



Exploros Implementation Fidelity Statement

To achieve the greatest impact on student engagement and learning outcomes, students should engage with Exploros as part of their regular instructional routine throughout the week. Teachers should facilitate at least **2–3 Live Social Classroom learning experiences each week**, making the collaborative classroom experience the centerpiece of implementation.

The **Live Social Classroom** is the core Exploros instructional model. In this model, the teacher guides the pace of learning while students move through scenes together. Teachers monitor responses in real time, facilitate discussion, check for understanding, and adjust instruction based on student thinking and needs.

When implemented with fidelity, Exploros:

- Creates high levels of student engagement and achievement.
- Makes student thinking visible immediately.
- Builds discussion, collaboration, and academic discourse.
- Enables ongoing formative assessment.
- Supports responsive teaching and differentiated instruction.
- Helps students feel seen, heard, and actively involved in learning.

To ensure the intended impact of Exploros, it is equally important to understand what fidelity does **not** look like.

Fidelity is not increasing student screen time or assigning Exploros and walking away. Exploros is not designed for extended periods of passive, self-paced screen use. Rather, it is a tool that makes student thinking visible so teachers can facilitate active learning through discussion, collaboration, critical thinking, and responsive instruction. The platform is most effective when teachers actively monitor student responses, lead meaningful conversations, check for understanding, and adjust instruction based on student needs. Technology serves as a catalyst for interaction and instructional decision-making—not a replacement for teaching.



Fidelity Looks Like...	Fidelity Does Not Look Like...
Teachers regularly facilitating Exploros experiences as part of instruction.	Using Exploros only occasionally or inconsistently.
Teachers guiding students through learning experiences together.	Relying exclusively on independent student work.
Teachers monitoring student responses and participation in real time.	Failing to monitor student responses or participation during learning experiences.
Teachers facilitating meaningful discussion around student thinking, evidence, and reasoning.	Skipping classroom discussion and moving quickly through content without examining student responses.
Teachers using assessment data to inform instruction, reteach concepts, and address misconceptions.	Failing to use student data to inform instruction or address misconceptions.
Students participating in collaboration, discourse, and peer learning opportunities.	Allowing students to work in isolation without opportunities for discussion, collaboration, or reflection.
Teachers using Exploros to capture student thinking and learning data.	Using Exploros primarily to create notes and worksheets for students to complete outside the platform.