Scott Warren: And you get the pop up question asking if you got it.

Scott Warren: we'd like to thank you for joining us this afternoon for the last of our in our series of free webinars this particular one is focusing on raising CTE rigor with the embedded academics and i'm looking forward to participating in that says, this is a hot topic across the country.

Scott Warren: It will be led this afternoon by Dr beth green Dr Deborah Lamont and Dr zach referral bath i'll turn it over to you.

Beth Green: Thank you, Mr Warren so welcome to this national online workshop and.

Beth Green: i'm here with my Sri be colleagues deb and zach and we're all CTE tree teachers by trade and we all specializing career technical education at southern regional education board so, in addition to being instructional and leadership coaches, we all have some specialty pearls.

Beth Green: works with technical skill set for a national network of CTE centers.

Beth Green: And I.

Beth Green: Also work for your curriculum it's a net stem curriculum and we are here to talk about quality CTE instruction, because we have experience and technical centers and advanced career some of the examples we use will inform our daily work in these programs.

Beth Green: So, now that you know who they are, we want to know who you are, first of all, we know you're dedicated teachers, because it is close to Christmas.

Beth Green: And it is late in the day after school and you are with us so we know that that's who you are, you are dedicated teachers.
Beth Green: But, more specifically, we want to know where you are and what it means, so, if you will put that in your chat tell us where you're from I see.

12
00:02:03.390 --> 00:02:05.850
Beth Green: amy's to put in here that she's from Ohio.

13
00:02:06.390 --> 00:02:16.410
Beth Green: And i'm somebody some others of you have put in the chat where you are and we've had some join us since then, so if even if you put it in the chat go ahead and put us put it, where you're from.

14
00:02:16.680 --> 00:02:31.440
Beth Green: And what you teach or if you're an administrator or career counselor or have some other role tell us that, too, so we say business education and Jasper welcome Derek Jones from New York.

15
00:02:32.850 --> 00:02:52.290
Beth Green: South Carolina Department of Education Brian is D, a fellow tita fellow Texan like need point pleasant West Virginia principal director South Carolina we have a Cosmetology teacher way out in Oregon it says so looking here CTE supervisor.

16
00:02:53.790 --> 00:03:09.450
Beth Green: Ohio CTE administration, quite a few administrators and special ED social studies teacher we're so glad you're here Emily that's important we know you will be working with CTE students as well, so glad you're here.

17
00:03:13.080 --> 00:03:28.980
Beth Green: Okay, keep those if you haven't had a chance to put it, yet keep those coming Delaware new Mexico assistant superintendent we have Eric Spencer and former business teacher so wants to see to each each are always CTE teacher right Eric.

18
00:03:31.500 --> 00:03:33.960
Beth Green: And we have West Virginia department of bad.

19
00:03:37.170 --> 00:03:39.300
Beth Green: Okay that's true Eric.

20
00:03:43.650 --> 00:03:56.790
Beth Green: So keep those if you haven't put it in the chat keep those coming as we move on to the next slide so before we continue, I want to provide a brief introduction to southern regional education board for those of you.

21
00:03:57.090 --> 00:04:08.220
Beth Green: Who are unfamiliar with the organization, as already be was the nation's first interstate compact established in 1948 by southern governors and legislators.

22
00:04:08.910 --> 00:04:19.140
Beth Green: As sorry bs mission is to guide and support states is they advanced all levels of education, to improve the social and economic vitality of the Sri be region.

Beth Green: Sri be located in Atlanta Georgia employs policy analyst program directors instructional coaches and leadership coaches, how we work is to picked it in this diagram.

Beth Green: We conduct research and published numerous educational documents we can being decision makers to review data and promising practices and to develop action plans.

Beth Green: Our coaches and program directors, health, education, agencies and school districts in 24 States implement the action plans.

Beth Green: Often, our work is guided by Commission of policymakers and practitioners that collaborate on an education topic.

Beth Green: Past commissions have focused on middle schools high schools, assessment and accountability college affordability and career.

Beth Green: and technical education, maybe we should change that CTE first so.

Beth Green: So, today, the objectives are to identify reasons for connecting academic and content to CTE lessons using exemplars explore ideas for connecting academic content like we said we're going to show you that we hope to spend the bulk of our time, showing you some examples.

Beth Green: and letting you analyze those determine resources for creating rigorous assignments and identify resources for additional support.

Beth Green: Rigorous assignments, with better academics, this is from Sri be the band's career energy empower
curriculum, we began all of our projects with an essential question that usually takes.

34
00:06:04.680 --> 00:06:06.840
Beth Green: Six weeks to.

35
00:06:08.850 --> 00:06:10.650
Beth Green: To solve or to.

36
00:06:12.540 --> 00:06:14.250
Beth Green: Go ahead and listen to you.

37
00:06:15.870 --> 00:06:19.170
Beth Green: sounds like darth vader has joined us with some.

38
00:06:20.430 --> 00:06:22.020
Beth Green: One on one i'm you want to shout.

39
00:06:22.410 --> 00:06:23.430
SREB - Zach Riffell: out it yeah I got it.

40
00:06:23.940 --> 00:06:33.390
Beth Green: Thank you sack Okay, how can we design a mini hydro electric system for homes and farms.

41
00:06:34.410 --> 00:06:47.880
Beth Green: So notice that it's a question that's not easily answer that it takes some digging in some research to find an answer to that and some hands on activities as well.

42
00:06:48.420 --> 00:06:52.470
Beth Green: And then we're going to look at this a breathing breathing added project description.

43
00:06:53.070 --> 00:07:00.450
Beth Green: Of the actual description will use an advanced greater has much more detail, but we want to always begin with the scenario.

44
00:07:01.080 --> 00:07:13.080
Beth Green: And then we have an authentic role so students are engineers that's what I mean by an authentic world we give them sometimes their technician or an entrepreneur our research analyst.

45
00:07:14.250 --> 00:07:28.140
Beth Green: So, so they begin with the scenario students are engineers working in research and design at a hydro electric company that wants to introduce many hydro electric systems.
Beth Green: Consumers can buy for their farms and and homes students use the engineering design process to create a viable design, based on what they have learned about electricity and kinetic energy while using for new lease principle to evaluate the capabilities of their systems.

Beth Green: So what we would like you to do next, if you haven't it's I think you've all found the chat by now.

Beth Green: But i'm going to ask you to put some things in the chat that I ask you to hold just a minute until I say 321 go.

Beth Green: So what we're going to do first is because we always want to start with the technical content, first, that is the most important.

