

ALL ROADS LEAD TO PBL

A ROAD MAP FOR CREATING COHERENCE

WITH DR. AMY BAEDER



THE PRINCIPAL CENTER

BUILDING CAPACITY FOR INSTRUCTIONAL LEADERSHIP

In this webinar, we'll explore...

Why PBL can serve as a "superhighway" for multiple initiatives, so that teachers aren't doing "one more thing"

How to align pedagogy, content, and initiatives using key ideas from educational research

5 tips for teachers and leaders as they embed personalized learning, STEM, blended learning, differentiation, and more

Why finding the intersections between initiatives leads to more motivated & engaged students

How integrating initiatives can amplify the power of PBL and reduce "change whiplash"





- Secondary Science & ELA Teacher, Seattle, WA
- Teacher Education Program, UW
- Consultant with Educurious
- Schools in AR, El Salvador, and across US
- Elementary Curriculum, Empatico

My
background

Who is with us today? Type your name, location, role, & what drew you to this webinar in the chat box!

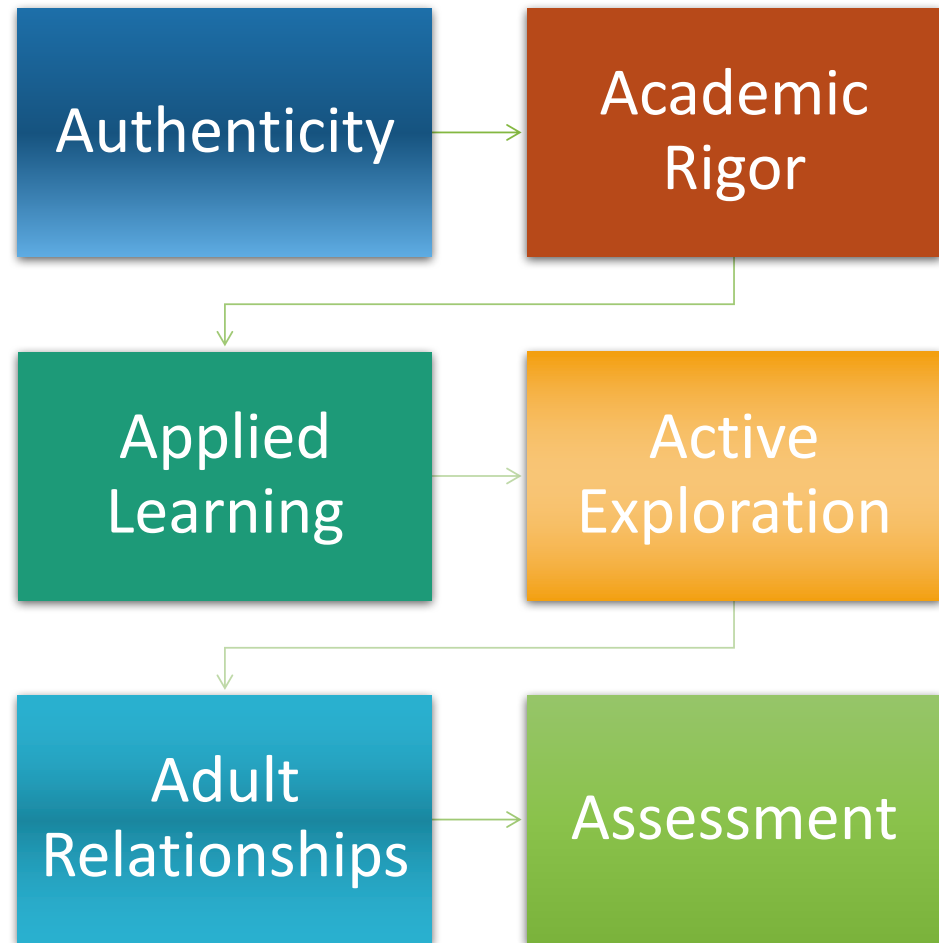


PBL Big Ideas: Review

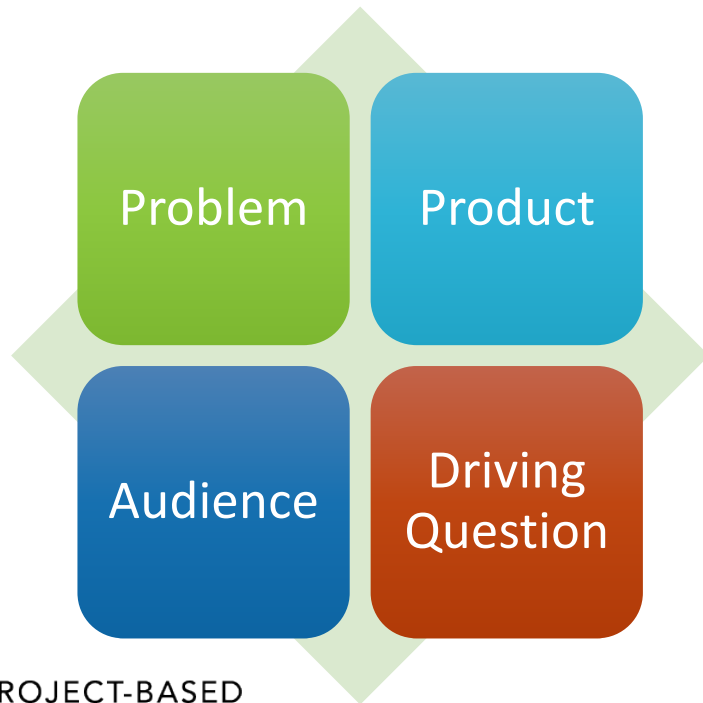
- Content is taught through project
- PBL can be taught throughout the year, not just for special occasions
- PBL is for ALL learners
- PBL is based on standards or the skills, content, and knowledge you need to teach
- PBL engages all learners (and is more engaging for you!)
- Project is introduced from Day 1

6 As of PBL: Review

Adria
Steinberg
Real Learning,
Real Work
(1997)



PBL Review: Real-World & Authentic...



Are you feeling education change whiplash?



An initiative story

- Small Schools
- CFGs
- Home Visits
- Motivation & Engagement
- Math Pedagogy Focus
