

UMassAmherst

College of Education

University of Massachusetts Amherst Collaborative Teacher Education Pathway (CTEP) - Elementary M.Ed. Handbook

Fall 2025

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Section One: Introduction

Welcome to Collaborative Teacher Education Pathway (CTEP) program at UMass Amherst! We are delighted to have you join us on this journey of learning and growth in the school of Elementary Education. Enclosed in the handbook below, you will find essential information that will guide you throughout your experience in the program. From your program of study to program policies and resources, this handbook is designed to ensure you have the necessary tools to thrive. For general information about Educator Preparation that applies to all programs, please review the Ed Prep Handbook. We look forward to supporting you as you embark on this rewarding path of making a difference in the lives of students.

Who We Are

The Collaborative Teacher Education Pathway (CTEP) provides a cohort-model allowing for mutual support and close relationships. Students learn best practices in education from faculty and educational professionals in local public schools. The coursework is rooted in the constructivist theory of learning and social justice education, and promotes learning as an active process that requires critical thinking, problem solving, and reflection for positive impact on our broader community.

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Joining Our Program

The Collaborative Teacher Education Pathway (CTEP) has two options for interested students:

- The 4+1 pathway is designed for UMass Amherst undergraduate students pursuing elementary licensure at the graduate level. This option allows potential students to apply to CTEP in their junior year and complete up to 9 credits of coursework toward their master's degree as an undergraduate student. The fifth year, 10-month, full-time program blends intensive academic study with carefully supervised school experiences.
- Students with undergraduate degrees from institutions other than UMass Amherst, UMass students outside of the 4+1, as well as career changers, can also receive an M.Ed. and Initial Teacher licensure in Elementary Education through our program. Individuals seeking entry through this pathway will require a review of prerequisites that will satisfy the requirements for entry based on their individual educational experiences. Timeline for graduation will be determined based on this review and will likely require additional coursework.

The annual CTEP/M.Ed. admission process begins in late Fall for the following Summer semester entrance. The deadline to apply is January 15, and decisions are released in early March. Students interested in applying for CTEP through the 4 + 1 program will apply to 4+1 during the fall semester of their junior year. If accepted, CTEP 4+1 students begin taking graduate level courses in their senior year. The official CTEP/M.Ed. program begins with two asynchronous classes in the Summer Session 2 and continues through the following Fall and Spring semesters.

Criteria for admission to the CTEP 4+1 program include a complete application, including a 500 word personal statement, 3 short answer questions, a review of undergraduate transcripts to meet prerequisites, and two letters of recommendation. Candidates with experience working with children and social justice perspectives are highly preferred.

Criteria for admission to the CTEP include a complete application to the College of Education graduate school, which includes a personal statement, two recommendations, a review of performance in Senior year through faculty surveys, and an interview with the Program Coordinator and select CTEP faculty.

Admission Prerequisites for Collaborative Teacher Education Pathway (CTEP) 4+1

- A minimum undergraduate GPA of 3.0
- Math 113 Mathematics for Elementary Teachers 1
- Math 114 Mathematics for Elementary Teachers 2
- EDUC 325 Introduction to Special Education
- EDUC 461 Reading for Elementary

- EDUC 482E School-based Experience
- EDUC 463 Principles and Methods of Mathematics
- HUMANDEV270 Child Development
- One (1) Social Justice course is also required. Examples of appropriate Social Justice courses include:
 - EDUC 115 Embracing Diversity
 - EDUC 202 Social Issues in Education
 - EDUC 210 Social Diversity in Education
 - EDUC 377 Multicultural Education

Section Two: Program of Study

The program of study below outlines all the required coursework necessary to meet the rigorous expectations of our program. The program of study was designed using the required [Subject Matter Knowledge](#) expectations and the [Professional Standards for Teachers](#). It details each course you will undertake, providing a clear roadmap of your academic journey in Collaborative Teacher Education Pathway (CTEP). By following this program of study, you will acquire the essential knowledge and skills needed to excel in your school and make a positive impact as an elementary educator. The coursework and school-based experiences are designed to ensure that you are well-prepared and equipped to succeed both academically and professionally.

Core Courses

Course	Description
EDUC 503	Sheltered English Immersion
HUMANDEV 570	Applied Child Development
EDUC 561	Science Education in Elementary Schools
EDUC 592L	Social Studies Methods
EDUC 615AK	Inclusive Classroom: Application
EDUC 615N	Children and their Literacies
EDUC 691R	Promising Practices in School Mathematics
EDUC 662	Integrated Methods Seminar
EDUC 598E*	Pre-Practicum (3 days/week)
EDUC 695J	Advanced Integrated Methods Seminar
EDUC 500Y*	Spring Semester Practicum (5 days/week)

School-based Experiences

CTEP students must complete approximately 175 (15 hours per week) in a pre-practicum experience in the Fall semester. Typically Pre-practicum students spend 2-3 full days in a local public school classroom to complete the required hours. In Massachusetts, all Educator Preparation candidates are required to pass two (2) Gateway tasks in the Pre-practicum semester as part of their preparation and licensure process. These Gateway tasks consist of assessments that evaluate students' readiness to advance to the next stage of their educator preparation

program. The tasks allow students to demonstrate their knowledge, skills, and dispositions aligned with state standards and expectations for educators. Successful completion of these gateway tasks ensures students have met the necessary benchmarks and are adequately prepared to enter the Practicum semester and on to the elementary educator workforce.

