


Workman Junior High School
Educational Specifications
Community Meeting Agenda

Tuesday, October 14th, 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: October 29 & 30
FINAL BOARD PRESENTATION: November 20


1 | Slide



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



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

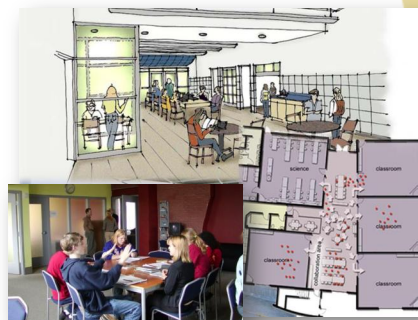



Focuses on the Whole Student: Academic, Social, Physical, & Cultural



Educational Specifications/ Validation

- **Capacity**
 - ✓ Learning Spaces: Permanent vs. Temporary
 - ✓ 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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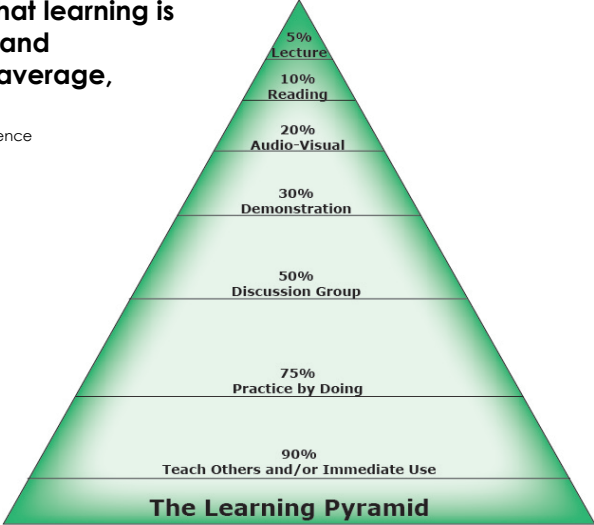
5 | Slide



Habits

Studies support the idea that learning is facility through hands-on and experiential projects. On average, students retain...

Source: NTL Institute for Applied Behavioral Science



Retention Level	Learning Method
5%	Lecture
10%	Reading
20%	Audio-Visual
30%	Demonstration
50%	Discussion Group
75%	Practice by Doing
90%	Teach Others and/or Immediate Use

The Learning Pyramid

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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
Environmental Literacy	Focus: Memorization of discrete facts	Focus: What students know and how it can be applied to real-world situations
	Curriculum is textbook-driven	Curriculum is thematic, research driven, and integrated
Financial Literacy	Passive learning	Active Learning
	Learners work in isolation - classroom within 4 walls	Learners work collaboratively with classmates and others around the world; the Global
	Teacher-centered: the teacher is the center of attention and provider of information	Student-centered: teacher is facilitator, coach

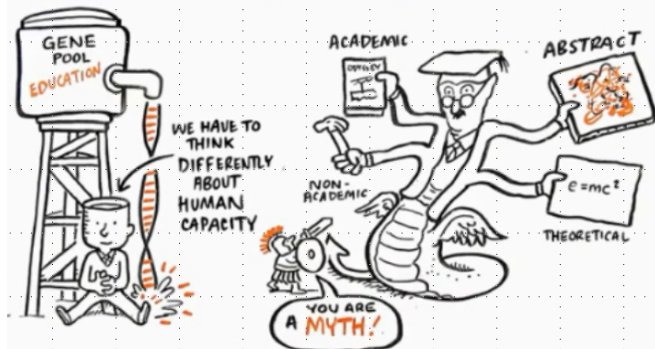
Health and wellness awareness

GLOBAL AWARENESS

7 | Slide




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

8 | Slide



Instruction

Cooler computer cramming!



