West Muskingum PK-4 Elementary School Learning Center

08 APRIL 2014

"Educational Visioning Into the Future"

William Harbron
West Muskingum Schools
Superintendent

John Faulkner Gladden, AIA Fanning/Howey Lead Designer/Principal

West Muskingum PK-4 Elementary School Learning Center

EDUCATIONAL VISIONING WORKSHOPS

3 DAYS

LEAD BY **FRANK LOCKER PhD**

ATTENDEES

WEST MUSKINGUM SCHOOLS

•BOE

•STAFF

•TEACHERS

STUDENTS

PARENTS

COMMUNITY MEMBERS

OFCC PLANNERS FANNING/HOWEY



AGENDA

The first Visioning workshop was held on 16th December 2013. Notes of all activities follow:

- Pre-Workshop Videos Comments
- Snapshot of the Current West Muskingum Elementary School
- 21st Century Schools Presentation
- Most Important Issues
- Randy Nelson, Pixar Films, Living + Working in the Collaborative Age
- Review of Current Programs, Services, Deliveries, + School Organizational Structure

PRE-WORKSHOP VIDEOS COMMENTS

The Visioning Team was asked to review videos related to education. They identified the most important lessons from the videos in a whole group discussion. Most had seen the Concord Elementary Schools video. Here are their comments:

- Like to see classroom to classroom
- Painting Nook is great
- Humongous Library
- Feels like a place where teachers trust students
- Visibility for lots of places
- Nooks for project display
- Not all white, but colors that would appeal to students
- Acoustics addressed
- It is like a museum in Toronto
- Reading-room like
- Principal's comment: easy to see what is going on

SNAPSHOT OF THE CURRENT WEST MUSKINGUM ELEMENTARY SCHOOLS

Dr William Harbron characterized the state of the current elementary schools. He noted:

The last 3 years have been consumed with Common Core prep



Notes Workshop 1





AGENDA

The second Visioning workshop was held on 17th December 2013. Notes of all activities follow:

- What to Teach + How to Teach
- Project-Based Learning
- Exploring Teacher Collaboration
- School in 2030
- School Organizational Structure
- Exploring Personalized Learning
- Learning Modalities
- Where Do We Go from Here?

Notes Workshop 2

WHAT TO TEACH + HOW TO TEACH

Workshop participants were given this challenge as the basis for a whole group discussion:

Based on what we have discussed about 21st century learning:

Questions for a whole group discussion:

- 1. What is in the emerging Common Core curriculum that aligns with 21st Century learning?
- 2. Does the Common Core dictate any Learning Modalities/Educational Deliveries?
- 3. Are there any Learning Modalities/Educational Deliveries that support the Common Core better than others?
- 4. Are there any conflicts or restrictions to 21st Century learning?
- 5. Do the WMES preferred Learning Modalities align or conflict (or no issue) with the Common Core? How so?







Notes Workshop 3

AGENDA

The third Visioning Workshop was held on 9th January 2014. Notes of all activities follow:

- Sir Ken Robinson on Creativity
- School Transformation + Development Map
- Places for Learning
- Larry Rosenstock on High Tech High
- Defining Spaces
- Overall School Organization Diagram
- Key Words

SIR KEN ROBINSON ON CREATIVITY

Workshop participants had viewed the Ken Robinson video "Why Schools Kill Creativity." In general discussion they had these comments:

- This relates to the Common Core
 - Every school talks about the same thing
- We squash creativity in our schools
- Creativity is at the bottom of the hierarchy of what schools think is important
- The Gillian Lynn story is fantastic. Her success with "Cats" and other productions is exemplary

SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Workshop participants used the School Transformation + Development Map (ST+DM © 2014 Frank Locker Inc) to evaluate the West Muskingum elementary schools' current educational delivery and facilities, and to project the desired future for the new elementary school.

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



West Muskingum Elementary School **Educational Visioning**

Zanesville, OH



January 2014 Frank Locker Educational Plannina

Ch 2 Executive Summary

The average scores of all of the Micro Teams looked like this

SCHOOL TRANSFORMATION + DEVELOPMENT MAP



This average score gives a general understanding of current WMES practices and facilities. Appendix Ch 5.3 contains the results articula

The overall scoring of all Micro Teams was relatively close on all four issues, indicating a high degree of consensus among workshop

The most important lessons from the ST+DM for the immediate future come from the difference between today's situation and the desired future. The Visioning Team desires significant change in both, more than two columns out of five. 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 comments and guidance on the exciting concepts proposed for the future WMES.

