



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

Who has made you feel
safe, known, and believed in?

What did they do or say to
make you feel this way?

Share with a partner. 



*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



Updates: SEL Pilot & Our Timeline



Recommendation Draft



2/29 Release Day Update

SEL Pilot Update

Building SEL Leaders:

Big Picture: Ariana Taylor

Chinook: Camille Dadural

Highland: Chelsea Ollar

International: Hannah Merisko

Odle: Nickie Powell

Tillicum: Ashley Richardson & Jessi Cassidy

Tyee: Kia Odorico & Jamie Hoener

The logo for "Character Strong" is set within a light green, rounded, organic shape. The word "Character" is written in a black, cursive script. The word "Strong" is also in a black, cursive script, but the letter "S" is significantly larger and loops around the word "Character". A small red heart is positioned on the lower curve of the "S".

Character
Strong

The logo for "Second Step" is set within a large, rounded, organic shape that is red-orange. The background of the entire slide features a yellow-to-orange gradient with several overlapping circles of varying sizes. The words "SECOND" and "STEP" are written in a white, bold, rounded, sans-serif font. "SECOND" is on the top line and "STEP" is on the bottom line. A registered trademark symbol (®) is located to the upper right of the word "STEP".

SECOND
STEP®



Timeline Update

Our Timeline

Date	Time	What
February 13	4:30-6:30	Form Design Recommendation & Presentation
February 27 → March 7		Feedback gathering with various District & BEA Leadership
February 29	All day	Release Day – join PBL or stay in buildings (cxl sub)
March		Review feedback & Make Final Changes (via email)
March 5		Cancel meeting
March 29		Melisa presents to Executive Team
April 2	4:30-6:30	Recap Executive Team presentation and feedback; celebrate our work!



