

MEETING MINUTES
Park City School District Education Master Plan
Learning Leaders Forum #1
December 6, 2018
3:30 – 6:30 PM

#	Description	Action by
1	Welcome and Objective Review <ol style="list-style-type: none"> 1. Introductions 2. Presented Process Schedule Graphic 3. Presented Strategic Direction of PCSD as foundation for the work 4. Objective: To build common understanding, shared beliefs and a collective educational vision 5. Past Work <ol style="list-style-type: none"> a. Summit <ol style="list-style-type: none"> i. Nearly all present attended ii. Response was neutral/positive to that work 6. Explained the Fishbowl for the last hour 	
2	<ol style="list-style-type: none"> 1. Reviewed what was discussed at the Summit <ol style="list-style-type: none"> a. Reviewed powerful learning experience attributes b. Reviewed national statistics of student engagement <ol style="list-style-type: none"> i. When asked if they were engaged PCHS students stated <ol style="list-style-type: none"> 1. Not really 2. 50/50 3. Powerful learning happened outside the classroom ii. PC students want <ol style="list-style-type: none"> 1. Project based learning 2. Real-world internships, connections to the community, more authentic learning 3. Opportunities to pursue their curiosities and passions 4. Less tracking and more inclusivity 5. A house system 6. Social/Emotional learning 7. Less stress 8. Places to hang out and be together 9. A library 10. More trust and kindness (among and between kids and adults) iii. Reactions from those present: <ol style="list-style-type: none"> 1. This is true but as a teacher we work hard to combat those things 2. What more can we do to cross that boundary? 	

	<ul style="list-style-type: none"> 3. We work hard to create a safe environment and emotional support 4. We may need more social/emotional learning 5. We need to be flexible 6. We need to let the classroom be noisy 7. We need to understand that education looks different today iv. Students also stated that.. <ul style="list-style-type: none"> 1. They need to know how to handle situations themselves 2. There are connections between more inclusion and the House system 3. They like to be well known but want to build a large community too 4. They feel locked in early c. Reviewed national statistics of teacher engagement 2. Question 1: How might Teachers become more engaged and potentially engage more students? <ul style="list-style-type: none"> a. Voice and Choice b. Experiential learning c. Authenticity d. Inspiration e. Purpose f. Interest g. Connections (cross curricular or outside school) h. Support i. Motivation j. Personalized approaches 3. Recommended reading: Navigating the Future of Learning 5.0 just came out (Knowledge Works) 	
3	<p>Group Work</p> <ul style="list-style-type: none"> 1. Question #1: What is going to change in 10 years? <ul style="list-style-type: none"> a. Group 1 <ul style="list-style-type: none"> i. Desire for fewer personal devices ii. More human interaction iii. More facilitated conversations - bring it back to a group iv. Diverse post-secondary choices and work v. Job imbedded education vi. Project based internships vii. Flexible schedules, spaces and classes viii. Resurgence of arts ix. Teachers as facilitators x. Mentorship xi. Social/emotional IQ and skills xii. Connection with community (school in the community and community within the school) xiii. Curiosity b. Group 2 <ul style="list-style-type: none"> i. Skillsets for collaboration ii. Communication skills iii. Empathy 	