9 | Slide




Habits

Teachers




10 | Slide



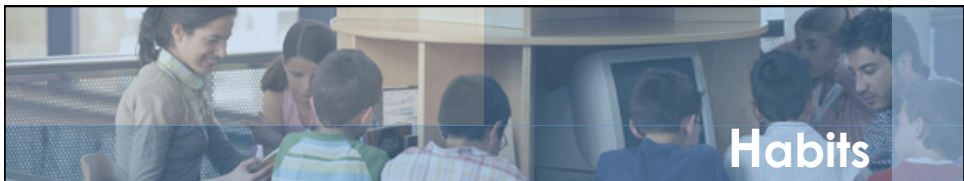



Habits

Student-Centered



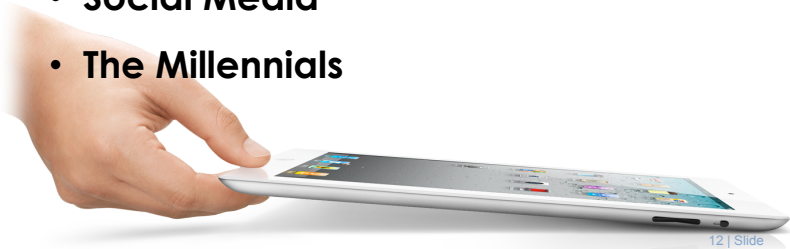
11 | Slide




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



14 | Slide





Habits
Blended Learning

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This slide features a collage of images related to blended learning. At the top left, a young boy and a man are looking at a laptop. Below that, a woman holds a tablet displaying various app icons. To the right, a paint roller with green paint is shown. In the bottom right, a teacher stands in a classroom with students raising their hands. The slide is decorated with green paint splatters on the left and right sides.



Habits
Mobile Learning

16 | Slide

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This slide features a collage of images related to mobile learning. At the top left, a sign on a brick wall reads "NO CELL PHONES IN USE DURING REGULAR SCHOOL HOURS" with a red circle and slash over a mobile phone icon. Below that, a young girl is using a tablet at a desk. To the right, a woman is holding a silver mobile phone towards the camera. The slide has a blue background on the right side.




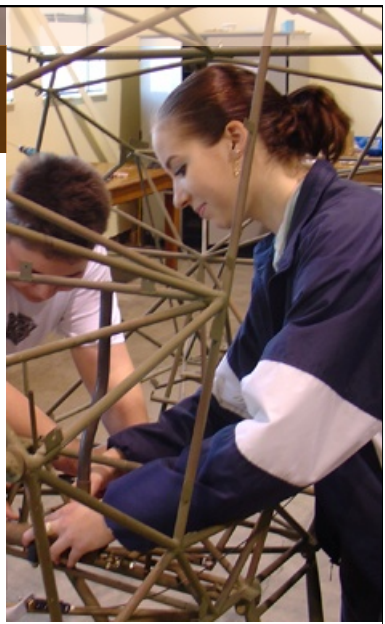
**Habits
Experiential**



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Project-Based Learning

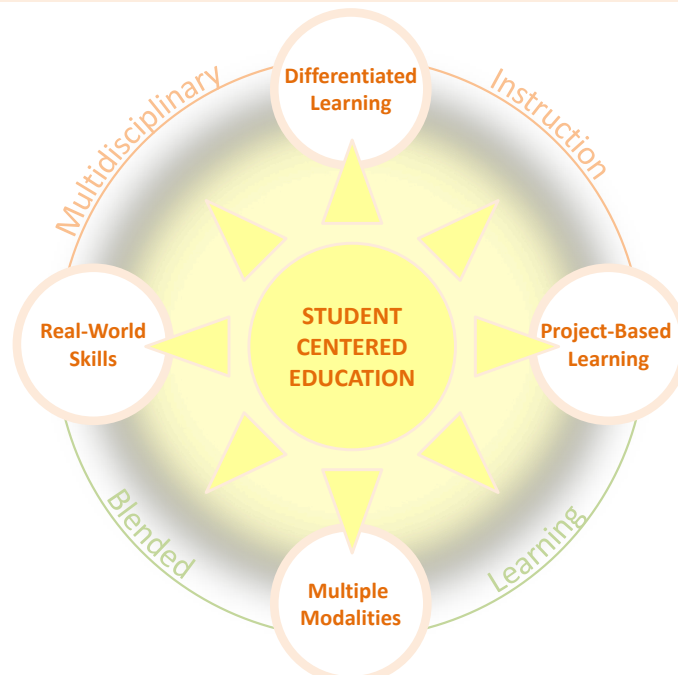
- students use inquiry to develop a solution with teacher facilitation
- project has real-world application
- student engagement increased
- encourages emotional and social maturity



