

# **Credential Program Handbook For Candidates 2017-18**

**Teaching Credential Programs  
in the  
School of Education**

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# CREDENTIAL PROGRAM HANDBOOK FOR CANDIDATES

## TMU STUDENT HANDBOOK

In addition to this handbook, students in the TMU credential programs (candidates) are bound by policies and procedures in the TMU Student Handbook. Credential program candidates are not considered to be “on contract”, but are expected and required to abide by the Standard of Conduct policies found in the TMU Student Handbook. <http://www.masters.edu/media/868124/2016-masters-u-handbook-updated.pdf>

## CHAPEL AND CHURCH ATTENDANCE

Candidates are not required to attend TMU chapel or the Truth & Life Conference, but candidates may attend as long as attendance does not conflict with program responsibilities.

Regular church attendance is expected and encouraged, but will not be monitored.

## HOUSING

Candidates are responsible for making their own housing arrangements. As TMU dorm life is designed for undergraduate students, candidates may not live in the TMU dorms. Candidates may pursue other TMU housing options (such as the International House).

## TRANSPORTATION

Since a significant component of the program is clinical practice, requiring daily attendance at a school site away from the TMU campus, candidates must have guaranteed access to their own reliable car. Candidates are responsible for their own transportation.

## DRESS CODE

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

Candidates must dress modestly and professionally at school sites. Jeans, flip flops/sandals, and t-shirts are not allowed. Candidates must also dress in ways that will enable them to teach effectively, especially while stooping, bending, leaning over desks, sitting on the floor, having knees at students’ eye levels, etc. Remember also that the way one dresses communicates the attitude one has toward the job; candidates should seek to demonstrate dedication to the teaching profession in the way they dress.

## ADDITIONAL ACTIVITIES, CLASSES, AND/OR WORK

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

Candidates in the program should carefully select any additional extracurricular activities. Commitments made to optional responsibilities (ministries, community work, friends, etc.) must be flexible, based on the amount of time needed to complete all program responsibilities. Candidates are advised to budget time for proper rest and nutrition.

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

Candidates may work no more than 10 hours per week during the Fall semester.

Candidates are **not** allowed to work during the Spring semester. Exceptions must be petitioned in advance. Candidates may petition for exception at admission prior to the start of Fall semester, or at the time of formal advancement to Spring semester. Exceptions will be granted on a case-by-case basis at the sole discretion of the School of Education.

## SUBSTITUTE TEACHING

TMU allows candidates to substitute teach during the program, as long as the candidate's clinical practice district allows it, and as long as doing so does not conflict with program responsibilities such as attending courses and completing hours of clinical practice. To substitute teach, the candidate must have a valid substitute credential. It is the candidate's responsibility to obtain the appropriate substitute credential, submitting verification to the Credential Analyst.

During Fall semester, candidates may substitute teach only for their assigned master teacher Monday-Thursday (the days candidates are scheduled to be in the fieldwork placement classroom). Candidates may substitute teach for any teacher/any district on Fridays or on any day(s) candidates are not required to be in their fieldwork classroom.

During Spring semester, candidates may only substitute teach for their assigned master teacher.

## ADVISING & COUNSELING

Candidates in the credential programs will be assigned a faculty/staff advisor. The advisor is a resource for academic advising.

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

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

## EMPLOYMENT & CAREER SERVICES

**Office of Career Services.** In addition to posting full-time employment opportunities, the TMU 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.

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

- ED570 Colloquium course requires writing a resume, philosophy of education and cover letter, 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, master teachers, and university supervisors write letters of recommendation as requested.
- Informal and formal recommendations are given to administrators seeking teachers for their districts.
- Job opportunities are publicized as they are received by the School of Education.

## APPEAL PROCEDURES

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

Candidates who seek **special consideration or exception in a credential program policy matter** must put their request in writing to the faculty chair, who will take the request to the School of Education faculty, functioning as the School of Education Appeals 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 **committee decision** (including a decision of the Admissions Panel, a TPA task score, or a rating by university supervisor and master teacher) he or she must appeal in writing to the faculty chair within two days of the decision. The School of Education Appeals Committee will consider the written request, and if necessary, ask the candidate to meet with them. Most requests will be considered during the regularly scheduled meetings of the committee. If the request is deemed urgent by the faculty chair, 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 School of Education Appeals Committee**, he or she must appeal in writing to the TMU Vice-President for Academic Affairs, Dr. John Stead [jstead@masters.edu](mailto:jstead@masters.edu), within two days of the decision. The Vice President for Academic Affairs will follow established appeals procedures outlined in the TMU Student Handbook.

