

September 24, 2015 4:00pm Design and Deliver

Denise Malkovits:Welcome Everyone to our Book Study

Denise Malkovits:Welcome Geraldine

Geraldine DeWitt:Hi! I forgot to sign up, can I still participate and receive PD credit Denise?

Denise Malkovits:Geraldine I'm actually Ron Rogers tonight using Denise's login since it's Region 5's account. Denise would have to answer that question I cannot. Sorry.

Denise Malkovits:We will be starting at 4:00pm

Stephanie Craig:Ron, Hi, it's Stephanie. I have my microphone set up but I have no sound. Checked all the settings. Trying something now.

Geraldine DeWitt:Thanks Ron. I'll email her I was in attendance.

Denise Malkovits:Great Stephanie

Denise Malkovits:Welcome Pamela

Pamela Yañez>Hello Denise

Pamela Yañez:Roger?

Denise Malkovits:I'm Actually Ron Today using Denise's login.

Darlene Dalvin:Hi everyone!

Jeannie Bloomster:Hi there :)

Denise Malkovits:Hi Darlene and Jeanie

Stacy Marciano>Hello Denise and Ron

Denise Malkovits:Hi Stacy and Cindy I'm actually Ron today.

Cindy Christoff>Hello

Denise Malkovits:Is anyone interested in using their microphone?

Geraldine DeWitt:I don't have a mic at my computer

Cindy Christoff:Do not have one

Denise Malkovits:In your own words, what does the affective network mean to you and your instruction?

Denise Malkovits:This is on page 43

Jeannie Bloomster:The presentation of instruction must truly be diverse in order to engage and connect students.

Denise Malkovits:Very deep Jeannie. that is so true.

Stacy Marciano:Purposeful engagement that taps into the brain center to allow for choice and options for all students

Denise Malkovits:Yes Stacy and we need to think about what that looks like when it doesn't happen.

Pamela Yañez:It means to me the why of learning, the connection that we make with the different context or scenarios

Darlene Dalvin:When something is connected to the emotions, it is more likely to be remembered. Therefore, if things that connect with the emotions are used to aid in the lesson it would strengthen learning. Examples, to me would include humor or as was mentioned in the book -- poetry.

Jeannie Bloomster:You can see it on their faces when they're not connecting to what I'm saying--at least with the little ones!!

Denise Malkovits:Great point Darlene. We all have had something emotional happen to us and it does stay with us.

Denise Malkovits:Yes Pamela the "WHY" of learning.

Stacy Marciano:So true Darlene, it goes back to the relevance of your instruction.

Denise Malkovits:So as you think about all of these try and go back to those student faces, feelings, emotions, looks, sounds in your classrooms.

Joanne Carney Smith:It's how our students will relate or not relate to instruction based on how they feel about it. It presents a challenge to teachers because connections need to be made for those students who are "tuned out."

Denise Malkovits:What linkages are you beginning to notice between the affective network and PBIS?

Pamela Yañez:The positive relation between all the person and the situation , the regulation in the action

Stacy Marciano:When you offer options for engagement and choices it allows for positive results. The Big Idea: It allows for engagement, self-regulation, and behaviors to improve

Denise Malkovits:Yes Joanne it reminds me of what David Rose always says We are after those on the edges not just the middle.

Denise Malkovits:Stacy, I hear teachers all the time saying they wish their students had self-regulation. They can.

Stacy Marciano:So true, Ron

Denise Malkovits:Get ready for the next question.

Geraldine DeWitt:It empowers students - at every level

Darlene Dalvin:If you engage the students, their emotions will be positive and more likely to connect to you as a teacher. Therefore, it seems the children will be more actively engaged and positive.

Geraldine DeWitt:UDL is included in the application to students with disabilities section

Denise Malkovits:Explain how our new state learning standards and UDL have things in common.

Geraldine DeWitt:UDL and common core are both research based

Geraldine DeWitt:Both stress rigor

Pamela Yañez:in Chile we don't have thing in common whit UDL , but I want to dream that it come early

Denise Malkovits:Yes Geraldine the students do feel empowered. When we do walk throughs the comments from the students are always, we have choice, ownership etc. However it's all signs of being or feeling empowered

Denise Malkovits:I would imagine Pamela it will be coming to Chile at some point.

Geraldine DeWitt:So basical the UDL is the 'how' in the system while CCStandards are the 'what'

Darlene Dalvin:Both are promoting a better understanding of material by making sure students have the background information needed and an understanding of the vocabulary.

Stacy Marciano:They both dig deeper within a student to understand and implement instruction that provides opportunities for children to reach mastery in a variety of ways.

Denise Malkovits:Nice Geraldine.

Jeannie Bloomster:Both dig deeper into the curriculum to ensure the students are thinking on a higher level.

Joanne Carney Smith:UDL helps students succeed with the learning standards.

Darlene Dalvin:Some other important common characteristics is goal setting and scaffolding for those who are having difficulty.

John Smith:I wanted to jump in and say UDL opens the path for all the kids, learners or students.

John Smith:We may be given standards, however we can decide how to structure the goals. By using the UDL Framework I can make sure the curriculum is accessible.

Denise Malkovits:On pages 57 - 59 the author revisits Anthony's lesson. What are two Big Ideas you learned from this?

Stacy Marciano:Make instructional descisions based on student's needs and not based on my preference and scaffold the learning

process

Denise Malkovits:Nice Stacy

Jeannie Bloomster:The teacher used various strategies to engage students, coupled with the opportunity to work independently and to seek support from the teacher if necessary.

John Smith:It shows me how important the reflection process can be to my students.

Denise Malkovits:Jeannie as you think about the strategies used by the author in this example, what is one of your own strategies that seems to almost always work.

Pamela Yañez:we have to use different way to make learning happen

Denise Malkovits:Yes Pamela

Denise Malkovits:What is one item you will change about yourself or your instruction immediately after reading Chapter 3?

Darlene Dalvin:I liked the idea with regard to the worksheet used to demonstrate knowledge to the point the students struggle (i.e. when they get three wrong, they are done with the assessment. That way you know where they are and don't overly frustrate the students. Also, you can't always feel you need to be doing something as a teacher for the students to be learning.

Denise Malkovits:Yes I love that Darlene. Great way to say it too.

Denise Malkovits:Sometimes I wonder who is working harder...the students or the teachers.

Denise Malkovits:What is one item you will change about yourself or your instruction immediately after reading Chapter 3?

Pamela Yañez:In Chile we have to finish with the academicist intruction and make learning a greatfull suces in our children life

Stacy Marciano:Provide mastery feedback (specific) the examples in the book opened up my eyes to see that I need to dig deeper

Darlene Dalvin:I guess when I think of a student, I will be looking more for what might engage that student to learn rather than just focus on skill building.

Jeannie Bloomster:I currently use mini assessments (checklists and observations) to guide my instruction. I will start using more pre-assesements.

Denise Malkovits:Stacy I'm with you on that one. I still need to practice master feedback.

Denise Malkovits:I have to say you are all responding with great answers and ideas.

Darlene Dalvin:Wow, that went fast!

Cindy Christoff:thank you

Joanne Carney Smith:Thanks.

Pamela Yañez:thank

Denise Malkovits:Thanks everyone!!!!

Stacy Marciano:Wow, thanks Ron !

Geraldine DeWitt:thank you

Jeannie Bloomster:Thank you :)

Darlene Dalvin:See you and thank you!

NOTE: Ron Rogers logged in as Denise for this session.