

00:21:06	Virginia Ormero:	hiii
00:21:07	Agatha Ohwodo:	hello everyone from Nigeria
00:21:13	Jacob Shylla:	Good evening from Shillong, India
00:21:14	Alisa Brown:	Hi from SFUSD
00:21:16	Gabriela Moreyra:	Hello from Mexico!
00:21:19	CHERYL JACKSON:	Good afternoon from Georgia.
00:21:19	Brian Perlstein:	Hello from NJ!
00:21:26	Jennifer Shwardt:	Hello! Best part of my day- a great Lunch and Learn!
00:21:28	Adenia Linker:	Chicago in the house
00:21:29	Judeth McLeod-James:	Judeth from Trinidad and Tobago.
00:21:30	FATMA TRABELSI:	Hi everyone from Tunisia
00:21:32	Olga Chesnokova:	Hello from Russia!
00:21:33	KeyShaze Ward:	Hello Everyone from PGCPs in Maryland
00:21:36	Monika Hernandez:	Hello All! Coming to you from Stockton, CA
00:21:36	Wei-Ying Hsiao:	Hi, from Alaska
00:21:38	Linda Holman:	Welcome from Bentonville AR
00:21:40	Donna Dempsey:	Logging in from Scottsdale, AZ
00:21:41	Allison Solomon:	Hello from Kingston, Jamaica
00:21:46	Louann McHalfey:	Louisiana Hey!
00:21:46	Justin Izbicki:	Erie, PA in the house.
00:21:48	Marva Stimpson:	Hi everyone
00:21:50	Rossana Barbera:	Hello from Baltimore
00:21:53	MaryBeth Landis:	Hello all! From Newark, New Jersey
00:21:53	Jacob Shylla:	It is 11:30 pm here in Shillong
00:21:55	Connie Mattera:	Listening in from Arlington Heights, Illinois
00:21:55	Aimee Hagen:	Hello from Burnsville, MN!
00:21:55	Stephanie Smith:	Hello from Southfield, Michigan
00:21:56	Shelly Bazemore:	Welcome from VA
00:21:56	Patricia Johnson:	Hello Everyone!
00:21:59	VERLYN JOHN:	Good afternoon from Trinidad and Tobago.
00:22:01	Diana Diiorio:	Hello, from Stratford, CT

00:22:02 John McCaul: Hello From Baltimore too!

00:22:04 Teaching Channel: Welcome everyone! Please set your chat to Panelists and Attendees so that everyone can see your message

00:22:09 Jehad Halabi: Hi all. Prof. Jehad Halabi, Saudi Arabia

00:22:10 Angela Brinker-Collins: Hi! Angela Collins from Chicago!

00:22:12 Janice Butler: Hello from Southern California.

00:22:17 Charmelita Royster: Jacksonville, Florida

00:22:22 Christine Rebera: From Lansing , NY- Hi everyone!

00:22:23 Jacob Shylla: Sounds good already

00:22:29 Karen Pischansky: Tucson, AZ!!!!

00:22:30 Marjorie Harris: Good Moring from Anchorage AK.

00:22:31 Rosa Pongchit: Hello! from Baltimore Md

00:22:37 Angelia Thomas: Hello! Port St. Lucie Florida!

00:22:44 Anuradha Chakari: hello everyone

00:22:47 Helga Bernard: Hello! from Las Vegas

00:22:53 Lauren Carey: Greetings from NYC!

00:22:54 Shay Lewis: Good Afternoon,

00:22:55 Anuradha Chakari: Anuradha Chakari from Hyderabad

00:22:57 jamorales7: Hello from Chicago:)

00:22:58 Jana Parkin: Zrich, Switzerland. Hello.

00:23:03 Shay Lewis: Shay Lewis from Rocky Hill, CT

00:23:08 Iris Spadafino: Iris Spadafino from Yorktown, NY.. Good afternoon

00:23:09 Jacob Shylla: Yayyy

00:23:15 Kai Strange: Hi All! from Rochester, NY

00:23:22 Fe Jocelyn G. Dioquino: Good morning from Manila

00:23:26 Tonia Leonhard: Hello from Dolton, Illinois

00:23:37 Lian Marie Major: Hi all!

00:23:43 Brian Fuller: Hello from Erie PA

00:23:43 Mojca Pipan: Hello from Slovenia.

00:23:47 Kathy Jo Gutierrez: HI from So. CAL

00:23:49 Sakshi Arora: Hello from India

00:23:52 Marva Stimpson: Marva from USVI

00:23:55 Shay Lewis: Teacher observations

00:23:56 Pamela Alfieri: Hello Michigan

00:23:56 Marcos Acevedo Pavez: Hello everyone! greetings form Chile, South America

00:24:00 Jane Evans: Hello ! Ellaville Ga

00:24:00 Hj Aba: Good evening, Hilly from the UK

00:24:01 Shelia Burlock: Hello from Indianapolis

00:24:02 Deby Lerner: Hello from Mexico City

00:24:06 Roger Mayer: Hello, to all from Concordia University, Irvine, CA

00:24:08 Candace Diehl: Hello from Sedona.

