Ready for College, Ready for Sea - A 21st Century Approach to Education

Place-Based Education in the Maritime Community of

Port Townsend, Washington

Executive Summary

Port Townsend is a community uniquely positioned to model what sustainable stewardship of our ocean planet looks like in practice. Maritime communities, by nature, represent the intersection of human activity where land meets sea and the rich dynamic represented in that relationship. As our oceans are in peril, so are we. As we deepen our understanding of our impact on our surrounding saltwater world, we become more responsible stewards for a healthy future. We believe our prospects as a community are directly tied to how well our young people are educated and apprenticed for their futures here in this special maritime nexus.

In order to create a more sustainable future, the Port Townsend School District is beginning to overhaul P-12+ education by creating a cohesive, placed-based curriculum that unifies learning along a central focus for a student’s entire school career. This approach combines the proven successes of thematic schools with foundational learning at lower grade levels. By focusing this place-based approach around the unique maritime character and economy of Port Townsend, the schools will anchor student learning in their community by preparing students for both maritime and non-maritime employment while engaging them in rigorous academic studies.

The intended outcomes are threefold:

- Integrate applied relevance with education while exceeding State academic standards.
- Serve as a regional resource for students interested in pursuing maritime related studies or careers.
- Create a model for improving education through place-based community supported learning.

This project enjoys community support, a district small enough to be nimble and able to affect change with minimal delay, and district leadership and partner organizations with the credibility, enthusiasm and expertise necessary for success. Initial business and program planning show that while improving student outcomes by re-orienting the very structure of a school district requires an increase in financial resources, upon full implementation no additional funding will be required to sustain the operations of this project. This initiative will improve education’s effectiveness, increase the rate of return on educational spending, and provide a model that can be duplicated within other districts across the nation.

Port Townsend feels the effects of a struggling education system.

Like many other districts throughout the state and country Port Townsend’s schools are
underperforming. Student math and science assessments routinely fall at or below the national average. In 2010-2011, 34% of Port Townsend School District students earned well-below standard and below standard End Of Course (EOC) math and science test scores. Among high school students during the 2011-2012 academic calendar year 26% of students fell into the categories of well-below standard and below standard on their ECO math and science test scores\(^1\).

Graduation and retention rates are also concerning. Since 2008, about 80% of students in Grade 9 received a high school diploma within four years of starting their secondary school career, while the drop-out rate has remained around 4%\(^2\). In a small district with a high school student population of only 486 students, that equates to 19 Port Townsend high school students who disengage from the education system and community in some capacity each school year.

Teachers and administrators often feel a sense of disconnect from student outcomes and how these outcomes relate to the community at large. Poorly performing schools also stall economic growth and alter demographics as families emigrate in search of family wage jobs and progressive education institutions able to provide integrated and cohesive educational opportunities to their children. In Port Townsend, from 2002 to 2008 the number of students enrolled in the Port Townsend School District fell nearly 9\(^3\). Since 2008 enrollment in the Port Townsend School District dropped another 9\% and there are indications this rate will drop again in the coming year.

We believe there is a direct correlation between a student’s education and the health of a community. While additional funding may provide a temporary increase in resources, district administrators believe a transformational shift is needed that better engages, educates and prepares students for the new economy.

We propose the implementation of a district-wide, cohesive place-based education framework.

**A place-based education is the right framework for community-focused change.**

The Port Townsend School District, Northwest Maritime Center and other key community stakeholders have committed to redefining education by pioneering a groundbreaking cohesive place-based model for education district-wide, linking learning in all grade levels through a central theme. This model connects learning to the signature sector of our local economy, and leverages existing community resources to make that learning possible. In doing so the focus of the community shifts to depend on public schools as a key resource for community development rather than simply educating students to augment their departures.

We believe that educational effectiveness improves dramatically when classroom learning is given contextual framework based in real-world scenarios that excite students’ imaginations.

---

Learning comes more naturally when it is rooted in a community and surroundings that are familiar. This place-based approach to education provides opportunities for students to master a level of competency with increased confidence and self-awareness.

