This is the recommended timeline for gradual release of responsibility as lead teacher in the classroom. This is not a checklist but a guide to facilitate development of the TC’s stamina and ability to implement an increasingly greater share of the classroom responsibilities over the course of the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Important Dates</th>
<th>Teacher Candidate (TC) Role</th>
<th>Mentor Teacher (MT) Role</th>
<th>University Coach (UC) Role</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-First day report to classroom ________ (flexible based on arrangement)</td>
<td>-Help with classroom setup and back to school preparations</td>
<td>-Provide TC with explicit information regarding procedures, routines, classroom management, school policies</td>
<td>-UC duty days begin on the first day of instruction at Fresno State</td>
<td>-Complete within 1st week and have a copy ready for Triad meeting</td>
</tr>
<tr>
<td></td>
<td>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 _______.</td>
<td>If at a new placement: -Learn classroom procedures, routines, and classroom management approach</td>
<td>-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.</td>
<td></td>
<td>-Provide time for TC to debrief with UC after each observation</td>
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<tr>
<td></td>
<td>-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)</td>
<td>-Learn school layout, policies, operating procedures</td>
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<td></td>
<td>-TC Complete within 1st week, and have a copy ready for Triad meeting</td>
<td>-Introduce yourself to support staff (you can’t do your job without them)</td>
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<td></td>
<td>*If you must leave early for</td>
<td>-Complete within 1st week and have a copy ready for Triad meeting</td>
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</tbody>
</table>

Rev 7/3/18

Fresno State Clinical Practices Agreement
Multiple Subject Credential Program
Phase 3 EHD 170
<table>
<thead>
<tr>
<th>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.</th>
<th>First day of school</th>
<th>First day of credential courses</th>
</tr>
</thead>
</table>
| 1 (First week of instruction at Fresno State) | -Assume responsibility for morning meeting and classroom routines throughout the day  
-Participate in PLC/AC  
-Co-plan with Mentor  
-Assist with other instructional duties as requested  
-Observe and monitor classroom culture  
-Turn in signed Clinical Practices Agreement (this document) on Tk20 (with dates and signatures) |
| -Communicate with at least 2 families with positive feedback about their child | -Include TC in co-planning -Include TC in PLCs (professional learning communities) and other obligations/responsibilities -Communicate schedule expectations (beginning of day, planning, lunch, end of day, PLCs etc.) | -Beginning of semester Triad meeting  
-Facilitate signature of this form |
| Rubric Items 1, 2, 4 | **First day of school** | **First day of credential courses** |
| -Assume responsibility for Morning Block 1  
-Continue routines  
-Participate in PLC/AC  
-Communicate with at least 2 families with positive feedback about their child  
-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  
-Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable | -Informal observation of classroom routines  
-Assess “fit” between TC and MT, report concerns to Program Coordinator  
-Debrief with TC after each observation using CREATe | Rubric Items 1, 2, 4 |
| 3 | -Share course assignments and FAST assessment with due dates with MT  
-Plan rough dates for TSP  
-Add on responsibility for Morning Block 2  
-Continue routines  
-Participate in PLC/AC  
-Support Mentor with implementing student assessments  
-Communicate with at least 2 families with positive feedback about their child  
-Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. |
|---|---|
| 4 | -Continue responsibility for Morning Blocks & daily routines  
-Talk to MT about YPAR project and plan for implementation timeline  
-Communicate with at least 2 families with positive feedback about their child  
-Arrange to visit another class for 1 hour. Take field notes during observation (1) |
|  | -Decide with 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  
-Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. |
|  | -Check-in with TC  
-Begin formal/informal observations  
-BEGIN differentiated support for TCs in need of improvement  
-Debrief with TC after each observation using CREATe Rubric Items 7, 8, 10 |
|  | -Continue check-ins, formal/informal observations  
-BEGIN differentiated support for TCs in need of improvement  
-Debrief with TC after each observation using CREATe Rubric Items 7, 8, 10 |
<table>
<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>5</td>
<td>-Continue responsibility for Morning Blocks &amp; daily routines -Launch YPAR -Communicate with at least 2 families with positive feedback about their child</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>
<td>-Continue check-ins, formal/informal observations -Begin differentiated support for TCs in need of improvement -If needed begin Plan of Assistance and contact Program Coordinator (only after documenting differentiated supports) -Debrief with TC after each observation using CREATe Rubric Items 6, 13</td>
<td></td>
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<tr>
<td>6</td>
<td>-Continue responsibility for Morning Blocks &amp; daily routines -Launch/Continue YPAR -Communicate with at least 2 families with positive feedback about their child -Co-teach Afternoon Block using parallel teaching and/or station teaching strategies</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>
<td>-Continue check-ins, formal/informal observations -Begin differentiated support for TCs in need of improvement -If needed begin Plan of Assistance and contact Program Coordinator -Debrief with TC after each observation using CREATe Rubric Items 3, 11, 14</td>
<td></td>
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<tr>
<td>7</td>
<td>-Begin 2-week full-day co-teaching using parallel, station, and/or team teaching strategies -Launch/Continue YPAR -Communicate with at least 2 families with positive feedback about their child</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</td>
<td>-Continue check-ins, formal/informal observations -Begin differentiated support for TCs in need of improvement -If needed begin Plan of Assistance and contact Program Coordinator -Debrief with TC after each observation using CREATe Rubric</td>
<td>Midterm Full Rubric Feedback</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Task Description</td>
<td>Observation Details</td>
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<td>8</td>
<td><strong>mid-semester conferences</strong>&lt;br&gt;3 formal observations complete</td>
<td>- <em>Continue 2-week full-day co-teaching</em>&lt;br&gt;- Communicate with at least 2 families with positive feedback about their child&lt;br&gt;- Arrange to visit another class for 1 hour every week. Take field notes during observation (2)&lt;br&gt;- Midterm Evaluation Form&lt;br&gt;- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents&lt;br&gt;- Co-plan&lt;br&gt;- Co-teach&lt;br&gt;- Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.&lt;br&gt;- Debrief with TC after each observation using CREATe</td>
<td>Midterm Full Rubric Feedback</td>
<td></td>
<td></td>
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<td>9</td>
<td><strong>Begin 2 week full day co-teaching and/or TSP</strong>&lt;br&gt;- Continue to share responsibility for classroom routines&lt;br&gt;- Communicate with at least 2 families with positive feedback about their child&lt;br&gt;- Arrange to visit another class for 1 hour every week. Take field notes during observation</td>
<td>- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents&lt;br&gt;- Co-plan&lt;br&gt;- Co-teach: Parallel, station, team (TCs should not be observing)&lt;br&gt;- Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.&lt;br&gt;- Make sure TC is making adequate progress on TSP&lt;br&gt;- Debrief with TC after each observation using CREATe</td>
<td>Rubric Items 9, 10</td>
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<td>10</td>
<td><strong>Continue 2 week full day co-teaching and/or TSP</strong>&lt;br&gt;- Continue to share</td>
<td>- Actively observe and provide feedback on lessons, classroom management,&lt;br&gt;- Make sure TC is making adequate progress on TSP&lt;br&gt;- Debrief with TC after each</td>
<td>Rubric Items 9, 10</td>
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<td></td>
<td>responsibility for classroom routines</td>
<td>observations for interactions with students, professionalism, communication with parents</td>
<td>observation using CREATe -Begin new Plan of Assistance for any TCs who need extra support after midterm</td>
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<td>-Communicate with at least 2 families with positive feedback about their child -Arrange to visit another class for 1 hour every week. Take field notes during observation</td>
<td>-Co-plan -Co-teach: Parallel, station, team (TCs should not be observing) -Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
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<td><strong>11</strong></td>
<td><strong>Continue 2 week full day co-teaching and/or TSP</strong> -Communicate with at least 2 families with positive feedback about their child -Arrange to visit another class for 1 hour every week. Take field notes during observation</td>
<td>-Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents -Co-plan -Co-teach: Parallel, station, team (TCs should not be observing) -Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
<td>-Continue TSPs. -Debrief with TC after each observation using CREATe -Begin new Plan of Assistance for any TCs who need extra support after midterm</td>
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<tr>
<td><strong>12</strong></td>
<td><strong>Continue 2 week full day co-teaching and/or TSP</strong> -Communicate with at least 2 families with positive feedback about their child -Arrange to visit another class for 1 hour every week. Take field notes during observation</td>
<td>-Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents -Co-plan -Co-teach: Parallel, station, team (TCs should not be observing) -Include TC in preparations</td>
<td>-Makeup TSPs -Continue check-ins, formal/informal observations -Debrief with TC after each observation using CREATe -Begin new Plan of Assistance for any TCs who need extra support after midterm</td>
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</tbody>
</table>