00:24:08 Diana Levy: Good morning from Hayward, CA.

00:24:09 Leila Ladj: from Plainfield, New Jersey, Good afternoon ,

00:24:11 Michelle Grundner: Hello from Woodbury, MN

00:24:11 Adriana Mahon: Hello! I am Adriana from Chicago, IL

00:24:12 Stephanie Smith: We use it as an evaluation tool

00:24:13 Christine Rebera: We use it for teacher observations/coaching and are also working with goal setting for teachers around the cluseters this year.

00:24:16 Felicia Geeter: Hi, from Michigan. I use the DFFT to support teachers professional goals.

00:24:18 Fanny Bravo:Great

00:24:20 Kim Cash: Hello, from Phoenix, AZ

00:24:20 Liane Holbrook: Hi from south Georgia.

00:24:20 Caterina Leone-Mannino: Hello from Rochester, NY! Using Danielson FFT for teacher evaluation; hoping to learn more about using it more strategically for teacher development

00:24:21 Iris Spadafino: We use the framework to guide our lesson plans, observations, student engagement, parent communications

00:24:23 Matthew Davis: Hi. Matthew from Kentucky. I am an educational consultant using the framework to mentor new teachers

00:24:27 Elizabeth Connor: Hello from Shoreview, Minnesota: Our district uses the framework in professional development.

00:24:31 David Fayad: Hello from Colombia!

00:24:32 Krystal Ilarraza: NYC * We use the framework as an evaluation tool

00:24:33 Adenia Linker: Adenia from Chicago, doctoral studies focus on teacher-student relationships in the early grades

00:24:33 Patricia Johnson: Pat Johnson, Grambling State University. We use the Danielson Rubric with our resident teachers.

00:24:34 Fanny Bravo: Greetings from Peru.

00:24:35 Daniela-Mihaela Ercu: Hello, from Romania!

00:24:42 Rod Bohm: I am the principal at Green Bay Southwest High School. We have built our school success plan around SIE commitments.

00:24:44 Jandy Grover: Hello from Idaho, learning how to use it in school and excited for today's webinar!

00:24:47 Lee Cooper: Hello! Lee Cooper. we are using the Danielson Framework to rewrite our teacher rating rubric

00:24:47 Rosa Pongchit: We use Danielson framework for teaching and observations

00:24:55 Tammy Blanton: I am not using this framework at this time but was interested in learning more about Intellectual Engagement.

00:24:56 Meg Hayes: Using the framework as a guide for my own practices and for supporting teachers as an instructional coach.

00:24:59 Joan Arnold: Hi! I'm a STEM teacher in a Chicago suburb and have been evaluated via Danielson for many years and I've found it to be very valuable to my growth as an educator

00:25:01 Jane Evans: We use the frameworks to observe teachers in our alternative certification program.

00:25:04 MaryBeth Landis: MaryBeth Landis - ECST uses the FfT for observations

00:25:05 Jessica Hedrick: in Provo, Utah and I'm a teaching student at BYU and thought it would be helpful to understand these before I start teaching

00:25:08 Marti Herskovitz: We use it for teachers to self-assess and set professional goals.

00:25:12 Adriana Mahon: I use it for teaching and observations

00:25:14 KAREN PYRON: Greetings-- Karen Pyron, Idaho. I use the Framework primarily for supervising student teachers. I am also on our local school board.

00:25:17 Marva Stimpson: Our district use it for evaluation.

00:25:20 Barbara Kent: Retired principal from Chicago, IL. Currently coaching principals so I want to be up to date.

00:25:25 Jennifer Shwardt: We use the framework for teacher observation and collaboration conversations. I love the Danielson group resources to help guide conversations. Thank you!

00:25:27 Rossana Barbera: At Loyola the Danielson is part of our Academic Strategic Plan - and an intrinsic part of our teaching and mission

00:25:49 LeKeisha Render: Hello- I am a Test Administration Specialist. I'm here to brush up on my professional development! When I was an English Teacher, we used the Danielson Framework basically as our educational bible for peer teacher observations and formal observations.

00:26:08 Marva Stimpson: I use it for planning and teaching

00:26:12 Lian Marie Major: New to this! Seeking vision from matured presenters to promote best learning experiences for all

00:26:25 Linda Holman: I use the Danielson FFT with my education candidates preparing for their Internship semester and I use the FFT Rubric to evaluate MAT Interns in the field as their University Supervisor.

00:26:26 Linda Leddick: Linda Leddick is present.

00:26:30 Lallaine Hauser: Lallaine from ND

00:27:19 Dr. Samia Sayyad: Dr.Samia from Egypt

00:27:30 KAREN PYRON: what's the anticipated time of this webinar?

00:27:46 Dr. Wendy Amato: "DG" = Danielson Group :)

00:27:49 Jenny Varughese: Where can I find the guide?

00:27:51 Hj Aba: I'm STEM teacher interested to learn more about using these tools

00:27:59 Teaching Channel: Hi Karen - the anticipated time is 50-60 minutes

00:28:18 Paul Woods: Hi all from the Bronx, NYC

00:28:28 Teaching Channel: All of the resources will also be emailed out after the webinar

00:28:40 Jenny Varughese: ah, ok. Thanks! Wasn't sure if I missed it.

00:29:13 Dr. Wendy Amato: Resources: The Framework for Teaching Intellectual Engagement Guide :
<https://drive.google.com/file/d/1WLFbJ6aljx9pZ6gFwVlfhT3VuZ32Ttn-/view?usp=sharing>FFT: Intellectual Engagement Observation Tool :
https://drive.google.com/file/d/1Dv7CT2lmRCG_sVrcThv5u0OgfPuQg0ms/view?usp=sharingFFT: Intellectual Engagement Self Assessment and Reflection Tool:
<https://drive.google.com/file/d/1FmkpYSwgC2xU-jfBwa5d1nmUdo3hqRxf/view?usp=sharing>

00:29:15 Virginia Ormero: sorry, is she talking about a handout? what text did she refer to? did I miss something? she spoke about downloadable material?

00:29:18 Hj Aba: Also new to this! Seeking practical guidelines from matured presenters to promote best practice and learning experiences for all

00:30:19 Tammy Blanton: Where do I find the guides?

00:30:22 Caterina Leone-Mannino: dialogue, inquiry, exploration, student driven questioning

00:30:27 John McCaul: Asking each other higher order thinking. Enthusiastic conversations among students working in groups

00:30:31 Elizabeth Connor: Smiles or thoughtful looks, asking questions, sharing ideas.

00:30:33 Adenia Linker: shared ppower

00:30:38 Connie Mattera: Working on project based learning assignment with group work with faculty facilitation

00:30:39 Kim Cash: Authentic conversations between students about the content

00:30:40 Brian Fuller: High student voice in academic discussions

00:30:44 Mojca Pipan: relaxed atmosphere, students chatting

00:30:48 Anuradha Chakari: students are busy with the task and get connected

00:30:50 Krystal Ilarraza: Students leading conversations and learning is high interest for most students. Teachers as facilitators of conversation and clarification - Student in charge of their learning,

00:30:51 Dr. Wendy Amato: Resources: The Framework for Teaching Intellectual Engagement Guide :
<https://drive.google.com/file/d/1WLFbJ6alx9pZ6gFwVlfhT3VuZ32Ttn-/view?usp=sharing>FFT: Intellectual Engagement Observation Tool :
https://drive.google.com/file/d/1Dv7CT2lmRCG_sVrcThv5u0OgfPuQg0ms/view?usp=sharingFFT: Intellectual Engagement Self Assessment and Reflection Tool:
<https://drive.google.com/file/d/1FmkpYSwgC2xU-jfBwa5d1nmUdo3hqRxf/view?usp=sharing>

00:30:52 Sandra Means: Student collaboration, discussion, asking each other questions that promote thinking and reasoning

00:30:54 LeKeisha Render: Student-led discussions, writing with a purpose

00:30:55 Valarie Kendrick: Students using resources; academic conversation

00:30:56 Christine Rebera: academic conversation

00:30:56 Gabriela Moreyra: Enthusiasm, collaborative work, Good attitude, conversation.

00:30:57 Adenia Linker: a sense of belonging

00:30:58 Patricia Johnson: Students are working in groups of varying sizes, holding conversations, asking and answering questions, using visuals and giving feedback to each other.

00:31:01 Jeremy Harden: Students asking clarifying questions

00:31:02 Louann McHalfey: students asking questions

00:31:03 Adriana Mahon: Paying attention, working together collaboratively

00:31:03 Brian Perlstein: Relaxed student environment, no stress or pressure to perform

00:31:07 KAREN PYRON: using math manipulatives, discussing a math problem with group; teacher walking among groups and engaging, asking probing questions, comments with each group

00:31:07 Stephanie Smith: Collaborative work groups with rich discussions taking place,,,,noisy but productive

00:31:09 Donna Dempsey: access to work that promotes thinking

00:31:10 Paul Hurst: Students in groups, eyes on the teacher when appropriate but not necessarily a quiet class

00:31:15 Janice Butler: Animated conversations about the subject would be occurring.

00:31:26 Lallaine Hauser: They express themselves comfortably

00:31:26 Sandra Means: Student voice and choice

00:31:26 Felicia Geeter: Student discussions, teacher as the facilitator, expectations are clear

00:31:26 Latasha Anderson-Banks: collaborative real world experimenting, problem solving, discussions and inquiry

00:31:27 Jacob Shylla: interactions

00:31:29 Jacob Shylla: questions

00:31:30 Ellen Emery: problem solving

00:31:33 Angelia Thomas: I would see students questioning...applying knowledge...having conversations...NOT simply Q and A from the teacher.

00:31:34 VERLYN JOHN: Group discussion, Teacher is walking around the classroom and stopping as she goes along to refine thoughts. They are willing to take risks.

