Strand 2: Expanding Your Toolbox for Preparing Educators to Promote Progress!

Donna Sacco: Welcome to Expanding Your Toolbox for Preparing Educators to Promote Progress. My name is Donna Sacco and I'm a Senior Technical Assistance Consultant at the PROGRESS Center and the American Institutes for Research.

Today I'm joined by Riley O'Donnell our Research Assistant and Steven Prater another Senior Technical Assistance Consultant with PROGRESS, and Alex Marken, a Researcher at AIR and PROGRESS.

They'll be joining me and helping you to expand your toolbox to prepare educators Alex will be helping us with monitoring the chat rooms, as I said, and doing the breakout sessions for us.

And again, if you have any problems just message her in the chat. So, let's get started.

As I'm reviewing our agenda for today, please add your name, your role, and where you're from so that we can get to know our audience. Some people have already started doing that and I see we have people from all over today.

So, let's look at our agenda today, we hope to help you expand your own toolbox to help educators, promote progress, and when I say that I want to stress that this session is dedicated to those of you who may be working in a teacher preparation program or who are providing professional development to teachers within your school district.

We will frame today's work around some of the challenges that we want to address so after 20-minute break we're going to do this, one part, and then after 20-minute break We'll be joined by a guest from UNCC, Claire Merlin-Knoblich to discuss her work with flipped classrooms and align that to our resources.

So, if you heard Tessie Bailey just a little while ago, she talked about this idea of collective teacher advocacy, and we'd like to suggest that you consider this as you design your professional training.

Collective teacher advocacy is like far more than just beliefs, you may have heard her talk about. You know that the analogy with her son and her husband and him feeling like he wasn't capable of helping but then finding out he actually could help and have a positive effect on student outcome his child's

outcome, so that collective teacher advocacy is important for all of us to be working and doing this together, and it strongly correlated with student achievement so it's this combined belief that allows educators, to have a tremendous sustained impact on learning.

So, some of these questions were also in the opening session a little bit different but basically the same thing, what do we want for our students, teachers, and families.

What's the current reality, who are the players, what are our students, teachers and families need to be successful and how do we maximize our resources?

Let's think about those right questions I know all of you have had to adapt in the last few years, and that will continue, I think these questions help keep us focus on our goals.

And with goals in mind, I want to start by reminding you about how our Center and, in fact, our website is centered around the development and the implementation of high-quality educational programming for students with disabilities.

I hope you all had a chance to hear Tessie you know she really had a passionate opening session keynote address, and you know, we, we believe that, by building the capacity in the development of educational programming those IEPs and then the implementation of those IEPs, students have improved access and outcomes which is that free appropriate public education.

So, throughout the session we will post challenge questions. Let's start with this one. We're going to do this as a breakout session, so I want you to think about this, how do you structure in-service and preservice preparation to help educators, see the connection between that development and implementation of the high-quality programming provided to students with disabilities.

Do you provide instruction that has broken into development and implementation and in a way that we think about it, or is this idea kind of new to you?

We're going to go into the breakout rooms for about 10 minutes, and after we return, I want you to come back with something you found surprising or an Ah-ha from what you talked about in the group and you're just going to add that, to the chat when you come back that the chat box. Alright.

So, let's see I see someone is just about to enter our group here and Alex we have 42 people we're going to break into groups of let's say six in each group.

Welcome back, I see everyone gradually coming back I'm going to give people a little bit more time to come back to us, but while you're here. Okay, some people are coming back in. While you're here add into the chat box what was an Ah-ha or a way that you may be.

There is Alex. You're so on top of it. Alex just said post in the chat something that was surprising or an Ah-ha for you in this, thinking about that connection between development and implementation. Hey there welcome.

Welcome, so I gave you a little assignment to come back with something to put in the chat box if that's something that was an Ah-ha or surprising about making this connection between development and implementation. Go ahead and post it in the chat what might be one of the Ah-ha or surprises you may have had.

Or, if you want to open your mic you can go ahead and open your mic and tell us, are you thinking about that connection between the two.

Thoughtful about professional development and similar messaging for general education and special and MTSS work, yes.

To be proactive versus reactive, I know, especially these days it's harder to be proactive but it's so good, to think that way, the importance of valuing having relationships with colleagues and administration to support monitoring.

Yeah, so I do I want to keep you—access to professionals different levels of available time. Yeah, for professional development is really tricky but I really I want you all to think about that you know, sometimes we just think about the IEP and all those pieces and trying to make sure that we're meeting when we're supposed to and everything's happening as it's supposed to. All the t's are crossed, and all the i's dotted but really thinking about like it's that implementation this whole piece. I love this slide where it talks about the procedural the substantive and the implementation and that we need all of that, for the FAPE requirements, and you know that that procedural just those little bits and pieces.

That little bits and pieces are really important bit and pieces actually. But if we think of everything as an isolated concept that you don't have a good sense of how it all fits together. So, when I look back to when I was teaching and, well, when I was teaching in a teacher preparation program I think of how many students didn't see how that IDEA legal requirements and a students IEP and education all fit together. Everything was just totally an isolated concept and they didn't have a good sense of that it's all bound together. Not only that, when I was a special educator in my early years, I really didn't have it all put together, each year, I had more like oh, that's it.

So, this visual of IDEA FAPE requirements all makes sense and it helps me say oh yeah that fits together, and we found these images really resonate with people as we talk about the concept says of FAPE.

Riley if you could go to the next slide you've seen like Tessie was talking about this earlier, that these images really resonate with people this bicycle and I saw in the chat earlier today in the opening sessions how people are saying wow I really like to see how that, see how that fits, those pieces of the bike all the parts of the IEP and then putting the bikes together. That substantive part and then the implementation piece the bike parts and those procedural elements. The bike is all put together with the substantive and riding it on the road is that visual of FAPE. That IEP fully implemented successfully and with high expectations, so if you were there this morning with that video of Billy as well, thinking about those high expectations.

I'm going to turn this over to Riley right now so she can demonstrate some of the structure of our resources and how they're divided up between the development and implementation. Riley why don't you take it away.

Riley O'Donnell: Alright, thanks Donna, so what you'll see on your screens right now is a screenshot of the PROGRESS Center homepage, and this can be accessed at www.promotingprogress.org.

As Donna mentioned earlier, our website is really centered around the development and implementation of high-quality educational programming for students with disabilities.

If you notice the tabs at the top of the screen, the website is laid out so users can easily find resources devoted to the development, as well as the implementation of high-quality educational programming.

