



# Reimagining Middle Schools

## Chinook, Highland, Odle, Tillicum, Tyee

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

**Homeroom/Advisory and Problem Based Learning**

# Connection before Content

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## Archival Connections

- Scroll back as far as you have pictures in your phone
- Choose a photo or video that is important to you
- Partner up and exchange photos and story



# What is Important to our Design Team: 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



Connection & Grounding



Listening Campaign Data Analysis



Timeline Update



Make Revision Recommendations



Debrief Listening Campaign



Summary & Next Steps





# Welcome Lynne Simpson!

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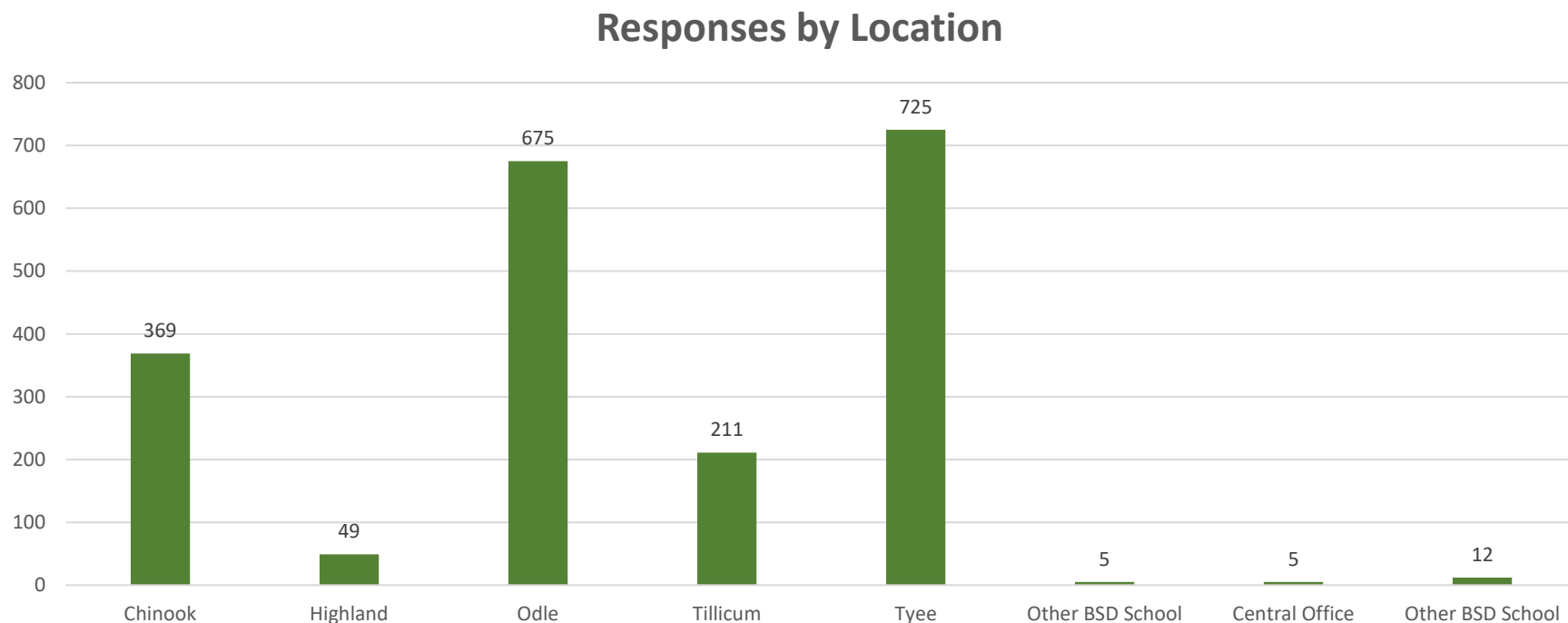
**Research & Data Analyst**



# RMS Advisory/Homeroom Design Feedback

## Student/Staff/Family Survey, December 2023

**Survey Responses** (as of January 4, 2024): 2,051 responses, including 1,941 students, 90 staff members, and 20 family members.





# RMS Advisory/Homeroom Design Feedback

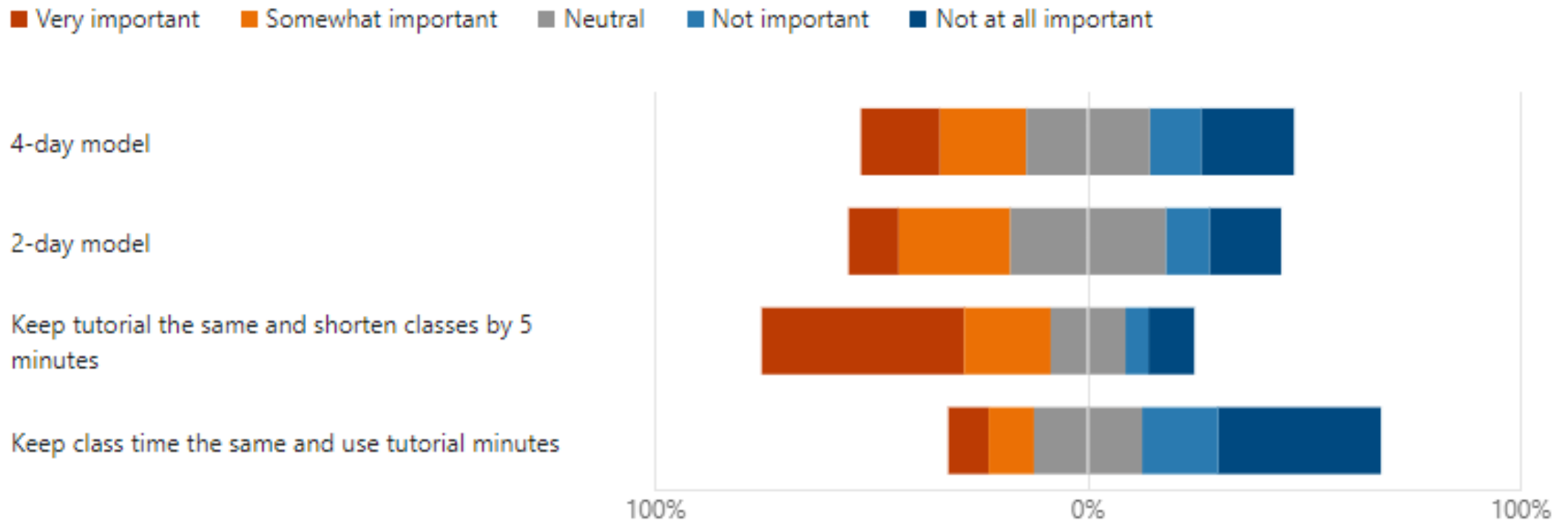
Student/Staff/Family Survey, December 2023

## Primary Topics:

- Number of days per week for advisory (4-day versus 2-day models)
- When to schedule advisory during the school day (first thing, mid-morning, or end of day)
- How to create time in the day for advisory (5 minutes from classes versus using tutorial minutes)



