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

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

Homeroom/Advisory and Problem Based Learning

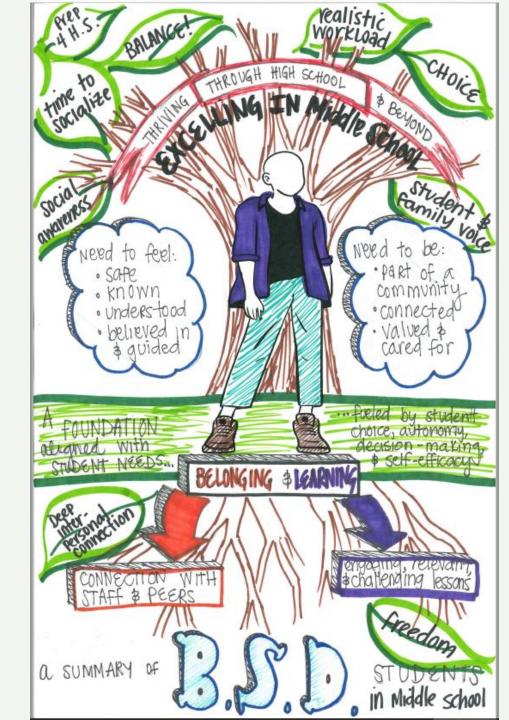
Inclusive Welcome

Season of Gratitude!

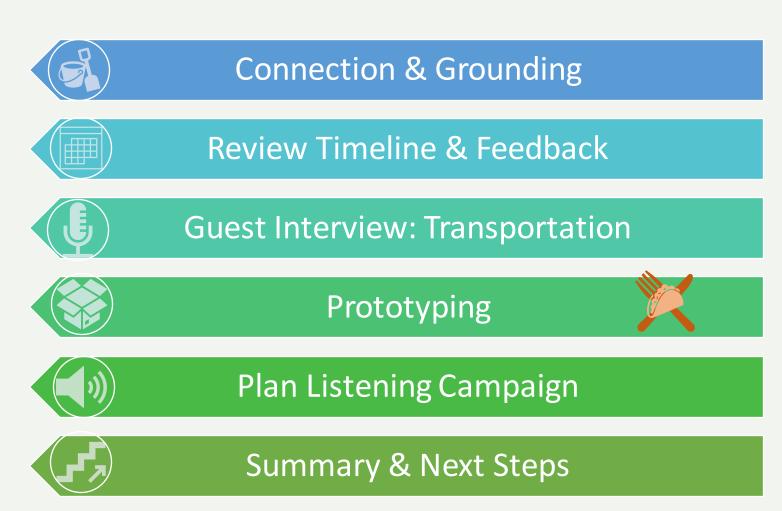


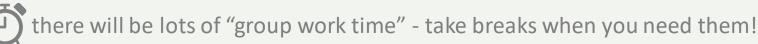
Grounding in our Vision

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.



Today's Agenda

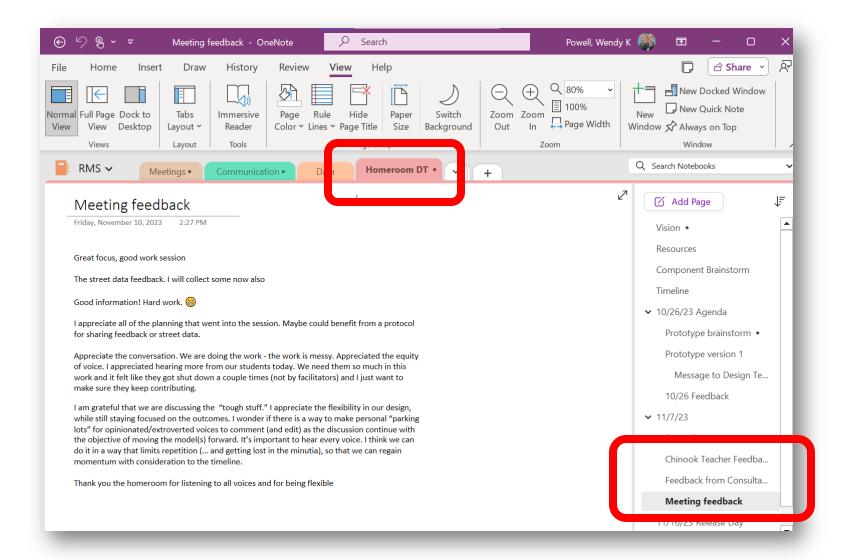




Our Timeline

Date	Time	What
TODAY!	8:00 - 4:00	revise prototype; create new prototypes; plan outreach campaign
December 7	8:00 - 4:00	student outreach?
January 16	4:30 - 6:30	review data; revise prototypes; continue outreach
January 30	4:30 - 6:30	review data; revise prototypes; determine next steps
February 13	4:30 - 6:30	
February 29	8:00 - 4:00	Last Scheduled Release Day





