

Agile Mind Remote Instruction using Technology Tools



Agile Mind teachers and students are moving forward with teaching and learning during this period of remote instruction. To support this work, video conferencing and collaborative technology tools are being leveraged in new and creative ways to emulate the classroom environment. In response to requests from the partners we serve, the Agile Mind Professional Services team developed resources to support our educators and students in leveraging these video conferencing tools with Agile Mind. This document supports teachers in facilitating synchronous virtual instruction using Agile Mind in three ways: an example of a recorded live classroom that models how tools work together to bring an Agile Mind lesson to life, strategies for planning for instruction, and ideas for how video conferencing tools can be used with Agile Mind. If you have any questions, or want to brainstorm with our team on how you use these tools in your context, please reach out to coach@agilemind.com.

Example Live Instruction using Video Conferencing Tools

This recording of the Professional Services Team walks through an Algebra I block of instruction on solving quadratic equations by factoring. The goal of this recording is to highlight some of the ways that technology tools can be married with Agile Mind for remote instruction, and should be considered an example, but not an exemplar. Our team is using Zoom in this video, and the strategies facilitated apply to other video conferencing platforms. The time frames below highlight key things that are happening in segments of the video for easy navigation.

Video	Description
Teacher View	Quicktime recording of the full teacher screen. Includes how to use chat, breakout rooms, and screen sharing from the teacher point of view.
Student View	Quicktime recording of the full student screen. Includes student controls and how to raise their hand, respond in chat, and student point of view in breakout rooms.
Zoom Recording	- Recording from Zoom that would be shared with students after the remote instruction for later review, or for students who are not able to join the live session. - Note: when all participants are in breakout rooms, the video will be black. Audio starts in this recording at 3:29. Reference Teacher view video for first segment.
Planning Resources	Example annotated advice for instruction that includes specific strategies for remote instruction in the context of this lesson. - Algebra I Topic 18, Block 2 - Deliver Instruction, Student Activity Sheet 3
Timeframe	What's happening in the video
0:00 - 3:55	Teacher walks through pre-instruction preparation to get the Agile Mind resources and technology tools ready for the lesson.
3:56 - 6:48	- Student activity sheet response "do now" and holding student work up to the camera. - Sharing goals and objectives for the day
6:49 - 9:15	- Write/think then share, raised hand volunteer to share thinking - Thumbs up, down, sideways in camera for agreement to what peer explained - Using animation to reinforce what student shared

9:16-11:03	• Chat answers to Student Activity Sheet question • Use chat responses to complete on-screen animation
11:04 - 13:28	• Write/think then share, raised hand volunteer to share thinking • Thumbs up, down, sideways in camera for agreement to what peer explained • Using check button to reinforce what student shared
13:29 - 18:32	• Setting up and putting students into breakout rooms • Sharing strategies for leveraging breakout rooms ◦ Alternatively, students could work independently and hold their work up to the camera, or in shared google docs, or share their answers in chat ◦ For partners using Google Meet, here is a work around for setting up breakout rooms in Google Meet
18:33 - 28:21	• Breakout room #2, moving into breakout rooms. • Prioritizing content to meet learning outcomes. • Discussion about using Polls. • Coming back from the breakout room and discussing the solution strategies. Using raised hands, showing work via the camera, teacher connecting ideas.
28:22 - 40:28	• Students sharing initial thinking via chat. • Breakout room #3. • Student sharing screen in breakout room. • Student typing into editable student activity sheet. • Sharing small group solutions via chat with the whole group, before discussing solution strategies. • Raising hand to share thinking.
40:29 - 41:23	• Wrap up the lesson, connect to learning outcomes, and introduce homework.

Using Agile Mind Tools to Support Remote Instruction

Component	Strategies for instruction
Assignments	• Schedule an assignment for each remote class that includes the Course Content pages, and Student Activity Sheets, that the class will be exploring together. • In the description, include which Student Activity Sheets students will need, the Goals & Objectives for the block of instruction, and the homework, or extra practice, for the day. • Schedule assignments for Practice Items, like you would typically, and continue to require that students show their work on process paper. • Note that students can access assignments on their smartphones.
Course Contents	
Before Instruction	• Assign students the course content pages that will be leveraged during the synchronous instruction, and ask that they preview the lesson, and complete some strategic questions in the Student Activity Sheet before the lesson. • Agile Mind assignment reports show which students accessed the assignments, and for how long, in advance of the synchronous instruction.
During	• "Project" the course contents pages through screen sharing just like you would in class.

Instruction	Record the synchronous lesson for students who were not able to attend and share it with all students. • Create an assignment so that students can follow along on their devices, including smartphones. • Open the student activity sheet PDF for reference during the lesson. Or, open the Word version and type into it, or have students type into it as shared Google Docs, throughout the lesson.
After Instruction	• Students re-engage with content to consolidate what was discussed during the synchronous lesson. • Students review additional content that extends the synchronous lesson, or reinforces skills and concepts discussed.
Deliver Instruction	
Goals & Objectives	• Add the Goals and Objectives to the Assignment Description, and pull up the Deliver Instruction tray to discuss these goals at the beginning, and throughout, the block of instruction. • Copy and Paste the Goals and Objectives into the chat (or a padlet), and have students add what they know and are unsure of related to the goals.
Opening & Framing Questions	• “Do Now” - copy and paste into chat and have students respond via chat. • Ask questions and have students raise their hands to respond verbally to the group.
Lesson Activities	• Reimagine how students might “discuss” and “work in small groups” using chat, breakout rooms, shared documents, etc. • Prioritize content to meet the learning objectives for the day, and keep a ‘less is more’ mindset.
Furthering Questions	• “Exit Ticket” - copy and paste into chat and have students respond via chat. • Add the furthering questions to the Word Student Activity sheets as an expansion to practice outside of class.
Suggested Assignment	• Practice for students outside of synchronous lessons. • Additional items that can be leveraged during office hours as practice.

Common Video Conferencing Tools & how to leverage them with Agile Mind

Tool	Strategies for integrating the technology tool
Screen Sharing	• “Project” Agile Mind Course Contents and Student Activity Sheets ◦ Some tools allow annotations on the screen, so you could mark up the online content or Student Activity Sheets • Have students share their screens, whole group and small group, to share their thinking
Video Camera	• Students hold up their work to their camera for a formative assessment check • Teacher can share their work with students (writing in a small dry erase board, rather than paper, can help students see if better in the camera) • Students show fist-to-five or thumbs up/down/sideways formative assessment checks

Chat	• Have students respond to online content page questions, or questions from the Deliver Instruction, using chat • When students are working independently, they can ask questions to the teacher, and their peers, in the chat window • Students share their answers via chat, and the teacher can check for consensus and put the student responses into embedded formative assessment checks on the shared screen
Raise Hand	• Students can virtually raise their hand, just like they would in class. Provide think time and select students to share out after the majority of students are ready to share their thinking • Zoom also has a 'reaction' button so students can show their agreement through 'thumb up' and 'clapping' for their peers
Breakout Rooms	• Leverage breakout rooms in 7-10 minute duration for students to work in small groups for 1-2 tasks during a lesson that most support students in working towards the Goals and Objectives for the block of instruction. • Set clear expectations for participation, product, and time for small group breakout room time. ○ Where will students document their discussion? ○ How will they share their ideas with the larger group when they come back to the whole group session? • Zoom and BlueJeans include breakout room functionality. Breakout rooms can be set up with Google Meet using these steps.