FACILITATING: VISION FOR CHROMEBOOKS

Suggestions for Training and Professional Development

Contained in this packet are facilitating sheets to support training during a roll-out of Vision for Chromebooks. These materials are intended to help teachers better understand Vision for Chromebooks, its features, and how to incorporate the software into their technology routines.

The materials were created as a progression, moving from best practices for getting started to more thorough and integrated usage. These materials were intended to be used for individual teacher reflection, professional learning communities within the school, grade level teams, or even schoolwide professional development. Each has a suggested best practice, a situation, or a context, and provides teachers with space for their own reflection and notes.

Please feel free to copy these documents and share them with your users to ensure they are getting the most out of Vision for Chromebooks.

Facilitating Worksheet A (1,2)

Best Practices for Getting Started at your School / District

Suggestions gathered from our users and educational experts around integrating new classroom management software into schoolwide routines.

Best Practices for Getting Started in Your Classroom

Suggestions gathered from our users and educational experts around getting started with classroom management software. Space is provided for teachers to reflect on their own best practice and initial features.

Facilitating Worksheet B

What happens when I click here?

A reference for teachers who have had some time with the product, with details of each tool bar feature. This can be a great "cheat sheet" for teachers to reference, and space is provided for teachers to reflect on their own integration.

Facilitating Worksheet C

"I have a student who…"

Considering the technology from a student first perspective, this sheet encourages teachers to think about their own classroom observations and how Vision addresses those concerns. Provides space for teachers to think beyond behavior and into intervention and support.

Facilitating Worksheet D (1,2)

A Lesson Planned with Vision

An example lesson plan with inspiration for how Vision can bring a technology-based lesson to life.

Personal Lesson Planning with Vision

A framework for teachers to think of a lesson they are working on and how Vision can support the learning process.

Vision for Chromebooks:

Best Practices for Getting Started In Your School / District

COMMUNICATE CLEAR EXPECTATIONS

Suggestion: Decide, as a school, how rules around student technology usage will be communicated and include information about Vision in that communication.

Rationale: Transparency around the technology, its purposes and capabilities, can alleviate student privacy concerns and clarify the usage of the software for classroom accountability and support.

ESTABLISH A ROUTINE

Suggestion: Decide, as a staff, the best practices around when to start and end your class sessions.

Rationale: Establishing a routine for the teachers and students will encourage daily use and create clear expectations. If students are seeing the same routines, room to room, then classroom management software becomes part of the culture of using devices.

MONITOR DAILY

Suggestion: Commit, as a staff, to using the software consistently.

Rationale: Watching student screens allows you to quickly address off-topic behavior and, with live view, provide targeted support. These observations are valuable for professional learning communities or teams around both behavior and academics. It is important for everyone to see that the software has a positive impact on the teacher's ability to help students.

HAVE FUN!

Suggestion: Use the software to truly transform the classroom work space!

Rationale: Devices in the classroom can be a little intimidating. With Vision, you can not only view students' devices but interact with them as well. Use the power of Vision to take a leap into a new online WebQuest, group work activity, or individualized learning experience that will keep students engaged and the teacher in control — with just a click.

Vision for Chromebooks:

Best Practices for **Getting Started** In Your Classroom

ESTABLISH A ROUTINE

Suggestion: Start the session while taking role or while students turn on computers.

Rationale: Establishing a routine for the teacher and students will encourage daily use and create clear expectations for students.

MY ROUTINE

I will start my class session when...

I will end the class session when...

MONITOR DAILY

Suggestion: Have the thumbnail feature always running on your device; click individual students to enlarge.

Rationale: Watching student screens allows you to quickly address off-topic behavior, and with the live view you can provide targeted support.

MY MONITORING GOALS

While students are on devices I will look for...

How will you respond if a student is off topic? Can you include this in your classroom rules?

DRAW ATTENTION

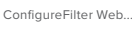**Suggestion:** Use this feature to quickly gain classroom attention.

Rationale: Devices are exciting for students and technology-based activities are exciting for teachers! Feel confident knowing you can pause the activity with just a click.

MY NEXT ACTIVITY

What's a technology-based activity you are excited to try — now that you can pause with a click?

What Happens When I Click Here?

Exploring the Features of Vision for Chromebooks

	On the Teacher Device	On the Student Device(s)	During a class period or within a lesson, when would this be useful?
Live View	See live thumbnails of all students. Click on a student for a larger view.	"Request to view" appears - must be accepted (once per class).	
Demo	Anything on your screen will be shared.	Full screen view of your presentation or demonstration. Their device is locked.	
Message	Write out a message to your student / students and hit send.	Message appears in the middle of their screen.	
Push a Link	Type or paste the link in the window that populates and hit send.	A new browser window appears with the website you selected. (Will not close their active browsing session.)	
Draw Attention	A teacher favorite, this is your pause button.	Entire device becomes disabled with a friendly message asking for attention.	
Limit Browsing	Apply a filter to limit students' browsing. Create a custom list in the Portal: ⚙ More Settings Lock on the fly: ConfigureFilter Web...	Internet restricted to the permitted websites – browser message populates with allowable links.	
Home	Navigate back to your Google Classroom list and end your session	Devices continue to work, but you cannot interact with them.	

Note: Each feature can be applied to the whole class OR whichever students you select.

I Have a Student Who:

Ways to Troubleshoot Specific Student Behavior

...is frequently distracted."
Use filter web to create a list of lesson-necessary websites.

...struggles with independent tasks."
Privately send encouragement, a sentence frame, or key terms.

....finds it difficult to keep up."
Push the URL and it opens in the student browser.

...needs visual accommodation."
Share your screen directly to the student device - everyone has a front row seat.