00:31:35 Stephanie Smith: Teacher monitoring all students/groups

00:31:35 Maria Campitelli: I should see students asking questions, interacting among each other and with facilitator

00:31:37 Rossana Barbera: I would see students alert to what is around, I would see people in action, vibrant atmosphere

00:31:37 Marva Robles: students have a possibility to make decisions

00:31:38 Ahmed Alhalhali: Students are discussing the concepts and the teacher is giving feedbacks

00:31:39 Liane Holbrook: Students asking questions

00:31:40 Lauren Carey: Student-centered discussions in socratic seminars where the students are empowered to critically analyze and interrogate a text and author

00:31:40 Andrea Rockney: Students interacting with each other, critiquing student work, asking questions, sharing evidence, and challenging each others' perspectives

00:31:43 Diana Levy: excited chatter; laughter; warmth; teacher is engaged with students sitting w/them

00:31:44 Justin Izbicki: Class was loud, student to student talk was focused on the activity, the teacher was listening, watching, and waiting to ask questions or provide feedback and support.

00:31:44 Janice Butler: Students would be doing the discipline taught.

00:31:48 Rosa Pongchit: Hands on experiential learning

00:31:49 Marti Herskovitz: Students feel a sense of trust between them and the teacher

00:31:51 LaWanna Sims: belonging and teachers are listening

00:31:52 FATMA TRABELSI: discussing in groups, using organizers and materials to validate their answers, questioning content or perspectives, solving problems, visualizing their thinking

00:31:53 Fanny Bravo: Ask questions and feel comfortable

00:31:57 Chiheb Toumi: Unaware of the presence of the teacher

00:31:57 Meg Hayes: Students are engaged in meaningful talk, groups or partnerships may be working around the room; teacher working with students

00:31:58 Jehad Halabi: expressed feelings

00:32:01 Angelia Thomas: Providing proof and or explanations of their responses.

00:32:01 Zuzana Venclova: interaction, collaboration, motivation,

00:32:07 Allison Solomon: Students asking where to get more information...curiosity

00:32:11 Louann McHalfey: accountable activities to subject including student opinion or thoughts

00:32:17 Dr. Wendy Amato: *** Great descriptions, Everyone -- thank you! ***

00:33:47 Teaching Channel: Please set your chat to Everyone so that everyone can see your message.

00:34:26 Wendy Thomas-Williams: Whoops, thx!

00:34:40 Masih Mangal: Appreciated

00:35:32 Shelly Bazemore: Hearts

00:35:49 Jacob Shylla:No...please let it be hearts

00:35:51 Jacob Shylla:haha

00:35:52 Wendy Thomas-Williams: I have a tie - minds and hearts

00:35:58 Brian Perlstein: My school focuses on Minds, but I like to sneak some Hearts in there. :)

00:36:08 Jacob Shylla:awwwwww

00:36:15 LeKeisha Render: Hearts are the preference though

00:36:20 Dr. Wendy Amato: ***Dr. Akinyele's reminder about the HEART is right on track -- much needed today!***

00:36:28 Ellen Emery: This year we've been shifting to hearts more

00:36:35 Angelia Thomas: We have a focus on them all through the use of Steven Covey's 7 Habits.

00:36:53 Jehad Halabi: all are interacting

00:37:28 Wendy Thomas-Williams: I remember hearing statistics similar to this 2 decades ago!

00:37:28 Dr. Wendy Amato: ***Ack! This data sure reminds us to be intentional about engagement, doesn't it?***

00:37:45 Dr. Wendy Amato: "DG" - Danielson Group :)

00:38:32 Dr. Wendy Amato: Resources:The Framework for Teaching Intellectual Engagement Guide :
<https://drive.google.com/file/d/1WLFbJ6aljx9pZ6gFwVlfhT3VuZ32Ttn->

/view?usp=sharingFFT: Intellectual Engagement Observation Tool :

https://drive.google.com/file/d/1Dv7CT2lmRCG_sVrcThv5u0OgfPuQg0ms/view?usp=s

haringFFT: Intellectual Engagement Self Assessment and Reflection Tool:

[https://drive.google.com/file/d/1FmkpYSwgC2xU-](https://drive.google.com/file/d/1FmkpYSwgC2xU-jfBwa5d1nmUdo3hqRxf/view?usp=sharing)

[jfBwa5d1nmUdo3hqRxf/view?usp=sharing](https://drive.google.com/file/d/1FmkpYSwgC2xU-jfBwa5d1nmUdo3hqRxf/view?usp=sharing)

00:39:45 Dr. Wendy Amato: @Angelia - can you say more about your program's use of Covey?

00:40:28 Dr. Wendy Amato: @Ellen - How are you experiencing the shift? What are you noticing?

00:41:29 Wendy Thomas-Williams: And these approaches, in many cases, are not approaches the educators implementing them experienced as learners themselves.

00:41:53 Teaching Channel: Yes, you'll be emailed the recording, slides, and chat transcript tomorrow.

