

**September 10, 2015 UDL Book Study**

**8:00pm E/T**

Ron Rogers:Welcome Alex and Maria

Ron Rogers:Glad to have you here tonight.

Maria J Skiffington - Medford, MA:Hello! Glad to be here!

Ron Rogers:Maria do you know Katie Novak?

Denise Malkovits:Thanks for joining us tonight

Ron Rogers:Alex where are you from?

Maria J Skiffington - Medford, MA:I don't know Katie personally, but I know of her awesome book UDL Now!

Alex Sharick:Ashland OH

Alex Sharick:Thank you for the welcome & I'll add Galion Intermediate!

Ron Rogers:Nice Alex.

Denise Malkovits:Alex, what do you teach at the Intermediate

Ron Rogers:Maria I think Katie is from MA?

Alex Sharick:I am the principal.

Denise Malkovits:Maria, what is your role in the school system

Alex Sharick:I am hopeful some of my staff will be signing in as well.

Maria J Skiffington - Medford, MA:Is she Ron? I have no idea!

Denise Malkovits:Fabulous! Nice to have administrators as part of our discussions

Maria J Skiffington - Medford, MA:Denise I am a Kindergarten Inclusion teacher.

Denise Malkovits:Oh, great!

Denise Malkovits:Do either of you have microphones?

Alex Sharick:I hear the music - nice relaxing selection..

Denise Malkovits:Thanks, Alex. We changed it from last session

Ron Rogers:Maria I know you from our UDL Chat is that correct.

Kristin:Hi everybody!

Maria J Skiffington - Medford, MA:Yes , Ron! Great chat!

Denise Malkovits:Hi Kristin

Ron Rogers:Hi Kristin

Alex Sharick:Not sure....I missed the microphone set-up screen

Ron Rogers:I feel like we've known each other for a long time.

Denise Malkovits:I thought your name looked familiar, Maria

Ron Rogers:We start in 3 minutes.

Maria J Skiffington - Medford, MA:It does seem that way Ron. I also did the UDL Now book study with you folks!

Ron Rogers:OH that's right. We are old friends.

Maria J Skiffington - Medford, MA:Yes...I believe you did the UDL Now book study too Denise?

Denise Malkovits:Yes, Ron and I partner with teh UDL book studies

Denise Malkovits:the

Alex Sharick:I heard you when you spoke, so I am fine w/out a mic as long as this chat option is open during the pres.

Ron Rogers:Denise and I would be lost without each other. We are a solid team.

Maria J Skiffington - Medford, MA:It's a great idea! Terrific resource.

Denise Malkovits:Agree, Ron!!!

Denise Malkovits:Hi Lorie

Mary Agnew Salisbury SD Pennsylvania:yes

Ron Rogers:Hi Mary

Denise Malkovits>Welcome, Mary

Lorie Lubman:I can hear the music!

Alex Sharick:I heard that...1 minute...

Maria J Skiffington - Medford, MA:That is so important! Someone you can collaborate with.

Ron Rogers:Hi Lorie

Denise Malkovits:Glad to see you on tonight, Lorie

Mary Agnew Salisbury SD Pennsylvania:Thanks Denise

Ron Rogers:8:00 and time to start!!!!

Maria J Skiffington - Medford, MA:I have a mic, but I've been told it's very loud from someone in an online course I'm doing.

Ron Rogers:Hi Nicole

Ron Rogers:Miss you Nicole hope all is well.

Nicole Morris:Hi, Ron!

Nicole Morris:All is well! I almost forgot this was tonight! I miss my Ohio people though!

Lorie Lubman:Hi Denise and all!

Kristin:Director of Curriculum, Instruction & Assessment - Fall Mountain Regional School District - New Hampshire

Nicole Morris:I teach a self-contained special Ed class, multigrade (2-5) in WV.

Kristin:I have particpated in a webinar, etc

Lorie Lubman:I have participated in both.

Alex Sharick:Yes in Webinars, no book studies online

Maria J Skiffington - Medford, MA:I have participated in several, including the UDL Now book study last year.

Nicole Morris:yes to webinars and the

Nicole Morris:the last book study

Mary Agnew Salisbury SD Pennsylvania:Mary Agnew HS Social Studies Teacher/ co-teacher, Allentown, PA- I have participated in webinars as part of an instructional design course that I took online through Univeristy of Wisconsin

Lorie Lubman:SSTR5 Consultant, Mahoning County ESC, OH

Ron Rogers:Hi Tamisha

Ron Rogers:I don't see her video Denise

Tamisha Thompson, Worcester Public Schools, MA:Hi!

