

**AGENDA**  
**WHS Teacher/Staff Workshop**  
**2 Feb 2009**

- Welcome/reintroductions
  - 5 min
- Schedule, workshops, work product
  - 5 min + questions
- Messages from early Jan workshops
  - 10 min + questions
- Late Breaking News: last week Futures Team workshop
  - 20 min + questions
- Role Model Schools presentation(s)
  - 10 min +
- Study Teams

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**SCHEDULE**

- Student Focus Group
  - Fri 6 Feb
- Teacher/Staff Workshop
  - Wed 4 March
- Futures Team/Ed Spec Workshops
  - Thurs + Fri 5-6 March
  - Develop detailed space needs and building concepts
- Write report
  - Shortly thereafter
- Start Concept Design
  - While writing report
- School Committee/School Building Committee Presentation(s)
  - Sometime thereafter

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## WHAT'S RELEVANT: Futures Team individuals

21<sup>st</sup> CENTURY SCHOOLS PRESENTATION

ISSUE	RELEVANT	DON'T KNOW	NOT RELEVANT	SCARY		
INTERNET LEARNING 24/7	_31_	_16_	_3_	_2_	___	_7_
MULTIPLE INTELLIGENCES	_32_	_14_	_7_	___	___	___
RELEVANCE + RIGOR	_32_	_10_	_7_	_2_	___	___
TEAM TEACHING	_29_	_15_	_11_	___	___	___
PROJECT BASED LEARNING	_40_	_10_	_4_	___	___	___
ADVISOR ADVISEE	_25_	_22_	_4_	_2_	___	___
TEACHER PLANNING CTRS	_31_	_13_	_7_	___	___	___
SMALL LEARN COMMUNITIES	_27_	_15_	_10_	_2_	___	___
COMMUNITY IN SCHOOL	_34_	_19_	_2_	___	___	___
NEW CLASSROOM IDEAS	_38_	_11_	_4_	_1_	___	___
FLEXIBLE BUILDINGS + SPACES	_47_	_7_	_2_	___	___	___
INTERDISCIPLINARY	_35_	_13_	_5_	_2_	___	___
COMMUNITY BASED LEARNING	_28_	_21_	_4_	_2_	___	___
TUTORIALS	_20_	_17_	_14_	_2_	___	___
PERSONALIZED LEARNING PLANS	_21_	_20_	_9_	_3_	___	_1_
STUDENT WORKSPACES	_35_	_13_	_6_	___	___	_1_
OTHER	_8_	_1_	_2_	___	___	___

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## WHAT'S RELEVANT: Teachers/Staff individuals

21<sup>st</sup> CENTURY SCHOOLS PRESENTATION

ISSUE	RELEVANT	DON'T KNOW	NOT RELEVANT	SCARY		
INTERNET LEARNING 24/7	_23_	_21_	_6_	_2_	_1_	_27_
MULTIPLE INTELLIGENCES	_41_	_19_	_4_	_1_	_1_	___
RELEVANCE + RIGOR	_41_	_13_	_5_	_1_	___	___
TEAM TEACHING	_30_	_23_	_7_	_2_	_1_	___
PROJECT BASED LEARNING	_39_	_19_	_3_	_5_	_1_	___
ADVISOR ADVISEE	_26_	_17_	_14_	_1_	_2_	___
TEACHER PLANNING CTRS	_42_	_12_	_4_	_2_	_1_	___
SMALL LEARN COMMUNITIES	_30_	_23_	_13_	___	_2_	___
COMMUNITY IN SCHOOL	_34_	_21_	_11_	___	_1_	___
NEW CLASSROOM IDEAS	_42_	_17_	_8_	___	___	___
FLEXIBLE BUILDINGS + SPACES	_43_	_14_	_3_	_2_	___	___
INTERDISCIPLINARY	_31_	_23_	_8_	_4_	___	___
COMMUNITY BASED LEARNING	_22_	_24_	_10_	_5_	_1_	___
TUTORIALS	_19_	_20_	_11_	_6_	_4_	___
PERSONALIZED LEARNING PLANS	_20_	_15_	_13_	_6_	_3_	_2_
STUDENT WORKSPACES	_36_	_18_	_4_	_4_	_1_	___
OTHER	_15_	___	_1_	___	___	___

