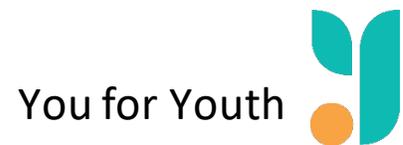




Implementation Planning Checklist

Project-Based Learning



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Implementation Planning Checklist

Use this planner to begin documenting how you will implement a project-based learning activity into your program. It will help you focus on the areas needed to make the experience successful.

This planner includes the following sections. Check the box for each one as you complete it. Use the Y4Y tool, ***Project-Based Learning Diagram***, as a helpful reminder of the key components listed below, and the ***Project-Based Learning Research Brief*** to learn more.

Phase 1: Introduce and Prepare

- Step 1: Capture Student Voice and Choice
- Step 2: Introduce the Topic
- Step 3: Map Knowledge and Wonders
- Step 4: Choose an Inquiry Direction
- Step 5: Help Students Make Connections to Real Life
- Step 6: Craft a Driving Question

Phase 2: Define and Implement

- Step 7: Develop a Project Idea
- Step 8: Assign Roles and Group Students
- Step 9: Create a Plan of Action
- Step 10: Determine Project Tasks and Develop a Timeline
- Step 11: Gather Authentic Tools and Resources
- Step 12: Facilitate the Plan

Phase 3: Celebrate, Reflect and Assess

- Step 13: Celebrate With a Culminating Event
- Step 14: Document the Learning
- Step 15: Reflect and Assess

The ***Classroom Facilitator Packet***, ***Service Learning Toolbox*** and ***Project Planner*** are great tools to use during a project-based learning activity. Print or download these Y4Y tools as you work through the project with your students. Before you get started, be sure to think about your budget for implementing a project-based learning activity. Use the ***Y4Y Activity Budget Worksheet*** to help with budget development.



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Step 3: Map Knowledge and Wonders

Mapping what students know and want to know will help students and the facilitator identify current knowledge about the topic and also pique student curiosity by identifying what students still want to know. Use the space below to add your knowledge and wonders about the topic of project-based learning! Refer back to this list when you go through the Coaching My Staff section of the course to find resources for training your staff.

Tip: Use this strategy with your staff to see what they know and what they wonder about project-based learning before your trainings!

What do you know about project-based learning?

What do you wonder about project-based learning?

Use the Y4Y tool *Mapping Knowledge and Wonders* to capture what your students know and wonder, and *Planner for Brainstorming* whenever students start brainstorming sessions.





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Step 4: Choose an Inquiry Direction

This is where you help students focus their thoughts. One approach is to let students vote on the “wonder” they most want to explore. At this point, students have not chosen their project yet. Although they may vote on only one “wonder,” it is likely that the students will get to explore all of the “wonders” in some way during project facilitation. How will you get students to choose a “wonder”? There is also space for you to brainstorm other ideas!

- Vote by show of hands
- Use an online polling tool
- Paper vote (ballot)
- Students get into groups based on their choice
- Other: _____
- Other: _____

Step 5: Help Students Make Connections to Real Life

Having students make connections between their projects and real life is very important to creating a meaningful project. To start student thinking about how to connect their projects to real life, it is good practice to facilitate with guiding questions. These guiding questions will allow students to figure out the connections on their own — they are the ones doing the work! Below are some examples of guiding questions around a new project idea: What is immigration? Check the guiding questions you would use from the ones listed below, and come up with a few more on your own!

- Have you ever heard of immigration? If so, what do you know about it?
- Can you describe what an immigrant is?
- Do you know anyone who is an immigrant?
- Your turn: _____
- Your turn: _____

The Y4Y tool **Guiding Questions** provides a list of sentence starters that cover the six areas of Bloom’s Taxonomy. Use this as a guide!



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Step 6: Craft a Driving Question

Crafting the driving question is the most important part of any project-based learning activity. The qualities of a good driving question are listed below, along with the components of a driving question. There is also room for you to practice writing a driving question. Use the qualities as a reference.

Each driving question should include these *components*:

- Question phrase:** “How can we...?” “What can we...?”
- Role:** Having students take on the persona of someone who would do work around their topic makes it more authentic. It also allows you to embed those college and career readiness skills that are so important. For example, students could be scientists, advocates, teachers, doctors or many other things.
- Verb:** Students think about the action they want to take. For example, the students will teach, prepare, support, reach out, share or conduct another activity. This is the meat of your driving question. This is how students will apply the new knowledge and create something to share and teach to others.
- Topic:** What is the topic your students wanted?
- Audience:** Students need to decide who would be interested in their findings. Remember what happened during step 5, when your students connected the topic to their lives — this can help to determine that audience.

Qualities of a Good Driving Question: Check the ones you want explore more.

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Complex: Students cannot answer with a simple yes or no. <input type="checkbox"/> Real World: It is directly related to their community. <input type="checkbox"/> Open-Ended: There isn’t just one answer to the question. <input type="checkbox"/> Actionable: Students are challenged to make decisions about what they can do. <input type="checkbox"/> Relevant: This is about people they know, or something related to their world. | <ul style="list-style-type: none"> <input type="checkbox"/> Challenging: It will involve higher-order thinking skills. <input type="checkbox"/> Substantial: Inspires students to reflect on the important ideas and information rather than just doing a cursory review. <input type="checkbox"/> Intriguing: The question creates a compelling “need to know.” <input type="checkbox"/> Provocative: The question involves investigation and allows for new discoveries. |
|---|--|

Use the Y4Y tools, *Qualities of a Good Driving Question* and *Crafting Your Driving Question*, to help when you develop your driving question with your students.





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Phase 2: Define and Implement

Step 7: Develop a Project Idea

In this step, students will decide how they want to present their knowledge and findings. Usually this is done by presenting a final project during a culminating event. Let the students decide! Guide their decisions by using the strategies below to determine a project idea. Check off the strategies you are interested in using, or create your own!

- Mapping:** Put the driving question in the center circle and let students brainstorm and vote on ideas for the overall project goal.
- Focus on the audience:** Let the students brainstorm the best way to reach their audience. This could be through interviews with audience members or through research.
- Explore the Web:** Let students search for ideas on the Internet, then bring them back to the table to discuss with their peers.
- People in the field:** Have students brainstorm experts to consult for more information.
- Connect to local or national events:** Have students explore upcoming events and determine if they can design their project to fit within that event.
- Others:** _____

Include the Six A's

Whatever project is chosen, it becomes the facilitator's responsibility to ensure that the project meets the six A's of high-quality project-based learning. Check the ones you want to explore more, and use the checklist below as a guide when the students develop their project idea.

- Authenticity:** The project helps students develop an original answer or solution that is grounded in the knowledge they acquire. The project focuses on a problem or topic that has meaning to the student, and culminates in a product or event that has personal and/or social value.
- Academic rigor:** The project addresses students' academic needs and connects educational standards to real-world opportunities to practice the knowledge and skills students need to master. The project is interdisciplinary and poses essential questions that guide deeper learning of the subjects students explore.
- Adult relationships:** The project connects students to adult mentors and exposes them to adults with expertise relevant to their activities. Students engage with adults as collaborators to design and assess the project.
- Applied learning:** The project calls for students to develop habits of mind and high-performance levels of competencies expected in the career world, such as time management, teamwork, self-management and organizational skills.



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- Active exploration:** The project simulates what happens in the real world. Students use authentic tools and explore true-to-life roles through field-based investigations.
- Assessment:** The project provides milestones or checkpoints at which students and teachers reflect on the work that has been done and assess what they’ve learned. The project culminates in a final product or event in which students demonstrate their learning to an interested audience. Student work is evaluated using both performance and academic standards.

Don’t forget to use the Y4Y tools *Classroom Facilitator Packet* and *Project Planner* during this time!

Step 8: Assign Roles and Group Students

Students can gain insight on what roles will be needed in the project by conducting research on the responsibilities of different positions at various organizations or companies and then either apply for and do mock interviews, or select teammates to fill those roles. Potential student roles are listed below. Check the ones that you haven’t used and discuss options for others with your program planning team.

- Manager:** Keeps the group “on track” and ensures that members are fulfilling their roles.
- Project Coordinator:** Tracks timeline progress and helps coordinate resources.
- Graphic Designer:** Designs all art and presentation material.
- Spokesperson(s):** Delivers the presentation.
- Editor:** Works on presentation and instructional materials to ensure accuracy and flow.
- Marketing Manager:** Designs outreach strategy for demonstration event.
- Event Planner:** Coordinates all aspects of events.
- Other:** _____

Use the space below to brainstorm other student roles. Get your planning team involved!





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Step 9: Create a Plan of Action

This step is when your student start working together in groups to determine project tasks, a project timeline and the essential resources needed to accomplish their projects. This is a great time to be sure to look for and enhance the use of the four C's of 21st century skills. The four C's appear below, and you can check the ones you want to focus on during your project-based learning activity.

- Communication:** Students need to be able to share their thoughts, questions, ideas and solutions.
- Collaboration:** Students need to be able to work together to reach a goal while putting their talent, expertise and knowledge in action.
- Critical Thinking:** Students need to be able to look at problems in new ways and link learning across subject areas.
- Creativity:** Students need to be willing to try new approaches to get things done. This leads to innovation and invention.

Use the Y4Y tool *The 4 C's to 21st Century Skills* as a resource.

Step 10: Develop Project Tasks and Create Project Timeline

Have students write down all the tasks they think will be necessary for them to complete the project. Have the students organize the responsibilities under each team member role and add completion dates. This will help them prioritize their duties and stay organized throughout the project.

Facilitate organization with questions like these:

“Have you thought about whether more might need to be done here?”

“Could someone else share that responsibility or be more likely to be the one to complete it?”

Project Timeline

- Break large, complex projects into smaller parts** or mini-projects to fit schedules, mixed age groups and different skill levels.
- Align roles**, expectations and project work with attendance patterns.
- Build in checkpoints** and midway demonstrations and events to keep projects on track, maintain interest, and sustain a sense of accomplishment and engagement.

Use the Y4Y tool **Project Timelines** for examples of how to set up a timeline with your students.



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Step 11: Gather Authentic Tools and Resources

Gathering the resources needed to complete a project-based learning activity is critical at the beginning. Some resources and tools may be considered necessary for all projects, such as a computer or paper and pencil, but each project will have specific tools and resources needed to complete the learning. For example, if the project is to persuade your community to stop littering near the local river, the students might need things for beach cleanup like garbage bags, gloves, sifters and rakes. Keep in mind that every project will be different and may need other resources than those listed below.

Example Tools and Resources:

- Voice recorder for interviews
- Printable tables and charts to collect data
- Cameras
- Surveys
- Research reports
- Budget tools

Engage students in the budget process. Below are some strategies to help students. Check the strategies you want to use.

- Provide a budget to students.
- Let students develop a budget tracking tool in Excel.
- Have students track estimated and actual costs in their budget worksheet.

Use the space below to brainstorm other tools and resources that might be necessary to complete a project-based learning activity — you can use the elementary, middle and high school activities explained throughout the course as an example!





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Step 12: Facilitate the Plan

Facilitating the plan is a critical step for you, the facilitator. Keeping students on tracking and making sure their projects move along as intended can be a tough job. Think about how you would gauge your facilitating and guiding skills. Use the scale below and rate each step as a 1, 2 or 3, with 3 being the highest rating and 1 being the lowest.

- _____ My comfort level facilitating.
- _____ My knowledge of how to facilitate learning.
- _____ My ability to use guiding questions.

If you are low on the scale for any of these, check out the Project-Based Learning Learn More Library, Y4Y tools such as **Guiding Questions**, or research other avenues to build knowledge.



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Phase 3: Celebrate, Reflect and Assess

Step 13: Celebrate With a Culminating Event

The culminating event is what you and your students have worked for. This is a time to celebrate, but also to put what was learned into action. There are a few important things for the facilitator to consider when the culminating event is around the corner. Use the space and checklist below to ensure that your students have covered all the bases before the big day and to help brainstorm.

- Provide adequate practice time.
- Secure safe storage for project materials/resources.
- Set a date and time to present culminating product or event.
- Reserve a space for students to display their products or demonstrate their knowledge.
- Invite an interested audience.
- Schedule a dress rehearsal or set-up time.

Culminating Event Examples

- Presentation
- Project
- Event

Use the space below to record some culminating activity ideas:





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Step 14: Document the Learning

Documenting what your students have learned is important for you and the program and for school-day leaders and the general public. This step provides solid artifacts to demonstrate that learning happened. You will need this to prove that your program has impact. Use the checklist below to select the types of documentation your students will provide.

Type of Documentation:

- Portfolios
- Journals
- Rubrics
- Other: _____

Use the Y4Y tool *Developing Project-Based Learning Rubrics* as a guide for developing a rubric.

Step 15: Reflect and Assess

Now you can reflect on and assess the learning. These steps are important for your students and you, as the facilitator. There are several ways you can do this. Use the checklist below to help you think of some strategies for reflection and assessing the learning.

- Review rubrics with your program team.
- Conduct student and teacher surveys.
- Use pre- and post-project observations to complete checklists and review with program staff.
- Provide reflection time with students.
- Review the students' project-based learning wall.
- Other: _____

Use Y4Y tools *Project Planning Review Checklist*, *Staff Observation Checklist* and *Youth Participation Checklist* as examples for creating observation checklists and collecting data.