Executive Summary
Scottsdale Unified School District #48 invited SPS+ Architects and the Collaborative Learning Network to work with educators, administrators and community members in an educational facility planning workshop including opportunities to reflect on current educational practices and desired future practices, to draw inspiration from highly effective educational programs and schools from around the world, and finally to discover a locally relevant preferred alternative for Hohokam Elementary School. Each exercise concluded with an opportunity to share insights, reflections and to form guiding principles to direct the decision-making process.

Prior to the planning workshops, classroom observations were conducted in the existing Hohokam Elementary School and self-reported by Hohokam Elementary School staff using the Collaborative Learning Observation Form.

Several themes emerged from the workshop exercises.

Community Partners. Learning experiences are enhanced through on-site and off-site experiences with community partners.

Relationships. Hohokam Elementary staff, students and community value the relationships developed and the ability to meet the needs of every learner. The creation of small leaning communities of 100-125 learners and 4-5 teachers within a larger school is desired. Each small learning community should have access to shared areas of active learning, music, library/media and dining.

Time. Longer blocks of time are desired to support deeper learning with the potential for interdisciplinary teaching in years 3-5.

Flexible Furnishings. Existing furnishings limit the flexibility of most learning environments. Learners and educators can pilot flexible furnishings prior to investing in new furnishings. The Collaborative Learning Network will share 5 principles of Furniture Whispering to assist in this process.

Courtyards. The courtyards of the existing Hohokam Elementary School are desirable learning environments that can be enhanced through thoughtful connections between extended learning areas and the courtyards and additional shade devices.

Obvious Entry. Arrival to the school should allow for passive supervision of visitors arriving on site, a simple weather vestibule and secure waiting area.
Classroom Observations

SPS+ Architects and The Collaborative Learning Network conducted classroom observations in advance of the REFLECT and INSPIRE workshops to enhance data collected by workshop participants using the on-line Collaborative Learning Observation Form. Details for each learning environment identified the use of time, space, furnishings and technology and can be used by administrators in the future. The survey takes approximately 5-10 minutes to complete for each learning environment.

Space utilization of the existing school could be enhanced through the creation of extended learning areas, planning centers, small group rooms, shared storage, and distributed administration.

Opportunities for the future include educators working as teams on interdisciplinary projects, linking core learning to applied learning, making learning visible, exploring more flexibility in the daily timetable and utilizing flexible furnishings.

0.1 School Organization

Hohokam Elementary School includes two pre-school programs on a K-5 campus.

0.2 School Data

36 students are considered English Language Learners and are supported through a combination of pull out and push in programs offered at the school.

The percentage of students who qualify for special education services can be compared to the national average of 12%, including students requiring intensive services in special education classrooms.

66% of students qualify for Title I services.

0.3 Schedule

A typical day begins at 8:45 am and ends at 3:15 pm.

0.4 Facilities

SPS+ Architects is in the process of assessing the condition of the school and will produce a Facility Assessment with a focus on major maintenance items such as roof, walls/windows/doors, interior finishes, mechanical & electrical systems.

0.6 Capacity Study

The capacity of the existing facility will be based upon student/teacher ratios.

0.7 Furnishings

Most classroom furnishings in the school are currently low, hard chairs with detached desks.

10-20% of each classroom is allocated to built-in storage and teacher desks. Built-in storage was expensive when installed, limits the use of room and often become repositories of years of unused classroom supplies. Greater flexibility could be achieved if 4-5 teachers shared a storage closet 8-feet x 24-feet in size, with floor to ceiling shelving.

It would be helpful to develop three pre-set furniture conditions for each room to aid in the set-up of the room.

- Presentation Mode: (including learner-led presentations)
- Project Mode: for days when class time is mostly devoted to project work.

0.8 Technology

Learning environments throughout the facility include computer carts and interactive boards. The school is approaching one mobile device per student.

0.9 Teaching & Learning

Facilities, furnishing, technology clearly limit what can be achieved in many classrooms. A wide variety of teaching practices were observed including most teachers working alone and occasionally with aides.

Hohokam Elementary School administrators may benefit from maintaining relationships with learners as they continue to middle school and high school and up to 5 years after graduation, seeking feedback on the impact of their learning experiences on their lives after high school and the choices of military service, college and careers.

In the future, it would be valuable to purchase fewer desks, and instead utilize simple rectangular tables on casters. Manufacturers produce furnishings that support student movement while seated including rocking stools, chairs with flexible seats and casters.

One strategy for overcoming facility and furnishing challenges is to have students first work alone in a reflective manner, then share with a partner followed by sharing in a small group for feedback and finally reporting out to the whole group.

Essential questions can be used as a means of prompting student inquiry, rather than asking for simple yes/no responses.

It might be helpful to examine what items are needed in each room, what could be removed in to create a more flexible learning environment. With more space for active learning, presentations can be brief, with more time developed to working 1:1 or in small groups throughout the room.

Coordinating the release times for 4-5 educators so that all learners would attend Music, PE, Art & the Library at the same time while an entire teaching team shared planning time.
SUMMARY OF PLANNING WORKSHOPS

HOMEWORK
Collaborative Learning Observation Form
https://collaborativelrng.typeform.com/to/w2bpih
How I Learn Best Survey
https://collaborativelrng.typeform.com/to/gja9Ed

HOMEWORK Videos
These videos represent a small portion of the conversation about the future of learning, perseverance, relationships, technology and social emotional skills. As you view each video, please take notes about what is relevant, not relevant or scary to you.

Duckworth- Grit
Heath- Is Your School All Practice, No Game?
https://www.youtube.com/watch?v=hxcKdYZ8RxY
Rosenstock- High Tech High
https://vimeo.com/10000408
Susan Pinker- Village Effect
https://www.ted.com/talks/susan_pinker_the_secret_to_living_longer_may_be_your_social_life?language=en
Prince EA/Dintersmith- What is School For?
https://www.youtube.com/watch?v=_PsLRgEYf9E
Veritasium- This Will Revolutionize Education
https://www.youtube.com/watch?v=GEmuEWjHr5c

THURSDAY JUNE 6, 2019
REFLECT WORKSHOP
12:30-12:35 Welcome & Introductions, Workshop Protocols
12:35-12:45 Reflections on How I Learn Best Survey & Videos (viewed at own pace in advance of workshop)
12:45-1:00 Dynamic Century Skills
Reflections on Biggest Changes, Skills Needed, Local Examples
1:00-1:30 Project Based Learning (Shared Video Experience, Team Responses)
Edutopia Video/Observations
1:30-2:00 Concurrent Exercises (One topic for each table team)
Time/Scheduling for Deeper Learning
Technology
Success, Belonging, Equity
Relationships/Transition from PK-5 to PK-8
Special Programs: STEM/STEAM, Robotics, Language Immersion, IB
Making Mission & Vision Visible everyday
2:00-2:10 Collaborative Learning Assessment- LT 2.1 Learning & Teaching Individual Responses
https://collaborativelrng.typeform.com/to/wQz11q
2:10-2:20 BREAK
2:20-2:50 Guiding Principles Shaping Future Educational Practice

1.1 Reflections on Surveys & Videos
How I Learn Best Survey
Responses to the online How I Learn Best survey revealed a preference for:
- Learning in small groups
- Teacher led
- Own pace
- Projects

A link to results can be found:
https://collaborativelrng.typeform.com/report/gja9Ed/fbOUdFlYjjpgDxGQ

Collaborative Learning Observation Form
Responses to the online Collaborative Learning Observation Form identified that current practices include a significant number of learning environments include:
- Teaching alone
- Teaching in teams
- Long blocks of time
- In small groups
- Hands-on

A link to results can be found:
https://collaborativelrng.typeform.com/report/w2bpih/BcsHqfJSUklvJJK

Six video links were shared in advance of the workshop. Participants were asked to share what was relevant, not relevant or scary.

Relevant
- Developing grit
- Importance of relationships
- Thinking about needs 50 years from now
- These ideas are great, but how realistic is this in the world of high stakes testing
- This would be a big swing from current practice
- External pressure to meet standards
- Our passion
- Watch Bryant Gumbel program on HBO
- Nordic Theory of Everything
- Susan Pinker- importance of social interaction
- Is school all practice, not performance? We remember those peak moments

Not Relevant
- What does this have to do with my role?
- Do I need to rethink my role/relationship to learners?

Scary
- Glass walls in some videos- the ability to be observed freaks me out
1.2 Dynamic Century Skills

The group was asked three questions focused on how the world has changed in the past 25 years, what skills are needed to negotiate that change, and examples of how those skills are acquired in your community.