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## WHAT'S RELEVANT: **Groups**

### TEACHERS/STAFF

The practices cited as most relevant, based most common mention in small group deliberations were:

- Flexible Buildings + Spaces (10 citations by 13 small groups)
- Teacher Planning Centers (7)
- Interdisciplinary (6)
- Relevance + Rigor (5)
- Student Workspaces (5)
- New Classroom Ideas (4)
- Project-Based Learning (3)

### FUTURES TEAM

- Flexible Buildings + Spaces (5 citations in 7 small groups)
- Multiple Intelligences (4 citations)
- Relevance + Rigor (3 citations)
- Project-Based Learning (3 citations)

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## SCHOOL TRANSFORMATION + DEVELOPMENT MAP

### FUTURES TEAM

WHS EDUCATIONAL PRACTICES AND ORGANIZATION

Current:   2.4  

Future:   3.81  

WHS FACILITIES:

Current:   2.1  

Future:   3.8  

32-34 RESPONSES COUNTED

### TEACHERS + STAFF

WHS EDUCATIONAL PRACTICES AND ORGANIZATION

Current:   2.14  

Future:   3.12  

WHS FACILITIES:

Current:   2.24  

Future:   3.42  

30-35 RESPONSES COUNTED

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## KEY WORDS: Futures Team

### FUTURES TEAM

As a concluding exercise for their two days of work, the futures Team developed, in small groups, key words that characterize desired:

Learning Places (physical)

Organizational structure

Community relations

### MOST COMMON KEY WORDS:

Interdisciplinary

Flexible/open to future-oriented, Fluid

Creative

Collaborative

Authentic

Engaging

Project-based

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## LATE BREAKING NEWS: Futures Team

DISCUSSION THURS 1

- LEED
- PROJECT LEARNING
  - NEED SUPPORT FOR TEACHERS
- ENVIRONMENTAL ISSUES @ RETREAT SCHOOL
- NEW SCHOOL IDEAS SHOULD START W/ OUTLIERS
  - + WHAT IS WORKING SHOULD BE KEPT

OUTLIERS?

- THAT WHICH IS EFFECTIVE FOR OUTLIERS IS GOOD FOR WHY MORE IN MAINSTREAM
- IF WE DO NOT CAPTURE <sup>STUFF</sup> FOR STRONGER KIDS - WE MISSED OPPORTUNITY
- BROADEN ACCESS TO BEST STAFF
  - ENCOURAGE KIDS TO STRAY
- BEST PRACTICES IN COLLEGE?

JENIFER 3.

- BY ALL CONVENTIONAL MEASURES WAS DOING GREAT....
- BUT - WHAT ISN'T WORKING
  - DON'T TALK MCAS, SATS, TALK ABT. OVERLOOKED SUBPAR ASPECTS
  - OUTLIERS,
  - STRESS LEVELS
  - NOT CREATIVE THINKERS
- IF THIS IS REFLECTIVE OF WAYWARD COMMUNITY, THERE WILL BE CHANGES IS SCHOOL WILLING TO DO THIS
- PAT - 21ST C. LEARNING
  - NEASC
- HARTER - GAT, BUT PUT TERTIARY TEACHERS HOW MUCH OF TEACHER RESPONSE IS DUE TO PERCEPTION COMMUNITY WANTS HIGH TEST SCORES

## LATE BREAKING NEWS: Futures Team

4

- REPORTING ON ~~TEACHERS~~ TEACHER THINKING COMMUNITY WANTS COLLEGE ACCESS SUCCESS
- GOOD → GREAT
  - IF STUCK ON THIS, NOT CREATING

