

CREDENTIAL MANUAL

2015

Teaching Credential Programs

Department of Liberal Studies & Education

The Master's College

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CANDIDATE HANDBOOK

In addition to this handbook, students in a credential program (candidates) are also bound by policies and procedures in the TMC Student Handbook, with the following exceptions:

Chapel and Truth & Life Conference attendance: attendance is not required

Church attendance: while expected and encouraged, church attendance will not be monitored

PROGRAM OVERVIEW

In California, a person desiring to teach has two areas of preparation. The first area is *subject matter preparation*. This involves obtaining a BA from a regionally-accredited institution, meeting specific pre-requisite requirements, and passing a subject matter exam. This subject matter coursework usually takes four years and is typically completed while the student is earning a bachelor's degree. The second area is *professional preparation*. In order to receive a credential, students must complete a credential program that is approved by the California Commission on Teacher Credentialing (CTC), such as the TMC Credential Program. This professional preparation program consists of courses that are designed to help teachers teach effectively and includes student teaching. At TMC, this program is completed after the student earns a bachelor's degree.

Subject Matter – Elementary

In order to be effective, teachers must have a solid subject matter base. At TMC, the Liberal Studies major with a Teacher Education emphasis (LS-TE major) has been developed to provide the best background knowledge and skills that elementary teachers need to be successful in the classroom. It also prepares students in the subject areas tested on the subject matter examination (CSET exams) which is required of all elementary teachers. To complete this major, students must take specified courses and demonstrate competence in a number of ways. Students who earn degrees in other majors or from other colleges may still be admitted to the TMC credential programs provided they have verification of subject matter competency, usually by subject matter examination (CSET).

Subject Matter – Secondary

To meet subject matter competence in secondary schools, (junior high and high school) students need to have (1) earned a bachelor's degree and (2) completed either a CTC- approved subject matter program OR passed the appropriate CSET subject matter examination(s). Passing the appropriate CSET subject matter examination(s) are usually necessary.

Credential Program – Elementary and Secondary

Students in a credential program are called candidates. Prospective candidates must apply for admission to the credential program by the deadline, which is usually in February, with a program start date in August. Candidates must meet specific requirements for admission, including prerequisite coursework, exams, and others. Requirements are described in Part III of this handbook.

After official admission, candidates begin the credential program. The credential program is a two semester program. The first semester, referred to as the **Fieldwork Semester**, consists of courses that help candidates learn how to teach. The full-time course load includes courses covering specific subject matter strategies, including how to help students who do not speak English and/or who have special needs. Candidates are evaluated for potential teaching ability throughout this semester. The courses are designed to be practical and require candidates to apply what they are learning to assignments which are similar to the tasks they will have as teachers. Candidates also complete and pass two of the California Teaching Performance Assessments (CalTPAs) during this semester. Before applying for the multiple subject credential, elementary candidates must also pass the Reading Instruction Competency Assessment (RICA). A course in the program (ED510) is designed to provide elementary candidates with the skills and knowledge needed to pass the RICA.

During the **Fieldwork Semester** candidates are also placed in a public school classroom for hands-on work with teachers and students. This enables candidates to have experience working with students, make connections between courses and the real world of teaching, and continue to evaluate their own desire and ability to teach. Candidates complete the Subject Specific Pedagogy (SSP) and Designing Instruction (DI) tasks of the CalTPA during this semester.

In the second semester, the **Student Teaching Semester**, candidates are placed in a public school classroom for student teaching all day for 16 weeks. In addition, candidates take the Student Teaching Colloquium course, and complete the Assessing Learning (AL) and Culminating Teaching Experience (CTE) tasks of the CalTPA.

Students successfully completing the credential program are qualified for the California Preliminary Multiple Subject Credential or the Preliminary Single Subject Credential. More details about these are explained in the next section.

TMC and the Credential Program

The Education Department has full-time faculty who teach courses and supervise student teachers. Adjunct professors add expertise from their experience in teaching in the public schools in the area. A credential analyst oversees all areas relating to admission to the credential program and credential requirements. An administrative assistant provides support services for faculty and guidance to students.

The Master's College cooperates with local public school districts in the Santa Clarita Valley for fieldwork and student teaching. College supervisors meet with master teachers to orient them to program requirements. During student teaching, candidates are given regular feedback and are provided the assistance they need to help them be successful in meeting the California Teaching Performance Expectations (TPEs).

The administration and other academic departments in the college are supportive of the goals of the department.

It is important to note that The Master's College is required to abide by the regulations and requirements of the California Commission on Teacher Credentialing (CTC), as is any teaching credential candidate. It is the candidate's responsibility to remain aware of and meet the requirements of the CTC for obtaining a credential in the state of California.

AVAILABILITY OF PROGRAM INFORMATION

Written Program Information

The Credential Analyst will provide written program information to prospective candidates, including forms and handouts. In addition, the college website, <http://www.masters.edu/academics/graduate/teacher-credential.aspx>, TMC catalog, and the Credential Manual contain written information.

Information Meetings for Prospective Candidates

At least one informational meeting is typically held each semester for anyone interested in applying to the TMC credential program and/or obtaining a California teaching credential. During these meetings prospective candidates are informed of program requirements and procedures for applying to the program. Information is also provided regarding possible financial aid.

CREDENTIALS

TYPES OF CREDENTIAL PROGRAMS OFFERED (Official Names/Types of Credentials)

2042 Preliminary Multiple Subject Teaching Credential

Teachers in elementary schools need a Multiple Subject Credential, as they usually teach multiple subjects to the same group of students in a self-contained classroom. (The 2042 Multiple Subject credential also authorizes the holder to teach English learners in the regular classroom.)

2042 Preliminary Single Subject Teaching Credential

Teachers in junior high or senior high schools need a Single Subject Credential in the subject area they wish to teach, as they usually teach a single subject to different groups of students (classes) in a departmentalized setting. (The 2042 Single Subject credential also authorizes the holder to teach English learners in the regular classroom.)

LEVELS OF CREDENTIALS

Preliminary Credential

Candidates are recommended for this credential by The Master's College upon satisfactory completion of the credential program. The Preliminary Credential is valid for five years, during which time candidates can be employed as teachers while completing the requirements needed for the Clear Credential (the next and final level).

Clear Credential

Currently, holders of a Preliminary Credential have three options to obtain a Clear Credential. More information about each of these options is available at the CTC website (www.ctc.ca.gov)

Option 1: A CTC-approved *Teacher Induction Program* through an approved school district, county office of education, college or university, consortium, or private school. Individuals applying for the clear credential under Option 1 must submit their application through their approved induction sponsor.

Option 2: A CTC-approved *Clear Credential* program, securing that institution's formal recommendation for the clear credential. If an individual opts to complete the fifth year of study and the advanced study course work, the course work must be completed after the issuance date of the Five-Year Preliminary Multiple or Single Subject Teaching Credential. This option is ONLY authorized if Option 1 is not available through the candidate's employing district/school.

