



District Educational Visioning

Saugus Public Schools
Saugus, MA

DRAFT



June 2016
Frank Locker Educational Planning



Contents + Acknowledgements

CONTENTS

Ch 1 Contents + Acknowledgements

Ch 2 Executive Summary

Introduction
Educational Vision
Facility Concepts

Ch 3 Educational Vision

Introduction
Vision Components
Guiding Principles
Key Words for Education
School Transformation + Development Map
Most Important Concepts for the Future
Learning Modalities
Innovative Educational Deliveries
School Structure
District Structure

Ch 4 Facility Concepts

Introduction
Key Words for Facilities
Places for Learning
Overall School Relationship Diagram

Ch 5 Appendices

5.1 Workshop Notes Day 1
5.2 Workshop Notes Day 2
5.3 21st Century Schools Presentation
5.4 Places for Learning Presentation
5.5 School Transformation + Development Map
5.6 School Transformation + Development Map Results
5.7 View of the District



ACKNOWLEDGEMENTS

Visioning Team

TEACHERS / STAFF MEMBERS

Stephen Black	SHS Fine Arts Teacher
Lorraine Devine	Waybright Special Ed Teacher
Gail Hashem	SHS Science Teacher
Joanne Leach	Waybright Reading Teacher
Alexa Lore	Oaklandvale Gr. 3 Teacher
Kate Payne	SHS Librarian
Nancy Saunders	BMS Guidance
Jennifer Vargas	Lynnhurst Kindergarten Teacher
Barbara Wall	Ballard Pre-School Teacher

SCHOOL BUILDING ADMINISTRATORS

Marie Bridges	Ballard Early Childhood Center Principal
Eric Jones	Oaklandvale Elementary School Principal
Mike Mondello	Lynnhurst Elementary School Principal
Kelly Moss	Waybright Elementary School Principal
Tracey Ragucci	Veterans Memorial Elementary School Principal
Kerry Robbins	Belmonte MS Principal
Brendon Sullivan	Acting SHS Principal

DISTRICT ADMINISTRATORS + STAFF

Pola Andrews	Executive Director of Finance + Administration
Bakir Becirovic	Sr. Network Engineer
Dr David DeRuosi	Future Superintendent
Michael Hashem	Acting Superintendent
Lisa Howard	Executive Director of Pupil Personnel Services + Special Education
Lori Gallivan	Executive Director of Curriculum, Instruction, + Accountability
Daun Trainor	SHS Spl Ed ETL

SCHOOL COMMITTEE

Linda Gaieski	
Arthur Grabowski	
Peter Manoogian	Vice Chair
Jeannie Meredith	Chair, also School Building Committee

MUNICIPAL

Scott Crabtree	Town Manager
Jennifer D'Eon	Board of Selectmen

PARENTS + COMMUNITY

Judy Worthly	Community
--------------	-----------

Architect

HMFH ARCHITECTS

Lori Cowles	Partner
George Metzger	Partner

Owner's Project Manager

PMA CONSULTANTS

Kevin Nigro

Educational Planner

FRANK LOCKER EDUCATIONAL PLANNING

306c Dover Point Rd
Dover NH 03820
617.412.7444
www.franklocker.com

Dr Frank Locker



Executive Summary

INTRODUCTION

This Educational Vision reflects the work of a Visioning Team; approximately 35 teachers, administrators, a parent/community representative, school committee members, municipal representatives, and the project architects. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities for the future Saugus Public Schools, district-wide.

EDUCATIONAL VISION

Guiding Principles

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They may serve as a foundation for the future schools. As such, they are intended to form the basis of future educational delivery and facilities planning. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

OVERARCHING PRINCIPLES

- This future-oriented Educational Vision incorporates a number of innovative 21st century educational practices already in operation in classrooms in Saugus Public Schools. Extend those practices
- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs



- Aspire beyond the Common Core and beyond the Massachusetts Department of Elementary and Secondary Education guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here

The full Guiding Principles are expressed in full in Ch 3, Educational Vision.

Learning Modalities

The Visioning Team members identified these as the most effective ways for students to learn:

- Project-Based Learning
- Small Group Work/Student Collaboration
- Social/Emotional Learning
- Computer Based
- Blended Learning/Flipped Classrooms

All Learning Modalities preferences are expressed in full in Appendix Ch 5.1.

Key Words for Education

Workshop participants each identified one-word or two-word phrases that best represented their individual thoughts about the Educational Deliveries. Their Key Words for education were:

- Collaboration
- Project-based

The list of all Key Words is in Appendix Ch 5.2.

PK-12 Overall Organization

Visioning Team essential thoughts on overall PK-12, district-wide organization are:

- The elementary years developmentally articulate as lower elementary years and upper elementary years
- Grades 8 and 9 are thought to be developmentally aligned by more Table Teams than Grades 9 and 10

- Larger buildings with more students and/or grade levels offer educational and operational advantages over smaller buildings
- Sequential elementary schools, organized as Lower Elementary and Upper Elementary, offer district-wide equity and economies of scale
- A single secondary school, co-locating the middle years and high school years in appropriate age groupings, offers operational and educational advantages over separate buildings on separate sites

Internal School Organization

Visioning Team members reflected on model school organizational structures, and determined these to be the most appropriate structures for Saugus' future schools:

ELEMENTARY SCHOOL

Most appropriate:

- Teachers looping, moving through the grade levels with their students
- Teachers "teaming", sharing students but separately teaching curriculum specialties
- Teachers synchronously teaming, sharing students in real time

MIDDLE SCHOOL

Most appropriate:

- Teachers synchronously teaming, sharing students in real time
- Grade Level SLCs, teachers teaming and looping

HIGH SCHOOL

Most appropriate:

- Freshman Small Learning Community, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)
- Freshman Small Learning Community (SLC), followed by Departmental Grades 10-12

These most favored organizational structures call for the role of teachers to be significantly changed. Continued dialogues among educators need to start district-wide as soon as possible, extending to parents and students, to explore, share, and deploy these concepts.



See Educational Vision Ch 3 and Appendix 5.2 for full details, including least appropriate models.

FACILITY CONCEPTS

Key Words for Facilities

Visioning Team participants were asked to identify one word that best represented their individual thoughts about the future facility.

Their most commonly cited Key Words were:

- Flexible
- Open

See Appendix, Ch 5.2 for the full listing.

Places for Learning

The Visioning Team reviewed fifteen exemplar schools from the USA, the United Kingdom, and Australia. Working in Table Teams they ranked the schools for appropriateness for the future teaching and learning at Saugus Public Schools.

Most of the schools cited as most appropriate shared these essential characteristics:

- Learning spaces arranged as Small Learning Communities
- Classrooms are components of “suites of spaces,” supported by other spaces immediately adjacent
- Circulation to be used for learning
- Classrooms are to be flexible, interconnected, and supported by auxiliary spaces including Collaboration/Breakout/Commons Spaces
- Interdisciplinary possibilities
- Presentation areas immediately adjacent to Classrooms
- Variety of furnishings, offering students and teachers more choices in supporting learning
- Possibility of student groups working in multiple places under the guidance of the teacher

- Teacher Planning Centers to support teacher collaboration and sense of community

For a full description of the most appropriate and least appropriate exemplars, with illustrations, see Ch 4 Facility Concepts.

Overall Elementary School Organization Diagram

Workshop participants conceived an elementary school overall planning diagram. The concept featured the following essential characteristics:

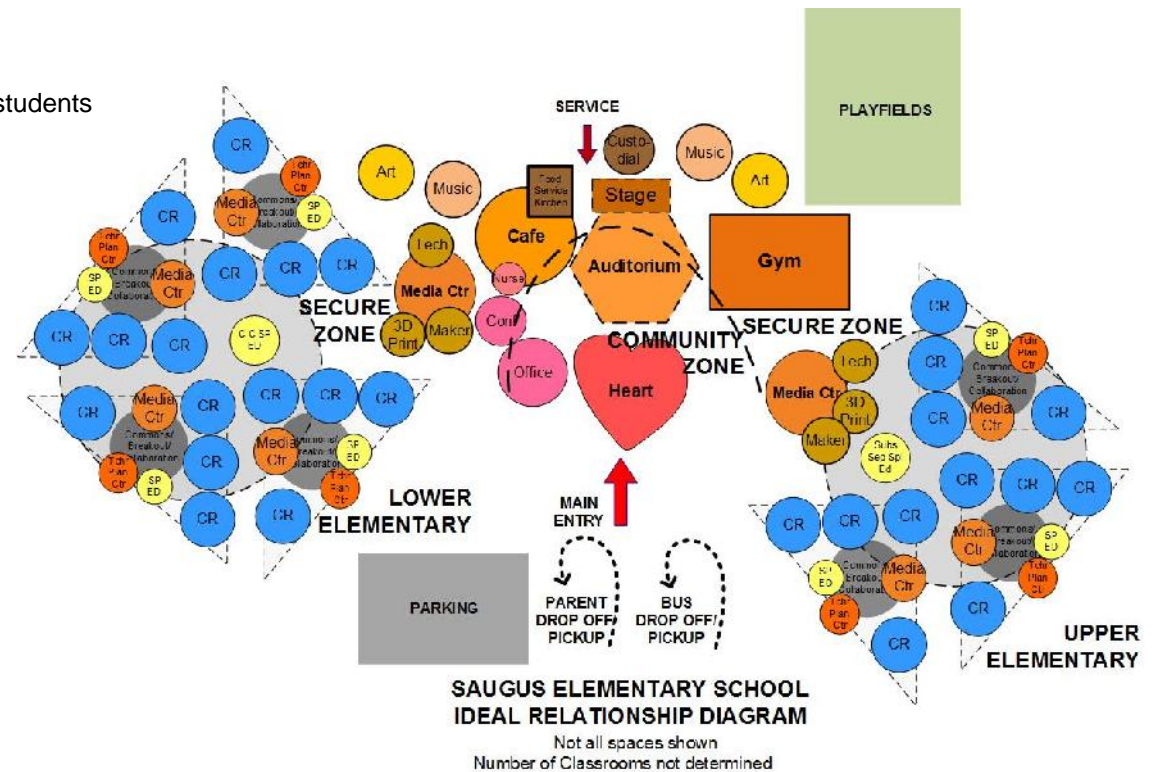
- A school “Heart” space:
 - Main Entry Hall
 - A “Crossing”
- Two overarching zones:
 - Secure Zone for all learning spaces with no public use
 - Community Zone with functions most likely to be used for public events
- Immediately accessible from the Heart
 - Main Office
 - ✓ With Conference Room accessible from the Secure Zone
 - Parent Spaces:
 - ✓ Parent Room:
 - PTO
 - Guidance
 - ✓ Parent Reception Room:
 - Kind and gentle
 - ✓ Parent Info Center:
 - Registration
 - Parents with kids in tow
 - Public use spaces:
 - ✓ Auditorium
 - ✓ Gym
 - ✓ Cafeteria
- Educational spaces organized by groups of grade levels
- Grade groupings are:
 - Lower elementary
 - Upper elementary





- Within each grade grouping:
 - Small Learning Communities (SLCs) for core learning spaces:
 - ✓ 4 Classrooms
 - Classroom number supports intuitive decision-making among teachers
 - ✓ Collaboration zone at the center of each
 - ✓ Teacher Planning Center
 - ✓ Special Education spaces
 - Substantially separate Special Education spaces
- Two Media Centers/ Learning Commons
 - Lower elementary
 - Upper elementary
 - Each with Maker Space and tools for students
- Community Zone with:
 - Cafeteria
 - Food Service Kitchen
 - Gymnasium
 - Auditorium
 - Any public use spaces
- “Specials” located between the Media Centers/Learning Commons and the SLCs:
 - Art
 - Music

The overall diagram is shown here:





Educational Vision

INTRODUCTION

This Educational Vision reflects the work of a Visioning Team; approximately 35 teachers, administrators, a parent/community representative, school committee members, municipal representatives, and the project architects. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities for the future Saugus Public Schools, district-wide.

Much of the work was conducted by Table Teams, small groupings of six participants each. They brainstormed, debated, and attempted to reach consensus on most of the defining issues. Each Table Team had representatives of the different constituency groups intermixed to the greatest extent possible.

VISION COMPONENTS

The Educational Vision for Saugus Public Schools' future schools is described here through several components:

- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **Key Words for Education** expresses concepts for future education and facilities
- **School Transformation + Development Map** (ST+DM © 2016 Frank Locker Inc) relates educational delivery and facilities to national practices, both today and projected into the future
- **Most Important Concepts for the Future** identifies the 21st century issues most important for future teaching and learning
- **Learning Modalities** identifies the most effective and appropriate ways for teachers to reach students with curriculum delivery
- **School Structure: PK-12 Overall Organization** defines preferred approaches to grade groupings and school enrollment size
- **School Structure: Internal Organization** defines preferred approaches to the overall relationships of people and programs



GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They may serve as a foundation for the future schools. As such, they are intended to form the basis of future educational delivery and facilities planning. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

Overarching Principles

- This future-oriented Educational Vision incorporates a number of innovative 21st century educational practices already in operation in classrooms in Saugus Public Schools. Extend those practices
- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs
- Aspire beyond the Common Core and beyond the Massachusetts Department of Elementary and Secondary Education guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here

Educational Delivery

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

INSTRUCTIONAL MODELS

- Employ project-based learning on a regular basis
- Group students in small learning teams to foster communication, collaboration, and improved social skills, and foster differentiated instruction
- Organize teachers in teaching teams
- Create a school and community culture that values flexibility for change
- Position students to learn 21st century skills, especially the “four C’s”, collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals
- Integrate the curriculum by interrelating traditionally separate content areas, ideally with multiple teachers synchronously teaming
- Pilot innovative deliveries such as blended learning/flipped classroom for planned future large scale implementation
- Recognize students’ Multiple Intelligences in creating student centered differentiated learning experiences
- Foster social/emotional learning through learning activities or students, staff Professional Development, and counselor support staff

TECHNOLOGY INTEGRATION

Our world is dependent on technology implementation in all aspects of life. Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context. Technology should include:

- Recognize computer technology can be more effective than a teacher in recognizing individual students’ learning patterns and style preferences; utilize computers as part of a strategic initiative to personalize learning
- Wireless capability in all spaces in future school buildings
- Deploy mobile devices in lieu of desktop devices



- Create places and learning goals for students to learn using new technology, including documentation of oral presentations, and the production of videos, story boards, and apps

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

Educational Structure

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

ORGANIZATION

- Co-locate the middle school and the high school populations in a single building to improve educational opportunities and increase operational efficiencies
- Explore thematic learning in the high school years, in which the curriculum would be wrapped around interest areas such as arts or technology, thus offering student choice aligned with teacher passions
- Position educators to better know their students through the size and strategic placement of learning spaces

RELATIONSHIPS

- Organize schools as Small Learning Communities to support formation of relationships
- Support opportunities for synchronous teacher teaming in the elementary and middle years through common planning time, class scheduling and Professional Development
- Foster student collaboration to build communication skills and the ability to work with others
- Create opportunities for students to grow socially and emotionally while working with others in classroom assignments

CURRICULUM

- Build 21st century skills while meeting traditional curriculum goals
- Create regular opportunities for students to improve their oral communication skills

SCHEDULE

- Create common planning time for teachers
- Institute strategic scheduling changes to empower the concepts outlined in this Vision. The school schedule must provide for flexibility and collaboration

Facility Implications

- Co-locate the middle school and high school populations in a single building with appropriate separations of the student populations
- Ease transition into high school with a Freshman Academy, a place for most core Classrooms used by Freshmen
- Create 21st century learning spaces in any new or renovated school facility
- Design facilities to be flexible, able to support multiple learning modalities, teaching styles, and program change over time
- Develop Small Learning Communities learning spaces arranged in clusters
- Select furniture that supports collaboration, different learning modalities, and is substantiated by brain research
- Create Teacher Planning Centers to foster collaboration, interdisciplinary teaching, and greater knowing of students by teachers
- Create spaces that support more “hands-on” learning
- Create building plans that offer security and safety despite constant visitors, many of whom will be active participants in student learning

KEY WORDS FOR EDUCATION

Workshop participants each identified one-word or two-word phrases that best represented their individual thoughts about the future Educational Deliveries in the school district. These words could be the basis of the “elevator speech” describing the future schools.

Their key words for education are shown here. The full list is in Appendix Ch 5.2.

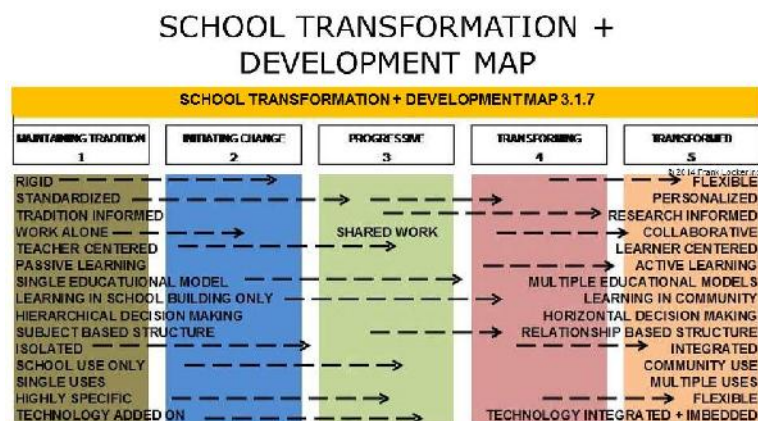
- Collaboration (cited 10 times)
- Project-based (cited 3 times)



SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Workshop participants, working in three-person Micro Teams, used the School Transformation + Development Map to evaluate district elementary schools' current educational delivery and facilities, and to project the desired future for both.

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

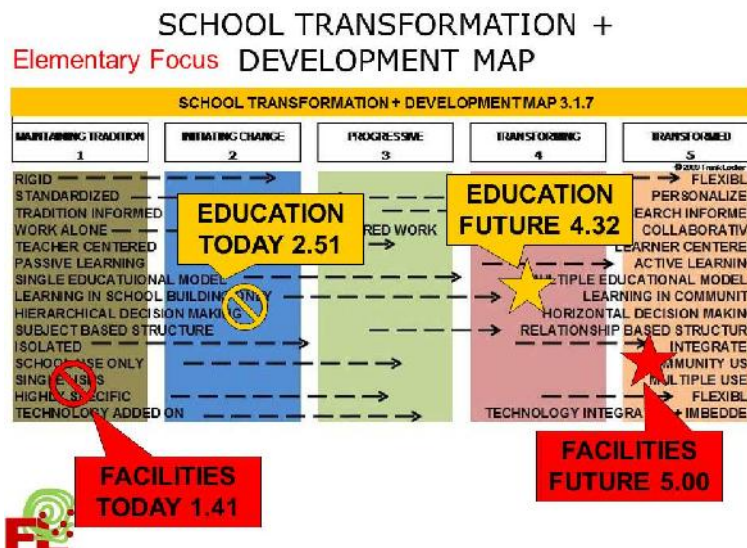


Workshop participants worked in Micro Teams to review the multiple educational practices and facilities concepts in the School Transformation + Development Map. They scored the Saugus Public schools in the following categories:

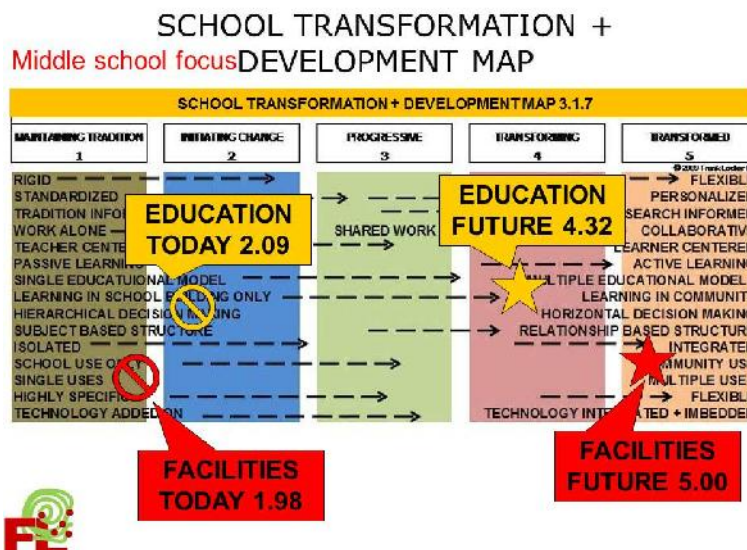
- Educational Delivery Today
- Facilities Today
- Future Educational Delivery
- Future Facilities

This average score gives a general understanding of current and desired future practices and facilities. Appendix Ch 5.6 contains the results articulated by the Micro Teams.

The elementary school score of the Micro Teams assessing them was:



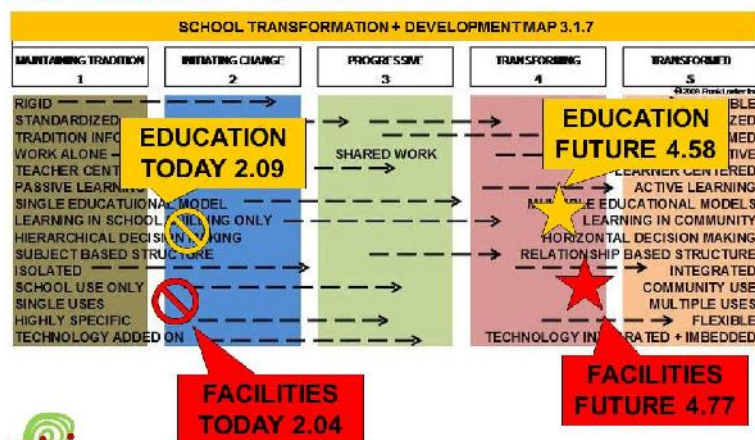
The average scores for the middle school were:





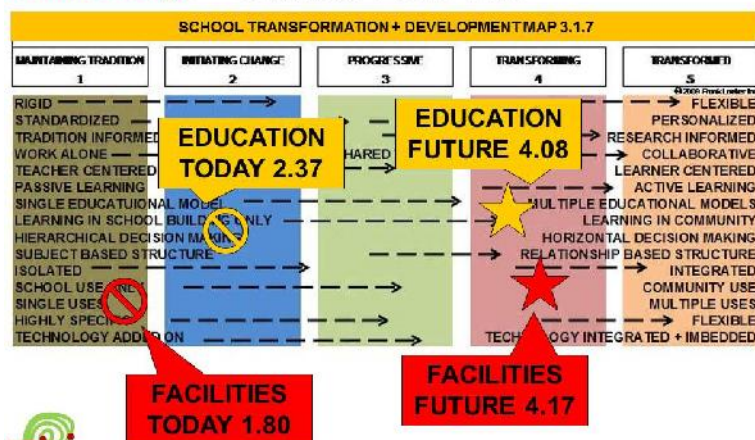
The average scores for the high school were:

SCHOOL TRANSFORMATION + High school focus DEVELOPMENT MAP



The overall average score was:

SCHOOL TRANSFORMATION + Overall average DEVELOPMENT MAP



The overall scoring of all Micro Teams was relatively close for Education and Facilities, both Now and the Future, indicating a high degree of consensus among workshop participants. Those focusing on the elementary years did, however, desire a more transformed future than those focusing on the secondary years.