## LATE BREAKING NEWS: Futures Team

### ② "A" DEPARTMENTAL

Pros	Cons
<ul style="list-style-type: none"> <li>- Depth of Knowledge &amp; Specialization</li> <li>- Fluency across curriculum</li> <li>- Spiraling curriculum, sequential learning</li> <li>- Professional Development</li> <li>- Rigor</li> <li>- Guarantees basics are taught</li> <li>- Remediation</li> <li>- Multi-grade classes easier</li> </ul>	<ul style="list-style-type: none"> <li>- isolation</li> <li>- difficulty with interdisciplinary</li> <li>- do not know the whole child</li> <li>- one dimensional, less personal</li> <li>- trouble w/ holistic assessment</li> <li>- students do not see how subjects integrate</li> <li>- difficulty with thematic approach</li> <li>- content over joy of learning + ind. styles</li> <li>- students can get tracked</li> <li>- Sharing resources difficult</li> </ul>

**SUBJECT ORIENTED**

#3

### "E" VERTICAL SCHOOLS

PROS	CONS
<ul style="list-style-type: none"> <li>• more flexible (academic)</li> <li>• students can take adv. classes within house.</li> <li>• get to know students in other grades</li> <li>• design: space to all your own</li> </ul>	<ul style="list-style-type: none"> <li>• not happy in 1 group, then student is stuck.</li> <li>• may not address grade-level needs</li> <li>• one house "better?"</li> </ul>

#2

## LATE BREAKING NEWS: Futures Team

### ③ "B" 9TH GRADE COVEX

Pros	Cons
<ul style="list-style-type: none"> <li>• Ease HS transition</li> <li>• Better teacher-student relationships</li> <li>• May aid PBL for 9th grade</li> <li>• Advisor/Advisee Looping</li> <li>• Supports interdisciplinary approach in 9th grade</li> </ul>	<ul style="list-style-type: none"> <li>• separates 9th grade isolation</li> <li>• Economy of scale (too expensive)</li> <li>• Could predate Florida Space etc</li> </ul>

#1

### Table 3

**ADVENTURE** 10<sup>th</sup> grade: Adventure Series (rotation through different subjects)

**PATHWAYS** Second half: decide on pathway

**SENIOR PROJECT** 12<sup>th</sup> grade: senior project student-designed, related to their pathway

Pros	Cons
<ul style="list-style-type: none"> <li>• see our B</li> <li>• rigor + relevance</li> <li>• foster creativity</li> <li>• life skills + academics</li> <li>• teamwork</li> <li>• foster community</li> <li>• personally engaged learning</li> </ul>	<ul style="list-style-type: none"> <li>• implementation takes time (but could be done in stage 1)</li> <li>• kids specialize too early</li> </ul>

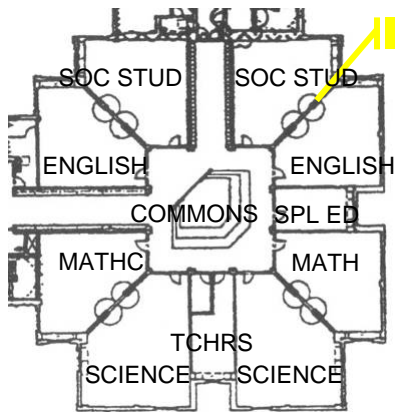
# LATE BREAKING NEWS: Futures Team

PLACES FOR CONTINUING 30 JAN

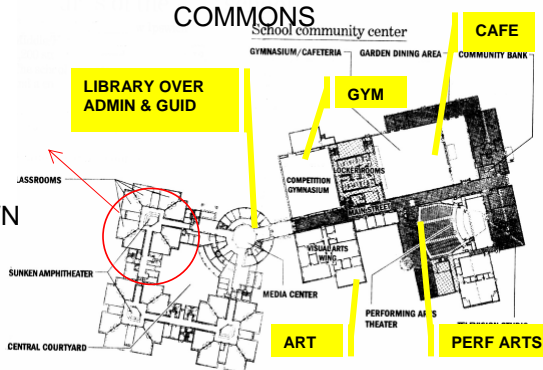
	A	B	C	D	E	F	G	H	I
ADULTS	0	#2	1	6	2	#4	1	1	1
		← #3		← #1		← #2			
<del>KIDS</del>									
KIDS	0	2	1	4	1	3	0	1	1
		← #3		← #1		← #2			

