

00:46:19 Danielle Williams: provide visual supports

00:46:21 Lesley Webster: Adjust intensity, frequency, and size

00:46:31 Liliana Ruiz: Chunking

00:46:37 Robin OBrien: Multiple entry points to a task

00:46:38 Ivette Rodriguez: Constant check-ins throughout the lesson

00:46:42 Lesley Webster: Same language to avoid confusion

00:46:46 Ellis Brown: create groups to focus on the missing skills

00:47:02 Lesley Webster: teaching vocabulary and providing context

00:53:56 Naomi Church: Screen readers to read math questions aloud for students.

00:54:09 Lisa Sahadeo: More time to complete the number of assignments

00:54:11 Lisa Sahadeo: closed captions

00:54:17 Lesley Webster: Highlighting text, reading the content, framed problems to help students reach the solution

00:54:19 Katherine Manuel: Give choice boards, make sure you have audio, extra time

00:54:22 Naomi Church: Math vocabulary study guide

00:54:38 Merrie Meiselman: extra examples

00:54:50 Lesley Webster: PLAYDOUGH is magical when teaching area/volume

00:54:55 Lisa Sahadeo: Private comments (ie. in Google Classroom) that notifies individual students of mastery questions

00:54:59 Rhonda Cunningham: youtube videos, extra notes, powerpoint, visuals

00:56:44 Danielle Williams: virtual manipulatives

00:56:47 Lesley Webster: allowing multiple attempts with productive feedback

00:58:36 Robin OBrien: Yes

00:58:36 Danielle Williams: yes

00:58:37 Lisa Sahadeo: Yes, often

00:58:40 Lesley Webster: I swear by CPALMS!

00:58:42 Katherine Manuel:Yes

00:58:42 Christopher DeLuca: yes

00:58:44 Naomi Church: Yes! I have a lesson on CPALMS!

00:58:44 William Struble: yes

00:58:46 Liliana Ruiz: yes

00:58:49 Anthony Marotta: yes

00:59:03 Amy SanFrotello: will there be access points for the B.E.S.T. standards?

01:00:16 Courtney Starling: Two other things that may be good for all students is having a "Due this week" video to help students prioritize. Also give a set of tasks aligned to the standards taught and have students to "Choose their own adventure".

01:00:22 Lisa Sahadeo: I do believe CPALMS is transitioning to B.E.S.T. standards and will roll them out soon

01:01:11 Caren Prichard: <https://accesstoflsresources.weebly.com/>

01:01:14 Merrie Meiselman:The Access Project also has very helpful materials for access points. [accesstofls.weebly.com](https://accesstofls.weebly.com)

01:02:06 Caren Prichard: <https://accesstofls.weebly.com/>

01:05:23 Lesley Webster: That MC students are in a self-contained class. Our school does have some mainstreaming for MC students \

01:06:29 Lesley Webster: Having a growth mindset for intensive classes is essential. It should not be seen as a punishment but an opportunity!

01:12:57 Courtney Starling: While the Achievement Level Descriptors can provide some information. Please be sure to keep in mind that those were intended for standard-setting purposes only and not for instructional purposes.

01:13:00 Kenneth Methvin: Some of the posters are sending only to Panelists, not the general chat (I was one of those)

01:16:02 Tara Jeffs: Rick Wormeli  
- <https://www.rickwormeli.com/>

01:16:13 Henry Schmitges: Sorry that is Rick Wormeli

01:16:25 Danielle Williams: this is similar to how the FTCE separates the GK Reading and Math...

01:17:39 Lesley Webster: I wish the state would address the 0-59 point F and 10 point difference between all other grades

01:17:43 Kenneth Methvin: No District policy, I allow resubmission

01:17:50 Naomi Church: Some of our teachers (they all use Canvas) set due dates to Sunday evening for the whole week's assignments to allow students flexibility of when to complete. This also makes for less late work.

01:18:13 Merrie Meiselman: No district policy except during virtual - but I give a 50.

01:18:25 Danielle Williams: I work with K-2, so late work is not necessarily the student's fault!

01:18:29 Lesley Webster: If the state says something, then all must listen

01:18:40 Jamie Spencer: At this time, we do not have a policy yet but we use a 50 as the low score.

01:18:43 Lisa Sahadeo: Switch to standards based-grading and watch how students who fall a little behind still find hope because they can come back from a lower grade

01:19:02 Lesley Webster: every district is different, every school is different, every classroom is different....these leads to a lot of inequity!!!!

01:19:07 Derrick Frazier: I like Lesley's response ...

01:19:20 Anthony Marotta: same

01:19:43 Lisa Sahadeo: Personally, I would nix late penalties entirely because the lateness doesn't actually account for their understanding of math, but rather punishes for poor time management

01:19:52 Katherine Manuel: We need to look at case by case kids and make decisions.

01:20:16 Amy SanFrotello: virtual learning environment should be about the learning not necessarily time management

01:20:25 Tara Jeffs: @Lisa - Love your mindset!

01:20:30 Naomi Church: I agree Lisa. Late work can be addressed on the behavioral side of the report card for a more accurate reflection of the student.

01:20:49 Amy SanFrotello: I agree with the person who said often it is not the child's fault - could be technology issues, or parents, or home setting, or...

01:20:50 Annmarie DeMattia: Students can turn in late work anytime. If they are needed in having the home reissued, is there a chance that there is not support at home.? Yes, extra work however the students need to see that they need to advocate and move forward. Learn from mistakes.

01:21:59 Tara Jeffs: @Shattuck, Katherine or investigate why!

01:22:59 Lesley Webster: These are great reminders!

01:23:06 Jamie Spencer: I tell students that are struggling to have a zoom session with me for math because I can focus with them and spot issues they may have

01:23:26 Robin OBrien: We do "This or That" where students choose which provided answer is correct

01:24:02 Annmarie DeMattia: I call the NOT questions Tor F. Look for the false answer.

01:25:28 Danielle Williams: Start with the questions that are least difficult-- they become like icebreakers.

01:27:02 Merrie Meiselman: There were so many strategies that I missed some. Will you be sending out the recording?

01:27:50 Tara Jeffs: There is a Q & A --Equatio is a chrome extension or software program. It provides lots of options <https://www.texthelp.com/en-us/products/equatio/> We will also have this in the AT & UDL Loan library this fall that you can check out and trial!<https://www.at-udl.net/>

01:28:00 Caren Prichard: I will be happy to share these resources. Please email me at [Caren.Prichard@paec.org](mailto:Caren.Prichard@paec.org)

01:28:26 Judy Hickman: Shuffle class assessments by section, not the whole test. The first section s/b on the easier side, 2nd section should be increasingly more difficult, third section the hardest, and last section back to medium difficulty.

01:33:35 Caren Prichard:  
[http://www.floridarti.usf.edu/resources/presentations/2020/math\\_webinars/math\\_webinars.html](http://www.floridarti.usf.edu/resources/presentations/2020/math_webinars/math_webinars.html)

01:34:54 Tara Jeffs: Thank you all for your wonderful engagement and participation!

01:35:07 Danielle Williams: Another session to address dual exceptional learners would be great!!

01:35:26 Lisa Sahadeo: Totally agree Danielle!

01:35:31 Merrie Meiselman: Thank you!

01:35:46 Katherine Manuel: Thank you!