



MEETING MINUTES
Park City School District Education Master Plan
Future of Learning Summit
October 30, 2018
9:00 – 3:00 PM

| # | Description | Action by |
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| 1 | Superintendent provided introductory comments <ol style="list-style-type: none"> 1. Reviewed PCSD mission, vision and goals 2. Summarized the approach 3. Introduced the team | |
| 2 | Powerful learning experience <ol style="list-style-type: none"> 1. Invited group to think about their most powerful learning experience <ol style="list-style-type: none"> a. What came to mind first? b. Where were you? c. Who were you with? d. What was the environment you were in? e. What were you doing? f. What were you feeling? g. Think about the attributes of that powerful learning experience. h. What made it rise to the top? 2. Group shared experiences with their neighbors 3. Attributes <ol style="list-style-type: none"> a. In over my head, but supported b. Connection of moving with learning (exercising) c. Outside d. Flexibility e. Right environment f. Fear g. High stakes h. Hands on i. Engaged j. In your passion k. Personal experience l. Connected to culture m. Balance n. Heels of Failure o. Learning from mistakes p. Discomfort q. Not isolated - with a group (more than 2 people) r. Not isolated - with a group (more than 2 people) s. Relationship based t. Community u. Empathy | |



- v. Positive Environment
- w. Relationship building
- x. Caring
- y. Positive focus
- z. Mentor
- aa. Someone took a chance
- bb. Moments of clarity and focus
- cc. Flow
- dd. Inspiration
- ee. Purpose
- ff. Emotional
- gg. Connecting to the material
- hh. Mistakes are a process to get it right
- ii. Peers who help you
- jj. Contribute
- kk. Impress
- ll. Performance
- mm. Roadmap
- nn. Avenues to achieve
- oo. Freedom
- pp. Goal oriented
- qq. Aspirational
- rr. Personalized and individualized
- ss. Empowerment
- tt. Felt heard
- uu. Was recognized
- vv. Application of knowledge to action
- ww. Action based
- xx. Working with new people
- yy. Elimination of preconceptions
- zz. Fresh starts
- aaa. New connections
- bbb. Learning with one another

4. Themes

- a. Emotions
- b. Encouraging obstacles
- c. Validation
- d. Flexibility and individualization
- e. Movement
- f. Hands on
- g. Execution

5. Poll on whether powerful learning experiences were inside vs. outside school

- a. Mostly outside

6. Poll on when these experiences happened

- a. K-6: 1
- b. Middle: 3
- c. High: 5
- d. College and Adult: the remaining split



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| 3 | <p>Video</p> <ol style="list-style-type: none">1. Link will be available on the website2. Context<ol style="list-style-type: none">a. Video of High Tech Highb. Look for...<ol style="list-style-type: none">i. Integration - whole person, whole school, head/heart/hands, SES, ethnicityii. What kinds of activities and student work products do you see?iii. Look for examples of student and teacher empowerment and encouragementiv. Curation and artifacts of learning - How do students curate their work?v. Engagement of passions - both teachers and studentsvi. What is the definition of rigor | |
| | <p>Review</p> <ol style="list-style-type: none">1. Reactions<ol style="list-style-type: none">a. Wowb. Saw observations of powerful experiencesc. "Evocative Midwives"d. Unfinished spacee. Display of student workf. Everything is differentg. Not one right answerh. Identity is in the worki. Project-based learning results in high test scores without having to focus on the testj. Didactic instruction results in 10% recall a year laterk. Teachers as peersl. Rigor as guidancem. Expectationn. Inspirationo. Specialization and interest is teacher's passionp. Start with the student and then pack in the standardsq. Special needs and diverse populations working togetherr. Teachers treat students as adultss. Students rise to expectations when given respectt. Teaching and mentoring can be powerful learning experiencesu. Tell me what to do, or how to do it, but not bothv. Older students mentoring younger students, e.g., debate program at PCHSw. Encouragement of failure as an avenue to growx. Easier to understand when a peer explains it, e.g., Instructional Teaching Assistant program at PCHSy. Easier to learn if you can relatez. Giving learning a purposeaa. Experiences build identitybb. Allow multiple experiences and exploration | |



