

Project Based Learning Implementation Plan

Board Meeting
January 24, 2019



Purpose

What:

Overview of PBL conceptual models:

- Individualized/Personalized Learning Model (New Village Girls Academy, Big Picture High School-Fresno, SMASH, Innovations High School-Reno)
- Interest Based Learning Capstone Model (CART, Dos Pueblos HS, High Tech High, Wiseburn)
- Specialized Career Learning Pathway Model (SAMOHI, CTE programs)

Deep-dive into Individualized/Personalized Learning Model

- Structural and cultural conditions
- Sample weekly schedule
- Sample Courses

Review of program requirements for Individualized/Personalized Model

- Structural and cultural conditions
- Sample weekly schedule
- Sample Courses

Review 4-year PBL implementation proposal

Why:

Seek school board direction on the 4-year implementation proposal of PBL in SMMUSD.



Our Journey

Equity Report
4/7/16

Board
Study
Session
11/15/17

Board
Discussion
and Action
3/15/18

Board
Discussion
and Action
11/15/18

Board
Discussion
12/18/18

- 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 Supt's Committee work
- Hire. Coord.
- Funding source for to enact PBL vision
- Professional Development and Instructional Supplies
- Approval of PBL High School CDS Code application
- Update on work completed by Sup's Working Committee
- Define PBL and the proposed models
- Identified four key next steps
- Board direction to develop implementation plans



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.



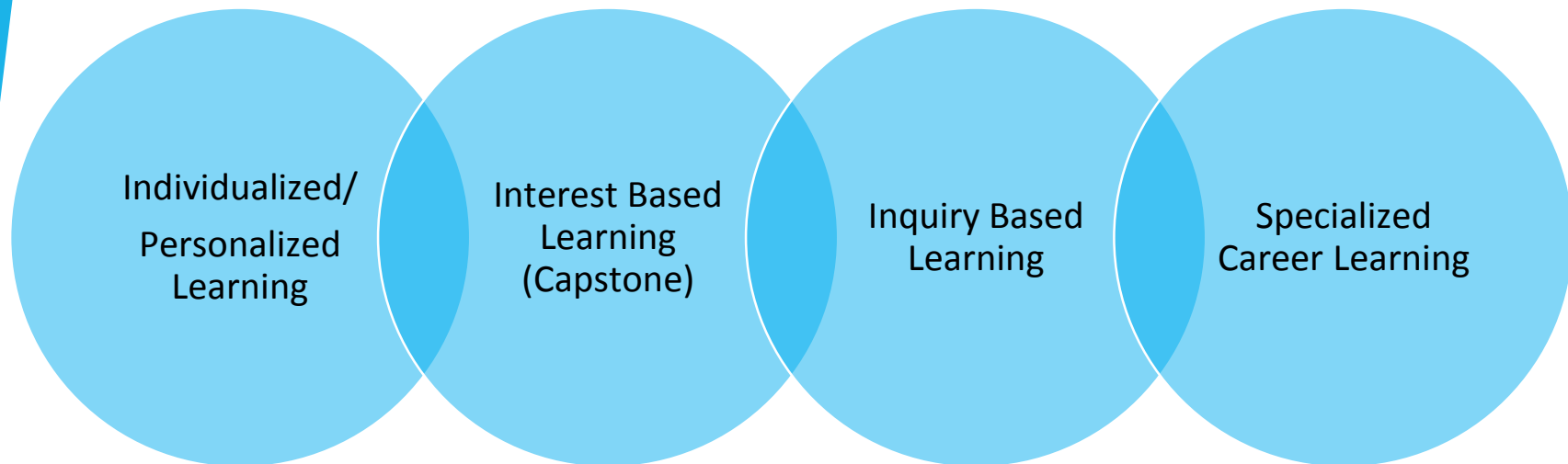
Revised PBL Definition (3.0):

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

Researched PBL Approaches



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





Proposed Implementation Plan

1. **Expand PBL Professional Development Opportunities for Teachers**
 - Initiate intentional collaboration and integration across content areas (ELA, NGSS, Math, HSS, VAPA)
 - Integrate Social Justice standards across all curriculum
2. **Strengthen High School College and Specialized Career Learning Pathway Opportunities**
 - Extend opportunities for internships, externships, and apprenticeships
 - Expand community partnerships
3. **Establish Capstone Learning Experiences**
 - Develop interdisciplinary interest based learning experiences to be delivered in laboratory settings during students' junior and senior year
 - Expand community partnerships
4. **Launch 9th Grade PBL Student Cohort**
 - Provide pathway of choice
 - Establish project-based learning focus
 - Identify location for Fall, 2019



