



Department of  
Education

Chancellor Richard A. Carranza

VERSION 1.0

# Remote Teaching:

## QUICK START GUIDE



**APRIL 2020**

### EDUCATOR EDITION

A guide to technical information, resources, and strategies to support remote learning.

[Teach From Home](#)

[Remote Learning Support Ticket](#)

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# A Note from Chancellor Richard Carranza

April 29, 2020

Dear Teachers,

Thank you for continuing to demonstrate a strong commitment to our 1.1 million students during this unprecedented time. There is no question that your jobs are more complex than ever: in addition to supporting students academically and emotionally, you are also preparing daily remote instruction and working tirelessly to improve your digital pedagogy.

In order to continue to support you in this work, we have compiled key guidance in the *NYCDOE Remote Teaching: Quick Start Guide*. The guide highlights technical information, resources, and strategies for effective remote learning. This publication also includes professional learning opportunities to assist your transition to remote teaching. It is designed to be a one-stop shop for any and all of your remote teaching questions.

The *NYCDOE Remote Teaching: Quick Start Guide* features both previously released and newly developed content on instructional methods and promising practices in remote learning, including:

- Considerations for Remote Teaching and Learning
- Resources to Design Standards-Aligned Remote Instruction
- Digital Tools to Enhance Instruction and Student Engagement
- Considerations for Communication with Parents/Guardians
- Remote Learning Champions and Professional Learning Opportunities
- Over 30 links to remote learning resources and supports for multilingual learners and students with disabilities

As teachers and school leaders know, it is important to provide students with daily opportunities to engage in rigorous remote learning in order for them to build their digital skills as readers and writers. While schools can develop their own school-wide protocols for what this will look like in each community, a balanced approach to remote instruction, where flexibility for students is

*continued on next page*

key, in all lessons, and across all units of study, is critical to the success of our students. I am confident that this guide will help you hone your digital teaching skills and hope that you will continue to attend the professional learning workshops offered through your Borough/Citywide Office or our central offices; you can find a list of those offerings at <https://diit.nyc/remotecal>.

The DOE's *Remote Teaching: Quick Start Guide* will be posted on the Info Hub at <https://infohub.nyced.org/> and updated regularly moving forward.

Thank you for continuing to provide your students with a rich, engaging learning experience.

In unity,



Richard A. Carranza  
Chancellor

## Be Social and Join The Online Conversation

Does your school have **Twitter** or **Facebook** profiles? Use them!

Do you use a personal Twitter account? Be part of the conversation too! If you want to set up an account for your school, please follow the [DOE social media guidelines](#).

Use our handles to mention/tag us on your tweets:

 **Twitter:** @NYCSchools — @DOEChancellor

 **Facebook:** facebook.com/nycschools

 **Instagram:** instagram.com/nycschools

Use our hashtag **#NYCRemoteLearning** on your posts!



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# Introduction

This guide aims to empower all NYCDOE educators with [resources and strategies](#) to develop rigorous remote instruction for all students that supports them socially, emotionally and academically.

This guide offers support for [educators and stakeholders](#) across New York City with [professional learning opportunities](#) and recommendations for [digital tools](#) to navigate remote teaching successfully. In order to access many of these resources educators will need to use their @schools.nyc.gov credentials.

Teaching in a remote environment requires teachers to be flexible, have patience, and experiment with digital tools to provide a rich learning experience for students. For some, teaching in a remote environment is new, while for others, it has been a part of technology driven instruction that has strengthened pedagogy over the years.

## How does Remote Teaching and Learning work?

Remote Teaching is a process by which teachers can educate synchronously and/or asynchronously. Synchronous teaching allows the teacher to interact with and educate students in real time. Asynchronous teaching is when teachers assign tasks or assignments for students to work on at their own pace. All assignments, content, files and discussions are available on digital platforms accessible on a mobile device, laptop or desktop computer.

In the synchronous and asynchronous delivery of remote instruction:

- Students learn according to their abilities and needs.
- Students' progress and pacing may differ.
- Timely feedback between instructor and student takes place.

