



**GREENON LOCAL  
SCHOOLS  
EDUCATIONAL  
VISIONING**

AUGUST  
2017

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**SHP**  
LEADING DESIGN



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**Facilitated by Josh Predovich &  
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# EXECUTIVE SUMMARY

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

## Primary Shifts:

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

1. Facilities will be organized around interdisciplinary groups.
2. Instruction and learning will be more tailored to individuals' unique needs and interests.
3. Students will work in spaces they have some control over.

## Guiding Values:

Survey respondents were asked to provide their top four guiding values for a successful Greenon learning environment. The Visioning Team was asked to take that feedback and distill it down to 4 to 6 overarching ideas/values that will drive decision making and deliver facilities best suited to the aspirations of GLS. The top Guiding Values were:

1. Our future-focused learning environment should be an efficient use of fiscal and natural resources while anticipating the future.
2. Our future-focused learning environment should equip our learners to thrive tomorrow by addressing relevant challenges today.
3. Our future-focused learning environment should reflect real life by enhancing interaction and collaboration between all participants.
4. Our future-focused learning environment should be a beautiful gathering point for the entire Greenon community.

# EDUCATIONAL VISIONING

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



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



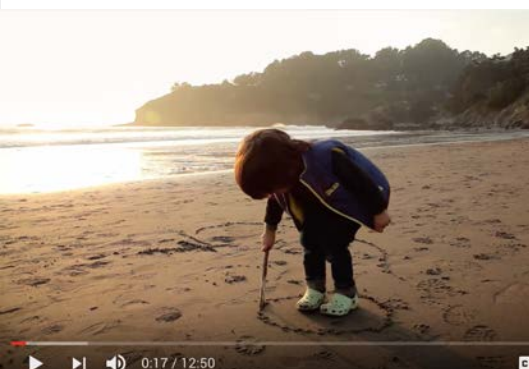
The district assembled a team of faculty and staff to envision what the New PK-12 School should be - how it should be organized to more intentionally support learning. Team members worked through a series of prompts individually, in small groups, and as a collective group.

# DISCOVERY PHASE

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

## Discovery Materials:

- Future Learning Documentary [https://www.youtube.com/watch?v=qC\\_T9ePzANg](https://www.youtube.com/watch?v=qC_T9ePzANg)
- Project based Learning at High Tech High [https://www.youtube.com/watch?v=6rv\\_rm\\_JYorE](https://www.youtube.com/watch?v=6rv_rm_JYorE)
- Ken Robinson: How to Escape Education's Death valley: <https://www.youtube.com/watch?v=wX78iKhInsc>
- The Power of Student-driven Learning <https://www.youtube.com/watch?v=3fMC-z7K0r4>
- Did you know, in 2028 <https://www.youtube.com/watch?v=QpEFjWbXog0>
- Seven Things You Should Know About Maker Spaces <https://net.educause.edu/ir/library/pdf/eli7095.pdf>
- Innovative Urban Education in Denver <http://gettingsmart.com/2016/04/innovative-urban-education-in-denver/>
- Class, Can I Have Your Attention? <https://www.steelcase.com/insights/articles/class-can-i-have-your-attention/>



Did you know, in 2028...

DID YOU  
KNOW?  
THAT IN 2028

ELI 7 THINGS YOU SHOULD KNOW ABOUT ...™

## Makerspaces

### Scenario

Jerry, a freshman in fine arts at a private college renowned for its cross-disciplinary curriculum, is new to the campus makerspace. He's here to work on his first assignment in a course called "On the Corner of Art and Technology." Jerry's assignment is to build a portion of a pinball machine using any medium: cardboard, plastic, felt, clay. The finished product must react to a rolling ball in an appropriate manner. Before he takes a seat at one of the tables, Jerry pokes through labeled Plexiglas bins with arthritic, Lego

