MEETING MINUTES
Park City School District Education Master Plan
Learning Leaders Forum #2
December 18, 2018
2:30 – 5:30 PM

#	Description	Action by

1	Introductions and Process Update
	  1. Introductions
	  2. Reviewed Meeting Norms
	  3. Reviewed Strategic Direction of PCSD as foundation for the work
	  4. Reviewed where we are in the process
	  5. Meeting Objective: Identify the education vision for 10 years from now and the type of spaces that achieve this vision	

2	Presented Innovative Learning Spaces around the world
	  1. Discussed learning models and spaces
	    a. Group 1
	      i. Where does Project Based Learning happen?
	        1. PCCAPS
	        2. Learning Academy
	        3. Ecker and Treasure
	          a. Ecker has passion projects, started in math
	        4. In many classrooms
	        5. CTE Classes
	      ii. What do we tell parents who think that project-based learning allows for some students to use other student's work to succeed?
	        1. Not always group work.
	        2. Passion projects capitalize on creative inquiry
	        3. Group approach needs to be collaborative, with individual accountability built into the protocols
	      iii. How often is it happening at PCHS?
	        1. Just starting to test the approach
	        2. Consider themselves in the "shallow end of the pool"
	        3. No data has been collected on the outcomes
	      iv. What do we need for more success?
	        1. Need to express how the approach can be transferable to core skills and assessment
	        2. Need to address standards and tests and the concern that Project Based Learning won't prepare students for college	

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3. Need to teach students how to work in a project-based situation
4. Need to teach students how to sustain their interest and see a project through
5. Needs to start younger so that students know how to plan and manage themselves
   a. Asking students to dramatically change how they learn at the end of their school careers so it is difficult to tell if the approach is working
6. Need foundational skills to engage in project-based learning
7. Educators also need to develop management skills
8. We need to teach and develop project management skills for both students and teachers
v. Would the Denmark example work at PCHS?
1. Noise is the problem
2. Need a mix of spaces and privacy
3. Some students cannot function in that much activity and noise
4. Could employ white noise
5. Accessibility of all space types is important
6. Inclusivity means making the experience of all students, regardless of ability, equal
vi. Reviewed how spaces can be agile to change and help programs excel
b. Group 2 and 3
i. What does it take to get transformation in educational delivery?
1. Remove, or provide operable walls for team teaching
2. Larger open spaces
3. Flexible furnishings
4. Teachers with vision are now taking initiative
ii. What needs to happen in your existing flex spaces?
1. Set up a lesson and have supplemental space that allows teachers to use their classroom to teach immediately afterward
2. Limited for flexible space so making the classrooms more flexible is also important
3. Need to have furniture that is easier to move
4. Don't need as much stuff in flexible spaces
5. How can technology help us with space use?
6. Free up storage space
7. Get creative with storage so it is where you need it
8. Storage can encroach on learning space
9. Like the "peace" mindfulness space in the video, need it, but also need the right space for that area

	10. Provide visual privacy with ability to supervise	
	iii. How are PC elementary schools doing Project Based Learning?	
	1. It is a shift of mindset	
	2. Need space that is collaborative for workspace	
	3. Classrooms are currently set for sage on the stage	
	4. Project based learning cannot take over other ways of teaching especially considering topics and units	
	5. Teachers need training in project-based learning	
	6. Need to start PBL early	
	7. 1/3 of schools have designated maker spaces	
	2. Introduced the small group exercise	
	a. The goal is to capture the ideal	
	b. Someone asked, "What approach are we focusing on in terms of teaching methodologies?"	
	i. We are focusing on the guiding principles as that direction	
3	Report out on small group exercise	
	1. What kind of spaces do students need in learner-centered, personalized environments? (Learner-centered experiences best support student growth.)	
	a. Group 1	
	i. Interdisciplinary and a lot of overlap between subjects	
	ii. Students taking ownership of space	
	iii. Students control what is on the walls	
	iv. Students displaying their own work	
	v. Students still need to be monitored	
	vi. Assignments need to be appropriate	
	vii. Focused on instructional spaces and learning environments	
	viii. Consider introverts vs. extroverts	
	ix. Teachers to facilitate many things at once	
	x. Less institutional spaces	
	xi. Place programs that are exciting at the center of the schools, e.g., CTE	
	xii. There are a variety of spaces that can be supervised	
	xiii. Places where students come together	
	xiv. Need to celebrate new types of learning	
	xv. Wow spaces	
	b. Group 2	
	i. Takes vision	
	ii. Use the outdoor space	
	iii. Maximize indoor/outdoor connections	
	iv. Show off student work; student display	
	v. Communicate and share what is going on	
	vi. Students should be moving around and feeling comfortable	
	vii. Sense of fun and whimsy with age appropriate colors	
	viii. Fun and flexible furniture	

      c.   Group 3
          i.   Teacher's willingness to use space
          ii.   Big windows, opening things up