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## Ipswich High/Middle School Ipswich, MA

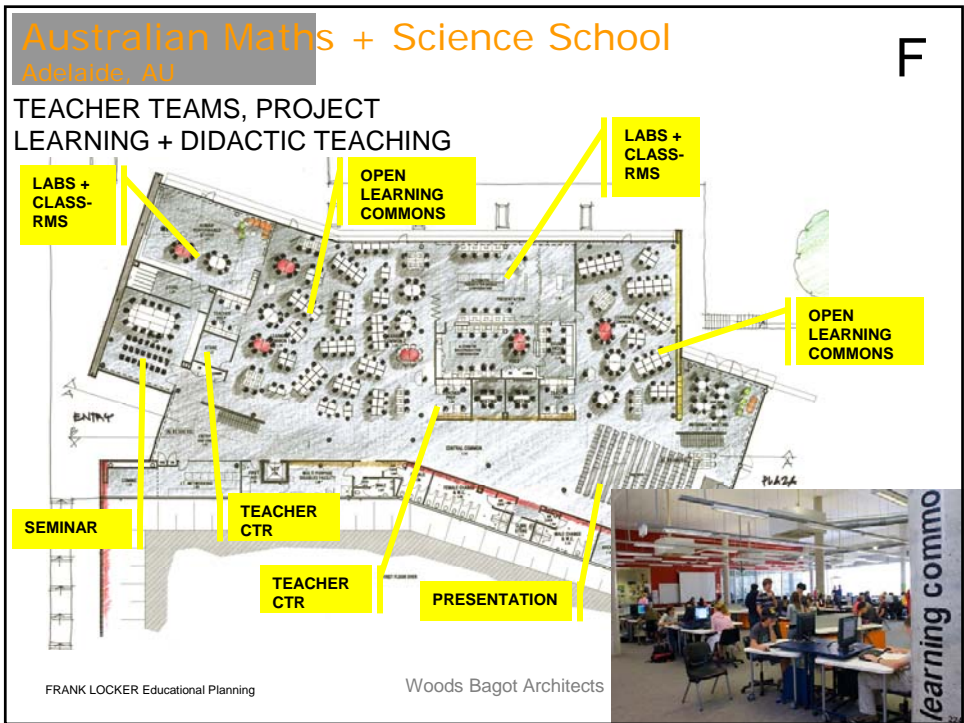
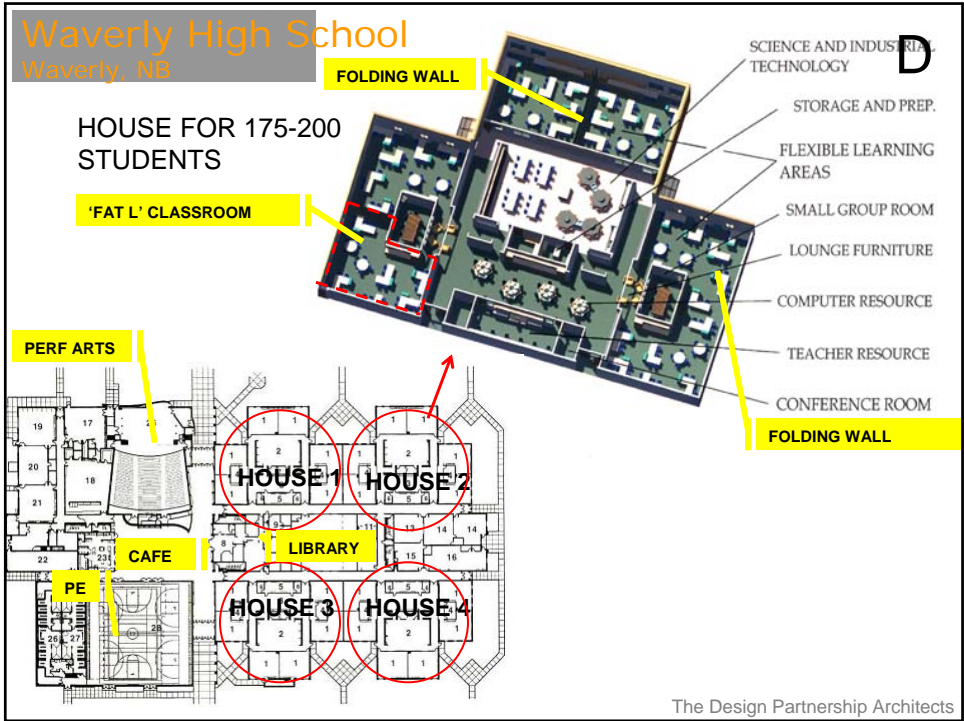


