



**THE MASTER'S**  
UNIVERSITY

# Clinical Practice Handbook 2022-2023



**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 2020-21

### PROGRAM CONTACT INFORMATION

Kathleen Thomson  
Credential Analyst and Clinical Practice Placement Coordinator  
[kthomson@masters.edu](mailto:kthomson@masters.edu) (661) 362-2233

Cindy Hallman  
Lead Faculty – Multiple Subject Program  
[challman@masters.edu](mailto:challman@masters.edu) (661) 362-2236

Matt Brown  
Lead Faculty – Single Subject Program  
[mbrown@masters.edu](mailto:mbrown@masters.edu) (661) 362-2232

Dr. Jordan Morton  
Faculty & Dean – Pearl C. Schaffer School of Education  
[jmorton@masters.edu](mailto:jmorton@masters.edu) (661) 362-2234

Maritess Gutierrez, Administrative Assistant  
[mlgutierrez@masters.edu](mailto:mlgutierrez@masters.edu) (661) 362-2235

## 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 Fieldwork</i>		<i>Spring Student Teaching</i>	
<b>Multiple Subject Candidates</b>	Primary Grade 8 weeks (orientation/work days + first 7 weeks of school)	Upper Grade 8 weeks	Upper Grade 8 weeks	Primary Grade 8 weeks
<b>Single Subject Candidates</b>	High School or Jr Hi 8 weeks + (orientation/work days + first 7 weeks of school)	High School or Jr Hi 8 weeks	Jr Hi 8 weeks	High School 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 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 student teaching, 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 Fieldwork placement hours:**

- **Multiple Subject:** Candidates will follow a schedule of regular, consistent fieldwork hours, centered on classroom instruction. PD or other staff meetings, conferences, etc. may also count toward fieldwork hours. Minimum total hours per placement: 96. Typical schedule is Monday-Thursday in a morning block of 3 instructional hours from start of school day. Note that the first Fall fieldwork placement starts the week before school begins, so it will be crucial that candidates attend PD/staff meetings that week to ensure candidates reach at least 96 hours for that placement.
- **Single Subject:** Candidates will follow a schedule of regular, consistent fieldwork hours, centered on classroom instruction. PD or other staff meetings, conferences, etc. may also count toward fieldwork hours. Minimum total hours per placement: 96. Schedule will vary depending on master teacher schedule, but typical schedule is Monday-Thursday. (Note that the first Fall fieldwork placement starts the week before school begins, so it will be crucial that candidates attend PD/staff meetings that week to ensure candidates reach at least 96 hours for that placement.
- **Candidates may not miss class at TMU to do fieldwork.**

### **Spring Student Teaching 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. Minimum total hours per 8-week placement (based on 8 hours/day x 5 days per week x 8 weeks): 320

## **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 considered to be the most significant component of the credential program. The master teacher is a key influence in the candidate's professional development.

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.
- Give candidates support and guidance at a minimum of 5 hours per week during Spring student teaching.
- Relinquish control of the class or classes to the candidate following a "gradual-release" model or progression of responsibilities.
- Participate in 10 hours of initial orientation, including professional development and training in supervision, adult learning theory, and coaching.
- Have a schedule that permits regular observation, supervision, and feedback for the student teacher.

## 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 always treat the master teacher with the greatest respect. 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 Fieldwork, 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 Student Teaching, 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 Fieldwork that allows the candidate to begin to take on some teaching responsibilities.

**Candidate activities during Fall Fieldwork placements:**

- Assist master teacher with room/class set-up (prior to start of school year)
- Attend school or department planning meetings/staff PD
- Observe master teacher modeling instruction
- Keep notes and complete selected course assignments
- 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, teach, and video-record a mini-unit/series of 4 lessons to whole class (or group) – first Fall placement**
- **Plan unit(s) of instruction for implementation in Spring student teaching – second Fall placement**

During Spring Student Teaching, the candidate's responsibilities should be structured so that responsibility for teaching, planning, and assessing shifts from the master teacher to candidate, such that for the last four weeks of the Spring Student Teaching placement the candidate assumes full or majority of responsibility of the duties of teaching.