A full-time, approximately 375 hour Practicum is required in the Spring semester, with 100 of those hours in a full instructional responsibility Lead Teach. To be eligible for admission into the Practicum, students must be in good standing with their coursework. No Teacher Candidate may begin their spring practicum placement with incompletes or failing grades in their education course work. See the Advising and Performance Concerns Policy below for additional information on the process if students require support with meeting expectations.

Throughout the program, candidates must submit a series of Licensure Forms (L Forms) to initiate and move through the licensure process. You can find all relevant L Forms and instructions on the Ed Prep Site.

Licensure

Massachusetts Department of Elementary and Secondary Education (DESE) licensure requires aspiring elementary teachers to complete three MTELS: Communication and Literacy, Foundations of Reading, and General Curriculum (with two subtests: Language Arts and History/Social Science AND for Mathematics, Science, and Technology/Engineering). Students are strongly encouraged to complete all MTELS before student teaching. Students who do not complete the MTEL requirements by the end of the CTEP/M.Ed. program will be endorsed for licensure by the UMass College of Education, however the state of Massachusetts Department of Elementary and Secondary Education (MA DESE) will not approve licensure for individuals who have not passed the required MTEL exams.

Section Three: School-based Experiences

As you embark on your journey through the Collaborative Teacher Education Pathway (CTEP) Program, your hands-on experience in classrooms will play a crucial role in bridging theory with practice. Below we outline the structure and expectations of your school-based experiences. These experiences are designed to provide you with a comprehensive understanding of teaching methodologies, classroom management, and student engagement. From initial observations to gradually taking on teaching responsibilities, these school placements are integral to your development as an effective educator. Understanding the progression of your involvement and responsibilities during these pre-practicum and practicum phases will help you prepare for the transformative learning experiences ahead.

Fall Pre-Practicum and Seminar

During your fall semester in Collaborative Teacher Education Pathway (CTEP) you will complete approximately 175 hours of pre-practicum in a local public school. As part of this experience, you will observe and actively participate in the teaching/learning process. Throughout the semester, you will gradually assume responsibility for the instruction of small groups and the whole class.

While there is considerable flexibility in the way Teacher Candidates participate in their school placement classrooms, they are expected to observe, assist, and teach. Teacher Candidates generally begin by observing the teacher/classroom/children. Next, they assist the teacher or work with children individually or in small groups. Finally, they take responsibility for the planning and teaching periods of the day or subject areas. Their experience concludes with Lead Teach where they are the teacher in charge for three consecutive school days. The following is one example of how this might look.

Week Beginning	Typical Teacher Candidate Progression
Week 1	Orientation to the school, attend parent meetings, assist in first day activities
Week 2	Observe, assist the mentor, perform individual assessment
Week 3	Add working with small groups
Week 4	Continue working with individuals and small groups and assisting the mentor
Week 5	Begin teaching whole group lessons or circle times with support of the mentor. Begin preparing lesson plans. Begin formal observations.

Weeks 6 - 10	Gradually assume full responsibility (planning and teaching) for each aspect of the morning.
Weeks 9 - 13	Suggested time for Lead Teach
Week 13/14	Gradually return responsibility to the mentor, continue to work with individuals and small groups.

Roles and Responsibilities of the Teacher Candidate during Fall Pre-Practicum:

Learning about your School Community - Familiarize yourself with:

- Physical layout of the school building
- School personnel (teachers, principal, administrative assistants, custodians, cafeteria staff, counselors)
- Available resources, equipment, media technology, student support services (i.e. computers, smart boards, after school child care, tutoring, etc.)
- Services of the school library
- Schedules (school calendar, specials such as music or P.E., lunch, recess)
- School handbook (Parent/Student and Staff), policies, special concerns of the school community
- School policies addressing holidays
- Snow day procedures and communication

Expected Professional Behavior

- Participate fully in the practicum experience (**i.e., do not use your cell phone, do homework, etc. during the time in the classroom**).
- Build positive relationships with children, parents, mentors, and colleagues
- Adhere to all Collaborative Teacher Education Pathway (CTEP) program policies
- Become familiar with and adhere to school policies
- Attend to Professional Dress and Dispositions

Expectations Participation

- Getting Started
 - Write a Letter to Families introducing yourself. Have your Supervising Practitioner and Program Supervisor review your letter before you send it home.
 - Take initiative
 - Ask questions, share thoughts and concerns
 - Become familiar with curriculum materials, textbooks, manuals, kits, manipulatives
 - Observe and listen to the children

- Learn about the students' families, communities, and outside interests
- Maintain your Pre-Practicum Attendance Log
- Observe the mentor teacher's behaviors: verbal and non-verbal cues, organization & transition strategies, language, problem solving, & behavior management
- Ongoing Interactions with Others
 - Communicate regularly with your Supervising Practitioner and Program Supervisor
 - Be open to constructive feedback
 - Collaborate with specialists
 - Maintain communication with families
- Assuming Responsibility for Classroom Activities
 - Be on time and prepared for lessons, observations, meetings
 - Plan and implement lessons across the curriculum and for the whole child including small groups lessons, centers, and whole groups.
 - Complete lesson plans for all teaching
 - Work with individuals, small groups, and whole class
 - Be available for school events attended by teachers and special family events when possible
 - Gradually assume responsibility in the classroom building towards Lead Teach toward the end of the Pre-Practicum experience (3 consecutive days Fall semester)

Licensure Requirements

- You will be formally observed by your Program Supervisor two times during your fall placement. Each formal observation must include a formal lesson plan using the CTEP Lesson Plan Template, observer feedback and your post-teaching reflection. Formal observation forms and lesson planning materials are uploaded to Tk20.
- Complete and upload all required TK20 documents.

Lead Teach During the Fall Pre-Practicum

Lead Teaching provides the Teacher Candidate with an opportunity to be fully in charge of the classroom for a short time. Teacher Candidates are expected to plan for and assume primary responsibility for instruction for three consecutive days across all content areas/activities jointly agreed on by the Supervising Practitioner and the Teacher Candidate. All lesson plans should be available for review by the Program Supervisor as requested.

Lead Teach Planning Guide:

- Meet with the Supervising Practitioner to discuss curriculum goals and objectives for Lead Teaching and set a date to begin.

- Write a daily schedule and lesson plans for the activity blocks/content areas taught during the Lead Teaching. Submit the plans to Supervising Practitioner one week prior to Lead Teaching.
- Revise plans based on Program Supervisor and Supervising Practitioner feedback. Submit the revisions 2 days prior to Lead Teaching.
- Schedule an observation with your Program Supervisor (optional) and Supervising Practitioner that will be conducted during the Lead Teaching.

Roles and Responsibilities of the Supervising Practitioner during the Fall Pre-Practicum

Each teacher is assigned to a classroom. The teacher in that classroom is the student's Supervising Practitioner, or mentor teacher. The Supervising Practitioner serves as a direct support for the student, providing feedback on their skills and modeling excellent teaching. The roles and responsibilities of the Supervising Practitioner are summarized below.

Involving Your Teacher Candidate

Orientation to the Classroom and the School

- Discuss with the Teacher Candidate the procedures of the classroom, teaching practices, and the rationales underlying them.
- Schedule a regular weekly time to discuss planning and classroom interactions with Teacher Candidate.
- Create a plan for the Teacher Candidate to gradually assume responsibility.
- Review Teacher Candidate's letter to families.
- Support the Teacher Candidate to become familiar with school policies and procedure and curriculum materials

Ongoing Participation in the Classroom

- Assist the Teacher Candidate in planning their participation in the classroom. The Teacher Candidate should begin by observing and assisting and gradually assume teaching responsibilities (see progressing through the fall practicum).
- Plan with the Teacher Candidate, review lesson plans prior to implementation and give helpful feedback.
- Reflect with the Teacher Candidate prior to and following implementation of lesson plans.
- Share any questions and concerns with the Teacher Candidate and the Program Supervisor.
- Initial the Teacher Candidate's practicum attendance log.

Providing Feedback

- Provide frequent informal feedback.
- Plan regular times to plan and debrief with the Teacher Candidate.
- Communicate about Teacher Candidate progress with Program Supervisor and Program Coordinator as appropriate

Lead Teach

- Review Lead Teach overview and lesson plans.
- Be prepared to assist the Teacher Candidate as needed during their Lead Teach.

Roles and Responsibilities of the Program Supervisor during the Fall Pre-Practicum

In addition to a Supervising Practitioner, each Teacher Candidate will be assigned a Program Supervisor. The Program Supervisor acts as the liaison between the public schools and the university. The roles and responsibilities of the Program Supervisor are summarized below.

Introductory Work

- Schedule bi-weekly meetings with Program Coordinator
- Write a letter introducing yourself to your Teacher Candidates and Supervising Practitioners. Include contact information and special requests regarding communication.
- Plan an informal visit to each classroom to begin to learn about the setting.
- Schedule the 1st and 2nd Three-Way Meeting. Meetings must be held during the first 2 weeks and before the last week of the semester.
- Schedule and execute two formal observations using the appropriate CTEP/M.Ed. forms.
- Obtain the classroom's weekly schedule.

Involvement with the Teacher Candidate

- Getting Started
 - Support the Teacher Candidate and the mentor in establishing regular communication.
 - Review Teacher Candidate's letter to families
 - Track the Teacher Candidate's progress by reviewing the Practicum Hours Log
- Ongoing Participation with the Teacher Candidate
 - Visit the Teacher Candidate at least 4 times (two 3-Way Meetings and two formal observations).
 - Provide support to the Teacher Candidate and Supervising Practitioner in meeting practicum expectations.
 - Review and provide feedback on lesson plans.
 - Provide a written summary of formal observations to Teacher Candidate.
- Lead Teach
 - Provide planning support.
 - If possible, conduct a formal observation during Lead Teach.

Spring Practicum and Seminar

During your spring semester, you will complete a full-time practicum in a local public school. You will initially spend some time observing, but you will then quickly assume responsibility for the instruction of small groups and ultimately the whole class. Collaborative Teacher Education Pathway (CTEP) candidates complete at least 375 hours of practicum work over the semester. The Practicum experience concludes with a two-week Lead Teach period where the candidate is the Teacher in Charge of writing and implementing the lessons in all subjects. The following is one example of structure for the pacing of the Practicum.

