Envisioning the Madison Park Technical Vocational High School
Workshop One - November 15, 2022

annum

City of Boston
Public Facilities
Department

newvistadesign

CITY of BOSTON

BOSTON Public Schools

Mayor Michelle Wu

Agenda

1. Greeting (5 min)
2. MPTVHS Study and Visioning Overview (20 min)
3. Priority Goal Setting (30 min)

   BREAK (10 min)
4. Future Ready Teaching and Learning at MPTVHS (30 min)
5. Future Ready Learning Goals Small Group Discussion (35 min)
6. Closing (5 min)

This Study WILL:

- Engage with students, families, and the community to hear their biggest hopes and dreams for the future of Madison Park Technical Vocational High School, so that the new or renovated facilities reflect the voices and experiences of our students, families, alumni, educators, and other stakeholders.

- Assess the capacity of the MP School Facilities to support cutting edge Career Tech Education (CTE), creating strong career pathways into jobs with good wages and strong benefits.

- Develop an educational and building vision for MPTVHS.

- Establish a budget cost to secure City and State funding for design services and construction.

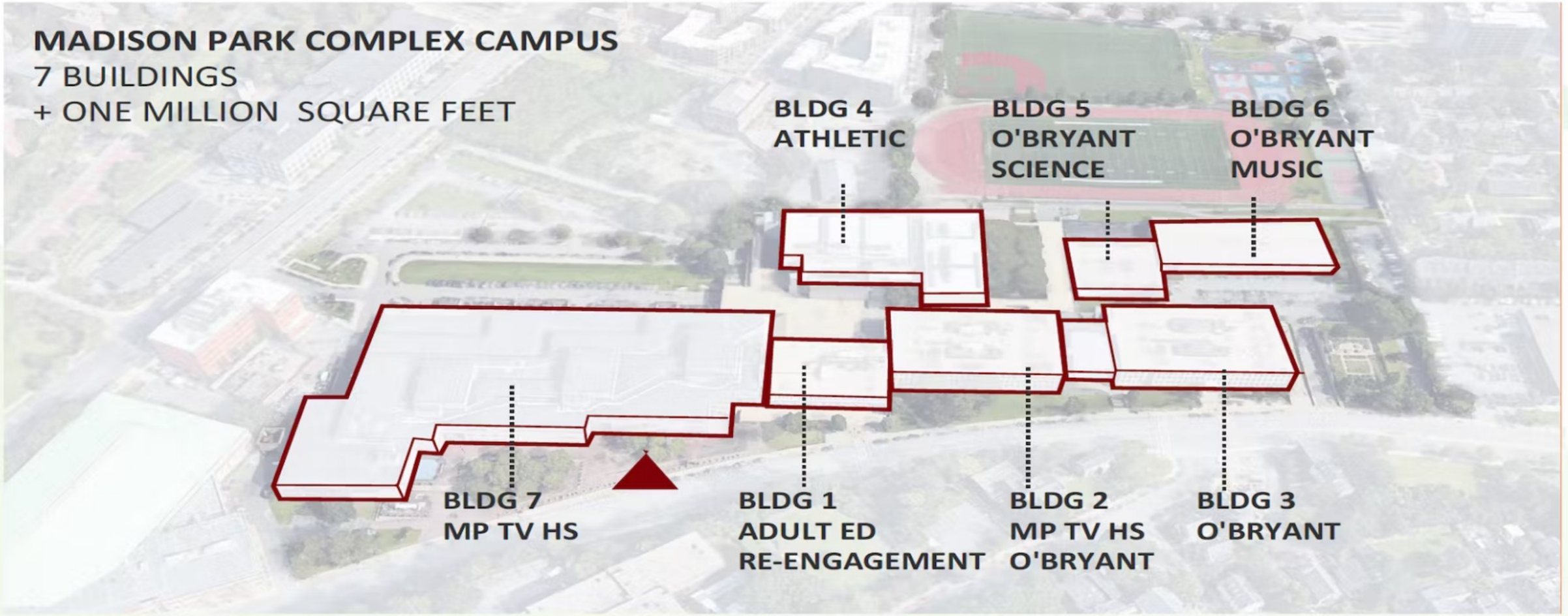
This Study WILL NOT:

- Evaluate new locations for MPTVHS. Mayor Wu is committed to MPTVHS remaining at its current location.

- Evaluate the O'Bryant School, which will be assessed in the on-going BPS PK-12 Study.

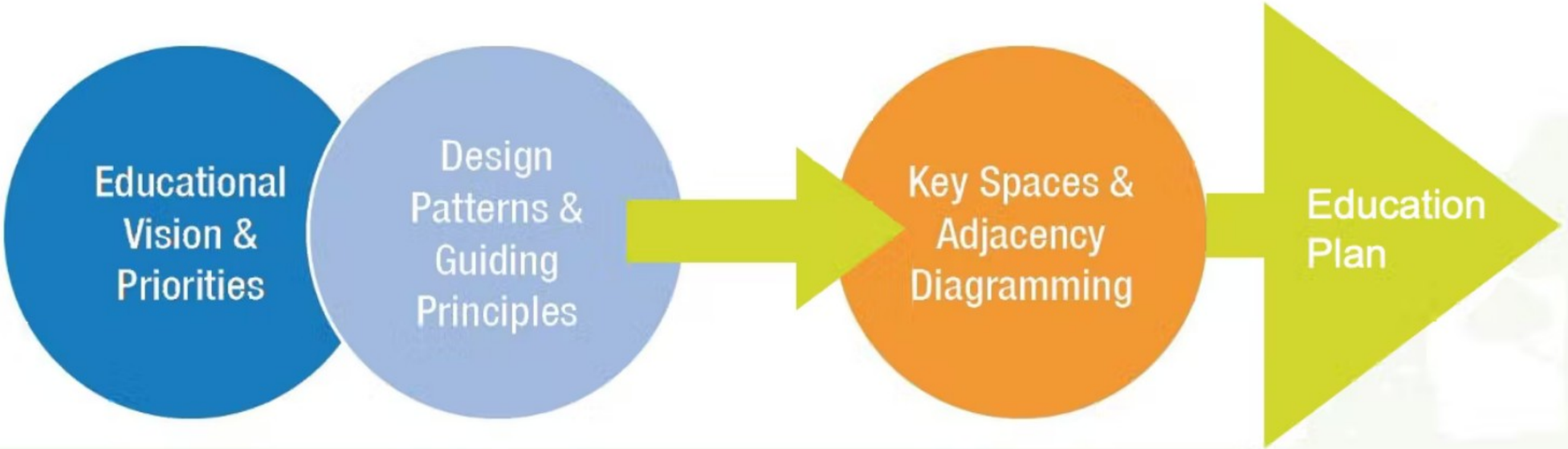
- Make recommendations for the spatial needs of the Adult Ed and Re-Engagement programs. The study will evaluate if the Adult Ed and Re-Engagement program locations impact the MPTVHS Vision Plan.

Madison Park Campus



Project Schedule

The Visioning Process



11-15-22 11-29-22 12-13-22

Focus Areas

1. Educational Practices and Priorities
2. Architectural Possibilities and Priorities
3. Guiding Principles and Drivers
4. Design Patterns
5. Blue-Sky Ideas
6. Key Adjacencies
7. Community Talking Points

