

Educational Trends

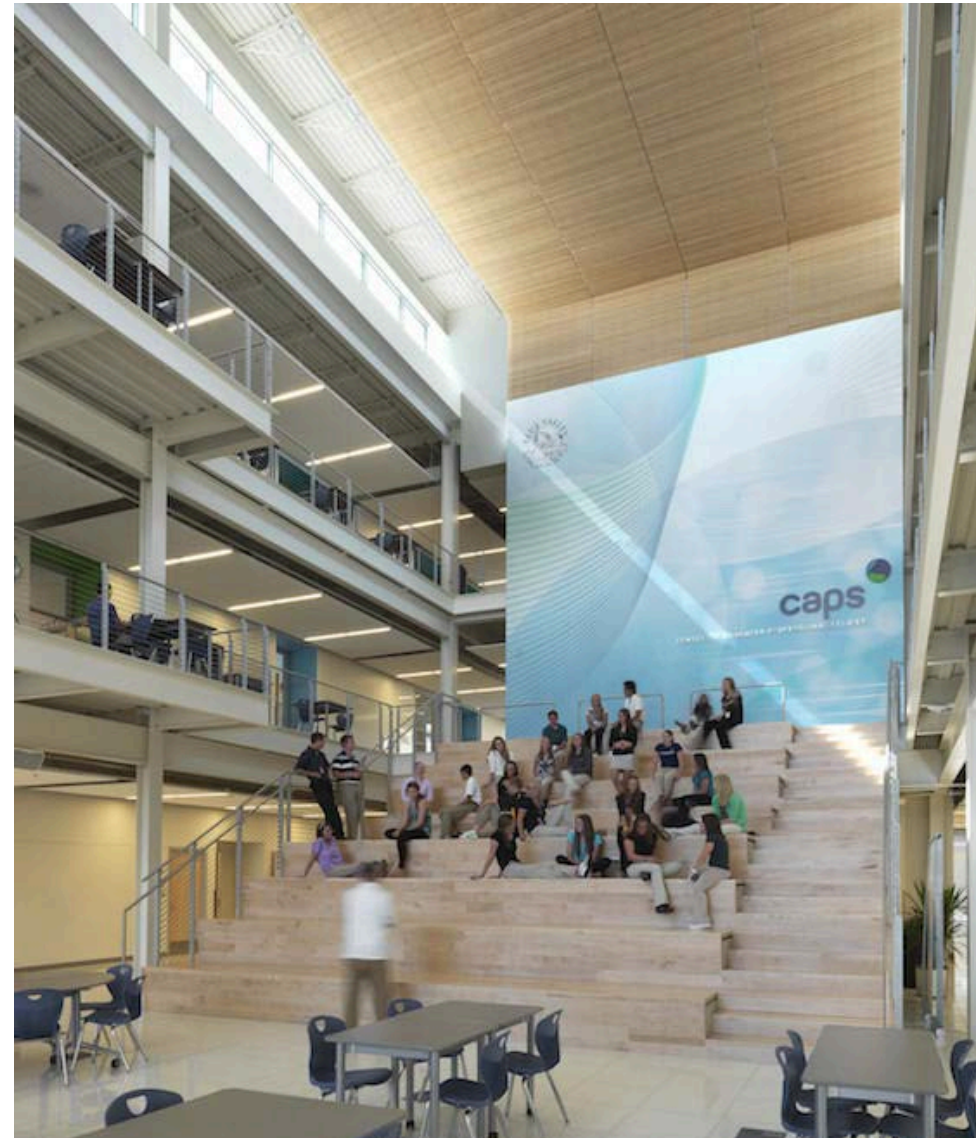
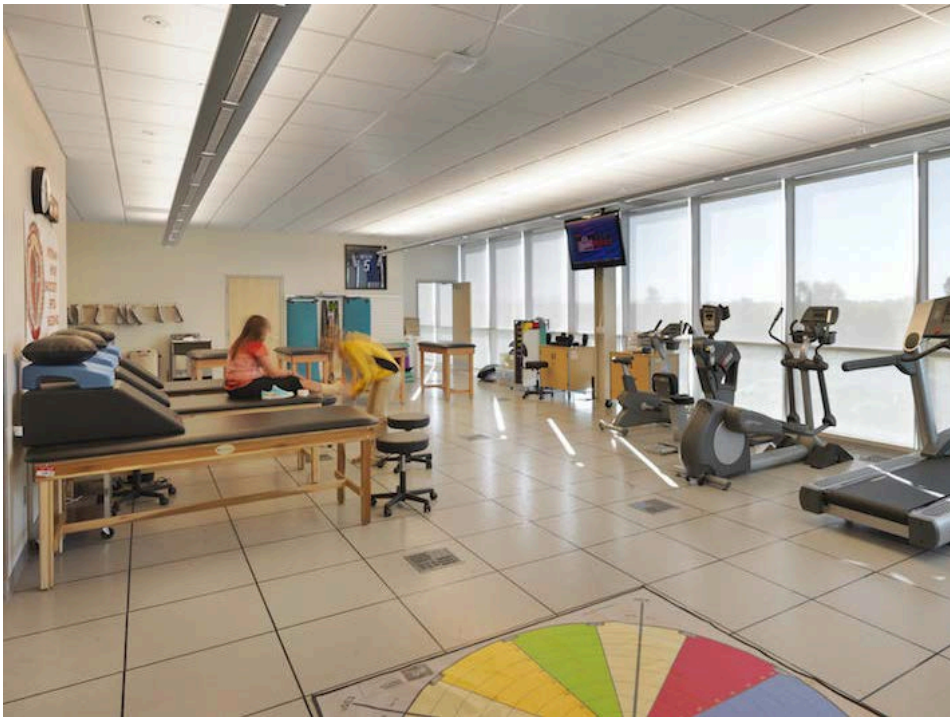
Research Based Premise

