

Multiple Subject Credential Program

Clinical Practice Agreement for EHD 160 A or 160 B Interns

This agreement is to be reviewed at the first triad meeting with the Teacher Candidate (TC), Cooperating Teacher (CT), and University Clinical Practice Coach (CC). This is a **Recommended Timeline** that can be adjusted as needed. The weeks shown are estimates and do not necessarily match the actual weeks of the semester. 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.

Week	Teacher Candidate (TC) Role in the Classroom	Due	Clinical Coach (CC) Role
1	<ul style="list-style-type: none"> First triad meeting: Review this agreement, the K-12 Student Privacy and Social Media Policy, and the roles of the Intern [IN], University Clinical Practice Coach [CC], and Cooperating Teacher [CT]. Review classroom procedures, routines, and classroom management approach Learn school layout, policies, bell schedule, school, and procedures Your CT and Coach are your support. Feel free to ask questions and for assistance. Review FAST Manual (If applicable) 	Triad Meeting #1	<ul style="list-style-type: none"> Schedule and hold the first triad meeting with IN and CT Review the IN guide, CC role, and this agreement at the meeting
2	<ul style="list-style-type: none"> Share course assignments & due dates with CT and CC Plan for how to incorporate your coursework into clinical practice as much as possible Schedule a regular time to meet with the CT Start to schedule 6 formal lesson observations with the CC Discuss and plan classroom procedures, routines, and classroom management approach Learn school layout, policies, and operating procedures Plan for classroom emergencies Introduce yourself to the Office Manager, Custodian, Librarian, and other support staff. Review FAST Manual (If applicable) 	Weekly Reflection #1 Triad Meeting #1 (If needed)	<ul style="list-style-type: none"> Schedule 6 formal lessons, regular visits, and check-ins with IN Check in with CT
3	<ul style="list-style-type: none"> Finalize the schedule of 6 formal lesson observations with the CC Teach daily lessons in all content areas Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) Attend IEP meetings, school site meetings, and professional development Develop a week of daily lessons for the third content area Mid-Term Evaluation triad meeting; Coach and Candidate discuss and provide feedback Log clinical hours in Tk20 	Observation #1 FAST (TSP) Seminar Students in Context & Learning Outcomes	<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 CT on TC progress
4	<ul style="list-style-type: none"> Teach daily lessons in all content areas Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) Attend IEP meetings, school site meetings, and professional development Develop a week of daily lessons for the third content area Mid-Term Evaluation triad meeting; Coach and Candidate discuss and provide feedback Log clinical hours in Tk20 	Weekly Reflection #2 TSP Students in Context DUE	<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 CT on TC progress

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5	<ul style="list-style-type: none"> ● Teach daily lessons in all content areas ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, school site meetings, and professional development ● Develop a week of daily lessons for the third content area ● Mid-Term Evaluation triad meeting; Coach and Candidate discuss and provide feedback ● Log clinical hours in Tk20 	Observation #2	<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 CT on TC progress ● Schedule Mid-Term Evaluation
6	<ul style="list-style-type: none"> ● Teach daily lessons in all content areas ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, school site meetings, and professional development ● Develop a week of daily lessons for the third content area ● Mid-Term Evaluation triad meeting; Coach and Candidate discuss and provide feedback ● Log clinical hours in Tk20 	Weekly Reflection #3 FAST (TSP) Seminar Assessment & Design for Instruction TSP Learning Outcomes DUE	<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 CT on TC progress ● Prepare Mid-Term Evaluation for meeting
7	<ul style="list-style-type: none"> ● Teach daily lessons in all content areas ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, school site meetings, and professional development ● Develop a week of daily lessons for the third content area ● Mid-Term Evaluation triad meeting; Coach and Candidate discuss and provide feedback ● Log clinical hours in Tk20 	Observation #3	<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 CT on TC progress ● Prepare Mid-Term Evaluation for meeting
8	<ul style="list-style-type: none"> ● Teach daily lessons in all content areas ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, school site meetings, and professional development ● Develop a week of daily lessons for the third content area ● Mid-Term Evaluation triad meeting; Coach and Candidate discuss and provide feedback ● Log clinical hours in Tk20 	Weekly Reflection #4 Triad Meeting #2 TSP Assessment Plan DUE	<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 if <u>needed</u>

