



Better Together: Connecting Project-Based Learning and Competency-Based Education

March 30, 2022





Welcome

- Introduce yourself in the chat box
- We welcome your questions, answers, and comments
- Share your learning on Twitter (we are @Aurora_Inst)
- We are recording and archiving the webinar
 - The slides and video will be available on aurora-institute.org

Presenters



Breonna Allah, Student, Building 21, Allentown

Telsa Comunale, Assistant School Leader, Building 21, Allentown

Kristin De Vivo, Executive Director, Lucas Education Research

Heather Harlen, Founding Teacher, Building 21, Allentown

Christy Kingham, Director, Leadership and School Design, Springpoint

Ayris Sanders, Director of Lab Schools, Building 21 Network

Rochelle Urban, Program Manager, Lucas Education Research

Nathan Warner, Director of Teaching and Learning, Lucas Education Research



Learning Goals

- 1 Understand the commonalities between PBL and CBE
- 2 Understand the ways CBE and PBL connect when implemented in classrooms, schools, and systems
- 3 Identify the big shifts needed to succeed with both of these approaches



OUR VISION

We believe authentic, challenging, active, and relevant learning experiences optimize opportunities for all students to productively participate and lead in an increasingly diverse and dynamic society.



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What is Project-Based Learning?

Project-based learning (PBL) is an approach to education in which students explore real-world problems through individual and group projects.



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LER Theory of Action

- 1 By co-creating high quality PBL curricula and aligned teacher supports
- 2 By working alongside schools and teachers to research these approaches
- 3 By creating proof points of PBL practice

We will strengthen the PBL evidence-base while providing educators with resources and support for PBL.



Key Principles for Project-Based Learning

KEY DESIGN PRINCIPLES

1

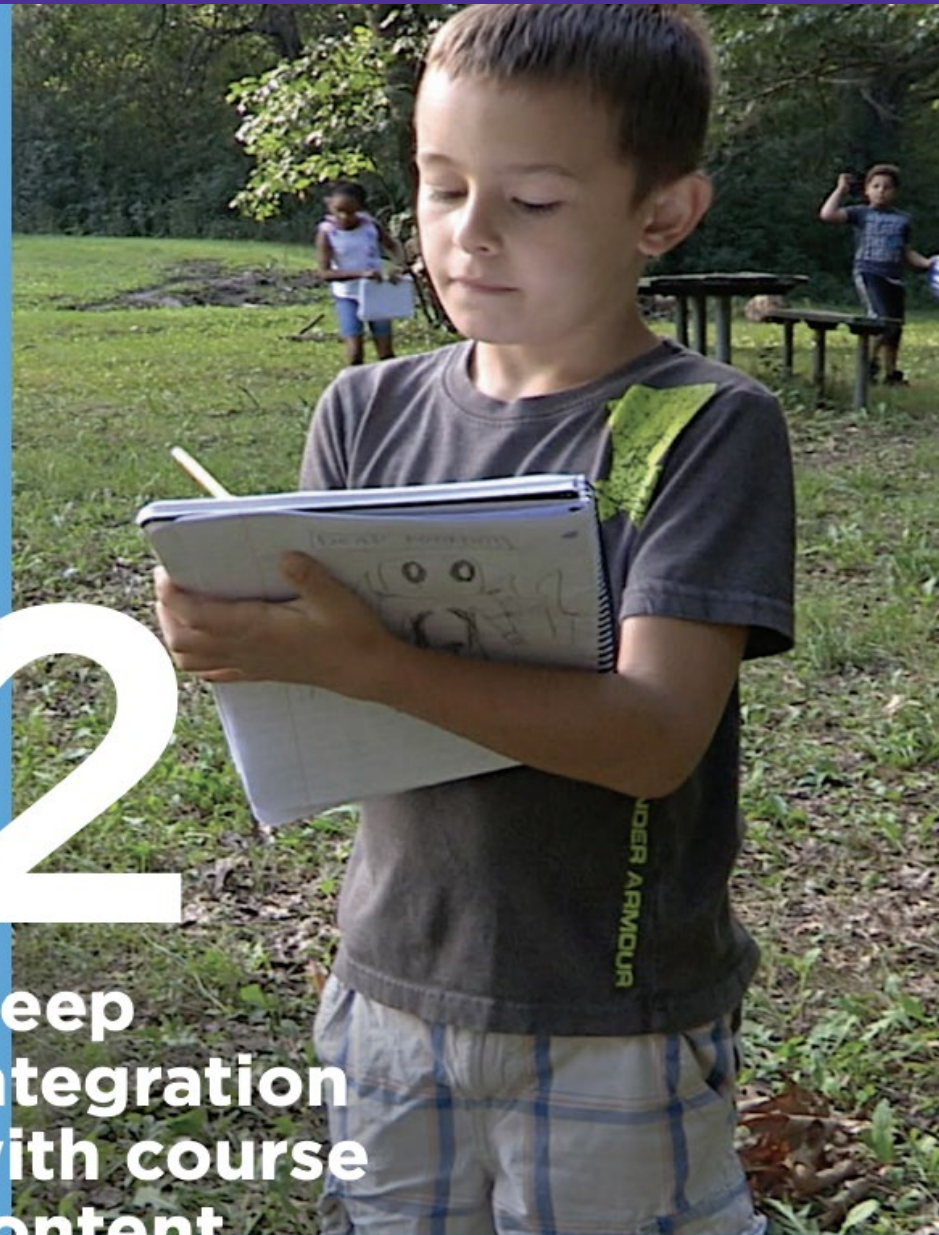
**Purposeful
and authentic
experiences**