These results are significant. The traditional American elementary school model, and the one most commonly employed in the current West Muskingum elementary schools, teachers working separately, was deemed the least appropriate. Personalized learning/mastery learning.

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See Appendix Ch 5.2 for full details.

FACILITY CONCEPTS

Places for Learning

The Visioning Team reviewed ten exemplar schools from the USA, the United Kingdom, and Australia. Working in Table Teams they ranked the schools for appropriateness for the future WHES. The three most commonly clied are cullimed here. For a full description of their entire most appropriate and least appropriate exemplars, see Cn4 Facility

Concord Elementary Schools

- Featuring:

 School Media Center is located in a Learning Corridor, a linear local Eight Floor classrooms
- space acting as the circulation to all First Floor classrooms

 Second Floor classrooms/circulation overview the Learning
- based learning Learning Corridor also has Reading/Presentation Area and
- several small offices Library area is enclosed per requirements of the local fire
- marshal, despite wishes of the school stakeholders
- marsnal, despite wisnes of the school stakenoiders Generous 2D and 3D display areas for student work Small Group Rooms located between classrooms, with small windows between the rooms allowing a teacher to observe small group activities while still in the classroom

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

The most commonly cited most effective modalities are

- most commonly cited most effective modalities are:
 Small group workfutuent collaboration (cited 25 times)
 Project-based learning (cited 25 times)
 Technology with mobile devices (cited 22 times)
 Teacher team/synchronous collaboration (cited 18 times)
- The most commonly cited least effective modalities are

The full record of Learning Modalities preferences is in Appendix Ch 5.2. School Organizational Structure Visioning Team members assessed model school organizational structures for their appropriateness for the future WMES.

One Table Team identified another possibility. It was Out of the Box = Whatever is Needed for each Kid

- The Table Teams ranked these modalities as follows. The most appropriate modality of the seven original modalities is first.
 # 1: Personalized learning/mastery learning with blurred grade
 - # 2: Multi-age classroom groupings

 - # 2: Multi-age classroom groupings # 3: Teachers "platooned" (swapping specialties/passions/interests) # 4: Choice thematic learning # 5: Teachers synchronously teaming # 6: Teachers "looping" with students # 7: Teachers work separately



Forest Avenue K-2 Center

- Forest Areuse

 Shared spaces for use by an integrated teaching team
 Learning Studios surround shared Commons Area
 Windows between Studios and Commons Area
 Teacher Planning Center as home base for teachers
 Presentation Area
 Den 40-000 habases | Learning Studios



19. Designed for teacher team teaching and student team collaboration



Ch 2 Executive Summary

- Teachers and students move to the space that best supports
- the learning they are to achieve Differentiated classrooms: instead of all the same, each has different furniture best suited to the learning modality it
- Seminar instruction areas Group Discussion Lounge
- Project-based learning platform



Overall Facility Planning Diagram

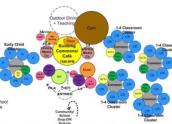
Workshop participants guided Frank Locker in drawing an overall school planning diagram. Major functions were drawn as bubbles, in relative size, and in relative positioning. The concept featured the following essential characteristics:

Central Cafeteria/Building Commons that could be used for

- presentations, community meetings, and breakout functions as Clusters for Learning Studios
- An early child PK-K 'wing' and an elementary 'wing' with several Grade 1-4 clusters

- Administration at each "wing"
 Art, Music, Tech/Project Rooms and Media Center ringing the
- Café/Commons
 People walk through the Café/Commons; no perimeter Corridor
- People walk through the Cafet/Commons; no perimeter Cornd Make as much space useful for education as possible Outdoor learning spaces adjacent to the Cafeteria/Commons Play/Recess accessible from the Cafeteria/Commons Bathrooms accessible from the Play/Recess spaces Tollets in each cluster

See Ch 4 Facility Concepts for additional details.



