

Project Design Template



This design template leads you through key areas to address in building a new project or modifying an existing project. Refer to your Swanson & Cosgrave PBL materials binder for more information on each section of the template.

TEMPLATE DIRECTORY

Section 1	Vital Statistics
Section 2	Initial Brainstorm
Section 3	Core Concepts
Section 4	Driving Question
Section 5	Content Standards
Section 6	Thinking Processes and Habits of Mind
Section 7	Adult and Real-World Connections
Section 8	Culminating Activities and Exhibitions
Section 9	Assessment and Evaluation
Section 10	Accommodations and Modifications
Section 11	Resources
Section 12	Benchmark Activities and Timelines
Section 13	Six A's Criteria in the Project

SECTION 1: VITAL STATISTICS

Project title:	
Grade level(s):	
Subject area(s):	
Teacher(s) name(s):	
Teacher(s) e-mail:	
Teacher(s) work phone:	
School/program and address:	
Community partner contact info:	
Project duration and dates:	
Number of students involved:	

SECTION 2: INITIAL BRAINSTORM

Use this space to capture your initial project ideas. Use the method that works best for you – draw a “mind map”, write a narrative, make a list, etc.

INITIAL BRAINSTORM:

A large, empty rectangular box with a thin black border, intended for capturing initial project ideas through methods like mind maps, narratives, or lists.

SECTION 3: CORE CONCEPTS

*Explain the big ideas or “core concepts” that will serve as the primary content “chunks” of the project.
(Ex: photosynthesis, judicial review, writing for different audiences, etc...)*

CORE AND SUPPORTING CONCEPTS:

SECTION 4: DRIVING QUESTION

If your project is focused around an “essential” or “driving” question, write it down here.

DRIVING QUESTION:

SECTION 5: CONTENT STANDARDS

Below, list the national, state, and local standards that are addressed by this project and the evidence you will collect to show that students have met the standard. (Include content, skill, and process standards.)

CONTENT STANDARD	EVIDENCE
Ex: CA State Language Arts Standard 2.2: Prepare a bibliography of reference materials for a report using a variety of documents.	Ex: Students will create project web sites that include a bibliography page listing at least 20 different published sources.
Ex: School ESLR #4: Students will use technology effectively to communicate and solve problems.	Ex: Students will use computers to create project web pages that score a "3" or higher on school web design rubric.

SECTION 6: THINKING PROCESSES AND HABITS OF MIND

Describe the key thinking processes that students will develop during the project. These processes are generally identified as levels of Bloom's Taxonomy or as thinking processes central to specific disciplines.

THINKING PROCESSES:

List the habits of mind students will develop through this project along with a description of how students will demonstrate these behaviors. While several habits may apply, try to pick 2-4 key habits that can be explicitly taught and emphasized throughout the project.

The 16 Habits of Mind	
<ol style="list-style-type: none"> 1. Persisting. 2. Managing impulsivity. 3. Listening with understanding and empathy. 4. Thinking flexibly. 5. Thinking about thinking (metacognition). 6. Striving for accuracy. 7. Questioning and posing problems. 8. Applying past knowledge to new situations. 	<ol style="list-style-type: none"> 9. Thinking and communicating with clarity and precision. 10. Gathering data through all senses. 11. Creating, imagining, and innovating. 12. Responding with wonderment and awe. 13. Taking responsible risks. 14. Finding humor. 15. Thinking interdependently. 16. Remaining open to continuous learning.

HABIT OF MIND	HOW STUDENTS WILL DEMONSTRATE
Ex: Thinking about thinking (metacognition)	Ex: Students will regularly reflect on thinking through project journals. Students will write a self-reflection paper at end of project.

SECTION 7: ADULT AND REAL-WORLD CONNECTIONS

Intent and Audience

Explain the audience for the project and the anticipated benefit.

PROJECT INTENT AND AUDIENCE:

Real-World Context

Describe how student work will emulate actual work done by adults in the real world,

REAL-WORLD CONTEXT FOR STUDENT WORK:

Transferable Skills

List the skills that students develop through the project that are valued in the workplace.

TRANSFERABLE SKILLS:

SECTION 8: CULMINATING ACTIVITIES AND EXHIBITIONS

If your project incorporates an exhibition or performance, answer the questions below.

