

00:32:13 Anna Daly: Hi from Tuscaloosa AL. Favourite feedback=specific and applicable

00:32:16 Karen Doyle: Karen Doyle, Alaska. Instructional mentor for the state of Alaska. I like specific feedback that helps me continue what's working.

00:32:16 Pauline Mills: Pauline Mills from Las Vegas NV (Principal)

00:32:17 Pam Reed: Specific and constructive feedback!

00:32:20 Vicky Frey: Vicky Frey Palmdale, CA - Voice feedback to students via Google or vocaroo. Students get to hear the teachers' voice and expression.

00:32:36 Katelynn Seger: I just got my book the other day! Finally!!!!

00:32:48 Lisa Earle: Hi! I am Lisa Earle from Buffalo NY, I am a TA & PD provider at Erie 1 BOCES

00:32:53 KIM CALTON: Just got mine yesterday!!

00:32:54 Claudina Garcia: Question: What is an effective way to get an authentic piece of writing for assessment purposes?

00:32:54 Adrienne Shlagbaum: Love it! Great reminders for being in the school

00:32:55 Claire Kowal: Save 25% on The Distance Learning Playbook for School Leaders at this link! <https://tinyurl.com/y3rbsq9w>

00:32:56 Cheryl Jackson: The book is phenomenal.

00:33:03 Tara Colville: Tara Colville, Induction mentor in Escondido, CA

00:33:17 donna rhinesmith: Donna Rhinesmith, Kirksville MO

00:33:31 Sheila Ansah: Feedback on what I'm doing well and what I should work on. I'm a life long learner!

00:33:36 Timothy Tibbs:
Timothy Tibbs, CA, Twin Rivers Unified School District, newly hired Student Learning Coach in Sacramento. IN terms of Feedback it positive and constructive feedback that is timely

00:33:37 Claire Kowal: Teaching Channel can be accessed here:
<https://www.teachingchannel.com/>

00:33:37 Sheri Siegel: Hi! I teach K in Boca Raton, FL

00:33:39 Catherine Guimaraes: Teaching Channel can be accessed here:
<https://www.teachingchannel.com/>

00:33:52 Vernae Bezeal: Vernae Bezeal Pre-K-5th Instructional Coach NYC

00:33:57 Gail Waugh: Hi I Gail from Melbourne, Victoria, Australia

00:34:12 Emily Wilson: Emily TOSA in Campbell, CA

00:34:25 Tracie Reed: Hello from West Linn, OR! I teach 2nd gr. I like specific, constructive feedback from anybody. :-)

00:34:28 Edith Gonzalez: Edith Gonzalez AP Campbell

00:34:34 Halima Hanif: 7th grade Language Arts teacher in Hayward, CA

00:34:40 Rose Griggs: Rose, Middle School Instructional Coach in NJ

00:34:50 Adrienne Shlagbaum: That is exactly what I want to do

00:34:51 Claire Kowal: The 3-credit graduate course Wendy talked about can be explored here: <https://www.learnersedge.com/corwin-press-and-learners-edge>

00:35:01 Cat Nostrand: Tech Integration Specialist in PDX - Hi all!

00:35:20 Leticia Castaneda: Leticia, EL Coordinator - WCCUSD, Richmond, CA

00:35:50 Phyllis Grana: What's the name of Part 1 and Part 2.

00:36:00 Maggi BRECKENRIDGE: ELL Specialist in Bellingham Public Schools, WA.

00:37:30 Gail Waugh: Douglas it's wonderful..

00:37:30 Marie-Isabelle Bellemare: Bonne Soirée! Je suis une francophone qui enseigne le français! Ça parle un peu vite pour moi! :-)

00:37:40 Susie Highley: Similar thing happened to me— elementary major, no jobs when I graduated, got a middle school job, ended up staying 39 years

00:37:44 Adrienne Shlagbaum: beginning!

00:37:56 Adrienne Shlagbaum: with adjustments along the way

00:37:59 michelle clarke: Bonsoir, anglophçone mais je suis prof en France :)

00:38:19 michelle clarke: anglophone

00:38:24 Gloriann Heikes: Can you address pre-assessing?

00:38:39 Callie Krohn: Thank you for articulating that. I feel the same way.

00:38:46 Amber Villa-Zang: Love your honest approach for planning assessments

00:39:08 Hannah Driscoll: "you should have learned this last year" means nothing to the kids

00:39:16 Adrienne Shlagbaum: so true

00:39:18 Janine Presloid: At what point in the process do you think about standards? Is that what drives the topic selection?

00:39:30 laurie stanton: amen @Hannah

00:39:39 Susie Highley: @Phyllis Here they all are
<https://www.teachingchannel.com/corwin>

00:39:41 Deanna Russo: My daughter's teacher said this to me, saying they had reviewed the material a few times. (Clearly my daughter had not learned the material.)

00:40:22 Leticia Castaneda: You just quoted my mother. One finger to the person, four fingers to me. I asked which finger, and was grounded for a week.

00:40:39 Denise Young: Feedback drives instruction

00:40:39 Theresa Jones: feedback moves learning forward

00:40:41 Martha Spriggs: grades should describe student progress toward a learning goal.... but they don't.

00:40:43 Sheri Blades: feedback allows growth from discussion

00:40:43 Johann Qua Hiansen: Grading - score feedback - next steps

00:40:45 Alisa Brown: Feedback = learning

00:40:45 Karl Schleich: Grading is only one kind of feedback.

00:40:47 Michelle Neal: Grading is final, feedback is part of the process

00:40:49 Leigh Boland: Feedback is meaningful and allows the student to grow and learn.

00:40:49 Jolene Vincent: Grading feels final whereas feedback leads to improvement

00:40:51 Jody Myers: Feedback promotes improvement

00:40:51 Chontell Richardson: Feedback allows students to grow

00:40:51 Pam Cadena: Grading is what is required for me to do to report. Feedback is what will help a student move ahead

00:40:52 Taushia Haist: Feedback is used to help students improve.

00:40:53 Theresa Jones: grading may be summative

00:40:53 Jennifer Duke: feedback is more along the way... grading is more summative

00:40:54 Karen Fuentes: specificity and how to improve

00:40:57 Dena Fedkew: feedback is the opportunity to learn

00:40:57 Ellen Kramer: Feedback moves learning forward. Grading stops the learning.

00:40:57 Timothy Tibbs: Grading = Summative, like a final result to show mastery

00:40:57 Margaret Cucinell: Feedback provides opportunity

00:40:58 Rose Griggs: grading is an endpoint Feedback is information to move forward

00:40:59 Marnie Malone: feedback is to provide direction for next steps and how to get better, grades are evaluative

00:40:59 Phyllis Grana: grading impersonal, feed back gives opportunity for growth

00:41:00 Angela Smith: Grading is final. Feedback is encourages growth.

00:41:01 Trina Sherman: Feedback explains what the strengths are in the work and the areas that need work

00:41:01 Bonnie Angel: Grading is a measure of success and failure.