WEST MUSKINGUM ELEMENTARY SCHOOL

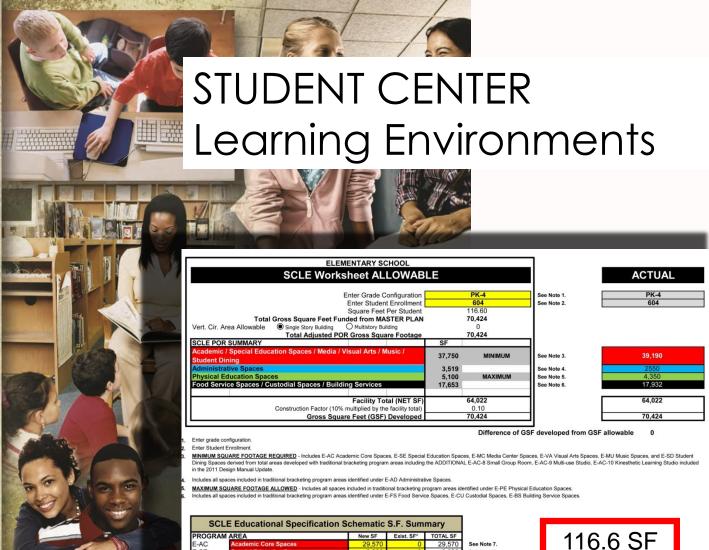


PROGRAM (P.O.R.)

West Muskingum PK-4
Elementary School
Learning Center

FACILITIES
COMMISSION

2012 Ohio School Design Manual



E-SE See Note 8. F-AD See Note 9 E-MC See Note 10. E-VA See Note 11. 1.000 F-MI See Note 12 4.35 4,350 See Note 13. E-SD 4,400 See Note 14. E-FS 1.42 1,423 See Note 15. E-CU 250 See Note 16. **Building Services** See Note 17. 64.022 64.022 Facility Total (NET AREA) Facility Total (GROSS AREA) 70,424 See Note 18. Calculated Construction factor 0.00 0.09 Minus exist. co-funded Oversize Area from Master Plan See Note 19.

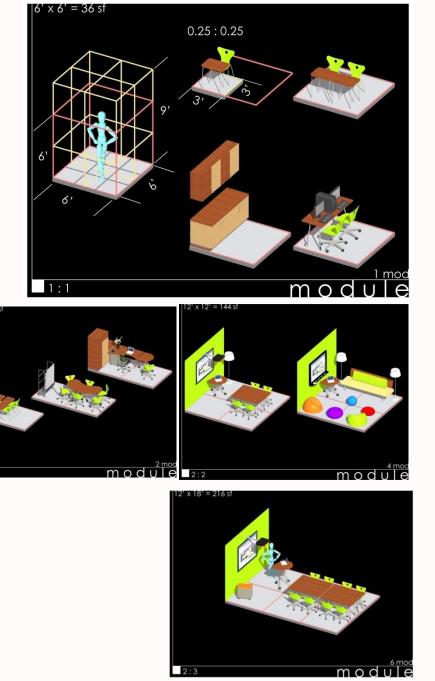
70,424

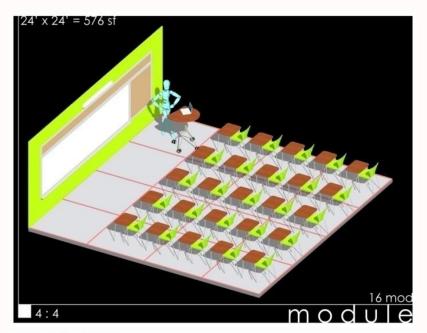
Adjusted Existing Area

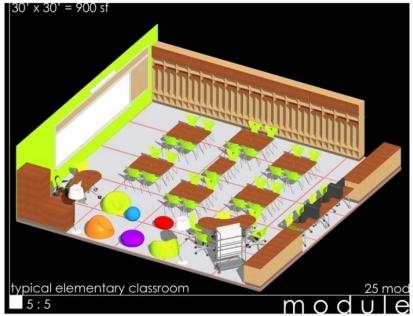
Total Adjusted GSF Developed (without Oversize Area)

