

**Education Specialist Credential Program
 Clinical Practice Agreement for SPED 178**

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.

ROLE

| 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. ● Set up your time log in Tk20. ● Review FAST Manual for Teaching Sample Project | <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 six content areas to be taught over 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. ● Log 35 or more clinical hours in Tk20 time log. ● Review FAST Manual for Teaching Sample Project | <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 ● 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. ● Plan formal assessment of one student with MT and for the development of the IEP ● Plan with MT for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample 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 TC ● Teaching Sample Project |
| 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 a week of daily lessons a second content area ● Develop and teach one or more formal lessons ● Plan formal assessment of one student with MT and for the development of the IEP and the MT and TC roles at IEP meeting. ● Plan with MT for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample 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 TC ● Teaching Sample Project |

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|------|---|---|
| 5 | <ul style="list-style-type: none"> ● Teaching 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 first and second content areas ● Develop and teach one or more formal lessons ● Implement formal assessment of one student and begin development of the IEP ● Plan for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample 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 ● Teaching Sample Project ● Schedule Mid-Term Evaluation |
| 6 | <ul style="list-style-type: none"> ● Teach integrated daily lessons in the first and second content areas ● 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 ● Implement formal assessment of one student and work on draft development of IEP ● Plan for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample Project | <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 ● Teaching Sample Project ● 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 | <ul style="list-style-type: none"> ● Continue check-ins & formal/informal observations ● Debrief with TC after each observation |

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|------|--|---|
| | <ul style="list-style-type: none"> ● 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 fourth content area ● Develop and teach one or more formal lessons ● Implement formal assessment of one student and work on draft development of IEP ● Plan for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample Project ● Mid-Term Evaluation triad meeting; provide your input | <ul style="list-style-type: none"> ● Check in with MT on TC progress ● Weekly meetings with TCs ● Teaching Sample Project ● Prepare Mid-Term Evaluation for meeting |
| 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 IEPs ● Attend IEP meetings, site meetings and professional development with MT ● Develop one week of integrated daily lessons in third and fourth content areas ● Implement formal assessment of one student and work on draft development of IEP ● Plan for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample Project ● 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 ● Weekly meetings with TCs ● Teaching Sample Project ● Hold the second triad meeting in week 7 or 8 |
| 9 | <ul style="list-style-type: none"> ● Teach integrated daily lessons in the third and fourth content areas for one week ● 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/informal observations ● Debrief with TC after each observation ● Check in with MT on TC progress |

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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 the fifth content area ● Develop and teach one or more formal lessons ● Implement formal assessment of one student and work on draft development of IEP ● Plan for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample Project | <ul style="list-style-type: none"> ● Weekly meetings with TCs ● Teaching Sample Project |
| 10 | <ul style="list-style-type: none"> ● Teach daily lessons in the fifth content area for a 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 integrating the first, second and third content areas ● Develop and teach one or more formal lessons ● Develop and facilitate the IEP meeting for the student on whom you administered the formal assessment. ● Plan for solo 4 week takeover of class in weeks 12-16. ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Work on Teaching Sample 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 ● Teaching Sample Project |
| 11 | <ul style="list-style-type: none"> ● Continue teaching daily lessons, integrating the first, second and third content areas ● 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 third-fifth 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 ● Weekly meetings with TCs ● Teaching Sample Project |

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| Week | Teacher Candidate (TC) Role in the Classroom | Clinical Coach (CC) Role |
|------|---|---|
| | <ul style="list-style-type: none"> ● Develop and teach one or more formal lessons ● Develop and facilitate the IEP meeting for the student on whom you administered the formal assessment. ● Begin solo 4 week takeover of class ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Complete Teaching Sample Project | |
| 12 | <ul style="list-style-type: none"> ● Continue teaching daily lessons, integrating the third, fourth and fifth content areas ● 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 ● Develop and facilitate the IEP meeting for the student on whom you administered the formal assessment. ● Solo 4 week takeover of class ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Complete Teaching Sample 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 ● Teaching Sample Project |
| 13 | <ul style="list-style-type: none"> ● Develop and teach daily lessons integrating all content areas ● 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 ● Solo 4 week takeover of class ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six 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 ● Prepare Final Evaluation ● Teaching Sample Project ● IDP |

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|--------------|--|--|
| | lessons; 300 words). See practicum timeline for detailed information. | |
| 14-15 | <ul style="list-style-type: none"> ● Develop and teach daily lessons integrating all content areas ● 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 ● Solo 4 week takeover of class ● Log 35 or more clinical hours in Tk20 time log. ● Complete one of six weekly reflections on teaching and learning (separate from formal lessons; 300 words). See practicum timeline for detailed information. ● Develop IDP with Coach ● Final 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 Final Evaluation ● Teaching Sample Project ● IDP |
| 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 ● IDP |

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.

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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 178 Assignments/Timelines | 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 35 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 | | |
| Weekly Lesson Plans/Teaching <ul style="list-style-type: none"> Develop and teach one standards-based lesson plan each week. Lesson plan approved by University Coach and/or Mentor Teacher <u>36 hours before</u> the lesson is taught. | | X | X | X | X | X | X | X | X | X | X | X | X | X | | |
| Six Formal Lessons with Reflections <ul style="list-style-type: none"> Develop and teach six formal lessons across the semester | | | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | | | | | | |

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|---|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| <p>that are observed and evaluated by the Coach.</p> <ul style="list-style-type: none"> • Schedule lessons with Coach in advance. • Use the Tk20 lesson plan template. Submit in Tk20 and email lesson plan to Coach 36 hours in advance. • Write lesson reflection after each lesson is taught. | | | | | | | | | | | | | | | | |
| <p>Formal Assessment, Development of Draft IEP and Facilitation of an IEP Team Meeting</p> <ul style="list-style-type: none"> • Plan formal assessment of 1 student with Mentor Teacher. • Administer assessment and collect data. Analyze results. • Co-develop the draft IEP document. • Plan, schedule and hold IEP Team Meeting with your Mentor Teacher and team. • Co-facilitate the IEP team meeting. | | | | X | | | | | | | | | | | | |
| <p>Second Triad Meeting & Mid-Semester Performance Review</p> <ul style="list-style-type: none"> • Provide input on your progress to your Coach. • Schedule and hold second triad meeting with the Coach and MT to discuss performance and set goals. | | | | | | | | X | | | | | | | | |
| <p>Solo Takeover of Classroom (4 weeks)</p> <ul style="list-style-type: none"> • Candidate assumes full responsibility daily for the classroom for a block of four weeks [120 hours minimum] over the arc of the program. • Solo teaching includes planning and delivering lessons, monitoring students' progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and candidate self-reflection on own teaching practices. Lesson Plans submitted 36 hours in advance to the University Coach and Mentor Teacher. | | | | | | | | X | | | | | | | | |

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|--|---------|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------|----------|----------|----------|----------|----------|----------|----------|
| <p>Six Clinical Practice Reflections Write six reflections across the semester on your teaching and learning in your classroom. Topics::</p> <ul style="list-style-type: none"> ● Reflection 1: Discuss the use of educational software and assistive technology with students in your classroom. ● Reflection 2: Discuss your challenges and successes in addressing executive functioning issues (e.g., organization, attention, impulse-control, working memory, cognitive flexibility, etc.) in your students. What do you need to do differently for your students to be more successful? ● Reflection 3: Discuss how you would adjust your lessons for a child who has 2 or more of these issues: orthopedically impaired, deaf-blind, has a sensory impairment and/or is on the autism spectrum. ● Reflection 4: Discuss the challenges and successes of your classroom management system. What would you change or add for next year? ● Reflection 5: Discuss the challenges and successes of developing either a Behavior Intervention Plan or transition planning for one student on the caseload. ● Reflection 6: Discuss your learning and progress this semester (final evaluation). What do you need to address next semester to improve your practice? | | | Reflection 1 | Reflection 2 | Reflection 3 | Reflection 4 | Reflection 5 | Reflection 6 | | | | | | | | |
| <p>Teaching Sample Project Assessment</p> <ul style="list-style-type: none"> ● Download FAST Manuals and forms ● Candidates are required to: <ul style="list-style-type: none"> ● Identify the context of your classroom (i.e. students and classroom environment), ● Plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy to a class of students classified as Mild to | | | | X | | | | | | | | | | | | |

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|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| Moderate or Extensive Support Needs, while also making sure to address identified IEP goals <ul style="list-style-type: none"> Assess students' learning before, during, and after the unit Document own teaching and the students' learning Reflect on the effectiveness of one's own teaching. | | | | | | | | | | | | | | | | |
| 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. Co-Develop Individualized Induction Plan (IDP) and upload into Tk20. | | | | | | | | | | | | | | | X | |

Signatures:

Teacher Candidate: _____

Mentor Teacher: _____

University Coach: _____