

# Educational Vision Outcomes

## Vision Outcomes: Educational Criteria Goals

For BPS, 21st century schools will need to balance curriculum needs (both current and future), space guidelines and standards, and flexibility for an ever-changing educational environment.

Visioning discussions with the district generated a number of ideas that subsequently became part of the evaluation team's criteria when reviewing all schools in the BPS portfolio. This criteria, used in conjunction with community feedback and the previously discussed standards, will make Boston schools unique to the communities they serve. The following five topics and their respective characteristics can be universally applied to all schools:

### Engaged Learning

- Stimulating, comfortable environments in which to spend the school day
- Appropriate temperature control and adequate ventilation
- Subject and curriculum adjacencies that reinforce engagement between teachers and students
- Student display areas, to promote student accomplishments
- Transparency, to highlight student activities
- Public spaces for teaching and learning
- Commons for individual work, collaboration, and peer-to-peer learning

### Differentiated Learning

- Classrooms large enough to create multiple zones, to support differentiation
- Breakout spaces for differentiated/personalized learning and special education
- Learning space sizes, configurations, and appointments that enhance the ability to support Universal Design for Learning
- Comfortable building furniture that is flexible and can be reconfigured easily
- Classrooms that provide adequate storage, ventilation, water, etc.
- Sufficient access to technology, to support personalized and project-based learning

### Cognitively Demanding Tasks/Programs

- Learning environments that support individuals' needs through the arts (e.g., music, art, dance, etc.) and physical activity
- Classrooms that are sufficiently flexible, to allow for different teaching and learning styles
- Performance/presentation space for the arts
- Space for teacher planning, collaboration, and professional development
- Dedicated spaces (including breakout spaces) for special education and English-language learners



### Equitable Access to a Rigorous Curriculum

- Buildings that are part of an equitable pathway from pre-kindergarten to grade 12
- Secure, safe learning environments
- Buildings that have a welcoming and coherent entry sequence
- Equitably maintained teaching and learning spaces
- Spaces for de-escalation and sensory calming
- Proximity to community resources and public transportation, allowing teachers and students to access the City as a learning tool

### Vision of 21st Century Digital Learning

- Buildings that have internet infrastructure for all classrooms and public spaces, including fiber backbone, switches, and wireless access points.
- Buildings that are flexible and expandable
- Buildings that connect on multimedia platforms for cross-disciplinary programming.

## Vision Outcomes: Building Goals

It is well documented that the quality of learning environments can contribute to, or detract from, the teaching and learning process.

Buildings with properly sized spaces and appointments support the instructional vision of personal capacity, life skills, and core knowledge.

Superintendent Chang has identified a strategic goal of moving the secondary grade structure to 7–12, when possible.

- Grades 7 and 8 will be integrated into high schools, when possible, aligning with the exam schools
- Grades 7 and 8, whether in a K–8 school or 7–12 school, should be organized, to the extent possible, around the middle school team model
- New secondary schools will be designed as 7–12 schools

**State-of-the-art schools** will be constructed that will prepare students for collegiate, professional, and overall life success. These schools are intended to incorporate “hands-on learning” and a high level of technology integration, and will foster skills for **communication, collaboration, creativity, critical thinking/problem-solving, and global citizenship.**

## Special Education Goals

- Balance special education services more evenly within the six cluster neighborhoods; substantially separate classrooms should comprise a maximum of 25% of classrooms in any single school, with a goal of 20% preferred.
- Provide small-group and breakout spaces to support differentiated/personalized learning for all students, including special education and EL.
- All classrooms should be “inclusion classrooms,” which could impact class sizes and classroom appointments.
- There should be:
  - Space for therapy services
  - Dedicated OT/PT space in all schools
  - Dedicated space for Students with Limited or Interrupted Formal Education (SLIFE) programs in all neighborhoods
  - Dedicated space for Sheltered English Immersion (SEI) programs in all neighborhoods (and schools, as needed)

