

# Facilitating Student Groups in Zoom (Using Docs & Slides)

## February PD: Early Release for Paraeducators

High School: 2/11/21, Thursday 2:00-3:30pm

Middle School: 2/17/21, Wednesday 1:15-2:45pm

EXPERIENTIAL OUTCOMES	RATIONAL OUTCOMES
<ul style="list-style-type: none"> <li>❖ Build community with paraeducators across middle schools and across high schools</li> <li>❖ Learn from colleagues across site, role, and difference</li> <li>❖ Experience equity-centered facilitation through intentional meeting structures and rituals, and making participant thinking visible</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learn how to use Google Docs and Google Slides to engage, deepen learning opportunities, and create collaborative projects - for students and student groups</li> </ul>

**Breakout Groups:** Sean

<b>AGENDA: Facilitating Student Groups in Zoom</b> ZOOM LINK: <a href="https://sfusd.zoom.us/j/89645124933" style="color: white;">https://sfusd.zoom.us/j/89645124933</a>					
2:00-2:10 (10)  1:15-1:25 (10)	<p><b><u>Welcome!</u></b></p> <p>Any ASL interpreters here we should be aware of?</p> <p>As you arrive:</p> <ol style="list-style-type: none"> <li>1) <a href="#">Sign in</a>:                             <ul style="list-style-type: none"> <li>● Feb 11: Listed as “HS Paraeducator PD: Facilitating Student Groups in Zoom”</li> <li>● Feb 17: Listed as “MS Paraeducator PD: Facilitating Student Groups in Zoom”</li> </ul> </li> <li>2) Open this <a href="#">SHARED GOOGLE DOC</a> and follow the instructions at the top to respond to at least one prompt.</li> </ol>				
2:10-2:25 (15)  1:25-1:40 (15)	<p><b><u>TRIOS: Community Builder + Intros</u></b></p> <p>In your break-out rooms:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; padding: 5px; vertical-align: top;">5 min</td> <td style="padding: 5px;">                             Select a time-keeper to time two minutes maximum per person.                               Group WAVE: Each person has 1-2 minutes to share:                             <ul style="list-style-type: none"> <li>● your name, role, site, and years in SFUSD</li> <li>● the prompt you responded to in the google doc</li> </ul> </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;">10 min</td> <td style="padding: 5px;">                             Group Discussion:                             <ul style="list-style-type: none"> <li>● How have you (or other educators you work with) used shared google docs with students? How might you?</li> <li>● What are the <b>benefits</b> of a shared google doc? What sorts of tasks can a shared google doc help students to do?</li> <li>● What are the <b>limitations or challenges</b> that can arise? (consider class size, students’ developmental levels and needs, etc.) What sorts of tasks are NOT conducive to doing on a shared google doc?</li> </ul> </td> </tr> </tbody> </table>	5 min	Select a time-keeper to time two minutes maximum per person.  Group WAVE: Each person has 1-2 minutes to share: <ul style="list-style-type: none"> <li>● your name, role, site, and years in SFUSD</li> <li>● the prompt you responded to in the google doc</li> </ul>	10 min	Group Discussion: <ul style="list-style-type: none"> <li>● How have you (or other educators you work with) used shared google docs with students? How might you?</li> <li>● What are the <b>benefits</b> of a shared google doc? What sorts of tasks can a shared google doc help students to do?</li> <li>● What are the <b>limitations or challenges</b> that can arise? (consider class size, students’ developmental levels and needs, etc.) What sorts of tasks are NOT conducive to doing on a shared google doc?</li> </ul>
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<p>2:25-2:30 (5)</p> <p>1:40-1:45 (5)</p>	<p><b><u>Opening Moves</u></b></p> <ul style="list-style-type: none"> <li>● Facilitators today: <ul style="list-style-type: none"> <li>○ Diana Mueller; Para Leader</li> <li>○ Sean Nunley-Willis &amp; Janet Eberhardt; <i>Professional Learning &amp; Leadership (PLL)</i>, a central team within Curriculum &amp; Instruction:</li> </ul> </li> <li>● Outcomes (see above!)</li> </ul> <p><b><u>Experiential Norms:</u></b></p> <ul style="list-style-type: none"> <li>● Make space and take space! (notice and adjust your air time in breakout rooms)</li> <li>● Listen for what is POSSIBLE (what ideas can you take and apply?)</li> <li>● Keep our humanity at the center (our experience matters as does the experience of students)</li> </ul> <p><b><u>Virtual Norms</u></b></p> <ul style="list-style-type: none"> <li>● Mic off when not speaking to minimize background noise</li> <li>● Optional to keep video on/off - if you are willing and tech-permitting, we encourage video on so we can get to know one another and we can better read facial/body language of one another</li> <li>● Tech/logistics or content questions in chat (facilitator will respond)</li> <li>● Ongoing process observations in chat</li> <li>● Feel free to eat, drink, take care of yourself!</li> </ul> <p><b><u>Frame:</u></b> Today we are going to learn by doing! We will explore and model how to use two common Google tools (docs &amp; slides), so you can both <i>learn about</i> and <i>experience</i> tools you might use with students. We encourage you to be metacognitive as you engage today (think about how each activity could be used or adapted for students as you experience it for yourself as an adult learner).</p>					
<p>2:30-2:55 (25)</p> <p>1:45-2:10 (25)</p>	<p><b><u>Using a Shared Google Document</u></b></p> <p>(5-10 min) A few ways to use a shared google doc with students:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0f2f1; padding: 5px;"> <p><i>Whole Class or Group Brainstorming Session</i></p> <p>On a shared google document, all students in the class or group can add their ideas or information to the document simultaneously. They can view each others' ideas as they add to spark further ideas. You can ask students to use their name or initials anytime they add an idea (if you want to know what each student responded) or just brainstorm openly (if anonymous is preferred).</p> </td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;"> <p><i>Shared Notes or Research</i></p> <p>Students can share information, ideas and resources so research or information collection can be divided and/or shared.</p> </td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;"> <p><i>Responding to an Image, Artwork, or a Video</i></p> <p>Students can respond to a visual or to prompts about the visual, see everyone's ideas, and consider additions or edits to their own responses.</p> </td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;"> <p><i>Group Assignments</i></p> <p>Students can work together on a shared writing piece or assignment. Each student can be responsible for a portion of the work or the assignment collectively.</p> </td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;"> <p><i>Peer Feedback</i></p> </td> </tr> </table>	<p><i>Whole Class or Group Brainstorming Session</i></p> <p>On a shared google document, all students in the class or group can add their ideas or information to the document simultaneously. They can view each others' ideas as they add to spark further ideas. You can ask students to use their name or initials anytime they add an idea (if you want to know what each student responded) or just brainstorm openly (if anonymous is preferred).</p>	<p><i>Shared Notes or Research</i></p> <p>Students can share information, ideas and resources so research or information collection can be divided and/or shared.</p>	<p><i>Responding to an Image, Artwork, or a Video</i></p> <p>Students can respond to a visual or to prompts about the visual, see everyone's ideas, and consider additions or edits to their own responses.</p>	<p><i>Group Assignments</i></p> <p>Students can work together on a shared writing piece or assignment. Each student can be responsible for a portion of the work or the assignment collectively.</p>	<p><i>Peer Feedback</i></p>
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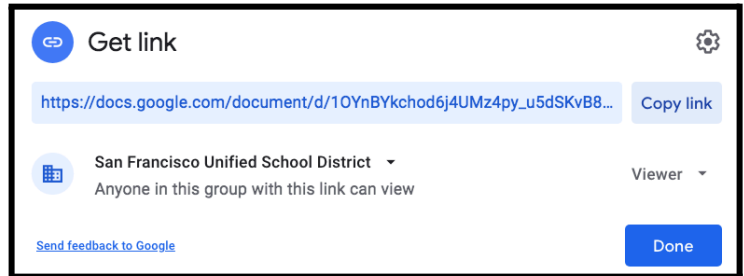
Students can share their work so that peers can edit the document, make “comments”, or “suggest changes”.

### Group Project Management

Students can use google docs to outline the tasks and completion dates for a project, update and track their progress, and post links as they complete tasks or assignments in a group project.

**Pro Tip:** Make sure you change the SETTINGS of the document so “anyone with the link” “can edit”.

- Click “Share” (blue rectangle in top right)
- Scroll down to “get link”
- Click on “change”
- See image to the right. Click on the two tiny downward arrows to see your options and pick the ones you need.



(5 min) [Let's try it!](#) Try a few of the options we discussed above yourself!

(5-10 min) Open Discussion (collective or in break-out rooms):

- Questions about using shared docs with students?
- What is one new way you might try using shared docs with students?

**If you need to learn BASICS about how to create and make Google Docs, SFUSD can help! Go [here](#).**

2:55-3:25  
(30)

### Using Shared Google Slides

2:10-2:40  
(30)

(5-10 min) Intro to Google Slides

Why Google Slides over Google Docs?

- Slides are easier to configure with photos, images, videos, and text
- Slides allow for more personalization (each student or group can have their own slides)
- Slides are easier to navigate when multiple students or groups are contributing
  - you can easily jump to the slide you want to edit or see
  - less risk for messing up or accidentally deleting the work of others

Google Slides can be used like Google Docs (see list above) and can be used to...

- Create a digital book (each slide is a page) and students can create a book together
- Make collages or photo galleries (each student or group gets a slide to upload photos or images)
- Prepare a short presentation that is ready to share (each student or group gets a slide or multiple slides to share their findings or summarize their ideas - it is then ready to share with the class)
- Ask a question and allow students or groups to respond with words, images or links (each student or group is given a slide with their name to respond on)
- Engage in collaborative writing prompts (like a blog; students can add to the prompt on

multiple slides and respond to the thoughts of others)

*Pro Tip:*

- Create a student or group slide and then “duplicate” it many times (this copies it exactly so you don’t have to remake it over and over)
  - On the left column, click on the slide you want to duplicate
  - Go to “edit” then “duplicate” or just hit “command” “D”

(10 min) **Let’s Try it!** Try one of more of the options below!

**Formative Assessment:** On Slides #2-20, pick an empty box and answer the questions.

**Writing a collaborative story:** On Slides #21-40, add to the collaborative story. (Read what is there and add to the next available slide. Add images if you’d like to ANY slide.)

**Respond to a prompt:** On Slides #41-50 and again on Slides #51-60, respond to the prompt on any page.

**ADVANCED! Create a collage about yourself as an educator:** On Slides #61-80, pick an empty slide. Pull images, write words, or otherwise create a “collage” about who you are as an educator.

(10 min) Open Discussion (collective or in break-out rooms):

- Questions about using shared slides with students?
- What is one new way you might try using shared slides with students?

*If you need to learn BASICS about how to create and make Google SLIDES, just google it! You can read intro guides or watch intro videos.*

3:25-3:30  
(5)

**Closing Moves:**

**More PD Desired?**

- 1) Below today’s agenda you can find all SFUSD supports for using technology and tech tools. You can watch webinars on all tech tools and even get 1:1 help!
- 2) Our March Para PD will be a continuation of today with more tools and tips:
  - Using Zoom features to check for Understanding ([8 Quick Checks for Understanding](#))
  - Maximizing the Chat Box
  - Using Jamboard ([6 Ways to Jam on Jamboard: Using the Digital Whiteboard in a Hybrid Classroom](#))

**Padlet** (Feedback, Reflection, Process Observations)

- Complete individually; Feel free to comment on other responses

Celebrations in the Chat Box!

2:40-2:45  
(5)

### Additional Reading

[Successfully Taking Offline Classes Online](#)

[Humanizing Online Teaching](#)

[How to Develop Culturally Responsive Teaching for Distance Learning](#)

[What Anti - Racist Educators Do Differently](#)

[9 Ways Online Teaching Should be Different from Face-to-Face](#)

## Our next Para PD is in March!

PD	Middle School Dates 1:15-2:45	High School Dates 2:00-3:30
Facilitating Student Groups in Zoom: PART 2	3/17	3/11
Routines & Protocols to Support Student Learning & Engagement	4/21	4/15
Supporting Groupwork and Collaboration	5/19	5/13

Master Copies for Facilitators: [Intro](#); [Google Doc](#); [Google Slides](#)

## SFUSD TECH SUPPORTS

### Professional Development and Training on Tech Tools

Start Here! Tech Training for Paras!	<a href="#">Digital Instructional Tools for Paras</a> <ul style="list-style-type: none"><li>• Training and recorded webinars specific to paraeducators and Chromebooks.</li><li>• Get help getting to know your new Chromebook!</li></ul>
2020 Para Institute Workshop Materials	View materials from the SFUSD 2020 Para Institute workshops! <a href="#">Para institute Materials</a> (includes slides, handouts, & recordings from workshops offered)

2020 Digital District Day Workshop Materials	View sessions from Digital District Day on the <a href="#">Digital Learning Youtube Channel</a> .
Watch webinars!	<p><a href="#">Webinars</a> live and <a href="#">recorded</a>!</p> <ul style="list-style-type: none"> <li>● Register for daily webinars at the <a href="#">Professional Learning webpage</a>. <ul style="list-style-type: none"> <li>○ Offerings include: Setting Norms for Online Learning, Google Meet for Meetings with Students, Getting Started with Seesaw, and many more!</li> </ul> </li> <li>● <a href="#">Recorded Webinars</a> (watch anytime!)</li> </ul>
More Digital Learning Supports	<p><a href="#">Digital Learning Resources</a></p> <p><a href="#">Available applications by instructional purpose</a> (learn about technology tools and apps!)</p> <p><a href="#">The Guide to Virtual Meetings with Students</a></p> <p><a href="#">Digital Platform Safety and Privacy Protocols Deck</a></p> <p><a href="#">Safety tips</a> &amp; <a href="#">Zoombombing</a></p>
General Places to Find PD and Support (not necessarily tech specific)	<p><a href="#">OASIS</a> updates (weekly PD offerings and new info for SFUSD staff!)</p> <p>SFUSD Professional Development</p> <ul style="list-style-type: none"> <li>○ Visit the <a href="#">Professional Learning Homepage</a></li> <li>○ Access <a href="#">Webinar Recordings</a></li> <li>○ Google Calendar: <a href="#">SFUSD PD Calendar</a></li> </ul> <p><a href="#">Instructional resources page</a></p> <p><a href="#">Print Based Offerings</a></p>
<b>Customized Support</b>	
1:1 phone and video support to get tech help	In collaboration with SFUSD, the San Francisco Education Fund has recruited tech volunteers to provide 1-1 phone and video support to teachers, paras, and families on basic questions about Zoom, Google

	<p>Meet, Google Classroom, and Seesaw. Volunteers can support you for up to 30 minutes in multiple languages.</p> <p><a href="#">Sign up for an appointment!</a> ← (Click here)</p>
Department of Technology Office Hours for Distance Learning	<p><a href="#">Office Hours</a>: Daily drop in consultation sessions for educators to ask questions about distance learning tools and strategies. Find days and hours on the <a href="#">Professional Learning calendar</a>.</p>