Option 3: Teachers who earn certification by the National Board of Professional Teaching Standards in a qualifying subject will be issued a Clear Teaching Credential.

Additional areas of certification

Once a person has a multiple subject or a single subject credential, it is possible to obtain authorizations to teach in additional subject areas. Check with the credential analyst to find out more about this process.

ADVISING & COUNSELING

Candidates in the credential programs are assigned an Education Department faculty/staff advisor. The advisor is a resource for academic advising.

Personal counseling may happen informally, as a result of faculty/student interaction, and faculty are interested in candidate's well-being and spiritual development. Because TMC is a small school and education classes are not usually larger than 20, there is opportunity for faculty and candidates to get to know one another, forming a professional collaborative learning community.

In addition to informal counseling opportunities, candidates have access to student life staff for more formal and extended counseling. If necessary, candidates are referred to outside professional counselors. (See the TMC Student Handbook.)

EMPLOYMENT & CAREER SERVICES

Office of Career Services. In addition to maintaining lists of full-time employment opportunities, the TMC Office of Career Services helps train students to find internships during college and employment following graduation. Services include free assessment tests, major and career counseling, advice in resume and interview preparation, and job search techniques. The web page includes a Career Planning Timetable, an Employment Links Page, and a guide to relate majors to specific career areas.

Education Department. The Education Department has implemented the following procedures to help candidates who successfully complete the credential program to find employment in teaching:

- Electronic placement files are established for each credential applicant.
- Student Teaching Colloquium requires writing a philosophy of education, drafting a resume, and practice in interviewing skills. In addition, candidates are oriented to the Ed-Join system.
- The credential analyst works one-on-one with candidates as they apply for the credential.
- Faculty members write letters of recommendation, as requested.
- Informal and formal recommendations are given to administrators seeking teachers for their districts
- Open positions are posted on The Master's College Teacher Education Facebook page.

FINANCIAL AID & SCHOLARSHIP INFORMATION

Credential program candidates may be eligible for state and federal financial aid programs. The college also has institutional scholarships for those who meet certain criteria. Most are renewable each year, including the 5th year of credential work. Contact the Financial Aid Office for information.

In addition, the Gertrude Corcoran Endowment and the Shamrock Foundation Grant were established to help qualified candidates complete their professional coursework and student teaching at The Master's College. Candidates currently enrolled in the TMC undergraduate program who have demonstrated Christian character, a serious commitment to teaching and careful financial stewardship are eligible to apply for these scholarships. Applications and information are available in the Education Department. The scholarships are awarded in the spring for the program start in August.

CRIMINAL CONVICTIONS

Anyone allowed to teach or student teach in California must be clear of certain criminal convictions. To guarantee this, as part of the procedure for admission to the credential program, prospective candidates must obtain a Certificate of Clearance from the California Commission on Teacher Credentialing (CTC). The process requires fingerprint clearance from the FBI and the Department of Justice. Anyone who has a criminal conviction should check with the Commission on Teacher Credentialing prior to applying to the credential program to see if their conviction will keep them from being eligible for a Certificate of Clearance.

HOUSING & TRANSPORTATION POLICY

Candidates may not live in the dorms. Candidates are responsible for making their own housing arrangements.

Since fieldwork and student teaching requires daily attendance at a school away from the TMC campus, candidates are responsible for securing their own reliable transportation (a reliable car is recommended).

DRESS CODE

Candidates must follow the TMC Class Dress Code while attending classes on the TMC campus. (See the TMC Student Handbook for details).

Candidates represent Jesus Christ to the teachers, parents, and students they work with at school sites. It is important that candidates dress modestly and professionally, and in a way that will enable them to teach effectively. (Remember that teachers do a lot of stooping, bending, leaning over desks, sitting on the floor, having knees at students' eye levels, etc.) Candidates should also remember that the way they dress communicates to the students the attitude they have toward the school environment. Candidates should seek

to show their dedication and professionalism to the administration and other teachers and their dress should reflect this.

WORK, ADDITIONAL CLASSES AND OTHER EXTRACURRICULAR ACTIVITIES

The workload of the credential program is demanding. It is a full-time program of graduate-level work, and expectations are greater than in the undergraduate program. For these reasons, candidates are encouraged to carefully evaluate their time commitments to other activities.

Candidates may not take other classes during the program and may not participate in intercollegiate athletics.

Candidates should plan to work no more than 10 hours per week during the Fieldwork Semester.

Candidates are **not** allowed to work during the Student Teaching semester except by permission of the department. Permission will be granted on a case-by-case basis at the sole discretion of the department. Candidates must petition for permission at admission, or the time they are advanced to student teaching candidacy.

Candidates should carefully select extracurricular activities, and commitments to optional responsibilities (ministries, community work, friends, etc.) need to be flexible, based on the amount of time needed to complete all fieldwork responsibilities or student teaching responsibilities. Candidates are advised to allow time for proper rest and nutrition.

APPEAL PROCEDURES

Candidates who wish to challenge a decision of a faculty member in relation to grading procedures, classroom conduct, or professionalism, should follow the Academic Appeals Procedure described in the TMC Student Handbook.

Candidates who want special **consideration in some departmental matter** must put their request in writing to the department chair, who will take the request to the department faculty, functioning as the Education Department Committee. The committee will consider the written request, and if necessary, ask the candidate to meet with them. Most requests of this type will be dealt with during the regularly scheduled department meetings. The request should be submitted two weeks before the regularly scheduled meeting of the committee. For assistance with this procedure, candidates should contact the Credential Analyst or department administrative assistant.

If a candidate desires to appeal a **department decision** (eg. decision of Admissions Panel, TPA task score, or rating by college supervisor) he or she must appeal in writing to the department chair within two days of the decision.

The Education Committee will consider the written request, and if necessary, ask the candidate to meet with them. Most requests will be dealt with during the regularly scheduled meetings of the committee. If the request is deemed urgent, a special meeting of the committee will be called, or the members will be notified by email and deliberations conducted by email.

If a student desires to appeal **the decision of the Education Committee**, he or she must appeal in writing to the TMC vice-president for academic affairs within two days of the decision. The vice president for academic affairs will organize a committee of three faculty members to hear the appeal. This committee will consist of one faculty member selected by the individual or group making the decision (but not a person directly involved with the initial decision), one faculty member appointed by the vice-president, and one faculty member selected by the student. Based on information given to this committee, the committee will come to a decision as to what action should be taken. The candidate will be informed of the committee's decision in writing. The decisions of this committee are final.

TRANSFER CREDIT FOR CREDENTIAL COURSEWORK

Acceptance of transfer coursework for the credential programs is determined on a case-by-case basis. Coursework taken more than five years prior to admission may not be accepted. The candidate may need to retake courses if methods have changed significantly, or if there has been a lapse of time out of the profession. This determination is at the sole discretion of the TMC credential program. Candidates should provide official transcripts and course descriptions for transfer credit evaluation as part of the admissions process.