Building off of this idea we would first like to highlight the development tab, which is located at the far left top of the screen. When you click on the development tab you will see seven different sections are these blue boxes located near the bottom which aligned with some of the components of IEP development.

There are multiple ways to access these resources, but to keep that idea of development to implementation, we found that this pathway works really well for that.

Under the development tab you'll find several different types of resources to support the development of high-quality educational programming for students with disabilities.

Some of these resources, you see, on the screen, as well as more include our IEP tip sheets, self-paced training modules and archived webinars. Throughout the presentation we'll talk more about these resources and how you might use them to support educators.

The second tab over from the top, is the implementation tab. This page provides an overview of what we consider to be the ecosystem of the right stuff at the right time in education. These sections here

highlight key implementation considerations and resources and are what help build a holistic ecosystem within a school.

We know and we understand that barriers exist, but we also know that educators can overcome these barriers by implementing evidence-based practices and assessments, having high expectations for students, using clear processes for decision making and collaborative teaming, and receiving ongoing professional learning.

Similar to the development tab there are a variety of resources to support the implementation of high-quality educational programming.

Some of these resources include instructional practice briefs, protocols for progress monitoring and materials related to belonging, such as this archived webinar you see on the right.
Another feature on our website that we wanted to highlight is a location to find resources that are geared towards faculty and professional development providers.

To find these targeted resources, you can move your cursor over the resources and tools tab and select for faculty and PD providers from the drop down, we will continue to go more in depth to some of these specific resources later on in this session.

Another resource we're going to talk more about later is our self-paced training modules. To find these you can select the training tab at the top of your screen.

We're going to go into another breakout for a little bit in this time we're going to give you 10 minutes to explore the PROGRESS website.

Specifically, looking at our modules or tip sheets and some of the other resources we just highlighted, we want you to spend that time exploring the links in the tabs in discussing with the people in your room.

We also would like you to identify a resource you would like to explore more deeply after today's session.

So, Alex if you'd like to go ahead and get those breakout rooms started, we'll give you guys some time to explore the resources on our website, a bit.

Donna Sacco: yay.

Riley O'Donnell: As you guys are getting back if you could just drop in the chat either the resource or the different tool that you plan on spending a little bit more time after the session exploring.

You can drop the link, you can drop the name of the resource, you can just drop the general type of resource you hope to explore more after the session and then data I'm going to pass this back to you, and we can keep going.

Donna Sacco: Okay, thanks right Riley and I'm going to be, ooh yay IEP tip sheet, someone's talking about that right now and that's what we're going to go into in a second here. So going to give you another challenge.

If you can give me the next slide Riley, there we go. Challenge number two.

How do we design our preservice and in-service preparation to help educators see those connections across all the components of the IEP rather than those standalone pieces?

We talked about the development to implementation, but within that development piece, how do we design our preservice and in-service preparation and training to help educators see those connections across all those components. I'm going to go to the next slide and just remind you remember the bike image and I think it's such a good thing that resonates so much with educators.

I want to talk about we're going to go to the next slide and talk about that importance of getting back to the basics.

And I see Kim said so many great resources, I know we're adding resources all the time and in this afternoon session we're also going to show you how to use them with flipped sessions and how that might work and some pairings of them.

But um I want to think about just getting back to basics and Alex added a link to our tip sheets in the chat.

Want you to take a minute to just open one of those tip sheets and I know someone early on, mentioned the tip sheets in the chat from coming back to the session after the last breakout, but I'm just going to give you a couple of minutes to look at it and you know what I'm not going to send you to a breakout room again. I was going to but think about it I'm just going to pause for a minute and say.

Think about how you might use those tip sheets, whether you're in higher ed or whether you're doing professional development in your schools.

So I was going to do a breakout but you're going to get whiplash if we do too many breakout sessions so just think about this tip sheet. Open up the link to the tip sheets that Alex put in there and read one

of them, the PLAAFPs, the measurable annual goals, measuring progress, whatever whichever one you want to and look at this, there are two sided infographics.

And let's start seeing, in a couple of minutes, how you might utilize this tip sheets.

Some people have been looking at the practice beefs briefs to and teaching social behaviors I love that.

Progress monitoring student engagement transition, IEP to data collection, analysis for continuous improvement right let's see.

What might you use a tip sheet how might you set up a training and include the tip sheet in that?

Kim was talking about she liked the page called implementation of high-quality educational programming for students that disability and we've got the high leverage practices included in that, in terms of training we've got some modules coming out based on this as well.

Oh, great so, Kim and I know Kim. I love Kim. She was saying they could include those links and some of their guidance document for special ed teachers statewide and they do it teach camp, which is an induction program.

Yeah, you know, so much I think about induction so much for all of our resources really, I mean, I was in teacher preparation, so I have those preservice teachers, but when I think back to me as an educator, I needed that.

I needed to learn so much more like it's all theory and talking about writing an IEP but then those first five years as a novice educator if you have induction and mentoring these tip sheets could be great for them. Anyone else writing an IEP. Yeah, fresh ideas that's I need. I needed checklists and fresh ideas, all the time I'd have sticky notes all over my desk just to give me fresh ideas. I love that with me very, very true.

I like a checklist to just help me. Like all kinds of checklist.

So, let's go down Riley and couple of slides and let's go to that image of the PLAAFP, and I really, I want when I talk about you know all those little pieces.

What we really try to do at PROGRESS Center is think about how to connect everything back to that plan and I like this.

This diagram is a new image we have you know someone I think I see Julie Gordon here someone was talking about in her Michigan office taking threads in that plan and how that fits in with so many parts of the IEP but.

I want you to think about this image for a little bit, because I think it really helps us to think about that PLAAFP is the foundation, that's where we say how we know where the student is, what they can do, where the jumping off point is and where they need to go, what's helped them in terms of instruction accommodations modifications right, so the plan is connected to the statement of special education, aids, and services.

It's connected to the annual goals, the annual goals are connected to that statement of special ed and The annual goals you know connect to that measuring progress, but everything that participation and regular education state and district wide assessments, the date frequency, duration all of those connections and you know it brings me back to that idea of the bike again let's go to the next slide, so this is "assumacide", and Tessie loves this phrase assumacide.

When you're thinking about the PLAAFP statement if it's well designed, it helps prevent us from experiencing this dreadful and assumaside and so that's where we make decisions about programming or identify practices or supports based on our assumptions like rather than the real evidence so when you think about oh.

You know I'm teaching a methods course in higher ed, of course they know how to write a goal well because they've been taught that, they know what the plan is. Or of course, our newer teachers coming in our novice teachers or maybe even our more veteran teachers need refreshers and going back to basics like making those assumptions that they know that I don't have to touch on that is dangerous because it's really helpful to go back to those basics, and you know, sometimes I know as many years, as I taught special education, I needed reminders and other things, oh gosh I used to do that what word that we're really stopped doing that.

