


Project Path Planning Template


*The three primary roles of a teacher are (1) designer, (2) facilitator, and (3) instructor. This template is intended to support teachers in thinking through how to **plan and manage** an engaging and authentic multidisciplinary integrated PBL unit while also effectively meeting your agreed student learning outcomes/goals.*

THE PROJECT PATH

What Students Do (Learning Outcomes/Goals)		What Teachers Do (Design + Instruct + Facilitate)
<p>Students discuss what they already know about the topic.</p> <p><input type="checkbox"/> What do you want students to know and be able to do? Standards?</p>	 <p>Launch Project: Entry Event & Driving Question</p>	<p>The authentic topic is chosen based on children's interests. A driving question is developed.</p> <p><input type="checkbox"/> Design: What is your driving question?</p> <p><input type="checkbox"/> Facilitate: How are you going to facilitate discussion? Build a culture of inquiry?</p>
<p>Students talk about what answers they might find to their questions. The teacher lists their predictions.</p> <p><input type="checkbox"/> What do you want students to know and be able to do? Standards?</p>		<p>The teacher(s) plans an entry event to spark curiosity and to provoke discussion about the topic.</p> <p><input type="checkbox"/> Design & Facilitate: What is your entry event? How will it run?</p> <p><input type="checkbox"/> Design & Facilitate: Can you make this a WBL experience? Involve industry?</p> <p><input type="checkbox"/> Design & Instruct: How will students record their process throughout this project?</p>
		<p>The students, with support from the teacher(s), develop a list of questions about the topic they want to find answers to.</p> <p><input type="checkbox"/> Facilitate & Instruct: How will you facilitate and support the development of Need-to-Know questions?</p>

What Students Do (Learning Outcomes/Goals)		What Teachers Do (Design + Instruct + Facilitate)
<p>During class meetings, students engage in activities and experiences that help build knowledge, understanding, and skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do you want students to know and be able to do? Standards? Assessment? 	<div data-bbox="734 716 886 867"></div> <p data-bbox="670 871 948 1020">Build Knowledge, Understanding, & Skills to Answer Driving Question</p>	<p>The teacher plans lessons to teach and curates resources (read-alouds, videos, photos, artifacts, etc) based on children's questions, learning goals, and needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design: How will you design lessons & activities while taking into account what you know about your students needs? <input type="checkbox"/> Instruct: How will you manage activities and lessons so they give students voice & choice? <input type="checkbox"/> Facilitate: What systems or protocols are you going to help students utilize to build skills, knowledge, and understanding? <input type="checkbox"/> Instruct & Facilitate: How are you going to help them collaborate and work in teams?
<p>Students might engage in ways to synthesize their learning and show what they are now able to do with the knowledge, understanding, and skills they have developed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do you want students to know and be able to do? Standards? Assessment? 		<p>The teacher helps the students plan fieldwork and identifies people to interview who can answer their questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instruct: What can you do to help students prepare for working with adults? What can you do to help adults? <input type="checkbox"/> Facilitate: How can you utilize your WBL Coordinator in this process?
<p>During class meetings, students report what they find in their fieldwork.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do you want students to know and be able to do? Standards? Assessment? 		<p>The teacher helps support fieldwork reporting and foster a collaborative space where students can share their knowledge, understanding, and skills with each other.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate & Instruct: How will you help students capture and synthesize their learning?

What Students Do (Learning Outcomes/Goals)		What Teachers Do (Design + Instruct + Facilitate)
<p>Students might make drawings, take pictures, write words and labels, create graphs of things they measured and counted, and construct models.</p> <p><input type="checkbox"/> What do you want students to know and be able to do? Standards? Assessment?</p>	<div data-bbox="735 583 885 730" data-label="Image"> </div> <p data-bbox="665 737 953 884">Develop & Critique Products, & Answers to the Driving Question</p>	<p>The teacher encourages students to ask questions and make comments about each other's findings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design: How will you engage students in developing prototypes? <input type="checkbox"/> Instruct: How do you provide support so students can deepen their knowledge, understanding, and skills related to their exploration? <input type="checkbox"/> Facilitate: How will you critique and provide feedback to students work, while also identifying where they still need need support?
<p>As students provide feedback/critique and learn more, they can revise what they have made.</p> <p><input type="checkbox"/> What do you want students to know and be able to do? Standards? Assessment?</p>		<p>As the project proceeds, the teacher helps the students revisit their initial questions and adds more questions, if necessary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design: How should students provide feedback and critique to each other? Rubric design? <input type="checkbox"/> Instruct: How will you provide instruction around feedback and critique? <input type="checkbox"/> Design: How could you include industry experts in the feedback & critique process? <input type="checkbox"/> Facilitate: How do you help facilitate the feedback and revision process?

What Students Do (Facilitate)		What Teachers Do (Design + Instruct)
<p>Students can make invitations for their families, community members, and other classes to attend the culminating event.</p> <ul style="list-style-type: none"><input type="checkbox"/> What do you want students to know and be able to do? Standards? Assessment?	 <p>Present Products & Answers to the Driving Question</p>	<p>With teacher's help, students decide how to show what they did and what they found out to families and community members at a culminating event.</p> <ul style="list-style-type: none"><input type="checkbox"/> Design: Where can you hold your exhibition to ensure it serves as an authentic demonstration of learning?<input type="checkbox"/> Design & Facilitate: How will you ensure there is an authentic audience and process for showcasing student work?<input type="checkbox"/> Instruct: What support do students need with outreach?
<p>Students discuss the evidence they have found that helps them answer their questions.</p> <ul style="list-style-type: none"><input type="checkbox"/> What do you want students to know and be able to do? Standards? Assessment?		<p>The teacher helps students reflect on what they have learned with what they knew before the project began.</p> <ul style="list-style-type: none"><input type="checkbox"/> Design: How might you provide opportunities for students to reflect and demonstrate their learn in different modalities?<input type="checkbox"/> Facilitate: How can you help students apply their learning and set new goals?