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

9TH GRADE PBL COHORT

Deep Dive into the
Individualized/Personalized Learning
Experience



Why Individualized/Personalized PBL? Defining Success

Survey Data According to Innovation Unit 2014-15 regarding students in public personalized PBL high schools in 14 US states

- **State Testing Results**
 - Students outperformed peers from non personalized PBL schools on both literacy and math state assessments by at least 10%
- **Post Secondary Preparation**
 - 78% of students take college courses while in high school
 - 95-100% of students are accepted into 2 or 4 year colleges



Why Individualized/Personalized PBL? Defining Success

- **Meaningful Work**
 - Of those not in college, 88% are in a full time job or career position
 - 74% of those who are working and not in school report securing a job through a contact from their high school internship
- **Civic Engagement**
 - 49% of graduates participated in community service in their post secondary lives



Individualized/Personalized Learning

- **Learning Expectations/Outcomes:** Combination of rigorous, standards based academics with Learning in the Real World: Learning Through Interests and Internships (LTI).
- **Learning Conditions:** One to two day-a-week small group field experience and/or individual internship (when the student is ready) with a mentor, an expert in the field of the student's interest, the students complete authentic projects (projects at internship sites that benefit the student and the mentor) with deep investigations.



Individualized/Personalized Learning

Student Experience: Every student's work is documented in an Individual Learning Plan created and updated each trimester with the learning team (the student, parent, advisor, and whenever possible, the mentor) in a Learning Plan meeting. The student's learning plan addresses student's interests, talents, and needs. Students have an LTI each year that they are in school, unless in 12th grade their senior thesis project (the large, culminating independent real world project) encompasses the LTI.



Individualized/Personalized Learning

Staffing: One credentialed teacher per core content area per grade level. (Math, ELA, Science, Social Science). One credential teacher per specialty area (i.e. World Languages, Art, PE).

9th Grade: 100 students four core content areas teachers and two specialty teachers (World Languages and PE).

Once the school is fully grown, 100 students per grade level for a total of 400 students 9th – 12th there will be 16 content area teachers and 3 specialty teachers (World Languages, Art, & PE) for a total of 19 teachers.



Individualized/Personalized Learning

Instructional Design: Requires an Advisory Structure in order to personalize instruction based on students strengths and needs. This calls for a small number of students (goal of 25 or less) with one advisor/teacher for a minimum of two years (preferably four). The advisor/teacher's role is to manage the students' LTI and individual, personalized Learning Plans. Advisor/teachers also facilitate workshops (STEAM or Humanities). Advisors/teachers conduct one-on-one meetings weekly with each student. Advisors/teachers also facilitate other school requirements.



Individualized/Personalized Learning

Course of Study: Core courses are A-G approved and the expectation is that students are exposed to curriculum that would allow them to demonstrate mastery on standardized tests (CAASPP, SAT, ACT)

Students must take college entrance exams and apply to college or post-secondary school programs. This model supports students in creating post-high school plans (college and career).



Individualized/Personalized Learning

Facility Needs: Requires one classroom per advisor/workshop connected to outdoor learning spaces, whole school gathering space, movable storage, flexible seating furniture

Technology: One laptop per student and staff member



Individualized/Personalized Learning

Future Ready Skills: Students will apply **quantitative reasoning** to forge real-world solutions and apply abstract mathematical constructions, be **confident and effective communicators**, employ **empirical and logical reasoning** to tackle challenges in their own community, employ **social reasoning** to observe and appreciate diverse perspectives, understand social issues, develop ethics and morals, and analyze sources of conflict. Students will exhibit exemplary **personal qualities** in their roles as family members, citizens, workers and stewards of the environment. They will demonstrate respect, empathy, ethics, responsibility, organization, and leadership. They will manage their lives effectively, and live healthy lives through improved nutrition, exercise, and other positive life practices. Students will demonstrate their readiness to enter **postsecondary learning** and acquire knowledge, skills and mindsets that will allow them to make a good living in a chosen **career**. Most of these goals will be set by the learners themselves, with support from their families, advisors, and mentors.