Week Beginning	Typical Teacher Candidate Progression
Week 1	Observe the functions and structures of the classroom and school environment, get to know the students, assist the mentor with classroom tasks
Week 2	Add working with small groups and perform individual assessments
Week 3	Continue working with individuals and small groups and assisting the mentor.
Week 4	Begin teaching whole group lessons or circle times with support of the mentor. Begin preparing lesson plans. Begin formal observations.
Weeks 5-10	Gradually assume full responsibility (planning and teaching) for each aspect of the teaching day
Weeks 9-13	Suggested beginning for Lead Teach
Week 13/14	Gradually return responsibility to the mentor, continue to work with individuals and small groups

Roles and Responsibilities of the Teacher Candidate (Teacher Candidate) during Spring Practicum

Learning about the School Community-

Familiarize yourself with:

- Physical layout of the school building
- School personnel (teachers, principal, administrative assistants, custodians, cafeteria staff, counselors)
- Available resources, equipment, media technology, student support services (i.e. computers, smart boards, after school child care, tutoring)
- Services of the school library

- Schedules (school calendar, specials such as music or P.E., lunch, recess)
- School handbook (Parent/Student and Staff), policies, special concerns of the school community
- School policies addressing holidays
- Snow day procedures and communication

Professional Behavior

- Participate fully in the practicum experience (do not use your cell phone, do homework during the time in the classroom).
- Build positive relationships with children, parents, mentors, and colleagues
- Adhere to all Collaborative Teacher Education Pathway (CTEP) program policies
- Become familiar with and adhere to school policies
- Attend to Professional Dispositions

Expectations for Teacher Candidate Involvement

- Getting Started
 - Take initiative
 - Ask questions, share thoughts and concerns
 - Write a Letter to Families introducing yourself. Have your Supervising Practitioner and Program Supervisor review your letter before you send it home.
 - Become familiar with curriculum materials, textbooks, manuals, kits, manipulatives
 - Observe your mentor teacher's behaviors: verbal and non-verbal cues, organization & transition strategies, language, problem solving, & behavior management
 - Observe and listen to the children
 - Learn about the students' families, communities, and outside interests
 - Maintain your Practicum Log
- Ongoing Interactions with Others
 - Communicate regularly with your Supervising Practitioner and Program Supervisor
 - Be open to constructive feedback
 - Collaborate with specialists
 - Maintain communication with families
- Assuming Responsibility for Classroom Activities
 - Be prepared for lessons, observations, meetings
 - Plan and implement lessons across the curriculum and for the whole child
 - Complete lesson plans for all teaching

- Work with individuals, small groups, and whole class
- Be available for school events attended by teachers and special family events when possible
- Gradually assume responsibility in the classroom building towards Lead Teach toward the end of the practicum experience (2 weeks)

Massachusetts Teacher Licensure Requirements

- Progress Meetings: 3 “3-Way” Meetings involving the Teacher Candidate, Program Supervisor, and Supervising Practitioner at the beginning, middle and end of the practicum.
 - Follow protocol specific to each meeting as identified in the Teacher Candidate binder.
 - Complete all required forms in the DESE Candidate Assessment of Performance (CAP) protocol to document progress (found here <https://websites.umass.edu/edprep/candidate-assessment-of-performance-cap-2025-26-academic-year/>)
- Formal Observations
 - 2 Formal Unannounced Observations completed by the Supervising Practitioner
 - 2 Formal Announced Observations by the Supervising Practitioner
 - Announced observations must include the pre-planning form, completed lesson plan template, and post-observation reflection form
 - All formal observation forms and artifacts from lesson (completed plans and reflections) must be uploaded to Tk20.
- Formal Artifacts
 - Candidates must develop and implement a Professional Practice Goal.
 - Candidates must design and complete a Measure of Student Learning, as well as a reflection of the process and outcome data
 - Candidates must implement one of the Student Feedback surveys (found on the EdPrep website) with the students in their Practicum class, as well as an analysis of the survey results
- Candidate Artifacts
 - Candidates must collect and reflect upon 2-3 artifacts that demonstrate proficiency in each of the 7 Essential Elements of Teaching from their practice
 - Candidate Artifacts may include lesson plans, pictures of student work, pictures of classroom routines, as well as anecdotal descriptions of classroom events and experiences
 - A selection of the Candidate Artifacts and their corresponding reflections must be uploaded to the Tk20 portfolio.
- Assessments

- Formative Assessment to be completed at the second 3-Way Meeting and assesses Candidate progress toward meeting the 7 Essential Elements
- Summative Assessment to be completed in the final 3-Way Meeting
- All completed Assessment forms must be uploaded to the Candidate's Tk20 portfolio
- Lead Teach
 - The Candidate will assume full responsibility for the classroom for two full weeks near the end of the Practicum.
 - The Candidate will develop an overview for this week, as well as write daily lesson plans for each core subject.
 - Lesson plans for the Lead Teach should be approved by the Supervising Practitioner.
 - At least one of the Formal Observations will occur during the Lead Teach period.

Support Roles and Responsibilities During Spring Practicum

For the Practicum semester, Teacher Candidates will be placed in public school classrooms within 30 miles to the University. The public school teachers in these classrooms will act as Supervising Practitioners for the Teacher Candidates throughout the Practicum period. In addition, each Teacher Candidate will be assigned a Program Supervisor that will act as the liaison between the UMass Amherst College of Education and the Practicum schools. Specifics for each of these roles is below.

