Welcome

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- Masters of Education in Literacy
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Objectives
- Define project-based learning
- Review the phases of PBL
- Develop knowledge needed to implement PBL in your classroom.
Think of a project from your youth...

- What was it?
- How did it come about?
- Who guided you?
- What made it good?

Introduce yourself by stating...

- Your Name
- What You Do
- What makes a good project?

Benefits of PBL

- Apply concepts and learning to real-world situations
- Develop 21st century skills
- Engage all students in your classroom
- Develop skills, competence, and confidence

Research Summary: PBL and 21st Century Competencies

- PBL helps students “retain content longer and have a deeper understanding of what they are learning” (Pluent & Means, 2000; Gallagher & Workman, 1993)
- Students learning through PBL “perform at least as well on standardized tests as students engaged in traditional instruction” (Olson, Ravitz, & Whittman, 2012)
What do we need to build Community?
What is That?

• Complex
• Real World
• Open-Ended
• Actionable
• Relevant

• Challenging
• Substantial
• Intriguing
• Provocative

Student Voice

Teacher Choice

Who Writes the DQ?

16

Driving Questions

• Open-ended
• Relevant to the real world
• Challenges students to use higher-order thinking skills
• Connected to students’ lives
• Has potential for action

A. Why do people play video games?
B. How can we, as video game designers, create games that will benefit students in our school?
Key Points

• The question should be complex and real world.
• Make sure the question can be answered in your timeframe.
• It is common for driving questions to change, so plan on revising your first draft.

Topic Development

Topic
Animals
Learning the needs of animals and how to care for them.

Driving Question
How do people care for animals?

Your Turn

• Use the Y4Y Tool: Crafting Your Driving Question to help you.
• Create a driving question based on your topic.
• Be ready to share your question with the group.

https://y4y.ed.gov/
Celebrate
The Driving Question Is Important
• Create Banners
• Develop Charts
• Make Graphic Posters
• Produce a Song or Chant
What other ways can you think of to celebrate the Driving Question?

Projects
• Focus on issues that affect students
• Start at home or school for young students and expand with age
• Identify community needs
• Encourage active investigation

Project Ideas
1. Build a PowerPoint presentation with pictures and facts about caring for animals.
2. Design a webpage to share information about animal care and present a persuasive argument to gain local support of animal care programs in the community.

Driving Question: What types of animal care programs are in our community and how can we, as concerned citizens, inform our neighbors?
Timeline & Checkpoints

- Length of Project & Scheduling
- Materials
- Student Grouping
- Stages & phases
- Tasks, roles, and responsibilities

Create a final event for your project

- Showcase the learning
- Celebrate student accomplishments
- Plan from the beginning
- Check against objectives

Reflect & Evaluate

- Artifacts: Portfolios, Journals
- Observations
- Assessments
- Rubrics
- What other ways to document learning can you think of?
References


Thank You!

Jenn Jones
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Research Summary: PBL and 21st Century Competencies

Project Based Learning has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Looking specifically at how PBL supports 21st century learning goals, we can find several promising areas, including:

**Academic achievement:**
Goals for 21st century learning emphasize mastery of significant academic content, which also is the foundation of any well-designed project. Comparisons of learning outcomes in PBL versus more traditional, textbook-and-lecture driven instruction show that:

- Students learning through PBL retain content longer and have a deeper understanding of what they are learning.  
  (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)

- In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines.  
  (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)

- On high-stakes tests, PBL students perform as well or better than traditionally taught students.  
  (Parker et al., 2011)

**21st century competencies:**
PBL helps students master the key competencies identified as essential for college and career readiness. Research has shown:

- Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations.  
  (Finkelstein et al., 2010)

- When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction.  
  (Hixson, Ravitz, & Whisman, 2012)

- PBL students also show improved critical thinking.  
  (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995)
Through PBL experiences, students improve their ability to work collaboratively and resolve conflicts.
(Beckett & Miller; ChanLin, 2008)