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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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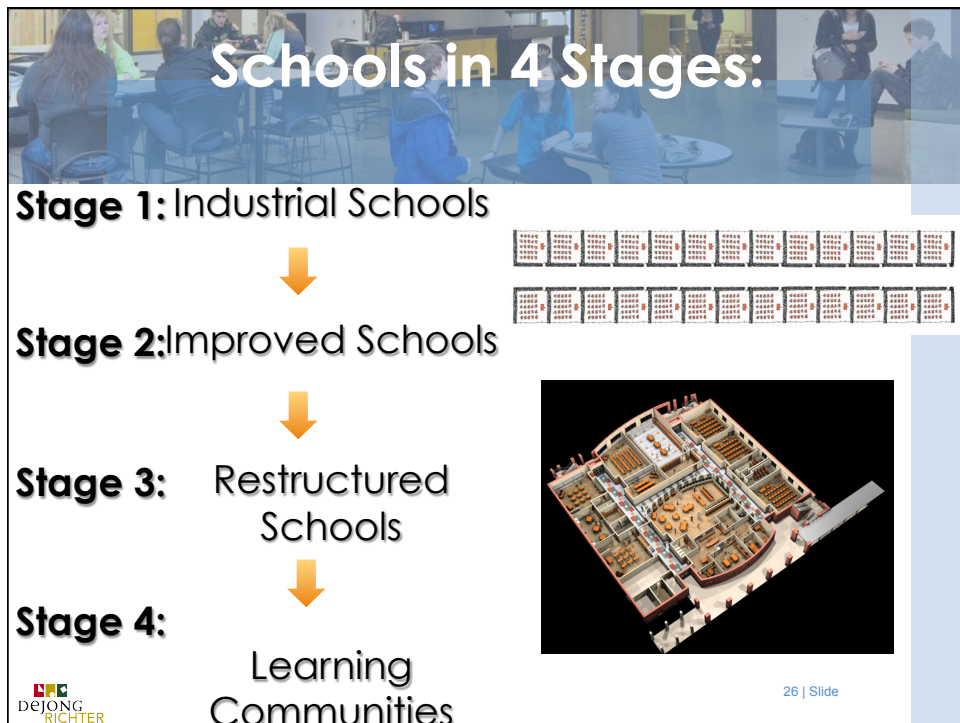
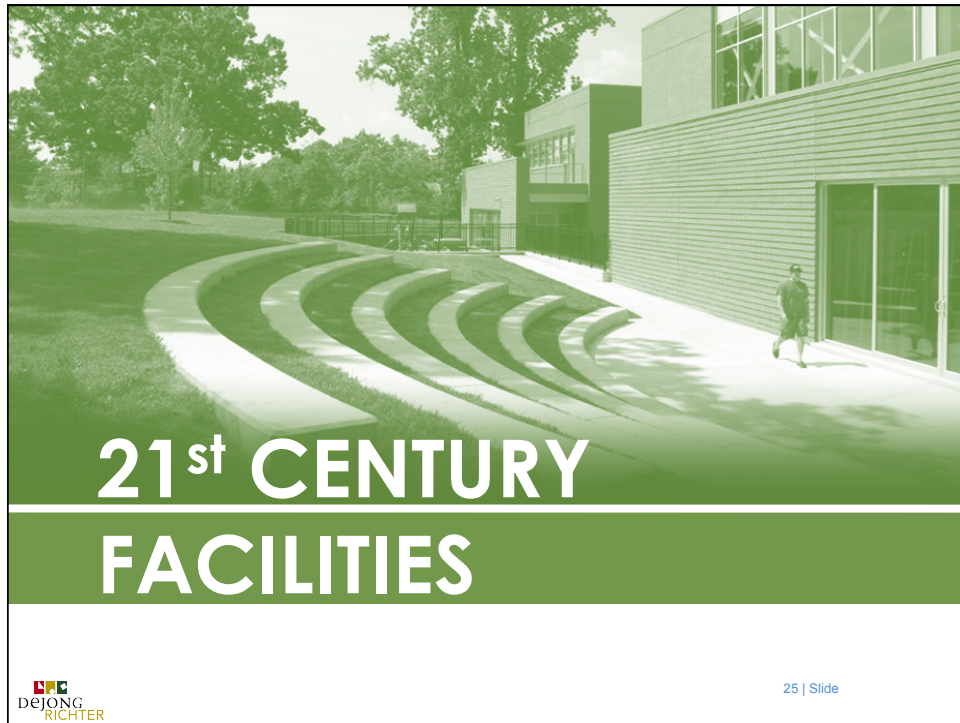