- Technology Adoptions



More good
things \neq
Better



Piled-on initiatives



What are some initiatives your school has in place right now?

Add your thoughts to the chat box!



**I JUST GOT BACK FROM A
CONFERENCE...**

...SO MANY IDEAS!

Andy Hargreaves & Michael Fullan: 6 Cs

- Deep learning—quality learning that sticks—connects to the 6 Cs:
 - Creativity
 - Communication
 - Citizenship
 - Critical thinking
 - Character
 - Collaboration



Stephanie M. Jones & Social-Emotional Learning

"We need to integrate SEL into the structures and practices of schools and schooling almost so that it disappears."

Jim Knight: High-Yield Practices

Thinking prompts leading to discussion

Open learning & closed learning

Cooperative learning

Open questions & closed questions

Using storytelling

Role Play

Empowering Students to Improve the World in Sixty Lessons

VERSION 1.0

Fernando M. Reimers

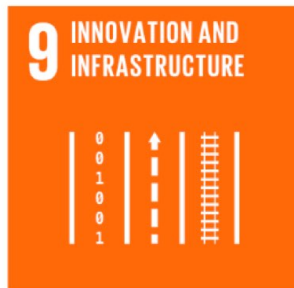
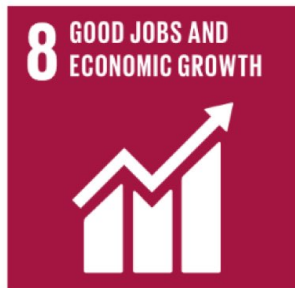
with

Abimbola Adetunji, Alexandra Ball, Christian Bautista, Deaweh Benson,
Nicolas Buchbinder, Isabelle Byusa, Wendi Cui, Madhuri Dhariwal,
Elaine Ding, Cassie Fuenmayor, Kara Howard, Heather Kesselman,
Katherine Kinnaird, Maria Lee, Sharon Jiae Lee, Quinn Lockwood,
Eva Flavia Martinez Orbegozo, Xin Miao, Matthew Owens,
Theodosia Papazis, Arianna Pattek, Emily Pope,
Vijayaragavan Prabhakaran, Nicolas Riveros, Ben Searle,
Tatiana Sevchenko, Heer Shaikh, Sam (Shiv) Sharma, Chloe Suberville,
Somoh Supharukchinda, Corrie Sutherland, Tisha Verma, Devon Wilson,
Holing Yip, and Chihiro Yoshida.

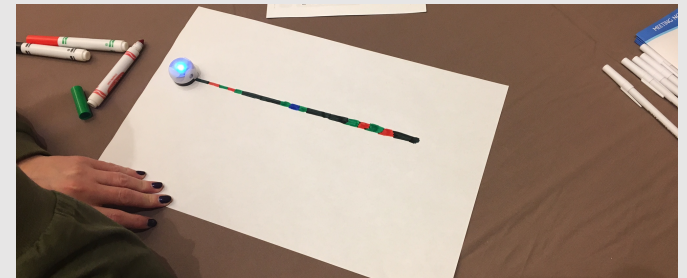
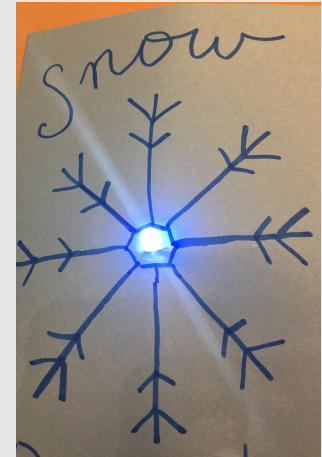



