

## Design and Deliver Book Study October 8, 2015 8:00pm

Ron Rogers:Hi Alex

Ron Rogers:Hi Maria

Maria J Skiffington - Medford, MA:Hello Ron and Denise!

Ron Rogers:Hi Mary Agnew!

Alex Sharick:Hello Ron

Alex Sharick:Music is playing

Mary Agnew Salisbury SD Pennsylvania:Hi Ron, Hi Denise!!

Denise Malkovits:Welcome Everyone!

Mary Agnew Salisbury SD Pennsylvania:I hear the Music

Maria J Skiffington - Medford, MA:I hear music...

Ron Rogers:pause for an advertisement: Title: One Way Teaching is the Wrong Way to Learning Date: October 14, 2015 Time: 3:30pm-4:00pm EST Register here:

<https://attendee.gotowebinar.com/register/2548669419188506625>

Ron Rogers:One minute and blast off to the book study

Ron Rogers:Our Assessment:

<https://docs.google.com/forms/d/1RWz9PNE9sNeh0yh52vG6SsBcktPm2BcCPrMj7WoF9Lw/viewform>

Ron Rogers:Hi Loui

Loui Lord Nelson 2:Hi there!!

Loui Lord Nelson 2:Ready to ROCK ON!!

Ron Rogers:ROCK ON

Ron Rogers:Lets do it.

Maria J Skiffington - Medford, MA:I would say I've been looking more at what engages students. We are piloting a new approach, and I've had to take the lead from some students and go in a different direction.

Alex Sharick:I have noticed teachers using immediate feedback more often

Loui Lord Nelson 2:Maria, that sounds really interesting. What kind of new approach?

Maria J Skiffington - Medford, MA:It's a play- inquiry- based approach to the CCSS for K.

Loui Lord Nelson 2:Alex, that is great! Is the immediate feedback also informative (Mastery)?

Mary Agnew Salisbury SD Pennsylvania:I have used more pre-

assessment of students, I do a flipped class so when they are taking their notes at home I have a pre-assessment tool built in to their at home work

Loui Lord Nelson 2:Mary, flipped classrooms are so interesting! Do you find your students responding well to that strategy and design?

Mary Agnew Salisbury SD Pennsylvania:I would love to open my microphone but I have a 3 year old who hasn't grasped whispering yet so

Loui Lord Nelson 2:LOVE IT Mary :)

Maria J Skiffington - Medford, MA:I'm in kind of a noisy space...so the mike might not be a good idea. :)

Alex Sharick:thank you - you may hear my kiddos in background

Maria J Skiffington - Medford, MA:Mary...I love the idea of flipped class.

Loui Lord Nelson 2:Who know what going on in your house, Denise :)!)

Mary Agnew Salisbury SD Pennsylvania:thanks

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

Maria J Skiffington - Medford, MA: Concept maps. I'm thinking what a great tool this would be for K! Done with pictures and simple words, this could be a great anchor chart as we go through new concepts. I actually used one today to talk about what we know about explorers. Went well!

Loui Lord Nelson 2:That's great, Maria! I would love to see it!

Alex Sharick:designing lessons vs assigning a learner type to each child

Denise Malkovits:Sounds like a great activity, Maria

Mary Agnew Salisbury SD Pennsylvania:I agree with Maria, concept maps are great for my subject area History

Loui Lord Nelson 2:Alex, is sounds like you've hit the sweet spot of designing the lesson (and environments) to meet student needs

Alex Sharick:meaning - visual learner for e.g.

Ron Rogers:Got it. Thanks Alex.

Mary Agnew Salisbury SD Pennsylvania:I just used a concept map for the Scientific Revolution in World History

Ron Rogers:How did that go for you Mary?

Loui Lord Nelson 2:Mary, that sounds really interesting!

Denise Malkovits:Mary, have you used concept maps prior to this  
Loui Lord Nelson 2:I think in pictures and graphics, so I tend to like  
concept maps, but funny enough, I can't construct one when I'm  
beginning a writing project. I'm my own variable being!!

Ron Rogers:I'm with you on that one Loui.

Denise Malkovits:I am right with you Loui. I

Maria J Skiffington - Medford, MA:I guess we all are Loui!

Mary Agnew Salisbury SD Pennsylvania:It went really well, they  
were able to see how the Reformation & Renaissance ideas led  
directly to the Scientific discoveries and inventions and how one  
would not have been possible without the other

Mary Agnew Salisbury SD Pennsylvania:Denise,

Maria J Skiffington - Medford, MA:Sounds great Mary.

Loui Lord Nelson 2:YES, Maria. We are!! Which is so awesome!! I  
think it's what makes us all so interesting and valuable.

Maria J Skiffington - Medford, MA:Loui, I do have a photo of the map  
we did today. It's on my phone though...

Maria J Skiffington - Medford, MA:Very true!

Loui Lord Nelson 2:can you email it to me?

[lordnelson@raiseinc.com](mailto:lordnelson@raiseinc.com) Now you all have my email and you are  
all welcome to use it!

Mary Agnew Salisbury SD Pennsylvania:Denise I have not used  
concept maps- I have used graphic organizers but I like the inclusion  
of the connecting word so that the students could "see" how one thing  
led to another

Maria J Skiffington - Medford, MA:Sure!

Ron Rogers:We have the best author in the world!!!

Loui Lord Nelson 2:You guys are too much!!

Ron Rogers:Q2: How might the guidelines and checkpoints  
associated with this principle help you to decide the tools, resources,  
and strategies to use?

