



Teacher User Guide

Accelerate Education Teacher User Guide

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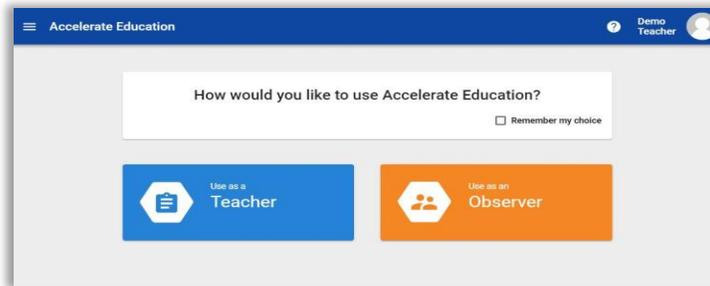
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LEARNING MANAGEMENT SYSTEM OVERVIEW

Signing into Your Account

1. Open your domain (e.g., accelerate-YOURDOMAIN.agilixbuzz.com)
2. Enter the Username and Password provided by your administrator.
3. Click Sign in.

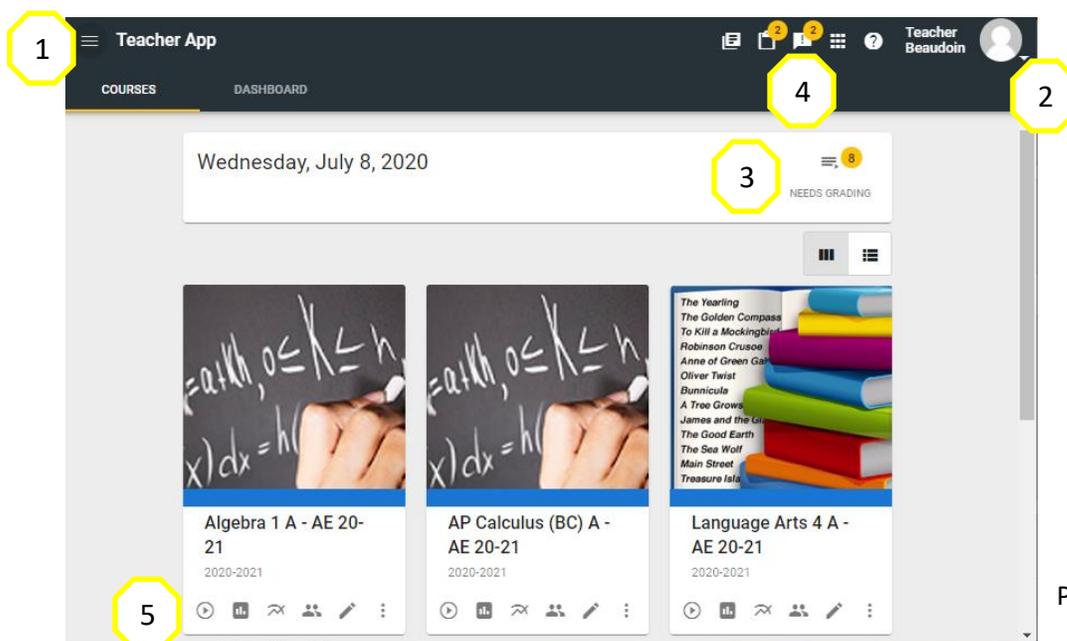


4. If prompted, *select the desired role (Student, Teacher, Parent/Observer, or Admin).

Home Page

Signing in lands you on the **Home** page where all your current courses are listed. From here you can:

1. Access the **Main Menu** and the Teacher Dashboard.
2. Open the **User Menu** to customize your settings and themes, manage your information and notifications, enroll in a course, learn more, or logout of Buzz.
3. Open the **Needs Grading** screen.
4. See class-wide **announcements** in the Announcements list.
5. Select a course using its Course Card and access its Course Home (Activities tool ) , Grades , Reports , People , and Editor .

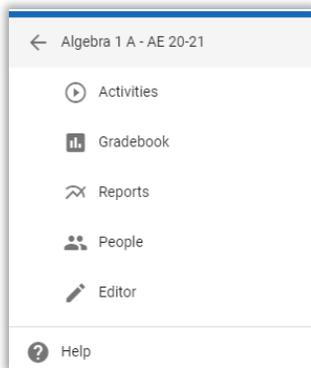
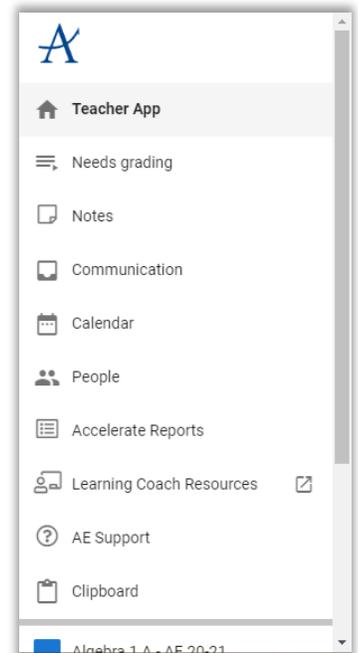


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Main Menu

From the **Main Menu**, teachers have access to:

1. The people and data from all assigned courses, including:
 - **Teacher App**: Take you to the home screen.
 - **Needs grading**: Lists all activities that need grading.
 - **Notes**: View notes you took on a course about a course.
 - **Communication**: Email
 - **Calendar**: Review due dates, activities, and agendas.
 - **People**: The **People** tool gives you at-a-glance access to tons of student data points in one simple table.
 - **Accelerate Reports**
 - **Learning Coach Resources**
 - **AE Support**: Support information
 - **Clipboard**: Use the **Clipboard** to quickly provide personalized attention to students.
2. Your individual courses (more detail below).
3. **Help** suggestions tailored to the screen you are currently on.



When a course is selected from the menu, the top section compresses, and a course-specific menu expands allowing teachers to (underlined topics below link to helpful videos):

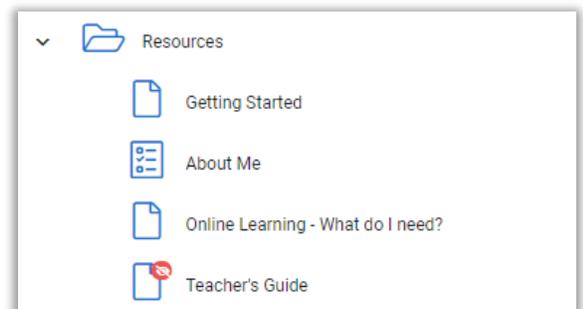
1. Still access global content from the compressed menu.
2. Navigate back to the original **Main Menu**.
3. Open the [Activities](#), [Gradebook](#), [Reports](#), [People](#), or [Editor](#) tools

Activities

Open **Activities** for access to what your students see when they visit your **Course Home** and to review/test activities. There are two ways to access course activities to preview course content. From

the Home Page click on the activity icon  on the course card. From the Main Menu select a course and then select activities.

Hint: Be sure to check out the items in the “Resources” module when you first log in to learn about the structure of the course and to locate the teacher resources.

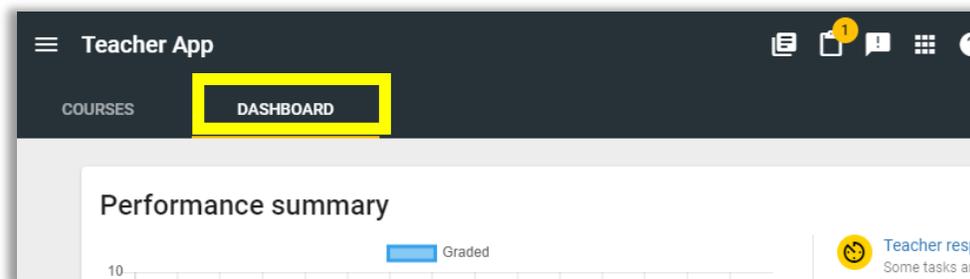


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Teacher Dashboard

The **Performance summary** card displays:

1. Bar graphs comparing the number activities that you have **Graded** on each day against the number of activities that still **Need Grading** at the end of the day.
2. Hover over a day in either graph to get the specific numbers.



The **Active courses** card

A screenshot of the 'Active courses' card. It displays a table with the following data:

Title ↑	Active students	Teacher Responsiveness	Student Performance	Student Pace
Algebra 1 A - AE 20-21	4	Yellow	Green	Green
Language Arts 4 A - AE 20-21	1	Green	Green	Green
Language Arts 8 A - AE 20-21	2	Yellow	Green	Red

1. Teacher Responsiveness



- **Green** means you have graded all submitted, gradable items within 2 days or less.
- **Yellow** means one or more submitted, gradable items have gone 3 or more days ungraded.
- **Red** means one or more submitted, gradable items have gone 6 or more days ungraded.

2. Student Performance



- **Green** means that, in aggregate, your students are performing above 10% of the minimum grade for the course.
- **Yellow** means that, in aggregate, your students have failed in 1 of their last five submissions or they are within 10% of failing the course.
- **Red** means that, in aggregate, your students have failed 2 of their last five submissions or they are failing the course.

3. Student Pace

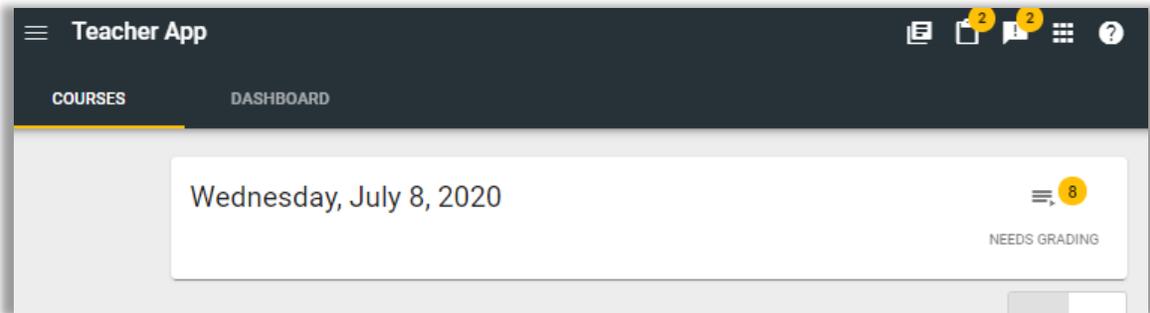


- **Green** means that, in aggregate, your students are submitting all gradable items on time or that less than 10% are past due.
- **Yellow** means that, in aggregate, your students have 10% or more of gradable items past due.
- **Red** means that, in aggregate, your students have 30% or more of gradable items past due.

