

**Book Study “Design and Deliver” Oct. 22, 2015 4:00pm E/T**

Geraldine DeWitt:Hey, you know you enjoy my unique perspective on life.

Geraldine DeWitt:Yep

Geraldine DeWitt:Hey I've been involved in community theater for 25 years - I would razzle dazzle the room

Geraldine DeWitt:In fact, Denise, did you have a cousin or aunt in theater in Ytown?

Geraldine DeWitt:I don't have a mic

Geraldine DeWitt:I loved Joannie!!!!

Geraldine DeWitt:Everyone loved her

Geraldine DeWitt:You look a lot like her

Geraldine DeWitt:Yep

Geraldine DeWitt:confirmation in chat box

Denise Malkovits:Ron, I am not able to send you a private email...it says you left the room

Joanne Carney Smith:I hear music

Denise Malkovits:Hi Geraldine and Joanne

Denise Malkovits:We will be atrating in 15 minutes

Denise Malkovits:starting

Joanne Carney Smith:ok

Geraldine DeWitt:You're hearing things Joanne

Joanne Carney Smith:Yes. I finally remembered to turn my speakers on!

Stephanie Craig:Hello! I can hear music...nice soothing music ;)

Maria J Skiffington - Medford, MA:Hi everyone! Usually do the night shift, but I've got ANOTHER webinar at that time!

Denise Malkovits>Welcome Maria and Stephanie

Ron Rogers:Hi Maria. Sorry I missed you last night at the UDLCHAT

Denise Malkovits:Glad you are with us tonight

Darlene Dalvin:Hi everyone

Ron Rogers:Hi Stephanie.

Stephanie Craig:Hi, Ron and Denise!

Denise Malkovits:Hi Darlene!

Maria J Skiffington - Medford, MA:It was a small group last night Ron...but energizing as always!

Denise Malkovits:We will be strating in 8 minutes!!

Ron Rogers:Thats great Joanne , you have speakers!

Ron Rogers:Thats good to hear Maria. I put my daughter to bed and accidentally fell asleep with her. Then I woke up at 10:00pm

Maria J Skiffington - Medford, MA:Hahaha Ron! I've been there before.

Stacy Marciano:Hello

Denise Malkovits:Hi Stacy...long time no see...lol

Maria J Skiffington - Medford, MA:I have no mic...I'm at school. We aren't all that high tech.

Ron Rogers:Is that the Stacy Mariano?

Stacy Marciano:Yes it is, Warren City Schools

Jeannie Bloomster:Hello!

Jeannie Bloomster:We have no sound working on it

Joanne Carney Smith:I have no mic.

Ron Rogers:Maria was teasing Terry.

Ron Rogers:Hi Jeannie

Maria J Skiffington - Medford, MA:I think I mis-heard you. Sorry!

Maria J Skiffington - Medford, MA:Sorry...I have been using my initial since I could write. My Dad was very insistent!

Ron Rogers:I usually put my middle initial in my name too.

Jeannie Bloomster:Darlene is on her way

Ron Rogers:Joyce?

Joanne Carney Smith:Jennifer

Maria J Skiffington - Medford, MA:Julie...named after my grandfather Julius

Geraldine DeWitt:I say it's Julie

Ron Rogers:Nice

Geraldine DeWitt:SEE? I'm right LOL

Maria J Skiffington - Medford, MA:You are so smart Geraldine!!

Ron Rogers:Good job Geraldine

Stacy Marciano 2:your voice is echoing

Geraldine DeWitt:Naw, I saw your answer

Lorie Lubman, SSTR5:I am good to go!

Denise Malkovits:Stacy...it looks like you signed on twice

Ron Rogers:Who's voice

Ron Rogers:I'm not hearing any echoing

Geraldine DeWitt:clap clap clap

Stephanie Craig:(clapping)

Loui Lord Nelson:Hi there, everyone!!

Stephanie Craig:Hi, Loui!

Ron Rogers:Hi Loui Lord Nelson our Author

Loui Lord Nelson:Hey Stephanie!!

Loui Lord Nelson:Hi Ron and Denise :)

Lorie Lubman, SSTR5:Hi Loui!

Maria J Skiffington - Medford, MA:Hello Loui!

Stacy Marciano 2:Hi Loui Lord Nelson

Loui Lord Nelson:Hi Lorie!

Loui Lord Nelson:Hi Maria!

Loui Lord Nelson:Hi Stacy

Ron Rogers:Q1. What is the new idea you discovered in your reading of this chapter?

Jeannie Bloomster:A1. Had never heard of the "Feedback Loop". Use it, but never had a term for it.

Stephanie Craig:A1: Something that was reinforced for me was when we allow Ss only way to demonstrate their knowledge, we risk not realizing what they learned and what gaps they may have.

Loui Lord Nelson:That's interesting, Jeannie. Now you have a name for it!!

Denise Malkovits:One aspect I think is critical is providing options for executive functions...and in particular goal-setting

Joanne Carney Smith:A1. A teacher has to be willing to change. Some of this is not easy for all teachers. The idea of c"control" of your classroom changes.

Loui Lord Nelson:Great point, Stepheinie!!

Maria J Skiffington - Medford, MA:A1. My new idea is to go ahead and give Kindergarten Ss the task of goal setting. It can be very simple, but will get them thinking about what they are working toward...which then may keep them on task.

Geraldine DeWitt:A1 - reflection which helps one change and grow is needed to be a successful teacher

Denise Malkovits:Great point Stephanie!

Loui Lord Nelson:Joanne, I am right there with you. Teachers are like all other humans- we have to feel safe to make any changes.

Lorie Lubman, SSTR5:this chapter reconfirmed assessments are used to inform the teacher on where students stand in their

understanding and to use that information to make changes to the learning environment so students can successfully acquire the information>

Stephanie Craig: Absolutely, Geraldine!

Stacy Marciano 2:A1: giving students opportunities to examine, discuss, and identify their needs for improvement

Loui Lord Nelson: Nice, Geraldine - I LIVE for reflection. I think it makes us all so much more powerful in our professions.

Maria J Skiffington - Medford, MA: So true Geraldine!

Denise Malkovits: True, Lorie...it's that cycle...feedback...formative assessment

Ron Rogers: Right on Lorie. Assessment can drive instruction

Denise Malkovits: Reflecting and then acting on that reflection

Loui Lord Nelson: Right on, Lorie! I think well timed, well designed formative assessments are so important. There's a place for summative, but formative is so powerful!

Darlene Dalvin: A1. Allowing students to show what they know through a variety of activities is critical.

Loui Lord Nelson: And one that makes teaching SO much more enjoyable, Darlene.

Ron Rogers: I agree Loui. I live for reflection too. I use a reflection framework

Loui Lord Nelson: OOOO! Share the framework with us all, Ron!

Loui Lord Nelson: :-)

Ron Rogers: I would be glad to share sometime. I even have cards laminated.

Stephanie Craig: I'm very curious to see this reflection framework, Ron!

Loui Lord Nelson: You're my kind of guy, Ron!!

Ron Rogers: Thanks Loui!

Ron Rogers: Q2. ("When we allow our students to show what they know, they move toward becoming strategic and goal-directed learners"(79). What does that mean to you?

Lorie Lubman, SSTR5:A2. Students become accountable for their new knowledge.

Denise Malkovits: "When we allow our students to show what they know, they move toward becoming strategic and goal-directed learners"(79). What does that mean to you?

Stephanie Craig:A2: We remove ourselves and our preconceived idea of how learning is expressed (barrier), Ss are freed up to be strategic in choosing the best way to show their learning.

Joanne Carney Smith:Students become what they should be, an integral partner in their own education.

Denise Malkovits:They are are to set goals for themselves and evaluate themselves in terms of the goal

Stephanie Craig:Accountable and the owners of their knowledge, Lorie!!

Denise Malkovits:able

Loui Lord Nelson:Stephanie, I obviously agree. :) It's so cool to see students choosing how best to demonstrate their knowledge or skill set.

Stacy Marciano 2:That means that students are taking ownership and they are self-assessing

Stephanie Craig:I agree, Joanne.

Loui Lord Nelson:Nice one, Joanne! Great quote!

Geraldine DeWitt:A2: Showing is demonstrating and performing and doing and being....it isn't simply getting the "right" answers then storing it in one's memory. When we let them SHOW - we let them take ownership for thier own education, we let them be creative, we let them shine in ways they are comfortable and once they are comfortable - the they start taking risks to move outward, beyond that comfort zone and we nurture life long learners!

Denise Malkovits:True, Joanne

Darlene Dalvin:The more different ways students can show they know something, the more connections they are making which should increase the likelihood of long term memory and beter organization for utility of that knowledge--provided the student is engaged, better understnding shuld result along with a desire to pursue application or the next step.

Loui Lord Nelson:So key, Denise. Ss knowing how to set their own goals. So powerful!

Jeannie Bloomster:When we provide multiple ways for students to show what they know, we don't put them in a box! They then have the freedom to demonstrate in a way that's best for them, reaching goals and using strategies THEY find effective and useful.

Denise Malkovits:Great answers

Denise Malkovits:I agree, ron

Darlene Dalvin:Thank you, but sorry for the typos.

Ron Rogers:I didn't notice the typos Darlene. Only content.

Maria J Skiffington - Medford, MA:A2.Showing what they know allows the S to meet their goal. Meeting goals make the S more confident and thoughtful and then drives him or her to strategically set more goals to work toward. It gives them control of their learning.

Loui Lord Nelson:Geraldine - I love that you got to that point of - there isn't always a "right" answer and we should be helping them explore ways to get to an answer and weigh out whether it's the right one for that moment in time.

Loui Lord Nelson:Yes, Jeannie - open that box lid and let those students free!!!!

Lorie Lubman, SSTR5:A3. Providing multiple pathways to students so they can acquire the necessary skills related to the standards.

Stephanie Craig:I'm going to be quoting many of you to teachers in the next few days!! Great points!

Jeannie Bloomster:Haha, yes!

Lorie Lubman, SSTR5:LOL

Loui Lord Nelson:Maria - confidence is SO huge, isn't it? I know it is for me!! I know I'm able to give more of myself professionally when I feel confident and I can definitely point to strong instructors/teachers who helped me reach that point.

Ron Rogers:Q3. On the bottom of page 81, Laurie Martin states that the use of the UDL framework prepares students for upcoming assessments without drill and memorization. What arguments could you provide to defend her statement?

Lorie Lubman, SSTR5:I posted A3 already....

Maria J Skiffington - Medford, MA:Yes, Loui...especially for K...they are so new at this!

Denise Malkovits:I saw that, Lorie, so I thought it was time to move on

Ron Rogers:Q3. On the bottom of page 81, Laurie Martin states that the use of the UDL framework prepares students for upcoming assessments without drill and memorization. What arguments could you provide to defend her statement?

Denise Malkovits:UDL allows students to show what they know. We are designing lessons that help students achieve their goals with

scaffolds along the way

Darlene Dalvin: Again by providing multiple ways for students to demonstrate knowledge, those students can then be expected to apply that knowledge to multiple activities, one of which would include assessments--provided the students have adequate reading comprehension.

Geraldine DeWitt: A3--by nature, UDL addresses many methods of teaching and many methods of learning - none of which is teaching the rote memory responses to a test or assignment.

Stacy Marciano 2: In regards to testing, I feel equipping them with tools and strategies is what helps them pass standardized tests. Memorization does not allow for application of skills

Denise Malkovits: I agree, Lorie, helping them with the skills so that it transfers over to tests

Denise Malkovits: So true, Stacy

Maria J Skiffington - Medford, MA: A3. The UDL framework prepares students by giving them control of their learning, confidence to set goals and deep connections to their learning....no need for drill and memorization with connections like that.

Loui Lord Nelson: A3: Darlene, I like the way you talked about giving the students multiple ways to apply their knowledge to multiple activities - lots of experience showing their knowledge, so they don't get cornered when it comes time for the test.

Geraldine DeWitt: Instead we are giving students a toolbox of skills, of tricks, of strategies to not only prepare themselves for that "Reading Assignment" but instead - strategies to generalize into ALL content areas

Jeannie Bloomster: A3 Allowing for multiple paths to the same point, we can reach all students. If something truly makes sense to a student, they have a much better chance of relating it to their own background, to prior knowledge, and a better chance to retain and use the information in different areas, such as on a standardized test.

Maria J Skiffington - Medford, MA: Well said Geraldine.

Maria J Skiffington - Medford, MA: Agree Stacy.

Geraldine DeWitt: Too often teachers teach a method for their class and kids leave that on the shelf when they walk out and move to the next class - the ability to generalize and synthesize is imperative

Loui Lord Nelson: A3 Geraldine - very true! There is nothing in there

that promotes only using rote memory responses to tests or assignments. Looping back to Representation, it's transfer and generalization, baby!!!

Joanne Carney Smith:Drill and memorization does not constitute understanding. A concrete example if I may. In middle school science I memorized and drilled the facts of the chapter, but I still don't really know how electricity works. The teacher never asked me to show what I knew about electricity, but I got an A because I had a good memory. If she has asked me to show what I knew, she would have known that I knew nothing.

Denise Malkovits:Ron, you were reading my mind

Ron Rogers:Q4. Describe how you provide supports for students in terms of organization and/or note-taking.

Denise Malkovits:Q 4. Describe how you provide supports for students in terms of organization and/or note-taking.

Lorie Lubman, SSTR5:A4. Provide and model multiple notetaking supports which should be designed to build students level of independence.... (Graphic Organizers, Two-Column Notes, Cornell Notes, etc...)

Loui Lord Nelson:Hey Ron, I have to be in presenter status to turn my mic on. Or you're just ignoring me :)

Denise Malkovits:I have seen some fabulous examples with my son this year especially...binders, sections, use of postit notes, graphic organizers

Lorie Lubman, SSTR5:yes

Jeannie Bloomster:A4 Discuss and REPEAT procedures and goals (kindergarten!), use of many visuals, some created by students, set class and individual goals together.

Darlene Dalvin:Although I am not a teacher, I like the use of skeletons for students to use or outlines. For my older sons, I encourage them to print any power points and take notes on them. I also tell them to take comprehensive notes, so the anchors for the critical knowledge are on their notes when they study.

Stacy Marciano 2:In second grade, we use graphic organizers and visual schedules for organization. Note-taking we use post-it notes, technology, anchor charts

Maria J Skiffington - Medford, MA:A4. I teach K, so no note taking. To organize them, before going off to integrated centers, they have to

tell me their plan. Where they will go, what they will do there, with who and which tools they will use. After centers we do thinking and feedback where children share their work and others give feedback by looking, noticing, listening, wondering and inspiring. It works amazingly well with these little ones!

Ron Rogers:Very nice and specific.

Loui Lord Nelson:Oh, gosh. Organization is such a huge deal! Darlene, I like the skeleton idea. Is it really a skeleton? Bones and all?

Geraldine DeWitt:Q4: There are many ways students can become good note takers but to be honest WE NEED TO TEACH IT. Sometimes I think a graphic organizer is passed out and we expect them to just know how to do it - and they don't. Each method needs to be taught and practiced be it cornell note taking, entrance and exit slips, frayer models, foldables, graphic organizers or somethin glike the old fashioned outline

Loui Lord Nelson:A4 - I agree with you Denise!

Ron Rogers:Lets post question #5 and give Loui a chance to answer questions.

Stephanie Craig:So sorry...great conversation but I have to skip out :( Loving the ideas!

Lorie Lubman, SSTR5:Agree Geraldine, model, model, model...

Loui Lord Nelson:A4: Jeannie - I love that you're repeating the procedures and goals. Nice!

Ron Rogers:Q5.What question(s) do you still have related to the principle of Action and Expression?

Maria J Skiffington - Medford, MA:Model.. I took a few weeks to model the feedback protocol. They do great now Denise!

Geraldine DeWitt:And every teacher has a different favorite smething and there's no consistency - there has to be consistency too - we want them to have a tool box but not a steam trunk that is a chore to drag around with them

Darlene Dalvin:I would like to know more about goal setting with students.

Ron Rogers>Title: Take A "Road Trip" to LearningDescription: In this webinar participants will learn the reasons for allowing students to engage in learning in more than one-way. Allowing students different avenues to information opens doors to understanding core content

and increases engagement. As educators, we need to purposefully plan and deliver lessons in order to reach learner variability in our classrooms AND engage students in our lessons. Participants will gain access to 15 new resources that support student engagement. Date: November 12, 2015 Time: 3:30pm-4:00pm EST Hosted by: UDL Center at OCALI (Ohio) Register here: <https://attendee.gotowebinar.com/register/8983140107794177537>

Ron Rogers: Had to do an advertisement

Darlene Dalvin: I really was thinking about individual students making goals.

Ron Rogers: Our next book study that will be after the Christmas break. Book Study using "UDL NOW" <https://www.smores.com/rtj03-inclusive-best-practice>

Denise Malkovits: 8 1/2 x 11 make a rectangle... Ask students what they want to do... above block line with circle... start thinking about steps to take to reach goal

Geraldine DeWitt: Goal setting is an individual thing for each child. I always had a space in my lesson plans that was for "reflection, change, goal" I used a similar method with students in my high school classes

Stacy Marciano 2: Denise, So would that be like glow and grow visual that we spoke about yesterday.

Maria J Skiffington - Medford, MA: A5. This is probably a common question for K teachers, but getting kids to understand how to set a goal is a challenge. How do you get those uninterested little ones excited about setting a goal?

Denise Malkovits: Yes, Stacy!

Darlene Dalvin: Thank you!!!

Joanne Carney Smith: Thanks for the info Ron.

Maria J Skiffington - Medford, MA: That's a great idea Loui. Thank you!

Ron Rogers: Book Study using "UDL NOW" <https://www.smores.com/rtj03-inclusive-best-practices> Please sign up soon.

Denise Malkovits: Our next session is November 5- Chapter 6

Stacy Marciano 2: Thank-you

Lorie Lubman, SSTR5: Thank You!

Loui Lord Nelson: Thanks for having me with you!!!

Ron Rogers:Also 8:00pm tonight

Jeannie Bloomster:Thank you :)

Maria J Skiffington - Medford, MA:Thank you all!

Ron Rogers:You are all great

Cindy Christoff:Thanks again Denise

Ron Rogers:Send me the chat Denise