PROGRAM ADMISSION REQUIREMENTS AND PROCEDURES

Prospective candidates seeking to enroll in a TMC credential program must be formally admitted to the program (this includes adherence to the doctrinal statement of the college).

Candidates apply for credential program admission during their senior year (or the semester preceding the semester the candidate wishes to begin the program). Candidates should check with the Education Department to verify application deadlines or visit the TMC website, www.masters.edu/academicas/graduate/teachercredential.

In order to be admitted to the credential program, candidates must meet certain professional, academic and legal qualifications. Admission to the program is a two-part process:

1. First, the candidate submits a complete application as described below.
2. Second, after the complete application has been received, the candidate is interviewed by a Teacher Education Admissions Panel as part of the admissions process. The Panel meets at a pre-scheduled time each semester. In order to be eligible for the interview, the candidate must have a completed application on file.

A late fee is charged for applications received after the application deadline. Additionally, candidates whose completed applications are received after the deadline may miss the pre-scheduled panel interview (which is required for admission), and may have to delay starting the program; this delay could be up to a year.

ADMISSION REQUIREMENTS

The chart below outlines the requirements for admission to the credential program. The chart is followed by a more complete description of each of the requirements.

| |
|--|
| Completed Application and fee (note: TaskStream subscription required) – the application includes verification of: <ul style="list-style-type: none">• Cross-cultural experiences to date• Teaching experiences to date |
| 3 Satisfactory References: one academic, one student life/pastor, one from a teaching supervisor |
| Sealed Official Transcript from a regionally-accredited college showing: <ul style="list-style-type: none">• Posted Bachelor's Degree• Pre-requisite courses |
| Verification of meeting Basic Skills Requirement |
| Verification of meeting Subject Matter Competency |
| Obtaining CTC Certificate of Clearance |
| Negative Tuberculosis Test report |

Application. The application form is an online form through TaskStream and requires the candidate to purchase a TaskStream subscription.

Note: The California Commission on Teacher Credentialing requires that candidates possess a valid Social Security Number (SSN).

Cross-Cultural Experiences. Candidates document their cross-cultural experiences on the application. Candidates are encouraged to gain experience with students (children) who come from cultural backgrounds different from their own.

Teaching Experiences. Candidates document their teaching experiences on the application. Candidates are encouraged to have experiences working with the age level at which they plan to teach. Appropriate teaching experiences include teaching in Sunday School, AWANA, camps, clubs, or after school programs. Private tutoring, babysitting, or nannying experiences may also be listed, *Candidates should be certain that someone sees them teach frequently enough to be qualified to fill out a Teaching Supervisor Reference Form.*

One Student Life/Pastoral Reference. For TMC undergraduate students, this form must be completed by someone on the student life staff. Candidates who did not earn their BA at TMC should secure the reference from a pastor who can speak to the candidate's personal character. See the form for more details.

One Academic Reference. This form must be completed by a faculty member who can evaluate the candidate's coursework and academic potential for teaching. Single subject credential candidates must obtain a reference from a faculty member in the department/subject of the credential. Education Department faculty members may not be used for these references.

One Reference from a Teaching Supervisor. This form must be completed by a person identified by the candidate as being qualified to evaluate the candidate's present teaching ability and future potential. See the form for more details. All candidates must have an evaluation by a teaching supervisor. There are no exceptions to this requirement.

Prerequisite Courses. The candidate's transcript must show the following courses with a minimum grade of C-. The credential analyst will determine equivalency of any pre-requisite courses taken outside of TMC, so catalog course descriptions should be included if candidates wish for equivalency to be determined.

- POL220 United States Government (alternatively, candidates may submit recognized exam score)
- ED400 Foundations of Education (or ED101, ED202, AND ED301)
- ED410 Technology Uses in Education
- E322 Children's Literature (multiple subject candidates only)

Basic Skills Requirement. Candidates must fulfill the basic skills requirement set forth by the CTC to be admitted to the program. There is a computer-based exam which fulfills this: The California Basic Educational Skills Test (CBEST). Candidates should plan to take the test no later than the semester before they apply for admission to the program. Testing information, including registration, may be found at www.ctcexams.nesinc.com. Multiple subject candidates only: see the credential analyst for details on an alternate test (the CSET + Writing). See the credential analyst for other tests that can fulfill this requirement.

Subject Matter Competency. Candidates must verify subject matter competency to be admitted to the program. The most common way to do this is to pass the appropriate California Subject Examination for Teachers (CSET). Colleges/universities with CTC-approved single-subject subject matter programs issue letters that confirm candidates have met this requirement in lieu of the CSET. It is the candidate's responsibility to contact his or her institution and request that the letter be sent to the credential analyst at TMC. The CSET is administered only at predetermined times. CSET scores are valid for 5 years (per the CTC). Testing information, including registration, may be found at www.ctcexams.nesinc.com.

Certificate of Clearance. As a requirement for admission, candidates must receive clearance from the Federal Bureau of Investigation (FBI) and the Department of Justice (DOJ) through Live Scan, and obtain a Certificate of Clearance from the Commission on Teacher Credentialing. This is a two-step process and both steps must be completed for admission to the credential program.

STEP 1: LiveScan Fingerprints. Candidates must obtain a 41-LS, REQUEST FOR LIVE SCAN SERVICE form, which should be completed and taken to a designated Live Scan operator who will then scan your fingerprints. The form is available in the department or on the CTC website (www.ctc.ca.gov).

STEP 2: Obtain Certificate of Clearance. After completing the Live Scan fingerprinting process, candidates must apply for Certificate of Clearance online at www.ctc.ca.gov.

There is a fee for both steps.

Tuberculosis Test. As an admission requirement, candidates must submit a negative MAN-TOUX TUBERCULIN SKIN TEST. This test must be given and read no more than 60 days prior to entering the classroom. Candidates should check with their health care provider regarding having the TB test done and obtaining a report for submission.

INTERVIEW BY ADMISSIONS PANEL

Upon receipt of a completed application (including all the above), candidates are scheduled for an interview with an Admissions Panel. Admissions Panels only meet at certain pre-scheduled times, and it is the candidate's responsibility to ensure that their application is complete in order to be eligible for interview. The panel is composed of 2-3 people who are faculty or professionals in public and private schools in the area. Candidates are interviewed individually. The panel recommends an admission decision. Options for the panel decisions are: admit; admit with provisions; admit on probation; deny admission with criteria for reapplication; or deny admission. The candidate may appeal the decision by following the procedures described earlier in the section on appeals.

Candidates are notified in writing of the panel's decision. Students who receive less than full acceptance are advised of provisions and conditions, what they need to do to fulfill them, and a deadline by which they must be fulfilled. Candidates who do not fulfill provisions or conditions by the deadline may be dropped from the program.

THE CREDENTIAL PROGRAM

The credential program consists of both coursework and fieldwork (experience working with children in K-12 public school classrooms). Once candidates are admitted to the credential program, they may begin taking courses in the appropriate credential program. NOTE: the program usually begins BEFORE TMC undergraduate classes do and the program usually ends AFTER TMC graduation.

