

UDL NOW

January 28, 2016

4:00pm E/T

Ron Rogers - OCALI:Welcome Geraldine!!

Denise Malkovits:Hi Geraldine

Denise Malkovits:Hi Karen

Geraldine DeWitt YCSD:Hi Ron and Denise and Karen

Geraldine DeWitt YCSD:I have sound and the generic welcome video is running

Denise Malkovits:9 minutes to go

Denise Malkovits:Glad to see you remembered the color choice, Geraldine

Karen Creps:Hello Everyone!

Denise Malkovits:Hi, Karen

Barb Sisco:Hello all!

Joanne Carney Smith:Hello everyone

Ron Rogers - OCALI:Hello Barb and Joanne

Karen Creps:Are we supposed to change color? I don't know how to do that.

Ron Rogers - OCALI:Katie will be joining us today.

Denise Malkovits:Oh YEAH!!!!

Katie Novak:I'm here!

Katie Novak:enjoying the music!

Ron Rogers - OCALI:Hi KATIE

Geraldine DeWitt YCSD:Katie, thank you for joining us today

Ron Rogers - OCALI:Hi Krista D. Glad you joined us again!

Krista Dickens:Hey Ron!

Ron Rogers - OCALI:Welcome Teresa B.

Ron Rogers - OCALI:Oh no

Ron Rogers - OCALI:It was working however it was echoing

Katie Novak:No worries!!! We still have audio and text. Thank goodness for multiple means of representation.

Ron Rogers - OCALI:Love it Katie

Ron Rogers - OCALI:Its working

Ron Rogers - OCALI:Hi Kathy

Kathy:Hi Ron!

Ron Rogers - OCALI:3.1 Why is it so important to share the UDL guidelines with your students?

Karen Creps:To increase student engagement; to involve students

in part of the learning process

Geraldine DeWitt YCSD:It is important to share the UDL guidelines with your students because the goal is not just the mastery of knowledge, but the mastery of learning. Sharing the guidelines of Representation, Action & Expression and Engagement provides the students with the expectations of the learning process. These guidelines let students know that learning is more than spitting out knowledge and that there are many ways to learn. This frees them of the stress of feeling that standardized test measures their worth and opens them up to be allowed to express learning in many ways. They are the consumers of learning – they should understand the standards and strategies we use.

Barb Sisco:Giving students the guidelines makes them part-owners of the class and its work.

Katie Novak:They deserve to know what best practice is so they can be empowered to advocate for it and provide feedback to teachers that will ultimately improve their learning environment and help them to become expert learners

Ron Rogers - OCALI:We are off to a great start

Denise Malkovits:I love that , Kate! "They need to know what best practice is"

Joanne Carney Smith:Increase engagement and help them to take some responsibility and pride in their learning

Krista Dickens:A.3.1 Telling children what you are doing and why helps them understand and participate more fully. It also may hold teachers accountable to the implementation. I thought Katie's examples of how to present these guidelines to different age groups was very helpful.

Ron Rogers - OCALI:Yes and engagement is a big piece of ESSA.

Denise Malkovits:Interesting 49 hours/ year in same area

Ron Rogers - OCALI:Thanks Katie

Ron Rogers - OCALI:3.2 On page 18... Which guidelines, including the checkpoints— Engagement, Representation, Action/Expression— are most likely to get students involved in establishing and/or maintaining your learning environment?

Katie Novak:So interesting! Teachers who receive substantial professional development (intensive, sustained and strongly implemented)—an average of 49 hours a year— can boost

their students' achievement by about 21 percentile points (Chung Wei, Darling-Hammond, & Adamson, 2010).

Geraldine DeWitt YCSD: <---- admits I did the answers in advance so they're a tad long.

Karen Creps: 3.1: Because I'm not a classroom teacher I focused mostly on PD for the RESA candidates. Engagement • develop self-assessment and reflection • optimize relevance, value, and authenticity Representation • activate background knowledge • maximize transfer and generalization Action and Expression • monitor progress • use multiple tools for construction and composition

Ron Rogers - OCALI: Katie thanks for the reference.

