Montclair State University
Teacher Education Program
Clinical ONE Cooperating Teacher Plan

Big Picture: Teacher Interns should focus on helping cooperating teachers as much as possible with remote teaching activities and any with any other needs such as parent and student reach-out. P-12 students are the top priority at this time.

Compensation: Cooperating teachers will be paid as they normally would for the semester, though payments will likely be delayed under present circumstances. In cases where a split was supposed to take place for the second half of the semester and does not due to school closure, the “first” CT will receive the entire honorarium.

Evaluation vs Support: The balance between evaluation and support is shifting significantly toward support. In these extraordinary times, we will act with a generosity of spirit and assume that interns are doing the best they can do under the circumstances. While a final Assessment of Clinical Practice I will still be submitted by the cooperating teacher(s) as outlined below, Teacher Education Program faculty and staff have determined that Clinical I interns who are on track will receive a passing grade for the semester (B- or better).

The State 175-hour Requirement: The State requirement of 175 hours has not changed and 175 hours are still required to receive a passing grade for Clinical I and Seminar I. What has changed is how those hours may be met. The State understands the present circumstances and challenges. Therefore, Clinical I interns who have been on track to complete their hours and on track in terms of meeting MSU standards for Clinical I in the classroom will work with their Seminar instructors to determine alternate ways to meet the 175-hour requirement. Please note:

- Those cases where an intern is identified as not meeting standards will be discussed collectively in what we call “360” conversations between CTs, instructors, and clinical internship faculty and staff. Interns will be notified of the results of this conversation and will have an opportunity to participate in a conversation as well. Interns about whom there are concerns will be notified by April 2nd if not earlier.

- The absence reporting system has been suspended for those cohorts who were tracking days versus hours. All interns will be required to show evidence to their Seminar instructors of having completed 175 hours of Clinical I work. Details about what “counts” toward this work are provided below.

- Interns in split placements have several options and should discuss them with their cooperating teachers if they have not already:
  - Remain with the first-split teacher given intern has worked with them already
  - Work with the second-split teacher if intern is able to do remote teaching with that teacher and their students
Work with BOTH teachers if it will help the intern stay on track with completion of hours and to provide support that both teachers may need

GUIDELINES for Cooperating Teacher responsibilities between now and May 8th:

1. Include the intern as much as possible in planning, delivery, and assessment of remote instruction. This includes having them research topics for you, assist with technology options, grading homework, etc.

2. Complete the Assessment of Clinical Practice I in the Tk20 system during the week of May 4th. The assessment may be submitted late for those with extensions.

3. In cases where interns are significantly “behind” in accruing hours, consider inviting the intern to continue beyond May 8th so that they may continue to gain hours while also helping you however they can.

4. In cases of “split” placements, work with the intern to ensure clarity about who the intern should be working with from this point forward.

5. Make sure you have completed the honorarium paperwork - see the cooperating teacher web site at https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/ for all the information you need to do this.

Experience suggestions we have shared with interns for meeting the 175-hour requirement:

- If okay’d by your CT, extend your Clinical I hours beyond May 8th to continue to accrue “regular” Clinical I hours for remote teaching. You will receive an Incomplete as a placeholder grade for Clinical I/Seminar which will be changed to a letter grade (or “pass” if you choose that option) upon completion of your hours. This option is highly recommended for interns who are actively involved in remote teaching.

- If your CT is able to provide you with topics that you will be teaching in the fall as a Clinical II intern, begin to prepare for those topics by doing research online if you need to brush up on the topics; read materials recommended by your CT; look for best practices online for these topics, including critical thinking questions, authentic assessments, etc. Begin to correlate topics with state and national standards in your certification area. Consider how you would approach the topics both in person and via online learning.

- Plan lessons specifically designed to be taught online in a synchronous context for a topic you would have been teaching or would like to have taught. Share the plan, how it fits into the larger picture of the unit it is or would be part of, and be sure to address how an online lesson would be structured to meet the needs of all learners. Teach the lesson
(as you would to an online class) via ZOOM or similar to a peer or group of peers.

- Participate in an online-delivered lesson taught by a peer and provide critical feedback after the lesson in real time. In other words, peers who participate as students in the experience above earn credit toward their hours through their participation.

- Identify a peer who is teaching remotely. Collaborate with that intern in preparing a lesson they need to teach and help them create a lesson plan. Share all steps from planning through implementation and assessment with your Seminar instructor, including reflection on the lesson.

- Refer back to a lesson plan you taught previously and revise/add to it: Based on your reflection of the experience teaching it, analysis of student learning, and feedback. Include more or different ways to differentiate or include multiple means of representation, expression, or engagement (a.k.a. Universal Design for Learning). Find or make the materials that would be used for this revised lesson. Add materials, essential questions, or learning goals that incorporate anti-racist, anti-bias perspectives and aims. Find or make the materials that would be used for this revised lesson.

- Plan a model lesson that you might use for a job interview. This can be a lesson designed specifically to be taught online, or in person, or both.

- Have another idea? As long as it is something that helps prepare you for the classroom and it’s legal and your seminar instructor gives it a green light, go for it.