Opportunities for collaborative learning provide benefits to students across grade levels, academic subjects, and achievement levels.
(Johnson & Johnson, 2009; Slavin, 1996)

**Equity:**
- PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students.
  (Boaler, 2002; Penuel & Means, 2000)
- PBL can work in different types of schools, serving diverse learners.
  (Hixson, Ravitz, & Whisman, 2012)
- PBL also can provide an effective model for whole-school reform.
  (National Clearinghouse for Comprehensive School Reform, 2004; Newmann & Wehlage, 1995; Ravitz, 2008)

**Motivation:**
- In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings.
  (Thomas, 2000; Walker & Leary, 2009)

**Teacher satisfaction:**
- Teachers may need time and professional development to become familiar with PBL methods, but those who make this shift in classroom practice report increased job satisfaction.
  (Hixson, Ravitz, & Whisman, 2012; Strobel & van Barneveld, 2009)

For links to full text of studies as well as updates on research about Project Based Learning, visit the Buck Institute for Education at bie.org.
Launch Project:
Entry Event & Driving Question

Build Knowledge, Understanding, & Skills to Answer DQ

Develop and Revise Products and Answers to DQ

Present Products that Answer DQ

Feedback
### Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

<table>
<thead>
<tr>
<th>Does the Project Meet These Criteria?</th>
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<tbody>
<tr>
<td><strong>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</strong>&lt;br&gt;The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</td>
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<tr>
<td><strong>CHALLENGING PROBLEM OR QUESTION</strong>&lt;br&gt;The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</td>
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<td><strong>SUSTAINED INQUIRY</strong>&lt;br&gt;The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</td>
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<tr>
<td><strong>AUTHENTICITY</strong>&lt;br&gt;The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students’ own concerns, interests, and identities.</td>
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<td><strong>STUDENT VOICE &amp; CHOICE</strong>&lt;br&gt;The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</td>
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<td><strong>REFLECTION</strong>&lt;br&gt;The project provides opportunities for students to reflect on what and how they are learning, and on the project’s design and implementation.</td>
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<tr>
<td><strong>CRITIQUE &amp; REVISION</strong>&lt;br&gt;The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</td>
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<tr>
<td><strong>PUBLIC PRODUCT</strong>&lt;br&gt;The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</td>
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</table>
You’re in charge of the after school program! Think about what you would do and **mark up to three choices in each category.**

In my after school program, we will learn about/do...

### Math (choose up to three)

- □ Puzzles/Games
- □ Measuring
- □ Money
- □ Shopping/Comparing Prices
- □ Time
- □ Math Arts and Crafts
- □ Fractions
- □ Origami
- □ Guessing/Estimating
- □ Shapes
- □ Magic
- □ Math in Nature
- □ Sports Math
- □ Cooking/Restaurant Math
- □ Math Computer Games
- □ Dice/Card Games
- □ Coin Games/Probability
- □ Surveys/Statistics
- □ Patterns/Jewelry Making
- □ Math in Music

### Science (choose up to three)

- □ Gardening
- □ Cooking
- □ Animals
- □ Health and Nutrition
- □ The Human Body
- □ Video Games/Coding
- □ Marshmallow Engineering
- □ Building
- □ Space
- □ Weather and Natural Disasters
- □ Experiments
- □ Sports Science
- □ Computers
- □ Paper Airplane Design
### Language Arts (choose up to three)
- Comic Books
- Theater Arts
- Creative Writing
- Movies
- Book Club
- World Languages
- Advertising
- Reporting/Newspaper

### Social Studies (choose up to three)
- Geography
- Holidays
- Our Town
- Other Countries
- World Religions
- Inventors
- Explorers
- Wars
- The Government
- World Leaders
Qualities of a Good Driving Question

- Relevant
- Challenging
- Substantial
- Provocative
- Intriguing
- Complex
- Open-ended
- Actionable
- Real World

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Qualities of a Good Driving Question

The driving question provides the goal of the project, specifying what students must answer or solve. Developing a driving question may be the most important step you and your students will take to design your project. Consider the following when crafting your question:

**Complex:** Good questions can’t be answered with a simple "yes" or "no," and a Google search won’t turn up the solution. Complex questions set the stage for higher-order thinking.

