

# THE PROJECT-BASED LEARNING CONTINUUM

## STAGE ONE

Teacher designs project

Project is a supplement to the curriculum

- a lesson
- one part of whole

Teacher predetermines product, outcome, and assessment

Single-disciplined

Real-world impact is incidental

All project work fits within class period

Student creativity involved, but little

student choice allowed

Teacher acts as director of instruction

## STAGE TWO

Teacher designs project

Project is integrated into the curriculum

- a unit
- larger part of whole

Students are given choices regarding process and product within the parameters set by the teacher

May cross disciplines

Some resources are found outside the classroom

Real-world impact built-in

Teacher acts as director of activities

## STAGE THREE

Teacher designs the essential question, focus, and goals

Teacher aligns project(s) with the standards

Project spans the length of the class (quarter, trimester, semester)

- is basis of the curriculum
- is the whole of the curriculum

Crosses multiple disciplines and, most likely, includes multiple planners (teachers) from different disciplines

Students design projects

Definite real-world impact

Work is constructivist

Authentic assessment using multiple assessment targets

A large portion of project work may take place out of the building

Work is complex

Teacher acts as facilitator

## STAGE FOUR

Teacher (whole staff) designs infrastructure (project proposals, time logs, journal reviews, etc.)

Project is the basis of the whole-school program

Students design projects

Students design essential question, focus, and goals

Students align projects with standards

Real-world impact is an inherent component

Work is constructivist

Authentic assessment with students choosing assessment target

Much work takes place out of the building

Not discipline-based

Work is rigorous

Work is complex

Teacher acts as facilitator and advisor