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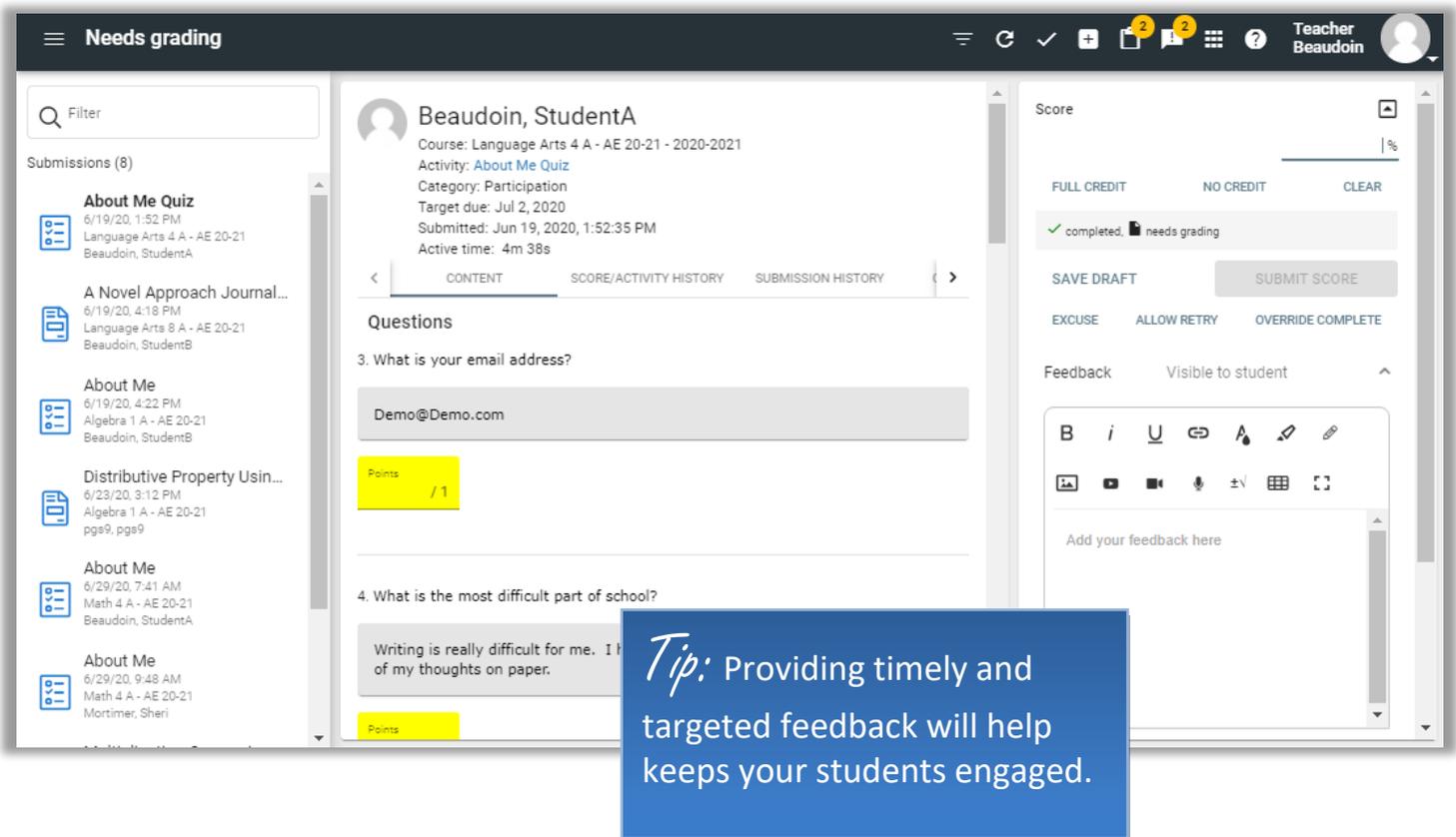
Needs Grading

The Needs grading screen lists all the activities that need grading from all of your courses. You can access it from the Main Menu.



On this screen, you can:

1. Use the Filter field to search activities.
2. Filter the activities according to course.
3. Or grade items in order as listed.
4. Select an activity from the list to grade it right on this screen with the Grade Editor.



INSIDE A COURSE

Taking Notes

While inside a course home page previewing an activity, you have the option to open **Notes** to take notes on the activities you are previewing. This is good practice if you are meeting with students and want to make sure you hit key points from the lesson, thought of some extra test questions you want to include on a test, or even list things students had difficulty with.

To take notes:

1. Click on the Notes icon in the top right corner.
2. Click on the plus sign at the bottom of the column.
3. Type your notes in the box at the bottom and select save.
4. Your notes will be stored in the notes section for you to view when needed.

The screenshot displays the 'Wiser with Words' course interface. At the top, a blue header bar contains navigation icons, the course title 'Wiser with Words', and the user's name 'Sally Beaudoin'. Below the header, the main content area shows a lesson titled 'Wiser with Words' with a '1 of 12' indicator. The lesson content includes a question: 'How will you grow as a reader and writer this year? What do you know already?' and a section titled 'Objectives' with four numbered points. A yellow sticky note titled 'Key Words:' is overlaid on the content, listing: strategy, metacognition, narrative, expository, and clarity. On the right side, a vertical sidebar contains 'Notes' and 'Bookmark' icons. A 'GO TO ALL NOTES' panel is open, showing a note added on Jul 8, 2020, at 1:40:03 PM. At the bottom of the page, there are buttons for 'PREVIOUS ACTIVITY' and 'NEXT ACTIVITY'.

Tip: Teach your students to take notes as they work through their course with the Notes tool. Putting ideas into their own words will help them to remember important information and will provide them with a study guide to reference later.

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Customize Course Home Page

In the center of a Course Home Page is a landing page that can be customized by a teacher to provide students with information needed on the course. The teacher can put things such as a reminder to a weekly repeated assignment, a famous quote, office hours, contact information, etc.

To add information to this page, click on the pencil. A box will open to type in. Click Save when finished.

The image displays two overlapping screenshots of a course home page editor. The top screenshot shows the final view of the page. It features a header with a chalkboard image containing the equations $f(x) = a+bx$, $0 \leq x \leq h$ and $\int x dx = \frac{1}{2}x^2$. To the right of the image, the text reads "Algebra 1 A" followed by "2018-2019 (Enrollment End Date 8/3/2019 - 6 months remaining)". Below this is a quote: "Mathematics is not about numbers, equations, computations, or algorithms, it is about understanding." attributed to "-William Paul Thurston". A small pencil icon is visible to the right of the quote. The bottom screenshot shows the same page in edit mode. It includes a rich text editor toolbar with various icons for text formatting (font face, size, color, background color, bold, italic, strikethrough, underline), list creation, link insertion, unlink, image, video, math symbols, and undo/redo. The quote and attribution are visible in a text box below the toolbar. A blue "SAVE" button is located at the bottom right of the editor.

Tips:

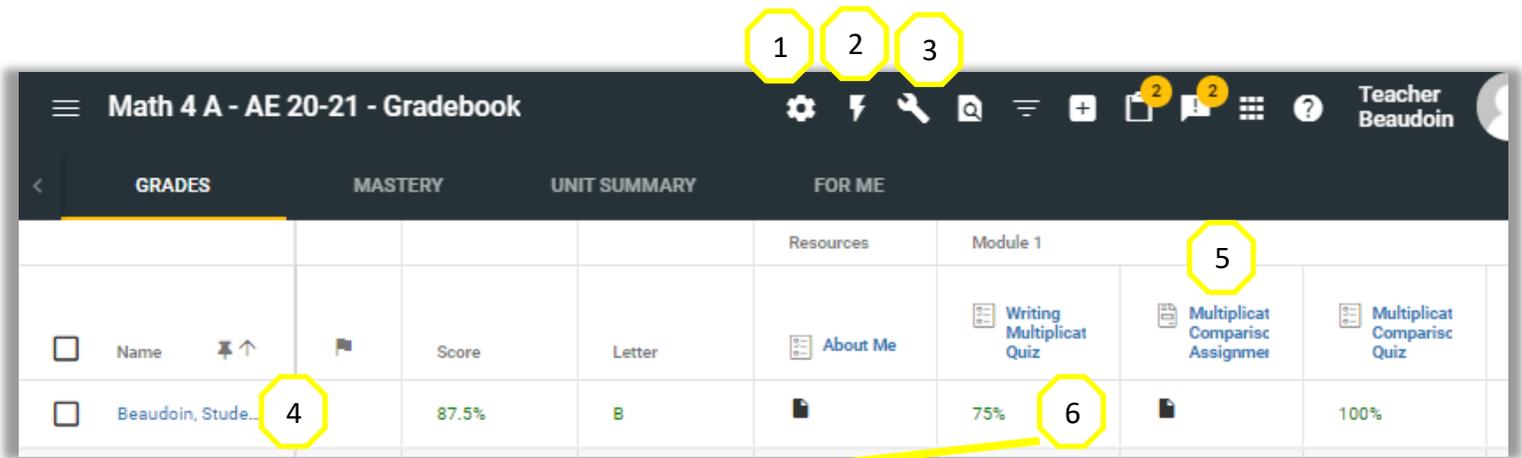
- ✓ Let your students know how to contact you when they need help or have questions. Hosting regular, virtual office hours or weekly class meetings is a good way to build relationships with your students and develop a system of support. These regular group meetings are especially important at the beginning of the year.
- ✓ There are free apps with which you can get an additional phone number to use with families so that you do not need to give out your personal number. You can also limit ring times to business days and times.

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Gradebook

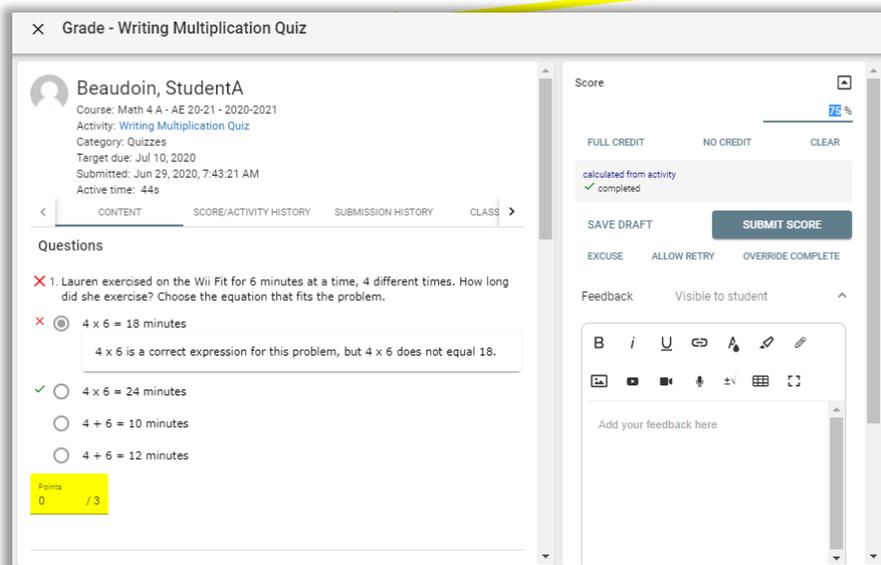
To navigate to the **Gradebook** tool, you may click on the gradebook icon  found on the course card of the **Home Page** or select the course you want from the **Main Menu** and then select **Gradebook**. This tool includes four main screens:

- **Grades** provides a table view of students (rows), activities (columns), and each student's score on each graded activity in the intersecting cells. You can:
 1. Click **Display Options** in the toolbar to choose the columns and other display details you want on the screen.
 2. Click **Enable quick-edit grading** in the toolbar to enter scores directly into the **Grades** table.
 3. Click **Tools** to **Import Scores**, **Export Scores**, and **Go to final grades**.
 4. Click a student to see and/or print their individual gradebook information.
 5. Click an assignment to open the **Activity Grader** for that assignment.
 6. Click a specific cell to open the **Grade Editor** for a particular student activity.



The screenshot shows the Gradebook interface for 'Math 4 A - AE 20-21'. The toolbar at the top contains icons for settings (1), lightning bolt (2), eraser (3), search, and other tools. Below the toolbar are tabs for GRADES, MASTERY, UNIT SUMMARY, and FOR ME. The main table has columns for Name, Score, Letter, Resources, and Module 1. A row for 'Beaudoin, Stude...' is highlighted, with callouts 4, 5, and 6 pointing to the student name, a cell in the 'Multiplicat Comparisc Assignmen' column, and the '75%' score cell, respectively.

Name	Score	Letter	Resources	Module 1
Beaudoin, Stude...	87.5%	B	About Me	75%



The screenshot shows the 'Grade - Writing Multiplication Quiz' interface. It displays student information for 'Beaudoin, StudentA' and a list of questions. The first question is a multiple-choice question about exercise time. The second question is a math problem: '4 x 6 = 18 minutes'. The interface includes a 'Score' section with 'FULL CREDIT', 'NO CREDIT', and 'CLEAR' options, and a 'Feedback' section with a rich text editor and a 'Visible to student' toggle.

