



# Doing what works: Putting It All Together

Linda M. Kott, M.A.

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## About the Presenters...

"When you make a difference in the classroom, you make a difference. This motto has reflected the education consulting and training team of M. A. and C. Bobbi Hansen, Ed. D. for the past 15 years. With a years of teaching experience Kott and Hansen's programs have brought motivation, transformation and inspiration to schools and school districts



Canada, and Eastern Europe. Using the latest information to design specific programs to meet the client, they deliver workshops and trainings on based, curriculum-fueled classroom methods. They interactive programs based on planning and The 9 Best Practices, Project Learning, "Personalized" Instruction and Assessment with application tools and templates.



in the World!" Linda M. Kott, combined 60 information, throughout US, research-based needs of each standards- provide powerful implementing Differentiated, next day

"...No matter what task(s) they take on, their performance is always outstanding. They are exemplary teachers of educational leadership in all ways. They are teachers' teachers."

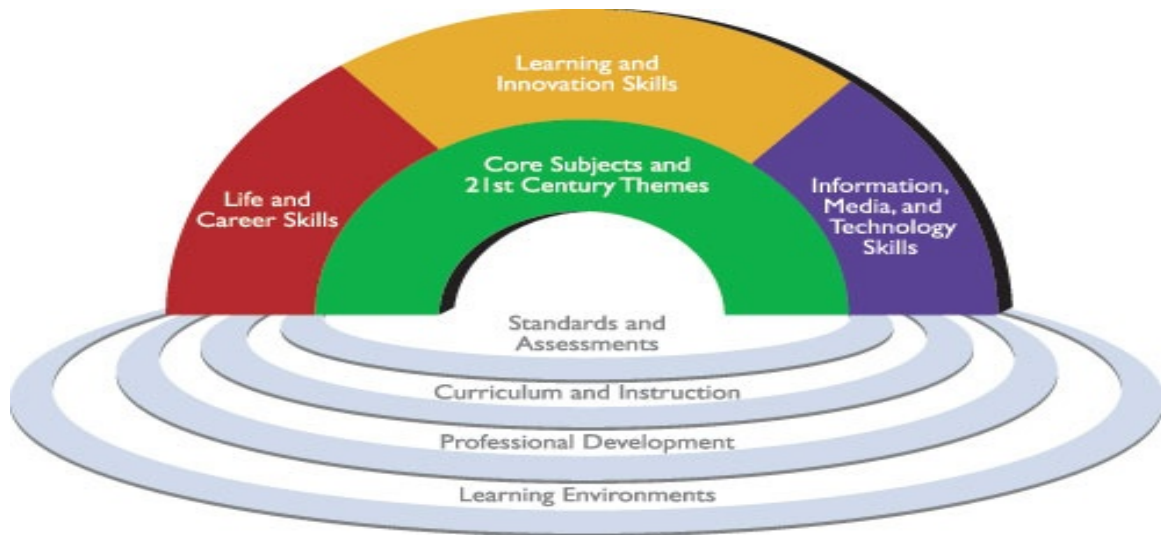
– James Roulsten,

Superintendent of MIRAS Schools, The Republic of Kazakhstan

**Linda M. Kott, M. A.** - President of Educating Concepts, an internationally recognized educator, trainer, speaker and author.

**Bobbi Hansen, Ed. D.** - Dr. Hansen, University of San Diego, is a nationally acclaimed workshop leader and presenter on cutting-edge research and educational strategies.

Contact Linda and Bobbi to design a program for your school or school district at **530-581-1226**.



from Partnership for 21<sup>st</sup> Century Skills

## How 21<sup>st</sup> Century Skills Are Fostered by Project Learning

Proponents of Project Learning are numerous and are influencing schools everywhere. For example, The George Lucas Educational Foundation @ [www.gelf.org](http://www.gelf.org) or [www.edutopia.org](http://www.edutopia.org), website offers Instructional Module for “Project-Based Learning” and lists the following as to **Why** PBL is important:

1. Project-based learning helps students develop skills for living in a knowledge-based, highly technological society.
2. Project-based learning and the use of technology bring a new relevance to the learning at hand.
3. Project-based learning lends itself to authentic assessment.
4. Project-based learning promotes lifelong learning.
5. Project-based learning accommodates students with varying learning styles and differences.
6. Research supports project-based education.