KEY DESIGN PRINCIPLES

2

**Deep
integration
with course
content**



KEY DESIGN PRINCIPLES

3

**Meaningful
and supportive
relationships**



KEY DESIGN PRINCIPLES

4

**Evidence-based
teaching and
assessment
practices**

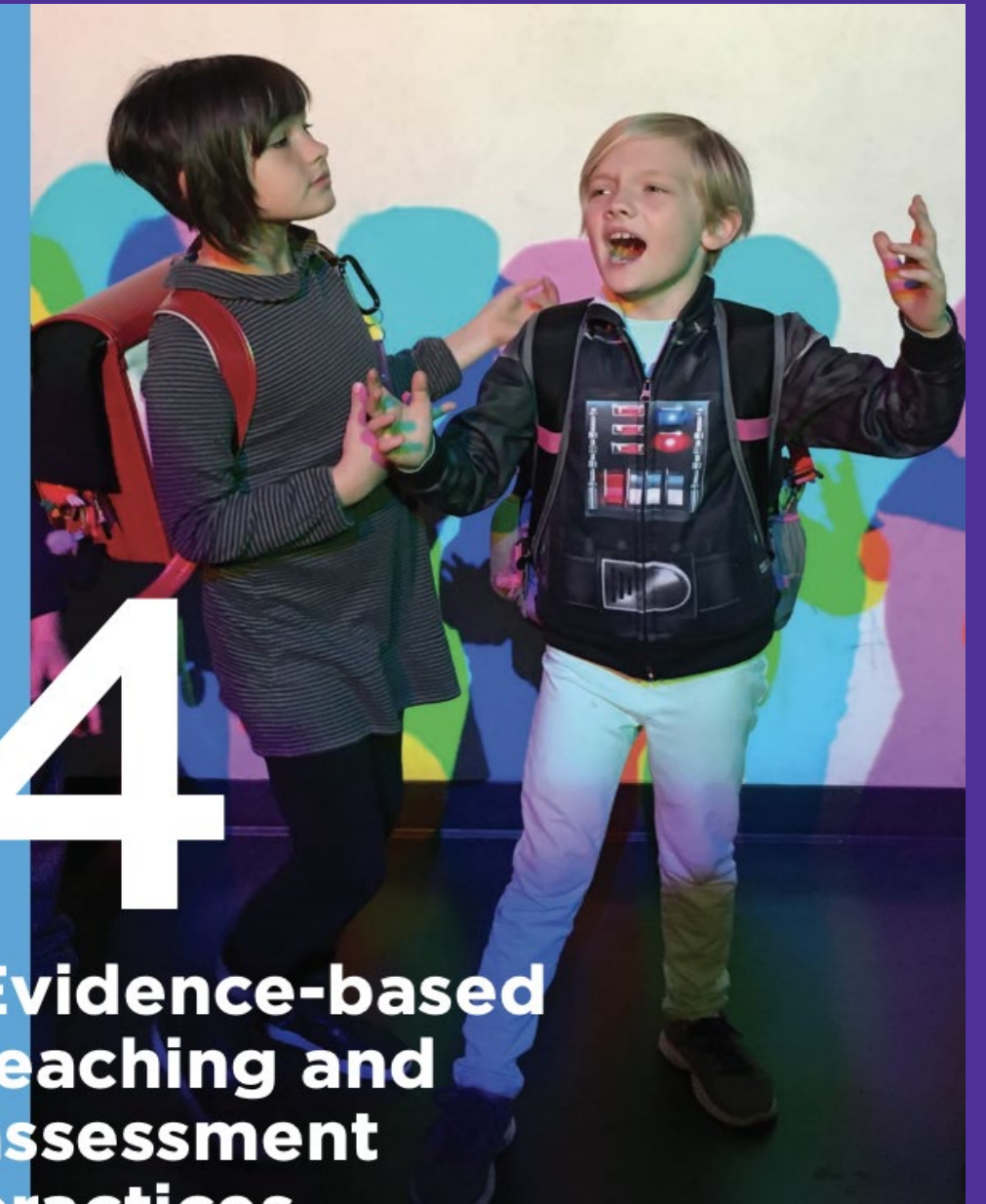


Photo: Brightworks

Key Findings

- Students in project-based learning classrooms significantly outperform students in typical classrooms.
- Students across racial, ethnic and socio-economic backgrounds benefit from project-based learning.



PBL and CBE share the same values

- Equity is at the center
- Need to provide all students with meaningful and authentic experience
- Increase student engagement and agency



Christy Kingham

*Former Teacher and Instructional coach - TYWLS of Astoria, NYC
Director, Leadership & School Design - Springpoint*



CBE

PBL

ADVISORY /

PRIMARY
PERSON

Competencies + PBL at TYWLS of Astoria



Argue

Build a case for and defend conclusions reached, based in sound logic and valid evidence. Question and critique the arguments of others as warranted.

Be Precise

Accurately represents solutions, ideas and language.

Collaborate

Work effectively with others to achieve common goals.

Conclude

Infer meanings, analyze information and develop valid ideas based on evidence and analysis.

Communicate

Make ideas and information understood, mindful of audience, purpose and setting. Listen and respond to what others communicate.

Create

Construct or develop a product for expression.

Discern

View, read and listen with focused attention to what matters. Examine closely and methodically, attending to easily overlooked details, logic and patterns

Innovate

Develop new and helpful ways of looking at opportunities, challenges and problems.

