



Blended Professional Learning Experience

Introduction: 30 Minutes

Online Modules: 2.5 - 3.0 hours total (across multiple days suggested)

Follow Up, Question and Answer Session: 60 minutes

The professional learning experience begins with a virtual, face-to-face introduction explaining Defined Learning and the connections with authentic, Project Based Learning (PBL) for teachers and students. The introduction will share the framework for the online modules, the learning goals, and the work to be completed.

As participants work through the online modules, they will identify and customize a performance task and associated resources for their classroom use. The online modules will reinforce practical applications of the performance tasks and project-based learning to engage students and encourage the application of knowledge. A planning guide will accompany the modules to help plan for either face-to-face or remote classroom implementation.

Throughout the online modules, participants will be encouraged to ask questions to help deepen their understanding and comfort within Defined Learning. Questions will be gathered in a collaborative format. The Defined Learning facilitator will conduct a virtual, face-to-face question and answer session following the completion of the online modules. These and any other questions can be addressed during this collaborative time.

ADVANCED OFFERINGS

PBL Leadership Cohort

Participants: Up to 10 Educators

Timeframe: Up to 10 weeks

Introduction

The Defined Learning Instructional Cohort program is designed to focus on the development and implementation of project-based learning performance tasks using instructional strategies to engage learners, make real world connections and focus on the application of content and skills to deepen student understanding and success. This online and virtual format will be supported by a Defined Learning mentor. Various resources supporting the use of Defined Learning and project-based learning will be shared throughout the program.

The instructional cohort will support teaching and learning through a project-based lens reinforcing instructional activities to help students apply knowledge and practice, as well as important skills and competencies in a flexible learning environment. The intent of this professional learning community is to improve teaching practices, enhance relationships with colleagues, and increase professional communication connected to teaching practices and student learning.



School/District leaders and/or the cohort of educators will work with the Defined Learning mentor to identify critical areas of focus with an emphasis on curriculum, instruction, and assessment. Throughout the experience, cohort members will focus on performance task design and personalization to meet the needs of diverse learners. Within the task design will be decisions associated with research resources, student check-ins (which serve as formative assessment opportunities), and the process of product/project development with students. Samples of scored student work will be shared to provide evidence of student learning associated with learning goals. The discussions involved in the process allow teachers to share and examine their practice in a collaborative context.

Program Outcomes

- Develop, implement, and evaluate strategies connecting project-based learning and Defined Learning performance tasks;
- Draw conclusions related to the value of formative and summative assessments as opportunities to guide student learning and practice;
- Construct a learning plan for students incorporating project-based learning and classroom content and skills as an integrated approach to engaging students and encouraging the application of knowledge; and
- Reflect on teaching practices and student learning to help educators grow and develop their instructional tool-box.

Program Framework:

Personal Practice

Each cohort member will identify one performance task aligned with critical learning goals for students. This performance task will be customized to meet the needs of students in flexible learning environments with considerations for products/projects, research resources, formative and summative assessments. Members will construct, with support, a task plan to guide teaching and learning and synthesize the performance task into a unit of study. Reflection on student work samples and associated rubrics will serve as part of a collegial conversation. Participants will complete a self-reflection and reflections during the cohort process.

Cohort Support

Each cohort member will review 1-2 of the personalized performance tasks and task plans of their colleagues providing insights into the artifacts and benefits for student learning. Throughout the program, each member of the cohort will be involved in peer reflections and conversations associated with teaching and learning through a project-based lens. The goal is to encourage everyone to become leaders in the school/district sharing their knowledge of project-based learning using performance tasks with their colleagues.



Mentor Support

The Defined Learning mentor will provide guidance and support for all aspects of Defined Learning and the associated project-based learning instructional strategies and practices. Each participant will receive feedback on all aspects of the performance task and instructional process. Resources will be provided to support the cohort members beyond the program in helping them prepare their colleagues for project-based learning and supporting the use of Defined Learning. The Defined Learning mentor will be available as needed through email and mutually agreed upon phone calls.

Online Support (PD with Jay McTighe Online Course)

In addition to working with the mentor and other cohort members in this professional learning community, participating educators will have access to online professional learning modules. These four online professional development modules, entitled *PD with Jay McTighe*, will reinforce practical applications of the performance tasks and project-based learning to engage students and encourage the application of knowledge while also providing strategies encouraging the transfer of knowledge and ongoing performance assessments.

Prior to First Meeting

- Introductory webinar to Defined Learning
- Participants will be provided with two articles to read related to Project-Based Learning
- Teachers will answer reflection questions provided

First Virtual Meeting for Cohort (1 ½ - 2 hours)

During this meeting the cohort members will learn about considerations for PBL in any learning environment.

- The mentor will review the Defined Learning site and show the customization of performance tasks.
- Cohort members will select a performance task to use with students which aligns to their content and instructional goals.

Between 1st and 2nd virtual meetings (Online PD with Jay McTighe course will support participant work and development)

- Teachers will find and personalize one task based on possible flexible learning environments including specific directions for each section of the task.
- Teachers will select products, research resources and student check-ins to support the implementation and assessment of the performance task.
- Teachers will create a Task Plan for the project including timing for each section.



Second Virtual Meeting (60-90 minutes)

During this meeting the cohort will discuss connections between 21st century skills and the Defined Learning structure and framework for working through a performance task with students. Feedback will be provided on the task plan, so that teachers are ready to implement the task with their students following the meeting.

Between 2nd and 3rd meetings (Online *PD with Jay McTighe* course will support participant work and development)

- Teachers will Implement the lesson in their classroom/online using the Task Plan as a guide and complete a self-reflection to be shared with the cohort members at the next meeting.
- Teachers will collect anonymous examples of student work from each product assigned along with the associated scored rubric.

Final Virtual Meeting (approx 90 minutes)

- During this meeting, each cohort member will share the task and product(s) done with students and reflect on the benefits and challenges of the process.
- There will be discussions with the mentor, cohort members and school/district administrators about the next steps and systemic engagement. It will be very valuable for an administrator to be an active part of this final meeting.

The mentor will provide support materials so cohort members can train others in their school/district.