Classroom Facilitator Packet

Project-Based Learning
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Give this packet to your activity facilitators to use in their project-based learning activities. Have them keep the documents in their notebooks or in student portfolios. The forms included here can inform observations on student progress and student outcomes.
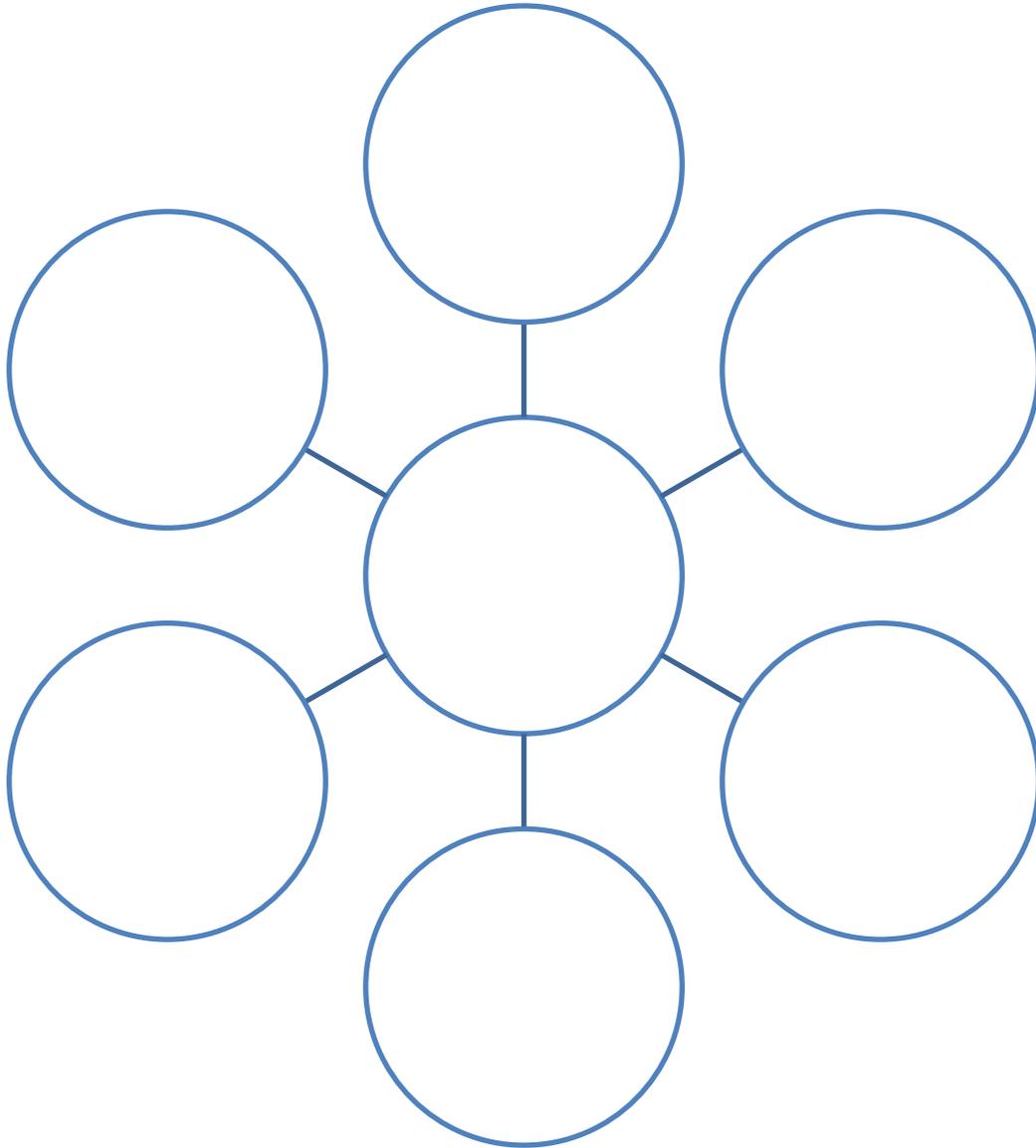
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What Do You Know?

