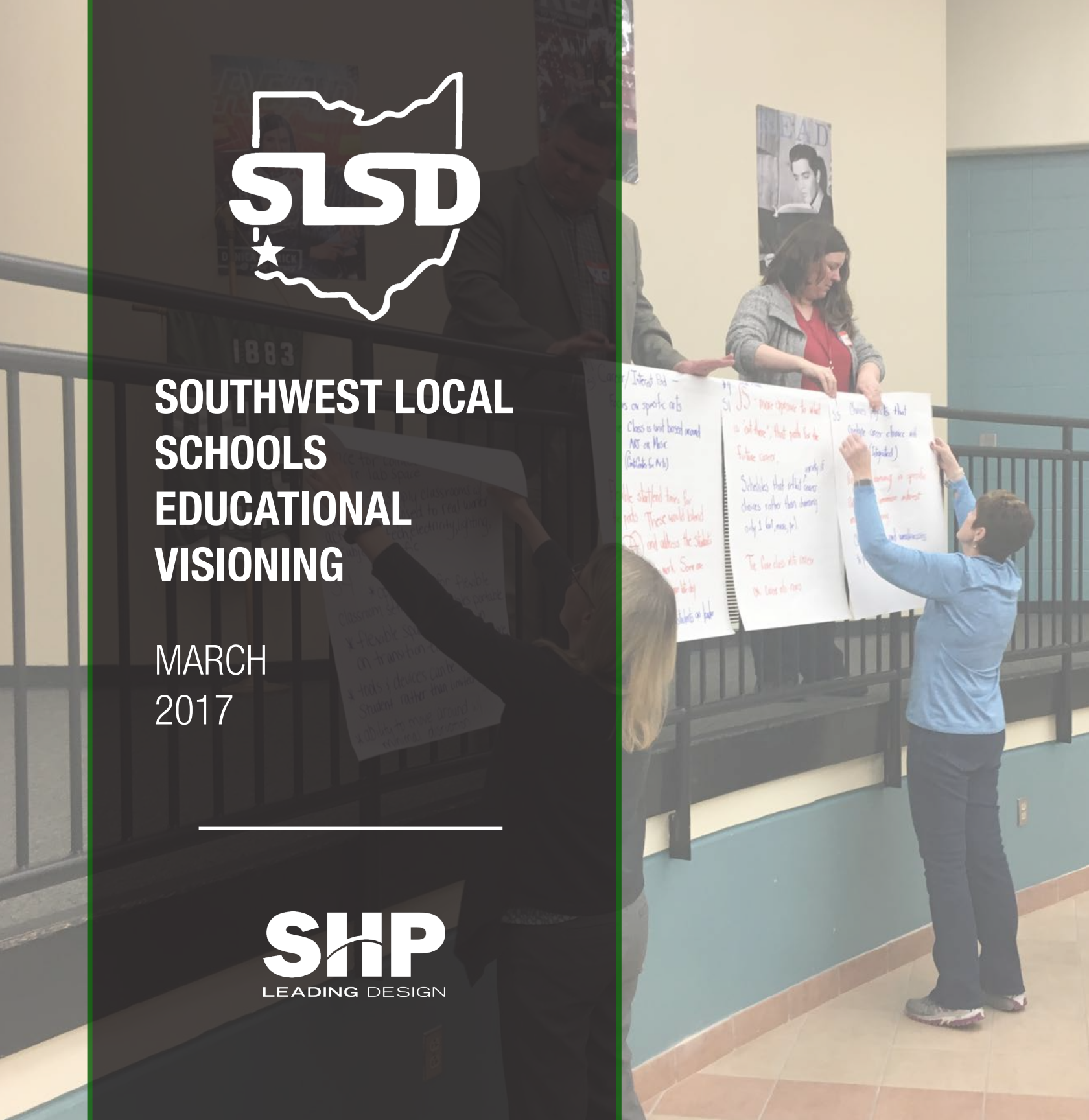


SOUTHWEST LOCAL SCHOOLS EDUCATIONAL VISIONING

MARCH
2017

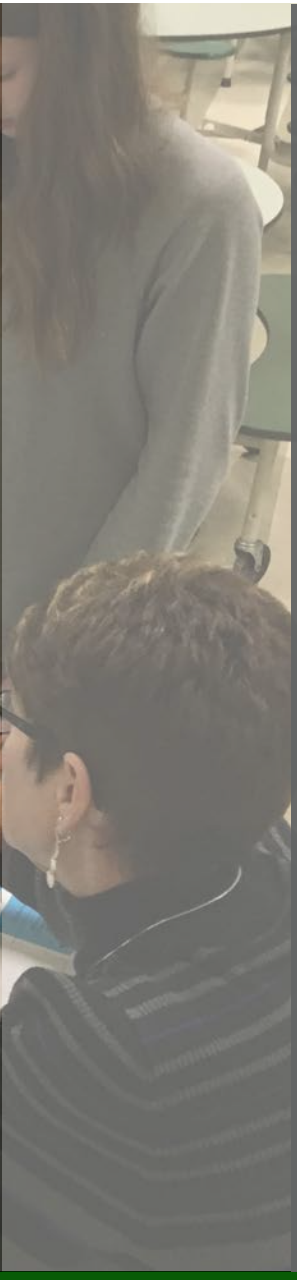
SHP
LEADING DESIGN

Participants

Davis Baker
Kelli Bill
Andrew Bontrager
Mike Brossart
Susan Charls
Alex Counch
Brian Egan
Lesley Fette
Dominic Florino
Lilah Fox
Lauren Green
Nickole Hampton
Julia Harmon
Heather Hoerst
Kryslyn Hofmann
Pam Hopkins
Terrin Jackson
Kaila Jacobs
Megan Jenkins
Jamie Johnson
Deb Jones
Tara Keller
Dave Kelly
Rob Kief
Jen Kiefer
Pam Kravetz
Laura Meyers
Nichole Miller
Alana Minor
Cassie Montgomery
Kelsi Moore
Kris Niehaus
Brenda Ostrander
Linda Peak
Tom Pope
Quintin Power
Amanda Purdy
Derek Rehage
Jenna Richardson
Kiersten Rogers
Nick Roth
Brian Roush
Dan Rouster
Abby Sherwood
Craig Spite
Kylie Todd
Antonio Torres
Christian Tracy
Tricia Evanson
Tami Walker
Matt Wallace
Sarah Wilson
Kelsey Withrow
Tonia Woods
Andy Zureick

Facilitated by Jeff Parker of SHP

EXECUTIVE SUMMARY



Purpose: To understand the swings occurring in education and determine their impact on the future of Southwest Local Schools.

Primary Shifts:

A web-based survey indicated three areas where the greatest transformation is desired. These areas were identified by the greatest average difference between today's scores and where respondents believe the district should be in 10 years. Those swings are:

1. Instruction and learning will be more tailored to individuals' unique needs and interests.
2. Learning will be focused on applying academic concepts to real world scenarios.
3. Students will have an active role in their learning.
4. Students will have more control over the spaces they work in.

Guiding Values:

Survey respondents were asked to provide their top four guiding values for a successful SLSD learning environment. The Visioning Team was asked to take that feedback and distill it down to 4 to 6 overarching ideas/values that will drive decision making and deliver facilities best suited to the aspirations of SLSD. The top Guiding Values were:

1. The learning environment should consist of fluid and dynamic spaces that encourage large and small collaborations among and between students, staff and community.
2. The learning environment should foster student ownership of learning through tangible, inquiry based, and real-world problem solving.
3. The learning environment should encourage facilitator (teacher) development and collaboration in support of individualized, differentiated and student-centered learning.

EDUCATIONAL VISIONING

Southwest Local Schools has embarked upon a new Facility Master Plan. Traditionally, these plans are informed by enrollment projections, facility assessments and operational realities. However, the SLSD leadership recognized that a complete master plan should also anticipate the emerging educational needs of its students and staff.

To that end, the district facilitated an Educational Visioning engagement process. The explicit purpose of this endeavor was "to understand the shifts occurring in education, and determine their impact on the future of Southwest Schools."

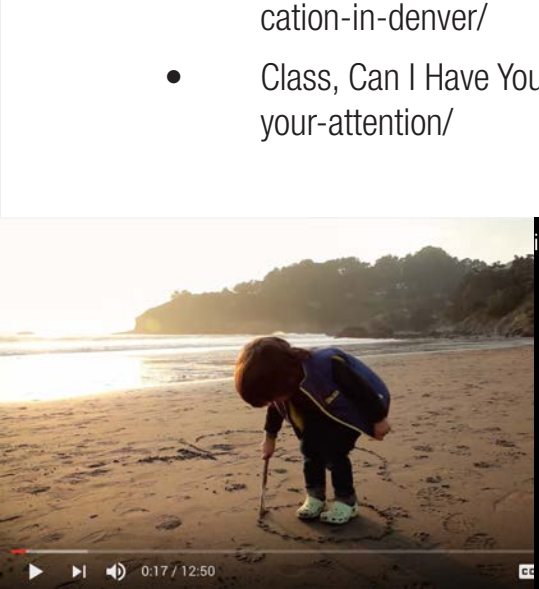
The district assembled a team of community members, teachers and students to envision what learning will look like in the new facilities – how it should be organized to more thoroughly support tomorrow's learning. The team convened for four evening sessions over the course of four weeks. The team was divided into groups of four to five, and each group was assigned an age/grade band to focus on – elementary, middle school or high school. Team members worked through a series of prompts individually, in small groups, and as a collective group.

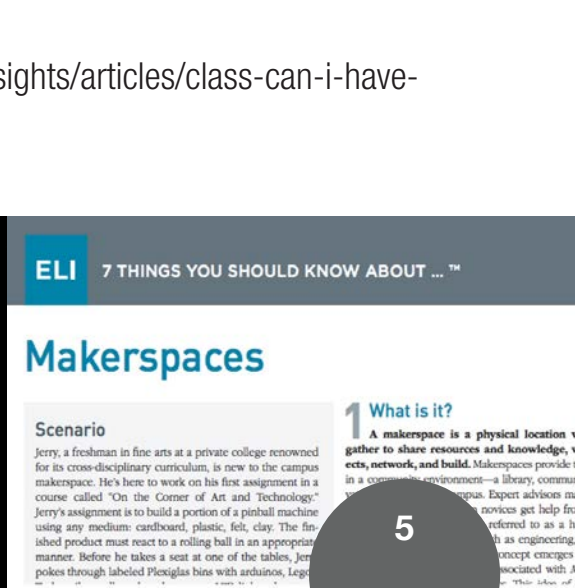
DISCOVERY PHASE

The first step of this process was to acquaint the Educational Visioning team with the learning transformation that is occurring around the world. This discovery phase was accomplished by guiding members through a series of videos and articles by thought leaders in the field.

Discovery Materials:

- Future Learning Documentary https://www.youtube.com/watch?v=qC_T9ePzANg
- Project based Learning at High Tech High https://www.youtube.com/watch?v=6rv_rm JYorE
- Ken Robinson: How to Escape Education's Death Valley: https://www.youtube.com/watch?v=wX78iKhInsc
- The Power of Student-Driven Learning https://www.youtube.com/watch?v=3fMC-z7K0r4
- Did you know, in 2028 https://www.youtube.com/watch?v=QpEFjWbXog0
- Seven Things You Should Know About Maker Spaces https://net.educause.edu/ir/library/pdf/eli7095.pdf
- Innovative Urban Education in Denver http://gettingsmart.com/2016/04/innovative-urban-education-in-denver/
- Class, Can I Have Your Attention? https://www.steelcase.com/insights/articles/class-can-i-have-your-attention/





Primary Shifts

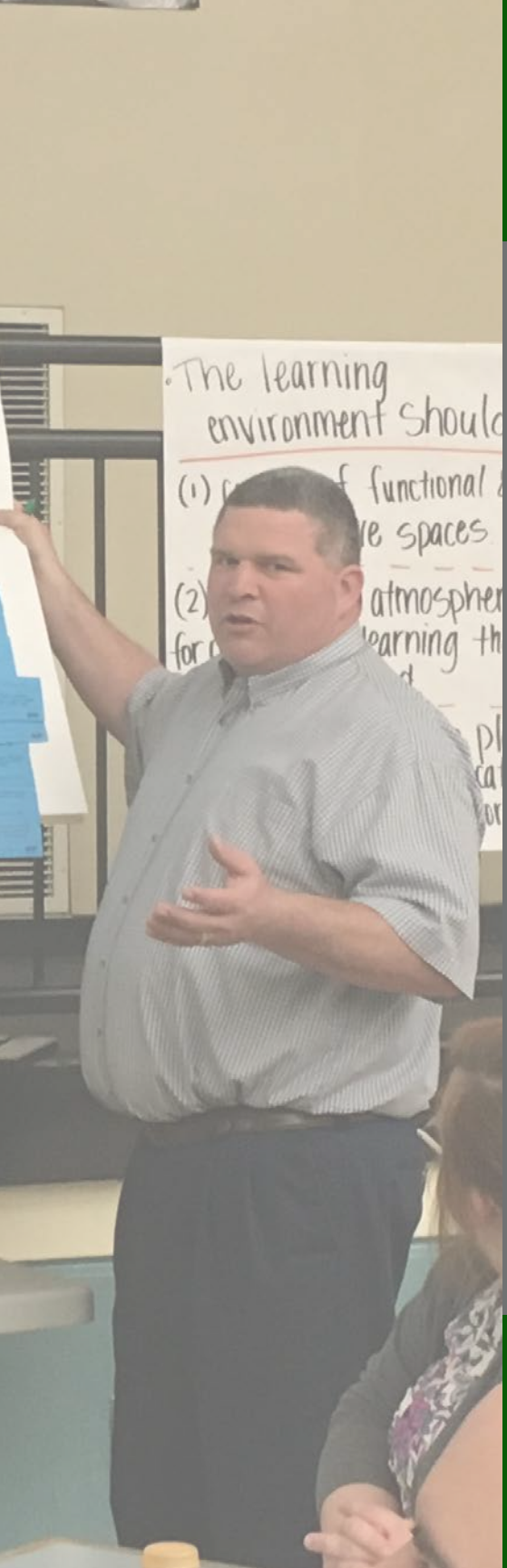
With the use of an online response tool, the team was surveyed to consider learning today in SLSD. The questions focused on how instruction happens across the district and what pedagogic models are in place. Once we had this current benchmark, they were countered with an inquiry around what SLSD learning should look like in the year 2028. Having described the present state of learning and instruction, and the desired future, the team was able to gauge the degree of transformation required to get from "here" to "there."

Additionally, the team identified four specific aspects of learning and instruction that require the greatest transition, or have the greatest disparity between "here" and "there." These aspects are referred to as Primary Shifts. One would expect these shifts to require the greatest support from the built learning environment.

Primary Shifts:

1. Instruction and learning will be more tailored to individuals' unique needs and interests.
2. Learning will be focused on applying academic concepts to real world scenarios.
3. Students will have an active role in their learning.
4. Students will have more control over the spaces they work in.

With the Primary Shifts identified, the team was asked to articulate what each would look like if you walked into a school where these were happening. To facilitate this conversation the team was divided into groups of four to five participants. Each group developed conclusions for the shifts and presented them to the team in writing and verbally. The descriptions below are based upon that work.



1

Primary Shift #1 - Instruction and learning will be tailored to individuals and their unique needs and interests.

Out of a maximum shift potential of 5, this parameter scored 3.2, which represents the greatest desired shift.