Beth Green: I want you to type into the chat but not press enter and what you see, or what you can identify as technical content, so, if you will all put that in the chat i'll give you a moment.

Beth Green: So find the technical content.

Beth Green: and put that in the chat.

Beth Green: And while you're doing that i'm going to say you might hear us say the words, integrated and embedded academics, we use those interchangeably.

Beth Green: So so they're not two different things.

Beth Green: So when I can't down, I want you to press enter and let's see how many answers copulate.

Beth Green: Are you finding that technical content all right here we go 321 enter.
Beth Green: Okay, if my colleagues will help me here.

Debra LaMothe: Absolutely.

SREB - Zach Riffell: Well, we have been.

SREB - Zach Riffell: Apart before.

Debra LaMothe: Oh no I was just going to start up a couple of them.

Hydro electrical.

Debra LaMothe: Design process.

Debra LaMothe: All of those true kinetic.

Beth Green: I see design a pumps, I see that capacity of the generators home needs that's good one Those are three good ones.

SREB - Zach Riffell: yeah the engineering design process or process in general is in at least six of the comments so.

Debra LaMothe: Larry.

Beth Green: Research and design.
Beth Green: Hydro many systems hydro electric systems.

Beth Green: Evaluation evaluate the capabilities for races now.

SREB - Zach Riffell: Okay.

Now.

Beth Green: I want you to do is look at possible academic content possible academic content in replacing your answers in the chat we're going to do waterfall they are also i'll do it 321.

Beth Green: So what academic content, do you see.

Beth Green: One reason we want to do the waterfall is is that way it gives you a little time to think sometimes when we see other people's answers we get stuck on that.

Beth Green: So this gives you a chance to.

Beth Green: To be original.

Beth Green: Okay, so academic content or the potential for academic content.

Beth Green: Okay 321 go press enter.

Beth Green: We see physics and feel free to jump in there DAB in in sac.

SREB - Zach Riffell: Man yeah.
SREB - Zach Riffell: yeah mathematic reading technical writing writing.

Beth Green: Principles principal.

Beth Green: physics.

Beth Green: Yes, definitely.

Beth Green: Okay, the things can be across practicing measuring electrical outlet output, so that one and.

Beth Green: You know, one of the things I like about advanced career as we were writing the questions, some of the writers would ask me, we were writing questions for into project exams.

Beth Green: writers would say, well, I don't know if this goes under math or if this goes under technical or if this goes under reading I loved it, because if you can't tell the difference.

Beth Green: Then we've done a really good job we've done a good job, because it all blends together, because you need one to do the other.

Beth Green: Alright, so thank you for your answers, thank you for for digging in on this very first example.

Debra LaMothe: So one of the things that we want to make sure moving into the embedded academics, is the recognition that science math literacy is embedded in every profession covered in CTE programs, a study.

Debra LaMothe: and providing a contextualize learning environment as we just thought in those scenarios.

Debra LaMothe: That integrate science and other core subjects like reading, writing and math throughout the CG
curriculum help students become comfortable with the subjects.

Debra LaMothe: they're more likely to develop the skills necessary to be successful in their personal lives as well as in their professional career.

Debra LaMothe: Another benefit to the authenticity of integrating core academics and CTE beyond increasing current college readiness, which is a huge benefit in itself.

Debra LaMothe: Is the readiness of the student is because it's required in Perkins it's required to specific areas of Perkins and when we take a look at these areas that are considered compliance areas, we want to think about.

Debra LaMothe: How we can go beyond the requirements of compliance, we want to make sure that we empower students to.

Debra LaMothe: succeed and CTE while meeting state academic standards.

Debra LaMothe: and be sustained and not standalone in their delivery intensive collaborative data driven and classroom focused.

Debra LaMothe: We want to make sure we look at their coordinated don duplicative sequence of academic and technical content that adheres to state standards.

Debra LaMothe: So while we're looking at the idea of meeting competencies ourselves in Perkins five, we also have the role of making sure that it's engaging instruction for students.

Debra LaMothe: So when we look at the idea of embedding or integrating academics, one of the things that we wanted to make sure that we talked about what's not what's in it for students but what's in it for teachers this slide takes a look at what's in it for students.

Debra LaMothe: And when we see students that are established the need for learning rebel and relevant academics within their CTE course and then taking those academics and applying those academics concepts within the course.
Debra LaMothe: We also want to see them transferring those concepts to situations or new learning on the job we want to make sure you are using the language of the field.

Debra LaMothe: And what we shouldn't be seeing as well, are our students prepared to move beyond entry level jobs they now have the knowledge and skills and the availability to access middle class jobs that require students to understand, technical and academic concepts.

Debra LaMothe: When we take a look at this slide and ask ourselves what's in it for teachers, we want to make sure that we are taking a really good look at this slide In itself this slide is going to be a.

Debra LaMothe: Video a little bit later on in our session, but what we want to we want you to take a look and take notice of things so what's on it for the teacher well when the teachers develop lessons up front.

Debra LaMothe: us to do the work rather than the teacher during the lesson, so the pre planning of these kinds of engaging lessons and units is very important.

Debra LaMothe: It requires the students have some deeper learning and avoids covering the lesson content, you want to make sure that you're asking those essential questions and those probing questions along the way, that causes them to go to the next step.

Debra LaMothe: When we do this and work collaboratively with their peers, we have engaged students.

Debra LaMothe: What else if you want to put this in the chat we have quite a few people, but if you feel strongly and passionately about this, you can also unmute yourself, but what else do you notice from this picture that would cause you to think about what's in it for the teacher.

SREB - Zach Riffell: collaboration is in the chat box now.

Debra LaMothe: Yes.
SREB - Zach Riffell: Yes, coach engagement.

00:17:43.020 --> 00:17:47.430
SREB - Zach Riffell: And so much easier to facilitate lessons, when we know our students are engaged.

00:17:52.230 --> 00:17:53.340
SREB - Zach Riffell: hands on opportunities.

00:17:54.690 --> 00:17:55.890
SREB - Zach Riffell: hands on and minds on.

00:17:57.330 --> 00:17:57.960
Yes.

00:18:02.880 --> 00:18:03.990
SREB - Zach Riffell: of medical mission.

00:18:19.980 --> 00:18:24.480
Debra LaMothe: Well, in order for a lot of this to happen, we want to make sure that you have a knowledge of the powerful instructional and practices for authentic learning Sri.

