

Multiple Subject Credential Program - Clinical Practice Agreement for EHD 170

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. Remember that exploring and engaging with the [Teaching Performance Expectations](#) must remain central to TC learning and development. This agreement is to be uploaded into the Teacher Candidate's Tk20 binder after the triad meeting. This is a **Recommended Timeline** - **Consider thoughtful flexibility during COVID-19 and virtual clinical experience**

Week	Teacher Candidate (TC) Role in the Classroom	Clinical Coach (CC) Role
1	<ul style="list-style-type: none"> ● Complete COVID-19 Risk Management Training and Sign Kremen COVID-19 Risk Acknowledgement Form via DocuSign ● First triad meeting. Review this agreement, the K-12 Student Privacy and Social Media Policy, and the roles of Teacher Candidate [TC], 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. ● Review FAST Manual 	<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 ● Plan for how to incorporate your coursework into clinical practice as much as possible ● Schedule a regular time to meet with the MT ● Start to schedule 6 formal lesson observations 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 (when back on site in-person). ● Review FAST Manual 	<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"> ● Finalize schedule of 6 formal lesson observations with the University Coach ● Assume responsibility for another classroom routine each week ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Develop one week of daily lessons for the first content area ● Log clinical hours in Tk20* 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress

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4	<ul style="list-style-type: none"> ● Teach 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 lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress
5	<ul style="list-style-type: none"> ● Teach daily lesson 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 lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Develop one week of daily lessons that integrate content areas one and two ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● 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 content areas one and two for a week <u>integrating content of both areas</u> ● Assume responsibility for another classroom routine each week ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Develop one week of daily lessons for the third content area ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● 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"> ● Teach daily lessons in the third 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 lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual 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 ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress ● Prepare Mid-Term Evaluation for meeting

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8	<ul style="list-style-type: none"> ● Teach daily lessons in the fourth 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 lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Develop a week of daily lessons for the third content area ● Develop one week of daily lessons integrating content areas three and four ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Hold the second triad meeting in week 7 or 8
9	<ul style="list-style-type: none"> ● Teach daily lessons in content areas three and four for one week integrating content of both areas ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Develop one week of daily lessons integrating all four content areas ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress
10	<ul style="list-style-type: none"> ● Continue teaching integrated content area daily lessons all day ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress
11	<ul style="list-style-type: none"> ● Solo takeover week 1: Assume responsibility for classroom and daily lessons all day ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress
12	<ul style="list-style-type: none"> ● Solo takeover week 2: Assume responsibility for classroom and daily lessons all day ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress ● Schedule last triad meeting for Final Evaluation

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13	<ul style="list-style-type: none"> ● Solo takeover week 3: Assume responsibility for classroom and daily lessons all day ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Log clinical hours in Tk20 	<ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations, & discuss contingency plans for CTC approved clinical hours; if needed ● Debrief with TC after each observation ● Check in with MT on TC progress ● Prepare Final Evaluation
14	<ul style="list-style-type: none"> ● Solo takeover week 4: Assume responsibility for classroom and daily lessons all day ● Support MT with assessments, classroom activities and school events ● Participate in the development of lesson plans and IEPs, as appropriate ● Attend IEP meetings, if appropriate, virtual site meetings and professional development with MT ● Provide your input for the Final Evaluation ● Log clinical hours in Tk20 ● Prepare Individual Development Plan for Induction 	<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 ● Discuss and Support the development of the Individualized Development Plan for Induction
15-16	<p>Continue teaching integrated content area daily lessons all day</p> <p>Plan good-bye event for class with MT</p> <p>Final Evaluation triad meeting; provide your input</p> <p>Review and finalize log of clinical hours in Tk20</p> <p>Upload finalized Individual Development Plan for Induction in Tk20</p> <p>Good-bye to class</p>	<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 ● Support the development of the Individualized Development Plan for Induction

***For Clinical Hours** remember to focus on how those hours help you deepen the knowledge and skills as framed by the [CA Teaching Performance Expectations](#). Consider referencing the TPEs in your course discussions/assignments, clinical reflections, and discussions with coaches and mentor teachers. Goal = quality over quantity in your clinical experience.

Mentor Teacher Roles

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 the Teacher Candidate to teach the subject.
5. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of the 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 Name (Print) & Signature & Date	
Mentor Teacher Name (Print) & Signature & Date	
Clinical Coach Name (print) & Signature & Date	