What this looks like:

- **Spaces that support varied learning styles**
- **Agile furnishings and knowing how best to use them**
- **Messy space to support creative process**
- **Flexibility in scheduling**
- **Possibly not 50 minute periods**
- **Importance of professional development - critical**
- **Reinforcing the connection of core content to career opportunities**
- **Finding ways for “specials” to support core content**

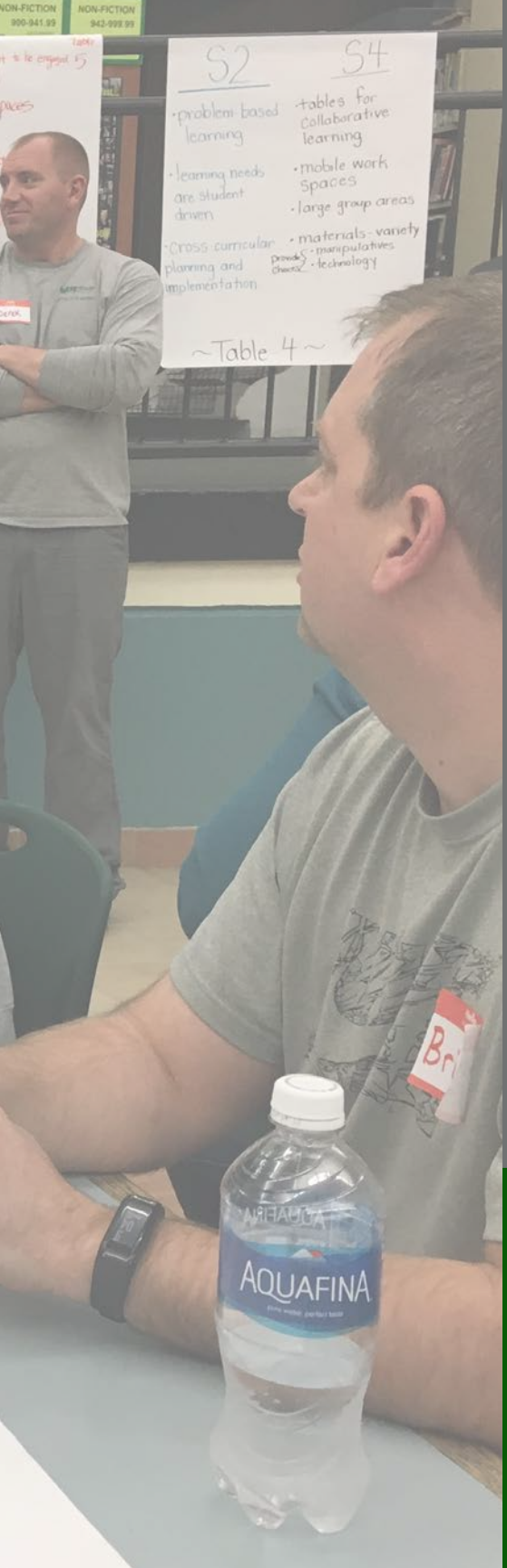
2

Primary Shift #2 - Learning will be focused on applying academic concepts to real world scenarios.

Out of a maximum shift potential of 5, this parameter scored 2.6.

What this looks like:

- **Agile and collaborative work space**
- **Space that supports project fabrication / execution**
- **Furniture options (larger may not always be the answer)**
- **Hands-on opportunities**
- **High & low tech tools and technologies**
- **Community-based projects**
- **Job shadowing**
- **Field trips**
- **Circular learning**



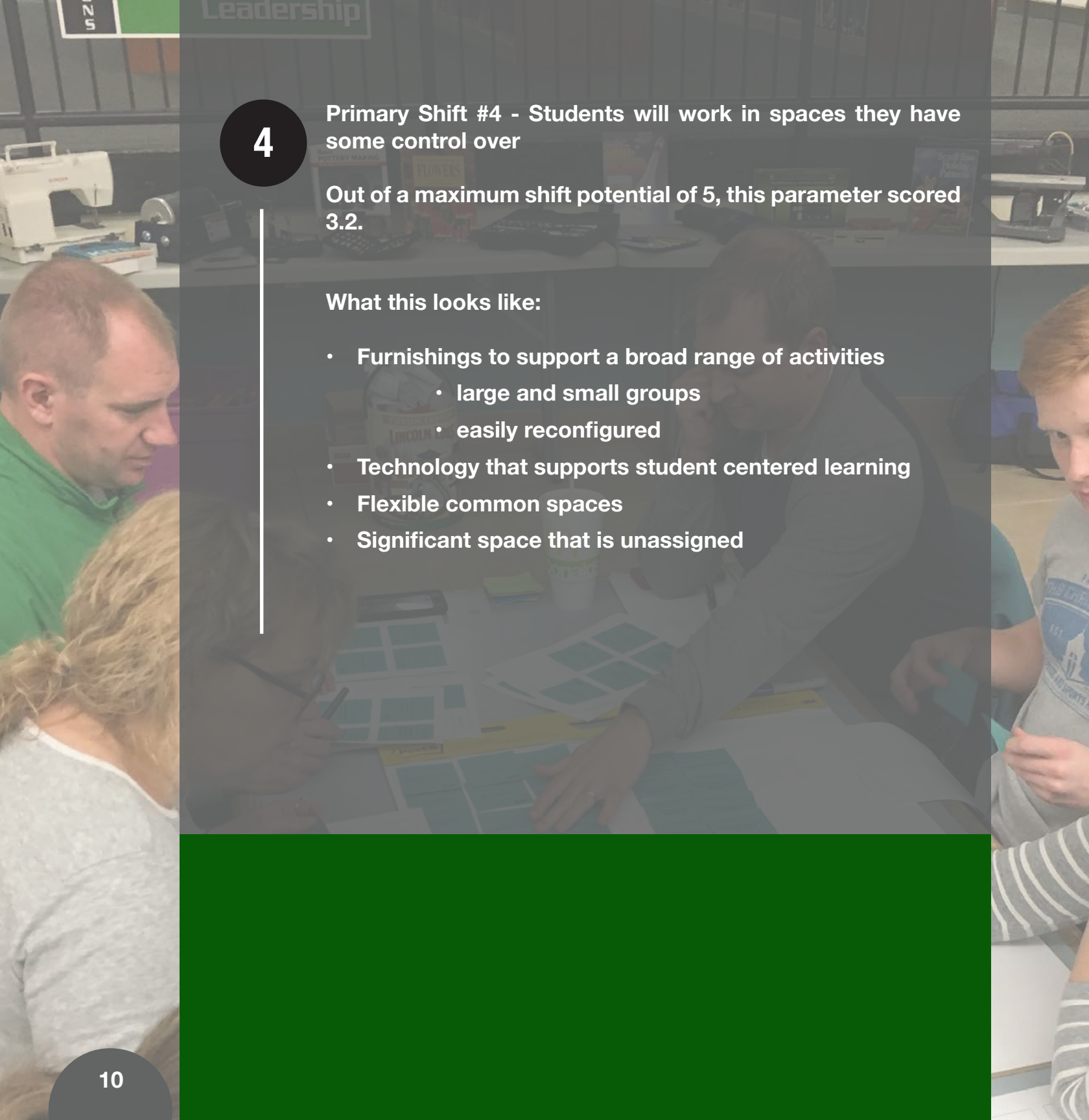
3

Primary Shift #3 - Students will have an active role in their learning.

Out of a maximum shift potential of 5, this idea scored 2.6.

What this looks like:

- **Choices that will align student interests with core content**
- **Pods or teams based upon “pipelines”**
- **Student awareness of strengths and weaknesses and how to build on them both**
- **Common space for students to work on same core content while doing unique interest based projects**
- **Equipping teachers to facilitate – PD**



4

Primary Shift #4 - Students will work in spaces they have some control over

Out of a maximum shift potential of 5, this parameter scored 3.2.

What this looks like:

- **Furnishings to support a broad range of activities**
  - **large and small groups**
  - **easily reconfigured**
- **Technology that supports student centered learning**
- **Flexible common spaces**
- **Significant space that is unassigned**

Guiding Values

The team members were also asked to identify their top Guiding Values for a successful learning environment. Although safety, security and access to digital content are critical, we asked the team not to focus on these criteria as they should be givens in any modern learning facility.

A guiding value is an ideal that is used to determine direction at decision points in the development process. With a combined list of nearly 100 values, the groups were tasked with distilling these down to just a few corporate Guiding Values. Again, each group developed consensus for the values and reported them to the entire team. And finally, those group values were compiled into the following three overarching guiding values:

Guiding Values:

1. The learning environment should consist of fluid and dynamic spaces that encourage large and small collaborations among and between students, staff and community.
2. The learning environment should foster student ownership of learning through tangible, inquiry based, and real-world problem solving.
3. The learning environment should encourage facilitator (teacher) development and collaboration in support of individualized, differentiated and student-centered learning.

INTERIOR PRECEDENTS

The Visioning Team was shown a series of photographs of interior educational and business spaces. Participants were asked to identify the spaces that best reflect the Primary Shifts and Guiding Values.

The two most popular images are shown below. They illustrate spaces that serve as an agile collaborative setting, an intimate presentation environment, and a maker space.

The next two images continued with the theme of collaboration. One featured a flipped classroom with furniture that could be quickly reorganized to serve a wide range of modalities – direct instruction, peer to peer learning, and collaborative learning.

The other illustrated a more flexible collaborative zone that would be more controlled by students, with a direct connection to the outdoors.

The third group of preferred images represented a broader spectrum of spaces. One was of a school media center that was more focused on student collaboration than texts.

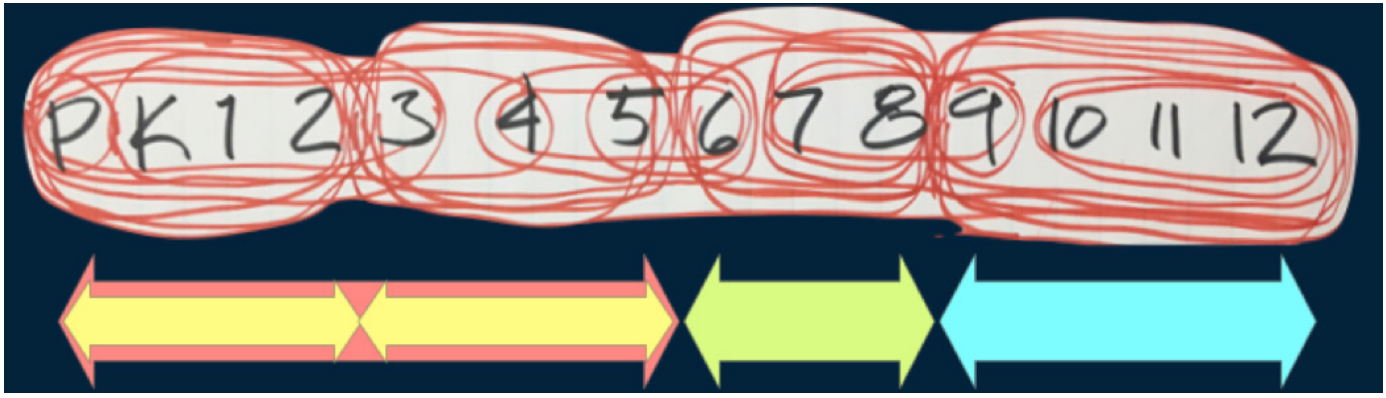
The next was a corporate environment that featured a range of collaborative spaces with a high degree of transparency.

And finally a school commons space that doubles as both a casual collaborative zone and an intimate presentation venue.

AGE/GRADE LEVEL GROUPING

With the entire student body under consideration, much emphasis was given to as how grades PK-12 would be organized and arranged. Each group was asked to define what they felt would be the optimal age grouping scenario. Groups then reported their conclusions and the collective result compiled.

There was general consensus that Pre-K through second grades should be group, as well as third through fifth. There was also a consistent pairing of seventh and eighth grades; with some debate as to whether sixth and/or ninth grades should be included with them. There was also some debate over including ninth grade with the remainder of the high school grades.



STOP SIGNS

Each group was asked to identify potential obstacles or pitfalls that would prevent the successful execution of the vision. We referred to these challenges as "Stop Signs". As with driving a car, a stop sign does not mean, "turn around and go home". Rather, it creates a caution point for the driver to pause and discern when and how to best proceed. Likewise, that is the intent of these Stop Signs. It is not the role of this group to determine how to navigate through each of these issues. However, this is an effort to bring potential obstacles to the administration's attention.

Professional Development

- Despite teachers' willingness or reluctance to teach in a more student-centered manner, doing so will require a significant commitment to teaching the teachers. The cost of appropriate professional development should be anticipated and planned for. Implicit in this is the need to create a culture that affords educators some room to try new things and perhaps even fail once in a while.

Expense of Change

- SLSD must make different decisions at all levels to facilitate this transformation. We cannot continue with doing things the way we did them last year, and expect a cultural change.

Buy-In / Overcoming Inertia

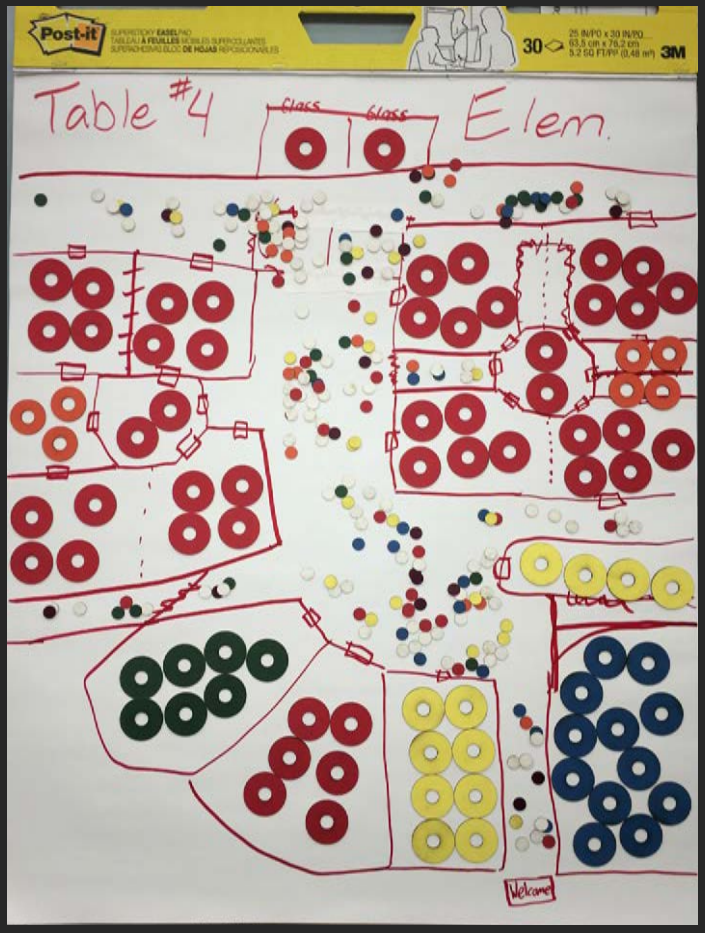
- Broad stakeholder buy-in is critical to success. The community needs to be educated as to why these changes are beneficial to their students and community. This effort cannot be perceived as simply "change for the sake of change."

