SREB - Scott Warren: Good afternoon, everyone.

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

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.

SREB - Scott Warren: bleeding the session today, we have our director of project based learning and srt be and Leslie eaves 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.

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

SREB - Leslie Eaves: me on the chat.

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.

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.

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

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

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

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.

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.

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.

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.

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.

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.

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.

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.
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.

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.

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

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.

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.

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

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.

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.

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.

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

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.
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.

With their local contacts, but looking at these five areas.

And project based learning, generally speaking, definitely supports engaging instruction.

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.

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.

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.

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.

So it's a it hits them all.

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.

automatically get kids engaged in all right now, what do you know about this challenge.

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.
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.

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.

00:07:57.630 --> 00:07:59.130
SREB - Leslie Eaves: Link on the agenda.

00:08:00.750 --> 00:08:03.210
SREB - Leslie Eaves: And if you need help finding it, it is.

00:08:04.410 --> 00:08:07.950
SREB - Leslie Eaves: right here under Section one.

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.

00:08:18.450 --> 00:08:19.770
SREB - Leslie Eaves: right there.

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.

00:08:59.880 --> 00:09:00.270
SREB - Kathleen McNally: This.

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.

00:09:15.240 --> 00:09:22.020
SREB - Kathleen McNally: about learning yeah coming in we've got great great ideas.

00:09:58.980 --> 00:10:04.080
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.
SREB - Leslie Eaves: out as a learning experience highlights connections.

57
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.

58
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.

59
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.

60
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.

61
00:10:58.140 --> 00:10:59.160
or district.

62
00:11:14.370 --> 00:11:16.260
Yes, yes, yes.

63
00:11:17.490 --> 00:11:18.840
SREB - Kathleen McNally: Good stuff coming in.

64
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.

65
00:12:06.330 --> 00:12:09.720
SREB - Leslie Eaves: yeah and I hear you using it, you know, a set curriculum.

66
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.

67
00:12:23.670 --> 00:12:24.360
SREB - Leslie Eaves: Thank you.
SREB - Kathleen McNally: I'm about bottom left teachers bbls fun.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.
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.

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

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.

SREB - Leslie Eaves: But you're 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.

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.

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.

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.

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.

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.

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.

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.
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.

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

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.

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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

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.

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.

SREB - Leslie Eaves: share what that looks like.

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

SREB - Kathleen McNally: Chandler.
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.

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

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

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.

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.

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.

SREB - Leslie Eaves: highlights and.

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.

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.

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.

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

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

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

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.

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.

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

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.

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.

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.

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.

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

134
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.

135
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.

136
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.
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.

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

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.

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.

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.

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.

Get.

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.

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

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.
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.

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.

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

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.

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

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.

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

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.

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.

Our.

Vehicle will be most efficient.
For fleet and what's a fleet vehicles.

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

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.

plugin.

I just got.

We tested the light without.

The battery charge.

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

It might be these elegant.

Music, but coming here.

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.

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.

An industry standard designed.
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.

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.

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

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

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

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.

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

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

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

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.

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.
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.

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.

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.

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.

SREB - Leslie Eaves: As always.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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

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.

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.

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

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.

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
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.

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.

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.

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

SREB - Kathleen McNally: quickly, I wanted to.

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.

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.

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.

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

SREB - Leslie Eaves: Now absolutely and and you know I always say there's there a lot of times.
SREB - Leslie Eaves: focused on Community partners only coming in at the end, but in our model of PDL.

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.

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.

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.

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.

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

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.

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.

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.

SREB - Kathleen McNally: justifty 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.

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

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.

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.

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

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

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.

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.

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

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

SREB - Leslie Eaves: And 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.

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

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.

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.

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.

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

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.

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

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

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

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.
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.

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.

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.

00:44:36.030 --> 00:44:37.230
SREB - Leslie Eaves: After they leave here.

00:44:38.490 --> 00:44:39.660
SREB - Leslie Eaves: Like it in the chat.

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.

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.

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.

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.

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.

00:45:45.600 --> 00:45:46.680
SREB - Leslie Eaves: cell access.

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.

SREB - Leslie Eaves: yeah.

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

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

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

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.

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.

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.

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.

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.

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.
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.

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

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.

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.

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.

00:48:37.980 --> 00:48:53.280
presenter 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.

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.

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.

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.

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.

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.
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.

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.

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

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

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

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

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.

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

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

The engine light, you can hear slowing down.

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.
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.
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.

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.

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.

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 toupettes about a.

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

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.

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

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.

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.

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.

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

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.

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.

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.

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

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.

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.

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.

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.

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.
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.

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

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

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.

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.

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

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.

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.

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.

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.
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.

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.

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

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.

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 it fits better for him to be more upright.

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

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

shoulders.

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

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.

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.

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.

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.

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.

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

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.

yeah damn that we have designed.

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.

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

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.

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.

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

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.
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.

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.

SREB - Leslie Eaves: alright.

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.

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.

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

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.
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.

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.

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

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.

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

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.

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

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.

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.

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

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.

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

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.

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.

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

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.

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

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.

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

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

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

SREB - Leslie Eaves: may go back to that section of our.

SREB - Leslie Eaves: mentor meter.

SREB - Leslie Eaves: If you needed to look at what questions we had, and if there are any that I can answer.

SREB - Leslie Eaves: While we're here together.

SREB - Kirsten Sundell: Leslie if it's okay with you i'm going to stop the recording.

SREB - Kirsten Sundell: Thanks everyone.