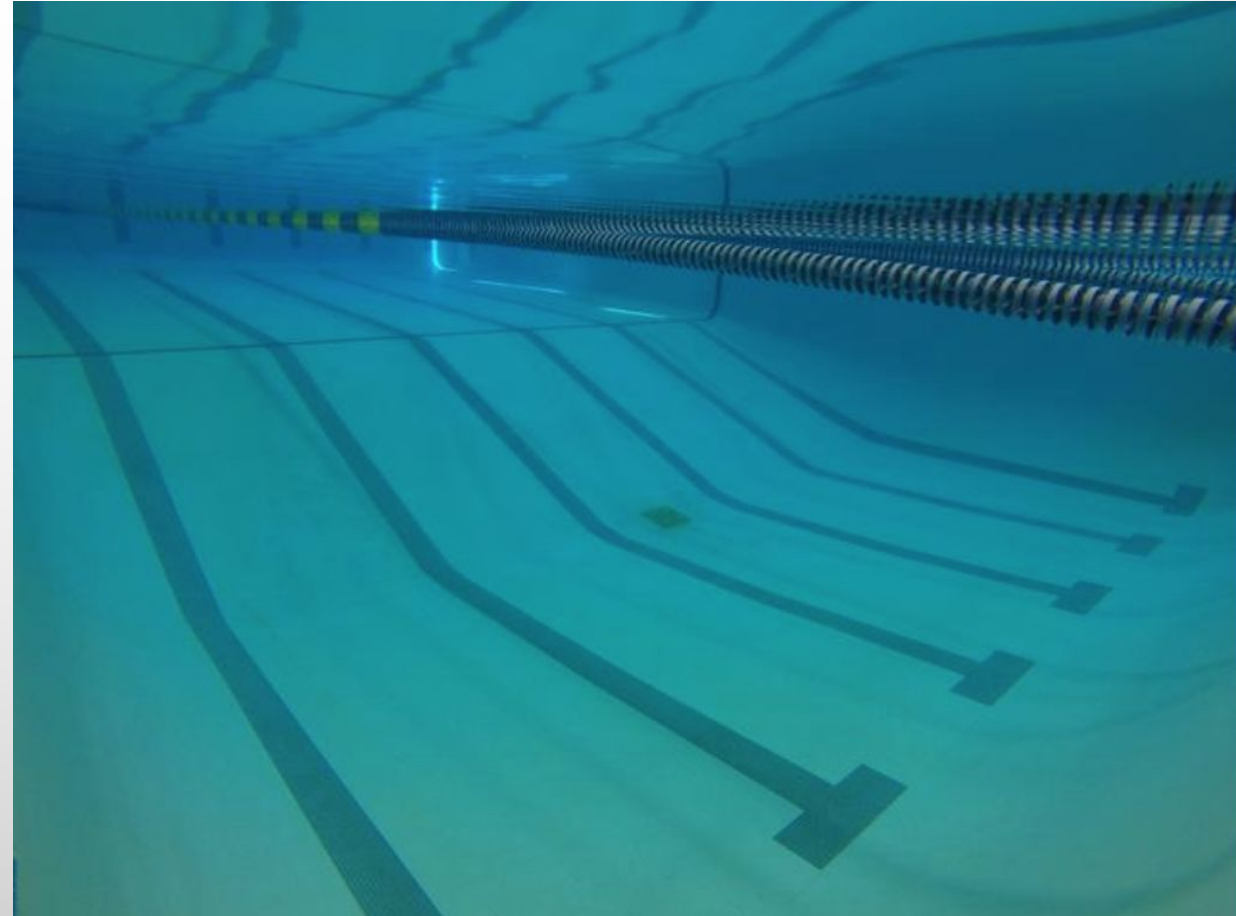


THE DEEP END OF THE POOL

- FUTURE OF EDUCATION IN AMERICA
- FUTURE OF THE LEARNING SPACES IN AMERICA – WHAT IS HAPPENING RIGHT NOW AND MOVING INTO THE NEXT TEN YEARS?
- FUTURE OF LEARNING IN THE YOUNG HUMAN
- WHAT IT MEANS FOR US HERE TODAY

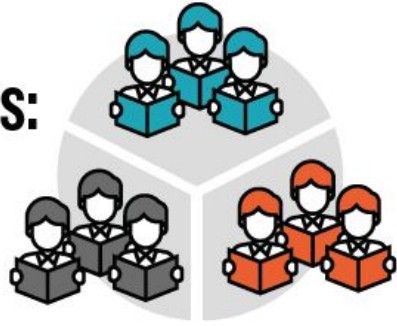


WHAT IS CHANGING?

- NUMBER OF CHILDREN AND NUMBER OF ADULTS
- GROUPING OF ADULTS (DEPARTMENTS AND IDENTITY)
- GROUPING OF CHILDREN (GROUPING BY AGE)
- STRUCTURE OF LEADERSHIP (NUMBER OF OFFICES)
- WEATHER (OPEN AREAS AND COVERED AREAS)



Four Structures: **LEARNER GROUPING**



Instructional Grouping Choices: **VARIABLES**

PURPOSE - Identity

- Voluntary/ Teacher determined
- Long term /short term
- Facilitation of group/ Independent
- Numbers in group



BALANCED HEALTHY HUMAN BEINGS



No Shoes

- Impacts on sound in classrooms
- Comfortable environment
- Connection to family like or home
- Cleaner and approachable learning spaces
- Element of respect for learning environment



