Green Hills Area Education Agency
Professional Development Syllabus

Accommodations: *Instructors should notify participants in the class that if participants require an accommodation for an identified disability that may affect their performance in this class, an appointment should be made with the instructor early in the term to discuss accommodations which may be necessary to enable them to have as equal an opportunity for success in this course as those who do not have a disability.*

I. Course Overview

Course Title: PBL Works

Credit Hours: 1

What type of credit will you be offering? <mark>Highlight</mark> all that apply:
- <mark>Graduate</mark>
- <mark>License Renewal</mark>
- Evaluator Approval
- Substitute Authorization
- Paraeducator Generalist
- Paraeducator CDA

Instructor(s) Name: --------

Contact Information
Address: ----provided
Phone: provided
Email:
Fax:

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Instructor has current resume on file at this agency? (Highlight yes or no)
Yes -

Published Description: *What are the instructional practices and strategies that participants will learn? What are the potential results for student learning? Are there any prerequisites?*

Are you one of the teachers who are revamping their methodology and are wanting to create student centered learning environments that incorporate 21st Century skills (4 Cs), characteristics of effective instruction (START), Revised Bloom's Taxonomy and Webb's Depths of Knowledge, as well as the six shifts in literacy?

Project Based Learning is a student centered methodology and by design will incorporate all of previously mentioned topics; in addition, a well designed PBL will promote in depth inquiry, give students a voice and choice in their learning, and through many steps of revision and reflection, students will demonstrate their significant content learning to a public audience. Participants ranging from, "I have never heard of PBL" to "I have been trying to implement PBL" will benefit from being active in the two day class as well as from completing the assigned readings and tasks at the conclusion of the face to face portion.

This course will be taught in the framework of PBL and will be centered around the driving question, "How can teachers effectively implement the essential elements and eight principles of PBL by incorporating the six shifts of literacy, HOTS, and characteristics of effective instruction in order to increase student achievement?" At the end of the course, participants will not only be able to earn credit, and understand the process of creating a PBL, but they will have a well designed PBL that will be ready for implementation during the 2013-14 school year!

Target Audience *(ie. Administrator, level, content, teacher, and licensure area)*
K-12 Teachers

Minimum # of Participants: 10
Maximum # of Participants: 30

Course Format: (Highlight)
- face to face
- blended (some face to face, some online)
- online only
- other (please explain)

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Face to Face courses: (*press tab after last cell to add table rows*)

Dates	Location	Time / Hours
7/29/13	Halverson Center, HCE Room	8 a.m. – 4 p.m. = 8
7/30/13	Halverson Center, HCE Room	8 a.m. – 4 p.m. = 8

Pacing Chart for Blended or Online courses: (*press tab after last cell to add table rows*)

Activity: ONLINE / MOODLE	Estimated time for completion	Due Date (when applicable)
7/29 Assigned readings and reflection -Introductory Material regarding principles of PBL and written reflection to share regarding struggles/concerns/ah-ha moments during Monday's class and assigned readings	**2 hours**	7/30/13
7/30 Assigned Work -Continue to develop PBL by completing assigned reading for topics of focus, finalizing <u>Driving Question</u>, <u>Entry Event</u>, and begin creating a class list of <u>Need to Know Questions</u>	**3 hours**	8/12/13

7/31 - 8/4 Assigned Work
      -Continue to develop PBL by completing assigned reading for topics of focus: finalizing <u>Project Calendar</u>, <u>Project Teaching and Learning Guide</u>
      -Continue to develop PBL by completing assigned readings for topics of focus: finalizing <u>Assessment Plan</u>, <u>creation of teams and norms</u>, and developing teaching plan with various methodologies and formative assessments structured within the Inquiry Process
      -Continue to develop PBL by completing assigned reading for
	10 hours	8/12/13

topics of focus: finalizing teaching plan during inquiry process, finalize creation of rubric - ensuring content and literacy standards are incorporated and assessment is at same taxonomy and DOK as the objectives and formative assessments		
8/5-8/9 Assigned Work 　　-Continue to develop PBL by completing assigned reading for topics of focus: finalizing <u>showcase and audience involvement</u>, develop a <u>summative assessment</u> with student reflection 　　-Submit to PLN for project tuning	**8 hours**	8/12/13
8/10-11 Assigned Work 　　-Revise as needed / suggested by project tuners and begin reflection of PBL process 　　-Project Tune another participant's project and submit feedback to the participant 　　-Complete reflection incorporating feedback given to other participants, feedback given to you; submit this as well as the PBL to instructor	**7 hours**	8/12/13

