Madison Park

Technical Vocational High School Study

SICUT PATRIBUS SIT DEUS NOBIS.
BOSTONIA.
CONDITA A.D.
1630.
CIVITATIS REGIMINE DONATA A.D. 1822.

BOSTON
Public Schools
Focus on Children

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Madison Park
Technical Vocational High School Study

Agenda

- Building and Program Assessment
- Visioning
- Planning Options

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BOSTON Public Schools
Focus on Children

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Boston Public Schools

Dr. Brenda Cassellius	Superintendent
Drew Echelson	Chief Academic Officer
Kristen Daley	Deputy Chief Academic Officer
Christine Landry	Academics and Prof Learning
Farah Assiraj	Office of English Language
Faye Karp	Assistant Superintendent, Office of English Learners
Ethan d'Ablemont-Burnes	Special Education
Lauren Viviani	Special Education
Samuel DePina	Deputy SI of Operations
Indira Alvarez	COO
Teresa Neff- Webster	Deputy COO
Nathan Kuder	CFO
Myriam Ortiz	Director of Community Engagement
Denise Snyder	Acting Chief for Family and Community Advancement
Diego Alvarado	Secondary Operational Leaders
Rui Gomes	Secondary Operational Leaders MPHS /O'B
Lindsa McIntyre	High Schools Superintendent
Dr. Elia Bruggeman	High Schools Superintendent
Dr. Sidney Brown	Madison Park principal
Megan Costello	Superintendents' office - Senior Advisor
Donere Williams	Administrative Project Manager Of Capital Planning

Boston Public Facilities Department

Kerrie Griffin	Director
Carleton Jones	Asst. Director of Operations
Evan Brinkman	Assistant Director
Pedro Hernandez	Project Manager for Studies
Brian McLaughlin	Sr PM
Pat Mulvey Welsh	AD for Construction

Mayor's Office

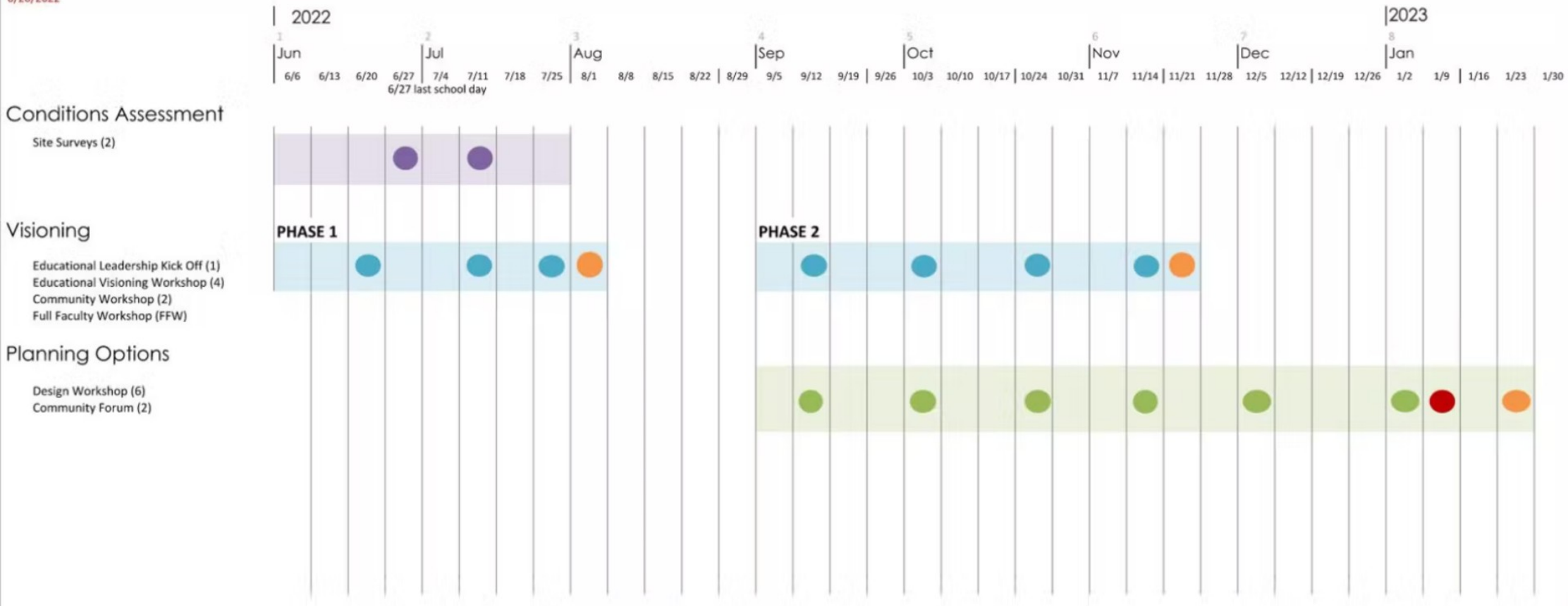
Dion Irish	Chief of Operations
Morgan McDaniel	Deputy Chief of Operations
Brianna Millor	Director of Community Engagement
Jessicah Pierre	Chief Communications Officer
Enrique Pepen	Director of Neighborhood Services
John Romano	Deputy Director of Neighborhood Services

Design Team

Philip Chen	Managing Principal
Jason Bowers	Project Lead
Rita Terjeki	Project Manager
David Stephen	Educational Programmer

MADISON PARK
PROJECT SCHEDULE

6/20/2022



Project Aspirations

Instructions

What are your aspirations for the MPTVHS project?

Visioning Kick-Off Agenda

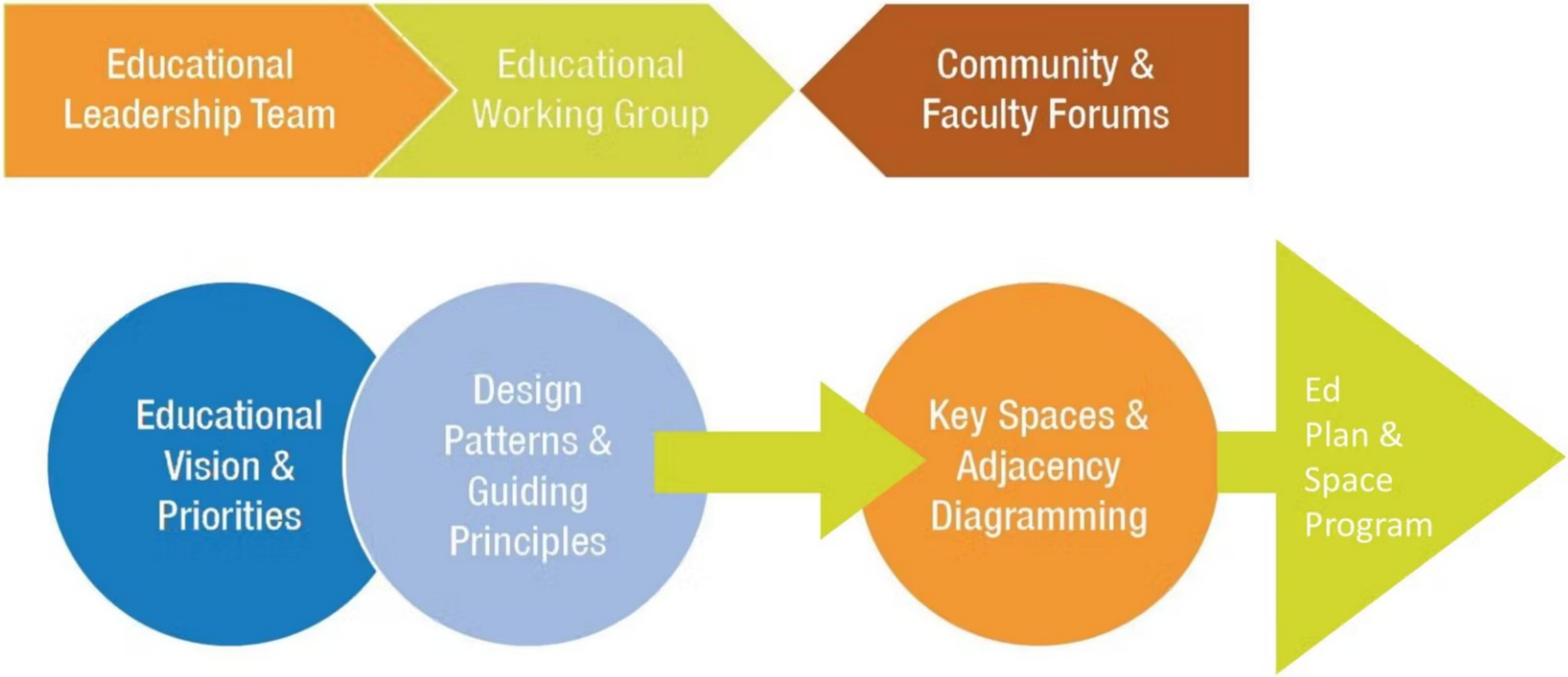
1. Introductions and Priority Goal Setting (60 min)

