partnerships
make a difference

Ridgemont Local Schools
Service-Learning/PBL Professional Development Process
Building "R" Future
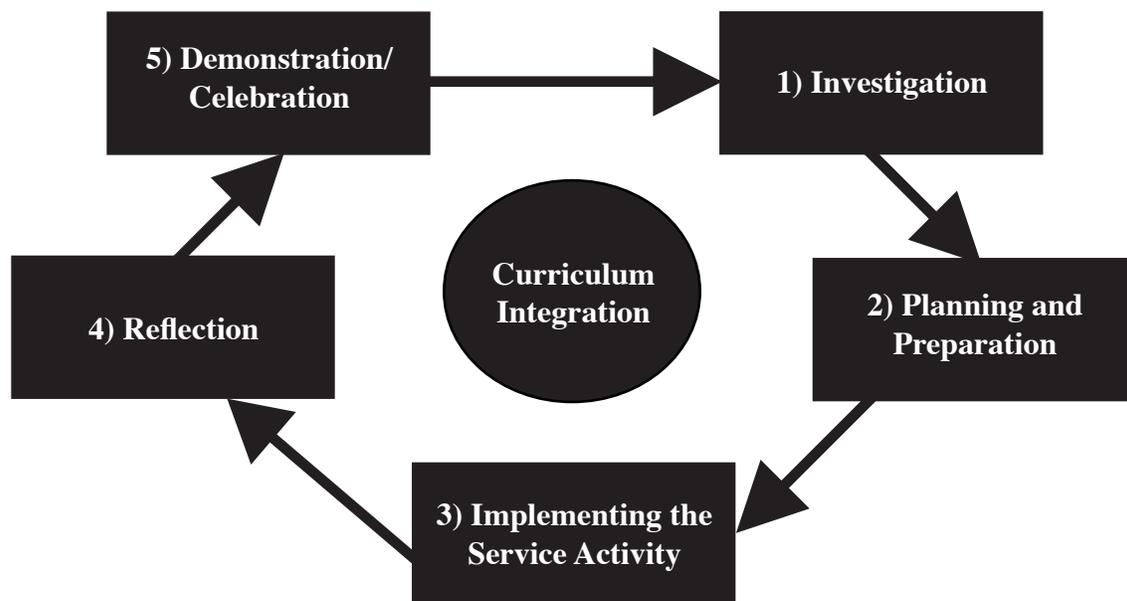**Small Group Sessions, March 25-26, 2014**

Group Members Present:

- What "messages" do you want students to internalize and share with others as a result of their experiences in Ridgemont? How can service-learning/PBL help achieve these results?

- What issues/topics/themes are of potential interest to you as foundations for projects?

- What curriculum connections are you hoping to establish or strengthen?

- Are you gaining basic understanding and confidence re: service-learning and PBL?

- What aspects of project planning/implementation do you need help with?

- What needs does the district need to address? (e.g., technology, supplies, equipment, planning time, field trip funding, substitute teachers, etc.)

- What "next steps" make sense for you?

K-12 Service-Learning Project Planning Toolkit
Service-learning: An Overview

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        5) Demonstration/              1) Investigation
           Celebration

                        Curriculum
   4) Reflection        Integration    2) Planning and
                                          Preparation

              3) Implementing the
                 Service Activity
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A typical service-learning project includes five components, all linked to the curriculum:

1. **Investigation:** Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.

2. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.

3. **Action (Implementing the Service Activity):** The "heart" of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.