Let's go to the next slide I just want you to take a moment and thinking and think about this. I'm going to pause for a minute I'll read it and pause. Successful development and implementation of special education depends on the quality of the PLAAFP statement.

Huh.

What do you think?

How does that resonate with you go ahead and put that in the chat if that resonates with you at all.

And like Brittany said these tips are great jumping off point for someone like me brand new to intervention, but early childhood yeah so, we are really our mission for PROGRESS is really part B not part C, but you know what some of these tools are still applicable for early childhood.

Yeah, present levels need to raise need to connect to everything else, essential for that PLAAFP, it's critical, it has to be the foundation for everything, and it should connect to everything for the rest of the IEP, and you know the part that sometimes is difficult, is to make it really objective and not subjective and data driven okay let's go to the next slide.

I want you to think about how you might implement a scope and sequence, whether you're in higher ed or whether you're planning out your professional development for the year.

We're going to demonstrate some of the resources and the ways we've used them and trying to connect it all together I'm going to pass this over to Steven and he's going to tell you about some of the work That PROGRESS Center is done with the Commonwealth of Northern Mariana Islands so Steven I'm going to pass it over to you and show just how we put all that together.

Steven Prater: All right, thanks Donna. Yeah so we wanted to show it, you know it's one thing to just talk about how you can use these resources, but we want to give you like a practical example of something we actually have done with a group of from the Commonwealth of Northern Mariana Islands and just from now on, just to shorten it I'm going to call them CNMI so.

But what this was a this was a request that we got from CNMI. They wanted some training for their special education school staff on PLAAFP statements and IEP goal setting. So if you're like me and I had never heard of CNMI until we started working with them. They are a set of islands in the Pacific Ocean way out in the middle of the Pacific Ocean far away from everything.

It's near Guam if you've heard of Guam or if you know where Guam is. If it's more familiar to you. They are right there near each other.

So, what they did is they send a request again to help with the development of that PLAAFP statements and IEP goal setting for their special education staff of approximately 200 people through a field-initiated requests and I'll talk I'll explain what a field-initiated request is really quick before we move on, but.

So, field-initiated requests is something that we can do here at the PROGRESS Center that they're actually free if you ever wanted to inquire about those but, but they are limited in scope, so what I mean by that is, we can only do field initial request over a certain number of topics in certain number of trainings.

And we only have a certain number of staff that can do them, so we may not be able to accommodate all the ones that we get.

But if it's something that fits our mission fits you know fits the trainings that we have and we have some staff that are available to do it, we like to accommodate as many of those field initiative requests, as we can.

So, what I want to do here is just highlight how we used our PROGRESS Center resources primarily the tip sheets and the modules in this training and show you some of the activities that we did just to give you some ideas of what you can do with this information and trainings like this.

Alright, so this is how we structured the training for CNMI, this is the training schedule that we use So you can see that, for each of the trainings.

We had a module included in it, and for two of them, we had tip sheets included in each one also includes a practice session.

So, the idea was that the participants were going to watch the modules on their own ahead of time, so again those modules there on the PROGRES Center website for free.

They take about 30 minutes apiece and in those they have embedded checks for understanding and things like that, and if you complete those you actually get a certificate of completion after it's done. So, what we did is we asked them to watch those 30 minute modules ahead of time and then they would come together for these practice sessions, and we would meet during these practice sessions and basically in these practice sessions what we would do is highlight information from the modules highlight information from the tip sheets, but then, a lot of what the of what a lot of what that time was actually practicing doing the things that are highlighted in the in the modules in the practice and the tip sheets and those tip sheets are also provided on day one, so this is something that we reference it back continuously through all the training so on the next slide is where I'll talk more about what we actually did in those practice sessions okay.

So, this, this was a great, this, I think, someone actually mentioned this in the chat.

This sequence that we had was a great starting point for building the understanding of how all the parts work together how the PLAAFP connects to the goals, connects to aids and services. So it's a great building point of how they start so in these practice sessions what we did is again we reviewed the important information to set the stage for those participant.

So for you know, we hope that most of the people would actually view the module ahead of time, but, just in case they didn't, it was a good way to review what they should have learned, but also kind of set the stage for those people that may not have been able to view the module ahead of time.

But in our practice session, we also have other knowledge checks that are built in to make sure people are understanding information and then that also allows you to clarify any misunderstandings that there may be and it's just a way to keep participants engaged, you know it's a way to bring instead of just somebody talking or whatever it's just another way another activity for them to engage in.

So also, during the practice sessions, we would provide examples and non-examples of PLAAFPs and goals, so we would show a non-example and then have them identify like well what components are missing, because in the modules and in the tip sheets, it kind of highlights here are the main essential elements of a PLAAFP statement, for example.

And so, we would give us an example of a non- or non-example and say like okay what's missing what should be included that's not included.

But then we would also show examples of components or a PLAAFP that does have all the components.

So we would just wanted to show like what a non-example and example would be that's part of what we didn't these practice sessions, we also had people actually bring their own PLAAFPs and goals, so they would bring an IEP so we can look at their actual plan and goals that we have written in we would have activities about those and I'll explain a little bit more about those activities here in a little bit.

So, let's go ahead and go to the next slide please.

Alright, so this is just an example of what we did in our training, so this is an example of a PLAAFP structure that we provided the participants that would include all of those key ingredients that need to be in a PLAAFP statement.

So just as maybe you would as you're teaching students, how to write paragraphs, a good paragraph, for example, you may have sentence starters, you may have what a structure of a good paragraph that look like so we're kind of doing the same thing here we're just giving a structure of what we would suggest a good PLAAFP would look like and then that way they can help them fill in the blanks to write those good PLAAFPs.

So, we would have this as like a structure to give them and then on the next slide we would give an example of what this would look like so here's an example, you know we're not going to read through this whole thing I'm just kind of showing you what this looks like so.

And this is not meant to be an exemplar we're not saying like here's the absolute best kind of PLAAFP that you could write.

We're just showing here's an example of a PLAAFP, and this PLAAFP includes all the elements that we talked about, and so this is an example of what it would look like, so this is kind of what we did in our training we would provide examples of using those key elements and seeing what that looks like.

All right, alright, so now we're going to talk about a few of the activities that we did so I said I mentioned earlier that we had them bring their own PLAAFP and their own goals and we had these activities set up for them to do. So, these, this is an example you could use this as a breakout session or this is also something you could use as homework like if you don't have as much time. Usually, when we did these sessions, they are about two hours long an hour and a half to two hours long.

So, if you don't have that long you could do these as homework activities, instead of maybe in the training sessions.

So in this session, what we're doing is we had them actually have different color highlighters and they would highlight the different needs in the PLAAFP statement and then say if and then have them look is there an actual service, or modification or something that is related to that need that's addressed. So is that, is that need from the PLAAFP actually addressed in the IEP somehow as a service or accommodation or modification or whatever.

So the importance of this is just helping them see that it's critical that PLAAFP like we've already kind of said before sets the sets the table for everything it sets up this is what the student needs. So once we know what the student needs are we making services are we making a combination of modifications to address those needs that that we say the student has. So this is that activity was trying to highlight that that connection that we're trying to help people make.

Alright, so here's another sample activity that we did so, this one was about goal statement so again in the modules and in the in the tip sheets, we have essential elements of these are the things that should be included, with a goal and they're listed there the conditions, target behavior, and the proficiency criteria. So what we did here is, we had we had people at participants look at their own goal statements and evaluate them like does your goal statement have all the things here that we're that we say you should have in a goal.

And the point of this was well number one they could evaluate their own and see how they're doing.

And number two if they didn't include all those things, then they can know how we can refine it what ways can we make it better so there's the reason that we did this is This will help teams know that to

help them all start developing goals in the same way, so if they all know they're supposed to have these essential items.

And they can help each other to make sure they have essential items so kind of kind of level sets and make sure everybody is doing the same thing across all their teams are across their schools.

Alright, so here's some lessons learned from us from just doing these.

These not only come from the people that that did the presentations, but this also comes from the participants when we get feedback from all these sessions and participants, let us know, what can we do better, or what worked. So here are some lessons learned from the people that presented the information and from the participants.

So, number one was know your audience. So you can know your audience and you customize the pace and the content cover to their level of readiness so sometimes you may have to spend a little more time on basic concepts, just maybe from gaps of knowledge, or maybe these are brand new educators, or whatever. Whatever the case may be, but you can customize based on what your audience needs to know. Number two they're have participants complete the module before the practice session so I kind of talked about that, before but that's best if you can do that. We know that's not going to happen 100% of the time, but one thing that a group did say that helped is. One group that we train said they watch the module together so they watched it as a group, and then that way they can kind of process it together, they can come up questions together, so when we come to those practice sessions they're already ready to talk about it, they already have their questions they already have the things that they're clear and unclear about so that was a good way to do it.

Number two to try to encourage people to actually do the modules ahead of time, you can ask them to provide their certificate of completion so you're going to get they'll get a certificate of completion after they complete the module. So just say like hey bring your certificate of completion to the practice session and that just helps people say like oh I better do that so I'll have my certificate of completion when I go. So just a little tip there.

The next one, there is provide opportunities for groups to work as a team and invite general educators, to learn as well. Okay, so this is going to help build a collective understanding between general and special education, special education teacher so as we said before, I think, as Tessie said in her keynote these are general education students first and then they need special education services, to help them in the general education curriculum.

So once as much as general education teachers, educators and special educators can understand the same thing and have the same language and same understanding as on topics such as PLAAFPs and goals, the better, you know that way everybody's going to be better equipped to help the student.

The last one there says encourage participants to replicate the activities with additional IEPs as homework after the session.

So, if you do those activities like I talked about in the session then say like okay your homework is to do it again with a different IEP.

Check your PLAAFPs on this one check your goals on this one, make sure you have services and things that connect to those PLAAFPs.

Just to give them another opportunity to practice and then you could do like consultation and coaching with them and say like hey let's look at your homework together what did you find what did you did you see things you could improve of your goals; did you see your services connecting to your plan statements it's just another way you can do some consulting and coaching after the trainings.

So, if you like, the structure, if you like this idea of doing it this way, you can actually go back and watch the other team is presenting at the same time as us, so their training is called making connections and sharing the parts of the IEP work together to promote progress so that's the other one that's going on at the same time, but they're recording it as well, so.

You know, whenever you have time, you can go back and watch that one and they kind of demonstrate this so you can see how it works in real life so that's all I had to say about this I'm going to pass it back to Donna, to continue here.

Oh, you're on mute Donna.

Donna Sacco: Thank you so sorry about that so thanks Steven I really want to encourage you to go back and watch that recording of the other session, when you get a chance. I've used this structure, myself and working with school districts.

And you know I did find that sometimes people don't do the self-paced module and advanced it's about 30 minutes you know, but it might seem like oh so much when our self-paced modules do have certificates of completion, at the end, which is awesome if you're in higher ed they can upload those as part of the homework and we're going to show you in the next after the break when we come back how to utilize these as a flipped instruction, flipped classroom, but also how do you get people to really complete those modules and do the work beforehand. So that will bring you some pointers there. I want you to just stop and reflect for a couple of minutes, think about how, you might include some of these ideas and really thinking about scope and sequence add some of your thoughts to the chat.

Thumbs up if you think you can use any of these ideas in your work, let me see thumbs up, can you get that in the reactions down below and in the chat how might you include yay they say.

How might you include these ideas in your scope and sequence thanks Amy, Jennifer.

So, let's see in the chat I love the example of present level related to math yes, functional performance, you know actually some of our examples I don't know that we have them written now right now we're working on some of those, but you may see some of those in the modules oh great I can't wait for you to print those out either.

Yeah but I, you know, think about that sequencing like, how do you start with that big foundation and then what are you going to add in how do you include the instruction as part of that as well okay let's go to the next slide we're going to have a break in a little bit, but I just wanted to give you an idea of what's coming up next at 2:20 will start really promptly at 2:20.

A good colleague of mine is going to be joining us she's a friend and colleague from the University of North Carolina Charlotte where I used to teach.

Her name is Claire Merlin-Knoblich and she's going to lead a discussion on using our resources in a flipped classroom model, so you can do that for professional development, or at the university level.

I think you'll find some good tips and tools during that and then we're going to show you how to pair some of our resources in that next portion of this session so go take a break, you can stay in this room, you can just turn off your camera and your microphone if you want, or you can go out and come back, but I hope you do join us, because that we have great guests who will be sharing her resources with you.

See you back at 2:20.

Thank you.

We want to remind you that we are recording and if you don't want to be on the recording you can just take your picture off screen and now are we going to start this with a new challenge so let's go to the next slide and challenge three.

How do we maximize the time by leveraging asynchronous and synchronous learning opportunities?

Well, joining us for the second part of this session is a friend and colleague Claire Merlin-Knoblich from the University of North Carolina Charlotte. As I promised earlier, she is going to be joining us and when I was a professor at UNCC we were colleagues, and we were both very involved in our Center for

teaching and learning. She teaches in the department of counseling at UNCC and one of her research interest is in using the flipped classroom so welcome Claire great to see you here.

Claire Merlin-Knoblich: Thank you for inviting me and hello to everyone logged on.

Donna Sacco: yay thanks sure thing.

So, I'm going to pin you so that people are really looking at you and, Go ahead Riley.

Claire Merlin-Knoblich: Wonderful thanks Riley appreciate you clicking while I'm speaking here for a bit. And so thank you again for having me and thanks for listening for those of you logged on.

Donna asked me to speak a little bit about flipped learning today, which certainly is a passion of mine, both as a faculty instructor and as a researcher.

But I do have to preface my information about flipped learning with this slide here, right, That if you know anything about flipped learning, you know that this presentation is ironic, because it is not flipped.

If it were flipped, I would have had you view a brief video lecture before logging on today say as homework and then, when we came together, we would engage an application activity based on the video lecture you watched.

But one important guideline for using flipped learning is to know your audience and know your context and so Donna, and I certainly agree that, in this context, it would be better, just to do a traditional lecture about flipped learning.

So, if you're not familiar with flipped learning I'm excited for you to learn a bit more about it today flipped learning is an innovative teaching approach in which students view prerecorded video lectures outside of class and then in class engage solely in application activities or application-based activities to really apply the course content that they've learned about in the video lecture.

Donna Sacco: And I'm going to jump in Claire so if it's not a lecture of an instruction about if it's not a video of a lecture does that still work and does it still work for professional development.

Claire Merlin-Knoblich: Yeah so, the one thing I love about flipped learning is that there is a lot of flexibility and there's a lot of different ways to interpret it.

I see flipped learning as a tool, so if it's a tool best used in a traditional K-12 classroom or a higher ed classroom, great. If it's best used in professional development, you really can adapt it to whatever setting you want.

And there also are a range of definitions, so I have a rather narrow definition here, right. That it has to use a prerecorded video lecture.

And you don't have any lecture in class, but other people take more broad views on the definitions and so that prerecorded video lecture might be a video from another source, or it might be some other sort of multimedia engagement assignment, you can give students outside of class to teach them the core content.

So, just to clarify even further again if you're new to the concept, it can be helpful to understand how flipped learning, or a flipped classroom compares to a traditional classroom.

So traditional class or traditional PD typically involves lecture occurring in class or in the professional development session and then homework occurring outside of class.

And so, for instructors this typically means planning that lecture planning that presentation, for the time together face to face.

And then they may plan in class activities in which students or attendees apply what they're learning that tends to be a trend nowadays, right. We don't solely engage in lecture when we're face to face but traditionally there is some sort of lecture component in a non-flipped classroom or PD setting.

To contrast in a flipped classroom the lecture would be delivered outside of class via that video lecture and instructors can still assign homework, so when I flip a class, my students view a 15-to-20-minute video and they read a book chapter or and they read a peer reviewed research article sometimes they listen to a podcast episode.

It can vary and then in class, I am an tasked with really designing meaningful application based lesson plans in which I get to be very creative and think about how I can put my students to work, how I can have them do group based activities or independent activities where they apply the knowledge they learned in the video lecture and they synthesize that material to really explore deeper and to improve their learning process.

There is all. I see a lot of benefits of flipped learning and thankfully research has really helped us understand the depth of those benefits but we've listed a few here. One is that in a practitioner based discipline, flipped learning can help solve this dilemma of needing to lecture but also needing time to practice. So my background is in school counseling and I work in counselor education and we can never

have enough time to help our students understand the material they need to know but also role play counseling or go to our counseling labs and practice on each other, and I know this is often the case in teacher education as well.

In other disciplines. And so by removing the lecture from class time we really open up all of class time for just practice which can be quite an asset.

Sams and Bergmann have also pointed out that flipped learning as a tool to encourage the synthesis of material, to hopefully catalyze critical thinking and students in that higher order thinking because they're not just sitting passively receiving information like they would be in a lecture but they're really applying it and practicing it and a hands-on manner.

And it can help emphasize the application of key ideas to that practitioner context again.

So, a few more benefits here to note a lot of authors speak to the fact that flipped learning is really student centered instead of teacher focus.

If you ever walk into a flipped learning classroom, you'll notice this even just visually that often the instructor is not at the front of the room. In a flipped classroom right, but perhaps students are working in small groups are talking in pairs and the instructor is walking around facilitating that experience. It also allows students to access content when needed, that was actually one of the evolutions of the modern flipped learning movement or one of the impetus for that movement was Bergmann and Sams, they're two teachers who promoted flipped learning from Colorado and they noticed that they had many student athletes in their high school classroom who would always miss their class at the end of the day, because they had to travel pretty far away for sporting events, because they played on the athletic teams at the schools, but by prerecording the video lectures those students could still access the content from home they weren't missing out on the content in the classroom.

And then, lastly, and flipped learning certainly allows for a range of differentiation and supporting diverse student needs.

Because the students can gain access to the content, at home when they get to the classroom as an instructor you can design, maybe multiple activities, depending on your students' learning needs.

Or you can scaffold those activities and differentiate them in different ways, because you're not obligated to stand up the front of the classroom and lecture but, instead, you can have your students synthesizing and applying the content they've learned about while you support them.

So, I think that flipping a class really comes down to three rather simple steps, and I do think it's important to have some sort of video lecture component, then I recommend having a pre class question and then of course the in-class activities are the most important part.

So, when considering how to create a video lecture, I would first remind folks that you don't necessarily have to create a video lecture so a lot of video lectures already exists out there, and perhaps there's a resource or multiple resources, you could use they're really aligned with your vision for what you already want students to know.

Donna Sacco: I was going to mention something we talked about earlier with embedding our self-paced modules that have embedded checks for understanding and they're not video lectures, but I imagine they still work just as well.

Claire Merlin-Knoblich: Absolutely if they're still delivering course content and if they have built in, I mean checkpoints that's even better, and that you, the goal for your pre classwork, your video lecture is going to be just delivering that material, whether it happens in a module you can access from elsewhere or if you're sitting down in front of a computer screen making your own video lecture.

Researchers do recommend that these video lectures if you are going to make your own are pretty brief. So, you might want to keep that in mind we're not taking you know, a typical 15-minute lecture and just putting it on YouTube.

What you are doing instead is looking over maybe a typical lecture you would deliver, really compressing it down. So I asked myself when I'm making video lectures, what information do my students need me to explain like what they cannot already gather from reading the book chapter.

I also asked what personal experiences or anecdotes I can add, like, I might if I were lecturing in front of them to make things interesting.

And what are the most important core concepts that I want them to know, certainly in a long 30-page textbook chapter, I don't need them to really know everything on all 30 pages. So creating a video lecture forces me to consider what's most important that I want to lecture about.

And then, a pre class question and, sometimes, this is called by Just in Time teaching that just in time teaching approach, this is a way to survey your students after they've done their homework, they're pre work after they've watched the video lecture done, they're reading, but before they come to class.

And I encourage anyone who's considering flipping a class to think about the purpose of this pre class question so oftentimes it's for accountability which I completely understand.

If you are worried your students simply won't watch these video lectures, I imagine you also are worried they don't typically do the reading you assign or the homework you assign at home.

A pre class question can be a question on your course website, or something they bring to class and that you've assigned that they can't answer without watching the video lecture.

And you can also contemplate a range of formats. It can be a typical multiple-choice question. It can be more of an essay, or you know brief essay question, maybe short answer paragraph where they have to synthesize some of the information they've learned.

And you also can use it as a way to point out those most important topics, you want them to know. So, for example, I teach a human development course. All of my pre class questions in that course are actually on the final exam. Students don't realize that until they get there, but that is sort of my nudge to them that hey, this is an important topic that's why I'm asking a pre class question about it.

Donna Sacco: I really like this, because I think you know it helps eventually preservice and in service teachers learn that oh yes we have to do this in advance, because we will be needing to apply it. But I also imagine that, like for in service teachers, it might be more of a reflection question related to how they view to given concept, like a class or you know, after completing the module so I think those pre class questions can probably be pretty important.

Claire Merlin-Knoblich: Yeah, and also informative to you as the instructor or you, as the person delivering professional development.

So, I teach graduate level courses, but I would say I teach at two o'clock on Thursdays, I make sure that the pre class questions are due at noon on Thursdays, so I have a couple hours in there to review the answers.

Once in a while, all the answers are wrong, and I know I really messed up here right, something must have been wrong in my video lecture, or you know I need to better explain a concept.

And then I can go to class knowing we're going to start with me clarifying this concept. Other times it's just helpful to get a preview of how students took to the material and hopefully confirmation that that they understood what you were teaching.

And then the last step is those in class activities and flipped learning, authors love to point out that the in-class activities are the most important part of a flipped classroom.

The video lecture tends to be shiny and new the pre class question can be kind of fun and innovative, but what you plan for your time face to face with your students is the most critical element of a flipped classroom because that's where you really are helping them apply the content and synthesize it.

There are a lot of activities I'm sure you all as educators already know how to make things engaging and innovative.

I do a lot of group work with students. I do a lot of case studies. So I might play a clip of a video or a podcast episode and have them apply the theory that they watched a video lecture about, or I'll have them write their own case study and then give it to another partner group who has to analyze and apply the concepts they've learned about.

If you're in a practitioner discipline, like, I am in counseling it's also just a great opportunity to embed a lot of role play or practice and let students give feedback to one another.

Donna Sacco: yeah, I love that. Thanks.

 Claire Merlin-Knoblich: mm hmm. So just some final tips here, if you are new to flipped learning, I know it can feel a little bit intimidating.

Just like any new teaching approach right we all are afraid of it at first, but I have had a lot of success.

As have some of my colleagues with starting small. So if you are mapping out say an eight-week unit in your course you know, maybe you try flipping two or three of those class sessions.

This gives you some time to create or find the video lectures or the modules and also gives you some practice designing those in class activities.

And then maybe the next time you teach that unit you do two or three more, and then the next time you finish it off that can be one way to manage the workload that can go into to flip learning.

You also can collaborate, so if you're teaching the same subject area or delivering the same PD is someone you know elsewhere, you certainly can share the duties and making a video lecture or planning those activities.

And of course, it's also helpful to embrace the prep as an investment, so I flipped a school counseling course this past spring.

I first flipped it, I want to say three or four years ago, I still use the same video lectures that I made three or four years ago.

I might update one every semester, because I think you know I really don't love that one or things have changed about that content area.

But it is helpful, a lot of educators, I think, are scared off because they think flipped learning involves way more work than a typical non flipped classroom.

I would disagree with that, especially if you already have resources or modules available like you do here. And if you keep in mind that even teaching in a non-flip way you start to prepare a whole lecture so there certainly is an investment if you prep ahead and, of course, like always you know seek your participant feedback ask your students halfway through a flipped unit what their experience of it is if they're enjoying it that can be validating to yourself to keep going.

And, according to the research most students do have really positive perceptions of their flipped learning experiences and we have a lot of research showing that flipped learning can improve academic achievement and learning, so I would keep that in mind as well.

Donna Sacco: Thanks so much Claire I hope you'll stick around people can put comments or questions into the chat and maybe you can go ahead and answer them in the chat that'd be awesome.

I think you know also what I've noticed, as I used to flip my classrooms and I'd have classes as big as 150. But then students would work in groups to apply the knowledge they learned in the discourse that was going on and the real like deeper level understanding was just awesome and they love those interactive classrooms same thing and PD.

 Claire Merlin-Knoblich: So that's really, really impressive I hear sometimes from folks oh I teach yeah 200 student class, how could I flip, but I think you are really great example.

Well, why not, what would be different, you know if anything you're giving your students, a lot more engagement than they would get otherwise. yeah, good to know.

Donna Sacco: yeah, and they always had to have something at the end of the session like a ticket to hand it.

Thanks well, thank you Claire and then stick around I'm sure people go ahead and put questions in the chat, and she'll be able to answer them for you and then Riley I'm going to turn it over to you so that you can talk a little bit more about our self-paced learning modules and other resources.

Riley O'Donnell: Thank you Donna and thank you Claire.

So, what we're seeing first here is how to access the self-paced modules. I know we've talked about these a great deal, so far, but if you want to locate them, you're just going to go back to the PROGRESS Center homepage, and you can click on the training tab at the top of your screen.

We are adding new self-paced modules to our learning management system, all the time. Right now, we have eight modules posted and they are roughly 30 minutes each which can be completed at your own pace and as Steven said earlier, they include knowledge checks and a certificate of completion.

The current learning modules that we have posted our Introduction to Federal and State Laws Impacting Students with Disabilities, the IEP Team: Who's Who and Other Considerations, IDEA and the IEP: From Compliance to Progress, The What and Why of Measurable Annual Goals, Path to Progress: Developing and Implementing High Quality Educational Programming, The What and Why of Present Levels of Academic Achievement and Functional Performance or the PLAAFP statement, Introduction to Intensive Intervention, and many more on the way.

So, if you find one or any of the modules that you might find interesting, you can click on it, and this is the page that you'll be brought to.

When you click on the module, you'll be given a lot more information about the course including an overview and related resources on the topic of the module. If you decide to go ahead and complete the module or assign it to people, you can access it by clicking the green bar located at the top right hand of your screen.

In order to access these modules, you do have to create an account. This will help us keep track of what modules you have completed and which ones you've completed yourself.

These modules and tip sheets are a great way to flip your university classroom or to have teachers come prepared having completed this pre works that they've a foundation to start from before professional development session.

In addition to our self-paced modules, we have archived webinars on a variety of topics for a bunch of different audiences, which include additional resources on the topic and can be viewed in full or in part, before a lesson or training session.

We're going to pause again. In your experience, do you have any tips for using a flip model classroom successfully perhaps if you do provide us a thumbs up if you're like a flip flipped classroom model could be used in your professional development or university class settings.

In the chat, how might you use a flipped classroom model with our resources do you see any challenges with using this model how might this model and trainer instruction.

So, think about that for a bit, and when you feel moved or have an idea, you can add your response in the chat.

Donna Sacco: I see that it's some information there in the chat, that can be really helpful, I also see Laney said that she is using it, or she thinks she can use it. So that's awesome. Yes please feel free to add to that.

Whitney said she wants to try, she thinks the challenge would be students completing the task and that's yeah, that's why, like you get these certificates at the end of completing the assessment, but I mean the self-paced module which is awesome because they have to hand that in to show that they completed the assignment right.

And there are other ways of doing that, as well, I don't know Claire if you want to add into the chat different ways that students can I know if you're using a learning management system, then you can see that they've watched something with our self-paced modules they can't skip ahead.

Riley O'Donnell: Steven I'm going to pass this over to you as we head over to our next challenge.

Steven Prater: All right, alright thanks alright so let's look at our next challenge it says.

How do we facilitate discussions about critical topics related to related to developing and implementation of high-quality educational programming for students with disabilities?

Alright, so if you think back to earlier today to our keynote presentation and where Tessie played that video about high expectations with Billy and that's one of our Stories from the Classroom then we're going to talk a little bit more about here in a minute.

But we're going to model this challenge. We're going to model, how to how we could do this challenge with a video about belonging and tomorrow's session on belonging. So if you are sign up for that session, then you can look forward to that, and if that sounds interesting to you, then you can register for that session as well, but we're going to look at that more tomorrow about belonging.

Alright, so these stories from the classroom. Let's go on to the next slide there you go where can you find these stories in the classroom series. So, if you go to the homepage and you click on the resources tab, there is, there will be a drop down and then you'll see in the drop down our stories from the classroom are one of the things you can select from that drop down. S they're very accessible very easy to find from the homepage of the website.

So, these stories from the classroom, we are talking about a little bit about what they are exactly, so there are three-to-five-minute videos. Y'all saw one today, so you saw an example of one what one looks like.

There are three-to-five-minute videos on the following topics there's belonging, honoring parent perspectives, language, high expectations, inclusion and activities, and disability as an equity issue. Okay, so if you go to the Stories from the Classroom page, you'll see these videos.

Then you can use these as discussion starters, for these topics, so if you're thinking of a way to how can we have a good discussion or hard discussion about one of these topics. This is how you can start it off. This can be the introduction to having that conversation.

Alright, on the next slide so we're adding something new now to these resources. We're adding these classroom discussion guide so.

So, this year we're pairing those videos, those stories from the classroom videos, with discussion guides that will build a structure that's developed by the IDEA partnership and can provide a great structure for stakeholders to make meaningful conversations together, so these discussion guides can be used to facilitate staff discussions.

So, they're going to include information to support facilitating the discussion, reaction questions that will support teams in reflecting and sharing their perspectives, application questions designed to build understanding and action and additional resources to support further focus on that topic. So, we currently have one developed that accompanies the video about words matter. But where there are two that will be coming in the near future, one on fostering belonging and the other about setting high expectations, so those will be coming soon so I'm going to send it back to Donna, for her to continue.

Donna Sacco: Actually, thanks so much Steven, I just wanted to add to that actually the one we have on fostering belonging is the one that we have ready to go the words matter one you're going to help us with that today.

But the fostering belonging has links and resources that go along with it. We're also going to do a one pager so these were actually modeled after some discussion guides IDEA partnership created. Ours are different, but we use their structure to model these so like say a principal is going to do PD for their, his teachers or her teachers and you can just look at it quickly play the video and some possible discussion questions are there as prompts.

And it's just a guide to get that conversation going we're going to show you a video now, so you saw the one about with Billy earlier.

This one and I really utilize some of my favorite students from UNCC for these videos so this one is I'm thinking of the words matter, and this is Julie Lang.

We are going to watch the video, and what I want you to think about as you're watching the video is how could you use this to start a discussion and what questions might you ask okay let's listen to the video.

VIDEO: In this Stories from the Classroom video, Julie Lang recalls how as a high school student with cerebral palsy, one teacher's poor choice of words stunned her, while another teacher's high expectations launched her forward. Both of these experiences helped her become the fearless teacher she is today.

There was one teacher in particular who wasn't sensitive to me having cerebral palsy, and she wasn't super rude about it, she just wasn't aware. She said "Julie, can I talk to you after class?" And I said, sure. And she very politely, said to me, "Do you have any special instructions?"

And I knew at that point, because I was a sophomore in high school, and so I knew at that point what she was getting at. And she was getting at, "Do you have an individualized education plan that I need to follow?" But that's not how her words came across. They came across as if she was saying, "Julie do you have any special instructions?" And my first reaction was, no I'm not a toy in a box that you put together. I'm a human and I'm in math class. And I just, I was in tears and for the rest of the day. And I share that story because that was truly a teacher who was trying very, very hard to be sincere in her approach to having a diverse student. But she failed because no one had taught her that words are super powerful.

Another teacher who gave me a lot of inspiration was my civics teacher in high school, and he said, "So, Julie, you need to go take that advanced placement United States history course." And I said I can't do that.

And he said, "Yes, you can." And I said, but I'm scared. And he said "OK." He said, "Go do it anyway." You've got the potential and when somebody says, you have the potential then I want to see that potential come to life. And the light just kind of went off, that people that I admire are watching me and they want me to do something great.

But I encourage teachers at all levels to ask questions, don't assume that you know. Just remember that anybody who is fighting an obvious difference and is being very, very brave and bravery can come from things that most people take for granted and you're never going, you're never going to know what that piece of bravery or courage is. But know that somebody is coming into your classroom with an extraordinary amount of courage and you're either going to let that courage unfold or you're going

to, as the author of the Courage to Teach says you're going to let that student be their fears and that's never something that we want. You can have your fears, but you we don't need to be.

Julie Lang is a high school history teacher at Walnut Grove Christian school in North Carolina.

Donna Sacco: I'm sorry about the video being out of sync.

Believe me, it's not when you download it, I think sometimes when you're doing this virtually so my suggestion, when you're using videos virtually is either embed the video in your PowerPoint or if you're doing it from online and it's virtual to play the whole video first so that it catches up.

Sometimes you have to play it once or twice to keep it in sync but the video itself is actually in sync if you just play it right off the website for yourself or you're in a classroom or if you download it for students to access with the link.

So, what I'd like to do is go to a breakout session and in this breakout session, what I want you to do is come back with two questions you might ask to facilitate a robust discussion when you're using a video this video this video in particular. Thanks Brittany, I think it's very powerful tool too. Julie is amazing.

But so, if you were going to show this to in service teachers or to preservice teachers, what I want you to think about what questions might you throw out there to facilitate a discussion using this video then start to as a jumpstart.

So Alex put the question that we want you to come back with. Thanks. And we're going to let you go to 10 minutes come back with two questions you'll put in the chat. Okay thanks we'll see you soon and 10 minutes.

So, I see people are starting to join us again from the from the breakout session. Welcome back. I'm, welcome back, I'm going to give people a chance, we'll get our numbers back from this breakout rooms.

So I am going to tell you guys, this is going to be so helpful to us, because we have some ideas, we have a draft of our discussion guide that goes along with this video, but please add one or two questions that you might pose to group of pre service or in service teachers or administrators or to whom you're providing professional development, what kinds of questions might you ask to just prompt a discussion a really robust discussion using this video.

I'm going to let you give you some time to type.

How do teacher's words impact Julie's sense of belonging? Yeah, so tying this video back to the belonging as well, we have a different video we use for belonging with all the resources to go into it.

But that's great tying those two things together, I like that I think sometimes teachers don't know how to talk to students about their IEPs either.

Please continue to add your thoughts. How would the teacher have phrased their question for special educators, special instructions more sensitively and do the teachers have access to the important information? Yes that's a great one Andrew because I know you know elementary school it's almost easier when students get into middle and high school it's much harder to make sure all those multiple teachers know what's on that IEP.

We all have fears we don't have to live by them, isn't that a great one, speak with your elbow partner about how this quote speaks to you then watch the video.

Oh, that's awesome yeah so putting the quote out there first and then watching the video I love that.

Guys I love these ideas keep adding them into the chat box and I want to keep those so that we can possibly help formulate our discussion guides and you will have contributed to that. Alright so let's keep going and I'm going to move on, so that we can get you out of here in five minutes, I want to show you how to put it all together for professional learning.

What I think about I'm going to show you some pairings and where do you start right with all of this, so. On the next slide you'll see that one of the good modules to start with, is IDEA and the IEP from compliance to progress. And that module about 30 minutes has that bicycle image in it the bicycle parts I'll put together and then getting it on the road.

I think that's a good starting point a lot of people don't really know what the law says what does IDEA say, and our tip sheets will say like what the law says, but then in addition to that you know what you might also do for best practices um let's go to the next slide so here, here are some of my perfect pairings.

The first one is using that self-paced module, of the what and why of a present levels of academic achievement and functional performance and then you can pair it with this. The tip sheet on PLAAFPs where they can have that refer to it, while they're watching and then later in class if you are living your model when they're actually applying their knowledge and then, if you wanted to add a video to that, you could add this next one stories from the classroom focusing on strengths within assessment and classroom instruction she also talks about how to include students in on their own data so that they understand their data better.

And then on the next slide here's another I'm just giving you some examples of how you can put our different materials together, so this other pairing I have is the one, why have measurable.

Excuse me annual goals so that's the self-paced module and then you could add in on top of that, the tip sheets for measurable annual goals you could also, there's another tip sheet on measuring progress for on your on your goals and then there's also a video here which you saw this morning of you were at Tessie's opening. This is the Billy video, Billy Pickens also from UNCC, stories from the classroom appreciating high expectations, so that you really want students to know you know want to see them make progress in their eyes he's right, given their individual circumstances. So these are just some ideas that I wanted to give you so that you have an idea of how you can put them all together, to use them for a whole lesson and how you can think about, you know, looking at our resources and how might you structure the sequence of your courses in In teacher preparation, where all of the professors are kind of understanding that IEP and how they then incorporate it into their methods courses.

And you can think about it for pacing your professional development throughout the year. So those are just a few of our ideas. If anyone has questions, feel free to ask us any kind of questions we're going to be staying for the open session, where people can just come and talk and that happens, right after this I'm just going to stay right in this link, I believe, is that right Riley do we just stay here for the room or it's a different link.

Riley O'Donnell: Different link.

Donna Sacco: Okay, the different link alright so I'm going to go to that other link and then in that link will just have some sharing from you all. Keep adding questions if you have any will keep monitoring the chat.

But if you want to stay up to date sign up for our newsletter on our home page and follow us on Twitter and Facebook, I like to always put things on Twitter and Facebook, so you can follow us there and again just as a reminder, we are funded by the US Department of Education Office of Special Education Programs, so we have not officially endorsed any product commodities service or enterprise mentioned in this presentation.

And to remind you what's coming up tomorrow, so these optional networking discussions we're going to do one tomorrow 10:15 to 10:45 and I was talking about the one we're having this afternoon, right after this.

And we have a break general session panel discussion I'm going to be leading that panel discussion will have three people from our stories from the classroom teacher of the year in Washington state, Billy's going to be there, so you get to meet him and hear all about what he has to say, and a parent and a special education director and someone who does assistive technology for DC public schools.

And then we'll have concurrent sessions again. So don't forget about our scheduled tomorrow. We have some references here some of the things Claire talked about she's written and researched on the topic of flipped classroom. So don't forget, you have to register for each session independently, so if you haven't registered and you'd like to attend there's still time you can do it right before the session and you're still okay so.

Thank you, Brittany, I'm so glad, I'm so glad that this is helpful to you. I understand it's a little different from early childhood, but hopefully the messages are, you know the same that we really want to get to know our child our children, our students individually and have high expectations and make sure we change the face of teacher preparation coming forward so. Thank you everyone, and I will jump into that open discussion room.