Learning Importance
of Socialization

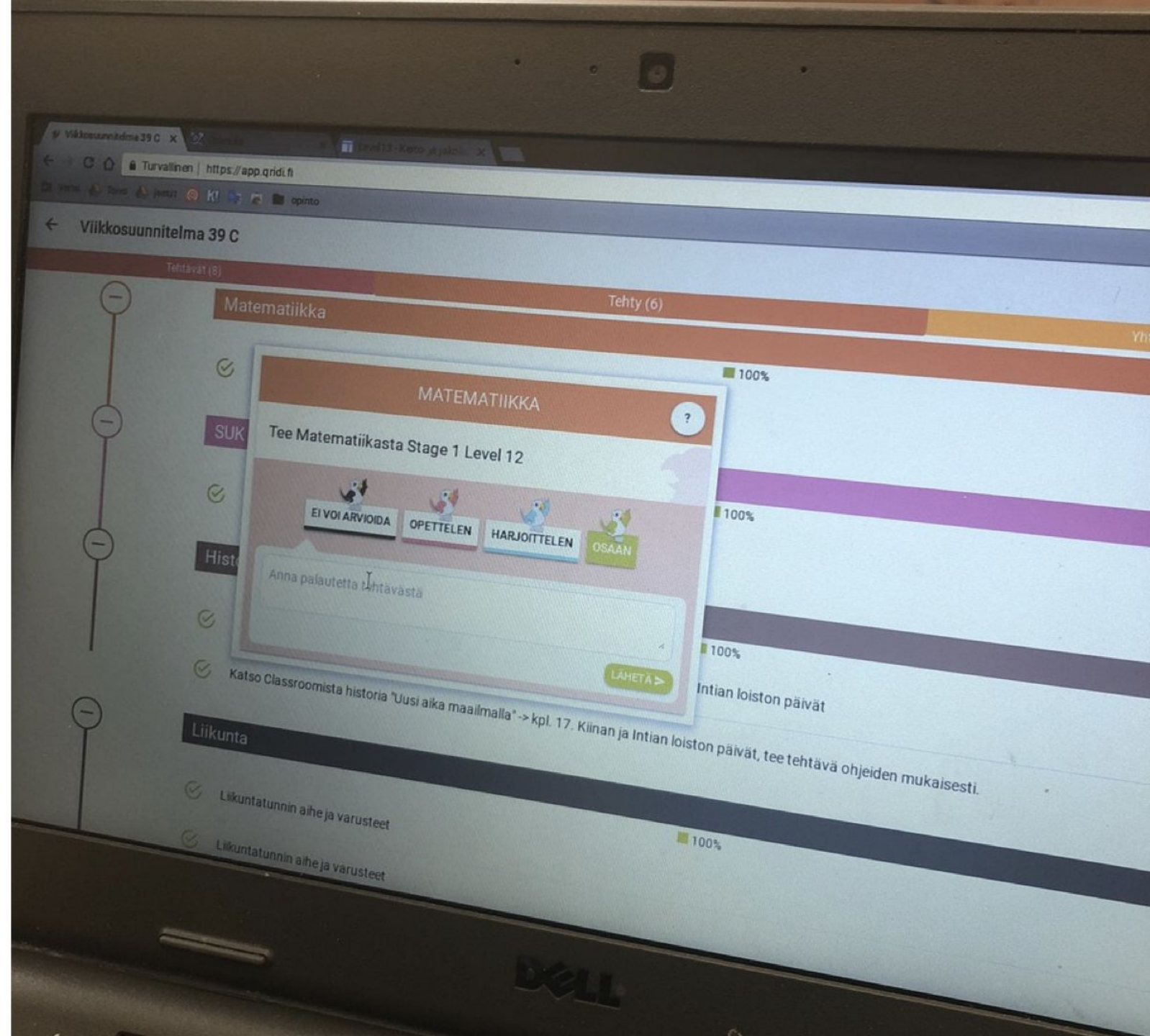
SELF NAVIGATION TOOL

Learning Targets	I got this	I need this	Feedback
I am good at these			
I need to practice these			
I still need to learn these			
My learning plan:			
Learning Targets	Learning Strategies		

The How — Formative Assessment

Everything is about “for” learning — building the habits of growing competence and confidence in the learner.

- Setting and managing goals
- Monitoring growth over time
- Demonstrating readiness



Purposes for Instructional Grouping

- ✓ Skill needs
- ✓ Mixed skills competence
- ✓ Mixed roles
- ✓ Readiness / timing
- ✓ Think tank / decision making
- ✓ Interests
- ✓ Social interaction / safety
- ✓ Civil discourse
- ✓ Routine / anchor groups
- ✓ Ad hoc



The Power of One

- Personal pace
- Self-reflection
- Confronting competence
- Thriving competence
- Creative risks
- Stakeholder in task



The Importance of Working Solo

Ultimately each learner is on his or her own journey.