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9	<ul style="list-style-type: none"> ● Teach daily lessons in all content areas ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, school site meetings, and professional development ● Develop a week of daily lessons for the third content area ● Mid-Term Evaluation triad meeting; Coach and Candidate discuss and provide feedback ● Log clinical hours in Tk20 	TSP Design for Instruction DUE Observation #4	<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 CT on TC progress
10	<ul style="list-style-type: none"> ● Continue teaching integrated content area daily lessons all day ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, school site meetings, and professional development ● Develop one week of daily lessons integrating content areas three and four ● Log clinical hours in Tk20 	Weekly Reflection #5	<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 CT on TC progress
11	<ul style="list-style-type: none"> ● Continue teaching integrated content area daily lessons all day ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, school site meetings, and professional development ● Develop one week of daily lessons integrating content areas three and four ● Log clinical hours in Tk20 	Observation #5 FAST (TSP) Seminar Instructional Decision Making, Analysis, & Self-Evaluation /Reflection	<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 CT on TC progress
12	<ul style="list-style-type: none"> ● Continue teaching integrated content area daily lessons all day ● Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) ● Attend IEP meetings, virtual site meetings, and professional development ● Develop one week of daily lessons integrating content areas three and four ● Log clinical hours in Tk20 	Weekly Reflection #6 TSP Instructional Decision Making & Analysis of Student Learning DUE	<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 CT on TC progress ● Schedule last triad meeting for Final Evaluation

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13	<ul style="list-style-type: none"> Continue teaching integrated content area daily lessons all day Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) Attend IEP meetings, virtual site meetings, and professional development Develop one week of daily lessons integrating content areas three and four Log clinical hours in Tk20 	Observation #6 TSP: Submit Portfolio	<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 CT on TC progress Prepare Final Evaluation
14	<ul style="list-style-type: none"> Continue teaching integrated content area daily lessons all day Participate in the development of lesson plans, assessments, school events, and IEPs (as needed) Attend IEP meetings, virtual site meetings, and professional development Develop one week of daily lessons integrating content areas three and four Log clinical hours in Tk20 Prepare Individual Development Plan for Induction 	Final Triad and Evaluation Meeting	<ul style="list-style-type: none"> Continue check-ins & formal/informal observations Debrief with TC after each observation Check in with CT on TC progress Prepare Final Evaluation Discuss and Support the development of the Individualized Development Plan for Induction
15-16	<ul style="list-style-type: none"> Continue teaching integrated content area daily lessons all day Final Evaluation triad meeting; provide your input Review and finalize log of clinical hours in Tk20 Upload finalized Individual Development Plan for Induction in Tk20 Submit course binder in Tk20 		<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

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Cooperating Teacher Expectations

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, and disciplinary and emergency procedures.
2. Arrange 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. Arrange a weekly planning period with the Teacher Candidate. Gives continuous feedback to the Teacher Candidate - both written and verbal. Uses effective questioning strategies to help the candidate become skillful in self-assessment and goal setting.
4. Models effective teaching methods for a given school subject whenever applicable.
5. Review all lesson plans of the Teacher Candidate at least one day prior to teaching.
6. Gives 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. Assists the Teacher Candidate in meeting competencies.
8. Maintains communication with the University Coach regarding the candidate's progress.
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 Cooperating Teacher considers the candidate's stage as an intern teacher and gives input regarding course credit to the University Coach.
11. Participate in a Midterm Evaluation conference and Final Evaluation conference with the University Coach and Teacher Candidate.

Signatures:

All parties should sign the Clinical Practice Agreement after the first triad meeting.

Teacher Candidate Name (Print):

Signature & Date:

**Cooperating Teacher or
Administrator Name (Print):**

Signature & Date:

Clinical Coach Name (print):

Signature & Date:
