

# Classroom Culture PLAYBOOK



Welcome!  
Click on this note  
to learn about  
the playbook and  
how to use it!

Ocean Lakes High School, VBCPS

Resources curated, adapted, and created by @OLSHelp



Breakout Rooms

Station Work

Asynch Lessons

Interactive Lessons

Digital Whiteboards

Alternative Assessments

Personalized Classroom

Live Meetings

Feedback

Activities

Schoolology

Discussions

Strategy image created by N. Bluth from the nounproject.com



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# Welcome to the OLHS Classroom Culture Playbook!

This playbook includes resources created, curated, and adapted by the ITSs and LMSs at Ocean Lakes High School to support virtual, concurrent, and hybrid learning. Use this playbook to find resources and strategies to make lessons more interactive and engaging, streamline workflow, and foster a sense of community in your classroom. A strategic approach to technology use can increase student ownership, creativity, and engagement. Watch Sam Kary's [We Must Take a Strategic Approach to Technology Integration](#) video to review current instructional challenges and consider how to intentionally leverage technology. Watch Holly Clark's [The Learning Framework](#) video to be reminded that effective technology integration isn't limited to emergency learning; we should aim to use devices to make student thinking visible, provide chances for students to be heard, and allow students to share their work.

**Get started!** Use the tabs to the right to click on any category to access examples, instructions, links to articles or websites, slideshows, templates, and more. Feel free to use or adapt anything provided!

**Ask Questions!** Email the ITSs if you have questions or need assistance using any of the resources provided. We are happy to answer questions or schedule to meet and provide you with more in-depth assistance.

**Thanks! Jennifer Leary & Meri Riddick, ITSs at OLHS**

[jennifer.leary@vbschools.com](mailto:jennifer.leary@vbschools.com) & [meri.riddick@vbschools.com](mailto:meri.riddick@vbschools.com)

**Note to Reader** - Due to restricted sharing permissions, some linked resources may not be accessible to individuals outside of the VBCPS school division. All linked resources were publicly & freely shared; paid resources have not been included in the Playbook. Efforts have been made to retroactively include attributions for authors for original content & derivatives.

Breakout Rooms

Station Work

Asynch Lessons

Interactive Lessons

Digital Whiteboards

Alternative Assessments

Discussions

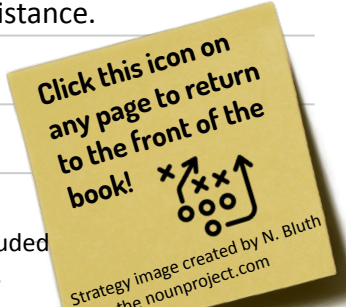
Live Meetings

Feedback

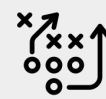
Activities

Schoolology

Personalized Classroom



# Breakout Rooms



Breakout rooms allow participants in a virtual meeting to be split into smaller groups for small group work or meetings, differentiated instruction, or to create stations. Zoom and Google meet both support breakout rooms. Understand how to use the breakout room features by clicking on the Breakout Rooms tile on the [Google Meet choice board](#) or [Zoom choice board](#). Each offers unique features so it is helpful to start here!

## Managing Breakout Rooms & Tools

**Plan for your breakout rooms!** Read about [techniques](#) and [tips](#) for successful breakout rooms. Some include:

- ✓ Assign room roles and define them,
- ✓ use intentional and consistent grouping,
- ✓ give a purposeful task w/a product,
- ✓ practice the tech and then practice w/Ss,
- ✓ monitor the group or the work ,
- ✓ use meeting signage to clarify goals, &
- ✓ keep it short.

This is how one teacher purposely integrates [breakout rooms in her class schedule](#).

**Use these tools for find inspiration:**

- 💡 [Breakout Room Slides](#), 💡 [Agreements](#),
- 💡 [Breakout room rules](#), 💡 [Breakout room group roles](#),
- 💡 [Breakout Room Instructions Template](#), 💡 [Collaborative Resume Jam](#).

## Breakout rooms for Differentiated Learning

**Use breakout rooms to personalize learning!** When students have a task or assignment, let them choose a room to work in: individual room, quiet group room, teacher help room.

Use [this hyperdoc](#) to learn how to set up your own breakout rooms for differentiated learning.

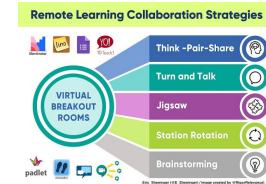
**Create Breakout Rooms for Differentiated Learning**  
Check out our resources for Google Meet and Zoom breakout rooms in the Hyperdoc below.

