Board Update from Curriculum and Instruction:

Celebration Presentation:

Teacher Appreciation Week: During Continuity of Learning 2020 (to be shared at May Board Mtg.6 min. 30-second PowerPoint presentation)

During the COVID-19 health crisis, teachers have planned for learning with little time for preparations, but have done an excellent. We celebrated these efforts recently as we kicked off our professional development day on May 6th.

May 6th Professional Development. TOPIC: Student Engagement

The PD day was intended to directly support teachers' practices during our Continuity of Learning implementation. The most recent C of L plan was sent to teachers on April 6th. It continues to evolve by building as we are moving into the end of the school year.

AGENDA May 6th PD

Learning Targets:

1. I can reflect on my own teaching practice to identify successes and next steps for engaging students.
2. I can create a plan using a new engagement strategy.
3. I can contribute to building a respectful, active, collaborative, and growth-oriented learning environment.

Set the Stage

1. Please choose **one** of the following articles to read **prior**.
   a. Remote Learning - Facilitating Human Connection - Blog
   b. Distance Learning Without a Device - Blog
   c. Big Ideas to Shift Your Online Learning - adapted article
   d. 7 Ways to Increase Online Student Engagement - article by Schoology
   e. Mashup: Emergency Remote Learning - excerpts from several experts
2. Add your thoughts to our shared Google doc, Defining Engagement Collaborative Document **prior** to our meeting.
3. Be ready to join the Zoom meeting about 5 minutes prior to our scheduled time.

Content

1. Engaging Lessons for Remote Learning presentation is for all grades and positions. Feel free to make your own copy and take notes as needed.
2. Blended Learning Design
   a. Example of a completed lesson - 1st grade
   b. Folder of Tech and Non-tech examples
   c. Remote Learning Resources for Organic EdTech Lesson Design
   d. PreK-2 Lesson Examples
3. The "Hyerdoc" Hyperdoc
   a. Link to Teacher-created HyperDocs
   b. Link to Planning Templates
4. Specific grade-band engagement resources can be found at the following links:
   a. 4K-2
   b. 3-5

c. 6-8
d. 9-12

Synthesize Learning

1. Look through the resource(s) that are of greatest interest or most timely for you.
2. Make copies for your Drive, bookmark key websites, send an email to a colleague about an idea, etc.
3. Be prepared to share a commitment you are willing to make in the coming week - What are you committed to trying?

Share

1. In Breakout rooms, be prepared to share.
2. Add your commitment to our Padlet.
3. When we return to large group, we will wrap up our conversation.

FALL Planning: Considerations going into fall are currently underway as we continue to be apprised of what conditions we will be working under this fall. Particular consideration will be worked on around more streamlined use of an LMS (Learning Management Systems) and streamlining communication for parents. Virtual access for students also continues to be an issue and we are seeking to better understand solutions.

Math Grants Awarded to Build Math Game Library

The Tomahawk Elementary School math department - Karen Jarvensivu, Mike Loretz and math specialist, Laurie Tracey - wanted to build a game library to help families connect through games. They have received over $1400 in grant money this year. This fall they received over $900 from the STAR foundation through their Beyond Crayons and Chromebooks grant and almost $500 this winter from the Wisconsin Mathematics Education Foundation. The grants have allowed them to purchase over 100 games to begin their library. Classroom teachers will have access to the games for indoor recess or as an incentive/reward for their students. Students will be able to check games out the way one would check out a library book. This is just the beginning, as they are hoping future funds will keep the fun growing.

These games are being used to support students learning math and during building closure, many of these games, dice, and cards have been sent home to our students for the continued practice of basic mathematics skills. The math department wrote in their

grant that games are to math like books are to reading. Too often families feel they cannot help with math at home and often hold negative views of math from their own experiences in school. We wanted families to realize that there is something they can do at home to help their children in math.

- Playing games encourages strategic mathematical thinking as students find different strategies for solving problems and deepen their understanding of numbers.
- When played repeatedly, games support students' development of computational fluency.
- Games present opportunities for practice, often without the need for teachers to provide the problems. Teachers can then observe or assess students and work with individuals or small groups of students.
- Games have the potential to allow students to develop familiarity with the number system and with "benchmark numbers" (such as 10s, 100s, and 1000s) and engage in computation practice, building a deeper understanding of operations.
- Games support a school-to-home connection. Parents can learn about their children's mathematical thinking by playing games with them at home. (NCTM, Why Play Math Games? 2015)