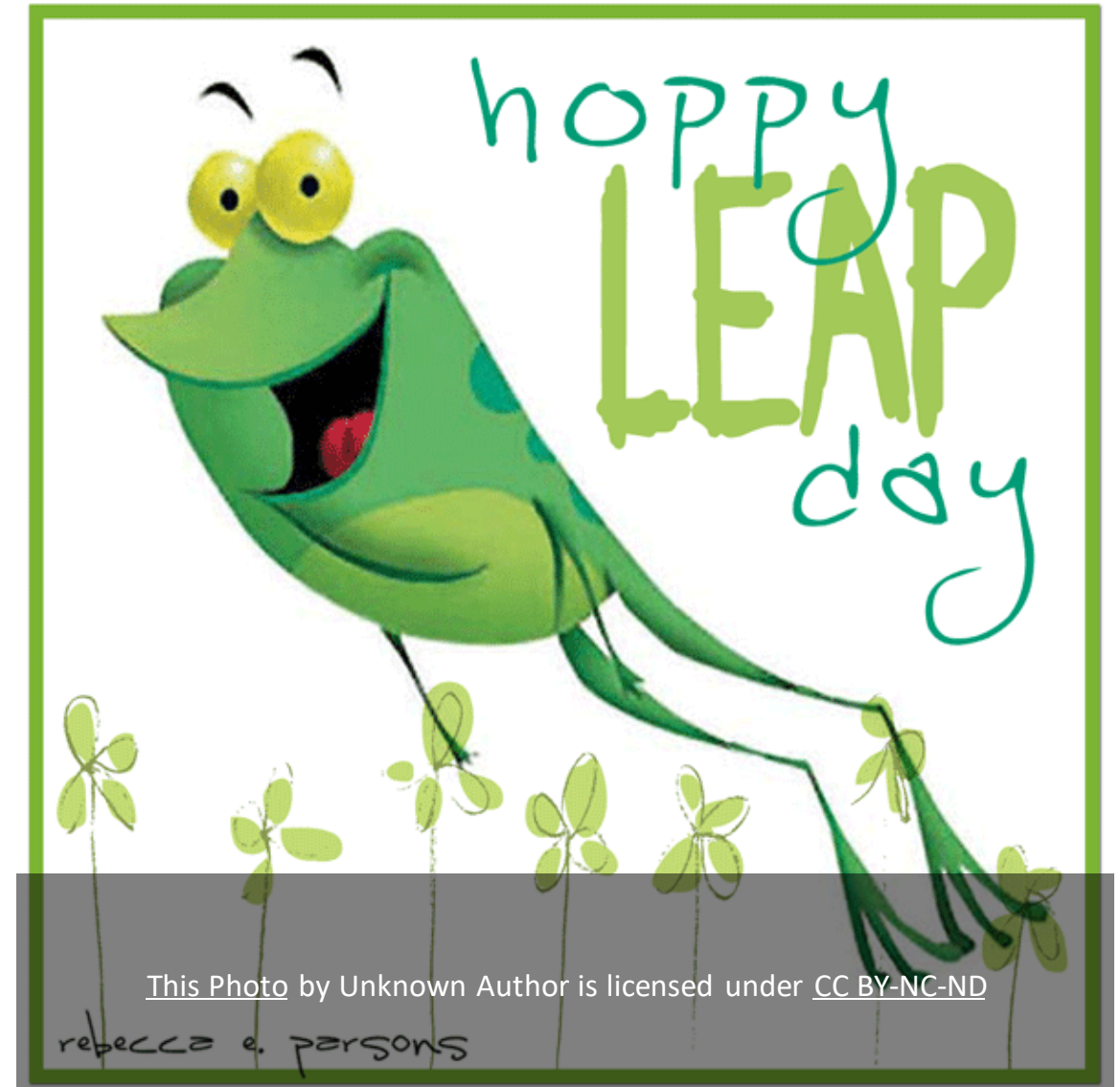
Draft Recommendation Document

- **Individual Processing Time**
 - Read or skim through document and identify:
 - what is *missing*
 - what needs *clarification*
 - what could be *eliminated*
 - *typos* or formatting issues
- **Sharing & Small Group Discussions**
 - Share feedback (what should be revised / edited)
 - Mark up *one document* to be submitted for making changes