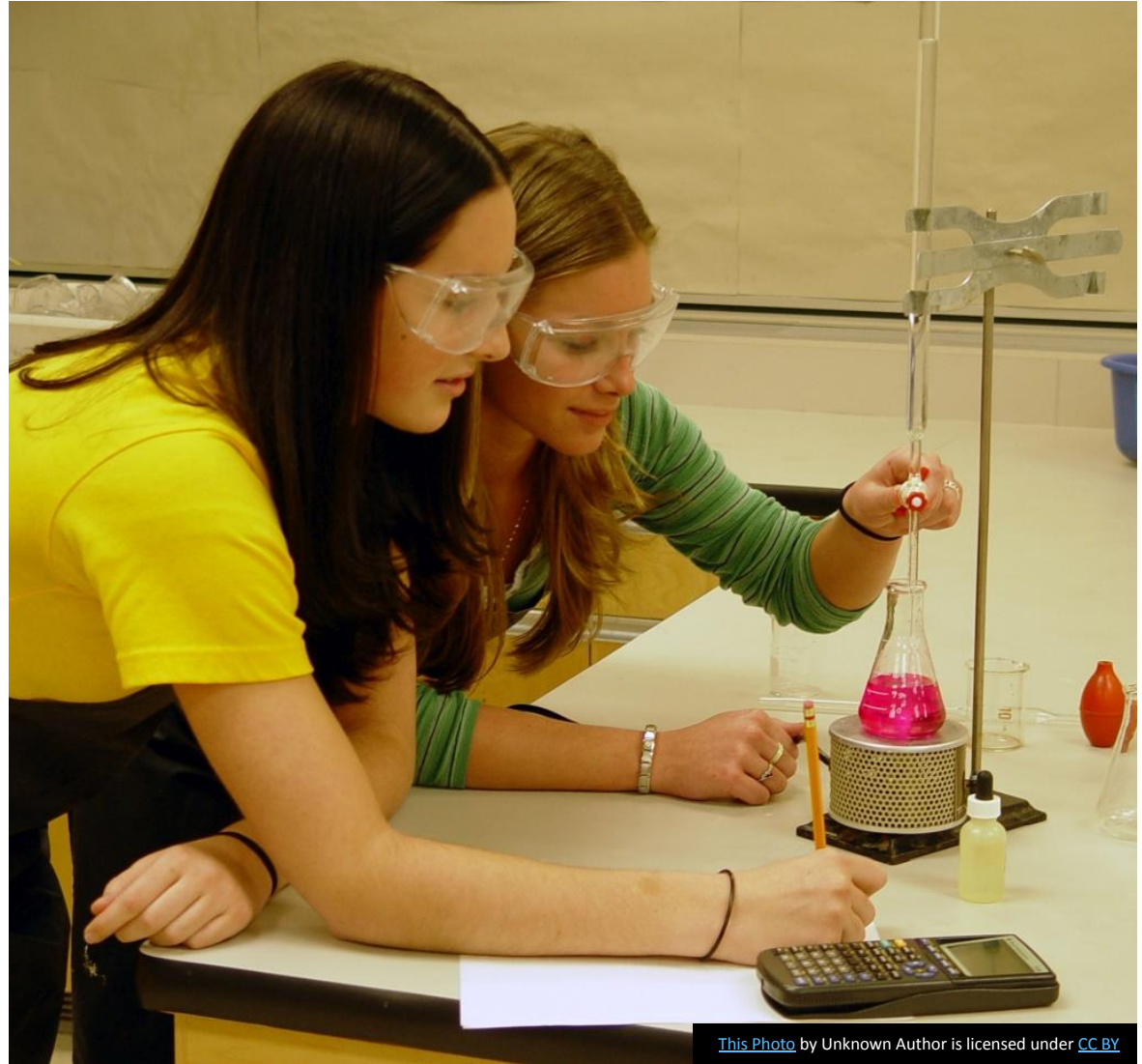
Confidence is developed with each personal step.

Fascination, curiosity and interest is a personal motivator.



Purposeful Pairs

- Shared reflection
- Focused communication
- Honest feedback
- Possible parallel work



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Problem Solving Trios and Quartets

- Completing tasks
- Problem solvers
- Group performances
- Role designations
- Sense of affiliation

Flexible Grouping

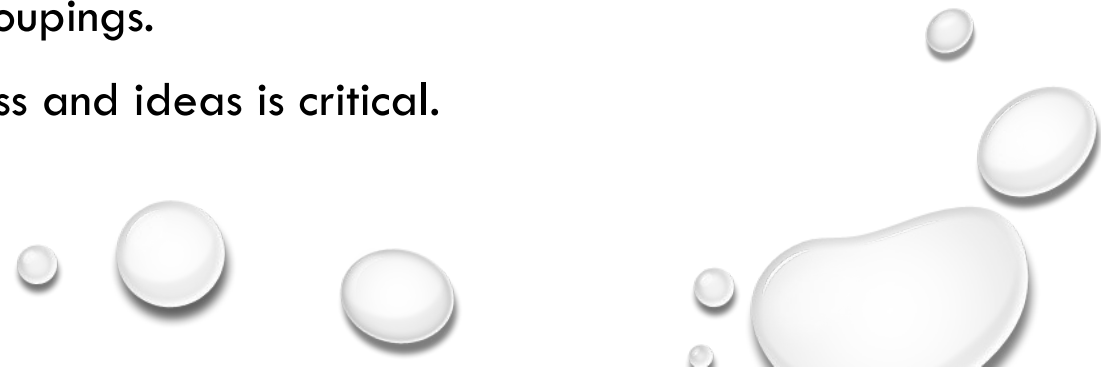
- Students make choices about location for group work
- Students encouraged to use furniture to support their learning
- Students grouped in a classroom and moved through learning environments as appropriate





Discussion Groups 5 to 8

- Enough members for an array of opinions.
- Enough members to counter one dominant member.
- Formal discussion groupings.
- Informal open-ended groupings.
- Reflection on both process and ideas is critical.



12 is a Quorum

- Direct instruction coupled with interaction.
- Can work as a large group with sub-groups .
- Sensibility of a team.
- Identity is still maintained with 12.

