

REACHing Up Grant

Professional Development Workshop
To support Project-Based Learning
January 21, 26, February 4 2010

NYC School Library System
NYC DOE, Division of Teaching and Learning
Office of Curriculum, Standards and Academic Engagement

Welcome and Introductions

- What is one powerful experience you have had as a learner?
- Why do you remember it?

What are the common elements of a powerful learning experience?



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What is Project-Based Learning?



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What is Project-Based Learning?

- Engaging to students
- Collaborative
- Differentiated
- Different from other student research/activities
- Interdisciplinary

What is Project-Based Learning?

- Deep learning
- Critical thinking skills
- Creativity -- New Bloom's Taxonomy

Difference Between PBL and Other Student Research Activities

Take a look at the scenarios on the PBL-Online Web site and decide which are true project-based learning experiences and which fall short:

http://pbl-nline.org/end_in_mind/empractice/empractice.html

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The Big Idea and Essential/Driving Questions



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The Big Idea

- The project theme
 - Drawn from the curriculum; and/or
 - Engendered by a news article or event; and/or
 - Driven by personal relevance
- Interdisciplinary possibilities
- Umbrella for whole project
- Framework for backwards design of project

The Interplay Between the Big Idea and the Essential Question

- Grows out of the collaborative conversation and planning of a group of teachers or students
- Is a muddy, recursive process
- Will change as the conversation progresses

Big Ideas:

- Conflict and change
- Immigration
- Environmental impact
- Race in America

Characteristics of an Essential/Driving Question

- Open-ended
- Provocative
- Can lead to an authentic product
- Requires synthesis, higher level thinking skills

Essential Questions?

- What were the causes of the American Revolution?
- What is the most numerous insect species in the world?
- How does a space ship rocket work?
- Were all of Shakespeare's plays written by one person?

Reworked Questions:

[What were the causes of the American Revolution?]

- Was the American Revolution a revolution?

[What is the most numerous insect species in the world?]

- What would the effect on the world be if the most numerous insect species disappeared?

[How does a space ship rocket work?]

- How can the design of a space ship rocket be applied to everyday uses?

[Were all of Shakespeare's plays written by one person?]

- Why is Shakespeare still read today?

Now it's your turn!



With your collaborative partner, develop the **big idea** and an **essential/driving question** for your project.

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Final Student Products:

Considerations:

- Skills and content
- Authenticity
- Differentiation
- Creativity
- Presentation to peers and other audiences
- Different formats require teaching of skills to support those formats

Take a look at the REACTS Taxonomy (pp. 55-60)

21st Century Technology

- Allows “publishing” to a real audience
- Allows collaboration among students, classes, schools, countries
- Allows quick upgrading and editing of links and information
- Allows the incorporation of video, audio – more than simple printed text

Examples of Student Products:

- Sixth grade students establish an on-line medical clinic:

<http://codeblue.wikispaces.com/>

- A Pennsylvania 5th Grade class tries to clean up local contaminated site:

<http://projecttrinity.wikispaces.com/>

- Students post their findings on global warming:

<http://primaryextension.wikispaces.com/>

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Plan your final product with your partner.

