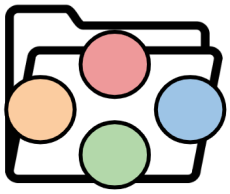
Graduate School of Education
Penn GSE
Project-Based Learning

gcLi

Leading for Authentic Learning



PORTFOLIO

Name:	

Share this document with: tylerthigpen@gmail.com and hkasevich@gclileadership.org.

Update this Portfolio before each session!

In this portfolio...

- Core Practices of PennGSE's Project-Based Learning website
- gcLi Mission
- Purpose of this Portfolio
- Pre-Work for Each Session
- Final Portfolio Reflection—aka. "Demonstrated growth"

Your Portfolio

Purpose

The purpose of this Portfolio is:

1. To help you reflect on the unique ways that your teachers support—and aspire to support—high quality, authentic project based learning (PBL),
2. To articulate your school's or district's unique approach to PBL,
3. To identify key skills and knowledge your teachers need to bring this PBL vision to life (i.e., a "portrait of a PBL teacher"),
4. To design and plan to lead multiple signature learning experiences for your teachers that build their capacity to bring to life your school's or district's unique approach to PBL,
5. To brainstorm and prioritize change management tactics, and

6. To demonstrate the breadth of your reflection and synthesis of your thinking, both of which will be graded for this course.

Leadership Theory of Change

We Believe

If a leader or leadership team clearly articulates a vision for high quality project-based teaching and learning, builds a "portrait of a PBL teacher", and designs and leads signature adult learning experiences in support of that vision and portrait, then s/he can set meaningful goals and manage the changes required to lead authentic learning in their context.

Your Role

We want you to see yourselves not just as designers of teaching and learning for students, but also as *designers of adult signature learning experiences* that will build their capacity to bring authentic PBL to life in your learning environment!

Pre-Work for Each Session

Before each session, complete the readings and reflections. Don't worry, there is no expected word count. Short, bullet point answers are fine. Write only what's genuinely helpful for you and your practice.

Pre-work for JANUARY 23—Leading for Authenticity and Iteration: Guiding teachers to design "Exhibitions" and engage "Users" and "Experts" to make projects authentic.

1. Read Everything changes when you ask students, how did your work help someone else?
2. Read Using Teachable Moments.
3. Read What Feedback is Really For.
4. Fill out this quick Purposeful Partners form by Jan 22 at noon ET.
5. Write brief answers to the questions in the Leadership Sandbox below:

Leadership Sandbox	
	Reflections
What skills and mindsets do teachers, students, and parents need to engage students in authentic learning?	
What real and perceived barriers do teachers, students, and parents face as we take on authentic learning?	

What are ways we as leaders can mitigate those barriers?	
What training and support do teachers, students, and parents need?	
What are key leadership moves to get buy-in and make change happen?	
What should we celebrate in our schools now to cultivate what we want to see happen?	
What community practices or norms should our school and/or teachers adopt to advance authentic learning?	

Pre-work for JANUARY 29—Leading for Disciplinarity and Collaboration: Equipping teachers to create high-quality PBL assignments and assessments

1. Read A pernicious myth: Basics before deeper learning.
2. Read The real Lord of the Flies: what happened when six boys were shipwrecked for 15 months.
3. Watch Adam Grant on Mixed Teams and Brainwriting.
4. Read Liberating Structures and browse the Menu.
5. After watching and reading the above, review your answers in your Leadership Sandbox. Add, subtract, or change anything based on your reflections of the readings.

Pre-work for FEBRUARY 26—Defining your Educational Vision: Articulating your school's unique approach to PBL in alignment with the PennPBL framework

1. Read Parent email draft about the Exhibition.
2. Read Learning as a Cultural Process.
3. Read Why Won't They Simply Do What We Tell Them To?
4. Read Building trust in schools.
5. Read Exhibition Planning Template Example.
6. After reading the above articles and examples, review your answers in your Leadership Sandbox. Add, subtract, or change anything based on your reflections of the readings.
7. Fill in this table to describe your educational vision:

YOUR EDUCATIONAL VISION
Fill in the blanks to each sentence in order to articulate your school's or system's unique *aspirational* approach to PBL. Don't describe what you currently do. Describe what your school or system hopes to do.
My school or system will engage students in authentic work by... *My school or system will engage students in collaborative work by...*

My school or system will engage students in disciplinary work by... *My school or system will engage students in iterative work by...*

Pre-work for MARCH 4—Defining your Teacher and Teaching Vision: Developing a "Portrait of a PBL Teacher" in alignment with the PennPBL framework

1. Read Preparing Teachers for Project-Based Teaching.
2. Refine your Educational Vision if needed.
3. After reading the above articles, review your answers in your Leadership Sandbox. Add, subtract, or change anything based on your reflections of the readings.