### 1 What is it?

A makerspace is a physical location where people gather to share resources and knowledge, create, network, and build. Makerspaces provide a community environment—a library, community center, or campus. Expert advisors mentor novices get help from peers. The concept emerges associated with

5

## Primary Shifts

At the opening session the team was asked to reflect on the Discovery materials they watched and read. With the use of a real-time, electronic survey the group was asked to consider the state of learning across GLS and identify where it falls on a scale of 1 (being “strongly disagree”) to 7 (being “strongly agree”). With the current benchmark in place, the team identified what GLS learning should look like in the year 2027. Having described the present state of learning and instruction, and the desired future, the team was able to gauge the degree of transformation required to get from “here” to “there”.

Additionally, the team identified three specific aspects of learning and instruction that require the greatest transition, or have the greatest disparity between “today” and “tomorrow.” These aspects are referred to as Primary Shifts. One would expect execution of these shifts to require the greatest support from the built learning environment, and therefore these should be drivers in the design of the new facility.

Primary Shifts:

1. Facilities will be organized around interdisciplinary groups.
2. Instruction and learning will be more tailored to individuals' unique needs and interests.
3. Students will work in spaces they have some control over.

With the Primary Shifts identified, the team was asked to articulate what each would look like if you walked into a school where these were happening. To facilitate this conversation the team was divided into 5 groups. Each group developed characteristics for the shifts and presented them to the Visioning team. The descriptions below are based upon that work.





# 1

**Primary Shift #1 - Facilities will be organized around interdisciplinary groups.**

Out of a maximum shift potential of 6, this parameter scored 2.88, which represents the greatest desired shift.

**What this looks like:**

- less restrictive space to support overlapping content
- adaptable / flexible learning environments
- common space for cross curricular work
- teachers sharing learning spaces
- agile furnishings to support varied groupings and uses
- varied learning settings
- taking advantage of the outdoors to support learning



## 2

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

**Out of a maximum shift potential of 6, this parameter scored 2.81.**

**What this looks like:**

- flexible teacher-to-student ratios
- multi-age/blended student groups
- project based learning
- student choice of assignments
- accommodate varied learning styles
- relevant electives and activities
- technology that enhances
- worth-while learning
- embedded learning throughout





### 3

**Primary Shift #3 - Students will work in spaces they have some control over.**

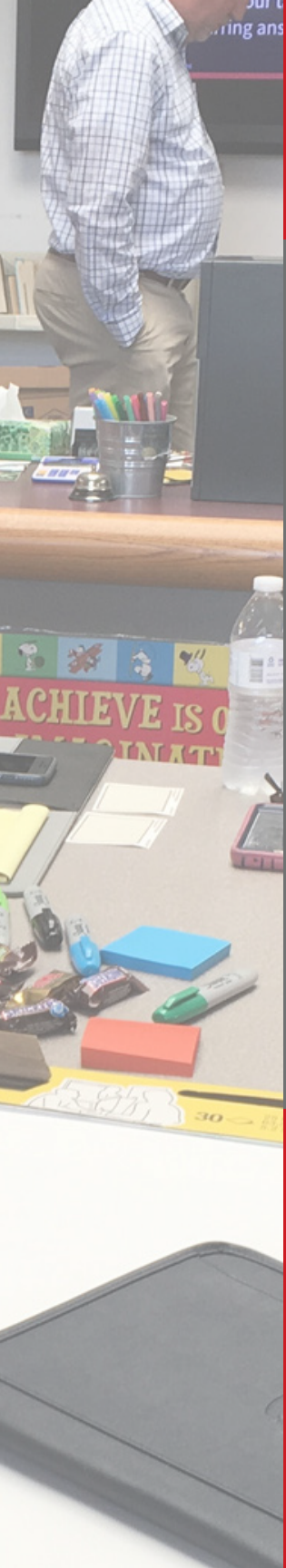
Out of a maximum shift potential of 6, this idea scored 2.76.