Children learn best when learning is active and student-centered, rather than passive and teacher-centered.



Supporting Educational Trends

- Small School Communities
- Integrated Education/ Subjects
- Team Teaching
- Relevant Applications/ Projects



Supporting Educational Trends

- Varied Teaching Styles to Accommodate the Individual
- Individualized Education
- Teacher as Coach/ Facilitator
- Student Responsible for Education



Examples of Supporting Educational Models

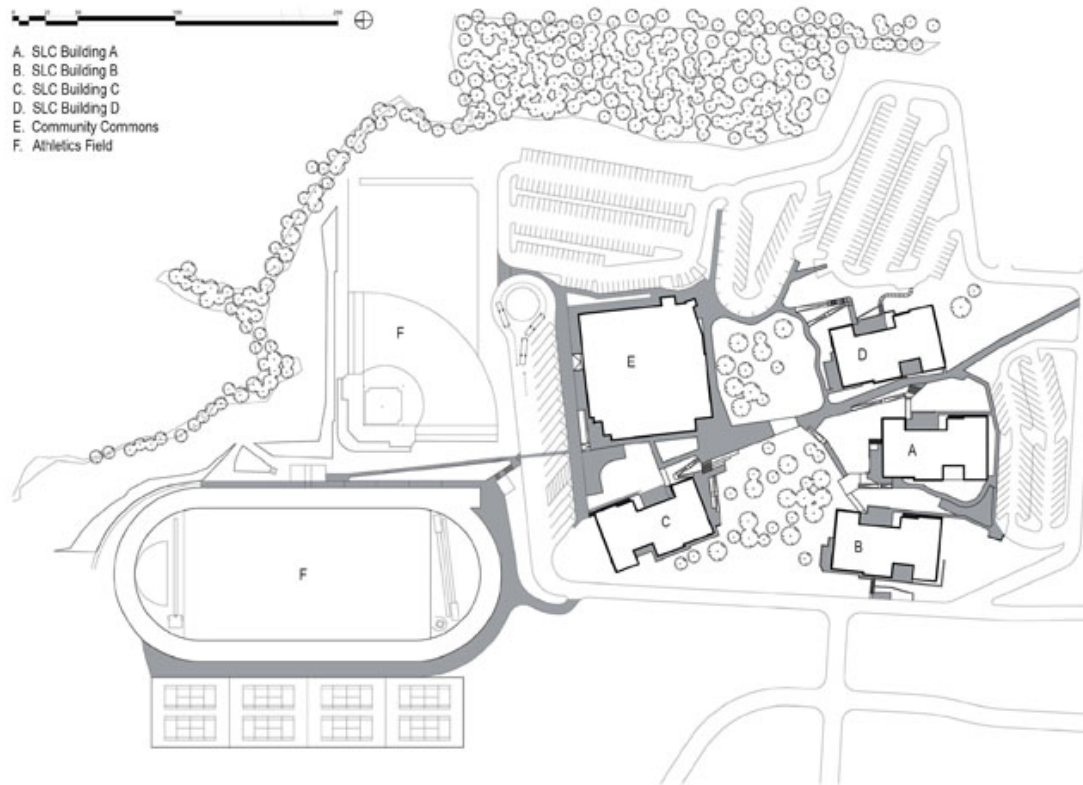
- Studio Model - students work independently
- Project Learning - students work in small groups
- Both deal with real world situations, are cross curriculum, collaborative, active, engaging and student-directed.



