



## AM I PBL PREPPED?

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

## TEACHER PBL QUICK START GUIDE

### 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*

**GETTING  
SMART**  
Think. Learn. Innovate.