

**Fall 2024 Semester**

***September 23, 2024 – January 3, 2025***

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| **Title of Course: Promoting Equity Through Project-Based Learning** |
| **Number of Sessions: 5** | **Grade Levels:  P-12** |
| **Total Hours: 45** | **Total Number of Credits: 3** |
| **Course Start Date: 9/23/2024** | **Course End Date: 1/3/2025** |
| **Course Location: online at www.quikitech.com/nyc** |
| **Maximum Course Enrollment: 200** |
| **Instructor’s Name: Becca Flora** | **Instructor’s Telephone: 424-256-9789** |
| **Instructor’s Email: Becca.quikitech@gmail.com** |
| **Education Partner Fee:  $129** |
| **Materials Fee** if applicable: n/a |
| **Registration Deadline: 11/12/2024** |

**Course Information**

**Course Description**

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| Equity becomes a reality through quality pedagogy, including effective implementation of Project-Based Learning (PBL). Equity-focused research, theory, and practices of PBL are both taught and practiced throughout this course. 4 main keys to equity are stressed: a) Knowledge of Students, b) Literacy, c) Sharing of Power, and d) High Intellectual Standards (or, Rigor/Cognitive Demand). Participants create their own PBL plan for their own students, practicing the principles of Project-Based Learning throughout the course. |

**Target Grade Levels**

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| P-12 |

**Integration of *Danielson Framework for Teaching* Components**

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| 1b: Demonstrating Knowledge of Students1d: Demonstrating Knowledge of Resources**1e: Designing Coherent Instruction****3c: Engaging Students in Learning**3e: Demonstrating Flexibility and Responsiveness |

**Integration of Standards**

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| National Educational Technology Standards, found at [www.iste.org/standards](http://www.iste.org/standards) (which encompass other content standards, as well):1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology [and other tools/resources]. a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression2. Communication and Collaboration: Students use digital media and environments [and more] to communicate and work collaboratively…to support individual learning and contribute to the learning of others a. Interact, collaborate, and publish with peers, experts, or others… b. Communicate information and ideas effectively to multiple audiences… c. Develop cultural understanding and global awareness by engaging with learners of other                      cultures d. Contribute to project teams to product original works or solve problems3. Research and Information Fluency: Students apply [digital] tools to gather, evaluate, and use information a. Plan strategies to guide inquiry b. Locate, organize, evaluate, synthesize and ethically use information from variety of sources d. Process data and report results4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate… resources a. Identify and define authentic problems and significant questions for investigation b. Plan and manage activities to develop a solution or complete a project c. Collect and analyze data to identify solutions/make informed decisionsd. Use multiple processes and diverse perspectives to explore alternative solutions**NYS NGS Speaking & Listening Anchor Standards:****STANDARD 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.**STANDARD 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. **STANDARD 5:** Make strategic use of digital media and visual displays to express information and enhance understanding of presentations. **STANDARD 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.Language-Based Competencies (NYC DOE ILF):  Course participants build content-specific knowledge to support students to use academic language and knowledge in diverse ways for diverse audiences for a variety of purposes and to build knowledge and language skills through purposeful opportunities of presenting meaningful learning to authentic audiences. |

**Pedagogical Approach**

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| Participants learn through a combination of direct instruction with multimodal content, learning by doing & reflecting, collaborative discussion for co-creating knowledge, and constructivism – creating new understanding and knowledge by relating information in course material to personal experiences. |

**Application to Instruction and Student Learning**

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| In the first session, application to classroom practice is discussed, prepared for, and reflected upon, including the planning and implementing of lessons with PBL components and approaches, such as culturally relevant-sustaining PBL practices, fostering inquiry, increasing relevance of content, providing more opportunity for student-driven learning and collaboration, integration of cognitive, psychomotor, and affective dimensions of learning, truly incorporating knowledge of one’s students into teaching and learning practices, including students’ authentic lived experiences; heightening cognitive demand (rigor); sharing power (including students’ voices, choices, and agency) – elevating and celebrating students’  voices by teaching advocacy, channeling students’ passions, and giving students opportunity to be motivated, self-directed, purposeful, resourceful, and heard); promoting literacy as a key to equity; facilitating and engaging in “brave spaces” that invite critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequities.In the second session, skills and strategies are taught that participants will bring back to their classroom, including specific equitable practices for increasing significant content in projects (such as design protocol/methods to ensure content’s significance both related to standards as well as to the students), developing students’ creativity (including group activities, modeling through vast digital resources), critical thinking (such as frequent activities that promote critical thinking), communicative and collaborative skills, fostering inquiry (such as allowing for sustained inquiry through designing appropriate prompts/driving questions, charting student-generated questions, etc.), creating driving questions (strategies and resources will be taught), teaching in a way that arouses students’ need to know and gives them voice and choice (strategic grouping, flexible planning and scheduling, are discussed), incorporating revision and reflection, and involving the public in the learning process and in the audience when learning is presented.In the third session, teachers are introduced to a variety of PBL prompts/driving questions, entry events, and frameworks to enrich their understanding and repertoire of PBL project ideas, to support their implementation of PBL in the classroom for rich and equitable instructional practices and improved student learning outcomes. Participants also have practice designing each of these components of PBL for the a specific content area, as well as for an integrated project plan. They will share these driving questions, entry events and general frameworks through an online forum, to have access to yet more ideas for PBL practice. Specific strategies include collaborative learning and modeling/non-modeling of effective driving questions.guiding participants to  instruction that reflects students (guiding participants to implement a student-centered approach to learning that affirms students’ experiences, knowledge, and expressions as assets); it addresses the fundamental principles and expectations for providing brave spaces in our learning environments to address and present meaningful learning toward social justice as well as heightened student success in school and beyond. The fourth unit is very practical and applicable, with emphasis on skills and strategies for classroom application of the learning in this course. Skills include creating effective rubrics for assessment, planning a project-based learning assignment, incorporating technology for maximizing potential from a project’s start to finish, teaching authentic, original research, conducting constructive conversations, celebrating important contributors, students’ heroes, and students themselves along with their work, and overcoming common hurdles. Strategic use of technology, community resources, worldwide PBL community members, etc. will be discussed for enriched learning and support. Participants apply at least one of the principles discussed in this unit, and reflect on the impact on student learning and ways to further improve their instruction in future application and practice.The course culminates in participants planning specifically for application of the course content, by designing a plan for PBL implementation as a result of this unit, including creating/designing/customizing rubrics for assessing students’ work, planning areas of differentiation and flexibility for student voice/choice, ways to involve the public, and many other components and elements. Skills, strategies, and resources will have been taught throughout the course, which now will be practiced, such as creating a definite but flexible framework, providing adequate scaffolding without answering most of the students’ questions, allowing students to drive their learning through collaborative grouping, involving experts, etc. |

**Assessment**

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| Participants complete various assignments and assessments, including a pre-assessment (formative), quizzes (Unit I; summative) and essay responses (Units I, II, and IV; formative), a reflective paper (Midterm; summative), driving question creation/adoption (Unit III; formative & collaborative) and Project Plan (Final – Unit V; summative). |

**Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):**

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| This course presents Project-Based Learning as a culturally responsive-sustaining pedagogy, when implemented effectively, as educators partner with learners for authentic learning, increased engagement and optimal advancement. Partnering with other stakeholders including parents and members of the professional community is also discussed in practical ways, including involving a public audience for the presentation of students’ meaningful learning. Promoting inquiry-driven learning, including questioning and identifying personal and institutional biases (assumptions, practices, beliefs, and norms that contribute to and perpetuate inequity), along with centering non-dominant groups’ experiences and perspectives is taught and practiced in this course.Clear structures and expectations for participation in a brave learning community are modeled, practiced, explicitly taught, applied in participants’ roles as educators in their school environments, to guide their students into brave learning practices, as well.Each session’s goals clearly connect to supporting course participants in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with different abilities, and multilingual learners.Resources and research integrated throughout the course content reflect and center the experiences and perspectives of non-dominant racial and cultural groups Participants are provided with opportunities in each session to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning    Participants are guided to design and implement a learning environment that affirms students’ racial and cultural identities and that cultivates critical inquiry |

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| **Major Assignment** | **Due Date** |
| Midterm: Essential Elements of PBL - Paper | At end of Unit II |
| PBL Plan (Final Project) | At end of Course (Unit V) |
| Essays/Construction of PBL Components | At end of Units I, III, & IV) |

**Feedback**

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| Feedback is provided primarily through the homework feature of the LMS and based on rubrics provided below; peer feedback is primarily offered through discussion forum. Quizzes are auto-graded with instant feedback. |

**Grades**

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| Midterm: 20%; Final: 40%; Quizzes 10%; Forum Postings 20%; Other Assignments: 10%; based on rubrics below. |

RUBRICS:

Below are the rubrics for grading/feedback as well as guidelines for online discussions.

Homework Rubric:

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| Category | 1 | 2 | 3 | 4 |
| Follows directions | Does not follow directions at all  | Follows some directions  | Follows most directions  | Follows all directions and may even go beyond requirements  |
| Critical Consciousness (specific principle are stated that is being addressed in each assignment) | No evidence of critical consciousness/CRSE principles or descriptors | Inadequate evidence of critical consciousness as described in course and assignment description; little mention or reference to CRSE principles or descriptors | Adequate evidence of critical consciousness as described in course and assignment description; some mention or reference to CRSE principles or descriptors | Exceeds expectations for evidence of critical consciousness as described in course and assignment description, clear referencing of CRSE principles/descriptors |
| Demonstrates Originality | Nothing original – all content is from lesson | Minimal original thought or content | Some original thought, ideas, and information from other sources | Considerable outside research and/or original content, thoughts, ideas, and creativity expressed |
| Application of content | No practical application of content; no indication of implementation of content for student learning outcome improvement | Minimal practical application of content & indication of implementation of content for student learning outcome improvement | Sufficient application of content to teaching scenarios & indication of implementation of content for student learning outcome improvement | Very practical – applies content to actual teaching scenarios with depth and/or detail; clear & thorough indication of implementation of content for student learning outcome improvement |
| Integration of Danielson’s Framework and/or Academic Standards as applicable | No reference to Danielson’s Framework nor academic standards as applicable | Some reference to Danielson’s Framework and/or academic standards as applicable | Adequate reference to Danielson’s Framework and academic standards as applicable | Thorough reference to Danielson’s Framework and academic standards as applicable |
| Academic | Many mistakes; not academic | Some mistakes, not adequately academic | Academic, a few mistakes | Academic, very few or no mistakes |

Rubric for the Final Assessment (partially from Buck Institute for Education, used by permission):

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| Essential Areas: | Lacking (1 point) | Contains some, but with need for improvement (2 points) | Exemplary; Strong in this area (3 points) |
| Essential Product Design Element | Lacks Features of Effective PBL (the project has one or more of the following deficiencies) | Needs further development (the project includes some features of effective PBL but has some weaknesses | Includes Features of Effective PBL (the project has the following strengths) |
| Promotes Equity –Connects to CR-SDP principles and practices | No evidence of equitable, CR-SDP principles and practices  | Some evidence of equitable, CR-SDP principles and practices | Rich in equitable, CR-SDP principles and practices |
| Challenging Problem or Question | -The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.-The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example:-it has a single or simple answer-it is not engaging to students (too academic or too complex) | -The project is focused on a central problem or question, but the level of the challenge might be inappropriate for the intended students.-The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).-The driving question meets some of the criteria for an effective driving question, but lacks others | -The project is focused on a central problem or question, at an appropriate level of challenge.-The central problem or question is framed by a driving question for the project that is: -open-ended-understandable and inspiring-aligned with learning goals |
| Sustained Inquiry | -The project is more like an activity or hands-on task, rather than an extended process of inquiry.-There is not process for students to generate questions to guide inquiry. | -Inquiry is limited (brief, rare, lacking depth)-Students generate questions, but the questions are not used to guide inquiry and do not affect the path of the project. | -Inquiry is sustained over time and academically rigorous (students pose questions, gather and interpret data, develop and evaluate solutions and build evidence, and ask further questions).-Inquiry is driven by student-generated questions throughout the project. |
| Authenticity | -The project resembles traditional schoolwork, it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to the students’ personal interests. | -The project has some authentic features, but they may be limited or feel contrived. | -The project has an authenticity that involves real-world tasks, tools, high quality standards, makes a real impact on the world, and/or speaks to the personal concerns, interests, or needs of the students. |
| Student Voice & Choice | -Students are not given opportunities to express voice and choice affecting the content or process of he project.-Students are expected to work too much on their own, without adequate guidance from the teachers and or before they are capable. | =Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).-Students work independently from the teacher to some extent, but they could do more on their own. | -Students have opportunities involving their voice and choice on important matters (questions asked, texts and resources used, people to work with, product to be created, use of time, organization of tasks). |
| Reflection | -Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.  | -Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth | -Students and teachers engage in thoughtful, comprehensive reflection both during the project and after culmination, abut what and how the students learned and the project product, process and management. |
| Critique & Revision | -Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers-Students do not know how or are not required to use feedback to revise and improve their work. | -Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once.-Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it. | -Students are provided with many structured opportunities to give and receive feedback about the quality of their products and work-in-progress by peers, teachers, and if appropriate, by others beyond the classroom.-Students use feedback about the product, including how to revise and improve it. |
| Public Product | -Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom | -Student work is made public only to classmates and the teacher-Students present products, but are not asked to explain how they worked and what they learned | Students work is made public by presenting or offering it to public, outside of the classroomStudents are asked to publicly explain reasoning behind choices they made, the inquiry process, how they worked, what they learned, etc. |

**Discussion Forum Guidelines:**

Make sure your comments are **CRISP** (<https://collaborate.education.purdue.edu>) AND your interactions “brave” as described in *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens):

**Considerate.** You may have strong views and will want to express those views, and as in the Brave Spaces video, we need to allow space for people to speak about their views and experiences, even if we don’t agree with them. Social change requires that some identify injustice and inequity, and challenge status quo. Others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way.

**Reflective.** Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.

**Interactive.** Remember that you're a participant in a discussion and talk with one another. The idea is to be interactive, not just active.

**Succinct.** Get to the point. Short, focused messages are usually more effective than long comments.

**Pertinent.** Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That's fine. But the place to do that is the Hallway or the Teachers' Lounge. When you enter into a weekly discussion, please remember that you're in a classroom, not a chat room.

