

Welcome!

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Arrival: Please complete the [student conference survey](#)

Reflecting on “Overlapping Opportunities for Social-Emotional and Literacy Learning in Elementary-Grade Project-Based Instruction.”

Connections

What *connections* do you draw between the text and your own life or your other learning?

Challenges

What ideas, positions, or assumptions do you want to *challenge* or argue with in the text?

Concepts

What key *concepts* or ideas do you think are important and worth holding on to from the text?

Changes

What *changes* in attitudes, thinking, or action are suggested by the text, either for you or others?

What goals did Ms. Lane have for her students?

Social/Emotional and other Core Capacities

Content area

A great project includes...

- Divergent outcomes
 - Thinking skill development that can transfer to novel contexts
 - Relevance
 - Student voice and choice
 - Collaboration and/or peer feedback
 - Audience and purpose
 - Iteration
 - Structured support for planning and executive functioning
 - Reflection
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Project-Based Unit Timeline

March 8: Select core capacities and content area goals, and draft a task summary

April 12: Finalize task summary, design rubric, and plan sequence of learning

After April vacation: Launch project-based unit

May 3: Reflect on project so far; receive feedback from colleagues and iterate; plan for culminating event

Project Planning Framework

[MCIEA Performance Assessment: Task Template](#)

[Editable Google Doc version](#) (Make your own copy please)

What goals should we
set for our students?

Jamboard

How strong are these reading goals?

The student will be able to...

1. read *Tuck Everlasting*
2. Identify a recurring symbol in the text and explain its meaning
3. retell Winnie's actions in order
4. decode the word indomitable
5. Make a cogent argument recommending action to a character, using evidence from the text
6. Construct and defend a comparative thesis on the theme of loss of innocence, drawing from at least two works of fiction in the American canon

How strong are these collaboration goals?

The student will be able to...

1. Work with others
2. Solicit ideas from collaborators and integrate them into a project plan
3. Independently resolve any conflict that arises in a group of 5 students
4. Talk in a group
5. Use effective conversation strategies to express disagreement respectfully

Write a first draft of your goal or goals in emotional intelligence, creativity, collaboration, or growth mindset

Partner Feedback

Ask and answer questions like:

- What makes this a good fit for your students right now?
 - Can students use this skill in multiple contexts outside of your teaching/content area? What might that look like?
 - Is it specific enough that you will be able to tell that they've made progress toward it?
 - Why is this skill important?
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Which standards/
content-area goals
will you focus on?

Choosing a project

Does it have...

- Divergent outcomes
- Relevance
- Student voice and choice
- A clear audience and purpose

Later we will add...

- Collaboration and/or peer feedback
 - Iteration
 - Structured support for planning and executive functioning
 - Reflection
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Could the project be performed well without meeting the learning goal?

- Students could follow a procedure or “parrot back” information without understanding the concept(s) or making decisions that show their learning
- Naturally intelligent, articulate students could “sound good” without understanding, or make clever guesses based on limited understanding
- Students could choose a question or goal that is too small or superficial
- Students could focus on aesthetic elements to create a lovely product/performance (if those aren’t the primary learning goal)
- Some students in a group could rely heavily on the thinking and work of others

Could the project be performed poorly despite having met the learning goal?

- Students could get confused by the steps in the procedure, leading to a different outcome than intended
- Students could struggle to create a polished product or performance despite having built the targeted cognitive skill
- Students could choose a question or goal that is off-topic or out of scope
- Executive functioning difficulties could lead to inability to initiate or complete a project on time
- Collaboration issues could impede individual demonstration of understanding

Task Summary-- What will students do?

Students will use [content area skill/knowledge]
to [make/create/design/invent/choose/enact]
a [product/performance]
in/for [authentic context or audience]

In teams, students will use their understanding of the water cycle and the Merrimack River watershed to build a model of a device to allow fish to pass safely through a dangerous part of the river.

Project ideas

Closing: Reflection in Jamboard

Before next time (4/12):

- Watch one or two of the videos from [PBL Works](#)
- Note [in the padlet](#) as you watch:
 - Which skills (content area and core capacities) do you see students cultivating?
 - How does (or how might) the teacher measure student growth in those skills?
 - How does the project engage and motivate students?
 - What else do you notice or wonder?
- Reflect on/refine your task statement and goals
- Schedule a 1:1 or small group time with Kim (kim@aceraschool.org) if desired for refining project plan