



THE MASTER'S
UNIVERSITY

Clinical Practice Handbook 2018-19



CANDIDATE: name/contact info

MASTER TEACHER 1: name/school site/grade level/contact info

MASTER TEACHER 2: name/school site/grade level/contact info

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TMU TEACHING CREDENTIAL PROGRAMS

CLINICAL PRACTICE HANDBOOK 2018-19

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CRITERIA FOR PLACEMENTS

From the CTC Program Standards:

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

Multiple subject placements: Candidates should be placed in self-contained elementary grade classrooms. Placements with some student rotation or sharing will be considered, but a departmentalized (full rotation) placement is not conducive to candidate success. Classes with a combination of grade levels will be considered. Candidates will complete both a primary grade and upper grade placement.

Single subject placements: Candidates should be placed in one department, ideally with one full-time master teacher (teaching a minimum four periods) with no more than two preparations. Placements may be split between master teachers (no more than two). Candidates will complete both a high school and junior high placement.

PLACEMENT CALENDAR

	<i>Fall</i>		<i>Spring</i>	
Multiple Subject Candidates	Primary Grade 7 weeks	Upper Grade 7 weeks	Upper Grade 8 weeks	Primary Grade 8 weeks
Single Subject Candidates	High School 7 weeks	Junior High 7 weeks	High School 8 weeks	Junior High 8 weeks

Candidates will observe school district holidays. Reminder: the TMU Credential Programs do NOT follow the undergraduate calendar.

Placement Hours. Candidates must arrive on time (if not early) to their placement every day as scheduled. They should not leave until all necessary preparations for the next day have been completed. Master teachers should notify the program if a candidate is late more than once. This is especially crucial during Spring, when it is expected that candidates will arrive at school with or before the master teacher, and leave school with or after the master teacher.

Fall placement hours:

- **Multiple Subject:** start of school day until lunchtime (approximately 8:00 – noon) Monday – Thursday.
- **Single Subject:** varies, but candidates should adopt and follow the equivalent of *three class periods* per day, Monday-Thursday. If a school is on a block schedule,

the candidate and master teacher should work out schedule in which the candidate “adopts” three classes and follows their schedule.

Spring placement hours:

Start of contractual school day until end of contractual school day (full day), Monday – Friday. However, it is expected that candidates will not leave the school site until fully prepared for the following day. Candidate attendance at staff meetings, PD, and any other teacher events is required.

THE ROLE OF THE SITE ADMINISTRATOR

The site administrator (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 TMU students' (candidates') contributions to the classroom.
- Participate in the selection of willing master teachers who are qualified to serve as excellent teaching models.
- Meet candidates and help orient them to the school personnel, resources, and facilities as needed.
- Observe and evaluate a candidate's lesson at least once during a Spring placement, if possible.
- Promptly notify TMU if a candidate's placement needs to be terminated or changed for any reason.

MASTER TEACHER QUALIFICATIONS

A candidate's K-12 classroom or clinical experience is the most significant component of the credential program. The master teacher's beliefs, style, and methods will influence the candidate's practice throughout his or her teaching career. Therefore, it is important that master teachers be carefully selected.

Per the CTC Program Standards, master teachers must meet the following criteria:

- Hold a valid Clear Teaching Credential (including EL authorization) for their assigned subject(s) and grade level.
- Have a minimum of three years of K-12 teaching experience in the appropriate subject area and grade level.
- Be acceptable to both the district and the university, having demonstrated exemplary teaching practices, and remaining current in the knowledge and skills related to teaching.
- Demonstrate skill in observation and coaching techniques.
- Be willing to relinquish control of the class or classes to a candidate.
- Be willing to participate in 10 hours of initial orientation, including professional development and training in practices.
- Have a schedule that permits regular observation, supervision, and feedback for the student teacher.
- When applicable, receive positive reviews on the Master Teacher Evaluation Form filled out by previous candidates.

MASTER TEACHER STIPEND

A stipend will be paid to the master teacher for each completed placement, with additional stipend for each orientation attended. The program follows each district's procedures for disbursing stipends.

