

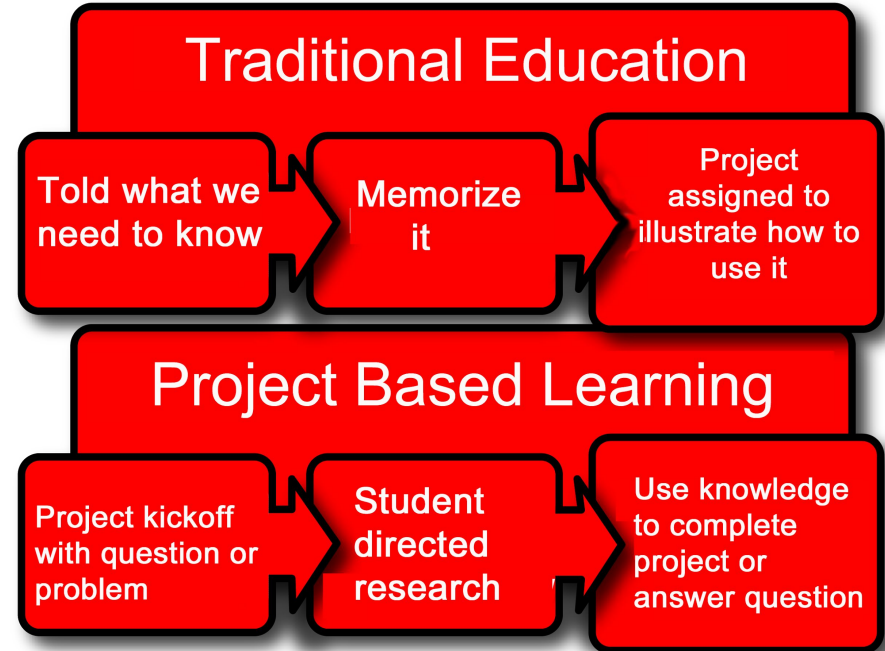


IPBL TERMINOLOGY



IPBL Terminology

Project Based Learning (PBL) is a dynamic academic approach in which students gain domain knowledge and skills by working collaboratively for an extended period of time to investigate and respond to a complex essential question or challenge.



IPBL Terminology

Essential Question: Essential questions are rich and open-ended; they are designed to be revisited over time, and as students explore the content in greater depth, they may find themselves emerging with new ideas, understandings, and questions. When we say essential - we mean it!

Examples:

“What is freedom?”

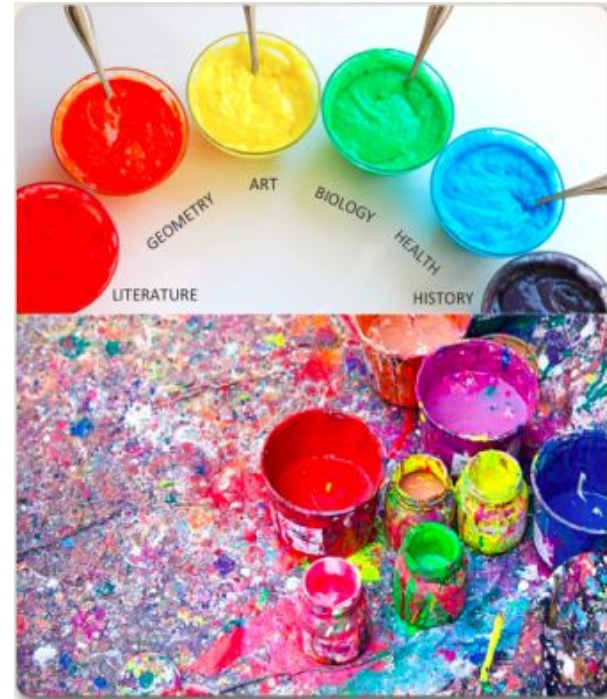
“How can language change the world?”

“What responsibility do humans have toward the environment?”

“How can we use our knowledge of difference to impact our community?”

IPBL Terminology

Integration: Concepts and events are observed and examined through multiple lenses. This elevates the students' understanding and strengthens the connection with the subject matter.