The most important lessons from the ST+DM for the immediate future come from the difference between today's situation and the desired future. District-wide, the Visioning Team desires significant changes for education, almost two columns out of five. Desired facilities changes are even greater, almost 2-1/2 columns.

For education this means that a program of staff professional development needs to be implemented, starting soon. For facilities, it means that facilities will not look like traditional school. In both cases dialogue with the community needs to be engaged in order to share and receive comment and guidance on the exciting concepts proposed for the future schools.

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members were asked to identify the most important issues for future learning in the Saugus Public Schools.

The results are outlined here, in order of importance based on frequency of citing:

- Flexibility for Change (cited by 4 of 6 Table Teams)
- 21st Century Learning Spaces (cited by 4 of 6)
- Teacher Teaming/Collaboration (3 of 6)
- 21st Century Skills (3 of 6)

Note that these concepts, collectively, call for radical change in educational deliveries and facilities. Curriculum requirements and standards will remain, but the nature of teacher roles and student activities will change.



LEARNING MODALITIES

The Visioning Team members considered twenty learning modalities, ranging from traditional lecturing and direct teaching to independent study, and ranked them in order of appropriateness.

The most commonly cited most effective modalities, in order of importance, are:

- Project-Based Learning (19 citations)
- Small Group Work/Student Collaboration (11 citations)
- Social/Emotional Learning (10 citations)
- Computer Based (7 citations)
- Blended Learning/Flipped Classrooms (7 citations)

The most commonly cited as least effective modalities were:

- Lecture (17 citations)
- Direct Teaching (11 citations)

The full record of Learning Modalities preferences, with ranking scores, is in Appendix Ch 5.1.

SCHOOL STRUCTURE: PK-12 OVERALL ORGANIZATION

Visioning Team members, working as Table Teams, reflected on student natural developmental breaks, ideal grade groupings, equity across the school district, and ideal school enrollment size. Their thoughts and preferences are:

GROUPINGS

Natural developmental breaks/thresholds of students in the PK-12 continuity were considered to be:

- (PK K 1 2) (3 4 5) (6 7 8) (9) (10 11 12)
- (PK K 1) (2 3 4) (5 6 7) (8 9 10 11 12)
- (PK K 1 2 3 4) (5 6 7 8) (9 10 11 12)
- (PK K) (1 2 3) (4 5 6) (7 8 9) (10 11 12)
- (PK) (K 1 2) (3 4 5) (6 7) (8 9) (10 11 12)

Note that Grades 8 and 9 are thought to be developmentally aligned by more Table Teams than Grades 9 and 10.

GRADE LEVELS

More grade levels in a school/building offered these advantages:

- Consistency, curriculum alignment, role models/peer models
- Professional Development, teaming, supervision, uniform experience
- Teacher collaboration/student traditions
- More collaboration, equity in programs, and education financial benefit
- Professional Development, program, support services
- Budget, economy of scale, busing

Note that these advantages are intrinsic to having more grade levels in school buildings.

But has these disadvantages:

- Student developmental and maturity levels
- Scheduling issues
- Less intimacy
- Age/grade level conflicts

Note that these disadvantages can be mitigated through school building internal planning concepts.

The minimum number of grades that should be in a school/building is:

- Three to four grades, not less than three
- Three
- Three
- Typically three to four, but one or two if PK/K

Ideal grade groupings are:

- (PK K 1 2) (3 4 5) (6 7 8) (9) (10 11 12)
- (PK K 1 2) (3 4 5) (6 7 8 9 10 11 12)
- (PK K 1 2 3 4) (5 6 7 8) (9 10 11 12)
- (PK K 1 2) (3 4 5) (6 7 8) (9 10 11 12)
- (PK) (K 1 2) (3 4 5) (6 7) (8 9) (10 11 12)



EQUITY

Is equity across the district important? Yes or No

- Yes!!
- Yes
- Yes
- Yes
- Equity is important

Inequities that currently exist in Saugus Public Schools are:

- Class size, facilities, shared use spaces, common planning, SPED, programs
- Elementary school size, access to programs and spaces
- Elementary school size and facility conditions
- Disproportionate homeless/low income families
- Class size
- Resource allocation
- Class sizes, programming, state of buildings, staffing

These should be equitable at SPS:

- All
- A child's experience
- Student/teacher contact time
- Curriculum/co-curricular spaces
- Elementary schools
- Percentage of homeless/low income families
- Class size
- Resource allocation
- Education/instruction/opportunities

Strategies to achieve equity include:

- Change it!
- Build appropriate facilities
- Adjust resources
- Right size
- Larger buildings
- Different grade structure
- Redistricting
- Redistricting allowing choice, offer thematic schools

SIZE

Advantages of larger schools:

- Transition time
- Inclusivity, types of programs, space
- PD, program, support services
- Budget, economy of scale, busing
- Plus access to special programs
- Efficiency
- Equity, shared spaces, educational options, management + maintenance
- Collaboration, \$ for education, not building
- Transitional benefits

Note that these advantages are intrinsic to having more student capacity in school buildings.

Advantages of smaller schools:

- Small advantage operational
 - ✓ Knowing everyone, connection of students, parents
- Parent involvement, intimacy with students and families, easier to facilitate positive climate
- Safety
- There are none
- Closer community
- Neighborhoods

Note that all small school advantages except for "neighborhood" can be created in larger schools with appropriate facilities planning and administrative structure.

Ideal school size for ideal grade groupings:

ELEMENTARY

- 500 elementary
- PK – 2: 400 – 600
- 3 – 5: 400 – 700
- K-4: 450
- Lower ES: 700
- Upper ES: 700

SECONDARY

- MS /HS: 800



- MS: 650+
- HS: 700 - 1,000
- 6-12: 1300
- MS/Hs: 1400

Should all schools serving the same grade levels be approximately the same size?

- Yes
- Yes
- Yes
- Yes

SCHOOL STRUCTURE: INTERNAL ORGANIZATION

Visioning Team members reflected on model school organizational structures, and determined these to be the most and least appropriate structures for the future schools:

ELEMENTARY SCHOOL

Most appropriate:

- Teachers looping, moving through the grade levels with their students
- Teachers “teaming”, sharing students but separately teaching curriculum specialties
- Teachers synchronously teaming, sharing students in real time

Least appropriate:

- Themed school(s) within the school (thematic multi-grade interdisciplinary Small Learning Communities (SLC))

MIDDLE SCHOOL

Most appropriate:

- Teachers synchronously teaming, sharing students in real time
- Grade Level SLCs, teachers teaming and looping

Least appropriate:

- Departmental model

HIGH SCHOOL

Most appropriate:

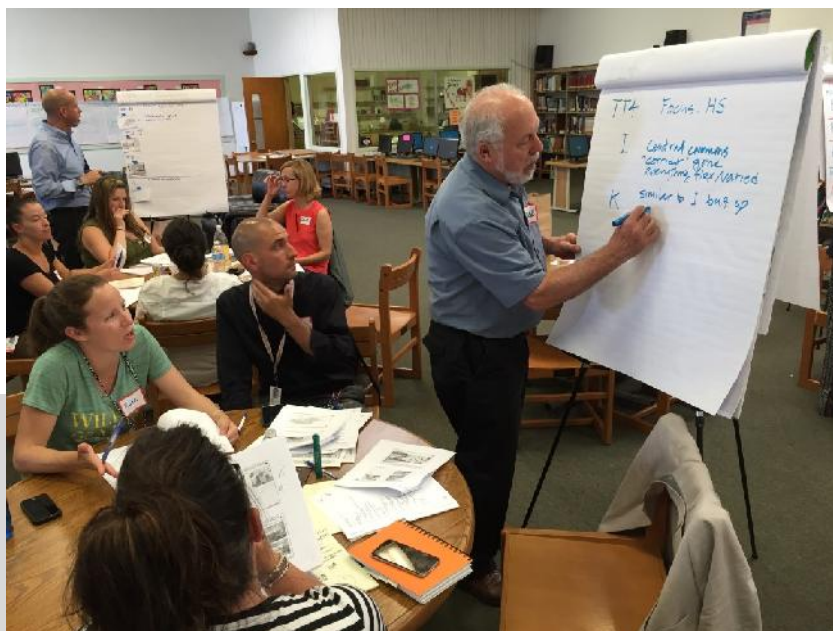
- Freshman Small Learning Community, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)
- Freshman Small Learning Community (SLC), followed by Departmental Grades 10-12

Least appropriate:

- Teachers synchronously teaming, sharing students in real time

These most favored organizational structures call for the role of teachers to be significantly changed. Continued dialogues among educators need to start district-wide as soon as possible, extending to parents and students, to explore, share, and deploy these concepts.

See Appendix Ch 5.2 for full details.



Facility Concepts

INTRODUCTION

The Visioning Team developed concepts for Saugus Public Schools' future schools. The concepts are defined through:

- **Key Words for Facilities**, characterizing the desired future school building in tiny "sound bites"
- **Places for Learning**, detailed descriptions of the learning environments
- **Ideal Overall School Facility Relationship Diagram**, capturing essential concepts of a future elementary school organization

KEY WORDS FOR FACILITIES

As closure to the two days of workshops, participants were asked to identify one word or a two-word phrase that best represented their personal thoughts about the future school facilities in Saugus.

Their most commonly cited key words are:

- Flexible (cited 9 times)
- Open (cited 3 times)

For the full listing, see Appendix Ch 5.2.

PLACES FOR LEARNING

The Visioning Team reviewed fifteen exemplar schools from the USA, the United Kingdom, and Australia. Working in Table Teams they ranked the schools for appropriateness for the future teaching and learning at Saugus Public Schools.

High School

MOST APPROPRIATE

Several exemplars were highly favored, selected by $\frac{1}{2}$ to $\frac{3}{4}$ of the Table Teams as most appropriate. They were:

- Cristo Rey High School (cited by 3 of 4 Table Teams)
- New Albany Grade 1-8 School (2 of 4 Table Teams)



- Slate Magazine 5th Grade Exploratory Classroom (2 of 4)

LEAST APPROPRIATE

They had strong opinions on the least appropriate exemplar. Southampton High School, the most traditional of the choices, was unanimous, cited by all four Table Teams.

This school exemplifies 20th century school planning, with:

- Isolated classrooms arranged along single-purpose corridors
- No support spaces for classrooms
- Grade-based and curriculum-based planning, with no consideration for building relationships
- No sense of learning communities within the buildings

ESSENTIAL CHARACTERISTICS

Most of the schools cited as most appropriate shared these characteristics:

- Learning spaces arranged as Small Learning Communities
- Classrooms are components of “suites of spaces,” supported by other spaces immediately adjacent
- Circulation to be used for learning
- Classrooms are to be flexible, interconnected, and supported by auxiliary spaces including Collaboration/Breakout/Commons Spaces
- Interdisciplinary possibilities
- Presentation areas immediately adjacent to Classrooms
- Variety of furnishings, offering students and teachers more choices in supporting learning
- Possibility of student groups working in multiple places under the guidance of the teacher
- Teacher Planning Centers to support teacher collaboration and sense of community

Most Appropriate Planning Concepts

Here are representative photos, descriptions, and Table Team comments for the most commonly cited exemplar schools.

CRISTO REY HIGH SCHOOL

Featuring:

- Use of circulation as learning space
- Garage doors between Learning Studios and circulation spaces
- Cafeteria functions overlapped with circulation

- Teacher Planning Centers

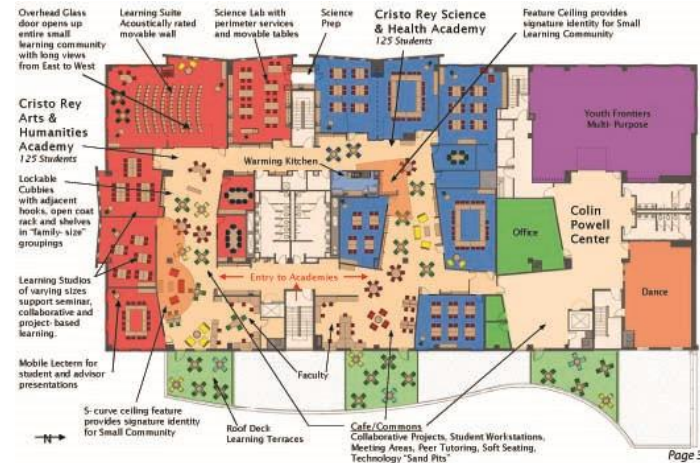


Table Team comments:

- Flexible spacing
- Student ability to create work spaces (ideal for project-based learning)
- Central Commons
- “Corridor” gone
- Everything flexible/varied
- Flexible walls
- Open space
- Student collaboration
- Accessible with garage doors





NEW ALBANY GRADE 1-8 SCHOOL

Cited by 2 of 4 Table Teams

Featuring:

- Large number of Classrooms (12) arranged in Small Learning Communities (SLCs)
- Classrooms arranged around a Breakout/Commons space
- Classrooms are not identical
 - Varieties of folding walls between some of them
 - Many have garage doors to the Breakout/Commons space
- Classroom positioning is not identical
 - Some are central and highly connected to the Breakout/Commons space
 - Others are at the edges, less connected
- Teacher Planning Center located in a strategic position at the center of each SLC
- Small, low Stage located in a paramount position in each SLC
- Conference/Small Group Room located between the Stage and Teacher Planning Center



Table Team comments:

- Flexible walls
- Open space
- Clustered
- Similar to Cristo Rey but with more common space option
- F & E mobility
- Clustered

SLATE MAGAZINE 5th GRADE EXPLORATORY CLASSROOM

Cited by 2 of 4 Table Teams

Featuring:

- Classrooms with active learning zone at the center and student teams at the edges
 - Work counters, sinks, large student tables on wheels in the center
 - Groups of smaller student desks at the perimeter
- Shared Commons/Breakout space between classrooms
- Folding glass wall between the classrooms and the Commons/Breakout space
- Able to be linked to serve more than two classrooms
- Outdoor learning space that mirrors the classroom



Table Team comments:

- Outdoor space
- Flexible plan/space
- Open areas/central
- Outside space
- Flexible walls
- Multi-function



Least Appropriate Planning Concepts

SOUTHAMPTON HIGH SCHOOL

Unanimous, cited by 4 of 4 Table Teams

Featuring:

- Challenging separations between learning spaces
- Isolated classrooms
- No central focus

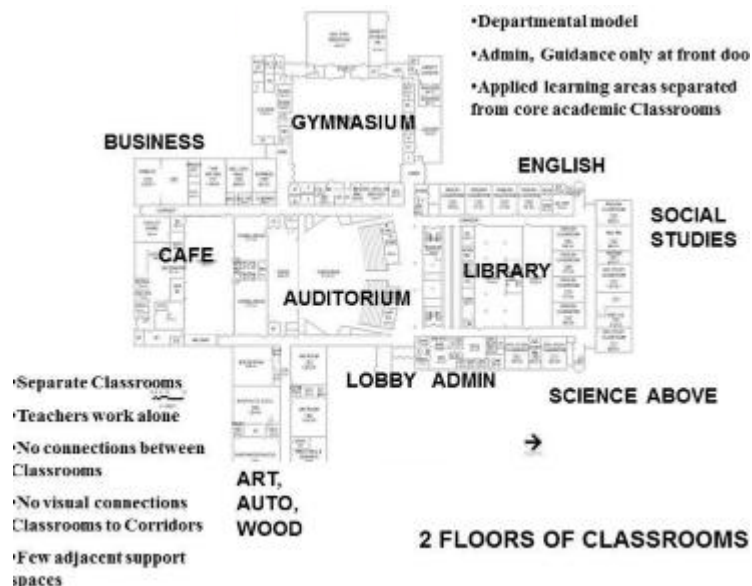


Table Team comments:

- No flexibility
- No common areas
- We already have it
- Inflexible floor plan
- Long halls
- No visibility
- Looks Like SHS
- Long corridors
- Missing WD wing

Overall PK-12 (including High School)

MOST APPROPRIATE

Several exemplars were highly favored, selected by 1/3 to 2/3 of the Table Teams as most appropriate. They were:

- New Albany Grade 1-8 School (cited by 4 of 6 Table Teams)
- Milan HS Center for Innovative Studies (2 of 6 Table Teams)
- Springfield Literacy Center (2 of 6)
- Old Town Elementary School (2 of 6 Table Teams)

LEAST APPROPRIATE

They had strong opinions on the least appropriate exemplars. Minges Brook Elementary School and Southampton High School, the most traditional of the choices, were cited unanimously by all six Table Teams.

This school exemplifies 20th century school planning, with:

- Isolated classrooms arranged along single-purpose corridors
- No support spaces for classrooms
- Grade-based, with no consideration for building relationships
- No sense of learning communities within the buildings

ESSENTIAL CHARACTERISTICS

In addition to the characteristics noted above, the Most Appropriate exemplar schools selected by all Table Teams also had these characteristics:

- Learning activity zones instead of repeated classrooms, in which students and teachers rotate among the most appropriate spaces using the most appropriate tools for their work
- Interstitial spaces between classrooms, “pull out” spaces for student work with specialist teachers, tutorials,

Most Appropriate Planning Concepts

Here are representative photos, descriptions, and Table Team comments for the most commonly cited exemplar schools.

NEW ALBANY GRADE 1-8 SCHOOL

Cited by 4 of 6 Table Teams

Additional Table Team comments:

- Open spaces
- Convertible space



- Convertible furniture
- Teacher collaboration space
- Warm/inviting/cozy (friendly)
- Moveable seats
- Flexible grouping
- Garage doors
- Wide/spacious

MILAN HIGH SCHOOL CENTER FOR INNOVATIVE STUDIES

Cited by 2 of 6 Table Teams

Featuring:

- Designed to support project-based learning
- Integrated suite of learning spaces
- Each space supports a different learning activity as “learning centers”
- Students and teachers move with their students from space to space based on learning needs
- Teachers collaborate and coordinate use of spaces



Table Team comments included:

- Project-based learning areas
- Hallways porous (good use of space)
- Open, glass, expansive
- Collaboration booths
- Choice of different learning spaces
- Mix this choice with Cristo Rey High School or New Albany Grade 1-8 School

SPRINGFIELD LITERACY CENTER

Cited by 2 of 6 Table Teams

Featuring:

- Interstitial spaces between the classrooms for intervention teachers, small group instruction, tutorials
- Use of Corridor as Breakout/Collaboration Zones



Table Team comments:

- Flexible spacing
- Shared walk area with student collaboration with more practical capabilities



- Break-out space
- Support rooms
- Barn doors

OLD TOWN ELEMENTARY SCHOOL

Cited by 2 of 6 Table Teams

Featuring:

- Classrooms arranged as a cluster around a central Commons
- The number of classrooms in a cluster intentionally does not match the number of classrooms needed for each grade level
- 6 FT wide openings between adjacent classrooms
- Commons Area has presentation area, alcoves for breakout/tutorials, mini-Library area
- Accessible through Commons are Teacher Planning Center, Student Toilets, Storage, Specialist Offices

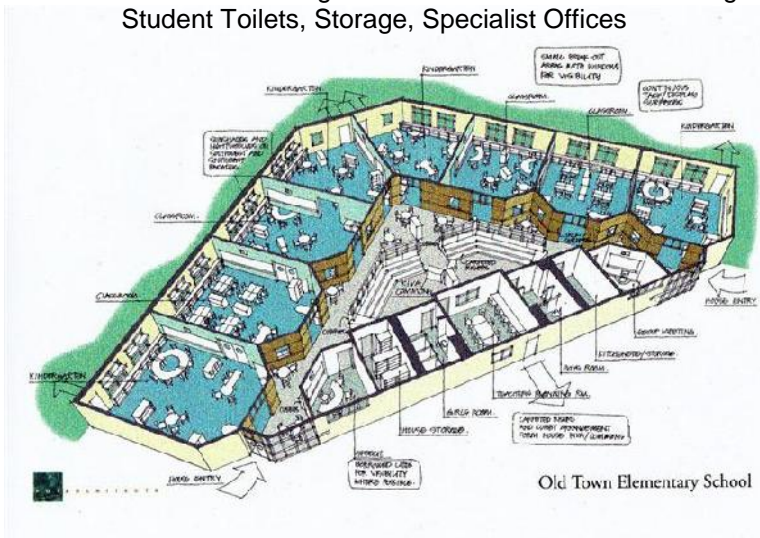


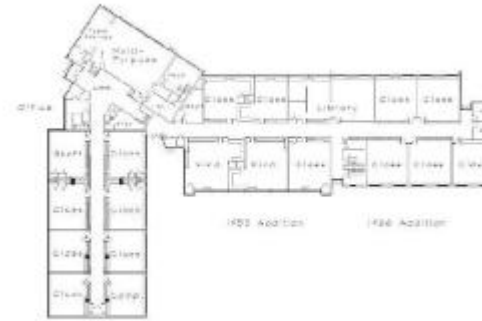
Table Team comments:

- Collaborative space
- Common areas
- Restroom locations
- Alcoves
- Interconnected rooms
- Common space
- Easy access

Least Appropriate Planning Concepts

MINGES CREEK ELEMENTARY SCHOOL + SOUTHAMPTON HIGH SCHOOL

Unanimous, cited by 6 of 6 Table Teams



Additional Table Team comments:

- Too traditional
- Same
- Few adjacent support spaces
- No opportunities for collaboration
- Not easily accessible

Full details of all Table Team responses are in Appendix Ch 5.2.