**What this looks like:**

- choice of furnishings
- choice of locations
- huddle rooms for quiet and group work
- less rigid schedule
- varied learning environments to suit learning styles encourage student ownership of the building
- teacher collaborative space / office
- remove teacher ownership of classrooms



Outgoing  
- Strong work ethic  
- Team Player  
- Trustworthy  
- Hard worker



## Guiding Values

Next, the team members were asked to individually identify their top Guiding Values for a successful, future-focused learning environment. Although safety, security and access to digital content are critical, we asked the team not to focus on these criteria as they should be givens in any modern learning facility. A guiding value is an ideal that is used to determine direction at decision points in the development process. Each individual was invited to propose 8 to 12 values. Then participants were asked to share their values with their tablemates and, as a group, distill these down to just a few corporate Guiding Values. Again, each group developed consensus for the values and presented them to the team. After each group had presented their findings, the facilitators compiled the results and developed the four Guiding Values below (in no particular order). The group was given the opportunity to edit these “corporate” values but no changes were requested.

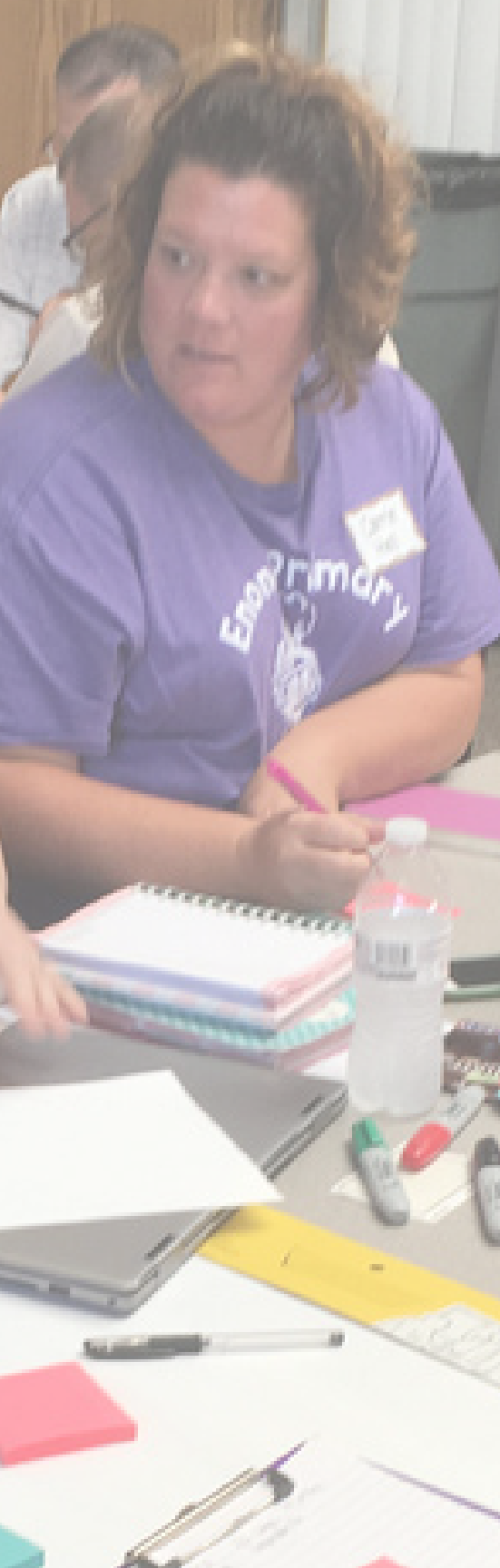


# 1

**Guiding Value #1 - Our future-focused learning environment should be an efficient use of fiscal and natural resources while anticipating the future.**

**Excerpts from the table group value descriptions:**

- **Minimize operating and maintenance costs**
- **Allow for expansion**
- **Be environmentally conscious**
- **Take advantage of outdoor space**



