

2018-2019 LCWM District Staff Development Report

LCWM District Staff Development Goals 2018-2019

District Student Achievement Goal

Each learner thrives in a safe, equitable, and respectful learning environment that fosters confidence, excellence, and a sense of belonging while honoring difference.

District Staff Development Goal #1

Support professional development and growth of all personnel to foster career advancement and evaluation goals.

Elementary Goals

1. Expand knowledge of the use of student performance and assessment data.
2. Strengthen capacity of instructional leaders.

Secondary Goals

1. Expand knowledge of the use of student performance and assessment data.
2. Strengthen capacity of instructional leaders.

District Student Achievement Goal

Each learner receives high quality, personally relevant instruction enhanced by all members of the learning community.

District Staff Development Goal #2

Align and update curriculum and standards to ensure students are provided with learning opportunities consistent with our mission.

Elementary Goals

1. Align and revise K-6 curriculum maps.
2. Ensure that RTI and other instructional strategies meet individual student needs.

Secondary Goals

1. Align and revise 7-12 curriculum maps.
2. Ensure that instructional strategies meet individual student needs.

District Student Achievement Goal

Each learner studies a challenging academic curriculum that enhances social, emotional, physical, and ethical development.

District Staff Development Goal #3

Enhance and improve practices that build and sustain a positive school climate.

Elementary and Secondary Goal

1. Continue to improve student behavior management strategies school-wide.

District Student Achievement Goal

Each learner meets rigorous academic standards and is prepared for future learning and success in a multicultural society.

District Staff Development Goal #4

Improve the use and implementation of technology in all applicable curriculum areas.

Elementary and Secondary Goals

1. Explore forms of instruction technology and implement those that are appropriate.
2. Provide opportunities and training for technology in the classrooms as needed and appropriate.

Staff Development activities attended and goals met can be found on pages 12-14

List of Staff Development Advisory Committee Members

- District: Lake Crystal Wellcome Memorial
- Statutory Reference: “A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non teaching staff, parents, and administrators.” – Minn. Stat. § 122A.60, subd. 1(b).
- Who are the members of your current Advisory Staff Development Committee?

Name	Position*	Subject	Grade Level
Megan Schwaegerl	Teacher	Elementary	3rd grade
Karla Caldwell	Teacher	Elementary	5th grade
Brenda Rogers	Teacher	Elementary	K-5-PLTW
Vicki Kunkel	Teacher	Elementary	2nd grade
Ray Bryozo	Teacher	Secondary	7-9
Jackie Slama	Teacher	Language Arts	9-12
Sue Owens	Teacher	Elementary	K
Jennifer Ulman	Teacher	Elementary	K
Dan Beert	Principal	Elementary	PreK –5
Mike Thofson	Principal	Secondary	6-12
Tom Farrell	Superintendent	District	PreK – 12

District Achievement Goal 1: Each learner thrives in a safe, equitable, and respectful learning environment that fosters confidence, excellence, and a sense of belonging while honoring difference.

District Staff Development Goal: Support professional development and growth of all personnel to foster career advancement and evaluation goals.

- *What were the findings of each goal?*

As a staff we attended 4 events that could be classified as events that could support professional development of our teachers. Many times this would occur while also meeting another category that would correspond with student achievement. As we emphasize technology, many times the teachers are learning how to use technology themselves and also receiving licensure credits toward state re-licensure procedures. The vast majority of the trainings attended could be used for further licensing, creating a more qualified staff overall.

- *What was the impact on student learning? If appropriate, include assessment data.*

As teachers begin to accumulate knowledge in different areas of content they are also becoming more confident and qualified as instructors. Many of the courses are geared toward instructional strategies that help deliver content to a student body that continues to diversify. Many of the items are allowing instruction to occur outside of the classroom as well through expanded curriculum. This allows for materials to always be present for students and prepare them for the digital organizational skills needed as they prepare to enter the workforce or attend a college or university. The district has done this by making sure each child in grades PreK-12 have an electronic device on which to work with.

