

# **Reimagining Middle Schools** Chinook, Highland, Odle, Tillicum, Tyee

Welcome to The Reimagining Middle School (RMS) Design Team! Homeroom/Advisory and Problem Based Learning

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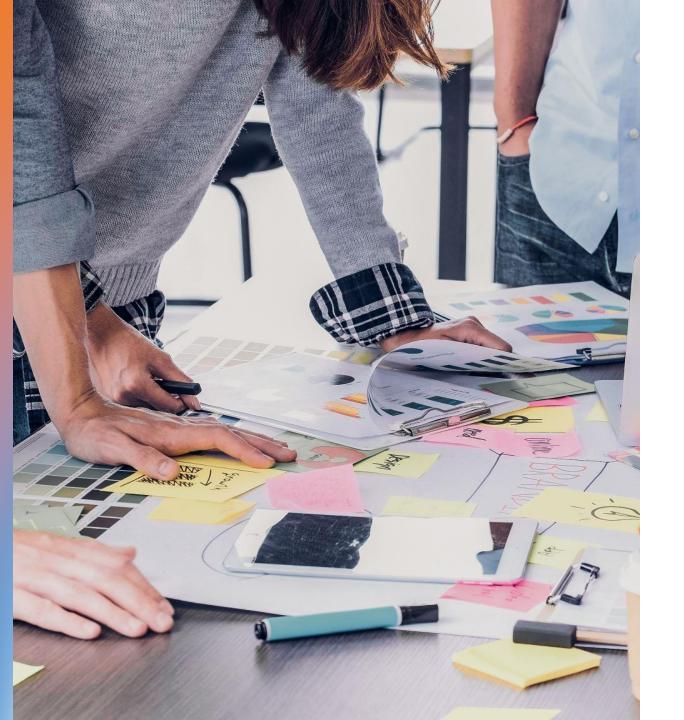
# Advisory/Homeroom Design Team!

# Welcome!

### Introductions

- Name
- Perspective you are bringing
- School
- Highlight from first week of school





### Desired Outcome for Today!

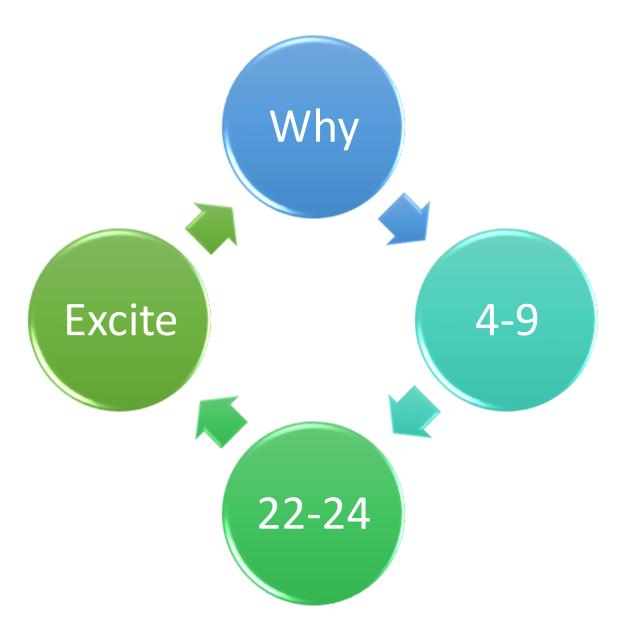
• Develop a collective Vision and Core Values for our Design Team



# Four Stations!

- Why poster and summary document
- Pages 4-9 from full RMS Report
- Pages 22-24 from full RMS Report
- Excite poster and summary document

**TO DO:** Capture Key Language 8 minutes per station



# Create a Vision & Identify 3 Core Values

- Use the framing document
- Draft out on poster paper
- 15 minutes
- Be prepared to share (read)

#### VISION:

Our vision for a middle school advisory/homeroom design is...

VALUES:

We value...

