partnerships
make a difference

Ridgemont Local Schools

Building "R" Future: Session 2
September 18, 2013

Envisioning Goals:
1. Service-learning and project based learning which addresses real world problems for real world audiences
2. Customized student learning based on student need and readiness which uses technology as a primary tool
3. Deeper, amplified learning which makes Numbers 1 and 2 purposeful and meaningful to students

Essential/Driving Question: *How can we design/create highly engaging work (learning experiences) that our students cannot resist? What would it look like?*

Transition from Session 1
- 3-year learning process and professional growth cycle
- Ongoing support for staff
- Connections with resources
- Feedback summary: "Best Hopes/Worst Fears"

What Do Good Projects Look Like?
- Individual jotting/reflection
- Begin "Group Doodle"
- Video clip(s) and accompanying reflection
- PBL key concepts/elements
- Service-learning cycle
- Reinforcing video clip and accompanying reflection
- Gallery Walk/Sharing of ideas

Next Steps
- Recommended resources
- Reading assignments/other plans for October 9 session
- Interaction/reflection with Emmy: "Blueprint for Success"

August 14, 2013 Staff Feedback

I'm excited about . . .

- Collaborating with other teachers; opportunities for cross-disciplinary teaming
- Our new building, including new technology
- Increasing student motivation, success, and pride via service-learning/PBL
- Connecting service-learning/PBL with character development
- Increasing our sense of K-12 community, including opportunities for interaction and collaboration across grade levels
- Having support provided throughout this transition process
- "What Ridgemont can be/become"

I'm concerned about . . .

- Time! Getting everything done and done well
- Student buy-in/ownership
- Avoiding "project overload"
- Identifying and implementing good project ideas
- Assessing project results/impact
- Connecting service-learning/PBL with standards, testing requirements, pacing guides, and SLOs/ teacher evaluation
- Integrating project ideas with our new reading series
- Adjusting to our new facility and the changes it will bring (e.g., no library, no computer lab, etc.)

I need to know more about . . .

- Co-teaching/collaboration skills
- Service-learning/PBL skills to ensure effective planning, implementation, management, and assessment
- Technology skills and resources
- Online and blended learning
- "Changing roles"
- Available resources and how to access them
- Systems thinking/strategies to restructure how we do things
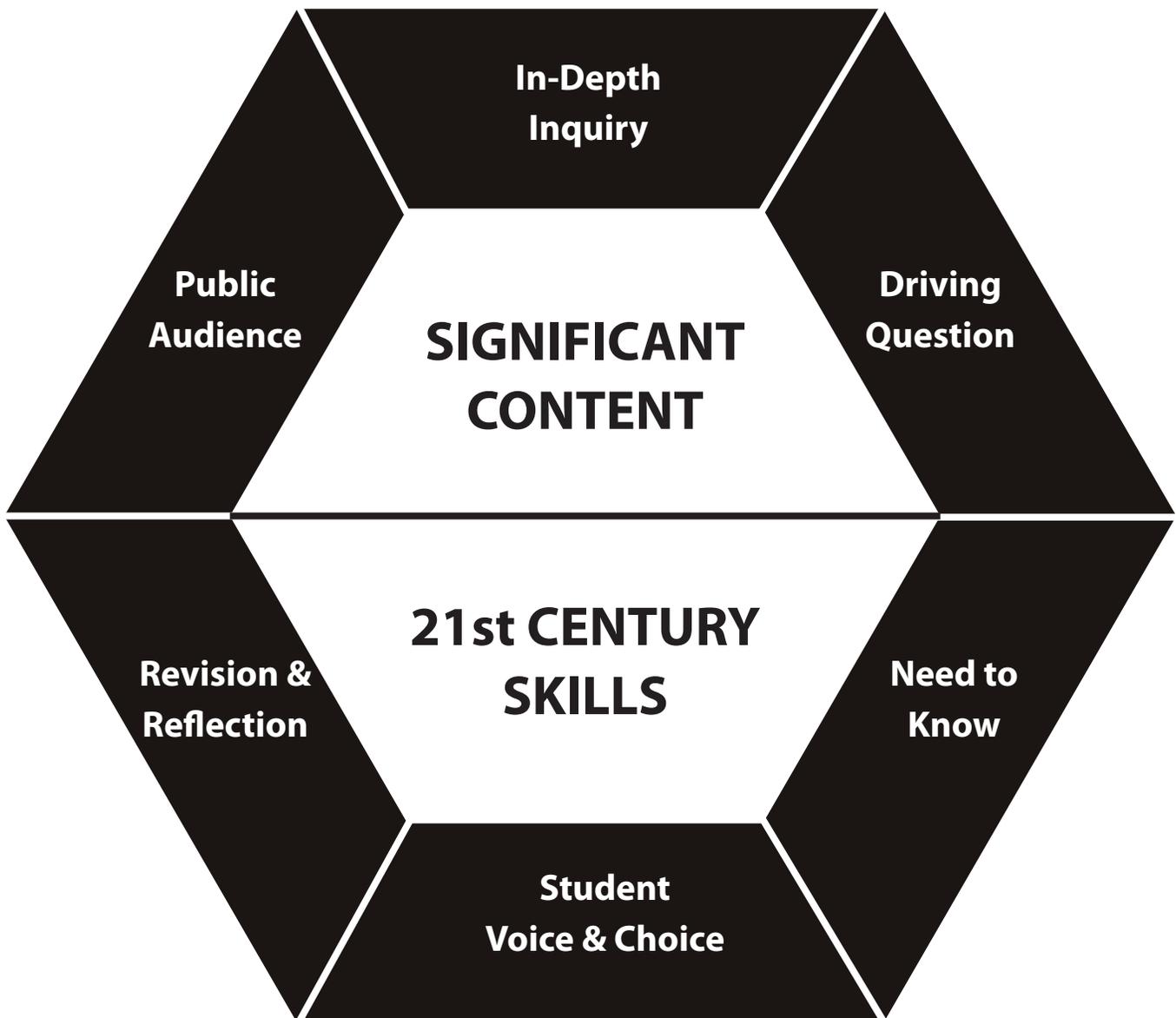- What leadership on all levels will look like