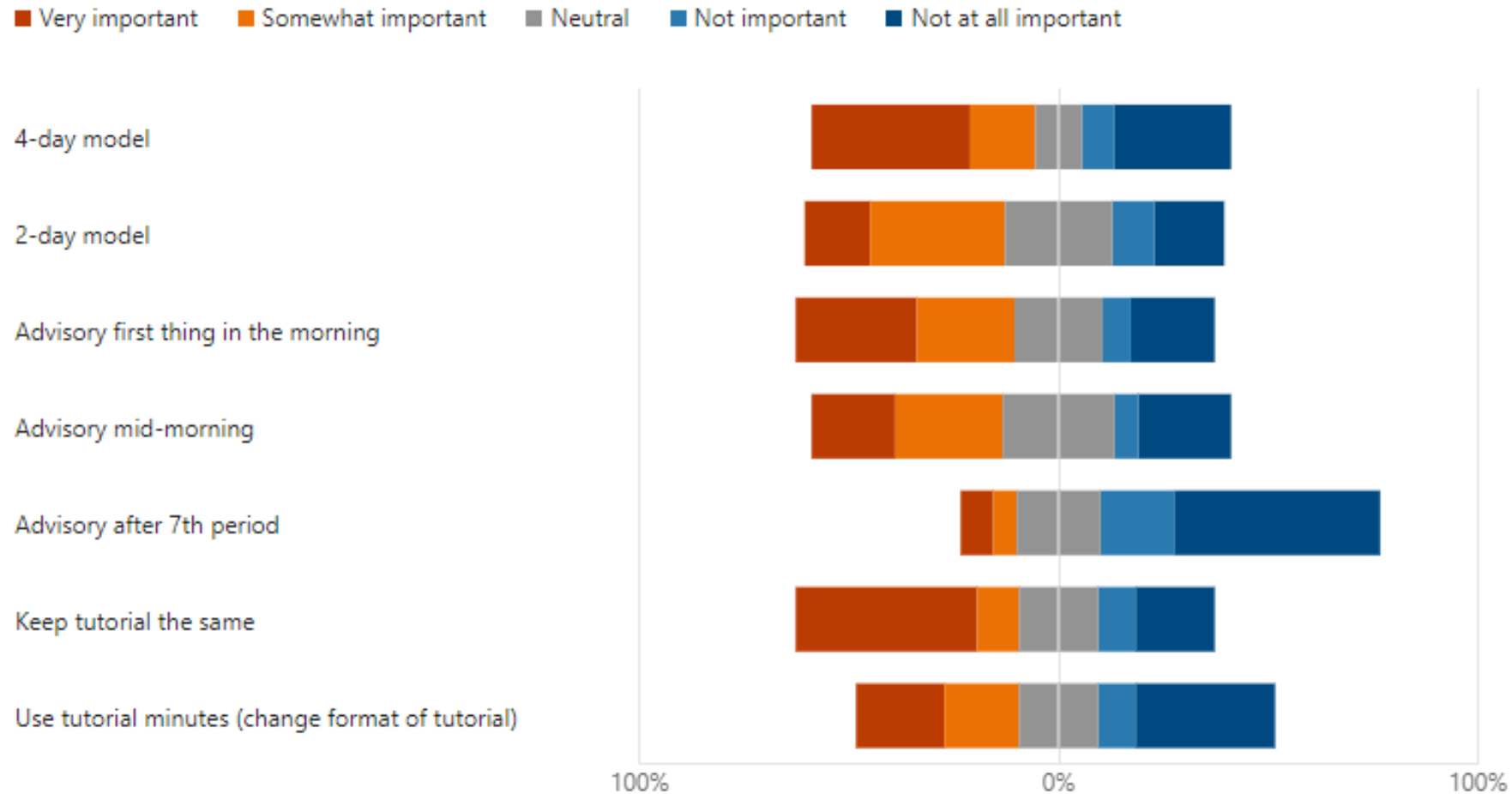
# Students and Family Members: Importance of Ideas







# Staff Members: Importance of Ideas



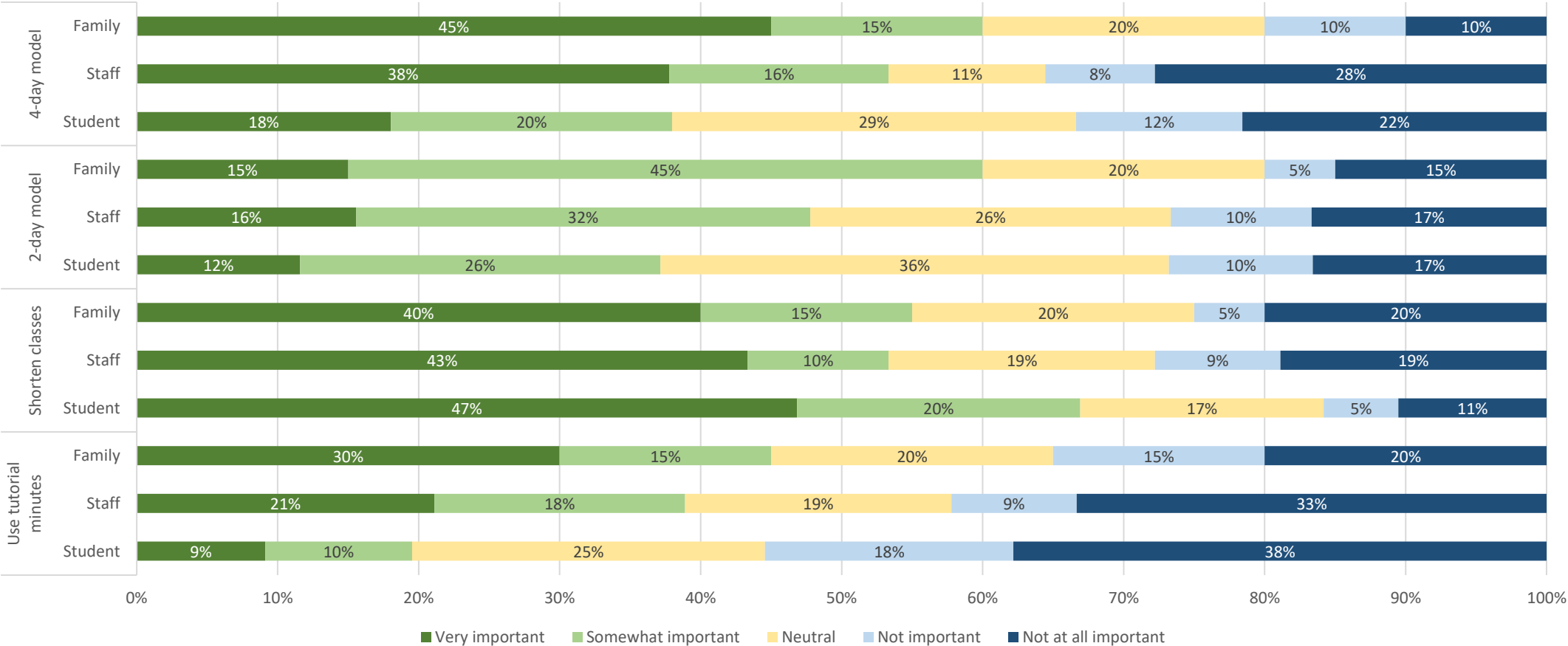
To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Student/Family/Staff Responses

## Importance of Ideas: Comparison

(Student n=1,941, Staff n=90, Family n=20)