Supervising Practitioners are responsible for:

- Orienting the Teacher Candidate to the classroom and the school by:
 - Describing the routines and procedures of the classroom, teaching practices, as well as the rationales underlying these structures.
 - Maintaining a regular weekly time to discuss planning and classroom interactions with the Teacher Candidate.
 - Creating a plan with the Teacher Candidate for increasing responsibility up to the Lead Teach period.
 - Reviewing the Teacher Candidate's letter to families.
 - Supporting the Teacher Candidate to become familiar with school climate, policies, procedures, and curriculum materials.
- Supporting the Teacher Candidate's ongoing participation in the classroom by:
 - Assisting the Teacher Candidate in planning for their participation in the classroom.
 - Lesson Planning with Teacher Candidate, review lesson plans prior to implementation and give helpful feedback.

- Reflecting with Teacher Candidate prior to and following implementation of lesson plans.
 - Initialing the Teacher Candidate's practicum log.
- Providing the Teacher Candidate with constructive feedback by:
 - Conducting two formal observations during the Practicum. Provide the student with a written summary of the observation (see licensure requirements).
 - Providing frequent informal feedback.
 - Regularly planning and debriefing with the Teacher Candidate
- Facilitating the Lead Teach by:
 - Reviewing Lead Teach overview and lesson plans.
 - Assisting the Teacher Candidate as needed during their Lead Teach.
- Completing the requirements for Massachusetts Teacher Licensure by:
 - Completing the Candidate Assessment of Performance ([CAP](#)) training offered by the university's Educator Preparation Office.
 - Participating in 3-Way Meetings at the beginning, middle, and end of the placement.
 - Completing the [CAP](#) Formative and Summative Assessment rubric at the second and third 3-Way Meetings.
 - Formally observing the Teacher Candidate at least twice using and submitting the [CAP](#) Unannounced Observation Form.
 - Supporting the Candidate in the design and completion of the Professional Practice Goal, Measure of Student Learning, and Student Feedback Artifacts.

Program Supervisors are responsible for:

- Sending an introduction email to the Teacher Candidates and Supervising Practitioners which outlines preferred contact information and special requests regarding communication.
- Obtaining the classroom's weekly schedule.
- Becoming familiar with the school environment
- Regularly communicating with the Teacher Candidate
- Reviewing the Teacher Candidate's letter to families
- Tracking the Teacher Candidate's progress by reviewing the Practicum Log and the Student Google Folder.
- As necessary
 - Providing support to the Teacher Candidate and Supervising Practitioner in meeting practicum expectations.
 - Reviewing and providing feedback on lesson plans and/or other classroom concerns.
- Completing the requirements for Massachusetts Teacher Licensure by:

- Completing the Candidate Assessment of Performance ([CAP](#)) training offered by the university's Educator Preparation Office.
- Scheduling and hosting the required 3-Way Meetings following the suggested pacing guide and using the required protocols
- Completing the [CAP](#) Formative and Summative Assessment rubric at the second and third 3-Way Meetings.
- Scheduling, implementing, and completing the [CAP](#) Announced Observation form based on two Announced Observations; at least one of these should occur during the Lead Teach period
- Scheduling and participating in one of the Unannounced Observations alongside the Supervising Practitioner
- Supporting the Candidate in the design and completion of the Professional Practice Goal, Measure of Student Learning, and Student Feedback Artifacts.
- Uploading to the Tk20 portfolio the four [CAP](#) observations (Supervising Practitioners and Program Supervisors), Formative Assessment, and Summative Assessment

Section Four: Policies and Procedures

In addition to meeting the expectations outlined in the UMass Amherst Code of Student Conduct (see Ed Prep Office Handbook for more information), we have policies that delineate the essential expectations governing the student's journey. This section specifies the professional dispositions required of candidates to ensure alignment with the program's expectations for effective practice. Additionally, the section encompasses the advising policy and the process for students who need additional support. Familiarity with these policies is crucial for navigating the program and achieving success as an educator.

The Collaborative Teacher Education Pathway (CTEP) program expects students to behave professionally on and off campus. This means when students are in UMass classes they are on time, attentive and fully engaged. **[Add any additional professional expectations, like use of computers and/or phones in class.]**

Advising Policy

Once a student is admitted to the Collaborative Teacher Education Pathway (CTEP) program, they are assigned a faculty advisor who will review their program of study with them and ensure the student remains on track to meet all program expectations. Students meet with their advisor at least two times a year. It is the student's responsibility to reach out to their advisor if they require support towards meeting program expectations. [Update as applicable to your program.]

Student Support Policy

In the Collaborative Teacher Education Pathway (CTEP) Program, we believe every student can thrive and meet our program's rigorous expectations. Occasionally, students require additional support regarding their performance and/or their teaching placement. This section of the handbook outlines the procedures and resources available for providing additional support to students who may need it. Our approach is designed to be both responsive and personalized. We employ a collaborative process that involves a team to create tailored interventions and strategies. By addressing individual needs through targeted support and continuous assessment, we strive to foster an inclusive and nurturing environment where all students can achieve their full potential.

Performance Support – A need for additional support may be raised by the student, Collaborative Teacher Education Pathway (CTEP) faculty, advisor, Supervising Practitioner, or Program Supervisor and may include punctuality, attendance, adequate progress in lesson planning and instruction, classroom management, or professionalism.