I hope Ridgemont kids will say . . .

- Our teachers made us passionate to make a difference, and we did.
- My teachers cared about me and my future.
- I took away a lot of important lessons—things that really stuck with me.
- School is/was fun!
- I had ownership/input re: our projects and learning.
- I learned problem-solving skills and made tough decisions to help our project succeed.
- My experiences helped me know what I want to do with my life.
- My teachers helped me learn things I will never forget.
- My teachers are the reasons I didn't give up and ultimately succeeded in life.
- I loved learning, and what I learned, I can use.
- I didn't realize I was learning. It was "easy."
- Learning was fun! Exciting! An adventure!
- I'm proud that I/we could help the community.
- I gained confidence to try new things.
- I felt special and valued.
- School changed my life for the better.
- My experience at Ridgemont helped me connect with role models. It also helped me become a role model for others.
- The district made me a better person, taught me 21st century skills, and inspired me to become a life long learner.
- I'll never forget when . . . I can apply what I've learned to . . .
- Learning at Ridgemont was engaging, worthwhile, and life-changing. It was useful, relatable, and mind-opening.
- I experienced learning that was relevant to real world problems and everyday life skills.
- Every teacher saw a future for me, no matter what it was.
- I loved going to school.
- Teachers hugged me even when I graduated!
- I learned a lot of important information, and it wasn't boring.
- My teachers believed in me and gave me the self-confidence to succeed.
- I received a high quality education and was prepared to achieve.
- I'm proud I went to Ridgemont. In some ways, I hate to leave!
- I am ready for the future and whatever obstacles or opportunities life throws at me.
- I believe I can do anything! I can make a difference!
- This was the best year ever! What's next?

PBL Definition

Project Based Learning (PBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal.

PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

In-Depth Inquiry

Public Audience

Driving Question

SIGNIFICANT CONTENT

21st CENTURY SKILLS

Revision & Reflection

Need to Know

Student Voice & Choice

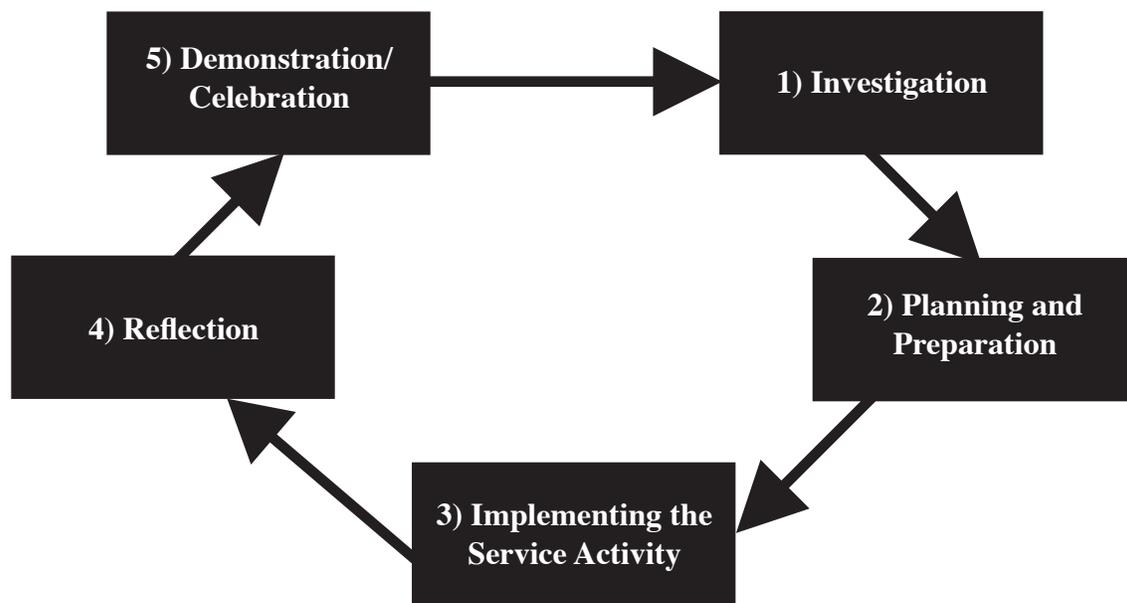**Essential Elements of PBL.** *Buck Institute for Education*

PBL Essential Elements Checklist

Whatever form a project takes, it must have these Essential Elements to meet BIE's definition of PBL.

Does the Project . . .?	👍	👎	?
FOCUS ON SIGNIFICANT CONTENT At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.			
DEVELOP 21st CENTURY SKILLS Students build skills valuable for today's world, such as critical thinking/ problem solving, collaboration, and communication, which are taught and assessed.			
ENGAGE STUDENTS IN IN-DEPTH INQUIRY Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.			
ORGANIZE TASKS AROUND A DRIVING QUESTION Project work is focused by an open-ended question that students explore or that captures the task they are completing.			
ESTABLISH A NEED TO KNOW Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.			
ENCOURAGE VOICE AND CHOICE Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.			
INCORPORATE REVISION AND REFLECTION The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.			
INCLUDE A PUBLIC AUDIENCE Students present their work to other people, beyond their classmates and teacher.			

K-12 Service-Learning Project Planning Toolkit
Service-learning: An Overview

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        5) Demonstration/          1) Investigation
          Celebration        →

   4) Reflection                        2) Planning and
                                           Preparation

              3) Implementing the
                Service Activity
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A typical service-learning project includes five components:

1. **Investigation:** Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.

2. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.

3. **Action (Implementing the Service Activity):** The "heart" of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.

4. **Reflection:** Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and

5. **Demonstration/Celebration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

Assessment is part of all activities to ensure that you can measure the learning and development that occur through service-learning, and to help you diagnose student needs, provide feedback, and improve instruction. These components are the building blocks of any service-learning project.

Definition of High Quality Service-Learning

Source: Corporation for National and Community Service

Service-learning is a method of teaching and learning that **connects classroom lessons with meaningful service to the community**. Integrated into the academic curriculum, **service-learning helps students and schools meet academic goals**. Service-learning **enables young people to apply their knowledge in support of their neighbors and community**, even as they gain knowledge and skills from meeting real community needs. **Students build character and become active citizens** as they work with others in their school or community to create service projects in areas like education, public safety, and the environment.

K-12 Service-Learning
Standards for Quality Practice

Source: National Youth Leadership Council (www.nylc.org)

1. **Meaningful Service**: Service-learning actively engages participants in meaning ful and personally relevant service.

2. **Link to Curriculum**: Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

3. **Reflection**: Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

4. **Diversity**: Service-learning promotes understanding of diversity and mutual respect among all participants.