00:42:13 Lallaine Hauser: Thanks

00:43:31 Angelia Thomas: Sure! We are in the process of becoming a Light House School. The staff and students have been coached in the 7 Habits of Highly Effective People. The language of the 7 Habits are embedded in every aspect of the learning environment...from the posters on the walls to our digital platforms. The master schedule has been adjusted to allow for SEL Circles for 20 minutes everyday. Students Ambassadors (formally student council) take the lead around campus. Clubs have been created that center around the 7 habits as well. Community projects have been created to bring the learning into the community. It's really great! The students even downloaded the app to their cell phones!

00:43:41 Stephanie Smith: We are focusing on Habits of Discussion

00:43:45 Dr. Wendy Amato: ***Love love love the focus on research -- thank you!*** This information helps us understand why we want Danielson as part of our programs.

00:44:14 Dr. Wendy Amato: @Angelia - thank you so much !

00:44:48 Teaching Channel: Yes, you'll be emailed the recording, slides, and chat transcript along with resources tomorrow!

00:45:09 Caterina Leone-Mannino: NYS Ed Dept has created a culturally - responsive sustaining education framework that aligns nicely with the Intellectual Engagement Framework and ensures a focus on student agency in learning and creating learning spaces in this way - love it!

<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

00:45:09 Marva Stimpson: Agree

00:45:23 Hj Aba: Yes please!

00:45:26 Angelia Thomas: Sure thing! It's been a BIG shift to move away from predominantly Teacher-lead learning beyond the gradual release of responsibility.

00:45:36 Jacob Shylla: Question: How can we adapt this framework of elements in an educational system that is exam oriented?

00:46:24 Jehad Halabi: a mix of those

00:46:29 Judith Sampat: appreciate much

00:46:33 Mojca Pipan: Empathy

00:46:40 Jacob Shylla: empathy

00:46:45 Adriana Mahon: Mix of those

00:46:45 Kim Cash: Empathy and trust.

00:46:45 Alan Chetin: empathat

00:46:46 Stephanie Smith: Empathy

00:46:46 J Hassan: empathy

00:46:47 Dr. Wendy Amato: PATHWAYS: what is needed right now?

00:46:48 Chiheb Toumi: empathy

00:46:48 Andrea Rockney: Empathy

00:46:49 Jehad Halabi: empathy more

00:46:50 FATMA TRABELSI: empathy and trust

00:46:51 Judith Sampat: empathat

00:46:51 Diana Diiorio: Respect

00:46:51 Jennifer Hull: safety, trust, empathy

00:46:54 Dr. Samia Sayyad: take rizk

00:46:54 VERLYN JOHN: Empathy

00:46:54	Agatha Ohwodo:	empathy
00:46:55	Felicia Geeter:	empathy and trust
00:46:55	Krystal Ilarraza:	empathy
00:46:55	Nekesha Holdipp:	trust
00:46:55	Adenia Linker:	safety is most important for mystudnts
00:46:57	Anuradha Chakari:	trust empathy and content knowledge
00:46:57	Joanna Cappabianco:	empathy
00:46:57	Rossana Barbera:	All three
00:46:57	Marva Stimpson:	Trust and empathy
00:46:57	Kelly Wilkerson:	empathy and trust
00:46:58	Vinodhini John Sagar:	empathy
00:46:58	Patricia Johnson:	Trust and Empathy
00:46:58	Teresa Cotton:	Empathy and trust
00:46:59	Wendy Thomas-Williams:	Respect, empathy and risk taking
00:47:00	Agatha Ohwodo:	safety
00:47:02	Louann McHalfey:	empathy for sure
00:47:03	Angelia Thomas:	These are all so powerful! My focus has been for the last two years has been empathy and self care.
00:47:04	Agatha Ohwodo:	trust
00:47:04	Daniela-Mihaela Ercu»õfÉ:	Empathy
00:47:06	Stephanie Smith:	Thank you Pandemic
00:47:06	Morayo Abass:	Empathy
00:47:08	Connie Mattera:	Mix of several used now. Need to think more about risk. Teach healthcare, so we are pretty risk averseive.
00:47:11	Kim Sheppard:	Empathy and trust
00:47:12	Judith Sampat:	trust with respect
00:47:12	Judeth McLeod-James:	A mixture of empathy and trust
00:47:20	catherine cook:	trust
00:47:21	Louann McHalfey:	but we sometimes confuse empathy with sympathy
00:47:25	Desiree Mendez:	empathy, risk taking, trust
00:47:42	Dr. Wendy Amato:	***Trust as a Cultivated Element of a Classroom***

00:48:04 Jihad Halabi: human caring

00:48:23 Jacob Shylla:Question: Which of the pathways would help in developing Trust?

00:48:29 Wendy Thomas-Williams: Trust is never/rarely automatic. I try to start with respect and recognizing students (of all levels) as fully realized individuals

00:48:44 Dr. Wendy Amato: @Jehad -- I love that you wrote "human caring" -- not just "caring" -- but more than that -- it's about connection, right? Nice comment.

00:49:03 Jihad Halabi: thank you

00:49:06 Maria Campitelli: TRUST is a key component of any successful relationship

00:49:09 catherine cook: must provide a environment that supports trust so students are willing to take risks. positive always

00:49:12 Angelia Thomas: One of the saddest things I've encountered was asking students to compliment themselves and they didn't know how beyond the superficial. Social Emotional Learning is HUGH in my district in Florida. Safe Space to learn, fail, and grow.

00:50:22 Wendy Thomas-Williams: Self-respect and respect for others...

00:50:58 Dr. Wendy Amato: *** The crosswalk / alignment is really helpful in setting goals. Thank you, DG! ***

00:51:01 catherine cook: respect is so important in today's environment! '

00:51:31 Teaching Channel: FFT: Intellectual Engagement Self Assessment and Reflection Tool: <https://drive.google.com/file/d/1FmkpYSwgC2xU-jfBwa5d1nmUdo3hqRxf/view?usp=sharing>

00:51:49 Teaching Channel: Resources:
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<https://drive.google.com/file/d/1FmkpYSwgC2xU-jfBwa5d1nmUdo3hqRxf/view?usp=sharing>

00:51:57 Lian Marie Major: Larger please to read

00:52:22 Jacob Shylla:that is what I am really concerned about...

00:52:32 Jacob Shylla:I want to be good at communicating

00:52:45 Maria Campitelli:

file:///C:/Users/mcamp/Downloads/DG%20Intellectual%20Engagement%20Self%20Assessment%20Reflection_Oct%2027%202021%20Update.pdf

00:52:48 Dr. Wendy Amato: Resources:The Framework for Teaching Intellectual Engagement Guide :

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00:53:18 Jacob Shylla:I am 'in the process'

00:53:24 Jacob Shylla:yay

00:53:58 Jehad Halabi: mostly in process but others established

00:55:49 Jehad Halabi: dialogue

00:56:01 catherine cook: students can say that the information they are learning will not be used in their lives.future

00:56:10 Nancy Nish: Are you going to give an example?

00:56:12 Dr. Wendy Amato: ***I love talking to students about MISCONCEPTIONS and getting the students excited by calling the lesson MYTH BUSTERS!***

00:56:13 Lallaine Hauser: pre-teach the vocabulary

00:56:14 Jehad Halabi: active participation

00:56:27 Patricia Johnson: During residency - classroom management

00:56:32 Jehad Halabi: reflecting

00:56:55 Maria Campitelli: You need to have a thorough understanding of the content to be able to address possible misconceptions

00:57:15 Jehad Halabi: open minded

00:57:15 catherine cook: make the content relatable to our lives...how it can be used in our lives

00:57:31 Jehad Halabi: role models

00:57:40 Richard Daugherty: Find examples in math that the student understand no matter how simple.

00:57:56 Lallaine Hauser: consider their prior knowledge

00:57:57 Maria Campitelli: Planning- we train our teachers to address misconceptions by asking probing questions and re -direct the thinking process

00:57:58 Angelia Thomas: The gradual release of responsibility helps us to drive the lesson. The 'I do' is done to show the students 'How' to think through the process of doing the task. Each portion is intentionally designed with students in mind.

00:59:37 Angelia Thomas: We actually script out and rehearse the 'I Do' portion of our lessons to combat those misconceptions.

00:59:46 Judith Sampat: setting rules on how to pay attention to whatever topic and have time to absorb the knowledge - be open minded instead of critiquing the topic. Have time to listen and get ready to collaborate later for whatever ideas arise to more information that can be gathered from the ideas of others

01:00:18 Teaching Channel: Resources:

The Framework for Teaching Intellectual Engagement Guide :

<https://drive.google.com/file/d/1WLFbJ6aljx9pZ6gFwVlfhT3VuZ32Ttn-/view?usp=sharing>

FFT: Intellectual Engagement Observation Tool :

https://drive.google.com/file/d/1Dv7CT2ImRCG_sVrcThv5u0OgfPuQg0ms/view?usp=sharing

FFT: Intellectual Engagement Self Assessment and Reflection Tool:

<https://drive.google.com/file/d/1FmkpYSwgC2xU-jfBwa5d1nmUdo3hqRxf/view?usp=sharing>

01:00:23 Dr. Wendy Amato: ***The addition of "valuing" is especially student-centered***

01:00:36 Jacob Shylla: established and in the process, hmmm

01:00:44 catherine cook: in process in all areas

01:01:20 Wei-Ying Hsiao: Totally agree

01:01:31 Maria Campitelli: develop student agency by giving them a VOICE

01:02:25 J Hassan: validating our students' identities- what a beautiful and important point!

01:02:45 Louann McHalfey: I will say that sometimes I think I am one way but I live in a bubble and have to reach out to experience other environments - it's sometimes easy to think I am "enlightened" but I really CANNOT understand some of the environments my students exist in

01:03:24 Jehad Halabi: nice eye opener

01:03:31 Judith Sampat: direction

01:03:49 Wei-Ying Hsiao: 1

01:03:50 Wendy Thomas-Williams: We are using empathy interviews as a strategy to honor and gain insight about students,Â lived experiences - in and out of school.