OVERALL SCHOOL FACILITY RELATIONSHIP DIAGRAM

Workshop participants conceived an elementary school overall planning diagram. The concept featured the following essential characteristics:

- A school “Heart” space:
 - Main Entry Hall
 - A “Crossing”
- Two overarching zones:
 - Secure Zone for all learning spaces with no public use
 - Community Zone with functions most likely to be used for public events
- Immediately accessible from the Heart

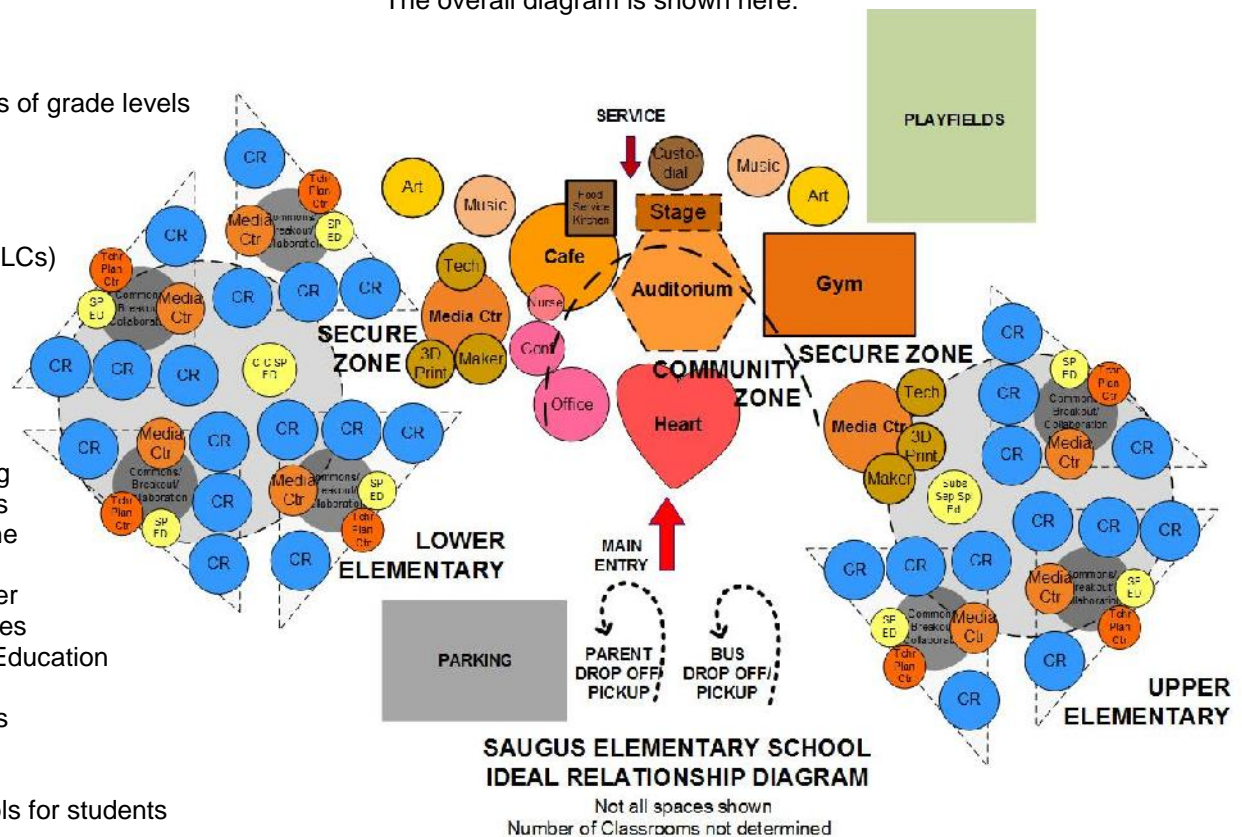


- Main Office
 - ✓ With Conference Room accessible from the Secure Zone
- Parent Spaces:
 - ✓ Parent Room:
 - PTO
 - Guidance
 - ✓ Parent Reception Room:
 - Kind and gentle
 - ✓ Parent Info Center:
 - Registration
 - Parents with kids in tow
- Public use spaces:
 - ✓ Auditorium
 - ✓ Gym
 - ✓ Cafeteria

- Community Zone with:
 - Cafeteria
 - Food Service Kitchen
 - Gymnasium
 - Auditorium
 - Any public use spaces
- “Specials” located between the Media Centers/Learning Commons and the SLCs:
 - Art
 - Music

The overall diagram is shown here:

- Educational spaces organized by groups of grade levels
- Grade groupings are:
 - Lower elementary
 - Upper elementary
- Within each grade grouping:
 - Small Learning Communities (SLCs) for core learning spaces:
 - ✓ 4 Classrooms
 - Classroom number supports intuitive decision-making among teachers
 - ✓ Collaboration zone at the center of each
 - ✓ Teacher Planning Center
 - ✓ Special Education spaces
 - Substantially separate Special Education spaces
- Two Media Centers/ Learning Commons
 - Lower elementary
 - Upper elementary
 - Each with Maker Space and tools for students





Notes Workshop Day 1

AGENDA

The first District Visioning Workshop was held on 6th June 2016. Notes of all activities follow:

- Pre-Workshop Videos
- Snapshot of Saugus Public Schools
- 21st Century Schools Presentation
- 21st Century Learning Most Important Issues
- Project-Based Learning Videos
- What Works at Our Schools? What Could Be Better?
- Integrating the Curriculum
- School Structure 1: PK-12 Overall Organization
- Learning Modalities

PRE-WORKSHOP VIDEOS

Workshop participants had watched three videos and read one magazine article before coming together, in the spirit of blended learning. They were:

- Ken Robinson, *Changing Educational Paradigms*
- Ken Robinson, *Why Schools Kill Creativity*
- James Paul Gee, *Learning with Video Games*

Here are their thoughts in response:

- Robinson, Paradigm Shift:
 - We stifle creativity
 - ADHD
 - Epidemic? Or due to what we do in schools?
 - We have traditionally thought compliance
 - We compete for kids' attention with outside world. We are losing
 - Gaming, digital world
 - Rigor
 - District increasing rigor plus student engagement
 - Promote growth mind-set
- J P Gee, Video Games:
 - In control of environment
 - Engaged
 - Lots of games have to pull in others



- ✓ Need expertise to move up
 - ✓ Problem solving
 - ✓ Collaboration
- We give kids manuals
 - ✓ Disengaged
 - ✓ Not applied in school
 - ✓ Get into action
- Robinson, Creativity:
 - We make kids think mistakes bad
 - If normalcy, no creativity

SNAPSHOT OF SAUGUS PUBLIC SCHOOLS

Acting Superintendent Michael Hashem outlined key characteristics of the school district:

- School building configurations:
 - One Pre-K
 - Four K-5
 - One MS
 - One HS
- MCAS scores:
 - District Level 3 (lower 20% of MCAS)
 - ✓ HS + MS Level 3
 - ✓ ES – Level 2
- SATs and PSATs
- Key programs
- Challenges:
 - Need tech integration experts to bring tech classrooms
 - Special Education and English Language Learners (ELL) needs are growing fast but resources are not growing
 - ✓ 16% of students have IEPs
 - ✓ ELL:
 - Next year we will be Title 3
 - 130 ELL kids in Grades K-12
- Demographics
 - 18% non-white

See Appendix Ch 5.7 for a copy of his presentation.

21st CENTURY SCHOOLS PRESENTATION

Frank Locker presented on the changing values, goals, and deliveries that characterize the most progressive thinking about schools in the United States, and worldwide, today. Key points included:

- 20th vs 21st century schools:
 - The 20th century was a century of creating efficient schools; the 21st century has been a century of looking for effectiveness in schools
 - 20th century was the century of the teacher; 21st century is the century of the learner
 - The teacher used to hold all the information; now the teacher is the guide
- Research in learning informs us of many effective educational practices
 - Some are gaining popularity
 - Others are not yet in general practice
- Learning is more effective when students apply their learning immediately
- The Multiple Intelligence Theory explains why different students learn best in different ways
- 21st Century Skills Framework offers a clear concept of skills students need for success in our rapidly changing global economy. It establishes:
 - Core, subject-based learning is not sufficient any more
 - Learning relevant 21st century survival skills is just as important, perhaps more important. These include:
 - ✓ Learning and innovation skills
 - ✓ Life and career skills
 - ✓ Information, media, and technology skills
 - Craig Jerald was cited as researching the most important traits that business and industry really want – professionalism/work ethic
 - Learning should be interdisciplinary, bridging the gaps between subject areas
 - Learning should be infused with 21st century themes. These include:
 - ✓ Global awareness
 - ✓ Financial, economic, business and entrepreneurial literacy
 - ✓ Civic literacy





- ✓ Health literacy
- Learning is a social activity. Students learn better when they are in strong relationships with teachers and peers
- The Relevance and Rigor Framework of the International Center for Leadership in Education correlated Bloom's Taxonomy with application, offering a concise understanding of effective learning
- Google's Futurist has identified future new job titles
 - ✓ University Dismantler
 - ✓ Wireless Electrician
 - ✓ Urban Agriculturalist
- Teachers' work is supported through strong relationships with other professionals
- Schools are looking for more community connections to improve student learning
- Flexible furniture is needed to bring the student the support to learn in a variety of modalities

Individual Responses

District Visioning Team members scored the importance of the different issues outlined while Frank was presenting. They were asked "How important are these issues to teaching and learning at our future schools?"

A compilation of their scores is shown here and on the next page. Individual comments follow:

ISSUE	VERY IMPORTANT	IMPORTANT	DON'T KNOW	MAYBE NOT	NOT IMPORTANT	SCARY TO ME
1 Learning Pyramid	9	11	3	1		
2 Gardner: Multiple Intelligences	15	6	2			
3 Integrate arts in core learning	6	13	4			
4 Environmental Sciences/Sustainable Living/STEM/STEAM/Engineering	11	10	1			
5 Relationships: Dunbar's Law, "Magic of 150"	7	7	7	2		
6 Computers for Learning: Adaptive Learning, Blended Learning, Computer Games Learning	9	8	4			3
7 Revised Bloom's Taxonomy	2	9	1	1		
8 Daggett: Relevance + Rigor Framework	5	11	4		1	
9 21 st Century Skills	15	5	1	2		
10 Jerald's Research on 21 st Cent Education	5	6	7	3	1	2
11 Project Based Learning, Africa, Café Paresien	12	6	2			
12 Deeper Learning	11	3	6			1





ISSUE	VERY IMPORTANT	IMPORTANT	DON'T KNOW	MAYBE NOT	NOT IMPORTANT	SCARY TO ME
13 Making Things to Learn	10	9	3	2		
14 Small Learning Communities	12	11	1			
15 Flexible, Varied, Brain Based Furniture	12	11	1			
16 New Technology Close by	17	6				
17 21 st Century Learning Spaces	15	8				1
18 Teacher Planning Centers	12	11	1			
19 New Media Center Concepts	15	8	1			
20 Flexibility for Change	17	6		1		
21 Collaboration/Breakout/Commons	16	5	2	1		1
22 Integrated Applied Learning/ Making Things/Design Thinking	14	8	2			
23 Teacher Teaming/Collaboration	17	6	1			
24 End of the Classroom as we know it Today	13	8	3			

Individual Comments

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

ISSUE

1 Learning Pyramid

- As a teacher, I had this chart in my classroom
- Reading is not properly represented
- Know from experience this works
- Kids need to be involved in the learning. Doing is learning!
- Outdated but still relevant. Teaching interests/hands-on best way to learn
- Applies knowledge in a meaningful way

2 Gardner: Multiple Intelligences

- Also – 4 Mat, Bernice McCarthy
- Keep student engaged

- Too limiting. Limits student's potential
- Every person has unique skills
- Different learning styles
- Helps to know how students learn
- Important to recognize but challenging to implement correctly in schools

3 Integrate arts in core learning

- Model UN mock trial...simulations
- Not sure
- We need larger classrooms
- Arts makes us different animals
- Key to well-rounded students and test scores

4 Environmental Sciences/Sustainable Living/STEM/STEAM/Engineering

- STEM is the future of the workforce
- Increases scores
- Important to 21st century. Also key to well-rounded students and test scores
- Need background knowledge and content

5 Relationships: Dunbar's Law, "Magic of 150"

- All Pre-K in my building
- Concern about consistency of experience
- Good in theory. Could not meet everyone's needs in practice. Making teams could work?
- Being social is important. Communication is critical
- Sharing of ideas develops learning & creativity; collaboration; effective decision making
- Class size; caseloads; mentoring

6 Computers for Learning: Adaptive Learning, Blended Learning, Computer Games Learning

- How to build capacity so it works
- Not personal, (social piece) but discussion rooms
- Engagement – compete with today's environment
- Balance with face-to-face – important
- Technology is key. Kids need technology education
- No interaction with people!
- Computers replacing teachers



- Social/emotional/mental health. Good option but do not want to rely on this
- Not sure about all concepts here

7 Revised Bloom's Taxonomy

- Teachers should understand
- Dig deeper for true understanding
- Students need to dig deeper – not just surface learning
- Emphasis on creativity prepares for real world
- Important to know as educators

8 Daggett: Relevance + Rigor Framework

- You need both content and application
- Applying knowledge to real-life
- This idea of "rigor" gets lost and confused in education - addressed by other theories. Best for higher-level thinkers (high school level and post-secondary)
- Have to move from one section to get to the other, ie, memorize facts so you can create formulas
- They need basic info before they can apply that info

9 21st Century Skills

- Again, where is content?
- My bread and butter
- Ethics, communication, problem solving
- Problem solving! Our students struggle with this
- Develop skills for future
- Just another theory

10 Jerald's Research on 21st Cent Education

Are schools there to facilitate the needs of businesses?

- Discounting skills that human ties teach
- Teamwork
- Again, problem solving and collaborating
- Knowledge and skills need to be blended
- Covered in more depth in theories
- Need more collaboration and communication
- If we have other areas as focused, this should take care of itself

11 Project Based Learning, Africa, Café Paresien

- Problem-solving skills

- Authentic learning – teaches at all levels for best learning
- Very important & successful but time constraints to MCAS often knock these out
- Allows for more interdisciplinary learning
- Great idea – hands-on learning and able to use the content and skills applied
- Would be curious to see how this would look in my subject area
- 4th important
- Important but along with content and integration of subject

12 Deeper Learning

- Learning with more depth for life-long experience
- Teachers need lots of PD to make this work
- Apply knowledge to real-world learning circumstances and to solve novel, unique problems
- Great idea. Requires complete overhaul & \$.

13 Making Things to Learn

- Most important. 8 Steps – universal/design process
- Should be conceptual as well as hands-on
- Hands-on learning
- Develop thinking skills – expand knowledge
- Include but don't focus. Maker Space
- Fosters communication and relationships. I like that it's not a cookie-cutter approach. I feel that students learn better if hands-on

14 Small Learning Communities

- Like the concept
- We are way behind in design of schools

15 Flexible, Varied, Brain-Based Furniture

- Maintenance?
- Kinesthetic – stand-up desks
- Not sure
- Collaboration, visibility, creativity

16 New Technology Close by

- Exciting, effective
- Collaboration, visibility, creativity
- Portable is key



17 21st Century Learning Spaces

- Need a shift in thinking
- High Tech High/Humanities merge
- Think out of the classroom
- Facilitates learning
- Collaboration, visibility, creativity

18 Teacher Planning Centers

- Not my expertise
- Space for sharing and planning
- Collaboration, visibility, creativity
- Common
- Teacher area for each floor? Pod?
- If room's furniture is portable, not an issue. Teachers can find a space/room. But to what degree if classrooms have media

19 New Media Center Concepts

- Tools and furniture you can't have in the classroom
- I love how it is an extension of the classroom
- Collaboration, visibility, creativity

20 Flexibility for Change

- Be able to change plan
- As much as possible – forward thinking
- Important to keep options open if things do not work out and change is needed (more bang for your \$). Flexibility needed

21 Collaboration/Breakout/Commons

- Need to teach how to collaborate
- Community learning
- I love the garage doors!
- Garage door concept is interesting
- Important to keep options open if things do not work out and change is needed (more bang for your \$). Flexibility needed. Love garage windows/doors

22 Integrated Applied Learning/Making Things/Design Thinking

- Enhances performance
- Changes learning

23 Teacher Teaming/Collaboration

- Contract!
- Never enough
- Most important
- It will take baby steps

24 End of the Classroom As We Know It Today

- Exciting!
- Some educators will resist change but we need to move past antiquated models
- Very, very important

25 Other

- Dismissing well-rounded knowledge for the sake of creating digital-age worker bees as opposed to higher-level thinkers
- Middletown, RI school looks like it would be a good fit for Saugus

21ST CENTURY LEARNING MOST IMPORTANT ISSUES

Workshop participants, working as Table Teams, were asked to reach consensus on the three most important (effective) ideas for future Saugus Public Schools, and identify why they believed as they did.

Their thoughts were:

TABLE TEAM 1

Three Most Important

- 23 Teacher Teaming/Collaboration
- 20 Flexibility for Change
 - Hardest to deploy
 - ✓ Mindset – educators/parents/kids
- 17 21st Century Learning Spaces

TABLE TEAM 2

Three Most Important

- 20 Flexibility for Change



- The changing times
- Staff buy-in
- Community buy-in
- 9 21st Century Skills
 - Prepare students for life after school
- 23 Team Teaching/Collaboration + 18 Teacher Planning Center
 - Teacher collaboration in order to have the best ideas and not work in a vacuum

TABLE TEAM 3

Three Most Important

- 17 21st Century Learning Spaces
- 11 Project-based Learning
- 22 Integrated/Applied Learning

TABLE TEAM 4

Three Most Important

- 20 Flexibility
 - Short and long-term change
- 2 Multiple Intelligences
 - Individualized learning
- 21 Collaboration Space + 23 Collaborative Teaching + 17 21st Century Learning
 - Rethinking the classroom

TABLE TEAM 5

Three Most Important

- 12 Deeper Learning
- 14 Small Learning Communities
- 24 End of the Classroom as We Presently Know It

TABLE TEAM 6

Three Most Important

- 9 21st Century Skills
- 17 21st Century Learning Spaces
- 6 Computers for Learning
- 20 Flexibility for Change

SUMMARY

Most Important

Shown here in order of number of citations:

- 20 Flexibility for Change (cited by 4 of 6 Table Teams)
- 17 21st Century Learning Spaces (cited by 4 of 6 Table Teams)
- 23 Teacher Teaming/Collaboration (cited by 3 of 6)
- 9 21st Century Skills (3 of 6)

WHAT WORKS AT OUR SCHOOLS? WHAT COULD BE BETTER?

The whole group brainstormed on what currently works in the district, and what could be better.

Here are the District Visioning Team's thoughts:

Works

- Good teachers
- Arts Program
- Chromebooks, especially at the elementary schools
- Peer interaction
 - Special needs students and general population at intermix at SHS
- Early Child Center has high school students participating

Could be Better

- More arts at lower levels
- Professional development:
 - Writing program needs improve, vertical & horizontal articulation
 - More in technology
- Tech integration:
 - More PD
 - More technology
- Needs to raise student achievement
- Social/emotional progress
 - PK-12
- Comprehensive Health & Wellness Program



- Change perception of our schools and successes in schools
 - Public perceptions
 - 4-year universities

WHAT IS PROJECT-BASED LEARNING? EEVA REEDER'S 10th GRADE GEOMETRY CLASS

As a prelude to the project-based learning (PBL) challenge, workshop participants watched two videos. The first was a cartoon by the Buck Institute for Education explaining project-based learning. The second was a detailed look at a project for 10th grade math students to design a high school for the year 2050. Students applied their knowledge of geometry with the help and guidance of two architects who volunteered to work with them for the six-week long project. Students worked in teams. They presented their work in a final presentation at the architects' offices. Awards were given by the architects for the best work in several categories.

Visioning Team comments included:

- What do students want?
- This is student centered learning!
- 40% of the student grade given by community members (architects in this case) requires a lot of trust
 - The rubric is important in establishing that trust
- Can we do this:
 - Yes, at the middle school
 - Yes, certainly starting in Grades 3 or 4

INTEGRATING THE CURRICULUM

The challenge was:

INTEGRATING THE CURRICULUM

Identify a focus: Elementary Middle High PK-12

Table Team discussion and report out

An integrated curriculum has interdisciplinary/cross-curricular teaching and learning

1. Is interdisciplinary/cross-curricular teaching and learning important for the future? YES NO
2. Why?
3. Here are some examples of integrated programs:
 - a. Integrated core: ELA, social studies, math, and/or science
 - b. STEM (Science, Technology, Engineering, Math)
 - c. STEAM (Science, Technology, Engineering, Arts, Math)
 - d. Arts with core
 - e. Project-based learning
 - f. Wellness program integrating PE, Science, possibly Family/Consumer
 - g. Others?
4. Pick one or more. For each develop a scenario:
 - a. Characterize how teaching and learning like that would work, what it looks like
 - b. How many teachers are involved?
 - i. What are they doing?
 - c. How many students are involved?
 - i. What are they doing?
 - d. How do students express their learning?
 - e. Do you have to change the schedule to make it work?
 - i. If so, how?
5. What does this mean for facilities?
6. Do you think Saugus Public Schools should support integrating the curriculum on a regular basis? YES or NO.





Stakeholders at one Table Team addressed this challenge. Their response was

TABLE TEAM 1

Integrating

Middle school focus

- **1 Is this important?**
 - 1 Yes
- **2 Why?**
 - Practical application of real-world situations for students
- **3 Integrated programs:**
 - A + D – Integrated Core Academics + Arts with Core
- **4 Scenario:**
 - **A Characterization:**
 - ✓ Project-based on theme:
 - To increase tourism to Saugus by 10% using The Iron Works as the main draw
 - **B Teachers involved:**
 - ✓ Four Core Academic plus various Encore
 - (Facilitating student-led projects)
 - **C Students involved:**
 - ✓ Entire grade level (by team)
 - (Team project)
 - **D Students express learning:**
 - ✓ Through presentations
 - Based on Rubric – research/creativity – product/delivery
 - **E Schedule:**
 - ✓ Yes
 - Add a 5th academic block to the team's daily schedule
- **5 Facilities:**
 - Common work spaces
 - Collaboration Area for teachers
 - Use of Technology Integration specialist
- **6 Support:**
 - Yes

SCHOOL STRUCTURE 1: PK-12 OVERALL ORGANIZATION

This was the challenge:

SCHOOL STRUCTURE 1: PK-12 OVERALL ORGANIZATION

Identify your focus/familiarity: ES MS HS PK-12

PONDER THE IMPACT OF STRUCTURE ON LEARNING

Discuss these issues:

Groupings

1. Identify any natural developmental breaks/thresholds in the PK-12 continuity

PK K 1 2 3 4 5 6 7 8 9 10 11 12

Grade levels:

1. What advantages does more grade levels in a school/building offer?
2. What disadvantages?
3. What is the minimum number of grades that should be in a school/building?
4. Identify ideal grade groupings.

5. PK K 1 2 3 4 5 6 7 8 9 10 11 12

Equity:

1. Is equity across the district important? Yes or No
2. Identify inequities that currently exist in Saugus Public Schools (consider programs, staffing, demographics, facilities etc)
3. What should we be sure is equitable at SPS?
4. Identify strategies to achieve equity

Size:

1. Identify any advantages of larger schools
 - a. Educational



- b. Operational
- 2. Identify any advantages of smaller schools
 - a. Educational
 - b. Operational
- 3. Identify ideal school size for your ideal grade groupings (circle best choices):

200 250 300 350 400 450 500 550 600 650
700 750 800 850 900 1000 1100 1200 1300
1400 1500

 - a. Identify why
- 4. Should all schools serving the same grade levels be approximately the same size?

Discuss in your small group Table Teams
Report out

Five Table Teams addressed this issue. Responses were:

TABLE TEAM 2

Structure

Developmental breaks/thresholds:

- (PK K 1 2) (3 4 5) (6 7 8) (9) (10 11 12)
 - Developmental and ideal groupings are the same

Grade Levels:

- **1 Advantages of more grade levels:**
 - Consistency, align curriculum, role models/peer models
- **2 Disadvantages:**
 - Developmental + maturity levels
- **3 Minimum number of grades in a school/building:**
 - 3-4 grades
 - Not less than 3
- **4 Ideal grade groupings:**
 - (PK K 1 2) (3 4 5) (6 7 8) (9) (10 11 12)
 - ✓ Developmental and ideal groupings are the same

Equity:

- **1 Equity important:**
 - Yes!!
- **2 Identify inequities:**
 - Class size, facilities, shared use spaces, common planning, SPED, programs
- **3 What should be equitable:**
 - All
- **4 Strategies:**
 - Change it!

