







We're Going to Look at CCSS Standards

- We're going to move into small groups and examine **how we can use the interdisciplinary learning to promote project based learning.**
- Let's move into small groups based on GRADE LEVEL.



Sample Inquiry Projects

- Some states, like West Virginia have strong Project Based Learning initiatives. See their website for some great materials. <http://tinyurl.com/ckfjm4y>



- Sample Inquiry Projects are here:
<http://tinyurl.com/2d7ykva>



Project Idea: Investigation, scenario, problem, challenge, issue, etc.

Entry Event: to launch inquiry and spark curiosity.

Power Standard:

Content Standards & Objectives: Identify the objectives explicitly taught or learned through discovery within this project design; identify the learning targets and the evidence of student mastery for each learning target within each objective. Be sure the project meets the criteria for standards-focused PBL.



Objectives Directly Taught or Learned Through Discovery	Identified Learning Targets	Evidence of Success in Achieving Identified Learning Target

<http://wvde.state.wv.us/teach21/PBLTools.html>



21st Century Skills: Identify the Learning Skills and Technology Tools Standards that students will practice in this project.

21 st Century Skills	Learning Skills & Technology Tools	Teaching Strategies	Evidence of Success
Information and Communication			
Thinking and Reasoning Skills			
Personal and Workplace Skills			

Performance Objectives: What must all students know and be able to do as a result of this PBL experience?

Know

Do

<http://wvde.state.wv.us/teach21/PBLTools.html>

Driving Question: State the driving question or problem statement for the project. The statement should encompass all product content and outcomes, and provide a central focus for student inquiry. Be sure you pose an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer.

<http://wvde.state.wv.us/teach21/PBLTools.html>

Assessment Plan: Define the products and artifacts for the project. Be sure to include a variety of assessments for learning that are closely tied to the content, learning skills and technology tools outcomes. The products and criteria must align with the objectives and outcomes for the project. State the criteria for exemplary performance for each product. Plan for assessments that provide student feedback as the project progresses and provide for a culminating appraisal of performance of product with an accompanying rubric that clearly assesses the learning targets. When building the culminating assessment, remember the acronym GRASPS.

Major Group Products	
Major Individual Projects	

<http://wvde.state.wv.us/teach21/PBLTools.html>

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration	Written Communication
	Critical Thinking & Problem Solving	Content Knowledge
	Oral Communication	Other
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests	Practice presentations
	Self-evaluation	Notes
	Peer evaluation	Checklists/observations
	Online tests and exams	Concept maps
Reflections: (Check all that apply)	Survey	Focus Group
	Discussion	Task Management Chart
	Journal Writing/ Learning Log	Other

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Map the Product: Examine one major product for the project and analyze the tasks necessary to develop a high-quality product. What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Do the products and tasks give all students the opportunity to demonstrate what they have learned?

Product:

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1.			
2.			
3.			
4.			
5.			
6.			

Resources:
 School-based Individuals:
 Technology:
 Community:
 Materials:

<http://wvde.state.wv.us/teach21/PBLTools.html>

Manage the Process: Describe everything necessary to ensure targeted learning does occur. This may include, but is not limited to, plans related to grouping, classroom management, and the types of knowledge and skills students should have mastered prior to beginning the project. List the preparations necessary to differentiate instruction for the diverse learners in your classroom.

Project Evaluation: How will you and your students reflect on and evaluate the project?

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How to Reach Me:

-  Email: Katie@KatherineMcKnight.com
-  Website: www.KatherineMcKnight.com
-  Twitter: [@literacyworld](https://twitter.com/literacyworld)
-  Facebook: [Katie McKnight Literacy](https://www.facebook.com/KatieMcKnightLiteracy)
-  For more materials and updated powerpoint, see my blog at www.KatherineMcKnight.com





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