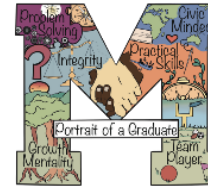


**Strategic Plan Objective
Monitoring Report
Objective 3B**



OBJECTIVE 3B: Mancos School District teaching staff use a Portrait of a Graduate, student-centered model in classrooms.

Proficiency Indicators:

- All teaching staff participates in PBL professional development, and utilizes the district’s 3-Year PBL Plan to develop their annual Professional Goals.
- Portrait of a Graduate (PoG) competencies are embedded into projects and classroom teaching practices over time at age-appropriate grade levels. (See Strategic Plan attachments.)
- Students are actively engaged in the learning model (which can look like collaboration, self-reflection, self-assessment, awareness of strengths and areas for growth, and/or elements of Gold Standard PBL) as measured by observations and teacher self-assessments.

Rubric:

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 3B: Mancos School District teaching staff use a Portrait of a Graduate, student-centered model in classrooms.</p>	<p>All teaching staff do not participate in PBL professional development, and/or the district’s 3-year PBL Plan is not utilized to develop annual Professional Goals.</p>	<p>All teaching staff participates in PBL professional development, and utilizes the district’s 3-Year PBL Plan to develop their annual Professional Goals.</p>	<p>Teachers report positive growth in areas of their professional growth plans related to PBL & Portrait of a Graduate.</p>
	<p>Portrait of a Graduate competencies are not embedded into projects and classroom teaching practices.</p>	<p>Portrait of a Graduate competencies are embedded into projects and classroom teaching practices over time at age-appropriate grade levels. (See Strategic Plan attachments.)</p>	<p>Mancos School District graduates possess the Portrait of a Graduate competencies as measured by student and teacher surveys.</p>

	Students are not actively engaged in the learning model.	Students are actively engaged in the learning model (which can look like collaboration, self-reflection, self-assessment, awareness of strengths and areas for growth, and/or elements of Gold Standard PBL) as measured by observations and teacher self-assessments.	Students are actively engaged in the learning model as measured by observations, teacher self-assessments, and student surveys.
September 2023 Board Report			

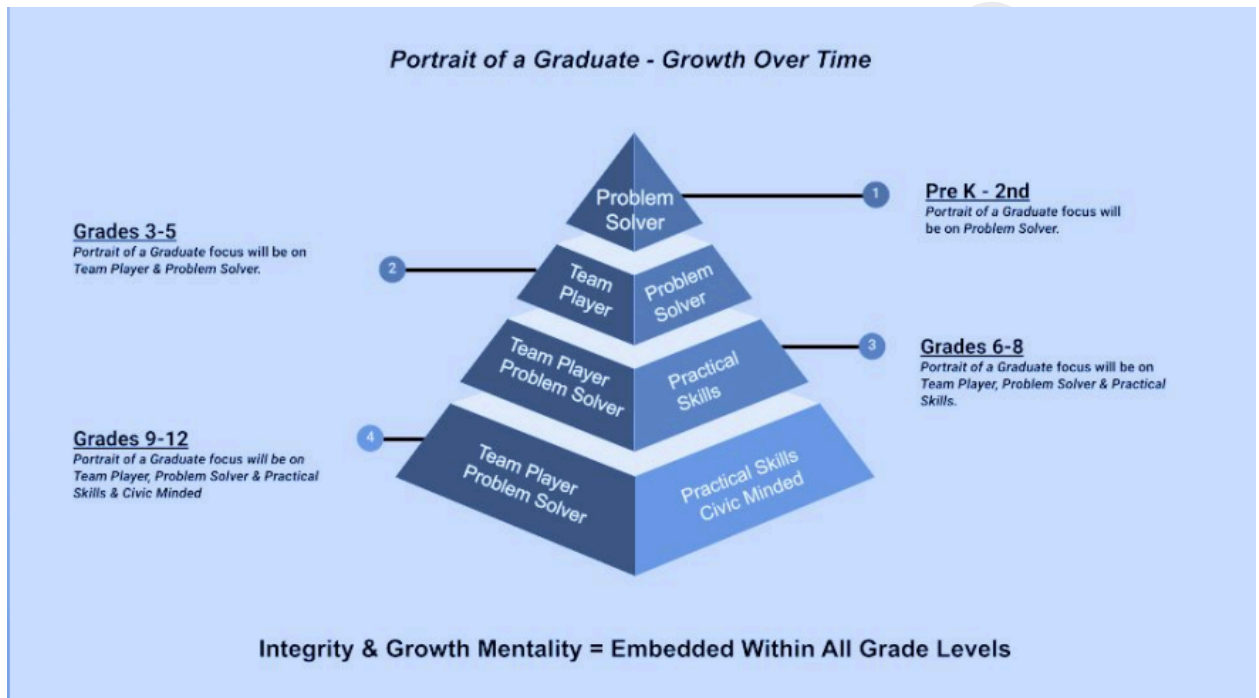
Definition of terms:

Portrait of a Graduate (PoG): 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 individual 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: Mancos School District uses the Portrait of a Graduate, student-centered model, for lesson development and instructional practices.

2022-2023 Rating: Approaching standard

2023-2024 Rating: Approaching standard

Rationale:

Rubric Standard 1, At Standard: All teaching staff participates in PBL professional development, and utilizes the district’s 3-Year PBL Plan to develop their annual Professional Goals.

This is the first year of our 3-year partnership with PBLWorks. All teaching staff will participate in two 7-hour training sessions, one in October and one in April. All teaching staff will participate in two Exhibitions of Learning, one in December and one in April. In addition, the PBL Director is

developing a district PBL Professional Growth Plan (PGP) goal for all certified staff, along with an additional goal of personal choice.

On September 11th, the board was given handouts that were a part of the “Mancos Way” binders distributed at the beginning of the 2023-2024 school year to all instructional staff. All staff teaching staff have two professional growth goals. One is related to PBL and the other is chosen by the teacher. The PBL goal is the same for all teaching staff: “Attend the two PBLWorks training sessions, conduct two PBL projects with students (fall and spring), and showcase student PBL work at two exhibitions of learning.”

Rubric Standard 2, At Standard: Portrait of a Graduate competencies are embedded into projects and classroom teaching practices over time at age-appropriate grade levels. (See Strategic Plan attachments.)

At the elementary level, the PoG competencies of integrity, team player, growth mentality, and integrity are embedded in classroom social-emotional learning. At the middle school level, Advisory, a class of approximately 30 minutes, is focused around the PoG competencies and helping students master the skills of growth mindset, problem solving and integrity. Each day students are led through discussions and activities with their peers to help build community and the skills needed to be successful in middle school. At the high school level, Advisory includes circle-ups (which can encompass the competencies of team player, growth mentality, civic minded, integrity, problem solving, depending on the discussion question); grade check/study hall (integrity, practical skills); college and career talks (practical skills); and digital literacy (civic minded, practical skills, integrity). Some of the other topics involved in advisory are educating students how to be a good digital citizen.

Rubric Standard 3, Approaching Standard: Students are not actively engaged in the learning model.

As we are beginning a new school year with a new building level principal, little data has been collected. The few walkthroughs that have been conducted show students at the center of the instructional model. For example, students in one class are conducting a micro-PBL project to conduct a historical investigation. In another class, students are actively seeking feedback on their skills and are demonstrating growth mentality and practical skills in doing so. In the ELC, students are focusing their play around a driving question.

The walk-through observation feedback forms focus on PoG competencies, PBL unit design elements, and student-centered instructional practices. When we can focus specifically on these elements, we can begin to improve our practices.

Below, I've included the needs and next steps from the 2022-2023 3A report and the movement we've made towards these goals.

