

# Playbook

## Introduction

Playbook is a dynamic online platform built to empower teachers. The idea for Playbook was sparked by conversations in our survey work with thousands of schools and districts nationwide. Playbook helps answer the question “What’s next?” for teachers after they receive feedback from their students. The teachers we engage with told us that they want professional development tools that are actionable, validated by their peers, and easy to implement in their classrooms.

Playbook is the answer to those requests. Built by teachers, for teachers, every strategy, or “move” on Playbook, comes from a successful classroom teacher or recognized educational organizations such as Second Step, Teaching Tolerance, and Character Lab. Teachers validate the content with ratings and are encouraged to contribute their own moves to Playbook. The content on Playbook spans a range of pedagogical approaches, since no single strategy works for every teacher in every setting.

Playbook offers the opportunity to begin implementing changes in your classroom in the areas that matter to you and your students. By using and contributing to Playbook, you will help the platform become smarter over time. We hope that Playbook provides you with resources to grow and develop your classroom practice.

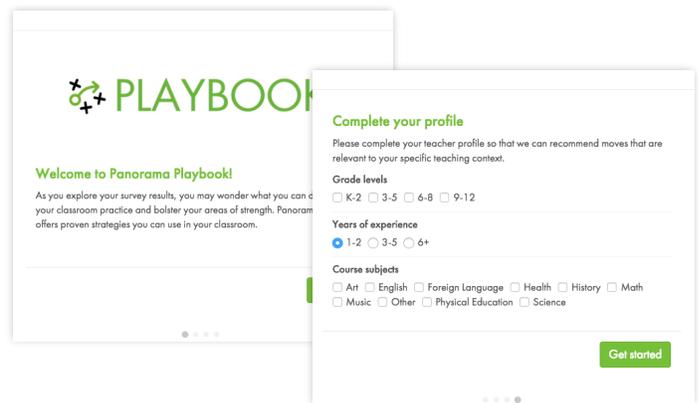


## Navigate to Playbook from your report

Every teacher who gets a Panorama survey report has access to Playbook through their report. You can find a link to Playbook in each topic page of your report as seen to the left.

## Create a profile to find relevant moves

Next, you will be guided through a series of initial screens orienting you to the layout and content of Playbook. The final screen asks for the grade levels and course subjects that you teach, as well as years of teaching experience. As you rate and explore moves, you will discover resources that are better suited to you, based on your interests and level of experience.



# Playbook

**Let Students Correct Their Tests**  
Offer students the opportunity to make test corrections so they can maintain their motivation and learning from past mistakes.

Average rating: 5.0 / 5.0

James Schafer  
Edit/Comment on this move.

**GOAL**  
Allowing students to turn in test corrections to recover lost points helps alleviate some of the stress of testing and motivates students to learn from their mistakes.

**ACTION**  
I allow students to correct their tests to make up a portion of the points they missed. These corrections take different forms. Sometimes I have students redo any missed portions of the assessment and then write an extended commentary on what was confusing or why they made a particular error. Other times, I have them explain why the correct choice is the only feasible option.  
I give students a one-in-four deal in which they can earn back one point for every four they missed. This doesn't create a huge shift in their grade, but it provides sufficient incentive for them to do their best work.  
I emphasize that the point of test corrections is to gain further mastery over the material. Students must complete the work without error in order for their corrections to count. I therefore make time for students to review the material so they're submitting their best work.

**WHY THIS WORKS**  
Students appreciate having the opportunity to make up lost points. They get a chance to learn from their mistakes and discover that learning can continue even after a test is done.

**ABOUT THIS AUTHOR**  
James Schafer graduated cum laude with a B.S. from the College of William and Mary in Physics and Applied Mathematics. In 2007 he received National Board Certification for Science. James serves as Physics Team leader, mentor for physics teachers, sponsor for the Physics Club, and coach for the Academic Team. Under his guidance, members of the Physics Club and Academic Team have won multiple individual and team accolades at both the state and national levels. James is the recipient of the 2010 Marian Owsen Award, which is given annually to recognize the Montgomery County Public Schools (MD) Teacher of the Year.

**Collaborate With Another Classroom**  
Amanda Mitchell  
5.0 / 5.0

**Affirm Students at the End of Class**  
Megan Jacobson  
5.0 / 5.0

**Research: Exploring What Engages and Motivates Students**  
Brian Kuvshinov  
5.0 / 5.0

## Explore moves

Each move on Playbook is a classroom strategy that has worked in a real classroom and was vetted by other teachers or recognized partners such as Second Step, Teaching Tolerance, and Character Lab. Moves are broken into three parts— Goal, Action, and Why This Works—to allow teachers to put them quickly into practice.

Playbook moves represent a range of pedagogical approaches, allowing teachers to pick which approaches work best for them and their classroom settings.

## Add moves to My Playbook

Once you've found moves that you want to try or explore further, add them to My Playbook to save them for later. My Playbook saves your moves in a list. Click the star in a move to add it to My Playbook.

**My Playbook**  
Your list of moves to try or share.

Title	Topic	Author	Rating	Date Saved
Keep Students Engaged with Tangents	Student Engagement	James Schafer	5.0 / 5.0	3/4/15
Create a "Grity Gallery" to Showcase Hardworking Students	Expectations and Rigor	Amanda Mitchell	5.0 / 5.0	3/4/15
Increase Engagement with Questions and Activities	Student Engagement	Anne Claire Tettel Namhoid	5.0 / 5.0	3/3/15
Get Students Out of Their Desks	Classroom Environment	James Schafer	5.0 / 5.0	3/2/15
Student Affirmations for Friendly Relationships	Supportive Relationships	Megan Jacobson	5.0 / 5.0	3/2/15
Open-Ended Science Labs to Increase Rigor	Expectations and Rigor	James Schafer	5.0 / 5.0	2/27/15
Give Struggling Students a Behavior Buddy	Supportive Relationships	Amanda Mitchell	5.0 / 5.0	2/23/15

**Student Engagement**

The Panorama Student Survey asks students to answer questions about their behavioral, academic, and emotional investment in the subject and classroom. Student Engagement is expected to predict positive student academic performances, attendance, and participation.

Questions on the Panorama Student Survey related to Student Engagement include:

- How often do you get so focused in this class that you lose track of time?
- How excited are you about going to this class?

Read the studies and resources below to explore research on the importance of Student Engagement and strategies to meaningfully engage students.

Student Engagement Research: 1 2 3 4

Explore moves related to Student Engagement to try new strategies in this area.

## Find research

The introduction to each topic area in Playbook highlights relevant research, including journal articles, book chapters, and encyclopedia entries. In each move labeled Research, you will find a brief description of the article and a link to the complete text.

## Contribute to Playbook

Teachers know best what works inside of classrooms, so if you have a move that has worked well for you, we hope you'll contribute it so your fellow teachers can use it. Click "Share your own moves" at the top of Playbook to begin the process.

☆ My Playbook

Share your own moves