Teachers provide synchronous and/or asynchronous remote instruction to students by using a Learning Management System (LMS) that functions as an online classroom. The most commonly used LMS platforms in the NYCDOE are [Google Classroom](#) and [Microsoft Teams](#) (in addition, DIIT provides [professional learning](#) and support for these platforms). Additionally, schools use video conferencing tools such as [Google Meet](#) and [Microsoft Teams](#) to facilitate real-time communication and discussions. Students have 24/7 access to classwork, assignments, discussions and feedback. On the next page are NYCDOE suggestions for online platforms:

LMS Platform	Description	Guidance
<a href="#">Google Classroom</a>	Students and teachers organize assignments, boost collaboration, and integrate with G Suite (Google Classroom, Google Drive, Google Docs, Google Sheets)	<a href="#">Teach From Home</a> <a href="#">Getting Started with Google Classroom</a>
<a href="#">Microsoft Classroom Teams</a>	Students and teacher collaborate, communicate, and share files using Microsoft 365 (Work, Excel, Powerpoint, Sway, Immersive Reader)	<a href="#">Getting Started with Teams</a>

Tool	Benefits	Resources
<a href="#">Microsoft Teams</a>	Provide web, audio, and video conferencing using the device of your choice. Integrated with Microsoft 365.	<a href="#">Getting Started with Teams for Video Conferencing</a>
<a href="#">Google Meet</a>	Easy-to-join video conferencing, fully integrated with G Suite	<a href="#">Getting Started with Google Meet</a>

NOTE: For maximum compatibility with these resources the following web browsers are recommended: Google Chrome, Microsoft Edge, and Firefox. As of this publishing Safari is not yet compatible with Google Meet or Microsoft Teams.





### A note from a NYCDOE elementary school teacher

We all have to make the best out of our current situation. Live meeting platforms such as Google Meets have allowed my students to see their classmates once again. Today, I listened in as one of my first graders was explaining what a bunk bed was to another student; another student shared what he knows about piranhas. It felt really good to see them chatting with each other. As far as lessons go, I try to keep them short and to the point, adding voice and visuals to enhance student understanding. I have to make sure my lessons are as clear as possible, and the task is meaningful without being too difficult or frustrating for a student to complete independently.”

—Judy Yung, 1st grade teacher at P.S. 20Q John Bowne Elementary School, District 25



## Considerations for Remote Teaching and Learning

Remote teaching and learning requires many practices similar to classroom instruction but also has its own unique set of considerations. The section below contains strategies, techniques, and tools that educators in the field have recommended for effective instruction in a remote environment.

### ■ Communication

- Identify students' preferred method of communication (phone, email, chat, videoconference)
- Incorporate all stakeholders into remote learning instruction (paraprofessional, co-teacher, related service providers, etc.)
- Set up and communicate a schedule
- Be flexible to meet varied needs of students
- Establish positive behavioral expectations
- [Model digital citizenship](#)
- Post timely and positive announcements
- Provide consistent feedback

### ■ Technical Skills and Troubleshooting

- Check and answer emails daily
- Confirm/establish [student email accounts](#)
- Set up time schedule for availability



## ■ Develop Classroom Structures, Protocols and Culture

- Establish routines
- Provide clear and explicit directions
- Utilize classroom and one-to-one paraprofessionals to support design of materials, activities, and lessons
- Offer tutorials, screenshots, video and audio recording via LMS
- Teach skills necessary to engage with digital tools
- Present content in a consistent format
- Communicate frequently
- Use encouraging language

## ■ Planning for Instruction

- Continue to use standards-aligned resources ([Learn-at-Home](#) and [TeachHub](#) Resources)
- Include technical skill development in learning objectives
- Set daily/weekly goals (be flexible)
- Co-create rubrics and/or assessments to clarify expectations
- Use digital tools for student engagement
- Translate content for Multilingual Learners
- Ensure assignments are scaffolded
- Incorporate student IEP goals into every lesson and activity
- Integrate assistive technology for students with disabilities



### **A note from a NYCDOE middle school teacher**

I quickly learned that setting up a remote classroom was a lot like setting up a normal one in the beginning of each year. Establishing routines and making sure that relationships were strong were the critical first steps. That meant making sure that work in Google Classroom looked consistent across all content areas and that I was making countless FaceTime tech support and check-in calls.”