February 29
Release Day

Choices:
Join PBL
or
Stay at School



Next Steps...
transition to full
RMS Team



Problem-Based Learning

Next Steps

Helens Room



Making Connections

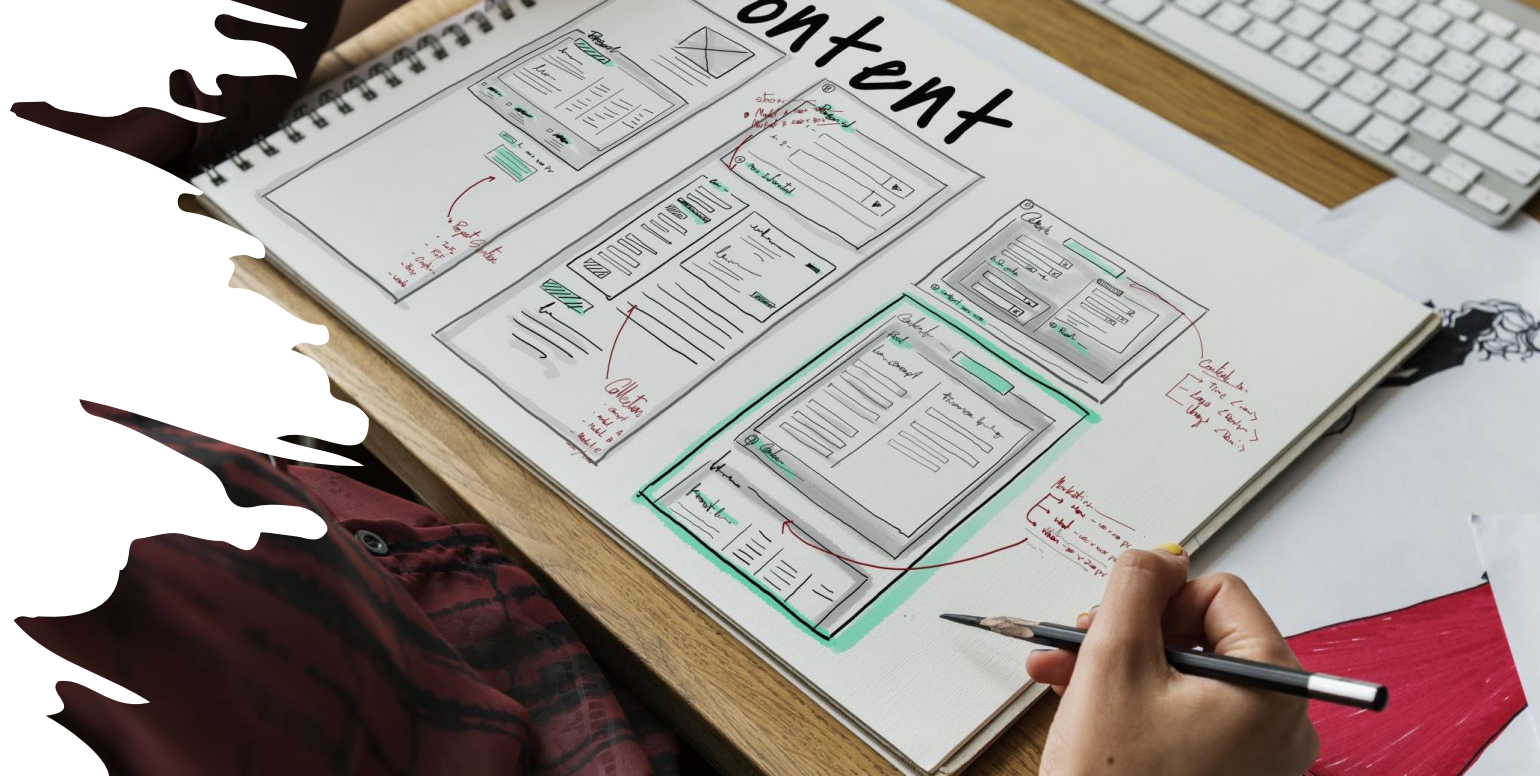
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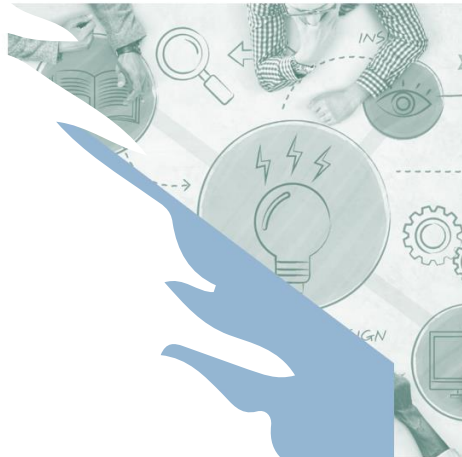
Share with a partner. 



PBL Design Team Review 1/30/24



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 focus, 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)

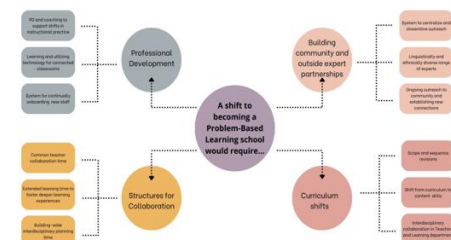
Essential Criteria for Problem-based Learning

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, electives 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.



