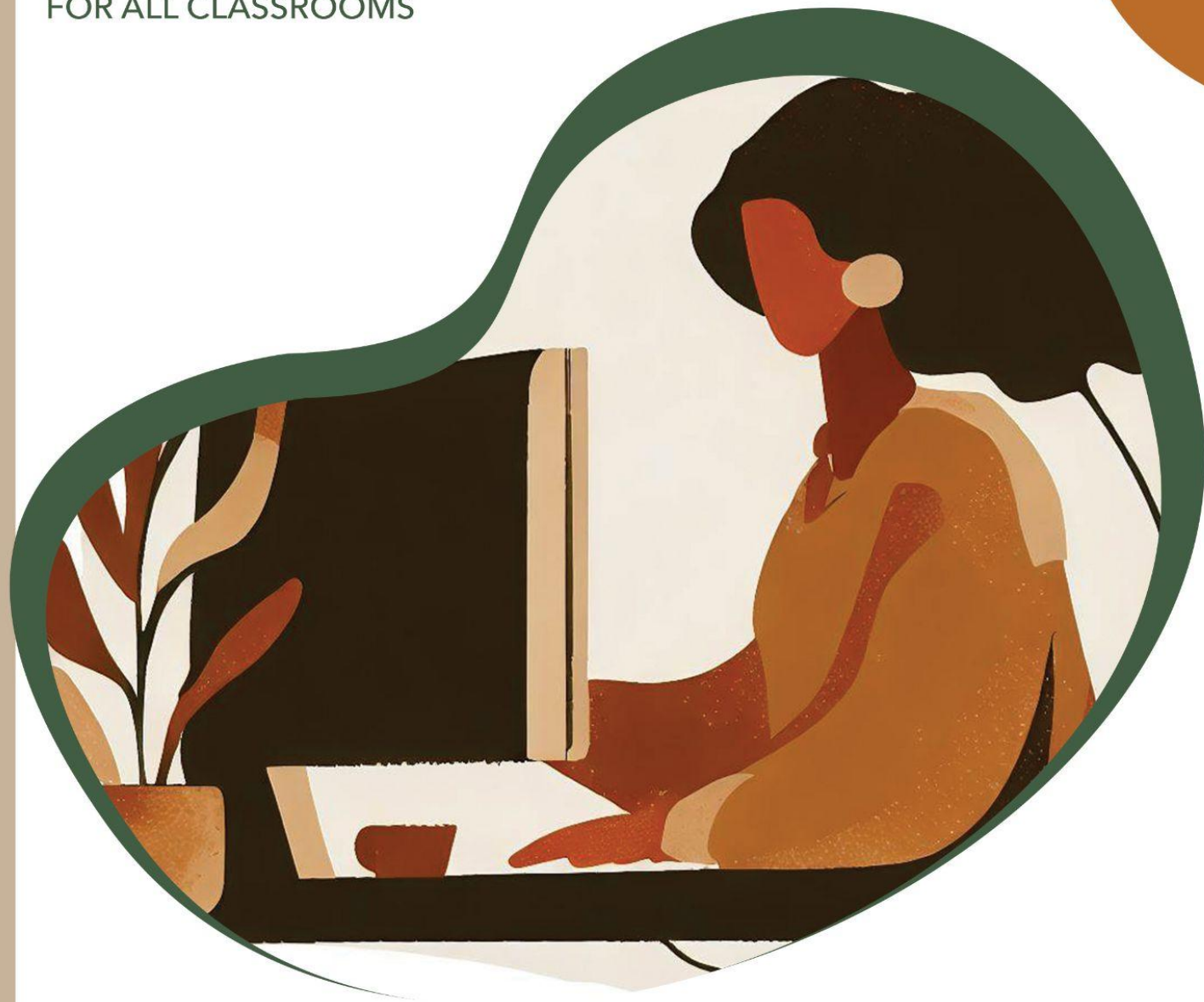




Course Syllabus

PROJECT BASED LEARNING
FOR ALL CLASSROOMS



Project Based Learning For All Classrooms
112.5 Hours of Coursework
3 Salary Points

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

Project Based Learning (PBL) is a teaching method that, when implemented successfully, can prepare our students for a world we can't yet imagine. With PBL, we can teach our students the 21st century skills they'll need for the jobs of the future. PBL focuses teaching and learning around engaging, real-world contexts and problems. Tying content to real-world issues makes the rationale for learning transparent to students, and sets them up to draw connections between what they're doing in school to what they'll need to do in life and career later on.