Use the space below to brainstorm how you can harness the power of Vision for Chromebooks.

✓ **Monitor student screens**   ✓ **Send a message**

✓ **Capture screen in live view**   ✓ **Push a link**

✓ **Share teacher screen**   ✓ **Blank screens**

✓ **Send student screen**   ✓ **Block and filter web**

I have a student/students who...   With just a click I can...

_____   _____

_____   _____

_____   _____

_____   _____

A Lesson Planned with Vision:

Ways to Utilize Vision Throughout the Lesson Cycle

Lesson: *To Kill A Mockingbird (Pre-reading,* 55 minute lesson)

Objective: Students will understand the unique historical context for the novel *To Kill a Mockingbird*. Students will be able to relate this understanding to a prediction about the novel.

Warm up: 10 minutes

Brainstorm: What do you know about America in the 1940s?

Spiral Deeper: Teacher shares images, what do you notice?

Lesson Sequence: 30 minutes

WebQuest Jigsaw

1. In each group, students explore a different website to add context to the reading of the novel.

    a. Biographical Information on Harper Lee
    b. History of Racism in America
    c. The Great Depression
    d. The Scottsboro Boys
    e. Jim Crow Laws in the American South

2. Students change groups, and share out 3 discoveries.

3. Whip around: Each group shares out the most interesting thing they learned.

Formative Assessment: 10 minutes

In partners, students create a prediction about the novel based on the history explored in class. Students add their prediction to a web-based sharing wall. Students like and respond to their peers' predictions, and top three are shared with the class.

Exit Ticket: 5 minutes

3-2-1 in Google Forms:

(3 question quiz, 2 things you learned,

1 thing you want to learn more about)

Differentiation for Special Populations:

Sentence Frames, Unobstructed View, Pairs Work for Support, Modeling on Board, Direct Links

Vision for Chromebooks: Facilitating Worksheet D1

Suggestions for Integrating Vision

Teacher shares their screen so students can see images and devices are locked.

Option A: Teacher pushes links

Option B: Teacher deploys limited browsing session with specific websites

Option C: Students have full access to web, teacher monitors and pushes links to students who need support

Teacher sends reminders for on task behavior, or 5 minute warning for group work.

Teacher uses Live View to project student screens for the class during each groups share out OR directly to devices in Demo Mode.

Teacher pushes link for the sharing wall directly to student devices.

Teacher uses live view to ensure on topic behavior and provide support.

Teacher pushes link to the Google Form and then limits browsing session to Google Apps for Education (Open Notes) or locks the session through "On the Fly" (No Notes).
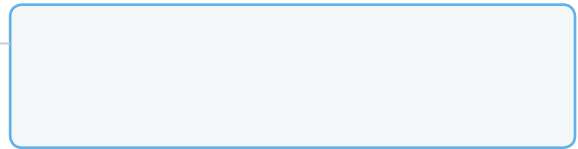
Teacher sends sentence frames to students who need additional support.

A Lesson Planned with Vision:

How Can You Utilize Vision Throughout the Lesson Cycle?
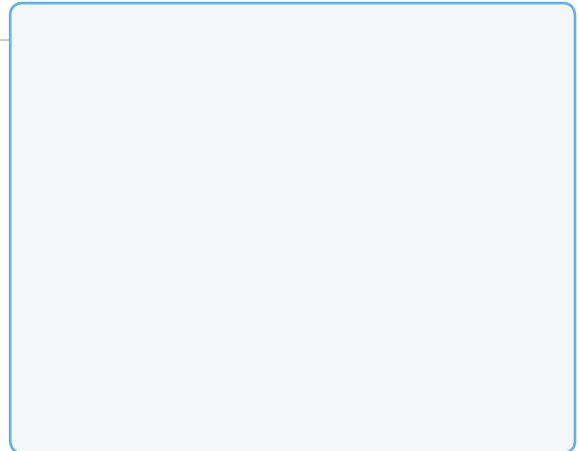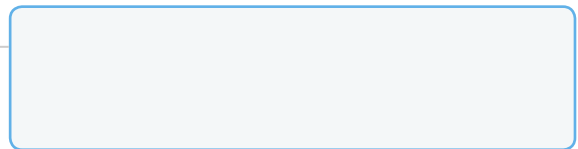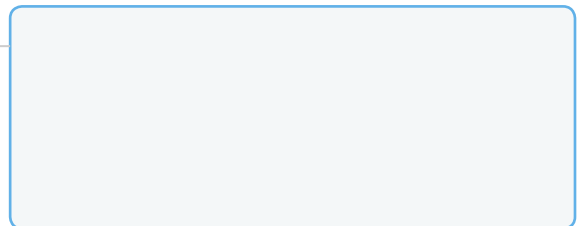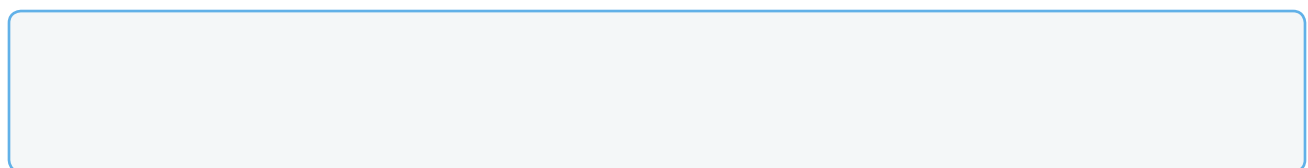
Lesson Objective:
Students will be able to:

Warm up:

Lesson Sequence:

1

2

3

4

Formative Assessment:

Closure/Exit Ticket:

Differentiation for Special Populations: