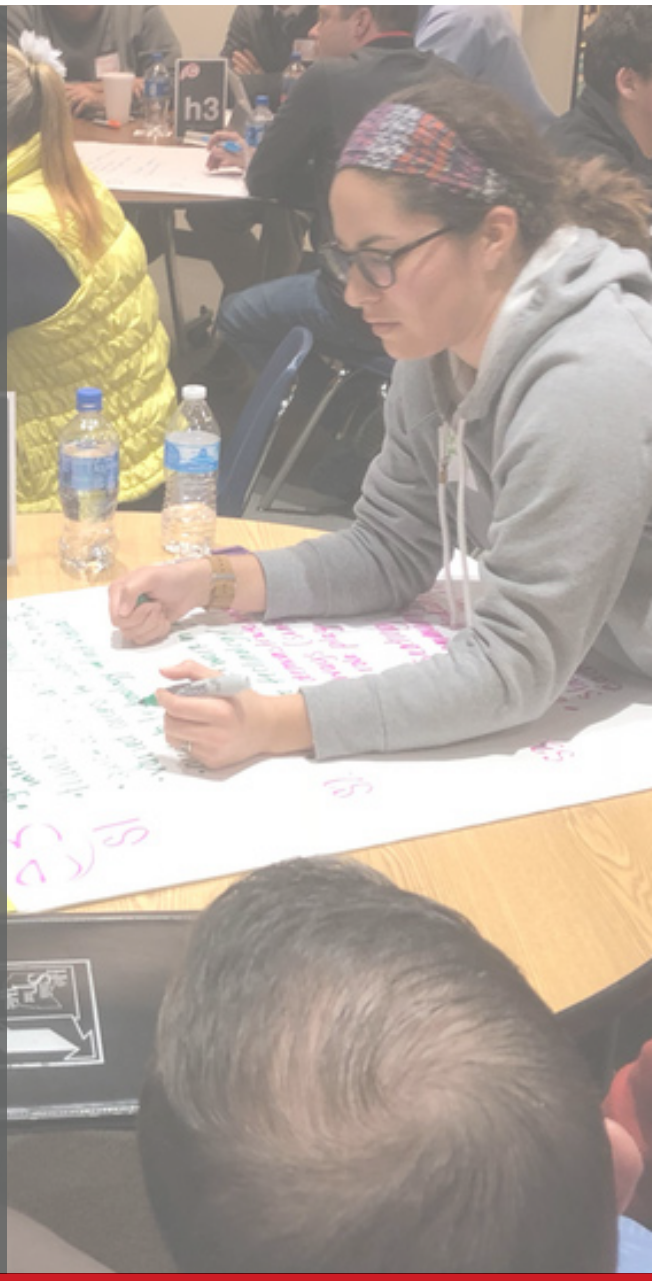
CARLISLE LOCAL SCHOOLS EDUCATIONAL VISIONING

DECEMBER
2017

SHP
LEADING DESIGN

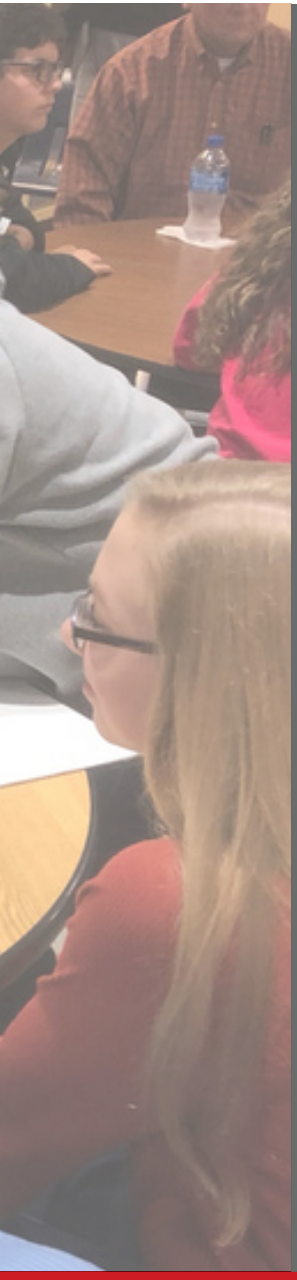
Participants

John Augustine
Kevin Baker
Landon Bierman
Tiffany Bierney
Heather Bishop
Heather Conger
Kelly Crowe
Alyssa Davis
Kyle Dobbins
Julie Duffy
Bryan Dunkman
Shane Estep
Randy Glover
Jim Gross
Amy Hamm
Kim Harris
Cannon Hicks
Olivia Jones
Susan Klein
Tammy Kainhart
Samantha Lee
Amanda Long
Olivia McAtee
Mollie McIntosh
Brad McIntosh
Mike Milner
Pam Mousie
Andrea Neff
Brendon Nerenberg
Brad Potter
Jenna Sandlin
George Sehi
Jenn Shively
Debbie St. Jacques
Courtney Steckel
Laura Tomko
Dan Turner
Justin Ward
Phil Wilcher
Kevin Witt



Facilitated by Jeff Parker of SHP

EXECUTIVE SUMMARY



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

Primary Shifts:

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

1. Students will have an active role in their learning.
2. Instruction and learning will be more tailored to individuals' unique needs and interests.
3. Students will have more control over the spaces they work in.

Guiding Values:

Team members were asked to provide guiding values for a successful CLS learning environment. Those responses were then distilled down to 4 to 6 overarching campus-wide ideas/values that will drive decision making and deliver facilities best suited to the aspirations of CLS. The top Guiding Values were:

1. The learning environment will accommodate the broad spectrum of learning styles by providing agile and varied space and furnishings while allowing for easy adaptation to future trends.
2. The learning environment will leverage technologies and support community partnerships to ensure learning is grounded in meaningful, real-world scenarios.
3. The learning environment will foster a constructive culture where learners and leaders are encouraged to innovate, explore and share ideas in the interest of more authentic learning.

EDUCATIONAL VISIONING

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

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

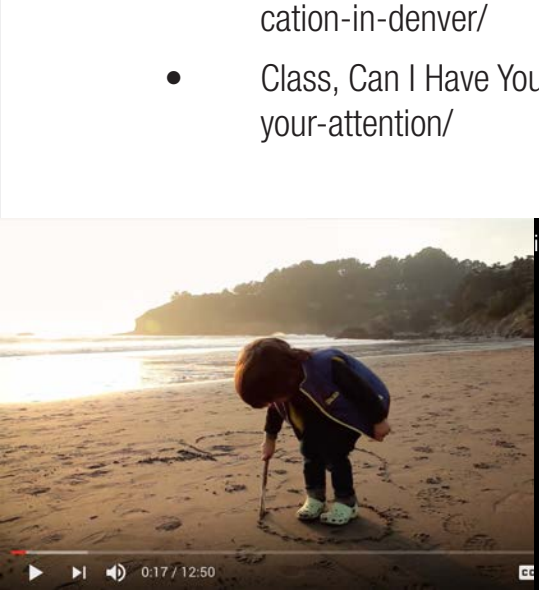
The district assembled a team of faculty and staff to envision what learning will look like in the new facilities – how it should be organized to more thoroughly support tomorrow's learning. The team was divided into groups of four to five, and each groups was assigned an age/grades to focus on – elementary,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

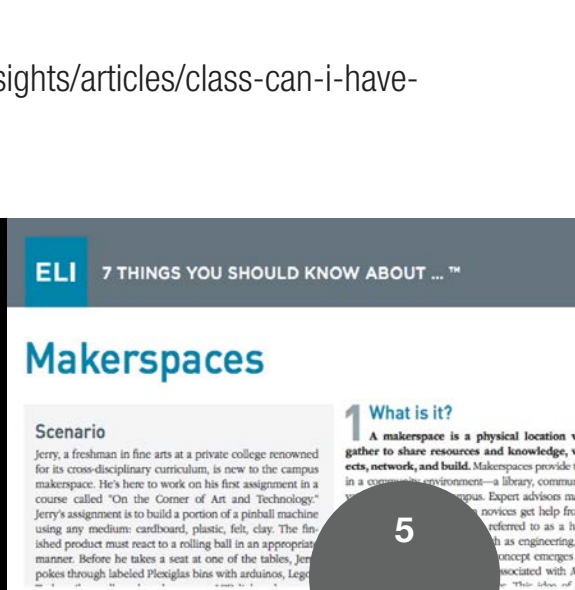
DISCOVERY PHASE

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

Discovery Materials:

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





Primary Shifts

Upon completion of this Discovery Phase, the team was asked to consider learning today in CLS. This dialogue focused on how instruction happens across the district and what pedagogic models are in place. Once we had this current benchmark, the conversation was countered with an inquiry around what CLS learning should look like in the year 2028. Having described the present state of learning and instruction, and the desired future, the team was able to gauge the degree of transformation required to get from "here" to "there". Additionally, the team identified three specific aspects of learning and instruction that require the greatest transition, or have the greatest disparity between "here" and "there". These aspects are referred to as Primary Shifts. One would expect these shifts to require the greatest support from the built learning environment

Primary Shifts:

1. Students will have an active role in their learning.
2. Instruction and learning will be more tailored to individuals' unique needs and interests.
3. Students will have more control over the spaces they work in.

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

1

Primary Shift #1 - Students will have an active role in their learning.

Out of a maximum shift potential of 5, this parameter scored 3.0, which represents the greatest desired shift.

What this looks like for elementary:

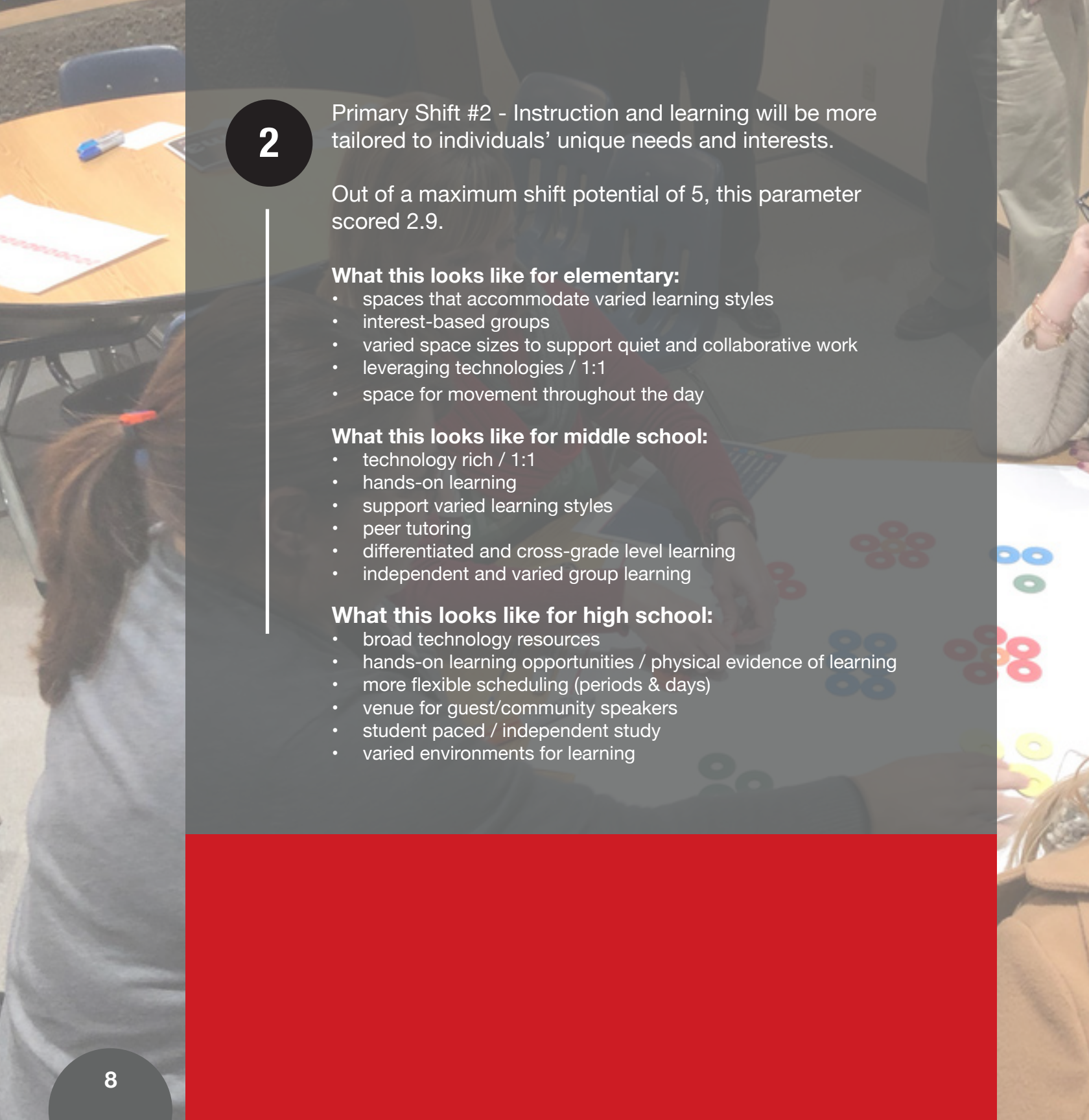
- leveraging technologies to support differentiation
- Grid Method - learners set the pace
- student choice - alone or together
- furniture options
- outside learning
- support varied work products: music, role play, fabrication

What this looks like for middle school:

- exploratory/inquiry based learning - “What do I want to solve?”
- student collaboration
- learners speaking into the objectives and methods
- teacher as coach/facilitator
- flexible scheduling
- learner’s choice in demonstrating mastery

What this looks like for high school:

- peer to peer instruction
- life work application
- 1:1 technology
- student choice & agency
- teacher as guide / flipped classroom
- noisy
- more accommodating schedule or flex schedule



2

Primary Shift #2 - Instruction and learning will be more tailored to individuals' unique needs and interests.

Out of a maximum shift potential of 5, this parameter scored 2.9.

What this looks like for elementary:

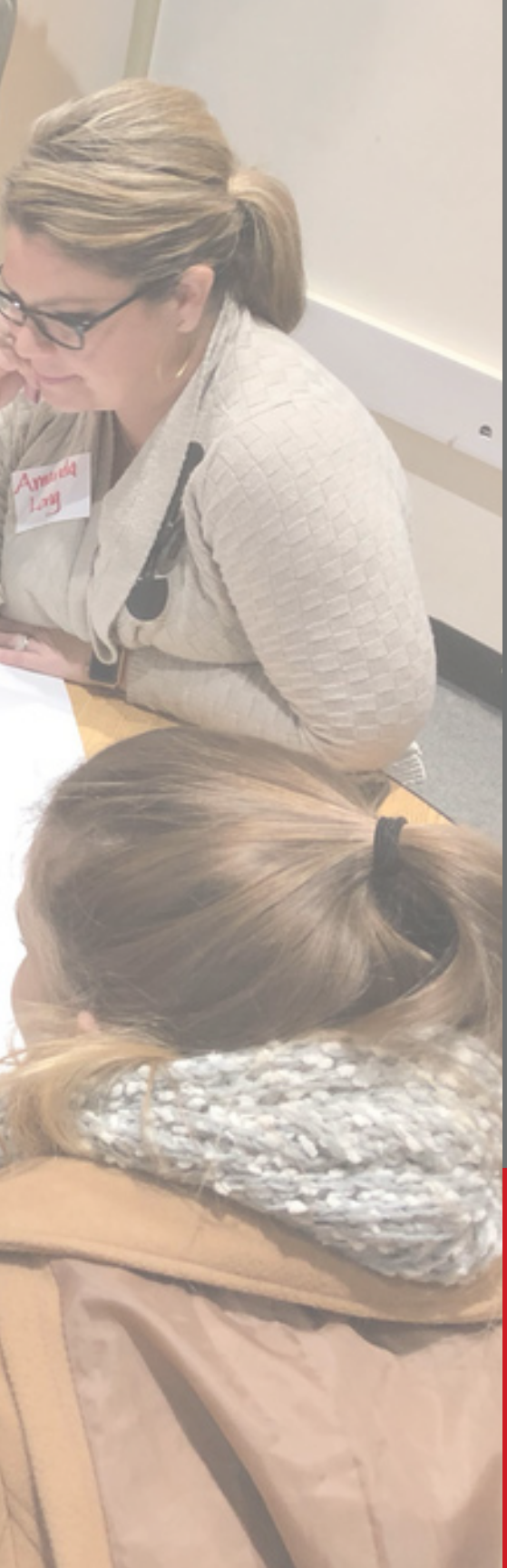
- spaces that accommodate varied learning styles
- interest-based groups
- varied space sizes to support quiet and collaborative work
- leveraging technologies / 1:1
- space for movement throughout the day

What this looks like for middle school:

- technology rich / 1:1
- hands-on learning
- support varied learning styles
- peer tutoring
- differentiated and cross-grade level learning
- independent and varied group learning

What this looks like for high school:

- broad technology resources
- hands-on learning opportunities / physical evidence of learning
- more flexible scheduling (periods & days)
- venue for guest/community speakers
- student paced / independent study
- varied environments for learning



3

Primary Shift #3 - Students will have more control over the spaces they work in.

Out of a maximum shift potential of 5, this parameter scored 2.7.