**Biggest Changes**
- Technology
- Smart boards
- Cell phones
- Social media
- School violence
- Environmental- significantly more special needs
- Parent roles
- Fewer two-parent families
- More transience
- Bigger divide between upper/middle income
- Testing
- NCLB, ESSA, RTTT, etc

**Skills Needed**
- Global Communication
- Keyboarding
- Technology- I-pads
- Digital literacy
- Social skills/ emotional skills related to more time on screen
- Problem solving
- Critical thinking
- Curiosity/imagination
- Collaboration

**Local Examples**
- New social-emotional curriculum
- School/PTA community events- come together once a month,
- ASU PBL support
- Adult mentors, social emotional support/relationships
- JFCS
- Boys and Girls Club
- Student teachers from ASU
- Scottsdale Police Department
- Charos philanthropic organization
- Community resource center- Lily Closet
- Healthy meals, lunch, backpacks
- School break programs
- Dental care
- Scottsdale pool, fire, library
- Therapy dogs
- 1:1 technology
An Edutopia video focused on the Horned Toad program was shared, with participants responding to the questions below.

**TABLE 1**
A. Describe the skills students must possess to complete the project successfully.
   - Reading
   - Writing
   - Technology-GPS/Computers
   - Map Reading
   - Listening
   - Communication
   - Science
   - Math
   - Art
   - Analysis

B. How is the project integrated into all learning, rather than a stand-alone exercise?
   - Brings all curricular areas into one project

**TABLE 2**
C. How is student voice and choice integrated into project?
   - Multiple ways for students to learn (art, math, writing)
   - Students share their findings

D. In what ways is learning made relevant through the project?
   - They are working in their own community
   - Experience possible future careers
   - Meaningful work being done
   - Using current technology

**TABLE 3**
E. Describe the content/subject areas covered (Math, Science, Language Arts, Social Studies, World Language, Art, Music, PE, CTE)
   - Science
   - Math (graphing)
   - Technology (GPS, computer programs)
   - Language Arts (writing, vocabulary)
   - Art (drawing)
   - Geography (Latitude/longitude)
   - Social/Emotional (relationships)

F. State the essential question driving this project.
   - Making a meal would be an activity. An essential question for the same exercise might be: How can we maximize energy derived from our meals?
   - What conditions allow the horned toad's survival in this region?
   - What is the horned toad population and how has it changed over the years?
   - What is responsible for the changes? (if there is one)

**TABLE 4**
G. How does the project engage community partners in the review and exhibition of learning?
   - Volunteer farmers log horn toad sightings. Students, farmers, scientist each had tasks assigned
   - Farmer logs
   - Student input to software

H. What changes to educational facilities will be required?
   - Technology-dependent on projects

**TABLE 5**
I. What changes to educational delivery will be required?
   - Facilitator of learning versus lecturer
   - Team based

J. Roughly how many weeks does it take to complete this project?
   - 36 week project (all year)

K. How does the project incorporate opportunities to fail, recover and persist?

L. How is reflection introduced throughout the project?

**TABLE 6**
M. Describe a project that you could launch in Scottsdale:
   - Examples of Student Voice/Choice: Share ideas on how to reduce the stray population.
   - Creating evidence of learning through making: music, literature, art, technology: Posters, slide presentations, flyers, research vets that could help with $.
   - Duration (45 Minutes? 6 days? 6 weeks?): 6 Week Unit
   - Community Partners for authenticity: Partner with local shelters.
   - Project Advocate to start in next 6 weeks

**ALL TABLES**
N. Describe a project that you could launch in Scottsdale:
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   - Duration (45 Minutes? 6 days? 6 weeks?): 6 Week Unit
   - Community Partners for authenticity: Partner with local shelters.
   - Project Advocate to start in next 6 weeks

**TABLE 3:**
- Engaging Name: H2O Know!
- Essential Question: How to effectively use and manage water in a desert landscape
- Examples of Student Voice/Choice:
- Creating evidence of learning through making: music, literature, art, technology: Create own landscape (Drawing, model, implement)
- Duration (45 Minutes? 6 days? 6 weeks?):
- Community Partners for authenticity:
- Project Advocate to start in next 6 weeks

**TABLE 4:**
- Engaging Name: It's Hot Outside
- Essential Question: How does an outdoor environment affect the comfort level/temperature of students?
- Examples of Student Voice/Choice:
- Creating evidence of learning through making: music, literature, art, technology: measure temperature in different environments: sand, grass, sidewalks, blacktop, trees
- Duration (45 Minutes? 6 days? 6 weeks?):
- Community Partners for authenticity:
- Project Advocate to start in next 6 weeks