Tip: Adding videos and pictures to your students assessment feedback will help them to learn from their mistakes.

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Gradebook

- **Mastery** lets you review the class' objective mastery. Here, you see each objective that is linked to one or more course activity listed along with an indication of how well the class seems to be mastering it. If you click on the objective a screen will open that shows how the individual students are doing on mastering the objective.
 - **Note:** This tab does not appear if you have not defined objectives for the course. Contact your system admin if you should have access to this tab, but it doesn't appear.

Standard ↑	Description	Mastered	Not mastered	No attempt
CCSS.Math.Content.HSA-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	<div style="width: 100%; background-color: #ccc;"></div>	<div style="width: 50%; background-color: #f00;"></div>	<div style="width: 50%; background-color: #888;"></div>
CCSS.Math.Content.HSA-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity.	<div style="width: 100%; background-color: #ccc;"></div>	<div style="width: 50%; background-color: #f00;"></div>	<div style="width: 50%; background-color: #888;"></div>
CCSS.Math.Content.HSA-SSE.A.2	Use the structure of an expression to identify ways to rewrite it.	<div style="width: 100%; background-color: #ccc;"></div>	<div style="width: 25%; background-color: #f00;"></div>	<div style="width: 75%; background-color: #888;"></div>
CCSS.Math.Content.HSF-BF.A.1a	Determine an explicit expression, a recursive process, or steps for calculation from a context.	<div style="width: 100%; background-color: #ccc;"></div>	<div style="width: 50%; background-color: #f00;"></div>	<div style="width: 50%; background-color: #888;"></div>
CCSS.Math.Content.HSF-	Combine standard function types using arithmetic operations	<div style="width: 100%; background-color: #ccc;"></div>	<div style="width: 50%; background-color: #f00;"></div>	<div style="width: 50%; background-color: #888;"></div>

← BACK TO COURSE MASTERY LIST

CCSS.Math.Content.HSN-RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

<input type="checkbox"/>	Name	Status	Mastery Date
<input type="checkbox"/>	George, John	<div style="width: 50%; background-color: #f00;"></div>	
<input type="checkbox"/>	Jones, Julie	<div style="width: 10%; background-color: #f00;"></div>	
<input type="checkbox"/>	Miller, Matthew	<div style="width: 50%; background-color: #f00;"></div>	

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Gradebook

- Unit Summary** displays each student's progress in completing the activities in the course, as a whole, as well as their progress in each course unit (units are modules in the Editor). This reflects all activities, both those that are gradable and those that are not.

Gradebook - Algebra 1 A								
GRADES	MASTERY	UNIT SUMMARY				FOR ME		
<input type="checkbox"/> Name	Algebra 1 A	Resources	Tools Of The Trade	Linear Relationships	Creating Graphical Models	Evaluating the Model Using Statistics	Modeling Change and Changing the Model	
<input type="checkbox"/> George, John	<div style="width: 20%; background-color: #007bff;"></div>	<div style="width: 30%; background-color: #ffc107;"></div>	<div style="width: 40%; background-color: #ffc107;"></div>	<div style="width: 10%; background-color: #ffc107;"></div>				
<input type="checkbox"/> Jones, Julie	<div style="width: 20%; background-color: #007bff;"></div>	<div style="width: 30%; background-color: #ffc107;"></div>	<div style="width: 20%; background-color: #ffc107;"></div>	<div style="width: 10%; background-color: #ffc107;"></div>				
<input type="checkbox"/> Miller, Matthew	<div style="width: 20%; background-color: #007bff;"></div>	<div style="width: 30%; background-color: #ffc107;"></div>	<div style="width: 10%; background-color: #ffc107;"></div>					

- For Me** displays all personalized activities (choice activities, self-assigned tasks, and teacher-assigned **Clipboard** tasks and activities) for each student on the date it was assigned. Select the activities from the table to review and/or grade them.

GRADES	MASTERY	UNIT SUMMARY	FOR ME							
Filter by name			MONTH							YEAR
<input type="checkbox"/> Name			Jul	Aug	Sep	Oct	Nov	Dec	Jan	
<input type="checkbox"/> Johnson, Kayla	Self assigned	Teacher assigned		1						
<input type="checkbox"/> Jones, Steve	Self assigned	Teacher assigned								
<input type="checkbox"/> Smith, Pam	Self assigned	Teacher assigned								

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- Assessment Analytics** displays frequency of scores for the assignment, grade statistics and question details. Select the assignment from the gradebook to view the analytics.

MASTERY		UNIT SUMMARY		FOR ME	
			Resources	Tools Of The Trade	
			About Me	Using Variables to Creat...	Classify and Compar...
				Evaluating Algebraic Expressi...	
alee	87.77%	B		100%	80%
ari	66%	D			83.33%

Statistics

Number of students:	3
Passing score (%):	60.00%
Mean score (μ):	80.00%
Standard deviation (σ):	16.33%
Low score:	60.00%
Quartile 1 score (Q1):	70.00%
Median score (\tilde{x}) (Q2):	80.00%
Quartile 3 score (Q3):	90.00%
High score (Q4):	100.00%
Mode (most frequent score):	60, 80, 100

Frequency of grades

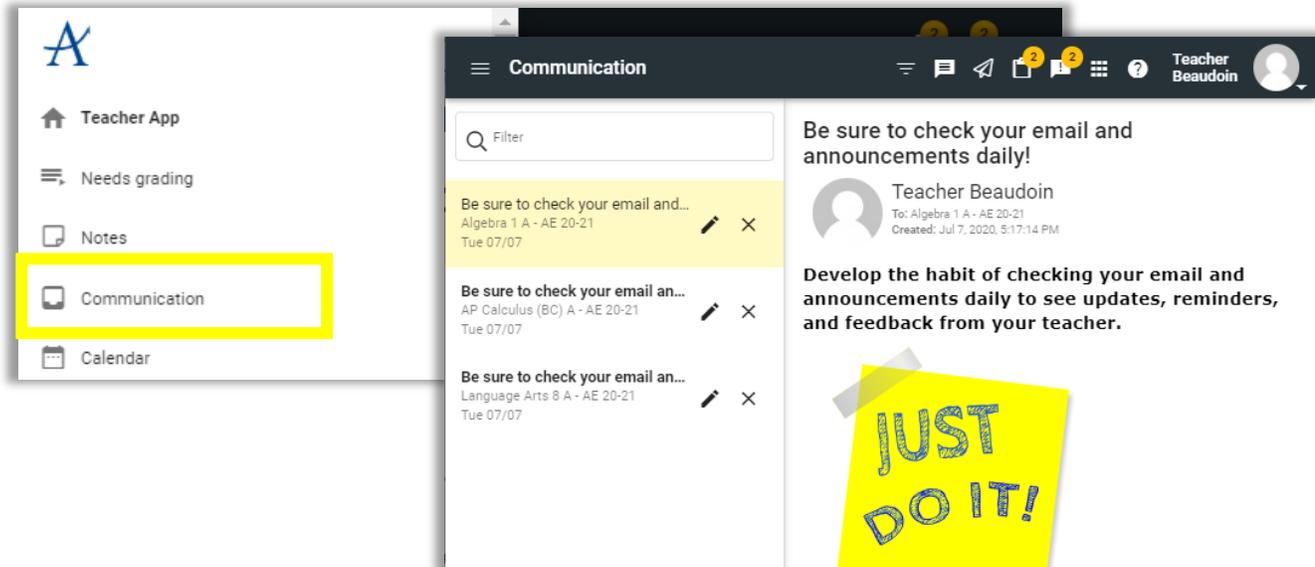
Questions

#	Difficulty	Discrimination	Question text
1			<p>Bananas cost \$3 a bunch and apples cost \$0.50 each. If b represents the number of bunches of bananas and a represents the number of apples, which of the following expressions represents the total cost?</p> <p>Bananas cost \$3 a bunch and apples cost \$0.50 each. If b represents the number of bunches of bananas and a represents the number of apples, which of the following expressions represents the total cost?</p> <p> <input type="radio"/> $3.50(b + a)$ <input checked="" type="radio"/> $3b + 0.5a$ <input type="radio"/> $3.50ab$ <input type="radio"/> $3.50b + a$ </p> <p>If question 1 is not valid, remove question from score.</p>

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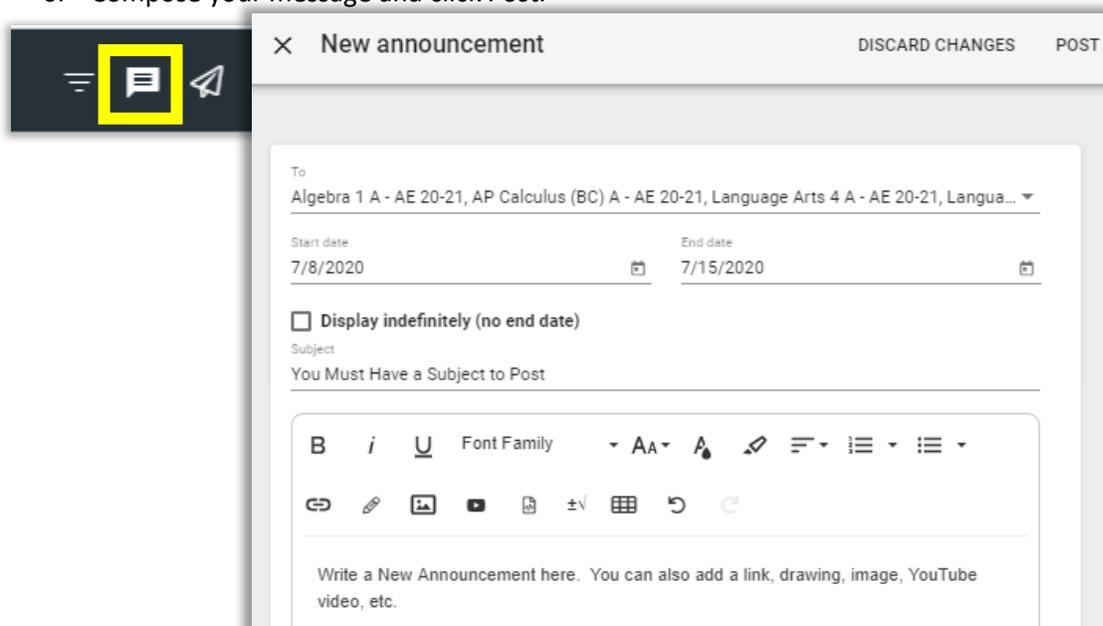
Communication

There are two ways to use the Communication tool. You can create and post announcements for all of your classes, or you can compose and send messages to individuals or groups using their external email addresses.



To create **announcements**:

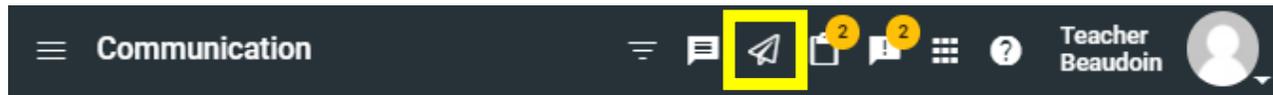
1. Open Communication from the Main Menu.
2. Click New Announcement in the toolbar; the To: field will automatically be populated with the current course(s).
3. Click the To: field to see a dropdown of potential recipients (nothing appears if all potential recipients are already selected).
4. Click recipients in the To: field to remove them.
5. Specify your announcement's start and end dates; the announcement will disappear from the Announcements list on Home once the end date is reached.
6. Compose your message and click Post.