Pre-work for MARCH 18—Designing Professional Learning: Designing signature adult learning experiences to help teachers develop the skills outlined in your Portrait of a PBL Teacher

1. Read Adult Learners Overview.
2. Read 7 Exemplary Adult Learning Experiences to Cultivate AI-Era Educator Skills.
3. After reading the above articles, review your answers in your Leadership Sandbox. Add, subtract, or change anything based on your reflections of the readings.
4. Refine your Educational Vision if needed.
5. Solicit honest feedback from 3 teachers or leaders on your draft of a Portrait of a PBL Teacher. Based on feedback and reflection, refine your Portrait of a PBL Teacher below:

PORTRAIT OF A PBL TEACHER @[MY SCHOOL OR DISTRICT]

*To bring about high quality PBL in our learning environment, our **teachers** need the following **skills** as they guide their students to participate in **iterative** work, ongoing **collaboration**, **authentic** learning, and deep **disciplinary** learning:*

ITERATION	COLLABORATION	AUTHENTIC	DISCIPLINARY
→	→	→	→
→	→	→	→
→	→	→	→

Key themes from the feedback I received:

-
-
-

MARCH 25—Leading Change: Change management strategies to help bring your PBL vision to life

1. Read What makes education innovation succeed?
2. Read Getting Unstuck on the Path of Organizational Change.
3. Read Rapid Redesign vs. Slow Growth: Two Well Worn Paths to School Transformation.
4. Optionally, read Exercising Leadership.
5. Refine your Portrait of a PBL Teacher if needed.
6. After reading the above articles, review your answers in your Leadership Sandbox. Add, subtract, or change anything based on your reflections of the readings.
7. Choose one skill from your Portrait of a PBL Teacher and, using the template below, design a signature learning experience to cultivate that teacher skill:

Designing Adult Signature Learning Experiences in support of your Portrait of a PBL Teacher

Signature learning experiences are clear parts of a learning model that you can test and implement. They are usually time-bound “parts” of a learning model that are pointed towards concrete outcomes and graduate aims. For example, you might list: “Facilitation Seminar” here, and explain that it is a daily structure of cross-disciplinary teachers leading each other in different facilitation protocols so they get practice with facilitation. Rarely do we think about what signature learning experiences make up the adult learning model in our school or system. Our goal together is to bring your school’s or system’s signature learning experiences to life (i.e., what are teachers doing, what are school leaders doing, are they using a curriculum, where are they doing it, is a certain technology or resource being used?).

Use the signature learning experience template builder below to design adult learning experiences so that your teachers get practice building the skills and knowledge required for your unique PBL approach...

[NAME OF ADULT SIGNATURE LEARNING EXPERIENCE]	
Purpose	
Description	
Key features	
Participation	
Who?	
When?	
Where?	
Target Outcome(s) + Measurement	
[target outcome]	Measured/evidenced by...
Illustrations + Examples	
If I visited, I would see...	
If I asked, [participants] would say….	Teachers ➢ Administrators ➢ Students ➢ Parents ➢
Enduring questions	

Final Portfolio Reflection—Demonstrated Growth

To finish your Portfolio, complete the prompts below, and then email Tyler and Heidi to let them know you're finished!

PROMPT	***RESPONSES***
Fill in the blank: *"Before taking this PennGSE + gcLi course, I used to think _____ about PBL, but now I think _____ about PBL."*	
Fill in the blank: *"Before creating my 'Portrait of a PBL Teacher' I used to think _____ but now I think _____."*	
Fill in the blank: *"Before designing adult signature learning experiences to support the 'Portrait of a PBL Teacher' I used to think _____ but now I think _____."*	
For which of the competencies on your 'Portrait of a PBL Teacher' have you already designed adult signature learning experiences?	
For which of the competencies on your 'Portrait of a PBL Teacher' do you lack and thus need to design additional adult signature learning experiences?	
Where in your teachers' professional learning calendar can you "fit" these adult signature learning experiences over the next three years?	
To "fit" these adult signature learning experiences into your teachers' professional learning calendars over the next few years, will you need additional resources?	
To "fit" these adult signature learning experiences into your teachers' professional learning calendars over the next few years, what change management strategies might be needed to make it happen?	
If 100% of the teachers in your organization successfully develop the competencies in your 'Portrait of a PBL Teacher' then will that represent any major shifts away from your current PBL approach? If so, how? Ie, what are the major shifts?	
How might you use your Portrait of a PBL Teacher to recruit teachers? To vet them as they apply? To onboard them once they're hired?	
How might you assess and/or progress monitor	

teacher growth in the competencies listed in your Portrait of a PBL Teacher?	
Which competencies on the Portrait of a PBL Teacher are teachers currently strongest in? What evidence do you have for this? And how might you celebrate that reality now or soon?	
Which competencies on the Portrait of a PBL Teacher are teachers currently weakest in? What evidence do you have for this? And which adult signature learning experiences are needed most urgently? When can you implement them?	
Who else do you need to get “buy in” from as it relates to your Portrait of a PBL Teacher and your adult signature learning experiences? What’s your plan to get their buy in?	
When you think about how you will “deliver” your adult signature learning experiences over the course of the next few years, how self-directed will it be for teachers? How much tech will be involved? How customized will it be? How uniform?	
If it’s true that a school cultivates what it celebrates, are there any exemplary projects that your teachers have made—and that align with your Portrait of a PBL Teacher—that you can celebrate publicly among your staff?	
How do you plan to address barriers teachers face to make high quality PBL a reality?	
What community practices or norms should your school and/or teachers adopt moving forward?	