**TABLE 5:**
- Engaging Name: Life Cycle of Darkling Beetle

**TABLE 6:**
- Engaging Name: Xeriscaping
- Essential Question: Is xeriscaping beneficial to the local environment?
- Examples of Student Voice/Choice: Pro/con
- Creating evidence of learning through making: music, literature, art, technology: pamphlet, Microsoft publisher
- Duration (45 Minutes? 6 days? 6 weeks?): 2 week project
- Community Partners for authenticity: Xeriscape Garden Hayden/Donald Nursery (Moon Valley)
- Project Advocate to start in next 6 weeks
Making things to learn opens other opportunities to push solutions to the

Think of the project as an opportunity “make things to learn” rather than simply “learning to make things.” The hands are an extension of the mind. Making things to learn opens other opportunities to push solutions to the

Insights.

A well-crafted project should integrate core learning with applied learning.

Craft a project that breaks you and your learners out of your silo. Science and math are intimately connected to one another, but they are also connected to art and music. Communicating what is learned requires mastery of language, writing, presentations. Placing a project and essential question in the context of natural and human history can reveal powerful insights.

School-Wide Focus & Durability

It is possible to structure a project with varied complexity that begins with kindergarteners tackling the first leg of the journey, and then handing off their findings to grade 1 learners who dig into greater detail, and pass the project on to grade 2, etc. Each hand-off represents an opportunity to celebrate the transition and build upon prior knowledge.

It is also possible to have students participate in the same project many times throughout their experience in school. For example, second graders may learn about the difference between vertebrates and invertebrates in a stream side setting, while middle schoolers learn about the impact of water quality on aquatic species and high schools conduct on-going improvements to riparian areas.

Community Connection

Issues of local or global relevance are critical to well-developed project based learning exercises. The issue might be water quality or quantity, environmental impacts of energy development, native and invasive species, neighborhood blight, etc. If learners have a voice in developing the project, they will reveal what is relevant to them. Ideally, learners are tackling an issue that the community has been struggling with and can’t move ahead without the student voice.

Presentations

Effective project based learning exercises structure the project so that students have multiple opportunities to present what they are learning, receive feedback, and improve their project. For example, start by presenting in small groups of their peers, then include their entire grade level, then the school, then the neighborhood bookstore, then city council.

Time-Bound

The project should be real. Learners know when they are play-acting, and when their work is genuinely needed by the community. Deadlines may be driven by community needs rather than the school calendar.

Point of failure, and develop an understanding of why that failure occurred before moving ahead. It can also be utilized to emphasize the importance of multiple drafts and revisions.

Great Project-Based Learning Exercises have these factors in common:

- Student Voice & Choice (local relevance)
- Teacher Passion
- Essential Question (with no known answer)
- Interdisciplinary
- Hand’s-on learning
- School-wide focus & durability beyond single personality
- Community connection
- Raising levels presentations (first to small group, then class, then grade level, then school, then community)
- Time-bound, real deadlines (perhaps community can’t move forward without student voice)

Additional information about project-based learning exercise is included below.

Essential Question

Formulate an essential question in ten words or less. Make it memorable. Make it easy for any age of learner to understand. Make it easy for any community member to understand. Test it out on others. Type it into your search engine. If an answer pops up, try again. If many resources pop up, capture them for future reference. Remember, you are supporting inquiry, not building a map to a known answer.

Interdisciplinary

Craft a project that breaks you and your learners out of your silo. Science and math are intimately connected to one another, but they are also connected to art and music. Communicating what is learned requires mastery of language, writing, presentations. Placing a project and essential question in the context of natural and human history can reveal powerful insights.

Hand’s-On Learning

A well-crafted project should integrate core learning with applied learning. Think of the project as an opportunity “make things to learn” rather than simply “learning to make things.” The hands are an extension of the mind. Making things to learn opens other opportunities to push solutions to the

Project Based Learning: Common Next Steps

If Project Based Learning become integrated into common educational practices in Hohokam Elementary School, educators should be given time to reflect on their passion, consider who it connected them to and how they acted on that passion. This information is typically shared with the teaching team to develop essential questions with no known answer and to seek interdisciplinary partners to develop hand’s-on learning experiences with significant community connections. Each team develops a means of raising levels presentations (first to small group, then class, then grade level, then school, then community) and creating time-bound projects with real deadlines (perhaps situations where the community can’t move forward without student voice).

Additional information about project-based learning exercise is included below.