—*Evelyn Copeland, X593 Bronx International Middle School, District 9*



## Resources to Design Standards-Aligned Remote Instruction

The Office of Curriculum, Instruction, & Professional Learning in collaboration with numerous central offices including the Division of Multilingual Learners and the Division of Specialized Instruction and Student Support have worked to produce, modify, and adapt standards-based instruction for each grade band. All teachers are able to access and use these resources via the [TeachHub](#).

The Division of School Climate and Wellness created resources to support robust Social-Emotional Learning instruction and social-emotional wellness for children and adults. These resources build on our citywide SEL programs of Ruler and Sanford Harmony for Elementary Schools and [Restorative Practices](#) for Middle and High Schools. See below for specifics.









- Each grade band folder on [TeachHub](#) has a Social Emotional Learning folder that includes: resources to facilitate SEL instruction via Remote Learning, sample weekly SEL plans for RECs or Remote Learning and resources for adult SEL & wellness
- Student and family facing wellness activities, aligned to each domain of the Supportive Environment Framework, are publicly accessible on the [Learn at Home](#) site
- COVID-19 specific articles and social-emotional resources for families are posted on the [NYCDOE Crisis page](#), as well as these [crisis support resources posted on the InfoHub](#).

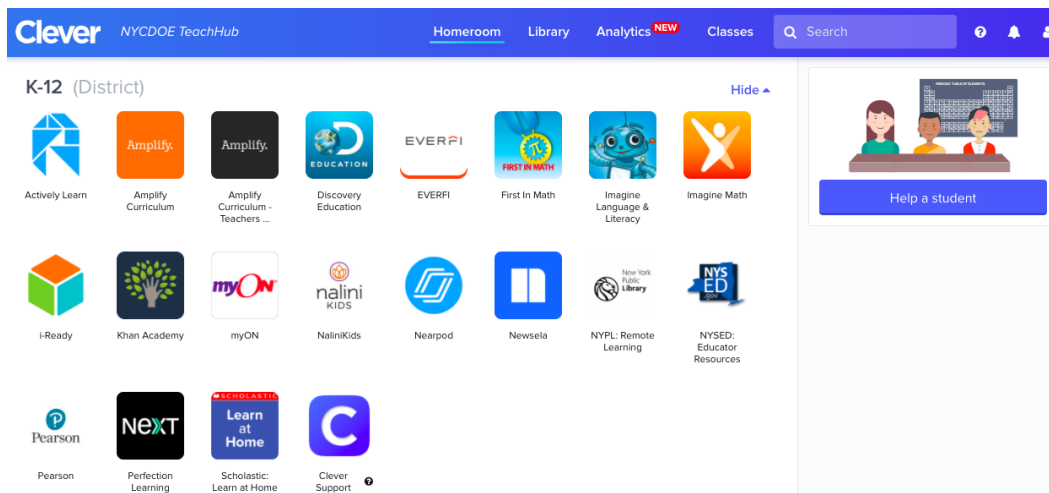
The [Teach from Home](#) landing page was designed to support teachers and school staff with access to resources as they engage students in remote learning. The site provides two important links:

1. The [Get Started at the Teach from Home](#) section of the InfoHub with resources and quick links for getting set up.
2. The [Teach from Home Technology](#) page for information on Google Classroom and Microsoft Teams.

My apps

Q What app are you looking for? Sort by A-Z ▾ ☰

 1. TeachHub	 2. Google Classrooms	 3. Elementary Instructional Materials	 4. High School Instructional Materials
 5. Middle School Instructional Materials	 6. 0365	 7. Remote Learning Resources April 9-17	 Beyondtrust



The Teach from Home landing page also includes access to [TeachHub](#), the new remote learning portal, for links to standards-aligned Instructional Resources for K–5, 6–8, 9–12 in all subject areas, including resources for multilingual learners and students with disabilities. The site also provides access to Google Classroom, Microsoft 365 and TeachHub, a launchpad for [Educational Applications](#) that are free and easily accessible by teachers and students. **Teachers and students should log in to the Remote Learning Portal using their DOE credentials without the @schools.nyc.gov suffix.**

## Helping Students Get Started with Learning from Home

Students can access their learning tools via the new [Remote Learning Portal](#). If schools are not fully set up with G Suite, students should use their new [@nycstudents.net](#) accounts to access and use Google Classroom. These accounts will get all students into Google Classroom, Microsoft 365, and TeachHub, where they are able to access other [Educational Applications](#) provided for free.