What this looks like for elementary:

- unique and broad furniture options
- space options that support individual and collaborative learning
- access to community resources
- opportunities to display student work

What this looks like for middle school:

- unique and broad furniture options
- space options that support individual and collaborative learning
- access to community resources
- opportunities to display student work

What this looks like for high school:

- comfy (couches, pillows, rugs)
- movable furniture & whiteboards
- transitional / transformer spaces - fluid spaces
- real (quiet) operable walls
- more space for learning
- cafe / bookstore / lounge / charging - “Starbucks”
- quiet when I need it

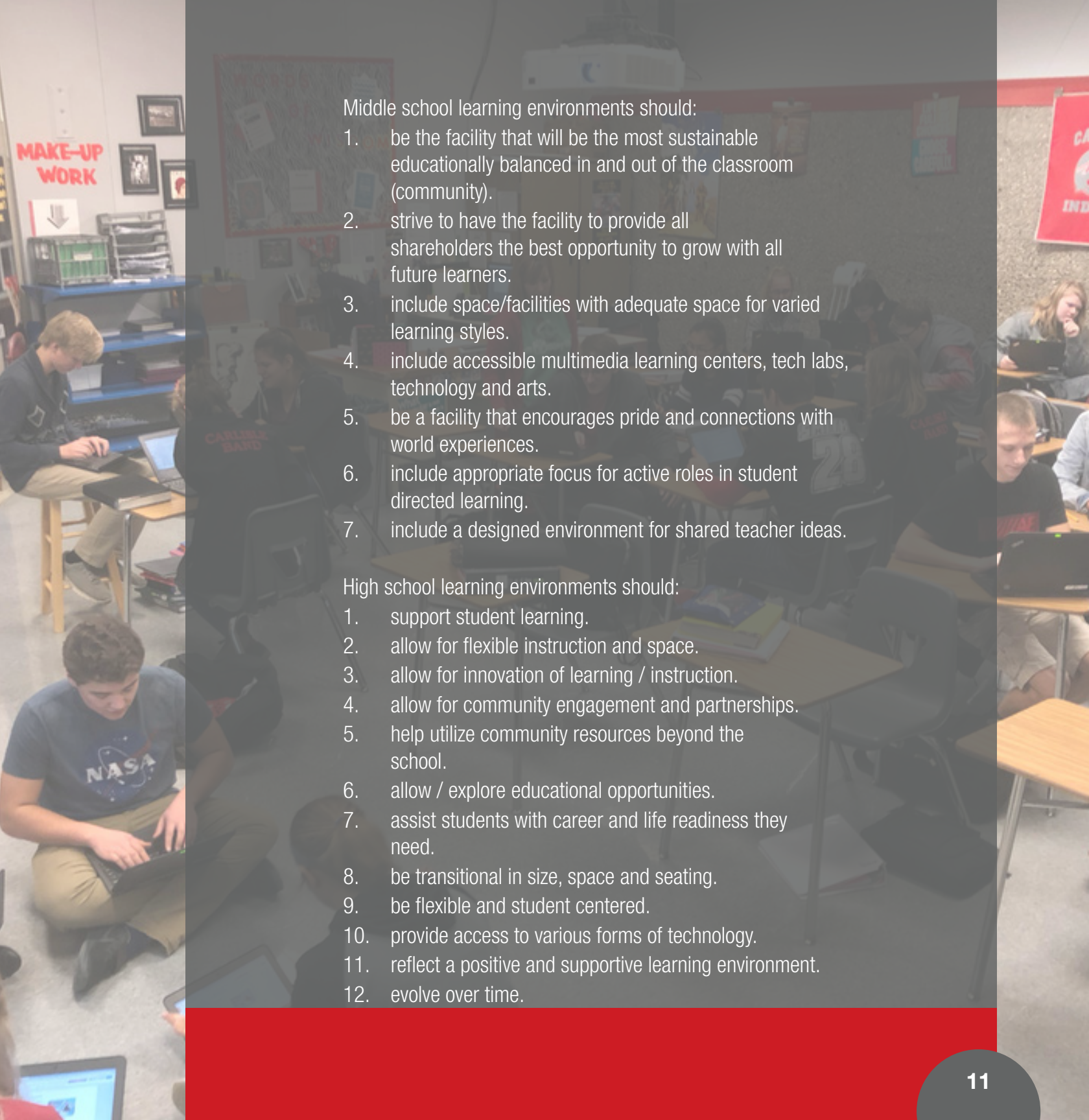
Guiding Values

The team members were also asked to identify their top Guiding Values for a successful learning environment. Although safety, security and access to digital content are critical, we asked the team not to focus on these criteria as they should be givens in any modern learning facility. A guiding value is an ideal that is used to determine direction at decision points in the development process.

Each individual was invited to propose up to three values. With a combined list of nearly 100 values, the groups were tasked with distilling these down to just a few corporate Guiding Values. Again, each group developed consensus for the values and presented them to the team in writing and verbally.

Elementary learning environments should:

1. support flexible options in the classroom.
2. support a variety of technology options and integration.
3. support student-led learning with teachers as facilitators.
4. include a facility that allows for flexible spaces that supports various learning needs.
5. support teachers' ability to meet varied needs.
6. include areas for broad based learning.
7. include student directed learning.
8. include an inviting atmosphere.
9. include a supportive atmosphere.
10. have an efficient-to-learning design.
11. have student focused characteristics with teachers as facilitators.
12. In younger facilities teachers should be more centered throughout the learning environment than older, student-based facilities.
13. be technologically advanced and should apply to the real world.
14. have a cultural environment that communicates a feeling of acceptance and open-mindedness.
15. promote success.

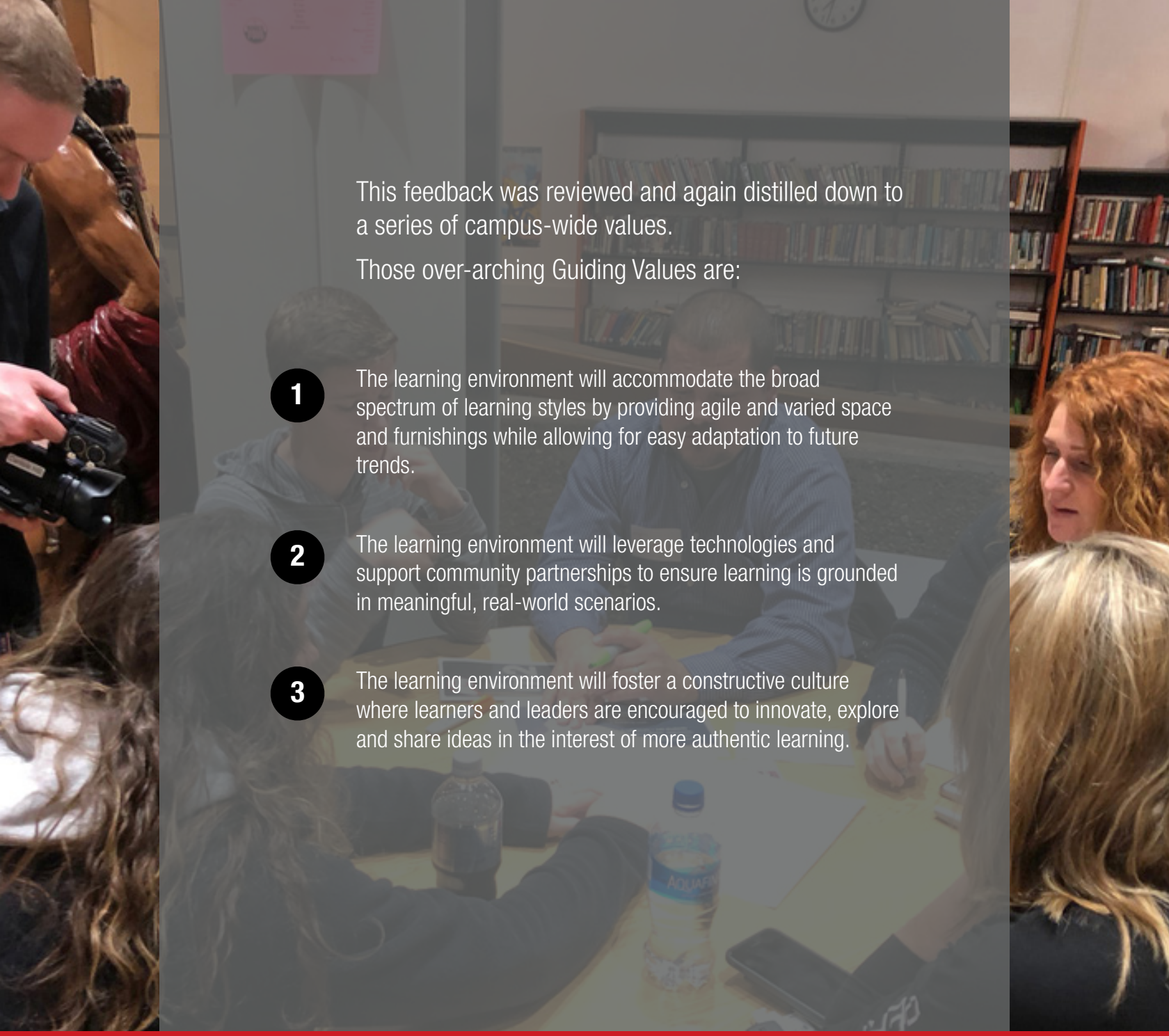


Middle school learning environments should:

1. be the facility that will be the most sustainable educationally balanced in and out of the classroom (community).
2. strive to have the facility to provide all shareholders the best opportunity to grow with all future learners.
3. include space/facilities with adequate space for varied learning styles.
4. include accessible multimedia learning centers, tech labs, technology and arts.
5. be a facility that encourages pride and connections with world experiences.
6. include appropriate focus for active roles in student directed learning.
7. include a designed environment for shared teacher ideas.

High school learning environments should:

1. support student learning.
2. allow for flexible instruction and space.
3. allow for innovation of learning / instruction.
4. allow for community engagement and partnerships.
5. help utilize community resources beyond the school.
6. allow / explore educational opportunities.
7. assist students with career and life readiness they need.
8. be transitional in size, space and seating.
9. be flexible and student centered.
10. provide access to various forms of technology.
11. reflect a positive and supportive learning environment.
12. evolve over time.



This feedback was reviewed and again distilled down to a series of campus-wide values.

Those over-arching Guiding Values are:

1. The learning environment will accommodate the broad spectrum of learning styles by providing agile and varied space and furnishings while allowing for easy adaptation to future trends.

2. The learning environment will leverage technologies and support community partnerships to ensure learning is grounded in meaningful, real-world scenarios.

3. The learning environment will foster a constructive culture where learners and leaders are encouraged to innovate, explore and share ideas in the interest of more authentic learning.

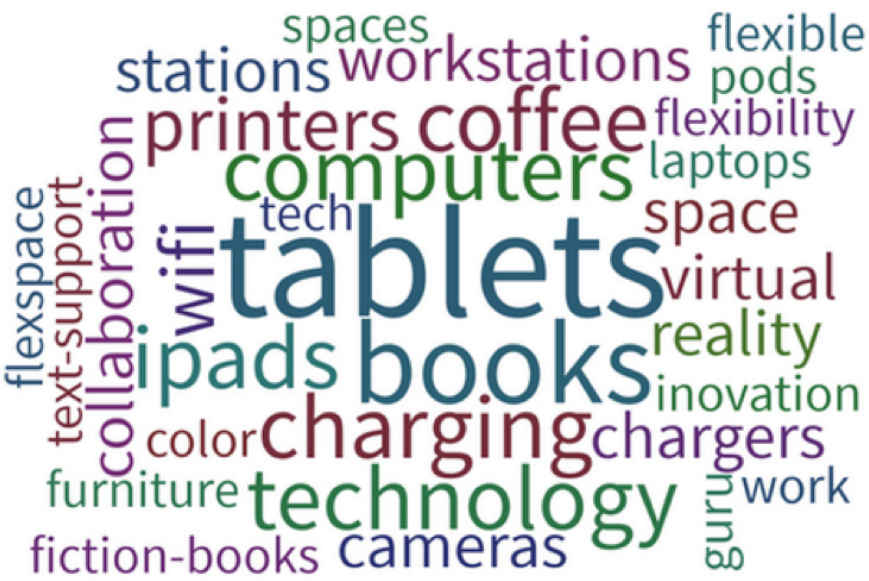
CONSIDERATIONS

The design of a kindergarten through 12th grade campus provides certain challenges and opportunities. The group was asked a series of questions around this topic. Their responses were used to generate real-time polling word clouds. Words that appear larger in the graphic had a higher response rate. While words that appear smaller had fewer entries. This exercise is valuable in gauging the group's collective temperature on a particular issue.

PROMPT #1: Considering we are building a K-12 campus, what are the potential hazards that the design should mitigate?

PROMPT #2: Considering we are building a K-12 campus, what are the potential benefits to students that the design should support?

PROMPT #3: Considering we are building a K-12 campus, what are the potential benefits to teachers that the design should support?



PROMPT #4: Library, Media Center, Learning Commons - As the way we interact with texts and media evolves, what materials or resources should be housed in the Media Center?

**It should be noted that the word "books" did not appear until the facilitator pointed out its absence from the list.*

STOP SIGNS

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

Schedules: Learners and Leaders

- Tailoring learning to individuals will mean that some students need more time on particular content while other needs less. Or that a project might span more than one class or discipline. Current schedules create constraints that may not be appropriate for this approach.

Professional Development

- In spite of teachers’ willingness or reluctance to teach in a more student-centered manner, doing so will require a significant commitment to teaching the teachings. Implicit in this is the need to create a culture that affords educators some room to try new things and perhaps even fail once in a while.

Student Motivation / Culture

- Giving students a more active role in their learning and more control over the learning environment requires students that are motivated to take on a higher degree of agency. This is a transformation that students will have to grow into, a grade at a time. Immediately giving them this degree of autonomy would not be beneficial to learning.

Expense of Change

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

Buy-In: Change is Hard

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

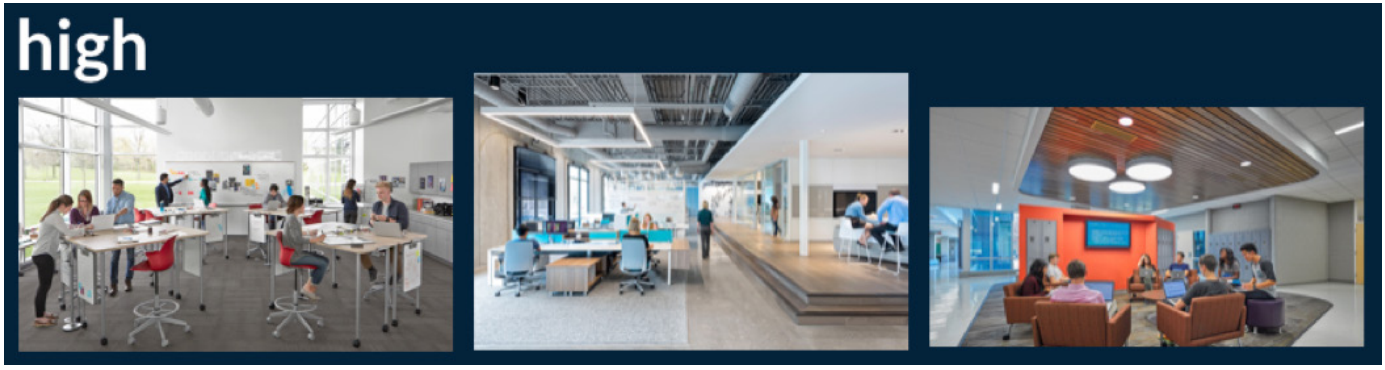
INTERIOR PRECEDENTS

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

The images most preferred by the elementary groups featured teacher “owned” classrooms with flexible seating and ample technology resources. They also included spaces with natural lighting as well as views into adjacent shared spaces.

Similarly, the middle school groups gravitated to images of technology rich classrooms with plenty of natural light. These spaces also contained a broad range of highly mobile furniture (on wheels) to enable quick resets of the space to support direct instruction, individual work and group collaborations.

Although one of the preferred high school images was shared with the middle school responses, the others depicted open unassigned spaces. These spaces would support student-centered small group collaborations as well as individual work and one on one instruction. These spaces also served as circulation spaces, making them highly visible and easily monitored.



AGE/GRADE LEVEL GROUPING

With kindergarten through 12th grade being housed under one roof; thoughtful consideration should be given to how they are organized and arranged. Each group was asked to define what they felt would be the optimal age grouping scenario. Groups then reported their conclusions and the collective result compiled.

There was general consensus that Pre-K and kindergarten; first, second and third grades; fourth, fifth and sixth grades; seventh and eighth grades; and tenth through twelfth grades should be grouped together. There was some debate over where ninth grade might fit. Some groups felt it should be aligned with the seventh and eighth grades, while others felt it should be included in a more traditional high school organization. It is likely that the design may be able to allow for this indecision.

CONCEPTUAL SPACE DIAGRAM

Finally, each of the groups were asked to develop a Conceptual Space Diagram that would support the shifts and values articulated thus far. In an effort to simplify the task, groups were directed to focus on a learning community of 125 students. This number roughly equates to a complete grade level population, but would not preclude a multi-age solution. Core spaces such as administrative and gymnasium space were considered as "givens" and therefore not included. Although groups were instructed to design for their grade band in mind, there were significant similarities across the spectrum.

While each solution was unique, there were several recurring themes:

- **The greatest space allocation was to rather traditional classroom environments.**
  - In all but one instance, the classroom also served as the teacher's home base.
  - Each had a direct adjacency to a central commons/collaborative space.
  - Classrooms were also organized in a manner that allowed connection to an adjoining classroom. This could be done with operable walls or sliding/double leaf doors.
  - In the upper grades, some groups opted for discipline specific grouping while others created multi-disciplinary groups.

- **Clusters of classroom were organized around a Central Commons that supports collaboration and work not conducive to the classroom.**
    - This space was often created using square footage traditionally assigned to visual art classes and student dining spaces.
    - The commons might support:
        - Maker activities
        - Media center resources
        - Student collaboration
    - Direct connection to all classrooms

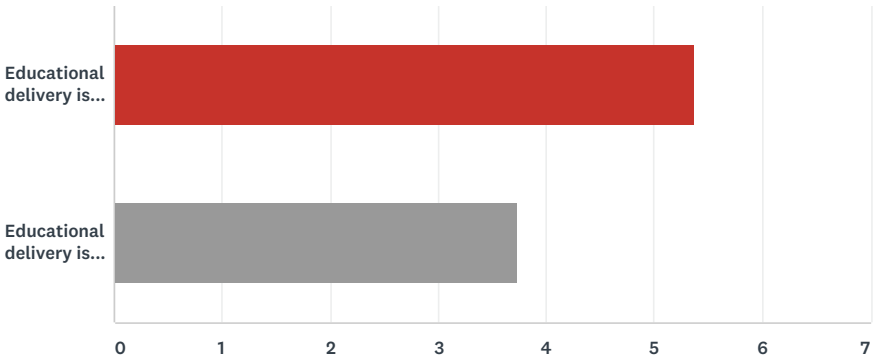
- **Many solutions included small group or resource rooms. These rooms would be suitable for pull out instruction, make up testing and small group collaborations. Often these were accessed from the classrooms as well as the learning commons.**

SURVEY RESULTS & GROUP IDEA BOARDS

SURVEY RESULTS

Q1 How is educational delivery currently focused?

