AM I PBL PREPARED?

Use the following interactive checklist to evaluate how prepared you are to be a PBL teacher.

DO I HAVE A PBL MINDSET?

☐ Do I view my work through projects?
☐ Do I rethink how to make normal tasks more public?
☐ Do I value trying out different projects and doing new things?
☐ Do I embrace innovation and adapt to change?

AM I AN EXEMPLARY PBL FACILITATOR?

☐ Do I consistently exhibit the Buck Institute for Education’s Project-Based Teaching practices?
☐ Do my students regularly engage in high-quality project-based learning?
☐ Do I plan out my projects and take time to reflect?
☐ Do I provide students opportunities to present to authentic audiences?

AM I A SKILLED FACILITATOR OF PERSONALIZED LEARNING AND DO I CREATE A BLENDED LEARNING ENVIRONMENT?

☐ Do I use technology to enhance my teaching and embed it in daily learning for students?
☐ Do I allow for student autonomy, voice and choice?
☐ Do I provide work that is personalized to student readiness and interest?
☐ Do I create learning experiences where students can progress at their own rates?

DO I PARTICIPATE IN PBL PROFESSIONAL LEARNING?

☐ Do I regularly research and read or stay “in the know”?
☐ Do I investigate and appreciate related strategies and key design considerations (how much to help, when and how to assess)?
☐ Do I regularly connect with others to help advance my own learning?
☐ Do I partake in ongoing and informal professional learning to advance PBL habits (PLNS) on Twitter and face-to-face?
AM I TEACHING TOWARDS DEEPER LEARNING OUTCOMES?

☐ Do I prepare students to communicate effectively, giving them opportunity to practice and feedback on their communication skills?

☐ Do I regularly give students the opportunity to work collaboratively, digitally and in person?

☐ Do I encourage students to develop an academic mindset?

☐ Do I ensure that students are mastering core academic content through project work?

☐ Do I encourage students to regularly reflect on how they learn best?

☐ Do I ensure project work involves students solving real world and complex problems?

DO I MODEL LIFELONG LEARNING - NOT PERFECTION?

☐ Am I flexible and do I accept that project plans may change?

☐ Do I enjoy the journey, both in times of success and of challenge?

☐ Do I allow for revisions, drafts, iterations and multiple attempts to demonstrate learning and deeper learning outcomes?

☐ Do I model vulnerability, persistence and overcoming failure for students?

TAKE ACTION:

☐ Read the Edutopia series on Deeper Learning, which includes 8 articles about collaboration, assessment, 21st century literacy and student work.

☐ See gold standard project-based resources and teaching ideas from the Buck Institute for Education.

☐ Watch videos from Next Generation Learning Challenges of authentic learning design and PBL.

☐ Follow #PBL, #ProjectBased, #PBLChat, and #ntchat (new teacher) on Twitter

☐ Explore New Tech Network project-based rubrics and try using one in your classroom.

☐ Teach a project-based unit or lesson. Use an existing unit and make it project-based!

☐ Explore and tinker with a PBL technology tool or personalized learning platform.

☐ Attend a PBL professional learning session online (see Educurious) or take a course where you tackle solving a challenge through a project (see IDEO: Insights for Innovation Course).

☐ Talk to a community member about projects you’re working on and try to determine a way you can support each other. Use LinkedIn Profinder, Fiverr or UpWork.

☐ Use or contribute to an online database of projects such as EL Models of Excellence.

☐ Visit a PBL school and collaborate with a colleague there on a project.

☐ Lead a PBL-focused session at your school or a community project.

Join in the conversation at #PROJECTBASED

For more, see Preparing Teachers for a Project-Based World