



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Interest Based Learning: Capstone Experience

Board Meeting
February 26, 2019



Purpose

Review 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 Interest Based Learning Model

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

Review 4-year implementation proposal

Update on PBL Student Cohort Development

- Enrollment Process Update
- Communication Plan Update
- Facilities Update
- Timeline Review



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PBL Contextual Review



Our Journey



- Highlights achievement/engagement gap
- Among other changes...Cal ls 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

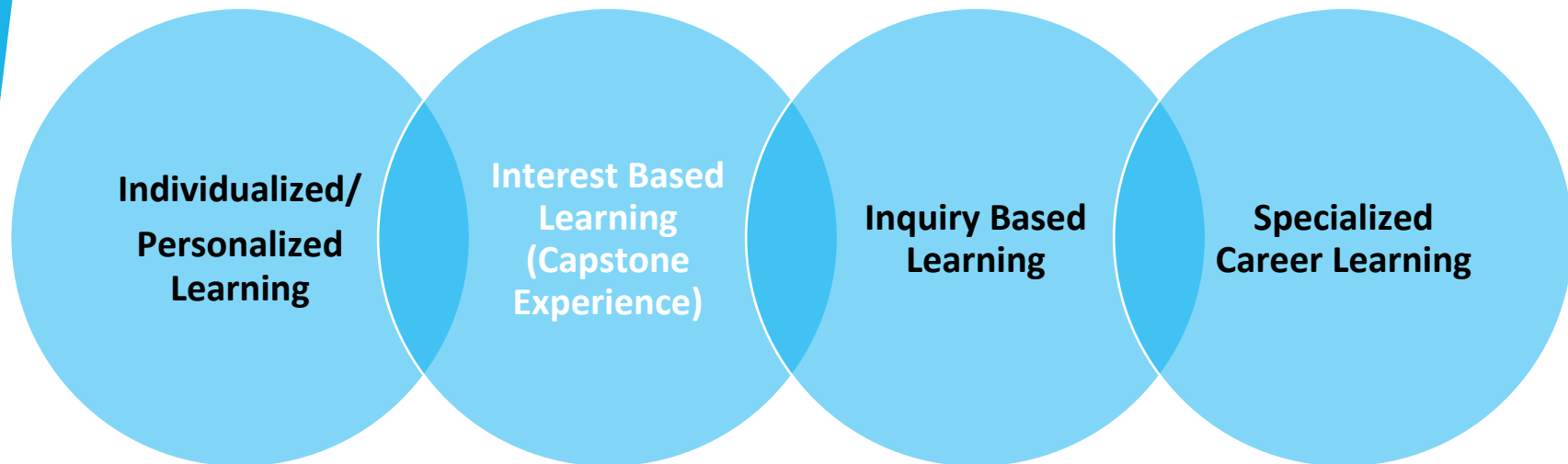


Our Common Message

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.

Researched PBL Models





Interest Based Learning

Definition:

INTEREST BASED LEARNING is an instructional approach where students' interests drive curriculum decision-making. Instruction can be with individual learners and small groups.

Examples:

- Genius Hour
- 20% time
- Mini projects
- Other passion based strategies facilitating student voice and choice and/or individuals' strengths and needs



