

Career, Technical, Adult, & Community Education
South Plantation High School
Project Based Learning through Big Picture



July 2017

Day 1:

Ice Breaker/Introductions
Question Formulation Technique-
Video- What is Project Based Learning?
Discussion After Video/Design Elements Discussion
Video- Classroom/School Project Based Learning
Example Video "Restaurant Project Video" (Design Element Notes)
Design Elements Chart/Poster
Design Elements Share Out
What it is NOT? PBL Video
Brainstorming possible project ideas (Page 58)
Driving Question Discussion and Video
Driving Question Activity (Find DQ Examples)
Driving Question Brainstorm/Creation
Revise their Project Idea, Product, Driving Question
Needs to know chart review
Project: Re-design assigned space within the school to meet provided requirements

Day 2:

Topic/Subject
Ice Breaker
Create Individual PBL Chart
Gallery Walk of PBL Charts- Post it notes review
Review Needs to Know Questions (QFT)
Revise PBL Chart
High Quality Assessment Sticky Note Activity
Video: Project Design Student Learning Guide
Needs to know chart review
Whole group: Project creation using interdisciplinary approach
Share Out/Present Projects



SPHS Training Agenda Thursday 9/28/17


<https://tinyurl.com/sphs9-28>




Deliverables for the day




- Each Content Advisor will have at least 4 weeks Curriculum Map to be uploaded onto Canvas. [Sample Unit Template](#): English, Science and History
- Each Advisor will create a 2 week Curriculum Map of Advisory Activities
- Define the themes for each day of Advisory
- Advisors will define our norms for Independent Work Time/Personal Learning Time
- Advisors will create 2 week Curriculum Map of PLT Training. (When will this happen?)

What to bring:

- Laptop
- Notebook/Pen
- Growth Mindset

Time	Activity
8:00 10,000 Ft UP! 	PMU -- Golden Circle- What's Your Why? Reflection: Journal Free write <ol style="list-style-type: none">1. Why did chose education as a profession?2. Why is was Pathways created?3. Why did you chose to be an advisor in Pathways Debrief What do we have in common? Norms <ul style="list-style-type: none">• Be Fully Present• Assume Good Intent• Equity of Voice• Agree to Disagree• Everything moves forward

	<p>Context of Big Picture Learning BPL Intro Reno ppt</p> <p>Debrief: Thoughts & Reflections</p>
<p>8:45 Skydiving down!</p> 	<p>Unpacking our Schedule Use this time to align schedule with beliefs/vision for Pathways</p> <ul style="list-style-type: none"> ● Review/Confirm of Pathways Daily Schedules <p>Defining Purpose: Gallery Walk/Planning</p> <ul style="list-style-type: none"> ● What is the purpose of our Content classes? What is your role? How will it best serve our students? How can we best structure acquisition and application of learning? ● What is the purpose of Advisory? What 3 priorities will we focus our ● What is the purpose of Independent Work Time (IWT)? How do we teach students to be Self Directed Learners? What expectations and systems do we need to set up?
<p>9:45 On the Ground!!</p> 	<p>Content Classes What is the difference between Acquisition and Application of learning? What are examples of Acquisition and Application of Learning?</p> <p>Strategy: Starting with the Learning Goal and Planning Backwards</p> <p>Independent Work Time: Goal:</p> <ul style="list-style-type: none"> ● Each Content Advisor will have at least 4 weeks Curriculum Map to be uploaded onto Canvas ● Sample Unit Template: English, Science and History
<p>12:00</p> 	<p>Lunch</p>
<p>1:00 On the Ground!!</p>	<p>Advisory Deep Dive into Advisory</p> <p>Use what was shared from Unpacking our Schedule activity and set</p>

