Project Based Learning Professional Development for Educators

April 4, 2013

9:30-2:30 pm

**Topic:**

Project Based Learning

**Objectives:**

1. Teachers will be able to identify and articulate the key elements of Project Based Learning.

2. Teachers will be able to articulate the importance of planning, room environment, and first hand experiences in setting the stage for a project based learning classroom.

3. Teachers will be able to understand that not only can PBL be done at schools serving marginalized students, but that ELL’s and other marginalized populations can excel in such an environment and result in improved educational outcomes for students.

4. Teachers will be able to indentify existing resources at their school site and initial steps that may be taken to transition their classroom to a PBL environment.

**Location:**

Para Los Niños Library at the Family Learning Center

**Facilitators:**

Titus Campos (Superintendent of Schools), Jennifer Mansfield (UCLA, PLI Intern), Lisa Schaefer (Pedagogical Consultant), Celeste Ruano (5th grade PLN teacher)

**Number of participants:**

6 teachers (2 schools- Cochran Middle School and Bear Valley), 7 demonstration teachers, 3 facilitators

**Set up and materials needed:**

* 3 tables (two to display different kinds of materials that could be found in a PBL classroom and one for food)
* Computer and LCD projector
* Folders with PD materials
* Name tags
* Water and food

**Before the PD begins**

* Have participants sign in
* Distribute name tags
* Distribute folders

Agenda (with facilitator notes)

9:30-9:50 Welcome and overview of Family Learning Center

* Mr. Campos will show a PPT presentation that will cover mission, vision, core value, school demographics, school context, school support staff, school data (CST, etc), types of support offered at PLN (family services, mental health, etc.)

9:50-10:00 “look for’s” during the classroom observations

* Lisa Schaefer will spend 10 minutes giving the participants an idea of what to look for in the classrooms. We will distribute the observation sheet.

10:00-11 Classroom observations

* Lisa and Jen will guide the visiting teachers through the classrooms starting with 4 year olds and the kinder class and then work our way up to the upper grades, ending in 5th grade. Teachers were notified by email on 4/1 the approximate time that we will be in their classrooms.

Roxanna 10:10,Melissa 10:20, Lorena 10:30, Claudia 10:40, Veronica 10:45, Cindy 10:50

Celeste 10:55 (\*\*we will not visit Celeste’s classroom if she has a sub)

11-11:15 Debriefing

* Lisa will facilitate a discussion about what the teachers observed.
* Celeste and possibly Melissa will be released from class so that they can participate in the debriefing session.

11:15-11:45 Setting the scene for PBL

* PPT presentation with a Q and A, Lisa Schaefer
* This portion of the PD will address the question of what needs to be in place in the classroom and school setting for PBL to work? Participants will have the opportunity to ask questions after the PPT.
* We will end this segment with giving the participants ideas about what we could do next in terms on sense making activity, which will also give them a sense of the role of smaller projects that lead to larger inquiry based projects.

11:45- 12:45 Lunch break

* Ordered sandwich platters from Subway (Eddi volunteered to pick up the food)
* We invited the participating PLN teachers (7) to join the visiting teachers to come during lunch break.
* There will be a 10-minute formal discussion and then the PLN teachers will sit with visitors. (Veronica emailed me and informed me that this time does not coincide with their lunch break)

12:45-1:15 Materials

* Lisa will share and explain the “materials table”. This will give the participants and idea of they types of materials that can be available in the classroom for students. They will also understand that the materials needs to be accessible to the students and displayed in an aesthetically pleasing manner.
* One of the visiting teachers asked if we could talk about Trash for Teaching

1:15-1:45 Literature Review

* Working in pairs or groups of 3 participants will read the articles on PBL. Each group will share out the highlights or take away of the readings.

1:45-2:15 Dialogue and Planning (Jen facilitates conversation)

* Using the tool as guide the participants will think about what resources they already have at their school site that may assist them in implementing PBL in their classrooms.
* Encourage them to think of the resources in terms of planning, room environment, first hand experiences and even human resources (i.e. what other teachers may be on board). Reiterate the importance of first hand experiences and how they level the playing field and helps build background knowledge.
* If participants are struggling give them an example of one change they could make immediately.
* Eg. Taking students on field trips at the beginning of their “unit” (or hopefully inquiry cycle) to help build background knowledge rather than what is traditionally done, which is taking the students on a field trip as a culminating activity.

2:15-230 Evaluation (Jennifer)

* Jennifer will distribute the evaluation and close the PD.

Additional Notes:

Mr. Campos will be gone from 10:30-12:30/1

Lisa needs to leave at 1:45

Stuff for folder:

* Articles
* Picture of classroom setting
* Sample daily schedule for primary and upper
* Include resources such as trash for teaching
* Tools