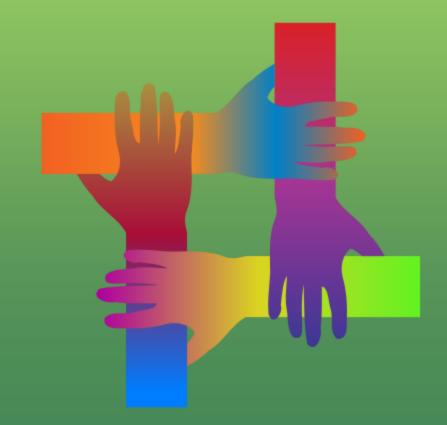
In Bellevue School District middle school advisories/homerooms, students and teachers will experience

\_\_\_\_ and feel \_\_\_\_\_\_ as they \_\_\_\_\_.

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VISION		
Our visi	on for a middle school advisory/hom	eroom design is
	ue School District middle school adv d feel as they	isories/homerooms, students and teachers will e
VALUE	5	
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# Sharing

- Each group shares aloud
- Does one really capture what matters most to us?
- Do we want to combine anything?
- What is our "guiding light"





THE FUTURE

NEXT EXIT

### Next Steps:

- Where do we go from here...
  - ✓ Share with PBL Team our work from today
  - ✓ Identify "needs" to achieve our vision

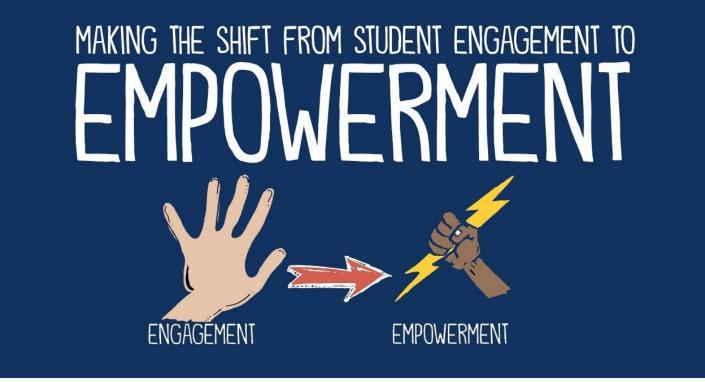
# Welcome!

### Introductions

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Welcome to the Problem Based Learning (PBL) Design Team



Welcome new members! Please share one thing that we talked about, or you wished we had talked about at our last meeting that you think is important for our team to move forward.

# PBL-Where we are?

PBL Resources: <u>Resources</u> (<u>Web view</u>)

Final Report (p 28-30): <u>RMS Proposal</u> and Full Report

Global Competence: A 'SAGE' Approach to Project-Based Learning: https://www.teachingchannel.com/k1 2-hub/blog/global-competence/



For Teachers For Schools & Institutions K12 Hub

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With Learners Edge

**Blogs** Neelam Chowdha

## Sympetence: A 'SAGE' Approc State of the second state of the secon

# Read, Mark, and Annotate the Text

#### THE EVOLUTION OF USEFUL THINGS 38

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things that wouldn't work as a springboard to new approaches." He was quite explicit about the way an idea progressed from terriblelooking things to bottles displayed proudly in supermarkets: "If I hadn't used those mistakes as stepping stones, I would never have invented anything." Whatever one may think of the plastic bottle, the thing does fulfill the objective of replacing glass bottles. That Wyeth's achievement now presents environmental problems for other inventors to solve should come as no surprise in an imperfect world of imperfect things.

Regardless of their background and motivation, all inventors appear to share the quality of being driven by the real or perceived failure of existing things or processes to work as well as they might. Fault-finding with the made world around them and disappointment with the inefficiency with which things are done appear to be common traits among inventors and engineers generally. They revel in problems-those they themselves identify in the everyday things they use, or those they work on for corporations, clients, and friends. Inventors are not satisfied with things as they are; inventors are constantly dreaming of how things might be better.