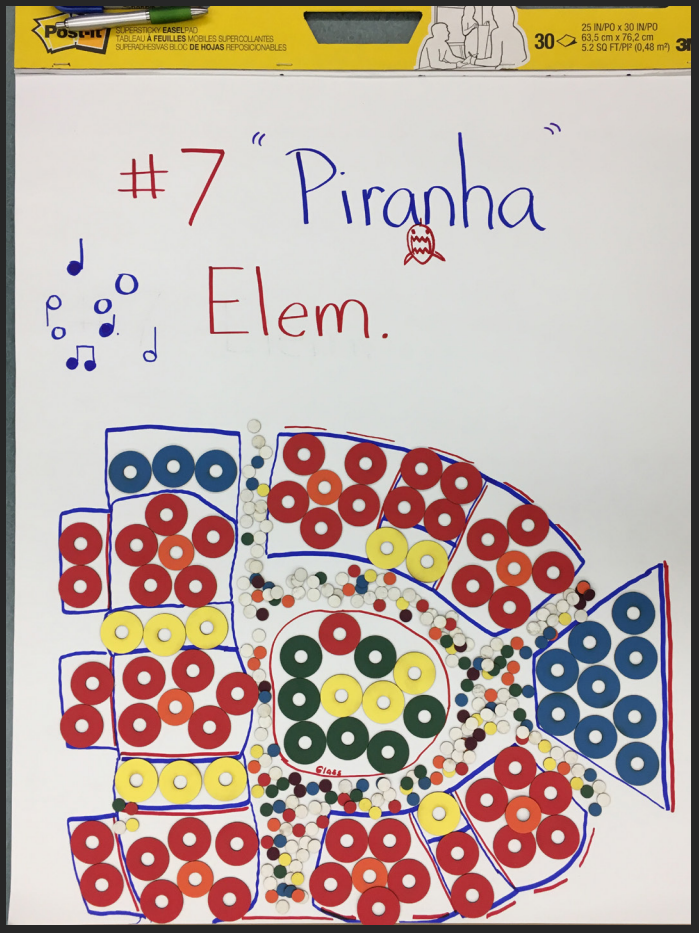
CONCEPTUAL SPACE DIAGRAM

Finally, each of the groups were asked to develop a Conceptual Space Diagram that would support the shifts and values articulated thus far. In an effort to simplify the task, groups were directed to focus on a small learning community. This number roughly equates to a complete grade level population, but would not preclude a multi-age solution. Core spaces such as administrative and gymnasium space were considered as "givens" and therefore not included.

ELEMENTARY DIAGRAM

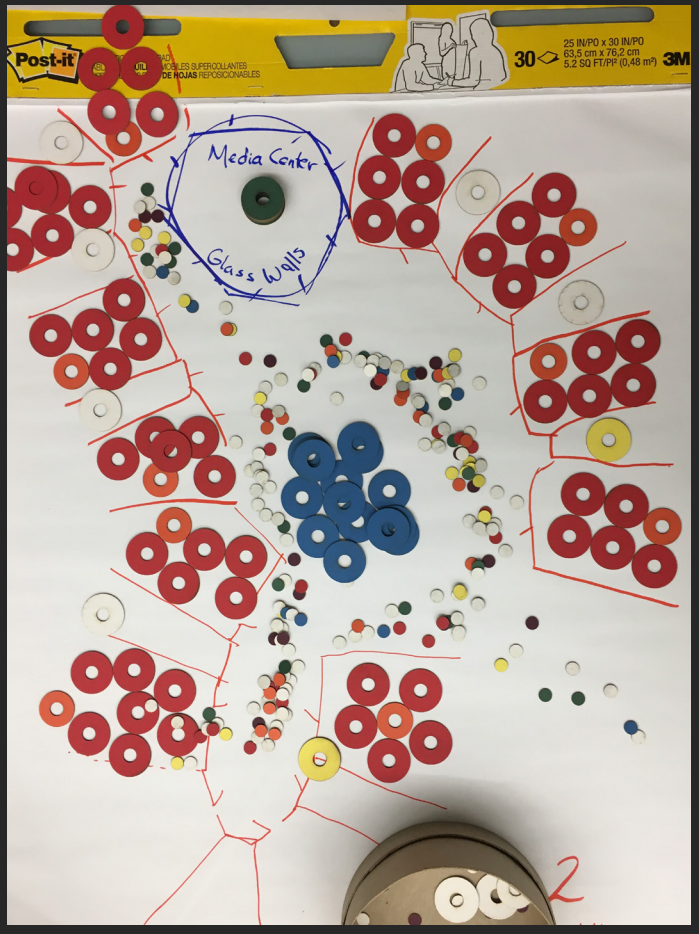
Each elementary solution featured traditional classroom units clustered around a shared collaborative commons. This commons was composed of media (or library) and hands-on spaces. One team also created a learning community dining area to augment the shared/ collaborative spaces. One plan included small group rooms adjacent to the classrooms, appropriate for collaboration or individual instruction.





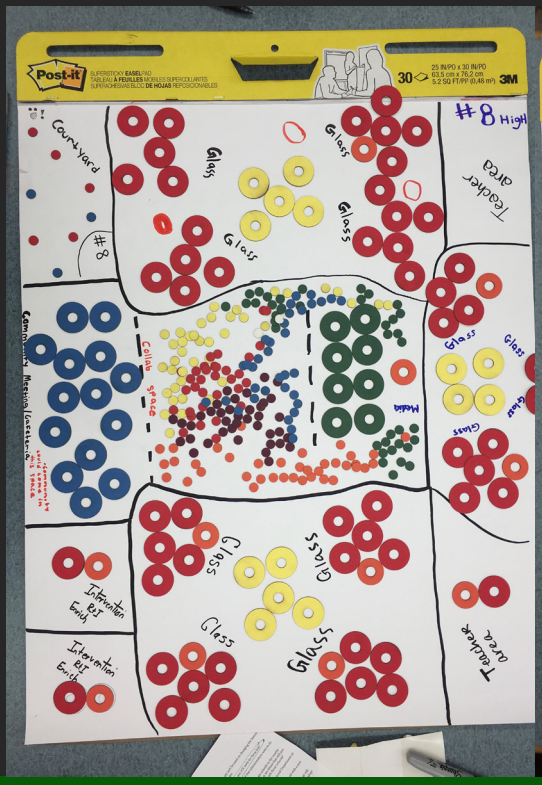
MIDDLE SCHOOL DIAGRAM

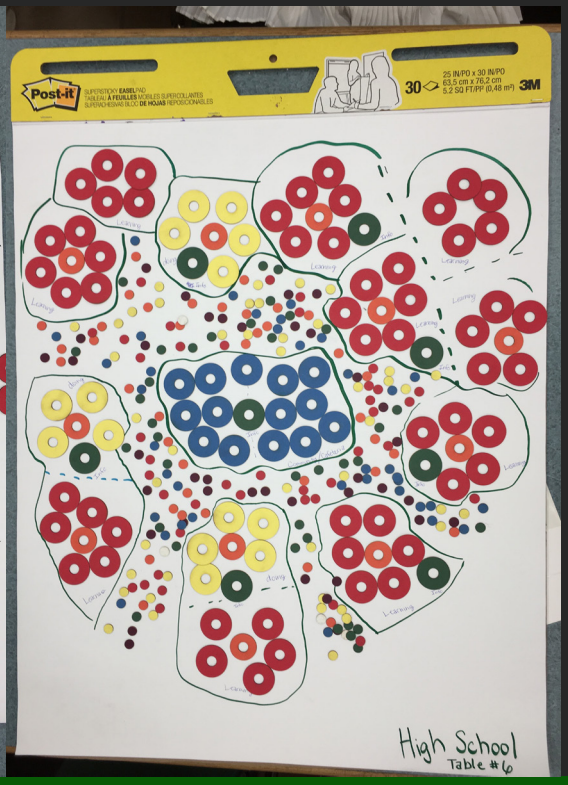
The middle school schemes illustrated a bit more alignment. They featured teacher specific classrooms with shared small group rooms as well as a media center space to serve the community. However, one team created a large, grade-level commons by creating a multi-use dining space at the heart of the arrangement.

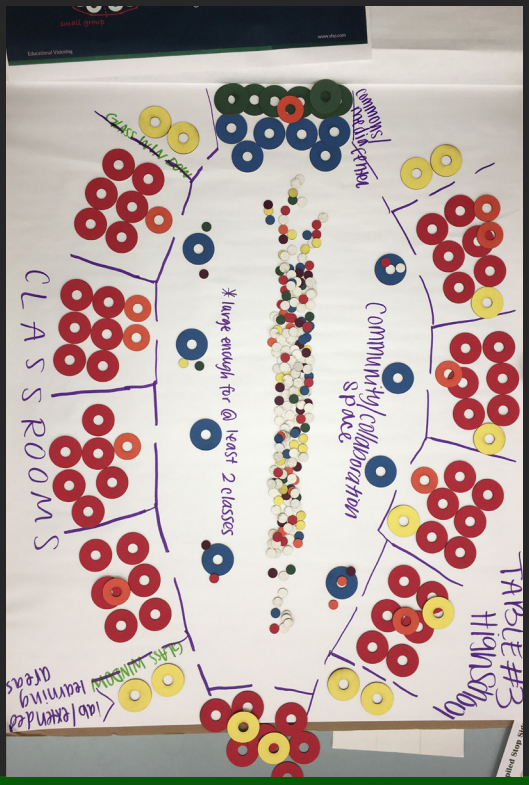


HIGH SCHOOL DIAGRAM

The high school solutions also demonstrated varying degrees of alignment. They featured teacher specific classroom spaces organized around a collaborative commons area. One scheme illustrated traditional, internally focused classrooms. While another joined classrooms together with varying degrees of visual connection. The last scheme, similar to one of the elementary options, proposed two suites of four classrooms. Each connected to the others with glass partitions and surrounding a hands-on environment or makerspace. Again, each scheme was centered around a large collaborative zone. One group anchored the media center in the commons area. While another used student dining space to create the commons. This implies the prospect of distributing dining space in the midst of learning spaces, unlike a traditional cafeteria that is set apart and primarily used for dining.





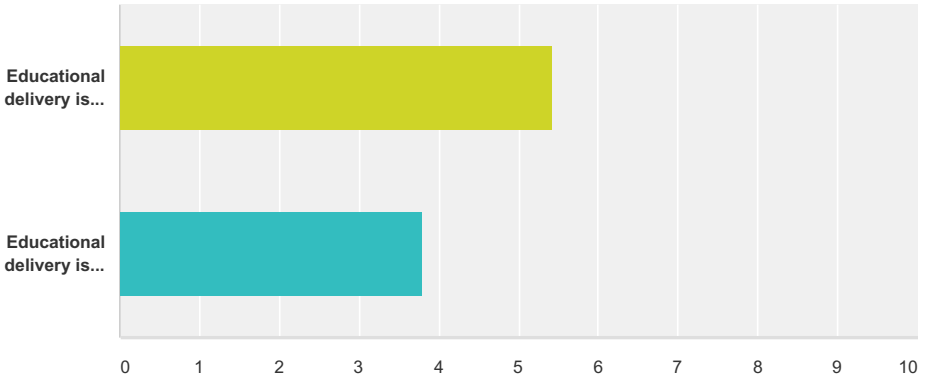


SURVEY RESULTS & GROUP IDEA BOARDS

SURVEY RESULTS

Q1 How is educational delivery currently focused?

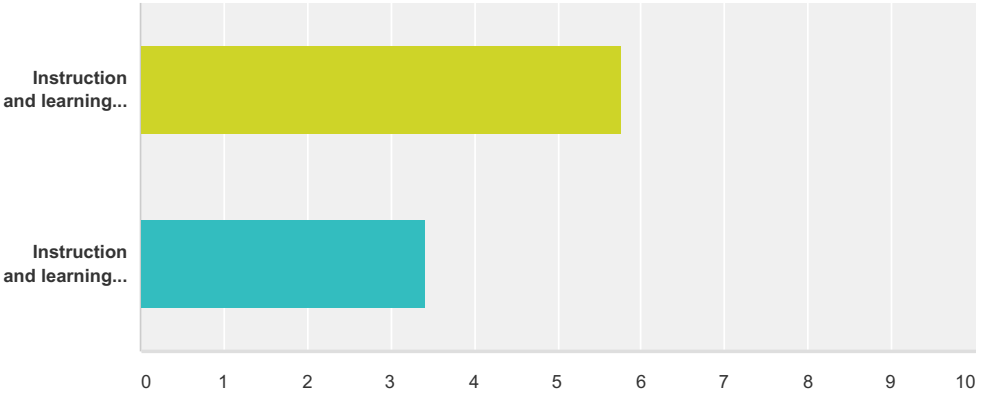
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Educational delivery is organized around teachers and instruction.	**0.00%** 0	**6.45%** 2	**3.23%** 1	**6.45%** 2	**22.58%** 7	**48.39%** 15	**12.90%** 4	31	5.42
Educational delivery is organized around students and learning.	**3.23%** 1	**16.13%** 5	**29.03%** 9	**12.90%** 4	**25.81%** 8	**12.90%** 4	**0.00%** 0	31	3.81

Q2 How is instruction and learning focused?

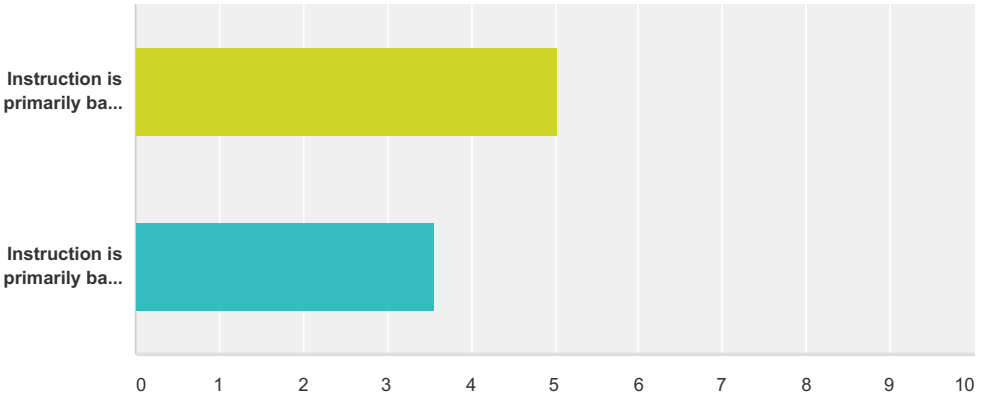
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Instruction and learning is standardized and focused on broad groups of students.	**0.00%** 0	**0.00%** 0	**6.45%** 2	**6.45%** 2	**19.35%** 6	**38.71%** 12	**29.03%** 9	31	5.77
Instruction and learning is tailored to individuals and their unique needs and interests.	**16.13%** 5	**12.90%** 4	**32.26%** 10	**6.45%** 2	**19.35%** 6	**9.68%** 3	**3.23%** 1	31	3.42

Q3 What is instruction based on?