Time-bound, real deadlines (perhaps community can’t move forward without student voice)
1.4 Time
This exercise focuses on how the school day and calendar can be organized to support highly effective learning. Most schools are organized around the convenience of adults, not what is best for learners. The daily, weekly and annual schedule is often the greatest challenge to flexibility and innovation. Many educators would argue that the typical school schedule is not very convenient for adults either.

QUESTIONS
A. What time of day should the school day begin? How long should the school day be?
   - 8-45
B. Why does the school day need to start and end at the same time for everyone?
   - Bussing/siblings
C. Why do bells and chimes persist in our schools and how else could we mark transition periods?
   - We only do beginning and end of day
D. How long should class periods be?
   - 45-ish
E. Why do we need class periods?
   - If departmentalized to switch
F. How can common planning time for teachers and staff be introduced into every school day?
   - Use time while students are in special area classes
G. What alternatives to the lunch bottleneck can be implemented?
   - ?
H. How long should the school year be and how should the school year be divided?
   - 2 week fall, winter, spring breaks and a 4 week summer would be ideal
I. When considering the long summer break What works? What could be better? What’s missing?
   - Too long/summer slide
   - Driven by sports?

1.5 Technology
Technology is transforming learning a “go to” event, scheduled in a computer lab, to support of anytime, anyplace learning. The mobile nature of technology is often not deployed effectively, resulting in tablets and laptops that are utilized in fixed lab settings.

Nearly universal access to information has eliminated the need to retain and recall facts but increased the demand to evaluate often conflicting sources of information.

QUESTIONS
Identify a recorder for your group. Note your responses on the large sheet.

1.6 Success, Belonging, Equity
Success can be measured in many ways- attendance, social-emotional skills, growth mindset, grades, test scores, high school graduation, college placement, employment, financial stability, volunteering in community. Belonging is achieved through identification with others- through age, gender, culture, ethnicity, faith, interests, income. Achiing equity in a community or school setting is often not addressed.

QUESTIONS
Identify a recorder for your group. Note your responses on the large sheet.

TABLE 3:
Identify a recorder for your group. Note your responses on the large sheet.
QUESTIONS
Identify a recorder for your group and note key issues on the large sheet.

TABLE 4
1. At what age should we first engage young people in our community?
   - 0 1 2 3 4 5?
   - Presently 3 and up
   - Optimal having younger siblings given opportunities to connect to the school community

2. How long can you effectively loop with learners?
   - 2 3 4 5 6 7 8 9 10 11 12 years?
   - 2-3 max
   - Allows teacher/student relationships, optimizing learning
   - Limits interactions with others
   - Not beneficial if not a good relationship

3. Where are the significant developmental changes that suggest the most appropriate grade groupings within the school?
   - PK K 1 2 3 4 5 (Current)
   - EC PK K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
   - PK-2/3-5, but allow for many opportunities for different groups to interact

4. Are there certain groups that should not share spaces and how can we create those connections?
   - All benefit if purposeful

5. As a teacher, how many kids can you know well (know they are caring for a sick parent, shine when paired with others)?
   - Based on individual personalities

6. As a principal, how many kids can you know well (know that a grandparent is ill)?
   - Based on individual personalities

7. How many teachers can work effectively together as a team?
   - Wings or buildings

8. What happens when the team is too small or too large?
   - Larger number- not all voices may be heard

TABLE 5
1. STEM
   - How many participants?
   - What portion of day?

2. STEAM
   - Band & Orchestra
   - 40 students, every other day in afternoon
   - Risers, share room
   - General Music
   - One room
   - Drawing? Painting? Sculpture?
   - Video/Photography?
   - Drama?
   - Other?
   - How many participants?
   - What portion of day?

3. Robotics
   - How many participants?
   - 2-3 max
   - What portion of day?
   - 4 days each week M-Th
   - Currently after school

4. Language Immersion
   - Mandarin?
   - Spanish?
   - Arabic?
   - How many participants?
   - What portion of day?

5. International Baccalaureate
   - PYP?
   - MYP?
   - How many participants?
   - What portion of day?

6. Other
   - Montessori?
   - Reggio Emilia?
   - Leadership?
   - Sustainable Living?
   - Entrepreneurship?
   - Tutoring after school
   - Number of students varies, uses various classrooms

1.8 Special Programs
Please share the most important things the planning and design team should know about the nature of teaching and learning in your special programs.

