Project-Based Learning Project Planner

Driving Question

_____
_____
_____

Planning Check
Is the project
- ☐ Based on youth interests?
- ☐ Based on youth input?
- ☐ Appropriate for the amount of time?
- ☐ Open ended, engaging?

Project Description

_____
_____
_____

Objectives for Learning and Development

_____
_____
_____
_____
_____

Planning Check
Do the objectives
- ☐ Reinforce, practice or expand on what youth already know or are able to do?
- ☐ Clearly specify outcomes?
- ☐ Tie to demonstrations and documentation of learning?
- ☐ Connect with targeted skills or knowledge needed for success in school?

Map the Project

What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Choose one major product for the project and analyze the tasks necessary to produce a high-quality outcome.

Product:

Knowledge & Skills Needed	Have Already Learned	Taught Before the Project	Taught During the Project
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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What Project Tools Will You Use?

□ Know/need to know lists	□ _____
□ Daily goal sheet	□ _____
□ Journals	□ _____
□ Portfolios	□ _____
□ Task lists	□ _____
□ Problem logs	□ _____

Materials Needed

_____

_____

_____

_____

Planning Check

Are materials needed to

- ☐ Guide youth in making a project plan?
- ☐ Carry out the project work?
- ☐ Help youth document learning?
- ☐ Help youth set learning objectives?
- ☐ Establish agreements with or among youth, partners, volunteers?
- ☐ Conduct a culminating event?
- ☐ Reflect, review?

Implementation

Project activities, who is involved

_____ *Start date:* ____ *End:*____

_____ *Start date:* ____ *End:*____

_____ *Start date:* ____ *End:*____

_____ *Start date:* ____ *End:* ____

Review

Date	*Review purpose*	*Reviewers*
_____	_____	_____
_____	_____	_____

Planning Check

Are the reviews

- ☐ Purposeful, with purpose clear to youth?
- ☐ Based on documentation, evidence, or product?
- ☐ Appropriate to project and youth?
- ☐ Useful in reinforcing skills of self-assessment and reflection?
- ☐ Inclusive of peers, staff, or others?

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Showtime: Culminating Event

Description _____

_____

_____

Date _____

Planning and implementation schedule

_____

_____

_____

Planning Check

Is the culminating event

- ☐ A good demonstration of youth learning?
- ☐ Inclusive of all involved in the project?
- ☐ Clearly tied to objectives?
- ☐ Developed with youth input?
- ☐ Presented to an interested audience?
- ☐ An opportunity for youth to experience pride in accomplishment?

Assessing: Documentation of Learning

How will learning be documented?

- ☐ Checklists of tasks, products completed.
- ☐ Rating, scoring, or assessment of processes, products or demonstrations against a rubric.
- ☐ Portfolio content, tied to objectives.
- ☐ Reflection logs or journals by youth.
- ☐ Self-assessments completed by youth who participate in the project.
- ☐ Peer assessments of demonstrations and culminating events.
- ☐ Assessments provided by outsiders.
- ☐ Other _____

Planning Check

Is the documentation

- ☐ Appropriate and aligned to the project type and complexity?
- ☐ Aligned with objectives?
- ☐ Useful?
- ☐ Applicable to different areas of learning and different learning styles?

What will be done with the documentation of learning?

- ☐ Provide to classroom teachers.
- ☐ Provide to youth.
- ☐ Use in discussions with parents.
- ☐ Display.
- ☐ Keep as program record.
- ☐ Use to revise projects or project-based learning processes.
- ☐ Other_____

How will you and your students reflect on and evaluate the project?

- ☐ Class discussion.
- ☐ Fishbowl.
- ☐ Student-facilitated formal debrief.
- ☐ Teacher-led formal debrief.
- ☐ Student-facilitated formal debrief.
- ☐ Individual evaluations.
- ☐ Group evaluations.
- ☐ Other_____

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