



MEETING MINUTES
Park City School District Education Master Plan
Steering Committee Workshop #2
December 6, 2018
5:30 – 7:30 PM

#	Description	Action by
1	<p>Fishbowl</p> <ol style="list-style-type: none">1. Reviewed the Guiding Principles<ol style="list-style-type: none">a. Learner-centered environments best support student growthb. Positive and healthy schools promote safety and securityc. Relationships are nurtured and cultivatedd. Meaningful engagement demands real-world learninge. Flexible, adaptable spaces and programming support all students2. Feedback<ol style="list-style-type: none">a. We are doing a lot of this alreadyb. These were revisited and restated this in our conversation todayc. This means that is what is important to us and represents where we want to god. Discussion today validates that it is the missione. If we can get these ideas to be our focus, then we are heading to a phenomenal placef. This is everything we want for every childg. Appears that teachers, students, administrators and community members are on the same pageh. We have articulated what is important to our communityi. This is a good guide for where we need to go to improve what we are already doing <p>Unpacked each principle</p> <ol style="list-style-type: none">1. Learner-centered environments best support student growth<ol style="list-style-type: none">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.<ol style="list-style-type: none">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 facilitatorsd. 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 goalsf. 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?
 - 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
2. Positive and healthy schools promote safety and security
- 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
- 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
- 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
- a. We need space to showcase what is being done
 - 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
 - i. Seeing sparks curiosity in something new
 - d. The environment should support natural curiosity



	<p>6. A commitment to inclusivity provides greater access for all</p> <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> <ul 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: <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? 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 <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 c. How do we create habits? <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 d. As a student it would be concerning if universities didn't understand grades in the same way <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> <ul 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>	
2	<p>Introductions and Process Update</p> <ul style="list-style-type: none"> 1. Reviewed Meeting Norms 2. Requested Steering Committee Feedback on the last meeting Steering Committee Meeting <ul style="list-style-type: none"> a. Felt like there must be some higher design to the Transformation Map 	



activity from the last meeting. It seems to inform the process but it also seemed confusing and contrived

- b. The team knew what we were doing but failed to explain the purpose
 - i. Response: The purpose was to expose the Steering Committee to the work the teachers were completing

3. Communications

- a. What the team has heard
 - i. Need more face to face opportunities
 - ii. Need to hold meetings within the community and take the message to multiple locations
- b. SC was asked to provide suggestions for groups to reach out to
 - i. City Council - brainstorm in a study session
 - ii. County Council
- c. Expressed how surveys are being used for continual input
- d. Asked what is better, multiple small events or milestone touchpoints?
- e. Recommendations:
 - i. Meet in more heavily populated areas
 - ii. Meet in community spaces
 - iii. Engage people on their home turf
 - iv. Have principals email parents for meetings in the schools that update on the process
 - v. Provide an incentive for participation - food
 - vi. Make it convenient for parents and present the same session multiple times (different days, times and locations)
 - vii. Live stream events with live commenting
 - viii. Demonstrate to the community the current participation and how you are trying to include the community in the process
 - ix. Motivate attendance and tie the reason for the meeting to children
 - x. Advertise how public can get involved clearly
 - xi. Create urgency for community participation
 - 1. Advertise attendance
 - 2. Publicize groups that are attending
 - xii. Create a bias toward action
 - xiii. Develop a common language
 - xiv. Demonstrate a feedback loop
 - xv. Get more teachers involved
 - xvi. Allow public to be heard in meetings
- f. Concerns:
 - i. There is a lack of communication about what will be happening at these meetings
 - ii. The greater community doesn't feel invited
 - iii. Teachers don't feel invited
 - iv. Communicate that this process is for the community
 - v. Parents don't know about the process or feel welcome
 - vi. There needs to be a plan for outreach to the Latino community
 - vii. There is a fear that the community won't engage regardless of opportunities
 - viii. How will the process reach people without children?
 - ix. Teachers need to have a consolidated voice
- g. What the Consulting Team and PCSD need from the Steering Committee



	<ul style="list-style-type: none"> i. The Steering Committee needs to communicate to the community about the process and bring community concerns back to discuss <ul style="list-style-type: none"> 1. Need to identify easy ways for Steering Committee members to reach out 2. Need more touches to get people to come 3. Need to distill and give meaning to the information in a way that the Steering Committee can share 4. Need to be equipped as ambassadors with standardized communications 5. Need information in multiple formats for release 6. Need something that is immediately sharable from PCSD 7. Need to include website link with all communications ii. The Steering Committee needs to create a culture of trust around the process and advocacy for the process iii. The Steering Committee needs to make personal invitations to individuals in their sector of influence to be a part of the process. The Consulting Team cannot inspire the community alone h. What does the Steering Committee feel like they can communicate at this point? <ul style="list-style-type: none"> i. The Steering Committee feels like they could talk about the Guiding Principles 	
3	<p>Action Items</p> <ul style="list-style-type: none"> 1. Consulting Team to clarify process in a way the Steering Committee can share easily. 2. Consulting Team to provide communications in various formats for sharing 3. Consulting Team and PCSD to confirm accessibility of website 	<p>GSBS</p> <p>GSBS</p> <p>GSBS/PCSD</p>