

EHD 170/160A/160B: Field Study C Syllabus

Fall 2024

Instructor Information

Instructor Name:

Department: Multiple Subjects

Email / Telephone:

Office: M-Th 8:00am-5:00pm zoom hours available

Student Support Hours: as needed

Course Information

Course Modality: Hybrid: in person visits/ panopto/ zooms

Course ID: 170

Units: 9

Class Meeting Location & Time: TBD by University Coach/student teacher

(Teacher Candidates Anticipate 4 days per week; 7:30am – 3:30pm for clinical in-person with Mentor Teacher and weekly check-ins with University Coach)

(Interns Anticipate 5 days per week; 7:30am – 3:30pm for clinical in-person and weekly check-ins with University Coach)

Prerequisites:

EHD 178 completed

Course description:

EHD 170 is a supervised clinical practice experience that culminates in a minimum of four weeks of solo teaching. These four weeks include planning, implementing, and assuming all classroom duties/responsibilities. 30 hours per week in the classroom along with an additional 2 hours per week for planning is expected. Teacher Candidates report ½ hour before school starts until at least ½ hour after the school day ends. In order to learn and assume all the responsibilities of a full-time teacher it may be necessary for the candidates to attend meetings, training and school functions beyond the school day. It is hoped that each graduate will continue striving toward educational leadership and professional growth through lifelong learning.

EHD 170/160A/160B is the supervised final Multiple Subject student teaching or internship experience, which involves practicing the theory and methods learned in coursework and promotes the analysis of the Teacher Candidate's or Intern's own teaching. For Teacher Candidates or Interns to make progress, it is important that

Mentor Teachers and Teacher Candidates or Interns experience all aspects of classroom management, receive ample time to work with students, and demonstrate the ability to use a variety of methods, and techniques. For Teacher Candidates Co-Teaching is encouraged. EHD 170/160A/160B offers continuing opportunities for Teacher Candidates and Interns to apply what they have learned and to assume responsibilities of full-time teachers.

Teacher candidates should assume primary responsibility for co-teaching and solo teaching on a consecutive basis only when they have been recommended to do so by the mentor teacher and the university coach.

Required Course Materials

- [Multiple Subject Credential Program Clinical Handbook](#)
- [Multiple Subject Credential Program Clinical Handbook for Teacher Residency Programs](#)
- Active [Tk20 account](#) (\$110.00)
- [Fresno Assessment of Student Teachers, FAST](#)
- [Clinical Practice Agreement](#)
- [Lesson Plan Template](#)
- Refer to the California Department of Education website:
<http://www.cde.ca.gov/re/pn/fd/>
 - o [Teaching Performance Expectations](#)
 - o *Common Core State Standards*
 - o *Next Generation Science Standards*
 - o *Visual and Performing Arts Content Standards*
 - o *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
 - o *Core Curriculum*

Course Specifics

Primary Learning Outcomes:

The learning outcomes are aligned with the California Commission on Teacher Credentialing (CCTC) Teaching Performance Expectations (TPE) and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

1. Teacher Candidates and Interns will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 2.5, 2.6).
2. Teacher Candidates and Interns will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, and science, visual and performing arts (TPE 3.1, 3.3, 7.5, 7.6).
3. Teacher Candidates and Interns will develop students' literacy skills, focusing on their foundational skills, meaning making, language development, and effective expression (TPE 7.4, 7.5, 7.6, 7.7, 7.8)

4. Teacher Candidates and Interns will monitor student learning during instruction (TPE 4.4).
5. Teacher Candidates and Interns will utilize formative assessment practices, ongoing progress monitoring, and diagnostic techniques for planning instruction and supporting students (TPE 3.1, 5.1, 7.10).
6. Teacher Candidates and Interns will make content accessible (TPE 4.2, 7.3).
7. Teacher Candidates and Interns will engage students in the learning process (TPE 5.3).
8. Teacher Candidates and Interns will utilize developmentally appropriate teaching practices (TPE 4.4, 7.10, 7.11).
9. Teacher Candidates and Interns will allocate instructional time to maximize student learning (TPE 4.4, 7.4).
10. Teacher Candidates and Interns will exhibit appropriate ethical and legal behavior (TPE 6.5; Professional Ethics).
11. Teacher Candidates and Interns will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 6.1; Reflection).
12. Teacher Candidates and Interns will utilize Co-Teaching strategies.