00:41:01 Sophie Waddington: Number vs constructiveness

00:41:01 Amber Villa-Zang: Grading is a summative evaluation. Feedback shows how grow

00:41:02 Tracy Drinkwater: Grading is numerical, feedback is words

00:41:02 S.SHARMINI V.SHANMUGASUNDRAM: Grading stresses students but feedback motivates my students

00:41:03 Anthony Troffa: Grading measures what they learned or know...Feedback guides them to improve in various ways.

00:41:04 Diane Fortune: assessing drives instruction

00:41:04 Megan Bourget: Feedback should be actionable

00:41:07 Christine Lloyd: grading is finality - feedback leaves room for growth

00:41:09 Karl Schleich: Feedback can be timely, ongoing, frequent...

00:41:10 Rebecca Wilding: Feedback is for improvement on work already completed. Grading is giving a score based on a judgment of someone's work, usually using criteria.

00:41:10 Stephanie Solos: feedback is constructive with an opportunity for improvement, grading is final

00:41:10 Alisa Brown: Grading can be biased!

00:41:10 Jennifer Slan: Feedback should happen all of the time. Feedback is a process to teach and guide the learner. A test happens once and assesses a student's acquisition of the info taught.

00:41:12 Erik Carlson: Grading is assessment of learning. Feedback is assessment of learning. (Summative vs. formative)

00:41:12 Laura Ward: Grading is final. Matters. Feedback helps us move forward

00:41:13 Kahienes Sky: Grade = Your Worth; Feedback = Opportunity for dialogue, exchange, and smiles (-:

00:41:13 Gayle McDonald: Feedback is what we get which leads to improvement. Grading is what we do.

00:41:13 Amanda Lemieux: Feedback is before summative assessment; so they can make changes and should drive and inform instruction.

00:41:14 Dora Campbell: feedback is more detailed and doesn't feel as "final"

00:41:15 LORNA SMITH: grading puts the student in a box - feedback helps them grow

00:41:15 Dorothy Anderson: feedback is without penalty just improvements, grading is based on a scale or standards

00:41:15 Gloriann Heikes: Feedback gives the learner information to improve. Grading is final

00:41:15 Chontell Richardson: Grading signifies right and wrong

00:41:17 Roberto Barraza: Grading is when it is all said and done. Feedback is the process before being graded.

00:41:18 Lisa Dilonardo: Feedback = formative, grading = summative

00:41:18 Kathy Colburn: grading is more summative, feedback is formative

00:41:20 Trina Sherman: Grading is an overall number or letter as an evaluation of the work

00:41:21 Isabella Rodriguez: feedback informs performance along the way, grading is the final product

00:41:21 Karl Schleich: Feedback can be more clear than grade might be.

00:41:22 Loly Mireles: Grading is set in stone. Feedback is help that might not be used.

00:41:22 Camie Lindley: Grading- score feedback- discussions, formative

00:41:23 Natalie Valla: Feedback encourages growth and improvement

00:41:23 tammy chami: Grades are what the kids look at but feedback is what kids need to read

00:41:23 Rose Van Clef: Feedback is not necessarily graded.

00:41:25 Geronima Nale: Grading= final judgement; Feedback= teaching

00:41:25 Timothy Tibbs: While feedback is more formative and instantaneous that can lead to mastery

00:41:26 Gabriela Janz: Feedback help students to improve and/or recognize their work

00:41:26 Adrienne Shlagbaum: grading is achievement in that moment; feedback is designed to bring growth

00:41:26 Tara Colville: Grades are a summative evaluation on how the students are performing compared to their peers/the standard.

00:41:27 Diane Fortune: it depends on if it's summative assessment or formative assessment

00:41:27 Sheri Blades: feedback is the path for learning

00:41:28 Anna Janicki: grading is summative and feedback is formative

00:41:29 Jennifer Olinger: Grading-giving a score or grade, feedback provides the learner with information about what they understand and how they can improve

00:41:30 Sue McGrory: Grading = summative assessment of learning; feedback = formative assessment FOR learning.

00:41:32 Stacy Williams: Grading is summative. Feedback is immediately actionable to help improve.

00:41:33 Norma Fahrai: Grading is a number or letter. Feedback is showing students how they can improve

00:41:34 Pauline Mills: Grading is autopsy, feedback is triage.

00:41:34 Susan Safah: Grading is standards based, feedback is to show students their progress towards a goal and what their individual needs are.

00:41:35 Shaun Kaanoi: A grade is “terminal” — unless a culture of continual growth has been infused.

00:41:35 Marnie Malone: feedback is what I do after I get in the scale, the number in the scale is my grade

00:41:36 Halima Hanif: I spend a lot more time giving feedback, than I do giving a grade.

00:41:36 Phyllis Siwiec: grading can be a closed system; feedback is an open system

00:41:37 Celia Migay: Grading is binary - an evaluation of right or wrong. Feedback is informative & actionable for both teacher and student.

00:41:37 Teresa McCarthy: grading - summative (final)...feedback= guide to learning

00:41:37 Marissa Chalker: Grading is to assign a letter/number/pass/fail Feedback is to spawn growth

00:41:38 Maryan Gaughan: Grading is static- set number or letter. Feedback is actionable and moves students forward.

00:41:40 Alisa Brown: Actually both grading and feedback can be biased...

00:41:42 Beatriz Santaella: Feedback allows the student to learn from it.

00:41:42 Ileana Rios: With feedback you make the students aware of where they missed the answer and also should come with ideas hoe to improve.

00:41:44 Belinda Veilon: Grading is the end of the journey. Feedback is the roadmap. And, the journey is more important than the destination.

00:41:44 Kim Conrad: Grades are the summation on all performance for that period of time

00:41:44 Tricia Holloway: Grading is evaluative, whereas feedback should produce change and influence next steps.

00:41:44 Lisa P. Harrill: Grading: final, Feedback: progressing in growth

00:41:46 Karl Schleich: Feedback is the breakfast of champions!

00:41:46 Angela O'Shea: Grading is assessing a student's work. Feedback is giving student actionable steps to improve work.

00:41:49 Theresa Gaetjens: feedback is giving another opportunity to the learner, with careful words

00:41:50 Minerva Tavares: grading you provide a score, feedback support the students with a develop written message what he/she did good and bad.

00:41:51 Diane Fortune: Sadly ... grades are expected

00:41:52 Brenda Hopson: feedback is a way to improve achievement; grading is after the assessment

00:41:52 Vicky Frey: Feedback helps to drive the students' learning

00:41:53 Susan Coleman: Difference between grading and feedback—feedback drives the learning and grading is only for mastery assessment to show how well students learned what was taught

00:41:58 elizabeth simons: grading versus feedback- ah a tricky question for our secondary friends, right?

00:42:00 Kathleen Chicoine: grading is quantifying feedback is giving a useful information about how the student performed

00:42:06 Ingrid Mostrom: grading = finality; feedback = process

00:42:06 Lynelle Seebold: Grading indicates what items have been/not been met. Feedback is giving the learner information for have them increase their knowledge.

00:42:15 Evangelina Santamaria: My feedback is a discussion to enhance the learning and growing

00:42:17 Jan Soucier: Feedback nudges improvement; grading is a snapshot a moment in time

00:42:28 Angelique Malwitz: Grading is completion for something Feedback is more direct information to support growth

00:42:51 Virginia Hinojos: Feedback is constructive

00:43:00 Rhonda Comte: grading is an objective scale to approximate students learning. Feedback is subjective information to help students learn.

00:43:05 Katelynn Seger: feedforward

00:43:06 Shaun Kaanoi: Will GREAT be provided in a slide?

00:43:13 Gloriann Heikes: Nice!

00:43:16 Margaret Cucinell: Grades don't mean what they used to mean!

00:43:29 Marnie Malone: please include the acronym in writing somewhere

00:43:47 Johann Qua Hiansen: Growth Producing, Real, Empathetic, Asked For Timely

00:43:50 Karen Mach: Is there a slide that shows what Doug just said?

00:43:56 Janet Gillmeister: and the source of it??

00:44:02 Susan Safah: Growth producing, Real, Empathetic, Asked for, Timely.

00:44:03 Hannah Driscoll: grades and tests were designed to tell teachers how they did but end up being understood as how the student did. I feel like we need a nation-wide mindset shift

00:44:06 Tiffany Ward: I'm wondering if the slide show was accidentally taken down?

00:44:46 Janet Gillmeister: @ Marnie - HI!!!!

00:44:52 Jayme Adelson-Goldstein: ONE POINT RUBRIC!!

00:45:03 Jennifer Duke: I love single pointrubrics

00:45:14 Vicky Frey: Excellent

00:45:23 Jayme Adelson-Goldstein: (Students can help create them)

00:45:24 Brenda Hopson: we have students look at a rubric for writing as a self-assessment

00:45:28 Jennifer Slan: What do you mean by a single point rubric?

00:45:35 Rosemary Walling: What is a single point rubric?

00:45:49 Noeimi Vizcarra: Move to "Drive" your own learning on the engagement scale!

00:46:00 Alison Hambleton: What is the difference between an analytic and heuristic rubric?

00:46:03 Halima Hanif: Yes, I really like single point rubrics. It's much less confusing for my students.

00:46:11 Pam Reed: google single point rubric - especially Cult of Pedagogy

00:46:16 Phyllis Grana: at what grade level do you start giving rubrics

00:46:17 Norma Monrpy: I love rubrics for how they behave in Breakout rooms!!!

00:46:21 Norma Monrpy: The best!

00:46:23 Teresa McCarthy: single point rubric - cult of pedagogy!

00:46:33 Stephanie Solos: This makes a lot of sense!

00:46:34 Karl Schleich: Rubrics create a clarity of expectations!

00:46:52 Maria Reyes-Rizo: <https://www.cultofpedagogy.com/single-point-rubric/>

00:47:34 Jennifer Duke: please don't use Neat Writing as an indicator!

00:47:46 Joan Pragman: I always only put the expected high quality out for the students.

00:47:56 Theresa Gaetjens: Cult of Pedagogy is the BEST

00:48:06 Karen Mach: Thank you, Maria!

00:48:16 laurie stanton: YES!!!!

00:48:23 David Dobrowski: Agreed. Too much on that dichotomy

00:48:24 Halstene Ancheta: YES!!!!

00:48:27 Kimberly Smith: I agree!!!

00:48:32 Susan Coleman: yes
00:48:33 Jennifer Olinger: Totally agree!
00:48:37 Pam Reed: Yes!!!
00:48:41 Meghan Toshner: So true!!
00:48:43 Jayme Adelson-Goldstein: Exactly!!
00:48:53 Adrienne Shlagbaum: Hmmmmm. Such an interesting perspective.
00:49:15 Timothy Tibbs: Interesting. I like that concept.
00:49:17 Lauren Wachter: Yes! It's all about what you do with the assessment data
00:49:44 Alisa Brown: Yess!!!!
00:49:45 Kim Conrad: Love that!!!!!!!!!!!!!!
00:49:46 Maggi BRECKENRIDGE: Love it!
00:49:48 Jennifer Duke: wow
00:49:53 Tina Brewer: Wow - love that!
00:49:53 Dorothy Anderson: Wow!
00:49:53 Gloriann Heikes: OOOOH!
00:49:54 Stephanie Solos: yes!!
00:49:54 Michelle Schroder: I love this
00:49:55 Adrienne Shlagbaum: love error analysis!!
00:49:59 Kris White: Fun!
00:50:00 Kimberly Rajner: Wow!
00:50:00 Jayme Adelson-Goldstein: This is used a lot in writing instruction.
00:50:01 Pam Cadena: LOVE THIS! It would be good for my 2nd graders
00:50:01 Alisa Brown: This is much more meaningful
00:50:01 Karen Mach: Genius!
00:50:09 Rose Griggs: Awesome!!
00:50:10 Timothy Tibbs: Higher level thinking too
00:50:17 Shaun Kaanoi: Call a spade a spade...it's cheating! :)
00:50:19 Kimberly Smith: Yes!!!!
00:50:19 Vernae Bezear: :)
00:50:24 Alisa Brown: You can find everything on the internet. Wolfram Alpha
00:50:25 Johann Qua Hiansen: For sure
00:50:27 Gloriann Heikes: A great way to get Mrs. Google out!
00:50:31 Teresa McCarthy: We have to be able to give Ss the answers - they are able to work backwards to think through the problems - critical thinking!
00:50:32 mayda Manoyan: Greatpme
00:50:33 Michelle Schroder: hovering parents!! lol
00:50:34 Katelynn Seger: Yes parents over helping!!!!!!
00:50:34 Stephanie Solos: higher level thinking !
00:50:37 Adrienne Shlagbaum: unless your parent is a math teacher. :)
00:50:37 Chelsea Schneider: Yes!
00:50:40 Angelique Malwitz: =0 game changer
00:50:45 Lisa P. Harrill:Flips the table!
00:50:55 Megan Bourget: YESSSSS!
00:51:00 Karl Schleich: Evaluation is at the top of Bloom's Taxonomy!
00:51:06 Dominique Chastain: lol in my case the kids help the parents too much. English learning adults

00:51:10 Christine Lloyd: critical thinkers!!

00:51:13 John Spack: What would the rubric look like for evaluating the student's response to that kind of assessment?

00:51:13 Gloriann Heikes: @Karl Schleich, yes!

00:51:14 Adrienne Shlagbaum: My Favorite No video from Teaching Channel.

00:51:16 Stephanie Solos: Ooo that is a good idea!

00:51:19 Kim Hinds-Lewis: Love it!!

00:51:24 Stephanie Solos: yes!!!

00:51:37 Virginia Hinojos: Awesome idea!!! I like it!

00:51:43 Teresa McCarthy: yes - incorrect answers must also be reasonable!

00:51:52 Sonia Morrisroe: Proving your answers like in CGI true/false questions. Love it!

00:52:07 Gloriann Heikes: Hot seat is good, but it's so time consuming.

00:52:58 Denise Young: Can you address hot seat being time consuming?

00:53:00 JENNIFER HARPER: With Hot Seat, don't you only get through 1 or 2 students in a slot of time?

00:53:10 laurie stanton: Students are seen, heard and valued when given this platform.

00:53:11 Adrienne Shlagbaum: Use breakout rooms?

00:53:14 Amber Villa-Zang: This seems like a great activity for small groups

00:53:18 Alisa Brown: fishbowl

00:53:18 Brenda Hopson: Use Flipgrid

00:53:19 Karl Schleich: And hot seat has only one person at a time responding. Engaging for that individual but could be a snoozer for the rest.

00:53:19 Tiffany Ward: Flipgrid

00:53:26 Kahienes Sky: Love it!

00:53:26 Janine Presloid: use flip grid and a few questions?

00:53:30 Adrienne Shlagbaum: Like the idea on Flipgrid!

00:53:32 Sonia Morrisroe: Can they record and upload? Instead of being live?

00:53:33 Taushia Haist: You could use flipgrid for hotseat.

00:53:34 Pam Reed: You could only do one a day...

00:53:35 Jayme Adelson-Goldstein: And if other learners are using a rubric or other tasks it works.

00:53:37 JENNIFER HARPER: What is the rest of the class doing while the one student is the hot seat?

00:53:48 Karl Schleich: Yes...inviting students to chat increases engagment.

00:53:50 Deb Garrity: Love it ... will try with small group tomorrow!

00:54:06 Deb Garrity: YES<RETELL is so critical. Good starting point!

00:54:12 Emily Kavanagh: Make sure you have work for those not in the hot seat

00:54:21 Catherine Guimaraes: In case you want to see more on "My Favorite No"
<https://learn.teachingchannel.com/video/class-warm-up-routine>

00:54:21 Teresa McCarthy: I thought it was mine!

00:54:22 Jolene Vincent: YES!

00:54:27 Vernae Bezear: omg

00:54:28 Kristin Conklin: I thought hat was here at my house!!

00:54:30 Karen Mach: Several of my students have the chirping. So sad.

00:54:32 Amae Merrill: Yes! I hear the chirping all the time!
00:54:35 Vernae Bezear: it's so stressful
00:54:36 Tara Colville: I thought it was in my house! It just happened yesterday
00:54:42 Greg Mangels: It has caused our teachers serious anxiety
00:54:43 Kimberly Smith: Sometimes I think it's my detector.
00:54:48 Lisa P. Harrill: SQUIRREL!
00:54:50 Ann Madsen: I just ran down stairs to see if dinner was burning!
00:54:53 Theresa Gaetjens: I THOUGHT IT WAS MYHOUSE TOO!
00:55:08 Kathleen Chicoine: thank you I thought it was just me about the chirping LOL
00:55:42 Tara Livolsi: is that rubric avail? (retell)
00:55:47 Vernae Bezear: aye
00:55:54 Vernae Bezear: the smoke alarm
00:55:55 Karen Mach: More chirping!
00:56:17 Gloriann Heikes: This feels a lot more practical - I can respond on my time, and have them respond back for more specific feedback if needed.
00:56:25 Cheryl Jackson: Now that you mentioned the chirping it is so obvious. 🤔
00:56:32 Pam Reed: They can also respond to each other!
00:56:57 Gloriann Heikes: @Pam Reed yes! So powerful!
00:57:07 Karin Foster: I'm also seeing that this student needs some more support with sequencing language
00:57:10 esther rho: YES! Soo good
00:57:12 Timothy Tibbs: Retelling also is a great skill to apply to real life, paraphrasing, active listening etc. Great use of time.
00:57:14 Halima Hanif: Yes, that's true. A pattern would definitely start forming.
00:57:17 Geronima Nale: Isn't October fire awareness month?!?
00:57:27 Karen Mach: It seems like we have been told to avoid retelling and focus on inferring. I think this is so important!
00:57:44 Susan Coleman: I'm wondering how much this measures the knowledge of the text as opposed to how to summarize?
00:57:52 Christina Magana: How could these strategies translate to secondary?
00:58:04 Janine Presloid: I am also thinking about how this task could be used in hybrid small group reading instruction
00:58:05 Lorena Soto-Puckett: We definitely use this in our district
00:58:06 Deb Garrity: That's my other sticky note on my screen!!!
00:58:08 Timothy Tibbs: I think retelling is step one to inferring.
00:58:17 Gloriann Heikes: Just read about this today - Executive Function.
00:58:42 Karl Schleich: This also requires the teacher to think clearly through these questions...not always the case!
00:58:44 Sheri Blades: In primary grades...I love using Seesaw so that students can record their retelling of a story. It's amazing to hear the progression of language and fluency as the year goes on.
00:58:51 Leigh Boland: My daughter (3rd grade) was reading over my shoulder and said "wow I like this"
00:59:20 Gloriann Heikes: The WHY! Yes!!!!
00:59:28 Adrienne Shlagbaum: LOVE, LOVE, LOVE!!!
00:59:31 Angelique Malwitz: Love this!!!

01:00:16 Sheila Ansah: I absolutely LOVE this!!!

01:00:17 Kahienes Sky: Love it! Also works really well for household chores (-:

01:00:39 esther rho: This is great, because students are able to reflect on their day and if this is a reoccurring activity, students will be more inclined to listen with purpose!

01:00:52 Janine Presloid: Also cool because it makes us as re

01:01:14 Amanda Lemieux: This also requires a certain level of personal accountability and comfort with receiving this kind of feedback from students. I love the idea but I wonder if everyone is comfortable with this kind of information directly from their students.

01:01:39 Tasbiha Chowdhury: Do you recommend doing this in the beginning of the lesson or the end?

01:01:56 Theresa Gaetjens: What about learners who do not want to be on camera? Although our school rule (which I don't always agree with) is to have the camera on at all times, some learners have a hard time with this.

01:02:06 Janine Presloid: Also cool because it makes us as teachers stop and reflect on our purpose for teaching a concept

01:02:21 Alisa Brown: Yes!

01:02:27 Tara Livolsi: AGREED!!!!

01:02:28 Jennifer Duke: HIDE SELF view

01:02:34 Tricia Holloway: Yes

01:02:42 John Spack: I gather there is equivalency between "how I know I learned it" and "how can I show I learned it"

01:02:46 Leigh Boland: Thank you for saying this. . . I agree they don't need to be statues starring at the camera

01:02:46 Diane Reid: I don't know how to do this with 90 students in a canned digital program-all at different places in the program.

01:02:53 Rebecca Kandal: How much time and recall is there with the learning targets at the beginning of the lesson - or is it framed with the same questions at the beginning

01:03:10 Douglas Fisher: Usually at the end

01:03:17 Karl Schleich: The why? is critical! And so often overlooked.

01:03:30 Josie Salvatore: yes

01:03:40 Alisa Brown: Way to bring the relevance!

01:03:56 Angela Sweeten: Thank you for pointing out that we do not need to have the expectation that students are sitting still staring at the screen in order to be learning. It is hard for even adults to do this for extended periods of time.

01:04:20 LaShawn Allen: This is so empowering for students

01:04:39 Virginia Hinojos: I like how it is simple for all students...easy to follow.

01:04:53 James O'Neill: What about students who are obviously on another device. Is that Okay

01:05:03 esther rho: Thanks to the DL Handbook, I've started every single lesson with a Learning Roadmap! We also end the lesson with the Learning Roadmap, and talking as a whole group whether we "made it down the road."

