**Project Launch Essentials**

Teacher(s) Visited:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Essentials** | **What we should see** | **Notes** |
| **Entry Event** | ~This is an opportunity for teachers to really excite and engage students about the upcoming project.  ~Examples might include a quick video, field trip, skit, hands-on experiment, controversial discussion, etc…  ~The Entry Event can be a “stretch” from the actual topic, as more content-specific information will be given in the entry document | Describe entry event. What is evidence to support student engagement? |
| **Driving Question and Entry Document** | ~The teacher refers to the project wall, where the Driving Question is revealed.  ~An entry document is passed out which lays the foundation and includes expectations for the project.  ~Emphasis on timeframe, focus, and final products. | Is an entry document distributed? Are details of the project such as final products explained? |
| **Rubrics** | ~1-2 rubrics are passed out to students and/or posted in Echo and shown to students.  ~Rubric(s) should include both final products (individual and group) AND the 21st Century Skills which will be assesses (same language as the SWLOs for Legacy)  ~Teacher language around rubrics should be focused on these documents as something to help students be successful and learn versus “how we are going to get graded” | How many rubrics are distributed? Are 21st Century learning skills (or SWLOs) included? |
| **Need to Knows** | ~Teacher language should include referring back to this list as what the STUDENTS really want to find out and learn so they can be successful on the final products.  ~There are various ways to complete this process but if it is done in small groups, there should still be some whole group conversation as follow up. ~This is a living, breathing document that will be revisited multiple times throughout the project. | What format did teachers use to gather Need to Knows? Did it feel scholar-driven through a process of inquiry? |
| **Project Wall Expectations** | ~Driving Question  ~Entry Document  ~ Word wall with vocabulary from this project (both ELA and SS)  ~ Student Calendar | What is evident? What is missing? |