



CASE STUDY

Kenny Guinn: Guinnovation

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Martha Glawe: Behavior Strategist

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What is your Design Challenge?

Our goal at Kenny Guinn is to become a school where all teachers think and plan with PBL in the forefront of their minds. What helped us focus on our priority is diving into what we offer here at Kenny Guinn. The discussions and information provided to us, in our first meeting in December, led us to examine the STEM electives we offer and why we offer them, and how to ensure our students are receiving the best learning experiences possible through PBL.

We began with the focus of “How might we expose our students to multiple pathways and provide them with opportunities to demonstrate their learning through PBL?”

[Kenny Guinn STEM Academy Data](#)

[Guinn 23-24 MS Student Achievement Data Table SY16-17 thru SY22-23](#)

What did you do?

After examining what we currently have in place, we focused on how to change the way we teach and assess to meet our goals as a school. We started with making sure that all of our STEM elective courses provide a direct pathway to one of our zoned magnet or traditional high school programs. Once we accomplished this, we developed a plan to ensure our students are exposed to each of our STEM electives. We labeled it a “STEM Tasting” where students will be exposed to each elective for nine weeks. The electives are: Forensics, Space and Flight, Hydroponics and Graphic Design. After their 6th

grade “tasting,” students will choose a pathway to move forward with for 7th and 8th grade. We also moved our Media Productions and Robotics programs to a late bird class that students can apply to be part of.

We designed a PBL that would include all content areas. Teachers completed two PBL projects this school year that consisted of Math, Science, ELA and History. Teachers met once a week to plan their projects and discuss any challenges, changes that need to be made and overall progress of the project.

Links to artifacts: [6th grade PBL Plan](#) [Copy of IMG_8433.jpg](#) [Copy of IMG_3850.HEIC](#) [Copy of IMG_3847.HEIC](#)

What was the biggest surprise/barrier in implementation? What was the impact?

Our biggest barrier was developing an understanding of how a transdisciplinary project can be achieved while making the project meaningful and relevant. Many of our teachers became overwhelmed. We realized that we have many new teachers who have no experience creating and completing PBL projects. Due to teachers being overwhelmed and often confused, we have developed a plan next year to provide PBL training to all new staff and to complete three projects next year. The first project will include only one content area. The following two projects will pair Math with Science and ELA with History. We believe that this will allow teachers to experience success with PBL in a less overwhelming environment. Our ultimate goal is to create an environment where PBL becomes second nature to all teachers.

Links to artifacts: [GUINN PBL 1: CHECK-IN and Reflection 2nd Check-In \(Responses\)](#) [PBL Check-In 1 - Staff Survey.pdf](#)

What was the greatest success? How did this success impact young people or how might it impact young people on your campus? What are their perceptions?

Our greatest success was teachers planning and students completing their projects, despite the struggles and feeling overwhelmed. This proved to teachers and students alike that they can accomplish their goals, even if it is overwhelming or difficult. We have mixed perceptions about the projects and the process, but teachers are looking forward to the training and the new plan for PBL next year.

Links to artifacts: [Copy of IMG_3849.HEIC](#) [Copy of IMG_5029.JPG](#)
<https://photos.app.goo.gl/5hmKfyiVBVeUqU3T6>

What's next? How does your team plan to evolve this work? What are the most significant pieces of learning you see impacting adult work and

young people's experiences? What school level, district level, state level policy may need to be addressed?

Our next steps are to develop school-wide language and processes that will be conducive to PBL planning and implementation. We are also developing a plan to look at PBL through the lens of “Me, Us, Them” as a means to guide our students. Throughout their three years at Guinn, they will be challenged to look at their education and life experiences starting with a focus on them as a single individual in their class in sixth grade(the me), their role and contribution as a class within our school seventh grade(the us) and their role and contributions to the school as a whole in eighth grade(the them). We want our students to understand that their learning and knowledge is not isolated to a grade in a class but contributes to the school as a whole. The vision is that once they have completed their three years at Guinn, they will have the skills, confidence and awareness to be able to explore their role in our community and society as a whole in high school and beyond.

As adult learners making the shift toward PBL and demonstrating learning in multiple modalities, we are learning to become facilitators, rather than lecturers. We have a vision of students having a voice in how they learn and how they demonstrate their learning.

When examining assessments, we are exploring ways to provide opportunities for students to demonstrate mastery of standards in a way that best suits their learning while still fitting into the confines of district mandated curriculum, assessments and grading.

Links to artifacts: [Agenda Staff Development Day April 1st 8th Grade Exit Survey](#)

Research + Resources that inspired and informed our thinking

Participating in this program has not only continued our focus on developing into a PBL school but also what we offer to our students that is original and innovative compared to other schools. We have focused on what it means to be a Kenny Guinn Titan. We want our students to leave Guinn with an enthusiastic, inquisitive mind that will lead them through high school and beyond. Our goal is to unlearn the traditional means of learning and assessing and create opportunities for students to develop and provide input on how they learn and how they demonstrate their learning.

Links to artifacts: [23-24 Magnet Middle Schools.pptx 6 - artifacts.pdf](#)