

Teaching Credential Program Handbook 2023-2024



Pearl C. Schaffer
School of Education

Table of Contents

PROGRAM CONTACT INFORMATION.....	2
PROGRAM & CREDENTIAL INFORMATION	3
PROGRAM OVERVIEW	3
CLINICAL PRACTICE PLACEMENTS	3
TEACHING PERFORMANCE ASSESSMENT	3
CREDENTIALS.....	3
LEVELS OF CREDENTIALS	4
CANDIDATE POLICIES	5
TMU STUDENT HANDBOOK	5
CHAPEL AND CHURCH ATTENDANCE	5
HOUSING	5
TRANSPORTATION.....	5
CANDIDATE DRESS CODE	5
FULL-TIME COMMITMENT	5
SUBSTITUTE TEACHING	6
TECHNOLOGY REQUIREMENTS	6
GRIEVANCE OR APPEAL PROCEDURES	6
CLINICAL PRACTICE POLICIES	7
CRITERIA FOR PLACEMENTS	7
PLACEMENT CALENDAR	7
THE ROLE OF THE SITE ADMINISTRATOR	8
MASTER TEACHER QUALIFICATIONS	9
MASTER TEACHER STIPEND	9
MASTER TEACHER AND CANDIDATE RESPONSIBILITIES	9
CO-TEACHING AS A MODEL FOR CLINICAL PRACTICE.....	11
CANDIDATE EVALUATIONS.....	13
INDIVIDUAL DEVELOPMENT PLAN.....	15
CANDIDATE POLICIES FOR CLINICAL PRACTICE	16
GRADES FOR CLINICAL PRACTICE	16
SOURCES OF HELP DURING CLINICAL PRACTICE	17
EVALUATION OF CLINICAL PRACTICE EXPERIENCES.....	17

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PROGRAM & CREDENTIAL INFORMATION

PROGRAM OVERVIEW

The TMU Teaching Credential Programs are on-ground, post-BA programs; full-time enrollment is the norm, making the program two-semester (Fall/Spring).

Candidates should navigate to the Teaching Credential program section of the TMU website for detailed program information. Candidates should also read the Teaching Credential Programs section of the applicable Academic Catalog.

Teach-out Policy

In the event that it must discontinue a teaching credential program, the University commits to making provisions for all currently enrolled candidates to finish the program within a reasonable timeframe. The University commits to communicating with all constituents, including all currently enrolled candidates, regarding the proposed teach out plan, including the specific timeline and type of services to be offered. All currently enrolled candidates will be provided with the opportunity to complete the program (unless they choose to withdraw or transfer to another program), and will be provided with individual program completion plans. All candidates and graduates will be provided with information on how to access their student records via the Registrar's Office.

CLINICAL PRACTICE PLACEMENTS

In addition to taking coursework at TMU, credential program candidates complete integrated clinical practice placements in both Fall and Spring semesters.

See the Clinical Practice policies later in this handbook.

TEACHING PERFORMANCE ASSESSMENT

To be eligible for the teaching credential, candidates must successfully pass a state-required Teaching Performance Assessment, which TMU integrates into its credential programs. The TMU Credential Programs utilize the CalTPA. A practice TPA is included as coursework in ED500 Practicum (Fall course), and candidates are oriented to and provided instruction and support for the actual CalTPA as part of ED570 Colloquium (Spring course). More information about the CalTPA can be found on the official CalTPA website:

https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html

CREDENTIALS

(Official Names/Types of Credentials)

Preliminary 2042 Multiple Subject Teaching Credential

Teachers in elementary schools need a Multiple Subject Credential, as they 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.) Authorization to teach English Learners (EL Authorization) is embedded.

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 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.) Authorization to teach English Learners (EL Authorization) is embedded.

LEVELS OF CREDENTIALS

Preliminary Credential

Candidates are recommended for the Preliminary Credential by The Master's University upon satisfactory completion of their 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

Information about options for clearing a preliminary credential can be found on the website of the Commission on Teacher Credentialing (CTC): www.ctc.ca.gov

CANDIDATE POLICIES

Candidates who enroll into a TMU Teaching Credential Program agree to abide by all applicable policies as stated in the TMU Student Handbook, the Academic Catalog, and this Teaching Credential Program Handbook.

TMU STUDENT HANDBOOK

Students in the TMU credential programs (candidates) are bound by the policies and procedures in the TMU Student Handbook. Exceptions are noted below.

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.

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. If candidates live in TMU housing, they may be considered “on contract.” Consult the TMU Student Handbook and/or contact the Office of Student Life for details.