MIDDLE SCHOOL POD SHOWN  
160-200 STUDENTS  
1 OF 6 IN SCHOOL



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Flansburgh Associates Architects





# KING NEWS: Futures Team

PLACES FOR LEARNING 30 JAN

**FLEXIBLE SPACES**  
**AGILE SPACES**

- BFD - ABILITY TO GO OUTSIDE
- D - COULD BE ONLINE BASED OR VIRTUAL
- SCIENCE (N) ALL BUT COULD GO OUTSIDE FOR A BIT THEY GO OUT FOR OTHER
- MORE WORK/SOCIAL SPACES FOR KIDS - (N) D
- MODULAR - COULD REPEATED IF NOT CONTROLLED IT DRAGS TO ADD

PLACES LEARN 30 JAN

- F - ACCESS TO FACULTY + FRIENDS + TECHN. SUPPORT
- F - MOST OPEN
- CRITERIA - ACCESS TO OUTDOORS
- F - COMMON SPACES - FLEXIBILITY - TAGS, LOS, TEMPLS - GROUP MEETINGS
- F - GREATEST OPPORTUNITY FOR INTERACTION OF TEACHERS + STUDENTS WILL LEARN CULTURAL ART
- F - SEEMS DESIGNED FOR 1 STYLE OF TEACHING - GOT BURNED ONCE BUNK