This is not to say that inventors are pessimists. On the contrary, they are supreme optimists, for they pursue innovation with the belief that they can improve the world, or at least the things of the Charge the world world. Inventors do not believe in leaving well enough alone, for well enough is not good enough for them. But, also being supreme pragmatists, they realize that they must recognize limits to improvement and the trade-offs that must accompany it. Credible inventors know the limitations of the world too, including its thermodynamiclaws of conservation of energy and growth of entropy. They do not seek perpetual-motion machines or fountains of youth but, rather, strive to do the best with what they have and for the best they know they can have, and they always recognize that they can never have everything.

> Marvin Camras, a native Chicagoan who was educated at the Illinois Institute of Technology and spent most of his career at its affiliated research institute, holds over five hundred patents for devices in electrical communications. When once asked if he noticed whether inventors had any common traits, he responded:

They tend to be dissatisfied with what they see around them. Maybe they're dissatisfied with something they're actually

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### Key PBL Takeaways

Developing our PBL Model PBL-Where we're headed?

# Next Steps...

-RMS on 9/26

-T & L Developer on 9/29

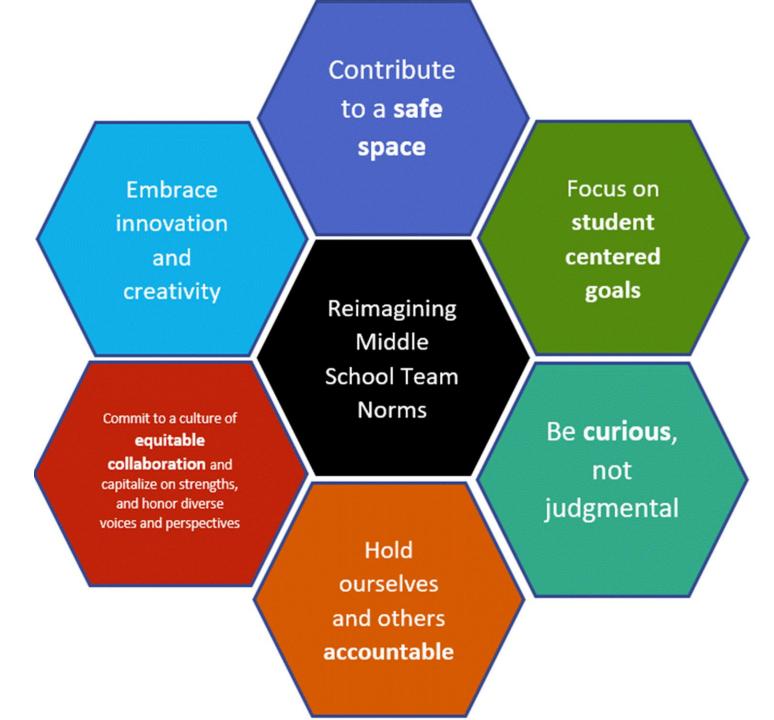


# Design Teams Sharing

How do you see yourself contributing to upholding the community agreements and fostering a positive team environment?

Are there any additional values or guidelines that you believe should be part of our community agreements?

**Community Agreements** 



#### POSITIVE AND INCLUSIVE ENVIRONMENT

- Maintain a relentlessly positive and honest atmosphere.
- Foster a sense of belonging and strong relationships within the community.
- · Be sensitive to language used.

#### STUDENT-CENTERED APPROACH

- Prioritize student voices, especially those traditionally marginalized.
- Actively listen and engage in mindful inquiry.

#### DATA-DRIVEN DECISION MAKING

- Keep everything data-driven, grounded in evidence-based practices.
- Utilize feedback from students, teachers, and guardians to inform decisions.

#### CONTINUOUS SELF-REFLECTION

- Acknowledge personal growth and strive to be the best self.
- Use established norms for self-reflection and embrace regular self-assessment.

