

Madison Park

Technical Vocational High School Study



Madison Park

Technical Vocational High School Study

Agenda

- Building and Program Assessment
- Visioning
- Planning Options



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

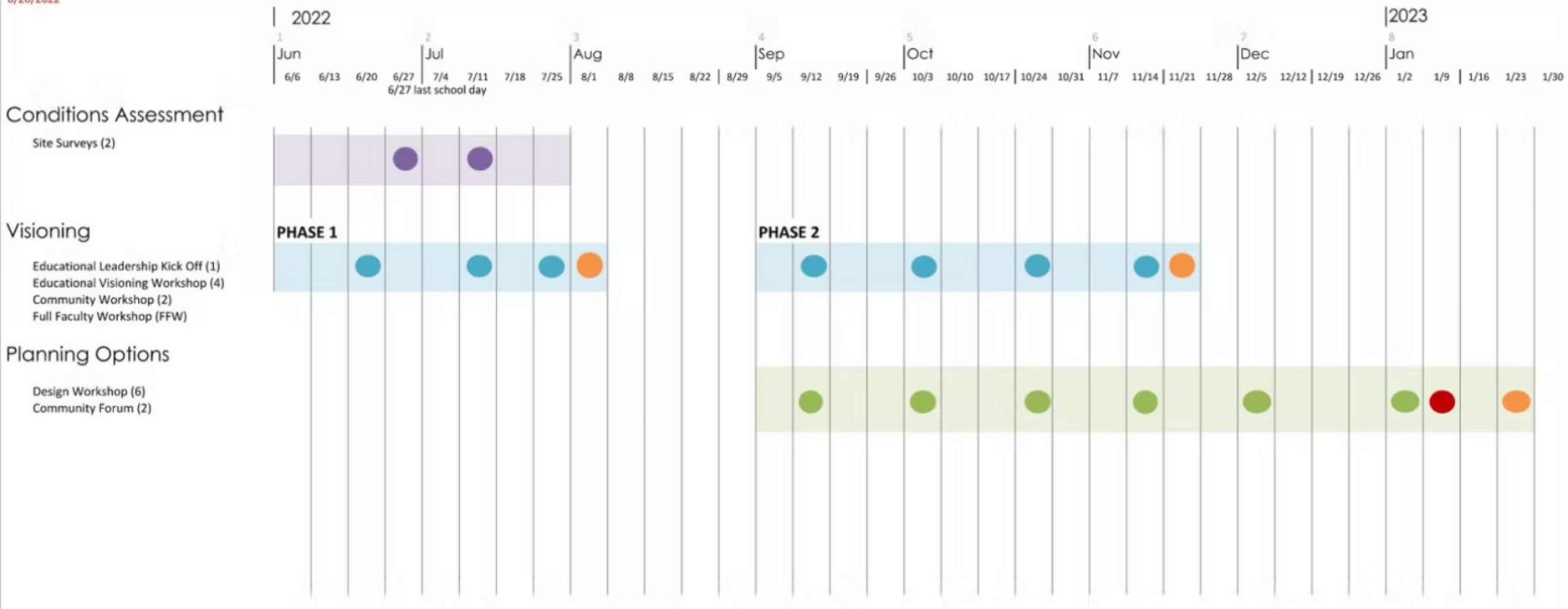
Dion Irish	Chief of Operations
Morgan McDaniel	Deputy Chief of Operations
Brianna Millor	Director of Community Engagement
Jessica Pierre	Chief Communications Officer
Enrique Pepen	Director of Neighborhood Services
John Romano	Deputy Director of Neighborhood Services

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)

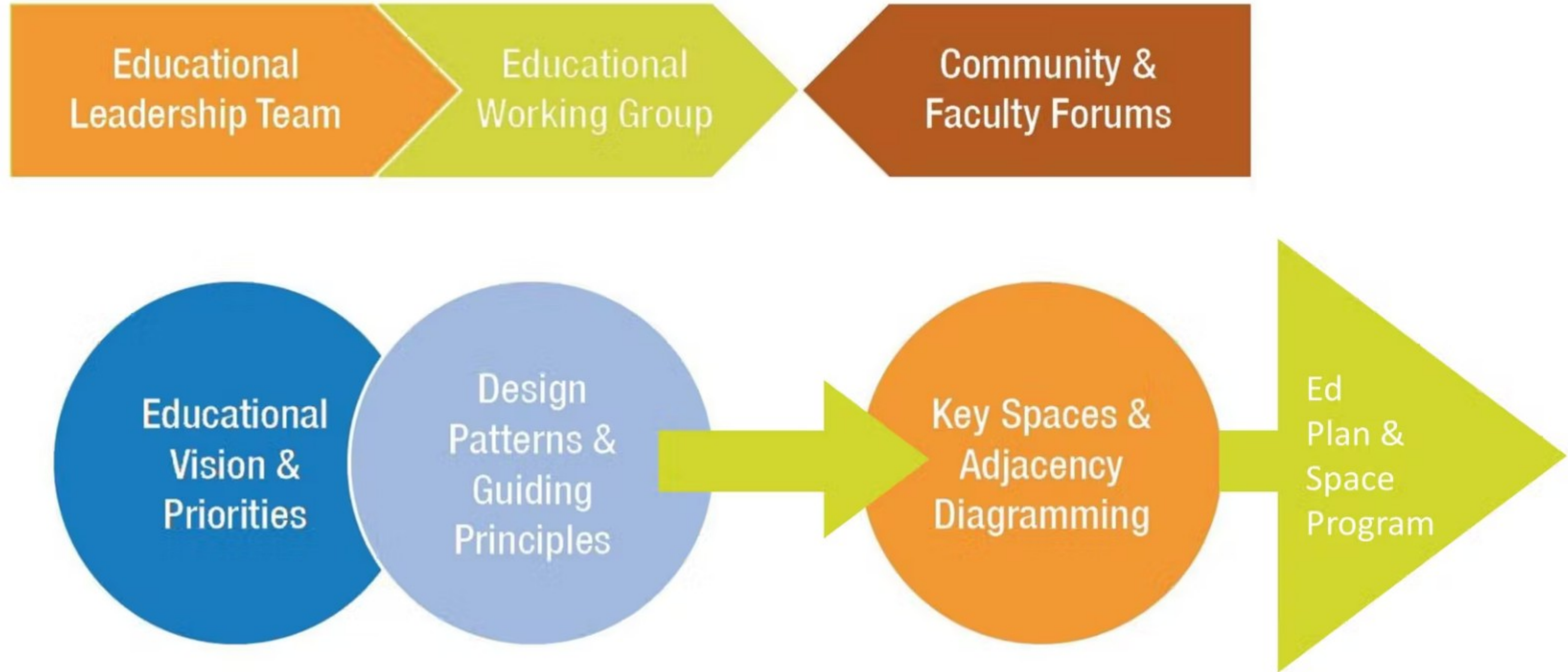
- Introductions and Agenda Check-In
- Overview of Visioning Process
 - 21st Century Teaching and Learning
 - Design Patterns
 - Guiding Principles
- Priority Goal Setting
 - Educational, Architectural, and Community
 - Academic Focus Areas
 - CTE Specific Focus Areas

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



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

Please ENTER to pause scroll

13

Go to www.menti.com and use the code 26 91 47

What modes of teaching and learning do you use most frequently?

Mode of Teaching and Learning	Frequency (%)
Small Group - Team Collaboration	100
Social Emotional Learning	94
Team Teaching/Learning	84
Project Based Learning	80
Peer Based Learning	76
Performance Based Assessment	72
Art/Design Based Learning	68
Google Training	64
Naturalist/Outdoor Learning	60
Student Presentations	56
Lecture Format - Teacher Directed	52
Storyboarding	48
One-on-One Learning with Teacher	44
Community Based Learning	40
Peer Tutoring	36
Capstone Projects	32
Interest Based Research	28
Service Style Instruction	24
STEM and STEAM	20
Service Learning/Internships	16
Independent Study	12
Technology with Mobile Computers	8
Flipped Learning	4
Other	0

18

Go to www.menti.com and use the code 58 74 04

Design Pattern World Cloud

23

Go to www.menti.com and use the code 58 74 04

Design Pattern World Cloud

Group 4 Priorities

- 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

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...

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





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

Any renovated or New MSBA 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!
Compromises will need to be made