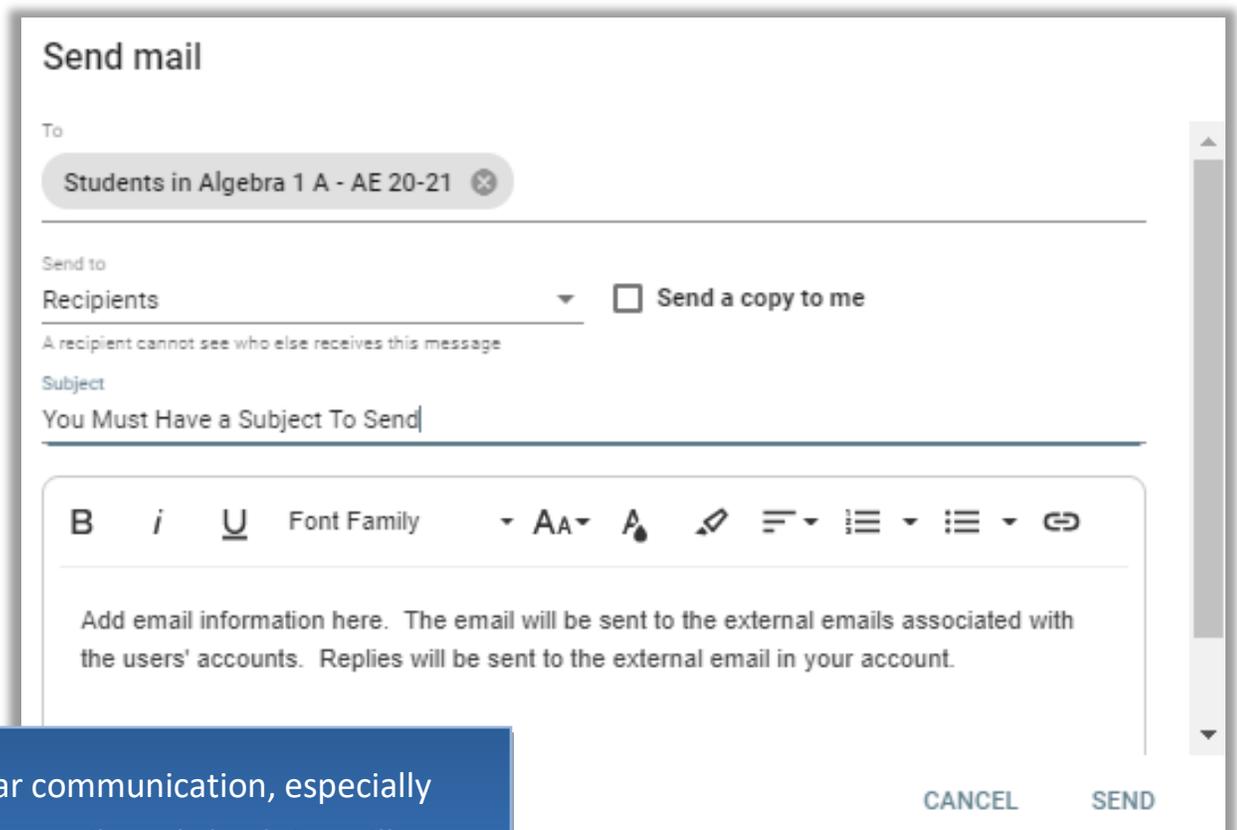
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To send email using the **Communication tool**:

1. Open the tool from the Main Menu.
2. Click Send Mail in the toolbar.



3. Click the To field to see a dropdown of potential recipients. You can only message members of the course you have selected. Click recipients in the To field to remove them.
4. Click the dropdown below the To field to choose to:
 - Send to recipients
 - Send to recipients and observers
 - Send to observers only, which will send the email to only the observers of the chosen recipients.
5. Indicate whether you want a copy sent to yourself.
6. Compose your message and Send.



Tip: Regular communication, especially encouraging emails and check-ins will foster constructive relationships with your students. Videos and pictures will help to brighten your message.

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Calendar

Once you open your Calendar from the Main Menu, you can:

1. Filter the activities listed by:
 - Day, showing all activities due on the selected day.
 - Week, showing all activities due within the selected week.
 - Month, showing all activities due within the selected month.
 - All, showing all activities due starting on the selected day and after.
2. Easily review events across weeks and months using next and back buttons.
3. Automatically jump to the current day.
4. Hide (unchecked box) and show (checked box) deadlines from multiple courses at once.

Calendar

ALL < > [Calendar Icon] [2] [2] [Grid Icon] [Help Icon] Teacher Beaudoin [Profile Icon]

July 2020 < >

Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Courses

- Algebra 1 A - AE 20-21
- AP Calculus (BC) A - AE 20-21

Wed Jul 8, 2020 ● Online Learning Tools - What do I need? Algebra 1 A - AE 20-21:Reso...

Wed Jul 15, 2020 ● Using Variables to Create Models of the Real World Quiz Algeb...

Fri Jul 17, 2020 ● Classify and Compare Numbers Quiz Algebra 1 A - AE 20-21:Tools Of ...

Tue Jul 21, 2020 ● Evaluating Algebraic Expressions Containing Exponents Quiz...

Fri Jul 24, 2020 ● Exponential Powers and Quotients Quiz Algebra 1 A - AE 20-21:Tools ...

Wed Jul 29, 2020 ●

Fri Jul 31, 2020 ●

Wed Aug 5, 2020 ●

Another Tip: Schedule regular 1 on 1 touchpoints with your students either by webinar or phone. These meetings can be informal conversations, course-based tutoring or a mixture of both. Consistency is key.

Tip: While the calendar may not be as useful for you, the teacher, encouraging your students to monitor their calendar will help them to stay organized. They can keep a physical calendar near their workspace where they can note major assignments and due dates

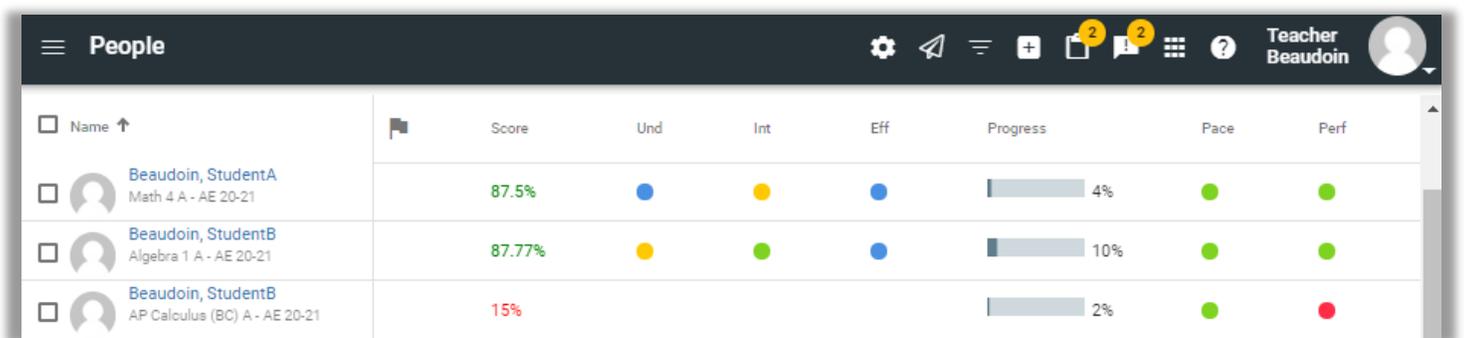
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People

The People tool allows a teacher to see the progress of all of their students in all of their courses at one time. Navigate to the People tool using the Main Menu. Note: This can also be accessed in the individual course menu and will show just the students in that course.

With this tool, you can:

1. Use Display Options to choose what information to display.
2. Email students and observers.
3. Filter your students using the funnel (filter) icon.
4. Add students to the Clipboard.
5. Open the Clipboard.
6. Click a student's name to open their Grades screen.



<input type="checkbox"/> Name ↑	Score	Und	Int	Eff	Progress	Pace	Perf
<input type="checkbox"/> Beaudoin, StudentA Math 4 A - AE 20-21	87.5%	●	●	●	<div style="width: 4%;"></div> 4%	●	●
<input type="checkbox"/> Beaudoin, StudentB Algebra 1 A - AE 20-21	87.77%	●	●	●	<div style="width: 10%;"></div> 10%	●	●
<input type="checkbox"/> Beaudoin, StudentB AP Calculus (BC) A - AE 20-21	15%				<div style="width: 2%;"></div> 2%	●	●

This tool also shows you

- a student's score in the course
- The student interest inventory (a student could have filled out their Understanding (Und), Interest (Int) and Effort (Eff) in the course).
- Student Progress
- Student Pace
- Student Performance (Perf)

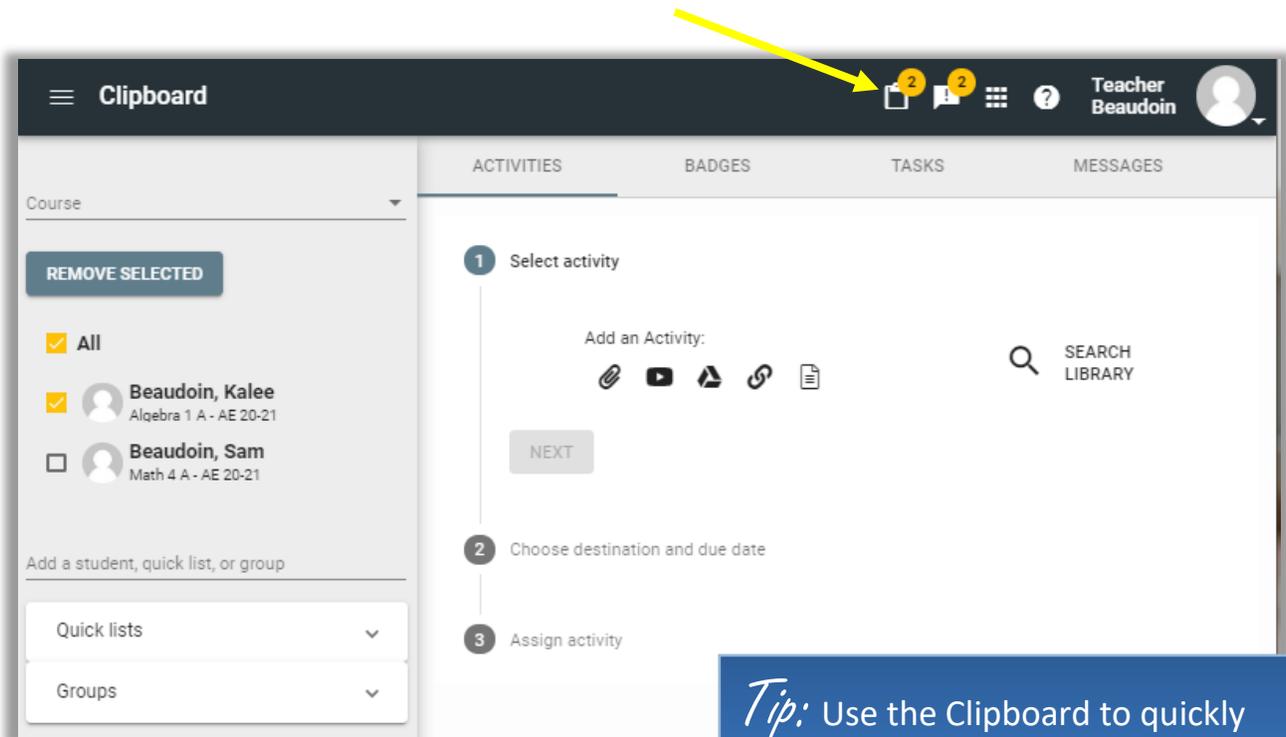
Tip: Students can adjust the results of their interest inventory as they work. Keep an eye out for changes and reach out to the students as necessary. You can select students on the left column and send them an email with the  icon or add them to the clipboard for remediation with the .

