This agreement outlines the expectations for Teacher Candidates, Mentor Teachers, and Clinical Coaches in Phase 3 of the Education Specialist Credential Program. Adjustments may be made by Triad based on setting in which the Teacher Candidate is placed. It must be signed by the Teacher Candidate, Mentor Teacher, and Clinical Coach in each triad and placed in the Teacher Candidate portfolio.

<table>
<thead>
<tr>
<th>Week</th>
<th>Important Dates: TC to complete this column</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>First day report to classroom&lt;br&gt;• Research all important dates and events at your site and fill in this column week-by-week. <em>Examples: Open house/Back to School night, meetings, IEP and SST dates, workshops, holidays, test schedules, etc.</em>)&lt;br&gt;• TC complete within 1st week, and have a copy ready for Triad meeting</td>
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<tr>
<td></td>
<td>Teacher Candidate (TC) Role&lt;br&gt;• Help with classroom setup and back to school preparations&lt;br&gt;• Learn classroom procedures, routines, and classroom management approach&lt;br&gt;• Learn school layout, policies, operating procedures&lt;br&gt;• Introduce yourself to support staff (you can't do your job without them)&lt;br&gt;• Complete within 1st week and have a copy ready for Triad meeting</td>
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<td>Mentor Teacher (MT) Role&lt;br&gt;• Provide TC with explicit information regarding beginning of year procedures, routines, classroom management, school policies&lt;br&gt;• Provide time for TC to debrief with CC after each observation</td>
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<tr>
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<td>Clinical Coach (CC) Role&lt;br&gt;• CC duty days begin 1/16&lt;br&gt;• Debrief with TC after each observation</td>
</tr>
<tr>
<td>1</td>
<td>Continue all tasks from previous week&lt;br&gt;• Co-plan with Mentor&lt;br&gt;• Assist with instructional implementation as requested&lt;br&gt;• Observe and monitor classroom culture</td>
</tr>
<tr>
<td></td>
<td>Take on 1-2 classroom routines (morning meeting, lunch procedure, attendance, etc.)&lt;br&gt;• Observe and monitor classroom</td>
</tr>
<tr>
<td></td>
<td>Actively observe and provide feedback to TC&lt;br&gt;• Support TC in taking on 1-2 classroom routines</td>
</tr>
<tr>
<td></td>
<td>Informal observation of classroom routines&lt;br&gt;• Assess “fit” between TC and MT, report concerns</td>
</tr>
<tr>
<td>2</td>
<td>Beginning of semester Triad meeting&lt;br&gt;• Facilitate signature of this form&lt;br&gt;• Debrief with TC after each observation</td>
</tr>
</tbody>
</table>
| Week | Important Dates:  
**TC to complete this column** | Teacher Candidate (TC) Role | Mentor Teacher (MT) Role | Clinical Coach (CC) Role |
|------|--------------------------------|-----------------------------|--------------------------|-------------------------|
|      |                                | 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 as applicable. |  
- Assess “fit” between you and TC  
- Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. |  
- to Program Coordinator  
- **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)**  
- Support MT with implementing student assessments  
- Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as 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 6.  
- 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, as applicable. |  
- Check-in with TC  
- Begin formal/informal observations  
- **Debrief with TC after each observation** |
| 4    |                                | **Begin teaching two content areas for at least 2 weeks**  
**(As much as possible, incorporate your coursework into clinical practice)** |  
- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, |  
- Continue check-ins, formal/informal observations  
- **Debrief with TC after each observation** |
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| 5    | *Continue teaching two content areas each day 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.* | *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* |
| 6    | *Begin teaching another content area each day for two weeks. Teach this content each day along with other 2 content areas 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.* | *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* |
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| 7    |                                             | • Continue teaching the new content area along with other 2 content areas 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    | Mid-semester conferences  
3 formal observations complete | • **Begin teaching all content for ½ day, every day for two 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, as 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, as 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 all content for ½ day, every day for two 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, as 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, as applicable. | • Continue check-ins, formal/informal observations  
• *Debrief with TC after each observation* |
| Week | Important Dates:  
* TC to complete this column | Teacher Candidate (TC) Role | Mentor Teacher (MT) Role | Clinical Coach (CC) Role |
|------|--------------------------|-----------------------------|--------------------------|--------------------------|
| 10   |                          | **Begin planning and teaching full day, every day. Plan integrated experiences between content 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, as 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, as applicable.* | **Continue check-ins, formal/informal observations**  
**Debrief with TC after each observation** |
| 11   |                          | **Continue planning and teaching full day, every day. Plan integrated experiences between content 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, as 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, as applicable.* | **Continue check-ins, formal/informal observations**  
**Debrief with TC after each observation** |
| 12   |                          | **Continue planning and teaching full day, every day. Plan integrated experiences between content areas.** *(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** | **Continue check-ins, formal/informal observations**  
**Debrief with TC after each observation** |

Fresno State Spring Break 3/26-3/30
| Week | Important Dates:  
**TC to complete this column** | Teacher Candidate (TC) Role | Mentor Teacher (MT) Role | Clinical Coach (CC) Role |
|------|--------------------------------|-----------------------------|--------------------------|--------------------------|
| 13   | **Continue planning and teaching full day, every day. Plan integrated experiences between content 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, as applicable.** | • Co-plan  
• Co-teach  
• Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. | • Continue check-ins, formal/informal observations  
• **Debrief with TC after each observation** | |
| 14   | **Continue planning and teaching full day, every day. Plan integrated experiences between content 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, as 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, as applicable. | • Continue check-ins, formal/informal observations  
• **Debrief with TC after each observation** | |
| Week | Important Dates:  
*TC to complete this column* | Teacher Candidate (TC) Role | Mentor Teacher (MT) Role | Clinical Coach (CC) Role |
|------|----------------------------|---------------------------|--------------------------|--------------------------|
| 15   | Final conferences  
6 formal observations & 2 informal observations complete | • Continue planning and teaching full day, every day. Plan integrated experiences between content 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, as applicable. | • 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  
• Debrief with TC after each observation  
• Complete Clinical Practice Feedback Survey |
| 16   | 5/9: Last day of credential classes | Plan good-bye event for class with MT | Plan good-bye event for class with TC | 8 classroom observations with field notes (6 formal & 2 informal) completed |

Teaching Candidate Signature:________________________________________________________________________________________

Mentor Teacher Signature:________________________________________________________________________________________________

Clinical Coach Signature:_________________________________________________________________________________________