


TODAY'S AGENDA

Dual Language / Fine Arts Academies
Educational Specifications
Community Meeting Agenda

Thursday, October 23rd, 2014

1. Welcome and Introductions
2. Review of Process & Timeline
3. Review of Teacher Interviews & Planning Lab #1
4. Presentation: Curriculum Delivery & Facilities Implications
5. Small Group Discussions
6. Small Group Reports
7. Questions & Answers
8. Next Steps, Adjourn


PLANNING LAB #2: November 12 & 13
FINAL BOARD PRESENTATION: December 11

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Defining Roles: Planning vs. Designing

PLANNING: Narrative of Program, Curriculum, and Function of the Facility. Draft Program of Requirements, Bubble Diagrams

DESIGNING: Putting a Form around the Function, Schematic Designs, Blueprints, Construction Documents



Highlights

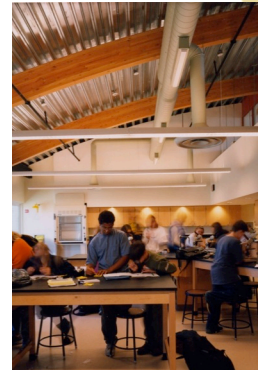
- **2 Academies**
- **Both Dual Language / Fine Arts**
- **One in South: Corey – Projected Enrollment 750**
- **One in North: Roquemore – Projected Enrollment 500**
- **Start with Kindergarten Cohort in School Year 2015-2016**
- **Dual Language instruction in Core Academics with Target Language**
- **Fine Arts instruction Kindergarten to 4th grade = “All Arts for All”**
- **Fine Arts instruction 5th and 6th grade, students specialize:**
 - **Visual Arts**
 - **Strings**
 - **Piano**
 - **Choir**
 - **Dance**
 - **Drama**
- **Other Parallel Processes: Staffing, Student Applications, etc.**



EnVisioning the Future

Educational Specification:

- Aligns with District's Strategic Plan
- Focuses on the Learner
- Responds to the community's expectations for learners
- Facilitates the pedagogy and curriculum of the District
- Creates opportunities for community partnerships in learning