PLACES FOR LEARNING 30 JAN

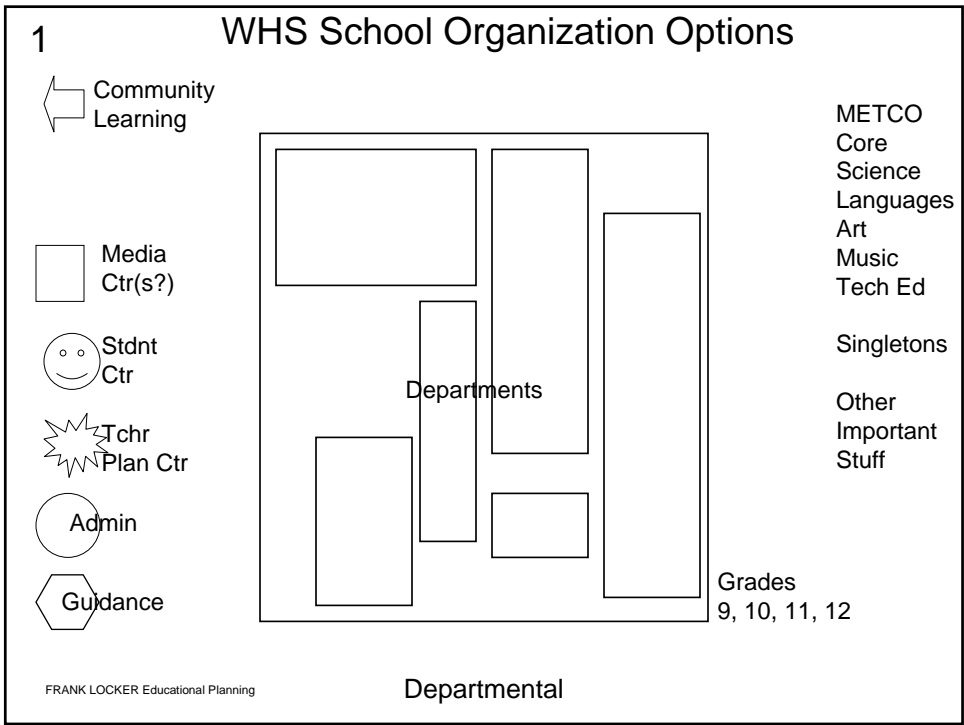
- B - SUBQUADRANT !! BUT SELF CONTAINED
- B - COMMONS W/CRS IS LIKE WHAT WOULD (N) LANGUAGE BLDG.
- B - VERY MUCH LIKE WE WOULD MIDDLE SCHOOL BLDG
- REDEFINITION OF SELF IN TRANSITION - FUTURE US TO HS
- B LIKE MOVEMENT THRU
- PRINCIPLE DEFINED LEARNING AREAS BUT NOT EXCLUSIVE

D - LIBRARY SHOULD BE EXPANDING SLIPPER

D - POD NOTION COULD BE TRAD. MUSEUM - INFORMATIONAL - THROUGH SCHOOL

D - THERE IS A LOT YOU CAN DO WITH A POD COULD MIX PODS + LIMITED RESOURCES (ART, SCI)

D - COULD BE ONLINE PODS + OPEN UP CENTER AS 2 STORES?



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# WHS School Organization Options

Community Learning

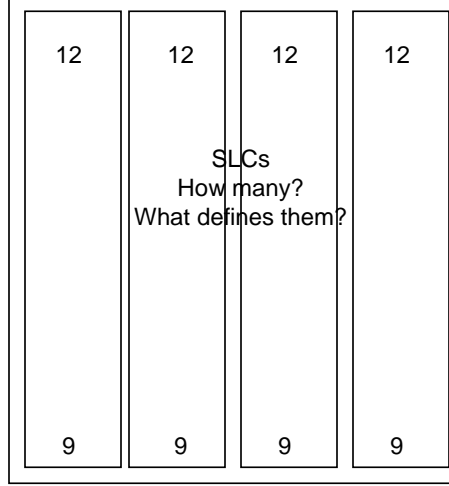
Media Ctr(s?)

Stdnt Ctr

Tchr Plan Ctr

Admin

Guidance



METCO  
Core  
Science  
Languages  
Art  
Music  
Tech Ed

Singletons

Other Important Stuff

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VERTICAL SLCs

2

# WHS School Organization Options

Community Learning

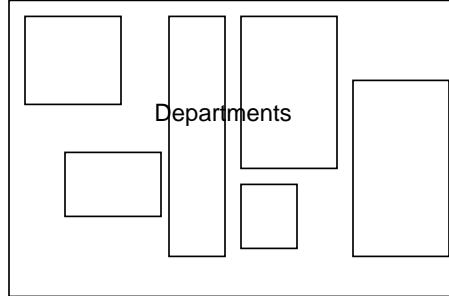
Media Ctr(s?)

