

<p><b>1. What community event, project, assignment, unit, or assessment do you feel confident and excited about?</b></p>	<p><b>2. What is a community event, project, assignment, unit or assessment you would like to try in the near future?</b></p>
<p><b>What professional, personal, or secondary connections do I have that might be interested in this project? Who are my stakeholders? <i>Who do I know? Who needs to know? And who would care?</i></b></p>	<p><b>What professional, personal, or secondary connections do I have that might be interested in this project? Who are my stakeholders? <i>Who do I know? Who needs to know? And who would care?</i></b></p>

<p><b>3. What are the strengths of your students' community or the community in which you work?</b></p>	<p><b>4. What are the struggles/needs of your students' community or the community in which you work?</b></p>
<p><b>What professional, personal, or secondary connections do I have that might be interested in this project? Who are my stakeholders?</b>  <i>Who do I know? Who needs to know? And who would care?</i></p>	<p><b>What professional, personal, or secondary connections do I have that might be interested in this project? Who are my stakeholders?</b>  <i>Who do I know? Who needs to know? And who would care?</i></p>

<b>Connection to standards / Scaffolding</b>	<b>Community involvement</b>	<b>Time for Teacher Collaboration &amp; Reflection</b>
<p>What standards do I need to reach this year?            What standards do we most need to practice in order to be ready for testing?            What standards / skills do students need extra support with?            What skills will my students need to be successful during and after high school?</p>	<p>What professional, personal, or secondary connections do I have that might be interested in this project? Who are my stakeholders?  <i>Who do I know? Who needs to know? And who would care?</i></p>	<p>When will I make space to reflect on the project before / during / after?            How do I reflect most meaningfully?            Who can I ask for feedback about the process / event?            Who could I reach out to for help?            What other content areas would connect well with the project?</p>

## PBL THOUGHT FORMULA

Public Displays of Learning	Creative / Challenging Artifacts	Student Ownership	Time for Students to Work
<p>What times of day are best for a public display of learning (during class time / after school / evening)?</p> <p>What spaces can be used for this event?</p> <p>What areas will I need help with?</p> <p>Who can I ask for help?</p> <p>Who will I invite and how?</p>	<p>In what ways can students demonstrate authentic writing / reading / voice?</p> <p>What kinds of activities do I feel confident doing with students?</p> <p>What kinds of activities engage my students most?</p> <p>How can I provide learning experience for diverse learners?</p>	<p>What do my students care about?</p> <p>How do they like to communicate?</p> <p>How do they like to share what they have learned?</p> <p>When are my students most excited about learning?</p> <p>How can my students become agents of change in their community?</p>	<p>Do students have any shared class time (study halls, advisory, etc.)?</p> <p>Are there other teachers who might be willing to collaborate with me on this project?</p> <p>Are there are teachers willing to swap class time?</p> <p>How will I provide time for feedback and revision?</p>

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<p>What times of day are best for a public display of learning (during class time / after school / evening)?</p> <p>What spaces can be used for this event?</p> <p>What areas will I need help with?</p> <p>Who can I ask for help?</p> <p>Who will I invite and how?</p>	<p>In what ways can students demonstrate authentic writing / reading / voice?</p> <p>What kinds of activities do I feel confident doing with students?</p> <p>What kinds of activities engage my students most?</p> <p>How can I provide learning experience for diverse learners?</p>	<p>What do my students care about?</p> <p>How do they like to communicate?</p> <p>How do they like to share what they have learned?</p> <p>When are my students most excited about learning?</p> <p>How can my students become agents of change in their community?</p>	<p>Do students have any shared class time (study halls, advisory, etc.)?</p> <p>Are there other teachers who might be willing to collaborate with me on this project?</p> <p>Are there are teachers willing to swap class time?</p> <p>How will I provide time for feedback and revision?</p>
<b>2017-2018 Academic Year</b>			
<p>-Game Changer Book Clubs</p> <p>-Game Changer Networking Event</p> <p>-Game Changer Award Ceremony</p>	<p>-Displaying a digital argument, tri-fold and elevator pitch at the Game Changer Award Ceremony</p>	<p>-Students selected which individual or organization to research and argue is the strongest Cleveland, based Game Changer.</p>	<p>-Work within humanities classes during the day</p>
<b>2018-2019 Academic Year</b>			
<p>Each content area will own a public display / share out within classes. The culmination will be a final public display at end of year to showcase the service element and learning that led to the service.</p>	<p>We began this year by grounding each element of the project in a content area, so the teachers of that content area could take ownership of authentic work for students that connected to their standards. The current draft includes these project elements:                      History = Annotated Bibliography (research)                      Math = Proving problem (data analysis)                      English = Research paper                      Science = Scientific method / hypothesis on how to solve problem                      Theology = service / reflection / display of learning</p>	<p>Rather than limiting student choice to creating a rubric and choosing a Game Changer, this year students:</p> <ol style="list-style-type: none"> <li>1. Choose the “problem” they are interested in</li> <li>2. Identify people in our city who are helping with this problem</li> <li>3. Interact with / interview these “game changers”</li> <li>4. Select a way that they want to help fix this problem, and act on it, therefore becoming Game Changers themselves</li> </ol>	<p>We are lucky to give given a common grade-level meeting time and ample space in a new building for any meetings / events</p>

Connection to standards / Scaffolding	Community involvement	Time for Teacher Collaboration & Reflection
<p>What standards do I need to reach this year?            What standards do we most need to practice in order to be ready for testing?            What standards / skills do students need extra support with?            What skills will my students need to be successful during and after high school?</p>	<p>What professional, personal, or secondary connections do I have that might be interested in this project?            Who are my stakeholders?  <i>Who do I know? Who needs to know? And who would care?</i></p>	<p>When will I make space to reflect on the project before / during / after?            How do I reflect most meaningfully?            Who can I ask for feedback about the process / event?            Who could I reach out to for help?            What other content areas would connect well with the project?</p>
<b>2017-2018 Academic Year</b>		
<p>-Strong use of English standards.</p>	<p>-Invited community members to participate in the Game Changer Book Club.             -Invited community members and organizations to participate in the Game Changer networking event.             -Invited community members to attend Game Changer Award Ceremony.</p>	<p>-Teacher reflection and planning occurred within the 9th grade team and among the English teachers.</p>
<b>2018-2019 Academic Year</b>		
<p>Last year much of the project standards lived in the humanities, and this year we are looking to diversify this experience so that this truly becomes an interdisciplinary project hitting diverse standards and allows students to use analytical thinking processes from all subjects.</p>	<p>While we will be tagging our own connections (such as City Council Rep / police officers, etc.), we will also lean on students for guidance on who they want to research and reach out to. Providing connections to students during research time will be integral.</p>	<p>Each teacher will be building in reflection time during their specific portion of the project, and will culminate in a final reflection that encompasses the entire experience. Students will also be providing feedback on the overall process to help us to tighten up the experience for next year.</p>