

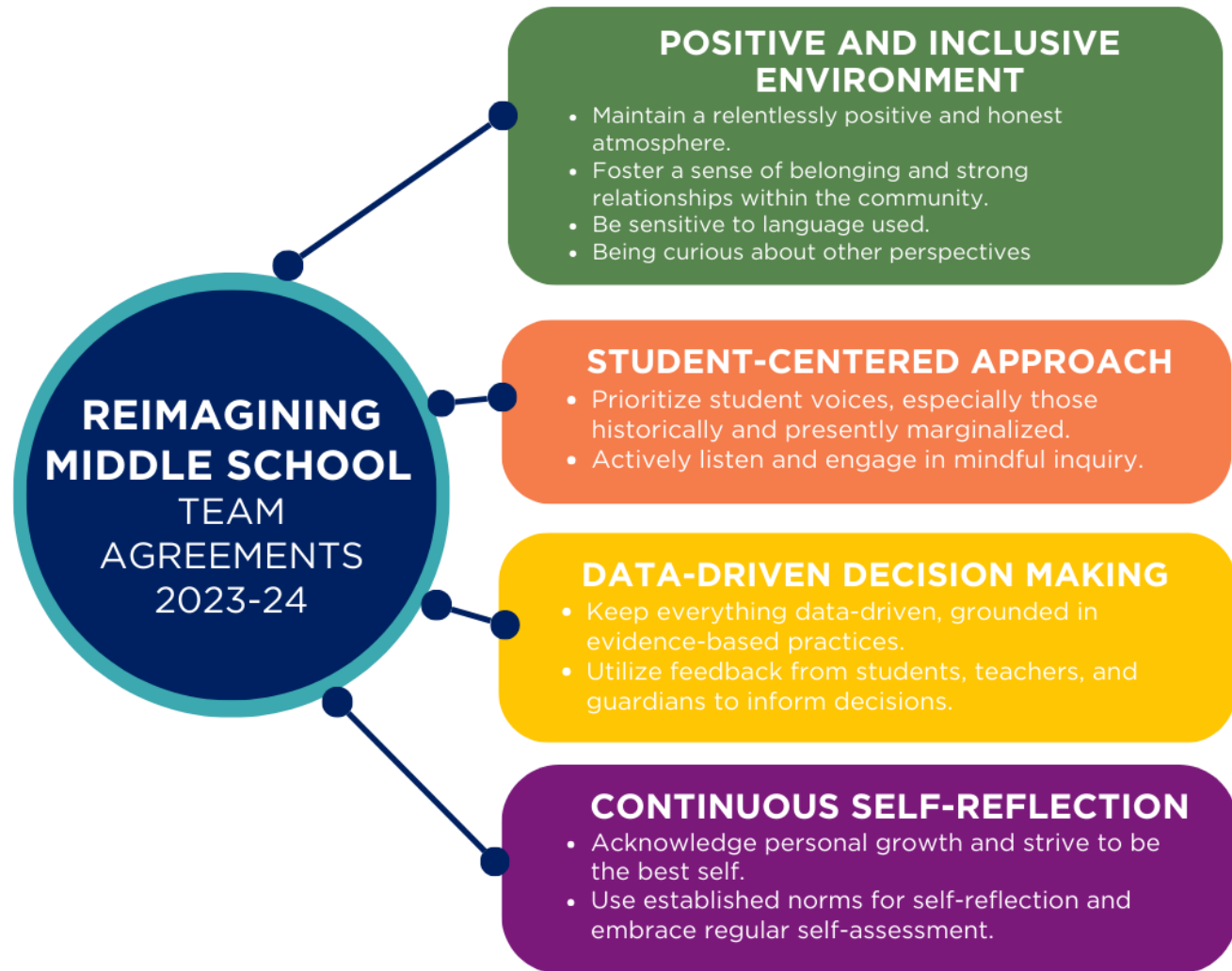


Reimagining Middle Schools

Chinook, Highland, Odle, Tillicum, Tyee

Welcome to The Reimagining Middle School (RMS) Design Team!

Homeroom/Advisory and Problem Based Learning



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.

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

DECISION MAKING



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 style="list-style-type: none">• Purpose/Vision (Our Why)• Desired Outcomes• How do we know if we are successful?• Model (Prototype)<ul style="list-style-type: none">➤ Components➤ Potential Impacts and possible solution➤ Schedule➤ Resources• Conditions of Success• Professional Development Plan• Communication Plan	<ul style="list-style-type: none">• Purpose/Vision (Our Why)• Desired Outcomes• How do we know if we are successful?• Model (Prototype) (GC)<ul style="list-style-type: none">➤ Components➤ Potential Impacts and possible solution➤ Schedule➤ Curriculum & Assessment (Teaching and Learning Team)➤ Instructional Practices (Align the domains and Danielson's new framework)➤ Aligning the scope and sequence➤ Equitable assessment and grading• Conditions of Success• Professional Development Plan• Communication Plan