IPBL Terminology

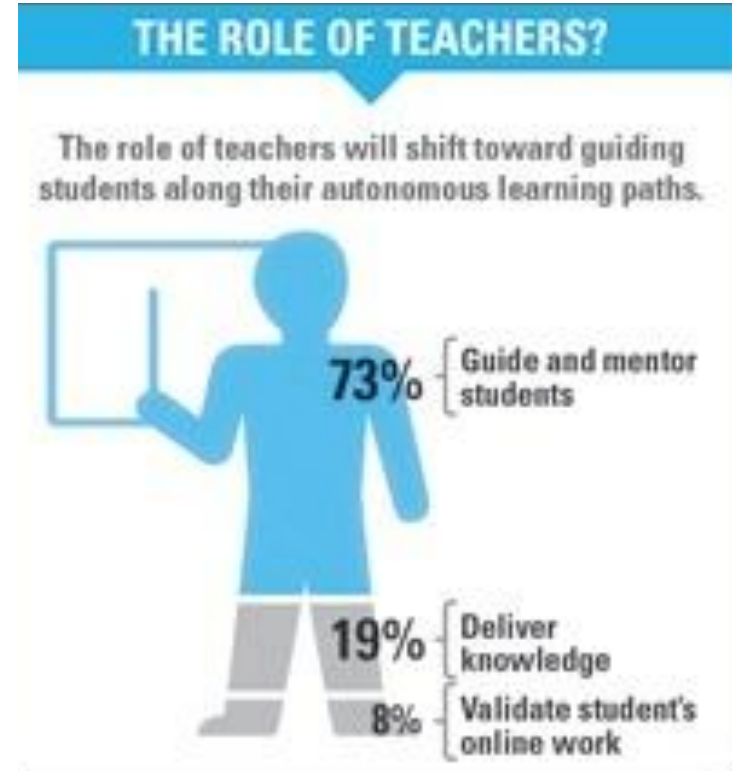
Integrated Project Based

Learning: Students investigate and respond to a complex essential question or challenge using knowledge gained through different subject areas and by making cross curricular connections.



Why IPBL?

The world is changing! Education needs to follow suit. Teachers serve a slightly different role...



Why IPBL?

Students need to
know the **WHY**
behind their learning!



IPBL BLUEPRINT

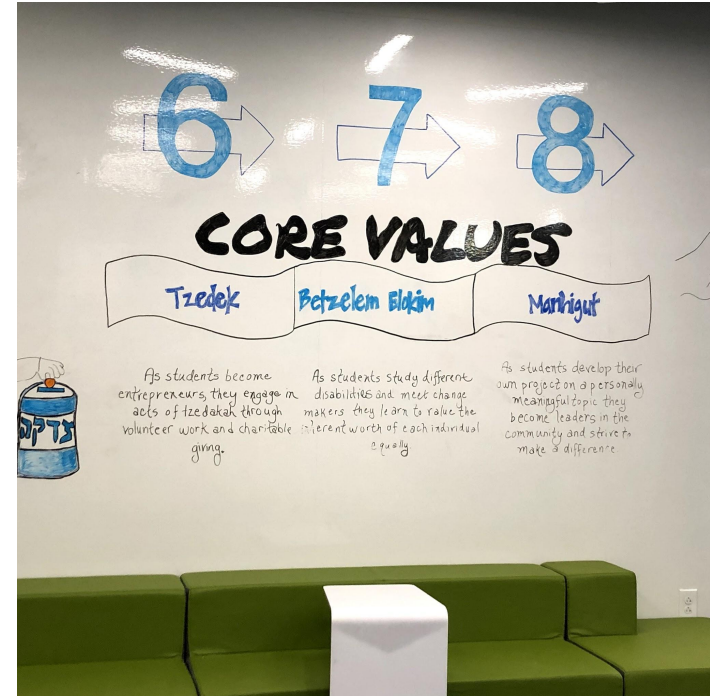


Mandel JDS IPBL Design Process

1. Project Kickoff
2. Learn
3. Project Development
4. Feedback
5. Public Presentation
6. Community Connection
7. Reflection and Assessment

Teacher Planning

- Brainstorm potential ideas with students
 - ◆ LS: Student passion
 - ◆ MS: Empathy
- Meet with colleagues to determine commonalities across subject areas.
 - ◆ Review common core standards and pre-existing units.
 - ◆ Begin with science, math, or social studies. LA, art, music, Hebrew, and technology are easier to weave in.
 - ◆ IPBL Units should have 3-5 classes



Teacher Planning

- From there, develop potential essential and driving questions. The project must answer the question.
- Plan to cultivate buy-in through a kickoff or interesting activity.



Teacher Planning Continued

- Have a final product in mind - but don't get married to it! It may change, depending on the students.



Written Products	Presentation Products	Media and Tech Products	Constructed Products	Planning Products
Research Report	Speech	Podcast	Small Scale Model	Proposal (Blueprint)
Letter	Debate	Slideshow (Board)	Consumer Product	Business Plan
Brochure	Oral Defense	Drawing/Painting	Device/Machine	Design
Script	Live Newscast	Graphic Design	Vehicle	Bid
Blog	Panel Discussion	Scrapbook	Invention	Estimate
Editorial	Play	Photo Essay	Scientific Instrument	Blueprint
Book Review	Musical Piece or Dance	Documentary	Museum Exhibit	Timeline
Training Manual	Classroom Lesson or School Assembly	Website	Structure	Flow Chart
Scientific Study/Experiment Report	Public Event	Computer Program/App	Garden	
Field Guide	Sales Pitch	Digital Story		

Teacher Planning Continued

- Brainstorm potential community partners and experts in the field within the school community.



