	Module	PBL 1 Project Based Learning	PBL 2 Project Based Learning	CBL 1 Competency Based Learning	CBL 2 Competency Based Learning	SEL 1 Social, Emotional Learning	SEL 2 Social, Emotional Learning	SEL 3 Social, Emotional Learning	E+B 1 Equity & Belonging	E+B 2 Equity & Belonging	Critical Thinking	Grading
1. I am a lifelong learner with an inquiring mindset	1	Interdisciplinary	communicator/ collaborator	Inquiring Mindset	communicator/ collaborator	Inquiring Mindset	communicator/ collaborator	Belonging	Learner-Centered	Inquiring Mindset	Interdisciplinary	Inquiring Mindset
		What is PBL?	Essential Content, Enduring Understandings, & Learning Outcomes	What is the difference between grades & assessment	Alignment & Purpose: The Why of CBL	Introduction to EQ: The Six Seconds Practice	The Case for EQ	Neuroscience	Introduction	Introduction	Think Critically about Critical Thinking	What is the purpose of grading and reporting?
2. I am an effective communicator and collaborator.	2	communicator/ collaborator	Interdisciplinary	Learner-Centered	Interdisciplinary	Interdisciplinary	Belonging	Belonging	Belonging	Belonging	Articulate Outcomes	Feedback
		Why PBL?	Essential Questions & The Driving Question	What are competencies?	Profile of a Graduate	Know Yourself [1]	EQ for You [2]	EQ Classrooms [3]	Cultural Competency	Neuroscience of Belonging	Map an Argument	How many grading categories?
3. I seek connections and foster an interdisciplinary focus.		Articulate Outcomes	Interdisciplinary	communicator/ collaborator	Articulate Outcomes	communicator/ collaborator	Belonging		Inquiring Mindset	Interdisciplinary	communicator/ collaborator	Learner-Centered
	3	Goals of the PBL	The Performance Task & Summative Assessment	What is your goal?	Articulating Competencies	Choose Yourself [4]	EQ Relationships [5]		What is Culture?	Addressing the Challenges [6]	Evaluate an Argument	What should be our criteria for different types of grades
4. I foster and maintain a learner-centered community that encourages student agency of learning.		Learner-Centered	Feedback	Articulate Outcomes	Learner-Centered	Inquiring Mindset	Feedback		Inquiring Mindset	Learner-Centered	Inquiring Mindset	Articulate Outcomes
	4	Performance Tasks	Rubrics and Criteria for Assessment	Aligning Competencies with Your Course	Skills Growth	Give Yourself [7]	Sustaining Your Practice		What are the Challenges? [8]	Inclusive Classrooms	Construct an Argument	reflection
5. I clearly articulate the competencies and learning outcomes targeted in my courses.		Learner-Centered	Feedback	Feedback	Learner-Centered				Belonging		communicator/ collaborator	
	5	Role of a Driving Question	Feedback and Formative Assessment	Assessment, Grading, Rubrics & Feedback	Performance Tasks, Feedback, and Rubrics				What Unites Us		Discuss an Argument	
6. I encourage metacognition (students' or my own) through useful feedback and reflection.		Useful Feedback	communicator/ collaborator	Feedback	Feedback							
	6	Planning the PBL/Formative Assessment	Planning and Managing the PBL	Reflection	The Learning Plan & Opportunity Maps							
7. I foster a sense of belonging and a culturally competent learning environment.			Inquiring Mindset									
	7		Reflecting on the PBL									