TABLE 6
Hohokam Elementary Mission Statement: Our flight to “excellence” is guided by the following pillars:
- Classrooms with a Strong Academic Focus
- Linear and Sequential Curriculum
- Schoolwide Positive Behavior expectations
- Schoolwide Dress Code
- Partnership between Home, School (PTA) and Community

Vision Statement: Our Pillars of Excellence, combined with 21st Century Learning, ensure achievement for all

Evidence in Daily Practice:
- Behaviors: Dress code, SOAR, Freddy’s Wheel of Prizes, CICO, DOJO, HFF, Buddy Rooms, MTsb- major/minors
- Language: SOAR, SLANT, 50/50, Parents as Partners, “AVID”, 7up Sentence, DOJO, XL, AR, Thinking Maps, RTI, CFA, Smart Goals, PLC Meetings
- Artifacts: Wheel, Parent tickets, Dress Code, Freddy, Partnership with Community + Home, Target, Back, Student Data Books, Bulletin Boards in Cafeteria, Thermometer for words read, AR, 100% club
- Traditions: Come read with me, Title I parent events, Holiday House, Falcon Frenzy, Morning announcements, HFF, Thanksgiving lunch
- Folklore: Care +Community, generational family, neighborhood school, A+, AM/PM Programs
1.10 Collaborative Learning Assessment- LT 2.1 Learning & Teaching
16 participants responded to the Collaborative Learning Assessment LE 2.1- Learning & Teaching. The most significant changes are noted below. The summary can be found at the following link.


1.11 Draft Guiding Principles
The following educational guiding principles emerged from the REFLECT workshop:

- Project based learning is focused on locally relevant issues of concern to learners and educators
- Long blocks of time are important for deeper learning
- Technology is integrated into learning experiences with a focus on developing digital citizens, hands-on experiences and peer tutoring
- Relationships represent an opportunity to connect with each learner and educator through purposeful group interactions
- Flexible labs are needs to support music, art, robotics and after school programs
- The school mission is made visible through the display of all types of learning
- Success is achieved through the develop of collaboration, critical thinking, engagement, belonging, grit and community partnerships
- Learning is best achieved by working in small groups, at your own pace on hands-on projects

COMMUNITY TOPICS 23-25
23 COMMUNITY ENGAGEMENT
DESIRED FUTURE PRACTICE SOS: Community experts integrated into learning experiences

24 COMMUNITY PRESENCE
Significant change from CURRENT PRACTICE BAU: Community boosters for arts and athletics to DESIRED FUTURE PRACTICE SOS: Co-located community partners- child care, senior care, health clinics, fitness center, library, café, credit unions, maker space, etc.

1.12 Significant change from CURRENT PRACTICE BAU: Community experts integrated into learning experiences

RELATIONSHIP TOPICS 1-6
3 INDIVIDUAL EDUCATION PLANS
Significant change from CURRENT PRACTICE BAU: For special education only to DESIRED FUTURE PRACTICE SOS: Individual Education Plans for all

4 EQUITY
CURRENT & DESIRED FUTURE PRACTICE SOS: Equity is addressed by providing more resources for learners with greatest need or eliminating barriers for all

5 21st CENTURY SKILLS
DESIRED FUTURE PRACTICE SOS: 21st Century Skills of Creativity, Communication, Collaboration and Critical Thinking integrated into all learning

LEARNING TOPICS 7-10
8 CELEBRATING LEARNING
DESIRED FUTURE PRACTICE SOS: Evidence of learner work in all areas on display throughout the school

ADULTS TOPICS 11-14
12 COUNSELORS
Significant change from CURRENT PRACTICE BAU: 1:400, mostly academic focus to DESIRED FUTURE PRACTICE SOS: 1:100, mostly social emotional, include meditation, breathing exercises, yoga

13 TEACHERS
Significant change from CURRENT PRACTICE BAU: Teach alone to DESIRED FUTURE PRACTICE SOS: Teacher teams

SAFETY & TECHNOLOGY TOPICS 15-18
15 SAFETY
Significant change from CURRENT PRACTICE BAU: Safety addressed through lock down drills to DESIRED FUTURE PRACTICE SOS: Safety addressed through relationships & zone security

TIME TOPICS 19-22
20 DAILY TIMETABLE
Significant change from CURRENT PRACTICE BAU: 45-50 Minute classes to DESIRED FUTURE PRACTICE SOS: Blended schedules with unscheduled days for learning at your own pace

22 ANNUAL CALENDAR
Significant change from CURRENT PRACTICE BAU: Long summer break to DESIRED FUTURE PRACTICE SOS: No breaks longer than 2-3 weeks
SUMMARY OF INSPIRE WORKSHOP
THURSDAY JUNE 6, 2019