FIELDWORK SEMESTER (First Semester)

Candidates must earn a minimum grade of B- in each course to be eligible for advancement to student teaching. In addition, candidates must pass the SSP and DI tasks of the CalTPA and receive satisfactory recommendations from cooperating fieldwork teachers.

Multiple Subject Credential Program Fieldwork Semester Courses (16 units)

Candidates must enroll in all of the following courses concurrently (full-time load).

- ED500 Practicum (including SSP and DI Tasks) – 3 units
- ED510 Teaching Reading and Language Arts in Elementary - 3 units
- ED530A Teaching Strategies for Elementary Math – 2 units
- ED530B Teaching Strategies (H, SS, VPA, & PE) –3 units
- ED550 Teaching English Language Learners – 2 units
- ED560 Differentiation for Exceptional Learners – 3 units

Single Subject Credential Program Fieldwork Semester Courses (16 units)

Candidates must enroll in all of the following courses concurrently (full-time load).

- ED500 Practicum (including SSP and DI Tasks) – 3 units
- ED520 Teaching Reading in Secondary School – 3 units
- ED540 Teaching Strategies – 5 units (course sections labeled by credential subject area)
- ED550 Teaching English Language Learners – 2 units
- ED560 Differentiation for Exceptional Learners – 3 units

Fieldwork Placements. Observation, interaction and participation are essential in order to provide practical applications and prepare candidates for their own classrooms. In fieldwork, candidates participate and teach at different grade levels, in different schools, and in classrooms that have diverse populations. In the Fieldwork Semester, candidates are placed in K-12 classrooms. They are expected to assist teachers and work with students for a minimum number of hours as assigned. In addition, specific assignments for each of the fieldwork semester courses are completed in the assigned classroom. Candidates also plan units and lessons and teach small groups in the class where they are assigned.

Multiple subject candidates have one 7-week placement in a primary grade (usually K-2) and one 7-week placement in an upper grade (usually 4-6). Single subject candidates have one 7-week placement in a junior high school and one 7-week placement in a high school.

Candidates will be evaluated by cooperating fieldwork teachers in terms of dispositions and professionalism. In order to advance to student teaching, candidates must receive satisfactory evaluation from fieldwork teachers.

Fieldwork and Student Teaching Placement Arrangements.

Since certain state requirements must be met, the official contacts for fieldwork placements are made by the Credential Analyst in the Education Department.

Multiple Subject candidates are placed in the following elementary school districts in the Santa Clarita Valley:

- *Newhall*
- *Saugus*
- *Sulphur Springs*

- *Castaic*

Single Subject candidates are placed in the secondary school district in the Santa Clarita Valley.

- *William S. Hart Union High School District*

Placement in Private Schools. The state mandates certain requirements for master teachers and classroom demographics. For these reasons, it is usually necessary for fieldwork and student teaching to be completed in a public school setting. However, candidates may explore possibilities for ONE private school placement for fieldwork (and the same ONE for student teaching) and submit a request for that to the department at the time of admission. Permission will be granted on a case-by-case basis at the sole discretion of the department.

CPR certification. In order to advance to student teaching, candidates must submit verification of being certified in adult, infant, and child CPR. Certification must meet the standards set by the CTC – currently, those are the American Heart Association B-Level Course or the American Red Cross Community CPR course.

Application for Advancement to Student Teaching. Completing the coursework in the Fieldwork Semester does not automatically admit a candidate to student teaching. Near the end of the first semester, in order to advance to student teaching, candidates must submit an application. Advancement to student teaching is determined at the sole discretion of the department, based on satisfactory completion of the requirements as outlined above.

STUDENT TEACHING SEMESTER (Second Semester)

Candidates must earn a B- in ED570 and pass ED580 or 590 in order to complete the program. In addition, candidates must pass the AL and CTE tasks of the CalTPA.

Multiple Subject Credential Program Student Teaching Semester Courses (14 units)

Candidates must enroll in all of the following courses concurrently (full-time load).

- ED570 Colloquium (including AL and CTE Tasks) – 2 units (letter grade)
- ED580 Elementary Student Teaching – 12 units (pass/fail)

Single Subject Credential Program Student Teaching Semester Courses (14 units)

Candidates must enroll in all of the following courses concurrently (full-time load).

- ED570 Colloquium (including AL and CTE Tasks) – 2 units (letter grade)
- ED590 Secondary Student Teaching – 12 units (pass/fail)

Student Teaching Placements. Candidates are placed back with their fieldwork teachers for student teaching. Student teaching placements are designed to simulate the responsibilities of a full-time teacher as closely as possible. Student teaching placements are for full school days. Multiple subject candidates complete one 8-week placement at the primary level (usually K-2) and another 8-week placement at the upper level (usually 4-6). Single subject candidates are placed in a junior high school (8 weeks) and a senior high school (8 weeks), with a minimum of four periods per day.

Student teaching placements must meet state requirements in terms of master teacher qualifications and pupil demographics.

The sequence of fieldwork and student teaching is designed to provide increasing responsibility for the candidate as his or her background and expertise increases during the program.

Student Teaching Placement Arrangements.

Since certain state requirements must be met, the official contacts for fieldwork placements are made by the Credential Analyst in the Education Department.

Multiple Subject candidates are placed in the following elementary school districts in the Santa Clarita Valley:

- *Newhall*
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Single Subject candidates are placed in the secondary school district in the Santa Clarita Valley.

- *William S. Hart Union High School District*

Placement in Private Schools. The state mandates certain requirements for master teachers and classroom demographics. For these reasons, is usually necessary for fieldwork and student teaching to be completed in a public school setting. However, candidates may explore possibilities for ONE private school placement for fieldwork (and the same ONE for student teaching) and submit a request for that to the department at the time of admission. Permission will be granted on a case-by-case basis at the sole discretion of the department.

Substitute Credential. During student teaching, TMC allows student teachers to officially substitute teach only for their assigned master teacher and only if allowed by the district. To substitute teach, the candidate must have a valid substitute credential. It is the candidate's responsibility to obtain written permission of the district and obtain the appropriate substitute credential, submitting verification of both to the department prior to actually substituting.

Credential Recommendation Request. At the end of the program, the candidate is responsible for submitting a Credential Recommendation Request in order to be begin the process of being recommended to the state.

NOTE: in addition to program completion requirements as outlined above, multiple subject credential candidates must pass **the RICA exam** and submit scores in order to be eligible to be recommended for the credential. Candidates are provided with information about and preparation for this CTC exam in ED510.