**Maritime curriculum prepares students for college or the work-force.**
Weaving experiential maritime experiences throughout a student’s P-12+ experience will augment general education while making explicit the natural inter-dependencies among students, teachers and community members, a critical element of powerful learning experiences. This project is not an attempt to use traditional methodologies with a maritime overlay, nor is it an attempt to turn every student into a boat builder or mariner. The methodology provides opportunity to use maritime experiences to make education powerful and engaging, while not limiting students’ choices for exploration beyond maritime subjects. This is not a vocational program where student participation is limited to maritime careers. Rather, this is a program designed to model the value of utilizing the rich assets of an amazing community and place, integrating academics and the community.

A student interested in pursuing further studies in another discipline or domain will have developed the requisite confidence to organize their learning. This learning is centered on relevance, rigor and relationship derived from a history of experiential learning, resulting in a deeper appreciation for their community and the value of connected learning.

**By utilizing a community’s greatest asset as a platform for learning a change in the way learning happens begins to occur.**
This effort will utilize Port Townsend’s rich and thriving maritime heritage to create a cohesive P-12+ curriculum, providing a model for education that is rooted in what is local- a town’s unique history, environment, culture, economy, literature, and art. Research indicates that experiential place-based learning is powerful, and that its role in a cohesive and comprehensive P-12+ curriculum will improve learning and understanding, resulting in greater scholastic achievements and successes.

Nearly 1300 students, 75 teachers and a visionary and dedicated administrative staff, make the Port Townsend School District the right size to pilot this comprehensive and transformative approach to learning. This initiative is enjoying significant support in its early stages. Teacher groups and the greater Port Townsend community have expressed their support, as have community groups who have hosted presentations on the subject.

---

To date the following private, non-profit and municipal organizations have endorsed a community-wide economic vision that includes this progressive model for education change:

- City of Port Townsend
- Economic Development Council TEAM JEFFERSON
- Foss Marine Holdings
- Jefferson County
- Jefferson County Chamber of Commerce
- Northwest Maritime Center
- Port Townsend Marine Trades Association
- Port of Port Townsend
- Port Townsend School District
- Puget Sound Pilots Association

A maritime theme is woven throughout a student’s entire academic career.
A maritime theme was chosen for the district wide focus because while Port Townsend has many attributes, at its core it is a maritime community where several successful maritime-based programs are currently embedded into its schools. For this project the term maritime indicates a broadly applicable inclusion of marine concepts, themes, and representations of the interaction between our human community and the natural oceanic environment which all integrate into this place-based approach to learning.

For nearly a decade the Northwest Maritime Center has partnered with the Port Townsend School District to provide a Maritime Discovery Program for 7th graders, which catalyzes learning, and weaves an experiential theme throughout the students’ school year. With science, technology, engineering and mathematics (STEM) curriculum serving as the core, and also incorporating the expressive arts, students learn using longboats and the Puget Sound as a classroom. A portion of the program is spent on the water and the remainder is spent in classrooms with teachers who orient their lesson plans to a maritime content. Students learn mathematics through navigation, language arts through maritime nomenclature, and science through weather and wind observations and recordings. The integration of digital technologies into this experiential learning model further strengthens the lifelong skills being developed.

While the program provides powerful opportunities for classroom learning, pre and post program evaluations indicate impacts outside of school subjects. Through this program, students learn to recognize their personal strengths through lessons that foster a sense of responsibility, teamwork, and leadership instilling in them a sense of greater civic responsibility. When students were asked to rank how they felt about ‘improving leadership skills’, they consistently ranked themselves at above average on a scale of 1 to 4. When students were asked whether the program helped them to ‘improve their communication skills’, again the responses were consistently above average. Teachers also recorded positive growth in post program evaluations. Across the board, students showed improvement in the areas of: ‘taking responsibility for themselves and others’, ‘taking initiative’, and in their ‘ability to adapt to change’.
Place based learning in a maritime community provides endless opportunities for creative curriculum development. A Port Townsend public school education is currently offered as a collection of classes with no direct interdependence. For example, from a student’s perspective there is no obvious progression between what they learn in 4th grade history and what they learn in 7th grade science. With a cohesive themed approach, virtually any topic at any age can be presented in ways that build upon a student’s prior years of instruction. From kindergarten art projects coloring signal flags and exploration of touch tanks or sandy beaches, to middle school students learning math, history and science while navigating longboats in Puget Sound, to high school junior and seniors choosing to immerse themselves within a maritime context through a high school maritime academy, opportunities to learn through a maritime medium are applicable to every grade level. Lessons in mathematics come alive through the creation of navigation plans. History will be explored through ships’ logs, and interacting with the shipping industry is a springboard for lessons in economics and world affairs.

Anchoring academics around a centralized maritime theme creates cohesion throughout a student’s career. The number of maritime focused educational institutions using the sea as a tool for powerful learning and weaving maritime experiences into school curriculum in the Puget Sound region are many. In addition to the Northwest Maritime Center the Port Townsend High School Maritime Academy is home to the historic schooner Adventuress which provides students with opportunities to learn through unique hands-on experiences; the Port Townsend Marine Science Center provides students personalized instruction in the marine sciences and natural history of the region; and Bainbridge Island’s Salish Sea Expeditions integrates student learning through inquiry-based science instruction. All of these institutions lend themselves naturally to partnership, allowing for effective and efficient implementation of this cohesive place-based model for education.

Students interested in focused maritime studies will have the opportunity to enroll in a Port Townsend High School Maritime Program.
Academy for their junior and senior years of high school, immersing themselves in maritime themed learning and be able to pursue advanced studies in their chosen field. One successful example of a maritime academy program housed within a public school district is at Ballard High School. For nearly fifteen years, the Ballard Maritime Academy has provided specialized industry focused curriculum for high school students. A cohort of teachers plan and coordinate the curriculum, allowing for interrelated and cohesive curriculum development and implementation. Students enroll in college-preparatory, interdisciplinary marine science, technical education and liberal arts courses with lecture, laboratory experiences, and field trips that include regional resources like the Zodiac or Adventuress. Maritime industry professionals also assist students, providing support, mentoring, and experiences outside of the normal classroom time⁵.

At the Port Townsend Maritime Academy, apprenticeship and mentorship opportunities will be provided alongside maritime and non-maritime professionals who work in the community, allowing students to work on individual projects with guidance. Students who choose to pursue the Maritime Academy will graduate with the same college-prep level diploma as their peers and will also have the opportunity to obtain the US Coast Guard issued credentials required to work onboard a tugboat, passenger ferry or other commercial vessels. While still preparing students for any college experience, the Maritime Academy will offer students the foundation they need specifically for entry-level employment in the maritime industry or advanced studies at a maritime college as they also master Washington State and Port Townsend Public Schools academic standards.

A place-based model for education will impact the entire community.
A successful P-12+ maritime place-based program has multiple positive outcomes for the community. A program of this caliber and size will create a pipeline of skilled professionals supporting this region’s aging maritime workforce and help bring specialized jobs to Port Townsend. In Jefferson County, the current median age is 54.7 years, nearly 20 years older than it was in 1980 and 16 years older than the current median age for Washington State.⁶ With an anticipated 30% of professional mariners nearing retirement in the State of Washington, a shortage in directly related maritime industries is estimated to occur by 2017.⁷ An infusion of young professionals entering the maritime workforce earning family wages means Jefferson County could experience a positive change in the numbers of students enrolled in the school district, resulting in a more robust district and community. This place-based model also supports our local teachers as they become true partners with the community, working closely with colleagues and community members to develop core curriculum and partnerships that reach further into the community.

