

Transcript of casciac

Good morning!

12:42am, Mon, Oct 26, 2015 by Allison

Hola :)

8:04am, Tues, Oct 27, 2015 by Steph

Hello

8:04am, Tues, Oct 27, 2015 by Jack

Good Morning Peeps!

8:04am, Tues, Oct 27, 2015 by Nat

Good morning!

8:04am, Tues, Oct 27, 2015 by KelDu

¡Buenos días!

8:04am, Tues, Oct 27, 2015 by Jillian

Good morning, everyone. The lovely sunrise and the excellent chocolate croissant means it will be a marvelous day.

8:05am, Tues, Oct 27, 2015 by Jean

So happy to have gotten an extra hour of sleep!

8:05am, Tues, Oct 27, 2015 by kpap

Hello,

8:06am, Tues, Oct 27, 2015 by Nelson

How many here from high school?

8:06am, Tues, Oct 27, 2015 by Jared

Hi Everyone, I'm a 6th grade social studies teacher from New Fairfield.

8:07am, Tues, Oct 27, 2015 by Ila

Good morning everyone! Happy learning.

8:07am, Tues, Oct 27, 2015 by Marisa

Good Morning... Happy to be here!

8:07am, Tues, Oct 27, 2015 by Christina

Good morning nice to see everyone:)

8:09am, Tues, Oct 27, 2015 by Lorraine

Hello

8:09am, Tues, Oct 27, 2015 by Mike

Hello from the Granby Public Schools

8:09am, Tues, Oct 27, 2015 by Bob

Hello

8:10am, Tues, Oct 27, 2015 by Lisa

Hello everyone. I am a 6-8 French teacher from New Fairfield.

8:10am, Tues, Oct 27, 2015 by Veronica

Hi~

8:12am, Tues, Oct 27, 2015 by Kim

Good morning

8:12am, Tues, Oct 27, 2015 by Laurie

All of the Berlin teachers are from the high school.

8:12am, Tues, Oct 27, 2015 by kpap

Hello.

8:13am, Tues, Oct 27, 2015 by Paul

Hello

8:13am, Tues, Oct 27, 2015 by Janet

I am the Curriculum Director in Region 16.

8:14am, Tues, Oct 27, 2015 by Barb

Yes but the AP exam is in May and i have to get through the curriculum

8:24am, Tues, Oct 27, 2015 by Granby

Part of team of teachers who are Capstone Advisors for seniors

8:27am, Tues, Oct 27, 2015 by Jean

curious about what mastery based learning is...

8:27am, Tues, Oct 27, 2015 by Granby

To learn creative strategies to engage students.

8:27am, Tues, Oct 27, 2015 by Marisa

I want to learn how to develop performance based assessments.

8:27am, Tues, Oct 27, 2015 by Jack

Mastery based learning to make "grades" actually mean something

8:27am, Tues, Oct 27, 2015 by Jeff

I am a capstone adviser for the seniors and we are working towards an individual project.

8:27am, Tues, Oct 27, 2015 by Jen

to assist teachers in engaging students

8:27am, Tues, Oct 27, 2015 by Kim

I'm here to help students become more independent in their learning. Our Capstone project is exactly that.

8:27am, Tues, Oct 27, 2015 by Ev

What does personalized learning look like in an elementary school classroom?

8:27am, Tues, Oct 27, 2015 by Kim

to learn about how to better engage students in independent learning

8:27am, Tues, Oct 27, 2015 by CBriganti

To develop more strategies to benefit our students in the classroom

8:27am, Tues, Oct 27, 2015 by Steph

how are we going to move the work that has been done so far forward & honor that work as it changes.

8:27am, Tues, Oct 27, 2015 by Cheryl

I am here to learn how to support students more successfully through their Capstone projects.

8:27am, Tues, Oct 27, 2015 by KelDu

To see if my understanding of SBG is in line with the "common" understanding. To improve.

8:27am, Tues, Oct 27, 2015 by Nelson

I want to engage students in a more meaningful way so they begin to own and take responsibility for their learning.

8:27am, Tues, Oct 27, 2015 by kpap

I want to focus my own teaching more on skills than content

8:27am, Tues, Oct 27, 2015 by Jared

I want to learn how to get my students to find meaning in their learning.

8:28am, Tues, Oct 27, 2015 by Jack

to learn how to better organize independent inquiry-based learning

8:28am, Tues, Oct 27, 2015 by SGrillo

Metacognition is my SLO and i am looking for information about what it is and how to address it

8:28am, Tues, Oct 27, 2015 by Granby

promote active engagement

8:28am, Tues, Oct 27, 2015 by Lorraine

How does this happen smoothly?

8:28am, Tues, Oct 27, 2015 by Kim

Find successful strategies to promote engagement and learning in my students.

8:28am, Tues, Oct 27, 2015 by Barbara

Understanding how we assess whether students have mastered a concept

8:28am, Tues, Oct 27, 2015 by Matt

This is good for kids. The world they are going into is different then the one we entered into.

8:28am, Tues, Oct 27, 2015 by Mike

To better meet the needs of my students and allow them to be more actively engaged

8:28am, Tues, Oct 27, 2015 by Nat

I am here to gain a better understanding of my students needs with regards to the Capstone Project at BHS

8:28am, Tues, Oct 27, 2015 by JP

develop strategies to promote engagement

8:28am, Tues, Oct 27, 2015 by Jillian

I'm here to find ways to offer a comprehensive learning experience within a small high school.

8:28am, Tues, Oct 27, 2015 by Barb

learn how to create lessons that link student mastery of content to student choice

8:28am, Tues, Oct 27, 2015 by Emina

to learn strategies in helping students make personalized learning experiences

8:28am, Tues, Oct 27, 2015 by BHS

I want to learn answers to the hundreds of questions that I have, primarily with rubric construction and how to better assess mastery.

8:28am, Tues, Oct 27, 2015 by Veronica

I want to see how we can move beyond the traditional "seat time" concept in HS to a concept based on what students already know and can do..

8:29am, Tues, Oct 27, 2015 by Bob

I am here to learn how to better assist our students in their senior Capstone project.

8:29am, Tues, Oct 27, 2015 by Jv

How I can improve students' questioning and problem solving

8:29am, Tues, Oct 27, 2015 by Laurie

I am here to help support students that are working on capstone projects.

8:29am, Tues, Oct 27, 2015 by Brendan

I like the focus on skill rather than content comment

8:29am, Tues, Oct 27, 2015 by Laurie

Learn to better communicate target skills to my student

8:29am, Tues, Oct 27, 2015 by Sean

I'm here because I believe in the concept of MBL, so much so, I've started to use this approach to the best of my ability in my CWI class.

8:31am, Tues, Oct 27, 2015 by Lisa

"provoking conversation" is exactly what we need to do as teachers

8:37am, Tues, Oct 27, 2015 by Laurie

Yes, but how do you account for all of that by yourself.

8:44am, Tues, Oct 27, 2015 by Nelson

yes but...I am scared to let go

8:44am, Tues, Oct 27, 2015 by Kim

I'll need data to do this, yet by doing this I would probably gather the most useful data

8:44am, Tues, Oct 27, 2015 by Laurie

yes but...how do we look at students and follow the curriculum

8:45am, Tues, Oct 27, 2015 by Kim

Yes but, the world does not come to meet you on your terms. You need to adapt to it...not it to you....

8:45am, Tues, Oct 27, 2015 by Nelson

Yes but we are required to use common assessments across subjects.

8:45am, Tues, Oct 27, 2015 by Jen

an example of how it affects business is figuring out how to measure students' competency in different ways than just SBAC

8:55am, Tues, Oct 27, 2015 by Kim

We need to let students learn

9:01am, Tues, Oct 27, 2015 by Lorraine

Yes, but in our core area standardized grading concepts and perks testing tends to hold back our students from additional experiences.

9:02am, Tues, Oct 27, 2015 by Marisa

How do we ensure that students are the primary stakeholders in their own learning?

9:03am, Tues, Oct 27, 2015 by Fran

To paraphrase Dr. Robert Evans – we're expected to teach more (curriculum), with students not necessarily prepared to LEARN

9:03am, Tues, Oct 27, 2015 by Laurie

Hope

9:35am, Tues, Oct 27, 2015 by Barbara

Hope: Problem based inquiry learning that is personalized by readiness, content, and learning style

9:35am, Tues, Oct 27, 2015 by cheryl

H–students will write, read, listen and speak in Spanish.

9:35am, Tues, Oct 27, 2015 by Jillian

I hope my students know how to learn in any environment.

9:35am, Tues, Oct 27, 2015 by Nelson

Hope: Students solve their own problems and try something new when their idea isn't successful the first time

9:35am, Tues, Oct 27, 2015 by Jeff

H: Students are curious & I can help them go in whatever direction compels them.

9:35am, Tues, Oct 27, 2015 by Jean

H– students like learning and want to learn

9:35am, Tues, Oct 27, 2015 by Granby

H: Students will be able to know how to learn and can apply that "way of learning" in other areas of their lives.

9:36am, Tues, Oct 27, 2015 by Jen

Hope: Making learning more personalized to each student

9:36am, Tues, Oct 27, 2015 by Nat

Reality: pockets of the hope in pockets of classrooms with pocket of teachers

9:36am, Tues, Oct 27, 2015 by cheryl

H students will identify the information they need to solve problems and then solve them.

9:36am, Tues, Oct 27, 2015 by Jack

H: for students to buy into value of LEARNING process vs. product

9:36am, Tues, Oct 27, 2015 by Laurie

H: students will take ownership of their own learning

9:36am, Tues, Oct 27, 2015 by Jared

H: engaged active participants in learning

9:36am, Tues, Oct 27, 2015 by Emina

Hope: Students actively engage with text to comprehend, respond and connect.

9:36am, Tues, Oct 27, 2015 by kpap

My daily priorities focus on students being able to answer their own questions.

9:36am, Tues, Oct 27, 2015 by Nelson

H- to develop speaking and writing skills in Spanish

9:36am, Tues, Oct 27, 2015 by Steph

R: We tell students what/how to learn

9:36am, Tues, Oct 27, 2015 by Jared

Hope: students will be able to read, write and speak on a variety of topics in French by taking ownership of their learning.

9:36am, Tues, Oct 27, 2015 by Veronica

H- to become real world problem solvers and provide for society

9:36am, Tues, Oct 27, 2015 by John

H-Personalized learning so all students can learn and think--not memorize

9:36am, Tues, Oct 27, 2015 by Lorraine

R: building background knowledge that students lack, teaching them how to problem solve

9:36am, Tues, Oct 27, 2015 by Emina

Reality: Too much hand holding and enabling. Students and parents value the ends without valuing the means to get there.

9:36am, Tues, Oct 27, 2015 by Jeff

I hope my students will become independent thinkers.

9:36am, Tues, Oct 27, 2015 by Paul

H - That students will buy into the value of the learning process

9:36am, Tues, Oct 27, 2015 by JP

H: students make meaning of text so they can do something with it beyond just reading.

9:36am, Tues, Oct 27, 2015 by KelDu

R-meeting the CCSS and having them complete Tasks and PAs

9:36am, Tues, Oct 27, 2015 by Granby

Hope: to learn through experience rather than direction- to make the learning last.

9:36am, Tues, Oct 27, 2015 by Katie

Reality: Students try to complete the task with as little effort, thinking and actual reading as possible.

9:36am, Tues, Oct 27, 2015 by kpap

H: Students develop a goal or desire/self-motivation to do something or become something

9:37am, Tues, Oct 27, 2015 by Matt

R solving problems, practicing

9:37am, Tues, Oct 27, 2015 by Jack

H: Students will have a significant say in how they get to learn. R: Teachers will need to new skills and support structures.

9:37am, Tues, Oct 27, 2015 by Fran

Hope—for students to own their learning and take pride in it.

9:37am, Tues, Oct 27, 2015 by Ev

H – students learn skills that can be used to solve problems or learn ideas outside of my class

9:37am, Tues, Oct 27, 2015 by Sean

Hope:my students take what they learn and apply it to real–world situations.