## 2

**Guiding Value #2 - Our future-focused learning environment should equip our learners to thrive tomorrow by addressing relevant challenges today.**

**Excerpts from the table group value descriptions:**

- **Facilitate real-world learning experiences**
- **Develop critical thinking skills through engaging content**
- **Support rigorous real life application**
- **Foster creativity, allowing students to create and seek out unique solutions**
- **Prepare students for the future**



# 3

**Guiding Value #3 - Our future focused learning environment should reflect real life by enhancing interaction and collaboration between all participants.**

**Excerpts from the table group value descriptions:**

- **Promote interaction between grade levels and departments**
- **Support collaboration**
- **Foster collaboration across all levels and roles**
- **Be adaptable to the evolving needs of teaching and learning**
- **Provide flexible learning environments**



# 4

**Guiding Value #4 - Our future focused learning environment should be a beautiful gathering point for the entire Greenon community.**

**Excerpts from the table group value descriptions:**

- **Be aesthetically pleasing**
- **Visually appeal to students, teachers, families & community**
- **Celebrate the Greenon heritage / legacy**
- **Be comfortable and welcoming**
- **Be engaging and accessible to the community**
- **Become an integral part of the community**

# REFLECTIONS ON FACILITY TOURS

Many of the Visioning team members were able to take part in a series of school facility tours. The team was asked to discuss the tours and highlight what aspects of the new schools they visited resonated with them. These are the characteristics they identified as preferable.

- Co-teaching environment
- Community pride
- Well organized music facilities
- Engaging use of school colors
- Appropriate use of natural light on the interior
- Functional interior courtyard—appropriate for play and/or instruction
- Appropriate storage capacity
- Separation of entries, admin areas, gyms, and student ages
- Integrated security / access control



# STOP SIGNS

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

## ***Cost - Professional Development, Materials, Resources***

- GLS must make different decisions at all levels to facilitate this transformation. We cannot continue on the same course and expect a cultural change.
- This will not only insure that our staff is equipped with best practices, but will demonstrate GLS's ongoing commitment to this transformation.

## ***Creating a Growth Mindset***

- The GLS administration must cultivate a commitment to embrace change in order to meet the ever-changing needs of our students.

## ***Cultivate a collegial and constructive culture***

- GLS must create a setting where this transformation is expected, not optional.
- If given the choice to continue with business as usual versus making substantive change, our tendency is to stay put.
- Allow teachers to learn from mistakes.

