Montclair State University
Teacher Education Program
Clinical ONE Teacher Intern Plan

In these extraordinary times, faculty, staff, and cooperating teachers (CTs) will act with a generosity of spirit and assume that interns are doing the best they can do under the circumstances. Interns who were on track in Clinical I prior to school closures will receive a B- or better for Clinical I and Seminar I (i.e., a passing grade). The Clinical I internship has now shifted toward a support model in which we ask interns to consider all the ways they can support P-12 students and their CTs and so we hope that “guaranteeing” a passing grade will alleviate some stress and anxiety about this semester.

At the same time, 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 March 27th 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 done so already:
  - Remain with the first-split teacher given you have worked with them already
  - Work with the second-split teacher if you are able to do remote teaching with that teacher and their students
  - Work with BOTH teachers if it will help you stay on track with completion of hours and to provide support that both may need

---

**GUIDELINES for your Clinical I responsibilities between now and May 8th:**

1. Complete the new Clinical ONE status survey - it is similar to the first one you did last week, but we know a lot has changed in the past week. Also, we are asking split
placement interns to clarify who they are working with. Please complete it by this Friday, March 27th even if nothing has changed. Thank you! 
https://forms.gle/sPyX2mvTQuWpT36w8

2. Work with your seminar instructor to determine how you will track hours for Clinical I. Tracking should include dates, times, and description (e.g., in person, remote teaching, or one of the items below). A template is provided [here](https://forms.gle/sPyX2mvTQuWpT36w8) for you to use, but please check in with your seminar instructor first. **The following can be counted toward your hours:**

   a. All planning time for remote teaching
   b. All instructional time for remote teaching (whether direct or indirect, online or not online)
   c. All additional work (parent calls, administrative work, etc.) you do for your CT and students
   d. Video reviews of teachings as arranged in Seminar
   e. Portrait of the Learner analysis as arranged in Seminar
   f. Any work related to edTPA preparation (e.g., edTPA lite for P-12 interns or Portrait of Teaching and Learning for P-3/K-6 interns)
   g. All work on the experiences listed below counts toward hours

3. Remind your CTs to complete the Clinical I assessment in Tk20 during the week of April 27th. The final Assessment should not be submitted before that time unless you finish with the CT before that time. The assessment may be submitted late for those with extensions.

**Experience suggestions for meeting the 175-hour requirement:**

(These are in addition to the items listed in #2 above.)

- 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.