Interactions in the Discussion Forum are also expected and facilitated to be **Brave** (from *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens):

1. **Controversy with Civility (in contrast to “Agree to Disagree”) –  Expect and honor different views, commit to understanding sources of disagreement and to working together toward common solutions;** explore areas of conflict and seeking to understand opposing viewpoints. Continue engagement through conflict to strengthen rather than weaken diverse communities.
2. **Own Your Intentions and Your Impact (in contrast to “Don’t take things personally”) –**  Negative impact can occur in spite of positive or neutral intentions. Don’t allow silence to leave “only closed doors and untouched systems of oppression” (p. 146).
3. **Be Attentive of the Choices We Make Regarding Accepting Challenges in Activities or Dialogues, and How Our Choices Impact Others.** In the end, no one can or should be forced to participate in social justice activities, but facilitators can help people to understand the impact of their abstaining from such activities/dialogues.
4. **Respect (**which at times includes firmly and respectfully challenging others’ viewpoints) – understanding that disagreement is NOT in itself disrespect.
5. **No Attacks,** while understanding that pointed challenges and uncomfortable experiences do not in themselves constitute “attacks” but may evidence feelings of defensiveness, the roots of which may be helpful to explore in a brave space for learning, justice, and culturally responsive and sustaining practices.

**Course Calendar**

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| **Session #1: Introduction of Project-Based Learning as an Equity-Promoting Practice: What Is PBL? What Is PBL NOT? How Does PBL Promote Equity? Course Overview; Course Participants’ Introductory Discussion** |
| Date: Flexible | Number of hours for this session: 7 |
| Time: Flexible | Assignments due today: Essay responses, discussion |
| **Standards and Components Alignment:** |
| NYS Standard for Career Development 3a: Universal Foundation Skills (…mastery of competencies essential for success in the workplace); NYC NGS Reading Standards for Informational Text Integration of Knowledge and Ideas & …Text Complexity (#7-10) and College and Career Readiness Standards  | Danielson’s Framework Components 1b: Demonstrating Knowledge of Students4a: Reflecting on Teaching  |
| **Objectives:**  |
| Participants will:* Gain necessary knowledge regarding course guidelines, pacing, etc.
* Read and respond to the course introduction, stressing the promotion of equity through effective PBL implementation
* Respond to prompts to begin discussion among course participants for increased learning throughout the course, with a focus on the promoting of equitable practices and outcomes.
* Assimilate content rich in historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
* Challenge beliefs, assumptions, practices and norms that perpetuate inequity, through implementing PBL principles and practices, including:
1. truly incorporating knowledge of one’s students into teaching and learning practices,
2. heightening cognitive demand (rigor),
3. sharing power (including students’ voices, choices, and agency),
4. promoting literacy as a key to equity, and
5. engaging in “brave spaces” that invite critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequities.
* Become ambassadors of such brave learning communities at their school site and in their classroom.
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| **Topics and Agenda:** |
| **Topics addressed are :**1. What IS Project-Based Learning (PBL)? ( <https://www.youtube.com/watch?v=LMCZvGesRz8>; how effective Project-Based Learning is a cultivating of students’ genius - *Cultivating Genius* (Muhammed, 2020).
2. PBL, CR-SDP Principles, and Equity-Promoting Practices (<https://www.youtube.com/watch?v=hnzCGNnU_WM> and <https://www.youtube.com/watch?v=ULCAkyKDV7c>; <https://www.youtube.com/watch?v=uZxYSe26O9I>); Liberating education: how schools can empower and transform” (TEDxSeattle, T.M. Dziko, <https://www.youtube.com/watch?v=Ma6KkHbb5jE>) – in her talk, Trisha Millenes Dziko claims that, and describes how “Interdisciplinary Project Based Learning is one of the most equitable ways to teach;” and “4 Equity Levers in Project Based Learning” (Field, 2021, https://www.pblworks.org/blog/4-equity-levers-project-based-learning).

                Specifically discussed are aspects of effective PBL practices of:* truly incorporating knowledge of one’s students into teaching and learning practices, including students’ authentic lived experiences (Emdin, 2017; Larmer et.al, 2015, pp. 40-41)
* heightening cognitive demand (rigor)
* sharing power (including students’ voices, choices, and agency) – elevating and celebrating students’  voices by teaching advocacy, channeling students’ passions, and giving students opportunity to be motivated, self-directed, purposeful, resourceful, and heard (Chardin & Novak, 2021, pp. 7-14).
* promoting literacy as a key to equity (with excerpts from *Literacy Is Liberation*, by K.N. Parker, 2022)
* facilitating and engaging in “brave spaces” that invite critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequities.
1. How Project-Based Learning Relates to Other Pedagogical Models/Methods: (<https://www.youtube.com/watch?v=jbceuTsnPWM>)
2. What Project-Based Learning is NOT): clarifying what PBL is by identifying “close enemies” that are often mistaken for and undermine the effective practice of PBL.

Quizzes follow each lesson, along with the writing assignment described below.Participants read material, watch multimedia components, with reflection on teaching and on one’s own and one’s students’ identities and how the content relates (3.5 hours); take quiz (0.5 hour); respond to prompts (2 hours); and engage in online discussion forum (1 hour) |
| **Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):** |  |
| ***Criteria from Rubric  (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):***\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners.\* Course integrates historical and contemporary resources and  research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups \* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity \* Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning    \* Course incorporates clear structures and expectations for participation in a brave learning community\* Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities \* Course helps participants design and implement a learning environment that cultivates critical inquiry | ***Activity:****The course introduction provides content related to the principles and practices of PBL that align with CR-SDP principles, including the importance of reflective practices; the inquiry process; student-centered and student-driven learning; student choice; and students’ voice; authentic learning; real, public, meaningful audiences; and much more. Prompts promote reflection on the content, students, one’s experience, and the cultural/linguistic backgrounds of students to set the foundation for establishing principles and practices for an effective approach to instruction and development of speaking skills. The online discussion among colleagues increases learning and provides a resource of critically conscious activities from which one can draw for improved learning.*Participants respond to the following:1. In a minimum of 300 words, provide a reflective overview/summary of your complex identities and background, as a learner and as an educator. Share what led you to choose a career in education. Please also share any experience you have in Project-Based Learning (PBL), and what your goals are in taking this course.
2. In a minimum of 300 words, share a description of your students – their age(s)/grade(s) and their complex identities. Keeping anonymity, describe at least one student in detail for whom you believe PBL is/would be particularly beneficial and why.
3. In a minimum of 300 words, describe PBL as an equity-promoting pedagogy, based on this session’s content as well as any prior/outside knowledge and/or experience(s) you have. How can LITERACY ***equal*** LIBERATION, and how does PBL support literacy better than traditional approaches to teaching and learning? How does quality PBL meet the need of marginalized students in “alignment to the evidence-based ideas about equity and race that are endorsed today that are being ignored” (Chardin & Novak, 2021, p. 15)?

For online discussions, the following expectations are provided for participants to engage in a brave learning community (from *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens):1. **Controversy with Civility, in contrast to “Agree to Disagree.”**
2. **Own Your Intentions and Your Impact, as opposed to “Don’t take things personally.”**
3. **Be Attentive of the Choices We Make Regarding Accepting Challenges in Activities or Dialogues, and How Our Choices Impact Others.**
4. **Respect –** which at times includes firmly and respectfully challenging others’ viewpoints. Disagreement is NOT in itself disrespect.
5. **No Attacks…** while understanding that pointed challenges and uncomfortable experiences do not in themselves constitute “attacks” but may evidence feelings of defensiveness, the roots of which may be helpful to explore in a brave space for learning, justice, and culturally responsive and sustaining practices.