Replicate this mind map on large chart paper and brainstorm with your students. Your goal is to determine what students already know about the activity topic. For example, if the topic is food, they might say that they like hamburgers, that food is expensive, that different people eat different food. Encourage students to populate the map, but guide them to list similar answers together.
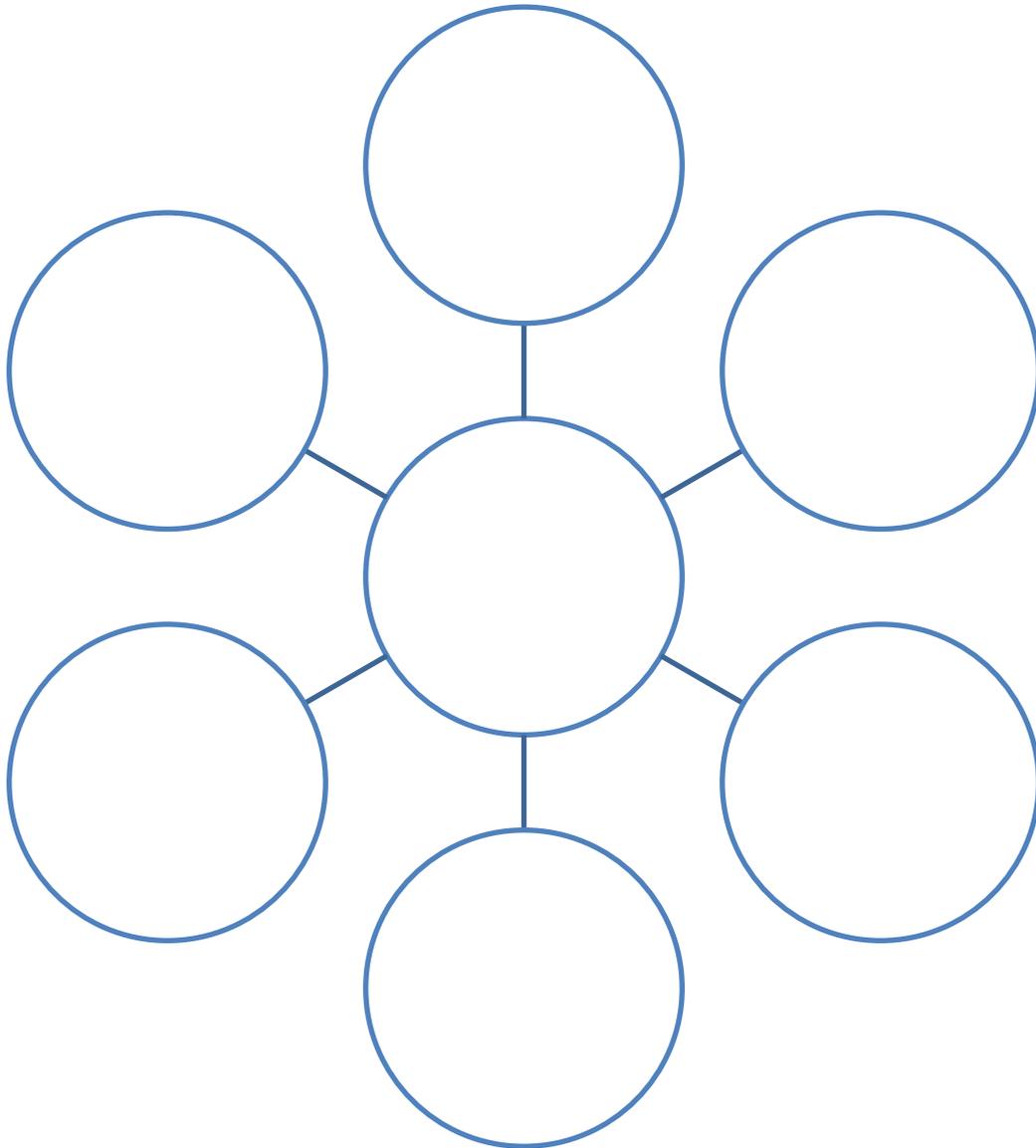
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What Do You Wonder?