Intervention during coursework will likely proceed in the following sequence.

- The additional need for support is brought to the attention of the Collaborative Teacher Education Pathway (CTEP) Coordinator.
- A Student Support Plan addressing the focus of need for support is drafted, if appropriate, and presented to the student, the program coordinator, and the course instructor for review and signatures. This plan will include a description of the areas needing attention, specific interventions to be applied, and a timeline of those interventions and expected progress.
- Further meetings will be arranged, per the Student Support Plan, to evaluate the success of the preliminary interventions or to determine further action.

Intervention during school-based experiences will likely proceed in the following sequence.

- Additional need for support is brought to the attention of the Program Supervisor, who notifies the Collaborative Teacher Education Pathway (CTEP) Coordinator of the problem.
- A Student Support Plan addressing the focus of concern is drafted, if appropriate, and presented to the supervisory team (Supervising Practitioner and Program Supervisor) for review. This plan will include a description of the areas needing attention, specific interventions to be applied, and a timeline of those interventions and expected progress.
- The supervisory team will meet to explain the Student Support Plan to the Teacher Candidate.
- Further meetings will be arranged, per the Student Support Plan, to evaluate the success of the preliminary interventions or to determine further action.

If preliminary interventions do not adequately address the identified areas of concern, or if circumstances are so serious that immediate action is necessary, the following options can be considered.

- Probationary status is assumed upon the necessitation of a Student Support Plan.
- Enter the spring semester on probation.
- Lengthen or repeat the practicum.
- Failing grade in the practicum.
- Termination of the Teacher Candidate's recommendation for licensure.

Placement Support – Placement concerns may deal more with conflicts in philosophy, or other personal matters, that cause either the Teacher Candidate or the Supervising Practitioner to feel unable to continue with the placement. If attempts at open communication and/or mediation, with the help of the Program Supervisor, have been unsuccessful, the supervisory team may decide that a move to another classroom is in the best interest of the Teacher Candidate. This decision typically would not be made until six weeks into the fall semester and four weeks into

the spring semester. If a move is authorized, and adequate progress is not made in the second placement, options listed above will be considered.

Tk20 Uploads and Candidate Assessment of Performance (CAP)

The Collaborative Teacher Education Pathway (CTEP) program requires students to purchase the data management system Tk20 upon admission to licensure. Part of the requirement for program completion, graduation, and licensure is to upload all required documents to Tk20 including CAP evidence. Students whose Tk20 uploads are not complete will receive an incomplete in practicum and will not be recommended for licensure until uploads are verified.

UMass and Practicum School Closure Policy

If your placement school is closed due to inclement weather (or for any other unforeseen event), your student teaching is canceled for the day. If UMass remains open, university courses will continue as scheduled. If UMass is closed your student teaching and courses will be canceled for the day even if your placement school remains open.

School-Based Experiences - Attendance Policy

Teacher Candidates are expected to be at their placements **on time every day** and are expected to remain in their placement until the determined ending time. Teacher Candidates are required to notify their Supervising Practitioner and Program Supervisor if they will be absent from their placement. Notification should be made as soon as the Teacher Candidate knows they will be absent and before the school day starts. The Teacher Candidate should provide lesson plans to the Supervising Practitioner for any scheduled teaching they will miss. All absences and tardies must be recorded on the Practicum Log.

Keep all documentation of extended illnesses (Health Services notes/doctors' notes) and submit them to the program coordinator. Excessive tardies or absences may result in the need for make-up days during the final exam period, in January, or after the end of spring semester.

School-Based Experiences - Substitute Teaching Policy

It is the Collaborative Teacher Education Pathway (CTEP) Program's policy that no Teacher Candidate may substitute teach in his or her mentor's classroom during the Fall Pre-Practicum hours without permission of the Program Coordinator. Teacher Candidates may not substitute in other classrooms during the Fall Pre-Practicum hours. During the Spring Practicum, candidates may use substitute teaching hours as Practicum hours with permission from the CTEP Program Coordinator. Teacher Candidates must let their Program Supervisor know if they will be substitute teaching.

School-Based Experiences - Transportation Policy

A critical component of the Collaborative Teacher Education Pathway (CTEP) Program and a requirement of MA DESE is diverse and extensive schoolwork. The Collaborative Teacher Education Pathway (CTEP) Program strives to find high quality placements in a variety of elementary education settings. Teacher Candidates are typically placed in groups of two or more in school placement sites located within 30 miles of UMass. Public transportation is not available to most sites. It is the Teacher Candidate's responsibility to ensure they have adequate and reliable transportation to their school practicum sites.

School-Based Experiences - March Break Policy

During your Spring Practicum, you are expected to attend your student teaching practicum placement during UMass Amherst's scheduled March Break. There are no exceptions to this policy. Please plan accordingly.

School-Based Experiences - Professional Dress Policy

The Collaborative Teacher Education Pathway (CTEP) Program does not maintain a dress code; however, we do expect Teacher Candidates to dress consistent with the expectations of their school placement sites and their role as an educator. Teacher Candidates should become familiar with the norms, expectations, and dress codes of their school placement sites. Candidates should be intentional about covering themselves in appropriate attire for teaching Elementary-aged children, including shoes and written content on clothing.

Professional Dispositions Policy

Maintaining professional dispositions is an essential component of our program. Candidates are responsible for maintaining professional dispositions required for the elementary school context. If an issue arises in this area, candidates will receive targeted support from Program Supervisors and/or Supervising Practitioners.

