COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

Clinical Practice I and II
Remote Teaching and Learning Roles and Responsibilities

Roles and Responsibilities for Teacher Candidates

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

- Take initiative to become involved in remote learning, See *Engaging Teacher Candidates in Remote Teaching and Learning*
- Consider taking on specific tasks or subject areas, or continue to teach subjects for which you were responsible for last semster. 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.
- Ensure the school district has a copy of your substitute license so you may participate in synchronous remote instruction.
- Work with your clinical educator to arrange for virtual observations following the *Virtual Observation Guidelines*.
- Maintain daily communication with your clinical educator.
- Maintain weekly contact with your supervisor.
- Engage in remote meetings with your supervisor at least every other week.
- Respond to all emails from the college or the district promptly.
- If you are having difficulty engaging in remote learning for any reason (e.g. technology access, technology issues, lack of communication from your clinical educator or supervisor) contact the Office of Field Experiences.
- Maintain a log of all activities during remote instruction.

The following are guidelines for safety and professionalism for all video or virtual communication with P-12 students.

When communicating via video and/or virtual means, teacher candidate should:
- Clearly identify yourself by name and role.
- Follow any and all guidelines provided by the district and your clinical educator.
- Be respectful of students' privacy and feelings.
- Obtain your clinical educator'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 written permission to include them from your clinical educator and those people adhere to standards of professional dress and behavior.
- Ensure that no animals appear in synchronous or asynchronous video recordings unless you have written permission from your clinical educator to include the animal(s) to support learning.
- Use clear, concise, appropriate speech and text images.
- Discuss your plans with your clinical educator and document them in writing before any virtual meetings or activities with students.
- Document a summary and share with your clinical educators after any virtual meetings or activities with students.

Clinical Supervisor Role and Responsibilities
- Remain in communication with the teacher candidate weekly.
- Meet virtually with the teacher candidate at least every two weeks.
- Conduct the same number of required observations as in-person teaching.
- Conduct observations virtually using the *Virtual Observation Guidelines*.
- Maintain biweekly communication with the clinical educator.
- Work with the clinical educator to create a plan for the teacher candidate's role in remote learning. Possibilities for the teacher candidate include:
  - Recording asynchronous lessons to share with students
  - Creating lists of enrichment and extension activities for students
  - Working with small groups
  - Leading virtual morning meetings
  - Leading synchronous instruction
  - Organizing and creating asynchronous instruction
  - See *Engaging Teacher Candidates in Remote Teaching and Learning*
- If the teacher candidate is not fully engaged in remote learning, contact the Office of Field Experiences and create alternative activities for them such as:
  - Observing lessons of exemplary teachers and reflecting on them
  - Creating recorded lessons or activities to share in the eTOP library
- Complete all required assessments for the teacher candidate.
- Communicate with the teacher candidate's seminar instructor and the Office of Field Experiences if the student is not progressing or is not gaining enough experience to assess the teacher candidate's progress towards certification. This communication should happen as soon as there is a concern.

Role of the Clinical Educator
- View the teacher candidate as a partner in designing and delivering instruction. See *Engaging Teacher Candidates in Remote Teaching and Learning*
- Share specific areas where the teacher candidate may be able to independently create learning activities or extension opportunities for students.

- Provide the teacher candidate as much opportunity as possible for professional practice and growth.
- Provide the teacher candidate frequent feedback.
- Provide access, as much as possible, to district technology resources such as Google classroom, flipgrid, etc.
- Maintain daily communication with the teacher candidate.
- Maintain biweekly communication with the teacher candidate's clinical supervisor. Contact the clinical supervisor with any concerns.

Role of the School District and Clinical Educator
- Provide teacher candidates with district email addresses and access to all technology platforms.
- Encourage clinical educators and other staff members to view teacher candidate's as an asset to remote learning and engaging them to involve them as much as possible. See *Engaging Teacher Candidates in Remote Teaching and Learning.*
- Support the clinical supervisor in conducting remote observations of the teacher candidate. See *Virtual Observation Guidelines.*
- Include teacher candidates in professional development opportunities that are available to district instructional staff, including those focused on virtual or remote instruction.