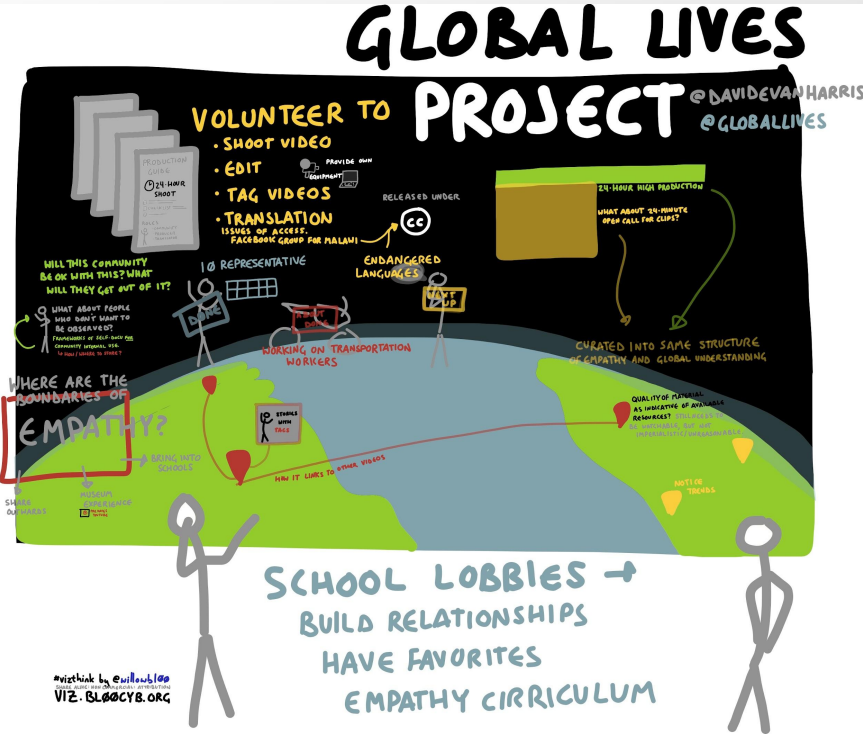




Whole Class

- Personal identity is sublimated.
- Possibility of community.
- Village mentality
- Natural leaders.
- Shared responsibility.

Expanding Community Grouping: Local, Global, Virtual



Four Structures: PERSONNEL CONFIGURATION



Grouping of Professionals

Expanding affiliations
Roles and talents

The background of the slide is a light gray gradient. On the left side, there is a vertical strip showing several white paper boats and one prominent yellow paper boat. The right side of the slide is decorated with several realistic water droplets of various sizes, some appearing to be on a surface.

IMPACT OF TEACHER SHORTAGE

- VERTICAL GROUPING
- USE OF LARGER SPACES AS “CLASSROOMS”
- PARTNERSHIP MODELS FOR LEADERSHIP AND TEACHING
- USE OF COMMUNITY
- SMALLER CURRICULUMS

HIERARCHICAL GROUPING



NETWORKING



Affiliations can be curricular



Grouping by Teaching Talent



Mentors: Student Projects



Pathway



Interest





Global Teams

Correspond to Student Grouping Patterns

Student Grouping Pattern	Teacher Configuration
Grade level grouping	Classroom teacher or team
Multi-age grouping	Teacher team
Interdisciplinary –single or multi-grade	Interdisciplinary team
Pathway model –high school	Cohort coach
Quest-Based Projects	Match with Advisor



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WHAT IS THE FUTURE OF THE “CLASSROOM”?

- CAFÉ MODELS
- DOUBLE WIDTH FOR STORAGE OF PURPOSES
- ON STAGE
- OFF STAGE
- STORAGE



Seminar
499 SF

Teacher
Workroom
350 SF

Learning
Commons
2432 sf

Learning Studio
689 SF

Project Terrace
2217 SF

Learning Studio
782 SF

Garden Beds

Garden Beds

Project Terrace
805 SF

Gazebo

Four Structures: **SCHEDULES**



Breaking away from the Tyranny of Time

TIME and SCHEDULE by HABIT

- Long term habits
- Short term inhibitors
- Reimagining existing opportunities
- Flip function following form
- Opening up fresh possibilities
- Future forward planning

Consider impact on learning when time OPENS up:

- Replace graduation dates and deadlines with learning progressions.
- Some learners take more time and others finish at a younger age.
- Early entrance into college.
- Replace graduation with credentialing
- Start school when ready.
- Starting school later as in Finland



Four Basic Models

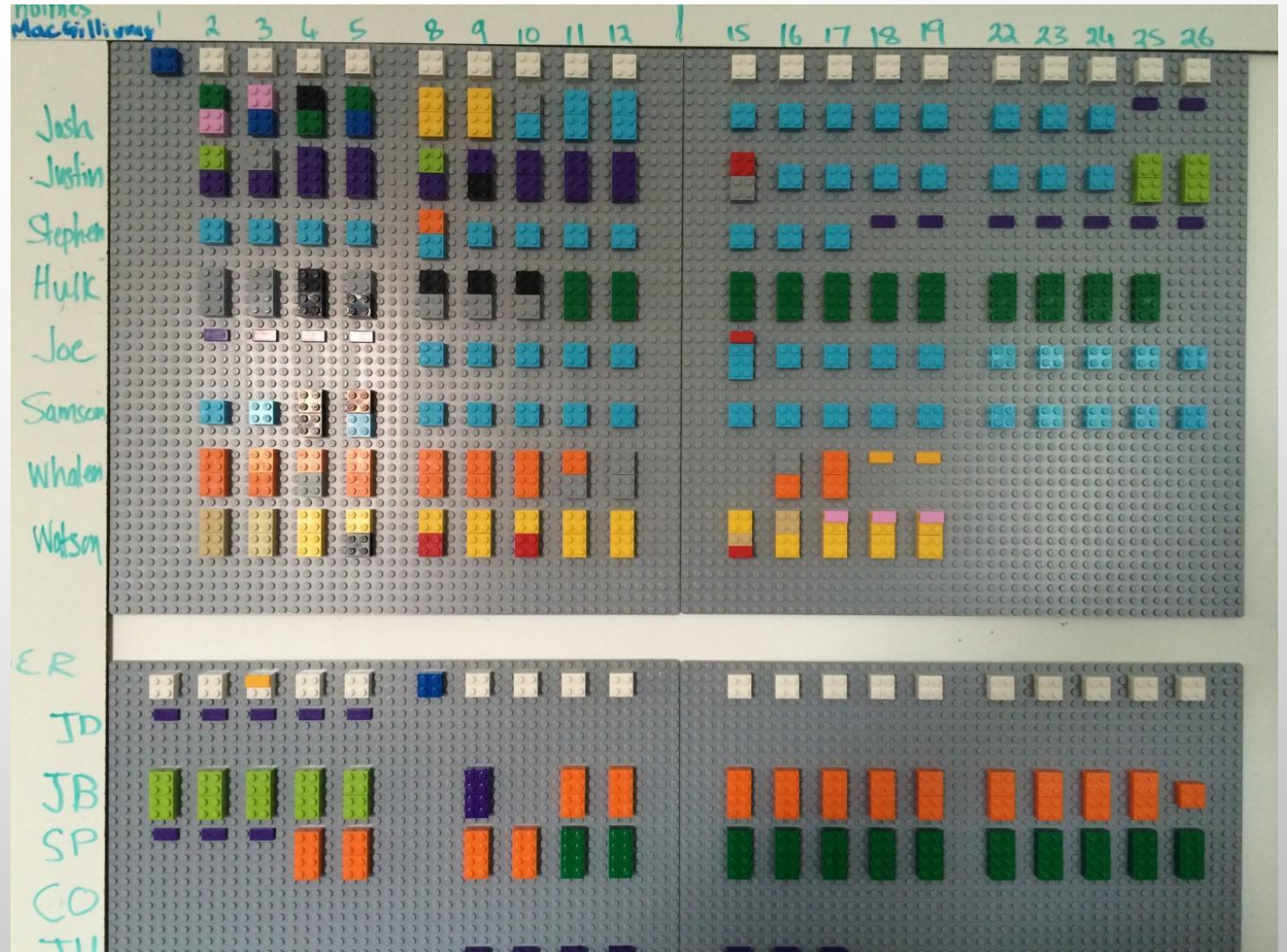
Often schools combine different models to achieve a schedule that really works.