00:18:28.110 --> 00:18:38.520
Debra LaMothe: tip, also known as tip of the powerful instructional practices engaged teachers in designing lessons assignments and assessments.

00:18:39.270 --> 00:18:50.790
Debra LaMothe: That empower students to take ownership of their learning and reach new heights of achievement in every content area.

00:18:59.100 --> 00:19:16.490
Debra LaMothe: and take a look at the screen you'll see all of the different varieties of pips and we'll get into the actual content area in just a little bit, but these are all of the areas of pips that are available through SMB.

00:19:15.390 --> 00:19:16.140
Beth Green: And I put.

00:19:16.830 --> 00:19:17.160
That.
Beth Green: That what you're going to say that I put a link in the chat.

Beth Green: You can yes access that and that is available to you for your use.

Debra LaMothe: And while he's putting that in the chat the rationale for the CTE powerful instructional practices which we're going to see here in just a moment.

Debra LaMothe: is simple and the same as a sponsor all pips administrators and teachers agree that quality instruction is essential, however, if you ask 10 different teachers and 10 different administrators.

Debra LaMothe: What quality instruction looks like you'll get 10 different answers the pips provide a common vision for quality instruction today, even though you see all of these tips here, our focus today is going to be CTE.

Debra LaMothe: This side kind of breaks down the focus areas there are six focus areas in the CTE pips.

SREB - Zach Riffell: or for.

Debra LaMothe: instructional practices, you can use the qr available there, or we will be putting that link in the chat as well, but the powerful CTE instructional practices are foundation and six areas.

Debra LaMothe: Six focus essential high quality CTE areas in the pip number one area you'll look at high quality instruction around the culture of learning.

Debra LaMothe: you'll notice in pip number two the spotlight of high quality instruction is creating instruction to plan with the end in mind.

Debra LaMothe: hit number three is intentional intentional plans for high quality instruction around collaboration.

Debra LaMothe: And remember that these are important opportunities for students to oftentimes learn these qualities.
Debra LaMothe: it's not something that might come lead to a middle school or high school student just yet, so the intentional purposes and practices of the pit to make sure that we're actually teaching them how to do that.

Debra LaMothe: is extremely important tip number four is what this whole session today is about, and that is academic integration and the topic of today's webinar.

Debra LaMothe: tip number five is there are plans for high quality instruction in all areas of experiential learning.

Debra LaMothe: tip number six focuses on high quality is constant feedback what we know is very important and, again, you can use the qr code and or the link that's been placed in the chat to access the CTE PEPs.

Debra LaMothe: let's take a really close deep dive into what the powerful career and technical education instructional practices are in area number four which just to remind you that integration of academics.

Debra LaMothe: In the teacher behaviors the left hand column you'll see indicators will have indicators and notice there is provides descriptions of teacher actions that directly support the pips they'll see the teacher is circled in red.

Debra LaMothe: notice that there is provides descriptions of teacher actions that directly support the pips they'll see the teacher is circled in red.

Debra LaMothe: In the Center of the actions of what students are doing if the pips are in place.

Debra LaMothe: So we have teacher behaviors student behaviors and in the far right hand column, we have area called teacher plans also headed as artifacts.
Debra LaMothe: artifacts in the right column classroom lesson plans and or student artifacts that are in place and can be reviewed.

Debra LaMothe: So you want to make sure you have those elements of artifacts that you can go back and the students can take a look at for a sequential learning that teachers can take a look at for their lesson planning it's it's an important column to have for both the teacher and the students.

Debra LaMothe: This is a really nice visual of what number four is about it's that academic integration so tip number four says.

Debra LaMothe: is about this graphic providing a visual of the integration of relevant literacy math and science concepts and skills that helps students deepen their understanding.

Debra LaMothe: and transfer those skills across academic disciplines and career fields, and that is the language of tip number four CTE the graphic was helps to kind of plant that in your in your head about what that what the intentional purposes are around that concept.

SREB - Zach Riffell: yeah so what we're gonna do is we're going to show you some examples here in the next several slides.

SREB - Zach Riffell: That actually will be similar to the one you saw earlier, where we were using the chat to come up with the academic and technical concepts that were in a project description.

SREB - Zach Riffell: But we're going to ask that you, as a group you're going to use the annotate tools.

SREB - Zach Riffell: And so, if you would find those now on your screen, it should be somewhere around your control panel around the view screen or a few options.

SREB - Zach Riffell: And then you can open up an actual annotate bar where you'll be able to.

SREB - Zach Riffell: select a stamp or draw an arrow or you can really just draw squiggly line whatever ends up working for you, because we're going to be looking at project descriptions again we want you to be able to highlight certain elements for each one of those descriptions.
SREB - Zach Riffell: Now we have just a second make sure everybody has a chance to find it again it's near the view screen option or I say off sometimes your controls at the bottom of the screen but wherever they are the view screen options these their money found something.

SREB - Zach Riffell: unique.

SREB - Zach Riffell: let's see all right now, I do not have my annotate open, so I can see so someone else wants to help me with the clearing things out as we go, I appreciate it.

Beth Green: well.

SREB - Zach Riffell: Thank you alright So here we are we're going to start with this project description here.

SREB - Zach Riffell: And it's a brief version of one of the project descriptions from our advanced career program and, specifically, this is obviously from the oil and gas Program.

SREB - Zach Riffell: So i'm asking you to do is I want you to use your annotate tools highlight any terms that suggest academic content again use the stamp use the pencil draw feature whatever you want to do, but highlight the academic content.

SREB - Zach Riffell: And as you're doing this, I want you to know that this project description is authentic for the industry, this is something that would be an actual assignment for people who work in the industry.

SREB - Zach Riffell: And that's important because we do want our projects to be authentic and as we're noticing that we also want to pay attention to the fact that the academic concepts that are here are just as authentic as the overall picture that's an important thing to keep in mind.

SREB - Zach Riffell: Academic concepts are authentic the in this case, they have not been added, just so that we can check off a box.

SREB - Zach Riffell: So the one, not only are we saying that there and that's important, but the other thing to keep in mind is that we are hiding anything from our students.
SREB - Zach Riffell: Even in this brief project description that we would share with students, we are showing them some of the academic.

SREB - Zach Riffell: we're not tricking them into doing academics, we are actually highlighting the rural academics plan the field.

SREB - Zach Riffell: Why is that important well, we saw some people in the chat earlier talking about money, making skills and upward mobility.

SREB - Zach Riffell: And that is true, about these projects is we need our students, yes to get the technical skills, but understand what it's going to take for them to be competitive, as they go out into the real world all right, and if I can get someone to help me with clearing the screen.

SREB - Zach Riffell: But don't worry we're going to get a chance to mark it up again so.

SREB - Zach Riffell: Here we go, this is a is another sample from our advanced, for your program obviously this one is from aerospace engineering.

SREB - Zach Riffell: I want you to read this one, and what I want you to do here specifically is when you highlight look for vocabulary, words, words that you feel students would need to make sure they learn, and you might need to support them with as they go through this project.

SREB - Zach Riffell: Absolutely.

SREB - Zach Riffell: yeah one thing I do is the one thing I really want to point out is and as we're doing this very quickly here is to realize that vocabulary is actually one of the biggest gatekeepers for success and career and technical education.

SREB - Zach Riffell: vocabulary represents a hurdle that a lot of students aren't always prepared to to conquer one because they're seeing words that they've never seen before.
SREB - Zach Riffell: But maybe what makes it even more challenging for CTE is it sometimes they'll see words that they actually have seen before, but in the CTE context they mean something entirely different.

187
00:29:59.730 --> 00:30:09.780
SREB - Zach Riffell: The best example I could come up with here is rental now realize is a proper name for a lot of people see Reynolds might be thinking more stuff has to do with the kitchen and then they would something to do with aerospace engineering.

188
00:30:10.230 --> 00:30:12.630
SREB - Zach Riffell: So when we see words that are going to have.

189
00:30:13.050 --> 00:30:26.850
SREB - Zach Riffell: different meanings depending on which ctc over in we start to realize a just how important vocabulary is also be how intentional, we have to be and teaching academic skills to acquire new vocabulary and to be able to use it.

190
00:30:27.180 --> 00:30:32.760
SREB - Zach Riffell: We talked earlier when you hear deb going to water slides the importance of being able to use the language of the field.

191
00:30:33.030 --> 00:30:40.860
SREB - Zach Riffell: And so, if our students don't develop those appropriate vocabulary skills that they end up not being able to communicate the way they're supposed to be able to communicate with professional.

192
00:30:42.360 --> 00:30:43.980
SREB - Zach Riffell: All right, thank you.

193
00:30:45.330 --> 00:31:01.650
SREB - Zach Riffell: Okay, so this is another example, and yet again from aerospace engineering and this time I want you to mark anything that has to deal with academic content again so anything academic content at all go ahead and mark that.

194
00:31:26.310 --> 00:31:29.850
SREB - Zach Riffell: Again we're definitely we're getting the hang of it they're flying in here, thank you all so much.

195
00:31:30.960 --> 00:31:45.240
SREB - Zach Riffell: So as we're marketing these, it is important to remember, much like we did with one of the earlier one is to understand that these academics aren't being added right, these are things you would actually have to do in this authentic project.

196
00:31:46.920 --> 00:31:47.670
SREB - Zach Riffell: Excuse me.
SREB - Zach Riffell: But I also want you to keep in mind, it's not just doing calculations, it's doing calculations, so that we can create something.

SREB - Zach Riffell: But again, not just creating tables and charts, although we certainly will but creating a solution is so that students can actually use the word process design process engineering process something along those lines, many times already in the chat.

SREB - Zach Riffell: And that's what we're seeing if we want to do this, be able to use this process, they have to learn those steps along the way that's the power of using these academic skills, so they start developing these they can start doing some things on their own that go forward.

SREB - Zach Riffell: Thank you.

SREB - Zach Riffell: All right, and so one more here, and this is an example from our global logistics and supply chain management Program.

SREB - Zach Riffell: I want you to read the description and then consider the types of academic skills students will need, but one thing I want you to do you can certainly highlight i'm gonna tell you not to, but I want you to be thinking about a general skill set.

SREB - Zach Riffell: General skill sets I should say and enter those in the chat as well that doesn't mean we can't annotate, but I want you to go ahead and use the chat to think about what is the big picture, that the general skill sets students are going to be using to do.

SREB - Zach Riffell: And you do not have to wait for the 321 if you have something you want to put in their.

SREB - Zach Riffell: writing.
SREB - Zach Riffell: And what's important Elaine and everyone else's writing is necessary for upward mobility is important in the corporate world.

SREB - Zach Riffell: and too often we see students think writing is being done as a punishment for simply to force us to have academics and our CTE classes, but they are absolutely necessary.

SREB - Zach Riffell: And what's really important here, where it says add writing it will talk about every student who goes through this program and does this project write a proposal.

SREB - Zach Riffell: Well, and that's true it's all the same, in that sense that all writing a proposal what those proposals are.

SREB - Zach Riffell: could be drastically different, in fact, if you've ever been in one of these classes, they are drastically different that's part of the excitement of it.

SREB - Zach Riffell: And I've had the privilege of being in a couple class and just working through this particular project.

SREB - Zach Riffell: And I, the first time I was in a class and one thing I noticed was as they started to talk, we have one group of students who overheard another group and realize that they were working on is very similar proposal.

SREB - Zach Riffell: All of a sudden, they changed everything they were doing just because they wanted to try something different.

SREB - Zach Riffell: But they didn't just throw something together they went back and they did more research.

SREB - Zach Riffell: so that they could come up with something different from what their colleagues had come up with in the classroom.

SREB - Zach Riffell: and think about the power of now they realize, I want to be able to stand out in a CT world and a professional world and one of the ways i'm going to be able to help myself and out.
SREB - Zach Riffell: is to be able to do more research is be able to use that research and apply it to writing.

SREB - Zach Riffell: So the power of academic here the learning to read and write and applying those two are thinking processes, because I do want to point out, we had some comments here.

SREB - Zach Riffell: about doing the analysis doing some brainstorming these thought processes that we do in fact what our students to be able to take care of.

SREB - Zach Riffell: All right, so i'm going to go on to the next one, and what we're about to do is we are about to watch a video this video can be found and there's.

SREB - Zach Riffell: A YouTube channel I believe someone's going to be putting it in the chat box as a link for you here shortly.

SREB - Zach Riffell: But this is the the overview video for our advanced career programming all the examples we've been playing with here in the last few slides they come from advanced career.

SREB - Zach Riffell: But this isn't we're not showing this video specifically because it's about a see what we're doing is we want you to watch it and think about its general approach to CTE instruction and project design.

SREB - Zach Riffell: And really think about what we hear on the video and how it can inform changes to our current lessons and embedding academics.

SREB - Zach Riffell: So one thing I want to ask you is as we watch the video it's about a little over eight minutes long as we watch the video I want you to take notes of anytime you hear or see something related to embedded academic.

