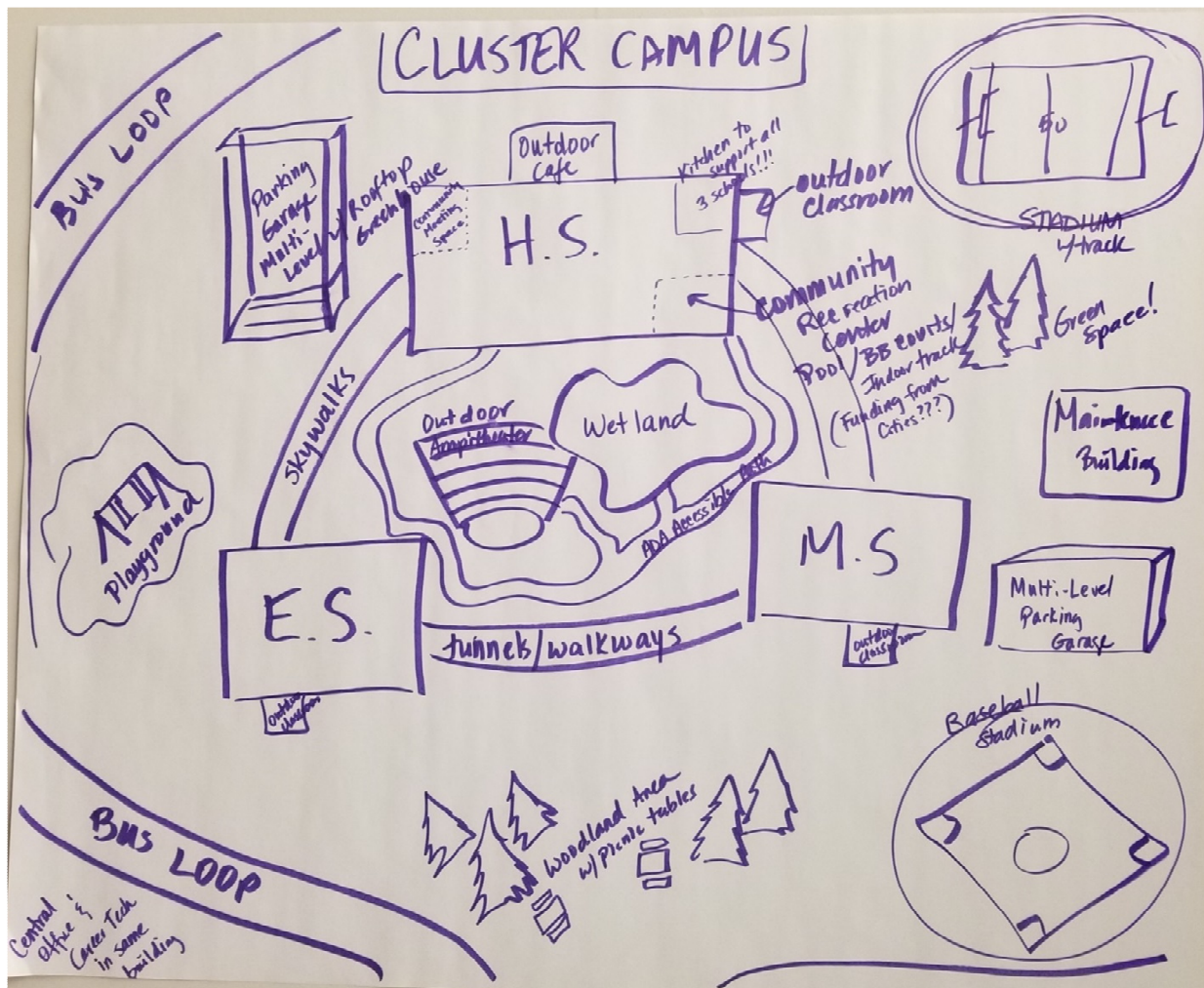
### ORANGE TABLE

#### MENTOR COLLABORATION SPACE

- Mentors need a space where they can be more productive
  - Inviting – soothing – available resources
- Large conference room
  - Wi-Fi – ability to group skype
  - Large screens
  - Comfortable, flexible furniture
- Small cubicles for team meetings
- State of the art
  - Furniture
  - Private outdoor space
  - Large kitchen facilities
  - Bathroom / large
- Resource areas by content areas
- Total wellness
  - Activity area
  - Soothing area



section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)

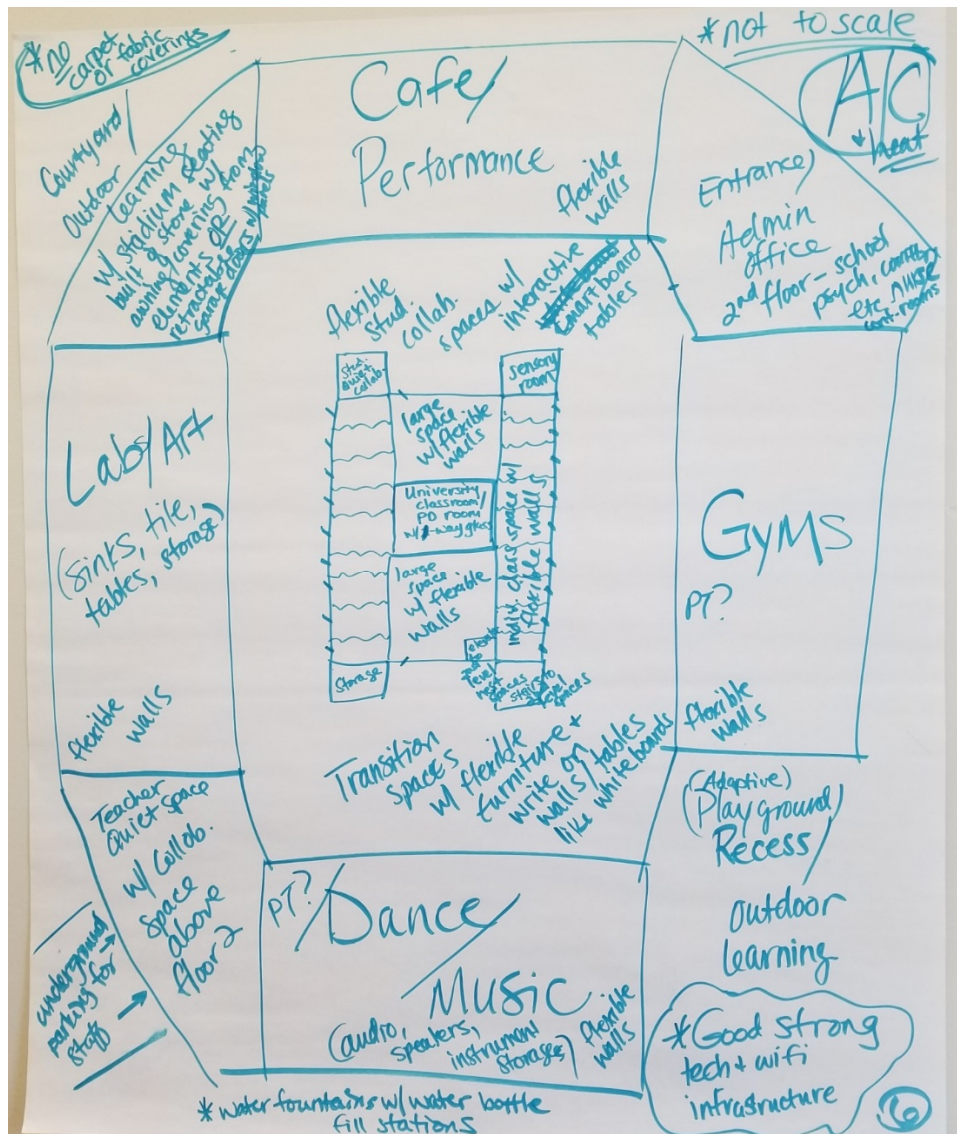


**PURPLE TABLE**

**CLUSTER CAMPUS**

- ES, MS, and HS connected by tunnels or skywalks
- Outdoor amphitheater and wetland area in center of cluster
- Community recreation center in HS with shared funding for construction and use
- Outdoor cafés and classrooms
- Multi-level parking garages
- Central office and career tech in same building
- Central kitchen with satellites to MS and ES
- Woodland area with picnic tables
- All-inclusive sport amenities on each campus

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



LIGHT BLUE TABLE

### FUNCTIONAL RELATIONSHIP DIAGRAM

- Flexible walls and furniture
- Outdoor courtyard with stadium seating
- Labs, art studios with sinks, tile floors, storage
- Teacher quiet space with collaboration space above
- Dance and music studios with audio, speakers, instrument storage, and flexible walls
- Water fountains with bottle fill stations
- Outdoor learning spaces
- Strong tech and Wi-Fi
- Transition spaces with flexible furniture
- University classrooms and professional development classrooms
- Smart boards and interactive tables
- Writable walls and tables