Will students present their exhibitions as individuals or in groups?

- ▶ *If in groups, how will individual knowledge and skills be assessed?*
- ▶ *If as individuals, are there time limits to consider?*

What form(s) will the exhibition take?

- ▶ *What is optional/negotiable for students, what is mandatory? (Ex: All groups will give oral reports, groups may select to create either video or web site, all individuals will submit written reports...)*

Who should be in the room?

- ▶ *What is the intended audience?*
- ▶ *How are audience members engaged in the process? What are the responsibilities of the audience?*
- ▶ *What form(s) of feedback will audience members offer the presenter(s)?*

What sort of feedback will you provide?

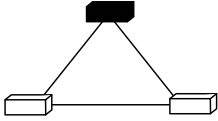
- ▶ *How much, when, and in what form(s)?*

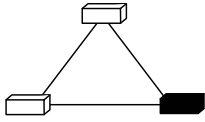
What would a really great exhibition look/sound/be like?

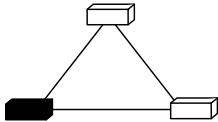
To what extent does the planned exhibition allow students to demonstrate the knowledge, skills, and understanding that you most value?

SECTION 9: ASSESSMENT AND EVALUATION

Briefly describe how you will provide both formative (along the way, during the project) and summative (final/end of project) feedback for students to evaluate their mastery, growth, and understanding.

<p>ASSESSING FOR <u>MASTERY</u></p> <p><i>Examples: Quizzes, tests, reports, etc.</i></p> 	
<p>FORMATIVE</p>	<p>SUMMATIVE</p>

<p>ASSESSING FOR <u>GROWTH</u></p> <p><i>Examples: Observations, journals, portfolios, etc.</i></p> 	
<p>FORMATIVE:</p>	<p>SUMMATIVE:</p>

<p>ASSESSING FOR <u>APPLICATION</u></p> <p><i>Examples: Exhibitions, demonstrations, performance tasks, etc.</i></p> 	
<p>FORMATIVE:</p>	<p>SUMMATIVE:</p>

SECTION 10: ACCOMMODATIONS AND MODIFICATIONS

Use this part of the template to write down strategies you will use to meet special learning needs.

Learning Needs

- ▶ *Students who require structural adaptation.*
- ▶ *Students who require adapted instruction.*

Language / Socio-cultural

- ▶ *Students whose primary language is not English.*
- ▶ *Students who read/write/calculate significantly below grade level.*
- ▶ *Students from circumstances that interfere with school achievement.*

Transience

- ▶ *Students who need readiness assessment.*
- ▶ *Students enter after instruction/project has begun.*

Enrichment and Extension

- ▶ *Students who can bring special talents into their project.*
- ▶ *Students who want to explore more deeply or connect additional learning.*

SECTION 11: RESOURCES

Material Resources:

List the material resources that will be needed to accomplish this project including research materials, technology, production equipment, room space, community resources, and disposable materials.

MATERIAL RESOURCE NEEDS:

Human Resources:

List the human resources that will be needed to accomplish this project including teachers, classroom aides, guest speakers, mentors, on-line experts, and guest artists.

HUMAN RESOURCE NEEDS:

Financial Resources:

Calculate the capital resources that will be needed to cover the costs of the resources mentioned thus far.

FINANCIAL RESOURCE NEEDS:

SECTION 12 (CONTINUED): PROJECT TIMELINE

Chart the flow of your project over time using the graphic organizer below.

INTRODUCTION – INVESTIGATION – BRAINSTORM – PRODUCTION – REVISION – EXHIBITION – EVALUATION – REFLECTION	
STANDARDS & HABITS OF MIND EMPHASIZED	
CLASS ACTIVITIES	
WEEKS 1	
STUDENT PRODUCT PRODUCTION PHASE	
ASSESSMENTS: FORMATIVE	
ASSESSMENTS: SUMMATIVE	
TEACHER TASKS/ROLES	
COMMUNITY PARTNER TASKS/ROLES	

SECTION 13: SIX A'S CRITERIA IN THE PROJECT

Describe how the project meets each of the Six A's factors.

EVIDENCE	
Authenticity	
Academic Rigor	
Active Learning	
Applied Learning	
Adult Connections	
Assessment Practices	