Supporting Architectural Trends

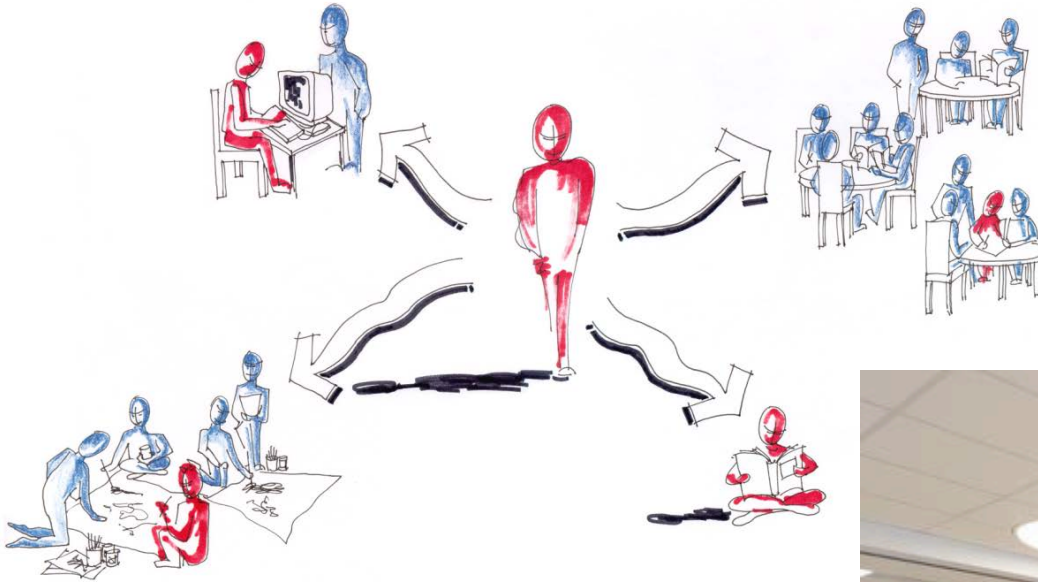
- Cross Curriculum Building Organization – not departmental

SITE PLAN



Supporting Architectural Trends

- Varied Classroom Spaces – size, shape and flexibility



Cross



“L”



Rectangle



Square



“T”



Supporting Architectural Trends

- Interconnected Classrooms – ‘Isolation is the enemy of improvement’



