

*This document includes the comments written on  
easel papers in the session.*



# COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

City of Chesapeake  
& Chesapeake Public  
Schools  
Futures Conference Outcome

November 1, 2019

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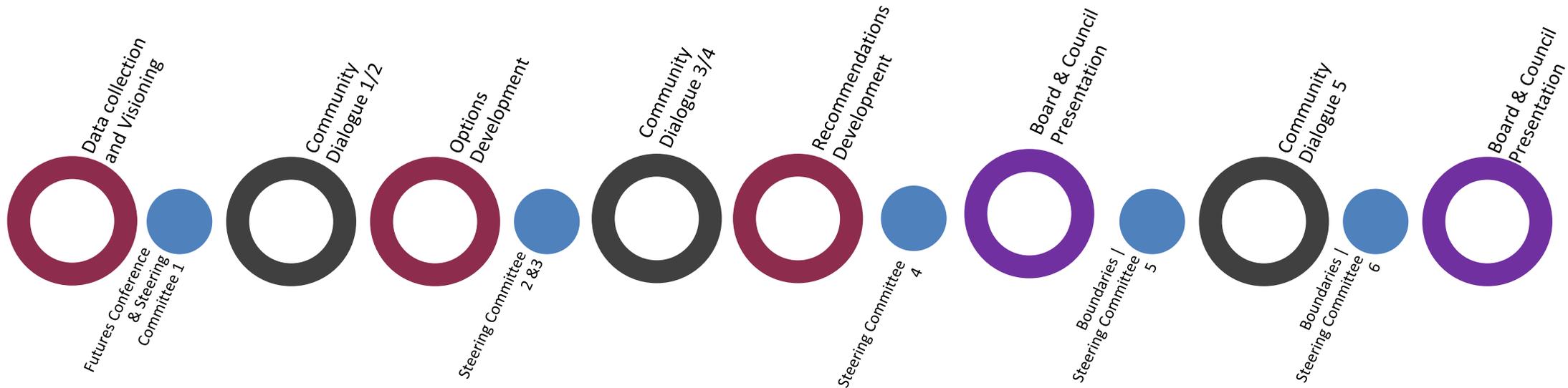
# ► The FMP process & timeline

August 2019 - December 2020

Collect & analyze data, vision, community feedback on planning priorities, & draft options (2019)

Refine options through community engagement & make FMP recommendations (Jan-May 2020)

Develop boundary plans to support the recommendations with community engagement (May-Dec 2020)



## ► F M P O u t c o m e s

An executable plan for major capital investments in schools & supportive boundary adjustments

New construction

Major & moderate  
renovations

Grade  
configuration  
changes

Magnet or choice  
program locations

Major furniture,  
fixtures &  
equipment  
procurement (FFE)

Boundary changes



## ► Exercise 1

Deconstructing the industry model of education & creating an alternative

### Small Group Exercise 1

- If the industrial model is not the appropriate model for our school operations today, then what would be an alternative model that would be more relevant?

Responses from the exercise are included on the following slide.



Source: Ken Robinson's "Changing Educational Paradigms"

## ► Exercise 1

Deconstructing the industry model of education & creating an alternative

### Learning in Context

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- Developing project based academic programs
  - Trade programs
  - STEM
  - CTE
- Integrating practical life skills and application
  - Financial literacy
  - Practical Scholar
- Teach and practice divergent thinking
- Integrate critical thinking
- Progressive creative learning
- Transition for flexibility and diversity
  - Flexible scheduling
  - Grading structure
  - Progression of learning

### Facilities to Support Programs

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- Providing collaborative spaces
- Transition facilities into “Open Floor Plan” model
  - Movable desks
  - Flexible furniture
  - Adequate space utilization
- Integrating state of the art technology throughout all facilities
- Providing safe facilities
  - Learning environment

### Community Engagement

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- Community outreach programs
- Educate parents and community on volume of trades
  - Including debts
- Provide more public and private partners