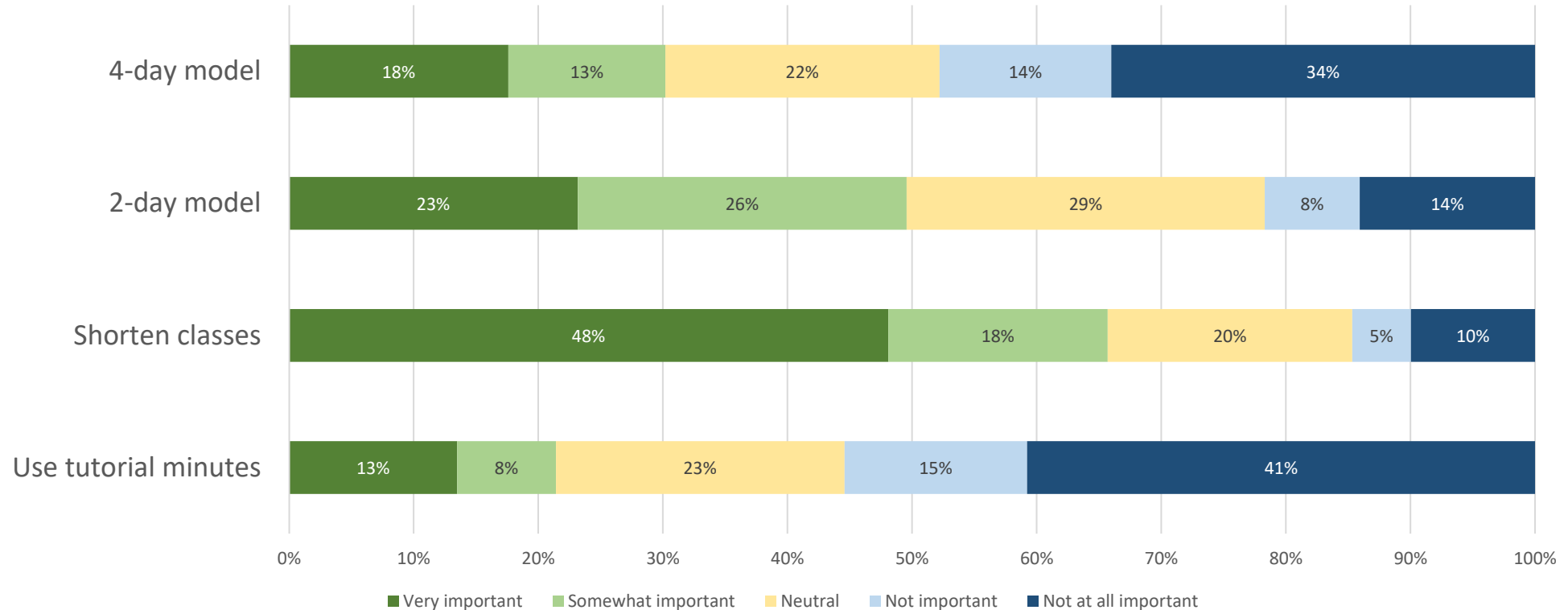
To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Chinook Student Responses

## Importance of Ideas: Chinook Students

(Student  $n=341$ )



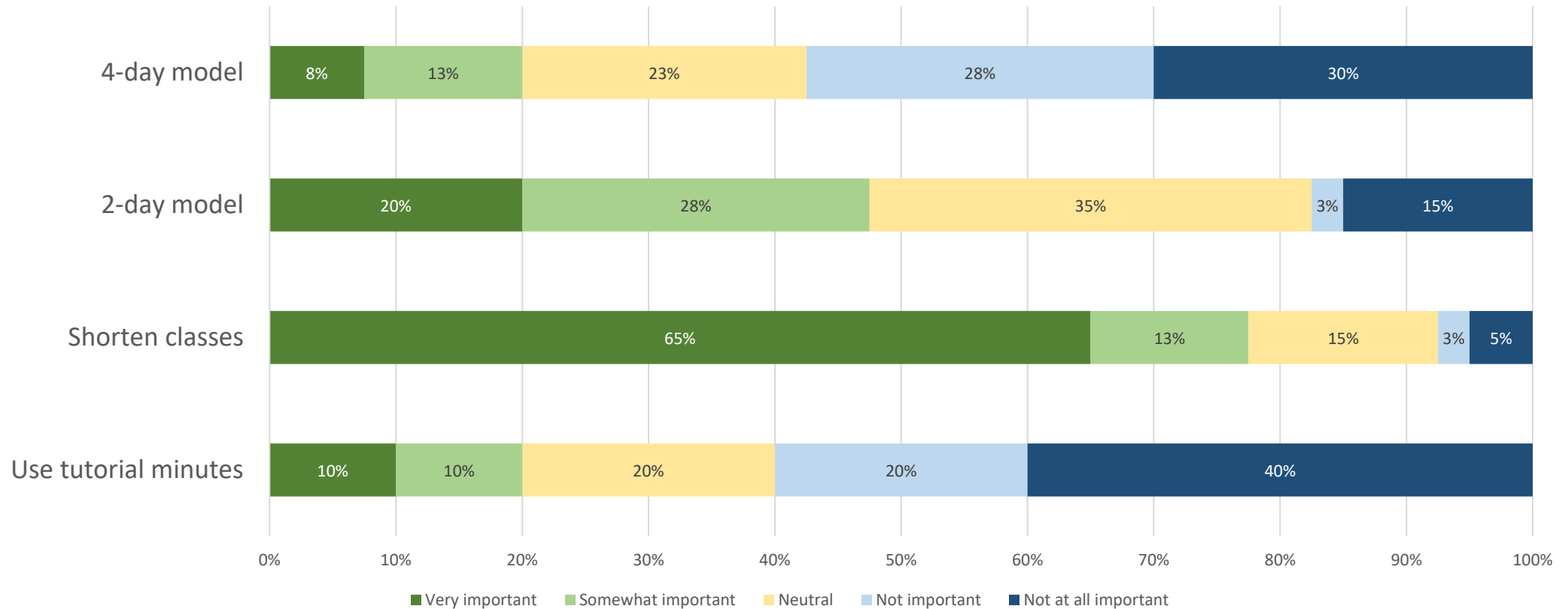
To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Highland Student Responses

## Importance of Ideas: Highland Students

(Student n= 40)



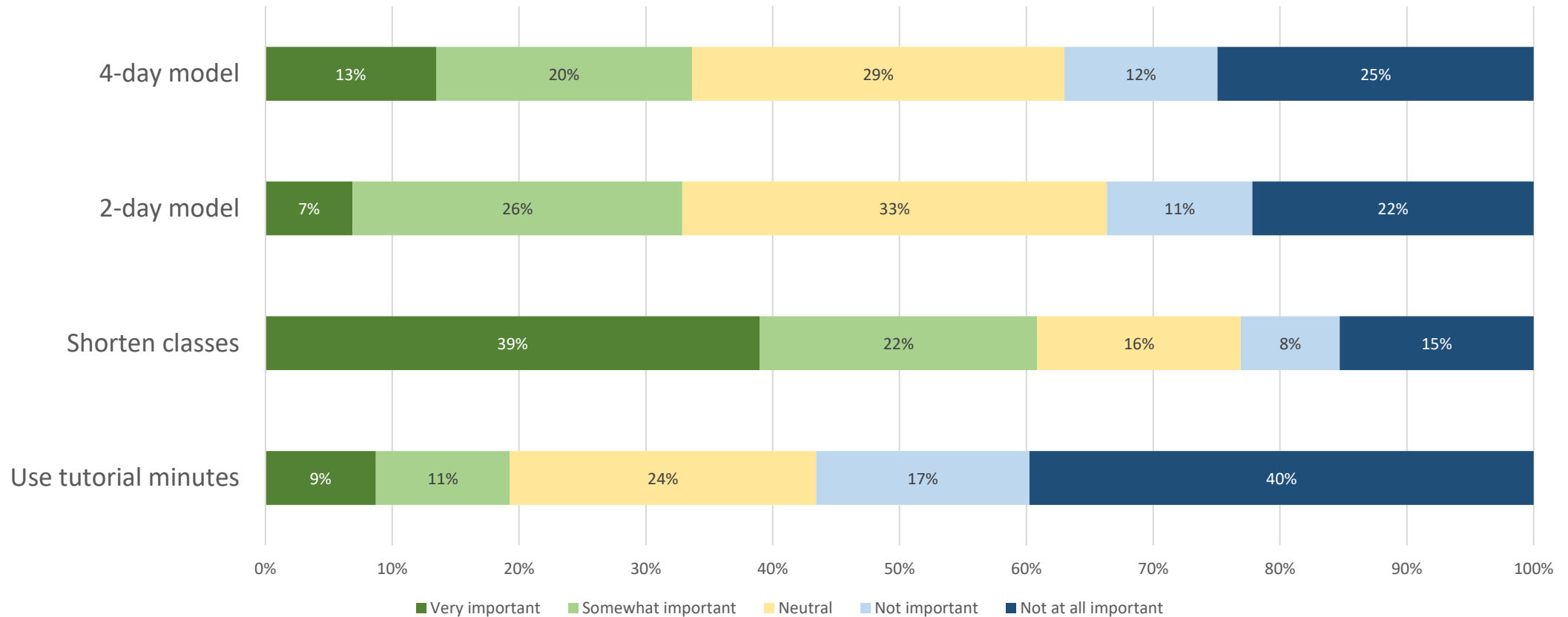
To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Odle Student Responses

