

## **Design-Based Learning at Center X and San Gabriel Unified School District**

### **Professional Learning Proposal 2019 – 2021**

**\*This agreement is based on a 2-year, 120-hour minimum commitment**

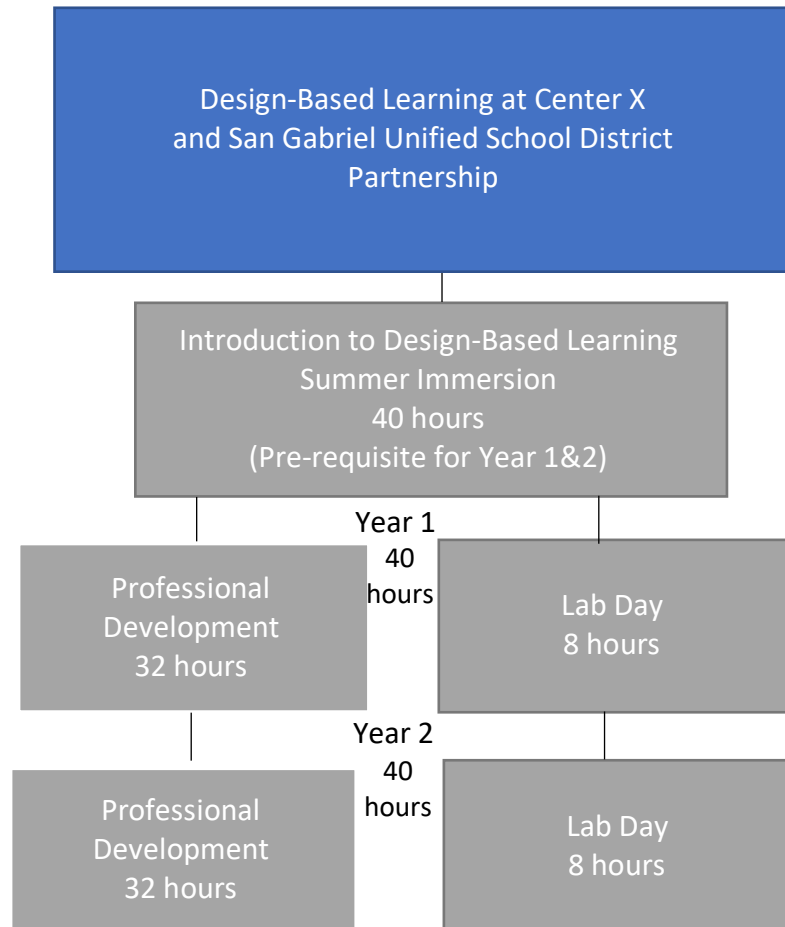
#### **I. Partnership Goals:**

- Teachers will explore the field of Design-Based Learning and explore student-centered methods for teaching higher level thinking skills associated with self-advocacy and social consciousness to support student mastery of the K–12 standards.
- Teachers will collaborate in high functioning professional learning communities to develop a year-long Design-Based Learning curriculum, including a sequence of Design Challenges and high quality, standards-aligned Guided Lessons.
- Teachers will increase student accessibility to core curriculum through deeper, interdisciplinary learning that addresses the needs of diverse learners.
- Teachers will develop and refine civics connections to promote equity in the existing Design-Based Learning program by analyzing standards and themes in the curriculum.
- San Gabriel Unified School District will become self-sustaining in the Design-Based Learning methodology, utilizing the expertise of the teacher coaches who have completed 120 or more hours of Design-Based Learning professional development.

#### **Ongoing partnership goals:**

\*Selected teachers may be eligible to become Design-Based Learning trainers through UCLA Center X.

**II. Partnership At-a-Glance:**



### III. San Gabriel Unified School District Partnership Outline:

#### **Design-Based Learning Professional Development YEAR 1: 2019–2020**

##### ☐ **Goals:**

**Beginning Design-Based Learning Teachers** (already completed 40 hours of Introduction to Design-Based Learning)

***Design-Based Learning as a Process*** (Continuation of Introduction to Design-Based Learning - Summer Immersion)

- Teachers will explore the field of Design-Based Learning and analyze the curriculum in order to develop a sequence of 3–5 Design Challenges and standards-aligned Guided Lessons with pre-set criteria and evaluation outcomes.
- Teachers will collaborate in high functioning learning communities to develop and implement student-centered, integrated curriculum that addresses the needs of diverse learners.
- Teachers will develop civics connections to promote equity in the Design-Based Learning program by analyzing standards and themes in the curriculum.
- Teachers will utilize research-based readings and materials to further understanding of the Design-Based Learning methodology.
- Teachers will evaluate student learning and teacher practice.

**Advanced Design-Based Learning Teachers** (Completed 120 or more hours of Design-Based Learning Professional Development)

***Classroom as a Micro World***

- Teachers will collaborate in grade level and content area groups to refine the existing Design-Based Learning program, including Design Challenges and Guided Lessons to address the needs of diverse learners through high quality, integrated instruction.
- Teachers will differentiate between specific transfer of learning and non-specific transfer of learning and analyze standards and themes in the curriculum to teach principles, concepts, and values and develop civics connections to promote equity in the Design-Based Learning curriculum.
- Teachers will be trained to teach other teachers so that Design-Based Learning is self-sustaining in San Gabriel Unified School District.
- Teachers will utilize research-based readings and materials to further understanding of the Design-Based Learning methodology.
- Teachers will reflect on student learning and teacher practice.