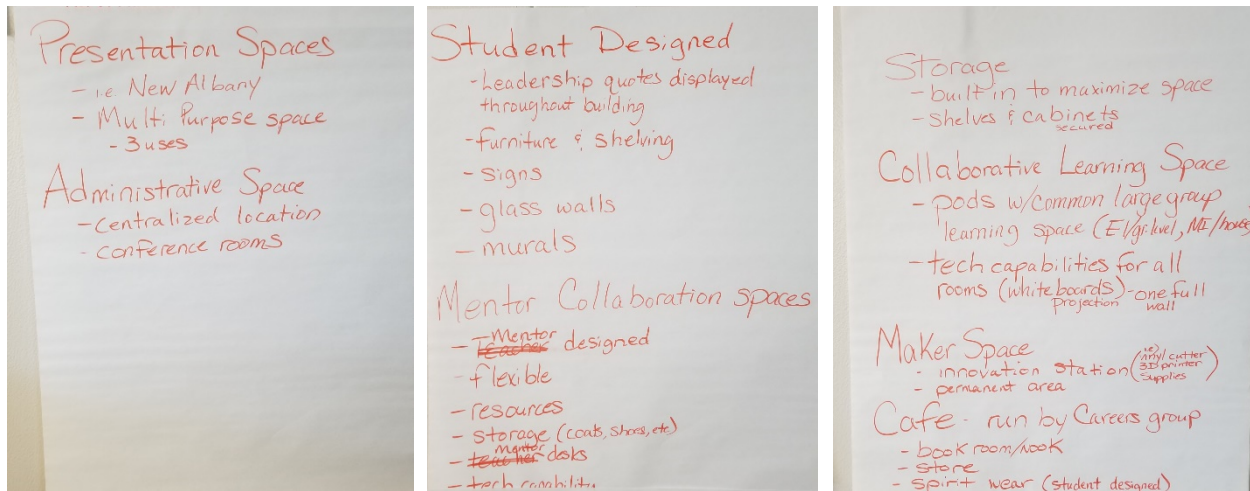
## EDUCATIONAL VISIONING – FINAL REPORT

PARMA CITY School District

Parma, Ohio

February 2018

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



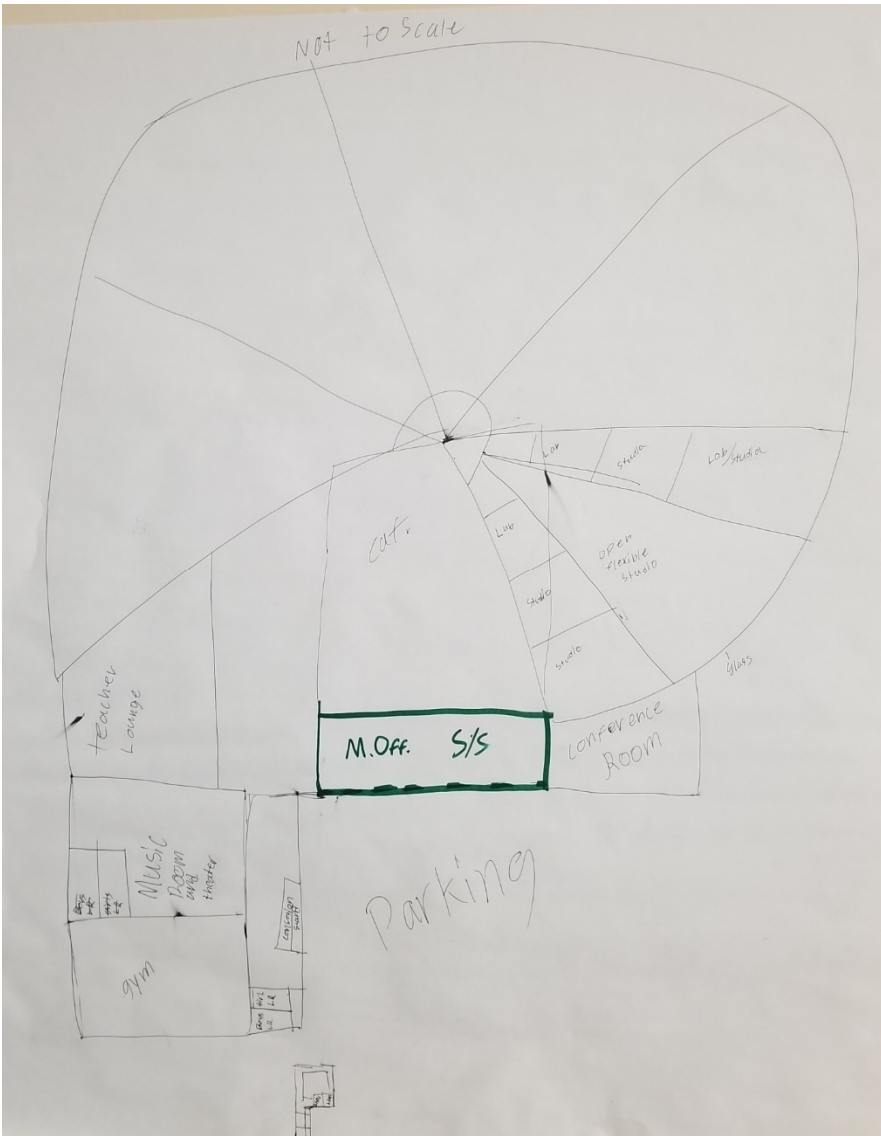
### ORANGE (2) TABLE

#### PRESENTATION / ADMINISTRATIVE / STUDENT / MENTOR / STORAGE / LEARNING / MAKER / CAFÉ SPACES

- Presentation spaces
  - i.e. New Albany
  - Multi-purpose spaces
    - 3 uses
- Administrative space
  - Centralized location
  - Conference rooms
- Student designed
  - Leadership quotes displayed throughout building
  - Furniture and shelving
  - Signs
  - Glass walls
  - Murals
- Mentor collaboration spaces
  - Mentor designed
  - Flexible
  - Resources
  - Storage (coats, shelves, etc.)
  - Monitor desks
  - Tech capabilities
- Storage
  - Built-in to maximize space
  - Shelves and cabinets
- Collaborative learning space
  - Pods w/common large group learning space
  - Tech capabilities for all rooms whiteboard and projection wall
- Maker space
  - Innovation station
  - Permanent area
- Café run by careers group
  - Book room/nook
  - Store, spirit wear



### section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

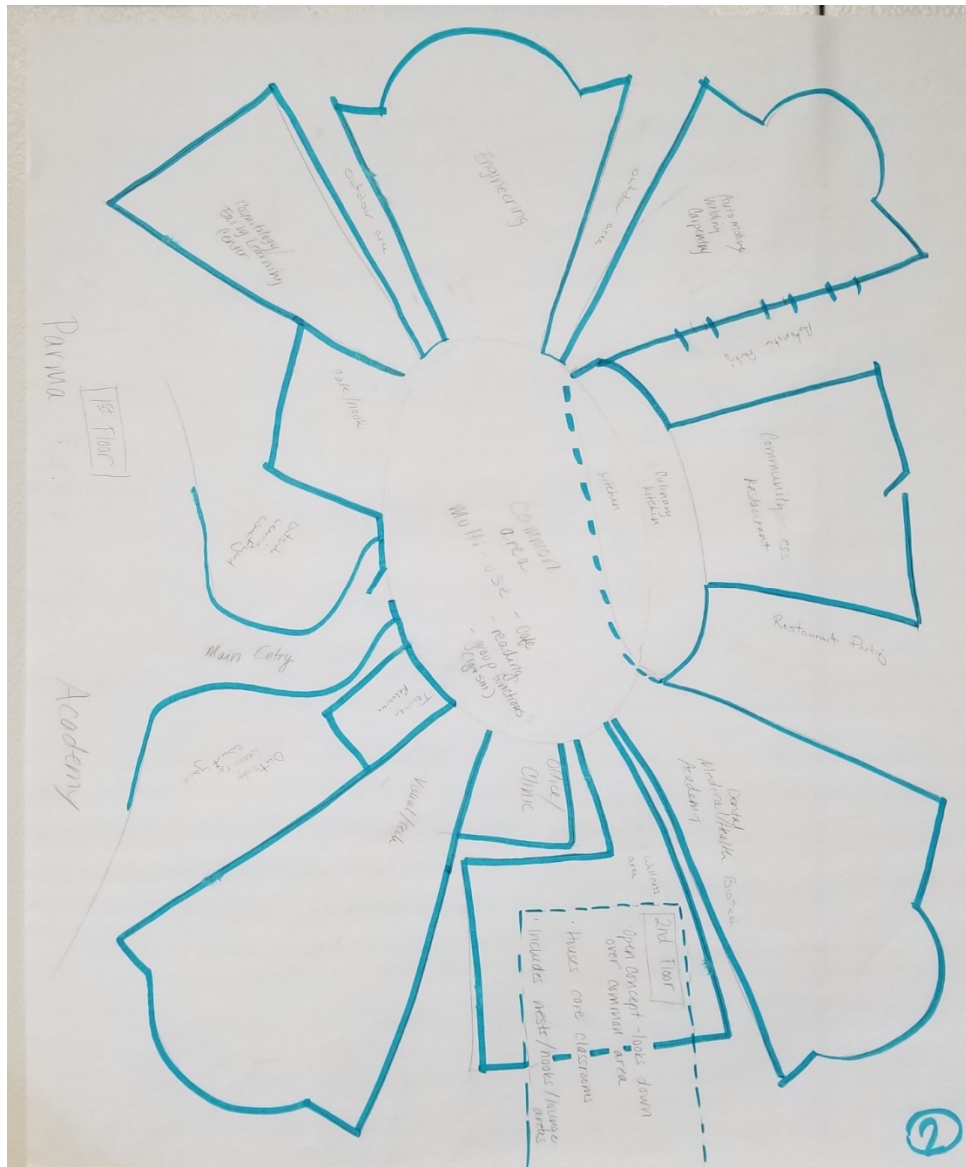


#### DARK GREEN TABLE

##### BUILDING LAYOUT

- Large activity areas clustered
- Large open flexible studio with adjacent smaller studios
- Cafeteria with adjacent smaller studios

