



*Impactful and Effective Preparation of
Teacher Candidates during COVID-19;
Instruction, Assessment, and Virtual
Placements*

A Resource Guide

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The presence of COVID-19 has forced educator preparation programs (EPP) out of their traditional routines and thoughts have shifted towards how to continue to best prepare teacher candidates for our nations' classrooms. While many see these times as a disruption, they are not devoid of opportunity. EPP's may consider these times as an opportunity to consider that across the globe, teacher candidates are having a common experience, and a new opportunity to collaborate, all while considering a renewed meaning of teaching and learning.

This resource guide is meant to be a useful tool for educator preparation programs that focuses on three main areas: Instruction, Assessment, and Clinical Experience. Each section considers the need for adaptability based on individual programs, learner demographics, learner needs, cultural inclusivity, and varying modes of instruction (i.e., online, hybrid, face-to-face with social distancing measures).

This resource guide was developed from a working group of Education Department colleagues from Southwestern University and Spelman College. The group's combined experiences as current teacher educators (and former classroom teachers), represent the overwhelming diversity that exists in the field. This diversity is matched with individual expertise in varying areas within the field of education.

Target Area 1

Instruction

Translating Quality Instruction to the Online Environment



As EPP's seek out ways to translate our face-to-face practice to virtual, we want to ensure that we maintain the same programmatic integrity.

It is key to identify what face-to-face best practices to support teacher candidates, can successfully translate into the online space. To guide instructional practices, an EPP may develop an instrument to measure instructional and supervisory efficacy. This instrument will survey teacher candidates' views of the teaching and supervision they receive. It may also be beneficial to collect field notes in an online cloud-based interactive platform used to grade, provide feedback and critique live or pre-recorded videos of teaching demonstrations or assignments.

Target Area 1

Instruction

Key Considerations

In preparing teacher candidates and assessing our own pandemic pedagogies and practices, the following may be implemented:

1) Articulating a Critical Pandemic Pedagogy

2) Establishing positive learning environments online. Considering candidates' socioemotional well-being and advocating for Black Indigenous People of Color (BIPOC) learners in a COVID-19 environment

3) Ensuring we access specific culturally relevant inquiry-based teaching methods and learning strategies reimagined online using Learning Management System (LMS) and digital resources

4) Constructing authentic virtual assessment models that improve candidate planning, teaching and collaboration

5) Establish best practices for virtual college/university supervision using GoReact and/or Zoom to evaluate teacher effectiveness in clinical experiences using a culturally responsive Clinical Supervisory Developmental/Reflective Model:

Stage 1—Pre-observation Conference

Stage 2—Classroom Observation

Stage 3—Data Analysis and Strategy

Stage 4—Conference

Stage 5—Post-conference Analysis

6) Support cooperative teacher mentorship and collaboration during field based experiences.

Target 2: Assessment

Assessment provides a roadmap for instruction and growth. Not only do teacher candidates need to be taught assessment practices, but teacher educators need to be able to assess the developing practice of teacher candidates.



Target Area 2: Assessment (Teacher Candidates)

This chart provides considerations for how EPP's may continue to engage teacher candidates in learning and implementing quality assessment practices.

Example	Educational Resources	Mode of Instruction	Cultural Relevancy
Teacher candidates may create online assessments through communication and portfolio tools, to assess student mastery of content	SeeSaw, FlipGrid, TechSmith	Hybrid, online, and Face-to-Face with social distancing measures	Students may create assessments that cater to P-12 students' abilities and diversities, where they can provide specific feedback.
If working with a cooperating teacher, Teacher candidates may have a 10-15-minute phone conversation with a student to assess mastery of particular concepts or content	Phone OR Video Conferencing (Zoom, Microsoft Teams, Google Hangouts, FaceTime)	Hybrid, Online	This method allows students with various digital capabilities to fully participate and connect in the virtual classroom. Allows for teacher candidate to provide support to P-12 students.
Teacher candidates may preview recorded videos of teaching and create corresponding assessment/evaluate assessments.	ATLAS, Teaching Channel, State/ District Videos,	Hybrid, online, and Face-to-Face with social distancing measures	Teacher candidates should be exposed to a variety of classroom cultures/diversity through the videos.
Teacher candidates may preview recorded videos of teaching and evaluate the way in which the teacher assesses the students.	ATLAS, Teaching Channel, State/ District Videos	Hybrid, online, and Face-to-Face with social distancing measures	Teacher candidates should be exposed to a variety of classroom cultures/diversity through the videos

Target Area 2: Assessment (Teacher Educators)

Assessment is a key component to understanding teacher candidates' skills. This chart provides examples for how teacher educators can continue to assess candidates in their practices.

Example	Educational Resources	Mode of Instruction	Cultural Relevancy
Teacher educator can observe teacher candidate providing online synchronous or recorded lesson.	Zoom, Microsoft Teams	Hybrid, Online	Look for candidate attending to diverse student needs in virtual environment. Diversification of methods and content.
Online Video Assessment by teacher educator of Teacher Candidate practices in the classroom	Technology with recording capabilities	Hybrid, Online	Look for candidate attending to diverse student needs in virtual environment. Diversification of methods and content.
Teacher candidates create and administer assessments to students in a virtual classroom environment, with teacher educators providing feedback	Mursion, SIMSCHOOL	Hybrid, Online	Teacher candidates are provided with targeted opportunities to work with learners in a virtual classroom, which simulates the diversity of an actual classroom.

TARGET AREA 3: CLINICAL PRACTICE



Paramount to the success of teacher candidates, is their field and clinical experiences in P-12 classrooms. As EPP's are faced with a shift from traditional classroom experiences for candidates, there must be consideration for how to ensure that teacher candidates have quality hybrid or full virtual experiences. EPP's must also consider planning for re-integration of teacher candidates when health and safety permits.

Target Area 3: Clinical Practice



Placement options

Districts will determine what is allowed/encouraged/supported for student teachers and field placements. Options for placements may include:

Hybrid (combination of in-person and online teaching per district policy) OR Virtual Student Teaching/field placements



Options for Interactions

- Support role (i.e. help find resources, serve as assistant during synchronous classes, check work)
- Online one on one work with students from a class (i.e. math tutoring)
- Small group lessons (i.e. reading group)
- virtually co-teaching with cooperating teacher
- Use of Avatar Classroom Simulation Software



Health and safety preparedness

- Understanding transmission of COVID and the science behind the rules
- How placement schools will be operating
- Rules & guidelines for teachers
- Safety in school and online
- Mindfulness and Self-Care Practices to Support Social Emotional Learning
- Training in the Placement Schools Course Management System

Target Area 3: Clinical Practice



Training in the placement schools' learning management system

Management software may include:

- UNESCO Distance Learning Solutions
- Google Classroom
- Seesaw
- Study Island
- Padlet
- Canvas
- Class Dojo
- Freckle



Training in video conferencing software used by the placement district

Video conferencing software may include:

- Zoom
- Google Meet
- Microsoft Teams



Provide resources for tech tools and tech tips

- Phones-as a webcam (i.e. Droidcam). Phones can be made into a webcam either through Wifi or with a cable
- Live Zoom or other streaming of the lesson (for states requiring live remote supervision rather than recorded lessons of student teachers)
- Consideration for APPs that can be downloaded and are compatible in different formats (phones, websites etc)

Resources

Achieve the Core <https://achievethecore.org/teachingthecore> offers teaching videos, and they provide supplemental materials, such as lesson plans, a class profile, and student work samples.

<https://www.teachermagazine.com.au/articles/pre-service-teachers-and-managing-professional-placements-during-covid-19>

<https://districtadministration.com/coronavirus-free-teaching-resources-free-education-services-covid-19/>

Lipscomb University <https://ww2.lipscomb.edu/ayers/invest-Lipscomb> University offers a set of videos. Each candidate will need to create an account, but the account is free.

The Teacher Toolkit <http://www.theteachertoolkit.com/> is another site that offers videos and supplemental materials.