Replicate this mind map on large chart paper and brainstorm with your students. Your goal is to determine what students still wonder about the topic. For example, if the topic is food, they might say that they wonder how they can make good food at home, or how to eat on a small budget, or why some of their peers eat fish on Fridays instead of meat. Encourage students to populate the map, but guide them to list similar answers together.

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Project-Based Learning Activity Timeline

Use this timeline with your students to set goals and track progress. This example is designed for a six-week activity that meets twice a week. Add boxes by copying and pasting if you want to add additional weeks to your activity.

Activity Title:	Targeted Skills:

Instructor:	Circle the days of the week the class is held. M T W Th F

Phase 1: Beginning the Project ☆ Goals for the Week: Plans for the whole session should be done with students during the first two weeks. ☆ Daily notes should be taken to document progress.	In this phase, the goals are to introduce the topic, brainstorm with students to determine what they know and what they wonder, choose the wonder they want to investigate and create a driving question. The facilitator empowers students to share individual and group knowledge to create a collaborative environment. This phase will set the tone for the activity, narrow the focus and give students a clear direction for their investigation.

Goals for the Phase: Introduce topic, brainstorm, choose wonder, and create driving question

Day 1:	Day 2:

Day 3:	Day 4:

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Phase 2: Developing the Project	In this phase, the facilitator guides student inquiry. Students use the driving question to brainstorm and choose a project. Once the project is chosen, students choose roles and start the work. This phase will often require that the facilitator help students to manage goals, strategize and stay on the timeline.

Goals for the Phase: Choose project, assign roles, gather resources, complete project	
Day 1:	*Day 2:*

Day 3:	*Day 4:*

Phase 3: Conclude, Celebrate, Reflect	The third phase is designed to bring the activity to a close with a culminating activity. Remember, it is important for students to present their new knowledge and findings to an interested audience. The facilitator's role will be to help students stay on timeline, guide the planning as needed and assess the learning.

Goals for the Phase: Complete project, host culminating event, reflect on the learning	
Day 1:	*Day 2:*

Day 3:	*Day 4:*

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Student Role Worksheet

Activity Name: _____

Facilitator: _____   Date: _____

Each student will be assigned a role in this group activity according to their interest and ability. Have each student write their role and brief description of their responsibility to the group. If you are facilitating a young group (pre-writers), fill out the form as they dictate.

Examples

- **Manager:** Keeps the group "on track" and ensures that members are fulfilling their roles.
- **Timekeeper:** Watches the time and moves group along to complete the task on time.
- **Recorder:** Keeps a record of group actions, takes notes on discussion and prepares a written report, if needed.
- **Observer:** Uses a guide, such as a checklist, to watch the group's activities, and may offer feedback.
- **Data Collector:** Uses resources to get needed information for the group.

- **Checker:** Makes sure everyone understands the concepts and that all group members have reached their goals.
- **Spokesperson:** Communicates with the teacher and other groups when help or information is needed. Represents the group in presentations.
- **Materials Manager:** Makes sure that all the group has the materials they need. Helps keep the area clean.
- **Designer:** Leads the artistic representation of the group's work.
- **Stand-In:** Assumes role of any missing group member.

Student name:

Role:
Responsibility:

Student name:

Role:
Responsibility:

Student name:

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Responsibility:

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Student Project Planner

Provide this form to students to include in their portfolios or journals. They can complete this together or independently. The goal is to document the final project and the products or tasks they need to complete in the process. This form can also help them document their specific roles and duties within the project.

Project: Student(s):   Date:

What products or tasks do I/we need to accomplish to complete our project?
What research do I/we need to conduct to complete our project?
What are my/our responsibilities in the project work?
I/we expect to learn the following from working on this project:

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I/we will demonstrate what we've learned by:

I/we will complete the project by:

"Student Learning Log" is adapted from materials developed by Autodesk Foundation and Sir Francis Drake High School.

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Research Log

Students should use this form to record any research or documentation they plan to use from internet, book or other search methods. This can be a useful method of teaching students how to cite sources correctly.