## Importance of Ideas: Odle Students

(Student n= 654)



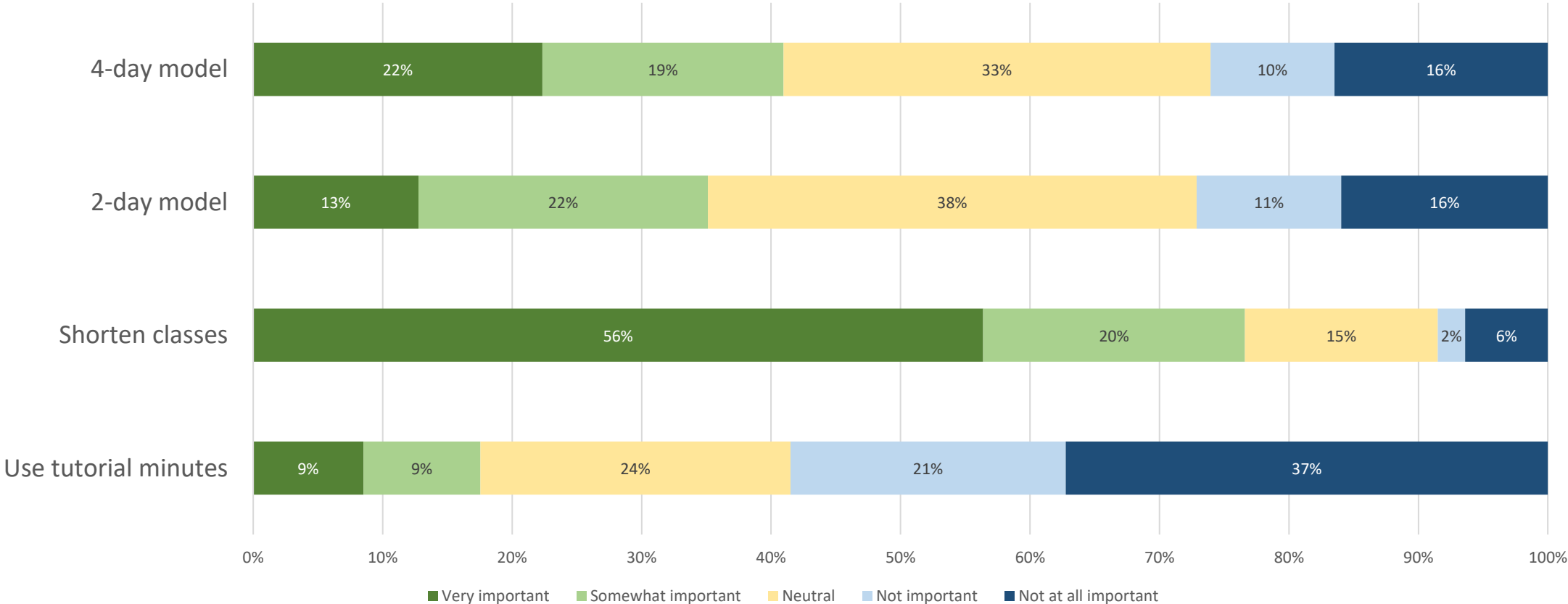
To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Tillicum Student Responses

## Importance of Ideas: Tillicum Students

(Student n= 188)



To affirm and inspire each and every student to learn and thrive as creators of their future world.

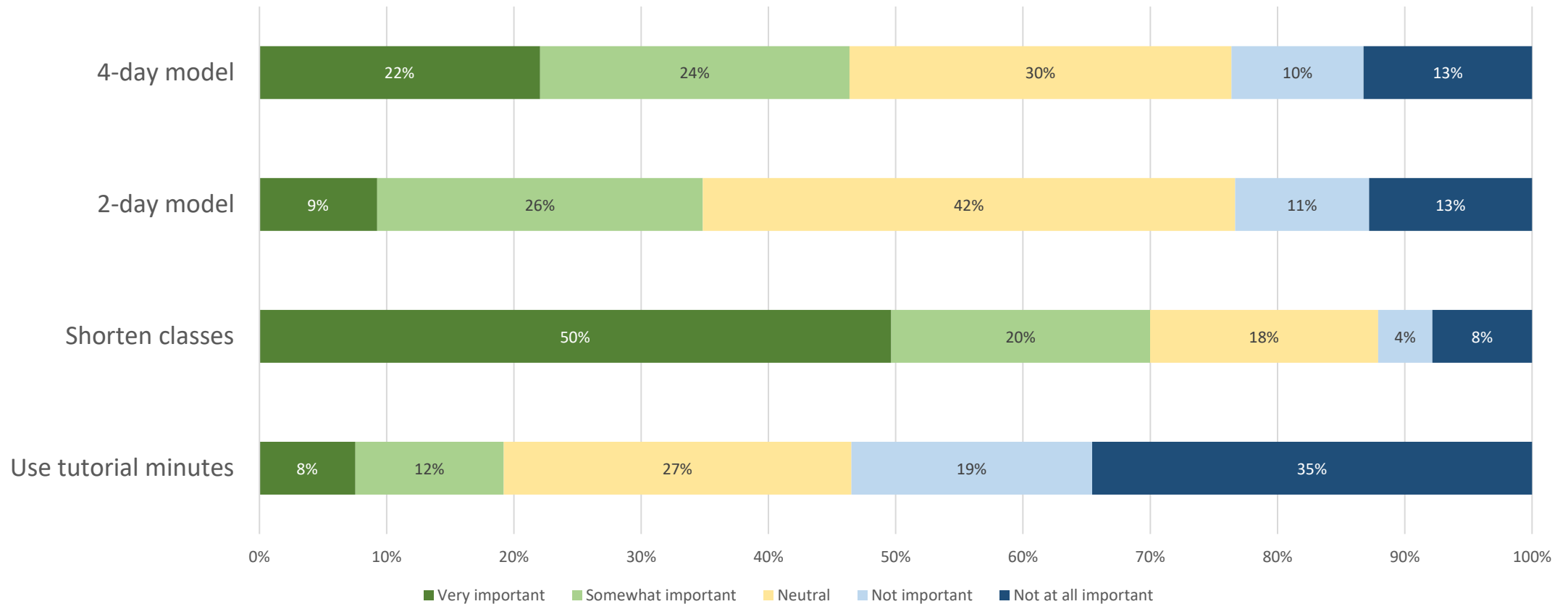




# Tyee Student Responses

## Importance of Ideas: Tyee Students

(Student n= 703)