2. How do we design learning environments that support the biological, social and emotional rhythms of students, staff and teachers? (Positive and healthy schools promote safety and security.)
   a. Group 1
      i. Life, connection to outside and living
      ii. Seasons – must be adaptive
      iii. Daylight, plants and views
      iv. Don't want to be sheltered from seasons, breezeways, greenhouses
      v. Adjust schedules to have access to even nearby nature
      vi. Building should be a nice place to be
      vii. School should be somewhere you want to be
      viii. Have a place to have fun, play games and be joyful
      ix. Let off stress
      x. Non-academic space
      xi. Create outdoor classroom experiences that can be scheduled for appropriate amounts of time
   b. Group 2
      i. Natural light, comfortable beautiful color, want to be there
      ii. Students can move
      iii. Need collaborative spaces that can be supervised
      iv. Have spaces available that are ready to go
      v. Also need to find ways to be flexible in the classroom
   c. Group 3
      i. Comfort and colorful spaces
      ii. Places that are fun, reduce stress and are non-academic
      iii. Trendy – exciting for students
      iv. Places with clear purpose

3. How do we cultivate trust, recognize positive contributions and hard work and engage our community? (Relationships are nurtured and cultivated.)
   a. Group 1
      i. Bike shop
      ii. Ski shop
      iii. Community tied to education and spaces
      iv. Access to the outdoors is the reason families are here
      v. Thinking outside the box need to see outside the box
      vi. Guest Speakers and lecturers
      vii. Support for these individuals and how they deliver material
      viii. Bringing in community partners
      ix. Run into issues with regulations for industries
      x. Co-locating meeting spaces
      xi. Partner with start-ups and incubator spaces
      xii. Increase access for community members and have source income

xiii. Community lecture sharing for small groups, communities use the school

xiv. Visibility and glass

b. Group 2

i. Involvement, support and resources from outside of the building

ii. Mixture of adults and students

iii. Build community relationships

c. Group 3

i. Flexible and usable with fresh air

ii. Community connection and support

4. What do truly collaborative, purposeful and authentic learning environments look and feel like? (Meaningful engagement demands real-world learning.)

a. Group 1

i. Connect it to their lives

ii. Connect to nature

iii. Moving and communicating in the real world

iv. Vertical alignment with industry and higher ed

v. Shouldn't look traditional

vi. Students and community use space

vii. Listen to what students want to learn

viii. Bring in partners, driven by student curiosity

ix. Know where the interest is

b. Group 2

i. Interesting engaged learning photos from the students

ii. This was the student focus

iii. Student centered

iv. Outdoor learning as real world

c. Group 3

i. Collaborative and authentic

ii. Flexible and usable

iii. Open to allow freedom of movement

5. How can school facilities and furnishings support a range of educational program models, including those not yet identified? (Flexible, adaptable spaces and programming support all students.)

a. Group 1

i. Learning and collaborative common spaces

ii. Portable/movable walls

iii. Less permanent

iv. Hammock hooks, inviting to the students

v. Rooms can change quickly

vi. Inviting, fun, whimsical

vii. Multi-functional spaces with high visibility

viii. Transparency and seating

b. Group 2

i. Supports and promotes curiosity and creativity

ii. Want flexible seating and spaces that are inviting

iii. Classrooms are standard right now.

iv. Currently, little variety and color

	v. Flexible seating is a number one thing asked for in PCEF grants
	vi. Student enjoy moving
	vii. Colors
	c. Group 3
	    i. Sliding/operable walls
	    ii. Using available space
	    iii. Natural light
	    iv. Less fluorescent light
	    v. Variable comfortable lighting
	    vi. Not designed for what you are doing
	    vii. Things get cluttered
	    viii. Fun furniture
	    ix. Creative storage
	6. What are the attributes of an inclusive learning environment? (A commitment to inclusivity provides greater access for all.)
	    a. Group 1
	        i. Create spaces that celebrate different cultures that are very visible
	        ii. Environment where all students have access to all spaces
	        iii. Respect personalities
	        iv. All gender restrooms and flexible locker rooms
	        v. Food service options other than lunch room
	        vi. Game room where kids can relax and make different friends
	        vii. Enjoying a non-academic environment
	    b. Group 2
	        i. Having all students included and present
	        ii. Connection to others
	        iii. All cultural backgrounds mixed
	        iv. Open spaces you can see walking by (transparency)
	    c. Group 3
	        i. Struggled	

4	Wrap up
	1. Reviewed process and where we are
	2. Defined an Educational Specification
	    a. Will outline Elementary, Middle and High School high level vision and required spaces
	    b. Master Plan will take that vision and apply it to PCSD context and circumstances	