

Logan Elm

Local School District

Educational Visioning Report

January 21, 2020 and February 7 & 21, 2020



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Photos

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Presentation; includes exercise responses

Photos



Logan Elm

Local School District



Educational Visioning

Steve Wilczynski, Jennifer Fuller

Tuesday, January 21, 2020

FANNING
HOWEY

 **OFCC**
OHIO FACILITIES CONSTRUCTION COMMISSION





Liber ethicorum des Henricus de Allemania (ca. 1355)

Laurentius de Voltolina (1300s)





Liber ethicorum des Henricus de Allemania (ca. 1355)

Laurentius de Voltolina (1300s)



Liber ethicorum des Henricus de Allemania (ca. 1355)

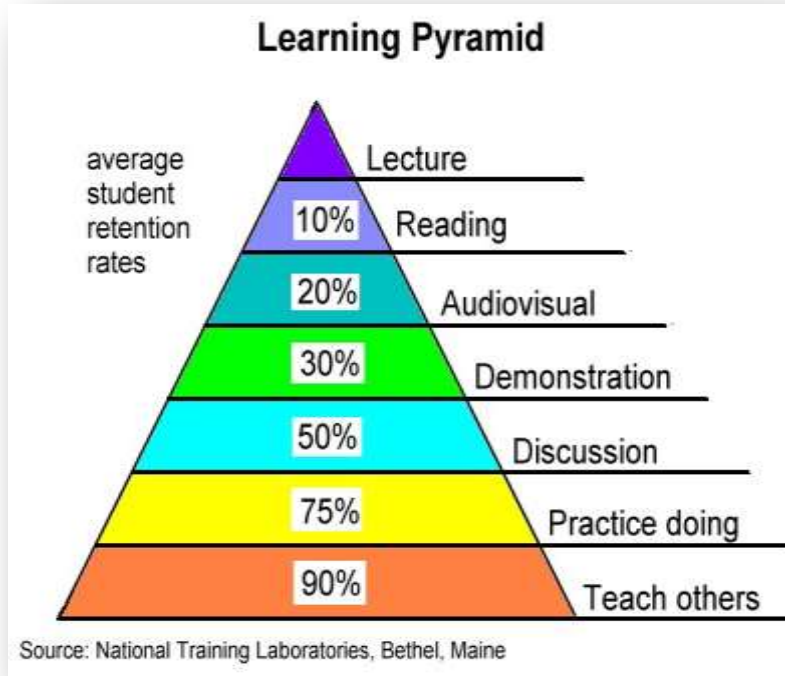
Laurentius de Voltolina (1300s)



Liber ethicorum des Henricus de Allemania (ca. 1355)

Laurentius de Voltolina (1300s)

Learning Pyramid



- Myth or Hoax?
- Seems intuitively plausible
- There is no published study documenting these retention rates
- “The research reviewed here demonstrates that use of each of the methods identified by the pyramid resulted in retention, with none being consistently superior to the others and all being effective in certain contexts.”

~Dr. James P. Lalley and R. Miller
(2007)

“The learning pyramid:

Does it point teachers in the right direction?”

Education and Information Technologies v128, n1, 64-79

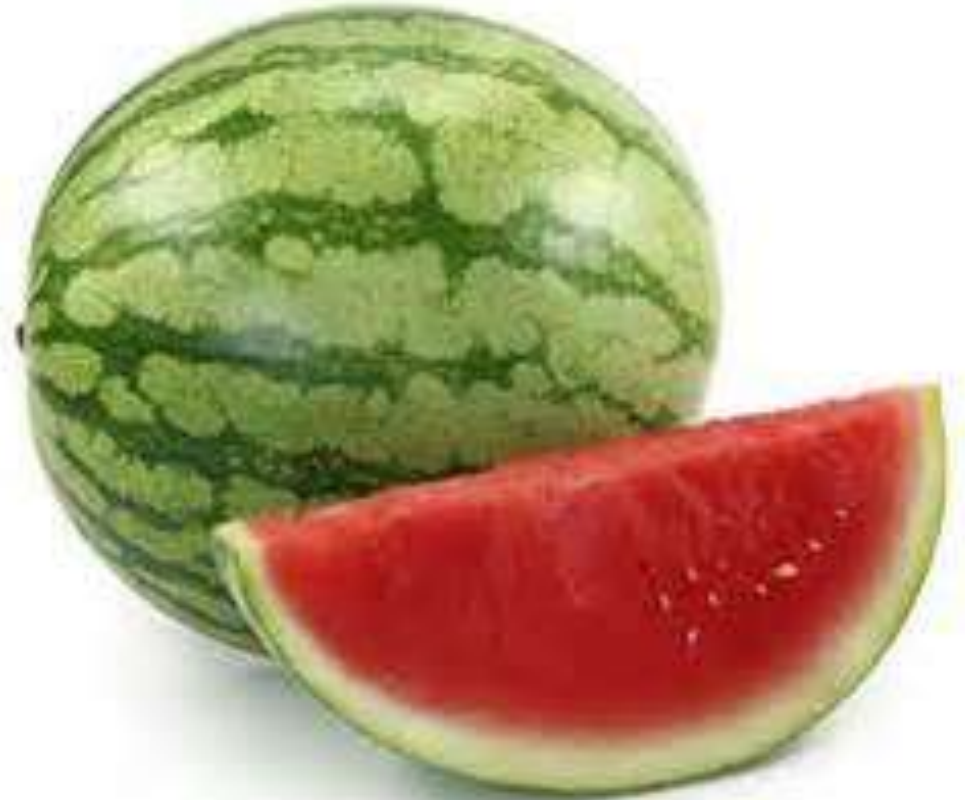


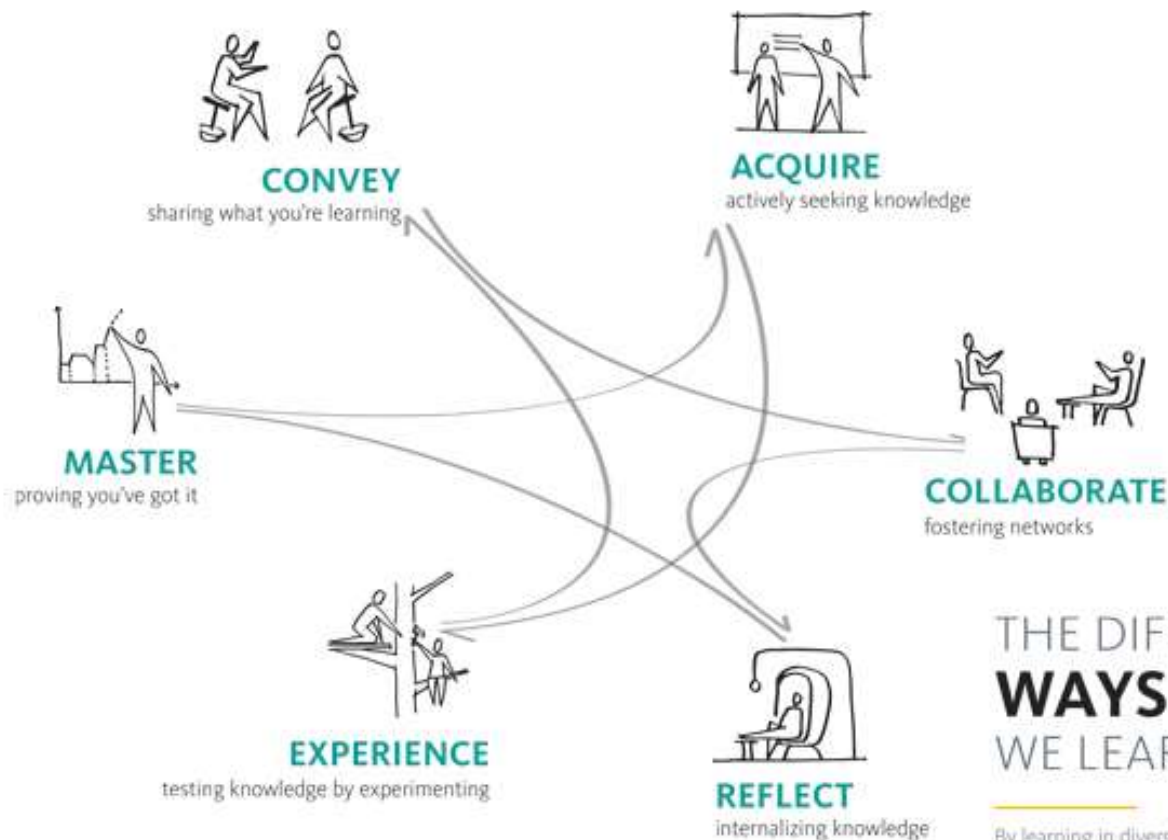
Containers

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Evolution of the Learning Environment



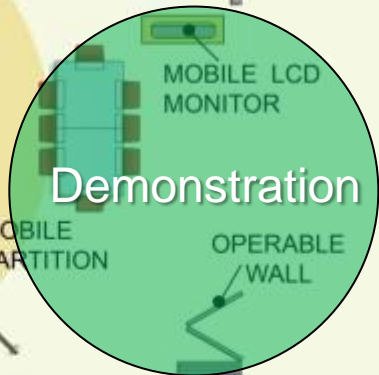


THE DIFFERENT **WAYS** WE LEARN

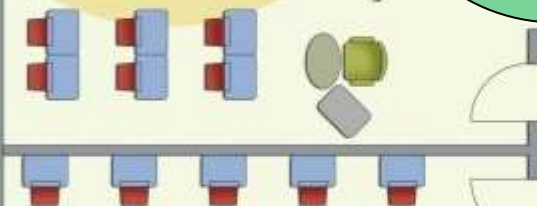
By learning in diverse and interconnected ways we build deep and durable knowledge



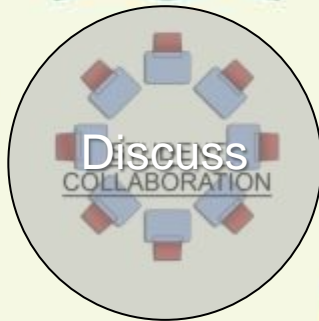
Practice



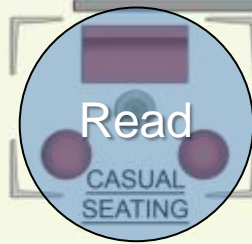
Demonstration



Lecture



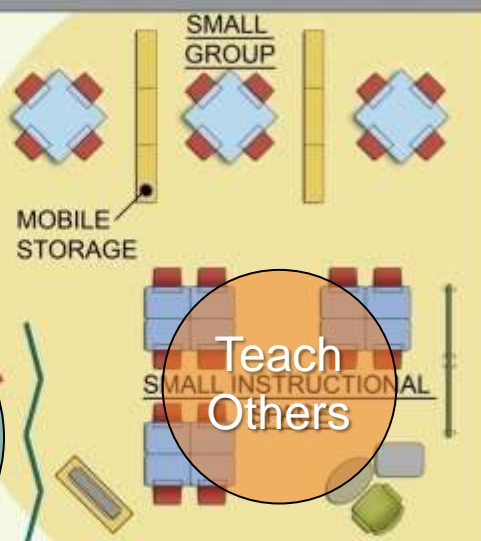
Discuss
COLLABORATION



Read
CASUAL SEATING



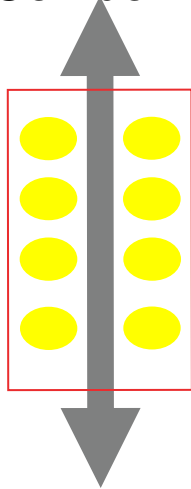
Audiovisual
INTERACTIVE TECHNOLOGY HUB



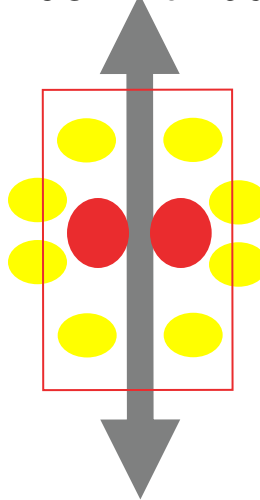
Teach Others
SMALL INSTRUCTIONAL

Classroom Organizational Models

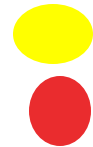
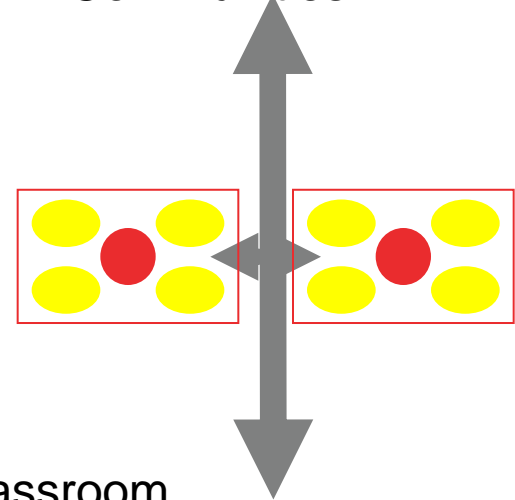
Double Loaded
Corridor



Double Loaded
Corridor with bump



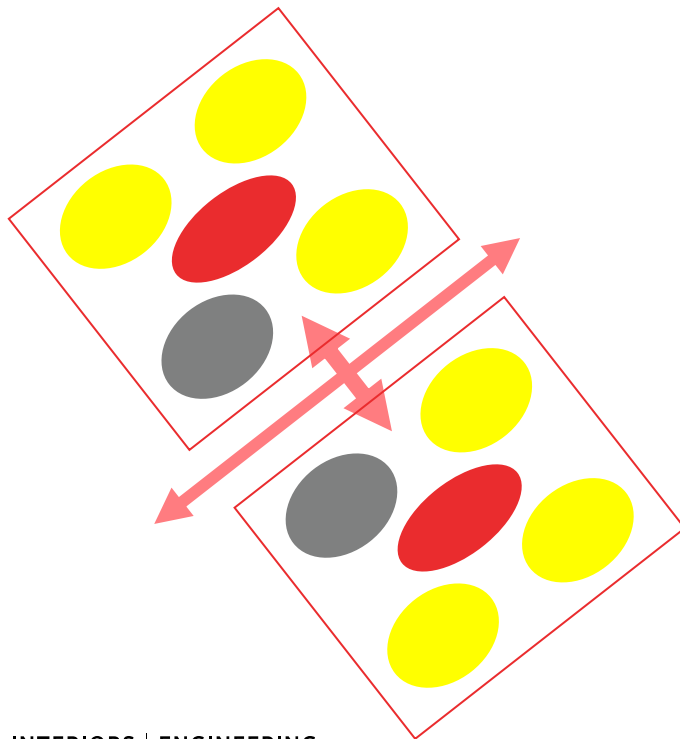
Small Learning
Communities



Classroom

“Extended Learning Space”

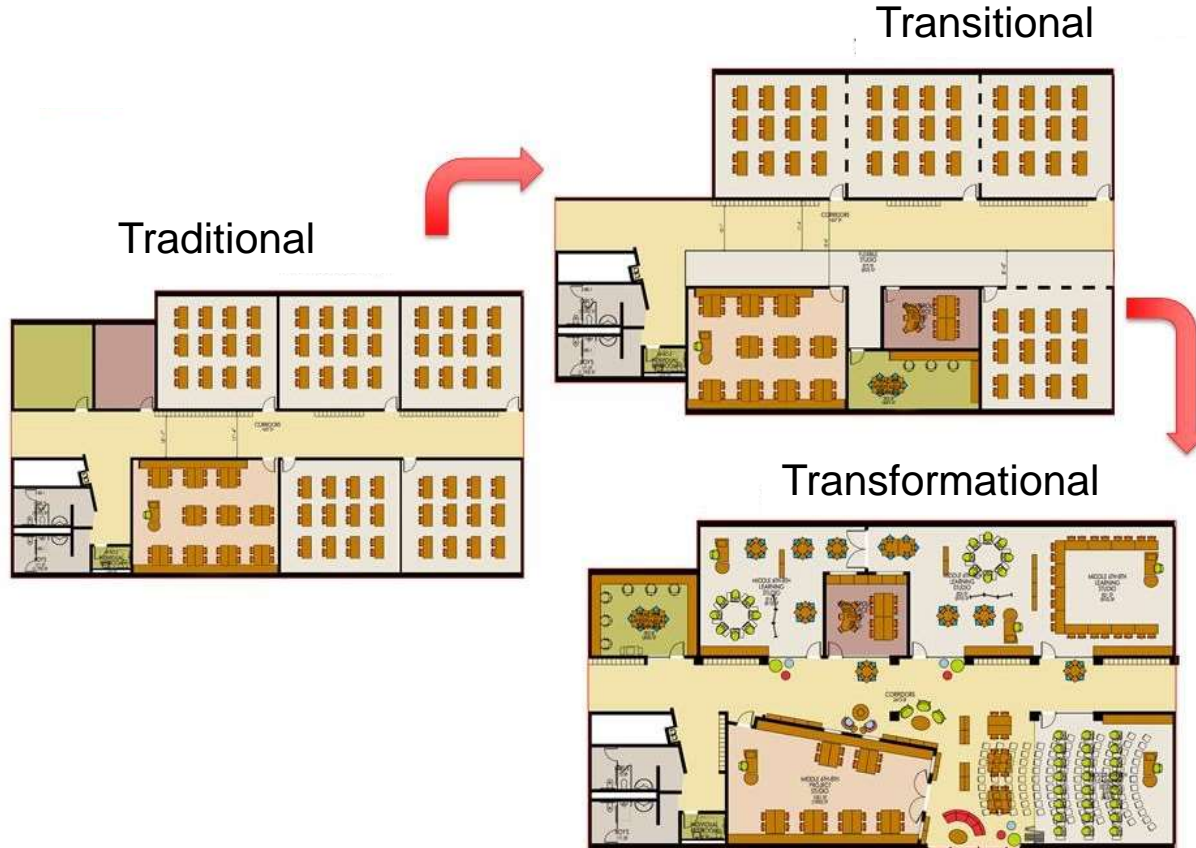
ELA Model (Extended Learning Area)



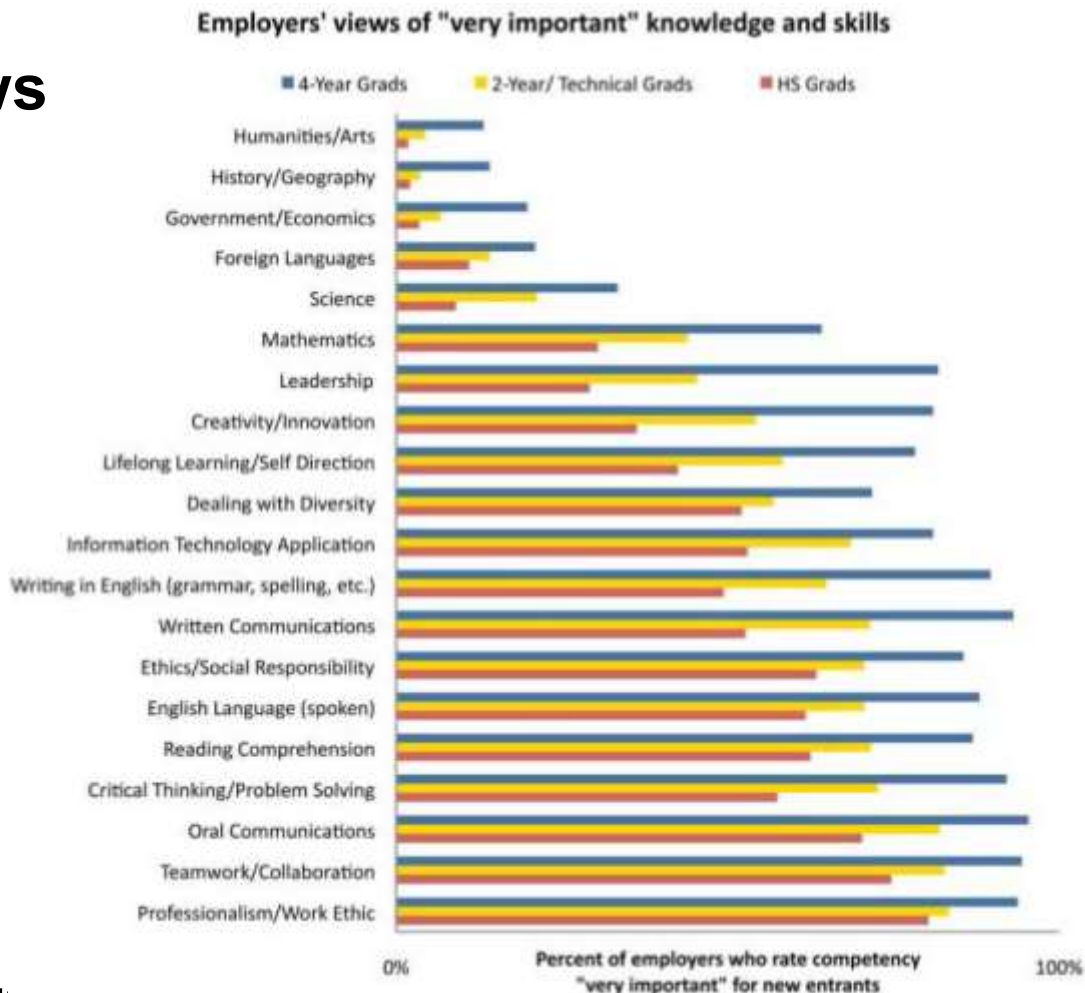
Organizational Model:
Classroom Clusters

Small Learning Communities

Classroom / Learning Studio - Organizational Models

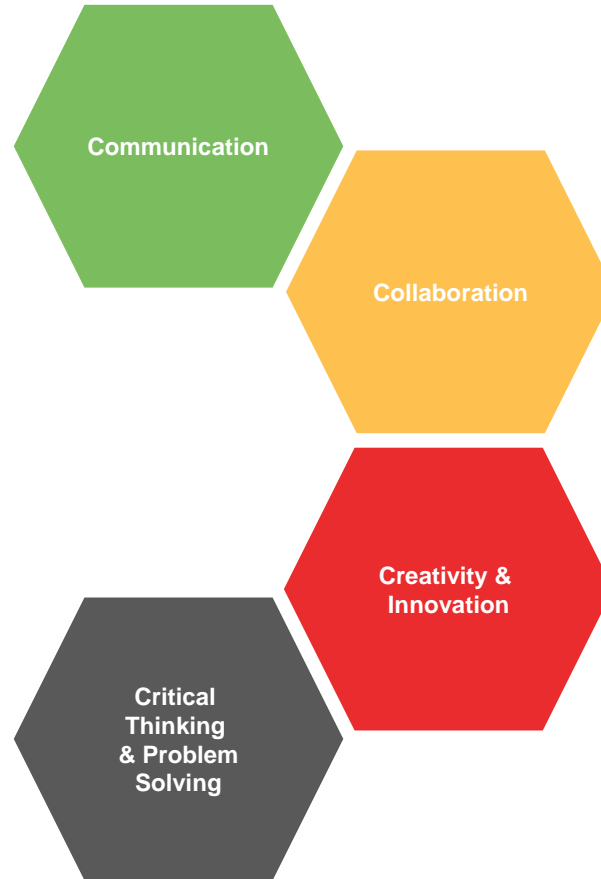


Employers' Views



The 4 C's

- Communication
- Collaboration
- Creativity
- Critical Thinking

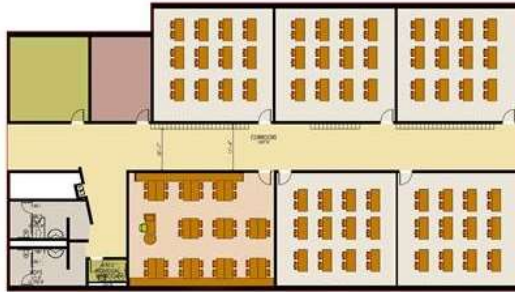


Plus 2 more C's

- Communication
- Collaboration
- Creativity
- Critical Thinking
- Community and Citizenship
- Compassion and Character



Finding the right 'fit' for Logan Elm



Traditional

Transitional

Transformational

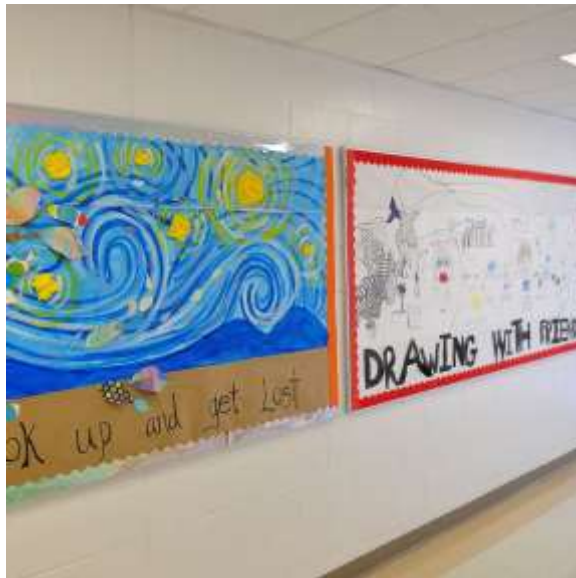
Critical Thinking

*Problem solving
Individual and small groups*



Creativity

Develop and create new ideas
Small groups and large groups



Communications

Communicate new ideas to others
Small groups and large groups

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Collaborate

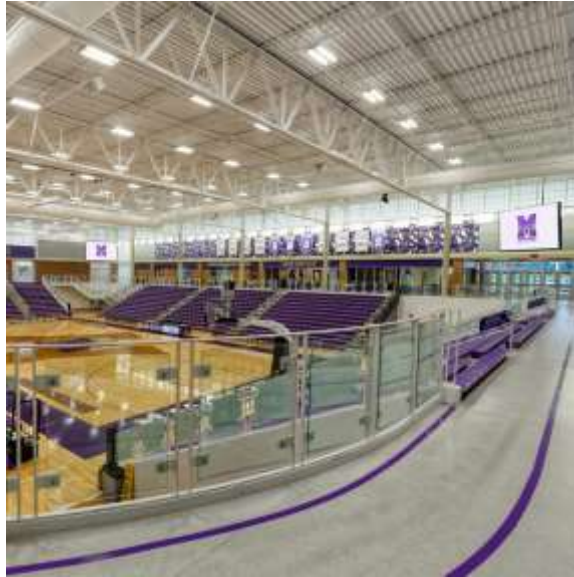
*Work in diverse teams
Small groups and large groups*



Community and Citizenship

Global citizenship
Individual, small and large groups

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Compassion and Character

Deep learning and perseverance
Individual, small and large groups

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Vision for Logan Elm

LEEP

- Learning Ecosystem for Educational Planning
- 6 C's
- 21st Century Skills
- The “What”





Flexible Learning Studios



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Flexible Learning Studios



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Student Display Writable Walls & Surfaces





Student Display Writable Walls & Surfaces





Presentation Spaces





Presentation Spaces





Presentation Spaces





Scalable Learning Space



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Scalable Learning Spaces



Private yet public



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Multipurpose spaces with blended uses to support a wide range of activities





Digital Tools & Display



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Digital Tools & Display





Creating spaces where students want to spend their time



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Creating spaces where students want to spend their time



ARCHITECTURE | INTERIORS | ENGINEERING



Creating spaces where students want to spend their time



ARCHITECTURE | INTERIORS | ENGINEERING



Student Collaboration Space





Casual space for social interaction





Overlapping & In-between Space





Overlapping & In-between Space





Air Quality, Natural Light & Views





Outdoor Learning Labs



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Raw Interior Finishes



Learning Café





Real-World Learning Environments



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Transformed dining experience



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Learning Commons



Business Incubator Lab



Student-Led Retail





Student-Led Retail





Centralized public space



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College-like setting





Overlap of public spaces



Group Discussion

Educational Visioning Exercise

What do they think could be the benefits of bringing all the students together into one Consolidated building?

- 20 min brainstorming; break out into small groups (5-6 groups)
- 30 minute reporting



Visioning Session #2

February 7th

Homework

Watch videos

Think about the 6 C's

Dream



End Visioning Session #1



EXERCISE #1

Group table discussion

What are the benefits of a consolidated school building?