Size:

- **1 Advantages of larger schools:**
 - Transition time
 - Inclusivity, types of programs, space
- **2 Advantages of smaller schools:**
 - Small advantage operational
 - ✓ Knowing everyone, connection of students, parents
- **3 Ideal school size:**
 - 500 elementary
 - 800 MS /HS
 - **Why:**
 - ✓ Programs + management
 - Not too big, not too small
- **4 Approximately the same size:**
 - Yes

TABLE TEAM 3

Structure

Developmental breaks/thresholds:

- (PK -1) (2-4) (5-7) (8-12)
 - Achieving this would be ideal

Grade Levels:

- **1 Advantages of more grade levels:**
 - PD, teaming, supervision, uniform experience
- **2 Disadvantages:**
 - Scheduling issues, less intimacy
- **3 Minimum number of grades in a school/building:**
 - 3



- **4 Ideal grade groupings:**
 - (PK K 1 2) (3 4 5) (6 7 8 9 10 11 12)
 - ✓ Practical

Equity:

- **1 Equity important:**
 - Yes
- **2 Identify inequities:**
 - ES class size, access to programs + spaces
- **3 What should be equitable:**
 - A child's experience
 - Student/teacher contact time
- **4 Strategies:**
 - Redistricting, allowing choice, offer thematic schools

Size:

- **1 Advantages of larger schools:**
 - PD, program, support services
 - Budget, economy of scale, busing
- **2 Advantages of smaller schools:**
 - Parent involvement, intimacy with students and families, easier to facilitate positive climate
 - Safety
- **3 Ideal school size:**
 - PK – 2 400 – 600
 - 3 – 5 400 – 700
 - 6-12 1300
- **4 Approximately the same size:**
 - Yes

TABLE TEAM 4

Structure

Developmental breaks/thresholds:

- PK K 1 2 3 4/ 5 6 7 8/9 10 11 12

Grade levels:

- **1 Advantages of more grade levels:**
 - Teacher Collaboration/student traditions
- **2 Disadvantages:**
 - Age/grade level conflicts
- **3 Minimum number of grades in a school/building:**

- 3

- **4 Ideal grade groupings:**
- PK K 1 2 3 4/5 6 7 8/9 10 11 12

Equity:

- **1 Equity important:**
 - Yes
- **2 Identify inequities:**
 - ES size/facility conditions
- **3 What should be equitable:**
 - Curriculum/co-curricular spaces
- **4 Strategies:**
 - Redistrict/build

Size:

- **1 Advantages of larger schools:**
 - A Plus access to special programs
 - B Efficiency
- **2 Advantages of smaller schools:**
 - A Closer community
 - B None
- **3 Ideal school size:**
 - K-4: 450
 - MS: 650+
 - HS: 700-1,000
- **4 Approximately the same size:**
 - Yes

TABLE TEAM 5

Structure

Developmental breaks/thresholds:

- PK K/ 1 2 3/ 4 5 6/ 7 8 9/ 10 11 12

Grade Levels:

- **1 Advantages of more grade levels:**
 - Pre K – 2
 - 3 – 5
 - 6 – 12
- **4 Ideal grade groupings:**
 - PK K 1 2/3 4 5/[6 7 8] [9 10 11 12]

Equity:

- **1 Equity important:**



- Yes
 - ✓ Availability of technology
 - ✓ Resources
 - ✓ Teachers: Student ratios
- **2 Identify inequities:**
 - Elementaries different
 - Disproportionate homeless/low income families
 - Class size
 - Resource allocation
- **3 What should be equitable:**
 - Elementaries different
 - Disproportionate homeless/low income families
 - Class size
 - Resource allocation
- **4 Strategies:**
 - Adjust resources
 - Redistrict
 - Right size

TABLE TEAM 6

Structure

Developmental breaks/thresholds:

- (PK) (K 1 2) (3 4 5) (6 7) (8 9) (10 11 12)

Grade Levels:

- **1 Advantages of more grade levels:**
 - More grade levels – more collaboration, equity in programs, and education financial benefit
- **2 Disadvantages:**
 - Age/grade level conflicts
- **3 Minimum number of grades in a school/building:**
 - One or two PK (Typically 3-4)
- **4 Ideal grade groupings:**
 - (PK) (K 1 2) (3 4 5) (6 7) (8 9) (10 11 12)

Equity:

- **1 Equity important:**
 - Equity is important
- **2 Identify inequities:**
 - Class sizes, programming, state of buildings, staffing
- **3 What should be equitable:**

- Education/instruction/opportunities
- **4 Strategies:**
 - Larger building
 - Different grade structure
 - Redistricting

Size:

- **1 Advantages of larger schools:**
 - Equity, shared spaces, educational options, management + maintenance
 - Collaboration, \$ education, not building
 - Transitional benefits
- **2 Advantages of smaller schools:**
 - Neighborhoods
- **3 Ideal school size:**
 - 700 700 1400
 - Lower ES Upper ES MS/HS
- **4 Approximately the same size:**
 - Yes

LEARNING MODALITIES

This was the challenge:

LEARNING MODALITIES

Here is a list of learning modalities. Which are most appropriate? Which ones should we be using most at our future schools? Which ones the least?

Personal reflection:

- Personally rank them in order of appropriateness for learning
- Focus on the 4 most and the 2 least appropriate
 - Appropriateness implies extensive application

Group consensus discussion:

- Then debate with your Table Team members. Persuade them if you can



- When you vote no need to pay attention to your table mates

Then vote with your dots:

- Green dots for the top 4. Red for the bottom 2

	4 Most	2 Least
A. Direct teaching	_____	_____
B. Lecture (sustained direct teaching)	_____	_____
C. Seminar instruction	_____	_____
D. Teacher team/synchronous collaboration	_____	_____
E. Independent study	_____	_____
F. Small group work/student collaboration	_____	_____
G. Peer tutoring/teaching	_____	_____
H. Internships/service learning	_____	_____
I. Project-based learning	_____	_____
J. Making things, prototyping	_____	_____
K. Interdisciplinary learning	_____	_____
L. Thematic/integrated learning	_____	_____
M. Integrated arts learning	_____	_____
N. Social/emotional learning	_____	_____
O. Student presentations	_____	_____
P. Computer-based: adaptive learning, games	_____	_____
Q. Blended learning/flipped classroom	_____	_____
R. Distance learning	_____	_____
S. Technology with mobile devices	_____	_____

T. Technology with desktop devices

U. Other

The responses were:

- A Direct Teaching
 - 11 Red ☹️ (Subject to interpretation of modality definition)
- B Lecture
 - 17 Red ☹️
- C Seminar
 - 3 Green
 - 8 Red ☹️ (Subject to interpretation of modality definition)
- D Teacher Team/Synchronous
 - 5 Green
- E Independent Study
 - 3 Red
- F Small Group/Student Collaboration
 - 11 Green 😊
- G Peer Tutoring/Teaching
 - 2 Green
 - 1 Red
- H Internships/Service
 - 4 Green
- I Project-based
 - 19 Green 😊
- J Making Things
 - 4 Green
- K Interdisciplinary
 - 7 Green 😊
- L Thematic
 - 2 Green
- M Integrated Arts
 - 2 Green
- N Social/emotional
 - 10 Green 😊
- O Student Presentations
 - 5 Green
- P Computer-based



- 7 Green ☺
- Q Blended/Flipped
 - 7 Green ☺
- R Distance
 - 4 Red
- S Mobile Technology
 - 4 Green
 - 3 Red
- T Desktop Technology
 - 1 Red



Notes Workshop Day 2

AGENDA

The second District Visioning Workshop was held on 7th June 2016.

Notes of all activities follow:

- Will Clayton Christenson be Right? School in 2036
- What to Teach + How to Teach
- School Transformation + Development Map
- School Structure 2: Internal Organization
- Larry Rosenstock on *High Tech High*
- Places for Learning
- Overall School Facility Relationship Diagrams
- Key Words to Define the Future Saugus Public Schools Experience
- Next Steps

WILL CLAYTON CHRISTENSON BE RIGHT? SCHOOL IN 2036

The Visioning Team participants had looked into the long-term future as homework. This was the challenge:

WILL CLAYTON CHRISTENSON BE RIGHT? DEFINE SCHOOL IN 2036

Homework to be turned in at the beginning of Day 2.

Answer as many of these questions as needed to create your concept of future school:

1. What will students at our schools be doing in 20 years?
 - a. What is “a day in the life of a student?”
 - b. If they can learn content through the internet, why come to school?
2. What will faculty/staff at our schools be doing in 20 years?
 - a. What is “a day in the life of a teacher?”
 - b. What is the teacher role?



3. Community?
 - a. How will the community be involved in the school?
 - b. How will our schools be involved in the community?
4. Facilities: What does this imply for facilities?

Visioning Team members shared their thoughts about school in 20 years in a whole group discussion. Their future projections were:

- 2036- 2056 building
- 20 years not so far away
- More tech
 - Robotics
 - Text books
- Why come to school?
 - Learn to think critically
 - Synthesize information
 - Discriminate
- Worth with others
- Communications
- Guidance
 - Sort and apply information
- Place of safety
- Honor achievement
- Breakfast, lunch, dinner
- Social/emotional
- Stability
- Technology access equitable
- Create future citizens
- Arts
- Sports
- Projects are virtual
- 50 years – will we need a building?
- School could be a tutorial place to get what they need

WHAT TO TEACH + HOW TO TEACH

The Visioning Team discussed new learning standards brought by the Common Core and related Massachusetts Department of Elementary and Secondary Education standards. They addressed the questions:

- How will instruction at Saugus Public Schools look different?
- Are there any conflicts between new standards and what we talked about on the first day of Visioning?

The Visioning Team addressed these issues as a whole group. Their thoughts included:

- Common core:
 - Has bad rap – designed to change teaching
 - Deeper not wider
- Goal – raise + uniformize standards:
 - Lots of merit to it
 - Associated with assessments
 - Questions not about memorization
 - PARCC, MCAS2.0-both fixed tests
 - ✓ Not adaptive testing
 - MA standards higher than most
 - Problem is in the testing, not the curriculum
 - Common Core +PARCC do not resemble daily deliveries
 - Foundational content
 - ✓ Emphasis on content
 - Give teachers tools to do job right
 - ✓ Good strong PD
 - ✓ facilities

SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Workshop participants used the School Transformation + Development Map (ST+DM © 2016 Frank Locker Inc) to evaluate Saugus Public Schools' current educational deliveries and facilities, and to project the desired future for both.



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

Workshop participants worked in three-person Micro Teams to review the multiple educational practices and facilities concepts in the School Transformation + Development Map. Schools were scored in the following categories:

- Educational Delivery Now
- Facilities Now
- Future Educational Delivery
- Future Facilities

The scores are shown on the right:

SCHOOL TRANSFORMATION + DEVELOPMENT MAP					
Elementary School Focus		EDUCATION		FACILITIES	
Micro Team	Team #	Now	Future	Now	Future
Alexa, Jhenn, Marie, Joanne, Barbara	1	2.51	4.32	1.41	5.00
AVERAGE		2.51	4.32	1.41	5.00
		diffrence =	1.81	diffrence =	3.59
Middle School Focus		EDUCATION		FACILITIES	
Micro Team	Team #	Now	Future	Now	Future
Peter, Linda, Nancy	2	2.15	4.08	1.98	5.00
AVERAGE		2.15	4.08	1.98	5.00
		diffrence =	1.93	diffrence =	3.02
High School Focus		EDUCATION		FACILITIES	
Micro Team	Team #	Now	Future	Now	Future
Gail, Bakir, Mike H	3	1.82	4.34	1.97	4.87
Steve, Payne, Brendon	4	2.36	4.81	2.10	4.67
AVERAGE		2.09	4.58	2.04	4.77
		diffrence =	2.49	diffrence =	2.74
PK-12 Focus		EDUCATION		FACILITIES	
Micro Team		Now	Future	Now	Future
Mike M, Eric, Lori, George	5	2.10	5.00	1.80	5.00
Jenn, Jeannie, Judy	6	1.77	4.56	1.69	4.82
Lisa, Don	7	-	-	1.88	4.09
AVERAGE		1.94	4.78	1.79	4.64
		diffrence =	2.85	diffrence =	2.85
Overall Average		EDUCATION		FACILITIES	
		Now	Future	Now	Future
AVERAGE		2.12	3.87	1.83	4.78
		diffrence =	1.75	diffrence =	2.95



SCHOOL STRUCTURE 2: INTERNAL ORGANIZATION

The challenge was:

SCHOOL STRUCTURE 2: INTERNAL ORGANIZATION

Identify a focus/familiarity: Elementary Middle High
Table Team discussion and report out

PART 1: RELATIONSHIP-BUILDING Knowing Students Deeply

- Rank the following from 1 to 6, with 1 = most effective way for teachers to deeply know students to 6 = hinders teachers from deeply knowing students:
 - Grouping students by birth date with new teachers every year
 - Looping
 - Multi-age groupings
 - Departmental model
 - Small Learning Communities (SLCs), aka houses, teams
 - Thematic SLCs
 - More grade levels in a school/building
- What are the challenges to doing your most effective choice?

Teacher Collaboration

- What can one teacher working alone do that two (or more) teaming synchronously cannot do?
- What can two (or more) teachers do together as a synchronous team that one teacher cannot do?

- What is the maximum number of teachers/staff that can effectively/intuitively work together in a collaborative grouping?

PART 2: ORGANIZATIONAL CONCEPTS

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

- Rank the following, from most appropriate(=1) to least appropriate (=7)
- Analyze your most appropriate one:
 - Elaborate on the structure to give it more definition
 - Combine possibilities if desired
 - Identify the Pros and Cons
 - What would you do to mitigate the Cons?

ELEMENTARY SCHOOL ORGANIZATIONAL MODELS

- Grade level classroom groupings (SLCs)
- Teachers looping
- Multi-grade classroom groupings (SLCs)
- Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)
- Teachers “teaming,” sharing students but separately teaching curriculum specialties
- Teachers synchronously teaming, sharing students in real time
- Other



MIDDLE SCHOOL ORGANIZATIONAL MODELS

- A. Departmental model
- B. Grade Level SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)
- C. Grade Level SLCs, teachers teaming + looping
- D. Multi-grade SLCs
- E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)
- F. Teachers synchronously teaming, sharing students in real time
- G. Other

HIGH SCHOOL ORGANIZATIONAL MODELS

- A. Departmental model Grades 9-12
- B. Freshman SLC, followed by Departmental Grades 10-12
- C. Interdisciplinary SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)
- D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)
- E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)
- F. Teachers synchronously teaming, sharing students in real time
- G. Other

SLC = Small Learning Community

All Table Teams addressed this challenge. Their responses were:

TABLE TEAM 1

High school focus

PART 1: RELATIONSHIP BUILDING

Knowing Students Deeply:

- 1 Ranking:

SCHOOL STRUCTURE 1: HIGH	
HIGH SCHOOL ORGANIZATIONAL MODELS	TT
A. Departmental model Grades 9-12	5
B. Freshman SLC, followed by Departmental Grades 10-12	3
C. Interdisciplinary SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)	4
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	6
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	2
F. Teachers synchronously teaming, sharing students in real time	1
G. Other	7

- 2 Challenges
 - Scheduling and determination of houses/themes or focus

Teacher Collaboration:

- 1 One teacher can do that two (or more) teaming synchronously cannot do?
 - Consistent message to students
- 2 Two (or more) teachers can do that one teacher cannot do?
 - Ability to target more individual student needs
- 3 Maximum number of teachers/staff in a collaborative grouping?
 - 3-4 teachers

**PART 2: ORGANIZATIONAL CONCEPTS**

- 1 Ranking:

SCHOOL STRUCTURE 2: HIGH	
HIGH SCHOOL ORGANIZATIONAL MODELS	TT
	1
A. Departmental model Grades 9-12	6
B. Freshman SLC, followed by Departmental Grades 10-12	4
C. Interdisciplinary SLCs (Teachers "teaming," sharing students but separately teaching curriculum specialties)	3
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	1
E. Themed school(s) within the school (thematic)	2
F. Teachers synchronously teaming, sharing students in real time	5
G. Other	

- 2 Analyze
 - A Elaborate
 - ✓ 9th grade- exploratory
 - ✓ 10-11-12 Theme-based Houses
 - With advisor/advisee model
 - B Pros
 - ✓ Provides transition + orientation for 9th graders
 - ✓ True connection to real life (themes)
 - C Cons
 - ✓ Scheduling difficulties
 - Making choice (difficulty) changing original theme choice
 - D Mitigate
 - ✓ Maintain one traditional option for students
 - ✓ Community review and adjust themes

TABLE TEAM 4**High school focus****PART 1: RELATIONSHIP BUILDING****Knowing Students Deeply:**

- 1 Ranking:

SCHOOL STRUCTURE 1: HIGH	
HIGH SCHOOL ORGANIZATIONAL MODELS	TT
	4
A. Departmental model Grades 9-12	7
B. Freshman SLC, followed by Departmental Grades 10-12	2
C. Interdisciplinary SLCs (Teachers "teaming," sharing students but separately teaching curriculum specialties)	4
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	6
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	1
F. Teachers synchronously teaming, sharing students in real time	3
G. Other	5

- 2 Challenges
 - o Finding what works best for most

Teacher Collaboration:

- 1 One teacher can do that two (or more) teaming synchronously cannot do?
 - o Autonomy control
- 2 Two (or more) teachers can do that one teacher cannot do?
 - o Work to strength
- 3 Maximum number of teachers/staff in a collaborative grouping?
 - o 3

PART 2: ORGANIZATIONAL CONCEPTS

- 1 Ranking



SCHOOL STRUCTURE 2: HIGH	
HIGH SCHOOL ORGANIZATIONAL MODELS	TT
	4
A. Departmental model Grades 9-12	6
B. Freshman SLC, followed by Departmental Grades 10-12	2
C. Interdisciplinary SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)	4
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	1
E. Themed school(s) within the school (thematic)	3
F. Teachers synchronously teaming, sharing students in real time	5
G. Other	7

- 2 Analyze
 - A Elaborate
 - ✓ Separate 9th “House”
 - B Pros
 - ✓ Student engagement
 - ✓ Transition to 10-12
 - ✓ Collaborative teaching teams
 - C Cons
 - ✓ Segregation of 9th staff
 - ✓ Interdisciplinary balance at 10/12
 - D Mitigate
 - ✓ Have 9th work with 10/12 on elective projects

TABLE TEAM 5
Middle school focus
PART 1: RELATIONSHIP BUILDING

Knowing Students Deeply:

- 1 Ranking

SCHOOL STRUCTURE 1: MIDDLE	
MIDDLE SCHOOL ORGANIZATIONAL MODELS	TT
	5
A. Departmental model	7
B. Grade Level SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)	2
C. Grade Level SLCs, teachers teaming + looping	5
D. Multi-grade SLCs	6
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	1
F. Teachers synchronously teaming, sharing students in real time	3
G. Other	4

- 2 Challenges
 - Space

Teacher Collaboration:

- 1 One teacher can do that two (or more) teaming synchronously cannot do?
 - One-on-one more personalized
- 2 Two (or more) teachers can do that one teacher cannot do?
 - Bounce ideas, share, support, more expertise, collaborate, create
- 3 Maximum number of teachers/staff in a collaborative grouping?
 - 5 to 6

**PART 2: ORGANIZATIONAL CONCEPTS**

- 1 Ranking

SCHOOL STRUCTURE 2: MIDDLE	
MIDDLE SCHOOL ORGANIZATIONAL MODELS	TT
	5
A. Departmental model	6
B. Grade Level SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)	5
C. Grade Level SLCs, teachers teaming + looping	2
D. Multi-grade SLCs	4
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	3
F. Teachers synchronously teaming, sharing students in real time	1
G. Other	

- 2 Analyze
 - A Elaborate
 - ✓ Allows for maximum creativity among teachers
 - ✓ Allows for the incorporation of other disciplines
 - (ie, art, music, robotics, tech, etc)
 - B Pros
 - ✓ Creativity + collaboration between teachers and students
 - ✓ Fosters better relationships
 - C Cons
 - ✓ Need training
 - ✓ Need 100% buy-in
 - ✓ Need appropriate facilities
 - ✓ Need administrative support
 - ✓ Need \$\$\$\$

TABLE TEAM 6**High school focus****PART 1: RELATIONSHIP BUILDING****Knowing Students Deeply:**

- 1 Ranking

SCHOOL STRUCTURE 1: HIGH	
HIGH SCHOOL ORGANIZATIONAL MODELS	TT
	6
A. Departmental model Grades 9-12	6
B. Freshman SLC, followed by Departmental Grades 10-12	1
C. Interdisciplinary SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)	3
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	5
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	4
F. Teachers synchronously teaming, sharing students in real time	2
G. Other	7

- 2 Challenges
 - If the relationship and/or instructional style is not productive
 - Leads to a dependency that can cause future anxiety
 - Limited instructional diversity

Teacher Collaboration:

- 1 One teacher can do that two (or more) teaming synchronously cannot do?
 - Agree with themselves
- 2 Two (or more) teachers can do that one teacher cannot do?
 - Collaborate
- 3 Maximum number of teachers/staff in a collaborative grouping?
 - 4.5

**PART 2: ORGANIZATIONAL CONCEPTS**

- 1 Rank

SCHOOL STRUCTURE 2: HIGH	
HIGH SCHOOL ORGANIZATIONAL MODELS	TT
	6
A. Departmental model Grades 9-12	4
B. Freshman SLC, followed by Departmental Grades 10-12	1
C. Interdisciplinary SLCs (Teachers "teaming," sharing students but separately teaching curriculum specialties)	2
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	3
E. Themed school(s) within the school (thematic	5
F. Teachers synchronously teaming, sharing students in real time	6
G. Other	7

- 2 Analyze: (Frosh SLC – 10-12 Department)
 - A Elaborate
 - ✓ Allows for HS transition following MS model transition to HS in prep for college/career
 - B Pros
 - ✓ See above
 - C Cons
 - ✓ Interdisciplinary
 - D Mitigate
 - ✓ Creative schedules
 - ✓ Common planning time
 - ✓ Monthly theme

TABLE TEAM 7**Elementary school focus****PART 1: RELATIONSHIP BUILDING****Knowing Students Deeply:**

- 1 Ranking

SCHOOL STRUCTURE 1: ELEMENTARY	
ELEMENTARY SCHOOL ORGANIZATIONAL MODELS	TT
	7
A. Grade level classroom groupings (SLCs)	5
B. Teachers looping	1
C. Multi-grade classroom groupings (SLCs)	6
D. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	7
E. Teachers "teaming," sharing students but separately teaching curriculum specialties	2
F. Teachers synchronously teaming, sharing students in real time	3
G. Other	4

- 2 Challenges
 - Personality conflicts between staff, students, parents

Teacher Collaboration:

- 1 One teacher can do that two (or more) teaming synchronously cannot do?
 - Delivery of instruction, expectations & classroom management
- 2 Two (or more) teachers can do that one teacher cannot do?
 - Individualized attending, small groups, and collaboration
- 3 Maximum number of teachers/staff in a collaborative grouping?
 - 3

**PART 2: ORGANIZATIONAL CONCEPTS**

▪ 1 Rank

SCHOOL STRUCTURE 2: ELEMENTARY	
ELEMENTARY SCHOOL ORGANIZATIONAL MODELS	TT
	7
A. Grade level classroom groupings (SLCs)	5
B. Teachers looping	1
C. Multi-grade classroom groupings (SLCs)	6
D. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	7
E. Teachers “teaming,” sharing students but separately teaching curriculum specialties	2
F. Teachers synchronously teaming, sharing students in real time	3
G. Other	4

▪ 2 Analyze

- A Elaborate
 - ✓ Teachers working together collaboratively sharing students
- B Pros
 - ✓ Different teaching styles
 - ✓ Creative process
 - ✓ Working together on behavior issues
 - ✓ Structure planning
- C Cons
 - ✓ Personalities clashing
- D Mitigate
 - ✓ Create good working teams/relationships
 - ✓ Group personalities