- Industrial model of different blocks of time but still often grouping students by age.
- Vertical model of grouping students by subject and ability all at the same time.
- A La Carte model where students access teachers and support anytime they need as they complete individualized and personalized pathways of study.
- Bidding for time model where teachers match specific learning targets or bundles of learning targets to exactly the amount of time they need and then varied schedules are given to groups of students.






Planning a Schedule

The Highschool group in Billings MT wanted to see how compliance to state laws and AP courses would work in a bidding for time model. They used lego bricks to build out their requirements and then placed them in the bidding sample.

They quickly saw that they ended up with MORE time when it was used efficiently by the team.

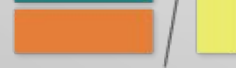
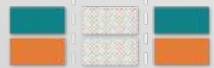
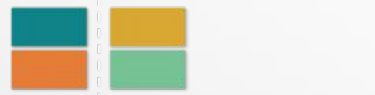


<https://unlockingtime.org/school-schedule-resources>

Time	Mon	Tue	Wed
8:30 am			$4 + x$
9:15 am			
10:00 am			
10:45 am			
11:30 am			
12:00 pm			

Options:

1. Traditional standard periods
2. Rotating Standard periods
3. 4x4 block (students take 4 courses a semester)
4. A/B block
5. Rotating block
6. Modified block
7. Parallel block
8. Intensive block
9. Flexible
10. Flex-mod (ten to ninety minutes or longer)
11. Intersession
12. Bi-Weekly rotation



Day A	Timmy grade 6 Team 1	Lisa Grade 6 Team 2	Shannon Grade 6 Team 3
8:25-8:55	30 min Flex	30 min Flex	30 min Flex
8:56-10:16	80 min ELA	80 min MATH	45 minutes Science
10:17 - 11:00	45 min Science	45 min Social Studies	80 min STRIDE
11:04 - 11:36	LUNCH	LUNCH	LUNCH
11:36-12:56	80 min MATH	80 min STRIDE	45 min Social Studies
12:58-1:43	45 min Social Studies	45 min Science	80 min MATH
1:45-2:55	80 min STRIDE	80 min ELA	80 min ELA

	Day A	Day B	Day C	Day E	Total Min a Year
Writing / Reading	80 pm	45 PM	60 AM	80 PM	8800
Math	80 am	45 AM	45 AM	80 PM	8800
World Language		80 AM	30 AM		8200
Science	45 am	45 PM	80 PM		8200
Social Studies	45 pm		80 AM		8200
PE / Health					8200
Transdisciplinary				120 AM	3600
Digital Literacy					3600
Home Economics					3600
S.T.R.I.D.E.	80 pm	80 PM	30 PM	45 PM	
Special Ed					4000
Steam					3600
Flex	30 AM	30 AM 30 PM	30 PM	30 AM	4000

August

M	T	W	Th	F
		22	23	24
27	28	29 First Day	30	31
		A	B	A

September

M	T	W	Th	F
No School	A	5C	A	7B
No School	A	** 12C	A	14 B
A	*18 B	No School	*20 C	A
A	*25 B	C	*27 B	A

October

M	T	W	Th	F
A	*2B	A	*4C	5B
No School	9B	A	11B	A
A	16C	17B	18C	B
A	Eve. Con- ferences B	A	Eve. Con- ferences B	A
A	30B	C		

November

M	T	W	Th	F
			1 C	2 B
A	Election Day PL Sessions	C	8 B	A
Ed Week C	13 E	14 E	15 E	16 E
19 C	20 E	21 E	No School	No School
A	27 B	A	29 B	A

December

M	T	W	Th	F
3 A	4 B	5 A	6 C	7 B
10 A	11 C	12 B	13 A	14 B
17 A	18 B	19 A	20 C	21 B
No School	No School	No School	No School	No School

January

M	T	W	Th	F
	No School	2 A	3 C	4 B
7 A	8 B	9 A	10 B	11 A
14 A	15 B	16 C	17 A	18 B
No School	22 A	23 B	24 A	25 B
28 A	29 B	30 A	31 C	

February

M	T	W	Th	F
				1 B
4 A	5 B	6 A	7 B	8 A
11 A	12 B	13 A	14 C	15 B
No School	No School	20 E	21 E	22 E
25 B	Min Day Evening Conferences C	27 B	Min Day Afternoon Conferences C	

March

M	T	W	Th	F
				1 B
4 A	5 B	6 C	7 B	8 A
11 A	12 B	13 C	14 B	District PL DAY A
18 A	19 B	20 C	21 A	22 B
25 A	26 B	27 A	28 B	29 B

April

M	T	W	Th	F
1 A	2 B	3 A	4 B	5 A
8 A	9 B	10 C	11 A	12 B
Spring Recess				
22 A	23 B	24 C	25 B	26 A
29 A	30 B			

