

# Project-Based Teaching: A Professional Learning Community

## Purpose

Project-Based Teaching (PBT) is a professional learning program developed by the Agency of Education (AOE). The focus of this program is to support school-based teams of teachers and school leaders with self-directed PLCs on Project-Based Learning. This document outlines the PBT program and includes registration information.

## Project-Based Teaching Overview

Project-Based Learning (PjBL) can support self-efficacy, student-directed learning, intrinsic motivation, and engagement, all of which have shown to be effective in beginning to close the opportunity gap (Boaler, 2002; Deutscher et al., 2021). Studies also continue to suggest that PjBL can support academic achievement and social emotional learning throughout students' K-12 experience (Krajcik et al., 2021; Saveedra et al., 2021). PBT provides opportunities for teachers to engage in job-embedded professional learning with a teacher leader and their PLC as they develop PjBL plans and apply them to practice.

PBT participants include teams of teachers with a Teacher Leader or leaders. The Teacher Leader(s) can be a fellow teacher or coach who has attended [Foundations of PjBL Cohorts A or B](#) (or something similar). Teams can include any educators who are interested in applying PjBL to practice. As this professional learning includes a job-embedded PLC led by the teacher leader(s), teams should teach at the same school or, if teaching across an SU/SD, have a clear and manageable plan to make regular PLC sessions accessible (e.g., standing meeting times, virtual sessions, etc.). PBT happens in three phases:

- **Phase I: PjBL Teacher Leader Seminar**  
The first phase of PBT is the Teacher Leader Seminar. This includes three ninety-minute sessions on supporting a shared understanding of and vision for PjBL among teams, maintaining a positive professional learning culture for PjBL PLCs, and developing clear and manageable goals for your PLC.
- **Phase II: Foundations of Project-Based Learning**  
The second phase targets teams' professional learning on fundamentals of PjBL through the AOE's [Foundations of Project-Based Learning](#) professional learning series. Teams and their Teacher Leader(s) will attend this five-session series to begin developing units and preparing to apply PjBL to practice.
- **Phase III: Project-Based Learning PLCs**  
The third phase is a self-directed PLC. Teams and their Teacher Leaders will finalize their unit and goals, deliver the PjBL unit to their students, and engage in regular PLC

## Contact Information:

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sessions to reflect on their process and refine their unit plan(s). This phase also includes check-ins with AOE PBT facilitators and culminates in a final debrief with PBT facilitators.



## Registration

If interested in participating in PBT, educators should assemble a team of colleagues and identify a Teacher Leader to attend the Teacher Leader Seminar. Teacher Leaders should also attend the Foundations of Project-Based Learning PL series with their teams. Meeting dates and times for the Teacher Leader Seminar are as follows:

- January 10th, 2022 at 4:00-5:30pm
- January 24th, 2022 at 4:00-5:30pm
- January 31st, 2022 at 4:00-5:30pm

[Please complete this form to register.](#)

## Recent Research on Project-Based Learning

[Rigorous Project-Based Learning is an Effective Lever for Student Success \(Research Brief\): Lucas Education Research](#)

[Project-Based Learning Boosts Student Achievement in AP Courses \(Research Brief\): Lucas Education Research](#)

[Project-Based Learning Leads to Gains in Science and Other Subjects in Middle School and Benefits All Learners \(Research Brief\): Lucas Education Research](#)

[Project-Based Learning Increases Science Achievement in Elementary Schools and Advances Social and Emotional Learning \(Research Brief\): Lucas Education Research](#)

[The Impact of Project-Based Learning on Social Studies and Literacy Learning in Low-Income Schools \(Research Brief\): Lucas Education Research](#)