# PROGRAM OVERVIEW

The TMU Teaching Credential Program is a two-semester program.

During the first (Fall) semester, sometimes referred to as the **Fieldwork Semester**, candidates take a full-time course load of professional education courses covering specific subject matter strategies, including how to help students who do not speak English and/or who have special needs. In addition, candidates complete clinical practice (fieldwork) in two public school classrooms. 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 in clinical practice as well. Candidates also complete and pass two of the California Teaching Performance Assessments (CalTPAs) during this semester.

In the second (Spring) semester, sometimes referred to as the **Student Teaching Semester**, candidates are placed back in the public school classrooms for all-day student teaching. In addition, candidates take the Student Teaching Colloquium course, and complete the Assessing Learning (AL) and Culminating Teaching Experience (CTE) tasks of the CalTPA.

## **Credential Program Faculty and Staff**

The School of Education is fortunate to have experienced full-time faculty who teach courses and coordinate various aspects of all the degree programs offered in the School of Education. In addition, we are fortunate to have excellent adjunct professors in the credential program, who bring expertise from their current experience in teaching in the public schools in the area. University Supervisors (full-time or adjunct professors) coach and evaluate candidates during student teaching. 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.

## **School District Partners**

**Clinical practice** is a significant component of the TMU Credential Program. From the beginning of their program, candidates are placed in public school classrooms 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. TMU cooperates with local public school districts in the Santa Clarita Valley to provide candidates both fieldwork and student teaching experiences. School district leaders participate in the School of Education's Community Advisory Panel, ensuring strong communication and collaboration.

## **Program Information**

See the Credential Analyst for important information, including any necessary forms and handouts. In addition, important program information can be found on the university website, <https://www.masters.edu/academics/teaching-credential-programs/>, in the catalog, and in this handbook.

**It is important to note that The Master's University 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.**

## FALL SEMESTER

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

### **Multiple Subject Credential Program Fall 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 Fall 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

**Application for Advancement to Spring Semester.** Completing the coursework in the Fall semester does not automatically advance a candidate to Spring. Near the end of the Fall semester, candidates will submit an application to advance to Spring, Advancement is determined at the sole discretion of the program, based on satisfactory completion of the requirements as outlined above.

**CPR Certification.** In order to advance to Spring semester, 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.

## SPRING 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 Spring 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 Spring 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)

**Credential Recommendation Request.** At the end of the program, the candidate is responsible for submitting a Credential Recommendation Request in order to 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.

## CLINICAL PRACTICE PLACEMENTS

**In addition to coursework at TMU, candidates complete clinical practice placements in both Fall and Spring.** Also see the Clinical Practice section of this handbook.

**Fall Semester Placements.** Multiple subject candidates have one 7-week placement in a primary grade classroom (usually K-2) and one 7-week placement in an upper grade classroom (usually 4-6). Required placement hours are Monday – Thursday, 8am – noon.

Single subject candidates have one 7-week placement in a junior high and one 7-week placement in a high school. Placement hours vary by school site; the candidate is responsible for coordinating a schedule the equivalent of three periods, four days per week. The goal is to “adopt” three classes and follow their schedule, rather than have a random schedule that is more “hit and miss”.

**Spring Semester Placements.** The goal is to return candidates to the same master teachers as the Fall semester for full-day, Monday-Friday placements. Multiple subject candidates have one 8-week placement in a primary grade (usually K-2) and one 8-week placement in an upper grade (usually 4-6). Single subject candidates have one 8-week placement in a junior high school and one 8-week placement in a high school.

**Clinical Practice Placement Arrangements.** Since certain state requirements must be met, all placements are arranged by TMU. Official contacts for placements are made by the Credential Analyst.

**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 clinical practice to be completed in a public school setting. However, candidates may explore possibilities for ONE private school placement for Fall semester (and the same one for Spring) 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 program.

**Experience in Lieu of Spring Semester Placement.** Candidates may count a paid teaching position (such as long-term substitute) in the subject area and grade level authorized by the credential the candidate is pursuing for one Spring placement, provided the candidate has successfully completed the Fall semester and has officially been advanced to Spring. In addition, the following criteria must be met:

- The candidate must qualify for and obtain any necessary credential or permit to teach through the employing district.
- The candidate must be the teacher of record (not an aide or other type of school employee).
- TMU must have a current Memorandum of Understanding with the employing district.

- The school principal or principal’s designee must agree to serve as the master teacher and to observe the candidate teaching at least once per week.
- A university supervisor must be able to make weekly observations of the candidate teaching.
- The school must be within an acceptable driving distance as determined by the program and supervisor.
- The teaching assignment must correlate with the program schedule.
- The candidate must pay any extra expenses involved.
- The candidate must submit a written petition and accompanying verification in advance.
- The candidate is able to complete the Teaching Performance Assessment in the placement, meaning the candidate’s classroom will include English learners and students with special needs.