##### ☐ **Who:**

- SGUSD K–12 teachers

##### ☐ **When:**

- Monthly meetings from 4 – 8 p.m.
- 2019–2020 dates TBD

## **Lab Day**

### ☐ **Goals:**

#### **Beginning and Advanced Design-Based Learning Teachers**

- Teachers will analyze best teaching practices through classroom observations and reflection.
- Teachers and teacher coaches will support Design-Based Learning implementation in the classroom through the development of Design Challenges and standards-aligned Guided Lessons.
- Teachers will collaborate in grade levels and subject areas to analyze curriculum pacing plans, standards, etc. to inform instruction to meet the needs of diverse learners.
- Teachers will engage in strategic instructional planning to address grade level content standards and the needs of all students.

## **Introduction to Design-Based Learning Immersion SUMMER 2020**

**\*This course is a pre-requisite for 120 hours of Design-Based Learning training and is the first 40 hours for new teachers.**

### ***Introduction to Design-Based Learning***

#### ☐ **Goals:**

- Teachers will explore the field of Design-Based Learning with student-centered, hands-on methods for teaching higher level thinking skills to support student mastery of the required K–12 standards.
- Teachers will analyze the curriculum in order to develop a sequence of 3 Design Challenges and Guided Lessons into a logical curriculum with pre-set criteria and evaluation outcomes.
- Teachers will begin to develop a comprehensive sequence of integrated curriculum around Essential Questions and embedded assessment to address diverse student needs.

#### ☐ **Who:**

- SGUSD K–12 teachers

#### ☐ **When:**

- 5 days/40 hours
- Dates TBD

## **Design-Based Learning Professional Development YEAR 2: 2020–2021**

### ☐ **Goals:**

**Beginning Design-Based Learning Teachers (already completed 40 hours of Introduction to Design-Based Learning and 40 out of 80 hours of Design-Based Learning as a Process)**

#### ***Design-Based Learning as a Process***

- Teachers will continue to explore the field of Design-Based Learning and analyze the curriculum in order to develop a sequence of 3–5 additional Design Challenges and Guided Lessons into a logical curriculum with pre-set criteria and evaluation outcomes (for a total of 6–10 Design Challenges completed in Years 1 & 2).
- Teachers and teacher coaches will develop the capacity of teachers to implement the Design-Based Learning methodology and high quality, standards-aligned Guided Lessons in K-12 classrooms.
- Teachers will develop civics connections to promote equity in the Design-Based Learning program by analyzing standards and themes in the curriculum.
- Teachers will utilize research-based readings and materials to further understanding of the Design-Based Learning methodology.
- Teachers will evaluate student learning and teacher practice.

**Advanced Design-Based Learning Teachers (Completed 120 or more hours of Design-Based Learning Professional Development)**

#### ***Classroom as a Micro World***

- Teachers will collaborate in grade level and content area groups to refine the existing Design-Based Learning program, including Design Challenges and Guided Lessons to address the needs of diverse learners through high quality, integrated instruction.
- Teachers will differentiate between specific transfer of learning and non-specific transfer of learning and analyze standards and themes in the curriculum to teach principles, concepts, and values and develop civics connections to promote equity in the Design-Based Learning program.
- Teachers will be trained to teach other teachers so that Design-Based Learning is self-sustaining in San Gabriel Unified School District.
- Teachers will utilize research-based readings and materials to further understanding of Design-Based Learning.
- Teachers will reflect on student learning and teacher practice.

### ☐ **Who:**

- SGUSD K–12 teachers

### ☐ **When:**

- Monthly meetings from 4 – 8 p.m.
- 2020–2021 Dates TBD

## **Lab Day**

### ☐ **Goals:**

#### **Beginning and Advanced Design-Based Learning Teachers**

- Teachers will analyze best teaching practices through classroom observations and reflection.
- Teachers and teacher coaches will support Design-Based Learning implementation in the classroom through the development of Design Challenges and Guided Lessons.
- Teachers will collaborate in grade levels to analyze curriculum pacing plans, standards, etc. to inform instruction to meet the needs of diverse learners.
- Teachers will engage in strategic instructional planning to address grade level content standards and the needs of all students.

**\*Option of UCLA Extension units being offered for an additional fee of \$300 per teacher.**

IV. Budget Consideration for Design-Based Learning Professional Development:

**Year 1: 2019–2020**

Professional Development	Hours	Center X Rate	Subtotal
8 Professional Development Days (4 hours)	32 hours	\$460 per hour	\$14,720
Coaching	Days	Center X Rate	Subtotal
1 Lab Day	8 hours	\$460 per hour	\$3,680

<b>Proposal Total:</b>	<b>40 hours</b>	<b>\$18,400</b>
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**Introduction to Design-Based Learning Immersion: Summer 2020**

\*This is a pre-requisite for Year 1 and 2. Introduction course is for new teachers or for returning teachers training to be coaches.

Professional Development	Hours	Center X Rate	Subtotal
5 Professional Development Days (8 hours)	40 hours	\$460 per hour	\$18,400

<b>Proposal Total:</b>	<b>40 hours</b>	<b>\$18,400</b>
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**Year 2: 2020–2021**

Professional Development	Hours	Center X Rate	Subtotal
8 Professional Development Days (4 hours)	32 hours	\$460 per hour	\$14,720
Coaching	Days	Rate	Subtotal
Lab Day	8 hours	\$460 per hour	\$3,680

<b>Proposal Total:</b>	<b>40 hours</b>	<b>\$18,400</b>
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<b>Entire Proposal Total:</b>	<b>120 hours</b>	<b>\$55,200</b>
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**V. Contact Information:**

**San Gabriel Unified School District**

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