GW Teach

NEWSLETTER

SEPTEMBER 2020

PREPARING TO TEACH IN A VIRTUAL SEMESTER

LESSONS LEARNED FROM SPRING 2020: IMPROMPTU REMOTE LEARNING

Last semester, we were all abruptly launched into a virtual environment. For DCPS teachers, that meant completely reimagining their classrooms and how they interact with students. It was an unexpected and difficult transition, but all teachers made it

work! Below are some tips and tricks from GWTeach students who made the transition to remote learning last semester:

Remember that students are transitioning to a virtual classroom too. Students have to adjust to all the different virtual learning platforms, balance teachers' different expectations for the remote period, and adjust to being at home 24/7! Many miss seeing their friends (and you!) in person, so they might not be participating to the same extent as they did in class. Try to spotlight them as much as possible, reminding them that you miss them as much as they miss you!

Check in with your school's policies for remote learning. Every school has different standards of universal design. Your school could have a specific platform for distributing materials, schedules for (a)synchronous classes, and means of accommodating special education students.

Look around for virtual resources. Though virtual learning is different from in-person learning, that does not mean it's inherently less interactive! There are many platforms designed for educators to use in their virtual classrooms, including online whiteboards, discussion boards, and labs/simulations.

Try to be as detailed as possible if you're teaching asynchronously. Since you aren't present to help students, clarity is essential for students to be able to follow an assignment's instructions and to avoid possible misconceptions. It might be helpful to brainstorm possible student mistakes beforehand, and provide additional information addressing those mistakes.

Make sure everyone has the time and space to share their ideas. Bringing students' voices to the classroom may be difficult in a virtual setting, but it's essential to their autonomy and self-efficacy in learning. You can use break out rooms for small group discussions, create a virtual discussion board where students can respond to each other, and provide feedback to worksheets with open-ended questions.

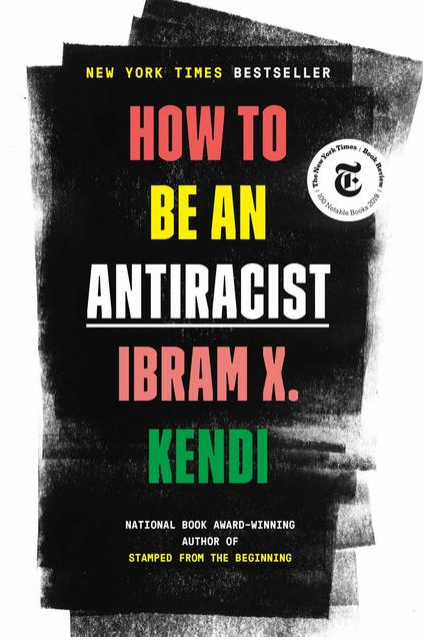
If you are able to, have one camera for your face and another for the worksheet. This will make your students' virtual experience feel as if it's in-person, making their virtual experience more engaging!

UPCOMING EVENTS

READING & DISCUSSION GROUP

Thursday, September 10th from 7-8pm

- We invite all members of the GWTeach community to join us for a monthly reading and discussion group to explore how we can take action to promote equity, justice, and opportunity for all students.
- This semester, we are reading *How to be an Antiracist* by Ibram X. Kendi. We will meet at the beginning of the semester to discuss this text



through the lens of education. Every month throughout the remainder of the semester, the group will select a relevant article to read and discuss.

PAST EVENTS

VIRTUAL ICE CREAM SOCIAL

GWTeach always welcomes its students back with an ice cream social, and this semester was no different! Despite being virtual, GWTeach students had the opportunity to kick off the Fall 2020 semester together.

"It was so nice to see everyone's faces," GWTeach student Esther Kim stated. "It has felt like so long, especially after seeing everyone every day in the office!"

GWTeach students were randomly sorted into virtual breakout rooms multiple times, so everyone had a chance to meet and mingle with each other. A few GWTeach alumni members also dropped by, giving us updates on their lives as successful teachers and graduate students.

Upset you missed the Virtual Ice Cream Social with GWTeach? Visit us at https://www.instagram.com/gw_teach to stay updated on GWTeach happenings!

GWTEACH SPEAKS

Thursday, September 3rd from 6-7pm

Last Thursday, GWTeach student Jordan Bower took to Instagram to speak about what GWTeach means to her. Jordan touched upon her experiences in actual DCPS schools, her favorite science experiments to do with students, and what makes GWTeach such a tight-knit community.