THE GLOBAL GOALS
For Sustainable Development

Fernando Reimers: Empowering Global Citizens



STEM Session



A close-up photograph of two hands holding two interlocking puzzle pieces. The puzzle pieces are light-colored and are being held up against a bright, hazy sunset or sunrise background. The sun is low on the horizon, creating a strong lens flare and a warm, golden glow. The hands are silhouetted against the bright light. A dark circular overlay with a thin white border is positioned in the upper left corner, containing the text "It all fits together... but how?".

It all fits
together...
but how?

Full Inclusion

Grit and Growth
Mindset

Differentiation
and Scaffolding

Gifted
Education

Literacy & ELL
supports

Accessing Prior
Knowledge &
Addressing
Misconceptions

Depth of
Knowledge
Questioning

Interdisciplinary
instruction

Social and
Emotional
Learning

STEM &
Maker
Spaces

Home and
Community
Involvement

Standards-
based
Grading

Blended
Learning & 1-
to-1

Teaching
Strategies

Motivation &
Engagement

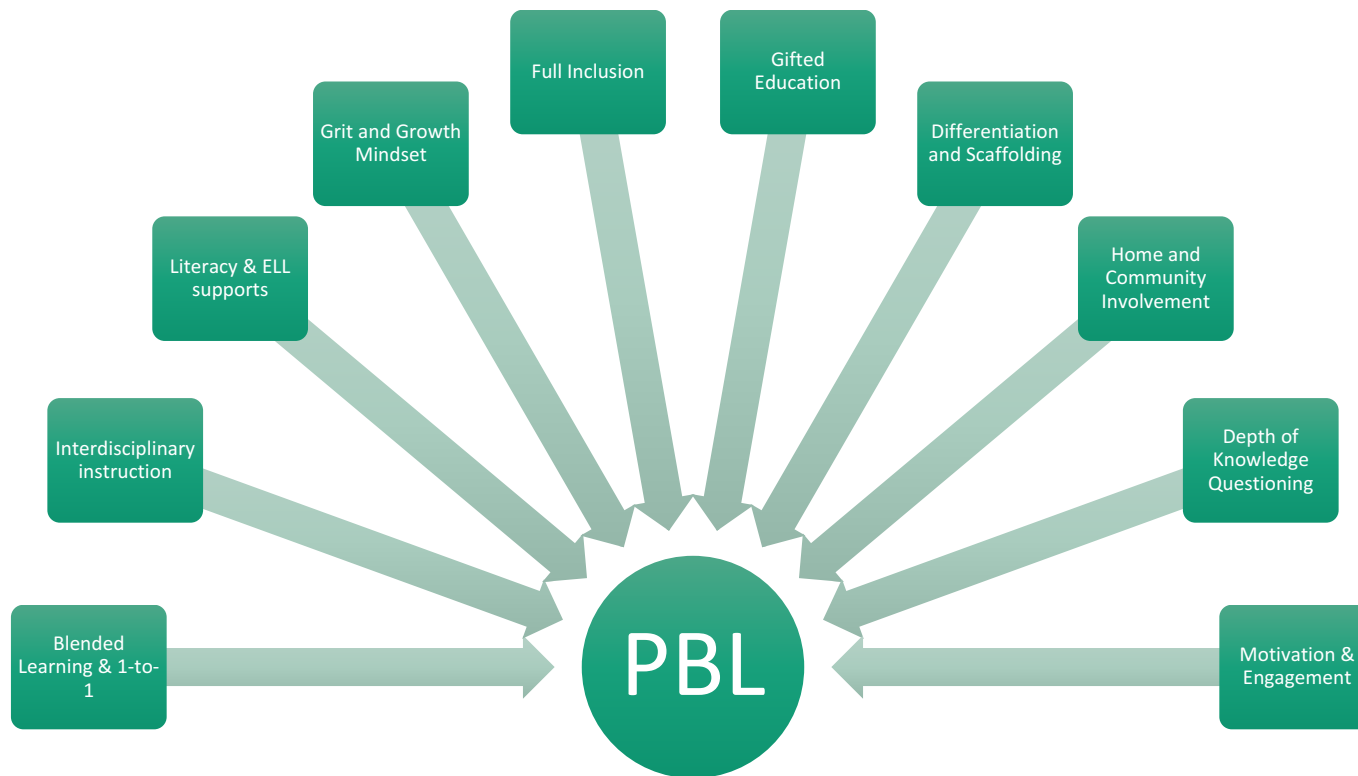
Deeper Learning
& Brain-Based
Instruction