Project: Student: Date:

Source: Record citation	**Note:** Describe what was learned	**Student/s who did research**

"Research Log" is adapted from The Big Picture Company, The New Urban High School: A Practitioner's Guide *(Providence, Rhode Island: United States Department of Education, 1998).*

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Project Milestones

Project: Student: Date:

Milestone	Due Date	Completed
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐

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Grouping Strategies

Grouping decisions involve number of members, who is in the group, the roles assigned to group members, and the tasks assigned to the groups themselves.

Different project activities lend themselves to different grouping arrangements. Some activities may best be accomplished by students working alone. Other activities may lend themselves to working in pairs, in small groups or as a whole class. Grouping decisions should reflect the nature of the activity and the learning goals envisioned. See below for examples.

Group Size Considerations

Group Size	Best Uses
Individuals (students working alone)	Learning (and teaching) fundamental skills Researching in the library or on the Web
Pairs	Providing one-on-one feedback, editing, peer assessment Providing one-to-one support or training
Small groups	Working on tasks that have multiple dimensions or steps. Sharing perspectives or reaching consensus.
Mid-size groups	Holding discussions, debates, role-play activities
Whole class	Presenting orientations, debriefings, progress checks

The location of project activities also influences the size of groups. In many projects, each major activity might have a different location. See below for examples.

Potential Project Sites

Location	Useful for
In class	Orientation, coordination, group work, and the like
Home	Generating ideas, revising work, reading, note taking
Library	Research, reading, using technology
Other classroom	Presenting, getting feedback, gathering data
Community	Gathering data, observing, interviewing, collaborating
With mentor	Modeling, getting advice, getting feedback
With electronic partner	Collaborating, sharing information, getting feedback

"Grouping Strategies" borrowed from STEM MI Champions at [http://www.leadingpbl.org/f/Grouping+Strategies.pdf]

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Group Observation Checklist

Project: Group Members: Date:

Observe a group for five to ten minutes. Check the boxes that best describe group member participation.	All Members	Most Members	Some Members	Few Members	Not Applicable
When starting a new task, group members:					
Agree on an agenda or plan	☐	☐	☐	☐	☐
Begin work promptly	☐	☐	☐	☐	☐
Get out project materials	☐	☐	☐	☐	☐
Figure things out without teacher assistance	☐	☐	☐	☐	☐
Share responsibilities	☐	☐	☐	☐	☐
When conducting research, group members:					
Consult primary sources	☐	☐	☐	☐	☐
Take notes	☐	☐	☐	☐	☐
Have relevant conversations	☐	☐	☐	☐	☐
Evaluate the significance of new information	☐	☐	☐	☐	☐
Stay on task	☐	☐	☐	☐	☐
When discussing project work, group members					
Ask clarifying questions	☐	☐	☐	☐	☐
Give each other a chance to speak	☐	☐	☐	☐	☐
Make decisions efficiently	☐	☐	☐	☐	☐
Record decisions and plans	☐	☐	☐	☐	☐
Share essential information	☐	☐	☐	☐	☐
Stay on task	☐	☐	☐	☐	☐

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[http://www.leadingpbl.org/f/Group+Observation+Checklist.pdf]

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Showcase Plan

Describe below how you will showcase your project. Then make a list of tasks that need to be accomplished prior to the Showcase event.

_____

_____

_____

_____

_____

_____

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

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Student Daily Reflection

This form can be adapted to do weekly reflection. The goal is to have students reflect regularly on the important knowledge, skills and behaviors in which they engage. You want to them to authentically share their experience in the project-based learning activity so that you and they can assess growth.

What stood out today? Why did it capture my attention?

What do I wish would have gone better or been more successful? Why do I believe it wasn't successful?

What went really well? Why do I believe that it was successful?

What have I learned that should inform my work tomorrow or this week?

If I had to pick a word that describes my experience today, what would it be?

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Facilitator Daily Reflection

This form can be adapted to do weekly reflection. Just as students need to reflect, so do the activity leaders. Leaders should regularly think about the important knowledge, skills and behaviors in which students engage. Leaders should document what is going well, what isn't going so well and think about ways to improve the environment if needed.

What student stood out today? Why did he/she capture my attention?

What wasn't very successful, and why do I believe it didn't go as well as planned?

What went really well? Why do I believe that it was successful?

How can I support student success tomorrow?

Added Notes: