Clinical II Teacher Intern Plan

In these extraordinary times, faculty, staff, mentors and cooperating teachers 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, Clinical II will become pass/fail for this semester. Mentors and Cooperating Teachers (CTs) will still be asked to submit a letter grade, however, Caroline Murray as Instructor of Record will be assigning a grade of A to every intern who is identified as meeting standards.

Those cases where an intern is identified as not meeting standards will be discussed collectively in what we call “360” conversations between CTs, mentors, 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 conversations as well. Interns about whom there are concerns will be notified by March 27th if not earlier.

As of today, the absence reporting system is suspended. If you are unable to participate remotely due to illness, that will be between you and your CT.

__________________________________________

DETAILED GUIDELINES for your Clinical II responsibilities between now and May 1st:

1. Speak to your university mentors by phone by this coming Wednesday, March 25th. They will be calling YOU to check in and see how you are doing and what you are doing. Your mentors will continue to be there for you through the rest of your Clinical II semester.

2. If you are teaching remotely (all or part time), you should have 2 more mentor observations/progress reports and 2 more CT observations/progress reports. Mentors and CTs are receiving instructions about this. These observations/progress reports are for your feedback and growth. They will not impact your grade, as explained in the introduction of this memo. We are asking that the observations happen in April to give you time to adjust to remote teaching. If you want/need one earlier, feel free to ask for that.

3. If you have little/no contact with your students or ability to help your CT with remote teaching, you will have no more observations/progress reports from your CT. Your mentor “observations” will be replaced by other experiences. A sample list of experiences is provided at the end of this memo. You will work with your mentor to determine what kind of experience makes the most sense for you. Those experiences will not be “graded” or assessed: there will be no progress reports.

4. Remind your mentors/CTs to complete the Final Assessment of Clinical II in Tk20 during the week of April 27th. The final Assessment should not be submitted before that time. The assessment may be submitted late for those with extensions.

5. Complete the required surveys at the end of the semester.
   There are two surveys - the Clinical II survey about this semester and the PSI survey, which is a broader survey about your preparation for teaching. Caroline Murray will send the links out for those surveys toward the end of April.
What will observations and progress reports look like now?

If you are teaching remotely all or part time

- University mentors who normally complete a minimum of 6 observations will be asked to complete at least 2 more observations and corresponding progress reports; mentors who normally complete a minimum of 3 observations will be asked to complete at least 1 more observation and corresponding progress report.
- Cooperating teachers will be asked to complete 2 more observations and corresponding progress reports.
- Observations should be scheduled for April to allow everyone more time to adjust to remote learning.
- Observations generally will 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. If possible: mentor participation or after the fact viewing of the lesson if the lesson can be recorded. We expect there will not be many able to do this, but it should be considered as an option where possible.
  iii. Extended “super-sized” post-observation reflection via phone on how the lesson went.
  iv. Mentors/CTs should post progress reports as per usual, even if a significant number of items require a “N/A.”
- Given every situation is unique, mentors, CTs and interns should modify observations as needed. The goal is for the mentor to provide support and feedback that is useful, not to just check off a box that an observation was done.

If you are unable to teach remotely and have little/no contact with students

- No further progress reports will be entered. Observations will be replaced by other experiences mutually agreed upon between intern and mentor.

Experience suggestions:

- 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 your mentor. This activity includes the steps of pre- and post-conferencing.
- 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.