**Real World:** Good questions live in the real world, not just in the classroom. For inspiration, look at the questions that captivate journalists, historians, scientists, architects, photographers, engineers, artists, doctors, technologists and others.

**Open Ended:** Good questions don’t have one right answer. Open-ended questions may challenge students to make an argument, defend a position, or weigh the pros and cons of potential solutions.

**Actionable:** Good questions set the stage for action. They challenge students to ask, "What can we do about this issue?"

**Relevant:** Good questions matter to youth. They connect to their lives, their families and their communities.

**Challenging:** Good questions encourage higher-order thinking skills such as making connections and inferences, evaluating, applying existing information to solve new problems, and much more.

**Substantial:** Good questions get at core content. They are thought-provoking, and inspire students to reflect on important ideas and information.

**Intriguing:** Good questions often involve an element of mystery. Intriguing questions cause students to wonder, to have a compelling "need to know."

**Provocative:** Good questions get under your skin and provoke you to investigate, discover, figure out a response or learn more about a topic.
Crafting Your Driving Question

Use the steps below to help you structure your driving question. Work with your students and select the best phrase, title, action verb and audience!

### Step 1. Question Phrases

<table>
<thead>
<tr>
<th>How can we...</th>
<th>What can we...</th>
<th>How could we...</th>
<th>What could we...</th>
<th>How should we...</th>
<th>What should we...</th>
<th>How do we...</th>
<th>What do we...</th>
</tr>
</thead>
</table>

Choice: __________________________________________

### Step 2: Roles

|-----------------|-----------------|------------------------|----------------|------------------|-----------|

Choice: __________________________________________

### Step 3. Action Verb

<table>
<thead>
<tr>
<th>Adapt</th>
<th>Coordinate</th>
<th>Exhibit</th>
<th>Interpret</th>
<th>Resolve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust</td>
<td>Create</td>
<td>Expand</td>
<td>Maintain</td>
<td>Respond</td>
</tr>
<tr>
<td>Advise</td>
<td>Debate</td>
<td>Explain</td>
<td>Manage</td>
<td>Restore</td>
</tr>
<tr>
<td>Aid</td>
<td>Decide</td>
<td>Explore</td>
<td>Market</td>
<td>Retain</td>
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<tr>
<td>Analyze</td>
<td>Defend</td>
<td>Formulate</td>
<td>Measure</td>
<td>Save</td>
</tr>
<tr>
<td>Answer</td>
<td>Define</td>
<td>Gather</td>
<td>Model</td>
<td>Shape</td>
</tr>
<tr>
<td>Assemble</td>
<td>Deliver</td>
<td>Guide</td>
<td>Modify</td>
<td>Solve</td>
</tr>
<tr>
<td>Build</td>
<td>Demonstrate</td>
<td>Grant</td>
<td>Motivate</td>
<td>Speak</td>
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<tr>
<td>Calculate</td>
<td>Describe</td>
<td>Help</td>
<td>Obtain</td>
<td>Start</td>
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<tr>
<td>Change</td>
<td>Design</td>
<td>Identify</td>
<td>Participate</td>
<td>Structure</td>
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<tr>
<td>Communicate</td>
<td>Develop</td>
<td>Illustrate</td>
<td>Perform</td>
<td>Supervise</td>
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<tr>
<td>Compose</td>
<td>Establish</td>
<td>Improve</td>
<td>Persuade</td>
<td>Teach</td>
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<tr>
<td>Construct</td>
<td>Examine</td>
<td>Increase</td>
<td>Present</td>
<td>Utilize</td>
</tr>
<tr>
<td>Convey</td>
<td>Execute</td>
<td>Influence</td>
<td>Produce</td>
<td>Verify</td>
</tr>
</tbody>
</table>