---
⁵“Ballard Maritime Academy” Ballardmaritimeacademy.wordpress.com. accessed 2/19/13
⁶ Robert Berstein, public information officer, U.S. Census Bureau, as quoted in report “Oldest Population in the State” in Port Townsend’s The Leader, March 27, 2013
⁷ Workforce Development Council of Seattle King County, http://www.seakingwdc.org/reports/state-of-the-workforce.html

The Northwest Maritime Center and Port Townsend School District have been working together since August, 2012, to imagine and plan a transformation of P-12+ education that engages and impacts the entire community. In November, the two organizations, with assistance from a private consultant, convened a group of educators from the school district, maritime education professionals from the region, and key stakeholders in the community to discuss what P-12+ maritime-based curriculum and graduates of this new education model and academy could and should look like.

The enthusiasm of the community at work imagining their future was contagious. Participants felt confident that graduates of this comprehensive P-12+ education would emerge with increased confidence and be self-directed life-long learners, motivated to nurture their community. Port Townsend graduates will be college ready, with strong academic preparation in STEM subject areas, prepared for any future of their choosing. And should they choose a maritime path, they will be ready for advanced study at a maritime training school or able to immediately join the workforce, utilizing one of the many skills acquired during a previous apprenticeship or independent project.

Next steps – moving toward a more cohesive education system.

Momentum is building as engaged community members, elected officials, educators and maritime professionals from throughout the region step forward helping to ensure that the curriculum is robust, relevant and scalable. Since that initial meeting, school administrators and project partners have created operational and funding plans realizing that changing existing curriculum will require start-up funding, but also the necessity that any transformation must have a zero impact on the budget in order to be sustained. Ongoing costs must fit within existing funding sources. The current plan forecasts that a change of this caliber will be revenue neutral in six years.

It is important to recognize the district’s current successes in place-based experiential education and expand these ideas as we learn. Incremental changes are already noted in how teachers design
experiences for their students in the classroom and these will serve as a foundation for the critical mass among teacher that will grow through training and collaborative curriculum development opportunities. The following year-one goals have been identified as priorities:

- Develop one-year implementable project for target grade level.
- Identify and raise sufficient funds to cover implementation costs of one-year fundable project.
- Hire planning and curriculum development experts to design maritime-based learning modules.

Conclusion
This place-based education initiative is not about a short-term change effort that will affect only the immediate needs of the district to improve student performance for today’s students. Instead, it is meant to deeply transform how the entire community thinks about schooling as they come together around better results for Port Townsend’s children, a vital community, and a deep sense of caring for the natural environment upon which their economy is based. As students begin to experience school in ways that are relevant to their home, their desires, and their futures, we are confident that the momentum of these changes will take root and invest the community in its future through its children. In Port Townsend, this desire to engage in a community-wide effort is inherent; it is rich with human capital and forethought. We believe that this model, however, is absolutely replicable across the nation. Utilizing a community as a platform for learning and a place-based curriculum – wherever that place may be – can and will transform the way learning occurs, resulting in vibrant communities and an educated citizenry, our democracy’s greatest asset.

David Engle, Jake Beattie and Katie Davis

Appendices attached
David Engle, Ed. D.

185 Blue Hill Court
Port Townsend, WA 98368

Telephone: (609) 558-5363
E-mail: dsengle@gmail.com

Professional Experience

Port Townsend Public School District
Superintendent
2012-present

Executive Director
Next Generation of Teacher Assessments
Educational Testing Service
June 1, 2011-November 7, 2011

North Platte Public School District
Superintendent
2008-2011

Squalicum High School
Bellingham Public Schools
Principal (2004-2008)

Seattle Public Schools
Project Administrator for School Transformation
2002-2004

Ballard High School
Seattle Public Schools
Principal (2000-2002)

Interlake High School
Bellevue Public Schools
Principal (1997-2000)

Bellevue High School and Meadowdale High School
Bellevue Public Schools and Edmonds School District

W.F. West High School (Chehalis High School)
Chehalis School District
Teacher/Librarian/Computer Lab Supervisor (1989-1991)

William Winlock Miller High School (Olympia High School)
Olympia School District
Social Studies Teacher (1986-1989)

Kingsbury Middle School
Kingsbury, Tamworth, Staffordshire, England
Fulbright Exchange Teacher (1982-1983)
**Educational Experience**