SUMMARY

Overall rankings follow:

SCHOOL STRUCTURE 1: RELATIONSHIP BUILDING

SCHOOL STRUCTURE 1: ELEMENTARY								
ELEMENTARY SCHOOL ORGANIZATIONAL MODELS	Table Team							OV'ALL RANK
	1	2	3	4	5	6	7	
B. Teachers looping							1	1.0
E. Teachers “teaming,” sharing students but separately teaching curriculum specialties							2	2.0
F. Teachers synchronously teaming, sharing students in real time							3	3.0
G. Other							4	4.0
A. Grade level classroom groupings (SLCs)							5	5.0
C. Multi-grade classroom groupings (SLCs)							6	6.0
D. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)							7	7.0
SCHOOL STRUCTURE 1: MIDDLE								
MIDDLE SCHOOL ORGANIZATIONAL MODELS	Table Team							OV'ALL RANK
	1	2	3	4	5	6	7	
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)					1			0.5
B. Grade Level SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)					2			1.0
F. Teachers synchronously teaming, sharing students in real time					3			1.5
G. Other					4			2.0
C. Grade Level SLCs, teachers teaming + looping					5			2.5
D. Multi-grade SLCs					6			3.0
A. Departmental model					7			3.5
SCHOOL STRUCTURE 1: HIGH								
HIGH SCHOOL ORGANIZATIONAL MODELS	Table Team							OV'ALL RANK
	1	2	3	4	5	6	7	
B. Freshman SLC, followed by Departmental Grades 10-12	3			2		1		2.0
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	2			1		4		2.3
F. Teachers synchronously teaming, sharing students in real time	1			3		2		3.0
C. Interdisciplinary SLCs (Teachers “teaming,” sharing students but separately teaching curriculum specialties)	4			4		3		3.7
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	6			6		5		5.7
A. Departmental model Grades 9-12	5			7		6		6.0
G. Other	7			5		7		9.5

**SCHOOL STRUCTURE 2: OVERALL ORGANIZATION**

SCHOOL STRUCTURE 2: ELEMENTARY								
ELEMENTARY SCHOOL ORGANIZATIONAL MODELS	Table Team							OV'ALL RANK
	1	2	3	4	5	6	7	
B. Teachers looping							1	1.0
E. Teachers "teaming," sharing students but separately teaching curriculum specialties							2	2.0
F. Teachers synchronously teaming, sharing students in real time							3	3.0
G. Other							4	4.0
A. Grade level classroom groupings (SLCs)							5	5.0
C. Multi-grade classroom groupings (SLCs)							6	6.0
D. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)							7	7.0
SCHOOL STRUCTURE 2: MIDDLE								
MIDDLE SCHOOL ORGANIZATIONAL MODELS	Table Team							OV'ALL RANK
	1	2	3	4	5	6	7	
G. Other								0.0
F. Teachers synchronously teaming, sharing students in real time					1			1.0
C. Grade Level SLCs, teachers teaming + looping					2			2.0
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)					3			3.0
D. Multi-grade SLCs					4			4.0
B. Grade Level SLCs (Teachers "teaming," sharing students but separately teaching curriculum specialties)					5			5.0
A. Departmental model					6			6.0
SCHOOL STRUCTURE 2: HIGH								
HIGH SCHOOL ORGANIZATIONAL MODELS	Table Team							OV'ALL RANK
	1	2	3	4	5	6	7	
D. Freshman SLC, followed by themed schools within the school (thematic multi-grade interdisciplinary SLCs)	1			1		3		1.7
B. Freshman SLC, followed by Departmental Grades 10-12	4			2		1		2.3
C. Interdisciplinary SLCs (Teachers "teaming," sharing students but separately teaching curriculum specialties)	3			4		2		3.0
E. Themed school(s) within the school (thematic multi-grade interdisciplinary SLCs)	2			3		5		3.3
G. Other				7		7		4.7
A. Departmental model Grades 9-12	6			6		4		5.3
F. Teachers synchronously teaming, sharing students in real time	5			5		6		5.3

LARRY ROSENSTOCK ON HIGH TECH HIGH

Larry Rosenstock, Chief Executive Officer of High Tech High (HTH), San Diego, shared concepts and images of this highly successful 21st century school, one of the Deeper Learning schools cited in the Deeper Learning research by the Hewlett Foundation.

Workshop participants were asked "What from this video applies to your future school(s)?"

Their response was:

- Lots of glass
 - Not scary
- Rigor
 - In Saugus:
 - ✓ Not additional work
 - But deeper thinking
 - ✓ Show it in classrooms
 - ✓ We are trying to get away from "more and more"
 - Rosenstock says:
 - ✓ Students doing work in the company of a passionate adult
- Art is everywhere!
- Good teacher has kids doing work worth doing
- Our teachers are so much into giving grades
- How much adventure do we have?

PLACES FOR LEARNING

The workshop participants analyzed places for learning and established preferences for future schools. Options were reviewed, ranked, and evaluated by Table Teams.

Workshop participants were asked to:

- Rank the choices
- Identify the three most appropriate for their future school(s)
- Identify the one least appropriate
- Explain why

District Ch 5.2 Notes Workshop Day 2 **DRAFT**



The physical places shown in the challenge were proxy for educational deliveries. While reviewing these physical places, participants were actually projecting the future of learning, and how to best support it.

Each of the exemplars reviewed by the workshop participants supports a range of learning modalities, and can best support different teaching deliveries and student activities. No single exemplar supports every possible delivery and activity.

The contenders were:

- A Minges Brook Elementary School + Southampton High School
- B Grand Rapids Middle Schools
- C Ideal Math Classroom
- D Blue Point Primary School
- E Springfield Literacy Center
- F Slate Magazine 5th Grade Exploratory Classroom
- G Cedar Springs Middle School
- H Old Town Elementary School
- I Cristo Rey High School
- J Concord Elementary Schools
- K New Albany Grade 1-8 School
- L Forest Avenue K-2 Center
- M Wooranna Park Primary School
- N Milan HS Center for Innovative Studies

Images for these contenders are:

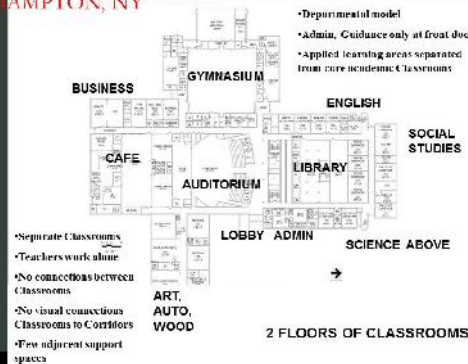


A

- Separate Classrooms
- Teachers work alone
- Few adjacent support spaces
- No visibility between spaces

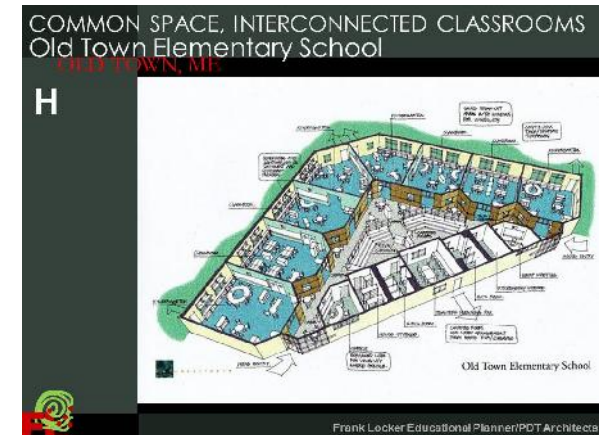
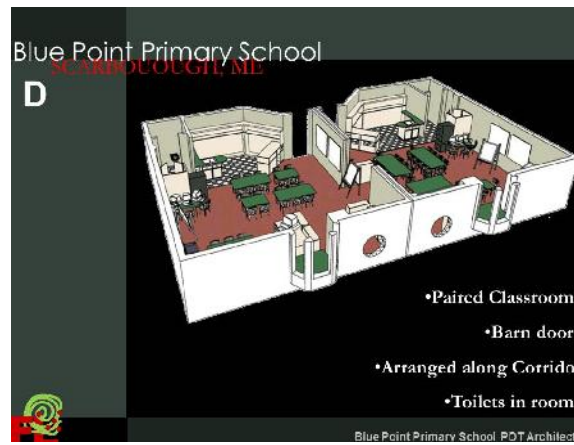
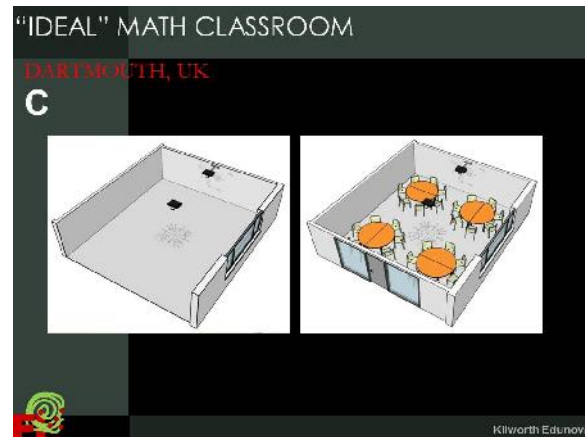


A



B







lknm

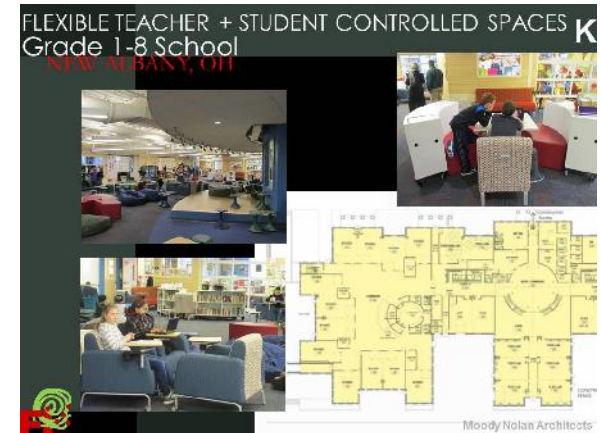




Table Team responses were:

TABLE TEAM 1

High school focus

Three Most Important

- E Springfield Literacy Center
 - Flexible spacing
 - Shared walk area with student collaboration with more practical capabilities
- G Cedar Springs Middle School
 - Flexible spacing
 - Self-contained area/teacher/students/office
 - Proximity- efficient layout
- I Cristo Rey High School
 - Flexible spacing
 - Student ability to create work spaces (ideal for project-based learning)

Least Appropriate

- A Minges Brook Elementary School + Southampton High School
 - No flexibility
 - No common areas
 - We already have it

TABLE TEAM 2

High school focus

Three Most Important

- H Old Town Elementary School
 - Collaborative space
 - Common areas
 - Restroom locations
- J Concord Elementary Schools
 - Common spaces
 - Open/airy
 - Glass
 - Small group areas
- F Slate Magazine 5th Grade Exploratory Classroom (2 of 4 HS)
 - Outdoor space
 - Flexible plan/space
 - Open areas/central

Least Appropriate

- A Minges Brook Elementary School + Southampton High School
 - Inflexible floor plan
 - Long halls
 - No visibility

TABLE TEAM 4

High school focus

Three Most Important

- I Cristo Rey High School
 - Central Commons
 - "Corridor" gone
 - Everything flexible/varied
- K New Albany Grade 1-8 School
 - Similar to I but with more common space option
 - F & E mobility
 - Clustered
- N Milan HS Center for Innovative Studies
 - Choice of different learning spaces
 - Mix N with I or K

Least Appropriate

- A Minges Brook Elementary School + Southampton High School
 - Old school
 - Distance between
 - No "place" there

TABLE TEAM 5

Middle school focus

Three Most Appropriate

- K New Albany Grade 1-8 School
 - Open spaces
 - Convertible space
 - Convertible furniture
 - Teacher collaboration space
 - Warm/inviting/cozy (friendly)
- L Forest Avenue K-2 Center
 - Garage-door style
 - Teacher Center





- Stage
- Learning Commons
- Efficient for utility costs
- N Milan HS Center for Innovative Studies
 - Project-based learning areas
 - Hallways porous (good use of space)
 - Open, glass, expansive
 - Collaboration booths

Least Appropriate

- A Minges Brook Elementary School + Southampton High School
 - Too traditional
 - Same

TABLE TEAM 6

High school focus

Three Most Appropriate

- I Cristo Rey High School
 - Flexible walls
 - Open space
 - Student collaboration
 - Accessible with garage doors
- K New Albany Grade 1-8 School
 - Flexible walls
 - Open space
 - Clustered
- F Slate Magazine 5th Grade Exploratory Classroom
 - Outside space
 - Flexible walls
 - Multi-function

Least Appropriate

- A1 A Southampton High School
 - Looks Like SHS
 - Long corridors
 - Missing WD wing

TABLE TEAM 7

Elementary school focus

Three Most Appropriate

- E Springfield Literacy Center
 - Break-out space
 - Support rooms
 - Barn doors
- K New Albany Grade 1-8 School
 - Moveable seats
 - Flexible grouping
 - Garage doors
 - Wide/spacious
- H Old Town Elementary School (2/6 OA)
 - Alcoves
 - Interconnected rooms
 - Common space
 - Easy access

Least Appropriate

- A Minges Brook Elementary School + Southampton High School
 - Few adjacent support spaces
 - No opportunities for collaboration
 - Not easily accessible

DISCUSSION

The Visioning Team identified several exemplars that were cited multiple times:

HIGH SCHOOL

Most Appropriate

- I Cristo Rey High School (cited by 3 of 4 high school focused Table Teams)
- K New Albany Grade 1-8 School (cited by 2 of 4 high school focused Table Teams)
- F Slate Magazine 5th Grade Exploratory Classroom (cited by 2 of 4 high school focused Table Teams)

Least Appropriate

- A1 A Southampton High School (cited by 4 of 4 high school focused Table Teams)



OVERALL PK-12

Most Appropriate

- K New Albany Grade 1-8 School (cited by 4 of 6 PK-12 focused Table Teams)
- N Milan HS Center for Innovative Studies (cited by 2 of 6 PK-12 focused Table Teams)
- E Springfield Literacy Center (cited by 2 of 6 PK-12 focused Table Teams)
- H Old Town Elementary School (cited by 2 of 6 PK-12 focused Table Teams)

Least Appropriate

- A Minges Brook Elementary School + Southampton High School (cited by 6 of 6 PK-12 focused Table Teams)

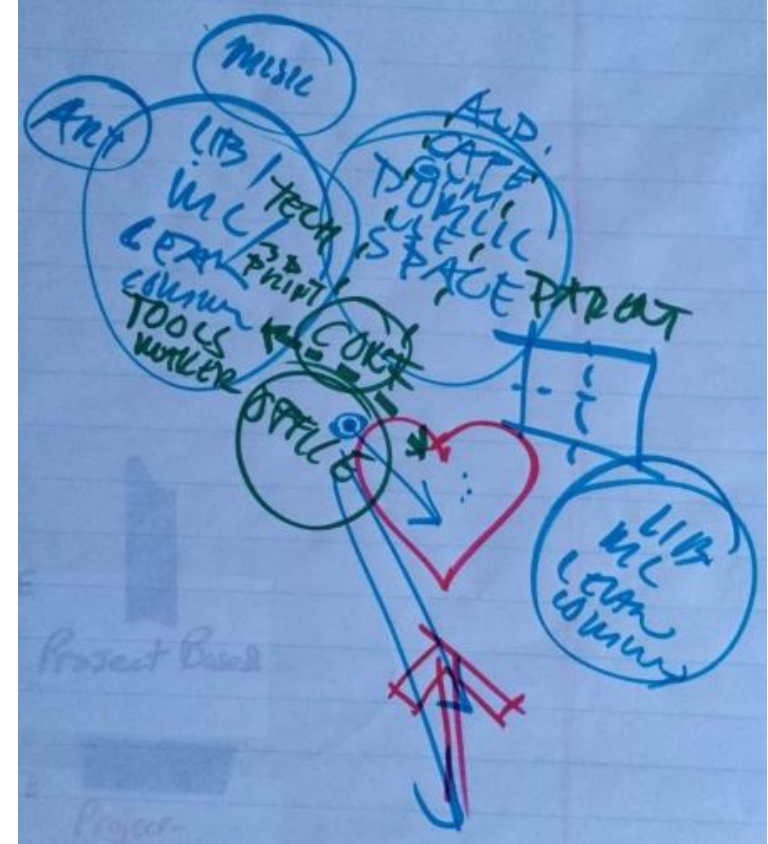
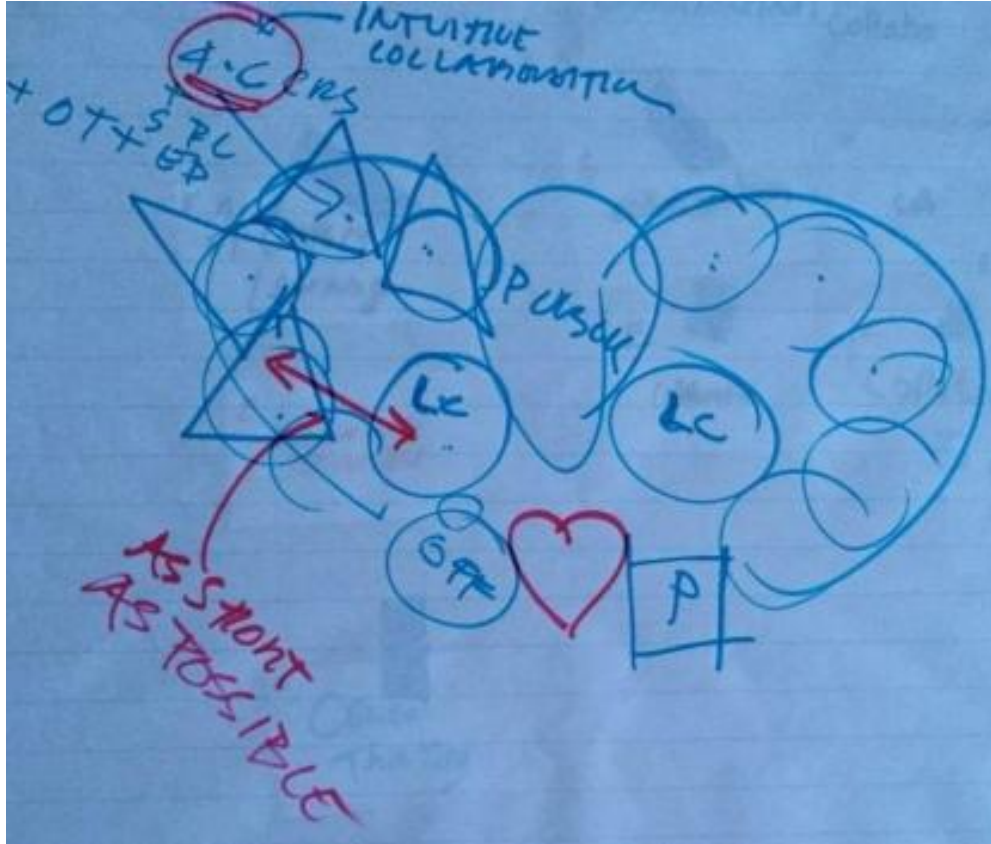
OVERALL SCHOOL ORGANIZATION DIAGRAM

Workshop participants guided Frank Locker in drawing an overall school organization diagram for future elementary schools. Major functions were drawn as bubbles, in relative size, and in relative positioning. The concept featured the following essential characteristics:

- A school “Heart” space:
 - Main Entry Hall
 - A “Crossing”
- Two overarching zones:
 - Secure Zone for all learning spaces with no public use
 - Community Zone with functions most likely to be used for public events
- Immediately accessible from the Heart
 - Main Office
 - ✓ With Conference Room accessible from the Secure Zone
 - Parent Spaces:
 - ✓ Parent Room:

- PTO
- Guidance
- ✓ Parent Reception Room:
 - Kind and gentle
- ✓ Parent Info Center:
 - Registration
 - Parents with kids in tow
- Public use spaces:
 - ✓ Auditorium
 - ✓ Gym
 - ✓ Cafeteria
- Educational spaces organized by groups of grade levels
- Grade groupings are:
 - Lower elementary
 - Upper elementary
- Within each grade grouping:
 - Small Learning Communities (SLCs) for core learning spaces:
 - ✓ 4 Classrooms
 - Classroom number supports intuitive decision-making among teachers
 - ✓ Collaboration zone at the center of each
 - ✓ Teacher Planning Center
 - ✓ Special Education spaces
 - Substantially separate Special Education spaces
- Two Media Centers/ Learning Commons
 - Lower elementary
 - Upper elementary
 - Each with Maker Space and tools for students
- Public Zone with:
 - Cafeteria
 - Food Service Kitchen
 - Gymnasium
 - Auditorium
 - Any public use spaces
- “Specials” located between the Media Centers/Learning Commons and the SLCs:
 - Art
 - Music

The overall diagram is shown on the next page:



KEY WORDS TO DEFINE THE FUTURE SAUGUS PUBLIC SCHOOL EXPERIENCE

As closure to the two days of workshops, participants were asked to identify one word or a two-word phrase that best represented their individual thoughts about the Educational Deliveries and Facilities at the



future school(s). These words could be the basis of the “elevator speech” describing them.

