# PBL SCHOOL RUBRIC

| Essential Element of a PBL School | Beginning PBL School *School leaders have begun taking steps to establish the culture and practices that support PBL, but important challenges remain to be addressed.* | Needs Further Development *School leaders have taken some steps to establish the culture and practices that support PBL, but the school still has some areas for growth.* | Promotes and Sustains Best Practices of a PBL School *School leaders have established the culture and practices that support PBL across the school.* |
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| **Significant Content** | ▶ The school leadership has a general vision for implementing PBL, but has not established a PBL Implementation Plan to clarify the vision, craft goals, and outline actions to sustain PBL. Training is in progress, but teachers are not clear about "next steps," how they will be supported, or how the various initiatives are linked. <br><br> ▶ Some teachers are beginning to implement PBL. <br><br> ▶ Teachers are developing awareness of how to use the 8 Essential Elements to define quality project design. Teachers are beginning to transition to main course projects that meet the 8 Essential Elements. | ▶ The school leadership has developed a PBL Implementation Plan. However, some stakeholders lack understanding of the plan and how PBL and other initiatives are mutually supportive. The plan may focus on too few, too many, or less important actions and staff is experiencing difficulty executing aspects of the plan. <br><br> ▶ PBL is a method of instruction in most of the targeted content areas as defined in the PBL Implementation Plan. <br><br> ▶ Most teachers use the 8 Essential Elements to define quality project design. Most projects are main course projects that meet the 8 Essential Elements. | ▶ The school leadership has developed a PBL Implementation Plan to realize the articulated vision, meet achievement goals, and sustain PBL. All stakeholders show an understanding of the plan and how PBL and other initiatives are mutually supportive. Staff is experiencing success in executing the plan and maintains a focus on student learning. <br><br> ▶ PBL is a method of instruction in all of the targeted content areas as defined in the PBL Implementation Plan. <br><br> ▶ All teachers use the 8 Essential Elements to define quality project design. All projects are main course projects that meet the 8 Essential Elements. |
| **21st Century Competencies** | ▶ School leadership does not explicitly promote, recognize, and model the use of the 4 C's. <br><br> ▶ There are few opportunities for staff to demonstrate the 4 C's: <br><br> • *Communication:* Although there may be a feeling of collegiality among some staff members, staff would benefit from the development of norms to build trust and ensure balanced participation during meetings. <br><br> • *Collaboration:* Although it is more commonplace for teachers to work in isolation, staff is beginning to work in collaborative teams that employ the skills of all group members. <br><br> • *Critical Thinking:* Staff may explore simple problems, but is not afforded opportunities to think critically to analyze complex problems related to PBL implementation and effectiveness for student learning. <br><br> • *Creativity & Innovation:* Staff may lack clarity about how they can go about putting a new idea into practice. (There may be a feeling that too much "red tape" exists or that staff members do not have the authority to truly innovate.) | ▶ School leadership is beginning to promote, recognize, and model the use of 4 C's. <br><br> ▶ There are some opportunities for staff to demonstrate the 4 C's: <br><br> • *Communication:* Staff has established norms to build trust and ensure balanced participation during meetings; staff is beginning to practice effective communication; norms are usually, but not consistently honored. <br><br> • *Collaboration:* Most staff work in collaborative teams that employ the skills of all group members. <br><br> • *Critical Thinking:* Staff is beginning to think critically to analyze complex problems related to PBL implementation and effectiveness for student learning, but does not consistently use reasoning to identify the best solution, nor use systems thinking to consider how the various components that make up the school system will be impacted by the proposed solution. <br><br> • *Creativity & Innovation:* Staff are beginning to create original ideas that have value and put new ideas into practice. | ▶ School leadership explicitly and consistently promotes, recognizes, and models the use of the 4 C's. <br><br> ▶ There are consistent opportunities for staff to demonstrate the 4 Cs: <br><br> • *Communication:* Staff uses agreed-upon norms to build trust and ensure balanced participation during meetings. Staff shares ideas, gives and receives feedback respectfully, listens actively, and communicates that other opinions are valued. <br><br> • *Collaboration:* All staff regularly work in collaborative teams (sometimes with external partners and the community at large) that employ the skills of all group members. <br><br> • *Critical Thinking:* Staff regularly think critically to analyze complex problems related to PBL implementation and effectiveness for student learning, use reasoning to identify the best solution, and use systems thinking to consider how the various components that make up the school system will be impacted by the proposed solution. <br><br> • *Creativity & Innovation:* Systems are in place that allow staff to innovate, and school culture encourages innovation. |

