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**PBL 101 Workbook**

Modified for Jobs for America’s Graduates

Based on

PBL 101 Workbook, The Companion to BIE’s Introductory Project Based Learning Workshop

2015 Edition

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Getting Started

**Brainstorming Ideas**

**3 Steps to a Successful Start**

Brainstorm Ideas

Specify Goals

Decide on Scope of Project

Use various resources to come up with a project idea

1. Community
	1. Ask yourself if there is an issue in your community that needs attention

Example: Trash in a local park, yard work or snow removal for elderly

1. What’s Relevant and Interesting to your students (most motivating method)
	1. Students voice a topic or issue of interest that affect them

Example: The effects of social media, Drinking and Driving, Bullying in schools

1. What Happens in the world outside of school
	1. What challenges are faced by people in business, the arts, government etc.

Example: Hiring practices, employment for teens

**Specify Goals for Learning**

Tip #1: Know Where You’re Going with your Project!

Tip #2: Choose 1-3 standards only! Too many gets too confusing to teach

Tip #3: Be careful about making a project about YOUR OWN personal crusade

Tip #4: Make sure you are incorporating 21st century skills (for life after High School)

**Scope of Project -** Know what you have to work with!

* What requirements do you have (JAG competencies)?
* What is your period for your project? (leading up to LDC, CDC, school calendar)
* What is your classroom like? (Do you have access technology, project work areas)
* What are your students like? (Are they willing to work outside their comfort zone, hands on learners)
* What resources are available to you? (guest speakers, field trips, experts)

Project Launch

Review the BIE 8 Essential Project Design Elements. Write questions you have about it using these four rules:

* Ask as many questions as you can
* DO not stop to discuss, judge, or answer questions.
* Write down every question exactly as it is stated.
* Change any statement into a question.

What are questions you have on how we can plan effective projects for our students?

|  |  |  |
| --- | --- | --- |
| **Project Ideas/Design** | **Project Assessment** | **Project Management** |
|  |  |  |

Writing a Driving Question

“Why are we doing this?” An effective driving question meets the following criteria:

Examples of Driving Questions

**A Philosophical or Debatable Issue, or an Intriguing Topic**

* Who is a hero?

Students will find a project more engaging if it “relates” to their own community.

* What is a healthy community?
* Is our water safe to drink?
* Should a park, and apartment building, or something else occupy the empty land in our community?

**Specifying a Product, Task, or Problem to be Solved**

* How can we create a presentation or workbook to deliver to Middle Schoolers to help them transition into High School?
* How can we create a web page for other kids that recommends some good books to read?
* How can we invent a new cell phone app that will encourage students to want to do their homework?
* How can we write a historically accurate story about a person who lived in our community long ago?
* How can we develop a business plan that will attract investors?
* How can we design a classroom to encourage a positive learning environment for all students?

**Adding a Real-World Role for Students**

* How can we, as tour guides, plan a tour to show visitors what to see and do in our city?

The Driving Question will be more engaging if it gives students “charge” to do something.

* How can we, as financial planners, advise a client about the best ways to invest and save money?
* How can we, as English town elders, decide who will board the ship to the New World and what they should take, so they can be successful colonists?

**Design Challenge**

* How can we, as JAG students, produce a video about how to apply for a job?
* How can we build a website to share job posting information with the student body?
* How can we create a logo design for our JAG T-shirts?

Preparing for an Entry Event

**TIPS FOR THE CLASSROOM**

\*Be creative, what will **hook** the students’ attention right from the beginning?

\*Authentic projects – those that are real and interesting for students tend to get the best results.

\*It is wise to plan your project to enable students to vary the content of their presentations and learn from each other’s work (allow for a variety of learning outcomes to be used).

\*The Driving Question should be relevant when asked on the first day of the PBL, throughout the project, or the very last day.

\*Projects should be open-ended

\*Distribute tasks/topics so that each group is responsible for one part of the overall project

\*Assign students different roles and perspectives that support the driving question (your reason for the project)

* Grab their attention right away -Start with a Bang!
* Get Creative, have a launch party!

