



Fairfield Advancing  
Students & Teachers  
Forward



# FAST Forward: Rapid Innovation Transformation in Fairfield County School Districts



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FAST Forward:  
Rapid Innovation Transformation in Fairfield  
County School Districts



Submitted to:  
Fairfield County Educational Service Center

Submitted by  
THE PAST FOUNDATION

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# FAST Forward: Rapid Innovation Transformation in Fairfield County School Districts

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## 2014-2015 FAST Forward Program:

### Introduction

The PAST Foundation stands for Partnering Anthropology with Science and Technology. Our motto, Access through Innovation, keeps us focused on exploring and continuously considering ways to link learning to life. The PAST Foundation has more than a decade of experience working directly with schools and communities in transition, and has identified key benchmarks essential to successful school transformation to STEM and innovative educational models. PAST offers a team of experts, led by anthropologists working collaboratively with educators towards identifying the critical needs of educational systems in transition. Using an anthropological framework, we offer powerful analytical tools to understand both the visible diversity of communities associated with a particular educational system, as well as the hidden commonalities they all possess. Large or small, urban or rural, from whole districts to the one-room schoolhouse – the PAST Foundation has effectively partnered on all levels to outline consistent benchmarks that serve as critical levers in shaping successful school transformational outcomes.

The PAST Foundation is a proud partner of the Fairfield ESC and the districts we serve through the Straight A Fund Grant FAST (Fairfield Advancing Students & Teachers) Forward. The opportunity to work with the 8 districts to help design and implement innovations meaningful to their students and community was a process-oriented approach to catalyze change. The PAST team had an opportunity to be a partner within the FAST Forward grant to provide support the 2014-2015 phase of the FAST Design Team work, as well as sustained professional development support to all Fairfield County Teachers through our online P3 (*Problems, Projects, Products*) introduction to Transdisciplinary Problem Based Learning course, and on the ground support through continued quarterly planning sessions through 2017. The beginning phase of this work is detailed in the report to highlight the 2014-2015 FAST Forward Design Process the teams worked through in year 1 of the grant. The culmination of the report focuses on showcasing plans and next steps to support the districts in sustaining change over time.



## FAST Forward Grant Overview

Fairfield County Advancing Students and Teachers (FAST) Forward is a consortium effort led by the Fairfield County ESC and funded by the Straight A Grant Fund. This is a network centric approach **to transform the educational systems in Fairfield County**. Multiple service providers have partnered with the county and develop plans for transformation across a variety of levels within the existing structures of schools today. The ultimate goal will be to TRANSFORM TEACHING and LEARNING across the 8 districts to increase student engagement, personalize learning, and support college and career ready skills for ALL STUDENTS.

The PAST Foundation is an integral partner in this process to help design and develop a strategic plan with 8 Fairfield County Districts to transform education within their own systems. The 8 county districts participating in the FAST Forward Design Process include:

- Amanda Clearcreek Local School District
- Berne Union Local School District
- Bloom Carroll Local School District
- Fairfield Union Local School District
- Lancaster City Schools
- Liberty Union Thurston Local School District
- Pickerington Local Schools
- Walnut Township Schools (Millersport)

## FAST Forward 2014 -2015 Synopsis

This report is a culmination of the work the FAST Forward design teams engaged in throughout the 2014-2015 school year to design systemic change within their districts as well as throughout Fairfield County. Below are brief overviews of each quarter showing each team's focus as they designed innovations meaningful for their students and community. The following page provides overviews of the work the PAST and Fairfield County ESC team conducted during each quarter to support the FAST Forward work.



## FAST Forward 1<sup>st</sup> Quarter Overview

**Much of the first quarter surrounded the ideation of change and visioning around innovative new programming.** The FAST Forward Design Teams worked to build a concrete strategy and plan to implement real changes that will benefit their students and develop 8 unique pilots that have innovation and sustainability built into their process. The initial stages of the work were to form their design team, begin initial planning meetings, and brainstorm ideation pieces for the initial plans.

## FAST Forward 2<sup>nd</sup> Quarter Overview

**The second quarter of work primarily focused on providing a strategy and planning process for the teams to work through the specific needs and goals of the FAST Forward grant.** Teams continued to design 2 to 3 no-cost innovations, as well as 2 to 3 cost innovations that would address 3 main factors outlined below:

- 1) The innovations directly impact students.
- 2) The innovations can be measured over time and modified, as deemed appropriate as teams continually evaluate their innovations.
- 3) The innovations can be sustained over time and look to the future planning of the work moving forward.

## FAST Forward 3<sup>rd</sup> Quarter Overview

The 8 FAST Forward Teams continued their design challenge work to develop and implement innovations meaningful for their districts' community and student population, **the third quarter of work primarily focused on providing supports through the implementation phase** for the FAST Teams to work through the specific needs and goals of the grant. The kick-off event for the implementation phase of work occurred on January 17<sup>th</sup>, 2015 to allow all 8 teams an opportunity to share their design work to highlight their planned innovations.

## FAST Forward 4<sup>th</sup> Quarter Overview

**The fourth quarter of work focused on continuing support for our 8 teams in their implementation of innovations as well as a celebration to share their unique model throughout this process.** The fourth quarter of the FAST Forward work continued where all 8 teams developed and implemented their ideas to demonstrate: direct impact for students, innovations can be measured over time and modified, and changes that can be sustained over time and look to future planning of work moving forward.



**FAST Forward 8 District Overview:**

The 8 district teams engaged in the *ideation, planning, design, implementation, analysis, and sharing* phases of their work during the 2014-2015 school year of the FAST Forward Program. A synopsis of the FAST project and the activities the districts engaged in over time are listed:

- 1) One-on-one orientation meetings at individual districts
- 2) Team construction
- 3) Initial PAST Foundation Professional Development sessions
- 4) Individual site visits
- 5) Public Presentation Session to propose their innovations to the community
- 6) Bi-monthly Virtual Brainstorm Sessions
- 7) PAST Foundation Professional Development sessions
- 8) Technical Assistance on an individual basis
- 9) Individual District Site Visits with FAST Design Teams through the implementation phase
- 10) Public celebration for all 8 FAST design teams to highlight their cost and no-cost innovations implemented

The FAST Forward work process was designed to support and allow all 8 district teams to gain momentum in the implementation of the cost and no-cost innovations throughout the 2014-2015 school year. The FAST Design Teams participation in activities such as professional development sessions, virtual sessions, site visits, one-on-one technical assistance, Quarterly PD opportunities, and an end of year celebration to highlight the efforts of each FAST Design Team allowed for new ways to cross-pollinate and collaborate in their efforts. Participating in these events/activities allowed the teams to analyze their processes and progress as well as share with one another to learn about various methods and models that work within each system.

Often during a session, teams would share a resource or an idea that was helpful to the whole as well as support each other's FAST innovations. The virtual brainstorm session will be a continued opportunity for all 8 FAST Design Teams to share status updates, as well as offer highlights and support one another throughout this process as they implement change for their students. This support mechanism will continue throughout our work with the FAST Teams in the coming years. The means of documenting process and progress with the 8 FAST Design Teams occurred through use of the online collaborative space, Basecamp®. Teams have shared documentation and continued plans through the online space and will have the opportunity to grow this work in the coming school years as they move into future phases of the innovations.





Another powerful mechanism of this process was the opportunity to have districts share their work through individual site visits to specifically address the innovations they have implemented thus far. Each team had guiding questions as well as an opportunity to showcase any innovations that had been implemented student involvement. Teams were very candid about their analysis of their process and modifications made through the FAST Forward design work. Within each district narrative a highlight of the site visit is included. Barriers identified by FAST Teams included “calamity days”, state mandated testing, and appropriate time and opportunities to share the innovations with community members, staff, and students. Many teams stated that they plan to kick-off the 2015-2016 school year with a FAST highlight or showcase within their own districts to share the work from the 2014-2015 school year as well as the new opportunities gained through the innovations implemented.



Each district team has participated in a variety of events from September 2014 through June 2015. Below is a table with highlights for Quarter 1, Quarter 2, Quarter 3 and Quarter 4 events to support FAST Design Teams work through various planning and implementation stages to design innovations meaningful to their students and community. A more detailed program schedule is included in the appendices section of this report.

Event	Day	Amanda Clearcreek LSD	Berne Union LSD	Bloom Carrol LSD	Fairfield Union LSD	Lancaster City Schools	Liberty Union LSD	Pickerington LSD	Walnut Township LSD
FAST Design Team Orientation	Saturday September 27 <sup>th</sup> , 2014	✓		✓	✓	✓	✓	✓	✓
FAST Quarter 2 PD	Friday October 3 <sup>rd</sup>	✓	✓			✓			✓
FAST Design Team Project Planning Meeting #1	Saturday October 25 <sup>th</sup> , 2014 9AM-3PM	✓	✓	✓	✓	✓	✓	✓	✓
FAST Design Team Project Planning Meeting #2	Saturday November 8 <sup>th</sup> , 2014		✓	✓	✓	✓	✓	✓	✓
FAST Quarter 3 PD	Friday December 5 <sup>th</sup> , 2014					✓	✓		
FAST Design Team Digital Presentation Upload	Saturday December 6 <sup>th</sup> , 2014	✓	✓	✓	✓	✓	✓	✓	✓
FAST Design Team Implementation Plans Share Out	Saturday January 17 <sup>th</sup> , 2015	✓	✓	✓	✓	✓	✓	✓	✓
FAST Quarter 4 PD	Friday March 6 <sup>th</sup> , 2014	✓	✓	✓	✓	✓	✓	✓	✓
FAST Design Team Site Visit Meetings	April and May 2015	✓	✓	✓	✓	✓	✓	✓	✓
FAST Design Team Celebration and Share Out	Friday June 5 <sup>th</sup> , 2015	✓	✓	✓	✓	✓	✓	✓	✓
FAST Quarter 4 PD	Monday June 8 <sup>th</sup> , 2015						✓		

✓ -Indicates at least one member from the district was present for the event.

\* Table continued on next page for 3<sup>rd</sup> & 4<sup>th</sup> quarter supporting Virtual Brainstorm Sessions.







**Virtual Brainstorm Schedule & Participation:** Below is a table with highlights of Virtual Brainstorm sessions to support FAST Design Teams throughout the implementation phase (only scheduled to occur from January to June of 2015).

Event	Day	Amanda Clearcreek LSD	Berne Union LSD	Bloom Carrol LSD	Fairfield Union LSD	Lancaster City Schools	Liberty Union LSD	Pickerington LSD	Walnut Township LSD
FAST Design Virtual Session	Monday January 26 <sup>th</sup> , 2015  4PM-5PM	✓					✓		
FAST Design Virtual Session	Monday February 9 <sup>th</sup> , 2015  4PM-5PM	✓			✓		✓	✓	✓
FAST Design Virtual Session	Monday February 23 <sup>rd</sup> , 2015  4PM-5PM	✓			✓	✓	✓	✓	✓
FAST Design Virtual Session	Monday March 9 <sup>th</sup> , 2015  4PM-5PM	✓		✓		✓	✓		✓
FAST Design Virtual Session	Monday March 23 <sup>rd</sup> , 2015  4PM-5PM	✓	✓		✓	✓	✓	✓	✓
FAST Design Virtual Session	Monday April 13 <sup>th</sup> , 2015  4PM-5PM	✓			✓	✓	✓	✓	✓
FAST Design Virtual Session	Monday April 27 <sup>th</sup> , 2015  4PM-5PM	✓			✓	✓	✓	✓	✓
FAST - Knowledge Capture Virtual Focus Group (District participation was voluntary& anonymous)	Monday May 11 <sup>th</sup> , 2015  4PM-5PM								

✓ -Indicates at least one member from the district was present for the event.





# FAST Forward P3 2014-2015 Overview Reporting



## P3 Participation 2014-2015 Summary in FAST Forward Work:

Teachers throughout Fairfield County continue to be eligible to take the online course, P3: Introduction to Transdisciplinary Problem-Based Learning. This four-week course is offered monthly and provides teachers the opportunity to learn about Transdisciplinary Problem-Based Learning (TPBL) and collaboratively plan a TPBL unit. PAST will continue to conduct outreach to share the P3 opportunity with all county teachers and district officials.



The table below outlines enrollment in P3 by school district and month throughout the 2014-2015 school year. Despite low enrollment during the 4<sup>th</sup> quarter, those who have participated in the online course have implemented the TPBL units planned during P3 and have stated the online course helped them better understand teaching and learning in the 21<sup>st</sup> century. See Appendices for full list of modules developed in the 2014-2015 school year.

FAST Forward P3 Online Course 2014-15 Enrollment (Total N=36)						
School Districts	Date	ES	MS	HS	District Office	Administration
Lancaster City Schools	14-Nov			5		1
	15-Feb		1			
Walnut Township Schools	14-Nov		1	1		
Fairfield Union Local School District	14-Nov	3	6	6		2
Liberty Union Thurston Local School District	15-Feb	2	1			
	15-Apr	4				
Amanda Clearcreek Local School District	15-Mar	5			1	
Berne Union Local School District	N/A – No Participant for 2014-2015					
Bloom Carroll Local School District	N/A – No Participant for 2014-2015					
Pickerington Local School District	N/A – No Participant for 2014-2015					
Total by Category		14	9	12	1	3



## P3 Participation 2014-2015 Summary in FAST Forward Work continued:



A highlighted story shared from the Quarterly Report in April, a cohort of six elementary teachers from Amanda Clear Creek Local Schools took the opportunity to participate in P3 during April 2015 to further develop their goal of increasing community involvement and inclusion. They developed a plan for next year, which includes a parent/community event each quarter. Students will develop and execute the parent/community event to showcase learning and engage the community. Teachers reported to PAST team members that participation in P3 not only helped to develop next year's plan, but also helped them gain a deeper understanding of Problem-Based Learning and how to engage students in critical thinking, student led learning, and design challenges.

Additional support was offered to all 8 participating districts in the 4<sup>th</sup> quarter to support quarterly planning days. The implementation team received feedback from the districts that due to numerous snow days during this 2014-15 school year, it would be difficult to miss a day in March to attend the quarterly planning day. In response to this, the PAST team attempted to facilitate an additional quarterly PD day on May 15<sup>th</sup>, 2015 to invite all eligible teachers who have successfully completed P3 in the county to attend. This scheduled event was added to the fourth quarter of work. Every effort was made to plan and make this additional quarterly plan day available; there were no district participants for this day. The June 8<sup>th</sup>, 2015 originally scheduled quarterly planning day for the 8 districts was attended by the Liberty Union Teachers who have been highly engaged in the P3 work as well as the planning sessions offered. This also led to the suggestion that for the upcoming quarterly planning sessions, to plan the PD days at various schools within the Fairfield County system so more teachers could meet and connect.


In addition to the extra planning day offered to reach more Fairfield County teachers, the PAST and Fairfield County ESC implementation team also planned to offer a summer Transdisciplinary Problem-Based Learning (TPBL) Professional Development session during the month of June to meet with teachers for a 3-day workshop to continue to build skills and increase knowledge content and concepts offered within the PAST Foundation P3 course. The workshop was to be offered June 2<sup>nd</sup> through 4<sup>th</sup>, 2015 and was open to a maximum of 100 Fairfield County teachers. The PAST and Fairfield County ESC team worked to recruit and promote this opportunity available to all 8 districts. However, the dates were conflicting for many schools with in house training and/or previously planned professional development.

Through the learning from the 2014-2015 school year, there are many plans to increase P3 enrollment for the 2015-2016 school year. The following plans are in place as of August of 2015 to implement plans for outreach:

- 1) Reach out to all 8 districts and their curriculum coordinators to share the P3 opportunity with their professional learning communities.-*Scheduled for September of 2015*
- 2) Work with principals within Fairfield County to promote this in their buildings, as well target specific teachers who will be early adopters.- *Scheduled for October of 2015*
- 3) Work with teachers who have taken the P3 course to recruit partner teachers so they may become eligible for the quarterly planning days together and plan collaboratively. – *Scheduled for Fall 2015*
- 4) Continue working closely with the Fairfield County ESC staff to promote this Professional Development Opportunity with other PD being offered within the county.-*Ongoing through the FAST Forward Grant work*



## P3 Participation Table Information Summary as of September 2015

School District P3 Engagement	P3 Modules USB first Received on:	Had at least 1 member of FAST Design Team View the P3 Course Modules (USB)	Had at least one team member or district participant participate in the 2014- 2015 school year offerings of P3.	Had at least 1 district participant in 2014- 2015 Quarterly PD offerings to plan TPBL work for their students.	Have indicated interest to utilize the resource of P3 in their transformation planning at some point up to 2017	Had at least 1 district participant for the Transdisciplinary Problem Based Learning opportunity from June 2-4, 2015
 Amanda Clearcreek LSD	09/19/2014	✓	✓		✓	
Berne Union LSD	9/16/2014	✓				
Bloom Carroll LSD	09/03/2014	✓			✓	
Fairfield Union LSD	09/03/2014	✓	✓		✓	
Lancaster City Schools	09/12/2014	✓	✓	✓	✓	
Liberty Union Thurston LSD	09/22/2014	✓	✓	✓	✓	
Pickerington LSD	09/03/2014	✓			✓	
Walnut Township Schools (Millersport)	09/03/2014		✓		✓	

✓ -Indicates at least one member from the district has engaged in this portion of the work.





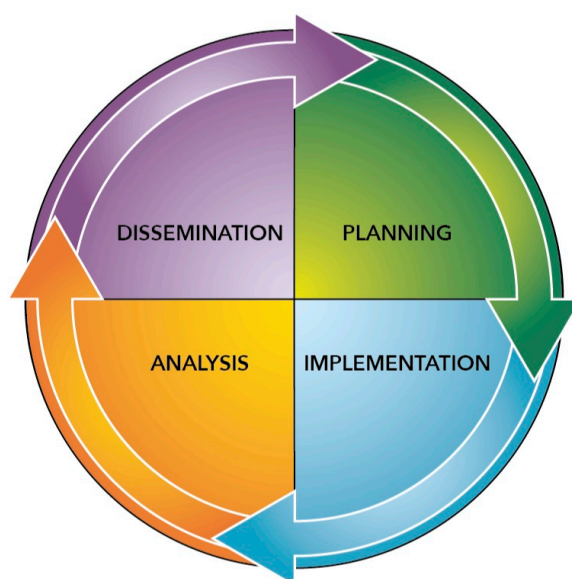
# FAST Forward 2014-2015 Individual District FAST Forward Reporting



**FAST Forward Individual District Synopsis:**

The following pages showcase each school district in the FAST Forward process during 2014-2015. To highlight the strategic planning work and professional development designed throughout the process, the district FAST Forward work outlines the following:

- Overview of each team's FAST Forward Design Cycle Process throughout the 2014-2015 school year
- 2014-2015 FAST Forward Design Team Members
- Innovations each team implemented through the April and May 2015 Site Visits
- Highlights from each team's June 5<sup>th</sup>, 2015 Celebration Presentation

**FAST Forward Districts designing for change:**

The PAST Foundation Team is proud to provide professional development and strategic support that foster and encourage design thinking and processes to help create culturally relevant solutions with school district partners. The FAST Forward Design Teams worked within a process that allowed them to follow the principles of the design cycle and create ownership and a strategic plan to implement 2-3 cost and no-cost innovations meaningful to their students and community. All 8 teams were able to use this process to grow and design the beginning of 8 unique pilots that can be shared amongst all of the school districts in Fairfield County.



# Amanda Clearcreek Local School District





## **Amanda Clearcreek Local School District**

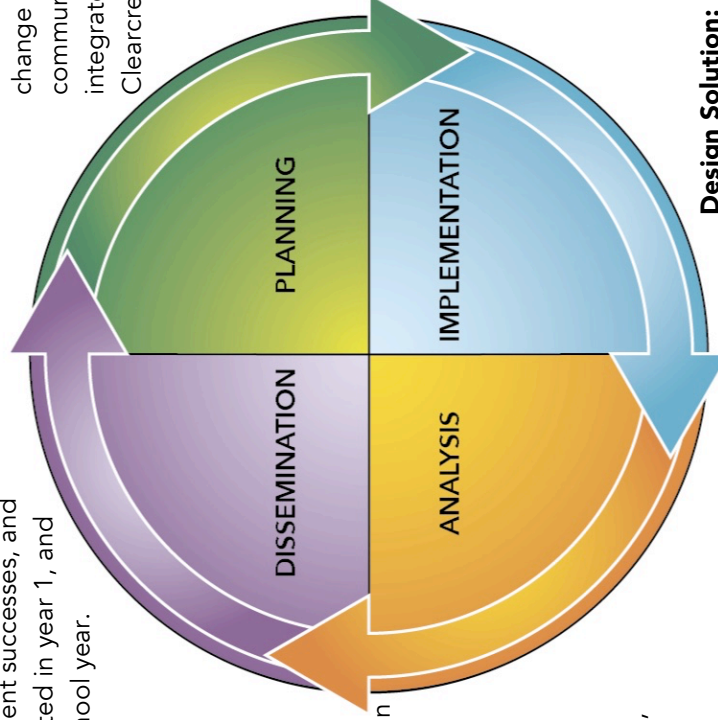
### **Amanda Clearcreek FAST Design Cycle Process:**

The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.

**Share and Revisit the Solution:** June 2015-Amanda Clearcreek team shares imagery, student successes, and cost innovations they have implemented in year 1, and plans for growth in the 2015-2016 school year.

### **Modify & Evaluate the Solution:**

January-May 2015- Amanda Clearcreek team successfully launches no-cost changes to have student-learning showcases for the k-5 Elementary populations. The team modifies their plan to purchase marquees, and instead revisits the theme of "Unity in the Community" and chooses to make technology opportunities available for students and the community. Team designs a plan to purchase iPads and carts to have session's open for students, parents, and families to access.



**Identify an Issue:** September 2014-Amanda Clearcreek team identifies how to implement change and innovations meaningful for their community. Preliminary ideas focus on how to integrate the schools with the Amanda Clearcreek community once again.

**Brainstorm the Problem:** October & November 2014-Amanda Clearcreek team brainstorm with the K-5 staff and population to develop and plan strategic events that once again place the school system at the heart of the community.

**Design Solution:** November & December 2014-Amanda Clearcreek team designs no-cost innovations around inviting the community to various student-learning showcases. And, cost innovations surround the purchase of a marquee for the district.

**Build Solution:** January 2015-Amanda Clearcreek team builds the "Unity in the Community" theme as central focus for innovations planned.



Visit the PAST Innovation Lab web site | [www.pastinnovationlab.org](http://www.pastinnovationlab.org)



## Amanda Clearcreek Local School District Continued: Amanda Clearcreek FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Becky Wagoner	K-2 Principal	09/27/2014
Laurie Pugh	Kindergarten Teacher	09/27/2014
Andy Perkins	3 <sup>rd</sup> Grade Teacher	09/27/2014
Brynn Hoffman	Curriculum Coordinator	09/27/2014
Sarah Milam	1 <sup>st</sup> Grade Teacher	10/24/2014
Abby Gaal	Art Teacher	11/16/2014
Total Team Members		6

### Amanda Clearcreek FAST Design Innovations

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Amanda Clearcreek Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>The Gallery Walk was a huge success with 900 community members attending.</li> <li>The 6th Grade Wax Museum was grown within the school as well as opening it up to have 400 community members attend the event!</li> <li>Goals to maintain opportunities for the community to continually be involved in school events include, the end of year primary celebration, square dances, annual Gallery Walks, Annual Wax Museum, a beginning of the year celebration as well as continually offering new ways to engage the community in the great work Amanda Clearcreek is implementing with their students.</li> <li>The cost innovations that are being implemented are the purchase of iPads as well as the Spade Logo for community partners to showcase their support for the school districts. The iPads will be used within the classroom as well as have after school opportunities to have classes for the community to come in and take part in.</li> <li>Ways that the team is going to measure success over time-to survey the community, and utilize the 6th Grade Wax Museum Comment Area as a space to receive feedback.</li> <li>The Amanda Clearcreek Team plans to send the DLT to participate in the next sessions of P3 over time.</li> </ul>	<ul style="list-style-type: none"> <li>The team would like something visible to display that this work was funded through the 'Straight "A" Grant Fund' (PAST and the ESC are working on a plan to create something to share how this work was made possible).</li> <li>An idea to measure growth over time could also be the growth of Community Partners that utilize the SPADE idea as visualization. Thoughts on how the community being involved can hopefully share the impact and success this has within the schools for all students.</li> <li>Also plans to share and showcase the course offerings and participation may be a great measurement tool over the 5 years to share how many people are coming to the schools and the types of course offerings that will benefit the Amanda Clearcreek Community.</li> </ul>	<ul style="list-style-type: none"> <li>Team is in the process of recruiting more members to our team.</li> <li>Andy Perkins and Brynn Hoffman are changes in the team.</li> <li>Team has set some dates for upcoming events for the 2015-2016 year.</li> <li>Team is exploring which teams might benefit from P3 this school year.</li> <li>Curriculum coordinators have P3 information to pass along to teachers.</li> </ul>



## Amanda Clearcreek Local School District Continued: June 5<sup>th</sup>, 2015 Celebration and Presentation Day Highlights:

### Project Slogan



### Night at the Wax Museum



### Gallery Walk



# Berne Union Local School District

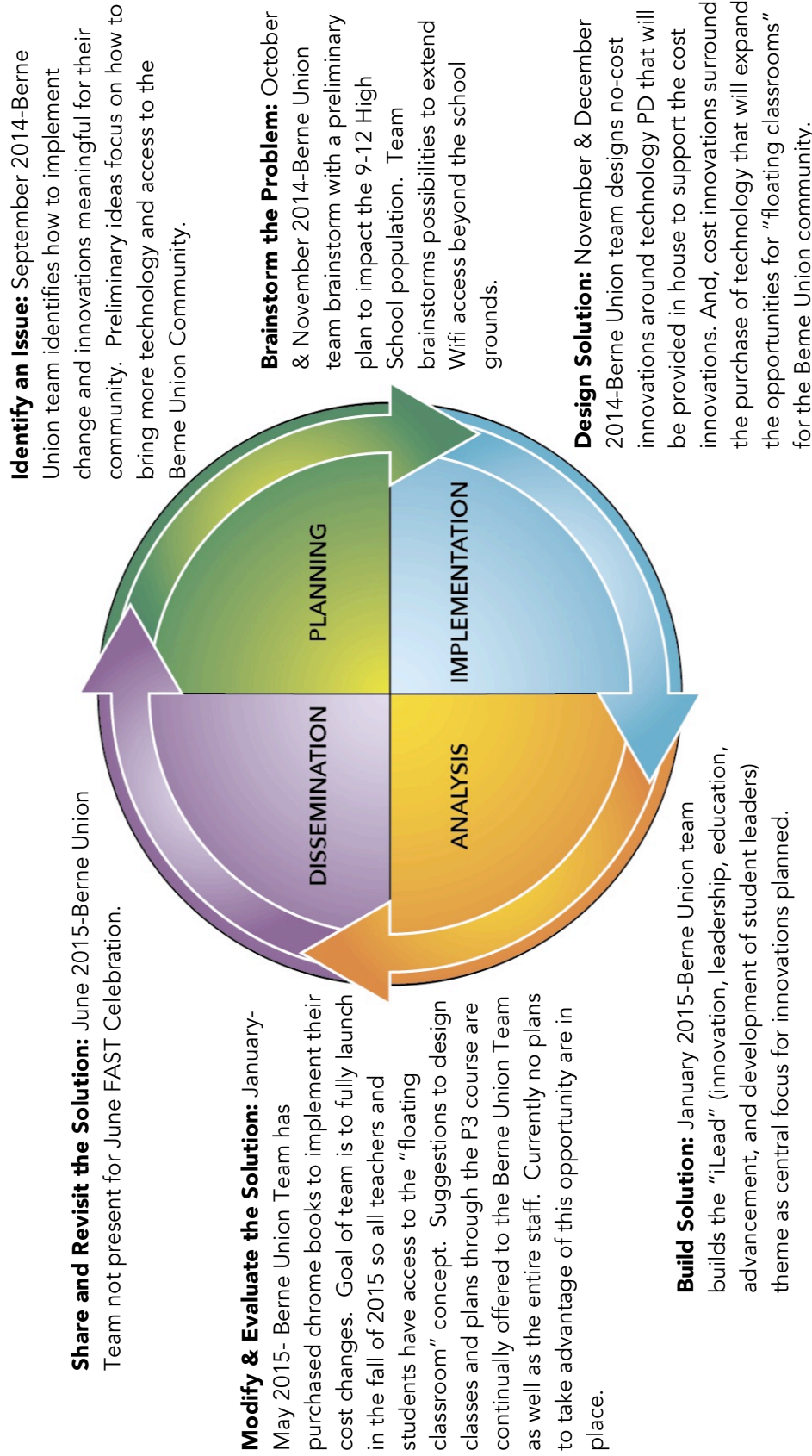




## Berne Union Local School District

### Berne Union FAST Design Cycle Process:

The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.



## Berne Union Local School District Continued: Berne Union FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
David McManis	Tech Coordinator	10/03/2014
Tirso Valenzuela	Math Dept. Chair	10/03/2014
Paul Alford	Curriculum Coordinator	10/03/2014
Jon Parker	Principal- HS	10/03/2014
Craig Heath	Guidance Counselor	11/08/2014
	<b>Total Team Members</b>	<b>5</b>

### Berne Union FAST Design Innovations

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Berne Union Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>A major no cost change for the team was to begin implementing the Career Cruising tool.</li> <li>The goal will be to have all of 7-12 access Career Cruising.</li> <li>Major Cost Changes were to purchase the chrome books and develop the Rocket Learning Center.</li> <li>This allowed a change for the students to have access to 4 Mobile labs and the 1 existing stationary lab.</li> <li>The teachers have shared which Google Apps will be the most useful and all of the chrome books will be loaded with the tools identified.</li> <li>Berne Union also plans on participating in the September 20th, 2015 Fairfield County Shared PD day.</li> </ul>	<p><b>Plans to measure the success of this innovation could include:</b></p> <ul style="list-style-type: none"> <li>Measuring how often students are accessing the mobile labs, how the teachers are designing authentic problem based learning opportunities using the tools, the apps and any other anecdotal information gathered to showcase the process and progress over time.</li> <li>Possibly utilize the P3 resource to begin creating some share materials for the Berne Union Teaching and Learning Community as well as possibilities for continued shared elements throughout the county.</li> <li>Possibly utilize the Success Center resource in a way to help maintain and be a tech support system for Berne Union and the county, as the Chrome books will need maintenance over time.</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable, no updates shared as of September 2015. No district participation in virtual sessions as of September 2015.</li> </ul>





**Berne Union Local School District Continued:**  
**June 5<sup>th</sup>, 2015 Celebration and Presentation Day Highlights:**

Not Applicable, team not present.







## Berne Union Local School District Continued: 2015-2016 beginning of the year photo highlights:





# Bloom Carroll Local School District



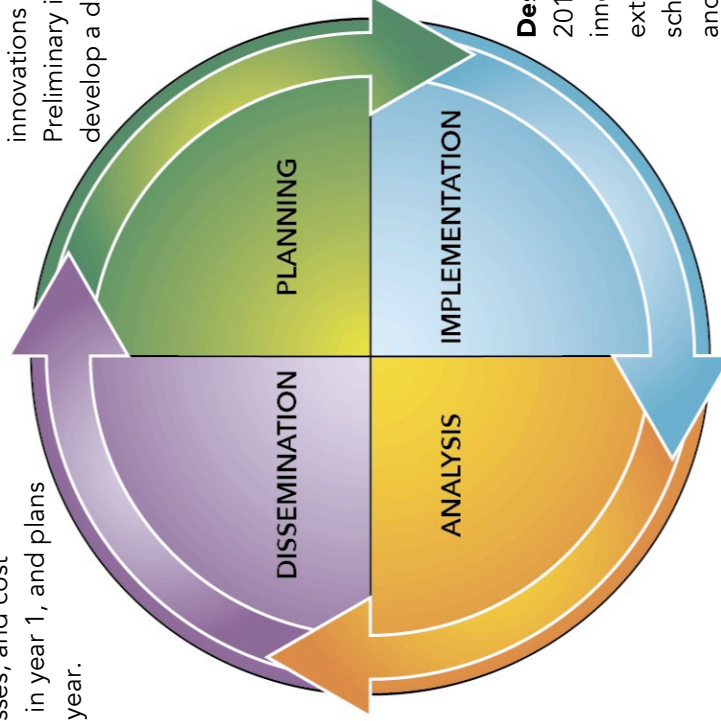
## **Bloom Carroll Local School District**

### **Bloom Carroll FAST Design Cycle Process:**

The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.

**Share and Revisit the Solution:** June 2015-Bloom Carroll team shares imagery, teacher successes, and cost innovations they have implemented in year 1, and plans for growth in the 2015-2016 school year.

**Identify an Issue:** September 2014-Bloom Carroll team identifies how to implement change and innovations meaningful for their community. Preliminary ideas are on hold until the district can develop a design team.



### **Modify & Evaluate the Solution:**

January-May 2015-Bloom Carroll team plans no-cost changes to expand the interactive math lab concept into the lower elementary level as well as scale up to possible middle school options. They also successfully work to implement cost innovations that have teachers develop math tools and curriculum to connect with the work that will happen within the "Bulldog Discovery Zone".

**Brainstorm the Problem:** October & November 2014-Bloom Carroll team brainstorm with the 3<sup>rd</sup> & 4<sup>th</sup> grade team teachers to support their innovations for the intermediate building. The team brainstorms that there is a need to support math instruction at the intermediate level.

**Design Solution:** November & December 2014-Bloom Carroll team designs no-cost innovations around making shifts in extended learning time through the schedule as well as utilizing existing areas and resources to grow the math lab concepts. The cost innovations designed are to primarily purchase materials to build the math lab with technology and interactive materials for students.

**Build Solution:** January 2015-Bloom Carroll team builds the "Bulldog Discovery Zone" theme as central focus for innovations planned.



## Bloom Carroll Local School District Continued:

### Bloom Carroll FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Steve Rozeski	Principal	09/27/2014
Jodi Ranegar	Curriculum	09/27/2014
Emily Bogart	4th Grade Teacher	10/24/2014
Kari Kern	3rd Grade Teacher	10/24/2014
Abby Love	4th Grade Teacher	10/24/2014
Laura Varga	3rd Grade Teacher	10/24/2014
Total Team Members		6

### Bloom Carroll FAST Design Innovations

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Bloom Carroll Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>To help facilitate time with the new Bulldog Discovery Zone, the schedule has been amended so teachers will be able to use the space as an extended learning area for their math content.</li> <li>Math night was a great success to begin sharing this work with the community.</li> <li>The goal is to scale this idea up and down throughout the district and have them share best practice across the board!</li> <li>Team is going to work with a Math Specialist next year to create their own support materials that are relevant to their students in the math understanding.</li> <li>Major cost changes are the technology and development of the Bulldog Discovery Zone space and the space is also being supported with district funds.</li> <li>Collaboration among the teachers and the Technology Coordinator has been incredibly successful over this process.</li> </ul>	<ul style="list-style-type: none"> <li>The utilization of the space and the shared modules that everyone will create can be a measurement tool of process and progress over time.</li> <li>As this grows through out the districts, the anecdotal and ancillary benefits should be shared (i.e. if the 5th and 6th grade teachers see a huge growth in the students understanding a capability by implementing the bulldog discovery zone, then that should be shared across the county so they can hear about how Bloom Carroll developed their model.</li> <li>Another measurement tool could be the type of tools and apps, and resources that are access the most over time could be a way to share how teams were able to have success with the best practices they shared over time.</li> </ul>	<ul style="list-style-type: none"> <li>No team changes, group is preparing for shared September 28<sup>th</sup>, 2015 PD day for 4 of 8 districts in the county</li> </ul>



## Bloom Carroll Local School District Continued: June 5<sup>th</sup>, 2015 Celebration and Presentation Day

Update on Progress as of June 3, 2015  
Transformation of Computer Labs: **BEFORE**



Designing with Jonily Zupancic;



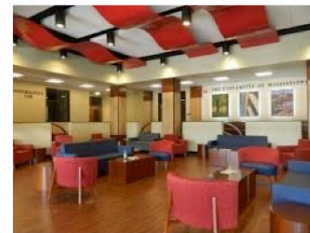
Focus of Innovation

### BULLDOG DISCOVERY ZONE



BC Intermediate School Hands-on Math Lab – Grades 3 & 4

AFTER.....