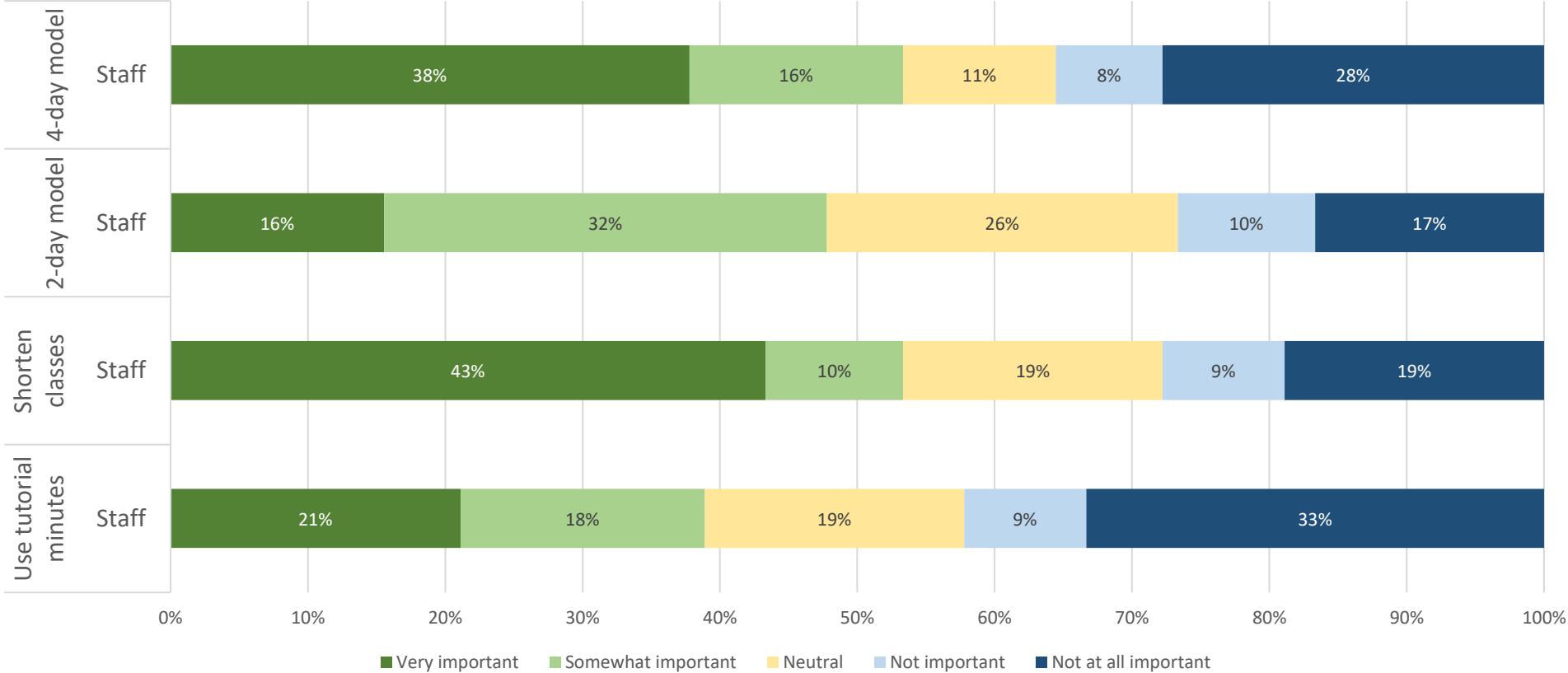
To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Staff Responses

## Importance of Ideas: Staff

(n=90)



To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Feedback on the 4-Day or 2-Day Models

## Students:

- Preferences for each model are similar across the district and at Odle.
- Chinook and Highland students strongly prefer the 2-day model.
- Tillicum and Tyee students slightly prefer the 4-day model.

## Staff:

- Preferences for each model are divided.
- 54% of Staff rated the 4-day model as Somewhat or Very Important, while 36% rated it negatively.
- 48% of Staff rated the 2-day model as Somewhat or Very Important, while 27% rated it negatively.

## Families:

- Preferences for the 4-day and 2-day models are very similar.
- 60% of Family Members rated the 4-day model as Somewhat or Very Important, while 20% rated it negatively.
- 60% of Family Members rated the 2-day model as Somewhat or Very Important, while 20% rated it negatively.



# Feedback on Scheduling During the Day

## Students:

- Student preferences are divided between the early morning, mid-morning, and end of day options.
- No quantitative questions were asked for this topic.

## Staff:

- Staff preferences are divided between the **early morning** and **mid-morning** options.
- A majority (66%) of staff responses rated the end of day option as Not Important or Not at all Important.

## Families:

- Family members generally preferred the **early morning** or **end of day** options over mid-morning.
- No quantitative questions were asked for this topic.



# Feedback on Class or Tutorial Minutes

## Students:

- Students strongly preferred taking 5 minutes from each class over using tutorial minutes.
- 67% of students rated shortening classes as Somewhat or Very Important, while 16% rated this negatively.
- 19% of students rated using tutorial minutes as Somewhat or Very Important, while 56% rated this negatively.

## Staff:

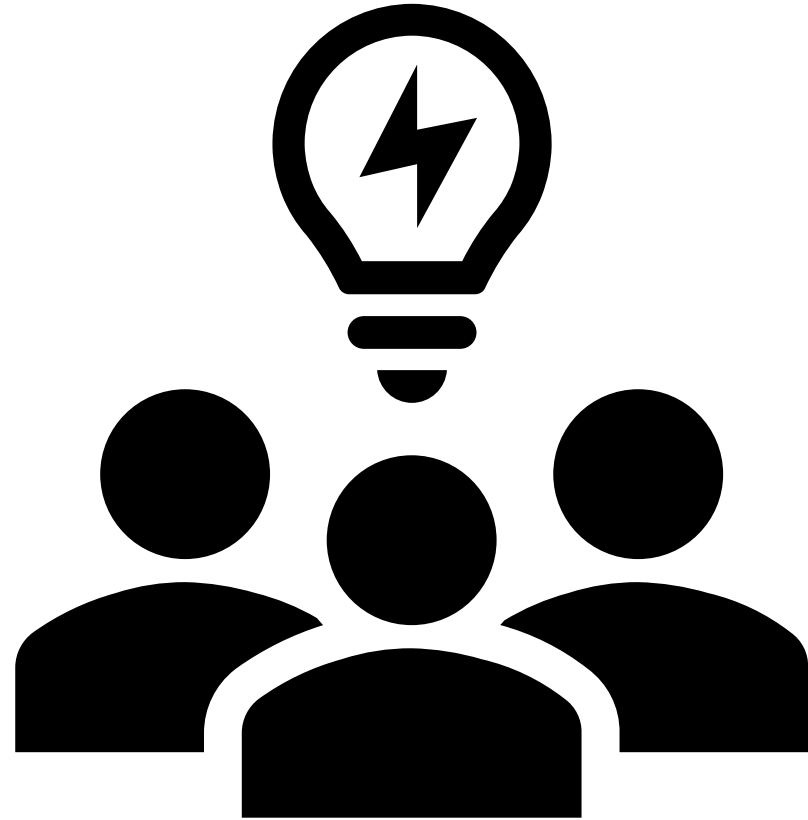
- Staff members slightly preferred taking 5 minutes from each class over using tutorial minutes.
- 53% of staff members rated shortening classes as Somewhat or Very Important, while 28% rated this negatively.
- 39% of staff members rated using tutorial minutes as Somewhat or Very Important, while 42% rated this negatively.