Kristin:I didn't

Maria J Skiffington - Medford, MA:I didn't see it either.

Tamisha Thompson, Worcester Public Schools, MA:No, I didn't either

Lorie Lubman:no

Maria J Skiffington - Medford, MA:I heard it!

Kristin:i heard it though

Alex Sharick:I did you had to click on the right side by her neame

Tamisha Thompson, Worcester Public Schools, MA:we could hear it though

Mary Agnew Salisbury SD Pennsylvania:I saw & heard it that time

Maria J Skiffington - Medford, MA:Thanks! Worked great!

Alex Sharick:likewise - yes

Kristin:likewise

Ron Rogers:Q 1: Why did you choose to participate in this book study? Where do you feel you are on this UDL journey?

Tamisha Thompson, Worcester Public Schools, MA:Because I was hoping to find more like-minded people who are learning to incorporate UDL into curriculum and instruction, so I can strengthen my own understanding.I feel I am just getting my feet wet. As much as I've learned in the last few years, it's the implementation piece that has always been a struggle. I just need more time, practice, and patience.

Ron Rogers:My learning all comes from you!!! I love the rich

conversations and feel we can go a lot deeper this year.

Lorie Lubman:Q1. Encouraged by Employeeer

Alex Sharick:The book is inspiring; a school district who is in the beginning stages of the implementation

Maria J Skiffington - Medford, MA:A1. I chose to participate in this book study for a few reasons. 1) It gets me to read the book. 2) I value collaborating with others on my UDL journey. 3) I really enjoyed the UDL Now book study with you folks!

Kristin:My district has adopted the UDL system and implemented it last year at several schools. We are expanding that this year. I am at the beginning stages of my understanding on how to implement this further

Denise Malkovits:My understanding of UDL continues to grow

Ron Rogers:Thanks Maria

Mary Agnew Salisbury SD Pennsylvania:I co-teach an inclusive classroom and feel that UDL is the best way to meet all students needs. My district has brought up the term but we really have not used it in any significant way. Also I wanted to expand my PLN, I feel that sometimes when you only talk to people in your own school/district you tend to have tunnel vision about what is possible

Lorie Lubman:I feel that I am at the entry level of the UDL journey. Even though, it is very clear to me that all individuals learn in their own unique way, and it is important for educators to embrace individual differences using different teaching techniques.

Nicole Morris:I'm trying to learn everything I can about UDL. I returned to teaching this year after four years out of the classroom, so it is serving as some great PD for me, so

Tamisha Thompson, Worcester Public Schools, MA:Thank you! I'm really looking forward to it! Worcester Public is in the beginning stages of implementation. We have a few "UDL schools" that have classrooms that are really getting a lot of support. (unfortunately not my school...)

Lorie Lubman:Yes! Thank you!

Maria J Skiffington - Medford, MA:A1. part 2: I'm out of the station, but I've still got a long way to go!

Alex Sharick:attended a pd today regarding specially designed instruction, which partners well w/this learning

Mary Agnew Salisbury SD Pennsylvania:ifeel like I am a beginner,m

I used it last year but really feel like I need some more structure, guidance

Maria J Skiffington - Medford, MA:Tamisha that is awesome that you are getting so much support! Our district introduced it, and that's about where it stopped.\

Nicole Morris:part 2 to question 1- I feel like I'm a beginner

Maria J Skiffington - Medford, MA:SO true, Ron!

Mary Agnew Salisbury SD Pennsylvania:Denise I agree I feel that planning using UDL with my co-teacher has helped our classes to run smoother and to help us consider obstacles & trouble shoot problems before class is actually taking place

Kristin:that's a good point Ron. As a DCIA, I'm trying to figure out how to support teachers more and the reason I'm here

Denise Malkovits:12 years

Ron Rogers:Great Kristin. Hopefully we can support you as well.

Tamisha Thompson, Worcester Public Schools, MA:Hi Maria! We did get an introduction last year, but with Worcester being so large it was harder to get the buy in from folks who didn't know much about it, and it came off as "another new initiative". Hopefully the schools that aren't "UDL schools" like my school will still want more information about how to implement, and do it with thought and integrity.

Mary Agnew Salisbury SD Pennsylvania:Great point Ron, I have found that different teachers that I met from different states are at different levels with implementing ideas, almost as if the state's focus has an unconscious impact on what districts focus on from year to year

Tamisha Thompson, Worcester Public Schools, MA:I love the idea, I think it opens so many doors for kids, especially in math. But I'm new to my school to this year and so it's going to be a slow process, I think.

