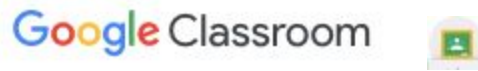




## Distance Learning PD Google Classroom Analysis



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

<b>Facilitator</b>	
<b>Notetaker</b>	
<b>Time Keeper</b>	
<b>Other Participants</b>	

### 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)

#### 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

### 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**?

- a. 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)
  - b. Examples of different contexts: Levels of adult support/supervision,
2. What are the challenges or **barriers** for different types of **learners** & different **contexts**?

**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?