Choice: __________________________________________

### Step 4. Topic *(the topic your students chose)*:

___________________________________________________________________
### Step 5. Audience/Purpose

<table>
<thead>
<tr>
<th>Choice</th>
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<tbody>
<tr>
<td>School</td>
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<tr>
<td>Community</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>County, City, State</td>
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<tr>
<td>Public Audience</td>
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<tr>
<td>Online Audience</td>
</tr>
</tbody>
</table>

Choice: ________________________________________________

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**Now put it all together!**

Our Driving Question:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Grouping Strategies

Grouping decisions involve number of members, who is in the group, the roles assigned to group members, and the tasks assigned to the groups themselves.

Different project activities lend themselves to different grouping arrangements. Some activities may best be accomplished by students working alone. Other activities may lend themselves to working in pairs, in small groups or as a whole class. Grouping decisions should reflect the nature of the activity and the learning goals envisioned. See below for examples.

Group Size Considerations

<table>
<thead>
<tr>
<th>Group Size</th>
<th>Best Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals (students working alone)</td>
<td>Learning (and teaching) fundamental skills Researching in the library or on the Web</td>
</tr>
<tr>
<td>Pairs</td>
<td>Providing one-on-one feedback, editing, peer assessment Providing one-to-one support or training</td>
</tr>
<tr>
<td>Small groups</td>
<td>Working on tasks that have multiple dimensions or steps. Sharing perspectives or reaching consensus.</td>
</tr>
<tr>
<td>Mid-size groups</td>
<td>Holding discussions, debates, role-play activities</td>
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<tr>
<td>Whole class</td>
<td>Presenting orientations, debriefings, progress checks</td>
</tr>
</tbody>
</table>

The location of project activities also influences the size of groups. In many projects, each major activity might have a different location. See below for examples.

Potential Project Sites

<table>
<thead>
<tr>
<th>Location</th>
<th>Useful for</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class</td>
<td>Orientation, coordination, group work, and the like</td>
</tr>
<tr>
<td>Home</td>
<td>Generating ideas, revising work, reading, note taking</td>
</tr>
<tr>
<td>Library</td>
<td>Research, reading, using technology</td>
</tr>
<tr>
<td>Other classroom</td>
<td>Presenting, getting feedback, gathering data</td>
</tr>
<tr>
<td>Community</td>
<td>Gathering data, observing, interviewing, collaborating</td>
</tr>
<tr>
<td>With mentor</td>
<td>Modeling, getting advice, getting feedback</td>
</tr>
<tr>
<td>With electronic partner</td>
<td>Collaborating, sharing information, getting feedback</td>
</tr>
</tbody>
</table>

### Group Observation Checklist

**Project:**  
**Group Members:**  
**Date:**

<table>
<thead>
<tr>
<th>Observe a group for five to ten minutes. Check the boxes that best describe group member participation.</th>
<th>All Members</th>
<th>Most Members</th>
<th>Some Members</th>
<th>Few Members</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td><strong>When starting a new task, group members:</strong></td>
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<tr>
<td>Agree on an agenda or plan</td>
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<td>Begin work promptly</td>
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<td>Get out project materials</td>
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<td>Figure things out without teacher assistance</td>
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<td>Share responsibilities</td>
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<td><strong>When conducting research, group members:</strong></td>
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<td>Consult primary sources</td>
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<td>Take notes</td>
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<td>Have relevant conversations</td>
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<td>Evaluate the significance of new information</td>
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<td>Stay on task</td>
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<tr>
<td><strong>When discussing project work, group members</strong></td>
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<td>Ask clarifying questions</td>
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<td>Give each other a chance to speak</td>
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<td>Make decisions efficiently</td>
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<td>Record decisions and plans</td>
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<td>Share essential information</td>
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<td>Stay on task</td>
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Student Role Worksheet

Activity Name: _____________________________________
Facilitator: ________________________  Date: _____________

Each student will be assigned a role in this group activity according to their interest and ability. Have each student write their role and brief description of their responsibility to the group. If you are facilitating a young group (pre-writers), fill out the form as they dictate.