INSPIRE WORKSHOP
2:50-3:00 The World Beyond Scottsdale (Whole Group Presentation)
Stories, images & data from highly effective schools found around the world

3:00-3:20 Visual Preference Feedback
Individual responses to images shared in presentation

3:20-3:30 Places for Learning Overview (Whole Group Presentation)
A. Teachers Work Alone-Chief Charlo, Missoula, Montana
B. Teacher Pairs-Springfield Literacy Center-Springfield, Pennsylvania
C. Teach in Pairs with PBL-High Tech High Chula Vista, California
D. Teacher pairs & team of 4-5 Lewis & Clark Elementary- Missoula, Montana
E. 3 Year Looping- Crosswinds East Metro Arts & Science School, Woodbury, Minnesota
F. Multi-Grade Teams- Canyon Creek Elementary, Davis, Utah
G. Learning Suites- Caulfield Grammar School, Melbourne, Victoria
H. Small Learning Communities-- Arlington Elementary. Tacoma, WA

3:30-4:00 Places for Learning Evaluations (2-3 Each)
What Works, What Could Be Better, What’s Missing?
Rating 0-5

4:00-4:20 Describe range of options for development by design team
Business As Usual
Light Touch Transformation
Heavy Touch Transformation
Out-Of-The-Box
Start Over

4:20-4:30 Guiding Principles

4:30 ADJOURN

HOMEWORK Collaborative Learning Assessment- LE 2.2 Learning Environments
Individual responses https://collaborativelrng.typeform.com/to/sapBrf

4:30-5:30 Debrief with leadership team

2.1 The World Beyond Scottsdale
The Collaborative Learning Network shared images of highly effective schools from around the world, including welcoming entries, commons, and breakout spaces for projects, presentations and technology. The use of transparency, color and flexible furnishings were included in the presentation.

2.2 Visual Preference Feedback (Individual Responses)
The Collaborative Learning Network shared images of highly effective schools from around the world, including welcoming entries, commons, and breakout spaces for projects, presentations and technology. The use of transparency, color and flexible furnishings were included in the presentation. The visual preference survey identified the following preferences:
- Extended learning areas
- Outdoor learning
- Flexible furnishings
- Small group rooms

Concerns
- Seating stairs
- Long cafeteria tables
2.3 Places for Learning Overview (Whole Group Presentation)
An overview of eight models of high school organization were shared:
A. Teachers Work Alone-Chief Charlo, Missoula, Montana
B. Teacher Pairs-Springfield Literacy Center-Springfield, Pennsylvania
C. Teach in Pairs with PBL-High Tech High Chula Vista, California
D. Teacher pairs & team of 4-5 Lewis & Clark Elementary-Missoula, Montana
E. 3 Year Looping- Crosswinds East Metro Arts & Science School, Woodbury, Minnesota
F. Multi-Grade Teams- Canyon Creek Elementary, Davis, Utah
G. Learning Suites- Caulfield Grammar School, Melbourne, Victoria
H. Small Learning Communities-- Arlington Elementary. Tacoma, WA

2.4 Places for Learning Evaluations (1-2 Each)
Table teams were asked to identify What Works, What Could Be Better, What’s Missing? And to rate the school organizations on the following scale:
5 Highly Appropriate for Hohokam Elementary
4 Appropriate for Hohokam Elementary
3 Not Sure
2 May not be Appropriate for Hohokam Elementary
1 Not Appropriate for Hohokam Elementary

The group expressed a preference for small learning communities with a variety of learning spaces and a thoughtful relationship between core and applied learning. Ratings & comments are noted on the following pages.

A. Teachers Work Alone-Chief Charlo, Missoula, Montana
RATING: 1,2,2,5
COMMENTS:
• Low percentage for teaching and learning
• Isolated classrooms, interior halls
• No shared learning spaces
• Not appropriate for change
• You can expand

B. Teacher Pairs-Springfield Literacy Center-Springfield, Pennsylvania
RATING: 2,4,4,3
COMMENTS:
• Isolated rooms
• Not in favor of work area/hallway
• More than 2 team teachers- we have teams of 4-5
• Don’t like the layout
• Too isolated- teams of only 2

C. Teach in Pairs with PBL-High Tech High Chula Vista, California
RATING: 2,3,3
COMMENTS:
• Don’t like 2 stories
• No green space
• Limits you to pairs
• Lack of outside
• Don’t agree or agree