Supporting Architectural Trends

- Multi-Functional Corridors – limit extent; use as collaboration areas



Supporting Architectural Trends – Media Center

- Library as Open Learning Commons – central or distributed

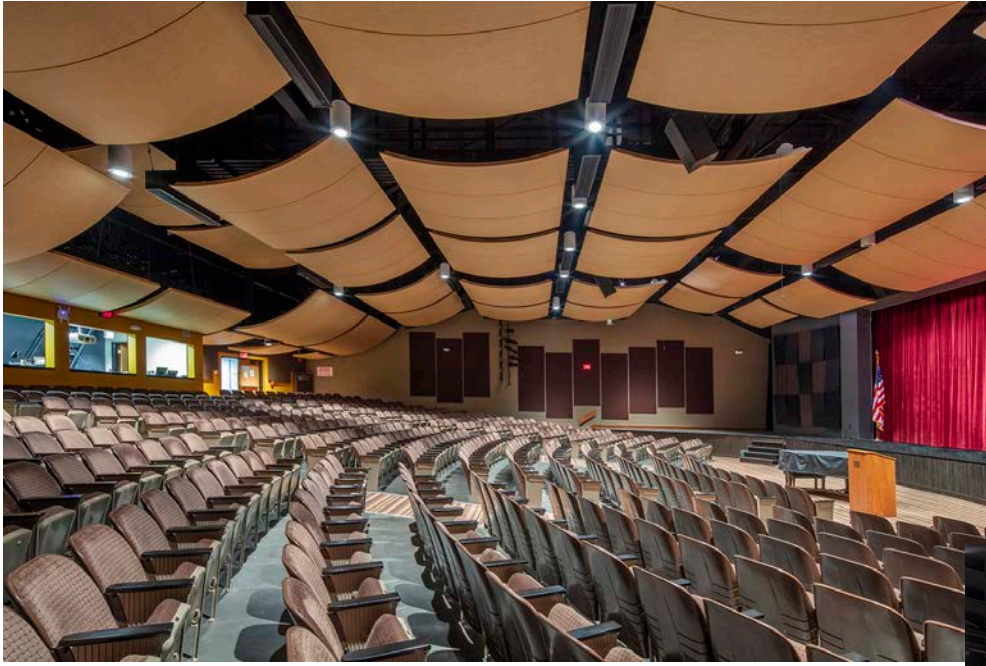


Supporting Architectural Trends – Media Center

- Library as Open Learning Commons – central or distributed

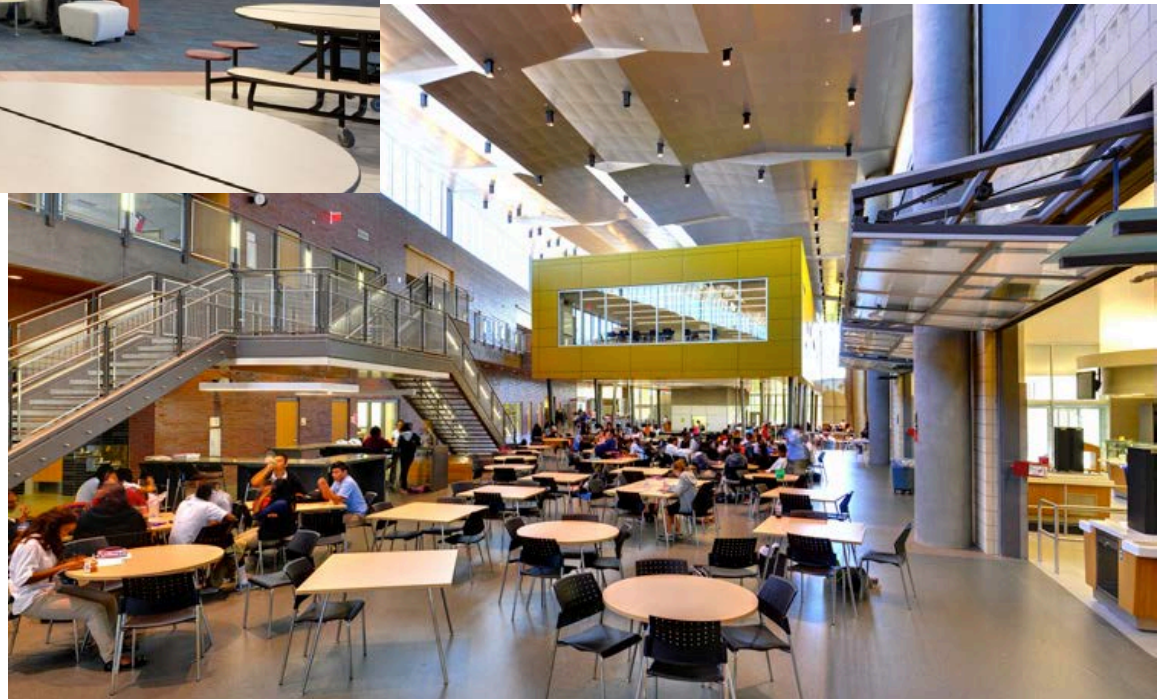


Auditorium Renovations



Supporting Architectural Trends

- Multi-Purpose Eating Commons



Examples in CNY

ESM Guiding Principles

Vision, Mission & Beliefs

Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Belief Statements

We believe that:

- Each individual has dignity and worth
- The capacity to learn for each individual is boundless
- Curiosity and exploration stimulate innovation and learning
- High expectations and challenging curriculum lead to greater achievement
- Effort and perseverance are essential to achieve one's personal best
- Positive relationships are fundamental to success and growth
- Collaboration within and among school, families and community partners is essential to meet the needs of each student
- Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth
- Education prepares students to become productive and responsible citizens who contribute to their communities
- Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.

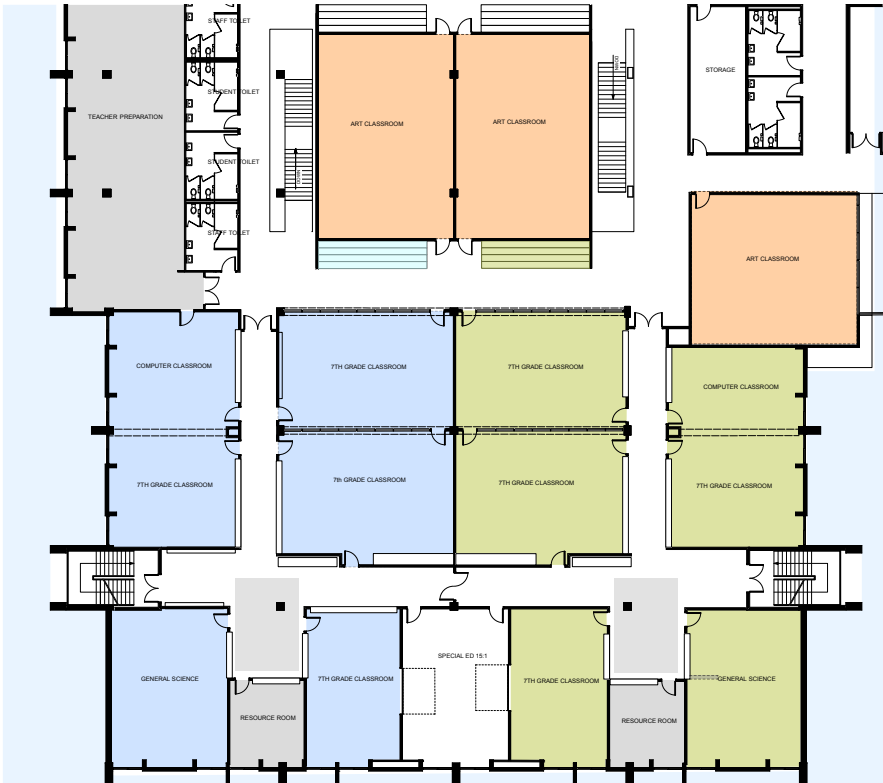
ESM: Proposed Pine Grove MS Project



Learning Commons = 2 Learning Zones

Flexible Learning Spaces for:

- Small Group Learning
- Large Group Learning
- Project Rooms



Lafayette CSD: Big Picture School

Mission – The LaFayette Big Picture School is committed to the development of an innovative and personalized school the draws upon our community to help our students learn and grow both academically and ethically. We put a slightly different spin on the familiar adage and believe that it takes a village to teach a child.

Students graduate with a NYS Regents diploma, although they earn the credits differently than in a traditional HS

Students create individual learning plans based on their interests, and work with their advisor to link their goals to the state standards

Students go out into the community for "internships" two days a week



OCM BOCES: New Tech High

We employ a project-based learning approach that engages students with authentic learning and meaningful collaboration. Students work in teams to creatively solve problems, working hand-in-hand with businesses in the community. All students at Innovation Tech earn college credit, participate in internships, and give back to the community through service learning.