01:05:23 Emily Jimenez: My district has the policy that students do not need to turn on their cameras. It's very challenging to get students to turn on cameras and to unmute themselves to share. I would LOVE to do what you are showing us... will continue to use Flipgrid as an alternative.

01:05:35 Pamela Crowell: Love it!

01:05:43 Norma Monrpy: AMAZING!!!!
01:05:49 Adrienne Shlagbaum: LOVE
01:05:52 JENNIFER HARPER: So simple...love it!
01:05:55 Monica Vasquez: love this idea!!
01:05:58 Greg Child: Love it!
01:06:04 Adrienne Shlagbaum: YES!!!!
01:06:09 esther rho: 100%
01:06:14 Timothy Tibbs: So good.
01:06:18 Susie Highley: This fits in well with the brain retrieval research from Pujja Agarwal and Patrice Bain
01:06:37 Gloriann Heikes: @Susie Highly - so true!
01:06:42 Alisa Brown: It seems even with math there can be some written knows
01:07:02 Tracy Drinkwater: Yes, I can see how this would work with math too
01:07:04 Pamela Crowell: This is fantastic! Kids need to be writing. It's so good for their brains.
01:07:09 Amber Villa-Zang: Love this
01:07:10 Dominique Chastain: choice theory
01:07:19 Johann Qua Hiansen: Love the choices.
01:07:20 Margaret Cucinell: They are creating their own choice boards!
01:07:24 Janine Presloid: @Diane Reed, would it work if you taught them about the brain processes involved in learning (to read, do math, etc) and have them reflect on their individual learning targets? I did that for older students who were struggling with phonemic awareness and phonics, and they were more motivated to persevere and reflect on their learning.
01:07:40 Tracy Drinkwater: I love the diversity of thinking and expression this would show!
01:07:41 MARICION RUMBAUA-SABUG,EDD: True, that's how we actually do it when there are learning task to be submitted for recording.
01:07:57 Tammy Marble-Youel: Love that Idea Diane!
01:08:01 Amy Eckert: Love the choice it can provide students.
01:08:24 Diane Reid: @Janine Presloid: maybe
01:08:25 Shaun Kaanoi: Goes along with teachers really knowing what students should be able to show at the end of the lesson/unit.
01:08:44 Christine Lloyd: yes! screencast
01:08:50 Rachele Wooten: I love the vocabulary "elucidate"
01:09:02 Halima Hanif: Rachele, Same!!
01:09:11 Christine Lloyd: consistency
01:09:34 Gloriann Heikes: It is very nice!!
01:10:27 Jennifer Olinger: Is verbal oral?
01:10:46 Shaun Kaanoi: I'm most comfortable with verbal, but not able to do with time constraints
01:10:49 Angela Simmering: Verbal is more efficient and timely
01:10:53 Gloriann Heikes: I've not given any in video, but would LOVE to! I'm training teachers to do this in Seesaw.
01:10:56 Deb Garrity: Depends on purpose too
01:11:07 Jayme Adelson-Goldstein: Written as a script to deliver in video
01:11:09 cristina Archer: What tools or platforms are best for video feedback?

01:11:09 Nicole Dodendorf: With 80+ students a day, verbal is way more immediate and compassionate in my mind!

01:11:13 Shaun Kaanoi: I like written, because it is more permanent for students to keep referring to

01:11:21 Pamela Holguin-Brown: Grade level consideration!

01:11:24 Michelle Schroder: With written feedback you can go back and review it

01:11:24 kirsten sheridan: video is new for many of us.

01:11:24 Alisa Brown: MEME!

01:11:28 Taushia Haist: I just started using Screencastify for feedback on students-

01:11:29 Sonia Morrisroe: How do you deliver video feedback in Seesaw?

01:11:33 Angela Simmering: Students with reading disabilities need verbal.

01:11:36 Johann Qua Hiansen: I use mote so my students can replay the audio feedback on Google files.

01:11:44 Jennifer Duke: Liked "Written as a script to deliver in video"

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01:11:44 Joanelda De Leon: I want to see your Tik Toc Doug! Lol

01:11:47 Gail Waugh: Instant feedback...

01:11:49 Gloriann Heikes: In Seesaw you can add it right on their post!

01:12:00 Sheri Blades: I picked video because in our LMS I can demonstrate while giving feedback...My Lms doesn't show me...just my voice and my screen.

01:12:08 Sonia Morrisroe: Thank you! Still learning Seesaw!

01:12:12 Gloriann Heikes: Mote is fantastic! I use it for teacher coaching!

01:12:36 Karl Schleich: Most communication comes from non-verbal!

01:12:37 Sheri Blades: I have the option to show me if I want. Depending on the student and tasks determines if I make an appearance or not :)

01:12:44 Gabriela Janz: verbal during meetings --

01:12:46 Evangelina Santamaria: Written feedback is my go to so that I can point out specific areas of improvement

01:12:46 Halima Hanif: What a great idea!

01:13:10 Lena Jones: Green pen for the win!

01:13:14 Halima Hanif: I appreciate Doug's confidence about being on TikTok!

01:13:16 Shaun Kaanoi: Yes, green and purple were my favorite. :)

01:13:20 Jayme Adelson-Goldstein: Purple pen :-)

01:13:21 Adrienne Shlagbaum: Same

01:13:21 Beatriz Santaella: Green!!!!

01:13:26 Kris White: Green!

01:13:27 laurie stanton: purple

01:13:27 Lena Jones: Purple pen lasts longer don't know why

01:13:36 Angela Simmering: Yes, I switched to purple!

01:13:37 Michelle Neal: Any color but RED for me!

01:13:40 MARICION RUMBAUA-SABUG,EDD: That's true, green pen is now being used for giving feedback...

01:13:41 Angeliqe Malwitz: Purple does last longer

01:13:41 Taushia Haist: passive purple and non aggressive green! lol

01:13:43 Lena Jones: I swear my green pens walk away or die way too quickly

01:13:58 Ellen Kramer: The LENGTH of feedback. YES! In the words of Ruth Bader Ginsberg, "Get it right. Keep it tight."

01:14:05 Kathleen Chicoine: I use invisible ink LOL

01:14:08 Teresa McCarthy: Best advice I ever got - never take time to grade (feedback) than it takes Ss to complete

01:14:09 Loly Mireles: I find that feedback doesn't really help the students unless they really care, or unless they know that they can receive a better grade.

01:14:15 Kimberly Smith: Love that Purple!

01:14:25 Jolene Vincent: yep

01:14:29 Kimberly Smith: Yes, that's it!

01:14:38 Jennifer Duke: Liked "Best advice I ever got - never take time to grade (feedback) than it takes Ss to complete"

01:14:44 Lena Jones: Really good rubrics are the best

01:14:48 Evangelina Santamaria: Sometimes I make a Google slide of repeat mistakes I see students make and we have a group discussion about how to improve

01:14:48 Alisa Brown: Standards based!

01:14:50 kirsten sheridan: we grew up on gold stars.

01:14:53 Karl Schleich: Specific and clear

01:14:57 Jennifer Duke: Perhaps have them self assess first?