D. Teacher pairs & team of 4-5 Lewis & Clark Elementary-Missoula, Montana
RATING: 3,5,5,5,5,5,5
COMMENTS:
• Safety
• Wings
• Large shared space
• Not sure
• Safety
• Green space
• Keeps us in wings
• Teams together
• Renovate
• Add larger windows
• Like!
E. 3 Year Looping - Crosswinds East Metro Arts & Science School, Woodbury, Minnesota

RATINGS: 1, 2, 2, 2, 2, 5, 5
COMMENTS:
- Layout
- Teacher looping idea
- Looping works (2 years)
- Home base groups
- Isolated
- No courtyards
- We don't loop
- Too isolated

F. Multi-Grade Teams - Canyon Creek Elementary, Davis, Utah

RATINGS: 2, 3, 3.5, 3.5, 4, 4.5, 5, 5
COMMENTS:
- Pod
- Collaboration
- Like the teams
- Nice layout for learning/collaborating
- Like the pods
- No 2 stories
- No outdoor courtyards
- Like wings, teams + common area
- Keep green spaces + trees
- Is this collaborative?
- Are there individual classrooms?
- Like the pods, don't want 2 story
- Shared learning spaces
- Possible interruptions

What Works?
- Scaleable
- Variety of furnishings
- Flexible
- PBL Focus

What Could Be Better?
- Large group instruction/meeting

What's Missing?
- Limited storage
- Teacher planning area

General:
- Visible collaboration
- Variety in learning spaces
- Don't like café in the middle of campus - too loud!
- Too open
- Love the space
- Students that are "runners" will interrupt others learning

G. Learning Suites - Caulfield Grammar School, Melbourne, Victoria

RATINGS: 2, 2, 2, 4, 5, 5
COMMENTS:
- Love the courtyards & extended spaces
- Courtyards, lots of outdoor spaces
- Courtyards, teacher cooperation
- Rooms too small - (small home base)
- Courtyard
- Keep green grass
- Like design & grass areas
- Small rooms for whole group instruction
- Small room
- No need for 2 shared spaces
- Love the courtyards!
- 99% teaching & learning

H. Small Learning Communities - Arlington Elementary, Tacoma, WA

RATINGS: 3, 4, 4, 4, 5, 5, 5, 5
COMMENTS:
- Love the courtyards & extended spaces
- Courtyards, lots of outdoor spaces
- Courtyards, teacher cooperation
- Rooms too small - (small home base)
- Courtyard
- Keep green grass
- Like design & grass areas
- Small rooms for whole group instruction
- Small room
- No need for 2 shared spaces
- Love the courtyards!
- 99% teaching & learning
- Courtyards!
2.5 Preliminary Range of Options

Workshop participants identified key elements of four preliminary range of options. These ideas will be developed by the planning and design team for review during the DISCOVER workshop in July.

BAU: Business As Usual
- No grade level planning space
- No/little technology spaces
- Not safe
- Asbestos
- No gym
- Not all teams connect
- No AC
- No extended spaces
- Termite damage
- No science labs

LTT Light Touch Transformation
- Move office forward
- Rebuild/move back-cafeteria & specials classes
- Renovate AC, plumbing, electrical
- Asbestos abatement
- Teachers in pairs, add shared/common learning spaces
- Update technology in classrooms
- Modernize/update shelving and storage

EXR Expansion Remodel
- Heavy renovation
- Fewer buildings with shared space
- Defined entrance
- Office in front
- Cafeteria and multipurpose (2 rooms)
- Centrally located specials rooms
- Office size rooms for different programs- speech, etc.
- Flexibility for different size teams (4-5) PK-5 typically 4/year, occasionally 5 per year
- Storage spaces
- Courtyards enhanced (green & shading)
- Restroom renovation (locations) safety

SOS Start Over School
- Collaboration spaces
- Improved security
- Right-sized resource spaces (speech, RT, Special Education)
- Centralized common spaces (cafeteria, administration)
- Locate playgrounds adjacent to cafeteria
- PE spaces
- Maker space
- Drop-off/pick-up
- More accessible adult restrooms
- Student restrooms that can be supervised

2.6 Preliminary Facility Guiding Principles

Workshop participants expressed a strong preference for the following facility features:
- Teacher teams of 4-5
- Extended learning area
- High percentage of space dedicated to teaching and learning
- Thoughtful proximity of shared spaces such as music, art, PE, dining/Assembly
- Courtyards and outdoor learning spaces