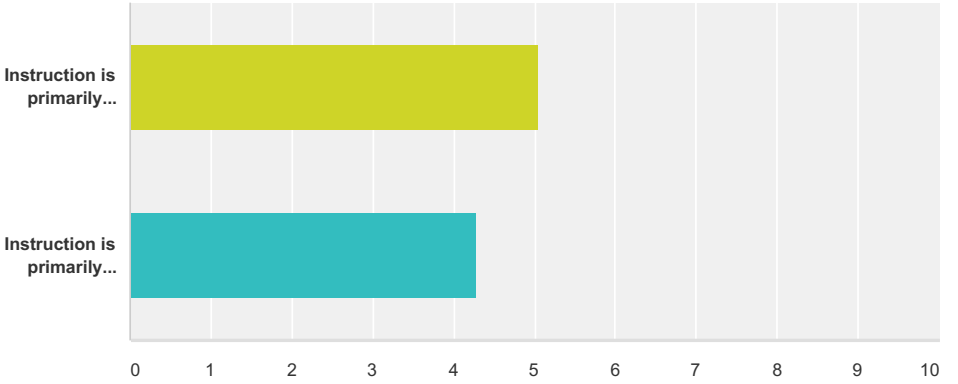
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Instruction is primarily based upon teachers and texts.	**0.00%** 0	**0.00%** 0	**3.23%** 1	**25.81%** 8	**41.94%** 13	**22.58%** 7	**6.45%** 2	31	5.03
Instruction is primarily based on digital/web-based resources.	**6.45%** 2	**25.81%** 8	**19.35%** 6	**16.13%** 5	**19.35%** 6	**9.68%** 3	**3.23%** 1	31	3.58

Q4 What is instruction primarily focused on?

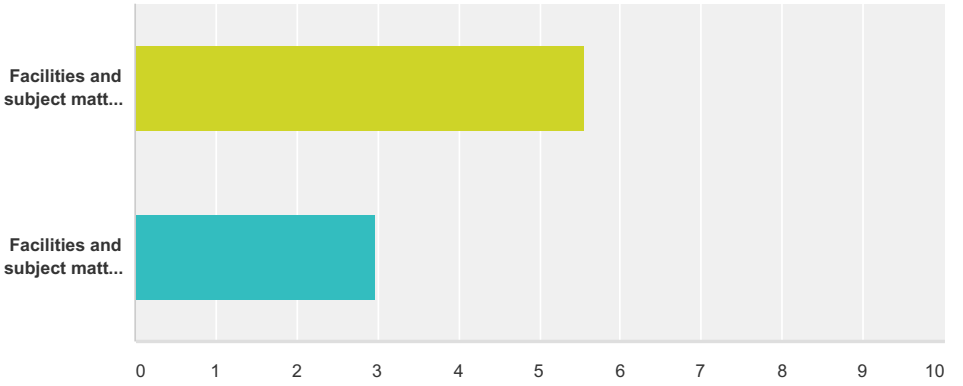
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Instruction is primarily focused on memorizing facts and skills.	**0.00%** 0	**6.45%** 2	**9.68%** 3	**9.68%** 3	**32.26%** 10	**29.03%** 9	**12.90%** 4	31	5.06
Instruction is primarily focused on competency of facts and skills; knowing how and when to use them to solve real problems.	**6.45%** 2	**6.45%** 2	**19.35%** 6	**9.68%** 3	**35.48%** 11	**22.58%** 7	**0.00%** 0	31	4.29

Q5 How are facilities and subject matter organized?

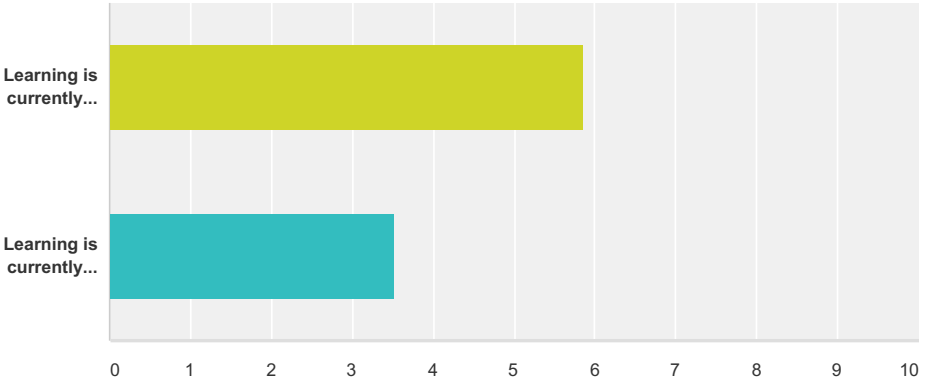
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Facilities and subject matter are organized by departments.	**3.23%** 1	**0.00%** 0	**0.00%** 0	**22.58%** 7	**16.13%** 5	**25.81%** 8	**32.26%** 10	31	5.55
Facilities and subject matter are organized by interdisciplinary groups.	**19.35%** 6	**22.58%** 7	**16.13%** 5	**29.03%** 9	**9.68%** 3	**3.23%** 1	**0.00%** 0	31	2.97

Q6 Learning is currently focused on:

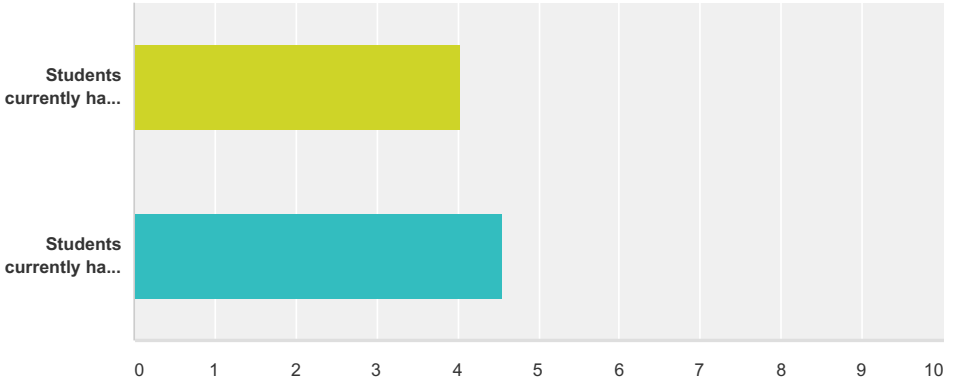
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Learning is currently focused on academic concepts.	**0.00%** 0	**0.00%** 0	**3.23%** 1	**0.00%** 0	**29.03%** 9	**41.94%** 13	**25.81%** 8	31	5.87
Learning is currently focused on applying academic concepts to real world scenarios.	**9.68%** 3	**19.35%** 6	**29.03%** 9	**9.68%** 3	**22.58%** 7	**3.23%** 1	**6.45%** 2	31	3.52

Q7 Students currently have an active or passive role in their learning:

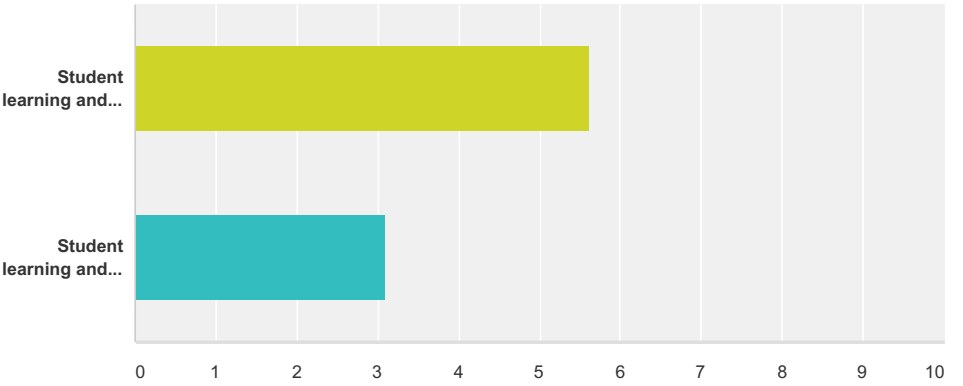
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Students currently have an active role in their learning.	**6.45%** 2	**6.45%** 2	**38.71%** 12	**12.90%** 4	**9.68%** 3	**12.90%** 4	**12.90%** 4	31	4.03
Students currently have a passive role in their learning.	**3.23%** 1	**6.45%** 2	**12.90%** 4	**19.35%** 6	**32.26%** 10	**19.35%** 6	**6.45%** 2	31	4.55

Q8 Student learning and time management is directed by:

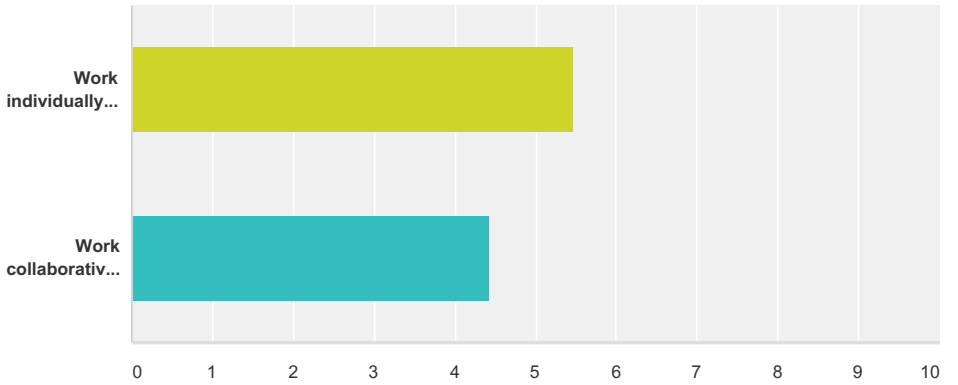
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Student learning and time management is currently teacher-directed.	**0.00%** 0	**0.00%** 0	**9.68%** 3	**6.45%** 2	**16.13%** 5	**48.39%** 15	**19.35%** 6	31	5.61
Student learning and time management is currently student-directed.	**16.13%** 5	**22.58%** 7	**22.58%** 7	**12.90%** 4	**25.81%** 8	**0.00%** 0	**0.00%** 0	31	3.10

Q9 Students are expected to:

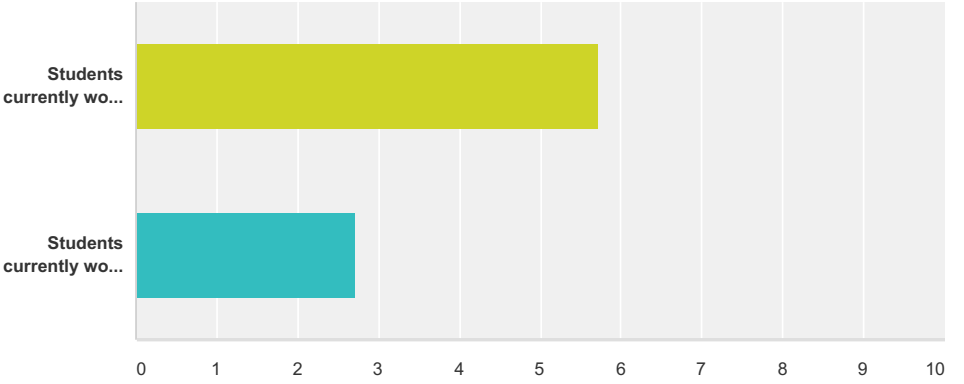
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Work individually to solve problems and demonstrate competency.	**0.00%** 0	**0.00%** 0	**0.00%** 0	**6.45%** 2	**48.39%** 15	**35.48%** 11	**9.68%** 3	31	5.48
Work collaboratively to solve problems and demonstrate competency.	**6.45%** 2	**9.68%** 3	**6.45%** 2	**12.90%** 4	**48.39%** 15	**9.68%** 3	**6.45%** 2	31	4.42

Q10 Regarding students' current work spaces...

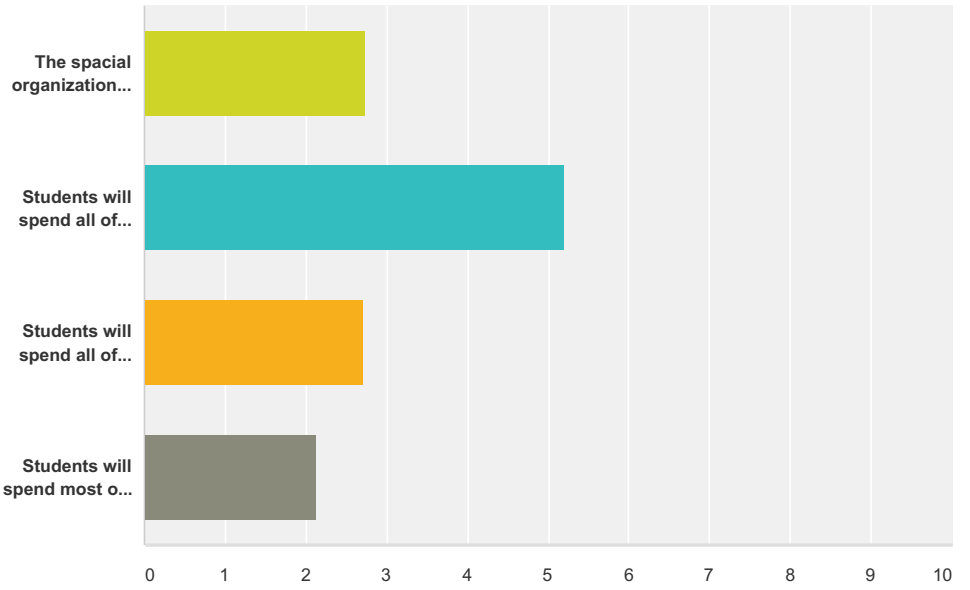
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Students currently work in spaces owned by teachers, under the teacher's domain.	**0.00%** 0	**3.23%** 1	**3.23%** 1	**9.68%** 3	**16.13%** 5	**38.71%** 12	**29.03%** 9	31	5.71
Students currently work in spaces they have some control over.	**22.58%** 7	**25.81%** 8	**29.03%** 9	**9.68%** 3	**6.45%** 2	**6.45%** 2	**0.00%** 0	31	2.71

Q11 Related to the building itself...

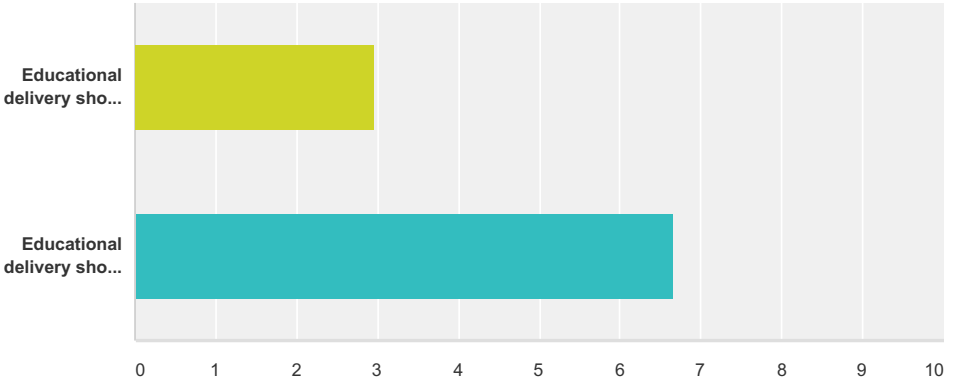
Answered: 31 Skipped: 0



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
The spacial organization of the school building contributes to long-term flexibility and accommodates changes in programs and methods of instruction.	**35.48%** 11	**16.13%** 5	**25.81%** 8	**0.00%** 0	**9.68%** 3	**9.68%** 3	**3.23%** 1	31	2.74
Students will spend all of their time learning in a group of 25 to 50 peers.	**3.23%** 1	**6.45%** 2	**6.45%** 2	**3.23%** 1	**29.03%** 9	**35.48%** 11	**16.13%** 5	31	5.19
Students will spend all of their time learning in a small group of 4 to 12 peers.	**9.68%** 3	**54.84%** 17	**19.35%** 6	**3.23%** 1	**3.23%** 1	**3.23%** 1	**6.45%** 2	31	2.71
Students will spend most of their time learning from digital content off campus, coming to school only to collaborate with peers and use facilities that are only available at the school such as Science Labs, Art Studios and Maker Spaces.	**40.00%** 12	**30.00%** 9	**13.33%** 4	**13.33%** 4	**0.00%** 0	**3.33%** 1	**0.00%** 0	30	2.13

Q12 How should educational delivery be focused?

