

# DIRECTIONS FOR THE PROBLEM-BASED LEARNING ACTIVITY

West Virginia Institute for 21<sup>st</sup> Century Leadership

## **Segment I—Getting Organized/Understand the Problem** Saturday—9:15-10:30 **(Work by Table Group)**

As you begin the Problem-Based Learning Activity, you will need to organize your group. The following steps will optimize your group for efficient, effective work.

- 🍎 **Assign Cooperative Learning Roles**—Table tents have been provided that identify the cooperative learning roles for the PBL activity. Review the roles and responsibilities listed on each card. Give some thought to the role that is the “best fit” for your skills. Share this information with group members to reach agreement on role assignments. Once roles have been determined give each member the folded table tent for the assigned role. Refer to the roles and responsibilities through out the day as needed to complete your tasks.

Note: There are four role assignments. For groups of more than four, please assign two members to the position of resource/information liaison.

- 🍎 **Review the Process Rubric**—The process rubric provides a clear vision of the targets to guide your learning in the PBL activity. Review the rubric to familiarize yourself with the targets that describe the expected group performance. This rubric will also be used in Segment IX as a self-assessment tool.

Note: Descriptors on the left side of the rubric are indicators of high quality work performance. Therefore, selection of these descriptors and follow through with work that meets the expectations of the descriptors will likely deepen your understanding of leadership and set the stage for application of your learning.

- 🍎 **Read and Discuss the Problem Scenario**—The problem scenario provides key information about the school that you will co-lead with the other principals in your group during the PBL. Read the scenario carefully to identify the assets, barriers and underlying critical issues for your school. Highlight information that seems important to you. Jot down ideas that you form as you read the scenario.

- 🍎 **Determine Assets, Barriers and Underlying Critical Issues**—A graphic organizer, *Understanding the Problem*, has been provided as an aid for recording the assets and barriers you uncovered while reading the scenario. The assets are areas of strength that can be used as resources to address the problem while the barriers are the obvious problems or issues that are readily apparent after examining school information. Work with your group to reach consensus on the underlying critical issues, or the root causes, for each of the identified barriers.

- 🍎 **Review 21<sup>st</sup> Century Components**—Briefly review the descriptions of the six elements of 21<sup>st</sup> century learning found in the WVDE *Framework* for high performing 21<sup>st</sup> century schools for your programmatic area. This information is key to your task of implementing the components of 21<sup>st</sup> century learning at your school.

**Segment II—Researching the Assigned Leadership  
Frame (Work by Table Group)**

Saturday—10:45-12:00

During this segment, each group member will assume the role of researcher. You will work independently as well as with your group to become the expert on your assigned leadership frame. The following activities are included:

- 🍎 **Independent Research**—The *Research Packet* found in Segment II contains four tasks that are to be assigned to group members. Read the introduction carefully and keep in mind the essential questions as these questions should guide your research. Follow the directions provided for each task as you conduct your independent research. The research tasks are “packed” so time management is especially important during this segment. There is a list in your packet of available resource persons to provide additional information, if needed.  
Note: In groups with more than four, you may choose to work in pairs to complete some of the tasks.
- 🍎 **Research Summary**—As a group, complete the *Research Summary* activity found in the packet. This summary focuses on the essential questions for the research activity. Information from the summary will be used in Segment IV to complete a graphic organizer determining the actions to be taken at your school.
- 🍎 **Questions for the Expert**—A visit with an expert on your leadership frame has been arranged for the next time period. Your table group has the opportunity to ask the expert for more information about your assigned leadership frame. Brainstorm with members of your table group to develop questions for the expert that will help you gain a deeper understanding of the leadership frame. Use the graphic organizer, *Questions for the Expert*, to note your questions.  
Note: While the expert has extensive knowledge about leadership, he does not necessarily have knowledge about development of 21<sup>st</sup> century schools.

**Segment III—Clarify Understanding of the Leadership  
Frame with Experts (Work by Programmatic Group)**

Saturday—12:45-1:45

In Segment III, you will assemble with your programmatic group to hear a brief presentation from an expert on your assigned leadership frame. During this visit you will have an opportunity to interact with the expert to gain a deeper understanding of the frame and how it applies to school improvement issues.

- 🍎 **Questions for the Expert**—Presenters/facilitators will pose the questions to the expert that your table group prepared in Segment II.