01:14:59 Jayme Adelson-Goldstein: @ikirsten--yep!

01:15:01 Susan Coleman: This is where I think rubrics ARE helpful

01:15:05 Teresa McCarthy: With 80+ Ss it's imperative to choose one thing to focus on and write feedback instead of "good job"

01:15:18 Diane Reid: @Kirsten, I still love gold stars.

01:15:20 Lynn Talent: What they did well and what to watch for in the future.

01:15:25 Pamela Crowell: small, actionable, quick wins

01:15:28 Sara Boespflug: We use Start, Stop, Continue to get feedback from students on our teaching

01:15:31 Nicole Dodendorf: @teresa Yes!! Absolutely!

01:15:33 Ellen Kramer: LOVE that. Micro-feedback!

01:15:39 Lena Jones: With 200 students it's better to limit the scope of the assessment and just drill in on what matters

01:15:43 kirsten sheridan: me too. nothing like seeing that gold star. you knew what it stood for and that you did a great job

01:15:43 Kyleen Fennema: Do you give one of each? Or one? Just clarifying :)

01:15:45 Jennifer Duke: What if they respond to the feedback...they can defend their work or ask how to improve

01:16:10 Stephanie Solos: Love saying "we". It is a team effort.

01:16:13 Tammy Marble-Youel: start doing, stop doing, or ??? didn't catch that

01:16:23 Johann Qua Hiansen: continue doing

01:16:23 Pam Cadena: continue

01:16:23 Denise Young: Continue doing

01:16:28 Karl Schleich: These same principles apply to coaching teachers too....micro-feedback.

01:16:30 Karen Fuentes: I think as adults we want the same thing...microfeedback.

01:16:33 Jeanne Jensch: continue doing

01:16:41 Jennifer Duke: I once had a teacher give me a D on my book report and wrote, 'This isn't exactly what I was looking for.' WORST FEEDBACK EVER

01:16:49 Timothy Tibbs: I still remember the red marks on my final essays in high school, but I can't tell you what they told me.

01:16:49 michelle clarke: Really interesting webinar, Doug is a riot - his kids must love his classes!

01:16:52 Gloriann Heikes: Cognitive Coaching uses this.

01:17:02 Alisa Brown: nice

01:17:21 Lena Jones: OMG

01:17:21 Mollie Johnston: My chemistry teacher told me that he didn't know how to teach me when I told him I didn't know what to do.

01:17:25 Mollie Johnston: Worst thing ever!

01:17:39 Angelique Malwitz: WOW

01:17:39 Deb Garrity: I think I had him!!!!

01:17:42 Virginia Hinojos: What?!?!?

01:17:45 Norma Monrpy: Me too!!!

01:17:46 Alisa Brown: lol

01:17:52 Leigh Partington: insanity!!

01:17:53 Alisa Brown: Not funny

01:17:55 Norma Monrpy: Or threw my work in the trash...

01:17:58 Gloriann Heikes: Wow

01:18:04 Jennifer Galam: Oh no!

01:18:08 Joanela De Leon: omg!

01:18:15 Lisa P. Harrill: Many professors haven't been educators before they are teaching at the university level.

01:18:26 Jayme Adelson-Goldstein: Growth mindset

01:18:28 Adrienne Shlagbaum: My Favorite No is exactly that

01:18:39 Teresa McCarthy: YES! It's okay to screw up was a poster in my room with a pic of a screw!

01:18:39 Shaun Kaanoi: Yes, my favorite no...! :)

01:18:42 Gloriann Heikes: Saw this today observing a teacher!

01:18:43 Alisa Brown: M.A.T.H. - Mistakes allow thinking to happen!

01:18:46 Claire Kowal: Feel free to share the 25% discount for The Distance Learning Playbook, Grades K-12 with your colleagues! <https://tinyurl.com/Distancecolleagues>

01:18:47 Sheri Blades: In first grade we call them Marvelous Mistakes because we can learn from all mistakes/errors

01:18:47 Monica Vasquez: anticipating misunderstandings 👍

01:18:50 Angela Sweeten: Doug, that's a great example of "we don't have to believe what other people say about us"

01:18:53 Vernae Bezeal: what was the quote? When errors are...???

01:19:05 Shaun Kaanoi: @Alisa love it!

01:19:07 Amanda Lemieux: On my wall in my office, I have the quote: Mistakes are proof you are trying.

01:19:09 Virginia Hinojos: Growth Mindset

01:19:13 Teresa McCarthy: Exit ticket: What's your favorite mistake today?

01:19:15 Amber Villa-Zang: "Zero Errors Zero Learning" one of my Favorite quotes!
01:19:17 Beth Sneyd: When errors are celebrated and expected, feedback can gain a foothold.

01:19:20 Jennifer Duke: I used to think but now I know..... GOod format for younger students.

01:19:29 kirsten sheridan: makes teachers more human to the student
01:19:29 Sheri Blades: There's a great book for littles called "The Girl Who Never Made Mistakes"

01:19:58 Jennifer Duke: Liked, " Exit ticket: What's your favorite mistake today?"

01:20:00 Shaun Kaanoi: Love "I wonder where the thinking for that came from..."
01:20:04 Michelle Neal: I build mistakes into examples sometimes so we can have those discussions.

01:20:10 Adrienne Shlagbaum: "Move from information to understanding"
01:20:12 Tammy Marble-Youel: I compliment "risk takers" - more important than getting answer correct.

01:20:12 Vernae Bezear: Thank you Beth
01:20:32 Alisa Brown: I saw a teacher use the language of mistake as learning opportunity and then have class thank a group's mistake

01:20:39 Dorothy Anderson: I always admitted to my students when I made a mistake in real time in class. Students always showed empathy and said that's ok we're all human

01:20:42 Gloriann Heikes: I like the smart mistake!
01:20:56 Sonia Morrisroe: First grade talk: Mistake = Your brain just grew!

01:21:10 Tracie Reed: I have students practice self-talk, two of our sentences are:
01:21:16 Tracie Reed: Mistakes start new learning
01:21:22 Tracie Reed: Mistakes are good

01:21:31 Nichole Harris: I tell my students "mistakes create new learning"
01:21:40 Christine Lloyd: self talk is a large part of WPS pedagogy

01:21:44 Adrienne Shlagbaum: What do you mean by that?
01:21:52 Kevin Gault: normalize mistakes !

01:22:05 Tricia Holloway: I can't believe how quickly time passes when I'm with you. Time well spent.

01:22:08 Theresa Gaetjens: Are we able to get a copy of what is being written in the chat?

01:22:13 Vernae Bezear: yes
01:22:18 Gabriela Janz: with students or with teachers?
01:22:19 Sandra Michels: Interesting mistakes

01:22:24 Shaun Kaanoi: Academic honesty is also about working towards your personal best. I try to focus on being the best you...

01:22:24 Sandra Michels: Creative mistakes
01:22:32 Sandra Michels: Clever mistakes

01:22:33 Lisa P. Harrill: One of our Expected Student Outcomes this year, in September, was "Integrity." This allowed for many helpful discussions about academic honesty at the beginning of this school year again.