Options Considered for February 29th Release Day

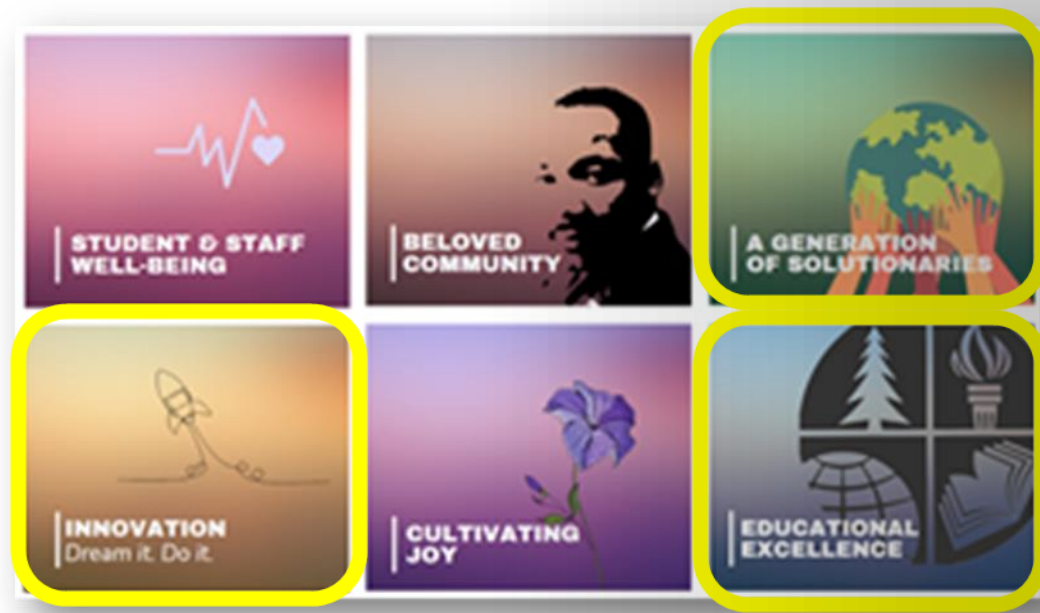
Option #1 - Deep Dive into PBL Planning
with Teachers from All Five Middle
Schools

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

& Mid-Day Visits at all Middle Schools

New-Option #3 –PBL Design Team+ at
Chinook Middle School





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

Making it Happen – Closing Thoughts

Next Steps...
transition to
full RMS
Team



Feedback (1/30)

So appreciate the quick welcomer and right into the task that was clearly outlined and direct. We were able to make so much progress!

Great collaboration!

It was great, smooth, and with lot of work done on the vision doc for pbl.

Thank you - nice work!

Thanks

Great conversations at the homeroom session!

I absolutely enjoyed the breakdown and presentation of the data!

Summary of Today's Work

Recognize that we have contract negotiations and budget circumstances.

PBL Summary

- Working on a document that describes the model of PBL in Bellevue, nested in UDL, Global Competency, 2022 Danielson Framework.
- Close to sharing more widely.
- Leap Day Release Day – how we will use that to invite others including Homeroom Design Team to work alongside Team