Stdnt Ctr

Tchr Plan Ctr

Admin

Guidance



Grades 10, 11, 12

METCO  
Core  
Science  
Languages  
Art  
Music  
Tech Ed

Singletons

Other Important Stuff

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Freshman House/Departmental

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# WHS School Organization Options

Community Learning

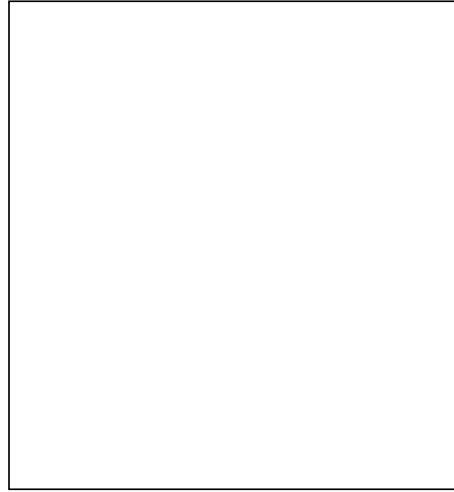
Media Ctr(s?)

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Admin

Guidance



METCO  
Core  
Science  
Languages  
Art  
Music  
Tech Ed

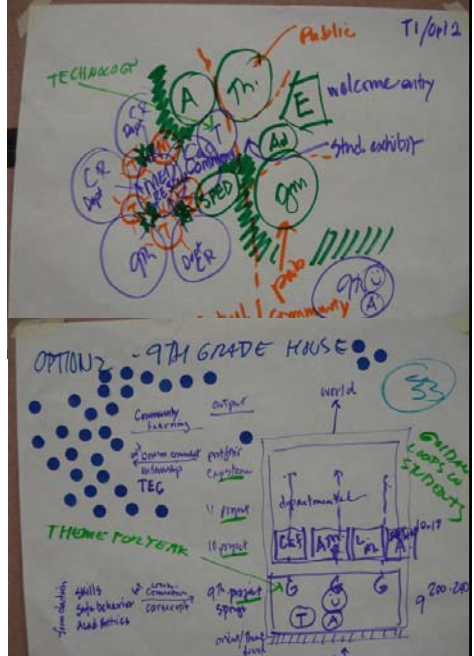
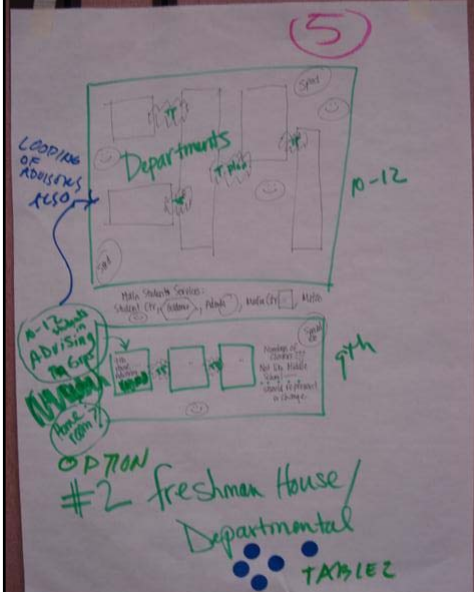
Singletons

Other Important Stuff

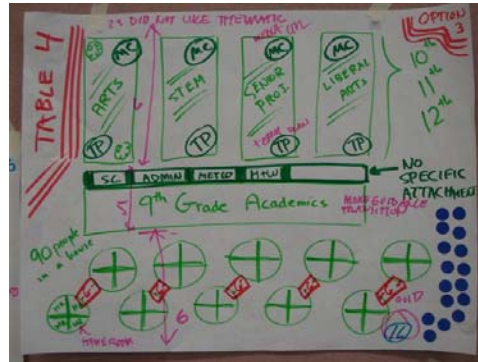
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Other

