Project Based Learning + Understanding by Design

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Austin ISD – Math Instructional Coach – Martin Middle School
Objectives
We are going to attempt:

* Community Guidelines
* Define Project Based Learning
* Utilize Hacking Project Based Learning - debunking the excuses to the reasons why you can't take the steps to become a PBL expert
* Define Understanding by Design - McTighe
* Explain what Understanding by Design is and the incorporation of Project Based Learning
* Draft a PBL Unit using Understanding by Design
* Summarize your learning goals for the 2017-2018 school year
Who am I?

- Iowa
- Background in:
  - Math
  - Science
  - STEM and Engineering
  - STEAM Instr. Specialist
- Chicago, Portland and Austin
- BA from Loyola U Chicago
- MA from Concordia U Chicago
- Grant Writing - PLTW, Garden Education, After School Enrichment Programs
- Marathoner, Baker, Outdoorsy*
Trust

• Experiences Differ
  • All of us have different experiences, we come from all sorts of backgrounds

• Still Learning
  • You teach me new things and incorporations

• Humbled
  • Still learning, trying, never an expert

• Shy Nervous Feelings!
  • Who isn’t?
  • When we try something new, we step outside of our comfort zone

• First time facilitating this long of a session!
• Feedback warranted and welcomed
Meet and Greet

* Find someone you don’t know.

* Ask the following:
  * What is the best single day on the calendar?
  * What could you give a 40min presentation on without any preparation?
  * Why are you attending this PD?

* Share Out - 1 or 2 people Who did you meet/answers
Rock, Paper, Scissors - Extreme Edition

* Pair into 2s.

* Battle it out. Whomever “loses” starts cheering the winning person on.

* Winner finds someone else who needs to battle it out.

* The winner goes around to find someone else, while the entourage follows cheering that persons name.

* Until you have two people left that need to battle it out. There should be two groups on either side screaming that persons name.
Think about....

- Let’s get some ideas on what you have done for Project Based Learning
- We can reference these as we move along in the workshop
- Reframe our feelings
- Look at differences as opportunities to explore
- Move on...
Get this:

* Two amazing people wrote this book!
* So much information for you!
* Contact:
  * Ross Cooper (roscoops31) and
  * Erin Murphy (murphysmusings5)
Excuses are that!

Excuses

Excuse 1: “I don’t have enough time”

Answer: You are sitting here, aren’t you? I’ll give you what you need. It doesn’t have to be perfect.

Excuse 2: “I have kids who need to be prepared for the state tests”

Of course! I know that full well. If you strategically look at your standards needing to be met. Wouldn’t you want your kids to dive deeper with more meaning while still covering the standards? They’ll get MORE out of it.

Excuse 3: “I have content to cover!”

So true. Treat the pacing guide and the textbook as a resource, NOT a syllabus. (McTighe, Wiggins 2016)

Coverage involves marching through content, topic by topic, w/o opportunities for students to seriously interact with the material. (McTighe, Solving 25 Problems in Unit Design)

Excuse 4: “It’s too much work!”

Hmm. It’s in the interest for students, you’ll get resources to get you started and I’m here! What more can you ask for 😊

Seriously, frontloading pays off because you get to work with students more, engagement is higher and student discipline lessens.
Risk Taking and Relationships

* Culture!

  * Creating an environment where students can take a risk and still be OK. It’s difficult but it is achievable.

* Having High Expectations for your students.

  * You know this. But, have you told your students that they ARE capable? Versus saying I know you can do it, to saying, hey, (point out something they’ve accomplished) and build up their self confidence.

* Being OK with discomfort, messy, awkward

  * If it doesn’t go right, OK! Try again.

* Be fun! Seriously, embarrass yourself.

  * I dance, I’ve tried to sing. Kids love my shoes (Sneaker Fan). What else. I make funny voices. I still feel weird doing this one but I need to get out of my shell. Students need to know you are human!
Have you thought of?