Denise Malkovits:I think this guideline gives us a variety of ways  
offer choice

Alex Sharick:The guidelines help the students to use the knowledge  
in areas to learning & life

Loui Lord Nelson 2:After I've figured out my goal (I teach adults, so  
I'm still creating lessons!), I begin looking through the guidelines and  
checkpoints to see what I need to do to make the lesson more

accessible. With that, I start to think through the resources I have available to me (e.g., no tech, low tech, tech) and what I might have to create or hunt down. That's my process. Other people have their own ways; there's no right way.

Maria J Skiffington - Medford, MA: You have to really think about what the Ss connect with. This will determine whether to use video, hands-on activities, etc. We, as Ts have to be flexible!

Ron Rogers: There is so much variability with our kids that it helps design to the edges.

Denise Malkovits: I agree, Maria. We really need to be intentional with the resourcesm strategies, and tools

Loui Lord Nelson 2: I agree, Alex. Once we've given them access, they can begin to use that knowledge and build on it. We just have to purposefully build those opportunities into our lessons.

Ron Rogers: In Ohio the teachers always talk about how powerful Choice is to the learners.

Mary Agnew Salisbury SD Pennsylvania: I work with Learning support students so the goal setting templates will come in handy to help them set personal goals and work at their own pace. I think this will helo with differentiation and is one of the reasons that I switched to flipping because they are able to work at their own pace to finish their notes

Denise Malkovits: Love that idea, Mary

Loui Lord Nelson 2: Maria, that flexibility piece is so big! Knowing what the Ss connect with is significant, too. Sometimes we don't know then that well, but we can make pretty good guesses with pop culture and paying attention to the cultural diversity that's present.

Loui Lord Nelson 2: Personal goals! I agree, Mary and Ron, that's so key!

Mary Agnew Salisbury SD Pennsylvania: Denise I love that Idea of having him set gaosl for the year-

Ron Rogers: Q3: When you think of the recognition networks, how might you change your instruction?

Loui Lord Nelson 2: Maria, I just saw your concept map! It's great! And I bet the Ss really began to see the similarities and differences. Great job!

Maria J Skiffington - Medford, MA: Thanks Loui! They really got into it! Afterwards, we went outside and explored a neighborhood park.

Maria J Skiffington - Medford, MA:I will be more thoughtful about helping Ss gain a strong connection to the information. Just presenting concepts in different ways is helpful, but not enough. It is important to be mindful of looking for ways to tie new information back to what they have learned previously. This is something that I will need to work to be diligent about. So often, time constraints make shortcuts appealing. This is one thing that should not be cut out.

Loui Lord Nelson 2:When I learned about the recognition networks, I began to think more about getting learners to the big picture. How was I going to help them travel there?

Alex Sharick:I believe it helps the teachers to expand or limit whether students learn, so attention is needed to this area for the students to learn

Mary Agnew Salisbury SD Pennsylvania:I think this is where it is key to not only provide instruction in a variety of ways- visual, auditory, etc. but also to allow students choice in doing projects

Loui Lord Nelson 2:Maria, I like that circular thinking. Going back to what they know and building on that.

Ron Rogers:My speaker was muted.

Loui Lord Nelson 2:Right on, Alex. We design that lesson and that space - we provide access or set up barriers.

Maria J Skiffington - Medford, MA:Thanks Loui..really need to make sure the circle is completed!

Loui Lord Nelson 2:Mary, I agree that choice is huge. Students need to experience making choices based on their needs at the moment.

Denise Malkovits:At the bottom of page 66, the author makes this statement: " What makes transfer and generalization most successful from a teacher's point of view is to remember that no knowledge can be retained in isolation. When it is connected to larger concepts and is demonstrated to be interconnected to other situations, contexts and relationships it is more likely to take on relevancy to the students."

What does this mean to our work?

Ron Rogers:Thanks Denise

Loui Lord Nelson 2:Wow...I probably could have made that sentence a little shorter and less complex !!!

Denise Malkovits:No problem

Denise Malkovits:It was probably the way I read it!

Mary Agnew Salisbury SD Pennsylvania:IN my subject I am constantly challenging the students to connect what we are learning to current events so that they "see" the relevance of the topics in their lives today

Denise Malkovits:Love that Mary!!

Ron Rogers:YES Mary

Maria J Skiffington - Medford, MA:I love that Mary.

Mary Agnew Salisbury SD Pennsylvania:Thanks

Loui Lord Nelson 2:Mary, that is a nice advantage. I loved that about my elementary experiences.

Maria J Skiffington - Medford, MA:A4. This means that making those connections to ensure that transfer and generalization occur has to become ingrained in how we teach. It can't be something that you do on occasion. It cant be something you write into lesson plans. It has to become something you are constantly aware of and are looking for.

Denise Malkovits:It is so important to help students make those connections and see the relevance.....that's the engagemnt piece

Loui Lord Nelson 2:You're right there, Maria!

Mary Agnew Salisbury SD Pennsylvania:Thanks for a great talk- it was great to "meet" you Loui !

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Loui Lord Nelson 2:That constant awareness of how our students are connecting to informtion is such a key!

Ron Rogers:Our Assessment:

<https://docs.google.com/forms/d/1RWz9PNE9sNeh0yh52vG6SsBcktPm2BcCPrMj7WoF9Lw/viewform>

Denise Malkovits:Next book study is October 22...Chapter 5

Maria J Skiffington - Medford, MA:Thanks so much everyone! Great talk tonight!

Denise Malkovits:Thank you !! Great conversation

Ron Rogers:Thank you Loui!!!!!!

Maria J Skiffington - Medford, MA:Link says it does not exist...

Ron Rogers:Thanks Maria. I'll need to fix it.

Loui Lord Nelson 2:Have a wonderful evening everyone!! Bye-bye!  
Alex Sharick:It gives value to the work they are doing in the  
classroom. & beyond. thank you Loui, Denise, Ron