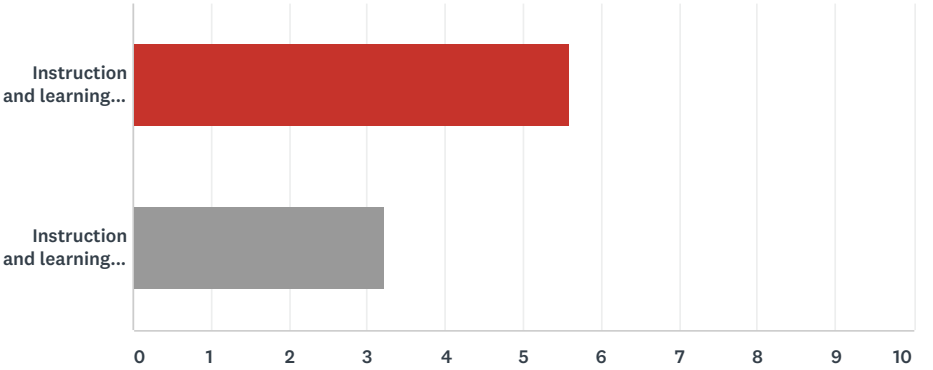
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Educational delivery is organized around teachers and instruction.	0.00% 0	2.70% 1	10.81% 4	5.41% 2	18.92% 7	51.35% 19	10.81% 4	37	5.38
Educational delivery is organized around students and learning.	0.00% 0	27.03% 10	24.32% 9	10.81% 4	24.32% 9	13.51% 5	0.00% 0	37	3.73

Q2 How is instruction and learning focused?

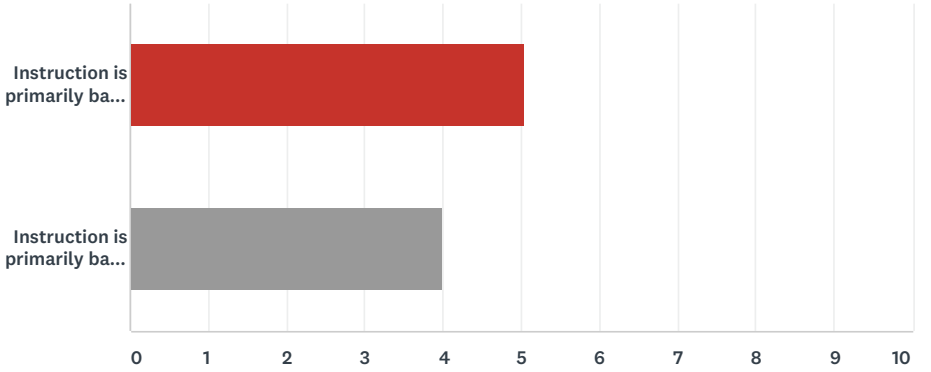
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTE AVERAGE
Instruction and learning is standardized and focused on broad groups of students.	0.00% 0	2.70% 1	5.41% 2	8.11% 3	18.92% 7	43.24% 16	21.62% 8	37	5.5
Instruction and learning is tailored to individuals and their unique needs and interests.	10.81% 4	32.43% 12	21.62% 8	5.41% 2	21.62% 8	5.41% 2	2.70% 1	37	3.2

Q3 What is instruction based on?

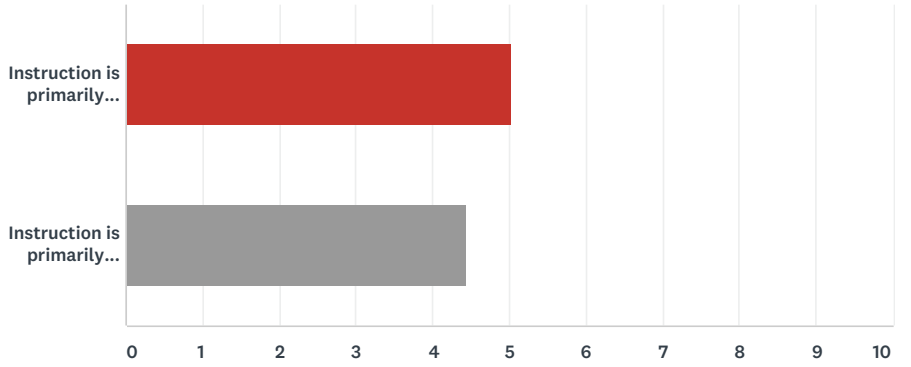
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Instruction is primarily based upon teachers and texts.	0.00% 0	5.41% 2	8.11% 3	8.11% 3	35.14% 13	40.54% 15	2.70% 1	37	5.05
Instruction is primarily based on digital/web-based resources.	2.70% 1	5.41% 2	24.32% 9	32.43% 12	27.03% 10	8.11% 3	0.00% 0	37	4.00

Q4 What is instruction primarily focused on?

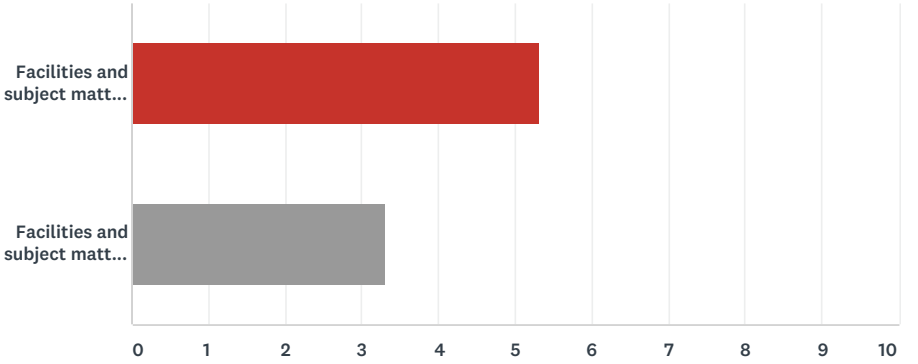
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Instruction is primarily focused on memorizing facts and skills.	0.00% 0	8.11% 3	8.11% 3	13.51% 5	24.32% 9	35.14% 13	10.81% 4	37	5.03
Instruction is primarily focused on competency of facts and skills; knowing how and when to use them to solve real problems.	0.00% 0	8.11% 3	18.92% 7	13.51% 5	40.54% 15	18.92% 7	0.00% 0	37	4.43

Q5 How are facilities and subject matter organized?

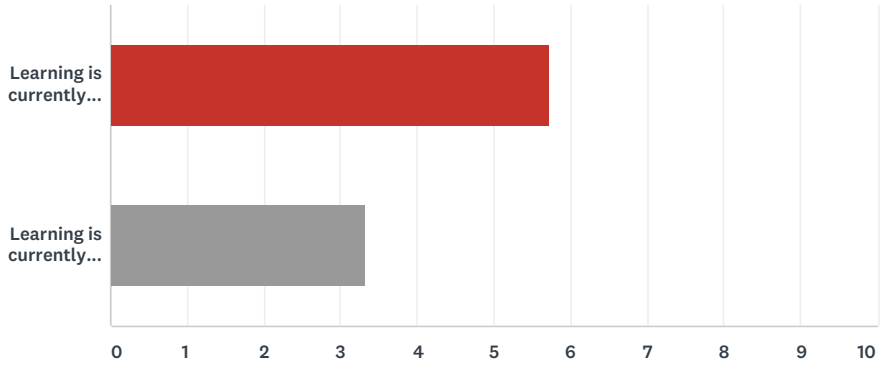
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTE AVERAGI
Facilities and subject matter are organized by departments.	0.00% 0	5.41% 2	2.70% 1	13.51% 5	29.73% 11	29.73% 11	18.92% 7	37	5.3
Facilities and subject matter are organized by interdisciplinary groups.	8.11% 3	32.43% 12	18.92% 7	18.92% 7	8.11% 3	10.81% 4	2.70% 1	37	3.3

Q6 Learning is currently focused on:

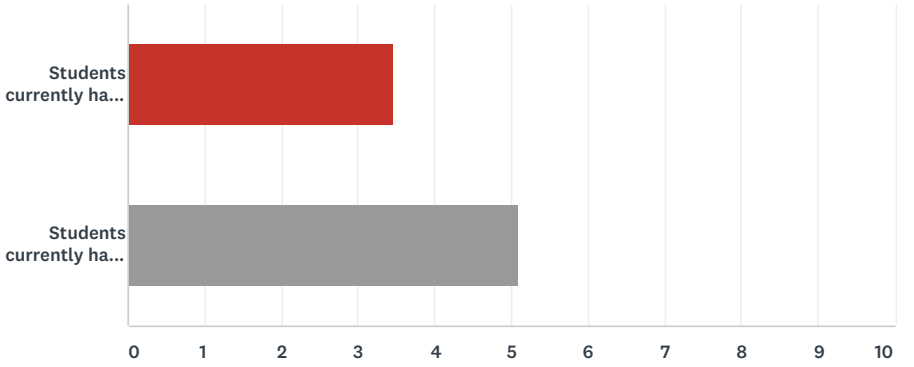
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Learning is currently focused on academic concepts.	0.00% 0	0.00% 0	0.00% 0	10.81% 4	21.62% 8	51.35% 19	16.22% 6	37	5.73
Learning is currently focused on applying academic concepts to real world scenarios.	10.81% 4	18.92% 7	32.43% 12	10.81% 4	21.62% 8	2.70% 1	2.70% 1	37	3.32

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

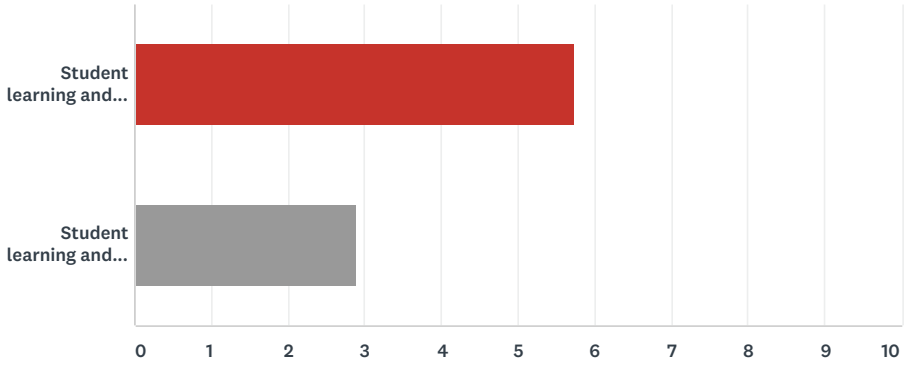
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Students currently have an active role in their learning.	8.11% 3	16.22% 6	35.14% 13	13.51% 5	18.92% 7	5.41% 2	2.70% 1	37	3.46
Students currently have a passive role in their learning.	0.00% 0	2.70% 1	10.81% 4	13.51% 5	32.43% 12	29.73% 11	10.81% 4	37	5.08

Q8 Student learning and time management is directed by:

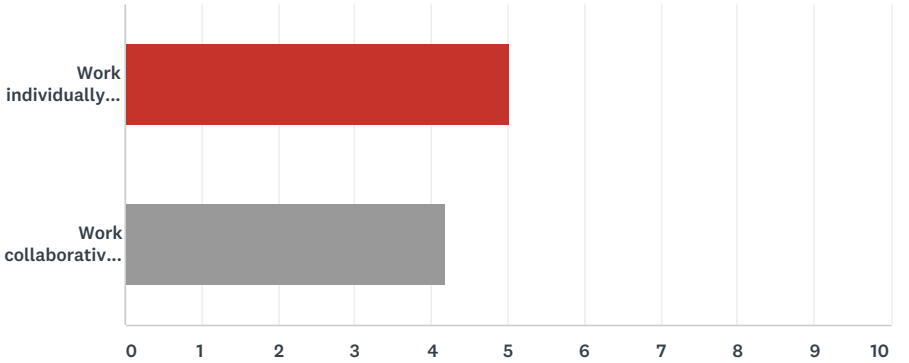
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Student learning and time management is currently teacher-directed.	0.00% 0	2.70% 1	0.00% 0	8.11% 3	21.62% 8	45.95% 17	21.62% 8	37	5.73
Student learning and time management is currently student-directed.	16.22% 6	29.73% 11	24.32% 9	10.81% 4	16.22% 6	2.70% 1	0.00% 0	37	2.89

Q9 Students are expected to:

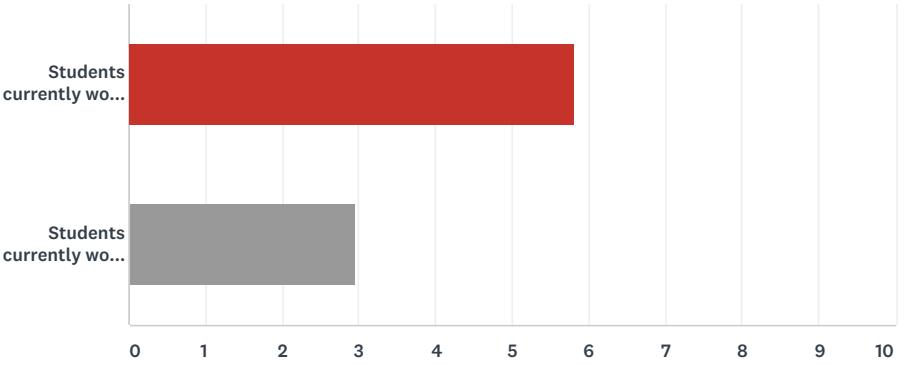
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Work individually to solve problems and demonstrate competency.	0.00% 0	2.70% 1	10.81% 4	16.22% 6	27.03% 10	37.84% 14	5.41% 2	37	5.03
Work collaboratively to solve problems and demonstrate competency.	0.00% 0	10.81% 4	32.43% 12	5.41% 2	35.14% 13	10.81% 4	5.41% 2	37	4.19

Q10 Regarding students' current work spaces...

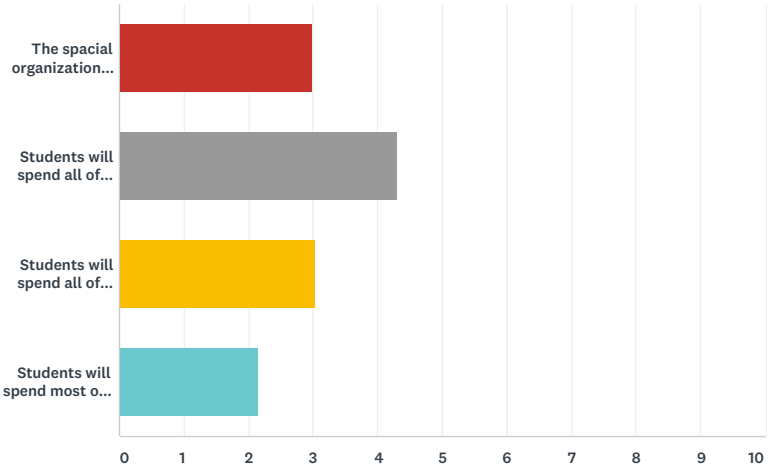
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Students currently work in spaces owned by teachers, under the teacher's domain.	0.00% 0	2.70% 1	0.00% 0	10.81% 4	13.51% 5	45.95% 17	27.03% 10	37	5.81
Students currently work in spaces they have	8.11% 3	43.24% 16	21.62% 8	10.81% 4	8.11% 3	5.41% 2	2.70% 1	37	2.95

Q11 Related to the building itself...

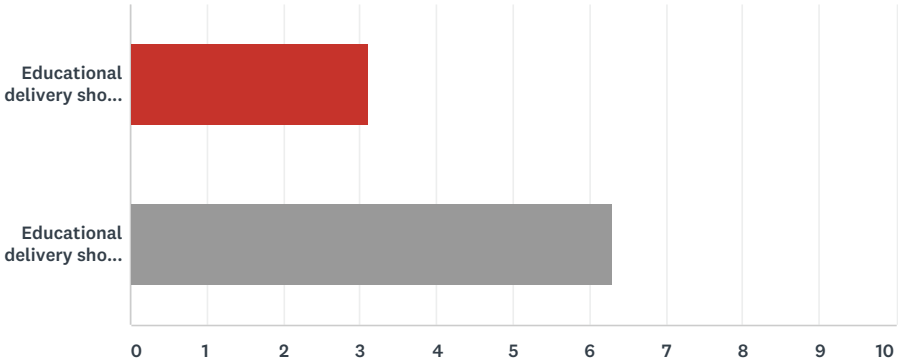
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
The spacial organization of the school building contributes to long-term flexibility and accommodates changes in programs and methods of instruction.	27.03% 10	32.43% 12	8.11% 3	8.11% 3	0.00% 0	18.92% 7	5.41% 2	37	3.00
Students will spend all of their time learning in a group of 25 to 50 peers.	13.51% 5	8.11% 3	16.22% 6	5.41% 2	21.62% 8	24.32% 9	10.81% 4	37	4.30
Students will spend all of their time learning in a small group of 4 to 12 peers.	13.51% 5	24.32% 9	27.03% 10	21.62% 8	8.11% 3	5.41% 2	0.00% 0	37	3.03
Students will spend most of their time learning from digital content off campus, coming to school only to collaborate with peers and use facilities that are only available at the school such as Science Labs, Art Studios and Maker Spaces.	43.24% 16	29.73% 11	2.70% 1	18.92% 7	2.70% 1	2.70% 1	0.00% 0	37	2.16

Q12 How should educational delivery be focused?

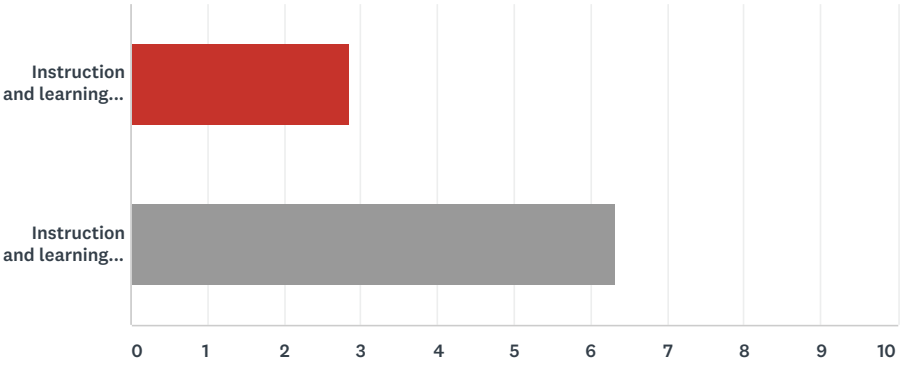
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Educational delivery should be organized around teachers and instruction:	13.51% 5	29.73% 11	27.03% 10	5.41% 2	16.22% 6	2.70% 1	5.41% 2	37	3.11
Educational delivery should be organized around students and learning:	0.00% 0	0.00% 0	0.00% 0	0.00% 0	10.81% 4	48.65% 18	40.54% 15	37	6.30

Q13 How should instruction and learning be focused?