To help students obtain [their login credentials](#) for the resources located on the Remote Learning Portal:

1. Teachers can [download student account information](#) via STARS Admin.
2. Teachers can direct students to the [Student Account Self Service](#) page where students are able to set up their accounts using their OSIS number and birthday. The DOE has created a [How-To Video](#) to help students get set up. Once the student has set up credentials, they will not have to complete this step again unless they need to reset their password.

If students already are able to log into the school’s G Suite tools (including Google Classroom), they will also need to log into the Remote Learning Portal to access the additional resources provided by the DOE to support student learning using the same credentials.



# Digital Tools to Enhance Instruction and Student Engagement

To support all learners, there are many digital tools that differentiate content and facilitate student engagement including:

- [Digital Tools and guides](#) (Google Slides, Pear Deck, Kahoot, PowerPoint, Immersive Reader, etc.)
- [Digital icebreakers](#)
- Consistent and purposeful directions
- Clear structures (presentation slides, digital graphic organizers, Word/Google documents)
- Formative assessment digital tools (i.e., interactive questions, polls and surveys)
- Activate background knowledge
- Promote and facilitate student-led questions, discussions, and presentations
- Embed social and emotional learning activities
- Model coping skills with technical issues that arise during live instruction
- Digital Choice Boards
- Differentiated modalities to elicit student response



## A note from a NYCDOE high school teacher

Many of my students did not have adequate internet access at home and requested devices through the DOE. To my surprise the devices were delivered to the students more quickly than I expected! Once the initial scramble to get all the remote learning tools and systems in place was behind us, I was able to use more of my planning time focusing on expanding my technology ‘toolbox’. Just getting to the point of having a basic awareness of all the apps and resources available to us can be daunting. I think the DOE’s Remote Learning Guide will be a great resource to help us navigate and orient ourselves in this new landscape.”

—Brendan Kolbay, X403 Bronx International High School, District 9



## Designing Instruction That Supports All Learners

To support all learners, there are many digital tools that differentiate content and facilitate student engagement in a remote learning environment. In addition to the Learning Management System (LMS), teachers should provide tutorials or create guided videos that allow learners to be comfortable in navigating the LMS, in videoconferencing with teachers and peers, and engaging in learning with digital tools. Create support structures and community amongst students by engaging in organic and authentic conversations. Additionally, for each lesson, teachers should consider accessibility, which include:

- Support all learning styles in navigating the Learning Management System
- Establish and facilitate spaces for content-rich conversations and 1:1 check-ins
- Provide multiple entry points to learning with digital tools
- Design scaffolds, accommodations and leverage digital tools necessary to support multilingual learners, students with learning differences and students with disabilities
- [Make content accessible](#)

In order to support access, Google and Microsoft provide many accessibility features that could be used with all students. An overview and directions on how to enable these features can be found at [Google Accessibility](#) or [Windows Accessibility](#).

### **A Closer Look at a Promising Practice: A Remote Flipped Learning Approach**

An approach that may help a teacher structure his or her lessons/units of study revolves around the [“flipped approach”](#) to learning. This approach inverts the classroom model: students receive content and instruction at home (via video, printed or digital text, audio, etc.) and then receive differentiated support when they arrive at school. In a remote setting, the same model—although executed differently—may serve to help teachers support students individually or in groups. The delivery of the remote flipped approach may manifest itself in the following suggested sequence:

- 1. Pre-Work:** Teachers assign to students scaffolded content in the form of video (pre-recorded or through other platforms), printed or digital text, audio clip, etc. Students activate and build their knowledge from these texts and content. Although we accustomed ourselves to this part of the day being “live,” this should not be the live part of the remote flipped classroom—it may be done asynchronously.

*(continued on next page)*

**2. Formative Assessment:** To help gauge student understanding of content while they learn remotely, it is vital that some sort of formative assessment be assigned for students to complete. This formative assessment, aligned to the pre-work completed by the students, can be in the form of a quiz or form assigned in Google Classroom, a completed and submitted graphic organizer, or other mediums chosen by the teacher or student. For example, a student or teacher may decide to respond to content orally via [Flipgrid](#) or decide to garner responses from students collaboratively through [Padlet](#).