OTHER TOOLS & TIPS

Clipboard

The Clipboard Tool is always available in the toolbar and you can assign activities, award badges, assign tasks, and message students quickly and easily based on their needs. This is an easy way to adapt on the fly; you can even sit with a student or group, discuss what they are trying to accomplish, and develop and assign next steps and tasks right in Buzz with them

Open the Clipboard from the toolbar or Main Menu.



Tip: Use the Clipboard to quickly provide personalized attention and activities to students.

In this tool, you can:

Create and save **Quick Lists** of students, so you can easily engage with those groups later.

Click **Activities** to create personalized activities for individual students or groups.

Click **Badges** to reinforce good performance.

Click **Tasks** to create simple, personalized tasks for individual students or groups.

Click **Messages** to quickly communicate with individual students or groups.

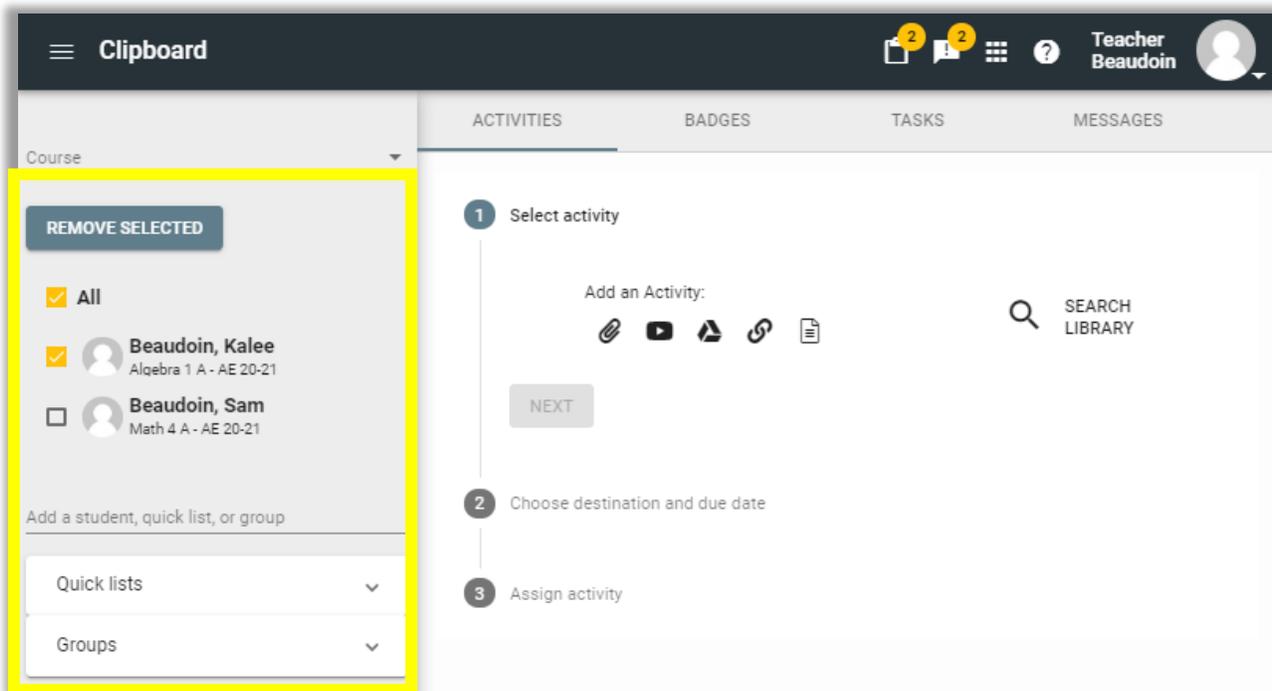
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To add students while inside the Clipboard, do any of the following:

Type the student, group, or list name(s) into the Add student, quick list, or group field and select the desired recipient(s) from the autofill dropdown.

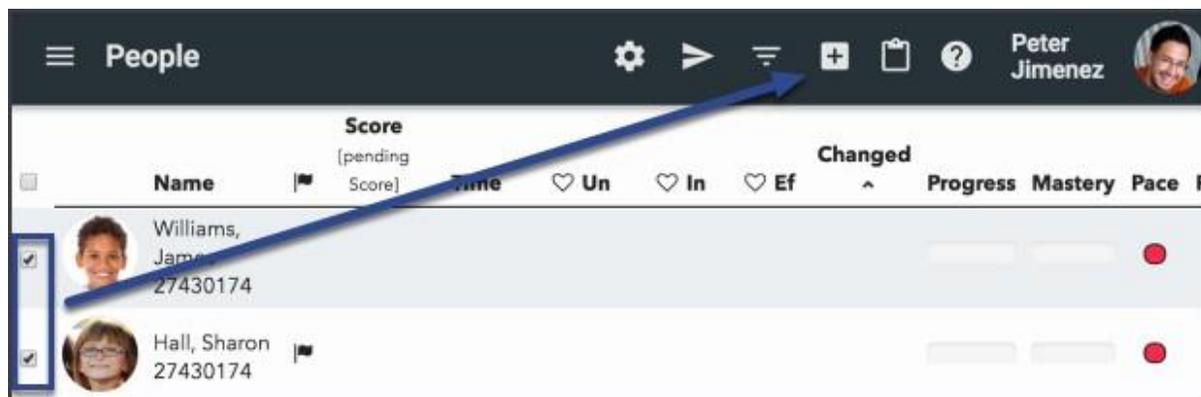
Expand Quick Lists and click the plus sign next to the list(s) you want.

Expand Groups and click the plus sign next to the group(s) you want.



Add students to the Clipboard from other tools

There are multiple places in the **Performance/Gradebook** and **People** tools in which checkboxes appear next to student names. You can add students to the Clipboard on these screens by simply checking the boxes next to the students you want to add and clicking the plus sign next to the Clipboard in the toolbar. The number above the Clipboard icon indicates how many students have been added.

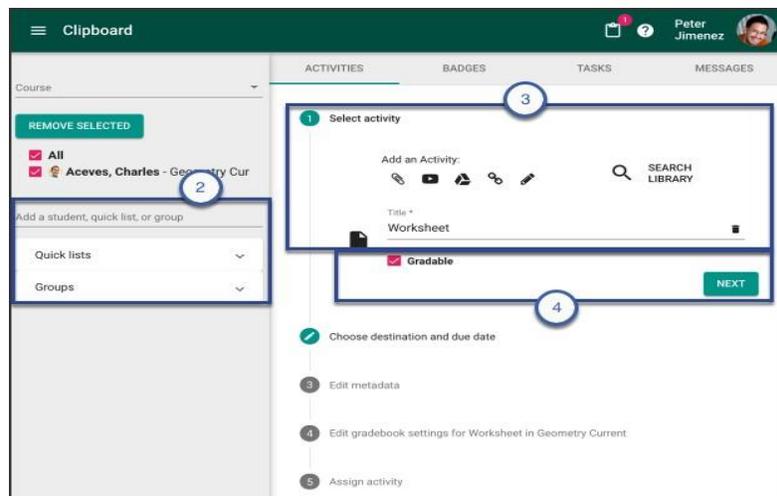


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Assigning Activities Using the Clipboard

The Clipboard walks you through the process of assigning supplemental activities to individuals or groups:

1. Open the Clipboard tool from the toolbar or Main Menu; the Activities tab is open by default.
2. Add the student(s), Quick Lists, and/or Groups to whom you want to assign the activity using the panel on the left (How do I add students to the Clipboard?).
3. Add activity content in one of the following ways:
 - Choose from the options under Add an Activity; you can upload a file, link a video, add a Google Drive document, link a website, or create an activity with a rich text editor.
 - Click Search Library, which allows you to choose content from other Buzz courses or external sources to which you have access.
4. Indicate whether you want the activity to be Gradable and click Next.



5. Indicate the desired Grading Period (if enabled in your domain). the desired destination folder in the Syllabus, and the Due date.
6. Click Next.
7. If you clicked the Gradable box, you could edit the following settings:
 - Weight in category
 - The desired Score entry model: Points, Rubric, Percentage, or Letter Grade
 - The appropriate Grading category
 - Whether This activity counts as extra credit
 - The Passing score
 - Whether the Score can be dropped from calculated course score
 - Whether to Include this activity's score in final-grade calculation
 - Whether to Require a passing score for course credit
 - Click Next. Assign Activity.

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Creating and Managing Groups

A teacher can group the same class in various ways to meet different needs. Each different grouping is called a Group Set.

You can use groups to connect students according to performance, send group messages, assign group activities, create quick group intervention tasks, assign group grades, award group badges, and filter your list views with them.

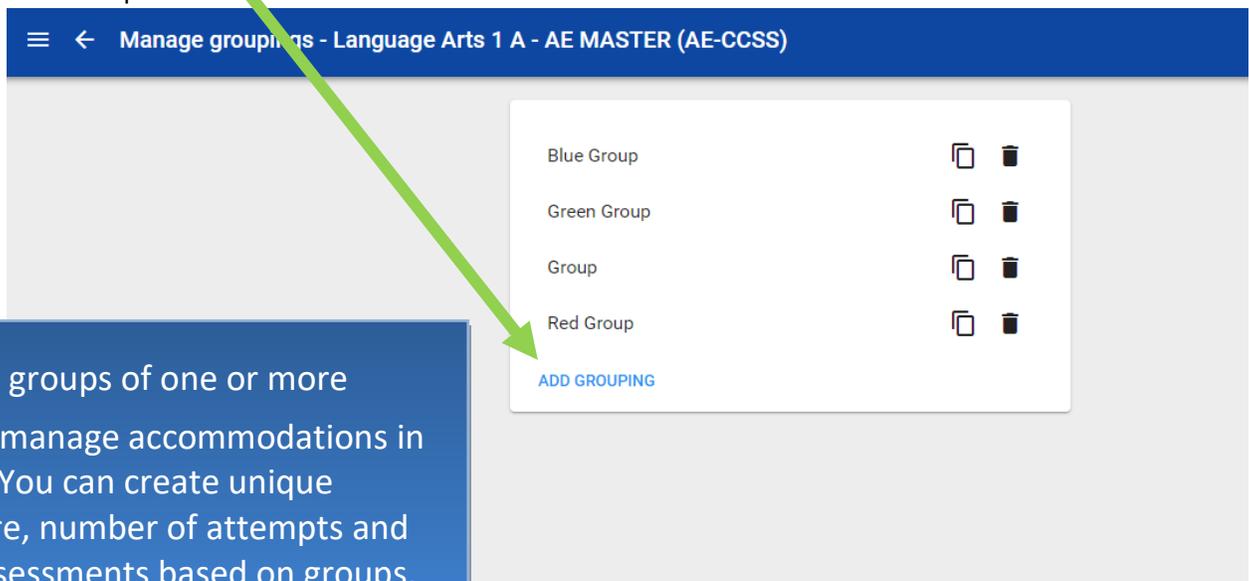
Create and edit Groups

To access, create, edit, and manage groups, open the Manage Groups screen:

1. Select the desired course from the Main Menu.
2. Open the People tool for that course.
3. Click Tools in the toolbar and select Manage groups.



4. Select the Group you want to edit or click Add Grouping in the bottom left corner to create a new Group set.



Tip: Create groups of one or more students to manage accommodations in the course. You can create unique passing score, number of attempts and more for assessments based on groups.

