

Terry Grimm:Hello, Geraldine! Can you hear the music?

Geraldine DeWitt YCSD:Hi - I win a prize for being FIRST???

Geraldine DeWitt YCSD:Yep I hear the music

Ron Rogers -OCALI:Hello everyone!!!

Terry Grimm:Unfortunatley, Geraldine, your prize for being first only is a non-winning lottery ticket if you choose to claim it.

Geraldine DeWitt YCSD:I'll pass - I already have one of those

Denise Malkovits:Hi Everyone!!

Geraldine DeWitt YCSD:I can hear you loud and clear

Geraldine DeWitt YCSD:Well, for everyone that doesn't show up, I get THEIR contact hours

Geraldine DeWitt YCSD:Ya think?

Geraldine DeWitt YCSD:Naw, I'm okay

Liesl Blackwell- SSTR5:Hi there!

Denise Malkovits:Hi Liesl!!

Ron Rogers -OCALI:Hi Geraldine and Liesl

Liesl Blackwell- SSTR5:Hi Ron. How are you doing?

Denise Malkovits:How much snow did astabula get, Liesl?

Liesl Blackwell- SSTR5:I bunch! LOL

Ron Rogers -OCALI:Hi Krista.

Ron Rogers -OCALI:Hi Karen

Ron Rogers -OCALI:Hi Teresa

Karen Creps:Hi Ron!

Ron Rogers -OCALI:Long time Karen. How is Northern Ohio?

Liesl Blackwell- SSTR5:I would say 6-8 inches maybe, Denise.

Krista Dickens:Hey Ron!

Ron Rogers -OCALI:Hi Krista, glad you made it.

Karen Creps:Beautiful day today! 40 and sunny!

Denise Malkovits:5 minutes togo!!

Teresa Brown:Hi Ron!

Ron Rogers -OCALI:It's sunny and about 40 here too.

Ron Rogers -OCALI:4 minutes to go Denise and Terry

Ron Rogers -OCALI:The excitement is building!

Denise Malkovits:Can't wait to get started!!

Ron Rogers -OCALI:Katie Novak has a new book that is coming out in Feb. that she wrote with her father.

Joanne Carney Smith:Hello All!

Ron Rogers -OCALI:Hi Joanne and welcome

Ron Rogers -OCALI:Hi Cindy

cindy christoff:Hello

Geraldine DeWitt YCSD:Hello Joanne and everyone

Ron Rogers -OCALI:Katie is excited too

Denise Malkovits:[www.udlBookStudy.Weebly.com](http://www.udlBookStudy.Weebly.com)

Ron Rogers -OCALI:Q1. Please tell us who you are, where you are from, and why you joined this book study?

Geraldine DeWitt YCSD:Hi, I'm Geri from Youngstown City Schools. I'm a special education supervisor working closely with non-public schools and scholarships.

Denise Malkovits:I am a UDL junkie!! I love to learn!!

Geraldine DeWitt YCSD:I joined UDL because I believe in it! I've been in this field for over 30 years and this is the sort of thing that makes a real difference in the lives of students and teachers.

Joanne Carney Smith:Joanne Carney Smith, Youngstown City, Supervisor of Special Ed, I enjoy these book studies and the information and knowledge I can gain and then share with the teachers I supervise.

cindy christoff:Cindy, Youngstown City School District, Supervisor, looking for resources to pass along to teachers

Teresa Brown:I am a consultant with State Support Team Region 4 which is in Painesville, OH (Northeast). I joined the book study to expand my understanding of UDL.

Krista Dickens:I'm a Consultant for SST4 which serves Lake and Geauga county. I joined the book study because Ron talked me into it! Haha, that's only partially true but I really wanted to learn more about UDL.

Ron Rogers -OCALI:I work for OCALI and I learn something new each time I do this with everyone. I love the collaboration.

Ron Rogers -OCALI:Thanks Krista. You always make me feel special.

Krista Dickens:I'm just starting to learn about it.

Ron Rogers -OCALI:Katie's new book is titled UDL in the Clouds. How to design and deliver online education using UDL

Karen Creps:Hi, I'm Karen from Toledo Area. I'm a Professional Development Consultant and also work as a Gifted Coordinator. I'm

joining to learn more about UDL as that is also part of my responsibilities.

Ron Rogers -OCALI:Q2. After reading Chapter 1, what resonated with you or grabbed your attention?

Ron Rogers -OCALI:A:2 Katie as the author comes on strong and passionate.

Karen Creps:It is! And it's been a few years since I worked with you on this.

Ron Rogers -OCALI:A very flexible framework.

Geraldine DeWitt YCSD:I'd say the importance of a supportive learning community with support

Krista Dickens:A:2 That struck me too Denise. I also liked that the book starts off with the message that ALL children are able to learn and DESERVE to be successful...it's something I strongly believe in.

Geraldine DeWitt YCSD:UDL may require a change in practice for SOME but honestly, good teachers are always willing to learn and grow

Karen Creps:A:2. I like the Phases of First-Year Teaching Figure 1-1 p. 5. As a State Mentor Trainer for the Resident Educator Program, this is a figure we use at every training.

Geraldine DeWitt YCSD:but too often, when it's a top down decision, teachers don't feel the support they need and their idealism collides with their reality

Ron Rogers -OCALI:Excellent comments. I always love to see us mention the kids.

Joanne Carney Smith:2. Have patience. I guess good things can't be rushed. Good things take time. everytime I'm involved with something that is rushed, it doesn't go well.

Karen Creps:Need to clarify -- not Toledo Schools but the district I'm serving as Coordinator of Gifted Educaton.

Ron Rogers -OCALI:I'm the same way Joanne and I don't like to be rushed. UDL cannot be rushed and common planning time is a must.