**Segment IV—Identify Attributes and Actions of Leader**

Saturday—2:00-3:00

### **Using Leadership Frame (Work by Table Group)**

During Segment IV, you will work with your group to discuss the attributes of your assigned leadership frame and to connect the selected attributes to specific high-yield actions and processes within the context of the scenario. An attribute is a general characteristic of this type leader. You should identify these as a result of your research. The high-yield actions and processes are YOUR prediction of how this leader would demonstrate this attribute in your particular scenario.

- 🍎 **Attributes and Actions**—With your group, discuss the attributes revealed in your research. Follow the directions to complete the packet of graphic organizers, *Leadership Frame Attributes and Actions*.

### **Segment V—Consensus on Attributes and Actions to be Applied to the Underlying Critical Issues** Saturday—3:15-4:00 (Seated by Table Group within Programmatic Group)

During Segment V you will work with your peers to reach consensus on the attributes and actions to be applied to the underlying critical issues you have identified in your school. Critical Friends and Higher Education Liaisons will lead this programmatic group discussion.

- 🍎 **Group Work on Attributes, Actions and Underlying Critical Issues**—Follow the directions for completing the graphic organizer, *Group Consensus on Attributes and Actions to be Applied to Underlying Critical Issues*, available on the screen and at your table. Each member also has a personal copy of the organizer that can be used for notes on the final consensus. This task is limited to 15 minutes of work within your table group to allow for adequate time to process within the larger programmatic group.

Note: Keep in mind that the specific actions you choose should move your school toward 21<sup>st</sup> century learning.

- 🍎 **Reaching Consensus on Attributes, Actions and Underlying Critical Issues**—Critical friends and higher education liaisons lead a discussion with the programmatic group to reach consensus on attributes, actions and underlying critical issues of your assigned leadership frame that will move your school toward 21<sup>st</sup> century learning.

### **Segment VI—Table Group Presenters/Facilitators Meet** Saturday—4:00-4:30

Segment VI provides an opportunity for table group presenters/facilitators to meet to prepare the presentation for the large group. During this time, presenters will work together with their programmatic peers to design a presentation using 21<sup>st</sup> century tools. Resource persons as well as a variety of resources (the sun, the stars, and the moon—whatever it takes) will be at your beck and call to assist you in creating a high quality presentation for Segment VII.

- 🍎 **Creating the Presentation**—Using the handout, *Presentation Suggestions*, and the sample presentation rubrics provided in Segment VI, create a high quality presentation for members of the West Virginia Institute for 21<sup>st</sup> Century Leadership, Class of 2006. Access to 21<sup>st</sup> century tools as well as resource persons are available upon request.

## **Segment VII—Presentation to Large Group**

**Sunday—9:00-10:45**

Follow the red carpet to the academy award winning presentations on leadership frames for 21<sup>st</sup> century schools. During this segment, participants will be inspired, intellectually stimulated and entertained as the facilitators from table groups present their results of the Problem-Based Learning Activity.

- 🍎 **Viewing the Presentations**—Using the graphic organizer, *Notes on Leadership Frames*, make notes for each of the leadership frames as you listen and view the presentations. Be sure to include characteristics for each frame that you believe are important for creating 21<sup>st</sup> schools. These notes are for your personal use.

## **Segment VIII—Summarizing the Leadership Frame (Work by Large Group)**

**Sunday—10:45-11:45**

During Segment VIII, participants will interact with members of a panel of experts and peers to summarize the learning on leadership frames for 21<sup>st</sup> century schools.

- 🍎 **Panel Discussion**—Listen and view as the panel summarizes lessons learned from the PBL activity. This discussion will assist you in deepening your understanding of leadership frames as tools for creating 21<sup>st</sup> century schools.

## **Segment IX—Reflection on the PBL as a Learning Process (Seated by Table Group within the Programmatic Group)**

**Sunday—11:45**

During your programmatic luncheon, you will be asked to revisit the rubric from Segment I to reflect on the problem-based learning process.

- 🍎 **Review the Process Rubric**—Using the process rubric provided in Segment I, review the skills common to problem solving groups. Discuss the performance levels and descriptors to determine how the group performed on each skill. For each skills area, circle the descriptors that best describe the group's performance. After evaluating each descriptor, determine an overall performance level for your table group.  
Note: Your group may select descriptors from the high, average, and low functioning group skills to assess the table group performance for the PBL activity. For example, in the skills area of *Managing the Work*, your table group may establish a clear plan and timeline which is a descriptor found in the high functioning group skills; at the same time, members of the group may have worked independently with little collaboration which is a descriptor found in the low functioning group skills.