



Project Based Learning Planning Group

Join with colleagues from across BPS
to share resources and collaborate.



Topic

*How do we create authentic
project-based learning (PBL)
tasks that increase student
engagement and ownership?*

Audience

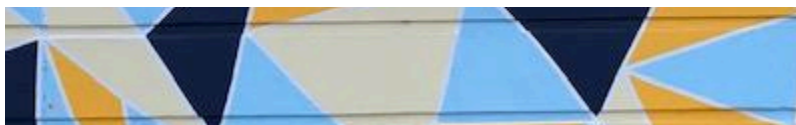
Secondary Teachers (any subject)
PBL Novice to Expert

In-Person Launch Session

January 30, 4-6 p.m.
@ Roxbury Innovation Center
(Bolling Building 2nd floor)
Snacks and resources will be provided

Three Follow-Up Sessions

Online using Zoom
Date/Times TBD



RSVP at
tinyurl.com/telescopeRSVP

ALCs or PDPs available (info at first session)
More at bostonpublicschools.org/telescope.
Image: mural @ Grew School.

What's a Planning Group?

This is a hybrid professional learning experience. It starts with an in-person launch session where participants have a chance to share resources and make connections. It also includes monthly virtual check-in sessions. In order to earn an academic ladder credit (ALC), participants should create a portfolio that includes lesson plans, reflections, and samples of student work.

Academic Ladder Credit (ALC) Information {PENDING APPROVAL}

Competency

As a result of this course, educators will be able to design and implement a project-based learning unit that advances standards-aligned learning and includes authentic tasks and opportunities for student ownership.

Evidence

To receive ALC credit, participants will be asked to assemble a portfolio that includes a PBL unit, project rubric, project exemplar, and teacher reflections. Additionally, each participant will be asked to contribute to a “resource potluck” that will be shared with other teachers in the district.

Portfolio Checklist

The portfolio can be a shared document, slideshow, or webpage. It should include:

- PBL project description/unit design ([PBL project design rubric](#))
- Project rubric
- Project exemplar (student-created or teacher-created)
- At least two teacher reflections
- A [Prof Learning Time Log](#) (must include 12+ hours to be eligible for ALC)

Planning Group Portfolio Rubric

Category	Not Yet Met	Meets	Exceeds
DESE Rubric I.A.3 Rigorous Standards-Based Unit Design	<input type="checkbox"/> PBL project description/unit plan not complete or not included in portfolio	<input type="checkbox"/> PBL project description/unit plan has measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	<input type="checkbox"/> PBL project description/unit plan can be used as a model for other educators.
DESE Rubric II.A.1 Quality of Effort and Work	<input type="checkbox"/> Rubric is not complete or not included in portfolio <input type="checkbox"/> Exemplar is not complete or not included in portfolio.	<input type="checkbox"/> Project rubric and exemplar define high expectations for the quality of student work and the perseverance and effort required to produce it.	<input type="checkbox"/> Rubric and exemplar can be used as a model for other educators.
DESE Rubric II.A.3 Meeting Diverse Needs	<input type="checkbox"/> Materials fail to address an adequate range of differences.	<input type="checkbox"/> Materials use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	<input type="checkbox"/> Materials can be used as a model for other educators.
DESE Rubric IV.A.1 Reflective Practice	<input type="checkbox"/> Reflections not complete or not included in portfolio <input type="checkbox"/> Educator did not articulate how they are improving practice.	<input type="checkbox"/> Educator reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	<input type="checkbox"/> Reflections can be used as a model for other educators.