Unite Update

Competency Continuum

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Learning Innovation Network

Competency

Performance Levels

College & Career readiness!!

College level work

HOS.2 Build Networks

back to overview

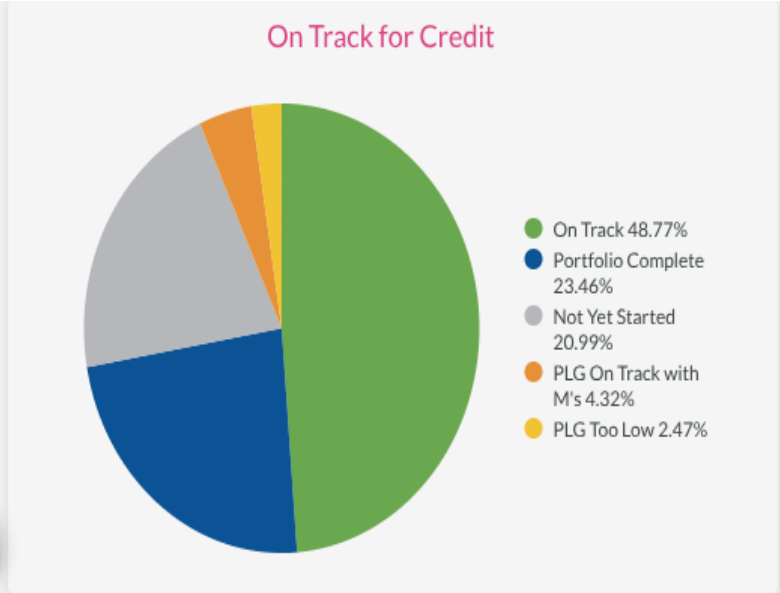
I can build relationships with diverse individuals and expand my network of people who can help and support me.

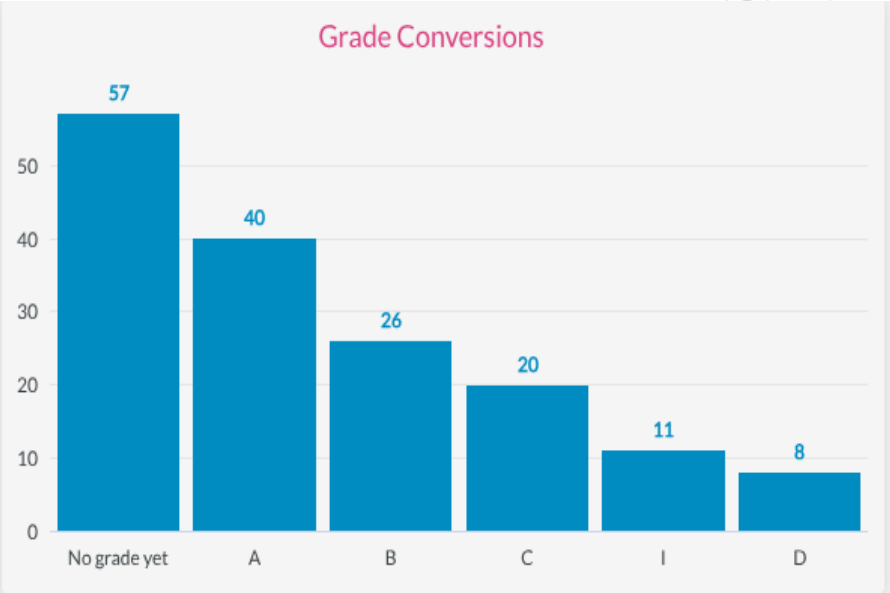
	Level 2	Level 4	Level 6	Level 8	Level 10	Level 12
HOS.3.2 **Seek support and resources**	I can ask for help when I need it and I know who I can go to for help (e.g. parent, sibling, friend, teacher, counselor, etc.). I can thank the people who help and support me.	**I can ask for help, support, and advice from people that I trust.** **I can show my appreciation** when someone helps me.	I can ask for help, support, and advice from people that I trust. **I can follow up with the individuals who help and support me to express my gratitude** (e.g. phone call, thank you card or email).	I can **actively seek** out help, support, and advice from people in my network. I can follow up with the individuals who help and support me to express my gratitude. **I can clearly and respectfully express my needs and make specific requests (e.g. asking for assistance writing a resume).**	**When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals.** I can follow up with the individuals who help and support me to express my gratitude. **I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help.** **I can clearly articulate what I need help with and why.**	When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals. I can follow up with the individuals who help and support me to express my gratitude. I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help. I can clearly articulate what I need help with and why. **I can actively seek out opportunities to connect with key individuals who could serve as a resource to me.**