Proposed Implementation Plan

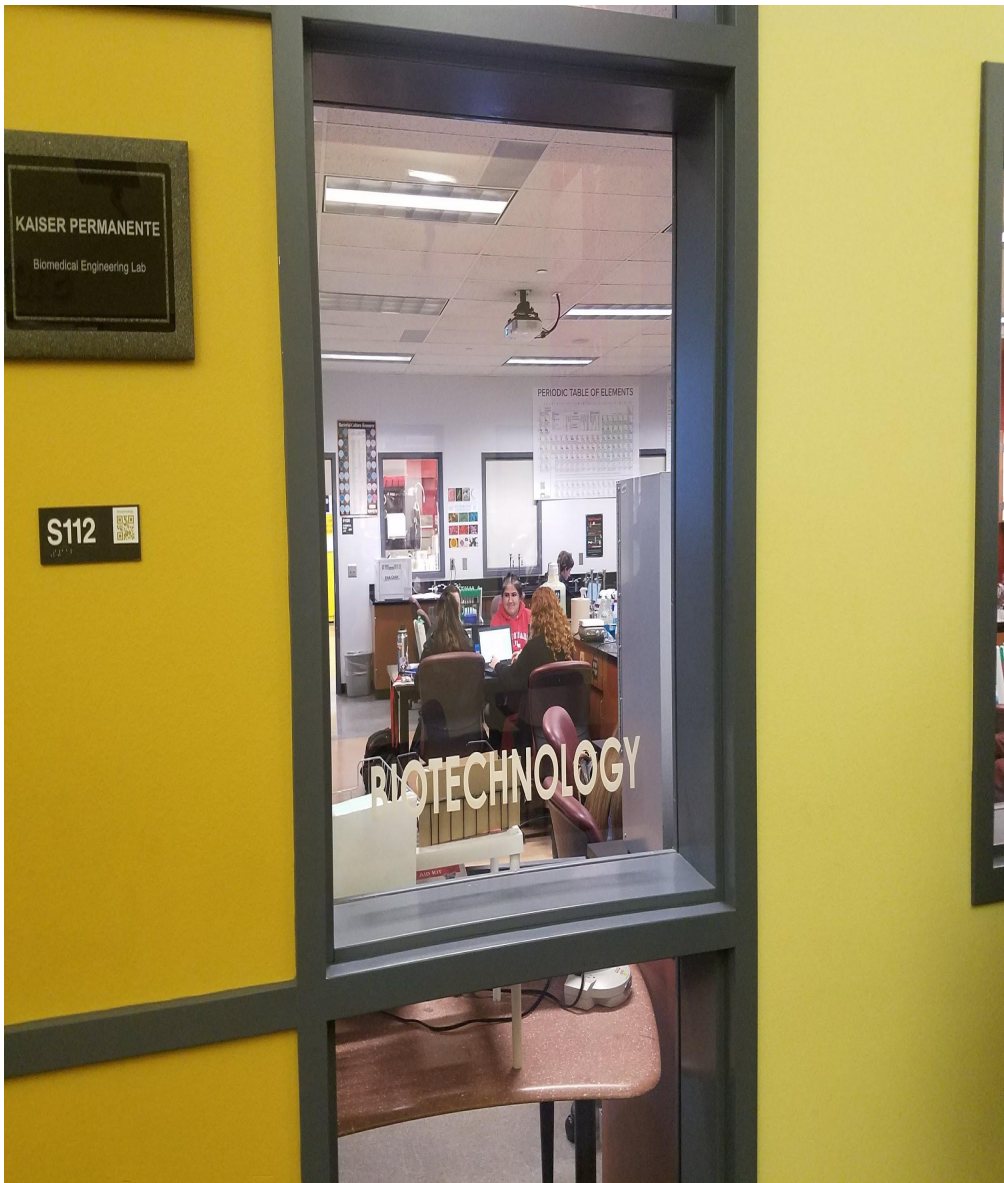
1. **Expand PBL Professional Development Opportunities for Teachers**
 - Initiate intentional collaboration and integration across content areas (ELA, NGSS, Math, HSS, VAPA)
 - Integrate Social Justice standards across all curriculum
2. **Strengthen High School College and Specialized Career Learning 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



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The Capstone Experience: Hi-Tech Career Labs

Deep Dive into the 11th / 12th Grade
Capstone Experience



Capstone Projects Supported by Hi-Tech Career Laboratories

Industry Level Tech
Teachers in
Collaboration

- Industry Professional
- Content Area Instructor
- ELA Teacher







How the Capstone Experience Benefits Students?

- College & Career Preparation
- Exposure to Current Industry Practice
- Relevant, Up-to-Date Curriculum
- Creativity / Higher Order Thinking
- Collaboration / Networking
- Real-world Challenges Important to Industry
- Public Presentation
- Writing of Technical work
- Supervision / Mentorship

Goldberg, Jay R., et al. "Benefits of industry involvement in multidisciplinary capstone design courses." *International Journal of Engineering Education* (2014).

Shin, Youn-Soon, et al. "Development of internship & capstone design integrated program for university-industry collaboration." *Procedia-Social and Behavioral Sciences* 102 (2013): 386-391.

Buzzetto-More, Nicole. "Models to inform capstone program development." *Proceedings of the Informing Science and Information Technology Education Conference*. Informing Science Institute, 2013.



Interest Based Learning: Capstone Experience (High Tech Career Labs)

- **Learning Expectations/Outcomes:** Combination of rigorous, standards based academics with technical, design, process, entrepreneurial, and critical thinking skills in a laboratory setting.
- **Learning Conditions:** High performance business atmosphere around specific career clusters ie. (Professional Science, Engineering, Advanced communication, Global Economic, law and policy, multimedia design) Each cluster houses career specific laboratories in which students complete industry-based projects and receive academic credit for advanced English, science, math, and technology.