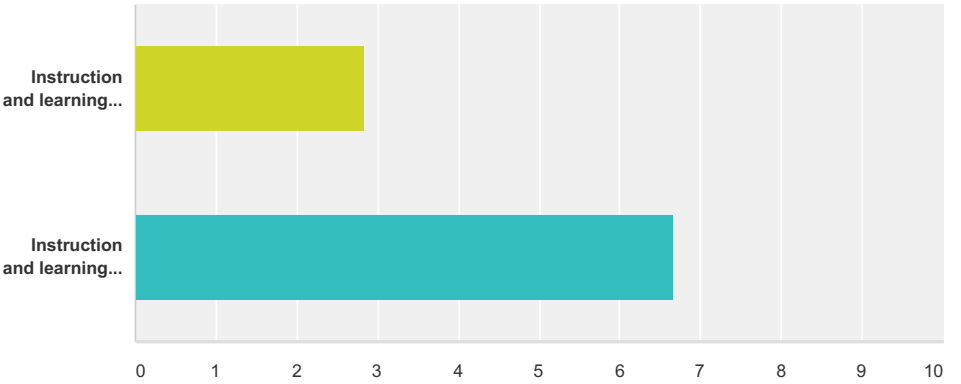
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Educational delivery should be organized around teachers and instruction:	**26.67%** 8	**20.00%** 6	**16.67%** 5	**13.33%** 4	**13.33%** 4	**10.00%** 3	**0.00%** 0	30	2.97
Educational delivery should be organized around students and learning:	**0.00%** 0	**0.00%** 0	**0.00%** 0	**0.00%** 0	**6.90%** 2	**20.69%** 6	**72.41%** 21	29	6.66

Q13 How should instruction and learning be focused?

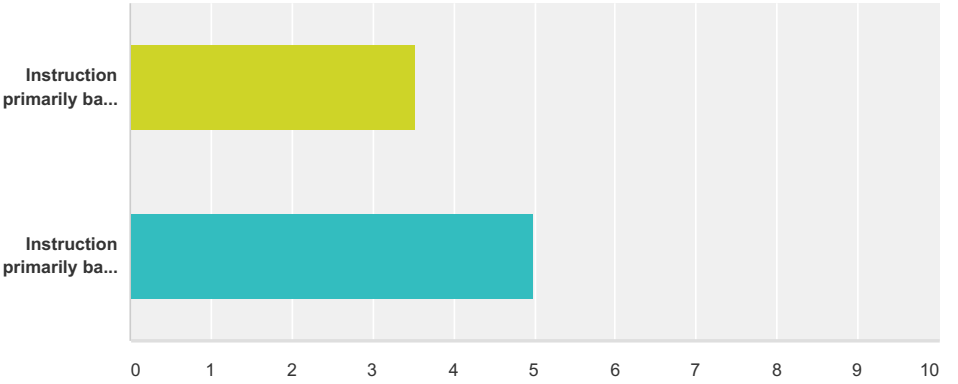
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Instruction and learning should be standardized and focused on broad groups of students:	**30.00%** 9	**26.67%** 8	**16.67%** 5	**0.00%** 0	**13.33%** 4	**10.00%** 3	**3.33%** 1	30	2.83
Instruction and learning should be tailored to individuals and their unique needs and interests:	**0.00%** 0	**0.00%** 0	**0.00%** 0	**0.00%** 0	**13.33%** 4	**6.67%** 2	**80.00%** 24	30	6.67

Q14 What should instruction be based on?

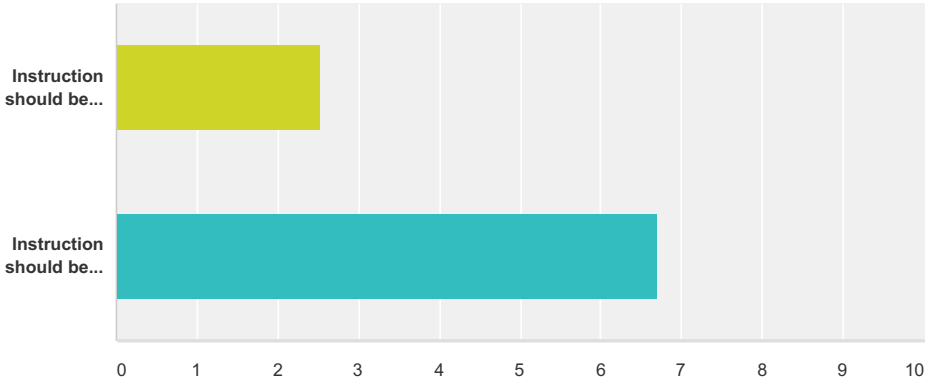
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Instruction primarily based upon teachers and texts:	**10.34%** 3	**24.14%** 7	**10.34%** 3	**20.69%** 6	**27.59%** 8	**6.90%** 2	**0.00%** 0	29	3.52
Instruction primarily based on digital/web-based resources:	**0.00%** 0	**10.00%** 3	**10.00%** 3	**16.67%** 5	**20.00%** 6	**20.00%** 6	**23.33%** 7	30	5.00

Q15 What should instruction be primarily focused on?

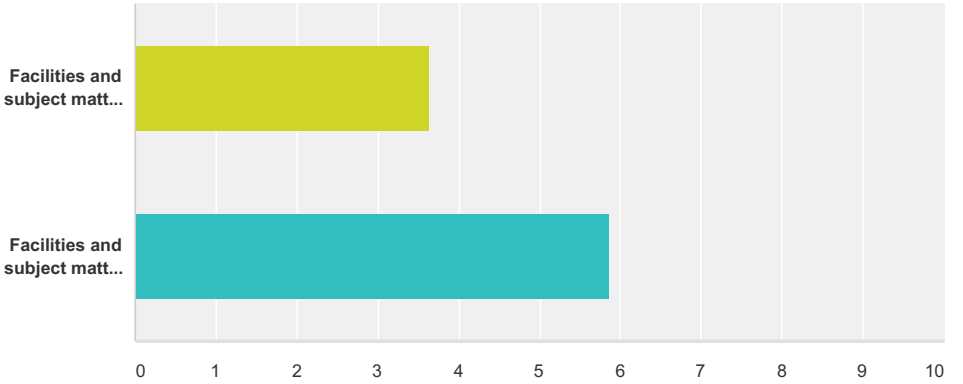
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Instruction should be primarily focused on memorizing facts and skills:	**33.33%** 10	**26.67%** 8	**13.33%** 4	**10.00%** 3	**13.33%** 4	**3.33%** 1	**0.00%** 0	30	2.53
Instruction should be primarily focused on competency of facts and skills; knowing how and when to use them to solve real problems.	**0.00%** 0	**0.00%** 0	**0.00%** 0	**0.00%** 0	**3.33%** 1	**23.33%** 7	**73.33%** 22	30	6.70

Q16 How should facilities and subject matter be organized?

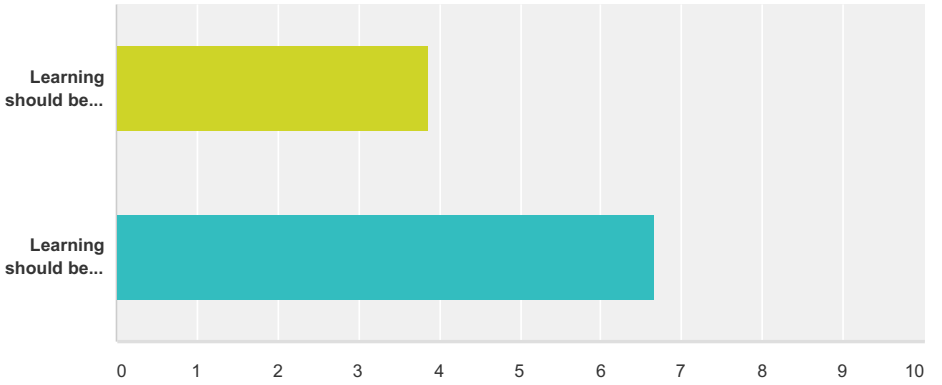
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Facilities and subject matter should be organized by departments:	**13.33%** 4	**13.33%** 4	**23.33%** 7	**13.33%** 4	**26.67%** 8	**3.33%** 1	**6.67%** 2	30	3.63
Facilities and subject matter should be organized by interdisciplinary groups:	**0.00%** 0	**0.00%** 0	**0.00%** 0	**13.33%** 4	**23.33%** 7	**26.67%** 8	**36.67%** 11	30	5.87

Q17 Learning should be focused on:

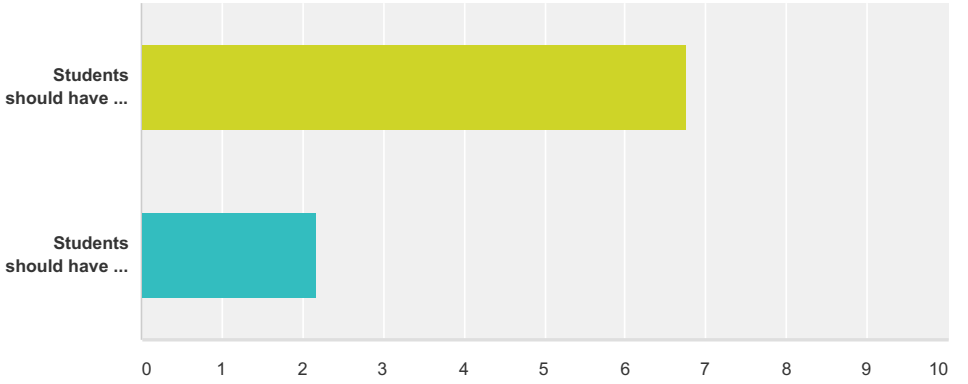
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Learning should be focused on academic concepts.	**10.00%** 3	**13.33%** 4	**20.00%** 6	**13.33%** 4	**23.33%** 7	**20.00%** 6	**0.00%** 0	30	3.87
Learning should be focused on applying academic concepts to real world scenarios.	**0.00%** 0	**0.00%** 0	**0.00%** 0	**0.00%** 0	**6.67%** 2	**20.00%** 6	**73.33%** 22	30	6.67

Q18 Students should have an active or passive role in their learning:

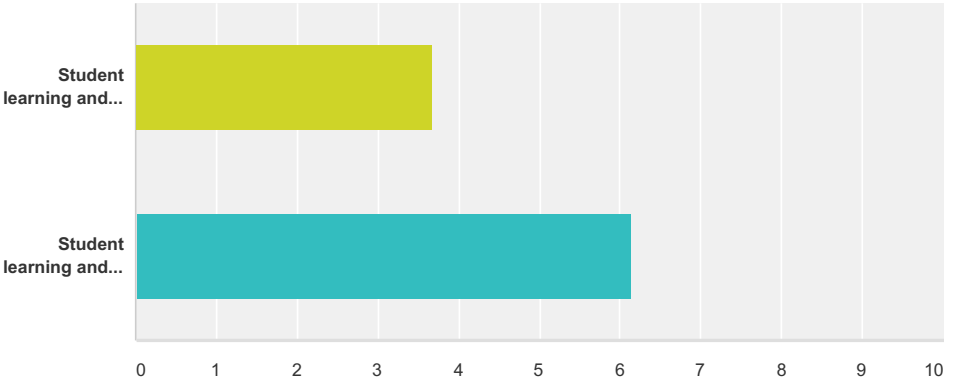
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Students should have an active role in their learning.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3.33% 1	16.67% 5	80.00% 24	30	6.77
Students should have a passive role in their learning.	43.33% 13	23.33% 7	13.33% 4	13.33% 4	6.67% 2	0.00% 0	0.00% 0	30	2.17

Q19 Student learning and time management should be directed by:

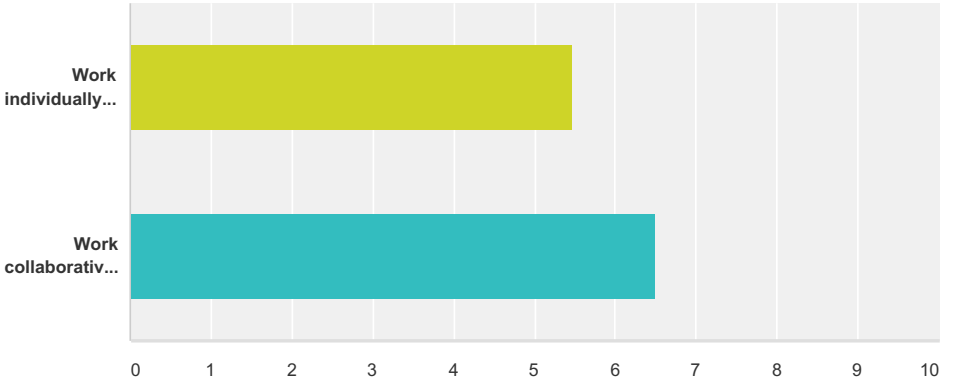
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Student learning and time management should be teacher-directed.	**13.33%** 4	**26.67%** 8	**6.67%** 2	**6.67%** 2	**26.67%** 8	**20.00%** 6	**0.00%** 0	30	3.67
Student learning and time management should be student-directed.	**0.00%** 0	**0.00%** 0	**3.33%** 1	**0.00%** 0	**13.33%** 4	**46.67%** 14	**36.67%** 11	30	6.13

Q20 Students should be expected to:

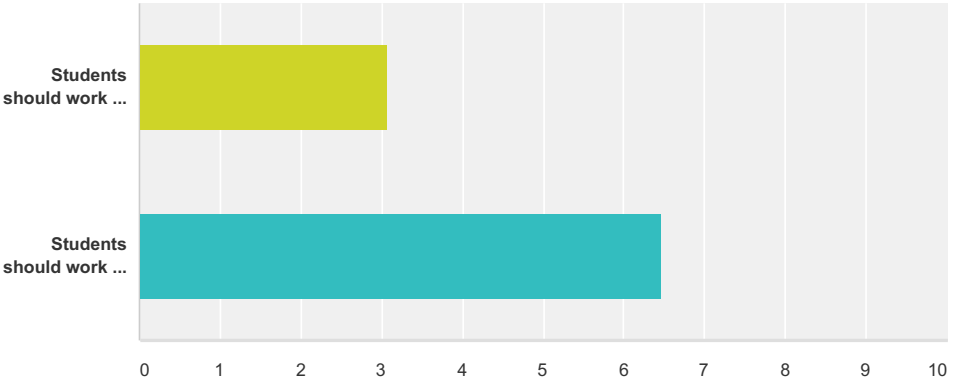
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Work individually to solve problems and demonstrate competency.	**6.67%** 2	**3.33%** 1	**0.00%** 0	**6.67%** 2	**26.67%** 8	**23.33%** 7	**33.33%** 10	30	5.47
Work collaboratively to solve problems and demonstrate competency.	**0.00%** 0	**0.00%** 0	**0.00%** 0	**0.00%** 0	**3.33%** 1	**43.33%** 13	**53.33%** 16	30	6.50

Q21 Regarding students' work spaces in 10 years...