		Key word
1	more acceptance	acceptance
2	ADA compliant	ADA
3	breaking down township barriers	barriers
4	bringing children together earlier in education	bring children together
5	bussing efficiency	bussing
6	Balance class sizes	class size
7	collaboration	collaboration
8	communication control	communication
9	communication - everyone gets the same message	communication
10	build stronger teacher community	community
11	build stronger LE Brave community	community
12	epicenter of the community	community
13	community exposure	community
14	convenience for families with multiple children	convenience
15	Cost efficient to operate	cost
16	build one culture	culture
17	stages of development	development
18	more opportunities for differentiation	differentiation
19	controlled drop-off and pick up areas	drop-off
20	equity	equity
21	exposure to all grades	exposure
22	extra-curriculars will expand	extra
23	Flexible groupings	groupings
25	knowledge sharing	knowledge
26	functional learning	learning
27	common learning space benefit	learning space
28	lots of natural lighting	lighting
29	Ease of mentoring	mentoring
30	benefit of mentoring between ages	mentoring
31	Mentoring opportunities	mentoring
32	untapped potential	potential
33	sense of pride	pride
34	Pride	pride
35	District pride	pride
36	bulk purchasing	purchasing
37	all resources in one spot	resources
38	shared resources	resources
39	More availability of staff resources	resources
40	More availability of physical resources	resources
41	Role modeling	role
42	student safety	safety
43	security improved	security
44	seniors walk before graduate - band for champions walk	seniors walk
45	student staff ratios balanced	student staff
46	subject acceleration benefit	subject
47	equal access to technology	technology
48	improved transitional behavior	transition
49	seamless transitions for students	transitions
50	vision is more uniform	vision

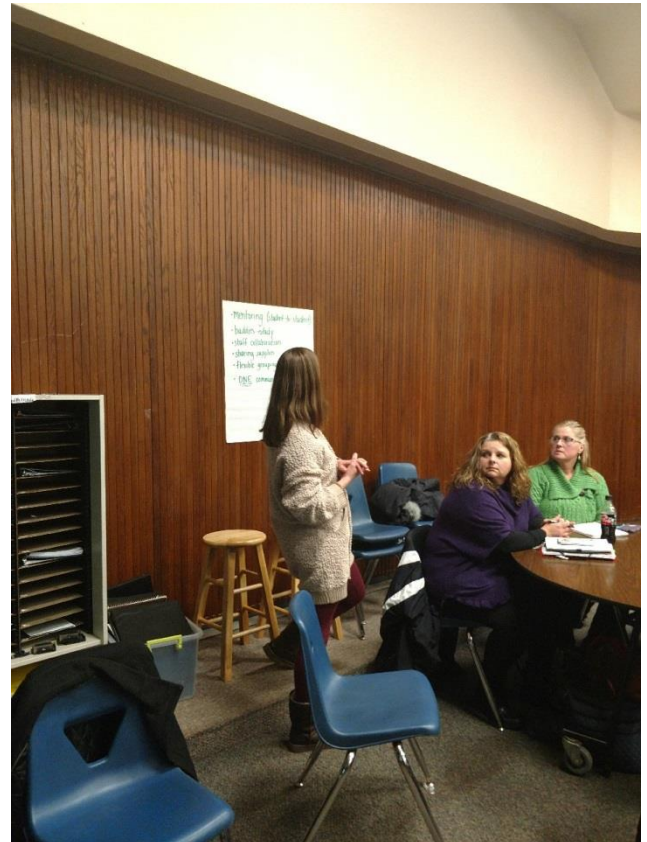
LOGAN ELM VISIONING SESSION #1

January 21, 2020

Photos



January 21, 2020





LOGAN ELM LOCAL SCHOOLS
Educational Visioning**Homework for Feb 7th session:**

Skills Every Child Will Need to Succeed in 21st century | Dr. Laura A. Jana | TEDxChandigarh 14:22
https://www.youtube.com/watch?v=z_1Zv_ECy0g&t=409s

Is the current education system sufficient to make kids succeed in 21st century? Dr. Laura believes otherwise. Her talk will ensure that you and your kids are prepared to succeed in 21st century.

Collaboration: The Social Classroom 1:37

Edutopia

<https://www.edutopia.org/video/social-classroom>

Increasingly, modern classrooms support group work and peer-to-peer collaboration. The science says that's right on.

Compassion & Character: The Power of Relationships in Schools 3:40

Edutopia

<https://www.bing.com/videos/search?q=best+edutopia+videos&&view=detail&mid=A7338A37B7D3509A4EE7A7338A37B7D3509A4EE7&&FORM=VRDGAR>

Research shows that students who feel safe and supported by adults at school are better able to learn.

Community & Citizenship: Building a Belonging Classroom 4:17

Edutopia

<https://www.edutopia.org/video/building-belonging-classroom>

This Edutopia video shares how, in order to learn, students need to feel safe, cared for, and emotionally connected to their teachers and each other.



Logan Elm

Local School District



Educational Visioning

Friday, February 7, 2020

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HOWEY**



 **FANNING
HOWEY**

WELCOME!



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Agenda: February 7th Session

- 9:00 Welcome - Logan Elm Schools
- 9:30 Exercise: Idea Sharing – School Consolidation Benefits
- 10:00 Report out:
- 10:30 Discussion - Homework Videos
- 10:40 Break
- 10:50 Presentation : 6 C's
- 11:00 Exercise: 6 C Values
- 12:00 Lunch
- 12:45 Video
EDhub: Building a 21st Century Space to Transform Learning
https://www.youtube.com/watch?time_continue=22&v=sFyaZtW2iAY&feature=emb_title
- 1:00 Presentation – Media Centers
- 1:15 Exercise: Group discussion on media center needs and functions
- 1:30 Report out
- 1:45 Presentation - Learning settings and flexible learning environments
- 2:00 Exercise: Learning Environment priorities
- 2:45 Report out
- 3:00 Adjourn



Tim Williams, Superintendent, Logan Elm Schools
Amy Colburn, Curriculum Director

Steve Wilczynski, Fanning Howey
Jenn Fuller, Fanning Howey
John Gladden, Fanning Howey



2019-22 Logan Elm District Focused Plan

Our Mission is to Enhance Growth through Education



1. Show more than expected growth for all students in English Language Arts and Math, as evidenced by earning all As in the Progress Component of the State Report Card.
 - a. Provide literacy interventions at all levels to improve student achievement.
 - i. Orton-Gillingham methods, supported by the Sonday System resource, will be used for Tier 3 interventions at all levels.
 - ii. Lexia will be used by all students in grades Kindergarten through third, and by those students in grades 4-8 who need additional support. Teachers will analyze data and intervene directly with students as needed.
 - b. Include research based academic vocabulary instruction in all classrooms to enhance student growth.
 - i. BLTs encourage building-wide, intentional use of district's grade level academic vocabulary lists.
 - ii. Common definitions for the grade level lists will be compiled in 2019-20..
 - c. Provide quality professional development.
 - i. In all years, teachers and principals will purposely visit another classroom/team meeting and reflect on the experience in TBTs, BLTs, DLTs, and staff meetings, as well as take advantage of quality professional conferences, such as the Ohio Council of Teachers of Mathematics annual conference.
 - ii. In 2019-20, district PD will support the needs of the whole child including PBIS, Emotional Poverty, Growth Mindset, Depth of Knowledge, and Integrating Technology.
 - iii. In 2020-21, district PD will include Response to Intervention, Writing Across the Curriculum, and Academic Vocabulary for all educators.
 - iv. In 2021-22, district PD will focus on alignment and team building as we prepare to come together in one building.



Idea Sharing



LOGAN ELM VISIONING		January 22, 2020
EXERCISE #1		group table discussion
What are the benefits of a consolidated school building?		
	key word	
1 more acceptance	acceptance	
2 ADA compliant	ADA	
3 breaking down township barriers	barriers	
4 bringing children together earlier in education	bring children together	
5 housing efficiency	housing	
6 balance class sizes	class size	
7 collaboration	collaboration	
8 communication control	communication	
9 communication - everyone gets the same message	communication	
10 build stronger teacher community	community	
11 build stronger of brave community	community	
12 exposure of the community	community	
13 community exposure	community	
14 convenience for families with multiple children	convenience	
15 cost efficient to operate	cost	
16 build one culture	culture	
17 stages of development	development	
18 more opportunities for differentiation	differentiation	
19 controlled drop-off and pick up areas	drop-off	
20 equity	equity	
21 exposure to all grades	exposure	
22 extra-curricular will expand	extra	
23 flexible groupings	groupings	
24 knowledge sharing	knowledge	
25 functional learning	learning	
26 common learning space benefit	learning space	
27 loss of natural lighting	lighting	
28 ease of monitoring	monitoring	
29 benefit of mentoring between ages	mentoring	
30 mentoring opportunities	mentoring	
31 untapped potential	potential	
32 sense of pride	pride	
33 pride	pride	
34 district pride	pride	
35 bulk purchasing	purchasing	
36 all resources in one spot	resources	
37 shared resources	resources	
38 More availability of staff resources	resources	
39 More availability of physical resources	resources	
40 role modeling	role	
41 student safety	safety	
42 security improved	security	
43 seniors walk before graduates - lead for champions walk	seniors walk	
44 student staff roles balanced	student staff	
45 subject activation benefit	subject	
46 equal access to technology	technology	
47 improved transitional behavior	transition	
48 seamless transitions for students	transitions	
49 vision is more uniform	vision	



Idea Sharing



LOGAN ELM VISIONING

January 21, 2020

EXERCISE #1

Group table discussion

What are the benefits of a consolidated school building?

	Key word		
1	more acceptance	26	functional learning
2	ADA compliant	27	common learning space benefit
3	breaking down township barriers	28	lots of natural lighting
4	bringing children together earlier in education	29	Ease of mentoring
5	bussing efficiency	30	benefit of mentoring between ages
6	Balance class sizes	31	Mentoring opportunities
7	collaboration	32	untapped potential
8	communication control	33	sense of pride
9	communication - everyone gets the same message	34	Pride
10	build stronger teacher community	35	District pride
11	build stronger LE Brave community	36	bulk purchasing
12	epicenter of the community	37	all resources in one spot
13	community exposure	38	shared resources
14	convenience for families with multiple children	39	More availability of staff resources
15	Cost efficient to operate	40	More availability of physical resources
16	build one culture	41	Role modeling
17	stages of development	42	student safety
18	more opportunities for differentiation	43	security improved
19	controlled drop-off and pick up areas	44	seniors walk before graduate - band for champions walk
20	equity	45	student staff ratios balanced
21	exposure to all grades	46	subject acceleration benefit
22	extra-curriculars will expand	47	equal access to technology
23	Flexible groupings	48	improved transitional behavior
25	knowledge sharing	49	seamless transitions for students
		50	vision is more uniform
			learning
			learning space
			lighting
			mentoring
			mentoring
			mentoring
			potential
			pride
			pride
			pride
			purchasing
			resources
			resources
			resources
			resources
			role
			safety
			security
			seniors walk
			student staff
			subject
			technology
			transition
			transitions
			vision

Idea Sharing

- Pair off and talk to someone you are not familiar with
- Discuss the 2 cards and come to a consensus as to which one is more important
- Write a (1) on the most important topic and a (2) on the other card
- Trade cards



Idea Sharing



(3) I's Place of Mentoring
Flexible grouping
Untapped Potential
Pride
More support for differentiation
Communication (compare = share needs)
Build a strong LE Brave
Community
Balanced class size
All resources in one spot

(3) I's Functional Learning
More availability of Physical Resources
Role Models

IDEA SHARING

(4) I's Security Improved
Seamless Transition (stand)
Epicenter of Community
Student Safety
Vision More Uniform
Equity



Idea Sharing



**What ideas have
risen to the top?**



Video Homework – Comments?



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Skills Every Child Will Need to Succeed in 21st century | Dr. Laura A. Jana | TEDxChandigarh 14:22

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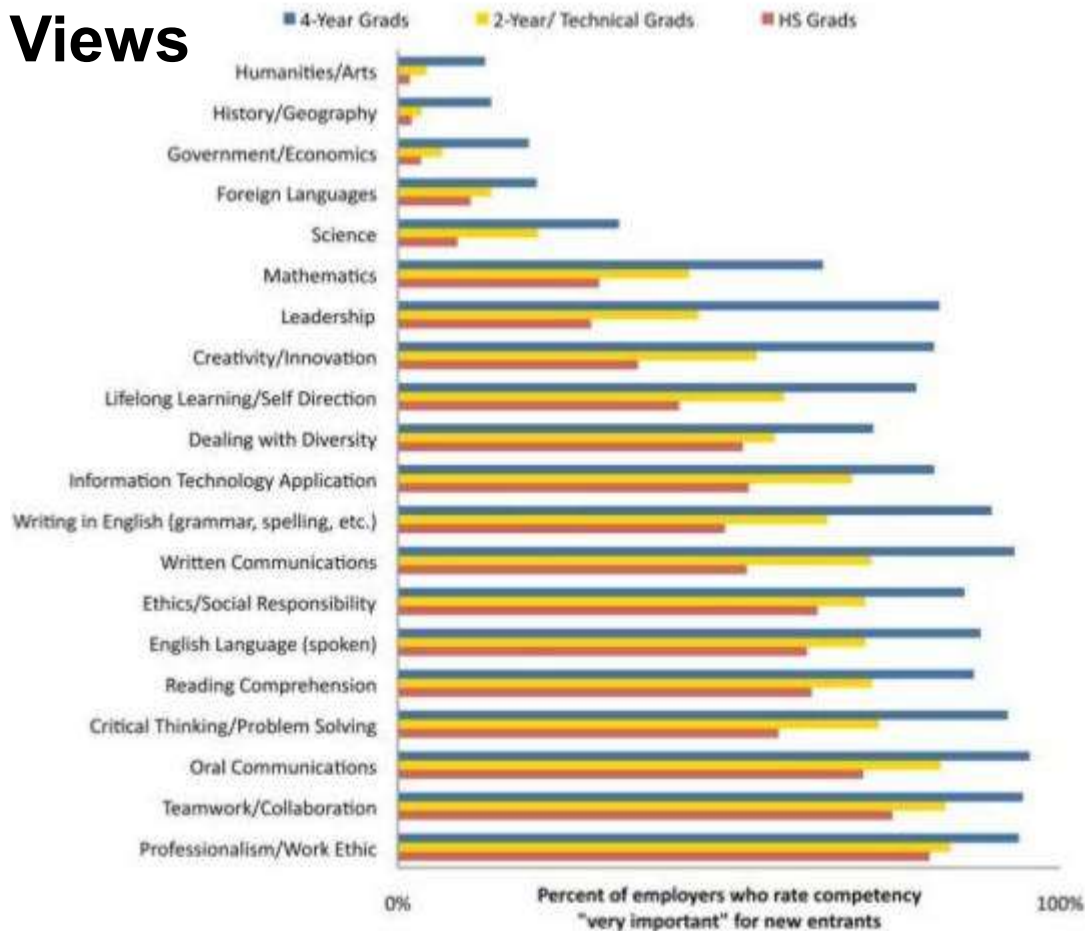


BREAK



Employers' Views

Employers' views of "very important" knowledge and skills



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Employers' Views



Source: Future of Jobs Report, World Economic Forum



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in 2020

1. Complex Problem Solving
2. ↑ Critical Thinking
3. ↑ Creativity
4. ↓ People Management
5. ↓ Coordinating with Others
6. ↑ Emotional Intelligence
7. ↑ Judgment and Decision Making
8. ↓ Service Orientation
9. ↓ Negotiation
10. ↑ Cognitive Flexibility

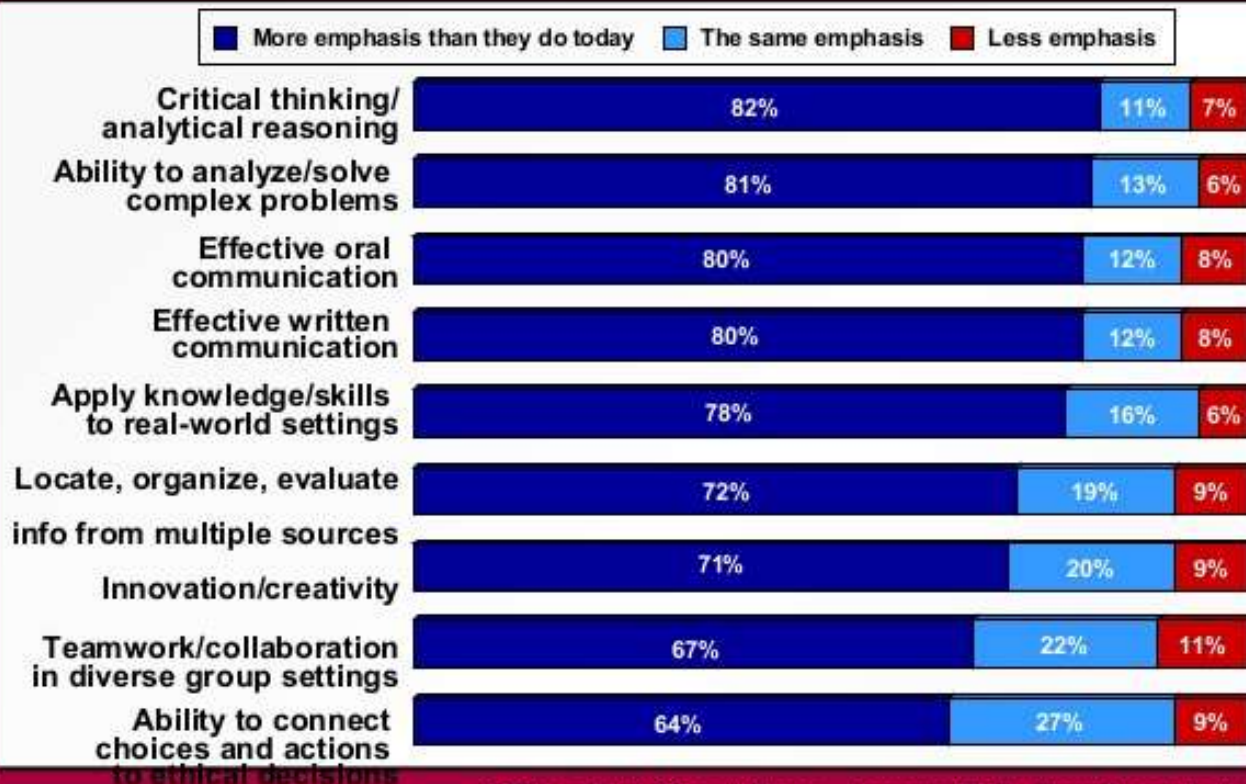
in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Majorities of employers want colleges to place more emphasis on selected outcomes.

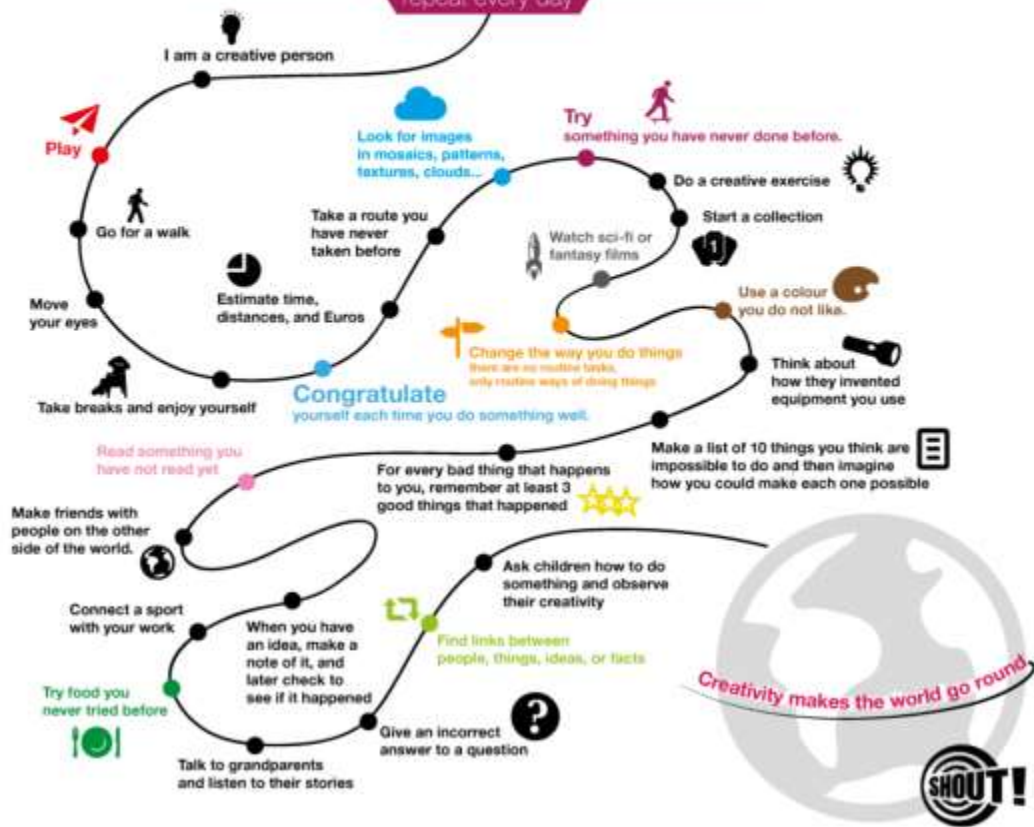


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simple Ideas to stimulate creativity

repeat every day



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Understanding 6 C Values



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Critical Thinking

Problem solving
Individual and small groups



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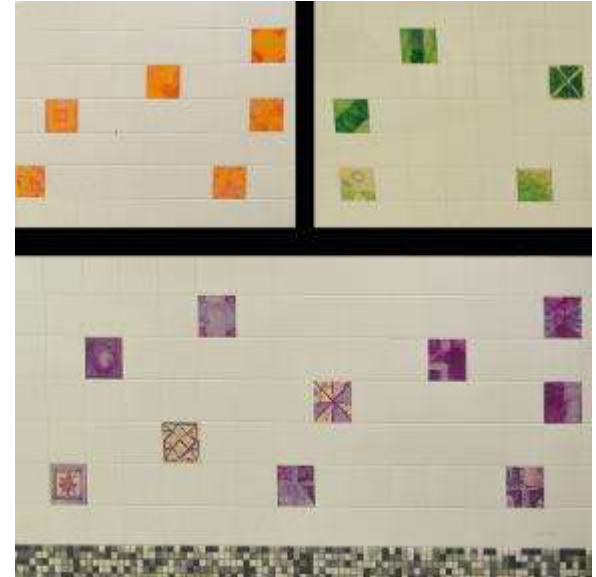


Creativity

Develop and create new ideas
Small groups and large groups



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Communications

Communicate new ideas to others
Small groups and large groups



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HOWEY**



Collaborate

*Work in diverse teams
Small groups and large groups*



**FANNING
HOWEY**

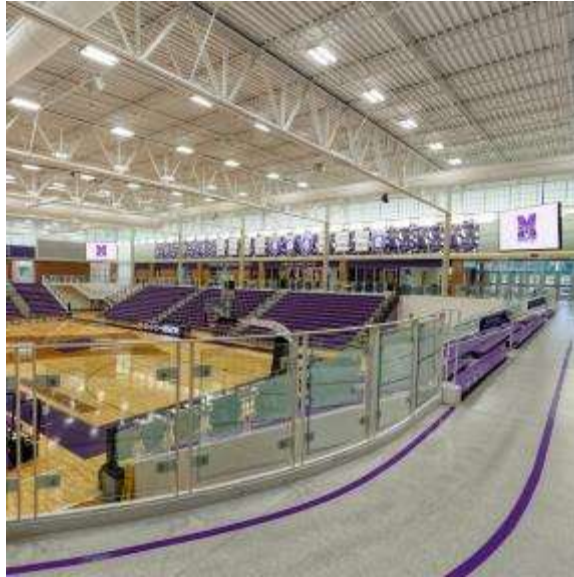


Community and Citizenship

*Global citizenship
Individual, small and large
groups*



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Compassion and Character

*Deep learning and
perseverance*

Individual, small and large groups



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Understanding 6 C Values



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- How important is this C?
- What _____ skills do students need to succeed in the real world?
- When you think of _____ what activities or skill sets come to mind?
- What kind of educational environment would support these activities?



Report out 6 C Priorities



COLLABORATION

1. 10, 9, 8, 9.85

2. Compromise

Team Work

Empathy

Sharing Resources

Communication Skills

Understanding strengths +
weaknesses (self + others)

4. Face to Face

Flexible Space + Seating

Effective Scheduling

More table seating

Compassion + Character

1. 10, 9, 7.554

2. Listen to understand

Empathy

"Quote" Core table 4

Service Projects / Community

4. One building

Open spaces / Group learning

Adaptable

Flexible Scheduling



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LUNCH





EDhub: Building a 21st Century Space to Transform Learning

https://www.youtube.com/watch?time_continue=22&v=cFyaZtW2iAY&feature=emb_title

A community raised \$6 million to construct an innovative 30,000-square-foot facility complete with makerspaces and learning labs.





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Media Centers

Media Center

Ecole Kenwood School PK-6



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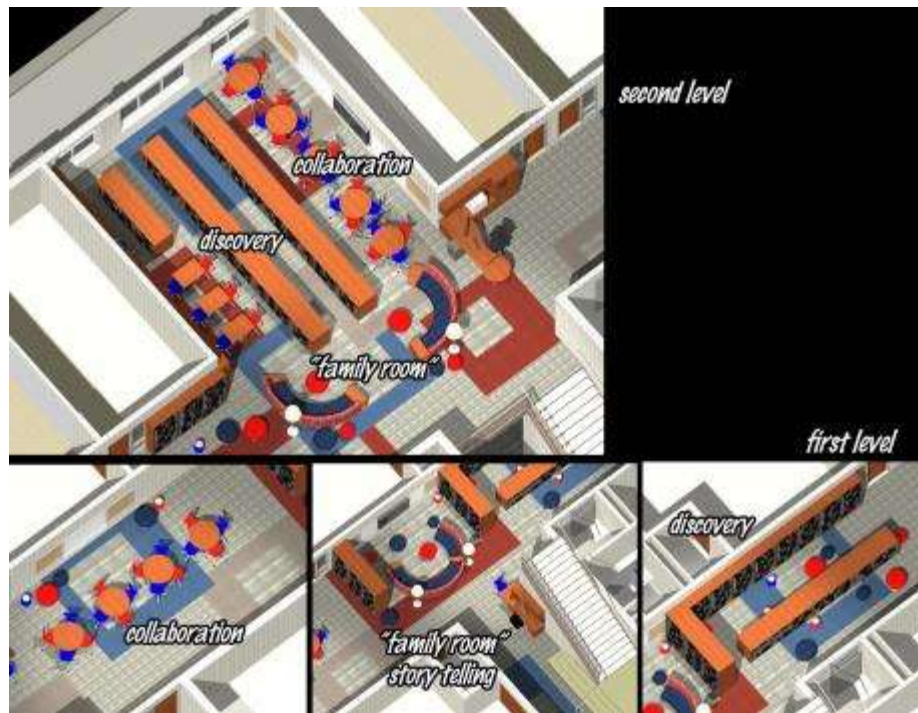
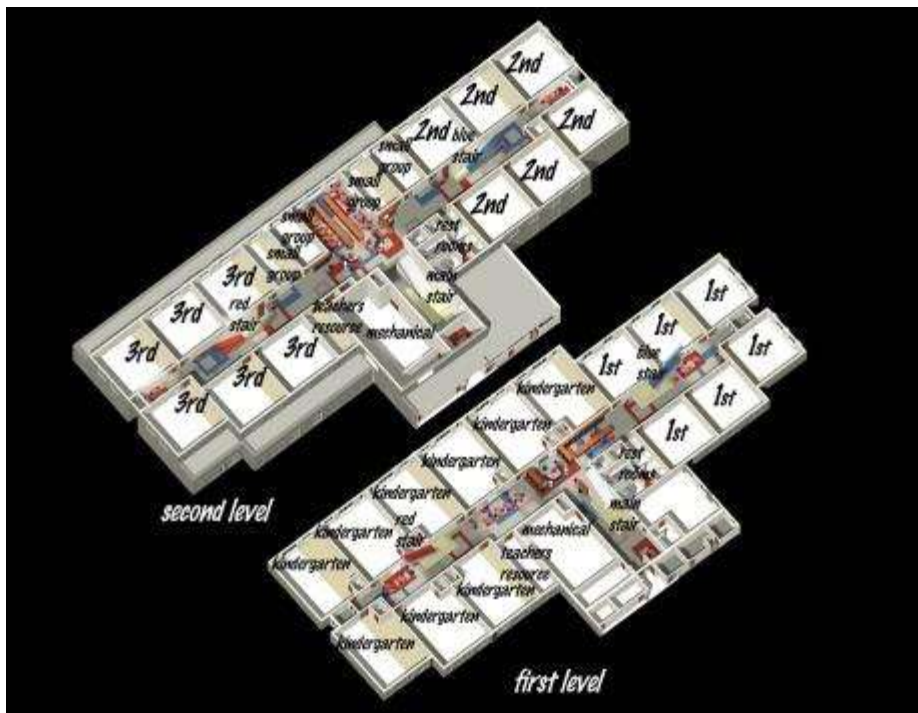


Media Center – open to Learning Community



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Piqua Elementary (PK-3) School

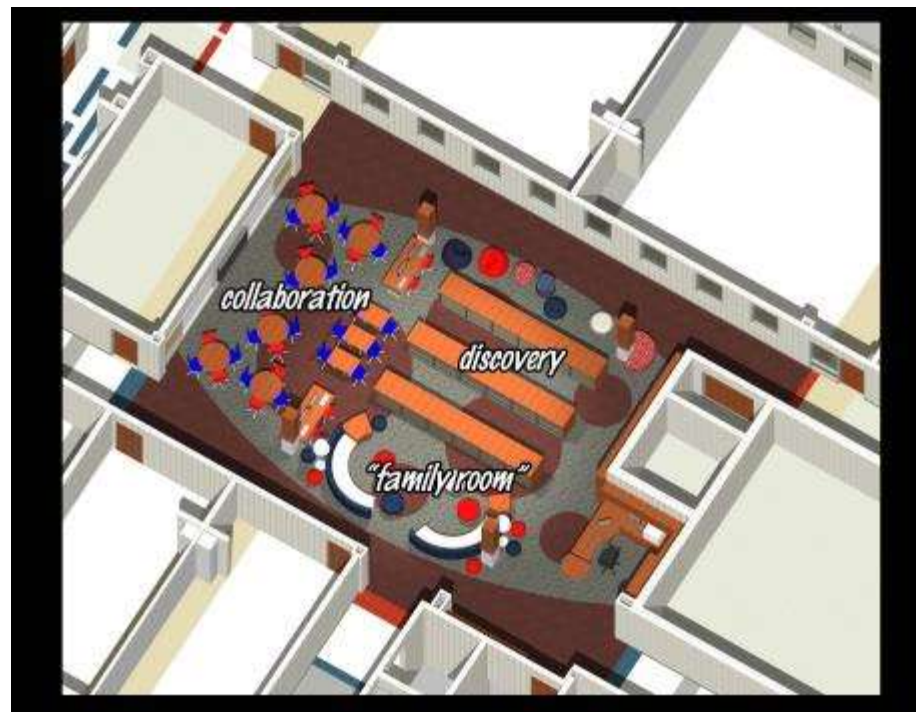
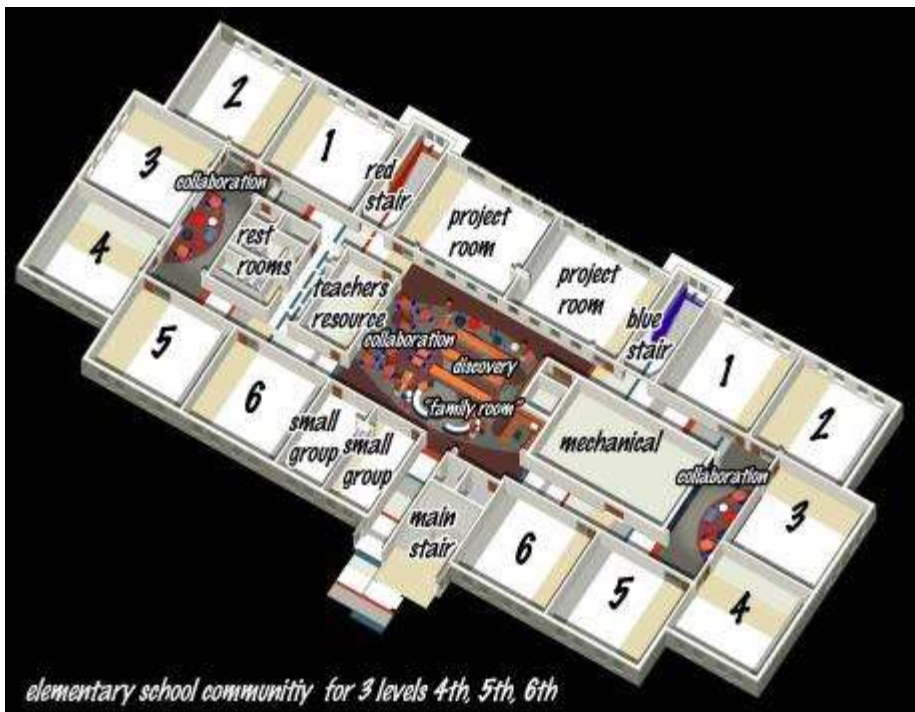