- Introductions and Agenda Check-In
- Overview of Visioning Process
  - 21st Century Teaching and Learning
  - Design Patterns
  - Guiding Principles
- Priority Goal Setting
  - Educational, Architectural, and Community
  - Academic Focus Areas
  - CTE Specific Focus Areas

2. Next Steps and Strategizing for Visioning Workshops (60 min)

- Discussion of Options and Considerations
  - Workshop Focus Areas
  - Community Engagement
  - Communication Strategy
  - Participants
  - Small Group Facilitation
  - Google Docs Sharing
  - Calendaring
  - Workshop Logistics
  - Zoom Link
  - Translation Services

The Visioning Process



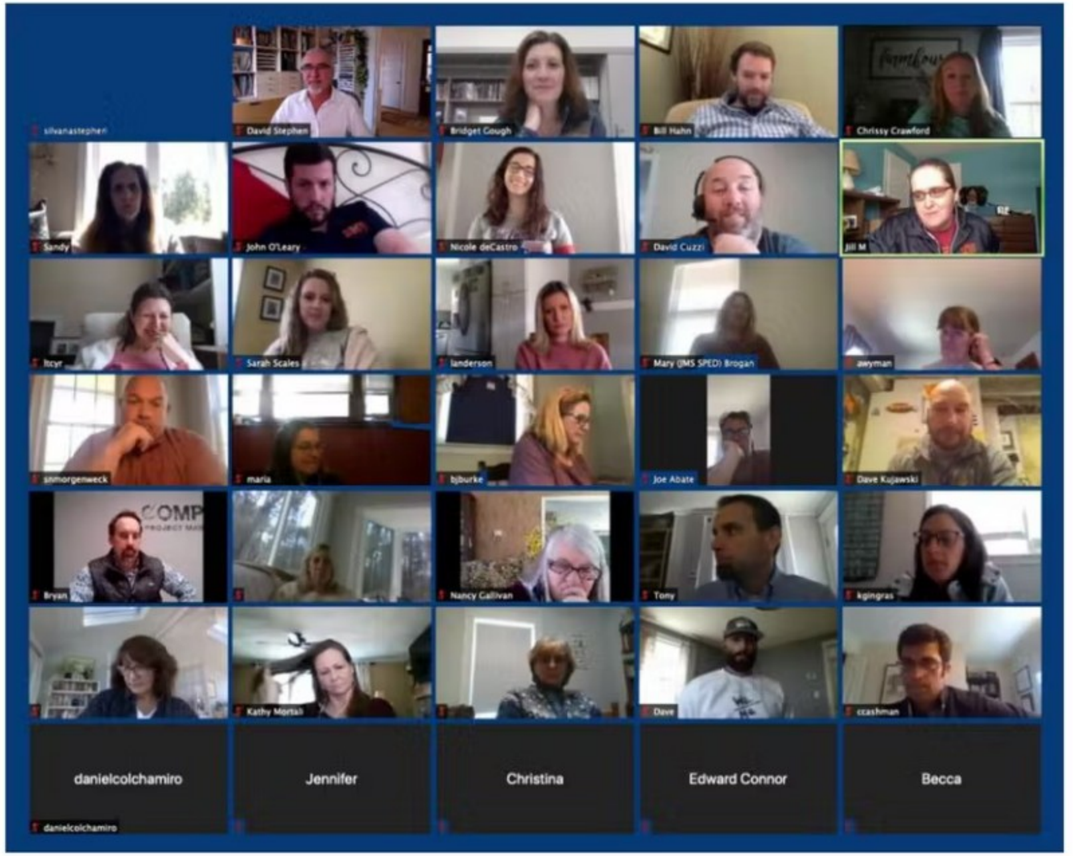
Focus Areas

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

Virtual, Hybrid or Visioning

- Shorter Workshops
- Highly Interactive
- Breakout Groups Discussions
- Chat Function Feedback
- Google Docs Info Collection
- Interactive Software for Real-Time feedback



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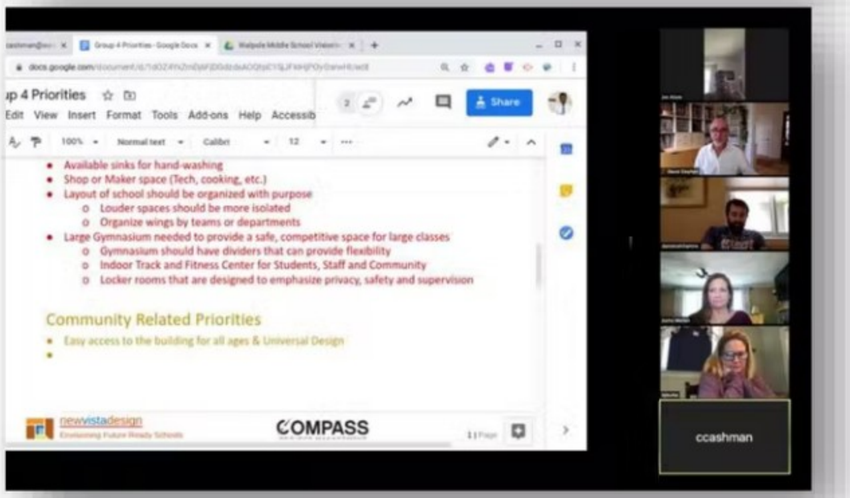
Madison Park Technical Vocational High School

Mentimeter


Go to www.menti.com and use the code 58 74 04
What strikes you? Is anything missing?
Collaboration, communication, and creativity are very important.
Social emotional learning is well described. Inquiry-based learning should be a focus
We don't mention the cultivation of reading skills.
Shows value of whole student
I liked how high up SEL is. I wonder how a building's design supports that.
it is a great list! Would "inclusivity" be under one of these?
I like that there is a balance of emphasis on global awareness and responsibility as developing the individual person.
It's a comprehensive list.
Great start. I wonder if there should be More focus on math and science. Especially with potential of new labs and spaces.
Good overview of what we value
13


Go to www.menti.com and use the code 58 74 04
Design Pattern World Cloud
neighborhood
media center l
naturallight
classroom neighborhoods
hb
enrichment spaces
extended learning spaces
breakout quiet spaces
breakout and quiet spaces
alternative lockers
community access
classroom neighborhood
welcoming arrival
outdoor courtyard
movable walls
outdoor learning
distributed dining
neighborhoods
courtyard
hallway seating
neighborhood classrooms
safety and security
bright over dark
23


Go to www.menti.com and use the code 26 91 47
What modes of teaching and learning do you use most frequently?
18


Available sinks for hand-washing
Shop or Maker space (Tech, cooking, etc.)
Layout of school should be organized with purpose
Louder spaces should be more isolated
Organize wings by teams or departments
Large Gymnasium needed to provide a safe, competitive space for large classes
Gymnasium should have dividers that can provide flexibility
Indoor Track and Fitness Center for Students, Staff and Community
Locker rooms that are designed to emphasize privacy, safety and supervision
Community Related Priorities
Easy access to the building for all ages & Universal Design
COMPASS
ccashman

Developing a Narrative

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

Building Upon

- Current Innovation Agenda and Programming
- School Improvement Plan
- Career Technical Education (CTE) Future Vision
- DRAFT Education Plan
- Other Sources?

Any renovated or New MSBA School Will Have…

Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

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

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Any renovated or New MSBA School Will Also Have…

Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- 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

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Madison Park Technical Vocational High School

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…

Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

- 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!

Compromises will need to be made

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Madison Park Technical Vocational High School

Madison Park Technical
Vocational High School

Priorities

Educational, Architectural and Community

Instructions

What are your top EDUCATIONAL AND VOCATIONAL PRIORITIES for the MPTVHS program?

What are your top ARCHITECTURAL PRIORITIES for the MPTVHS facility?

What are your top COMMUNITY PRIORITIES for MPTVHS educational and vocational program, and facility?

