

<u>THEN (3 years ago)</u>	<u>Principles of PCBL</u>	<u>NOW</u>
A vision was in place for our district, created out of compliance without connection to our daily functioning as a school.	<a href="#"><u>Vision</u></a>	Our vision guides our decision making and keeps us focused on our top priorities, giving us direction for the future.
A culture of continuous improvement was in place.	<a href="#"><u>Culture</u></a>	A culture of collaboration and community has developed, fostering engagement and promotion of a growth mindset.
Teachers were the keepers of knowledge and information.	<a href="#"><u>Transparency</u></a>	We are transitioning into systems that allow for empowerment and responsibility for and of learning beyond teachers, extending out to students, parents, and the community.
Teachers used ND State Standards to guide instruction, resource selection, and assessments.	<a href="#"><u>Curriculum</u></a>	Learners, as well as teachers, understand and use standards to guide the progressions of learning to reach expected outcomes.
Vast majority of instruction was teacher lead, one-size-fits-all, same time, same place.	<a href="#"><u>Instruction</u></a>	Teacher facilitated networking and collaboration, focused on implementing best instructional practices, has led to increased involvement of learners in decision-making, based on individual needs and wants.
Vast majority of assessment was teacher controlled, one-size-fits-all, same time, same place.	<a href="#"><u>Assessment</u></a>	We have a better understanding that learning is an ongoing and continuous process with assessment embedded throughout the journey. This increased understanding affords teachers the ability to create individual learning pathways customized to meet individualized learner needs, allowing for demonstration of mastery that is measured in different ways and at different times.
Learning took place primarily in whole groups at the same pace, same place, and same time.	<a href="#"><u>Learning Environments</u></a>	Needs of individual learners are taken into consideration when determining pace, place, and time for instruction. There's a willingness by staff to break down the "walls" of education, as we historically know them, to provide variation in the learning environment to meet unique learner needs.
Targeted interventions based on our MTSS prescription were provided on an "at-need" basis.	<a href="#"><u>Learning Supports</u></a>	We are starting to <i>meet</i> ALL learners where they are. Now our prescription is to provide supports <i>when, where, and how</i> they are needed.
PD was provided by outside sources. The topics presented were based on best practice needs identified through our Marshall Evaluation Tool, our strategic plan, and requirements set forth by DPI.	<a href="#"><u>Professional Development</u></a>	PD is focused on meeting the demands of our vision. The presentation format is increasingly personalized and delivered by experts from our building and/or our learning community.
The district provided funding for opportunities to develop leaders from and within our system. This dedication of resources allowed us to create the foundations of a distributed leadership structure.	<a href="#"><u>Leadership Development</u></a>	Continued support of leadership development programming has allowed us to build a strong system of continuous improvement. Our staff members are leading and facilitating learning opportunities for each other, fostering our culture of collaboration and community focused on growth, especially in the area of personalized learning.