Real-World Skills Development

- hands-on instruction with opportunities for students to apply knowledge within a challenging framework
- aligns coursework with business, technical, and career applications
- students acquire skills for success in the real world



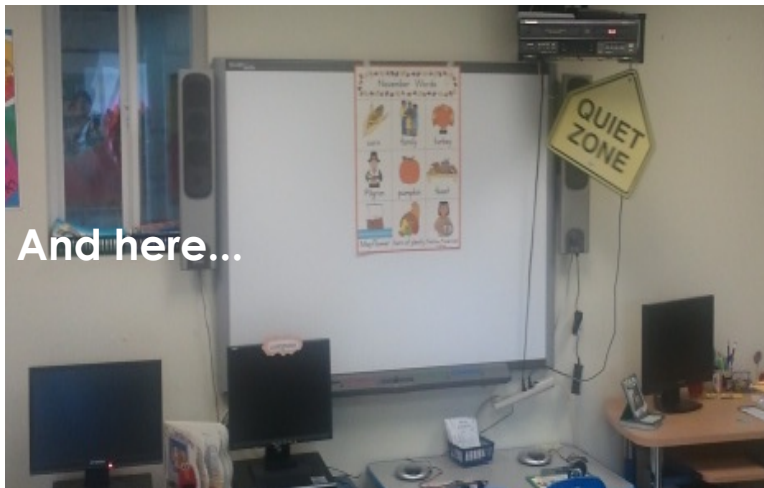
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Habits & Habitats



Habits & Habitats



Habits & Habitats



To Here...



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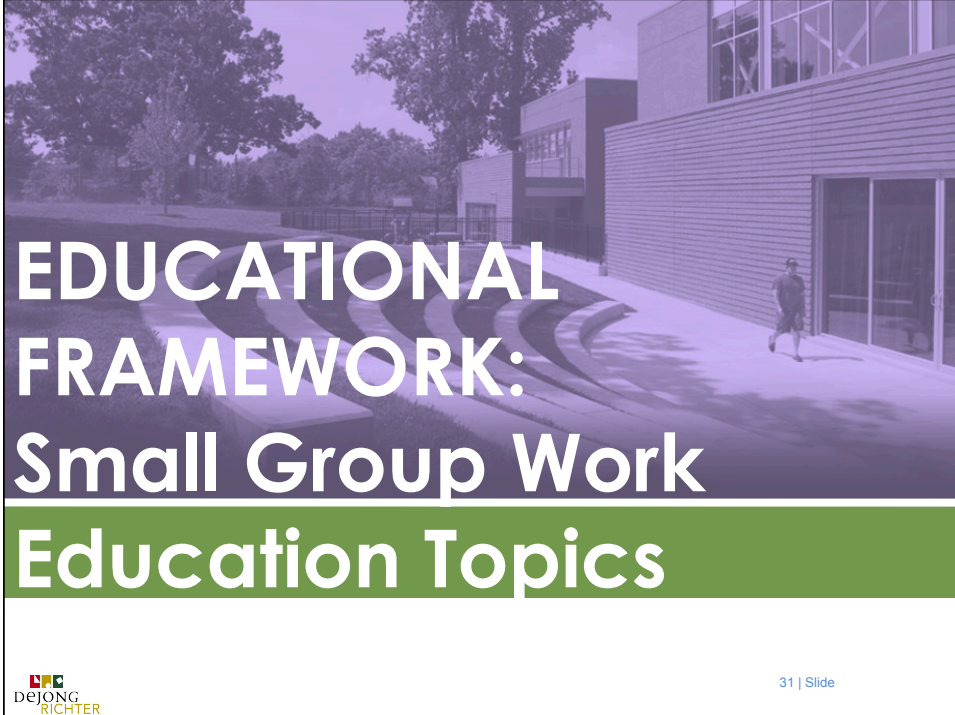
Habits & Habitats