TRANSPORTATION

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

CANDIDATE 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 or sandals, tennis shoes, and sweatshirts or 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.

FULL-TIME COMMITMENT

Though engaging and effective, the workload of a full-time credential program is demanding. And, the expectations for scholarship 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 and if necessary limit any 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 may not take other classes while in the program, and may not participate in intercollegiate athletics.

Full-time candidates may work no more than 10 hours per week during the Fall semester of the program. **Exception:** candidates may substitute teach more than 10 hours per week, but not to the detriment of their success in meeting their program responsibilities (classes, clinical practice, assignments, etc.). See below. Candidates may petition for other exceptions at admission prior to the start of the Fall semester.

Candidates are not allowed to work during the Spring semester of the program (student teaching), except for substitute teaching as described below. Candidates may petition for exception at admission prior to the start of Fall semester, or at the time of formal advancement to student teaching at the start of Spring semester. Exceptions will be granted on a case-by-case, need-centered basis at the sole discretion of the program.

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 when they are not scheduled to be in class at TMU or in the fieldwork placement classroom. Candidates may substitute teach for any teacher/any district or private school.

During Spring semester, candidates will be student teaching full-day, Monday-Friday, so they may only substitute teach for their assigned master teacher during their placements. Candidates may substitute teach for any teacher/any district on any day(s) candidates are not required to be in their student teaching classroom or performing other related duties (e.g. parent conferences).

TECHNOLOGY REQUIREMENTS

All candidates should have a "smartphone" or tablet capable of video recording, and an up-to-date notebook computer that can connect to the campus WiFi and save files "in the cloud." If you have questions about your specific devices, contact the TMU IT Service Desk.

GRIEVANCE OR APPEAL PROCEDURES

Credential program candidates who wish to grieve or appeal 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.

If a credential program candidate desires to grieve or appeal another type of **decision** (including a decision of the Admissions Panel, a School of Education committee, or a rating by university supervisor and master teacher) he or she must appeal in writing to the Dean of the School of Education within two days of the decision. The Dean will either bring the appeal to the School of Education full-time faculty functioning as an Appeals Committee, or (if the appeal involves a School of Education full-time faculty member) will send the appeal to the TMU Provost, following the Academic Appeals Procedure described in the TMU Student Handbook.

Appeals handled by the School of Education faculty will normally be considered during regularly scheduled department meetings. If the request is deemed urgent by the Dean, a special meeting of the committee will be called, or the members will be notified by email and deliberations conducted by email.

Candidates who seek **special consideration or an exception to a credential program policy matter** must put their request in writing to the Dean of the School of Education, who will take the request to the School of Education full-time 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 regularly scheduled department meetings, though a special meeting may be called at the discretion of the Dean. For assistance with this procedure, candidates should contact the Credential Analyst or department administrative assistant.

If a student desires to grieve or appeal a **decision of the School of Education Appeals Committee**, he or she must appeal in writing to the TMU Provost within two days of the decision. The Provost will follow established appeals procedures outlined in the TMU Student Handbook.

CLINICAL PRACTICE POLICIES

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>	
Multiple Subject Candidates	Primary Grade 8 weeks (orientation/work days + first 7 weeks of school)	Upper Grade 8 weeks	Upper Grade 8 weeks	Primary Grade 8 weeks
Single Subject Candidates	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:

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

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 (typically on Thursdays) – 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 Responsibilities to TMU, uploading them to Canvas for ED570 by the evening of Thursday of the week prior to the week they are describing. 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 observation lesson plan for the supervisor in advance of scheduled observations. The supervisor may ask to see all of the candidate's prepared lesson plans at any observation.

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 one practice or potentially official TPA cycle in the Fall semester, and one (or, if needed, 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 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">• Mid-term evaluation (end of week 3)• Final evaluation (end of week 7)	<ul style="list-style-type: none">• Mid-term evaluation (end of week 4)• Final evaluation (end of week 8)

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 may be given a failing evaluation, which may result 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 Improvement 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 any 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 FOR CLINICAL PRACTICE

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 hours (fieldwork) 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 required fieldwork hours and/or an unsatisfactory evaluation by the master teacher may result in the candidate being dismissed 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: ED581 & ED582 or ED591 & ED592: Pass/Fail. ED581 & ED582 (multiple subject), and ED591 & ED592 (single subject), are the courses that correspond to Spring student teaching placements. For each course, 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 for each student teaching placement, 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 include:

- 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 ED581, ED582, ED591 or ED592. If a candidate earns a “no credit” in ED581 or ED591, they are not eligible to continue on to take ED582 or ED592, and may be withdrawn from the program.

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.