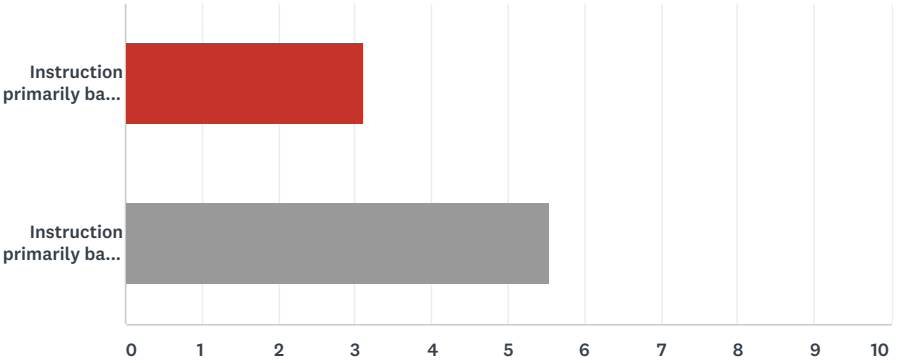
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Instruction and learning should be standardized and focused on broad groups of students:	10.81% 4	29.73% 11	45.95% 17	2.70% 1	2.70% 1	5.41% 2	2.70% 1	37	2.84
Instruction and learning should be tailored to individuals and their unique needs and interests:	0.00% 0	0.00% 0	0.00% 0	0.00% 0	16.22% 6	35.14% 13	48.65% 18	37	6.32

Q14 What should instruction be based on?

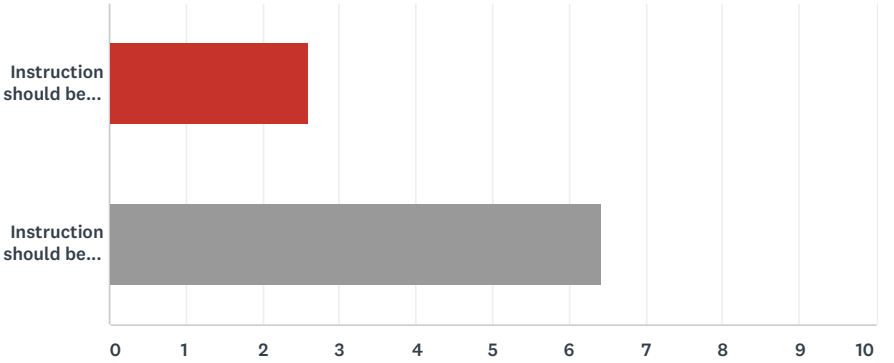
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Instruction primarily based upon teachers and texts:	11.11% 4	36.11% 13	19.44% 7	11.11% 4	11.11% 4	8.33% 3	2.78% 1	36	3.11
Instruction primarily based on digital/web-based resources:	0.00% 0	2.70% 1	2.70% 1	5.41% 2	27.03% 10	51.35% 19	10.81% 4	37	5.54

Q15 What should instruction be primarily focused on?

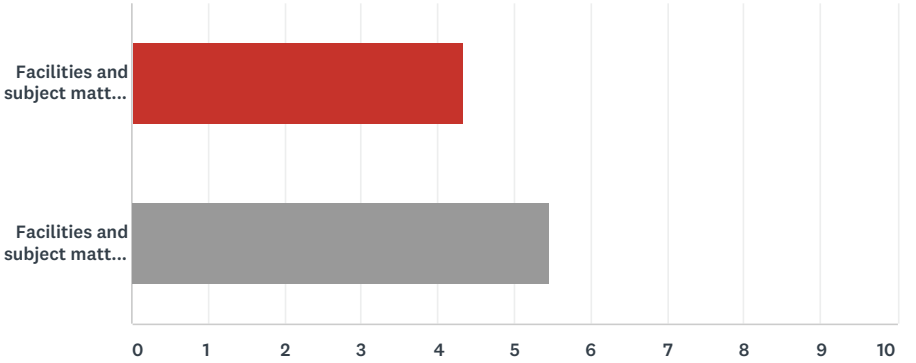
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Instruction should be primarily focused on memorizing facts and skills:	24.32% 9	35.14% 13	16.22% 6	10.81% 4	8.11% 3	5.41% 2	0.00% 0	37	2.59
Instruction should be primarily focused on competency of facts and skills; knowing how and when to use them to solve real problems.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8.11% 3	40.54% 15	51.35% 19	37	6.43

Q16 How should facilities and subject matter be organized?

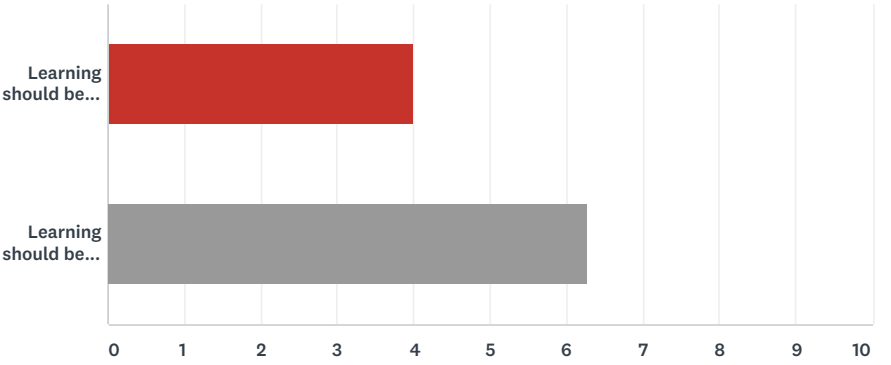
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTE AVERAGI
Facilities and subject matter should be organized by departments:	5.56% 2	13.89% 5	13.89% 5	19.44% 7	13.89% 5	22.22% 8	11.11% 4	36	4.3
Facilities and subject matter should be organized by interdisciplinary groups:	0.00% 0	5.41% 2	2.70% 1	10.81% 4	24.32% 9	35.14% 13	21.62% 8	37	5.4

Q17 Learning should be focused on:

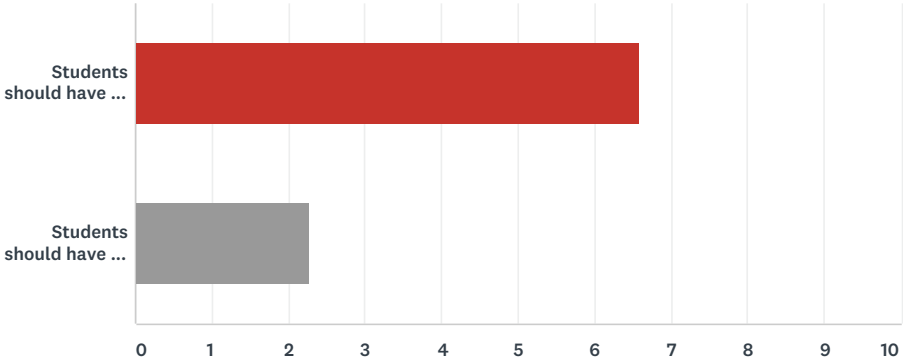
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Learning should be focused on academic concepts.	8.11% 3	5.41% 2	27.03% 10	18.92% 7	18.92% 7	21.62% 8	0.00% 0	37	4.00
Learning should be focused on applying academic concepts to real world scenarios.	2.70% 1	0.00% 0	0.00% 0	0.00% 0	13.51% 5	29.73% 11	54.05% 20	37	6.27

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

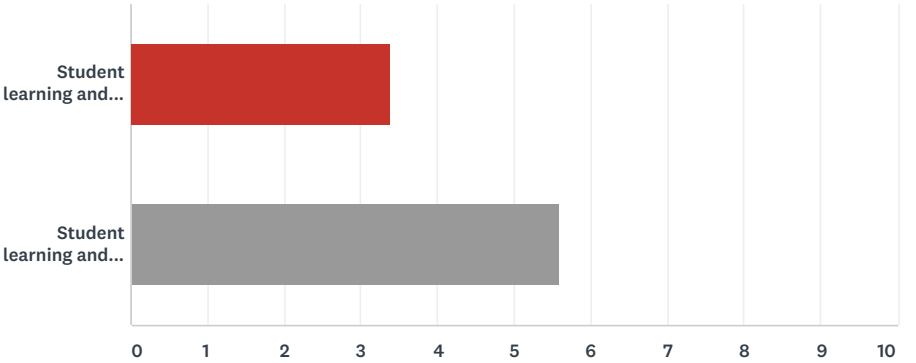
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Students should have an active role in their learning.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8.11% 3	24.32% 9	67.57% 25	37	6.59
Students should have a passive role in their learning.	35.14% 13	27.03% 10	27.03% 10	2.70% 1	5.41% 2	0.00% 0	2.70% 1	37	2.27

Q19 Student learning and time management should be directed by:

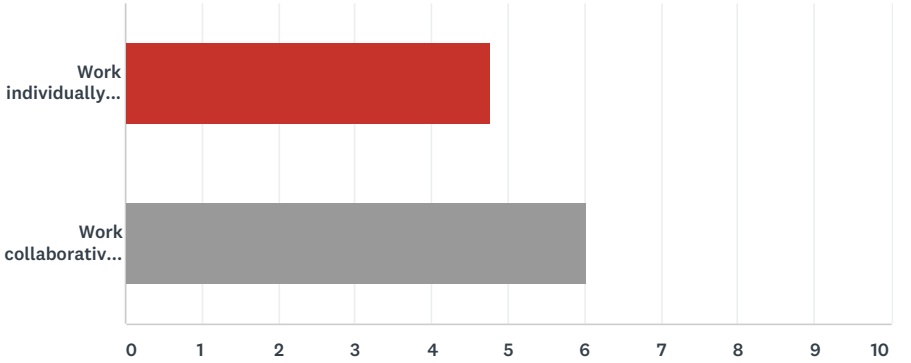
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Student learning and time management should be teacher-directed.	8.11% 3	27.03% 10	21.62% 8	13.51% 5	24.32% 9	2.70% 1	2.70% 1	37	3.38
Student learning and time management should be student-directed.	0.00% 0	0.00% 0	5.41% 2	2.70% 1	37.84% 14	35.14% 13	18.92% 7	37	5.59

Q20 Students should be expected to:

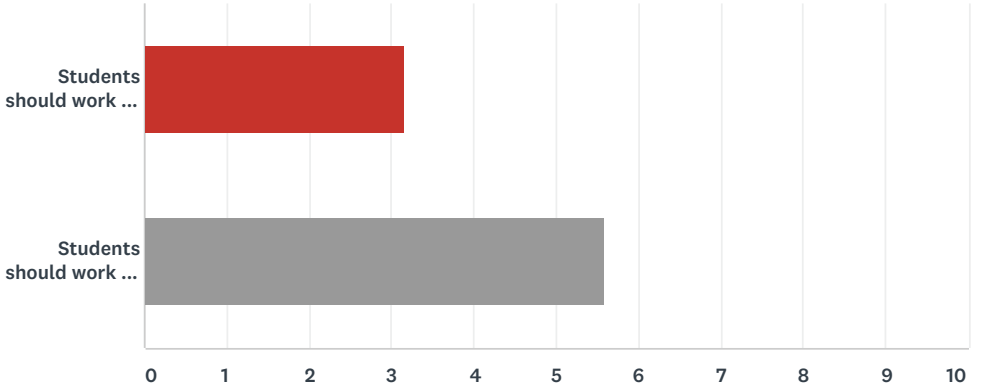
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Work individually to solve problems and demonstrate competency.	2.70% 1	8.11% 3	10.81% 4	10.81% 4	37.84% 14	13.51% 5	16.22% 6	37	4.78
Work collaboratively to solve problems and demonstrate competency.	0.00% 0	0.00% 0	0.00% 0	5.41% 2	13.51% 5	54.05% 20	27.03% 10	37	6.03

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

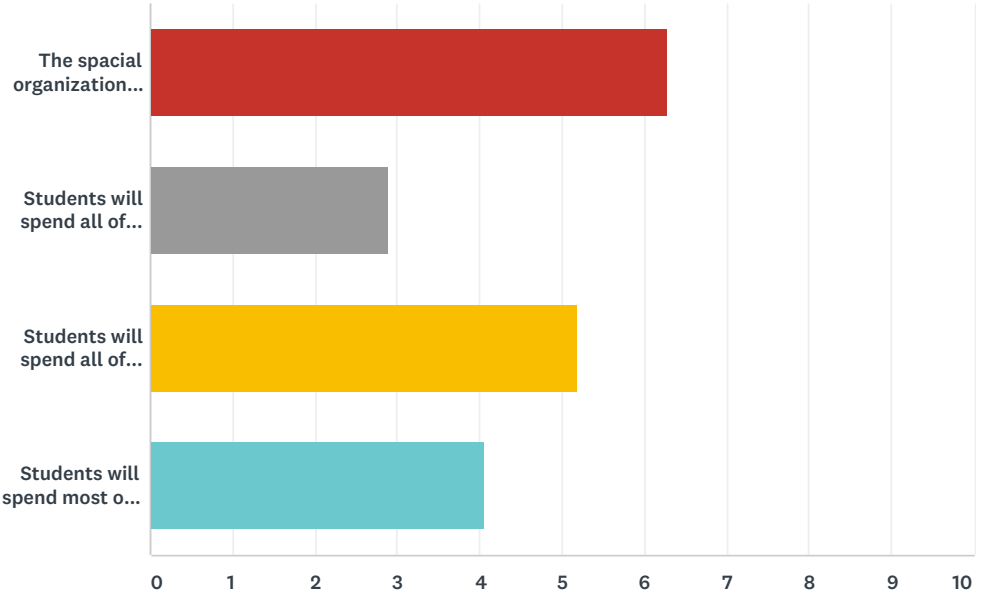
Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
Students should work in spaces owned by teachers, under the teacher's domain.	8.11% 3	27.03% 10	32.43% 12	10.81% 4	18.92% 7	0.00% 0	2.70% 1	37	3.16
Students should work in spaces they have some control over.	2.70% 1	0.00% 0	0.00% 0	0.00% 0	43.24% 16	37.84% 14	16.22% 6	37	5.59

Q22 Related to the building itself...

Answered: 37 Skipped: 0



	STRONGLY DISAGREE 1	DISAGREE 2	SOMEWHAT DISAGREE 3	NEUTRAL 4	SOMEWHAT AGREE 5	AGREE 6	STRONGLY AGREE 7	TOTAL	WEIGHTED AVERAGE
The spacial organization of the school building should contribute to long-term flexibility and accommodates changes in programs and methods of instruction.	2.70% 1	0.00% 0	0.00% 0	2.70% 1	8.11% 3	32.43% 12	54.05% 20	37	6.27
Students will spend all of their time learning in a group of 25 to 50 peers.	19.44% 7	30.56% 11	22.22% 8	8.33% 3	11.11% 4	5.56% 2	2.78% 1	36	2.89
Students will spend all of their time learning in a small group of 4 to 12 peers.	0.00% 0	5.41% 2	8.11% 3	8.11% 3	32.43% 12	32.43% 12	13.51% 5	37	5.19
Students will spend most of their time learning from digital content off campus, coming to school only for collaborate with peers and use facilities that are only available at the school such as Science Labs, Art Studios, Maker Spaces.	5.41% 2	16.22% 6	16.22% 6	16.22% 6	24.32% 9	18.92% 7	2.70% 1	37	4.05

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

#	1.)
1	larger class rooms with walls
2	Discussion about topics among the students
3	access to and incorporation of technology
4	Adequate support staff
5	Openness
6	State of the art facilities
7	Problem solving - not memorizing info but understanding how to find it
8	Better functioning technology
9	Hold all students accountable
10	Student focused learning with many hands-on opportunities
11	flexible seating options
12	More control and responsibilities returned back to the local school districts
13	Open and Inviting Work Areas
14	community learning centers
15	small class size
16	The size will of the classrooms will need to be large so that when we work in groups, it is easy for teacher and students to move around.
17	creativity in how things are done
18	Flexibility
19	adequate space to accomodate varied learning styles
20	Ergonomically friendly
21	Facilities designed to develop career/life skills.
22	Value diversity of opinion and individuality
23	Promote success
24	Developing an environment that encourages students to be creative.
25	Teachers and spaces promote teamwork and value diverse learning styles
26	Capability (adaptablity) to keep up with constant evolving technology