**Graduate Degrees**
- Doctor of Education Degree, Educational Leadership
  Seattle Pacific University, 1999
- Master of Education Degree, Computer Education
  Saint Martin’s College, 1990

**Post-Graduate Certification**
- Educational Administration Certification Program
  Seattle Pacific University, 1996
  Continuing Administrator Certificate #232302J, Superintendent

- Educational Administration Certification Program
  University of Puget Sound, 1991
  Continuing Administrator Certificate #232302J, P-12 Principal

**Fifth Year and Standard Certificate**
- University of Washington, 1981
  Granted Continuing K-12 Teaching Certificate

**Teacher Certification Program**
- University of Washington
  NCATE Accredited: State Approved Program, 1979

**Undergraduate**
- University of Washington
  Bachelor of Arts Degree, 1978

**Qualifications and Accomplishments**


**Board Member**, Steering Committee for Project Inkwell™, Strategic News Service, 2003-present.

**Faculty** member of the Smart Tools Academy, 1998-2002.


**Superintendent Intern**, with Dr. Don O’Neil and Dr. Paul Sjunnesen, 1994-96, Bellevue Public Schools.

**Guest Lecturer**, by invitation of Moscow State University, Russia, to speak on the impact of computer-based information technologies on educational settings (October 1-11, 1994 and April 17-30, 1995). Co-sponsored by SPU’s International Center for Curriculum Studies.

**Author** of an article on the current state of Russian education (K-12) titled “Changing Times in Russia” for **Insights**, a publication from the International Center for Curriculum Studies, 1995.
Member, Bellevue Public Schools Student Learning Task Force, Equity and Excellence Committee and Affirmative Action Committee, 1994-1996.

Author and presenter of a paper titled “Constructivism: Different Foundations, Different Ends?” at Seattle Pacific University’s School of Education Colloquia, 1994.


Member of the Edmonds School District’s Technology Implementation Committee, 1992-1993.


Member of the O.S.P.I.’s Ad Hoc Committee studying “Commercialism in the Schools,” 1990.

Research grantee from WERA to study the role of computer coordinators and technology directors in K-12 school districts, 1989.

Recipient of an Individual Professional Grant from the Olympia School District to study the integration of computer-based technology into the humanities curricula, 1989.

Participant, NEH Summer Seminar titled, “Novels of Latin American Dictatorship,” held at Emory University, Atlanta, Georgia, 1988.
Jake Beattie

Education
B.A. International Affairs, Economics, The George Washington University
Cum Laude, Golden Key Honor Society
Evans School, University of Washington - 2006 Non-profit Executive Leadership Institute
Leadership Tomorrow- selective 1 year civic leadership program- class of 2010

Non-Profit Management

Northwest Maritime Center/ Wooden Boat Foundation
1/11- present, Port Townsend, WA
- CEO for growing non-profit, focusing on community relations and program growth
- Oversaw implementation of simulation
- Completed first Strategic and Business plans in 7 years
- Managed to positive operational net income- first time in 7 years
- Oversaw implementation of new earned income strategies
- Successfully attracted Maritime Training school to Port Townsend

Bike Works, Executive Director
11/09- 11/10, Seattle, WA
- CEO for growing non-profit that uses bicycles as medium for experiential education, community building, and social change
- Oversaw process to create the organization’s first strategic plan in 10 years
- Managed staff of 10.5 FTEs, budget of $550,000
- Managed major facilities move in first 60 days on the job
- Normalized relations with peer organizations
- Undertook significant community outreach to solidify neighborhood presence

The Center for Wooden Boats, Deputy Director
1/04-11/09, Seattle, WA
- Worked as part of senior leadership team in rapidly growing organization- balancing growth and mission vibrancy
- Collaborated with partner non-profits to create more unified presence including piloting joint planning, staff sharing, joint branding and marketing
- Led creation of bottom-up $1.2-$1.8 million organizational budgets
- Worked independently and as part of staff leadership to involve the greater community in organizational decisions
- Served as principal liaison with Seattle Parks staff and historic vessels for contracted collaboration managing Lake Union Park’s Historic Ship’s Wharf
- Worked extensively with Mayor’s office to coordinate programs and construction for revitalized Lake Union Park
- Working with City and County officials and community members to create new campus on the north end of Lake Union

