Professional Development Opportunities to Support Online Instruction

Hazelwood School District

Curriculum & Instruction Department
Last Revised July 21, 2020
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This professional development series will be offered live via webinar and as recorded sessions. If teachers are not available to attend the live sessions, recordings of the live sessions will be available to those teachers. Teachers may register for multiple live sessions based on their professional development needs. The registration link is only for those who are participating in live or self-pace sessions. To register, please go to the following link: Professional Development Opportunities to Support Virtual Instruction Registration Form.

All live sessions will be recorded and available to teachers who were not able to attend live sessions to view. Those teachers who are not able to attend live sessions should not register for the live sessions.

A link to all videos of the sessions as well as a separate registration form for “After Hours Only” will be sent out following the completion of the sessions. Information about recorded sessions will be made available to teachers by August 14, 2020.

Teachers who view the recorded sessions and do not attend the live sessions will need to complete the “After Hours Assignment” indicated in the session description and upload that to their time and effort form to be paid.

Teachers must complete the Time and Effort Sheet for participation in the live sessions or the after hours option. The Time and Effort form can be found here: Summer Institute Time and Effort Form. Teachers may report for each session no more than the “Maximum Hours” indicated in the descriptions for each session.

Teachers will be paid $14 per hour for their participation in this summer time professional development.
Class Discussions via Google Meet
This session will contain videos of how to set up your Google Meet, the different features of Google Meet and extensions, tips, and tricks to make your Google Meet more productive and engaging for students.
Presenter(s): Jolie Kwedar and Kelly Adelsberger
Target Audience: All content and grade levels
Session Date/Time: Self-paced
Link to session: Session links will be sent through a Google Classroom invite dependent on number of participants and grade levels taught.
*After-hours Assignment: Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.
Maximum Reporting Hours: 4 hours

Google Forms - Do Nows, Formative Assessments, and Exit Slips
This session will contain videos and written instructions on how to create Google Forms, differentiation with Google Forms, Quizzes, and other ways to formatively assess students.
Presenter(s): Jolie Kwedar and Kelly Adelsberger
Target Audience: All content and grade levels
Session Date/Time: Self-paced
Link to session: Session links will be sent through a Google Classroom invite dependent on number of participants and grade levels taught.
*After-hours Assignment: Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.

Interactive Google Slides
This session will contain videos and written instruction on how to make Google Slides interactive thus making it more engaging for students. The learner will be able to animate and narrate slides by the end of this training.
Presenter(s): Jolie Kwedar and Kelly Adelsberger
Target Audience: All content and grade levels
Session Date/Time: Self-paced
Link to session: Session links will be sent through a Google Classroom invite dependent on number of participants and grade levels taught.
*After-hours Assignment: Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.
Maximum Reporting Hours: 4 hours

NOTE Software for Clear Touch Panels
This session will have you proficient in no time with the NOTE software for your Clear Touch Panel. Learn how to create multiple pages, use the clone tool, eraser, add backgrounds, use the resource library, and so much more!
Presenter(s): Jolie Kwedar and Kelly Adelsberger
Target Audience: All content and grade levels
Session Date/Time: Self-paced
*After-hours Assignment: Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.
Maximum Reporting Hours: 4 hours
### Clear Touch Web Cameras (Capture)
This session will provide teachers with the skills needed to use the Clear Touch Camera, as well as the Capture software for virtual instruction. Teachers will learn how to use the camera, record sessions, edit video, add transitions, text overlays, add music, and then upload their videos.

Presenter(s): Jolie Kwedar and Kelly Adelsberger

**Target Audience:** All content and grade levels

**Session Date/Time:** Self paced

**Link to session:** Session links will be sent through a Google Classroom invite dependent on number of participants and grade levels taught.

*After-hours Assignment:* Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.

**Maximum Reporting Hours:** 4 hours

### Aristotle
Teachers will learn how to monitor student Chromebooks and message students in real time during their independent instruction time.

Presenter(s): Jolie Kwedar and Kelly Adelsberger

**Target Audience:** All content and grade levels

**Session Date/Time:** Self-paced

*After-hours Assignment:* Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.

**Maximum Reporting Hours:** 1 hour

### Share to Classroom and other extensions for Google Classroom
This session will introduce several extensions that work in conjunction with Google Classroom. Teachers will be able to see first hand how these extensions save time during instruction and make the lessons more engaging for students.

Presenter(s): Jolie Kwedar and Kelly Adelsberger

**Target Audience:** All content and grade levels

**Session Date/Time:** Self-paced

*After-hours Assignment:* Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.

**Maximum Reporting Hours:** 4 hours

### Google Certification Level 1
This 4 session training module will assist teachers in achieving Google Certification Level I for Educators. Teachers will prepare for the exam using Google’s Teacher Certification Training modules with tricks and tips from the Instructional Technology Coordinators.

Presenter(s): Jolie Kwedar and Kelly Adelsberger

**Target Audience:** All content and grade levels

**Session Date/Time:** Self-paced

*After-hours Assignment:* Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.

**Maximum Reporting Hours:** 8 hours
Poll Software
Poll Software is similar to Kahoot, but with many added features. Connect with your students virtually through a polling platform that allows you to get instant feedback on images, quizzes, questions, or even discussions with your students. The entire class can work together without having to be in the same place! All teachers that attend will receive a year license to Poll.

Presenter(s): Jolie Kwedar and Kelly Adelsberger
Target Audience: All content and grade levels
Session Date/Time: Self-paced
*After-hours Assignment: Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.
Maximum Reporting Hours: 3

Google Jamboard
This session will illustrate how to use the Google Jamboard white board during virtual and in person instruction.

Presenter(s): Jolie Kwedar and Kelly Adelsberger
Target Audience: All content and grade levels
Session Date/Time: Self-paced
*After-hours Assignment: Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.
Maximum Reporting Hours: 4 hours

Snow.Live Software - Make your virtual teaching life easier with Snow.Live software!
Snow.Live software easily allows you to send lesson activities to your students that can be graded so you get instant feedback on what your students know. All teachers that attend will get a year license to Snow.Live software to use in their classrooms!

Presenter(s): Jolie Kwedar and Kelly Adelsberger
Target Audience: All content and grade levels
Session Date/Time: Self-paced
*After-hours Assignment: Self-paced modules will not require an after hours assignment. The facilitator will meet with participants at a mutually convenient time.
Maximum Reporting Hours: 8 hours

Kami
Teachers will learn how to use Kami to support virtual lessons. Kami provides teachers and students with the essential tools to create an engaging and collaborative learning environment. Kami acts as a digital pen and paper.

Presenter(s): Aden Cooper (Kami)
Target Audience: All content and grade levels
Session Date/Time: July 28, 2020; 1:45-3:45 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session.
Maximum Reporting Hours: 2 hours
Teaching Art Virtually - Secondary
This session will provide teachers with an overview of the Art pacing guides. Teaching strategies for virtual and in-person learning will also be discussed.

Presenter: Dr. Stacy Ray
Target Audience: Secondary Art Teachers
Session Date/Time: July 28, 2020; 1:00-2:30 PM
*After-hours Assignment: Setting up Google Classroom
Maximum Reporting Hours: 3 hours

Teaching Art Virtually - Elementary
This session will provide teachers with an overview of the Art pacing guides. Teaching strategies for virtual and in-person learning will also be discussed.

Presenters: Ninel Leichliter, William Mattingly Phillips
Target Audience: Elementary Art Teachers
Session Date/Time: August 4, 2020; 10:00-11:30 AM
*After-hours Assignment: Setting up Google Classroom
Maximum Reporting Hours: 3 hours

Teaching PE Virtually
This session will provide teachers with an overview of the PE pacing guides. Teaching strategies for virtual and in-person learning will also be discussed.

Presenters: Stacey Hargrove, Nick Kulper, Meghan Bauer
Target Audience: PE Teachers
Session Date/Time: August 4, 2020; 10:00--11:00 AM
*After-hours Assignment: Setting up Google Classroom
Maximum Reporting Hours: 2 hours

SmartMusic
Teachers will work through the training links presented by the SmartMusic Software. This will help teachers to set up their classrooms and assignments in the program.

Presenter: Smart Music
Target Audience: Secondary Music Teachers
Session Date/Time: Self-paced
*After-hours Assignment: Setting up Google Classroom
Maximum Reporting Hours: 3 hours
**EasyBridge by Pearson**
This session will provide teachers with an overview of the elementary social studies online resources. This is a repeated training session from the 2019-20 school year.

Presenter: Pearson Professional Development Specialist
Target Audience: Kindergarten-5th Grade Social Studies Teachers
Session Date/Time: Aug 5, 2020; 9:00 AM-10:00 AM
*After-hours Assignment: None
Maximum Reporting Hours: 1 hour

**Teaching Social Studies Virtually**
This session will provide teachers with an overview of the Social Studies pacing guides. Teaching strategies for virtual and in-person learning will also be discussed.

Presenter: Dr. Stacy Ray
Target Audience: Kindergarten-5th Grade Teachers
Session Date/Time: July 27, 2020; 10:00-11:30 AM
*After-hours Assignment: Setting up Google Classroom
Maximum Reporting Hours: 3 hours

**ConnectEd and Networks**
This session will provide teachers with an overview of the Social Studies online resources from McGraw Hill. This is a repeated session from the 2019-20 school year.

Presenter: McGraw Hill Professional Development Specialist
Target Audience: Secondary Social Studies teachers using McGraw Hill online resources
Session Date/Time: July 31, 2020 1:00-2:00 PM
*After-hours Assignment: None
Maximum Reporting Hours: 90 minutes

**Teaching Social Studies Virtually**
This session will provide teachers with an overview of the Social Studies pacing guides. Teaching strategies for virtual and in-person learning will also be discussed.

Presenter: Dr. Stacy Ray
Target Audience: Secondary Social Studies Teachers
Session Date/Time: July 27, 2020; 1:00-2:30 PM
*After-hours Assignment: Setting up Google Classroom
Maximum Reporting Hours: 3 hours
**WebAssign**
Teachers will learn to use the virtual components of WebAssign to support a virtual teaching environment. This session covers the online version of Calculus and Foundations. While WebAssign is not new to teachers, most have not used these virtual components.

**Presenter(s):** Kelly Gilreath (Cengage)
**Target Audience:** 9-12 Math Teachers
**Session Date/Time:** August 3, 2020; 9:00-11:00 AM

*After-hours Assignment:* Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 3 hours

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**MathXL**
Teachers will learn to use the virtual components of MathXL to support a virtual teaching environment. This session covers the online version of Pre-Calculus and Statistics. While MathXL is not new to teachers, most have not used these virtual components.

