Montclair State University
Teacher Education Program

Clinical II 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. The only exception will be in cases where a split was supposed to take place for the second half of the semester and does not due to school closure.

Evaluation vs Support: The balance between evaluation and support is shifting significantly toward support at this time. 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 progress reports will still be submitted where appropriate as outlined below, Teacher Education Program faculty and staff have determined that Clinical II will become pass/fail for this semester. Cooperating teachers (CTs) will still be asked to submit a letter grade, but:

1. We will strongly encourage mentors and CTs to assign A’s to interns across the board except in cases where the intern was not meeting standards prior to school closure.
2. Those cases where the intern has not been meeting standards will be discussed collectively in what we call “360” conversations between CTs, mentors, instructors, and clinical internship faculty and staff.
3. Caroline Murray will be assigning a grade of A to every intern who is identified as meeting standards.
4. This policy will be transparent and shared with all stakeholders to alleviate intern worry about completing Clinical II this semester.

OVERVIEW of cooperating teacher responsibilities between now and May 1st (later for interns who have been required to extend - those extensions remain in place):

1. If an intern is teaching remotely all or part time, CTs are asked to complete at least two (2) more official observations.
2. If an intern is unable to teach remotely and has little/no contact with their students, “observations” will be replaced by other experiences that the university mentor will be responsible for coordinating. We encourage cooperating teachers to consider any and all ways in which an intern can be helpful at this time: online tutoring, checking in with students or parents, creating lessons for you to use even if they cannot teach them directly; helping conduct research for lessons/units; helping colleagues, etc.
3. If you feel your intern was not on track to successfully complete Clinical II this semester prior to school closure, complete the survey sent to you by Caroline Murray (email murrayc@montclair.edu for link).

DETAILED GUIDELINES for cooperating teacher responsibilities between now and May 1st:
1. If an intern is teaching remotely all or part time, CTs are asked to complete at least 2 more official observations.
   a. Observations should be scheduled for April to allow you and interns more time to adjust to remote learning.
   b. Observations generally should consist of the following:
      i. Pre-observation via phone regarding what will be taught directly or asynchronously to students. Materials and lessons should be shared in advance, as usual.
      ii. “Observation” of lesson being taught if being taught in real time online. (We recognize this will not always be the case.)
      iii. Extended “super sized” post-observation reflection via phone on how the lesson went. The CT should use this opportunity to help the intern reflect on what went well or not and to develop their self-assessment skills.
   c. CTs should post progress reports as per usual, even if a significant number of items require a “N/A.”
   d. Given every situation is unique, CTs and interns should modify observations as needed. The goal is for the CT to provide support and feedback that is useful, not to just check off a box that an observation was done.

2. If an intern is unable to teach remotely and has little/no contact with their students, “observations” will be replaced by other experiences (see below). We hope that this will not be the case as the dust settles, and we do ask that CTs do their best to try and get interns passwords/access and to include them in what is going on to the extent possible.
   a. No further progress reports will be entered.
   b. Mentors will choose from the suggested experiences listed below.

3. If you feel your intern was not on track to successfully complete Clinical II this semester prior to school closure, complete the survey sent to you by Caroline Murray (email murrayc@montclair.edu for link). Discussions about interns who have been identified as not being on track will begin on/after March 25.

4. Complete the Final Assessment of Clinical II in Tk20 during the week of April 27th.
   a. The final evaluation should be based on the intern’s overall progress and growth, with as much generosity of spirit as possible for the extraordinary circumstances interns have been operating under.
   b. Focus should be on what the intern has accomplished and demonstrated, not on what the intern has/had not yet accomplished. Again, we must keep in mind that interns may not have the opportunity to demonstrate growth in certain areas you had hoped to see growth in based on your in-person observations and work with them.
   c. Please do not submit early. As a mentor, you are there to support your intern(s) for the entire Clinical II semester. Early submission can send a message that the semester is “over” -- it is not.

The following are experience suggestions for university mentors and interns to work on together if the intern has little or no ability to be involved in remote 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 Clinical II semester.
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 mentor, 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.

Conduct a mock job interview between mentor and intern.

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, you and your mentor can go for it.