

WEBVTT

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00:00:04.170 --> 00:00:05.759

SREB - Scott Warren: Good afternoon, everyone.

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00:00:07.109 --> 00:00:14.759

SREB - Scott Warren: We want to welcome you to this particular webinar that we have on designing instruction that transcends the classroom.

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00:00:15.150 --> 00:00:28.500

SREB - Scott Warren: This is one of srt be series of free webinars focusing on instructional practices and this one particularly focusing in on that sorry these powerful project based learning instructional practices.

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00:00:28.980 --> 00:00:45.960

SREB - Scott Warren: bleeding the session today, we have our director of project based learning and srt be and Leslie ease and one of our lead consultants for project based learning and senior instructional coach is Kathleen ally and lastly i'll turn it over to you.

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00:00:46.680 --> 00:00:47.250

SREB - Scott Warren: Thank you.

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00:00:47.790 --> 00:00:49.590

SREB - Leslie Eaves: And Kathleen is going to be helping.

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00:00:49.590 --> 00:00:51.120

SREB - Leslie Eaves: me on the chat.

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00:00:51.150 --> 00:00:59.700

SREB - Leslie Eaves: Because I can't really man, the chat and talk at the same time, so if you have any direct messages for me I probably won't get them till after the webinar.

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00:01:00.210 --> 00:01:12.540

SREB - Leslie Eaves: But feel free to message Kathleen or kiersten sandal also joined so hey welcome i'm Leslie eve's as Scott said i'm the program director for project based learning here at.

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00:01:13.800 --> 00:01:21.060

SREB - Leslie Eaves: And I mean I don't know I taught in a project based learning fashion, I have coached project based learning.

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00:01:22.200 --> 00:01:27.090

SREB - Leslie Eaves: Among other things, for the last 10 years, five of them for a serie B.

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00:01:27.690 --> 00:01:46.200

SREB - Leslie Eaves: And I just I love ppl and I don't know what else to say it is, it is my passion project based learning and stem or my passion and I was, I was telling some people i'm coming from North Carolina I taught technology, education and career tech ED education.

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00:01:47.220 --> 00:01:52.320

SREB - Leslie Eaves: For 10 years in North Carolina before transitioning out of the classroom and before that.

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00:01:52.350 --> 00:02:11.820

SREB - Leslie Eaves: I was a chemical engineer so just you know pile on the science, the math everything jack of all trades is kind of what I am and my colleague Kathleen Kathleen USA something she's joining me from West Virginia, you want to say a few few things so they know who are chatting with oh.

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00:02:12.120 --> 00:02:21.270

SREB - Kathleen McNally: Sure, I just say hello, and yes, coming to you from wild and wonderful West Virginia and I too am an advocate of switching up school, as we know it.

16

00:02:21.630 --> 00:02:35.940

SREB - Kathleen McNally: And project based learning to me is the heartbeat of how you engage students and invite them to solve real problems so very excited to learn with you and from you and with Leslie and Marty and Scott and and the whole team, thank you.

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00:02:36.720 --> 00:02:47.010

SREB - Leslie Eaves: So yeah Thank you and my goal is, I want you guys to play along, it is a webinar and I will be talking a lot more than I normally do in our professional learning, however.

18

00:02:47.670 --> 00:02:55.380

SREB - Leslie Eaves: You know I have put some places for you guys to share some of your thinking at different points so we'll dive in.

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00:02:56.160 --> 00:03:09.840

SREB - Leslie Eaves: And so just again welcome do you want to introduce yourselves what you teach where you're from in the chat and we're going to dive in so first I wanted to give just you know you're here learning about project based learning.

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00:03:10.170 --> 00:03:18.240

SREB - Leslie Eaves: But so ruby's approach to project based learning so just a little notes about so maybe we are the nation's.

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00:03:18.870 --> 00:03:38.580

SREB - Leslie Eaves: First compact interstate compact established in 1948 been around for a while and by the southern governors and legislators really looking to work towards increasing the economic viability of the South, since then, in, especially in our school improvement.

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00:03:40.590 --> 00:03:55.470

SREB - Leslie Eaves: work we have expanded to more than just the southern region, but our start was definitely the southern region and a southern Governor, a city in southern governor still is the board Chairman of yesterday.

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00:03:56.880 --> 00:04:09.150

SREB - Leslie Eaves: And they need to be every year, so we, but we do our mission is really to guide and support states to advance all levels of education so pre K through higher ED and beyond.

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00:04:09.960 --> 00:04:15.990

SREB - Leslie Eaves: To improve the social and economic viability of the southern yes Ruby region.

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00:04:16.440 --> 00:04:27.150

SREB - Leslie Eaves: And we do that in three big ways we analyze them public and publish data and research and promising practices, a lot of this comes out of our work and school improvement.

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00:04:27.660 --> 00:04:40.920

SREB - Leslie Eaves: But it also comes out of our work in higher ED and and and working with policymakers we convene policymakers and decision makers to share the data to.

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00:04:41.790 --> 00:04:48.090

SREB - Leslie Eaves: disseminate the data and work on policy and really the work that I do is to support action so.

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00:04:48.420 --> 00:04:56.850

SREB - Leslie Eaves: In the school improvement, we work this put some of that data and research and policy into practice and coach schools and teachers to.

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00:04:57.150 --> 00:05:06.810

SREB - Leslie Eaves: To meet and really to meet the needs of their kids and I feel like my heart is that we want students to graduate not only career.

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00:05:07.500 --> 00:05:22.290

SREB - Leslie Eaves: college and career ready, but college career and life ready, so they can support themselves, their families and their communities and that's what keeps me in the game, and for me project based learning is probably one of the best things that I have ever done to help support that.

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00:05:23.790 --> 00:05:30.000

SREB - Leslie Eaves: So in school improvement, we when we work in schools, we focus on these five areas.

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00:05:30.390 --> 00:05:38.790

SREB - Leslie Eaves: And really just support raising student achievement, so no matter if we're in an elementary school middle school technology Center high school.

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00:05:39.270 --> 00:05:55.170

SREB - Leslie Eaves: We are working in these five areas to support the school to design their learning community of what fits the needs of their students so very important to know that we don't come in with a plan we work with the school to design with them.

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00:05:56.460 --> 00:05:59.640

SREB - Leslie Eaves: With their local contacts, but looking at these five areas.

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00:06:01.170 --> 00:06:07.620

SREB - Leslie Eaves: And project based learning, generally speaking, definitely supports engaging instruction.

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00:06:07.950 --> 00:06:18.630

SREB - Leslie Eaves: We want to engage students deeper into the learning, we want teachers to collaborate together to collaborate with the students and really make learning come alive.

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00:06:19.380 --> 00:06:30.810

SREB - Leslie Eaves: The magic of project based learning is that it can also help support aligned curriculum and career pathways so on one end of the spectrum, maybe a lower end but.

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00:06:30.930 --> 00:06:41.610

SREB - Leslie Eaves: ppl done well, is a part of work based learning students take on we'll get more into that but students can do career connected problems explore career roles.

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00:06:42.330 --> 00:07:01.680

SREB - Leslie Eaves: Do career exploration and awareness through ppl and to me, it is also the answer for access and equity and and having all kids be able to rise and achieve and their ability so to me ppl really fits into these these three buckets of when we work into schools.

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00:07:02.760 --> 00:07:04.380

SREB - Leslie Eaves: So it's a it hits them all.

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00:07:06.870 --> 00:07:15.330

SREB - Leslie Eaves: So I want to i'm going to pause and, as always, one of the first things we do in the ppl unit is we launch it and we.

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00:07:15.810 --> 00:07:19.980

SREB - Leslie Eaves: automatically get kids engaged in all right now, what do you know about this challenge.

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00:07:20.490 --> 00:07:27.900

SREB - Leslie Eaves: What do you want to know what do we need to know in order to solve it, and I want to kind of get some of that from you, what do you know to be true about ppl.

44

00:07:28.410 --> 00:07:43.380

SREB - Leslie Eaves: And maybe What would you like to know, I don't I don't promise to answer all questions, but I will do my best to answer as many as I can, so we have, if you have the link to agenda, we have a minty meter link.

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00:07:44.100 --> 00:07:55.650

SREB - Leslie Eaves: i'm going to share my screen and our first question is really what do you know to be true about ppl so you can get to it by either going to the.

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00:07:57.630 --> 00:07:59.130

SREB - Leslie Eaves: Link on the agenda.

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00:08:00.750 --> 00:08:03.210

SREB - Leslie Eaves: And if you need help finding it, it is.

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00:08:04.410 --> 00:08:07.950

SREB - Leslie Eaves: right here under Section one.

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00:08:09.000 --> 00:08:17.100

SREB - Leslie Eaves: Or you can join by going to mentee.com and putting in that bold code oops.

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00:08:18.450 --> 00:08:19.770

SREB - Leslie Eaves: right there.

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00:08:22.050 --> 00:08:37.800

SREB - Leslie Eaves: So you can go either, and I will see on the agenda with that link once we're done, I can add the results with the minty meter and later I will link them up so as we are going to find love to kind of see some of the things that float through.

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00:08:59.880 --> 00:09:00.270

SREB - Kathleen McNally: This.

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00:09:01.980 --> 00:09:14.100

SREB - Kathleen McNally: drop, I believe I dropped the link directly to the mentor meter So if you don't want to fish around you can look at our chat and there should be a mentee link, so you can share with us what you know to be true.

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00:09:15.240 --> 00:09:22.020

SREB - Kathleen McNally: about learning yeah coming in we've got great great ideas.

