Fresno State Clinical Practices Agreement  
Final Student Teaching  
EHD 160A/B,170 MS or SPED 175/176

This agreement outlines the expectations for Teacher Candidates, Mentor Teachers, and Clinical Coaches in Phase 3 of the Multiple Subject and Education Specialist Credential programs as well as Phases 3 and 4 of the Dual 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.

### Important Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Teacher Candidate completes this column</th>
<th>Teacher Candidate (TC) Role</th>
<th>Mentor Teacher (MT) Role</th>
<th>Clinical Coach (CC) Role</th>
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</table>
| 0    | First week report to classroom         | Help with classroom setup and preparations  
+ Research all important dates and events at your site. *Examples: Open House/Back to School night, meetings, IEP and SST dates, holidays, etc.*  
+ Fill in this column week-by-week with the school’s important dates and events.  
+ Print 3 copies of the completed plan for your triad meeting | 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 | Debrief with TC after each observation |
| 1    | • Continue all tasks from previous week  
+ Co-plan with Mentor Teacher  
+ Assist with instructional implementation as requested  
+ Observe and monitor classroom culture | • Continue all tasks from previous week  
+ Include TC in co-planning  
+ Include TC in PLCs and other obligations/responsibilities  
+ Communicate schedules (e.g., bell schedule, staff mtgs, SST, IEP, etc.) | • Beginning of semester Triad meeting  
+ Facilitate signature of this form |
| 2    | • Take on 1-2 classroom routines (morning meeting, lunch procedure, attendance, etc.)  
+ Observe and monitor classroom culture (continue)  
+ Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings as applicable. | • 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, as applicable. | • Informal observation of classroom routines  
+ Assess “fit” between TC and MT, report concerns to Program Coordinator  
+ Debrief with TC after each observation |
<table>
<thead>
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<tr>
<td>3</td>
<td></td>
<td><strong>Share course assignments and due dates with MT</strong>&lt;br&gt;<strong>Take on 1-2 classroom routines (morning meeting, lunch procedure, attendance, etc.)</strong>&lt;br&gt;<strong>Continue learning and implementing additional classroom routines (at least 1-2 per day)</strong>&lt;br&gt;<strong>Support MT with implementing student assessments</strong>&lt;br&gt;<strong>Assist with preparations for parent conferences, SST, IEP, other student support meetings, as applicable.</strong></td>
<td><strong>Decide with your TC which content areas they will cover and in which order.</strong>&lt;br&gt;<strong>Plan now for TC to be teaching two complementary, integrated content areas by week 6.</strong>&lt;br&gt;<strong>Plan for two additional areas to be taught in weeks 9-10.</strong>&lt;br&gt;<strong>Provide TC with resources and materials to plan cohesive series of lessons</strong>&lt;br&gt;<strong>Review lesson plans and provide feedback prior to teaching</strong>&lt;br&gt;<strong>Active observe and provide feedback on lessons</strong>&lt;br&gt;<strong>Provide opportunities for re-teaching</strong>&lt;br&gt;<strong>Implement co-teaching</strong>&lt;br&gt;<strong>Include TC in preparations for parent teacher conferences, SST, IEP, etc.</strong></td>
<td><strong>Check-in with TC</strong>&lt;br&gt;<strong>Begin formal/informal observations</strong>&lt;br&gt;<strong>Debrief with TC after each observation</strong></td>
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<td>4</td>
<td></td>
<td><strong>Begin teaching one content area for at least 2 weeks</strong>&lt;br&gt;<strong>Continue learning and implementing additional classroom routines (at least 1-2 per day)</strong>&lt;br&gt;<strong>Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</strong></td>
<td><strong>Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents</strong>&lt;br&gt;<strong>Co-plan</strong>&lt;br&gt;<strong>Co-teach</strong>&lt;br&gt;<strong>Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</strong></td>
<td><strong>Continue check-ins, formal/informal observations</strong>&lt;br&gt;<strong>Debrief with TC after each observation</strong></td>
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<td>5</td>
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<td><strong>Continue teaching both content areas each day for at least 1 week</strong>&lt;br&gt;<strong>Continue learning and implementing additional classroom routines (at least 1-2 per day)</strong>&lt;br&gt;<strong>Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</strong></td>
<td><strong>Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents</strong>&lt;br&gt;<strong>Co-plan</strong>&lt;br&gt;<strong>Co-teach</strong></td>
<td><strong>Continue check-ins, formal/informal observations</strong>&lt;br&gt;<strong>If needed begin Plan of Assistance and contact Program Coordinator</strong>&lt;br&gt;<strong>Debrief with TC after each observation</strong></td>
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<td>5</td>
<td>Teacher Candidate completes this column</td>
<td>support meetings, if applicable.</td>
<td>Include TC in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.</td>
<td></td>
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| 6    |  | • Begin teaching another content area, along with other 2 content areas, each day for two weeks.  
• 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 |
| 7    |  | • Begin teaching another content area, along with the previous 2 content areas, each day for two weeks.  
• 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 | • 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 |
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| 9    | Teacher Candidate completes this column | - Begin teaching another content area, along with the previous 3 content areas, each day for two weeks.  
- 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 |
| 10   | | - Begin teaching all content for ½ day, every day for two weeks. Plan integrated experiences between content areas.  
- 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 | - Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with | - Continue check-ins, formal/informal observations  
- Debrief with TC after each observation |
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| 12   | Teacher Candidate completes this column | 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. | 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 |
| 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. | 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 |
| 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  
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<td>15</td>
<td>Final conferences 6 formal observations &amp; 2 informal observations complete</td>
<td>- <strong>Continue planning and teaching full day, every day. Plan integrated experiences between content areas. (As much as possible, incorporate your coursework into clinical practice)</strong>&lt;br&gt;- Continue to share responsibility for classroom routines&lt;br&gt;- Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, as applicable.</td>
<td>- Final Evaluation Form&lt;br&gt;- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents&lt;br&gt;- Complete Clinical Practice Feedback Survey</td>
<td>- Final Evaluation Triad meeting&lt;br&gt;- Debrief with TC after each observation&lt;br&gt;- Complete Clinical Practice Feedback Survey</td>
</tr>
<tr>
<td>16</td>
<td>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>
<td>8 classroom observations with field notes (6 formal &amp; 2 informal) completed</td>
</tr>
</tbody>
</table>

Teaching Candidate Signature: 

Mentor Teacher Signature: 

Clinical Coach Signature: 