EXPERIENCE IN LIEU OF STUDENT TEACHING

Long-term substituting in one classroom for at least one semester in the subject area and grade level authorized by the credential the candidate is pursuing may be counted for one student teaching placement, provided the candidate has completed the fieldwork semester and has officially and successfully advanced to student teaching. In addition, the following criteria must be met:

- The candidate qualifies for and obtains an emergency credential or other authorized credential directly from the CTC or through the district.
- The school principal or principal's designee agrees to serve as the master teacher and observes the candidate teaching at least once per week.
- A college supervisor is available to make weekly observations of the candidate teaching (the supervisor's course load must be considered in making the decision).
- The school is within an acceptable driving distance as determined by the program and college supervisor.
- The teaching is done during the regular school schedule.
- The candidate pays any extra expenses involved.
- The candidate submits a written petition and accompanying verification in advance.

Candidates using this experience in lieu of once placement of student teaching must still meet the requirements of:

- **Two** different grade levels of student teaching (Multiple Subject: one primary and one intermediate; Single Subject: one junior high and one high school).
- Inclusion of English learners and students with special needs
- One experience in a classroom where beginning reading is taught (Multiple Subject candidates).

TEACHING PERFORMANCE EXPECTATIONS

Courses, classroom experiences, and assessment in the credential program are based on the Teaching Performance Expectations (TPEs) which were developed by the CTC through rigorous research and

consultation with California educators. The TPEs are a set of knowledge, skills and abilities beginning teachers should be able to demonstrate. Teaching Performance Expectations describe teaching tasks that fall into six broad domains.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction

TPA 1A: Subject-specific Pedagogical skills for Multiple Subject Teaching Assignments

TPA 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Practices in Grades K-3

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

TPE 7: Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

TPE 9: Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

TPE 11: Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligation

TPE 13: Professional Growth

ASSESSMENT IN THE CREDENTIAL PROGRAM

Candidates are evaluated in a number of ways throughout their program. These assessments may be formative (an assessment to determine progress toward a goal) or summative (an assessment to determine if a goal is reached). The three main assessments are the candidate's own reflections, the Student Teaching Evaluation forms and the California Teaching Performance Assessment tasks.

Self-Reflection using the Teaching Performance Expectations. Reflection is an important part of improving as a teacher, so candidates are required to reflect on their own learning, expertise and understanding. At various points in the program, candidates assess themselves using a checklist. The candidate's self-assessment is used as a formative assessment. It is also used by the candidate to set goals for the next phase of his or her preparation for teaching.

Candidate Dispositions. Candidate dispositions are assessed at program admission (by recommendation form), at selected points during the program (by faculty, fieldwork teachers, and master teachers), and upon program completion/exit (as part of the Candidate Transition Plan).

Student Teaching Evaluation Forms. These were developed using the TPEs. The results are used for formative assessment when the master teacher assesses midway through the student teaching assignment. At this point, the candidate will receive feedback on what he or she is doing well and where he or she needs to improve. The Student Teacher Evaluation is used as summative assessment when both the college supervisor and the master teacher individually evaluate the student teacher's performance at the end of the student teaching placement.

California Teaching Performance Assessment (CalTPA). The California Teaching Performance Assessment (CalTPA) is a required assessment. The Commission on Teacher Credentialing mandated that approved programs provide assessment of candidates before recommending candidates for a credential. The State of California funded the development of the CalTPA and provided training in using the assessment to institutions with approved programs. The credential programs at TMC use this assessment.

The CalTPA consists of four Teaching Performance Assessment tasks (TPAs) that evaluate candidates in the broad domains of the TPEs. Each semester candidates complete two tasks. The chart below gives a broad description of each of the four TPAs. Passing TPA scores are valid for as long as the CSET score is valid.

TEACHING PERFORMANCE ASSESSMENTS (CalTPA)

| Semester | Task | Description |
|---------------------------|------|--|
| Fieldwork Semester | SSP | Subject Specific Pedagogy. Candidates show how they will teach content specific subject matter using developmentally appropriate pedagogy. Candidates respond to four scenarios that include pedagogy, assessment practices and adaptation of pedagogy for English learners and students with special needs |
| Fieldwork Semester | DI | Designing Instruction. Candidates collect important information about students and use it to plan a unit of instruction. They teach one of the lessons from the unit to the class, adapting it to one English learner and one special needs student in the class where they are completing their fieldwork. They must provide rationale for why the plans they make are effective for the students they are teaching. |
| Student Teaching Semester | AL | Assessing Learning. Candidates complete the same tasks as described in DI, but the focus is on evaluation of learning. The evaluation must be administered to the class, and appropriate adaptations must be made for an English learner and a special needs student. Candidates must provide rationale for why the assessment was selected and for how it was adapted. |
| Student Teaching Semester | CTE | Culminating Teaching Experience. Candidates complete tasks similar to DI and AL, and video record themselves teaching a lesson. Candidates review the evidence of student learning from the class and from the two focus students, and then analyze the effectiveness of the lesson. |

How do the Teaching Performance Assessments relate to courses? These TPA tasks are completed as part of the requirements for ED500 Practicum and ED570 Colloquium. They count as assignments and are given points for submission which are used in calculating the final grade for the classes.

How are the tasks evaluated (scored)? A deadline is set each semester for completing the tasks. The completed tasks are scored by outside trained assessors in a double-blind system. (The candidate will not know the name of the assessor and the assessor will not know the name of the candidate). The assessors use validated rubrics, which the candidate may view and download when obtaining each task online.

How do candidates prepare for the TPAs? Candidates are given all of the materials for the tasks including the descriptions, step-by-step directions, the task template, grading rubrics, and samples of responses. Part of

the time in ED500 Practicum and ED570 Colloquium is devoted to preparing candidates for each task of the TPA.

What is a passing score on the TPAs? Each of the tasks is graded with a rubric and is given a score of 1, 2, 3, or 4. The minimum passing score on each task is 3.

What if a TPA task receives a 1 or 2 (non-passing score)? Each task that receives a non-passing score is automatically re-scored by a different assessor. If the second scoring results in a passing score, the candidate will receive the passing score. If the second scoring results in a non-passing score, the candidate will be notified to receive help from a professor (remediation) to improve their responses. After remediation, the candidate will resubmit the revised task for scoring again (which incurs a fee).

What if the candidate does not agree with the score on a TPA task?

If the candidate wishes to appeal a TPA task score, the candidate will follow the appeal process as listed in the beginning of this handbook.

How are the TPAs financed? Course fees cover the initial scoring of each TPA task and a re-scoring if needed. Candidates who must remediate and resubmit a TPA task must pay an additional fee for each subsequent scoring.

APPLYING FOR A CREDENTIAL

Upon completion of a teaching credential program, candidates do not directly apply to the CTC for a credential. In California, candidates must be recommended by their college or university. The Credential Analyst will complete a review of each candidate's status at program completion, verifying the following:

- Completion of all program and credential requirements, including required coursework and exams
- Passing score on the RICA (multiple subject candidates only)
- Completion of all program coursework with minimum grade of B-
- Successful completion of student teaching, including receipt of all required evaluation forms from master teachers and college supervisor(s)
- "Credential Recommendation Request" submitted by candidate

The credential analyst conducts an exit interview with each candidate to confirm the completion of requirements or to notify the candidate of requirements that are not yet complete.

