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**\*\*Please choose a facilitator, note-taker & time-keeper for this activity.**

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| **Facilitator** |  |
| **Notetaker** |  |
| **Time Keeper** |  |
| **Other Participants** |  |

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| **Essential Questions:**   * What is distance learning like from a student perspective? * What are the entry points and barriers for students on Google Classroom? |

**Artifact: Google Classroom**

Choose a grade level google classroom from the demo student accounts below and sign in (your whole group should look at the same grade) (2 min)

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| **Log-in information:**  6th grade --  7th grade --  8th grade -- |

**Google Classroom Analysis:**

**Observations (3 min):**

* What do you notice?
* Use only descriptive words. Withhold judgment and analysis

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**Analysis (8 min)**

Consider the following questions, keeping in mind the varied distance learning contexts from which our diverse students are approaching their work:

1. What are the **entry points** for different types of **learners** & different **contexts**?
   1. Examples of Types of Learners: Visual Learners, Auditory Learners, English Language Learners, students with executive functioning challenges, students with specific academic challenges (reading, writing, math)
   2. Examples of different contexts: Levels of adult support/supervision,
2. What are the challenges or **barriers f**or different types of **learners** & different **contexts**?

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| **Entry Points:**  **Barriers:** |

**Next Steps (6 mins)**

1. Given the barriers/entry points we identified, what **strategies** can we use with students when we do our individualized check-in’s with them?

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