Media Center– open to Learning Community



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HOWEY

Piqua Elementary (4-6) School



Media Center – Learning Community



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HOWEY

Northwood Elementary School
PK-12

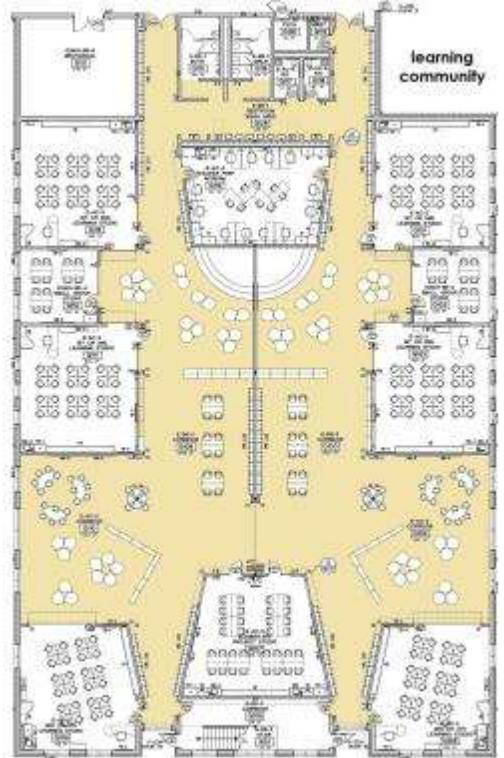


Media Center – Learning Community



FANNING
HOWEY

Beaver Local Elementary (1-4) School PK-12



1ST-2ND / 3RD-4TH GRADE COMMUNITIES

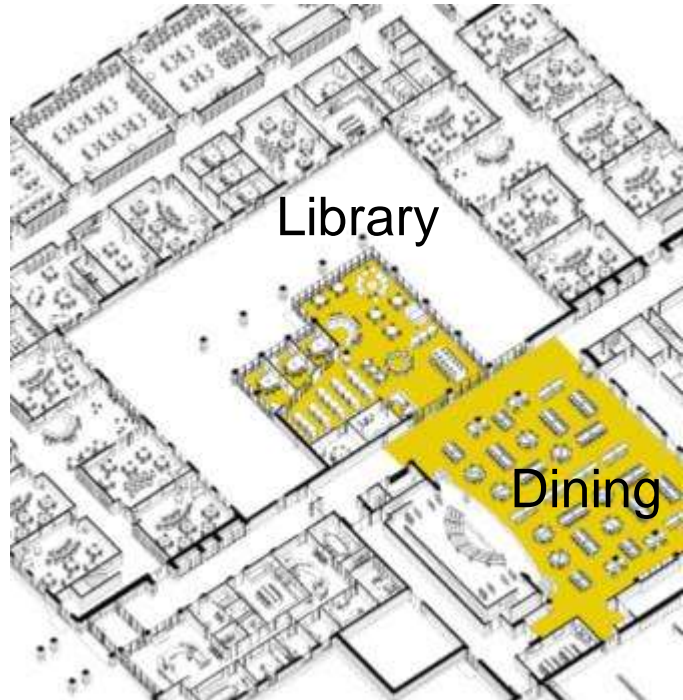


Media Center

Hilliard Middle School



FANNING
HOWEY



Media Center

Hilliard Middle School



FANNING
HOWEY



Media Center

Hilliard Middle School



FANNING
HOWEY



Media Center

Hilliard Middle School



FANNING
HOWEY



Media Center

Hilliard ILC School

(Collaboration Space from a renovation of Middle School Library)



Media Center

Middletown Middle School



FANNING
HOWEY

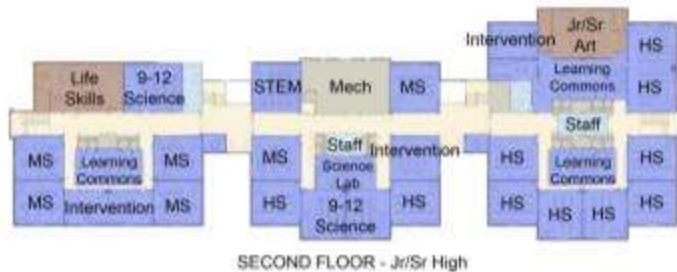


Media Center – Learning Community



FANNING
HOWEY

Northwood Middle School
PK-12

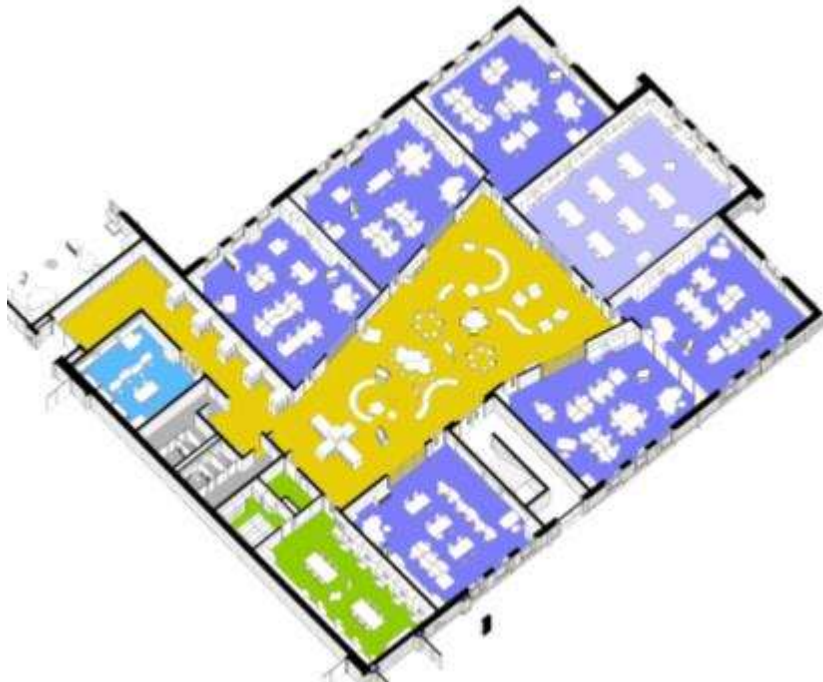


Media Center Libraries – Learning Community



FANNING
HOWEY

Urbana Middle (5-6) School PK-8

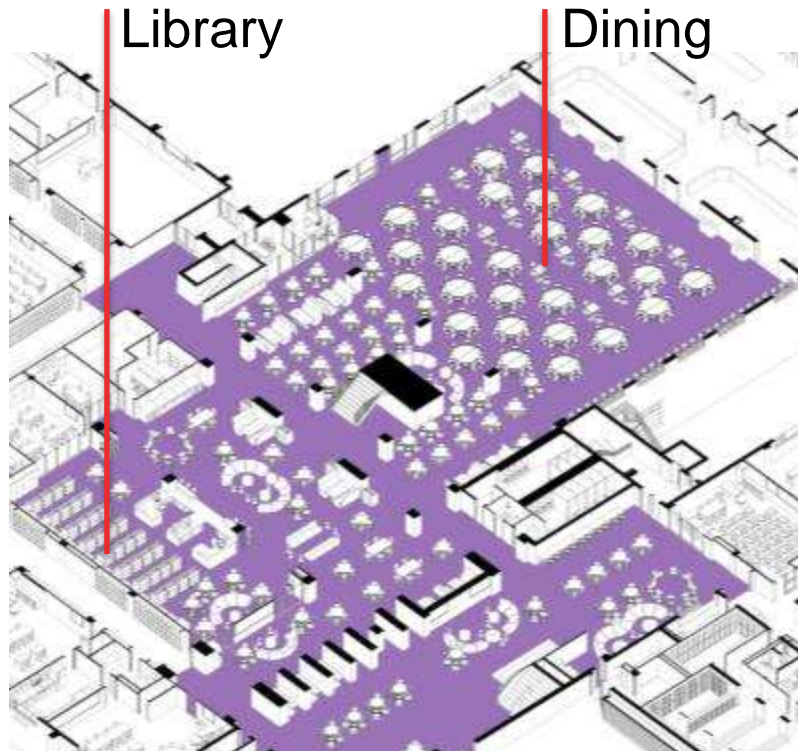


Libraries – Learning Café

Middletown High School



FANNING
HOWEY



Media Center – Learning Café

Middletown High School



FANNING
HOWEY



Media Center – Learning Café

Middletown High School



FANNING
HOWEY



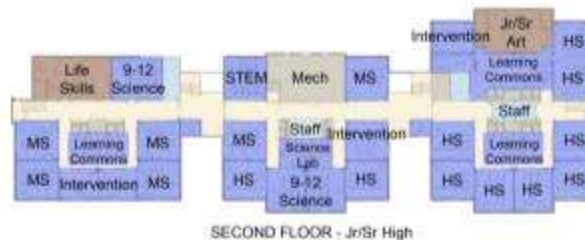
Media Center – Learning Community



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HOWEY

Northwood High School

PK-12



Media Center

Olentangy Berlin High School



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HOWEY



Media Center – Ideas



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HOWEY



ARCHITECTURE | INTERIORS | ENGINEERING

Media Center – Ideas



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HOWEY



Media Center – Ideas



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HOWEY



Media Center – Ideas



FANNING
HOWEY



Media Center – Ideas



FANNING
HOWEY



Media Center – Ideas



FANNING
HOWEY



Media Center – Ideas



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HOWEY



Media Centers



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HOWEY

- The PK-12 program allocates 5,276 sf for the media center reading room across all grades
 - 2,388sf PK-5
 - 1,365sf 6-8
 - 1,523sf 9-12







What does a Media Center need to be in our new school?

- Elementary
- Middle School
- High School
- Books?
- Spaces?
- Functions?





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HOWEY**

Elementary

Books yes II
moveable shelves
shelves height a group.

spaces PK-2 split 3-5
seating as class (25)

Functions Presentation I
soft seating / levels
small spaces / near CL R

Middle

Books limited books / technology
yes II Fiction used more

spaces More seating / flexible
less plugged in Tech /
Tutoring

Functions small group
shared Media Lab
Joint w/ HS (but section)
Broadcasting

High School

Books Fiction

yes

Moveable shelves

Central system - brought to you

spaces

Adjacent to Cafeteria

Expands into Prepper space

Functions Presentation

Break out space

Media lab (4r book-Max
Broadcasting)



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HOWEY



**FANNING
HOWEY**

Learning Modalities



Learning Modalities

- Blended Classroom

Combination of face to face and digital teaching



BLENDED LEARNING

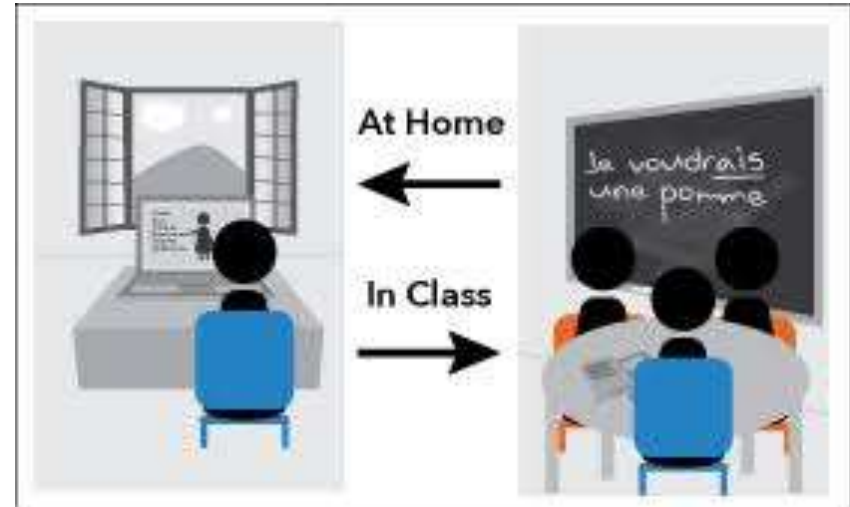
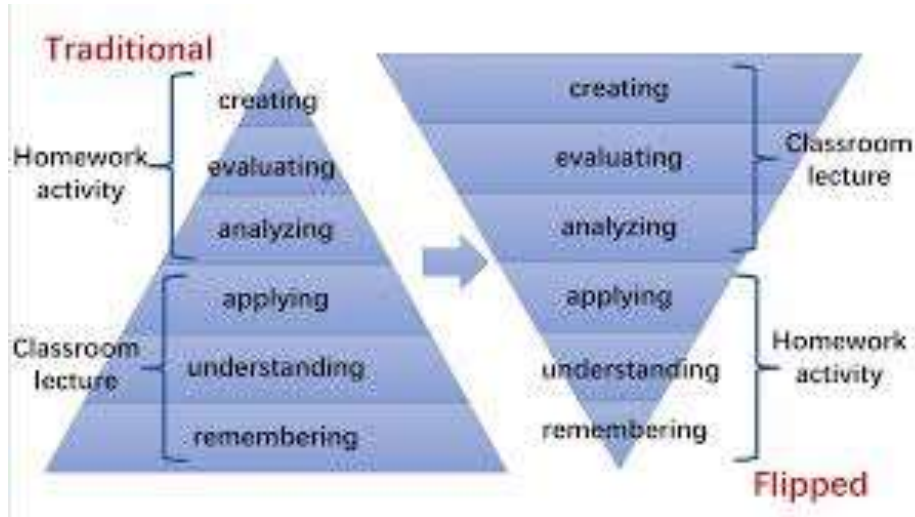




Learning Modalities

- Flipped Classroom

Delivering instructional content outside the classroom and using classroom time to engage in concepts with guidance of the instructor



Learning Modalities



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HOWEY

- Exchanging Mentors

Delivering curriculum by exchanging mentors by specialties and interests



Learning Modalities



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HOWEY

- Mentors as Facilitators

Learner knowledge through discovery

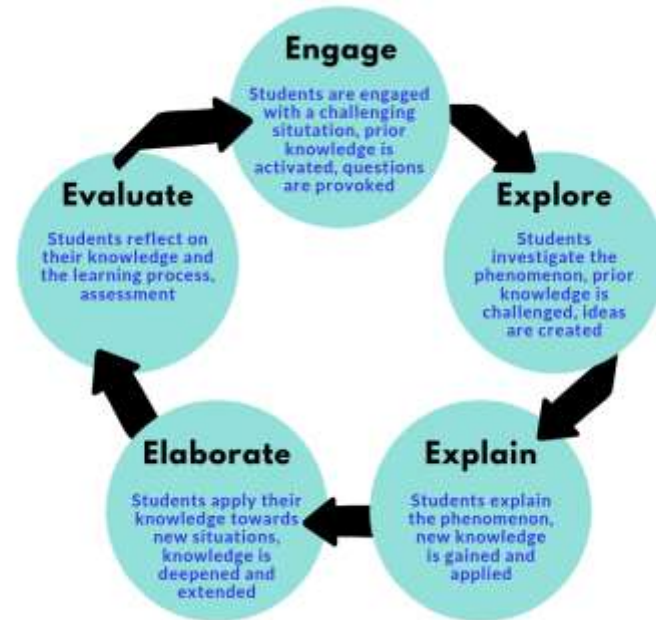




Learning Modalities

- Inquiry Based

Learning through asking questions, investigating and reflecting

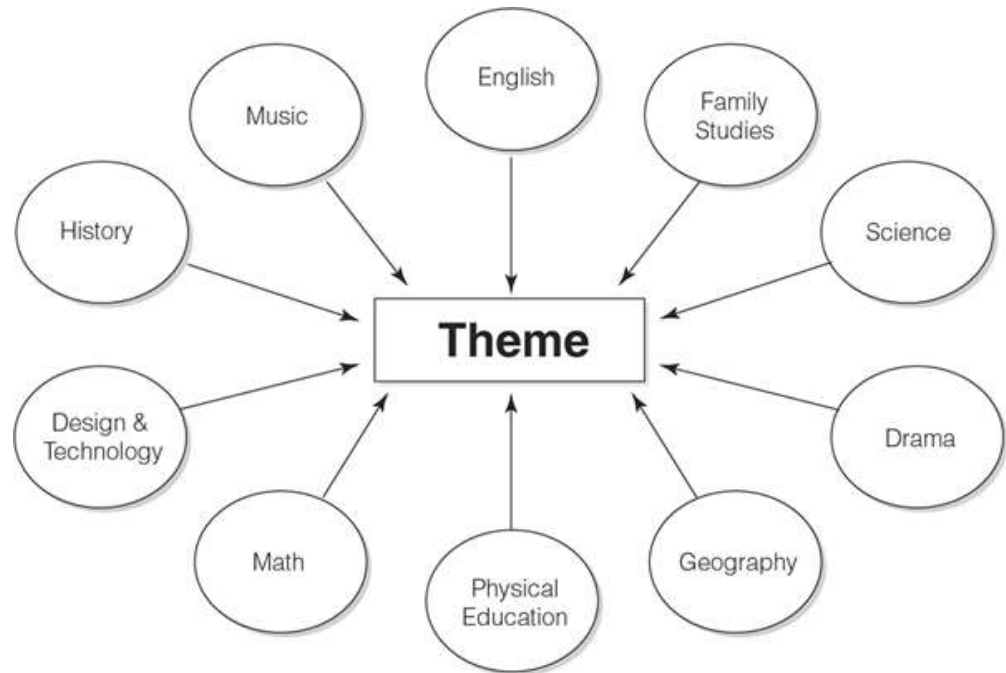
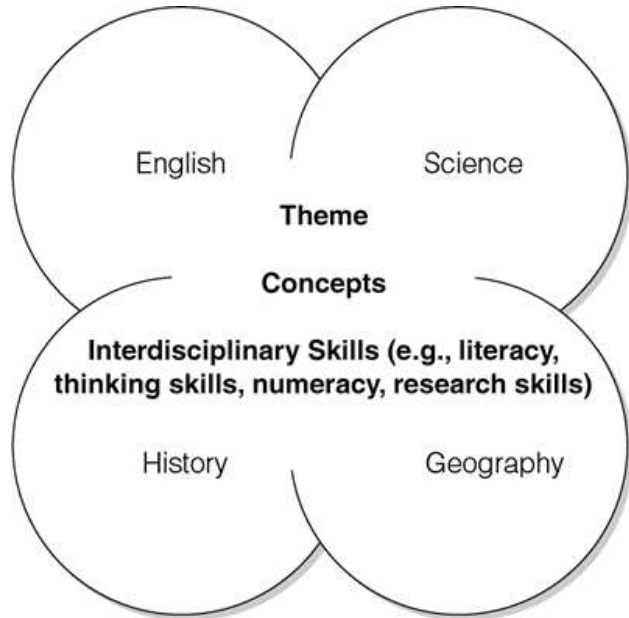




Learning Modalities

- Integrated Curriculum Delivery

One Project, several disciplines



Learning Modalities



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- Maker Spaces

Learning by making things



Learning Modalities



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HOWEY

- Mastery Learning

Promotion by comprehension. Not based upon grade levels



Learning Modalities



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- Multi-age Learner groups

Grouping students across multiple age levels, either in the same classroom or grouped classrooms

A MULTi-AGE CLASSROOM

A look at a multi-age classroom!

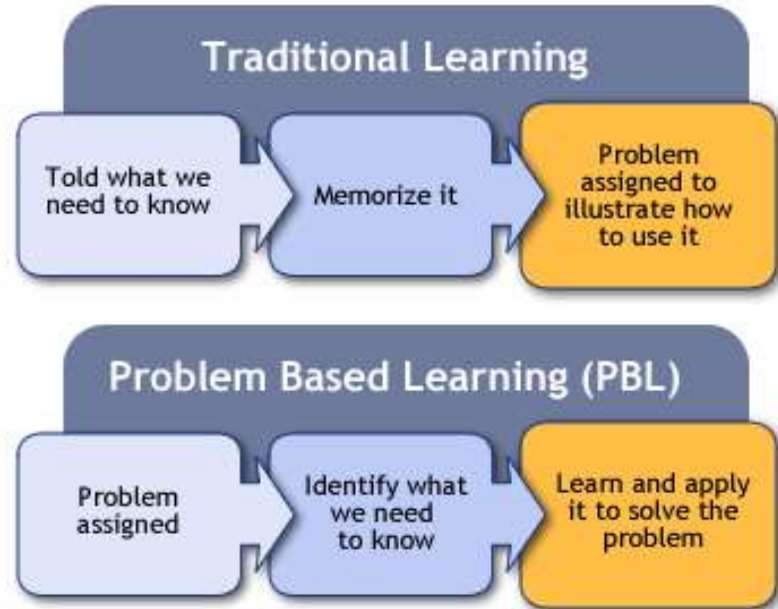
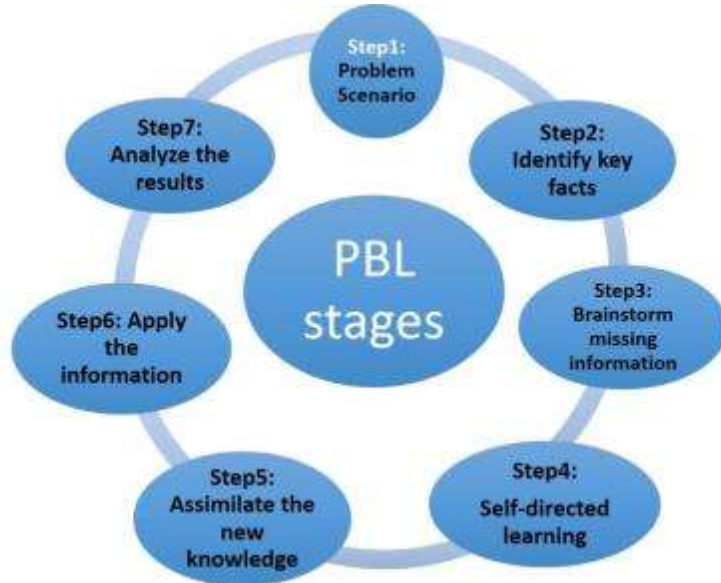




Learning Modalities

- Problem Based

Learners in groups work together with Mentor facilitator





Learning Modalities

- Project based

Problem solving. Focus based on projects that are relevant

IS IT A **PROJECT** OR IS IT **PROJECT-BASED LEARNING**?

PROJECTS	VS	PROJECT-BASED LEARNING
Can be done alone		Requires collaboration & teacher guidance
About the product		About the process
Teacher-directed		Student-directed
Lack real-world context		Based on real world experiences/problems
Occur after the "real" learning		Real learning occurs through the project
All projects have the same goal		Student choices to determine the outcome



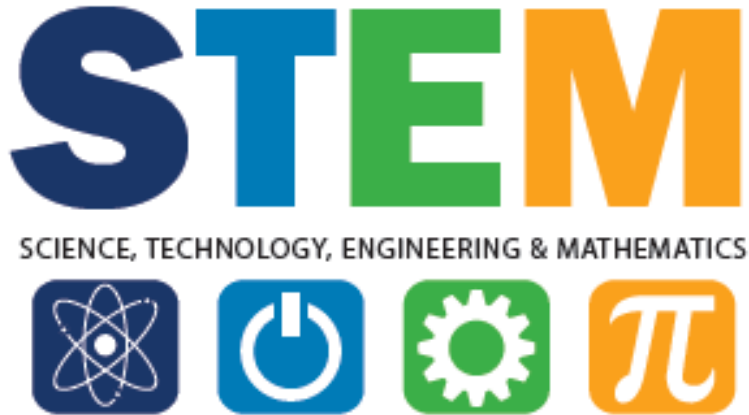
Learning Modalities



FANNING
HOWEY

- STEM and/or STEAM

Integration of Science, Technology, Engineering, (Arts) and Math

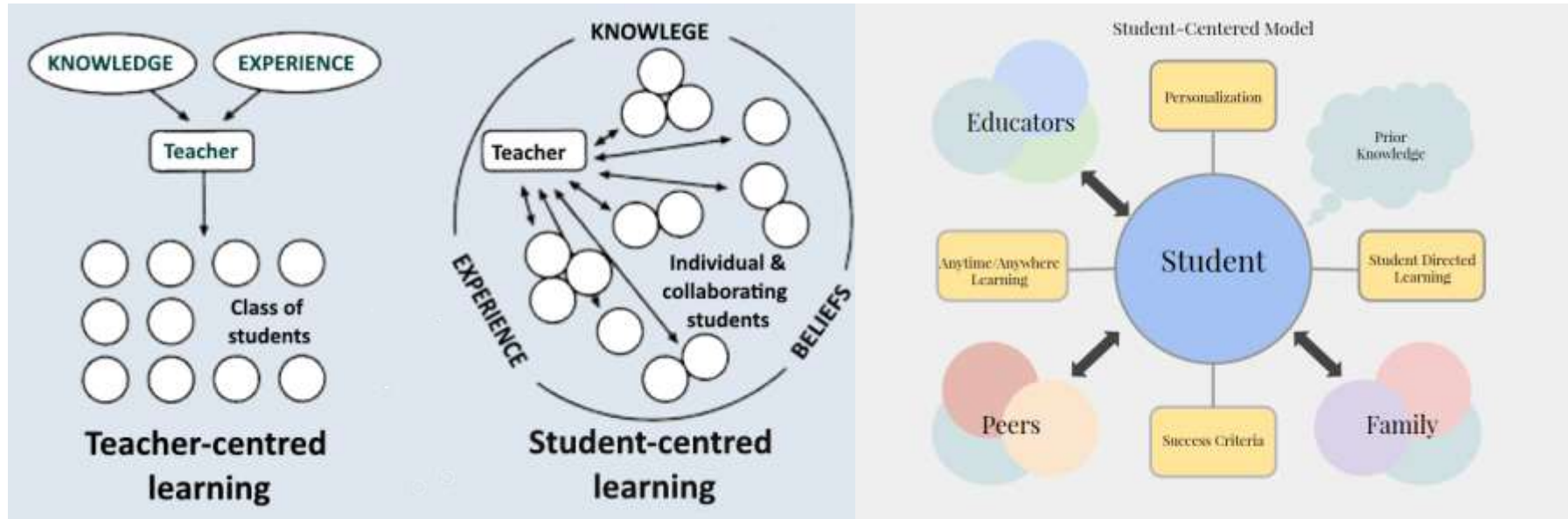




Learning Modalities

- Student Centered

Personalized, competency based, anytime, anywhere with learner ownership



Learning Modalities - Priorities



Pair off and discuss the list of learning modalities

Come to consensus on the top 3 priorities



Learning Modalities - Priorities



Learning Modalities - Priorities



Group Reports





Next Session
Friday February 21st starting at 9am

Homework videos: links will be sent





THANK YOU!

SEE YOU IN
2 WEEKS!





LOGAN ELM LOCAL SCHOOLS
Educational Visioning
February 7, 2020**EXERCISE : 6 C Priorities****COLLABORATION**

- 1) Group Consensus: How important is this "C"?
(scale of 1 to 10 with 1 the lowest and 10 the highest)
 - 9
 - 8.5
 - 9
 - 9
 - 9
 - 10
 - 9.85
 - 8.123456
 - 8Average = 8.94

- 2) What COLLABORATION skills do students need to succeed in the real world?
 - Working with each other
 - Communicating
 - Teamwork
 - Delegation
 - Understanding your role in a group
 - Not always right
 - Flexibility
 - Open to other opinions
 - Compromise
 - Unity
 - Shared resources
 - Acceptance of differences
 - Humility
 - Being able to choose a group to work with
 - Understanding your strengths as well as the strengths of others
 - Speaking
 - Listening to understand
 - Flexibility
 - Creativity
 - Empathy
 - Willingness to understand others

- Effective team member
- Acceptability
- Effective communication
- People skills
- Teaching tactfulness
- Understanding roles and being an active participant

3) When you think of COLLABORATION what activities or skill sets come to mind?

- Group projects
- Peer sharing
- Partner work
- Active listening
- Face to face communication
- Group projects
- Mentoring
- Group work
- PBL
- STEM projects
- Student government, club officers
- Tribes – small groups
- Large/small group discussion
- Mixed combined grade level teams
- Needs to be a priority
- Listening
- Discipline/rewards
- Leadership in communication
- All aspects of school in synch (drivers, custodians, etc.)
- Obvious group activities
- Extra-curricular activities
- Mentoring opportunities

4) What kind of educational environment would support these activities?