Their key words are:

EDUCATION

- Collaboration (cited 10 times)
- Project-based (cited 3 times)
- 21st Century learning
- Critical thinking
- Experiential
- Individually directed

FACILITIES

- Flexible (cited 9 times)
- Open (cited 3 times)
- Adaptable
- Change
- Collaborative
- Collaborative space
- Creative
- Moveable
- Safety

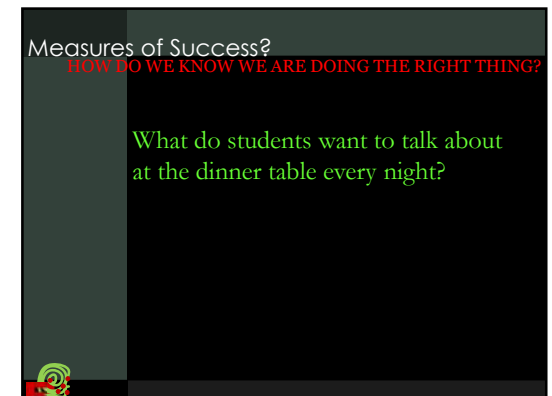
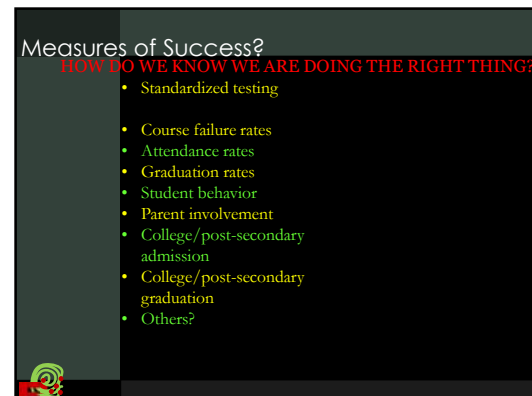
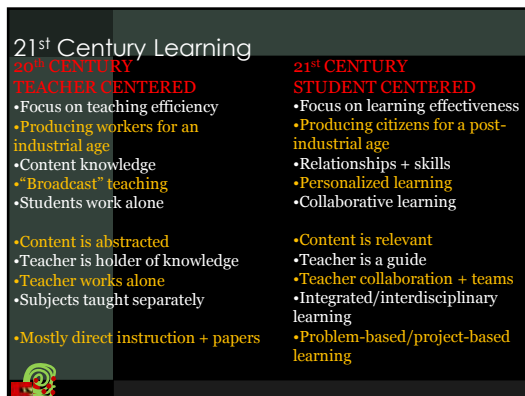
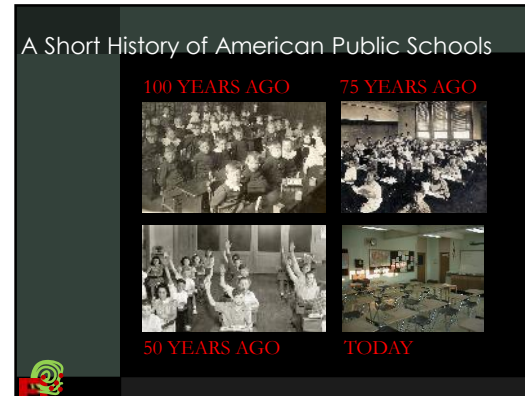
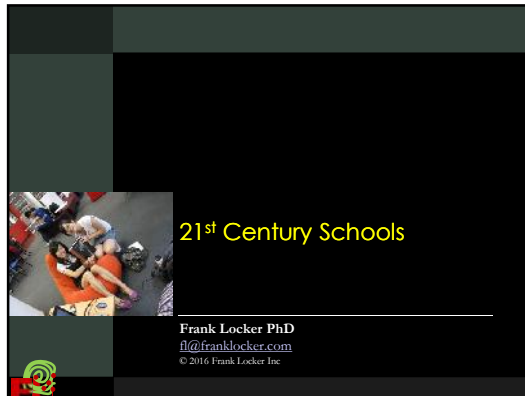
- Perhaps scheduling changes at the middle school and high school
- The town vote will be in spring 2017
- Lots of work to get done by the town vote
- The School Building Committee consists of:
 - 5 school committee members
 - 5 selectmen
 - Community members

NEXT STEPS

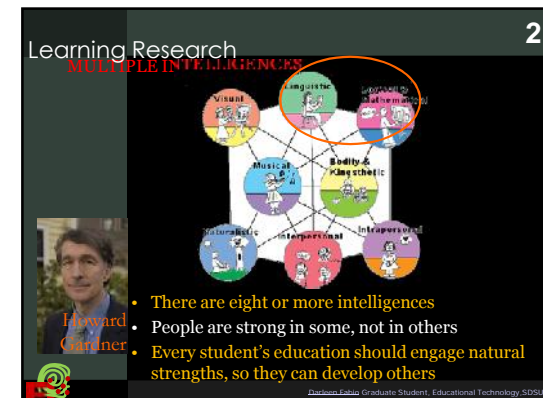
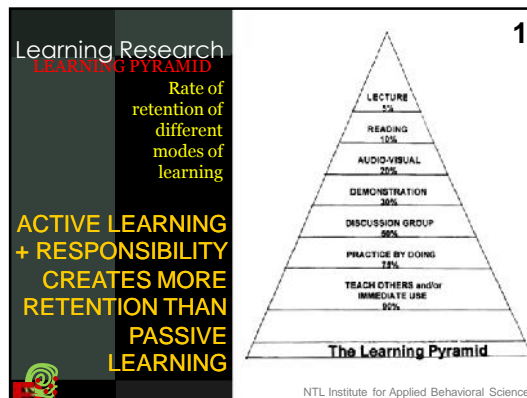
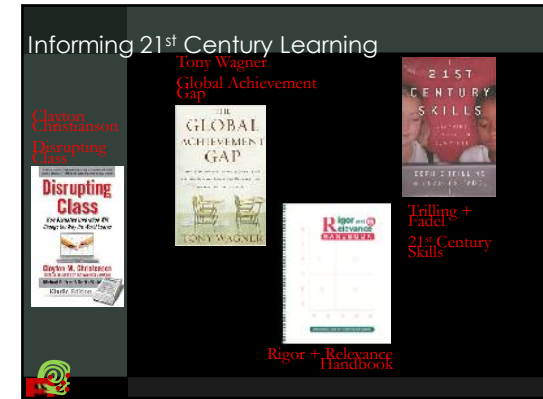
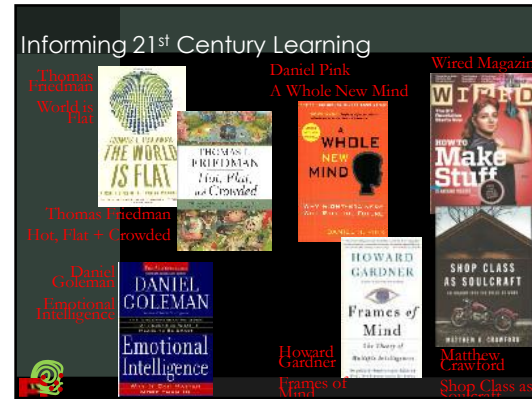
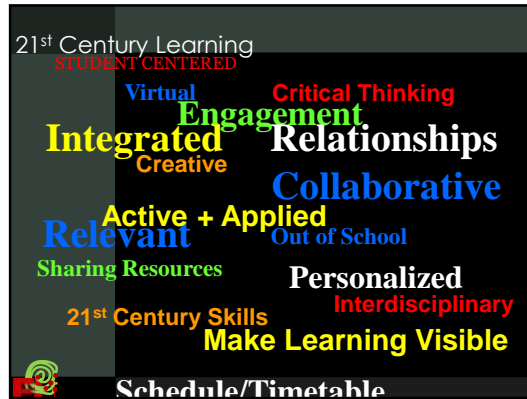
Acting Superintendent Mike Hashem outlined the next steps in the long process to transforming education and building new school facilities:

- MSBA tour will be this week
- The high school-middle school Visioning workshop will be next week
- There will be more engagement in the fall
- The MSBA process consists of three parts:
 - 1 Information gathering
 - 2 Preferred Schematic Phase
 - 3 Development of the design
- Pilot programs might be trialed to develop new/revised educational practices
 - These should start soon
 - Will need to inform the public





Ch 5.3 21st Century Schools Presentation



Learning Research

MULTIPLE INTELLIGENCES

2




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

Howard Gardner

Davidson Labus Graduate Student, Educational Technology, SDSU

Learning Research

INTEGRATED ARTS

3

Core learning goes up when arts are integrated in core classrooms, especially for English language learners



"Give me a classroom big enough to dance in."



Franklin D. Roosevelt

Learning Research

ENVIRONMENTAL SCIENCES/SUSTAINABLE LIVING/STEM/STEAM

4

Environmental sciences schools have higher levels of parental contact than typical schools...

...And great math scores




Theodore Judah ES, Sacramento, CA




Barnes Sustainable Living ES, Burlington, VT
Frank Locker Educational Planning

Learning Research

STEM + STEAM: ENGINEERING CLASSROOM

4




High Tech Elementary, San Remo, CA

Learning Research

RELATIONSHIPS

5

MAGIC OF 150

Dunbar's Number

The theoretical cognitive limit to the number of people with whom one can maintain stable social relationships. These are relationships in which an individual knows who each person is, and how each person relates to every other person.

150 is really 100 to 225

GOOGLE THE "MAGIC OF 150"

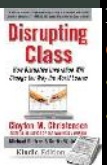
Defining 21st Century Learning

COMPUTER LEARNING

6

DISRUPTING CLASS

Clayton Christensen

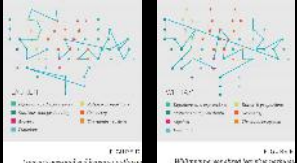


- By 2014, 25% of HS courses will be on line
- By 2019, 50% of HS courses will be on line

Defining 21st Century Learning

ADAPTIVE LEARNING


The Knewton Adaptive Learning Platform consolidates data science, statistics, psychometrics, content graphing, machine learning, tagging, and infrastructure in one place in order to enable personalization at massive scale.



The Knewton platform can also provide concept-level analytics for students and teachers, pinpoint student proficiency measurement, content efficacy measurement, student engagement optimization, and more.

Defining 21st Century Learning

BLENDED LEARNING; FLIP THE CLASSROOM



Defining 21st Century Learning

BLENDED LEARNING; FLIP THE CLASSROOM



Learning Research

COMPUTER/INTERNET/VIRTUAL LEARNING COMPUTER GAMING

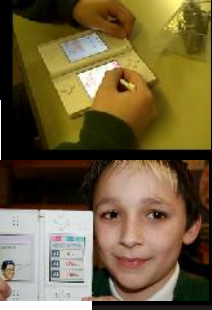
Nintendo games help primary kids

Coming to a school near you – Nintendo lessons

Consoles in classrooms to aid kids

Pupils to start the school day with Nintendo

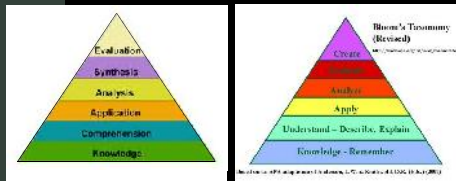
This reveals games based



Courtesy Dorian ...

Learning Research

BLOOM'S TAXONOMY



Learning Research

RIGOR + RELEVANCE

BLOOM'S TAXONOMY STATES OF KNOWLEDGE

EVALUATION 6	C Assimilation	D Adaptation
SYNTHESIS 5		
ANALYSIS 4	A Acquisition	B Application
APPLICATION 3		
COMPREHENSION 2		
AWARENESS 1		

1 KNOWLEDGE IN ONE DISCIPLINE 2 APPLY IN ONE DISCIPLINE 3 APPLY ACROSS DISCIPLINES 4 APPLY TO REAL-WORLD PREDICABLE SITUATIONS 5 APPLY TO REAL-WORLD UNPREDICABLE SITUATIONS

APPLICATION

Source: International Center for Leadership in Education WWW.LeadersEd.com

Ch 5.3 21st Century Schools Presentation

Learning Research
RIGOR + RELEVANCE
Elementary School

8

A
Acquisition

D
Adaptation

- Put words together in sentence format
- Memorize multiplication tables
- Demonstrate phases of the moon
- Memorize names, locations, and capital cities of U.S. states
- Publish a brochure
- Collect data on an event and compare it to expected results, such as the number of faulty parts manufactured
- Design a candy dispenser that works without gravity
- Research a location in the U.S. and explain why it is a good place to live

International Center for Leadership in Education - WWW.LeaderEd.com

Learning Research
RIGOR + RELEVANCE
High School

8

A
Acquisition

D
Adaptation

- Write an essay on an historical topic
- Solve and graph linear equations
- Memorize elements in Periodic Table
- Research key aspects of the state constitution
- Develop guidelines for publishing content on Internet pages
- Create formulas to predict changes in stock market values
- Design and construct a robot
- Analyze a school/community problem, suggest a solution, and prepare a plan to solve it.

Source: International Center for Leadership in Education - WWW.LeaderEd.com

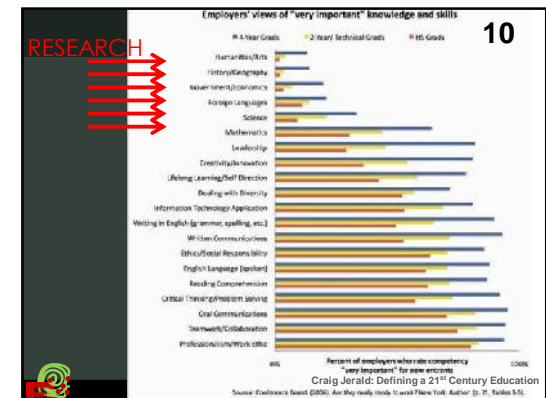
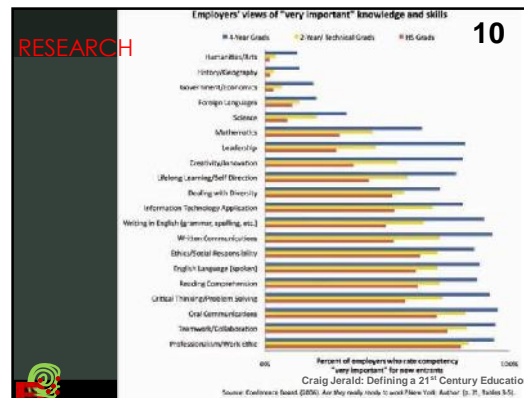


Partnership for 21st Century Skills
THE FOUR Cs

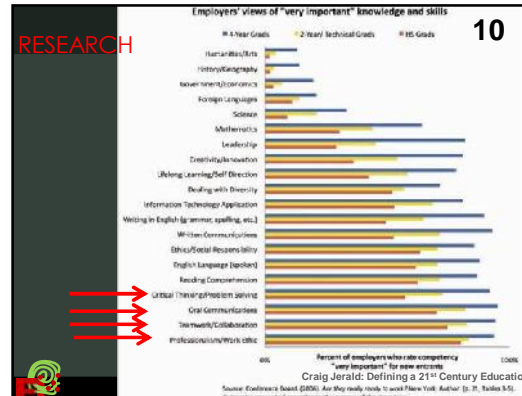
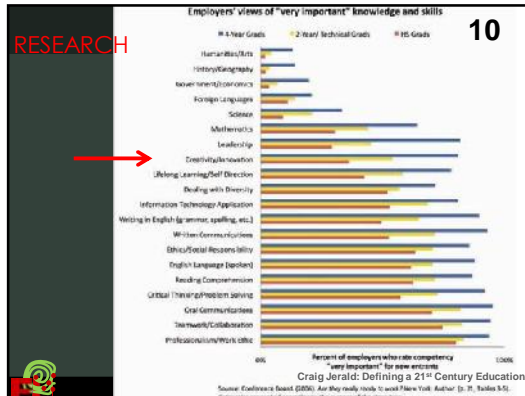
9

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

Partnership for 21st Century Skills



Ch 5.3 21st Century Schools Presentation



Learning Research

PROMPT BASED LEARNING

11

There is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision making.

There is some evidence that PBL, in comparison to other instructional methods, has value for enhancing the quality of students' learning in subject matter areas, leading to the tentative claim that learning higher-level cognitive skills via PBL is associated with increased capability on the part of students for applying that learning in novel, problem solving contexts.

Young Investigators
The Project-Based Learning
in the 21st Century

A REVIEW OF RESEARCH ON PROJECT-BASED LEARNING John W. Thomas, Ph.D. 2000

Africa Discovery

MANCHESTER, MA, MEMORIAL SCHOOL

11

21st Century Skills in Action: Manchester Memorial School, Gr. 6

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

21st century skills used in this project: global awareness, media literacy, technology, collaboration, communication, problem solving

Massachusetts Dept Education 21st Century Skills Task Force

Café Parisien

ARLINGTON, MA, HIGH SCHOOL

11

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

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

21st century skills used in this project: technology; collaboration; global awareness; media literacy; creativity; financial, economic, business and entrepreneurial literacy.

Café Parisien

ARLINGTON, MA, HIGH SCHOOL

11

PROJECT REQUIREMENTS

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

Arlington HS 11th Grade French Class

Café Parisien
ARLINGTON, MA, HIGH SCHOOL

11

Arlington HS 11th Grade French Class

21st Century Learning: Deeper Learning

12

Special emphasis on the ability to apply knowledge to real-world circumstances and to solve novel problems

- Mastery of rigorous academic content
- Development of critical thinking and problem-solving skills
- The ability to work collaboratively
- Effective oral and written communication
- Learning how to learn
- Developing and maintaining an academic mindset

Design Thinking
Making Things to Learn

13

Project Zero
Harvard
Graduate
School of
Education

Harvard
Graduate
School of
Design

Ideo

Design Thinking
Making Things to Learn

BRIGHTWORKS SCHOOL, SAN FRANCISCO, CA

13

Design Thinking
Making Things to Learn

BRIGHTWORKS SCHOOL, SAN FRANCISCO, CA

13

Design Thinking
Making Things to Learn

ATHENIAN SCHOOL, DANVILLE, CA

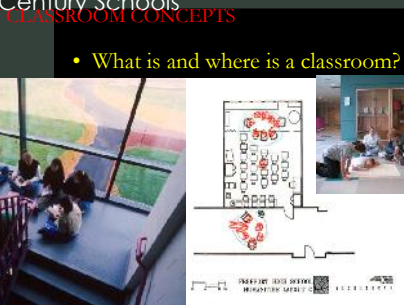
13

Ch 5.3 21st Century Schools Presentation

21st Century Schools

NEW CLASSROOM CONCEPTS

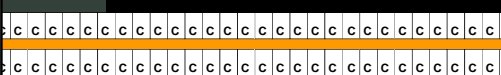
- What is and where is a classroom?




The collage illustrates four different classroom environments. The top-left image shows a modern classroom with a large, blue, cushioned platform and a large window overlooking a green field. The top-right image shows a group of students sitting on the floor in a room with blue walls, engaged in an activity. The bottom-left image is a floor plan diagram of a classroom with various seating arrangements and a teacher's desk. The bottom-right image shows a group of students sitting on the floor in a room with blue walls, engaged in an activity.

20th Century Schools

20th Century Schools



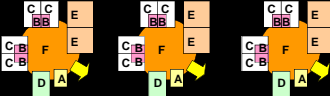
DISJOINTED CURRICULUM
DELIVERED BY INDIVIDUAL
TEACHERS IN ISOLATED
SETTINGS




A large black rectangle occupies the bottom half of the slide. In the center of this rectangle is a small graphic of a yellow cube with various colored faces (white, orange, green) and letters (C, B, E, F, D, A). A red arrow points from the right towards the cube.

21st Century Schools

13



INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
RELATIONSHIP-BASED
SETTINGS



21st Century Schools

14

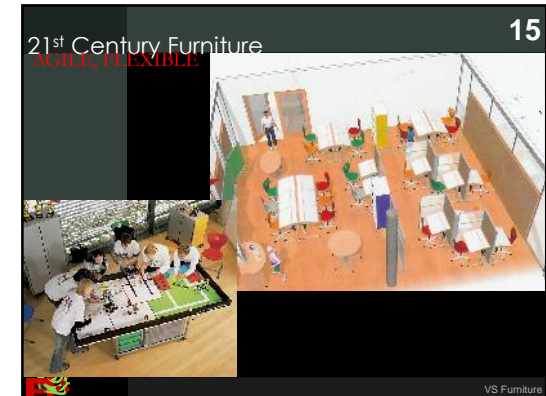
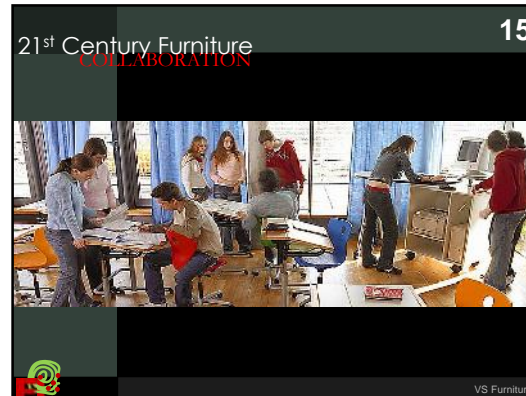
INTERNSHIPS +
SERVICE LEARNING
IN THE COMMUNITY

PLACE-BASED
LEARNING

INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
RELATIONSHIP-BASED
SETTINGS

The diagram illustrates the components of 21st Century Schools. It features a central cluster of colored squares (orange, green, yellow, white) with letters (C, B, E, F, A, D) and arrows pointing to a large orange circle labeled 'F' and a small yellow square labeled 'A'. To the right, text describes 'INTERNSHIPS + SERVICE LEARNING IN THE COMMUNITY', 'PLACE-BASED LEARNING', and 'INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN RELATIONSHIP-BASED SETTINGS'. A small logo is in the bottom left corner.