MASTER TEACHER AND CANDIDATE RESPONSIBILITIES

The well-being and success of the K-12 students is the first priority of master teachers and candidates.

Master teachers and candidates must be willing to assume responsibility for the activities described in the sections that follow.

A candidate's K-12 classroom or clinical experience is the most significant component of the credential program. Candidates should always do their best, but in this component of their preparation, it is imperative that they demonstrate commitment, enthusiasm, and reliability. Thus, candidates must make clinical practice responsibilities a top priority during the program.

Master Teacher-Candidate Relationship. The master teacher should have high expectations for the candidate, balanced with the understanding that learning to teach is a developmental process. The master teacher should view the candidate as a “teacher in process” and expect that the candidate will make some mistakes. These mistakes provide opportunities for the master teacher and candidate to talk together about effective teaching techniques.

Master teachers should give candidates latitude to try new ideas, but discuss any anticipated problems and solutions in advance. Master teachers need to give candidates direction, but should allow them space to try rather than undermine their authority in front of the class, unless the safety or well-being of the students is at stake.

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 from the master teacher, supervisor, or school administrator and make appropriate changes to their practices as a result.

Candidates should treat the master teacher with the greatest respect always. Master teachers are giving their time and opening their classrooms to help candidates become effective beginning teachers; they are not obligated to accept candidates, but do so out of service to the profession. Candidates should remember that the master teacher is always ultimately in charge of the classroom.

School Site Orientation. Candidates should seek to become part of the school site community. They should greet and thank office personnel, campus supervisors, and custodial staff. Candidates may join the teachers in the lunchroom.

The master teacher should orient the candidate to the school site, the classroom, and the staff prior to or at the beginning of Fall placements. Orientation should include such details as teacher arrival and departure time, office check in/out procedure, special supervisory duties in halls and playground/campus, safety drills, and reporting student illnesses or accidents.

At the school site, the candidate should refer to himself or herself as a “teacher candidate from The Master’s University.” The master teacher should introduce the candidate to school staff and students, referring to the candidate as a “teacher candidate from The Master’s University.”

Candidates should ask the master teacher for curricular materials, and other materials (e. g. seating chart) and activities (e. g. student interest survey) that will enable the candidate to get to know the students.

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

School Site Activities. In Fall, besides fully participating in classroom activities, candidates should take the initiative to participate in other school activities to the greatest extent possible. These could include staff meetings, in-service training/professional development, Back-to-School Night, and student performances. In Spring, candidates are expected to attend and (if appropriate) participate in staff meetings, grade-level or department planning, parent conferences, Open House, and student study teams.

Master Teacher in the Classroom. The master teacher should be in the classroom unless the candidate is deemed prepared to assume full responsibility for the class. The candidate will need to observe how the master teacher teaches and manages 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 the candidate alone in the classroom occasionally, as both become confident in the candidate’s ability.

CO-TEACHING AS A MODEL FOR CLINICAL PRACTICE

From the beginning of the program (Fall semester), the candidate and master teacher should work toward implementing a co-teaching model, in which both work together with students, sharing in the planning, organization, delivery, and assessment of instruction. Though this arrangement is a partnership, the master teacher is still responsible for content, implementation, and management, and is the final authority in the classroom.

6 Approaches to Co-Teaching. Co-Teaching forms the philosophical basis for clinical practice. The following are examples of possible activities in a co-teaching model.

1. One teach, one observe – one teaches (modeling), and the other documents and analyzes examples of exemplary teaching practice and resulting student learning.
2. One teach, one assist – one teaches, while the other circulates and provides assistance to students.
3. Parallel teaching – the class is divided into two groups, and both teach the same content simultaneously.

4. Station teaching – the class is divided into three (or more) rotating groups, and master teacher and candidate are responsible for teaching a specific portion of content at a station (station one and two), with the other station(s) being independent or other work.
5. Alternative teaching – one teaches the larger group, while the other works with a targeted smaller group (intervention or differentiation of content).
6. Team teaching – both deliver instruction to the class (tag-team or duo).