Madison Park Technical
Vocational High School

Future Ready

Teaching and Learning

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

Source: Future of Jobs Report, World Economic Forum

WORLD ECONOMIC FORUM

Top 10 skills of 2025

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

Type of skill
- Problem-solving
- Self-management
- Working with people
- Technology use and development

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

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**

Student-Centered
and Lifelong-Learning

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

Universal Design for Learning

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**

- Varied Delivery Methods
- Hands-On Learning
- Action and Expression

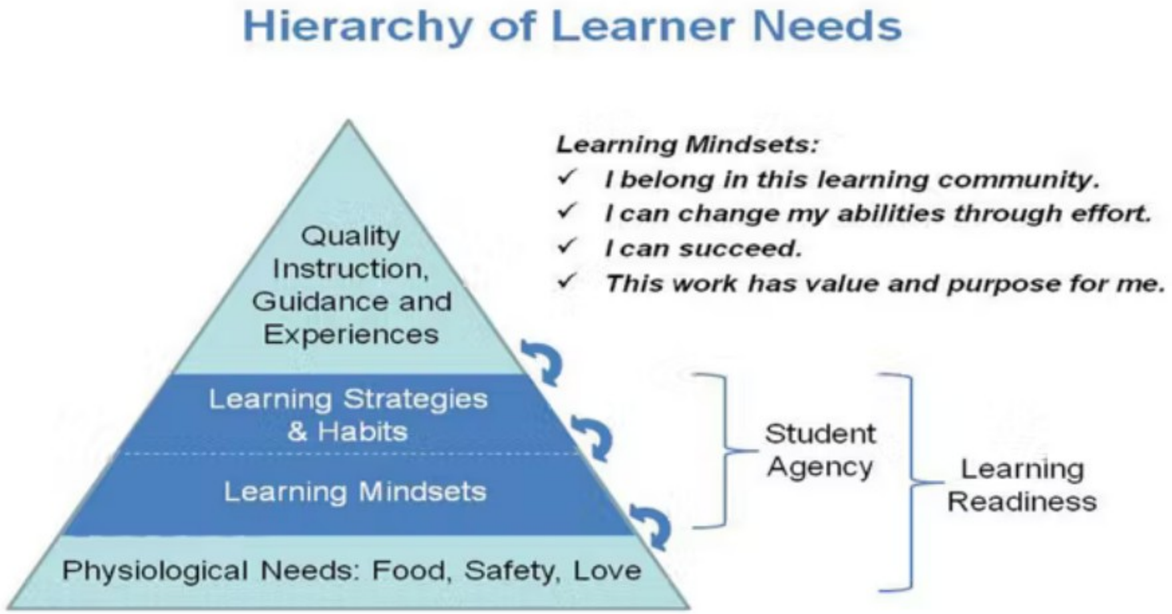
Social Emotional Learning

- Character education
- Growth Mindset
- Mental health
- Mindfulness
- Resilience and Grit
- Classroom management

Equity and Inclusion

- Differentiated Instruction
- Targeted Intervention
- Equitable Access
- Student Voice and Choice
- Self-Paced and Small Group

Academic/Growth Mindset

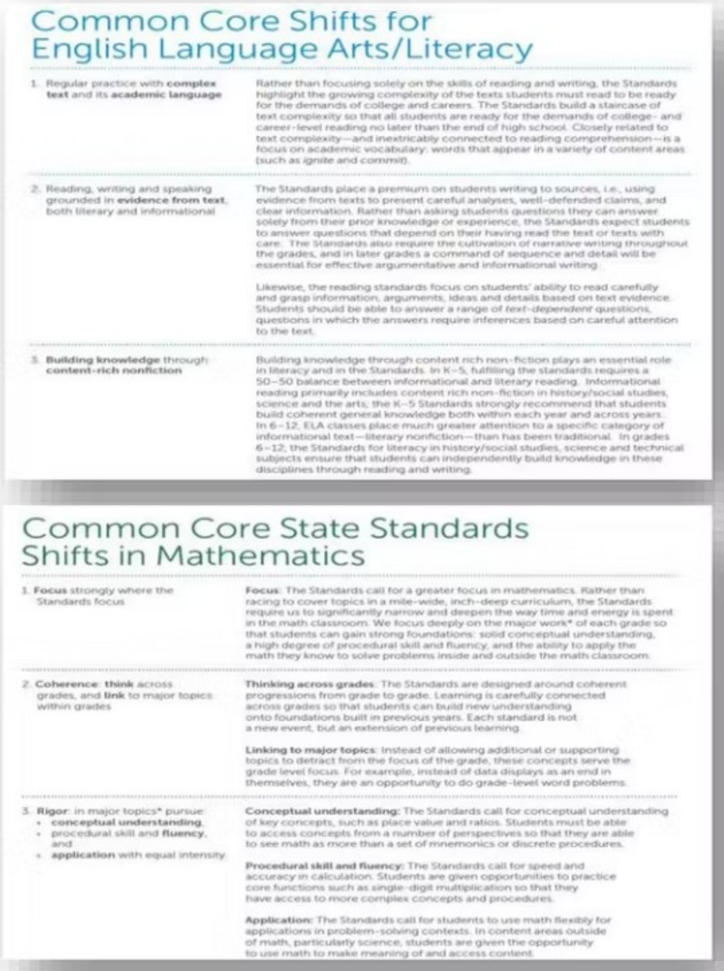


… Integrity, Responsibility and Perseverance…

… value of effort over innate intelligence…

Mastery of Core Academics

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



Common Core Shifts for English Language Arts/Literacy

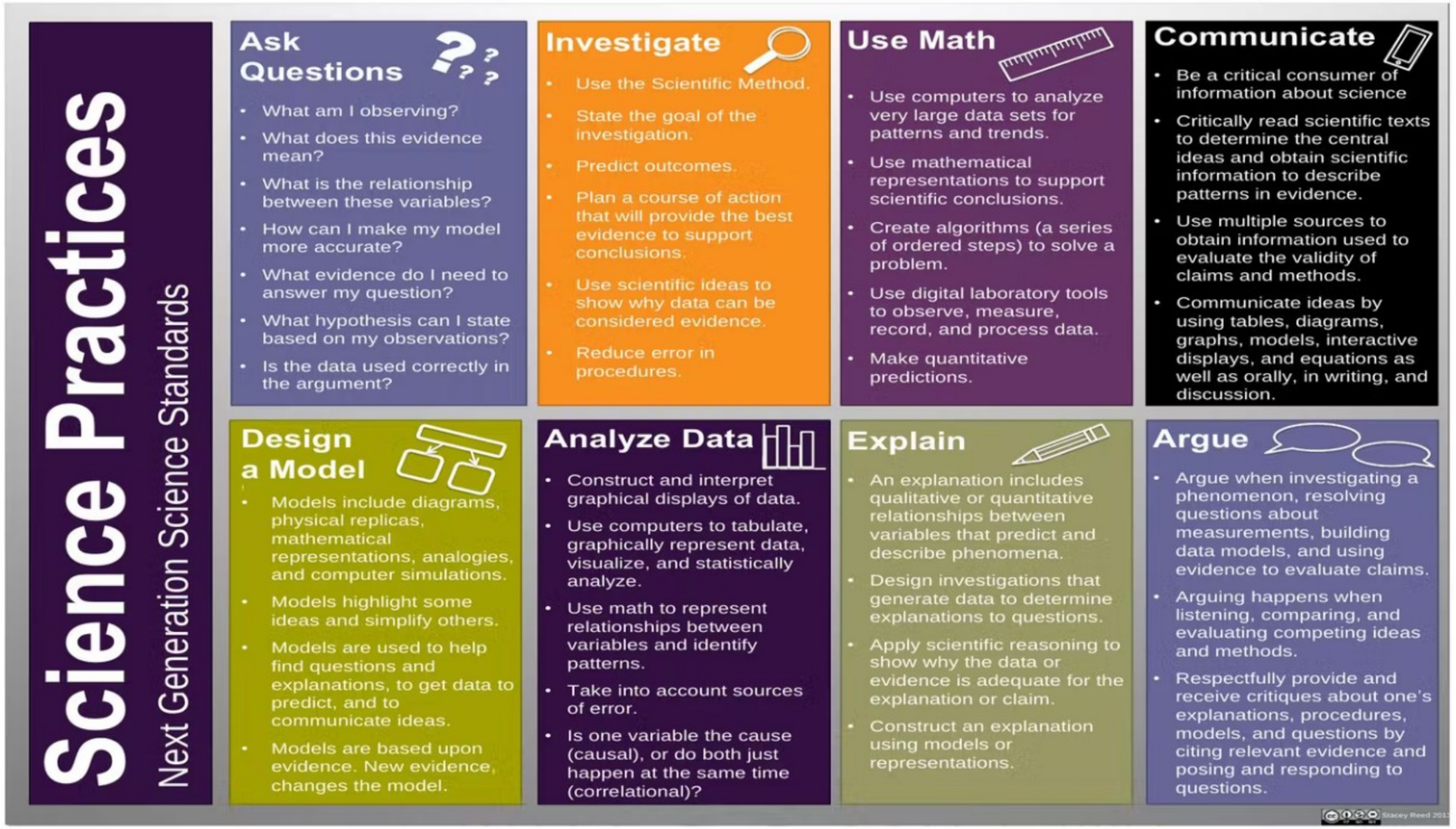
1. Regular practice with **complex text** and its **academic language**	Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase 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