Ch 5.3 21st Century Schools Presentation



21st Century Learning Spaces
DARTMOUTH, UK
"IDEAL" MATH CLASSROOM

17

Kilworth Edunova

21st Century Learning Spaces
STUDIOS NOT CLASSROOMS

17

21st Century Learning Spaces
MAKE LEARNING VISIBLE

17

High Tech High, David Stephen, Designer

21st Century Learning Spaces
MAKE LEARNING VISIBLE

17

High Tech Elementary

Cedar Springs MS
CEDAR SPRINGS, MI

18

Frank Locker DeJONG Educational Planners BetaDesign Architects

Grade 1-8 School
NEW ALBANY, OH

18

Moody Nolan Architects

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

19

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

19

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

19

End of the Library as We Know it Today
CONCORD, NH ELEMENTARY SCHOOLS

19

HMFH Architects

West Muskingum Elementary School
ZANESVILLE, OH

19

Frank Locker Educational Planner/Fanning/Howey Associates Architects

Flexible Platform for Change
GLACIER HS, KALISPELL, MT

20

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

UPPER LEVEL

PE MEDIA CTR ART PERFORMING ARTS SCIENCE MATH ENGLISH HISTORY

Frank Locker educational planner (DeJONG), CTA Architect

Ch 5.3 21st Century Schools Presentation

Flexible Platform for Change
GLACIER HS, KALISPELL, MT

20

Frank Locker educational planner (DeJONG) CIA Architects

Flexible Platform for Change
GLACIER HS, KALISPELL, MT

20

Frank Locker educational planner (DeJONG) CIA Architects

Flexible Platform for Change
EAST LYME MS, EAST LYME, CT

20

Floor G

Floor 1

Floor 2

900 students
Grades 5-8

- Single Grade w/ Looping
- Multi-age

Frank Associates Architects

Flexible Platform for Change
HARDING ELEMENTARY SCHOOL, HAMMOND, IN

20

Frank Locker educational planner (DeJong)/Fanning/Howe Associates Architects

21st Century Learning Spaces
MULTIPLE LEARNING MODALITIES

21

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

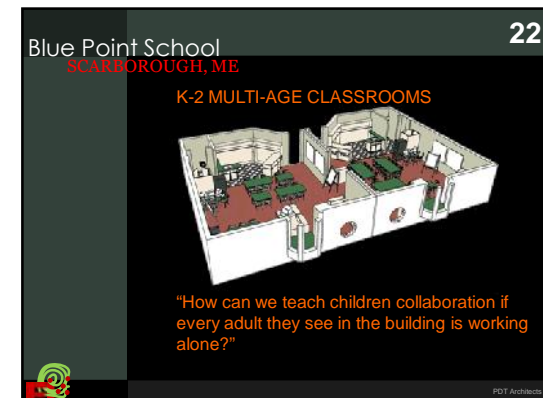
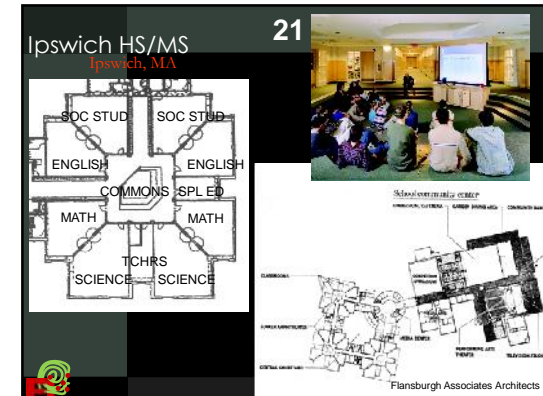
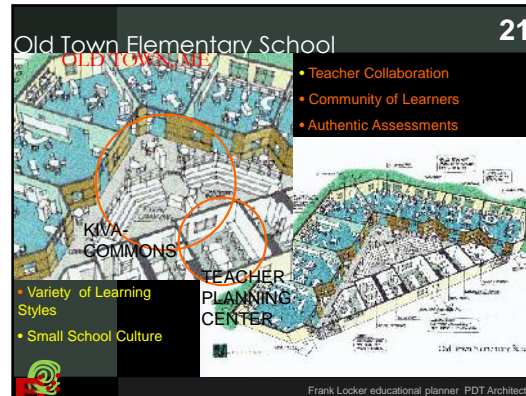
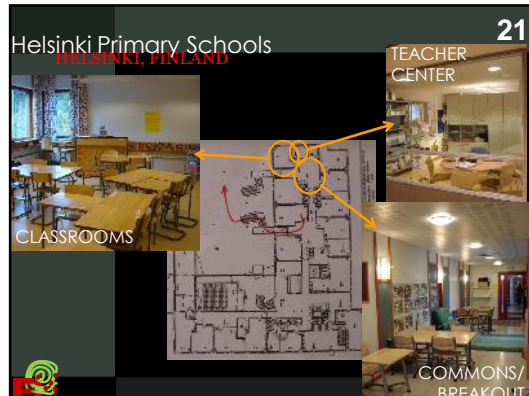
West Woods Upper Elementary
FARMINGTON, CT

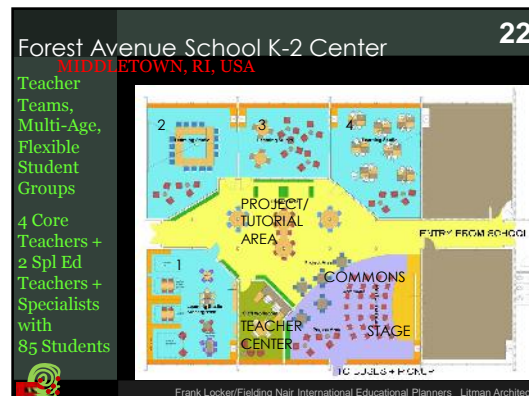
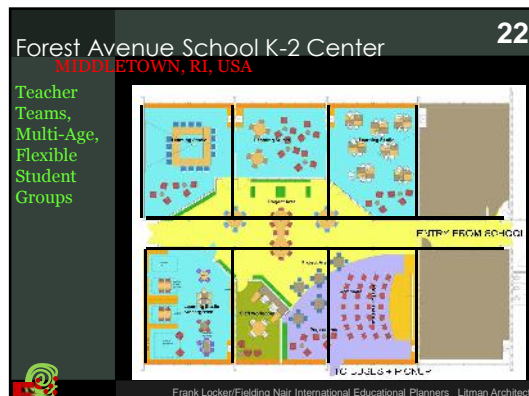
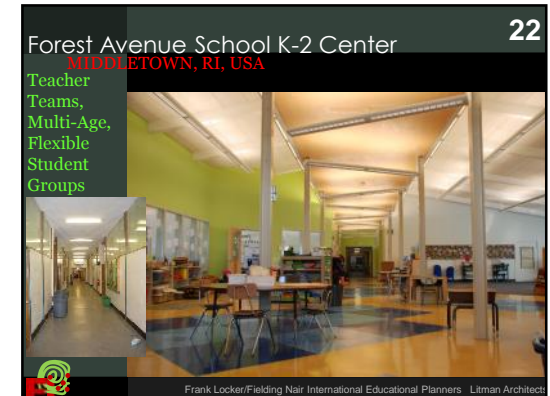
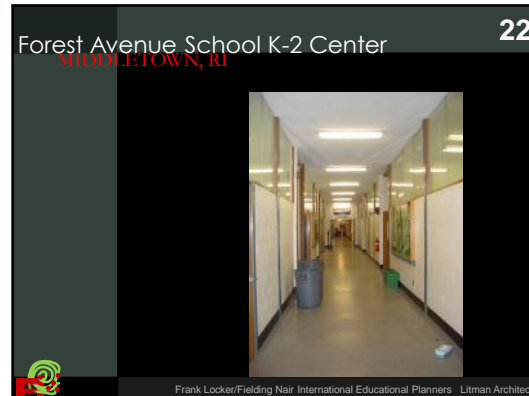
21

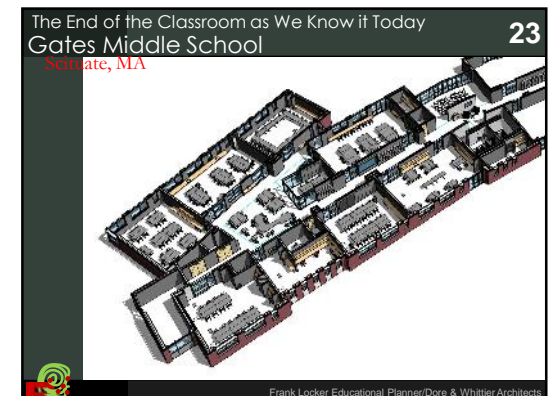
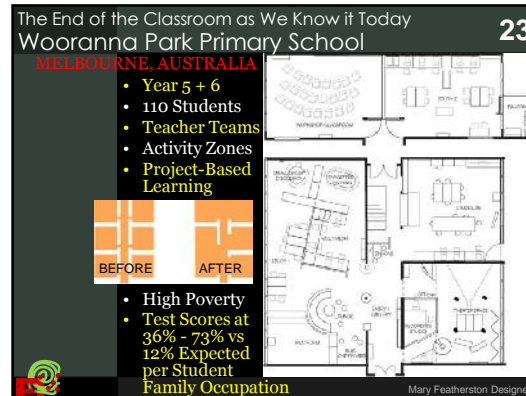
West Woods Upper Elementary School Farmington, CT
Upper Level Plan

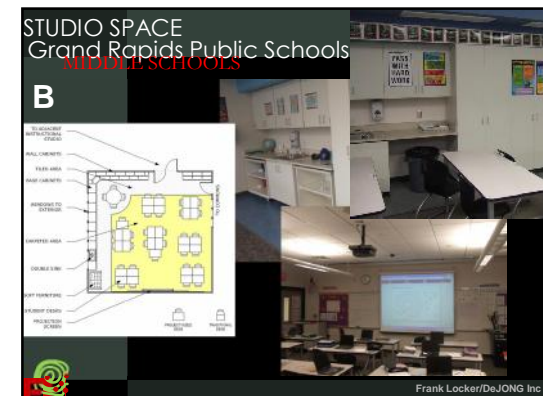
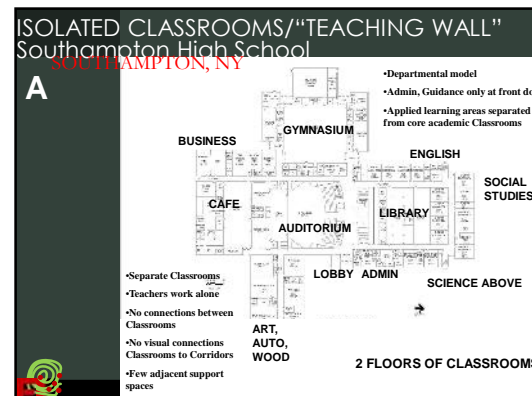
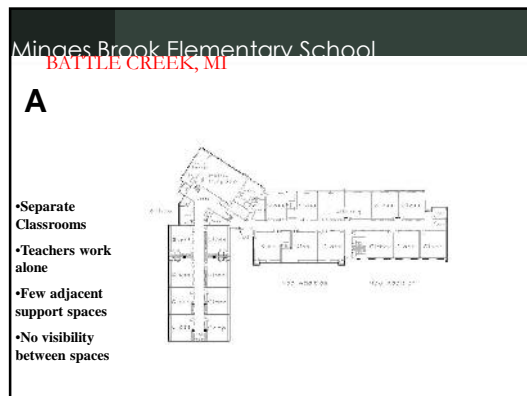
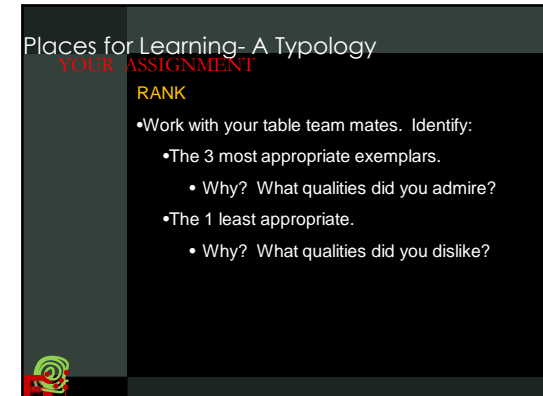
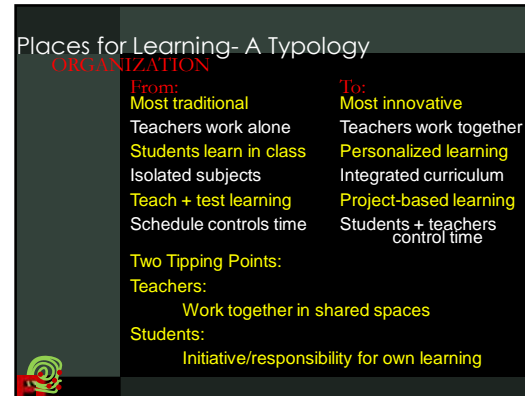
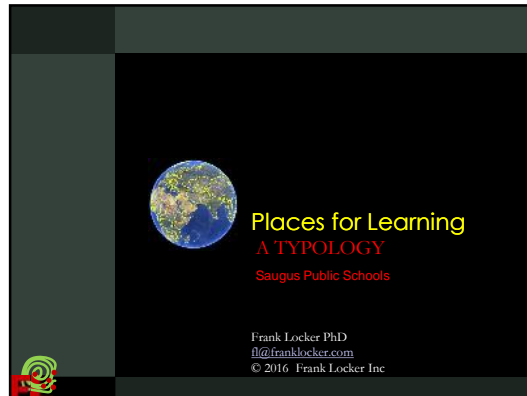
JCJ Architects

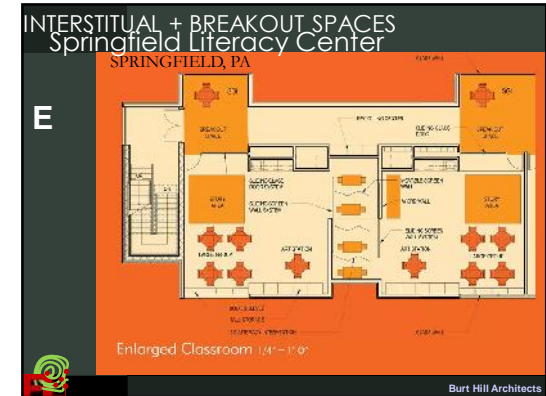
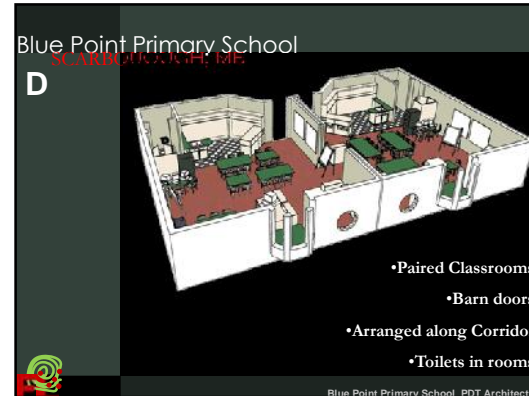
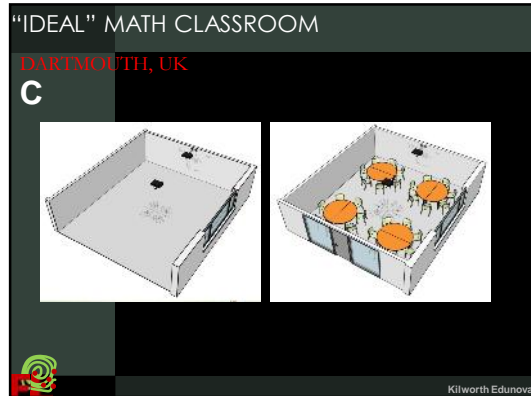
Ch 5.3 21st Century Schools Presentation

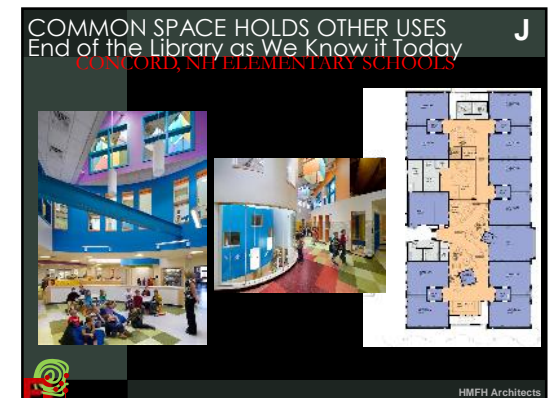
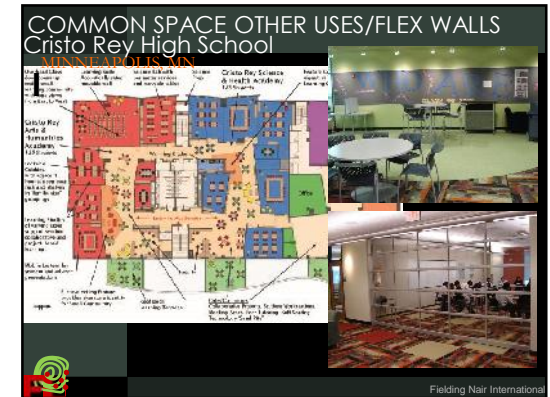
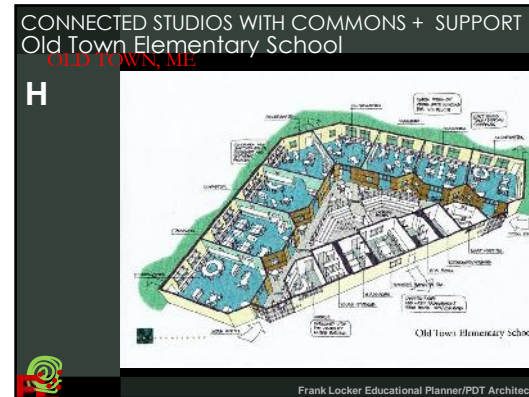
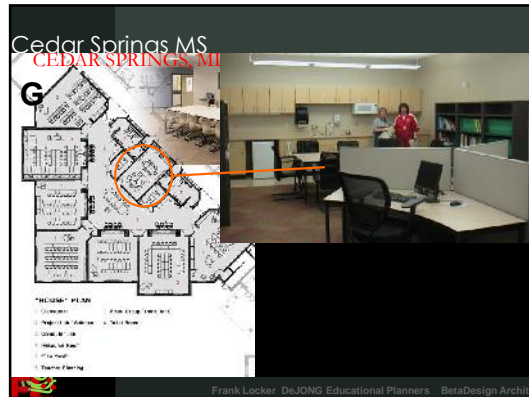




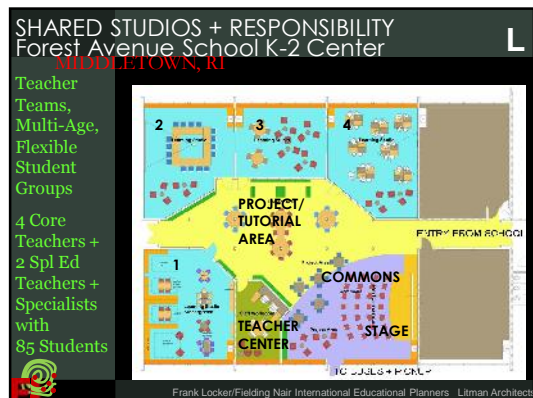
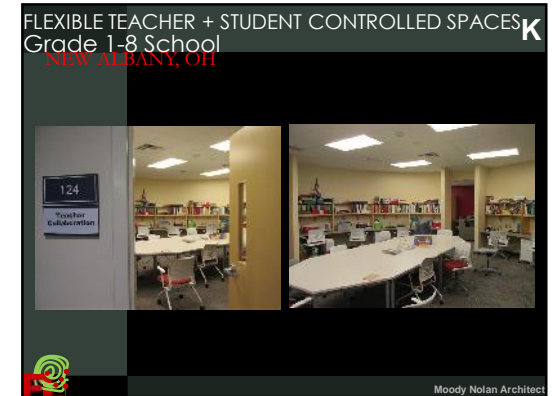
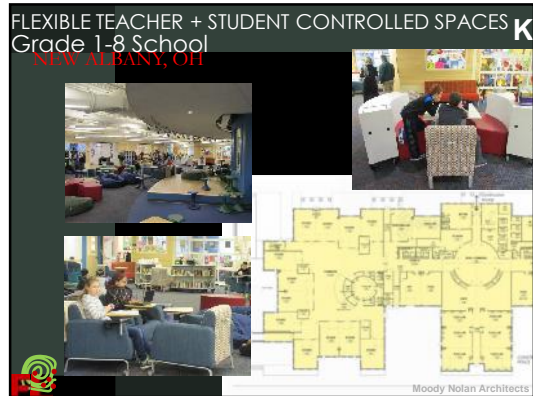








Ch 5.4 Places for Learning Presentation



DIFFERENTIATED STUDIOS
Wooranna Park Primary School
MELBOURNE, AUSTRALIA

M

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

BEFORE AFTER

• High Poverty

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

Mary Featherston Designer

DIFFERENTIATED STUDIOS
Wooranna Park Primary School
MELBOURNE, AUSTRALIA

M

Mary Featherston Designer

THE END OF THE CLASSROOM AS WE KNOW IT TODAY
Milan HS Center for Innovative Studies
MILAN MI

N

Project-Based Learning

Fanning Howey Associates Architects

THE END OF THE CLASSROOM AS WE KNOW IT TODAY
Milan HS Center for Innovative Studies
MILAN MI

N

Project-Based Learning

Fanning Howey Associates Architects

THE END OF THE CLASSROOM AS WE KNOW IT TODAY
Milan HS Center for Innovative Studies
MILAN MI

N

Project-Based Learning

Fanning Howey Associates Architects

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.7																									
Name(s)		School (District)																							
MAINTAINING TRADITION				INITIATING CHANGE				PROGRESSIVE				TRANSFORMING				TRANSFORMED									
1				2				3				4				5									
© 2016 Frank Locker Inc fl@franklocker.com																									
INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW									
EDUCATIONAL DELIVERY				N	F	EDUCATIONAL DELIVERY				N	F	EDUCATIONAL DELIVERY				N	F	EDUCATIONAL DELIVERY				N	F		
ALL GRADES						ALL GRADES						ALL GRADES						ALL GRADES							
INSTRUCTION						INSTRUCTION						INSTRUCTION						INSTRUCTION							
1	LEARNING THEME	No focused learning theme/expression						Themes to designate internal sub-schools w/ little impact on instruction						Thematic curricular component w/i school						Choice thematic, magnet school					
2	EXHIBITIONS	Student work is rarely actively expressed outside Classroom						Student work occasionally expressed in Corridors etc						Students present work in regular exhibitions						Exhibitions recorded for portfolios + resource					
3	DIFFERENCES	Little or no recognition of learning differences among students except "tracking"						As Column 1, but multiple intelligences/learning styles recognized						Multiple intelligences + learning styles honored thru differentiated instruction; no tracking						Mult int+ learning styles used as a basis of student social learning					
4	PERSONAL LEARNING	"Broadcast" teaching: same to all students in the classroom						Occasional differentiated instruction in assignments, assessments						Differentiated instruction as basic approach						Personalized learning plans; student initiated projects					
5	COLLABORATION	Students learn alone						Occasional 2 person teams						Occasional larger teams						Students regularly work in larger teams					
6	TEACHER TEAMS	Self contained classroom teaching exclusively						Common planning to coordinate curriculum/know students						Teachers swap classes for sharing instruction but do not teach together						Teachers occasionally integrate curriculum by teaching together in same place + same time					
7	OWNERSHIP	Most teachers have "own" classrooms; others on carts						Teachers share "own" Classrooms with specialist teachers						Small groups of teachers share small # of Classrooms based on schedule						Teachers control suite of spaces with corollary teachers					
8	AWARENESS	Students know very little about activities in neighboring classrooms						Students aware of other Classrooms through occasional sharing						Learning spans several classrooms and related spaces						Learning takes place in coordinated manner in variety of shared spaces					
9	TECH-NOLOGY	Virtually no computer use						Computers seen as sophisticated writing/math tools						Computers also used for learning programs +/- web research						Computers are common in learning					
10	DISPLAY	Best student work is displayed on bulletin boards						All student work on bulletin boards, but trumped by sports in Lobbies						Each student's work is presented + critiqued						Building is rich with 2D + 3D display of student projects					
11	DELIVERY	Almost exclusive direct instruction						Predominantly direct instruction w/ some discussion						Direct instruction with regular group discussion						Direct instruction, group discussion, + some problem solving					
12	INTEGRATION	Core instruction subject based; not all "exploratories" taught						Exploratories (Art, Music, PE, Family) taught separate from non-integrated core						Exploratory coordination with core learning mostly in extracurricular						Occasional integration of core learning +/- exploratories					
13	LEARNING LOCATION	Learning exclusively in Classrooms, Labs						Learning exclusively in Classrooms with some field trips						Occasional internships/service learning for some students						Regular internships/service learning are integral to learning					
14	WHO TEACHES	Teacher does the teaching						Teacher with aides do teaching						Students also teach in paired groups/study teams						Students teach each other in project based environment					
15	MAKING LEARNING VISIBLE	No attempt to make learning visible; hidden behind corridor walls						Learning visible through occasional (mostly arts) entertainment/events						Celebratory events focusing on learning						Learning highly visible through authentic evaluations, educational "trophies"					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
16	ASSESSMENTS	Students poorly informed about standards for tests, papers, worksheets						Students informed about standards for tests, papers, worksheets						Students know rubrics for exhibitions, performances, displays + exams						Authentic teaching and learning: teach the "whole" child; 21st Cent Skills					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT					
		CURRICULUM/ ASSESSMENT						CURRICULUM/ ASSESSMENT																	

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.7

Name(s) _____ School (District) _____

MAINTAINING TRADITION
1

INITIATING CHANGE
2

PROGRESSIVE
3

TRANSFORMING
4

TRANSFORMED
5

© 2016 Frank Locker Inc fl@franklocker.com

INCLUDES PRACTICES BELOW

INCLUDES PRACTICES BELOW

INCLUDES PRACTICES BELOW

INCLUDES PRACTICES BELOW

INCLUDES PRACTICES BELOW

33

ARTICULA- TION

K-12 educational delivery not highly articulated

Occasional curricular connections to sending/receiving school

Occasional educational delivery + guidance connections to schools with lower or higher grade levels