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. Maximizing Existing Resources and Increase Access to Innovative Resources, Rich Experiences & Talented Personnel
 2. Flexible Learning Spaces
 3. Individualized Student Learning Pathways ("below", "within" and "above" level)
 4. Integrated Student & Family Support & Education (real-world inter & intra personal skills)
 5. Integrated Curriculum (both within the school and between the school and local businesses and universities)

Planning Lab #1

- Top Focal Points and Facility Implications for 5 Major Themes
- Program Implications
- Vision Statement & Key Ideas that Informed Statement
 - “Workman will be a learning hub for our students, families, and community, with multiple avenues for our students to connect to defined learning pathways, their teachers and professionals in the local community”



Planning Lab #1: Aligning the Junior High Course Pathways with High School Endorsements

STEM, Business and Industry, Public Service, and Arts & Humanities

Pathways:

Curriculum, the “WHAT”

- Aero-science
- Business and Industry
 - JROTC
 - Health services
 - Repair services
 - Criminal justice/ legal
- College readiness
- Communications
 - Computer graphics
- Fine Arts
- Human Services
- International Baccalaureate
- STEM, STEAM
- Traditional/Classical

Ways to Achieve Pathways:

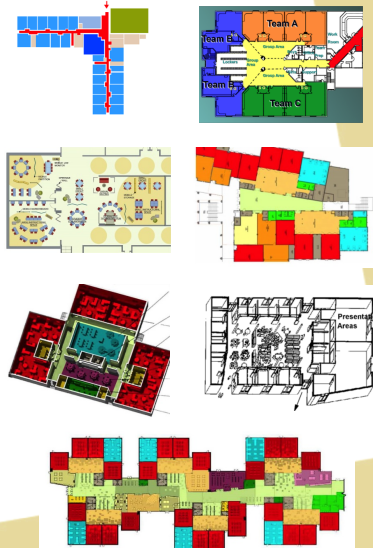
Delivery, the “HOW”

- 0 and 9th hour options
- History and reading
- Looping
- Mentorship
 - Peer teacher
- Menu of field trips
- Objective, content-based scheduling block
- Objective-driven schedule
 - Wheel: Rotate through courses within the pathways



Planning Lab #1: Benefits of Layouts

- Ability to monitor small groups
- Adjacent space with visual supervision
- Distractions are easily mitigated
- Extended Learning Areas are set back from hallways
- Flexible spaces
- High amount of collaboration
- Inexpensive
- Integrated
- Less transition and more instruction time
- Maximum utilization of space
- Most all spaces 'within reach'
- Normal and familiar
- Opportunity to collaborate
- Safety and security
- Sense of community and collaboration
- Ease of navigation within building



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Planning Lab #1: Compilation of Space

- Core Academics
- Career & Tech Ed
- Special Education
- Visual Arts
- Music & Performing Arts
- Library / Media Center
- Welcome Center / Administration / Guidance
- Physical Education / Gymnasium
- Food Service / Cafeteria

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Community Meeting: Small Group Discussions & Reports

1. 1 of the 5 Core Elements is: "Integrated Student & Family Support & Education" Spaces and / or services that will help meet this need and achieve this goal.
2. 3 program pathways were identified as potential direction for delivering the curriculum at the renovated Workman Junior High. Please rate your level of support for these program pathways.
 1. STEM (Science, Technology, Engineering, & Math)
 2. Fine Arts
 3. Business / Industry (e.g. communications, criminal justice, legal, repair services, health services, cosmetology, JROTC)
 - Strongly Support
 - Support
 - Do Not Support
 - Strongly Do Not Support
3. What other academic or facility factors should be taken into consideration as the planning of the Workman Junior High School renovation moves forward?
4. What questions / comments do you have about the renovation of Workman Junior High School? (Use index cards for questions, worksheet for comments)
5. What questions / comments do you have about combining the student populations from Hutcheson Junior High and Workman Junior High schools? (Use index cards for questions, worksheet for comments)



- Questions & Answers
- Frequently Asked Questions

