

Exploros Social Studies (TX) Teacher Guide

Supporting Strong Social Studies Instruction in Texas Classrooms

Designed for Texas Social Studies teachers using Exploros, this guide supports educators at every stage of implementation. Whether you are just getting started or refining your instructional practice, the goal of this guide is to help you move from implementation to confidence, reflection, and excellence in the Exploros classroom.

2026–2027 Edition

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Part 1 – Introduction & Overview

In Introduction and Overview, you will be introduced to Exploros. The goal is to build a clear understanding of the purpose of Exploros, set expectations for how it should be used, and provide an overview of how the platform is organized so you can begin to navigate it with confidence.

Our Mission

- Simplify Teaching Success
- Engage Every Student
- Make Growth Visible

Our Motto

“Give Every Student a Voice”

Our Goal

The goal of Exploros is to create classrooms where every student’s thinking is visible, every student has a voice, and teachers can use that insight to lead richer discussion, stronger instruction, and deeper learning in real time.

Introduction to Exploros SOCIAL Social Studies™

Exploros is a Teacher-Guided, Student-Centered, Device-Enabled educational platform designed to make student thinking visible and improve real-time instruction.

Teacher-Guided

Teachers lead the learning. They set the pace of the experience, decide when students move forward, review student responses as they come in, and use that information to guide what happens next. In an Exploros classroom, teachers are not stepping back while students work independently on screens; they are actively facilitating discussion, clarifying misunderstandings, pressing for stronger thinking, selecting student responses to highlight, and deciding when to pause, reteach, extend, or move on.

Student-Centered

Students actively participate in learning by contributing responses, engaging in discussions, interacting with peers, and completing collaborative tasks. Their thinking drives the direction and depth of the learning experience.

Device-Enabled

Devices make student thinking visible while instruction is still happening. Students use them to post responses, contribute to discussions, complete collaborative work, and interact with lesson content in ways that teachers can see in real time. That visibility helps teachers make better instructional decisions during the lesson, while keeping the focus on discussion, facilitation, and active learning rather than independent screen time.

[Watch Introducing Exploros](#) to see a quick overview.

How Exploros is Organized

Use the chart below to understand how learning content is organized within Exploros.

Courses				
With your Social Studies (TX) license, you have access to all of the courses in the Texas Social Studies bundle: Grade 4 Texas Studies, Grade 5 American History, Grade 6 World Cultures, Grade 7 Texas History, Grade 8 U.S. History Before 1877, HS World Geography, HS World History, HS U.S. History Since 1877, HS U.S Government- in Development, HS Economics - in Development, HS U.S. Citizenship Review Practice Test, Civics				
Units				
Each course contains approximately 10–12 units.				
Experiences				
Each unit contains a playlist of approximately 8-12 TEKS aligned learning experiences. We call “lessons” experiences.				
Scenes				
Each experience is organized using the 5E instructional model, which is represented as “scenes” inside of each experience. You could think of the “scenes” pages.				
1 – Engage	2 – Explore	3 – Explain	4 – Elaborate	4 – Evaluate
Student Activities		Teacher Moves		
Inside each scene, students read, write, think, speak, and listen through structured activities.		Actions you take in each scene using student responses, the pink Teacher Notes, and your own expertise.		

[Watch Exploros SOCIAL Social Studies](#) to see how Exploros is organized.

Understanding the Learning Experience

At Exploros, we intentionally call lessons learning experiences because they go beyond traditional instruction—they are where teaching and learning happen in real time. Each course includes TEKS-aligned learning experiences built around the research-based 5E instructional model, guiding students through a complete learning cycle from engagement and exploration to reflection and evaluation—similar to the flow of a lesson from bell ringer to exit ticket.

Exploros Term – Learning Experience

A learning experience is a structured 5E model lesson within Exploros where students engage with content, peers, and the teacher to build understanding. Each experience is shaped by student activities and teacher moves.

Why Learning Experiences Matter

The learning experience is the core of instruction in Exploros—this is where the teaching and learning actually happen. When educators become skilled at guiding a learning experience, this is where the greatest impact occurs:

- Increased student engagement
- Deeper conceptual understanding
- Stronger academic achievement
- More meaningful student participation and voice
- A positive classroom culture where students feel seen and heard

This is also where the “magic of Exploros” happens—not because of the platform itself, but because of how teachers facilitate learning moments that respond to student thinking in real time.

“Students who feel known and supported by teachers show higher motivation, better attendance, and stronger academic growth.” — John Hattie

Throughout this guide, you will learn how to facilitate a high quality learning experience, because this is where teaching and learning come together to increase engagement and achievement.

Navigating a Learning Experience

Open your course, click on a unit, and scan the playlist of learning experiences. Each experience is represented by an Experience Card, providing an overview of the experience name, description, core and extension tags, standards, and badges.

Exploros Term – Experience Card

Each experience is represented by an Experience Card, providing an overview of the experience name, description, core and extension tags, standards, and badges.

Use Experience Cards to support lesson planning and select the best Experience for your students. [Read Using Experience Cards](#) to learn more.

Scenes and the 5E Structure

Each learning experience in Exploros is organized using the 5E instructional model, represented in the platform as *scenes*. Scenes structure the flow of learning and guide students through content with increasing depth and engagement.

You can move through a learning experience by clicking the numbered scene navigation in the top right corner.

Exploros Term – Scenes

Scenes are the pages in a learning experience. They grow in length depending upon the amount of student response within a learning experience.

Most experiences include five scenes:

1	2	3	4	5
Engage	Explore	Explain	Elaborate	Evaluate

Note: While the 5E model is the most common structure, some experiences may use a condensed 3E model or include additional scenes when content is split for deeper interaction or pacing.

[Read Understanding the 5E Learning Model in Exploros](#) to learn more.

Teacher Gates and Pacing

Each scene is designed for active teaching and learning. Teachers control pacing using teacher gates (padlocks) at the end of each scene. These gates allow teachers to:

- Pause instruction
- Check for understanding
- Decide when students are ready to move forward

Students must complete all required responses within a scene before advancing, ensuring full participation and preventing students from skipping learning opportunities or moving ahead too quickly.

Control lesson pacing by allowing students to skip elements or prompts within an Experience. [Read Managing Lesson Pacing](#) to learn more.

Student Responses and Elements

Inside each scene, students engage with content through reading, writing, thinking, speaking, and listening while completing structured activities that demonstrate understanding and progress toward standards mastery. Students may interact with:

- Primary source texts
- Secondary source articles
- Videos
- Maps and charts
- Discussion prompts
- Graphic organizers and collaborative tasks

Exploros Term – Responses

In Exploros, all forms of student posts are referred to as responses. These can be polls, drawings, graphic organizers, open text, and more.

There are two main ways student responses are shared:

Sharing Method	Details
Sharing with the Class	Used for creative and discussion-based activities. Students are encouraged to review and respond to peers' work.
Sharing with the Teacher Only	Used for fact-based, high-stakes, or sensitive responses. Teachers can adjust settings or highlight exemplary work for class discussion.

Exploros uses a variety of interaction types to collect student responses called elements. Each element is designed with a specific instructional purpose and is used to support both participation and assessment within a learning experience. In most cases, when responses are set to be shared with the entire class, students will not see peers' responses until they have submitted their own.

Exploros Term – Elements

Interaction types used to collect student responses. Each element has a specific instructional purpose and is used to support both participation and assessment.

Elements are used for both formative and summative assessment:

Formative (Open-Ended) Assessment Elements	Summative (Auto-Graded) Assessment Elements
Drawing Tool	Drag and Drop
Graphic Organizer	Hot Spot
Poll	Hot Text
Table	Multi-part EBSR
Wall	Multiple Choice
Word Cloud	Multi-Select

[Read the Exploros Student Responses Playbook](#) to learn how each student response element works.

Teacher Notes and Teacher Moves

Exploros experiences are designed for a teacher-led, student-centered, device-enabled classroom. Students interact, share, reflect, and apply their learning through scenes that gradually build depth and understanding. While the platform provides the structure, teachers bring the experience to life through instructional decision-making and facilitation.

Exploros Terms – Teacher Notes and Teacher Moves

Teacher notes appear in pink boxes within the learning experience and provide guidance for facilitating instruction. These notes are visible only in the teacher view. The instructional decisions and actions teachers take in response to student thinking and the guidance within teacher notes are referred to as teacher moves.

In most scenes, teachers will see pink boxes containing teacher notes placed after specific activities. These notes provide practical suggestions for:

- Responding to student thinking
- Managing pacing
- Guiding discussion
- Facilitating instruction in real time

The instructional decisions teachers make using these suggestions are referred to as *teacher moves*.

At Exploros, we believe that great learning happens when structured design meets professional expertise. [Read *Bringing Exploros to Life with Teacher Moves*](#) to learn more.

Part 2 – Plan & Prepare

In Plan & Prepare, you will learn how to get set up for success with Exploros—from setting up your account and previewing a learning experience, to planning instruction and thinking across units.

Sign Up and Log in

Account set up options in Exploros depend on the time of year and your district's setup. For example, at the beginning of the school year, rosters may not yet be ready, so your district may delay sharing your setup method until that time. Review the scenarios below to determine the correct path for getting started.

- **Scenario 1:** Your single sign-on (SSO) and rostering method is ready
- **Scenario 2:** Your single sign-on (SSO) and rostering method is not yet ready

Once you have determined whether your SSO is ready, follow the directions for the appropriate scenario below.

Scenario 1: Your single sign-on (SSO) and rostering method is ready

As a general rule, if you are using ClassLink, Schoology, Canvas, or Clever, you will typically log in through your SSO portal, locate the Exploros app, and follow the on-screen prompts to access your account.

If you are using Google Classroom, follow these steps to sign up:

- Go to www.exploros.com and click "I'm a Teacher."
- Choose the Social Studies Bundle
- Enter your campus ZIP code and select your school
- Sign up using your official district email

This is a one-time process to get started. After you sign up, you can access Exploros anytime by clicking "LogIn" in the upper-right corner of www.exploros.com or choosing Sign in with Google from app.exploros.com.

Scenario 2: Your single sign-on (SSO) and rostering method is not yet ready

If your single sign-on (SSO) and rostering method has not been confirmed or your classes are not yet visible, log in through the Exploros website and create a practice class. This allows you to explore the platform while your district finalizes setup.

It is okay to use this approach when logging in for the first time. Once your district's single sign-on (SSO) and rostering method is established, transition to that method and use it consistently moving forward. Do not create classes or add students until your district's method is confirmed.

Follow these steps to create your account and set up a practice class. This is a one-time process to get started.

- Go to www.exploros.com and click "I'm a Teacher."
- Choose the Social Studies Bundle
- Enter your campus ZIP code and select your school
- Sign up using your official district email

After your first login, you will see a Getting Started Tour. Follow the prompts to create a practice class. When you are prompted to add class details, you should go ahead and add a Social Studies (TX) license to the practice class.

[Watch the steps to sign up as a teacher.](#)

Import Classes and Add Licenses

In Exploros, everything is organized by the classes you import or create. To import classes and assign licenses, you'll need to know your district's single sign-on (SSO) and rostering method. After signing up, you'll be prompted to import your classes—simply select your rostering method and click Import. Exploros supports the following methods:

- Google Classroom
- ClassLink
- Schoology
- Canvas
- Clever with Rostering
- Clever SSO Only & Class Codes

As you import classes you will be prompted to add class details. You should enter your grade level and choose “Social Studies - History” for the subject. Under Licenses you should choose **Social Studies (TX)**. Without this license, you will not be able to assign experiences to your classes.

Read [Importing and Syncing Classes](#) to better understand the process.

Learn how to customize class names and settings
[Class Settings for Imported Classes](#)

Note – No matter which method you use for logging in or how you set up your classes, every class must have the **Social Studies (TX)** license assigned to it. This is the most common part of setting up classes that gets missed.

Archiving (Deleting) Classes

To remove a class, you can archive it. Here's how:

1. Choose the class you want to archive > Settings
2. You will see a modal window pop up.
3. Select Archive Class.

Modify Your Profile

After logging in, you can modify your profile. Here's how:

1. Click your name in the top right to access Account Settings.
2. Update your profile picture.
3. Choose a theme to personalize your dashboard.

[Watch the steps to delete or archive a class.](#)

[Watch the steps to learn how to modify your profile.](#)

Accommodations, Absent Students, and Make-Up Work

A few of the main questions that come to teachers' minds as they prepare to teach with Exploros are supporting students with accommodations, absent students, and make-up work. The information below explains the options and features available to help support all learners and maintain learning continuity both in and out of the classroom.

Accommodations

Exploros supports a variety of web-based accessibility add-ons and tools to help meet student accommodation needs. We are continuously updating features to align with current instructional technology and accessibility best practices.

[Read Supporting Accessibility and Learning Supports](#) for the latest information.

Absent Students and Make-Up Work

If a student is absent, teachers can reactivate an ended Experience or assign the Experience specifically to the absent student. Students may also access and complete active experiences from home, helping them stay engaged and on track when they miss class.

Exploros Experiences can be reassigned for make-up work, allowing students to complete missed assignments either at school or remotely. Teachers may also print article summaries from the Class Pack to provide an alternative or supplemental offline option for make-up work.

[Read Sharing Resources with the Class Pack](#) to learn more.

Previewing a Learning Experience

Previewing a learning experience is a key way you will prepare to teach with Exploros.

1. Click on your practice class or choose an imported class.
2. Once you are in a class, you will see a blue plus button.
3. Click the blue plus button to open your library.
4. Your curriculum library will appear.

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5. Choose any collection and navigate to a learning experience.
 6. When you roll over a learning experience, you can choose to Preview or Assign.
 7. Click Preview.

You can preview each scene and navigate from scene to scene by clicking the numbers in the top right.

[Watch Previewing a Learning Experience to learn more.](#)

When you click Preview, the learning experience will open in Teacher View. In Preview Mode, student responses are not visible. Once the experience is assigned and active with students, Teacher View will display student responses.

Note – Student View matches the same learning experience shown in Teacher View, but without the teacher notes. In assign mode, students may also see classmates' responses when an element is set to be shared with the class.

When you are done previewing, click the close button (X) on the top right to return to your library. Once you've previewed a learning experience and understand how it works from the teacher's perspective, the next step is to plan how you will use it instructionally.

Preparing for Implementation

Read the [Exploros Implementation Fidelity Statement](#) to fully understand a successful implementation. Exploros is flexible and can be used in a variety of instructional settings.

While it can support many models of teaching and learning, the most powerful and most common use case is Live Social Classroom Instruction.

Live Social Classroom Instruction (Primary Model)

In Live Social Classroom Instruction, the teacher guides the pace of the learning experience while students move through scenes together. Teachers monitor responses in real time, lead discussion, check for understanding, and adjust instruction based on student thinking. Why it is so powerful:

- Creates high levels of engagement
- Makes student thinking visible immediately
- Builds discussion and collaboration
- Allows real-time formative assessment
- Supports responsive teaching and reteaching
- Helps students feel seen, heard, and involved in learning

This model is the core Exploros experience and the primary focus of this guide.

Exploros can also be used for self-paced instruction, flipped classrooms, blended learning, small group intervention, advanced courses and enrichment, and extracurricular programs such as UIL, debate, and academic clubs.

Now that you have reviewed the different ways to use Exploros in your classroom, use the questions below to guide your implementation.

Question	Guidance + Examples
How often will I use Exploros?	Decide on a realistic and consistent usage pattern that matches your goals and schedule (e.g., 2–3 times per week, daily during a unit, weekly for review, or during targeted intervention blocks).

When will I begin using it?	Choose a practical starting point for launch (e.g., at the beginning of a new unit, after classroom routines are established, at the start of a grading period, or during a review cycle).
How will it fit into my instruction?	Identify the instructional model that best supports your classroom needs (e.g., Live Social Classroom instruction, self-paced practice, blended learning, flipped classroom, intervention groups, enrichment, or review).
Which students will use it most often?	Consider whether Exploros will be used whole group, small group, intervention students, advanced learners, or rotating groups based on need.
What routines will students need to learn?	Plan for expectations such as logging in, joining quickly, responding with quality, participating in discussion, using devices appropriately, and transitioning smoothly.
How will I monitor student learning?	Decide how you will use student responses and progress data to check understanding, provide feedback, reteach, and celebrate growth.
What is my primary goal for using Exploros?	Clarify the main purpose: increase engagement, improve discussion, strengthen achievement, support intervention, build independence, or make student thinking visible in real time.
What support or preparation do I need first?	Identify anything needed before launch such as roster setup, device access, pacing plans, previewing units, or reviewing help resources.

Note –As you plan, consider the other instructional priorities you need to layer with Exploros, including district pacing, testing windows, campus initiatives, and other requirements. District technical administrators should also [ensure the required Exploros domains and external resource links are whitelisted](#) so embedded content and links function properly within the platform.

If you are a campus or district leader, use the [Exploros Professional Learning & Implementation Framework](#) as a guide for overall implementation.

Establishing Classroom Routines

Establishing clear classroom routines is essential for success. Strong routines help learning experiences run smoothly, maximize instructional time, and set clear expectations for students. They are especially important during Live Social Classroom Instruction, where pacing, discussion, and real-time participation are central to the experience, but they also support success in self-paced, blended, and other instructional models. We recommend explicitly teaching, practicing, and reinforcing these routines throughout implementation.

As you get started, plan to move slowly during the first week or two. Assign experiences, but focus on practicing routines and reinforcing expectations rather than moving quickly through content.

“You seemingly waste a little time at the beginning to gain time at the end.”

— Lim Chye Tin

[Watch the Getting Started as a Student video](#) to help prepare for implementation and familiarize yourself with the student experience in Exploros.

Exploros Classroom Routines to Rehearse

Routine	What It Looks Like
Starting the Day	Signal Exploros use clearly (agenda, verbal cue, board direction).
Entering Class	Students enter and begin the entry routine immediately.
Logging In	Students log in right away—this becomes automatic.
Starting an Experience	Students open the assigned experience and begin at Scene 1.
Teacher Launch	Brief purpose + directions; guide Scene 1 discussion before releasing next steps.
Work Time	Teacher circulates, facilitates discussion, and supports thinking.
Academic Responses	Students respond using complete sentences and build on peers' ideas.
Device Expectations	Devices are charged and ready to use. Students know when to use their devices and when to put them away and shift their attention to discussion.
Attention Signal	Use a consistent signal to pause work and regain attention.
Submitting Work	Students review, refine, and submit using "Share."

Planning for Instruction

Exploros provides two main planning tools: Pacing Guides and Experience Summary Printables.

Pacing Guides

Use the pacing guides to plan instruction across the school year. Each Exploros course includes enough learning experiences to support instruction for nearly every instructional day, so teachers will need to prioritize and plan accordingly. Experiences are labeled as either Core or Extension. Core Experiences should be prioritized for instruction, while Extensions are optional but recommended when time allows.

Most learning experiences take approximately 1–2 instructional days, though pacing may vary based on discussion, student engagement, depth of instruction, and any extended or skipped components. Use the pacing guides alongside your district pacing, testing windows, and other instructional priorities.

[Click to open the Exploros Social Studies \(TX\) Pacing Guides.](#)

Experience Summary Printables

Use the Experience Summary Printables to internalize individual learning experiences before teaching them. These printable lesson-planning documents provide an at-a-glance overview of each experience, including learning objectives, student activities, and teacher moves for every scene.

[Read Using Experience Summaries for Lesson Internalization to learn more.](#)

Part 3 – Teach & Facilitate

In Teach & Facilitate, you will learn how to guide a high-quality Exploros learning experience from start to finish — including how to internalize an experience, assign it to students, facilitate discussion and participation during instruction, monitor student thinking, and properly end the experience.

Internalizing an Experience

Before teaching an Exploros learning experience, teachers should take time to internalize the lesson and prepare for facilitation. Internalizing an experience means understanding not only the content students will learn, but also the flow of instruction, the purpose of each scene, the expected student thinking, and the teacher moves that will support discussion and engagement throughout the experience. Use the Experience Summary to assist with internalization of the experience.

Accessing the Experience Summary

You can access and print the Experience Summary directly from within the experience:

1. Open the Experience Pack
2. In the Teacher Pack, select and open the Experience Summary
3. Review it, then print or save it for lesson planning

The goal is to move beyond simply “clicking through” the experience and instead prepare to actively guide instruction in real time. As teachers review the experience, they should think through pacing, discussion opportunities, materials, student readiness, and how they will respond to student thinking during the lesson. The checklist below provides a process for preparing an Exploros experience before instruction.

Internalizing an Experience Checklist

Step 1: Read Summary & Objectives	Step 2: Evaluate Questions
☐ Read Experience Summary ☐ Identify learning objectives ☐ Focus on verbs (what students do/know) ☐ Clarify expected outcomes	☐ Open Evaluate scene ☐ Read all questions ☐ Identify where concepts are taught ☐ Note what students must know to succeed
Step 3: Internalize Flow & Plan Pacing	Step 4: Rehearse & Identify Gaps
☐ Review each scene ☐ Assign estimated time per scene ☐ Plan discussion points ☐ Decide student engagement format (whole / small / independent) ☐ Identify materials to prepare ☐ Plan video use (pause, whole, independent) ☐ Anticipate adjustments ☐ Plan real-time checks for understanding	☐ Walk through full experience as teacher ☐ Complete learning tasks mentally or directly ☐ Identify student confusion points ☐ Note where scaffolds are needed ☐ Check personal content understanding ☐ Adjust pacing or delivery if needed ☐ Complete exemplars for graphic organizers and tables using the Print-Ready Resource Pack

Note – Many experiences include small-group and reading-group components. As you internalize each experience, plan for how these structures will be managed during instruction. Additional guidance can be found in the following sections.

Assigning an Experience

Once you have planned and internalized an experience, you are ready to assign it and guide instruction in your classroom. There are three steps to assigning an experience, each with a few important decisions to consider:

Step 1: Set Time	Step 2: Choose Students (Classes & Groups)	Step 3: Assign!
Start Date: When students will see the assignment End Date: When the experience becomes read-only and moves to the Ended section, what we refer to as the portfolio	Entire Class: Assigned by default Remove Students: Click the  next to names; optionally save as a group. Set Reading Groups: Assign Group A or B (must set up per class first time) Set Small Groups: Assign students to small groups (per class setup)	Click “Assign” to launch Optional:  Check the self-paced box before assigning.

[Watch Assign a Learning Experience.](#)

Note – You can assign an experience to multiple classes at once using “All Classes.” However, when using small groups or reading groups for the first time, you must start with one class. Once you have assigned an experience in this way, the system will remember your selections.

Understanding Experience Timing and Access

Most experiences are designed to be taught in one to two 45-minute class periods. By default, assigned experiences stay active for two hours. After two hours, the experience automatically ends and becomes read-only. Many teachers extend the assignment time in Step 1 to allow for a grace period. This helps prevent the experience from timing out before all students have finished or if something unexpected interrupts the class period. Teachers can then manually end the experience when they are ready.

If you want to extend or shorten the time of an experience **while it is still active**, go to the experience’s dashboard, click the calendar icon at the top far right corner, and reset the date or time.

[Read How do I change the end time of an experience?](#)

Set Reading Groups

If the experience links to external articles for which Exploros has prepared summaries, you must assign the students to differentiated reading groups when you assign the lesson. Group A is automatically linked to summaries, and Group B is linked to the full OER

articles. A summary is simpler to read and provides a link to the full articles. Reading Group A is the default setting.

[Read Reading Groups.](#)

Set Small Groups

If the experience is designed for small group work (indicated on the experience card), you must assign the students to small groups when you assign the lesson. This means that at some point in the experience, students will work in small groups (usually of 3-5 students) to complete a portion of the learning experience.

[Read Small Groups.](#)

Self-Paced Assignments

In Step 3 of assigning an experience, you will see the option to select “Self-Paced.” When this option is enabled, all teacher gates are unlocked, and students move through the experience at their own pace. In this mode, student-facing feedback is also turned on by default.

Self-paced assignments remove teacher control over pacing, so students progress independently through each scene.

[Read Using Gates to Manage Lesson Pacing](#) to learn more.

Note – We do not suggest using self-paced mode during your first weeks with Exploros. Focus first on establishing clear routines and expectations. Once those are in place, you can begin incorporating self-paced experiences more effectively.

Managing the Active Experience

Once you have assigned a learning experience, it becomes active. It shows up in your assignments area for any invited students. It may also post to your LMS depending upon how you set up your classes. Each experience is represented by an Experience Card.

Exploros Terms – Active Experience

When an experience is in the Assigned list, it is active and ready for students to complete.

Note – If you schedule an assignment for a later date, it will appear in the “Scheduled” list. It will move to the “Assigned” list on the date and time you selected and will be considered active at that time.

Active Experience Dashboard

When you as a teacher click on an assignment, you are first taken to the Experience Dashboard, where you manage instruction and monitor student learning in real time.

Exploros Terms – Experience Dashboard

The Experience Dashboard is the teacher control center for an active learning experience. It is where you manage students and monitor real-time progress as instruction unfolds.

At the top of the dashboard, you can navigate between two tabs:

- **Students** – manage who is assigned to the experience
- **Progress** – view live student progress and engagement

Progress Tab	Students Tab
Provides a real-time view of student learning and progress. Teachers can see which students are assigned and active (blue = logged in), track student progress through the experience, monitor scene progression and teacher gates (locked/unlocked), and view indicators for small-group lessons when applicable.	Used to manage enrollment in the experience. Teachers can add or remove students and adjust student groupings before students begin the experience. Once a student starts the experience, group assignments cannot be changed.

At the top right of the dashboard, you can adjust the end date using the calendar tab.

[Read Using the Experience Dashboard Progress View.](#)

Managing Small Group Collaboration

Exploros includes built-in opportunities for small group collaboration in many learning experiences.

In these activities, students work together to complete a shared task such as a written response, presentation, media project, or structured discussion (for example, a jigsaw activity where each student is responsible for a different part of the content and shares it with the group).

Within each group, students select a note-taker to post their work. All group members can contribute and edit the response.

Teacher notes within the experience will guide you on when to move students into small groups and when to bring them back for individual or whole-class instruction.

Important Teacher Tips for Managing Small Groups

- Set roles clearly before students begin. Each group must select one student to enter responses in Exploros. The system records all groups as a single submission point, so individual entries cannot be separated later.
- Use the Experience Dashboard to confirm grouping. Both teachers and students can view assigned small groups from the Experience Dashboard before and during the activity.
- Physically organize groups before work begins. Use table or corner labels to move students into their assigned groups before they start the task.

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- Control device use during collaboration. Only the designated note-taker should have their device open. All other students should close laptops or keep them at their desk while collaborating.
 - Stay intentional about structure. This step is critical for classroom management and ensures all students actively participate rather than working individually within a “group” setting.

The [Print-Ready Resource Pack](#) includes resources for small group management.

Managing Reading Groups

Reading groups allow teachers to support students with different levels of text complexity within the same learning experience:

- **Reading Group A:** simplified text (summarized version)
- **Reading Group B:** full, more complex article

Students in Group A receive a shorter, easier-to-read summary with access to the full article if needed. Students in Group B read the full version of the text. When you go to assign reading groups, Group A is the default setting.

Student View:

Students do not see “Group A” or “Group B.” They simply access the reading assigned to them based on their group placement.

Teacher View:

Teachers can see both versions of the reading within the experience. When two levels of an article are included, both links are displayed—typically with the simplified version listed first and the full article listed below it.

Important Teacher Tips for Managing Reading Groups

- Encourage students using summaries to preview or skim the full article when appropriate, as it may include visuals, maps, or charts not included in the summary.
- Some teachers choose to provide printed summaries so students have “text in hand” during reading activities.
- Reading groups can also be combined with flexible grouping strategies, such as assigning sub-groups different levels of support or working more closely with a specific group during instruction.
- Even in non-grouped experiences, teachers can still use strategies like Think-Pair-Share or paired discussion to increase engagement and comprehension.
- Students who prefer paper-based work can complete responses offline and upload images when appropriate.

Additional Support Tools

When opening an article or article summary, teachers and students can access Text Tools by clicking the gear icon in the top right corner. These tools support readability and comprehension.

[Read Using Text Tools to Support Reading](#) to learn more.

Guiding a Live Learning Experience

The magic of Exploros happens in the live classroom social learning experience. Begin by learning these basic steps and over time becoming stronger and more confident at guiding a learning experience.

[Watch Teaching \(Guiding\) a Live Learning Experience](#), then [learn how to use Whiteboard Projector View](#) to support smoother classroom facilitation.

On the next page, we've broken the guiding process into ten easy steps. Print the checklist and use it to support you as you begin guiding live learning experiences with students. The checklist is designed to be a starting point — as you grow more confident and experienced with facilitating Exploros, you will naturally build on and adapt these strategies to meet the needs of your classroom.

Steps to Guide a Live Learning Experience

Step 1: Assign the Experience	Step 2: Review the Dashboard
Assign before class so students can access it in Assignments or your LMS.	Check who has joined, who is logged in, and monitor readiness.
Step 3: Open Activity View	Step 4: Students Begin Work
Guide instruction in real time and view live responses and teacher notes.	Students complete reading, videos, prompts, and activities in the experience.
Step 5: Monitor & Adjust Instruction	Step 6: Use Teacher Gates
Use student responses and data to guide discussion and reteach as needed.	Pause or release student progress to control pacing and discussion.
Step 7: Student Progression	Step 8: Use Linked Resources
Students move forward when work is complete and the gate is opened.	Students access articles, videos, and documents for deeper learning.
Step 9: Use Quiz Data	Step 10: Allow Retakes
Identify misconceptions and highlight thinking on the spot.	Encourage students to improve responses after discussion, feedback, or additional learning.

Responsive Teacher Moves During Live Instruction

Different students engage in different ways during an Exploros experience. Effective facilitation means responding flexibly to student thinking, participation patterns, and classroom energy while keeping the experience discussion-rich and teacher-guided.

If Students Are...	Consider These Teacher Moves	Why It Helps
Reluctant to respond or hesitant to share	Give think time before asking students to post. Think out loud together as a class before independent responses. Allow students to discuss briefly with a partner before submitting. Type a response for a student as they verbalize their thinking.	Reduces pressure and helps students enter the learning safely while still making thinking visible.
Finishing quickly without much depth	Ask students to revise or expand a response using evidence. Invite them to compare their answer to a peer's response. Ask: "What makes this response strong?" or "What might you add now?"	Moves engagement beyond completion toward deeper thinking and reflection.
Focused only on the device	Pause the experience and ask for "eyes up." Use student responses as the center of discussion rather than keeping attention on screens. Remind students that the screen is the collection point, not the endpoint of learning.	Re-centers the classroom on discussion, thinking, and shared learning.

Eager to contribute verbally	Use their thinking to extend discussion, but continue protecting space for quieter students by reviewing all student responses first. Ask eager students to respond to or build on classmates' ideas.	Keeps participation broad and prevents a few voices from dominating discussion.
Unsure how to begin	Model a response together. Highlight one student example anonymously and discuss what makes it effective. Ask scaffolded questions before independent work.	Makes expectations visible and supports confidence.
Posting short or surface-level answers	Ask follow-up questions such as "Why?" "What evidence supports that?" or "What made you think that?" Encourage students to revise after discussion.	Encourages reasoning, explanation, and stronger academic thinking.
Struggling to stay focused	Use short discussion pauses between activities. "Shark" devices or temporarily close screens during discussion moments. Invite students to predict, notice, or react before moving on.	Breaks passive screen habits and restores active participation.
Hesitant to speak in discussion	Ask students to identify ideas they agree with, question, or want to build on. Invite students to select a peer response they found interesting.	Makes participation safer while still encouraging discussion and analysis.

Showing mixed understanding	Pause and review response patterns together. Surface a misconception for discussion without embarrassment. Ask students to explain differences between responses.	Uses visible thinking formatively and normalizes learning through discussion.
Highly engaged and discussion-rich	Slow down and extend the discussion when productive thinking is happening. Use gates strategically rather than rushing through scenes. Allow students to revise thinking after conversation.	Prioritizes meaningful learning over pacing or completion.

Important Facilitation Reminder

Strong Exploros instruction is not about moving students quickly through screens or activities. The most important instructional moments often happen when teachers pause, notice patterns in student thinking, ask follow-up questions, surface misconceptions, and use student responses to guide live discussion.

The platform helps make thinking visible, but teachers turn that visible thinking into engagement and learning.

As students respond during an Experience, teachers can use tools like:

- [Entering, Editing, and Deleting Posts](#) to support discussion and clarify student thinking
- [Student Feedback](#) to guide reflection, reinforce understanding, and encourage deeper engagement

Ending an Experience

Assigned experiences are active during the dates and times indicated on the bottom right of the experience card. When the end time is reached, the learning experience becomes read-only and moves to the Ended list.

If you want to extend or shorten the time of an experience while it is still active, go to the experience's dashboard, click the calendar icon at the top far right corner, and reset the date or time.

If you want to end the experience immediately, go to the home screen and click "End Now" on the experience card.

[Read Ending \(or Extending\) a Learning Experience.](#)

Note – You cannot extend the time of an Ended Experience. You need to reactivate it first, then follow the above directions.

Sometimes your students will not finish a learning experience before it ends. Once ended, students can view a learning experience but they can no longer work through it or edit their answers.

If a learning experience ends, and you have some students who have not yet finished and you would like them to finish, you can reactivate the learning experience.

Reactivating a learning experience does so for all invited students, not just the students who have not finished. All ended experiences remain available for both teacher and student review within the app.

[Read Reactivating an Ended Experience.](#)

Part 4 – Assess & Adjust

In Assess & Adjust, you will explore the formative and summative assessment tools and reports built into Exploros and how to use student data to adjust instruction. This section also includes reflection questions and PLC conversation starters to support continuous improvement.

Assessment in Exploros

Exploros collects data on student performance during the live learning experience. The data gives you many ways to understand how well your students are learning. To better understand assessment in Exploros, it is helpful to organize data by where it lives and how it is used to support instruction.

Course-Level Reports and Data

To see how your students are doing across the whole course, use the Reports section. To access Exploros reporting, select All Classes from your navigation menu, then click the Reports button next to your profile image. You will see all reports available in your subscription. The Reports section includes two types of reports, each serving a specific purpose to help track student performance and engagement.

Summary Reports provide a quick overview of student participation and progress. Use them to monitor class trends and spot areas needing extra attention.

[Experience Summary Report](#) – This report shows a table of completed learning experiences in Exploros (active experiences are not included). Each row includes the end date, class, experience name (linked to student work), number of participating students, percent complete, average responses, quiz score, and estimated time on task.

[Student Progress Report - Class Attendance and "Gradebook"](#) – The student progress report functions like a gradebook for a selected class and includes the following metrics for each student across experiences: quiz score, total responses, percent complete, and time on task.

Course Reports offer a detailed breakdown of student performance by standard. They help you evaluate progress on specific learning objectives, tailor instruction, and ensure alignment with curriculum standards.

Learn more about each Course Report:

- [Student Learning Report](#)
- [Pre-Post Test Report](#)

Unit-Level Assessments and Data

Every unit in each course ends with a Unit Assessment. From the Dashboard Progress tab, teachers can monitor student performance on each question. In Activity View, teachers can view a heatmap of student responses, see TEKS tags aligned to each question, use the poll to identify correct and incorrect responses, and view the percentage of correct and incorrect answers for each question.

Learning Experience Data

The Progress Dashboard gives teachers real-time feedback on how students are doing at a glance, allowing them to quickly monitor participation, progress, and understanding throughout the learning experience.

[Read Using the Experience Dashboard Progress View.](#)

Scene-Level Data

Scene-level data includes the Evaluate Scene Heat Map, formative student response elements that provide real-time insight into student thinking during instruction, and an auto-graded it exquiz that measures understanding at the point of completion.

[Read Quizzes: Seeing Questions and Monitoring Student Performance](#) to learn more.

Using Assessment Data to Adjust Instruction

Exploros provides multiple layers of data that help you adjust instruction in real time and over time. Effective use of this data means moving between course, unit, experience, and scene levels to identify patterns, respond to student needs, and refine instruction.

1. Start with Course-Level Data for Big Picture Trends

Use the Reports section (All Classes → Reports) to understand overall student performance and engagement across the course.

- Summary Reports help you quickly identify participation and progress trends
- Experience Summary Report shows completion, engagement, quiz scores, and time on task for each experience
- Student Progress Report helps you monitor individual student performance across experiences

Instructional Use:

- Identify students who are consistently struggling or disengaged
- Spot class-wide trends that may require reteaching
- Inform pacing decisions across units and experiences

2. Use Course Reports to Target Instruction by Standard

Course reports provide deeper insight into student mastery by standard.

- Student Learning Report
- Pre-Post Test Report

Instructional Use:

- Identify which standards need additional instruction or review
- Group students based on specific skill gaps

-
- Adjust future lessons to strengthen alignment to standards

3. Use Unit-Level Data to Check Mastery

Every unit ends with a Unit Assessment, which provides question-level performance data.

- Dashboard Progress tab shows performance by question
- Activity View includes heatmaps, TEKS tags, and response tracking
- Percentage data highlights correct and incorrect responses

Instructional Use:

- Reteach specific standards based on question performance
- Identify common misconceptions at the unit level
- Adjust instruction before moving to the next unit

4. Use Learning Experience Data for Real-Time Adjustments

The Progress Dashboard provides real-time insight into student engagement and understanding during instruction.

Instructional Use:

- Monitor participation and progress during the lesson
- Respond immediately to confusion or gaps in understanding
- Adjust pacing while instruction is happening

5. Use Scene-Level Data for In-the-Moment Instructional Moves

Scene-level data provides the most immediate insight into student thinking.

- Evaluate Scene Heat Map shows patterns of understanding
- Student response elements show real-time thinking
- Auto-graded elements provide immediate correctness data

Instructional Use:

- Address misconceptions as they appear
- Facilitate targeted discussions based on responses
- Adjust instruction before moving to the next scene

Effective instruction in Exploros comes from continuously moving between levels of data:

- Course data informs long-term planning
- Unit data informs mastery of standards
- Experience and scene data drive real-time instructional decisions

This layered approach ensures instruction is responsive, targeted, and aligned to student needs.

Student Portfolios

Student learning in Exploros builds a digital portfolio over time, as everything students do is saved within the experience and scene where it was completed. This creates a continuous record of student thinking, responses, and progress that increases visibility through digital learning portfolios and data. This information can support professional conversations, such as PLCs, and help inform and improve instructional practices.

When meeting with families, teachers can use this portfolio to share a deeper picture of how students are progressing in social studies by highlighting relevant Exploros data and sharing noteworthy student posts that demonstrate their level of understanding and growth.

Teacher Self-Reflection

Strong instruction requires continuous reflection and adjustment. As teachers facilitate Exploros experiences, they should regularly reflect on student engagement, visible

thinking, discussion quality, pacing, questioning strategies, and instructional decisions made during the lesson.

Exploros provides teachers with access to student responses, participation patterns, formative assessment data, and discussion evidence that can support meaningful reflection on teaching practice.

Teachers may reflect on questions such as:

- Which students actively contributed during the experience?
- Where did students demonstrate strong understanding?
- Which misconceptions became visible?
- How effectively did discussion deepen student thinking?
- When did I pause instruction to respond to student needs?
- Did the experience remain teacher-guided, student-centered, and device-enabled?
- How effectively did I use student thinking to guide instruction?
- Which facilitation moves supported engagement most effectively?
- What instructional adjustments should I make next time?

[Exploros Instructional Look-Fors Aligned to the Texas Teacher Standards](#)

PLC Collaboration

Strong Exploros implementation grows through reflection, collaboration, and continuous instructional adjustment. As teachers facilitate experiences, review student thinking, analyze engagement patterns, and respond to formative data, they strengthen both instructional practice and student learning outcomes over time.

Professional Learning Communities (PLCs) provide educators with opportunities to collaboratively examine student learning, instructional practices, facilitation strategies,

and classroom evidence in order to improve teaching and learning together. Research continues to show that collaborative teacher teams focused on student learning are among the strongest influences on student success.

Richard DuFour, one of the leading voices on Professional Learning Communities, explained that effective collaborative teams remain focused on four critical questions that keep attention centered on student learning and instructional response:

“What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty learning? How will we enrich and extend the learning for students who are proficient?” — Richard DuFour

Practical PLC Strategies for Exploros Classrooms

Many PLC teams find it helpful to focus each meeting on one section of this guide rather than trying to discuss all aspects of implementation at once.

PLC Focus Area	Example PLC Discussion
Guiding an Experience	How are teachers pacing scenes, using gates, and facilitating discussion during instruction?
Student Engagement in a Live Learning Experience	Which teacher moves are increasing participation, visible thinking, and discussion?
Using Assessment Data to Adjust Instruction	How are teachers using dashboard data and formative responses to adjust instruction in real time?

Discussion and Facilitation Strategies	Which questioning techniques or discussion routines are helping students explain reasoning and respond to peers?
Student Portfolios	What patterns are emerging in student growth, misconceptions, writing, or participation over time?
Teacher-Guided, Student-Centered, Device-Enabled Instruction	How effectively are classrooms balancing discussion, student thinking, and technology use?
Reflection and Instructional Adjustment	Which facilitation moves should teachers continue, refine, or rethink based on classroom evidence?

PLC teams may also bring:

- student responses,
- Ended experience samples,
- dashboard data,
- discussion observations,
- or examples of instructional adjustments

to ground conversations in authentic classroom evidence rather than general impressions.

Video Reflection and Sharing

Many PLC teams find that recording themselves facilitating an Exploros experience can be one of the most valuable tools for professional reflection and collaboration. Watching a

recorded experience allows teachers to notice pacing, questioning strategies, discussion patterns, student participation, and instructional decisions that are often difficult to fully recognize during live instruction.

Teams may choose to watch short segments together and reflect on questions such as:

- How did the teacher use student thinking during the lesson?
- Where did students demonstrate meaningful engagement?
- When did the teacher pause to clarify, discuss, or adjust instruction?
- How effectively did the teacher balance screen interaction with live facilitation and discussion?
- Which students participated consistently, and which students may need additional support?
- Where did students revise, explain, or extend their thinking?
- Which teacher moves increased visible thinking and classroom discussion?

The purpose of collaborative reflection is not evaluation or perfection. The goal is to make teaching practice more visible so teachers can refine facilitation strategies, strengthen instruction, and improve student learning together.

Not Sure Where to Start?

A great place to begin is with the [Exploros Student Response Element Playbook](#).

1. Choose one Exploros element you want to strengthen.
2. Learn how the element works and review the suggested teacher moves.
3. Record yourself using the element during instruction.
4. Reflect on:
 - Student participation
 - Student thinking and discussion
 - Your questioning strategies

-
- Opportunities for deeper engagement
5. Make small adjustments and try again.

Even short video clips can provide valuable insight into instructional practice and student learning.

Share with the Exploros Community

We would love to celebrate and learn from classrooms across the Exploros community.

If you record a lesson, classroom activity, or student response element in action and would like to share it with the broader Exploros community, please submit your video.

Teachers who submit classroom videos will receive an Exploros SWAG package as a thank-you for contributing.

Submission Guidelines

When submitting a video, you are confirming that:

- You have permission to share the video publicly.
- Any required school or district permissions have been obtained.
- Student privacy guidelines are being followed.

Send your video submission to: sabrina.valverde@exploros.com

Suggested Subject Line: Video to Share – Exploros Classroom Example

Part 5 – Training & Support

Strong Exploros implementation develops over time through continued practice, collaboration, reflection, and professional learning. Whether you are looking for instructional ideas, technical support, or opportunities to collaborate with other educators, Exploros offers multiple ways to stay connected and supported.

Professional Learning and Training Opportunities

Exploros Connect: Collaborative Training offers a variety of professional learning opportunities designed to support teachers, instructional coaches, campuses, and districts through implementation, instructional planning, facilitation strategies, and ongoing professional growth.

[See the monthly schedule of Exploros Connect: Collaborative Training sessions.](#)

Exploros Educator Community

Connect with other Exploros educators to share ideas, ask questions, exchange classroom strategies, and learn from real implementation experiences across different grade levels and content areas.

[Join the Exploros Educator Community on Facebook.](#)

Live Chat Support and Pop-In PD

Need immediate assistance or quick instructional support? Use the Exploros Live Chat feature for help with platform questions, troubleshooting, or implementation needs. The Live Chat bubble also provides access to Pop-In PD sessions — ongoing 15-minute support meetings designed for all Exploros educators. Whether you have a quick question, want personalized guidance, or need help thinking through instructional strategies, simply click and choose a time slot that works best for your schedule.

[Schedule a Pop-In PD session.](#)

Help Section

Visit the Exploros Help Section for guides, tutorials, walkthroughs, and answers to frequently asked questions about the platform.

[Visit Exploros Help.](#)

A Final Note from the Exploros Team

Thank you for the time, thought, and care you invest in your students every day. We know that strong teaching requires constant decision-making, reflection, creativity, and responsiveness, and we are grateful to support educators doing that important work.

Our goal at Exploros is not simply to provide digital tools, but to help teachers create classrooms where student thinking is visible, discussion is meaningful, and learning is active and engaging. We hope this guide supports you as you continue building thoughtful, student-centered learning experiences in your classroom.

Thank you for being part of the Exploros community. We are excited to continue learning and growing alongside you.

Most Requested Links

What does fidelity on Exploros look like?	Exploros Implementation Fidelity Statement
Do you have a pacing guide?	Exploros Social Studies (TX) Pacing Guides
What should an Exploros classroom look like?	Exploros Instructional Look-Fors Aligned to the Texas Teacher Standards
What are the Whitelist Sites for Using Exploros?	Exploros Whitelist

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