Teacher Planning Continued

- Develop a plan for making effective groups based on student interests, academic abilities, and social-emotional strengths and weaknesses.
- Develop a timeline complete with check-ins, practices, and final deadlines.
 - ◆ Who is teaching what and when?
 - ◆ MS intensive



7th Grade IPBL Timeline

September	October	November	December	January	February
Kickoff <ul style="list-style-type: none">→ Introduce Essential Question to kids→ Bring in community→ Establish relevance	Classroom Learning <ul style="list-style-type: none">→ Language Arts	Classroom Learning <ul style="list-style-type: none">→ Science	Classroom Learning <ul style="list-style-type: none">→ Social Studies	Classroom Learning <ul style="list-style-type: none">→ Hebrew	Intensive Kick Off <ul style="list-style-type: none">→ Project Development→ Feedback→ Community→ Presentations

A Case Study

Grade: 7th grade

Title: What do we do with a Difference? *An Study of Disabilities and Exceptionalities*

Essential Question

- How can we use our knowledge of difference to impact our community?

Classes, Content & Organizations:

Science - Circuitry	Hebrew - Tzedakah & Maimonides
Social Studies - Holocaust Education	LA - Research and Infographics
Math - Ohm's Law	RePlay For Kids

A Case Study

Primary Goals & Project Parameters:

- Adapting of toys for RePlay For Kids
- Developing educational materials and resources for memorials for victims of Nazi Euthanasia
- Develop educational materials to teach others of several disabilities
- Create project to visually showcase Maimonides' Levels of Tzedakah
- OR...students come up with their own ideas

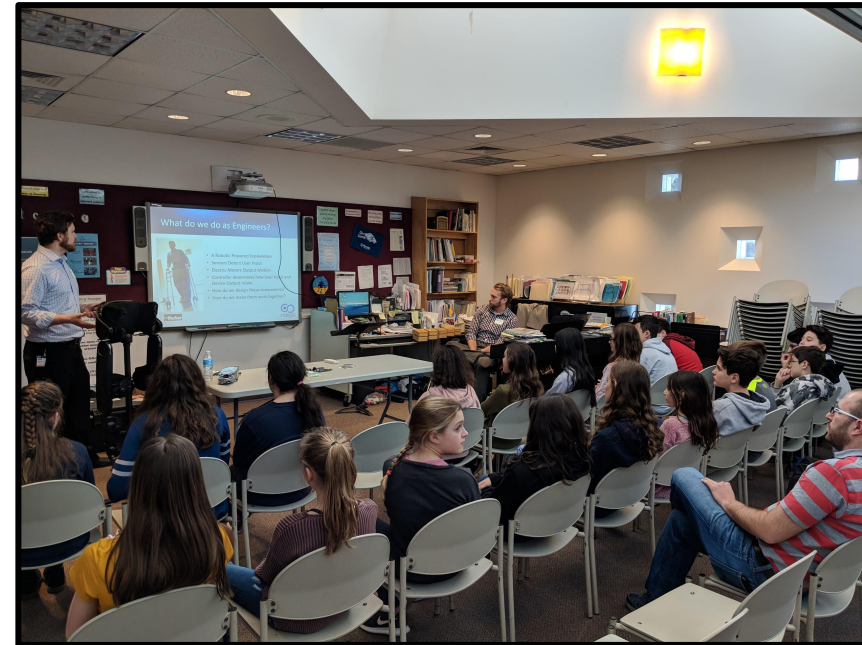
Mandel JDS IPBL Design Process

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7. **Reflection and Assessment**

Project Kickoff

→ Kickoff

- ◆ This is all about generating excitement and intrigue! Think from your students' perspectives
- ◆ Ideas:
 - Field trips
 - Simulations
 - Make a video trailer
 - Guest speakers



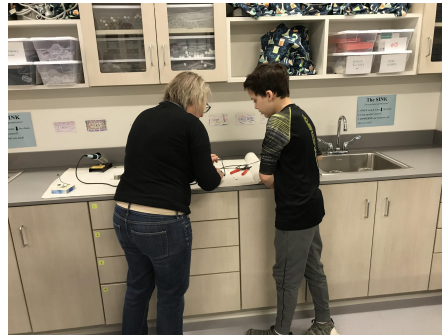
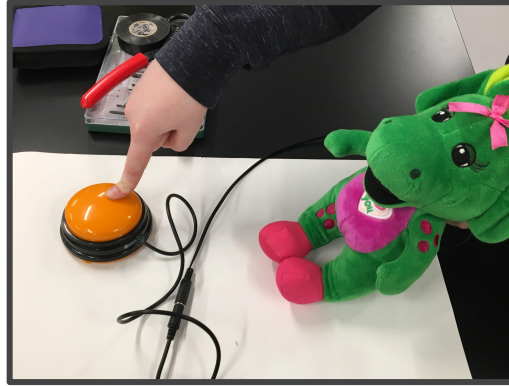
Teacher excitement is KEY!