RECOMMENDATION FOR PRELIMINARY CREDENTIAL

Only after all of the above criteria are met is the candidate recommended to the Commission on Teacher Credentialing for the Preliminary Credential. The candidate will receive an email from the CTC when the recommendation is made. The candidate will then complete his or her portion of the recommendation online and pay the required fees. This online process requires payment be made by a Visa, MasterCard, or Debit Card with a Visa or MasterCard logo.

When the candidate has successfully completed his or her portion and paid required fees, he/she will receive email verification of the completed process. The candidate will receive email notification by the CTC when the credential is granted.

CANDIDATE FILES

Electronic files are maintained by the department for all candidates.

In addition to program forms, candidates may include letters of recommendation from principals, teachers, college professors or anyone who can give an adequate appraisal of their performance as a teacher. The original letter should be placed in the file.

Candidates may have access to their file electronically. Simply send your request in writing to the credential analyst. Your file will be forwarded to you via email in a PDF format. The department will forward items to potential employers if a request is received in writing and the candidate grants permission.

PROGRAM EVALUATION BY FIRST YEAR TEACHERS AND THEIR EMPLOYERS

It is important that the department continually evaluate strengths and weaknesses in the credential program. One of the ways we evaluate is to find out how well-prepared our graduates are for their first year of teaching. This is done in two ways.

All graduates who are employed are contacted at the end of their first year. They are asked to fill out a form rating their preparation in both subject matter and professional coursework. We would ask all graduates to honestly give us this feedback.

Principals of first year teachers are asked to rate the effectiveness of the Credential Program and are asked for ways to improve our training. We would ask that all of our graduates encourage their principals to complete these evaluations.

The department reads and analyzes each of these evaluations. The data is used to make improvements in the programs.

HANDBOOK FOR SCHOOL DISTRICT PARTNERS

RESPONSIBILITIES OF COOPERATING PRINCIPALS

The site principal is a valuable partner, setting the tone for the interactions between the program and the school. It is important that the principal:

- Demonstrate commitment to and value TMC students participating in the school.
- Participate in the selection of willing master teachers who will serve as excellent teaching models.
- Meet candidates and help orient them to the school personnel, resources and facilities.
- Observe and evaluate a student teacher's lesson at least once during the assignment, if possible.
- Promptly notify the college if a candidate's placement needs to be changed for any reason.

MASTER TEACHER QUALIFICATIONS

A candidate's K-12 classroom experience is the most significant component of the credential program. The master teacher's beliefs, style, and methods will be evident in some measure throughout the candidate's teaching career. Therefore it is important that master teachers be carefully selected. Master teachers must meet the criteria listed below, or be highly recommended by their administrators for other reasons.

- Hold a valid Clear Credential (including EL authorization) and have academic preparation in teaching for the appropriate curriculum subject(s) and grade level.
- Have a minimum of three years of teaching experience in the appropriate subject area and grade level, and at least one year of teaching at the current school.
- Be teaching in a self-contained classroom (for multiple-subject placements).
- Be acceptable to both the district and the college.
- Be willing to participate.
- Be willing to relinquish control and direction of the class to a candidate as appropriate
- Have a schedule that permits regular observation, supervision and feedback for the student teacher.
- Demonstrate skill in observation and coaching techniques.
- When applicable, receive positive reviews on the Master Teacher Evaluation Form filled out by previous candidates.
- Stay up-to-date with changes to the profession.

MASTER TEACHER RESPONSIBILITIES

The college will provide orientation for the master teacher regarding procedures, content, expectations, and standards of the program. College supervisors will consult with master teachers in order to answer questions and to clarify expectations.

Master teachers must be willing to be responsible for the activities described in the sections that follow.

Orientation. The master teacher should orient the candidate to the school, the classroom, and the staff. This should include such details as arrival and departure time, special supervisory duties in halls and playground, absence from the classroom, student control procedures, fire drills, and reporting sudden illnesses or accidents.

The master teacher should provide materials (e. g. seating chart) and activities (e. g. taking attendance) that will enable the candidate to quickly get to know the students. The candidate should be introduced to the students as another teacher.

The master teacher should provide a place in the room for the candidate to put personal belongings and lesson materials.

Involvement. The master teacher must be in the classroom unless the candidate is in student teaching. The candidate will observe how the master teacher teaches and responds to the students. The master teacher needs to be in the classroom to observe the candidate teaching and to give feedback.

The master teacher is encouraged to leave a student teacher alone in the classroom occasionally, as he or she becomes confident in a student teacher's ability.

The master teacher should include the candidate in activities as conferences and student study teams.

Modeling. The master teacher should model lessons in each subject before candidates teach that subject. Candidates will learn more if the master teacher also discusses the modeled lesson with them afterwards.

Planning. The master teacher and candidate should plan an overall schedule that allows the candidate to begin with simple teaching responsibilities, gradually add subjects and duties, and teach fulltime for at least the last two weeks of the student teaching assignment.

The master teacher and student teacher should participate in weekly planning meetings. The candidate who is student teaching must let the college supervisor know by Monday afternoon the times the candidate will be teaching during the week, so these meetings should be planned accordingly.

The master teacher should require written lesson plans from the candidate who is student teaching and critique them prior to the time the lesson is taught. This is particularly important early in the process of phasing the candidate into teaching responsibilities.

Unit of Study. The master teacher should allow the candidate in fieldwork the responsibility of planning, teaching and evaluating a sequence of four lessons. The master teacher may suggest resources and ideas, but the planning should be done by the candidate.

The candidate in student teaching will be responsible for longer units. The master teacher should allow the candidate in student teaching to vary the classroom structure as necessary for effective learning during the unit. It is important that the candidate discuss the proposed variations with the master teacher in order to prevent possible difficulties.

Grades. The candidate who assigns and evaluates student work (usually during student teaching) should propose grades for each student. The master teacher should discuss these grades with the candidate to ensure that they are fair and justifiable. The master teacher may or may not choose to actually use these grades at his or her discretion. Candidates should be oriented to grading and report card procedures.

Take Risks. The master teachers need to give candidates direction, but should allow them to fail rather than undermine their authority in front of the class, unless the safety or well-being of the class is at stake.

The master teachers should give candidates latitude to try new ideas, but point out anticipated problems in advance.

Video Recording. During student teaching, candidates will video record themselves teaching at least once. As part of the Culminating Teaching Experience TPA task (completed by candidates during the second student teaching placement), one of the candidate's lessons will be video recorded. The candidate will arrange for the video recording and will secure appropriate written permissions.

Attitude toward Student Teacher. The master teacher should have high expectations for the candidate, balanced with the understanding that teaching is a developmental process. He or she should view the candidate as a "teacher in process" and expect that some mistakes will occur due to inexperience. These mistakes provide opportunities for the master teacher and candidate to talk together about effective teaching techniques.

Feedback. The master teacher needs to provide frequent, regular, detailed, constructive feedback to the candidate who teaches. This can be oral, but there should also be written feedback on lesson plans on a regular basis during student teaching.

The college supervisor will also want weekly feedback from the master teacher on the candidate's progress during student teaching. The master teacher should alert the program if there are any problems as soon as possible.

Evaluation. The master teacher should be familiar with the "Teaching Performance Expectations." These Expectations were developed by the CTC through rigorous research and consultation with California educators. They are a set of knowledge, skills and abilities beginning teachers should be able to demonstrate. The Teaching Performance Expectations describe teaching tasks that fall into broad domains. The candidate's degree of success in meeting the criteria in the classroom is the overriding consideration when determining competence. The final evaluation during student teaching should be based on the ending competence of the candidate during student teaching, not on an average over the course of the placement or year.

The master teacher will complete a short reference at the end of the candidate's fieldwork placement and a written evaluation of the candidate's performance during the middle and last week of the student teaching placement. The master teacher should discuss the evaluations orally with the student teacher and the college supervisor. The forms should be printed and signed by the master teacher and student teacher and turned in to the college supervisor.

The master teacher will evaluate the college supervisor at the end of the student teaching placement.

Teaching Performance Assessment. Master teachers should be one of the sources of information for the student teacher as he or she completes the TPA tasks. Candidates may need to have access to student records for the special needs student and the English learner used in the T PAs. Candidates will need to modify and implement the assessment they design for the Assessing Learning task. Student teachers will need to have permission to video record the lesson they use for the Culminating Teaching Experience task. The master teacher is not involved in the evaluation of the TPA tasks; each task is evaluated and scored by outside trained assessors.

Priority of Students. The classroom students are the master teacher's and the candidate's first responsibility.

MASTER TEACHER EVALUATION

Candidates in student teaching formally evaluate the master teacher at the end of the placement using the Master Teacher Evaluation Form.

MASTER TEACHER STIPEND

A stipend will be paid to the master teacher for each student teaching placement. The department follows each district's procedures for disbursing this stipend.

COLLEGE SUPERVISOR RESPONSIBILITIES (STUDENT TEACHING ONLY)

During student teaching, the college will provide a college supervisor for each candidate. The college supervisor is an important part of student teacher training. Supervisors have taught students at the level at which they supervise and have expertise in particular areas of the curriculum. The college supervisor is responsible for the activities described below.

Orientation. The college will orient both candidate and master teacher to the expectations of the program, and the college supervisor will continue to clarify the expectations throughout the placement.

On-Site Observations. Approximately once per week the college supervisor will evaluate a candidate's (student teacher's) lesson using a form. After the candidate completes the lesson, the supervisor and candidate meet to evaluate it together.

Teaching Performance Expectations. The college supervisor will be familiar with the Teaching Performance Expectations and base the candidate's evaluation mainly on his or her ability to demonstrate beginning-level

teacher competency in the classroom. The college supervisor will also evaluate specific assignments that help verify competency, such as lesson plans.

Teaching Performance Assessment. The college supervisor will help the candidate and the master teacher understand the requirements of the TPA tasks, and will serve as a resource for both the master teacher and the candidate. The college supervisor is not involved in the evaluation or scoring of the TPAs.

Check on Progress. The college supervisor will check with the master teacher regarding the candidate's progress in student teaching. In situations where candidates are having difficulty, the college supervisor will complete a midterm evaluation form and confer with the candidate and master teacher. The supervisor may also discuss candidate progress with the principal and other Education Department faculty.

The college supervisor will review the master teacher's midterm evaluation of the candidate. If needed, the college supervisor will confer with the candidate and master teacher to ensure that the college supervisor, master teacher, and candidate are in agreement regarding the candidate's progress.

The college supervisor will review the master teacher's final evaluation of the candidate, and if needed, confer with the candidate and master teacher.

Final Evaluation. The college supervisor will complete a final Student Teacher Evaluation Form and discuss it with the candidate.

Final Grade. The college supervisors are responsible for determining each candidate's final grade for student teaching. The grade is determined by comparing college supervisor evaluations, master teacher evaluations and evaluations by any other college supervisor involved with the student teacher during his or her assignments.

CANDIDATE RESPONSIBILITIES

Working with students in a K-12 setting is undoubtedly the most important part of the credential program. Candidates should always do their best, but in this phase of their preparation, it is imperative that they demonstrate commitment, enthusiasm, and competence. Classroom responsibilities must be a top priority.

Orientation. Candidates will attend an orientation prior to each semester's placements (fieldwork and student teaching). Once the placement is confirmed, the candidate will contact the master teacher, and arrange a get-acquainted meeting if possible. The candidate should become acquainted with school policies and rules.

Hours. Candidates must arrive on time each day as scheduled. Candidates are expected to complete all daily tasks assigned to them. They should not leave until all necessary preparations for the next day have been completed. (It is expected that candidates in student teaching will arrive at school with or before the master teacher, and leave school with or after the master teacher.)

Absences. Illness is the only acceptable reason for absence from a placement. When candidates are ill they should contact the master teacher immediately. Candidates in student teaching must send lesson plans and materials to the master teacher before the start of school. It is also necessary to contact the assigned professor and/or college supervisor by telephone or email before the absence if possible, but definitely the morning of the absence.

Absences for reasons other than illness are **strongly** discouraged. Candidates in student teaching **must** discuss any proposed absence with the college supervisor **prior** to mentioning it to the master teacher.

Because teaching experience cannot be gained without being in the classroom, candidates who miss the equivalent of **three or more days of school** during a placement may be required to extend their placement for longer than originally scheduled. This is especially crucial for candidates in student teaching. The TMC credential program will determine whether or not a placement must be extended at its sole discretion.

Extracurricular Activities at the School where Student Teaching Occurs. Candidates should take the initiative to participate in as many school activities as possible. These include activities such as teachers' meetings, in-service training, conferences, Back-to-School Night and parent conferences.

Master Teacher Relationship. Candidates should treat the master teacher with the greatest respect at all times. Master teachers are giving their time and classrooms in order to help candidates become effective beginning teachers. Master Teachers are given very little remuneration for their work. Candidates should remember that the master teacher is always ultimately in charge of the classroom, they are under no obligation to accept candidates.

Teaching Performance Expectations (TPEs). The candidate should be very familiar with the TPEs and understand how he or she will be evaluated on each of them in the classroom, with the Teaching Performance Assessments, and on specific assignments.

Attitude. Candidates should view themselves as learners. They are expected to be competent, but not perfect. They should ask for, and willingly accept constructive criticism. They should act on suggestions and make appropriate changes to their practices as a result.

Observing. The candidate should observe during most of the first week in each placement. Observing is not a passive activity. The candidate should become familiar with every aspect of the classroom. Observing does not stop after the first week. The master teacher will be modeling lessons and classroom procedures throughout the placement. Candidates should use the time they are not teaching to help the master teacher and/or students.