Difference of GSF developed from GSF allowable

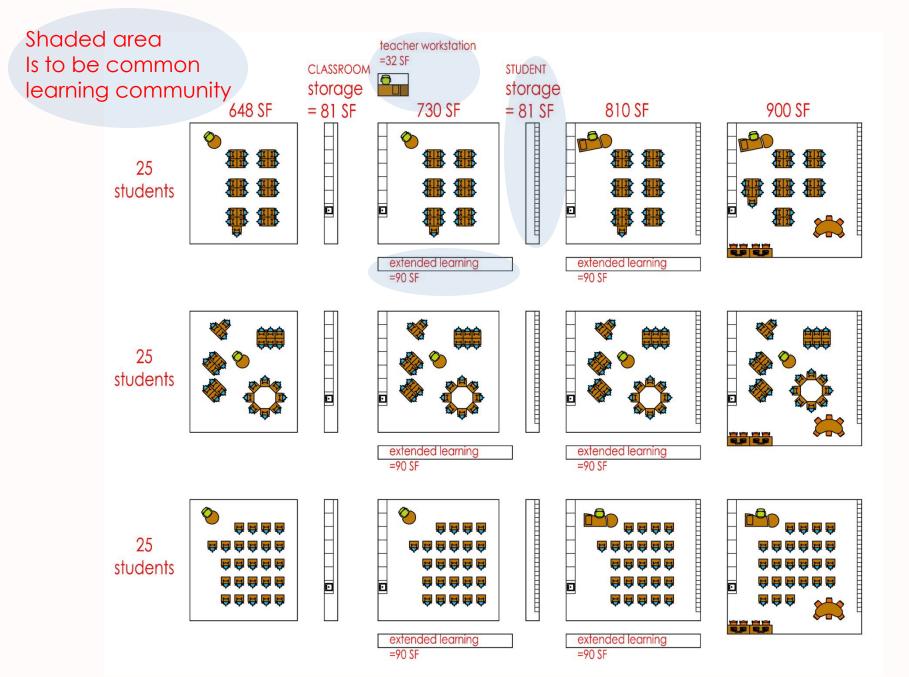
116.6 SF PER STUDENT



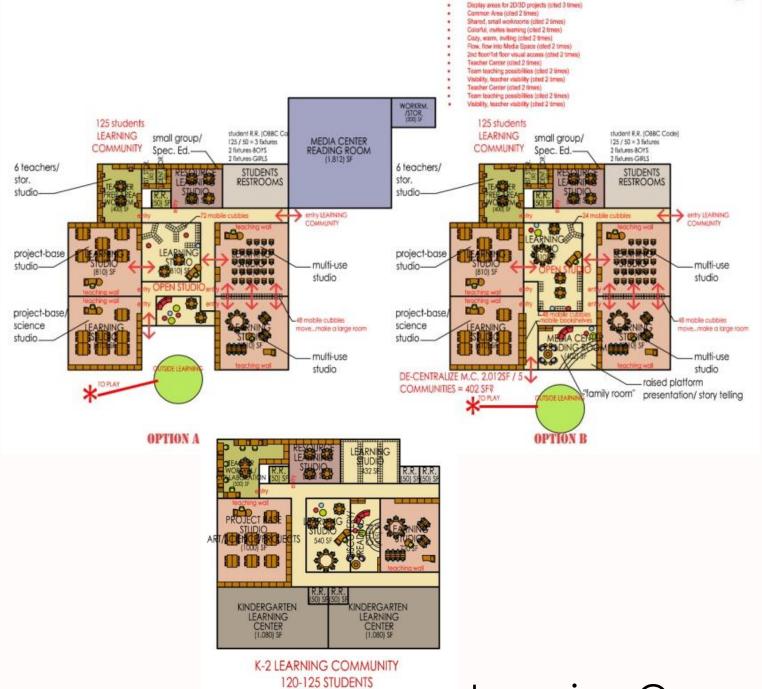




OSFC – Academic Space base on = 36 net sf / student to be equal around the OSDM.... included student / room storage & teacher workstation