Denise Malkovits: Thank you for the citation, Katie

Geraldine DeWitt YCSD: Of the guidelines, ENGAGEMENT was always my preferred method of learning therefore it was always stressed in my classrooms. For example, We completed a unit on the justice system of today compared to the justice system in *To Kill a Mockingbird*. The non-negotiable was to read *MONSTER* by Walter Dean Myers and watch *To Kill a Mockingbird*. Then the students created their own assessment method: They selected to produce a news cast – the class formulated the rubric for this assessment – they took ownership and the non-negotiable part of the assessment was a traditional component to it. Through teacher “non-negotiables” with a lot of freedoms – students are engaged before they even start. Then when things are in action – they have ownership.

Joanne Carney Smith: I think they are a package deal. I have a hard time saying one is more likely than the others.

Krista Dickens: I agree with Joanne, I think all areas.

Kathy: I agree with you Geraldine and like the fact that students developed the rubric. I also think Representation is important because it gives the students a choice to focus on their learning style.

Geraldine DeWitt YCSD: I think though, depending on the learning style of students - one can be more dominant and facilitate growth in the others.

Karen Creps: Loved your example Geraldine!

Ron Rogers - OCALI: 3.3 Which ideas (bulletin boards, shoe organizers, etc.) outlined in this chapter will you implement right away?

Ron Rogers - OCALI:They are also on our weebly site.

Geraldine DeWitt YCSD:I think one of the most important things here is to relate the Common Core Standards not only to the lesson, but to the children AND to the accountability of the teacher. When I reflect on the ENGAGEMENT that went on in my classrooms, it set up a learning community in which everyone and everything had impact on learning.

Karen Creps:3.3: A take off from the bulletin board idea - decided to add vocabulary to the beginning of every PPT especially for the RESA candidates so they are clear on the meanings before we get into the tasks.

Geraldine DeWitt YCSD:One thing I would add to my engagement would be a hanging pocket organizer with a multiple intelligence on each pocket. Then, as students brainstorm to create projects or assessments, they can place ideas in those pockets – thus accessing if they are addressing many ways of learning. This can be completed with sticky notes on a poster board, note cards to a bulletin board, etc.

Geraldine DeWitt YCSD:The concept can be used to address if lessons, activities, etc are addressing the guidelines or the standards and how it is being done. Give the students the chance to SHOW they KNOW. And let's not forget to use our electronic tools as well.

Denise Malkovits:Karen, it is helpful to get that common language and understanding of terms

Ron Rogers - OCALI:Yes Karen that is great.

Barb Sisco:I would use bulletin boards first, then some version of the pledge, then variations in expression. Each idea needs to be test-driven by the teacher and the students - that develops comfort in doing something new and believing that I really did mean we'd be learning differently and showing our learning differently.

Krista Dickens:I really marked up my chapter 3! In my current role, I provide PD to adults. I think as I plan for further trainings, it would help me make sure I am organizing activities and instruction that reaches and engages all.

Geraldine DeWitt YCSD:YES! And that is what is and was so exciting about the Judicial Project.

Ron Rogers - OCALI:8:00pm tonight E/T

Cindy Christoff:Thank you

Ron Rogers - OCALI:WEBINAR TITLE: One Size Does Not Fit All
DATE: Feb 17, 2016TIME: 3:30 PM ESTUtilizing 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.Presenters:
Ron Rogers - OCALI & Jennifer Heim – SSTR2FREEREGISTER
HERE:

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

Hosted by: UDL Center at OCALI (Ohio)

Karen Creps:Thanks, Katie, if was great hearing your responses!

Krista Dickens:Is there anything special/ need to know about using
UDL with preschoolers? ANY special resources?

Joanne Carney Smith:It was great hearing from Katie. Thanks for
joining us.

Katie Novak:My pleasure!!!

Ron Rogers - OCALI:Thanks everyone

Ron Rogers - OCALI:Thank you so much Katie.

Geraldine DeWitt YCSD:Ciao all

Katie Novak:Good night!

Ron Rogers - OCALI:See you soon

Katie Novak:I'll be there!

Denise Malkovits:YEAH!!

Kathy:Thank you!