*Participants engage in collaborative, cooperative learning in this online professional learning group, both of which are practices of CRSE.*Through the discussion forum, participants actively practice guidelines to maintain a brave space for learning, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequity; content is shared and reviewed for each forum from *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens).Articles, videos and other research are provided and assimilated that are racially and culturally diverse and from non-dominant perspectives, including . |  |
| **Application to Instruction and Student Learning:**  |
| This unit offers clarity regarding what PBL is, as well as the research basis for PBL as an equitable pedagogical approach to teaching and learning. Application to classroom practice is discussed and reflected upon, including the planning and implementing of lessons with PBL components and approaches, such as culturally relevant-sustaining PBL practices, fostering inquiry, increasing relevance of content, providing more opportunity for student-driven learning and collaboration, integration of cognitive, psychomotor, and affective dimensions of learning, truly incorporating knowledge of one’s students into teaching and learning practices, including students’ authentic lived experiences; heightening cognitive demand (rigor); sharing power (including students’ voices, choices, and agency) – elevating and celebrating students’  voices by teaching advocacy, channeling students’ passions, and giving students opportunity to be motivated, self-directed, purposeful, resourceful, and heard); promoting literacy as a key to equity; facilitating and engaging in “brave spaces” that invite critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequities. |
| **Assessment and Feedback:**  |
| 1. In a minimum of 300 words, provide a reflective overview/summary of your complex identities and background, as a learner and as an educator. Share what led you to choose a career in education. Please also share any experience you have in Project-Based Learning (PBL), and what your goals are in taking this course.
2. In a minimum of 300 words, share a description of your students – their age(s)/grade(s) and their complex identities. Keeping anonymity, describe at least one student in detail for whom you believe PBL is/would be particularly beneficial and why.
3. In a minimum of 300 words, describe PBL as an equity-promoting pedagogy, based on this session’s content as well as any prior/outside knowledge and/or experience(s) you have. How can LITERACY ***equal*** LIBERATION, and how does PBL support literacy better than traditional approaches to teaching and learning? How does quality PBL meet the need of marginalized students in “alignment to the evidence-based ideas about equity and race that are endorsed today that are being ignored” (Chardin & Novak, 2021, p. 15)?
4. In approximately 300 words, share at least 3 take-aways from this session that especially resonated with you, that you plan to apply to instruction in your specific role for improved student learning? These points may be from the written content or the videos. Briefly explain why these stand out to you as particularly important to you (based on your experiences as an educator, learner, or both), and how you will apply them (in whatever role you function as an educator). (Further opportunities to develop plans for application will be provided throughout the upcoming sessions.)

Participants complete writing assignment as outlined above, and are graded and receive feedback based on rubric provided above. Feedback is also provided from course colleagues, and sometimes from instructor, on forum. Feedback is provided within 3 business days. |

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| Session #2: The 8 Essential, Equitable Elements of PBL |
| Date: Flexible | Number of hours for this session: 11.5 |
| Time: Flexible | Assignments due today: Quiz, essay responses |
| **Standards and Components Alignment:** |
| Language-Based Competencies (NYC DOE ILF):  Course participants build content-specific knowledge to support students to use academic language and knowledge in diverse ways for diverse audiences for a variety  of purposes and to build knowledge and language skills through purposeful speaking opportunities.Knowing Your Students (NYC DOE ILF Shift #2) Instruction that Reflects Students (Student-centered approach that affirms students’ experiences, knowledge, and expressions as assets) | **NYS NGS Speaking & Listening Anchor Standards:****STANDARD 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. **STANDARD 5:** Make strategic use of digital media and visual displays to express information and enhance understanding of presentations. **STANDARD 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.**Danielson’s Framework Components**3b: Using Questioning and Discussion Techniques 3e: Demonstrating Flexibility and Responsiveness |
| **Objectives:**  |
| Participants will:* Learn the eight essential elements of PBL, why they are essential  and equitable, not just in PBL but in all teaching and learning practices, how to practice them frequently and regularly, within the context of PBL and beyond.
* Demonstrate knowledge of students through responses that require constructive combination of knowledge of students with this session’s content and teaching standards
* Understand the rationale and importance of critical consciousness as a key component of PBL and of CR-SDP.
* Reflect on their own, and their students’, complex identities, how they apply and can be affirmed in the process of effectively implementing the elements of PBL
* Practice engaging in a brave space for learning in this session and throughout this course, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequities.
* Become ambassadors of such brave learning communities at their school site and in their classroom.
 |
| **Topics and Agenda:** |
| This unit will cover the eight essential elements of PBL, as defined by the Buck Institute for Education. Each lesson will cover one element, with reading material, a video, and a written response : 1. Significant Content (1 hr) with video <https://www.youtube.com/watch?v=08D0dBGIzYQ>; excerpts from *Cultivating Genius* (G. Muhammad, 2020); *Teaching When the World Is on Fire* (L. Delpit, 2019); *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us  to Be (Minor, 2019)*; *We Want to Do More than Survive* (B. Love, 2019); *For White Folks Who Teach in the Hood… And the Rest of Ya’ll, Too* (C. Emdin, 2017); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).
2. 21st Century Competencies (1 hr) with video <https://www.youtube.com/watch?v=k6BmbdzPcrY>;  excerpts from *The Anti-Racist Writing Workshop : How to Decolonize the Creative Classroom* (F.R. Chavez); *Cultivating Genius* (G. Muhammad, 2020); *Literacy is Liberation* (K.N. Parker, 2022); and *Equity by Design* (Chardin & Novak, 2012); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).
3. In-Depth Inquiry (1 hr) with video <https://www.youtube.com/watch?v=W3jD7LJ6AWw>; *The Anti-Racist Writing Workshop : How to Decolonize the Creative Classroom* (F.R. Chavez); *Cultivating Genius* (G. Muhammad, 2020); *Literacy is Liberation* (K.N. Parker, 2022); *Equity by Design* (Chardin & Novak, 2012); *Authentic Learning in the Digital Age : Engaging Students Through Inquiry* (Pahomov, 2014); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).
4. The Driving Question (1 hr) with video <https://www.youtube.com/watch?v=1fWiKuok9vA>;  with excerpts from *For White Folks Who Teach in the Hood… And the Rest of Ya’ll, Too* (C. Emdin, 2017); *Teaching When the World Is on Fire* (L. Delpit, 2019); *The Anti-Racist Writing Workshop : How to Decolonize the Creative Classroom* (F.R. Chavez); *Cultivating Genius* (G. Muhammad, 2020); *Literacy is Liberation* (K.N. Parker, 2022); and *Equity by Design* (Chardin & Novak, 2012); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).
5. Need to Know/Authenticity (1 hr) with video <https://www.youtube.com/watch?v=nMxqEkg3wQ0>; with excerpts from *For White Folks Who Teach in the Hood… And the Rest of Ya’ll, Too* (C. Emdin, 2017); *Teaching When the World Is on Fire* (L. Delpit, 2019); *The Anti-Racist Writing Workshop : How to Decolonize the Creative Classroom* (F.R. Chavez); *Cultivating Genius* (G. Muhammad, 2020); *Literacy is Liberation* (K.N. Parker, 2022); *Equity by Design* (Chardin & Novak, 2012); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).
6. Student Voice/Choice (1 hr) with video <https://www.youtube.com/watch?v=3fMC-z7K0r4>; *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us  to Be (Minor, 2019)*; *The Anti-Racist Writing Workshop : How to Decolonize the Creative Classroom* (F.R. Chavez); *Cultivating Genius* (G. Muhammad, 2020); *Literacy is Liberation* (K.N. Parker, 2022); and *Equity by Design* (Chardin & Novak, 2012); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).
7. Revision & Reflection (1 hr) with video <https://www.youtube.com/watch?list=PL1A80AFF51CE8015F&v=dFySmS9_y_0>; with excerpts from *The Anti-Racist Writing Workshop : How to Decolonize the Creative Classroom* (F.R. Chavez); *Cultivating Genius* (G. Muhammad, 2020); *Literacy is Liberation* (K.N. Parker, 2022); *Equity by Design* (Chardin & Novak, 2012); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).
8. Public Audience (1 hr) with video <https://www.youtube.com/watch?v=vjPoHJQjtcY>. Excerpts included from *Brain-Based Teaching with Adolescent Learning in Mind* (Crawford, 2007); *The Anti-Racist Writing Workshop : How to Decolonize the Creative Classroom* (F.R. Chavez); *Cultivating Genius* (G. Muhammad, 2020); *Literacy is Liberation* (K.N. Parker, 2022); and *Equity by Design* (Chardin & Novak, 2012); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).

