

Using Project-Based Learning to Build Maximum Capacity in Your Classroom

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Todd Stanley

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Welcome to the Gifted Guy website, my name is Todd

Schedule for the day

8:30 - 9:30 - Structure for setting up your project

9:30 - 11:00 - Work on creating your own project

11:00 - 12:00 - How to write an objective rubric

12:00 - 1:00 - Lunch

1:00 - 2:30 - Work on creating your rubric and finishing your project

2:30 - 3:15 - Managing your classroom

3:15 - 3:30 - Reflection and questions

Advantages of using projects in the Classroom

- Puts them in a real-world environment where they are responsible for their time management
- Makes students lifelong learners rather than memorizers
- Although some would argue projects are a lot of work for a teacher, it is actually the same amount of work, you are just frontloading the work with the students doing most of the work in the classroom
- Allows for different types of assessment including performance assessment
- Teaches valuable 21st century skills
- Allows students more room for learning, does not put a ceiling on what they can do

Steps to a Project

1. Define the problem
2. Develop solution options
3. Plan the project
4. Execute the plan
5. Monitor and control progress
6. Close project

Define the Problem

Develop Solution
Options

Plan the Project

- What must be done?
- Who will do it?
- How will it be done?
- When must it be done?
- What resources will be needed

Execute the Plan

Monitor and Control
Progress

- Are we on target?
- If not what must be done?
- Should the plan be changed?

Close Project

- What was done well?
- What should be improved?
- What else did we learn?

1. Define the Problem



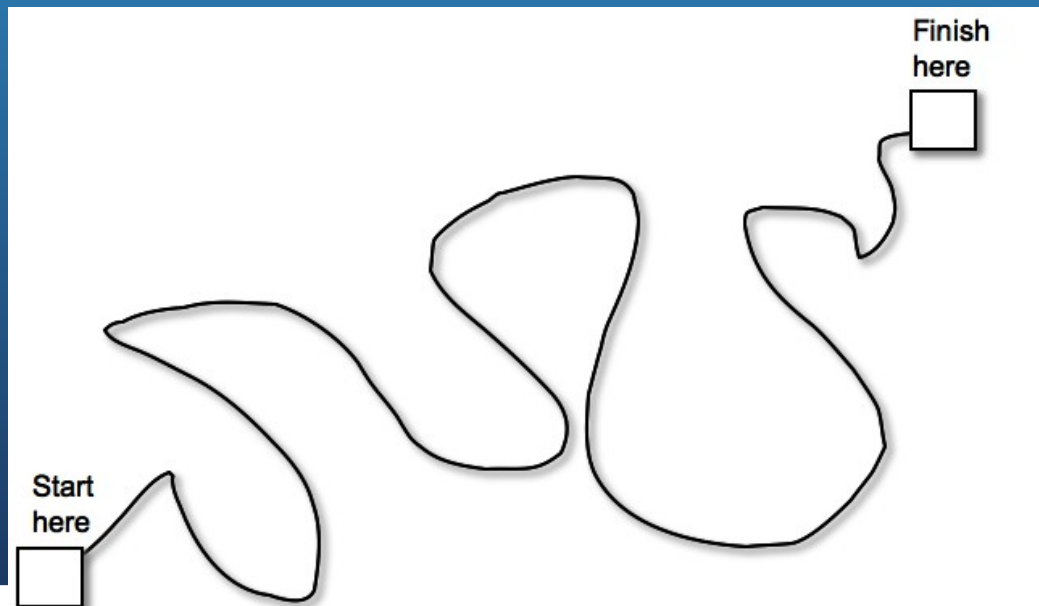
- Linking to the Standards
 - You can link one or several CCSS to the project
 - You must ensure you have a way to measure mastery of each skill
- If you have four CCSS you wish to cover, you will need to have four separate ways to determine mastery of that specific skill (although one rubric could measure many different standards)