## Families:

- Family members slightly preferred taking 5 minutes from each class over using tutorial minutes.
- 55% of family members rated shortening classes as Somewhat or Very Important, while 25% rated this negatively.
- 45% of family members rated using tutorial minutes as Somewhat or Very Important, while 35% rated this negatively.

# Using Data to Guide Small Group Discussions

- Reaching Consensus – what does that look like?
- In small groups
  - Each person share what they propose and why; 1 min person
  - Open discussion to reach consensus (if needed); 5 min
  - Write proposal on poster paper with rationale (bullets okay here!)
- First round: discuss proposing the **4-day or 2-day model**
- Second round: **when during the day** (first thing, mid morning, end of day)







Sharing

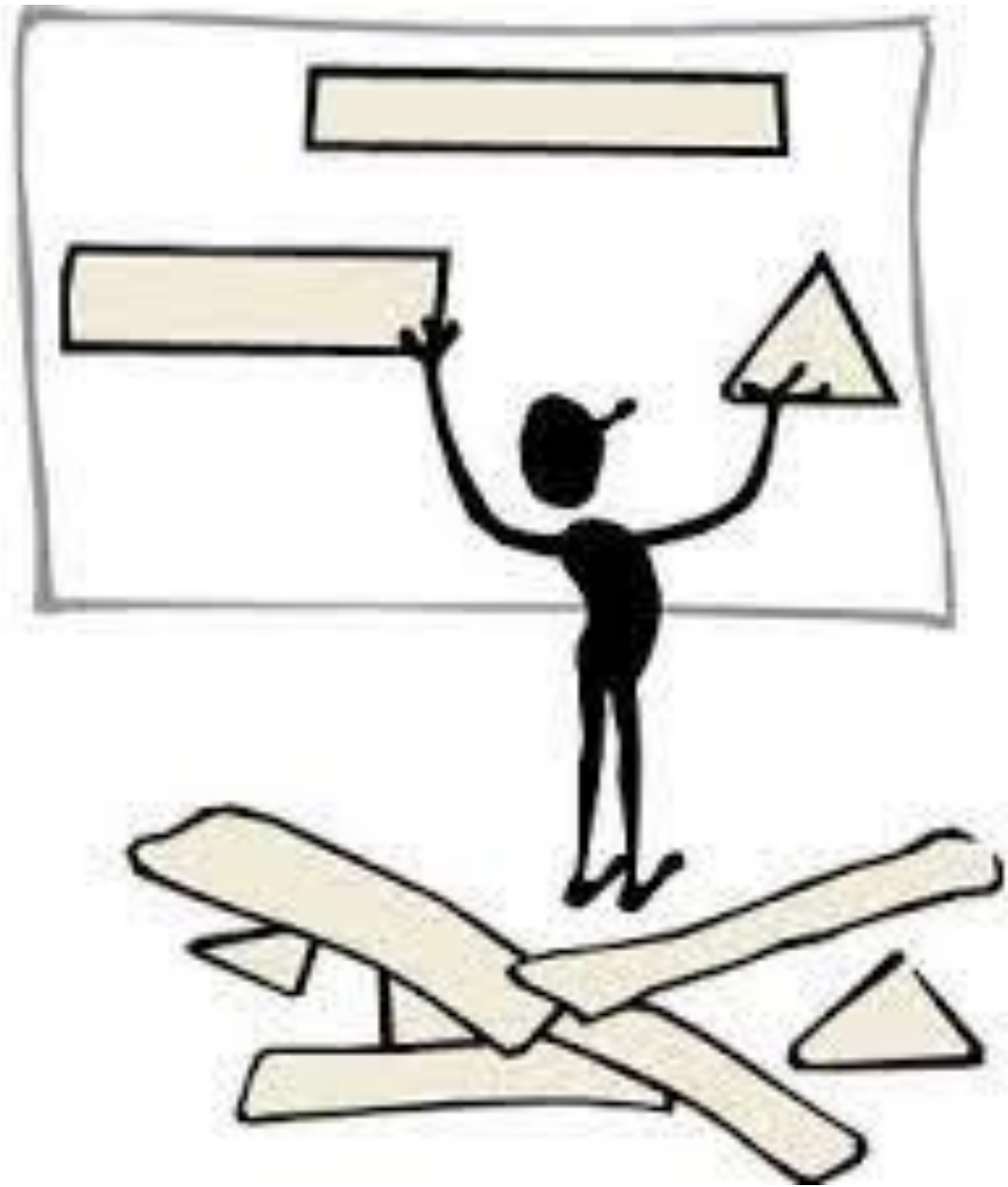


# Timeline Update

# Our Timeline

Date	Time	What
December 7	8:00 – 4:00	Listening campaign in buildings
<del>January 16</del>	4:30 – 6:30	<i>Cancelled due to ice</i>
January 30	4:30 – 6:30	Review data; begin necessary revisions
February 13	4:30 – 6:30	Form Final Design Recommendation
February → March		Gather Perspectives, Make Revisions, Design Team approves changes, Submit to Executive Team

Revising  
(if time)



# Debrief Listening Campaign

RMS

General Info

Meetings

Communication

Data

Planning

Resources

Homeroom DT

albert lee

Listening Campaign Reflections

Friday, January 12, 2024 3:10 PM

School	What went well	What could improve	How can we improve capturing data from marginalized groups?
Chinook			
Highland			
Odle			
Tillicum			
Tyee			

Vision

Resources

Component Brains...

Timeline

Timeline (current)

> 10/26/23 Agenda

> 11/7/23

> 11/16/23 Release ...

Feedback from Sa...

> 12/7/23 Campaign...

1/16/24

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Next Steps...  
transition to  
full RMS  
Team





**Problem-Based  
Learning**

**Refining our Work**

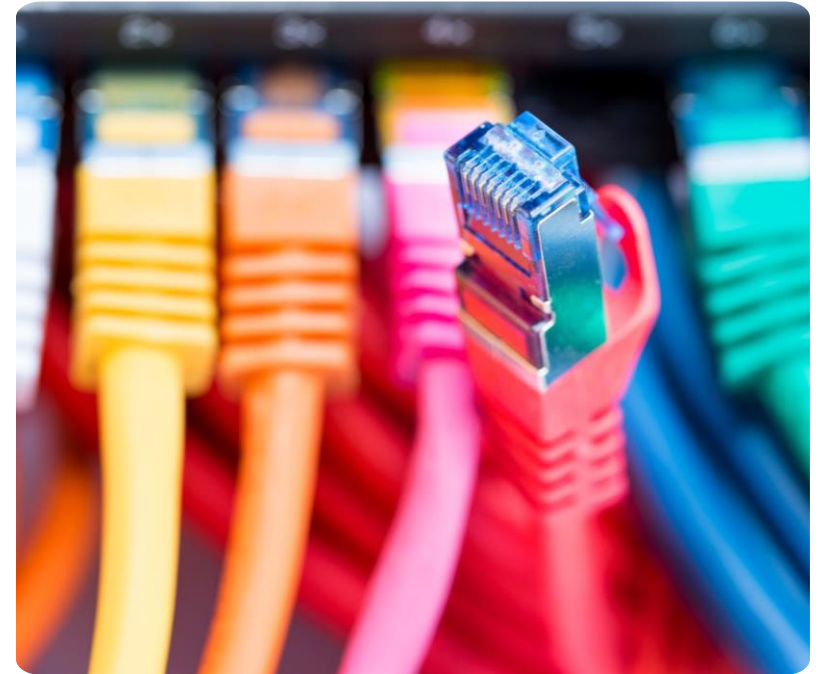
**Helens Room**



# Making Connections

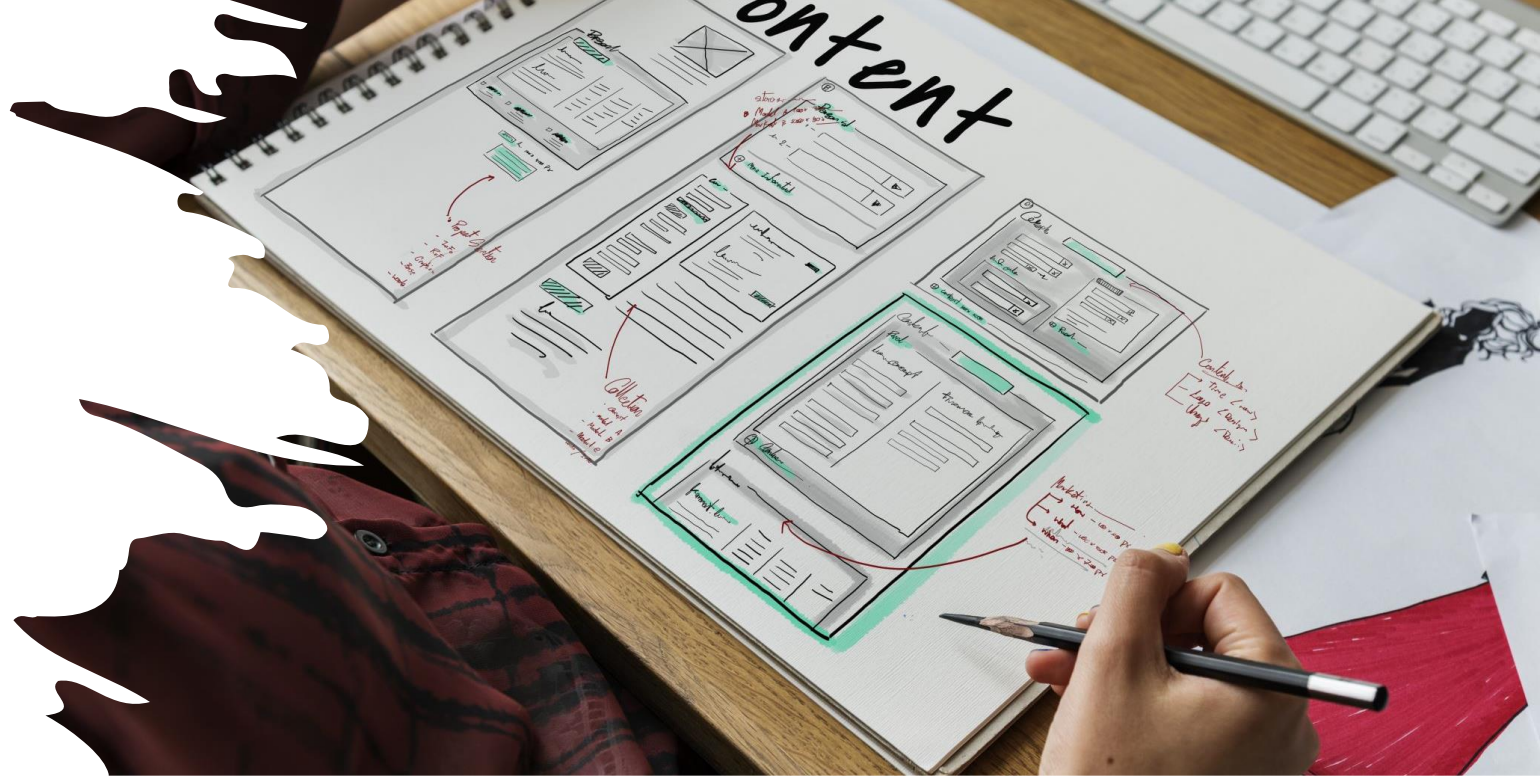
What is something you are proud you learned in 2023?

What is something you hope to learn or master in 2024?





# PBL Design Team Review



## Position for Problem-Based Learning in Middle School



### What is Problem-based Learning? Working Definition

Problem-based learning is a learning process that asks students to engage with open-ended, complex, real-world problems or questions that require a level of higher order thinking to arrive at a possible solution that will be shared publicly.

In a classroom utilizing high-quality, problem-based instruction, we might see:

- Students using critical thinking skills and inquiry to explore and investigate possible solutions to a problem.
- Collaboration happening at every level of the learning process (brainstorming, research, and ideation).
- Students reevaluating and reassessing their strategies and assumptions.
- Mistakes being made, risks being rewarded, humility being encouraged.
- Teachers facilitating learning opportunities with coaching and guidance, acting as partners in the learning.



### Instructional Approach for Problem-based Learning

Educators present a problematic situation before instruction starts.	The problematic situation is open-ended and malleable, demanding reassessment throughout the learning process.	Students are active collaborators, investigators, and problem-solvers throughout the process.	Students demonstrate learning through authentic assessment connected to the problem and/or application of disciplinary skills and tools honed throughout the process.
What might this look or sound like?			
Complex situations presented, students choose how to engage the problem; skills they develop are transferable to other problems.	As new constraints, information, and learning occur, students are asked to reevaluate their strategies. Reflection is key.	Teachers are both cognitive (skills) and metacognitive (thinking) coaches. PBL classrooms are often loud, engaged, and hands-on; direct instruction is still utilized, just as needed.	Students sharing their learning publicly; results and product don't matter as much as the process and reflection.

*Example: Students make connection to personal experience and others' perspectives in order to define the problem of deforestation and its impact on ecosystems (from BSC 7th grade Science unit)*

emdin Seven Cs for Effective Teaching - Educational

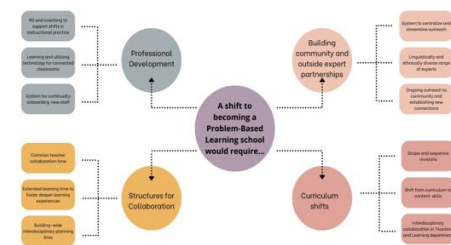
### Essential Criteria for Problem-based Learning

In exploring both the benefits and detriments of PBL, and recognizing that not all classrooms (or students, for that matter) are a monolith, our design team proposed the question: what instructional practices, whether students are in a PBL unit or not, would we hope to see elevated in classrooms?

- Authenticity: questions, problems, focus, and audience are rooted in legitimate, real-world conditions; arbitrary assessments are replaced with authentic application
- Expertise: if the work should extend beyond the classroom, so should the expertise; partnerships with the community, stakeholders, and industry professionals should impact the learning process
- Interdisciplinary: collaboration between subjects, grade levels, *plexities* and classrooms
- Opportunity: students drive the process; student insight and passion guide the content, delivery, and impact
- Inquiry: shifting from an inherently inequitable focus on content to a more equitable focus on transference of skills; from a DI-first model to an Inquiry-first model

### Necessary Support for Problem-based Learning Instruction

This is a shift in structure, grading practices, collaboration, curriculum, etc. The needs are high.



# MicroLab Process

**READ and MARK  
UP** proposal  
(keep in mind we  
will be  
examining/  
unpacking the  
specifics of the  
text regarding  
our  
vision/proposal).

