

Professional Development Red Wing Public Schools





Teacher Expectations (presented in Aug.)

- Teacher Expectations
 - Responsible for student learning in their classroom
 - Student to teacher interactions will be required on a daily basis per course
 - Teachers will be available for students during the assigned class period
 - Keep up a Google Classroom in every scenario
 - **Added:** Using Common Summative and Common Formative Assessments per course or grade level
- Accountability
 - Principals and Assistant Principals will hold staff accountable to teacher expectations through monitoring Google Classrooms and attendance



Spring Training

- March 18 -- Overview of Google Classroom and Google Meet w/ guided set-up
- March 19 -- Google Classroom 101 for teachers and paraprofessionals
- March 20 -- Google Classroom 201 & 301 for teachers and paraprofessionals



Google Classroom



Google Meet



August Training

- Wonders 2020 Training - plus Wonders 2020 follow up
- MyMath 101
- How to Organize Google Classroom to be Student & Family-Friendly (EdSpring)
- Google Classroom (101, 201, 301) refreshers for Teachers & Paraprofessionals
- Chrome Extension during Hybrid Learning
- Differentiated instruction
- Go Guardian Training
- Reading Mastery
- Number Worlds - Corrective Reading
- Wing Huie - Perspectives



Google Classroom



Google
Chrome
Extensions





Follow up Trainings - Sept. & Oct.

- Wonders Follow up
- Wonders Admin Training
- MyMath Admin Training
- Learning Letters through online PD for Wonders/MyMath
- Individualized support for Wonders via phone & email



Greetings and Welcome to *Wonders 2020!*

We are excited to partner with you during your implementation of *Wonders 2020*. Below, you will find some additional resources to support you and your teachers in your professional learning.

Prior to or following your virtual *Wonders 2020* training, we highly recommend teachers complete the following Professional Development courses: *Wonders Basics* and *Digital Quick Start*. In addition to these supports built into everyone's account, this document also includes links to in-service session registrations, recorded in-service sessions, support documents, and access points for technical support.

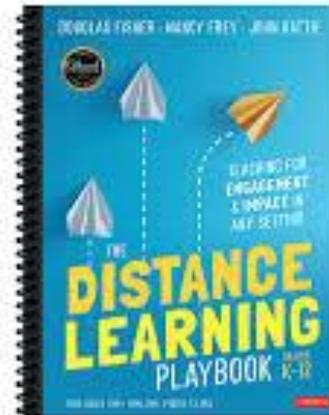
TO ACCESS WONDERS PROFESSIONAL DEVELOPMENT:	
1. Log Into your <i>Wonders</i> Account or use the <i>Wonders</i> Demo Account.	My.mheducation.com If needed, please reach out to your sales representative for a demo code.
2. Click on your grade level Teacher Edition to access the Teacher Center Dashboard . This is where you will land each time you log in to <i>Wonders</i> .	



Nov. 23, 24, 25 (8-11)

Sessions: “Distance Learning Playbook”

- Take Care of Yourself
- The First Days of Distance Learning
- Staff/Student Relationships from a Distance
- Teacher Credibility at a Distance
- Teacher Clarity at a Distance
- Engaging Tasks
- Planning Instructional Units for Distance
- Feedback, Assessment, & Grading
- Learning, Distance or Otherwise



Effective teaching is effective teaching, no matter where it occurs.

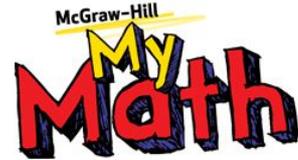
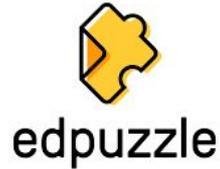
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Nov. 23, 24, 25 (12-1)

Breakouts

- EdPuzzle
- Go Guardian
- Google Classroom Q & A
- Screencastify
- Explore Wonders & MyMath
- Hoonuit
 - ReLicensure requirements



Google Classroom





Nov. 23, 24, 25 (Virtual Power Pack)

Day 1	Day 2	Day 3
<i>Establishing Relationships, Routines, Roles, and Rigor in Virtual Instruction</i>	<i>Creating Tasks Worthy of Student Groups in Breakout Rooms</i>	<i>Monitoring for Learning in a Virtual World</i>
Structure of the Day	Structure of the Day	Structure of the Day
<ul style="list-style-type: none"> A. 2 hours of PD and application: <i>Establishing positive relationships with and among students to foster productive team and class dynamics</i> B. 2 hours of PD and application: <i>Defining Rigor in Virtual Learning</i> C. 2 hours of PD and application: <i>Coaching and</i> 	<ul style="list-style-type: none"> A. 2 hours of PD and application: <i>Planning lesson content by identifying the standard(s) and corresponding learning target(s)</i> B. 2 hours of PD and application: <i>Utilizing a flipped classroom model of instruction where teacher talk time is minimized</i> 	<ul style="list-style-type: none"> A. 2 hours of PD and application: <i>Verifying learning and providing micro-interventions or remediations</i> B. 2 hours of PD and application: <i>Gathering student evidence and tracking progress</i> C. 2 hours of PD and application: <i>Putting it all</i>
<i>facilitated peer feedback on implementation plans for the four R's (relationships, routines, roles, and rigor)</i>	<ul style="list-style-type: none"> <i>during live instruction; majority of time is spent engaged in collaborative student work</i> C. 2 hours of PD and application: <i>Creating standards-aligned rigorous tasks that require teaming and work in virtual, blended and face to face settings</i> 	<i>together to plan effective virtual lessons</i>



Meeting Needs

- Online Teacher Help Center
- Building Instructional Technology Leads
- Adoption of additional teacher tools (Go Guardian, Screencastify)
- Continuing to try to meet tech request needs (secondary monitors, document cameras, Chromebooks)
- Jan. 18th & Feb. 15th PD Plans



What was the PD based on?

- Spring Brainstorm
- Surveys (Tech)
- Listening Sessions
- Family Emails
- Summer Community Brainstorm
- Walkthroughs
- Teacher Tech Check-in (Sept.) & (Oct./Nov.)



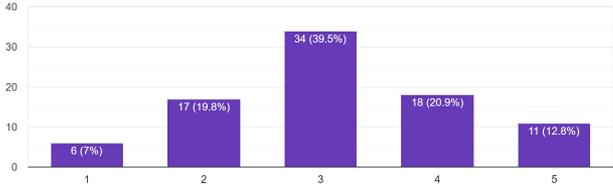
I had the tech tools to teach.

September

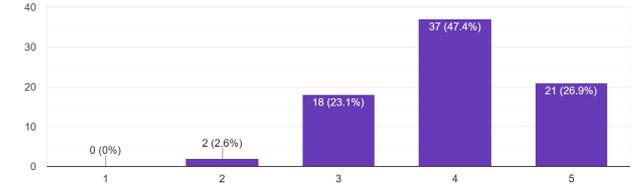
Oct./Nov.

E-6

I had the technology resources to teach in the hybrid model.
86 responses

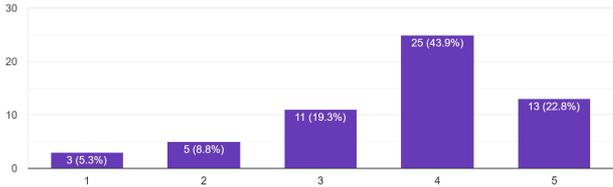


I had the technology resources to teach
78 responses

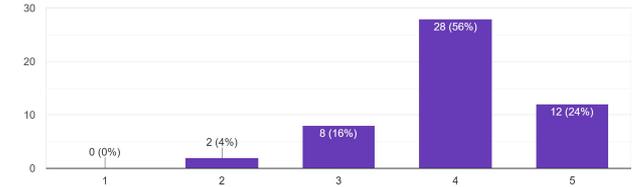


7-12

I had the technology resources to teach in the hybrid model.
57 responses



I had the technology resources to teach.
50 responses





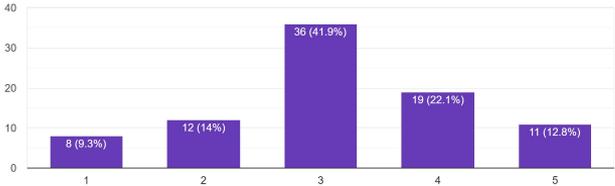
I have teaching strategies to teach.

September

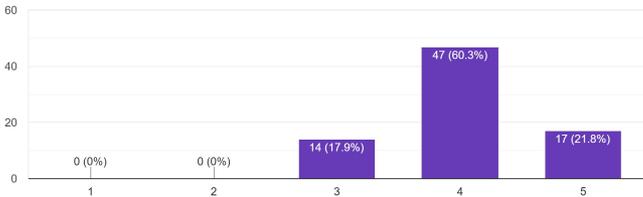
Oct./Nov.