Activity (after reading and watching videos) will be to construct a table with the eight essential elements of high standard PBL, the rationale for the importance of each of these elements, how each is essential as an equitable practice; and a brief description of how that might look when applied to instruction and learning in one’s specific classroom, specifically in connection with the complex identities represented in the educator’s learning community.Participants read material, watch multimedia components, reflect on teaching and course content (1 hours per section), respond to prompts (2 hours); complete quiz (0.5 hour); engage in online discussion (1 hour) |
| **Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):** |
| ***Criteria from Rubric  (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):***\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners.\* Course integrates historical and contemporary resources and  research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups \* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity \* Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning    \* Course incorporates clear structures and expectations for participation in a brave learning community\* Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities \* Course helps participants design and implement a learning environment that cultivates critical inquiry | ***Activity:****Assimilation of content and response to reflective prompts in assignment guide and arouse increased critical consciousness in and among participants.*Participants read and view material that reflects and centers the experiences and perspectives of non-dominant groups of students, including content from *Literacy is liberation* (Parker, 2022); *We want to do more than survive* (Love, 2020); *We Got This* (Minor & Alexander, 2020); *Cultivating Genius* (Muhammad, 2021); *Textured Teaching (*Germán & Paris, 2021); *Teaching when the world is on fire* (Delpit, 2021); *For White Folks Who Teach in the Hood…* (Emdin, 2017); *The anti-racist writing workshop* (Chavez, 2021).  Participants construct a table with the eight essential elements of high standard PBL, the rationale for the importance of each of these elements; relate each one to equity: how each is essential as an equitable practice; and write a brief description of how that might look in one’s specific classroom, specifically in connection with the complex identities represented in the educator’s learning community.Content guides participants to implement equitable practices that include critical in-depth inquiry, authenticity, significant content, and more, bringing students into the practice of these essential elements through effective PBL. Through the discussion forum, participants actively practice guidelines to maintain a brave space for learning, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequity; content is shared and reviewed for each forum from *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens). |
| **Application to Instruction and Student Learning:**  |
| Skills and strategies that participants will bring back to their classroom include specific equitable practices for increasing significant content in projects (such as design protocol/methods to ensure content’s significance both related to standards as well as to the students), developing students’ creativity (including group activities, modeling through vast digital resources), critical thinking (such as frequent activities that promote critical thinking), communicative and collaborative skills, fostering inquiry (such as allowing for sustained inquiry through designing appropriate prompts/driving questions, charting student-generated questions, etc.), creating driving questions (strategies and resources will be taught), teaching in a way that arouses students’ need to know and gives them voice and choice (strategic grouping, flexible planning and scheduling, etc. will be discussed), incorporating revision and reflection, and involving the public in the learning process and in the audience when learning is presented. |
| **Assessment and Feedback:**  |
| A quiz checks for assimilation of content; participants construct a table with the eight essential elements of high standard PBL, the rationale for the importance of each of these elements, how each is essential as an equitable practice; and a brief description of how that might look when applied to instruction and learning in one’s specific classroom, specifically in connection with the complex identities represented in the educator’s learning community. *Whether participants are currently teaching or not, this refection on, and review of, the elements of PBL provide practice and develop capacity for PBL implementation, equipping them for their own instructional practice of PBL as well as for supporting colleagues’ practices in their professional learning communities*.*For every assignment in this course, based on requirements imposed by overseeing entities, relevant Danielson’s Framework components must be evident in assignment completion, and, if applicable, include any academic standards directly relevant to the activity.*Quiz is administered and auto-graded, providing immediate feedback. Participants complete table as described above, and are graded and receive feedback based on rubric provided within 3 business days. |

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| Session #3: Planning & Designing Project-Based Learning in and across Disciplines |
| Date: Flexible | Number of hours for this session: 13.5 |
| Time: Flexible | Assignments due today: Quiz, essay responses |
| **Standards and Components Alignment:** |
| Danielson Framework Domain 1: Planning and Preparation Language-Based Competencies (NYC DOE ILF):  Course participants build content-specific knowledge to support students to use academic language and knowledge in diverse ways for diverse audiences for a variety  of purposes and to build knowledge and language skills through purposeful speaking opportunities. | **NYS NGS Reading Anchor Standards** 7-9: Integration of Knowledge and Ideas **Speaking & Listening Anchor Standards:****STANDARD 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.**STANDARD 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate. |
| **Objectives:**  |
| Participants will:* Assimilate the material, examples, and ways to plan driving questions, entry events, and the framework for project-based learning in ELA, Social Studies, Science, Math, and across multiple subjects
* Learn various types of project options, such as solving a real problem, meeting a design challenge, exploring an abstract questions, conducting an investigation, or taking a position on an issue (Larmer et.al, 2015).
* Continue to apply course content and understanding of PBL as an equitable practice, providing increased engagement for traditionally marginalized students, and specifically promoting language proficiency for English learners.
* Demonstrate knowledge of students through responses that require constructive combination of knowledge of students with knowledge of session’s content and academic standards
* Demonstrate proficient learning, planning, and preparation by scoring a 80% or above on both a single-subject and a multiple-subject PBL plan proposal.
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| **Topics and Agenda:** |
| This unit provides reading material and videos regarding PBL in specific content areas and as a way to integrate content areas, practicing to incorporate the essential, equitable elements discussed in prior session. How to implement PBL in each discipline and across disciplines in a culturally responsive-sustaining way is a focus in each section of this unit, with content drawn from *Literacy is liberation* (Parker, 2022); *We want to do more than survive* (Love, 2020); *We Got This* (Minor & Alexander, 2020); *Cultivating Genius* (Muhammad, 2021); *Textured Teaching (*Germán & Paris, 2021); *Teaching when the world is on fire* (Delpit, 2021); *For White Folks Who Teach in the Hood…* (Emdin, 2017); *The anti-racist writing workshop* (Chavez, 2021); Tapping the Power of Personalized Learning (Rickabaugh, 2016); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).Participants will read, watch videos, receive a list of potential driving questions, some with entry events described to accompany the driving questions. At the end of this unit, teachers will practice creating a framework for a PBL project, including :1. Setting Learning Goals
2. Generating ideas
3. Identifying desired end-product results
4. Creating opportunity to present products to a public audience
5. Writing driving questions
6. Reflection