- Flexible spaces
- Land labs
- Outdoor work spaces
- Flexible spaces/seating
- Open areas
- Flexible spaces
- Flexible classrooms/seating
- Common spaces
- Effective scheduling
- Flexible open spaces
- Tables than can be used as a work space

- Scheduling
- Open opinions
- Variety of meeting areas
- Flexible classrooms
- Scheduling – allow time for collaboration
- Equal access to technology for the purpose of communication
- Effective technology across all grade levels
- Tutoring/mentoring areas or hubs
- Adaptable classrooms

LOGAN ELM LOCAL SCHOOLS
Educational Visioning
February 7, 2020**EXERCISE : 6 C Priorities****COMMUNICATION**

- 1) Group Consensus: How important is this "C"?
(scale of 1 to 10 with 1 the lowest and 10 the highest)
 - 10
 - 10
 - 10.499967
 - 10
 - 10
 - 10
 - 10
 - 10.01Average = 10.063749

- 2) What COMMUNICATION skills do students need to succeed in the real world?
 - Person to person skills
 - Public speaking
 - Technology
 - Reading/library
 - Good body language
 - Common sense life skills
 - 2 way communication (listening and speaking)
 - Written, oral communication skills
 - Person to person communication
 - Talk about problems-don't judge what others say
 - Be honest
 - Active listening
 - Patience
 - Yielding to others
 - Courage
 - Eye contact
 - Articulation
 - Taking turns
 - Acceptance
 - Ability to be open
 - Non-verbal communication
 - Authentic conversations

- Audience awareness and adaptability
- Listening to understand
- Self-monitoring: social media, picking battles
- Body language

3) When you think of COMMUNICATION what activities or skill sets come to mind?

- Public speaking
- Knowing your audience
- School to community
- Uniform communication
- Appropriate use of social media
- Job shadowing/mentoring
- Mock interviews/opportunities to practice communication skills
- Volunteering to put students in situations where they have to communicate
- Working with others
- Eye contact
- Speaking
- Socialization
- Group projects
- Student led activities
- Thinking out loud
- Debates
- School newspaper
- Opportunities to verbalize and share ideas
- Broadcasting
- Needs assessment
- E-mail
- Small group presentations
- Electronic communication

4) What kind of educational environment would support these activities?

- Technology lab/Library
- Meeting/Conference rooms for students, staff and community
- Flexible rooms for career days, 4H, blood drives
- A safe environment for students to get outside of their comfort zone
- Areas for oral presentation
- Ability to interact/ real-world experience
- Sitting facing others
- More teaching of face to face interaction
- Group discussion
- Open spaces
- Courtyards
- Stages

- Pods/booths
- Gathering spaces
- Presentation spaces
- Common spaces
- Flexible classrooms
- Technology space
- Spaces that encourage conversation
- Round seating spaces in cafeteria
- Media room
- Auditorium/cafatorium
- Great wifi
- Open settings

LOGAN ELM LOCAL SCHOOLS
Educational Visioning
February 7, 2020**EXERCISE : 6 C Priorities****COMMUNITY/CITIZENSHIP**

- 1) Group Consensus: How important is this “C”?
(scale of 1 to 10 with 1 the lowest and 10 the highest)

- 8
- 9
- 8
- 8
- 9
- 10
- 9.86
- 9
- 9

Average = 8.87

- 2) What COMMUNITY/CITIZENSHIP skills do students need to succeed in the real world?

- Cooperation
- Communication
- Work ethic
- Tolerance
- Pride
- Ownership of group
- Good character
- Compassion
- Team player
- Good sport
- Open to constructive criticism
- Compromise
- Inclusive
- Pride
- Control – how present themselves
- Awareness
- Pride/ownership of the whole
- Sense of connection to the building and community at large
- School pride
- Accepting of others with diverse backgrounds and abilities

- Recognizing the importance of all the roles we play
- Ability to accept and work with others
- Accept others differences
- Communication
- Listening to understand
- Identifying posture/body language and not just verbal
- Sense of belonging
- Ownership/empowerment
- Teamwork
- Partnerships
- Work ethic
- Acceptability
- Respectfulness
- Good work ethic
- Understanding the history of your community
- Life skills – filing taxes, financial skills, registering to vote

3) When you think of COMMUNITY/CITIZENSHIP what activities or skill sets come to mind?

- PBL projects
- Projects
- Community service
- Fundraisers
- Classroom jobs
- Ownership in learning\
- Collaborate
- Brainstorming
- Leadership opportunities
- Extra-curricular activities
- Mentoring
- Open minded
- Tutoring
- Problem/project based learning
- Opportunities to participate in clubs, drama
- Organizations, programs
- Leadership
- Opportunities in the community for job shadowing
- Pledge of Allegiance
- Youth activities
- Historical memorabilia
- School activities open to the public
- Youth activities
- Pride
- Inclusion

- Events with community
- Celebrating (lock-ins, rallies)
- Community service activities
- Physically visiting sites with history around us
- Interview skills
- Interpersonal communication skills

4) What kind of educational environment would support these activities?

- Mentoring opportunities
- Open spaces
- Field trips
- Speakers
- Land/learning labs
- Space to share ideas, solve problems
- Mentoring
- Allowing students to talk, discuss
- Group activities – working with others
- Service projects
- Class windows
- Gathering places
- Ways to incorporate history into the new building
- Use of school colors and symbols
- Ability to go outside of building
- Flexible scheduling
- Space to meet
- Empowering students, teachers and staff
- Variety of electives
- Open areas
- Different types of doors and walls
- Space
- Support of staff and community
- Improved communication
- Community areas
- Food pantry
- Community resource rooms
- Community garden space
- After-hours access to media center for students

LOGAN ELM LOCAL SCHOOLS
Educational Visioning
February 7, 2020**EXERCISE : 6 C Priorities****COMPASSION/CHARACTER**

- 1) Group Consensus: How important is this “C”?
(scale of 1 to 10 with 1 the lowest and 10 the highest)

- 10
- 10
- 10
- 9
- 10
- 10
- 7.55410
- 9
- 10

Average = 9.5

- 2) What COMPASSION/CHARACTER skills do students need to succeed in the real world?

- Kindness
- Empathetic
- Self-motivated
- Work ethic
- Listener
- Take feedback
- Positive
- Empathy
- Open-minded
- Trust
- Honesty
- Enthusiastic
- Objectivity
- Integrity
- Responsibility
- Self-awareness
- Listening skills
- Accepting of others
- Self-acceptance
- Listening to understand

- Personal standards/goals
- Respect differences
- Tolerance
- Serving
- Listening
- Caring about others
- Respect for themselves and others
- Service skills (service mentality)

3) When you think of COMPASSION/CHARACTER what activities or skill sets come to mind?

- Collaborative groups
- Projects
- Sense of belonging
- Appreciative attitudes
- Group work
- Service projects
- Role play
- Acceptance
- Mentoring
- Cooperative learning
- Respect for everyone
- Redo day
- Field trips
- Good citizens
- Do your job
- Do the right thing
- Multiple groupings
- Peer mentoring
- PBIS model
- Experiences out of your comfort zone
- Group learning
- Team building
- Small group
- Community service
- Inclusion
- Leadership
- Clubs
- Teams
- Projects that reflect on history
- Intramural teams
- Good extracurricular programs
- Empathy for others

4) What kind of educational environment would support these activities?

- Safe
- Pods
- Learning communities
- Honoring where everyone came from
- Bringing in history, heritage, culture
- Growth mindset
- Open spaces for learning
- Be a Brave vision/mission
- One building
- PK-12 building
- Scheduling – time coordination to allow opportunities
- Open setting / glass
- Bright colors
- Student driven
- One building
- Access to each other
- Valued by staff
- Adaptable spaces
- Collaboration space
- Educational environment that is looking outward
- Opportunity to leave the facility
-

LOGAN ELM LOCAL SCHOOLS
Educational Visioning
February 7, 2020**EXERCISE : 6 C Priorities****CREATIVITY**

- 1) Group Consensus: How important is this "C"?
(scale of 1 to 10 with 1 the lowest and 10 the highest)
 - 7
 - 9.5
 - 9
 - 5.5
 - 8
 - 10
 - 7.5
 - 7
 - 7Average = 7.88

- 2) What CREATIVITY skills do students need to succeed in the real world?
 - Brainstorming
 - Thinking outside the box
 - Communicator – explain to others to understand others
 - Take risks
 - Don't be afraid
 - Thinking different
 - Imagine
 - Problem solving
 - Mental agility
 - Multiple approaches to problem solving
 - Using technology as a resource for problem solving
 - Willing to consider the ideas of others
 - Looking at a problem from multiple vantage points
 - Risk taking
 - Resiliency
 - Adaptability
 - Listening to understand
 - Problem solving
 - Imagination
 - Confident in self and environment
 - Lack of fear (or failure)

- Mental agility
- Flexible thinking
- Being able to improvise

3) When you think of CREATIVITY what activities or skill sets come to mind?

- Drama
- Arts
- Projects
- Presentations – powerpoints
- Confidence in yourself
- Tolerate criticism
- Problem solving
- Writing
- STEAM
- Hands-on
- Risk taking
- Don't be afraid to make mistakes
- STEM projects
- Brainstorming
- Journaling
- Encourage risk taking
- Freedom to explore
- Flexibility to decide when an approach isn't working, that you can regroup and try something else
- Hands-on activities, cut, color, paste, role model, drama
- Teamwork to solve multi-step problems
- Problem-based learning
- Growth mindset activity
- Collaborative teaching
- Project based learning
- Working with others
- Less structure
- Open settings
- Outside the box
- Real-world math problems
- Expressions through art/music/theater
- Technology
- Problem solving skills
- Opportunities for students to work at their own pace
- Projects where its required to communicate results to peers

4) What kind of educational environment would support these activities?

- Pods
- Common areas
- Flexible seating
- Differentiation
- Adjustable desks
- Technology
- Resources
- Space to move around
- Flexible seating
- Space to talk to people
- Shops
- Maker space
- Non formal
- Flexible
- Across all curricular areas
- Small stage in elementary classroom
- Informal gathering spaces
- Trust
- Flexible seating
- Flexible seating- long narrow rooms limit flexibility
- Rooms that inspire learning, inviting, unique classroom settings
- Space
- Mobile, functional furniture
- Variety of learning environments
- Less structure
- Flexible areas
- Collaboration
- Encourage
- Positive climate
- Hands-on
- Access to resources
- Different ways to organize classrooms
- Good student teacher relationships – students will be more likely to take risks
- Instructors that can teach outside the box
- Adequate teaching equipment
- Adaptable spaces

LOGAN ELM LOCAL SCHOOLS
Educational Visioning
February 7, 2020**EXERCISE : 6 C Priorities****CRITICAL THINKING**

- 1) Group Consensus: How important is this "C"?
(scale of 1 to 10 with 1 the lowest and 10 the highest)
 - 9.5
 - 9.5
 - 10
 - 8
 - 9
 - 10
 - 8.88
 - 9
 - 10Average = 9.32

- 2) What CRITICAL THINKING skills do students need to succeed in the real world?
 - Perseverance/stamina
 - Communication
 - Problem solving
 - Creativity
 - Thinking outside of the box
 - IEQuizative
 - Self-motivated
 - Not believing everything you see or hear
 - Analytical
 - Breaking problems into smaller pieces
 - Analyze information
 - Problem solve
 - Questioning skills
 - Applying knowledge to real world situations
 - Willingness to be risk takers when it comes to change
 - Perception vs reality
 - Just vs unjust
 - Reasoning
 - Evaluating
 - Communication
 - Creativity
 - Open-mindedness

- More than one way to skin a cat
- Assessing situations
- Accept change
- Appreciate differences
- Appropriate reaction
- Value differing perspectives
- Allowing failure
- Growth mindset
- Mutual respect
- Collaborating
- Common sense
- Realistic practical life skills
- Life experience

3) When you think of CRITICAL THINKING what activities or skill sets come to mind?

- Group work
- Multi-step problems
- STEM projects
- PBL projects
- Problem solving
- Flexible
- Hands-on
- Shops
- Analysis
- Open minded
- Self-regulation
- Impact math problems
- Ways to share their thinking or how they solved a problem
- Student collaboration
- Higher level thinking questions
- Ample wait time
- Experimental
- Situations setting
- Innovation labs
- Avenue of approach
- Mock trials
- Group work
- Working with new people
- Dealing with open-ended situations
- Real world problem solving opportunities
- Life skill activities

4) What kind of educational environment would support these activities?

- Flexible spacing
- Open areas
- A lab
- Resources
- Flexible
- Media center
- Shops
- Technology/internet
- Common spaces
- Access to resources
- Flexible seating
- Space for transitioning
- Labs
- Open setting
- Community involvement
- Cross functioning
- Interdisciplinary
- Groups of students facing each other
- Movable furniture
- Project rooms
- Comfortable environment where it is ok to make mistakes
- Areas for groups to work together

**LOGAN ELM LOCAL SCHOOLS
CIRCLEVILLE, OHIO
PROJECT NO. 220002.00****EDUCATIONAL VISIONING
February 7, 2020****EXERCISE : What does a media center need to be in our new school?****Elementary School**

- Books
 - Definitely – many!
 - Physical books to hold
 - Big focus.
 - Smaller traditional media
 - Books
 - A room for leveled books (in the "pod" where they will be used)
 - Ample space for books
 - Lots of books very important
 - Shelf height, according to grade level?
 - Small central access to books at their level (independent)
 - More book space availability, more important at this level
- Spaces
 - More traditional
 - Presentation space with "Smart Board" thing
 - Soft seating spaces
 - Stage
 - Mobile furniture
 - Computers
 - Extended learning spaces in upper grades
 - Seating for whole classes / 25 students
 - Carpet
 - Good lighting
 - More traditional
 - Separate space form Junior High/High School
 - More open, moveable
 - Visibility (windows) open seating
 - More traditional
 - Read aloud spaces
 - Technology bars/spaces

EDUCATIONAL VISIONING

February 7, 2020

- Functions
 - PTO Meetings
 - Prekindergarten (PK)–2 looks different than 3-5 library/media space
 - PK-2 more confined space
 - 3-5 open for groups to work
 - Differentiated seating
 - Portable shelves
 - Theater presentation/plays classroom plays
 - Visiting presenters
 - Presentation space
 - Plays, presentations
 - Undecided due to grade level splits! Pk-5, 6-8, 9-12;
 - Presentations
 - For each "pod/area" of classes – small group work – visible from classrooms
 - Moveable shelving and furniture
 - Creative seating for teachers/librarian/class-led reading opportunities

Middle School

- Books
 - Yes
 - Fewer books
 - One central space
 - Ample space for books
 - Small central book access
 - Combine MS/HS books
 - Some book space availability, on-line book iPods, kiosks
- Spaces
 - Not a community space but groups within the school could gather
 - Work group spaces
 - Technology space
 - Always open
 - Portable furniture

EDUCATIONAL VISIONING

February 7, 2020

- Comfy seating areas
 - Genius Bar
 - Mobile furniture
 - One central space
 - Use furniture to create intimate spaces
 - Chrome book cart
 - Mobile
 - Flexible seating, tables for collaboration, comfortable seating
 - Green room
 - Good lighting
 - Carpet
 - Shared space, but "divided" into Junior High/High School sections
 - Collaboration space
 - Reading nooks, small group rooms, study corrals
- Functions
 - Space for kids to choose freely book choice – important teacher/librarian collaboration
 - Work place
 - Study center
 - HW center
 - Need charging stations/outlets
 - Visible
 - Moveable furniture, shelving on wheels, flexible tech area
 - Media lab, small group meeting rooms

High School

- Books
 - Some
 - Moveable shelves
 - Still need books
 - Small inventory
 - Smaller space
 - Ample space for books
 - Lots of books very important
 - Combine MS/HS books
 - Less research books, more reading (AP) books

EDUCATIONAL VISIONING

February 7, 2020

- Some book space availability, online book IPods, kiosks
- Spaces
 - Dedicated "community space"
 - More technology
 - D college classes online
 - More meeting space
 - Work spaces
 - Comfy spaces
 - Virtual spaces
 - Group multi-media presentation space
 - Mobile furniture
 - Can be part of public space
 - Common space, flexible seating, comfortable
 - Carpet, good lighting
 - Shared space, but "divided" into Junior High/High School sections
 - TV Studio/broadcasting
 - Work spaces that include technology
 - Charging station
 - Bar-top tables with a variety of tables/work spaces
 - Spread out
 - Open seating, group seating, tutor rooms, presentation rooms
 - Technology room for yearbook, broadcasting, Neb(?), etc.
 - Reading nooks, small group rooms, study corrals
- Functions
 - More of a media center
 - Multiple presentation spaces
 - Prepare for college!
 - Genius Bar
 - Presentation practice
 - Presentation space
 - Study, group projects,
 - moveable furniture and shelving
 - Media lab, school store, green-screen studio production room

LOGAN ELM LOCAL SCHOOLS
Educational Visioning
February 7, 2020

Learning Modalities

Blended Classroom	Combination of face to face and digital teaching	
Exchanging Mentors	Delivering curriculum by exchanging mentors by specialties and interests	
Flipped Classroom	Delivering instructional content outside the classroom and using classroom time to engage in concepts with guidance of the instructor	
Inquiry Based	Learning through asking questions, investigating and reflecting	
Integrated Curriculum Delivery	One Project, several disciplines	
Maker Spaces	Learning by making things	
Mastery Learning	Promotion by comprehension. Not based upon grade levels	
Mentors as Facilitators	Learner knowledge through discovery	
Multi-age Learner groups	Grouping students across multiple age levels, either in the same classroom or grouped classrooms	
Problem Based	Learners in groups work together with Mentor facilitator	
Project based	Problem solving. Focus based on projects that are relevant	
STEM and/or STEAM	Integration of Science, Technology, Engineering, (Arts) and Math	
Student Centered	Personalized, competency based, anytime, anywhere with learner ownership	

LOGAN ELM VISIONING SESSION #2

February 7, 2020

Photos





LOGAN ELM VISIONING SESSION #2

February 7, 2020

Homework exercise; Video links as homework for the February 21st session.

Ken Robinson Divergent thinking 3:39

<https://www.youtube.com/watch?v=BHMUXFdBzik>

Student-Centered Learning: Building Agency and Engagement 5:39

<https://www.edutopia.org/video/student-centered-learning-building-agency-and-engagement>

Peek inside a high school where teachers act as facilitators and students are directors of their own learning.

Flexible Classrooms: Making Space for Personalized Learning 5:17

<https://www.youtube.com/watch?v=jQkL5efkViw>

How you arrange your seating can be an asset for differentiating instruction. Summit Prep, in Redwood City, California, uses different seating configurations for independent work, collaborative work, mini lessons, and large-group discussions.



Logan Elm

Local School District



Educational Visioning

Friday, February 21, 2020

**FANNING
HOWEY**



**FANNING
HOWEY**

Session #3

WELCOME BACK!





LOGAN ELM LOCAL SCHOOLS
Educational Visioning

FANNING
HOWEY



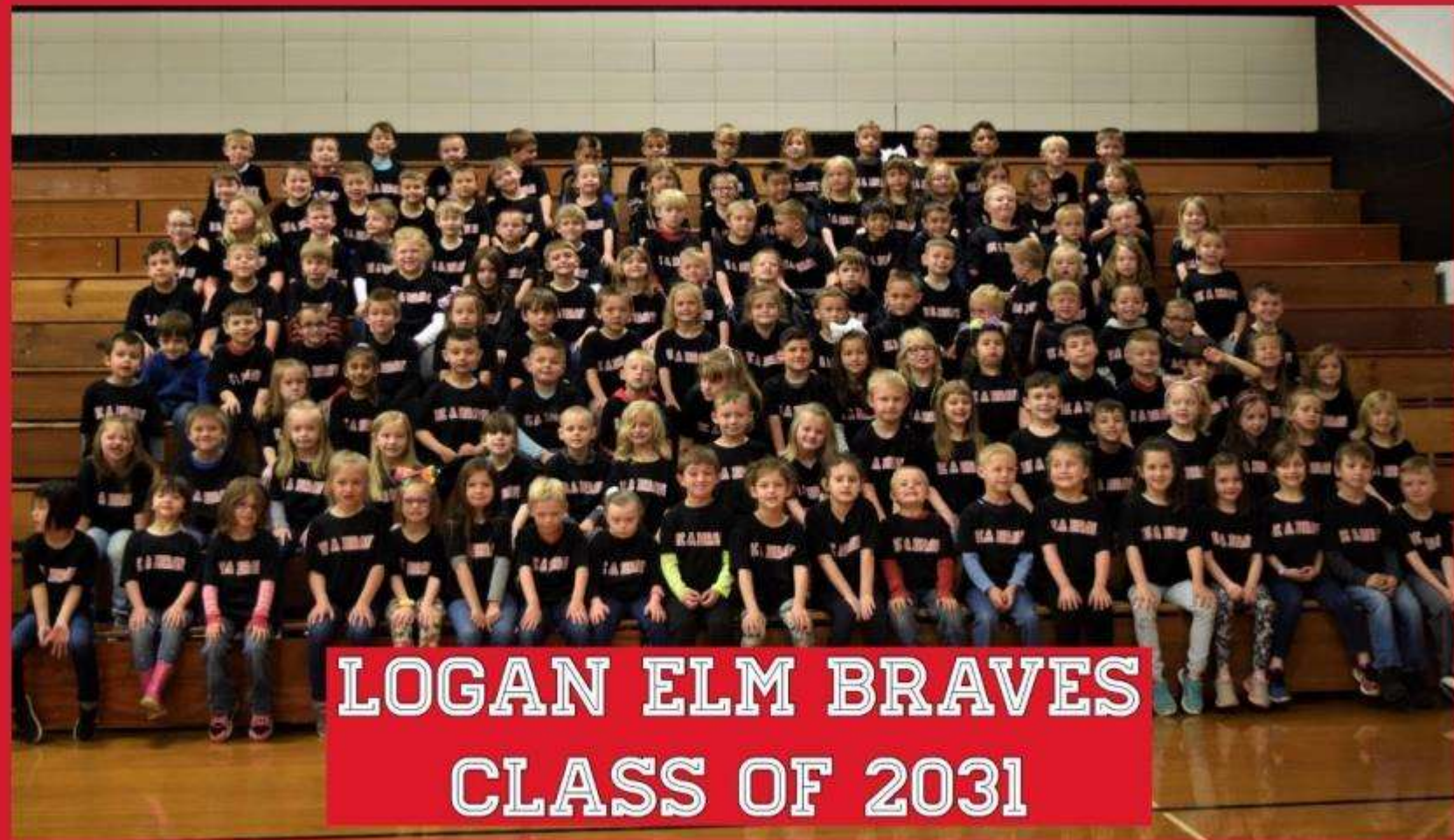
FANNING
HOWEY

Agenda: February 21, 2020 Session

- 9:00 Welcome Back!
- 9:10 Home for Future Learners
- 9:20 Homework Video comments
- 9:35 Video: What Will Schools Look Like in the Future?
<https://www.youtube.com/watch?v=J2lgYXzu5g>
- 9:45 Presentation: building tour photos
- 10:00 Exercise: Building Tour ooohs and boooos
- 10:45 Break
- 11:00 Exercise: Design Elements
- 11:15 Video
[West Muskingum Elementary School](#)
- 11:30 Exercise: 6 C's Dot likes and dislikes
- 12:00 Lunch
- 12:45 Exercise: Facility Attributes
- 1:15 Exercise: Building Image
- 2:00 Exercise: Traditional – Transitional – Transformational Spectrum
- 2:30 Adjourn



Building a **HOME**
for **LEARNERS**
“not just a school”



LOGAN ELM BRAVES
CLASS OF 2031

Homework thoughts?



Ken Robinson Divergent thinking 3:39

<https://www.youtube.com/watch?v=BHMUXFdBzik>

Student-Centered Learning: Building Agency and Engagement 5:39

<https://www.edutopia.org/video/student-centered-learning-building-agency-and-engagement>

Peek inside a high school where teachers act as facilitators and students are directors of their own learning.

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How you arrange your seating can be an asset for differentiating instruction. Summit Prep, in Redwood City, California, uses different seating configurations for independent work, collaborative work, mini lessons, and large-group discussions.





What Will Schools Look Like in the Future?

<https://www.youtube.com/watch?v=JZlgYiXzu58>

Everyone wants America's education system to do better. Ex-Googler Max Ventilla has a radical idea for how to make it work more like a social network. Ventilla's AltSchool is building a highly-personalized education experience that gets better and cheaper as more students use it.

4,000 YEARS LATER AND WE'RE BACK TO THE SAME LANGUAGE





**FANNING
HOWEY**

Building Tours

Ooohs and Booos

Lancaster



Boooo
Wasted space
How would wheelchair bound
interact
Record confidentiality
Limited accessibility, desk
height is a barrier from the
public
Safe spot
Lots of lighting, various types
Secure entry – vestibule
Needs storage
Liked open look and glass
Secure office files for special
ed in one location
Good place to save some sf
Wasted space
Fishbowl to reach offices
Like segregated offices – Elem,
MS, HS



Ooooh
Big _____
More sideline space
Dropdown curtain
Double use of space
Gym/Rec area
Built in concession stand
2 PE spaces
Sound tiles
Curtain divider
Need to see what we can afford
Make sure we have plenty of
space for practices
Buy extra baskets to run 2
practices
Negative – one side seating
+ floor space around and net
divider



Oooh
Flexible space loved seating
Double purpose
Extra seating is great
Love the cafeteria seating
Liked this and the seating
Love this!
Ooooh!
Like the auditorium feeling it
gives
Detracts from inviting feeling of
the cafeteria
Like the seating



Like outdoor spaces/courtyards
Want greenery
Composite furniture for no upkeep
At least some furniture needs to be movable
Evaluate costs
Very bland
Like courtyard feel but need some green
Possible playground for elementary
Good idea but would like to tweak to make it more usable as a classroom
Good space or extended learning
Lighting, cameras
Fresh air/nature
Needs something green, pots/planters?
Privilege area courtyard for HS
Grade school/MS lab spaces
Boooo and Oooh
Only used at certain times
Cheap build



OOOH
Flexible space
Stackable seating needed
Double purpose space
Storage – need lots
Not a good space for music
program
Did not like
Could HS and MS share these?
Prefer separate music rooms
Feeling like there aren't enough
rooms
Like the whiteboard built into
the partitions
Makes the space usable and
multipurpose
Otherwise bad space



Don't like top/bottom lockers
Space issue?
BYO locks? Or integral?
Like top/bottom lockers vs
skinny ones
Need to have lockers big
enough for coats and books
Good size for lockers
Inset into wall
Sloped top cannot lay anything
on top, easy cleaning
Raised off ground
Survey kids on preference
Wall space allow single row of
lockers so no one is waiting to
get in or getting kicked
Big enough to use
Raise double row of lockers so
no one is on the floor
Locks not built in
Boooo – bottom lockers



Ooooh
Wide hallways
Big space, not sure of purpose
Not visually appealing
Too much like a hallway
Cold flooring
Feels multipurpose



Special needs students being
focused on
Life skills – special restroom
Not sure is this a classroom
Great for life skills
Liked it



Liked for MS & HS but not
primary
Like gathering space
Love this learning space with
different types of seating
Liked this with different seating
Like this space
Focused media center with
supervision
High school level media
center/study hall?
Grade school being visual to
teachers
MS/HS independent study
Future classroom if needed!
Ooooh
Flexible working space



Ooooh
Bookshelves on wheels
Mobile furniture
Possible double purpose of
space
Grade school and MS lots of
double copy books – they do a
lot of 'Book Clubs'
Does teacher keep special
copies in their rooms
Like low book shelves
Like the movable shelves
Love mobile shelves
Carpet
All movable furniture/shelves a
good idea



Especially in primary – sinks
outside restrooms
Like the divider wall at
Chillicothe
Great for elementary
Accessible
Paper towels
In restroom sinks for HS
Changing areas!
Hand dryers or towels?
Sinks outside restrooms but
needs privacy
Primary more open
Sinks outside
Supervision easier
Larger area if combining
boy/girl hand washing
Ooooh
Sinks outside bathrooms to
supervise



Chillicothe Intermediate School



Ooooh
Seating choice for students
Stackable seating
Grade school student cubbies
with individual cabinets for
personal belongings. Nothing
touching
Teachers need out of sight
storage
Like floors
Project room – art
Love flooring choices
Movable furniture
How durable is flooring
Don't like long skinny rooms
Nice storage
Sink in classrooms
Like built in water fountains in
primary classrooms



Like the additional
learning/gathering space
Like the different flooring to
define the space
Love it!
Like extended spaces
Separation between spaces
with $\frac{1}{2}$ glass
Don't need to see what is in the
classroom
Too much glass – safety
concern
Lose writing space
Ooooh
Outside classroom work space