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



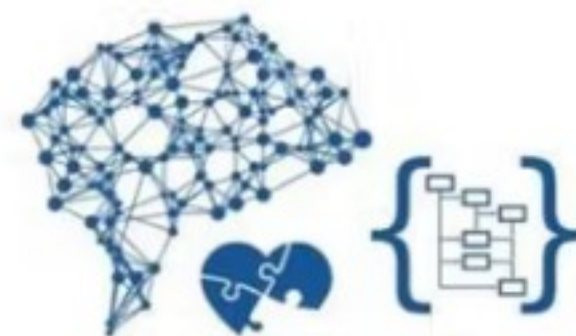
newvistadesign

Envisioning Future Ready Schools

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

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



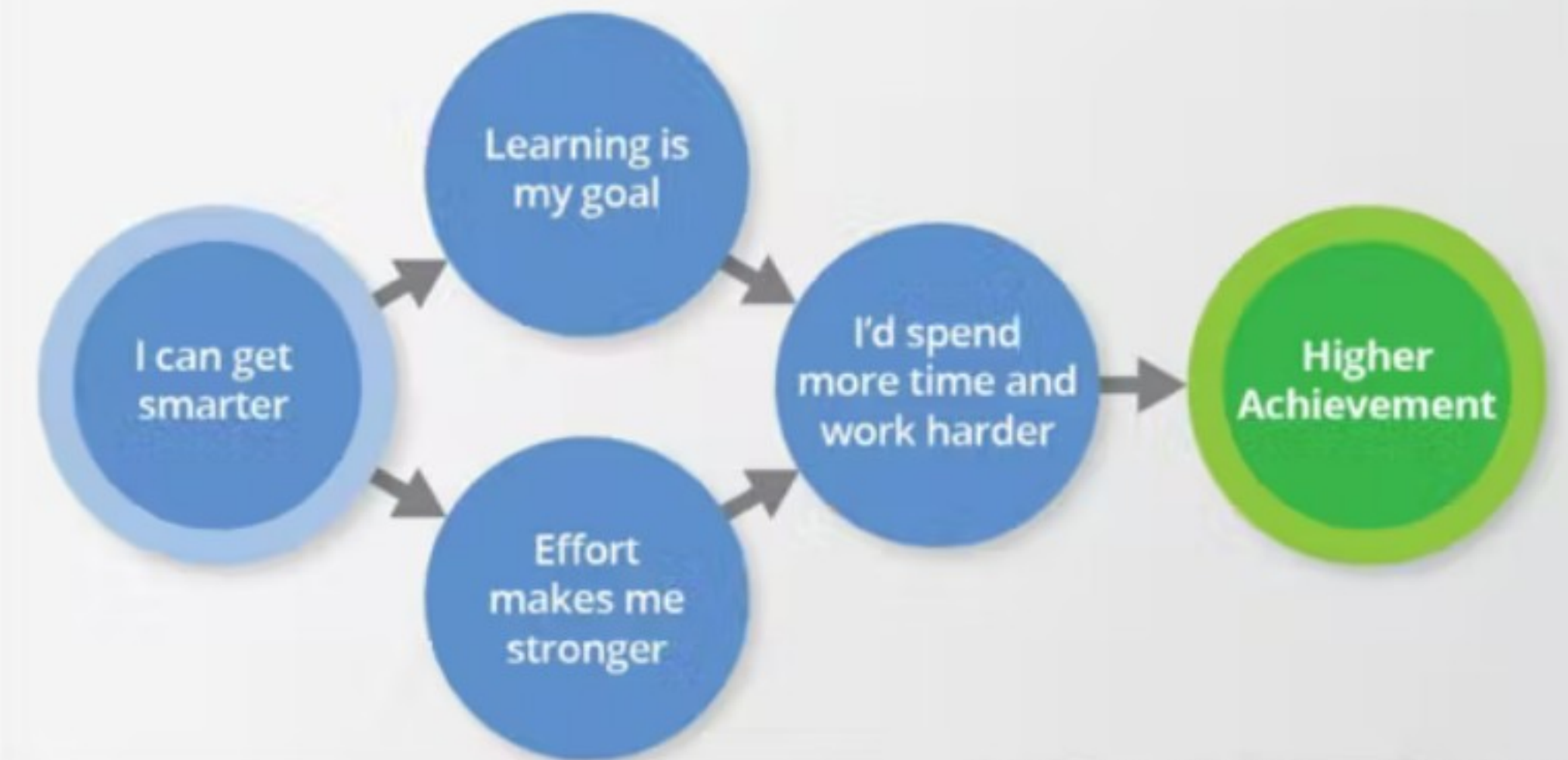
Academic/Growth Mindset

Hierarchy of Learner Needs



... Integrity, Responsibility
and Perseverance...

A Growth Mindset Drives Motivation and Achievement



Blackwell, Trzesniewski & Dweck (2007) *Child Development*

... value of effort over
innate intelligence...



Mastery of Core Academics

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

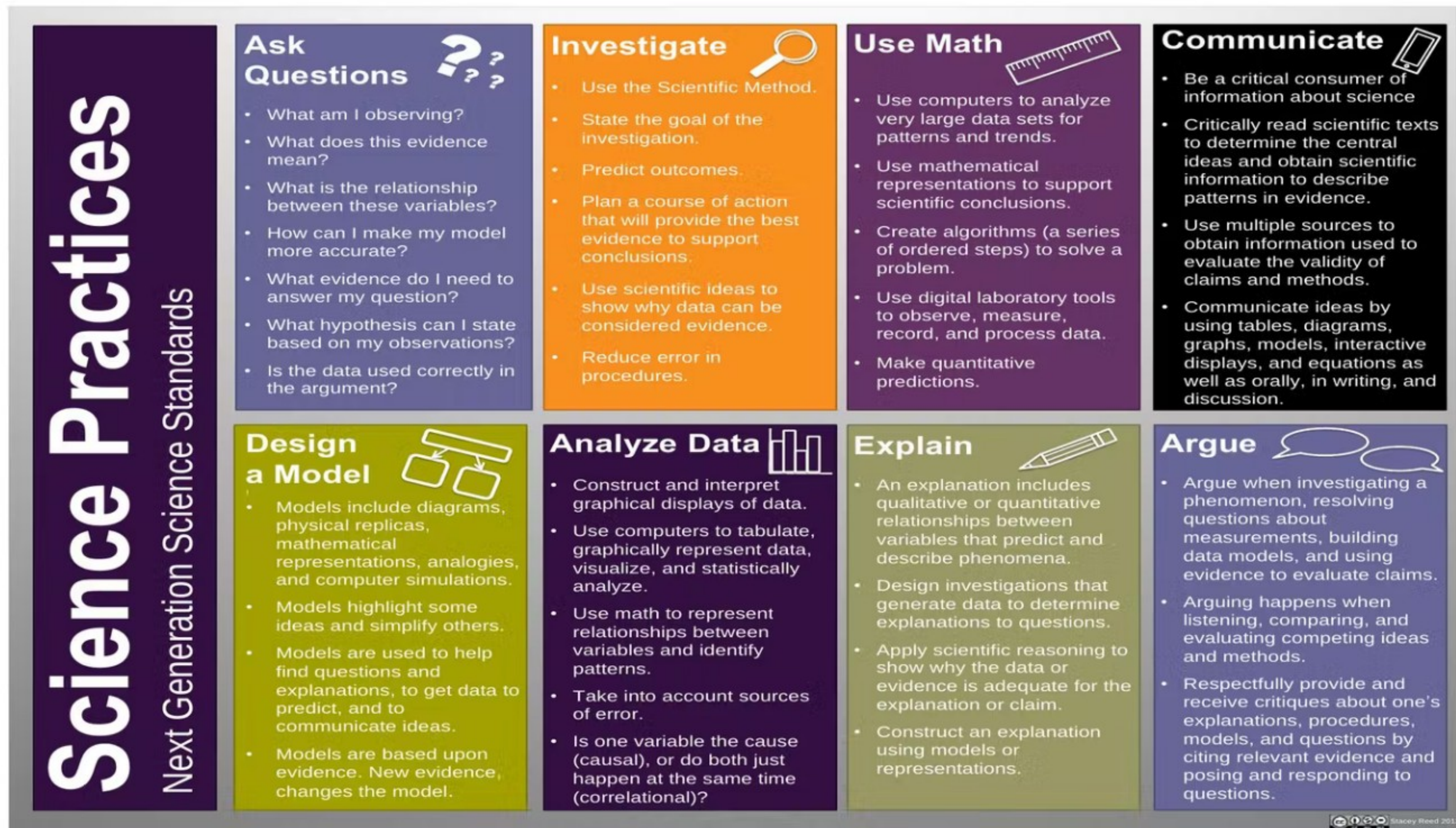
Common Core Shifts for English Language Arts/Literacy	
1. Regular practice with complex text and its academic language	Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college 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 <i>ignite</i> and <i>commit</i>).
2. Reading, writing and speaking grounded in evidence from text, both literary and informational	<p>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.</p> <p>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 <i>text-dependent</i> questions, questions in which the answers require inferences based on careful attention to the text.</p>
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	<p>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.</p> <p>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.</p>
3. Rigor: in major topics* pursue: <ul style="list-style-type: none">• conceptual understanding,• procedural skill and fluency, and• application with equal intensity	<p>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.</p> <p>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.</p> <p>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.</p>