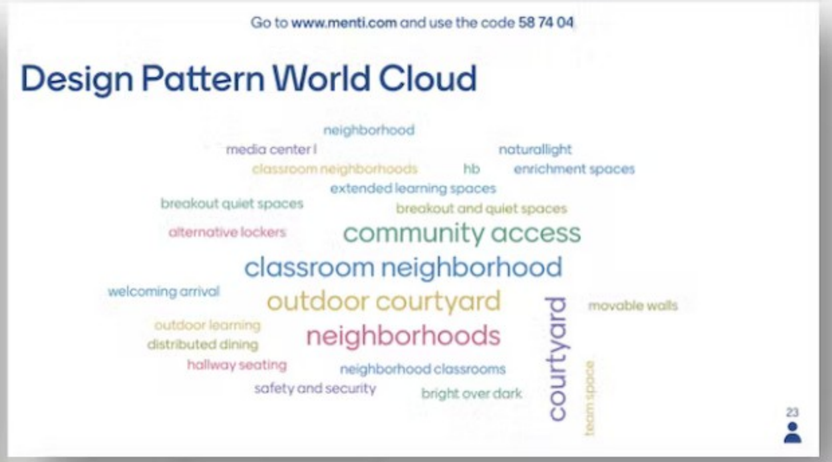
Stakeholders

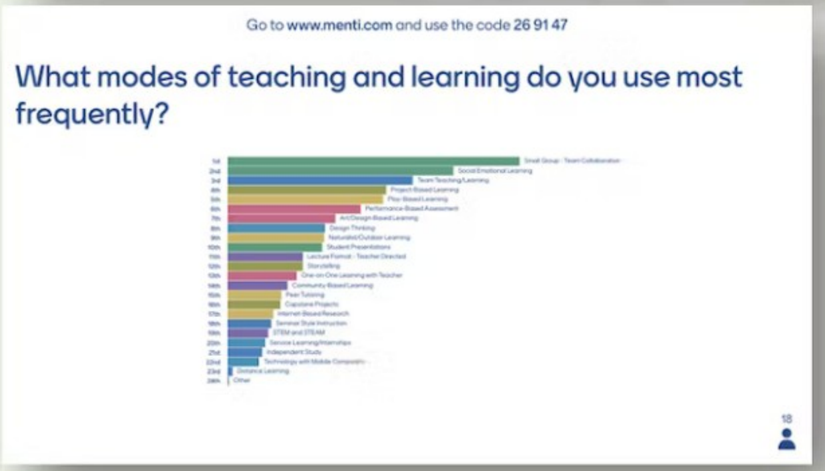
- Leadership
- Teachers
- Parents
- Students
- Community Partners
- General Community

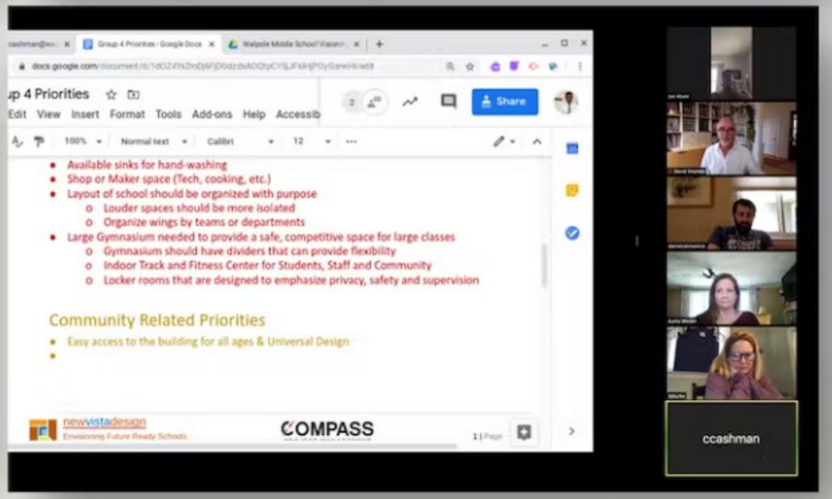
Developing a Narrative

- Educational vision
- Design priorities and goals
- Desired adjacencies
- Optimization of space template
- Educational Plan

Mentimeter - Interactive Format







All responses are anonymous and will be recorded in our workshop notes

You may submit comments in your native language and they will be translated

You can open a link on another window in your browser, or use your smart phone

Honoring Our Past , Moving Toward a Shared Future - MPTVHS Studies 2012-2022

A. Madison Park Final Innovation Plan 2012
B. Madison Park 2016-19 Turnaround Plan
C. Final Madison Park Monitoring Site Visit Report 2.24.16
D. Madison Park 2019-20 Turnaround Plan Renewal
E. Madison Park SY 2020-21 Transformation Plan
F. Madison Park SY 2022 School Improvement 90 Day Action Plan
G. Madison Park Goal Tracker SY2021-22

A Building That Inspires

The building is not the "change." The program, teachers, students, administrators, and families create change. However, buildings can...

- Connect
- Engage
- Shelter
- Inspire
- Transform

Who Are We?

- Teachers
- Students
- Parents
- Community Members
- MPTVHS Administrators
- BPS Administrators
- City Administrators
- Advisory Committee Members
- School Building Committee Members
- Design Team

Introductions

Greatest Hopes and Concerns

Madison Park
Est. 1975
Technical Vocational
High School

Madison Park
Technical Vocational High School

Please share your GREATEST HOPES for a renovated and/or new MPTVHS facility.

Spaces that allow the public to access student run businesses for all programs

State of the art 21st century facility

High quality engaging programs in a safe, inclusive environment

New programs

Including students and community members in the planning from the start

A building that is open, warm, inviting, and makes our students feel safe and happy.

State of the art vocational workshops and equipment

A place that invites students and families to believe in technical and vocational education.

That it equals what we see outside the City

Please share your GREATEST HOPES for a renovated and/or new MPTVHS facility.

Diverse and inclusive curriculum

Cutting edge learning

Natural light and soothing colors... green theme with plants and fish...

A practical facility

Restorative Justice

Greatest hope education plan is geared towards jobs if the future, green economy, marine, medical, inclusive and supports youth and adukts

To create a modern learning environment that inspires students to imagine successful, bright futures.

A truly welcoming environment that promotes relationship building, high achievement, and innovation.

safe facility for staff and students and secure for equipment

Please share your GREATEST HOPES for a renovated and/or new MPTVHS facility.

Partners become more involved

A modern new building where students can collaborate and demonstrate their abilities in an environment that is warm and inviting.

For the school to be a state of the art School.

That the building offers a truly modern high-powered learning environment that shows respect students - with great technology

Some of my greatest hopes is that the building is accessible to the community members, safe and welcoming environment.

That it is a state of the art school that honors the students, staff and public community. That it is efficacious and inviting.

That it creates a thriving space for student learning.

Internships opportunities

Safe environment for students and community

Please share your GREATEST HOPES for a renovated and/or new MPTVHS facility.

I am particularly concerned that the context has not been addressed, and I hope that the lack of access young people of color have had to Boston's best jobs and their and their families need to have a far greater understanding of the job situation.

A space that invites families in and invites academic and vocational collaboration.

Diverse staff

A new academic building and renovated shops.

A place that encourages creative space for budding entrepreneurs

That there is more natural light throughout the building.

Mental wellness professionals

Visible student work... food, art, technology, construction...

Spaces for student academic supprt

Please share your GREATEST HOPES for a renovated and/or new MPTVHS facility.

Natural light

Proximity among content / similar areas.

Madison becomes the hub for CTE in Boston

More technology

A place that supports community and partner engagement

21st-century pathway programming, welcoming, and state-of-the-art facility. Welcoming to the community. bright space.

My hope is that the building will be accessible to all, welcoming and represent the community we serve culturally.

All youth are able to engage in state of the art classsooms, both to engage in their understanding of content and vocations. Increased opportunities for all specialeducation students to have access to all vocations

Facilities that are industry standard that connect to businesses in the community; and a model training ground for the Commonwealth.

Please share your GREATEST HOPES for a renovated and/or new MPTVHS facility.

Equity, diversity, and inclusion department

Clear awareness of high wage/high demand careers

Available spaces for students for recreational purposes.

Less doors

Creation and innovative use of green space for learning and engagement

A quieter building (more noise deadening) and warmer materials.

Technology in the rooms as part of teaching and learning

Inclusive collaborating with students, professional family members and teachers

Recognizing Madison on the same level of the exam schools

Please share your GREATEST HOPES for a renovated and/or new MPTVHS facility.

Asset not deficit based messaging

Disruption to the school year during construction.

Hispanic

That we Make better learning use of the second level outside plaza

Lack of a maintenance budget to keep up the building appropriately. That didn't happen with current building

We need so many things. We need modern science labs we need the whole building wired for Internet. We need space for clubs and activities are which they are almost none at the present time most of our classrooms in the RC building we're not designed

Closure of vocational programs

Please share your GREATEST CONCERNS about a renovated and/or new MPTVHS facility.

Not enough space for each vocational program (they need a lot of space)

Failure to address shared space with the O'Bryant - so that Madison has all the facilities it needs

That the building will be relocated outside of the city

A building that gets out of date.

Impact on studenta, staff and community during reno process

Cutting corners and not hearing the needs of key stakeholders

Not used efficiently

Not dreaming big enough

Not student focused, and prioritize image

Please share your GREATEST CONCERNS about a renovated and/or new MPTVHS facility.

Lack of transparency during the process. Eliminating programs to be able to offer new ones.

Safety in all sense of the word

No opportunities for speakers of other languages

Not equitable for students of color

Need for deep review of all emerging technologies - and making sure that Madison pursues new chapter 74 programs in biotech, robotics, advanced manufacturing and other dominant technologies in the regional labor market

That it is big enough to support the number of students we expect to use it.

Over promising and under delivering

Obsolete before it is built. New structures are not created to assure that all students have access to this new building and education

Madison Park students are NOT relocated during construction.

Please share your GREATEST CONCERNS about a renovated and/or new MPTVHS facility.

Safety, security and hiring unlicensed staff

Invest adequate funds to upgrade the building within the appropriate timeline

Sensitive to a range of students... many students affected by trauma ... others come with lots of confidence and readiness.... w

No entrepreneurship courses

That the building will not be a priority, in regards to serving our brown and black students.

That a renovated building and new programs won't be enough to increase enrollment or create a thriving school.

The building is antiquated, and the facility does not have the resources and usage of space for a 21st-century learning environment.

That it will not be built to prepare students for the jobs of tomorrow.

New building is flexible enough to move with vocational area changes.

Please share your GREATEST CONCERNS about a renovated and/or new MPTVHS facility.

adequate parking space

That it is fully accessible for all folxs with all kinds of disabilities.

Need to have a comprehensive plan for current students while a new building is under construction

What happens to the current school during the rebuilding? Swing space for shops.

Building a watered down facility that reflects low expectations for our black and brown students.

Entrance requirements once building is reopened.

Length of time til finished renovation

Families are not given enough opprtunities to participate in school process and support their students

We need real science labs. We need spacers for student clubs and activities. We have nothing for music and arts in after school programs. We don't have real academic classrooms.

Please share your GREATEST CONCERNS about a renovated and/or new MPTVHS facility.

Make feeding schools' families and communities aware of the importance of the technical/vocational education.

Admission process!!!!

Loss of use during renovation

Equitable admissions process

Still have a safe athletic fields for PE and sports

Please share your race and ethnicity data here.

White	White	White
white	African American/Black	African American
African American	Asian	Multi-Race - Black & White

Please share your race and ethnicity data here.

African American

Hispanic.

Latina

Hispanic

White

Afro-Latina

Latina

Honoring Our Past , Moving Toward a Shared Future - MPTVHS Studies 2012-2022

A. Madison Park Final Innovation Plan 2012
B. Madison Park 2016-19 Turnaround Plan
C. Final Madison Park Monitoring Site Visit Report 2.24.16
D. Madison Park 2019-20 Turnaround Plan Renewal
E. Madison Park SY 2020-21 Transformation Plan
F. Madison Park SY 2022 School Improvement 90 Day Action Plan
G. Madison Park Goal Tracker SY2021-22

Common MPTVHS Educational Goals

The following educational goals and focus areas are common to each of the MPTVHS proposals, studies, and Turnaround Plans reviewed:

- **Small Learning Communities**
- **Student-Centered Practices**
  - Authentic Work
  - Cross Curricular Project-Based Learning
  - Innovative Career Technical Programs
  - Multi-Tiered System of Student Supports (MTSS)
  - Better Integration of Academic and Vocational Instruction

Common MPTVHS Educational Goals

The following educational goals and focus areas are common to each of the MPTVHS proposals, studies, and Turnaround Plans reviewed:

- High Expectations for Students
- Collaborative Leadership
- Continuous Data Inquiry
- Rigorous Personalized Instruction
- Student Progress Monitoring
- Authentic Assessments
- Redesign of Ninth-Grade Transition
- Enhancing Community Partnerships
- Industry Advisory Boards
- Dual Enrollment Opportunities

BPS High School Redesign Principles

BPS High School Redesign Principles are at the core of its Turnaround Plan and serve as the building blocks for the school's turnaround:

- **Whole Person:** Learning must encompass every aspect of the individual – academic, social, emotional, cultural, and physical.
- **Rigorous:** Cognitively demanding work is necessary to engage and stimulate our students on a daily basis.
- **Dynamic:** Personalized experiences promote passion, creative exploration, and diversity of thought.
- **Expansive:** Meaningful connections, within and beyond the classroom, help our students build pathways to future success.

Design Implications

- Safety and Welcome
- Universal Design and Access
- Small Learning Communities
- Classroom Neighborhoods
- Academic/Vocational Integration
- Agile Classrooms
- Breakout rooms
- Push-In Special Education
- State-of-the-Art Technical Areas
- Visible Learning and Transparency
- Robust Technology and Access
- Small and Large Meeting Spaces
- Gathering and Presentation Spaces
- Collaboration Areas
- Professional Workspaces
- Learning Centers
- Display and Exhibition

New School
Design Patterns

Flexible and Adaptable Classrooms


Da Vinci Schools – Chandler with New Vista


Oracle D.Tech HS – DES with New Vista

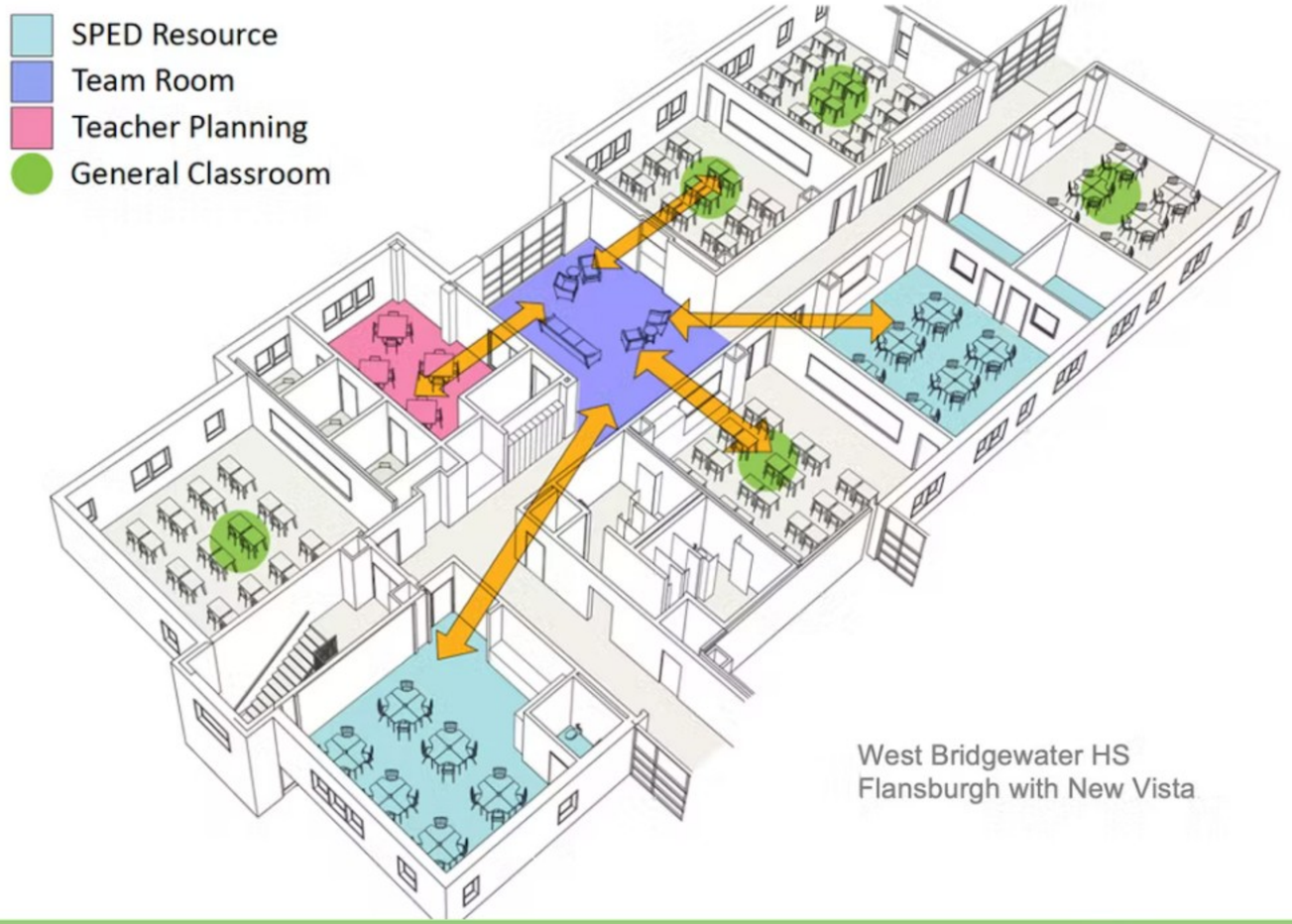
CITY of BOSTON

BOSTON Public Schools

Mayor Michelle Wu

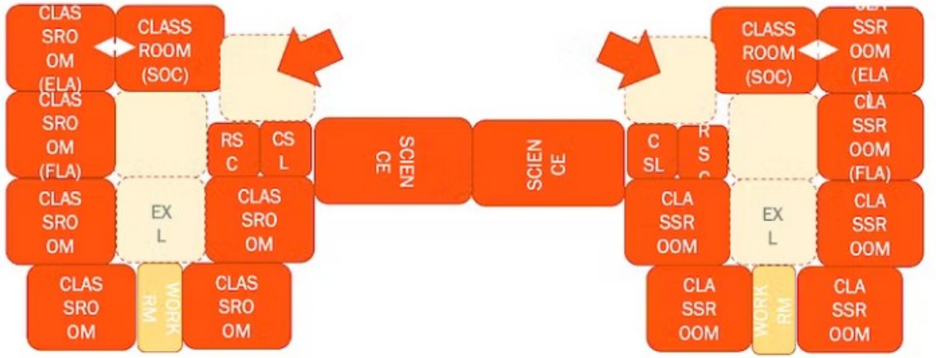
New School
Design Patterns

Classroom Neighborhoods



West Bridgewater HS
Flansburgh with New Vista

Minnie Howard High School – Perkins Eastman with New Vista



CITY of BOSTON

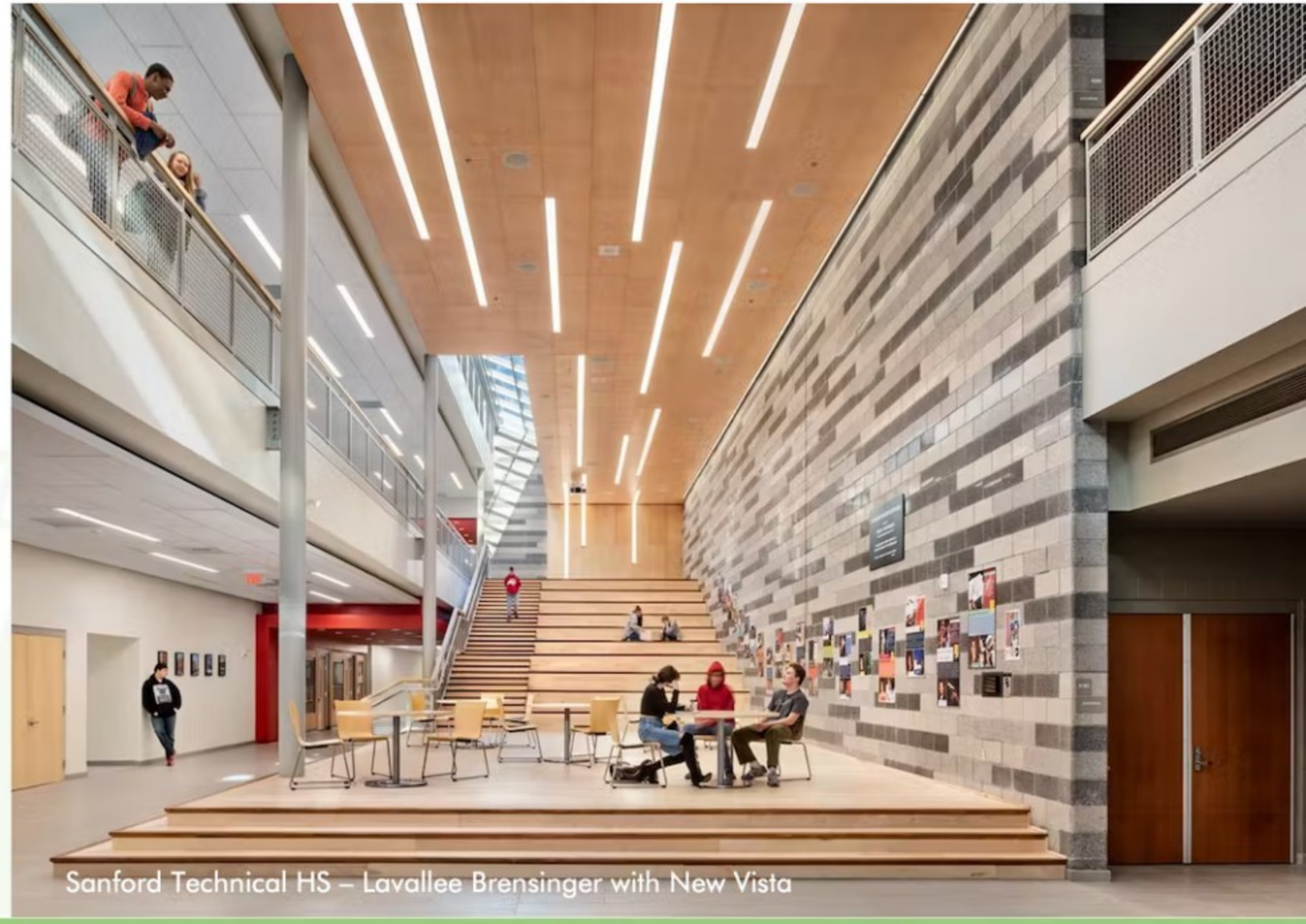
BOSTON Public Schools

Mayor Michelle Wu

New School
Design Patterns

Welcoming Entry


Mt. Greylock HS – Perkins Eastman with New Vista


Sanford Technical HS – Lavallee Brensinger with New Vista

New School
Design Patterns

Extended Learning and Commons Spaces

Dearborn STEM Academy – JLA with New Vista

KIPP Lynn Collegiate - Arrowstreet

New School

Design Patterns

Community Use & Access

Essex Tech – Perkins Eastman with New Vista

CITY of BOSTON

BOSTON Public Schools

Mayor Michelle Wu

New School
Design Patterns

Access to School-Run Businesses


Sanford Regional Technical Center– Lavellee Brensinger with New Vista

CITY of BOSTON

BOSTON Public Schools

Mayor Michelle Wu

Any renovated or new school will have

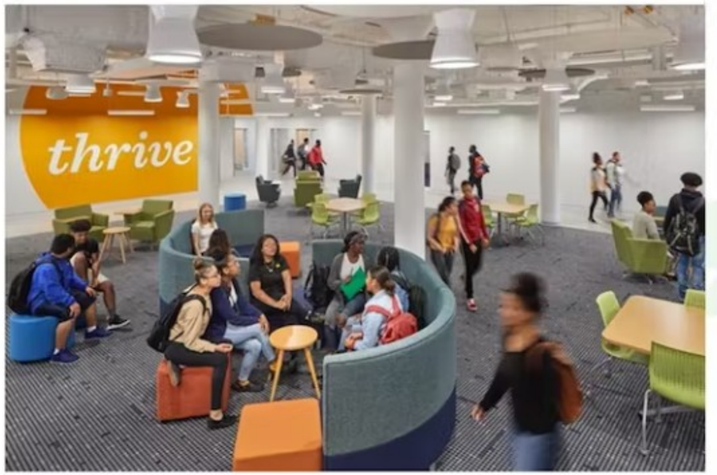
- ADA Compliance
- Safe Entry and Security Features
- Indoor/Outdoor Connectivity
- Well-Sized Classrooms with Natural Light
- Modern Technology and Furniture

Any renovated or new school will also have...

- Safe Drop-Off and Pick-Up
- Push-In Special Ed (Breakout Rooms)
- Sustainable Building Features
- Thermal Comfort (Heating and Cooling)
- Adequate Number of Distributed Bathrooms and Gender Neutral Bathrooms

Overarching Themes

- Use every square inch of the building
- Create flexible and multi-use spaces
- Extend learning beyond classroom walls
- Build synergy and connectivity between varied spaces
- Define learning clusters and communities
- Support healthy, safe, and sustainable learning environments



This is an opportunity to...

- Reflect on your district and school agenda and needs
- Push your thinking about what is possible
- Envision a building that will last you for decades to come
- Be practical and forward thinking...

Be ASPIRATIONAL in your thinking!

This is the time to dream big

Listening to Student Voices

- A new look and feel
- A healthier building
- Safety and security
- More glass and natural light
- Classrooms with windows
- Bigger and better labs
- Better technology
- Nicer colors and materials
- Comfortable and varied furniture
- Spaces to gather
- Indoor and outdoor eating spaces
- Less stairs and less travel
- Non-binary bathrooms

Priorities

Educational, Architectural, and Community

Madison Park
Est. 1975
Technical Vocational
High School

Madison Park
Technical Vocational High School

CITY of BOSTON

BOSTON Public Schools

Mayor Michelle Wu

Some Initial District and School Educational Priorities

- Varied and Rich Programming for All
- Inclusive School Culture
- Vocational Pride
- Flexibility to Support Programmatic Change
- Pathways to College and Career

Some Initial District and School Architectural Priorities

- Innovative and State of the Art Facility
- Safety and Welcome
- Student-Centered Design
- Support Community Building
- Good Community Fit
- Good Lighting and Wayfinding

Some Initial District and School Community Priorities

- Community Engagement
- Community Use and Access
- Community Partnerships and Connections
- Adult Education Programming

Future Ready

Teaching and Learning

Madison Park
Technical Vocational High School

CITY of BOSTON

BOSTON Public Schools

Mayor Michelle Wu

21st Century Skills

What does Future Ready Teaching and Learning mean to your school?

THE 6 R'S

READING
WRITING
ARITHMETIC
RIGOR
RELEVANCE
RELATIONSHIP

THE 4 C'S

CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY
+ *Citizenship*

Head & Hand

SEL: Social Emotional

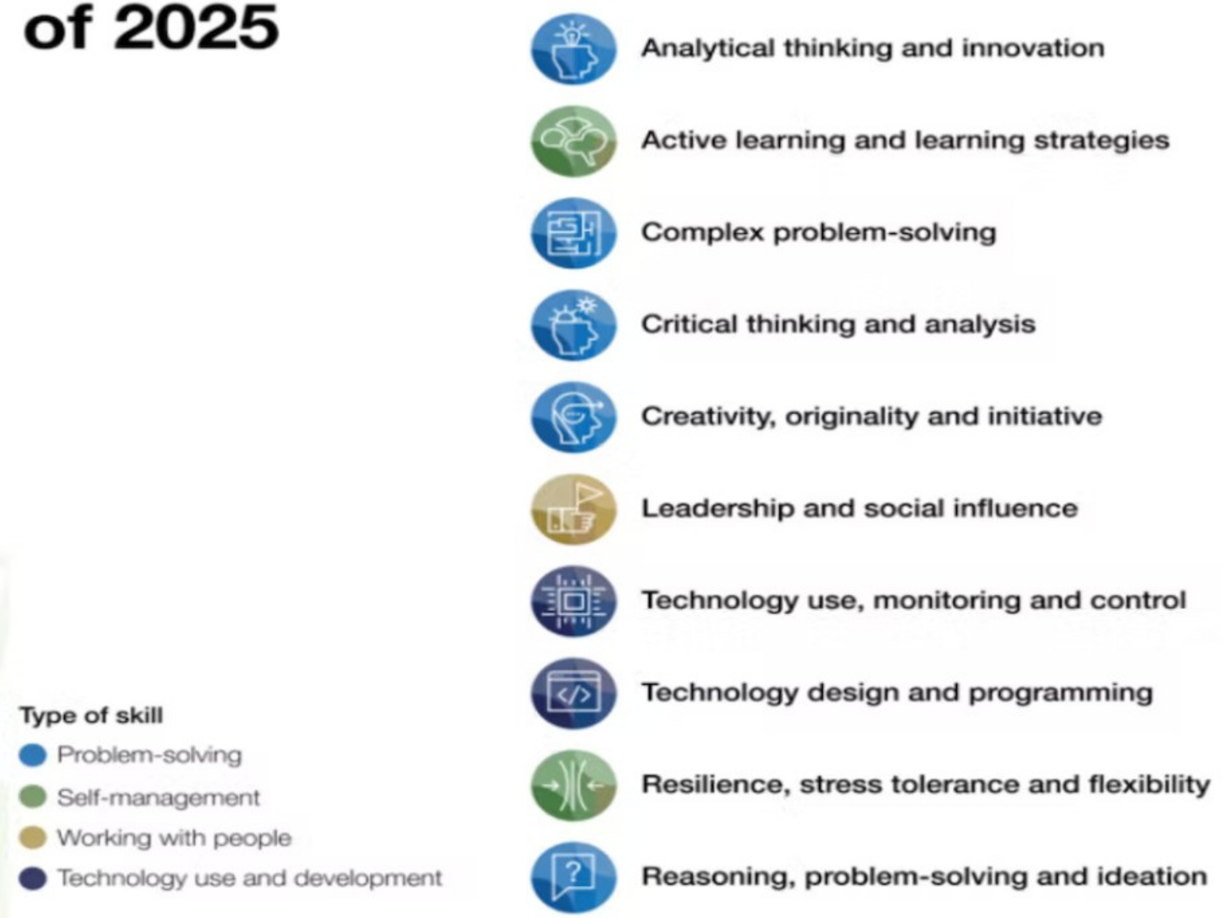
- Student-Centered
- Interdisciplinary
- Technology-Infused
- Fully Inclusive/Differentiated
- Universal Design for Learning
- Community Connected
- Problem and Project-Based
- STEM and STEAM
- Process and Product Oriented

Skills for a New Economy

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Top 10 skills of 2025



Source: Future of Jobs Report 2020, World Economic Forum.