What would a student's
schedule look like?

9th Grade Weekly Schedule

Individualized/Personalized Learning				
Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:30 Humanities Block <i>Integrated curricular learning of English and History</i>	8:30-1:45 Learning Through Interests (LTI) <i>Groups of 12 students design 10 week project with a teacher and an expert in the field of interest and spend one day a week at the real world site</i>	8:30-10:30 Humanities Block	8:30-10:10 PE	8:30-9:00 All 9th grade Morning Meeting Assembly 9:00-11:00 Humanities Block
10:30-12:30 STEAM Block <i>Integrated curricular learning of Biology, Visual Art, and Engineering Standards. Math integrated into projects and labs where applicable and separate dedicated math workshop lessons as appropriate.</i>	½ hour lunch embedded	10:30-12:30 STEAM Block	10:15-3:30 Personalized Learning Hours <i>Students create the flow of their day including sign ups for small group instruction as desired/needed (reading/writing/math), 1:1 meetings with advisors about Individual Learning Plan, Check ins regarding Learning Through Interests real world learning projects, Time to complete work</i>	11:00-1:00 STEAM Block
12:30-1:00 Lunch 1:00-3:30 Advisory <i>Social/Emotional curriculum, College/Career prep (Naviance), Individual Learning Plan creation/reflection/revision with advisory teacher, Check ins regarding Learning Through Interests real world learning project</i>	1:50-3:30 PE	12:30-1:00 Lunch 1:00-3:30 Advisory	½ hour lunch embedded	1:00-1:30 Lunch 1:30 Early Release for banked time



How does / can urban planning impact us as individuals and as a community?

Through the lens of the city, this Humanities & Spanish project examined fundamental topics such as identity, diversity, justice, and action, with a particular focus on segregation.

Travelling
Without
Moving

9th grade project
example from HTH





We plan to utilize the pier and make it usable by tourists and locals. We will add more local businesses and fishing spots.



We plan to use the empty dirt lot and turn it into a nice parking lot that can be used by tourists. We plan on charging them a small fee in order to bring more money into Ocean Beach. We also plan on having a shuttle to take tourists to the beach, business center, and Newport.



Sports Arena Shopping Center



We plan to replace the pier parking lot with a local business hub. It will host many different local businesses serving a variety of foods.



We plan to make Newport a "Complete street." We will do this by adding in larger sidewalks, bike lanes, and trees.



We plan to create a homeless shelter to give people a safe place and access to resources that they need. There will be areas for overnight stays and a kitchen where people in need can eat twice a day.

HOW MIGHT WE GENERATE A MORE INCLUSIVE FEELING, WITHOUT DESTROYING THE CULTURE/ INNER BEAUTY OF THE NEIGHBORHOOD?



OctoArm is a limb inspired by the way an octopus uses its tentacles to complete tasks, from walking on the ocean floor, to propelling itself through the water like a torpedo.

Octo-arm



- many tentacles / appendages - release + mae

wrap hang

- look @ how to wrap + weight
- un-wrap

- Soft Robotics
- select low branch

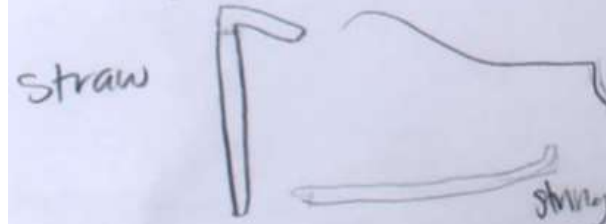
- think of mechanism

pay attention in physics

joint

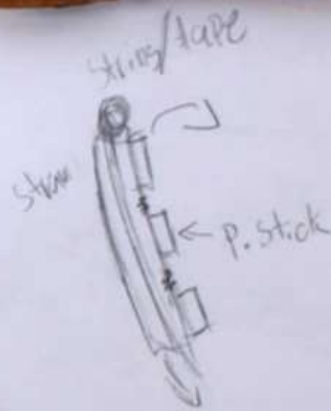
Octopus hooks

es:
→ 7 1/2 in.
190.5mm
is 63.5mm

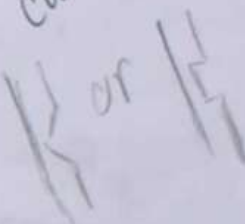


make hooking mechanism

1 servo wrap
1 servo whole body



Cut the straw:



1st prototype...

won't wrap around



9th Grade PBL Cohort Courses

9 th	10 th	11 th	12 th
English 9	TO BE DETERMINED	TO BE DETERMINED	TO BE DETERMINED
Freshman Seminar			
Biology P			
Algebra I			
Geometry			
Spanish			
PE			



9th Grade PBL Cohort Electives and Extracurricular Activities

Available

- Audition for 5th or 6th period VAPA courses at Samohi
- Enroll in 5th or 6th period World Languages at Samohi
- Athletics at Samohi
- Community events and rituals at Samohi

Not Available

- VAPA courses outside of 5th or 6th period
- Algebra II
- Honors or AP courses

Where will the students be located?



Innovation Center (Olympic High School Campus)

- Spacious buildings
- Indoor and outdoor learning spaces
- Opportunity for development of laboratories
- Cultural and structural conditions



Innovation Center Programs

- Olympic High School
- Adult Education Center
- Capstone Learning Experiences
- Individualized / Personalized Experience (9th Grade PBL Cohort)

4-year Rollout

Programming	Year 1 (2019/20)	Year 2 (2020/21)	Year 3 (2021/22)	Year 4 (2022/23)
PBL Individualized / Personalized Model	<ul style="list-style-type: none"> Freshmen PBL Cohort Individualized/Personalized Learning # of students depending on number of staff 	<ul style="list-style-type: none"> Sophomore PBL Cohort Individualized/Personalized Learning # of students depending on number of staff 	<ul style="list-style-type: none"> Junior PBL Cohort Individualized/Personalized Learning # of students depending on number of staff 	<ul style="list-style-type: none"> Senior PBL Cohort Individualized/Personalized Learning # of students depending on number of staff
PBL Interest-based Learning (Capstone) Model			<ul style="list-style-type: none"> Junior and Senior Cohort open to SAMOHI and PBL Cohort Career Pathway Interdisciplinary Instruction for morning and afternoon cohorts 	<ul style="list-style-type: none"> Junior and Senior Cohort open to SAMOHI and PBL Cohort Career Pathway Interdisciplinary Instruction for morning and afternoon cohorts
PBL Specialized Career Learning Pathway Model	<ul style="list-style-type: none"> Utilize rubric to clarify and establish CTE expectations (structural and cultural) for all current and future specialized career pathways Align existing Pk-12 programs to CTE rubric Apply for CTEIG and other grants 	<ul style="list-style-type: none"> Continue to align existing PK-12 programs to CTE Rubric Investigate, expand, and add additional industry sectors 	<ul style="list-style-type: none"> Continue to align existing PK-12 programs to CTE Rubric. Investigate, expand, and add additional industry sectors 	<ul style="list-style-type: none"> Continue to align existing PK-12 programs to CTE Rubric. Investigate, expand, and add additional industry sectors





Fiscal Impact

In totality, we expect the cost of operating the innovation center to be cost neutral due to staffing allocation and redistribution through the years.

Further potential savings may include less of a need for intervention services, as we anticipate an increase in student engagement and achievement.

How can we ensure an equitable enrollment process?



9th Grade PBL Cohort Enrollment Process

■ Application

- Online form (English and Spanish)

■ Counselors Guidelines

- Students that may benefit from smaller class size and a more personalized instructional program
- Students that may benefit from having all teachers know them well and support their academic and social-emotional success

■ Recruitment

- Schedule informational meetings with MS students
- Schedule evening informational meetings for MS families
- Include information on District and Site websites
- Create informational brochures (English and Spanish)



9th Grade PBL Cohort Enrollment Process

■ Enrollment Criteria

- Must be a current SMMUSD student or a student/family that can establish residency within the SMMUSD attendance boundaries

■ Admission Guidelines

- Seek to enroll 100 students
- Seek to ensure a minimum of 26% SED and/or EL
- Seek to have a balanced representation from our middle school programs, LMS, JAMS, SMASH and MMS
- Provide an opportunity for resident students not currently attending SMMUSD schools access to the program
- Identify a waiting list for all interested applicants