* Creating a place where students can fail? A Failure Board – failed ideas –
  * Just like Engineers – we don’t erase, we just cross it out – it might be utilized later

* Less like school
  * Get out of rows!
  * Move into pods or round tables or lab tables

* Create a white board on your desk
  * Cheap from Amazon

* Allow your students to design the classroom – after all, they spend a large amount of time in it.

* Why?

* What if?

* How?
**Excerpts:**

- Get creative with your learning environment. Choose a place in which you would have wanted to learn as a kid.

- What if we looked for solutions instead of complaining about what’s wrong?

- Technology puts a limitless world of learning at our fingertips.

- When you create imaginative and engaging lessons grounded in the learning standards, kids are more apt to behave well so they don’t miss out.
What is Project Based Learning?

- It’s time to become student-centered.
- Digging into the inquiry and using innovation
- Giving way to student voice and choice
- What do YOUR students need to know by the end of the unit?
- What are the challenges?
PBL Continued

- A teaching and learning approach that focuses on the big ideas of a discipline or disciplines
- Involves student problem-posing, problem-solving and other meaningful tasks
- Allows students to work autonomously to build their own learning over an extended period of time
- Culminates in realistic, student generated products
Projects Vs. Project Based Learning

"Doing Projects" vs. Project-Based Learning

- Teacher has knowledge
- Teacher gives directions to students
- Students follow directions
- Students learn facts by following directions

- Teacher asks a question
- Students apply their knowledge/skills to solve a real-world problem. Then they are ready to answer more questions!
- Students devise their own directions to take to solve problem
- Students test and revise their own directions

Students learn information and develop skills
# What is PBL - Broken down by Role

<table>
<thead>
<tr>
<th>Feature</th>
<th>Tradition</th>
<th>PBL</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>Textbook Driven</td>
<td>Problem-Solving</td>
</tr>
<tr>
<td>Sequence</td>
<td>Fixed Units</td>
<td>Interdisciplinary</td>
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<tr>
<td>Assessment</td>
<td>Test and Compare</td>
<td>Criteria-Based</td>
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<td>Technology</td>
<td>Peripheral</td>
<td>Central, Integral</td>
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<td>Classroom</td>
<td>Working alone</td>
<td>Work in Groups</td>
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<tr>
<td>Student</td>
<td>Receiver</td>
<td>Discoverer</td>
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<tr>
<td>Goals</td>
<td>Mastery of Facts</td>
<td>Understanding and Application</td>
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</tbody>
</table>
PBL Examples:

* **Math** – students have to take their experiences of proportional reasoning and create word problems that then other students will solve.
  * It accounts for their own experiences
  * Allows for students to get to know their peers for better or for worse

* **Example because**...
  * I do, We do, You do – more chances for modeling
  * Provides student experiences and student centered.
  * Covers multiple standards (Oregon)
  * Check for Understanding
Science examples

- **Work with a local business to increase environmentally sustainability.**
  - Cataloging all that is being thrown away and working reduce waste
  - What is the cost of all of that waste?

- **Create the model of a human heart**
Reading examples

* Solve the problem of negative news?
* What about determining how to disseminate fake news versus real news?
Social Studies

- Identify, analyze and visualize recurring themes in human history; then contextualize those themes into modern history.

- Create an interactive family tree with voice-overs from living family members to save “history”

  - Using technology – kids are hooked already – probably will teach us a thing or two.

- What would be the best thinking world civilization? Design the perfect civilization, identify critical characteristics, resources and habits.

  - What graphic organizers could we use to determine the commonalities of world civilizations?

- What are some high impact takeaways?
Quick Write

* What are 3 ideas that you learned?
* What are 2 ideas that you could easily implement this year?
* What is 1 question you still have?
What is UbD?

Part 1
What do you think UbD is?

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<tr>
<th>What it is?</th>
<th>What it isn’t</th>
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What is Understanding?