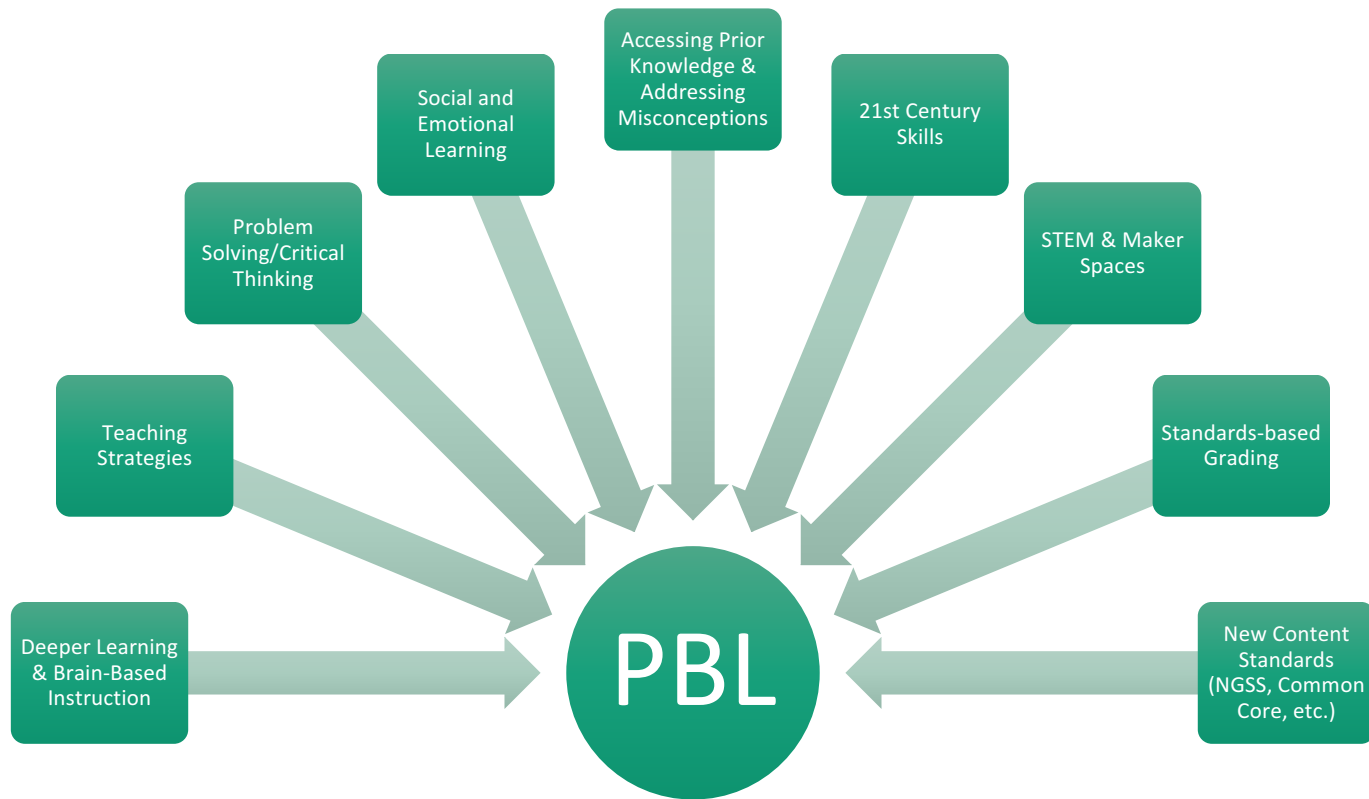
Problem
Solving/Critical
Thinking

21st Century
Skills

New Content
Standards
(NGSS,
Common Core,
etc.)