Skill

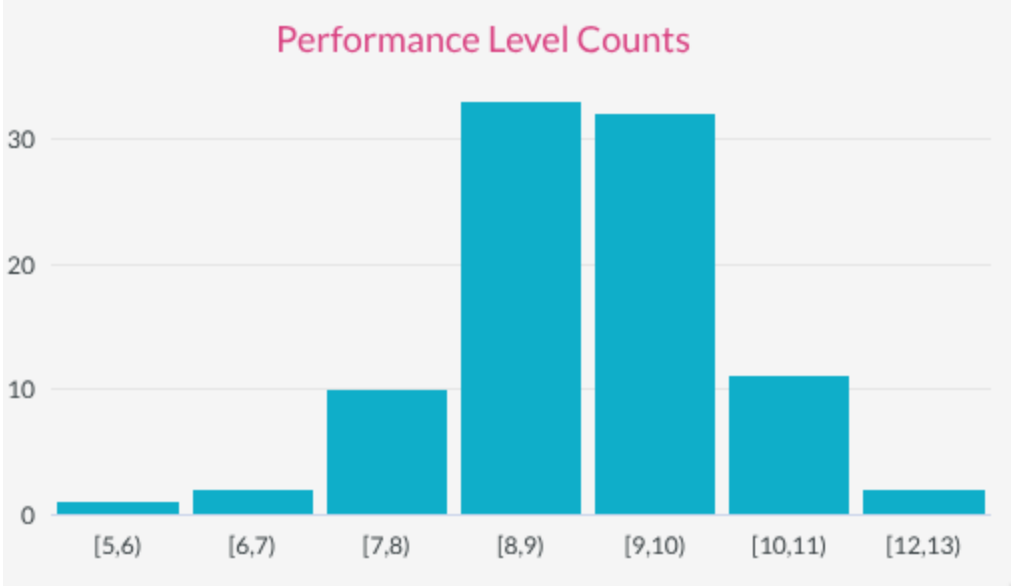
Indicators

Progress

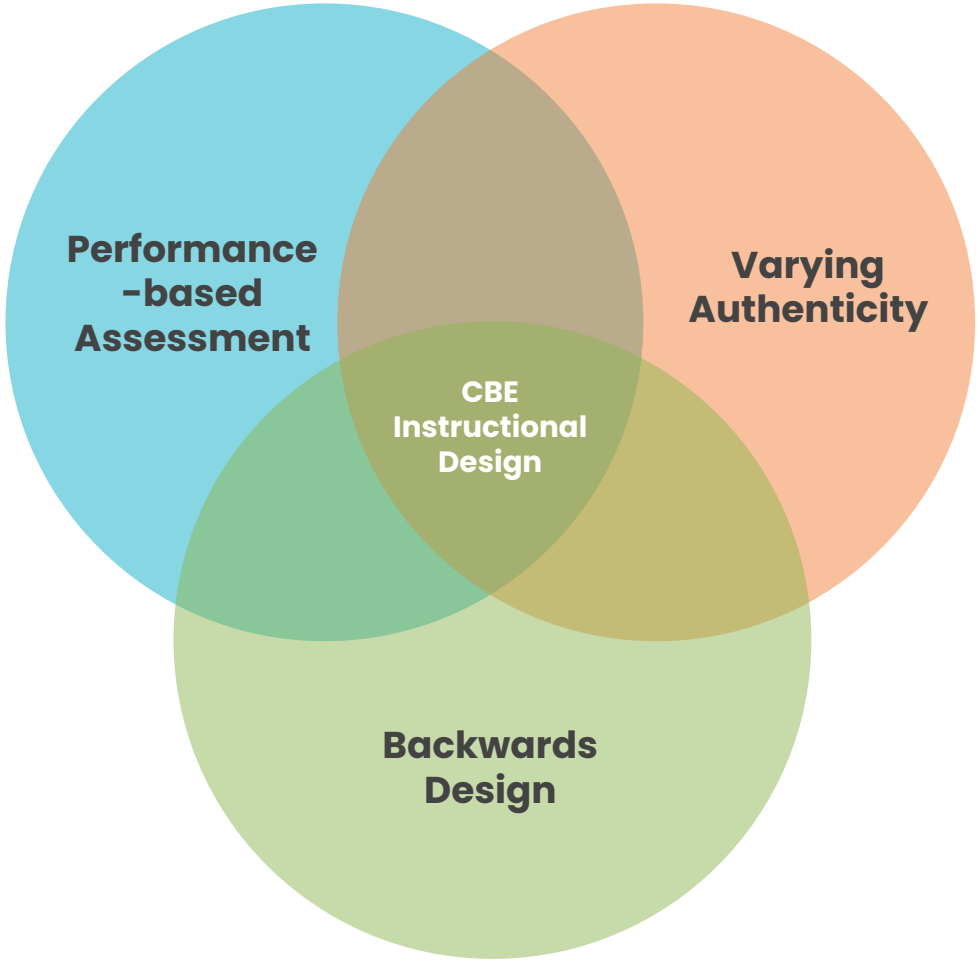

On Track for Credit
On Track 48.77%
Portfolio Complete 23.46%
Not Yet Started 20.99%
PLG On Track with M's 4.32%
PLG Too Low 2.47%


Grade Conversions
57
40
26
20
11
8
50
40
30
20
10
0
No grade yet
A
B
C
I
D

Progress



Core components of CBE Instructional Design



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Levels of Authenticity

DESIGNING FOR IMPACT



Non-Authentic

Students apply skills and knowledge to construct an answer with no larger context or problem investigated. There is no audience for students' work beyond the teacher and/or classmates, no one actually uses what they create, and the work they do is not what people do in the real world:

- Essay
- Poster
- Multiple-choice test
- Problem set



Simple Authentic

Students apply skills and knowledge to construct an answer within a meaningful and relevant context, but there is no public audience for students' work, no one actually uses what they create, and the work they do is not what people do in the real world:

- Create multimedia presentations that answer, "How do we make and lose friends?"
- Learn physics by investigating the question, "Why don't I fall off my skateboard?"



Simulated Authentic

Students complete tasks that simulate what happens in the world outside of school or create products that, although they are not actually going to be used by people in the real world, are the kinds of products people do use:

- Role-playing as advisors to the president
- Develop a game in computer science class for the class, not to be shared publicly



Bounded Authentic

The project meets a real need in the world beyond the classroom, or the products that students create are used by real people with some constraints, such as within a controlled setting, or with some variables held constant:

- Proposing designs for a new play area in a nearby park
- Develop a conflict resolution plan for their school



Complex Authentic

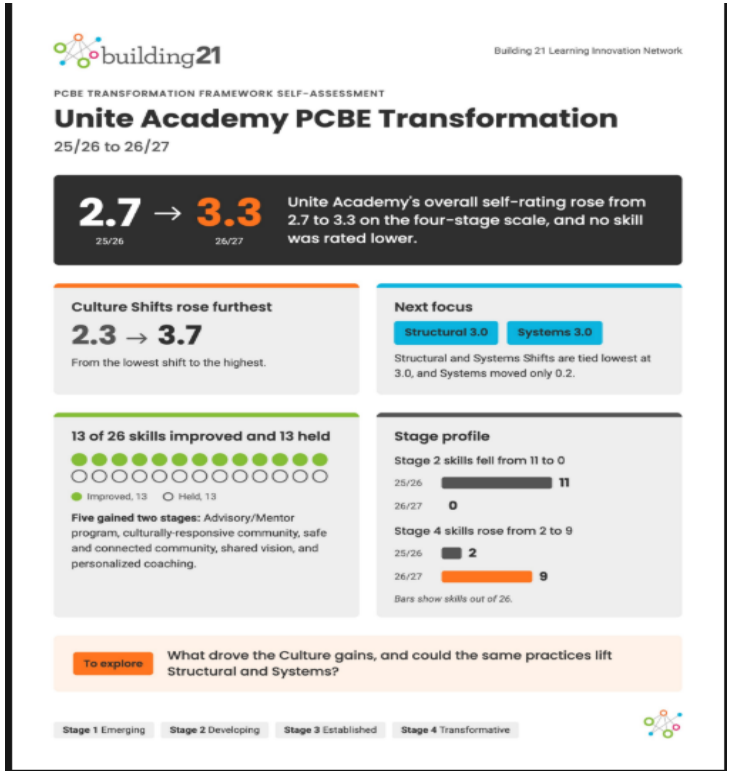
The project meets a real need in the world beyond the classroom or the projects can be used by real people with no constraints:

- Plan and execute an environmental clean in their community
- Write a guide and and produce podcasts for visitors to historic sites in their county
- Plan and start businesses

Source: Hard To Do Well: Project-Based Learning and Authentic Learning Design, NGLC, 2016

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PCBE Implementation Results



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Building 21 Learning Innovation Network

PCBE TRANSFORMATION FRAMEWORK SELF-ASSESSMENT

Unite Academy PCBE Transformation

25/26 to 26/27

2.7 (25/26) → **3.3** (26/27) Unite Academy's overall self-rating rose from 2.7 to 3.3 on the four-stage scale, and no skill was rated lower.

Culture Shifts rose furthest

2.3 → 3.7

From the lowest shift to the highest.

Next focus

Structural 3.0 | Systems 3.0

Structural and Systems Shifts are tied lowest at 3.0, and Systems moved only 0.2.

13 of 26 skills improved and 13 held

Improved, 13 | Held, 13

Five gained two stages: Advisory/Mentor program, culturally-responsive community, safe and connected community, shared vision, and personalized coaching.

Stage profile

Stage 2 skills fell from 11 to 0

25/26 11

26/27 0

Stage 4 skills rose from 2 to 9

25/26 2

26/27 9

Bars show skills out of 26.

To explore What drove the Culture gains, and could the same practices lift Structural and Systems?

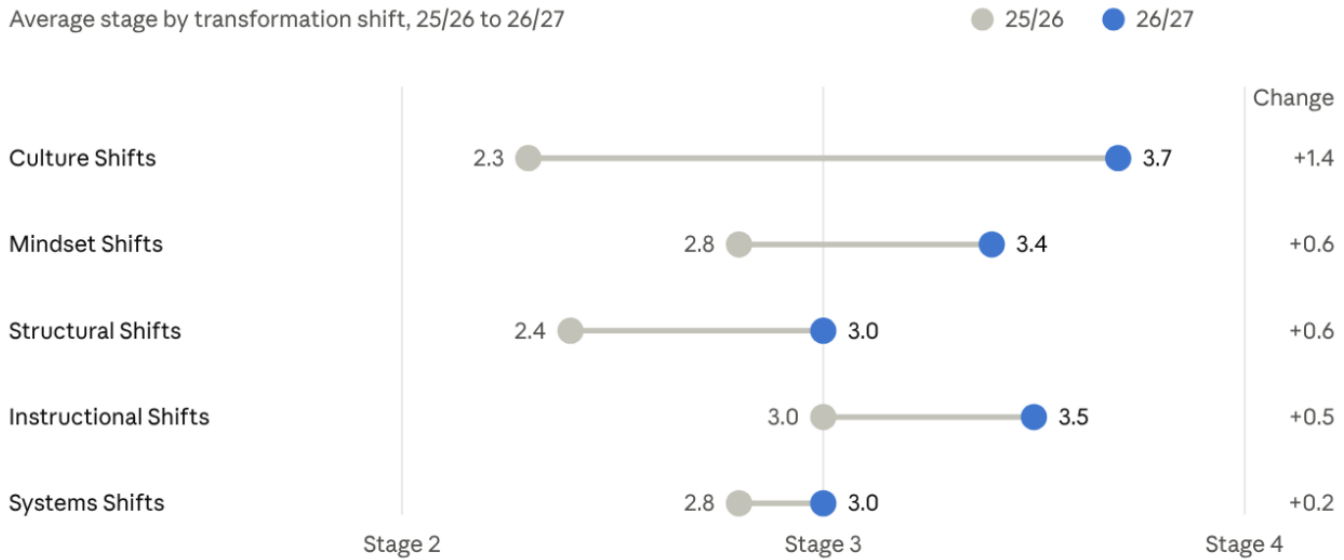
Stage 1 Emerging | **Stage 2** Developing | **Stage 3** Established | **Stage 4** Transformative

Shift Averages

Shift averages

Culture Shifts rose 1.4 points, the most of any shift

Average stage by transformation shift, 25/26 to 26/27



What's Next?

- Authentic Complex Project
- Continued monthly PD sessions with coach
- Quarterly data analysis to include PreACT/ACT and STAR results
- Increased use of Beacon with staff and students