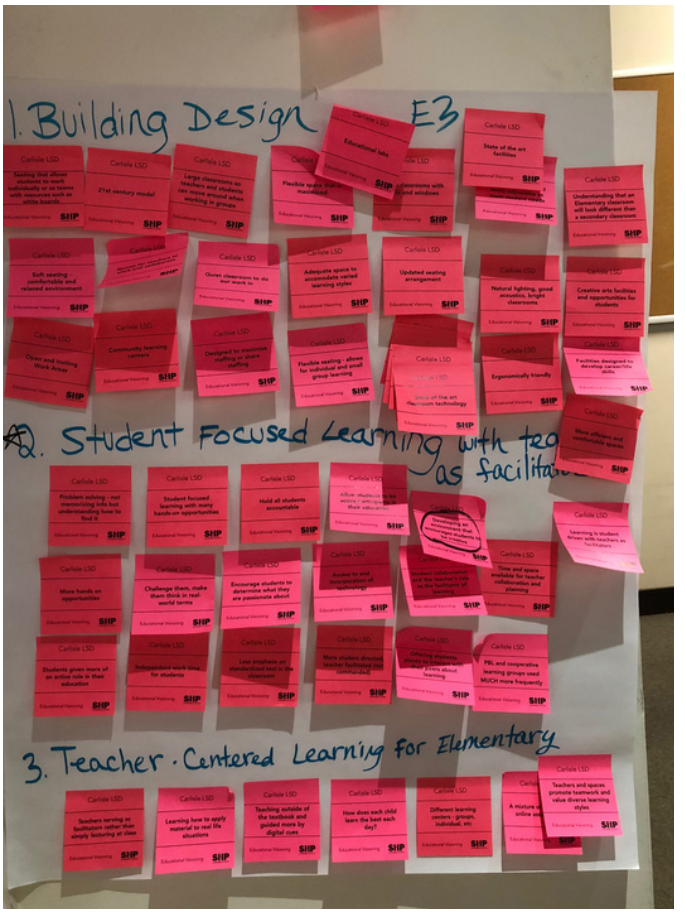
27	Flexible classroom design
28	Latest technology
29	Students should be active learners (with teachers as facilitators)
30	Allow students to thrive in the most conducive environment for them.
31	Allowing students to be an active participant in their education
32	I would like a comfortable learning environment.
33	Classroom Space
34	Efficient
35	Open education with a problem based approach.
36	Flexible with soft seating and conductive to learning
#	**2.)**
1	windows in each class room
2	A mixture of paper and online assignments
3	teachers serving as facilitators rather than only person leading class
4	Understanding that an Elementary classroom will look different than a secondary classroom
5	Groups
6	State of the art classroom technology
7	Financial education - taxes, interest, etc.
8	More efficient spaces
9	The arts are just as important as the academics
10	Classroom design that cultivates learning through individual learning needs such as quads of 4, stand up desk areas, and a whiteboard with each desk and smart board in each classroom
11	different learning centers - groups, individual, etc
12	Students given more of an active role in their education
13	More hands on opportunities
14	hands on centers
15	testing does not drive what we teach and do
16	Seating that allows students to work individually or as teams with resources such as white boards
17	students being independent while working
18	Support all learners/needs
19	creative arts facilities and opportunities for students
20	Useful space maximized
21	Appropriately lit and easily adjustable to meet student needs
22	Culture of respect and trust. All voices loud and soft matter.
23	Encourage difference
24	Student collaboration and the teacher’s role as the facilitator of learning.
25	Learning is student driven with teachers as facilitators

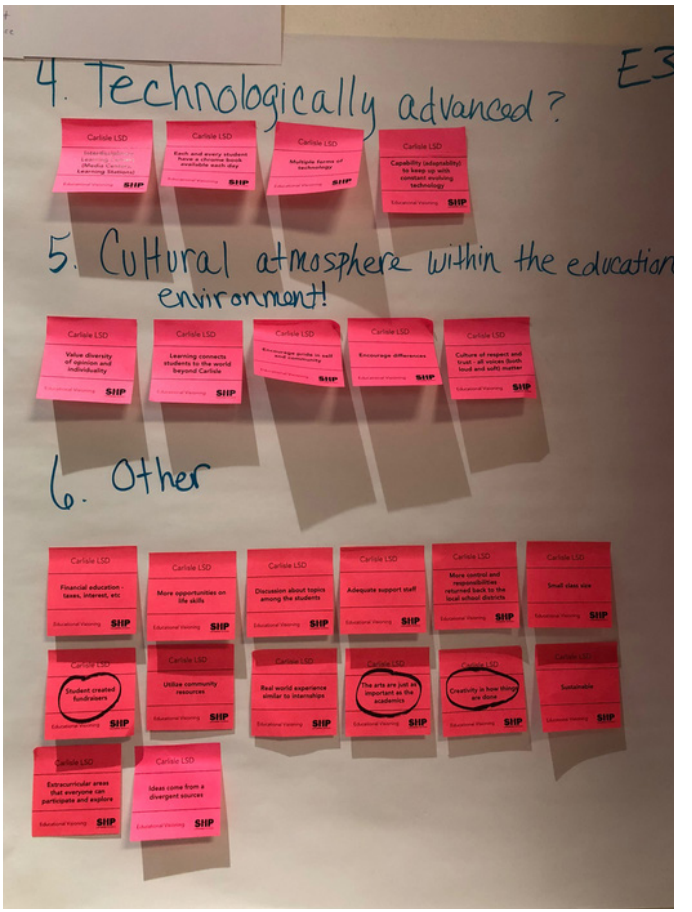
26	Ideas come from a divergent sources	1
27	Spaces for teachers to work and collaborate	1
28	Learning how to apply material to real life situations	1
29	Facility should be flexible - allowing for changing needs	1
30	Challenge them, make them think in real-world terms.	1
31	Encouraging students to determine what they are passionate about	1
32	I would like hands on activities during my learning experiences.	
33	Educational Labs	
34	Relaxed	
35	21st century model.	
36	Conducive to group discussion and team work	

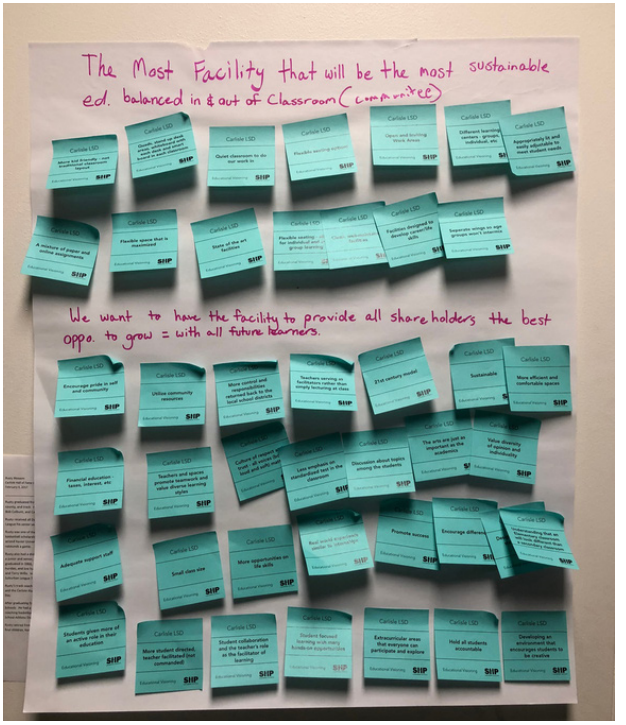
#	3.)
1	updated sitting arrangements
2	Quiet classroom to do our work in
3	PBL and cooperative learning groups used MUCH more frequently
4	More teacher and put on student learning
5	Togetherness
6	Clean, well-maintained facilities
7	Real world experience similar to internships
8	More comfortable spaces
9	Utilize community resources
10	School design with wings for each building so there are not overlapping areas where age groups would intermix (this has been a concern from multiple people in the community)
11	make the building more kid friendly - not traditional classroom layout
12	Less emphasis on standardized test in the classroom.
13	More opportunities on life skills
14	extracurricular areas that everyone can participate and explore
15	more student directed, teacher facilitated not commanded
16	Natural lighting, good acoustics, bright classrooms
17	student created fundraisers
18	Sustainable
19	time and space available for teacher collaboration and planning
20	Flexibility of the space
21	Designed to maximize staffing or share staffing.
22	Independent thinking in a collaborative environment
23	Encourage pride in self and community

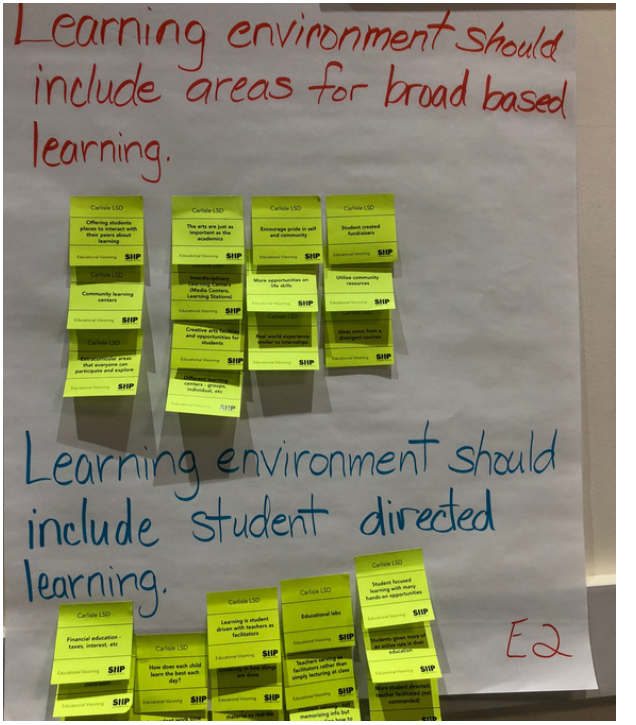
24	Classrooms that offer flexible seating and space for students to work individually and in small groups.
25	Learning connects students to the world beyond Carlisle
26	Patient, persistant fouct on the long term
27	Multiple forms of technology in the classroom
28	Comfortable learning environment for students
29	Facility allows for large, small, and individual work spaces
30	How does each child learn the best each day?
31	Offering students places to interact with their peers about learning
32	I would like each and every student to have a chrome book available each day.
33	Interdisciplinary Learning Centers (Media Centers/ Learning Stations)
34	Achievable
35	Teaching outside of the textbook and guided more by digital cues.
36	Bright, high tech with the latest technology

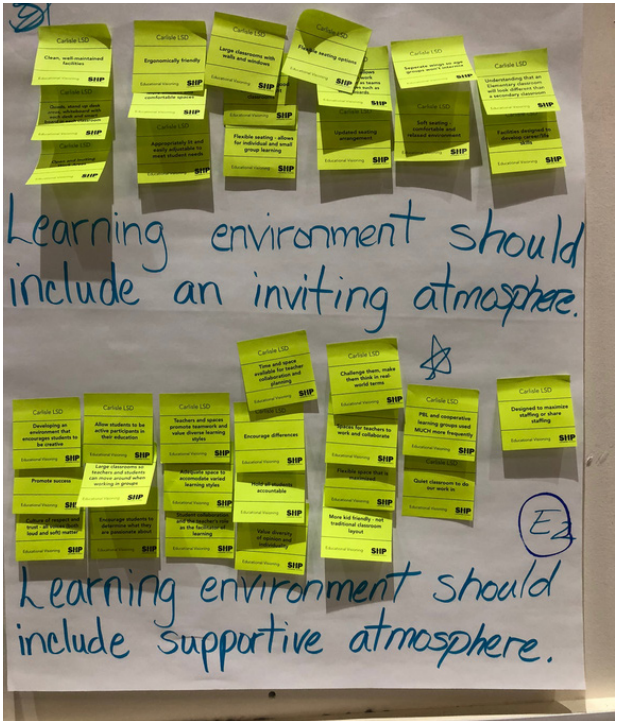
GROUP EXERCISES: What the future will look like

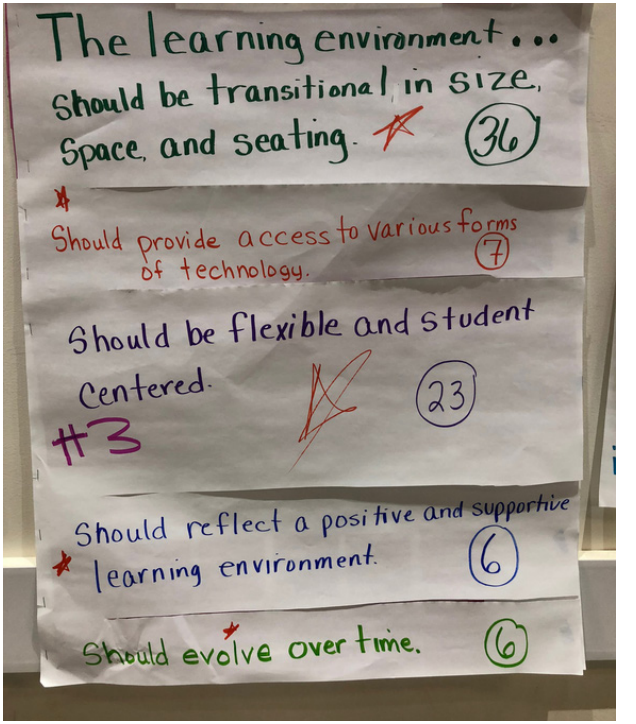


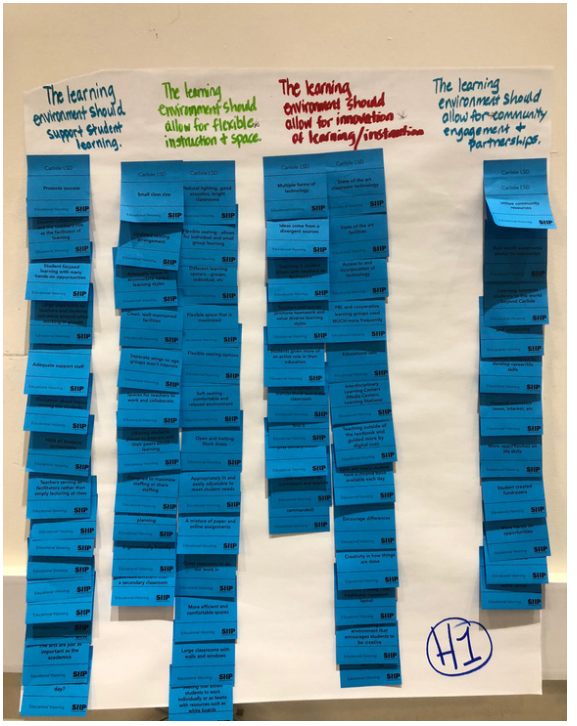


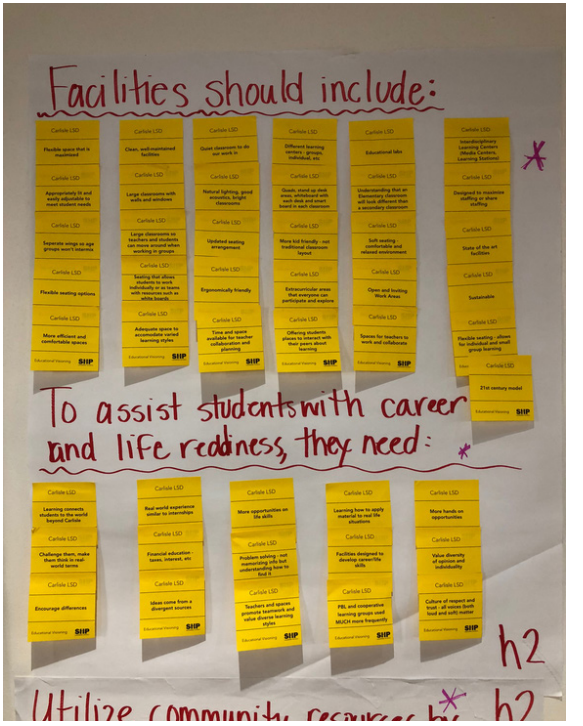

The Most Facility that will be the most sustainable ed. balanced in & out of Classroom (community)
We want to have the facility to provide all share holders the best oppo. to grow = with all future learners.

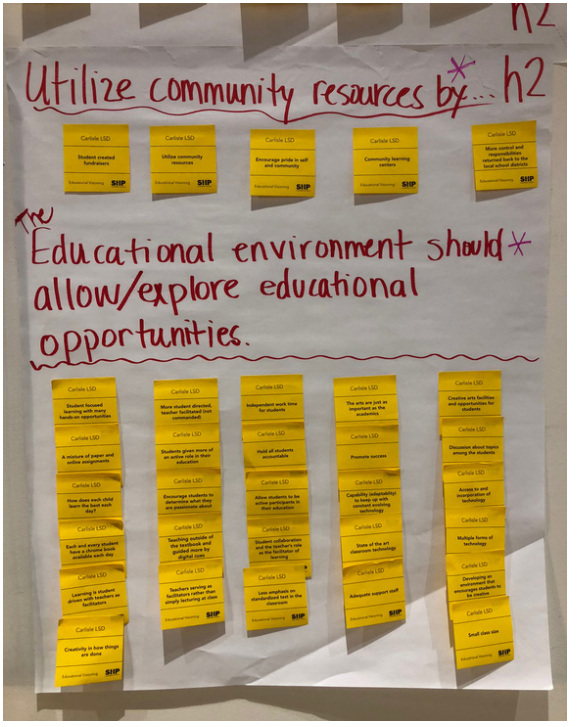

Learning environment should include areas for broad based learning.
Learning environment should include student directed learning.
E2

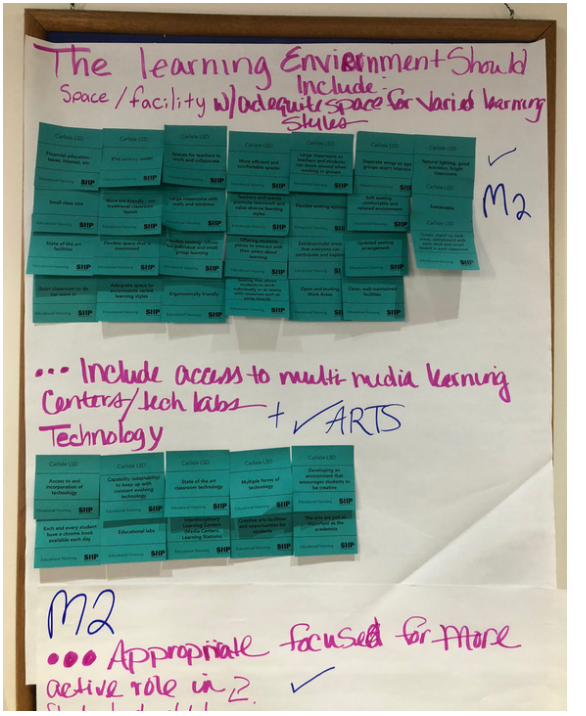

Learning environment should include an inviting atmosphere.
E3
Learning environment should include supportive atmosphere.