Parking Lot



A word cloud of feedback phrases in teal and dark teal colors. The phrases are arranged in a horizontal, slightly curved layout. The most prominent phrase is "Good PBL time" in large, bold, dark teal letters. Other phrases include "work was productive", "moving forward", "goals for our time", "Looking forward", "PBL team", "articles", "student voice", "work and outcomes", "thought/voice", "discussion about PBL", "group work", "assigned group", "time is limited", "hard work", "Good progress", and "able to have opportunity".

work was productive moving forward goals for our time
Looking forward PBL team
Good progress hard work Good **PBL** time articles
time is limited PBL group student voice
assigned group group work work and outcomes
able to have opportunity discussion about PBL thought/voice

Feedback

- Thank you!
- All went well
- LOVED hearing student voice today.
- This rocked! Let's go even farther with prioritizing student voice.
- Good recap
- Looking forward to being action oriented, to moving forward and then reflecting and revising
- The presentation at the end provided the clarification I was missing about goals for our time together.
- Thank you so much for the food!
- I'm pondering. I will reach out when I've got more thinking done.
- Well timed. Diversity of thought/voice was truly honored.
- I am so grateful for all the hard work that goes into these meetings! Thank you! I appreciate you all so much!
- Enjoy the opportunity to collaborate, not merely with our own assigned group but with both sides / I know time is limited and precious but to be able to have opportunity to reflect what the other half is doing and how we, both sides, move forward.

Feedback

- Maybe be clearer about defining **PBL**
- Working towards clarifying and defining **PBL** group work and outcomes
- I think pretty much everything went well. I think we just need to condense **PBL** (as complicated as it is) into something digestible and simple.
- Good discussion about **PBL**. What are the objective of each session?
- **PBL** team: the articles that we read allowed us a place to begin our discussion.
- Good progress, looking forward to the work.
- Having time to work in our groups (**PBL**) and articles to discuss was helpful.
- The small group work was productive in **Advisory**. We need to rethink how we work with combined groups.

A photograph of a classroom scene. A male teacher in a light blue shirt and jeans is leaning over a desk, smiling and looking at a tablet held by a female student. Several other students are seated at desks in the background, some looking towards the teacher. The classroom has large windows on the left side, letting in natural light. The overall atmosphere is collaborative and positive.

Advisory/Homeroom Design Team!

Welcome!

Introductions

- Name
- School
- Favorite part of fall season



Review our VISION statements

The “What”

(created from our “Why”)

In BSD middle school Advisories, students, teachers and families experience empowerment and feel supported as they grow their community and identities. We value community, joy, support, teacher-student-family relationships.

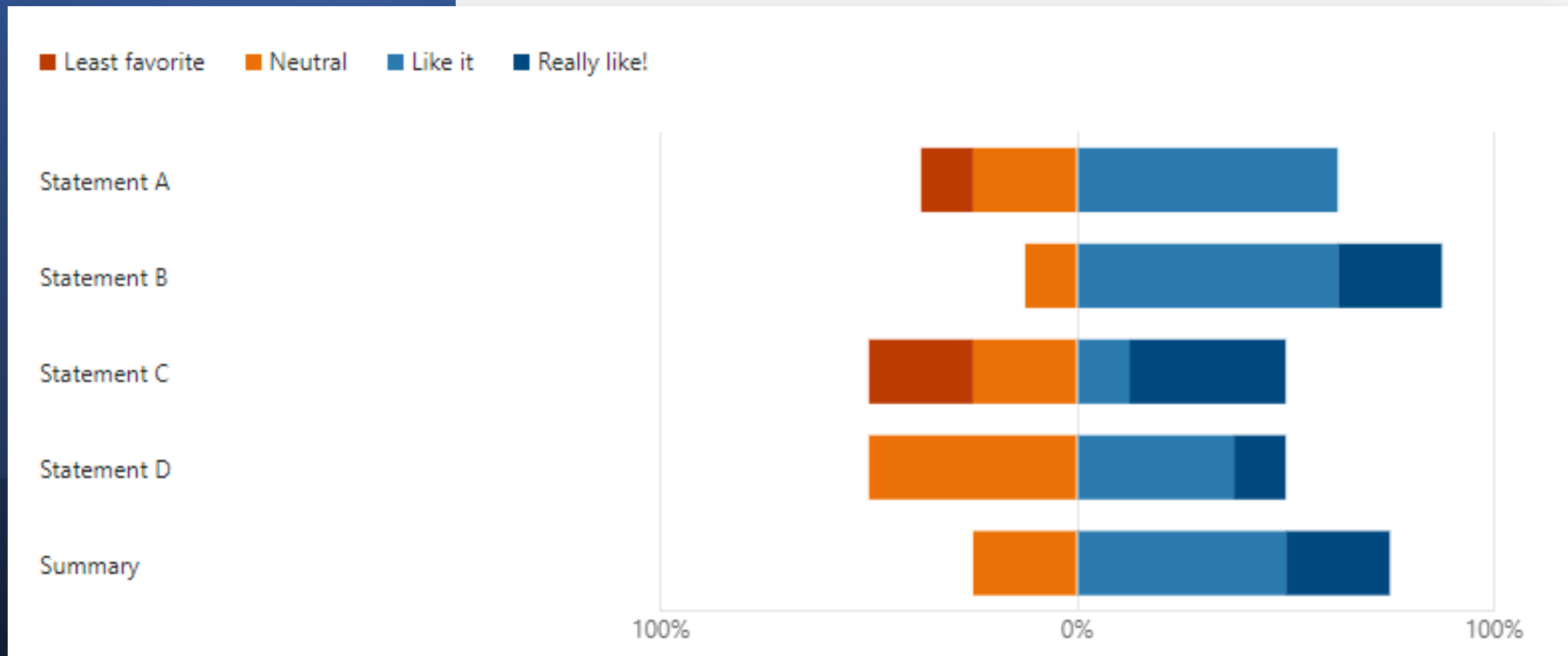
In BSD middle school Advisories, students will thrive, explore and build connections. Students and teachers will experience success. Students will feel supported, empowered, and believed in as they find their voice and navigate and thrive throughout the middle grades.

Our vision for a MS Community Pod design is to support and empower a positive culture of safety, connection and belonging. In BSD MS Community Pods, students and teachers will experience opportunities for collaborative growth, equitable engagement and collective joy. We value equitable engagement, positive culture and student ownership.

In BSD middle school advisory/homerooms, student and teachers will experience true connection, feel confident as they develop and navigate change. We value: authentically engaging, receptive and responsive, welcoming and comprehensively inclusive [spaces].

Summary: In BSD middle school advisories, students will experience an inclusive culture of support and empowerment as they navigate change, find their voice, and share in collective joy.

Your Feedback



Your Feedback

Responses

I believe we should go with this: In BSD middle school advisories, students will experience an inclusive culture of support and empowerment as they navigate change, find their voice, and share in collective joy.

Wordsmithing: In BSD the experience of middle school advisory will support and empower our students as they navigate change, find their voice, and share in collective joy with their families and school staff.

I like the statements on equitable engagement and student ownership from statement C and would like to see that in the others, but I found some of the language of C a bit confusing.

I'm strongly in favor of changing the name from advisory or homeroom to something more innovative and approachable. Something that feels new and inviting.

Changing the summery to include the word connection. In BSD middle school advisories, students will experience an inclusive culture of support, connection, and empowerment as they navigate change, find their voice, and share in collective joy

refined

In BSD middle school Advisories, students will thrive, explore and build connections. Students and teachers will experience success. Students will feel supported, empowered, and believed in as they find their voice and navigate and thrive throughout the middle grades.

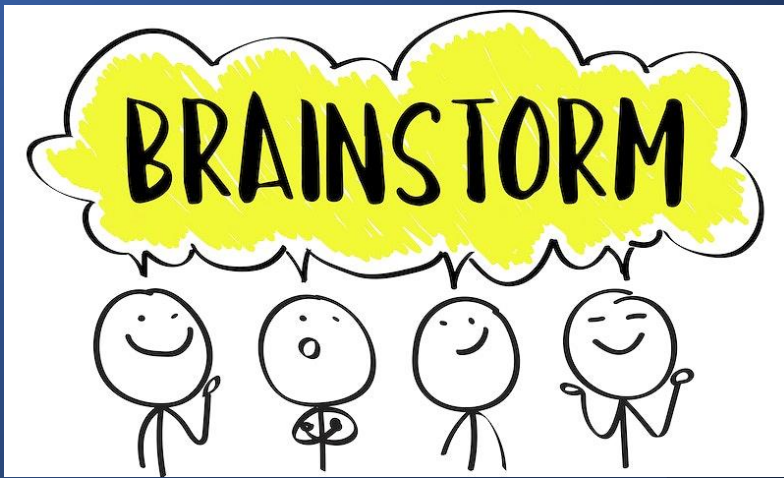
-or-

In BSD middle school advisories, students will experience an inclusive culture of support, connection, and empowerment as they navigate change, find their voice, and share in collective joy.



Refined our Vision

Our BSD middle school “communities” will experience an inclusive culture of support, connection, and empowerment as we navigate change, find our voice, and share in collective joy.



What will we need to do (or have in place) in order to achieve our vision?