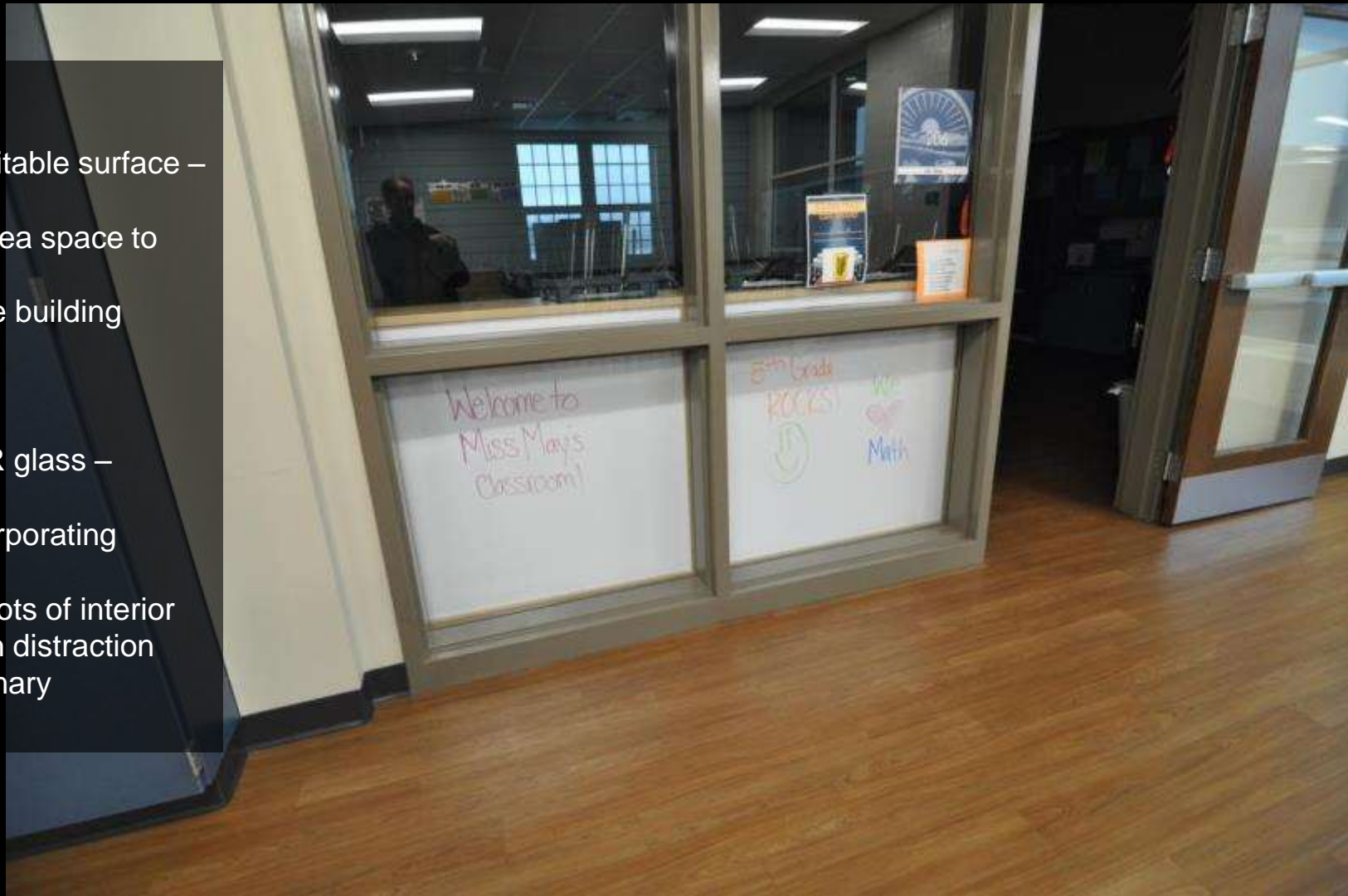
Oooh
Whiteboard wall
Writable partition walls
Whiteboard walls – great idea
Like the sliding whiteboard over
the kid cubbies



Like the mixed flooring
Carpet brings in more of a
home element – prefer rugs for
easy cleaning
Want carpet areas for
classroom libraries in
classrooms – primary
Love!
Like
Nooks under stairs
Like movable furniture
Utilize all spaces – nooks
etc., under stairs
Ooooh
Flexible furniture



Booooo
Unused glass
Grade school writable surface –
maybe not good
HS level great idea space to
work problems
Less glass inside building
No windows!
No to glass
Boooo
Love EXTERIOR glass –
natural light
Like idea of incorporating
skylights
Not a big fan of lots of interior
glass – too much distraction
especially in primary



Ooooh
Promotes team teaching and
collaboration



Booooo
Too much glass
Only glass at the top
Too much glass
Flexible seating/movable
furniture
We need more tutor
rooms/small group spaces to
personalize learning
Less distraction for students
and or teachers providing direct
instruction



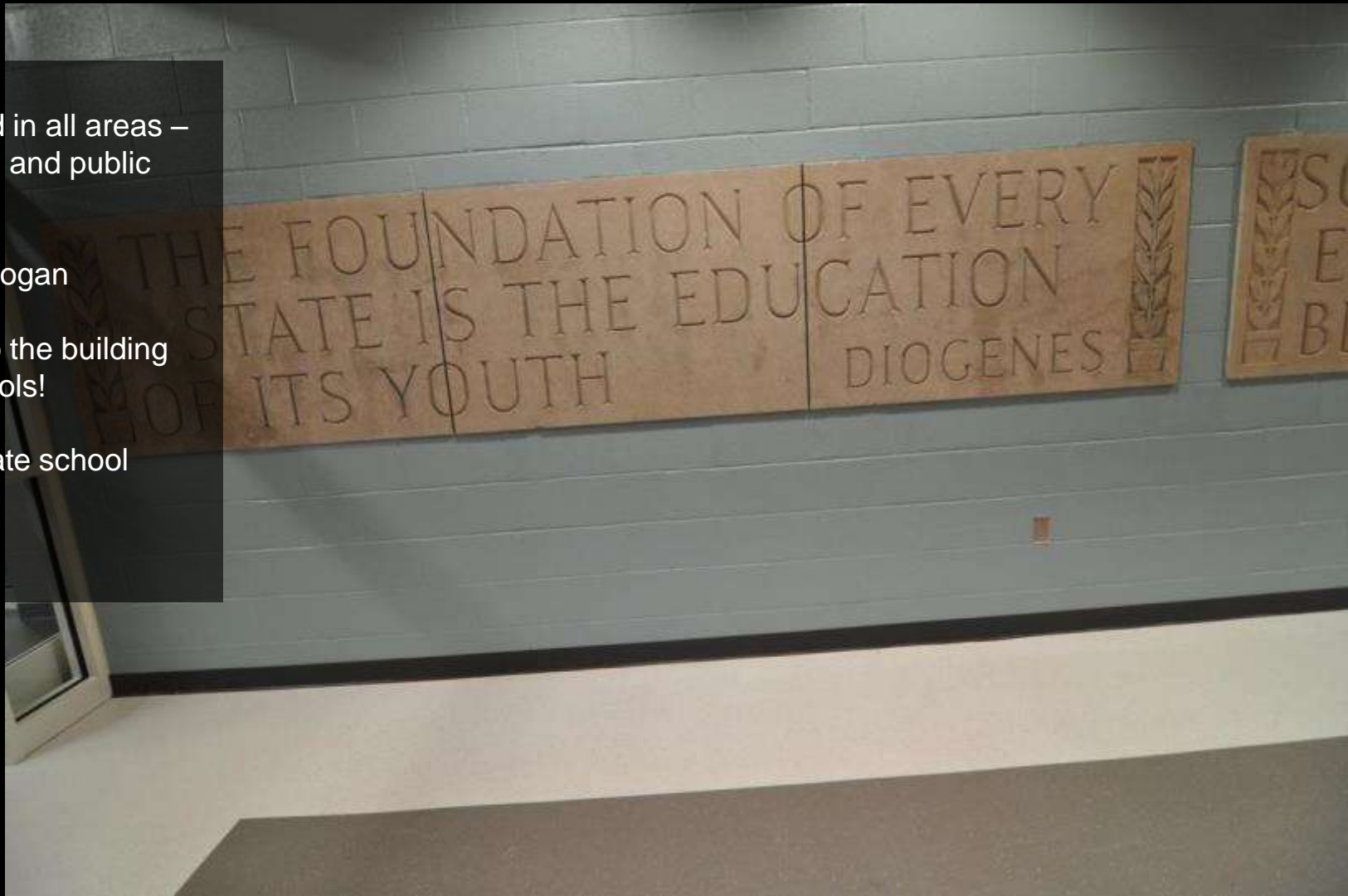
Like built in book nooks
Don't want a completely open library
Like the idea of it being off the cafeteria – students can study during lunch
Nice if it can be closed off during events
Cubby holes!
Like nooks
Like
Ooooh
Washable material – non-absorbant



Oooh
Historical plaques
Public bathrooms – supervision
Want TV's for announcements
Student pics throughout the
building in all areas



District history
Must be included in all areas –
more in common and public
areas
Love history!
History – Chief Logan
Yes!
Bring history into the building
from all the schools!
Oooh
Able to incorporate school
history



Booooo
Seats uncomfortable and easily
breakable
Like combination of seating
options



Ooooh
Big _____
Dropdown curtain
Want a built-in concession area
Don't want to set up tables
each time



Like the tree idea – feel like
with our history the trees need
to be incorporated at all grade
levels, not just elementary
Bright colors throughout all
grades as well as especially in
common areas
Love the colors
Trees – elementary
Fun space
All levels bright colors
Tree beams



Ooooh
Nook for studying
Nooks – use space and be
creative
Lots of color
Book nooks a must
Built in walls
Under stairs





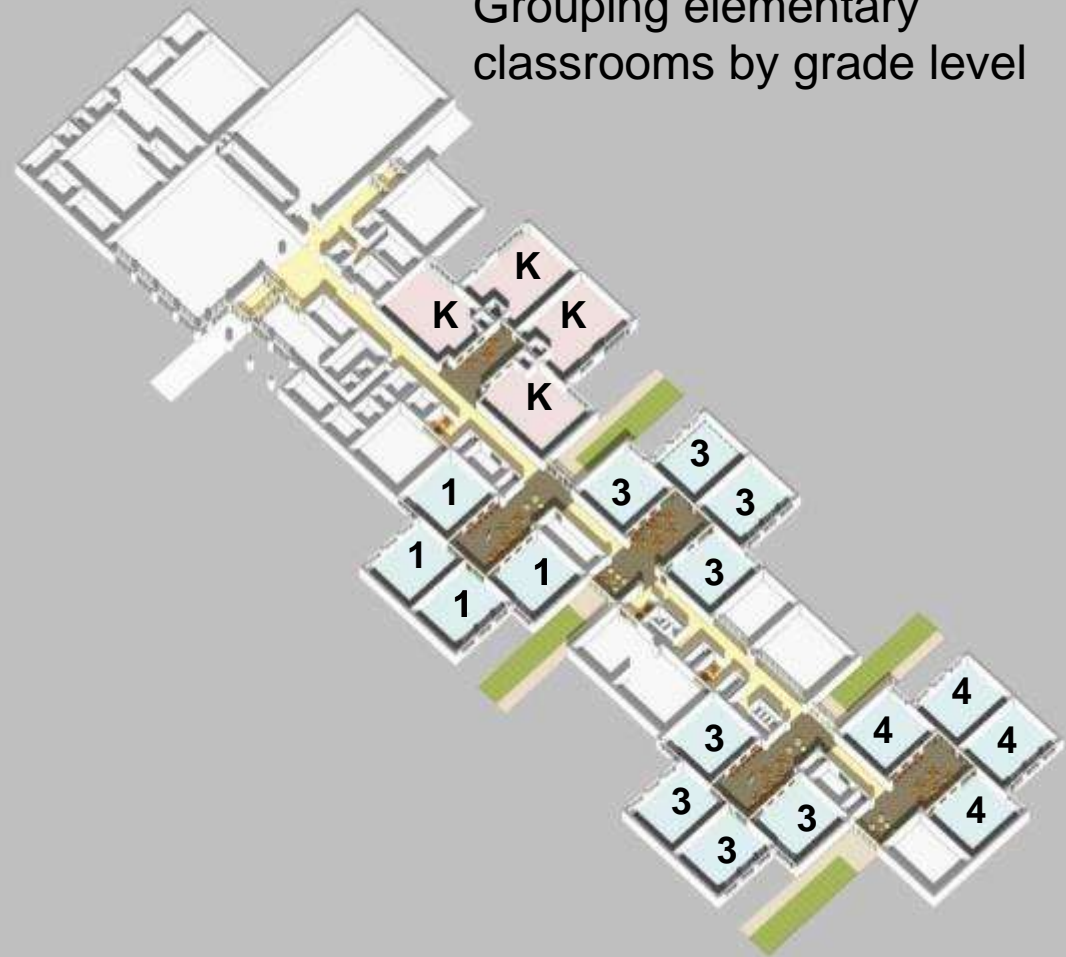


Design Elements

For each of the following diagrams indicate whether the example appropriately reflects the educational vision for Logan Elm



Grouping elementary classrooms by grade level



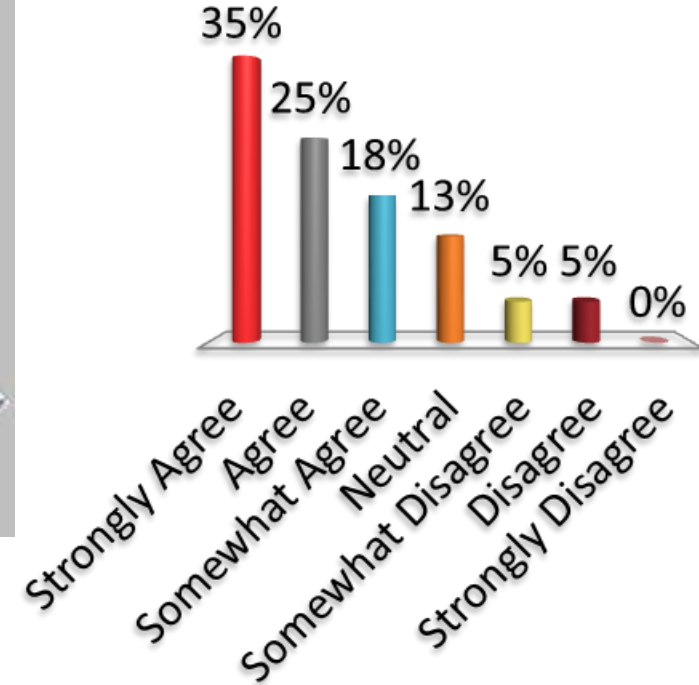
FANNING
HOWEY

This example matches the vision for Logan Elm



FANNING
HOWEY

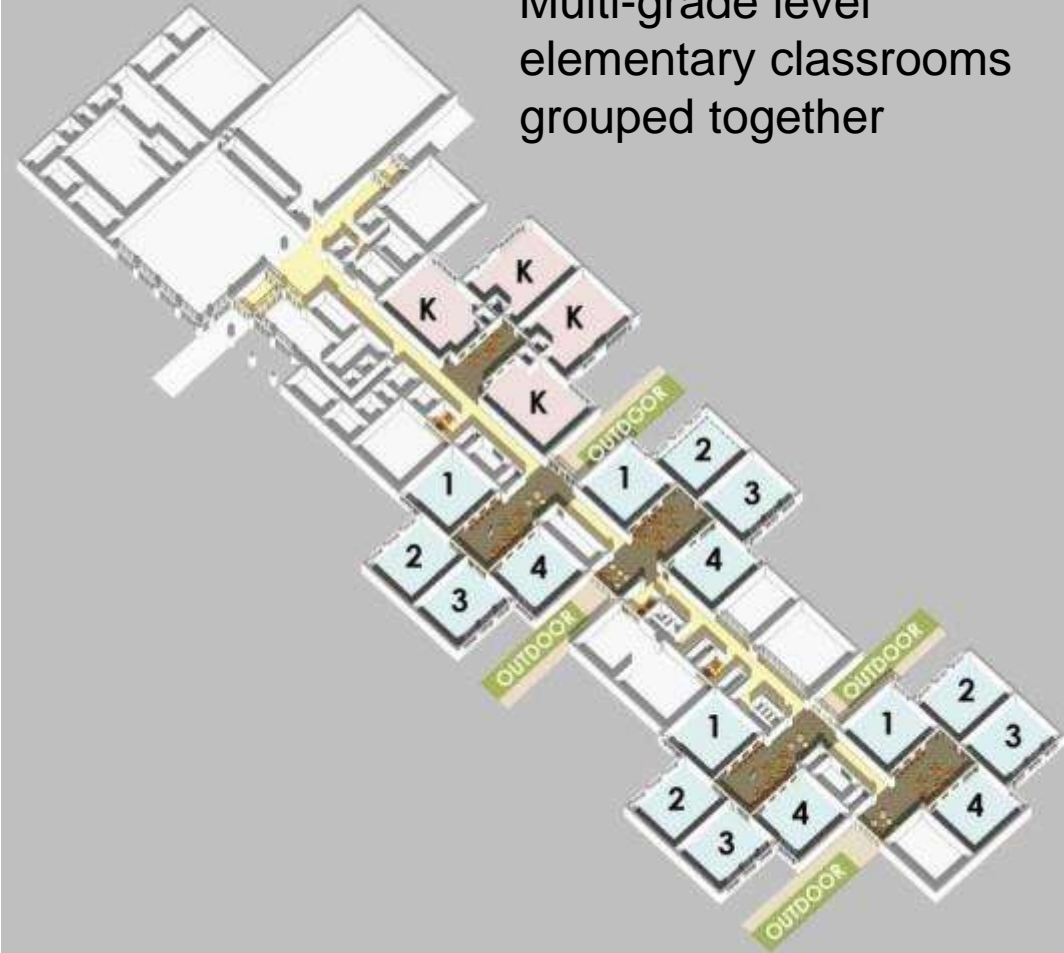
1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Neutral
5. Somewhat Disagree
6. Disagree
7. Strongly Disagree



Multi-grade level
elementary classrooms
grouped together



FANNING
HOWEY

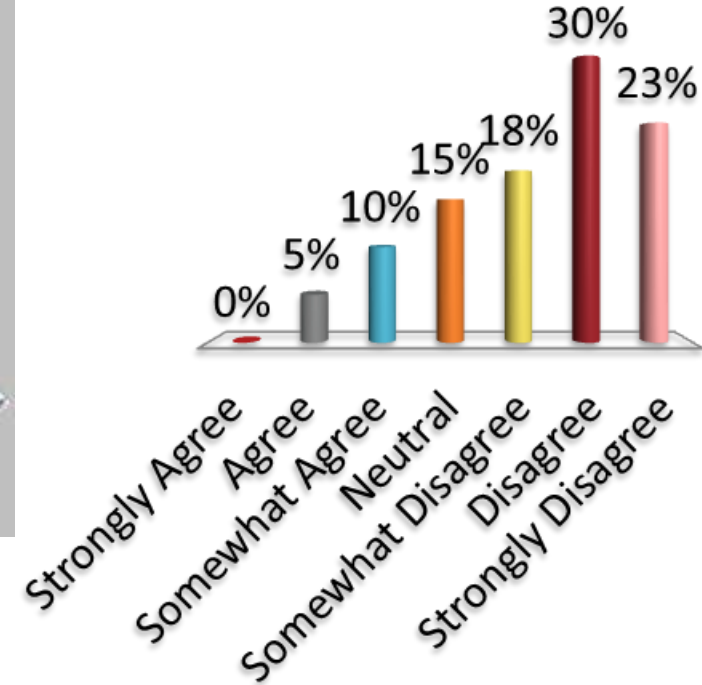


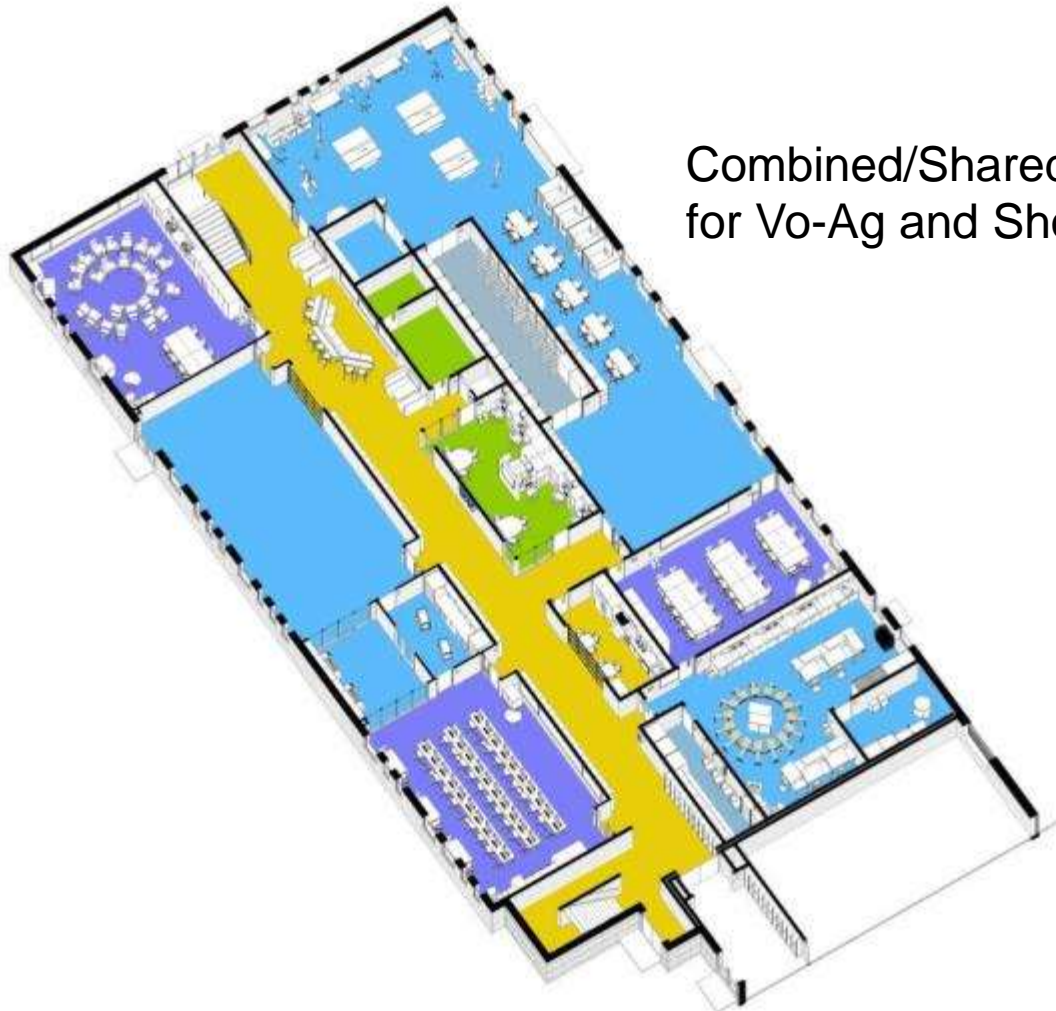
This example matches the vision for Logan Elm



FANNING
HOWEY

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Neutral
5. Somewhat Disagree
6. Disagree
7. Strongly Disagree





Combined/Shared space
for Vo-Ag and Shop



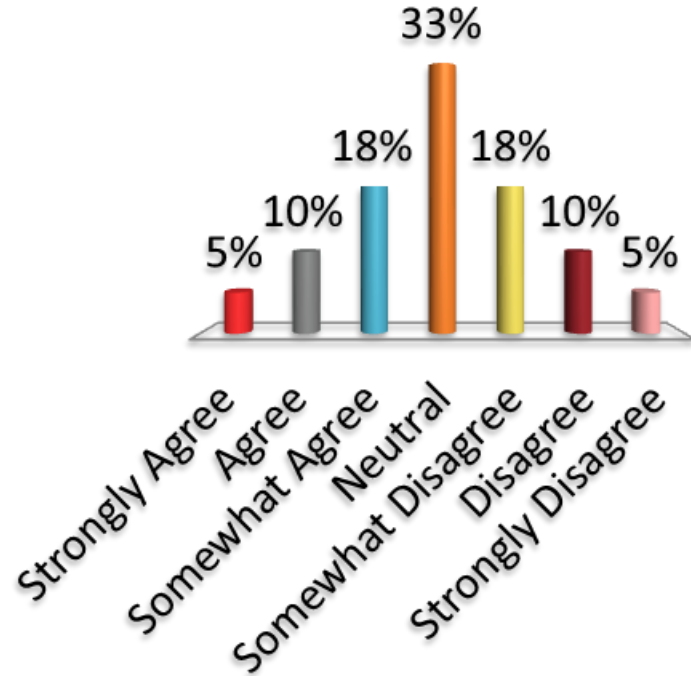
FANNING
HOWEY

This example matches the vision for Logan Elm



FANNING
HOWEY

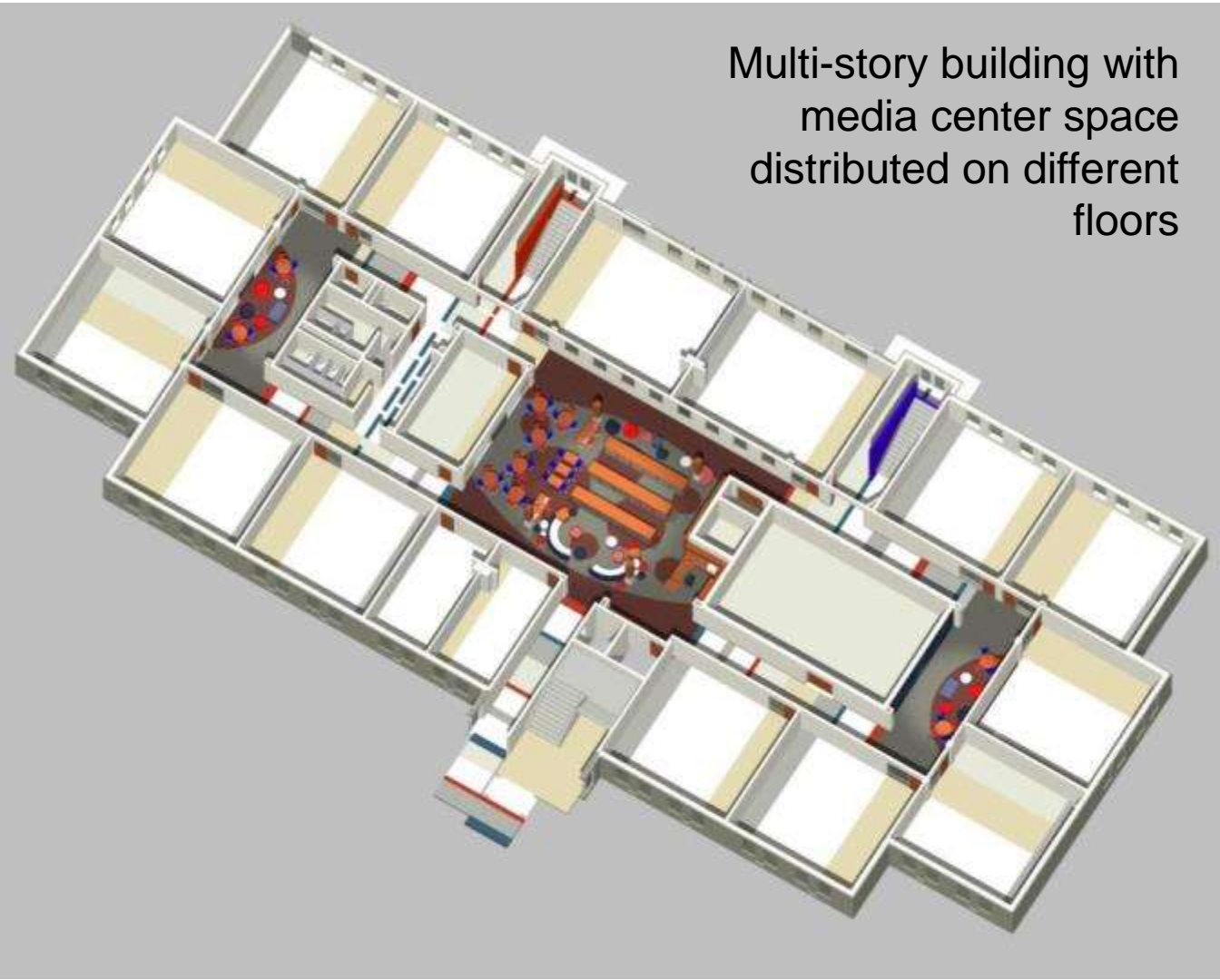
1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Neutral
5. Somewhat Disagree
6. Disagree
7. Strongly Disagree



Multi-story building with
media center space
distributed on different
floors



FANNING
HOWEY

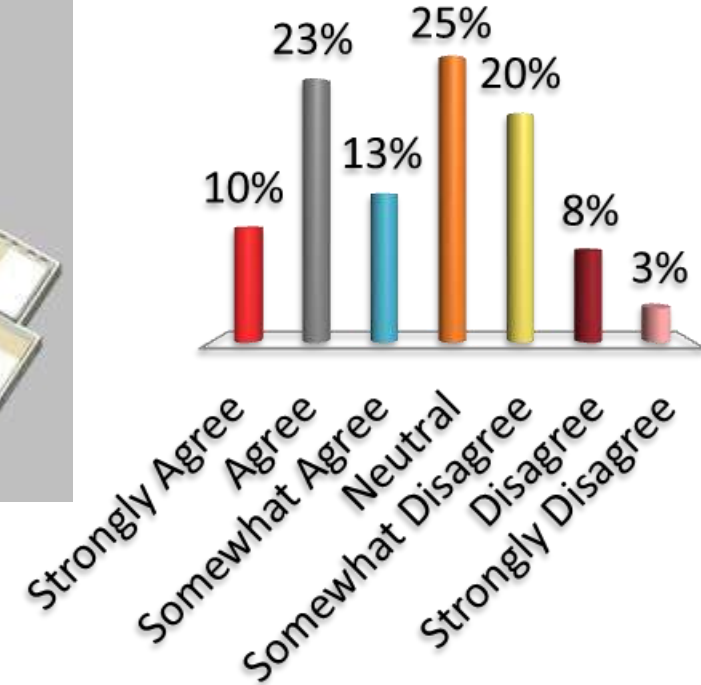
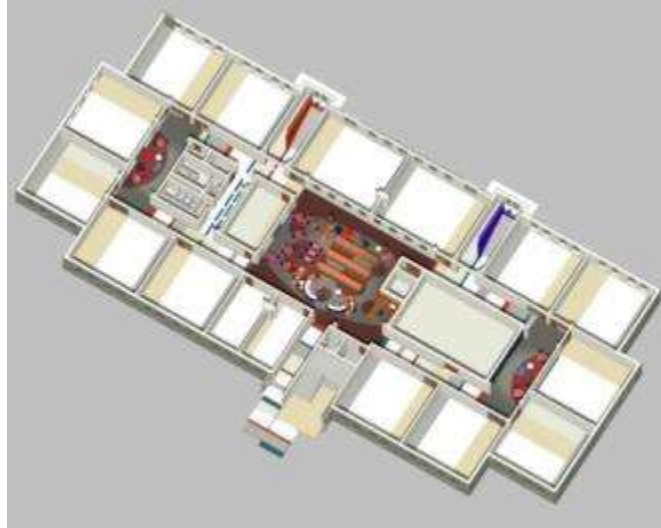


This example matches the vision for Logan Elm



FANNING
HOWEY

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Neutral
5. Somewhat Disagree
6. Disagree
7. Strongly Disagree