SITE VISIT with PAST Foundation



# Fairfield Union Local School District





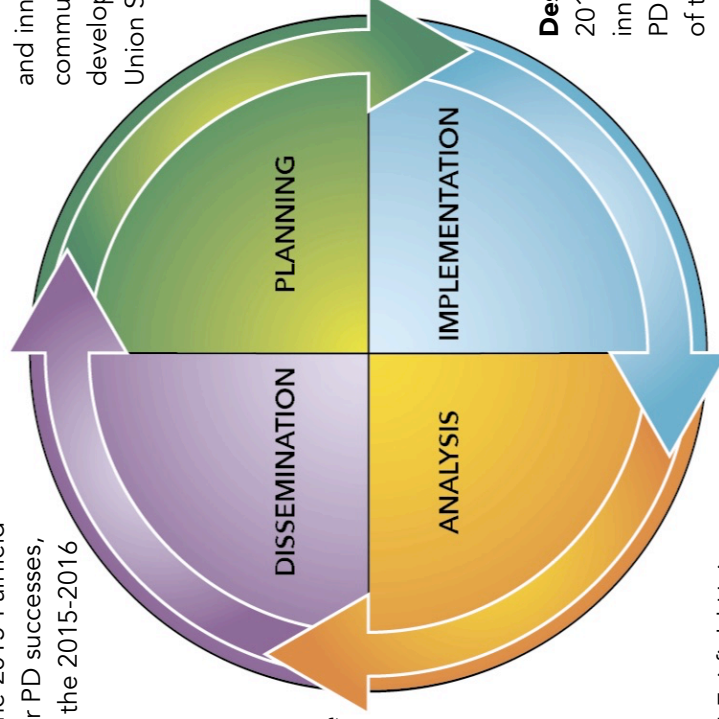
## Fairfield Union Local School District

### Fairfield Union FAST Design Cycle Process:

The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.

**Share and Revisit the Solution:** June 2015-Fairfield Union team shares imagery, Teacher PD successes, and plans for growth and change in the 2015-2016 school year.

**Identify an Issue:** September 2014- Fairfield Union team identifies how to implement change and innovations meaningful for their community. Preliminary ideas focus on developing authentic learning for all Fairfield Union Students.



### Modify & Evaluate the Solution:

January-May 2015- Bloom Carroll team implements no-cost changes to provide PD opportunities for the entire for the K-12 teaching staff. The team has great momentum and support on all levels to implement the innovations planned for the June 2015 PD as well as goals and expectations of teaching and learning for the 2015-2016 school year.

**Brainstorm the Problem:** October & November 2014-Fairfield Union team brainstorm with the K-12 staff and beginning planning on innovations that will support and impact the entire K-12 student population. Also, begin to brainstorm how to cross-pollinate the ideas from Growing SOIL and FAST.

**Design Solution:** November & December 2014- Fairfield Union team designs no-cost innovations around supporting their staff in PD opportunities as well as taking advantage of the P3 professional development opportunity available to all Fairfield County Teachers. And, cost innovations surround the purchase technology and material support for teachers and students to begin implementing project-based learning within the Fairfield Union system.

**Build Solution:** January 2015-Fairfield Union team builds the "Connect, Engage, Learn" theme as central focus for innovations planned.



## Fairfield Union Local School District Continued:

### Fairfield Union FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Eydie Schilling	Curriculum Coordinator	09/27/2014
Amanda King	Intervention Specialist	09/27/2014
Chris Walton	Principal- Rushville Middle School	09/27/2014
Stephanie McCoy	5th Grade Teacher-Rushville	09/27/2014
Kerrie Kistler	3 <sup>rd</sup> Grade Teacher	09/27/2014
April Totten	Math Teacher	10/25/2014
Molly Elder	2nd grade teacher	10/25/2014
Scott Burke	Teacher	10/25/2014
	<b>Total Team Members</b>	<b>8</b>

### Fairfield Union FAST Design Innovations

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

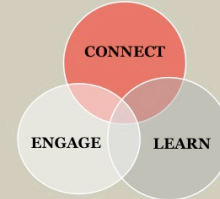
Innovations Highlighted by the Fairfield Union Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>Major no-cost changes the team has implemented are changes in the bussing schedule, elimination of study hall, black scheduling plan for next school year. Impacts from some of these changes are increased instructional time at the ES, MS, and HS levels, and increased shared staff opportunities for the MS&amp;HS.</li> <li>The summer PD is a large focus for this first year of implementation, cost elements of this change include purchasing of chrome books, and document camera for teachers who are attending to utilize in their classrooms.</li> <li>Technology training will be embedded throughout the summer PD session to offer an opportunity to work with the new tools.</li> <li>Students from Key Club will be providing childcare for teachers that are in the Professional Development days.</li> <li>74 Teachers are signed up to attend the PD session for this first summer piece.</li> <li>The team has seen a great overlap with the SOILab work to grow this work.</li> <li>Team has surveyed staff and students to explore how to create engaging and authentic work that is relevant to the Fairfield Union Community.</li> </ul>	<ul style="list-style-type: none"> <li>Are there ways to look at how the increased instructional time offers opportunities to do more Project and/or Problem Based Learning work? Possibly creating a bank of Fairfield Union Projects that are developed (Ketal has attached the fillable form here for the team as an idea to create 1 Pagers to highlight the projects students due throughout the year.)</li> <li>Team would like a Fidelity Checklist (Ketal will send this over for how PAST highlights what TPBL environments can look and feel)</li> <li>Is there any thought or possibility to build a Fairfield Union "Bank" of projects that can be accessed through the school website? As well as something to be shared across the county.</li> </ul>	<ul style="list-style-type: none"> <li>Team has had no changes, but is now looking to support administrators to explore how to look for project based learning implementation.</li> <li>Team had successful summer training with 75 teacher participants.</li> </ul>



## Fairfield Union Local School District Continued:

### WHAT WE WANTED

- To Change the way we deliver instruction.
- To get our students and teachers excited about learning.
- To help our students see the purpose for learning.



### HOW WILL WE GROW?

- 70% of our teachers/tutors attended the 3 day professional development.
- New hires will be trained as part of their introduction to the district.
- Other trainings will be offered throughout the year for existing staff.



CONNECT. ENGAGE. LEARN!

### COMMUNITY PARTNERS

- Working with SOIL Team to establish partners.
- Friends of the District Certificates



CONNECT. ENGAGE. LEARN!

### STIMULATING CHANGE FOR STUDENTS

- Engaged learning environment
- Transdisciplinary Learning
- Real World Application
- More instructional time during school day
- More community involvement
- Grading Practices
- Larger variety of learning styles being addressed
- Increased collaboration in groups
- Better preparation for College/ Career Readiness
- Development of Career Pathways
- Positive School Climate



CONNECT. ENGAGE. LEARN!

### SUCCESS!!!!



CONNECT. ENGAGE. LEARN!





# Lancaster City School District



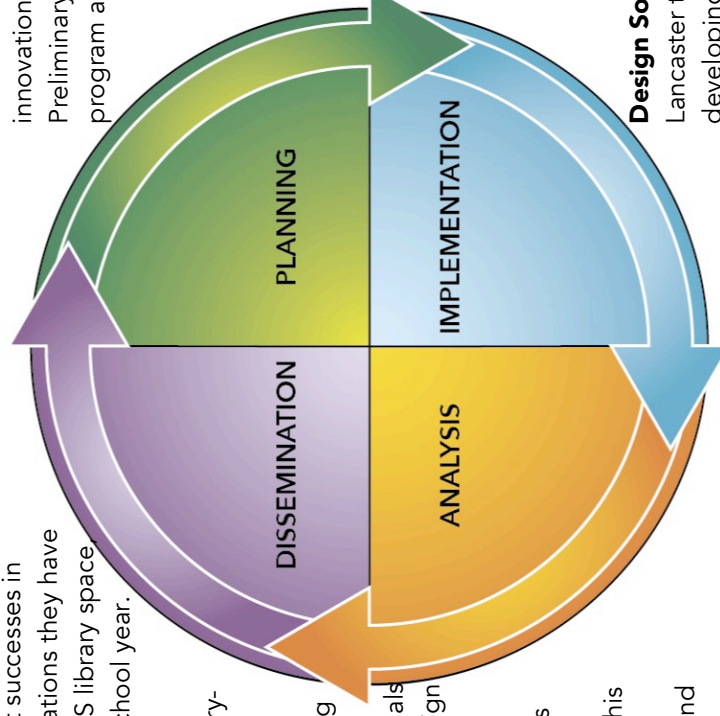
## Lancaster City School District

### Lancaster FAST Design Cycle Process:

The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.

**Share and Revisit the Solution:** June 2015-Lancaster team shares imagery, student and parent successes in sharing the GPS offering, and cost innovations they have implemented in year 1 to redesign the HS library space, and plans for growth in the 2015-2016 school year.

**Identify an Issue:** September 2014-Lancaster team identifies how to implement change and innovations meaningful for their community. Preliminary ideas focus on how to develop a STEM program at the high school level in Lancaster.



**Modify & Evaluate the Solution:** January-May 2015- Lancaster team tours other STEM schools, explores possibilities for their own programming and begins working with innovations planned. The cost changes to purchase supplies and materials for STEM classes, as well as library redesign are on target. As well as student application process to the new GPS courses for the 2015-2016. The team has accepted 30 students into the program. They are continually advised to expand this to reach more students as well as take advantage of the P3 opportunity to expand the opportunities for teachers.

**Brainstorm the Problem:** October & November 2014- Lancaster team brainstorms how to impact the high school population. There is a heavy interest in combining the FAST design challenge work with their pathways construction.

**Design Solution:** November & December 2014-Lancaster team designs no-cost innovations around developing a HS STEM program. Team is advised to design their plans to impact many students versus a select group. The cost innovations are around purchasing supplies and materials for the STEM classrooms as well as a redesign of the library space.

**Build Solution:** January 2015-Lancaster team builds the GPS "Gales Pathways to STEM" theme as central focus for innovations planned.



## Lancaster City School District Continued:

### Lancaster FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Jeffrey Wells	Teacher	09/27/2014
Chad Rice	Secondary Curriculum	09/27/2014
Sarah Collins	School Counselor	09/27/2014
Steve Spangler	Dean of Students	09/27/2014
Jeri Hartley	Teacher- HS	09/27/2014
Nathan Conrad	Assistant Principal- High School	09/27/2014
Total Team Members		6

### Lancaster City FAST Design Innovations

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Lancaster City School Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>The major no cost changes that have been implemented are the STEM course development, the change in scheduling, and the growth of this program over time.</li> <li>Major cost changes were the redesign of the library space as well as the MacBooks, supplies, and materials for the first cohort of STEM students.</li> <li>The team has created a website to highlight the STEM program as well as opportunities to reach out to the community and interested student who wanted to apply for the program.</li> <li>The tours to see other programs were useful to the team in their own design thinking.</li> <li>A plan to connect for year 1 of the STEM programs is to connect the Science and Math Curriculums and then year 2 to connect Science and ELA curriculums.</li> </ul>	<ul style="list-style-type: none"> <li>A recommendation to think about growing the program beyond the first 30 students in the program may be an opportunity to run some school wide design challenges for more students to be a part of this process.</li> <li>Other growth opportunities may be through having select grade level teachers take advantage of the P3 resource next year to begin designing Problem Based Learning opportunities for the entire Lancaster Student Population.</li> <li>Possibly utilize the teachers from the SOIL program to help lead some of the design concepts across the board for the programs.</li> </ul>	<ul style="list-style-type: none"> <li>Same team, trying to recruit more folks for the 2015-2016 school year.</li> <li>Trying to expand to sophomore teachers to grow their ideas.</li> </ul>



## Lancaster School District Continued: June 5<sup>th</sup>, 2015 Celebration and Presentation Day Highlights:



Relationships are being developed with Community Businesses and Organizations in order to provide our students field experiences in desired STEM careers.

- ° Engineering, Manufacturing, Electrical, Medical (Bio), Natural Sciences, Arts and Humanities

### No Cost Initiatives:

- \*Block Scheduling
  - °9th Grade (Science/Algebra II)
  - °10th Grade (Science/English 10)
- \*Blended Learning
  - °10th Grade (STEM Introduction and Exploration Courses)
  - °Offered On-Line through Odysseyware
  - °P3 Training for teachers (offered to all high school staff)
- \*GPS Website (lancastengps.weebly.com)

●●●● G.P.S. - Gales Pathways to STEM

### Initiatives Requiring Funding:

- ° Lab Materials, Curriculum and Equipment
  - °Physical Science Block (Grade 9)
  - °Biology Honors Block (Grade 10)
- °Classroom and Library Design and Layout
  - °Collaborative and Flexible Learning Spaces
- °Upgrade t1 (from iPad to MacBook Air)





## Lancaster City School District Continued: 2015-2016 beginning of the year photo highlights:

Imagery shared via FAST Forward Basecamp©

### FAST Forward Design Teams

#### Lancaster High School Gales Pathways to STEM

Posted by JEFFREY WELLS on Sep 8



The new Gales Pathways to STEM (GPS) program at Lancaster High School has begun with much excitement. Please find attached some photos of the students during their first few days of STEM.

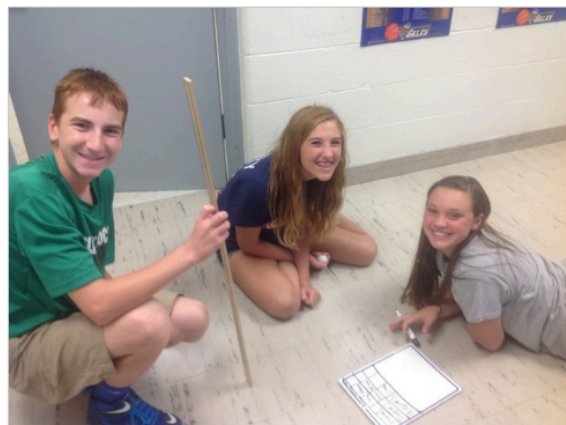
Also, a video produced by the Lancaster Schools Network highlighting some of our students:



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Building parach... (Label...)



IMG\_0701.jpg  
Working on a sci... (Label...)



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# Liberty Union Thurston Local School District



## **Liberty Union Thurston Local School District**

### **Liberty Union Thurston FAST Design Cycle Process:**

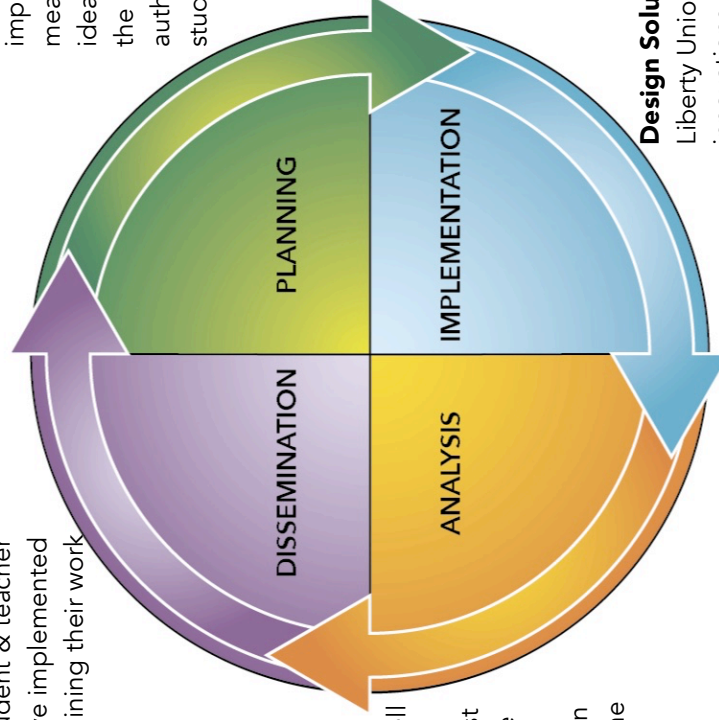
The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.

#### **Share and Revisit the Solution:** June 2015-Liberty

Union Thurston team shares imagery, student & teacher successes, and cost innovations they have implemented in year 1, and plans for growth and sustaining their work in the 2015-2016 school year.

#### **Modify & Evaluate the Solution:**

January-May 2015- Liberty Union Thurston team implements cost and no-cost changes. They gain support and momentum to have teachers trained through the month long P3 course as well as support within the community to highlight the "Our Town" work. The cost innovations are to support and move the work forward in the 2015-2016 school year through staff cohesion in the mission and vision of the work happening with the Baltimore community and the Liberty Union Thurston Schools.



**Identify an Issue:** September 2014-Liberty Union Thurston team identifies how to implement change and innovations meaningful for their community. Preliminary ideas focus on how to integrate students and the community together in developing authentic learning experiences for the students in Baltimore, OH.

**Brainstorm the Problem:** October & November 2014-Liberty Union Thurston team brainstorm with the K-12 staff and population to develop and plan strategic opportunities, and year 1 activities to begin a partnership with various community organizations, for example the local Opera House that has potential to for students to help restore and support the historic site.

**Design Solution:** November & December 2014-Liberty Union Thurston team designs no-cost innovations around revamping internal processes to support changes as well opportunities to revamp and reexamine how to take advantage of the upcoming opportunities through the FAST grant. The majority of their cost innovations support how to stimulate problem-based learning in their school system.

**Build Solution:** January 2015-Liberty Union Thurston team builds the "Our Town" theme as central focus for innovations planned.



Visit the PAST Innovation Lab web site | [www.pastinnovationlab.org](http://www.pastinnovationlab.org)



## Liberty Union Thurston Local School District Continued:

### Liberty Union Thurston FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Tracy Farmer	4th Grade Teacher	09/27/2014
Wendy Buskirk	Teacher- Elementary	09/27/2014
Keith Robinson	8th Grade Teacher	09/27/2014
Jim Day	Teacher	09/27/2014
Debra Howdysell	Media Specialist	09/27/2014
Jennifer Blackstone	Curriculum Director	09/27/2014
Ed Miller	High School Principal	09/27/2014
Theresa Roszman	Media Specialist	10/23/2014
<b>Total Team Members</b>		<b>8</b>

### Liberty Union Thurston FAST Design Innovations

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Liberty Union Thurston School Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>Major no-cost innovations that the team has implemented are: the community engagement event to host a variety show that will help sustain and support the work over time, the development of a Digital Media Course at the HS, also the work to develop the curriculum map and instructional strategies for the Liberty Union Community.</li> <li>Cost elements are the team building professional development that will occur in August, the seed money to help classroom teachers to get a chance use the funds to connect the schools with the community, and 2015 Decal sign for "Small Town, Big Dreams".</li> <li>Tools to measure Process and Progress are to utilize the Battelle Student Experience Survey over time.</li> <li>Other ideas to measure are to utilize the growth of the community partnerships over time, and to highlight the growth of the Liberty Union Teachers developing and implementing their own Problem Based Learning Modules relevant for their students.</li> <li>Also a secondary measurement tool we will utilize is an instructional audit by AdvantaCORE. This will give us an idea of areas related to instructional practices of our teachers so we can help support in the areas of PD, such as P3.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight the work that the whole team and community are doing to share the anecdotal points that showcase the successes of how Liberty Union Thurston is impacted as a whole.</li> <li>The team has also mentioned that this year was a fast paced version of this work, it would be wonderful to see the plan for how the LU team has structured this in phasing the work over the next few years to help it grow and sustain change over time.</li> <li>Over time, it would be wonderful if the district used its website as a space to highlight the great projects teachers have developed through this process, but even photo document the community partners and the impact that will have on the students and community over time would be a great story to share!</li> </ul>	<ul style="list-style-type: none"> <li>Team is working to combine curriculum advising meetings as well as FAST meetings to work on shifts the team is trying to implement.</li> <li>Team had a successful start with their K-12 staff with team building opportunities to begin the dialogue around community focus.</li> </ul>





## Liberty Union Thurston Local School District Continued: June 5<sup>th</sup>, 2015 Celebration and Presentation Day Highlights:

### Aspirations and Goals

#### Mission Statement

- *Create an authentic, student led culture of learning that positively impacts the community*

#### Goal Areas

- Professional Development in Authentic Learning Experiences
- Team Building for Staff and Students
- Marketing for Sustainability and Celebration



TownMazeUSA.com



Student generated and led community work and logo.