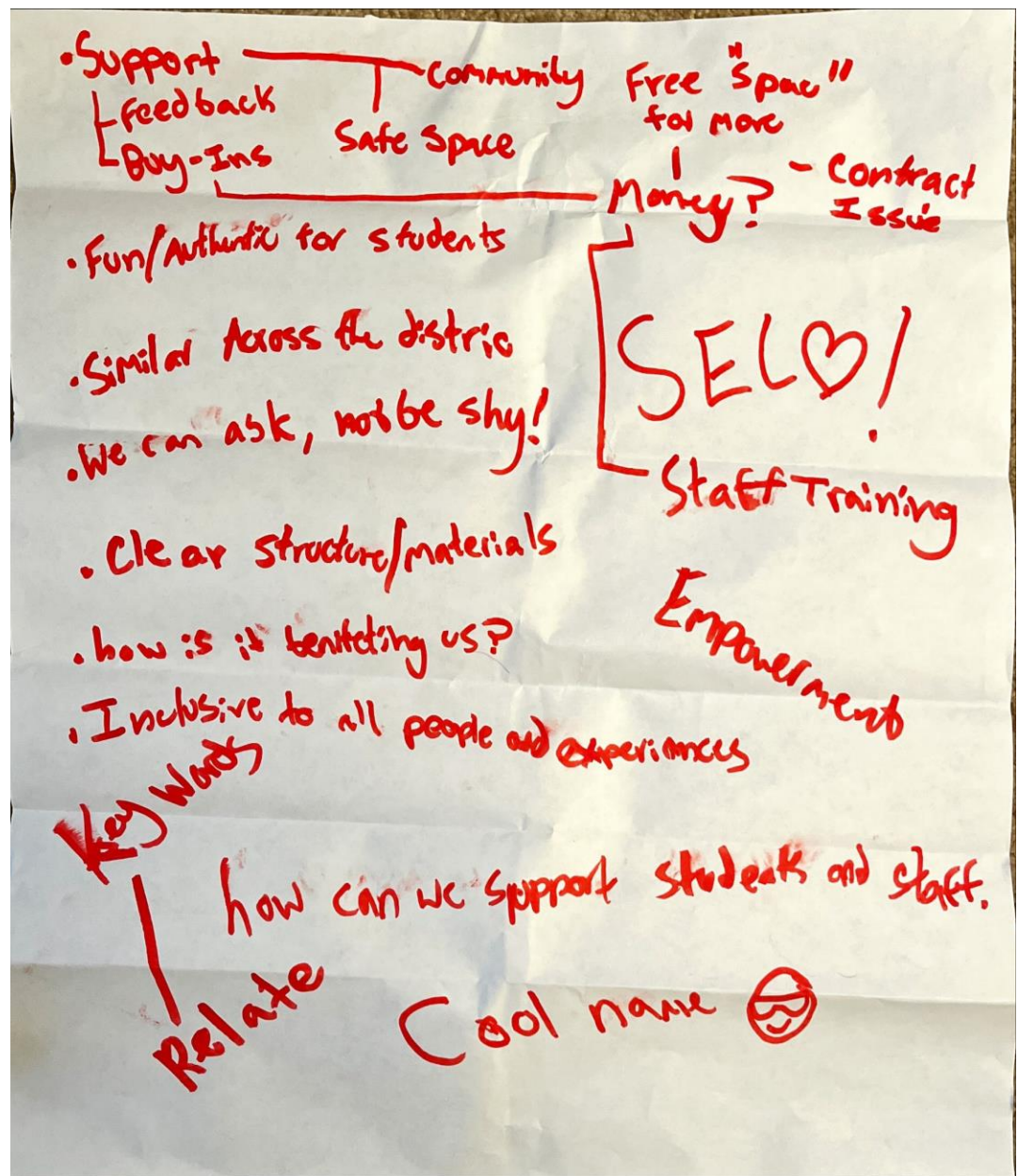
What *components* will we need?

→ Individually jot down ideas

→ Whole group sharing

Our BSD middle school “communities” will experience an inclusive culture of support, connection, and empowerment as we navigate change, find our voice, and share in collective joy.