**Presenter(s):** Monica Wadler (Pearson)
**Target Audience:** 9-12 Math Teachers
**Session Date/Time:** July 28, 2020 10:00-11:00 AM

*After-hours Assignment:* Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

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**Edcite**
Edcite is a comprehensive education platform equipping teachers with customizable content and quality assessment resources. Teachers will learn how to use data analysis by cohort, school, student, teacher and district, and use the live interface on all assessments. Edcite is simple to implement and use and covers all mathematics K-12, ELA, World Languages, Social Studies, Science, Speech & Language, and Special Education.

**Presenter(s):** Julia Sweeney (Edcite)
**Target Audience:** K-12 Math Teachers
**Session Date/Time:** July 28, 2020; 12:00-3:00 PM

*After-hours Assignment:* Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 3 hours

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**Redbird Math**
Teachers will learn to use features such as universal screener, progress monitoring, data based decision making, adaptive instruction, gamification, project based learning, a plethora of reports at the student, class, and school levels, and a way to communicate progress and status to parents.

**Presenter(s):** Allen Aguilar (McGraw-Hill)
**Target Audience:** 3-5 Teachers new to teaching math
**Session Date/Time:** August 3, 2020; 12:00-2:00 PM

*After-hours Assignment:* Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 3 hours

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**IPEVO**
Mathematics teachers will learn how to demonstrate their learning objectives by writing in real time and to seamlessly display manipulatives, graphics, and strategies using a document camera.

**Presenter(s):** Sabrina Wilson, Corrinne Berry, Megan O’Brien
**Target Audience:** 3-12 Math Teachers
**Session Date/Time:** August 4, 2020; 12:00 - 1:00 PM

*After-hours Assignment:* Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

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**MyMathLab**
Teachers will learn how to use this online version of College Prep Algebra to support a virtual teaching environment. This online version of College Prep Algebra is not new; however, most teachers have not used these virtual components.

**Presenter(s):** Monica Wadler (Pearson)
**Target Audience:** 9-12 Math Teachers
**Session Date/Time:** July 28, 2020; 9:00-10:00 AM

*After-hours Assignment:* Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours
<table>
<thead>
<tr>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Target Audience</th>
<th>Session Date/Time</th>
<th>After-hours Assignment</th>
<th>Maximum Reporting Hours</th>
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<tr>
<td>Gizmos</td>
<td>Gizmos Representative</td>
<td>6th-12th Grade Science</td>
<td>July 29, 2020 1:00-3:00 PM (Middle School); August 5, 2020 1:00-3:00 PM (Middle School); July 30, 2020 9:00-11:00 AM (High School); August 4, 2020 9:00-11:00 AM (High School)</td>
<td>*After-hours Assignment: Sample lesson plan that incorporates Gizmos into the lesson</td>
<td>3 hours</td>
</tr>
<tr>
<td>MySci: Virtual Classroom Best Practices (general)</td>
<td>Tori Engle, MySci Lead Instructional Specialist</td>
<td>Kindergarten-5th Grade Teachers</td>
<td>August 5, 2020; 10:00-11:00 AM</td>
<td>*After-hours Assignment: Write a summary of a best practice you can use, how you would use it, and why did you choose this practice.</td>
<td>2 hours</td>
</tr>
<tr>
<td>MySci: Using Students’ Questions about Phenomena to Motivate Learning</td>
<td>Heather Milo, MySci Lead Instructional Specialist</td>
<td>Kindergarten - 5th Grade Teachers</td>
<td>July 27, 2020; 10:00-11:00 AM</td>
<td>*After-hours Assignment: Write a summary of how you could use this current phenomenon to engage students in science.</td>
<td>2 hours</td>
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<tr>
<td>MySci: Social, Emotional Learning</td>
<td>Maia Elkana, MSW, ISP Evaluation Director</td>
<td>Kindergarten - 5th Grade Teachers</td>
<td>August 5, 2020; 1:00-2:00 PM</td>
<td>*After-hours Assignment: Write a short reflection on how you can support students in light of the pandemic and other issues of social unrest in their communities.</td>
<td>3 hours</td>
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<tr>
<td>MySci: Virtual Classroom Insights: What Worked, What Didn’t, and What Now?</td>
<td>Lauren Church, MySci Instructional Specialist</td>
<td>Kindergarten - 5th Grade Teachers</td>
<td>July 29, 2020; 1:00-2:00 PM</td>
<td>*After-hours Assignment: Write a short summary on what you learned and how you can adapt your teaching virtually.</td>
<td>2 hours</td>
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</table>
myView Day 1 Reading Workshop (KG, 2nd grade, 4th grade)
Teachers will be trained on the reading workshop model using the new myView resource.

Presenter(s): Lindsay Shoemaker (Savvas)
Target Audience: Kindergarten, 2nd grade, and 4th grade Teachers
Session Date/Time: July 31, 2020; 8:00-9:30 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2.5 hours

myView Day 1 Reading Workshop (1st, 3rd, 5th grade)
Teachers will be trained on the reading workshop model using the new myView resource.
Presenter(s): Lindsay Shoemaker (Savvas)
Target Audience: 1st grade, 3rd grade, and 5th grade Teachers
Session Date/Time: July 31, 2020; 10:00-11:30 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2.5 hours

myView Day 2 Writing Workshop (KG, 2nd grade, 4th grade)
Teachers will be trained on the writing workshop model using the new myView resource.

Presenter(s): Lindsay Shoemaker (Savvas)
Target Audience: Kindergarten, 2nd grade, and 4th grade Teachers
Session Date/Time: August 3, 2020; 8:00-9:30 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2.5 hours

myView Day 2 Writing Workshop (1st, 3rd, 5th grade)
Teachers will be trained on the writing workshop model using the new myView resource.

Presenter(s): Lindsay Shoemaker (Savvas)
Target Audience: 1st grade, 3rd grade, and 5th grade Teachers
Session Date/Time: August 3, 2020; 10:00-11:30 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2.5 hours
myView Day 3: Intervention, Reading Specialists, or Realize Training
These are three different sessions offered at the same time. Teachers will choose one. Teachers will learn about the interventions available within the myView platform.

Presenter(s): Lindsay Shoemaker (Savvas)
Target Audience: K-5 ELA
Session Date/Time: August 7, 2020 8:00-9:30 AM; OR August 7, 2020 10:00-11:30 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2.5 hours

StudySync Beginner Overview
Secondary teachers will learn about the StudySync platform and how to use it.

Presenter(s): StudySync Representative
Target Audience: 6-12 ELA Teachers
Session Date/Time: July 27, 2020; 10:00-12:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 3 hours

StudySync Embedded Assessments
Secondary teachers will learn how to use the embedded assessments in StudySync to gather data that will allow them to adjust instruction to support student learning.

Presenter(s): StudySync Representative
Target Audience: 6-12 ELA Teachers
Session Date/Time: July 29, 2020; 10:00-11:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Writing and the Writing Project in StudySync
Secondary teachers will learn the components of the StudySync platform that supports writing to learn and writing projects.

Presenter(s): StudySync Representative C(StudySync)
Target Audience: 6-12 ELA Teachers
Session Date/Time: July 27, 2020; 10:00-11:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours
### Writing to Learn - Elementary
Teachers will learn how to use short, on-demand writing to help students think through key concepts and ideas and practice articulating their understanding in written expression.

Presenter(s): Kimberly McGee and Keyonna Foote
Target Audience: Elementary (appropriate for all content areas)
Session Date/Time: August 4, 2020; 1:00-2:00 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

### Writing to Learn - Secondary
Teachers will learn how to use short, on-demand writing to help students think through key concepts and ideas and practice articulating their understanding in written expression.

Presenter(s): Dr. Tamara Wells
Target Audience: Secondary (appropriate for all content areas)
Session Date/Time: August 4, 2020; 1:00-2:00 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session.
Maximum Reporting Hours: 2 hours

### Reading Across the Content Area (3rd-11th)
Teachers will learn skills that will assist students in reading to learn complex informational text found in science, math, and social studies.

Presenter(s): Jami Vault
Target Audience: All content and grade levels
Session Date/Time: August 4, 2020; 11:00 AM-12:00 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

### The “WHY” Behind Fundations
Teachers will understand the components of Fundations and why they are important to students building early literacy skills.

Presenter(s): Julie Szczucka
Target Audience: K-2 Teachers
Session Date/Time: July 30, 2020; 11:00 AM-12:00 PM
*After-hours Assignment: Sample Lesson Plan that embeds Fundations skills from the session.
Maximum Reporting Hours: 2 hours
Achieve3000 EL and Struggling Reader Supports
Tier 3 teachers will learn specific ways that the Achieve3000 platform supports EL students and struggling readers. *This session is limited to 25 participants.*

Presenter(s): Kia Turner (Achieve3000)
Target Audience: Tier 3 teachers (4th-10th)
Session Date/Time: August 6, 2020; 10:00-11:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Achieve3000 and Data
Teachers will focus on the data component of the Achieve3000 platform and how to use it to drive student instruction. *This session is limited to 25 participants.*

Presenter(s): Kia Turner (Achieve3000)
Target Audience: Tier 3 teachers (4th-10th)
Session Date/Time: August 5, 2020; 10:00-11:30 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Achieve3000 Platform Overview
Tier 3 teachers will learn about the Achieve3000 platform and its new features. *This session is limited to 25 participants.*

Presenter(s): Kia Turner (Achieve)
Target Audience: 4th - 10th Grade Tier 3 Teachers
Session Date/Time: August 4, 2020; 10:00-11:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Achieve3000 Reading Strategies
Tier 3 teachers will learn specific reading strategies supported by the Achieve3000 platform including before, during and after reading strategies. *This session is limited to 25 participants.*

Presenter(s): Sara Kinsella (Achieve3000)
Target Audience: Tier 3 teachers (4th-10th)
Session Date/Time: August 7, 2020; 10:00-11:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours
AimswebPlus
Teachers, principals, and instructional coaches will learn how to use AimswebPlus for student assessment and to gain data to drive instruction.

Presenter(s): Julie Szczuka
Target Audience: K-3 teachers, elementary principals, and instructional coaches
Session Date/Time: August 5, 2020 11:00 AM-12:00 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Reading Specialists (K-3)
Reading specialists that support students in grades kindergarten - 3rd grade will be trained on ways to support students and teachers.