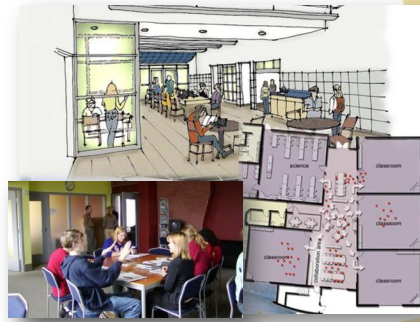


**Focuses on the Whole Student: Academic,
Social, Physical, & Cultural**



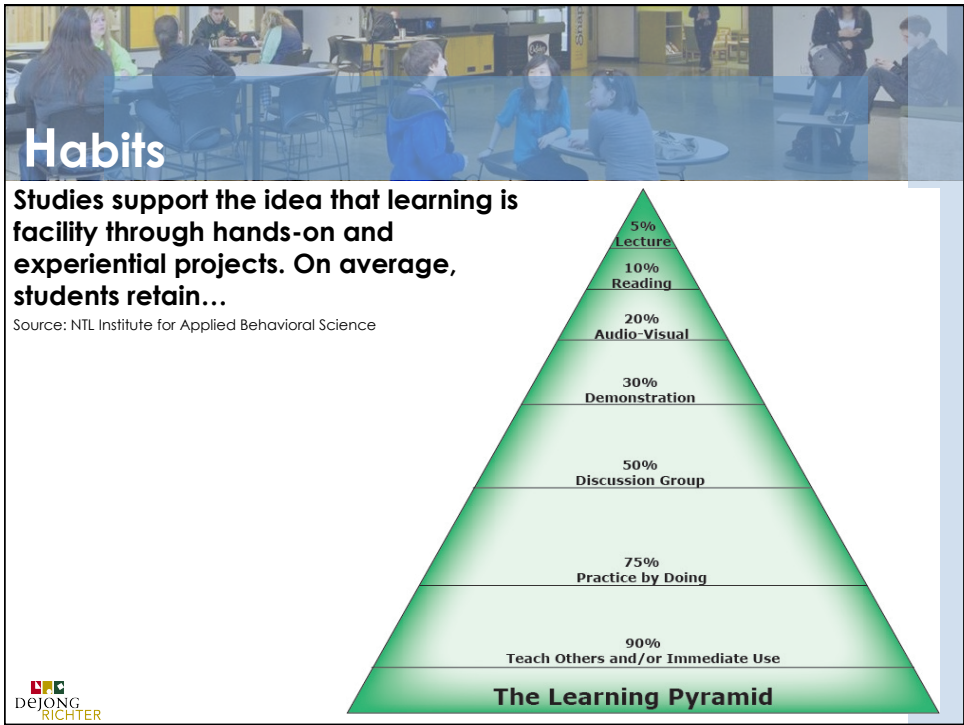
Educational Specifications/ Validation

- Capacity
 - ✓ Learning Spaces
 - ✓ Administrative Facilities
- Support Spaces
- Technology
- Security & Supervision
- Instructional Support
- Physical Characteristics
- Learning Environment
- Relationships of Spaces



INSTRUCTION for the 21st CENTURY

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Change in Pedagogy

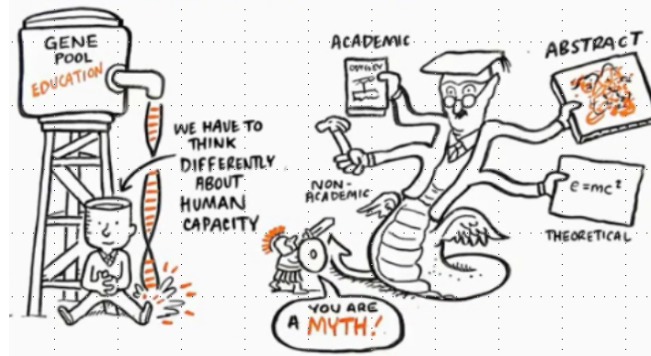
	20th Century Learning	21st Century Learning
Civic Literacy	Teacher-centered, fragmented curriculum, students working in isolation, memorization of facts	Hands on, project-based, interdisciplinary
	Time-based	Outcome-based
	Focus: Memorization of discrete facts	Focus: What students know and how it can be applied to real-world situations
Environmental Literacy	Curriculum is textbook-driven	Curriculum is thematic, research-driven, and integrated
	Passive learning	Active Learning
	Learners work in isolation - classroom within 4 walls	Learners work collaboratively with classmates and others around the world; the Global
Financial Literacy	Teacher-centered: the teacher is the center of attention and provider of information	Student-centered: teacher is facilitator, coach

GLOBAL AWARENESS

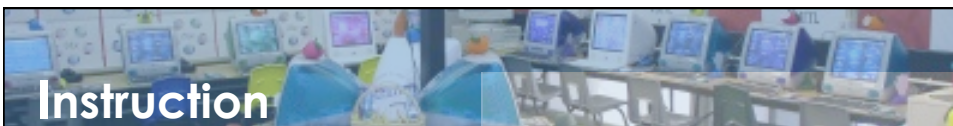
Health and wellness awareness

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The 19th and 20th Century answer to Public Education



- **Create an Industrial era model of learning**
 - To prepare students for an industrial era economy
- **With learning artificially separated**
 - Like factory lines /jobs
- **Many students: one teacher**
 - Modeled on industrial jobs
 - The only economically possible answer to population growth at the time given the limits of technology



Cooler computer cramming!





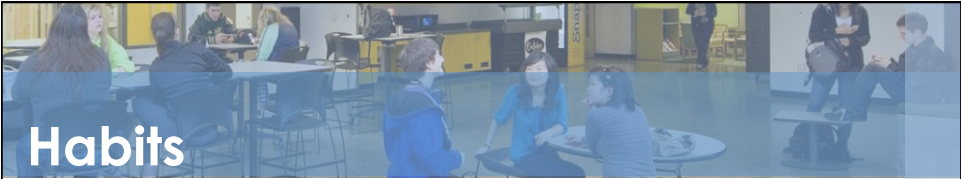
Habits



Teachers





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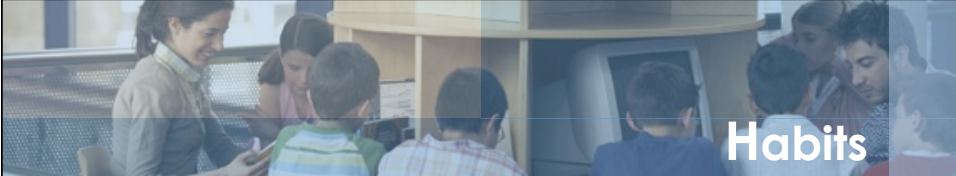
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Student-Centered