Course Requirements and Major Assignments:

1. **Attend meetings called by your University Coach.**
2. **Pre-Disposition Survey and Post-Disposition Survey.** Developing dispositions essential to becoming a professional educator is required of the Multiple Subject Credential Program. In Tk20, Teacher candidates are required to:
 - a. Complete the pre-disposition survey by week 3 of the semester.
 - b. Discuss the results with your University Coach and set a goal for an area of growth.
 - c. Complete the post-disposition survey by week 16 of the semester.
3. **Clinical Practice Agreement.** This agreement is to be reviewed at the first triad meeting with the Intern (IT), Cooperating Teacher (CT), and University Clinical Practice Coach (CC) or the Teacher Candidate (TC), Mentor Teacher (MT) and University Clinical Practice Coach (CC). It is intended to assist with clarifying responsibilities as well as individualizing the gradual release plan for the TC or CT. 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 and IT learning and development. This agreement is to be uploaded into the Intern's or Teacher Candidate's Tk20 binder after the triad meeting.
4. **Clinical Practice Experience and Logging Clinical Hours.** Teacher Candidates and Interns are required to participate in a *minimum of 30 hours per week* in clinical placement aiming to log approximately 360-420 hours during EHD 170 in Tk20.

Teacher Candidate is to assume responsibility of the morning routine on a daily basis. Clinical activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar, lesson planning, co-teaching strategies, reviewing assessment data, attending professional learning community at school site, attending professional learning approved by Fresno State, attending parent-teacher conferences, attending district board meetings, etc.

5. **Students in Context.** Information must include a summary of (a) English proficiency levels, (b) identified needs (IEP, 504, behavioral plans), (c) ethnicity, and (d) reading/writing proficiency (with the source of your information). In addition, you will identify other information about individual students. The information you gather should directly inform your planning and instruction to ensure all students have access to the curriculum. This information may include academic strengths and challenges, cultural background, interests, social interactions, attitude, language proficiency, health needs, etc. A review of IEP goals, 504 plans, or behavior plans should be part of this process. Interest surveys, observations of interactions and behavior, and conversations are good sources of information. Select the most useful information for your planning. More is not necessarily better. Use the [TSP Students in Context Template](#) and submit in Tk20.
6. **Lesson Planning.** Every week Teacher Candidates and Interns will participate in the development of the weekly lesson plans with your Mentor Teacher or Cooperating Teacher and observe and ask questions about how a unit of study is put together. *Develop and submit at least 6 standards-based lesson plans that integrate two content areas and have them reviewed by your University Coach and/or Mentor Teacher 36 hours before each lesson is taught.*
 - a. Weeks 5-6 Develop one lesson for the first content area each week; include literacy instruction (TPE 7.5, 7.6)
 - b. Weeks 7-8 Develop one lesson for the second content area each week; include literacy instruction (TPE 7.5, 7.6)
 - c. Weeks 9-12 Develop one lesson that integrates the first and second content areas together each week; include literacy instruction (TPE 7.5, 7.6)

***Please note: At least one lesson plan and observation must demonstrate application of literacy instruction based on the CA Dyslexia Guidelines.

Teacher Candidates and Interns will develop lessons for solo teaching being responsible for daily lessons covering all content areas.

Use the [Lesson Plan Template](#) and submit it in Tk20.

7. **Reflections.** In 200-300 words Teacher Candidates and Interns must submit one reflection per week for a total of twelve (12) reflections during the semester in Tk20. During the 6 weeks in which you have a formal observation, you will specifically reflect on your formal observation and debriefing conversation with your University Coach. For

the 12 weeks, you may consider using one of the following to guide your reflective practice:

- a. Reflection-on-action
 - i. Focus on 1-3 students. Discuss what you hoped to see in the students' development and learning and explain how you know if you're seeing growth in the students?
 - ii. Describe what went well.
 - iii. Describe what could be strengthened.
 - iv. Describe what could be done differently next time.
 - v. Always set a goal for future practice and reflection.
 - b. Select a TPE and discuss what it means to you, how you observe it or practice it in the classroom.
 - c. Select a content area or concept introduced to you in your coursework and discuss a theory to practice connection.
 - d. Focus on something that you take for granted about teaching and learning that surprised you this week. Why is it an 'aha' moment for you?
 - e. What assessment data did you look at this week? How is that information informing your practice?
 - f. In what ways did you focus on the assets your students brought into the classroom this week? How will you incorporate your student's strengths into your lesson planning?
 - g. How does context matter to your planning and practice?
 - h. How do your present goals, aspirations, and motivations as an educator reflect your beliefs and your experiences?
 - i. How did your identities and life experiences influence your teaching practices? Consider such identities as your race, social class, gender, and sexual orientation, and such schooling experiences as those related to academic achievement, motivation, professional development, extracurricular activities, and peer groups. How does your background shape your practice this week? What assumptions and bias are you questioning?
8. **Formal Observation, Debrief, and Reflection.** Teacher Candidates and Interns record the implementation of a minimum of six (6) intentionally planned lessons approximately 20-30 minutes in length. Meet with your coach to debrief virtually synchronously or asynchronously. Submit your formal observation using the guidance in the reflections section above in Tk20. Use [Panopto to record and share your recording with your coach](#).
9. **Mid-Semester and Final-Semester Performance Review.** During weeks 7-9, the University Coach will help schedule a meeting with the Teacher Candidate and Mentor Teacher or Intern and Cooperating Teacher where the triad will reflect on the learning and development of the Teacher Candidate or Intern as well as set goals for areas of

improvement for the second half of the semester. During weeks 15-16, the University Coach will help schedule a meeting with the Teacher Candidate and Mentor Teacher or Intern and Cooperating Teacher where the triad will reflect on the learning and development of the Teacher Candidate or Intern as well as set goals for areas of improvement for final student teaching. Coach will submit it in Tk20.

The following TPEs will be evaluated on a 4 point scale

NO = Not Observed

1 = Does not meet expectations

2 = Meets expectations

3 = Meets expectations at a high level

4 = Exceeds expectations

TPE 1: Engaging and Supporting Students in Learning
1.1, 1.3. Applying knowledge of students (prior experience, interests, social emotional needs of students, funds of knowledge, and lives outside the classroom) in instruction.
1.4. Utilize UDL and developmentally appropriate practices to support access to curriculum for all learners.
1.5. Promote critical and creative thinking by providing opportunities for inquiry and problem solving.
1.6. Supportive environment for all students, including emergent bilingual students (research based instructional practices)
1.8. Monitor and adjust instruction based while teaching to support learning and engagement.
TPE 2: Creating and Maintaining Effective Environments for Student Learning
2.1, 2.2, 2.3. Create inclusive learning environments that enable all students to learn; promote social emotional growth, positive interactions and productive student learning.
2.5. Maintain high expectations for learning with appropriate support for all students.
2.6. Establish and maintain clear expectations for positive classroom behavior.
TPE 3: Understanding and Organizing Subject Matter for Student Learning
3.1, 3.3. Plan, design, and implement instruction using current subject specific pedagogy and the adopted state standards and curriculum frameworks.
3.2, 3.4. Use knowledge of students to promote access to curriculum in collaboration with other educators and support accommodations and/or modifications.
3.5. Adapt curriculum to support acquisition and use of academic language.
3.6, 3.8. Implement a range of effective technology to support student learning for all.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
4.1. Locate and apply knowledge of students' academics, language, culture, and learning needs.

4.2, 4.5. Understand knowledge of typical and atypical development in children, and incorporate strategies that meet individual needs of students.
4.3. Design and implement instruction that demonstrates the interconnectedness of academic content areas.
4.4. Plan, design, and implement effective instructional strategies; including UDL, developmentally, linguistically, and culturally appropriate, and inclusive modifications for students with disabilities in a gen ed classroom.
4.7. Incorporate a variety of communication strategies between teacher and student and between students.
TPE 5: Assessing Student Learning
5.1, 5.8. Use appropriate types of assessment and data for progress monitoring and informing instructional decisions.
5.2. Collect and analyze assessment data to plan and modify instruction for students
5.7. Use English learners' assessment data to plan instruction to support proficiency in English and their primary language.
TPE 6: Developing as a Professional Educator
6.1. Reflect on their own teaching practice, including subject matter and pedagogy, to support improved student learning.
6.2. Recognize implicit and explicit biases, and how they may positively and negatively impact teaching and learning.
6.5. Conduct themselves with integrity and model ethical conduct for themselves, including responsible use of social media, responsibilities as a mandated reporters, and complying with all laws concerning professional conduct and moral fitness.
TPE 7: Effective Literacy Instruction
7.3, 7.4. Provide literacy instruction for all students that is active, motivating, engaging; responsive to student's age, language, & culture.
7.5. Foundational Skills: Develop student foundational skills; including print concepts, phonological & phonemic awareness, spelling, word recognition, decoding/encoding, & fluency. OR Develop advanced students' skills in semantics, morphology, syntax, & foundational skills in reading complex disciplinary text.
7.6. Meaning Making. Engage students in reading, listening, speaking, & writing to make meaning of text by drawing evidence, ask & answer questions, & support analysis and reflection.
7.7. Promote students' oral & written language by attending to vocabulary to include discipline specific academic language, home language, & encourage translanguaging.
7.8. Develop students' effective expression as they write, discuss, present, & use language conventions.
7.10. Use progress monitoring and diagnostic techniques to inform instructional decision making and monitor students' literacy progress.

