



Project-Based Learning Phase III: Celebrating, Reflecting, & Evaluating

Virtual Learning Series
November 9, 2016



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HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Your questions
- Chat box
- Web recording



AGENDA: WHAT TO EXPECT

- Four live webinars
- Interactive sessions
 - Discussion Board: Office hours from 2 PM-3PM Eastern
 - Podcasts
- Links to Y4Y resources
- Peer networking
- Certificate of Completion
 - Participate in at least 3 of the 4 webinars and complete the online Project-Based Learning Module



Y4Y WEBSITE

<http://y4y.ed.gov>



The screenshot shows the Y4Y website interface. At the top left is the "Yo FOR YOUTH" logo. The main header is blue with navigation tabs for "Learn", "Teach", "Tools", and "Network", followed by a search bar. Below the header, a breadcrumb trail reads "Y4Y > Learn > Project-Based Learning". On the right, there are links for "Contact Us | Join" and a "Sign In" button. The main content area features a red puzzle-piece icon and the title "Project-Based Learning". Below this are three sections: "Introduction to Project-Based Learning" with a magnifying glass icon, "Implementation Strategies" with a location pin icon, and "Coaching My Staff" with a trophy icon. Each section includes a brief description. On the right side of the page, there are two orange-bordered boxes: "My Notebook PROJECT-BASED LEARNING" and "Glossary PROJECT-BASED LEARNING". The "My Notebook" box contains text about using the notebook and links to "sign in" or "register now". The "Glossary" box includes a search bar labeled "Search This Topic" and links to "Show Project-Based Learning Glossary" and "View Entire Glossary".

Yo FOR YOUTH

Online Professional Learning and Technical Assistance for 21st CCLCs

Learn Teach Tools Network Search »

Y4Y > Learn > Project-Based Learning

Contact Us | Join Sign In

Project-Based Learning

Introduction to Project-Based Learning

The introduction provides an overview of project-based learning, including the benefits of authentic projects and engaging students in a process of inquiry. Learn how to design hands-on projects and move from a driving question to a culminating event to a reflection on learning.

Implementation Strategies

Find strategies to move project-based learning into practice, including setting project goals and keeping projects student-centered. Learn how to sustain your project over time and how to document your project's progress.

Coaching My Staff

Learn how to coach staff to effectively plan projects, engage youth, and document learning. Identify ready-to-use tools to help you in building your staff's skills.

My Notebook

PROJECT-BASED LEARNING

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please **sign in** if you already have an account or **register now** to join the Y4Y community!

Glossary

PROJECT-BASED LEARNING

Search This Topic

Type here to filter terms...

Show Project-Based Learning Glossary

View Entire Glossary

POLLS



Please respond to each of the following:

Have completed the PBL Learn module?

Yes No

Have you downloaded resources, watched videos, or connected to external resources on Y4Y this week?

Yes No

Have you interacted on the discussion board?

Yes No

Have you listened to the podcast?

Yes No

SESSION OBJECTIVES



- Review Webinar 3 outcomes
- Define “As”: Assessment
- Define Phase III: Celebrating, Reflecting & Evaluating
- Explore the components of Phase III
- Wrap Up



WEBINAR 3 REVIEW



YOU FOR YOUTH



- Finished Phase II: Planning and Implementing
- Two “As”: Applied Learning & Active Exploration
- Authentic tools & field work
- Determining project ideas
- Assigning roles, tasks, and timelines
- Opportunities to look at and interact with Y4Y resources
- Network and communicate on the discussion board

SIX **As** OF QUALITY PROJECT-BASED LEARNING



Authenticity

Academic Rigor

Adult Relationships

Appplied Learning

Active Exploration

Assessment

ASSESSMENT



Projects should:

- Provide milestones/checkpoints
- Involve lots of reflection for students & teachers
- Result in exhibitions and performances
- Be grounded in personal, school, and real-world standards of performance



HABITS OF MIND



- Persisting
- Managing impulsivity
- Questioning
- Creating, imagining, innovating
- Taking responsible risks
- Finding enjoyment