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



Next Gen Science Standards



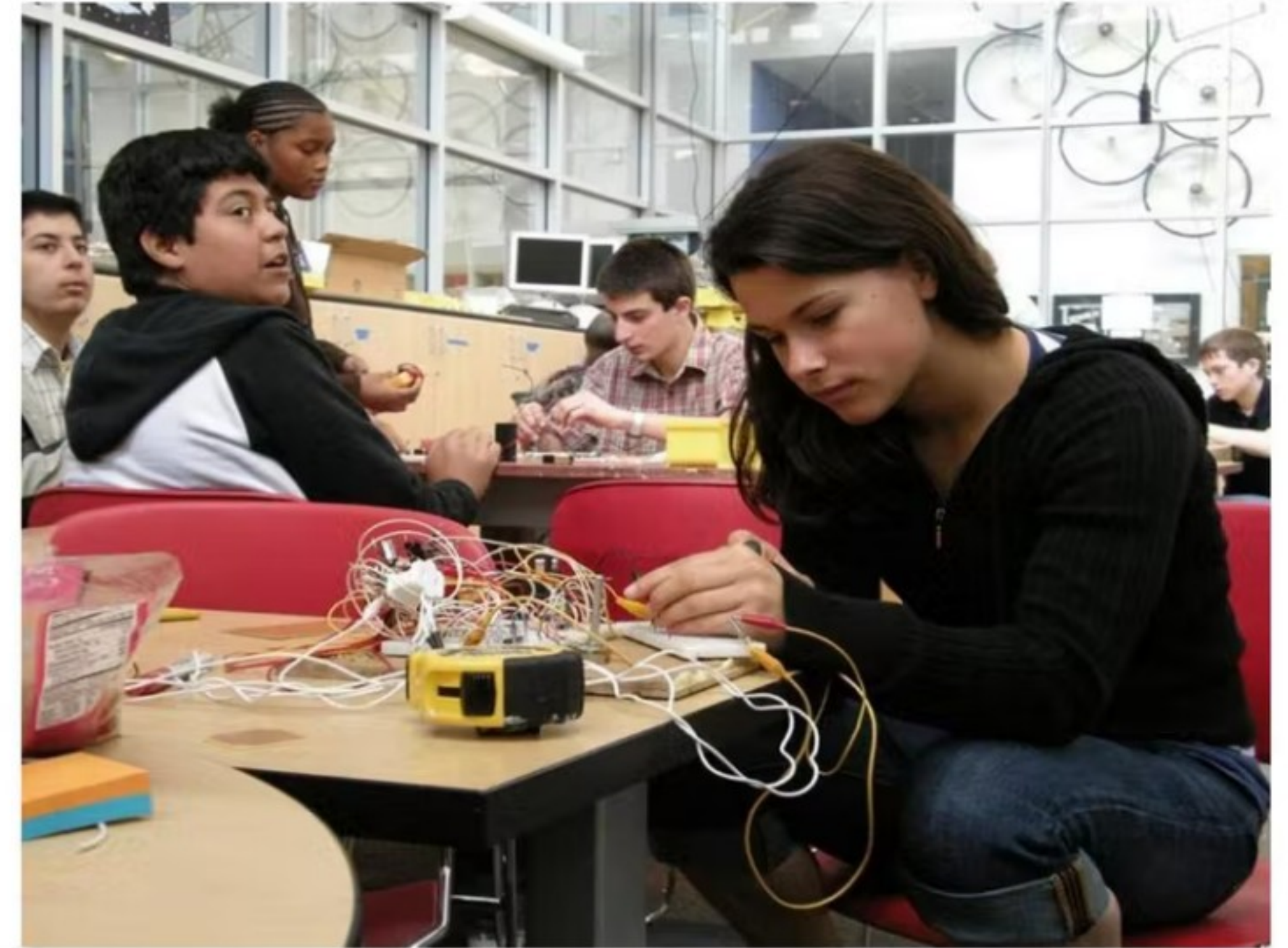
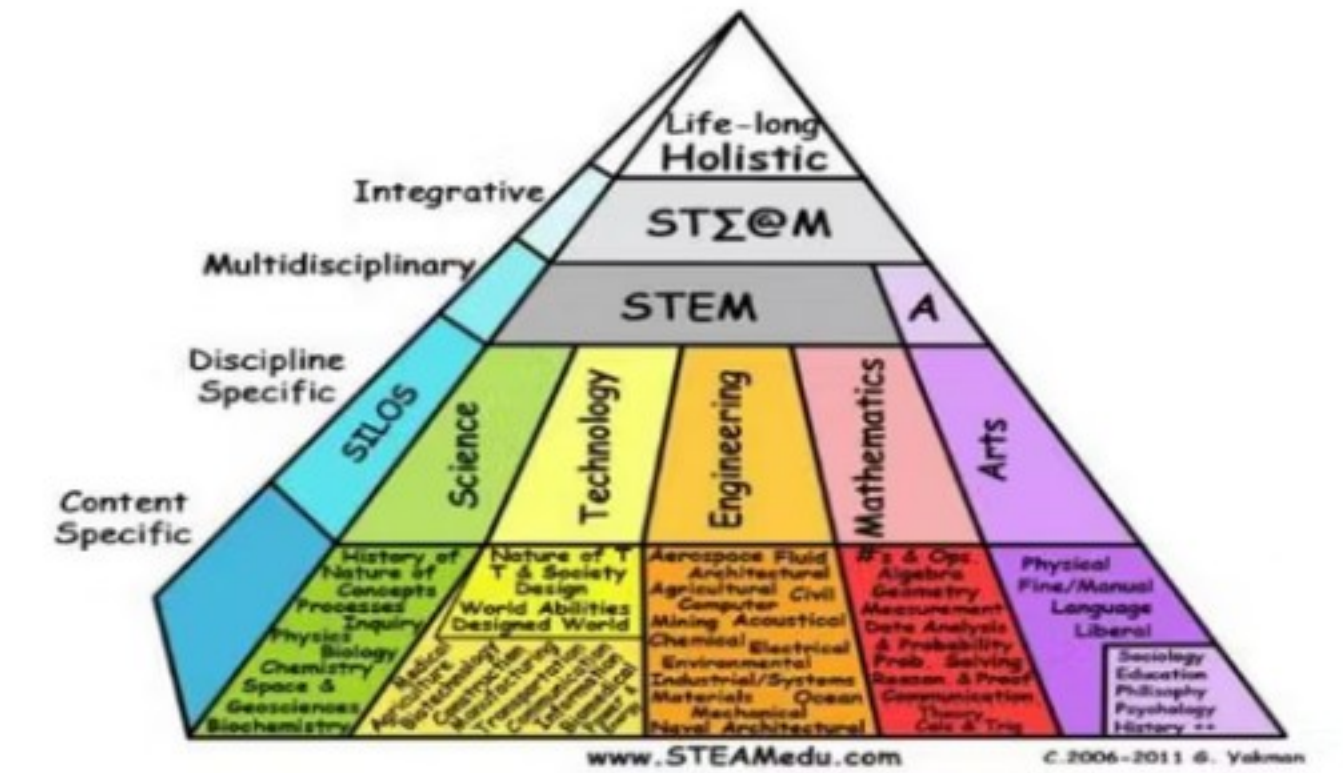
Project-Based and Deeper Learning

