## Authentic Learning

**Real-world problem solving is the primary instructional approach.**

**Protocol 4. Action steps —project-based learning (PBL) GROUNDED IN STANDARDS**

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|  | | | Full  implementation |
| Explore | Lay groundwork | Begin implementation |
| Explore faculty views about professional learning needed across the school to support PBL, uncovering any concerns about using PBL as the primary mode of instruction. | Begin PBL training/coaching for EA leadership team, in-school coaches, and faculty members, especially unpacking the content standards and studying linkages among standards across content areas. Begin planning projects; conduct and reflect on at least one. | Conduct and reflect on PBL projects, including at least one cross-curricular project (see Protocol 5 below) and other single- or multiple-content area projects—altogether using PBL during at least 30% of instructional time. | Teachers skillfully collaborate with colleagues and students in using PBL as the primary instructional method for learning aligned with content standards. |

**Protocol 5. Action steps — pLACE-BASED, student-driven PROJECTS**

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|  | | | Full  implementation |
| Explore | Lay groundwork | Begin implementation |
| Begin study of student interests and potential local history, ecosystem, economic, or other aspects of the local community that could serve as focal points for student inquiry. | With input from students, begin making connections with community members to include in collaborative planning for a place-based PBL project. | Implement the planned place-based project and reflect on the experience. Start planning future projects with students and community members. | Community members are enthusiastic partners in student learning; faculty and students continue finding ways to make learning connections across the curriculum and in the community. |

**Protocol 6. Action steps — A culture of inquiry AND PROFESSIONAL GROWTH**

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|  | | | Full  implementation |
| Explore | Lay groundwork | Begin implementation |
| Explore parallels between student-driven, inquiry-based learning for students and teacher-driven, inquiry-based learning for teachers. | Teachers practice ways to frame questions that open doors to student inquiry. They also review their use of assessment to detect student learning needs and to frame questions about what they need to know to meet those needs. | Teachers use student data and research to address PBL project goals, gaining questioning skills and content/process knowledge along the way. Teachers apply an inquiry approach to authentic, performance-based assessment and their own professional learning. | A culture of inquiry drives professional learning, student content learning, and general problem solving, contributing to strong professional and student learning outcomes, as well as student and teacher empowerment. |