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00:09:51.480 --> 00:09:58.980

SREB - Leslie Eaves: So i'm loving some of the stuff coming in some highlights for me of you know, while engaging a certainly popping.

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00:09:58.980 --> 00:10:04.080

SREB - Leslie Eaves: out as a learning experience highlights connections.

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00:10:04.170 --> 00:10:21.600

SREB - Leslie Eaves: So really those interconnections, not only within the content that the ppl may be taught in but across contents and and skills beyond just our standards, but skills that we want kids to develop experiential learning student based real world.

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00:10:22.830 --> 00:10:32.520

SREB - Leslie Eaves: showcases relevancy I mean kids want to know why ppl really helps to at least give them some of those experiences so that they can answer why.

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00:10:33.930 --> 00:10:40.950

SREB - Leslie Eaves: Alright, so the second question, I think I threw out there, and if you need to you may need to refresh but.

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00:10:41.490 --> 00:10:55.650

SREB - Leslie Eaves: Hopefully, it will take you on is, what do you like to know what are some questions about project based learning where your own curiosities that you have about project based learning, especially if you're trying to think about it coming into your school.

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00:10:58.140 --> 00:10:59.160

or district.

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00:11:14.370 --> 00:11:16.260

Yes, yes, yes.

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00:11:17.490 --> 00:11:18.840

SREB - Kathleen McNally: Good stuff coming in.

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00:11:52.530 --> 00:12:01.590

SREB - Leslie Eaves: yeah I can definitely understand that it feels overwhelming, and I believe we have some resources at least to get you started absolutely.

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00:12:06.330 --> 00:12:09.720

SREB - Leslie Eaves: yeah and I hear you using it, you know, a set curriculum.

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00:12:11.310 --> 00:12:20.790

SREB - Leslie Eaves: I should have mentioned, I was appeal to w teacher before and I had a set curriculum and sort of hacked it in order to do project based learning, so it is possible.

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00:12:23.670 --> 00:12:24.360

SREB - Leslie Eaves: Thank you.

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00:12:26.940 --> 00:12:30.450

SREB - Kathleen McNally: i'm about bottom left teachers bbls fun.

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00:12:31.890 --> 00:12:41.730

SREB - Leslie Eaves: But yeah but they have to teach the standards awesome let's see if we can let's see if we can dive in, and I will come back to some of these questions.

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00:12:42.180 --> 00:12:47.520

SREB - Leslie Eaves: At the end of the session or feel free at the end if I didn't answer your question advocate for yourself.

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00:12:47.970 --> 00:13:00.720

SREB - Leslie Eaves: I think one of the big things for project based learning is teaching kids to be advocates of yourself, so I empower you guys to be advocates for your learning to, but I will we'll see what we can answer in our session today.

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00:13:05.730 --> 00:13:14.850

SREB - Leslie Eaves: And i'll leave that up so if anything else occurs to you on, there is a section where So if you want to keep the link up there is a section we're going to come back and I have a third question for you.

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00:13:15.540 --> 00:13:23.550

SREB - Leslie Eaves: So if you want to keep the link up Keep it up, and if you have other questions feel free to pop them up whenever whenever they occur to you.

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00:13:26.400 --> 00:13:36.960

SREB - Leslie Eaves: So let's dive in, so I think I hear, especially that lower left one really resonated with me with teachers like Oh, these are really just fun projects, but I can't teach the curriculum.

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00:13:37.260 --> 00:13:44.670

SREB - Leslie Eaves: And I think that's one of the biggest things that I see when I start working with schools and teachers is, we have to shift.

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00:13:45.570 --> 00:13:54.120

SREB - Leslie Eaves: Our expectation or a definition of what project based learning is in most people's minds, if you haven't been exposed to project based learning.

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00:13:54.450 --> 00:14:02.910

SREB - Leslie Eaves: What they're thinking of is desert projects, and I will say that i've linked an article on the original article was probably written.

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00:14:03.900 --> 00:14:19.260

SREB - Leslie Eaves: Oh 15 years or so ago by what was then buck institute now it's ppl works and they've revised it the article a little bit linkedin, there is the current version, but I love the analogy that it sets up that.

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00:14:20.670 --> 00:14:31.500

SREB - Leslie Eaves: Typically, what we have seen in schools is desert projects, this may be, where i've taught everything and I give students an application based project for them to do.

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00:14:31.860 --> 00:14:37.560

SREB - Leslie Eaves: sometimes done in the school, more often than not done at home.

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00:14:38.400 --> 00:14:46.620

SREB - Leslie Eaves: Which to me begs the question, a lot of access and equity issues, so you know, teachers, like well I only you know i'm not getting quality.

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00:14:47.070 --> 00:15:00.030

SREB - Leslie Eaves: But you're if you if it leaves the school building, you now have lost control over what resources that kids have available both from parents, you know parent readiness and materials that they have at home.

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00:15:00.630 --> 00:15:11.670

SREB - Leslie Eaves: And oftentimes if you're doing this still in the school, this is where teachers get really frustrated because I have to teach all of this, and now they're doing this fun project that's more time away from.

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00:15:12.540 --> 00:15:26.730

SREB - Leslie Eaves: Things of my teaching and so when we're talking about project based learning we're talking about project based learning where all of those words are as equally important.

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00:15:27.240 --> 00:15:39.510

SREB - Leslie Eaves: And we're really talking about what that article defines as main course project based learning, not just something done at the end, but this full array of.

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00:15:40.050 --> 00:15:51.840

SREB - Leslie Eaves: appetizers and aperitifs and main course and second course you know all rolled into one and really it's shifting that project from the end.

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00:15:52.530 --> 00:16:08.100

SREB - Leslie Eaves: To launching it before you do a unit of study, where students actually are solving some type of challenge answering a question developing a product and through solving that challenge, they learn content and.

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00:16:09.210 --> 00:16:17.970

SREB - Leslie Eaves: Typically, it may be guided by an intriguing or driving question and there's some sort of product at the end it doesn't always have to be a tangible product.

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00:16:18.270 --> 00:16:27.000

SREB - Leslie Eaves: It could be a written product, it could be a plan of action, it could be a video but there's something that sort of brings the learning all together.



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00:16:27.900 --> 00:16:41.520

SREB - Leslie Eaves: But the thing is, is that we start with the challenge which hooks the kids which gets them to see how the learning is connected and as they're learning they're continuing applying that learning to that final thing.

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00:16:42.150 --> 00:16:51.360

SREB - Leslie Eaves: Right to building towards that final thing and oftentimes that incorporates some type of outside audience or mentors within the project.

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00:16:53.070 --> 00:17:02.010

SREB - Leslie Eaves: So I love that because I keep coming back to that analogy with teachers and it's just an easy one to wrap our heads around is, are we talking about a desert project.

93

00:17:02.430 --> 00:17:15.270

SREB - Leslie Eaves: And sometimes there are places where desert project can be great I, or we talking main course PDL, and so I have tried, and I will slip a couple times in here, but I tried to.

94

00:17:15.870 --> 00:17:33.780

SREB - Leslie Eaves: align my language, so that i'm not referencing ppl units as projects i'm referencing them as ppl or ppl units and then let's say the projects for things that are more like activity driven but I messed that up all the time, so i'm going to try, but I will mess it up.

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00:17:35.310 --> 00:17:47.550

SREB - Kathleen McNally: I would just you know I just it just made me it just i'm just I love that you like get my brain going when you're talking about the difference right and I love the analogy, because the desert model is like it's so relatable correct.

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00:17:47.910 --> 00:17:56.040

SREB - Kathleen McNally: So I was just thinking about when you invite students into like you're inviting them in right right up front with the challenge.

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00:17:56.310 --> 00:18:06.540

SREB - Kathleen McNally: It also means that if we commit to this as teachers as designers that students don't have to know everything they need to know already.

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00:18:06.870 --> 00:18:22.530

SREB - Kathleen McNally: Right, this is like and it's a little bit off balance of like What do you mean they haven't right because the whole desert model is such that we've like you know gotten students primed up and then launching, so I think that's really right that's really one of the distinguishing factors.

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00:18:22.590 --> 00:18:31.410

SREB - Leslie Eaves: No, thank you for bringing that out yeah because it is about that kids aren't yet supposed to know the content, they will discover it and learn it along the way.

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00:18:31.980 --> 00:18:48.690

SREB - Leslie Eaves: takes planning, it takes design, I think one of the things that I saw up there is it takes time to plan and design and it does it you get the more that you do it, you do get faster at designing and planning, but it, there is a lot of upfront stuff until you get your feet wet.

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00:18:50.010 --> 00:19:09.090

SREB - Leslie Eaves: In order to do project based learning well, and this is where we're really going to dive in today is, we want to we focus on these six practices these six powerful practices that when when work together in concert can turn your projects into.

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00:19:10.380 --> 00:19:21.270

SREB - Leslie Eaves: orchestra ppl units that I have all of those main course units these originated from the national high quality project based learning framework.

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00:19:21.660 --> 00:19:35.460

SREB - Leslie Eaves: And we have married that with our work in schools, especially around career pathways and our school design model to adapt these six practices so authentic planning authentic units of study.

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00:19:36.270 --> 00:19:45.630

SREB - Leslie Eaves: that are designed around a sustained inquiry approach to learning where students engage in collaborative Problem Solving where they own the learning.

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00:19:46.650 --> 00:19:58.260

SREB - Leslie Eaves: We utilize reflection and revision throughout the process and, where possible, we engaged Community partners, and so what we're going to dive into is what does this look like what does this look like in practice.