01:03:51 Angelia Thomas: Great frame of thinking shift!

01:03:58 Judith Sampat: the right path to be more productive as educator

01:03:59 NAUFAL IBNU: ada yang sama? di sini jam 1 malem

01:04:26 Rossana Barbera: The whole thing.

01:04:38 Adenia Linker: ^^^^^

01:04:53 Nadiya Hayati: Ada. Saya di Jakarta, Pak Naufal di mana?

01:04:54 Maria Campitelli: Get to know your students to understand who they are /what do they bring to the classroom/how do they understand the content based on prior experiences/what are their NEEDS not only academic but emotional as well

01:05:13 NAUFAL IBNU: Cilacap

01:05:19 Jihad Halabi: deeply understanding them

01:07:12 Jihad Halabi: more involvement

01:07:13 Judith Sampat: to understand my students

01:07:55 Jacob Shylla:wow, very appropriate

01:07:56 Maria Campitelli: All these reminds me of the creation of a Third Space in the classroom-Gutierrez

01:08:01 Dr. Wendy Amato: Knowing our students help us to make our content relevant and purposeful. We can differentiate and customize our instruction.

01:08:05 Teaching Channel: Absolutely ,À the recording and resources will be shared in our follow up email! Watch your inbox for a message from Teaching Channel.

01:08:06 Judith Sampat: to know how can I approach them and give the help they need to broaden their knowledge

01:08:11 Dr. Wendy Amato: VIDEO: What do you notice??

01:08:27 Teaching Channel: FFT: Intellectual Engagement Observation Tool : https://drive.google.com/file/d/1Dv7CT2lmRCG_sVrcThv5u0OgfPuQg0ms/view?usp=s haring

01:08:33 Angelia Thomas: It's so important to provide opportunities for students to see themselves in their learning environment.

01:08:40 Patricia Johnson: We have a CAEP faculty meeting, so I will need to leave the webinar soon.

01:08:40 catherine cook: I like to start the school year with small assignments that allows each student to tell me and discuss their personal lines and environment. I

this info is not directly given to the other students. I create tasks and discussions where this info is indirectly discussed in the class

01:10:24 Jacob Shylla: cute little fellas

01:10:29 Jehad Halabi: having large number of students makes it hard for that

01:10:50 Kathy Jo Gutierrez: Can we get a link to this video? Is it free?

01:10:59 Dr. Wendy Amato: Teaching Channel Platform... Want to learn more or get access? www.teachingchannel.com/danielson

01:11:04 Angelia Thomas: OMG This is awesome!! We made family Crests with our middle school students.

01:11:36 catherine cook: I feel that the students have to respect and interact with each other to feel comfortable in taking risks, feeling accepted, and engaging with each other in the classroom

01:11:37 Machel Allen: @Halabi You could extend activity with family support. Complete some elements in class and others at home with their family.

01:12:05 Jehad Halabi: ok thank you

01:12:51 Janice Butler: We did family crests/shields during a unit on the Middle Ages.

01:13:12 Maria Campitelli: @Jehad How about using a collaborative approach?

01:13:33 Dr. Wendy Amato: @Janice - yes, lots of good variations for this lesson. It can be adapted, too.

01:15:37 Jacob Shylla: learning should be fun - and this is what it looks like

01:16:29 Lynn Stenroos: We have always been hesitant about family trees due to our foster and adopted children due to trauma. Thoughts?

01:16:29 Joanna Cappabianco: ownership

01:16:30 LeKeisha Render: Recognition of student identities and backgrounds

01:16:37 Anuradha Chakari: engaging students and designing their own flag

01:16:41 Stephanie Smith: hands on activity

01:16:44 Larry Jackson: Overall collaborative discussion and sharing

01:16:46 Mojca Pipan: respect

01:16:47 Judith Sampat: that is the best thing in teaching, the students enjoyed what they are doing. They learned while doing things

01:16:48 Felicia Geeter: Respect for students' intersecting identities

01:16:52 J Hassan: student identities

01:16:56 Jacob Shylla: Respect and Knowledge

01:16:57 Gwendolyn Medford: Scaffolding of the lesson. Building blocks

01:17:01 Wendy Thomas-Williams: As in the movie Avatar - I see YOU!

01:17:02 Morayo Abass: Engaging, collaboration and creativity

01:17:05 Lian Marie Major: Appreciating everyone from and with diverse variables

01:17:08 NAUFAL IBNU: I love the students can be proud of their identities...

01:17:14 Rossana Barbera: You Students left holding hands ! They discovered also one another perhaps. Certainly they were confident and relaxed

01:17:18 Angelia Thomas: Pride in themselves, appreciating the differences in others.

01:17:37 Dr. Samia Sayyad: A & D

01:17:42 Jacob Shylla: Amen!