Next Gen Science Standards

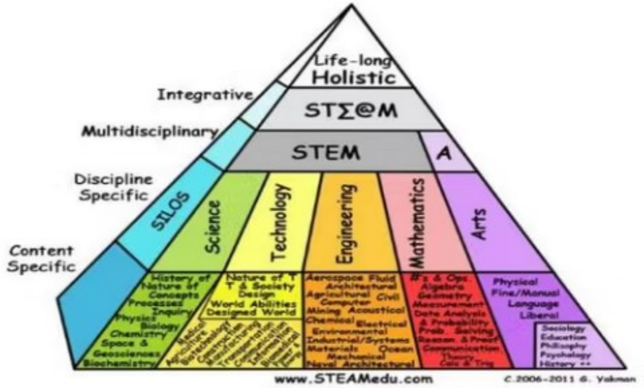


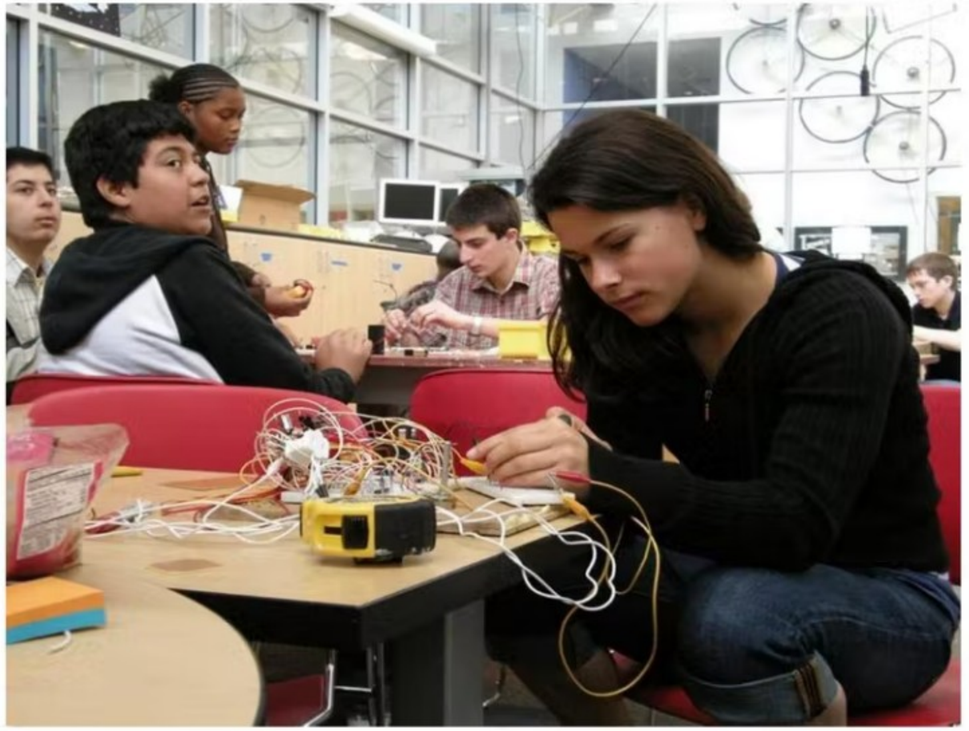
Project-Based and Deeper Learning

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

STEM and STEAM

- STEM as meta-discipline
- Art and Humanities as Glue
- Design Thinking Process



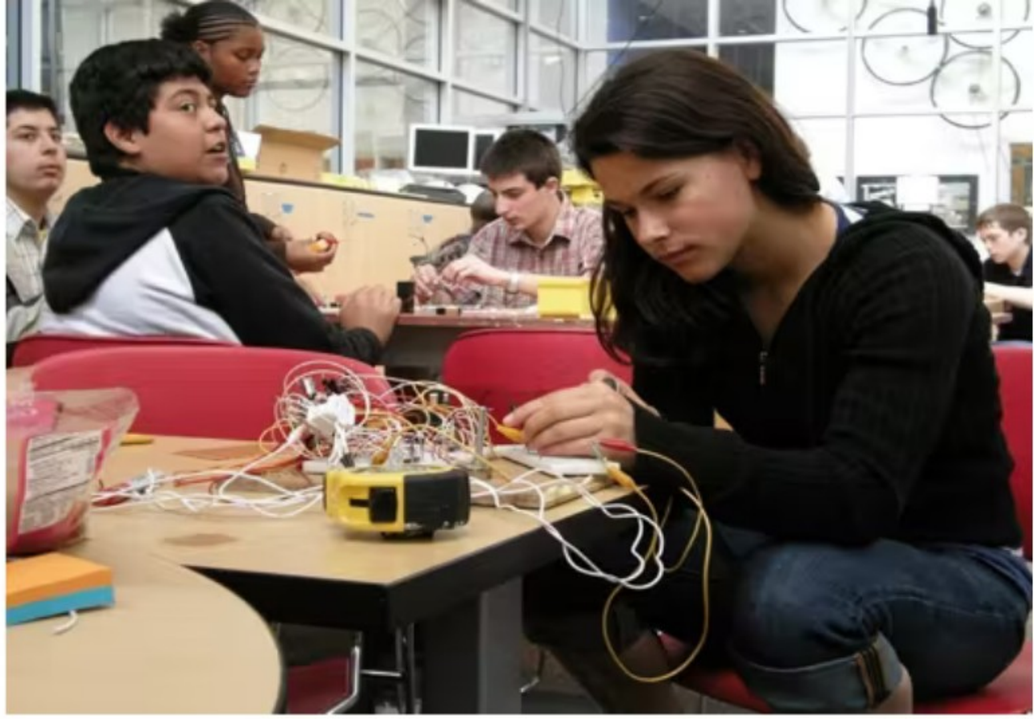


Real World Learning

- Permeable School Walls
- Community Engagement, Adult-World Connections and Internships
- Leveraged Resources

Additional 21st Century Themes

- Health and Wellness
- Individualized Learning
- Team Teaching
- Professional Learning Communities
- Dual Enrollment



Rank these focus areas in order of importance to MPTVHS:

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

What important language and/or focus areas are missing from the previous list?

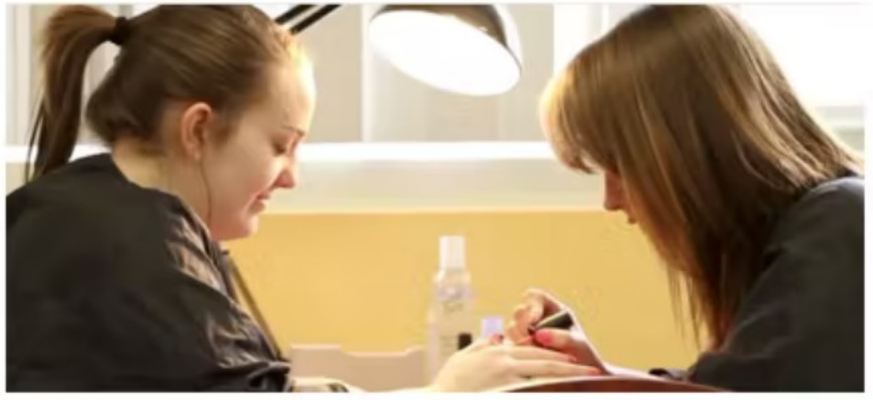
Madison Park Technical
Vocational High School

Future Ready

CTE Teaching and Learning

CTE Focus Areas

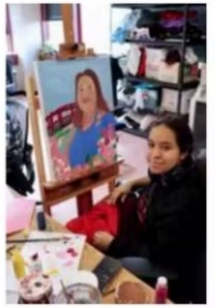
- Career Clusters and Pathways
- Vocational/Academic Integration
- Project-Based Learning
- Real World Learning
- Competency Based Learning
- Workplace Skills / Skills USA
- Internships
- Certification Programs



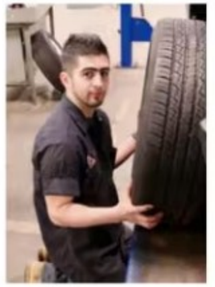
Career Clusters and Pathways

- 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





Vocational Academic Integration

- Meaningful connections between academic and vocational content, programs, and teachers
- Thoughtful adjacencies between academic and technical classrooms and labs
- Project based approach in both academic and vocational contexts

Work-Based Learning

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

Competency Based - Skills USA

- Technical Skills
- Personal Skills
- Workplace Skills

Rank these focus areas in order of importance to MPTVHS:

1st | Career Clusters and Pathways

2nd | Vocational Academic Integration

3rd | Project Based Learning

4th | Real World Learning

5th | Competency Based Learning

6th | Workplace Skills - Skills USA

7th | Internships

8th | Certification Programs

What important language and/or focus areas are missing from the previous list?

Madison Park Technical
Vocational High School

Future Ready

Learning Goals Activity

Future Ready Learning Goals

Activity

Bloom's Taxonomy

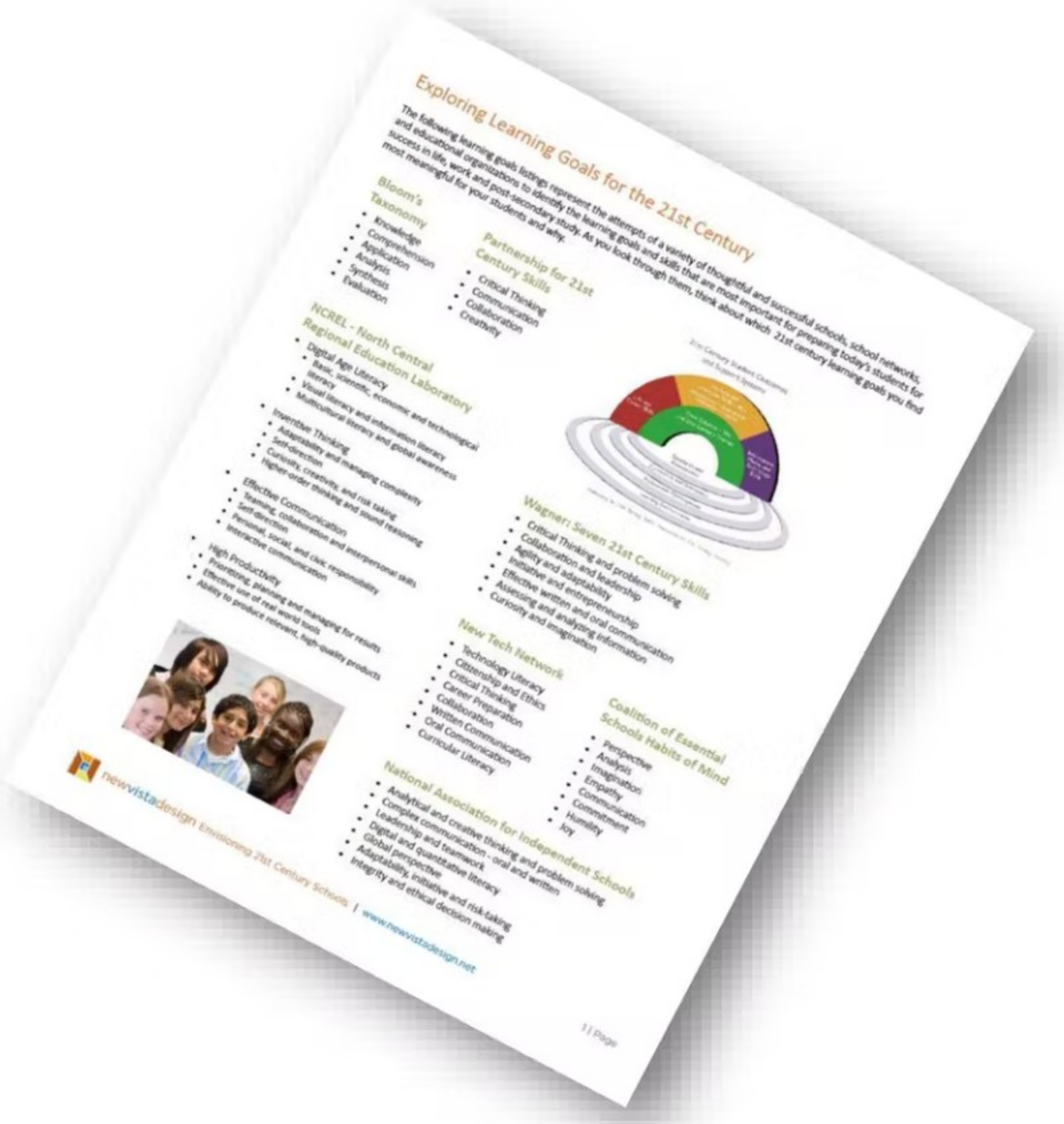
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Partnership for 21st Century Skills

- Critical Thinking
- Communication
- Collaboration
- Creativity

NCREL - North Central Regional Education Laboratory

- Digital Age Literacy
  - Basic, scientific, economic and technological literacy
  - Visual literacy and information literacy
  - Multicultural literacy and global awareness



Madison Park Technical
Vocational High School

SCOG Analysis

Strengths, Challenges, Opportunities and Goals

Madison Park Technical
Vocational High School

Program Overview

Overview of School Culture and Programs

Activity

- Core Subject Areas
- Physical Education
- Art and Music
- Special Education
- Technology
- Partner Programs

Madison Park Technical
Vocational High School

Design Patterns

For 21st Century and CTE Learning

New School
Design Patterns

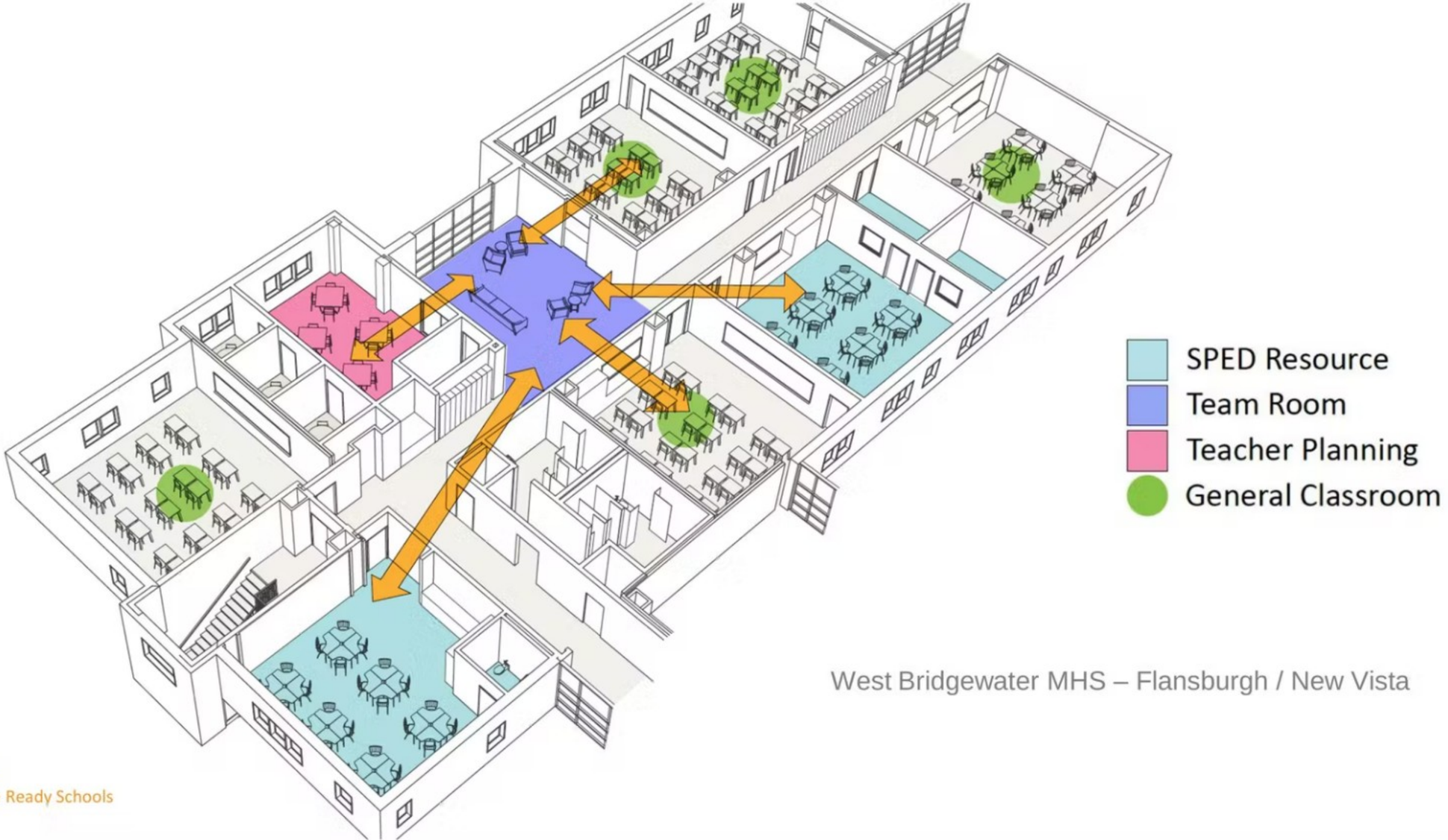
- Welcoming Arrival
- Welcoming Entry
- Safety and Security
- Wayfinding and Streetscapes
- Clusters of Learning
- Classroom Neighborhoods
- Agile Classrooms
- Extended Learning Areas
- Breakout Spaces
- Collaborative Spaces
- Quiet Spaces
- Push-In Special Education
- Flexible Furniture
- Professional Work Areas
- Community Access
- Heart of School
- Media Center Learning Commons
- Makerspaces
- Flexible Science Labs
- STEM/STEAM Adjacencies
- Career Tech Spaces
- Visible Learning and Transparency
- Branding and Identity
- Display and Exhibition
- Storytelling
- Distributed Resources
- Varied Performance Venues
- Distributed Dining
- Enrichment Spaces
- Indoor/Outdoor Connections
- Outdoor Gathering Spaces
- Outdoor Learning
- Sustainability
- Building as Teacher