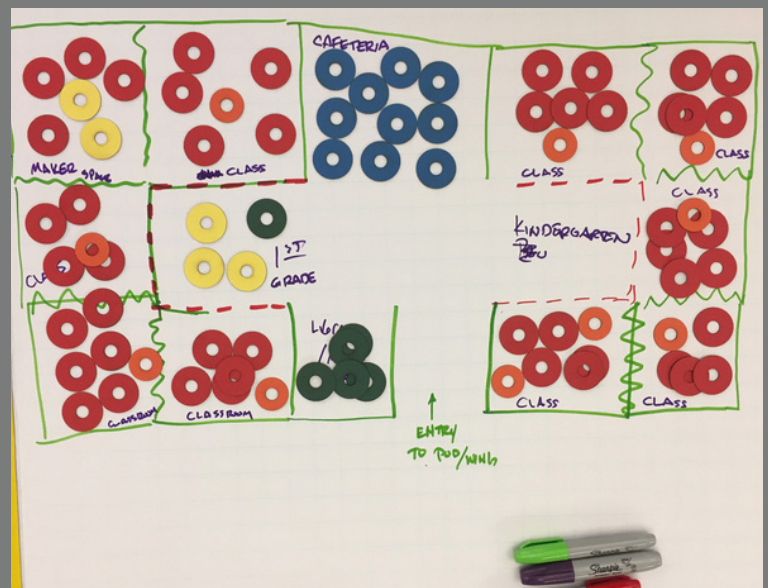
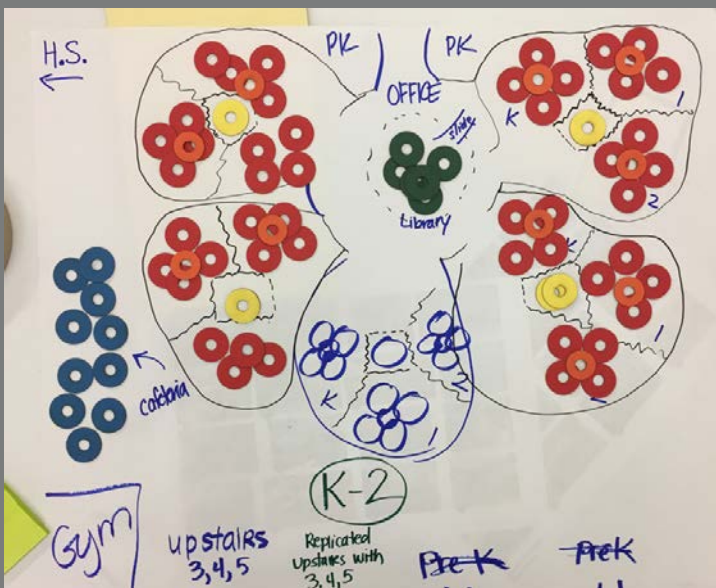
# CONCEPTUAL SPACE DIAGRAM

Finally, each of the 5 groups were asked to develop a Conceptual Space Diagram that would support the shifts and values articulated thus far. In an effort to simplify the task, groups were directed to focus on a learning community of 240 students, or two grade levels. Teams developed solutions for elementary, middle and high school settings based upon each team's focus. This does not imply that the building would be organized around grade level bands. Rather that it could support multi-age groups, interdisciplinary teams, or grade level bands. Core spaces such as administrative and gymnasium space were considered as "givens" and therefore not reflected in this exercise.



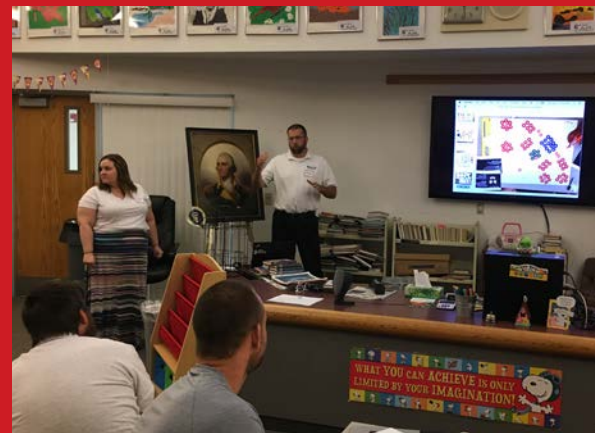
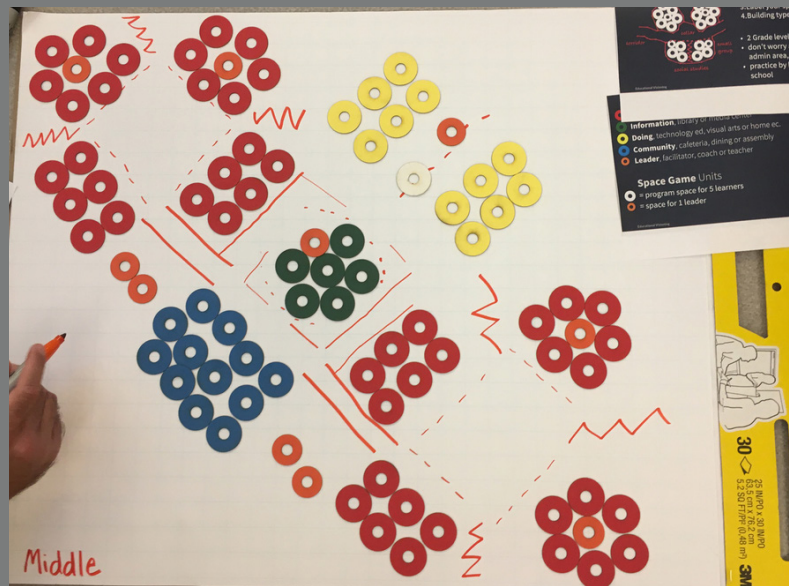
# ELEMENTARY DIAGRAM