SREB - Zach Riffell: Okay, so anytime you see or hear something related to academics, I want you to go ahead and take.

SREB - Zach Riffell: notes.
Southern regional education board and partner states designed a new type of career and technical education to prepare students for both college and careers. States review workforce data to select high demand career areas. That will address local state and regional workforce needs, as well as prepare students for multiple opportunities the career areas include. Aerospace engineering, automated materials joining technology, clean energy technology, energy and power, global logistics and supply chain management, health informatics, informatics, integrated production technologies, innovations in science and technology, oil and gas.

or even new grave with wins over every project we do, has to do with trying to help.

SREB - Zach Riffell: We've had a lot of success with students who were mediocre who, after they went through two years of this program got scholarships presented at national, international competitions.

SREB - Zach Riffell: So they really grew tremendously they really figure out that they do have other ways, and they can make a contribution to solving big problems in society.

SREB - Zach Riffell: We decided to take an analysis of the tri-state water wars, involving the states of Georgia, Alabama, and Florida.

SREB - Zach Riffell: Here they're giving you more leeway and more freedom to really pursue your passion, I can guarantee you the activity you're going to do today is going to challenge you.
SREB - Zach Riffell: Each career field includes four courses developed with the advice of industry partners high school and college career technical education teachers and high school and college math.

SREB - Zach Riffell: English and science teachers industry panels identified four to six projects or problems per course.

SREB - Zach Riffell: Which professionals might solve in the workplace, so we're going to be able to simulate real road conditions with something like advanced career.

SREB - Zach Riffell: The students kind of set out on a journey and it's all exploratory we give them a problem we define a role for them and then they tackle it together as a team and so that's need for them to kind of experience that here.

SREB - Zach Riffell: Successfully so now you're good to go for each project students assume the role of a professional in the career field from the fuel cell comparison battery from zero to 50 load they're completely identical.

SREB - Zach Riffell: The professional roles change with each project to allow students to explore 16 to 24 careers, while completing the four courses, you want to work with us, while we did this.

The careers have varying educational requirements and include technicians engineers entrepreneurs and professionals with advanced degrees.

Whatever we're doing projects we switch teammates around so like everyone knows what everyone's ideas and they can improve on that.

Just all work together if you're doing something wrong that other person might know more about that, so one person might be better.

than the other, it also helps speeds up the process of doing everything, because then you can have people do different stuff at the same time.

Students work in collaborative teams to complete the projects, while using various project management tools, similar to those used in a high functioning workplace, such as group contracts scrum boards and group roles.
Change the budget and then Angelina and the show you're going to go into the visual concept teams connect with various subject matter experts for field experiences and for mentoring.

They present their final project to an authentic audience comprised of subject matter experts from industry and or post secondary institutions, as you can see here, these different maps are showing you.

You know how nuclear powers affected how geographically what it really does.

reception for these kind of projects and this kind of scenario is really important for us to figure out Okay, how we doing what we need to do with this.

And it's very valuable information that we can get from presentation to solve these project based scenarios students use industry standard software hardware and master technical content, this is what your screens going to look like.

Sri be worked with industry partners to design and build equipment, similar to what is used in the workplace and post secondary institutions but is affordable for high schools so what's the issue.

there's so many different ways that I utilize our business and industry and even university academic partners they're tremendous in supporting us with student internships.

And scholarship opportunities they fund grants for us so that we can get some big ticket items in here like the solar panels that we have outside of our lab that's because of our.

Our industry partners that feel that what we're doing here in this lab and then this classroom is vitally important to the future.

And so they want to cooperate with us and they want to contribute, however, they can wait five minutes.

While completing the projects students employ the same methods as professionals to solve problems and create products and processes, they record notes in a professional notebook.
Use Problem Solving and design methods record and communicate their work to an authentic audience and develop a professional portfolio, certainly in the authentic.

project that they produced will evaluate them and in their written work that they'll do at the end of the project and their oral presentations and they.

communicate, and so there is a good bit of formative assessment throughout the project, but then there's also some traditional assessment.

students to use grade level, mathematics and science concepts to complete projects students also read.

Research and write communicate with peers, as well as professionals in the field and present their final product to subject matter experts from industry and post secondary partners into the projects has embedded academics in it.

It has embedded mathematics, it has embedded literacy.

It has embedded technology that they're going to use and a lot of that is new technology and then it has embedded science so there's a ton of embedded content that's there, then the students are able to start forming those connections to those core classes back at their home high school.

SREB - Zach Riffell: civil engineering standpoint, they call it a damn break analysis, so there may be some information out there, the research.

SREB - Zach Riffell: I think we did really well as a group we did kind of miss the historical background, so we could probably go over that.

SREB - Zach Riffell: Having these skills and these mindsets you know build a sense of adaptability within us so that's really fundamental for a group member to have so another thing that happens with this increase in.

SREB - Zach Riffell: Water is an increasing movement of phosphorus and nitrogen, these are experiences there'll be able to have conversations about with future professors.
SREB - Zach Riffell: Other people would feel that they're going to be interested in talking about they find themselves in an interview they'll be able to say, well, I did this project once, and this is how I developed and research that.

00:43:53.040 --> 00:44:03.060
SREB - Zach Riffell: And, in most cases that's going to blow The interviewer away because they have not encountered a young person typically has that experience really helps with leadership skills that you're going to need in the future, and also helps you to.

00:44:03.600 --> 00:44:17.460
SREB - Zach Riffell: collaborate with and pick out the things I you really need to make something together the curriculum includes multiple resources to help students increase proficiency in technical and academic skills.

00:44:18.180 --> 00:44:25.170
SREB - Zach Riffell: And what did you guys figure out as a team from your line graphs we found out that hydrogen fuel cells were more reliable at.

00:44:25.710 --> 00:44:42.330
SREB - Zach Riffell: Higher loads the battery packs work better at lower loads so that is a valuable lesson, though right, but the battery students who go through the advanced career program are really better prepared for college, because they have a real understanding of why it's important.

00:44:51.960 --> 00:44:53.370
SREB - Zach Riffell: Alright, so.

00:44:54.840 --> 00:45:03.030
SREB - Zach Riffell: Do we watch the video, thank you for watching that video with it, and again that video was made overview phrase see but as we're watching it.

00:45:03.570 --> 00:45:14.550
SREB - Zach Riffell: What academics, did you see, and I want you to enter this in the chat but i'm also i'm going to be like dad was there i'm going to roll the dice if you want to unmute yourself and share what you saw in the video.