May

M	T	W	Th	F
		1A	2C	3B
6A	7B	8A	9B	10A
13A	14B	15A	16C	17B
20C	21E	22E	District Spelling Bee E	24 E
No School	28B	29C	30B	31C

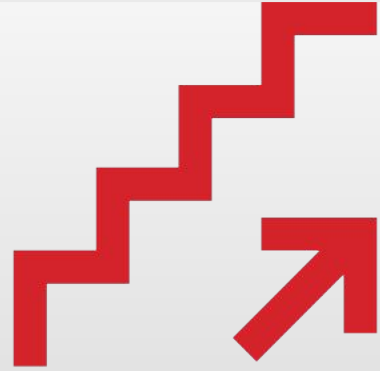
June

M	T	W	Th	F
3C	4E	5E	6E	7E
10C	11E Last Day	12	13	14
17	18	19	20	21
24	25	26	27	28

What is the future of learning environments?



**Define
Goal**



**Identify
Necessary
Steps**



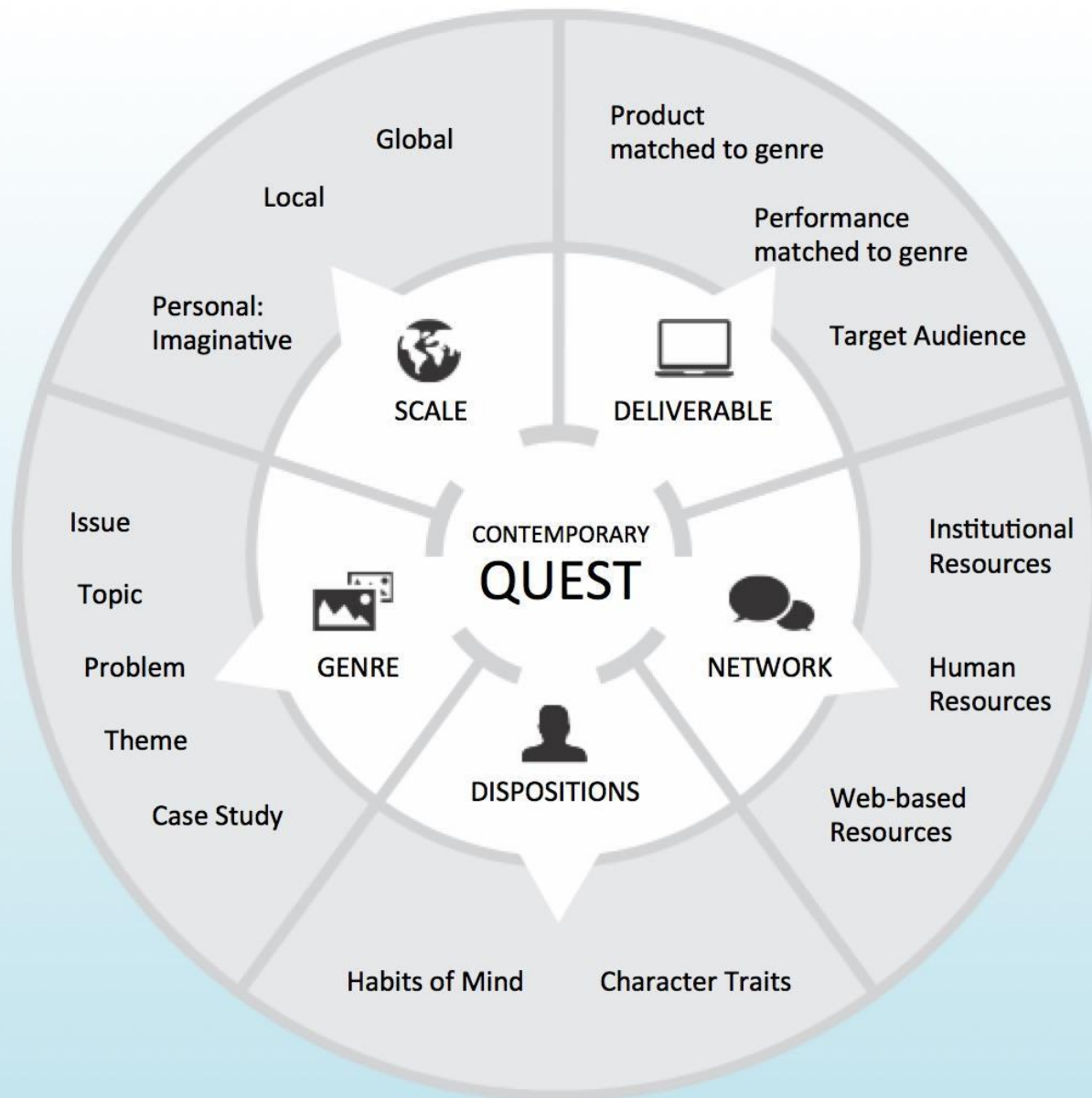
**Choose
Learning
Strategies**



**Reach out
for Support**

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WHAT IS THE FUTURE OF LEARNING?



CURRICULUM MAPPING @ BROCK U

DR. JILL GROSE
DIRECTOR, CPI



CURRICULUM INSTRUCTION AND ASSESSMENT

- SMALLER CURRICULUMS
- MORE FIELD STUDY AND INTERNSHIPS
- SPACES FIT INSTRUCTIONAL TYPES
- LEARNING HAPPENS EVERYWHERE



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HOW ARE WE BUILDING ENGAGEMENT?

Framing the Learning

- WHAT AM I LEARNING?
- WHY AM I LEARNING IT?
- HOW AM I LEARNING IT?
- HOW WILL I KNOW IF I LEARNED IT?
- HOW DO I FEEL ABOUT LEARNING IT?

The slide features a light blue background with a gradient. In the top-left and bottom-right corners, there are several realistic water droplets of various sizes, some overlapping. The text is centered in the upper half of the slide.