Presenter(s): Julie Szczuka
Target Audience: Elementary (K-3) Reading Specialists
Session Date/Time: August 6, 2020; 1:00-2:00 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Reading Comprehension Strategies
Teachers will learn several reading comprehension strategies and how to model them for students so that students can become stronger readers.
Presenter(s): Keyonnia Foote and Kimberly McGee
Target Audience: All grade levels and content areas
Session Date/Time: August 6, 2020; 1:00-2:00 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session.
Maximum Reporting Hours: 2 hours

The Tier 3 Class
Teachers of the Tier 3 course will be trained on the course model and expectations.

Presenter(s): Julie Szczucka and Jami Vault
Target Audience: Tier 3 teachers (4th-10th)
Session Date/Time: August 5, 2020; 1:00-2:00 PM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours
<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS SESSIONS</th>
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</thead>
<tbody>
<tr>
<td><strong>Planning with the ELA Virtual Content Pacing Guide (3rd-5th)</strong></td>
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<tr>
<td>Teachers will understand how to use the ELA Virtual Content Pacing Guide</td>
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<tr>
<td>Presenter(s): Kimberly McGee and Keyonna Foote</td>
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<td>Target Audience: ELA (3rd-5th)</td>
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<td>Maximum Reporting Hours: 2 hours</td>
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<tr>
<td><strong>Planning with the ELA Virtual Content Pacing Guide - Secondary ELA, Electives and Drama</strong></td>
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<td>Teachers will understand how to use the ELA Virtual Content Pacing Guide</td>
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<td>Presenter(s): Dr. Tamara Wells</td>
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<td>Target Audience: ELA (Secondary)</td>
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<td>Maximum Reporting Hours: 2 hours</td>
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<td><strong>Question Formulation Technique (QFT) - Elementary</strong></td>
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<td>Teachers will learn The Question Formulation Technique (QFT), a simple, but rigorous, step-by-step process designed to help students produce, improve and strategize on how to use their questions.</td>
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<td>Target Audience: Elementary (appropriate for all content areas)</td>
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</tr>
<tr>
<td>Target Audience: Secondary (appropriate for all content areas)</td>
</tr>
<tr>
<td>Session Date/Time: August 5, 2020; 9:00-10:00 AM</td>
</tr>
<tr>
<td>*After-hours Assignment: Sample Lesson Plan that includes activities from the session</td>
</tr>
<tr>
<td>Maximum Reporting Hours: 2 hours</td>
</tr>
</tbody>
</table>
Vocabulary Instruction - Elementary
Teachers will be trained on a variety of ways to teach vocabulary including the use of personal student dictionaries.

Presenter(s): Kimberly McGee and Keyonnia Foote
Target Audience: ELA (3rd-5th)
Session Date/Time: August 4, 2020; 9:00-10:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Vocabulary Instruction - Secondary
Teachers will be trained on a variety of ways to teach vocabulary including the use of personal student dictionaries.

Presenter(s): Dr. Tamara Wells
Target Audience: ELA (Secondary)
Session Date/Time: August 4, 2020; 9:00-10:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

Planning with the ELA Virtual Content Pacing Guide (K-2)
Teachers will understand how to use the ELA Virtual Content Pacing Guide.

Presenter(s): Julie Szczuka
Target Audience: K-2 ELA
Session Date/Time: August 6, 2020; 9:00-10:00 AM
*After-hours Assignment: Sample Lesson Plan that includes activities from the session
Maximum Reporting Hours: 2 hours

ENGLISH LANGUAGE ARTS SESSIONS
**iCEV Online Training**
CTE Teachers will learn about a supplementary online curriculum platform that will benefit multiple CTE pathways. This session is for Business Education, Marketing Education, Family and Consumer Sciences (7-12), PLTW-Biomedical Sciences, Health Occupations, PLTW-Engineering, and Industrial Technology teachers only.

Presenter: John Andres from iCEV

Target Audience: 7th-12th CTE Teachers

Session Date/Time: August 6, 2020; 10:00 AM - 11:00 AM

*After-hours Assignment: Once completing the webinar, teachers will login to the iCEV platform and begin setting up a virtual classroom for the course(s) they teach. They will start going through the resource and finding supplemental activities to use both in their classrooms and in a virtual setting.

Maximum Reporting Hours: 4 hours
Practice with Language Line (telephonic interpreter three-way call), scheduling Face to Face interpreters with International Language Services, Talking Points translated text messages
Participants will learn about and practice using three HSD language access tools for communicating with current and potential multilingual families coming to HSD schools. These language access services are available to ALL school and office personnel in HSD.
Presenter(s): Debra Cole and EL teachers
Target Audience: Building leaders, Classroom Teachers and EL Teachers for EL Home Schools
Session Date/Time: July 27, 2020 or July 29, 2020 from 9:00 - 10:00 AM
*After-hours Assignment:
After viewing the recorded Zoom Presentation, EL teachers will download the talking points app, send a text inviting one or more of their students’ families to join Talking Points, and create a flyer or email to the staff in their school for the steps to take to request an in person or virtual interpreter for a parent meeting.
Maximum Reporting Hours: 2 hour