01:22:39 Joanela De Leon: Doug is the best! 👍

01:22:39 Jayme Adelson-Goldstein: @Theresa, you can copy the chat by clicking on the 3 dots in the little box in the send box.

01:22:51 Angela Sweeten: I think there's a lack of people in general not understanding how cheating negatively affects everyone.

01:22:57 Jayme Adelson-Goldstein: @Theresa—nevermind—you can't in a Webinar. sorry.

01:22:57 Marnie Malone: we are raising human beings not human doings

01:23:11 KIM CALTON: This is an important conversation to have with families who are helping their child with the assessments.

01:23:19 Cathy Morgan: Mistakes are Expected, respected, inspected and corrected .

01:23:20 Michelle Neal: My students must read and initial an integrity statement at the beginning of any assessment. We read it together to make sure everyone understands

01:23:25 Sandra Michels: Students do that when we teach them that mistakes are wrong bad humiliating

01:23:30 Cherry Thompson: The recording, deck and chat will be made available

01:23:32 Theresa Gaetjens: @Jayme — not seeing it!

01:23:33 Lynn Talent: Love do overs.

01:23:42 Marnie Malone: are you hiring? LOL

01:23:49 Rachelle Wooten: love that Cathy!!

01:23:51 Evangelina Santamaria: I always allow my students to always revise an assignment or test

01:23:58 Jayme Adelson-Goldstein: @Theresa, sorry— I wrote you back again, to say it isn't in a Webinar.

01:24:03 Sandra Michels: They don't have to do that when we teach them their learning and mistakes and successes are interesting and worthwhile and valued

01:24:14 Alisa Brown: My hometown! Shout out to oceanside!

01:24:32 Theresa Gaetjens: @Jayme — thanks anyway :)

01:24:46 Cathy Morgan: If you are using the FM (fixed mind set) time to change the channel!!!

01:25:03 Halima Hanif: YES!!!! Thank you, Doug!!!!

01:25:10 Kimberly Smith: Yes!!!

01:25:21 Alisa Brown: Moral?

01:25:26 Geronima Nale: Or the Doctor that graduated at the bottom of their class!

01:25:28 Sandra Michels: This is so true. Thank you.

01:25:35 Jennifer Olinger: Love when I have students asking to retake tests

01:25:42 Michelle Neal: NO MOVE ON!!!!

01:25:49 Adrienne Shlagbaum: I keep telling my students that it is the mastery at the end of third grade (i.e. fact fluency)

01:25:52 Cherry Thompson: It's been mentioned a few times. Here is the My Favorite No: Learning From Mistakes video...<https://learn.teachingchannel.com/video/class-warm-up-routine>

01:25:56 Kim Conrad: Mastery before moving on

01:25:58 Michelle Neal: Student Pace!

01:26:06 Vernae Bezeal: yes another hour!!!

01:26:09 Holly Parker: Perhaps the learning needs to marinate

01:26:15 Jolene Vincent: We need a part 2!

01:26:16 Lynn Talent: Do another webinar!
01:26:18 Halima Hanif: We need another webinar!!!
01:26:19 Kelly Schaller: This has been excellent.
01:26:22 Pam Cadena: THANK YOU SO MUCH! The past 3 weeks have been amazing!
01:26:28 Gabriela Janz: yes, another webinar
01:26:28 Tricia Holloway: Thank you once again.
01:26:30 Ellen Kramer: This has been a great exchange of information! Thank you!
01:26:31 Karen Wilform: Thank you so much! These webinars are amazing!!!
01:26:31 Alisa Brown: Thank you again so relevant to my practice
01:26:34 Karen Fuentes: Loving these webinars!
01:26:36 Diane Fortune: This topic is such an important topic no matter if we are virtual or in real live person!!
01:26:36 laurie stanton: many thanks
01:26:36 June Henry: thank you so much everyone!
01:26:37 Catherine Guimaraes: The 3-credit graduate course Wendy talked about can be explored here: <https://www.learnersedge.com/corwin-press-and-learners-edge>
01:26:37 Claire Kowal: The 3-credit graduate course is here: <https://www.learnersedge.com/corwin-press-and-learners-edge>
01:26:39 Sonia Morrisroe: Thank you so much! I want to see sessions 1 &2
01:26:39 LaShawn Allen: Let's start a protest and not leave! We want to learn!!
01:26:40 kirsten sheridan: Have another webinar next thursday
01:26:41 Angela Sweeten: Wonderful! Thank you for the energy and great ideas!
01:26:43 kirsten sheridan: im in
01:26:43 Denise Young: Thank you again!!!
01:26:44 Pam Reed: This is the best and the quickest hour ever - every time!
01:26:45 Lena Jones: I would attend 10 hours on this one
01:26:45 Kristin Conklin: Thank you so much!
01:26:45 Gloriann Heikes: This has been fantastic! Thank you so much!
01:26:45 Timothy Tibbs: Super awesome. Thanks!
01:26:46 Kimberly Rajner: Thanks so much...It was great!!
01:26:47 Jan Soucier: Thank you!
01:26:47 Tabitha Bower: Thank you!
01:26:47 MARICION RUMBAUA-SABUG,EDD: Thank you so much! Such a very productive morning for me.
01:26:48 Vicky Frey: If we "move on" , it is the chirping of the smoke detector.
01:26:51 Jennifer Duke: Thank you!
01:26:53 Adrienne Shlagbaum: So AMAZING! Thank you so much for all of the learning.
01:26:53 Catherine Guimaraes: Wendy would love to connect with you in Instagram. She posts lighthearted content related to lifelong learning. Find her at Wendy_Education
01:26:57 Jamie Henkelman: Thank you!
01:26:58 Dorothy Anderson: Thank you!
01:26:58 Vernae Bezeal: WOW!
01:26:59 Claire Kowal: Register for the last two Distance Learning Playbook webinars and invite your colleagues! <https://www.teachingchannel.com/corwin>
01:26:59 elizabeth simons: Thanks so much! I have so many take away thanks to you tonight!

01:27:00 Catherine Guimaraes: Wendy would love to connect with you in Instagram. She posts lighthearted content related to lifelong learning. Find her at Wendy_Education

01:27:00 Karen Lemay: Thank you!!

01:27:00 Tracie Reed: Thank you for your time! :-)

01:27:01 Theresa Gaetjens: Thank you so much!!

01:27:01 Lisa Doucette: Thank You!

01:27:04 Karl Schleich: Thank you Wendy and Doug!!!

01:27:06 Rosa Latorre: Thank you!

01:27:07 Ingrid Mostrom: Thank you so much for these webinars! Fantastic!!

01:27:07 Valentin Ruesga: Thank you so much!!

01:27:12 Holly Parker: Are you doing one at the college level?

01:27:13 Kathleen Chicoine: it has been great to be apart of this educators community I needed this :)

01:27:13 Janet Gillmeister: thank you!

01:27:13 Catherine Guimaraes: Register for additional Distance Learning Playbook webinars OR invite a colleague!
<https://tinyurl.com/DLPwebinarreg>

01:27:16 Sheri Siegel: Thank you!