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Manage and delete Groups and edit Group options

The Create and edit Groups section above shows you how to access the Manage Groups screen. With this screen, you can:

1. Edit the Group set name.
2. Choose to limit each person to membership in one group.
3. Clone the selected Group Set from the toolbar.
4. Choose how to display student performance (this selection impacts some of the Group Assignment options in the Generate Groups screen):
 - Select Show course % to use overall performance.
 - Select Show activity % and choose the desired course in the dropdown that appears next to it to use performance on a specific activity.
5. Add Groups to the Group Set.
6. Clear All students from the assigned groups.
7. Automatically Generate Groups (Step 5).
8. Edit group names by clicking the pencil icon (edit).
9. Delete groups by clicking the garbage can icon (delete).
10. Move students between groups by clicking the cell that aligns with the student and the group you want to place them in.
11. Save all changes.

The screenshot shows the 'Edit Group Set' interface. At the top, there is a title bar with a dropdown arrow and the text 'Edit Group Set'. Below this, there are several controls: a text input for 'Group set name' (containing 'Late enrollments'), a checkbox for 'Each person in only one group', and two radio buttons for 'Show course %' and 'Show activity %'. To the right of these controls are three buttons: 'Add Group', 'Clear All', and 'Generate Group'. At the top right, there is a 'SAVE' button with a document icon. Below the controls is a table with columns for 'Name', 'Course %', and 'Week1'. The 'Name' column lists ten students. The 'Course %' column shows percentages, with some in red (e.g., 53.45%, 41.42%) and some in green (e.g., 88.45%, 96.72%). The 'Week1' column has a pencil icon and a trash can icon. Below the 'Week1' column, there is a 'Week2' column with a pencil icon and a trash can icon. A vertical box highlights the 'Week2' column, and a blue arrow points from the 'Week2' column to the 'SAVE' button. Numbered callouts (1-11) are placed around the interface to highlight specific features and actions.

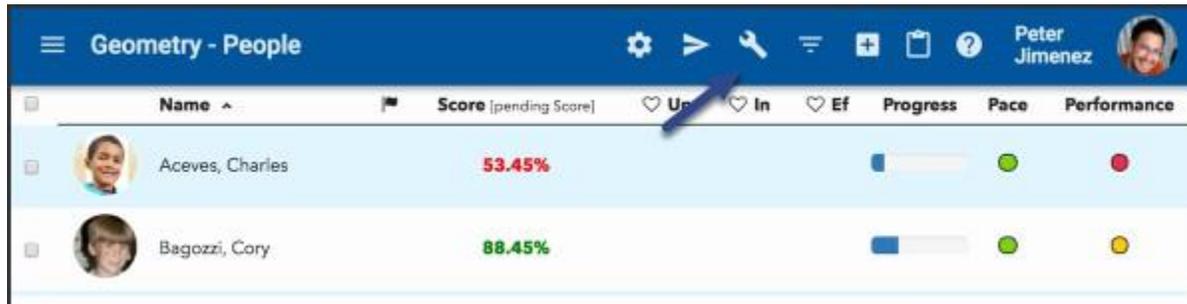
Name ^	Course %	Week1
Aceves, Charles	53.45%	
Bagozzi, Cory	88.45%	
Bly, Neil	84.61%	
Dugan, Michael	96.72%	✓
Hall, Sharon	73.18%	
Hoffmann, Elsie	94.28%	
Johnson, David	81.77%	
Smith, Wanda	86.5%	
Williams, Cassandra	41.42%	
Williams, James	86.69%	

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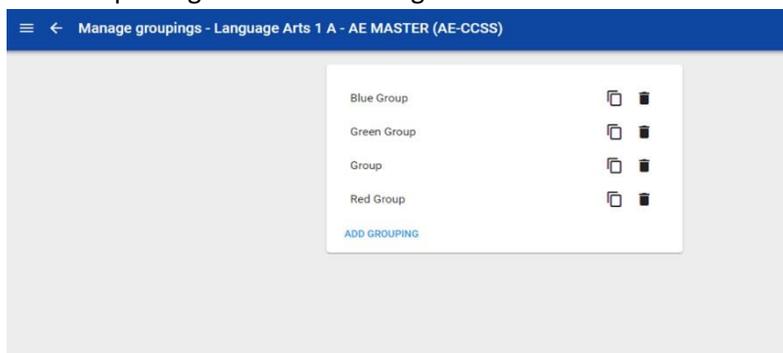
Automatically Generate Groups

Use Buzz to automatically divide students into groups:

1. Select the desired course from the Main Menu.
2. Open the People tool for that course.
3. Click Tools in the toolbar and select Manage groups.



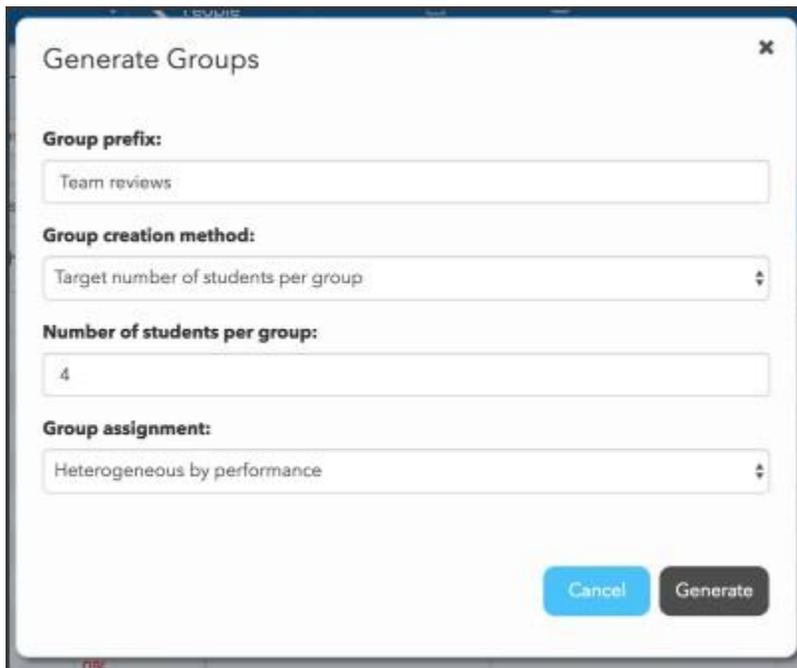
4. Click the plus sign in the bottom right corner to create a new Group set.



5. Enter a Group prefix; each group that is generated uses this prefix and a number to indicate that they are part of this Group Set.
6. Choose your Group creation method.
 - If you choose Fixed number of groups, you need to specify the number of groups.
 - If you choose Target number of students per group, you need to specify the number of students per group.
7. Choose the desired Group assignment method from the dropdown list:
 - Random assignment.
 - Round Robin assigns the first student in the list to the first group, the second student to the second group, and so on. If there are only three groups, the fourth student is assigned to the first group, the fifth student to the second, and so on.
 - Alphabetical by first name.

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- Homogeneous by performance groups students with those who have the most similar scores (see Step 3 for more information).
 - Heterogeneous by performance evenly distributes performance, so groups end up with a balanced range of scores (see Step 3 for more information).
 - Heterogeneous by performance - Top/Bottom groups the highest-scoring students with the lowest-scoring, then the next highest with the next lowest, and so on (see Step 3 for more information).
 - Heterogeneous by performance - 1st Q/3rd Q; 2nd Q/4th Q groups highest-scoring students with next-to-lowest-scoring students, then next-to-highest-scoring students with the next lowest-scoring, and so on (see Step 3 for more information).
8. Click Generate.



Generate Groups [X]

Group prefix:
Team reviews

Group creation method:
Target number of students per group

Number of students per group:
4

Group assignment:
Heterogeneous by performance

Cancel Generate

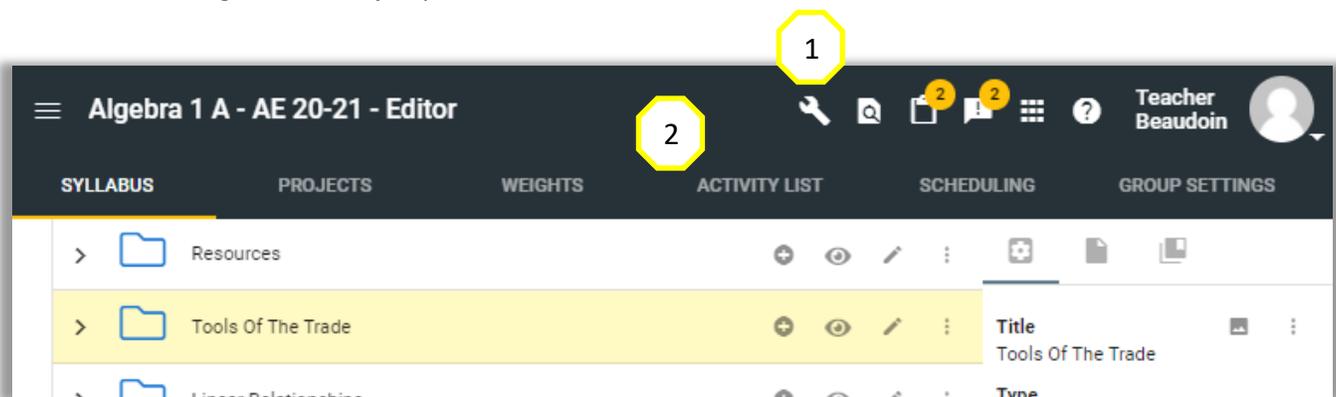
MODIFYING YOUR COURSES

Editor Tool

You can add and edit items in courses that are assigned to you by using the Editor tool. You can access the editor tool by clicking on the pencil icon  in the course card from the home page or by selecting a course in the main menu.

The **Editor** toolbar includes:

1. The **Tools** menu, which you open with the wrench icon and includes:
 - **Course settings**, which allows you to control the course's general setup, appearance, and gradebook and scoring information.
 - The **Landing page** editor, which allows you to create content to appear on the course's **Activities** screen.
 - **Course Links**, which allows you to provide students with links to important course resources. Students can access these links from the **Course Links** button in the **Course Home** (Activities tool) toolbar.
 - **Edit objectives**, which allows you to **Import**, **Add**, **Edit**, and/or **Delete** objectives.
 - **Manage Groups**, which allows you to create, edit, and delete group sets.
 - **Recycle Bin**, which allows you to review and restore deleted content.
2. **Find Activity**, which allows you to search by activity title or ID. When you find the activity you're looking for, click to jump to it.



The **Editor** tool is divided into six tabs:

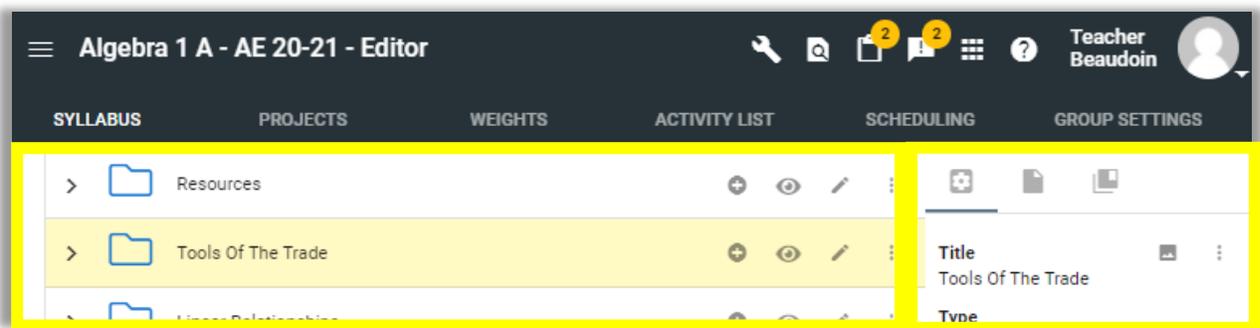
- Use **Syllabus** to structure your course, author, content, and align it with objectives and badges.
- Use **Projects** to build robust, student-guided projects for project-based learning (PBL).
- Use **Weights** to define and manage grade weights for activities and categories.
- Use **Activity List** to review your course structure and preview activities.
- Use **Scheduling** to review your calendar, create and adjust due dates, and plan your course.
- Use **Group Settings** to manage existing groups.

