



Teacher Leader Group Exemplars

Directions: Complete this form for each of the exemplars you would like to share with the larger teaching community. Describe how you implemented this practice and how students were successful with it. Please keep in mind that the audience is educators from around New York State, so please refrain from using district-specific terms.

Barrier Addressed	Barrier 1- Struggling to Keep Students Engaged
Title of Practice/Strategy	Virtual Visual Choice Board
Description	This is a Visual Virtual Choice Board for students to engage in as an alternative to live Zoom sessions. It is especially useful for students who refuse Zoom attendance and require choice options that are traditionally provided in person. Steps to create this choice board are as follows: • Create an online folder (Virtual Choice Board) to house links and assignments • Create corresponding subfolders within the Virtual Choice Board folder labeled for each activity (Math, Reading, Science, etc...) • Create a new post in Schoology, Google Classroom or online platform • Insert a table into the post • Copy and paste a visual for each activity in each box • To attach links to images (in Schoology) insert content, image/media, highlight image, click link, paste link to subfolder; (in Google) Right click visuals and click insert link • Post material/activity you would like the students to complete under the corresponding subfolders • Post virtual visual choice board table in Schoology or Google Classroom • Visuals will now be linked to folders with corresponding work

	The Visual Virtual Choice Board allows for students who are non readers or not familiar with technology to navigate from activity to activity easily without requiring adult assistance.
Grade(s) of Students Used with	Kindergarten/First Grade/Second Grade
Description of Student Population	Students with Disabilities (Grades Kindergarten through Second Grade) Students within this classroom struggle behaviorally. They tend to lack typical appropriate school based learning behaviors. Students within this classroom come with a wide range of academic and verbal levels, most students being non-readers. Students tend to require support to engage, often refuse activities, seek control, require adult technology support and have difficulty following step by step directions ("First do this then you can do this").
Environment used in	This resource was used during virtual and hybrid learning, where students are being asked to attend Zoom meetings, as well as, engage in online instruction.
Resources/Links Used	The virtual visual choice board was created on Schoology but can be used with any online platform including Google Classroom. The following resources were used to support it: • Google Images • Bitmoji Chrome Extension • Boardmaker Software • VidYard Chrome Extension • Fluency & Fitness • Boom Cards • Google Slides • GoNoodle • Google Forms • Reflex Math
How did you teach Students to do/use this?	Students learned to use this tool through screen share on zoom. I shared my screen and we practiced clicking on items and exploring where they took us. I spent a Zoom session interacting with this on zoom so students could access it independently. I use visuals associated with our

	specific curriculum programs that the students are familiar with, if students struggle to understand these visuals, I would use Boardmaker Software visuals that students are accustomed to.
How did this practice/strategy help your students be more successful in remote/hybrid learning?	I had students that repeatedly refused to engage in Zoom meetings during hybrid learning. This is offered to students on Wellness Wednesday as an alternative engagement option. Or if a student refuses Zoom and needs alternative work options. I connect programs that allow me to track data on students' engagement (Fluency & Fitness, Boom Cards, Vidyad, Google Slides, etc...). I will often include follow up activities or repeated practice to reteach and reinforce topics. By using a <i>visual</i> virtual board students do not need an adult to facilitate reading and navigating to different activities. It also works on independent working skills and allows for choice in student learning for students that tend to engage in refusals.