CITY of BOSTON

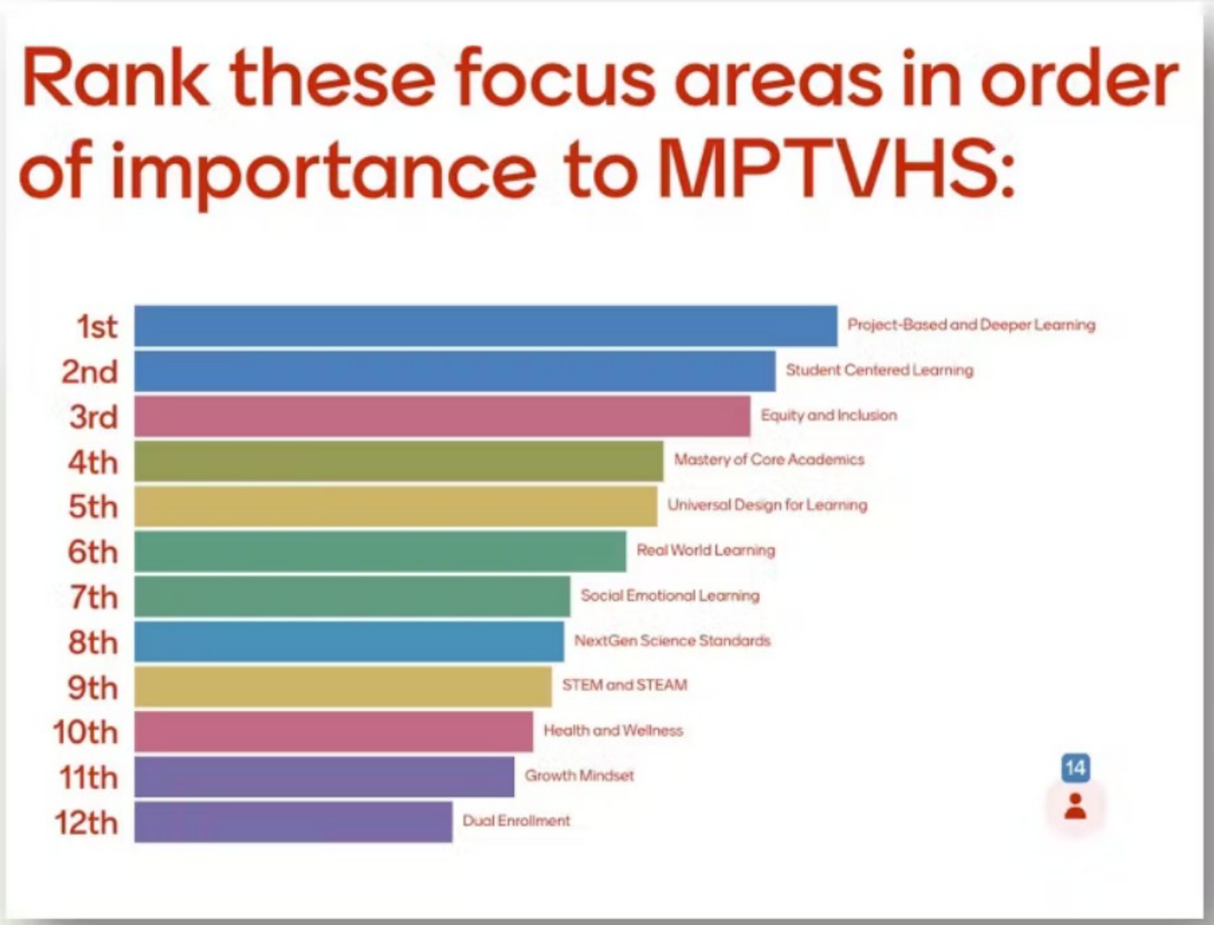
BOSTON Public Schools

Mayor Michelle Wu

Educational Delivery

Where are you now?	*Where do you want to be?*
Teacher-Centric	Student-Centric
Passive Learning	Active Learning
Classrooms	Flexible Learning Environments
Conventional Technology	1:1 Technology Environments
Individual	Collaborative
Subject-Based	Project-Based

MPTVHS Academic Focus Areas



1. Project-Based and Deeper Learning
2. Student Centered Learning
3. Equity and Inclusion
4. Mastery of Core Academics
5. Universal Design for Learning
6. Real World Learning
7. Social Emotional Learning
8. NextGen Science Standards
9. STEM and STEAM
10. Health and Wellness
11. Growth Mindset
12. Dual Enrollment

Project-Based and Deeper Learning

- Project and Problem-Based Learning
- Academic and Vocational Integration
- Community as Text
- Authentic Contexts
- Performance Assessment
- Product Creation

Student-Centered and Real World Learning

- Agency
- Higher Order Thinking
- Proactive Learning
- Varied Learning
- Problem Solving
- Real World Connections
- Organizational Skills
- Communication
- Confidence

Equity and Inclusion

- Universal Design for Learning
- Differentiated Instruction
- Targeted Intervention
- Student Voice and Choice
- Self-Paced and Small Group

Recognition Networks
The "what" of learning

Strategic Networks
The "how" of learning

Affective Networks
The "why" of learning

Multiple Means of **Representation**, **Expression** and **Engagement**

What do these practices look like at MPTVHS, either now or in your aspirational future vision?

Future: project based learning goes on in all classes. Skills will still need to be taught, but the skills scaffold the projects.

Future: Project-based learning could lead to better integration of academic and CTE instruction through shared projects

Embedded in instruction and practice.

There is a need for these instructional strategies

There are some of these practices at MP, silos...in the future they need to be wall to wall and rigorous

Aspirational - core academics are woven into real world learning in a meaningful way. Kids are applying learning through hands on projects.

UDL is a whole framework for teaching, learning, assessing, etc. Not a practice.

I'm interested in young people being motivated to prepare for careers the may not fully understand, achieving self-confidence in a world that may not value them enough.

For PBL and deeper learning in the future having facilities that better mirror that which is found in industry would help students get acquainted working environment.

What do these practices look like at MPTVHS, either now or in your aspirational future vision?

RWL. Boston has a remarkable Health Industry unique in the world. How to connect the new facility to that Industry?

Emotional intelligence and conflict management as part of teams world learning

Continued & dynamic professional development for all staff; new facilities to support adult learning as well

Now: student academic skills are low, and school needs to investigate new approaches to curriculum and instruction for mastery

Many of our you g people may not feel they can be competent or competitive in sciences.

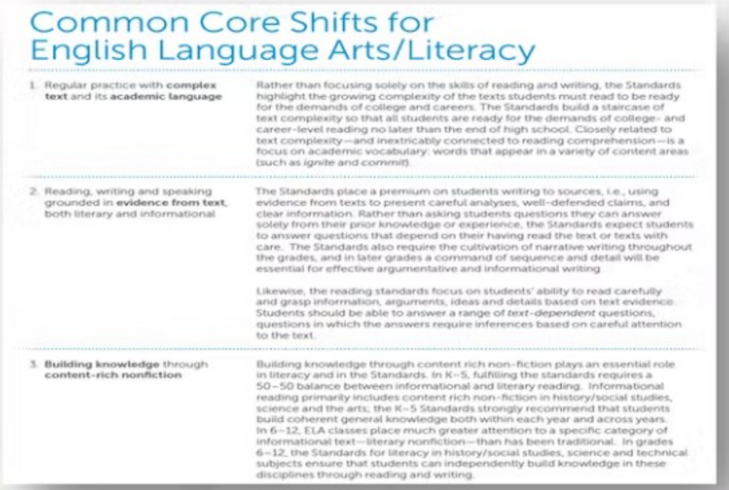
We are practicing a rigorous student centered. However, it may need to be more integrated, and adopt sn Universal Learning Design

Future, there is interactive space for students to engage w/ community/industry partners to develop career readiness.

Diverse curriculum to include the history of other ethnic groups

Mastery of Core Academics

- Complex Text
- Academic Language
- Evidence from Text
- Building Knowledge
- Content-Rich Nonfiction



Common Core Shifts for English Language Arts/Literacy

1. Regular practice with **complex text** and its **academic language**	Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational	The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.
3. **Building knowledge** through **content-rich nonfiction**	Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K–5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

Common Core State Standards Shifts in Mathematics

1. **Focus** strongly where the Standards focus	**Focus**: The Standards call for a greater focus in mathematics. Rather than racing to cover topics in a mile-wide, inch-deep curriculum, the Standards require us to significantly narrow and deepen the way time and energy is spent in the math classroom. We focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
2. **Coherence**: **think** across grades, and **link** to major topics within grades	**Thinking across grades**: The Standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning. **Linking to major topics**: Instead of allowing additional or supporting topics to detract from the focus of the grade, these concepts serve the grade level focus. For example, instead of data displays as an end in themselves, they are an opportunity to do grade-level word problems.
3. **Rigor**: In major topics* pursue: • **conceptual understanding**, • procedural skill and **fluency**, and • **application** with equal intensity.	**Conceptual understanding:** The Standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives so that they are able to see math as more than a set of mnemonics or discrete procedures. **Procedural skill and fluency:** The Standards call for speed and accuracy in calculation. Students are given opportunities to practice core functions such as single-digit multiplication so that they have access to more complex concepts and procedures. **Application:** The Standards call for students to use math flexibly for applications in problem-solving contexts. In content areas outside of math, particularly science, students are given the opportunity to use math to make meaning of and access content.

- Concepts and Skills
- Problem Solving
- Thinking Across Grades
- Conceptual Understanding
- Fluency
- Application

Social Emotional Learning and Growth Mindset

Hierarchy of Learner Needs

Learning Mindsets:

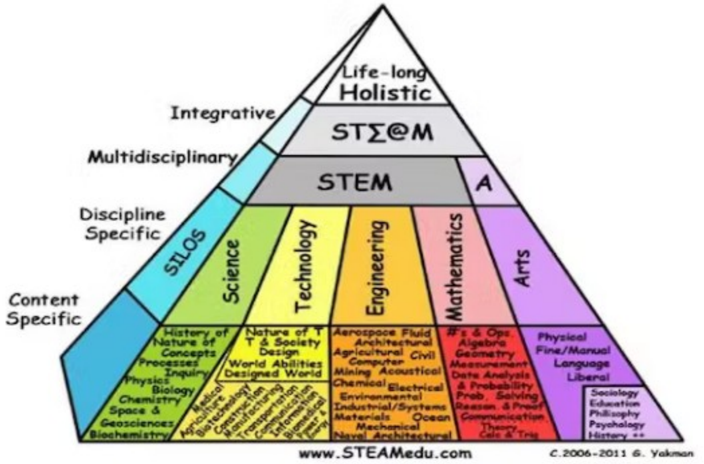
- ✓ ***I belong in this learning community.***
- ✓ ***I can change my abilities through effort.***
- ✓ ***I can succeed.***
- ✓ ***This work has value and purpose for me.***

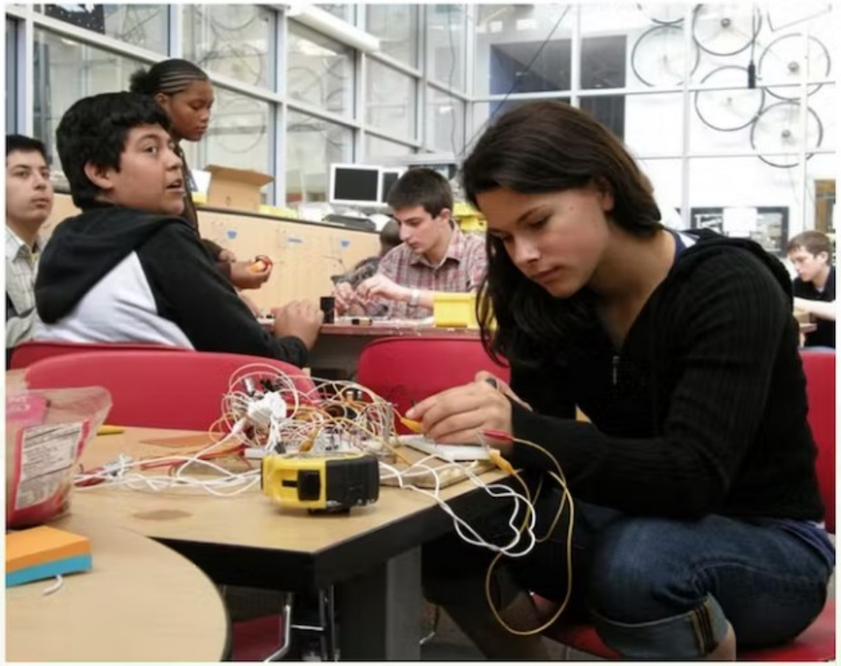
Student Agency

Learning Readiness

STEM and STEAM

- STEM as Meta-Discipline
- Art and Humanities as Glue
- Design Thinking Process





Health and Wellness

- Mental and Emotional Health
- Social Health, Nutrition, Physical Fitness, Athletics

Dual Enrollment

- Taking college courses for credit through the Dual Enrollment/Early College program
- Familiarize oneself with the college environment
- Juniors and seniors take approved college courses and earn both high school credits and college credits
- Students may be enrolled full-time or take individual college courses at any accredited two or four-year college or university in Massachusetts that has an early admission program.

What do these practices look like at MPTVHS, either now or in your aspirational future vision?

Currently a good deal of Dual enrollment is career aligned and part of vocational programming

Need for a modern facilities to support SEL and health & wellness.

Current facilities does not support intervention needs or facilitating smalls students groups during the day.

Attention to new practice for college and career advising to individualize the 4 year experience - "MyCAP" is the name of it - now ongoing

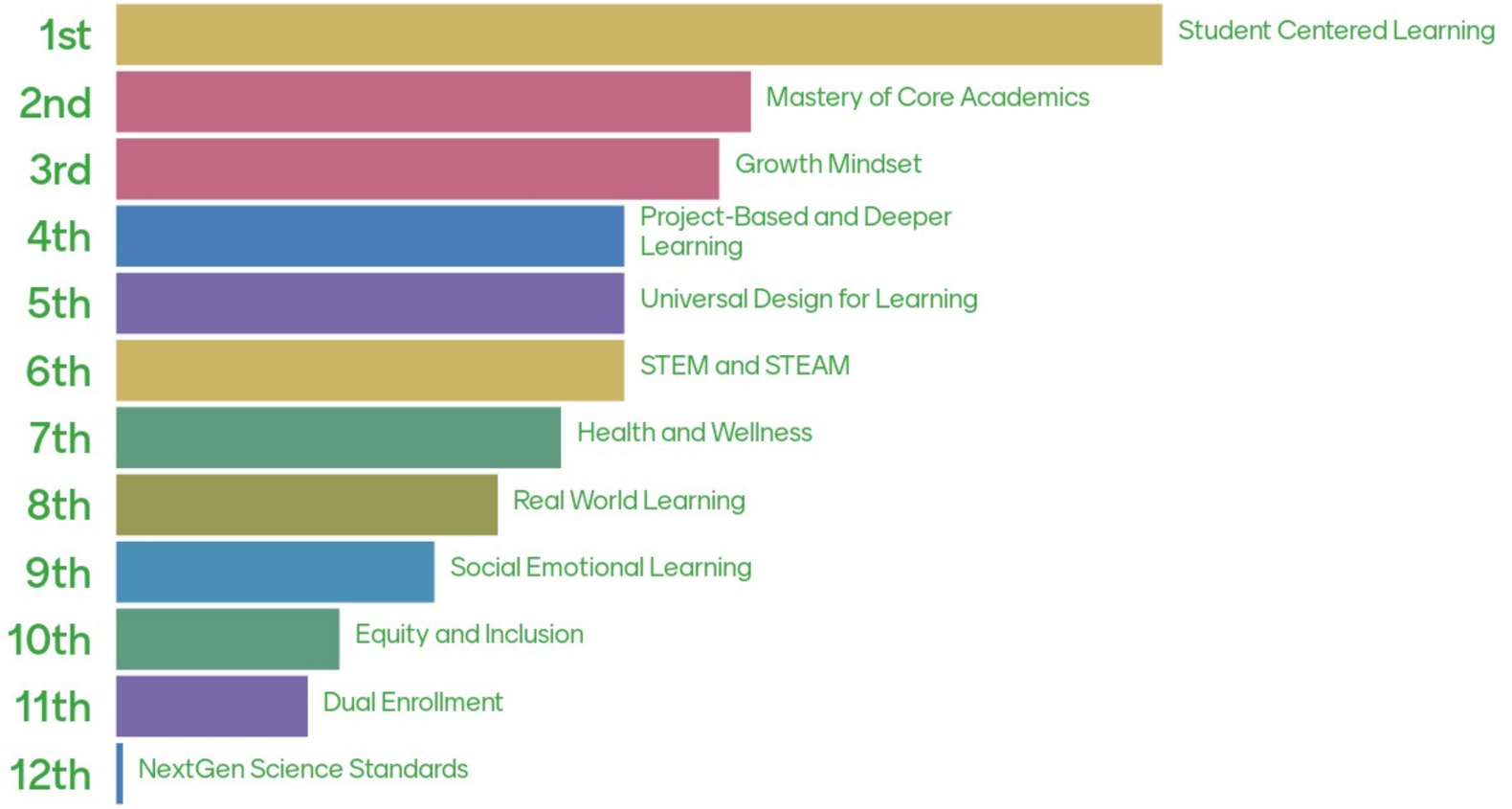
As staff, we need to be talking in small groups about every student on a periodic basis, which does not happen now.

MP hired some social workers/ therapists. However we don't have any Spanish speaking therapists to address these students ' social emotional traumas.

Growth mindset forms the foundation of MPTVHS in the future

Explicit SEL really important in the Covid era - many students are struggling with social skills at school

Which of these ACADEMIC FOCUS AREAS do you think are most important for MPTVHS students?