Maria J Skiffington - Medford, MA:I wish you well, Tamisha! I think I may have to take the lead with my district. Trying to figure out a way to get folks "into" it!

Tamisha Thompson, Worcester Public Schools, MA:Thanks, Denise. That sounds doable, too. And that's really helpful.

Maria J Skiffington - Medford, MA:That really is a great idea Denise...that is why I was so drawn to it! I found I was doing some of it already!

Tamisha Thompson, Worcester Public Schools, MA:Wow! That is awesome. I'd love to see that. Our students are very mobile within our district.

Kristin:So true, Ron! We're questioning that within my district at our middle schools

Mary Agnew Salisbury SD Pennsylvania:Denise that is so true - connections so important to focus on them. So often people are against new ideas without realizing that they are already using many of the concepts

Alex Sharick:my district received udl training & now we are hopeful to have a grade level team - 5th grade - engage in training called closing the gap to begin to encourage the implementation of the design w/in the building

Ron Rogers:Q: 2 Implementing UDL always means asking WHY you make certain choices. Why do you think this is key?

Maria J Skiffington - Medford, MA:A2. Asking why keeps you focused on barriers that need to be removed and variables that need to be considered.

Tamisha Thompson, Worcester Public Schools, MA:It's important to understand the overarching goals you have, and make decisions based on those goals. If you don't know what your goals are, then you make decisions blindly and don't really get anywhere.

Denise Malkovits:Kids want to know WHY..we should know WHY we do what we do...we need to be purposeful and intentional

Mary Agnew Salisbury SD Pennsylvania:I feel like it makes you keep the objective & students in mind it makes you continually keep the focus on why you are doing an activity and how it impacts the students

Kristin:To understand the purpose and intent of the learning and see that students are getting what they need at the level they need

Alex Sharick:because it makes you pay attention to where you are going & for what purpose you have in mind

Ron Rogers:Alex - grade levels teams should be a great benefit.

Lorie Lubman:It is key because "UDL" recognize students' varying background knowledge.

Kristin:Great point, Mary

Lorie Lubman:agree Alex!

Tamisha Thompson, Worcester Public Schools, MA:Yes, and it

sounds like we're all in agreement here- to make the learning purposeful in some way.

Kristin:so true, Tamisha.. purposeful, powerful learning

Lorie Lubman:In addition to students': readiness, language, and preferences in learning and interests.

Nicole Morris: I connected this question to data that I collect, which helps not just my focus but offers a rationale for my administrator and coaches and others who might be interested in what UDL is about.

Maria J Skiffington - Medford, MA:Good point Nicole.

Kristin:interesting, Nicole. would love to know more

Denise Malkovits:Great connection, Nicole

Tamisha Thompson, Worcester Public Schools, MA:What a great connection, Nicole!

Alex Sharick:the idea of improvement on what we do encourages me

Denise Malkovits:Data drives our decisions

Mary Agnew Salisbury SD Pennsylvania:Denise- I could not agree more about focusing on your goal. My district is one to one and so many teachers get caught up in implementing technology that the students feel like it is a lesson on a specific app or program. They tend to lose sight of the lesson objective & choosing technology that helps you achieve the goal not the other way around

Ron Rogers:Q3: On pages 28-32, access, barriers, and learner variability are defined within the UDL framework. How will you begin to use these features as you design lessons/ learning environments?

Denise Malkovits:Mary, we have to be careful with technology as you know.

Tamisha Thompson, Worcester Public Schools, MA:I'm an instructional coach. In working with teachers, I plan to have discussions about accessible materials for our students, starting with common grade-level math assessments. I may ask, "Where is the connection to students within a given topic? How will you ensure that your goals are attainable for each of your students?"Barriers are a factor that my teachers are very familiar with. A large proportion of our students qualify for free and reduced lunch, and a larger proportion are English language learners. My teachers will want to reduce the language and vocabulary barriers to learning concepts. What I hope is that knowing that our students have challenges isn't

something that my teachers use as an excuse to provide fewer challenges (that's an aspect of access too, come to think of it). The learner variability piece is going to be huge. We know that students learn differently, but I am not sure that we really get what that means for instruction. It means more than just differentiating our instruction

Tamisha Thompson, Worcester Public Schools, MA: It also means considering the needs of each child when beginning a new topic (engaging the student), when scaffolding through the topic, and also when assessing the student on the topic. It's a delicate balance that we don't get right on the first try, but have to hone and practice and experiment over time in different situations. My biggest goal will be in utilizing the UDL framework to support my teachers as they develop these strategies for their students.

Nicole Morris: sorry, I was disconnected. :) It's probably because I just finished a data course in my grad studies, but we used a structure called carp- Collect data, analyze, report, and plan using the data, and so I was just thinking about the data I collect and how I'm using that to identify barriers and ways of overcoming the barriers.

Mary Agnew Salisbury SD Pennsylvania: I think that keeping these in mind from the beginning and planning to change them from negatives to positives in the lesson helps you to ensure that all students are given the chance to meet the lesson objective. of the lesson helps you to change

Kristin: As a DCIA, I would like to be able to support teachers in identifying those pieces in their planning and classrooms. I want to be able to ask the questions that hone their ideas and purpose with UDL.

Maria J Skiffington - Medford, MA: A3. I have already begun to make the environment more accessible to Ss by allowing a variety of seating options during whole group lessons. I've also changed the way we do centers by allowing choice of centers, and choice of how to express learning within those centers! Day 3..so far so good, but still have a ways to go!

Denise Malkovits: Many teachers unfortunately get caught up with the program/ app that they forget WHY they are using it

Tamisha Thompson, Worcester Public Schools, MA: (I cheated- I answered these questions yesterday and am copy-pasting)

Alex Sharick: Access - considers the students connect to the lesson;

barriers - many times adults who have done it one; LV - different learners = different needs, hence specially designed instruction

Terry Grimm:Tamisha, some would call that full preparation.

Maria J Skiffington - Medford, MA:Well, Tamisha! I wish you were our instructional coach! Would you consider moving a few miles east? ;)

Kristin:or to NH, Tamisha?

Maria J Skiffington - Medford, MA:Hahaha! Kristin!

Tamisha Thompson, Worcester Public Schools, MA:Me too- I'd love to hear about Nicole's data course

Nicole Morris:I've been trying to consider how anything I've planned might be inaccessible to any of my students, and this has helped me to provide multiple ways of participating for all of my students, and also ways of scaffolding and breaking down the pieces of each concept I expect the students to master.

Tamisha Thompson, Worcester Public Schools, MA::)

Lorie Lubman:Learning environments have to be flexible. Choose of different learning modes, engagement, and different modes of expression.

Tamisha Thompson, Worcester Public Schools, MA:LOL

Tamisha Thompson, Worcester Public Schools, MA:Medford is a bit of a hike... ;)

Mary Agnew Salisbury SD Pennsylvania:Tamisha I agree with Maria

Kristin:Good point, Nicole

Maria J Skiffington - Medford, MA:It is, especially for 5 year olds! I allowed kids to stand or sit in a chair or sit on a carpet square. They LOVED it! They felt more in control and were so engaged!

Kristin:Ron, Denise - will we have access to this transcript?

Mary Agnew Salisbury SD Pennsylvania:Lorie I agree flexibility is key

Ron Rogers:Yes Kristin

Tamisha Thompson, Worcester Public Schools, MA:Great question!

Ron Rogers:The 4:00pm is also available. It's already posted.

Tamisha Thompson, Worcester Public Schools, MA:Thank you so much! I could really talk about this all night.

Kristin:Great, thank you. It will be good to see 4pm, too

Lorie Lubman:Thanks Mary!

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

Ron

Rogers:<https://attendee.gotowebinar.com/register/1324181802241227265> OCALI

Mary Agnew Salisbury SD Pennsylvania:Great webinar- Thanks  
Ron & Denise

Nicole Morris:LOTS! they are awesome!

Lorie Lubman:Thanks and have a Great Night!

Ron Rogers:#udlchat

Maria J Skiffington - Medford, MA:#udlchat is a great chat.

Awesome people!

Nicole Morris:#udlchat is great too!

Denise Malkovits:Thank you to everyone!! We appreciate your  
commitment to learning about UDL!!!See you Sept 24

Lorie Lubman:Please note that I was not able to register in STARS

Ron

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

Maria J Skiffington - Medford, MA:Thank you Ron and Denise for  
hosting! Thank you all for this great collaboration!

Kristin:Thank you, Ron & Denise & everyone else!

Nicole Morris:thanks! Good night!

Alex Sharick:nice job....thank you for hosting this session

Denise Malkovits:Have a wonderful evening!!

Ron Rogers:September 24, 2015 4:00pm E/T or 8:00pm  
E/T Read - Chapter 3

Ron Rogers:BYE

Ron Rogers:Night

Kristin:ABSOLUTELY! see you in 2 weeks