Head over to our Instagram (@gw_teach) every Thursday for more GWTeach Speaks!

SCHOLARSHIP OPPORTUNITIES

GWTeach Financial Need Scholarship: Financial Need Scholarships are awarded up to $10,000 per year for GWTeach students pursuing a career in education and who display financial need. Scholarships are also awarded for students who want to explore GWTeach by taking Step 1 or Step 2, but are over the credit limit. **Applications are due by September 13th, 2020.**

GWTeach Apprentice Teaching Scholarship: Apprentice Teaching Scholarships are scholarships for $5,000 per year for students pursuing Teacher Certification. **Applications are due by September 13th, 2020.**

Barbara Lotze Scholarship for Future Physics Teachers: The American Association of Physics Teachers offers scholarships for future high school physics teachers. Undergraduate students enrolled, or planning to enroll, in a physics teacher preparation program are eligible to apply. Must be a U.S. citizen attending a U.S. college or university. Successful applicants receive a stipend of up to $2,000 and a complimentary AAPT Student Membership for one year, up to four years. **Applications can be submitted online at any time.**

VIRTUAL RESOURCES

MIRO: ONLINE COLLABORATIVE WHITEBOARD PLATFORM

Recording and comparing students' ideas is one of the most insightful classroom practices. Concept maps, class discussions, and scientific argumentation all provide information on student learning. Without these tools, teachers would never be able to catch misconceptions and move to higher-level thinking.

How can we bring these practices to our virtual classrooms? One such tool is Miro, an online collaborative whiteboard platform.

Teachers and students can use sticky notes, shapes, and create boards for students to document and organize their thoughts on. Multiple students can work on one board at

once, allowing for collaboration. Small groups have the option of zooming into one section of the board, then zooming out to see every groups' thoughts.

Miro is great for teachers thinking of bringing concept maps, sorting cards, and argument-driven inquiry to their virtual classrooms. Miro is free to use and may be accessed at miro.com.

UTeach STEM Educators Association

PROFESSIONAL DEVELOPMENT OPPORTUNITY: BLENDED, REMOTE & HYBRID LEARNING

Join lively, interactive conversations over blended, remote, and hybrid learning. Topics will be chosen based upon participant input. All USEA members, including UTeach alumni are welcome and encouraged to attend.

Upcoming sessions:

- September 16th, 4pm ET/ 3pm CT: Virtual Inquiry Lesson – Electric Circuits, with Sumudu Lewis of UTeach UMass Lowell

GW LISTENS

GW Listens is a free and anonymous peer support hotline for the GW community. You are invited to speak with student volunteers who are here to help, listen to, and support you.

The GW Listens hotline will be open from 9pm to 1am, Sunday through Thursday for the rest of the semester.

GW Listens is accessible by text at 202-902-8255 or by online chat.

GWTEACH BIRTHDAYS

HAPPY BIRTHDAY TO...

- Molly F.
- Oliver P.
- Michelle H.
- Alexa V.

- Nolan D.
- Reem B.
- Alyson R.
- Fiona W.
- Lia H.
- Chris C.
- Bella P.
- Emily W.

VOLUNTEER OPPORTUNITIES, JOB POSTINGS, & FELLOWSHIPS

KNOWLES TEACHER INITIATIVE

Knowles TEACHER INITIATIVE
Transforming Mathematics & Science Education

The Knowles Teacher Initiative is accepting referrals for the Knowles Teaching Fellowship. Fellows receive mentoring and coaching from a staff of experienced teachers and teacher educators, financial support, and membership in a nationwide community of more than 450 mathematics and science educators.

To be eligible for a Knowles Teaching Fellowship, applicants must:

- have the capacity and determination to commit to teaching as their primary career;
- have earned a degree in a major related to the mathematics or science discipline they intend to teach between 2011 and September 1, 2021;
- have earned or will earn a valid state teaching credential/certificate/license that enables them to teach mathematics or science in grades 9–12 in the United States no earlier than January 1, 2016 and no later than September 1, 2021; and
- be entering their first or second year as teacher of record during the 2021–2022 academic year.

If you are interested in being referred for the Knowles Teacher Initiative, please reach out to a Master Teacher. **The application deadline is January 18, 2021.**

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