	<p>the tone for ideas by offering insight</p> <p>For this year, what if advisory helped students become more self aware, socially aware and with better self directed learning skills. How would we map that out for the year? What should we do in the next month?</p> <p>Resources</p> <ul style="list-style-type: none"> ● 20 minute Advisory Curriculum ● Sample Team Building Games ● Who Am I Project <p>Goal:</p> <ul style="list-style-type: none"> ● Each advisor will create a 2 week Curriculum Map of Advisory Activities ● Define the themes for each day of Advisory
<p>2:00 PM On the Ground!!</p> 	<p>Independent Work Time/Personal Learning Time</p> <p>How do we train students to be successful during Independent Work Time/Personal Learning Time</p> <p>Goal:</p> <ul style="list-style-type: none"> ● Advisors will define our norms for Independent Work Time/Personal Learning Time ● Advisors will create 2 week Curriculum Map of PLT Training. (When will this happen?)
<p>2:45 Let's Fly!</p> 	<p>Debrief & Next Steps</p> <p>Reflective Journaling</p> <ol style="list-style-type: none"> 1. What are you taking with you? 2. What questions remain? 3. What next step will you take?

Follow up Training:

- What is purpose of [Project Based Learning](#)? What systems and structures do we need to set projects in motion?
- What is the purpose of PMU? What is the structure of [PMU](#)? What will we focus PMU on this year/semester?



SPHS Training Agenda Thursday

10/20/17


<http://tinyurl.com/sphs10-20>

Deliverables for the day

- Each Content Advisor
- Each Advisor will create a 2 week Curriculum Map of Advisory Activities
- Define the themes for each day of Advisory
- Advisors will define our norms for Independent Work Time/Personal Learning Time
- Advisors will create 4 day Curriculum Map of PLT Training. (When will this happen?)

What to bring:

- Laptop
- Notebook/Pen
- Growth Mindset

Time	Activity
8:00 10,000 Ft UP! 	PMU -- Check In/Check Out Norms <ul style="list-style-type: none">● Be Fully Present● Assume Good Intent● Equity of Voice● Agree to Disagree● Everything moves forward
8:15 On the Ground!!	Leveraging Canvas <ul style="list-style-type: none">● Kelly will share best practices on how to leverage projects, assignments and activities on Canvas● Kelly will explain how to export relevant materials and upload to your courses



Shortcut: Import to Sandbox, created for each teacher

- Directions:
 - Select assignment from Commons
 - Import to Sandbox
 - Find what you want
 - Go to your Course
 - Select settings
 - Click Import Course Content
 - Choose Copy Canvas Course
 - Choose form Sandbox
 - Content (No all content), Select specific content
 - Click Import
 - Select Content
 - Choose your assignment, specific
 - Select Content
 - You will see it in Course

IWT:

Advisors will look for relevant material to upload onto their Canvas courses.

Kelly and Sonn will provide support

9:15

On the Ground!!



Blended Learning Model



Strategy 1: Anchoring Standard for multiple courses, but customizing assignment/project for each course. Teacher provides mini lesson to entire group, then provides time for students to work independently/small groups. Teacher will walk the room facilitating learning and meeting with students as needed.



Strategy 2: Course Rotation Model: With multiple courses in each Block, teacher will allocate 40 minutes for small group direct instruction while other courses are working independently online.

Strategy 3: Independent Learning Model: Students are successful independent learners and progressing adequately on course work. Students can sign up for one on one or small group with teachers.

Critical to Successful Implementation:

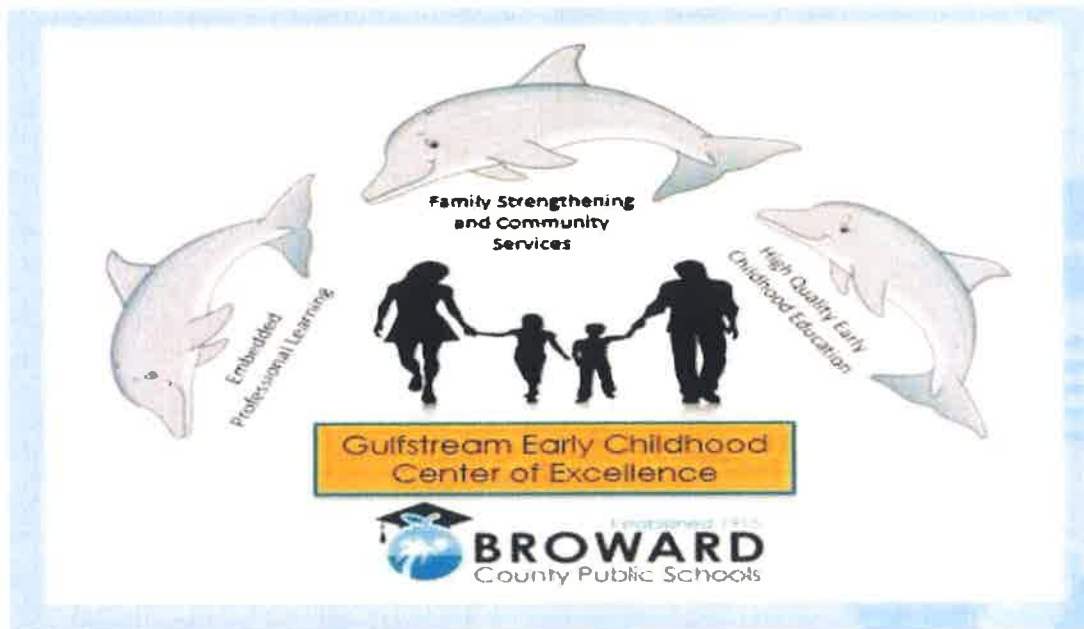
- Establishment and visual of clear norms for Rotation
- Reinforcement of Norms by the entire community
- Assignments/Projects clearly outlined on Canvas
- Need to finalize an equitable Rotation

	<p>What are the Norms for Rotation?</p> <ul style="list-style-type: none"> • Students will attend mandated rotation
10:00	Listening Movie
12:00	<p>Lunch</p> 
<p>1:00 On the Ground!!</p> 	<p>Context</p> <ul style="list-style-type: none"> • What is the purpose of Advisory? What 3 priorities will we focus our • What is the purpose of Independent Work Time (IWT)? How do we teach students to be Self Directed Learners? What expectations and systems do we need to set up? <p>Advisory Deep Dive into Advisory</p> <p>Use what was shared from Unpacking our Schedule activity and set the tone for ideas by offering insight</p> <p>For this year, what if advisory helped students become more self aware, socially aware and with better self directed learning skills. How would we map that out for the year? What should we do in the next month?</p> <p>Resources</p> <ul style="list-style-type: none"> • 20 minute Advisory Curriculum • LTI Advisory Curriculum • Sample Team Building Games • Who Am I Project <p>Goal:</p> <ul style="list-style-type: none"> • Each advisor will create a 2 week Curriculum Map of Advisory Activities • Define the themes for each day of Advisory
2:00 PM	Independent Work Time/Personal Learning Time

<p>On the Ground!!</p> 	<p>How do we train students to be successful during Independent Work Time/Personal Learning Time?</p> <p>4 Lessons on Independent Work Time</p> <p>Goal:</p> <ul style="list-style-type: none"> • Advisors will define our norms for Independent Work Time/Personal Learning Time • Advisors will create 2 week Curriculum Map of PLT Training. (When will this happen?)
<p>2:45 Let's Fly!</p> 	<p>Debrief & Next Steps</p> <p>Reflective Journaling</p> <ol style="list-style-type: none"> 1. What are you taking with you? 2. What questions remain? 3. What next step will you take?

Follow up Training:

- What is purpose of [Project Based Learning](#)? What systems and structures do we need to set projects in motion?
- What is the purpose of PMU? What is the structure of [PMU](#)? What will we focus PMU on this year/semester?