Image credit: aboutmodafinil.com

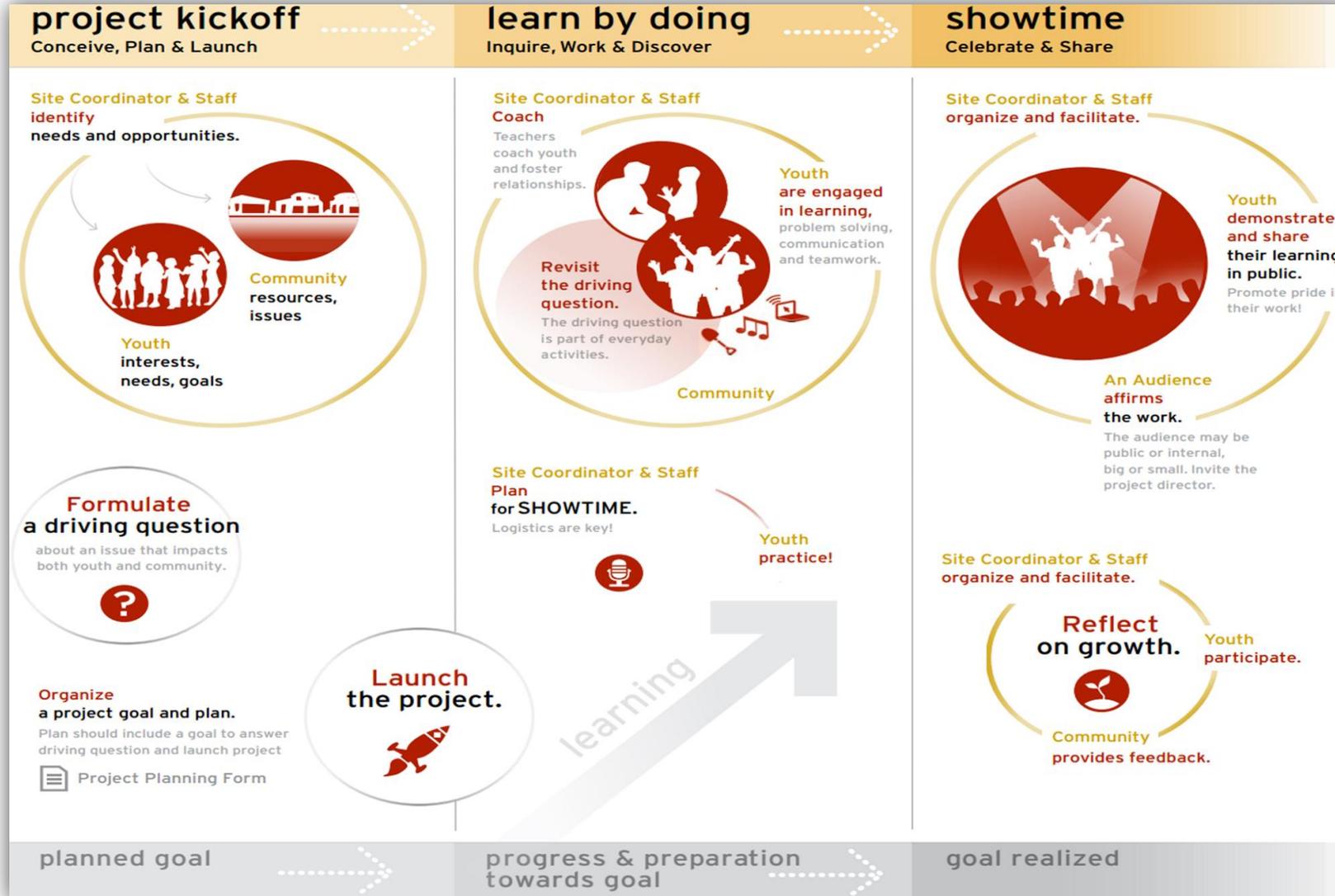
THREE PHASES OF PROJECT-BASED LEARNING



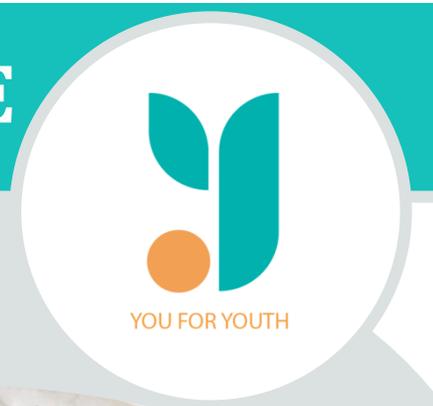
Phase I Designing & Developing

Phase II Planning & Implementing

Phase III Celebration, Evaluation



PHASE III: CELEBRATE, REFLECT AND EVALUATE



1. Celebrate
2. Reflect
3. Assess and Evaluate





VIDEO EXAMPLE



Culminating Event Examples



Watch this video. You'll see two very different projects, two very different culminating events and two very successful project-based learning experiences.



