

Understanding the MG21 Model

Project Based Learning at MG21

What it is:

Project based learning at MG21 consists of four types of learning and is designed to meet the needs of the whole student learner and help them move forward on their path;

- **Teacher-Led Projects:** This resembles a more traditional class where the teacher writes the curriculum and designs the core projects. Teacher led project courses are integrated around a theme. Students have some voice and choice in how they show their learning but are expected to attend the class daily and complete the required work for the class.
 - Additionally MG21 uses Mid School Math and has dedicated math and literacy classes students attend.
- **Outdoor Education Program:** Incorporates science and interdisciplinary curriculum connections, as well as extended time outdoors in the district's school forest, multiple "Wilderness Weeks," and camping trips over the course of the year.
- **Student-Led Projects:** Are projects where students work with staff to design and implement a project. The project has a clear process, learning goals and outcomes, and students are expected to demonstrate their learning.
- **Community-Led Projects:** Are workshops where we bring in a community member to work with students. The project may be development of a skill or completion of a project.
- **Service/Community/Stewardship Projects:**
 - MG21 students are expected to participate in a variety of service and stewardship projects out in the larger community. At the middle campus this often connects to the school's outdoor education program and our work at the school forest.
 - MG21 students also are expected to participate in weekly community building activities through advisory and town hall.

What it is not:

- Students **only** study what they are interested in.
- Lack of accountability and rigor.

What characteristics/behaviors allow for success at MG21?

1. Self Directed Learner
2. Community Member
3. Self Management

What does it mean to be a self directed learner?

- Under teacher direction, student can already...
 - Use organizational tools or check in with staff to determine next steps for learning
 - Start work independently or ask for help if needed
 - Work independently for 15 minutes, including on non preferred tasks/subjects
 - Work with others on coursework in a variety of groupings
- And interested in developing these skills too...
 - Self-assess their readiness to learn
 - Define their learning goals
 - Self-Monitor their learning process
 - Take initiative for all stages of the learning process — be self-motivated
 - Re-evaluate and alter goals as required during their learning

- Take initiative to consult with their advising instructor when needed

Being curious and motivated to learn

- With minimal teacher direction, student can already...
 - Willingly and autonomously engage in a wide variety of school activities
 - Attend classes and complete required coursework
- And are interested in developing these skills, too
 - hone the skills to develop a sense of intrinsic motivation to learn about a wide variety of topics including both personal passions and MG21 school coursework
 - develop skills such as adaptability to adjust to new challenges, learn from mistakes, embrace feedback, and persist in the face of difficulties

Adapts well to a different structure than a traditional school

- With minimal teacher direction student can already participate in a school environment where:
 - Students work in flexible groupings, often with various staff members and multi-grade teams
 - Learning happens inside the classroom and outside in the community, and open to participating in outdoor education and activities.,
 - Ability to follow staff directions to maintain safety and positive behavior on school outings.
- And are interested in developing these skills, too
 - Engaging in a wide range of outdoor activities, sometimes in inclement weather
 - Building time management skills for independent work necessary in a project-based model.

What does it mean to be a good community member?

Personal Growth	Connection with Others
<p>With minimal teacher direction students can already participate in a school environment where they are:</p> <ul style="list-style-type: none"> ❖ Show tenacity and motivation when issues arise ❖ Willing to make things right when they cause harm ❖ Willing to listen to others' perspectives <p>And are interested in developing these skills, too...</p> <ul style="list-style-type: none"> ❖ Support peers to develop healthy coping/RJ/communication skills ❖ Open to developing effective communication skills ❖ Shows growth by learning from their own and others' mistakes ❖ Open to learning Restorative Justice skills to 	<p>With minimal teacher direction students can already participate in a school environment where they are:</p> <ul style="list-style-type: none"> ❖ Eager to join a small community where everyone is responsible for their own actions ❖ Interested in working with peers in a small community where students interact in various groups throughout the day at a range of grade levels in sixth through twelfth ❖ Eager to become a member of a community that values responsibility, curiosity, and authenticity ❖ Open to showing their true self in a community that values the unique and accept others as well ❖ Open-minded and willing to embrace and learn about a variety of marginalized identities in our

<p>build community and to problem solve/talk through social issues as they arise and develop/follow agreements to repair harm that was caused</p> <ul style="list-style-type: none"> ❖ Interested in developing leadership skills to apply at school and in the community 	<p>community (neurodivergence, LGBTQ+, BIPOC)</p> <ul style="list-style-type: none"> ❖ Able to move on and let things go after a disagreement arises with staff or peers <p>And are interested in developing these skills, too...</p> <ul style="list-style-type: none"> ❖ Open to building trust among community members that problems will be resolved, issues will be handled, and everyone is doing their best.
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What does it mean to be able to manage yourself?

**Due to the nature of our school programming, it is important that all students are able to meet certain behavioral guidelines. We leave the building and take outings at least 1 time per week. We also have classes that can meet outside of the school building. As part of our elective offerings, which are often community led projects, we welcome community members who have honed their skill or trade into to teach these classes and students need to be able to manage their behavior.*

- With minimal teacher direction student can already...
 - be safe around themselves and others
 - follow staff directives consistently
 - follow staff guidance and redirection to address challenges.
 - basic skills to process situations with an adult
- And are interested in developing these skills, too
 - open to accepting feedback on how their behavior impacts others.
 - resolve conflicts and manage emotions in ways that do not include physical aggression, violence, harassment or verbal aggression.
 - be motivated to make things right and are interested in making things better for themselves and the larger school community.
 - identify potential triggers for themselves and strategies for improvement with adult support.

Rubric

	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Advanced</i>
<i>Self-directed Learning</i>	<i>None or Limited Skills in this area</i>	<i>Some skills in this area</i>	<ul style="list-style-type: none"> - Uses organizational tools or checks in with staff to determine next steps for learning - Starts work independently or asks for help if needed - Works independently for at least 15 minutes, including on non-preferred tasks/subjects - Works with others on coursework in a variety of subjects 	<p>All proficient AND...</p> <ul style="list-style-type: none"> - Can self-assess their readiness to learn - Defines learning goals - Self-monitors learning process - Takes initiative for all stages of the learning process - Is self-motivated - Reevaluates and alters goals as required during their learning - Takes initiative to consult with their advising instructor when needed
<i>Engaged Community Member</i>	<i>None or Limited Skills in this area</i>	<i>Some skills in this area</i>	<ul style="list-style-type: none"> - Shows tenacity and motivation when issues arise - Willing to make things right when they cause harm - Willing to listen to others perspectives - Eager to join a small community where everyone is responsible for their own actions - Interested in working with peers in a small community where students interact within various groups throughout the day at a range of grade levels (6-12) - Open to showing their true self in a community that values the unique while also accepting others - Embraces learning about a variety of marginalized identities in our community (LGBTQ+, BIPOC, neurodivergence, etc.) 	<p>All proficient AND...</p> <ul style="list-style-type: none"> - Supports peers to develop healthy coping/restorative justice/communication skills - Is open to developing effective communication skills - Shows growth by learning from their own and others mistakes - Open to learning restorative justice skills to build community and to problem solve/talk through social issues - Develops leadership skills to apply at school and in the community - Builds trust among community members
<i>Self-Management</i>	<i>None or Limited Skills in this area</i>	<i>Some skills in this area</i>	<ul style="list-style-type: none"> - Is safe around themselves and others - Follows staff directives consistently - Follows staff guidance and redirection when addressing challenges - Has basic skills to process situations with an adult 	<p>All proficient AND...</p> <ul style="list-style-type: none"> - Open to accepting feedback on how their behavior impacts others - Resolves conflicts and manages emotions in ways that does not include physical aggression, violence, harassment, or verbal aggression - Is motivated and interested in making things better for themselves and the larger school community - Identifies potential triggers for themselves and strategies for improvement with adult support