* How do you define it?

* What are indicators of Understanding?

* What are indicators that someone might “know” something without really understanding it?
We need to:

* Teach and Assess for Understanding and Transfer.

* Plan curriculum “backward” through the 3 Stages of Design
<table>
<thead>
<tr>
<th>Someone who <strong>really</strong> understands</th>
<th>Someone who knows a lot but doesn’t understand</th>
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## T - Chart Process

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<td>critique</td>
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<td>interpret</td>
<td>Regurgitate</td>
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<td>justify</td>
<td>Plug in</td>
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<td>solve</td>
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Facets of Understanding

- Explanation
- Application
- Perspective
- Self-Knowledge
- Empathy
- Interpretation

Desired Understanding
3 Stages of Backwards Design

* Identify desired results
* Determine acceptable evidence
* Plan learning experiences and instruction
Think about...

* What do you want students to learn?
* How will you know they have learned it?
* How will you teach to help them learn it?
What UbD isn’t...

- Identify desired results
- Plan learning and instruction
- Then determine acceptable evidence
**UbD Template**

- Reflects a way of thinking and planning
- Fosters a “mental template” for effective design

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<table>
<thead>
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<th>STAGE 1 – Desired Results</th>
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<tbody>
<tr>
<td>Established Goals (NCSSOS):</td>
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<th>Essential Questions:</th>
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<th>Students will know (declarative knowledge):</th>
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<th>Students will be able to do (procedural knowledge):</th>
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<th>STAGE 2 – Assessment Evidence</th>
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<td>Performance Tasks:</td>
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<th>Other Evidence:</th>
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<tr>
<th>STAGE 3 – Learning Plan</th>
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Teaching and Learning for Understanding

- Acquire important knowledge and skills
- Make Meaning of "big ideas"
- Transfer learning to new situations
Content vs Coverage

* Understanding the content is the goal, not COVERING the book.
* Use the textbook as a resource NOT the syllabus
Reflection and Break

* What are you excited about?
* What makes you nervous?
* How are you going to breakdown the barriers that you are experiencing?
Stage 1 - UbD

5 components:

* Established goals (TEKS) use lead4ward.com
* Long-term transfer goals
* Understandings (EU)
* Essential questions (EQ)
* Knowledge and Skills (K/S)
Long-Term Transfer Goals

* "Students will be able to independently use their learning to..."

* OR

* An effective curriculum equips learners for autonomous performance ... by design!
Transfer Goals Are:

- They are long term in nature.
- They are performance based.
- The application occurs in new situations, not ones previously taught or encountered (meaning, the task cannot be complete with rote memorization)
- Requires thoughtful assessment of which prior learning happens (don’t plug in skills and facts)
- Learner must autonomously apply their learning without coaching or excessive hand-holding
- Transfer calls for the habits of mind: good judgement, self-regulation, persistence along with good academic understanding, knowledge and skills
Transfer Goals
Example - Life

* Life – Locate needed information from various sources

* © North Slope Borough School District, 2012
Transfer Goals

Math

* Make sense of never-before-seen, “messy” problems and persevere problem solving them.

* These are similar to the Mathematical Practices

* Construct viable arguments and critique the reasoning of others.
Transfer Goals
Social Studies

* Use knowledge of patterns of history to better understand the present and prepare for the future.

* Critically appraise historical claims and analyze contemporary issues.

* Participate as an active and civil citizen in a democratic society.
Transfer Goals
ELA

* Writing – Effectively write in various genres for various audiences and purposes (inform, explain, entertain, persuade, guide, or challenge/change things).

* Carefully draft, write, edit, and polish one’s own and other’s writing to make it publishable.
Transfer Goals
Science

- Conduct an investigation following established scientific protocols
- Evaluate scientific claims and analyze current issues involving science or technology.
Transfer Goals

World Language

* Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.
Transfer Goals

Reading

* Enjoy reading as a chosen leisure time pursuit.
* Comprehend text by inferring and tracing the main ideas, interpreting between the lines, critically appraising, and making personal connections.
* Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
Stage 1 – Desired Results

Established Goals

What Content Standards, Program and/or Mission related goals will this unit address?