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| 4 | Break – Brains need breaks so get up and move! | |
| 5 | <p>Educational Visioning and Guiding Principles</p> <ol style="list-style-type: none">1. Background of education<ol style="list-style-type: none">a. If you know how to create powerful learning, what prevents you from doing it?b. World is changing rapidly<ol style="list-style-type: none">i. Things are very customizedc. Learning environments have not changed too much in the past centuryd. Children start out engaged, and as they progress their engagement reducese. Teachers also need to be engaged – they need freedom to bring their passions into the classroomf. Want to empower students for the positive changes in their schools2. Reviewed Brain Science<ol style="list-style-type: none">a. Natural explorersb. Engage the sensesc. Look for patterns, relationships, emotions and interestd. How do people learn<ol style="list-style-type: none">i. Active, inquiry basedii. In depthiii. Show what you knowe. What skills do students need<ol style="list-style-type: none">i. Creativityii. Collaborationiii. Critical Thinkingiv. Communicationv. Citizenshipf. Think of a word that is a great predictor of success<ol style="list-style-type: none">i. Kindnessii. Attitudeiii. Engagementiv. Gritv. Ownershipvi. Passionvii. Humilityviii. Healthix. Resiliencex. HOPE<ol style="list-style-type: none">1. A shift from what's wrong to what's strong<ol style="list-style-type: none">a. Someone who cares about me and my developmentb. Every day I do what I likec. Every day I do what I do bestg. Standardized testing does not predict innovationh. Creating innovators<ol style="list-style-type: none">i. Playii. Passion | |



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| | <ul style="list-style-type: none">iii. Purpose3. Group reactions<ul style="list-style-type: none">a. Standards are evil and they homogenize, yet districts use standardsb. Assume play is what we think is fun for kids as adults - we limit kids with our assumptionsc. The work of childhood is playd. Rewards that give teachers timee. Colleges using tests to predict future success is part of the problemf. Pressure to test well, but many higher education institutions also focus on college essays, student sense of purpose and contributions to the community4. Patterns in our environments (Pattern Language)<ul style="list-style-type: none">a. The book <u>Architecture for Achievement</u> illuminates patterns in educational environments<ul style="list-style-type: none">i. Indoor/Outdoor Connectionsii. Daylightingiii. Views to the outdoors<ul style="list-style-type: none">1. Balance with tools/AViv. Clever Classroom Factors<ul style="list-style-type: none">1. Naturalness<ul style="list-style-type: none">a. Airb. Light2. Individualization<ul style="list-style-type: none">a. Flexibilityb. Ownershipc. Scaled. Variety3. Stimulation<ul style="list-style-type: none">a. Complexityb. Colorv. Clusters of Learning<ul style="list-style-type: none">1. Adults sharing students2. Collaborating3. Scenario planning for different ways of organizing space4. Displaying workb. The building is not the change, but can encourage and support the change. It is all about the culturec. Take advantage of momentous occasions to change cultured. Sometimes forced and/or quick change can be easier (rip off the band aid)e. Ways architecture can help<ul style="list-style-type: none">i. Flexible furnishingsii. Adjust what you haveiii. Ability to movef. Value of relationships and courageous classrooms<ul style="list-style-type: none">i. Vulnerability - ability to be braveii. Clarity of Values - stay out of judgement | |
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| | <ul style="list-style-type: none"> iii. Trust – empathy iv. Rising Skills – get back up <p>5. Reactions</p> <ul style="list-style-type: none"> a. Restoration of empathy creates resilience b. Validation allows a rise in expectations c. If a student is uncomfortable not addressing that makes it worse d. Need to build a community in the classroom e. Student body needs to be more accepting f. Everyone is equal g. Need meaningful interactions and in-person interactions h. Fair doesn't mean everyone gets the same i. Knowing with empathy can help create a community j. Hard to talk about certain things within the required constraints k. Empower kids to help us cultivate empathy and community <p>6. Place based learning – focus on the community</p> <ul style="list-style-type: none"> a. Local Resources b. Engagement and authenticity c. Real world d. Mutually beneficial relationships | |
| 6 | <p>Table Groups</p> <p>1. Assignment</p> <ul style="list-style-type: none"> a. Develop Guiding Principles <ul style="list-style-type: none"> i. Write down values ii. Not too many iii. Provided other examples of guiding principles | |
| 7 | Lunch | |
| 8 | <p>Report out</p> <p>1. Table 1</p> <ul style="list-style-type: none"> a. Evidence based healthy environments b. Flexible Adaptable Creative Space c. Community Partnerships d. Student-Centered e. Enable learning everywhere f. Agile learning philosophy – fail fast <p>2. Table 2</p> <ul style="list-style-type: none"> a. Space b. Collaboration c. Flexibility d. Community interaction and relationships e. Movement – to switch thinking f. Programming – experiences, real life, world is the classroom, hands on learning g. Choice – scheduling and choosing teachers <p>3. Table 3</p> <ul style="list-style-type: none"> a. Student centered – lunch at lunchtime b. Adaptable/Flexible c. Sustainability d. Space options | |