4. **Reflection:** Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and

5. **Demonstration/Celebration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.
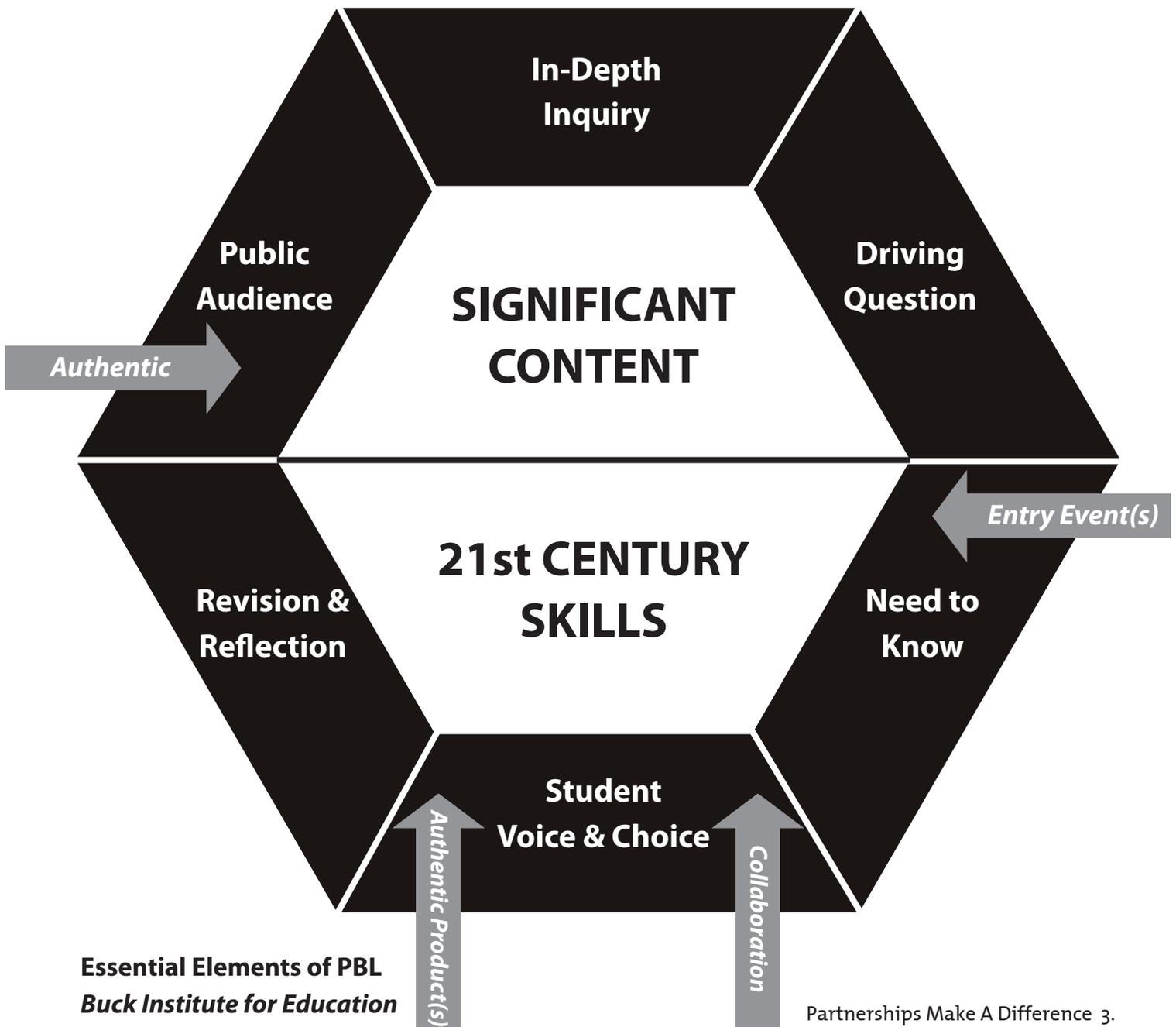
Assessment is part of all activities to ensure that you can measure the learning and development that occur through service-learning, and to help you diagnose student needs, provide feedback, and improve instruction. These components are the building blocks of any service-learning project.

K-12 Service-Learning Project Planning Toolkit. Created by RMC Research Corporation 8 for Learn and Serve America's National Service-Learning Clearinghouse

PBL Definition

Project Based Learning (PBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal.

PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

In-Depth Inquiry

Public Audience

SIGNIFICANT CONTENT

Driving Question

Authentic

Entry Event(s)

Revision & Reflection

21st CENTURY SKILLS

Need to Know

Authentic Product(s)

Student Voice & Choice

Collaboration

Essential Elements of PBL
Buck Institute for Education

PBL/Service-Learning Planning Questions

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Name of Project:

Subject/Course:

Other subject areas to be included, if any:

Name(s) of teacher(s):

Grade level(s):

Estimated duration (number of days or weeks; probable amount of time per day):

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(1)   What's the topic/main idea of your project? Give a brief summary/description of the issue, challenge, investigation, scenario, or problem you want students to address.

(2)   Why did you choose this issue/topic/idea? What impact do you hope it will have on your students and their learning? What impact do you hope it will have on others? (In other words, what difference will it make?)

(3)   What Driving Question will guide the project? (Feel free to jot down more than one possibility.)

(4)   What Entry Event(s) will you use to engage students and launch the inquiry process? (Feel free to jot down more than one possibility.)

(5)   What content standards will you focus on?

(6)   What 21st Century Skills will you address and assess? (Remember, PBL and service-learning especially emphasize collaboration, communication, and critical thinking/problem solving, but you can certainly focus on others.)

(7) What major products/performances will your students create? If applicable, what services/ support will they provide?

(8) What "authentic audience" will see and respond to their work? What is the benefit of having your students share their work/products/services with these particular people?

(9) What knowledge and skills will your students need to successfully complete their work? What learning opportunities and resources will you need to provide so they can acquire this necessary knowledge and expertise?

(10) How will you give your students opportunities for "voice and choice" during the project?

(11) How will you build a sense of community among your students throughout the project?

(12) How will you enable them to work in groups/teams, and what purpose/function will these teams serve?

(13) How could the use of technology enhance your project? (Technology can often support students' research in an engaging way, help make their writing and other work more efficient, and improve the quality of their products. Technology may also help you and your students manage information and monitor progress.)

(14) How will you enable/encourage them to use various multiple intelligences? (Remember MI can be integrated throughout the PBL process, especially in students' products, performances, reflection, and assessment.)

(15) How will you manage/monitor students' progress (both individuals and teams) throughout the project? What tools and strategies will help you keep track of how things are going so that adjustments can be made along the way?

(16) How will you assess students' learning during the project (formative assessment) and at the end of the project (summative assessment)? (Remember, the PBL assessment process should include peer evaluation and self-evaluation as well as evaluation by the teacher. Also, a variety of measures should be utilized, including rubrics.)

(17) How will you enable/encourage students to revise and improve their products throughout the project? (They will need your help in critiquing their own work and the work of others in a constructive manner. The goal here is continuous improvement, not criticism.)

(18) What techniques/strategies will you use to encourage ongoing reflection? (Again, we encourage you to use a variety of strategies so that students' diverse gifts/talents are incorporated.)

(19) In what ways will you and your students "capture the magic" of their project? What lasting evidence will you gather and keep?

(20) What resources/assistance will you and your students need to successfully carry out this project? (Examples include on-site people and facilities, administrative support, community resource people, field trips/community-based experiences, equipment, materials, etc.)