00:45:15.060 --> 00:45:21.750
SREB - Zach Riffell: Go ahead and feel free to do that, as well as we talk about the embedded academics, that we were able to see in the video.

00:45:25.830 --> 00:45:28.170
Elaine Finney: I saw a higher level math.

00:45:28.170 --> 00:45:36.240
Elaine Finney: I saw a higher level math.

00:45:30.150 --> 00:45:31.260
that's being covered.
Elaine Finney: Now, as well as writing and reading.

00:45:42.450 --> 00:45:44.760
SREB - Zach Riffell: English in the chat room.

00:45:55.980 --> 00:46:00.270
SREB - Zach Riffell: See if anybody else wants has something they want to add five mathematics presentation skills.

00:46:01.440 --> 00:46:13.410
SREB - Zach Riffell: I do want to ask the other question it's a little rhetorical but, in any way did it seem like the embedded academics took away from the technical content associated with the project.

00:46:14.400 --> 00:46:19.830
SREB - Zach Riffell: And I say it's a little bit rhetorical because i'm going to answer now, instead of giving you time to say no, it didn't take away.

00:46:20.490 --> 00:46:33.240
SREB - Zach Riffell: In fact, we heard a couple of the students talk about you know how it's preparing them how they see a reason for I think that was actually one of the quotes from the young lady in there about how you they see a reason for doing some of these things.

00:46:34.290 --> 00:47:03.870
SREB - Zach Riffell: And I think that's the important part when we start talking about embedded academics, is to remember a couple things we said so far is they're valuable for the students for their long term success.

00:46:46.080 --> 00:46:54.600
SREB - Zach Riffell: But, more importantly, they they're not anything extra they are something that should be sort of kit and parcel of an authentic project.

00:46:55.860 --> 00:47:03.870
SREB - Zach Riffell: So thank you for watching that video it just again and I think the link is in the chat So if you want to go back and watch it and see some other videos on.

00:47:04.470 --> 00:47:17.490
SREB - Zach Riffell: YouTube site, it would have some of that and, yes, absolutely academic content drives learning without being able to do that research that process information we're not going to have students are able to learn a whole lot in their city class.

00:47:18.330 --> 00:47:28.860
Beth Green: sack, I would like to piggyback on this, I see one of the answers in the chat is about presentation skills and, very often, when we we think about academics, we focus.

00:47:29.100 --> 00:47:36.420
Beth Green: On we focus on reading and writing research in in those those posts but.

00:47:37.800 --> 00:47:46.770
Beth Green: Students need an opportunity to speak with one another and you see that all through this video they're they're speaking with adults they're speaking with their peers.

00:47:47.640 --> 00:47:55.770
Beth Green: A lot of students in this generation are more comfortable texting or using social media and they are speaking I think that's probably.

00:47:56.850 --> 00:48:03.270
Beth Green: been even more so the case, the last couple of years when when so many of us have been in isolation, so.

00:48:03.780 --> 00:48:07.200
Beth Green: That part is very important, being able to speak with.

00:48:07.500 --> 00:48:17.220
Beth Green: Not only your peers, but notice, they were all the conversations that we're having with the teachers all the conversations that we're having with adult professionals who had come into the classroom.

00:48:17.580 --> 00:48:27.300
Beth Green: So the the speaking and also listening is is an important part of language skills that we very often overlook.

00:48:28.350 --> 00:48:39.600
Beth Green: that's also very important for students who are using English as a second language that ability to speak into work in small groups in there's less risk when you're working in small groups.

00:48:40.650 --> 00:48:46.710
Beth Green: But that is that is academic content so as you're you're thinking about how to embed academics.

00:48:47.880 --> 00:48:52.440
Beth Green: don't forget speaking and listening, are very important skills as well.

00:48:54.000 --> 00:49:02.580
Debra LaMothe: If I could add, also the one thing about the video that really brought forward for me was the transparency of the academics.

00:49:03.060 --> 00:49:12.390
Debra LaMothe: The transparency in that they were the competency of knowing the academics found in the technical aspect of it.

00:49:12.930 --> 00:49:26.040
Debra LaMothe: are going to place you in his in his in a spot of success, so instead of downplaying the academics in any way they were actually highlighted as part of the knowledge and skills necessary.

00:49:29.250 --> 00:49:39.180
SREB - Zach Riffell: We have a question from beverly in the chat which CTE standards aligned with this i'm going to assume you're talking about which CT standards were alignment with that project that we watch they were doing in the video.

00:49:43.260 --> 00:49:50.820
SREB - Zach Riffell: yeah okay well actually we ended up seeing two different classrooms about a lot of those standards from either one of the projects either the one that was when the levee breaks.

00:49:51.030 --> 00:49:55.440
SREB - Zach Riffell: or the one where they were working on the fuel cell cars, there were a lot of those standards come from.

00:49:55.680 --> 00:50:04.500
SREB - Zach Riffell: Next Generation science standards start with as they pull the academics in but the CTE standards were actually created as part of the program and then.

00:50:04.890 --> 00:50:11.460
SREB - Zach Riffell: mirrored over to the states where they are so the the levee breaks one was a program a classroom in Georgia.

00:50:11.790 --> 00:50:18.660
SREB - Zach Riffell: And they had mirrored the CTE standards there for their energy and power over which actually falls within the same cluster for them, but.

00:50:19.470 --> 00:50:29.040
SREB - Zach Riffell: pull that over to the project standards that were created, and then the the other one which is in South Carolina they did the same thing they were able to do a crosswalk to their city standards there in South Carolina.

00:50:32.910 --> 00:50:33.300
Okay.

00:50:34.650 --> 00:50:44.430
Beth Green: That is like point, we do need to begin with standards when we are delivering instructions in in particular CTE standards.

00:50:46.170 --> 00:50:47.460
Beth Green: Which leads to this slide.
Debra LaMothe: Yes, it does, and so the amount of collaboration that you saw with teachers, as well as with the students in the video.

Debra LaMothe: kind of has, we have to highlight this slide just a little bit, because one of the things that oftentimes we recognize that CTE teachers.

Debra LaMothe: As teachers of science math and literacy in CTE not science math or literacy, teachers and we want to make sure that we note that, because they are CTE teachers, they know the concepts of the science math and literacy found within their CTE Program.

Debra LaMothe: The collaboration between colleagues in areas that could be enhanced, as we saw in the video.