South Plantation High School
Wednesday, November 8, 2017

Student Intern
Agenda 2

Welcome

Introductions

Review – Week one

Why Gulfstream Early Childhood Center of Excellence?

New – Thoughts and Ideas

Today's Projects

Pallets in Cafeteria

Letters on Fence

Bulletin Boards

Murals

Box Books

Etc.



Moving forward:

Professional Learning Community:

- Agree on Meeting schedule and hold that space sacred
- Develop PLC Meeting Norms
- Establish rotation of roles (facilitator, note taker, time manager, equitable voice manager)
- Develop Immediate List of Topics to Resolve and prioritize
- Commit every meeting to be Outcome/Deliverable Oriented (less talking, more creating)
- Prioritized List of Topics and date of PLC of when to address

Independent Work Time:

- What are the norm? How will we reinforce?
- How can we teach students how to best manage their IWT?
- What structures do we need to help students remain productive during that entire Block?
- What are our roles during IWT?
- Resources:
 - [IWT Student Norms](#): This should be updated with the Pathways Logo, largely printed and posted in every room in Pathways.
 - [IWT Teacher Norms](#): Please review and see best practices on how you can ensure successful IWT.
 - [4 Lessons on Independent Work Time](#): This is a 4 day curriculum to teach students how to set SMART Goals, set daily/weekly goals and how to structure IWT. Please call upon all students who are most successful with IWT to help teach this curriculum and have them share their best practices. I suggest you speak to these students on Monday to get them ready. Then on Tuesday, use the 1st rotation to present to the entire Pathways. Follow the same plan for Wed-Fri with the following lessons.
 - [IWT Form](#): This is a sample IWT Form students can fill out in the beginning of the week. This can be completed in Advisory or Rotations. It's important for students to set SMART goals pulling directly from their course assignments. Additionally, advisors and teachers should review Form as needed to hold students accountable.
 - [Independent Work Time \(IWT\)](#)
 - [BPL IWT/OS Structures](#)
 - From Summit Learning: Advisors should know that IWT/OS is the same as Summit's Personal Learning Time (PLT)
 - [Sample Norms](#)
 - [Personal Learning Time](#)
 - [Independent Work Time Goal Setting Tool](#)
 - [Independent Work Time Audit Tool](#)

Advisory

- What are the norms for advisory? How will we reinforce?
- What are the set daily themes for each week?
- What is our advisory curriculum we will use for the next month? 2 months
- What is the internship curriculum we will use for the next month?
- Resources
 - [Advisory](#)
 - [Deep Dive into Advisory](#)
 - [20 minute Advisory Curriculum](#)

- [Sample Team Building Games](#)
- [Nashville Big Picture](#): This is very specific Who Am I roll out for Nashville Big Picture. I like this because it offers clear explanations, different projects and specific deadlines.
- [One on One Note Taking Tool](#)- The One on One tool can be used to document what was discussed in the meeting.
- [One on One Note Template](#)- Many different structures exist including another sample below

Rotations:

- What are the norms for Rotation? How will we reinforce?
- Why instructional model will we use?
- How do we ensure that we meet every course for face to face for a minimum of 3 times a week
- Resources
 - [Learning Models in Rotations/IWT](#): We agreed that ultimate goal is to have all students get to Strategy 3: Independent Learning Model, but this is going to take some time. For now, our decision is to implement Strategy 1: Anchor Standards Model and Strategy 2: Course Rotation Model. I would suggest this PowerPoint be reviewed as an academy as well. I would suggest you plan a shorter PMU and then ending it with this presentation.
 - [Content classes](#)
 - [Rotation Schedule](#)
 - [Sample Unit Template](#):

Learning through Internships:

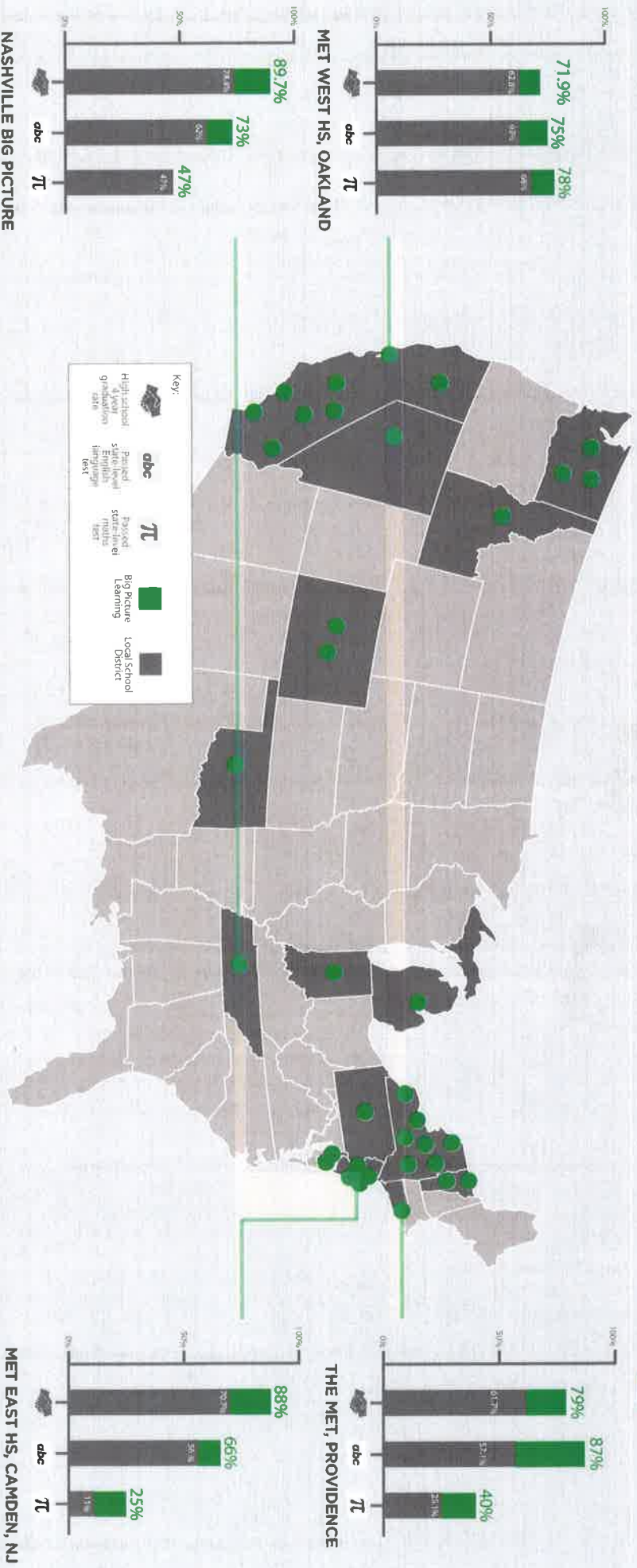
- What is the LTI process? How can we ensure students are following ?
- How are we implementing the LTI Curriculum? What's the plan for implementation of activities for the next month?
- What specific grades are allowed to go internships?
- What does Wed look like for students in Pathways w/o internships? What structures do we need in place for this day?
- How can we ensure students are prepped for visitors?
- How will students dress on Wed?
- Resources:
 - [LTI Advisory Curriculum](#): Here is the curriculum once again. I know that Madeline is selecting one lesson at a time and reviewing it with you during the morning planning time. I think that is amazing! If you want to strengthen your knowledge on the curriculum, please review ahead of time.
 - [LTI Process](#): Here is a PowerPoint explaining LTIs. Please review Slide 8 which explains the LTI process. I can't stress enough how important it is for everyone to follow the process.
 - [LTI Interest Form](#): I suggest you implement an LTI Interest Form where students can fill out and get approval from Madeline before they call. This generated list can be used to document and ensure that we streamline the process. I suggest Advisors upload this form in classes or you can make an easy TinyUrl where students can easily access.





is a network of over 55 public or public charter schools across 14 states (serving over 9000 students and based in some of America's largest cities). Big Picture works with educators, philanthropists and public officials, to adapt their innovative school designs to fit specific school districts and communities. Around the globe, Big Picture serves over 7,000, working directly with schools in Australia, the Netherlands, and Canada.