Transfer

Students will be able to independently use their learning to:

What kinds of long-term, independent accomplishments are desired?

Meaning

UNDERSTANDINGS

What specifically do you want students to understand?

What inferences should they make?

ESSENTIAL QUESTIONS

Students will keep considering...

What thought-provoking questions will foster inquiry, meaning making, and transfer?

Acquisition of Knowledge & Skill

Students will know...

What facts and basic concepts should students know and be able to recall?

Students will be skilled at...

What discrete skills and processes should students be able to use?

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Understanding is...

- An abstraction (concept, theme, principle)
- A transferable idea
- Inference
- Frame as...

* Students will understand that...
Establishing Curricular Priorities

- worth being familiar with
- important to know & do
- ‘big ideas’ worth understanding
- “nice to know”
- basic skills and foundational knowledge
- enduring understandings
Understanding Examples

* Students will understand that in Satire that ....
  * Authors do not always say exactly what they mean (literally).
  * Satire attempts to expose and ridicule public or political immorality and stupidity through irony, sarcasm or exaggeration.

* Students will understand that in Measurement that...
  * We can describe and measure the same thing in different ways
  * There are margins of error inherent in every form of measurement
  * Correlation does not insure causality.

* Students will understand that in friendship that...
  * True friendship is often revealed during challenging times rather than during happy times.
Enduring Understandings
Persuasive Writing

- Basic: Write persuasively
- Understanding: Students will understand that effective persuaders match their audience and purpose.
- Effective persuaders anticipate and counter objections.
* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Change is fundamental to understanding functions.

The probability of an event can be used to predict the probability of future events.
Enduring Understandings
Science

* The structures of materials determine their properties.

* There are observable, predictable patterns of movement in the Sun, Earth, and Moon systems that account for day/night.
Enduring Understandings SS

* The principles and ideals underlying American democracy are designed to promote the freedom of American people.

* Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedoms.
Share Out

- Who would like to share their Enduring Understandings?

- Steps:
  - Explain the unit
  - What are the big ideas
  - What are 1-2 of your Understandings

- Feedback from Peers
Essential Questions

* What are they?
* Look at some examples.
* Develop your own!
Essential Questions Are:

- Recurs throughout our lives.
- Refers to core ideas and inquires within a discipline.
- Helps students effectively inquire and make sense of important but complex ideas, knowledge and know how.
- Engages in a specific and diverse set of learners.
Essential Question Examples:

- What should we eat?
- What is a true friend?
- Is everything quantifiable?
- To what extent is DNA destiny?
- In what ways is Algebra real and in what ways is it unreal?
- Does practice make perfect?
- What is healthy eating? Healthy living?
- Who is entitled to own what?
Essential Question

Examples:

- How does art reflect, as well as shape, culture?
- How are “form” and “function” related in nature?
- In what way do effective writers hook and hold their readers?
- Who were the “winners” and the “losers” in the Industrial Revolution?

- Could this be elaborated into other issues?
Essential Questions
Math

* What are the patterns in the information we collect and how are they useful?

* How is mathematics used to quantify and compare situations, events and phenomena?

* What does it mean to reason mathematically?
Essential Questions
Science

* How do we determine what is truly real and what is not?

* What and how do scientific theories change?

* How do we create, test and validate a scientific model?
Essential Questions
ELA

* What makes a story effective for its purpose?
* What ways can we express ourselves when we don’t know another’s language?
* What are some strategies for building effective oral communication skills?
Essential Questions
Social Studies

* Why do we sometimes oppress each other when we gain power?
* How can one individual's experiences reflect the struggles of an entire nation?
* Why do we study and examine past, present, and future?
Knowledge and Skills

* Why is the difference between knowledge and skills?