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Syllabus Tab

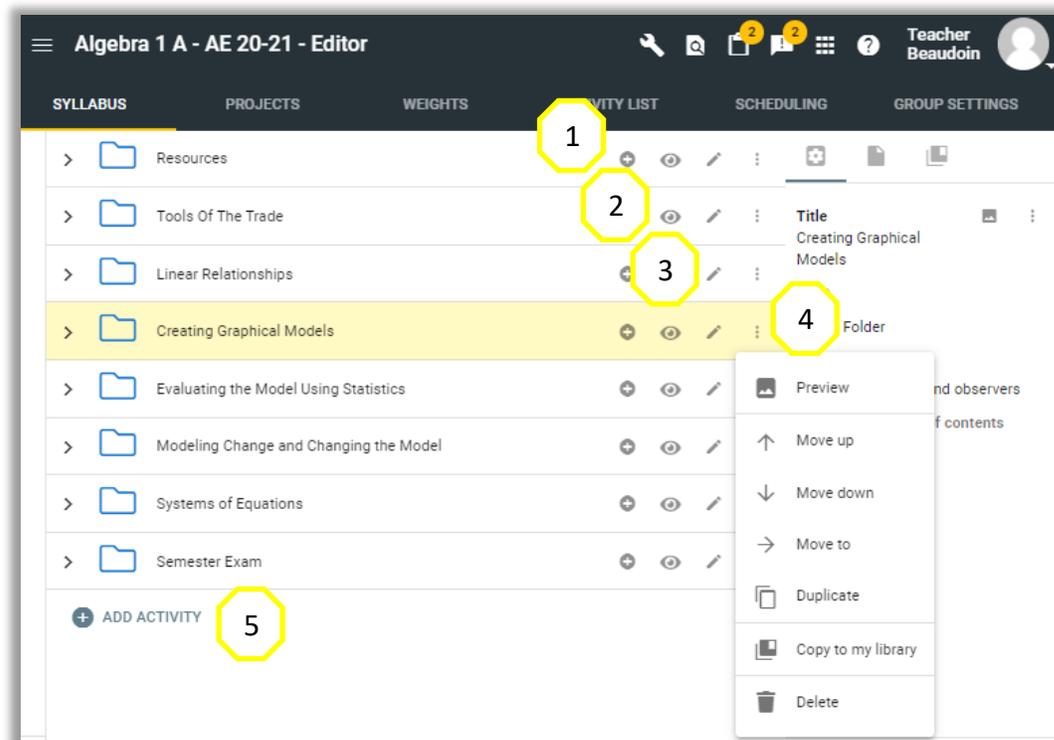
The **Syllabus** is made up of two panels:

1. The **Module and activity structure**
2. The **Properties/Resources** panel on the right. Use the arrow to expand and collapse the panel.



With the center panel, you can:

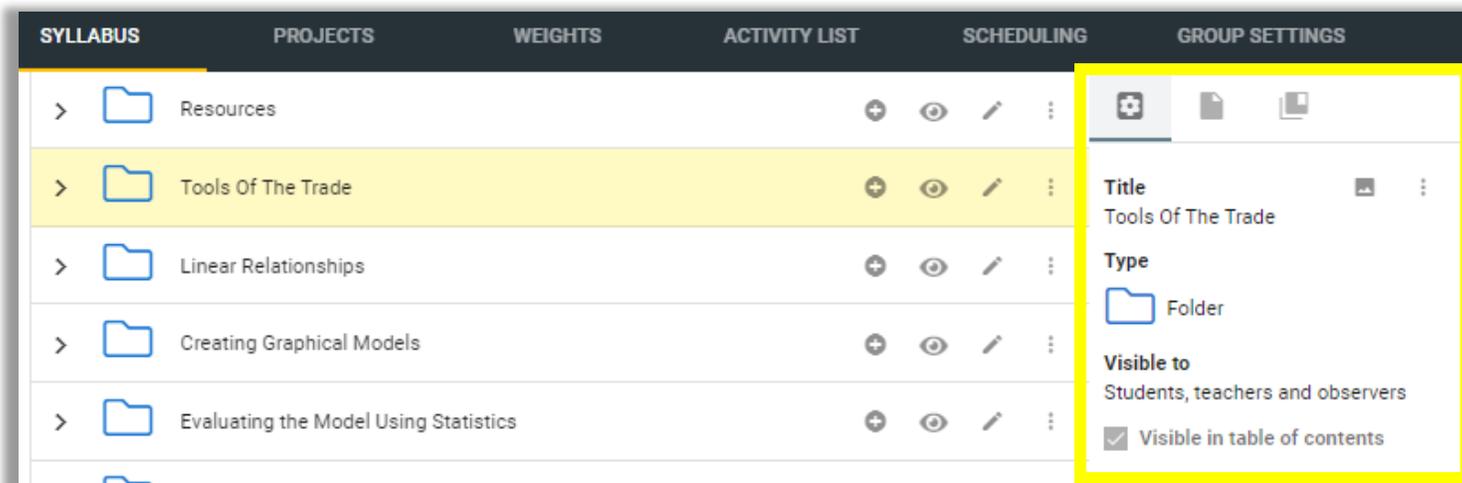
1. Add an activity with the plus icon.
2. Set student visibility settings by toggling the eye (visibility) icon.
3. Edit modules and activities by clicking the pencil (edit) icon.
4. Open the side menu to **Preview**, reorder, **Duplicate**, or **Delete** folders and activities. You can also reorder folders and activities by clicking and dragging them to the desired location.
5. Add modules and activities to the course.



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Properties/Resources panel

With the **Properties** tab, you can select a folder or activity from the center panel and review its properties (Title, Type, and Visibility settings). Click the photo (preview) icon to preview and the side menu to make edits.



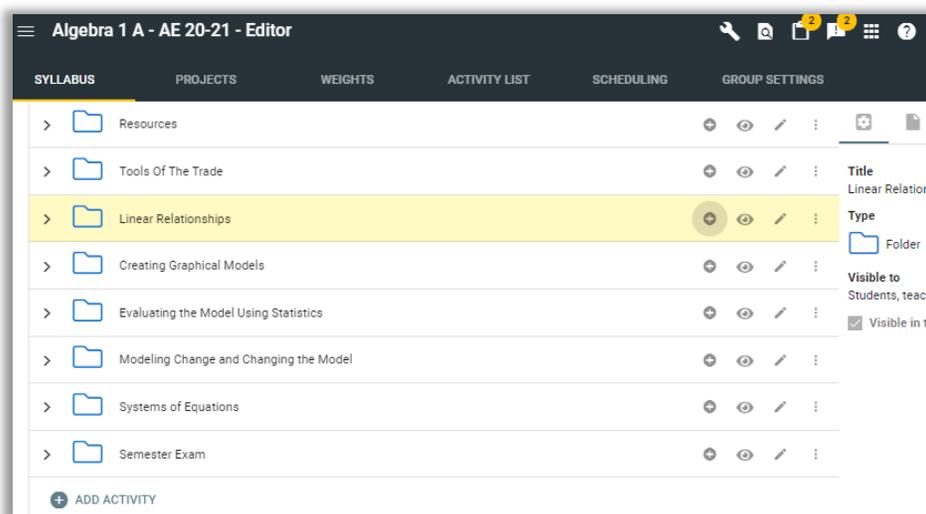
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Adding an Activity to a Course

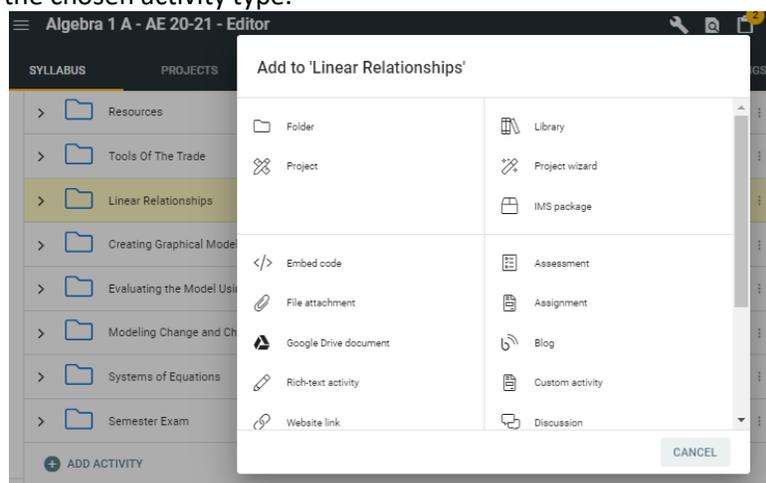
Buzz lets you create various activity types using the same tool. Buzz provides activity types to facilitate quick creation of a variety of activities that support personalized and project-based learning models. You can create Wikis and Discussion threads to promote collaborative knowledge creation and idea exchange, Journals and Blogs for personal reflection, RSS feeds to support research, as well as more traditional assignments and assessments.

To add activities:

1. Open the Editor from the Main Menu.
2. In the syllabus Select the folder you want to add the activity to and click + Add



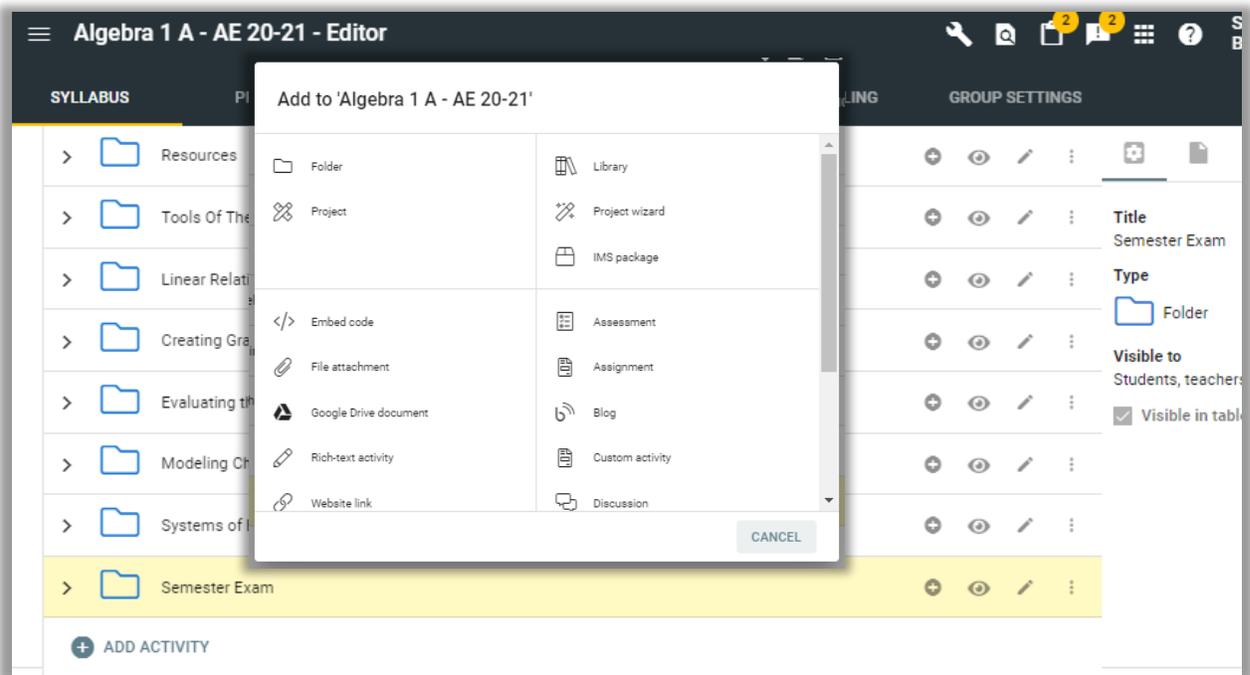
3. From here you can:
 - Use the tabs along the top to add activities from other courses as Activity Templates (your system admin must add Activity Templates for tabs to appear).
 - Click the activity type you want to add and provide the information that Buzz prompts you to include for the chosen activity type.