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00:20:00.720 --> 00:20:13.890

SREB - Leslie Eaves: I do want to highlight that we have this tool and for all of our practices, so we have a series of national webinars going on to introduce all of our powerful instructional practices.

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00:20:14.400 --> 00:20:23.550

SREB - Leslie Eaves: Along with the powerful project based learning practices and in your agenda, and this is linked so i'm just been a.

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00:20:25.980 --> 00:20:28.350

SREB - Leslie Eaves: share what that looks like.

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00:20:29.940 --> 00:20:31.050

SREB - Kathleen McNally: i've also dropped the.

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00:20:32.580 --> 00:20:33.150

SREB - Kathleen McNally: Chandler.

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00:20:33.570 --> 00:20:42.840

SREB - Leslie Eaves: yeah and so when you go to our website right down here is download the PDF and it pops up and I just wanted to.

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00:20:44.010 --> 00:20:46.830

SREB - Leslie Eaves: kind of go in and zoom in to just one of the.

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00:20:46.830 --> 00:20:49.260

SREB - Leslie Eaves: Practices so each one you have the indicator.

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00:20:49.470 --> 00:20:58.230

SREB - Leslie Eaves: But what we've tried to do is look three dimensionally at each practice what does it look like for this practice from the teacher perspective.

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00:20:58.650 --> 00:21:11.970

SREB - Leslie Eaves: What does it look like from the student perspective and what might be artifacts that you might see on the walls in the classrooms on the desks of the students that show that that practice is.

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00:21:12.420 --> 00:21:27.120

SREB - Leslie Eaves: Is in action, and this is a resource will talk at the end kind of different ways that you can use this, but all of our practices follow this model and really giving just sort of.

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00:21:27.120 --> 00:21:28.080

SREB - Leslie Eaves: highlights and.

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00:21:28.140 --> 00:21:42.750

SREB - Leslie Eaves: attributes of what teachers are doing what students are doing and what may be some ways that we can see it beyond beyond the teachers and the students on the walls on the desks on the computer on the websites whatever whatever that may be.

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00:21:51.540 --> 00:21:59.460

SREB - Leslie Eaves: So one of these look like an action, you know how does this, you know what are some ideas that we can draw from other from other schools.

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00:21:59.820 --> 00:22:08.970

SREB - Leslie Eaves: Where this whether using this we've developed a series of videos the first one we're going to walk through today as we take a look at each of these practices.

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00:22:09.900 --> 00:22:15.150

SREB - Leslie Eaves: Where we are with schools that have been doing ppl for a while, so these are schools that.

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00:22:15.720 --> 00:22:24.450

SREB - Leslie Eaves: In one case, the project is in its third iteration so third year of iteration these are master teachers, so I don't want to freak anybody out.

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00:22:24.870 --> 00:22:31.800

SREB - Leslie Eaves: And we did focus on career technology, education, if you were to Google Project based learning videos there are.

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00:22:32.460 --> 00:22:37.650

SREB - Leslie Eaves: I wouldn't say hundreds, but maybe dozens of them have high quality in core academic areas.

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00:22:37.980 --> 00:22:48.240

SREB - Leslie Eaves: And what you don't find is a lot of where you see them in career tech areas so we're going to look at it really from a CT lens career technology, education lens.

126

00:22:48.570 --> 00:22:58.710

SREB - Leslie Eaves: But that's by no means where you know that this can also be done in a act for academic classroom as well and you'll see three classrooms.

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00:22:59.130 --> 00:23:05.670

SREB - Leslie Eaves: interwoven together one from West Virginia where students are working on what's called the go baby go project.

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00:23:06.090 --> 00:23:12.240

SREB - Leslie Eaves: I will, yes Kathleen is very proud of that school and work she was the coach who work with the teachers on that.

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00:23:13.170 --> 00:23:24.420

SREB - Leslie Eaves: A school in South Carolina cheap and South Carolina shout out South Carolina peeps and where they are doing a project in one of our curriculums.

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00:23:25.050 --> 00:23:35.490

SREB - Leslie Eaves: That is project based learning based, and they are investigating fleet cars so again the teacher will explain what that is, and the third comes from Georgia are the.

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00:23:36.300 --> 00:23:48.060

SREB - Leslie Eaves: Home State Atlanta is our Home Office, and this is actually more like a career academy school where students are in an engineering or career tech ED class, but they are also integrating in literacy.

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00:23:48.360 --> 00:23:53.580

SREB - Leslie Eaves: and science as part of the project and that I believe is part of as part of the ppl unit.

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00:23:54.540 --> 00:24:07.680

SREB - Leslie Eaves: Alright, so let's dive in So the first two units that I wanted to, I wanted to focus on are really what I call the planning and these really set the stage for implementing your ppl.

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00:24:08.250 --> 00:24:24.060

SREB - Leslie Eaves: And, and this is the huge shift that teachers need to take, especially when we have to start with the standards, you can have a really cool PDL idea, but if it doesn't engage kids and learning the standards.

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00:24:24.480 --> 00:24:34.740

SREB - Leslie Eaves: it's not a main course ppl it's desert, so we always start with a standard some plan in planning, then we may look at local issues.

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00:24:35.070 --> 00:24:50.880

SREB - Leslie Eaves: problems that are out in industry, maybe there's a problem at the school that helps connect the standards connect the content to something real something authentic something meaningful to the kids and then we want that, and we.

137

00:24:52.080 --> 00:25:02.910

SREB - Leslie Eaves: facilitate instruction throughout the PDL with an exploratory or inquiry mindset and we will we will go more, and what that looks like in a bit, but you'll see you'll.

138

00:25:03.330 --> 00:25:11.640

SREB - Leslie Eaves: you'll see some of that in the video So when I show you the video i'm going to invite you, either in the chat afterwards or while you're watching.

139

00:25:12.000 --> 00:25:22.890

SREB - Leslie Eaves: Depending on your learning style is to look at how do you see students diving in to the ppl process and what do you think teachers did in order to plan and prepare for this ppl.

140

00:25:23.190 --> 00:25:37.080

SREB - Leslie Eaves: Both from a maybe a planning standpoint but also in a preparation for the students so we're going to dive in to the video it's kind of cute up a little bit in there, so that we can just take a micro look at those first two practices.

141

00:25:43.350 --> 00:25:45.060

SREB - Leslie Eaves: Teachers design a driving question.

142

00:25:57.060 --> 00:26:07.050

and master course content over an extended period of time, the complex challenge ideally represents what happens in the world outside of school and connects to students interests.

143

00:26:07.440 --> 00:26:20.460

Like you said if it's not comfortable it's not going to use it if it's too hard, so I first got introduced to the project of go baby go at a continuing education course that I went to for my physical therapy license.

144

00:26:21.120 --> 00:26:31.590

The instructor briefly mentioned it, I jotted it down and research, I later like that their websites and watch his Ted talk presentation when you're.

145

00:26:32.520 --> 00:26:37.530

yeah if a parent is the pole so Kristen reached out to me with an email.

146

00:26:38.160 --> 00:26:48.000

and sent me some video about the go baby good project, and I watched the video my office and I shut the door and cried because it was so powerful to see what.

147

00:26:48.420 --> 00:27:00.090

was happening with that project immediately I knew I wanted to be involved, so I spent some time trying to think about how I could help her build those cars here visiting removing this comes out.

148

00:27:01.020 --> 00:27:09.990

i'm very fortunate to work at a technical centers so I have people around me who will be able to help, we have a master electrician who teaches the electronic technology class.

149

00:27:10.230 --> 00:27:19.890

I knew I would need his help to actually rewire some of the aspects of the car, we have the therapeutic services class I knew they looked at a lot of medical type of issues so.

150

00:27:20.280 --> 00:27:29.850

I had several conversations with those instructors to ask them how could that be integrated into their coursework click on that hundred and change it to.

151

00:27:30.870 --> 00:27:31.020

Get.

152

00:27:32.850 --> 00:27:43.380

SREB - Leslie Eaves: The students that are in course to we're doing the environmentally friendly fleet project um and they're in the middle of the project and so they've done some work, and today we really through the highly technical piece.

153

00:27:44.040 --> 00:27:50.850

SREB - Leslie Eaves: at them, and so they had to use a my dyno device and do some real road condition driving simulation.

154

00:27:51.570 --> 00:28:01.410

SREB - Leslie Eaves: Tests they had to use multiple power sources for that device, and so they had to switch between outlet power and rechargeable batteries and hydrogen fuel cells.

155

00:28:01.860 --> 00:28:13.380

SREB - Leslie Eaves: We want the students to make a proposal for a particular company for their fleet of vehicles for the future, the easier way to do any flooding thing too is you just make a flat water plane below your terrain.

156

00:28:13.920 --> 00:28:23.580

SREB - Leslie Eaves: And you just raise the water plane manually I am working with a large group of 10th graders and one of the projects we had access to was an srp project when the levee breaks.

157

00:28:24.270 --> 00:28:29.460

SREB - Leslie Eaves: pretty much based on Katrina and the levees breaking at that time and the disastrous flooding and pollution that occurred.

158

00:28:30.090 --> 00:28:43.440

SREB - Leslie Eaves: We saw that as an opportunity to integrate with our science and our language arts and our social studies, for example, our social studies, has to do maps and mapping and biology saw a great opportunity for ecology and environment.

159

00:28:44.160 --> 00:28:48.000

SREB - Leslie Eaves: Language arts has a series of skill sets and they had no problem jumping on board.