## Example: A Project Experience – Day 1

“Even after 10 years, I still have my “travel scrapbook” and found myself going through it for ideas before Chris and I went to Europe on our honeymoon. That was the greatest project and I learned so much.”  
--Shannon Archambault Quinn, former 7<sup>th</sup> grade student, NTMS, Tahoe City, CA

A Middle School CORE (English/Language Art & Social Studies) End of Year Project

### Let's Take a Trip

Welcome to Mrs. Smith's seventh grade class. Today the teacher has prepared a surprise introductory lesson to “hook” her seventh grade students on a 3 week project to be followed by a week of student presentations to demonstrate all the students have learned, applied, and produced in a project titled **Let's Take a Trip**.

(During the school year the students have studied the ancient Greeks and Romans, the Middle Ages and the Renaissance periods in the Social Studies portion of CORE. In English/Language Arts students read myths, studied the Hero's Journey, and the teacher read King Arthur to the students for reflection and journaling. While teaching grammar, letter format and creative writing, students developed confidence in their abilities to express themselves and to write well.)

Today, the teacher stands outside her classroom door in an airline attendant attire and welcomes her students and asks them to come onboard. **“Welcome to room 27, boys and girls. Let's Take a Trip!”**

The room is set up with learning centers in each corner of the room and decorated with dramatic travel posters depicting cities and sites of places people long to see.

- (1) an art/music center- art books, a myriad of art supplies/materials, CD player with ethnic music, work tables & chairs, etc.
- (2) a travel agency center- maps, brochures, travel guides, newspaper travel sections, currency, weather and time zone charts, etc.
- (3) a technology center- a bank of computers, a shared printer, a calculator, video/DVD players, tape recorder, etc.
- (4) a library center- reference books, almanacs, encyclopedias, foreign language translation books, cook books, story and picture books about countries covered in social studies this year

Today the students will learn about “The Power of the Passport” and the students will fill out an application, have a picture taken, and work in small groups using KWL charts to discuss where they have traveled and where they would like to go if someone said, **Let's Take a Trip**. After the group shares out their discussion findings, the teacher will present a map review of all the countries studied during the school year, ancient and modern-day, as students locate and color code them on individual maps. As homework the students are to discuss travel with their parents/caregivers. Each student leaves class with a 5 X 8 card with the following:

### Let's Take a Trip

#### Student Class Project for seventh grade CORE

John/Mary has been given \$2,500.00 to spend on 3 weeks of travel to any or all of the countries we have studied in social studies this year. He/she may travel alone or with another classmate. The week after he/she returns, you will be invited to room 27 for a presentation and celebration of the adventure. John/Mary will receive a grade for meeting the project requirements and for participating in the class presentations.

**Project Planner for Instruction**

Grade Level:

Date:

Subject:

Time Frame:

Project Title:

**Step 1. Project Purpose**

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**Step 2. Standards**

What should students know (facts), understand (concepts), and be able to do (skills)?

Minnesota Academic Standards for Language Arts

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Minnesota Academic Standards for Social Studies

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Minnesota Academic Standards for Science

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Minnesota Academic Standards for Mathematics

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Minnesota Academic Standards for (others)

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### **Step 3. Assessment Tools**

What student products or performances will provide evidence of desired learnings?

\_\_\_\_\_ Test/quiz

\_\_\_\_\_ Create a Video

\_\_\_\_\_ Write an Essay

\_\_\_\_\_ Written report

\_\_\_\_\_ Power Point presentation

\_\_\_\_\_ Create a Scrapbook

\_\_\_\_\_ Portfolio

\_\_\_\_\_ Create a Timeline

\_\_\_\_\_ Illustrate/Write a book

\_\_\_\_\_ Log/Journal/Diary

\_\_\_\_\_ Design a Game

\_\_\_\_\_ Develop/Administer a test

\_\_\_\_\_ Make a Model

\_\_\_\_\_ Teach a Lesson

\_\_\_\_\_ Design a simulation

\_\_\_\_\_ Create a Plan

\_\_\_\_\_ Drama/Role Play

\_\_\_\_\_ Lead a debate

\_\_\_\_\_ Make a Mural

\_\_\_\_\_ Develop an exhibit

\_\_\_\_\_ Puppet/play presentation

(Other) \_\_\_\_\_

(Other) \_\_\_\_\_

(Other) \_\_\_\_\_

### **Ideas and Considerations for Alternative Assessment and Evaluation Formats...**

By Teacher:

By Peer:

By Self:

## Step 4. Accounting for Individual Differences

**Readiness Differentiation:** current knowledge, understanding, and skill with the task at hand. Is the task too hard, too easy, or appropriately challenging for the learner.

**Names:** \_\_\_\_\_ **Strategies** \_\_\_\_\_

**Interest Differentiation:** what captures the attention and commitment of the learner. Interest ignites motivation, enhancing the student's chance of success.

**Names** \_\_\_\_\_ **Strategies** \_\_\_\_\_

**Learning Profile Differentiation:** traits and factors that affect how a student learns. Consists of gender, culture, neurological wiring, and environmental needs. A learning profile is an effective tool for planning.

**Names** \_\_\_\_\_ **Strategies** \_\_\_\_\_

## Step 5. Personalizing Learning for Students with Special Needs

**Attention to English Learners: special books, videos/audios, small group activities**

**Names** \_\_\_\_\_ **Strategies** \_\_\_\_\_

**Attention to students with special needs including those who are gifted or talented:**

**Names** \_\_\_\_\_ **Strategies** \_\_\_\_\_

## Step 6. Using the 9 Best Practices

What “best practice” teaching strategies will be used to assist students to make sense of the information?  
Identify the practice and explain its use.

<b>Identifying Similarities and Differences</b>	<b>Generating and Testing Hypotheses</b>	<b>Summarizing and Note-taking</b>
<input type="checkbox"/> Comparing  <input type="checkbox"/> Classifying  <input type="checkbox"/> Metaphors/Analogies	<input type="checkbox"/> Decision Making  <input type="checkbox"/> Inquiry  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Investigation	<input type="checkbox"/> Reciprocal Teaching  <input type="checkbox"/> Journaling  <input type="checkbox"/> Quick writes  <input type="checkbox"/> Webbing
<b>Cues, Questions and Advance Organizers</b>	<b>Non-Linguistic Representations</b>	<b>Reinforcing Effort and Providing Recognition</b>
<input type="checkbox"/> Think-Pair-Share  <input type="checkbox"/> Concept Attainment (yes/no)  <input type="checkbox"/> Circle talk  <input type="checkbox"/> Panel of Experts  <input type="checkbox"/> Higher Order Thinking	<input type="checkbox"/> Graphic Organizers  <input type="checkbox"/> Physical Models  <input type="checkbox"/> Mental Models  <input type="checkbox"/> Drawing Pictures  <input type="checkbox"/> Kinesthetic Activity	<b>Homework and Practice</b>
<b>Cooperative Learning</b>	<input type="checkbox"/> Realia  <input type="checkbox"/> Charts/Graphs  <input type="checkbox"/> Video	<b>Setting Objectives and Providing Feedback</b>
<input type="checkbox"/> Jigsaw  <input type="checkbox"/> Think-pair-share  <input type="checkbox"/> Other groups		<input type="checkbox"/> Goal Setting  <input type="checkbox"/> Providing feedback

# Teacher's Project Planner

What Hook/Anticipatory Set?

## What Materials?

Books at all reading and interest levels

Computers/Technology

Other media (video/audio/film/camera, etc)

Classroom Environment/Walls & Displays

Art/Music/Supplies

Room Arrangement/Learning Centers

Seating/Student groupings

## Other Resources

Internet Groups/Project support groups

Field Trip

Guest Speakers/Experts

Parent Involvement

Presentations

Other \_\_\_\_\_

Other \_\_\_\_\_

**Write summary statement of each lesson in Project (Lesson plans as required)**

DAY/DATE

SUMMARY

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.S