- *What was the impact on teacher practice?*

The district recognizes that in an exponentially growing world it is becoming more and more important to update not only curriculum, but also our delivery of the curriculum. These trainings have not just helped to give new insight on technological advances, but also on the evolving childhood culture all the way from PreK-12. Teachers are learning new techniques, and how to incorporate them into the curriculum to ensure that the widest group of students can be reached and that smaller groups can receive more appropriate, individualized instructions. Once the new strategy is learned we as teachers are then able to model the instructions, demonstrating competency in being hands-on when it comes to helping and guiding students through problems they may come to encounter. With the development of our curriculum maps over recent years, it has allowed us to update modified assignments and make changes to general assignments that will provide them more relevance in the modern classroom. An example of this would be the use of digital textbooks over hard copies. Digital learning is constantly being updated to ensure the students are exposed to the most current, relevant information.

School Site Development Goal:

Elementary Goals

1. Expand knowledge of the use of student performance and assessment data.
2. Strengthen capacity of instructional leaders.

Secondary Goals

1. Expand knowledge of the use of student performance and assessment data.
2. Strengthen capacity of instructional leaders.

- *How does the school site goal align with district staff development goal(s)?*

As the staff learns and grows they are modeling competence and working towards personal growth. This growth is what we try to instill in students modeling for them the skills to become lifelong learning. Through our PLC's and state test scores we are tracking up and down movements of our classes and have overall seen an upturn in the development of all students. Being able to model the desire to expand content knowledge is also something we would like to continue creating a dialogue with students. Many times if we share our experiences directly with students then it creates questioning. Through this questioning we are able to explain how we as a staff have also evolved as students and just because a career has started, doesn't mean it is completed and you can stop learning and growing as an individual.

- *What were the findings of each goal?*

The first goal for each school has been met by using in-service days to explain the data reporting system used by our schools. This helps us recognize possible deficiencies in individual student reading, math, or science levels. With this teachers are able to meet the second goal by using expanded understandings of learned strategies to assist student content knowledge intake. An example of this would be the use of a video to help explain or elaborate on more difficult content areas. This also helps us identify and provide more individualized instruction/questioning to students when assignments featuring heavy levels of reading or chart analysis may be required.

- *What was the impact on student learning? If appropriate, include assessment data.*

With the expanded content offerings, teachers are able to find other ways to reach students. The use of technology is a big piece of this, especially with the influence technology has on our students in the current day. Using videos and other online content we can help provide relevant, current day examples of topics being discussed in class and can support student understanding of how to pull the main ideas from these pieces. We believe this skill will help them maintain and build levels of confidence that will scaffold problem solving techniques in the classroom where mistakes and successes can be discussed and rectified in a safe environment.

- *What was the impact on teacher practice?*

Teachers continue to use the data and techniques to expand instructional offerings within the curriculum and learning goals. Teachers are using integrating real world applications in their curriculum. This will guide the students to find more credible facts and ideas.

District Achievement Goal 2: Each learner receives high quality, personally relevant instruction enhanced by all members of the learning community.

District Staff Development Goal: Align and update curriculum and standards to ensure students are provided with learning opportunities consistent with our mission.

- *What were the findings of each goal?*

As a staff we have attended roughly 15 events that we anticipate could advance the curriculum maps that have been developed over the previous few years. While making maps we have been able to identify gaps within our curriculum that through professional development can be addressed. This was also a goal that was paired with other goals, such as improving the use of technology within the school.

- *What was the impact on student learning? If appropriate, include assessment data.*

Through teachers learning new strategies to introduce material, we have been able to develop more effective ways to expand on information that correlates with the state standards within each content area. The use of videos, outside sources, and expanded access to primary documents, and even collaboration with content teachers outside of our content area, have played a role in helping to ensure that we as a staff do our best to keep up with and even pace the content deliver received by other districts throughout the state. We have also been able to ensure that students are receiving up-to-date information to best equip the students for future instruction or the career field they intend to pursue.

- *What was the impact on teacher practice?*

As teachers we realize that deciphering information is becoming increasingly difficult in the modernized world we live in. It is becoming more and more crucial for teachers to be able to model expectations in order to meet the visual needs students have developed as the use of technology has increased in our society. In order to effectively meet the standards set by the state curriculum and provide the experience to students that allow for the greatest intake of information we must continue to offer various mediums for this information to be integrated. A really important piece of the workshops is to be the ability to collaborate with other professionals we meet during trainings we can integrate these with the practices we are already implementing in our classrooms. It is becoming more and more important that the focus remains on student achievement, both academically and socially, as the world outside the academic setting continues to grow and change. Teachers need to remain flexible and open to new strategies, so the range of the student needs are met.