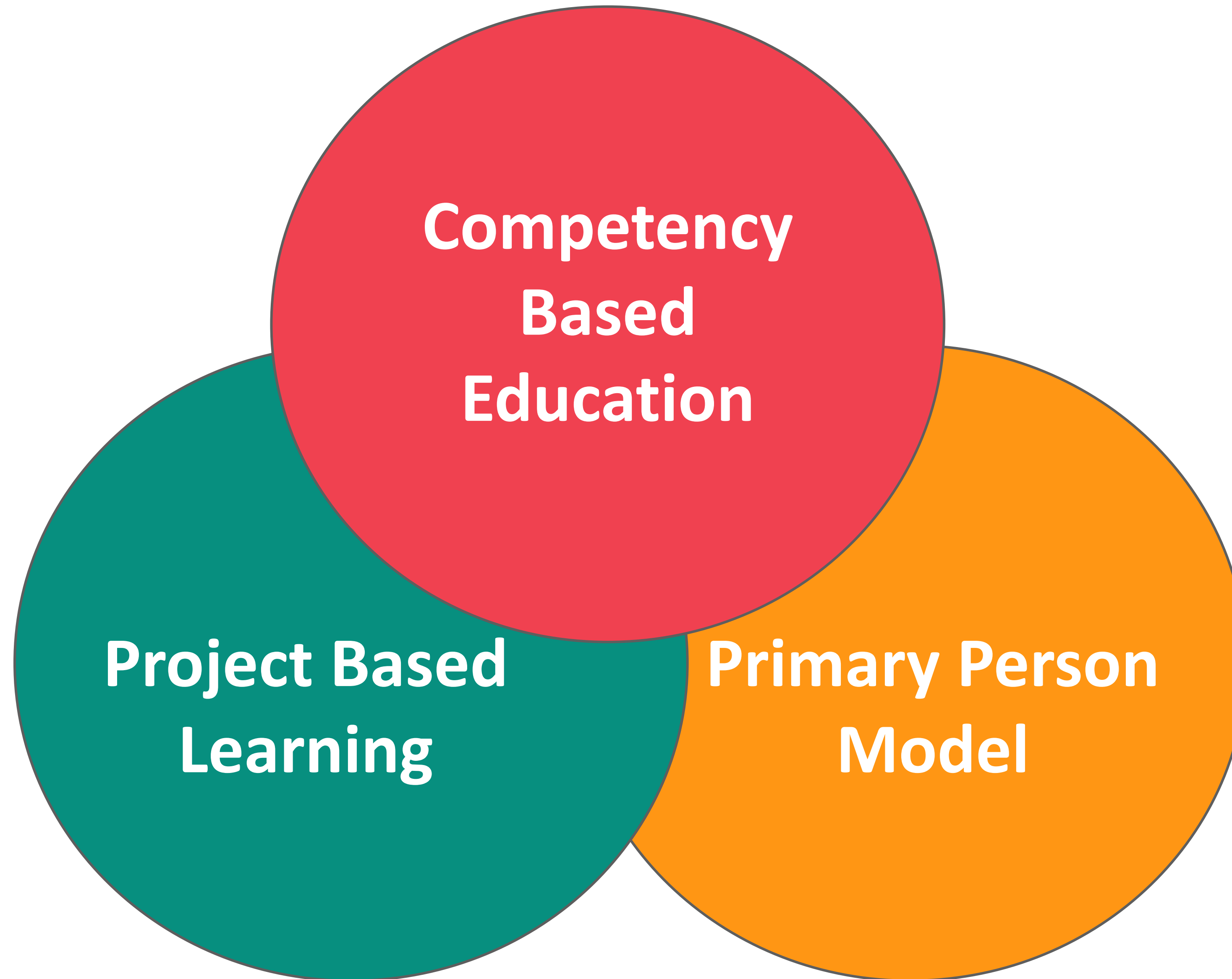
Investigate

Ask and refine a researchable question, design a valid experiment or inquiry and gather appropriate info to complete the inquiry.

Plan

Frame and clarify goals and make deliberate plans for how to achieve them. Seek and obtain feedback and assess progress, make adjustments, as needed, to achieve goals. Persevere in the face of difficulty to search for multiple solutions.

Springpoint: Implementing CBE+ PBL with School Teams



Why Building 21?

We believe that nurturing relationships, encouraging passion, and developing agency allows students to impact their today, their future, and the world around them.

We are reimagining education to meet the needs of all learners by personalizing learning and rethinking instruction and assessment. Building 21 operates two competency-based high schools and support schools and districts to implement Competency-Based and Project-Based learning.



The Building Blocks

With strong relationships as the foundation, students are supported and challenged as they master the competencies through real-world, relevant learning opportunities, discover their passions, and design their own personalized pathway into the postsecondary world.