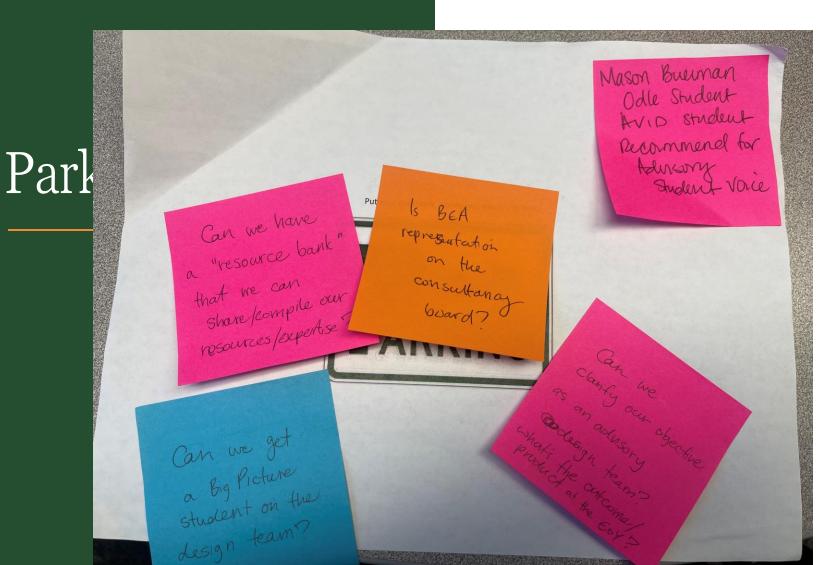
REIMAGINING MIDDLE SCHOOL TEAM NORMS 2023-24 Thumbs Up: I support this idea.

**Thumbs Sideways**: I am ambivalent; I can "live with" this idea. While it may not meet all of my needs, I don't have strong reservations.

# DECISION MAKING

Thumbs Down: I cannot live with this idea and have concerns that must be heard by the group.





Overall project goal: To collaboratively craft an implementation plan to be shared with our Superintendent and Executive Team about middle school structures and practices that better serve the developmental, social-emotional, and academic needs of our middle school students.

#### Project deliverables:

The RMS Committee's **implementation plan** will be based on research and stakeholder engagement and that phase in the changes over time and through a thoughtful, well-defined, realistic piloting and evaluation process.

# Our RMS recommendation will include...

Advisory/Homeroom	Problem Based Learning	
<ul> <li>Purpose/Vision (Our Why)</li> <li>Desired Outcomes</li> <li>How do we know if we are successful?</li> <li>Model (Protype) <ul> <li>Components</li> <li>Potential Impacts and possible solution</li> <li>Schedule</li> <li>Resources</li> </ul> </li> <li>Conditions of Success</li> <li>Professional Development Plan</li> <li>Communication Plan</li> </ul>	<ul> <li>Purpose/Vision (Our Why)</li> <li>Desired Outcomes</li> <li>How do we know if we are successful?</li> <li>Model (Protype) (GC)         <ul> <li>Components</li> <li>Potential Impacts and possible solution</li> <li>Schedule</li> <li>Curriculum &amp; Assessment (Teaching and Learning Team)</li> <li>Instructional Practices (Align the domains and Danielson's new framework )</li> <li>Aligning the scope and sequence</li> <li>Equitable assessment and grading</li> </ul> </li> <li>Conditions of Success</li> <li>Professional Development Plan</li> <li>Communication Plan</li> </ul>	

### **RMS Equity Design-Thinking Phases**



https://forms.office.com/r/t7At7zcVvB

## Please sign in!

### 9/12/23 RMS Design Team Sign In



# Next Steps

- Calendar Invites
- Released Dates:

10/26, 11/16, 12/7, 2/29



# **Optimistic Closing**

As we look ahead with optimism and enthusiasm...

What step can each of us take to contribute to the brighter future we've envisioned today for RMS?

One action word