Virginia V Foundation, Northwest Seaport , Consultant
1/09- 11/09, Seattle, WA
- Served as managerial consultant for maritime non-profits in times of transition
- Clarified mission alignment and articulation
- Created fiscal clarity and tools for ongoing financial analysis
- Mentored board and staff through organizational assessment and work plans
- Recruited new board members to take on leadership roles
Friends of Waterway 18, Chair (volunteer position)  
9/08-9/09, Seattle, WA
- Led volunteer group’s efforts to create new public park at the north end of Lake Union including work parties, fundraising, and public awareness
- Worked with staff at Seattle Parks Foundation as fiscal sponsor
- Engaged Wallingford community by working with Community Council and sub-committees, neighborhood outreach at public events
- Assisted in raising $235,000 for project which was completed in 7/10

Experiential Education

Outward Bound, Instructor/Captain  
5/01-9/03, Anacortes, WA/Baltimore, MD
- Instructed experiential nautical science and life skills for students aged 14-54
- Developed curriculum for unique courses (At risk youth, substance abuse, etc.)
- Mentored development of new instructors
- Worked with public schools to create integrated learning opportunities

Odyssey Wilderness Programs, Interim Program Director  
11/06-4/08, Bellingham, WA
- Successfully incorporated longboats into wilderness therapy model for small for-profit outdoor company
- Trained instructors and trainers for two seasons including creation of written reference materials (instructor manuals, course area guide, etc)
- Served as interim Program Director and Course Director for initial year of operations

Schooner Denis Sullivan, Tallship Bounty, First Mate  
6/98-4/01, Fall River, MA/Milwaukee, WI

Schooner Adventuress, Carlyn, Relief Mate (occasional)  
- Watch officer on large sailing vessels for winter transit from Milwaukee to Tampa and two week programs in New England and Florida, relief Mate in Puget Sound.
- Oversaw safety and education of up to 49 trainees and 22 crew from diverse economic and ethnic populations for two-week sailing and science programs
- Responsible for vessel maintenance, safety, drills, regulatory compliance
- Instructed students and crew in nautical science and maritime history during day programs and extended voyages
- Chief Engineer during “Mayday” emergency off Cape Hatteras, NC (11/98)

Commercial Maritime

Western Pioneer, First Mate  
6/02-12/03, Seattle, WA
- Navigational officer in charge of onboard operations, cargo, navigation, and safety for 185 foot freighter vessel (crew of 10) serving remote fishing villages in Southern Alaska, Aleutian Islands, and Bering Sea.

Vane Brothers Towing, AB/Mate trainee  
9/01-4/02, Baltimore, MD
- Worked as AB on 1200HP tugboat moving petroleum barges on Chesapeake Bay

Current Volunteer Boards
- Member, Lodging Tax Advisory Committee
- Treasurer, Jefferson County Chamber of Commerce
- Trustee, Puget Sound Maritime Heritage Council
- Finance committee, Jefferson County Community Foundation

References available upon request
Portrait of a Port Townsend High School Graduate

Character

- Work Ethic
- Initiative
- Lifelong Learner
- Resilient
- Creative
- Lead and Advocate
- Initiative
- Responsibility
- Others and the world
- Global/environmental ethic
- Act without fear of judgment
- Motivation to Learn
- Values service to community
- Connection between actions and consequences
- Kindness and Compassion
- Problem Solver
- Creativity
- Interesting
- To be excited about something and learn how to do it.
- Well Rounded in arts, sciences, and service
- Curious
- Well-Rounded in arts, sciences, and service
Portrait of a Port Townsend High School Graduate