7th Grade Example

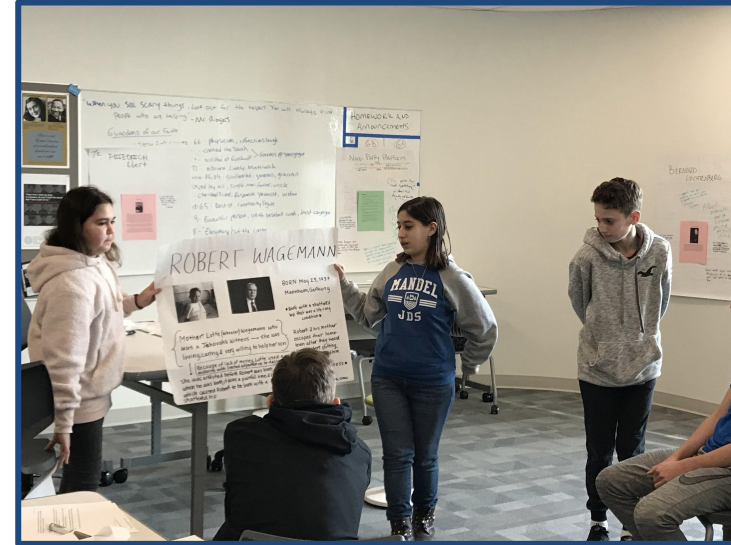
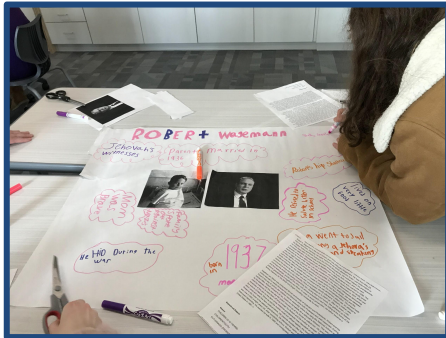
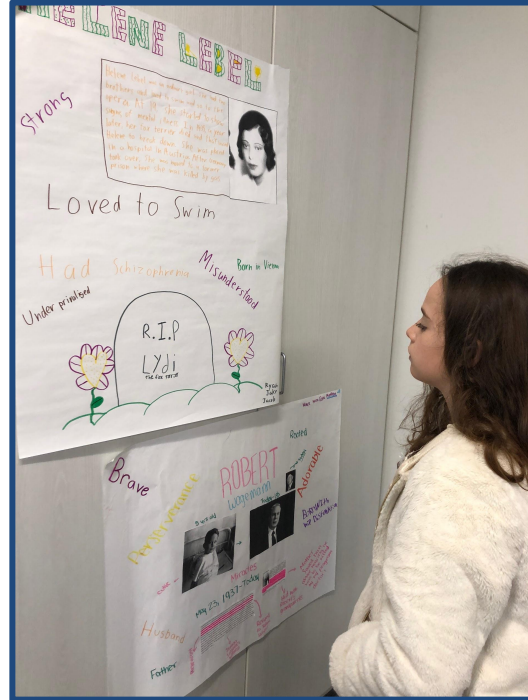
→ **Kickoff - Station Rotations (45 mins each)**

- ◆ Simulation - What is it like to live with various exceptionalities/disabilities
(Empathy)
- ◆ Historical Profiles - 3 targets of Nazi Euthanasia (Social Studies)
 - Group Posters and Presentations
- ◆ Science - Learn/explore basic circuitry of toys
 - RePLAY for Kids lead the workshop

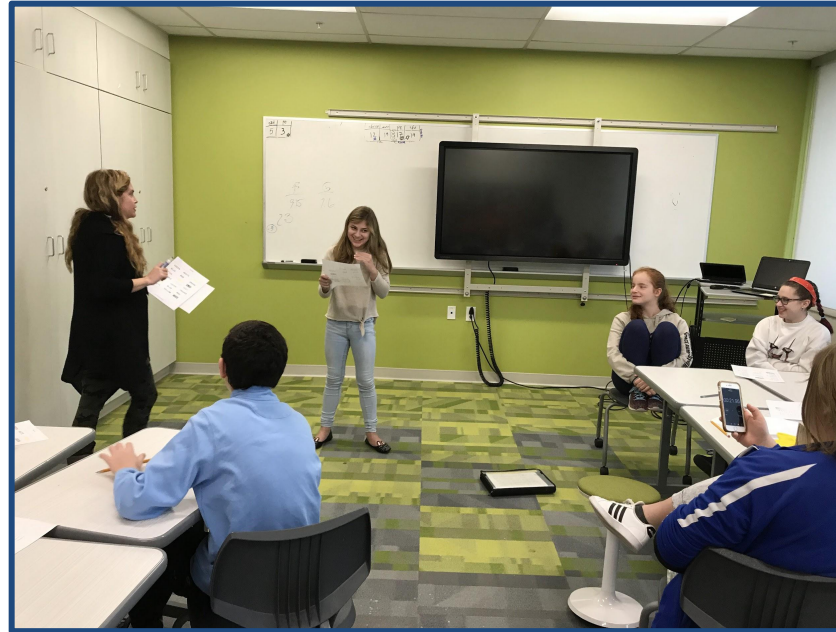
7th Grade Example



7th Grade Example



7th Grade Example



Project Kickoff Continued

→ Essential Question

- ◆ Must be carefully and thoughtfully developed with integration in mind
- ◆ Open-ended
- ◆ Developed ahead of time
- ◆ Begin to develop answers



7th Grade Example

Essential Question

- How can we use our knowledge of difference to impact our community?

Side note:

- Mandel is a Facing History School
- Essential Questions for Each Grade Level - Year Long
- “How can I work to understand and accept Difference
- Consciously integrating grade goals with PBL planning

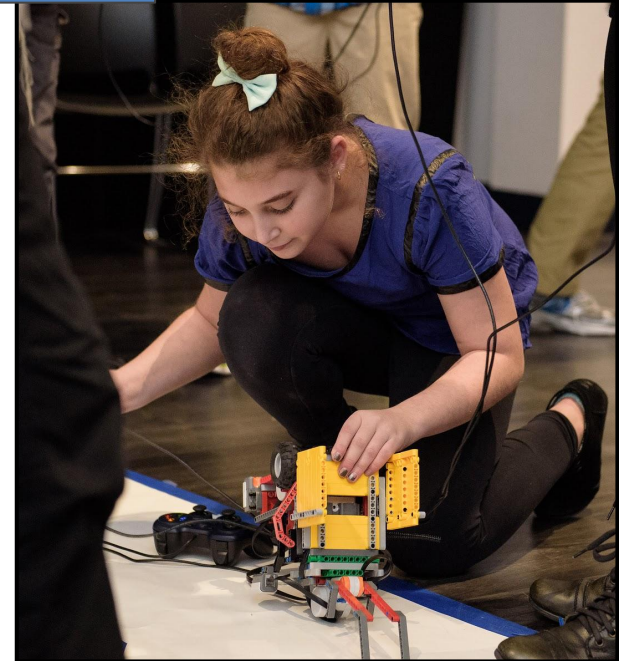
Mandel JDS IPBL Design Process

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Learning

Guided Investigation

- ◆ Classroom learning
- ◆ Needs to take place for the kids to have the skills to complete the various projects
- ◆ Should be built from the standards - not viewed as “extra” part of the curriculum



7th Grade Example

◆ **Social Studies:**

- Ongoing: Holocaust Studies
- PBL connection: Euthanasia During the Holocaust
 - study non-fiction texts related to Nazi Mandated Euthanasia programs that targeted individuals with disabilities

◆ **Science**

- Electricity and circuits; energy in electrical systems, electrical charge, what is a circuit (review), circuit schematics

◆ **Math:**

- Ohm's Law

7th Grade Example

◆ Hebrew

- Background on Maimonides (Jewish Scholar)
explanation of Tzedakah (charity, justice)

◆ Language Arts

- What is an infographic and how can an infographic be used to display information?
- Research related to various disabilities (students were assigned to groups)
- Research skills (note-taking, MLA citation, thesis statement, etc.)

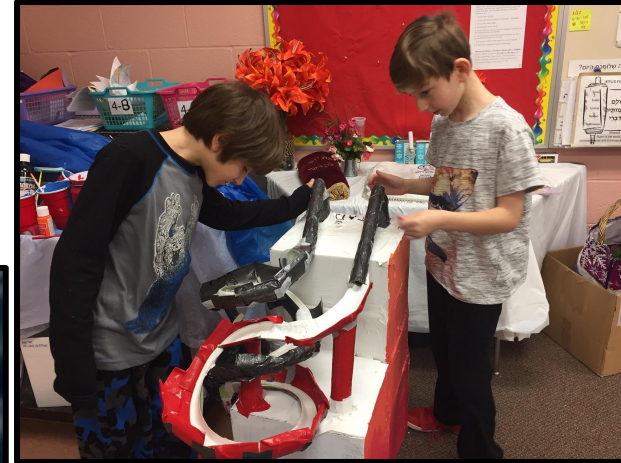
Mandel JDS IPBL Design Process

1. Project Kickoff
2. Learn
3. **Project Development/Intensive**
4. Feedback
5. Public Presentation
6. Community Connection
7. Reflection and Assessment

Project Development

→ Develop Prototypes, Draft Proposals

- ◆ Revisit the essential question
- ◆ Student voice and choice is essential
- ◆ Respond to the essential question through a project



Intensive

- 1-2 week period where classes are “suspended”
 - We firmly believe it is time well spent! Life skills > Academic skills
- Teachers develop new schedule - depends on teacher availability, student needs, etc.
 - This is one of most important parts of process for teachers
 - Challenging - balancing structure and “freedom”
 - Always revising based on daily needs and progress
- Time is dedicated to design/complete projects
- Time is dedicated design/build displays
- Time is dedicated to rehearse and practice for Celebration of Learning (community showcase)

Written Products	Presentation Products	Media and Tech Products	Constructed Products	Planning Products
Research Report	Speech	Podcast	Small Scale Model	Proposal (Blueprint)
Letter	Debate	Slideshow (Board)	Consumer Product	Business Plan
Brochure	Oral Defense	Drawing/Painting	Device/Machine	Design
Script	Live Newscast	Graphic Design	Vehicle	Bid
Blog	Panel Discussion	Scrapbook	Invention	Estimate
Editorial	Play	Photo Essay	Scientific Instrument	Blueprint
Book Review	Musical Piece or Dance	Documentary	Museum Exhibit	Timeline
Training Manual	Classroom Lesson or School Assembly	Website	Structure	Flow Chart
Scientific Study/Experiment Report	Public Event	Computer Program/App	Garden	
Field Guide	Sales Pitch	Digital Story		



Name: Robert Wageman
Date of Birth: 1937
Place of Birth: Manheim, Germany

Robert Wageman was born in Monheim, Germany in 1937. He and his mother visited many doctors in Berlin to see if any of them could help Robert because he was physically handicapped. He and his mother were told by one doctor that surgery could fix it. So they went home to Monheim and found a doctor to do the surgery. When he was five years old, he was hospitalized and the doctors put in a silver hip. Unfortunately, the operation was not successful.

Robert and his mother went to University Clinic in Heinberg which was run by nuns. The doctors examined him. After they examined him they went outside of the door and his mother, who was sitting by the door overheard them saying they would kill him after lunch. His mother grabbed his clothes and took him while the doctors were at lunch and they snuck back to their home.

He and his mother survived the Holocaust.



Mandel Jewish Day School, 7th Grade
 Remembering the victims of the Holocaust
 and the Euthanasia Programs

Mia Effron

Euthanasia Extermination Centers



Brandenburg
 The Brandenburg program was the first of the euthanasia programs. It was run by Dr. Viktor Brack, who was also involved in the Holocaust. The program was based at the Sonnenstein clinic in Dresden. Patients were transported from various parts of Germany to the clinic, where they were killed. The bodies were then cremated. The program was part of the larger euthanasia program that targeted people with physical and mental disabilities.



Hadamar
 The Hadamar clinic was another euthanasia center. It was run by Dr. Carl Schneider. Patients were transported from various parts of Germany to the clinic, where they were killed. The bodies were then cremated. The program was part of the larger euthanasia program that targeted people with physical and mental disabilities.



Sonnenstein
 The Sonnenstein clinic was one of the largest euthanasia centers. It was run by Dr. Viktor Brack. Patients were transported from various parts of Germany to the clinic, where they were killed. The bodies were then cremated. The program was part of the larger euthanasia program that targeted people with physical and mental disabilities.



Hartheim
 The Hartheim clinic was another euthanasia center. It was run by Dr. Robert Heppner. Patients were transported from various parts of Germany to the clinic, where they were killed. The bodies were then cremated. The program was part of the larger euthanasia program that targeted people with physical and mental disabilities.



Grafeneck
 The Grafeneck clinic was another euthanasia center. It was run by Dr. Robert Heppner. Patients were transported from various parts of Germany to the clinic, where they were killed. The bodies were then cremated. The program was part of the larger euthanasia program that targeted people with physical and mental disabilities.

Intensive



Intensive



7th Grade Example

- Once the classroom learning is done, students have a choice based on their interests and strengths:
 - **Adapt toys** based on knowledge of electrical circuits
 - **Create** schematics and instructions sheets
 - **Create research-backed infographics** about either a disability or an organization (PiktoChart)
 - **Edit** all written documents/infographics that will be on display
 - **Design** memorial cards for victims of Nazi Euthanasia OR propose and develop own project (ie timeline)
 - **Build** tzedakah (charity) box that visually demonstrated Maimonides levels of Tzedakah
 - **Plan & Design** displays for various projects (titles, boards, set-up)
 - **Create WeVideo** that documents project

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Feedback

Feedback & Revisions

- ◆ Elicit constructive feedback from teachers and peers to make the necessary revisions
- ◆ Leave time to make revisions and begin to assemble the different components



7th Grade Example

Feedback and Revisions

- ◆ Teachers provide focused feedback to ensure students are answering essential question.
 - Examples: Editing papers, checking spelling, testing projects, having students explain what they are creating and providing verbal feedback
- ◆ Brought in community expert and students made revisions based on comments and suggestions given
- ◆ Rigorous feedback is important! We preach that the product must have equal importance to the process.
- ◆ Daily teacher meetings to discuss
- ◆ Use of a Google Classroom to Centralize Work

2019 7th Grade PBL

Class code qqdc3ti []



Ongoing “Coaching”

- **How do we help guide our students through a challenging week?**
 - Motivation
 - Group Work & Teamwork
 - Motivating the Unmotivated
 - What to do when students “are done”
 - Providing ongoing “mini-lessons” based on challenges that pop up

The soft skills are just as important as the academic skills, and often end up requiring more attention

	Field Revised	Portfolio Revised	Survey Check	Editorial	Person Story	Ladder	Infographic Draft	Infographic Final	Try Exercise Draft	Placeholders Draft	Work Cited	Toy Final
Maya	✓	✓	✓	✓	✓		✓				✓	✓
Nathan	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Pia	✓	✓	✓	✓	✓		✓		✓		✓	✓
Ohir	✓	✓	✓	✓	✓		✓				✓	✓
Isabella	✓	✓	✓	✓	✓		✓				✓	✓
Willow	✓	✓	✓	✓	✓		✓				✓	✓
Caitlin	✓	✓	✓	✓	✓		✓				✓	✓
Andrew M.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Maddie	✓	✓	✓	✓	✓		✓				✓	✓
Max	✓	✓	✓	✓	✓		✓				✓	✓
Teddy	✓	✓	✓	✓	✓		✓				✓	✓
Maayan	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Rena	✓	✓	✓	✓	✓		✓				✓	✓
Liat	✓	✓	✓	✓	✓		✓				✓	✓
Itamar	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Evie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ido	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Ben	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Guy	✓	✓	✓	✓	✓	✓	✓				✓	✓
Noah	✓	✓	✓	✓	✓	✓	✓				✓	✓
Andrew P.	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Hannah	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Lia	✓	✓	✓	✓	✓	✓	✓				✓	✓
Alissa	✓	✓	✓	✓	✓	✓	✓				✓	✓

Mandel JDS IPBL Design Process

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Public Presentation

→ Plan to Present

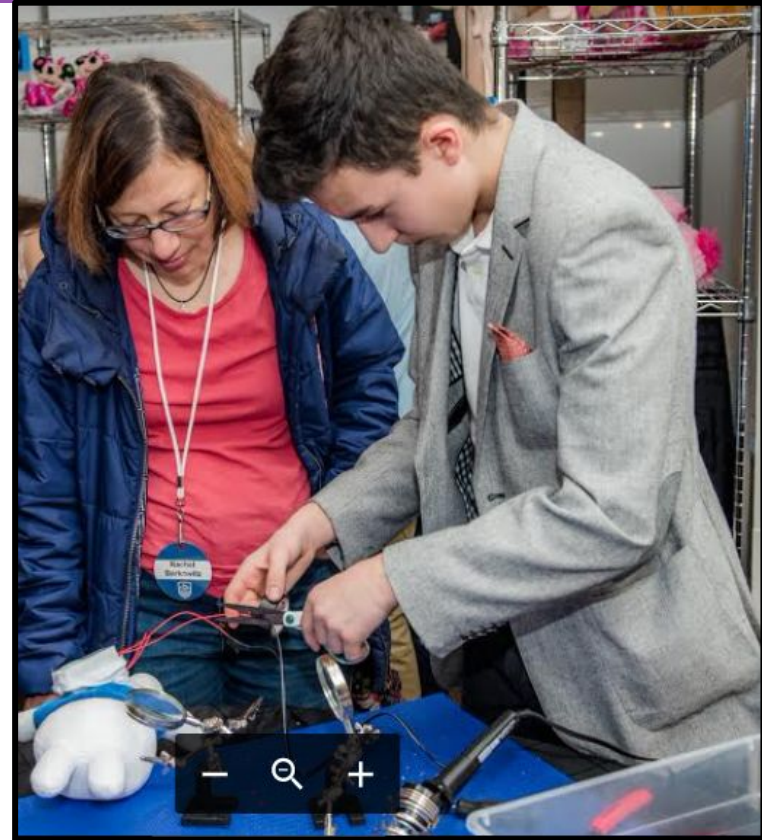
- ◆ With student and teacher input, brainstorm logistics of the exhibition (time, place, schedule, layout)
- ◆ The presentation is just as important as the process
- ◆ Major emphasis on public speaking skills - Drama and LA teachers are very helpful in this time