	<ol style="list-style-type: none"> 1. In an automated world robotics will not replace human empathy <ol style="list-style-type: none"> iv. Opportunity for choices (flex time, pathways) v. Elementary school choices vi. Under the current model that is a lot of work for teachers vii. Resilience viii. Research ability (learn how to learn) ix. Ownership of learning x. Education on the student's time 2. Discussed synergies with the public survey <ol style="list-style-type: none"> a. What are the top three skills a PCSD graduate needs? <ol style="list-style-type: none"> i. Critical thinking ii. Communication skills iii. Study skills iv. Social/Emotional skills v. Collaboration 3. Discussed the role of technology and innovations <ol style="list-style-type: none"> a. Great tools b. Not empathetic c. Not social or emotional d. Not focused on soft skills 4. Reviewed the five drivers of change <ol style="list-style-type: none"> a. Automating Choices - issues with trust, bias and individual agency b. Civic Superpowers - need inclusive systems c. Accelerating Brains - tools are reshaping our brains d. Toxic Narratives - misaligned systems and metrics contribute to health issues and mental illness 5. Teacher question: How do you create community? Do we bring students here to make them part of Park City or should the High School move out to where the students live? 6. Presented research on what students need for the future <ol style="list-style-type: none"> a. Personalization - choices for students and teachers <ol style="list-style-type: none"> i. Reactions <ol style="list-style-type: none"> 1. We are already doing a lot of that work 2. Learning spaces for this type of education are different from what Park City has 3. We need teachers to be mobile and able to use different spaces 4. We need classroom options that are arranged look depending on what you are doing 5. Every student should feel the school is for them 6. We need to give kids the opportunity to feel confident, let them feel brilliant 7. They should have some time in the day when they are the best 8. Students feel that they are defined early and may feel like they won't achieve 7. Question 2: What do teachers need for the future <ol style="list-style-type: none"> a. PLC - Opportunities 	
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	<ul style="list-style-type: none"> b. Interdisciplinary PLC c. Teacher collaboration spaces where discussion about students can occur could help inform everyone about students' passions/strengths d. Hallways with hubs allowing for collaboration e. Creative forums for teachers - unscripted time to meet together without an agenda f. Access to resources from universities and other research g. Collective ownership of all students not limited ownership of the children in your class h. An early childhood center i. Administrators also need these things - want time together and opportunities together j. Shared campus - geographically spread out k. Priorities and time l. Collaboration between schools so teachers know more about students as they grow through the system <p>8. Question 3: What are the current barriers to this?</p> <ul style="list-style-type: none"> a. Time b. Space <ul style="list-style-type: none"> i. Shared teacher space would facilitate.. <ul style="list-style-type: none"> 1. Teacher interaction and communication 2. Learning from each other 3. Exposure to different teaching styles 4. Knowledge about other teachers and student experience in other classes c. Shared vision <ul style="list-style-type: none"> i. Shared vision would facilitate.. <ul style="list-style-type: none"> 1. Purposeful work 2. Progress d. There are great programs but how do they interact to make a better graduate 	
4	<p>Transformation Map</p> <ul style="list-style-type: none"> 1. Introduced the Transformational Map <ul style="list-style-type: none"> a. Principals are working on these rubrics for each school <ul style="list-style-type: none"> i. Where are we now ii. What do we want our future state to be? b. This has also been introduced to the Steering Committee 	
5	<p>Fishbowl</p> <ul style="list-style-type: none"> 1. Reviewed the Guiding Principles <ul style="list-style-type: none"> a. Learner-centered environments best support student growth b. Positive and healthy schools promote safety and security c. Relationships are nurtured and cultivated d. Meaningful engagement demands real-world learning e. Flexible, adaptable spaces and programming support all students 2. Feedback <ul style="list-style-type: none"> a. We are doing a lot of this already b. These were revisited and restated this in our conversation today c. This means that is what is important to us and represents where we want to go 	

- d. Discussion today validates that it is the mission
- e. If we can get these ideas to be our focus, then we are heading to a phenomenal place
- f. This is everything we want for every child
- g. Appears that teachers, students, administrators and community members are on the same page
- h. We have articulated what is important to our community
- i. This is a good guide for where we need to go to improve what we are already doing

Unpacked each principle

1. Learner-centered environments best support student growth
 - a. This is the direction we need to go. It will require a complete shift in teaching/learning, a lot of time and trial and error which will require patience, understanding and communication from all stakeholders.
 - b. High school is a leaky building and with parent release it is hard to monitor student attendance. Students know what will be happening in class through Canvas and the students are learning and passing off skills without being in class.
 - i. What role does attendance play and how do we make sure students are behaving appropriately outside of school?
 - ii. How can we keep them here?
 - c. For students to learn to collaborate we need the facilities and teachers willing to become facilitators
 - d. With a focus on experiences instead of skills, teachers are now designers of experiences. That is an exciting opportunity.
 - e. Someone will have to teach the teachers how to teach content based and skill-based work more experientially. We need to make that connection while reaching content goals
 - f. Some have not experienced project-based learning translating into exceling on the assessments
 - g. How do we best prepare students and avoid holes in understanding?
 - h. Personalized learning for 150 kids is difficult
 - i. Teaching is becoming overwhelming with special needs of students
 - j. Teachers already work hard to teach the whole child
 - k. Where is the balance?
 - l. Teachers need support, time to collaborate and opportunities to develop new skills
 - m. It takes time to train kids to facilitate their own learning
 - n. How does this translate into assessments and getting into college?
 - o. How will teachers assess students in fair and accurate way and how will universities respond to that
 - p. We need to convince the parents/community that this will work and prepare their children
 - q. Is it realistic?
 - r. Can we do this?

	<ul style="list-style-type: none"> s. May need a classroom with 15 kids and time for Professional Development to do this t. It will be work, take time and need support <ol style="list-style-type: none"> 2. Positive and healthy schools promote safety and security <ul style="list-style-type: none"> a. Beauty in our surroundings matters. We live in a beautiful place why not take advantage of it b. Security is high on the priority list but none of the bullets discuss that 3. Relationships are nurtured and cultivated <ul style="list-style-type: none"> a. We need a lot of work on building relationships between parents and teachers and the community. b. Parents and teachers have the best in mind for the students, but this is a divisive area. c. Schools need to be more open to the community d. Parents and teachers should be seen as working together for the child's future by the child e. Parents should be able to watch their child learn f. Students should know that teachers have strong communication with their parents 4. Meaningful engagement demands real-world learning <ul style="list-style-type: none"> a. We spend a lot of time focusing on the top students and have lost auto shop. We have engineering not woodshop or welding b. Students may not feel a need for college c. Students/Teachers want more real-world learning d. Naming/Perception of things is important e. Maker spaces should lead to more complex levels of making f. Students are given laptops and move away from hands on learning g. We want kids to have fun in school h. This can help students connect to community and school 5. Flexible, adaptable spaces and programming support all students <ul style="list-style-type: none"> a. We need space to showcase what is being done <ul style="list-style-type: none"> i. Robotics is closed off in a room and cannot be seen b. We need to have flexible space that everyone can experience c. Learning should be seen <ul style="list-style-type: none"> i. Seeing sparks curiosity in something new d. The environment should support natural curiosity 6. A commitment to inclusivity provides greater access for all <ul style="list-style-type: none"> a. We need to support all students and all talents b. Commitment to inclusivity means open spaces where teachers can teach a variety of things without tracking students c. More programs don't give better results d. We need to admit to the achievement gap and address deficiencies <p>Steering Committee reaction to the Guiding Principles discussion</p> <ol style="list-style-type: none"> 1. Asked how project-based environments relate to assessment and rigor 2. Like aspirational notion of moving away from grading. What prepares you then for professions that evaluate you? There is a benefit in the grading system that allow for comparisons and value in resilience <ul style="list-style-type: none"> a. Response: 	
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	<ul style="list-style-type: none"> i. Eliminating grading wouldn't happen. There is still a measure against a standard. ii. We want grading to reflect what the students are learning iii. Is there change in the business world that supports a change evaluation approach? <p>b. Where do you learn the skills to manage comparison? Colleges and the workforce have not adapted to that yet and students need to be prepared to be a part of these institutions</p> <ul style="list-style-type: none"> i. Colleges are adapting ii. Students should be seen as more than a set of grades and schools need to give that information to a college instead of a 4.0 iii. Transcripts are headed that way iv. The workforce is looking at the whole person and all their skills v. Grading doesn't give precise information on the behavior of the students i.e. work ethic <p>c. How do we create habits?</p> <ul style="list-style-type: none"> i. There is a misconception that the current system is working but there is a lot of grade inflation and students are not actually prepared ii. Grades don't really reflect anything right now iii. There is a false notion of what the transcript means iv. Colleges want a well-rounded student v. There is not only one pathway that is successful <p>d. As a student it would be concerning if universities didn't understand grades in the same way</p> <ul style="list-style-type: none"> i. There are ample areas to give supplemental information about a student <p>Specific comments about the Guiding Principles</p> <ol style="list-style-type: none"> 1. Add relevance to quality 2. Experiential as a term is aloof. Learning must also be meaningful, applicable and transferable. 3. Engagement of community/industry and partners needs to be included <p>Invited teachers to participate in the following workshop</p>	
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