- 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



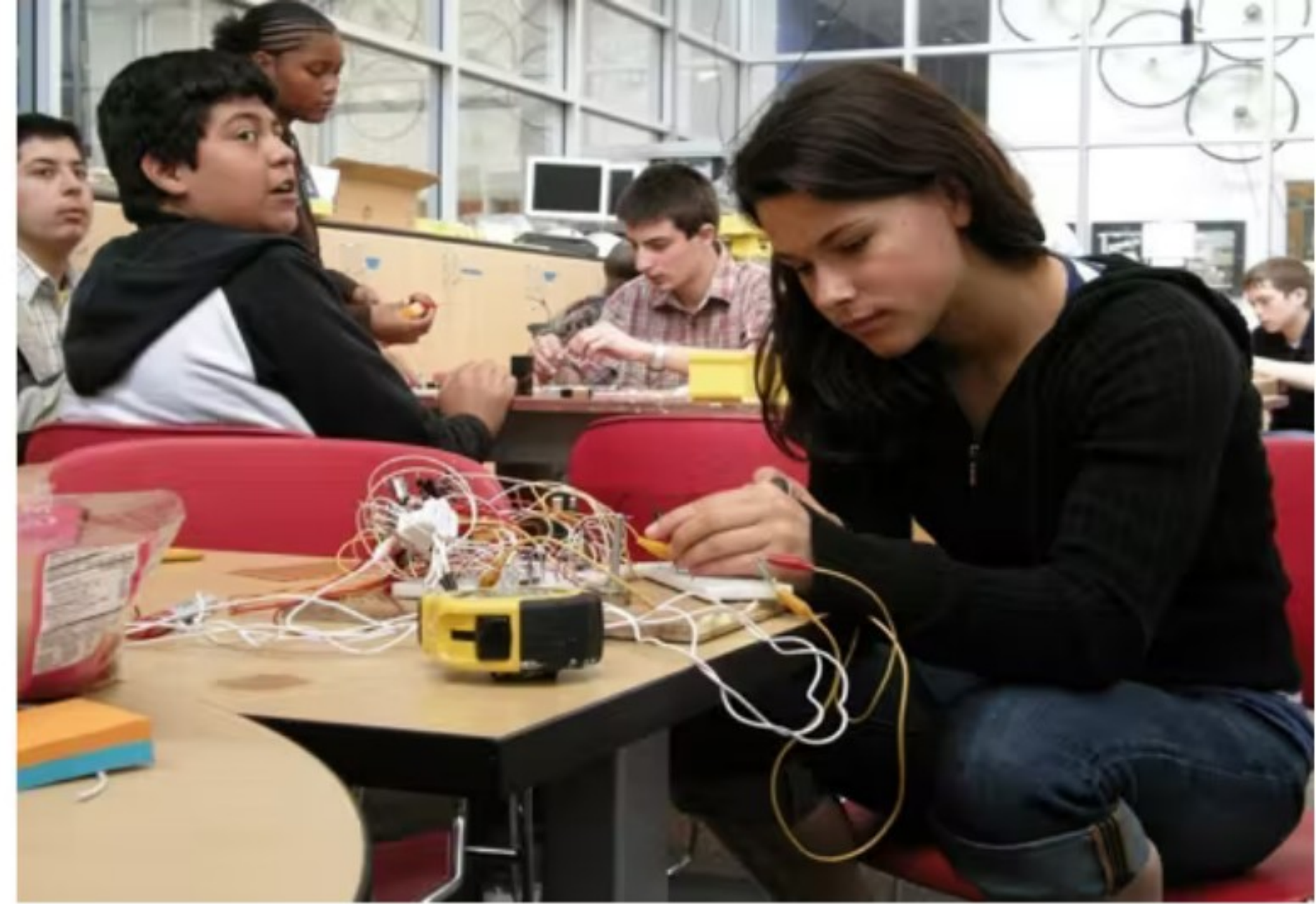
Real World Learning

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



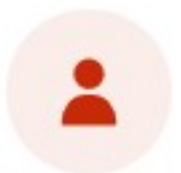
Additional 21st Century Themes

- 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

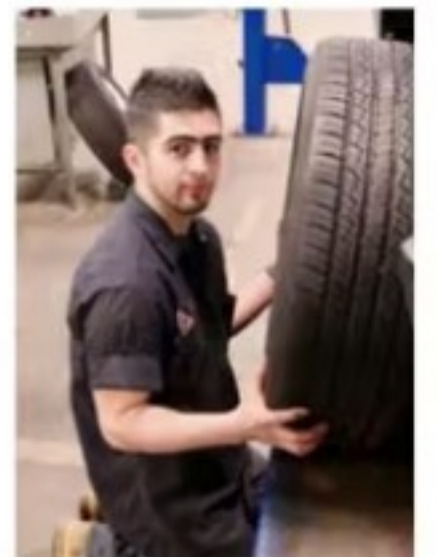
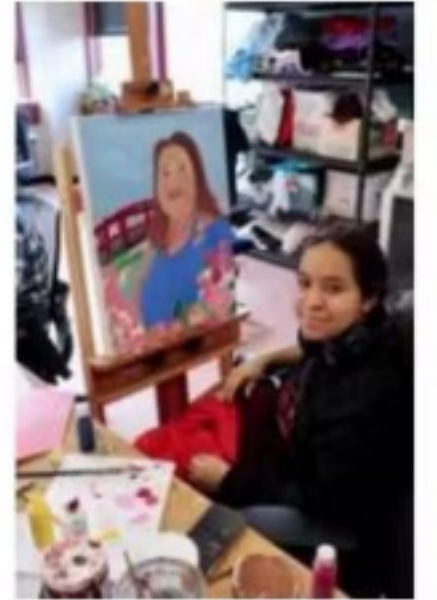
CTE Focus Areas

- 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

SkillsUSA Framework



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

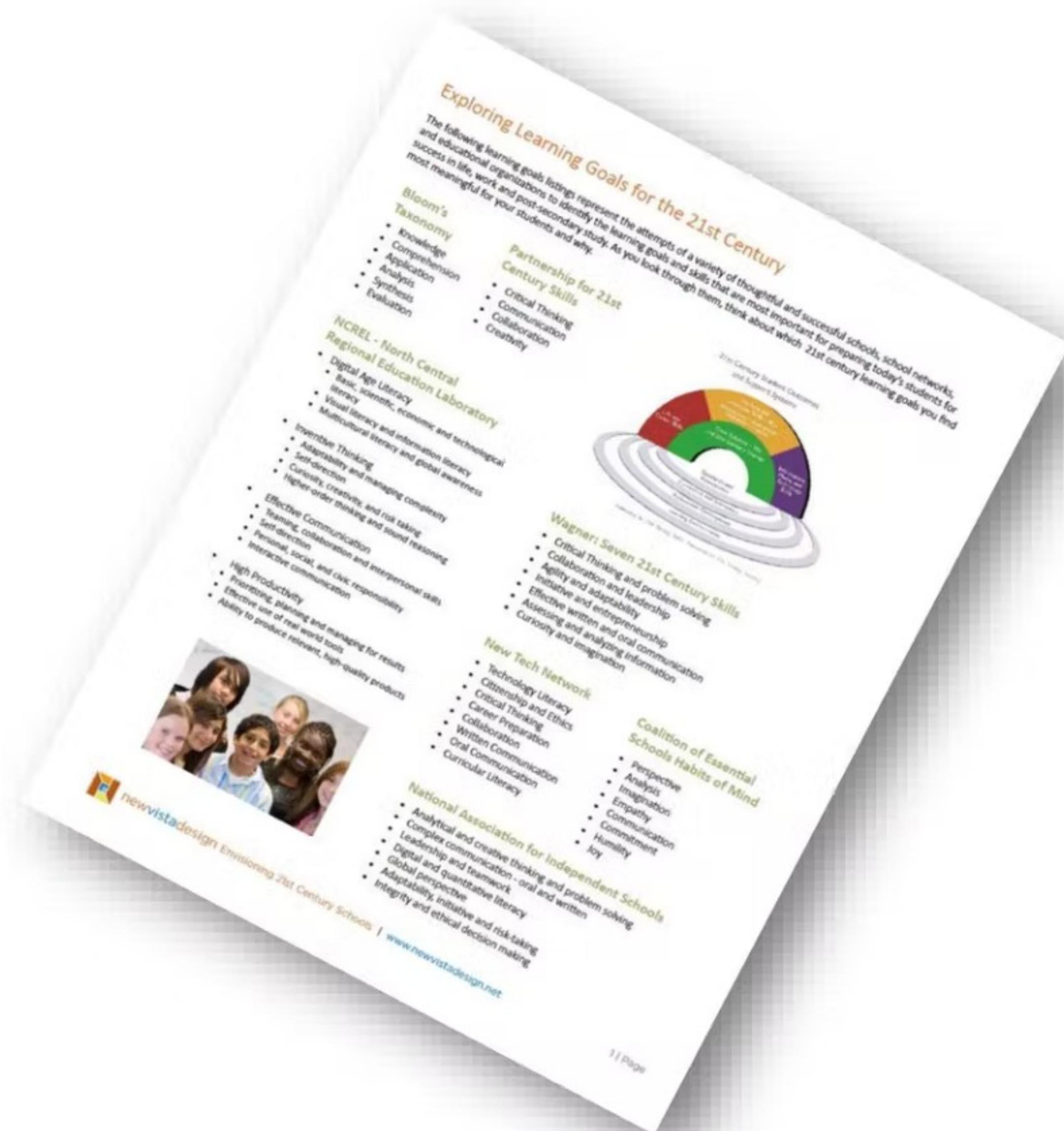
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

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

English Department

All students take four years of English, a subject that is offered at the honors and A levels. Courses are built around the concept of discourse: discussion involving students, teachers, writers, readers, and critical ideas. Operative words: think, create, grow, imagine.



Key Program Features

- Whole group instruction
- Small group work
- Individual
- Work focuses on application, analysis, synthesis
- Integration of language and ideas

Looking Forward

English classes have traditionally involved reading and writing as the means by which ideas are expressed, discussed and communicated. That won't change, but the means by which communication occurs has expanded beyond pen and paper; the world of ideas has similarly expanded and teaching along with it. We will always need places to talk and exchange ideas, but technology will help us use and find new audiences.

Educational Visioning Workshop One 1.18.18

Arlington Public Schools



Science Program Goals

- Knowledge of Core Disciplinary Concepts
- Science practices
- Science for Informed Citizenry



Key Program Features

- Core Courses: Physics, Biology, Chemistry
- Lab Component
- Electives: AP courses (Physics I & II, Biology, Chemistry, Environmental Science), Anatomy/Physiology
- Capstone Courses (Applied, Multidisciplinary): Environmental Science, Astronomy, Oceanography, Engineering
- Continued addition of relevant courses (considering: Neurobiology, Weather and Climate Change, Pharmacology, Writing in Science, History of Science)

Looking Forward

- Connecting with applications in the real world, especially the local community
- Increased collaboration between science classes (increased common project rooms, presentation rooms, and equipment rooms)
- Interdisciplinary coursework, projects
- Increased Digital / Virtual connections (guest speakers, collaborative groups, etc.)
- Increasing lab components (engaging in the Scientific Practices - in the school and in the community)
- Heavier use of modeling scientific systems and applications

Educational Visioning Workshop One 1.18.18

Arlington Public Schools



Physical Education and Health

Students will demonstrate integrity, persistence, and the ability to work independently and cooperatively to attain their Physical and Mental Health Needs.



Key Program Features

- 2 classrooms. One will be used as a multi purpose room (i.e. yoga / dance) and the other for a classroom.
- Gymnasium Space - A field house with 2 gyms, one to include climbing apparatus. Storage Closets in each.
- Fitness Room- with Storage Closets
- Locker Rooms- with Storage Closets

Looking Forward

Students will make informed responsible judgments regarding their personal, emotional and physical well-being. Ability to engage and participate in PE is the beginning of lifetime health. Healthy eating and stress relieving techniques is key to Mental and Physical Health. Students will need to develop the tools and strategies needed to attain this.

Educational Visioning Workshop One 1.18.18

Arlington Public Schools



English Learner Education Program

The ELL program is an educational program for English language learners to ensure that students demonstrate consistent progression and growth towards English language development while also learning content area knowledge.



Key Program Features

- English language instruction that is tailored to the individual linguistic, cultural, and educational needs of the student.
- Specific teaching and learning strategies that assist students in learning English while also learning mainstream content curriculum

Looking Forward

The ELE program at Arlington High School will continue to build on students' backgrounds with high academic rigor and expectations, while simultaneously developing English language proficiency, content knowledge, and positive self-concept in students.

Educational Visioning Workshop One 1.18.18

Arlington Public Schools



Special Education Department

Special education services are designed to meet the individual and diverse learning, social, and emotional needs of students who require specialized instruction, and/or related services, in order to access the general education curriculum, take part in the life of a high school student, and meet the local / state graduation requirements.



Key Program Features

- Instruction and service delivery, through the use of research- and evidence-based best practices and collaboration, with general education colleagues in development of rigorous lessons, monitoring of student progress, and adjustments made to instruction.
- Emphasis on students learning alongside of non-disabled peers through a co-teaching model when appropriate.
- Coordinated and individualized secondary transition services in preparation for post-secondary education, competitive employment, independent living, and community participation.

Looking Forward

- Classroom instruction and facilities designed to enable educators to amplify the learning experience and reach the variability of all learners using a framework of Universal Design for Learning (UDL.)
- Programming and facilities to provide instruction in areas of Activities of Daily Living (ADLs) and transition- planning to meet the needs of students through the age of twenty-two within their neighborhood school.
- Emphasis on student self-actualization and advocacy through ownership of their individual learning needs.

Educational Visioning Workshop One 1.18.18

Arlington Public Schools




Visual Arts Department

Offers a wide variety of media and techniques that encourage students to explore and strengthen their creativity and problem solving skills. The project-based curriculum is designed to develop studio thinking habits that make expressive, personal and original work possible.



Key Program Features

- Educate the whole student 
- Emphasize reflection, critique, and exhibition
- Collaborate with other disciplines
- Foster connections to the greater Arlington community
- Build awareness of contemporary and historical artists and social issues
- Support students' social and emotional needs

Looking Forward...

Improved arts facility that supports curriculum and instruction and an overall building design that promotes integrated studies and connections with other departments (STEAM). Close proximity to a Makerspace will support collaborative teaching. "Open studios" rather than "classrooms" provide the space and equipment for students and teachers to work effectively in a choice-based program. We envision a high school that is a visual place with a large student gallery to share work.

Educational Visioning Workshop One 1.18.18

Arlington Public Schools



- 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



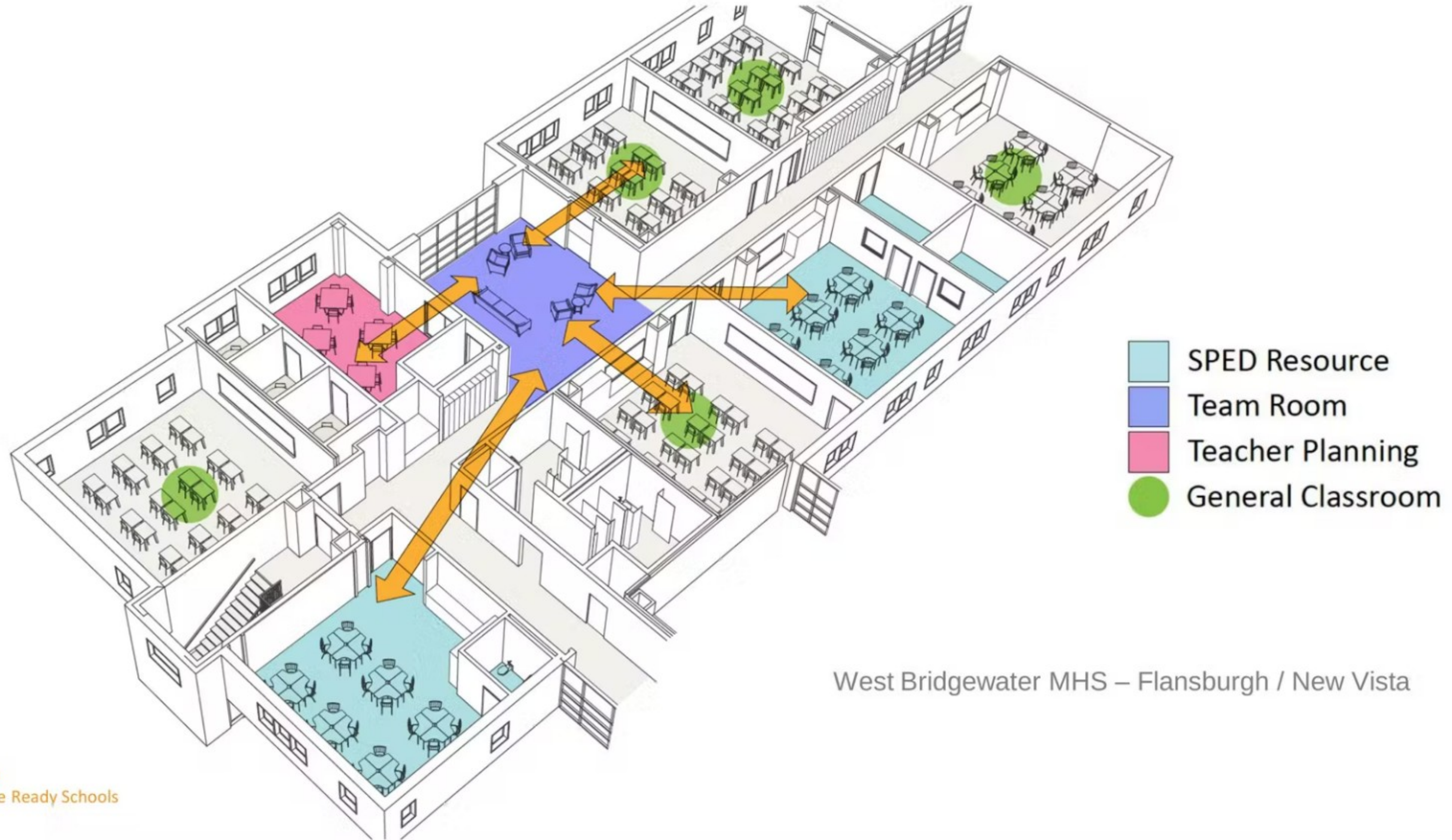
New School Design Patterns

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

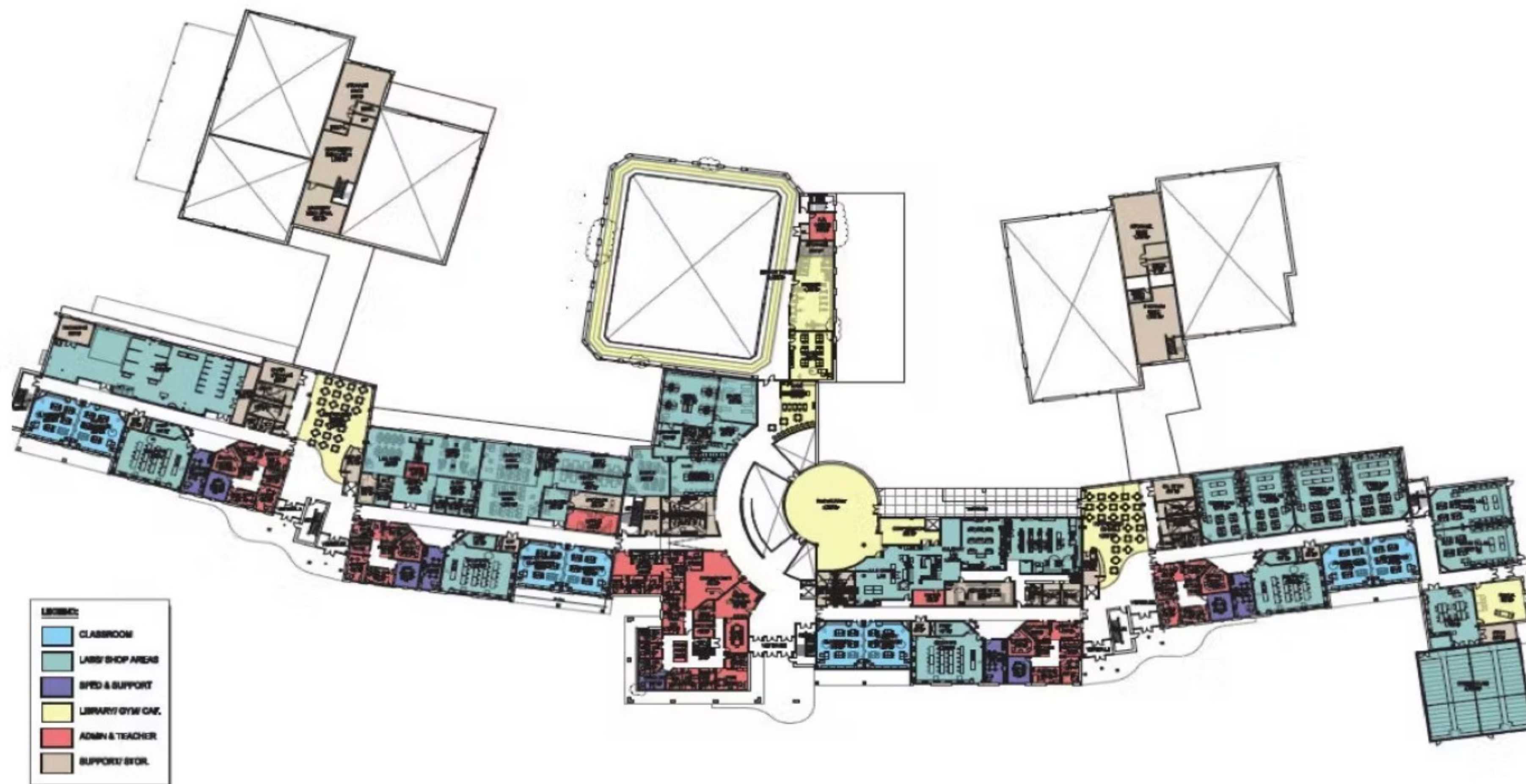


West Bridgewater MHS2 - Flansburgh with New Vista



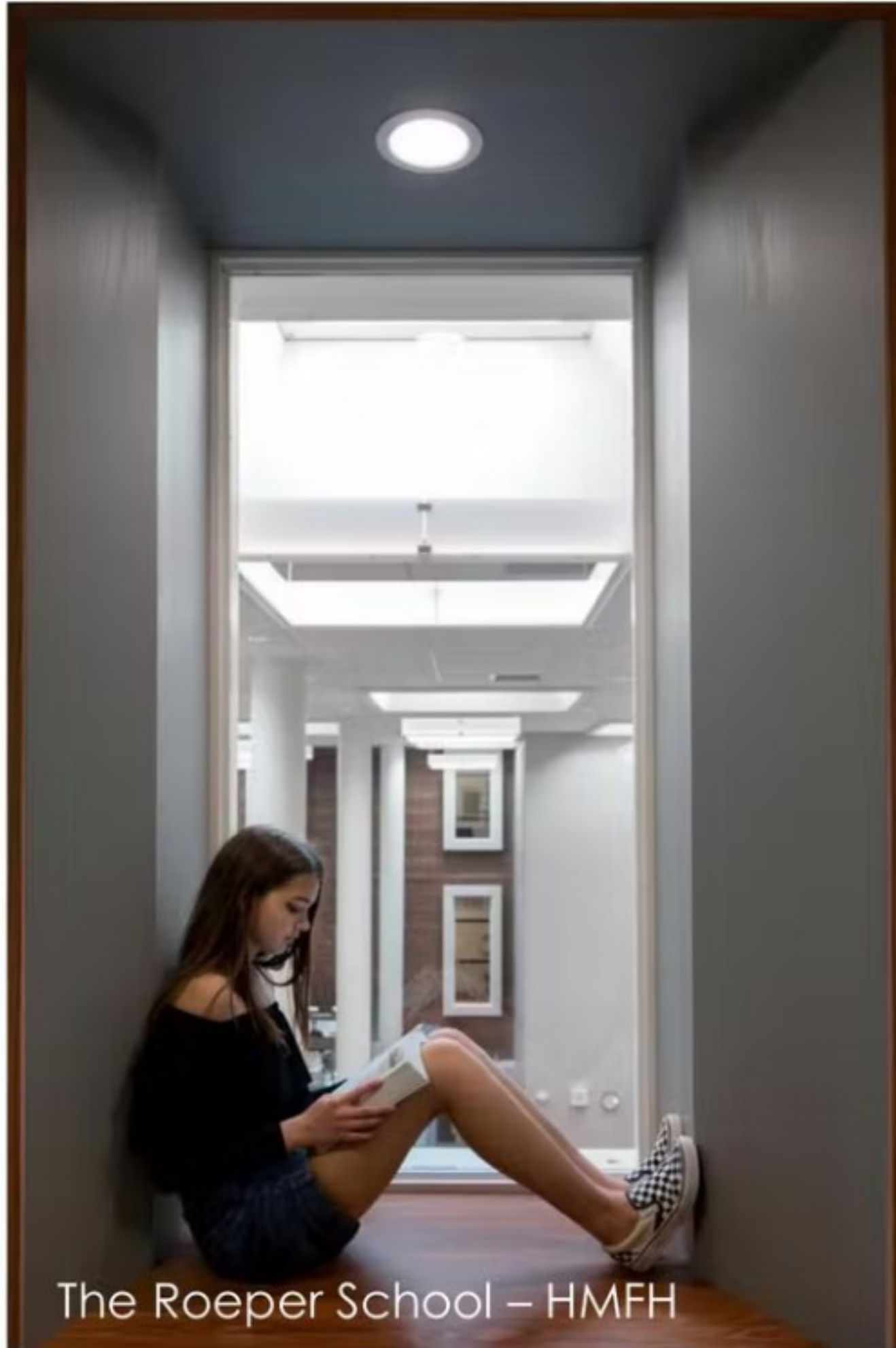
New School Design Patterns

Career Pathways and Small Learning Communities (SLCs)

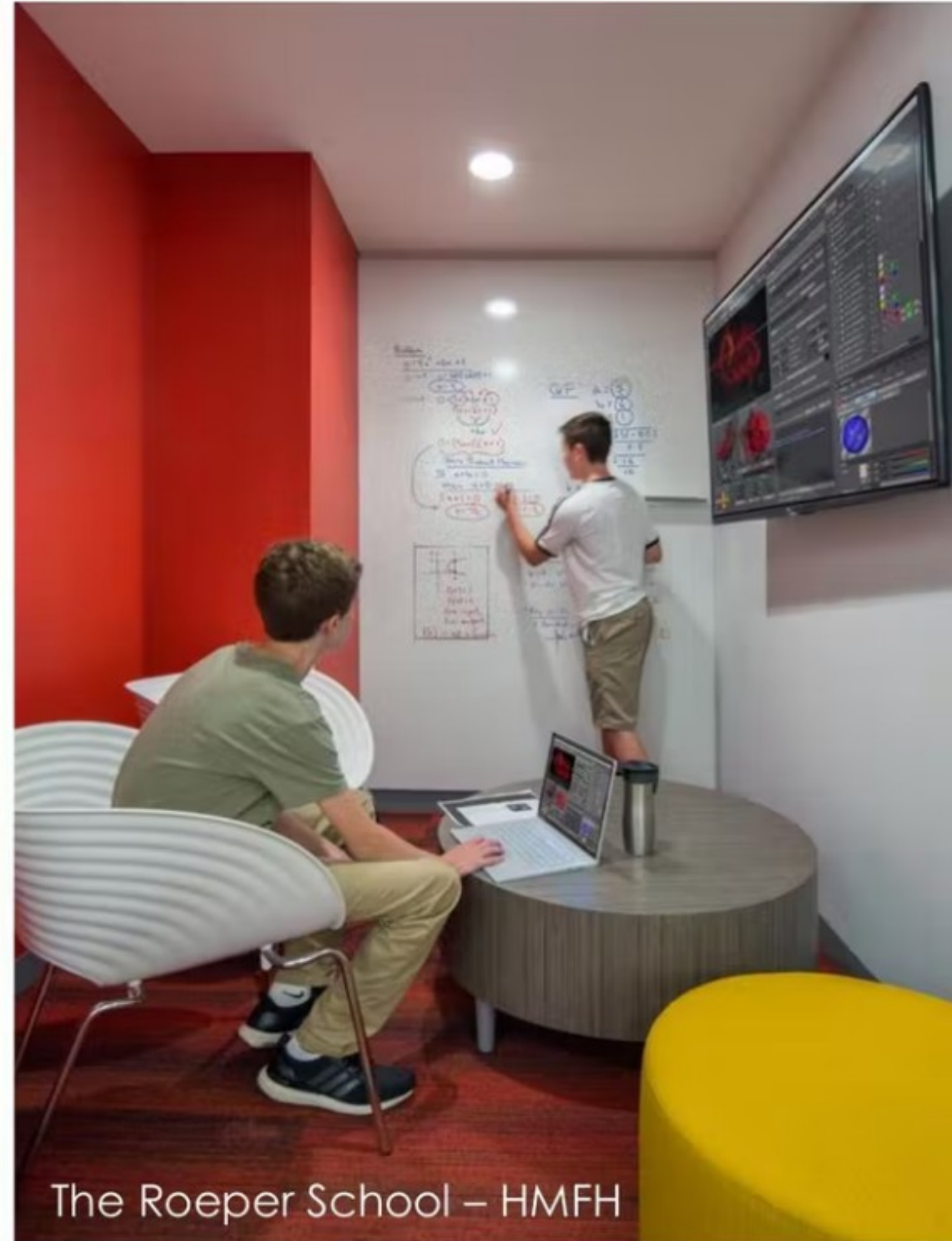


New School Design Patterns

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
Partnership

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



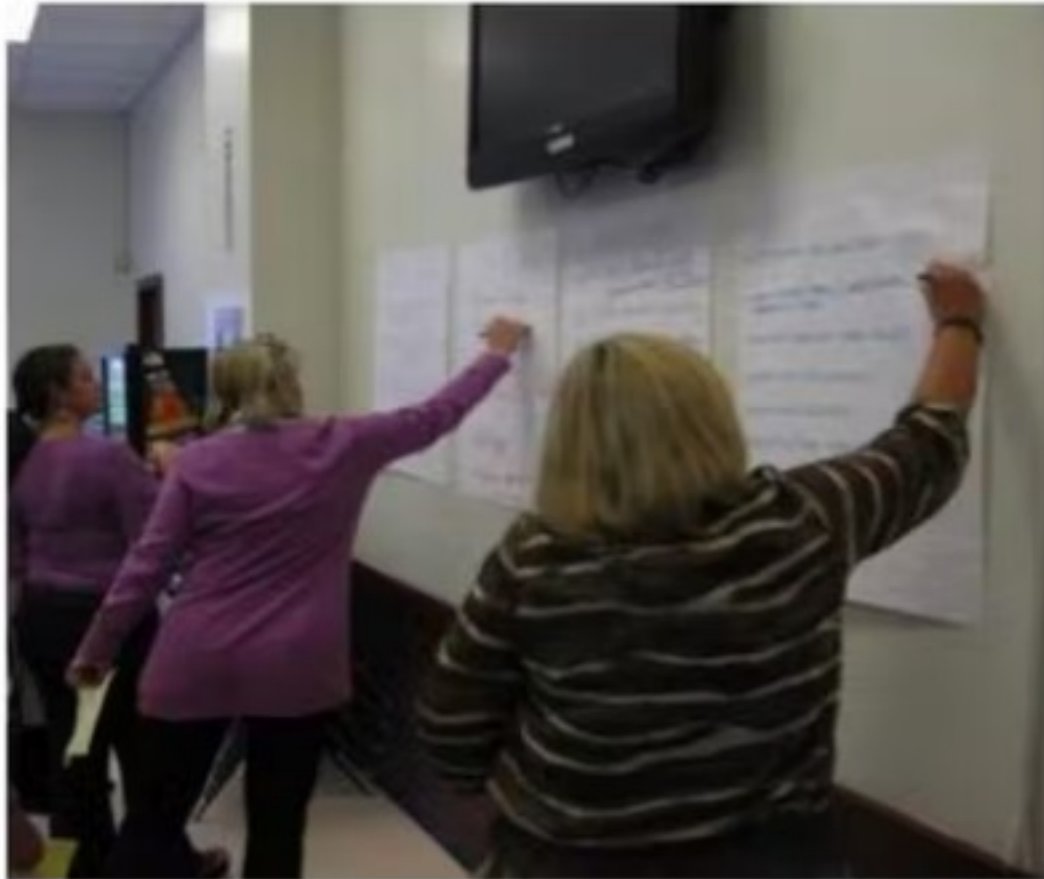
1. Project-based Learning on Display
2. Career Pathway Communities
4. Vocational - Academic Integration
5. Adaptability and Flexibility
6. Differentiated Instruction