Debra LaMothe: Only benefits not only the teacher but benefits the students, so we just want to give this the permission of CTE teachers to recognize that and most of you are CTE teachers here.

Debra LaMothe: Is that you're not necessarily CTE teachers that have to be also content experts in science math and literacy, however, you do have.

Debra LaMothe: The obligation to make sure that the students are successful in the knowledge and skills necessary for that and so collaboration with colleagues is a good thing.

Debra LaMothe: It allows you to be able to use maybe some projects that the math science or la teacher already has available that could enhance the knowledge and skills of what is available in your CTE class and so that collaboration to extend to other.

Debra LaMothe: Discipline areas of colleagues in your building can be very helpful.

Debra LaMothe: So in the chat box we're going to put our teaching hats on and we've given you a lot of information today we've given you a lot of things to think about.

Debra LaMothe: But we want to ask the thing that's probably the most important takeaway for you is as you're sitting there looking at all of the slides and listening to all of the presentation areas.
Debra LaMothe: What really, this is all about, is what can be your takeaway, and so we want you to put your teaching hats on and think about one lesson or unit that you already do.

Debra LaMothe: That from what you've seen today could make more rigorous by being intentional, with perhaps embedding some academics, you may even have currently touch on them, but if you're intentional about that and we go back to the pips in the different areas of intentionality.

Debra LaMothe: For CTE embedded academics, is one of them and that's that's perhaps a tool that you can use to help.

Debra LaMothe: You know instigate some thoughts about what could say your next steps, but in the chat right now, or if you're feeling passionate about this right now and want to.

Debra LaMothe: unmute yourself put down what you think you may be able to implement or do right away what's going to make a difference, right now.

Beth Green: I would love to hear from from some brave souls, who would like to who would like to talk about what.

Beth Green: They could do a little differently.

Beth Green: Maybe something, this is a good time of year to start thinking about what we'll do when we come back at the end of the Semester, or maybe something some lesson you're going to have in the next few or activity lessons units you're working on now.

Beth Green: I love to hear what teachers are doing so perhaps will share with us what you're doing and how you could be a little more intentional so feel free to unmute yourself.

beverly broadnax-thrasher: hi this is beverly from little rock Arkansas.

beverly broadnax-thrasher: So I work with si P features i'm also a science of reading trainer so I bring the academic into
the CTE classroom and one thing i've noticed in many of the classrooms.

342  
00:55:02.970 --> 00:55:10.950  
beverly broadnax-thrasher: Is that teachers are still struggling with vocabulary, we no longer can teach vocabulary in the traditional manner.

343  
00:55:11.340 --> 00:55:18.150  
beverly broadnax-thrasher: So I tried to introduce the elements of a of one of the elements of the science of reading.

344  
00:55:18.600 --> 00:55:27.900  
beverly broadnax-thrasher: There are five big elements, but one of the five is that a vocabulary, and so we tried to address vocabulary, not from the standpoint.

345  
00:55:28.140 --> 00:55:38.430  
beverly broadnax-thrasher: of writing down the definition or spelling the word, but primarily through the eyes of someone who would look at the etymology and morphology the words.

346  
00:55:39.000 --> 00:55:53.760  
beverly broadnax-thrasher: That is from the science of really lens but it goes to enlarge or augment the vocabulary practices other students, as well as all the teachers.

347  
00:55:55.680 --> 00:56:03.690  
Beth Green: Thank you that's that is very helpful information so digging deeper with the root words with the origins.

348  
00:56:04.740 --> 00:56:08.640  
Beth Green: Of the words that are in the technical content.

349  
00:56:12.480 --> 00:56:21.810  
SREB - Zach Riffell: You know, in one word I don't know that if I specifically used today but scott's comment in the chat box makes me think about that he wrote the you know notice that the examples.

350  
00:56:22.200 --> 00:56:27.180  
SREB - Zach Riffell: I shared embedded academics not stopping to academics and the word It made me think of is applied.

351  
00:56:27.570 --> 00:56:38.040  
SREB - Zach Riffell: You know we're CTE teachers, when we use academics, is because it's applied if we want students to apply those academics to solve their problems to create solutions to learn new words.

352  
00:56:38.490 --> 00:56:42.900  
SREB - Zach Riffell: So just I don't know if i've actually said that word but I didn't think that when I read scott's comments.
SREB - Zach Riffell: But anyway, I didn't mean to cut anyone else off, so if anyone else wants to share what you.

SREB - Zach Riffell: What you're already doing a project something you're already doing your class that you think you could make more rigorous by being intentional with those academics what's applied there, please let us know.

Beth Green: I saw a Cosmetology teacher here and I I always wondered how much chemistry, someone has had before they put color on my paper so so i'm wondering what you see in Cosmetology or maybe some of the administrators here would maybe tell us some good examples you see of embedded academics.

Elaine Finney: This is elaine in South Carolina.

Elaine Finney: i'm a engineering instructor and we use the paxton Patterson curriculum for engineering and one of the good things I like about the Program.

Elaine Finney: That includes writing is every seven days the students have to do either a narrative writing or an argumentative writing and it's not just they're given a prompt of a real world problem and they're having to develop.

Elaine Finney: Their content by doing a little bit of research, a little bit of analysis and writing from a technical perspective in order to solve the problem, so that's been very good for our students to increase your writings and then one thing I implemented was.

Elaine Finney: For their projects, which is after every major module is to do a verbal presentation, where the students, the team of students have to get up and present their project so again they're doing the writing.

Elaine Finney: And summarizing what they've learned through that five day project, you know presentation and presenting it to their peers.

Beth Green: have several really good points there, thank you for sharing that um the.

Beth Green: The type of writing that you do at the more that is coming.
Beth Green: From we talked about being intentional when you're saying we're having a certain type of writing like argumentative our technical writing, and we have specifics that rather than just right we're giving more specific.

Beth Green: criteria when when we give the assignment so excellent Thank you.

Eric Spencer: So this is our expensive in carlsbad i'm.

Eric Spencer: Thinking back on on I think a project that you'll get a lot of great value, and I think interest for kids came out of the general business classroom.

Eric Spencer: And, rather than just kind of taking the you know glencoe book or you know, whatever material they had for general business what they did was they designed the class to be more of like a simulation.

Eric Spencer: And they started off the students with you know we're going to prepare you for a business environment.

Eric Spencer: And you're going to have to learn some skills, if an employer is going to hire you so let's start with.

Eric Spencer: The fact that you're going to be working for a company called mountain bike tours you're going to have to implement a mountain bike tour project.