10. **Solo Teaching.** Solo teaching occurs when the Teacher Candidate assumes primary responsibility for sustained, connected teaching experiences enabling them to monitor student learning over time and build on student learning over the course of multiple interactions for a minimum of four weeks in the semester. Solo teaching includes those activities in which the candidate plans or coplans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice. Teacher Candidates can meet this requirement by co-teaching with their mentor teacher as long as the Teacher Candidate takes a lead role and is fully responsible for all teaching and learning experiences in the classroom. Although solo teaching is required for four weeks, the time spent co-teaching can be broken up into two-weeks of consecutive teaching experiences.

11. **Complete the Fresno Assessment of Student Teachers (FAST) Teaching Sample Project.**

- a. Review FAST Manual during the first two weeks of the semester.
- b. Review TSP preparation Videos.
- c. Attend TSP Meetings held by FAST Coordinator
- d. In Tk20, complete all steps of the TSP to document Teacher Candidate's effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1, 2, 3, 4, 5, 6, 7)

12. **Individual Development Plan (IDP).** The purpose of the IDP is to identify the specific activities the Teacher Candidate or Intern has completed and the areas that should be the focus of induction so that the induction program and mentor understand the Teacher Candidate's or Intern's preparation. Teacher Candidates and Interns will work with their university coach to complete the IDP form and set specific goals to set them up for moving into induction. Please use the IDP form in Tk20.

Teaching Sample Project (TSP)

FAST OVERVIEW

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical experience. The Kremen School of Education and Human Development has designed its own teacher performance assessment system to evaluate your mastery of the TPEs, the *Fresno Assessment of Student Teachers* (FAST). The system consists of two tasks or “projects”, the Site Visitation Project (TSP) and the Teaching Sample Project (TSP).

The Teaching Sample Project (TSP) is the focal performance task of the EHD 170. The TSP will be scored by trained, reliable scorers (typically your University Coach) using a specific four-point rubric:

- 1 = Does not meet expectations
- 2 = Meets expectations
- 3 = Meets expectations at a high level
- 4 = Exceeds expectations

A score of 2 on all sections is required to pass the TSP. In the event that a candidate earns a score of “1” on any section, the candidate will have the opportunity to revise and resubmit that section. If a passing score is still not earned in the resubmission, the candidate may apply for a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual).

TEACHING SAMPLE PROJECT OVERVIEW

The TSP assesses the candidate’s ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

- TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
- TPE 2 – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
- TPE 3 – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
- TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
- TPE 6 – Developing as a Professional Educator (6.1)
- TPE 7 – Effective Literacy Instruction (7.7, 7.8)

For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students’ learning before, during, and after the unit, (d) to document your teaching and your students’ learning, and (e) reflect on the effectiveness of your teaching.

Credit for EHD 170

To receive credit for EHD 170/160A/160B, Teacher Candidates (including Interns) must satisfactorily meet all clinical practice expectations during the weeks that they are due. Additionally, all credential candidates must successfully pass the FAST Teaching Sample Project.

Course Policies & Safety Issues

Attendance

Attend all class sessions unless ill. Due to discussions of readings and other in class activity requirements, more than 3 absences may impact your ability to complete the requirements of the course.