- Brendan BP Student Conferences (idea)
- Linda MS SEL Adoption Committee
 - Wants to help with listening campaign
- Sankar Consultancy Board
 - 1. Is the scope of the Homeroom program intended to be purely for engagement / community-building? Or do you intend it to have learning outcomes as well?
 - 2. Are there separate programs / elements in place for preparing MS students for the High School? (Eg: teaching soft skills like time management, being independent learners etc.)
 - 3. Are there programs that incorporate mindfulness for students?
 - 4. Is goal-setting and reflections practiced as a part of the general curriculum? (Eg: for each subject / course)?
 - 5. Are you considering including off-class work to supplement the activities in the homeroom session?
 - 6. Do you have clearly defined learning outcomes for the Homeroom sessions (apart from the engagement etc.)? Is there a plan to do any assessments of these outcomes?
 - 7. Do you plan to follow any differentiated / personalized learning practices? (Note: This is in the context of the Homeroom activities) (Eg: students get different activities based on their skill level)



Update from SEL Adoption Committee

Meetings & Timeline

- November 9 narrowed 24 curricula down to three!
- November, December, January -> Select 2, Pilot, Gather Feedback
- Please support these SEL Leaders with Pilot:
 - Ariana Big Picture
 - Camille Chinook
 - Chelsea Highland
 - Hannah International
 - Nickie Odle
 - Ashley Tillicum
 - Kia Tyee
 - Jamie Counselor (Tyee)
 - Jessi Classified (Tillicum)

The Committee will reconvene in January to assess whether we have gathered sufficient pilot data for presentation to the Instructional Materials Committee (IMC) in February or if it is more prudent to continue the pilot until May.

★Home → Get Involved → Community Advisory Groups 2023-2024 -

Middle School Student Well-Being Adoption Committee

Purpose

BSD has a strong commitment to supporting Well-Being for all our students. This includes supporting their social, emotional, and mental health growth. We are at the stage when we need to review new and updated curriculum materials to determine what will be best for our students.

Well-Being Adoption Committee

Superintendent Community Advisory Council (SCAC)

Family Advisory Committee

Equity

Membership

The Adoption Committee offers a unique opportunity to make a real difference in the lives of our middle schoolers. Members of the team will have the chance to make curriculum recommendations to our instructional Materials Committee (IMC) that meets the needs of our students and community. The Adoption Committee will have diverse perspectives and representation from all aspects of our BSD Middle School Communities.

Roles and Responsibilities

- The responsibilities of a Middle School SEL Adoption member will require a strong commitment to improving education and a willingness to work collaboratively with a diverse group of stakeholders to achieve shared goals.
- Participating in team meetings: Adoption Committee members are expected to attend meetings regularly
 and actively engage in discussions, provide feedback, and offer insights and suggestions. Meetings will be
 held approximately two times a month for 2 hours starting in September, 2023, with a goal of presenting to
 the Instructional Material Committee in winter, 2024. Please see the draft meeting schedule below.
- Evaluating curriculum: The Adoption Committee will be responsible for exploring and evaluating curriculum
 that meets the needs of middle school students. This could include researching best practices, identifying
 criteria, and evaluating materials and resources.
- Determining professional development: Adoption Committee team members may be asked to identify what recommended professional development activities for teachers and other staff members will be necessary for implementation.
- Engaging with stakeholders: Adoption Committee team members will work closely with stakeholders, such
 as parents, students, and staff, to gain insights and feedback about various curriculum.

Student Involvement:

Students will be involved throughout the process at the school level through multiple outreach and listening campaigns.

2023-2024 Committee Members:

Planning Team:

- Melisa Macias, Central Office (Director of Teaching & Learning)
- Kerince Bowen, Central Office (Director of Counseling)
- Jared Taylor, Central Office (Coordinator of Behavior Interventions & Mental Health Services)
- Layne Barker, Central Office (Signs of Suicide Coordinator & MHAT Counselor)
- Wendy Powell, Central Office (Secondary SEL Curriculum Developer)

Support Staff:

- Stacy Harrison, Central Office (Student Management Coordinator & Truancy Case Manager)
- Alysa Palma, Central Office (CTE Instructional Technology & Program Developer)
- Gayle Staker, Odle (Behavioral Specialist)
- Annette Sternberg, Odle (PBIS Coach)

Parent/Guardian:

- Snesha Arumugam, Big Picture
- · Van Look, Big Picture
- Zeynep Ertugay, Chinook
- Sandra Featherly, Highland
- Vanessa Dacascos, Odle
- Shikha Mishra, Odle
- Linda Simovic, Odle
- Dhaarmika Coelho, Tillicum
- LaVar Robinson, Tillicum
- Mary Yuhas, Tillicum
- Radhika Mehra, Tyee
- Additional Parent, Tyee

Teachers:

- Trina Cooper, Big Picture
- Ariana Taylor, Big Picture (Building SEL Leader)
- Camille Dadural, Chinook (Building SEL Leader)
- · Chelsea Ollar, Highland (Building SEL Leader)

Guest Interview: Transportation!

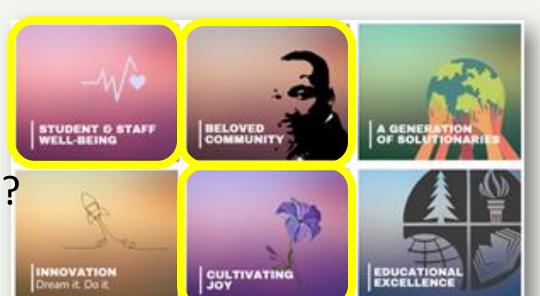
- Don Dixon, Director of Transportation
- Darline Chan, Transportation Manager

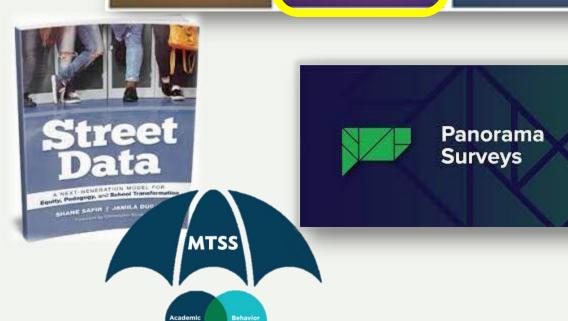


Prototyping!

What "needs" are we trying to meet?

- Student & Staff Well-Being
- Beloved Community
- Cultivating Joy
- Sense of Belonging (Panorama)
- Student Agency (Street Data)
- Behaviors (MTSS/PBIS)