Sharing our Ideas



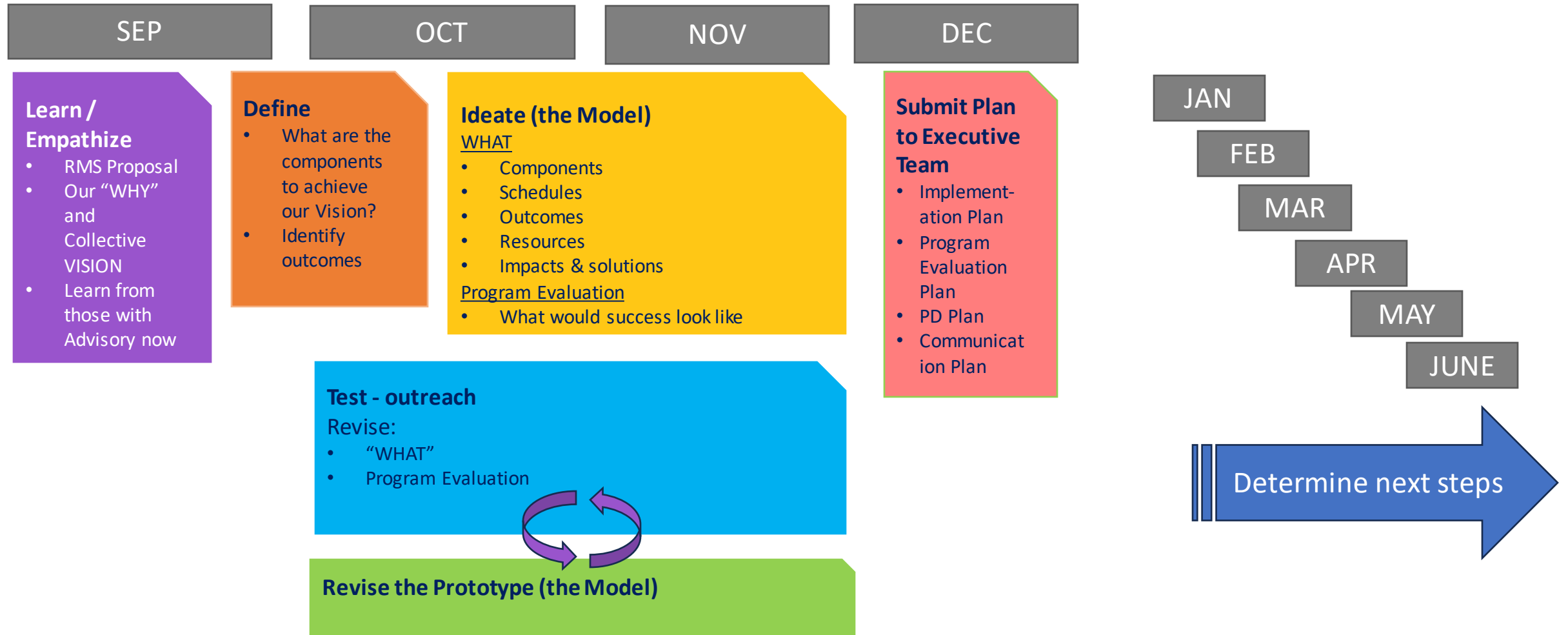
Some other things

- Feedback from **Chinook** Advisory Teachers (more to come)
- Our NAME! We need to consider what we want to call this:
 - Advisory
 - Homeroom
 - Community
 - Pods
 - Family
 - Other?



Where do we go from here?

Timeline: Advisory Design & Implementation Plan



RMS ADVISORY DRAFT TIMELINE

Dates	Description	Product/Work
✓ 08/15/23	RMS Meeting	"WHY"
✓ 09/12/23	RMS Meeting	"WHAT" vision v1
✓ 09/26/23	RMS Meeting	"WHAT" vision v2 & components v1
10/03/23	RMS Meeting	"WHAT" vision v3, components v2 & identify outcomes
10/04/23 – 10/22/23	Outreach to gather feedback from Consultancy Board and others	
10/24/23	RMS Meeting	"WHAT" Revise and identify components resources
10/26/23	RMS Release Day	"HOW" version 1, schedule, resources
10/27/23 – 11/06/23	Outreach on "HOW" v1 All stakeholders through survey, focus groups, etc.	
11/07/23	RMS Meeting	Revise "HOW" version 2, add PD plan & measurements of success
11/08/23 – 11/14/23	Outreach on "HOW" v2 from Consultancy Group	
11/16/23	RMS Release Day	Review "HOW" version 3 <u>add</u> impacts/solutions
11/17/23 – 12/03/23	Outreach on "HOW" v3All stakeholders through survey, focus groups, etc.	
12/05/23	RMS Meeting	Cancel meeting and change to data analysis
12/07/23	RMS Release Day	Revise "HOW" (version 4) add Finalize Recommendation and comm plan

Closing up

- Short Summary Statement to share with PBL Team (volunteer?)
- Next up: October 3rd

RMS ADVISORY DRAFT TIMELINE			
	Dates	Description	Product/Work
<input checked="" type="checkbox"/>	08/15/23	RMS Meeting	"WHY"
<input checked="" type="checkbox"/>	09/12/23	RMS Meeting	"WHAT" vision v1
<input checked="" type="checkbox"/>	09/26/23	RMS Meeting	"WHAT" vision v2 & components v1
	10/03/23	RMS Meeting	"WHAT" vision v3, components v2 & identify outcomes

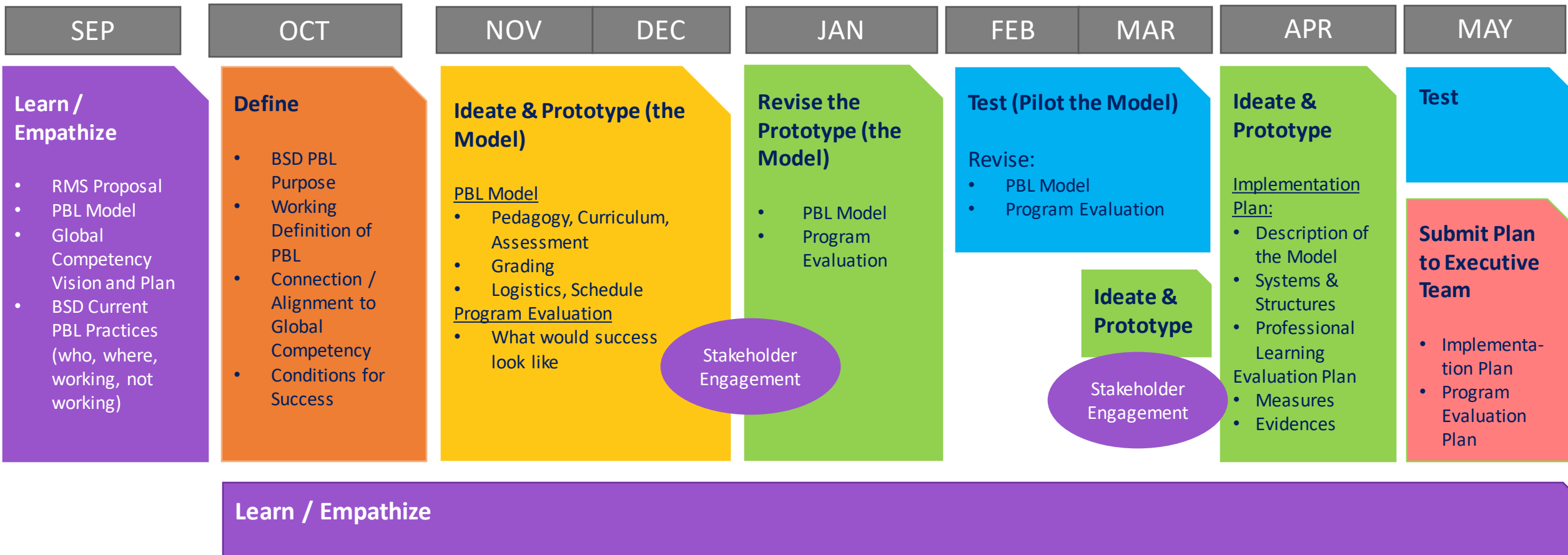
Welcome!