160

00:28:48.570 --> 00:29:04.230

SREB - Leslie Eaves: So we took this, but then we differentiate it, what do you want to do, dealing with terrain and water but it's still adjusting the effects of pollution, civic results ramifications and things like that, and then we let the kids run with it for about five or six weeks.

161

00:29:06.720 --> 00:29:12.480

Students engage in a cycle of inquiry and participate and just in time enabling learning activities.

162

00:29:14.310 --> 00:29:25.980

At the beginning of a ppl unit, a large ignites students curiosity and introduces the problem students will be solving initial student questions are captured and used to guide the learning process.

163

00:29:26.520 --> 00:29:39.090

A teacher creates a classroom culture that uses questioning to promote critical thinking and reflection somebody remind me what your purpose of this project was that we talked about a fleet of vehicles.

164

00:29:41.400 --> 00:29:41.760

Our.

165

00:29:42.900 --> 00:29:44.310

Vehicle will be most efficient.

166

00:29:45.360 --> 00:29:47.940

For fleet and what's a fleet vehicles.

167

00:29:49.470 --> 00:29:59.790

Like who would have a fleet of walmart or Amazon is all Mercedes Benz right we're trying to figure out what what the best choice for them be in the future right where.

168

00:30:00.420 --> 00:30:13.470

we're minimizing environmental impact, but we're also making it cost efficient for them what we want to be able to do today is, we want to be able to simulate different road conditions that those people that have those fleet of vehicles that encounter.

169

00:30:16.350 --> 00:30:16.680

plugin.

170

00:30:23.220 --> 00:30:23.670

I just got.

171

00:30:31.080 --> 00:30:32.130

We tested the light without.

172

00:30:33.630 --> 00:30:34.740

The battery charge.

173

00:30:37.050 --> 00:30:40.290

It could be the better and have you tried a different battery Pack.

174

00:30:45.240 --> 00:30:46.290

It might be these elegant.

175

00:30:54.120 --> 00:30:55.620

Music, but coming here.

176

00:31:01.650 --> 00:31:09.300

So if you go me it isn't working it's working now and writing the code yeah did you solder, this whole nurse, yes I.

177

00:31:11.850 --> 00:31:21.630

mean YouTube so like that activity, mostly self taught I just love taking things apart and seeing other words so over the years I just learned how to teach myself, I had to say, that is, I do this and.

178

00:31:23.460 --> 00:31:25.140

An industry standard designed.



179

00:31:29.580 --> 00:31:40.290

SREB - Leslie Eaves: Well i'm transitioning back to our PowerPoint I would love in the chat to hear you know any things that stood out for you or.

180

00:31:42.270 --> 00:31:49.470

SREB - Leslie Eaves: You know what do you think how do you see students strike diving into the process, how do you see teachers preparing the students.

181

00:31:59.400 --> 00:32:00.960

SREB - Leslie Eaves: And i'll pause for some thinking.

182

00:32:17.640 --> 00:32:26.520

SREB - Kathleen McNally: So Leslie IV was pointing out that students were faced with really interesting questions right that would really have an impact.

183

00:32:28.260 --> 00:32:33.180

SREB - Kathleen McNally: Interesting to them impactful to the Community yeah yeah.

184

00:32:33.300 --> 00:32:45.900

SREB - Leslie Eaves: Absolutely um yeah you know needing to prepare for potential questions or being okay with being in the moment, maybe you can't prepare for all the questions but it's okay to say.

185

00:32:46.200 --> 00:32:49.800

SREB - Leslie Eaves: Well, how can we figure that out, or you know what might be a resource.

186

00:32:50.130 --> 00:32:54.060

SREB - Leslie Eaves: That we can that we can use to figure that out, and I see.

187

00:32:55.260 --> 00:33:03.000

SREB - Leslie Eaves: We have somebody talking about YouTube being a huge factor I was just talking with teachers are coaching my ppl teachers.

188

00:33:03.420 --> 00:33:20.370

SREB - Leslie Eaves: Last night on an Alabama about that kids have these devices at their disposal, so we it becomes like, how do we help kids access the knowledge and use the knowledge and determine what's good knowledge and you know.

189

00:33:21.060 --> 00:33:30.630

SREB - Leslie Eaves: As opposed to having to like dumping, a lot of knowledge in their heads so love that we're seeing that the students are passionate and and teachers taking on that facilitators role.

190

00:33:31.410 --> 00:33:44.250

SREB - Leslie Eaves: With so I wanted to pull out a couple of things, and you know, in terms of ppl that you're going to start to see in the videos is one when we talk about project based serving we are talking about launching it.

191

00:33:44.820 --> 00:33:59.100

SREB - Leslie Eaves: And with some type of ad hoc with an intriguing problem and project that they're going to get ready to solve we pull in maybe their nose need to nose tap into their background learning.

192

00:33:59.820 --> 00:34:07.260

SREB - Leslie Eaves: But then we're getting into there might be a lot more teacher directed or teacher for tightly facilitated learning that the beginning.

193

00:34:07.950 --> 00:34:27.570

SREB - Leslie Eaves: But as the project goes along and students are moving into creation and then their final product, you see this increasing autonomy with the kids, so this is just one model of flow that you can see, within a ppl unit to go in from that launch towards the final communication product.

194

00:34:29.490 --> 00:34:30.570

SREB - Leslie Eaves: As always.

195

00:34:32.040 --> 00:34:42.450

SREB - Leslie Eaves: ppl does require planning, I sometimes have heart attacks in my coaching when a teacher says, I want to launch a project tomorrow i'm like I don't think we can do that.

196

00:34:43.350 --> 00:34:49.710

SREB - Leslie Eaves: I mean, I can sit down and plan as much as I can, but it really does take planning the good news is generally.

197

00:34:50.520 --> 00:34:57.840

SREB - Leslie Eaves: If plan well, these are your lesson plans for however long the ppl unit takes and then you're just assessing and tweaking along the way.

198

00:34:58.170 --> 00:35:04.950

SREB - Leslie Eaves: So I loved it when you know I had a two week ppl unit well my lesson plans we're done for the next two weeks.

199

00:35:05.190 --> 00:35:11.580

SREB - Leslie Eaves: Or, if I had a three weeks or four weeks my lesson plans for done, and then I could be more in the role of the teacher in the moment.

200

00:35:11.880 --> 00:35:17.610

SREB - Leslie Eaves: Of really assessing the learning tweaking it pulling out, maybe, or if this group of kids did something different.

201

00:35:17.940 --> 00:35:24.450

SREB - Leslie Eaves: I had already kind of pre planned a lot of that out, and so my job as a teacher became a lot easier, the classroom.

202

00:35:24.930 --> 00:35:37.080

SREB - Leslie Eaves: But basically we start by looking at our standards by developing a driving question considering what's the authentic context for the students, a little bit of teacher creativity and it helps us to form our idea.

203

00:35:37.650 --> 00:35:46.080

SREB - Leslie Eaves: and generally when I work with teachers, we write that up as a project scenario some type of entry document that we use to introduce the problems to students.

204

00:35:46.590 --> 00:35:55.740

SREB - Leslie Eaves: sort of a give it big pictures, then we go in and start planning the instruction and I, we have started calling this more of the map of student learning.

205

00:35:56.130 --> 00:36:05.910

SREB - Leslie Eaves: Not just what am I doing as the teacher, but what are the experiences that i'm guiding kids through so that they can learn content in an authentic real.

206

00:36:06.210 --> 00:36:12.960

SREB - Leslie Eaves: Increased exploratory based way and so i'm tightly focusing on how our students learning the content.

207

00:36:13.290 --> 00:36:23.850

SREB - Leslie Eaves: So that instruction and assessment piece really go hand in hand here and and also looking back at the standards and the learning targets along the way, so.

208

00:36:24.750 --> 00:36:34.140

SREB - Leslie Eaves: We might chunk this and a problem solving process we developed major sort of phases, with the ppl chunk it into smaller bits along the way.

209

00:36:34.530 --> 00:36:44.370

SREB - Leslie Eaves: Look at student centered instructional pedagogy and I will come back to that, especially when incorporating our other instructional practices.

210

00:36:44.790 --> 00:36:57.180

SREB - Leslie Eaves: And we write that up as our map of student learning and then, finally, how am I going to do it in the time I need to do it, we put together a project calendar, we consider where we want it to end and.

211

00:36:58.200 --> 00:37:08.700

SREB - Leslie Eaves: You know I This is where we bring in the school contacts and the school calendar is are typically a pep rally on a certain day you know the kids aren't going to be able to make learning progress let's put that into our

calendar.

212

00:37:09.270 --> 00:37:21.330

SREB - Leslie Eaves: or their tests schedules coming up holidays thanksgiving coming up so really kind of putting that all into place and then at each stage we may go back, we may go back to the previous stage.

213

00:37:21.720 --> 00:37:28.920

SREB - Leslie Eaves: And a lot of times teachers get down to this project calendar and say I can't get it done so maybe I need to lower the scope of the project.

214

00:37:29.400 --> 00:37:42.720

SREB - Leslie Eaves: And so there is a there's a lot of back and forth I have it here, as this nice linear project process, but it is a lot more cyclical or I feel like going back on itself, and then it looks on paper.

215

00:37:43.500 --> 00:37:44.940

SREB - Kathleen McNally: Oh yes, Leslie I just.

216

00:37:44.970 --> 00:37:46.680

SREB - Kathleen McNally: quickly, I wanted to.

217

00:37:47.160 --> 00:37:56.790

SREB - Kathleen McNally: Add in Marty in our audience had made the comment that back at the beginning there right in the launch phase that there's really juicy opportunities.

