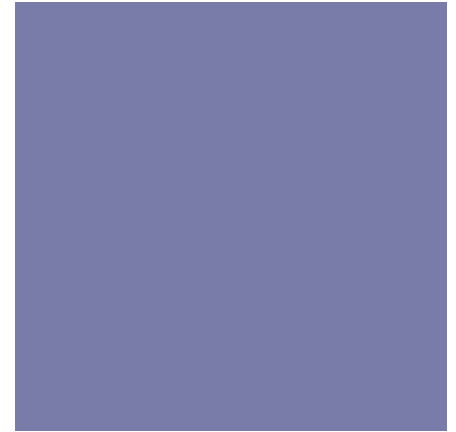




School Building Advisory Committee

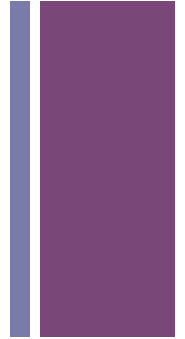
September 30, 2014



**School Design to Support
Educational Vision**

+ Thinking about vision through various lenses:

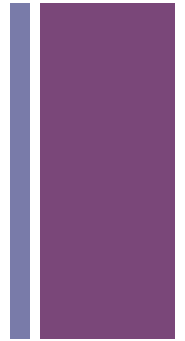
- Educational Outcomes
- Educational Process
- Individual Experiences
- The Whole Child
- The Whole School Community



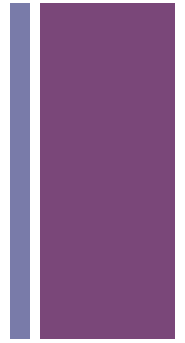


Vision:

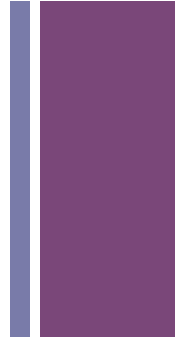
The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, demonstrate creativity, value reflection, work hard and play fair



- + Theory of Action:
IF we continue to build educator expertise and a shared vision of effective teaching, refine curriculum and instruction, and use assessment and data effectively, THEN we will respond to student needs skillfully and we will strengthen the engagement and achievement of all students.

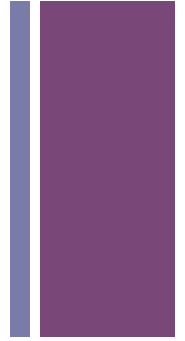


+ Strategic Objectives



- Educator Growth
- Curriculum and Instruction
- Assessment and Data
- Responding to Student Needs

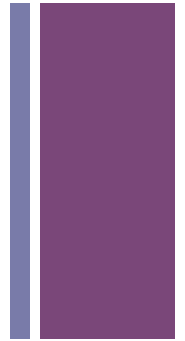
+ 5 Key Questions for Learning:



- What evidence demonstrates that students know the **objective and/or learning target**?
- In what ways does the lesson engage students in **authentic learning**?
- What evidence is there of **meaningful exchanges** between teacher and individual students and between students?
- In what ways does the teacher **assess student understanding** related to the objective and/or learning target?
- Did the teacher **differentiate the instruction and learning experiences** to meet the range of learners in the class?

+ Authentic Learning

- Learning is authentic when it has a **purpose** that creates engagement and understanding of why a task is being carried out. Students are engaged in problem solving, development of new ideas and concepts, persuasion, or agreed upon outcomes.
- Learning is authentic when students have an intended **audience** that will view their work, provide feedback, partner in the learning process.
- Learning is authentic when students are able to carry out a task in the manner that someone in the profession would carry out the work. (**carrying out processes and using skills in authentic ways**)



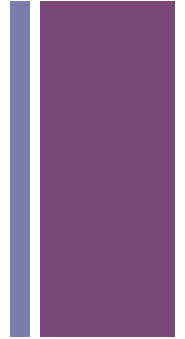
21ST CENTURY SKILLS



- Cultivating The Whole Child
 - Academics
 - Creativity
 - Social/Civic
 - Health/Play
 - Emotional Well-being

+ Implications for the facility

- How can a facility help us meet our Strategic Objectives and realize our educational vision?

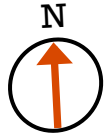




- ◆ **Programmatic flexibility:** variety of spaces for small and large groups; spaces can be used for more than one purpose depending on educational needs
- ◆ Enhance opportunities for student and staff **collaboration** through building layout
- ◆ **Technology infrastructure** for current and future educational needs
- ◆ **Connection** to the community and the environment



Existing Grade Layout



Core Expectations for Teaching and Learning

- ◆ Collaboration
- ◆ Differentiation – meeting the individual learning needs of each student
- ◆ Integration of Technology
- ◆ Purposeful, authentic learning experiences
- ◆ Inclusion model of Special Education



Collaboration

What's Needed?

A building that allows for greater formal and informal collaboration between teachers and students.

- ◆ Spaces designed for small groups
- ◆ Spaces for larger groups such as a grade level
- ◆ Group spaces easily accessible by multiple users
- ◆ Core facilities (e.g. cafeteria, gyms, library) easily accessible to all students

Why?

Collaboration develops problem-solving and communication skills. Creativity and innovation are fostered. Teachers share their expertise to benefit all students.

Differentiation

What's Needed?

- ◆ Varied learning spaces to meet the varied learning needs of students.

Why?

- ◆ Independent small group work: supports projects & students ready for additional challenges
- ◆ Small group work with a teacher: supports students at all levels

Integration of Technology

What's Needed?

- ◆ Maintenance of infrastructure to meet increasing needs

Why? Teachers require consistency of connectivity in order to invest time and effort into developing integrated instruction.

- ◆ Provide adequate access to technology hardware
- ◆ Plan so that upgrades can be more easily performed in the future

Purposeful, Authentic Learning Experiences

What's Needed?

- ◆ Learning spaces that are alternatives to classrooms
- ◆ Range of group sizes (e.g. a few students or a whole grade)
- ◆ Flexible: not as specialized as an auditorium, library, or gym.

Why? Authentic learning can take many forms such as an exhibition of work, a poetry slam, a presentation to the conservation commission.

Inclusion Model of Special Education

What's Needed?

- ◆ Small group learning spaces

Why?

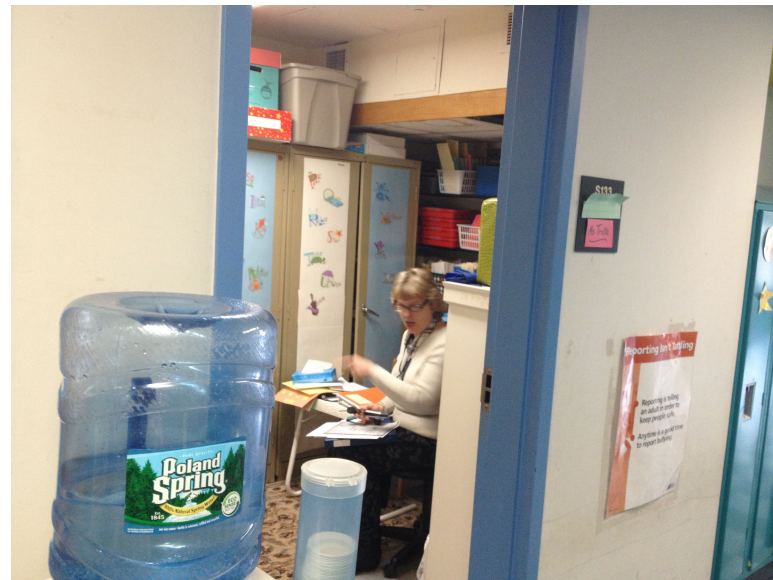
- ◆ Provide services to an individual student or small group
- ◆ Less disruption to the child and the class as a whole



Current Working Spaces for Students and Faculty



Small group instruction takes place in hallways.



This closet converted into a small learning space is used to service English Language Learners.

+ Hanscom School Design





Scheme A – Distributed Neighborhoods with Flex Studios

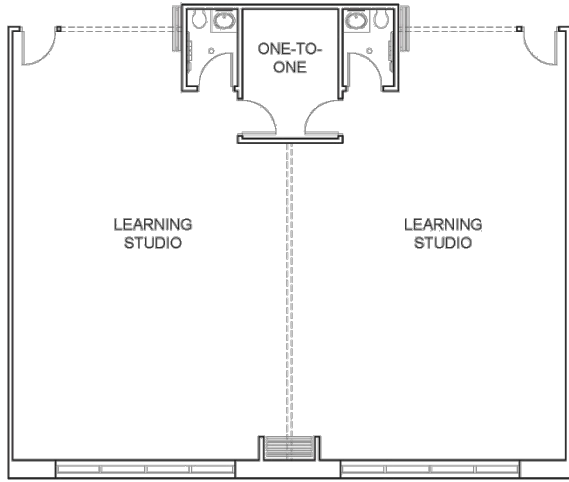
Flexible Spaces



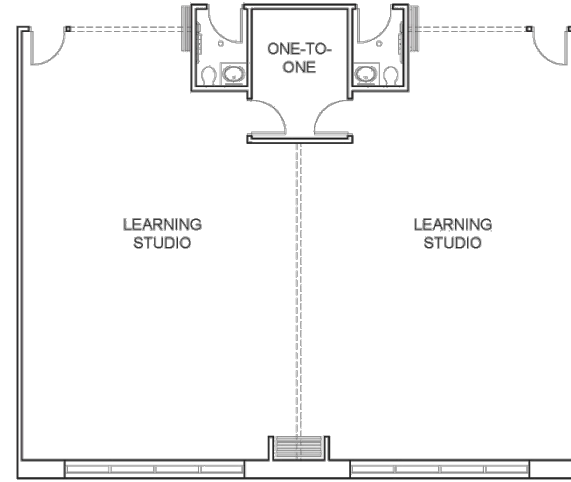
HANSCOM MIDDLE SCHOOL FINAL DESIGN – COMMONS



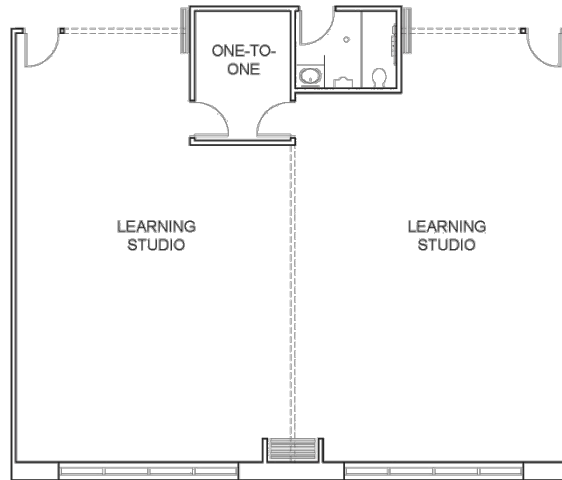
STUDENT WORK DISPLAY OPPORTUNITIES



Hanscom PK/K Proposed



Hanscom Grades 1-3 Option



Hanscom Grades 1-3 Option

TYPICAL STUDIO OPTIONS



Concord Schools, New Hampshire– HMFH Architects

EwingCole ©2010



Park Brow School, Liverpool England – 2020 Liverpool

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