Fresno State Clinical Practices Agreement  
Multiple Subject Credential Program  
Phase 2 EHD 178 Spring 2018

This agreement outlines the expectations for Teacher Candidates, Mentor Teachers, and Clinical Coaches in Phase 2 of the MS Credential Program. It must be signed by the Teacher Candidate, Mentor Teacher, and Clinical Coach in each triad.

<table>
<thead>
<tr>
<th>Week</th>
<th>Important Dates: TC to complete column</th>
<th>Teacher Candidate (TC) Role</th>
<th>Mentor Teacher (MT) Role</th>
<th>Clinical Coach (CC) Role</th>
</tr>
</thead>
</table>
| 0    | -First day report to classroom ___ (flexible based on arrangement)  
I understand that the school day begins ½ hour before the students arrive and ends ½ hour after they leave. I will be on campus at ____ and leave* at _____.  
-Research all Important Dates at your site and fill in this column week-by-week; (Open house/Back to School night, meeting, workshops, holidays, testing schedules etc)  
- TC Complete within 1st week, and have a copy ready for Triad meeting  
*If you must leave early for class, please add additional time to the start of your day to ensure that you have 1 hour of prep time with your mentor teacher. | -Help with classroom setup and back to school preparations  
-Learn classroom procedures, routines, and classroom management approach  
-Learn school layout, policies, operating procedures  
-Introduce yourself to support staff (you can’t do your job without them)  
-Complete within 1st week and have a copy ready for Triad meeting | -Provide TC with explicit information regarding beginning of year procedures, routines, classroom management, school policies  
-Ensure that triad knows that the school day begins ½ hour before students arrive and ends ½ hour after students leave. Initial the first column after filling in the times with the triad.  
-Provide time for TC to debrief with CC after each observation | -CC duty days begin 1/16  
-Debrief with TC after each observation |
| 1    | - TC Turn in signed gradual release contract on Tk20 (with  
-Continue all tasks from previous week | -Continue all tasks from previous week | -Beginning of semester Triad meeting |
<table>
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<th>Week</th>
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</table>
| 2    | -Co-plan with Mentor  
-Include TC in co-planning  
-Include TC in PLCs and other obligations/responsibilities  
-Communicate schedule expectations (beginning of day, planning, lunch, end of day, PLCs, Open House Date, Parent Conferences, etc.)  
-Facilitate signature of this form  
-Debrief with TC after each observation  

| 3    | -Begin to take on 1-2 classroom routines (Morning meeting, lunch procedure, attendance, etc.)  
-Observe and monitor classroom culture (continue)  
(As much as possible, incorporate your coursework into clinical practice)  
-Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
-Assess “fit” between you and MT  
-Actively observe and provide feedback to TC  
-Support TC in taking on 1-2 classroom routines  
-Assess “fit” between you and TC  
-Informal observation of classroom routines  
-Debrief with TC after each observation  

| 3    | -Share course assignments and due dates with MT  
-Continue learning and implementing additional classroom routines (at least 1-2 per day)  
(As much as possible, incorporate your coursework into clinical practice)  
-Plan dates for SVP in consultation with MT and CC  
-Support MT with implementing student assessments  
-Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
-Decide with your TC which content areas they will cover and in which order.  
-Plan now for TC to be teaching two complementary, integrated content areas by week 7.  
-Plan for two additional areas to be taught in weeks 9-10.  
-Provide TC with resources and materials to plan cohesive series of lessons  
-Review lesson plans and provide feedback prior to teaching  
-Actively observe and provide feedback on lessons taught  
-Provide opportunities for re-teaching  
-Implement co-teaching  
-Check-in with TC  
-Begin formal/informal observations  
-Debrief with TC after each observation  