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



### LIGHT BLUE (2) TABLE

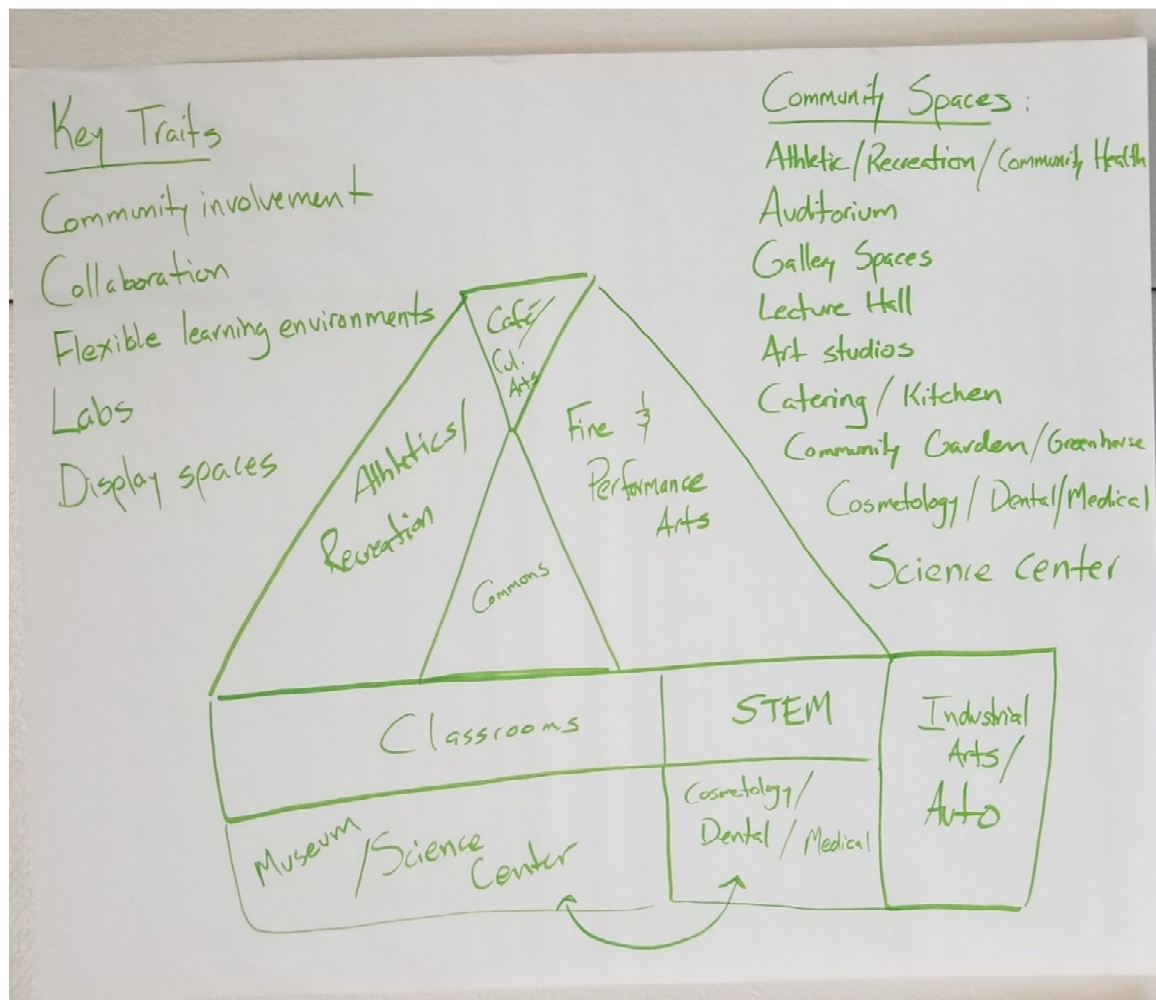
#### BUILDING LAYOUT

#### BUILDING LAYOUT

- Central common multi-use area
- Café nooks
- Community rooms
- Open concept second floor overlooking first floor
- Outdoor learning areas
- 2<sup>nd</sup> floor core classrooms
- All areas connected to central core space



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

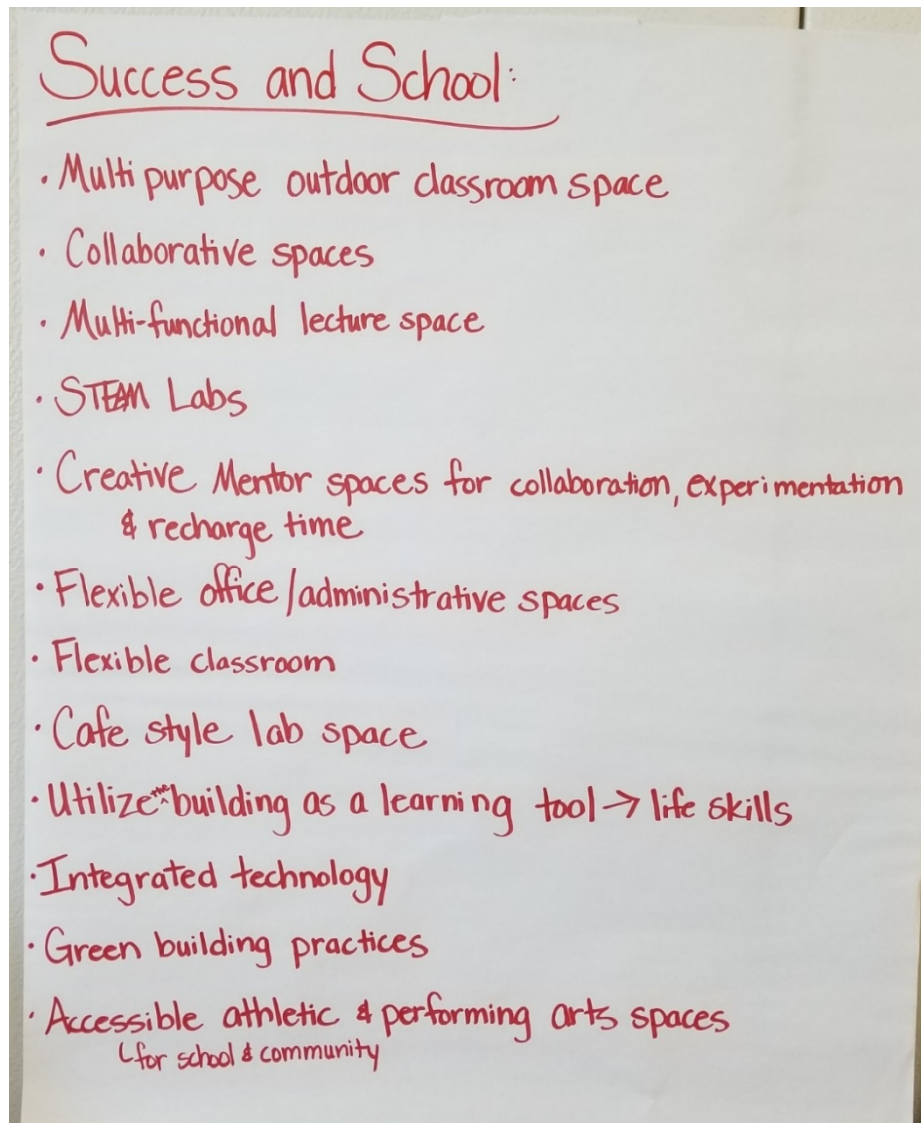


### LIGHT GREEN TABLE

#### **BUILDING LAYOUT**

- Community involvement
- Community spaces
  - Athletic/recreation/community health
  - Auditorium
  - Gallery spaces
  - Lecture hall
  - Art studios
  - Catering kitchen
  - Community garden / greenhouse
  - Science center
- Cosmetology / dental / medical
- STEM
- Collaboration
- Flexible learning environments
- Labs
- Display spaces

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



### RED TABLE

#### SUCCESS AND SCHOOL

- Multi-purpose outdoor classroom space
- Collaboration spaces
- Multi-functional learning spaces
- STEAM labs
- Creative mentor spaces for collaboration, experimentation, and recharge time
- Flexible office / administrative spaces
- Flexible classroom
- Café style lab space
- Utilize the building as a learning tool – life skills
- Integrated technology
- Green building practices
- Accessible (for school and community) athletic and performing arts spaces