Each elementary solution featured traditional classroom units clustered around a shared collaborative commons. This commons was composed of media (or library) and hands-on spaces. One team also created a learning community dining area to augment the shared/collaborative spaces. One plan included small group rooms adjacent to the classrooms, appropriate for collaboration or individual instruction.



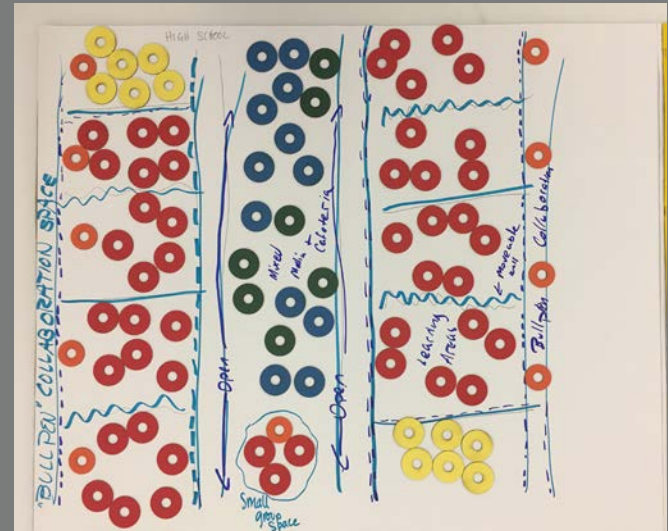
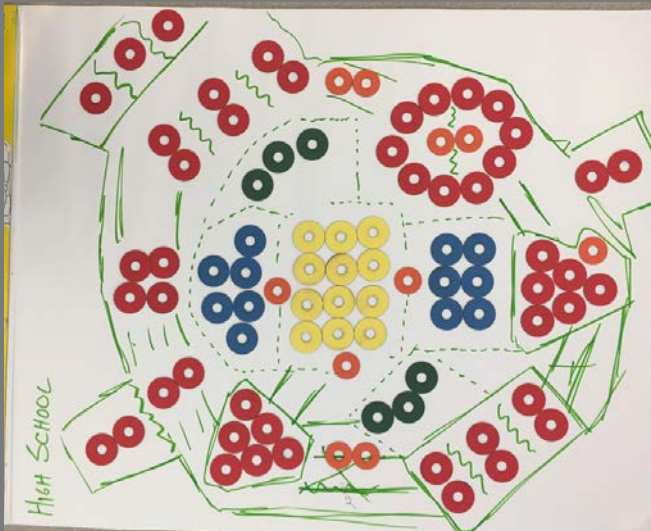
# MIDDLE SCHOOL DIAGRAM

Similar to the elementary schemes, the middle school scheme illustrated grade level communities organized around shared media and doing spaces. It included some minor collaborative space for teachers as well as a decentralized dining area to support the small learning community.



# HIGH SCHOOL DIAGRAM

Two teams focused on the high school solution. But unlike the elementary groups, these teams took significantly different approaches to developing their plans. While one group based their solution on a standard 25-student classroom unit, the other provided a broad range of spaces to support student groups from five to 50. Both schemes included collaborative space for teachers to work together and learn from each other. And both solutions had been organized around a large collaborative commons composed of dining, media and doing spaces.