DEMONSTRATE LEARNING: CULMINATING PRODUCT AND/OR EVENT



- Students host a final project or product
- Celebrate learning, achievement
- Present to interested audience
 - Public demonstration
 - Inventors' fair
 - Community meeting and presentation
 - Play with original script
 - Showcase



You For Youth / Project Based Learning

 **Project Based Learning Project Planner**

| Reviews | | |
|---------|----------------|-----------|
| Date | Review purpose | Reviewers |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Showtime: Culminating Event

Description _____

Date _____

Planning and implementation schedule

Planning Check

Is the culminating event

- A good demonstration of youth learning?
- Inclusive of all involved in the project?
- Clearly tied to objectives?
- Developed with youth input?
- Inclusive of families, community, partners, teachers, others?
- An opportunity for youth to experience pride in accomplishment?

- Provide to classroom teachers.
- Provide to youth.
- Use in discussions with parents.
- Display.
- Keep as program record.
- Use to revise projects or PBL processes.
- Other.

- Readily accomplished?
- Useful?
- Applicable to different areas of learning and different learning styles?



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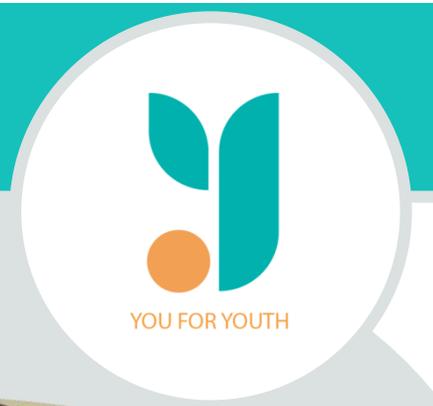
<http://y4y.ed.gov/>

REFLECTION



- Reflect individually and as a group throughout the process
- Share feelings and experiences
- Discuss what worked well
- Discuss possible improvements
- Share ideas that will lead to new inquiries and new projects
- Document the learning

EVALUATE



- SMART Goals
- Assessments & Benchmarks
- Artifacts
- Rubrics



S.M.A.R.T. GOALS



S Specific

M Measurable

A Achievable

R Relevant

T Time Bound

S.M.A.R.T. GOALS



80% of **students identified as in-need and who**

A

S

regularly attend the afterschool program, will

show **increased proficiency on sequencing and**

R

context skills at the end of the Journalism Club

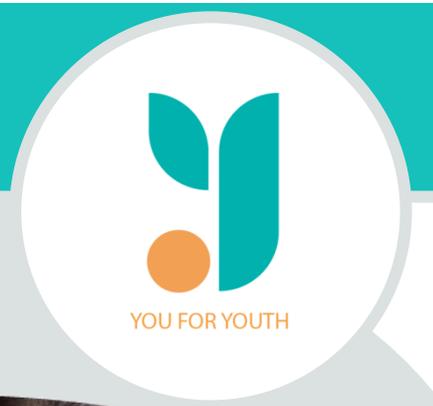
T

activity as measured by **benchmark assessments.**

M

**Journalism
Club**

ASSESSMENTS



- Benchmarks
- Pre and Post Assessments
- State Assessments



ARTIFACTS/MILESTONE PRODUCTS



YOU FOR YOUTH



- Journals
- Portfolios
- Samples
- Notes
- Planning documents

USING A RUBRIC TO EVALUATE



YOU FOR YOUTH



Some decisions you need to make:

- What type of rubric to use: analytic or holistic
- Measuring performance of an entire group or each individual student
- The qualities or attributes that would demonstrate different levels of proficiency
- Define the standards of performance from lowest to highest



ANALYTIC VS. HOLISTIC

| Analytic | Holistic |
|---|--|
| <ul style="list-style-type: none">• Assess components of a finished product• Provide specific feedback on how to improve• Provide score on each component | <ul style="list-style-type: none">• Assess student's work as a whole• Don't provide feedback• Easy• Quicker to develop• Gives only one score |



