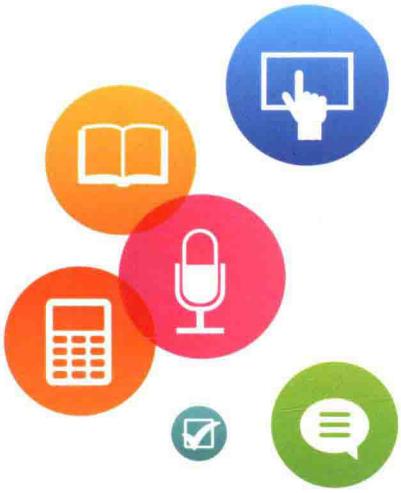
Creating Lite-Long LEARNERS

Using Project-Based Management to Teach 21st Century Skills

Todd Stanley



"If you are looking for a way to produce higher-level thinkers, you really need to read this book. It is a recipe for successful life-long learners."

Tamara Daugherty, Teacher
Lakeville Elementary School
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"Student-led project-based learning fuses today's classroom with the demands of the fast-paced future. Students need to be able to interact and problem solve not just with each other, but also within the community and with technology. This book is a guide for helping educators make that jump with their instruction."

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Rochester, MN

Wanted for the Global Workforce: Thinkers (and Those Who Can Teach Them)

Where K–12 instruction once centered on content and memorization, today's educators want, most of all, to teach their students to think critically and perceptively. What better way than with project-based learning (PBL)? Author Todd Stanley provides a teacher-friendly, step-by-step approach to implementing PBL, focusing on the 21st century "three Rs": readiness, responsibility, and relevance.

Educators will be prepared to put this practical methodology to work right away as they learn how to

- Use project- and classroom-management skills to create a positive, productive learning environment
- Develop curriculum around ten different project types
- Link projects with today's standards
- Teach students how to effectively collaborate and bring out the best in each other

Readers will find an abundance of ideas and clear guidance, along with new strategies for instilling the skills students need for tomorrow's workforce.

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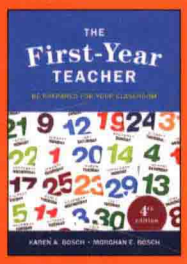

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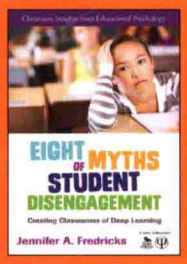

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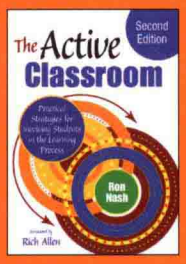

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Todd Stanley

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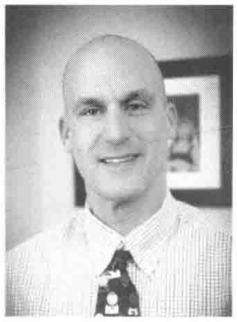

Todd Stanley is the author of seven teacher education books including *Project-Based Learning for Gifted Students: A Handbook for the 21st Century Classroom* and *Performance-Based Assessment for 21st Century Skills*. He has been a classroom teacher for the past 18 years and was a National Board Certified teacher. He helped create a gifted academy for Grades 5–8 where they employ inquiry-based learning, project-based learning, and performance-based assessment. He is currently a gifted intervention specialist for Reynoldsburg City Schools and lives in Pickerington, Ohio, with his wife Nicki and two daughters, Anna and Abby.

This book is dedicated to all the teachers
past and present from the Gateway Gifted Academy
who allowed me to grow as an educator and learn from the best.

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Visit the companion website at
http://resources.corwin.com/StanleyCreatingLearners
for additional resources.

Introduction—Why Manage Your Classroom

We need to prepare students for THEIR future not OUR past.

—Ian Jukes

There has been a push as of late in education to be teaching students what is termed *21st century skills.* You might ask why this sudden focus on 21st century skills given that we are well over a decade into the 21st century. According to Thomas Friedman and his similarly titled book, it is because the world is becoming flat, that is, the world is not the gigantic place it once was. It was not that long ago that in order to correspond with someone overseas cheaply you had to write him or her a letter. If you were lucky, you could exchange four to five pieces of correspondence in a single year. With the advent of increased communications technology, it is not unreasonable to be connected with someone from any part of the world cheaply in seconds.

A lot has changed in just the last 30 years in the global community, and yet how much has changed in the way we teach our students? If someone were to invent a time machine and travel back 30 years to a school, how much different would it look? Sure you might be surprised at a blackboard as opposed to the white boards in most modern classrooms, but the class would probably still be taught in the same fashion with the teacher standing at the front giving the students information they will be tested on later. Why don't we update our methods of teaching along

with everything else that has advanced in the past 30 years? Because it is comfortable to teach in this manner. It is the way we were taught and is the way we have been taught for hundreds of years. "Why fix it if it ain't broke," as the saying goes. The problem is, recent statistics have shown, it may be broken.

Since we are on a more global playing field, it makes sense to compare students from the United States to students from other countries. So how does the United States stack up (Institute of Education Services, 2011)?

Math		
4th Grade Math	**8th Grade Math**	**12th Grade Math**
1. Singapore – 625	1. Singapore – 643	1. Netherlands – 560
2. Korea – 611	2. Korea – 607	2. Sweden – 552
3. Japan – 597	3. Japan – 605	3. Denmark – 547
4. Hong Kong – 587	4. Hong Kong – 588	4. Switzerland – 540
5. Netherlands – 577	5. Belgium – 565	5. Iceland – 534
6. Czech Republic – 567	6. Czech Republic – 564	6. Norway – 528
7. Austria – 559	7. Slovak Republic – 547	7. France – 523
8. Slovenia – 552	8. Switzerland – 545	8. New Zealand – 522
9. Ireland – 550	9. Netherlands – 541	9. Australia – 522
10. Hungary – 548	10. Slovenia – 541	10. Canada – 519
11. Australia – 546	11. Bulgaria – 540	11. Austria – 518
12. United States – 545	12. Austria – 539	12. Slovenia – 512
13. Canada – 532	13. France – 538	13. Germany – 495
14. Israel – 531	14. Hungary – 537	14. Hungary – 483
15. Latvia – 525	15. Russia – 535	15. Italy – 476
16. Scotland – 520	16. Australia – 530	16. Russia – 471
17. England – 513	17. Ireland – 527	17. Lithuania – 469
18. Cyprus – 502	18. Canada – 527	18. Czech Republic – 466
19. Norway – 502	19. Belgium – 526	**19. United States – 461**
20. New Zealand – 499	**28. United States – 500**	20. Cyprus – 446
Grade Average – 529	Grade Average – 513	Grade Average – 500

Source: Trends in International Mathematics and Science Study (TIMSS), 2011.

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