**Candidate activities during Spring Student Teaching placements:**

- Meet with master teacher prior to the first week, reviewing curriculum, management system, etc.
- Assist master teacher with planning for the placement weeks (and beyond as appropriate)
- 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 of the duties of teaching

- **Video-record themselves teaching at various times during Spring Student Teaching in order to complete required Teaching Performance Assessments (TPAs)**
- **Participate in Thursday weekly planning meetings with master teacher, as part of weekly minimum required hours of support provided by master teacher (5 hours per week)**

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 unit plans across the placements (fall-Spring), following a scheduled aligned with completion of the CalTPA:

<b>Multiple Subject</b>	Fall 1 <sup>st</sup> placement: Mini-unit (4 lessons) in Reading/Literacy to teach and record	Fall second placement: To teach in Spring placements: 2 Longer units (approx. 3 weeks each) – Reading/Literacy & Math
<b>Single Subject</b>	Fall 1 <sup>st</sup> placement: Mini-unit (4 lessons) in content area of one class to teach and record	Fall second placement: To teach in Spring placements: 1-2 Longer units (approx. 3 weeks each) per preparation/class in content area

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 **must** 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 forms 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 (on Wednesdays) – these count toward the 5 hours per week master teachers are required to provide support to the student teacher. In Spring semester, candidates will submit a Weekly Overview of Lessons to TMU, uploading them to Canvas for ED570 by the evening of Wednesday of the week prior to 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 both in Fall and in Spring. The candidate will arrange for the video recording and will confirm or secure appropriate written permissions in advance.

**Teaching Performance Assessment Cycles.** TMU utilizes the CalTPA model of Teaching Performance Assessments. Candidates will complete a practice TPA cycle in the Fall semester, and two official TPA cycles in the Spring. Master teachers should be one of the sources of information for candidates as they complete any assigned TPA cycles. Candidates may need to have access to student records to complete assigned cycles. Candidates are responsible for orienting master teachers to the schedule of cycles, particularly as they impact the classroom. Master teachers are not involved in the evaluation of the TPA cycles, 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-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 seek weekly feedback from the master teacher on the candidate's progress during Spring student teaching.

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

<i>Fall Fieldwork Placements</i>	<i>Spring Student Teaching Placements</i>
<ul style="list-style-type: none"><li>• Mid-term evaluation (end of week 3)</li><li>• Final evaluation (end of week 7)</li></ul>	<ul style="list-style-type: none"><li>• Mid-term evaluation (end of week 4)</li><li>• Final evaluation (end of week 8)</li></ul>

All evaluations will be completed on TaskStream and should be reviewed with the candidate prior to submission. Master teachers will also discuss evaluations with program representatives (assigned professors or university supervisors) as warranted. The evaluation forms become part of the candidate's record.

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, and, if necessary, an improvement plan will be devised (see below). It should be noted that some issues may not occur or be apparent until the candidate assumes more responsibility, so earning a successful mid-term evaluation by the master teacher does not guarantee the candidate will pass the final evaluation.

**Evaluations by University Supervisor.** In the Spring student teaching semester, the university supervisor will formally observe the candidate approximately once per week for at least **five** observations in each of the two placements (for a minimum total of **10** per semester). 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 record. The university supervisor will also confer with the master teacher on the candidate's progress.

Also during the Spring student teaching 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 issues in teaching may not occur or be apparent until the candidate assumes more

responsibility, so earning a 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 reviewed with the candidate prior to submission. All evaluation forms become part of the candidate's record.

**Candidate Improvement Plan.** Every effort will be made to help candidates be successful in clinical practice placements. If the program faculty, Master Teacher, or Supervisor observe weaknesses in candidate performance they will first address those directly with the candidate; if no improvement is noted, the program Lead Faculty should be contacted so a Candidate Improvement Plan can be created. The candidate is expected to fulfill the terms and conditions of the plan or withdraw from the program. If candidate performance does not improve to an acceptable level, candidates may withdraw from the program, or be given a failing evaluation, resulting in dismissal from the program. 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 at its discretion.

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.

**Failing a Final Evaluation.** If a candidate earns a failing final evaluation for any clinical practice placement, with or without a Candidate Success Plan, they are subject to dismissal from the program.

**Evaluation Discrepancies – Spring Student Teaching.** 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 Individual Development Plan is developed (see below).

## INDIVIDUAL DEVELOPMENT PLAN

Candidates are required to participate with university faculty to create an individual development plan at the end 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 other evidence, such as coursework. Candidates are free to seek advice from master teachers when working on their plan.

## 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 may be tracked through ED510 (multiple subject) or ED540 (single subject). Successful completion of fieldwork hours may factor 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 the candidate being dropped from the program. In addition, failure to complete fieldwork hours may result in a non-passing grade in ED510 or ED540 (below B-), which would require the course to be repeated, and may disqualify the candidate from continuing in the program. Candidates are required to upload a fieldwork log of hours for each placement to TaskStream.

**Spring Semester: ED580 or ED590: Pass/Fail.** For ED580 or ED590, the course for Spring student teaching, the candidate will earn either a final grade of "credit" (which indicates the candidate is ready to assume "teacher of record" responsibility for his/her own classroom), or "no credit" (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 "no credit" 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 dean.

### 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.