- 2022-2023: "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."
2023-2024: All teachers during the 2023-2024 school year will have a district-developed PBL professional growth plan goal. The district professional growth goal is to participate in the two sustained support visits from PBLWorks, conduct at least two Gold Standard PBL projects, and participate in the two Exhibitions of Learning.
- 2022-2023: "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."
2023-2024: This will be more fully reported on in the report for Objective 4B
- 2022-2023: "Continue to train new staff in PBL 101."
2023-2024: This is in the works for the new staff in 2023-2024. Four staff members will take PBL 101 in October.
- 2022-2023: "Add in PBL 201 for staff who have not taken these additional courses."
2023-2024: PBL 201 is not needed at this time, especially with the introduction of the Sustained Support Visits from PBLWorks.
- 2022-2023: "Work to retain staff so that the need for PBL onboarding is reduced. Only then can we build capacity."
2023-2024: We have skilled, experienced staff at all levels. Board and community support for our staff will go a long way towards retaining staff.
- 2022-2023: "A new cycle of PBL for three years (hope to have 3-year calendar built out by Feb. 13) showing incremental improvements"
2023-2024: The infographic of the "calendar" is included below.
- 2022-2023: "Development and operation of a K-12 professional development Calendar that reflects strategic plan initiatives"
2023-2024: This has been accomplished. A shared Google Sheet allows all directors and building level leaders to plan professional development.
- 2022-2023: "Accountability measures for ensuring the use of PBL instructional activities in the classroom, i.e. the instructional protocols."
2023-2024: The building principals and leaders are working together, in conjunction with Cathy Gabro from Fort Lewis College, to create a walk-through observation form that looks for these instructional activities.
- 2022-2023: "Meeting with personnel from Buck Institute on February 28th to discuss Scope of Work for 2023-2026."
2023-2024: This has been accomplished. We are in the beginning stages of our partnership with PBLWorks. The first visit from a PBLWorks National Faculty took place on September 26th, during which the PBL Director and the National Faculty member observed thirteen classrooms across all grade levels and content areas. The observations became the basis for the PBLWorks Sustained Support Visit on October 6th. The focus of this training was on sustained inquiry, an important component of the design elements of PBL.

Needs and next steps:

- Use the student-centered classroom walkthrough forms to gather data about instruction.
- Conduct a student and teacher survey at the end of the school year to measure PoG competencies. Include these results with the 2024-2025 Objective 3B report.
- Create an assessment to measure the integration of student-centered learning into classroom teaching practices. Use the assessment to set new goals for the 2024-2025 school year.

Resources:

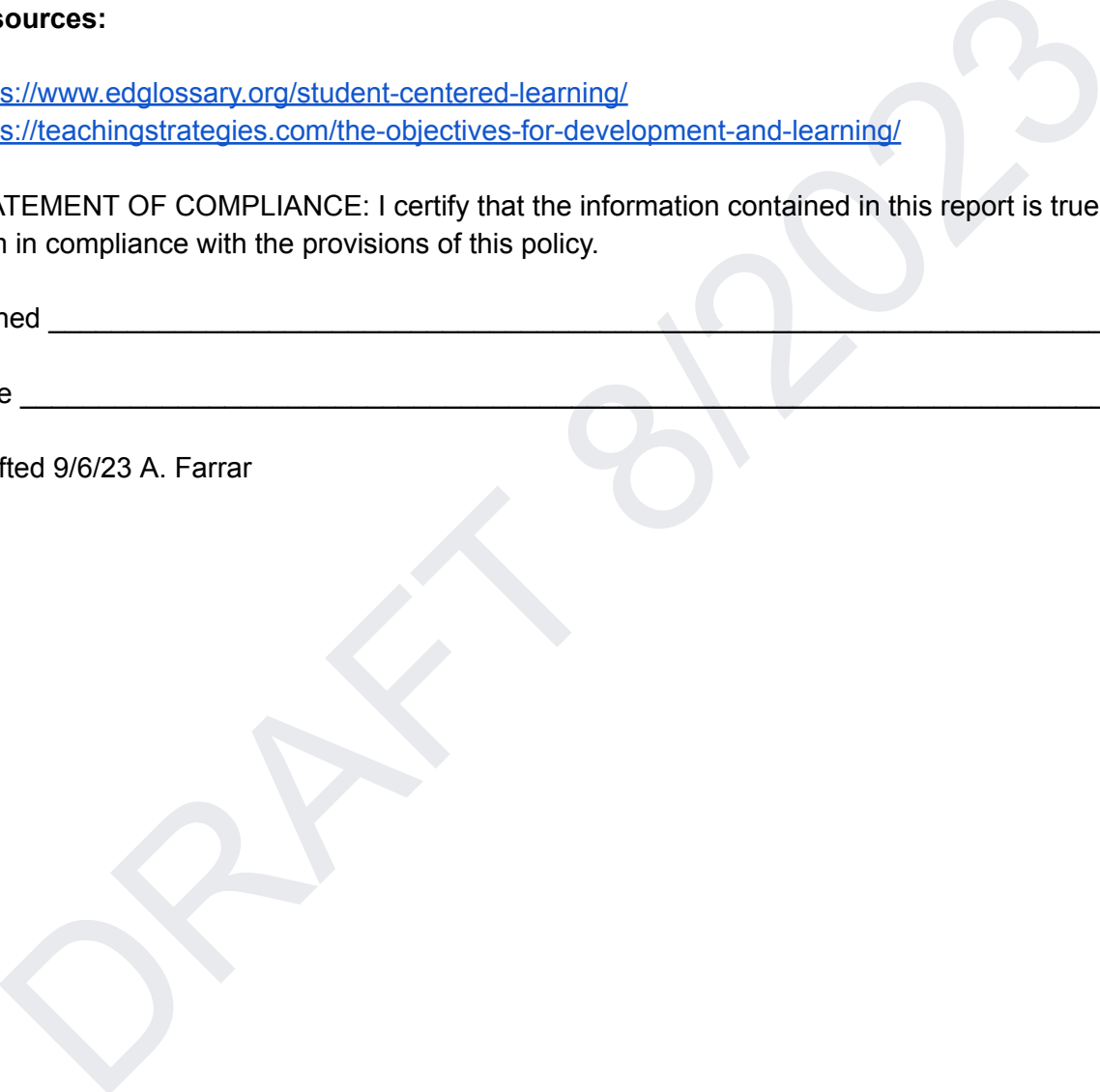
<https://www.edglossary.org/student-centered-learning/>
<https://teachingstrategies.com/the-objectives-for-development-and-learning/>

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 _____

Drafted 9/6/23 A. Farrar



MANCOS SCHOOLS

Three-Year PBL Plan

A three-year partnership with PBLWorks to refresh, grow, and sustain the student-centered teaching in our classrooms

2023-2024

- Leadership Workshop, summer
- Classroom Walkthroughs, fall
- Sustained Support Visits (2), fall and spring
- Project Design Consulting, winter
- Two Gold Standard PBL projects, semesters 1 and 2
- Two Exhibitions, winter and spring
- Create assessment to evaluate progress on integration of student-centered learning into classrooms



2024-2025

- Leadership Coaching Workshop, summer
- Classroom Walkthroughs, fall
- Sustained Support Visit, TBD
- Project Design Consulting, TBD
- Two Gold Standard PBL projects, semesters 1 and 2
- Two Exhibitions, winter and spring
- One additional content- or grade-specific mini Exhibition
- Use assessment to evaluate and set new goals



2025-2026

- PBL 201, beginning of the year
- Sustained Support Visit, TBD
- Project Design Consultancy, TBD
- Two Gold Standard PBL projects, semesters 1 and 2
- Two Exhibitions, winter and spring
- One additional content- or grade-specific mini Exhibition
- Use assessment to evaluate our current systems and sustain our work beyond the PBLWorks partnership



New Staff

- PBL 101
- Support and coaching

All Staff

- Support and coaching
- Online consultancy with PBLWorks staff at least once



The goal: A high-quality, equitable education for all students with a focus on content and priority standards, our Portrait of a Graduate competencies, and 21st century skills.