Professional dispositions expected for teacher candidates include the following:

- Taking responsibility for personal growth and learning
- Completing all tasks in a timely manner
- Being consistently present and on time in all courses and school-based work
- Using appropriate professional language and tone in all written and oral communications
- Thoughtfully and respectfully listening and observing
- Maintaining respectful and positive in interactions with peers, faculty, supervisors & mentors
- Using technology (cell phones, computers, or tablets) appropriately and at appropriate times
- Dressing in a manner appropriate to a professional setting (see Professional Dress Policy)

- Demonstrating ethical behavior with children and families
- Managing stress and different points of view professionally
- Remaining positive and reflective in response to feedback
- Modeling behaviors that demonstrate respect for identity differences in others
- Demonstrating developmentally-appropriate expectations and interactions with students
- Demonstrating a belief that all learners can achieve at high levels
- Demonstrating enthusiasm and passion for the teaching/learning process

***See Professional Dispositions Assessment in Appendix**

Section Five: Appendices

Appendix A: Candidate Assessment of Performance (CAP) 7 Essential Elements

Teacher Candidates in Massachusetts are responsible for proficiency in seven essential skills (called elements) that make up a key part of the Massachusetts Professional Teacher Standards deemed most necessary for beginning teachers. In addition, Collaborative Teacher Education Pathway (CTEP) Candidates are expected to develop proficiency in the area of Socially Just Teaching. The elements and social justice teaching are defined here:

The Seven Essential Elements of CAP and Socially Just Teaching:

Standard	Element	Proficient Descriptor
Standard I: Curriculum, Planning, and Assessment	A-1 Subject Matter Knowledge	Demonstrates sound knowledge of the subject matter by: <ul style="list-style-type: none">• Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.• Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world.• Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
	C-2 Adjustments to Practice	Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.

Standard II: Teaching All Students	A-1 High Expectations and Support	<p>Supports all students to meet or exceed high expectations for grade-appropriate, standards aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:</p> <ul style="list-style-type: none"> • Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. • Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. • Communicating clear criteria for success (e.g., models, rubrics, exemplars). • Reinforcing perseverance and effort with challenging content and tasks
	A-3 Inclusive Instruction	<p>Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:</p> <ul style="list-style-type: none"> • Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. • Providing students with multiple ways to learn content and demonstrate understanding.

	B-2 Safe Learning Environment	<p>Creates and maintains a safe, supportive, and inclusive environment by:</p> <ul style="list-style-type: none"> ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
Standard III: Family and Community Engagement	C-1 Collaboration on Student Learning and Well-Being	<p>Partners with families to support students' learning and well-being by:</p> <ul style="list-style-type: none"> ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.
Standard IV: Professional Culture	A-1 Reflective Practice	<p>Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.</p>
Social Justice		<p>Instructional practices, classroom culture and family and community engagement frequently reflect the principals of social justice education of identity, justice, diversity and action. Critical engagement, honoring of student experiences, social and emotional safety and culturally sensitive communication are evidenced in classroom practice.</p>

Proficiency in these elements is evidenced based. This means there must be clear, documented evidence, selected by the teacher candidate themselves, showing they have met proficiency. Five categories of evidence are used in documentation:

- Observations
- Measure of Student Learning
- Student Feedback
- Candidate Artifacts
- Professional Practice Goal

Appendix B: CAP Three-Way Meeting Protocols

There are three, 30 - 45 minute three-way meetings for the Teacher Candidate, Supervising Practitioner, and Program Supervisor to discuss the Teacher Candidate's progress during each Practicum.

First 3-Way Meeting (Takes place at the beginning)

- Plan for Teacher Candidate participation and Teacher Candidate/mentor communication. Provide feedback on the development of Professional Practice Goal (spring only)
- Schedule observations.
- Set the date for the second 3-Way Meeting.
- Initiate the L3 CAP form Section 1.

Second 3-Way Meeting (Takes place mid-practicum)

- Reflect on the mentoring process and Teacher Candidate progress.
- Teacher Candidate and Supervising Practitioner share tentative scores for each Formative Assessment rubric. Candidate shares evidence of each of the 7 Essential Elements.
- Complete and develop goals in relation to CAP Formative Assessment.
 - Program Supervisor compiles scores and uploads to Tk20.
- Discuss dates and plans for Lead Teach.
- Set date for final 3-Way Meeting.

Final 3-Way Meeting (Takes place at the end of the practicum)

- Reflect on the mentoring process and Teacher Candidate progress.
- Teacher Candidate and Supervising Practitioner share tentative scores for element on the Summative Assessment with the intention of reaching consensus during the meeting. Teacher Candidate shares evidence of 7 Essential Elements.
 - Program Supervisor compiles scores and uploads to Tk20.
- Complete the L3 CAP form Section 2.