**Use the 4 Cs  
as a guide for  
conversation**

For each C...  
*One individual  
takes two minutes,  
uninterrupted, to  
speak/share*  
*30 second moment  
of silence to digest*  
*Repeat with other  
folks*  
*End with open  
discussion*

**After 15  
minutes,  
move to next**

**C**

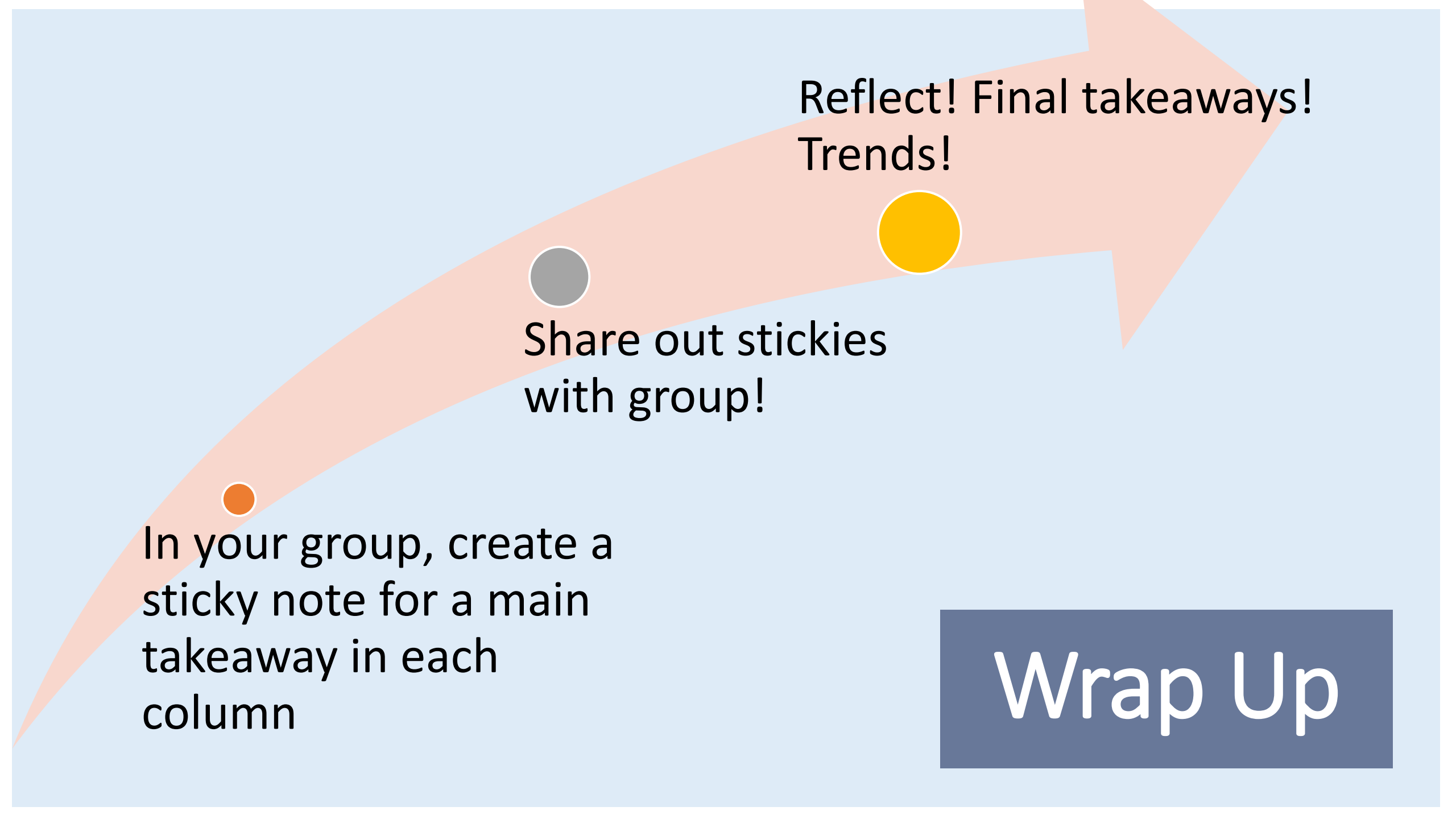


# MicroLab Process



Add to the 4-  
column note  
page!

**Connections:** What connections do you draw between the text and your own life or learning?



In your group, create a sticky note for a main takeaway in each column

Share out stickies with group!

Reflect! Final takeaways!  
Trends!

Wrap Up



# Options for February 29<sup>th</sup> Release Day

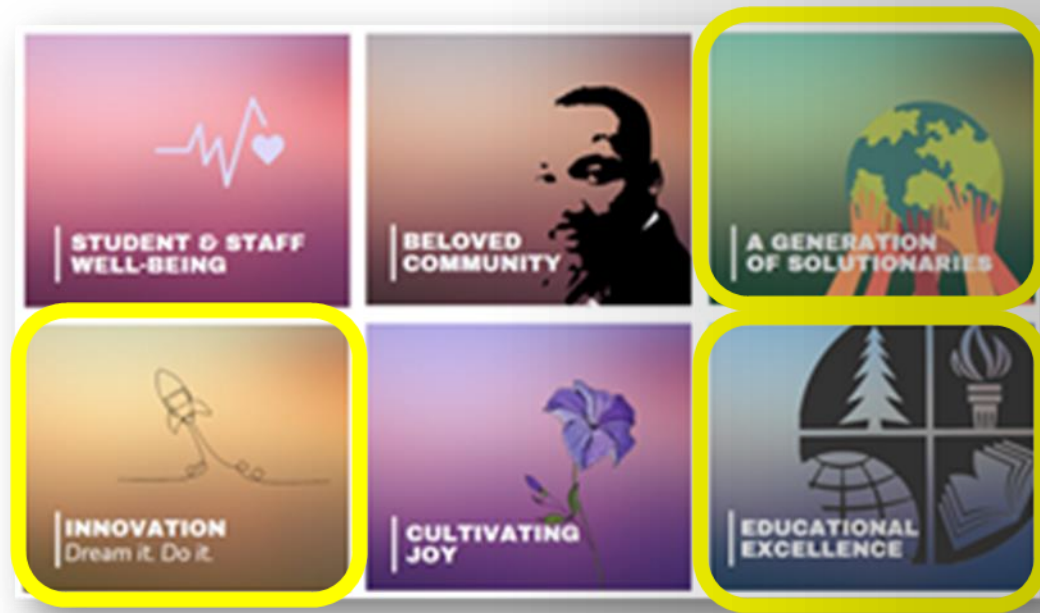
Option #1 - Deep Dive into PBL Planning  
with Teachers from All Five Middle  
Schools

Option #2 – Shallower dive into PBL  
Planning with Teachers from All Five  
Middle Schools (AM & PM)

& Mid-Day Visits at all Middle Schools

Option #3 – Other ideas?





Reimagining  
Middle Schools  
Problem-Based Learning  
Dream it. Do it.

Making it Happen – Closing Thoughts

Next Steps...  
transition to  
full RMS  
Team



# Feedback (12/7)

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**Awesome collaboration and fun to visit another school. Thanks for my new BFF!**

I loved how my team talked a lot and got a lot done

I really liked going to Odle and hearing from the students

The starting together, small group, together, targeted work came together really well

Way to go PBL Design Team!

Great flexibility and so helpful to work with a variety of perspectives. Student members were an integral part to our productivity today: their input helps immeasurably!

I think it would help some if we assigned solo tasks and completed them alone or in pairs, then came back together to review and make sure it all aligned. Too many cooks

# Summary of Today's Work

## **PBL Summary**

- We gave thorough feedback on our vision statement
- Writers workshop
- Used multiple points of view

## **Advisory Summary**

- We reviewed the data from the Listening Campaign in December (staff, family, students)
- Consolidated the data to reach consensus to recommend a 4-day model
- Big shout out Lynne Simpson

# Sign-in & Feedback

01/30/24 RMS Design Team Sign  
In



<https://forms.office.com/r/yMJp88Fw5V>

Next Steps

Our Next Meeting:  
February 13