Introductions

- Name
- Perspective you are bringing
- School



Timeline: PBL Design & Implementation Plan



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.



Developing
our PBL
Model

So what is our
“problematic
situation”? What is
at the center of
our learning and
task as this team?

Potential PBL Pathway and Model





Sustainability Ambassadors

1. Follow the
QR to the
SA site

2. Take 8
minutes and
explore the
site

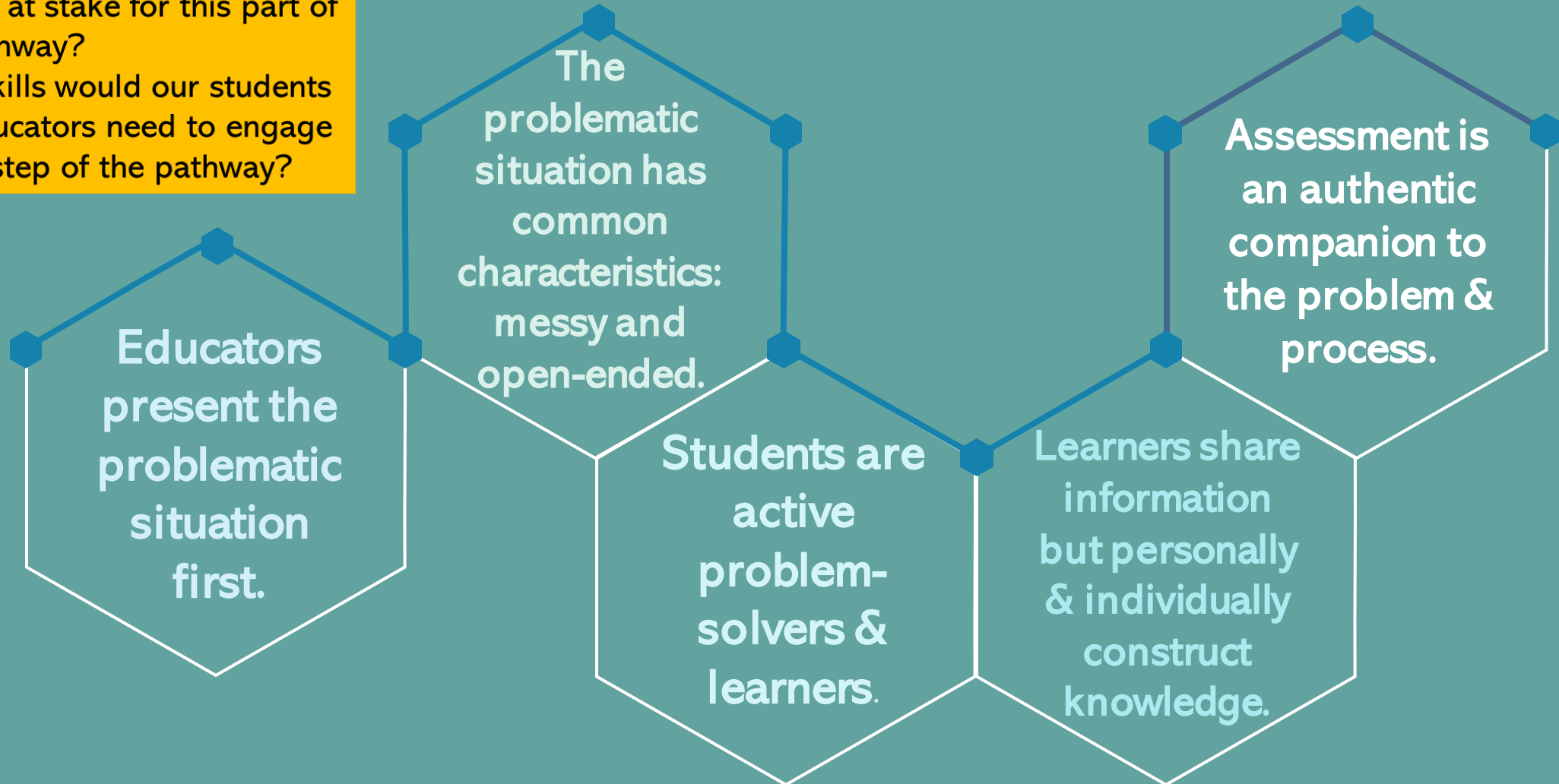
3. Focus on the
pedagogical
foundations; use
a sticky to

Capture
questions or
curiosities

Capture
comments,
connections or
concerns

- What might this look like in the classroom?
- How might this compare or contrast to our current classrooms?
- What is at stake for this part of the pathway?
- What skills would our students and educators need to engage in this step of the pathway?

hway – A Working Model



Educators present the problematic situation first.