**Ideas to Spark Student Interest**

* Review a Website
* Invite a Guest Speaker
* Go on a Field Trip
* Conduct a demonstration/activity
* Show a Video/ film/ documentary
* Read something provocative

**Daily Teaching and Planning**

* There should be a mix of direct instruction and other lessons, opportunities to PRACTICE skills, and independent work time.
* Depending on the nature of your project, your students, and your teaching style, most class periods should include time for project work and time to think, discuss, and reflect on individual and/or group work.
* Short lectures are the best way to give information to students. Resist the urge to lecture for 5 straight days or overly use PowerPoints that take up more than half of class time – use them as teaching tools to get started, and hand off control!
* Incorporate traditional tools such as textbooks, worksheets, homework, and quizzes as “supportive” methods within your project.

PBL Planning Form

8 Essential Elements Practice

Think of a project you would like to implement. Practice writing the components of your PBL using this worksheet as a template.

**Key Knowledge/Understanding & Success Skills** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Challenging Problem or Question** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sustained Inquiry** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Authenticity** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Voice & Choice** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Critique & Review** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Public Product** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will make your Public Product Shine?

**Which products will be created by individuals?**

**Which products will be done as a team?**

7 Essential Teaching Methods



1. **Design & Plan** - Where you create your PBL from start to finish: Entry Event, Implementation, culmination
2. **Align to Standards -** Using your JAG competencies, Common Core/Content Area Standards
3. **Build the Culture -** Get student “buy in”, assign student roles
4. **Manage Activities -** Organize tasks, deadlines, resources, reflection, revision & critique
5. **Scaffold Student Learning -** Lessons, tools, and instructional strategies to support ALL students in reaching project goals
6. **Assess Student Learning -** How you test their knowledge, work ethic, team dynamics, Develop your grading system, rubrics
7. **Engage & Coach -** Coaching, Redirection & Encouragement

Managing Your Project

What can you do to keep your project moving throughout the lifespan of the PBL?

**DO’s and DON’TS**

**DO** allow students to voice and opinion

**DO** encourage creative thinking

**DO** allow students to make suggestions

**DO** let students know it’s okay to make a mistake

**DON’T** allow students to criticize each other’s questions/comments

**DON’T** say “that’s a good question” and then turn it into a lecture

**DON’T** assume students know how they should work. This is brand new way of learning

**DON’T** let students bombard you with questions, or answer them right away. You are nurturing a culture of independence!

**\*\*If you have multiple classes/grade levels, use a different PBL that is age appropriate or divide parts of the overall project between classes**

I’m in the middle of my project…How do I balance?

* Analyze project tasks
* Continue to monitor group roles and responsibilities

**TIPS FOR THE CLASSROOM**

What happens when student come and go in your classroom?

**Students entering the classroom:**

\*Place them in a group that you think will be the most accepting.

\*If you are too far into a project, let the student assist in other areas such as technology, set-up for project presentations or do an independent version of the project

**Students leaving the classroom:**

\*Adjust student groups if the loss is more than half the group

\*Offer more time/extra credit for remaining group members

\*Extend the deadline (last resort)

* + Students can give a short oral presentation
* Identify resources that can help students with progress
* Review project calendar
* Do a team builder or class activity to break up the group work flow
* Create a “need to know” list
	+ This is an opportunity for students to ask questions and review progress

**Troubleshooting Common Problems**

**If the project doesn’t take as long as you anticipated**:

* Finish early
* Use multiple evaluation methods
* Bring in a Subject Matter Expert or guest speaker
* Ask the students how you could make the project “Bigger”

**Outside resources or people are not available:**

* Create problem solving skills
* Turn to technology
* Look “inside” – be creative with your current resources

**If student groups are not working well together:**

* Re-establish collaboration, set group norms
* Develop a group contract
* Get help (Regional Manager/Trainer)
* Students become the Project Manager – and other roles
* Break up group (last resort)

**If you realize the driving question is too BIG:**

* Discuss and reflect (make more specific)
* Create sub questions (planning stage)

**If the project products are too difficult/time consuming:**

* Hold meetings with groups
* Revisit project timeline/calendar
* Reduce scope of work

Critique, Revise & Reflect

You are almost there…it’s time for the last phase of your project!

