

Fresno State Clinical Practices Agreement
Education Specialist Credential Program
Spring 2018
SPED 17175/176

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.

Week	Important Dates: <i>TC to complete this column</i>	Teacher Candidate (TC) Role	Mentor Teacher (MT) Role	Clinical Coach (CC) Role
0	First day report to classroom <ul style="list-style-type: none"> • Research all important dates and events at your site and fill in this column week-by-week. <i>Examples: Open house/Back to School night, meetings, IEP and SST dates, workshops, holidays, test schedules, et.c)</i> • TC complete within 1st week, and have a copy ready for Triad meeting 	<ul style="list-style-type: none"> • 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 (<i>you can't do your job without them</i>) • Complete within 1st week and have a copy ready for Triad meeting 	<ul style="list-style-type: none"> • Provide TC with explicit information regarding beginning of year procedures, routines, classroom management, school policies • Provide time for TC to debrief with CC after each observation 	<ul style="list-style-type: none"> • CC duty days begin 1/16 • Debrief with TC after each observation
1		<ul style="list-style-type: none"> • Continue all tasks from previous week • Co-plan with Mentor • Assist with instructional implementation as requested • Observe and monitor classroom culture 	<ul style="list-style-type: none"> • Continue all tasks from previous week • 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, meetings, etc.) 	<ul style="list-style-type: none"> • Beginning of semester Triad meeting • Facilitate signature of this form • Debrief with TC after each observation
2		<ul style="list-style-type: none"> • Take on 1-2 classroom routines (morning meeting, lunch procedure, attendance, etc.) • Observe and monitor classroom 	<ul style="list-style-type: none"> • Actively observe and provide feedback to TC • Support TC in taking on 1-2 classroom routines 	<ul style="list-style-type: none"> • Informal observation of classroom routines • Assess “fit” between TC and MT, report concerns

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		culture (continue) <i>(As much as possible, incorporate your coursework into clinical practice)</i> <ul style="list-style-type: none"> Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings as applicable. 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Debrief with TC after each observation
3		<ul style="list-style-type: none"> Share course assignments and due dates with MT Continue learning and implementing additional classroom routines (at least 1-2 per day) <i>(As much as possible, incorporate your coursework into clinical practice)</i> Support MT with implementing student assessments Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Check-in with TC Begin formal/informal observations Debrief with TC after each observation
4		<ul style="list-style-type: none"> Begin teaching two content areas for at least 2 weeks <i>(As much as possible, incorporate your coursework into clinical practice)</i> 	<ul style="list-style-type: none"> Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, 	<ul style="list-style-type: none"> Continue check-ins, formal/informal observations Debrief with TC after each

Week	Important Dates: <i>TC to complete this column</i>	Teacher Candidate (TC) Role	Mentor Teacher (MT) Role	Clinical Coach (CC) Role
		<ul style="list-style-type: none"> 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. 	<p>communication with parents</p> <ul style="list-style-type: none"> Co-plan Co-teach Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. 	<p>observation</p>
5		<ul style="list-style-type: none"> Continue teaching two content areas each day for at least 2 weeks <i>(As much as possible, incorporate your coursework into clinical practice)</i> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Continue check-ins, formal/informal observations If needed begin Plan of Assistance and contact Program Coordinator Debrief with TC after each observation
6		<ul style="list-style-type: none"> 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. <i>(As much as possible, incorporate your coursework into clinical practice)</i> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Continue check-ins, formal/informal observations Debrief with TC after each observation

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7		<ul style="list-style-type: none"> • Continue teaching the new content area along with other 2 content areas for at least 2 weeks. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue check-ins, formal/informal observations • Debrief with TC after each observation
8	Mid-semester conferences 3 formal observations complete	<ul style="list-style-type: none"> • Begin teaching all content for ½ day, every day for two weeks. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Continue teaching all content for ½ day, every day for two weeks. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Continue check-ins, formal/informal observations • Debrief with TC after each observation

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			meetings, as applicable.	
10		<ul style="list-style-type: none"> • Begin planning and teaching full day, every day. Plan integrated experiences between content areas. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue check-ins, formal/informal observations • Debrief with TC after each observation
Fresno State Spring Break 3/26-3/30				
11		<ul style="list-style-type: none"> • Continue planning and teaching full day, every day. Plan integrated experiences between content areas. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue check-ins, formal/informal observations • Debrief with TC after each observation
12		<ul style="list-style-type: none"> • Continue planning and teaching full day, every day. Plan integrated experiences between content areas. <i>(As much as possible, incorporate your coursework into clinical practice)</i> 	<ul style="list-style-type: none"> • Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents 	<ul style="list-style-type: none"> • Continue check-ins, formal/informal observations • Debrief with TC after each observation

Week	Important Dates: <i>TC to complete this column</i>	Teacher Candidate (TC) Role	Mentor Teacher (MT) Role	Clinical Coach (CC) Role
		<ul style="list-style-type: none"> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • Co-plan • Co-teach • Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	
13		<ul style="list-style-type: none"> • Continue planning and teaching full day, every day. Plan integrated experiences between content areas. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue check-ins, formal/informal observations • Debrief with TC after each observation
14		<ul style="list-style-type: none"> • Continue planning and teaching full day, every day. Plan integrated experiences between content areas. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue check-ins, formal/informal observations • Debrief with TC after each observation

Week	Important Dates: <i>TC to complete this column</i>	Teacher Candidate (TC) Role	Mentor Teacher (MT) Role	Clinical Coach (CC) Role
15	Final conferences 6 formal observations & 2 informal observations complete	<ul style="list-style-type: none"> • Continue planning and teaching full day, every day. Plan integrated experiences between content areas. <i>(As much as possible, incorporate your coursework into clinical practice)</i> • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable. 	<ul style="list-style-type: none"> • Final Evaluation Form • Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents • Complete Clinical Practice Feedback Survey 	<ul style="list-style-type: none"> • 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: _____