K-12 educational delivery highly articulated

PK-16 educational delivery highly articulated; dual degree programs

34

COMMUN- ITY

Community uses seen as detrimental to student safety

Evening/weekend community use of limited spaces

Community use of limited spaces

Community users during school day embraced as learning opportunity for students

ELEMENTARY

ELEMENTARY

ELEMENTARY

ELEMENTARY

ELEMENTARY

35

TECHNOL- OGY

No computer use

Computer keyboarding

Students regularly make electronic presentations

Students show teachers use of technology

Regularly virtual learning

36

GROUPING

Students grouped by age/year level

Students grouped by age/year level; regrouped for RTIs

Age/year groupings, RTIs; teachers loop with students

Multi grade instruction for developmental reasons

37

EXPLRA- TORY

No/few exploratory programs

Phys Ed, Music are exploratory

Art added as exploratory

Science added as exploratory program

All courses are exploratory

MIDDLE YEARS

MIDDLE YEARS

MIDDLE YEARS

MIDDLE YEARS

MIDDLE YEARS

38

TRACKING

Students are ability tracked

Students ability tracked w/ G+T

Students ability tracked w/G+T + learnng ctrs

Students heterogeneously grouped

All students on personal learning plans

39

SCHOOL CONCEPT

Junior High format even though may be called "Middle School"

Middle School without consistent Houses

School subdivided into houses sized for creating relationships

Perhaps K-8 for developmental + family reasons

HIGH SCHOOL

HIGH SCHOOL

HIGH SCHOOL

HIGH SCHOOL

HIGH SCHOOL

40

TRACKING

Students are ability tracked

Students ability tracked w/ G+T

Students ability tracked w/G+T + learnng ctrs

Students heterogeneously grouped

All students on personal learning plans

41

SCHOOL ORGANIZATN

Departmental organizational structure + facility plan

Departmental w/ special program (Senior Project)

Mixed school organization: i.e. departmental w/9th grade house

Small learning communities: virtual departments to maintain curriculum standards

42

ELECTIVES

Limited or no elective courses

Goal: wide range of unrelated electives

Thematic learning; career clusters; magnet schools

43

INTERDISC- IPLINARY

Content areas are not intentionally linked

Occasional teacher driven interdisciplinary links

Core content areas linked: Science-Math, English-Soc Studies

Core content areas and exploratory areas linked

44

APPLIED LEARNING

No applied learning in school

Tech Ed, Vocational, Career-Tech present but unrelated to core academics

Academics related to Career-Tech programs

Academics imbedded in Career-Tech

45

CLASS SIZE

Class size based on equity; teaching alone; available # students

Variety in class sized based also on exclusiveness of subject area

Variety in class size based on team teaching

Variety in class sizes based on project teams

46

TIME TABLE

45 to 60 minute class period

Block schedule, 90 minute class periods

Mega-blocks within schedule

No uniform schedule; determined by teachers (students)

EDUCATIONAL DELIVERY AVERAGE OVERALL SCORE

Col 1 = 1 point
Col 2 = 2 points
Col 3 = 3 points
Col 4 = 4 points
Col 5 = 5 points
Average point value for multi-column issues

TOTALS

Frank Locker Educational Planning www.franklocker.com fl@franklocker.com 617.412.7444

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.7																				Col 1 = 1 point Col 2 = 2 points Col 3 = 3 points Col 4 = 4 points Col 5 = 5 points Average point value for multi-column issues	
Name(s)_____										School (District)_____											
MAINTAINING TRADITION			INITIATING CHANGE			PROGRESSIVE			TRANSFORMING			TRANSFORMED									
1			2			3			4			5									
		INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW				INCLUDES PRACTICES BELOW		TOTALS	
		FACILITIES		N	F	FACILITIES		N	F	FACILITIES		N	F	FACILITIES		N	F	FACILITIES			
		ALL GRADES				ALL GRADES				ALL GRADES				ALL GRADES				ALL GRADES			
		OVERALL PLANNING				OVERALL PLANNING				OVERALL PLANNING				OVERALL PLANNING				OVERALL PLANNING			
1	SIZE/ CAPACITY	Circumstantial overall building size/capacity				School size set for administrative/operational efficiency; no small schools within				Efficient school size/capacity, non-autonomous schools within school				Efficient school size/capacity, semi-autonomous schools within school				Intentional building size/capacity to foster relationships; autonomous small schools/teacher teams within			
2	FUTURE PROOF	Spaces/furniture inappropriate for current educational methods: wrong sizes, locations, services, equipment				Spaces/furniture rigid: conceived to serve one concept of current educational models				Spaces/furniture allow several current educational deliveries with difficulty				Spaces/furniture allow several current educational deliveries with ease				Spaces/furniture flexible/agile to anticipate future educational trends			
3	COLLABORATION	Facility makes it almost impossible for teachers to collaborate				Facility supports occasional/non-synchronous teacher collaboration				Facility supports regular/non-synchronous teacher collaboration				Facility supports regular/synchronous teacher collaboration				Facility supports teacher collaboration + control of schedule + space			
4	VISIBLE LEARNING	No attempt to make learning visible				Bulletin boards in corridors				Bulletin boards, display cases for academics				Bulletin boards, display cases, windows to classrooms, video monitors				Learning highly visible through transparency, display, activities			
5	FLEXIBILITY	Spaces rigid in design; no flexibility				Flexibility only in some folding partitions; never used				Flexibility in folding partitions; often used				Many spaces are flexible for multiple uses				Spaces flexible w/ minimal effort; agile for reuse w/o physical change			
6	SOCIAL SETTING	Circulation conceived in minimal terms of moving people: Corridors + lobbies only				Functional circulation with notable public expression at Lobbies				Circulation centers on social gathering space(s) as focus of school				Central gathering space(s) + "hang out" spaces				Central social gathering space(s), "hang out" spaces + student centric social/work spaces			
7	EXPRESSION	No intentional building expression				School colors are primary school signature				Special effort made at Main Entry; school colors prevail				School signature expressed in occasional places				School signature widely expressed throughout building			
8	SCHOOL ORGANIZATION	Plan based on single idea traditional of school organization: departmental, grade level, etc				Traditional planning but allows mixed grade levels				Flexible/agile school plan allows several school organizations; 9th grade house								Relationship-based plan to best support Column 5 educational delivery			
9	INTERDISCIPLINARY	Building plan: highly separate, unrelated functional areas; does not facilitate public access to community uses				Building plan: highly separate, unrelated functional areas; zoned for public access to community spaces				Building plan strategically relates functional areas; zoned for public access to community spaces				Building plan links different program areas to facilitate interdisciplinary learning within core; zoned public uses				Building plan links program areas for interdisciplinary learning among core + specials; zoned public uses			
10	MOVEMENT	Student movement expected to be across entire building; hall passes				Student movement controlled by teachers; hall passes				Building guides student movement within non-autonomous subzones				Building guides student movement within intentional focused subzones				Small school or movement only within relationship zones; hall passes are passed			
11	AUTONOMY	Self-contained school but missing some functional spaces				Self contained school with all appropriate functions				Intended as self-contained but relies occasionally on nearby institutions for program use						Intentionally not self-contained: relies heavily on neighboring institutions					
12	COMMUNITY	No spaces for community use				Gym, Café, Auditorium occasional community use				Community access well planned + zoned				Community uses co-habitate building: Elderly Center, Clinic, Public Lib				Public + private community spaces used regularly by students			
13	MIXED USE	Single use school building				School shares site with other public uses: Library, Recreation				School shares site with business/residential				School shares site synergistically with business/residential				School planned to partly convert to other uses when enrollments drop			
14	LEADERSHIP	Admin + Guid central but hard to find				Central Admin + Guid at front door				Central Admin; distributed Guidance spaces						Distributed Guid + Admin					
15	PARENTS/ VOLUNTEERS	No spaces oriented to parents				Parents access Library or Admin				Parent Room				Volunteer Room				Parent Room + Volunteer Room			

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.7

Name(s)_____

School (District)_____

MAINTAINING TRADITION

1

INITIATING CHANGE

2

PROGRESSIVE

3

TRANSFORMING

4

TRANSFORMED

5

© 2016 Frank Locker Inc fl@franklocker.com

INCLUDES PRACTICES BELOW

FOOD SERVICE

Menu includes no fresh food, one menu choice each day

INCLUDES PRACTICES BELOW

FOOD SERVICE

Menu includes no fresh food, multiple menu options offered, breakfast & after school meals offered

INCLUDES PRACTICES BELOW

FOOD SERVICE

Menu includes fresh, locally grown food, multiple menu options, breakfast + after school meals offered

INCLUDES PRACTICES BELOW

FOOD SERVICE

Menu includes fresh, locally grown food, multiple menu options prepared by staff and learners, breakfast + after school meals offered

INCLUDES PRACTICES BELOW

FOOD SERVICE

Menu includes fresh, locally grown food, multiple menu options. Grown and prepared by staff and learners, breakfast + after school meals offered

SUSTAINABLE DESIGN

No sustainable design focus

SUSTAINABLE DESIGN

Building design focused on energy savings

SUSTAINABLE DESIGN

Building design incorporates energy savings, day lighting and low impact building materials

SUSTAINABLE DESIGN

Building design minimizes impact on environment, integrates design, construction and operation of building into curriculum

SUSTAINABLE DESIGN

Building seeks carbon neutral impact, integrates design, construction and operation of building into curriculum

FURN + EQUIP

Virtually no technology; no phones in classrooms

FURN + EQUIP

Basic, non-integrated technology; intercom; no classroom phones

FURN + EQUIP

Partial integrated technology; classroom phones

FURN + EQUIP

Integrated tech. including interactive bds, doc proj; controls for all to use

FURN + EQUIP

Integrated technology; students use PDAs, cell phones, notebooks, Kindles

STUDENT FURNITURE

Single purpose connected desk/seats designed for lectures

STUDENT FURNITURE

Desks w/ movable seats, not groupable

STUDENT FURNITURE

Flexible desks + chairs, groupable

STUDENT FURNITURE

Flexible adjustable height ergonomic desks, chairs, bean bags

STUDENT FURNITURE

Students work in personal workspaces

CABINETRY

Little or no cabinets/shelving in teaching spaces

CABINETRY

Basic fixed cabinetry; not enough to serve needs

CABINETRY

Fixed cabinetry sufficient for basic needs

CABINETRY

Fixed cabinetry meets all storage needs

CABINETRY

Flexible, adjustable cabinetry on wheels; groupable to change space

COMPUTER RATIO

10:1 student: computer ratio

COMPUTER RATIO

6:1 student: computer ratio

COMPUTER RATIO

4:1 student: computer ratio; selective use of laptops

COMPUTER RATIO

2:1 student: computer ratio; laptops on carts

COMPUTER RATIO

1:1 student: computer ratio; laptops, PDAs, tablets for all

FACILITIES AVERAGE OVERALL SCORE

Col 1 = 1 point
Col 2 = 2 points
Col 3 = 3 points
Col 4 = 4 points
Col 5 = 5 points
Average point value for multi-column issues

TOTALS

Frank Locker Educational Planning www.franklocker.com fl@franklocker.com 617.412.7444

Note: This spreadsheet includes the results of three of the seven Micro Teams, therefore overall averages differ from those reported in Ch 3 and Appendix Ch 5.2.		Lisa, Dawn, Kelly		Jen, Alexa, Barbara, Joanne, Marie		Mike, Eric, Lori, George				
		MICRO TEAM 1		MICRO TEAM 2		MICRO TEAM 3		ALL REPORTING MICRO TEAMS		DIFF BETWEEN NOW & FUTURE
		Special Ed		ES		K-12		NOW	FUT	LEAPS
EDUCATIONAL DELIVERIES		NOW	FUT	NOW	FUT	NOW	FUT	NOW	FUT	LEAPS
INSTRUCTION		INSTRUCTION								
1	LEARNING THEME	2.50	4.00	4.00	2.50	1.00	5.00	2.50	3.83	1.33
2	EXHIBITIONS	2.00	3.00	2.00	5.00	2.00	5.00	2.00	4.33	2.33
3	DIFFERENCES	1.00	3.50	2.00	5.00	1.00	5.00	1.33	4.50	3.17
4	PERSONAL LEARNING	2.00	3.50	3.50	5.00	2.00	5.00	2.50	4.50	2.00
5	COLLABORATION	3.00	4.00	3.00	4.00	3.00	5.00	3.00	4.33	1.33
6	TEACHER TEAMS	2.00	4.00	3.00	5.00	3.00	5.00	2.67	4.67	2.00
7	OWNERSHIP	1.00	3.50	1.00	5.00	1.00	5.00	1.00	4.50	3.50
8	AWARENESS	2.00	3.50	2.00	3.50	2.00	5.00	2.00	4.00	2.00
9	TECHNOLOGY	3.00	4.00	3.00	4.00	3.00	5.00	3.00	4.33	1.33
10	DISPLAY	1.00	4.00	5.00	5.00	2.50	5.00	2.83	4.67	1.83
11	DELIVERY	2.00	5.00	4.00	5.00	1.00	5.00	2.33	5.00	2.67
12	INTEGRATION	2.00	4.00	2.00	5.00	2.00	5.00	2.00	4.67	2.67
13	LEARNING LOCATION	2.50	5.00	0.00	2.50	1.00	5.00	1.75	4.17	2.42
14	WHO TEACHES	3.00	4.00	2.00	4.00	2.00	5.00	2.33	4.33	2.00
15	MAKING LEARNING VISIBLE	2.00	5.00	1.00	3.00	3.00	5.00	2.00	4.33	2.33
CURRIC/ASSESSMENT		CURRIC/ASSESSMENT								
16	ASSESSMENTS	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
17	CURRIC FLEX	0.00	0.00	0.00	0.00	3.00	5.00	3.00	5.00	2.00
18	SOCIAL/EMOTIONL	0.00	0.00	4.00	5.00	2.50	5.00	3.25	5.00	1.75
19	21st CENT SKILLS	0.00	0.00	2.50	5.00	2.50	5.00	2.50	5.00	2.50
20	CURRICULUM	0.00	0.00	0.00	0.00	3.50	5.00	3.50	5.00	1.50
21	KNOW-EDGE	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
22	TEXT BOOKS	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
23	PACE + VEHICLES	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
24	GRADING	0.00	0.00	0.00	0.00	2.00	5.00	2.00	5.00	3.00
25	FREQUENCY	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
LEADERSHIP		LEADERSHIP								
26	DISTRIBUTION	1.00	5.00	0.00	0.00	3.00	5.00	2.00	5.00	3.00
27	SCHEDULING	4.00	5.00	0.00	0.00	2.50	5.00	3.25	5.00	1.75
PROF DEVELOPMENT		PROF DEVELOPMENT								
28	PROF DEVELOPMENT	2.00	3.50	1.00	5.00	3.50	5.00	2.17	4.50	2.33
29	COMMON PLANNING	2.00	3.50	3.50	3.50	3.50	5.00	3.00	4.00	1.00
RELATIONSHIP BUILDING		RELATIONSHIP BUILDING								
30	ADVISORS	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
31	KNOWING	1.00	3.50	0.00	0.00	2.00	5.00	1.50	4.25	2.75
CONNECTIONS		CONNECTIONS								
32	ADULTS	0.00	0.00	0.00	0.00	1.00	0.00	1.00	0.00	
33	ARTICULATION	0.00	0.00	0.00	0.00	2.00	5.00	2.00	5.00	3.00
34	COMMUNITY	0.00	0.00	0.00	0.00	3.50	5.00	3.50	5.00	1.50
ELEMENTARY		ELEMENTARY								
	TECHNOLOGY	0.00	0.00	2.00	3.00	2.00	5.00	2.00	4.00	2.00
36	GROUPING	0.00	0.00	2.50	5.00	2.50	5.00	2.50	5.00	2.50
37	EXPLRATORY	0.00	0.00	1.00	5.00	2.00	5.00	1.50	5.00	3.50
MIDDLE YEARS		MIDDLE YEARS								
38	TRACKING	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
39	SCHOOL CONCEPT	0.00	0.00	0.00	0.00	3.50	5.00	3.50	5.00	1.50
HIGH SCHOOL		HIGH SCHOOL								
40	TRACKING	2.00	4.00	0.00	0.00	2.00	5.00	2.00	4.50	2.50
41	SCHOOL ORG	1.00	5.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
42	ELECTIVES	1.00	3.00	0.00	0.00	3.00	5.00	2.00	4.00	2.00
43	INTERDISCIPLINARY	2.00	3.50	0.00	0.00	2.00	5.00	2.00	4.25	2.25
44	APPLIED LEARNING	1.00	4.00	0.00	0.00	2.50	5.00	1.75	4.50	2.75
45	CLASS SIZE	1.00	4.00	0.00	0.00	2.50	5.00	1.75	4.50	2.75
46	TIME TABLE	2.50	4.00	0.00	0.00	2.50	5.00	2.50	4.50	2.00
		1.91	4.00	2.57	4.32	2.10	5.00	2.19	4.44	2.25

Note: This spreadsheet includes the results of three of the seven Micro Teams, therefore overall averages differ from those reported in Ch 3 and Appendix Ch 5.2.		Lisa, Dawn, Kelly		Jen, Alexa, Barbara, Joanne, Marie		Mike, Eric, Lori, George				
		MICRO TEAM 1		MICRO TEAM 2		MICRO TEAM 3				
		Special Ed		ES		K-12		ALL REPORTING MICRO TEAMS		DIFF BETWEEN NOW & FUTURE
FACILITIES		NOW	FUT	NOW	FUT	NOW	FUT	NOW	FUT	LEAPS
OVERALL PLANNING										
1	SIZE/ CAPACITY	1.00	5.00	1.00	5.00	1.00	5.00	1.00	5.00	4.00
2	FUTURE PROOFING	2.00	5.00	3.00	5.00	2.00	5.00	2.33	5.00	2.67
3	COLLABORATION	2.00	5.00	2.00	5.00	1.00	5.00	1.67	5.00	3.33
4	VISIBLE LEARNING	3.00	5.00	2.00	5.00	2.00	5.00	2.33	5.00	2.67
5	FLEXIBILITY	2.00	5.00	1.00	5.00	1.00	5.00	1.33	5.00	3.67
6	SOCIAL SETTING	1.00	5.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
7	EXPRESSION	2.00	5.00	0.00	0.00	2.00	5.00	2.00	5.00	3.00
8	SCHOOL ORGANIZATION	2.00	3.50	0.00	0.00	1.00	5.00	1.50	4.25	2.75
9	INTERDISCIPLINARY	2.00	5.00	0.00	0.00	1.00	5.00	1.50	5.00	3.50
10	MOVEMENT	2.00	4.00	0.00	0.00	2.00	5.00	2.00	4.50	2.50
11	AUTONOMY	1.00	3.50	0.00	0.00	1.00	5.00	1.00	4.25	3.25
12	COMMUNITY	2.00	3.00	0.00	0.00	2.00	5.00	2.00	4.00	2.00
13	MIXED USE	2.00	2.00	0.00	0.00	1.00	5.00	1.50	3.50	2.00
14	LEADERSHIP	2.00	5.00	0.00	0.00	2.00	5.00	2.00	5.00	3.00
15	PARENTS/ VOLUNTRS	2.00	2.00	0.00	0.00	1.00	5.00	1.50	3.50	2.00
SPECIFIC SPACES										
16	TRANSPARENCY	2.00	3.50	1.00	5.00	1.00	5.00	1.33	4.50	3.17
17	GROUPING	0.00	0.00	2.00	5.00	1.00	5.00	1.50	5.00	3.50
18	SMALL GROUPS	0.00	0.00	3.00	5.00	3.00	5.00	3.00	5.00	2.00
19	ARTS	0.00	0.00	1.00	5.00	3.50	5.00	2.25	5.00	2.75
20	SPECIAL ED	0.00	0.00	1.00	5.00	2.00	5.00	1.50	5.00	3.50
21	PE/ ATHLETICS	0.00	0.00	1.00	5.00	2.00	5.00	1.50	5.00	3.50
22	TECH ED	0.00	0.00	1.00	5.00	2.50	5.00	1.75	5.00	3.25
23	WET LABS	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
24	CLASSROOM SIZES	0.00	0.00	1.00	5.00	1.00	5.00	1.00	5.00	4.00
25	DRY LABS	0.00	0.00	1.00	5.00	1.00	5.00	1.00	5.00	4.00
26	MEDIA CTR	0.00	0.00	1.00	5.00	2.00	5.00	1.50	5.00	3.50
27	ASSEMBLY	0.00	0.00	1.00	5.00	3.00	5.00	2.00	5.00	3.00
28	TEACHER PLANNING	0.00	0.00	1.00	5.00	2.00	5.00	1.50	5.00	3.50
29	CONNECTIONS	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
FOOD SERVICE										
30	FOOD CHOICES + PREP	2.00	3.00	0.00	0.00	2.00	5.00	2.00	4.00	2.00
SUSTAINABLE										
31	ENVIRON IMPACT	0.00	0.00	0.00	0.00	1.00	5.00	1.00	5.00	4.00
FURN + EQUIP										
32	TECH INTEGRATION	0.00	0.00	0.00	0.00	3.00	5.00	3.00	5.00	2.00
33	STUDENT FURNITURE	0.00	0.00	0.00	0.00	3.00	5.00	3.00	5.00	2.00
34	CABINETRY	0.00	0.00	0.00	0.00	3.00	5.00	3.00	5.00	2.00
35	COMPUTER RATIO	0.00	0.00	0.00	0.00	4.00	5.00	4.00	5.00	1.00
		1.59	4.71	1.56	4.29	1.61	4.28	1.59	4.43	2.37

**Saugus Public Schools
View of the District
June 6th, 2016**

District Enrollment and Structure

- One Early Childhood Center (Pre-K)
 - ~125 students
- Four Elementary Schools (K-5)
 - ~1220 students
- One Middle School (6-8)
 - ~660 students
- One High School (9-12)
 - ~700 students

MCAS Data 2015

- District is Level 3
- Saugus High School and the Belmonte Middle School are both Level 3
- The Lynnhurst, Oaklandvale, Waybright, and Veterans Memorial Schools are all Level 2

AP and SAT Exam Results 2015

- 365 AP Exams were taken
 - 58% of the students received a qualifying score of 3 or better.
- 142 student took SATs
 - Critical Reading: 495
 - Math: 510
 - Writing: 474

PSAT Data for 2015

- Grade 9: 862 average 443 ERW 419 Math
- Grade 10: 912 average 459 ERW 453 Math
- Grade 11: 929 average 468 ERW 461 Math

Key Programs

- Ballard Early Childhood Center
- Kids Come First
- Grade 6 Summer Orientation Program
- Grade 8 Step-up Day

Key Programs

- Cultural Trips including MS to DC and Foreign Travel at the HS
- Spread the Word to End the Word
- SHS Partnership with Mass Insight
- SHS Advanced Academy
- 18-22 Transitional Program

Recent Initiatives

- District-wide Critical Reading
- Third year of the “new” Evaluation System
- Updated Mentoring Program
- Working with AP Potential from PSAT results

Recent Initiatives

- District-wide Writing Program (starting now)
- Sachem Buddies
- Updating of Crisis Management Protocols

Challenges

- Improving our District’s Level 3 status
- Outdated buildings including the HS and three smaller elementary schools

Challenges

- Equity in class size at the elementary schools
- Overcoming 20th century instructional practices to focus on 21st century teaching and learning models

Challenges

- Need for services/programs for at-risk students and students social/emotional needs
- Uncertainties
 - Outstanding labor agreements
 - Changes in District focus
 - Unfunded mandates