9:37am, Tues, Oct 27, 2015 by JS

H– enjoy learning and want to learn– engagement

9:37am, Tues, Oct 27, 2015 by Granby

Hope: students can make connections between their day to day learning and apply those skills to future problems

9:37am, Tues, Oct 27, 2015 by Christine

H: students will collaboratively problem–solve and apply new learning

9:37am, Tues, Oct 27, 2015 by SGrillo

R: I spend a lot of time preparing to engage students

9:37am, Tues, Oct 27, 2015 by Laurie

Hope students take ownership.

9:37am, Tues, Oct 27, 2015 by Paul

H: students will learn skills and information that will be of benefit for their futures.

9:37am, Tues, Oct 27, 2015 by Brendan

R– getting students to understand vocabulary and grammar necessary to communicate

9:37am, Tues, Oct 27, 2015 by Steph

R: Before students can think deeply or "use what they learn" they have to learn the basic information.

9:37am, Tues, Oct 27, 2015 by Jen

R: Students are just starting to scratch the surface of meaning before the end of the period.

9:37am, Tues, Oct 27, 2015 by KelDu

R– explaining grammar and vocabulary necessary to express themselves in Spanish

9:37am, Tues, Oct 27, 2015 by Jillian

R – Too many people are too afraid to allow a few missteps

9:37am, Tues, Oct 27, 2015 by JP

H: That students can demonstrate and apply rather than just remember and regurgitate information.

9:37am, Tues, Oct 27, 2015 by Marisa

R– Students interact with me & each other, practicing target vocabulary in context of teacher–chosen AND student–chosen topics.

9:37am, Tues, Oct 27, 2015 by Jean

Students become critical thinkers and don't drink the kool–aid just 'cause.

9:37am, Tues, Oct 27, 2015 by Barbara

My hope is for students to be motivated life long learners

9:37am, Tues, Oct 27, 2015 by Kim

R—Many students just throw up facts and knowledge--thinking is essential

9:37am, Tues, Oct 27, 2015 by Lorraine

Reality

9:38am, Tues, Oct 27, 2015 by Barbara

R: Too much time is spent on underdeveloped rote skills

9:38am, Tues, Oct 27, 2015 by SGrillo

Reality: daily priorities are getting through the content of the curriculum. Most of my time is spent on this and data gathering

9:38am, Tues, Oct 27, 2015 by Nat

Hope: To be independent in their problem solving and make decisions in their learning to make the world a better place.

9:38am, Tues, Oct 27, 2015 by Kim

R – students read – talk about – and write about ideas. I spend my time coaching.

9:38am, Tues, Oct 27, 2015 by Sean

Hope: for my students to get the skills they need in order to fulfill their future plans/dreams

9:38am, Tues, Oct 27, 2015 by Jv

R: not all students accept that in order to use a second language, you need to put in a lot of time & effort to improve your abilities.

9:38am, Tues, Oct 27, 2015 by Veronica

My reality is having to meet the requirements handed down

9:38am, Tues, Oct 27, 2015 by Kim

R: completing curriculum; stuffing as many skills into a given week as possible

9:38am, Tues, Oct 27, 2015 by Katie

Reality – covering and moving through the curriculum. What we teach is great, but I think my students are just doing it to get through it.

9:38am, Tues, Oct 27, 2015 by Ev

I spend too much time trying to 'get through ' the curriculum.

9:39am, Tues, Oct 27, 2015 by Barbara

R: Some days we do have opportunities for application other days we need to cover the curriculum.

9:39am, Tues, Oct 27, 2015 by Marisa

R – Much time is spent both by teachers & students at the lower levels of cognition but the H is to always get to the higher levels

9:39am, Tues, Oct 27, 2015 by Amanda

Reality: covering all of the GLE's in my curriculum

9:39am, Tues, Oct 27, 2015 by JS

Reality: high school students all learn the same skills which are not necessarily connected to their future plans

9:39am, Tues, Oct 27, 2015 by Jv

Reality – trying to differentiate the content, process and product to meet student needs.

9:39am, Tues, Oct 27, 2015 by Ila

Reality: students often struggle to transfer skills from one task to the next.

9:39am, Tues, Oct 27, 2015 by Christine

Hope: students enjoy the learning

9:40am, Tues, Oct 27, 2015 by Ila

Aspiration for all our district students... to be engaged and own their learning every day...our priority: Do they already know this info?

9:40am, Tues, Oct 27, 2015 by Bob

Reality: logistically we are trying to manage what the majority of students need rather than what they actually need

9:40am, Tues, Oct 27, 2015 by Kim

Doing as opposed to being passive

10:44am, Tues, Oct 27, 2015 by Ev

Talking with others – social construction

10:44am, Tues, Oct 27, 2015 by Ev

Gradual release of responsibility – guidance to independence

10:45am, Tues, Oct 27, 2015 by Ev

Self-reflection and wanting to get feedback

10:45am, Tues, Oct 27, 2015 by Ev

Trying new things, taking risks

10:46am, Tues, Oct 27, 2015 by Laurie

Trying something new, ok to not be an expert, getting better at the task

10:46am, Tues, Oct 27, 2015 by Ev

TW but I want to be right and I don't like being told what I have to do.

10:59am, Tues, Oct 27, 2015 by Jack

Richardson Quote: The best learning comes from our personal experiences and how we connect the content being learned to our personal lives

10:59am, Tues, Oct 27, 2015 by Nat

"If you are afraid, you can't think clearly." How do we help teachers, parents, and students not be "afraid" of the change?

11:00am, Tues, Oct 27, 2015 by cheryl

Richardson – this is a change that needs to happen for students and parents, alike!

11:00am, Tues, Oct 27, 2015 by Ev

Carl Rogers: Relevancy is the key to engagement, learning, and growth.

11:01am, Tues, Oct 27, 2015 by Katie

Tony Wagner–You have to be able to use your skills in new and unpredictable situations effectively. That is true education.

11:01am, Tues, Oct 27, 2015 by Nelson

No settling for the status quo...is this the old thing more efficiently or are we opening new doors?

11:01am, Tues, Oct 27, 2015 by cheryl

Godin: learning is something you choose to do.

11:01am, Tues, Oct 27, 2015 by Veronca

Robinson– it is not always evident as to what talents and gifts kids bring to to table in the learning process and we need to help discover

11:01am, Tues, Oct 27, 2015 by Granby

Sometimes, to open the door to something that's new and different, students have to be efficient with the base knowledge.

11:01am, Tues, Oct 27, 2015 by Jacky

TW: Students need to be able to respond to new information with various responses and not be afraid to be wrong.

11:01am, Tues, Oct 27, 2015 by Jen

Seeing the selection of quotes just reinforces what is old is new again – 19th century Dewey & Emerson believed what we are moving to

11:02am, Tues, Oct 27, 2015 by Amanda

Godin – dreams help motivate and engage students

11:02am, Tues, Oct 27, 2015 by Kim

Learning is something You CHOOSE to do... it is not something done to you... S. Godin... have heard this before, but now takes new meaning.

11:02am, Tues, Oct 27, 2015 by Bob

Focus must be on learning. Wanting to learn, being prepared to learn, being inquisitive.

11:02am, Tues, Oct 27, 2015 by Laurie

Sir Ken Robinson: especially at the high school level, students should be enrolled in courses/programs that match their natural talents. Tra

11:03am, Tues, Oct 27, 2015 by Jv

Respect the child.

11:04am, Tues, Oct 27, 2015 by kpap

"If you're not afraid, you can think clearly." –Ellen Kumata

11:04am, Tues, Oct 27, 2015 by Lisa

Respect the student and create conditions in which they will begin to flourish. Learning will become something students choose to do

11:04am, Tues, Oct 27, 2015 by Lorraine

Learning needs to be an ongoing investment and learners are anxious to make deposits

11:05am, Tues, Oct 27, 2015 by Brian.

I've been part of open classroom through differentiated classroom. This seems to build more structure to the performance-based piece.