Interest Based Learning: Capstone Experience (High Tech Career Labs)

Student Experience: Eleventh and twelfth grade students across the school district attend half-day classes in one of the laboratories taught by teams of instructors from both education and business. (Students will still be a part of the general high school).

Designed to serve students of all abilities, interests, aspirations, and socio-economic backgrounds. Because of the relevant, real world learning experiences, this model can successfully meet the needs of all students, from the most severely at-risk to the highest achieving.



Interest Based Learning: Capstone Experience (High Tech Career Labs)

Staffing: Each laboratory contains two subject specific instructors and one industry sector instructor (either CTE credentialed teacher or an industry partner). For example, five laboratories would involve 15 instructors. Fifteen instructors and 5 laboratories can serve up to 450 students (225 students in AM session; 225 students in PM session).



Interest Based Learning: Capstone Experience (High Tech Career Labs)

Instructional Design: Co-instruction with teams of three teachers who collaborate and instruct interdisciplinarily with their respective subject areas. Teachers use project-based learning as an instructional model to deliver an integrated curriculum. 90 -120 min block schedule per class session and a minimum 2 hour weekly collaboration time for teachers.



Interest Based Learning: Capstone Experience (High Tech Career Labs)


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, and sometimes AP).



Interest Based Learning: Capstone Experience (High Tech Career Labs)

Facility Needs: Requires state-of-the-art research and technology facilities where students design and complete projects in collaboration with partners from the local, national, and international business community.

Technology: onsite resources that require refresh plan



Interest Based Learning: Capstone Experience (High Tech Career Labs)

Future Ready Skills: Working in collaborative teams, students gain valuable experience in interpersonal relationships which provides them with an edge in today's competitive business workplace. There is a intentional focus on developing habits of mind specific to student's ability to initiate, investigate, collaborate, communicate, connect and reflect.



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What would a student's schedule look like?

Biomed Lab Schedule (Yr. 1)

Mon	Tues	Wed	Th	Fri
<p>Project 3:</p> <p>Peer Review APA</p> <p>Research Paper</p>	<p>Os Coxa, leg, and foot</p> <p>Skeleton Project</p>	<p>Intro to Shakespeare (con't)</p> <p>Dialogue activity</p> <p>Acting practice</p>	<p>Review for Exam</p> <p>Skeleton Boom</p>	<p>Practical Skeleton Exam</p> <p>Project 3: Turn in paper</p> <p>TED Talk workshop</p>
<p>Radius, ulna, & hand</p> <p>Skeleton Project</p>	<p>Intro to Shakespeare</p> <p>Biomedicine connection</p>	<p>Review for Exam</p> <p>Review Stations</p>	<p>Project 3:</p> <p>Intro to TED Talk</p> <p>Finish APA research paper</p>	<p>Skeleton Project Due</p>



Biomed Lab Schedule (Yr. 2)

Mon	Tues	Wed	Th	Fri
Hormone disorder case study - writing time	Hormone disorder case study - finish writing / swap	With 1st yrs. for Intro to Shakespeare	Exam	Project 3: Sprark Video scripts due Workshop for Videos
Project 3 Proposal grading council Spark Video Workshop	With 1st yrs. for Intro to Shakespeare	Town Hall field trip	Project 3: Reward Proposal winners Spark Video Workshop	Henrietta Lacks DVD





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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 (OCLC & IS)
- Adult Education Center
- **Interest-based Learning Experiences (Capstone Labs)**
- Individualized / Personalized Experience (PBL Pathway)

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"> Designing, Planning and Developing Curriculum and Facilities Develop a Communication Plan Develop an Enrollment Process Establish Advisory Committee 	<ul style="list-style-type: none"> Designing, Planning and Developing Curriculum and Facilities Refine Communication Plan Refine Enrollment Process 	<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.