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| | <ul style="list-style-type: none">e. Beauty,f. Safety and securityg. Student ownershiph. Quality spaces that address all senses - pros and consi. Sensitivity to individual needs <p>4. Table 4</p> <ul style="list-style-type: none">a. Building connections - web of relationshipsb. Celebrating Individualityc. Providing opportunitiesd. Partnershipse. Flexible space and programf. Highlight student workg. Build trust - TRAG: trust, risk, affirmation and growth <p>5. Table 5</p> <ul style="list-style-type: none">a. Creative, flexibleb. Indoor/Outdoor learning - bring outside inc. Collaboration - in school and communityd. Sustainable buildingse. Teaching about part cityf. Respecting sense of community in the designg. Real World Experiences - community serviceh. Foster 21st century learning - display work, social/emotional support, growth mindset, fostering independencei. Safety - integrated protocols <p>6. Table 6</p> <ul style="list-style-type: none">a. Mindset for integrated learning between disciplinesb. Engagement driven by passion and culturec. Flexible/functional environment representatived. Positive community - supportive and collaborative <p>7. Table 7</p> <ul style="list-style-type: none">a. Flexible learning environmentb. Student centered approachc. Citizenship - learning about the world, inclusive with communityd. Engagement and Ownershipe. Community Support - work with community for support of students on all levelsf. 4 c'sg. Student/teacher relationships - classes too bigh. Community involvementi. Inviting Campus <p>8. Table 8</p> <ul style="list-style-type: none">a. Rigor - passion basedb. Environment - Steam not stemc. Flexible open and safed. Everyone is a part of the school, community raising the studentse. Equityf. Opportunities and Choicesg. Integration of skills talents and backgrounds | |
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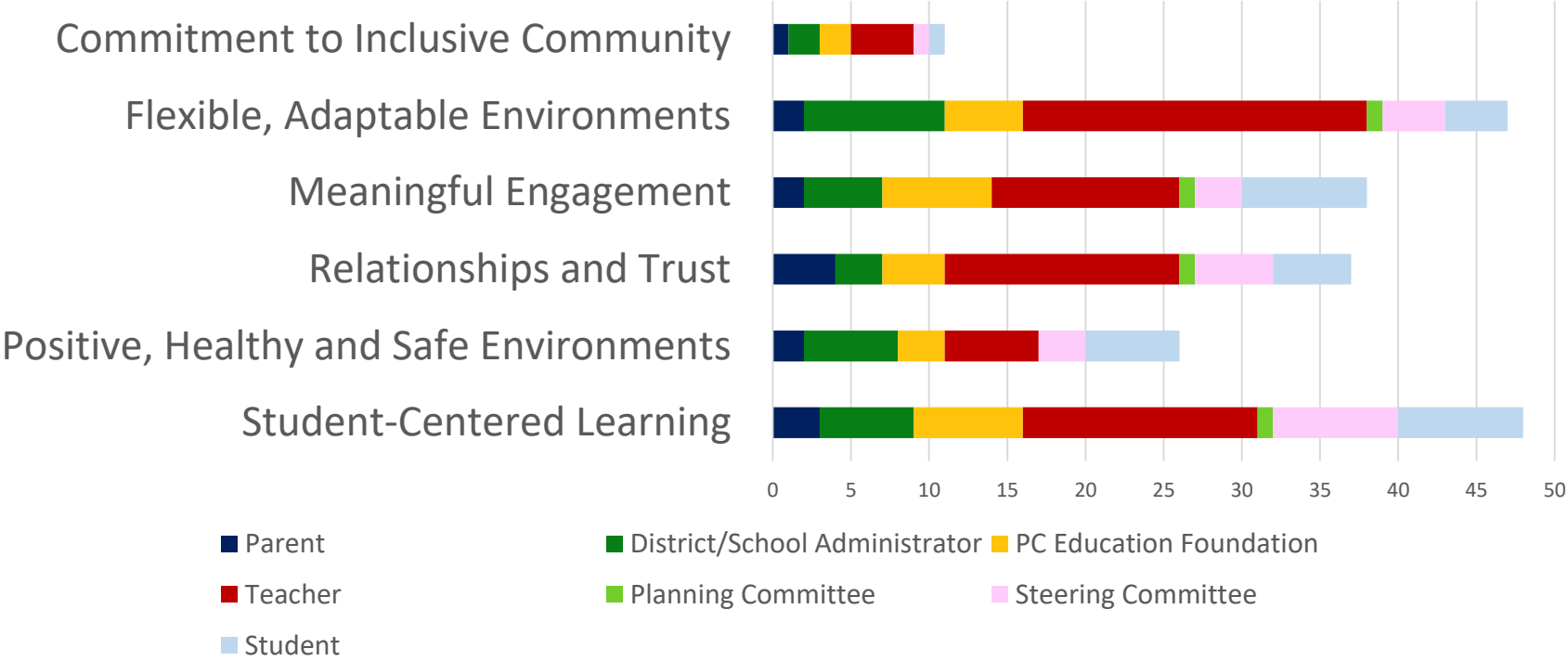
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| | <ul style="list-style-type: none">h. Movement <p>9. Table 9</p> <ul style="list-style-type: none">a. Self-discovery and passionb. Flexible open spaces – culture of flexibility and open mindsc. Collaboration with everyone (relationships)d. Hands on real worlde. Process focused – journeyf. Relationships within and with the community/life choices <p>10. Consolidation of the Table Groups – Pattern identification</p> <ul style="list-style-type: none">a. School safetyb. Flexibilityc. Aspect of the physical environmentd. Student centered learninge. Collaboration and Community integrationf. What teachers should teachg. Morals and Values students should learnh. Relationships | |
| 9 | Value Vote | |
| 10 | Feedback/Closing <ul style="list-style-type: none">1. See attached graphs for value voting results2. Initial Guiding Principles<ul style="list-style-type: none">a. Student Centered Learningb. Positive Healthy Safe Learning Environmentc. Relationships and Trustd. Meaningful engagemente. Flexible adaptable environmentsf. Commitment to Inclusive Community | |
| 11 | Action Items <ul style="list-style-type: none">1. Develop Guiding Principles for review at Visioning Workshop | AofA |

