

Remote Learning Roles and Responsibilities

Roles and Responsibilities for Teacher Candidates

During remote learning, teacher candidates (TCs) are expected to remain active in planning and instruction. TCs should co-plan with their cooperating teacher(s) and continue to deliver instruction as much as possible. All policies, procedures and expectations set forth in the Clinical II Handbook remain in place and will be adapted for remote learning as follows: .

- Take initiative to become involved in remote learning. Consider taking on specific tasks or subject areas, or continue to teach subjects you have already taken over in the classroom. Locate or create resources based on the needs of the class and the curriculum
- Be sure you understand and follow all district guidelines regarding remote instruction
- Maintain daily communication with your cooperating teacher
- Maintain weekly contact with your supervisor
- Respond to all emails from the college or the district within 24 business hours
- If you are having difficulty engaging in remote learning for any reason (e.g. technology access, technology issues, lack of communication from your cooperating teacher or supervisor) contact your program coordinator or the STEP Office
- Maintain a log of all activities during remote instruction

For all video or virtual communication with P-12 students, TCs are expected to adhere to the following guidelines for safety and professionalism. Any deviation from these guidelines may result in disciplinary action, including removal from the teacher education program.

When communicating via video and/or virtual means, TCs should:

- Clearly identify yourself by name and role.
- Follow any and all guidelines provided by the district and your cooperating teacher
- Be respectful of students' privacy and feelings.
- Obtain your cooperating teacher's approval for any video BEFORE distributing to students.
- Be sure that there are no personal or inappropriate items or images in the frame of the image.
- Ensure that you are dressed professionally if you appear on screen.
- Ensure that no other people appear in the images unless you have express written permission to include them from your cooperating teacher and those people adhere to standards of professional dress and behavior.
- Use clear, concise, appropriate speech and text images.

- Discuss your plans with your cooperating teacher and document them in writing before any virtual meetings or activities with students.
- Document a summary and share with your cooperating teachers after any virtual meetings or activities with students.

Supervisor Role and Responsibilities

- Remain in communication with the TC weekly
- Meet virtually with the TC at least every two weeks
- Conduct the same number of required observations as in-person teaching
- Maintain biweekly communication with the cooperating teacher.
- Work with the cooperating teacher to create a plan for the student's role in remote learning. Possibilities for the TC include:
 - Creating videos of lessons to share with students
 - Recording read alouds
 - Creating lists of enrichment and extension activities for students
 - Working with small groups
 - Leading virtual morning meetings
- If the TC is not fully engaged in remote learning, create alternative activities for them such as:
 - Observing lessons of exemplary teachers and reflecting on them
 - Creating recorded lessons or activities to share on websites - such as TCNJ SOE resources web page or another organization
- Complete all required assessments for the TC.
- Communicating with the TC's program coordinator and the STEP Office if the student is not progressing or is not gaining enough experience to assess the student's progress towards certification. This communication should happen as soon as there is a concern, but no later than midway through the semester.

Role of the Cooperating teacher

- View the TC as a partner in designing and delivering instruction,
- Share specific areas where the TC may be able to independently create learning activities or extension opportunities for students
- Provide the TC as much opportunity as possible for professional practice and growth
- Provide the TC frequent feedback
- Provide access, as much as possible, to district technology resources such as Google classroom, flipgrid, etc
- Maintain daily communication with the TC
- Maintain biweekly communication with the student's faculty supervisor. Contact the college supervisor with any concerns.

Role of the School District

- Provide TCs with district email addresses and access to all technology platforms
- Encourage cooperating teachers and other staff members to view TCs as an asset to remote learning and engaging them to involve them as much as possible
- Provide access to the college supervisor assigned to the teacher candidate in order to conduct remote observations
- Include TCs in professional development opportunities that are available to district instructional staff, including those focused on virtual or remote instruction