Performance vs. Accessibility





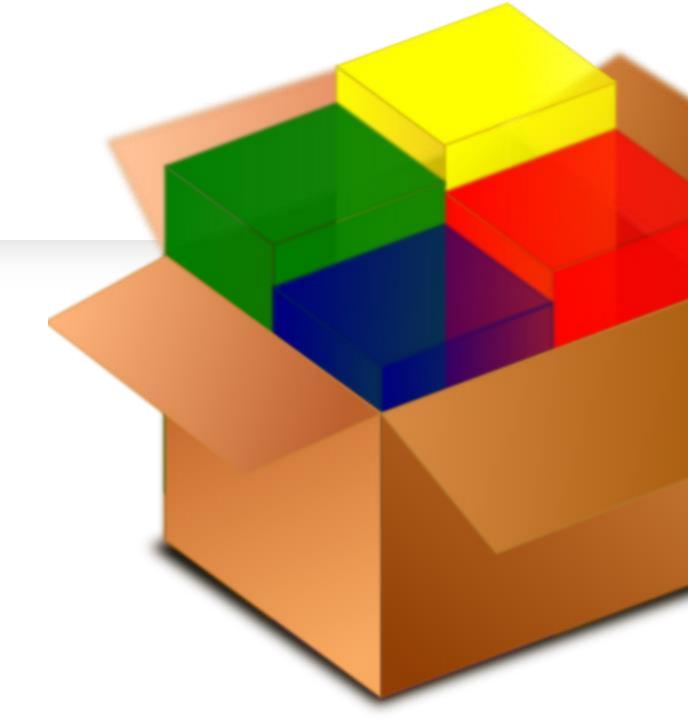


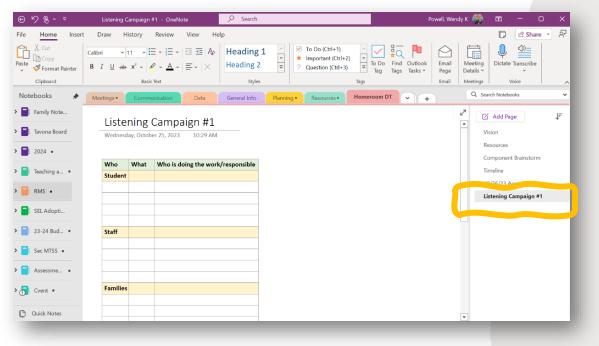
Our Prototypes

Outcomes for Students

Work time

- Prototype "package" to include...
 - Staff version
 - Kid/family version
 - Schedule (extended period)
 - Outcomes
 - Resources
 - How will we monitor success?
 - Looping how rostering students works
 - Tutorial
- Two groups
 - 1 revising our current prototype 4x week
 - 1 creating new prototype 2x week





Plan Listening Campaign

- Missing Design Team Members
- Listening Campaign
 - Students
 - Families
 - Staff
- Multiple Means of Input
 - Surveys
 - Focus groups
 - Conversations
 - Other?



Homeroom Summary Statement

4 Day Prototype

2 Day Prototype



Next step: on 12/7 the Design Team will be at schools to collect data around prototypes from students and staff (parents will be included via other channels)





PBL Design Team Share Odle Lesson Plan Deliver Lesson to Odle Students • Transition from Odle to WISC Helens Debrief Odle Visit Share PBL Teacher Survey Revisit Theory of Action Lunch Continue to Build Things – Small Group Work Time What is PBL? Community Outreach • Curricular Opportunities • Agree to Draft PBL Bellevue MS PBL Design Share out

Hi folks!

Just wanted to confirm that your **1**st **period class is available tomorrow** to meet with the "Problem-Based Learning" section of the "Reimagining Middle School" team.

I have already talked to most of you one-on-one – we would LOVE to talk to your kids for **the whole period**. If that is an issue or something else has some up, plz let me know ASAP and we can modify plans.

THANK YOU THANK YOU THANK YOU



Taylor

WELCOME SCHOLARS!



Reimagining Middle School Problem-Based Learning Design team

AGENDA

- I. Opening Questions
- II. Defining **PBL**
- III. Hopes and Fears
- **IV.Final** Takeaway

TARGETS

Students will...

- Compare and contrast the differences between a traditional instructional model and PBL
 - > Evaluate the PBL model by making predictions for its' potential success and failures
 - > Support the PBL design team with focused feedback for next steps



Opening Inquiry

Please consider your own honest experiences in school and take 3 minutes to respond to EITHER/EACH question:

- 1. Describe a time when you did something in school that felt *authentic* (something that felt *purposeful* outside of completing it for the class or a grade). What made that moment/task stand out?
- 2. Describe a time when a teacher presented a problem they didn't have the answer to, or you got to create your own problem to explore. What was that like?

What is problem-based learning (PBL)?



Students are given the information they need to know.

Students are asked to memorize the information.

Students are

assigned a

problem to apply
the information.



Students are assigned a problem they need to solve.

identify the needed information.

Students must

Students learn the information and apply it to solve the problem.

<u>Traditional vs problem based learning</u>

PBL is a learning process that asks students to work with real-world questions or problems that need some kind of resolution.

In this model, students are asked to generate questions connected to their own passions and concerns, that they will then investigate and act on.

What is problem-based learning (PBL)?

Educators present the problematic situation first.

The problematic situation is messy and open-ended.

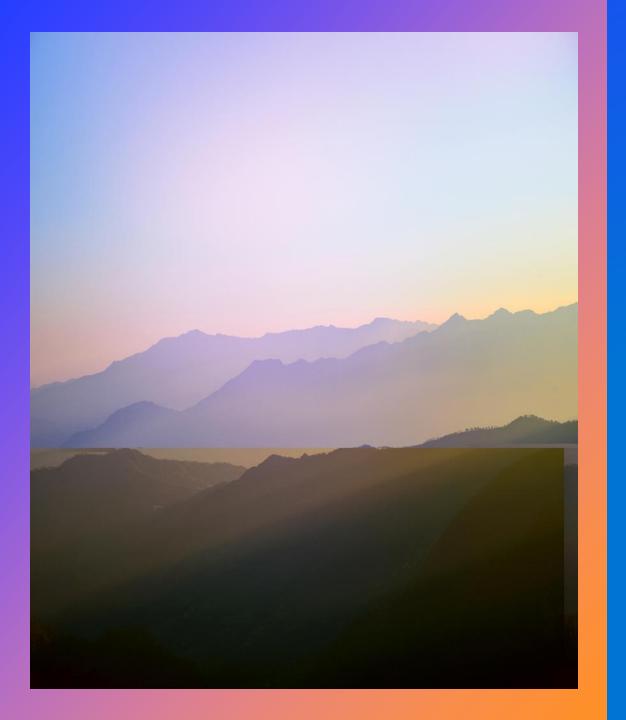
Students are active problem-solvers & learners.