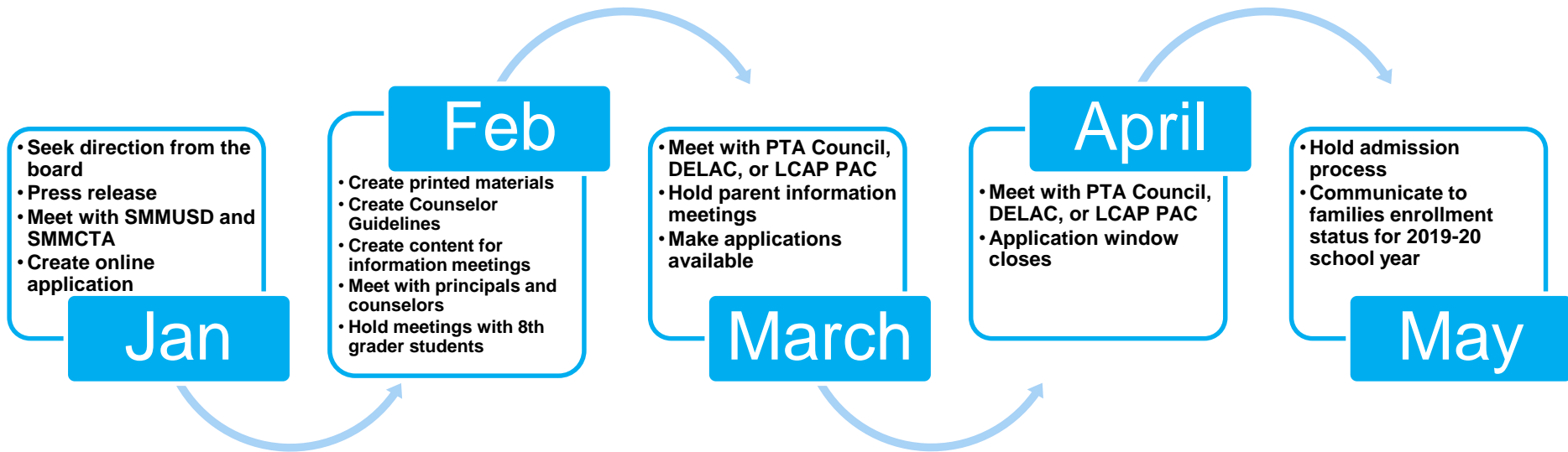
How will we communicate
the plans?



Communication Plan

- Informational Meetings
 - Stakeholder Groups
 - *SMMUSD District Leadership*
 - *SMMCTA*
 - *Counselors*
 - *Community Partners*
 - *Parents*
 - MS Informational Meetings
 - PTA Council
 - DELAC
 - LCAP PAC
 - *Students*
 - 8th grade Informational Meetings
- Printed Materials
- Online resources

Enrollment and Communication Timeline





Next Steps:

Who, What and When:

1. Develop a multi-year PK-12 professional learning plan that outlines our commitment to integrating PBL learning experiences across the district.
2. Initiate a Individualized/Personalized Learning model with a cohort 100 students starting in the 19/20 school year and add an additional cohort there after until we reach a capacity of 400 students with this model.
3. Initiate an Interest-based Learning (Capstone) model starting in the 2021-2022 school year. The number of laboratories and industry sectors will be determined based on student interest, industry partnership and identified market needs. An initial goal of 5 laboratories.
4. Initiate the alignment of existing Specialized Career Pathway curriculum to CTE expectations and investigate, expand and add additional industry sector pathways based on need, interest, and resources.

Where:

1. Taking into account the structural and cultural conditions and constraints associated with Individualized/Personalized Learning and Interest Based Learning,
 - a. My recommendation is to house the Individualized/Personalized Learning model and eventually the Interest-Based Learning (Capstone) model on the current Olympic Campus
 - b. In addition, I recommend that we rebrand the understanding of Olympic as it currently stands to support the vision we aspire to achieve by renaming the building as the _____ Innovation Center.
2. Taking into account the structural and cultural conditions associated with Specialized Career Learning Pathways,
 - a. My recommendation is to place the specialized learning pathways at each respective school site with input from the school community

Thank you for your support!

