Overview of Project Management

Managing a project differs from classroom management. Primarily, you will need to give equal attention to the *process* of learning as well as to the delivery of content. You become a "people manager" as well as a classroom teacher. You will be expected to facilitate student problem solving by helping them ask questions, formulate solutions, test hypotheses, and design products and presentations. This may be one of the challenges that teachers face when implementing the Common Core State Standards. It is true of project-based learning as well.

Project management can be broken down into five categories. For each category, we offer resources to meet the challenge. These resources represent a set of best practices for PBL that have been tested and refined by PBL teachers.

1. *Forming and Managing Effective Student Teams*. The resources in Appendix B: [Teams and Grouping](#) provide tools such as conflict resolution assistance and team building activities.

2. *Maintaining quality throughout the project*. Appendix C: [Visible Thinking Routines](#) offers links to dozens of student-to-student protocols for effective interaction between students.

3. *Supporting different ability levels of students*. Appendix B: [Teams and Grouping](#) contains resources and activities for coaching team members. These methods allow teachers to provide individual support to ELL or Special Education students.

4. *Completing the project in a positive manner*. This project includes a Pacing Guide to allow sufficient time for students to solve problems, create the final product, and prepare for presentations. Use rubrics often as feedback tools on performance throughout the project. Plan to re-teach key concepts and standards, if necessary.

5. *Reflecting on the project to anchor learning and retention*. At the end of each project see the [Reflection resources](#) for tools such as lists for project milestones or methods for reflection. [The Reflection Matrix](#) is your key tool.