Learners
share
information
but
individually
construct
knowledge.

Assessment is an authentic companion to the problem & process.

PBL is a learning process that asks students to work with real-world questions or problems that need some kind of resolution.

In this model, students are asked to generate questions, connected to their own passions and concerns, that they will then investigate and act on.



TNT (turn-and-talk):

What is differences between our traditional classrooms and a PBL classroom stand out to you? Why?

Why might PBL be important for us, as learners, right now?

PBL and our District













BSD Board Adopts Sustainability Policy

At the Thursday, April 20 Regular School Board Meeting, BSD's Board of Directors adopted a new policy regarding sustainability. BSD is among the first districts in Washington state to institute such a policy.

As defined in Policy 6811 Sustainability, the Bellevue School District seeks to minimize our impact on the environment and increase our individual and collective understanding and agency of how we can work towards an ecologically sustainable school district, community and world. Furthermore, the policy is framed using four pillars of sustainability practices: district resources, environmental safety, collective understanding, and student voice. Several students were on-hand to show their support of the policy during the meeting's public comment portion. They spoke about the benefits of the policy, student initiatives, making BSD more environmentally freedyand speigram example for others to adopt positive changes in sustainable practices.

You get TWO sticky notes! One for your HOPE, and one for your FEAR!

Hopes and Fears

If Bellevue were to try and do problem-based learning at Odle and they did a TERRIBLE job, what would that look like? How would students be impacted?

If Bellevue were to try and do problem-based learning at Odle and everything went PERFECT, what would that look like? What would students gain?







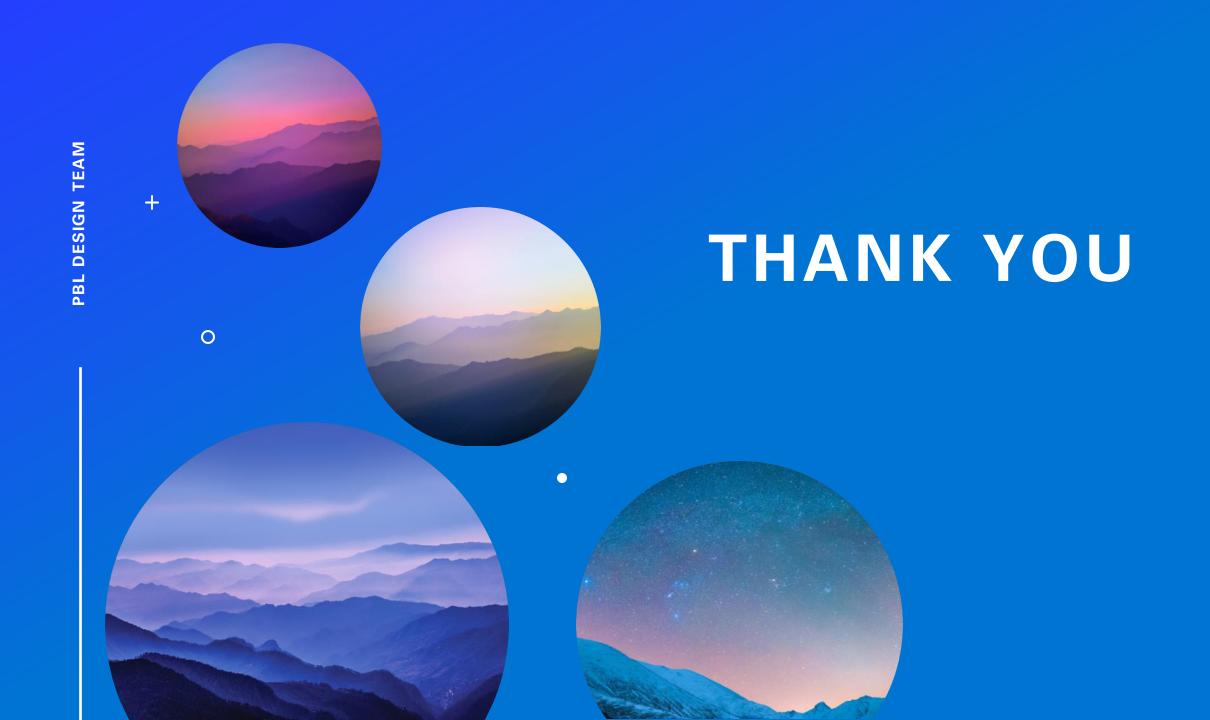
WACS

Write your ideas, generating hopes and fears from the prompt.