It serves as the organizing center & context for learning.

The problematic situation has common characteristics:

- ill-structured & messy
- often changes with the addition of new information
- not solved easily or with a specific formula
- doesn't result in one right answer

Students are active problem-solvers & learners.

Teachers are cognitive & metacognitive coaches.

Learners share information but personally & individually construct knowledge.

Discussion & challenge expose & test thinking.

Assessment is an authentic companion to the problem & process.

Students meet academic standards in context of solving real-world problems measured by existing community metrics.

PBL Pathway Jigsaw

Consider your lens!



In small groups, anchor your sheets with your “step” from the pathway. Capture your thinking!

Make your thinking visible using any method to explore.
Things to consider:

- What might this look like in the classroom?
- How might this compare or contrast to our current classrooms?
- What is at stake for this part of the pathway?
- What skills would our students and educators need to engage in this step of the pathway?

Exploring Samples / Making Connections

Go back and
add to your
poster!



Focus

- Explore the sample lessons/units that “use” aspects of PBL.
- Explore all elements of the problem and/or steps in the pathway, but give focus to your step.



Resources

- ELA and SS sample from different classrooms.
- SA models for science and SS.
- What do you notice? What is the problem? Task? Assessment? Instruction?



Evaluate

- How do these plans connect to our pathway model? How do they differentiate?
- What adjustments could be made to the plan to better connect to our working model of PBL?

PBL Pathway Action Plan

Share out your takeaways with the group. What did we connect to from SA? In the lessons?

What action can we take to develop our own model?

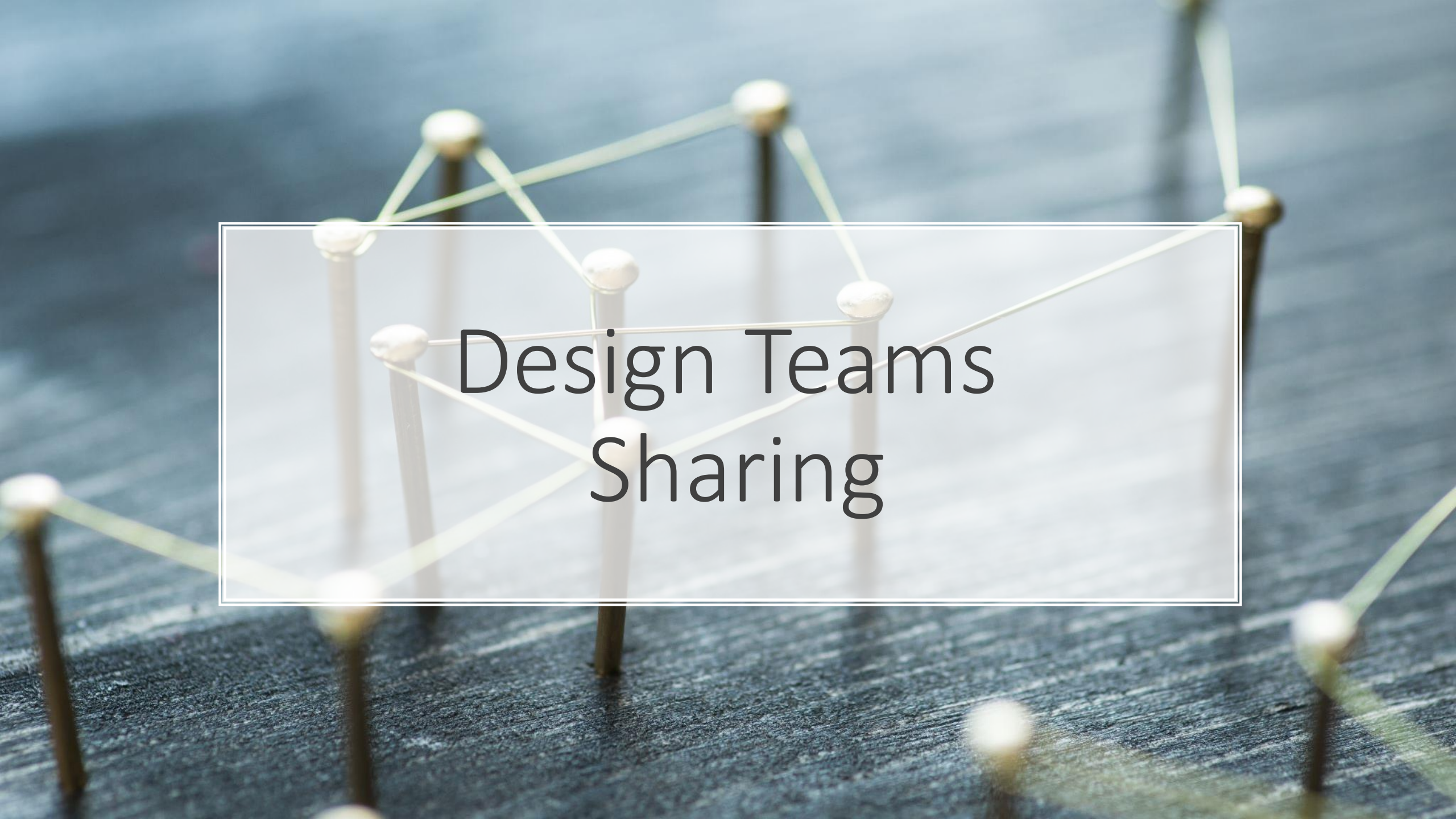
Create an action step connected to the pathway.