Public Presentation

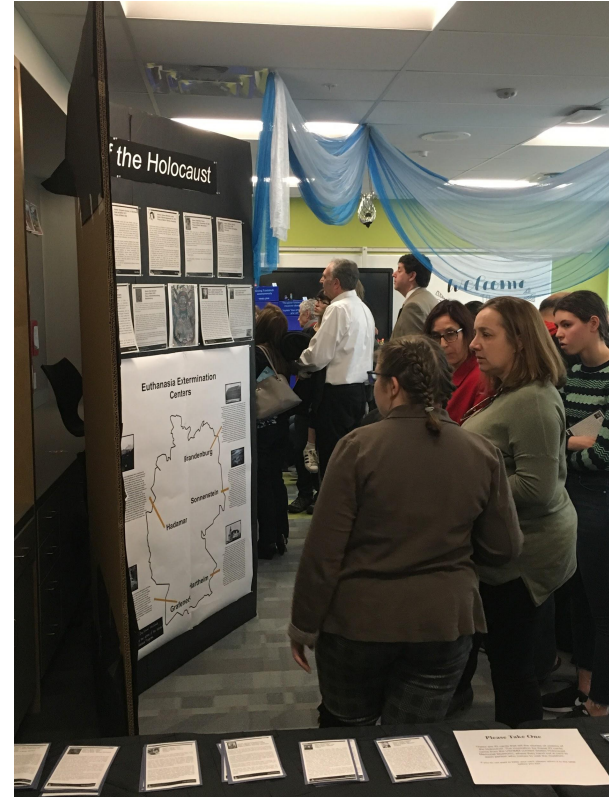
→ Plan to Present

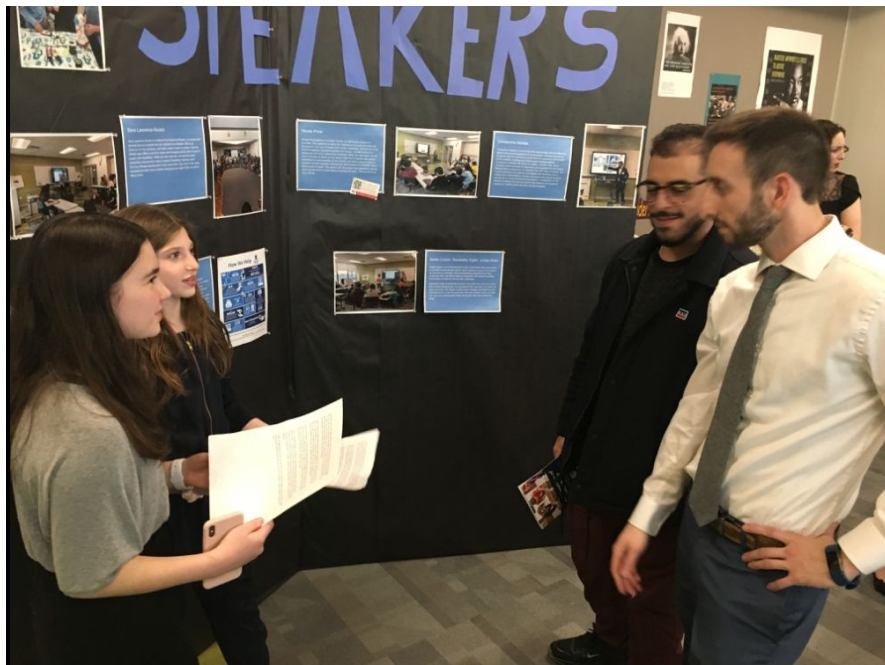
- ◆ Must be professional, heavily practiced, and students must take pride
- ◆ Invite all stakeholders - parents, community members, field experts, etc.
- ◆ Use bulletin boards, other displays, or videos to showcase PROCESS and PRODUCT





- **Brought in a parent who specializes in lighting/design**
- **Set up individual student stations**







Mandel JDS IPBL Design Process

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Community Contribution

→ Community Contribution

- ◆ Donate materials or money, deliver proposal, put plan into action - this all depends on your project!
- ◆ Helps in developing empathy within the students



7th Grade Example

→ **Community Contribution**

- ◆ Giving toys back to RePLAY for Kids
- ◆ Delivering Infographics to the relevant organizations
- ◆ Sending thank you notes to visiting organizations; include how visit impacted student learning & worldview

→ **Ideas to enhance this process**

- Found out what they need from us
- Use that information to inform the decisions students make
- Can be basis for project ideas
 - Example: RePlay For Kids wanted instruction manuals for guardians of children with disabilities, so our students created them

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Reflection and Assessment



Mandel
JDS

→ Reflection and Assessment

- ◆ Debrief with students and reflect on everything learned throughout the projects
- ◆ Have students and staff complete a reflection
- ◆ Administer a culminating academic assessment, self and group rubrics to assess soft skills



7th Grade Example

→ Reflection and Assessment

- ◆ Students assessed on final products and presentation skills
- ◆ Teachers/students reflected on the process and exhibition through a written reflection and discussion
- ◆ Accompanying “quizzes” to see how students retain knowledge
- ◆ Personal reflection surveys
 - Focus on process, success, individual and group successes



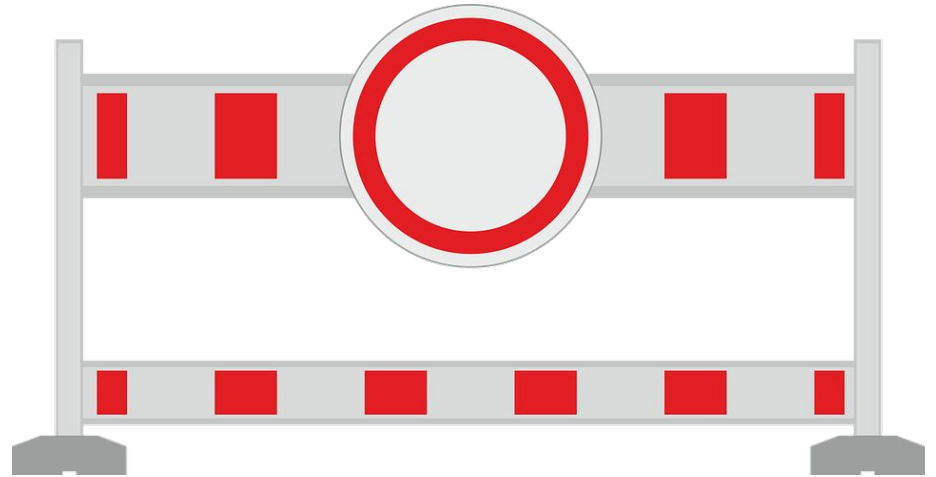
Meredith Murray posted a new assignment: Reflection

Mar 29



Potential Roadblocks

- **Administrative Buy-In**
- **Teacher Buy-In**
- **Student Buy-In**
- **Rigid Schedules**
- **Inflexible Staff**



NOW IT'S YOUR TURN!