## LATE BREAKING NEWS: Futures Team



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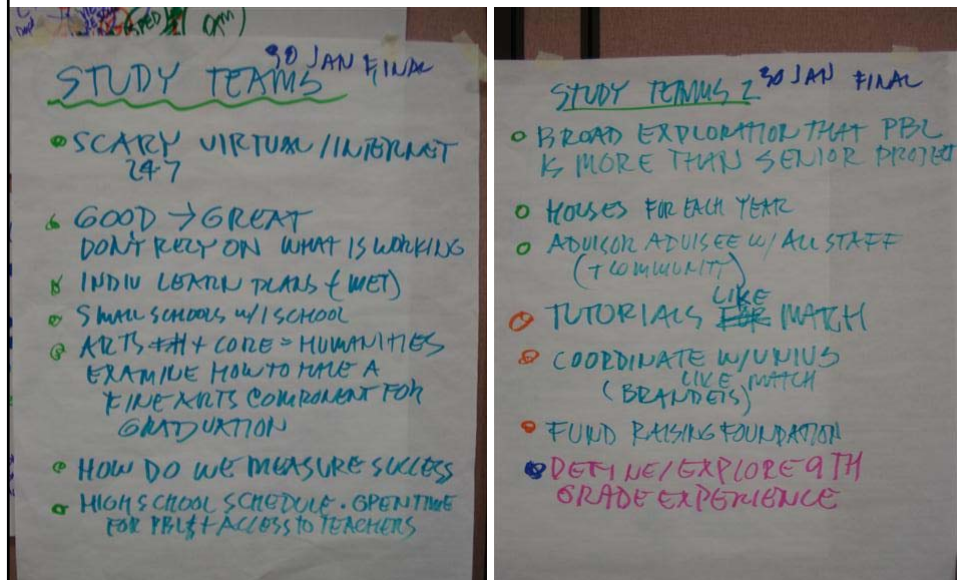
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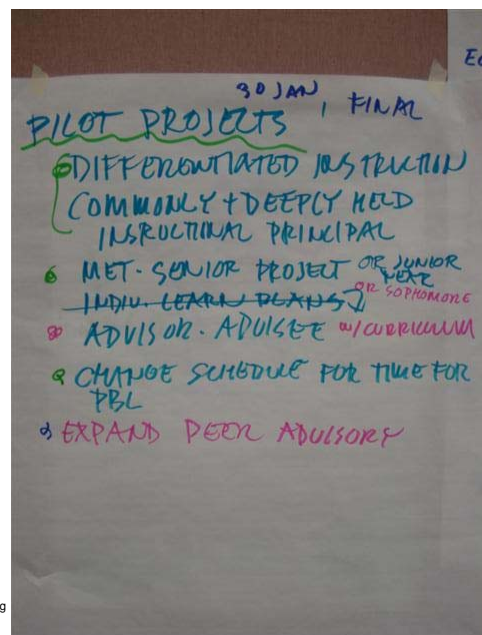
- Student social/study areas in lots of places
- Display of student work
- Flexibility to lease parts of the building if enrollments drop

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## LATE BREAKING NEWS: Futures Team



## LATE BREAKING NEWS: Futures Team



## LATE BREAKING NEWS: Futures Team

### HIGH TECH HIGH 2

- BLURRED LINE BETWEEN SCHOOL + WORK
- PROJECTS ARE RELEVANT
  - BACTERIA IN MERT
  - APPLY TO AFRICA

### THOS JEFFERSON HIGH

- SCI TECH MAGNET
- IBET - INTEGRATED BIO-  
ENG - TECH - <sup>FRESHMAN</sup> PROJECT BASED LEARNING
- SCI + TECH RESEARCH LABS
- MENTORSHIP PROGRAM
- XACTS REQMT EVEN THOUGH SCIENCE TECH SCHOOL
- SCHEDULE - BLOCKED
- ALLOWS 8TH PERIOD - PROJECTS
- FUND RAISING FOR TECH LABS THRU FOUNDATION

### THOS JEFF 2

- AP + PROJECT LEARNING
- HOW IS SCHOOL STRUCTURED?
  - ✓ STUDENT DRIVEN?
  - ✓ TEACHER DIRECTED?
  - ✓ MERGER OF DISCIPLINES
  - ✓ MUSIC + PHYSICS
  - HIERARCHY
  - ALL w/ PHYSICS PHILOSOPHY