Fresno State Clinical Practices Agreement
Initial Student Teaching
EHD 178/110D and/or SPED 171/172

This agreement outlines the expectations for Teacher Candidates, Mentor Teachers, and Clinical Coaches in the initial student teaching placement for Multiple Subject, Dual and Education Specialist Credential Programs. Adjustments may be made to this pacing chart by the 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</th>
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| 0    | First day report to classroom  
• Research all important dates and events at your site  
• Complete this column with due dates before the triad meeting.  
• Print a copy for the initial meeting.  
• Incorporate your assignments into clinical practice whenever possible |  
• 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) |  
• 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  
• Schedule time for TC to meet with you weekly |  
• CC begins meeting with TC and MT after first day of instruction  
• Debrief with TC after each observation |
| 1    | Co-plan with Mentor  
• Assist with instructional implementation as requested  
• Observe classroom culture and behavior management system  
• Ask questions and for clarification from MT |  
• 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, school events, etc.) |  
• Beginning of semester triad meeting  
• Facilitate this agreement form discussion and signatures  
• Debrief with TC after each observation |
| 2    | Learn 1 classroom routine (morning meeting, lunch procedure, attendance, etc.)  
• Observe classroom culture and behavior management system  
• Assist with preparations for classroom or school activities or events such as parent-teacher conferences, SST, IEP, meetings, Back to School, etc) |  
• Actively observe and provide feedback to TC  
• Support TC in taking on 1-2 classroom routines  
• Include TC in preparations for classroom/school activities or events: parent-teacher conferences, SST, IEP, meetings, back to school, open house, etc. |  
• Informal observation of classroom routines  
• Assess “fit” between TC and MT; report any concerns to Program Coordinator  
• Debrief with TC after each observation |
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| 3    | Teacher Candidate completes this column | • Share course assignments and due dates with MT  
• Select three content areas with MT for your lessons  
• Plan lessons in one content area  
• Take over 1 classroom routine  
• Practice implementing 1 new classroom routine each day  
• Support MT with assessments  
• Assist with preparations for classroom/school activities or events  
• Ask questions and elicit feedback from MT when appropriate  
• With MT, decide on the two complementary, integrated content areas you will teach by week 6.  
• With MT, plan for two additional content areas to be taught in weeks 9-10. | • Discuss with TC the content areas and timeline for teaching the 6 formal lessons  
• Plan for TC to be teaching two complementary, integrated content areas by week 6.  
• Plan for two additional content 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 TC lessons  
• Provide opportunities for re-teaching  
• Implement co-teaching  
• Include TC in preparations for classroom/school activities or events | • Check-in with TC  
• Begin formal/informal observations  
• Debrief with TC after each observation |
| 4    |  | • Begin teaching lessons in the content area  
• Learn another classroom routine  
• Continue implementing additional classroom routines each day  
• Assist with preparations for classroom/school activities or events | • Observe and provide feedback to TC on lessons, classroom management, interactions with students, professionalism, communication with parents  
• Co-plan; Co-teach  
• Include TC in preparations for classroom/school activities/events | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
| 5    |  | • Continue teaching lessons in the content area  
• Take over both classroom routines  
• Plan second cycle of content area lessons  
• Continue implementing additional classroom routines each day | • Observe and provide feedback to TC on lessons, classroom management, interactions with students, professionalism, communication with parents  
• Co-plan; Co-teach  
• Include TC in preparations for | • Continue check-ins, formal/informal observations  
• If needed begin Plan of Assistance and contact Program Coordinator  
• Debrief with TC after each observation |

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<td>5</td>
<td></td>
<td>• Assist with preparations for classroom/school</td>
<td>classroom/school events/ activities</td>
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| 6    |                 | • Begin teaching daily lessons in the second content area for the week  
• Learn more classroom routines  
• Continue implementing additional classroom routines each day  
• Assist with preparations for classroom/school activities or events | • 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 classroom/school activities/events | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
| 7    |                 | • Continue teaching lessons in second content area for the week  
• Continue practicing morning routines  
• Assist with preparations for classroom/school activities or events | • 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 classroom/school activities/events | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
| 8    | • Mid-semester conferences  
• 3 formal observations completed  
• Two content areas taught every day for 2 weeks or more | • Teach lessons in both content areas together incorporating integrated experiences between the two areas  
• Begin planning third content area lessons  
• Take over morning routines  
• Assist with preparations for classroom/school activities or events | • 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 classroom/school activities/events | • 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    | • Mid-semester conferences  
• 3 formal observations completed  
• Two content areas taught | • Begin teaching lessons in the third content area  
• Continue teaching lessons in the first two content areas  
• Take over morning routines | • 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 |
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| 9    | Teacher Candidate completes this column | • Assist with preparations for classroom/school activities or events | • Co-plan; Co-teach  
• Include TC in preparations for classroom/school activities or events | |
| 10   | • Continue teaching lessons in the third content area  
• Continue teaching lessons in the first two content areas  
• Take over morning routines  
• Plan for Site Visitation Project  
• Assist with preparations for classroom/school activities or events | • 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 classroom/school activities/events | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
| 11   | • Teach lessons in two of the content areas, using integrated experiences.  
• Plan for Site Visitation Project  
• Continue to share responsibility for classroom routines  
• Assist with preparations for classroom/school activities or events | • 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 classroom/school activities/events | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
| 12   | • Teach lessons in two of the content areas, using integrated experiences.  
• Plan for Site Visitation Project  
• Co-Plan and co-teach with Mentor  
• Assist with preparations for classroom/school activities or events | • 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 classroom/school activities/events | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
| 13   | • Teach lessons in all three content areas, using integrated experiences.  
• Plan for Site Visitation Project  
• Continue to share responsibility for classroom routines  
• Assist with preparations for | • Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents  
• Co-plan | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
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| 13   | Teacher Candidate completes this column | classroom/school activities or events | • Co-teach  
• Include TC in preparations for classroom/school activities or events | |
| 14   | | • Teach lessons in all three content areas, using integrated experiences.  
• Plan for Site Visitation Project  
• Continue to share responsibility for classroom routines  
• Assist with preparations for classroom/school activities or events | • 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 classroom/school activities or events | • Continue check-ins, formal/informal observations  
• Debrief with TC after each observation |
| 15   | Final conferences  
6 formal observations & 2 informal observations complete | • Teach lessons in all three content areas, using integrated experiences.  
• Plan for Site Visitation Project  
• Continue to share responsibility for classroom routines  
• Assist with preparations for classroom/school activities or events  
• Plan good-bye and thank you event for the class and MT | • 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   | Final conferences  
6 formal observations & 2 informal observations complete | • Teach lessons in all three content areas, using integrated experiences.  | • Plan good-bye event for class with TC | 8 classroom observations with field notes (6 formal & 2 informal) completed |
| 16   | Last week of instruction | Good-bye and thank you event for the class and MT | • Plan good-bye event for class with TC | 8 classroom observations with field notes (6 formal & 2 informal) completed |

Teacher Candidate Signature: ___________________________  Date: ____________________

Mentor Teacher Signature: ___________________________

Clinical Coach Signature: __________________________

CSM: revised 01.20.2020