

Education Specialist Credential Program Clinical Practice Agreement for SPED 171/172

This agreement is to be reviewed at the first triad meeting with the Teacher Candidate (TC), Mentor Teacher (MT) and University Clinical Practice Coach (CC). This is a working document that can be adjusted as needed. The weeks shown are estimates and do not necessarily match the actual weeks of the semester. This agreement is to be uploaded into the Teacher Candidate's Tk20 binder after the triad meeting.

Recommended Timeline

Week	Teacher Candidate (TC) Role in the Classroom	Clinical Coach (CC) Role
1	<ul style="list-style-type: none"> • First triad meeting. Review this agreement and the roles of Teacher Candidate, University Clinical Practice Coach [CC] and the Mentor Teacher [MT]. • Observe classroom procedures, routines, and classroom management approach • Learn school layout, policies, bell schedule, school and procedures • Your MT and Coach are your support. Feel free to ask questions and for assistance. 	<ul style="list-style-type: none"> • Schedule and hold first triad meeting with TC and MT • Review the MT guide, CC role and this agreement at the meeting
2	<ul style="list-style-type: none"> • Share course assignments & due dates with MT • Schedule a regular time to meet with the MT • Schedule 6 formal lessons with the University Coach • Collaborate with MT to determine the four content areas to be taught over the first half of the semester. Discuss with Coach. • Observe classroom procedures, routines, and classroom management approach • Learn school layout, policies, operating procedures • Plan for classroom emergencies • Introduce yourself to Office Manager, Custodian, Librarian, and other support staff. 	<ul style="list-style-type: none"> • Schedule 6 formal lessons, regular visits and check-ins with TC • Check in with MT
3	<ul style="list-style-type: none"> • Assume responsibility for another classroom routine each week • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop one week of daily lessons for the first content area 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress
4	<ul style="list-style-type: none"> • Teach daily lessons in the first content area • Assume responsibility for another classroom routine each week • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress

Week	Teacher Candidate (TC) Role in the Classroom	Clinical Coach (CC) Role
5	<ul style="list-style-type: none"> • Continue teaching daily lessons in the first content area • Assume responsibility for another classroom routine each week • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop a week of daily lessons a second content area 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress • Schedule Mid-Term Evaluation
6	<ul style="list-style-type: none"> • Teach daily lessons in the second content area • Assume responsibility for another classroom routine each week • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop a week of daily lessons for the second content area 	<ul style="list-style-type: none"> • Continue check-ins & formal observations • Debrief with TC after each observation • Check in with MT on TC progress • Prepare Mid-Term Evaluation for meeting
7	<ul style="list-style-type: none"> • Continue teaching daily lessons in the second content area for one week • Assume responsibility for another classroom routine each week • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop a week of daily lessons for the third content area • Mid-Term Evaluation triad meeting; provide your input 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress • Prepare Mid-Term Evaluation for meeting
8	<ul style="list-style-type: none"> • Teach daily lessons in a third content area for one week • Assume responsibility for all classroom routines daily • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop one week of daily lessons in third content area • Mid-Term Evaluation triad meeting; provide your input 	<ul style="list-style-type: none"> • Continue check-ins & formal observations • Debrief with TC after each observation • Hold the second triad meeting in week 7 or 8
9	<ul style="list-style-type: none"> • Continue teaching daily lessons in the third content area for one week • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop one week of daily lessons the first and second content areas together within lessons 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress

Week	Teacher Candidate (TC) Role in the Classroom	Clinical Coach (CC) Role
10	<ul style="list-style-type: none"> • Teach daily lessons that integrate the first and second content areas together within each lesson • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop another week of daily lessons integrating the first and second content areas within lessons 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress
11	<ul style="list-style-type: none"> • Continue teaching daily lessons integrating the first and second content areas together within each lesson • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop a week of daily lessons integrating the first and third content areas together within lessons 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress
12	<ul style="list-style-type: none"> • Teach daily lessons that integrate the first and third content areas together within each lesson • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop another week of daily lessons integrating the first and third content areas together within lessons 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress • Schedule last triad meeting for Final Evaluation
13	<ul style="list-style-type: none"> • Continue teaching daily lessons integrating the first and third content areas together within each lesson • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop a week of daily lessons integrating all three content areas together within lessons 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress • Prepare Final Evaluation
14	<ul style="list-style-type: none"> • Teach daily lessons that integrate the all three content areas together within each lesson • Support MT with assessments, classroom activities and school events • Participate in the development of IEPs • Attend IEP meetings, site meetings and professional development with MT • Develop another week of daily lessons integrating the first and third content areas together within lessons 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Check in with MT on TC progress • Prepare Final Evaluation

Week	Teacher Candidate (TC) Role in the Classroom	Clinical Coach (CC) Role
15-16	Plan good-bye event for class with MT Final Evaluation triad meeting; provide your input Good-bye to class	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Debrief with TC after each observation • Final Evaluation triad meeting; provide your input

Veteran Practitioner/Mentor Teacher Support

1. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.
2. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences, as needed to fulfill coursework requirements.
3. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the Teacher Candidate - both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.
4. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
5. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
6. Gives continuous feedback to the Teacher Candidate - both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.
7. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
8. Maintains communication with the University Coach regarding the student's progress. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Coach.
9. Informs University Coach of Teacher Candidate's absences, inappropriate dress or concerns regarding professionalism.
10. Agrees to complete required Midterm Evaluation and Final Evaluation online forms by a designated date, as set by the University Coach. When evaluating, the Mentor Teacher considers the candidate's stage as a beginning teacher and gives input regarding course credit to the University Coach.
11. Participates in a Midterm Evaluation conference and Final Evaluation conference with the University Coach and Teacher Candidate.

Teacher Candidate Signature: _____

Veteran Practitioner/Mentor Teacher Signature: _____

Clinical Coach Signature: _____