# Greenon Local School District



## SURVEY RESULTS & GROUP IDEA BOARDS

# SURVEY RESULTS

## Primary Shifts

	today	2027	shift
1. Educational delivery organized around students and learning.	3.56	5.23	1.67
2. Learning tailored to individuals' unique needs and interests.	2.76	5.08	2.81*
3. Learning thru web-based tools.	2.66	5.37	2.71
4. Competency of facts and skills – knowing how and when to use them to solve real-world problems.	2.97	5.4	2.17
5. Facilities organized around interdisciplinary groups.	2.06	4.94	2.88*
6. Application of academic concepts to real-world problems.	3.61	5.35	1.74
7. Students have an active role in directing and managing their learning.	2.82	5.00	2.18
8. Learning and time management is student-directed.	2.76	5.17	2.41
9. Students work collaboratively to solve problems and demonstrate competency.	3.94	5.72	1.78
10. Students work in spaces they have some control over.	2.44	5.20	2.76*

# GROUP EXERCISES: What the future will look like

- 2. <sup>Flexible</sup> ~~Lower~~ teacher to student ratio
- Collaboration between teachers
- Different learning areas
- Space
- Technology
- 5. Flexible spaces - Grouped together
- Common Areas -
- Teams
- Sched.
- ~~Storage~~
- 10. Varied Seating - Moveable Furniture
- Worthwhile Learning
- Flexible
- Embedded Learning

- 2 Open spaces
- Creative seating
- Fluid classrooms
- Classrooms that are flexible
- Evolving electives and activities
- Facility resources accessible to all disciplines
- 5 Pods planned to be interdisciplinary
- Outdoor classroom space
- 10 Encourage ownership of building
- Workroom/offices for teachers
- Switching classrooms removes teacher ownership
- Flex seating
- Use technology to enhance, not replace



- 2) group Learning space  
access to technology  
Study areas (comfy)  
mobility  
Controlled area
- 5) Open classrooms (dividable walls)  
group Learning space ←  
Multiple areas to teach
- 10) Variety of Learning spaces  
adequate size of classrooms  
outdoor

## QUESTIONS 2/5/10

- LESS RESTRICTION ON CLASSROOM SPACE / OPEN CLASSROOM / CENTERS
- JOB SHADOWING
- BLENDED STUDENT GROUPS / MULTI-AGE
- ~~ADAPTABLE CLASSROOMS~~
- ADAPTABLE CLASSROOMS
- Huddle Rooms
- PBL

## A future focused learning environment should:

- \* support collaboration.
- \* should visually appeal to students, teachers, families & community.  
*add school spirit through school*
- \* should expand beyond the walls to include outdoor & green space.
- \* be flexible & adaptable to evolving needs of teaching & learning.

*And*

## A FUTURE FOCUSED LEARNING ENVIRONMENT SHOULD:

- ① learning spaces designed to facilitate real world learning experiences
- ② flexible learning environments.
- \* ③ engaging & accessible to the community.
- ④ be constructed using materials + construction methods that will help control operating + maintenance cost for the duration of the structure and will allow for future expansion.

⑤

## communication

- dependability
- good work skills
- team player



S2. Student choice of assignments based on standards  
individually tailored ~~with~~ methods

flexible learning environments

S5. teachers sharing learning spaces  
common spaces for cross-curricular  
flexible furniture

S10. customisable spaces  
breakout spaces / less ~~rigid~~ rigid schedules  
effective use of tech.