Learning Community with collaboration space



FANNING
HOWEY

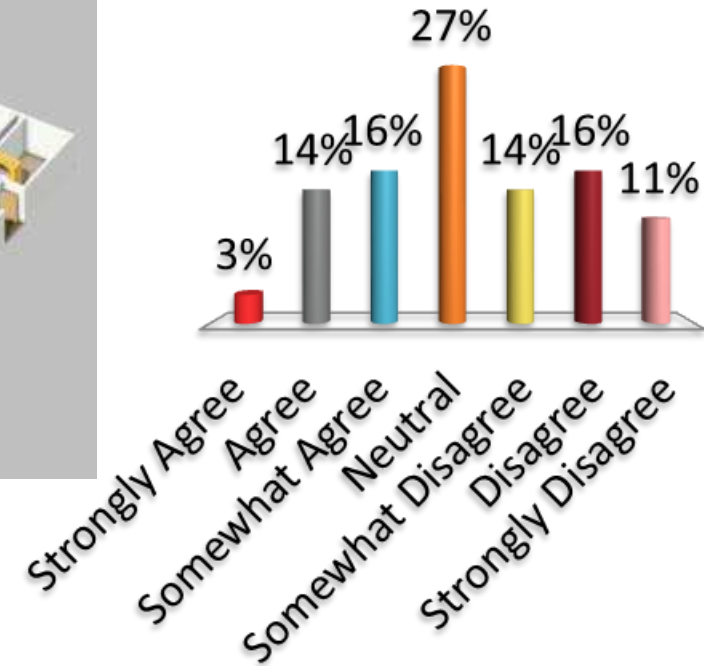


This example matches the vision for Logan Elm



FANNING
HOWEY

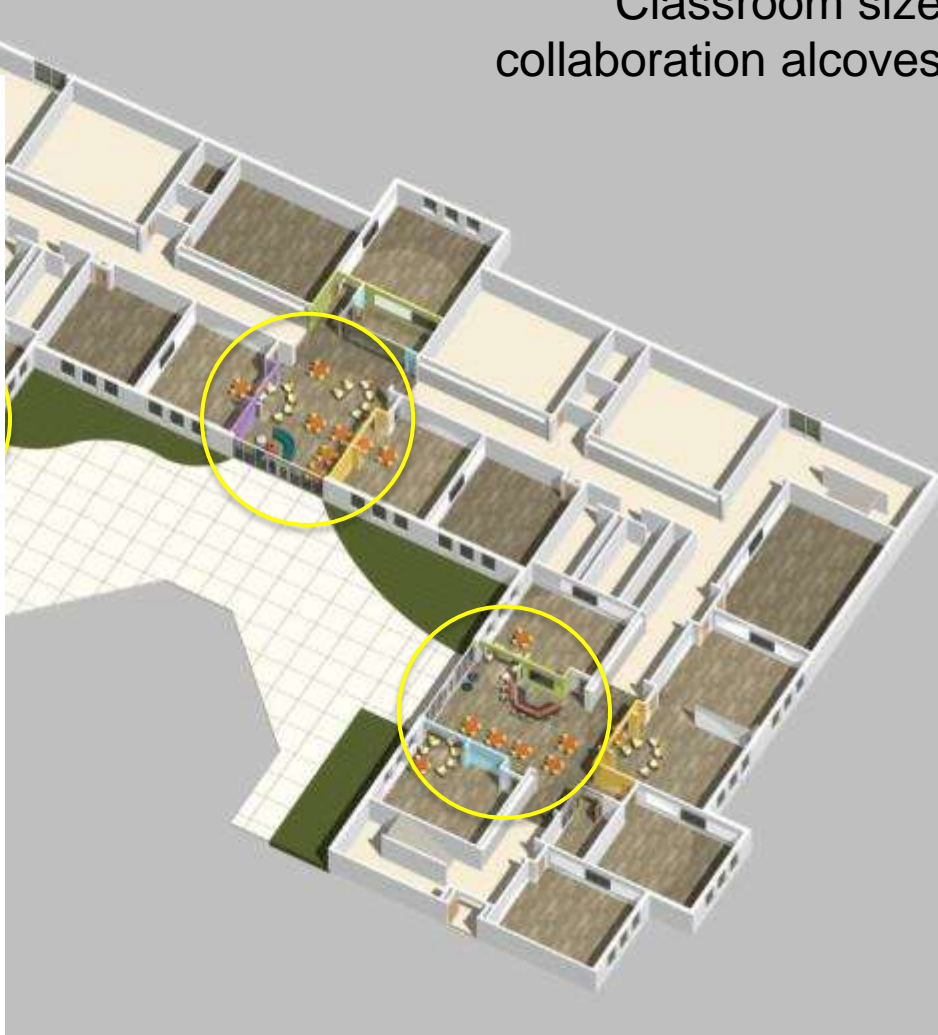
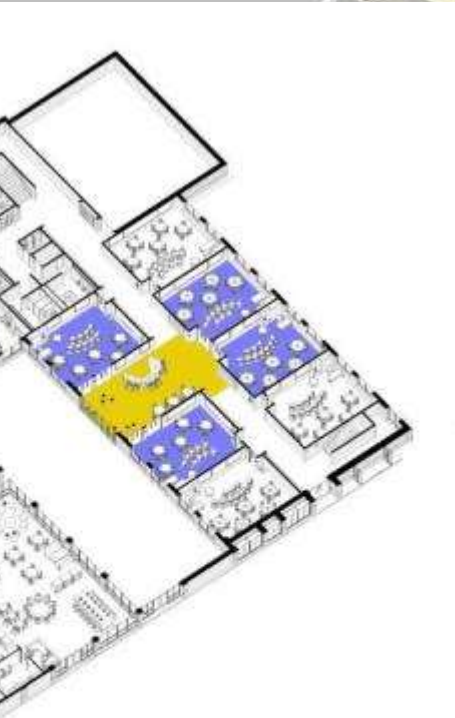
1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Neutral
5. Somewhat Disagree
6. Disagree
7. Strongly Disagree



Classroom size collaboration alcoves



FANNING
HOWEY

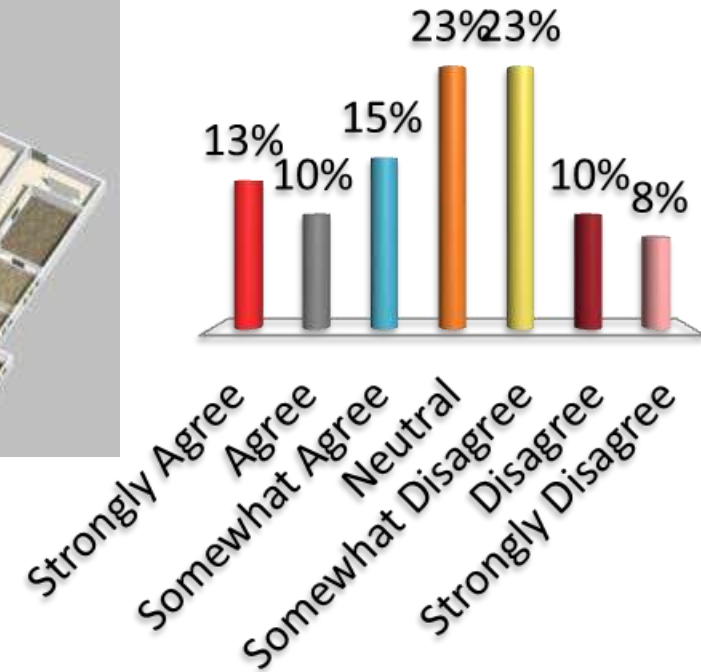


This example matches the vision for Logan Elm



FANNING
HOWEY

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Neutral
5. Somewhat Disagree
6. Disagree
7. Strongly Disagree





FANNING
HOWEY



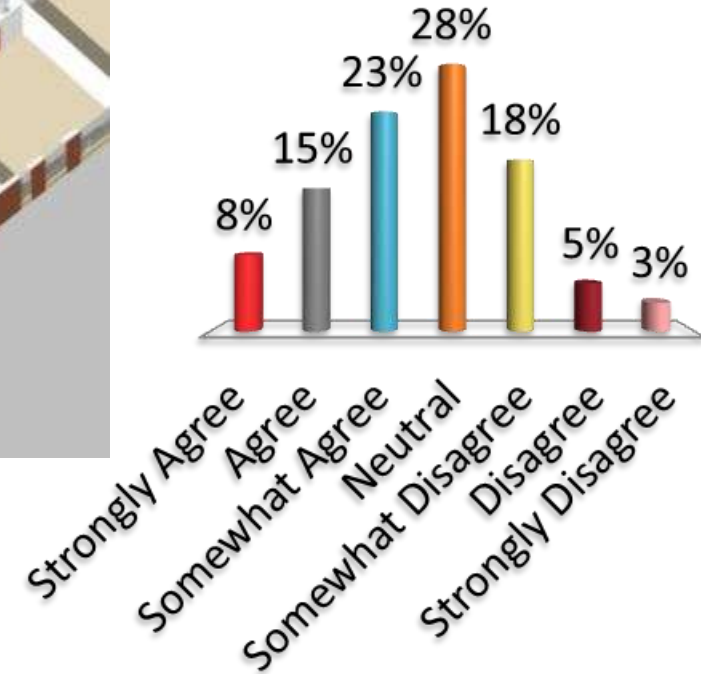
Widened corridor for
collaboration space

This example matches the vision for Logan Elm



FANNING
HOWEY

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Neutral
5. Somewhat Disagree
6. Disagree
7. Strongly Disagree



Video



FANNING
HOWEY

West Muskingum Elementary School

This video explains how a visioning and planning process involving students, teachers and community members resulted in personalized learning environments for the community of Zanesville, Ohio.

Discussion





FANNING
HOWEY



West Muskingum Local
1st grade teacher said:

The students often
read / work here

Comfortable ...
Personal space
Quiet space



FANNING
HOWEY

6 C's Dot Exercise



ARCHITECTURE | INTERIORS | ENGINEERING



**FANNING
HOWEY**



ARCHITECTURE | INTERIORS | ENGINEERING



Communication

FANNING
HOWEY



Informal Presentation space



Formal presentation space



Small group presentation space



Face-to-face communication space



Courtyard



Gathering stair



Creativity & Innovation

FANNING
HOWEY





Collaborate



Large Collaboration Area



High Top Furniture



Huddle Spaces



Small Collaboration Area



Collaboration Between classrooms



Flexible Furniture



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HOWEY

Compassion & Character

FANNING
HOWEY



Sharing work



Bright colors



Artwork



Outdoor connection



Positive messages



Personal connection



Teacher Connection



Learning about the world

Community & Citizenship

FANNING
HOWEY





Critical Thinking & Problem Solving

FANNING
HOWEY





**FANNING
HOWEY**

Lunch



Design Elements

Rank on a scale of 1 to 5
(1 being lowest and 5 being highest)
the following design elements with respect to
appropriateness for the future Logan Elm
facility



Outdoor Learning space

Connections inside / outside

Social interaction

Natural area

Integrated Curriculum



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HOWEY

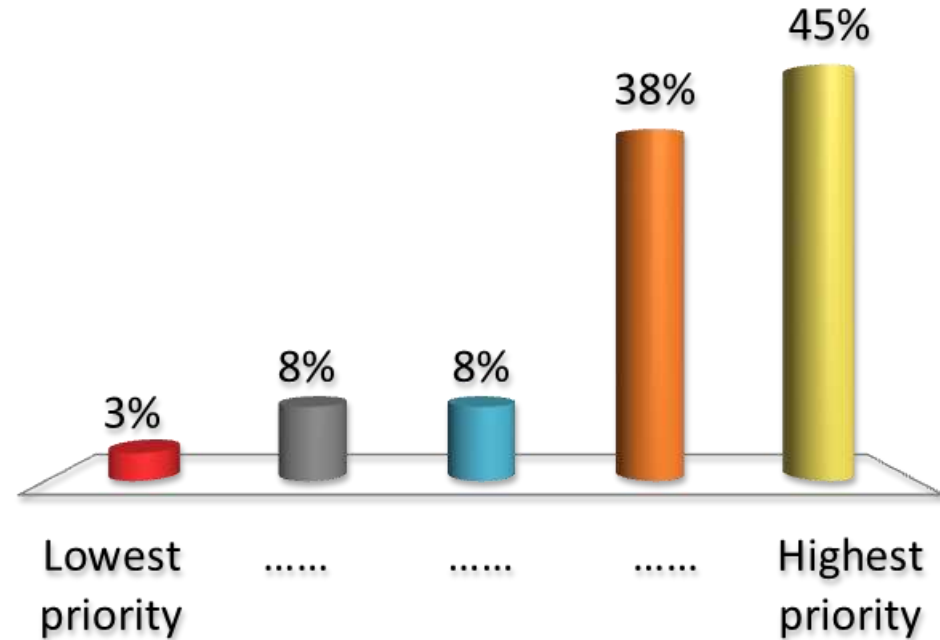


Outdoor Learning space



FANNING
HOWEY

1. Lowest priority
2.
3.
4.
5. Highest priority



Outdoor Learning space – internal courtyard



FANNING
HOWEY

- Outdoor Classroom
- Social interaction
- Integrated Curriculum

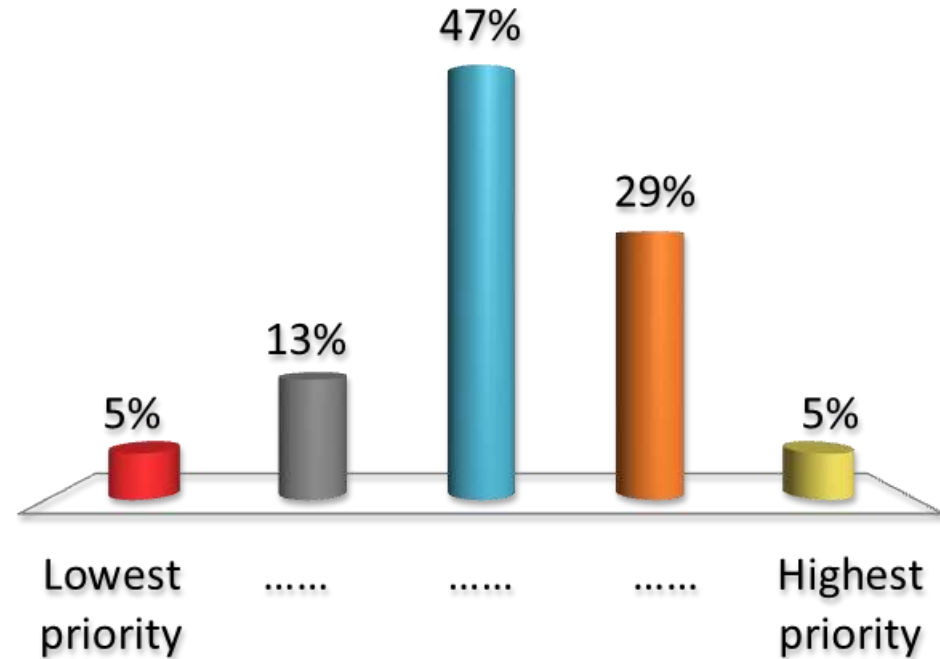


Outdoor Learning space



FANNING
HOWEY

1. Lowest priority
2.
3.
4.
5. Highest priority



Seamless Technology – Wireless everywhere



FANNING
HOWEY

Learning Settings Everywhere

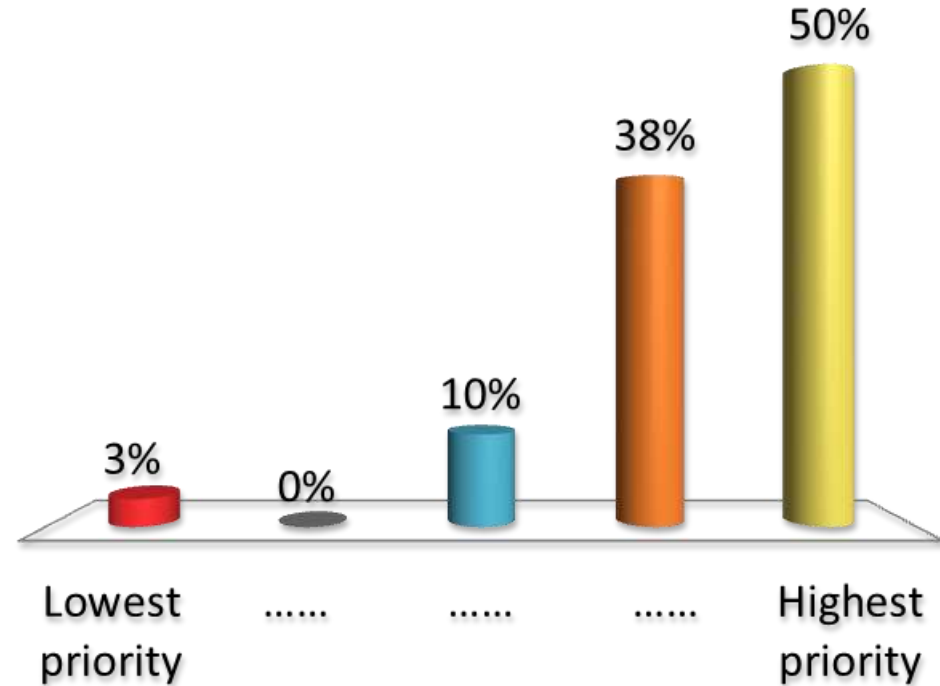


Seamless Technology – Wireless everywhere



FANNING
HOWEY

1. Lowest priority
2.
3.
4.
5. Highest priority



High Ceilings with multiple light levels



**FANNING
HOWEY**

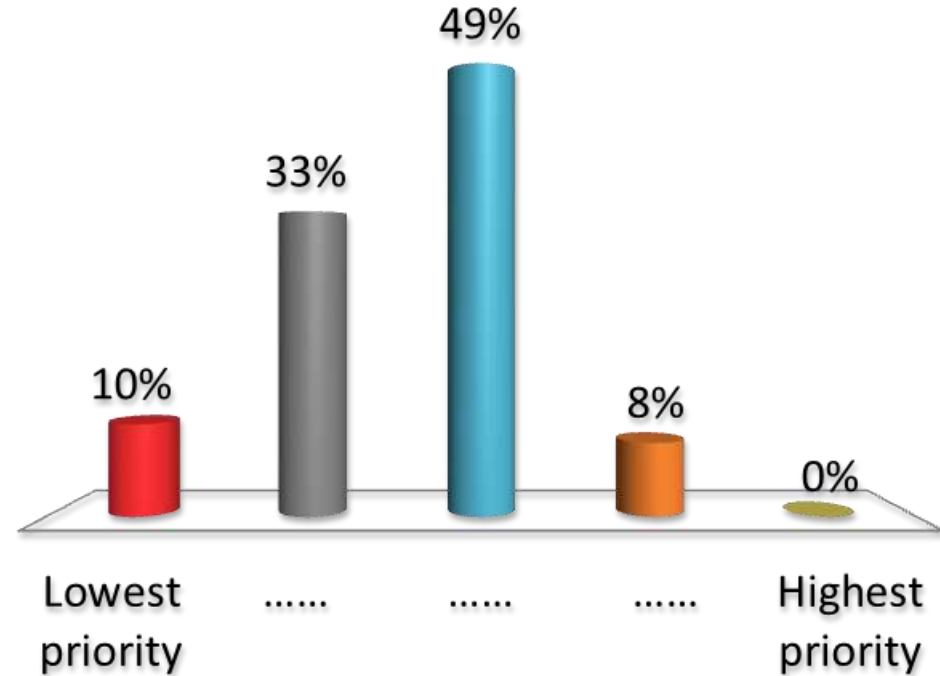
Up-light and Down-light



High Ceilings with multiple light levels



1. Lowest priority
2.
3.
4.
5. Highest priority



All spaces create learning opportunities



FANNING
HOWEY

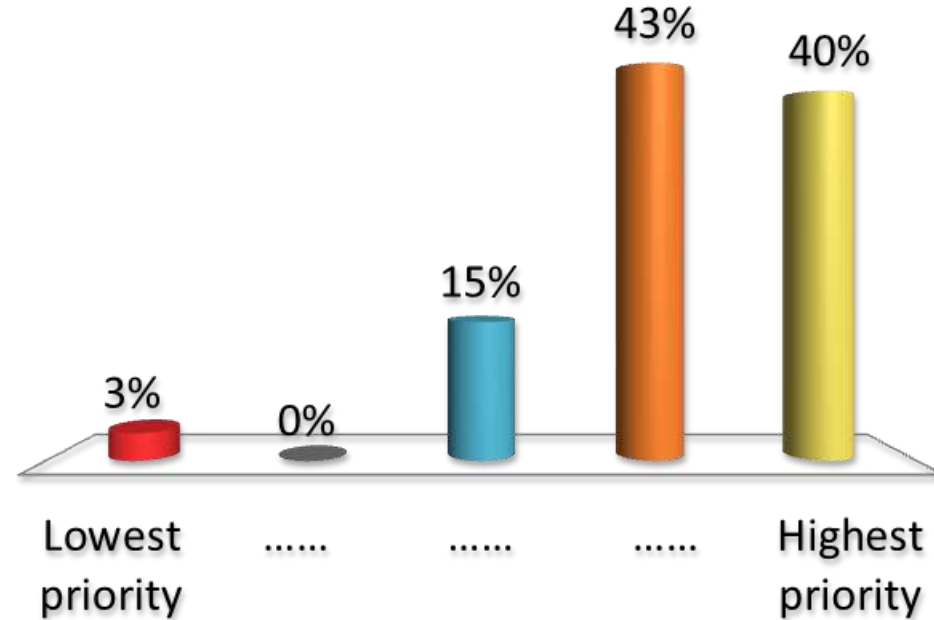


All spaces create learning opportunities



FANNING
HOWEY

1. Lowest priority
2.
3.
4.
5. Highest priority



School as a learning tool



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HOWEY

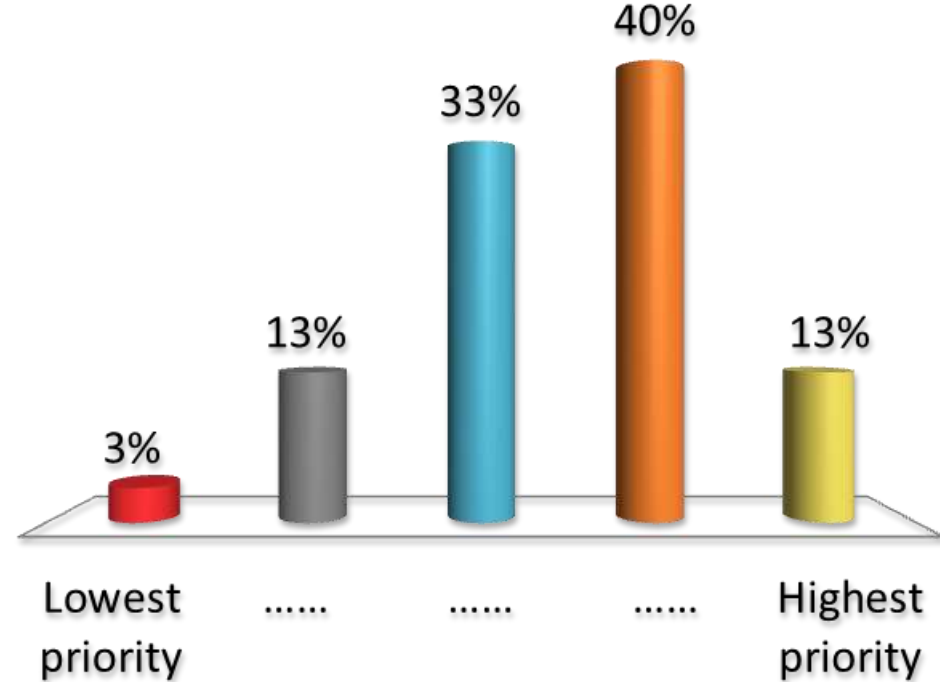


School as a learning tool



FANNING
HOWEY

1. Lowest priority
2.
3.
4.
5. Highest priority



Daylighting - windows



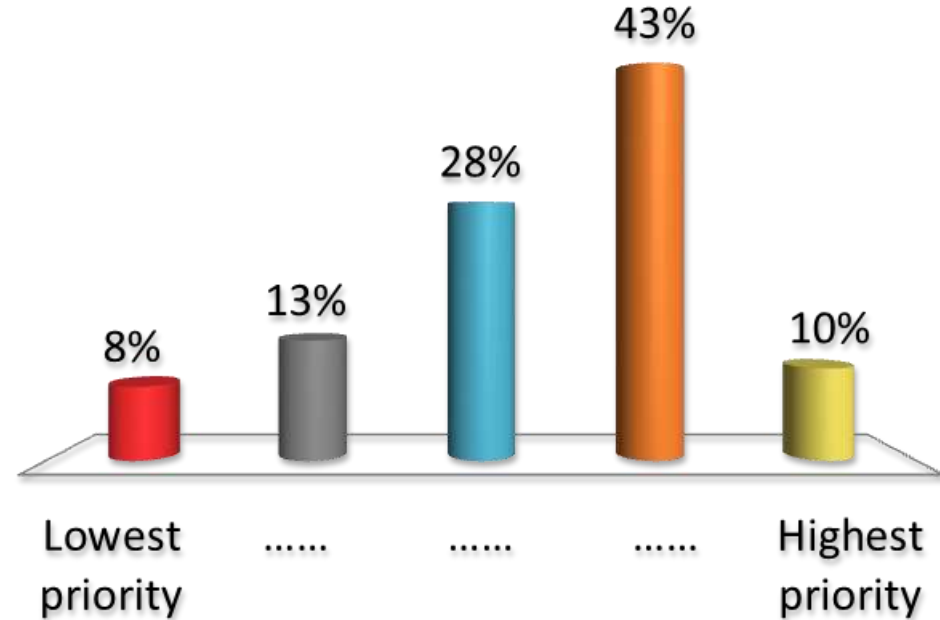
FANNING
HOWEY



Daylighting - windows



1. Lowest priority
2.
3.
4.
5. Highest priority



Openness and transparency between spaces



**FANNING
HOWEY**

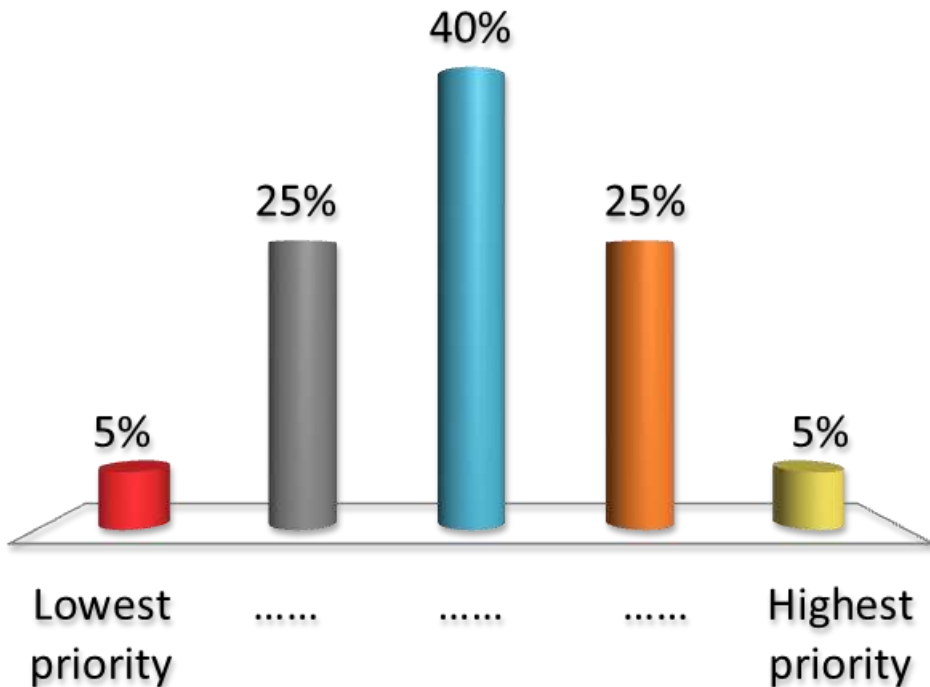


Openness and transparency between spaces



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1. Lowest priority
2.
3.
4.
5. Highest priority



