

**Education Specialist Credential Program
 Clinical Practice Agreement for SPED 111**

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](#) (TPEs) 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.

Roles:

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. ● Review the FAST Manual Site Visitation Project ● Set up your time log in Tk20. 	<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"> ● Complete Pre-Disposition Survey in Tk20. ● Share course assignments & due dates with MT ● Schedule a regular time to meet with the MT ● Schedule 6 formal lessons with the University Coach ● Start planning the 6 formal lesson observations with the University Coach; consider in which weeks you will record your lesson ● Collaborate with MT to determine the four content areas to be taught over the first half of the semester. Discuss with your Clinical 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. ● Review the FAST Manual Site Visitation Project. ● Log 21 or more clinical hours in Tk20 time log. 	<ul style="list-style-type: none"> ● Schedule 6 formal lessons, regular visits and check-ins with TC ● Check in with MT ● Set up weekly meetings with Teacher candidates

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3	<ul style="list-style-type: none"> ● Finalize plan for the 6 formal lesson observations with the University Coach. ● Assume responsibility for 1-2 classroom routines each week ● Observe Mentor Teacher instruction and classroom management. ● Participate in the development of the weekly lesson plans with your MT; observe and ask how a unit is put together ● 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. ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). 	<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 ● Weekly meetings with TC
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 ● Develop and teach one or more formal lessons ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). 	<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 ● Weekly meetings with TC
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 ● Develop and teach one or more formal 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 ● Weekly meetings with TCs ● Schedule Mid-Term Evaluation

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	<ul style="list-style-type: none"> ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). 	
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 ● Develop and teach one or more formal lessons ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). 	<ul style="list-style-type: none"> ● Continue check-ins & formal observations ● Debrief with TC after each observation ● Check in with MT on TC progress ● Weekly meetings with TCs ● 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 ● Develop and teach one or more formal lessons ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). ● 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 ● Weekly meetings with TCs ● 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 	<ul style="list-style-type: none"> ● Continue check-ins & formal observations ● Debrief with TC after each observation ● Weekly meetings with TCs ● Hold the second triad meeting in week 7 or 8

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	<ul style="list-style-type: none"> ● Attend IEP meetings, site meetings and professional development with MT ● Develop one week of daily lessons in third content area ● Develop and teach one or more formal lessons ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). ● Mid-Term Evaluation triad meeting; provide your input 	
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 ● Develop and teach one or more formal lessons ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). ● Complete FAST Site Visitation Project 	<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 ● Weekly meetings with TCs ● FAST Site Visitation Project
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 ● Develop and teach one or more formal lessons ● Log 21 or more clinical hours in Tk20 time log. ● Complete one of ten weekly reflections on teaching and learning (separate from formal 	<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 ● Weekly meetings with TCs ● FAST Site Visitation Project

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Week	Teacher Candidate (TC) Role in the Classroom	Clinical Coach (CC) Role
	lessons; 300 words). <ul style="list-style-type: none"> Complete FAST Site Visitation Project 	
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 Develop and teach one or more formal lessons Log 21 or more clinical hours in Tk20 time log. Complete one of six reflections on teaching and learning (separate from formal lessons). See checklist for information. Complete FAST Site Visitation Project 	<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 Weekly meetings with TCs FAST Site Visitation Project
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 Develop and teach one or more formal lessons Log 21 or more clinical hours in Tk20 time log. Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). Complete FAST Site Visitation Project 	<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 Weekly meetings with TCs Schedule last triad meeting for Final Evaluation FAST Site Visitation Project
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 	<ul style="list-style-type: none"> Continue check-ins & formal/informal observations Debrief with TC after each observation

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Week	Teacher Candidate (TC) Role in the Classroom	Clinical Coach (CC) Role
	<ul style="list-style-type: none"> 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 • Develop and teach one or more formal lessons • Log 21 or more clinical hours in Tk20 time log. • Complete one of ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). • Complete FAST Site Visitation Project 	<ul style="list-style-type: none"> • Check in with MT on TC progress • Weekly meetings with TCs • Prepare Final Evaluation • FAST Site Visitation Project
14-15	<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 • Develop and teach one or more formal lessons • Complete all ten weekly reflections on teaching and learning (separate from formal lessons; 300 words). • Log 21 or more clinical hours in Tk20 time log. • Complete Post-Disposition Survey. 	<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
16-17	<ul style="list-style-type: none"> • Plan good-bye event for class with MT • Final Evaluation triad meeting; provide your input 	<ul style="list-style-type: none"> • Continue check-ins & formal/informal observations • Final Evaluation triad meeting; provide your input

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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 using the [TPEs](#) as a guide. 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.

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TIMELINES

SPED 111 Assignments/Timeline	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
Initial Triad Meeting <ul style="list-style-type: none"> Download Clinical Practice Agreement and make notes. Schedule and hold first triad meeting with University Coach and Mentor Teacher. Upload signed agreement into Tk20. 	X	X														
Tk20 Self-Orientation, Pre-Disposition Survey & Time Log <ul style="list-style-type: none"> Become familiar with Tk20 e-binder and Tk20 forms Complete Pre-Disposition Survey in Tk20 (self-rating of current knowledge and progress) Create a time log in Tk20. Directions are HERE Log 21 hours of clinical activities weekly in the time log. 	X	X														
Class Profile Form <ul style="list-style-type: none"> Get to know the students. Complete Class Profile Form. Ask your Mentor Teacher for student information as needed. 		X														
Classroom Routines <ul style="list-style-type: none"> Assume 1-2 classroom routines each week. <ul style="list-style-type: none"> Examples include walking students to the classroom, taking attendance, collecting and correcting homework, etc. 		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Weekly Lesson Plans/Teaching <ul style="list-style-type: none"> Develop and teach one standards-based lesson plan each week. 			X	X	X	X	X	X	X	X	X	X	X	X	X	

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<ul style="list-style-type: none"> Lesson plan approved by University Coach and/or Mentor Teacher <u>36 hours before</u> the lesson is taught. 																	
Six Formal Lessons with Reflections <ul style="list-style-type: none"> Develop and teach six formal lessons across the semester that are observed and evaluated by the Coach. Schedule lessons with Coach in advance. Use the Tk20 lesson plan template. Submit plan in Tk20 and email lesson plan to Coach 36 hours in advance. Write lesson reflection after lesson is taught. 			Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		Lesson 6				
Ten Clinical Practice Reflections <ul style="list-style-type: none"> Write ten reflections across the semester that discuss your teaching challenges, improvements and discuss what you are learning in the classroom. 			Ref 1	Ref 2	Ref 3	Ref 4			Ref 5	Ref 6	Ref 7	Ref 8	Ref 9	Ref 10			
Second Triad Meeting & Mid-Semester Performance Review: <ul style="list-style-type: none"> Provide input on your progress to your Coach. Schedule and hold the second triad meeting with the Coach and Mentor Teacher to discuss performance and set goals. 							X										
Site Visitation Project Assessment <ul style="list-style-type: none"> Download FAST Manuals and forms Candidates plan, teach, and evaluate a 20- to 45-minute mathematics lesson infused with English Language Development and English Language Arts standards. Observed by the University Coach and digitally recorded and uploaded into Tk20. Candidate watches lesson recording, evaluates the 								Site Visitation Project									

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planning and implementation of the lesson, and selects a segment that demonstrates subject-specific pedagogy for responses to questions about the lesson.																
Third Triad Meeting, Post-Disposition Survey & End of Semester Performance Review <ul style="list-style-type: none"> • Provide input on your progress to your Coach. • Schedule and hold the final triad meeting with the Coach and Mentor Teacher to discuss performance and set goals. • Complete Post-Disposition Survey in Tk20. 														X		

Signatures:

Teacher Candidate: _____

Mentor Teacher: _____

University Coach: _____