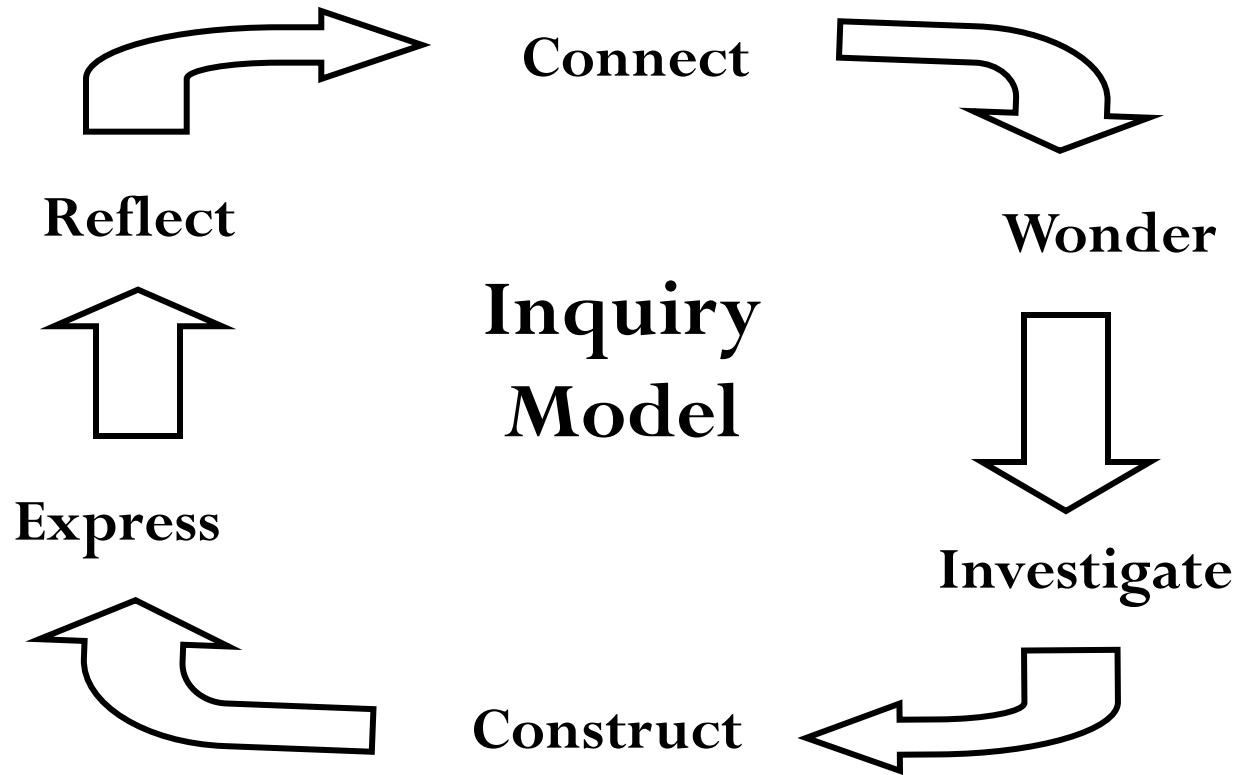


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The Inquiry Process:

- Part of the three standards of the *Information Fluency Continuum*, developed by the New York City School Library System
 - Standard One: Using Inquiry to Build Understanding
 - Standard Two: Pursuing Personal and Aesthetic Growth
 - Standard Three: Demonstrating Social Responsibility
- Available on our Web site:
 - <http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm>

An Inquiry Framework:



Enjoy your lunch!



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Administrative Details:

- Budget process
 - Money will be transferred to the school Galaxy account
 - Schools will schedule money into
 - 338 for books and library materials
 - 199 for software
 - 331 for hardware, equipment
- Purchasing process
 - Contracted vendor
 - Three bids
 - SIPPS
 - Sole source

Administrative Details:

We **will** fund:

- Materials that will build the library collection
- Equipment that will reside in the library

We **will not** fund:

- Consumables
- Trips
- Multiple copies of materials
- Databases that require a renewable annual subscription

