

PBIS PROJECT PLANNER*

*Modeled after and adapted from Vermont secondary PROJECT Science Partnership and Buck Institute for Education (www.bie.org/)

VISION: What are the big ideas?	
Teacher(s): Project Title: Grade Level(s)	Subject(s): <ul style="list-style-type: none">How can you incorporate interdisciplinary subjects into this project design?
Big Ideas/Enduring Understandings: What big ideas or real-world dilemma will drive this project?	Timeframe:
	Essential Questions: What essential questions will drive the project? <ul style="list-style-type: none">Consider the themes that will focus the unit and ones that integrate social justice issues (preferably local ones/issues that are meaningful to student audience).This is a great activity to do with your students but it is usually helpful to already have some ideas in the hopper.

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KNOWLEDGE AND SKILLS: What key knowledge and skills will students acquire as a result of this unit?		
Content & Concepts: What will Students know or need to know ?	Skills: What skills will students need or need to acquire ?	Standards Addressed
Any additional concepts or ideas that may not be the focus but are worth being familiar with.		

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INQUIRY: What is the desired result and how will students know when they have reached it?
What is acceptable evidence?

ASSESSMENT/PERFORMANCE TASKS: What is relevant assessment that will be useful to the stakeholders/problem identified?

- What useful data, measurements, survey information, etc. might be helpful to the cause?
- How will you help students generate realistic, challenging, relevant final projects?

Other Evidence that can be Assessed

Examples could include but are not limited to: challenge projects, problem solving tasks, lab design/write-ups, presentations/performances, cooperative group work, models, quizzes, tests, observations, dialogues, work samples/drafts, logs, data collected, self/peer assessments, interviews with experts, etc.

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BUILD: How will the learning experiences be developed?

DESCRIBE THE PROJECT

- What is the background and context of the project?
- What is the relevancy and importance of the project?
- What is the authentic challenge/problem being addressed?

CREATE BUY-IN

- How can you hook your students?
- What would create buy-in?
- Who might they get involved with that is an expert in this field?

Begin to design your project board: Outline specific tasks, milestones/timelines that students will complete early on, during, and at the end of the project. Who might they get involved with that is an expert in this field? Remember to emphasize problem posing, problem solving, and other meaningful tasks in the design.

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BUILD, cont.

List preparations necessary to address needs for differentiated instruction: How this project meet everyone's needs?
(Remember to consider any ELL students, special-needs students, students with diverse learning styles, students who many struggle with reading and need varied levels, students who need clear expectations and scaffolding, students who need constant challenge, etc.)

List preparations for multicultural, socially-conscious classroom: How will *all* voices and points of view be heard with this project? How will the classroom promote the values of democracy?

List reflection and evaluation techniques: How will you and your students reflect on and evaluate the project? (E.g. Class discussion, Fishbowl, Student-facilitated formal debrief, individual evaluations or rubric work, peer/group evaluations, etc.) Develop a project rubric (or several mini-rubrics) that assesses the learning intentions for this project.

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CURRICULUM UNIT RESOURCES			
Student Literature	Classroom Materials	Web sites & Technology	Field Trips and Field Work

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PLAN LEARNING OPPORTUNITIES AND SEQUENCE INSTRUCTION

Think about the different lessons/activities that will be needed to demonstrate the key knowledge and skills for this project.
How will students work autonomously and build on their learning to ensure continual improvement?

Week 1 - Dates:

Week2 - Dates:

Week 3 - Dates:

Week 4 - Dates:

Week 5 - Dates:

Week 6 - Dates:

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REFLECTION:

Throughout and especially at the end of the project, consider what went well and what changes you would make for the next time.