(If you were unable to begin in week 0, complete all of week 0 tasks here)
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<tr>
<td>4</td>
<td>-Begin teaching one content area (or a portion of) each day (same content area for at least 2 weeks) (As much as possible, incorporate your coursework into clinical practice) -Continue learning and implementing additional classroom routines (at least 1-2 per day) -Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
<td>-Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. -Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents -Co-plan -Co-teach -Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. -Continue check-ins, formal/informal observations -Debrief with TC after each observation</td>
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<tr>
<td>5</td>
<td>-Continue teaching one content area each day (same content area for at least 2 weeks) (As much as possible, incorporate your coursework into clinical practice) -Continue learning and implementing additional classroom routines (at least 1-2 per day) -Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
<td>-Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents -Co-plan -Co-teach -Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. -Continue check-ins, formal/informal observations -If needed begin Plan of Assistance and contact Program Coordinator -Debrief with TC after each observation</td>
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<tr>
<td>6</td>
<td>-Begin teaching a new content area. Teach this content each day (same content area for at least 2 weeks) (As much as possible, incorporate your coursework into clinical practice) -Continue learning and implementing</td>
<td>-Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents -Co-plan -Co-teach -Continue check-ins, formal/informal observations -Debrief with TC after each observation</td>
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<tr>
<td>Week</td>
<td>Description</td>
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| 7    | - Continue teaching the new content area (same content area for at least 2 weeks)  
     (As much as possible, incorporate your coursework into clinical practice)  
     - Continue to share responsibility for classroom routines  
     - Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
     - Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
     - Co-plan  
     - Co-teach  
     - Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
     - Continue check-ins, formal/informal observations  
     - Debrief with TC after each observation |
| 8    | - Teach ½ day, responsible for two content areas. Plan integrated experiences with these two areas.  
     (As much as possible, incorporate your coursework into clinical practice)  
     - Continue to share responsibility for classroom routines  
     - Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
     - Midterm Evaluation Form  
     - Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
     - Co-plan  
     - Co-teach  
     - Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
     - Midterm Evaluation & Triad meeting  
     - Update Plan of Assistance (if applicable)  
     - Begin new Plan of Assistance for any TCs who need extra support  
     - Debrief with TC after each observation |
| 9    | - Continue teaching ½ day, responsible for the same two content areas. Plan integrated experiences with these two areas (As much as possible, incorporate your coursework into clinical practice)  
     - Continue to share responsibility for classroom routines  
     - Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
     - Co-plan  
     - Co-teach  
     - Start SVPs  
     - Debrief with TC after each observation |
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<th>Date</th>
<th>Task Description</th>
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<tr>
<td>10</td>
<td>Continue teaching ½ day, responsible for the same two content areas as in the previous week. Plan integrated experiences with these two areas. Continue to share responsibility for classroom routines. Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
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<td>11</td>
<td>Begin a new cycle of planning and teaching ½ day, every day (select two content areas). Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
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<tr>
<td>12</td>
<td>Continue new cycle of planning and teaching ½ day, every day (same content areas as last week).</td>
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<tr>
<td>11-12</td>
<td>Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents. Co-plan, co-teach. Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
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Spring Break 3/26-3/30

- Continue SVPs. If TC does not pass SVP notify Andrea. Debrief with TC after each observation.
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| 13   | - Co-Plan and Co-Teach all day with Mentor  
- Assume lead teacher role (full day teaching) for 1 day this week  
(As much as possible, incorporate your coursework into clinical practice)  
- Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
- Co-plan  
- Co-teach  
- Allow TC to teach full day for 1 day this week  
- Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
- Makeup SVPs  
- Continue check-ins, formal/informal observations  
- Debrief with TC after each observation |
| 14   | - Continue co-planning and co-teaching  
- Assume lead teacher role for 2 days this week  
(As much as possible, incorporate your coursework into clinical practice)  
- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
- Co-plan  
- Co-teach  
- Allow TC to teach full day for 2 days this week  
- Continue check-ins, formal/informal observations  
- Debrief with TC after each observation |
| 15   | Final conferences  
6 formal observations & 2 informal observations complete  
(including Site Visitation Project & submitted on Tk20)  
- Continue co-planning and co-teaching  
- Assume lead teacher role for 3 days this week  
(As much as possible, incorporate your coursework into clinical practice)  
- Complete Clinical Practice Feedback Surveys  
- Final Evaluation Form  
- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
- Complete Clinical Practice Feedback Survey  
- Final Evaluation Triad meeting  
- All TCs passed SVP  
- Submit Make Up SVP on Tk20  
- Complete Clinical Practice Feedback Survey  
- Debrief with TC after each observation |
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<th>each observation</th>
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<tr>
<td>16</td>
<td>5/9: Last day of credential classes</td>
<td>-Plan Good-bye event for class with MT</td>
<td>-Plan Good-bye event for class with TC</td>
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<td>-8 classroom observations with field notes (6 formal &amp; 2 informal) completed</td>
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Teaching Candidate Signature: ________________________________________________________________

Mentor Teacher Signature: ________________________________________________________________

Clinical Coach Signature: ________________________________________________________________