Guiding Principles Value Vote

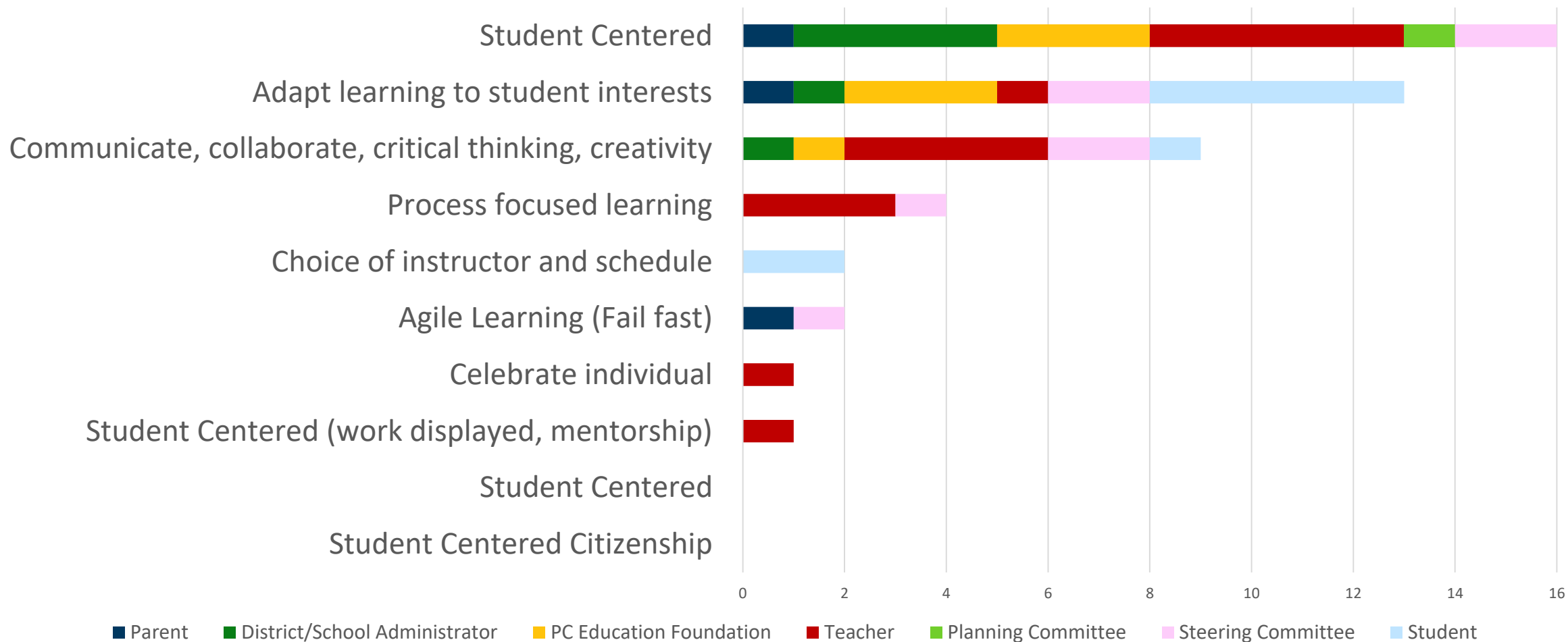
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