Arrange your groups' hopes and fears in any way – make connections!

Collaboratively talk through what feels most important to our task.

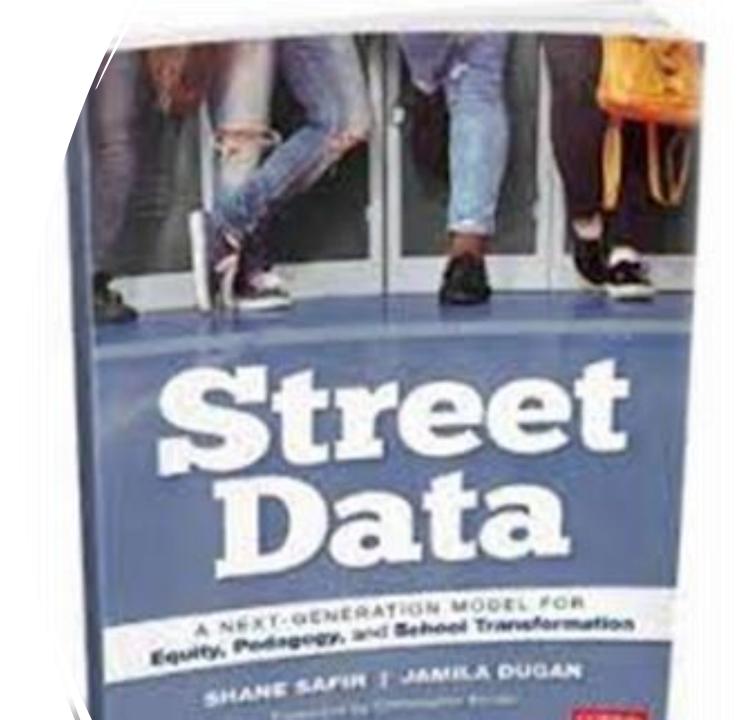
Share out with the class.

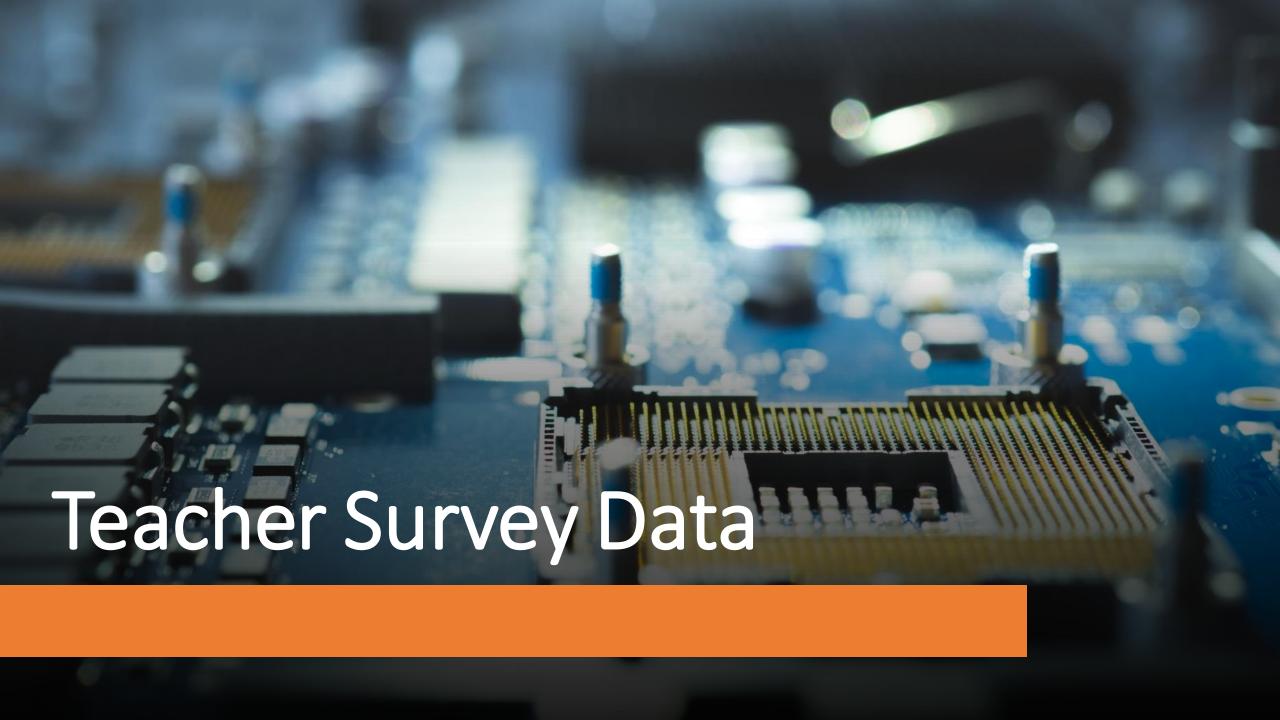


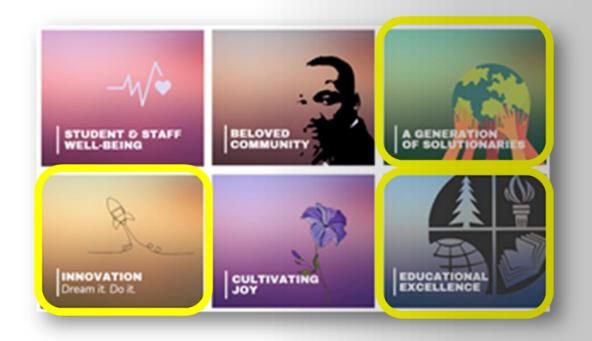
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Debrief Odle Visit

- Common themes.
- What surprised you?
- What would you like to know more about?
- How does this inform your thinking about PBL?







Reimagining

Dream it. Do it.



Reimagining Middle School (10/26) How are we defining 'reimagining'?

Why is <u>Problem-Based Learning</u> the **best** way to reimagine the middle school experience?



Theory of Action Approach (10/26)

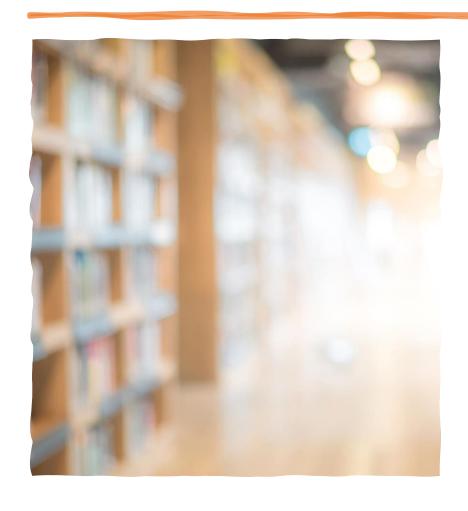
- 1. What's going on with our student's learning? What needs to change?
- 2. How is instruction affecting student learning? What could enhance practice?

What needs to change?

3. How are our practices affecting our teachers' instruction? What is helping or hindering teacher's instructional practice?

What needs to change?

Theory of Action Story (10/26)



IF THE PBL DESIGN TEAM DOES X

THEN THE TEACHERS WILL BE ABLE TO DO Y

WHICH WILL HELP ALL STUDENTS TO BE ABLE TO...



+

C

Continue to Build

Small Team Worktime

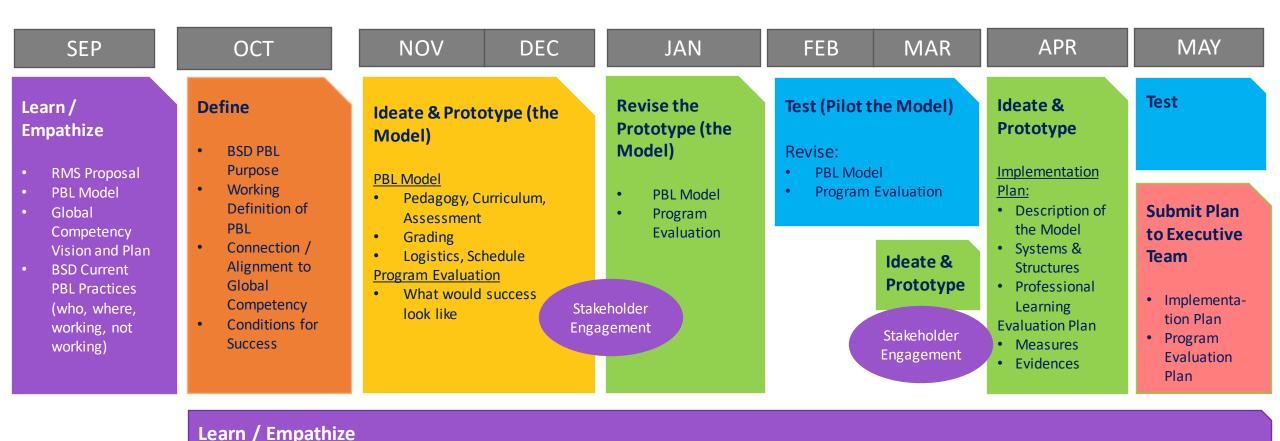
- What is PBL?
- Community Outreach & Scheduling
- Curricular Opportunities with next steps