Next Steps

Resources

- Buck Institute for Education- project based learning resource; bie.org
- Edutopia- evidence based K-12 learning strategies; edutopia.org
(George Lucas Education Foundation)
- DesignShare- research and school case studies; designshare.com
- Council of Educational Facility Planners International- conferences, continuing education, research and school case studies; cefpi.org
- AIA, Committee on Architecture for Education; aia.org/cae



Resources

- School Transformation + Development Map

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 2.1				
MAINTAINING TRADITION 1	INITIATING CHANGE 2	EVOLVING 3	CLEAR FUTURE VISION 4	TRANSFORMED 5
INCLUDES PRACTICES BELOW	INCLUDES PRACTICES IN COLUMN 1, AS MODIFIED BELOW	INCLUDES PRACTICES IN COLUMNS 1 & 2, AS MODIFIED BELOW	INCLUDES PRACTICES IN COLUMNS 1-3, AS MODIFIED BELOW	INCLUDES PRACTICES IN COLUMNS 1-4, AS MODIFIED BELOW
EDUCATIONAL DELIVERY	EDUCATIONAL DELIVERY	EDUCATIONAL DELIVERY	EDUCATIONAL DELIVERY	EDUCATIONAL DELIVERY
ALL GRADES INSTRUCTION	ALL GRADES INSTRUCTION	ALL GRADES INSTRUCTION	ALL GRADES INSTRUCTION	ALL GRADES INSTRUCTION
Students grouped by classroom		Students ability grouped for instructional interventions only		
Student work is rarely actively expressed		Students present work in regular exhibitions		
Grade grouped instruction			Multi grade instruction for developmental reasons	
"Broadcast" teaching		Differentiated Instruction		Personalized learning plans
Isolated student learning			Students regularly work in teams	
Self contained classroom teaching exclusively		Occasional team teaching		Teachers work in coordinated teams
Teachers have "own" classrooms		Teachers share classrooms		Teachers control suite of spaces with correlary teachers
Folding walls always closed		Occasional opening of folding walls		Variety of wall positions
Students know very little about activities in neighboring classrooms		Learning spans several classrooms and related spaces		Learning takes place in coordinated manner in variety of shared spaces
Computers seen as more sophisticated writing/math tools		Computers also used for web research		Computers, web access are ubiquitous in learning
Best student work is displayed on bulletin boards			Each student's work is presented	Each student's work presented & critiqued
High degree of lecturing	Some discussion & group work	Lecturing & problem solving	Project learning	
Delivery method and curriculum is rigid and uniform	Teachers have high discretion over delivery method in classroom	Teachers team to review assessment data	Teachers team to create units & lessons	
Learning exclusively in Classrooms, Labs	Learning exclusively in classrooms with some field trips		Limited service learning	Service learning is important method
Teacher does the teaching	Combination of direct instruction & cooperative learning		Students teach each other in project based environment	Daily variety of approaches to maximize effectiveness
CURRICULUM/ ASSESSMENT	CURRICULUM/ ASSESSMENT	CURRICULUM/ ASSESSMENT	CURRICULUM/ ASSESSMENT	CURRICULUM/ ASSESSMENT
Students informed about standards for successful testing		Students know rubrics for successful exhibitions & exams		
Assessments by tests, papers, worksheets			Assessments by projects, performances, displays	
Teaching objectives determined by items to be tested	Curriculum objectives traditional and/or standards driven		Teaching objectives geared towards inquiry based and project learning	
Standardized test oriented, with papers & worksheets	Traditional but not solely determined by standards		Authentic teaching and learning	
Curriculum oriented to teachers teaching known answers	Occasional indeterminant answer assignments		Curriculum oriented to issues that have no single answers; problem solving is the focus	
"Textbook is the curriculum", few or no connections among subjects/disciplines, sequential.		Variety of curricular approaches, largely teacher determined. Unarticulated.	Clear learning outcomes identified, integrated, "whole to parts" approach, relevant.	
Individual teacher responsible for "determining grades"		Grades established by team of teachers at exhibitions		Grades established by teachers, peers, outside experts, & student self assessment
Lag time between testing and feedback/interventions			Students receive immediate feedback on assessments	Students receive immediate feedback on assessments
LEADERSHIP	LEADERSHIP	LEADERSHIP	LEADERSHIP	LEADERSHIP
Central guidance			Guidance located near student learning areas	
Central admin		Admin decentralized, near student learning areas	Admin decentralised; teachers part of decision making	
Room scheduling done by Central Administration			Room scheduling done by Distributed Administration	Room scheduling done by affected teachers