**PERSONAL LEARNING
PATHWAY**

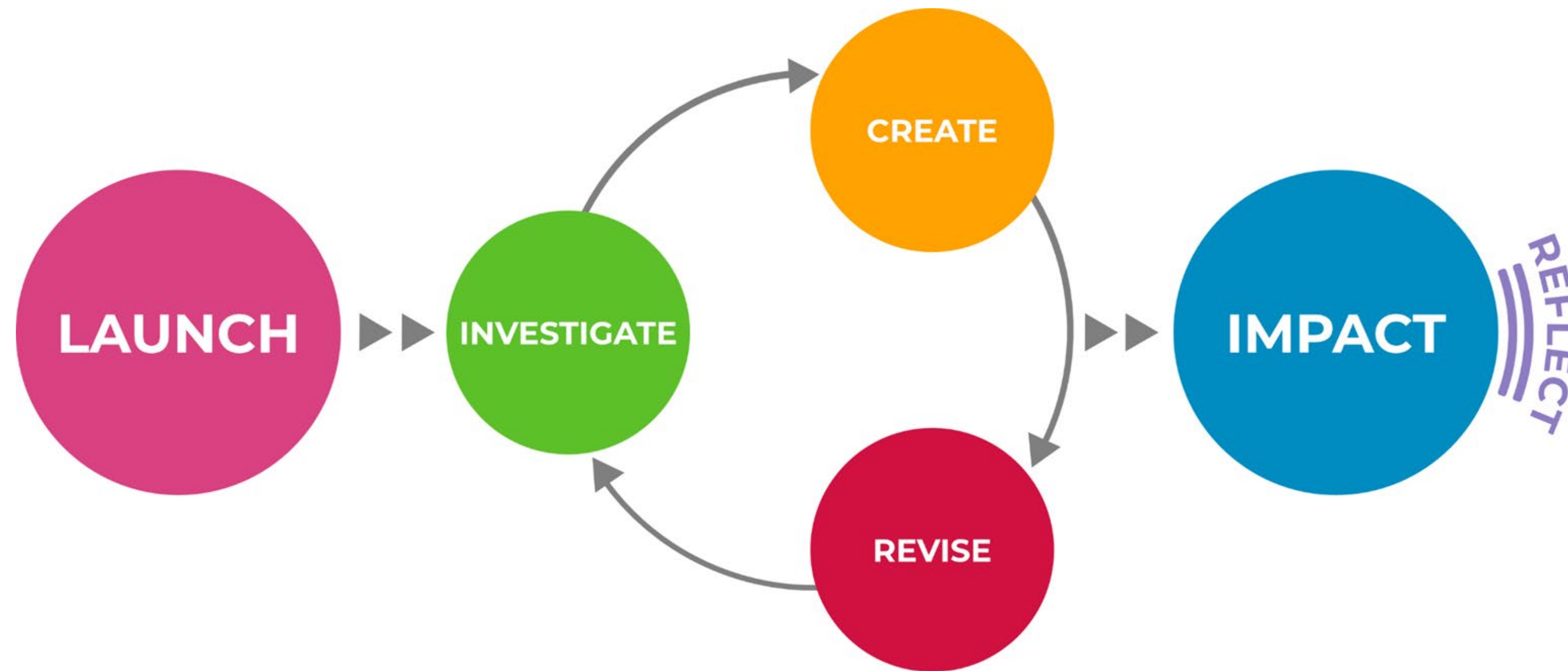
PASSION-BASED LEARNING

**PROBLEM/PROJECT BASED
LEARNING**

**COMPETENCY-BASED
INSTRUCTION AND
ASSESSMENT**

RELATIONSHIPS

The Studio Design Cycle



LAUNCH

Access prior knowledge. Develop shared understanding. Know the problem frame and the competencies in this studio.

INVESTIGATE

Ask important questions. Consider potential topics. Research and analyze texts and other resources. Formulate a main idea, hypothesis, or solution.

CREATE

Demonstration learning through a performance task.

REVISE

Get feedback. Revise and edit the task.

IMPACT

Demonstrate learning by implementing the task in the world to impact an authentic audience or user.

REFLECT

Engage in a reflection process about themselves and their learning.

Equity

Student Engagement and Agency

Classroom Instruction

- ❖ Learner-centered
- ❖ Authentic work drives learning
- ❖ Emphasizes collaboration
- ❖ Teacher as facilitator
- ❖ Responsive and differentiated
- ❖ High cognitive demand
- ❖ Importance of metacognition

Classroom Assessment

- ❖ Authentic & performance-based
- ❖ Demonstrate learning multimodally
- ❖ Expectations are transparent
- ❖ Progress monitoring for individual learning goals
- ❖ Extends beyond disciplinary knowledge (e.g. SEL, other skills)

Systems Support

- ❖ Redefine student success
- ❖ Build capacity at teacher, school, district, & community levels
- ❖ Accountability for a balanced assessment system

Professional Learning

- ❖ Focus on mindset shifts
- ❖ Opportunities to experience the approach
- ❖ Need for reflection within a community of practice
- ❖ Supports deepening their relationships with students, leaders and each other

Meaningful and Authentic Learning

LER Project-Based Learning Resources

RESEARCH BRIEFS



Read summaries of peer-reviewed studies on the impact of PBL.



WHITE PAPERS



Deepen your understanding of PBL and what it takes to offer it to more students.



VIDEOS



Watch high-quality PBL.



CURRICULA

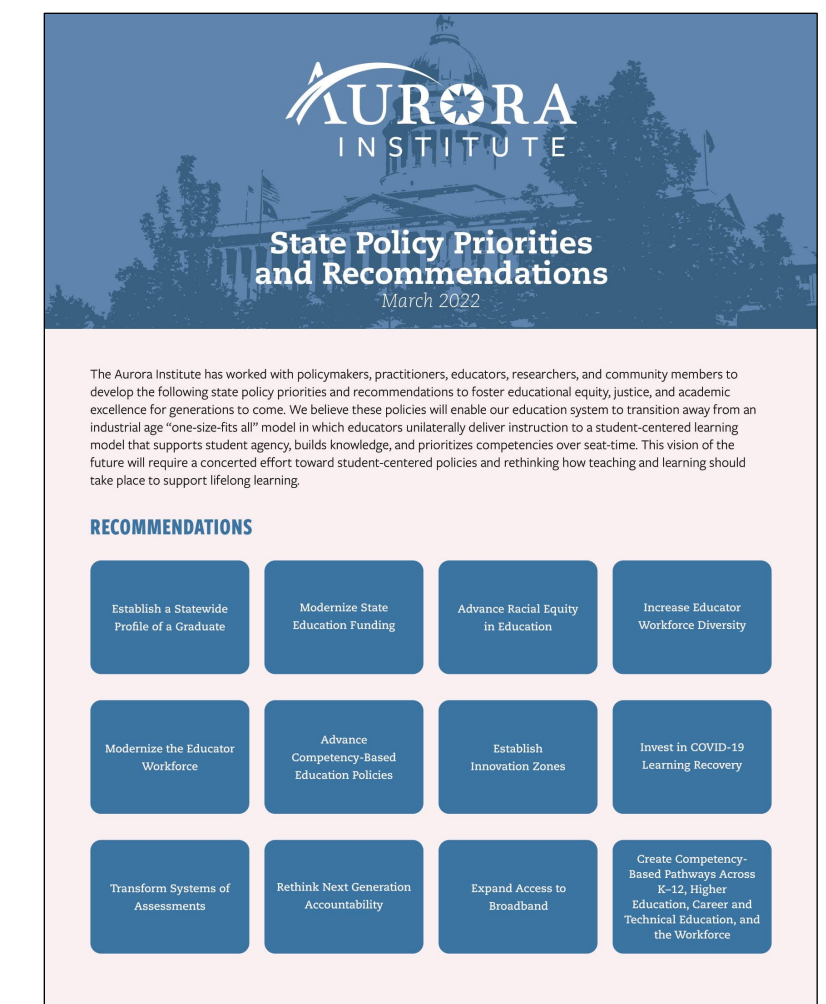
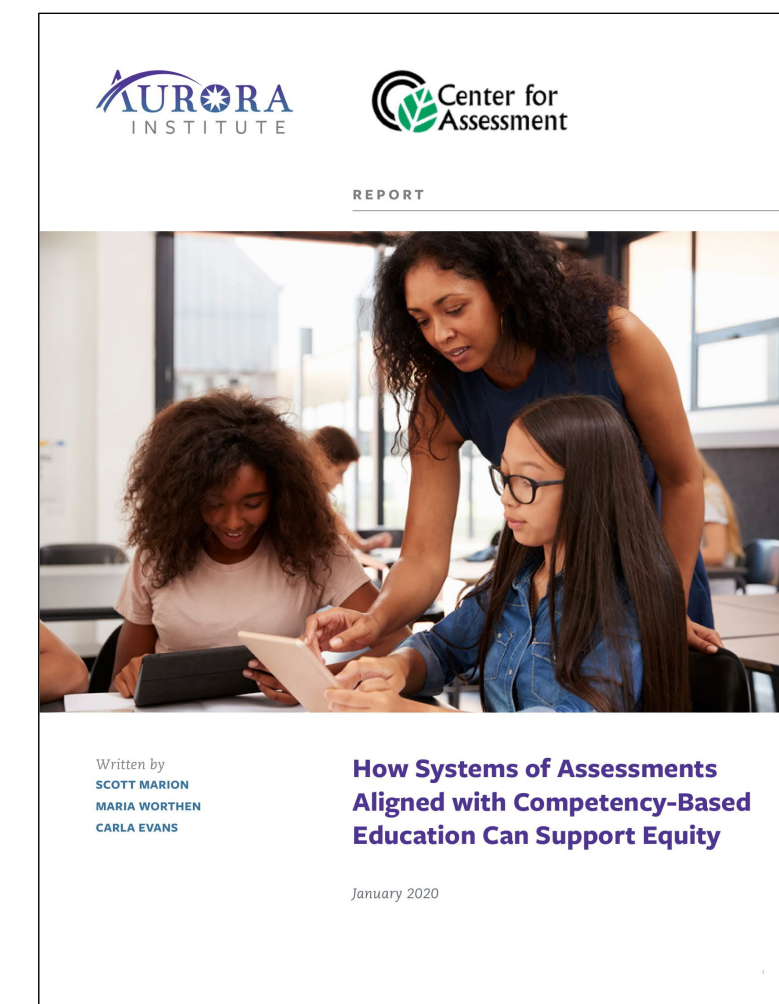
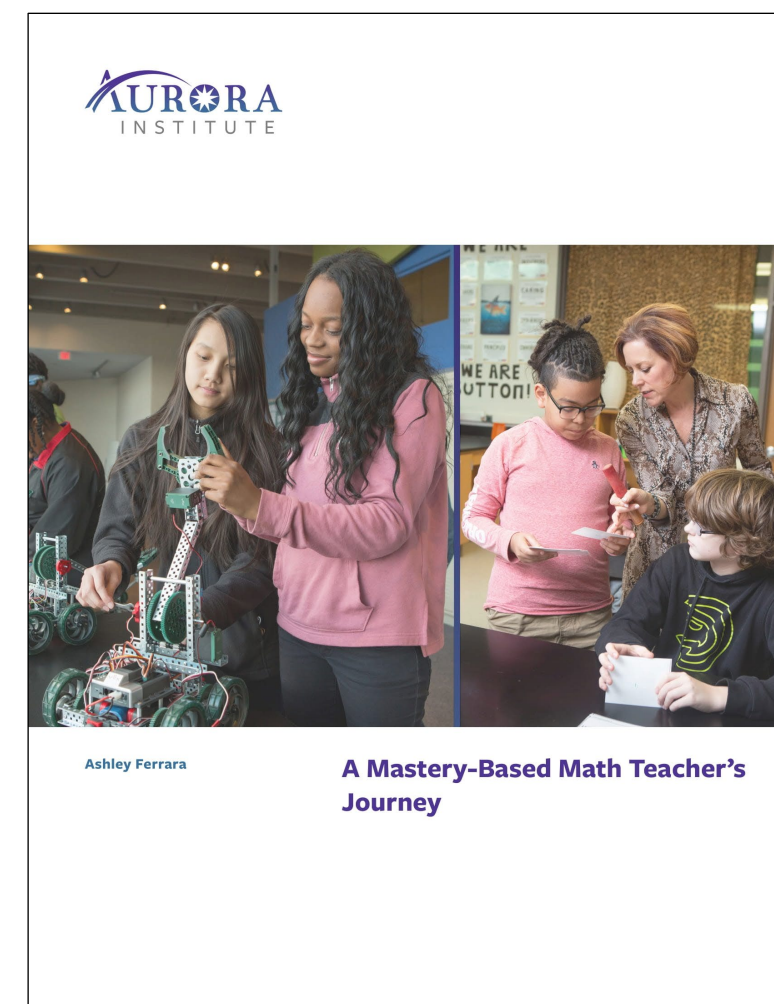
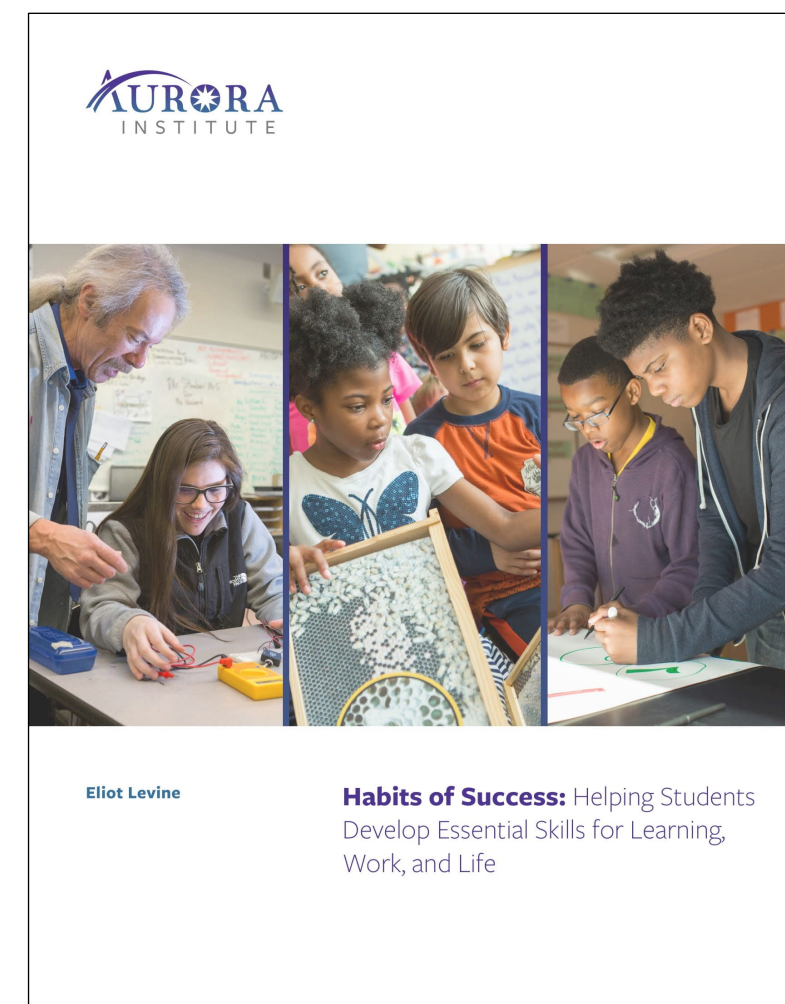
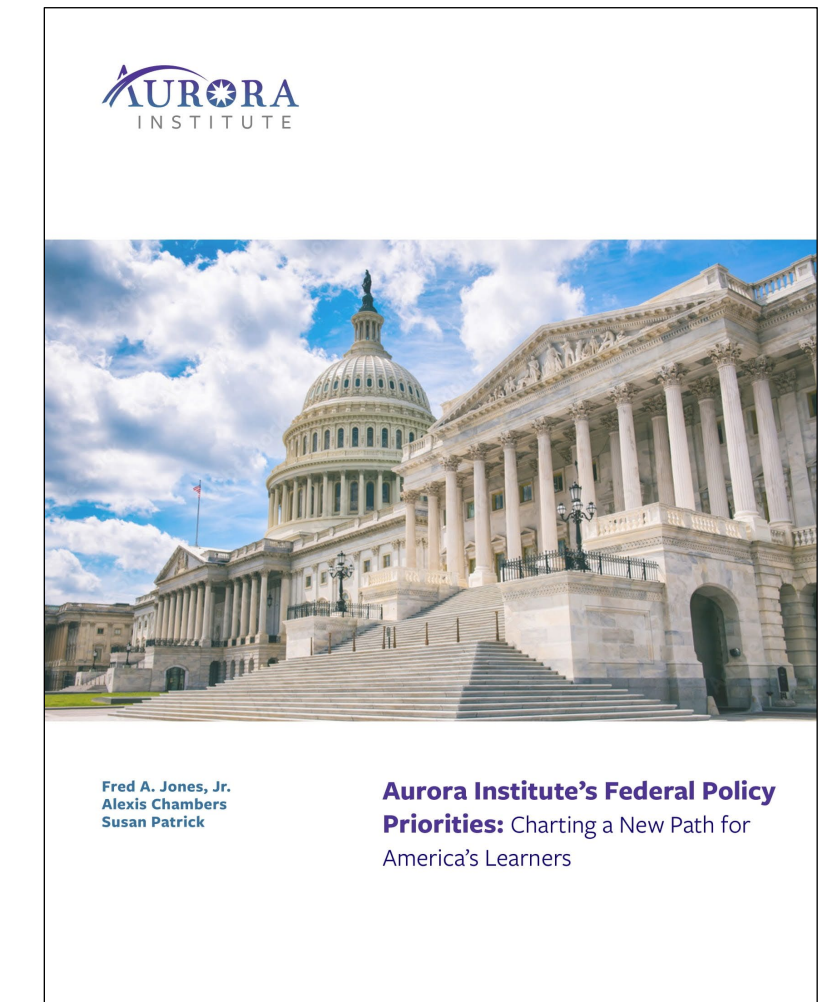
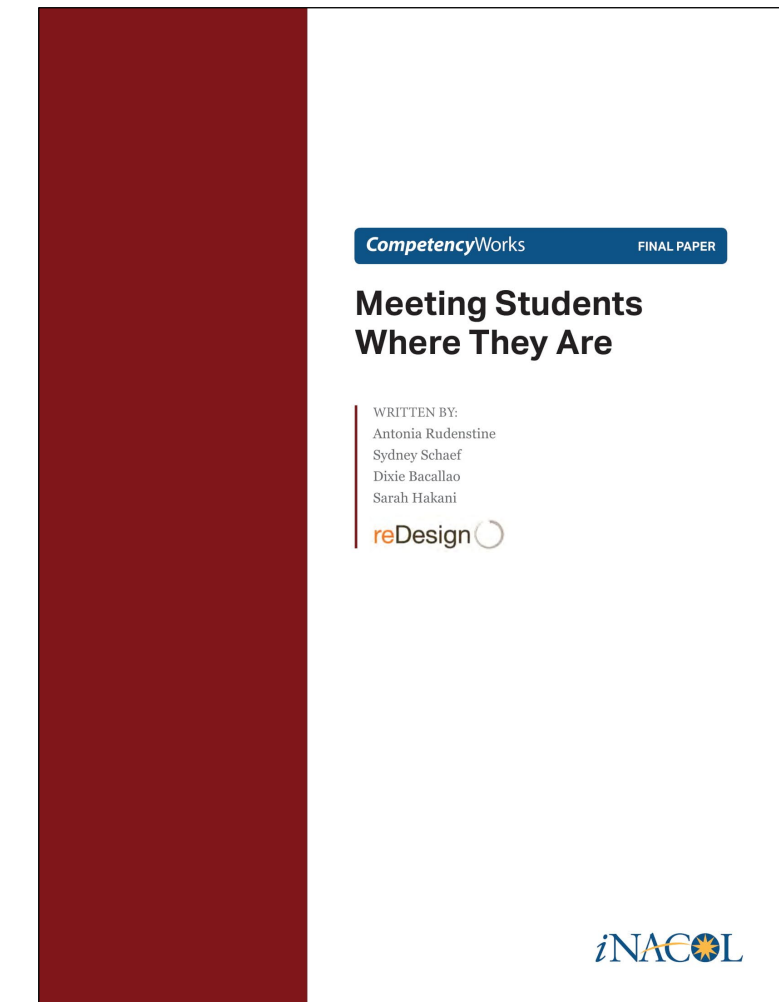
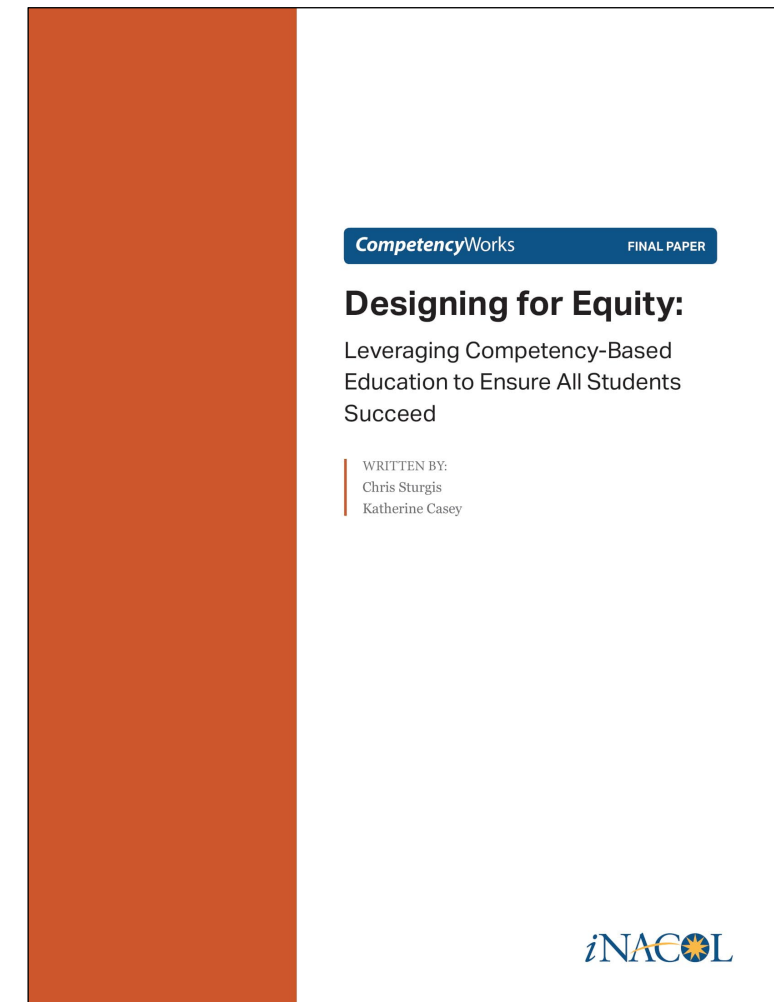
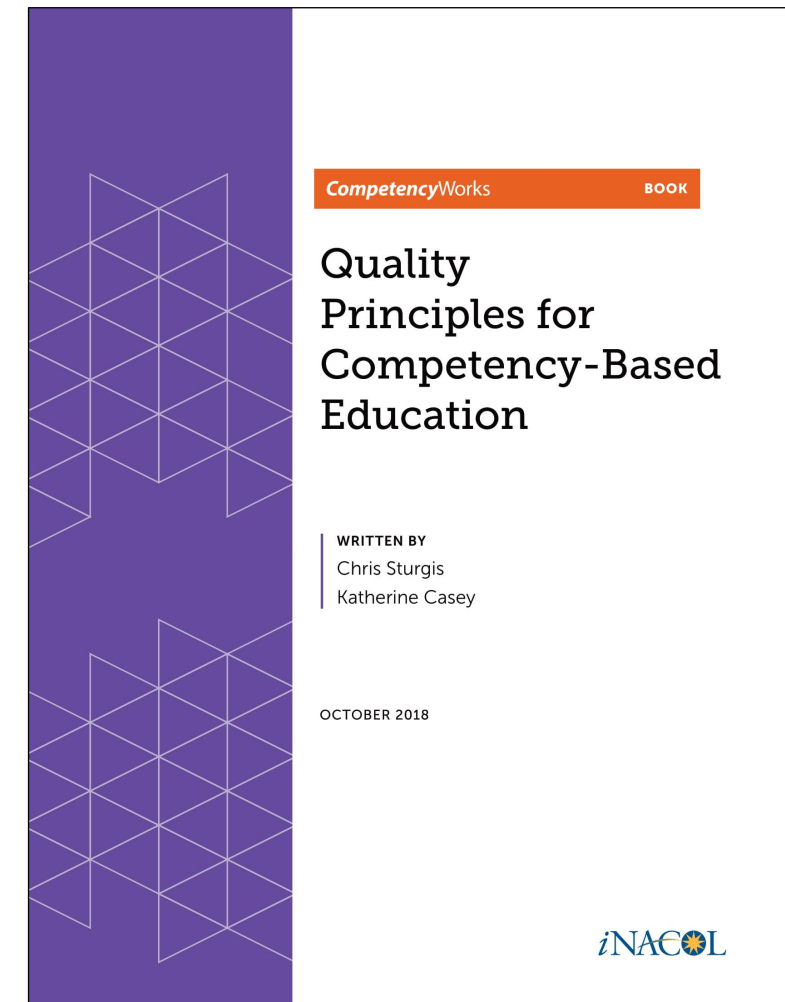
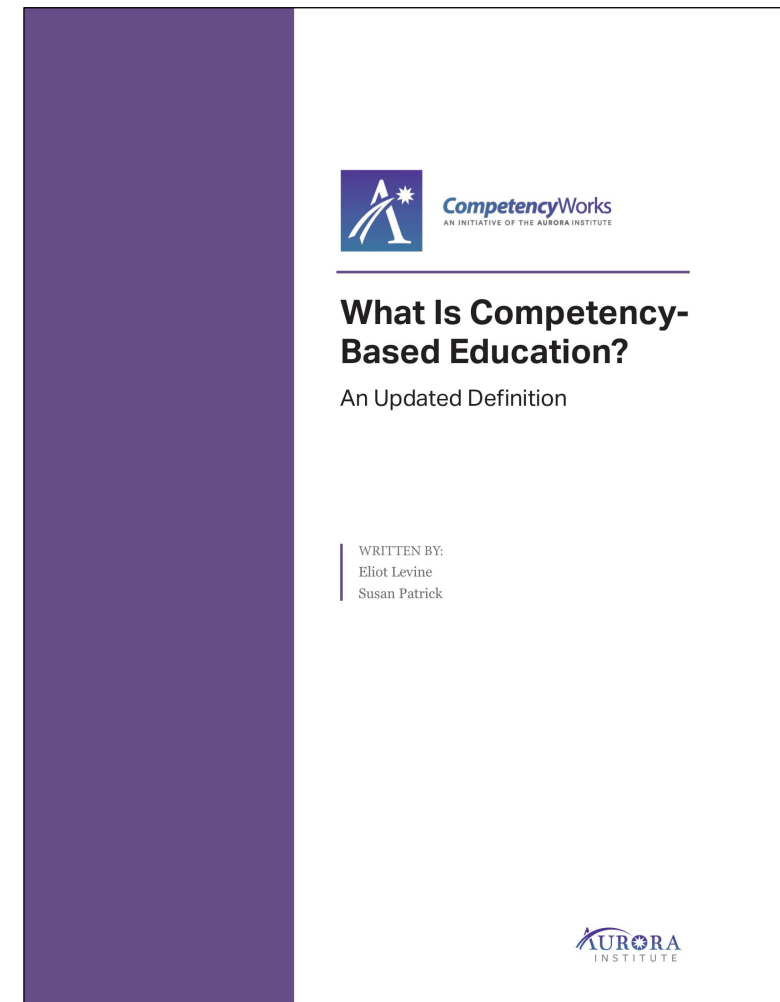


Access free PBL courses that may be used, replicated and adapted.



<https://www.lucasedresearch.org/docs/pbltoolkit>

Aurora Institute CBE Resources



Building 21 Resources

- [Building 21 Student Competencies and Continua](#)
- [Building 21 Teacher Competencies](#)
- [Studio Planner](#)
- [Studio Design Template](#)
- [Studio Design Feedback Checklist](#)
- [Platforms and Dashboards](#)

Breakout Rooms

Room A: What Does a CBE Project Look Like? How Can Teachers Get Started? How Do Students Experience Their Learning?

with Telsa Comunale, Breonna Allah, Heather Harlen,, Nathan Warner

Room B: Ideas for Shifting Policy; Specific Steps Needed to Implement in a School/District; Ideas for Outreach to the “Unconverted”

With Ayris Sanders, Christy Kingham, Eliot Levine



Quick Feedback

One-Minute Survey: <https://bit.ly/AuroraWebinar>



Stay Connected

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An invitation to join the two breakout rooms will appear on your screen. Choose the one you'd like to enter. (If you don't see the prompt, please note in the chat box which breakout room you want to join and we will admit you.)