Advisory Summary

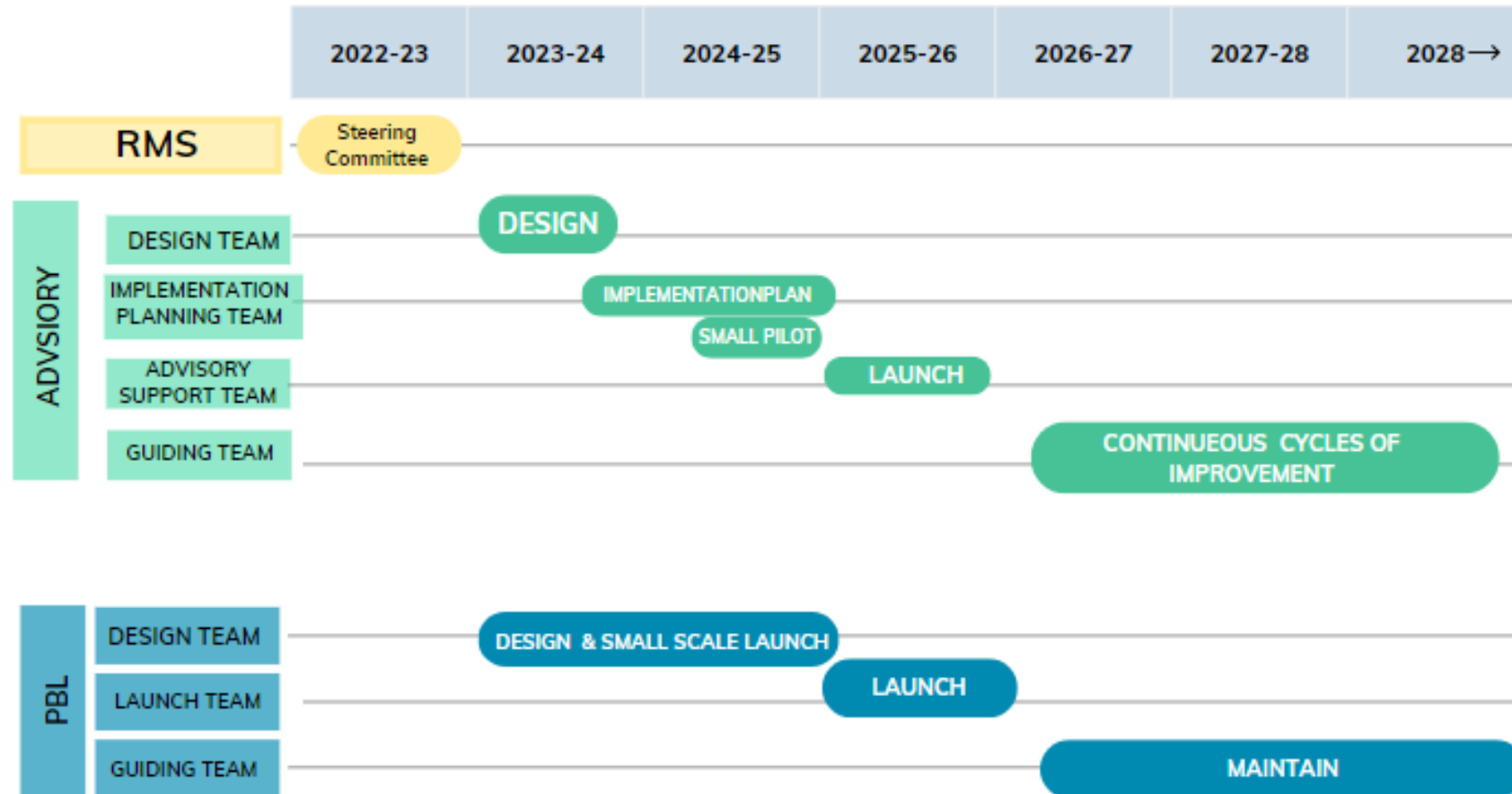
- We looked at draft recommendation document. Read through, ask clarification questions.
- Homeroom is going to require a shift in thinking, resources, and time.
- Noting our level of influence and control.
- Recognize change is hard.
- Stay strong to our vision.
- Provide feedback/edits to Wendy.

What is coming up?

- **February 29-** Released Day for PBL
- **March-** News and Event Update
- **March 5-** Meeting cancellation
- **March 29-** RMS Recommendation to Cabinet and Dr. Aramaki
- **April 2-** Celebration and Share the RMS presentation (invite consultancy members)
- **April-** BEA update and other Stakeholders
- **April/May-** News and Event Update
- **May 14-** Meeting cancellation
- **June 4-** Meeting cancellation
- **May-June-** Transition Meetings to the Implementation Team



Recommended Implementation Timeline



Throughout the projects, we will leverage continuous cycles of improvement, stakeholder input and criteria for evaluation.

Released Day PBL (2/29)

Our goal is to complete the Problem-Based Learning design process for Reimagining Middle School and set the stage for next phase of the project.

Invitation for homeroom design members, sITCLS, and sDevelopers

Sign-in & Feedback

02/13/24 RMS Design Team Sign
In



<https://forms.office.com/r/3ku4NPVnwN>

Next Steps

Our Next Meeting:
February 29
Release Day!

Please let wendy know asap if you are not joining so we can cancel your substitute!