WWW.BIGPICTURE.ORG | [@BIGPICTURELEARNING](https://twitter.com/BIGPICTURELEARNING)



WHO ATTENDS BIG PICTURE SCHOOLS?

Big Picture students come from communities with high levels of academic underachievement, geographic transition, and high school dropout. There are no academic selection criteria to enter a Big Picture Learning high school.



Characteristics of students:



18% have certified Special Educational Needs



56% are native speakers of a language other than English



80% will be the first in their family to earn a college degree



62-74% are classified as low income via eligibility to free/reduced school lunch



89% said their parent and advisor communicated once a month or more



77% students said that their parent or guardian was at the school at least once per month



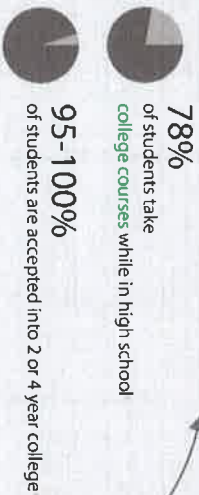
78% of survey respondents took college courses while in high school

DEFINING SUCCESS

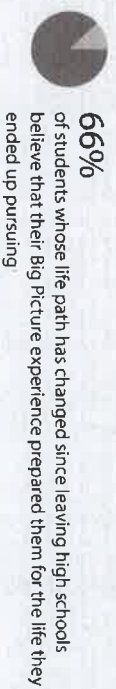
Big Picture defines and tracks the success of its students beyond conventional measures of student achievement. Its focus on the long-term outcomes of students is reflected in how time, space and resources are deployed in its schools.



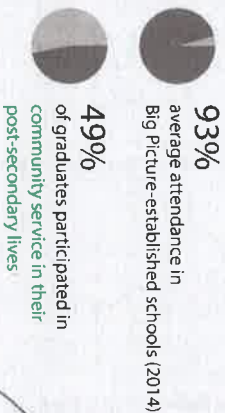
Post secondary preparation



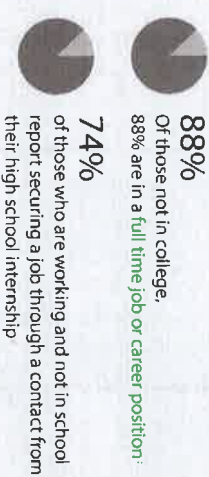
Adult self-fulfilment



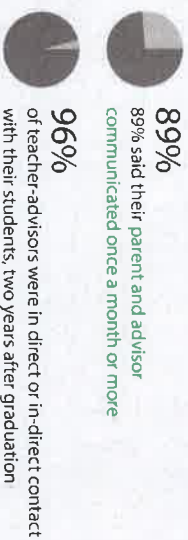
Civic engagement



Meaningful work



Healthy relationships



Stories of Success



Watch 'Internships Offer Meaningful Real-World Learning'

"I am able to do something where I can put my mark on the world I will soon be coming in to" Noah (16)



Watch 'New Village Girls Academy Video Feb 2014'

"I see myself graduating... I see [the school] helping me get to where I want to be, and with their support, I know that I can do it!" Samantha (16)

RESEARCH SUMMARY

Big Picture Learning aims to provide that its innovative learning design produces fantastic outcomes for learners from all backgrounds. This document is a summary of key studies that provide compelling evidence of this success. They also tell the story of a network that is always looking to expand and improve their data collection methods, and one that sees the understanding of long term student outcomes as a core element of its mission. Big Picture collects information differently to most schools, and what's more, they use the insights that come from this research to inform and improve the practice that goes on in their classrooms.



The Longitudinal Study

Arnold K.D., Brown Sato E., Methven L., Brown P. (2015, awaiting publication) Post-secondary Outcomes of Innovative High Schools: The Big Picture Longitudinal Study, Boston College.

Points of interest:

- Karen Arnold and her team have been tracking the longitudinal outcomes of former Big Picture students from every graduating year since 2006.
- The study involves participants from 23 Big Picture schools and follows their progress at university, college or in the world of work.

Key Findings:

- Graduates identify relationships with their advisors at Big Picture schools and learning through experiential internships as central to their success. Students and advisors both assert that the Big Picture model helped them develop motivation, resourcefulness, independence, and communication skills.

Points of interest:

- Responses to traditional post graduation surveys are dominated by those enrolled in 4-year colleges who are doing well academically and socially. This self-selection bias means that this method does not truly reveal the long term outcomes of the most disadvantaged students.
- To track these young adults Big Picture developed a data collection method using former teacher-advisors or higher education counsellors.
- The Connector Study follows the class of 2008 and 2009

The 'Connector' Study

Arnold K. D., Wartman K. L., Brown P. G., Gismondi A. N., Pesce J. R., and Stanfield D. A. (2014) Capturing the Elusive: Collecting Post-High School Data from Low-Income Students [The Connector Study], Boston College, Lynch School of Education

Key Findings:

- Two years after graduation, the 'connectors' were able to provide outcome information for 96% (554 of 563) of their graduates.
- At least 60% of the 2008 & 2009 cohort were in college 2 years later. Among the overall population of low-income, first-generation, students of color from which these graduates come, this is a very positive percentage
- Of those not in college, 88% were in a full time job or career position
- At least 46% of alumni were studying or working in fields related to the internship they had at BPL schools.
- 4% of students were identified as having 'extraordinary' negative circumstances such as disabilities, citizenship issues or severe injury. 50% of these have persevered with their plans and are in college or have a job



The Summer Flood

Arnold, K.D., Fleming, S., Deanda, M., Castelman, B., & Wartman, K.L. (2009, Fall). The summer flood: The invisible gap among low-income students. Thought & Action, 25, 23-34.

Points of interest:

- In 2008, Big Picture conducted a study into their students during the months after leaving high school.
- Nearly 100% were accepted into university and nearly 90% had an intention to start university in the Autumn after high school graduation.
- However, by autumn only around 70% were enrolled in any university.

- Noticing this, Big Picture conducted a randomised experiment of formal summer intervention & support for 80 new graduates across 7 schools. This support included admissions guidance, social and emotional support for students and families and financial guidance.

Key Findings:

- They found a 15% higher enrollment rate in these students than the control group.
- In addition, this group were 16% more likely to enroll full-time and 15% more likely to enroll in a 4-year college.
- This has now become standard practice across the Big Picture network.

Points of interest:

- Students from 'Deeper Learning' network schools were compared to matched schools and controlled for student background

Key Findings:

- Students from Deeper Learning schools scored higher on international and state literacy, numeracy and science tests.
- They were found to have higher scores for intra- and interpersonal outcomes including collaboration, academic engagement, motivation to learn, and self-efficacy
- The schools had 9% higher high school graduation rates
- The students were more likely to enroll in 4-year and selective institutions
- The benefits in test scores and high school graduation are similar for those with low prior achievement as those with high prior achievement



Evidence of Deeper Learning Outcomes

Zeiser, K.L., et al (2014) REPORT 3 - FINDINGS FROM THE STUDY OF DEEPER LEARNING: Opportunities and Outcomes. Evidence of Deeper Learning Outcomes. American Institute for Research.