Progression of Responsibility. In the beginning (Fall), the master teacher will model the responsibilities of teaching, gradually bringing the candidate alongside, as in a partnership. The master teacher and candidate should plan an overall schedule for Fall that allows the candidate to begin to take on simple teaching responsibilities, adding subjects or sections and duties as warranted.

Candidate activities during Fall semester placements:

- Assist master teacher with room set-up (prior to start of school year)
- Observe master teacher modeling instruction
- Keep journal of observations and write selected reports
- Assist master teacher with planning and discuss lesson decisions, management, and assessment
- Work with small groups or individual students (intervention)
- Assist master teacher with part or all of whole class lesson implementation (set up, deliver instructions, teach content, circulate, etc.)
- Plan and teach a sequence of lessons to whole class (or alternately a large group) at discretion of master teacher

During Spring semester, the candidate's responsibilities should be structured so that responsibility for teaching, planning, and assessing student progress shifts from master teacher to candidate, so that for the last four weeks of the Spring placement the candidate assumes full or majority of responsibility in the classroom.

Candidate activities during Spring semester placements:

- Observe master teacher for the first week, reviewing curriculum, management system, etc.
- Assist master teacher with planning for the remaining weeks
- Gradually assume more and more teaching duties, adding subjects or sections in structured order
- Last 4 weeks of placement: assume full or majority of responsibility for teaching duties

In both semesters, candidates are responsible for keeping their assigned professor and/or university supervisor informed of their schedule and type of teaching activities, and any problems he or she is encountering.

Rather than a sink-or-swim approach, this progression follows Fisher and Frey's Gradual Release of Responsibility model.

Unit Plans. As part of their coursework, candidates will design and submit the following unit plans across the placements:

	<i>Fall</i>		<i>Spring</i>
Multiple Subject	Primary Grade: Mini-unit (4 lessons) in Reading – may teach part or all at Master Teacher discretion	Upper Grade: Longer unit (approx. 3 weeks) – Science or Social Studies (to teach in Spring)	For Primary Grade: Longer unit in subject of choice to teach
Single Subject	High School: Mini-unit (4 lessons) in content area of one class - may teach part or all at Master Teacher discretion	Junior High: Longer unit (approx. 3 weeks) in content area of one class - may teach part or all at Master Teacher discretion	For Junior High: Longer unit in content area of one class to teach

It is important that the candidate discuss any proposed variations in classroom routine with the master teacher to ensure success.

Lesson Plans. The master teacher should require written lesson plans from the candidate for any lesson the candidate will be teaching, and should evaluate the plans prior to the time the lesson is taught. Candidates should use the TMU Lesson Plan form for all planning, unless the district has a preferred or required form. This is particularly important early in the process of transitioning the candidate into teaching responsibilities.

During the Spring placements, the master teacher and candidate should participate in weekly planning meetings. In Spring semester, candidates will submit all lesson plans to TMU, uploading them to Canvas for ED570 by Monday of the week they are being taught. Lack of acceptably prepared lesson plans on **three occasions** during a Spring placement may result in an automatic failure of that placement.

In Spring, candidates must provide a copy of the lesson plan for the supervisor in advance of scheduled observations.

Video Recording. Candidates will need to video record themselves teaching in the classroom for coursework and/or teaching performance assessment purposes. The candidate will arrange for the video recording and will secure appropriate written permissions in advance.

Teaching Performance Assessment Tasks. Master teachers should be one of the sources of information for candidates as they complete any assigned TPA tasks. Candidates may need to have access to student records to complete assigned tasks. Candidates are responsible for orienting master teachers to the schedule of tasks, particularly as they impact the classroom. Master teachers are not involved in the evaluation of the TPA tasks, which are evaluated and scored by outside, trained assessors. Like other colleagues, master teachers can help candidates with the TPA by asking clarifying questions and giving general, non-task-specific teaching advice to candidates.