Products from this session are the design/customization of a driving question, entry event and basic project framework for a multidisciplinary project, appropriate to the grade level(s) they teach. They will post these on a forum and review/comment on one another’s postings.  Participants apply the framework above as they explore discipline-focused project ideas:1. Designing Discipline-Focused Project Assignments: English Language Arts (1 hour) with video <https://www.youtube.com/watch?t=45&v=sDfVOIZ2tU8>; 2. Designing Discipline-Focused Project Assignments: Social Studies/History with video https://www.youtube.com/watch?v=x\_GYcfYZFEQ “Inquiry Based Learning for Social Studies Teaching”; 3. Designing Discipline-Focused Project Assignments: Science (1 hr) with video <https://www.youtube.com/watch?v=y44nqo11Fh0>;  4. Designing Discipline-Focused Project Assignments: Math (1 hr) with video <https://www.youtube.com/watch?v=NWUFjb8w9Ps>; 5. Designing Integrated-Disciplinary Project Assignments (1 hr) with video <https://www.youtube.com/watch?v=VFshvhzcCVw&feature=iv&src_vid=6e0F1Y6aMZk&annotation_id=annotation_3136121079>. Reflecting on one’s students’ complex identities and the principles of promoting equity through each element and aspect of PBL, participants prepare a driving question, entry event, and basic framework for each content area covered in each section that connects with students’ backgrounds, interests, and identities, to culminate in an integrated unit’s project that is posted and shared in the discussion forum at the end of this unit.1 hour is allotted per framework topic (totaling 6 hours); 1 hour per content area, including integrated content area (5 hours total), and spend 1 hours creating their own driving question, entry event, and basic project framework for a PBL project appropriate for their students, with mindfulness of the complex identities reflected in one’s classroom, and with a focus on promoting equity; 1 hour interacting with colleagues on discussion forum regarding project components; .5 hour for quiz. |
| **Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):** |
| ***Criteria from Rubric  (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):***\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners.\* Course integrates historical and contemporary resources and  research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups \* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity \* Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning    \* Course incorporates clear structures and expectations for participation in a brave learning community\* Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities \* Course helps participants design and implement a learning environment that cultivates critical inquiry | ***Activity:****Assimilation of content and response to reflective prompts in assignment guide and arouse increased critical consciousness.*Content is drawn from *Literacy is liberation* (Parker, 2022); *We want to do more than survive* (Love, 2020); *We Got This* (Minor & Alexander, 2020); *Cultivating Genius* (Muhammad, 2021); *Textured Teaching (*Germán & Paris, 2021); *Teaching when the world is on fire* (Delpit, 2021); *For White Folks Who Teach in the Hood…* (Emdin, 2017); *The anti-racist writing workshop* (Chavez, 2021).Reflecting on one’s students’ complex identities and the principles of promoting equity through each element and aspect of PBL, participants prepare a driving question, entry event, and basic framework for each content area covered in each section that connects with students’ backgrounds, interests, and identities, to culminate in an integrated unit’s project that is posted and shared in the discussion forum at the end of this unit. Participants reflectively respond to following prompt: How do you promote equity through each component that you have designed (promoting critical inquiry, affirming complex identities, represent non-dominant cultures, etc.)?Participants engage in collaborative, cooperative learning in this online professional learning group, both of which are practices of CRSE.Through the discussion forum, participants actively practice guidelines to maintain a brave space for learning, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequity; content is shared and reviewed for each forum from *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens).Articles, videos and other research are assimilated that are racially and culturally diverse and from non-dominant perspectives.One aspect of PBL is to promote and practice critical inquiry and the affirmation of non-dominant identities; this is practiced as components of PBL projects are planned and designed. |
| **Application to Instruction and Student Learning:**  |
| In this unit, teachers are introduced to a variety of PBL prompts/driving questions, entry events, and frameworks to enrich their understanding and repertoire of PBL project ideas, to support their implementation of PBL in the classroom for rich and equitable instructional practices and improved student learning outcomes. Participants also have practice designing each of these components of PBL for the a specific content area, as well as for an integrated project plan. They will share these driving questions, entry events and general frameworks through an online forum, to have access to yet more ideas for PBL practice. Specific strategies include collaborative learning and modeling/non-modeling of effective driving questions. |
| **Assessment and Feedback:**  |
| Learning will be assessed by participants’ constructing of PBL components, as well as through their collaborative interaction with colleagues by means of the online forum. Prompt will be: 1) Reflecting on your students’ complex identities and the principles of promoting equity through each element and aspect of PBL, prepare a driving question, entry event, and basic framework for each content area covered in each section that connects with your students’ backgrounds, interests, and identities, that affirms your students’ non-dominant identities, cultures and backgrounds, and that promotes critical inquiry. These components should be directly applicable to your instructional practices and student learning, to be used in your classroom in the implementation of PBL. (If you are not currently in a classroom, reflect on a recent class of students you have taught.)2) Based on any content area’s PBL components that you wrote/adapted for Prompt #1, or a combination of multiple content areas’ responses, design an integrated unit’s project driving question, entry event, and basic framework. Include reflected responses to the following: Which content areas are included in this integrated unit? How do you promote equity through each component that you have designed (promoting critical inquiry, affirming complex identities, represent non-dominant cultures, etc.)? (These components for an integrated PBL unit should be directly applicable to your instructional practices and student learning, to be used in your classroom in the implementation of PBL. Guidance for further development of this unit will be provided in the upcoming unit.)Post and share your integrated PBL project components in the discussion forum. Read at least 3 colleagues’ postings and provide substantive, brave feedback based on the guidelines provided.Rubric will be that on p. 4 of syllabus for written responses. Feedback will be provided through the online course platform, in the form of a number of points earned out of the total number possible, as well as some reflective comments by the grader. These driving questions, entry events, and frameworks for potential projects will be posted on a discussion forum, providing opportunity for sharing, learning from fellow colleagues, and co-constructing further knowledge and ideas. Each participant will be directed to comment on at least 2 colleagues’ postings. Feedback will be provided on the forum in the form of reflective comments by the grader and/or substantive comments by fellow participants, as well as through the online course platform, in the form of a grade based on the number of points earned out of the total number possible, according to the rubric, within 3 business days. *For every assignment in this course, based on requirements imposed by overseeing entities, relevant Danielson’s Framework components must be evident in assignment completion, and, if applicable, include any academic standards directly relevant to the activity.*Quiz is administered and auto-graded. Participants complete responses to prompts provided above, and are graded and receive feedback based on rubric provided above.  Feedback is provided within 3 business days. |