### Stimulate Student Learning in Different Ways







## Liberty Union Thurston Local School District Continued: 2015-2016 beginning of the year photo highlights:

Imagery shared via FAST Forward Basecamp©



# Pickerington Local School District



## Pickerington City School District

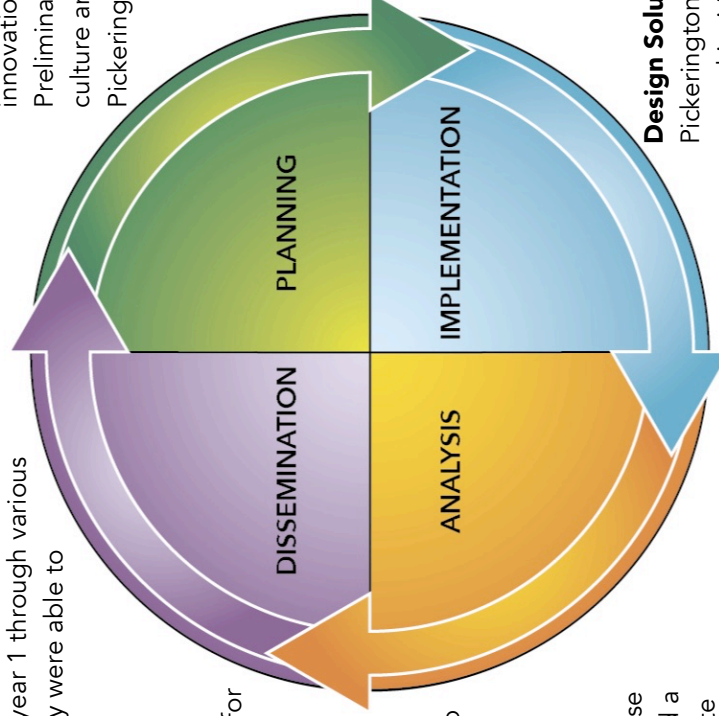
### Pickerington FAST Design Cycle Process:

The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.

**Share and Revisit the Solution:** June 2015-Pickerington team shares imagery, teacher & student successes, and cost innovations they have implemented in year 1 through various professional development trainings they were able to purchase through this grant.

### Modify & Evaluate the Solution:

January-May 2015- Pickerington Team successfully launches design challenges for student input on how to improve and develop a more positive Junior High Experience for all Pickerington students. The team is modifying their plan to address the Math focus of their FAST Design Challenge. The team will revamp how to keep the conversation going as well as strategically plan how to implement and support stronger math instruction. Implementation team also suggest taking advantage of the P3 course as an option through the FAST grant and a way for teachers to meaningfully integrate math instruction.



**Identify an Issue:** September 2014-Pickerington team identifies how to implement change and innovations meaningful for their community. Preliminary ideas focus on how to address school culture and climate aspects within the Pickerington school system

**Brainstorm the Problem:** October & November 2014- Pickerington team brainstorm with the Junior High Staff and an appropriate transition for students in that level and how to support Problem Based learning work.

**Design Solution:** November & December 2014- Pickerington team designs no-cost innovations around inviting developing more student centered and mindset teaching and learning opportunities for students at the Junior High Level. And, cost innovations surround the purchase of ST Math to be utilized at the Junior High Buildings.

**Build Solution:** January 2015-Pickerington team builds the "Who are you becoming? & What problems will you solve?" theme as central focus for innovations planned.



Visit the PAST Innovation Lab web site | [www.pastinnovationlab.org](http://www.pastinnovationlab.org)



## Pickerington Local School District Continued:

### Pickerington FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
Eileen McGarvey	School Counselor-Ridgeview Junior High	09/27/2014
Susan Caudill	Principal-Ridgeview Junior High	09/27/2014
Amy Warren	Assistant Principal-Lakeview Junior High	09/27/2014
Julie Novel	Director of Secondary Instruction- Teaching & Learning	09/27/2014
Megan Croft	Teacher	10/20/2014
Amy Cowles	School Counselor	10/25/2014
Chase Schneider	Teacher	10/25/2014
Cheryl Knox	Visual Arts	10/25/2014
Sarah Geiger	School counselor	10/25/2014
Kirk Keller	Math Coach	11/08/2014
Megan Spangenthal	Intervention Specialist	11/08/2014
Kayce Bohner	Teacher	11/08/2014
Total Team Members		12

### Pickerington FAST Design Innovations (Ridgeview Team)

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Pickerington Ridgeview Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>The no-cost work was surrounding the Design Challenges and having students plan how to build a better Ridgeview Community over time. The group has had tremendous success and students have proposed numerous solutions to move forward.</li> <li>The WEB leaders work has been very successful as well as students have been part of the process and the Mindset training was well received by staff to implement.</li> <li>The major cost innovation has been the work for getting ST Math to implement next year.</li> <li>Plans to measure and monitor process and progress over time are still being decided upon.</li> <li>The Community Service aspect at Ridgeview has been a large focus as well as success story to help end the school year as well as begin the 2015-2016 school year with the focus for the commitment to create a better climate and culture in and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Because the students have already proposed ideas for change a planning process done with the students may help create phases of change that will be implemented over the years could be a great measurement tool for which changes had the greatest impact over time.</li> <li>The group also mentioned the use of social media through this WEB process. The anecdotal information from this may be the piece that will help continue to share the Ridgeview Story as well as offer another process and progress measurement tool.</li> <li>Design and describe the process and plan to grow this work over time, especially the ST Math portion for the 2015-2016 school year. It would be wonderful for everyone to hear and see how the Pickerington Team utilized a math tool to help catalyze change in their curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable, no updates shared as of September 2015. No district participation in virtual sessions as of September 2015.</li> </ul>





## Pickerington School District Continued:

### Pickerington FAST Design Innovations (Lakeview Team)

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Pickerington Lakeview Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>The no-cost work was surrounding the Design Challenges and having students plan how to build a better Lakeview Community over time was a huge success, teachers were comfortable, and students had true ownership of the process. The group has had tremendous success and students have proposed numerous solutions to move forward.</li> <li>The WEB leaders work has been very successful as well as students have been part of the process and the Mindset training was well received by staff to implement.</li> <li>The major cost innovation has been the work for getting ST Math to implement next year. Team is still looking into how to expand the team to include the Math Content instructors for the ST Math implementation. Also,</li> <li>Plans to measure and monitor process and progress over time are still being decided upon especially to see how the Math work will impact student over time.</li> </ul>	<ul style="list-style-type: none"> <li>Because the students have already proposed ideas for change a planning process done with the students may help create phases of change that will be implemented over the years could be a great measurement tool for which changes had the greatest impact over time.</li> <li>The group also mentioned the use of social media through this WEB process. The anecdotal information from this may be the piece that will help continue to share the Ridgeview Story as well as offer another process and progress measurement tool.</li> <li>Design and describe the process and plan to grow this work over time, especially the ST Math portion for the 2015-2016 school year. It would be wonderful for everyone to hear and see how the Pickerington Team utilized a math tool to help catalyze change in their curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable, no updates shared as of September 2015. No district participation in virtual sessions as of September 2015.</li> </ul>



## Pickerington School District Continued: June 5<sup>th</sup>, 2015 Celebration and Presentation Day Highlights:

### DESIGN CHALLENGE

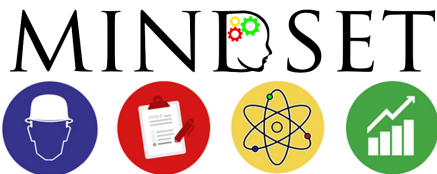
Improve achievement and progress (value added) of 7<sup>th</sup> grade math students through:

#### INSTRUCTIONAL IMPROVEMENT

- Intense instructional intervention plan
- Implementation of ST math
- P3 training

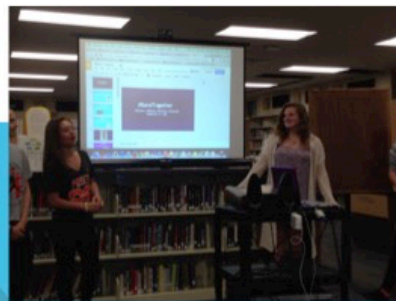
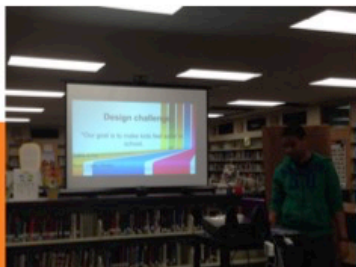
#### SCHOOL CULTURE

- WEB Transition Strategy
- Growth mindset training for teachers
- Student-led Design Challenges



### THE FUTURE

- WEB Leadership training for students
- Transition day for 7<sup>th</sup> grade students
- Implementation of school culture design challenge programs. (#bandtogether, Renaissance, positive behavior ambassadors, staff retraining, social media collaboration with local businesses)
- Implementation of ST math – 90 minutes per week
- Benchmarking visits – 7<sup>th</sup> grade math
- Continuation of instructional improvement plan
- P3 professional development





# Walnut Township (Millersport) Local School District



**Walnut Township Local Schools**  
Home of the Lakers



**FAST  
FORWARD**

Fairfield Advancing  
Students & Teachers  
Forward



## Walnut Township (Millersport) Local School District

### Walnut Township FAST Design Cycle Process:

The Design Cycle below highlights the process the FAST Design Team followed throughout the 2014-2015 school year to design innovations meaningful for their students and community.

#### Share and Revisit the Solution:

June 2015-The Walnut Township team has a student design team representative share successes, the process they went about to develop the Laker Learning Center and cost innovations they have implemented in year 1, and plans for unveiling and use in the 2015-2016 school year.

#### Modify & Evaluate the Solution:

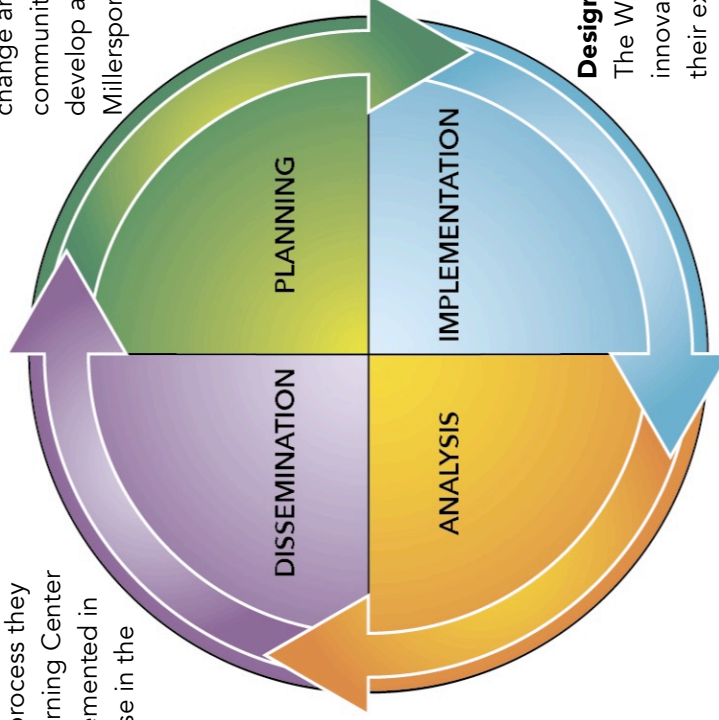
January-May 2015- The Walnut Township team successfully has students lead the redesign of the Laker Learning Center to create a meaningful space for distance learning opportunities as well as a flexible space for teachers and students to utilize in varying scenarios. The team and district is also struggling with a levy failure and loss of staff. This is leading to having conversations to possibly change and utilize existing resources in new ways so they can sustain their district. This is helping shape part of the Laker Learning Center conversation to be pivotal in student learning opportunities made available.

**Identify an Issue:** September 2014-Walnut Township team identifies how to implement change and innovations meaningful for their community. Preliminary ideas focus on how to develop a unique learning opportunity at Millersport by designing a sailing school.

**Brainstorm the Problem:** October & November 2014-The Walnut Township team brainstorm with the staff and population to develop a plan to create unique learning opportunities for the students at Millersport. Team shifts their focus to redesigning the possibilities of course offerings available to students through online and distance learning opportunities.

**Design Solution:** November & December 2014-The Walnut Township team designs no-cost innovations around reduce cost elements within their existing structure, for examples changing of the bus usage as well as changes in the existing schedule to offer varying scenarios for learning opportunities. And, cost innovations surround the redesign of the current library space to be an innovative flexible learning space.

**Build Solution:** January 2015-The Walnut Township team builds the "Laker Learning Center" theme as central focus for innovations planned.



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## Walnut Township (Millersport) Local School District Continued:

### Walnut Township FAST Design Team

2014-2015 FAST Forward Design Team Members		
Name	Title	Date Added to the Team
J.B. Dick	Curriculum Coordinator	09/27/2014
Randy Cotner	Superintendent	09/27/2014
Caitlin McClurg	Teacher-Math	09/27/2014
Kim Yenni	Teacher- Title 1 Reading, K-4	09/27/2014
Steve Harris	Teacher- Science	09/27/2014
	<b>Total Team Members</b>	<b>5</b>

### Walnut Township FAST Design Innovations

These are the implemented ideas highlighted from district site visits. Each team has highlights from their work, recommendations for next steps, as well as upcoming work and ideas for each team.

Innovations Highlighted by the Walnut Township Team:	Recommendations and Thoughts for Next Steps:	2015-2016 School year highlights from Virtual Brainstorm sessions
<ul style="list-style-type: none"> <li>The team has worked diligently to develop the Laker Learning Center with a student drive design team. This has been extremely successful, as the students have taken great ownership in the project.</li> <li>The funds will be primarily used to purchase furniture, equipment, and other supplies for the Laker Learning Center.</li> <li>No Cost changes of the work were surveying the students to hear about their priorities for change, online course offering that will become available by creating the Laker Learning Center. Goals to make this a premier location for virtual learning and offerings.</li> <li>The team is looking at beginning to measure process and progress by seeing online student enrollment and persistence as well as the growth of the course offerings over time.</li> </ul>	<ul style="list-style-type: none"> <li>The possibility of running another student design challenge for next year, to help brand the school and provide an opportunity to showcase the Millersport as a school space that provides students with a variety of learning opportunities beyond the classroom.</li> <li>The team would like something that shows and highlights that this work was done through the Straight "A" Grant Fund. (The PAST and Fairfield ESC team are working on coming up with something that will help make this possible.)</li> </ul>	<ul style="list-style-type: none"> <li>Team change in curriculum coordinator to be Paul Alford.</li> <li>Laker Learning Center is off to a great start, the team is happy with the usage and how teachers are taking students into the newly designed space.</li> <li>Team is looking to expand how to get authentic connections in the classroom to Buckeye Lake and surrounding issues in the Millersport area.</li> </ul>



## Walnut Township School District Continued:

### The Journey Begins

**Starting Date:** March 12th, 2015

### Why the Laker Learning Center?

The Laker Learning is being created to transform the existing library into a state of the art online facility to offer greater opportunities for 9-12 students. In addition, a distance learning lab will be designed and built.

On March 12, 2015, ten students, three administrators, four teachers and two board of education members first met with an architect to discuss the vision of the Laker Learning Center.



### The Current Library as we Know it



### The Laker Learning Center Vision



A vision to build a learning lab where many students can access numerous educational opportunities.

### Online Offerings

- The Florida Virtual Academy has been secured as the online course(s) provider.
- The Florida Virtual Academy offers an extensive line of course offerings. Those offerings will consist of Credit Recovery courses, traditional course offerings, additional electives, career tech options, as well as AP courses.





## FAST Forward Summary & Major Takeaways

The FAST work has taken the 8 FAST Design Teams into a replicable process to plan, design, implement, share, and modify cost and no-cost innovations to offer 8 unique models developed through this method.

Some notable points to highlight are:

- *Teams were asked to address 3 unique factors throughout this process:*
  - How will the innovations directly impact students?
  - How will the innovations be measured over time?
  - How will the innovations be sustained over time?
- *Teams worked through a collaborative process to receive feedback as well as cross-pollinate ideas to design and implement innovations meaningful to their communities.*
- *Team participation has increased in the Virtual Brainstorm sessions, which has allowed for shared approach to utilize each other as a brain trust in this process.*
- *Teams who have not been participating in the Virtual Brainstorm are continually offered support and opportunities to share status updates and modifications as needed.*
- *7 out of 8 teams were present and shared their unique models developed through this process at the June 5<sup>th</sup>, 2015 Public Celebration Event.*
- *The PAST and Fairfield County ESC teams formed a more cohesive plan to increase P3 participation for the 2015-2016 school year. This plan is already in progress as of September 2015.*

The FAST Design Teams are encouraged to continue to reach out and receive support for their FAST design work in implementing true systemic changes in Fairfield County.

## FAST Forward Next Steps for the 2015-2016 school year

As we move into the next school year of the FAST Forward program, teams will continue to receive support through:

- Virtual brainstorms conducted bi-monthly
- Ongoing one-on-one support as needed by the 8 teams
- P3 course offering opportunities monthly until 2018
- Quarterly Planning Sessions for eligible teachers who have completed the P3 course.

All 8 FAST Design Teams will continue to be supported through technical assistance opportunities to grow their work in the coming years. Virtual sessions are designed to support capacity building amongst their staff and teams to continue this work for their students and communities. As many of the schools and teams come back into session for the 2015-2016 school year, every effort is being made by the PAST and Fairfield County ESC team to continue to support the FAST work developed in year 1.