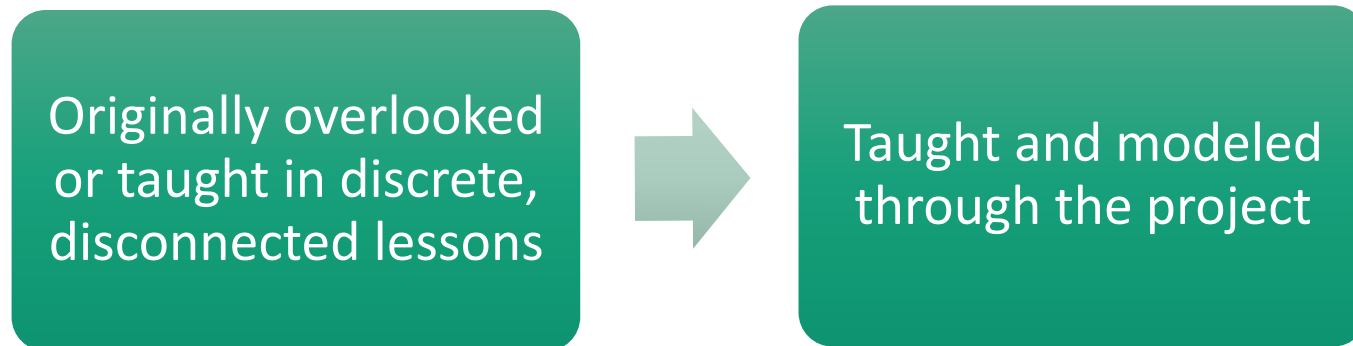






PBL Gives Initiatives and Strategies Purpose

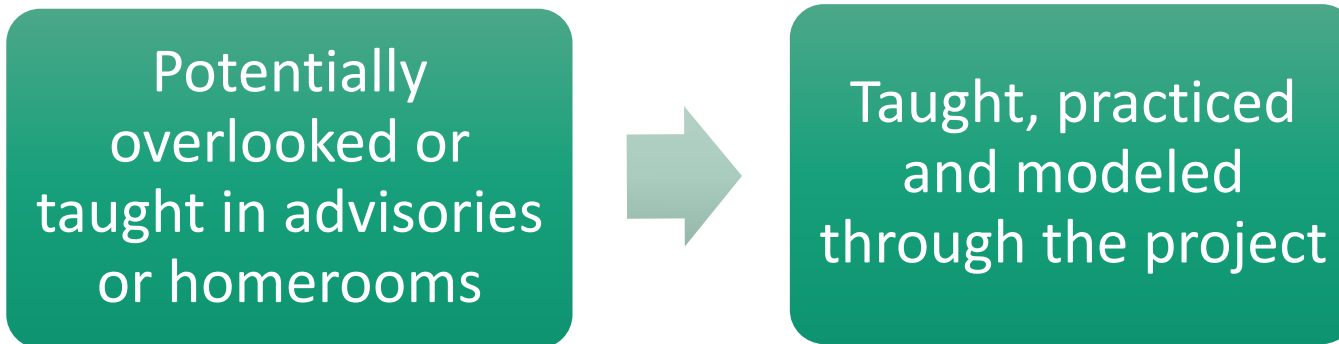
Critical Thinking & Problem Solving



Gives students a reason to solve a problem
Provided students with a "need to know": how can we work together to solve a problem we care about?

PBL Gives Initiatives and Strategies Purpose

Growth Mindset

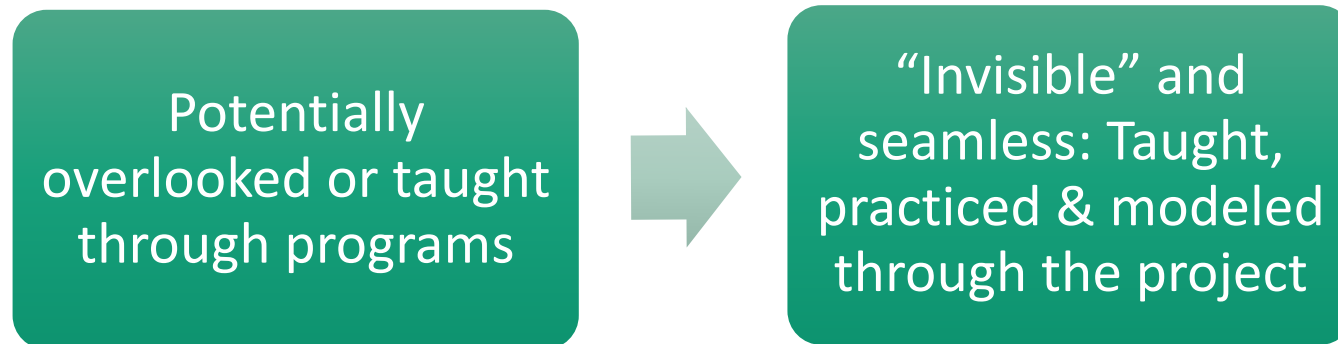


Strategies like:

- Providing multiple entry points
- Allowing for productive struggle, using scaffolds when needed
- Providing opportunities for self-evaluation, peer evaluation, feedback, and revision