section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



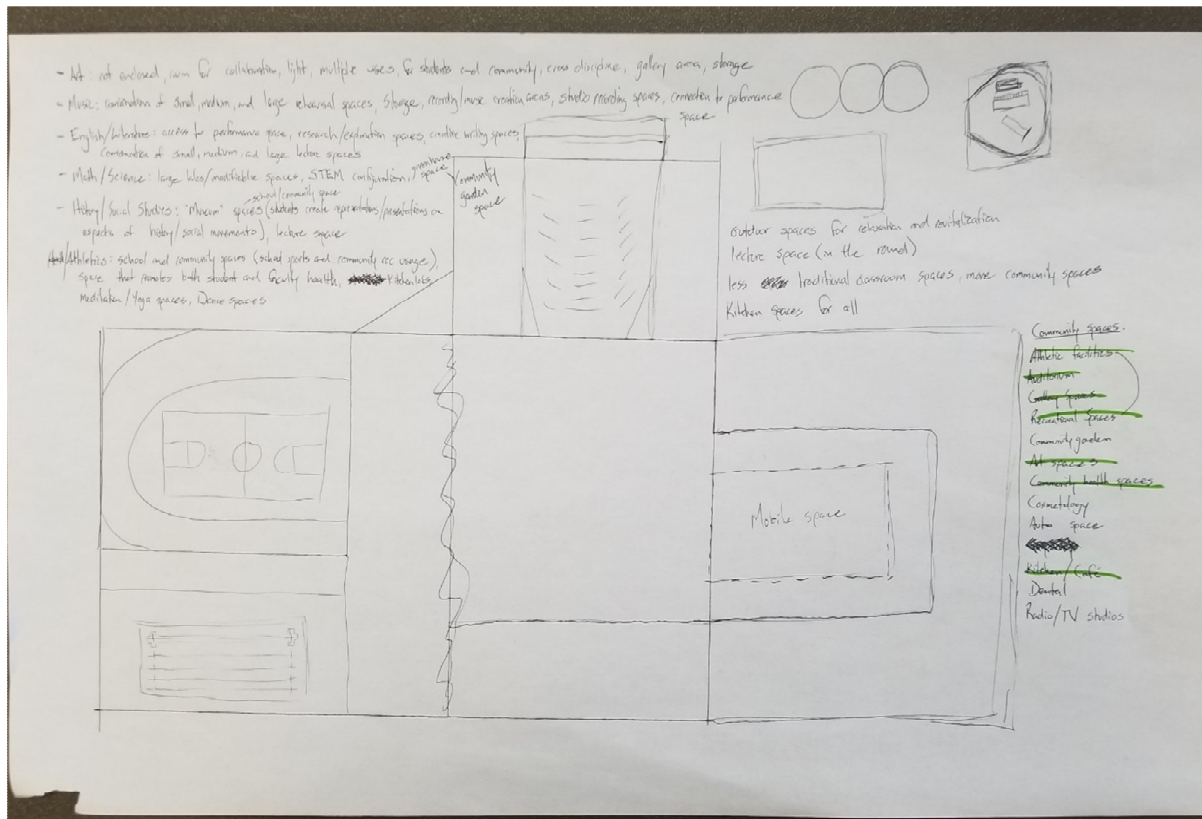
**BLACK TABLE**

**OUTDOOR LEARNING LAB**

**OUTDOOR LEARNING LAB**

- All season pavillion with tables and seating
- Raised bed garden
- Stage with storage
- Sand exploration / running water
- Benches and seating
- Covered walkways
- Composting area
- Greenhouse / butterfly garden
- Bird houses

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



### LIGHT GREEN (2) TABLE

#### BUILDING LAYOUT

- Community spaces, shared athletics
- Outdoor spaces for relaxation and revitalization
- Lecture space in the round
- Less individual classrooms, more community spaces
- Kitchen spaces for all
- Community garden space
- Art not enclosed
- Social study museum spaces
- Performance spaces
- Meditation, dance, and yoga areas
- All spaces flexible and convertible
- STEM

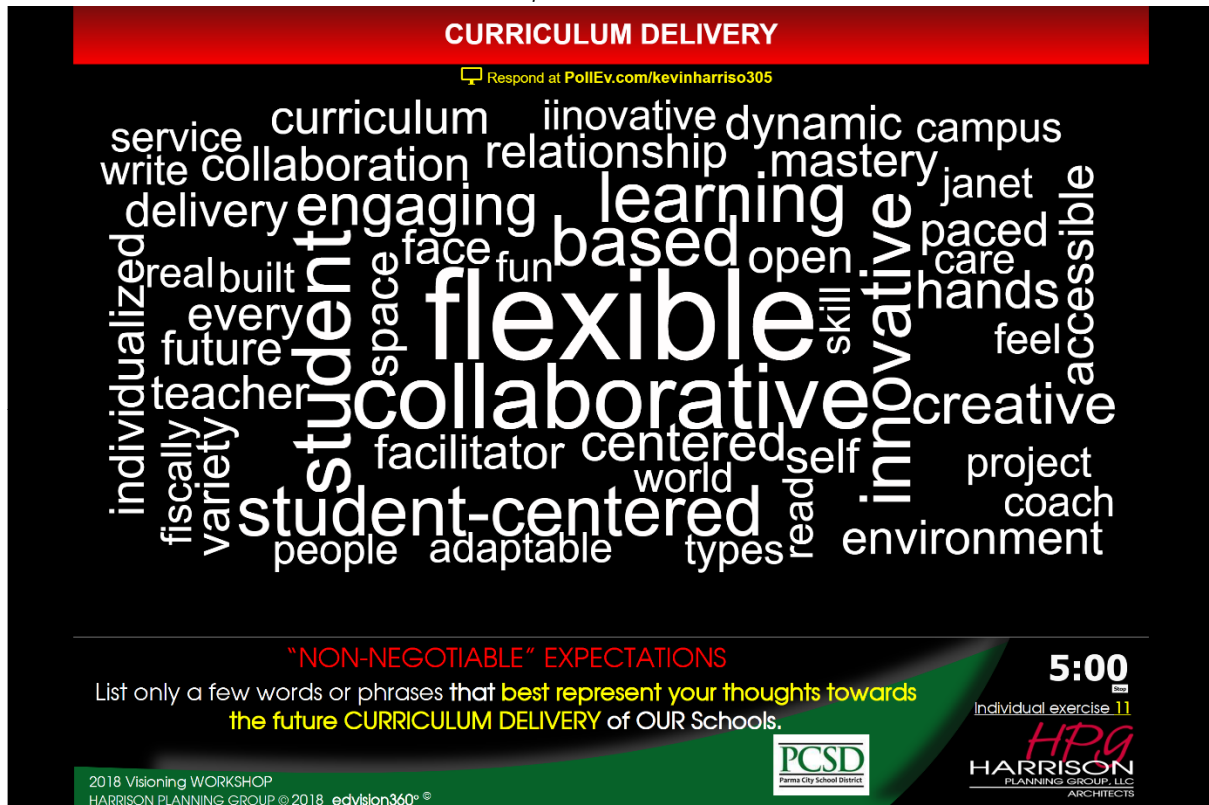


## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

*PARMA CITY School  
District edVISION360°  
"non-negotiable"  
expectations*

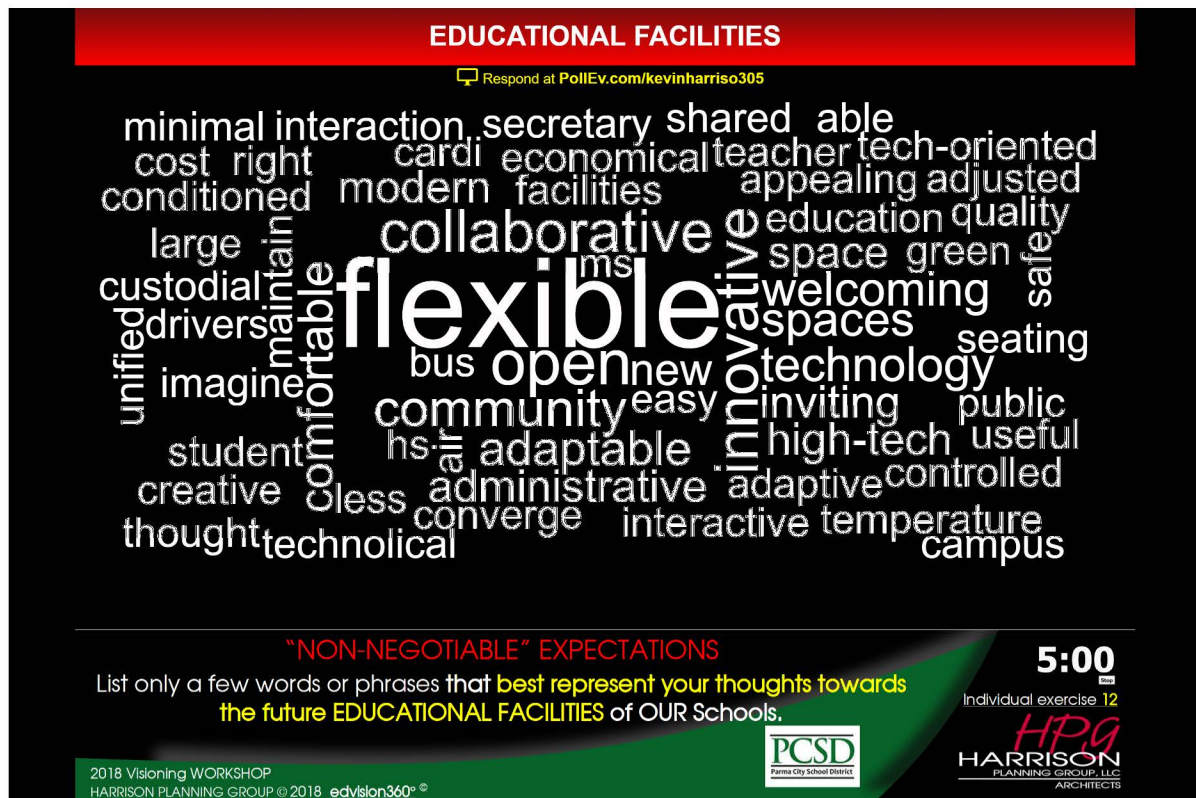
*Visioning participants were asked individually to list only a few words or phrases that best represent their thoughts towards the future CURRICULUM DELIVERY and EDUCATIONAL FACILITIES of the PARMA CITY School District.*

Results are shown below first in a "wordle" format with ALL responses, then in a response list format (only those responses indicated at least twice are included in the response list format):






















## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)

CURRICULUM DELIVERY		Number of Times CITED
flexibility		16
student centered		14
collaborative / collaborate		13
learners / learner		9
innovative / innovation		7
engaging		4
creative		4
hands on		3
self paced		2
Individualized		2
dynamic		2
variety		2
open		2
mentor based		2
project based		2
think critically		2
accessible		2

section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)

