

Minutes	Monday, May 15, 2017 2:00 p.m. – 4:30 p.m. Bolinas Campus – Middle School Classroom 125 Olema-Bolinas Road Bolinas, CA 94924	
Type of meeting:	Regular meeting of the	STEAM Team
Attendees:	Chairperson: Committee Members:	Georgia Woods Kevin Pedersen Willow Horne Rachael Dressler Rob Hoge Nuria Martinez-Lee Janis Yerington Don Jolley Heather Clapp Mechelle Cattell
	Administration:	Jason Richardson John Carroll

Topics

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Meeting called to Order

2:10PM

In attendance:

Georgia Woods

Kevin Pedersen

Rob Hoge

Nuria Martinez-Lee

Janis Yerington

Heather Clapp

Mechelle Cattell

Arrived Later:

Rachael Dressler

Jason Richardson

Public Comments

N/A

Approval of Agenda

Approved.

STEAM TEAM Scope & Structure

It is proposed that the STEAM (Science, Technology, Engineering, Art, Math) Team subsume the Technology Committee and the Green Team.

Janis asked if we could absorb other committees. Rob recommended that we stick to STEAM for now.

Georgia asked if it should be called the STEAM Green Team. Rob asked if it should go outside the team to define scope.

STEAM in green font. Vision: Sustainability issues, ecology, environmental science...

Approved motion to name the committee **Green STEAM Committee**. Nuria mentioned that integration of Art is similar to Tech & Green.

Membership/Stakeholders

Membership and attendance will be open to all. STEAM Team membership would encourage representatives of the following groups:

- Board - Georgia chair
- Administration
- Faculty
 - Preschool-2 - Cathy
 - 3-5 - Rebecca
 - 6-8 -
 - Art Shops - Nuria
 - Learning Center - Mechelle
- Parents/guardians - Heather & Georgia
- Community seniors and other volunteers - Whitecaps, Roger Kovach, Matt Lewis
- After School Programs - Janis
 - mathletes
 - bikeology
- Summer Programs

Focus

Self-reliance

Perseverance - long attention span

Studio habits of mind (Mechelle) - 8 Studio Habits of Mind

(<https://www.teachingchannel.org/blog/2015/03/03/8-habits-of-thinking/>)

1. Develop Craft: Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.
2. Engage & Persist: Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.
3. Envision: Learning to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece.
4. Express: Learning to create works that convey an idea, a feeling, or a personal meaning.
5. Observe: Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen.

6. Reflect: Learning to think and talk with others about an aspect of one's work or working process, and learning to judge one's own work and working process and the work of others.

7. Stretch & Explore: Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.

8. Understand (Arts) Community: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. Arts is in parenthesis here as it can easily be switched with other disciplines, like science or history.

Heather - transdisciplinary integration (will provide reading materials)

Engineering mindset

Specific lessons and projects:

- Science, Technology, Engineering, Art, Math integration through project-based, experiential learning (e.g. garden projects, in-class projects, field projects)

Outreach

After School Program

Summer Program

Curriculum articulation

Georgia - start with one project per teacher per term.

Rob - connect projects longitudinally.

Janis - take topics in curric. artic. and discuss transdisciplinary (e.g. Fibonacci sequence, golden mean... in math, art, science)

Initial investment in project, continue to build and re-use projects annually.

Take Don's projects and bring it down to lower grades for an arch of learning (e.g. photography).

Ecology of using food recycling project. Start young and reinforce at later grades.

Digital arts. Nuria - digital portfolios. Start younger.

Technology includes everything from a pencil to Photoshop...

Janis - reluctant to use technology in art, but sees value.

Georgia - sees use of art in technology.

Woodshop - laser wood cutter.

Heather - art shops should be more directed learning, esp. in upper grades.

Rob - PBL 101 helps focus (through the Buck Institute for Education): Grab an idea/standard, ask an essential question, create a project.

Big Picture

- Jason suggested (last year) that STEAM Team could work with other stakeholders to define and execute the district's vision and mission.
- Adoption of curricular tools and grade-level tech standards.
- Refining grade-level benchmarks, based on Long Beach standards. - Kevin
- Next Gen Science Standards

District-wide recurring themes.

Stepwise trajectory. Mandate from board and administration. Specific skills taught.

- Waste week
- Ocean week
- Space week

Resources

People

- Administration
- Green STEAM Coordinator - Explore second TOSA position? Reflect on how single TOSA is used.
- Tech Coordinator
- Art shop teachers

Time/Schedule

- Grade-level cluster common prep? - It exists, but is not being used consistently as grade-level cluster common prep time.
- Minimum days - Jason looking into weekly minimum day effect on instructional minutes.
- Alternating Tuesdays - Prep/staff meeting.
- Curriculum articulation days - Make some or all of them thematic.

Approach

- Change model/paradigm from pull-outs to enrichment.
- Instead of taking from homeroom time, coordinator helps homeroom teacher.
- Get year-level goals from each teacher
- Take new science standards and develop curriculum for the homeroom teachers.
- Take steps to deal with cultural issues that get in the way of change and collaboration.
- Each training must have some PBL lesson created as a result.

Structure

TOSA/Green STEAM Coordinator and Tech Coordinator will coordinate with stakeholders.

Member designated for all meetings (or after each meeting?) to report to community members. - Georgia will report to board

Infrastructure Projects

Garden

Maker space

Correspondence

N/A

Future Agenda/Action items

List of things to do with outdoor classroom

List of things to do with maker space.

Option for open maker space and garden space during recess.

Build project-in-a-box to bring to classrooms.

Adjournment

Meeting adjourned at 4:40PM.