**3. “Class” Time (Differentiated Support):** Based upon the students’ responses to the submitted formative assessment, a teacher can support students by meeting—preferably live—in small groups or individually. This can be particularly helpful to co-teaching environments, where an ENL and classroom/subject teacher can collaborate to deliver small group instruction based upon the needs of the students. Consequently, this will allow students to receive targeted instruction based upon the data gleaned from the formative assessment piece.

Furthermore, this time can allow a small group of students to work together or give time for them to ask questions pertaining to the content. For MLLs/ELLs, for example, this would be a great opportunity to group students together who share the same home language, allowing them to collaborate and discuss content with their peers. It is up to the teacher to decide, based upon the work submitted by the student, how he or she wants to scaffold and differentiate the support during this “class time.” This part, unlike the pre-work facet, may be done synchronously or live.

It is important to note that there is no “gold-standard” for flipping a classroom. This approach is heavily contingent upon a teacher’s strengths and comfort with this approach, but it can serve as a model or a way of thinking to help teachers plan lessons and/or units effectively while students learn remotely.

For more information, view [Flipping the Classroom: A Strategy to Differentiate Instruction for MLLs/ELLs](#). Although the webinar was designed for Multilingual and English Language Learners, the information may offer some insight as to how teachers can appropriately strategize remote synchronous and asynchronous learning for their students.

## Scaffolding

Scaffolding is an instructional tool that progressively improves students' independence and understanding of the content by providing temporary supports.

[Scaffolding Instruction for Multilingual Learners and English Language Learners \(MLLs/ELLs\) K–12](#) and [Scaffolding Mathematics for All Grade Levels](#) are resources designed to support teachers in the development and delivery of remote learning. These documents present examples for several types of scaffolding, in that they support teachers to:

- Build background knowledge;
- Target vocabulary development;
- Increase access to grade-level texts;
- Use home language as a resource; and,
- Build student agency.

For examples of how to use these scaffolds in science view [Scaffolding Amplify Science Curriculum: Supporting MLLs/ELLs Online](#), for mathematics view [Scaffolding Math for MLLs in a Remote Setting: Building Student Agency Through Prompts](#), and for Social Studies view [CR-S knowledge-building Remote Learning Cycles for MLLs/ELLs](#).

Although the above-mentioned webinars highlight specific content area scaffolding, some of the remote tools to scaffold may carry over into other content areas.

## Translation for Multilingual Learners and English Language Learners

The NYCDOE recognizes and regards a student's home language as an asset for teaching and learning. One way to value and affirm a student's home language in a remote learning environment is to provide digital translation tools that can assist students in accessing content. Guiding our learners through the text and speech translation features creates an inclusive digital classroom further enhancing their learning and opportunities for engagement.

### MICROSOFT TRANSLATOR AND IMMERSIVE READER INFORMATION

- [Translator app and features](#)
- [Translator for teachers, students, and parents](#)
- [Immersive Reader app and features](#)
  - The immersive reader allows students to translate online material in Microsoft platforms. It also allows students to chunk text into sections and have the text read to them. Immersive Reader can also be used in [Nearpod](#) and [PearDeck](#).

## GOOGLE TRANSLATE INFORMATION

- [Translate app](#)
- [Translating the Chrome Browser](#)
- [Translating Google Docs](#)

For more information on how to use Microsoft Translate and Immersive Reader features to support remote learning, view [Scaffolding Amplify Science Curriculum: Supporting MLLs/ ELLs Online](#). The video will move through a full lesson from the Amplify Science curriculum and demonstrate how these tools can create accessible online activities. Although this video is science-specific, the translation tools used can carry over to other content areas.

## Considerations for Students with Disabilities

Every student with an IEP should have a current Special Education Remote Learning Plan in place. Guidance is available for the [Special Education Remote Learning Plan](#).

Additionally, some students may require accommodations so that instructional mastery can be attained as determined by their IEPs. An extensive list of accommodations is available in the [NYCDOE Testing Accommodations Guide](#). Some examples include:

- Graphic Organizers
- Using larger print
- Text-reader technology
- Flexible scheduling

Accommodations do not change the instructional level, content, or criteria for meeting a standard, but rather enhances the strategies used to teach the content or change how instruction is delivered, particularly with regard to the different uses of technology, platforms, and multimedia.

Specially Designed Instruction (SDI) is mandated for students with disabilities, as per their IEPs. Special education teachers should be planning remote instruction with these principles in mind to optimize students' learning and achievement. Additionally, special education teachers should incorporate their students' IEP goals during remote instruction and regularly [monitor progress](#) in alignment to the students' recommended Special Education program.

Students should continue to receive all supports previously provided as determined by their IEPs during the remote learning period. This includes support from the [paraprofessional](#), [co-teacher](#), [SETSS provider](#), and [related services providers](#). Special education educators are encouraged to visit the [professional learning calendar](#) for ongoing support on these and other special education topics.

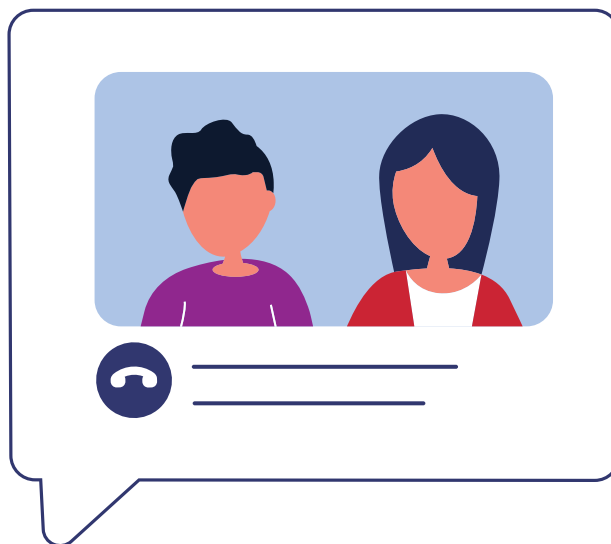




## Considerations for Communication with Parents/Guardians

It is vital to maintain contact with students and their families. Below are some considerations for the establishment of ongoing home-school communication and partnerships.

- Verify correct contact information
- Identify preferred method of communication (phone, email, text, LMS)
- Establish a schedule of office hours when parents/guardians can contact you
- Communicate expectations for participation and engagement in the remote learning environment
- Notify parents/guardians of the student's accomplishments and areas of need
- Connect families to the [Learn from Home](#) landing page for Information, Activities, and Technical Tools and Support
- Offer a [Google Classroom Demo](#) for students and parents
- Use NYCDOE email or platforms when communicating with students or parents/guardians
- Use the Division of Early Childhood Education [suggestions](#) for checking in with families/caregivers about remote learning



# Remote Learning Champions and Professional Learning Opportunities

To support educators in remote learning, borough/citywide colleagues were called upon to serve as Remote Learning Champions (RLCs) to support the technological and instructional needs of Borough/Citywide Offices (B/COs) and schools in their communities. RLCs will stay informed on the latest updates and guidance on remote learning, engage in professional learning opportunities, and learn new remote learning technologies and techniques. RLCs will provide feedback on Remote Professional Learning offerings for school staff and B/CO colleagues, while supporting the development of model remote learning strategies.

In addition to RLCs, remote professional learning opportunities are being held on a daily basis by DIIT which can be accessed below:

- [Remote Learning Calendar](#)
- [Digital Accessibility and Translation Learning Calendar](#)
- Join the Microsoft Teams created to support Remote Learning
  - [Google Classroom Online Support](#)
  - [Microsoft Learning Online Support](#)





## Additional Resources

- [Division of Multilingual Learners Microsoft Stream Channel](#)
- [Guidance for Remote Learning in 3-K and Pre-K](#)
- [International Society for Technology Education \(ISTE\) Standards](#)
- [Learn at Home for Multilingual Learners and English Language Learners](#)
- [Learn at Home for Specialized Instruction and Student Supports](#)
- [National Standards for Quality Online Teaching](#)
- [New York State’s Cultural Responsive and Sustaining Education Framework](#)
- [NYS Education Department: Ed Tech Educator Resources](#)
- [NYU’s Guidance on Culturally Responsive-Sustaining Remote Education](#)
- [Optional Instructional Resources for MLLs/ELLs](#)
- [Social Emotional Learning \(SEL\)](#)
- [Specially Designed Instruction \(SDI\)](#)
- [Universal Design for Learning \(UDL\)](#)
- [Video Resources for World Language Educators](#)
- [Virtual Advising for MLLs/ELLs 9–12](#)
- [World Languages Resource Guide](#)





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