



Futures Team. Approximately one quarter of teachers and staff were also on the Futures Team, constituting almost one half of that group.

ARCHITECT

Representatives from the architect's office participated in all steps of the process. At its conclusion they assumed responsibility for the draft Space Needs spreadsheets.

COMMUNITY MEETING

A meeting was held at the start of the Futures Team workshops to solicit comment and concerns. See Appendix.

STUDENT FOCUS GROUP

A group of 25-30 students was assembled for a discussion with the educational planner, focusing on the nature of their school experience. The discussion led to a questionnaire on student attitudes toward school. The results of this are included in this report. See also Appendix.

COLLABORATIVE CONCEPT DESIGN

In an effort to maintain continuity in the overall process and assure that the essential ideas of the Vision and Specifications were translated into building form, the educational planner worked with the architect to collaboratively develop design concepts.

SCHOOL BUILDING COMMITTEE

The SBC was apprised of the progress of the Futures Team through several interim presentations by the educational planner. They became active players in the process in the deliberations over the Space Needs spreadsheets.

SCHOOL COMMITTEE

The School Committee is the final decision-maker for both Educational Visioning and Educational Specifications.

EDUCATIONAL VISION

The Educational Vision for Wayland High School is described through several components:

- **Key Words** outline the most important characteristics of teaching and learning, and community connections
- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **The School Transformation and Development Map** relates educational delivery and facilities to national practices, both today and projected in the future
- **Student Voice** outlines attitudes toward school of a small but representative group of students
- **Organizational Concepts** outlines preferred concepts for school organizational structure
- **Places for Learning** depicts preferred facilities arrangements for core learning
- **Community Connections** identifies concepts for extended learning opportunities in the community and types of community members to act as expert resources in the school building
- **Pilot Projects + Study Groups** outlines appropriate next steps in exploring changes in educational practices, to be undertaken while the building is in construction

Some of these are summarized here. Ch 3, Educational Vision, covers them fully.

KEY WORDS

The Futures Team identified Key Words to characterize the desired future of teaching and learning, and community relations at Wayland High School. The words express qualities of the learning environment, of the learning experience, of educational delivery and school organization, and of relationships with the community. They are interrelated, and do not exist in isolation. Collectively, they describe a shift from today's practices to those which could be more effective now and more relevant for the long term future. The Key Words are:

Interdisciplinary

- A school that makes connections between different subject areas, which traditionally have been taught independently

Flexible/Open to Future, Fluid

- Building should be a flexible platform that facilitates multiple educational deliveries and changes in school organization

**Creative**

- A school that fosters and celebrates expression and invention among students and teachers

Collaborative

- Supports teachers working together, and students learning together in teams

Authentic

- Modeled after the outside world

Engaging

- Capturing student interest

Project-Based Learning

- Active learning

GUIDING PRINCIPLES

The Guiding Principles are not policy but address the overarching themes that serve as a foundation for a world-class educational experience for Wayland High School students well into the 21st Century. As such, they are intended to inform educational delivery, educational structure, and facilities planning. Some of the Guiding principles are:

Education for All

- A focus on meeting learning needs of students who are hard to reach will also be effective in meeting the needs of all students.

Learning and Instructional Strategies

- Increasing student engagement in learning is a high priority for Wayland High School
- Integration of curricula across content areas will drive educational delivery tactics, facility organization, and space planning
- Small Learning Communities can allow concentrated attention to segments of the school population, e.g. freshman, departments and interdisciplinary groups

Technology

- To meet the learning needs of all students, align with 21st Century skills, and support engaged learning, Wayland High School needs to constantly re-evaluate itself as a “classical” high school experience for students

Extended Learning beyond the School

- Community service learning programs and internships provide critical learning and social experiences for all

students which greatly increases opportunities for success in both the short and long-term futures, and should be included in an integrated high school curriculum

Implementation and Professional Development

- Wayland High School will establish study teams, and explore Pilot Projects, such as an advisor/advisee program, to support continued development
- Professional development related to increasing a teacher’s knowledge of each student and the ability to meet individuals’ needs should be a primary component of staff development
- Team teaching encouraged through staff development, school leadership, and collegial planning offers many benefits for both teachers and students

Administration

- Accessible administration and guidance invites engagement with students and the public