New School
Design Patterns

Agile Classrooms

New School
Design Patterns

Classroom Neighborhoods



West Bridgewater MHS – Flansburgh / New Vista

New School
Design Patterns

Extended Learning Spaces

West Bridgewater MSHS – Flansburgh


Collegiate School for Boys – Studios

New School
Design Patterns

Community Access

West Bridgewater MHS2 - Flansburgh with New Vista

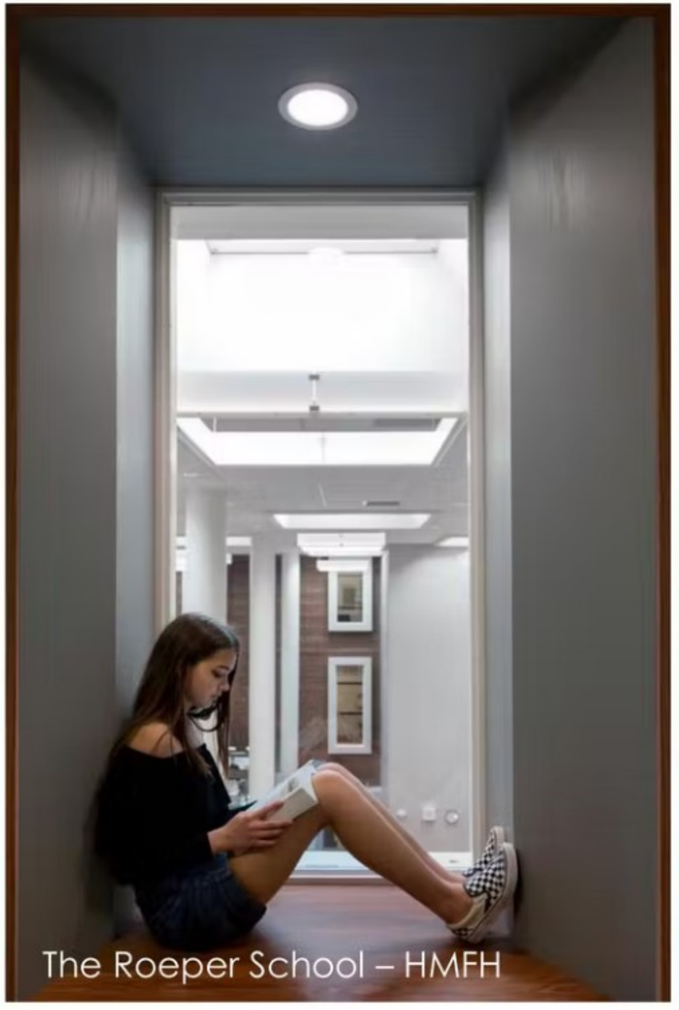
New School

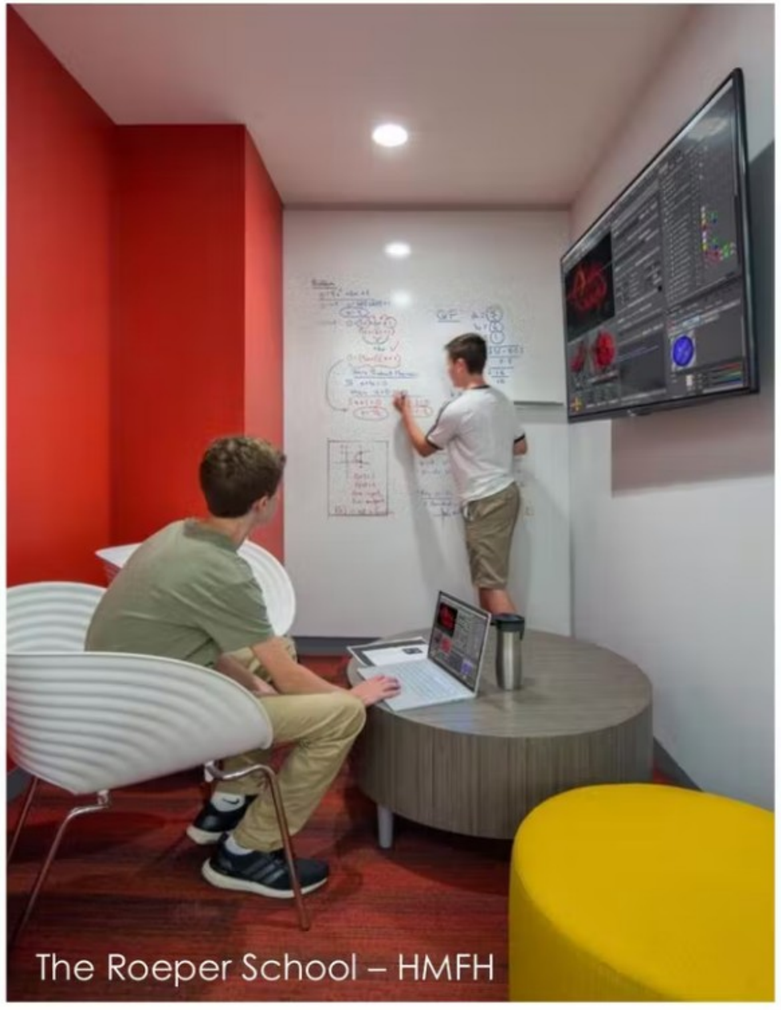
Design Patterns

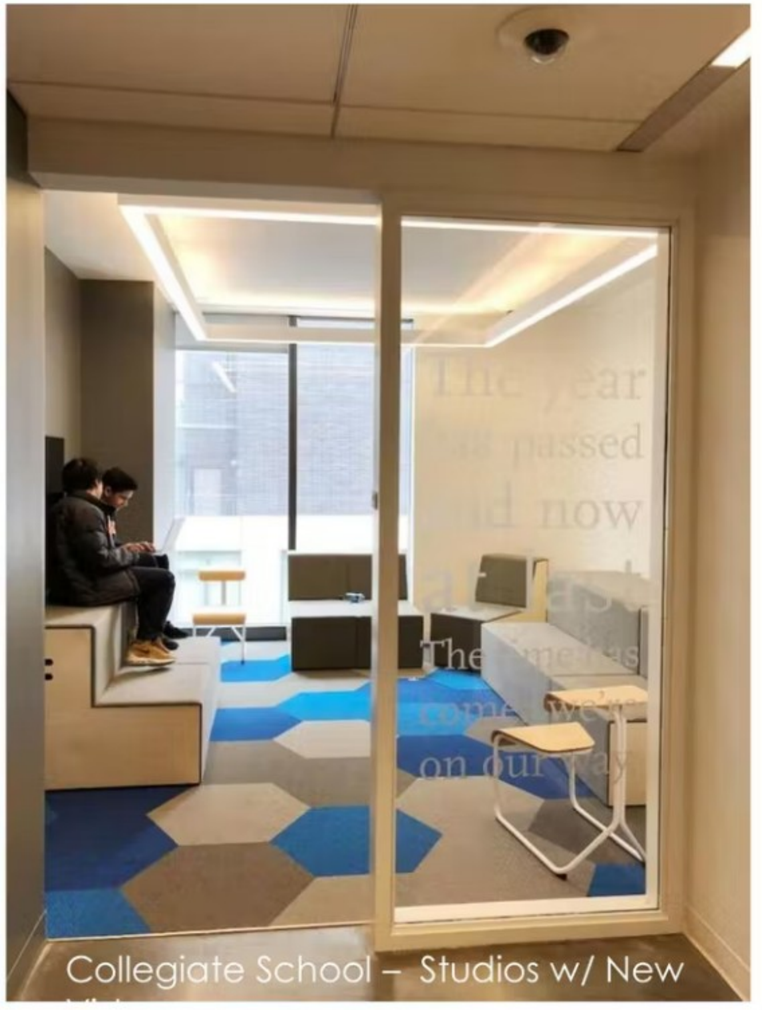
Career Pathways and Small Learning Communities (SLCs)

New School
Design Patterns

Breakout and Quiet Spaces


The Roeper School – HMFH


The Roeper School – HMFH


Collegiate School – Studios w/ New

New School
Design Patterns

Wayfinding and Streetscapes

Sterling Middle School - Ai3 with NVD


High Tech Middle - Carrier Johnson with NVD

New School
Design Patterns

Indoor/Outdoor Connections


Winthrop MHS - HMFH


Essex Technical HS – Design

New School
Design Patterns

Public Access

Madison Park Technical
Vocational High School

Guiding Principles

Guiding Principles set design priorities and offer an invaluable framework for making decisions and choices as the design process unfolds…

Dearborn STEM Academy

1. Mastery-Based Learning
2. Trans-disciplinary Instruction
3. Design-Focused
4. Personalized
5. Community

Sanford Regional Technical Center

1. Small Learning Communities / Career Pathways
2. Extension of Learning Outside Classroom
3. Health & Wellness (Natural Light, Access to Outside)
4. Integration with Unique Identity
5. Business Incubator

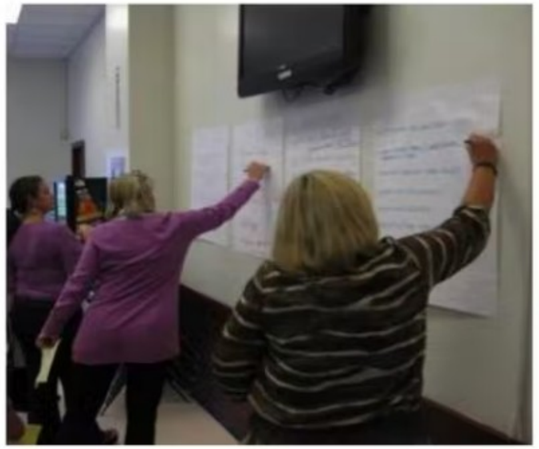
Salem High School

1. Project-based Learning on Display
2. Career Pathway Communities
4. Vocational - Academic Integration
5. Adaptability and Flexibility
6. Differentiated Instruction