ANALYTIC VS. HOLISTIC

| Score | Description |
|-------|---|
| 4 | Demonstrates exceptional understanding of the material. All requirements are met and some are exceeded. |
| 3 | Demonstrates consistent understanding of the material. All requirements are met. |
| 2 | Demonstrates partial understanding of the material. Some requirements are met. |
| 1 | Demonstrates minimal understanding of the material. Few requirements are met. |
| 0 | No response; Task not attempted. |



IMPORTANT ELEMENTS OF A RUBRIC



- Levels of Performance
- Criteria
- Descriptors





LEVELS OF PERFORMANCE

Levels of Performance: a scale of values on which to rate each dimension

For example: novice, emerging, accomplished, exemplary

| Criteria | Novice | Emerging | Accomplished | Exemplary | Total Points |
|----------|--------|----------|--------------|-----------|--------------|
| | | | | | |

CRITERIA



Criteria: one or more traits or dimensions that serve as the basis for judging the students' performance

What to Measure: presentation skills

| Criteria | Novice | Emerging | Accomplished | Exemplary | Total Points |
|-------------|--------|----------|--------------|-----------|--------------|
| Eye Contact | | | | | |

DESCRIPTORS



Descriptors: spell out what is expected of students at each level of performance, for each criterion

| Criteria | Novice 1 | Emerging 2 | Accomplished 3 | Exemplary 4 | Total Points |
|-------------|-----------------------------------|---|---|---|-----------------|
| Eye Contact | Made no eye contact with audience | Displayed minimal use of eye contact with audience. | Had consistent use of direct eye contact. | Held the attention of the entire audience using direct eye contact. | |



RUBRIC FOR PRESENTATION

| | Criteria | | | | Points |
|---------------------------------|--|--|--|---|--------|
| | 4 | 3 | 2 | 1 | |
| Body language | Movements seemed fluid and helped the audience visualize. | Made movements or gestures that enhanced articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. | |
| Eye contact | Holds attention of entire audience with the use of direct eye contact. | Consistent use of direct eye contact with audience. | Displayed minimal eye contact with audience. | No eye contact with audience. | |
| Introduction and closure | Student delivers open and closing remarks that capture the attention of the audience and set the mood. | Student displays clear introductory or closing remarks. | Student clearly uses either an introductory or closing remark, but not both. | Student does not display clear introductory or closing remarks. | |
| Pacing | Good use of drama and student meets apportioned time interval. | Delivery is patterned, but does not meet apportioned time interval. | Delivery is in bursts and does not meet apportioned time interval. | Delivery is either too quick or too slow to meet apportioned time interval. | |
| Poise | Student displays relaxed, self-confident nature about self, with no mistakes. | Makes minor mistakes, but quickly recovers from them; displays little or no tension. | Displays mild tension; has trouble recovering from mistakes. | Tension and nervousness is obvious; has trouble recovering from mistakes. | |
| Voice | Use of fluid speech and inflection maintains the interest of the audience. | Satisfactory use of inflection, but does not consistently use fluid speech. | Displays some level of inflection throughout delivery. | Consistently uses a monotone voice. | |
| | | | | Total | |



PROJECT RUBRIC

| | | |
|---------------|--------|------------------------------|
| Project title | | Project dates _____ to _____ |
| Staff | School | Age/grade level of children |