Reminder: Candidates using this experience in lieu of one placement in Spring must still complete **two** different grade levels of Spring placements (Multiple Subject: one primary and one upper grade; Single Subject: one junior high and one high school).

## CREDENTIALS

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

#### **Preliminary 2042 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.)

#### **Preliminary 2042 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 the Preliminary Credential by The Master’s University 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](http://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. This is the most common option.

**Option 2:** A CTC-approved *Clear Credential or Induction* program through a university or other sponsoring agency. Individuals receive that institution's formal recommendation for the clear credential.

**Option 3:** Certification by the National Board of Professional Teaching Standards in a qualifying subject.

### **Additional Authorizations**

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.

## 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.

Only after all of the requirements 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.

## INDIVIDUAL TRANSITION PLAN DOCUMENT

Candidates will participate with the university supervisor and other faculty to create an individual 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 and coursework.

## CANDIDATE FILES

Electronic files are maintained by the School of Education for all candidates. In addition to required program forms and records, candidates may add to their file letters of recommendation from principals, teachers, or other school site personnel who can give an adequate appraisal of their performance as a teacher.

## PROGRAM EVALUATION

The CTC evaluates credential program effectiveness by surveying candidates who have completed the program and districts who employ program completers. We encourage our candidates to respond to official CTC surveys thoughtfully and honestly.

## ASSESSMENT IN THE CREDENTIAL PROGRAM

Candidates are assessed and evaluated in a number of ways throughout the 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). In addition to coursework, the program assesses candidate progress by means of the candidate's own reflections, evaluations by both the master teacher and the supervisor, and the California Teaching Performance Assessment tasks.

The state of California mandates that the goal of a teaching credential program be to move candidates along toward meeting the Teaching Performance Expectations (TPEs), found here: <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>. Candidates should download and read the TPEs if they have not previously done so.

**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 their own progress toward meeting the TPEs. The candidate’s self-assessment is used as a formative assessment. It is also part of the evidence used by the candidate and the program to set candidate goals for the next phase of preparation for teaching.

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

**Evaluation by the Master Teacher and Supervisor.** The master teacher formally evaluates the candidate at the end of the Fall placement. The master teacher and supervisor evaluate the candidate midway through the Spring placement. This mid-term evaluation is a formative evaluation, as the candidate will receive feedback on what he or she is doing well and where he or she needs to improve. The master teacher and supervisor evaluate the candidate again at the end of the Spring placement. This is used as a summative assessment.

**California Teaching Performance Assessment (CalTPA).** The Commission on Teacher Credentialing (CTC) has mandated that teaching credential programs utilize an approved assessment of candidates’ teaching performance as part of the program. The TMU Credential Programs use the CalTPA.

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.

### CalTPA

Semester	Task	Description
Fall Semester	SSP	<b>Subject Specific Pedagogy.</b> 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
Fall Semester	DI	<b>Designing Instruction.</b> 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.
Spring Semester	AL	<b>Assessing Learning.</b> 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.
Spring Semester	CTE	<b>Culminating Teaching Experience.</b> 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.

# CLINICAL PRACTICE

## 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 TMU 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 TMU 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, and be highly recommended by their administrators.

- 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 AND CANDIDATE RESPONSIBILITIES

TMU will provide two orientations for master teachers regarding procedures, content, expectations, and standards of the program. Typically one orientation is held prior to the start of the school year (August) and the other is mid-way through the Fall (November)

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

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.

**School Site Orientation.** Master teachers should orient candidates to the school site, the classroom, and the staff prior to or at the beginning of Fall placements. Orientation should include such details as 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, a 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 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.

**Hours.** Candidates must arrive on time to their placement 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 in the Spring semester, candidates 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 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.

Because teaching experience cannot be gained without being in the classroom, candidates who miss the equivalent of **more than three days of school** 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 or not a placement must be extended at its sole discretion.

**Holidays.** Candidates will observe the school district holidays. Reminder: the TMU Credential Program does NOT follow the undergraduate calendar.

**Co-Teaching Model.** From the beginning of the program (Fall semester), the candidate and master teacher should work toward implementing a co-teaching model, in which two teachers 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.** The following are examples of how two professionals might work together in a co-teaching model.

1. One teach, one observe – one teacher teaches (modeling), and the other teacher looks for examples of exemplary teaching practice and monitors student learning.
2. One teach, one assist – one teacher takes teaches, while the other circulates and provides assistance to students.
3. Parallel teaching – the class is divided into two groups, and both teachers teach the same content simultaneously.
4. Station teaching – the class is divided into three (or more) rotating groups, and each teacher is 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 teacher teaches the larger group, while the second teacher works with a targeted smaller group (intervention or differentiation of content).
6. Team teaching – both teachers deliver instruction to the class (tag-team or duo).

**Priority of Students.** Student well-being and success are the master teacher's and the candidate's first responsibility.

**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:

- Assist master teacher with room set-up (prior to start of school year)
- Observe master teacher modeling direct instruction
- 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 4 lessons (or more, as warranted) to whole class (or alternately a larger group)

During Spring semester, the candidate's responsibilities should be structured so that for the last four weeks of the Spring placement the candidate assumes the greater responsibility in the classroom.

Candidate activities during Spring semester:

- Observe 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
- Last 4 weeks of placement: assume full or majority of responsibility for teaching duties

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

**Master Teacher in the Classroom.** The master teacher must be in the classroom unless the candidate is prepared to assume full responsibility for the class. The master teacher is encouraged to leave a candidate alone in the classroom occasionally, as both become confident in the candidate's ability.

The candidate will need to 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 should include the candidate in activities such as conferences and student study teams.

**Observing.** 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.

**Lesson Plans.** The master teacher should require written lesson plans from the candidate any time 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. 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 prepared lesson plans on **three occasions** during a Spring placement will 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.

**Unit Plans.** In the first placement of Fall, candidates will have the responsibility of planning, teaching and evaluating a mini-unit or sequence of four lessons. The master teacher may suggest resources and ideas, but the planning should be done by the candidate. In the second placement of Fall, candidates will design a longer unit of at least three weeks.

In Spring, the candidate will be responsible for designing two additional longer units. The master teacher should allow the candidate 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 Spring) 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.

**Video Recording.** During Spring, candidates will video record themselves teaching several times. As part of the Culminating Teaching Experience TPA task (completed by candidates during the second Spring 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.

**Master Teacher-Candidate Relationship.** 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.

Candidates should treat the master teacher with the greatest respect at all times. Master teachers are giving their time and opening their classrooms in order 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.

**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.

**School Activities.** Candidates should take the initiative to participate in school activities. These include staff meetings, in-service training/professional development, Back-to-School Night, and parent conferences. Candidates are expected to attend and (if appropriate) participate in grade-level or department planning.

**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.

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.

**Feedback and Communication.** 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 Spring.

The supervisor will also want weekly feedback from the master teacher on the candidate's progress during Spring. The master teacher should alert the program if there are any problems as soon as possible. Candidates will keep their assigned professor and/or supervisor informed of his or her teaching schedule, type of teaching activity, and any problems he or she is encountering.

**Dress Code.** Candidates must dress modestly and professionally at school sites. Jeans, flip flops/sandals, and t-shirts are not allowed. Candidates must also dress in ways that will enable them to teach effectively, especially while stooping, bending, leaning over desks, sitting on the floor, having knees at students' eye levels, etc. Remember also that the way one dresses communicates the attitude one has toward the job; candidates should seek to demonstrate dedication to the teaching 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.

**Strikes or Other Emergencies.** In the event of a strike in the district or other emergency (such as actual lock down or evacuation) where candidates are placed, the School of Education should be notified immediately. If the chair cannot be reached, the candidate should notify the administrative assistant, credential analyst, or program professor. The university supervisor should be notified as warranted. The same procedures should be used for any other situations in which school is disrupted.

**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.

## CANDIDATE EVALUATIONS

**Evaluations by Master Teachers.** Master teachers conduct ongoing observations and critiques of candidates, especially during Spring semester. 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 once in Fall semester, at the end of the placement.

Master teachers will formally evaluate their candidates twice in Spring semester – once midway through the placement and once again during the final week of the placement.

The mid-term evaluation is meant to help the candidate see areas of strength and weakness 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. The evaluation is discussed with the candidate and the university supervisor. The evaluation forms become part of the candidate's file.

**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 candidates are not doing well, but appear to have teaching potential, the university supervisor, with feedback from the master teacher and the other full-time faculty in the Education Department, will determine what would best help the candidate be successful and create a candidate improvement plan.

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

**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).

## SPRING SEMESTER GRADES FOR CLINICAL PRACTICE

**ED580 or ED590: Pass/Fail.** For ED580/ED590, the candidate will earn either a final 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 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 evaluations will reveal that a candidate will be unable to become a successful teacher and a grade of “fail” will be given in ED580 or ED590. Candidates are encouraged 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 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.

## MASTER TEACHER STIPEND

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