**Critique & Revise?**

* Allows students to look at other’s work with a critical eye, yet provide feedback that is **specific, helpful, and kind**
* Assists students to develop “thick skin” and not be sensitive to direct feedback
* Teaches students that “doing it once” often is not enough- we are seeking quality work, not just “getting it done”
* Critique & Revision is an employability skill, one that they will use in the world of work

**Why Reflect?**

* Helps students retain what they learned and recognize personal growth
* Help improve on your project and plan for the next one
* Evaluate how well they work well with others
* Gather feedback from students about Project Design and Management

**Ways to Celebrate a Project**

* Invite school officials who were aware of the project, any outside experts, or guest speakers you used to join in the fun!
* Create awards in different categories (Best Solution, Most Creative, Best Dressed for presentation, Hardest Worker) making sure all students receive some sort of recognition, NO losers!

**TEACHING TIPS**

\*Use thoughtful reflection time to drive home the success of their work and the overall project. Make students look forward to the next project!

\*Don’t end on one day and start another PBL the next day, without having time to reflect on the project.

* Publicize in the community (newspaper, TV station, radio, district website or newsletter, JAG publication, National JAG website)
* Create an archive where students can display their work
* Positive phone calls home
* Allow the students to plan the celebration

**Methods of Reflection and Evaluation**

* Individual reflection (Journal writing)
* Fishbowl discussion
* Peer-to-Peer evaluation, group feedback
* Small-group discussion

**Ideas:**

* Have an open chair in the center of the room, a class member can “pop-in” and express a comment or give feedback
* Gallery Walk of projects
* Create a reflection “song”. Groups can create a song about their project experience
* Write a reflective letter – to themselves, to the recipient of the project, to their parents, administrator, or other supportive adult.
* Allow the students to plan the celebration

Tuning Protocol

In the Tuning Protocol, you will be explaining how your project meets the Essential Project Design Elements, and your colleges will give you feedback. You’ll begin by stating the grade level and subject area, and the project title if you have one. Before explaining the Elements, tell your listeners if you would especially like feedback on any issue. Record notes about the questions below to help plan your presentation; if you need more information about an Element, see the Project Design Rubric.

**Key Knowledge/Understanding & Success Skills:** What standards-derived key knowledge, understanding, and success skills are you teaching and assessing through this project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Challenging Problem or Question:**  What is the central problem or question students will tackle? What is your project’s driving question?

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**Sustained Inquiry:** How will students engage in questioning and investigation?

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**Authenticity:** What are the real-world aspects of y our project?

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**Student Voice & Choice:** What opportunities will students have to make decisions about the project’s product(s) or process? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection:** How and when will you build in opportunities for students to reflect on what and how they are learning, and on the project, itself? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Critique & Review:** What processes will you include for students to get feedback on their work, to revise their ideas and products or conduct further inquiry?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Public Product:** What are the major products in your project, and how will they be made public? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note Taking Guide for Tuning Protocol

Use the space below to note feedback you would give to the project presenter(s). Refer to the criteria described in the Project Design Rubric.

**“I like…”**

(Strengths of the project; how it **Includes Best PBL Practices**, as described in the 3rd column of the Rubric)

**“I wonder…”**

(Potential weaknesses of the project; how it **Lacks Essential Features of Effective PBL**, or **Needs Further Development**, as described in the 1st or 2nd columns of the Rubric)

**“I have…”**

(Ideas you have that might enhance the project; resources, materials, or other suggestions)

Project Completed… Now What?

* Use reflection Data from previous project
* Think of ways to expand your current project
* Ask yourself can this project be done every year (is there a need) and how can you “make it bigger” –make it more meaningful to the students?
* Critique and revise your own work- what would you do differently next time?

**Planning Suggestions**

* Start planning in the summer
* Consult another Specialist in your network
* Utilize JAG events and turn them into a PBL project
	+ I & I Ceremony (Fall)
	+ Leadership Development Conference (Fall)
	+ Career Development Conference (Spring)

Additional Resources:

* [www.bie.org](http://www.bie.org/)
* [www.jag.org/jag-library](http://www.jag.org/jag-library)
* **Workbook**
* **E-mail:** pbl.jag@gmail.com
* **Facebook: @pbl.jag**
* **Twitter: @pbljag**
* **Pinterest: @pbljag**

Project Journal

**Reflection 1**

**Reflection 2**

**Reflection 3**

**Reflection 4**

**Reflection 5**

**Reflection 6**