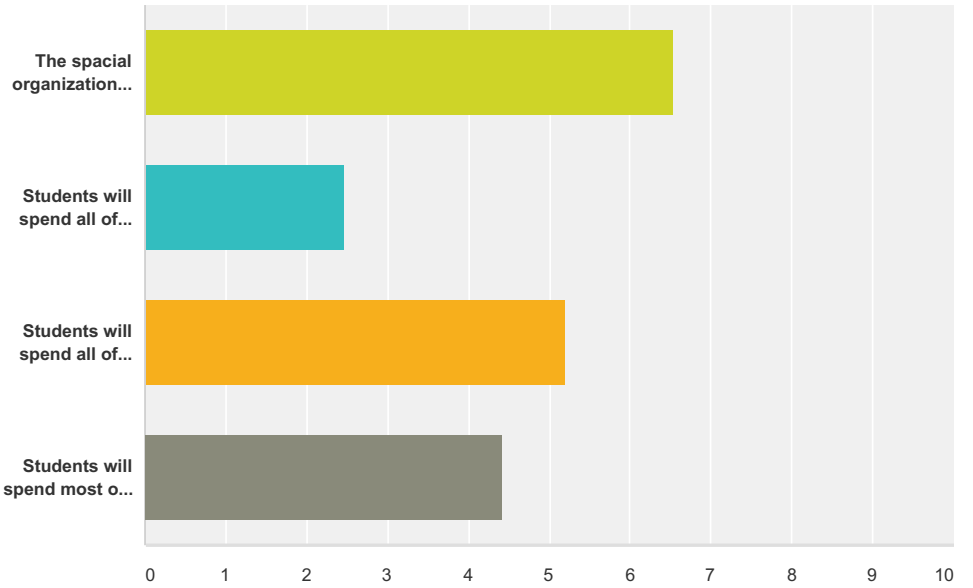
Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
Students should work in spaces owned by teachers, under the teacher's domain.	**13.79%** 4	**27.59%** 8	**24.14%** 7	**10.34%** 3	**20.69%** 6	**3.45%** 1	**0.00%** 0	29	3.07
Students should work in spaces they have some control over.	**0.00%** 0	**0.00%** 0	**0.00%** 0	**0.00%** 0	**10.00%** 3	**33.33%** 10	**56.67%** 17	30	6.47

Q22 Related to the building itself...

Answered: 30 Skipped: 1



	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Neutral 4	Somewhat Agree 5	Agree 6	Strongly Agree 7	Total	Weighted Average
The spacial organization of the school building should contribute to long-term flexibility and accommodates changes in programs and methods of instruction.	**0.00%** 0	**0.00%** 0	**0.00%** 0	**3.33%** 1	**10.00%** 3	**16.67%** 5	**70.00%** 21	30	6.53
Students will spend all of their time learning in a group of 25 to 50 peers.	**23.33%** 7	**36.67%** 11	**26.67%** 8	**3.33%** 1	**6.67%** 2	**0.00%** 0	**3.33%** 1	30	2.47
Students will spend all of their time learning in a small group of 4 to 12 peers.	**3.33%** 1	**6.67%** 2	**10.00%** 3	**3.33%** 1	**26.67%** 8	**23.33%** 7	**26.67%** 8	30	5.20
Students will spend most of their time learning from digital content off campus, coming to school only for collaborate with peers and use facilities that are only available at the school such as Science Labs, Art Studios, Maker Spaces.	**6.67%** 2	**13.33%** 4	**13.33%** 4	**13.33%** 4	**20.00%** 6	**16.67%** 5	**16.67%** 5	30	4.43

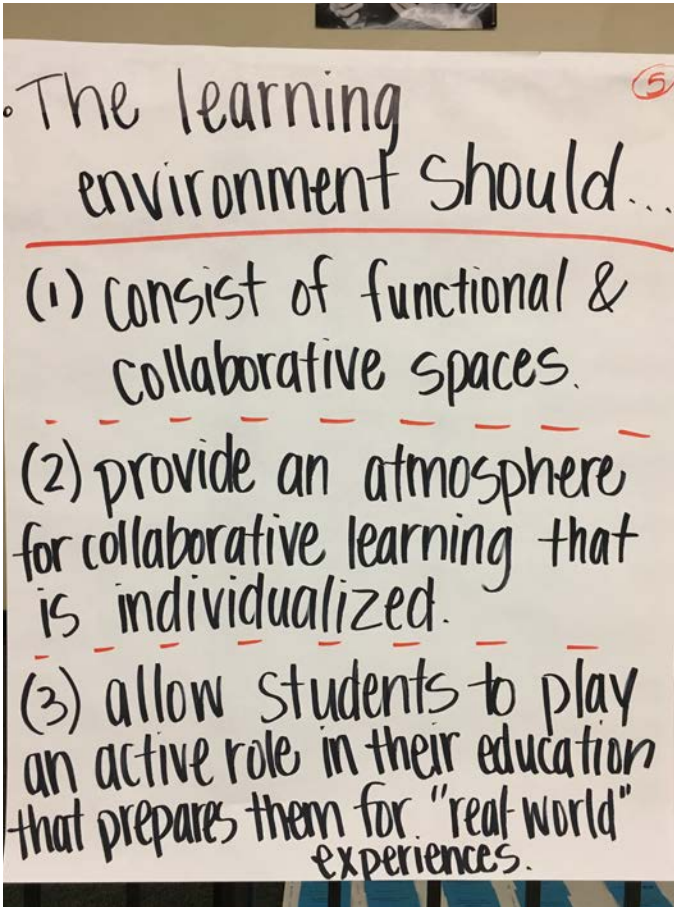
Q23 Articulate Guiding Values: As we consider how our school facilities should work and function, please tell us your top 3 Guiding Values for a successful learning environment. But let's agree that the safety and security of our students and staff, and easy access to digital resources should be givens - so let's not mention them here. Please limit each to 10 words or less.

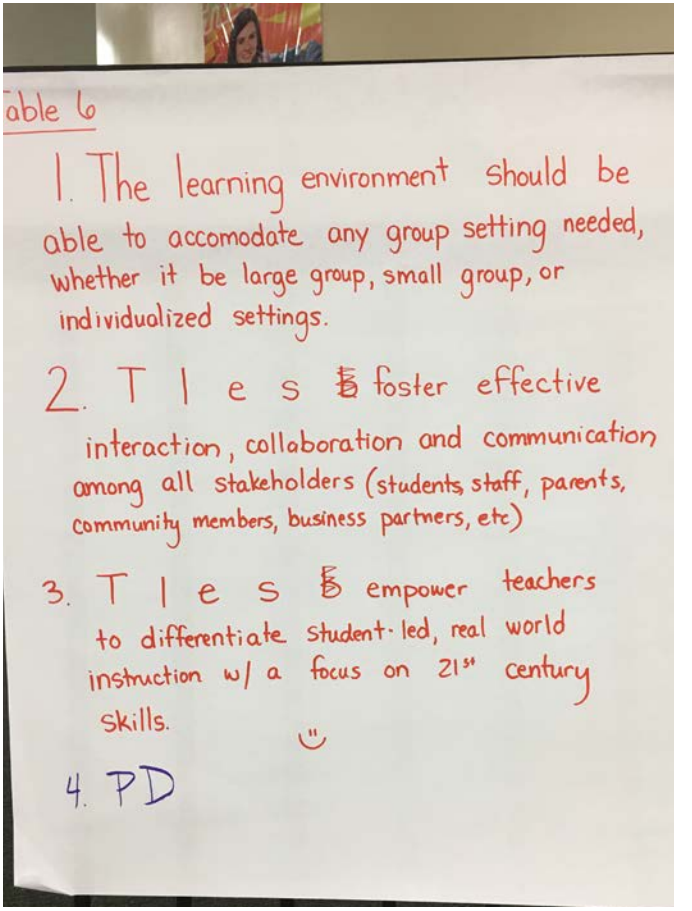
#	1.)
1	Collaborative environment for students and staff
2	Individualized learning
3	Student action oriented learning activities. no lectures
4	Acceptance of all students
5	The facilities should be adaptable, Change is the only constant.
6	Interaction between teacher, students,and peers
7	Accelerated Students can learn in an environment that will push them.
8	Collabrative/Multifuncting Space
9	Inspire creative real-world problem solving learners
10	collaborate work environments
11	Student-centered, active learning
12	Student driven learning... i.e. Having flipped classrooms
13	Collaboration
14	TECHNOLOGY!!!
15	Collaborative space for student learning
16	Students collaborate to solve problems
17	Academic Integrity and Excellence
18	Student led, flexible work spaces
19	Differentiated opportunities to allow students to stretch skills
20	Lessons: should come from a variety of sources.
21	large working space
22	prepared for college
23	Education must be cohesive and cross-curricular.

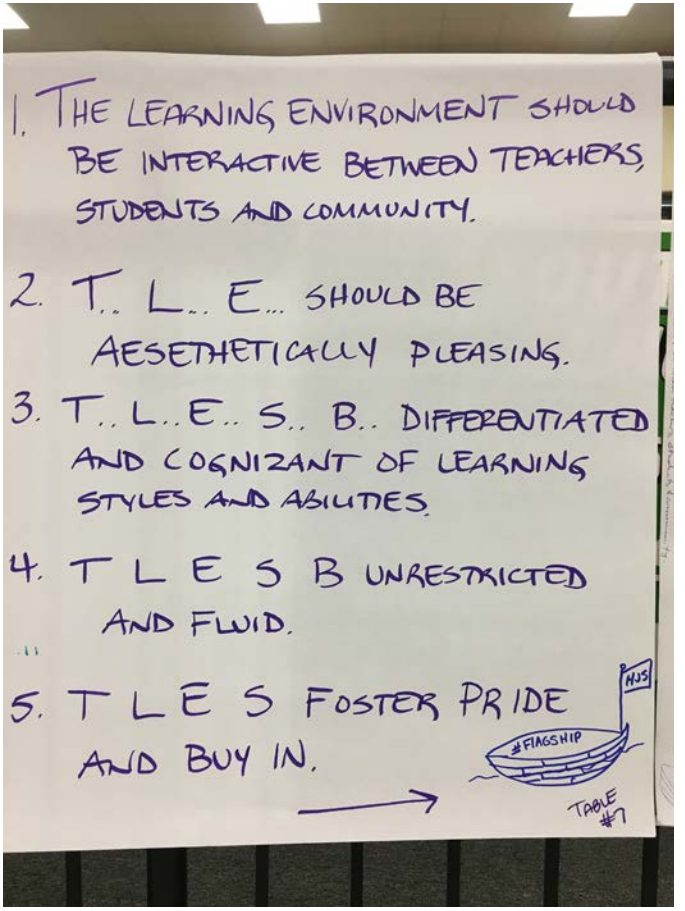
24	open space
25	Environmental factors - proper heating/cooling, overcrowding, having enough seating, etc.
26	career and college readiness
27	hands on invironment
28	More conceptual - real world situations
29	Adaptability - spaces should be physically flexible
#	**2.)**
1	Research Based teaching practices and resources
2	Student-lead learning
3	problem solving
4	Teachers set high expectations for all students
5	Please consider aesethics, good design, not trends, lasts.
6	Relationship to own environment (family, home)
7	Student lead instruction
8	Empowering, collaborative, power-sharing
9	mandatory parent and community engagement
10	Collaboration and problem solving instead of fact memorization
11	Designing instruction with project based learning that is differentiated to engage ALL learners.
12	Student Led Instruction / Project Based Learning
13	work environment - heat and AC
14	Individualized Learning (flexibility in teaching)
15	Students get to choose how they learn (kinostetic, visual , auditory)
16	Planning for students' futures, big and small
17	Evidence and project based learning opportunities
18	Learning is personalized: individual learning style is met.
19	furniture that fits the students
20	ability to relate material to real life
21	Staff must be flexible and masters of their content.
22	group areas
23	Morale - Raising staff morale, getting them to "buy in" and love teaching again

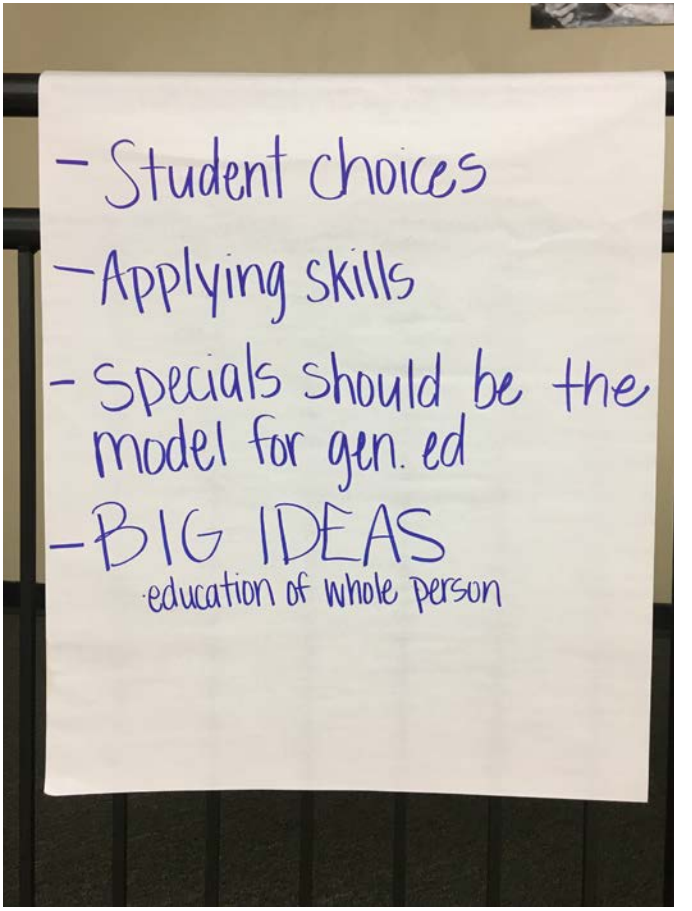
24	adaptability that can accomodate future changes
25	Collaboration - teams and leaders
26	Artistically inviting - visually, auditorily, kenesthetically
#	**3.)**
1	Strong professional development for staff
2	Top-notch classrooms (technologically advanced, pleasing to the eye, comfortable for students, etc.)
3	More space for traffic flow cuts down on conflict/drama
4	VAriation, understand differences
5	Active student involvement
6	Clear consistent appropriate expectations & consequences
7	flexibility in learning and willingness to change teaching styles
8	Responsive environments engage learners
9	Classrooom set up that is conducive to small groups learning, movement and hands on activities
10	Access to art and maker spaces (ability to experiment)
11	invested teachers
12	Students leading class and learning
13	Less industrialized classroom setup
14	Community Service & Involvement from Families & Faculty
15	Education tied to interdisciplinary themes and problem solving
16	Demonstrate understanding:constant opportunities for practice
17	areas for volunteers and aides to pull out students
18	grow in discipline and character
19	Students need space to interact with content and knowledge in uniques ways.
20	small research based rooms
21	Pride - Fostering an atmosphere of pride in academic achievement - not just sports
22	effective communication between staff, admin and students
23	Actual Classroom setups - more student centered
24	Available for presentation, communication, creation, performance &/or display of product