E-6

I have teaching strategies to teach in the hybrid model
86 responses

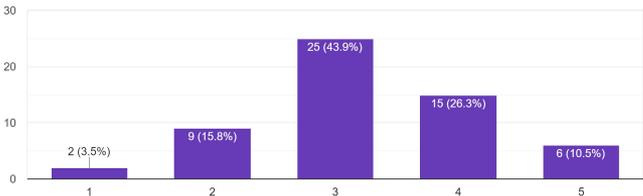


I have teaching strategies to teach
78 responses

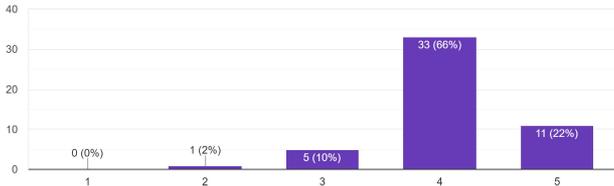


7-12

I have teaching strategies to teach in the hybrid model
57 responses



I have teaching strategies to teach.
50 responses





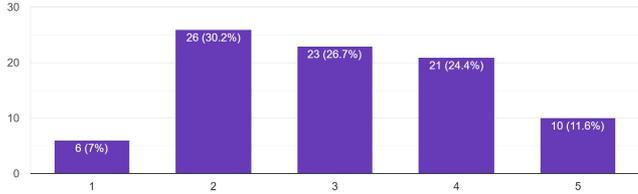
I feel like I am prepared to teach my best each day.

September

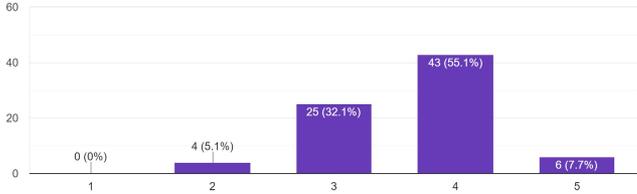
Oct./Nov.

E-6

I feel like I am prepared to teach my best each school day.
86 responses

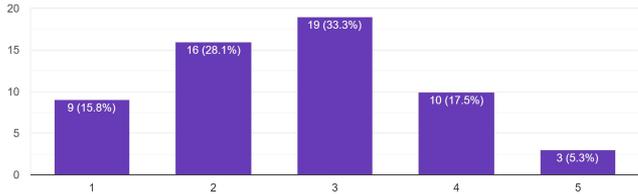


I feel like I am prepared to teach my best each school day.
78 responses

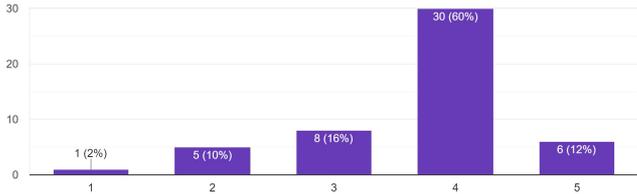


7-12

I feel like I am prepared to teach my best each school day.
57 responses



I feel like I am prepared to teach my best each school day.
50 responses



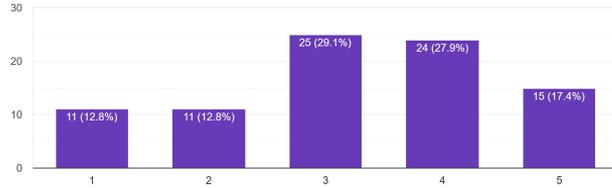


I enjoyed teaching most days.

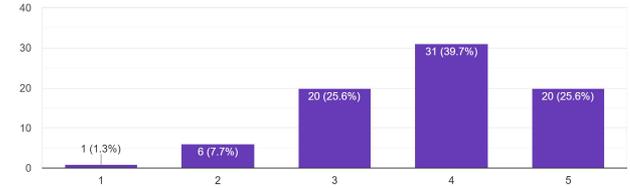
September

Oct./Nov.

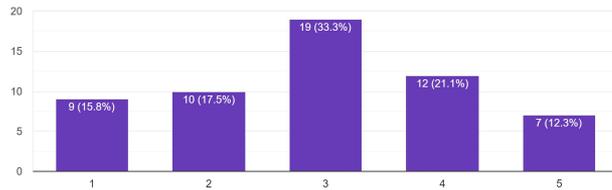
In September, I enjoyed teaching most days .
86 responses



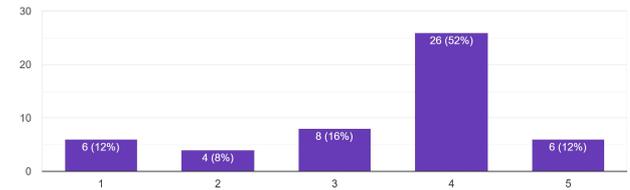
In October and November, I enjoyed teaching most days .
78 responses



In September, I enjoyed teaching most days .
57 responses



In October/November, I enjoyed teaching most days .
50 responses



E-6

7-12



Questions