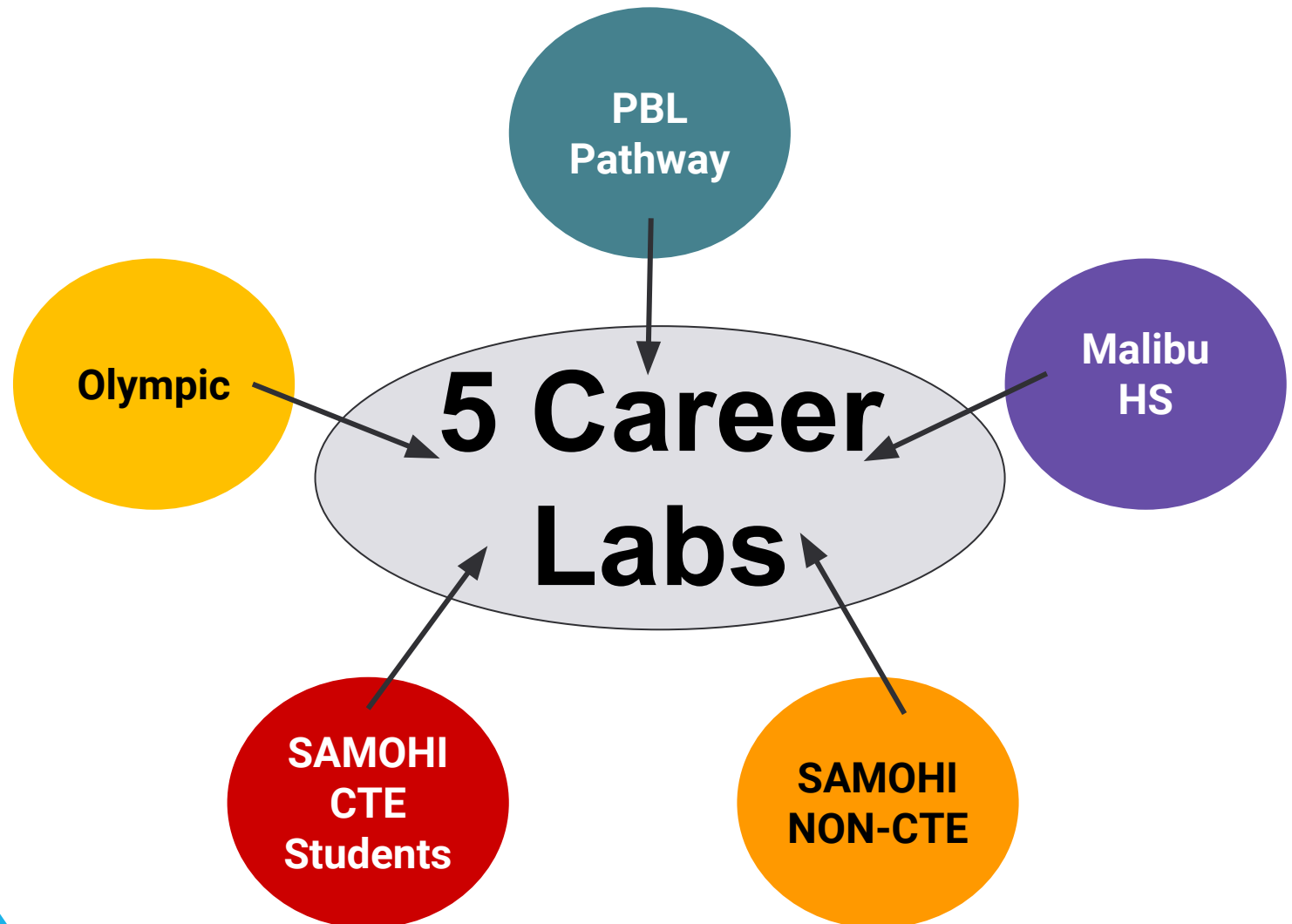
We anticipate further potential savings as there will be less need for intervention services as we anticipate an increase in student engagement and achievement.



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How can students take part in the Capstone experience?

Who Participates in the Capstone Experience at the Innovation Center?





Capstone Experience Enrollment Process

■ Enrollment Criteria

- Must be a current 11th or 12th grade student in the SMMUSD.

■ Admission Guidelines

- Seek to enroll 450 students (225 in AM / 225 in PM)
- Seek to ensure a minimum of 26% SED and/or EL
- Identify a waiting list for all interested applicants



Next Steps:

Y1: 2019-20

- Design, Plan and Develop Curriculum
- Design Facility Plan
- Develop Communication Plan
- Develop Enrollment Process
- Establish Advisory Committee



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PBL Student Cohort Update



Enrollment Process Update

Recruitment: Student Presentations

- Lincoln Middle School - 2/21/19 - 40 interested (12%)
- SMASH - 2/22/19 - 10 interested (33%)
- JAMS - 3/8/19 - TBA
- Malibu - 3/11/19 - TBA

Counselor Engagement

- In attendance at site student informational meetings
- Small group meeting with 8th grade counselors only (3/6 - **pending**)
- Engagement meeting planned with all secondary counselors

