



LEARNING THROUGH A SENSE OF PLACE IN PORT TOWNSEND

2017 Annual Report

Curriculum Development and Professional Learning

During the 2016-17 school year all teachers participated in a project planning day. During that day they were released from the classroom and developed and refined the maritime and place-based learning projects, often in collaboration with one or more community partners. Teachers all participated in teaching labs, which provided an opportunity for observation in classrooms and focused discussion on student learning.

Nine professional sessions were provided to teachers through the school year during early release professional time. These sessions focused on developing and refining maritime and place-based projects, and provided time for teachers to work collaboratively in their project development teams. Some of these sessions were co-planned by the Instructional Teacher Leadership group, as teachers stepped into more leadership in professional development this year.

Summer of 2017 we offered two professional development and project planning sessions.

- The first session helped teachers learn the basics of ArcGIS mapping software and including collaboration with community partners from ESRI, Fish and Wildlife, Jefferson County, and Jefferson County PUD. ESRI provides free online and desktop mapping software to us as an educational organization, and the partners help provide technical expertise for maritime and place-based projects.
- The second training was on the topic of Ocean Acidification, and was funded by a NOAA Bay Watershed Education and Training grant. In partnership with Jefferson County Marine Resources Committee, Port Townsend Marine Science Center, and Jamestown S'Klallam Tribe we provided background to teachers about Ocean Acidification, including the effects on shellfish in our region, and had an opportunity for hands on labs and a field experience. Teachers designed grade level projects that will incorporate principles of Ocean Acidification into the curriculum.

Teacher Leadership

In 2016-2017 the focus was on building teacher leadership capacity across the district. The Instructional Teacher Leadership group studied the core elements of professional development, and planned some of the district wide professional development. An additional group of teachers was trained in leading teaching labs. In the future, teaching labs will begin to be facilitated by some of these teachers.

Partnerships

Teachers continued to develop and sustain community partnerships to support MDS projects. Teachers identified over 76 community partners in the 2016-17 school year.

In collaboration with the Port Townsend Marine Science Center and funded through an IMLS grant, the district offered two sessions specifically for our community partners. Both sessions were well received.

- The first session facilitated by John Falk, an expert in "Free-Choice Learning," shared the concept of free-choice learning and provided an opportunity for community partners to engage with each other on how they can collaborate to support students engaging in free-choice learning.
- The second session was offered as a follow up to the Free-choice Learning session and provided further opportunity for community partner collaboration. In connection with Skillmation, a local



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mentoring database has been developed and will help to build connections between in school learning and free-choice learning opportunities.

High School Maritime Academy

Curriculum has been refined across the district's course offerings. Marine Robotics followed the UW MATE competition guidelines, and students designed ROVs for competition following the specifications. The Boat Building class undertook a new project of building Baidarkas (skin on frame sea kayaks). This project was a huge class success and will continue in the curriculum for future school years. Vessel Operations continued to use a variety of boats at the NWMC and to assist Schooner *Adventuress* during their winter maintenance period. Students had the opportunity for an overnight sailing trip aboard the *Adventuress*, to support their learning of more advanced seamanship concepts. Maritime Manufacturing continued collaboration with the NW School of Woodworking, to complete the three legged stool project, as well as other projects.

Over the summer the district worked in collaboration with the West Sound Technical Skills Center in Bremerton, and Sound Experience to offer a Vessel Operations skills center course aboard the historic tallship Schooner *Adventuress*. One of our Maritime Academy instructors, Kelley Watson, worked diligently with the partners to arrange this program which was open to students from across ten (10) different school districts.

Garden, Food, and Cafeteria

Our scratch cooking and garden program continued to be successful in the 2016-2017 school year. The high school garden was expanded over the past year and is working as the production garden for the school food service. Primarily 9th grade students tend the garden during the school year as part of their required health and careers course. With the help of volunteers and staff, the garden is maintained over the summer and food is harvested and put up for use during the school year. The Grant Street garden program continued with weekly garden classes offered to students kindergarten to 3rd grade.

Sustaining the Maritime Discovery Schools Initiative

At the end of the 2016-17 School year we had a community showcase where teachers were able to share the MDS projects and outcomes with the community. We received positive feedback about the community showcase and plan to expand the ways we share our projects with the community again in 2017-2018.

We completed a three year [Program Evaluation](#) with an outside evaluator, Dr. Jeffrey Youde. The results of the program evaluation will help us shape and refine the next two years of full implementation of the Maritime Discovery Schools initiative in the Port Townsend School District. Some important next steps will include addressing the questions about the ongoing vision for MDS, the district supports needed to sustain the vision, and how to communicate about the initiative across the community.

2017-18 School Year

In the fourth year of the MDS initiative we are continuing to providing teachers with project collaboration time during Wednesday Early releases, and during optional half or full day substitute release. Also, each teacher will have the opportunity to participate in teaching labs. The Instructional Teacher Leadership Group will take responsibility for planning district wide professional development sessions to incorporate workshop model and thinking strategies into projects as well as daily instruction. New teachers were provided with a one day introduction to MDS before the start of the school year.



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Next Steps

1. Vision
 - a. Create a beyond the 5 year initiative plan
 - b. Institutionalize a new teacher induction program
2. Professional development
 - a. Develop a sustainable plan for teacher project planning support
 - b. Develop an out of district PD guidelines to support MDS
3. Projects
 - a. Incorporate Math specific PBL training
 - b. Define by grade band the vision of projects and traditional instruction balance (do we expect three projects at each grade level?)
4. Time schedules
 - a. Scheduling Committee will have a proposal by mid January 2018 for the high school and middle school to help address the flexibility needs for experiential learning
5. Community
 - a. 9th grade mentor program started in 2017-18
 - b. Developing 10-12 mentor program vision
 - c. Developing job shadow and mentorship experiences
 - d. Blue Heron Career Cafes expanding
 - e. Develop a K-12 career development plan
6. Perception
 - a. Develop an overall curriculum map that includes MDS projects
 - b. Send home grade level MDS curriculum map and encourage teachers to brand MDS projects in communications home
 - c. Plan at each school, project nights or sharing of student work from MDS
 - d. Continue senior symposium
7. Communication
 - a. Create a quarterly Leader insert and email newsletter
 - b. Develop a YouTube Channel or other similar tool to share our story
 - c. Develop student talking points developed in projects, (I am helping my community by...)