PBL Gives Initiatives and Strategies Purpose

Social-Emotional Learning

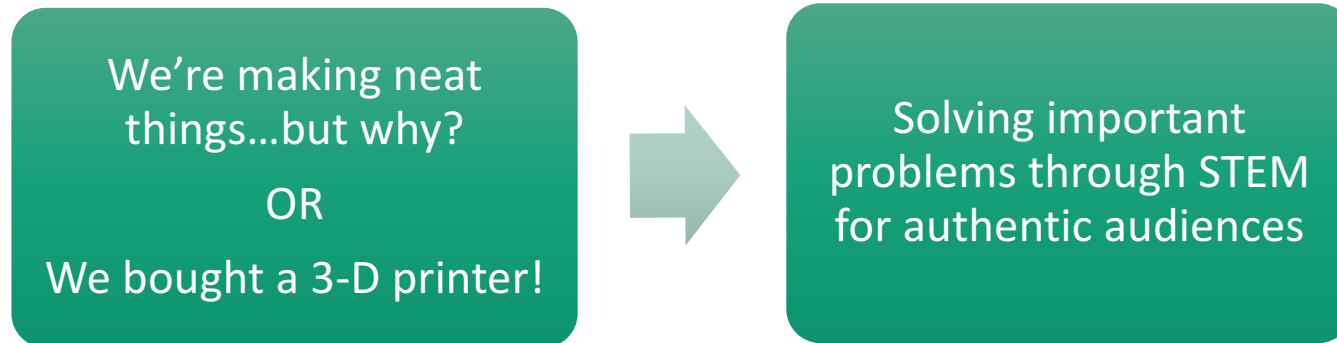


Skills such as:

- Working on teams to solve complex problems
- Persevering through challenging cognitive tasks

PBL Gives Initiatives and Strategies Purpose

STEM/Maker Spaces

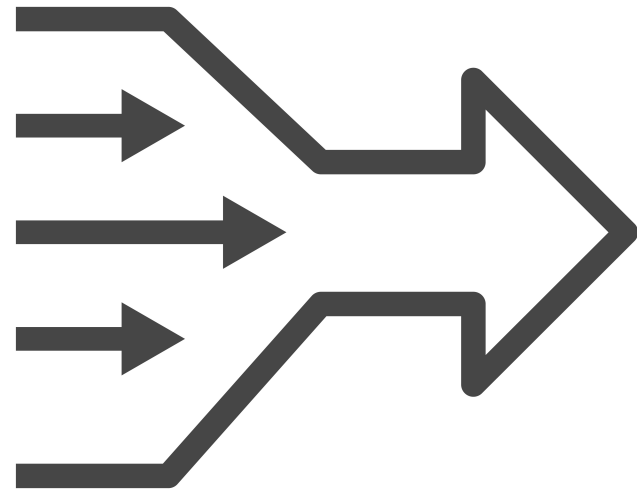


PBL can help generate:

- Authenticity
- Criteria
- Constraints
- Audience
- Community Connections

PBL As A Superhighway

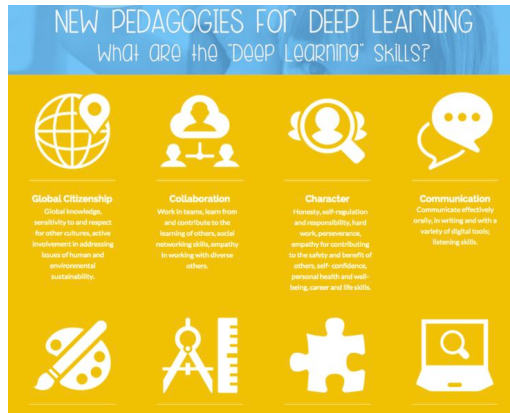
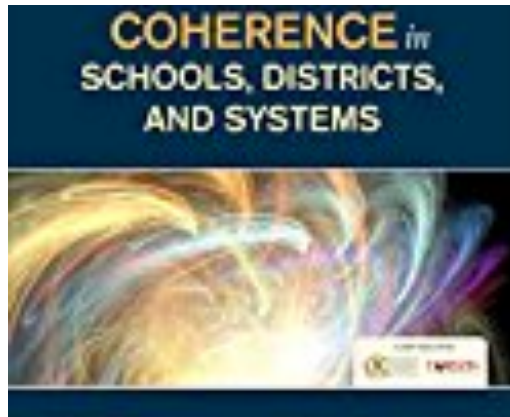
- “Why”: Curriculum is the purpose
- Storyline
- Driver
- Foundation



How to align pedagogy, content, and initiatives using key ideas from educational research



PROJECT-BASED
LEARNING
NETWORK



Revisiting Our Researchers

- From Fullan, we learn that coherence of change initiatives matter, as does deeper learning
- From Fullan and Hargreaves, students will be “good at life” if they have mastered the 6Cs
- Utilizing the 6Cs and reaching deeper learning is easier through PBL than through many traditional curricula

Revisiting Our Researchers

1

From Stephanie K. Jones, we learn that SEL skills are learned in a progression

2

The goal should be for the teaching of these skills to disappear into the background of the curriculum

3

Skills such as working on teams to solve complex problems and persevering through challenging cognitive tasks are done perfectly through PBL

Revisiting Our Researchers

- From Fernando Reimers, we learn that we are responsible for building agency and problem-solving in students.
- PBL is a prime candidate for this sort of teaching and learning!



Education should cultivate the agency, voice and efficacy of people. We need to help learners develop the ability to use what they know to solve problems.



Fernando Reimers

Professor of Practice in International Education
Harvard Graduate School of Education

So how could this coherence
look in practice?

1

Home Visits: Teachers understand more about their students' interests & strengths, using that to plan the unit

2

NGSS: Teachers use the new standards to write the PBL unit,

3

One-to-One: Students use devices for researching & presenting their projects

4

Literacy Strategies: Students use literacy strategies as they engage with informational texts in the project.

5

Standards-Based Grading: Teachers utilize standards-based grading as they assess the project.

Key Strategies for Coherence

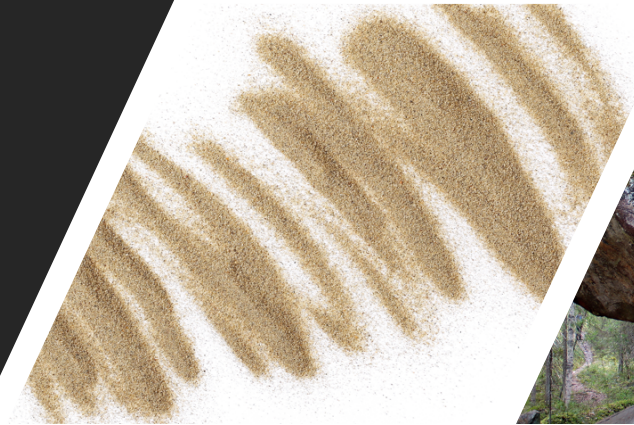
Ask yourself
what kind of
strategy it is:

- Teaching strategy/strategies?
- Technology strategy/initiative?
- Curriculum initiative?

Choose wisely
among
initiatives:
protect your
teachers

How big is the change you're undertaking?

- Balance the weight of your initiatives
- Too much "sand": feels scattered and tangential
- Too many "boulders": feels overwhelming



Questions to ask yourself

- How long will it take teachers to be at full capacity of implementing this strategy?
- What do they need to be able to implement it well?
- What initiatives can pair well together?
- What initiatives need to be cut?
- What could be scaled back to make room for what we need?
- Who will this initiative impact?
- What is my timing for introducing this and our rollout timeline?

A Word of Caution

You can have multiple initiatives happening at once and integrate them seamlessly, but you can't expect to start them all at once (or even in the same year)

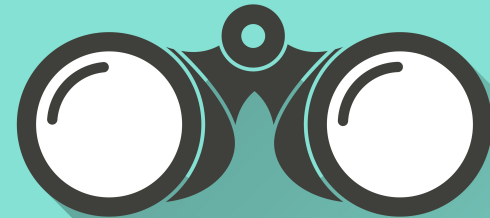


Just because teachers have to do it anyway
doesn't mean it won't take more time if
you're going to have them do it well and as
part of a larger vision!

5 tips for teachers and leaders as you integrate initiatives

1. DO Develop a clear focus and identity

- Clearly model or find models of what you want your staff or students to emulate
- Be consistent
- Keep your overarching vision in mind
- Establish clarity: Model-support-scaffold-highlight-amplify-provide examples
- Help teachers see how it all fits together



2. DO trust in
and rely upon
teacher
leaders



3. DO support teachers as they plan and enact alignment

- TIME
- RESOURCES
- TRAINING
- PATIENCE
- VISION

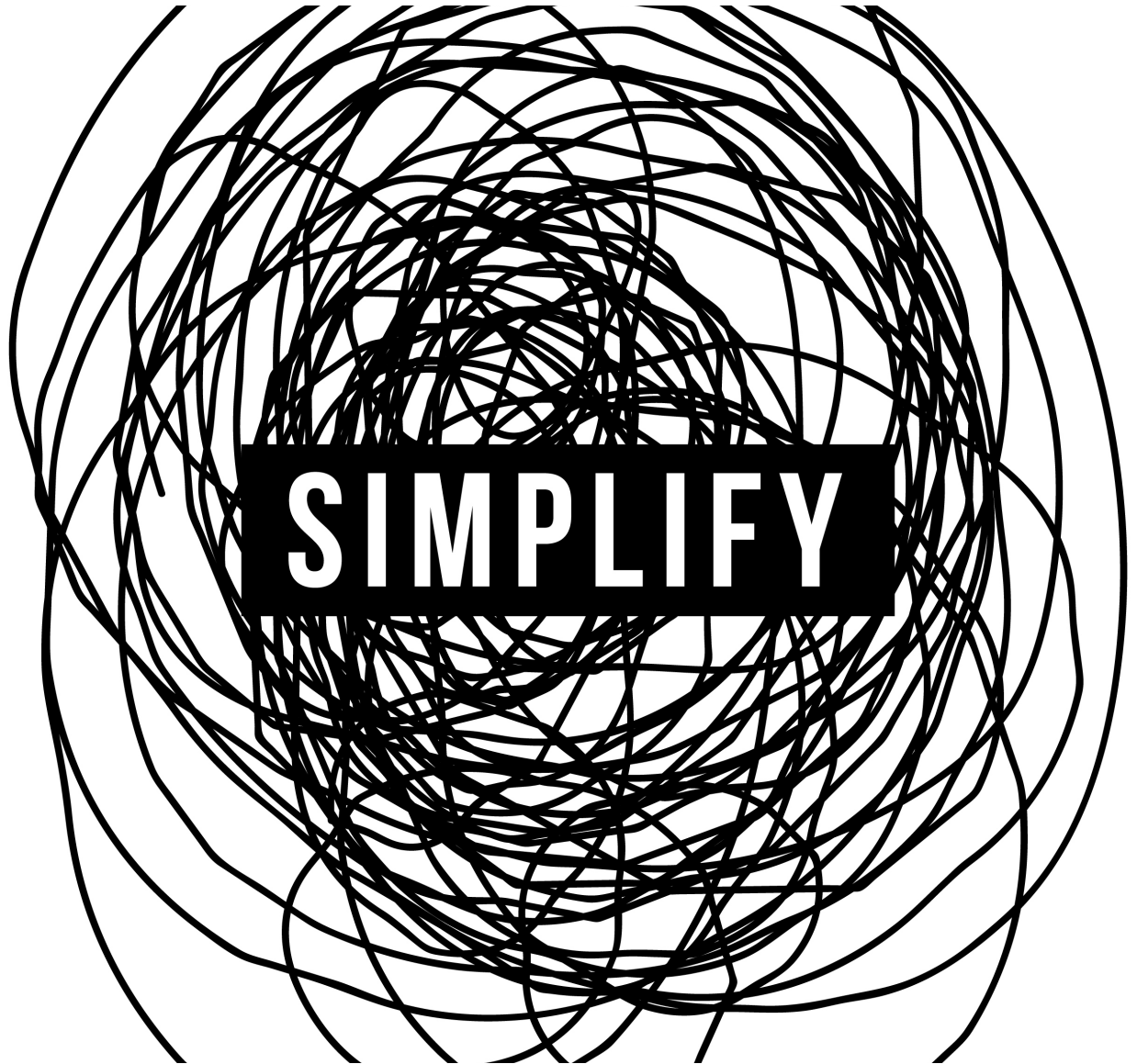


4. DO start early with shifting mindsets and beliefs



5. DO: Simplify!

- Don't try doing too much at once
- There's smart bundling, and then there's BURYING.
- If teachers are overwhelmed, they won't do anything well.



Your challenge: Create a month-by-month visual of initiatives

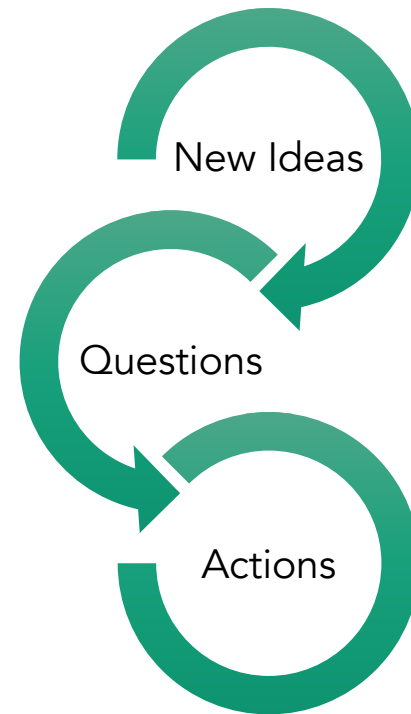
Time Spent/Energy ↑

			Data Teams		
			Differentiation Work	Standards-Based Grading	
			Science Safety Trainings	Home Visits	
End of Course Testing			Curriculum Work	New Math Standards Rollout	
Science Fair	AP Trainings	Curriculum Work	Tech Training	Data Teams	Data Teams
May 2018	June 2018	July 2018	August 2018	September 2018	October 2018

Months of School Year →

Reflection

Share your reflection in the chat box!





Next Steps

Email me at amy@amybaeder.com to discuss your PBL situation

Let me know if you want me to:

- Write curriculum for you/your school
- Discuss a training for your school
- Help you think through unit design

We'll keep you posted on additional trainings!



Stay Connected

1. Blog: www.amybaeder.com
2. Schedule a phone call at 800.861.1755 by emailing me at amy@amybaeder.com
3. Stay tuned for future webinars or Twitter chats!