Thinking outside the clock

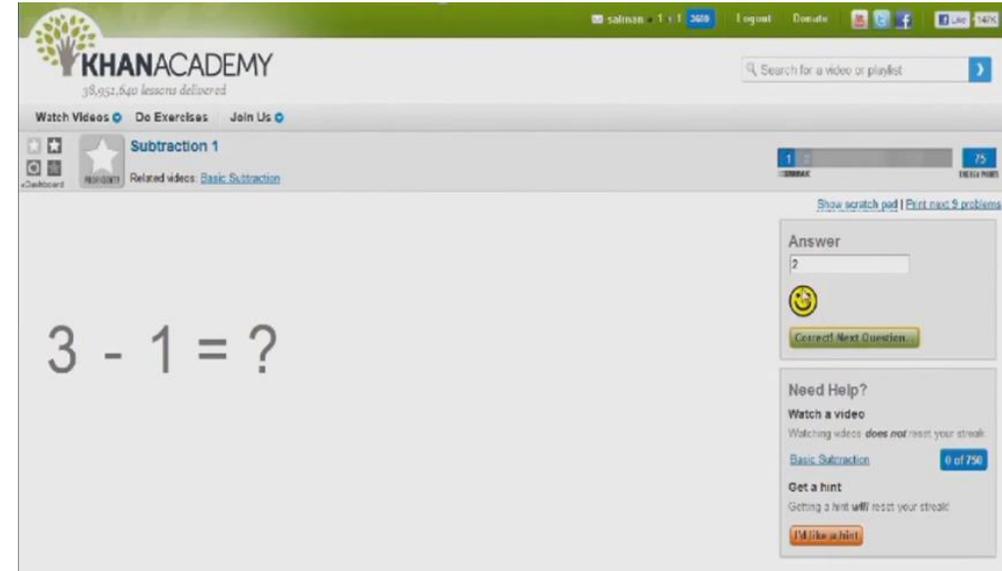
Exercise 2

## ► Exercise 2

Thinking outside the clock | mastery vs. time

### Small Group Exercise

- If in the next 100 years, we figure out how to organize school for all students across the country so that learning is fixed and the time, when, where & with whom it takes to learn, variable, how should schools be designed to facilitate this approach to learning?
  - » Be as specific as you can regarding the types of learning spaces, how they are arranged, and the types of tools they have.



Source: Salman Khan, lecture, Standard Graduate School of Education, 2012

**Responses from the exercise are included on the following slide.**

## ► Exercise 2

Thinking outside the clock | mastery vs. time

### Learning in Context

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- Provide internship opportunities with working professionals
  - Trade opportunities
- Hybrid academic approaches
- Collaborative learning environment
  - “Coffee Shop”
- Integrate Flexible learning
  - Teachers role changes
- Upside down classroom
- Flexible schedules
  - Different start times
- Provide formal assessments
  - Real time knowledge assessments

### Facilities to Support Programs

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- Provide Scalable facilities
  - Flexible spaces
  - Movable walls
  - Open Spaces
  - Movable furniture
- Incorporate technological instruction tools
- Transition for collaborative furniture
- Integrate energy efficient facilities
- Open “feel” environment
  - Glass partitions
- “Four Seasons” classrooms
- Multi-use classrooms

### Community Engagement

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- Accessibility to rec center
- Providing after hour use of facilities
  - 24/7 users
- Utilizing outside community resources
- Mid-School utilization of facilities



The image shows a bright, modern chemistry classroom. The room is filled with rows of white desks and chairs. The back wall is decorated with a large, intricate pattern of chemical structures and equations, including  $2\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3$ ,  $2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$ , and  $\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$ . A large whiteboard is visible at the front of the room. The ceiling has recessed lighting, and the overall atmosphere is clean and educational.

# The role of the teacher

Exercise 3

## ► Exercise 3

The role of the teacher | your most impactful classroom experience

### Small Group Exercise

- Share a story of the most impactful class you have experienced as a teacher or a student
  - Create a common themes list on your flipchart
  - Write keywords that define the role of the teacher in the examples you provided
  - Large group – compare, summarize common themes
- Space design should be prioritized to facilitate the types of experiences you describe

**Responses from the exercise are included on the following slide.**



Source: Derek Muller, Veritasium, "This will revolutionize education"

## ► Exercise 3

The role of the teacher | your most impactful classroom experience

### Learning in Context

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- ❑ Personalize the learning
  - Make it meaningful to students
  - Keep student engagement
- ❑ Provide a fun learning environment
  - Engage in personality
  - Humor
- ❑ Hands on project experience
  - Practical experiences
  - Applied learning
  - Role playing
  - Music & Arts
  - Shop programs
  - Activity based learning
- ❑ Integrate experimental learning environments
  - Facilitator Vs Traditional teacher
  - Outside of traditional standards
  - No pressure for making an "A"
- ❑ Teachers providing compassion for students
- ❑ Provide students with motivation to learn
  - Inspire them to learn
- ❑ Compassion as a classroom
  - Allow for students to be passionate
  - Treat students with:
    - Love
    - Correct discipline
    - Personal attention
  - Treat all students as adults
  - Show students with respect
  - Provide a non-rigid environment for learning

## ► Exercise 3

The role of the teacher | your most impactful classroom experience

### Facilities to Support Programs

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- Provide scalable facilities
- Leveraging technology in the classroom

### Community Engagement

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- Provide environment for students to ask questions
- Inspire learning from community engagement
- Create an inspiring environment for community
- Provide opportunities for teachers to “get to know” their students



The image shows a bright, modern chemistry classroom. The room is filled with rows of white desks and chairs. The back wall is decorated with a large, dark blue hexagonal pattern, each hexagon containing a different chemical structure or equation. The ceiling has recessed lighting, and a large whiteboard is visible on the right side of the room. The overall atmosphere is clean and educational.

# The third teacher

Exercise 4

## ► Exercise 4

Facilities as a third teacher | creating an ecology of learning

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We shape our buildings: therefore they shape us.

- Winston Churchill

## ► Exercise 4

Facilities as a third teacher | creating an ecology of learning

### Small Group Exercise

- Based on your answers to:
  - Replacing the industrial model with something relevant to today
  - Flexing the approach to learning & fixing mastery
  - The essential role of the teacher
- Describe what you believe should be standards for all school environments. Your answers will help inform renovations that become prioritized in this FMP for existing schools while helping envision design for new schools.
  - **In other words, what should every student have access to in all CPS schools to provide equitable access to quality learning environments?**



Source: Trung Le, "The Third Teacher"

**Responses from the exercise are included on the following slide.**

## ► Exercise 4

Facilities as a third teacher | creating an ecology of learning

### Learning in Context

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- Project based learning
- Provide active learning environment opportunities
- Increase IEP based learning
  - Not-time restricted
  - Mastery based
- Hybrid learning environment
  - Providing technology for “outside the classroom learning”
- Facilitator Vs Traditional Teacher

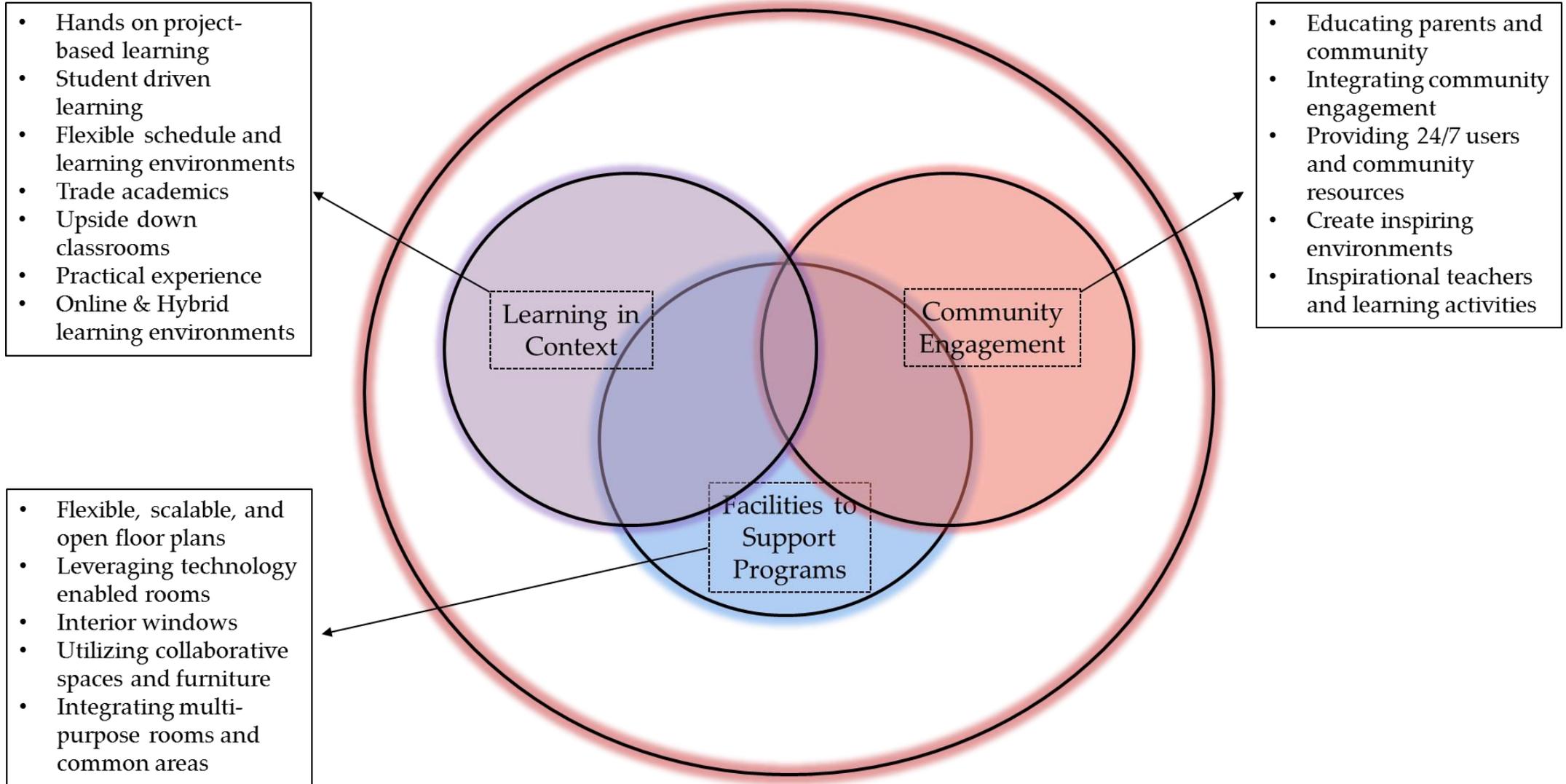
### Facilities to Support Programs

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- Provide flexible facilities
  - Flexible spaces
  - Movable walls
  - Open floor plan
  - Movable furniture
  - Reconfigurable furniture
  - Multi-use furnishing
- Convert facilities to include conversational environment
- Provide audible technology for visually impaired
- Transition to multi-use learning spaces
- Integrate technology enabled rooms
  - White board walls
  - Presentation and interactive panels
- Provide large presentation meeting spaces
- Provide opportunities to take classroom outside
- Integrate “Nodes” furniture
- Implement charging stations
- Integrate seating area bars

# ► Conclusion

## Response Summary





# COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

City of Chesapeake  
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Futures Conference

September 25, 2019