| Category | Criteria ¹ | Levels of attainment | | | Score |
|---|--|--|--|--|-------|
| | | No = 1 | Partially = 2 | Yes = 3 | |
| Project organization | <i>Did the project have beginning, middle, and concluding phases that built upon each other?²</i> | The project did not have beginning, middle, and concluding phases that built upon each other. | Although the project had beginning, middle, and concluding phases, they did not build upon each other. | The project had beginning, middle, and concluding phases that built upon each other. | |
| Project depth | <i>Did the project provide sufficient new challenges and require sustained effort over time?³</i> | The project did not provide sufficient new challenges or require sustained effort over time. | While project success required sustained effort over time, the project did not provide new challenges. | The project provided new challenges and required sustained effort over time. | |
| Interest level/ Student engagement | <i>During time allocated to project tasks, did most children's conversations stay focused on the project?</i> | Without persistent staff intervention, most children's conversations quickly strayed to topics other than the project task. | Children's talk was mainly about the project, though side conversations sometimes diverted attention away from the project. | Children's conversations generally stayed focused on the project; all children regularly took part in project-related discussions. | |
| Level of child-initiated learning | <i>Were children actively engaged in developing the project, its component tasks, and problem-solving strategies?</i> | Children were not involved in developing the project or its component tasks and did little of their own problem solving; project activity and content did not go beyond staff ideas and suggestions. | Although children helped to develop some project tasks and did some of their own problem solving, project activity and content did not go much beyond staff ideas and suggestions. | Children played a major role in developing the project, its component tasks, and problem-solving strategies; much of the project activity and content went beyond staff ideas and suggestions. | |
| Practice and integration of research skills | <i>Did children use a variety of sources, including primary and secondary sources, to learn about the topic?</i> | The project did not call for children's research to learn about the topic; staff furnished most or all project-related information. | Children used secondary sources (e.g., books, internet, video) to learn about the topic. | Children used a variety of primary (e.g., field trips, interviews) and secondary sources to learn about the topic. | |
| Inclusion/ Collaboration | <i>Did all children who were involved in the project take part in all of its aspects?</i> | The project was dominated by a few children and showed little or no teamwork. | A majority of the children involved with the project took part in most of its aspects. | All of the children involved with the project took part in all of its aspects. | |
| Alignment with school/district/ state academic skill development goals | <i>Did the project support children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them?⁴</i> | Project tasks did not support children's learning to read, write, calculate, and solve problems or their use of these skills in ways that were meaningful to them. | The project included some tasks that supported children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them. | Many project tasks supported children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them. | |
| Evidence of learning outcomes | <i>In the concluding phase of the project, did the children's culminating work show what they learned and the ways they went about learning?</i> | The project did not have a concluding phase in which the children shared in culminating work what they learned or how they learned. | The children's culminating work from the project represented some of what they learned, but not the ways in which they went about learning. | The children's culminating work from the project represented in a variety of ways what they learned and the processes of how they went about learning. | |
| Total score (range = 8-24) | | | | | |



ORNITHOLOGY CLUB



Driving Question: How can we, as Ornithologists, illustrate the types of native birds found in our town to tourists?

Product: A tourism brochure and website link that describes the types of birds found in your area and provides maps that illustrate where tourists might catch a glimpse of each bird.



ORNITHOLOGY CLUB

Product: A tourism brochure and website link that describes the types of birds found in your area and provides maps that illustrate where tourists might catch a glimpse of each bird.

| CATEGORY | NEEDS IMPROVEMENT | PROFICIENT | EXEMPLARY |
|--------------------------|--------------------------|-------------------|------------------|
| Use of Technology | | | |
| | | | |
| | | | |
| | | | |



FINAL THOUGHTS

- Project-Based learning is not unstructured. It is a well-defined, but flexible framework for learning.
- For most students it's a great way to learn and they love its collaborative and interactive nature.
- Students need to be in charge of their learning.
- Students need to know what exemplary performance looks like. Show them the Rubric. Let them comment, but never lower exemplary standards.
- Keep your Rubrics short and simple (1 page)
- Finally. NEVER DO FOR STUDENTS WHAT THEY CAN DO FOR THEMSELVES.





DISCUSSION BOARD

Question:

What excites you most about using Project-Based Learning in your program?

| Forum Name | Topics | Replies | Latest Post Info |
|---|--------|---------|--|
| Supporting High School Students | 10 | 40 | PARENTAL INVOLVEMENT Author: katalystcg , 24 minutes ago |
| Program Spotlight | 0 | 0 | |
| General Topics | 3 | 9 | Introduction to Afterschool Training Author: katalystcg , 06-18-2015 01:03 PM |
| Project-Based Learning | 4 | 4 | PBL Front Line Training |



CERTIFICATE OF COMPLETION

- Feedback Form
- Participate in at least 3 of the 4 live webinars
- Complete the on-line Project-Based Learning Module

If you believe you have met the criteria, send an email to y4y@seiservices.com. Include a copy of your Y4Y PBL Course Certificate of Completion. Live webinar participation will be verified.





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