**\*All support documents are included directly following this section.**



## **Professional Development Appendix FAST Forward**

### **Agendas/Sign In Sheets**

- Quarterly Planning Professional Development October 2<sup>nd</sup> Agenda
- Quarterly Planning October 2<sup>nd</sup> Sign In Sheet

### **PAST Developed Materials for ongoing FAST Forward Support**

- 2015-16 FAST Forward Important Dates Schedule
- FAST Forward 2015 & 2016 Support Sheet
- FAST Forward 2014 & 2015 Events Matrix
- FAST Forward Participation Information

### **Detailed Synopsis Tables of Quarterly Events for FAST Teams**

### **P3 Participation**

- FAST Forward P3 Data
- Fairfield County P3 Flyer
- P3 Interest Sheet



**TPBL Quarterly Planning  
Professional Development  
Agenda for Fairfield County ESC  
October 2<sup>nd</sup>, 2015**

**9:00AM-9:15AM:** Welcome and Introductions

**9:15AM-10:15AM:** Introducing the Design Cycle

**10:15AM-12:00PM:** Developing a Back map and designing problems→projects→products for your students.

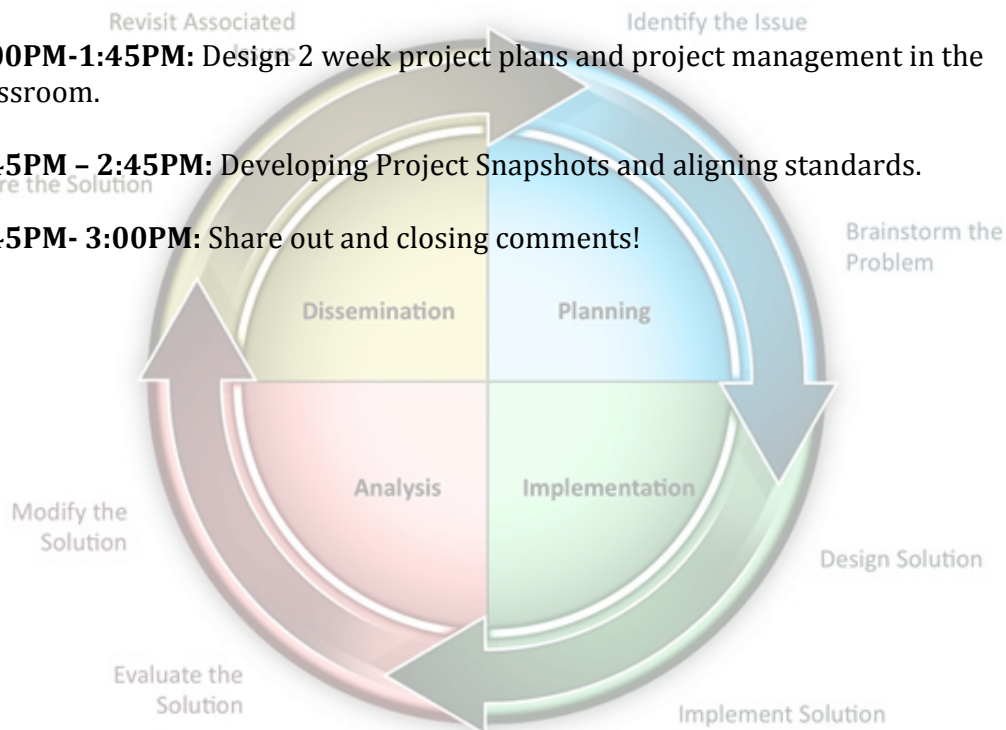
**12:00PM-12:15PM:** Sharing your big ideas and back map work.

**12:15PM-1:00PM:** Lunch on your own

**1:00PM-1:45PM:** Design 2 week project plans and project management in the classroom.




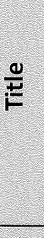



**1:45PM – 2:45PM:** Developing Project Snapshots and aligning standards.

**2:45PM- 3:00PM:** Share out and closing comments!





**Date: Friday, October 2nd, 2015**

Name	Title	Email	Signature
Tracy Farmer	Teacher	farmer.t@libertyunion.org	
Jennifer Lauvray	teacher	lauvray.j@libertyunion.org	
Darlene Brenner	teacher	brenner.d@libertyunion.org	
Tracey Tisdale	teacher	<del>tracytisdale@libertyunion.org</del> <a href="mailto:tisdale.t@libertyunion.org">tisdale.t@libertyunion.org</a>	
Adrienne Winders	teacher	awinders@walnuttsd.org	
Kystal Washburn	teacher	washburnk@libertyunion.org	
Betsy Griffin	teacher	b-griffin@clancrest.k12.ch.us	
Mont Goss	teacher	m-goss@clancrest.k12.ch.us	
Erin Smolenski	teacher	smolenskie@libertyunion.org	

## 2015-16 FAST Forward Important Dates

2015-16 FAST Forward Virtual Brainstorm PD Days				
Date/Time	Event	Location	Attendees	Notes
Monday, August 24 <sup>th</sup> , 2015 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, September 14 <sup>th</sup> , 2015 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, September 21 <sup>st</sup> , 2015 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, October 5 <sup>th</sup> , 2015 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, October 19 <sup>th</sup> , 2015 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, November 2 <sup>nd</sup> , 2015 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, December 7 <sup>th</sup> , 2015 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, January 11 <sup>th</sup> , 2016 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, February 1 <sup>st</sup> , 2016 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, March 7 <sup>th</sup> , 2016 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, March 21 <sup>st</sup> , 2016 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, April 4 <sup>th</sup> , 2016 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, May 2 <sup>nd</sup> , 2016 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™
Monday, June 6 <sup>th</sup> , 2016 4PM-5PM	Virtual Brainstorm PD	Online Support	8 FAST Design Teams	Zoom Link will be available online Via Basecamp™



## 2015-16 FAST Forward Important Dates

2015-16 FAST Forward Quarterly Planning PD Days				
Date/Time	Event	Location	Attendees	Notes
Friday October 2 <sup>nd</sup> , 2015 9:00AM-3:00PM	Quarterly Planning Day	TBD	Any Fairfield County Teacher who has completed a P3 course.	This is an opportunity for school teams, and countywide teacher collaboration. Please continue to offer the P3 resource to all our Fairfield County Teachers so they can join us for this great opportunity!
Friday December 4 <sup>th</sup> , 2015 9:00AM-3:00PM	Quarterly Planning Day	TBD	Any Fairfield County Teacher who has completed a P3 course.	This is an opportunity for school teams, and countywide teacher collaboration. Please continue to offer the P3 resource to all our Fairfield County Teachers so they can join us for this great opportunity!
Monday March 7 <sup>th</sup> , 2016 9:00AM-3:00PM	Quarterly Planning Day	TBD	Any Fairfield County Teacher who has completed a P3 course.	This is an opportunity for school teams, and countywide teacher collaboration. Please continue to offer the P3 resource to all our Fairfield County Teachers so they can join us for this great opportunity!
Monday June 6 <sup>th</sup> , 2016 9:00AM-3:00PM	Quarterly Planning Day	TBD	Any Fairfield County Teacher who has completed a P3 course.	This is an opportunity for school teams, and countywide teacher collaboration. Please continue to offer the P3 resource to all our Fairfield County Teachers so they can join us for this great opportunity!



# FAST FORWARD

Fairfield Advancing  
Students & Teachers  
Forward

## STRAIGHT A FUND

2015-2016 Grant Funded  
Opportunities for ALL Fairfield  
County Teachers!



Monthly Online P3 Courses to introduce  
**Transdisciplinary Problem Based Learning** for all  
Fairfield County Teachers! Recertification credit or  
CEU's available for course completion!

Register today!

<http://pastinnovationlab.org/?p=5304>



### Quarterly Planning Sessions

ALL Fairfield County Teachers who have  
completed the P3 course!

*Substitute reimbursement available for each district.*

Dates for 2015-2016 Schools year:

- October 2<sup>nd</sup>, 2015 & December 4<sup>th</sup>, 2015
- March 7<sup>th</sup>, 2016 & June 6<sup>th</sup>, 2016



**Virtual Brainstorm Sessions** A great place to  
collaborate and work with fellow Fairfield county  
teachers working on cool  
PROBLEMS, PROJECTS, and PRODUCTS!

For more information please email  
Vickie Hartley at [vhartley@fairfielddesc.org](mailto:vhartley@fairfielddesc.org)  
Or Ketel Patel at [kpatel@pastfoundation.org](mailto:kpatel@pastfoundation.org)



PAST  
InnovationLab  
access through education

STRAIGHT A FUND



Visit the PAST Innovation Lab web site | [www.pastinnovationlab.org](http://www.pastinnovationlab.org)





## FAST FORWARD

### FAST Forward 2014-2015 Events Matrix

Part of the Design Cycle	Event	Date	Who was involved	Quarterly Report to reference
Brainstorming	FAST Design Team Orientation	September 27, 2014	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	October 30th, 2014 Quarterly Report
Brainstorming	Quarter 2 PD	October 3rd, 2014	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Berne Union LSD, Lancaster LSD, Walnut Township LSD	October 30th, 2014 Quarterly Report
Brainstorming	8 District Site Charettes	October 13th- October 24th, 2014	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Berne Union LSD, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	October 30th, 2014 Quarterly Report
Brainstorming	FAST Design Team Project Planning Meeting # 1	October 25th, 2014	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	October 30th, 2014 Quarterly Report
Design	FAST Design Team Project Planning Meeting #2	November 8th, 2014	PAST PD Team, Fairfield ESC, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	January 30th, 2015 Quarterly Report





## FAST FORWARD

### FAST Forward 2014-2015 Events Matrix

Part of the Design Cycle	Event	Date	Who was involved	Quarterly Report to reference
Design	Meeting with Amanda Clearcreek LSD	November 24th, 2014	PAST PD Team, 1 Administrator, 4 Teachers	January 30th, 2015 Quarterly Report
Brainstorming/ Design	Quarter 3 PD	December 5th, 2014	PAST PD Team, Fairfield ESC, Lancaster LSD, Liberty Union Thurston LSD	January 30th, 2015 Quarterly Report
Design	FAST Design Team Digital Presentation Upload	December 6th, 2014	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	January 30th, 2015 Quarterly Report
Design/Build/ Evaluate	FAST Design Team Implementation	January 17th, 2015	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	April 30th, 2015 Quarterly Report
Evaluate	FAST Design Virtual Session	January 26th, 2015	PAST PD Team, Amanda Clearcreek LSD, Liberty Union Thurston LSD	April 30th, 2015 Quarterly Report
Evaluate	FAST Design Virtual Session	February 9th, 2015	PAST PD Team, Amanda Clearcreek LSD, Fairfield Union LSD, Pickerington LSD, Walnut Township (Millersport) LSD	April 30th, 2015 Quarterly Report

## FAST FORWARD

### FAST Forward 2014-2015 Events Matrix

Part of the Design Cycle	Event	Date	Who was involved	Quarterly Report to reference
Evaluate	FAST Design Virtual Session	February 23rd, 2015	PAST PD Team, Amanda Clearcreek LSD, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport) LSD	April 30th, 2015 Quarterly Report
Brainstorm/Design/ Evaluate	Quarter 4 PD	March 6th, 2015	PAST PD Team, Fairfield ESC, Lancaster LSD, Liberty Union Thurston LSD	April 30th, 2015 Quarterly Report
Evaluate	FAST Design Virtual Session	March 9th, 2015	PAST PD Team, Amanda Clearcreek LSD, Bloom Carroll LSD, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Walnut Township(Millersport) LSD	April 30th, 2015 Quarterly Report
Evaluate	FAST Design Virtual Session	March 23rd, 2015	PAST PD Team, Amanda Clearcreek LSD, Berne Union LSD, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston, Pickerington LSD, Walnut Township (Millersport) LSD	April 30th, 2015 Quarterly Report
Evaluate	FAST Design Virtual Session	April 13th, 2015	PAST PD Team, Amanda Clearcreek LSD, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport) LSD	April 30th, 2015 Quarterly Report

## FAST FORWARD

### FAST Forward 2014-2015 Events Matrix

Part of the Design Cycle	Event	Date	Who was involved	Quarterly Report to reference
Evaluate & Modify	8 District Site Charettes	April-May, 2015	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Berne Union LSD, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	July 30th, 2015 Quarterly Report
Evaluate	FAST Design Virtual Session	April 27th, 2015	PAST PD Team, Amanda Clearcreek LSD, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport) LSD	July 30th, 2015 Quarterly Report
Share/Collaborate	FAST Design Team Celebration and Share Out	June 5th, 2015	PAST PD Team, Fairfield ESC, Amanda Clearcreek LSD, Bloom Carroll, Fairfield Union LSD, Lancaster LSD, Liberty Union Thurston LSD, Pickerington LSD, Walnut Township (Millersport)	July 30th, 2015 Quarterly Report
Design/Build/ Evaluate	Quarter 4 PD	June 8th, 2015	PAST PD Team, Fairfield ESC, Liberty Union Thurston LSD	July 30th, 2015 Quarterly Report

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[illegible]



[illegible]

[illegible]

[illegible]

Name	Title	Email	Quarterly PD 10/3/14	Quarterly PD 12/5/14	Quarterly PD 3/6/15	Quarterly PD 6/8/15	Quarterly PD 10/2/15
Tracy Farmer	4th Grade Teacher	<a href="mailto:farmertr@libertyunion.org">farmertr@libertyunion.org</a>	/	x	/	/	x
Wendy Buskirk	Teacher- Elementary	<a href="mailto:buskirkw@libertyunion.org">buskirkw@libertyunion.org</a>	/	x	/	x	/
Keith Robinson	8th Grade Teacher	<a href="mailto:robinsonk@libertyunion.org">robinsonk@libertyunion.org</a>	/	x	/	/	/
Jim Day	Teacher	<a href="mailto:djay@libertyunion.org">djay@libertyunion.org</a>	/	x	/	/	/
Debra Howdysshell	Media Specialist	<a href="mailto:howdysshell@libertyunion.org">howdysshell@libertyunion.org</a>	/	x	/	/	/
Jennifer Blackstone	Curriculum Director	<a href="mailto:blackstonej@libertyunion.org">blackstonej@libertyunion.org</a>	/	x	/	/	/
Ed Miller	High School Principal	<a href="mailto:miller@libertyunion.org">miller@libertyunion.org</a>	/	x	/	/	/
Theresa Rozman	Media Specialist	<a href="mailto:rozsmant@libertyunion.org">rozsmant@libertyunion.org</a>	/	x	/	/	/
Cortni Brundy	1st Grade Teacher	<a href="mailto:bruntyc@libertyunion.org">bruntyc@libertyunion.org</a>	/	/	x	x	/
Audrey Ross	1st Grade Teacher	<a href="mailto:rossa@libertyunion.org">rossa@libertyunion.org</a>	/	/	x	/	/
Tonya Ransbottom	6th Grade Teacher	<a href="mailto:ransbottomt@libertyunion.org">ransbottomt@libertyunion.org</a>	/	/	/	x	/
Jennifer Lauvray	Teacher	<a href="mailto:lauvrayj@libertyunion.org">lauvrayj@libertyunion.org</a>	/	/	/	/	x
Darlene Brenner	Teacher	<a href="mailto:brennerg@libertyunion.org">brennerg@libertyunion.org</a>	/	/	/	/	x
Krystal Washburn	Teacher	<a href="mailto:washburnk@libertyunion.org">washburnk@libertyunion.org</a>	/	/	/	/	x
Erik Smolewski	Teacher	<a href="mailto:smolewski@libertyunion.org">smolewski@libertyunion.org</a>	/	/	/	/	x

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[illegible]

## Synopsis of FAST Forward Activities during 2014-2015 School Year - Dates Ranging From September 1<sup>st</sup>, 2014 to October 25<sup>th</sup>, 2014

Each district assembled a team to participate in FAST Forward Transformational Design Planning. All teams were in the early planning stage and the work outlined below showcase the initial phase of their transformation throughout quarter 1.

Event	Day and Time	Location	Major Objectives	Additional Notes/Process planning for FAST Forward design team Planning
FAST Design Team Orientation	Saturday Sept. 27 <sup>th</sup> , 2014  9AM-3PM	Fairfield ESC	<ul style="list-style-type: none"> <li>• Overview of FAST Program</li> <li>• Exploring what does change/transformation mean for each district.</li> <li>• Getting their staffs introduced to P3</li> <li>• What strengths already exist within your respective districts? What is still a need in our community? What type of transformation are your kids hoping for?</li> <li>• Calendar</li> <li>• Initiative map</li> <li>• Asset map</li> </ul>	<ol style="list-style-type: none"> <li>1) Rich Rosen gave a presentation to this group to explore transformation/ opportunity for change and the message of early adopters.</li> <li>2) The Design Cycle is used as a transformation model/process to structure each of our sessions so they can see the growth &amp; process over time (i.e. Day 1 is the brainstorm for the teams)</li> <li>3) Work with the Fairfield ESC to continue to develop their plan for strategic work-Working with our partners to develop a RUBRIC for transformation</li> <li>4) What parameters exist on the funds that each district will get for their work? Can be articulated within the rubric.</li> </ol>
FAST Quarter 2 PD	Friday October 3 <sup>rd</sup> , 2014	Pickerington Regional Board	<ul style="list-style-type: none"> <li>• Quarterly planning time for teachers who have successfully completed P3</li> </ul>	<ol style="list-style-type: none"> <li>1) 4 Districts attended these planning meetings to discuss use of P3 and quarterly planning.</li> <li>2) Many district representatives expressed disconnect in the understanding of the FAST Forward grant. In response The PAST Foundation team developed a 1-page logic model to describe the program.</li> </ol>
8 School District Site Charrettes	October 13 <sup>th</sup> - October 24 <sup>th</sup> , 2014  Time varies based on school district needs	At School District location	<ul style="list-style-type: none"> <li>• Grant Overview</li> <li>• Status update with 8 FAST Design Teams</li> <li>• Site Visit to explore possibilities of their transformation.</li> </ul>	<ol style="list-style-type: none"> <li>1) Much of the meetings focused around giving the FAST Design Teams an Overview of the FAST Grant, many of the teams and teachers were new to the conversation and needed an overview of this process.</li> <li>2) All 8 districts are in the ideation phase of their work about how they will transform their schools and districts.</li> </ol>
FAST Design Team Project Planning Meeting #1	Saturday October 25 <sup>th</sup> , 2014  9AM-3PM	Pickerington Ridgeview Junior High School	<ul style="list-style-type: none"> <li>• What is their preliminary plan?</li> <li>• Strategic planning will explore the questions below:</li> <li>• Where are they at in reaching out to their community, and their staffs about the FAST program?</li> <li>• What resources and/or expertise are you looking for to help support your FAST work?</li> </ul>	<ol style="list-style-type: none"> <li>1) What are the parameters of their funds? (i.e. no salaries can be paid with the funds obtained)</li> <li>2) What needs are the communities identifying in these districts for what direction this transformation can take. How are communities being involved in these projects?</li> <li>3) How are school districts and Fairfield ESC exploring the idea of a sustainable idea?</li> </ol>



## Synopsis of FAST Forward Activities during 2014-2015 School Year - Dates range from October 30<sup>th</sup>, 2014 to January 17<sup>th</sup>, 2015

Each district continued their work with their team to participate in the FAST Forward Transformational Design Planning. All teams engaged in various events to ensure that they had adequate time and support for their planning work in the FAST Forward process. Below is an outline highlighting the second quarter planning phase of the design work.

Event	Day and Time	Location	Major Objectives	Additional Notes/Process planning for FAST Forward design team Planning
FAST Design Team Project Planning Meeting #2	Saturday November 8 <sup>th</sup> , 2014  9AM-3PM	Lancaster HS	<ul style="list-style-type: none"> <li>Overview of Substantial change that can impact students.</li> <li>Designing implementation plans for phase 1, phase 2, and phase 3 of their Innovations.</li> <li>Design a schedule for their implementation plan from January 2015 onward. And long-term transformation into 2020.</li> </ul>	<ol style="list-style-type: none"> <li>1) A major goal was to have districts explore their strengths and existing access to resources, and possibly expand on great programming they may already have or wish to continue to support.</li> <li>2) What budget considerations have districts explored as they consider potential for innovation and sustainability?</li> </ol>
FAST Quarter 3 PD	Friday December 5 <sup>th</sup> , 2014	Fairfield ESC	<ul style="list-style-type: none"> <li>Quarterly planning time for teachers who have successfully completed P3.</li> </ul>	<ol style="list-style-type: none"> <li>3) 2 Districts attended this quarterly planning day.</li> <li>4) <b>This is one of the first opportunities to see the affects of cross-pollination of Growing SOIL Team members and FAST Design Team members.</b></li> </ol>
FAST Design Team Peer Presentation Day-Via Basecamp Uploads	Saturday December 6 <sup>th</sup> , 2014  9AM-3PM	Online Deadline for all Schools	<ul style="list-style-type: none"> <li>What is their preliminary plan?</li> <li>Where are they at in reaching out to their community, and their staffs about the FAST program?</li> <li>What resources and/or expertise are you looking for to help support your FAST work?</li> </ul>	<ol style="list-style-type: none"> <li>4) The change to create an online submission date was a change in response to the schedule conflicts some districts were having with the in-person December 6<sup>th</sup>, 2014 meeting.</li> <li>5) All 8 teams received the change well and submitted their preliminary ideas to the online platform by the submission date.</li> </ol>
Individual School District Support	October 30 <sup>th</sup> , 2014- January 17 <sup>th</sup> , 2015  Time varies	At School District location or via Phone	<ul style="list-style-type: none"> <li>Any additional outreach we provided to teams, as they needed throughout this time frame.</li> <li>Teams asked for outreach via online platforms, phone, and, in person work session time.</li> </ul>	<ol style="list-style-type: none"> <li>1) This provided additional opportunities to make sure teams were adequately supported in this work and to help any teams catch up throughout the process as needed.</li> </ol>



## Synopsis of FAST Forward Activities during 2014-2015 School Year - Dates range from January 17<sup>th</sup>, 2015 to April 13<sup>th</sup>, 2015

Each district continued their work with their team participating in FAST Forward Transformational Design implementation. All teams engaged in various events to ensure they had adequate time and support for their implementation work in the FAST Forward process. Below is an outline highlighting the third quarter implementation phase of the design work.

Event	Day and Time	Location	Major Objectives	Additional Notes/Process planning for FAST Forward design team Implementation
FAST Design Virtual Session	Monday January 26 <sup>th</sup> , 2015  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Overview of Virtual Brainstorms and how to share best practices and ideas for all 8 teams</li> <li>Working with teams to share status updates of their work.</li> <li>Ongoing discussion for how teams will measure their success long term over the project.</li> </ul>	3) Notes from each Virtual session are available on basecamp for all FAST Design Teams to reference and utilize.  4) Low attendance was noted due to a snow day for the Fairfield County Schools.
FAST Design Virtual Session	Monday February 9 <sup>th</sup> , 2015  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Review of Virtual Brainstorms and how to share best practices and ideas for all 8 teams</li> <li>Working with teams to share status updates of their work.</li> <li>Ongoing discussion for how teams will measure their success long term over the project.</li> </ul>	1) Notes from each Virtual session are available on basecamp for all FAST Design Teams to reference and utilize.
FAST Design Virtual Session	Monday February 23 <sup>rd</sup> , 2015  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Fairfield ESC partners shared updates regarding other aspects of the FAST grant.</li> <li>Discussed measuring successes and how teams will benchmark their innovations over time.</li> <li>Working with teams to share status updates of their work.</li> <li>Ongoing discussion for how teams will measure their success long term over the project.</li> </ul>	1) Notes from each Virtual session are available on basecamp for all FAST Design Teams to reference and utilize.

Continued on next page



**Continued Synopsis of  
Synopsis of FAST Forward Activities during 2014-2015 School Year -  
Dates range from January 17<sup>th</sup>, 2015 to April 13<sup>th</sup>, 2015**

Event	Day and Time	Location	Major Objectives	Additional Notes/Process planning for FAST Forward design team Implementation
FAST Quarter 4 PD	Friday March 6 <sup>th</sup> , 2014	At Fairfield ESC	<ul style="list-style-type: none"> <li>Quarterly planning time for teachers who have successfully completed P3.</li> </ul>	<ol style="list-style-type: none"> <li>2 Districts attended this quarterly planning day.</li> <li>This is the second opportunity to see the affects of cross-pollination of Growing SOIL Team members and FAST Design Team members.</li> <li>A long term goal will be to continually see the school districts utilize this quarterly planning day as an opportunity to share and cross pollinate ideas across the 8 districts.</li> </ol>
FAST Design Virtual Session	Monday March 9 <sup>th</sup> , 2015  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Teams were asked to share any documentation of their FAST innovations for implementation thus far.</li> <li>Discussed how are teams engaging staff, students, and parents/community in this work .</li> <li>Working with teams to share status updates of their work.</li> <li>Ongoing discussion for how teams will measure their success long term over the project.</li> </ul>	<ol style="list-style-type: none"> <li>Notes from each Virtual session are available on basecamp for all FAST Design Teams to reference and utilize.</li> </ol>
FAST Design Virtual Session	Friday March 23 <sup>rd</sup> , 2014  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Shared upcoming Spring Site Visits for FASAT Forward project.</li> <li>Working with teams to share status updates of their work.</li> <li>Ongoing discussion for how teams will measure their success long term over the project.</li> </ul>	<ol style="list-style-type: none"> <li>Notes from each Virtual session are available on basecamp for all FAST Design Teams to reference and utilize.</li> </ol>
FAST Design Virtual Session	Monday April 13 <sup>th</sup> , 2015  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Showcase the Spring Site Visit topics and schedule.</li> <li>Working with teams to share status updates of their work.</li> <li>Ongoing discussion for how teams will measure their success long term over the project.</li> </ul>	<ol style="list-style-type: none"> <li>Notes from each Virtual session are available on basecamp for all FAST Design Teams to reference and utilize.</li> </ol>





## Synopsis of FAST Forward Activities during 2014-2015 School Year - Dates range from April 13<sup>th</sup>, 2015 to June 8<sup>th</sup>, 2015

Each district continued their work with their team to participate in the FAST Forward Transformational Design Process. All teams engaged in various events to ensure they have had adequate time and support for their planning, design, and implementation work in the FAST Forward process. Below is an outline highlighting the 4<sup>th</sup> quarter implementation and sharing phase of the design work.

Event	Day and Time	Location	Major Objectives	Additional Notes/Process planning for FAST Forward design team Implementation
FAST Design Team Site Visit Meetings	April and May 2015	At each school district location	<ul style="list-style-type: none"> <li>To meet with each FAST design team and discuss process and progress.</li> <li>To discuss next steps and support scenarios for each team.</li> <li>Update teams about the June 5<sup>th</sup>, 2015 FAST Celebration.</li> </ul>	5) Site Visits were all followed up with personalized messages to each team as well as notes to support their planning and work.
FAST Design Virtual Session	Monday April 27 <sup>th</sup> , 2015  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Discuss Upcoming May Focus Group</li> <li>Share upcoming plan for June 5<sup>th</sup>, 2015 FAST Celebration Presentation.</li> <li>Any additional needs the teams have for the end of the school year.</li> </ul>	2) Notes from each Virtual session are available on basecamp for all FAST Design Teams to reference and utilize.
FAST - Knowledge Capture Virtual Focus Group (District participation anonymous)	Monday May 11 <sup>th</sup> , 2015  4PM-5PM	Via Zoom	<ul style="list-style-type: none"> <li>Knowledge Capture conducted and FAST design team virtual focus group to capture the design team members voice throughout this process.</li> </ul>	
FAST Design Team Celebration and Share Out	Friday June 5 <sup>th</sup> , 2015	At Fairfield ESC	<ul style="list-style-type: none"> <li>An opportunity for all 8 teams to share their unique models and their implemented plans for cost and no-cost innovations meaningful to their</li> </ul>	4) 7/8 districts were present and presented the work their teams had implemented and shared ideas for how to continue this work moving forward. 5) Plans for continued virtual support as well as P3 and quarterly planning sessions are being continually shared with districts for support through 2017. 6) A major goal for moving forward is to reach numerous levels of teams to disperse information throughout the districts in the coming years to continue to grow the FAST work.
FAST Quarter 4 PD	Monday June 8 <sup>th</sup> , 2015	At Pickerington Board of DD	<ul style="list-style-type: none"> <li>Quarterly planning time for teachers who have successfully completed P3.</li> </ul>	1) 1 District attended this quarterly planning day. 2) There are requests and suggestions to have the quarterly PD days at the districts moving forward so they can continue to build interest and capacity amongst their staffs. 3) A long term goal will be to continually see the school districts utilize this quarterly planning day as an opportunity to share and cross pollinate ideas across the 8 districts.



[illegible]

[illegible]

## FAST P3 Participation: Amanda Clear Creek- continued

**April-15**

\* No data to show

**May-15**

\* No data to show

**Jun-15**

\* No data to show

**Aug-15**

\* No data to show

**Sep-15**

\* No data to show



## FAST P3 Participation: Berne Union

**Nov-14**

\* Not data to show

**Jan-15**

\* No data to show

**Feb-15**

\*No data to show

**Mar-15**

\*No data to show

**April-15**

\* No data to show

**May-15**

\* No data to show

**Jun-15**

\* No data to show

**Aug-15**

\* No data to show

**Sep-15**

\* No data to show









FAST P3 Participation: Fairfield Union													
Nov-14													
Participant Name	School	Position/Content Area	Orientation Virtual	Wk 1 Extension Module 1	Wk 1 Extension Module 2	Wk 1 Deliverable 1	Wk 1 Deliverable 2	Wk 1 Virtual	Wk 2 Extension Module 3	Wk 2 Extension Module 4	Wk 2 Deliverable 1 Design Cycle	Wk 2 Deliverable 2 Two-Week Planner	Wk 2 Deliverable 3 Backmap
Amanda King	Fairfield Union High School	9-12: Intervention Specialists	•	•	•	•	•	•	•	•	••		•
April Totten	Fairfield Union High School	Mathematics		•		•	•	•			•		
Eydie Schilling	Central Office	K-12: Central Office		•	•	•	•	•					
Molly Elder	Bremen Elementary	2nd						•					
Chris Walton	Rushville middle school	Principal	•								•		
Stephanie McCoy	Rushville Middle School	fifth/math & ELA	•	•				•	•	•	•	•	•
Scott Burke	Rushville Middle School	7th Grade / Math		•	•							•	•
Kerrie Kistler	Pleasantville Elementary	3rd - Math, science, social studies	•			•	•	•					
Participation Continued													
Participant Name	School	Position/Content Area	Wk 2 Virtual 11/17	Wk 3 Extension Module 5	Wk 3 Extension Module 6 (optional)	Wk 3 Deliverable 1 Lewis Rubric	Wk 3 Deliverable 2 Snapshot	Wk 3 Virtual 11/24	Wk 4 Extension Module 7	Wk 4 Extension Module 8	Receive a Certificate of Completion from PAST	Receive University Credit from DWU or Ashland	
Amanda King	Fairfield Union High School	9-12: Intervention Specialists	•				•	•					
April Totten	Fairfield Union High School	Mathematics											
Eydie Schilling	Central Office	K-12: Central Office		•	•								
Molly Elder	Bremen Elementary	2nd	•					•					
Chris Walton	Rushville middle school	Principal	•				•	•					
Stephanie McCoy	Rushville Middle School	fifth/math & ELA	•			•	•	•					
Scott Burke	Rushville Middle School	7th Grade / Math					•						
Kerrie Kistler	Pleasantville Elementary	3rd - Math, science, social studies											



[illegible]



FAST P3 Participation: Lancaster									
Nov-14		P3 Participation		•=Completion		Wk 2 Deliverable 1 Design Cycle		Wk 2 Deliverable 2 Two-Week Planner	
Participant Name	School	Position/Content Area	Orientation Virtual	Wk 1 Extension Module 1	Wk 1 Extension Module 2	Wk 1 Deliverable 1	Wk 1 Deliverable 2	Wk 2 Extension Module 3	Wk 2 Extension Module 4
Chad Rice	Lancaster School District	Curriculum Coordinator	•	•	•				
Participation Continued									
Participant Name	School	Position/Content Area	Wk 2 Virtual 11/17	Wk 3 Extension Module 5	Wk 3 Extension Module 6 (optional)	Wk 3 Deliverable 1 Lewis Rubric	Wk 3 Deliverable 2 Snapshot	Wk 3 Virtual 11/24	Wk 4 Extension Module 7
Chad Rice	Lancaster School District	Curriculum Coordinator							
Jan-15									
* No data to show									
Feb-15									
P3 Participation		Completion		Wk 1 Deliverable 1 Habits		Wk 1 Deliverable 2 Questions/Items		Wk 1 Virtual 2/9	
Participant Name	School	Position/Content Area	Orientation Virtual 2/2	Wk 1 Extension Module 1	Wk 1 Extension Module 2	Wk 1 Deliverable 1 Habits	Wk 1 Deliverable 2 Questions/Items	Wk 2 Extension Module 3	Wk 2 Extension Module 4
Jennilee McKinney	Lancaster High School	7-12 math	☒	☒	☒	☒	☒	☒	☒
Participation Continued									
Participant Name	School	Position/Content Area	Wk 2 Virtual 2/17	Wk 3 Extension Module 5	Wk 3 Extension Module 6	Wk 3 Deliverable 1 Lewis Rubric	Wk 3 Deliverable 2 Snapshot	Wk 3 Virtual 2/23	Wk 4 Extension Module 7 (optional)
Jennilee McKinney	Lancaster High School	7-12 math	☒	☒	☒	☒	☒	☒	☒
Wk 2 Deliverable 3 Backmap									



## FAST P3 Participation: Lancaster-continued

**Mar-15**

\*No data to show

**April-15**

\* No data to show

**May-15**

\* No data to show

**Jun-15**

\* No data to show

**Aug-15**

\* No data to show

**Sep-15**

\* No data to show







FAST P3 Participation: Liberty Union Thurston													
Nov-14													
* Not data to show													
Jan-15													
* No data to show													
				</									







FAST P3 Participation: Liberty Union Thurston- Continued													
Jun-15													
*No data to show													
Aug-15													
*No data to show													
Sep-15	P3 Participation			Completion									
Participant Name	School	Position/Content	Orientation Virtual	Wk 1 Extension Module 1	Wk 1 Extension Module 2	Wk 1 Deliverable 1 Habits	Wk 1 Deliverable 2 Questions/Items	Wk 2 Virtual	Wk 2 Extension Module 3	Wk 2 Extension Module 4	Wk 2 Deliverable 1 Design Cycle	Wk 2 Deliverable 2 Two-Week Planner	Wk 2 Deliverable 3 Backmap
Darlene Brenner	Liberty Union Element	Intervention Specialist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shelly Byers	Liberty Union Element	Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Erin Rodriguez	Liberty Union Middle S	Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Participant Name	School	Position/Content	Wk 3 Virtual	Wk 3 Extension Module 5	Wk 3 Extension Module 6	Wk 3 Deliverable 1 Lewis Rubric	Wk 3 Deliverable 2 Snapshot	Wk 4 Virtual	Wk 4 Extension Module 7	Wk 4 Extension Module 8 (optional)			
Darlene Brenner	Liberty Union Element	Intervention Specialist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Shelly Byers	Liberty Union Element	Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Erin Rodriguez	Liberty Union Middle S	Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			



## FAST P3 Participation: Pickerington Local

**Nov-14**

\* Not data to show

**Jan-15**

\* No data to show

**Feb-15**

\*No data to show

**Mar-15**

\*No data to show

**April-15**

\* No data to show

**May-15**

\* No data to show

**Jun-15**

\* No data to show

**Aug-15**

\* No data to show

**Sep-15**

\* No data to show





FAST P3 Participation: Walnut Township															
Nov-14															
Participant Name	School	Position/Content Area	p3 Participation			•=Completion					Wk 2 Extension Module 3	Wk 2 Extension Module 4	Wk 2 Deliverable 1 Design Cycle	Wk 2 Deliverable 2 Two-Week Planner	Wk 2 Deliverable 3 Backmap
			Orientation Virtual	Wk 1 Extension Module 1	Wk 1 Extension Module 2	Wk 1 Deliverable 1	Wk 1 Deliverable 2	Wk 1 Virtual							
Caitlin McClurg	Millersport High School	High School Math	•	•	•	•	•	•	•	•	•	•	•	•	•
Participation continued															





**FAST P3 Participation: Walnut Township-continued**

# Attention! Fairfield County Teachers

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ENGAGE YOUR STUDENTS?**

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- Principles of Design**
- Building TPBL Modules**
- Rubrics for  
Today's Classroom**
- Short Cycle Assignments**
- Student Learning Objectives**

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Educational  
Service Center



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InnovationLab**  
access through education





## P3 Design:

Introduction to Transdisciplinary Problem-Based Learning (TPBL)

## 2015-2016 Important Dates

### Continuing Education Unit Option:

- **\$200 Course Fee-WAIVED** through the FAST Forward Grant
- Reviewing the specified modules and resources in the time allotted
- Participating in the weekly Virtual Meetings
- Completing the specified deliverables and extension activities throughout

Course Dates	Registration Deadline through PAST Innovation Lab
August 3- August 28	July 28
September 8- October 2	September 1
October 5- October 31	September 29
November 2- November 21	October 27
January 4- January 29	December 29
February 1- February 26	January 26
March 7- April 1	March 1
April 4- April 29	March 29
May 2- May 27	April 26
June 6- July 1	May 31

### Collegiate Credit through Dakota Wesleyan University Option:

- 2 Continuing Credit hours available @ \$70/ credit (total \$140)
- Registration link will be provided during the first week of the course.
- Reviewing the specified modules and resources in the time allotted
- Participating in the weekly Virtual Meetings
- Completing the specified deliverables plus 1 Backmap, 4 Two-Week Planners, & 4 Snapshots



DAKOTA WESLEYAN  
UNIVERSITY

Course Dates	Registration Deadline through DWU	DWU Course Work Due
August 3- September 11	August 7	September 11
September 8- October 16	September 11	October 16
October 5- November 13	October 9	November 13
November 2- December 11	November 6	December 11
January 4- February 12	January 8	February 12
February 1- March 11	February 5	March 11
March 7- April 15	March 11	April 15
April 4- May 13	April 8	May 13
May 2- June 10	May 6	June 10
June 6- July 15	June 10	July 15



Visit the PAST Innovation Lab web site | [www.pastinnovationlab.org](http://www.pastinnovationlab.org)



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# Problems, Projects, Products(P3): Introduction to Transdisciplinary Problem Based Learning

## 2015-2016 Participant Interest Sheet

[illegible]



## FAST FORWARD FORMATIVE EVALUATION

### FINAL REPORT

During the 2014-15 academic year, The PAST Foundation Knowledge Capture Program (KC) conducted formative evaluation of the implementation process for eight school districts in Fairfield County participating in the FAST Forward Project during the period beginning August 2014 through June 2015, funded by an Ohio Department of Education Straight A Grant.

Formative evaluation was reported on a quarterly basis (October 30, 2014 and January 30, April 30, and July 30, 2015). This report constitutes the final review of year 1 implementation for FAST Forward. The report provides a summary view of all evaluation activities conducted over the 2014-15 academic year, as well as a final analysis of pre- and post- data gathered during year 1 of the project.

Quarterly reports issued in October 2014, January, April, and July 2015 provided detailed progress reports including evaluation based on observation of project planning activities, both on-site and in professional development settings. Additionally, focus groups and pre- and post-surveys were also conducted with FAST Forward district teams. See the Appendix to this report, *Table A: Chronology of FAST Forward Knowledge Capture Activities 2014 - 2015*.

The report is organized to provide a summary overview of evaluation activities that occurred during the year, followed by discussion of key issues identified during successive phases of work conducted by the FAST Forward District Teams.

### FORMATIVE EVALUATION ACTIVITIES

*Table 1: Knowledge Capture FAST Forward Formative Evaluation* presents an overview of research activities including a brief description of the process involved, type of analysis and report product. These four types of evaluation activities are further described in the following section, characterizing methods and purpose of each type of activity.



**TABLE 1: Knowledge Capture FAST Forward Formative Evaluation Methods**

	Research Activity	Process Conducted by Evaluation Team	Evaluation Product	
	Observation of Project Activities	Observe school team interaction, planning sessions, site tours, and presentations; participate in event debrief with Implementation Team.	Bullet Point Report providing summary of emerging themes; report distributed to the PAST Implementation Team to inform implementation strategies.	
	School FAST Team Focus Groups	Conduct separate group discussions with FAST teachers and administrators at midway point in implementation regarding school design for building engagement strategies within the school and with community partners; identify challenges, benefits, and gains experienced during different phases of project implementation; conduct final group discussion with FAST teachers and administrators on project impact, P3, successes and recommendations.	Qualitative analysis to identify challenges and barriers to attaining project goals; narrative analysis submitted with quarterly grant reports.	
	School FAST Team Pre- and Post- Surveys	Pre-design, post-design, and post-implementation surveys were conducted to measure progress, changes, challenges, and successes of the FAST process in real time; post- PD surveys were conducted after each P3 Professional Development Workshop to measure the success of the workshop in facilitating and integrating key concepts for Transdisciplinary Problem-Based Learning.	Qualitative and quantitative analysis submitted with quarterly grant reports.	
	Formative Evaluation Monthly Meetings	Monthly team meetings to coordinate modifications to implementation schedules; review logistics of evaluation team involvement in project implementation activities; review interim stages of analysis of qualitative and quantitative data to inform implementation strategies; planning and review of quarterly report preparation (October 2014 and January, April, and July 2015).	1 – 1.5 hr. monthly meetings held at the PAST Foundation Office coordinated and conducted by Knowledge Capture.	

**Observation of Project Activities:** Gathering data in the early stages of formative evaluation was initiated with observation of planning sessions with the PAST Implementation Team, as well as implementation workshops and during on-site visits with school teams. Data from observation of planning sessions and on-site tours throughout the course of the school year provided the opportunity for the Evaluation Team to gather details through documentation of the implementation process, track modifications to the implementation design, and develop a coordinated plan for engaging with implementation activities related to key project goals.







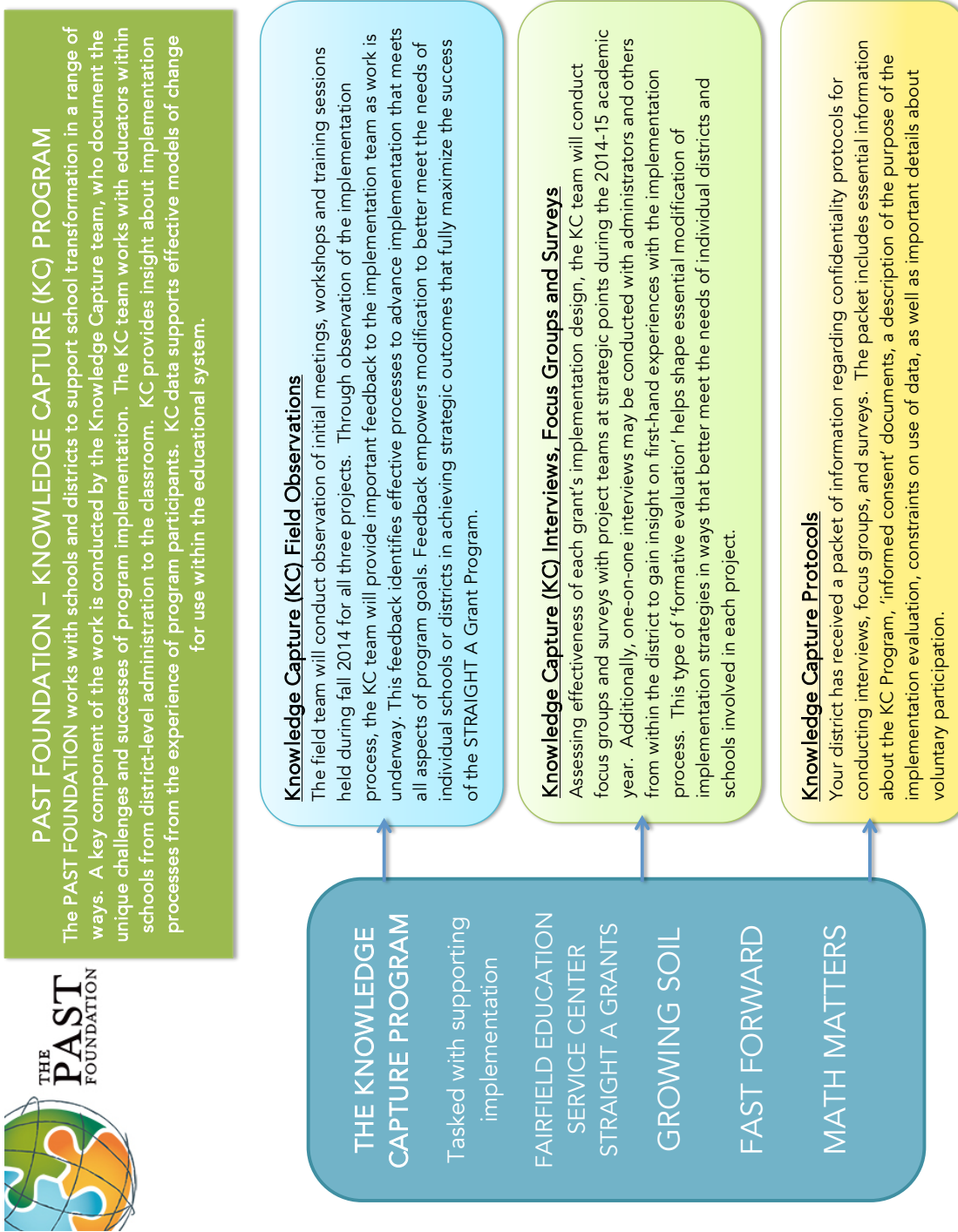
**Focus Groups:** FAST Forward District Design Team members were invited to participate in focus groups at strategic points in the implementation process. The FAST Design Teams participated in focus groups during the Design Team Presentation Day held on January 17, 2015 at the Fairfield Educational Service Center. A virtual focus group was held on May 11, 2015 to gather input from the districts in the final stage of implementation.

**Pre- and Post-Surveys:** Surveys provided the opportunity for individual school team members to give feedback to the PAST Implementation Team on aspects of the implementation process including planning sessions, project support and resources, and professional development (PD) workshops. These surveys were conducted via a secure online web-based platform, SurveyMethods®. Information to project participants about the survey and web link was distributed to team members via Basecamp® email notification. Surveys were conducted in October 2014 (pre-design), December 2014 (post-planning), and May-June 2015 (post-implementation).

**Formative Evaluation Monthly Meetings:** Members of the Knowledge Capture Team met monthly with the Implementation Team and the FAST Forward Fairfield Educational Service Center (ESC) grant manager to review and coordinate modifications to implementation. Discussions included reviews of interim stages of analysis of qualitative and quantitative data intended to inform ongoing implementation strategies. Time was also allocated to plan and review coordination of quarterly report preparation.

*Figure 1, Knowledge Capture Formative Evaluation for the Straight A Grant Program,* was developed for purposes of informing all project participants and district administrators about the role of Knowledge Capture and approach to formative evaluation of the implementation of the Straight A Grant. The information presented in Figure 1 was circulated as a one-page document to all project schools during September 2014. Additionally, a virtual Q&A session was offered to all participants to provide an opportunity to discuss the formative evaluation process and provide any additional information essential to inform all participants of the approach to formative evaluation for implementation of the FAST Forward Straight A Grant.





**FIGURE 1: Knowledge Capture Formative Evaluation Information to School Districts**





Data collected and analysis conducted during the course of the project was reported in the quarterly reports as shown in *Table 2: Overview of FAST Forward Formative Evaluation Reporting 2014-2015*.

**TABLE 2: Overview of FAST Forward Formative Evaluation Reporting 2014-2015**

Evaluation Mode	Date Conducted	Report Submitted
Schlechty Leadership Series Observation	September 25-26, 2014	October 30, 2014
FAST Design Team Orientation Observation	September 27, 2014	
FAST P3 Quarterly Planning Observation	October 3, 2014	
FAST P3 Survey Review	October 3, 2014	
8 FAST Charrettes (8 Buildings, 9 Design Teams)	October 16, 20-24, 2014	January 30, 2015
FAST Design Team Workshop Observation	October 25, 2014	
FAST Design Team Pre-Design Survey	October 25-November 3, 2014	
FAST Design Team Workshop Observation	November 8, 2014	
Schlechty Leadership Series	November 13-14, 2014	
FAST P3 Quarterly Planning Observation and Survey	December 5, 2014	
FAST Design Team Post-Planning Survey	December 9, 2014-December 18, 2014	
FAST Design Team Presentation Day Focus Groups	January 17, 2015	April 30, 2015
FAST P3 Quarterly Planning Observation and Survey	March 5, 2015	
Schlechty Leadership Series Observation	April 9-10, 2015	
8 FAST Charrettes (8 Buildings, 9 Design Teams)	April 28-30, March 1, 4, 2015	July 30, 2015
FAST Design Team Virtual Focus Group	May 11, 2015	
FAST Design Team Post-Implementation Survey	May 26-June 15, 2015	
FAST Celebration and Presentation Observation	June 6, 2015	





FAST Forward activities initiated by the PAST Implementation Team were structured to conduct a design and planning process for envisioning transformation through innovation of the education systems in eight districts. Primary objectives for transforming schools funded by FAST Forward are directed to raise the quality of student learning, recapture community involvement, as well as encourage new forms of leadership among administrators and teachers in redefining critical factors that are essential to student success over a five-year period. *Table 3: FAST Forward Formative Evaluation Research Activities 2014-2015* presents key data collection points during year 1 of FAST Forward implementation. Formative evaluation activities are listed by month and year, and include the number of districts and participants engaged in each activity.

The context for conducting PAST implementation of the FAST Forward Design Team planning process during year 1 of the project was intended to build upon the broader set of components of the FAST Forward Project that included the P3 Professional Development component for teachers, as well as the Schlechty Leadership Training Program for administrators. The support and training provided by the suite of grant components contributed to development of an enriched environment for collaboration and innovation in attaining outcomes to meet grant goals for innovation in education.

Note that the observations of the Schlechty two-day workshops (September 2014, November 2014, and April 2015) were conducted and analyzed by the KC Team for thematic content related to goals of the FAST Forward Design Team process. This analysis is not incorporated in this Final Report of the FAST Forward implementation process. However, the reports generated from the Schlechty observations were submitted as part of the quarterly evaluation reports to inform the PAST Implementation Team in maximizing leadership potential within the context of the broader set of issues and benefits for the FAST Forward Design Teams.

As shown in Table 3, the KC Program employed a range of methods that include both qualitative and quantitative data collection designed to identify unique dimensions of the implementation process and implementation experience across the eight school districts. The evaluation also involved identifying key opportunities to gather data that demonstrated and defined important milestones and benchmarks of project implementation in ways that could better support project participants during year 1 to attain goals and objectives.



**TABLE 3: FAST Forward Formative Evaluation Research Activities  
2014-2015**

Month	Formative Evaluation	Number of Districts	Number of Participants
2014 September	FAST Design Team Orientation Observation	7	32
	FAST Schlechty Leadership Series Observation	8	N/A
2014 October	FAST P3 Quarterly Planning Observation	4	15
	FAST P3 Survey Review (n=10)	4	10
	FAST Charrettes (8 Sites)	8	32
	FAST Design Team Workshop Observation and Pre-Design Survey (n=44)	8	45
2014 November	FAST Design Team Workshop Observation	7	46
	FAST Schlechty Leadership Series Observation	8	N/A
2014 December	FAST P3 Quarterly Planning Observation and Survey (n=9)	2	9
	FAST Design Team Post Planning Survey (n=17)	N/A*	17
2015 January	FAST Design Team Presentation Day Focus Groups (n=49)	8	68
2015 March	FAST P3 Quarterly Planning Observation and Survey (n=3)	2	4
2015 April	FAST Schlechty Leadership Series Observation	8	N/A
	FAST Charrettes (6 Sites)	6	27
2015 May	FAST Charrettes (2 Sites)	2	12
	FAST Design Team Virtual Focus Group (n=5)	4	5
2015 June	FAST Design Team Post-Implementation Survey (n=23)	N/A*	23
	FAST P3 Quarterly Planning Survey (n=3)	1	4
	FAST Celebration and Presentation Observation	7	48

\*Number of Districts Not Available (N/A) due to research anonymity protocols.

Table 3 provides an overview of work conducted by the KC Program, documenting projected-related PD, as well as workshops, planning sessions, and related activities, in an iterative process to inform real time modification of successive phases of implementation. Evaluation of implementation strategies, including particular challenges encountered and achievements gained, also help to identify and maximize emerging beneficial outcomes for teachers and students.





## Summary Overview of 2014-15: Evaluation of Project Data

During successive phases of implementation, the Knowledge Capture Team was on the ground documenting various implementation activities. In this effort, FAST Forward Design Team participants contributed to formative evaluation based on strategic and highly informative data collection through voluntarily participating in focus groups and in completing surveys. Analysis of this data produced the quantitative record, and equally important qualitative account, both of which are essential to understanding the process in terms of the creative and innovative strategies each team developed as the work was underway.

As in any undertaking, the plan as initiated was modified at different points in successive phases of effort to better meet the needs of the participants to support their vision, and to provide a path to success for all the FAST Forward Districts. In the following sections of the report, pre- and post-survey data, as well as focus group data, is reviewed to explore the gains that occurred over the course of year 1.

### FAST Forward Planning Process

Observation data gathered during the fall of 2014 (September to October) was analyzed for particular design themes that the district teams identified in working with the PAST Implementation Team. This included the Design Team Orientation (September 27<sup>th</sup>), and the district charrettes conducted in mid-October. Additionally, a pre-design survey was conducted on October 25<sup>th</sup> as part of the Design Team Planning Workshop. A total of (44) individuals completed the pre-planning survey. In December 2014, a post-planning survey was conducted via an online survey (total respondents =17). The following discussion presents a summary of issues identified during the pre-planning phase of work in comparison with issues raised at the close of the planning process.

In the fall, project participants (n=44) were asked to describe their top ideas for school transformation at the start of the design and planning process (Q5, pre-design survey). The following six areas of program transformation were identified as the leading views across all survey respondents:







- 21<sup>st</sup> century learning and meaningful learning experiences (25%)
- Implementing problem-based learning/school design challenges (23%)
- Engaging the community (20%)
- Transitioning to STEM in the classroom (18%)
- Increasing collaboration with the school, within grade levels, and across the district (18%)
- Math intervention (18%)

Half of the pre-planning survey respondents (n=22) also indicated that the innovation project would most likely impact the district as a whole, and 41% of survey respondents anticipated that the project would result in impacts to the community as a whole (n=18). Among survey respondents in December 2014 (n=17), 76% noted that their plan had evolved during the planning process (n=13), reporting that the team had gained clarity and focus among the team members on specific priorities for their school plan.

Student participation in the planning process was projected by 63% of survey respondents (n=26) in the pre-planning stage. In the December 2014 post-planning survey (n=17), 80% of respondents reported that they had involved students in the planning process during the fall term, and indicated that they were planning to continue to engage students in implementation of the project beginning in January 2015 (n=14). This included gaining ideas from students about the project design during implementation, as well as seeking feedback through direct participation, and through surveys.

Engaging parents and community members in the FAST Forward planning process was projected by 61% of survey respondents in September 2014 (n=26). At the completion of the planning process, 35% of survey respondents (n=6), reported that they had successfully engaged parents and community members, with 3 respondents reporting that their team had established new community partnerships during the planning stage that would play a role with implementation of the FAST innovation school plan.

In January 2015, project participants were invited to participate in post-planning focus group sessions. A total of five focus groups were conducted on January 17<sup>th</sup> with (42) FAST Forward project participants across eight districts. Of the five focus groups, two consisted of district level administrators, district program or curriculum specialists, and principals (n=18). Three focus groups were conducted with teachers, intervention specialists, and counselors (n=24).