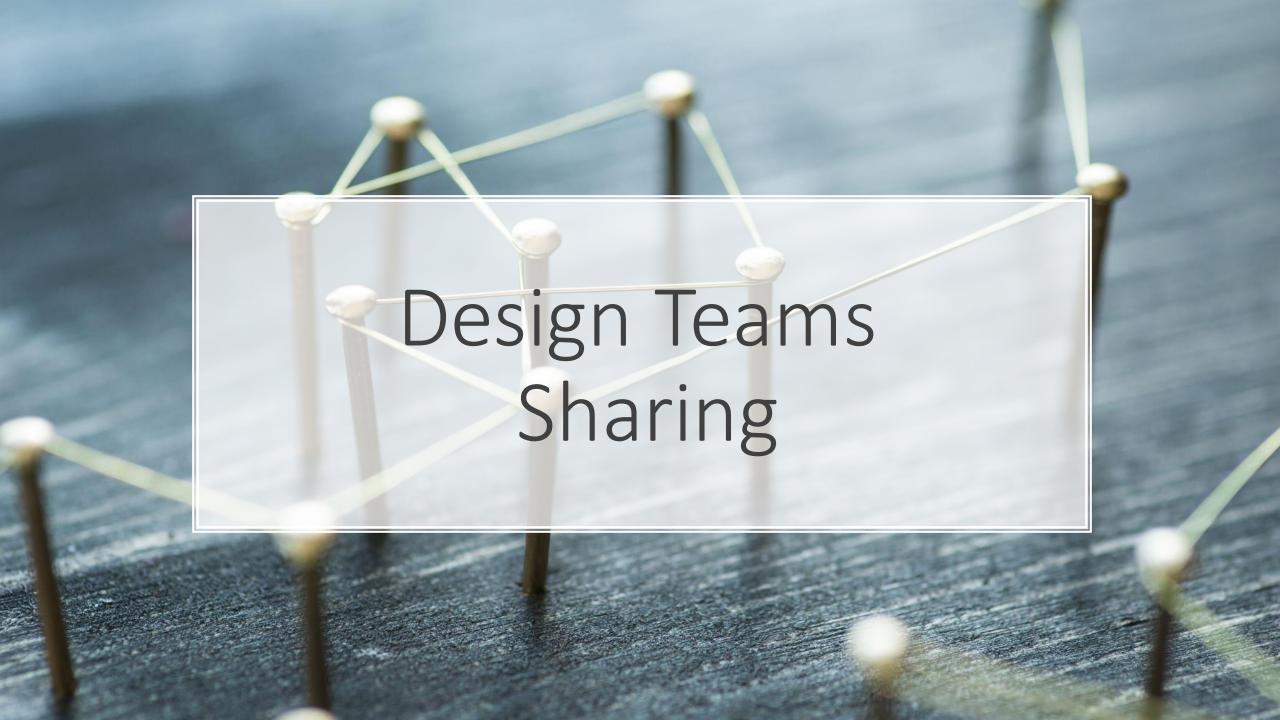


Timeline: PBL Design & Implementation Plan



Next Steps...
transition to
full RMS
Team





Homeroom Summary Statement

4 Day Prototype

2 Day Prototype



Next step: on 12/7 the Design Team will be at schools to collect data around prototypes from students and staff (parents will be included via other channels)

Sign-in & Feedback



https://forms.office.com/r/GkuTj8PGG3

Next Steps

Our Next Meeting: December 7th

Optimistic Closure

Think about our day together. What are you most grateful for?