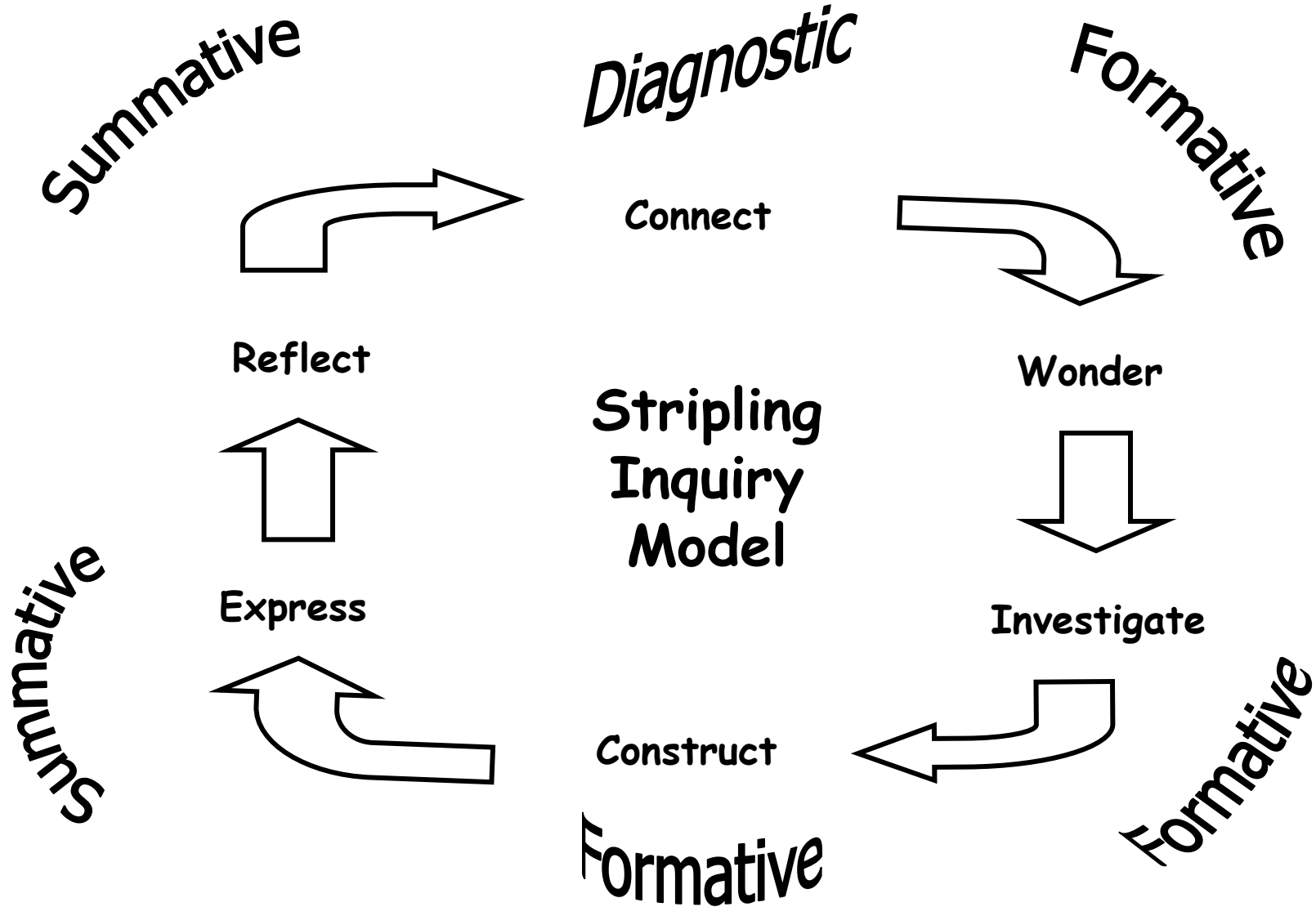
We need from you:

- Packing slips from purchases
- Copies of invoices with cost of expenditure
- Three (3) sample copies of student work (or video of student presentation)
 - Exemplary
 - Good
 - Poor
- Evaluation data – on what basis did you decide on the “exemplary, good and poor” work?
- Brief evaluation of the whole project and process from your point of view.

How will you structure the project?

- Timeline
- Skills
 - Benchmark skills at each grade level
 - <http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm>
 - What skills will you teach?
 - What skills will you scaffold (and how)?
 - Who will teach which skills?
- Assessments
 - Diagnostic
 - Formative
 - Summative

Assessment During Inquiry



Formative Assessment

Assessment *For* Learning

- The measurement of knowledge and skills during the process of learning in order to inform the next steps

Formative Assessment Examples

- Teacher-Led
 - Ungraded Exams and Drafts
 - Checklists and Rubrics
 - Exit Cards and Journal Responses
 - Observation Checklist
 - Consultation

Formative Assessment Examples

- Learner-Led
 - Reflecting (*Learning Log Notetaking*)
 - Questioning (*Inquiry Framework Questions*)
 - Organizing
 - Sharing (*Reciprocal Teaching*)
 - Challenging (*Challenging Questions*)
 - Evaluating