Comfortable and mobile furniture



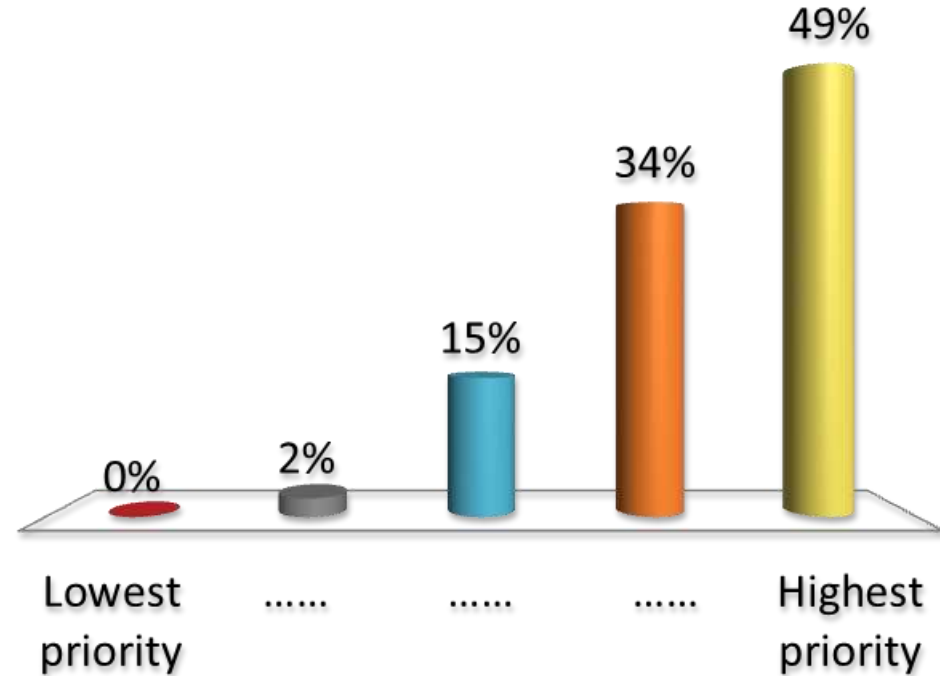
**FANNING
HOWEY**



Comfortable and mobile furniture



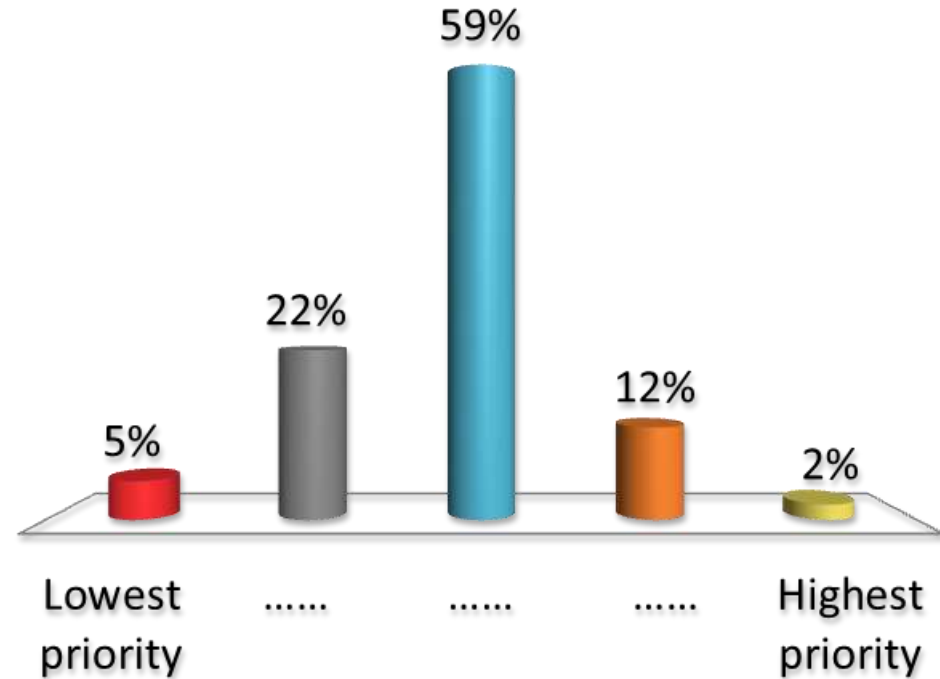
1. Lowest priority
2.
3.
4.
5. Highest priority



Surfaces that can be projected and written on



1. Lowest priority
2.
3.
4.
5. Highest priority



Spaces that open to each other



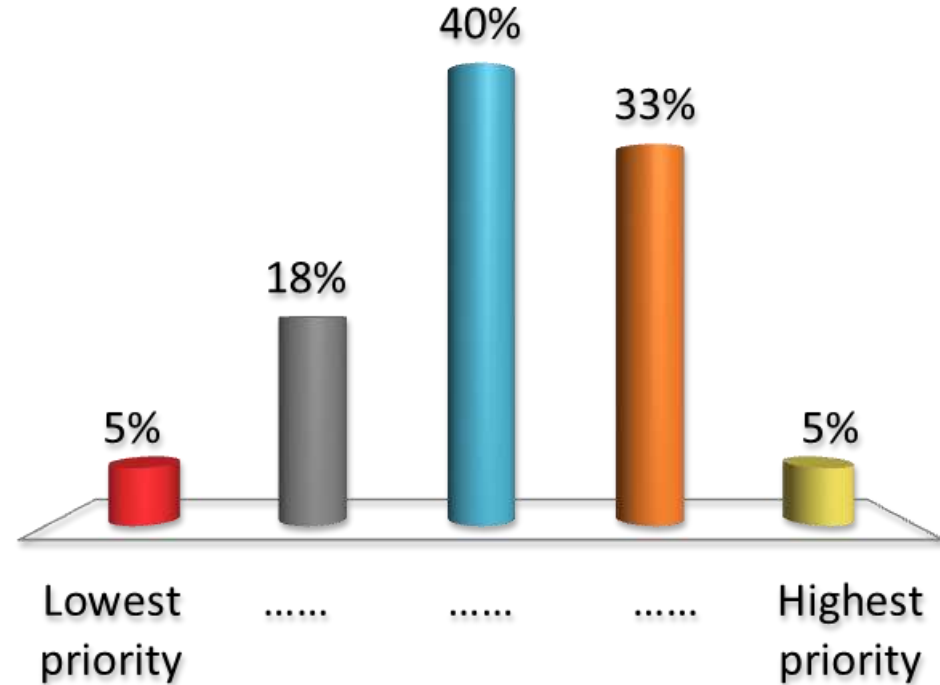
FANNING
HOWEY



Spaces that open to each other



1. Lowest priority
2.
3.
4.
5. Highest priority



Movable storage furniture



FANNING
HOWEY

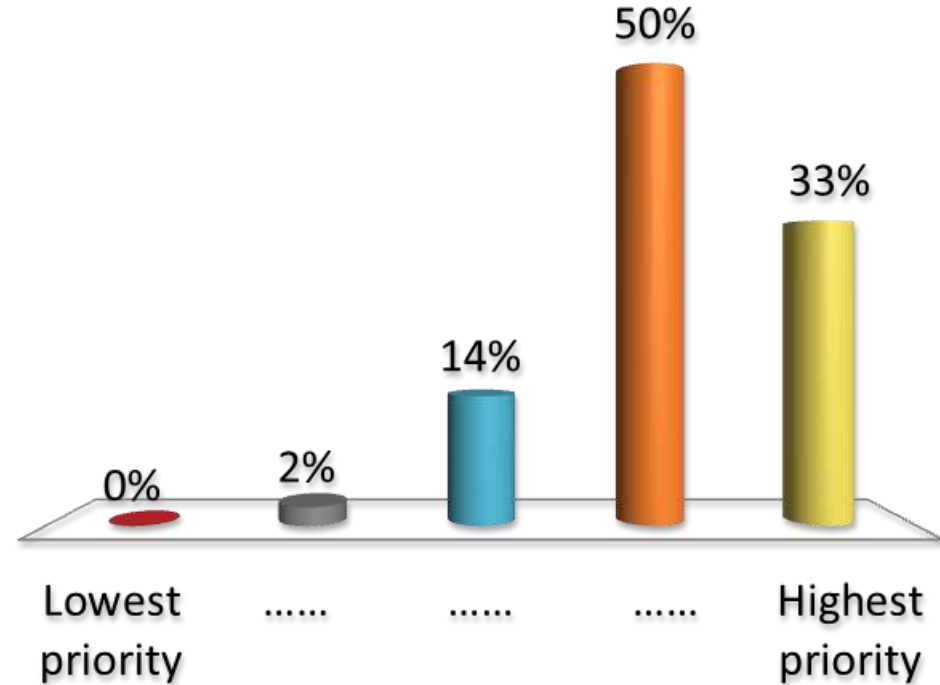


Movable storage furniture



FANNING
HOWEY

1. Lowest priority
2.
3.
4.
5. Highest priority



Variety of seating styles that allow different ways to sit and move



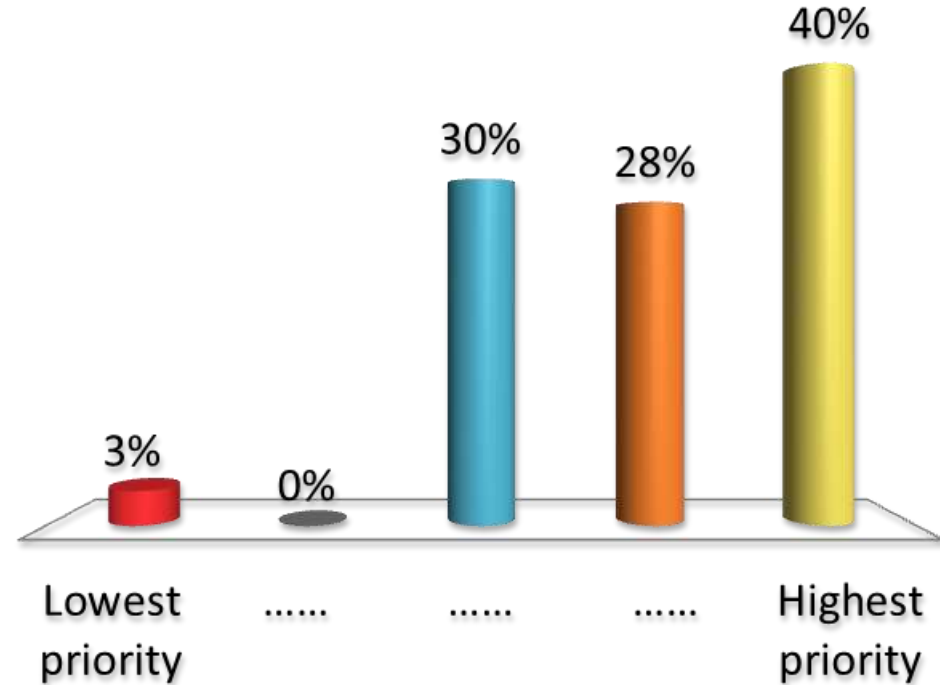
FANNING
HOWEY



Variety of seating styles that allow different ways to sit and move



1. Lowest priority
2.
3.
4.
5. Highest priority



Varied size spaces - Choices



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Learning Studio (classroom)

Small/ Large Group

Active Learning

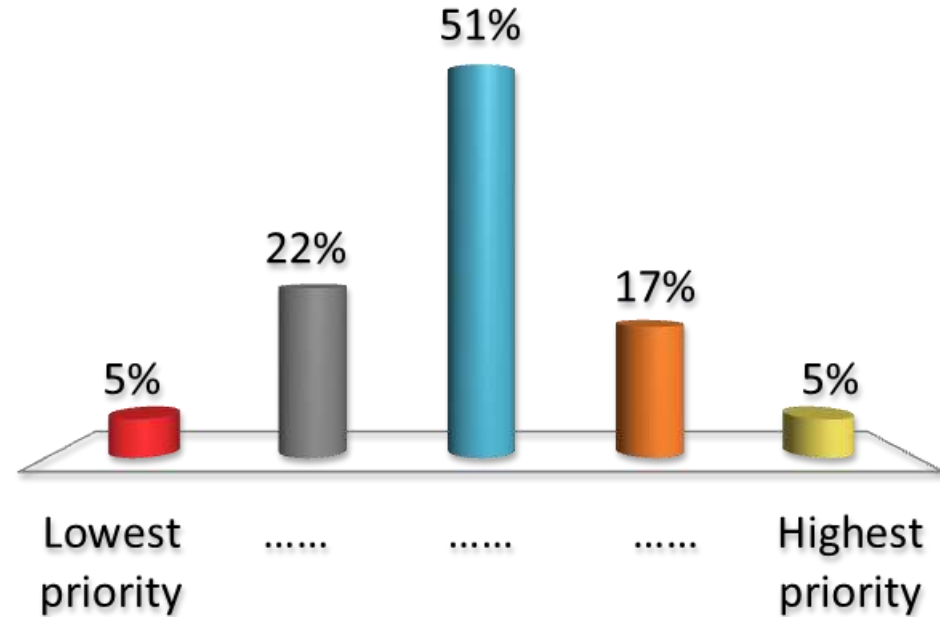
Quiet Learning



Varied size spaces



1. Lowest priority
2.
3.
4.
5. Highest priority



Small Group study alcoves



**FANNING
HOWEY**

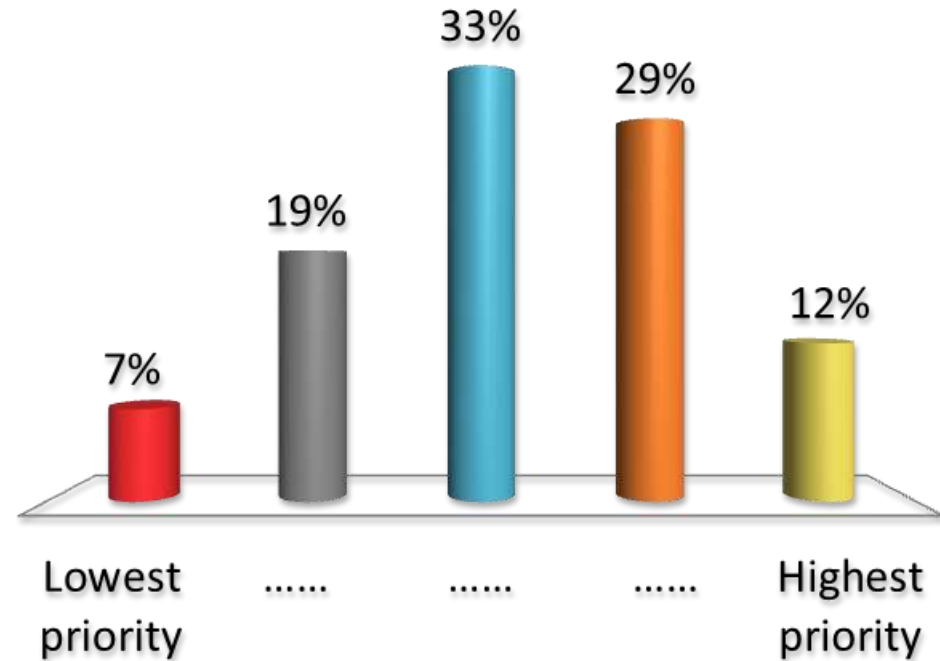


Small Group study alcoves



FANNING
HOWEY

1. Lowest priority
2.
3.
4.
5. Highest priority



Provisions for charging of portable devices



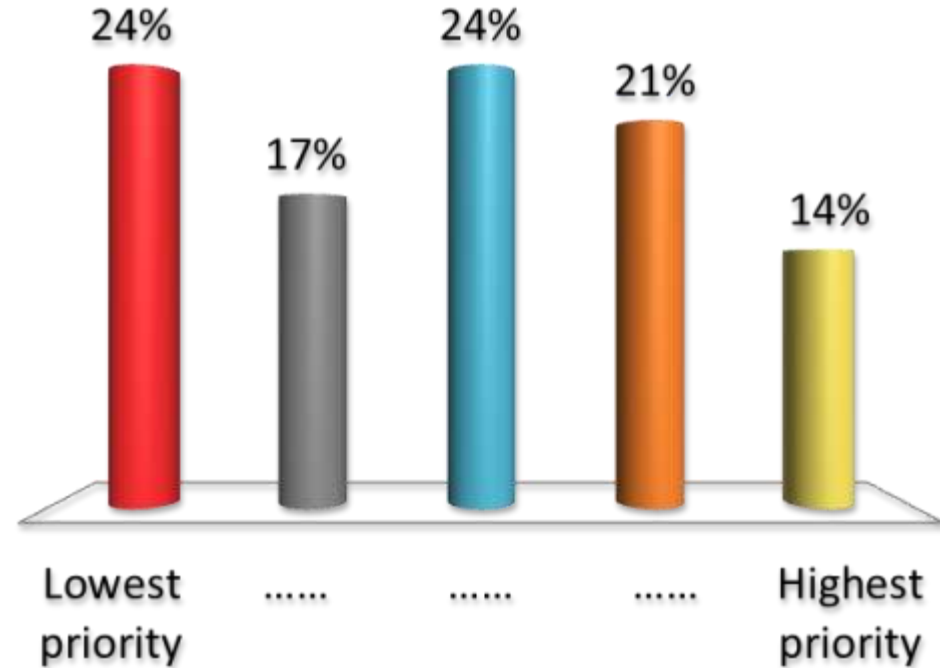
FANNING
HOWEY



Provisions for charging of portable devices



1. Lowest priority
2.
3.
4.
5. Highest priority



Movable work surfaces that allow different — arrangements



FANNING
HOWEY

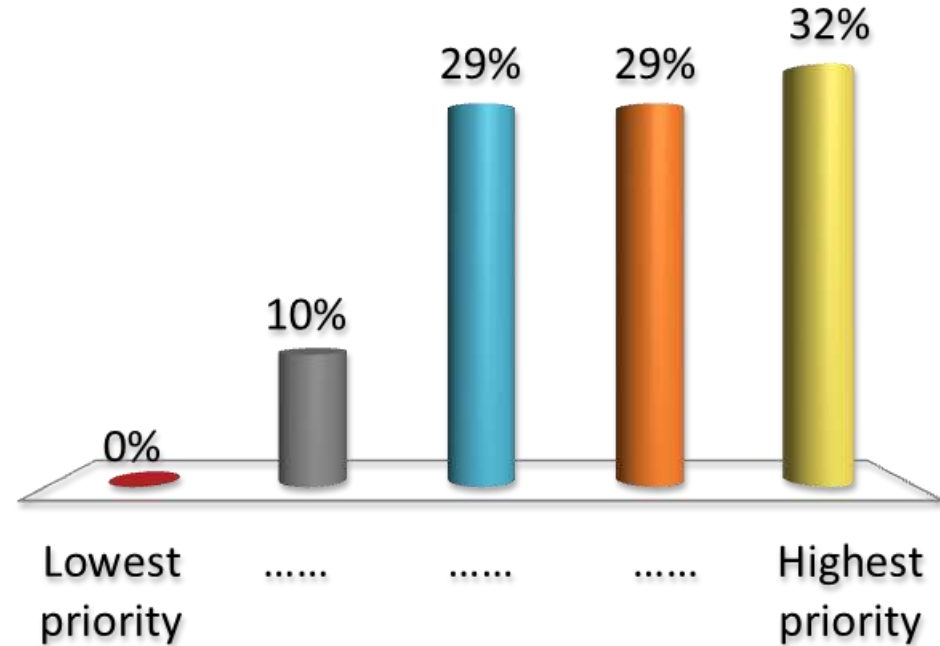


Movable work surfaces that allow different — arrangements



FANNING
HOWEY

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Ability to open large walls or doors to — connect spaces



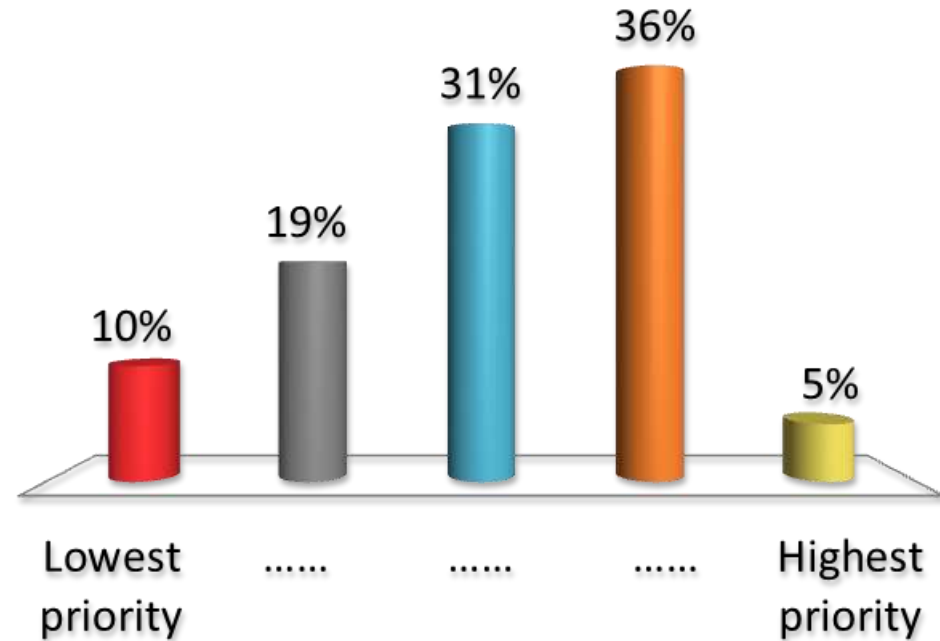
FANNING
HOWEY



Ability to open large walls or doors to — connect spaces



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Stairs as learning space



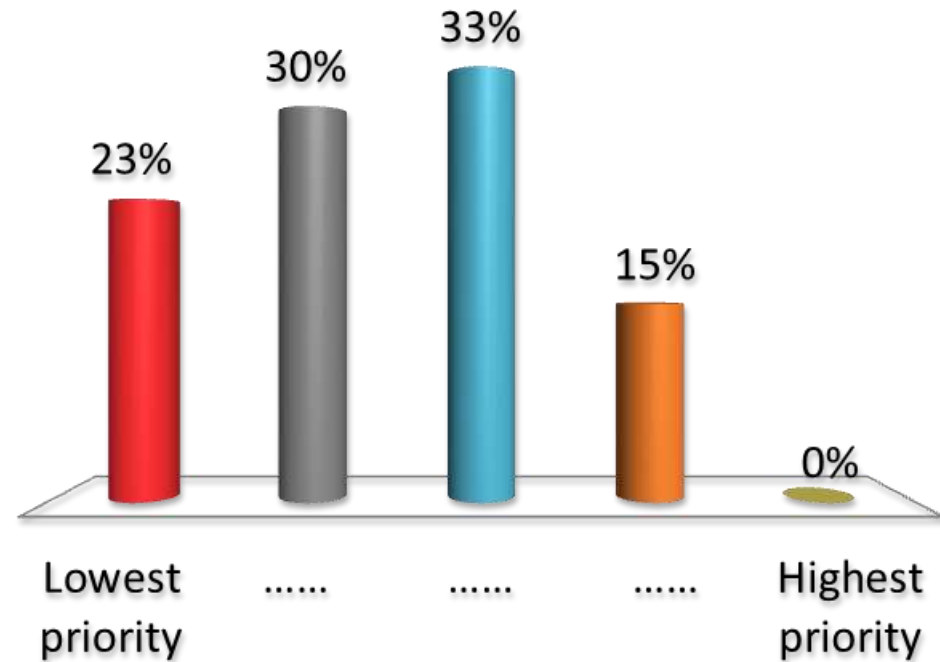
FANNING
HOWEY



Stairs as learning space



1. Lowest priority
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4.
5. Highest priority





Recap from February 7th



(3) I's ~~Place~~ of Mentoring
Flexible grouping
Untapped Potential
Pride
More opport. for differentiation
Communication (caregiver - caregiver)
Build a strong LE Brave
Community
Balanced class size
All resources in one spot

(3) I's Functional Learning
More availability of Physical Resources
Role Models

IDEA SHARING

(4) I's Security Improved
Seamless Transition (stud)
Epicenter of Community
Student Safety
Vision More Uniform
Equity



Idea Sharing:
Consolidated
School Benefits

Compassion + Character

1. 10, 9, 7.554

2. Listen to understand

Empathy

"Quote" Core table 4

Service Projects/Community

4. One building

Open spaces/Group learning

Adaptable

Flexible Scheduling



FANNING
HOWEY

6 C Responses



Communication	10.06
Compassion	9.5
Critical Thinking	9.32
Collaboration	8.94
Community	8.87
Creativity	7.88



Learning Modalities



**FANNING
HOWEY**

		Rank HS/Gen	Rank MS	Rank ES	Cross Cat
Blended Classroom	Combination of face to face and digital teaching	1,3	3	1	
Exchanging Mentors	Delivering curriculum by exchanging mentors by specialties and interests				
Flipped Classroom	Delivering instructional content outside the classroom and using classroom time to engage in concepts with guidance of the instructor				
Inquiry Based	Learning through asking questions, investigating and reflecting	4,2,1	2	2,3	
Integrated Curriculum Delivery	One Project, several disciplines			3	2
Maker Spaces	Learning by making things	3			
Mastery Learning	Promotion by comprehension. Not based upon grade levels				
Mentors as Facilitators	Learner knowledge through discovery	3,3			
Multi-age Learner groups	Grouping students across multiple age levels, either in the same classroom or grouped classrooms				1
Problem Based	Learners in groups work together with Mentor facilitator	1,1,2,1		1	
Project based	Problem solving. Focus based on projects that are relevant	2,2,1,1,3		2	
STEM and/or STEAM	Integration of Science, Technology, Engineering, (Arts) and Math	1,2,2,3,2	1	3,2	
Student Centered	Personalized, competency based, anytime, anywhere with learner ownership			1	3

Learning Modalities



FANNING
HOWEY

Overall:

Problem based

Blended classroom

Project based

STEM or STEAM

Inquiry based



Learning Modalities



FANNING
HOWEY

Overall:

Problem based
Blended classroom
Project based
STEM or STEAM
Inquiry based

Middle School:

STEM or STEAM
Inquiry based
Blended classroom



Learning Modalities



FANNING
HOWEY

Overall:

Problem based
Blended classroom
Project based
STEM or STEAM
Inquiry based

Middle School:

STEM or STEAM
Inquiry based
Blended classroom

Elementary:

Student centered
Problem Based
Blended classroom
Project based
STEM or STEAM
Inquiry based

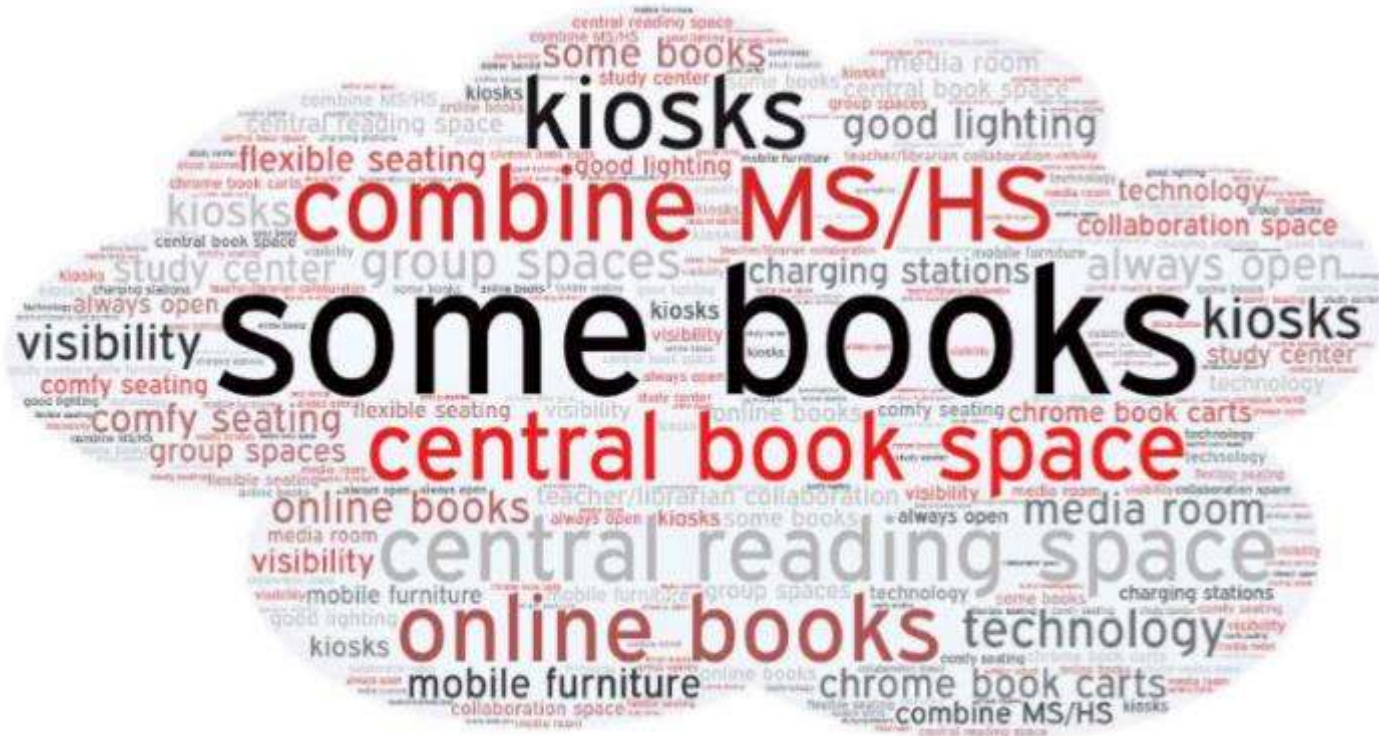




Media Centers



FANNING
HOWEY



Middle School



High School



Building Exterior Image



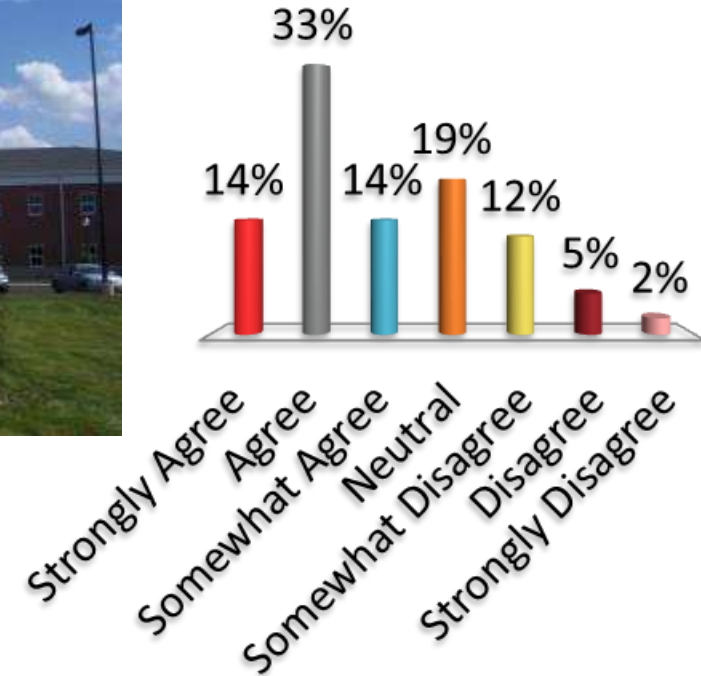


This example reflects the image for Logan Elm



FANNING
HOWEY

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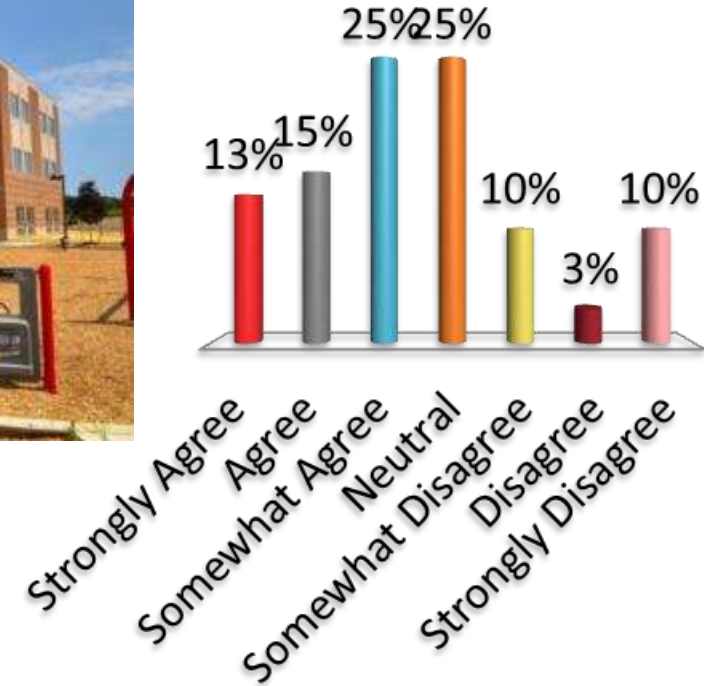