12:34am, Tues, Oct 27, 2015 by Barb

teacher–ask/prepare probing questions to help them go deeper

1:28pm, Tues, Oct 27, 2015 by Kim

teacher: create a safe environment where students can ask questions

1:28pm, Tues, Oct 27, 2015 by Jen

Trust between students and teachers

1:28pm, Tues, Oct 27, 2015 by Pat

Allison just said it; a conversation between teacher and students

1:28pm, Tues, Oct 27, 2015 by Laurie

Students must have genuine interest in something.

1:28pm, Tues, Oct 27, 2015 by Jean

Teachers need to teach students how to research as well.

1:28pm, Tues, Oct 27, 2015 by Veronica

students–tell us when they are stuck

1:28pm, Tues, Oct 27, 2015 by Kim

students: motivation to complete the task with guidance from teacher

1:28pm, Tues, Oct 27, 2015 by Jen

Students must acknowledge that they don't know everything about a topic they are interested in.

1:29pm, Tues, Oct 27, 2015 by KelDu

facilitator vs director

1:29pm, Tues, Oct 27, 2015 by Pat

Students need curiosity, motivation, and a willingness to be empathetic.

1:29pm, Tues, Oct 27, 2015 by kpap

Teacher and student must have equivalent buy-in

1:29pm, Tues, Oct 27, 2015 by Christine

Students need to be open minded

1:29pm, Tues, Oct 27, 2015 by Kim

Students must be able to do research incl. identifying valid resources and taking effective notes.

1:29pm, Tues, Oct 27, 2015 by Jean

Students must make meaning from text

1:29pm, Tues, Oct 27, 2015 by KelDu

teachers–be willing to let them struggle and stew over information

1:29pm, Tues, Oct 27, 2015 by Kim

open minded – both students and teachers

1:29pm, Tues, Oct 27, 2015 by Pat

Teachers must help students understand when an idea or claim is realistic.

1:29pm, Tues, Oct 27, 2015 by Jean

struggle, failure, try again is ok and expected

1:29pm, Tues, Oct 27, 2015 by Pat

Students must make it relatable to themselves in order to develop interest in the topic they are going to research

1:29pm, Tues, Oct 27, 2015 by SH

teachers–need to give feedback throughout the process

1:30pm, Tues, Oct 27, 2015 by Kim

Teachers must familiarize themselves with each student's area of inquiry.

1:30pm, Tues, Oct 27, 2015 by KelDu

Teachers must be flexible, empathetic, and willing to allow students to create their own meaning.

1:30pm, Tues, Oct 27, 2015 by kpap

teachers–realize and allow students will be in different levels of engagement throughout the process

1:31pm, Tues, Oct 27, 2015 by Kim

Students need the validation that there is not going to be just one “right” way of doing this.

1:31pm, Tues, Oct 27, 2015 by Marisa

I realized that I have been individualizing and differentiating but not personalizing.

7:56am, Weds, Oct 28, 2015 by kpap

I am wondering how a unit like this would be designed. The assessments seem straight forward to design but I'm unclear on unit design.

7:57am, Weds, Oct 28, 2015 by Jen

My wonderings is where my district is going to go with this? How does this impact me?

7:59am, Weds, Oct 28, 2015 by Christina

I am looking forward to learning how to create rubrics to evaluate mastery based learning

7:59am, Weds, Oct 28, 2015 by Emina

I'm wondering about the logistics of how to scaffold the release of responsibility and how to measure students' achievement

8:03am, Weds, Oct 28, 2015 by Christine

I am still wondering how to apply these strategies to teaching specific content and how to assess that students have learned those outcomes

8:05am, Weds, Oct 28, 2015 by Matt

Thinking about monitoring and assessment of mbl

8:06am, Weds, Oct 28, 2015 by Jared

If we are going to give student choice, does the teacher need to be knowledgeable in all areas the

a student might explore.

8:06am, Weds, Oct 28, 2015 by Ila

My question is how do you manage each student doing different things? How do you assess so many different things going on

8:06am, Weds, Oct 28, 2015 by Jeff

How do you manage so many students moving at so many different paces?