Doing and Talking STEM
This eWorkshop is designed to support K–12 content and ESL teachers as they interact with the resources introduced on the Doing and Talking Math and Science website. Through a series of reflections, video exercises, and resources, this eWorkshop helps teams maximize the content on the website and strengthen skills in three areas:
- Building on students’ knowledge of languages
- Building students’ ideas about how the world works
- Engaging students as questioners, thinkers, and problem solvers
At the end of the eWorkshop, teachers have an opportunity to select a pathway for further learning and corresponding resources focused on discourse–centered instruction and collaborative meaning– making in the STEM classroom.
Presenter: Debra Cole via the WIDA Secure Portal
Target Audience: K-12 Math Teachers of English Learners and EL Teachers
Session Date/Time: Self-paced
*After-hours Assignment: Participants will submit a lesson plan incorporating concepts from the eWorkshop appropriate for one or more of the ELs in their class according to the student’s CAN DO level.
Maximum Reporting Hours: 6 hours

Understanding the Virtual and Face-to-Face Linguistic Scaffolding Template and Student Friendly "CAN DO" Descriptors for Formative Language Assessment and Differentiated Instruction
EL teachers who have been writing virtual accommodations for the virtual district curriculum will present the Virtual Linguistic Scaffolding Template along with the face-to-face version, the Student Friendly CAN DO descriptors, and the HSD Student Portrait Template. Participants will practice in grade cluster break out rooms (PreK-K, Grades 1-2, Grades 3-5, Grades 6-8, Grades 9-12) to incorporate linguistic and culturally responsive scaffolds into their upcoming lessons.
Presenter(s): Debra Cole, Steven Davis, Elia Bowles, Sam Noel, Cindy Kiser, and Sheri Lawson
Target Audience: Classroom Teachers with EL Cluster Groups
Session Date/Time: July 31, 2020; 9:00 AM-12:00 PM or Friday, August 7, 2020; 9:00 AM-12:00 PM
*After-hours Assignment: Participants will submit a lesson plan incorporating scaffolds from the Virtual Linguistic Scaffolding Template appropriate for one or more of the ELs in their class according to the student’s CAN DO level.
Maximum Reporting Hours: 4 hours
**SIS - Programs and Services: EL & Immigrant**

This session focuses on empowering EL teachers to accurately add and update Programs and Services in SIS for each of the students on their caseload. EL teachers will learn and review what state and federal laws require regarding official documentation of EL identification along with requirements and options for providing services to both English Learners and Immigrant students - including immigrants who speak only English.

EL teachers will also learn how to attach documents and make and save comments initially and on an annual basis so all teachers and building administrators of English learners (EL), the Coordinator for EL and Immigrant education, and parents of ELs and immigrant students can easily access vital information regarding each student’s individual language learning program (ILLP). Privacy issues for student information regarding ELs will also be clarified and discussed via scenario studies.

**Presenter(s):**
HSD SIS administrator, Muharema Hrncic and Coordinator for EL and Immigrant Education, Debra Cole

**Target Audience:** All new and returning EL teachers

**Session Date/Time:**
9AM - 10 AM, July 28 OR July 30

**After-hours Assignment:**
EL teachers will accurately update Programs and Services for each EL on their caseload

Maximum Reporting Hours: 2

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**Leading for Equity: Classroom Walkthrough**

This eWorkshop will introduce a sample walkthrough resource that includes specific attention to practices and principles of exemplary and equitable teaching for multilingual learners. This resource was designed to be applied to current walkthrough practices and protocols within any classroom in which academic language connected to content is used. During the eWorkshop, participants will have an opportunity to learn about ways to use and apply this formative classroom walkthrough resource. Video, activity, subject matter expert commentary, and handouts will be included.

**Format:** All materials are housed in the WIDA eLearning Center, which can be accessed by participants with a WIDA Secure Portal login. Video, subject matter expert commentary, and handouts will be included.

**Presenter(s):** Debra Cole via WIDA secure portal

**Target Audience:** K-12 school leaders and teachers training to become school leaders who engage in classroom walkthroughs

**Session Date/Time:** Self-Paced

**After-hours Assignment:**
Participants will create, select or adapt a classroom walkthrough template incorporating features discussed in the workshop. Participants then use their selected template to conduct a classroom walkthrough with an EL student focus and write a paragraph reflection noting positive features of the classroom for the EL students and suggest a possible opportunity for growth.