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FANNING
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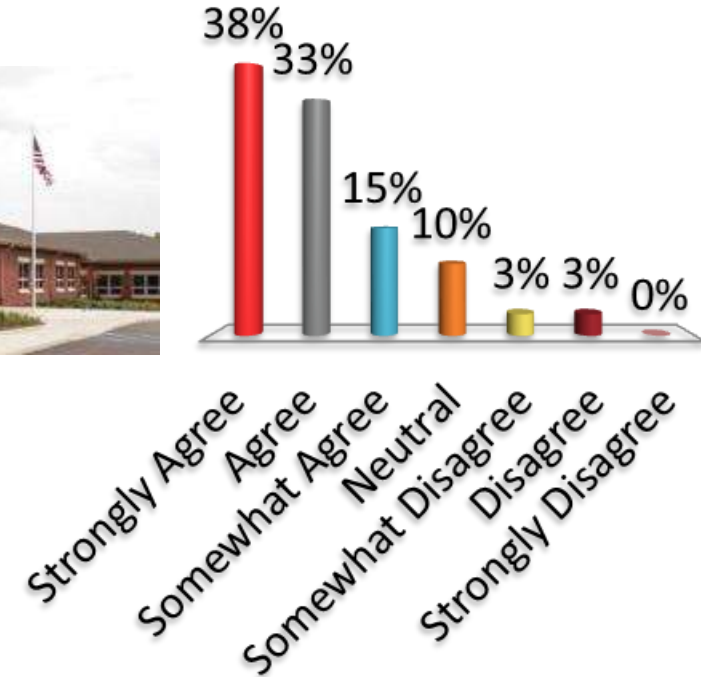
ARCHITECTURE | INTERIORS | ENGINEERING

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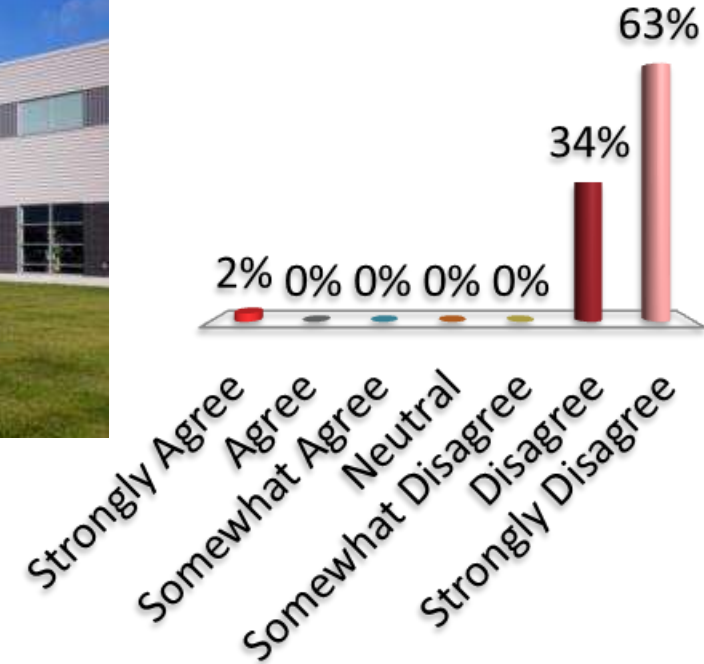


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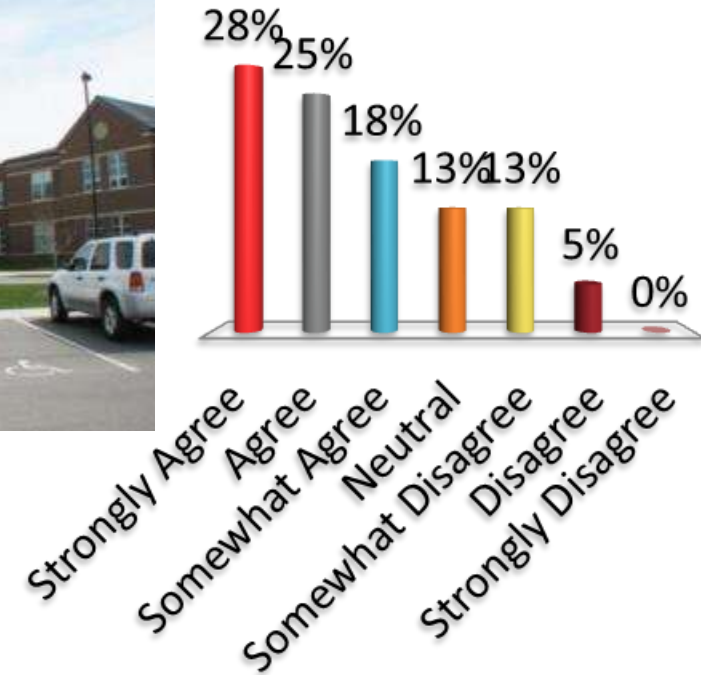


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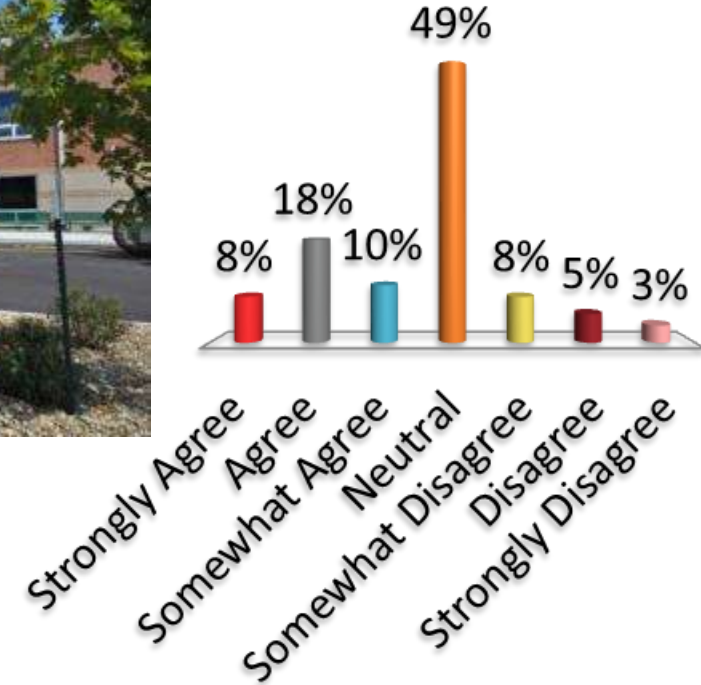


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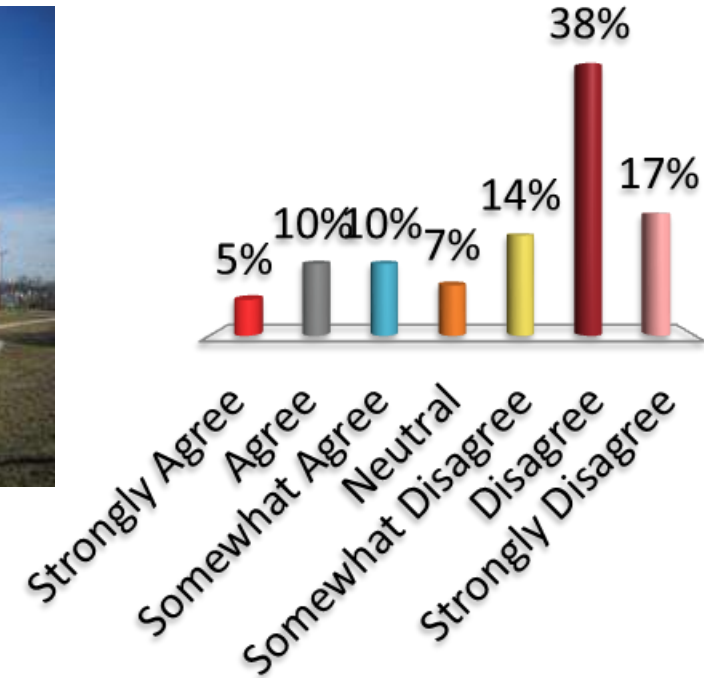


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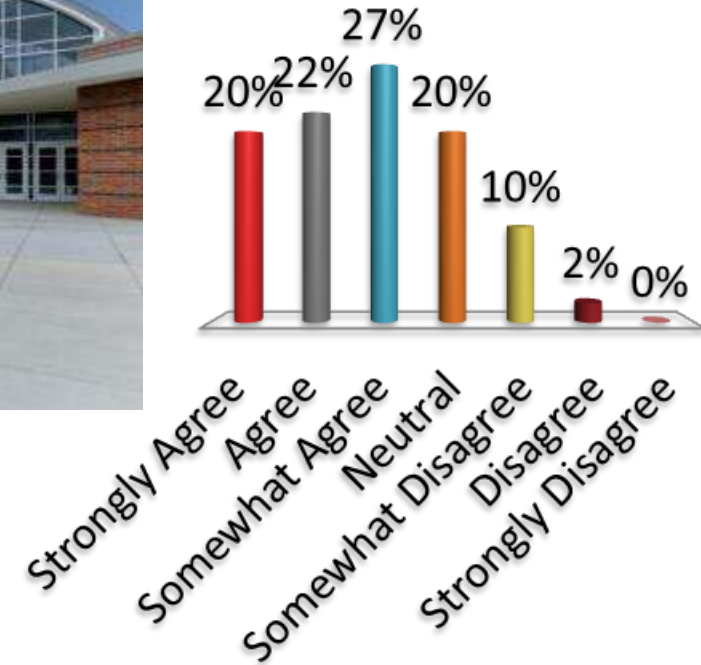


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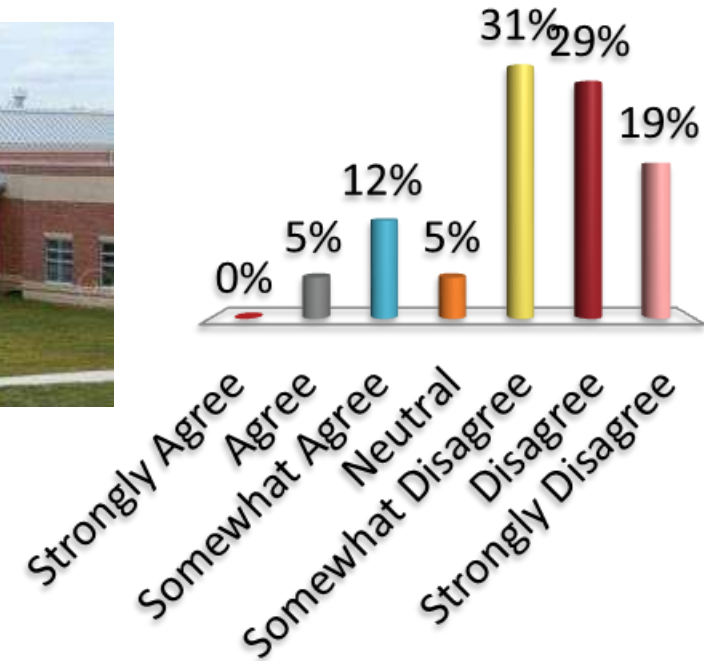


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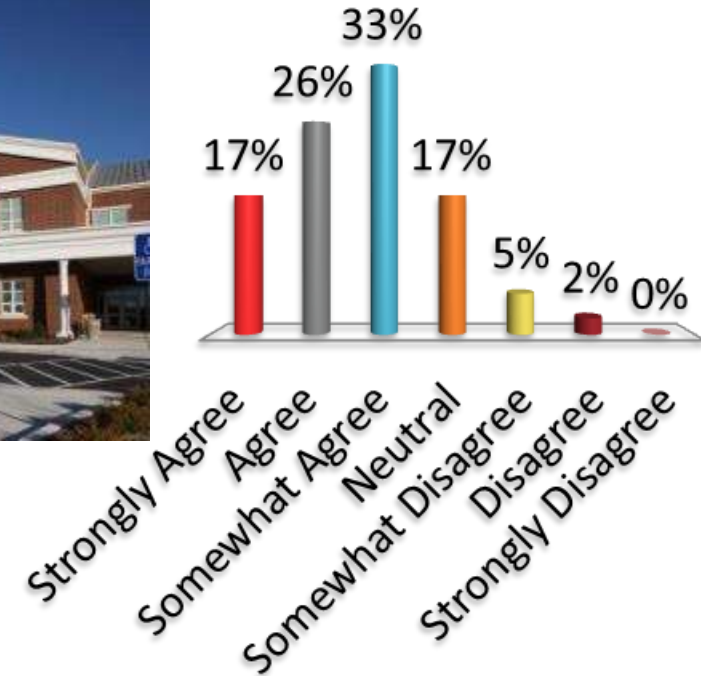


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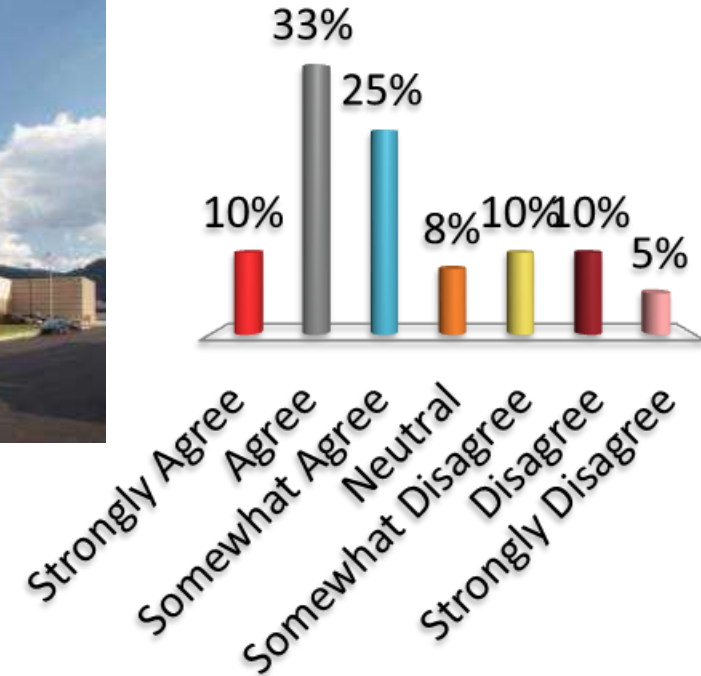


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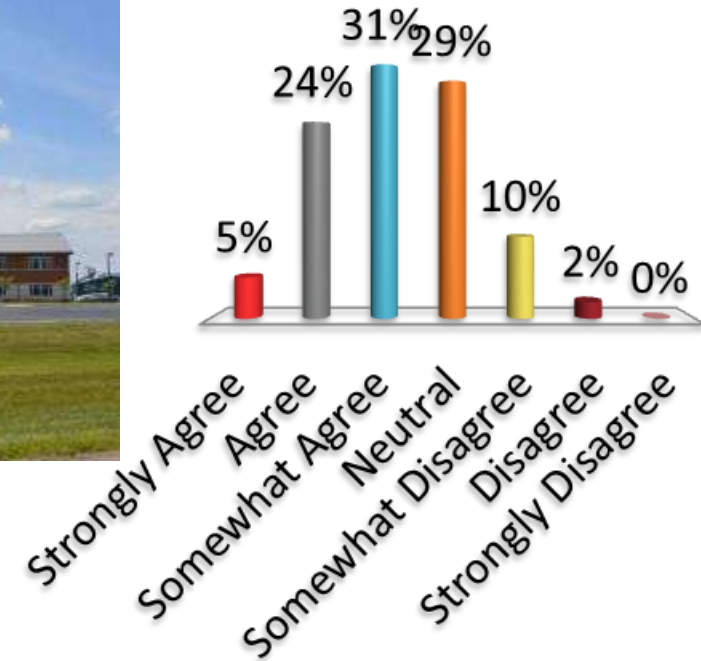


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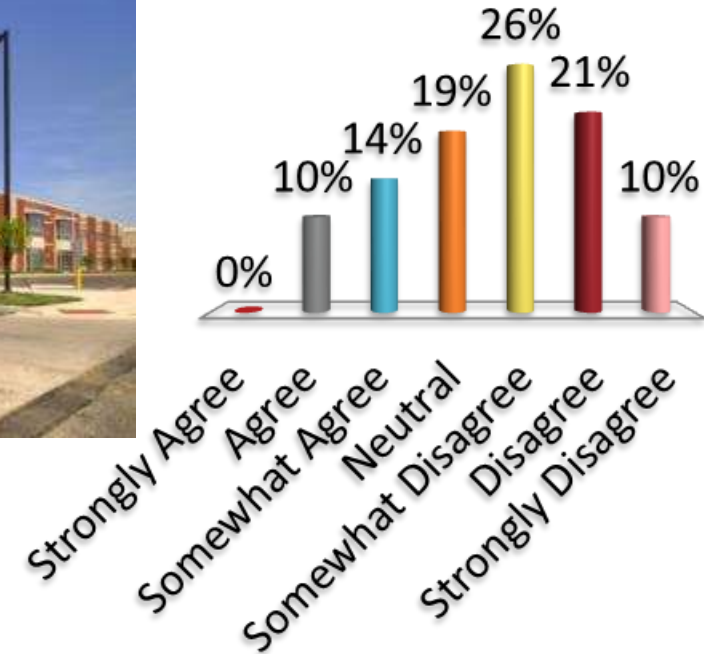


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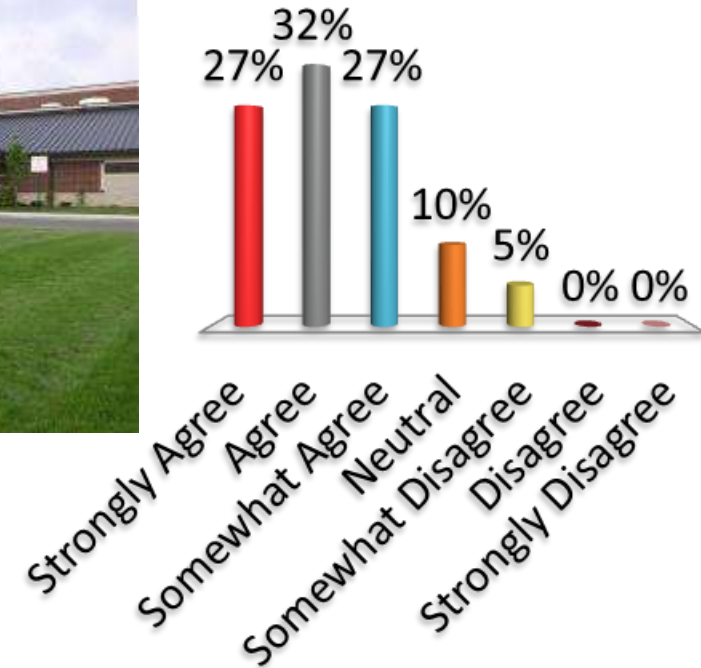


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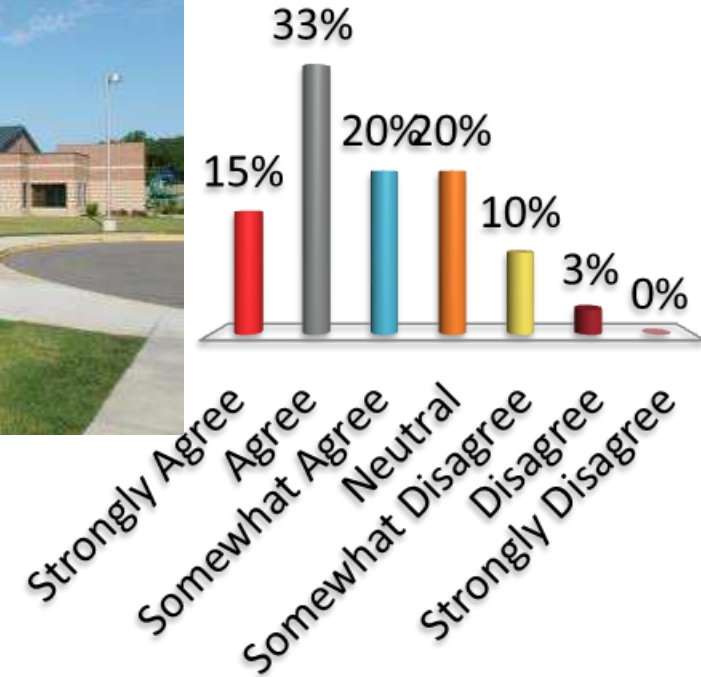


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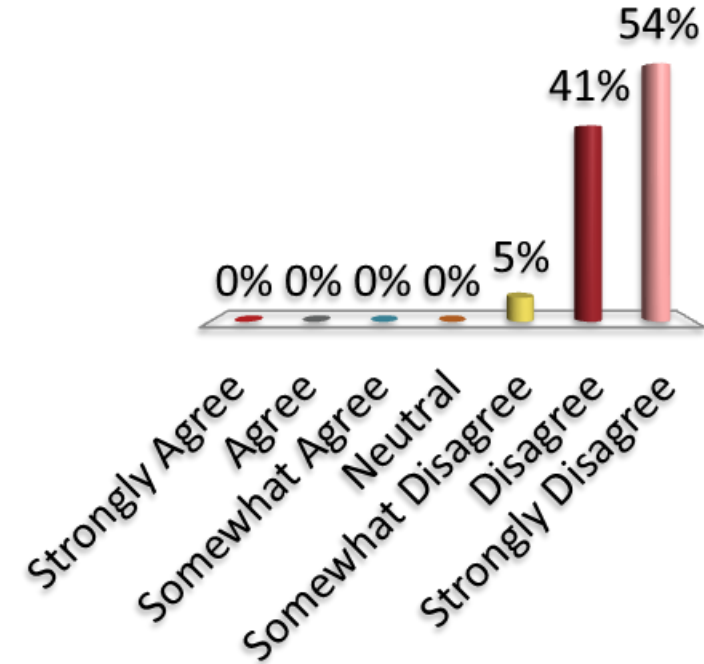


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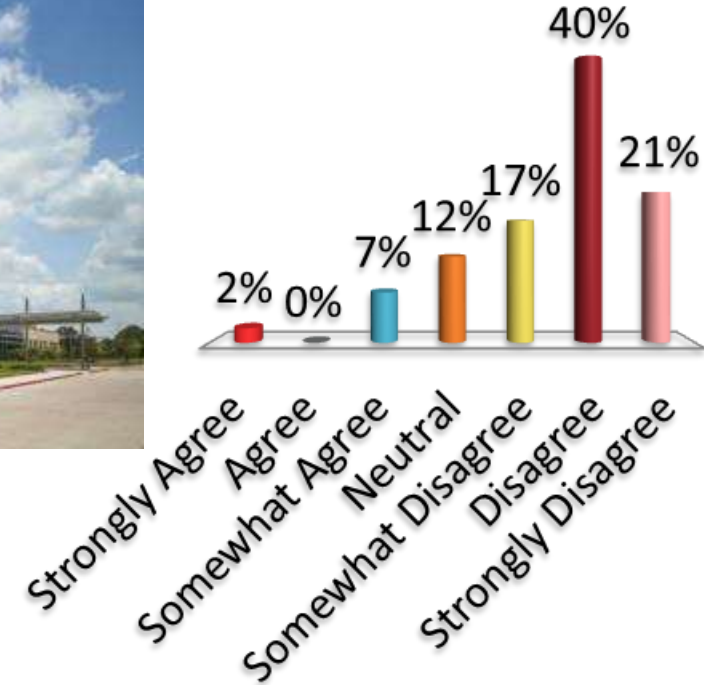


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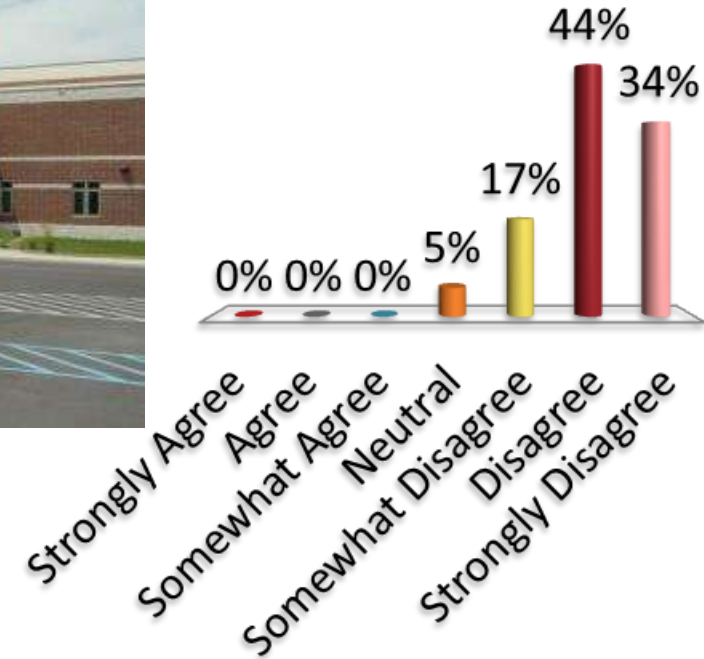


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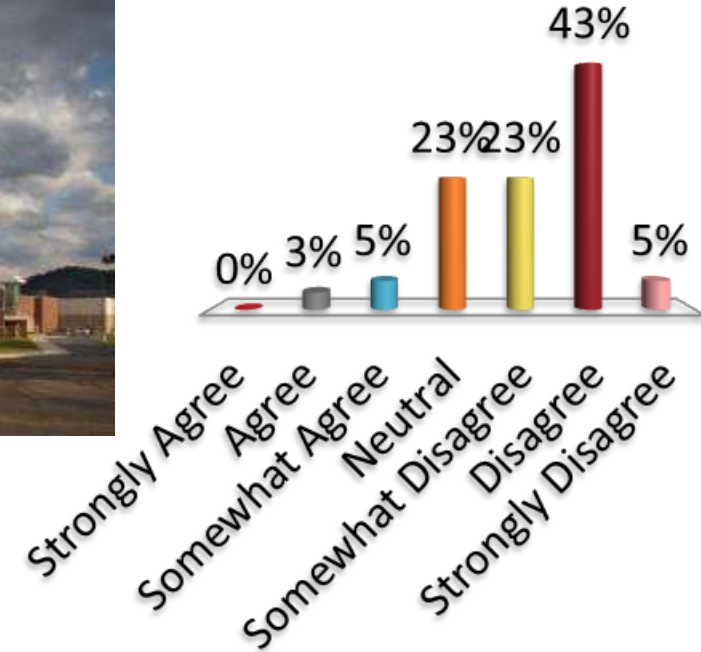


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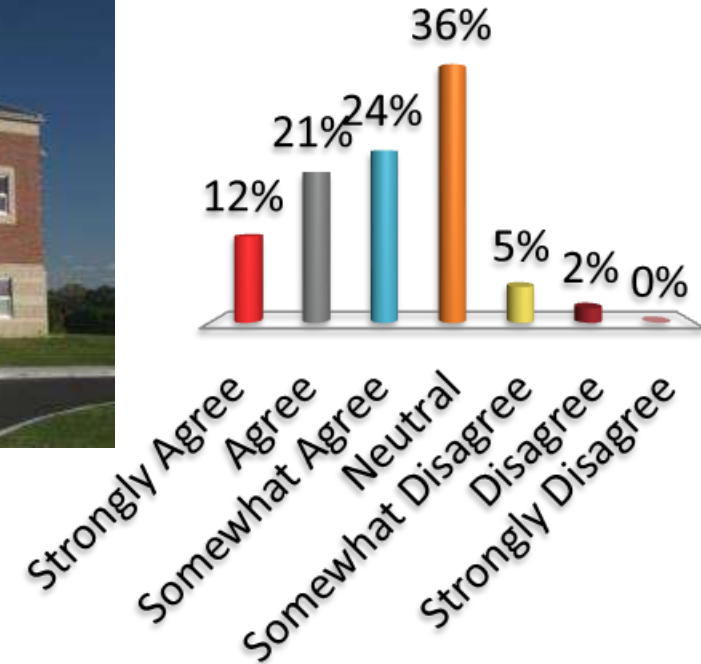


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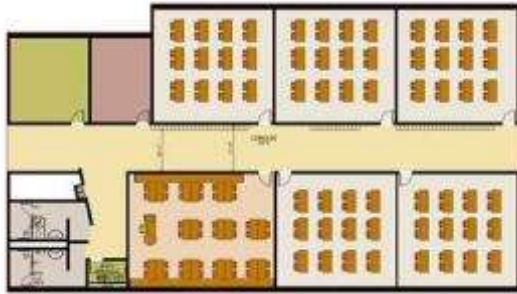




Finding the right 'fit' for Logan Elm



FANNING
HOWEY



Traditional

Transitional

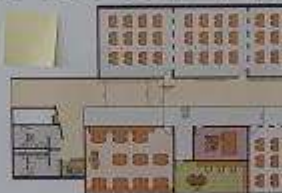
Transformational



TRADITIONAL



TRANSIT



Individual responses along the spectrum



TRANSITIONAL

TRANSFORMA

Individual responses along the spectrum



TRANSITIONAL

TRANSFORMATIONAL



Individual responses along the spectrum



Final Thoughts

LOGAN ELM VISIONING SESSION #3

February 21, 2020

Photos