8:07am, Weds, Oct 28, 2015 by Jeff

Good Morning

8:09am, Weds, Oct 28, 2015 by Lisa

I am wondering about the implications this would have on "common curriculums" as it would be difficult for everyone to get on the same page

8:09am, Weds, Oct 28, 2015 by SGrillo

Wondering about assessment of MBL, creating a rubric that is broad enough to include content as well as skill.

8:10am, Weds, Oct 28, 2015 by KelDu

Looking to understand more on how to measure what matters

8:11am, Weds, Oct 28, 2015 by Marisa

Overall, I am really motivated by personalized learning and think it offers a lot to the elementary classroom

8:11am, Weds, Oct 28, 2015 by Lis

I am curious on how this may impact common curriculum and planning.

8:12am, Weds, Oct 28, 2015 by Katie

How does this play into our district's goal of common assessments?

8:12am, Weds, Oct 28, 2015 by Erika

I am wondering about how this affects common curriculum/assessments.

8:13am, Weds, Oct 28, 2015 by SH

I wonder what advice a New Hampshire teacher who has been doing this for a while would give.

8:13am, Weds, Oct 28, 2015 by Lis

Love the idea of this, wondering how to make it work with 3 preps. I think it best to focus on one unit at a time.

8:13am, Weds, Oct 28, 2015 by Ev

I like personalization, I struggle with how we measure rigor for students of varying abilities

8:14am, Weds, Oct 28, 2015 by Laurie

Would like to see examples from New Hampshire of high school schedule, curriculum.

8:14am, Weds, Oct 28, 2015 by Jean

I agree with Lis, and I am wondering what rubrics look like in my content area.

8:14am, Weds, Oct 28, 2015 by Veronica

What is the impact on marking periods and report cards

8:16am, Weds, Oct 28, 2015 by Mike

How can we fit vocabulary instruction in?

8:51am, Weds, Oct 28, 2015 by Jean

unit topic is research based argument– need to talk to you about wording and structure of what we already have and where we are going

9:12am, Weds, Oct 28, 2015 by Christina

Unit topic is Transcendentalism, creating a research project

9:12am, Weds, Oct 28, 2015 by KelDu

Unit Topic– Ecology

9:13am, Weds, Oct 28, 2015 by SGrillo

Does not quite apply to me directly right now – will partner with someone else.

9:15am, Weds, Oct 28, 2015 by Jean

My unit topic is getting students to understand themselves as a learner and what works for them.

9:16am, Weds, Oct 28, 2015 by kpap

Hey Spanish teachers, are you here again? I'd love to bounce ideas with you.

9:17am, Weds, Oct 28, 2015 by Veronica

I will be working on a political process unit for Civics.

9:18am, Weds, Oct 28, 2015 by Jen

Unit topic is literary devices

9:24am, Weds, Oct 28, 2015 by Jv

DHS biology: Unit topic: genetic mutation

9:41am, Weds, Oct 28, 2015 by Jared

Marketing Unit topic

10:53am, Weds, Oct 28, 2015 by Marisa

How to grade mastery of content using rubrics/what if you don't master the content

1:43pm, Weds, Oct 28, 2015 by Emina

Nov 23: developing our own transfer goals. creating performance task specific rubrics.

1:44pm, Weds, Oct 28, 2015 by jared

Language for developing rubrics and time to do so.

1:44pm, Weds, Oct 28, 2015 by Lis

Rubric clarification– do we need one for each competency or just for the overall task?

1:44pm, Weds, Oct 28, 2015 by Christina

Nov 23: Examples of other lesson plans with performance tasks for English Language Arts

1:45pm, Weds, Oct 28, 2015 by Jv

I will begin to adjust some of my materials I use to get students to comprehend text .

1:45pm, Weds, Oct 28, 2015 by kpap

I will work with my students write the context/elaboration strand of our writing rubric in student friendly language.

1:46pm, Weds, Oct 28, 2015 by kpap

DHS: I would like some more examples/structure on personalized learning on a day to day AND how do you manage "real" classroom learners.

1:47pm, Weds, Oct 28, 2015 by Barbara