EDUCATIONAL FACILITIES		Number of Times CITED
flexible	25	25
technology	10	10
open		7
innovative		6
collaborative		6
adaptable		3
comfortable		3
welcoming		3
community		3
hi-tech		2
multi-purpose		2
modern		2
inviting		2
new		2

## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

**PARMA CITY School  
District  
edVISION360°  
"non-negotiable"  
expectations**

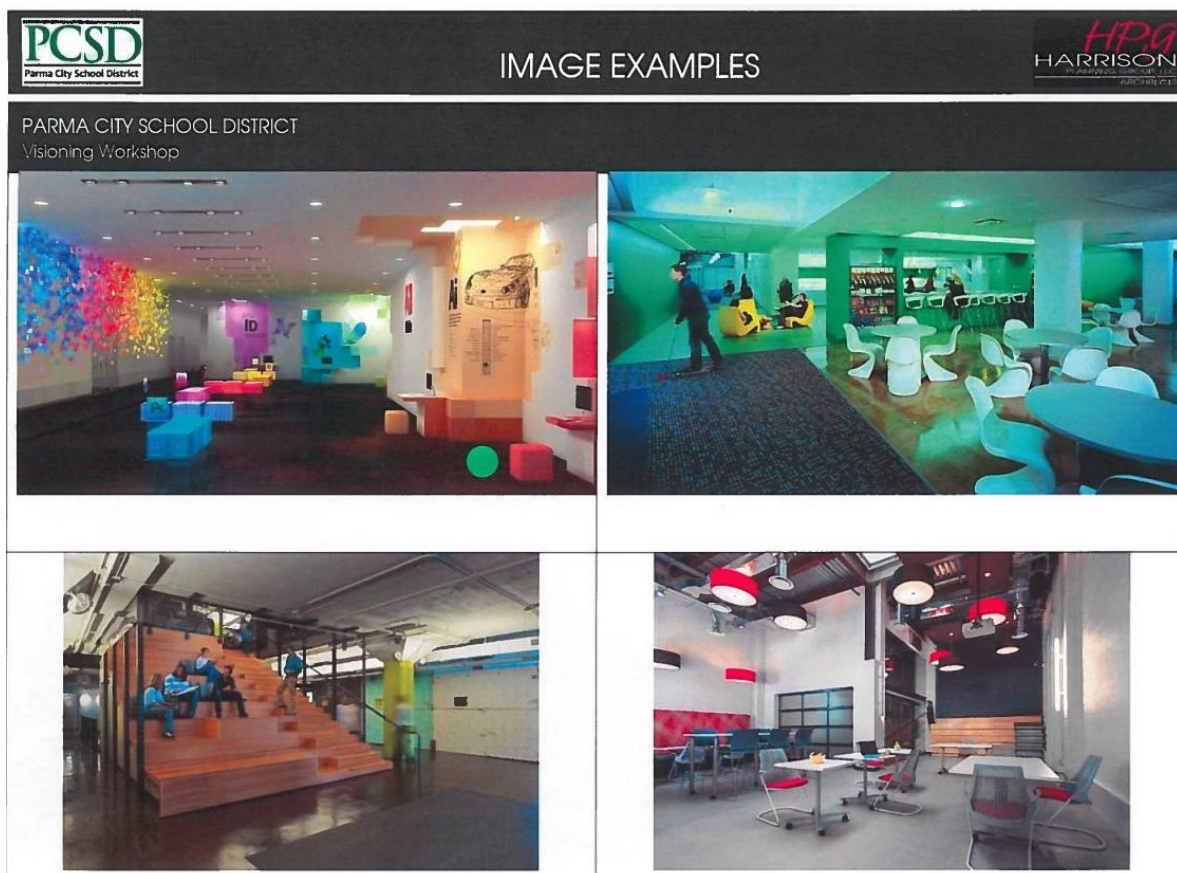
A series of images were posted on the walls during both days of visioning workshops. Visioning participants were asked to INDIVIDUALLY identify with green dots, yellow dots, red dots, and written notes, their thoughts on the images.

Green dots signify a liking the image.

Yellow dots signify a caution or concern about the image.

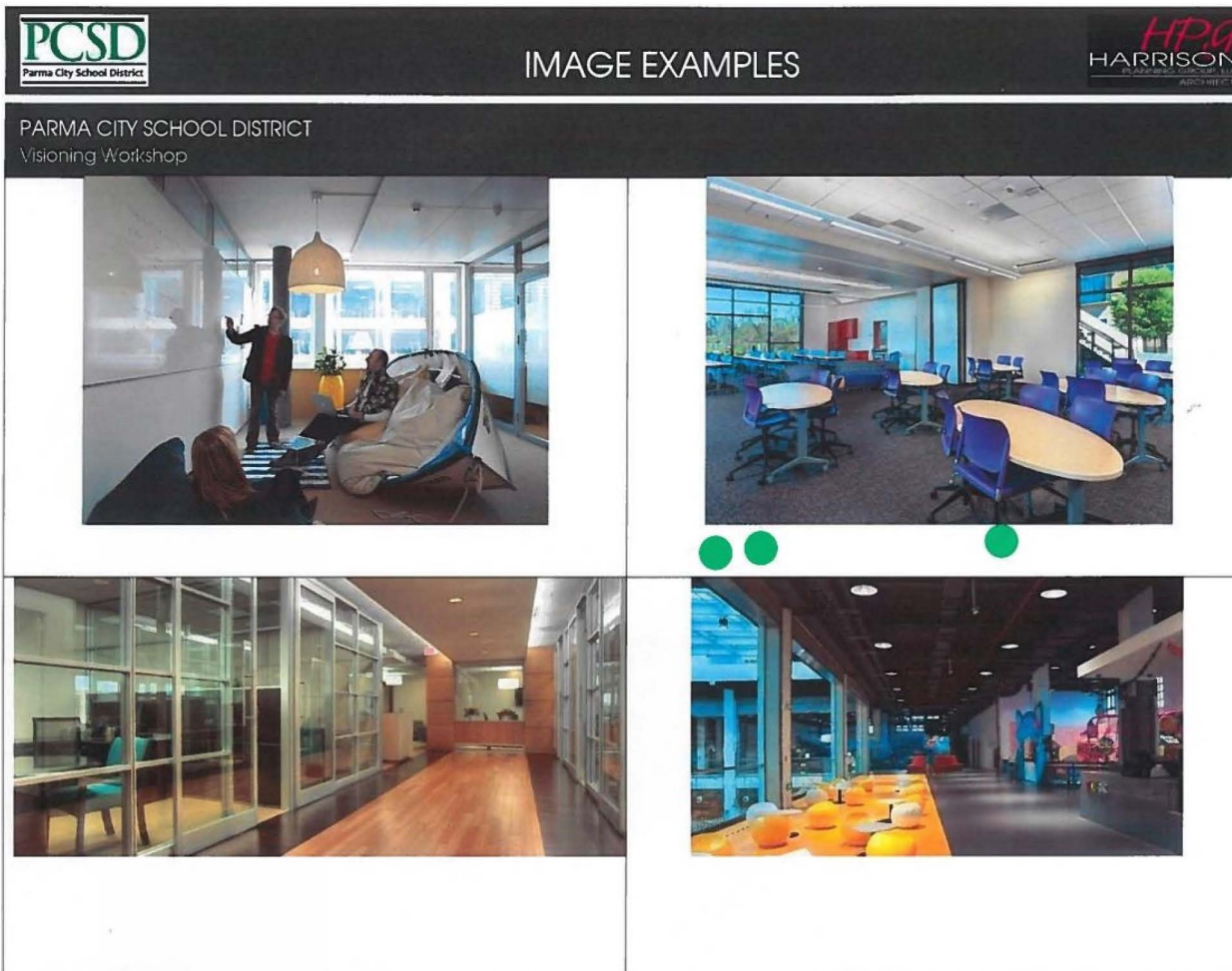
Red dots signify an opposition to the image.

Images with dots and notes are shown below:





section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)

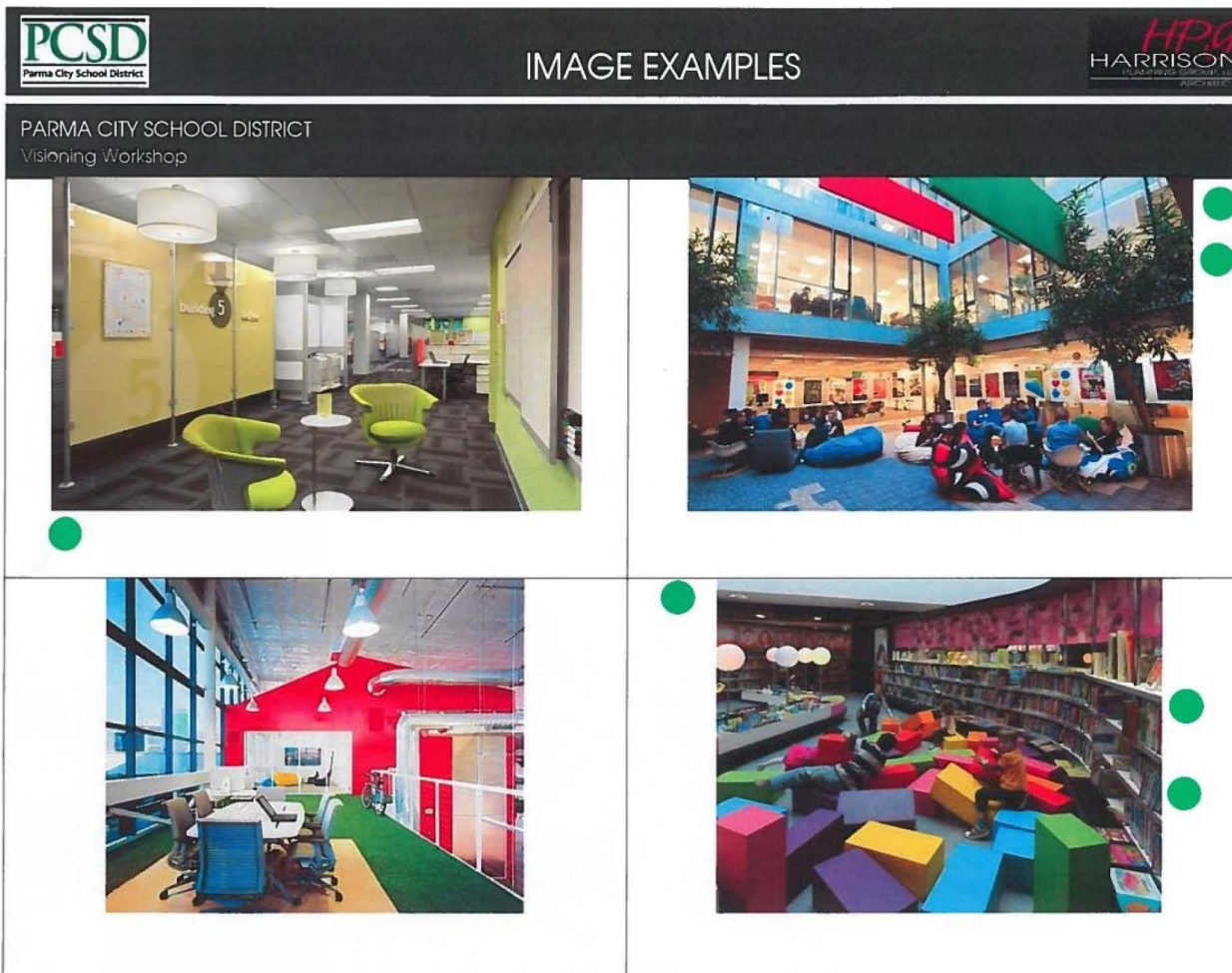




section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

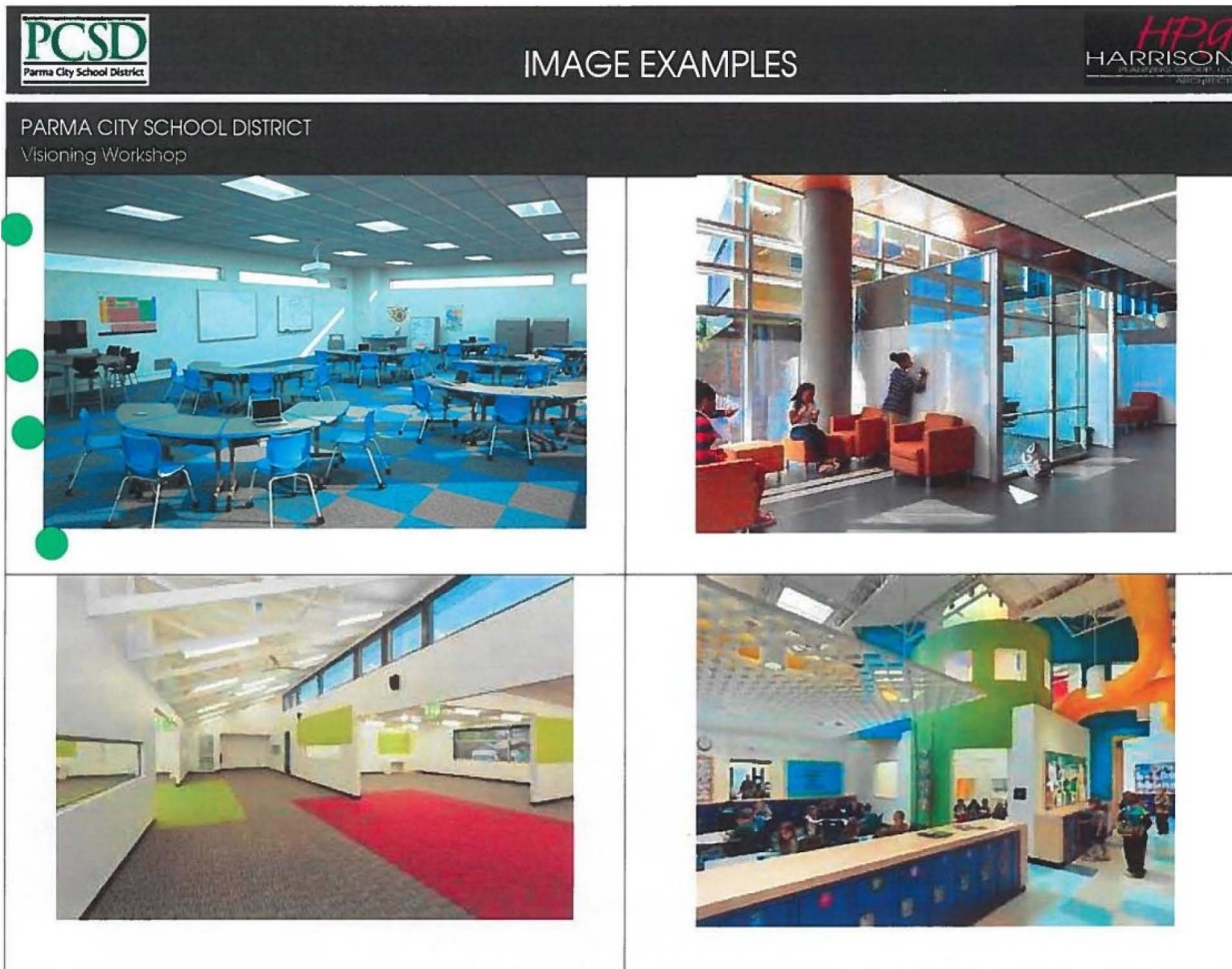


section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)

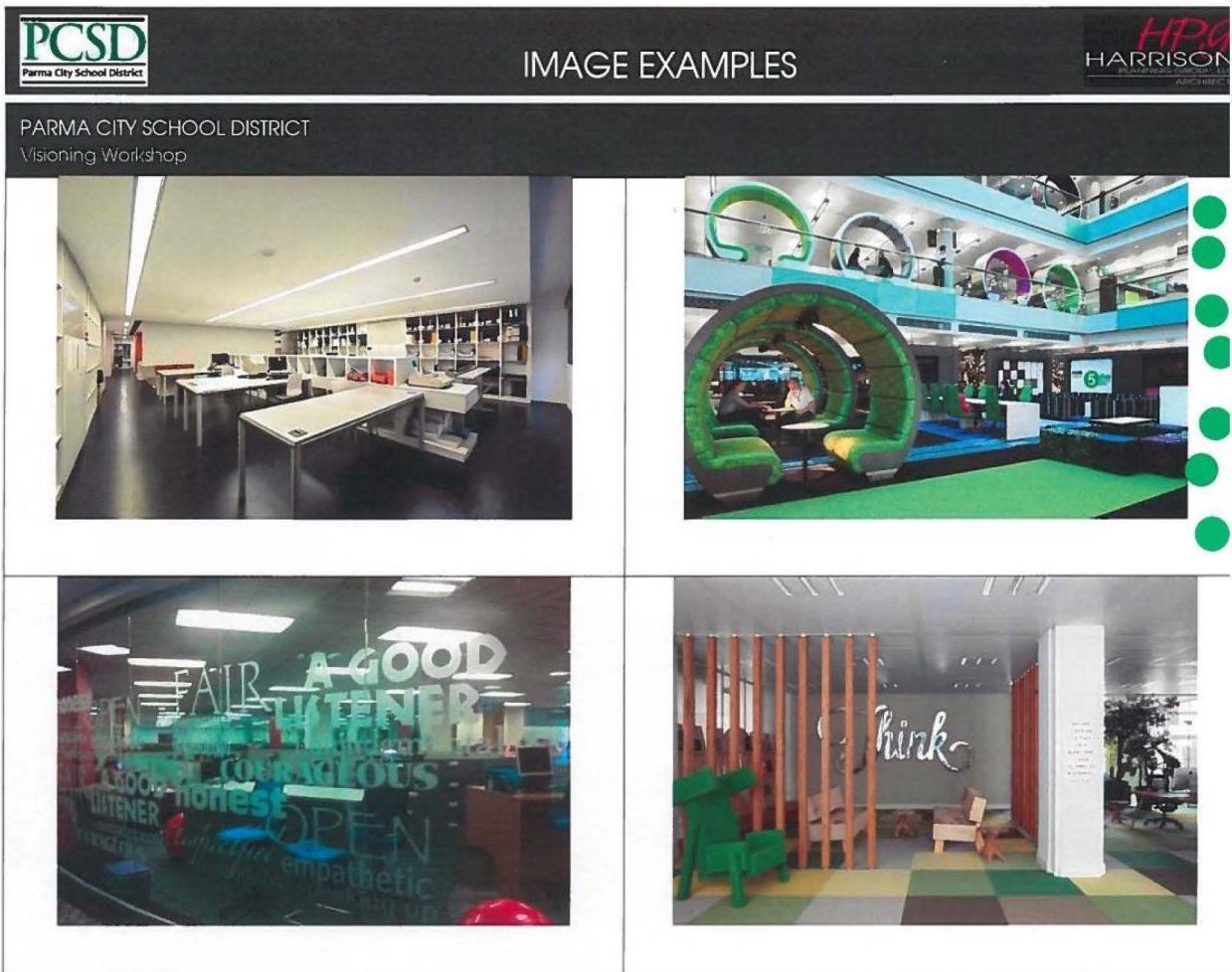




section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)

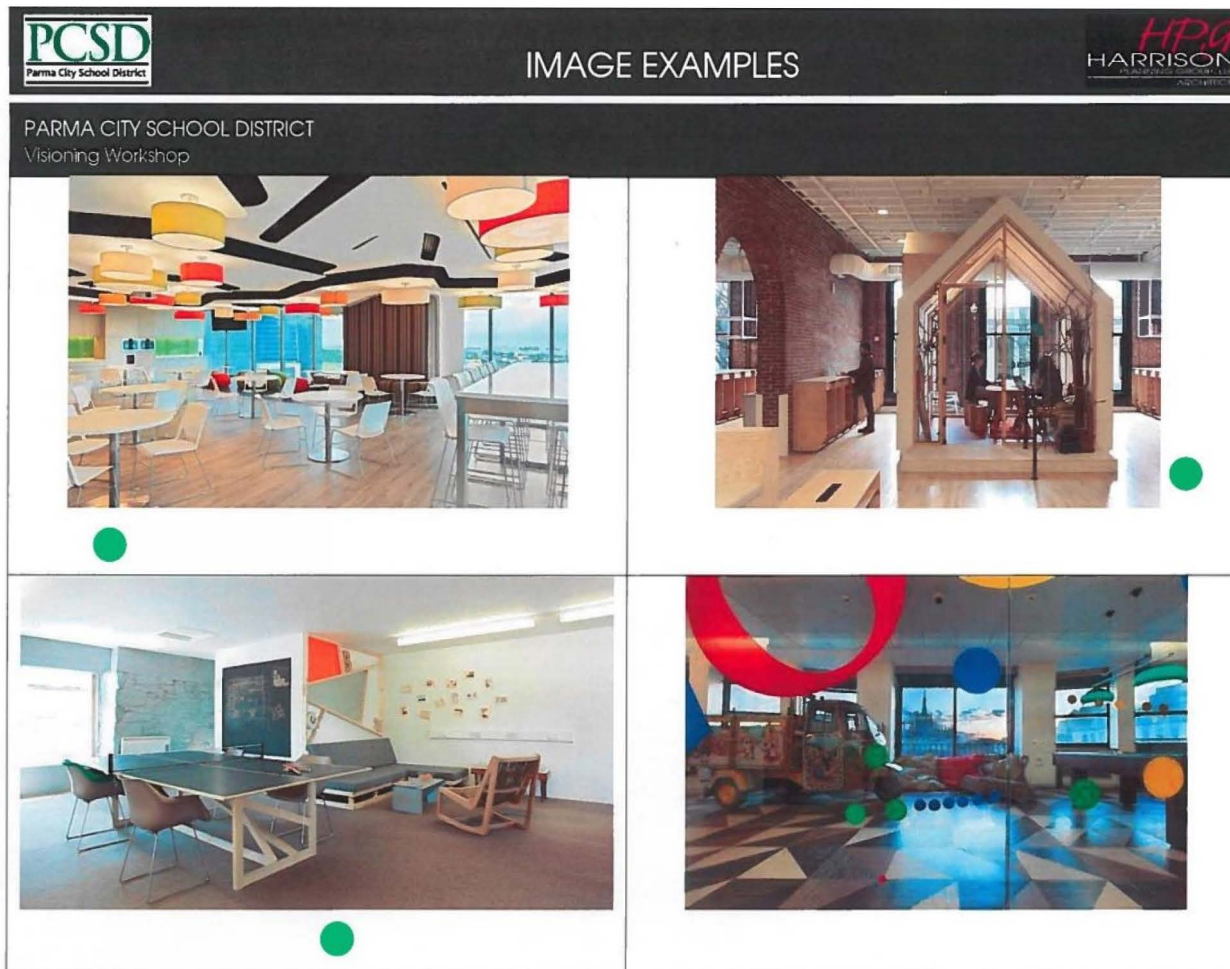


section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)





section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

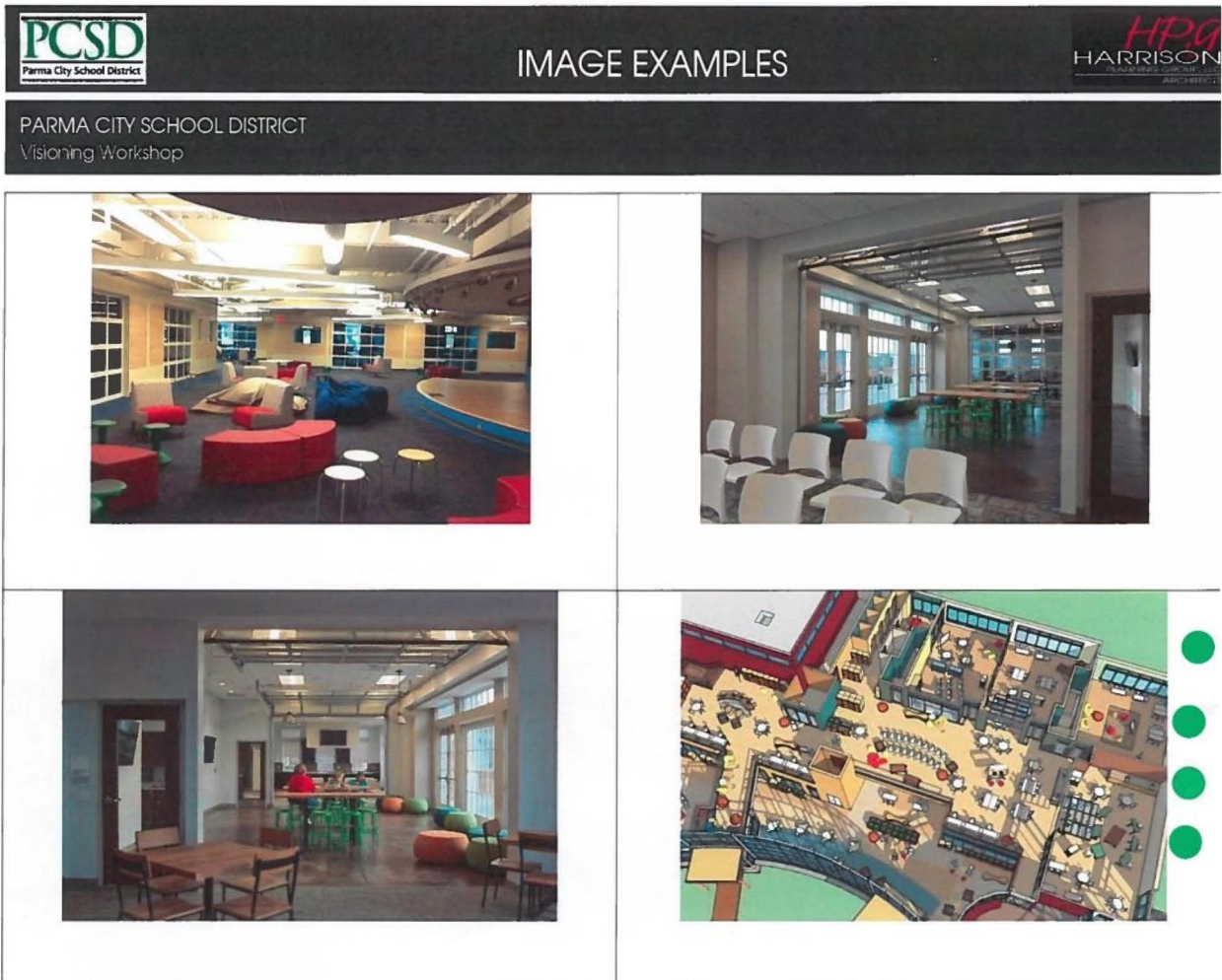


section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)





section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)





## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



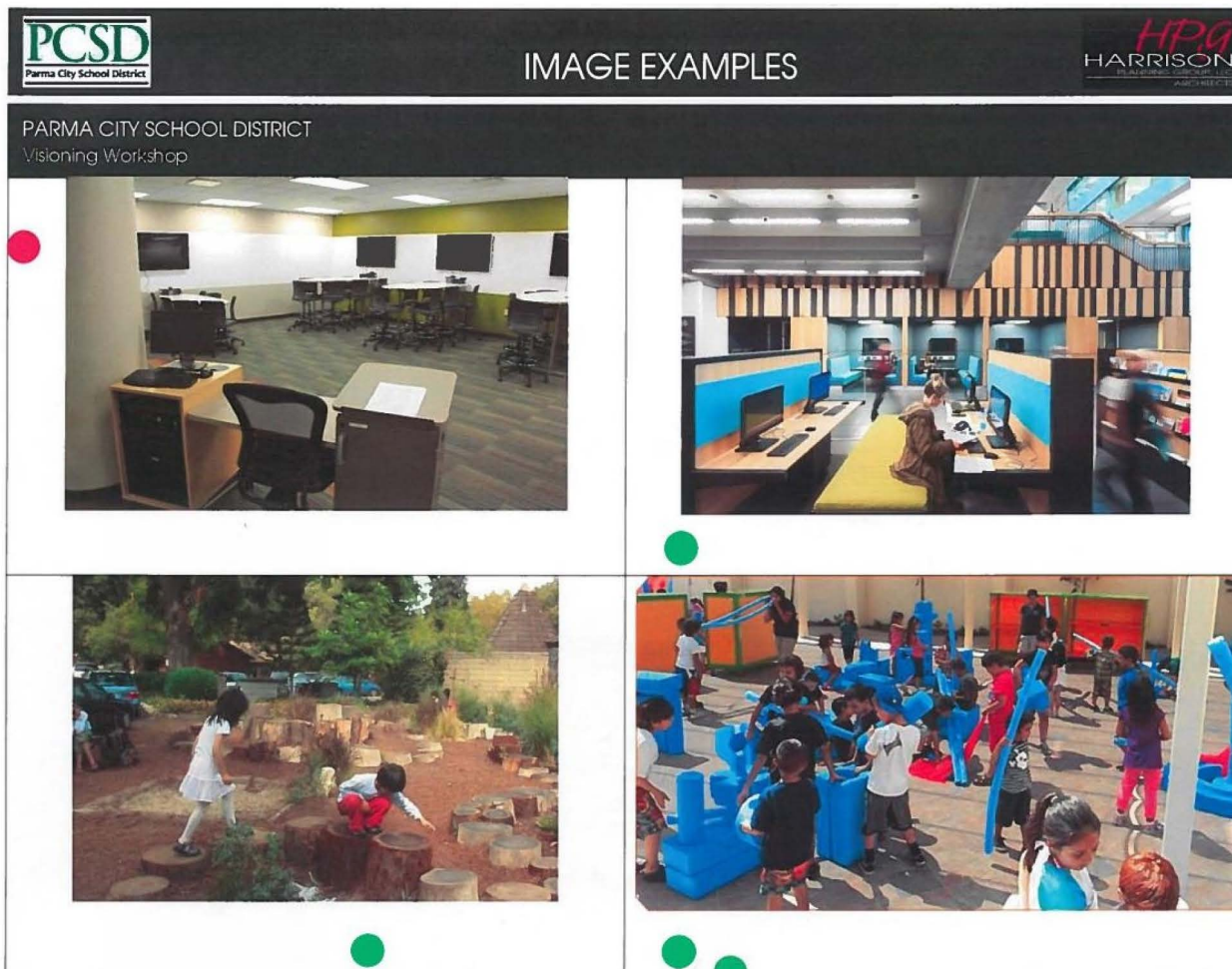


## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)





section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



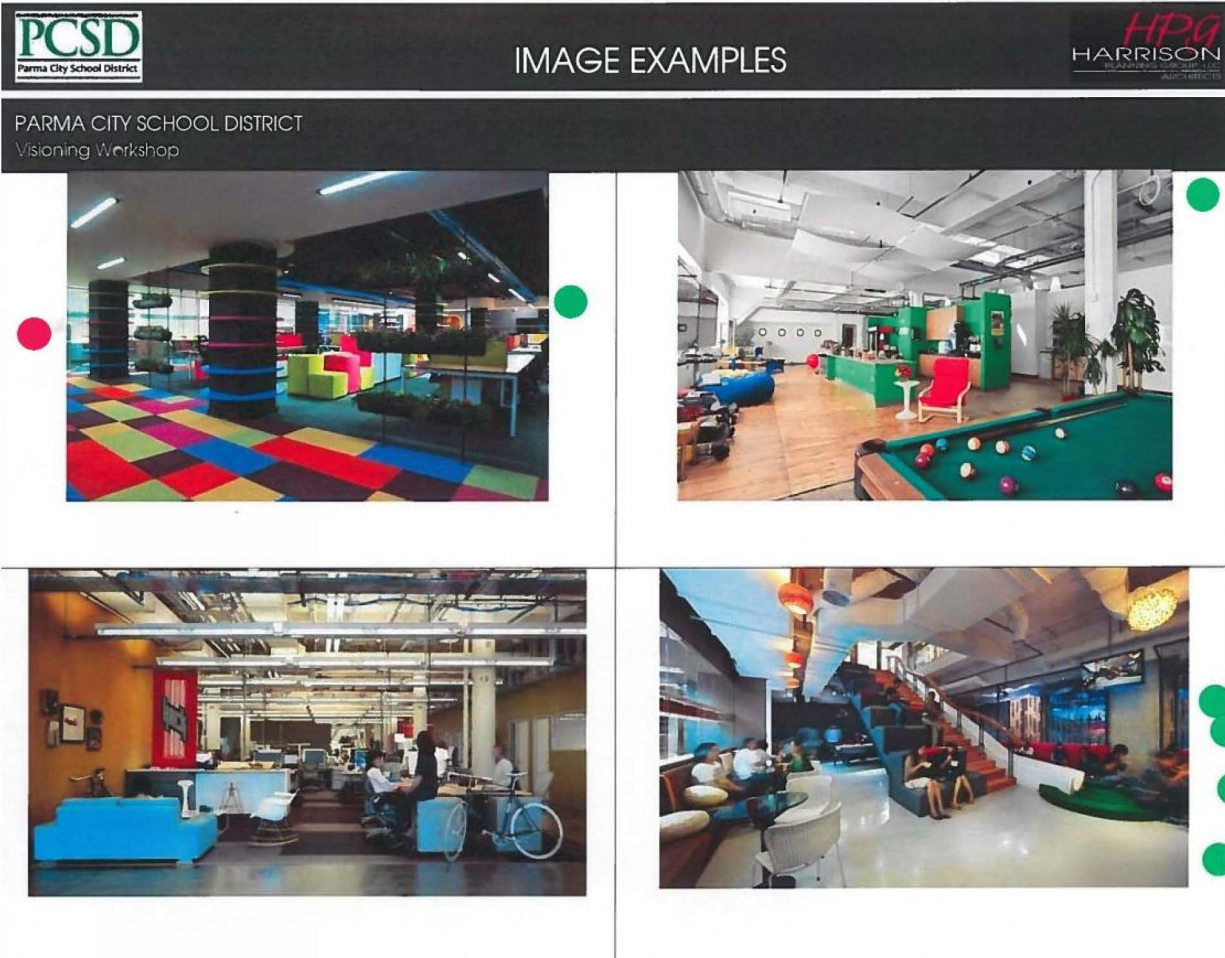


## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)

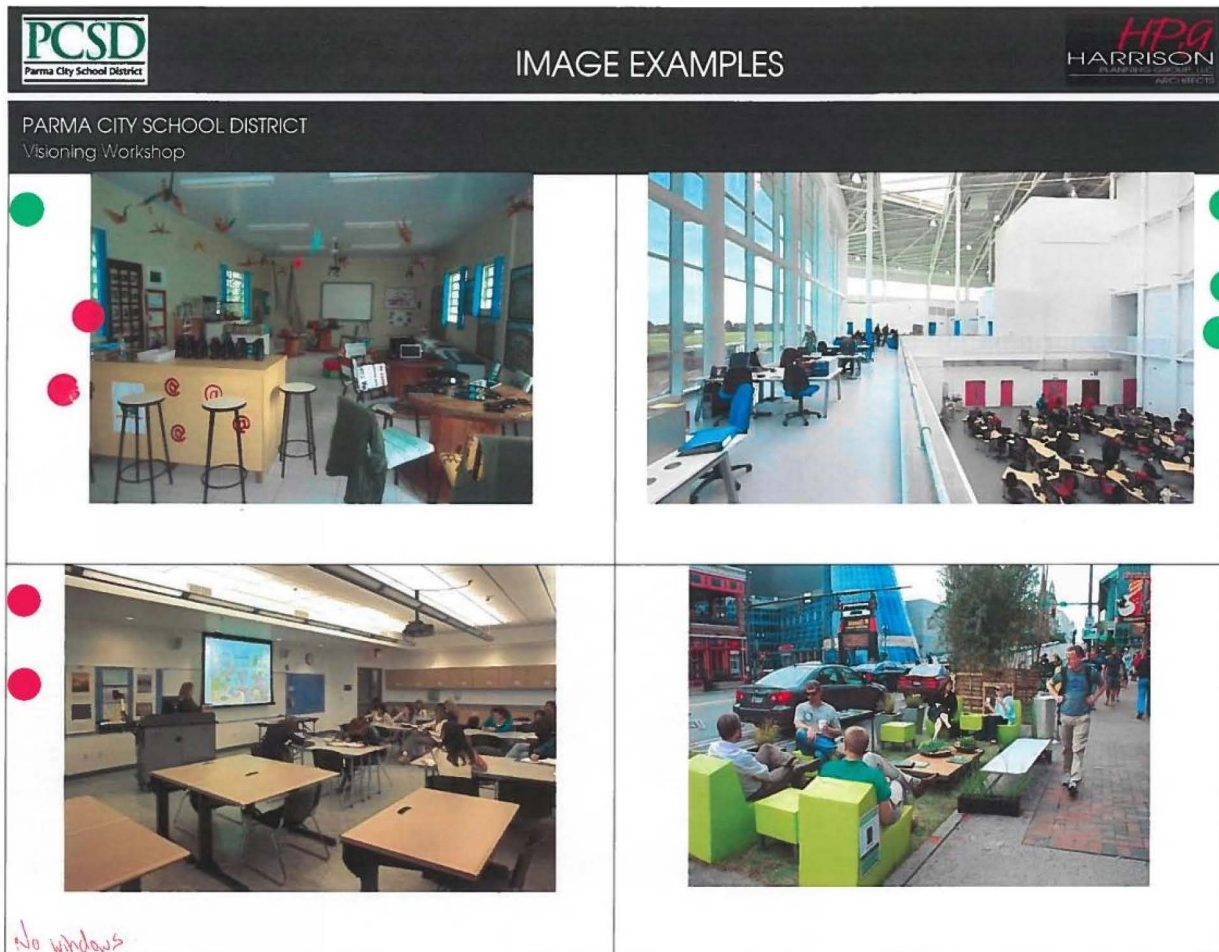




section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)



## section 4.3 NOTES - VISIONING WORKSHOP 3 (APPENDICES)



section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)





section 4.3 NOTES - VISIONING WORKSHOP 3  
(APPENDICES)