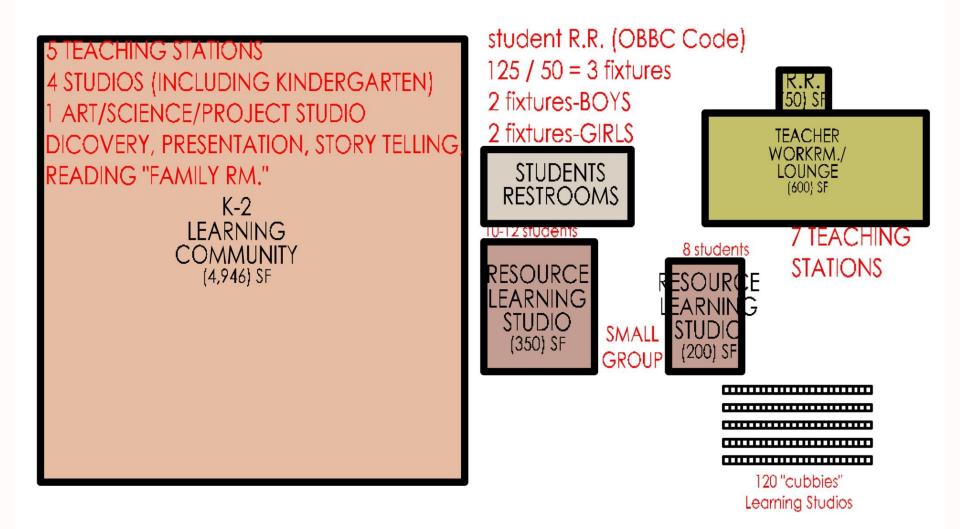
History of OSFC ...Leaning Spaces (Furniture) ... student / room storage ... teacher workstation