Insights gained in comparing differences between program administrators or program leads with teachers and others who are involved with students in the classroom provided an important context for understanding the achievements as well as the challenges encountered during the planning phase of the project. Design Team members were also asked to share their views on implementation of the FAST Forward project and expectations for 2015-16 (these are presented in the final section of this report).

### Post-Planning Focus Group Analysis

The following issues were identified in analysis of the focus group dialogues, representing perspectives across eight districts:

- 1) Achievements completed through December 2014
- 2) Challenges encountered during the planning process
- 3) Implementation strategies for work through May 2015

In the following discussion focus groups are identified by code numbers listed above that include A50, A60 (administrators); T70, T80, and T90 (teachers and counselors).

#### ***1) Achievements Completed through December 2014***

Design Team members in four focus groups agreed that they had evolved in their understanding and approach to project development over the course of the planning period, including both administrative groups (A50, A60) and two teacher groups (T80, T90). Four groups said their projects are focused on creating solutions to specific problems (A60, T70, T80, T90), with three groups noting their efforts are also directed to implementing a district-wide solution (A60, T80, T90). Two groups also noted that the support and guidance of the Fairfield ESC staff and the PAST Foundation were beneficial to their efforts (T70, T80).

Two groups reported that the initial stages of work supported by the FAST Forward planning workshops provided the opportunity to build their understanding of the goals of the project, and as a result deepened engagement during later stages of the planning process (A50, T80). Four of the groups also described the process as one of building collaboration and communication across the eight districts in new ways,





including incorporating the perspective of administrators as well as classroom teachers and others working directly with students (A50, A60, T80, and T90). Team presentations within the planning group process also provided a rich source of ideas on which to build innovative approaches to common issues and challenges shared across the eight districts (A50, A60, T80, and T90).

Three groups experienced a distinct shift in their views on the role of students (A50, A60, T80), noting that they found student input to be highly valuable to the planning process and important for building implementation strategies that could draw upon student enthusiasm and capacity to expand the project to engage community members (T90). This same group (T90) also described a change in their understanding of the role of an educator during the course of the planning process. Still others stated that they had a new perspective on the role of the community, recognizing greater potential for engaging local business and others. These participants recognized the need for going beyond fundraising and financial assistance to recognizing the value of bringing them into the design process, including the opportunity for building reciprocal relations (A60, T70, T80).

### ***2) Challenges Encountered During the Planning Process***

All five groups noted the initial district information about the FAST Forward Project and plan for the Design Team process lacked clarity, and participants found it difficult to grasp the purpose of the grant. However, as noted above, over time four groups said that they felt the process became more effective following the first workshop as they grew in their understanding of the goals of developing an innovative approach to improving the quality of the learning experience for their students (A50, A60, T80, T90).

A particular struggle identified by four groups involved characterizing their particular problem and the solution in terms of the community and distinct differences across the eight districts, including demographic and socioeconomic factors. In this process, the Design Teams reported that their plan for school innovation evolved in terms of subjective criteria for success that they felt reflected community values and local traditions to re-engage the broader community in building a FAST Forward vision for student success (A50, T70, T80, T90).





Two groups expressed the view that their team process was initially organized by traditional roles of program administrators and teachers during their planning process (T80, T90). Lack of sufficient time during the school day to engage the full team in the planning process was also noted by Design Team participants across all five groups (A50, A60, T70, T80, T90), commenting on a range of issues associated with conducting planning sessions to involve administrators, teachers, as well as students, and a desire to be more effective despite time constraints (T70, T90).

Additionally, both administrative groups (A50, A60) initially found it challenging to design ways for students to engage in the planning phase of work. Gaining buy-in from staff, students, and parents was also noted by three groups (A50, T80, T90) who voiced concern for long-term sustainability of their plan and the potential resistance to strategic changes envisioned by the Design Teams for innovation in student learning.

### ***3) Implementation Strategies for Work through May 2015***

Three groups identified the importance of having a clear and well-defined plan in order to gain buy-in from staff, students, parents, and the community as a whole (A50, A60, T70). Some of the districts reported that they have, or will use surveys to gather important feedback and also build buy-in for long-term sustainability by staff, students, and parents (A60, T70, T80, T90). One group saw the strategic value of inviting key stakeholders to the FAST Forward Design Team Presentation Day held at the Fairfield Educational Service Center on January 17, 2015 to help begin communication about the plans for their FAST Forward Project (T70).

Engaging involvement of others outside the Design Team also required a well-defined plan. Two groups stated that with a clear plan, it would be easier for teachers to take on the role of communicating with their colleagues to grow interest within the district, as well as involvement during implementation and in sustaining the long-term goals of the project (A60, T90). Aspects of this strategy also included the idea of pairing early adopters with others who may be hesitant to embark on new approaches for student success (T70), and incorporating FAST Forward implementation goals into summer professional development (PD) in order to introduce the project more broadly to the teaching staff as part of preparation for the 2015-16 academic year (T70, T80).





Three groups (A50, T70, T90) noted the possibilities for building on other district level initiatives (e.g., the Straight A Grant Growing SOIL Project, or districts/schools that have initiated STEM learning). Continuing to grow collaboration and communication across districts, schools, and with community partners was also a critical strategy for short-term and long-term sustainability of the project noted by four groups (A60, T70, T80, T90). Two groups (T70, T90) also stated that they saw building community partnerships as going beyond “letter writing,” opening the door to growing support, as well as broadening input and gaining expertise from community members for sustaining the project (T70, T90). Engaging parents more effectively was also important, including opening up direct involvement with implementation (T80, T90).

Finally, building assessment for success involves both short-term and long-term strategies (T70, T90). One group noted the value of engaging teachers and students in an implementation process where they can learn the value of “failure” and experience the process of evolving new strategies to meet goals through modification during implementation, modeling the design process in implementing their FAST Forward project (T70). Three groups (A50, T80, T90) developed an approach for implementing a small-scale project in order to assess critical features for implementation on a district-wide basis going forward.

The next section of this report presents views expressed by the FAST Forward Design Team members during project site visits held during the last stage of implementation.

### FAST Forward Implementation

Structured observation during site visits conducted by the PAST Implementation Team provided the opportunity for each of the FAST Forward Design Teams to review progress with implementation, as well as identify particular aspects of their school design linked to major project outcomes. The FAST Forward charrettes were conducted during April and early May 2015, when team members were preparing to conduct the final phase of implementation to be completed by the end of the school term. *Table 4: Charrette Site Visits: Issues Identified by Design Team Member(s) – April 7 to May 5, 2015*, presents a comparative overview of design plans either in





**Table 4: Charette/Site Visit Issues Identified by  
FAST Forward Design Team Member(s)  
(4/7/15-5/4/15)**

Key Issues		Number of Districts
<b>OVERALL DESIGN PLAN</b>		
Plans to renovate classroom(s) or other spaces within the school	5	■■■■■
Increasing use of technology and digital resources	6	■■■■■■
Create a district-wide career center	1	■
<b>Shift in Pedagogy</b>		
Initiate district-wide TPBL	2	■■
Initiate Blended Learning	1	■
Initiate STEM instruction	1	■
Initiate inquiry-based learning	1	■
Initiate personalized learning	1	■
<b>Curriculum</b>		
New integrated content curriculum being developed or new curriculum purchased	4	■■■■
Initiating integration of TPBL curriculum	2	■■
<b>Collaboration</b>		
Build on the momentum of the Growing SOIL Program (3 Growing SOIL districts) to work with community partners, and to engage teachers and increase buy-in (n=3 Growing SOIL districts)	2	■■
<b>Schedule</b>		
Shift to block schedule to integrate content areas and initiate team teaching	3	■■■
Schedule changes may need to be made and will be further considered in year 2	1	■
<b>ADMIN/DISTRICT</b>		
Create district-wide career advisory plan for students	1	■
Create FAST progress report for the district	1	■
Re-establish county principal meetings	1	■
Administrator supports TPBL instructional model	1	■
<b>TEACHERS</b>		
PD to build TPBL skills	2	■■
Increasing teacher collaboration within the school (k-12)	7	■■■■■■■
Increasing teacher collaboration across schools within district	3	■■■
Planning strategies to increase P3 training in years 2-4	5	■■■■■
Planning strategies to integrate TPBL	2	■■
Teachers do not yet understand Blended Learning	1	■
<b>STUDENTS</b>		
Student field trips to local businesses	1	■
Increasing student collaboration to enhance learning	2	■■
Students are engaged with Design Team process or will be more involved in year 2	3	■■■
Have students present the FAST plan for the school to the entire school (assembly), or to the community including parents and other stakeholders	2	■■
<b>COMMUNITY</b>		
Communicate info about grant funds and how they are being used utilizing diverse modes (newspaper articles, newsletters, information nights, display FAST banner)	5	■■■■■
Use survey to get input from teachers, students, parents or community	4	■■■■
Hold evening events that will bring community members into the school to re-engage residents to see the school as a community resource and recapture a sense of pride	2	■■
Showcase student work to understand the changes as part of the FAST project	2	■■
Showcase TPBL or STEM for parents at evening events, and through media	2	■■
Partner with local businesses to communicate understanding about the FAST grant	3	■■■
Partner with local businesses to increase involvement with implementing FAST goals	5	■■■■■







process of implementation or planned for year 2 (2015-16) of the FAST Forward Grant Project and organized by five key themes:

- Overall Design Elements
- Administration/District
- Teachers
- Students
- Community

Across all eight districts, six districts reported an increased use of technology and digital resources in the classroom in this academic year, or described plans to increase use by teachers and students in the next academic year (2015-16). Five districts began plans to renovate classroom(s) or other areas within the building, or on the school site to support new learning environments for students.

Across the eight districts, six districts discussed a shift in pedagogy; however, across those six, each identified a distinct aspect of 21<sup>st</sup> century instruction including: transdisciplinary problem-based learning (two districts); “blended learning” (one district); STEM instruction (one district); inquiry based learning (one district); and “personalized learning” (one district). Each of these terms refers to an aspect of student-centered learning. In particular, it was also noted by one district that more is needed to build teacher understanding of blended learning.

Five districts reported they plan to increase enrollment of teachers in the PAST Foundation P3 Professional Development Program in year 2 to support the transition to student-centered learning. These districts also noted that their 2015-16 plan would include a strategy for raising awareness and value of this training opportunity among classroom teachers, including the benefit of P3 training for teachers new to buildings within the eight districts as a particular priority that will help to meet and sustain FAST Forward goals.

The greatest shift reported by the Design Teams was an increase in teacher collaboration during year 1 of the FAST Forward grant period, identified by seven of the eight districts. This included activities associated with development of integrated content curriculum, or as an outcome of the work of the FAST Forward Design Team planning process. Two district teams also noted that teachers were eager to work





across schools within their districts during 2015-16 district-wide PD days to learn about other school experiences with the FAST Forward implementation process, including sharing strategies and best approaches to meet general goals of the project. Two of the three districts that are also part of the Growing SOIL Project reported they plan to build on the momentum and synergy of the concurrent work of SOIL. This included participating in efforts to expand relations with community partners, as well as identify teacher interest and buy-in through collaborative work underway across grade levels and content areas in spring 2015.

Administrative/District leadership identified specific actions, including one district's suggestion to re-establish countywide principal meetings to foster strategic communication about FAST implementation. Actions identified by the Design Teams included incorporating new curriculum (four districts) developed by a team of teachers or purchased to support TPBL, inquiry-based learning, or integration of content areas. In support of new curriculum and integration of content areas, three districts reported that they plan to shift to block scheduling and team teaching in year 2, with one district noting that it is considering potential scheduling changes in the future to accommodate student engagement with new learning resources.

Student involvement in the design process was noted by three districts as having occurred later in the planning process in spring 2015, or planned in year 2. Teacher, student, parent, and/or community surveys were conducted by four districts to gain input on aspects of the FAST Forward Project, with one district noting that it will continue to conduct surveys annually to gain feedback on changes each year. Additionally, two districts reported student presentations were given about the project during 2014-15, or indicated they plan to have students give presentations in the future, reporting on progress to other students and/or to the community. This includes inviting parents and residents to the school over the next four years to see the changes implemented.

Creating and maintaining good communication with the community as a whole was cited by five districts as key to success going forward to assure that community members understand the source and purpose of the Straight A Grant funds, especially in districts where different types of cutbacks have been occurring. This involves multiple modes of communication including creating a community newsletter, working with local media and businesses to help spread the word, and holding different types of evening gatherings to share information with the community about the project.





In response to this particular aspect of the FAST Forward project, each district team was presented with a large, 3' x 6' colorful banner at the Fairfield ESC Celebration (June 5<sup>th</sup>) by the PAST Foundation for use at school and community events. These banners will help raise awareness of the grant program during the course of the 5-year project, as well as highlight major partners in the FAST Forward Project and their roles, including the Fairfield ESC.





## Recommendations for Year 2

In January 2015, Design Team members who participated in focus group discussion identified recommended actions for year 2 of the project. A total of (42) individuals participated in the focus group dialogues, including (18) administrative level staff and (24) teachers, intervention specialists, and counselors.

The following were identified by one or more focus group, and reflect ways in which the Design Team participants believe the process going forward will increase in effectiveness and value to support ongoing implementation and growth toward sustainability of the projects.

- Continue to build bridges across districts to ensure communication about projects in each of the eight districts is maintained, and to identify strategic opportunities to collaborate toward achieving broad-based goals for community engagement.
- Provide administrators with the opportunity to meet to continue to “brainstorm” about creating expanded ways for students to engage in district-wide projects to assure that students have a greater role in identifying problems and solutions in their communities, and that they have the opportunity to engage with community members in implementing remedies and solutions.
- At the start of each year, provide information on clearly defined goals for the Design Team, including potential new members that may become involved in successive phases of the project essential for the long-term plan for sustainability.
- Messaging to each FAST Forward school district and community must incorporate clear understanding that success will look different across the eight school districts and will reflect different distinct community values and traditions.
- Create a more efficient process for ongoing, systematic engagement of school staff, students, parents, and community partners. Each year, ensure that Design Team members and schools within the eight districts are informed and ready to support critical phases of implementation going forward.





- Utilize digital communication that can include virtual meetings and video presentations posted to Basecamp® to gain important feedback from Design Teams across the districts.
- Provide more information for the Design Teams about the Schlechty training and connections to the FAST Forward Project, as well as ways in which the Schlechty Leadership Academy approach can help to assure success of FAST Forward.





## Knowledge Capture APPENDIX FAST Forward

FAST Chronology of Knowledge Capture Activities  
2014 - 2015







**Table A: Chronology of FAST Forward Knowledge Capture Activities 2014-2015**

KC Staff	Date	Event	Product	Participants
MM, MGC	9/3/14	District Wide Kickoff Event	Obsv*	Program Administrator, District Leaders, ESC Partners (Samsung), 7 District Teams
JH	9/25-26/14	Schlechty Leadership Series	Obsv/BP**	Schlechty Leadership Group, KC Consultant
MGC, LB	9/27/14	Design Team Orientation	Obsv/BP	7 District Design Teams
MM	10/3/14	FAST P3 PD Quarterly Planning Observation	Obsv/BP	4 District Design Teams
MM	10/4/14	FAST P3 Survey Review	Obsv/BP	4 District Design Teams (n=10)
MM	10/16/14	FAST Charrette Berne Union	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MM	10/20/14	FAST Charrette Pickerington	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MH, MM, AR	10/20/14	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MM	10/21/14	FAST Charrette Lancaster	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MM	10/21/14	FAST Charrette Liberty Union	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MM	10/22/14	FAST Charrette Fairfield Union	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MM	10/22/14	FAST Charrette Walnut Township	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MM	10/24/14	FAST Charrette Amanda-Clearcreek	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager

\*Obsv=Observation, \*\*BP=Bullet Point Report





KC Staff	Date	Event	Product	Participants
MM	10/24/14	FAST Charrette Bloom-Carrol	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MH, MM	10/25/14	FAST Design Team Workshop - Pre-Design Survey	Obsv/BP	8 District Design Teams (n=44), SurveyMethods® (web based)
MM	11/8/14	FAST Design Team Workshop	Obsv/BP	7 District Design Teams
JH	11/13-14/14	Schlechty Leadership Series	Obsv/BP	Schlechty Leadership Group, KC Consultant
MH, MM, AR	11/17/14	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MM	12/5/14	FAST P3 PD Quarterly Planning - Observation and survey	Obsv/BP	2 District Design Teams (n=9), SurveyMethods® (web based)
MM	12/9-18/2014	FAST Post-Planning Survey	BP	FAST Design Team Members (n=17), SurveyMethods® (web based)
MH, MM, AR	12/17/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MH, MM, AR	1/12/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MH, MM	1/17/15	FAST Design Team Presentation Day - Focus Groups (5)	Obsv/BP	8 District Design Teams and Guests (n=49)
MH, MM, AR	2/17/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MM	3/5/15	FAST P3 Quarterly Planning - Survey	Obsv/BP	1 District Design Team (n=3), SurveyMethods® (web based)
MH, MM, AR	3/16/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MH, MM, AR	4/6/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MH	4/7/15	FAST Charrette Liberty Union	Obsv/BP	School Administrator, Design Team Members, PAST Staff, Grant Manager
MH, JH	4/9-10/15	Schlechty Leadership Series	Obsv/BP	Schlechty Leadership Group, KC Consultant

\*Obsv=Observation, \*\*BP=Bullet Point Report





KC Staff	Date	Event	Product	Participants
MM	4/28/15	FAST Charrette Berne Union	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MM	4/28/15	FAST Charrette Fairfield Union	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
KG	4/29/15	FAST Charrette Walnut Township	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
KG	4/29/15	FAST Charrette Pickerington	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
LB	4/30/15	FAST Charrette Lancaster	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
AJ	5/1/15	FAST Charrette Bloom-Carrol	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
LB	5/4/15	FAST Charrette Amanda Clearcreek	Obsv/BP	School Administrator, Design Team Members, PAST PD Team Member, Grant Manager
MH, KG	5/11/15	FAST Virtual Focus Group	Obsv/BP	4 District Design Teams Represented (n=5) , Zoom® (web based)
MH, MM, AR	5/18/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MH, MGC, MM	5/26-6/15/15	FAST Post-Implementation Survey	BP	FAST Design Team Members (n=23), SurveyMethods® (web based)
MH, MGC, MM	6/5/15	FAST Celebration and Presentations	Obsv/BP	7 District Design Teams and Guests
MH, MM, AR	6/15/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MH, MM, AR	7/20/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager
MH, MM, AR	8/27/15	KC Formative Evaluation Meeting	Project Review	PAST FAST Staff, Grant Manager

\*Obsv=Observation, \*\*BP=Bullet Point Report