Educational Structure and Facilities Planning

- Facilities designed with flexibility allow a variety of school organizational structures over time
- Facilities allow and facilitate multiple organizations at one time, e.g. freshman houses, theme based houses
- Facilities support interdisciplinary learning through the strategic placement of teachers and appropriate learning spaces
- Learning is a social activity. Create spaces throughout the school which support informal student gathering
- Celebrate Arts learning and STEM learning through special, strategically located places for display, presentations, and/or significant symbols

SCHOOL ORGANIZATIONAL CONCEPTS

The Guiding Principles and the promise of the Key Words may be better achieved through several strategic changes in school organizational structure. Several possibilities are proposed. One most universally acclaimed by Futures Team members was the program progression labeled “Table 3/H”, after its development team. This concept, which blends organizational structure with programs and events, creates a logical sequence that guides and empowers students as self motivated critical thinkers. It seeks to build stronger teacher-student relationships. Its proponents noted



the concept is not strictly a school organizational diagram. Rather it is a concept for linked sequence of school programs, and may be adopted with any of the school organization concepts outlined here.

TABLE 3/H

Essential characteristics of this progression are:

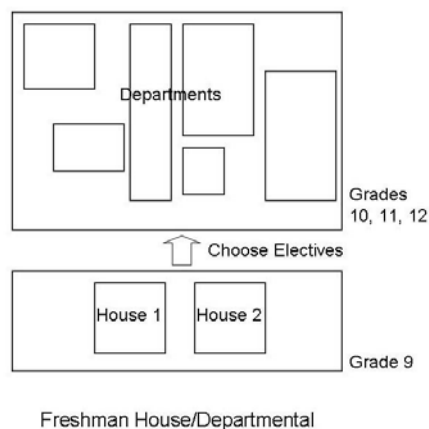
- Freshman year:
 - Transition house/program
- Sophomore year:
 - Adventure Series
 - Explore different disciplines in rotation
- Junior/Senior year:
 - Pathways to careers and professions
- Senior year:
 - Senior Project
 - Outside internships with work/study 2nd semester
 - Mentor freshmen
- All years:
 - Core subjects
 - Common teacher planning
 - Tech/media curriculum

This concept requires additional definition before the meaning of its component parts is clear. For example, a freshman transition house could be significantly different than a program.

ORGANIZATIONAL CONCEPTS

The most favored concepts are:

Freshman House with Departmental Upper Years

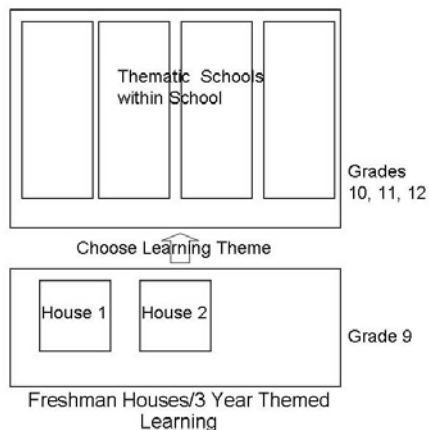


In the emerging national model of this concept, core courses taken primarily by freshmen are offered in a designated section of the building. Freshman movement is relatively contained, with students venturing out of this “house” for “specials”: art, music, etc. By co-locating teachers focusing on freshman education together as a small learning community, there is greater relationship building (ie, several teachers who know the same student work side-by-side, rather than in separate departments) and greater probability of easing transition into high school. This concept has proven to be highly effective in paying attention to individual student needs, to personalizing learning, and to establishing a strong sense of community.

In the Futures Team deliberations there was strong support for this concept, but not necessarily for a separated Freshman House. Achieving the concept goals may be difficult without spatial demarcation. The concept offers great potential for reaching the “outlier” students.



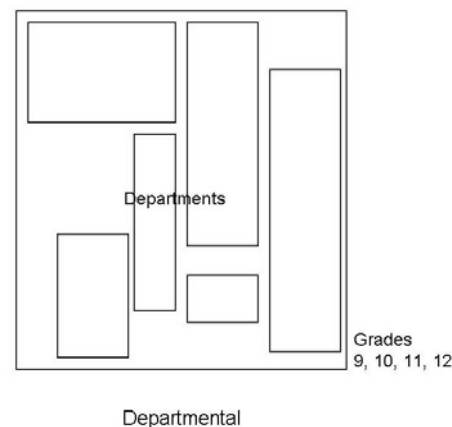
**Freshman Houses with Thematic Grades 10-12;
Advisor/Advisee in Home Rooms**



This concept would have a freshman house as outlined above, but the upper years would be organized as thematic small schools, each with a different learning theme, such as engineering, humanities, or environmental studies. Each thematic school would offer the core disciplines, augmented by coursework of the focus theme. Some courses serving small numbers of students might draw students from many thematic schools.