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| **In-Depth Inquiry** | ▶ Although pockets of teachers examine data and engage in inquiry regarding PBL practices and their effect on improving student learning, a true cycle of inquiry around PBL implementation does not occur in the school. | ▶ Staff engages in periodic inquiry regarding PBL practices and their effect on improving student learning. However, inquiry may not encompass the steps necessary to actually implement solutions and reflect upon results.<br>▶ Staff examines data periodically, but increasing the frequency and disaggregating data by groups of students to address gaps in achievement would help teachers refine their PBL practice and improve student learning. | ▶ Staff engages in a cycle of regular, ongoing, in-depth inquiry regarding PBL practices and their effect on improving student learning (posing questions, gathering and interpreting data, asking further questions, evaluating and implementing solutions to refine PBL practices, and reflecting upon results).<br>▶ Staff regularly examines data from project work (project checkpoints, culminating products, rubric scores, behavioral data, etc.) disaggregating data by subgroups to address achievement gaps. |
| **Driving Question** | ▶ Driving Questions are not used to frame the work of staff and stakeholders or to frame meetings (staff meetings, professional development sessions, parent meetings, etc.), which are generally structured to disseminate information. | ▶ Driving Questions are sometimes used to frame the work of staff and stakeholders and to frame meetings. However, the Driving Question may be more of a formality than a focus for collaborative inquiry and problem-solving. | ▶ Driving Questions are consistently used to frame the work of staff and stakeholders and to focus meetings on collaborative inquiry and problem-solving. |
| **Need to Know** | ▶ Although questions about PBL implementation surface during conversations between leaders and staff, clear mechanisms are not in place for the questions to be collected and addressed. | ▶ Some mechanisms are in place for teachers to identify questions they have about PBL implementation; leadership is beginning to practice framing professional development around what staff says it needs to know. | ▶ Regular mechanisms are in place for teachers to identify questions they have about PBL implementation; professional development is regularly framed around what staff says it needs to know. |
| **Voice and Choice** | ▶ Staff are provided few or no opportunities to express "voice and choice" on important matters related to PBL implementation. | ▶ Staff are provided some opportunities to express "voice and choice" on important matters related to PBL implementation. | ▶ Staff are provided significant opportunities to express "voice and choice" on important matters related to PBL implementation (goals, use of professional development time, resource allocation, project design, presentation of student work, etc.). |
| **Revision and Reflection** | ▶ Although staff who attended PBL 101 are familiar with the Critical Friends protocol, it and other revision and reflection protocols are not practiced at the school.<br>▶ Although leadership engages in informal reflection about the progress of PBL implementation, staff are not included and decisions are not made transparent; the absence of a PBL Implementation Plan creates a barrier for comprehensive reflection to occur. | ▶ Staff are beginning to use protocols to engage in revision and reflection.<br>▶ At key checkpoints, school leadership and staff engage in reflection about the aspects of PBL implementation that are yielding positive results and what needs to be refined; the reflection is not yet comprehensive because established goals are not used to ground the conversation or the reflection does not lead to an adjustment of plans. | ▶ Protocols are used regularly by staff to engage in revision and reflection (e.g., Critical Friends, Looking at Student Work, Post Project Reflection).<br>▶ At key checkpoints, school leadership and staff engage in thoughtful, comprehensive reflection about the aspects of PBL implementation that are yielding positive results and what needs to be refined to meet established goals. Plans are adjusted based on the results of reflection. |
| **Public Audience** | ▶ Data that illustrate successes and areas for growth resulting from PBL implementation are not shared with stakeholder groups.<br>▶ The school has not established a practice of presenting or exhibiting student work to audiences outside the school. | ▶ Data that illustrate successes resulting from PBL implementation are made transparent to some stakeholder groups; areas for growth and information are not presented in clear and timely fashion.<br>▶ The school is beginning to present or exhibit student work to audiences outside the school, but does not consistently provide opportunities for feedback. | ▶ Data that illustrate successes and areas for growth resulting from PBL implementation are made transparent to all stakeholder groups in a timely fashion (while the data is still relevant and helpful).<br>▶ The school regularly presents or exhibits student work to authentic audiences and seeks feedback from people from both within and outside the school. |