

September 24, 2015

8:00pm

Design and Deliver

Denise Malkovits:Welcome everyone to the UDL Book Study

Denise Malkovits:Welcome Lorene

Lorene Pfahler:Hey Denise!

stephanie Craig:Hello, Lorene! How are you this evening?

Denise Malkovits:We will get started at 8:00pm. I'm not Denise tonight I'm actually Ron using Denise's account. Denise had to be with her son tonight on an outing.

Lorene Pfahler:Hi Stephanie! I'm doing well (except somehow I've got 2 names listed :)

stephanie Craig::) I thought maybe you had someone with you.

Lorene Pfahler:No....multi-tasking and somehow opened it twice! ;\

Lorene Pfahler:Hey Ron!

Denise Malkovits:Hey Lorene!!

Denise Malkovits:It says Denise however I'm really Ron

Lorene Pfahler::)

Maria J Skiffington - Medford, MA:Hello All!

Lorene Pfahler:Hi Maria. Welcome!

Denise Malkovits:Hi Maria

stephanie Craig:Hello, Maria!

Maria J Skiffington - Medford, MA:Just reading that you're Ron, Denise. Hahahaha!

stephanie Craig:Poor Ron is going to have a complex by the end of the evening ;)

Maria J Skiffington - Medford, MA::)

Joni:Hi Stephanie!

stephanie Craig:Hi, Joni!

Denise Malkovits:So true.

Denise Malkovits:Howdy Joni and Lee

Joni:Hi!

Lee Yonika:Hi

Joni:How are you, Lee?

Lee Yonika:Im good Joni how are you?

stephanie Craig:Hi, Lee!

Lee Yonika:Hi Stehpanie!

Joni:Great! So fun to see your name pop up on here! :)

Lee Yonika:I know! Its a small UDL world ha ha

stephanie Craig:So true, Lee! I'll see Joni tomorrow.

Joni:It's going to be awesome!

Lee Yonika:Lucky you

stephanie Craig:It always is when you lead a PLC, Joni!

Joni:Thank you. I'm blushing now. Geesh!

Joni:I'm only as good as my fellow facilitators.

stephanie Craig::)

Joni:And as good as my coffee. :)

Lee Yonika:I am having trouble with my audio

Denise Malkovits:You are great Stephanie

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

Denise Malkovits:Take your time and think about it.

Maria J Skiffington - Medford, MA:A1. Because the Affective Networks allow Ss to engage in learning, it is critical to a successful lesson that I tap into that. If I don't, I've lost them before I've even started.

Joni:To me, the affective network is how students connect to and engage in a learning environment. I always think of it as the jumper cables for the other two networks. If this network isn't firing on all cylinders—if students don't have a positive association with the learning environment and the people in charge of it—I've got a dead engine essentially. When students feel connected, excited, and appropriately challenged, they are emotionally invested in learning (purposeful and motivated).

Maria J Skiffington - Medford, MA:Great analogy Joni.

Denise Malkovits:I like the analogy of jumper cables Joni

Lee Yonika:I love that analogy Joni

Lorene Pfahler:Teachers need to establish a relationship with their students. Understanding what they bring to the classroom is the foundation of the learning to take place in the classroom

stephanie Craig:I may have to use that analogy!

Maria J Skiffington - Medford, MA:Totally agree Lorene.

Joni:I think as teachers we can all connect to that too. We've all had to sit in meetings about things that didn't feel relevant to our us or our jobs. The result is we walk out of the meeting with very little information taken in, and certainly no action taken.

Lee Yonika:Very true

Lee Yonika:And we dont feel valued

stephanie Craig:Absolutely! Everyone needs to the WHY?

Lorene Pfahler:Agree Stephanie!

Joni:So essential for our students to feel valued and to feel that their very presence has a profound effect on the learning environment...that if they weren't there, it would be fundamentally different.

Lorene Pfahler:When students feel valued, they take control of their learning.

stephanie Craig:Too true, Lorene!

Denise Malkovits:Valued and given choice.

Joni:We want our students to feel as though we are serving them a meal that is prepared specifically for them. If I serve them a meal I prepared for last year's class, I run the risk of it tasting like something that was prepared last year.

Lorene Pfahler:Well said Ron!

Denise Malkovits:Nice analogy

stephanie Craig:That goes back to knowing your students, Joni! I totally agree.

Joni:Absolutely.

Denise Malkovits:Get ready for question 2. Stephanie if you read it I'll post it.

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

Denise Malkovits:PBIS Positive Behavior Instructional Supports

Lee Yonika:I think that both have the portential of setting a positve culture

Maria J Skiffington - Medford, MA:PBIS provides a positive way to respond to and influence patterns of emotional significance of Ss' Affective Network. In order for PBIS and UDL to be successful, the onus is on the teacher to know his or her Ss well.

Denise Malkovits:Stephanie Craig: They may not remember what you said but they will remember how they feel.

Lee Yonika:Right!

Denise Malkovits:Stephanie you can expand a little on PBIS and UDL and how they fit together if you like?

Lorene Pfahler:PBIS helps to establish expectations for the Ss

Joni:I see the connection between the two residing in checkpoints

like promoting expectations and beliefs that optimize motivation, fostering collaboration and community, optimizing relevance and value, and minimizing threats and distractions. I use PBIS to reinforce the behavior I WANT from my students, and in doing so, create a positive learning environment for my students. PBIS is all about explicitly showing our students what we value about their behavior.

Denise Malkovits: You can truly tell PBIS is implemented well when you walk into a school building. Very welcoming environment. Positive.

Denise Malkovits: Thanks Stephanie

Denise Malkovits: Well said Joni

Denise Malkovits: Welcome Tamisha

Lee Yonika: Hi Tamisha!

Stephanie Craig: You're right, Joni! Behavior should be considered another content area...cannot assume Ss know desired behaviors.

Tamisha Thompson, Worcester PS: thanks! Sorry I'm late

Denise Malkovits: Next question coming up quickly.

Stephanie Craig: Never too late, Tamisha!

Tamisha Thompson, Worcester PS: hi Lee!

Joni: Most of the PBIS models in our district also center on the affective network. For example, at Columbus North, it's Relationships, Respect, and Responsibility. At Columbus East, it's Take Care of Yourself, Take Care of Others, and Take Care of The Place.

Denise Malkovits: You can introduce question 3 Stephanie and I'll again post it.

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

Stephanie Craig: Good point, Joni! I hear many teachers using this language with students.

Denise Malkovits: Here in Ohio they are now calledOhio's Learning Standards.....

Lee Yonika: One thing that both UDL and the state standards seem to be collaborative learning

Lorene Pfahler: ONLS are tiered to maximize learning and generalization of skills

Lorene Pfahler: UDL uses multiple means to acquire info

Denise Malkovits: What is ONLS?

Lorie Lubman: I'm here...! I had technical difficulties! Silly Me!!!

stephanie Craig:Hi, Lorie!

Lorene Pfahler:Ohio New Learning Standards...sorry

Joni:Great point, Lee. We all seem to agree that collaboration is the way if our students are to be college and career ready.

Denise Malkovits:Hi Lorie

stephanie Craig:The days of the cubicles are going away. Much like the rows of desks!

Denise Malkovits:Lorene....I should have known that.

Lee Yonika:Thank goodness Stephanie!

stephanie Craig:YES! Lee :)

Joni:State politics has to believe that they came up with it themselves. At least, that's the way in Indiana.

Joni:Which is why we are operating essentially under Common Core with a different title.

Denise Malkovits:Yes Stephanie and I have a photo of the old desks and the kids setting at them. They look very unhappy too.

stephanie Craig:I'm laughing really hard right now, Joni!

Denise Malkovits:I'm laughing so hard I'm crying.

Joni:Love that, Stephanie. Can't reinforce that enough.

Denise Malkovits:Stephanie - Lowing the barriers not the bar.

Denise Malkovits:Next question Stephanie if you would.

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

Joni:UDL gives us the framework for really being able to lift our students up to meet those high expectations.

stephanie Craig:AMEN, Joni!

Denise Malkovits:I love that Joni.

Lorie Lubman:Think~Pair~Share

Lee Yonika:YES! And to see what they are truly capable of Joni

Joni:Love Think-Pair-Share, Lorie.

stephanie Craig:Yes, Lorie. That's a great strategy.

Lorie Lubman:can clarify connection to standard of learning

Joni:It's really frames up collaboration. So often, our students come to us with no real idea of HOW to collaborate. Their idea of collaborating is moving their desks together. That's just geography. Think-Pair-Share lends some structure to collaboration.

Lorie Lubman:Graduated Assessments

Denise Malkovits:Joni. I like that it's only Geography. Never heard

it said like that. Nice.

stephanie Craig:So many skills must be explicitly taught.

Lorie Lubman:Individual Student Knowledge Base

Joni:Precisely! We have to really consider what assumptions we make about our students. We often assume they know how to collaborate, how to take notes, etc.

stephanie Craig:Good point, Lorie.

Denise Malkovits:Stephanie let me know when you want me to post the next question. It's the last one.

Lee Yonika:Everyone comes in with something different

Lorene Pfahler:I agree Joni

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

Lorie Lubman:Increased Mastery~Feedback to increase student knowledge

Denise Malkovits:Lorie,

Maria J Skiffington - Medford, MA:I am going to work harder to model that not all people learn things the same way...and that that's okay! I think this is a very hard concept for K Ss. They try so hard to be just like everybody else. :/

Denise Malkovits:I have to really practice that one Lorie.

Joni:Major take-away: "We lose our ability to concentrate when we feel threatened."

stephanie Craig:That's a great one, Lorie! Can't stress how important it is to not only give but receive.

Lorie Lubman:Me too

Joni:Threats come from a number of places...internal and external. We have to really consider what academic esteems our students carry with them.

Denise Malkovits:Joni, it reminds me of being bullied.

Maria J Skiffington - Medford, MA:Thanks Ron...Day 13 for me, and it's been interesting to see what the kids choose, and why!

Lorie Lubman:Agree, Joni

Joni:So often our students bully themselves. "I'm not good enough. I'm no good at math, etc."

Denise Malkovits:Nice Maria.

Lorene Pfahler:As mentioned earlier...the why is so important

stephanie Craig:Ron, I'll let you close it all up.

Maria J Skiffington - Medford, MA:Yes, Joni. I hear that often too..

Lorie Lubman:sorry, I was late!!!!

Joni:You guys rock. Thanks for hosting!

Maria J Skiffington - Medford, MA:Thanks Stephanie and Jon.

Thanks all!

Lee Yonika:Thank you!!

Lorie Lubman:I was on time but then followed the wrong link:(

Tamisha Thompson, Worcester PS:thanks!

Joni:Great discussion everyone!

Lorie Lubman:Thanks!! Till Next Time!

Lorene Pfahler:Thanks!!!

stephanie Craig:Thank you, everyone for having me!

Lee Yonika:Have fun tomorrow Joni

Joni:We always do! :)

stephanie Craig:Easy mistake, Lorie. But you made it :)

Lorie Lubman:LOL

Lorie Lubman:Night!

NOTE: Ron Rogers is signed in as Denise. Stephanie Craig Co-Moderated with Ron.