PLANNING BACKWARDS FROM EXHIBITION:

ASE is May 19th. Let's go really big and awesome this year

[Sample Project Handouts](#)

PLANNING BACKWARDS:
Your Project Handout
[Sample 1](#) [Sample 2](#) [Sample 3](#)

[This should either be given out to launch a project so that your students have an idea of what is going on. If possible it would be awesome to have a collection of them at the front of the building for visitors to see what we are doing and building towards.]

In creating your project hand-out, please think through…

YOUR PURPOSE
- Why does this project matter? Why will your kids care? Why is it worth their time?

YOUR PRODUCT
- What is the final product that students will create?
- What elements will a truly quality final product have?
- Where will your project "live" after the exhibition ends? How can you avoid this becoming a "dumpster project"?

YOUR LEARNING GOALS

- What skills/deeper learning will students be gaining from creating this product?
- How will this project be both hands on and minds on?

YOUR GROUPING
- How will group work be structured?
- How will tasks be delegated to support every member of the group's active engagement in the project work?

Core Value

- What does rigor mean? What should it look like to provide challenge? What does successful learning look like?
- Why does this project matter? Why will your kids care? Why is it worth their time?
- How will voice and choice be integrated into the curriculum?
- How are you providing multiple entry and access/challenge points?
- How are you creating a culture of collaborative design?

Your Calendar

- What are the major milestones/benchmarks on the way to the final exhibition?
- What learning experiences/activities will happen along the way to support rich learning in this project?
- When will you build in opportunities for critique and refinement?

PLANNING BACKWARDS *(Part 1)*:
Start with your purpose and your product

1. Your Purpose

Why does this project matter? Why will your kids care? Why is it worth 6,8, 12 weeks worth of time?

My pitch:

WHY?:

2. Your Product

What do you want students to *do, write, create,* or *build*?

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Envision the final product. What elements would we see in a truly quality final product?

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What does a beautiful exhibition look like? How are you transforming the space, engaging the audience, and thoughtfully displaying the process?

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Where will your project "live" after the exhibition ends? How can you avoid this becoming a "dumpster project"?

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3. YOUR LEARNING GOALS

What do students need to know in order to do a good job on this project? How can they learn it? When will they need to know it?

What	How	When

What skills will students develop as they work toward creating this product?

SKILLS	WHERE WE WILL SEE EVIDENCE OF THIS SKILL

What academic content do you want students to learn along the way?

How are you ensuring that both students and parents understand the learning that is occurring throughout the project (especially if the focus is not on standard learning objectives)?

PLANNING BACKWARDS *(Part 2)*:
Scaffolding for Work of Excellence

If the goal is a **truly quality final product**, what are the **indispensable steps** in the process that you need to plan for intentionally? *Prototyping? Drafting? Critique? Refinement?*

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M**ILESTONES** - What are the important milestones along the way to the final draft? Think about:
- DELIVERABLES: deadlines for drafts and specific product components
- CRITIQUE: opportunities to receive meaningful feedback (from you, from peers, from an outside audience, from an adult expert)
- REFLECTION: regular opportunities to reflect on and document their progress

Week	Activities	Deliverables
1		
2		
3		
4		
5		
6		

7		
8		
9		
10		
11		

PLANNING BACKWARDS *(Part 3)*:
Scaffolding for Rich Learning Along the Way

LEARNING FROM MODELS
- What models of excellent work can students study to inspire their own work of excellence? (Models created by professionals? by you? by past students?)

LEARNING FROM ADULTS IN THE COMMUNITY
- What adult professionals could you bring in as guest speakers or to give feedback during your critique process?

- What field experiences could you design for the students? Other opportunities for adult-world connection?

LEARNING FROM TEXTS
- What texts will students read and discuss to enrich their learning along the way?

LEARNING FROM GROUP WORK

- How will group work be structured? How will tasks be delegated to support every member of the group's active engagement in the project work?

- How can students take on "professional roles/responsibilities" (e.g. project manager, documentarian, etc.) throughout the project? How else can you scaffold the process to give students a chance to step into the shoes of adult professionals?

Providing Access and Challenge

- How are you thoughtfully INTEGRATING HANDS-ON and MINDS-ON learning, to provide ACCESS & CHALLENGE for our diversity of learners?

- How is this project getting students excited about learning, how are you bringing the disenchanted, fence sitters into the fold?

CALENDAR (*Part 4*)

January

3 PD Day/No School	4	5	6	7
10	11	12	13	14
17 No School	18	19	20	22
24	25	26	27	28
31				

February

	1	2	3	4
7	8	9	10	11
14	15	16	17	18 PD Day/No School
21 No School	22	23	24	25

28				

March

	1	2	3	4
7	8	9 SLCs	10	11
14 OSPREY WEEK	15 OSPREY WEEK	16 OSPREY WEEK	17 OSPREY WEEK	18 OSPREY WEEK
21 SPRING BREAK	22 SPRING BREAK	23 SPRING BREAK	24 SPRING BREAK	25 SPRING BREAK
28 No School	29	30	31	

April

				1

4	5	6	7	8
11	12	13	14	15 No School
18	19	20	21	22
25 LINK	26 LINK	27 LINK	28 LINK	29LINK

May

2LINK	3LINK	4LINK	5LINK	6LINK No School
9 LINK	10 LINK	11 LINK	12 LINK	13 LINK
16	17	18	19 All School Exhibition	20
23	24 Senior Celebration	25	26 Senior Supper	27 Graduation

30 No School	31 tPOLs			

June

		1 tPOLs	2 tPOLs & Last Day	3

END OF SEMESTER 2