



**Applied
Strategies for
Remote
Student
Teaching**
due to COVID-19

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NY**

CUNY pre-service teachers in clinical coursework (fieldwork and student teaching) during AY20-21 will face new and emerging challenges. **Developing relationships with cooperating teachers, students and families, some of whom may have experienced significant trauma during the pandemic; teaching content remotely; utilizing new technologies — these are just some examples of the topics included in this brief.** (Pages 3-8 are intended for pre-service teacher candidates; notes for clinical supervisors, principals and cooperating teachers can be found on pages 8-9.) Many resources include citations so that you can explore them in greater depth as you think through planning, enacting and assessing remote learning, whether it's synchronous or asynchronous, and regardless of your content area or grade band. Use and adapt to what works for you and your context.

Best of luck in your teaching this year!



Best Practices for Online Instruction

- When constructing and planning online spaces, pre-service teachers should keep students' needs at the forefront of their minds. Each enacted lesson should be a warm and interactive experience for students ([National Standards for Quality in Online Teaching, 2019](#)). When students feel connected to their classroom community (i.e. they feel like they are cared for as individuals and with their learning), they are more likely to succeed academically ([Blum, 2015](#)). This looks like:
 - o Having a warm physical presence: maintain eye contact, talk in a relaxed tone, and even share some details from personal life (i.e. photos of family or pets, items to represent interests, or hobbies).
 - o Developing a class set of guidelines or norms so students feel a sense of ownership in their learning ([Edutopia, 2019](#)): students choose adjectives to describe themselves as learners and/or develop values students want to focus on throughout the year (or during an individual lesson).
 - o Starting lessons with daily check-ins: ask stu-

dents how they are feeling that day, what they need to stay engaged, if they want to share something from home before beginning with the academic content, or if they are facing any technology or scheduling difficulties. When pre-service teachers follow a Human Centered Design approach by practicing empathetic listening, students feel understood, heard, and con-

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nected to their community ([Baran & AlZoubi, 2020](#)).

- o Including frequent opportunities for engagement: ensure that students are engaged frequently throughout the lesson by checking for understanding. Pre-service teachers can ask students for thumbs up or thumbs down to respond to questions or for quick responses in the chat box ([O'Shaughnessy, 2020](#)). Teacher candidates can also allow for longer opportunities for discussion by asking open-ended questions and encouraging students to build off the ideas of their peers. They should give feedback immediately in response to these comments ([National Standards for Quality in Online Teaching, 2019](#)).

- o Ending lessons with a reflection activity ([O'Shaughnessy, 2020](#)): students share goals for future learning on a topic or key takeaways from a given lesson. Reflection allows students to make meaning from the academic content they learned that day and to see connections between the lesson and real world applications ([Costa & Kallick, 2008](#)).

- When planning for and using technology with students, safety guidelines must be considered and followed:

- o Make sure you know the safety requirements of your college and placement site, and their policies regarding interacting with children online.

- o [The Children's Internet Protection Act \(CIPA\)](#) protects students from the dangers of the online world. It ensures that students are accessing the Internet safely and in an age appropriate manner.

- o Common Sense Media offers [free lesson plans and resources](#) for teachers around Internet safety, categorized by grade level.

- In order to effectively teach in a remote setting, pre-service teachers should feel comfortable using technology. CUNY has a list of resources shared in [this video](#) that they can use to become familiar with or trained in using different technological tools to improve their teaching. Your host school can share more about their specific platforms.

- It is important for pre-service teachers to collect regular data on their students so they can monitor their progress and make adjustments to their instruction if needed ([National Standards for Quality in Online Teaching, 2019](#)):

- o Data collection can occur informally on a daily basis or more formally on a less frequent basis. Formative assessments are collected as part of the instructional process, through verbal responses to teacher questions or quick thumbs up or thumbs down to see how students are doing with learning a new concept. Summative assessments are given periodically to gauge student learning relative to content standards, such as formal end-of-unit exams

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([Garrison & Ehringhaus, 2013](#)). When pre-service teachers have a combination of both types of assessment in their practice, they have a clear understanding of what students are grasping in the moment and where they are in relation to the learning objectives, which can be used to inform their instruction.

- o Progress monitoring can also be qualitative or quantitative in nature. Qualitative progress monitoring looks like assessing the quality of oral responses to questions, responses to peers, or responses to teacher questioning. Quantitative progress monitoring looks like numerical scores on a quiz, an exit ticket, or a math sprint (example found [here](#)).

- Pre-service teachers should consider motivational design principles ([Ranellucci & Bergey, 2020](#)) to increase students' self-efficacy while planning and enacting remote lessons. When students feel they are capable of achieving a certain goal through their own actions, they are more likely to push through challenges ([Usable Knowledge, 2018](#)). Pre-service teachers should try to promote the following in their remote lessons:

- o Support student feeling of competence through instruction, challenging work, and useful feedback

- o Support students' autonomy by giving them opportunities to make decisions

- o Select activities that are relevant to students and interesting to encourage engagement. Engage in conversations about students' interests and home life and use this information to inform culturally relevant teaching practices. More about the conditions necessary for culturally responsive teaching can be found [here](#).

- o Emphasize student learning and understanding rather than performance, competition, and comparison to others

- o Support students' sense of belonging as a group and with teacher

- While planning for individual lessons as well as larger units this year, it is important for pre-service teachers to remember when they are planning for remote lessons. There are often unexpected prob-



lems that come up due to technology or scheduling and pre-service teachers need to be flexible in their planning and in-the-moment to adjust their lesson. Here are some other tips pre-service teachers should consider when planning and deciding how they want to use technology in their remote lessons:

- o Think about the age of the students when deciding how long synchronous lessons should be. Preschool students especially will struggle with engagement when live lessons are longer than 20 minutes (Szente, 2020). All students will face difficulties staying engaged when live lessons include a large number of participants. Consider the use of checks for understanding and breakout rooms to keep students invested in the lesson.

- o Be creative when thinking about instructional

materials! Do not assume that families have many school materials at home. Remember that families are dealing with a tremendous amount of stress and uncertainty at home, and they may not have the time and/or resources to obtain materials that were a part of pre-service teachers' original in-person lessons.

- o Pacing during a remote lesson and during an in-person lesson will be different and that's okay! During a remote lesson, pre-service teachers should allow for longer periods of wait time after asking a question to ensure that technology difficulties are not preventing students from having a chance to answer. Remote lessons may be cut short if students take a long time to successfully login to the session, and pre-service teachers should have a plan ahead of time to consider this possibility.



o Consider the use of multiple types of video when deciding how to gradually release responsibility during a lesson. The “I do” portion of the lesson where the pre-service teacher models the new concept may be done in a synchronous video format, while the “we do” portion where students start to answer questions and work together may be done in breakout rooms within the synchronous session. The “you do” portion where students independently demonstrate their mastery of a concept may be done on students’ own time, with pre-service teacher feedback given later. Get creative with planning and use technology to your advantage!

- When communicating with students and their families, pre-service teachers should try their best to make these interactions frequent and flexible.

- o Make the purpose of online teaching explicit for families. Name what will be covered during the week’s (or individual) lessons and why these topics are important for students in their everyday lives.

- o Be flexible with scheduling and provide resources if a student misses a synchronous lesson. Do not assume the worst if a student is consistently not showing up for lessons or not responding to communication attempts. Students may not have stable Internet access, may share devices with multiple family members, or have no device at all.

- o Remember why communication with families is important. When there is support from a student’s personal community, that student’s affective, cognitive, and behavioral engagement increase. This

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means the student will feel more positively when completing work, develop increased knowledge and skills, and will actually show more effort ([Borup, Jensen, Archambault, Short, & Graham, 2020](#)).

- For a resource on how to implement a blended learning model, providing continuity between what is taught in person and at home in a remote setting, refer to [this digital text](#). (Borup, Graham, Short, & Archambault, 2019). They argue that high quality blended learning should be personalized (targeted towards the gaps of students), mastery based (students move on only when they have mastered a concept), and encourage student ownership.

Online Teaching Resources

• **SYNCHRONOUS TEACHING:** refers to live teaching where the teacher and students are both present online at the same time

- If using Zoom, use the chat and breakout rooms feature to increase student engagement and encourage participation. These features also allow teachers to assess students' understanding of the material and address misconceptions in the moment ([Geiger & Dawson, 2020](#)).
- Explore the potential of teaching and hosting a live STEM fair online. Encourage students to prepare an experiment they can conduct online. As students present, engage individuals by asking questions to explain the outcomes of the experiments ([Evagorou & Nisiforou, 2020](#)).
- Digital escape rooms can be an engaging activity for students to problem solve and practice team building skills. Breakout rooms can be set up so that students can work with their group to solve riddles together. An example of this kind of activity that is ready to use can be found [here](#) from [Hill & Brunvard \(2018\)](#). Pre-service teachers can create their own digital escape room by following a 10 step guide found in a paper by ([Neumann, Alvarado-Albertorio, Ramirez-Salgado, 2020](#)).
- [Nearpod](#) is a resource with many free features that pre-service teachers can use for their synchronous remote lessons. It allows pre-service teachers to create interactive slideshow presentations. They can design lessons with features like multiple choice quizzes, short answer responses, matching games, and more. They can also include texts for students to analyze and videos for students to watch. Students receive a code to enter on their own devices and then can engage in the lesson presentation in real time, with the pre-service teacher giving feedback immediately.
- [ReadWorks](#) is a nonprofit that offers K-12 teachers free resources for reading comprehension with an account. Their website includes reading passages, categorized by grade and Lexile level, with text dependent questions to go with it. Pre-service teachers can choose a relevant text and model close reading and annotating skills in a synchronous session by projecting the text and sharing their screen. They can model their thinking when answering the questions, which range in depth of thinking (i.e. explicit, inferential, and craft and structure questions).

• **ASYNCHRONOUS TEACHING:** refers to when teaching materials are posted online, students complete the work on their own time, and teachers give feedback afterwards

- Screencasting tools can be used by pre-service teachers when making instructional videos for students to watch. Sites like [Screencast-o-matic](#), [Loom](#), and [Screencastify](#) are free resources for teachers to use to record their screens while teaching a lesson with an online whiteboard (e.g. [Ziteboard](#) or [Showme](#)) or while projecting images or videos ([Ranellucci & Bergey, 2020](#)).
- Pre-service teachers can allow students to work in groups and create presentations on a given topic in an asynchronous manner. Websites like [Focusky](#), [Canva](#), and [Prezi](#) are free and can be used by students to create presentations, with each student following an assigned role and/or working collaboratively. By allowing students to take the lead in their own learning, pre-service teachers are taking on a “think” and “manage” role where they are allowing students to unpack what they already know and to use each other as key resources in their learning ([Henriksen, Creely, & Henderson, 2020](#)).
- [Christensen & Alexander \(2020\)](#) lists a set of websites that students can use asynchronously. If pre-service teachers are able to set expectations for these sites and provide a clear purpose for learning, they can be a useful tool for building students' self-efficacy and those that involve collaboration can improve teamwork skills: [PBWorks](#) (Wiki tool where teacher can create page about a topic and students can contribute), [EduBlogs](#) (collaborative blogging website), [Spelling City](#) (site to create spelling activities and quizzes), and [Discovery](#) (includes articles students can read and discuss or respond to, as well as remote “exploration” activities).
- [Lowenthal, Borup, West, & Archambault \(2020\)](#) argue that asynchronous video instruction has many benefits, including more time for student reflection, equitable opportunities for participation, increased engagement, and fewer technological difficulties. The following resources can be used in an asynchronous manner, allowing students to respond to a given prompt as well as each other and their teacher: [Flipgrid](#), [VoiceThread](#), [Marco Polo](#), and [EdConnect](#).

Culturally Responsive and Trauma-Informed Teaching Practices

- When teaching, especially in a remote format, it is important to consider students' context through the lens of equity. There are 3 types of equity that should be thoughtfully acknowledged when making decisions about family communication, flexibility of scheduling, planning remote work, and students' actual engagement with the work ([Szente, 2020](#)).

- o Formal access: access to actual working technology (i.e. laptop or tablet) and Internet for students, families, and teachers

- o Actual access: ability of teachers to decide how often online sessions are occurring and with how many students (i.e. considering age of students, special needs, characteristics and needs of families to connect digitally)

- o Functional access: developing teachers' digital knowledge and skills so they can effectively teach online

- For a useful training on the topic of equity, especially with remote learning and the access concerns that come with it, refer to the multiple part module ([overview, 1, 2, 3](#)) from ([Hall, Roman, Jovel-Arias, & Young, 2020](#)).

- When analyzing students' behaviors, even in the remote format, it is necessary to consider the role of trauma. Trauma can manifest itself in a range of student behaviors that may otherwise be seen as lack of interest or anger problems. A program called "Teacher Moments" from MIT provides [simulations](#) that allow teachers to discover the impact of trauma in the classroom and appropriate ways to address it. There is also a [facilitated discussion](#) that goes with these simulations.

Differentiation

- For best practices regarding differentiation to address students with special needs, refer to the [Universal Design for Learning Guidelines](#). When planning a remote lesson, it is important to think about how you are engaging students, how you are presenting information, and how you are letting students express their responses.

- o For more tips about how to apply UDL principles to your lessons and assessments, you can view [this resource](#) from CAST.

- When teaching a concept with a virtual whiteboard or orally with a video conferencing software, pre-service teachers should use visuals to reinforce concepts ([National Standards for Quality in Online Teaching, 2019](#)). Providing multiple modes of presenting the information allows a range of learners to

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benefit from the lesson.

- There are a variety of ways to make different softwares more accessible to a range of learners. See the resource on [page 6 \(Module 2.4\)](#) for links about accessibility for Word, PowerPoint, Excel, and more.

- o [Google Read and Write](#) is an extension students can add to their browsers. It has features that read documents and webpages out loud, with a variety of different voices and reading rates.

- o CUNY also has resource guides to [making content accessible](#).

For Clinical Supervisors

- Given the remote format that many of the teacher candidates may be teaching in this fall, there will be some adjustments to how clinical supervisors conduct observations.

- Some best practices for conducting remote observations and providing feedback are:

- o Observe multiple types of lessons (across contents and in different sized groups, if possible)

- o Create highly specific weekly goals based on areas of weakness seen in observation(s) ([Keefe, 2020](#))

- Weekly goals can also be based on different discourse moves (i.e. asking advancing questions). Pre-service teachers can then practice those moves in the lessons and reflect on them in coaching sessions.

- o To help with organizing all the observations conducted, clinical supervisors can use a google form like this [one](#) as part of a feedback model. The results of this form can then be easily shared with teacher candidates so they have an idea of their strengths and areas for growth.

For Principals and Cooperating Teachers

- Hosting a student teacher is more important now than ever! Teacher candidates can be huge assets to your classroom this fall, and can engage with you and your students in hybrid, fully remote, or in-person only settings.

- Teacher candidates can...

- o Conduct small group in-person or remote instruc-

tion in a synchronous or asynchronous manner

- o Work with you to ensure continuity between in person and remote learning (in terms of content covered, method of teaching, etc)
- o Use culturally responsive and trauma informed teaching practices when planning and enacting lessons as well as when communicating with students and families
- o Use Universal Design for Learning (UDL) strategies when planning and enacting lessons to ensure that all types of learners can access the content

- You can support the development of your teacher candidate by...
 - o Sharing access to your school's curricular tools and materials
 - o Introducing your teacher candidate to the online platforms and systems you use with your students
 - o Communicating clearly about schedules, expectations, and roles/responsibilities
 - o Providing specific and timely feedback on lesson plans they draft
 - o Observing their practice and providing detailed, actionable feedback

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