

Instructor Implementation Guide

Playlists and Choice Boards

Playlists are sequenced learning activities tied to standards that are designed to be completed in a specific order. Playlists are great for teaching complex topics when learners are at different phases of their learning because everyone can start at a different spot and work at their own pace.

Choice boards are a menu of learning activities tied to standards that can be completed in any order. Choice boards are great for letting learners explore a topic in many different ways based on their needs or interests.

Before the lesson

Instructor should determine whether to use a playlist or choice board. They will also need to create the playlist or choice board and decide how learners will access it.

1. **Playlists:** Create a pre-assessment, choose which learners to pull during small group work time, and create structures to allow for reflection at the end of the lesson.
2. **Choice boards:** Create reflection and goal setting activities, choose which learners to pull during small group work time, and create structures to allow for reflection at the end of the lesson.

During the lesson

Playlists

If using a playlist, instructors and learners will complete the following activities:

1. **Pre-assess** to determine where learners should begin working.
 - a. Use [reactions](#) to help learners quickly reflect on what they already know and need to learn.
 - b. Use Google Forms to have learners submit longer answers about what they already know.
2. **Facilitate** work time and deliver targeted support.
 - a. Learners work independently while the instructor pulls learners for support in a [breakout room](#) to provide targeted support to small groups of learners.
 - b. As you work with a small group, monitor the rest of the learners in the classroom tab to ensure that all learners progress in their learning.
3. **Reflect** on progress and comprehension.
 - a. Learners reflect on what they learned and how they spent their time during that block.

Choice boards

If using a choice board, instructors and learners will complete the following activities:

1. **Determine** needs and interests and **set a goal** for the activity.
 - a. Launch a [poll](#) to see what learners are interested in learning more about or practicing.
2. **Structure** work time and targeted support
 - a. Learners can work independently, in pairs, or in small groups using [breakout rooms](#).
 - b. Instructor can then pull learners aside to provide targeted support.

During the lesson (cont.)

3. Reflect on progress and comprehension.
 - a. Learners revisit their goals set at the beginning of the lesson, reflect on their progress and demonstrate what they have learned – either in writing or verbally.

After the lesson

Instructor uses the [dashboard](#) to view and reflect on an individual student or whole-class data.

Instructor review students' reflections to see where there are misconceptions and make plans to address in upcoming lessons.