Standard

- American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

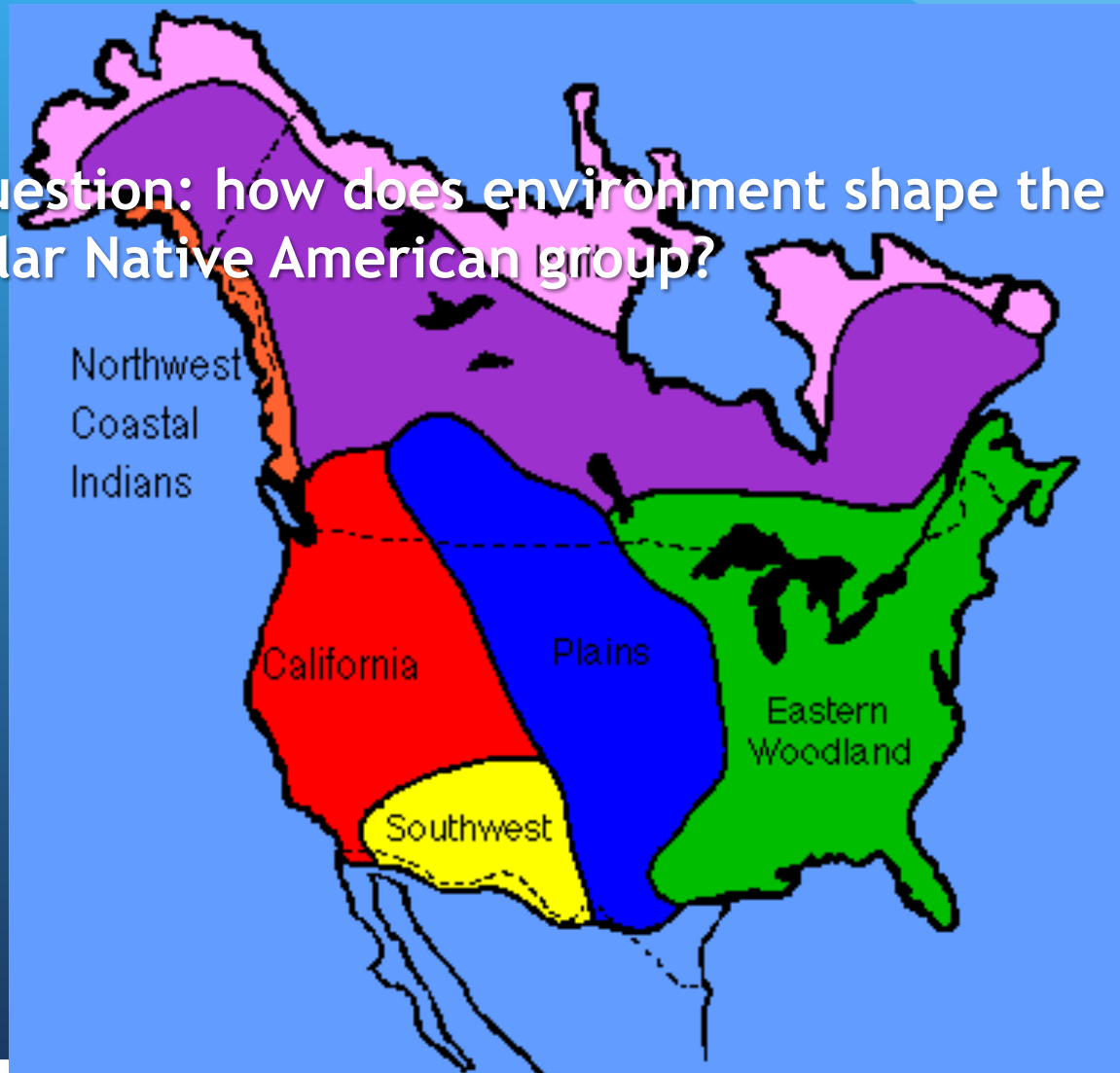
Backwards Building Process

- Identify what you want to *accomplish*.
- Determine the *product* that will show what you learned.
- Plan how you will *develop* this product.



