

**Strategic Plan Objective  
Monitoring Report  
Objective 3B**



**Objective 3B:** Mancos School District will implement a Portrait of a Graduate (PoG), student-centered model in all classrooms.

**Definition of terms:**

**Portrait of a Graduate:** These are skills that the Mancos community has decided are fundamental to post-secondary success. The skills were chosen based on student, faculty, and community input. The skills include growth mentality, problem solving, integrity, civic mindedness, practical skills, and team player. These skills are introduced and practiced throughout the K-12 campus.

From the *Mancos RE6 Strategic Plan*, p. 2: “Portrait of a Graduate competencies and skills are best defined as character growth. We endeavor to nurture and elevate our students’ confidence so they can find success in post-secondary life. Character growth will be accomplished in harmony with academic, content-based growth, through our project-based and student-centered model, with equal emphasis being placed on both academic and Portrait of a Graduate competencies. In our model, students are actively engaged in, and therefore accountable for, meeting proficiency in content standards, pursuing personal passions, and charting post-secondary possibilities.”

**Student-centered learning:** Student-centered learning can best be understood by contrasting it against its predecessor which might be called “school-centered learning.” In school-centered learning, the organizational operations of the school are prioritized above the needs of an individual or group of students. Student-centered learning prioritizes the needs of students, recognizing that there is not one single pathway towards success.

From the *Mancos RE6 Strategic Plan*, p. 2: “Student-centered learning places the student actively into the instructional process. By becoming an active participant in the planning, evaluation, and assessment of their own school career, students can see the educational process as something they can guide, and are therefore invested in. Student-centered classrooms that use Project Based Learning as an instructional pathway fully engage students in the development, assessment, and responsibility for meeting learning standards and project goals.”

**Superintendent’s interpretation:** Teachers are aware of and understand the PoG competencies and which competencies align to their grade level. See PoG Growth Over Time infographic. These competencies will be supported through professional development and in teacher PGPs. In addition, students demonstrate a sense of owning their learning through the use of peer interactions and activities in the classroom.

**Overall Rating:** Approaching Standard

**Rationale:**

**Preschool, interview with Tyra Hughes, Director of MELC**

Kate Kearns and Tyra Hughes have been trained in PBL 101 through the Buck Institute. However, all instructors in the preschool use PBL practices since their instructional approach is play-based. Attached as an addendum, you will find a diagram illustrating MELC's instructional approach. They consider themselves to be co-learners and co-researchers with the students. For example, instead of just telling a student that blue and yellow create green, they might invite the students to experiment with colors until they discover the right combination. Project ideas are born from the interests of students. If students are interested in superheroes, the instructors might engage them in making a movie. Along the way, they teach storytelling and movie making techniques.

For assessment, the MELC uses Teaching Strategies Gold which includes 38 objectives covering social-emotional, physical, language, cognitive, literacy, mathematics, science & technology, social studies, the arts, and English language acquisition standards.

The MELC includes parents in their fall festival, winter Parent's Night Out, cuddle huddle, and walking field trips.

Recently, the MELC discussed the concept of "filling your bucket" by reading the book *How Full is Your Bucket?* Students learned that when your bucket is empty you feel bad, and it feels good to be good to other people. Throughout the unit, they learned about thankfulness, math, 10 frames, voting, and consensograms. The project culminated in making ornaments for staff and giving them out. One student left the day reporting, "My bucket is so full!"

**Elementary, interview with Cathy Epps, Elementary Principal**

All core staff at the ES have completed PBL 101. A few more have also completed PBL 201.

At the ES, the PBL Instructional Coach (Adyan Farrar) teaches foundational PBL skills like feedback, revision, and reflection through monthly 30-minute classes. The teachers feel a pressure to teach the academic standards and feel like PBL takes away from the limited time that they have. As such, teachers' professional growth plans (PGPs), being teacher-driven, do not always align with PBL goals unless the teacher self-selects.

Ed Whritner worked with ES teachers last year to work Portrait of a Graduate skills into elementary PGPs.

The following are the stated PBL projects of each grade level in the ES:

K – Friendship, feedback collaboration with 6th grade

- 1st – Letters to Santa with KSJD, Medicine Horse and SEL
- 2nd – animal adaptations
- 3rd – Sensa Wolcott and Cottonwood Park, rocks and minerals
- 4th – Rocket cars
- 5th – Kindness

Digital portfolios for each student to document their educational and PBL journey in Mancos schools were started in 2021, but have not been carried forward. Every student who was enrolled in Mancos at the time these were created has a digital portfolio. These were the focus of library classes last year with every grade. K-1 digital portfolios were difficult to create considering the digital skills of that population. Both Chyrise Bay and Alys Hansen have been instrumental in developing and maintaining these portfolios. Mid-year 2022 is the last time the school discussed these.

**Secondary, interview with Ed Whritner, Secondary Principal**

The initial momentum of PBL that was generated by PBL 101 and Ed Whritner’s direction has stalled out as a result of the chaos caused by COVID, CDLS, and staff turnover. Pockets of classic PBL still remain, especially in 6th grade, art, and music. However, all staff members appear willing and able to take up the charge of pushing forward with PBL. New staff in core content areas are taking PBL 101 in April 2023. This includes Sarah Levine (MS SS), Matt Redford (MS Math), Mary Marable (HS Math), Will Custer (HS SS), Thomas Riddle (HS ELA), and Peter Fogg (HS Science).

The Capstone Project, an option for a graduation requirement, is still being developed. The digital portfolios mentioned above are a part of this. These will be a place for students to reflect on the end-of-the-year and speak to their areas of strength and growth. In the current Mancos Student Handbook 22/23, the requirements for graduation are listed as:

Graduation Competency		
Competency Demonstration	English	Math
ACT	18	19
ASVAB	31	31
SAT	470	500
AP courses	2 or higher	2 or higher
Accuplacer Classic	62 on Reading Comp OR 70 on Sentence Skills	61 on Elementary Algebra
Accuplacer Next Generation	241 on Reading OR 236 on Writing	255 on Arithmetic 230 on QAS

Capstone	Portfolio/Rubric 70% or higher	Portfolio/Rubric 70% or higher
Concurrent Enrollment College Course	70% or higher	70% or higher
** Students with Individual Education Plans and other special circumstances can satisfy graduation competency by showing adequate growth on NWEA assessments and/or the Board of Education will have the final decision for students to graduate.		

Students must show competency in at least one of these areas. Currently, there are no guidelines or rubric for the Capstone.

PBL units and activities at the secondary include but are not limited to:

- High school ELA was accepted as a TEDEd contributor and the juniors will be creating TEDEd videos and speeches.
- Middle school advisory incorporates PoG competencies into every lesson; for example in November, the competency was “Integrity” and middle school students discussed the difference between integrity and image and created posters to teach others.
- The business pathway, taught by Todd Cordrey, uses a panel of business experts; students have created their own business and presented their plans to area experts.
- The PBL and art classes worked together to update the West Wing hallway as an art display area for the annual art show.
- The art classes regularly collaborate with the Mancos Common Press.

**Additional, added by Adyan Farrar, PBL Instructional Coach**

I have built a website for our staff dedicated to PBL resources. I am continuing to update this website with additional trainings, instructional strategies, links, and so forth. The website is linked on the Mancos RE-6 webpage. You can view it here: [Mancos PBL](#). You may need to be logged in to your .edu account in order to access it.

The PoG competencies are difficult to measure. One way we have of measuring our success is through community feedback, so I’ll share this story: The high school cheer team competed in Bayfield sometime in November or December of last year. A Bayfield parent called up the school and left a message with Ed Whritner, stating how extraordinary our team was. This parent said our cheerleaders were united as a team but also cheered on other teams. She had a lot of very complimentary things to say about these girls and our school.

Ultimately, this is what we want: for our students to go out into the world and show that they are people of integrity. That they are team players who can solve real world problems. They are civic minded and possess practical skills. We may not be able to measure these with a rubric, but we know it when we see it.

**Needs and next steps:**

- All teachers should be incorporating PBL and/or PoG into their professional growth plans; this shows a district dedication to PBL as an initiative. Without accountability, we cannot move forward.
- Adyan plans on meeting with Alys and Chyrise to dial in the framework for digital portfolios as this is the basis of the Capstone Projects.
- Continue to train new staff in PBL 101.
- Add in PBL 201 for staff who have not taken these additional courses.
- Work to retain staff so that the need for PBL onboarding is reduced. Only then can we build capacity.
- A new cycle of PBL for three years (hope to have 3-year calendar built out by Feb. 13) incremental improvements
- Development and operation of a K-12 professional development Calendar that reflects strategic plan initiatives
- Accountability measures for ensuring the use of PBL instructional activities in the classroom, i.e. the instructional protocols
- Meeting with personnel from Buck Institute on February 28th to discuss Scope of Work for 2023-2026

**Resources:**

<https://www.edglossary.org/student-centered-learning/>

<https://teachingstrategies.com/the-objectives-for-development-and-learning/>

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed \_\_\_\_\_  


Date 1.16.23

Drafted 12/15/22 and 1/18/23 A. Farrar

Addendum

Mancos Early Learning Center's Approach