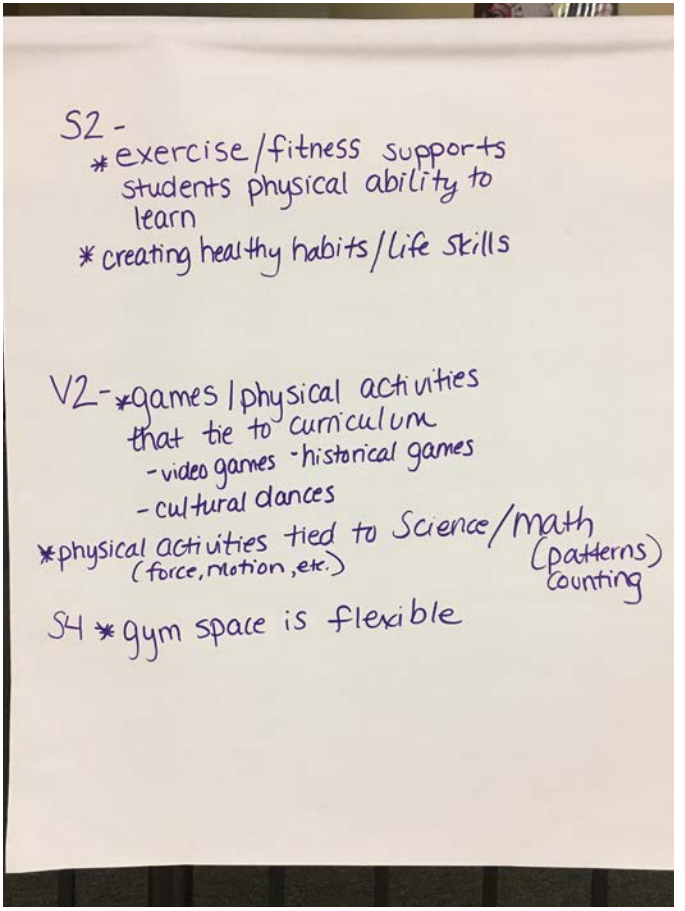
GROUP EXERCISES: What the future will look like






1. THE LEARNING ENVIRONMENT SHOULD BE INTERACTIVE BETWEEN TEACHERS, STUDENTS AND COMMUNITY.
2. T.. L.. E... SHOULD BE AESETHETICALLY PLEASING.
3. T.. L.. E.. S.. B.. DIFFERENTIATED AND COGNIZANT OF LEARNING STYLES AND ABILITIES.
4. T L E S B UNRESTRICTED AND FLUID.
5. T L E S FOSTER PRIDE AND BUY IN.
#FLAGSHIP
TABLE #7


- Student choices
- Applying skills
- Specials should be the model for gen. ed
- BIG IDEAS
education of whole person


S2 -
* exercise/fitness supports students physical ability to learn
* creating healthy habits/life skills
V2- *games / physical activities that tie to curriculum
- video games - historical games
- cultural dances
*physical activities tied to Science/math (patterns) counting
(force, motion, etc.)
S4 * gym space is flexible

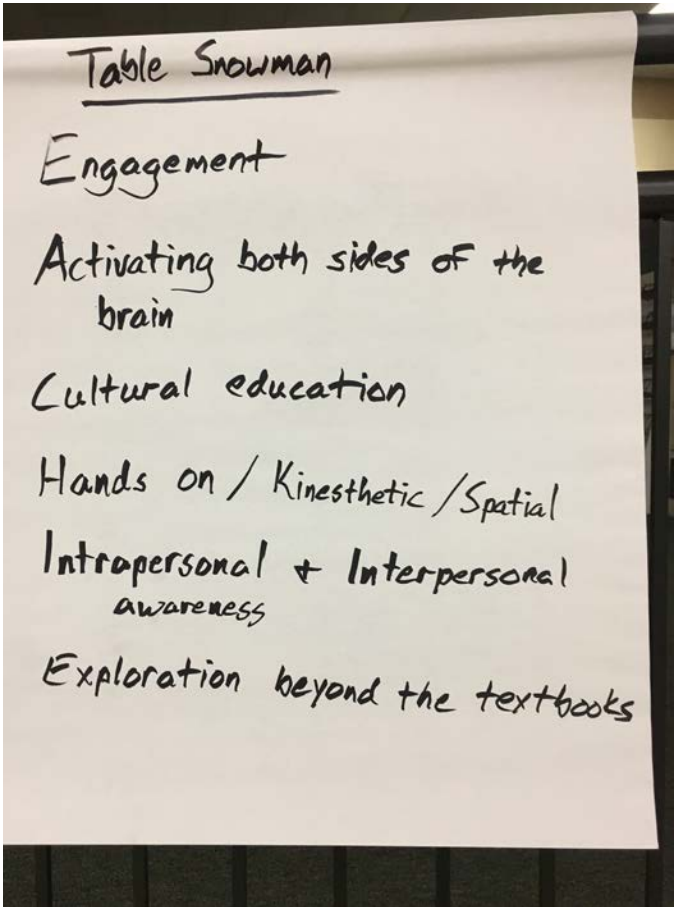
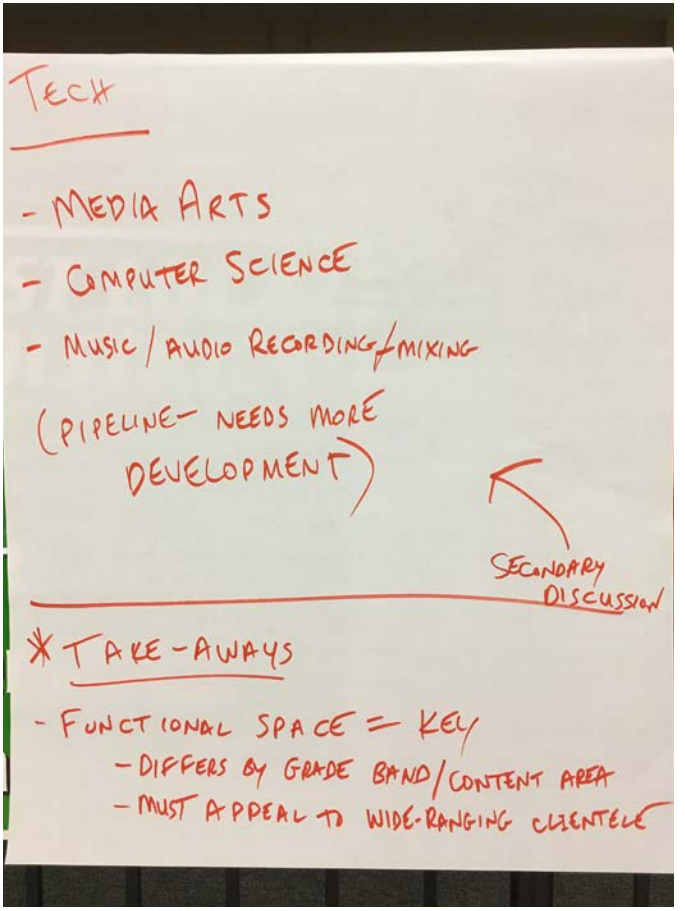
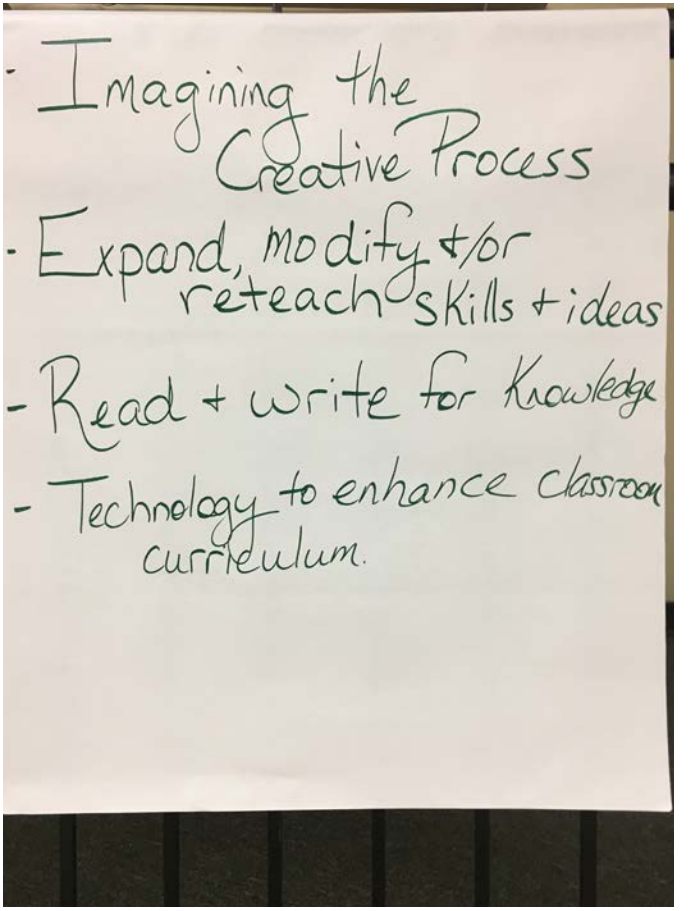
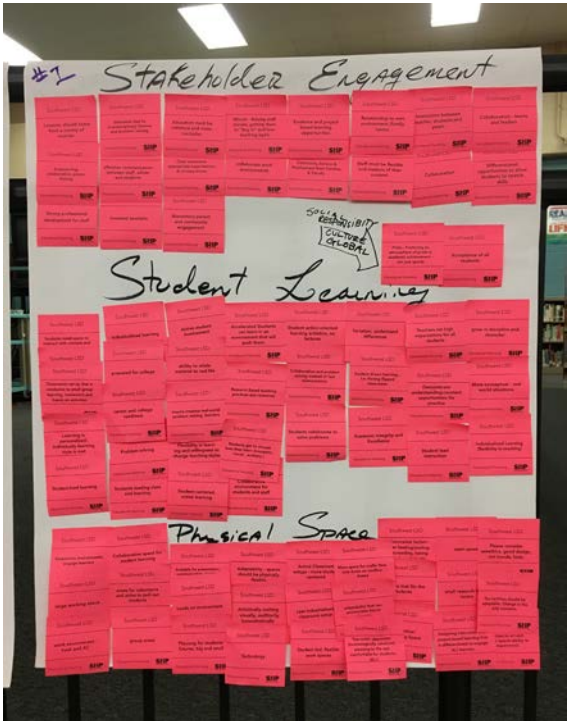
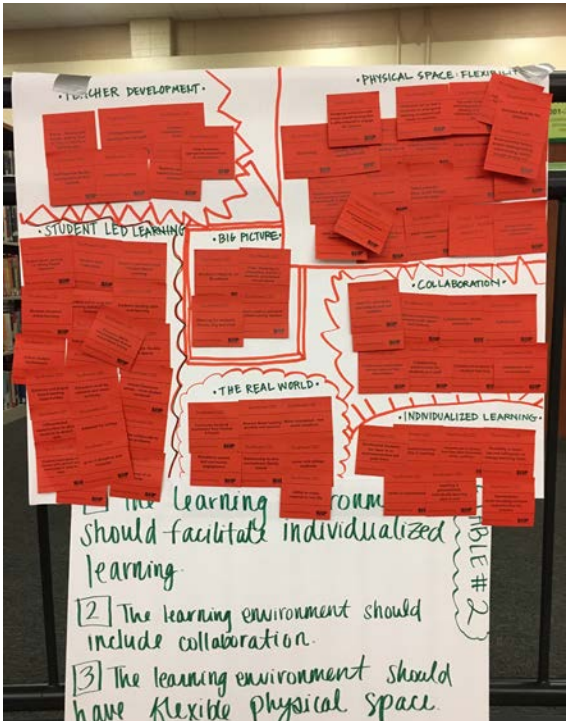


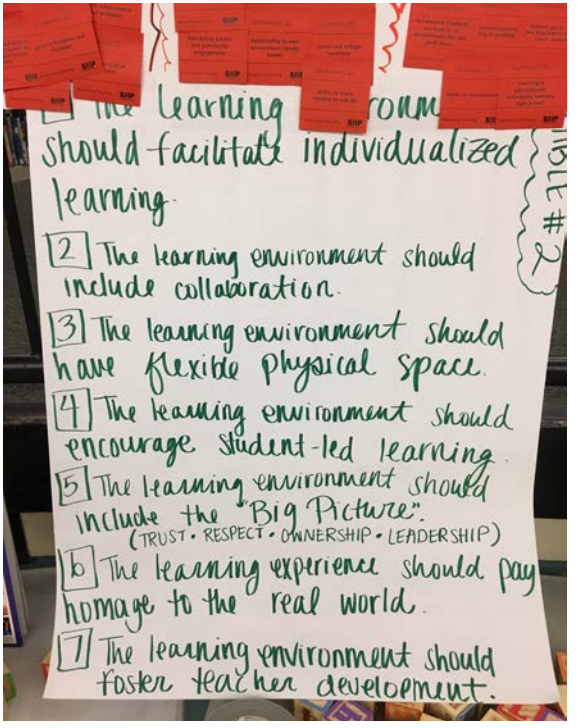
Table Snowman
Engagement
Activating both sides of the brain
Cultural education
Hands on / Kinesthetic / Spatial
Intrapersonal + Interpersonal awareness
Exploration beyond the textbooks

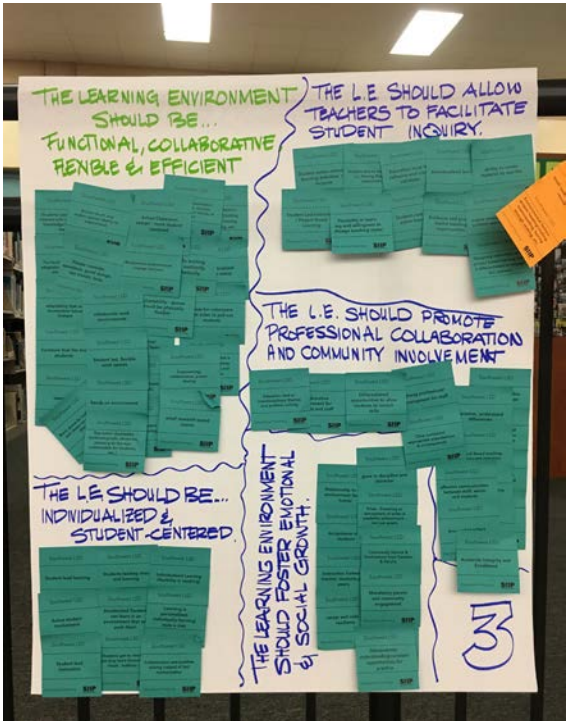

TECH
- MEDIA ARTS
- COMPUTER SCIENCE
- MUSIC / AUDIO RECORDING & MIXING
(PIPELINE - NEEDS MORE DEVELOPMENT)
SECONDARY DISCUSSION
* TAKE-AWAYS
- FUNCTIONAL SPACE = KEY
- DIFFERS BY GRADE BAND / CONTENT AREA
- MUST APPEAL TO WIDE-RANGING CLIENTELE

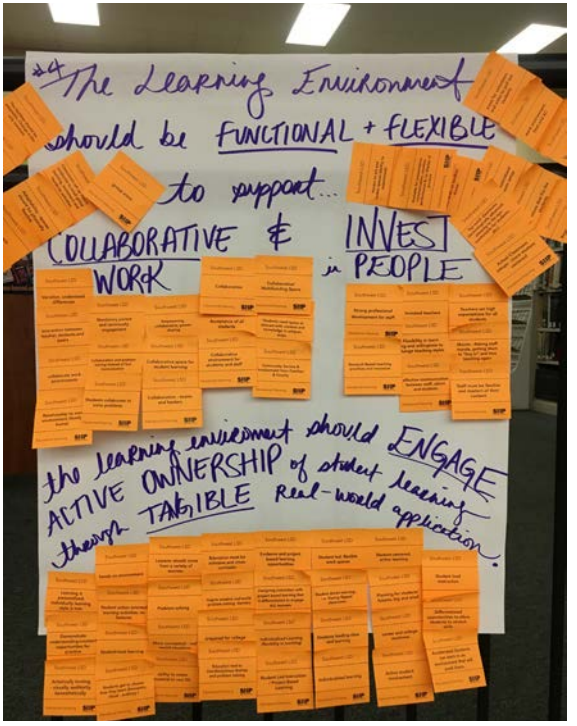

- Imagining the Creative Process
- Expand, modify &/or reteach skills + ideas
- Read + write for knowledge
- Technology to enhance classroom curriculum.