218

00:37:56.970 --> 00:38:06.210

SREB - Kathleen McNally: For involving business and industry Community partners that really authenticate the work so that can be a real motivator when you get an outside partner.

219

00:38:06.450 --> 00:38:20.370

SREB - Kathleen McNally: That and you invite them in at the beginning, as design partners, I mean historically we asked them and invite them, which is exciting to be sort of part of the assessment at the end, like they can be your panel, and you know, as we saw the video.

220

00:38:20.970 --> 00:38:24.810

SREB - Kathleen McNally: it's really, really key when you bring them in all the way through.

221

00:38:25.560 --> 00:38:29.760

SREB - Leslie Eaves: Now absolutely and and you know I always say there's there a lot of times.

222

00:38:29.790 --> 00:38:31.110

SREB - Kathleen McNally: PDL in the past was.

223

00:38:31.110 --> 00:38:37.410

SREB - Leslie Eaves: focused on Community partners only coming in at the end, but in our model of PDL.

224

00:38:37.890 --> 00:38:44.910

SREB - Leslie Eaves: I feel like there's like three ways that we can incorporate them one is as designers maybe you don't have a partner that can come in at the end.

225

00:38:45.180 --> 00:38:51.840

SREB - Leslie Eaves: But they can provide a really cool idea and engage kids and design and help be a part of the design up front.

226

00:38:52.470 --> 00:39:02.730

SREB - Leslie Eaves: That go baby go project started by one of their community partners saying you know, seeing a Ted talk, who then for to that to the teacher and said, what can we do here.

227

00:39:03.000 --> 00:39:14.190

SREB - Leslie Eaves: So that is an excellent way the second way is as mentors throughout so not just as guest speakers, but you know really give us feedback providers in the middle of the project.

228

00:39:15.090 --> 00:39:21.270

SREB - Leslie Eaves: Or, as experts, you know you know one group, maybe doing something like here, let me call in for somebody and.

229

00:39:22.260 --> 00:39:31.830

SREB - Leslie Eaves: It was a phone a friend we're going to phone a Community partner, and then the final thing could be as the final panel at the end where kids present their work and get authentic.

230

00:39:32.220 --> 00:39:40.710

SREB - Leslie Eaves: Feedback at the end, but yes absolutely putting them on at the beginning, is it is awesome when i've been able to do it, it really has made the difference.

231

00:39:40.740 --> 00:39:50.310

SREB - Kathleen McNally: In the project and and let's not shy away from student interest and student employment student voice, they can be catalyst, I mean we asked these West Virginia students.

232

00:39:51.270 --> 00:39:58.380

SREB - Kathleen McNally: justify may we've had like look if you're going to be economic drivers right, because it is their state it is their home they are the future.

233

00:39:58.650 --> 00:40:11.640

SREB - Kathleen McNally: You know what matters and it's fabulous what they come up with anything from dollywood two goats to you know nice farming wine not goats and wine, at the same time, but you get my point so just really, really.

234

00:40:12.420 --> 00:40:18.750

SREB - Kathleen McNally: What this project based learning offers a wonderful invitation for student voice from the very beginning.

235

00:40:19.710 --> 00:40:37.500

SREB - Leslie Eaves: And Aaron I saw your question, I made a note to myself to link it in the agenda, after our session today so yeah if I can find it, I will I will link it in the agenda and right under this section in the agenda will be talking about those first two units.

236

00:40:37.710 --> 00:40:49.650

SREB - Marty Sugerik: Leslie can I add a bit real quick Okay, I was just going to suggest also that what we're seeing and interviewing across the country right now that case study interview questions.

237

00:40:50.160 --> 00:40:54.870

SREB - Marty Sugerik: are a predominant way of how employers are finding the best employee for the job.

238

00:40:55.350 --> 00:41:02.460

SREB - Marty Sugerik: So by students going through project based learning, you can see now they're developing a set of evidence.

239

00:41:02.850 --> 00:41:17.310

SREB - Marty Sugerik: A story to tell in an interview, they can actually share that kind of case study thinking so I just wanted to add that you know PBS even become more prolific because it is how employers are really desegregating between the best employees.

240

00:41:17.790 --> 00:41:27.690

SREB - Leslie Eaves: yeah awesome Thank you so much that's a great point and and getting kids trained in order to think through these things where they don't necessarily know what the outcome is going to be at the at the start.

241

00:41:28.740 --> 00:41:37.530

SREB - Leslie Eaves: And there is support and planning have linked in your agenda is our Google site, I will be working on updates.

242

00:41:38.550 --> 00:41:42.330

SREB - Leslie Eaves: After thanksgiving and probably around Christmas break.

243

00:41:43.410 --> 00:41:51.030

SREB - Leslie Eaves: Because there are some links that need to be refreshed, but we do have a planning templates that we have put together to help go through the process as long as.

244

00:41:51.330 --> 00:42:03.780

SREB - Leslie Eaves: All other graphic organizers you know when I work with teachers different teachers think and plan differently, so we have different graphic organizers or thought organizers to plan at different parts of the process.

245

00:42:04.170 --> 00:42:07.320

SREB - Leslie Eaves: And that can support you, putting your own thoughts.

246

00:42:07.680 --> 00:42:19.290

SREB - Leslie Eaves: together and on paper and i've used, many of them at different points and really it just depends on how the person wants to think through, but we also have a whole ppl idea section that links out to other videos.

247

00:42:20.040 --> 00:42:29.250

SREB - Leslie Eaves: or project seed ideas, I am very big on it's really hard to take a project and just layer it and bring it into your classroom.

248

00:42:30.120 --> 00:42:43.890

SREB - Leslie Eaves: Because nobody has your standards with your babies in your school context, but you can at least find places as a starting point, that you can tweak and you can make your own and sometimes it is great to have a good starting point.

249

00:42:44.520 --> 00:42:52.530

SREB - Leslie Eaves: So one of the things, especially for that sustained inquiry piece in that planning of instruction it really does become essential.

250

00:42:52.950 --> 00:43:13.020

SREB - Leslie Eaves: of planning instruction and that that works for kids that's efficient, one of the things that we know is, if you have tended to be a i'ma say you that's that felt more accusatory if the more motive teaching has been 80% direct instruction PDL can be a really huge shift to undertake.

251

00:43:14.250 --> 00:43:23.490

SREB - Leslie Eaves: So our powerful instructional practices that we have developed in all different areas helped lay a foundation that teachers can do.

252

00:43:23.880 --> 00:43:30.150

SREB - Leslie Eaves: And transition their instruction to a more student centered inquiry exploratory based approach.

253

00:43:30.570 --> 00:43:38.970

SREB - Leslie Eaves: And then from there, you can jump into our PDL practices so really those instructional practices helped to lay the foundation.

254

00:43:39.240 --> 00:43:54.540

SREB - Leslie Eaves: On a lesson by lesson basis building towards a unit by unit basis that can create fertile ground for ppl to thrive and so i'll come back to this, but I just wanted to honor that this is to me the instructional practices are a great starting point.

255

00:43:56.190 --> 00:44:10.500

SREB - Leslie Eaves: So I do have a collective audience here, and I would love just to and i'm going to pop it up for 30 seconds, but would love to just to get some ideas or their ideas that are populating in your head right now i'm going to go back to the centimeter.

256

00:44:11.190 --> 00:44:17.460

SREB - Leslie Eaves: So if you already have it up, that would be great if not Kathleen can put it into the chat.

257

00:44:22.170 --> 00:44:34.950

SREB - Leslie Eaves: You know, are there some problems that you're already seen in your head throw up an idea for somebody that could be helpful here in in the audience know that everybody can take and steal a news.

258

00:44:36.030 --> 00:44:37.230

SREB - Leslie Eaves: After they leave here.

259

00:44:38.490 --> 00:44:39.660

SREB - Leslie Eaves: Like it in the chat.

260

00:44:40.140 --> 00:44:46.080

SREB - Leslie Eaves: And if you can't get it on the mental meter please, please go ahead and place it in the chat we will link the chat afterwards.

261

00:44:57.060 --> 00:45:02.610

SREB - Leslie Eaves: Oh, I love that idea code that doesn't seem in large student population get them to solve that problem.

262

00:45:03.180 --> 00:45:12.960

SREB - Leslie Eaves: Yes, I was talking with some health science teachers about that you know, having the health science students dig into the why and the how of some of these protocols.

263

00:45:13.650 --> 00:45:30.960

SREB - Leslie Eaves: Oh, I love the shoot shortage of goods and demands, especially if you're a logistics teacher, but even if you're teaching math and I can't remember the math concepts, when you get to the nodes in the pathways and everything but looking at that I always loved the healthy food truck.

264

00:45:33.450 --> 00:45:45.270

SREB - Leslie Eaves: Yes, definitely environmental issues in the area, leaving the Community transportation into a rural community it hey I was just even on a blog and a post about.

265

00:45:45.600 --> 00:45:46.680

SREB - Leslie Eaves: cell access.

266

00:45:46.740 --> 00:45:56.550

SREB - Leslie Eaves: And really needed to have cell phone access and and high speed still in rural communities it's 20



years we're still dealing with that as a problem so again oh.

267

00:45:58.050 --> 00:45:58.290

SREB - Leslie Eaves: yeah.

268

00:45:58.350 --> 00:46:01.710

SREB - Kathleen McNally: yeah sorry in the chat we have knowing your blood pressure, numbers.

269

00:46:02.040 --> 00:46:07.530

SREB - Kathleen McNally: And we also have this interesting Aaron was sharing they just had a zoom session with first year CTE teachers.