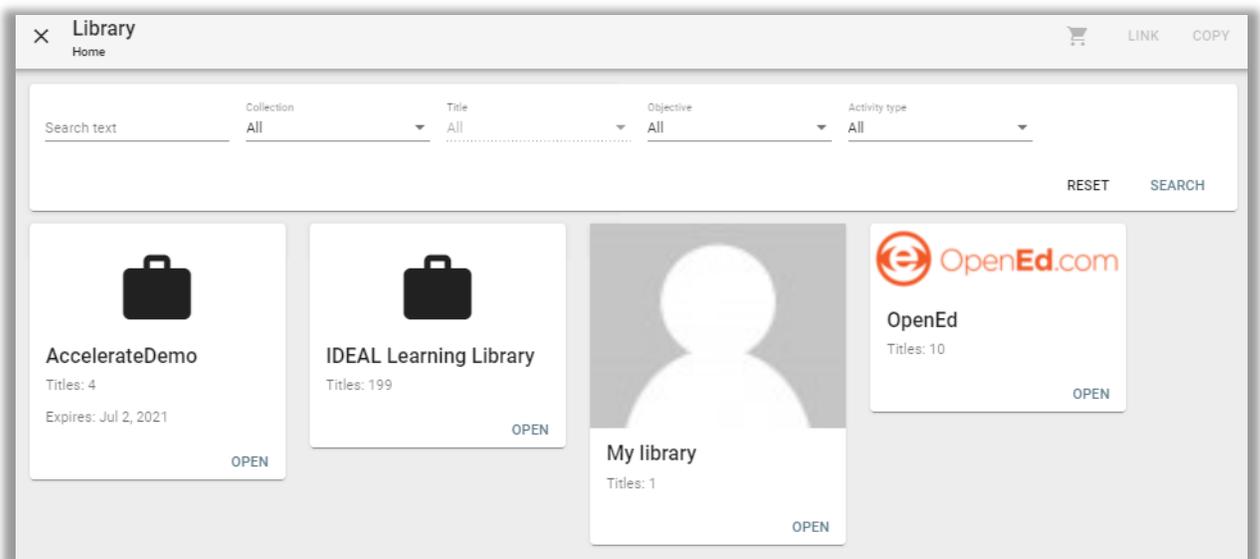
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Adding Content using the Ideal Digital Library

1. Open the Editor from the Main Menu.
2. Select “Add” for the module or at the bottom of the course.
3. Select “Library”

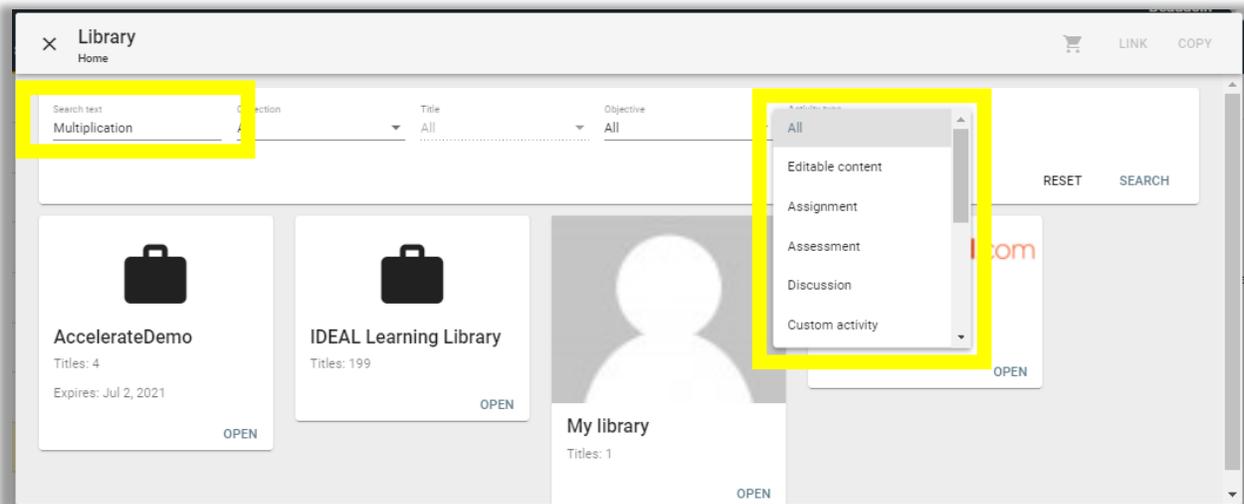


4. From this screen, you can:
 - Use the search fields and dropdowns to find the content you're looking for.
 - Select the library that you want to browse for content.

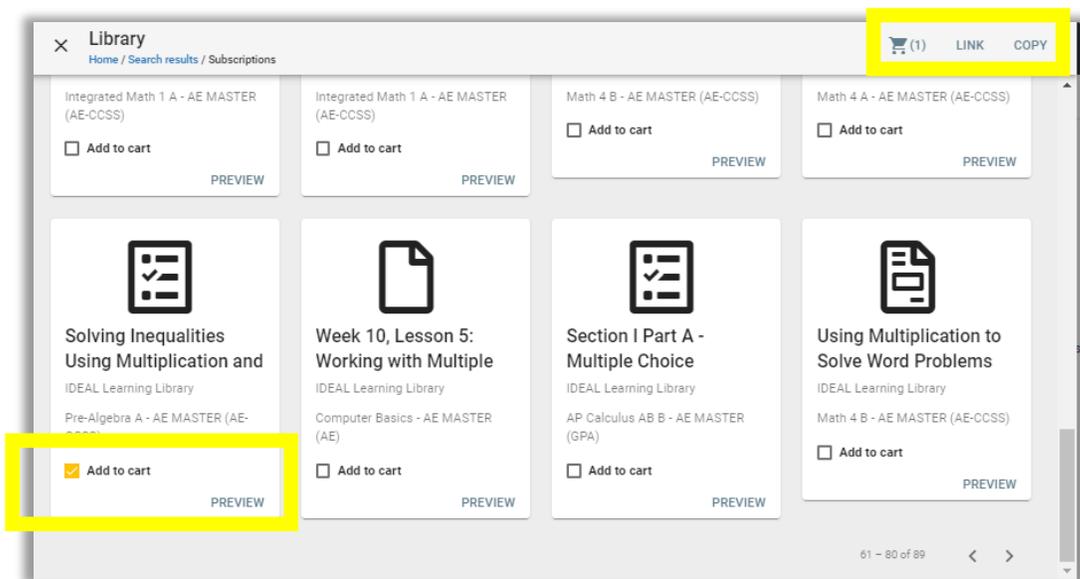


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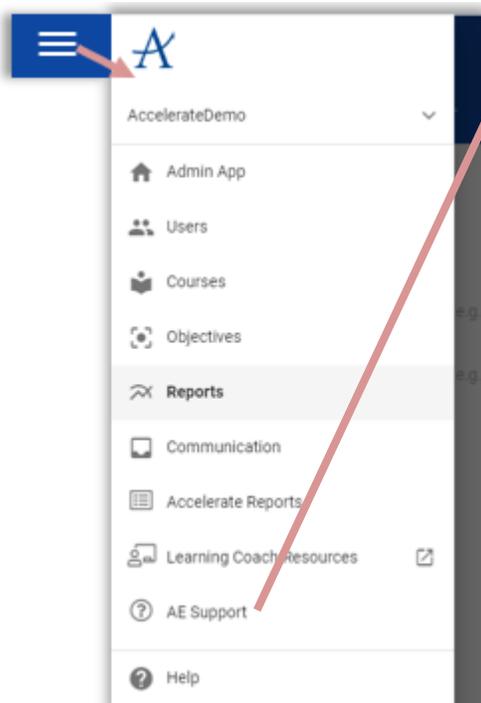
5. You can also search all libraries for a specific topic and filter by activity type if desired and click “Search”.



6. Select the library you wish to search.
7. “Preview” the activity and then check the box to add your desired activity to the cart.
8. When finished, select the cart in the upper, right-hand corner to review your selections or “Link” to add the items to the course.



SUPPORT



AE Help Desk Support

We have multiple ways to get help desk support. You can call for telephone support between 8am to 10pm EST. The support hotline phone number is **866-705-5575, option 1**. Contact the helpdesk when:

- you are unable to proceed within your course
- you notice severe slowness or automatic log-outs
- you have not had a response from a teacher within 24 hours

You can also [submit a helpdesk ticket](http://support.accelerate.education/) online (<http://support.accelerate.education/>). When using the helpdesk, you will be able to track the progress of your ticket. After creating your first ticket you will be sent an e-mail where a link is provided for you to join the system. This is a great way to get support because you can track progress. If you call in, you will be asked to submit a ticket for tracking purposes (or one will be created for you).

Agilix Buzz Learning Management Teacher Help Center: Click “FOLLOW” to receive helpful notification and updates. <https://support.agilix.com/hc/en-us/sections/201062099-Teacher?origin=landing-page-buzz>

Suggestions for Supporting Social and Emotional Needs

Student Connections

If you don't see your students in person, schedule regular, 1:1 meetings with them. These conversations should be a mix of academic and informal conversations. You can plan specific academic topics for discussion and ask the students about their non-academic interests. For younger students, you can also touch base with the Learning Coach (adult) to see how they are doing with academic support and share best practices for teaching.

Create a Support Network

Establish a location for students to safely share ideas and ask questions about their courses. Virtual discussion boards can be created to allow students share study tips, wish classmates a happy birthday, ask academic questions and share tips and tricks.

Focus Groups

Organize focus groups for students to meet regularly to discuss common interests. Student clubs can discuss video game strategy, coding, sports or art techniques. Share club "sponsoring" with other teachers who may share interests with the group. Older students could benefit from career-focused groups led by professionals in the community. Even if you are limited to virtual interactions, your options are endless!

Class Meetings

Make time to gather as a group and discuss current events in an age-appropriate way. Let parents feel a part of the action by planning your topic in advance and sharing with the adults at home. They may have insight or experience with the topic and might be able to help guide the discussion from a professional's point of view. Always be sure to check with your school's policy before bringing in an adult from outside the school.

Foster Empathy

Create projects that encourage students to help others in their home or community. They can read with a younger sibling, help cook dinner, walk the dog, send cards to those in the hospital, make videos to share their expertise on virtual learning and so much more!

Skill Master

Send your students weekly study skill advice and digital learning tips to help them find success during the school year.

Optional Resources to Share with Students and Families

[Sample Plagiarism Policy/Contract](#) – This can be adjusted to meet your school/district’s policy.

[Sample Learning Coach Introduction](#) (Teacher to families) – This PPT template can be downloaded, modified, and used to plan a beginning of the year welcome webinar or record it to share with families as they join.

[Sample Learning Coach Expectation Presentation](#) – (Teacher to families) - This can be conducted as a webinar or in person with families to help them understand what they can expect as a Learning Coach of a K – 5 student. You can download and modify as needed to include any district/school resources and support.

[Learning Coach \(Parent\) Support Site](#) – This site should be shared with parents, especially K5 families to provide them support and resources. Please note that LMS guidance on this page is focused on the Agilix Buzz LMS.

[Middle and High School Overview for Families](#) – Accelerate Education Video for 6-12 families

[Role of the Learning Coach](#) – Accelerate Education Video for K - 5 families

[Sample Welcome Call Template](#) – Get to know your students and families with a phone call.

[K5 Family Overview Video](#) – This video gives an overview of the Accelerate Education K – 5 curriculum for families.