Digital and Printed Resources

- Informational brochure in process
- Online application in development



Communication Plan Update

District Staff Presentations

- All District Office Staff (jan)
- District Leadership (jan)
- Principals (jan)

Stakeholder Presentations

- SMMCTA (feb)
- PTA Council (feb)
- LCAP PAC (mar)
- DELAC (mar)



Communication Plan Update

Site Based Family Presentations

- SMASH (2/22)
- Lincoln (3/19)
- JAMS (3/12)
- Malibu MS (3/11)

Digital and Printed Materials

- Press Release (jan)
- SMMUSD Website Announcement (feb)
- Flyer for family meetings (feb)
- Informational brochure in process (feb)
- Online application in development (available mid march)



Facilities Update

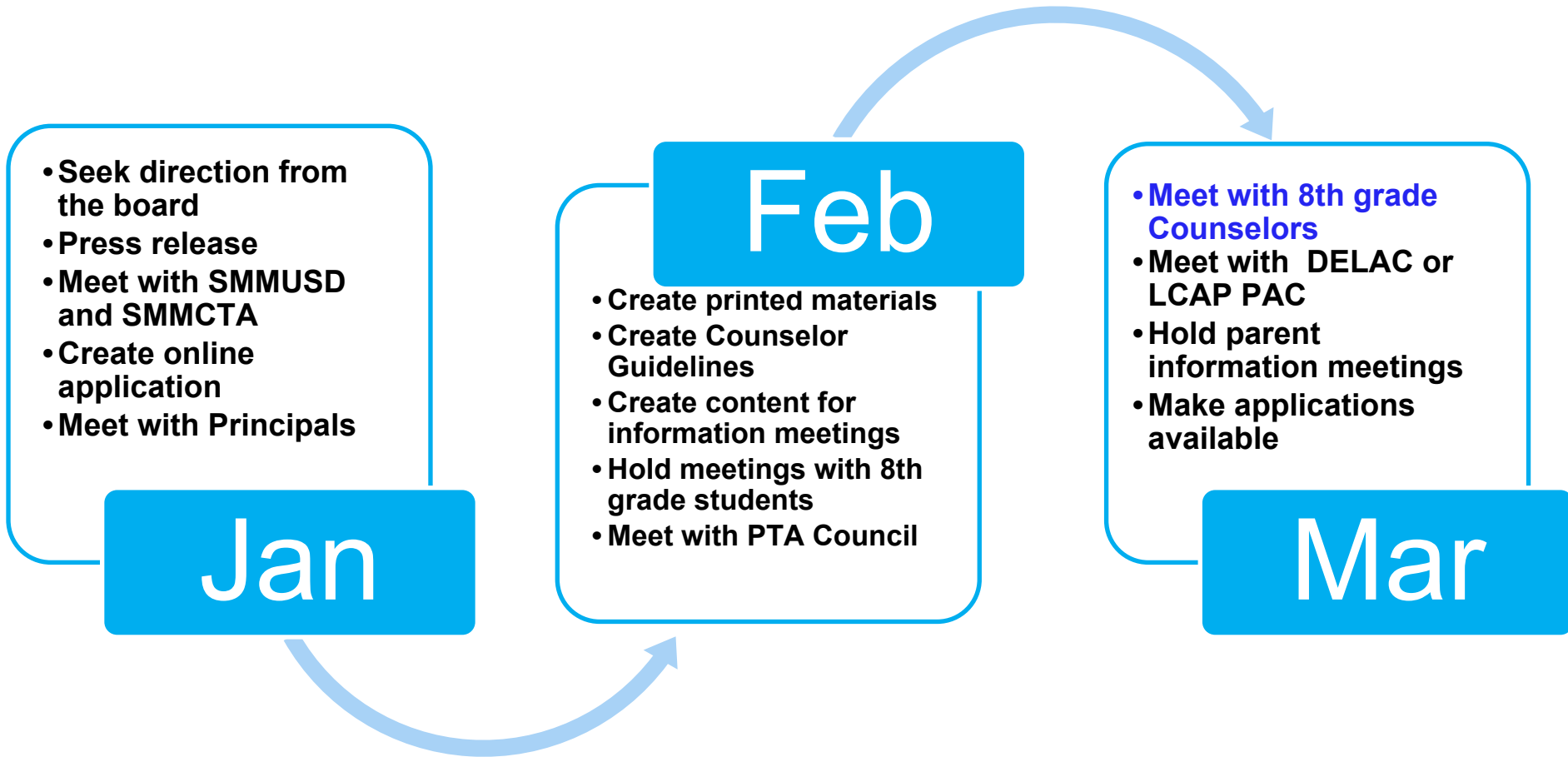
Conducted initial campus walk-through

- Identified available space

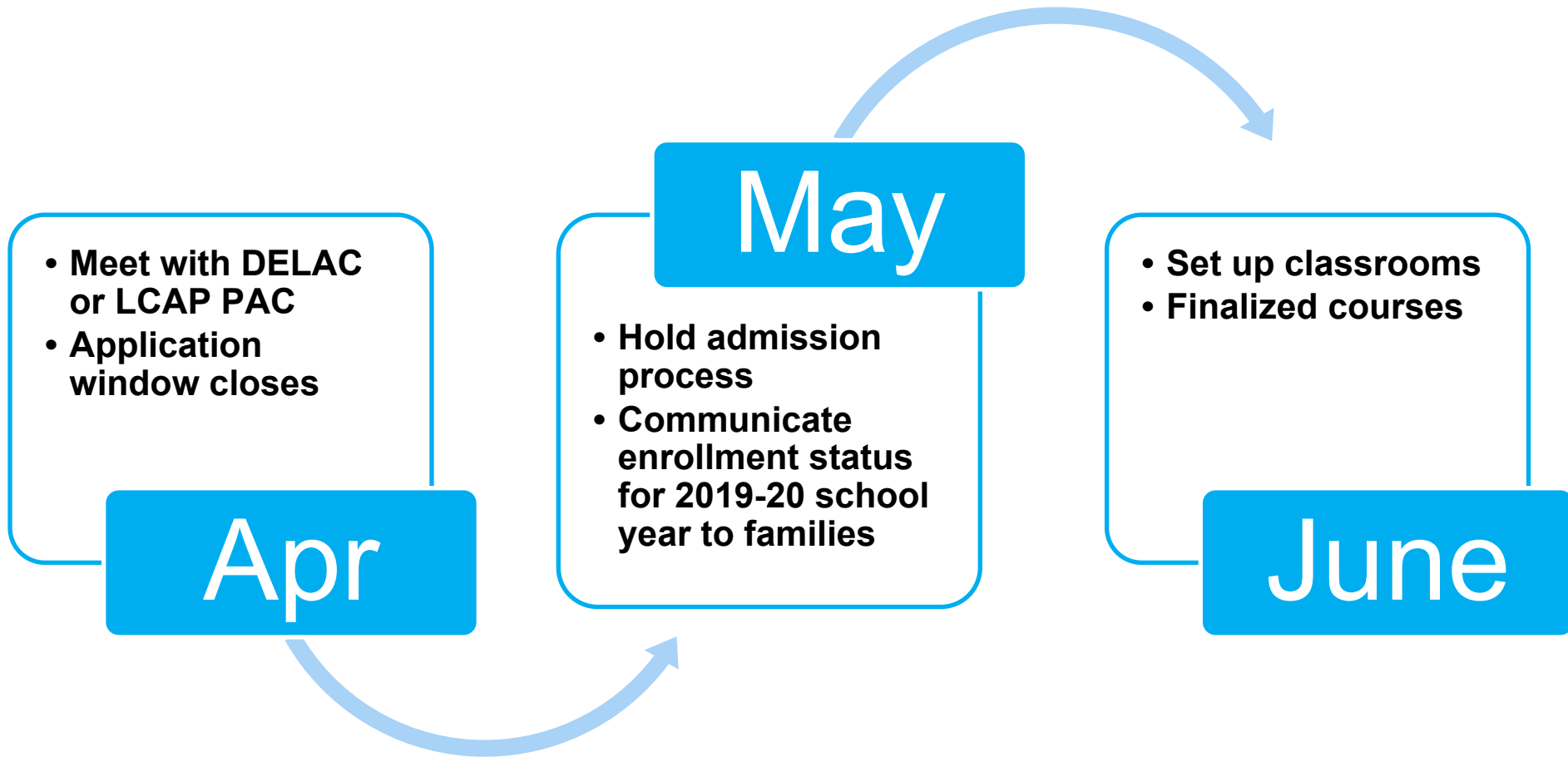
Scheduled second walk-through

- Identify specific facility needs and create plan
 - Classroom refresh (painting, etc)
 - Technology replacements
 - Furniture replacements

Enrollment and Communication Timeline



Enrollment and Communication Timeline



Thank you for your support!