270

00:46:08.580 --> 00:46:15.630

SREB - Kathleen McNally: Community colleges and the speaker mentioned service learning in CTE so that's really interesting like tying that in.

271

00:46:16.380 --> 00:46:24.330

SREB - Leslie Eaves: yeah and service learning is a great starting point for ppl as well, and because service starting to have its part, should be not just kids doing.

272

00:46:24.900 --> 00:46:34.500

SREB - Leslie Eaves: A service project but kids investigating the root of the problem and then coming up with a solution that solves the actual problem so which is, which is totally.

273

00:46:35.010 --> 00:46:44.700

SREB - Leslie Eaves: ppl, so I will keep that up in the background, if people wanted to add to it, but I am going to move forward and we're going to look at the next two practices.

274

00:46:51.330 --> 00:47:00.840

SREB - Leslie Eaves: So the This is where so I feel like we start we kind of in some ways, start in the middle right by the time we start planning to ppl.

275

00:47:01.500 --> 00:47:16.440

SREB - Leslie Eaves: My hope is that we've already built the culture, but these next two practices really speak to the learning culture in the classroom that really makes ppl come alive and that's coming in from a collaborative standpoint and.

276

00:47:17.700 --> 00:47:30.900

SREB - Leslie Eaves: Teaching kids how to problem solve how to think and doing things that help students to own the work think I saw in the chat Sylvia from the project management institutes here so even things like project management tools.

277

00:47:31.500 --> 00:47:44.670

SREB - Leslie Eaves: That kids can use regularly group roles everything kind of comes into this, and those are things that you can do way before you even start planning a ppl is laying that culture lay that foundation.

278

00:47:45.420 --> 00:47:57.450

SREB - Leslie Eaves: So we're going to look at sort of these next two practices in the video in action and then i'll pull out some things but where do you see what are some things that you see in terms of teachers supporting that culture of learning.

279

00:48:05.700 --> 00:48:12.630

process provides a framework to scaffold instruction through a ppl unit that also helps students to work through the problem.

280

00:48:13.260 --> 00:48:22.170

As students apply the design process to accomplish the goals of the ppl they internalize the how and why of using a problem solving design process.

281

00:48:22.860 --> 00:48:35.160

Students work in collaborative teams, while using various project management tools, similar to those used in a high functioning workplace environment, such as group contracts scrum boards and group roles.

282

00:48:37.980 --> 00:48:53.280

presenters we should probably show the start of the presentation, the topography map then explain some things and then, once we get to the slide with the video probably like show the vr itself, I don't know what the video would come in, though.

283

00:48:54.330 --> 00:48:58.680

We are again, who is going to wear the br are we gonna let one of the judges or.

284

00:49:00.450 --> 00:49:08.730

If they want to, if not one of us code in the presentation we're going to talk a little bit about like our timeline for the tri state border wars yeah.

285

00:49:10.890 --> 00:49:15.810

I can kind of like at the beginning, like conceptualize you know what what it is and how it's affecting everything.

286

00:49:16.470 --> 00:49:28.020

So you're gonna start like that yeah and then i'm going to go into the bill and then Angelina and a show you're going to go into the visual concept and i'll talk about the damn breaking the model and then she'll talk.

287

00:49:30.420 --> 00:49:40.710

should spend two minutes yeah all right well in designing the car, we had to make sure that the materials we were using wouldn't be too heavy for the car and break the last segment the body's made out of.

288

00:49:41.550 --> 00:49:50.430

And we had to make sure that all the wiring and the batteries and stuff that we needed to have in there, so we can put all the electronics wouldn't also break the car with all the.

289

00:49:51.090 --> 00:50:01.830

Other stuff that we add it all there's a tiny bit of trial and error, when we were doing it, we also are being sure not to not to build it out, titanium or something insane that would like break your be uncomfortable.

290

00:50:04.590 --> 00:50:12.840

I students work through the ppl unit more of the responsibility of learning transitions to the student, while the teacher facilitates the process.

291

00:50:13.260 --> 00:50:22.200

Enabling learning activities may shift from teacher guided to teacher facilitated with a home of creative and productive activity permeating the classroom.

292

00:50:22.800 --> 00:50:31.920

Students are empowered to take charge of their learning and confidently explore experience and create, both individually and within a team.

293

00:50:32.520 --> 00:50:39.990

assessment for learning activities such as reflective writing or tracking their learning and a professional notebook support evidence of student growth.

294

00:50:40.290 --> 00:50:52.740

or providing information to the teacher about what is being learned so you see how the cars of you look the engine powered engine power is slower because it's going up here now, when you go back to the graph go by car.

295

00:50:53.790 --> 00:51:00.390

The car is going down from the hero, I know that much love you see how fast that's going back up decreasing.

296

00:51:03.330 --> 00:51:06.090

looks like it's working I can hear it yeah but whenever.

297

00:51:09.000 --> 00:51:10.890

The engine light, you can hear slowing down.

298

00:51:11.310 --> 00:51:22.950

yeah so just think about that, though, like if you're driving your car right and it's in cruise control and there's this big hill coming up on the interstate doesn't your car have to respond to that right and they're like oh my gosh what just happened you're still gonna go seven.

299

00:51:24.030 --> 00:51:25.620

In the rpm so yeah.

300

00:51:26.670 --> 00:51:32.520

we've got interested in Jamie working on design that's the autocad and the drafting software's.

301

00:51:33.330 --> 00:51:41.130

They are working on printing off any parts that we need we've got the music player, which is decoding which is Andrew and it jr.

302

00:51:41.460 --> 00:51:50.190

installation, we got john zagat cash we got three people in that little bit of a bigger category that's actually building it together and make sure all the pieces fit right.

303

00:51:50.820 --> 00:51:57.420

Then there's project manager, which is me i'm going around and i'm making sure everything's working right i'll talk to Mr boldness.

304

00:51:59.130 --> 00:52:01.590

Whatever I need to make sure that this project products.

305

00:52:04.140 --> 00:52:04.470

Right.

306

00:52:06.870 --> 00:52:19.650

SREB - Leslie Eaves: So i'm go ahead in the chat as I transition back what are you seeing how do you see the kids owning their learning how are the students honing their learning in the process, I saw a couple things sort of pop up.

307

00:52:25.050 --> 00:52:37.770

SREB - Leslie Eaves: Of yeah working on determination skills, I mean yeah it's It is interesting to see how students just tapping into some empathy for kids who aren't able really gets them to shine.

308

00:52:39.420 --> 00:52:48.570

SREB - Leslie Eaves: Around that idea asking questions absolutely so i'm going to pull out a few things and feel free to add your thoughts and voice in the chat.

309

00:52:48.960 --> 00:52:58.890

SREB - Leslie Eaves: That I have seen one of the big things, especially, I think we keep coming back to it as serie B and one of the things that's modeled really nicely, especially in the West Virginia school.

310

00:52:59.220 --> 00:53:05.640

SREB - Leslie Eaves: And I know my Alabama teachers are working on this as well is is simulating a workplace and.

311

00:53:06.060 --> 00:53:23.880

SREB - Leslie Eaves: you'll see the language you know, a high functioning workplace routines incorporating things that we know works when things are working well, and so one of these might be using roles and i'd love to do career related roles as opposed to maybe tasks related roles.

312

00:53:25.500 --> 00:53:39.720

SREB - Leslie Eaves: Within the project i'll show you a couple, but you know, like it, the somebody's job title at a company and how showing kids how teams actually work together, using actual group contracts, and you can scaffold that.

313

00:53:40.500 --> 00:53:52.020

SREB - Leslie Eaves: To where you know students are starting to make agreements, but maybe you see it with a few agreements, and you know, having the kids actually lead the meetings, it feels really super awkward at first.

314

00:53:52.290 --> 00:54:02.190

SREB - Leslie Eaves: But when they get it, it is just amazing I think one of the best learning experiences I had in my classroom is my kids were doing design tourettes about a.

315

00:54:02.670 --> 00:54:07.290

SREB - Leslie Eaves: I can't remember it was some type of building projects that we were proposing.

316

00:54:07.650 --> 00:54:13.800

SREB - Leslie Eaves: And I just put them in groups and like okay you each have different career related roles, you have a different role, whether it be a.

317

00:54:14.100 --> 00:54:22.080

SREB - Leslie Eaves: Concerned citizen or civil engineer or a transportation engineer or a government or city employee.

318

00:54:22.440 --> 00:54:29.310

SREB - Leslie Eaves: And you are pretending to be those roles in this Charrette and the kids really you know they really took it on, and it was amazing.

319

00:54:29.670 --> 00:54:43.140

SREB - Leslie Eaves: So one thing, just to pull out some artifacts that I have linked into the agenda, our role cards and giving these two kids where you pre identify how their their main tasks within the project.

320

00:54:43.470 --> 00:54:53.280

SREB - Leslie Eaves: I always put at the end, ask for help from your teammates and from the teacher and knowing that we are all here to contribute to the overall success of the group.

321

00:54:53.550 --> 00:55:00.390

SREB - Leslie Eaves: So that is one of the tasks, if I don't put that in there kids would be like well i'm done with my stuff so no you're not done we're get back in.

322

00:55:01.380 --> 00:55:06.390

SREB - Leslie Eaves: The other thing I got I got the idea from a teacher and then we work together on.

323

00:55:06.780 --> 00:55:19.980

SREB - Leslie Eaves: A group contract not only just with these agreements, but seeing it with some that we some ideas that they can just circle like hey I like this idea or they can fill in their own.