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| **Session #4: Practical Steps and Principles for Managing PBL, with Technology Usage** |
| Date: Flexible | Number of hours for this session: 8 |
| Time: Flexible | Assignments due today: Quiz, essay responses |
| **Standards and Components Alignment:** |
| Danielson Framework Components 1e Designing Coherent Instruction1f: Designing Student Assessments2b: Establishing a Culture for Learning3c Engaging Students in Learning3e Demonstrating Flexibility and Responsiveness Language-Based Competencies (NYC DOE ILF):  Course participants build content-specific knowledge to support students to use academic language and knowledge in diverse ways for diverse audiences for a variety  of purposes and to build knowledge and language skills through purposeful speaking opportunities.Knowing Your Students (NYC DOE ILF Shift #2) Instruction that Reflects Students (Student-centered approach that affirms students’ experiences, knowledge, and expressions as assets) | **NYS NGS Speaking & Listening Anchor Standards:****STANDARD 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.**STANDARD 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. **STANDARD 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.NYS NGS Writing Standards 4,5,7,8,9,9,10 NYS MST Standard 5: Technology  |
| **Objectives:**  |
| Participants will:* Assimilate the session’s content and demonstrate that through successful (minimum of 80% score) of quiz and completion of open-ended responses
* Be prepared to manage the PBL process in their classroom
* Demonstrate knowledge of how to use technology throughout the process, to create rubrics, to guide students to build new, original knowledge and information, to maximize the specialness of the product and of the students’ sense of themselves, and to troubleshoot many common problems teachers face in implementing PBL
* Learn ways to increase the critical consciousness of students, and specifically how to foster and guide critical inquiry throughout the PBL process, including specific supports for English Learners, for increased equity among all students.
* Demonstrate knowledge of students through responses that require constructive combination of knowledge of students with knowledge of session’s content and academic standards
* Complete a project design overview and student learning guide
* Explain how, through each step of the PBL process, they will ensure equity and dismantle inequity
* Practice engaging in a brave space for learning in this course, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequities.
 |
| **Topics and Agenda:** |
| This unit covers many of the practical steps, tools, and methods that are helpful and even critical in carrying out successful Project-Based Learning. It contains 6 sections, with content drawn from *Authentic Learning in the Digital Age: Engaging Students Through Inquiry* (Pahomov, 2014); *Literacy is liberation* (Parker, 2022); *We want to do more than survive* (Love, 2020); *We Got This* (Minor & Alexander, 2020); *Cultivating Genius* (Muhammad, 2021); *Textured Teaching (*Germán & Paris, 2021); *Teaching when the world is on fire* (Delpit, 2021); *For White Folks Who Teach in the Hood…* (Emdin, 2017); *The anti-racist writing workshop* (Chavez, 2021); *Tapping the Power of Personalized Learning* (Rickabaugh, 2016); and *Setting the Standard for Project Based Learning* (Larmer et.al, 2015).Each section includes reading, a video, and a written response. The section topics are as follows: * Managing the Process (including video <https://www.youtube.com/watch?v=jcfqegfnuhI>); includes a “walk-through” of the process, including the entry event, introducing the driving question, generating students’ inquiry/questions, defining expectations including products,  forming teams, guiding ongoing inquiry, scaffolding student learning, monitoring and coaching student groups, providing timely formative assessment, presentations and/or exhibitions, evaluation, reflection,  and celebration – carrying these out in equitable ways, with a regard for the complex identities and interests of students, is a central theme throughout each step of the PBL process.
* Designing High-Quality Rubrics with additional article <http://www.teachersfirst.com/lessons/rubrics/involving-students.cfm> (at the end of this lesson, participants will complete/create a rubric for assessing areas of student work in a PBL assignment)
* Technology and PBL with video <https://www.youtube.com/watch?v=Z0uAuonMXrg> (participants will begin to plan for technology components to include in final project);
* Building New Knowledge with video <https://www.youtube.com/watch?v=falHoOEUFz0>;
* Adding Special Touches: Dedication to Celebration with video  <http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion>;
* Common Hurdles to PBL and Tips for Overcoming Them with video <https://www.youtube.com/watch?v=HhFxQlDPjaY>.

Participants will be preparing throughout this unit for the final project, completing a template with some of the important components of a PBL project plan, including technology components in the plan, creating a rubric, etc.Participants read material, watch multimedia components, reflect on teaching and course content (each section taking about 1 hour); respond to prompts (1.5 hours); complete quiz (0.5 hour) |
| **Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):** |
| ***Criteria from Rubric  (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):***\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners.\* Course integrates historical and contemporary resources and  research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups \* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity \* Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning    \* Course incorporates clear structures and expectations for participation in a brave learning community\* Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities \* Course helps participants design and implement a learning environment that cultivates critical inquiry | ***Activity:***Assimilation of content and response to reflective prompts in assignment guide and arouse increased critical consciousness.Participants engage in collaborative, cooperative learning in this online professional learning group, both of which are practices of CRSE.Articles, videos and other research are assimilated that are racially and culturally diverse and from non-dominant perspectives, including excerpts from *Literacy is liberation* (Parker, 2022); *We want to do more than survive* (Love, 2020); *We Got This* (Minor & Alexander, 2020); *Cultivating Genius* (Muhammad, 2021); *Textured Teaching (*Germán & Paris, 2021); *Teaching when the world is on fire* (Delpit, 2021); *For White Folks Who Teach in the Hood…* (Emdin, 2017); *The anti-racist writing workshop* (Chavez, 2021); and more.Participants explain how, through each step of the PBL process, they will ensure equity and dismantle inequity, including the steps of the entry event, the driving question, generating students’ inquiry/questions, defining expectations including products, forming teams, guiding ongoing inquiry, scaffolding student learning, monitoring and coaching student groups, providing timely formative assessment, presenting/exhibiting end products, evaluation, reflection, and celebration.Through the discussion forum, participants actively practice guidelines to maintain a brave space for learning, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequity; content is shared and reviewed for each forum from *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens). |
| **Application to Instruction and Student Learning:**  |
| This unit is very practical and applicable, with emphasis on skills and strategies for classroom application of the learning in this course. Skills include creating effective rubrics for assessment, planning a project-based learning assignment, incorporating technology for maximizing potential from a project’s start to finish, teaching authentic, original research, conducting constructive conversations, celebrating important contributors, students’ heroes, and students themselves along with their work, and overcoming common hurdles. Strategic use of technology, community resources, worldwide PBL community members, etc. will be discussed for enriched learning and support. Participants apply at least one of the principles discussed in this unit, and reflect on the impact on student learning and ways to further improve their instruction in future application and practice. |
| **Assessment and Feedback:**  |
| Participants will prepare for the application of PBL principles and practices in their classroom by engaging in the following tasks: 1) complete a project design overview and student learning guide (provided by the Buck Institute, and used with permission) as a response to the learning in this unit as well as in preparation for the final project plan that follows this unit (<http://bie.org/object/document/project_design-overview-and-student-learning-guide>); 2)Explain how, through each step of the PBL process, they will ensure equity and dismantle inequity, including the steps of the entry event, the driving question, generating students’ inquiry/questions, defining expectations including products, forming teams, guiding ongoing inquiry, scaffolding student learning, monitoring and coaching student groups, providing timely formative assessment, presenting/exhibiting end products, evaluation, reflection,  and celebration. 3) Let’s not wait for the full PBL project to be planned, to apply this principles discussed in this session’s content to our practices! Implement at least one of the practices discussed in this session, in your classroom with your students, even if it is not officially implementing PBL – these principles are applicable and beneficial to all of our instructional pedagogies. Reflect on the application to your instruction and its impact on student learning. What were benefits? How might you continue to improve in this area? If school is not in session, or you are not currently in a classroom, either: a) reflect and share about a time you practiced one of the principles discussed in this session, what were the benefits and how you might improve based on this experience; OR b) share a specific application you plan to practice based on principles in this session, and your desired outcomes for how this will improve your instruction and your students’ learning.The completed project design overview will be uploaded and posted on a discussion forum, providing opportunity for sharing, learning from fellow colleagues, and co-constructing further knowledge and ideas. Each participant will be directed to comment on at least 2 colleagues’ postings. Feedback will be provided on the forum in the form of reflective comments by the grader and substantive comments by fellow participants. Instructor feedback is based on rubric and provided within 3 business days.*For every assignment in this course, based on requirements imposed by overseeing entities, relevant Danielson’s Framework components must be evident in assignment completion, and, if applicable, include any academic standards directly relevant to the activity.*Quiz is administered and auto-graded with immediate feedback. |