Joanne Carney Smith:I agree Ron. Common planning is the key.

Geraldine DeWitt YCSD:To piggyback - one can't rush however, one can also move too slow.

Ron Rogers -OCALI:#udlchat

Ron Rogers -OCALI:Q3. How does the concept of teacher efficacy affect student learning?

Denise Malkovits: Good point, Ron

Krista Dickens: I think teacher's confidence in their instruction and their ability to promote their student's learning could translate into student's confidence in their own learning.

Geraldine DeWitt YCSD: A teacher's confidence in their ability to support, nurture, promote student learning as well as how well they manage it is their efficacy, correct? A teacher lacking confidence, experience, openmindedness will be less effective. Right? So if a teacher is an ineffective teacher, only our most resilient kids will survive

Ron Rogers -OCALI: Yes yes Krista. The students try to model their teachers in many ways.

Geraldine DeWitt YCSD: And it's more than individual efficacy - there's a collective efficacy which is more UDL with the learning community

Karen Creps: Q 3. This reminds me of value-added. It is the teacher's responsibility to make sure all students learn and teachers need to let go of what they cannot control - students background, SES etc.

Geraldine DeWitt YCSD: We're supporting kids, yea! But we're supporting each other too

Denise Malkovits: Definitely, Geraldine

Ron Rogers -OCALI: My daughter this year has a teacher that is incredible to say the least and my daughter's confidence has zoomed.

Joanne Carney Smith: A3. More than ever now, teachers need to be strong and enthusiastic about their ability to influence and teach students.

Ron Rogers -OCALI: Yes Geraldine...collective efficacy. It tends to spread.

Ron Rogers -OCALI: Q4. The deficit model blames student failure on students, their parents, and the community. Where are you with your thinking?

Karen Creps: Just a comment -- since this is my first webinar of this type I find I'm having difficulty listening, reading everyone's comments and reflecting all at the same time!

Krista Dickens: A:4 There's no time for blaming, only problem solving, growing together, and doing things better- students, parents, and the community.

Teresa Brown:Q4-I dismiss the deficit model. All student's can learn and we need to have high expectations for all children. Some student's have barriers in their learning and it it our obligation to remove those barriers.

Denise Malkovits:Absolutely, Teresa

Joanne Carney Smith:A 2.1 I am really torn about this topic. Instead of blame, all parties should take responsibility for change.

Denise Malkovits:High expectations for all

Denise Malkovits:ALL

Ron Rogers -OCALI:So many great responses it's hard to pick one and discuss or comment.

Geraldine DeWitt YCSD:We are a society that points fingers. We are a world that wants to find reasons for everything. Everone's reality is different. I say thumbs down on the deficiit model. We're are not lone pilons but a web intertwined.

Geraldine DeWitt YCSD:We are not keeping track of failure - it's time to keep track of success

Karen Creps:Q:4. I agree with Teresa, Denise, and Geraldine.

Geraldine DeWitt YCSD:WOW so fast

Ron Rogers -OCALI:Q6. Think of the best lesson you have ever taught. How did you know it was such a success? Which guidelines/checkpoints were at work in that lesson?

Ron Rogers -OCALI:Q5. How do you respond to, "If behavior is a barrier, remove the barrier, not the student."

Ron Rogers -OCALI:You can choose either question and answer it.

Karen Creps:Q:5. I have always felt this way! If a student is not in the room, how can they learn?

Geraldine DeWitt YCSD:Behaivor is a tough one. So many hats teachers and staff have to wear

Denise Malkovits:UDL is all about removing barriers so ALL students have Access

Joanne Carney Smith:A5. I don't believe we always use BIPs to the best of our ability. Change of behavior takes consistency, patience and perseverance. Sometimes teachers give up too soon.

Denise Malkovits:the guidelines are the vehicle to removing barriers

Geraldine DeWitt YCSD:it takes a team to really identify just what the barrier truly is and, honestly, we cannot remove ALL barriers, we

do have some limits but that doesn't mean we don't strive to remove as may as possible.

Geraldine DeWitt YCSD:But sadly, Denise, there are some things we have to, rather than remove, figure out how to get the kis AROUND so they can move forward.

Teresa Brown:Q5-This is hard-all behaviors are telling us something about the student. We need to examine what the behavior is telling us before the barrier can be removed. I do not think just removing the student is the answer.

Ron Rogers -OCALI>Title: One Size Does Not Fit All Description: Utilizing a Universal Design for Learning framework, educators are able to design the learning environment and curriculum to accommodate a wide range of learners. If so, is Assistive Technology still necessary for some students? Join us for a 30-minute webinar, which will explore the relationship between UDL and AT. This webinar will answer many questions being asked everyday by teachers and administrators, especially now with the new content standards and online learning/testing for students. You will leave this session with great resources including a page of important website links. Date: February 17, 2016Time: 3:30pm-4:00pm EST Presenters: Ron Rogers - OCALI & Jennifer Heim – SSTR2

Krista Dickens: Figuring out what the barriers are and then figuring out how to remove it could be challenging. This would be a big change in the way some schools do business. It would need to involve understanding, buy-in, and work at all levels with many groups. But once it gets moving forward...watch out! Good things will happen for ALL children!

Ron Rogers -

OCALI:<https://attendee.gotowebinar.com/register/4889551665574171905>

Karen Creps:Geraldine, I agree. I've always felt if the lesson was engaging and appropriate content the students would be engaged. This, however, probably does not apply to a student identified as SBH.

Ron Rogers -OCALI:I was wondering how many checked it out. The deep dive extention activities.

Ron Rogers -OCALI:<http://udlbookstudy.weebly.com>

Ron Rogers -OCALI:THanks everyone

Ron Rogers -OCALI:Bye for now  
Joanne Carney Smith:Thanks