



Promising Practice Capture Sheet

School: Scott High School

Rural Suburban Urban

District: Scott County

Region: East Tennessee

Practice: Museum designed, built, and curated by students provides opportunity for project-based learning

Point of Contact: John Blakely

CTE Director

john.blakley@scottcounty.net / (423) 663-8024

Name

Title

Email / Phone

Connection to Strategic Plan:

Goals:	Top Half of States on NAEP – 4th and 8th Grade Math and ELA		State Average of 21 Composite ACT	55% of the class of 2020 obtains postsecondary credential	
How best practice addresses:				Students develop workplace skills necessary for postsecondary and career success including strong safety practices and teamwork. Completion of the program of study allows students to start apprenticeships at a higher starting salary than those not enrolled in construction courses in high school.	
Priority Areas:	Early Foundations	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
How best practice applies:			Through the museum project, educators in different subject areas collaborate and support one another in overall learning goals for students. The community supports teachers through donations of time and resources.	Construction students have the opportunity to obtain a deep level of understanding of course content through hands-on, student-driven projects that require students to integrate general education such as math, science, and history. Additionally, students develop workplace skills necessary for postsecondary and career success including strong safety practices and teamwork. Completion of the program of study has allowed students to start apprenticeships.	



Practices:

- Culture Instructional Training/PD
- Accountability Programmatic Policy Change
- Funding Other:

Project Specific Indicators:

- Project-based Learning General Education Collaboration
- Community Involvement

The Challenge:

Educators were looking for a way to marry the academic aspects with the career and technical, in an effort to produce a more real-world environment for learning.

Results:

- Increased student achievement results
- ACT TNReady/EOC/TVAAS NIC EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

The Vision:

The museum project was designed to provide a platform for students to engage in real-world projects in a meaningful and relevant way. Through building a structure that would be viewed and used by the public for years to come, students' ownership of learning would increase resulting in overall higher learning outcomes in construction courses and general education subjects, as well.

Summary of To-Do's:

- Evaluate the needs of the local/ regional community to determine an opportunity for students to be engaged in a relevant project that serves the community.
- Share the vision with the community, business leaders, school leaders, and teachers to build a shared vision.
- Support teachers in development and implementation of collaborative lessons and projects. Designate time for professional learning communities to meet.

Lessons Learned: *Include advice on start-up and sustainability*

- Take a look at the needs of the local/ regional community. In our case, Scott County nor the Big South Fork Area had a museum. Supplying a community need helped us build relevance for students and stakeholders and continues to help us sustain the project.
- Do not underestimate the value of local support. Many larger grant organizations dismissed our project idea. However, local individuals, businesses, and school leaders came through to support us.
- Progress through the project manageable steps at time. Divide and conquer.
- Look for practical ways for students to plug into the project as a whole.

Communications:

- Information about the museum and related events is shared through the newspaper and radio at no cost to the school.
 - The museum itself serves as a communication tool about students' progress. Over 15,000 people visit the museum per year. This means of communications keeps the community engaged.

Stakeholder Management:

Stakeholders from across the community are involved in multiple ways. The public is invited to a festival in the fall of each year. Volunteers donate their time, building materials, and artifacts for the museum. Educators within the school have a portal through which students may collaborate on cross-curricular projects. For example, construction students collaborate with history students to design and build exhibits. In addition to construction students, welding, cosmetology, culinary arts, business, and agriculture students contribute to various aspects of the museum.

Metrics & Measurements:

Baseline Data	Progress to Date	Goals

Resources:

- <https://www.tnvacation.com/triptales/scott-county-museum-created-and-curated-by-students/>
- <https://www.youtube.com/watch?v=W0QHy7BxXPU>
- John Early Museum Magnet Middle Students work as junior curators and docents in on-site museum. http://johnearlyms.mnps.org/pages/JohnEarlyMiddle/Academics/Thematic_Program_-_Museum_Them/New_Building_Addition_-_a_MUSEU