01:17:48 Oluwaseun Okwurugbe: engaging and the teacher sharing herself with her pupils.

01:17:51 Maria Campitelli: child development/learning environment/

01:17:57 Judith Sampat: this is awesome

01:18:00 Maria Campitelli: funds of knowledge

01:18:05 Jacob Shylla: yes!

01:18:09 Jeremy Harden: Thank you

01:18:09 Teaching Channel: Sign up to join us next week:
<https://www.teachingchannel.com/danielson#webinar-form>

01:18:10 Maria Campitelli: thanks this was great

01:18:10 Jacob Shylla: wonderful session

01:18:12 Jandy Grover: Thank you so much!

01:18:16 Mojca Pipan: Thank you very much.

01:18:16 J Hassan: Thank you very much for this session!

01:18:19 Judith Sampat: see you again next week

01:18:20 Jehad Halabi: thank you very much

01:18:22 NAUFAL IBNU: sampai ketemu jam 1 malem minggu depan....

01:18:23 Virginia Ormero: this is super interesting, thanks a million

01:18:24 Chiheb Toumi: Thank you

01:18:25 Patricia Johnson: Thank you for this!

01:18:32 Vinodhini John Sagar: wonderful session

01:18:33 Judith Sampat: thank you for sharing

01:18:34 Stephanie Smith: Great session

01:18:36 VERLYN JOHN: You have given me a plethora of reflective moments.

01:18:36 Wendy Thomas-Williams: I really appreciate the clusters of components!

01:18:40 Virginia Ormero: will we get another link for next week?

01:18:41 Ann Margaret Madera: Thank you Dr. Amato, Dr. Akinyele and Dr. Kappes =)

01:18:46 Morayo Abass: Thank you so much for the created opportunity

01:18:47 Danah Opland-Dobs: thank you!

01:18:47 Vinodhini John Sagar: thank you so much

01:18:47 Jacob Shylla: Thank you very much!

01:18:49 Nekesha Holdipp: fantastic, so glad that I was able to attend

01:18:50 Christine Rebera: Thank you!

01:18:50 Angelia Thomas: Thank you very much!

01:18:51 Grace Talj: ☐üëè thank you

01:18:51 Jacob Shylla: Good morning

01:18:54 Daniela-Mihaela: Very useful, thank you!

01:18:57 Debbie Schraeder: Thank you!

01:18:58 Meg Hayes: Thank you so much!!

01:18:59 Adriana Mahon: Thank you very much!

01:19:01 Jacob Shylla: I am off to sleep now

01:19:01 FATMA TRABELSI: Thank you !

01:19:02 MaryBeth Landis: Thank you! Excellent!

01:19:03 Anuradha Chakari: thank you for the first part

01:19:04 Zuzana Venclova: Thank you

01:19:05 Dr. Samia Sayyad: ☐üëè Thank you

01:19:06 Shelia Burlock: Well presented!

01:19:06 Lauren Carey: Thank you!

01:19:07 Agatha Ohwodo: Thank you.

01:19:10 Iris Spadafino: Thank you!

01:19:11 Anuradha Chakari: sure

01:19:11 Olga Chesnokova: Thanks a lot!

01:19:12 Nekesha Holdipp: Will do, this was awesome

01:19:12 KAREN PYRON: EXCELLENT-- thank you!!

01:19:15 Oluwaseun Okwurugbe: Thank you so much!

01:19:15 Louann McHalfey: Thanks so much - great information

01:19:16 Fanny Bravo: thanks a bunch

01:19:17 Janice Butler: Thank you!

01:19:20 Wei-Ying Hsiao: Thank you!

01:19:21 Denise Gamble: Thank you!

01:19:22 Hj Aba: Thank you very much

01:19:26 Stephanie Smith: Thank you!!! See you on the 16th

01:19:27 Jehad Halabi: good night all

01:19:28 Judith Sampat: this open new opportunity for me to explore more about understanding my job as a teacher and my world my students

01:19:37 Marva Stimpson: Thank you

01:19:38 Kelly Wilkerson: Thank You!

01:19:38 Teaching Channel: Sign up for the next webinar:
<https://www.teachingchannel.com/danielson#webinar-form>

01:19:39 Teaching Channel: Send this link to friends and colleagues to join us next week: <https://www.teachingchannel.com/danielson#webinar-form>

01:19:44 LaWanna Sims: Thank you have an awesome day

01:19:44 Machele Allen: Very informative and certainly generated reflective thinking!

01:19:48 Rod Bohm: Thank you!! Looking forward to the next opportunities!!

01:19:58 Anuradha Chakari: truly enagaging
01:20:24 Morayo Abass: Regards
01:20:27 Judith Sampat: thanks everyone
01:20:46 Maria Torres: Thank you so much!
01:20:57 Helga Bernard: Thanks to all.
01:21:01 Teaching Channel: Want to learn more or get access?
www.teachingchannel.com/danielson
01:21:13 Allison Solomon: Thanks for this webinar
01:21:17 Krystal Ilarraza: Thank you