324

00:55:20.310 --> 00:55:33.300

SREB - Leslie Eaves: As a lot of kids kids don't know how to come up with equal understanding in the group so you may have to give them some ideas at first, but then you can later on pull those away and have the students determine that on their own.

325

00:55:33.690 --> 00:55:40.740

SREB - Leslie Eaves: But having them think through that and discuss it at the beginning, really will make your PDL and your collaborative work much easier.

326

00:55:41.460 --> 00:55:47.910

SREB - Leslie Eaves: And i'm also a big fan of incorporating some type of problem solving process that's industry related.

327

00:55:48.210 --> 00:55:58.740

SREB - Leslie Eaves: At so Ruby, this is the process that we use within our curriculum and we chunk the learning in the steps and by doing that you're also teaching kids how to think through.

328

00:55:59.100 --> 00:56:13.290

SREB - Leslie Eaves: problems, how do we solve problems and that it is an iterative process, it is not a one and done thing it is almost always iterative and you know involve some type of feedback and layer of feedback.

329

00:56:14.610 --> 00:56:23.430

SREB - Leslie Eaves: And that really kind of brings us rounds us out and the to me, the last two practices are where we make this PDL shine.

330

00:56:23.910 --> 00:56:35.730

SREB - Leslie Eaves: So in all transparency, I cannot 100% sit here and tell you that i've always had a Community partner within my ppl unit did that mean that it wasn't a ppl unit Absolutely not.

331

00:56:36.180 --> 00:56:47.970

SREB - Leslie Eaves: When I did, though, when I was able to get Community partners engaged at the beginning of mentoring, or as experts in the middle, or as people at the end.

332

00:56:48.450 --> 00:57:02.070

SREB - Leslie Eaves: It really up to the engagement for the kids and it just put that bow on a present in my ppl unit, so it really just made that Nice shine and I will tell you and I.

333

00:57:02.580 --> 00:57:13.020

SREB - Leslie Eaves: i've owned this that time, allowing sometimes that feedback and revision cycle was the thing that got cut and I almost always regretted it so.

334

00:57:13.530 --> 00:57:26.310

SREB - Leslie Eaves: If bare minimum, putting in some type of student reflection on their learning in the project and at its its highest fulfillment incorporating and layering and constant feedback.

335

00:57:27.060 --> 00:57:32.490

SREB - Leslie Eaves: Almost daily feedback on how they're doing what they're learning on their product that they're developing.

336

00:57:32.820 --> 00:57:48.780

SREB - Leslie Eaves: And having some type of revision cycle within the PDL it just makes it so that kids are meaningfully engaged in the process, and your partners are authentically engaged with your school when they're authentically engage with their school and.

337

00:57:50.460 --> 00:57:55.770

SREB - Leslie Eaves: I don't know I don't wanna say that means money, but you know that they will be more likely to invest in the school community.

338

00:57:57.600 --> 00:58:01.410

SREB - Leslie Eaves: So let's look at just will round that up and see what that looks like in action.

339

00:58:06.210 --> 00:58:20.220

SREB - Leslie Eaves: let's look at our students shine as we bring in our Community partners and here you're going to see Community partners from parents, as well as actual professionals in industry and within the school.

340

00:58:24.750 --> 00:58:33.780

At a formative and summative assessments allows the teacher to gauge student mastery of standards and skills and plan for just in time adjustments to instruction.

341

00:58:34.530 --> 00:58:51.390

Multiple feedback and revision cycles, need to be planned so students can identify misconceptions formulate a plan to move their understanding forward and satisfy the goals of the ppl unit feedback sessions may include peer teacher or business partners.

342

00:58:52.500 --> 00:59:05.310

OK So the first thing we did the first modification, we made was extending the steel tubes on the bottom since hayden is taller than the two other kids so he has for more inches of leg room.

343

00:59:06.180 --> 00:59:14.160

And we also added in that five point harness that all of the other cars need to have right now we're working on putting in the backup camera.

344

00:59:14.700 --> 00:59:23.040

Are you guys going to put any kind of padding on the middle on the sides there's gonna be some support around his waist to keep them from leaning against it and stuff.

345

00:59:23.640 --> 00:59:31.050

So the metal shouldn't be an issue yeah if that does become a problem that we can definitely put padding on position wise.

346

00:59:32.130 --> 00:59:39.810

We want to make sure that he's an upright as possible, just because if he's back more he's gonna have a hard time visually seeing that so.

347

00:59:40.170 --> 00:59:49.650

I don't know I know you said that there's a plan to have some of back support behind him we can probably figure something out about the seat if fits better for him to be more upright.

348

00:59:50.160 --> 01:00:00.540

We will be able to figure something out what those leads to the brakes the brakes and Mrs to tell tell the system so so let's see what have a certain degree, that you like right yeah that's right.

349

01:00:01.260 --> 01:00:07.050

You like flying yeah just enough for him not have his head on his chest Okay, so we know like.

350

01:00:08.790 --> 01:00:09.570

shoulders.

351

01:00:12.060 --> 01:00:20.520

Business post secondary and Community partners may collaborate with teachers to brainstorm or co plan and authentic problem for the ppl unit.

352

01:00:21.030 --> 01:00:32.790

inviting partners into the classroom to mentor or provide feedback to student groups can provide a unique way for students to learn needed content or help refine their solution from someone who works in the field.

353

01:00:33.420 --> 01:00:42.960

partners may also provide an authentic audience for students to present their final solutions so i'm tasha i'm in my name is Milo premise.

354

01:00:43.500 --> 01:00:50.520

And our project is what would happen if to be for damn were to break down what type of down with the better for the



environment and for our Community.

355

01:00:51.060 --> 01:00:58.350

Like linear if it was a flood, it would cover about a 14 miles square mile area stretching all the way down to the city of duluth.

356

01:00:58.770 --> 01:01:09.510

Entire cities would be destroyed during the flood, and many people would lose their homes due to the devastation of the flood for environmental effects of flooding, we have.

357

01:01:09.810 --> 01:01:13.740

Point solution, which means is comes from one source, such as the sewer water.

358

01:01:14.370 --> 01:01:29.220

And non Pio pollution as an erosion is that coming from one source that's making all the pollution happen in order to demonstrate our solution of the dam we use a virtual reality simulator here we have the new down, can you look back at it.

359

01:01:31.650 --> 01:01:34.200

yeah damn that we have designed.

360

01:01:35.700 --> 01:01:45.060

Just quickly my feedback here, so far the best of using some of that the terrain terminology that you're talking about the non point versus pinpoint pollution things like that, so I say you're really reach for that.

361

01:01:45.480 --> 01:01:50.280

I like the way that you introduce yourself before the presentation and I think just maybe.

362

01:01:51.300 --> 01:02:04.320

Getting a smoother transition with working with I think this was a good practice, one thing I would say, on the technical side would like linear is that the wind hill treatment facility, the mall of Georgia, they pump into the light so that might be something to.

363

01:02:05.490 --> 01:02:12.030

Think about with that, I would say, I mean there's there's ways that we can connect you with the people who helped run that plan so you can talk to them directly.

364

01:02:12.270 --> 01:02:16.860

and not have to try to find the sort of information on your own online I like your ambition to.

365

01:02:17.250 --> 01:02:26.040

Because right now, before dams just a two lane street and there used to be parking and stuff up there, but no one really uses it, but I, like the ambition to have a more occupy double.

366

01:02:26.790 --> 01:02:35.040

scene, because I mean that view is amazing on and having pedestrians up there is really nice because there's a huge trail network that you can connect into and stuff.

367

01:02:49.140 --> 01:03:02.130

SREB - Leslie Eaves: So, as I transition back to our PowerPoint you know how did you see the partners, helping to engage kids, how do you see the feedback even engaging into deeper learning so feel free to chat back with me there.

368

01:03:12.270 --> 01:03:12.930

SREB - Leslie Eaves: alright.

369

01:03:13.980 --> 01:03:33.360

SREB - Leslie Eaves: So just pulling out a few things and we kind of link back to this but uh you know partners can come from everywhere, I had an awesome ppl unit that some schools did here in North Carolina where the high school students no i'm sorry the middle school students.

370

01:03:34.470 --> 01:03:46.740

SREB - Leslie Eaves: Use the high school students, as their audience for their ppl so it doesn't it sometimes it can be within a school setting it can be parents, it could be other teachers, it could be within your district.

371

01:03:47.130 --> 01:03:55.410

SREB - Leslie Eaves: And most career tech programs also have advisory councils that's a great place to tap for your Community Partner resources.

372

01:03:55.770 --> 01:04:09.240

SREB - Leslie Eaves: As someone who can certainly be shy in terms of cold calling and tapping into my resources that were already there was a great first step, and it gave me some confidence in order to build in and then start tapping into.

373

01:04:09.960 --> 01:04:18.450

SREB - Leslie Eaves: Where I might cold call businesses for for my students but I mean i've seen projects anywhere, for in my classroom.

374

01:04:18.960 --> 01:04:23.280

SREB - Leslie Eaves: I did a project where kids had to design a House that was 800 square feet.

375

01:04:23.820 --> 01:04:33.540

SREB - Leslie Eaves: incorporating a certain architectural style well any teacher who had planning during that class was one of our Community partners because kids designed the House for those teachers.

376

01:04:34.050 --> 01:04:44.880

SREB - Leslie Eaves: And then they would present it back to the teacher, so I mean you can, if you think creatively i'm always like don't tell me I can't do something i'm going to get it done and so how can you work within the constraints

that you have.