Mid-Coast School of Technology

1. Factory for Learning
2. Energy Efficiency
3. Local Industry Focus
4. Individualized Exploration & Learning
5. Community Access and Engagement

WEST BRIDGEWATER MIDDLE HIGH SCHOOL



1. School as Community Resource
2. STEM/Art Integration (STEAM)
3. Personalization, Connection and Ownership
4. Adaptability and Evolution
5. Visible Learning
6. Outdoor Connections

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Blue Sky Ideas

DALE STREET SCHOOL

Educational Visioning Group
Workshop Three Notes 2.4.20

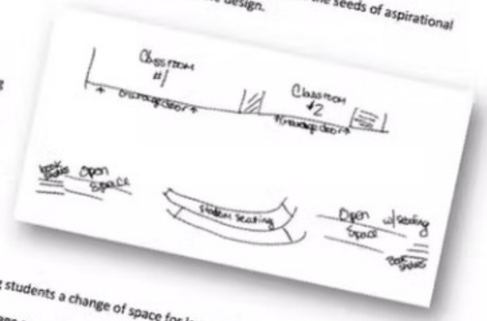
Blue Sky Ideas

The following "Blue Sky" ideas for the design of the renovated and/or new Dale Street School were recorded during Workshop Three. Individual participants wrote about their own Blue-Sky Ideas and then shared them with the larger group. Ideas have been grouped together by like-themes.

Blue Sky Ideas, though sometimes not feasible due to budget or design constraints, often hold the seeds of aspirational ideas and design approaches that can be implemented on some level within the design.

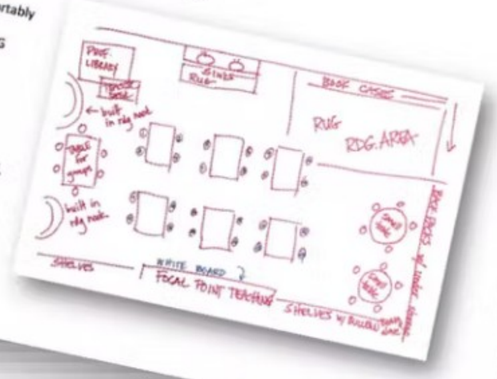
"Neighborhood" Gathering Spaces

- Central gathering space outside of a cluster of classrooms
  - Each classroom has a garage door that opens into the central gathering space hall
  - This allows a cluster of classrooms to easily move their chairs into this space for cluster learning, discussions, presentations
  - Within the gathering space/hall there will also be comfortable stadium seating (movable) in multi-colors large enough to fit 2 classrooms at a time
  - Programs can be seen here as well as giving students a change of space for lessons
  - Bright inviting halls
  - Bookshelves to include optional reading for age appropriate books



Large and Comfortable Classrooms

- Seating space for 24 students comfortably
  - Lots of light/windows
  - WHITEBOARD – FOCAL TEACHING SPACE with all appropriate technology
  - Large reading area with carpeted floor/area rug
  - Space for storage (units, supplies, materials)
  - Space for teacher desk/personal prof. LIBRARY
  - Space for students to move around the room to work in flexible groups (pairs, up to 5 or6)
  - Comfortable seating space for independent reading
  - Nooks



DALE STREET SCHOOL

Educational Visioning Group
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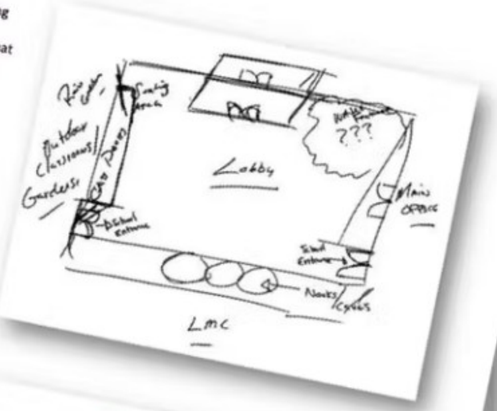
Blue Sky Ideas Continued

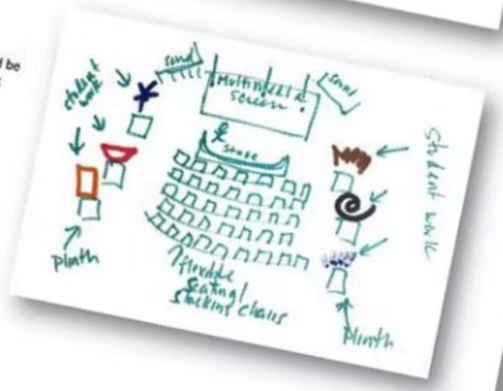
Inspiring School Entry

- A school entrance that inspires learning for all
  - Open area with nooks and caves that is tied into classroom spaces both indoor/outside with play spaces



Presentation Space

- Where students can display their capstone projects (e.g. museum)
  - Along with this space, there would be a stage and microphones (TED Talk style) where students can present their work



Madison Park Technical
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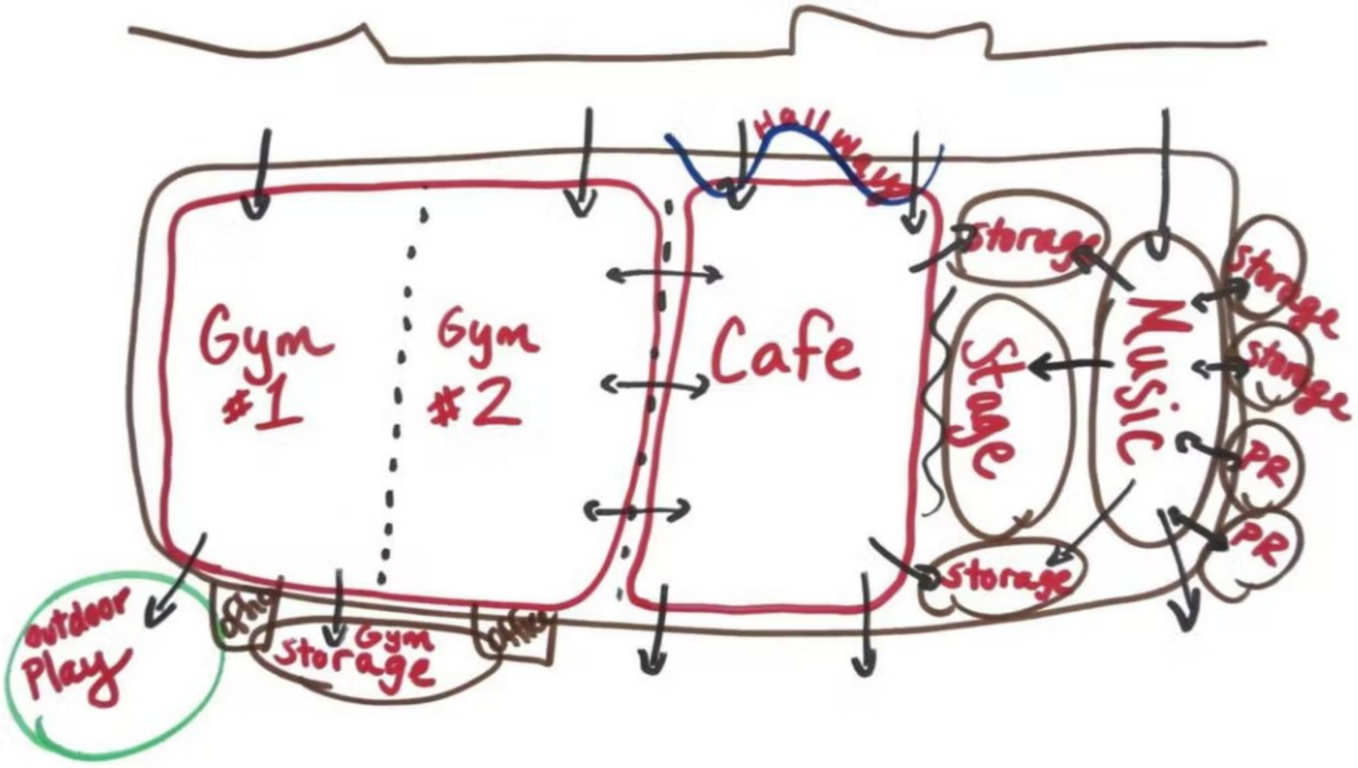
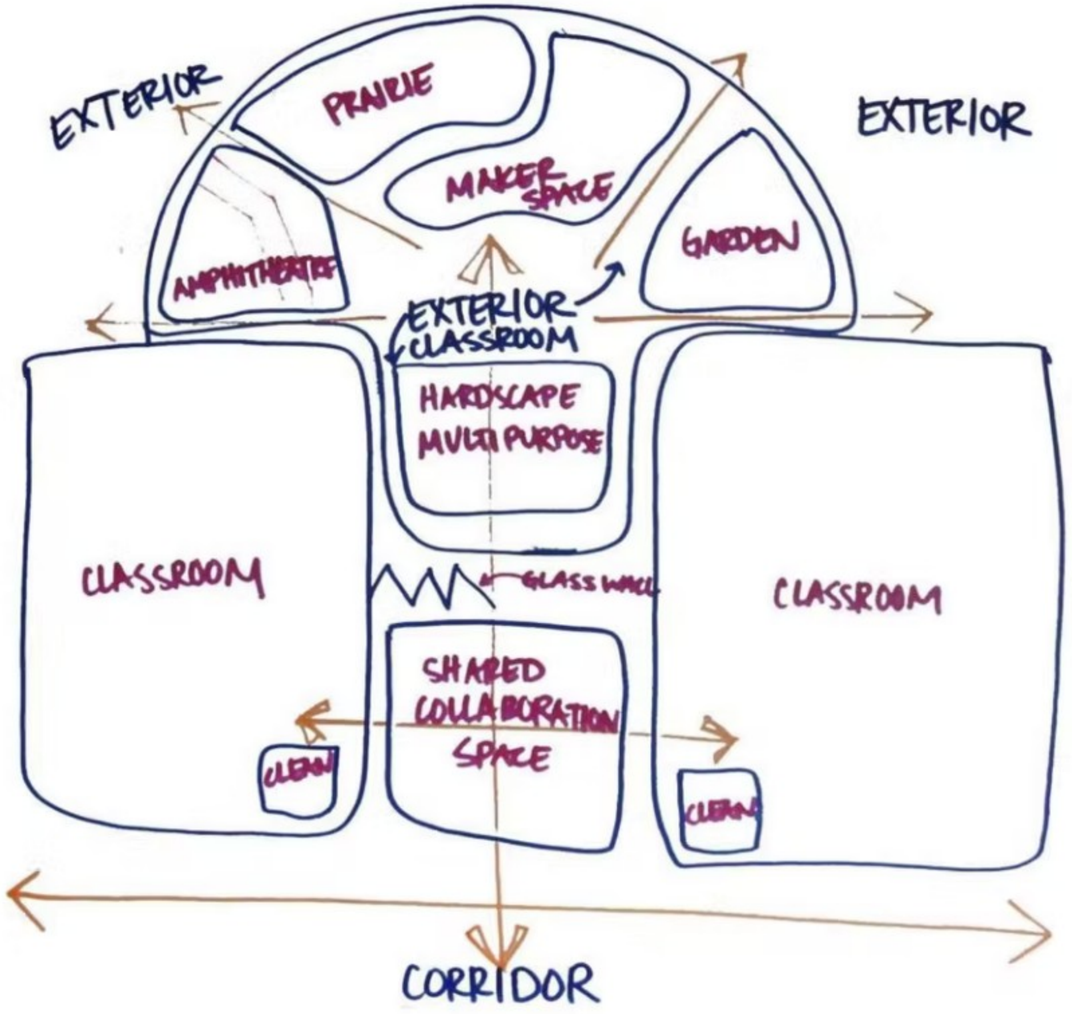
Bubble Diagrams