The goal of this course is to show participants that PBL is possible with any group of students, in any setting, under any conditions, and to teach participants how to plan and implement PBL with their unique group of students. After dispelling some common myths about PBL and building a case for PBL and 21st century learning, the course walks participants through each step of the PBL planning process, from brainstorming an authentic project idea to planning a culminating product that showcases what students know. It will also cover how to ground a project in standards, how to differentiate for different learners, how to assess students throughout a PBL project, and how to build a culture of inquiry that makes the work of PBL possible. The course wraps up by showing participants how to convince various stakeholders of the many benefits that PBL can provide to every student, and suggests strategies for implementing PBL at a school- or district-wide level.

This course's final project asks participants to write their own PBL project plan to bring back to their own setting. Participants will be prompted to complete certain steps of the planning process throughout the course, which will culminate in the writing of a project plan for implementing their project idea.

Objectives

- Justify the importance of PBL and 21st century skills, particularly in relation to issues of equity and the future of jobs.

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- Modify PBL to work for any student, in any setting, and over any period of time, and give examples of how to start small with PBL and cultivate a culture of inquiry.
- Generate ideas for authentic projects, public products, and driving questions that are grounded in both standards and 21st century skills.
- Plan backwards from standards and learning goals to design authentic assessments and student-driven inquiry.
- Determine whether your own PBL project meets the standard of “Gold Standard PBL” by judging it against the Eight Essential Elements of PBL.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally

Course Components

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Credit:

- For those taking this course for LAUSD Salary Points, this course has been approved by the JSPCC for that purpose. Upon successful completion, CE Credits Online will submit your paperwork to LAUSD for processing.
- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.

Course Outline

Module 1: The Case for PBL in the 21st Century Classroom

- PBL Myth vs. Fact
 - Discussion Board: First Take on PBL
- An Introduction to PBL
- PBL and 21st Century Skills
 - Discussion Board: Your PBL Elevator Speech

Module 2: The Many Ways to Implement PBL

- Starting Small with PBL
 - Authentic Task: 21st Century Skills Lesson Plan
 - Discussion Board: Sharing Your Original Activity
- PBL for Anywhere
 - Discussion Board: Exploring PBL Projects Online
- Teaching Entrepreneurship with PBL

Module 3: Planning a PBL Project

- Starting with Standards
- Authentic Problems, Questions, & Products
 - Discussion Board: Authentic and Public Products
- Authentic Assessment
 - Discussion Board: Sharing Final Project Ideas

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Module 4: Authentic Inquiry

- Setting the Tone for Inquiry
 - Authentic Task: Entry Event Plan
- Planning & Managing Inquiry
 - Discussion Board: Preparing for Inquiry
- Reflection, Critique, & Revision
 - Discussion Board: Checking In: Final Project & Essential Elements

Module 5: Project Plans for All

- Differentiation in PBL
- Considering Special Populations
 - Discussion Board: Sharing Differentiation Best Practices
- The Long-Term Benefits of PBL
 - Discussion Board: The Lasting Benefits of PBL

Module 6: Putting Your PBL Ideas into Action

- Gaining Stakeholder Buy-In
 - Discussion Board: Communicating About PBL to Stakeholders
- Implementing School-Wide PBL
- Remembering What It's All About
 - Classroom Practice Analysis
 - Discussion Board: Final Thoughts

Final Project: PBL Project Plan

Learners will create a PBL project plan aligned to the Eight Essential Elements of Gold Standard PBL. Learners may choose how long their project will take (a few days, a few weeks, a few months), and whether it is single-subject or interdisciplinary. Modules will prompt learners to revisit their PBL Project Planning Document and add elements based on their most recent learnings. The project culminates with learners putting their plan into a final template to summarize their project idea and lay out their plan for executing the project.

Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	30%

Classroom Practice Analysis	15%
Discussion Boards (12)	20%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.