School Site Development Goal:

Elementary Goals

1. Align and revise K-6 curriculum maps.
2. Ensure that RTI and other instructional strategies meet individual student needs.

Secondary Goals

1. Align and revise 7-12 curriculum maps.
2. Ensure that instructional strategies meet individual student needs.

- *How does the school site goal align with district staff development goal(s)?*

For both schools there has been an emphasis on updating and maintaining curriculum maps. These will help align curriculum to the standards for newer teachers as they enter the district. It also allows new teachers to have a guideline and to quickly be able to integrate their own strategies into the current curriculum without having to “recreate the wheel”. Likewise, updated curriculum maps provide a rubric for current teachers to assess their practices against other districts around the state. We can use this information to provide a soft scale of how our class offerings are similar and how they differ from other schools.

- *What were the findings of each goal?*

We have found great success in both schools in completing curriculum maps. As we have had a turnover of instructors in previous years, maintaining this goal has helped to complete curriculum maps that may have been left unfinished by previous staff members. Maps have also kept information organized as to what we currently do to meet the needs of students. Course content has been added to each standard (readings, videos, web articles, primary documents, etc.) that can assist in the overall goal of understanding the content and its relevance to our world today. Our findings have led us to conclude that our instructional strategies have significantly improved and that an emphasis has now been put on wide ranging assessment techniques for the 2019-2020 academic year.

- *What was the impact on student learning? If appropriate, include assessment data.*

Students have been able to be exposed to a wider range of activities inside of the classroom. Teachers have also been able to direct students by using quality and current online instructional materials that allows for content access outside of the classroom when time can be devoted to it with parental support.

- *What was the impact on teacher practice?*

Teachers are able to build a resource base with the curriculum maps. This not only benefits current teachers, but ones that will eventually be new to our district, giving them a road map on which to guide them in their teaching. When groups are given access to current practices it allows for continued growth that identifies effective practices across subject areas. It has also encouraged teachers to network with other professionals in the field to collaborate on ideas for content delivery and assessment.

District Achievement Goal 3: Each learner studies a challenging academic curriculum that enhances social, emotional, physical, and ethical development.

District Staff Development Goal: Enhance and improve practices that build and sustain a positive school climate.

- *What were the findings of each goal?*

Many of the trainings that occurred for this goal were attended by the school PBIS team and new staff members. In all, 6 of the 25 events attended would meet the goal of cultural development within our schools.

- *What was the impact on student learning? If appropriate, include assessment data.*

Some of the strategies brought back were used to enhance individual student learning while working it through the larger class setting. Some of the changes that occurred in classrooms included testing formats or delivery, seating arrangements, group work settings and tasks, and overall classroom inclusion and redirection strategies. All of these work in conjunction to allow for students to work in smaller groups on tasks, fostering collaboration skills while reducing the intimidation of asking questions in a larger setting. The emphasis placed on student/teacher relationships is a goal that the staff has when it comes to making sure the overall culture of the school is supportive and conducive to instruction and student learning. The teachers are putting the ownership of learning in the students' hands.

- *What was the impact on teacher practice?*

Teachers have, through PBIS, been fostering more open relationships with students and discovering strategies to increase the range of students we can effectively communicate with and deliver instruction to. Understanding our students with the influences of technology and ever growing pressures from many places is essential to not only deliver instruction effectively, but also to develop the rapport that we seek with each student. The continued hope is that these relationships will in turn foster a mutual respect that creates the best possible environment from both sides.

School Site Development Goal:

Elementary and Secondary Goal

1.) Continue to improve student behavior management strategies school-wide.

- How does the school site goal align with district staff development goal(s)?

Continuing to improve overall student behavior is the first way to create a positive culture for personal and educational growth. Learning communication techniques allows for adults to model the behaviors within our building. Especially in a technology driven age where students are more hands on and learn through seeing/doing is essential. We are able to deliver content through mediums that students are familiar and comfortable with. Doing this can provide a platform for further understanding when items are discussed with the students. Continuing to increase positive behavioral practices will remain an emphasis in our staff development practices.

- What were the findings of each goal?

As a staff we are seeing that many of the behavioral issues in the school have been on the decline and that incidents are becoming increasingly limited to a few students. We are also feeling that communication has been increasing among all students and staff. Communication with parents has also been a key that has been added to an overall cultural and environmental improvement goal. Teachers are coming back with strategies that have worked well in their rooms and have recommended this remain a goal of the district in the future.

- What was the impact on student learning? If appropriate, include assessment data.

Some of the strategies brought back were used to enhance individual student learning while working it through the larger class setting. Some changes include testing formats or delivery, seating arrangements in rooms, Group work settings and tasks, and overall classroom inclusion and redirection strategies. All of these work in conjunction to allow for students to work in smaller groups on some tasks, fostering collaboration skills while reducing the intimidation of asking questions in a larger setting. The emphasis placed on student/teacher relationships is a goal that the staff has when it comes to making sure the overall culture of the school is supportive and conducive to instruction and student learning. Technology is now being used for counseling related issues. There are apps, websites, and tools to work with and communicate with students. Students will be able to learn and apply mindfulness strategies with these apps to better cope with situations.

- What was the impact on teacher practice?

Teachers, through PBIS, are fostering more open relationships with students and discovering strategies to increase the range of students to effectively communicate with and deliver instruction to. Understanding the current day student with the influences of technology and ever growing pressures from many angles, it is essential to not only deliver instruction effectively, but also to develop the rapport that we seek with each student. The continued hope is these relationships will in turn foster a mutual respect that creates the best possible environment from both sides.

District Achievement Goal 4: Each learner meets rigorous academic standards and is prepared for future learning and success in a multicultural society.

District Staff Development Goal: Improve the use and implementation of technology in all applicable curriculum areas.

- *What were the findings of each goal?*

Through our staff development we were able to have teachers attend 15 different trainings that incorporate technology. Many teachers have been able to use these to transfer some , if not all of their curriculum to electronic means. At majority of the staff use technology in some way in their classrooms.

- *What was the impact on student learning? If appropriate, include assessment data.*

Students have been given the opportunity to become further integrated with new technology in an educational setting in an effective and meaningful way. Many workshops focus on the learning rather than the use of technology for technology's sake. The current job market is based around the ability to use technology, and at minimum having the ability to email, use Microsoft Office, use the Google Suites, and problem solve, and collaborate with others these hurdles might arise throughout their careers and personal lives. Being able to focus on electronic submissions and assigning of work has given students the chance to better review materials at home as well as at school. Teachers are also able to extend the offering of the most modern curriculum with current day examples of content through expanded internet usage. Teachers are using apps for special education students so they can move beyond their disabilities using technology to do what their brains can't. Students have also been able to receive instruction on how to decipher between credible sites and stories and ones that are false and untrue. Becoming a digital citizen is more important than ever before in a time where behaviors can sometimes manifest themselves online in a completely different way than they might otherwise in person. The teachers are helping the students develop skills to use when confronted with a certain situation electronically.

- *What was the impact on teacher practice?*

Teachers have been able to model the usage of many different types of technology within their classrooms. Many of the trainings have helped teachers better scaffold the use of technology in their rooms by providing the basic operational instruction and helping guide students through further understandings of the programs through collaboration and exploration. From this we can encourage students to explore within their different programs and discover through trial and error how to navigate the tools and accessibility programs have to offer.

School Site Development Goal:

Elementary and Secondary Goals

- 1.) Explore forms of instruction technology and implement those that are appropriate.
- 2.) Provide opportunities and training for technology in the classrooms as needed and appropriate.

- How does the school site goal align with district staff development goal(s)?

The district has allocated resources to the purchase of Chromebooks and iPads to 1.) provide instruction that is up to date and offers the widest variety of instructional options as possible while 2.) preparing students to be confident in their technological knowledge in the next phase of life.

- What were the findings of each goal?

At both schools we have been able to expand the use of technology in all classrooms. The number of Chromebooks have been rising at the Elementary, grades 3-5 have chromebooks, grades K-2 have iPads. At the Secondary chromebooks are now integrated. The use of technology, is being used in delivering instruction through Schoology a Learning Management System grades 5-12, The teachers and students are able to communicate through Schoology if a question arises in or out of the school setting. Supplementary materials like news articles and practice tests are able to be administered and taken at home. Feedback also becomes easier for teachers when they can get results in an immediate manner.

- What was the impact on student learning? If appropriate, include assessment data.

Students have been given the opportunity to become further integrated with new technology in an educational setting in an effective and meaningful way. Many workshops focused on the learning rather than the use of technology for technology's sake. The current job market is based around the ability to use technology, and at minimum having the ability to email, use Microsoft Office, use the Google Suites, and problem solve, these hurdles might arise throughout their careers and personal lives. Being able to focus on electronic submissions and assigning of work has given students the chance to better review materials at home as well as at school. Teachers are also able to extend the offering of the most modern curriculum with current day examples of content through expanded internet usage. Students have also been able to receive instruction on how to decipher between credible sites and stories and ones that are false and untrue. Becoming a digital citizen is more important than ever before in a time where behaviors can sometimes manifest themselves online in a completely different way than they might otherwise in person. The teachers are helping the students develop skills to use when confronted with a certain situation electronically. Teachers are using apps for special education students so they can move beyond their disabilities using technology to do what their brains can't.

- What was the impact on teacher practice?

Teachers have been able to model the usage of technology within their classrooms. Teachers learned new ways to engage students in learning and therefore increase the amount they can learn in a period of time. Students enjoy using technology. Most of the teachers are using technology in their class the students find it easy to use the devices and programs. Many of the trainings have helped teachers better scaffold the use of technology in their rooms by providing the basic operational instruction and helping guide students through further understandings of the programs through collaboration and exploration. From this we can encourage students to explore within their different programs and discover through trial and error how to navigate the tools and accessibility programs have to offer.

The expanded knowledge for our digital coaches has also helped to integrate teachers of all levels into the technological age. Knowing that duties of answering technology questions are spread among multiple staff

members helps to ensure that all questions are addressed in a timely manner, thus further encouraging exploration and implementation from the teachers side.

List the percentage of teachers and other staff involved in instruction who participated in effective staff development activities.

We found that roughly 44% of our staff attended a training. We had math trainers come in to our school in June, all K-5 teachers had the chance to receive instruction from the trainers. This was important for the district because everyone that received the math training was better prepared to understand the flow of the new math curriculum which will then have a greater benefit for all of our students.

Events Attended, Expectations, and Goals 18-19			
Event Title	Teacher Expectations	District Staff Development Goal to be Assessed	Goal(s) Met
ITEM	Learn new technology to use in my room	Continuing to improve student behavior management strategies school-wide. Increase student achievement through the expanded use of technology. Provide opportunities for instructional technology and web-based resources. Expand professional development through the continued implementation of teacher improvement practices.	3,4
Math Curriculum Writing	We learned about different formal and informal assessment strategies the curriculum offers.	Expand professional development through the continued implementation of teacher improvement practices.	2,4
Junkyard Percussion Workshop	I learned how to plan specific activities better which translates to other lesson planning.	I learned how to chunk lesson plans to keep students better engaged.	4
Allyship: Looking Through the Green Glass Door	This workshop held us as Interprets to be able to be more aware of how the Deaf Student is affected in the classroom because of their hearing loss..Understanding that they don't know what the don't know and how to empower them to advocate for what they need in the classroom to successfully navigate the learning process in the Mainstream setting.	This workshop held us as Interprets to be able to be more aware of how the Deaf Student is affected in the classroom because of their hearing loss..Understanding that they don't know what the don't know and how to empower them to advocate for what they need in the classroom to successfully navigate the learning process in the Mainstream setting.	2,4
Curriculum Writing for Work Based Learning course	I research and did lesson planning and learned a large amount about teaching Work Based Learning.	Work Based Learning had a curriculum that was run through the computer system run through the FFA program. Since I am not an FFA advisor this was not a possibility for me, so I used this time to develop curriculum for the course that would be useful for the future.	1, 2, 4
Conscious Discipline	I was able to better understand the functionality of the brain in crisis mode, as well as strategies effective for working with both adults and children in crisis.	Students learn self regulation strategies and social emotional skills.	3
MNShape Conference	We will reflect & assess our activities from the conference with one another through some after school "brainstorm" sessions on what we learned.	Enhance and improve practices that build and sustain a positive school climate through continued PBIS staff training, Continuing to improve student behavior management strategies school-wide., Increase student achievement through the expanded use of technology., Expand professional development through the continued implementation of teacher improvement practices., Expand professional development through expansion of knowledge of the use of assessment data, Align and update curriculum and assessments with standards, Ensure that instructional strategies to meet individual student needs.	2,4
Minnesota Music Education Association 2018 Midwinter Clinic	After implementing the activities I have learned in my own classroom, I will determine whether or not they proved to be effective for my students based on knowledge gained by the students and myself.	Increase student achievement through the expanded use of technology. Ensure that instructional strategies meet individual student needs.	4

National Archery in the Schools Program Training	I became certified to teach archery in a school setting. The program provides a curriculum.	Students will perform skills in an archery unit in PE. Students will be assessed on knowledge and understanding of safety concepts in relation to archery.	2
Building Social Relationships through Evidence Based Social Skills Programming for Youth with Autism Spectrum	This training will help my social skills groups be more effective through the way I structure my groups. It will increase student's knowledge and social skills by using the evidence based practice techniques that were shared with us. Increase knowledge of social and emotional functioning Increase awareness of the relationship between social skill deficits and social anxiety Develop skills necessary to assess social functioning Increase awareness of skill acquisition versus performance deficits Increase awareness of evidence based social skill strategies Develop skills necessary to implement social skills strategies	This training will help my social skills groups be more effective through the way I structure my groups. It will increase student's knowledge and social skills by using the evidence based practice techniques that were shared with us. Increase knowledge of social and emotional functioning Increase awareness of the relationship between social skill deficits and social anxiety Develop skills necessary to assess social functioning Increase awareness of skill acquisition versus performance deficits Increase awareness of evidence based social skill strategies Develop skills necessary to implement social skills strategies	3
Big Ideas Math Curriculum	Better understanding of the flow of the math classes.	Every math student will benefit from the new curriculum.	2, 4
Conscious Discipline Digging Deeper	The CD language and brain states stay with me through every part of the day with our students. It has impacted all of my parent sessions and has provided me with tools to help our students find their calm.	Connection with children, helping to coach staff through finding their brain states when working with students.	
TIES 2018	I will evaluate all the tools learned and share them with the technology committee.	Increase student achievement through the expanded use of technology.	2,4
32st Annual MN Earth Science Teachers Assn Conference	Provide opportunities for instructional technology and web-based resources. Expand professional development through the continued implementation of teacher improvement practices. Align and update curriculum and assessments with standards.	work closely in planning, delivering and assessing students during the shared unit. Student achievement and depth of understanding will be assessed through projects students can do at school at at their homes that provide evidence of learned skill sets.	2,4
The Reciprocal Teaching Strategy	middle school used the practice and had positive outcomes	middle school students were more on task and had better comprehension	2, 4
Building Social Relationships through Evidence Based Practices	Understanding evidence based approaches to social skills instruction.	Implementing the Building Social Relationships social skills program with students on the Autism Spectrum to better support their relationships with peers.	3
MN Music Educators Midwinter clinic	This clinic will allow me to experience a variety of strategies to implement in my classroom.	Enhance and improve practices that build and sustain a positive school climate through continued PBIS staff training, Expand professional development through the continued implementation of teacher improvement practices.	1
MCTM Math Conference	After the conference we will share with others at our PLC meetings & staff meetings what we have found out. In addition we will hold each other accountable for implementing something new in the fall of 2018.	Expand professional development through the continued implementation of teacher improvement practices.	1
MMEA Midwinter Clinic	The clinic gave me ideas that I can implement immediately with my students.	This clinic provided me with a variety of opportunities that were relevant to my teaching position.	3

Math Game Plan	As a teacher I am more prepared to provide researched based activities for my students.	This workshop was great training for how to run guided math within the classroom. It gave ideas and examples of each of the different stations that happen during guided math.	2, 4
CTAM Conference	This Conference is a requirement for my Concurrent Enrollment professional development through Minnesota State University, Mankato. I took ideas and strategies back into the classroom. It gave me insight into other styles of teaching. It gave me a chance to network with other professionals - both in the HS classroom and the college classroom.	Student increase of learning comes from the topics and ideas that I brought back and into the classroom. They were updated, and differentiated for more universal learning.	2, 4
New Teacher Mentoring Program	There are so many ways that this will help teacher learning - school culture, mental/emotional health, behavior management, physical health, etc. Stress and anxiety are huge barriers that new teachers tend to deal with by themselves. We hope that the new teachers will learn to depend on the staff for assistance rather than trying to do everything themselves and paying the price for it in the classroom.	Students will have teachers that are more confident. This will lead to stronger connections with the students in the classroom. Students who have stronger connections with their teachers have a better chance of success in the classroom.	1,2,3,4
Guided Math	I learned how to create Guided math groups to meet the needs of all learners.	My students were more engaged in guided math lessons that I created from the workshop.	2,4