LEADING A PROJECT BASED LEARNING (PBL) CLASSROOM OR SCHOOL
Participants will:

- Learn the characteristics to look for in a PBL classroom
- Learn how to evaluate a PBL facilitator
- Learn how to identify the needs of a PBL staff and provide professional development to address those needs
PBL

Publicly Presented Product

Driving Question or Challenge

Need to Know

Inquiry & Innovation

21st Century Skills

Student Voice & Choice

Feedback & Revision

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Publicly Presented Product

Driving Question or Challenge

Need to Know
CHARACTERISTICS OF AN ELEMENTARY PBL CLASSROOM

- Morning Meetings - Building Relationships
COMMUNITY RESOURCES AND PARTICIPANTS
INTEGRATED CURRICULUM

STATIONS CONNECTED TO PROJECTS
ENTRY EVENT OR CHALLENGE
Characteristics of a secondary classroom
21st Century Skills

Collaboration

Communication

Critical Thinking/Technology
WHY ARE SMALL GROUPS IMPORTANT TO THE PROCESS OF COLLABORATION?
Publicly Presented Product-Community

Authentic Audiences (for real—we have pushed NOT to have hypothetical audiences)
OBSERVATION AND EVALUATION

- Walk throughs
  - Engagement
  - Organization
  - Collaboration
- Task cards that include goal and expectations for station activity
Wayne created the observation form based on Madeline Hunter’s lesson design. We’re “focus”ed, but did not lose PBL.

Pure PBL with Digital Units of Study- Cross Curricular- 21st Century Skills: We would love to see this at least once or twice a year. We have to continue to push ourselves! These are the units that connect students and make them LOVE school!

Student Centered/ Inquiry- Based/ Relevant- We want 100% here

Units of Study/ Lesson Design/ Data Teams- BASE LEVEL OF INSTRUCTION- foundational. This is your viable curriculum and sound instruction.
Based on observations and evaluation conferences
Facilitator Voice

Professional Development at Ben Davis began as grass roots.
Teacher led
Now based on implementation surveys
Voice and Choice at the Innovation Center
SHARING OUT
Q AND A