WHAT IS THE FUTURE OF DEPARTMENTS?

Key Terms

Wellness Block	Heart Mind Body Balance Healthy Spirit	Physical Education	Guidance	Religion / Advisory	Elective
Media Block	Media Literacy Ensemble Expression Joy Critical Thinking Design Creative Process	Art	Music	Library/Media	Elective
STEM Block	Decision making Argument Scientific method Engineering Logic Observation History	Science	Humanities	Mathematics	Elective
Communication Block	Reading Writing Listening Speaking Dialogue Multilingual Leadership Narrative	Classical Literacies	Digital Literacies	World Languages	Elective
Community Block	Action Decision making Problem solving Sustainability Collaboration Service	Civics	Public Service	Social Media	Elective



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WHAT IS THE FUTURE OF THE INDUSTRY CENTER?

- LOCAL INDUSTRY
- STATE LEVEL FUTURE INDUSTRIES



Examples of Community Assets that Might be Included in an Asset Map

Associations:

- Animal care groups
- Anti-crime groups
- Block clubs
- Business organizations
- Charitable groups
- Civic event groups
- Special needs groups
- Education groups
- Elderly groups
- Environmental groups

Physical Space:

- Gardens
- Parks
- Playgrounds
- Parking lots
- Bike paths
- Forest/forest preserves
- Picnic areas
- Campsites
- Fishing spots
- Duck ponds

Institutions:

- Schools
- Universities
- Community colleges
- Hospitals
- Libraries
- Social service agencies
- Nonprofits
- Museums
- Fire departments
- Media

Individuals:

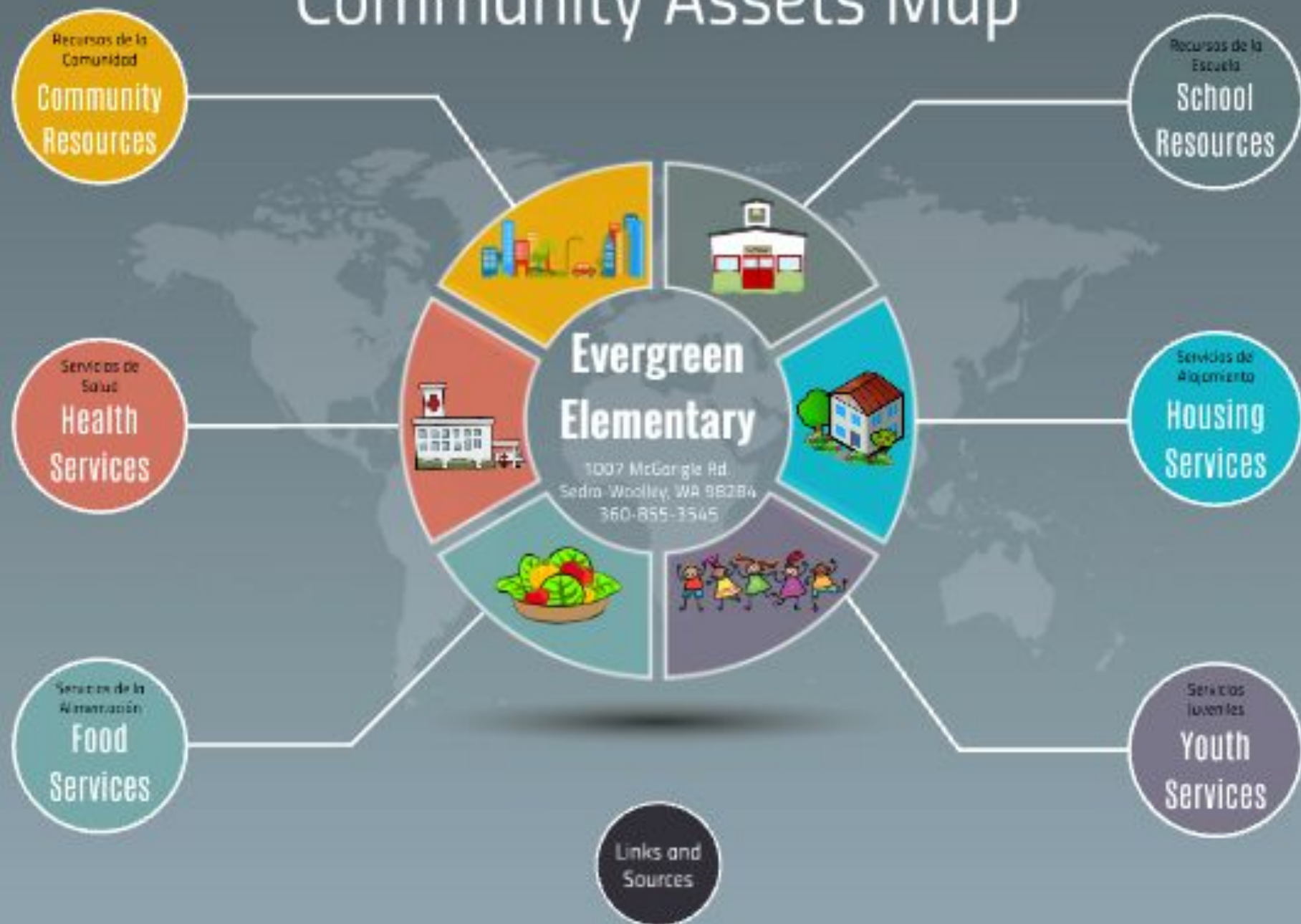
- Gifts, skills, capacities,
knowledge and traits of:
- Youth
- Older adults
- Artists
- TANF recipients
- People with disabilities
- Students
- Parents
- Entrepreneurs

Local Economy:

- Business
- Consumer expenditures
- Merchants
- Chamber of commerce
- Business associations
- Banks
- Credit unions
- Foundations
- Institutional purchasing
power

NETWORKING AND ASSET MAPPING

Community Assets Map



Off-campus: PLACE-BASED Learning

- Field experiences
- Internships
- Site visits
- Authentic learning opportunities



WHAT IS THE
FUTURE OF THE
COMMUNITY
RELATIONSHIP?