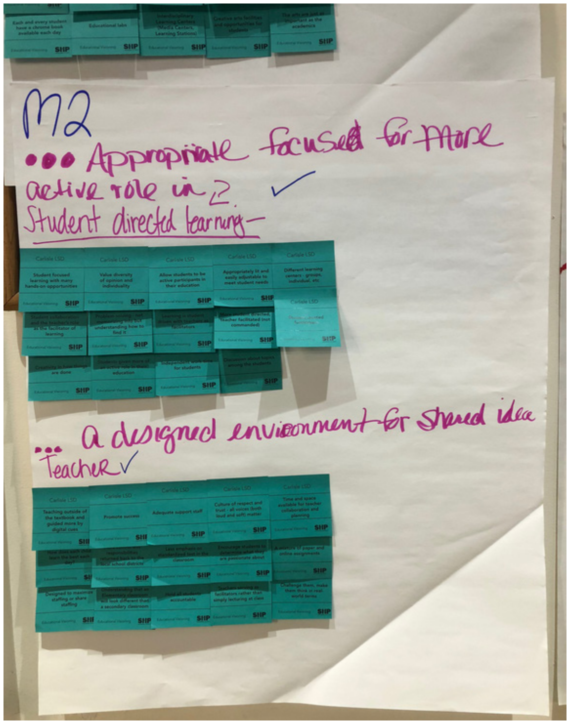

The learning environment...
Should be transitional in size, Space, and seating. (36)
Should provide access to various forms of technology. (7)
Should be flexible and student centered. (23)
#3
Should reflect a positive and supportive learning environment. (6)
Should evolve over time. (6)

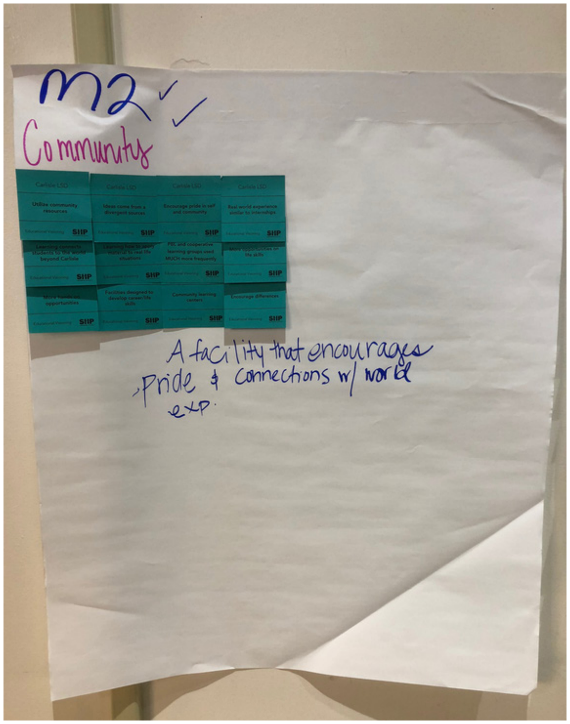

The learning environment should support student learning.
The learning environment should allow for flexible instruction & space.
The learning environment should allow for innovation of learning/instruction
The learning environment should allow for community engagement & partnerships.
H1

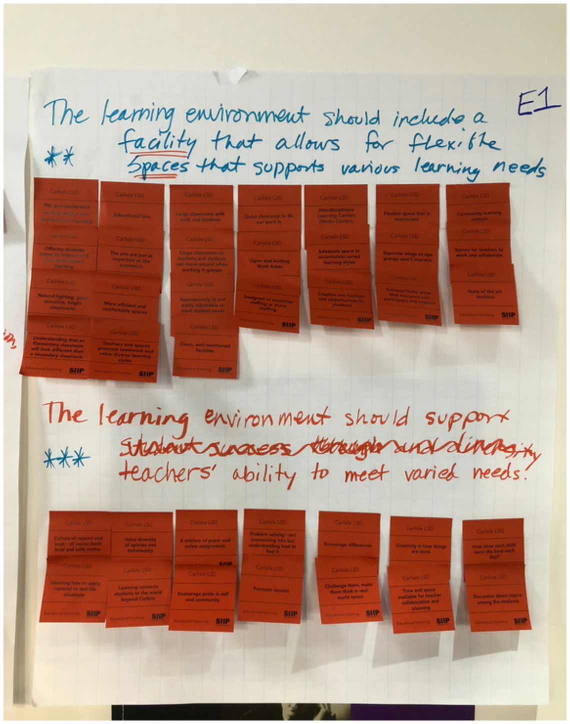

Facilities should include:
To assist students with career and life readiness, they need:
h2

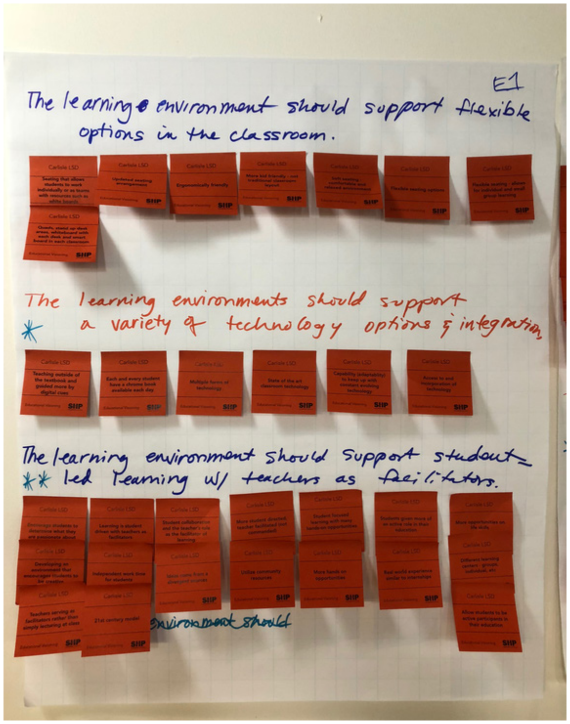

h2
Utilize community resources by... h2
The Educational environment should allow/explore educational opportunities.

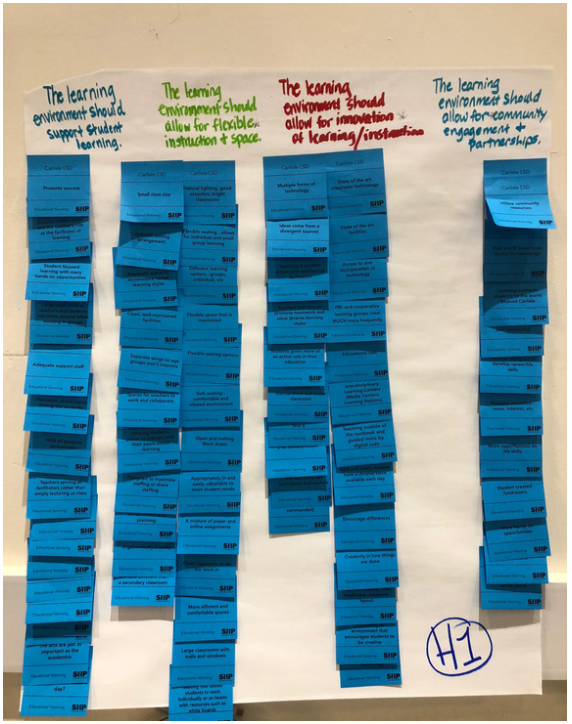

The learning Environment Should Include:
Space / facility w/adequate space for varied learning styles
M2
... Include access to multi-media learning Centers/tech labs + ARTS Technology
M2
... Appropriate focused for more active role in

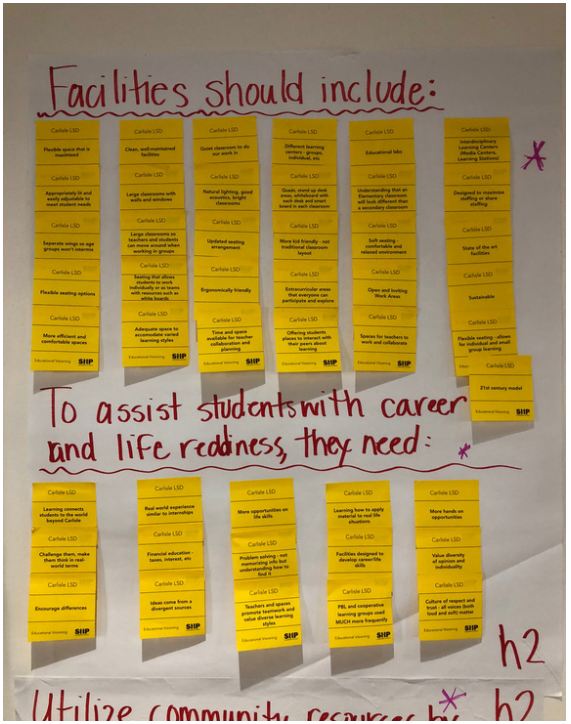

M2
Appropriate focused for more active role in ?
Student directed learning
a designed environment for shared idea
Teacher

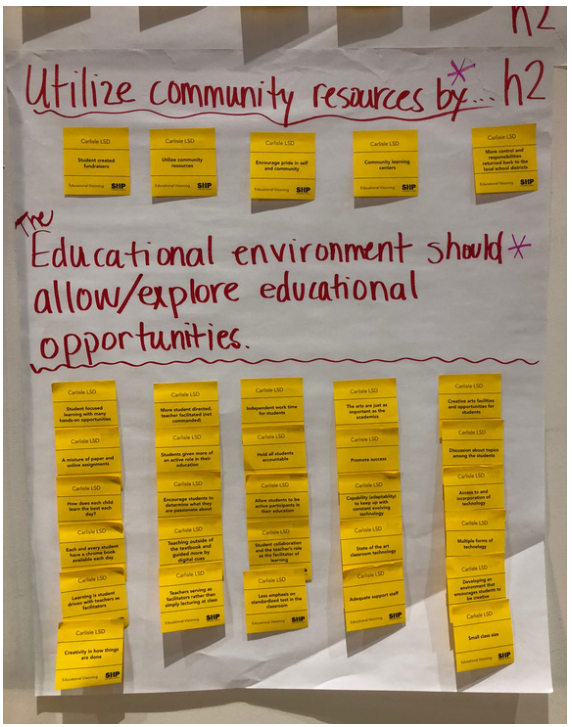

M2
Community
A facility that encourages pride & connections w/ world exp.

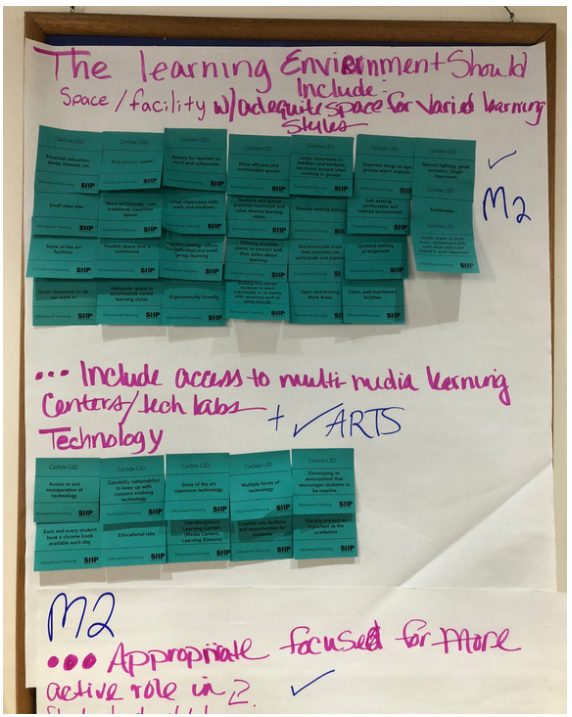

E1
The learning environment should include a facility that allows for flexible spaces that supports various learning needs
The learning environment should support teachers' ability to meet varied needs.

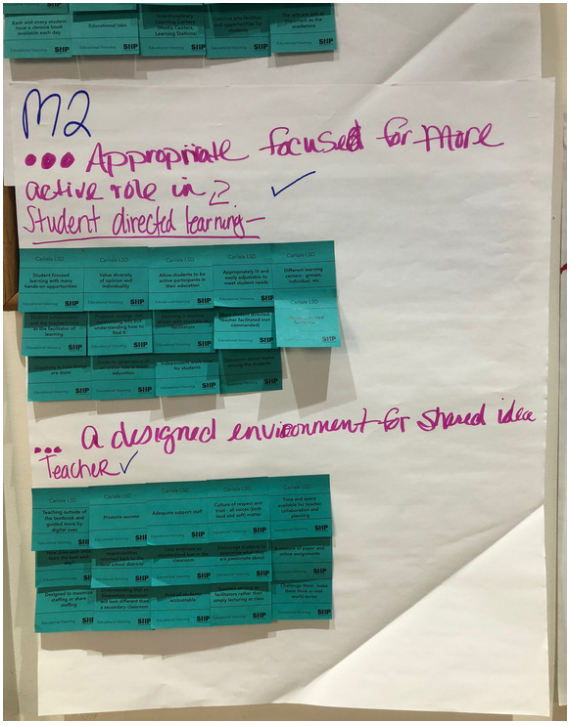

E1
The learning environment should support flexible options in the classroom.
The learning environments should support a variety of technology options & integration
The learning environment should support student-led learning w/ teachers as facilitators.
environment should

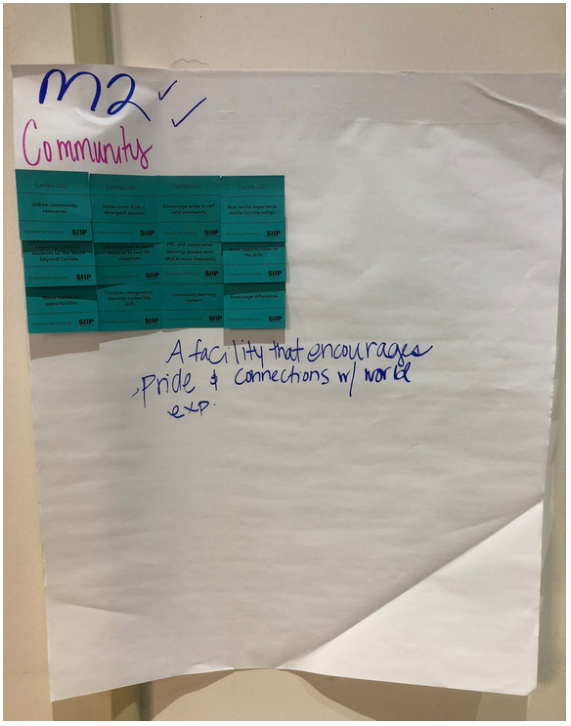

The learning environment should support student learning.
The learning environment should allow for flexible instruction & space.
The learning environment should allow for innovation of learning/instruction
The learning environment should allow for community engagement & partnerships.
H1

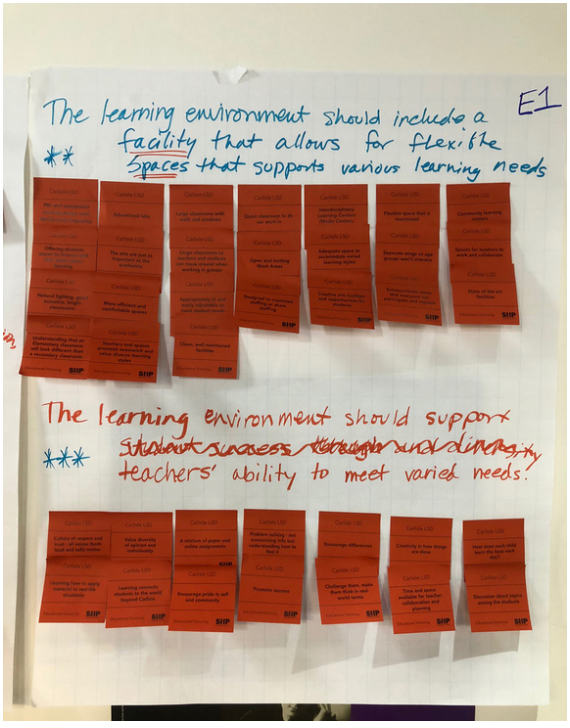

Facilities should include:
To assist students with career and life readiness, they need:
h2

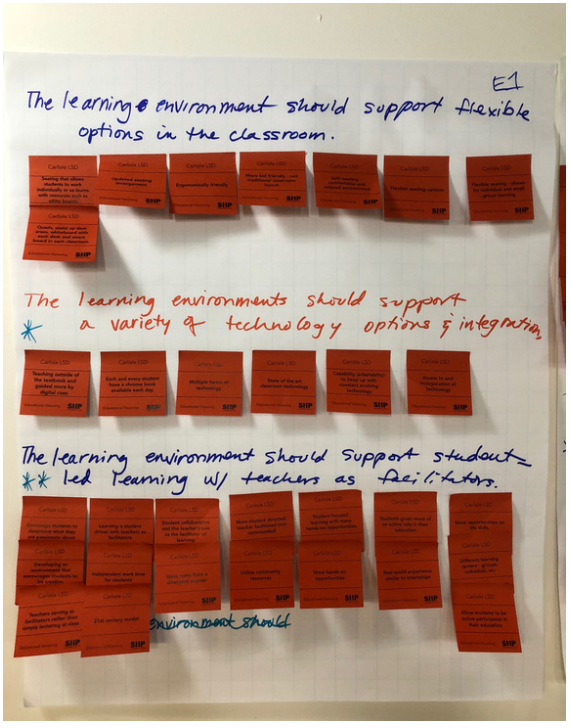

h2
Utilize community resources by... h2
The Educational environment should allow/explore educational opportunities.

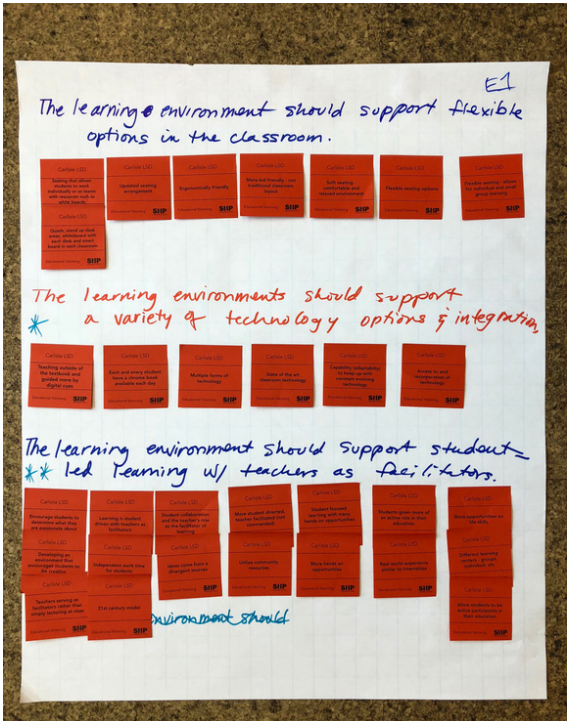

The learning Environment Should Include
Space / facility w/adequate space for varied learning styles
M2
... Include access to multi-media learning Centers/tech labs + ARTS Technology
M2
••• Appropriate focused for effective role in

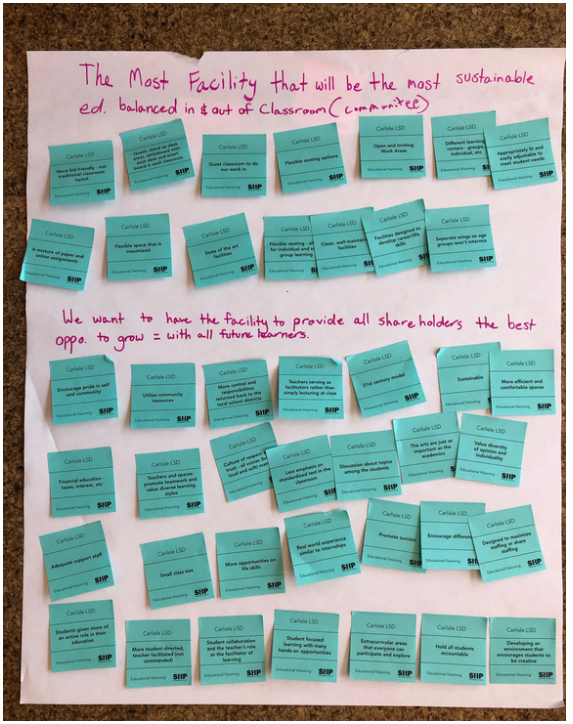

M2
Appropriate focused for more active role in Student directed learning
A designed environment for shared idea
Teacher

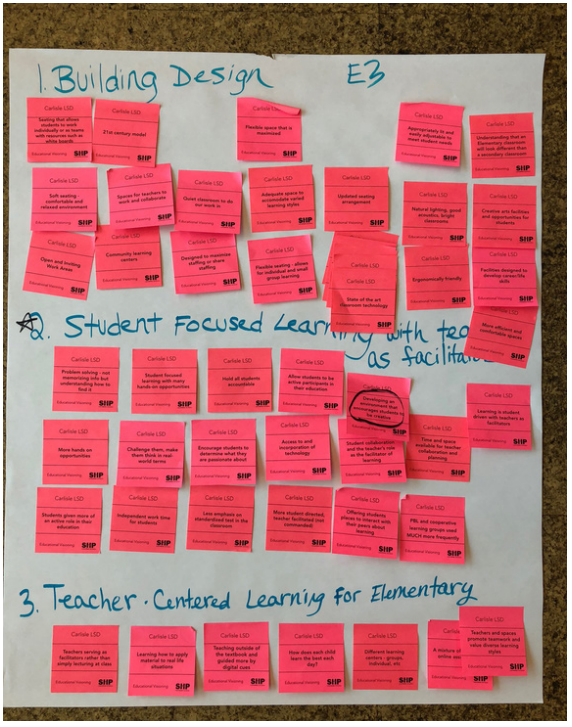

M2
Community
A facility that encourages pride & connections w/ world exp.

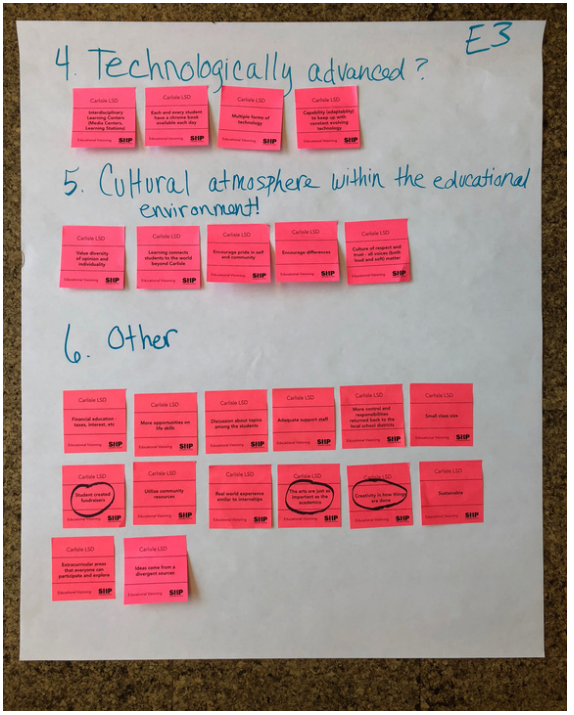

E1
The learning environment should include a facility that allows for flexible spaces that supports various learning needs
The learning environment should support student success through and diverse teachers' ability to meet varied needs.

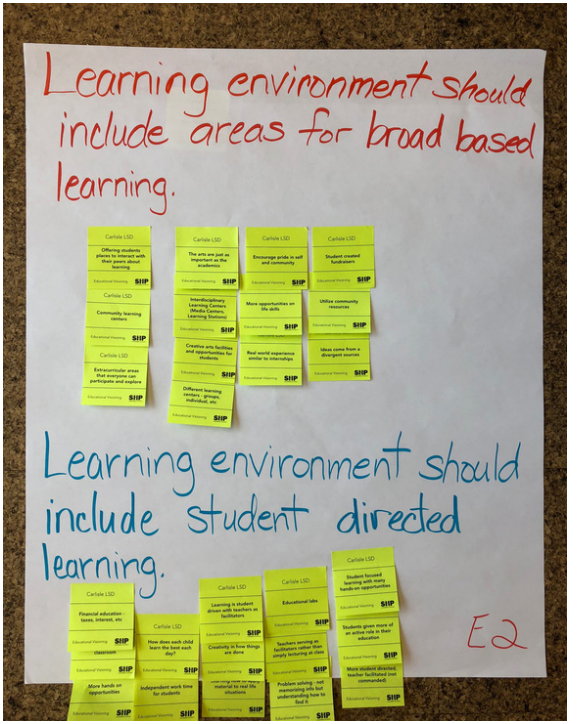

E1
The learning environment should support flexible options in the classroom.
The learning environments should support a variety of technology options & integration
The learning environment should support student-led learning w/ teachers as facilitators.

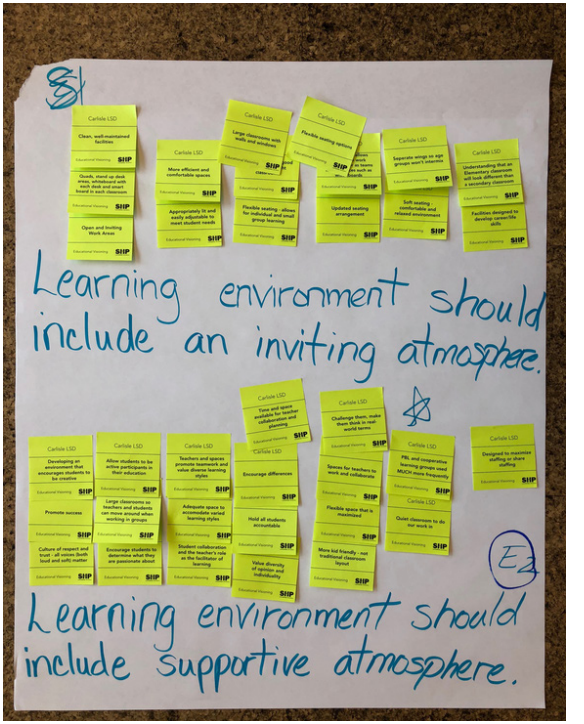

E1
The learning environment should support flexible options in the classroom.
The learning environments should support a variety of technology options & integration
The learning environment should support student-led learning w/ teachers as facilitators.

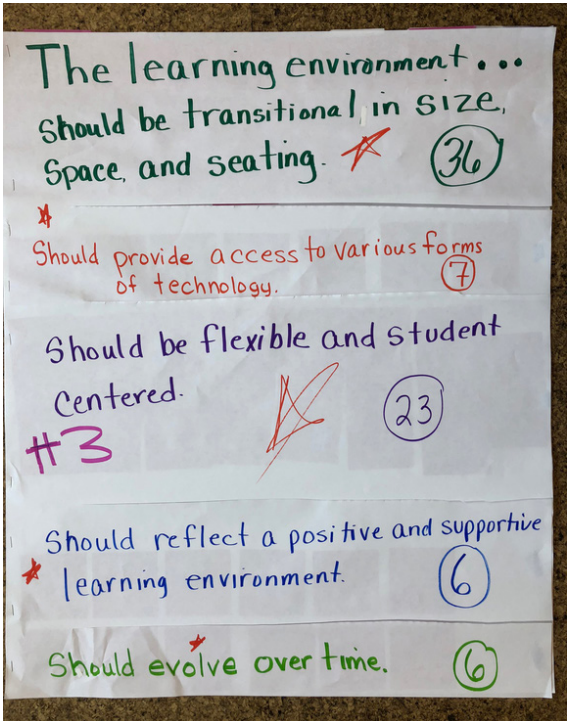

The Most Facility that will be the most sustainable ed. balanced in & out of Classroom (community)
We want to have the facility to provide all shareholders the best oppo. to grow = with all future learners.

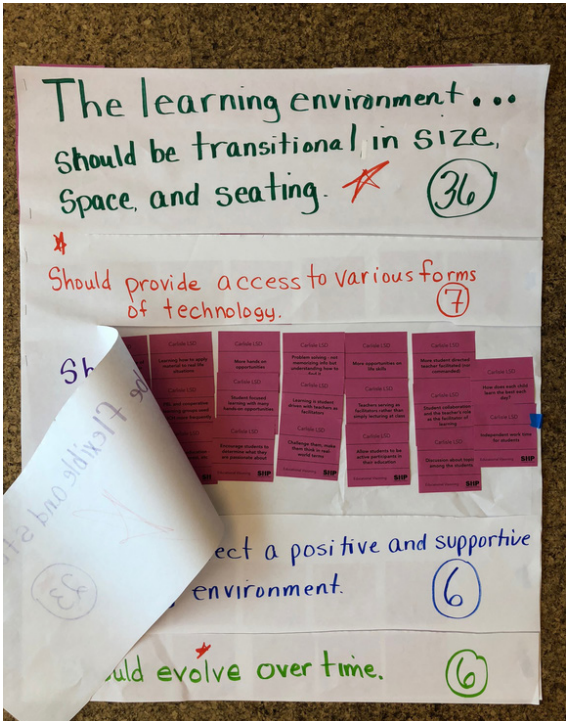

1. Building Design
E3
2. Student Focused Learning with teachers as facilitators
3. Teacher-Centered Learning for Elementary


E3
4. Technologically advanced?
5. Cultural atmosphere within the educational environment
6. Other

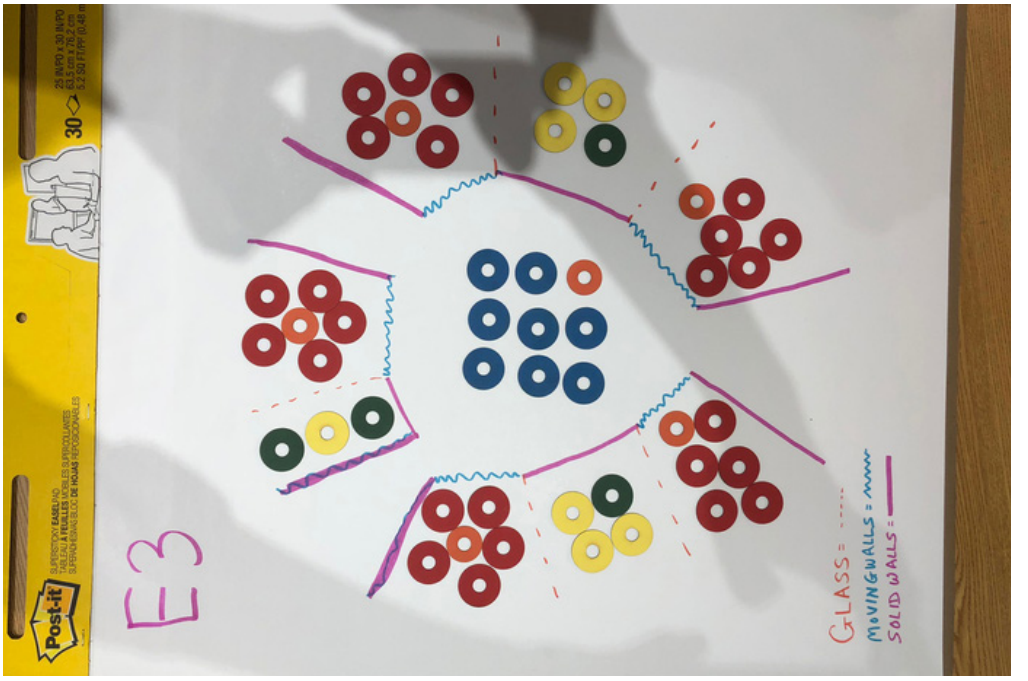

Learning environment should include areas for broad based learning.
Learning environment should include student directed learning.
E2

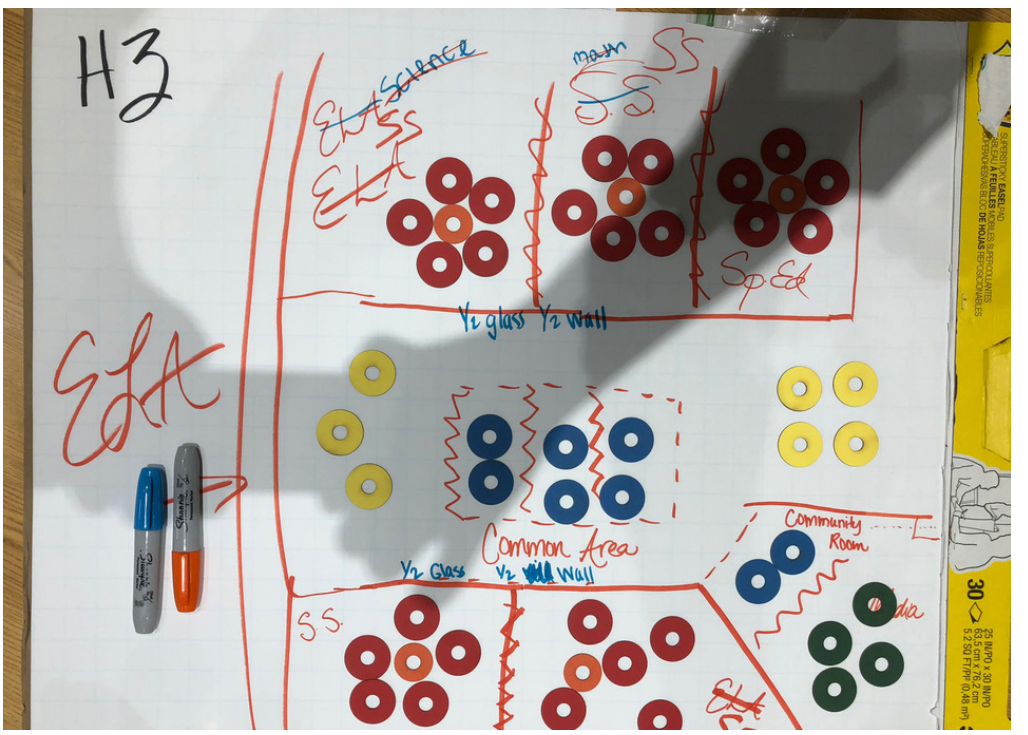

Learning environment should include an inviting atmosphere.
E2
Learning environment should include supportive atmosphere.


The learning environment...
should be transitional in size, space, and seating. 36
Should provide access to various forms of technology. 7
Should be flexible and student centered. 23
#3
Should reflect a positive and supportive learning environment. 6
Should evolve over time. 6

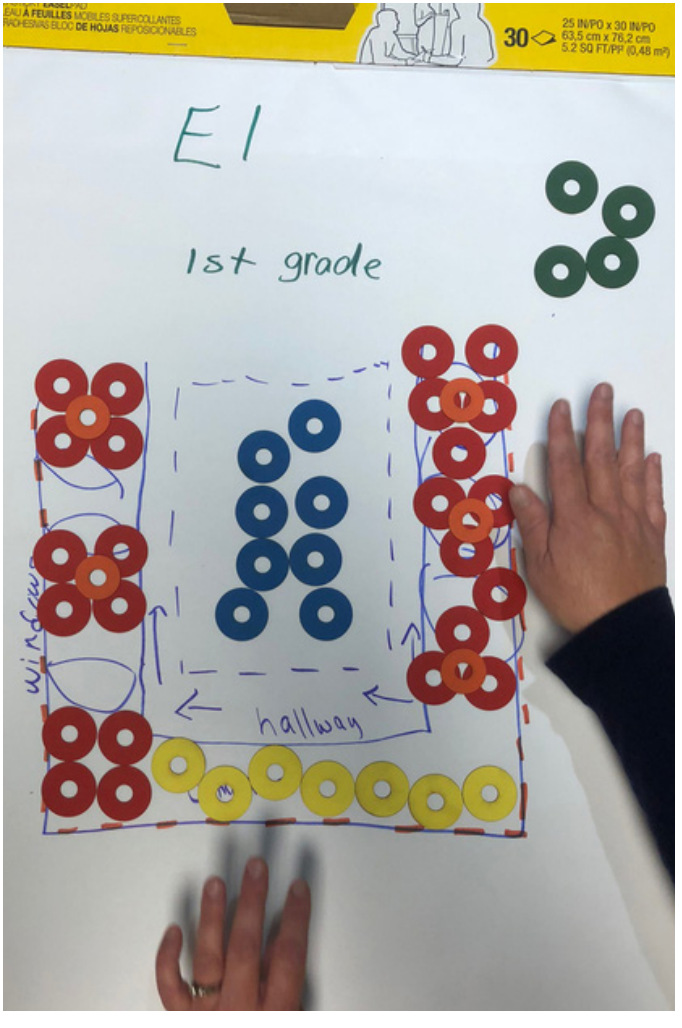

The learning environment...
should be transitional in size, space, and seating. 36
Should provide access to various forms of technology. 7
ect a positive and supportive
environment. 6
uld evolve over time. 6

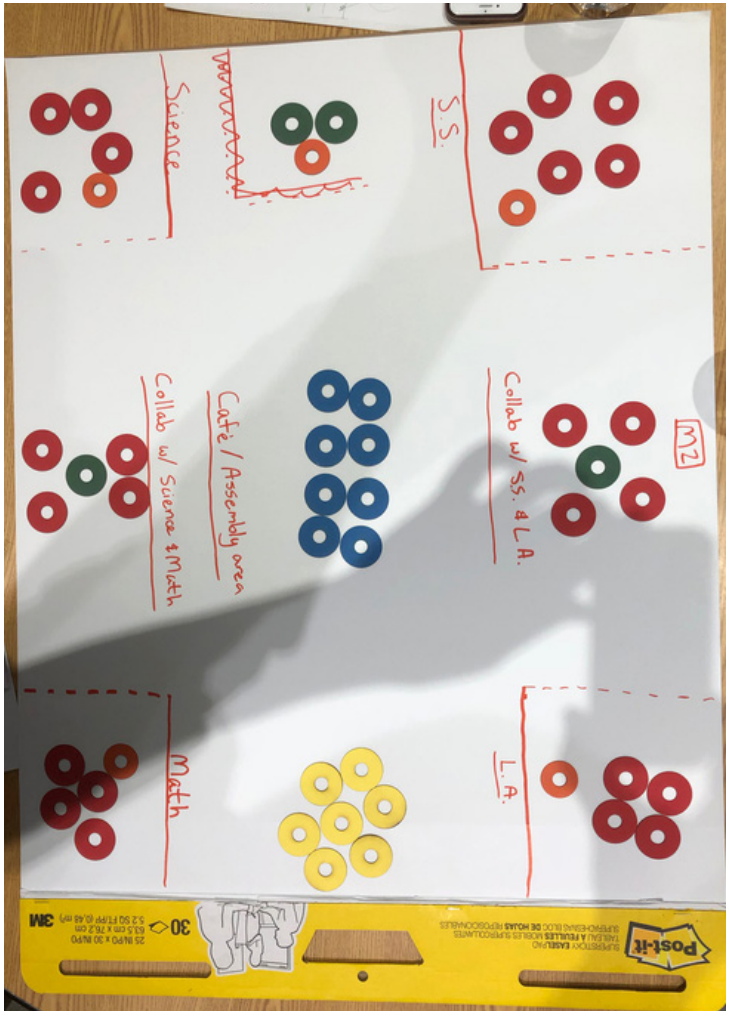
GROUP EXERCISES: Space Game

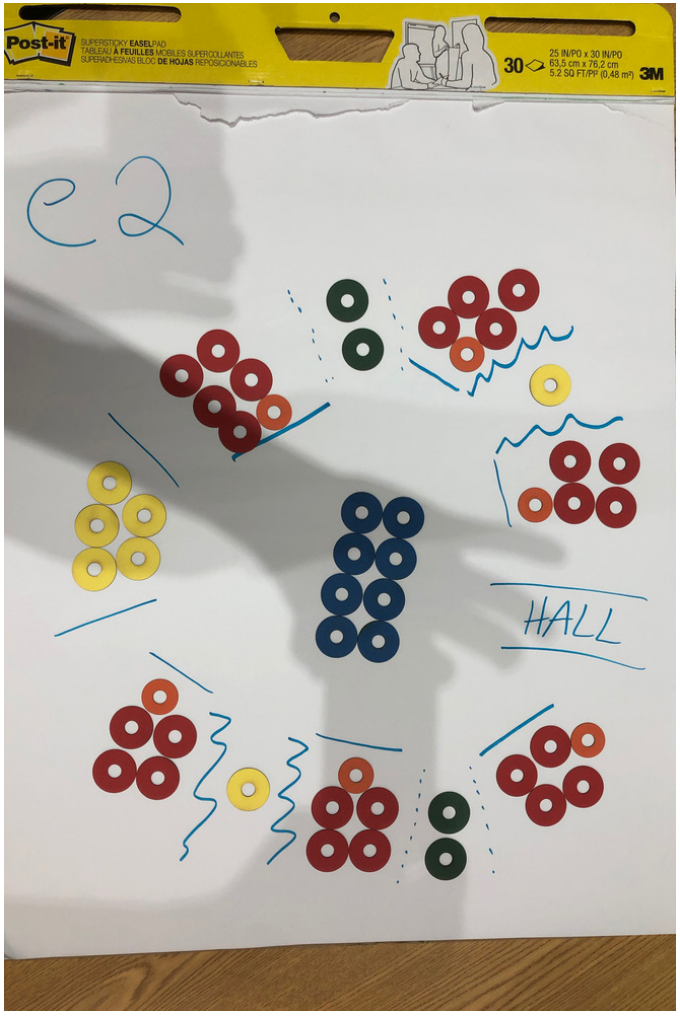


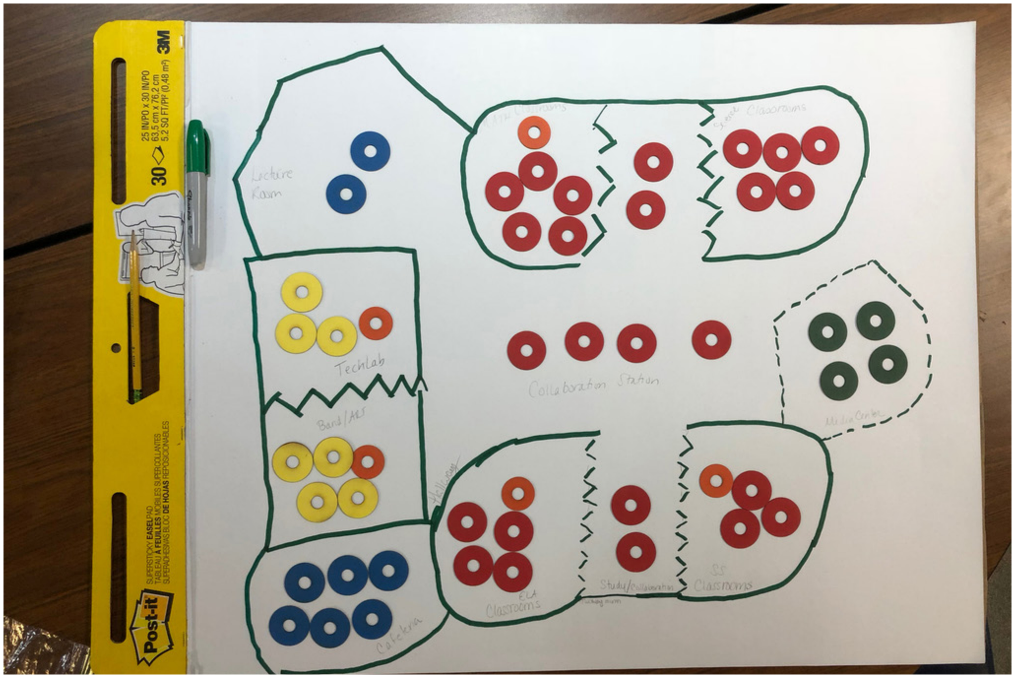


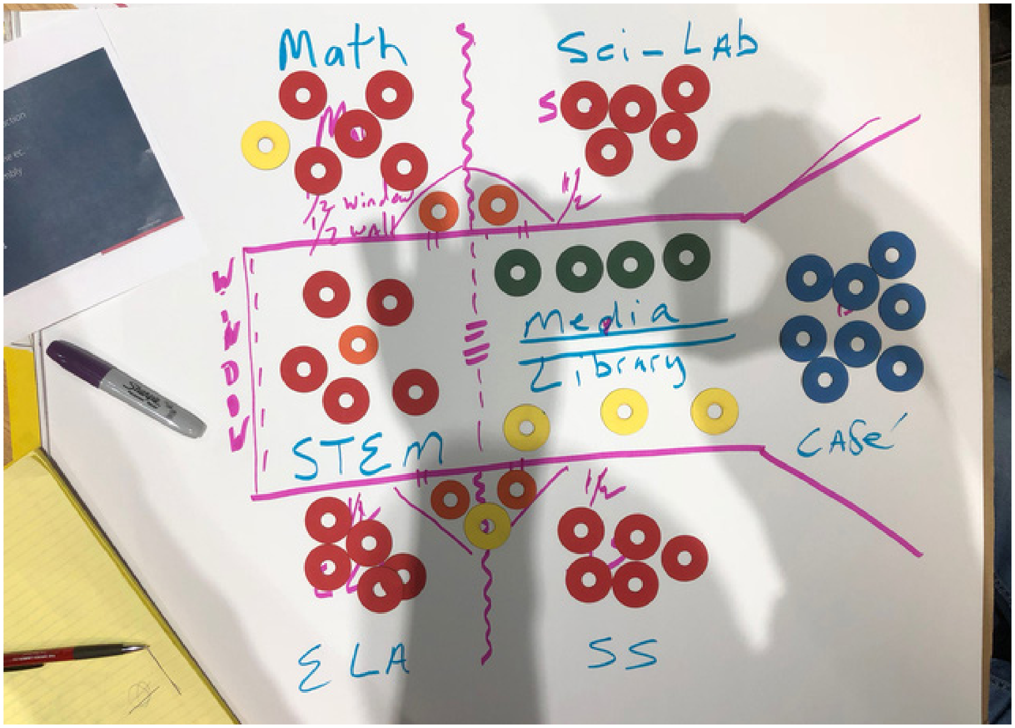

h2


30
E1
1st grade
hallway

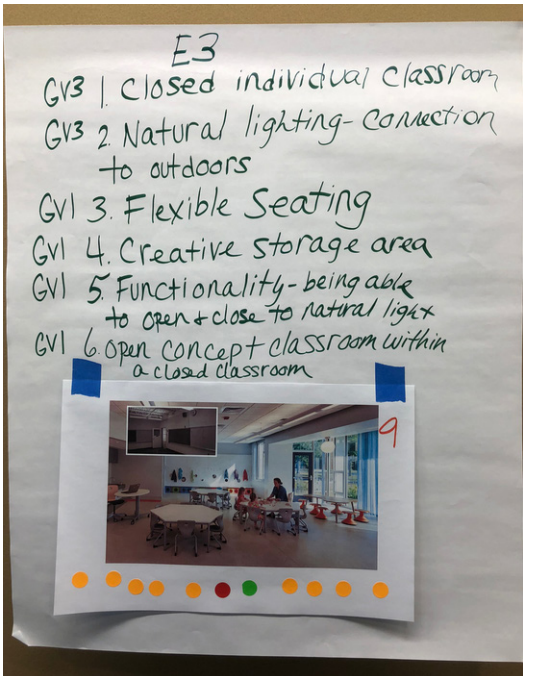

Science
S.S.
Cafe / Assembly area
Collab w/ Science & Math
Collab w/ SS. & L.A.
M2
Math
L.A.
Post-it
30
3M

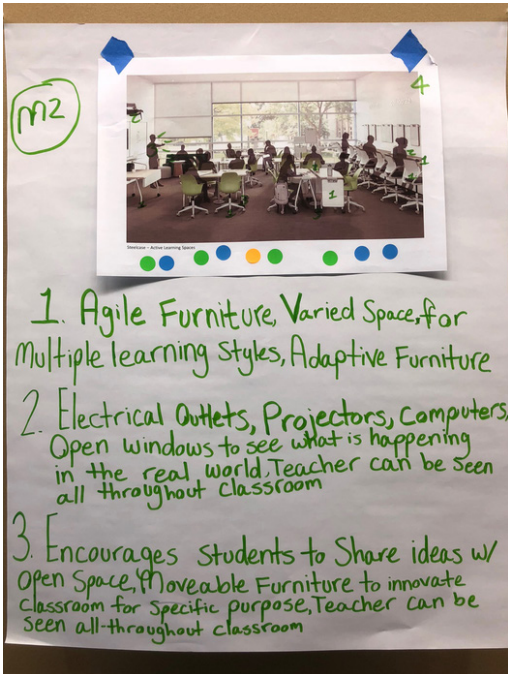

Post-it
30
3M
C2
HALL

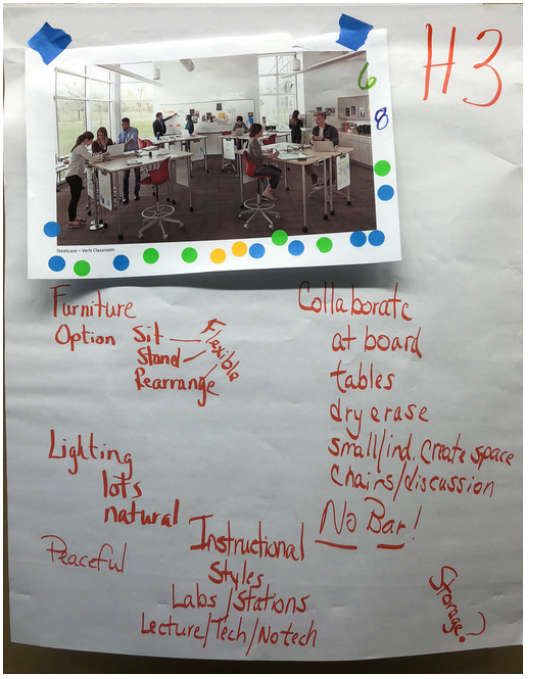

Lecture Room
Techlab
Band/Art
Collaboration Station
Media Center
ELA Classrooms
SS Classrooms
Cafeteria

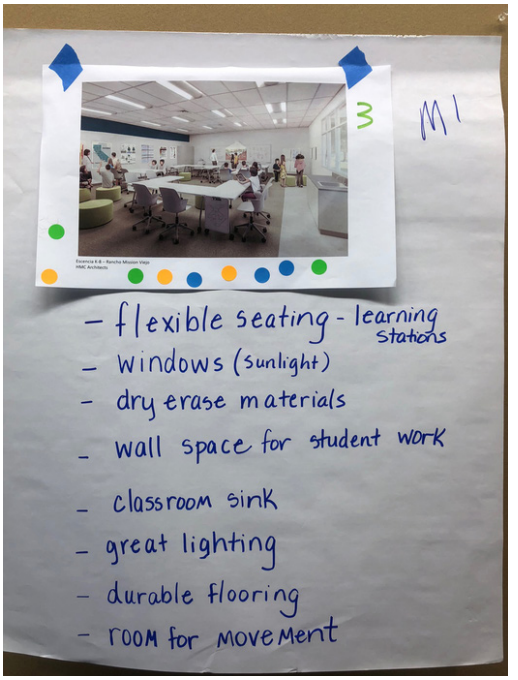

Math
Sci-Lab
1/2 window
1/2 wall
WINDOW
Media
Library
STEM
CAFE'
ELA
SS

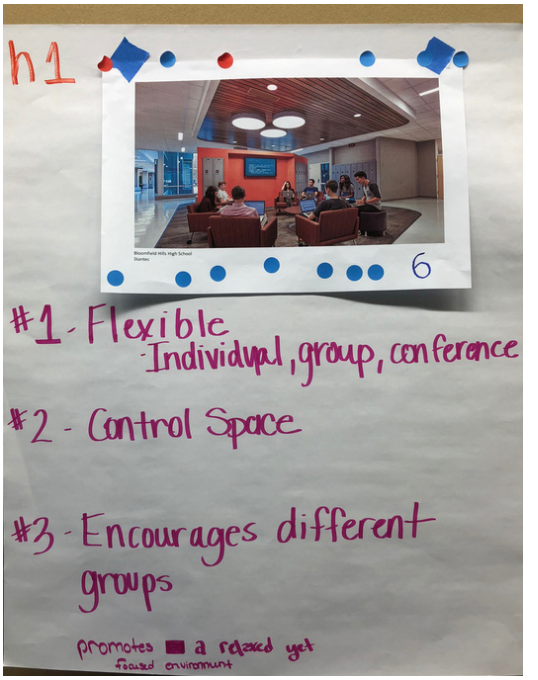
GROUP EXERCISES: Image Survey

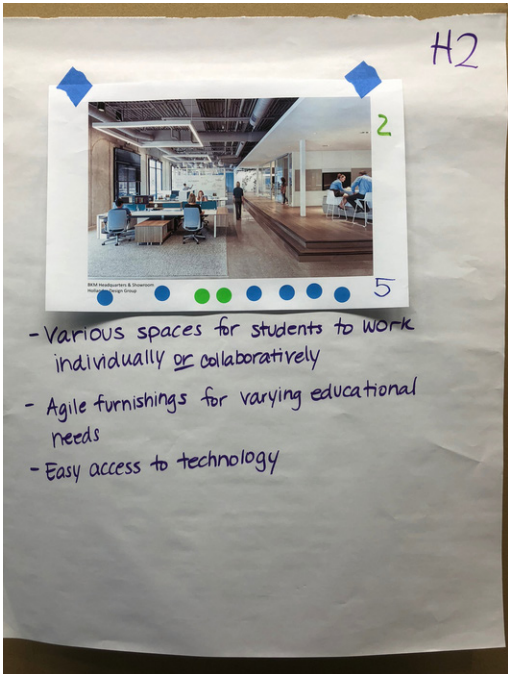


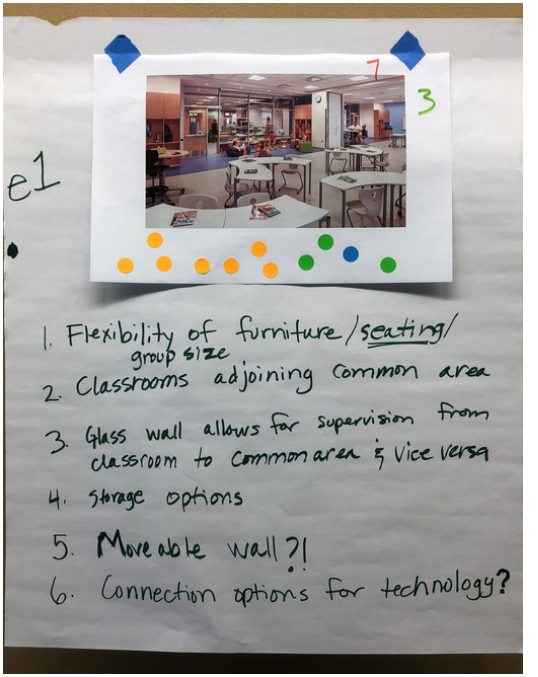





3
M1
- flexible seating - learning stations
- windows (sunlight)
- dry erase materials
- wall space for student work
- classroom sink
- great lighting
- durable flooring
- room for movement


h1
6
#1 - Flexible
- Individual, group, conference
#2 - Control Space
#3 - Encourages different groups
promotes a relaxed yet focused environment


H2
2
5
- Various spaces for students to work individually or collaboratively
- Agile furnishings for varying educational needs
- Easy access to technology


e1
7
3
1. Flexibility of furniture / seating / group size
2. Classrooms adjoining common area
3. Glass wall allows for supervision from classroom to common area & vice versa
4. storage options
5. Moveable wall?!
6. Connection options for technology?

WWW.SHP.COM

WWW.CARLISLE.K12.OH.US