Parent University Data  
Monday, February 26th, 2018

Summary of Questions:
- Parents want to learn more about the building and classroom specific structures.
- Parents want to understand a day in the life of their child(ren) including schedule, global arts, Explorations, and classroom/teaching groupings.
- Parents want to know research and examples of other schools.

Summary of Glows:
- Most excitement revolves around the possibilities of co-teaching and its positive impact on both students and teachers. Excitement about alignment with our original model.
- Many glows around single grade groupings - developmental appropriateness, possibilities for deeper content instruction and external partnerships.
- Smaller teacher-student ratios in crews/class/small group learning which will allow for enrichment and differentiation for special needs
- Excitement for faculty expansion of more global arts and EC teachers.

Summary of Grows:
- Having more students in a room will lead to more noise and distractions.
- The multi-purpose room will be smaller, which will also make Community Circle more crowded.
- It may be challenging to meet the needs of all learners, in particular quiet students and advanced students.

Data for Questions:

Building & Infrastructure:
- What is the progress on the new building? When will it be open? (n = 3)
- How long in the current building?
- Can the building accommodate multi-grade groupings if single grade doesn't work as well? (n = 2)
- What are the number of classes, grades, and students in the new building?
- Is carpeting possible for new classroom (3rd grade)?
- Is the new (3rd grade) classroom a dedicated space?
- Will these changes go with us to the new building?
- Community Circle: Will it fit in ½ the space? (n = 2)
- Where will music and movement be taught?
- Why now for these changes? Why not once we move?

Explorations
- What will happen to Explorations? (n = 3)
Fiscal Responsibility
- Is fiscal growth possible?
- Where does the school's surplus go?

Global Arts
- What will the Global Arts schedule look like? (n = 2)
- What will the new global arts teachers be teaching? (n = 2)

Teachers & Teaching Partners
- What is the plan for teaching partners? How many? Which grades? (n = 4)
- Which teacher will teach which grade? (n = 2)
- Why not rotate teachers between grades and classes?
- Will there be one veteran Exploris teacher per grade?
- Will students get a new teacher every year? (Or, will teachers loop?)

Class Size & Co-teaching
- I don't understand how co-teaching works. I would like more details.
- How do you get 38 K's to transition to new areas?
- How does the group of 38 students break apart throughout the day?
- What are examples of successful K-3 classes with co-teaching? Are there schools that you are learning from as you innovate. (n = 3)
- Will there be lots of germs spreading with 38 students?

Classrooms
- Area conducive for learning?
- How important is personal planning for teachers?
- Options to connect & get info outside of FB?
- What other changes are being considered? Specifically, Explorations.

Teaching & Learning
- How do we meet the needs of students? Special needs? Quiet/shy? Accelerated? Easily distracted? (n = 5)
- Why trial and error with my kid? Can we ask for volunteers?
- What are the mentoring opportunities across grades?

Communication
- How will we communicate between teachers and parents?

Data for Glows:
- Co-teaching (n = 32)
  - Impact on teachers (n = 13)
    - Teacher synergies/ability to collaborate
    - Bathroom breaks
    - Happy teachers = happy classrooms
    - Exposure to more teaching styles
    - Different perspectives/teaching styles
  - Impact on students (n = 12)
    - Better accountability for student learning
■ More adults in the room
■ Two teacher perspective on my child’s progress/development
■ Exposure to different perspectives/teaching styles
■ More 1 on 1 time with teachers
  ○ Alignment with original model (n = 7)
    ■ Successful in 4/5
    ■ Successful in middle school

● Single grade groupings (n = 28)
  ○ Instructional practices (n = 8)
    ■ Deeper in content
    ■ Build partnerships around PBL
    ■ Able to model for other schools
    ■ Deeper instruction
    ■ More opportunities for small groups
  ○ Social emotional (n = 20)
    ■ More exposure to same kids within grade level
    ■ Developmental appropriateness

● Teacher/student ratios (n = 8)
  ○ Smaller T:S ratios, w/ TA ~1:13
  ○ Smaller crews (1:19, 5th 1:20)

● Faculty expansion (n = 5)
  ○ Global arts
  ○ EC

● Teacher awesomeness (n = 2)
● New building (n = 2)
● Fiscal responsibility in expansion (n = 1)

**Data for Grows:**
• Losing Multi-age (N=4)
• Large Class Size (N=8)
• Quiet Kids Getting Lost (N=5)
• Size of Multipurpose Room & Classrooms (N=7)
• Worries about Explorations (N=2)
• Increased Noise (N=12)
• Increased Distractions (N=6)
• Maintaining School Culture (N=2)
• Teacher Recruitment & Training (N=3)
• Differentiation for Advanced Learners (N=3)
• Impact on Student Learning (N=1)
• Adult to Student Ratio (Additional TP) (N=1)
• Funding for New K Concept (N=1)

Ideas for Global Arts
- Foreign Language, Spanish (3) French (3) (N=7)
- Technology (N=3)

General Concerns
- Security (N=1)
- Communication (N=3)