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| **Session #5: Course Wrap-Up; Application of Learning; Final Project** |
| Date: Flexible | Number of hours for this session: 5 |
| Time: Flexible | Assignments due today: Quiz, essay responses |
| **Standards and Components Alignment:** |
| Danielson Framework Components 1e Designing Coherent Instruction3c Engaging Students in Learning3e Demonstrating Flexibility and Responsiveness Language-Based Competencies (NYC DOE ILF):  Course participants build content-specific knowledge to support students to use academic language and knowledge in diverse ways for diverse audiences for a variety  of purposes and to build knowledge and language skills through purposeful speaking opportunities. | **NYS NGS Writing Anchor Standards****Standard 7**: Conduct… sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**NYS NGS Speaking & Listening Anchor Standards:****STANDARD 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. **STANDARD 5:** Make strategic use of digital media and visual displays to express information and enhance understanding of presentations. **STANDARD 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.NYS  Learning Standards for Career Development… #2: Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings |
| **Objectives:**  |
| Participants will:* Assimilate the session’s content and demonstrate that through successful (minimum of 80% score) of quiz and completion of open-ended responses
* Demonstrate knowledge of various academic standards that require students to present their learning effectively, with strategic usage of techniques and technology in such a way that promotes equity through multiple CR-SDP practices.
* Demonstrate knowledge of students through responses that require constructive combination of knowledge of students with knowledge of session’s content and academic standards
* Apply the learning throughout this course through the completion of a PBL assignment design, including all 8 elements of PBL; technology; rubrics; and plans for celebration.
* Practice engaging in a brave space for learning in this course, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequities.
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| **Topics and Agenda:** |
| In this final unit, the “rubber meets the road” -  participants put into practice all of their learning to apply it directly to their instructional planning for optimal student learning. This unit provides a review principles and practices taught throughout the course, with an emphasis on equity in one’s implementation of every aspect of PBL. Participants then complete an entire project design to be implemented with their students, as well as shared with colleagues in this course and in their schools.Participants complete the final PBL project design, upload it, and interact with other participants on the discussion forum as well as the instructor regarding their plan, reflections, and learning, for the sake of further learning and potential revision.Participants read material, watch multimedia components, reflect on teaching and course content (2 hours), create the project design (4 hours), read others’ project designs and provide substantive feedback based on forum guidelines (1.5 hours); participants complete end of course survey and other paperwork (.5 hour). |
| **Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):** |
| ***Criteria from Rubric  (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):***\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners.\* Course integrates historical and contemporary resources and  research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups \* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity \* Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning    \* Course incorporates clear structures and expectations for participation in a brave learning community\* Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities \* Course helps participants design and implement a learning environment that cultivates critical inquiry | ***Activity:****Assimilation of content and response to reflective prompts in assignment guide and arouse increased critical consciousness.*Throughout the course, equitable practices of PBL, and how to carry out PBL in such a way that promotes critical inquiry, affirms students’ identities, connects with students’ cultural background and interests,  are the focus. Participants respond, through the design of a PBL unit/project, to the following:“What is a project I could design that would meet the criteria of Gold Standard PBL along with the particular needs of all my students, as an equitable practice?” Evidence of equity and equitable practices are required throughout the final project.Through the discussion forum, participants actively practice guidelines to maintain a brave space for learning, including a space that invites critical inquiry and reflection on ideological, institutional, interpersonal, and internalized ideas of oppression that perpetuate inequity; content is shared and reviewed for each forum from *The Art of Effective Facilitation*, Chapter 8 (“From Safe Spaces to Brave Spaces”, by Brian Arao & Kristi Clemens).*Participants engage in collaborative, cooperative learning in this online professional learning group, both of which are practices of CRSE.*Articles, videos and other research are assimilated that are racially and culturally diverse and from non-dominant perspectives. |
| **Application to Instruction and Student Learning:**  |
| This whole unit is an application of course learning for practical carrying out in the classrooms, as participants design a plan for PBL implementation as a result of this unit, including creating/designing/customizing rubrics for assessing students’ work, planning areas of differentiation and flexibility for student voice/choice, ways to involve the public, and many other components and elements. Skills, strategies, and resources will have been taught throughout the course, which now will be practiced, such as creating a definite but flexible framework, providing adequate scaffolding without answering most of the students’ questions, allowing students to drive their learning through collaborative grouping, involving experts, etc. |
| **Assessment and Feedback:**  |
| This final unit is dedicated to the producing/completion of a final project with many components and elements (which have been worked on throughout Unit/Session 4). It is a summative assessment according to the constructivist model of learning by doing, applying background knowledge and material provided throughout the course. *Whether participants are currently teaching or not, this planning of a unit provides practice and develops capacity for PBL implementation and equips them for their own instructional practice of PBL as well as for supporting colleagues’ practices in their professional learning communities*.The prompt is: Please answer the following driving question: “What is a project I could design that would meet the criteria of Gold Standard PBL along with the particular needs of all my students, as an equitable practice?” Participants will be assessed according to the rubric provided on pgs. 4-5 of this syllabus. Feedback will be provided through the online course platform, in the form of a number of points earned out of the total number possible, as well as some reflective comments by the grader. Final project plans will be posted on a discussion forum, providing opportunity for sharing, learning from fellow colleagues, and co-constructing further knowledge and ideas. Each participant will be directed to comment on at least 2 colleagues’ postings. Feedback will be provided on the forum in the form of reflective comments by the grader and/or substantive comments by fellow participants, as well as through the online course platform, in the form of a grade based on the number of points earned out of the total number possible, according to the rubric, within 5 business days.*For every assignment in this course, based on requirements imposed by overseeing entities, relevant Danielson’s Framework components must be evident in assignment completion, and, if applicable, include any academic standards directly relevant to the activity.*Quiz is administered and auto-graded. Participants complete responses to prompts provided above, and are graded and receive feedback based on rubric provided above. Feedback is provided within 3 business days. |

Resources include:

Bender, W.N. *Project-Based Learning: Differentiating Instruction for the 21st Century*. Corwin Press.

Boss, S. (2018). *Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences.* ASCD.

Buck Institute for Education (2011). *Project Based Learning in the Elementary Grades*. BIE.

Buck Institute for Education (2013). *Project Based Learning for 21st Century Success*. BIE.

Chardin, M., & Novak, K. (2021). *Equity by design: Delivering on the power and promise of UDL*. Corwin Press, Inc.

Chavez, F. R. (2021). *The anti-racist writing workshop: How to decolonize the creative classroom*. Haymarket Books.

Crawford, G.B. (2007). *Brain-Based Teaching with Adolescent Learning in Mind.* Corwin Press.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New Press.

Delpit, L. (2014). *"Multiplication is for white people+*. New Press.

Delpit, L. (2021). *Teaching when the world is on fire: Authentic classroom advice, from climate justice to black lives matter*. The New Press.

Emdin, C. (2017). *For White Folks Who Teach in the Hood… and the Rest of Ya’ll, Too*. Beacon Press.

Field, S. (2021). “4 Equity Levers in Project Based Learning.” Gold Standard PBL: Teaching Practices. PBLWorks.org.

Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press.

Germán,  L.E., & Paris, D. (2021). *Textured teaching: A framework for culturally sustaining practices*. Heinemann.

Kohn, A. (2011). *Feel-bad education and other contrarian essays on children and schooling*. Beacon Press.

Landreman, L. M. (2013). *The Art of Effective Facilitation: Reflections from Social Justice educators*. Stylus Publishing, LLC.

Larmer, J., Mergendoller, J. & S. Boss, (2015). *Setting the Standard for Project Based Learning*. ASCD.

LOVE, B. (2020). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon.

Minor, C., & Alexander, K. (2020). *We got this: Equity, access, and the quest to be who our students need us to be*. Heinemann.

Muhammad, G. (2021). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.

Noguera, P. (2019). Deeper Learning. NAIS. (<https://www.youtube.com/watch?v=D-S8zSkAMIU>)

Pahomov, L.P. *Authentic Learning in the Digital Age: Engaging Students Through Inquiry*. ASCD.

Parker, K. N. (2022). *Literacy is liberation: Working toward justice through culturally relevant teaching*. ASCD.