Grades. Master teachers should orient candidates to their grading philosophy and system. A candidate who is given responsibility to plan, assign, and evaluate student work should *propose* grades for each student. The master teacher should review and as necessary discuss these grades with the candidate to ensure that they are fair and justifiable. The master teacher may or may not choose to use these grades at his or her discretion. Master teachers should orient candidates to specific grading and report card procedures.

CANDIDATE EVALUATIONS

Evaluations by Master Teachers. The master teacher needs to provide frequent, regular, detailed, constructive feedback to the candidate. This can be oral, but there should also be written feedback on lesson plans (on a regular basis during Spring). Any concerns should be immediately addressed with the candidate and communicated with the program. The supervisor will also want weekly feedback from the master teacher on the candidate's progress during Spring.

Master teachers will formally evaluate candidates according to the following schedule.

<i>Fall Placements</i>	<i>Spring Placements</i>
<ul style="list-style-type: none">• End of 7-week placement	<ul style="list-style-type: none">• Mid-term evaluation (end of week 4)• Final evaluation (end of week 8)

All evaluations should be discussed with the candidate. Master teachers will also discuss them with program representatives (assigned professors or university supervisors) as warranted. The evaluation forms become part of the candidate's record.

The Spring mid-term evaluation is meant to help the candidate see areas of strength and weakness in their teaching and also alert the candidate and university supervisor to areas where the candidate has not yet demonstrated acceptable levels of competence. Any necessary improvements for the remaining weeks of the placement will be identified, and an improvement plan will be devised (see below).

Evaluations by University Supervisor. In Spring semester, the university supervisor will formally observe the candidate approximately once per week for at least five observations in each placement. Prior to the visit, the university supervisor will review the lesson plan prepared by the candidate. During the lesson, the university supervisor will fill out an observation report, which has a rating scale for a variety of specific criteria related to the TPEs, 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 will also self-evaluate the lesson. The supervisor will ask questions to help the candidate think more deeply and elaborate more fully on the lesson reflection. A copy of the report becomes part of the candidate's records. The university supervisor may also confer with the master teacher on the candidate's progress.

Also during Spring semester, the university supervisor will complete a mid-term evaluation of the candidate during each placement. This is to alert the candidate of ways he or she needs to improve. It should be noted that some problems in teaching do not occur until after the candidate assumes more responsibility, so the successful mid-term evaluation by the supervisor does not guarantee the candidate will pass the final evaluation.

The supervisor will complete a final evaluation of the candidate at the end of each Spring placement. The evaluation will be discussed with the candidate. All evaluation forms become part of the candidate's file.

Candidate Improvement Plan. Every effort will be made to help candidates be successful in clinical practice placements. In cases where a candidate is not doing well, but is evaluated as having potential for success, the program will seek input from the master teacher, supervisor, and faculty in the program as appropriate. The program will determine what would best help the candidate be successful in the placement, and will create a candidate improvement plan. The candidate is expected to fulfill the terms and conditions of the plan or withdraw from the program.

In some cases, as part of the improvement plan, the candidate may be moved to another placement, or the placement may be extended beyond the scheduled time with master teacher consent, or a third placement in a subsequent semester may be required at candidate expense.

The master teacher, supervisor, and/or candidate must report any problems in clinical practice to the program as soon as they occur.

Evaluation Discrepancies. The program will review the supervisor's and master teacher's midterm evaluation of the candidate and will work with all to eliminate discrepancies. If needed, the program will arrange a conference between program, candidate, supervisor, and master teacher to ensure that all come to agreement regarding the candidate's progress.

The program will also review the supervisor's and master teacher's final evaluations. In the rare cases where the master teacher final evaluation and the supervisor final evaluation are not aligned (have different final outcomes of candidate pass or fail), the program will determine the final outcome of the evaluation (candidate pass or fail).

Candidate Self-Evaluation. Candidates will self-evaluate at various times during the program. These results are factored in to the overall evolution of candidate practice, and considered when the Candidate Transition Plan is developed (see below).

