

PBL Essential Elements Checklist

Whatever form a project takes, it must have these Essential Elements to meet BIE's definition of PBL.

Does the Project . . . ?			?
<p>FOCUS ON SIGNIFICANT CONTENT At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.</p>			
<p>DEVELOP 21st CENTURY SKILLS Students build skills valuable for today's world, such as critical thinking/ problem solving, collaboration, and communication, which are taught and assessed.</p>			
<p>ENGAGE STUDENTS IN IN-DEPTH INQUIRY Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.</p>			
<p>ORGANIZE TASKS AROUND A DRIVING QUESTION Project work is focused by an open-ended question that students explore or that captures the task they are completing.</p>			
<p>ESTABLISH A NEED TO KNOW Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.</p>			
<p>ENCOURAGE VOICE AND CHOICE Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.</p>			
<p>INCORPORATE REVISION AND REFLECTION The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.</p>			
<p>INCLUDE A PUBLIC AUDIENCE Students present their work to other people, beyond their classmates and teacher.</p>			

PBL PLANNER

Standards that apply

Create a driving question

Plan the assessment

What evidence of learning are you looking for? What will you include in a rubric?

How will students share their work?

Plan the Process-Student work

What will students do?

Where will they find the information?

Plan the Process-Teacher work

What will you do during each step?

What feedback will you give to guide students?

REFLECTIVE PROMPT EXAMPLES

Criteria for Effective Focused Reflective Feedback Prompts:

1. Single focus
2. Non-judgmental
3. Open-ended
4. Present or future tense
5. Invites teacher reflection

All reflective prompts will have a contextual lead-in statement that serves as a reminder to the teacher about what was happening when the principal conducted the classroom walk through (CWT). An example might be:

“When I was in your classroom for a CWT on Thursday, there was a student-led discussion about electricity. I wasn’t there for the conclusion...”

- What went like you expected it to go? What were the surprises?
- Building on today’s learning, where do you want to go next?
- If you had this lesson to teach over, what would you do differently?
- What went well? Didn’t? Why?
- Think of something/a strategy that worked well with your ELL (or other group) students. How would you apply that to other lessons?
- What will you do next? What are your next steps with...?
- What would you change?
- What were your challenges?
- How will you determine if your students “got it”?
- How do you determine if students are learning?
- How can I support you with....
- As you think about this lesson, what are some of the outcomes you want to have happen again?
- As you think about the results you got, what were some of the ways you designed the lesson to make sure the results would be achieved?
- When you think about what you had planned and what actually happened, what were the similarities and what were the differences?

Sometimes an observer will want to ask reflective questions directing the teacher to consider specific methods or procedures used in class. These reflective questions are more focused.

Teaching Objective/Learning Expectation

- How do you decide which curriculum objectives have a higher student achievement yield? What criteria do you use to decide the order of objectives you address in a teaching unit?
- How do you determine when to integrate curriculum objectives across a variety of disciplines, and when not to?
- When you plan lessons with other teachers, what thinking goes into decisions about learning expectations?

Target (on target for grade/course level standards)

- What criteria do you find yourself considering as you pace your instructional time?
- What thinking goes on as you use achievement data to plan a lesson?
- How do you decide among various assessment approaches when you’re measuring student learning?
- What are the various things you consider as you put state standards and district expectations into language students will understand?

Taxonomy (Level of Bloom’s low, medium, high)

- What criteria do you use to determine teacher questions that will elicit higher-order thinking?
- How do you decide when to have students create questions for learning?
- How do you determine when to move from questions that require lower-level thinking to those requiring higher-level thinking?

Text/materials are aligned to learning objective and target; congruent with district initiatives

- How do you determine writing rubrics to improve student performance?
- What criteria do you use to determine which math manipulatives you'll use for a specific lesson?
- What are your thought processes as you plan assistance for students who have not mastered grade level expectations?
- What thoughts go through your mind as you supplement your teaching materials to align with district curriculum and state standards?

Instructional Strategy

- What various things do you consider when planning cooperative learning interaction among students?
- What criteria do you use to decide instructional strategies to meet the needs of individual students?
- What criteria do you consider when grouping students for a learning activity?
- What are various ways you consider diagnosing learning differences?

Learner Engagement

- How do you help students see connections between prior learning and a new lesson?
- How do you determine your response to a student who makes an error?
- What thought processes do you use as you plan the flow of your instructional time blocks?
- How do you decide the method by which students give constructive feedback to their classmates following an oral presentation?

Survey of Learning Environment

- What thinking is behind your planning for your physical classroom arrangement?
- How do you decide which seating arrangements you use to facilitate different kinds of student interaction?
- How do you decide whether or not to post student work?
- What are the various things you consider as you make classroom resources available for independent student work?

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