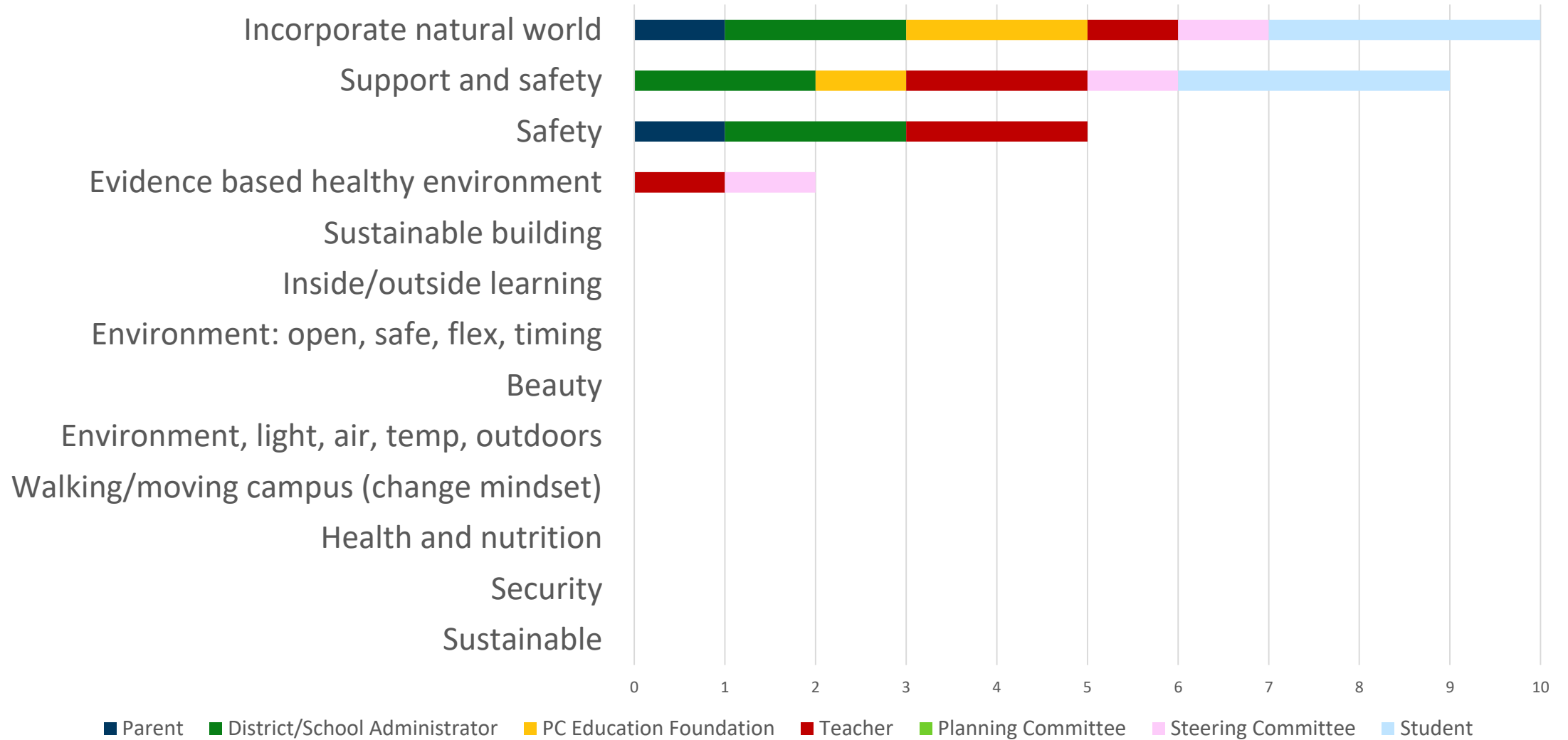
Guiding Principles - Value Vote