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

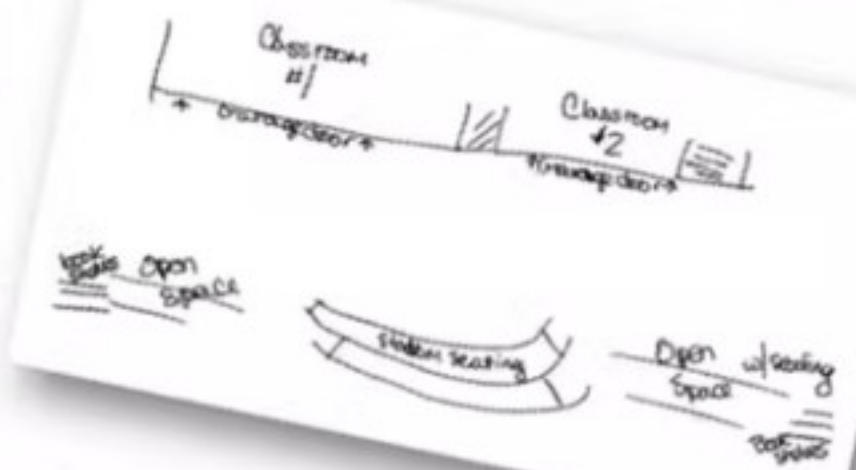
Blue Sky Ideas

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.

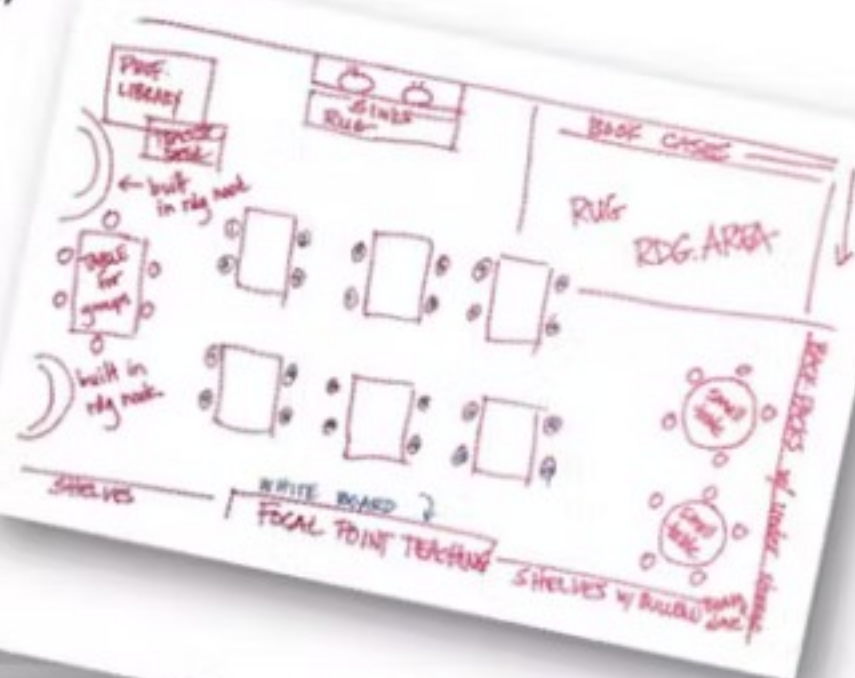
"Neighborhood" Gathering Spaces

- 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 or 6)
 - Comfortable seating space for independent reading
 - Nooks



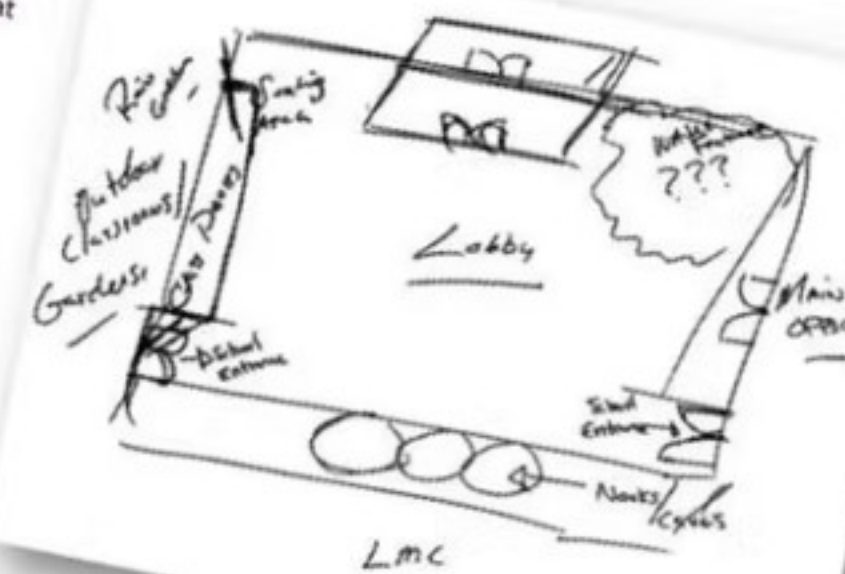
DALE STREET SCHOOL

Educational Visioning Group Workshop Three Notes 2.4.20

Blue Sky Ideas Continued

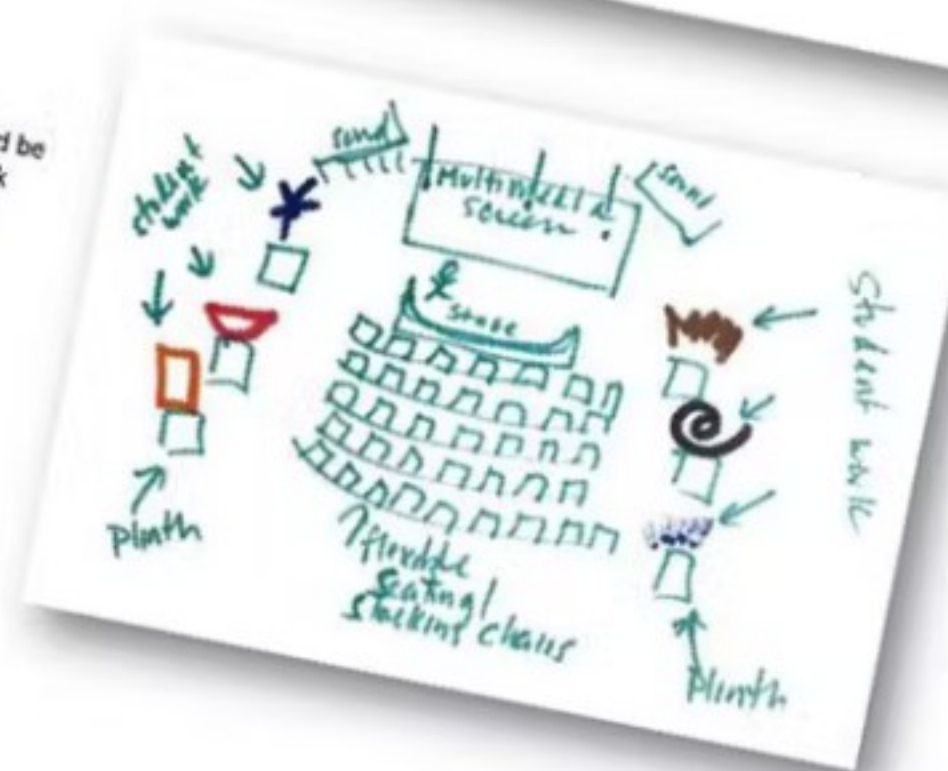
Inspiring School Entry

- 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

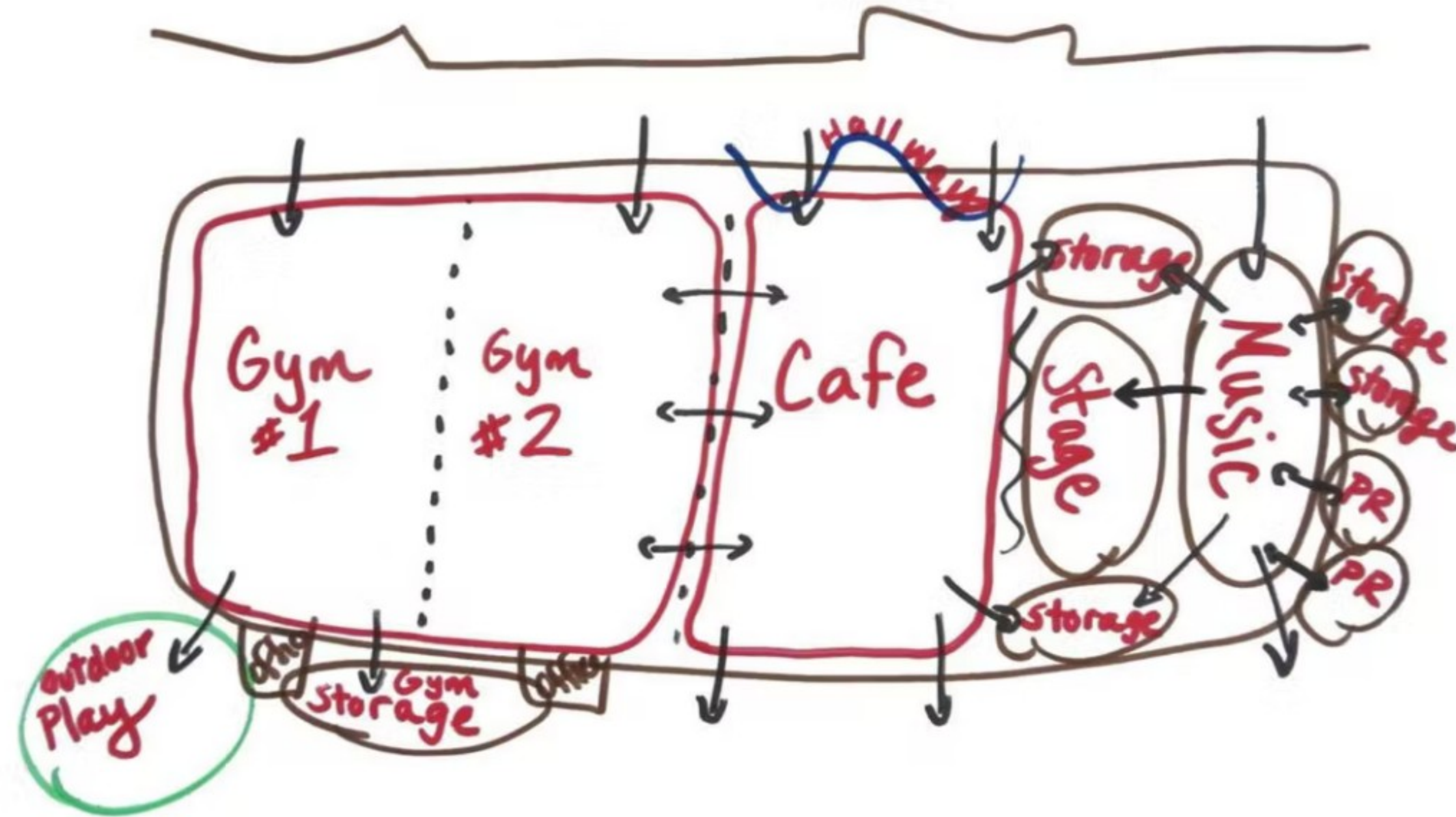




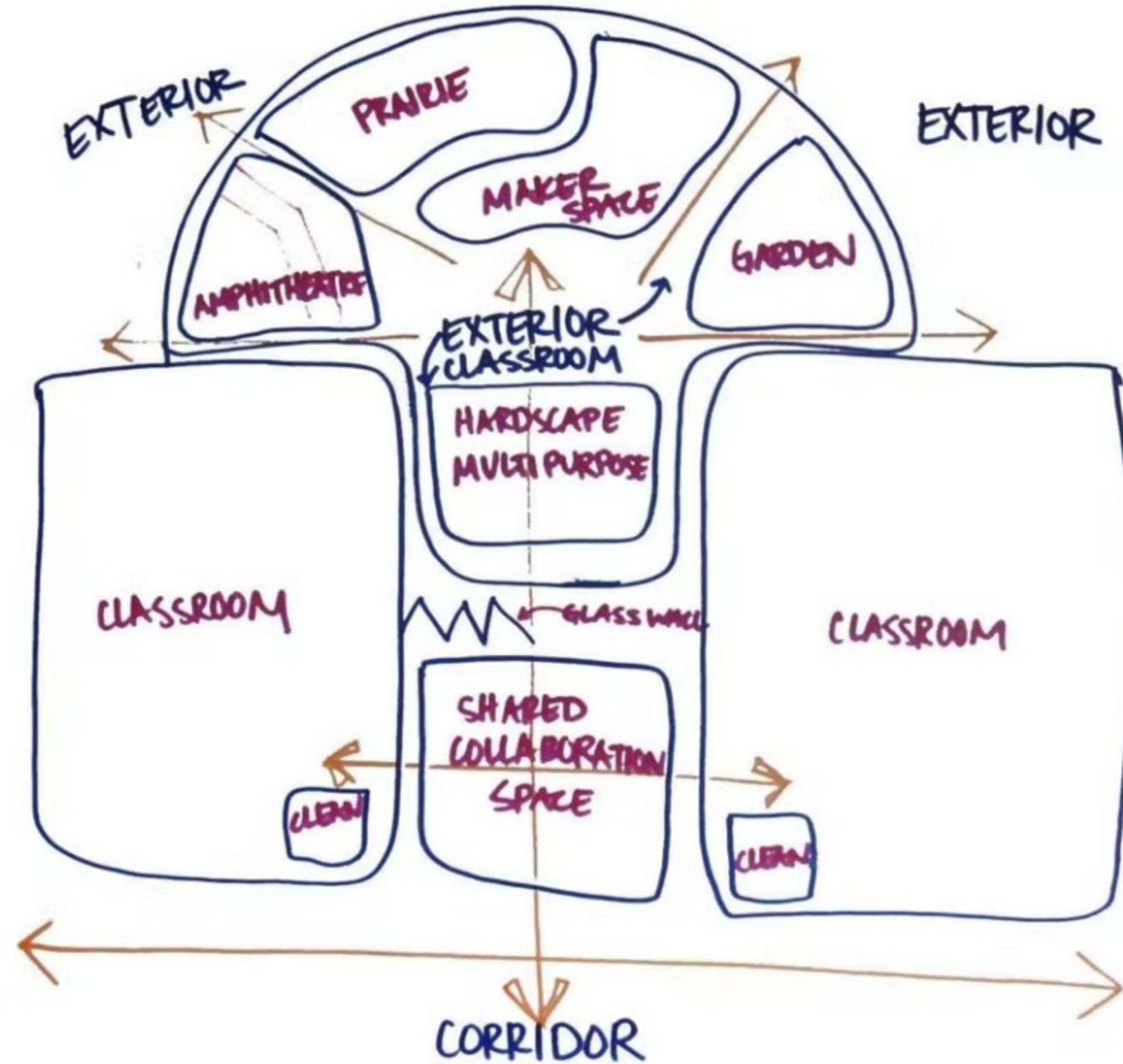
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Bubble Diagrams

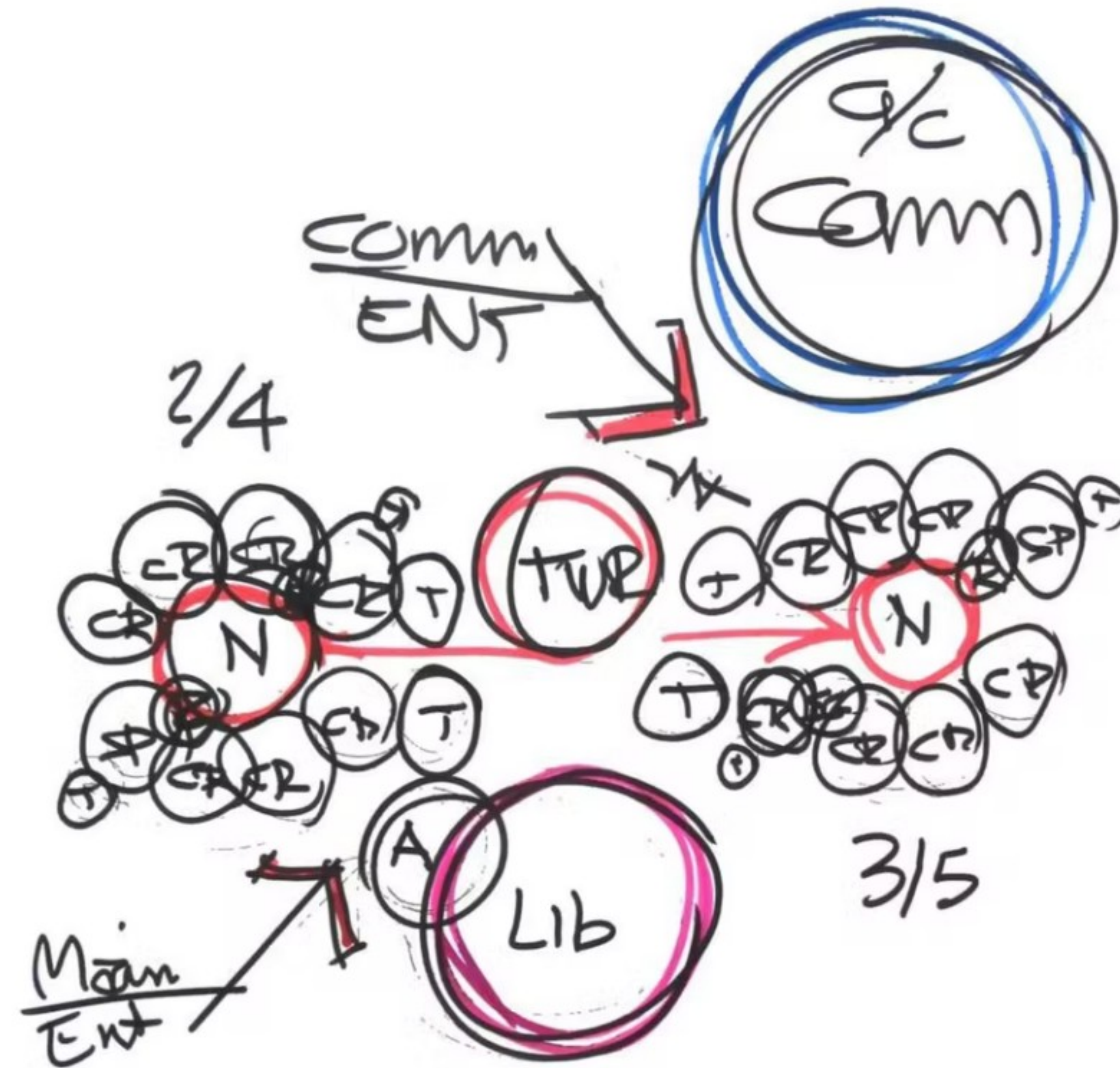
Community Access



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