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Habits

Technology Trends

- Integration of Technology
- Technology in 21st Century Learning
- Social Media
- The Millennials



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Habits

Environmental Trends



- Healthy, productive learning environments
- Improved teacher retention
- Financial savings
- Hands-on learning
- Environmentally friendly

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Habits Teaming & Collaboration

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Habits Blended Learning

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Habits

Mobile Learning

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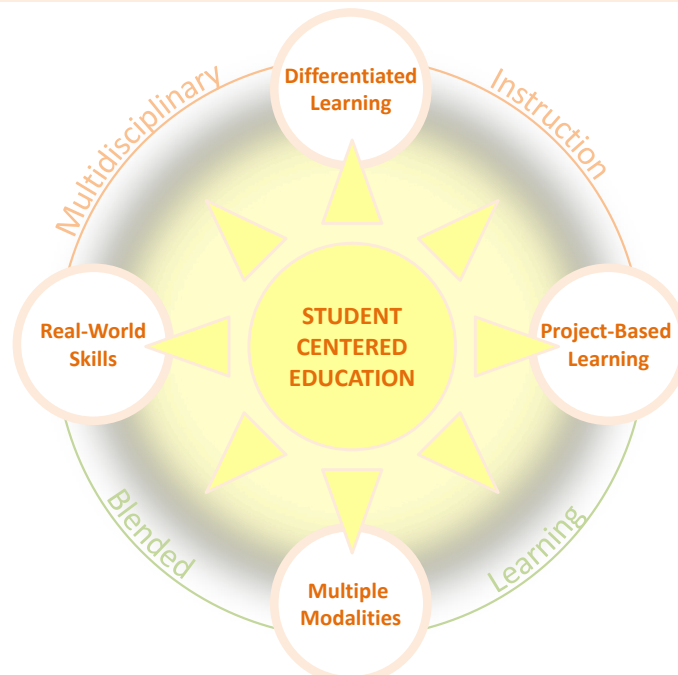
Habits

Experiential

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Differentiated Learning

- not “one size fits all”
- learning models personalized and varied
- empowers each student to full potential
- tailors learning opportunities to individual learning styles and arrangements



Multidisciplinary Teaching

- provide new ways of exploring subjects within the context of familiar, more approachable topics
- teaches students to synthesize subject content across disciplines
- teachers integrate lessons with other subjects for a broader and richer experience



Multiple Modalities

- education beyond the traditional classroom configuration
- spaces that respond to various concurrent instructional activities, including team-building events, small group sessions, individual learning, peer presentations, and large group instruction
- Sharing spaces increases the overall usefulness of each room