Rationale: *What is the rationale for this course offering? Cite the data that validates the need for this course such as needs assessment, national trends, best practice, research and student achievement data.*

Project Based Learning is a manner in which teachers can create a well balanced, student centered learning environment. It encompasses best practice teaching techniques as all types of can and should be incorporated within PBL such as mini lectures, small/large group, individual, discussion, technology based, reflections, etc. Participants will realize how they can also meet the requirements of a 'Characteristics of Effective Instruction' by properly implementing PBL.

II. Course Outline

Iowa Teaching Standards

Highlight the Iowa Teacher Quality Standard(s) that most apply.

1   Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
2   Demonstrates competence in content knowledge appropriate to the teaching position.
3   Demonstrates competence in planning and preparing for instruction.
4   Uses strategies to deliver instruction that meets the multiple learning needs of student.
5   Uses a variety of methods to monitor student learning.
6   Demonstrates competence in classroom management.
7   Engages in professional growth.
8   Fulfills professional responsibilities established by the school district.

Iowa School Leader Standards

Highlight the Iowa Standard(s) for school leaders that most apply.
A school administrator is an educational leader who promotes the success of all students by:

1   Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2   Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.
3   Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4   Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5   Acting with integrity, fairness, and in an ethical manner.
6   Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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Research/Best Practice to support course outcomes: *Describe the scientific research base that supports the instructional strategies being learned in this course. Reference the Iowa Content Networks and/or other research sources using a bibliography format*

Project Based Learning involves students playing an active role in their own learning by becoming active in the inquiry process to further explore a driving question that is based on content and literacy standards of the ICC. Because students are challenged to meet goals regarding literacy, content areas, and 21st Century Skills as well as expected to be college and career ready by the time they graduate, we educators must prepare our students as global citizens who are capable of self-directed learning. "Fueling creativity, innovation, and adaptability that are the hallmarks of competitive, high-growth and emerging industries requires a highly skilled, creative, and nimble workforce" (www.21stcenturyskills.org). In July of 2012 a report was presented to President Obama from the President's Council of Advisors on Science and Technology. "Success... requires a workforce with fundamental STEM skills and broad problem-solving skills, decision making skills, and people skills that do not emerge from a conventional K-12 education. We encourage the adoption of PBL methods for upper K-12 and in community college programs..." (tinyurl.com/d78bagm). Giving the students a voice in their education as well as time to explore technology, analyze information, use their imagination, and most importantly, time to create something new will encourage our students to be innovative and inquisitive learners.

Outcomes/Objectives

List the knowledge and skills that participants will possess as a result of taking part in this course
Participants will:

1. Discover PBL, master the essential components, and apply their understandings of the course to create a skilled PBL for the unit of their choice.

2. Skillfully implement START, 6 shifts in literacy, 21st Century Skills, Bloom's Taxonomy, and Webb's DOK within their PBL.

3. Evaluate their own progress based on the feedback from their professional learning network as well as the instructor and write a reflection from which they can assess their own understanding of the PBL process.

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Instructor Methods and Course Design: *Insure that the course includes theory, demonstration, practice, and collaboration. List the methods to be used by the instructor and indicate how these will be distributed through the training. These methods might include: lecture, demonstration and modeling, individual/small group work, interaction with and use of technology. The expectation is for all participants to engage in the follow through to support implementation that is designed as part of the course. Appropriate differentiation will be determined by instructor.*

The class will be taught in a PBL framework; participants will be actively learning in the 'student centered environment' about each principle; mini lectures, demonstrations, and small group/individual work will be used. Using this knowledge, participants will continue working on their 'skeleton' of a PBL from their own curriculum. Instructor is available during this work time for immediate feedback; participants may also find it beneficial to work with other grade level teachers during the structured work time. The additional 30 non-face to face hours will be Moodle based and mandate participants to further discover the structure of PBL as well as to create a skilled level PBL in order to earn credit.

Required Readings/Videos: *List the readings and/or videos that are required for this course*
-List of readings is yet to be determined upon completion of the PBL Coaching Academy in June, 2013.