**Rubric** Items 5, 6, 7
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Details</th>
</tr>
</thead>
</table>
| 13   | **Continue 2 week full day co-teaching and/or TSP**  
   - Communicate with at least 2 families with positive feedback about their child  
   - Arrange to visit another class for 1 hour every week. Take field notes during observation  
   - Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
   - Co-plan  
   - Co-teach: Parallel, station, team  
   - Allow TC to teach full day for 1 day this week (TCs should not be observing)  
   - Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.  
   - Makeup TSPs  
   - Continue check-ins, formal/informal observations  
   - Debrief with TC after each observation using CREATe  
   - Contact Coordinator for any TCs who may not pass Rubric Items 5, 6, 7 | |
| 14   | **1st week of full takeover**  
   - Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
   - Co-plan  
   - Co-teach: Parallel, station, team  
   - Continue check-ins, formal/informal observations  
   - Debrief with TC after each observation using CREATe  
   - Contact Coordinator for any TCs who may not pass (must be reported before week 15) | Rubric Items 5, 6, 7 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>2nd week of full takeover</td>
<td>Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents. Co-plan and co-teach: Parallel, station, team. Final Evaluation Triad meeting. All TCs passed TSP. Submit Make Up TSP on Tk20. Complete Clinical Practice Feedback Survey. Debrief with TC after each observation using CREATe. Final Full Rubric Feedback. Passed TSP. Submitted TSP on Tk20.</td>
</tr>
<tr>
<td>16</td>
<td>Last day of credential classes</td>
<td>Goodbye Activities. Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents. Co-plan and co-teach: Parallel, station, team. Minimum 8 classroom observations with scripted field notes (6 formal &amp; 2 informal) completed. 3 Triad meetings completed. Midterm and Final Evaluations completed. 5 positive feedback contacts.</td>
</tr>
</tbody>
</table>

**Teacher Candidate Signature:**

**University Coach Signature:**

**Mentor Teacher Signature:**