Maximum Reporting Hours: 4 hours
<table>
<thead>
<tr>
<th>EWorkshop Title</th>
<th>Description</th>
<th>Presenter</th>
<th>Target Audience</th>
<th>Session Date/Time</th>
<th>After-hours Assignment</th>
<th>Maximum Reporting Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WIDA Writing Rubric</strong></td>
<td>This eWorkshop provides information for educators who work with multilingual learners in their writing development. The series is for educators of Grades 1-12 to use individually or with a Professional Learning Community (PLC). You will be introduced to two educators who use the WIDA Writing Rubric to focus on day-to-day planning. This series is divided into two sections that correspond to the two videos.</td>
<td>Debra Cole via the WIDA Secure Portal</td>
<td>Classroom Teachers of English Learners and EL Teachers</td>
<td>Self-paced</td>
<td>Participants will submit a lesson plan incorporating concepts from the eWorkshop appropriate for one or more of the ELs in their class according to the student's CAN DO level.</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
| **Engaging Multilingual Newcomers** | This eWorkshop explores what educators can do to welcome and engage multilingual newcomers and their families into their classrooms and schools. This eWorkshop is comprised of three modules with videos, readings and interactions to engage the participants. By engaging in this eWorkshop, participants will build their skills in:  
- Responding to the social and emotional needs of newcomers  
- Building collegial relationships to support the integration of newcomers into a school community  
- Implementing instructional strategies to advance newcomers’ linguistic development and content learning | Debra Cole via the WIDA Secure Portal | K-12 classroom teachers working with multilingual learners who have recently arrived in the United States, or are new to U.S. schools | Self-paced | Participants will submit a lesson plan incorporating concepts from the eWorkshop appropriate for one or more of the ELs in their class according to the student's CAN DO level. | 2 hours |
<p>| <strong>Developing Language for Learning in Mathematics</strong> | This eWorkshop helps educators recognize and design mathematics instruction that simultaneously strengthens both mathematical reasoning and language development for multilingual learners. During the eWorkshop, participants will have the opportunity to learn about the benefits of giving students meaningful math tasks, time for reasoning together, and support for their engagement in math discourse. Participants will see and have opportunities to plan ways to support multilingual learners in becoming increasingly effective as they use language to express their own ideas and co-construct ideas with others. | Debra Cole via the WIDA Secure Portal | K-12 Math Teachers of English Learners and EL Teachers | Self-paced | Participants will submit a lesson plan incorporating concepts from the eWorkshop appropriate for one or more of the ELs in their class according to the student’s CAN DO level. | 4 hours |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Mon 7/27</th>
<th>Tues 7/28</th>
<th>Wed 7/29</th>
<th>Thurs 7/30</th>
<th>Fri 7/31</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 9</td>
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<td></td>
<td></td>
<td>myView Day 1</td>
<td>KG, 2nd, 4th</td>
</tr>
<tr>
<td>9 - 10</td>
<td></td>
<td></td>
<td>SIS training - Programs and Services for ELs and Immigrants</td>
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</tr>
<tr>
<td></td>
<td>Practice with Language Line (telephonic interpreter three-way call), scheduling Face to Face interpreters with International Language Services</td>
<td>SIS training - Programs and Services for ELs and Immigrants</td>
<td></td>
<td>Understanding the Virtual and Face-to-Face Linguistic Scaffolding Template and Student Friendly <em>CAN DO</em> Descriptors</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td>10:11:30 AM Teaching Social Studies Virtually</td>
<td>Aimsweb Plus Training</td>
<td>The &quot;Why&quot; Behind Fundations</td>
<td>1st, 3rd, 5th</td>
</tr>
<tr>
<td>11-12</td>
<td>10-11:30 AM Teaching Social Studies Virtually</td>
<td></td>
<td></td>
<td>10:00 - 11:30 myView Day 1</td>
<td>1st, 3rd, 5th</td>
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<tr>
<td>12-1</td>
<td></td>
<td>12:00 - 3:00 Edcite</td>
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<tr>
<td>1-2</td>
<td>1:45 - 3:45 KAMI</td>
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<td>1:45 - 3:45 KAMI</td>
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<tr>
<td>2-3</td>
<td>Edcite Continues</td>
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<td>Edcite Continues</td>
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<tr>
<td>3-4</td>
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<td>1:45 - 3:45 KAMI</td>
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</tbody>
</table>

**SELF-PACED**
- Methods for Teaching Virtually in all Content Areas
- Class Discussions via Google Meet
- NOTE Software for Clear Touch Panels
- Google Forms - Do Nows, Formative Assessments, and Exit Slips
- Clear Touch Cameras (Web Cameras) - Capture Interactive Google Slides Aristotle
- Share to Classroom and Other Extensions for Google Classroom
- Google Jambard
- Google Certification Level 1
- SnowLive Software
- Poll Software
- Doing and Talking STEM
- WIDA Writing Rubric
- Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Smart Music

Self-Paced Sessions can be completed on your own time. After registration is completed, you will get a link for a question and answer session that must be attended in order to be paid.
## Elementary Sessions

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### 8 - 9
- myView Day 2
- KG, 2nd, 4th

### 9 - 10
- Vocabulary Instruction
- Elementary

### 10 - 11
- myView Day 2
- 1st, 3rd, 5th

### 11 - 12
- Achieve3000
- Platform
- Teaching
- PE Virtually
- 10:11:30 AM
- Teaching Art Virtually
- Reading Across the Content Area (3rd-11th)

### 12 - 1
- 12:00-2:00 PM
- Redbird Math

### 1 - 2
- 12:00-2:00 PM
- Redbird Math
- myView Day 1
- KG, 2nd, 4th

### 2 - 3
- 2:30 - 4:00
- myView Day 2
- 1st, 3rd, 5th

### 3 - 4
- Continued

### Mon 8/3
- EasyBridge
- Elem Social Studies
- Question Formulation Technique (QFT)
- Elementary

### Tues 8/4
- Planning with the ELA Virtual Content Pacing Guide (K-2)

### Wed 8/5
- Understanding the Virtual and Face-to-Face Lingistic Scaffolding Template and Student Friendly “CAN DO” Descriptors

### Thurs 8/6
- Achieve 3000 EL Struggling Reader Supports

### Fri 8/7
- Achieve 3000 Reading Strategies
- 10:00 - 11:30
- myView Day 3

### Self-Paced Sessions
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<tr>
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<tbody>
<tr>
<td>8 - 9</td>
<td>9:00-10:00 AM Practice with Language Line (telephonic interpreter three-way call)</td>
<td>SIS Training</td>
<td>9:00-10:00 AM Practice with Language Line (telephonic interpreter three-way call)</td>
<td>SIS Training</td>
<td>9:00 - 12:00 Understanding the Virtual and Face-to-Face Linguistic Scaffolding</td>
</tr>
<tr>
<td>9 - 10</td>
<td>10:00 - 11:00 Writing and the Writing Project in StudySync</td>
<td>10am-12pm StudySync Beginner Overview</td>
<td>StudySync Embedded Assessments</td>
<td>900 - 1200 Understanding the Virtual and Face-to-Face Linguistic Scaffolding</td>
<td>9:00 - 1200 Understanding the Virtual and Face-to-Face Linguistic Scaffolding</td>
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<td>10 - 11</td>
<td>10am-12pm StudySync Beginner Overview</td>
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<td>11 - 12</td>
<td>12:00 - 3:00 EdCite</td>
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<tr>
<td>12 - 1</td>
<td>1:00 - 2:30 Teaching Social Studies Virtually</td>
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<tr>
<td>1 - 2</td>
<td>1:00 - 2:30 Teaching Social Studies Virtually</td>
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<tr>
<td>2 - 3</td>
<td>1:00 - 2:30 Teaching Social Studies Virtually</td>
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<tr>
<td>3 - 4</td>
<td>1:45 - 3:45 Kami</td>
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</tbody>
</table>
## Middle School Sessions

<table>
<thead>
<tr>
<th>Mon 8/3</th>
<th>Tues 8/4</th>
<th>Wed 8/5</th>
<th>Thurs 8/6</th>
<th>Fri 8/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-PACED</td>
<td>Vocabulary Instruction Secondary</td>
<td>Question Formulation Technique Secondary</td>
<td>Planning with the ELA Virtual Content Pacing Guide (Secondary ELA, Electives and Drama)</td>
<td>9:00 - 12:00 Understanding the Virtual and Face-to-Face Linguistic Scaffolding</td>
</tr>
<tr>
<td>8 - 9</td>
<td>9 - 10</td>
<td>10 - 11</td>
<td>11 - 12</td>
<td>12 - 1</td>
</tr>
<tr>
<td>myView Day 2 1st, 3rd, 5th</td>
<td>Achieve3000 Platform</td>
<td>Achieve 3000 Struggling Reader Supports</td>
<td>Achieve3000 Reading Strategies</td>
<td>Achieve3000 Reading Strategies</td>
</tr>
<tr>
<td>11 - 12</td>
<td>1 - 2</td>
<td>2 - 3</td>
<td>3 - 4</td>
<td></td>
</tr>
<tr>
<td>Reading Across the Content Area (3rd-11th)</td>
<td>Writing to Learn Secondary</td>
<td>The Tier 3 Classroom 1:00 - 3:00 PM Gizmos Interactive Middle School Science</td>
<td>Reading Comprehension Strategies</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Mon 8/3</th>
<th>Tues 8/4</th>
<th>Wed 8/5</th>
<th>Thurs 8/6</th>
<th>Fri 8/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 9</td>
<td>9:00 - 11:00</td>
<td>Vocabulary Instruction Secondary</td>
<td>9:00 - 12:00</td>
<td>Planning with the ELA Virtual Content Pacing</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Web Assign</td>
<td>Gizmos Interactive High School Science</td>
<td>9:00 - 12:00</td>
<td>Guide (Secondary ELA, Electives and Drama)</td>
</tr>
<tr>
<td>10 - 11</td>
<td>Web Assign</td>
<td>Question Formulation Technique (QFT) Secondary</td>
<td>9:00 - 12:00</td>
<td>Understanding the Virtual and Face-to-Face Linguistic Scaffolding Template</td>
</tr>
<tr>
<td>11 - 12</td>
<td>9:00 - 11:00</td>
<td>Achieve3000 Platform Overview</td>
<td>9:00 - 12:00</td>
<td>Achieve3000 Struggling Reader Supports</td>
</tr>
<tr>
<td>12 - 1</td>
<td>Teaching PE Virtually</td>
<td>Achieve3000 and Data</td>
<td>9:00 - 12:00</td>
<td>ICEV Online Training</td>
</tr>
<tr>
<td>1 - 2</td>
<td>Reading Across the Content Area (3rd-11th)</td>
<td>Reading Strategies</td>
<td>9:00 - 12:00</td>
<td>Achieve3000 Reading Strategies</td>
</tr>
<tr>
<td>2 - 3</td>
<td>1:00-2:30 PM Teaching Art Virtually</td>
<td>The Tier 3 Classroom</td>
<td>9:00 - 12:00</td>
<td>Understanding the Virtual and Face-to-Face Linguistic Scaffolding Template</td>
</tr>
<tr>
<td>3 - 4</td>
<td>1:00-2:30 PM Teaching Art Virtually</td>
<td>Reading Comprehension Strategies</td>
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