Examples

- **Manager**: Keeps the group “on track” and ensures that members are fulfilling their roles.
- **Timekeeper**: Watches the time and moves group along to complete the task on time.
- **Recorder**: Keeps a record of group actions, takes notes on discussion and prepares a written report, if needed.
- **Observer**: Uses a guide, such as a checklist, to watch the group’s activities, and may offer feedback.
- **Data Collector**: Uses resources to get needed information for the group.
- **Checker**: Makes sure everyone understands the concepts and that all group members have reached their goals.
- **Spokesperson**: Communicates with the teacher and other groups when help or information is needed. Represents the group in presentations.
- **Materials Manager**: Makes sure that all the group has the materials they need. Helps keep the area clean.
- **Designer**: Leads the artistic representation of the group’s work.
- **Stand-In**: Assumes role of any missing group member.

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<th>Student name:</th>
<th>Role:</th>
<th>Responsibility:</th>
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<table>
<thead>
<tr>
<th>Name of Project:</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Course:</td>
<td>Lead Teacher:</td>
</tr>
<tr>
<td></td>
<td>Asst Teacher:</td>
</tr>
<tr>
<td>Other subject areas, if any:</td>
<td>Grade Level:</td>
</tr>
</tbody>
</table>

**Project Idea:**
Summary of the issue, challenge, investigation, scenario, or problem:

**Driving Question:**

**Standards:**
Content to be taught and assessed

**21st Century:**
Skills to be taught and assessed

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Self-Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (Oral Presentation)</td>
<td>Other</td>
</tr>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td></td>
</tr>
</tbody>
</table>

**Major Products & Performances**
Include specific content and competencies to be assessed and how the products will be made public.

<table>
<thead>
<tr>
<th>Group:</th>
<th>Presentation Audience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Class</td>
</tr>
<tr>
<td></td>
<td>□ School</td>
</tr>
<tr>
<td></td>
<td>□ Community</td>
</tr>
<tr>
<td></td>
<td>□ Experts</td>
</tr>
<tr>
<td></td>
<td>□ Web</td>
</tr>
<tr>
<td></td>
<td>□ Other: ______________</td>
</tr>
</tbody>
</table>

| Individual: | |
|-------------|
## Project Overview

**Entry Event:**
Plan to launch inquiry, engage students

### Assessments:

#### Formative Assessments:
- Quizzes/Tests
- Journal/Learning Log
- Preliminary Plans/Outlines/Prototypes
- Rough Drafts
- Practice Presentations

#### Summative Assessments:
- Written Product(s), with rubric:
- Oral Presentation, with rubric
- Multiple Choice/Short Answer Test
- Essay Test

### Resources Needed:
- On-site People, Facilities
- Equipment
- Materials
- Community Resources

### Reflection Methods:
- Individual, Group, and/or Whole Class
- Journal/Learning Log
- Whole-Class Discussion
- Survey

### Other:
- Daily Goal Sheet
- Notes
- Checklists
- Concept Maps
- Other:
- Other Product(s) or Performance(s), with rubric
- Peer Evaluation
- Self-Evaluation
- Other:

---

Adapted from Project Planner created by Buck Institute for Education
# Project Teaching and Learning Guide

## Project:

## Driving Question:

<table>
<thead>
<tr>
<th>Final Product(s):</th>
<th>Learning Outcomes/Targets</th>
<th>Checkpoints</th>
<th>Instructional Strategies for ALL Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations, Performances, Products, and/or Services</td>
<td>Knowledge, understanding, and skills needed by students to successfully complete products</td>
<td>Formative Assessments to check for learning and ensure students are on track</td>
<td>Provided by teacher, other staff, experts, and includes scaffolds, materials, lessons aligned to learning outcomes and assessments</td>
</tr>
</tbody>
</table>

(Individual and Team)