Make Up Policy for Planned and Unplanned Absences

In the case of an unplanned student absence, clinical hours and assignments due during the time the student is absent may be made up only if the student contacts the University Coach as soon as practical after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the University Coach on or before the due date, or as arranged with the University Coach. This includes papers, assessments, and/or homework assignments. The University Coach may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Working assumptions for this course

- *We will interact respectfully.* Our beliefs, values, and ideas often differ from one another because we draw from different life experiences. We should learn from one another and challenge different ideas, but do so in respectful and supportive ways.
- *We will challenge our own beliefs, values, and ideas.* In this course, we will encounter different sides of many issues; some we may certainly agree with, and some we certainly may not. We all bring our own perspectives, knowledge, and beliefs to the collective table. However, we will not learn and grow if we are not open to looking beyond ourselves and our own experiences. Learning in ways that challenge what we already know and believe can be both uncomfortable and inspiring, and we should be open to the process.
- *We are here for a positive educational experience.* It is on all of us to create meaning out of our experiences. To that end, please ask questions, share your thoughts and

feelings, and make this class meaningful and useful to you. Although it is my responsibility as the instructor to facilitate an intellectual environment in which to explore this term, how each of us chooses to engage that environment is a very personal journey. This course challenges us to become active creators of new knowledge rather than passive recipients of information; this is where we learn, grow, and transform as both students and educators.

Questions or Concerns

If there are questions or concerns that you have about this course that you and I am not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair: Dr. Patricia D. Lopez

Email: pdlopez@csufresno.edu

Department phone number: (559)278-0115

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the [COVID website](#) for the most up-to-date information

Vaccination: The California State University system's COVID-19 vaccination requirement remains unchanged. All students, faculty and staff are required to have a COVID-19 vaccination and booster when eligible on file in order to access campus facilities and programs and participate in any campus-sponsored in-person activities on or off-campus. As previously announced, the CSU's COVID-19 vaccination policy allows students and employees to seek exemptions on medical and religious grounds. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:

Based on updated guidance from public health experts, Fresno State highly recommends that all students, faculty and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. Free surgical grade masks are available at the Student Health and Counseling Center, Atrium, University Warehouse, Student Recreation Center, Library and the University Student Union (USU). ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments.***

Testing:

Our COVID-19 Testing Center will continue to be open and available this Spring at no cost for our entire campus community. The Testing Center will be located on the main level of the USU and will have saliva PCR tests available to retrieve from a vending machine Monday through Friday. Testing is available for all students and employees.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)

- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [SupportNet](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Course Schedule

Week	Requirement - Assignment
1	• Complete Acknowledgement of Risk Form Before Going to School Site • Complete Pre-disposition Survey • Clinical Practice Agreement • Clinical Practice Experience (Optional & Depending on Placement) • Review FAST Manual • Review Multiple Subject Credential Program Clinical Handbook
2	• Complete Pre-disposition Survey • Clinical Practice Agreement • Clinical Practice Experience (Optional & Depending on Placement) • Review FAST Manual • Review Multiple Subject Credential Program Clinical Handbook
3	• Clinical Practice Agreement • Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit reflection • Review TSP preparation Videos
4	• Clinical Practice Experience and Log Clinical Hours • Complete Students in Context • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit reflection • Review TSP preparation Videos
5	• Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas • Submit reflection • Review TSP preparation Videos
6	• Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher

	• Submit a lesson plan that integrates two content areas • Submit reflection • Record Formal Observation (only need 6) • Review TSP preparation Videos
7	• Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas • Submit reflection • Record Formal Observation (only need 6) • Mid-Semester Performance Review
8	• Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas • Submit reflection • Record Formal Observation (only need 6) • Mid-Semester Performance Review
9	• Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas • Submit reflection • Record Formal Observation (only need 6)
10	• Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas • Submit reflection • Record Formal Observation (only need 6)
11	• Solo Teaching • Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas • Submit reflection • Record Formal Observation (only need 6)
12	• Solo Teaching • Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas • Submit reflection • Record Formal Observation (only need 6)
13	• Solo Teaching • Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit a lesson plan that integrates two content areas

	• Submit reflection • Record Formal Observation (only need 6)
14	• Solo Teaching • Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Submit reflection • Record Formal Observation (only need 6)
15	• Prepare Individual Development Plan for Induction • Clinical Practice Experience and Log Clinical Hours • Participate in the development of the weekly lesson plans with your Mentor Teacher • Final-Semester Performance Review • Plan good-bye event for class with MT
16	• Submit Individual Development Plan for Induction • Review and finalize log of clinical hours in Tk20 • Submit Tk20 Field Experience Binder • Final-Semester Performance Review