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Course Equity Information

To which Equity Issue does this course address (==**Highlight**== which ones apply to the professional development outlined in this syllabus)?

- **Multi-cultural Issues** 1) Does this course discuss ways to ensure learners from other cultures are successful in the classroom? 2) ==Does this course promote the diversity of ideas and thoughts in curriculum and assignments, such as knowledge of different world views and cultural perspectives?== 3) ==Does your course acknowledge the learning styles of culturally diverse peoples?== 4) Does your course promote/utilize resources that portray the various dimensions of a culturally diverse population? 5) Does this course include strategies to form partnerships with families, particularly with those who are culturally diverse?

- **Gender-fair Issues** 1) ==Does this course include discussion about ensuring both male and female learners are successful in the classroom== (e.g. math and science classes)? 2) ==Does this course promote/utilize resources that portray both sexes in active and passive activities?== 3) Does this course promote/utilize resources that portray both sexes in "nontraditional" ways as role models? 4) Does this course discuss gay, lesbian, bisexual, or transgender issues, particularly as they relate to school or community climate and/or student achievement?

- **Socio-economic Issues** 1) ==Does this course include discussion abo==ut ways to ensure that students from low socio-economic backgrounds are successful in the classroom? 2) ==Does this course include discussion/understanding about who are SES students and the culture of poverty?== 3) Does this course include discussion or analysis about disaggregating data based on socio-economic status? ==4) Does this course promote/utilize resources that may interest students from low socioeconomic backgrounds who may struggle academically? 5) Does this course include learning about instructional strategies that will engage SES students in learning?==

- **English Language Learners** 1) Does this course include discussion of the impact of second language learning on academic achievement? 2) Does this course address specific cultural issues impacting student learning? ==3) Does this course promote cross cultural communication and involvement with ELL parents/family?== 4) Does this course address legal/academic responsibilities of school districts with educating ELL students?

- **Other Diverse Learners** (e.g. TAG and learners with special needs) – ==1) Does this course address who are diverse learners, how to identify and/or how to serve diverse learners in the classroom? 2) Do the learning expectations of this course include application of knowledge about diverse learners? 3) Does this course deliver specific information about individual diverse groups?==

- **None of the issues above are addressed in this course.**

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Please provide a description of the Equity Issues you <mark>highlighted</mark> above.

When Project Based Learning is implemented properly in the classroom, learning styles of all participants are incorporated. Most of the work done in PBL is collaborative; teams are constructed based on learning inventories taken at the beginning as well as throughout the school year.

Regarding gender fair issues; students are actively exploring the authentic situation or problem together; both genders are active participants. If it is determined that one is becoming more dominant; this can be conveyed during team management discussions and teacher feedback conversations.

Because PBL is problem based and various sources should be used throughout the solution or quest for understanding of the problem; it is beneficial to have members of a team differ in SES. The teacher of PBL should be certain to organize groups so that all areas of SES are covered in one group so that multiple perspectives of the same topic are given.

Regarding ELL, a primary goal of PBL is to keep the communication lines open with the community; blogs, newsfeeds, and letters home can be offered in multiple languages (which would be a great cross-curricular activity with foreign language class; further adding to the impact of PBL).

PBL is differentiated by nature; TAG and students with special needs are reaching the same district and Iowa Core standards and benchmarks as a student who is considered to be an average achiever. However, the manner in which they achieve these results may differ based on need; giving a list of research items or providing a list of potential experts to contact are simple accommodations during the exploration/investigation process of PBL so that the students may focus their attention at applying their knowledge.

Students in TAG are equally challenged by the teacher to dig deeper; take the level of thinking up a notch to really provide a creation that illustrates deep understanding and mastery of the content. One major aspect of PBL in which I have realized is not every student will think at the highest level. Students who have only been asked to repeat basic information for ten years may find much challenge at the application level. Just as students who have been bored at the application level will find much enjoyment of evaluating their analyzed information to create.

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Because PBL is problem based and various sources should be used throughout the solution or quest for understanding of the problem; it is beneficial to have members of a team differ in SES. The teacher of PBL should be certain to organize groups so that all areas of SES are covered in one group so that multiple teachers propose solutions or theories regarding a real life problem or question.

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Iowa Core Information

<mark>Highlight</mark> Iowa Core Outcomes addressed in this course.