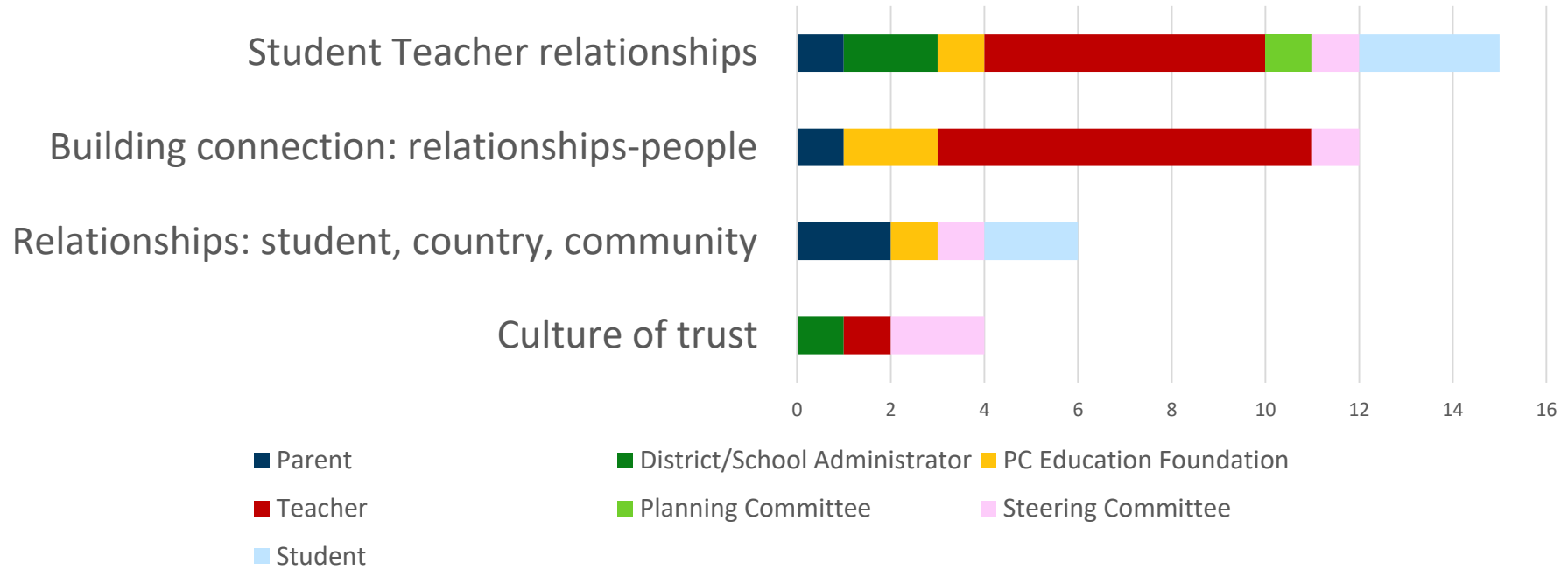
Student-Centered Learning



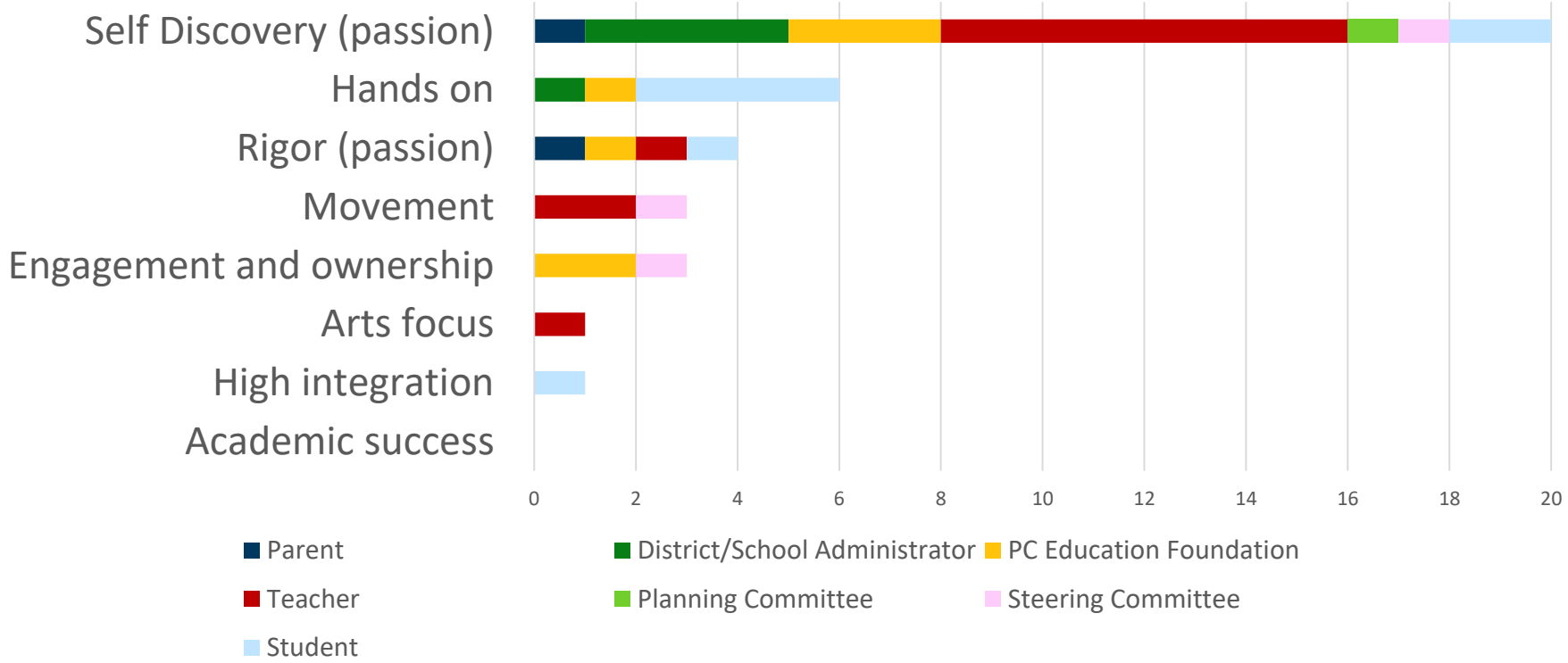
Positive, Healthy and Safe Environments



Relationships and Trust



Meaningful Engagement



Flexible, Adaptable Environments

