

A blue-tinted photograph of a classroom. In the foreground, a sign on a stand reads "More equitable Spaces" with a checkmark and a downward arrow. Students are seated at desks in the background, some looking towards the camera. The text "Classroom features Limit Experie" is faintly visible in the background.

# North Olmsted Community Schools Elementary Vision Implementation Report Summary

# Priorities for Shifting Teaching and Learning Mindsets and Practices

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1. Creating a culture of collaboration that is grounded in the concept that a school community has a collective responsibility for all learners' success. Consequently, the school, classroom, relationships between educators and students, and **resources must be flexible** so they can be adapted to support each individual learner in achieving their greatest potential.



2. Creating conditions to model, simulate and share practices that utilize space with intention, support student agency, and **embrace student-centered practices**.
3. Introduce new systems and structures that allow for job-embedded **collaboration and training for educators**, along with resources to support best practices. Early in this process, providing time and support for reflection will be essential.
4. **Begin a dialogue with all community members** about the challenges and opportunities in schools, the realities educators face, and the need to adopt additional new teaching and learning practices that address emerging learner needs and will help prepare them for futures in a dynamic world beyond school. (Moving from "What I want for me, my child, my classroom, my students, etc." to, "What is needed to support all current and future learners?")

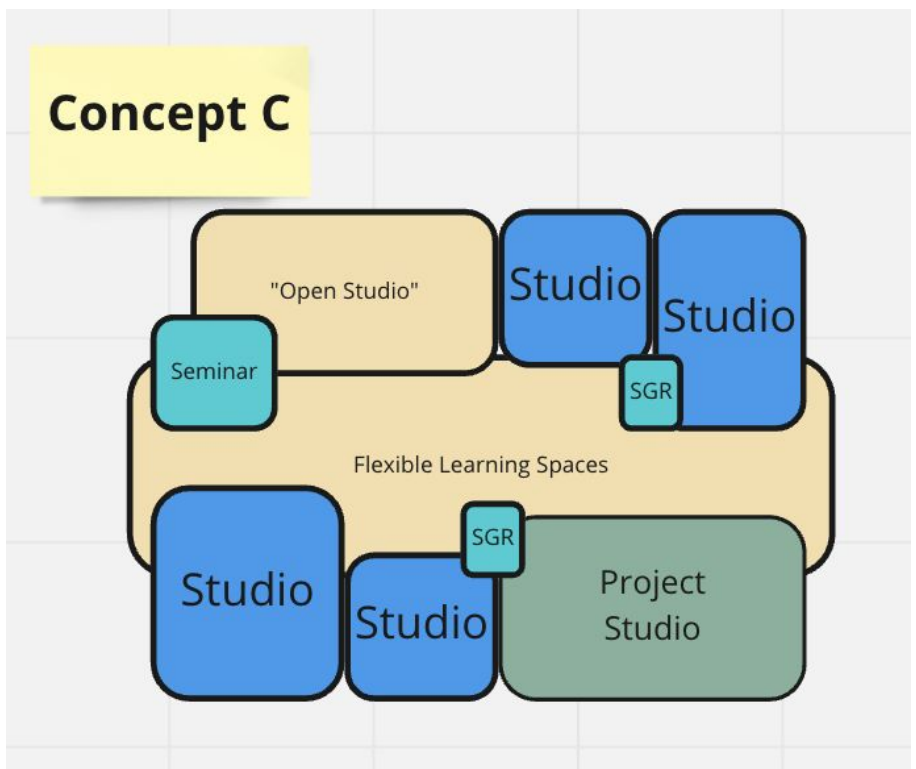


# Trending Towards “Option C”

While the majority of stakeholders **embraced design "Concept C"** there was discussion about the opportunities and challenges associated with the concept specifically related to co-ownership of spaces and the variability of space potentially creating a mental challenge. Other questions to address include:

- + How will the **community** receive this concept?
- + Are **staff** ready and willing to embrace this concept? (If not, is a **mindset shift** even possible?)
- + Are the time and **resources** available to **train** staff to effectively use a Concept "C" design?
- + Is there a B/C model that could work as a **transition** or work more effectively with our community?

“**Concept C**” represents a learning environment that provides a range of variably sized and outfitted studios, commons areas, and small-group rooms that are organized to support a small community of learners while encouraging robust adult collaboration.



# Recommended Steps for Implementation

1. Establish **flexible learning environment pathfinder(s)** to begin modeling, training, and documenting the success and benefits of collaborative teaching and learning practices.
2. **Form a team of practitioner “Champions”** to lead a district-wide learning and sharing effort building coherence around the need and desired outcomes for changes in mindset at the elementary level.
3. Form a communication and professional learning strategy to **engage the entire district** in the following critical themes: A) effective means of collaboration B) practicing a flexible mindset and approach to address shifting challenges and C) research-based processes to support the social-emotional development of learners.
4. Identify, describe, and begin supporting “district-wide” **best practices for student-centered pedagogies** and add clear building and district implementation goals to a continuous improvement process that uses student data, peer observations with feedback, and student/community perceptions.
5. Ensure your future guaranteed and viable curriculum supports a student-centered pedagogical approach and allows for **professional agency** to adapt it to learner needs.

