Instruction

1. **Plan with colleagues daily**—brainstorm projects, design projects and exhibitions collaboratively, develop CE materials collaboratively, plan and lead advisory plans.

   **Project process** should reflect authenticity, academic rigor, applied learning, active exploration, adult / community relationships, and assessment that supports excellence and reflection

   **Products** should be something tangible—presented through some medium and compelling. The products should reflect the qualities of good CE materials (puzzle-like, authentic, complex enough to generate diverse ideas and perspectives, and interdisciplinary)

   **Exhibitions** should move to whole school evening or school day exhibitions. The exhibitions should be set up to emphasize audience engagement with work through student presentation of work or some other means.

2. **Equity**, meeting everyone’s needs (team **identification of student skill development**, enrichment opportunities and behavior interventions, modifications of requirements and accommodations to access material)

3. **Document and share curriculum** (project planners and project makers space) and **curate student work** (digitally, exhibitions, portfolios, display in school and the community)

4. Find and organize **high quality materials** reflective of those used to support critical exploration (puzzle-like, authentic, complex enough to generate diverse ideas and perspectives, and interdisciplinary)

5. **Reading and writing** (often, low stakes, excellent scaffolding, and skill development)

6. **Assessment** (often with feedback and opportunities for revision)

Revisions:
2/11/18
2/12/18