



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Superintendent's Working Committee: Board Briefing

“Bright Spots Findings”

December 18, 2018



Purpose

- Where We've Been (recap)
- What We've Done
- What We've Learned
- Where We Aspire to Go (Next Steps)
- Further Considerations & Discussion



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Where We've Been

Where We've Been: Key Moments



- Highlights achievement / engagement gap
- Among other changes...Calls for greater access to PBL, IBL, and Experiential Learning Opportunities
- Relevant, real world learning experiences

- Models presented by SMMUSD students and staff
- Research on Inquiry and Project-based learning presented, including impact data
- Board direction on next steps

- Direction to prepare and establish a 2019-20 ninth grade PBL Cohort
- Secondary Teacher PBL Cohort approved
- Learning and Innovation Coordinator position approved
- Establish Superintendent's Working Committee

- Update on the board's direction on the Superintendent's Committee work
- Hire Coordinator
- Funding source for to enact PBL vision
- Professional Development and Instructional Supplies
- Approval of PBL High School CDS Code application

Board Direction (11/15/18)



- Include Board members in site visits
- Obtain and consider student input





SMMUSD's Common Message

All students graduate ready for college and careers from schools that are safe, socially responsive and academically rigorous. This is accomplished through a self-reflective, shared system of accountability that consistently uses culturally relevant best practices to maximize equitable student outcomes.



Superintendent's Working Committee: **Purpose and Process**

To effectively develop a comprehensive PBL implementation plan which:

- Boosts engagement and addresses equity and achievement gaps
- Addresses the SMMUSD Board of Education's charge to build internal capacity and launch a PBL secondary cohort to begin the fall of 2019.

Guiding Questions:

- Why does it matter?
- What is PBL?
- How does it help close the achievement and opportunity gaps?
- What are the PBL "Bright Spots" in SMMUSD?



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What We've Done

- Engaged stakeholders
- Site Visits
- Conferences
- Professional Development
- Review of the Literature



REVISED PBL DEFINITION (3.0):

PROJECT-BASED LEARNING (PBL) is an **authentic** learning experience achieved through deep engagement with high interest, relevant, real-world, curriculum-related projects over an extended period of time. Students then demonstrate their knowledge and skills through a public product or presentation. It is often interdisciplinary and/or interest-based with differentiation existing in instruction, demonstration, and content.

PBL can be...

- Individual or Collaborative
- Driven by interests, inquiry, and/or individuals' strengths and needs

Bright Spots } Barriers }

- | | |
|--|---|
| <ul style="list-style-type: none"> • connection to Ed Specs • Poet Laureate • SJ Framework • Decades Day (11th grade) • Interviews / capstone projects (8th) • Story detectives • Support (Flex time Advisory) • Malibu schedule set up as CORE (grade level teams) • cohort of willing teachers • Arts Integration • Blended Learning • SJ cohort #1 — stars • RJ cohorts — collaborative cultures | <ul style="list-style-type: none"> • common understand — vision, agreements • time — change the way we use time • "smallness" at sites • how many hats are we wearing? • culture of dependent learner vs independent learner and risk takers • alignment — career pathways • moving target — evolving market |
|--|---|

Engaged Stakeholders

- Queried Supt's Working Committee
- Interviewed each secondary principal
- Surveyed PBL Cohort teachers
- Focus groups with over 300 students (secondary)





2017 - Culpepper, Fuller, Lieberman, Mechur, Richardson, Rishe, Shelton, Tahvildaran-Jesswein,



Nov. 2017 - Rishe, SMASH staff, Smith



Feb - Braff, Burgess, de la Torre, Drati, Foster, Leon-Vasquez,, Mendinueto, Mora, Rishe, Richardson, Smith



Feb & Dec - Avedian, Braff, Burgess, de la Torre, Drati (2x), Fuller, Haendel, Jurewicz, Kean, Ledford, Leon-Vasquez, Lieberman (2x), Mooney, Mora (2x), Richardson, Rishe, Shelton, Smith (2x), Tahvildaran-Jesswein



Nov. - Roman, Serratore, Smith



Dec - Avedian, Drati, Kean, Jurewicz, Ledford, Lieberman, Mooney, Mora, Shelton, Smith, Tahvildaran-Jesswein



Dec - Mooney, Rishe, Shelton, Smith

Site Visits

- **Board Members**
- **Superintendent**
- **Executive Cabinet**
- **Principals**
- **Teachers**
- **Ed Services Staff**



Conferences

- *Big Bang*
- *Meeting of the Minds*
- *CTE Conference*
- *Big Picture Learning Leadership Conference*

Professional Development

- *Buck Institute*
- *Cohort*
- *Leaving to Learn*



Selected Citations

Buck Institute for Education *PBL for 21st Century Success*

http://www.bie.org/object/document/research_summary_on_the_benefits_of_pbl

Study of Deeper Learning: Opportunities and Outcomes, American Institutes for Research (AIR) visit <http://www.air.org/project/study-deeper-learning-opportunities-and-outcomes>

Powerful Learning: Studies Show Deep Understanding Derives from Collaborative Methods

Cooperative learning and inquiry-based teaching yield big dividends in the classroom. And now we have the research to prove it.

By [Brigid Barron](#), [Linda Darling-Hammond](#)

October 8, 2008

Literature Review

Project Based Learning (PBL) prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit.

- Buck Institute for Education

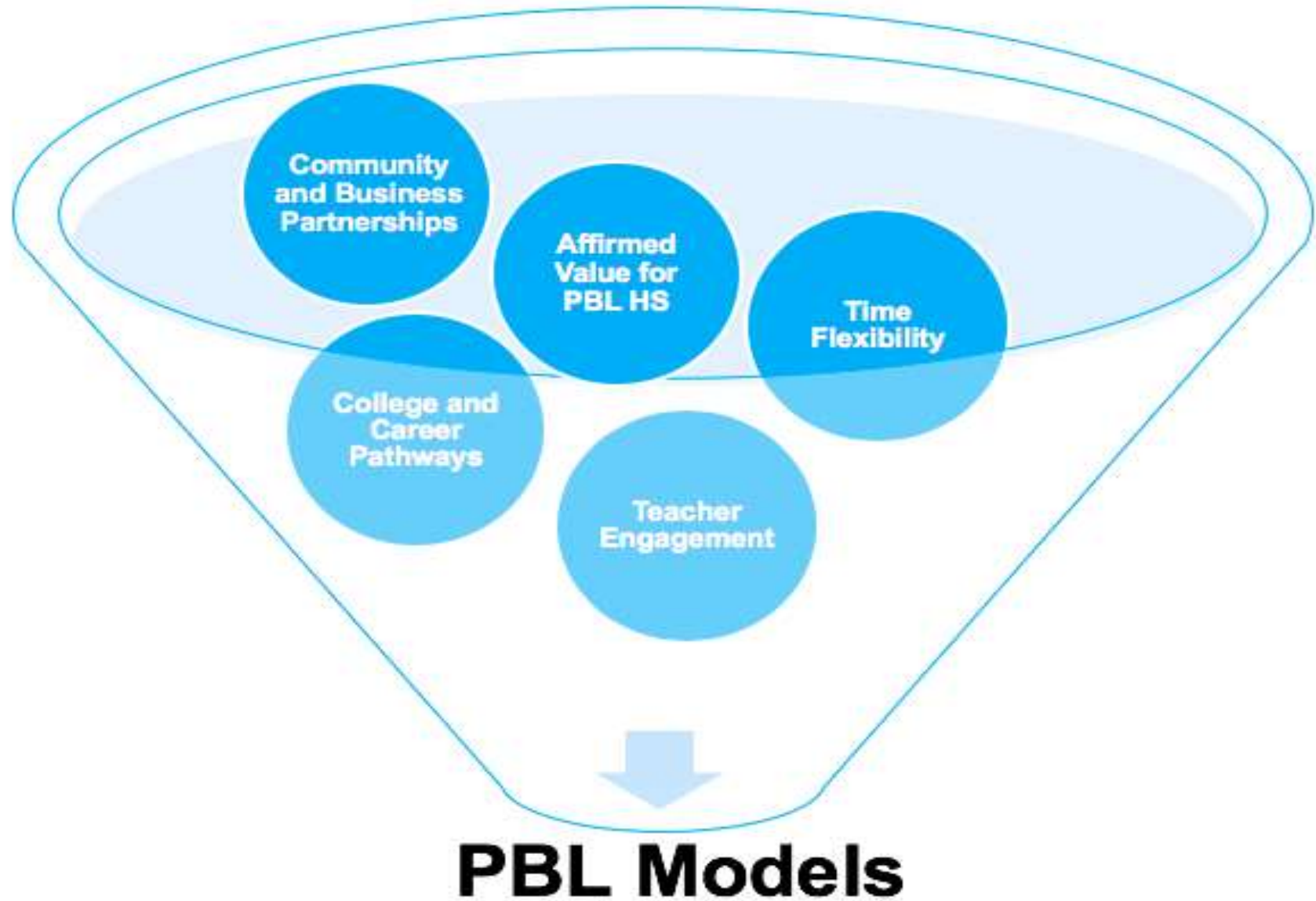




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What We've Learned

What We've Learned





Researched Models of PBL

- **Individualized/Personalized Learning**
 - Curriculum decision-making, technology, and instructional pace based on students' needs
- **Interest Based Learning (Capstone)**
 - Curriculum decision-making driven by students' interests
 - Capstone = multi-faceted, culminating academic & intellectual experience at the end of a learning pathway
- **Inquiry Based Learning**
 - Prioritizes questions, ideas, analysis, and creative problem solving to drive instruction and/or reach a conclusion.
- **Specialized Career Learning (Pathways)**
 - Combines academic and career-oriented instruction



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Where We Aspire to Go



Where We Aspire to Go:

- **Expand PBL Professional Development**
 - Invite PK -12 teachers to participate in upcoming cohorts
 - Intentional collaboration and integration across content areas (ELA, SJ, NGSS, Math, HSS, VAPA)
- **Specialized College and Career Learning Opportunities**
 - Extended opportunities for internships, externships, and apprenticeships
 - Expanded community partnerships
- **PBL Student Cohort**
 - Pathway of choice
 - Project-based learning focus
 - 9th Grade begins Fall, 2019



NEXT STEPS

DEVELOP IMPLEMENTATION PLANS:

- Expand PBL Professional Development Opportunities for Teachers
- Strengthen High School College and Career Learning Pathway Opportunities
- Capstone Learning Experiences
- PBL Student Cohort
- Follow Up Meetings with Board Members



Further Considerations