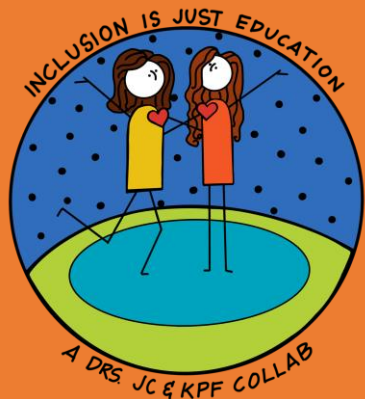


# **Virtually Fabulous PD: How to Teach Adults Anything...Anywhere**

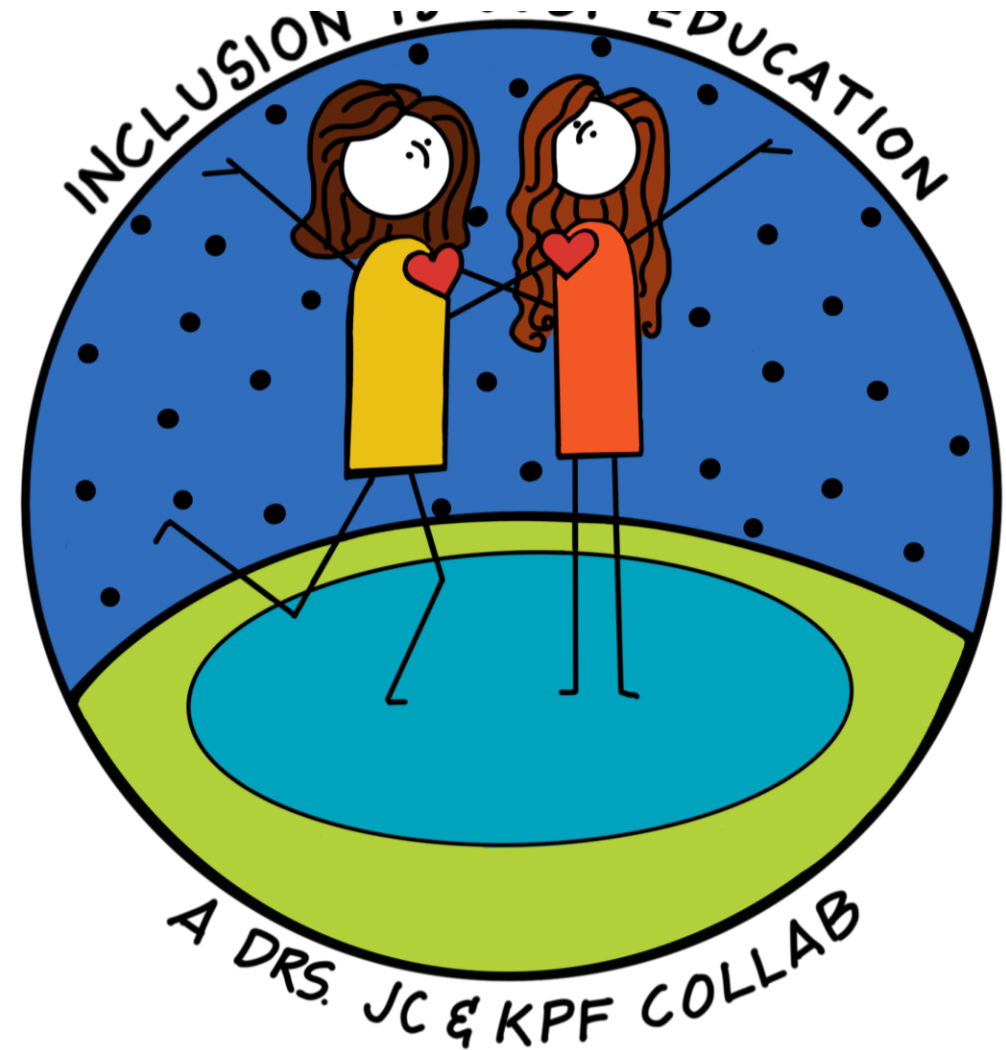
Dr. Kristie Pretti-Frontczak &  
Dr. Julie Causton



# Outcomes for today...

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- Co-teachers rock – learn how to apply highly effective co-teaching practices...even when participants serve the role of the co-teacher
- Lead by example – learn how to limit and reduce microaggressions...and repair when harm has occurred
- Make it easy – learn how to handle difficult situations in a supportive way when learning together in a virtual space
- Fill your toolkit – learn our behind-the-scenes “tricks of the trade” that will ensure you deliver PD like a boss...someone who sets clear expectations, establishes relational trust, and creates a strong sense of community





## Inclusive Virtual Learning:



You have 10 minutes to:

- 1) Get into small groups; 2) Assign roles using the Love Boat Theme;
- 3) Discuss what you know about **opening** a gathering; 4) Share tricks and tips



**Group Captain** (Stubing) - Oversees all tasks and shares the smaller group's main ideas with the larger group and/or in the main chat

**Group Purser** (Gopher) - Manages materials the group may want to access, comes back to main room with questions, sends emails or reaches out to others as needed

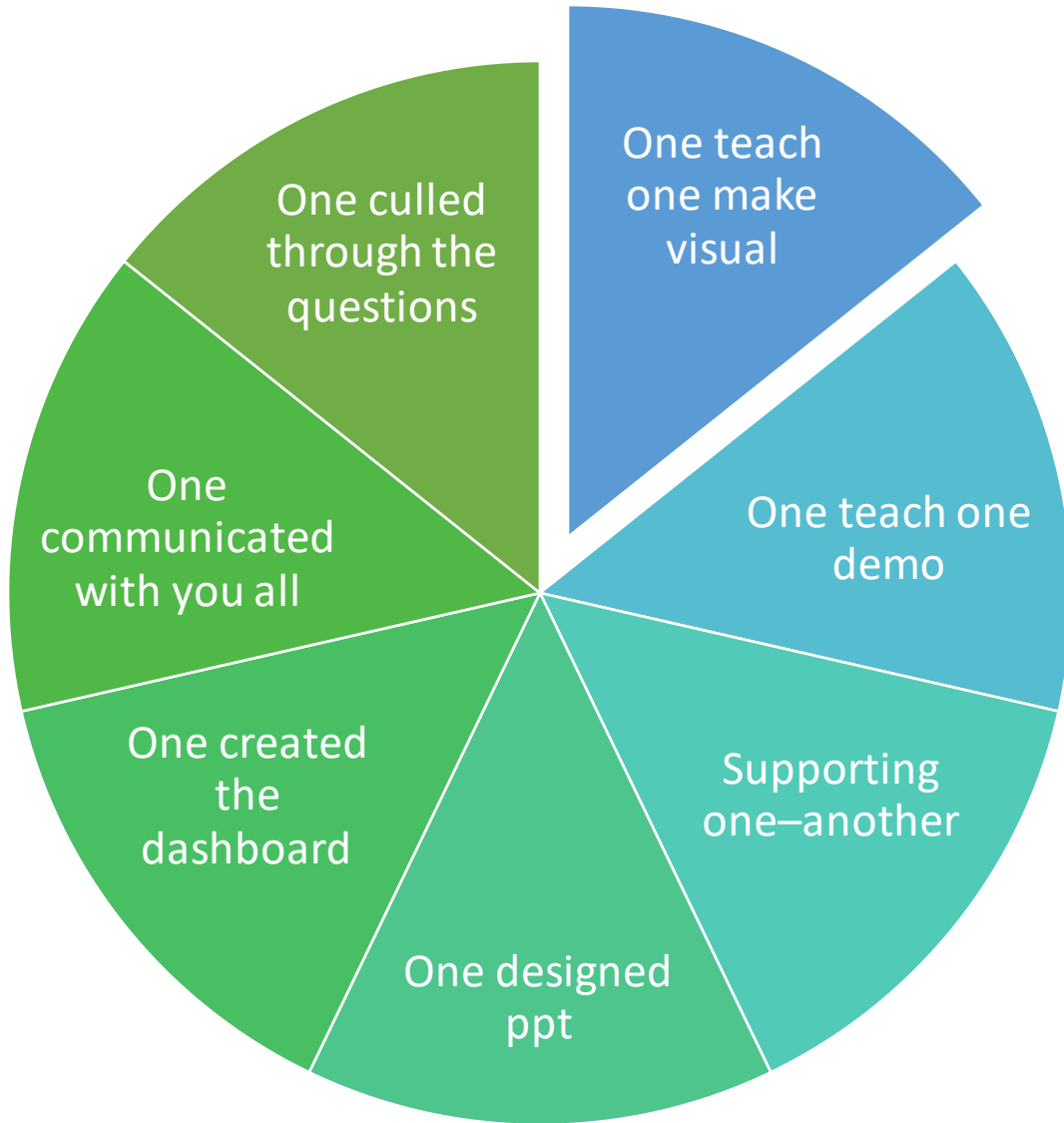
**Group Bartender** (Issac) - Makes sure everyone stays hydrated and feels seen and heard

**Group Doctor** (Doc) - Attends to the emotional health and well-being of members; encourages movement, connections with nature, and plenty of rest

**Group Director** (Julie) - Cultivates fun, focuses on building relationships, and creating opportunities to connect

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# Big Idea #1: Co-Teaching Practices



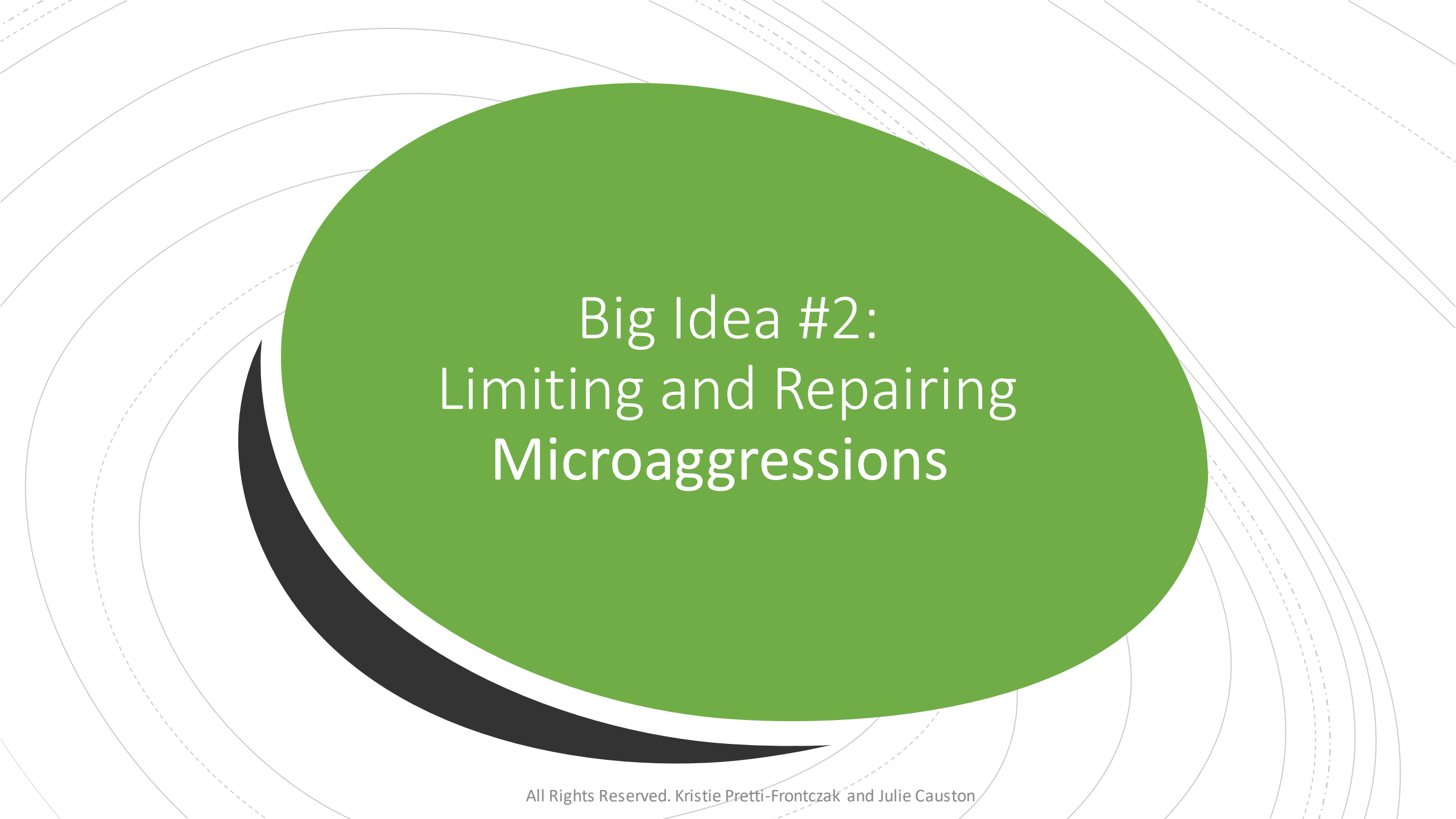
## Chat Splat: How do we virtually co-teach?



TABLE 14.1

20 Ideas for One Teach/One Make Multisensory Lessons

WHILE ONE TEACHER...	THE OTHER...
reads a passage from a book	dramatically acts out the scene
reads a passage from a book	maps the story on chart paper
reads a passage from a book	follows along with a one-person puppet show
tells/reads a story	adds in special effects (e.g., dims lights, rattles blinds and stomps feet)
conducts a mini-lecture	demonstrates how to take notes on the interactive whiteboard
conducts a mini-lecture	holds up props/objects to make key concepts memorable
conducts a mini-lecture	holds up pictures or projects images to make key concepts memorable
conducts a mini-lecture	demonstrates the use of a new augmentative communication device (e.g., uses a single-message “talker” to echo important phrases)
conducts a mini-lecture	leads a chant to emphasize targeted words/concepts
conducts a whole-class discussion	illustrates using sketchnoting

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## Big Idea #2: Limiting and Repairing Microaggressions



# Microaggressions

*"The everyday, subtle, intentional — and oftentimes unintentional — interactions or behaviors that communicate some sort of bias toward historically marginalized groups."* **Kevin Nadal**

- "The difference between microaggressions and overt discrimination or macroaggressions, is that people who commit microaggressions might not even be aware of them."

Source - [Microaggressions Are A Big Deal: How To Talk Them Out And When To Walk Away](#)

- White board
- White space
- White list

White\_\_\_\_; While not a racial slur; Is a default to the White Dominant Culture

- Dry erase board
- Pause or just space
- Allow list



## Microaggressions

- Self-Awareness
- Repair as needed
  - Watch out for defensiveness
  - Keep the person centered and the problem
  - Apologize and validate feelings
  - Take corrective action

## "Restory" your "problematic" learners

- Too talkative
- Too opinionated
- Too late
- Too time consuming



# Self-Reflection

- What do I know about microaggressions?
- What do I need to know?
- How can I protect participants?
- What will I do if repair is needed?

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# Big Idea #3: Handling Difficult Situations in Supportive Ways

# First...Flip your Thinking

Learner Descriptor (Before)	Learner Descriptor (After)



# Next...



CROSS OUT ANYTHING  
NEGATIVE



CIRCLE– ANYTHING  
POSITIVE



ADD 3 OR 4 STRENGTHS

# Turning Led to Gold

A learner who could be considered...	Could also be considered...
Hyper	An active learner
Lazy	Relaxed
Unfocused	Creative
Demanding	Assertive
Immature	Developing
Emotional	Sensitive
Scattered	A divergent thinker
Anxious	Cautious

# The 5-Minute Experience



time limit	action
1 minute	Describe your challenge/purpose to your partner.
1 minute	Write a mutually agreed upon question.
2 minutes	Brainstorm (silently).
55 seconds	Select a first step
5 seconds.	Celebrate (e.g., high five, dance)

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# Big Idea #4

## Three+ Tricks of the Trade

# 3 Tricks of the Trade

1

Prioritize **WHAT** should be **LIVE** vs. in between, on their own, or even off-line

2

Celebrate **what** everyone brings to the learning. Things **always** change. Leverage the group's knowledge.

3

**Always over deliver!**

# Reclaiming Your Classroom as a Place of Love: A Teaching Manifesto

(Check dashboard for KPF's manifesto)

- I want you to know that when you enter this classroom you are loved.
- Here we will treat each other with love and respect.
- Every single person in here is whole and not broken.
- We are here together to help each other shine.
- We will not do things perfectly and that is perfect.
- Because imperfection allows us to learn.
- I will show up for you each day.
- We will show up for one another.
- We will be courageous together.
- We will be joyful together.
- We will have many feelings in here together, and we will learn how to feel them and support one another.
- No matter what you belong here. Every day and in every way.