Identify what you want to accomplish

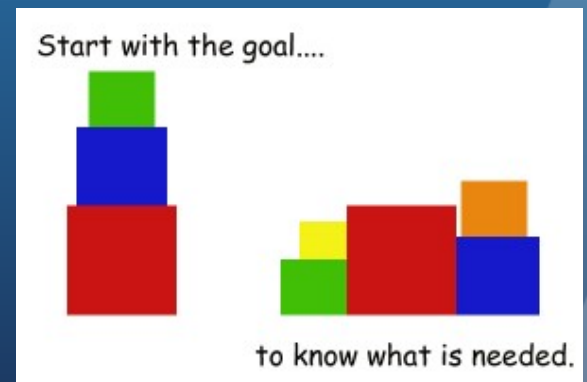
Essential Question: how does environment shape the culture of a particular Native American group?



2. Develop Solution Options

Backwards Building - Starting with the End

Essential Question: What product would demonstrate the mastery I want students to be able to achieve?



Determine the product that will show what they have learned

- What product can best display what you want them to learn?
 - Presentation
 - Portfolio
 - Essay/Research Paper
 - Model
 - Display
 - Creative choices (music, video, game, etc.)



Audio	Visual	Verbal	Written
Film	Exhibition	Interview	Journal
Play	Model	Journal	Letter
Poem	PowerPoint	Lesson	Newspaper
Song	Art	Oral defense	Short story
Musical	Venn diagram	Presentation	Graphic novel
Podcast	Chart	Press conference	Brochure
Instrumental	Animated movie	Role playing	Webpage
Jukebox	Map	Demonstration	Riddles/Puzzles
Storytelling	Mosaic	Testimony	Story cube
Meditation	Advertisement	Skit	Essay/Research paper

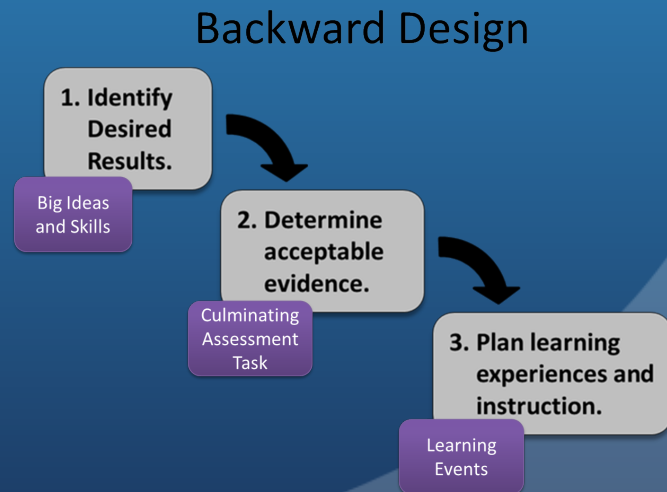
MENU BOARD

3. Plan the Project

Steps to the project - Continuing the Backwards Building Process

Start from the end and plot out each step of the project

- Must include skills that need to be taught
- Time to accomplish tasks
- Modeling for students



Plan how to develop the project

- 8) Display museum piece
 - 7) Create display for artifact
 - 6) Create an artifact to represent this
 - 5) Explain how environment links to this aspect of culture
 - 4) Research the aspect of culture
 - 3) Identify the aspect of culture you would like to learn about
 - 2) Research Native American group
 - 1) Identify the Native American group you would like to learn about
- Have to determine how much time will be given for each of these steps

*Sun**Mon**Tue**Wed**Thu**Fri**Sat*

Introduce project,
show video or
examples of past
student work

Research Native American group

Identify the aspect
of culture you
want to learn
about

Research aspect of culture

Determine how
environment
shaped this aspect
of culture

Decide on artifact
that represents this
aspect of culture

Work on artifact

What does a good
display look like?