377

01:04:45.390 --> 01:04:53.190

SREB - Leslie Eaves: So, as we round out, I wanted to give you a couple things that getting started certainly our Google site is a great place to get started.

378

01:04:54.690 --> 01:05:06.180

SREB - Leslie Eaves: But I want to honor that this is a transition for some teachers, so if you're in a school or district or a leader within a school or district really thinking carefully about your ppl plan and the professional learning.

379

01:05:07.020 --> 01:05:21.390

SREB - Leslie Eaves: plan that supports transformation of instruction in the classroom and so, if you're going from more teacher directed my first step would be the inquiry based getting those instructional the srp instructional practices.

380

01:05:21.780 --> 01:05:34.050

SREB - Leslie Eaves: And so that you're switching from 80% direct instruction to more 20% direct instruction, but most of the 80% students doing the reading, writing thinking talking and collaborating.

381

01:05:34.440 --> 01:05:53.970

SREB - Leslie Eaves: On a daily basis, and what that may look like then build towards unit planning so planning along a unit of study connecting standards together and then you have great fertile ground for that last piece of designing authentic units of studies around some type of career connected challenge.

382

01:05:55.050 --> 01:06:12.480

SREB - Leslie Eaves: But you know that takes I know that takes time, sometimes in schools, it might be a three year process but it's not just about ppl it's also about transforming classroom practice so that students feel appreciated loved accepted and learn along the way.

383

01:06:14.010 --> 01:06:28.230

SREB - Leslie Eaves: So with that you know so Ruby we do support professional learning and coaching within the classroom we'd like to start with our powerful instructional practices which are linked in our.

384

01:06:28.770 --> 01:06:37.860

SREB - Leslie Eaves: into the agenda and and then, when you're ready for PBS start small start with a cohort of teachers who are going to be your PBS leaders.

385

01:06:38.070 --> 01:06:47.250

SREB - Leslie Eaves: Who wouldn't mind say opening up their classroom for other teachers to come in and see it in action and see what it looks like and they're going to kind of take the.

386

01:06:47.640 --> 01:06:58.590

SREB - Leslie Eaves: The they're going to really dive into it the excited teachers and then expand from there and typically when we start with professional learning it starts with a two or three day.

387

01:06:59.700 --> 01:07:11.340

SREB - Leslie Eaves: Initial workshop really, and this is where we develop a connected definition of project based learning we introduce the powerful practices shift from that project to ppl standpoint.

388

01:07:11.790 --> 01:07:23.880

SREB - Leslie Eaves: But also built in design time for the teachers to not only start planning, but get collegial feedback from each other, our professional learning models, the ppl process.

389

01:07:25.410 --> 01:07:30.870

SREB - Leslie Eaves: And so I just want it again honor that it starts with the instructional practices and we build towards ppl.

390

01:07:31.320 --> 01:07:43.560

SREB - Leslie Eaves: And then we come in, after that initial This is where we can customize it for your school and the needs of your teachers with either more one on one job embedded coaching where we co plan with the teachers.

391

01:07:43.860 --> 01:07:51.510

SREB - Leslie Eaves: model instruction in the classroom provide classroom based feedback or reflect at the end of the process.

392

01:07:51.900 --> 01:08:06.150

SREB - Leslie Eaves: And another option could be more team coaching leading project based learning based PLC sees when teachers are learning and incorporating a new practice a great way is to form a professional learning Community so that teachers together.

393

01:08:06.480 --> 01:08:14.430

SREB - Leslie Eaves: can work through dilemmas give each other feedback and examine student work reflect and reflect on their practice with each other.

394

01:08:17.790 --> 01:08:32.310

SREB - Leslie Eaves: You have the powerful practices document that gives those indicators of teacher student and artifacts so you know you can use that document to help define project based learning for your school or district.

395

01:08:33.450 --> 01:08:45.300

SREB - Leslie Eaves: To if you are already doing ppl look at that, what are the practices that you're already doing well, which ones might you want to dial up which ones, do you need to dial back so you can focus on another one.

396

01:08:46.140 --> 01:08:51.540

SREB - Leslie Eaves: But you can use that, for your own reflection and determine your next steps as a PBS practitioner.

397

01:08:52.080 --> 01:09:07.740

SREB - Leslie Eaves: And it can also be used to tune ppl units to say okay here's here are some things that we've done in the past, how can we bring them together in alignment around this definition and even using it to gauge readiness

within your school.

398

01:09:08.820 --> 01:09:16.110

SREB - Leslie Eaves: So it has really given us it explorer abuse it and we're here to support you we've also found.

399

01:09:16.830 --> 01:09:35.400

SREB - Leslie Eaves: A good starting point could be instead of writing your own or designing from scratch, is to see what these look like an action, we do have two big areas where we have developed ppl units of study, one is in our middle grade stem projects that use this framework.

400

01:09:36.990 --> 01:09:48.570

SREB - Leslie Eaves: In order to teach kids technical and academic skills and the other one is our advanced career courses and I believe we're going to have a national workshop coming up for that as well.

401

01:09:49.890 --> 01:09:54.870

SREB - Leslie Eaves: And that's the advanced careers or high school project our curriculum.

402

01:09:56.550 --> 01:10:09.240

SREB - Leslie Eaves: I just want to leave you with what i've seen in the classroom both for my own practice because I said, this is why this is how I taught once I was introduced to it and I won't even tell you what it was, and it was in this century that's what I can tell you.

403

01:10:10.440 --> 01:10:12.450

SREB - Leslie Eaves: i'm older than I look, but it was in the century.

404

01:10:13.470 --> 01:10:20.850

SREB - Leslie Eaves: and working with teachers, for the past 10 years is you know when you can bring teacher creativity back to the classroom.

405

01:10:21.270 --> 01:10:27.510

SREB - Leslie Eaves: That leads to excitement for the teacher and the kids the teachers excited the kids are excited.

406

01:10:28.440 --> 01:10:36.090

SREB - Leslie Eaves: When you get kids excited you're empowering students and when you empower students you help them find their voice.

407

01:10:36.330 --> 01:10:45.390

SREB - Leslie Eaves: find their beliefs find their opinions i've always loved working with teenagers, because they have an opinion about everything, but it keeps me on my toes.

408

01:10:46.140 --> 01:11:01.260

SREB - Leslie Eaves: And when students are finding their invoice it leads to increase student motivation which leads to increase student effort, and we know that, once we can get kids to put forth the effort that is what leads to better learning

outcomes for kids.

409

01:11:02.280 --> 01:11:13.260

SREB - Leslie Eaves: You know across the board and for time sake i'm not going to go back and show you, but I will say in the I am going to show you on the agenda where you can get the full.

410

01:11:14.070 --> 01:11:23.970

SREB - Leslie Eaves: playlist Of these, and I will say at the end of the playlist the last three videos are 30 minute videos but you get a window.

411

01:11:24.270 --> 01:11:29.070

SREB - Leslie Eaves: into each of those three classrooms from start to finish on the day that we filmed.

412

01:11:29.430 --> 01:11:39.990

SREB - Leslie Eaves: And at the end of each of those there's a five minute chunk where we've asked the students and the parents or Community partners and teachers involved what it has meant to be part of the PDL process.

413

01:11:40.320 --> 01:11:51.090

SREB - Leslie Eaves: It, it is a great, it is a great thing to go and look at and explore further, and I will just show you quickly, where you can find those on the agenda.

414

01:11:53.970 --> 01:12:05.100

SREB - Leslie Eaves: And I will say it is links all of these here link to that original video where I have the video deep dive into the project based learning practices.

415

01:12:05.520 --> 01:12:19.080

SREB - Leslie Eaves: And then down here we have the s3 be YouTube playlist That is where you can access the playlist that has the overview video, but there are videos that go deeper into each practice.

416

01:12:19.440 --> 01:12:26.910

SREB - Leslie Eaves: And those anatomy of a ppl videos where you really get a 30 minute window into a project based learning based classroom.

417

01:12:28.140 --> 01:12:39.660

SREB - Leslie Eaves: So very teacher, you know very application oriented and join us, we have more webinars coming up bringing social studies to life.

418

01:12:40.290 --> 01:12:51.030

SREB - Leslie Eaves: of sparking improvement in the elementary grades increasing rigor and career technology, education with connected academics some really exciting stuff coming up.

419

01:12:51.390 --> 01:13:03.330

SREB - Leslie Eaves: And the most exciting thing is our Conference coming up this summer near Dallas in grapevine

Texas i'm really looking forward to it because everything's bigger in Texas, including our our.

420

01:13:04.770 --> 01:13:18.540

SREB - Leslie Eaves: Our webinar Thank you again they're the resource the web, the The agenda is chock full of resources for you and feel free to use them abuse them and i'm going to pause and.

421

01:13:19.410 --> 01:13:29.820

SREB - Leslie Eaves: Take a breath and if you have any remaining questions would love, I can sit we're here until five if you have any questions that I can answer about project based learning.

422

01:13:31.530 --> 01:13:33.510

SREB - Leslie Eaves: may go back to that section of our.

423

01:13:34.710 --> 01:13:35.550

SREB - Leslie Eaves: mentor meter.

424

01:13:39.600 --> 01:13:43.710

SREB - Leslie Eaves: If you needed to look at what questions we had, and if there are any that I can answer.

425

01:13:45.630 --> 01:13:46.770

SREB - Leslie Eaves: While we're here together.

426

01:13:53.760 --> 01:13:56.340

SREB - Kirsten Sundell: Leslie if it's okay with you i'm going to stop the recording.

427

01:13:59.010 --> 01:13:59.790

SREB - Kirsten Sundell: Thanks everyone.