Visitors to the Classroom. Candidates are professionals in training. It is not appropriate to invite friends or family to come to visit the classroom when children are in school.

Colleagues. Candidates should seek to become a part of the site where they teach. They should greet and thank office personnel, campus supervisors, and custodial staff. Candidates may join the teachers in the lunchroom. Candidates are expected to attend and (if appropriate) participate in grade-level or department planning.

Preparation. It is absolutely critical that candidates be thoroughly prepared for each day of fieldwork, especially so for student teaching. Daily plans should be provided to the master teacher at least one day in advance, or more if requested by the teacher. Candidates should use the TMC lesson plan format unless the master teacher requests use of an alternate form.

Lack of prepared lesson plans on **three** supervisor visits during a student teaching placement will result in an automatic failure of that placement.

Daily lesson plans should be kept in whatever format is suitable to the candidate and master teacher. Candidates in student teaching must provide a copy of the lesson plan for the supervisor if an observation is scheduled.

Unit plans must be submitted to the master teacher and (as appropriate) the college supervisor as assigned.

Communication with Professors/College Supervisor. Candidates should keep their assigned professor and/or college supervisor informed of his or her teaching schedule, type of teaching activity, and any problems he or she is encountering.

Employment and Classes. Candidates in student teaching are to look at their placement as a full-time position. They should not plan to work or take any other classes during student teaching. Any exceptions must be petitioned in writing before student teaching.

Extracurricular Activities. Candidates should carefully select and limit their extracurricular activities. Commitments to optional responsibilities need to be set up in such a way that the amount of commitment can be flexible based on the amount of time needed to complete all responsibilities for the program.

Holidays. Candidates will observe the school district holidays. Candidates are reminded that the TMC Credential Program does NOT follow the undergraduate calendar.

Dress Code. Candidates represent Jesus Christ to the teachers, parents, and students they work with. It is important that candidates dress modestly and professionally, and in a way that will enable them to teach effectively. (Remember that teachers do a lot of stooping, bending, leaning over desks, sitting on the floor, having knees at students' eye levels, etc.) Candidates should also remember that the way they dress communicates to the students the attitude they have toward the school environment. Candidates should seek to show their dedication and professionalism to the administration and other teachers and their dress should reflect this.

Strikes or Other Emergencies. In the event of a strike in the district where candidates are placed, the program chair should be notified. If the chair cannot be reached, the student teacher should contact the college supervisor. The same procedures should be used for other emergencies in which school is disrupted.

CANDIDATE EVALUATIONS

Evaluations by Master Teachers. Master teachers conduct ongoing observations and critiques of candidates, especially during student teaching. Most of this is done informally, but master teachers also give written feedback on lesson plans to communicate with the candidate.

Master teachers will evaluate candidates in fieldwork once, at the end of the placement. They will formally evaluate their candidates in student teaching twice – once midway through the placement and again during the final week of the placement.

The mid-term evaluation is meant to help the candidate in student teaching see areas of strength and weakness and also alert the master teacher and college supervisor to areas where the candidate has not yet had opportunity to demonstrate competence. Any necessary adjustments for the remaining weeks of the student teaching assignment are identified. The evaluation is discussed with the candidate and the college supervisor. The candidate and the master teacher sign the evaluation form and it is placed in the student teacher's file. In cases where significant problems are evident the college supervisor will also fill out a mid-term evaluation.

Evaluations by College Supervisor. Approximately once a week the college supervisor observes the candidate in student teaching. During these visits the college supervisor confers with the master teacher on the candidate's progress, reviews the lesson plan prepared by the candidate, and observes the lesson. During the lesson the college supervisor fills out an observation report, which has a rating scale for a variety of specific criteria and space to indicate activities, observations and suggestions. The form is used during the candidate feedback conference held immediately following the lesson or at the end of the school day. During the conference the candidate first evaluates the lesson. Then the supervisor asks questions that will help the candidate think more deeply and elaborate more fully on the lesson. A copy of the report becomes part of the candidate's records.

The college supervisor may complete a mid-term evaluation of a candidate in student teaching. This is to alert the candidate of ways he or she needs to improve, and shows that the college supervisor is uncertain that the candidate will successfully complete the placement. It should be noted that some problems in teaching do not occur until after the candidate assumes more responsibility, so the lack of a mid-term evaluation by the supervisor does not guarantee the candidate will pass student teaching.

Final Evaluations. At the conclusion of the student teaching placement, the master teacher and the college supervisor complete a final Student Teacher Evaluation Form using the same criteria for student teaching evaluation described under mid-term evaluations. The evaluations are discussed orally with the candidate and the candidate receives a copy of each evaluation. These final evaluations become part of the student teacher's records.

STUDENT TEACHING GRADES

ED580 or ED590: Pass/Fail. For ED580/ED590, the candidate will earn either a grade of “pass” (which indicates readiness for his/her own classroom), or “fail” (which indicates the candidate is not ready for his/her own classroom).

The college supervisor is responsible for determining the final grade, but does so only after consultation with master teachers and other Education Department faculty who have been involved in the candidate’s student teaching. The supporting documentation for the grade is placed in the candidate’s file. This documentation includes:

- Weekly observation forms
- Notes of conferences which may have occurred between master teacher, college supervisor, Department Chair, and candidate
- Mid-term and Final Student Teaching Evaluation Forms.

Alternatives to Fail. Every effort is made to help candidates be successful in student teaching. In cases where student teachers are not doing well, but appear to have teaching potential, the college supervisor, with feedback from the master teacher and the other full-time faculty in the Education Department will try to determine what would best help the candidate be successful. In some cases the decision may be to move the candidate to another student teaching placement. More frequently the decision is to extend a placement beyond the scheduled time, or to require a third placement in a subsequent semester.

Occasionally it is determined that a candidate will be unable to become a successful teacher and a grade of “fail” is given. Candidates are encouraged to drop student teaching before this occurs, so that the grade does not appear on the transcript and is not part of the candidate’s cumulative grade point average.

SOURCES OF HELP DURING STUDENT TEACHING

Candidates who need help should seek it. They should initiate communication with the master teacher, professors, and/or the college supervisor.

- Questions about instruction should be directed to the master teacher.
- Questions about the student teaching experience, lesson plans, and/or expectations should be directed to the college supervisor.
- Difficulties with master teachers should be addressed immediately and professionally with the master teacher. If the candidate feels he/she needs guidance in doing this, the candidate should discuss the problem with the college supervisor or professor.
- Difficulties with the college supervisor should be addressed immediately and professionally with the college supervisor. If not resolved, the candidate should contact the Department Chair. If the Department Chair is the college supervisor, the student teacher should contact another Education Department faculty member.

EVALUATION OF FIELDWORK & STUDENT TEACHING EXPERIENCE

Candidates will evaluate the appropriateness of the placement (master teacher and location), college supervisor support, and major accomplishments during the experiences. This information is considered when planning subsequent placements.