* Why do we separate the two?

* K - Know

* S - Doing

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
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<tbody>
<tr>
<td>Vocab/Terminology</td>
<td>Thinking Study Skills</td>
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<tr>
<td>Definitions</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Key factual information</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>Important events/people Sequence/Timeline</td>
<td>Collaboration</td>
</tr>
<tr>
<td>These questions have answers</td>
<td></td>
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</tbody>
</table>
Work Time

* During this time:

  * Work on Stage 1
  * Look through resources to help guide what Essential Questions you can determine with your unit.
  * Ask me questions
Stage 2: Assessments

* Why do we use assessments?
* What types of assessments should we use and not use?
* Examples of different rubrics and assessments
Why do we?

- We need to know where students are at
- What misconceptions they have
- Determine that they are “on-track”
- Provide support
- Determines OUR effectiveness
Formative Assessments

* Direct
  * Tests
  * Quizzes
  * Homework
  * Student check-ins

* Indirect
  * Ongoing facilitation/discussion, etc.
Summative Assessments

- Exams
- Collage
- Letter
- Talk Show Panel
- Debate
- Court Trial
- Create a Movie
Assessments

* Writing:
  * Research Report
  * Autobiography
  * Policy Evaluation
  * Narrative Fiction
  * Original Myth
Performance Tasks

* UbD units have Performance Tasks that are created
* Use a Rubric
GRASP

★ G - What is the Goal

★ R - What is their Role or break it out and what roles exist?

★ A - Audience
  ★ Who is this tailored to? What is or who is the audience?

★ S - Situation
  ★ Make the situation real-world oriented

★ P - Product or Performance
  ★ What are they going to create, build, preform?

★ S - Standards
  ★ What TEK standards do these address?
### Figure M. 13

**Possible Products and Performances**

What student product(s) and/or performance(s) will provide appropriate evidence of understanding and/or proficiency? The following lists offer possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

<table>
<thead>
<tr>
<th>Written</th>
<th>Oral</th>
<th>Visual</th>
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<td>audiocassette</td>
<td>advertisement</td>
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<tr>
<td>biography</td>
<td>conversation</td>
<td>banner</td>
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<td>debate</td>
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<td>web site</td>
<td>other:</td>
<td>videotape</td>
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Goal:
- The goal is to create a menu for the 3-day trip to the Outdoor Ed. Center.

Role:
- You are a menu advisor

Audience:
- The target audience: The Outdoor Center Director (and your peers)

Situation:
- You need to propose a nutritionally-balanced and tasty menu, within budget, for 3 days of camping by the entire class.

Product/Performance and Purpose:
- Menu: Plan for three days, including the 3 main meals and 3 snacks (a.m., p.m., and campfire).
- Letter: To the director explaining how your menu meets the USDA nutritional guidelines. Include a chart showing a breakdown of the fat, protein, carbohydrates, vitamins, minerals, and calories. Explain how you made it as tasty as possible.

Standards & Criteria for Success:
- Healthy and tasty menu
- Well written and well supported letter
GRASP Examples

Math

**Goal:**
- The goal (within the scenario) is to minimize costs for shipping bulk quantities of M&Ms.

**Role:**
- You are an engineer in the packaging department of the M&M Candy Company.

**Audience:**
- The target audience is non-engineer company executives.

**Situation:**
- You need to convince penny-pinching company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&Ms, and be safe to transport.

**Product/Performance and Purpose:**
- You need to design a shipping container from given materials for the safe and cost-effective shipping of the M&Ms. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides effective use of the given materials and maximizes the shipping volume of the M&Ms.

**Standards & Criteria for Success:**
- Your container proposal should:
  - provide cost-effective use of the given materials
  - maximize shipping volume of bulk quantities of M&Ms
  - be safe to transport
- Your models must make the mathematical case.
Goal:
- Your goal is to help a group of foreign visitors understand the key historic, geographic and economic features of our region.

