



MILAN AREA SCHOOLS

Stakeholder Training Report



TEACHER TRAINING

Milan Area Schools adjusted the 2020-2021 school calendar to create additional professional development opportunities for staff prior to the first day of the school year. Beginning on August 31st, four full days of professional development were held, followed by two half-days of professional development on both September 8th and 9th. The professional development sessions were designed to be completed in-person, through both whole-staff and smaller learning communities such as grade-level or content-area groups, with an option for a virtual/synchronous connection for those staff members not able to be on-site. Much of the independent work was conducted in an asynchronous format, with a majority of staff extending their development beyond the scheduled session hours.

While the specific content of the training sessions had some variation by grade-level or subject area, all teachers received training on the Learning Management System that would be used in each building; Seesaw for Paddock Elementary, Google Classroom for Symons Elementary and Milan Middle School, and Schoology for Milan High School. Teachers also received training on strategies for both synchronous and asynchronous instructional planning and delivery, along with specialized training at each grade level/subject area for products and materials purchased specifically to address alternative learning formats, such as Zoom, Peardeck, Screencastify, NewsELA, Lexia, Khan Academy, MyON, and Pioneer Valley, to name a few. A majority of these training opportunities were conducted asynchronous, either through resources created at the district level or accessed through the participating vendors, with recordings available for review training.

STUDENT TRAINING

The start of the 2020-2021 school year for students was focused on training and preparation for learning in the hybrid or full virtual instructional models, both of which included synchronous and asynchronous learning opportunities.

To initiate student preparation for learning prior to the first day of the school year, building principals sent home communications via the School Messenger system to provide updates and access to resources. Through School Messenger, students and parents were provided updates on scheduling formats, opportunities to access technology, performance expectations, and initial steps/training to establish a remote connection between school and home.

Students in the hybrid model were guided, through in-person sessions, how to navigate the Learning Management System used at their school. Hybrid students were also provided in-person training on the various instructional tools that would be employed throughout the year, such as Zoom, Peardeck, Screencastify, NewsELA, Lexia, Khan Academy, MyON, and Pioneer Valley, to name a few.

The training offered for the virtual students consisted of the same content that was provided for the hybrid students. The virtual student training sessions were delivered in synchronous formats as a first approach, but were then also shared as recorded links in the Google Classrooms that could be accessed by students at any time. Hybrid students have the same access to the training resources and links. Ongoing individualized support and training is provided as needed.

PARENT TRAINING

To initiate the preparation of families for the first day of the school year, building principals sent home communications via the School Messenger system to provide updates and access to resources. Through the messaging system, students and parents were provided updates on scheduling formats, opportunities to access technology, performance expectations, and initial steps/training to establish a remote connection between school and home. In mostly asynchronous formats, parents were provided links to support and initiate a connection to the Learning Management System used in each building. In addition to the asynchronous resources that were shared, parents were communicated with directly via email, phone, or virtual conference by teachers, principals, and support staff in response to any questions and/or to provide support for any identified needs. Ongoing individualized support and training is provided as needed.

* The Stakeholder Training Report meets the reporting requirements under MCL 388.1698a(4)