5. **Youth Voice**: Service-learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.

6. **Partnerships**: Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

7. **Progress Monitoring**: Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

8. **Duration and Intensity**: Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

21st Century Student Outcomes

Source: Partnership for 21st Century Skills (www.21stcenturyskills.org)

21st Century Outcomes are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

21st Century Interdisciplinary Themes:

Global Awareness
Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy
Health Literacy

21st Century Skills (Categories):

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
ICT (Information, Communications and Technology) Literacy
Flexibility and Adaptability
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility

How can we use service-learning and project based learning as strategies to help students develop these skills and use them in endeavors that matter?

PBL PLANNING PRIMER

Where do ideas come from???
Starting Points…

- ✔ Standards
- ✔ Community needs/issues
- ✔ What people do in the world of work
- ✔ Students' interests
- ✔ Previous projects (see list of helpful websites)

What's this all about??? Why are we doing this???
Characteristics of an Effective Driving Question (DQ)

- ✔ "Snapshot" of the project
- ✔ Interesting, intriguing
- ✔ Open-ended and/or complex—no simple yes/no answer
- ✔ Compelling—creates a need to know/learn significant content and skills
- ✔ Authentic—focuses on a real issue, problem or challenge whenever possible (local context may add further value/appeal)

Types of DQs

Abstract/Conceptual (answered by conceptual analysis and logical argument): What is a hero? When is war justified?

More Concrete (answered mainly by the analysis of empirical evidence): Is our water safe to drink? Why did the dinosaurs become extinct?

Problem-Solving (answered by offering a reasonable solution): How can a local business attract more customers? How can we improve traffic flow around our school?

Design Challenge (answered by creating—and often executing—a design that effectively meets requirements): How can we create a work of art/piece of media to express our thoughts about diversity in our community? How can we design a community theatre that meets size limits and seats the most people?

Why should I care???
"The Hook"... Examples of Entry Events

✔ Real or fictitious correspondence: letter, memo, email presenting a need/challenge
✔ Discussion of specific issue or event (current or historical)
✔ Website review/research
✔ Guest speaker
✔ Video/film clip
✔ Field trip
✔ Simulation or reenactment
✔ Demonstration or activity
✔ Provocative/motivating literature selection
✔ Startling statistics
✔ Photographs, songs, works of art

What can we do???
Types of Culminating Products

Written Products: research report, narrative, letter, poster, brief, proposal, poem, outline, brochure, biography, autobiography, essay, book review, news story, short story, editorial, script

Presentation Products: speech, debate, play, song/lyric, musical piece, dance, oral report, panel discussion, dramatic reenactment, newscast, discussion, data display (e.g., chart, graph, statistical representation), exhibition of products

Technological Products: computer database, computer graphic, computer program, website, graphic presentation, flow chart

Media Products: audio recording, slide show, video, drawing, painting, collage, sculpture, map, scrapbook, oral history, photo essay or album

Construction Products: physical model, consumer product, system, machine, scientific instrument, finished structure (e.g., greenhouse, playground equipment), museum exhibit

Planning Products: proposal, estimate, bid, blueprint, flow chart, timeline

SOME GREAT RESOURCES TO GET YOU STARTED . . .

Service-Learning Resources

Books:

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum and Social Action, by Cathryn Berger Kaye, available from amazon.com or free-spirit.com.

(Free Spirit Publishing offers other good books by the same author, as well as several by Barbara Lewis.)

Service-Learning in Grades K-8: Experiential Learning That Builds Character and Motivation, by Kate Thomsen, available from amazon.com or corwinpress.com.

Websites:

National Youth Leadership Council: www.nylc.org
National Service-Learning Clearinghouse: www.servicelearning.org
National Service-Learning Partnership: www.service-learningpartnership.org
Learn and Serve America: www.learnandserve.gov
Saint Paul Public Schools: http://commed.spps.org/cp_servicelearning_resources.html
Youth Service America: www.ysa.org (You might want to sign up for their weekly online newsletter.)
Partnerships Make A Difference: www.partnershipsmakeadifference.org

PBL Resources

Buck Institute for Education: www.bie.org and www.pbl-online.org. (plenty of stuff you can download free, plus their books are very useful.)

Edutopia, from the George Lucas Educational Foundation: www.edutopia.org

High Tech High School: www.hightechhigh.org

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