Explain	Your Task
	<b>REVIEW:</b> Take 10 minutes to review the design templates for: <ul style="list-style-type: none"> <li>• Small Breakout Rooms (2-3 people)</li> <li>• Large Breakout Rooms (4-6 people)</li> </ul>
	<b>KNOWLEDGE:</b> "What's your 'Why'?" How might you use breakout rooms to support your students? <b>CONCLUSION/TEACHER:</b> Be sure to check out the EXTENDED Learning Resources for this hyperdoc!
	<b>YOUR TASK:</b> <b>CHOOSE A CHOICE BOARD/TEMPLATE:</b> <ul style="list-style-type: none"> <li>• Small Breakout Rooms (2-3 people)</li> <li>• Large Breakout Rooms (4-6 people)</li> </ul> <b>TRIAL/OUT:</b> The team will be in a new world to practice. If you can't attend, please try to find a way to practice. If you can't attend, please try to find a way to practice. If you can't attend, please try to find a way to practice.

Or simply use one breakout room to [conference with individuals](#) during independent work time.

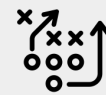
## Breakout Rooms for Collaborative Work

**Use breakout rooms for collaborative assignments!**



A simple and effective way to collaborate is using [Slides](#) or [Jamboards](#) while in breakouts. Assign each group to one slide or frame. Check out [this example](#) of a [math strategy](#) using the [Try It-Talk It-Color It-Check It template](#). Use these resources for [graphic organizers](#) or [leveling up your slides](#). Your activity can include the same task on each slide or can differ for each group!

# Station Work



Station work provides the students an opportunity to rotate through a variety of learning opportunities while the teacher is free to teach, remediate, provide feedback, answer questions, or check in with groups. Most often, station work is timed and intentional grouping is determined by the teacher, however, consider if there are times students can control where they go and for how long. Additionally, teachers will need to have an understanding of using breakout room features to more easily facilitate station rotations.

Setup Stations	Teacher-Assigned Stations	Teacher-Assigned or Choice
<p>Consider the <a href="#">three levels of learner interaction</a> when planning stations.</p> <p>This <a href="#">article from Edutopia.org</a> explains how four stations can be used effectively for both online and hybrid settings:</p> <ul style="list-style-type: none"><li>- Online learning station (independent practice),</li><li>- Teacher-led station (real time work),</li><li>- No-tech station (independent practice),</li><li>- Collaborative-learning station (small group work).</li></ul> <p>Here is another detailed <a href="#">explanation of using stations specifically for the hybrid setting</a>.</p>	<p>Assign groups to move through stations on a timed rotation. Dr. Catlin Tucker provides <a href="#">this article</a> and a <a href="#">rotation template for 3 stations</a> that can be used in online and hybrid settings.</p> <p><a href="#">Station rotation lessons for Math, English, History, and Science.</a></p> <pre>graph TD; A[Teacher-led Station Small group instruction Skill building Remediation Feedback] --&gt; B[Offline Station Small group discussion Labs/experiments Active reading Writing]; B --&gt; C[Online Station Personalized practice Research and exploration Collaboration online Multimedia lessons]; C --&gt; A;</pre> <p>This is a <a href="#">rotation template for 4 stations</a> by Stephanie DeMichele.</p>	<p>These templates can be used with teacher-assigned groups or student choice. Depending on the goal, remote learning provides more flexibility to give students choice in where they start and when they move around to new stations. Teacher can set a required number of stations to visit. Check out the <a href="#">Learning Stations Menu from @MrsParkShine</a>. Tech tip - Create unique Google Meets for each station so students can easily move between stations. More info and templates:</p> <ul style="list-style-type: none"><li>- <a href="#">Station rotation from @MrsBDuncan</a> and the <a href="#">template with 5 stations</a>.</li><li>- <a href="#">Station rotation for English essays</a> with <a href="#">accompanying materials</a>.</li><li>- <a href="#">Learning Stations Menu</a> by @MrsParkShine includes a a live meeting station for questions/help from the teacher.</li></ul>

Breakout Rooms

Discussions

Station Work

Live Meetings

Asych Lessons

Feedback

Interactive Lessons

Activities

Digital Whiteboards

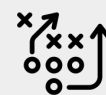
Schoology

Alternative Assessments

Personalized Classroom

# Asynchronous Lessons

Self-report PD points [HERE](#).



Asynchronous lessons provide learners with on-demand and self-paced access to instruction. They can function as Monday assignments, substitute assignments, or independent work while conferencing with or remediating other students or supporting station work. These lesson options are flexible; they can be designed as asynchronous assignments, or they can be designed to support blended learning - with a mixture of live and on-demand components.

HyperDocs	Choice Boards & Learning Menus	Playlists	Google Applied Digital Skills (GADS)
<p>A HyperDoc is a digital lesson plan for students that promotes inquiry.</p> <p><b>Watch</b> - <a href="#">HyperDocs: Remote Learning GOLD</a></p> <p><b>Self-Paced Training</b> - Access <a href="#">Digital Lesson Design with HyperDocs</a> to preview existing HyperDocs, review the Explore-Explain-Apply template, &amp; access existing templates.</p>	<p>Choice boards provide students with info in a variety of formats to prepare them to show mastery of a unit/concept/skill.</p> <p><b>Read</b> - A.J. Juliani's <a href="#">The Ultimate Guide to Choice Boards &amp; Learning Menus</a> OR Catlin Tucker's <a href="#">Design a Choose Your Own Adventure Learning Experience</a>.</p> <p>Access <a href="#">templates</a>.</p>	<p>Playlists are charts that allow students to work through a lesson or unit at their own pace.</p> <p><b>Read</b> - Catlin Tucker's <a href="#">Blended Learning: Building A Playlist</a>, <a href="#">Playlists: a Path to Personalized Learning</a>, or Jennifer Gonzalez's <a href="#">Using Playlists to Differentiate Instruction</a> to create your own playlists &amp; review examples. Access a <a href="#">playlist template</a>.</p>	<p>GADS has online, project- based modules designed to help students better learn Google apps &amp; create authentic products. Assign a lesson for students to design an infographic in Drawings or use Docs to evaluate credibility of online sources.</p> <p><b>Read</b> - <a href="#">5 Reasons Why You Should Try This Free Curriculum Self-Paced Training</a> - <a href="#">Get Started with GADS</a></p>

**Recorded Videos** - can be integrated into options above, or function as stand-alone lessons

Videos can replace complex instructions, direct instruction, or provide remediation on demand. Use [WeVideo](#).

**READ** - [A 5-Step Guide To Making Instructional Videos](#)

**INFOGRAPHIC -**  
[Plan Your Video Lessons](#)

**INFOGRAPHIC -**  
[Structure Your Video Lesson](#)

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Station Work

Asynch Lessons

Interactive Lessons

Digital Whiteboards

Alternative Assessment

Discussions

Live Meetings

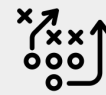
Feedback

Activities

Schoolology

Personalized Classroom

# Interactive Lessons



Use these applications and templates to create interactive lessons. *Not sure where to start?* Review the [Three Levels of Learner Interaction](#) to identify a level of interaction you want to incorporate into class.

**Interactive Presentations & Lectures** - Utilize these programs to add interactive elements (including formative assessments & feedback) to create live & self-paced lessons. Use or remix shared and existing content or create your own.

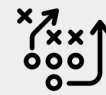
	<p><b>PlayPosit</b> (VBCPS paid version; ClassLink sign in) - create interactive video lessons &amp; assign in Schoology</p>	<p><b>Resources</b> - <a href="#">PlayPosit Instructor Knowledge Base</a>; <a href="#">Assign bulbs in Schoology</a>; VBCPS Self-Paced <a href="#">PlayPosit PD</a></p>
	<p><b>Nearpod</b> (free version) - build interactive lessons slide-by-slide in the online lesson builder; up to 40 participants in live session</p>	<p><b>Resources</b> - Self-paced <a href="#">NearPod PD Playlist</a>; New EdTech Classroom Video <a href="#">Demo &amp; Tutorial</a></p>
	<p><b>Pear Deck</b> (free version) - add interactive elements to Slides presentations with the <a href="#">Google Slides add-on</a></p>	<p><b>Resources</b> - <a href="#">Pear Deck Help videos</a>; <a href="#">How-To-Handbook for Remote &amp; Asynchronous Learning</a>; New EdTech Classroom Video <a href="#">Demo &amp; Tutorial</a></p>

**Interactive Notebooks** - Students may complete pages independently or as a class. Allows students to interact with content & recognize relationships between concepts as they relate to the unit. Upon completion, students have a study guide.

	<p><b>Google Slides Notebooks</b> - create notebooks with Slides; use templates or create your own; must pre-design notebook content before <a href="#">assigning in Schoology</a>; encourage student collaboration by adjusting sharing settings in student notebooks</p>	<p><b>Resources</b> - <a href="#">Google Slides interactive notebooks + 20 activities to fill them</a> blog post; <a href="#">Slides notebook templates</a>;</p>
	<p><b>OneNote Class Notebooks</b> - generates notebook for each student, includes content library &amp; collaboration space; add content as you build it; integrates with Schoology; Office 365 application</p>	<p><b>Resources</b> - <a href="#">How to Use the OneNote Class Notebook App in Schoology</a>; <a href="#">VBCPS Help Doc</a>; <a href="#">Schoology &amp; OneNote Notebook Demo &amp; Tutorial</a></p>

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# Digital Whiteboards



Digital whiteboards can support virtual and concurrent instruction. Use the chart below to determine which tool best supports your current instructional setting and desired outcome. Click on the image below to access training materials.

## Digital Whiteboards for Student Use

Check out these two digital whiteboard options to support levels of student engagement - *learner-to-learner, learner-to-teacher, & learner-to-content.*

### Use Google Jamboard

#### Why use Jamboard?

- ★ for live or asynchronous instruction
- ★ share a Jamboard for students to collaborate on a whiteboard (live or asynchronously)
- ★ use Schoology Google Assignments app to assign whiteboards for individual completion

Access the [Jamboard HyperDoc](#) to learn more.



Google Jamboard - Digital Whiteboard Option

### Use Whiteboard.fi

#### Why use Whiteboard.fi?

- ★ for live instruction only
- ★ individually assign a whiteboard to each student and monitor live progress
- ★ push whiteboard templates to students and wipe student whiteboards during live instruction

Access the [Whiteboard.fi HyperDoc](#) to learn more.

WHITEBOARD.fi



WHITEBOARD.fi - Digital Whiteboard Option

Breakout  
Rooms

Discussions

Station  
Work

Live  
Meetings

Asynch  
Lessons

Feedback

Interactive  
Lessons

Activities

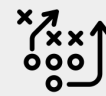
Digital  
Whiteboards

Schoology

Alternative  
Assessments







Personalized  
Classroom

# Alternative Assessments









Consider alternative ways to assess student learning. Holly Clark (*The Google-Infused Classroom*) describes effective technology integration in a [learning framework](#) that makes student thinking visible, allows opportunities for every student to be heard, and allows students to share their work. Review resources below to learn about some tools that support alternative ways to gauge student learning.

## Read About Some Types of Alternative Assessments - use the key to find the tool

 <p><b>Videos</b>  <a href="#">8 YouTube-inspired classroom video ideas</a>              &amp;  <a href="#">20 video project ideas to engage students</a></p>	 <p><b>Essays, Podcasts, &amp; Presentations</b>  <a href="#">3 creative ways to Ditch that Essay</a> &amp; <a href="#">Use breakout rooms for small group presentations</a></p>	 <p><b>Infographic or Digital Poster</b>  <a href="#">Create eye-popping infographics</a></p>	 <p><b>Blog, Portfolio, or Website</b>  <a href="#">A Few Creative Ways to Use Student Blogs</a> &amp; <a href="#">Tools for Digital Portfolios</a></p>	 <p><b>Interactive Assessment</b>  <a href="#">Top Tech Tools for Formative Assessment</a></p>	 <p><b>One-Pagers</b>  <i>aka sketchnotes; combine visuals &amp; concepts to show connections &amp; understanding</i></p>
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## Tools for Alternative Assessments - click the tool for resources to get started

 <p><b>WeVideo</b>  <i>online recording &amp; editing tool to create videos &amp; podcasts; VBCPS paid subscription</i></p>	 <p><b>Adobe Spark</b>  <i>Online design app for social media graphics, short videos, &amp; web pages</i>  <a href="#">15 ways to create unforgettable multimedia</a></p>	 <p><b>FlipGrid</b>  <i>Free video discussion platform</i>  <a href="#">20 activities to "Bloom" with the new Flipgrid camera</a></p>
 <p><b>Google Apps</b>  <a href="#">Project Ideas in Docs, Slides, &amp; Forms</a>, <a href="#">Student Portfolios w/ Google Sites</a>, <a href="#">Create student blogs in Google Slides</a>; <a href="#">30 Slides Activities</a>; <a href="#">Templates</a></p>	 <p><b>PlayPosit</b>  <i>Online learning platform to create &amp; share interactive video lessons; integrates w/in Schoology; VBCPS paid subscription</i></p>	 <p><b>Formative</b>  <i>live, interactive assessment tool; build from scratch or upload existing docs</i></p>



### ADDITIONAL TIPS

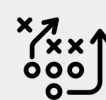
**Grading** - Use [One Point Rubrics](#) with 1 column of criteria instead of different performance levels for each criterion. Use [rubrics in Schoology](#).

**Sharing** - Students post to [Schoology media albums](#) or add finished products to a [collaborative Slides deck](#).

Breakout Rooms	Discussions
Station Work	Live Meetings
Asynch Lessons	Feedback
Interactive Lessons	Activities
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Alternative Assessments	Personalized Classroom



# Discussions



Meaningful classroom discussions are often the direct result of a strong sense of community and trust established between a teacher and their students. In the current instructional climate (F2F, virtual, hybrid, and/or concurrent), teachers may need to adapt existing methods to foster a positive classroom environment and they may also need to adopt new strategies to facilitate productive discussion. Resources below provide supports for intentional implementation of classroom discussions.

Set the Stage	Plan	Try Discussion Strategies	
<p>Jennifer Gonzalez’s blog post, <a href="#">How to Teach When Everyone is Scattered</a> offers tips to help prepare for successful discussions with F2F, virtual, hybrid, &amp; concurrent instruction.</p> <ul style="list-style-type: none"> <li>• <a href="#">Create student cohorts</a></li> <li>• <a href="#">Build community intentionally</a></li> <li>• <a href="#">Establish norms</a></li> <li>• Enable the chat &amp; assign a chat moderator</li> <li>• Share Qs in advance &amp; repeat them</li> <li>• <a href="#">Deal with the crickets</a></li> </ul>	<p>Dr. Catlin Tucker’s blog post, <a href="#">Synchronous Online Discussions: Preparation, Facilitation &amp; Wrap Up</a> can help teachers prepare discussions from start to finish. The thought processes can be adapted for concurrent &amp; hybrid instruction.</p> <p>Use templates to get started.</p> <ul style="list-style-type: none"> <li>• <a href="#">Small Group Discussion: Planning Document</a></li> <li>• <a href="#">Synchronous Online Discussion Slides</a></li> <li>• <a href="#">3-2-1: Post Online Discussion Thinking/Reflection Routine</a></li> <li>• <a href="#">Self-Assessment: Participation in Online Discussions</a></li> </ul>	<h3>Hexagonal Thinking</h3> <p>Betsy Potash’s Hexagonal Thinking Strategy can be used to ignite student discussion (F2F, concurrent, &amp; virtual). Using a Slides digital toolkit, small groups of students drag and drop concepts to show connections between key terms. Students then write/present to explain their connections.</p> <h3>Resources</h3> <ul style="list-style-type: none"> <li>• Blog - <a href="#">Step by Step</a></li> <li>• Slides <a href="#">Toolkit Template</a></li> </ul> <p>Consider implementing other thinking strategies to promote discussion. Visit <a href="#">Project Zero’s Thinking Routine Toolbox</a> for ideas.</p> <p>Try out Peel the Fruit - <a href="#">Guide</a> &amp; <a href="#">Template</a>.</p>	<h3>Silent Discussion</h3> <p>Betsy Potash’s Silent Discussion strategy encourages participation from reluctant learners, students who need time to process, quiet students, ESL students, etc. Use this strategy for synchronous and asynchronous instruction. Silent discussions can replace a live discussion or function as a warm-up for a vocal discussion.</p> <h3>Resources</h3> <ul style="list-style-type: none"> <li>• Video - <a href="#">How to &amp; Demo</a></li> <li>• Slides <a href="#">Discussion Template</a></li> </ul>

Discussions  
Breakout Rooms

Live Meetings  
Station Work

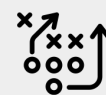
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Activities  
Interactive Lessons


Schoolology  
Digital Whiteboards

Personalized Classroom  
Alternative Assessments

# Live Meetings

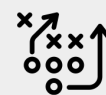


Schedule synchronous/live meetings regularly using Google Meet or Zoom with the whole class or staggered small groups. Traditional f2f classes are not easily replicated in an online class meeting so it is recommended that live meeting time is used to engage students in active participation for skill practice, discussion, collaboration, check-ins, and group work. If the time is used for direct instruction, keep it short. Using live meeting time intentionally allows the teacher and students to build relationships and a sense of community.  [Read some strategies for maximizing live meetings and avoiding video fatigue.](#)

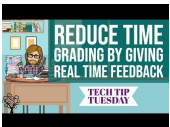

Best Practices	Shared Classroom Expectations/Norms	Camera-Optional Ways to Engage
<p><b>Start with some <u>best practices</u> and <u>tips</u> for live meetings with example links:</b></p> <ul style="list-style-type: none"> <li>✓ determine <u>norms</u> w/Ss,</li> <li>✓ create a clear <u>agenda</u> &amp; share it,</li> <li>✓ give Ss an easy way to <u>check in for attendance</u>,</li> <li>✓ use <u>meeting signs</u> to start the meeting with a bell ringer or <u>opener</u>,</li> <li>✓ set a <u>pace</u> and make online transitions explicit,</li> <li>✓ take <u>breaks</u>,</li> <li>✓ provide <u>active learning opportunities</u>,</li> <li>✓ make opportunities for Ss to <u>interact</u>, and</li> <li>✓ have a <u>backup plan</u>.</li> </ul>	<p><b>Create norms and expectations for online classrooms similar to how it would be done in a face-to-face class.</b></p> <ul style="list-style-type: none"> <li>★ First, explore by watching “<a href="#">Fostering Belonging with Classroom Norms</a>” and read about classroom norms in the article “<a href="#">Create Your Classroom Rules WITH Your Students.</a>”</li> <li>★ Next, learn how to extend ideas for online learning norms from the section in this article titled “<a href="#">Norms and Expectations for Online Distance Learning</a>” noting the steps and discussion prompts.</li> <li>★ Then, use this <a href="#">planning document</a> and this <a href="#">Concurrent Classroom Norms Jam</a> to start creating shared expectations. See this <a href="#">example of norms</a> by L. Archer or another <a href="#">example created by @MrsBDuncan!</a></li> </ul>	<p>Read about <a href="#">The Camera Dilema</a>. Ss <a href="#">Cameras off?</a> That’s ok, here are some ways to boost engagement with or w/out the camera:</p> <ul style="list-style-type: none"> <li>💡 Polling (<a href="#">Zoom Polling</a>, <a href="#">Meet Polls and Q&amp;A</a>, <a href="#">Poll Everywhere</a>)</li> <li>💡 <a href="#">Chat</a> - ideas for using the chat.</li> <li>💡 <a href="#">Digital whiteboards</a></li> <li>💡 <a href="#">Meeting signals</a> - use numbers in chat or with a quick video check.</li> <li>💡 <a href="#">Check-in for understanding</a></li> </ul> <p><b>Mix it up!</b> Click on the infographic from Matt Miller for more “<a href="#">Ideas for using Video Meetings w/Ss</a>”</p> 

Discussions	Breakout Rooms
Live Meetings	Station Work
Feedback	Asych Lessons
Activities	Interactive Lessons
Schoolology	Digital Whiteboards
Classroom	Alternative Assessments
	Personalized Classroom

# Feedback



Students tend to be more engaged in the content and learning process when teachers give consistent, specific, and personalized feedback during the learning. Establish a routine or system for giving authentic feedback on a regular basis.

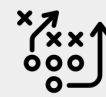
Why and How	Real Time Feedback	Digital Feedback
<p><b>WATCH:</b> Consider how effective feedback can save time and increase learning.</p>  <p><b>READ:</b> <a href="#">How to Do the Feedback Loop in Distance Learning &amp; 3 Strategies for Personalizing Feedback Online</a></p> <p><b>REVIEW:</b> <a href="#">These Building blocks of effective feedback.</a></p> 	<p><b>💡 Use Securly Classroom</b> Check for misunderstandings and watch how student progress through a lesson remotely! Open an active class to get a <a href="#">thumbnail view</a> of all screens or click <a href="#">Device view</a> to zoom in on one. Private chat to give individual feedback to students while they work. Turn on the ability for students to private message the teacher for help. <a href="#">Learn more about Securly Classroom!</a></p> <p><b>💡 Schedule One on One Meetings</b> During independent work, post this <a href="#">Quiet Work Time Sign template</a> and open a breakout room to “call” one student at a time to go over an assignment. Or set up several breakout rooms so students can seek out feedback when they need it like in this <a href="#">Breakout Room Choice template</a>.</p>	<p><b>💡 Schoology Feedback Options</b> Give personalized feedback in <a href="#">Assignments</a> and students will get a notification. Provide feedback on any question type for students in <a href="#">Assessments</a>.</p> <p><b>💡 Comments in Google Apps</b> Use <a href="#">comments and action items</a> in Slides, Docs, Sheets, and Drawings for personalized feedback.</p> <p><b>💡 Audio Comments with Mote</b> Use the Mote Chrome extension for an audio option to appear in the comments feature of Docs, Slides, and Sheets. Try the integrated Slides feature to post audio anywhere on a Slide! <a href="#">Click here to learn more about Mote!</a></p> <p><b>💡 Video Comments with Screencastify</b> Use the Screencastify Chrome extension to quickly record video and audio feedback for students. Drop the video link anywhere! <a href="#">Learn how to use Screencastify here!</a></p>

**Share the load** - Ts do not have to be the only one providing feedback. Other ways Ss can get feedback on their work:

- ✓ Self checklist
- ✓ Peer feedback
- ✓ Seek out feedback
- ✓ Ask an expert

Discussions	Breakout Rooms
Live Meetings	Station Work
Feedback	Asynch Lessons
Activities	Interactive Lessons
Schoology	Digital Whiteboards
Personalized Classroom	Alternative Assessments

# Activities



The strategic use of technology can help foster learning with the 5Cs. Consider how these activities promote critical thinking, communication, collaboration, creativity, and citizenship. Start with the [5Cs from the VA Department of Education](#).

## ★ Collaborative Notes & Slides

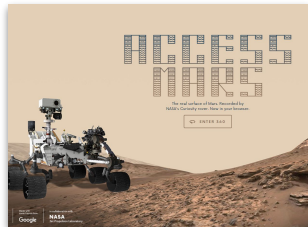
Take advantage of one of Google Workspace's most attractive features! Real-Time Collaboration! Great for connecting students f2f and remote.

- ✎ Take notes on a lesson or research a topic together. Read Kasey Bell's [Collaborative Notes with Google Docs](#).
- ✎ Use a shared Slides deck for a collaborative workspace. [Learn how from Matt Miller](#).
- ✎ Explore [30 collaborative activities using Google Apps](#) (Docs, Slides, Drawings, and more).

## ★ Virtual Field Trips

Ss can go anywhere in the world with virtual field trips.

- 🚚 Explore this list of [Virtual Field Trips](#) curated by VBCPS LMSs and ITSs. Or check out Matt Miller's [25 virtual field trips for your classroom](#).

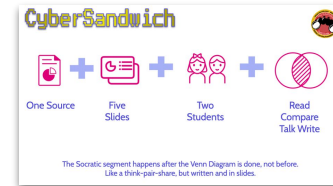
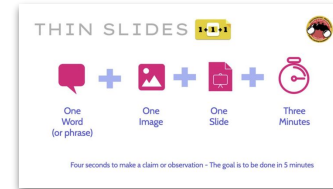


- 🚚 Pair your virtual field trip with an activity. [Read 10 activities to do on your virtual trips!](#) from Matt Miller.

## ★ EduProtocols (Hebern & Corippo)

Use these student-centered instructional lesson frames from Corippo and Hebern in any content or level!

- 🔍 [What are EduProtocols?](#)  
Twitter [#Eduprotocols](#)
- 🔍 Try [Thin Slides Eduprotocol](#). [Ideas for Thin Slides](#) and [Templates](#).
- 🔍 Try [Cyber Sandwich Eduprotocol](#). Get the [template](#).



## ★ Podcasting - Consuming and Creating

- 🎧 Read about [podcasting as a creative outlet for Ss](#) and how [Ss in English 11 made personal narrative podcasts](#).
- 🎧 Explore the benefits of using podcasts with students by reading or listening to [How to use podcasts in the classroom](#). Then explore [these podcasts](#) and [10 Best Podcasts for HS Students](#) w/Ss.
- 🎧 Check out [Podcasting For the Classroom](#) for a full guide to podcasting with your class.
- 🎧 Use student templates: [Script Planning](#), [Persuasion Map](#), [Planning Guide for Students](#).
- 🎧 Have Ss record using the [WeVideo podcasting feature](#), learn more about WeVideo [here](#). (VBCPS licensed premium accounts through 6/30/24)

Breakout Rooms

Station Work

Live Meetings

Asynch Lessons

Interactive Lessons

Digital Whiteboards

Schoolology

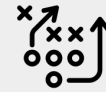
Alternative Assessments

Personalized Classroom

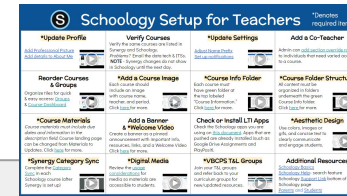
Feedback

Activities

# Schoology



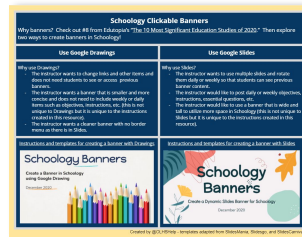
Schoology is the VBCPS provided LMS used to manage course content and communicate with students. Particularly in a remote learning environment, it is critical that teachers think intentionally about wording, folder structure, and overall organization so that students can effectively navigate Schoology. Refer to the [Schoology Setup for Teachers](#) to see VBCPS required items.



## Try these ideas to level up your Schoology Courses!

### ✓ Pin a Banner

The top of your Schoology course page is **prime real estate!** Take advantage of that space by creating a visually appealing banner that takes students to what they need most! Use these stepwise [instructions to use Drawings or Slides to create a banner in Schoology](#).



### ✓ Elevate Assignments

Consider ways to improve student assignments!

- Be explicit and concise in your instructions. [Link to online articles, videos, and resources](#) in the assignment instructions.
- Understand how to use [Google Drive Assignments app](#) and [Google Assignments app](#) to streamline workflow.
- Differentiate or include choice by [integrating apps and websites](#). Check out the [VBCPS list of Schoology Apps and External Tools](#).
- Post [a file that all students can work in](#) to get a sense of togetherness. Shared files easily showcase individual work or small groups.



### ✓ Add a Welcome Video

Let students get to know you! Simply use your phone to record yourself or try [WeVideo](#) to record and edit your video, screen record, or add other features. What should you include in your video? There is no script - just be yourself, tell them a little about you and the class, and have fun!



J. Turner, Chemistry

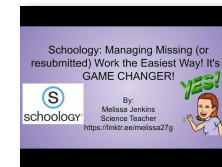


P. Rostock, French

### ✓ Streamline Late Work

Overwhelmed by late and resubmitted work?

Collect late work in a Google Form or [use this template](#) from @melissa27g. Each item in Schoology has a unique URL so require Ss to include a direct link to the missing work in the form. Open the Sheet with the Form responses to see timestamped entries and links to the work. [Add a checkbox](#) to the last column to keep track of what you checked!



**TIP -**  
[Set up email notifications](#) to know when work is submitted!

**Schoology down?** Create an [In Case of Emergency document](#) that students can bookmark and access outside of Schoology!

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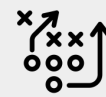
Digital Whiteboards

Schoology

Alternative Assessments

Personalized Classroom

# Personalize Your Classroom



## Recognize Students' Needs

Personalizing your classroom includes understanding your Ss and finding ways they can get involved in their learning.

### READ:

[5 Ways to Take Some of the Distance Out of Distance Learning](#)

### TRY:

- 💡 Start with a [daily dedication](#) or share gratitudes using this [Graffiti Wall Jam](#).
- 💡 Design with [voice](#) and [choice](#) in mind. Consider [options for student choice and pace](#) when possible.
- 💡 Let students [think and reflect on goals](#).
- 💡 Get to know your students and encourage positive group dynamics by having small groups use this [collaborative resume Jam](#) when starting new groups.
- 💡 Create [class norms and expectations as a group](#).

## Collect & Act on Feedback

Seek honest feedback from Ss about your class, reflect, and make improvements.

### READ:

- [5 Reasons You Should Seek Your OWN Student Feedback](#)
- [Evaluating Online Learning: Ask Students for Feedback](#)
- 💡 Use [Google Forms](#) for an easy way to get collect feedback and suggestions.

## Establish Authentic Presence

Find ways to increase your social presence. For example, try using the webcam when recording your screencast lessons. Be yourself, allow mistakes, and have fun!

### READ:

[Bringing More of a Classroom Feel to Distance Learning](#)

### TRY:

- 💡 Create a [welcome video](#) to post in your course so Ss and parents can get to know you.
- 💡 Use a breakout room during independent work to conference and talk with Ss individually, try this [sign template](#).
- 💡 Bitmojis are fun, but why not [#BeTheBitmoji](#)? Take a pic or short video of yourself and use unscreen.com to remove the background. Watch this [video](#) to see how. Then save your new .png or .gif files in your Google Drive to add to Slides or Drawings!

## Make Virtual Classrooms

Virtual classrooms can be practical, interactive, and fun digital spaces that enhance remote learning!

### READ OR WATCH:

- [Bitmoji Classroom Scenes & Virtual Classroom Backgrounds](#) or [Bitmoji Classroom Tutorial](#) for stepwise instructions.
- TRY: Start creating!
  - 💡 Access the [Shared Drive](#) for copies of backgrounds, furniture and more.
  - 💡 Use the [Chrome extension](#) or #BeTheBitmoji on slides.
  - 💡 Want to use your virtual class as a banner in Schoology? [Learn how!](#)

## Integrate SEL

SEL can be interwoven into your curriculum and activities. Plan ways to build relationships and connect.

### READ:

[Connecting SEL to Academic Outcomes](#)  
[High School Is Not the Time to Let Up on SEL](#)  
[Strategies for Supporting SEL in Virtual Environments](#)

### TRY:

- 💡 Integrate a weekly check-in to your routine using [Google Forms](#), [Fliggrid](#), or [Jamboards](#).
- 💡 Use Jamboards to play [this or that](#), [would you rather](#), [other games](#), or [reflect](#).
- 💡 Use [screenbreakers and icebreakers](#) from the OLHS Advisory Site for a get to know you break!
- 💡 Check out [Synchronous Meeting Ideas!](#)
- 💖 Did you know that VBCPS has an entire site dedicated to SEL? Go to the SEL Stockpile > [Signature Strategies!](#)

## Give Ss Jobs

Students improve soft skills while helping the class.

### READ:

- [It's Time to Give Classroom Jobs Another Try](#) or [listen to the Podcast](#).
- 💡 Review this [list of some jobs](#) or [take the free course!](#)

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SlidesMania