This model creates a positive identity for areas of learning that are broader than departments, and more closely align with students' futures in work and professions. This concept organizes and correlates courses which in the departmental model are offered as electives. It is inherently interdisciplinary, as each thematic school would contain many disciplines. It creates an esprit-de-corps among students and teachers who are interested in the same issues. Every student has the opportunity to choose courses from across the curriculum if they wish; the thematic schools do not act as strict limiters of student choice.

Departmental



Departmental is the traditional and the most common high school organization in the country. Teachers are co-located with other teachers of the same specialty. The concept reinforces attention to subject area content, but makes interdisciplinary teaching and learning difficult, and makes it difficult for teachers to share personal knowledge about individual students, as they tend to not share the same students.

It is the current organizational concept at Wayland High School.

COMMUNITY CONNECTIONS

High schools searching for greater relevance in learning are looking outside of school as places for student learning through internships in business and institutions, and for community “experts” who participate in student projects and review completed student work. The Appendix outlines possibilities.

PILOT PROJECTS + STUDY TEAMS

The Futures Team defined many aspects of the future Wayland High School, but some issues need further review, testing, and consideration.



Pilot Projects

Pilot Projects were identified to try out new ideas, measure their success, and refine them as necessary before full initiation. These are best “trialed” with volunteer teachers in controlled settings. The ones identified by the Futures Team have the power to substantially affect educational delivery and school climate. They promise to be the basis of healthy debate among teachers and staff. The selected Pilot Projects are:

- Differentiated instruction, in which learning is personalized for students by altering assignment procedures and work products to align with individual students’ learning styles
- Senior Project or Junior Project
- Advisor/advisee program
- Change schedule to open more time for project-based learning

Study Teams

The Study Team concept was established to cover issues that have great prospect for Wayland High School, but are not ready for deployment as Pilot Projects, or which are more organizational in nature.

- Virtual/Internet learning: by 2019, predictions are that ½ of all high school courses may be taught on-line
- Good to great: this concept outlined in the book by Jim Collins references continuous improvement. Wayland High School is a good school. How can it become a great school? Some teachers have argued that Wayland High School is already a great school. If so, how can it become a fantastic school?
- Individual learning plans
- Small schools within the larger school; these were components of the favored school organizational concepts, and appreciated in the places for learning challenge. They offer better relationship building and interdisciplinary learning compared to the departmental model
- Integrate Arts with Core learning to create a Humanities program
- How do we measure success?
- Develop tools for assessing school success

- High school schedule – open time for project-based learning and access to teachers
- Broad exploration that project-based learning can be more than Senior Project
- Advisor/advisee with all staff (and community)
- Tutorials
- Coordinate with universities (Brandeis) for student tutors

EDUCATIONAL SPECIFICATIONS

The new Wayland High School building should be planned to bring people together in an environment planned for strategic connections to improve learning through communication and sharing. It should be flexible to support multiple educational deliveries, teaching modalities, and learning styles. It should be “agile”, easily allowing different uses through space reassignment, rather than physical renovations. It should create a strong sense of community, not only for the daily users of the building, but also for the community members who might use the building occasionally. It should be a place that is comfortable and empowering for students; one that serves their social interests and inspires academic pursuits.

The Overall Planning Diagram meets these goals through the following strategies:

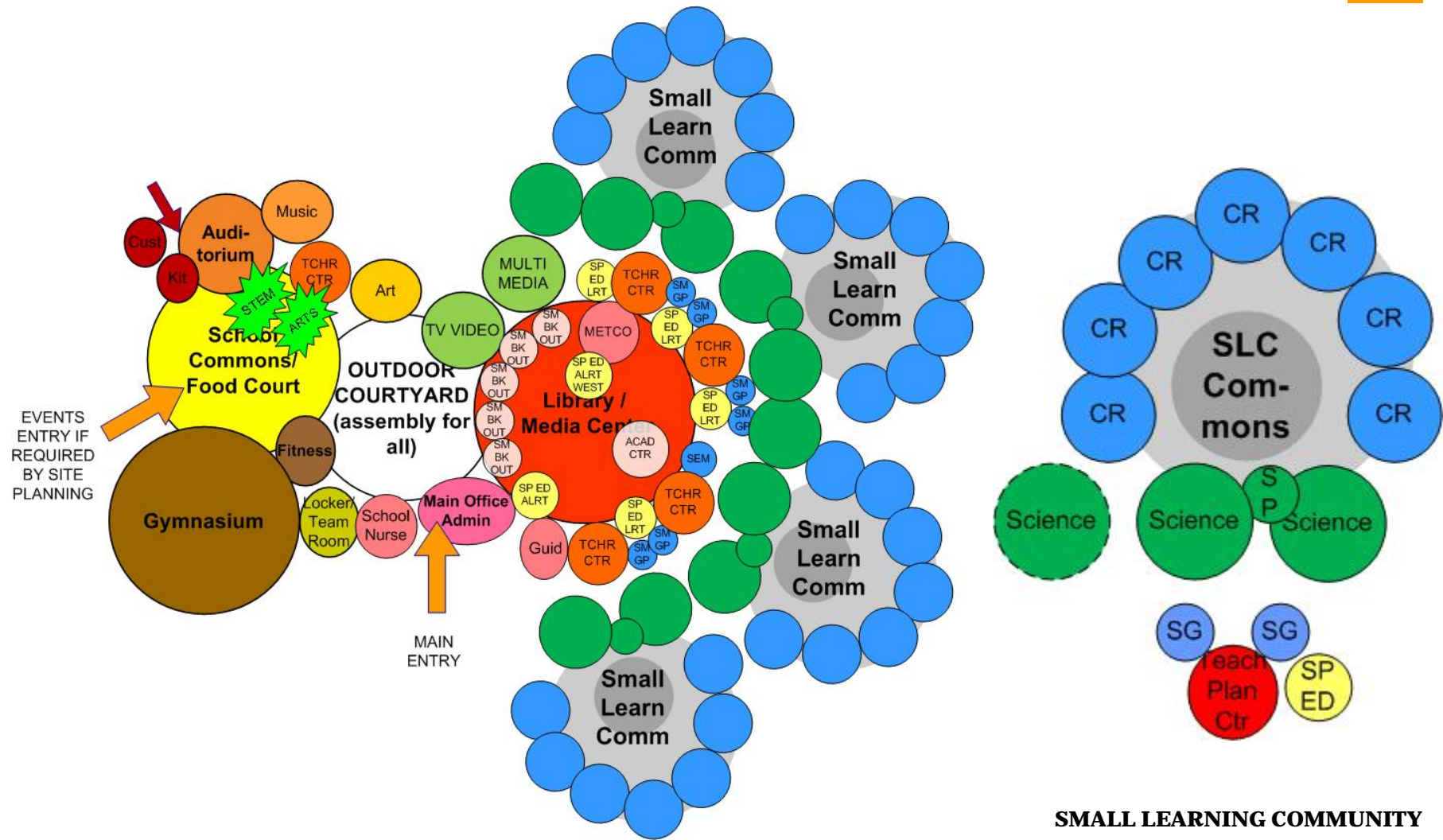
- A plan that reinterprets the Wayland High School campus plan as a focused courtyard space, with daily use for circulation and socializing, and occasional use as an all-school assembly area
- The Library/Media Center is the hub of academic learning. This is a traditional role has been reinterpreted and updated to make the Library/Media Center an active, collaborative, flexible place of learning, surrounded by related spaces to truly act as the “town center” of the school
- Definition of spaces to maximize agility in reinterpretation of specialized uses
- Arrangement of classrooms and teaching labs to allow many school organizational concepts without renovation:
 - Freshman house with departmental upper years (preferred by Futures Team)



- Freshman house with thematic Small Learning Communities in upper years
- Departmental
- Compact plan to minimize walking distance between related functions, including those that might support interdisciplinary learning
- Strategic positioning of specialized learning areas and teacher support spaces to facilitate interdisciplinary learning and/or departmental communication
- Location of major public uses in a zone which can be open without requiring the rest of the building to be open
- Inclusion of spaces for learning through making things: technical labs including media production and fabrication

OVERALL STATISTICS:

STUDENT CAPACITY	900 students
AVERAGE CLASS SIZE	Core learning, 23 students Other areas, 20 to 25
TOTAL SQUARE FOOTAGE	150,908SF new + 40,800SF in existing Field House



OVERALL PLANNING DIAGRAM

SMALL LEARNING COMMUNITY