FANNING HOWEY

Steaching stations

Learning Community

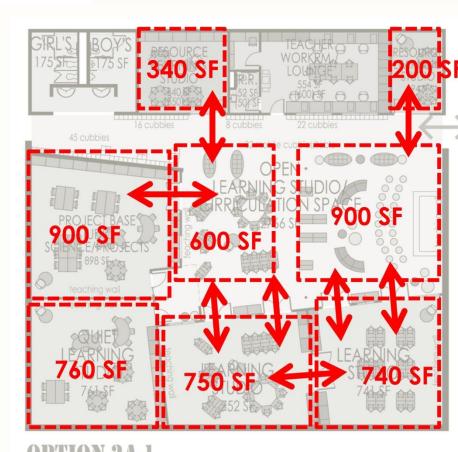


K-2 LEARNING COMMUNITY 120 STUDENTS



7 STAFF 8 LEARNING SPACES

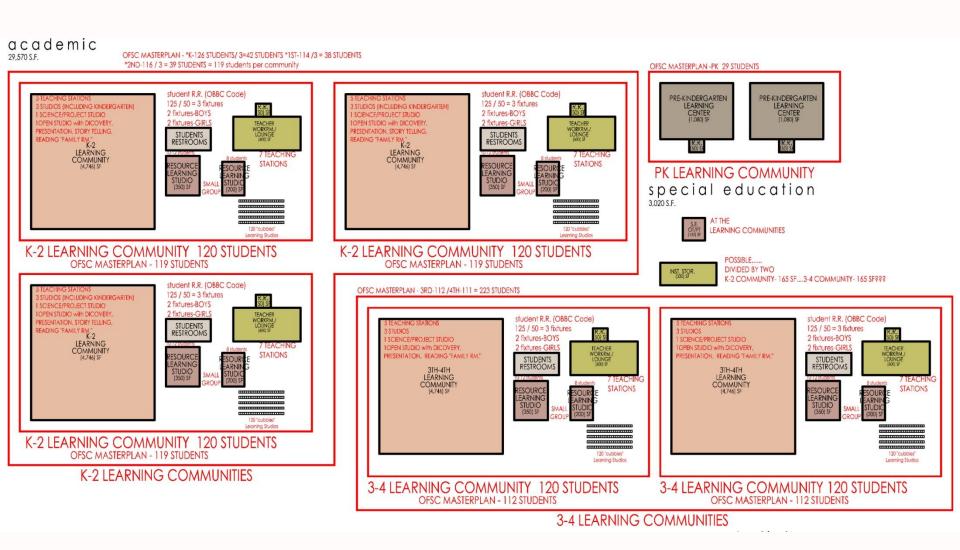
entry LEARNING COMMUNITY



Learning spaces Enclosed / Open

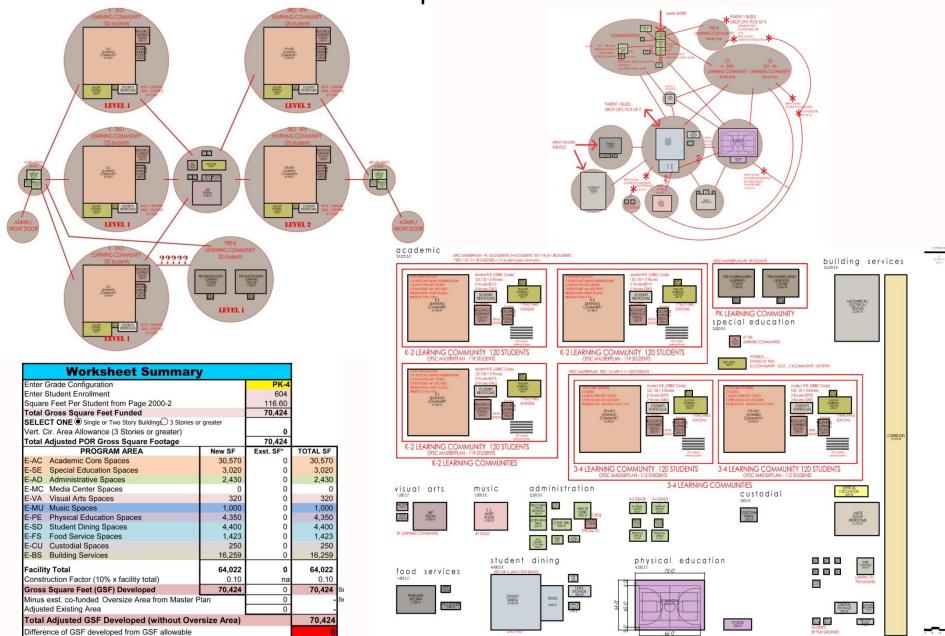
Learning Community

5 Learning Communities @ 120 Students each



Learning Community

604 Students x 116.6 SF per student = 70,424 Total SF

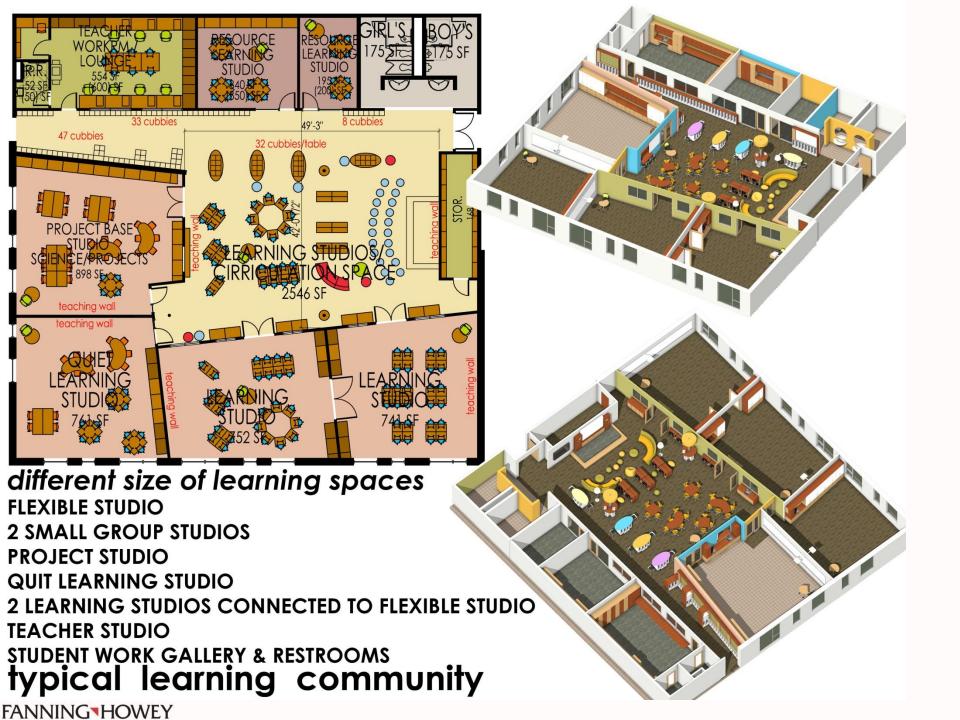


new PK-4 elementary School

PRELIMINARY P.O.R. - 2
604 STUDENT CAPACITY...TOTAL GROSS SF FUNDED - 116.60 SF PER STUDENT
PROGRAM OF REQUIREMENTS

EDUCATIONAL VISIONING SCHEMATIC DESIGN

West Muskingum PK-4
Elementary School
Learning Center





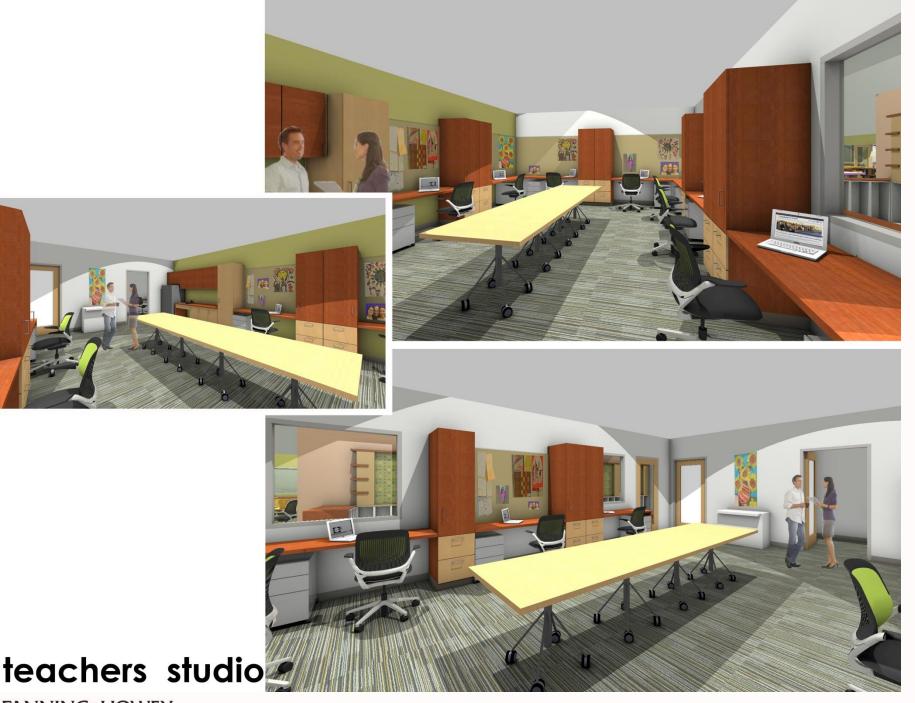


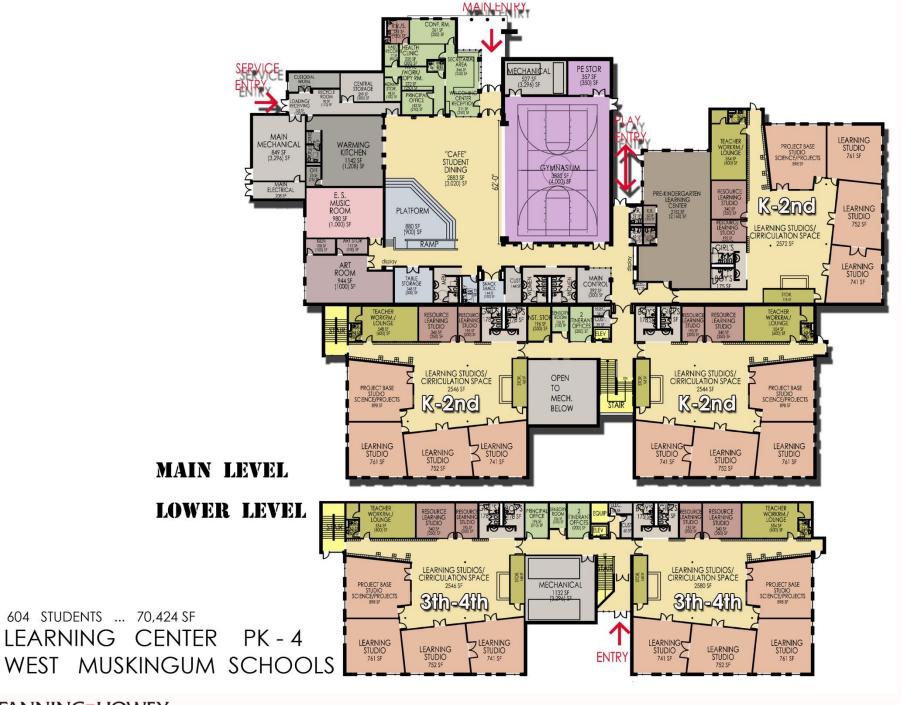














"Learning is experience....

Everything else is just information." Albert Einstein