Deep understanding of global environmental systems

Science:
- Biology
- Chemistry
- Physics
- Environmental
- Ethics

Ocean Literate:
- Climate systems
- Awareness of health of oceans

Have a sense of their resource use

Civics

Historical Perspective

Geography
- Small scale
- Medium scale
- Large scale
- Political system of US

Local History

Math
- Algebra I
- Geometry
- General Math

Knowledge of Choices and Cultures/
Cultural sensitivity

Literacy & Numeracy

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)

Have a sense of their resource use

Literacy & Numeracy

Content

Math

Grounded in Science

Local History

Literacy & Numeracy

Civics

Historical Perspective

Local History

Water source Usage

Understand tides and currents

Enough math so that they won't be cheated or cheat others unintentionally

Grounded in Science

Deep understanding of global environmental systems

Civics

Historical Perspective

Grounded in Science

Highly developed sense of their place in the continuum of time (historical and evolutionary)
Portrait of a Port Townsend High School Graduate

Disposition

Critical Thinker
- Knowledge of Choices and Cultures/Cultural sensitivity
- Culturally Sensitive

Comfortable Outdoors
- Comfort in and around water
- Capable & Competent
- Engaged in world and community

Lifelong Learner
- Engaged
- Self-directed learner

Have a sense of belonging
- Hopeful and informed about their future prospects
- Receptive to Unexpected Information
- Self-responsible graduates with community, local, state, national and international awareness

Engaged
- Confident and willing to take risks
- Integrated physically, spiritually, and mentally

Ready to leave here; expecting to return
- Competitive but flexible and moral but non-judgmental

Comfortable with but not possessed by technology
- Know how to share – wealth, knowledge, time)

Culturally Sensitive
- Manners
- Curious

Desirable
- Balanced between self-reliance and cooperation
- Inquisitive
- Globally Aware/world awareness

Coming soon
- Have a sense of belonging
- Curious
- Engaged in world and community

Demonstrated through

Mentorship and Leadership
- Be a registered voter
- Service/Volunteering
- Have camped at least once

Hopeful and informed about their future prospects
- Look beyond Port Townsend to find a niche
- Self-actualized

Know/Learn Creative Energy
- Know how to share – wealth, knowledge, time)

Receptive to Unexpected Information
- Engaged in world and community

Self-actualized
- Appreciation for intellectual adventure

Balance between self-reliance and cooperation
- Passionate about their life choices
- Decisive

Competitive but flexible and moral but non-judgmental
- Integrated physically, spiritually, and mentally

Know how to share – wealth, knowledge, time)
- Relate to others outside of their social group

Self-actualized
- Know their next step!
- Has basic needs met and confidence to explore self
Portrait of a Port Townsend High School Graduate

Skills

- Accademically skillful and able to design solutions to gnarly problems
- Cooperative Learning with Independent Contribution and Awareness
- Spell correctly.
- Knowledge of a second Language
- Evaluate and Problem solve fairly
- Communication
  - E-mail
  - Written reports
  - Formal letters
- Write, explain, share ideas and knowledge
- Listening
- Speak – Communicate their truth
- Row boat or sail
- Familiar with Hand Tools
- Weld, Solder, build out of wood, or Garden
- Computer Literate
  - Write simple code
  - Technology as tool
- Relational/People Skills – Able to work productively with anyone
- Formulate a hypothesis and test it
- Be able to tap into community resources to solve problems
- Access, analyze, critique and act on information and data
- Able to work in teams
- Research Basics – sources, organization analysis and synthesis
- Graduate with a trade
- Create budget for small business
- Physically Fit
- Confident and safety conscious upon the water
- Personal Finances
- Computer Savvy tool user

Demonstrated through

- Applies learning and make a product
- Has painted a painting
- Solving problems
- Graduate with a trade
- Have experienced a variety of educational experiences
- Scientists
- Swim
- Life Skills
- Build a fire without matches
- Build a shelter without nails
- CPR
- Tech Savvy tool user
- Compass Skills (sense of direction)
- Move about without a car
- Grow a Carrot
- Know how to lead and follow
- Function amongst others and add to their community