<mark>**Leadership** - Outcome 1 - School leaders build and sustain system capacity to implement the Iowa Core Curriculum.</mark>
<mark>**Community** - Outcome 2 - Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.</mark>
<mark>**Schools** - Outcome 3 - A continuous improvement process to improve teaching and learning is used at the district and school level.</mark>
<mark>**Content–Instruction-Assessment** - Outcome 4 - District leaders and other educators monitor and use data to in cre ase t h e d egre e o f align ment of ea ch an d every st ud ent 's en act ed cu rricu lu m an d o th er re levant</mark>
<mark>educational opportunities to the Iowa Core Curriculum.</mark>
<mark>**Content-Instruction-Assessment** - Outcome 5 - Educators engage in professional development focused on implementing Characteristics of Effective Instruction and demonstrate understanding of Essential Concepts and Skill Sets.</mark>
<mark>**Content-Instruction-Assessment** - Outcome 6 - Educators implement effective instructional practices to ensure high levels of learning for each and every student.</mark>

III. Course Requirements

Requirements: *Identify products to be produced for this course. Examples might include reflections, implementation logs, student data analysis, student work samples, collaborative team minutes, lesson plans, peer observation notes, readings, etc. ***Please provide in detail a list of course requirements and dates when they are due.***

Course Requirements that will be completed via the 2 week Moodle online class:
1. Bring unit or idea for unit to create a skeleton of a PBL during the 2 day class.

2. Work outside of class for credit will be broken down as follows:

   a. Monday's Assigned readings and reflection - 2 hours
      -Introductory Material regarding principles of PBL and written reflection to share regarding struggles/concerns/ah-ha moments during Monday's class and assigned readings
   b. Tuesday's Assigned Work - 3 hours
      -Continue to develop PBL by completing assigned reading for topics of focus, finalizing Driving Question, Entry Event, and begin creating a class list of Need to Know Questions

c. Wednesday - Sunday's Assigned Work - 10 hours

    -Continue to develop PBL by completing assigned reading for topics of focus: finalizing <u>Project Calendar</u>, <u>Project Teaching and Learning Guide</u>

    -Continue to develop PBL by completing assigned readings for topics of focus: finalizing <u>Assessment Plan</u>, <u>creation of teams and norms</u>, and developing teaching plan with various methodologies and formative assessments structured within the Inquiry Process

    -Continue to develop PBL by completing assigned reading for topics of focus: finalizing teaching plan during inquiry process, finalize creation of rubric - ensuring content and literacy standards are incorporated and assessment is at same taxonomy and DOK as the objectives and formative assessments

d. Monday - Friday's Assigned Work - 8 hours

    -Continue to develop PBL by completing assigned reading for topics of focus: finalizing <u>showcase and audience involvement</u>, develop a <u>summative assessment</u> with student reflection

    -Submit to PLN for project tuning

e. Saturday - Monday's Assigned Work - 7 hours

    -Revise as needed / suggested by project tuners and begin reflection of PBL process

    -Project Tune another participant's project and submit feedback to the participant

    -Complete reflection incorporating feedback given to other participants, feedback given to you; submit this as well as the PBL to instructor

IV. Application/Implementation

During Course: *How does this course train for and/or support classroom application during the course?*

The participants will learn about PBL with time given to create the skeleton of their own PBL.

Follow-up:*What activities or resources will be available for follow-up and support after the completion of the course?*

The participants wishing to earn credits will be given 2 weeks to continue reading/studying and developing their own PBL. This 2 week window will be based on Moodle; immediate feedback from instructor, as well as from other participants will be given.

V. Methods of Evaluation

Evaluation: *What criteria will be used to determine the grade for completing the course? Identify the means by which the instructor and participants will know that the course outcomes have been met. How will course products be analyzed? For the purposes of offering this for graduate credit, the analysis instrument should be attached and align with corresponding grading scale listed below:*

Graduate Course Grade	Requirements
A	153-170 / 170 on rubric
B	136-152 / 170
C	120-135 / 170
D	105-119 / 170
F	<105
Licensure Renewal Course Grade	Requirements
Pass	136-170 / 170
Fail	135> / 170

Shared Rubric -
https://docs.google.com/a/starmont.k12.ia.us/document/d/1o84FO8m8tn00sScFqJjdNjvJMpo7rweWFkJ8RCXWYRE/edit