HEALTHY THRIVING COMMUNITIES



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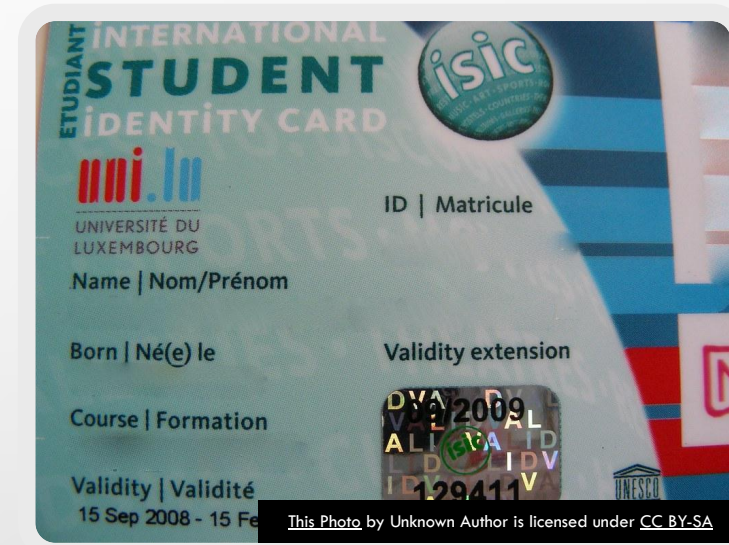


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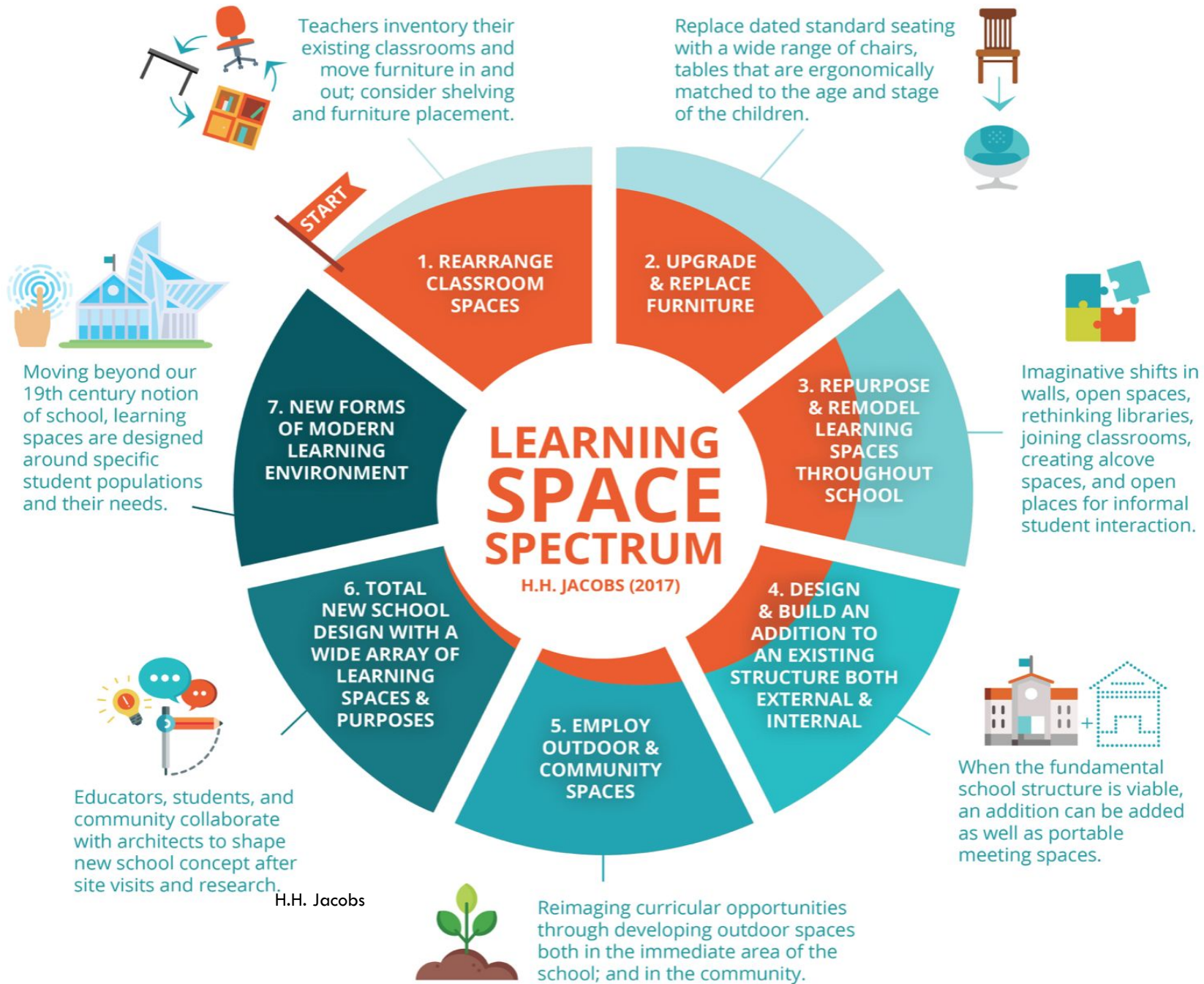


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WHAT IS THE FUTURE OF SAFETY?



CONTINUUM FOR PROGRAM STRUCTURES

Research and Development Action Plans



SPACE



TIME



GROUPING



PERSONNEL

	Research Teams (who, when, where)	Research Sources (who, when, how, where)	Share Findings (when, where, how)	Prototype 1	Prototype 2	Prototype 3
SPACE						
TIME						
GROUPING						
PERSONNEL						



Questions
Comments
Takeaways

Thank you!



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