Future Ready
CTE Teaching and Learning

Madison Park
Est. 1975
Technical Vocational
High School

Madison Park
Technical Vocational High School

CITY of BOSTON

BOSTON
Public Schools

Mayor Michelle Wu

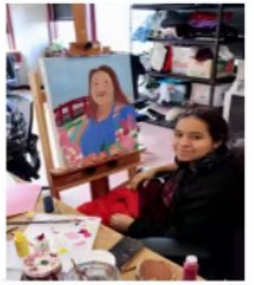
MPTVHS CTE Focus Areas

1. Certification Programs
2. Vocational Academic Integration
3. Project-Based Learning
4. Real World Learning
5. Identification of High Demand Trades
6. Workplace Skills – Skills USA
7. Internships
8. Career Clusters and Pathways
9. Competency Based Learning

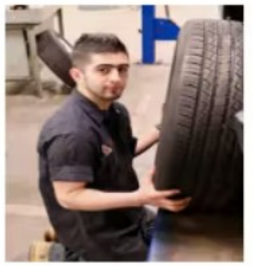
Certification Programs

- Students who meet all graduation requirements may receive both a BPS Diploma and a Certificate of Competency in their technical program.

- Allied Health
- Communications and Technology
- Construction Trades
- Human Services
- Transportation





Internships and Work-Based Learning

- Job placement and COOP programming
- Job shadowing
- Mentorship
- Apprenticeships
- Direct experience in all aspects of work and industry

Workplace Skills and Competencies

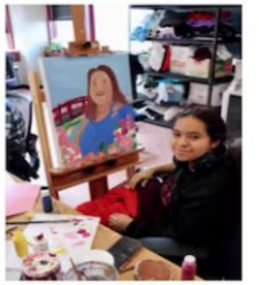
- Technical Skills
- Personal Skills
- Workplace Skills

Broad-Based Transferable Skills

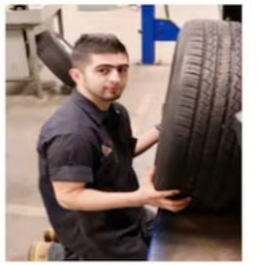
Career Clusters and Pathways

- Meaningful connections between vocational areas and content
- Preparation for all aspects of work and industry

- Allied Health
- Communications and Technology
- Construction Trades
- Human Services
- Transportation





What do these practices look like at MPTVHS, either now or in your aspirational future vision?

Every student should earn OSHA and at least one industry recognized credential

Externships (like job shadowing but more in-depth and typically shorter than an internship)

Students need to want to be in a vocational school, which means they and their parents need to understand what a vocational school is and what it is not. This gets to the admissions policy.

Need greater clarity of what Industry-Recognized Credentials can be earned - and more support for the school to be able to offer these

The expectation that all students will participate in a co-op or internship before graduation.

Students need support to be able to go out in co-op - the school is working hard now to increase the pool of eligible students

As a Madison teacher, we don't integrate the vocational and academic programs enough. We could do this better now, no new building needed.

Currently these practices are all reflected at Madison, some more so than others....in the future they all need to be elevated and equitable by program

Many many students need 13th even 14th and summer programs in order to qualify for the high skill jobs in demand. Early college and internships are essential but we have needs for those who aren't ready.

What do these practices look like at MPTVHS, either now or in your aspirational future vision?

Certification ProgramsWorkplace SkillsInternshipsHigh Demand TradesCareer Cluster PathwaysThe rest can be found at any other school.

Part of this design process should include Labor Market Information from experts to guide the pursuit of new programs

In the future 95 % of all juniors qualify for coop and 98% of all seniors graduate within 4 years with a bps diploma and four industry Certifications

Programs connected to actual companies and/or organizations so students are being prepared for actual position or entrepreneurship opportunities.

Currently the state has a list of IRCs for each CTE program and the certification exam fees are paid for by the school and district

All these are being implemented but not consistently across all trades & vocs.

Shops are used as prototype or pilot labs for new approaches and product/tools/ materials/ etc. in the industry.

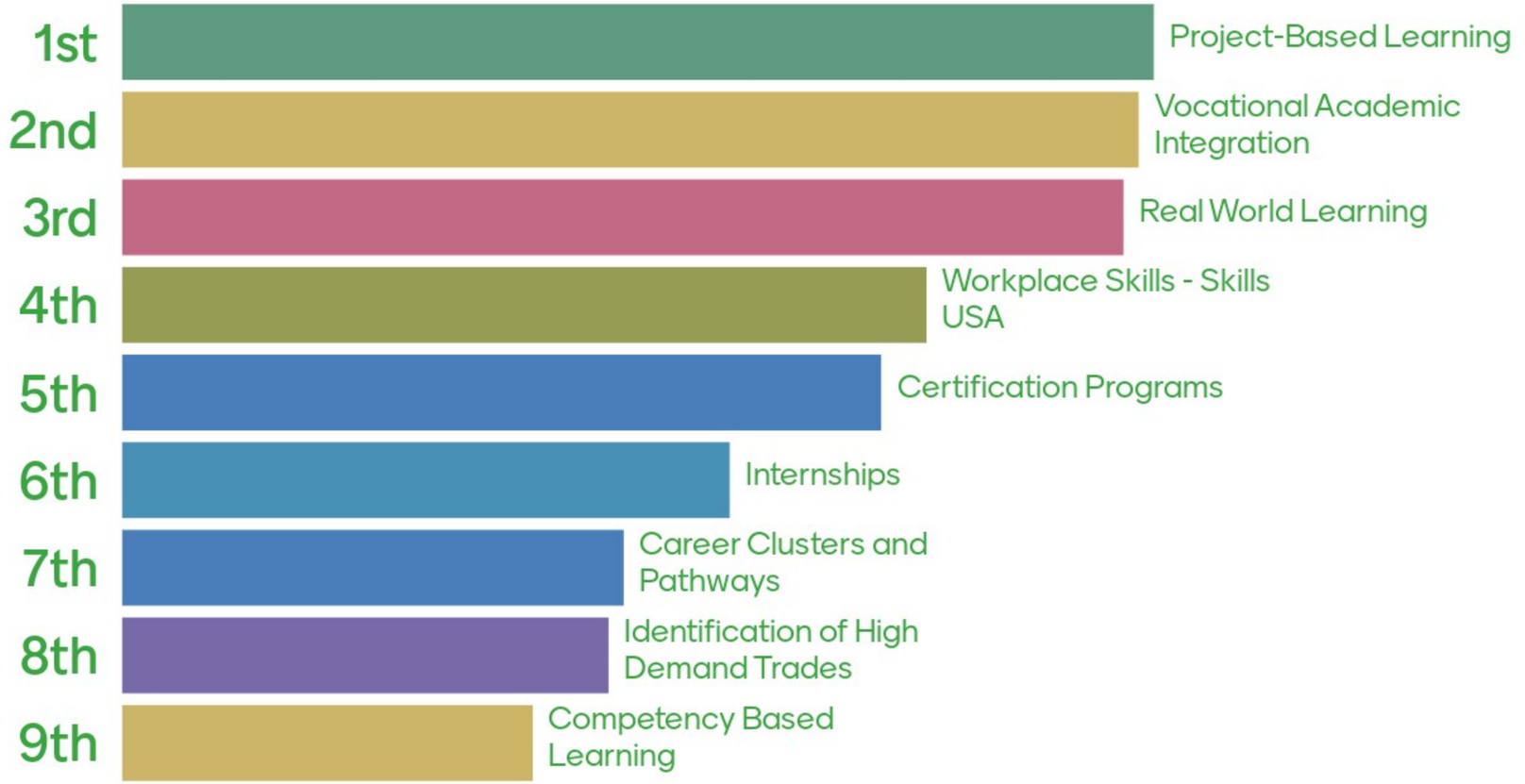
Academic-vocational integration could mean that teachers have common planning time to plan lessons where math, science and ELA content, thinking, and concepts are taught in both the vocation and the academic classes. We are starting this process now.

PBL Inquiry projects that require students to use higher-order thinking and use the practice skills of content areas to delve into essential questions.

What do these practices look like at MPTVHS, either now or in your aspirational future vision?

Yes

Which of these CAREER TECHNICAL FOCUS AREAS do you think are most important for MPTVHS students?



What Career Technical focus areas and/or language are missing from this list?

Thank You!

¡Gracias!

Mèsi!