Exit Cards

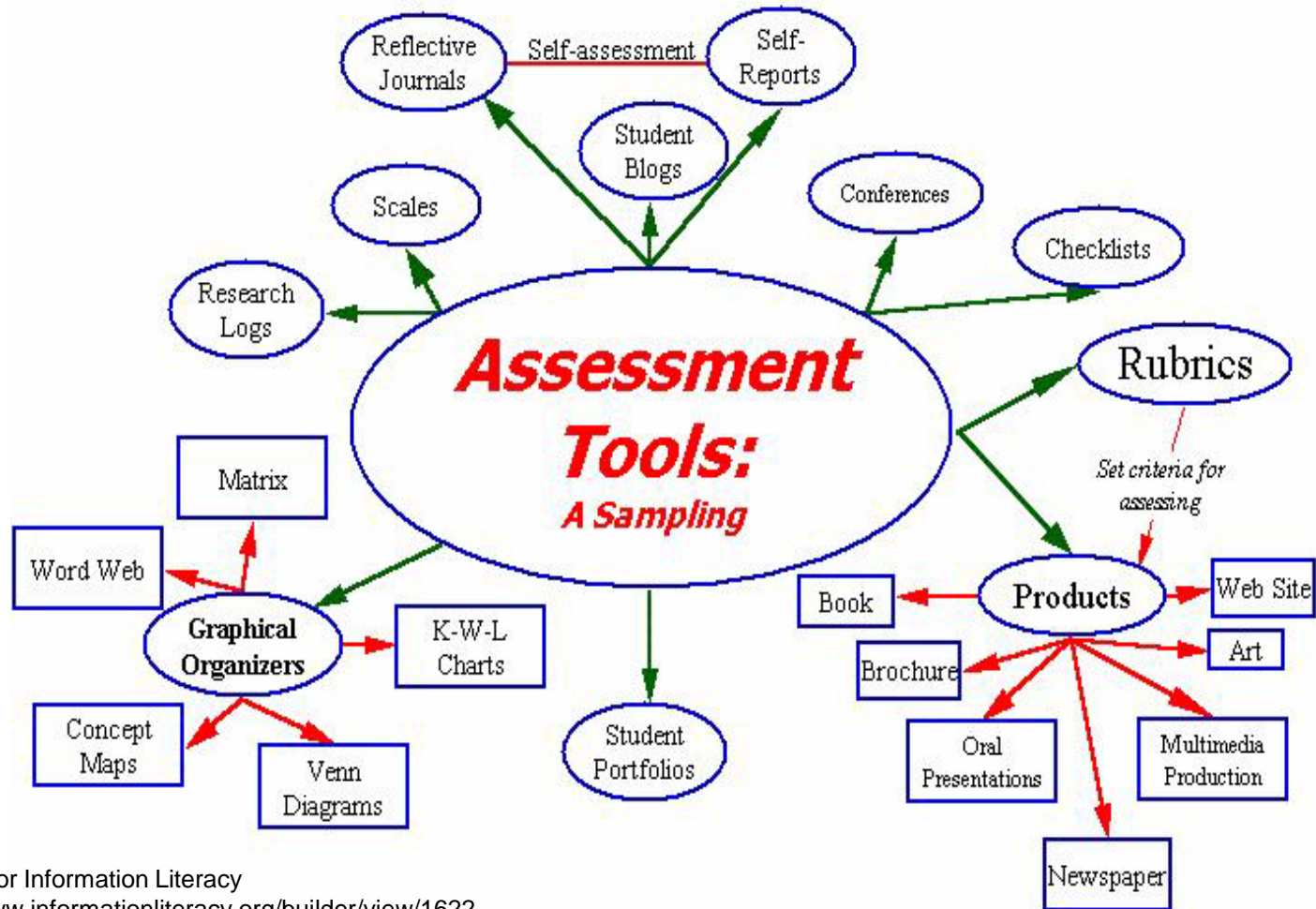
Hand each student a card in the last five to ten minutes of class time in the library with a specific question to answer about the student's progress or new understandings. The teacher or LMS may respond on the back.

- Upper Elementary – Secondary Examples:
 - *What was the most interesting idea you learned today?*
 - *What question(s) are you having trouble answering through your research?*
 - *What source did you find today and how did you decide it was valuable?*
 - *Where are you in your inquiry process and what's your next step?*
- Lower Elementary Examples:
 - *Did you find five facts about your animal today?*
 - *Did you find a book to answer your question? What words did you use in the computer catalog to find it?*

Observation Checklist

Stephanie	Chymeka	Geraldo	Steven	Stephanie	Jamal
Elementary:					
Predicted what a book would be about from its title					
Took notes on at least two facts to answer each question					
Used pictures to find answers to questions					
Secondary:					
Completed "sticky notes" reaction sheet for text being read					
Developed at least three focusing questions					
Set up notetaking log sheets with a question at the top of each					

Possible Assessment Tools



S.O.S. for Information Literacy
<http://www.informationliteracy.org/builder/view/1622>

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Use the Backward Design Template and the Project Design Checklist (p. 18) to begin outlining your project with your partner

- Timeline of activities (See pp. 23-25 of Project Guide for activity ideas for each phase of Inquiry Process)
- Skills that will be taught and by whom
- Skills to be scaffolded
- Formative assessments



REACHing Up Project Designs

- Sharing
- Reflections
- Evaluations