Eric Spencer: And what are all the skills that you're going to need in order to do that, they started with.

Eric Spencer: Just kind of like General word processing using Microsoft word using excel using the database using PowerPoint and publisher.

Eric Spencer: And they did like these two and a half week units, like in each one of these modules just to build the skill set for kids then it was a matter of assuming right that the students.

Eric Spencer: learn the skills they need to obtain this job now let's do resume writing and interview skills that you can get the job for the mountain bike tour company.
Eric Spencer: So they have that employability unit embedded and then you make the assumption that they were all hire as part of you know, this group.

Eric Spencer: And what did they have to do they have to get a contact list put together, they have to write an article for the newspaper, they have to write.

Eric Spencer: letters to employers, you know, can we use the mountain, we need an easement we need you know all of these things in order for our you know bike run to occur.

Eric Spencer: They have to submit a proposal, they have technical writing, you have to put budgets together work within a budget.

Eric Spencer: On do the accounting of expenditures, etc, and so you know they would go through these exercises all along the way.

Eric Spencer: And then they have this event right, so they have the advertising the Thank you letters, you know all the things that go along with this simulation and then in the end it, you know culminates the end of a.

Eric Spencer: Of a semester, and then in the end, you know okay your project is done you got the skills you got the job we get the job what's next and students have to turn in a letter of resignation to their employers before they would get.

Eric Spencer: The final exam and it was just a really unique way of taking something so general as a general education, you know business class and how they really brought in the academics, just like Mr Warren said it wasn't like a stop and do.

Eric Spencer: It was threaded through out and the nice thing about it was that the project was able to be anchored into the school improvement goals so like you know in new Mexico at least every school has a goal around mathematics across the board, and they have one in.

Eric Spencer: In reading and writing right, and so, for this particular school they had a common writing rubric that was used school wide and that rubric was applied.
Eric Spencer: In every one of those written artifacts that students have to generate throughout that simulation and so that's just like one anchoring thought that you know comes to my mind when I think about how do we, how do we integrate those aspects.

Eric Spencer: Of academics and what could be a boring, you know CTE business class.

Beth Green: Absolutely, that is a very good example and and I like that you were saying when we talked about what's in it for the student and what's in it for the teacher what's in it for the school.

Beth Green: So we have students in your example students who are prepared for the next phase of life, but also when you when you practice, these skills outside the academic classroom it helps it helps students strengthen their academic skills and test scores tend to rise.

Beth Green: Thank you.

Beth Green: Any other examples you'd like to share with us, or what you're going to do it's the so what what are you going to do.

Beth Green: Okay let's move forward them.

Beth Green: So we have Mr Warren here with us and we'll we'll talk a little bit about how Sri beacons support you in these areas, we hope that you will take what you've learned today, and you have those.

Beth Green: You have the tips that powerful instructional practices for CTE you have that available that you can use at your discretion and also wanted you to know there's we can support as well we've given you some information on advanced career courses and.

Beth Green: Also middle grade.

Beth Green: Stem projects, these are projects that are already written with embedded academics so so.
Beth Green: We are happy to give you more information about that.

01:05:06.150 --> 01:05:09.630
Beth Green: and career pathway reviews are available.

01:05:10.740 --> 01:05:20.430
Beth Green: And also, we have project based learning training in which teachers do learn to embed academic we have that for the academic areas and for CTE as well.

01:05:20.940 --> 01:05:34.530
Beth Green: And debra office with us from technology centers that work, and that is a national network of centers across the United States and Dr Linda floyd is with us here, the Director of tct w.

01:05:35.010 --> 01:05:47.310
Beth Green: And so we have that available as well, and also teaching tool Bead which is helping teachers transition from industry to.

01:05:48.300 --> 01:06:00.480
Beth Green: To becoming CTE teachers and improving rate of teachers entering our profession, so those those services are available Scott Warren.

01:06:01.290 --> 01:06:16.350
Beth Green: You can see his email is also in the chat So if you want to click on that and copy that into an email you're welcome to contact tm floyd put her email in the chat as well i'm sure either of them would be happy to hear from you.

01:06:21.270 --> 01:06:33.120
Beth Green: And on the next slide we have we want you to know about our summer conference coming up also and I believe we'll have some information in the chat shortly with that it's something Sri b.org.

01:06:33.120 --> 01:06:33.420
SREB - Zach Riffell: So.

01:06:33.750 --> 01:06:36.360
Beth Green: We have a wonderful making schools work conference.

01:06:36.570 --> 01:06:38.880
Beth Green: Finally, we get together face to face after.

01:06:41.040 --> 01:06:49.410
Beth Green: Being virtual or our Conference so we're so excited about being face to face in Dallas Texas this summer.

01:06:54.510 --> 01:07:03.720
Beth Green: So if you if you want more information, in addition to Mr Warren or Dr floyd you can contact any of us here diploma.

01:07:04.620 --> 01:07:14.460
Beth Green: Zack referral or I will all be happy to to give you more information or point you to the right person to speak with about any support that you need.

Beth Green: We hope that you've enjoyed your time with us today, we appreciate your dedication lighting, the day like this and.

01:07:21.870 --> 01:07:35.400
Beth Green: We wish you happy holidays and restful holidays and hope that you'll take something some nuggets that you have from this webinar and you'll put that into your practice as we began a new semester.

01:07:36.480 --> 01:07:38.280
Beth Green: Thank you very much for being here.

01:07:39.900 --> 01:07:55.080
Scott Warren: Thank you beth zach and deb for your efforts as we mentioned back at this workshop was webinar was about increasing rigor in CTE through embedding academics and.

01:08:07.650 --> 01:08:15.750
Scott Warren: As I stated in chat it's not about stopping doing CTE and doing math or doing science or doing.

01:08:24.330 --> 01:08:36.180
Scott Warren: or having kids read it's about embedding it making your part of the process and, hopefully, you were able to see some examples.

01:08:36.870 --> 01:08:50.040
Scott Warren: And sorry being a part of our project based learning work is to help teachers create these types of projects, we hope to use the you see these as exemplars.

01:08:51.300 --> 01:09:05.610
Scott Warren: One of the things we've done with each of our webinars is we stop the recording which i'll do so here in
just a moment and we stay on for what we kind of call office hours and we'll be happy to answer any questions.

Scott Warren: You may have, if you don't have any or I have somewhere else to be, which is quite possible, this time of day, we understand and feel free to log off, but, and we thank you for participating today.

Beth Green: Thank you, thanks for all you do for students.