Role:
- You are an intern at the Regional Office of Tourism.

Audience:
- The audience is a group of nine foreign visitors (who speak English).

Situation:
- You have been asked to develop a plan, including a budget, for a four-day tour of the region. Plan your tour so that the visitors are shown sites that best illustrate the key historical, geographic and economic features of our region.

Product/Performance and Purpose:
- You need to prepare a written tour itinerary and a budget for the trip. You should include an explanation of why each site was selected and how it will help the visitors understand the key historic, geographic and economic features of our region. Include a map tracing the route for the tour.
  [Optional: Provide a budget for the trip.]*

Standards & Criteria for Success:
- Your proposed tour plan needs to include...
  - an itinerary and route map
  - the key historical, geographic and economic features of the region
  - a clear rationale for the selected sites
  - accurate and complete budget figures
Work Time

* How much time?
* What task would align with your unit?
* Build a rough draft of your grasp
* Utilize my handout or do it digitally
Learning Plan

* You know the standards, the understandings, the knowledge and skills
* You know the assessment that kids need to ascertain.
* **HOW** are you going to get there?
* **WHERE** TO
Brief intro to WHERE TO

* W - Where are we going? Why?
* H - How are you going to hook the students?
* E - How will we equip students for expected performances?
* R - How will we rethink or revise?
* E - How will students self-evaluate and reflect their learning?
* T - How will we tailor learning to varied needs, interests and learning styles?
* O - How will we organize the sequence of learning?
W - Where

- Present the performance task OR have students come up with their own generated task (remember PBL)
- Post and discuss general essential questions
- Ask students to ID their personal goals
- Give a pre-test
- Use KWL as a pre-assessment
- Check for misconceptions within the pre-test and through discussions.
H - HOOK

- Use odd facts and examples
- Use provocative entry and “hook” questions
- Present them with a mastery or challenge
- Create a role-play situation or simulation (remember, step outside your comfort zone, try something new)
- Use technology to form connections/interest to 21st century ideas
- Present them with a problem that can’t be finished/answered until the end of a unit
**E - Equip**

- Instructional Strategies
- Access understanding and experiences with research-based instructional best practices (Marzano) (Bloom's)
- Consider strategies that will work with diverse learners and multiple intelligences
- Literacy strategies become powerful ways to equip students for learning
R - Rethink/Revise

- Reflection and Rethinking our definitive elements that promote understanding.
- When we teach students to revise (literally, re-envision their work), we develop critical thinking skills and a flexible mind.
- Rethinking: in relation to big ideas or important concepts
- Revising/Refining: skills, product, performances
- Reflecting: Building metacognition skills for students
E - Evaluate

* Ongoing evaluation, but particularly self-evaluation. How do we make it worthwhile? How do we make meaning and not just have the student “put an answer down”

* Teacher-Student Conferences

* Student self-assessments using rubrics or checklists

* Metacognitive writing prompts or “quick writes”

* Tickets out the door
T - Tailor

* Differentiation

* Not just the unit, language, etc. but also the product, processes and the content of it.

* Use resources at differing levels, utilize your instructional coaches

* Based on your pre-assessment! And ongoing assessments.
How do you organize the sequence of learning?

It’s time to get organizing and arranging the learning activities.

Break them down by day, week, etc.
Links I utilize:

* pblresidency.com
* www.teachthought.com/learning/project-based-learning/a-better-list-of-ideas-for-project-based-learning/
* https://psumurphette.wordpress.com/hacking-pbl/
* https://jaymctighe.com/resources/downloads/
* http://lead4ward.com/resources/
Time Remaining

* Work on Unit
* Ask questions
* Get feedback
The End

• I hope we accomplished a lot, you learned a lot and you have tools that will ultimately help you

• Take this survey