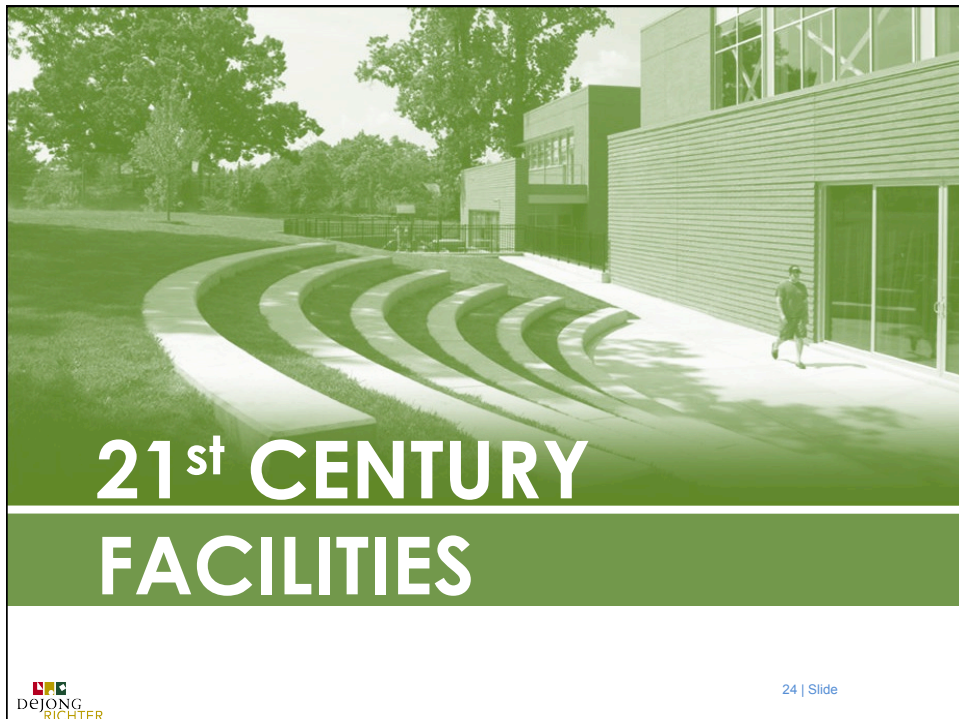


Blended Learning

- integrates various learning environments, combining instructor-led classroom learning with mobile and online computer education
- greater scheduling flexibility and options; learners and educators can connect at any time and any place
- tools such as videoconferencing, television, cellular telephones, laptops and tablet computers can be effectively used in blended learning strategies



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21st CENTURY FACILITIES



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Schools in 4 Stages:

Stage 1: Industrial Schools

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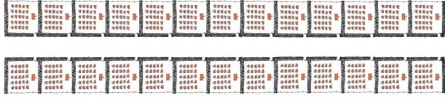

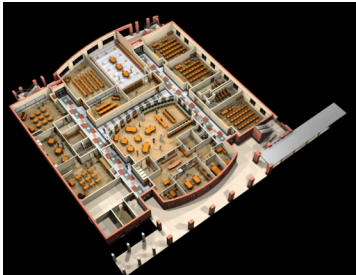
Stage 2: Improved Schools

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Stage 3: Restructured Schools

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Stage 4: Learning Communities




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Habits & Habitats

To get from here...



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Habits & Habitats



And here...



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Habits & Habitats



To Here...



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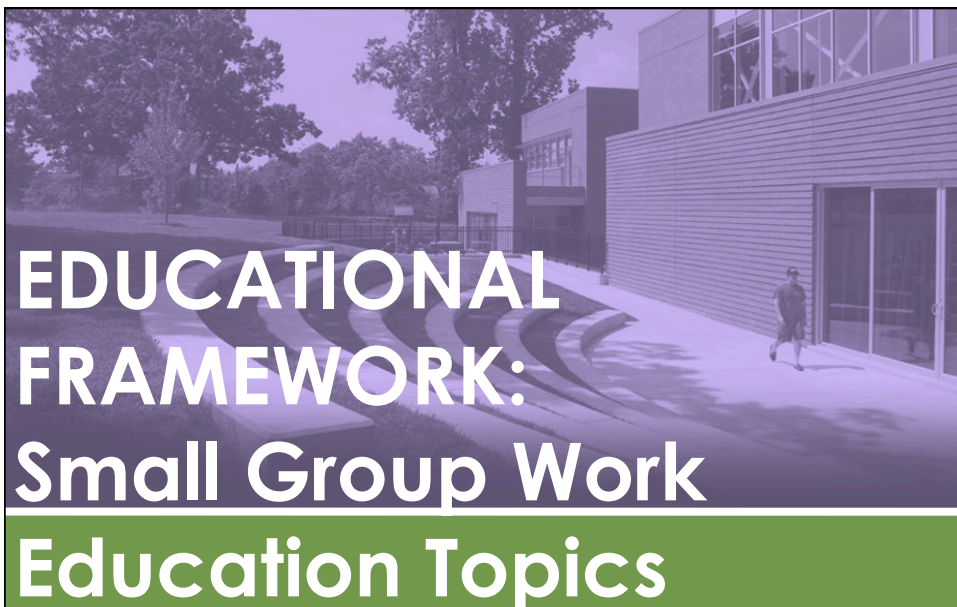
Habits & Habitats



To the FUTURE



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EDUCATIONAL
FRAMEWORK:
Small Group Work
Education Topics



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Planning Lab #1

- TOP 5 challenges and opportunities of public education today
- 5 major themes:
 1. Professional Development for all staff
 2. Flexibility in instruction, scheduling, and assessments
 3. Creating and exposing students to rich community and cultural opportunities in and out of school
 4. Increasing parental involvement through enhanced communication
 5. Integrating curricula



Planning Lab #1: Vision Statement

At the Corey - Roquemore DL/FA Academies, learning


- Is infused with fine arts and visual arts: Art instruction intentionally relates to the student's academic and cultural instruction
- Furthers the student's awareness of and appreciation for multiple cultures
- Equally values language acquisition and arts instruction
- Is data-driven and individualized for each student and teacher through professional development (PD)
- Is facilitated in relevant ways for students whose needs and interests help shape the instructional context
- Is facilitated by adjusting daily class schedules as deemed best for student mastery
- Is assessed primarily based on content and concept mastery for students and teachers (PD)




Planning Lab #1 - A Week in the Life of:

Student, Teacher, Administrator to include:

1. Professional Development
2. Flexible Scheduling
3. Create / Expose Students to Community & Cultural Opportunities
4. Parental Involvement
5. Integrated Curriculum



Planning Lab #1 - A Week in the Life of a STUDENT



Student View
Kinder through 4th

Opportunities to bring in extra cultural exper.