INDIVIDUAL CANDIDATE TRANSITION PLAN DOCUMENT

Candidates will participate with the university supervisor and/or other faculty to create an individual candidate transition plan upon completion of the program. This plan (to be used as the candidate develops a plan for Induction) will be based on the candidate's demonstrated strengths and areas of improvement related to the TPEs as evidenced by evaluations (final evaluations by the master teacher and the supervisor, and candidate self-evaluations) and coursework.

CANDIDATE POLICIES

Absences. Illness or other emergencies are the only acceptable reasons for candidate absence from a placement. When candidates are ill they should contact the master teacher immediately. Candidates must send any lesson plans and materials for which they are responsible to the master teacher before the start of the school day. It is also necessary to contact the assigned professor and/or university supervisor by telephone or email before the absence if possible, but definitely the morning of the absence. Master teachers should report any absences to the program.

Because teaching experience cannot be gained without being in the classroom, candidates who miss the equivalent of **more than three days** during a placement may be required to extend their placement for longer than originally scheduled, or to complete an additional placement in a subsequent semester or year at their expense. This is especially crucial in the Spring semester. The TMU credential program will determine whether a placement must be extended at its sole discretion. Any extensions will only be granted with consent of the master teacher.

Dress Code. Candidates must dress modestly and professionally at school sites; thus, no jeans, flip flops, sandals, or t-shirts are allowed. Candidates must also dress in ways 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. Remember also that the way one dresses communicates to all the attitude one has toward the job; candidates should seek to demonstrate dedication to the profession in the way they dress.

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 students are in school.

Emergencies. In the event of an emergency (any event which results in an actual lock down or evacuation) at a site where candidates are placed, candidates should notify the department office (credential analyst or administrative assistant) at TMU as soon as it is safe to do so. The program professor and university supervisor should be notified as well. This applies to any situation in which school is disrupted. In the event of a strike, candidates will not report to the school site and will be non-participants.

GRADES FOR CLINICAL PRACTICE

Fall Semester. ED510 or ED540: Grades. Fall clinical practice is tracked through ED510 (multiple subject) or ED540 (single subject). Successful completion of fieldwork hours factors into the letter grade for those classes. In addition, other courses in the program will require assignments which need to be completed in fieldwork, which will count toward the grades for those courses. Failure to complete fieldwork hours and/or an unsatisfactory evaluation by the master teacher may result in a non-passing grade in ED510 or ED540 (below B-). This may result in the candidate being dropped from the program.

Spring Semester: ED580 or ED590: Pass/Fail. For ED580/ED590, the course for Spring student teaching, the candidate will earn either a final grade of "pass" (which indicates the candidate is ready to assume "teacher of record" responsibility for his/her own classroom), or "fail" (which indicates the candidate is not ready for the responsibility of his/her own classroom).

The program is responsible for determining the final grade, but does so only after consultation with master teachers and the university supervisor(s) who have been involved in the candidate's progress. The supporting documentation for the final grade will be placed in the candidate's file. This documentation includes:

- Weekly supervisor observation forms
- Any notes from conferences which may have occurred between master teacher, university supervisor, university faculty, and candidate
- Mid-term and Final Evaluation Forms

Occasionally, in spite of assistance and intervention, candidate evaluations will reveal that a candidate will be unable to become a successful teacher and a grade of "fail" will be earned in ED580 or ED590. Candidates will be counseled to withdraw from the program before this occurs, so that the grade does not appear on the transcript and is not part of the candidate's permanent academic record.

SOURCES OF HELP DURING CLINICAL PRACTICE

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

- Questions about instruction should be directed to the master teacher.
- Questions about the clinical practice experience, lesson plans, and/or expectations should be directed to the program professor or university 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 university supervisor or program professor.
- Difficulties with the university supervisor should be addressed immediately and professionally with the university supervisor. If not resolved, the candidate should contact the program professor. If that professor is the university supervisor, the student teacher should contact the chair.

EVALUATION OF CLINICAL PRACTICE EXPERIENCES

Candidates will evaluate the appropriateness of the placement (master teacher and school site), university supervisor support, and their own growth and accomplishments during the experiences. This information is considered when planning subsequent placements.