



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Maryland Educator Preparation Program Deans and Directors
FROM: Karen Salmon, Ph.D., State Superintendent *KBS*
DATE: March 30, 2020
RE: Clinical Internship Options for Teacher Preparation

As was announced during the Governor’s March 25, 2020 press conference, and in response to the recent public school closures, Maryland public schools will begin providing Continuity of Learning. In light of this shift, the Maryland State Department of Education (MSDE) believes the majority of teacher candidates expected to complete their programs in spring and summer 2020 session, will be able to complete their clinical internships in their original placements in accordance with alternative format Option #2. Educator preparation programs should continue to collaborate with their local school system partners to assure teacher candidates work alongside their mentor teachers to provide educational services to the students of Maryland.

In the event that teacher candidates are unable to complete their clinical experiences in their current placements, the MSDE will accept proposals to modify the clinical internship for the duration of Local School System (LSS) closures. Alternative formats, such as child daycare centers (Option 1), online curriculum (Option 2), and creative activities (Option 3) will be considered acceptable modalities for teacher candidates to complete their respective practicums, clinical experiences, and internships for program completion and subsequent eligibility for the Maryland Approved Program (MAP) Transcript Stamp.

The simulated experiences and three alternative formats described above (with more details below) should adhere to state and national standards. University supervisors and LSS mentor teachers should work with teacher interns remotely to develop and deliver meaningful and engaging lessons. All candidates must complete one of these options.

Alternative Format Options

Option 1. Identify teacher interns to provide instruction to the children placed in emergency **day care centers**: The MSDE is currently setting up emergency day care centers to provide services to the children of those individuals identified as essential/mission critical to assure Continuity of Learning such as hospitals, healthcare, police, etc. MAPs would be responsible for communicating with day care center senior staff and university supervisors to construct an effective clinical setting for coaching and mentoring. Teacher candidates who are available to provide instruction will be able to earn clinical internship days necessary for program completion.

Option 2. Identify teacher interns to develop and deliver **online lessons and instructional materials** in collaboration with the Professional Development and Partner Schools. Teacher candidates would remain in their current internship setting and work in collaboration with mentor teachers to lead or co-lead instruction. MAPs would retain their current practices for mentoring and supervision.

Option 3. Teacher interns, whose placements are not offering continuity of learning, can complete a **creative initiative**.

Creative initiatives may include development of online curriculum, facilitating virtual classes (ranging from mini-lessons to units of study), and development of instructional materials in partnership with LSS's. MAPs would be responsible for identifying key deliverables and supervising interns appropriately throughout the experience. If you have interns that need to be matched with a LSS, please notify Hsin-Yuan Chen at hsin-yuan.chen@maryland.gov. We ask that only deans and directors provide the names of these individuals so we can assure spring and summer graduates receive priority placement.

Finally, for those candidates for whom none of the above options are available, the MSDE will grant flexibility to MAPs to implement simulated practicum experiences and alternative format services that afford candidates the opportunity to meet internship requirements. All proposals shall be received by the MSDE no later than April 6, 2020. This submission should also include a summary of how many candidates are completing their program via option #1, #2, #3 or through simulated experiences. Each Educator Preparation Provider should use its professional judgement to assess the progress of their individual educator candidates toward completion of their requirements and determine their eligibility for program completion, graduation, and eligibility for certification.

These alternative options are only available for spring and summer 2020 program completers. If you have any questions, please contact your program approval specialist at Robert.eccles@maryland.gov or hsin-yuan.chen@maryland.gov or 410-767-0407.

C: Local School System Superintendents

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