01:27:17 Cherry Thompson: It's been mentioned a few times. Here is the My Favorite No: Learning From Mistakes video... <https://learn.teachingchannel.com/video/class-warm-up-routine>

01:27:21 Maryann Lazurus: Thank you very much. Great webinar!

01:27:22 Patty Randolph: Thank you!!

01:27:24 Jayme Adelson-Goldstein: Thank you very much! My colleagues and I (in adult ESOL PD) have been able to use so much of what you've offered here and in your book!

01:27:24 michelle clarke: thanks so much for this webinar. Really enjoyed listening you to you, Doug ;)

01:27:29 kirsten sheridan: nnnnoooooooooooooo.....

01:27:31 Adrienne Shlagbaum: So sad

01:27:35 Adrienne Shlagbaum: :(

01:27:38 S.SHARMINI V.SHANMUGASUNDRAM: Thank you I am definitely going to try most of the suggestions.

01:27:39 Geronima Nale: THANK YOU!!!

01:27:43 Kerri Furtado: Thank you so much! This was amazing!!

01:27:43 Sheila Ansah: Thank you so very much!! Excellent and useful webinar!!!

01:27:43 Angelique Malwitz: Thank you guys so much!!!

01:27:44 Maria McCallister: Thank you!!

01:27:44 Sue McGrory: Thank you!!!

01:27:45 Tara Livolsi: you two should have a podcast

01:27:45 MARISOL MALLARI: Thanks you so much!

01:27:46 Halima Hanif: Thank you SO much!!!!

01:27:46 Lena Jones: Thank you!

01:27:47 Ngozi Enwere-Maduka: Thank you!

01:27:47 Maggi BRECKENRIDGE: Thank you

01:27:48 Ellen Kramer: Loved all of the relevant examples!

01:27:48 Martha Spriggs: thank you

01:27:50 Gabriela Janz: Thank you!
01:27:51 Amae Merrill: Thank you so much!
01:27:51 Tasbiha Chowdhury: Are there recordings for the past webinars?
01:27:51 Loly Mireles: where can I find the video for today?
01:27:52 Halstene Ancheta: Thank you so much!
01:27:52 Anthony Troffa: Thank you! Fantastic
01:27:52 KIM CALTON: This has been GREAT! Thank you!!!
01:27:53 Iolanda Volpe:will share the recorded webinar
01:27:53 Cheryl Jackson: Best hour of the day. Thank you!
01:27:53 Jayme Adelson-Goldstein: Thank you Wendy!
01:27:54 Debra Howard: Thank you! This was great!
01:27:54 Genevieve Holston: Thanks!!!
01:27:54 Nikita Archer: Thank you!
01:27:55 Jolene Vincent: Thank you for sharing your knowledge.
01:27:56 Diane Fortune: This has been wonderful! Thank you so much!!
01:27:56 Joanela De Leon: thank you Doug!
01:27:57 ELIZABETH HERNANDEZ: Thank you!
01:27:57 Kimberly Smith: Thank you so much!!!
01:27:57 Kerin Crockett: Thank you
01:27:58 Ileana Rios: This was awesome. Thank you.
01:27:58 Charles Deville: Thanks!
01:27:58 Debra Embert:G5 Thank you so much!
01:27:59 Judy Crawford: Thank you !
01:27:59 donna curotte: Thank you
01:28:00 Najela Blain: Thank you for the energy you bring to your workshops !
01:28:00 Christine Lloyd: thank you!
01:28:01 Greg Child: Thank you!!
01:28:02 Donna Leduc: The time did fly by. Thank you
01:28:03 cristina Archer: Thank you!
01:28:03 Gloriann Heikes: Thanks again!
01:28:03 Pam Reed: Than!!
01:28:04 Angela Simmering: Yes, time flies when having fun! Thanks.
01:28:05 Robert Ponton: Thanks for yet another great session!
01:28:05 Anthony Troffa: No feedback? :)
01:28:05 Kahienes Sky: Nia:wenhkowa/Big thank you!
01:28:05 Karl Schleich: Peace!
01:28:05 Natalie Valla: Thank you!!!
01:28:05 mayda Manoyan: Thanks you are great!!!
01:28:07 Sophie Waddington: Thank you very much
01:28:07 Stacey Lauenstein: Thank you~
01:28:07 Rose Van Clef: Thank you so much! Very useful!
01:28:08 Evangelina Santamaria: I feel so empowered to do more for my students
01:28:09 Timothy Merritt: Thank you Doug and Wendy!
01:28:09 kirsten sheridan: hello to those behind the scenes
01:28:09 Maria Flores: Thank you
01:28:10 Iolanda Volpe:thank you!

01:28:10 Vernae Bezear: Thank you so much! These past 3 weeks have been so FUN!!

01:28:11 Jinny Kim-LaTona: Thank you so much!!\

01:28:11 Megan Bourget: THANK YOU!!!!!!!!!!!!!!!!!!!!

01:28:11 Loly Mireles: Especially the previous ones

01:28:12 Jayme Adelson-Goldstein: Be well!

01:28:13 Michelle Neal: Such a quick amazing hour!!!

01:28:13 Leigh Partington: Thank you!

01:28:14 Tammy Marble-Youel: Thank you both!

01:28:15 KIM CALTON: Best profession!

01:28:15 Jennifer Galam: Mahalo!

01:28:16 Halstene Ancheta: More Doug please!!

01:28:16 Ingrid Mostrom: Thanks!!

01:28:17 Tiffany Ward: Thank you!

01:28:18 Vanessa Sontag: Thank you!

01:28:18 Luisa Em Estanga: Thank you!! the webinars were amazing! appreciate everything!!

01:28:18 Maria B Abercrombie,: thank you

01:28:19 Shaun Kaanoi: Thank you! We've got this!!!

01:28:19 Kelly Schaller: We got this

01:28:19 Loly Mireles: Thank you so much!!1

01:28:20 Renae Taylor: Thank you!

01:28:21 Grace Saturnino: thank you

01:28:22 Agata Kaminski: Thank you!

01:28:22 Lena Hwang: Thank you!!

01:28:22 Kim Conrad: Thank you!!!!!!❤

01:28:23 Jeanne Jensch: thanks

01:28:23 Emily Jimenez: Thank you!

01:28:23 Denise Leonard: Thanks for the great conversation, strategies, and encouragement

01:28:23 Deborah Messina: Thank you!!!

01:28:23 Jill Leslie: THanks

01:28:23 Minerva Tavares: Thank you! what an interesting webinar conversation.

01:28:24 Stephanie Solos: thank you!

01:28:24 Lorena Soto-Puckett: Thank you! :)

01:28:24 Laura Ward: Thank you!

01:28:24 Heather Peterson: Thanks you!!!

01:28:26 Geronima Nale: LOVE YALL!

01:28:26 Stephanie Solos: bye :)

01:28:26 Anthony Troffa: Goodnight!

01:28:27 Lisa P. Harrill: Thank you!

01:28:28 Valentin Ruesga: Thank you

01:28:28 Melissa Magnusson: Thank you!

01:28:28 Lyndsie Asbury: Thank You!!

01:28:29 LaShawn Allen: Thank you!!