Share out. Adjust. Seek consensus.



Next Steps...






Design Teams Sharing

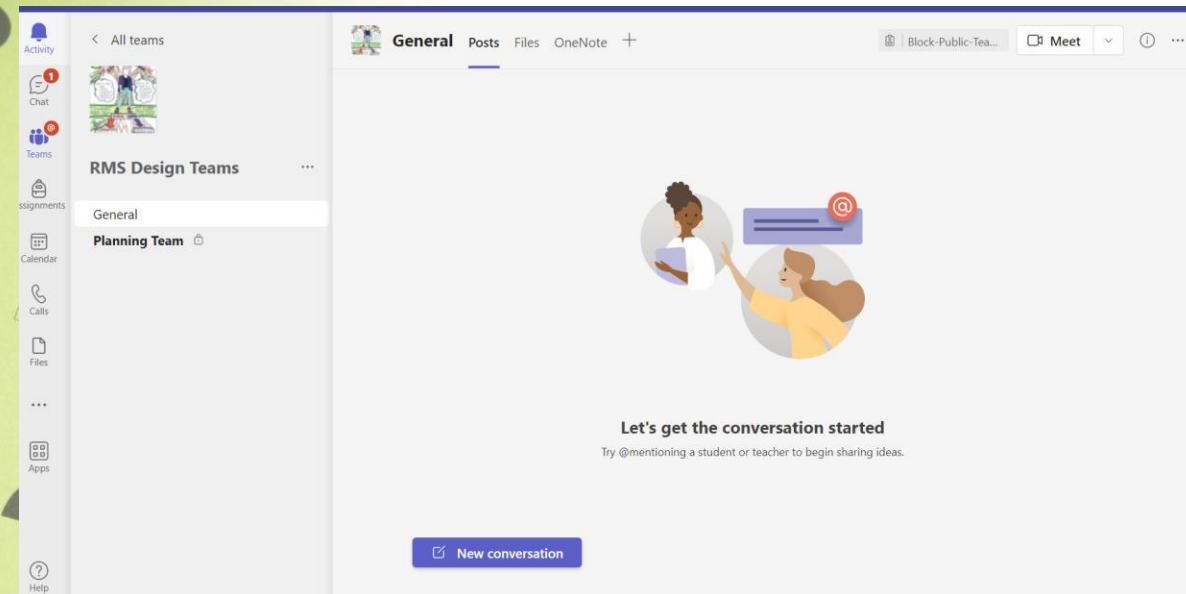
Please sign
in!

9/26/23 RMS Design Team Sign In



<https://forms.office.com/r/tgdgCj08vt>

 Edit	Date	Time	Location
1	8/15/2023	8:30-2:00	ESC 200
2	9/12/2023	4:30-6:30	WISC Adams and Helens
3	9/26/2023	4:30-6:30	WISC Adams and Helens
4	10/3/2023	4:30-6:30	ESC West 205 A, B, C
5	10/24/2023	4:30-6:30	ESC West 205 A, B, C
6	10/26/2023	8:00-4:00	WISC Adams and Helens
7	11/7/2023	4:30-6:30	ESC West 205 A, B, C
8	11/16/2023	8:00-4:00	WISC Adams and Helens
9	11/21/2023	4:30-6:30	ESC West 205 A, B, C
10	12/5/2023	4:30-6:30	ESC West 205 A, B, C
11	12/7/2023	8:00-4:00	WISC Adams and Helens
12	1/16/2024	4:30-6:30	WISC Adams and Helens
13	1/30/2024	4:30-6:30	WISC Adams and Helens
14	2/13/2024	4:30-6:30	WISC Adams and Helens
15	2/29/2024	8:00-4:00	ESC West 205 A, B, C
16	3/5/2024	4:30-6:30	WISC Adams and Helens
17	4/2/2024	4:30-6:30	ESC West 205 A, B, C
18	5/14/2024	4:30-6:30	tbd
19	6/4/2024	4:30-6:30	WISC Adams and Helens



The screenshot shows a Microsoft Teams interface. On the left, the 'All teams' list includes 'RMS Design Teams'. The 'General' channel is selected, showing a 'Planning Team' chat. The main area displays a welcome message: 'Let's get the conversation started' with a prompt to mention a student or teacher. A 'New conversation' button is at the bottom.

Optimistic Closing

As we look ahead with optimism
and enthusiasm...

How can we ensure everyone feels
empowered to contribute their
ideas and expertise?