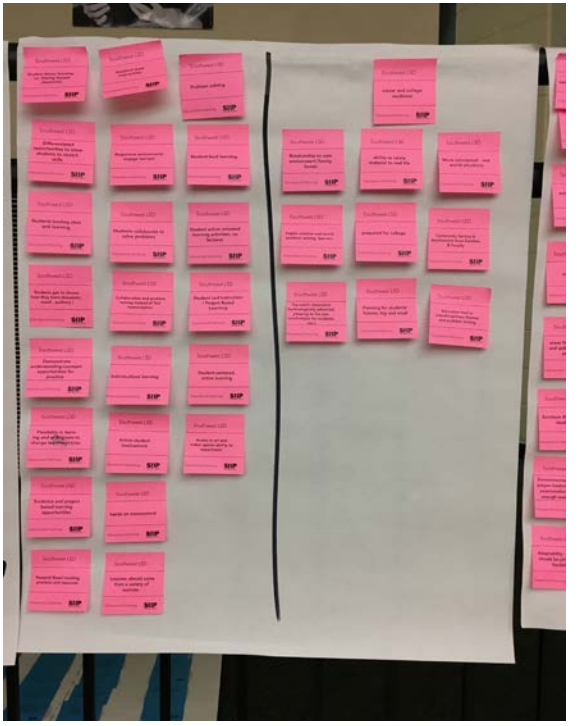

#1 Stakeholder Engagement
Student Learning
Physical Space

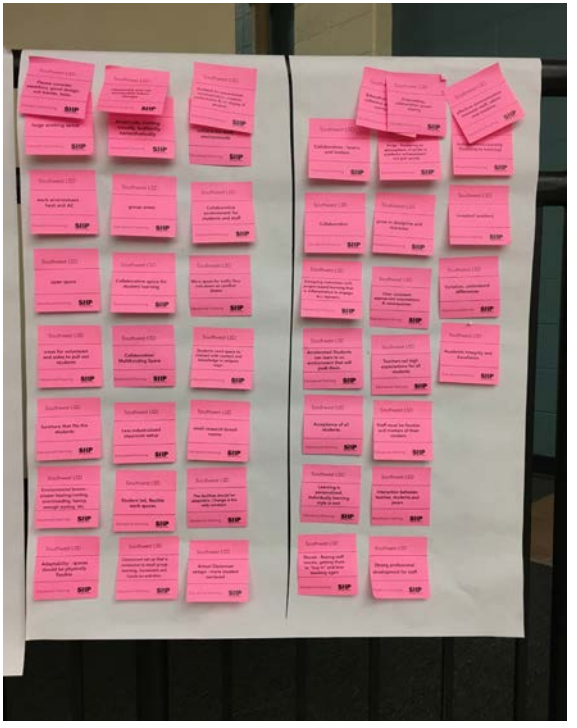

TEACHER DEVELOPMENT
PHYSICAL SPACE: FLEXIBLE
STUDENT LED LEARNING
BIG PICTURE
COLLABORATION
THE REAL WORLD
INDIVIDUALIZED LEARNING
should facilitate individualized learning.
[2] The learning environment should include collaboration.
[3] The learning environment should have flexible physical space.
TABLE #2

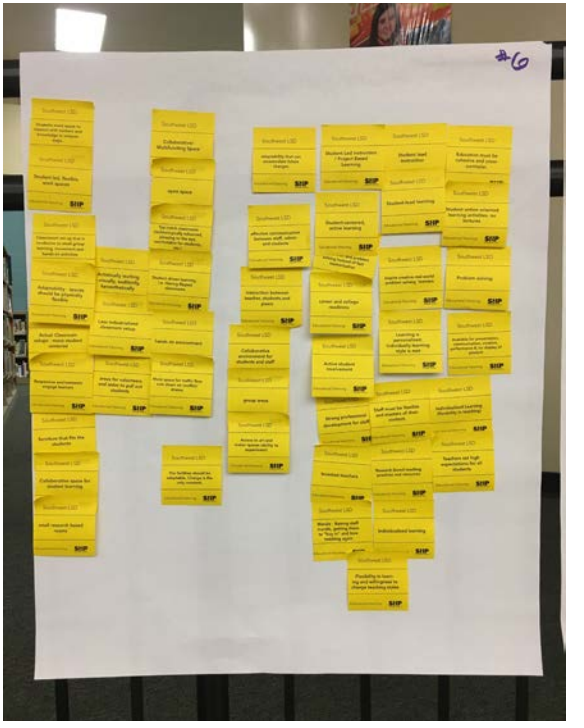

should facilitate individualized learning.
[2] The learning environment should include collaboration.
[3] The learning environment should have flexible physical space.
[4] The learning environment should encourage student-led learning.
[5] The learning environment should include the "Big Picture".
(TRUST • RESPECT • OWNERSHIP • LEADERSHIP)
[6] The learning experience should pay homage to the real world.
[7] The learning environment should foster teacher development.
TABLE #2

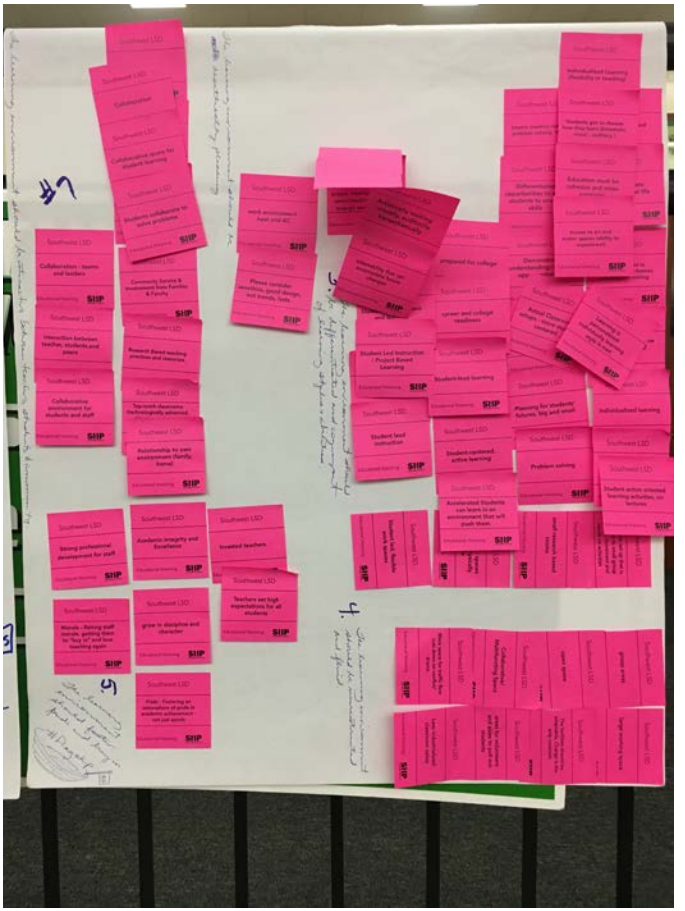

THE LEARNING ENVIRONMENT SHOULD BE... FUNCTIONAL, COLLABORATIVE FLEXIBLE & EFFICIENT
THE L.E SHOULD ALLOW TEACHERS TO FACILITATE STUDENT INQUIRY.
THE L.E. SHOULD PROMOTE PROFESSIONAL COLLABORATION AND COMMUNITY INVOLVEMENT
THE L.E SHOULD BE... INDIVIDUALIZED & STUDENT-CENTERED
THE LEARNING ENVIRONMENT SHOULD FOSTER EMOTIONAL & SOCIAL GROWTH.
3

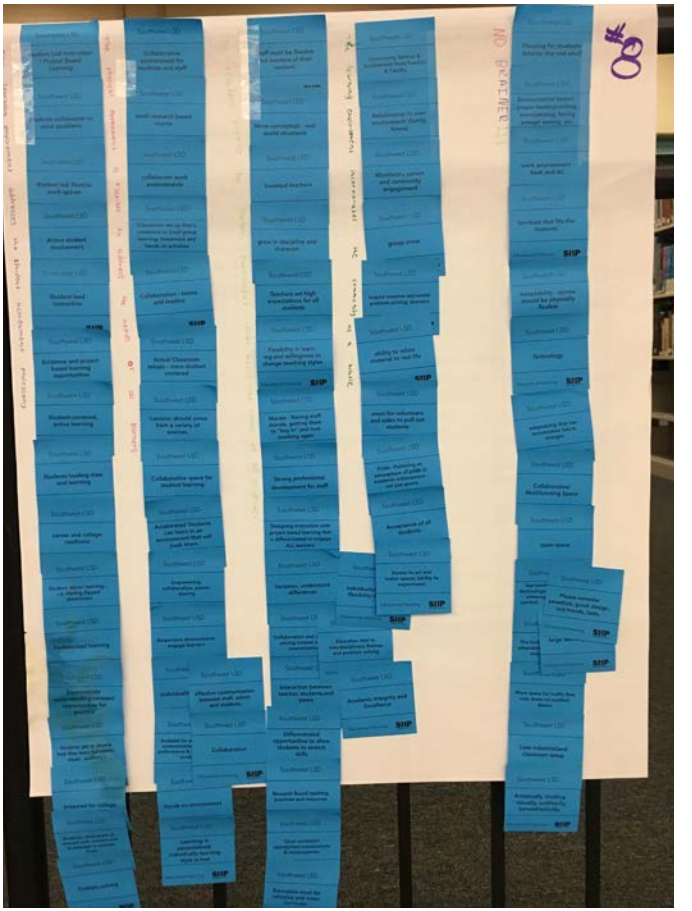

#4 The Learning Environment
should be FUNCTIONAL + FLEXIBLE
to support...
COLLABORATIVE & INVEST
WORK in PEOPLE
the learning environment should ENGAGE
ACTIVE OWNERSHIP of student learning
through TANGIBLE Real-world application.






#6





GROUP EXERCISES: Image Survey

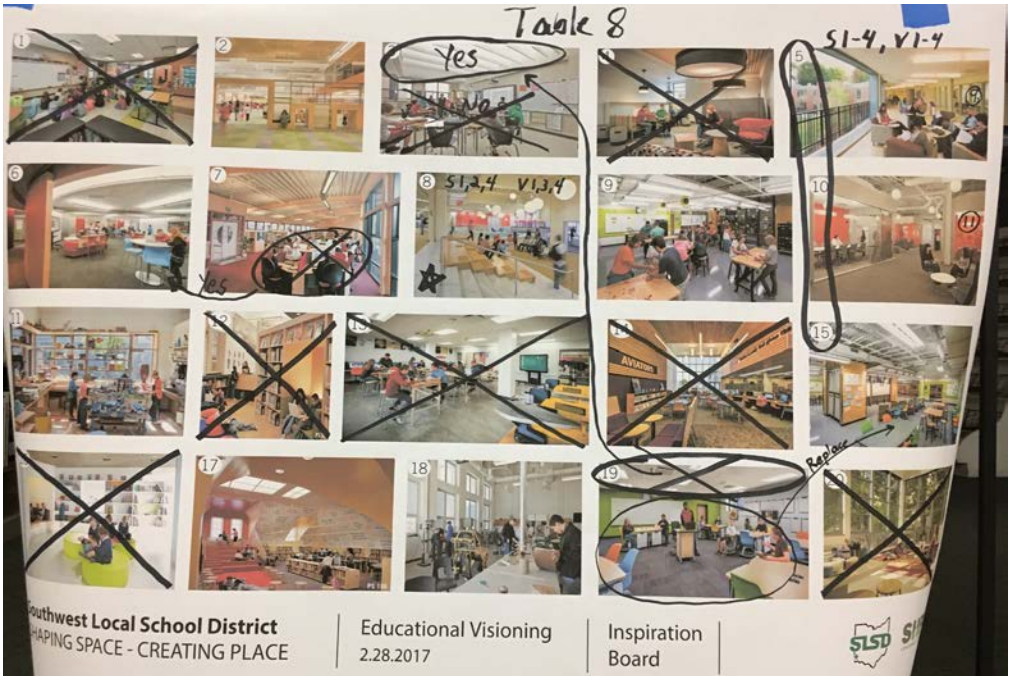


Table 8
Yes
No
S1-4, V1-4
S1,2,4 V1,3,4
Yes
Aviation
Replace
Southwest Local School District
SHAPING SPACE - CREATING PLACE
Educational Visioning
2.28.2017
Inspiration
Board
SLSD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thwest Local School District
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SHP


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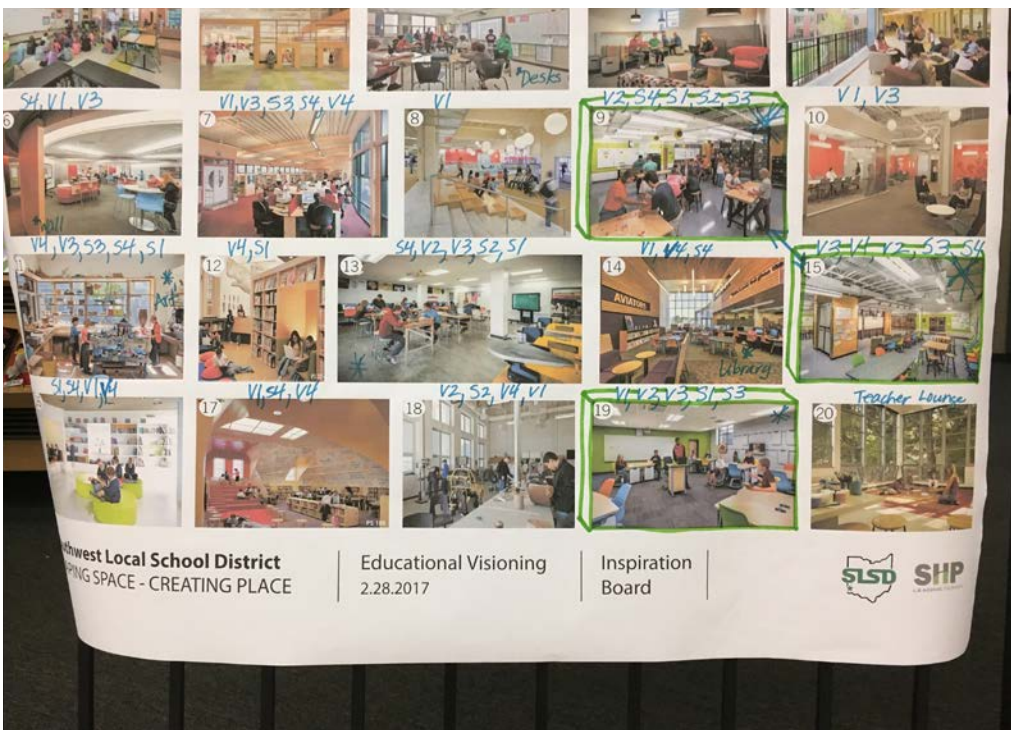
Board
SLSD
SHP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