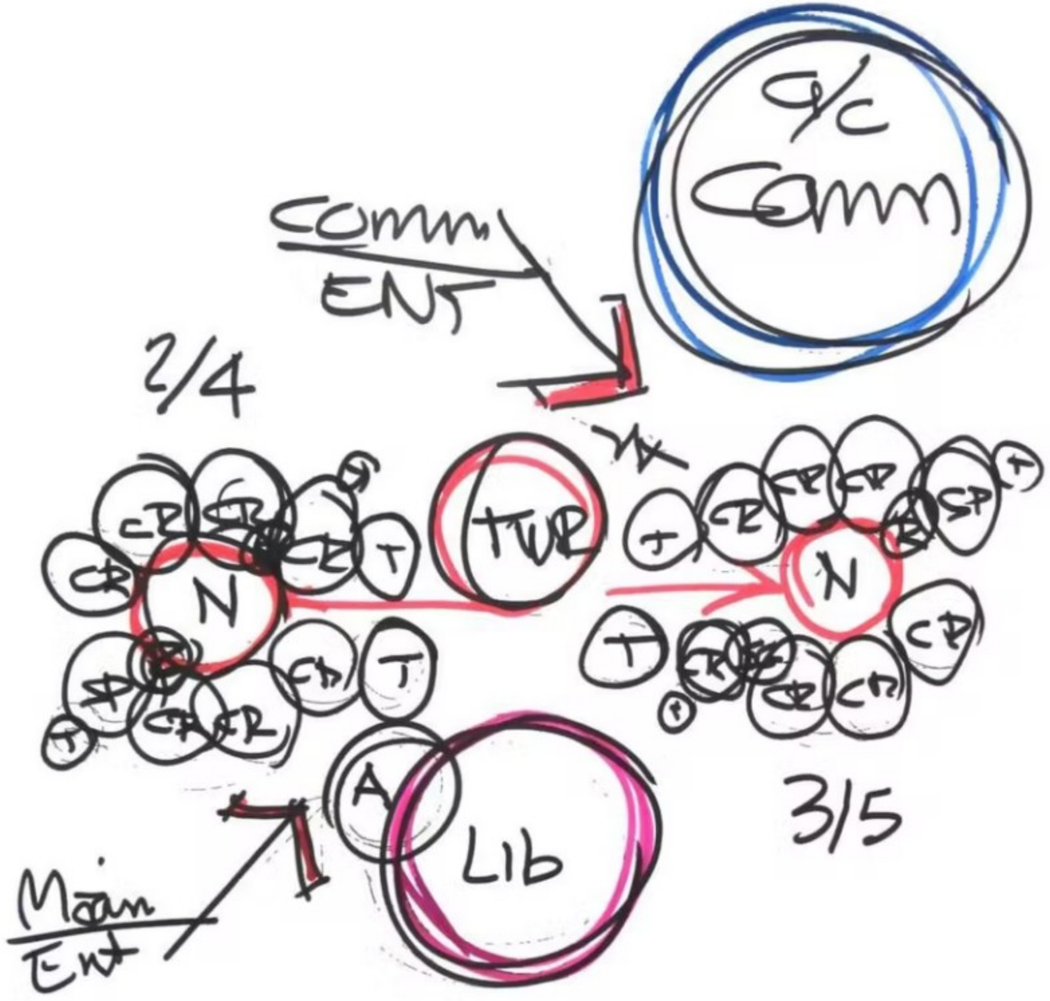
Community Access



Classroom Neighborhood



Whole School Diagram



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Talking Points

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School Tours

Virtual and Physical

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Educational Plan

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Visioning Logistics

- Focus Areas and Terminology
- Community Engagement
- Communication Strategy
- Participants (Name, Role, Email)
- Point(s) of Contact

- Small Group Facilitation
- Google Docs Sharing
- Calendaring
- Zoom Link
- Translation Services

Next Steps – Ed Visioning Group Workshops

Outline of Potential Educational Visioning Group (EVG) Workshops

1. **Visioning WS One will take place on date TBD, from (2.5 hours TBD) and will explore the following topics:**
   - **Priority Educational, Architectural and Community Goals** for the MPTVHS facility
   - **Future Forward CTE Learning Goals and Practices** that are now being implemented within, or envisioned for MPTVHS
2. **Visioning WS Two will take place on date TBD, from (2.5 hours TBD) and will explore the following topics:**
   - **Program Overview** of key initiatives, programs and needs within MPTVHS
   - **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with MPTVHS's current academic programming as well as the school's vision for its future
   - **Introduction to 21st Century Design Patterns** that support future-ready teaching and learning practices
3. **Visioning WS Three will take place on date TBD, from (2.5 hours TBD) and will explore the following topics:**
   - **Prioritization of 21st Century Design Patterns** that best support MPTVHS's educational vision
   - **Guiding Principles** and priorities for the design of the MPTVHS facility
4. **Visioning WS Four will take place on date TBD, from (2.5 hours TBD) and will explore the following topics:**
   - **Blue Sky Ideas** that participants would like to see realized within the MPTVHS facility
   - **Key Spaces and Adjacencies** for the MPTVHS facility
   - **Talking Points** that the group would like to communicate to the MPTVHS community

Next Steps – Ed Visioning Group Workshops

Additional Meetings and Workshops May Include

Community Workshop (a 2-hour virtual forum) that explores the following topics:

- **Overview of Priorities** established during the Educational Visioning workshops
- **Priority Educational, Architectural and Community Goals** for the MPTVHS facility
- **21st Century Design Patterns** that support future-ready Career Technical Educational (CTE) teaching and learning practices

Full Faculty Workshop (a 2-hour virtual forum) that explores the following topics:

- **Overview of Priorities** established during the Educational Visioning workshops
- **Priority Educational, Architectural and Community Goals** for the MPTVHS facility
- **21st Century Design Patterns** that support future-ready Career Technical Educational (CTE) teaching and learning practices

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Q & A