Work on display

Check over
exhibition with
another student
and against the

Museum opens for
visitors

4. Execute the Plan

- Making the plan clear
- Must clearly communicate to students (and parents) what the project involves and what the expectations are going to be
- Can do this using various tools
 - Syllabus
 - Calendar
 - Rubric

Project Contract

Student Name: _____

Project Name: _____

Estimated Time of Project: _____
(Include calendar)

Power Standard(s) Covered: _____

Other Standards Covered: _____

Skills Learned:
•
•
•
•

Overall Goal of Project: _____

Product of Project: _____

Headings for Rubric Evaluation: _____
_____ time management/responsibility
(include, rubric)

Student Signature: _____

Teacher Signature: _____

Parent(s) Signature: _____

Native American Museum



You are charged with creating an exhibit in the Gateway Gifted Academy Native American Museum.

You are responsible for a certain Native American culture, either the Eastern Woodland, Plains, Southwest, or Northwest Coast, as well as an aspect of culture such as clothing, shelter, religion, etc. You must create a display that someone coming to the museum could learn everything they could about the aspect of culture. This means you will need an artifact(s) of some sort whether it be a model, poster, tri-fold, video reenactment, or some other. There needs to be labels as well as an exhibit title. Like any good museum, you will need to have a sign that explains the exhibit in detail based on the research you find.

The theme of this museum is how the environment shaped this aspect of culture, so somewhere in the exhibit this will need to be explained. Your exhibit will be evaluated on three aspects:

- Artifact/Display
- Content of Research
- Professionalism

Native American Museum

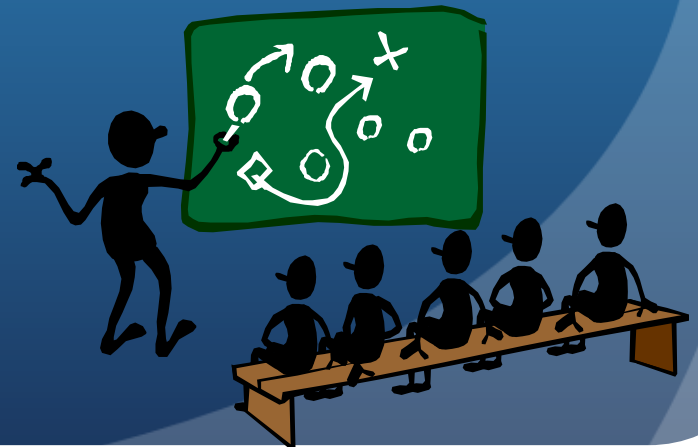
Student(s) _____

Cultural Aspect _____

Overall	Artifact	Display	Content
Excellent (A)	<ul style="list-style-type: none">• Artifact looks professional, like something that would be on display in a museum.• Artifact clearly captures the aspect of culture it is meant to.• Artifact is easy for people to view, showing many details about the aspect of culture.	<ul style="list-style-type: none">• Display has an appropriate title that clearly captures what the artifact is about as well as the attention.• Display is written clearly so that it is easy to read.• Display is free of spelling errors and looks professional.	<ul style="list-style-type: none">• Aspect of culture is explained in detail.• Student explains with examples how the environment shaped this particular aspect of culture.• There is obvious research in the content, teaching the reader how the Native Americans used this aspect of culture.
Good (B-C)	<ul style="list-style-type: none">• Artifact looks somewhat professional, like a good quality school project.• Artifact captures most of the aspect of culture it is meant to but leaves some parts out.• Artifact can be viewed by many but some details are difficult to see.	<ul style="list-style-type: none">• Display has a general title that captures what the artifact is about but does not capture the attention.• Display is written clearly for the most part but there are sections that are not as easy to read.• Display has just a couple of spelling errors and looks professional.	<ul style="list-style-type: none">• Aspect of culture is explained but lacks detail in places where it is needed.• Student explains how the environment shaped this particular aspect of culture but does not provide clear examples.• There is a little research in the content, but does not clearly teach the reader how the Native Americans used this aspect of culture.
Needs Improvement (D-F)	<ul style="list-style-type: none">• Artifact does not look professional, like something an elementary student would make.• Artifact does not capture the aspect of culture it is meant to, causing confusion.• Artifact is not easy for people to view, leaving out many details about the aspect of culture.	<ul style="list-style-type: none">• Display does not have an appropriate title or no title at all.• Display is not written clearly, making it difficult to read.• Display is full of spelling errors and/or does not look professional.	<ul style="list-style-type: none">• Aspect of culture is not well explained, causing confusion.• Student does not explain how the environment shaped this particular aspect of culture or explains incorrectly.• There is no research in the content, failing to teach the reader how the Native Americans used this aspect of culture.

5. Monitor and Control Progress – the Role of the Teacher

- Figure out what skills students do and do not have that you might need to council them on.
 - Knowing the various Native American culture
 - Display
 - Research
- If the student already has these skills
 - provide resources
 - get out of the way
 - coach from the sideline
 - give them space.



6. Close project

- How do you know what a student truly learned from a project
- There is what you wanted them to learn, and what they actually learned
- The final assessment might not be enough to determine the true lesson
- The use of a reflection can be very powerful in determining what was learned

As you are making your way around our Native American Museum, reflect on the following:

What is a single exhibit you thought was really good? What about the exhibit made it stand out from the others?

Using a different exhibit than the one above, what was something you learned you hadn't known before that was interesting? What about this makes it interesting to you?

Which of the geographic areas overall (i.e. Eastern Woodlands, Plains, Northwest Coast, Southwest) do you think did the best job of representing the culture? Why specifically do you feel this way (make sure to use examples of exhibits)?

What was something specifically you saw in some of the exhibits that you had wished you would have used in your own to improve upon it? Why would it have made your exhibit better?

IS IT A PROJECT OR IS IT PROJECT-BASED LEARNING?

PROJECTS

VS

PROJECT-BASED LEARNING

Can be done alone

Requires collaboration & teacher guidance

About the product

About the process

Teacher-directed

Student-directed

Lack real-world context

Based on real world experiences/problems

Occur after the "real" learning

Real learning occurs through the project

All projects have the same goal

Student choices to determine the outcome

Now you plan the project

- You will have the rest of the time to create a basic outline for a project you could do in your class
- Follow the first three steps of the process
 1. Define the problem
 2. Develop solution options
 3. Plan the project
- By the end of your time today your goal will be to create three things:
 1. Syllabus - using project contract
 2. Calendar
 3. Rubric - will do later

ne work time

- If you have questions or you would like to bounce an idea around, I will be here to answer them during the work time
- For resources you can go to www.thegiftedguy.com/prof-development
- We will come back here to learn how to develop a rubric for your project

Project-Based Learning for Gifted Students

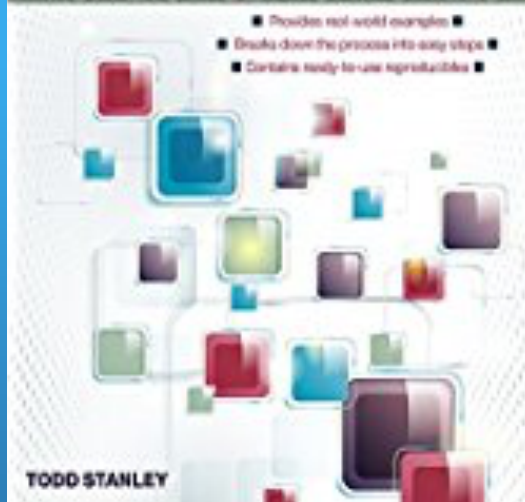
A Handbook for the
21st-Century Classroom



TODD STANLEY

Performance-Based Assessment FOR 21ST-CENTURY SKILLS

- Provides real-world examples
- Breaks down the process into easy steps
- Contains ready-to-use reproducible



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Creating Life-Long LEARNERS

Using Project-Based Management to Teach 21st Century Skills



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Grades
3-5

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