1. Comfortable well lit and welcoming environment.
2. Spacious multi purpose rooms as well as outdoor green space and adequate storage
3. Classroom facilities that promote interaction between grade levels, dept.
4. Specific dept. space (etc. science labs, Vo-AG)  
Adaptability for multiple grade levels
5. Better flow natural open spaces

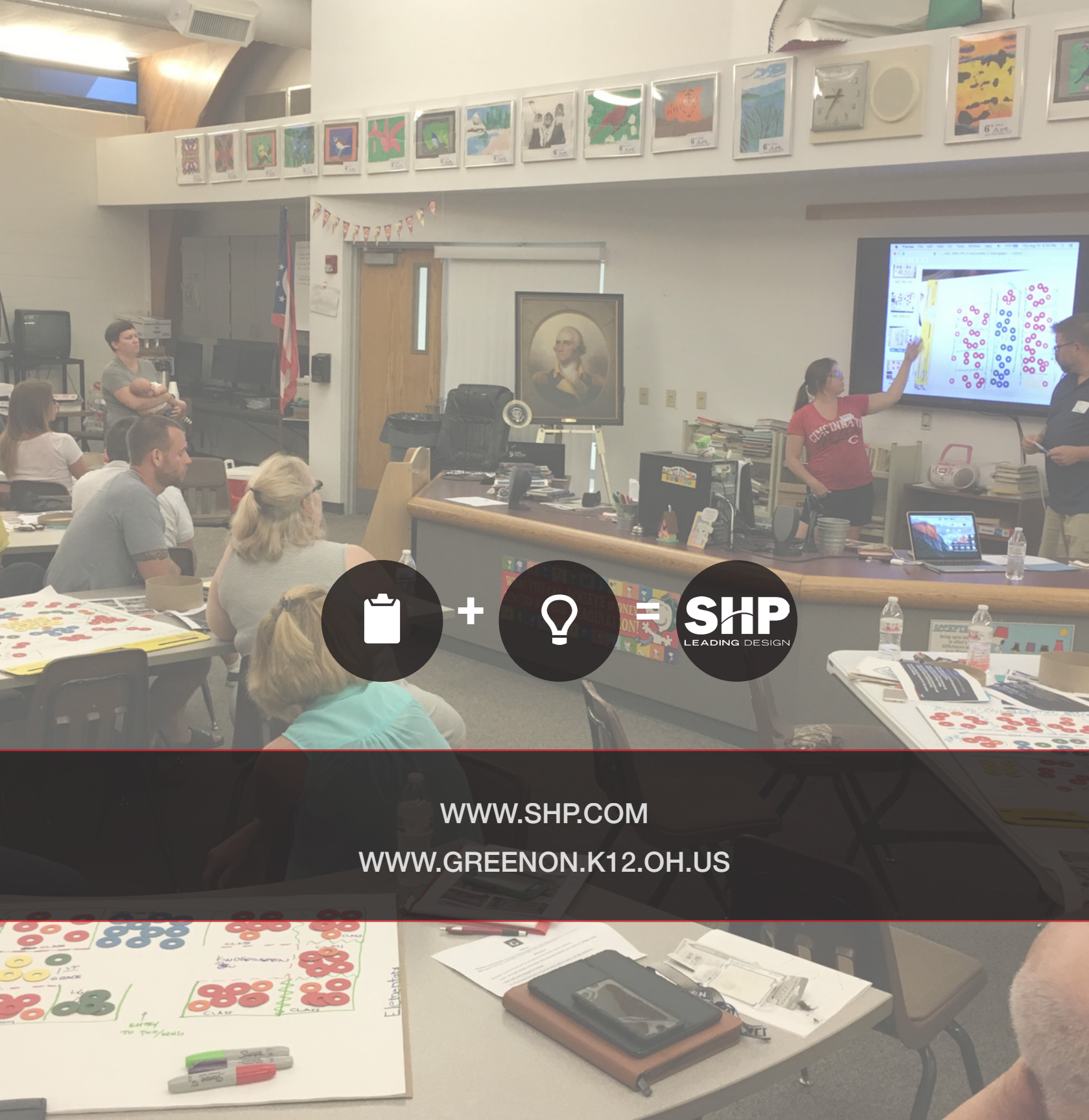


# GROUP EXERCISES: Image Survey









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