Theatre
prod prod
Special ^{and} _{and} ^{and} _{and}
Guests ^{and} _{and} ^{and} _{and}
etc

Planning Lab #1 - A Week in the Life of a DUAL LANGUAGE TEACHER

	M	T	W	Th	F
LA/SS* integrated cultural arts					
Conference/Planning PLC					
Lunch					
PLC					
LA/SS*					
*the other tchr has M/S					
additional planning					

Teacher View

DEJONG RICHTER

Planning Lab #1 - A Week in the Life of a FINE ARTS TEACHER

M-Th (if we need to see all grade levels daily)

8:20-8:50 Kinder	}	Friday
8:55-9:40 1st		Same
9:45-10:25 2nd		
10:30-11:10 3rd		
11:15-11:40 Lunch		
11:40-12:25 4th		
<hr/>		
12:30-1:15 5th	}	12:30-2:10 PLC time and pullout rehearsal time
1:20-2:10 6th		feasible
2:10-3:20 Conference		

* If there are 2 or more FA teachers, then you can divide the students a/o not see all grade levels every day.

"A Day in the Life" - Fine Arts Teacher

DEJONG RICHTER

Planning Lab #1 - A Week in the Life of a PRINCIPAL / ADMINISTRATOR

M T W T H F

7:00 Arrive school drop
 8:00-8:20 Parents
 8:20 Open School students, Principal Duty
 8:20 Announcement -
 8:30 walk throughs
 4:30 PLCs Daily
 11:30 - Lunch - Maybe Duty/Student
 1:00 Walk throughs, Evaluations, Feedback
 2:00 emails, phone calls, parents
 2:15-3:00 External Activities/Walk through/Relationship Building
 3:00- Walk building
 4:20 students
 4:20-Dismissal
 DATA Planning PLCs, Data talks, Parents
 6:30 Depart
 7:30 (Principal Learning time) Team leader meeting, SBDM
 PTA, CBLT,

Extras that disrupt schedule
 ARD's, RTJ, Budget, PDAs
 504, Resources, PLCs,
 UEA, Fire drills, Bad weather,
 Parent Concerns
 Discipline Issues
 Off Campus Meeting / Prin. Training
 Random Folks
 Teacher Issues
 Staff Meetings
 Team Leader meetings

Planning Lab #1: Benefits of Layouts

- Aesthetically inviting
- Close proximity to resources
- Containment
- Developmentally appropriate spaces (independent vs. teacher directed)
- Divisible into private areas if needed
- Efficient use of square footage
- Familiarity
- Flexible & collaborative
- Flexible groupings for instruction
- Less isolation / more relationship building for professional development
- Longevity
- Low Distractibility
- Low noise level
- Practice rooms AKA student offices (rehearse ALL subject areas e.g. math, music, etc.)
- Presentation spaces
- Responsibility over learning, work, education, success
- Safe & secure
- Severe weather protection
- Technology support throughout
- Visual access to circulation area

Planning Lab #1: Compilation of Space

- Core Academics
- Special Education
- Visual Arts
- Music & Performing Arts: Strings, Piano, Choir, Dance, Drama
- Library / Media Center
- Welcome Center / Administration / Guidance
- Physical Education / Gymnasium
- Food Service / Cafeteria



Community Meeting: Small Group Discussions & Reports

(Use index cards for questions, worksheet for comments)

1. What other academic or facility factors should be taken into consideration as the planning of the Dual Language / Fine Arts Academies moves forward?
2. What questions / comments do you have about the renovation of Corey & Roquemore elementary schools?
3. Do you support and extend school day or alternate start time of the implementation of the academies?
 - 8am to 4pm
 - 8am to 4:30pm
 - 9am to 4:30pm
 - Other
4. For traditional elementary school students attending Corey & Roquemore (not in the academy program) which of the following programs would you support students having access to for enrichment opportunities?
 - Foreign Languages
 - Visual Arts
 - Music
 - Dance
 - Drama



- Questions & Answers
- Frequently Asked Questions