Appendix C: Lesson Planning Template

CTEP Lesson Planning Template

Teacher Candidate:

Supervising Practitioner (mentor):

Date of lesson:

Grade level:

Curriculum Area/Lesson Title:	
Rationale: Why did I select this lesson? Why is it important to students?	Objective(s): What do I expect students to learn/be able to do as a result of this lesson?
Massachusetts Curriculum Frameworks: Discipline, standard number, and description.	Materials:
Methodology: Does your methodology align with your lesson structure (see below)? Is sufficient detail included? <i>Introduction:</i> <i>Lesson Body:</i> <i>Closure:</i> <i>Transition:</i> <i>Pacing:</i>	

<p>Questions: What questions will you pose during the lesson? Craft your questions so they are open ended. Avoid reliance on closed-ended questions.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	
<p>Accommodations: How will you adjust your lesson to meet individual student's IEP goals/objectives? How will you make sure your teaching is accessible to English Language Learners?</p>	<p>Assessment of Student Learning: What evidence will demonstrate that the lesson objective(s) have been met? What formative or summative assessment(s) will you use? How will your assessment inform your future planning and instruction for students who <i>partially met</i> the objective, who <i>didn't meet</i> the objective at all, or who <i>met it very quickly</i>?</p>
<p>Strategies to address anticipated behavioral needs/issues: What structures will you put in place to prevent behavior issues? Think about where and with whom children will work, what directions they will need for activities and what problems might arise. It is important to "test out" some components of the lesson prior to implementation. For example, if you will play a game, have you played it yourself so you really understand how it works and where kids might have difficulty?</p>	<p>Multi-Cultural/Family Connections: How does your lesson represent a diversity of experiences and viewpoints? Do the materials and examples represent the diversity in your classroom and the broader society? How do you draw on children's family, cultural and linguistic resources?</p>
<p>Observation Focus: What aspect of your teaching do you want your supervisor or mentor to focus on for this lesson? Think about essential elements and the type of feedback you want.</p>	

Planning Instructions:

- All formal observations need a written lesson plan using this template.
- Delete the red instructions and fill out each box.
- Lesson plans must be submitted to the observer 48 hours prior to teaching.

- The methodology section of the lesson plan should be adapted so it is appropriate for the lesson structure. The template above is designed for group instruction. The following shows the components of different types of lessons.
- Play Plans:
 - Building background knowledge:
 - Directions/modeling:
 - Teachers role:
- Group Instruction:
 - Introduction:
 - Lesson Body:

- Closure:
- Inquiry Based Lessons:
 - Focus Question:
 - Instructions for the Inquiry:
 - Debrief:
- Scripted Lesson—when using a scripted curriculum, it is critically important that as the teacher you fully read and unpack the script. For the methodology section of your lesson, make a copy of the script and add the following:
 - Notes for teaching helps you focus on the most important elements
 - Modifications to the script to meet the needs of your class

*All formal observations need a written lesson plan using this template

**Lesson plans must be submitted to the observer 48 hours prior to teaching.

Appendix D: Professional Dispositions Assessment

Professional Dispositions for Collaborative Teacher Education Pathway (CTEP) Teachers

Teacher Candidate _____ Date _____

For use by student as self-assessment, faculty member, Program Supervisor or Supervising Practitioner

Disposition ¹	Rating
Takes responsibility for own learning and growth	
Completes tasks in a timely manner	
Is consistently present and engaged in courses, seminar and schoolwork	
Uses appropriate professional language and tone in written and oral communication	
Is a thoughtful and responsive listener and observer	
Is respectful and positive in interactions with peers, faculty, supervisors & mentors	
Manages and uses technology appropriately (including appropriate use of cell phones and computers during classes, seminars and school placements)	
Dresses in a manner appropriate to a professional setting	
Demonstrates ethical behavior with children and families	
Manages stress and difference of opinion professionally	
Is positive and reflective in response to feedback	
Models behaviors that demonstrate respect for differences in others	
Demonstrates age-appropriate expectations for and interactions with children	
Demonstrates a belief that all learners can achieve at high levels	
Demonstrates enthusiasm and passion for the teaching/learning process	

Appendix E: CAP Expectations

The Candidate Assessment of Performance (CAP) assesses a candidate's readiness to positively impact students' learning from their first day in a Massachusetts classroom. CAP's content and process mirror the experience of educators engaged in the Massachusetts Educator Evaluation Framework with key modifications to ensure that the assessment is appropriate for the context of preparation and is focused on the Essential Elements of practice for novice teachers. Aspects of the Massachusetts Educator Evaluation Framework that are replicated in CAP include:

- a five-stage process that includes self-assessment, goal setting, plan implementation, a formative assessment, and a summative assessment;
- the use of elements and performance descriptors from the Model Classroom Teacher Rubric; and
- performance assessment based on multiple measures, including:
 - evidence of growth in student learning
 - artifacts of practice
 - feedback from students
 - announced and unannounced observations
 - progress toward a professional practice goal
 -

All Collaborative Teacher Education Pathway (CTEP) students must meet the expectations as outlined in CAP, including demonstrating proficiency in seven essential elements.

Appendix F: Early Literacy Observation Tool

For Collaborative Teacher Education Pathway (CTEP) students, there is an additional tool that supports classroom observers to identify and provide feedback on evidence-based and culturally and linguistically sustaining early literacy instructional practices aligned to Mass Literacy and the Massachusetts English Language Arts and Literacy Curriculum Framework. It is designed to be used in an observation of a Teacher Candidate during a full core literacy block, which should include three main components: foundational skills (as appropriate based on grade-level and student need), engaging with complex text, and writing, with oral language developed throughout. Review the [CAP Guidelines](#) for the tool and additional information.

Appendix G: Links to 3-Way Meeting Forms

L2:https://umassamherst.col.qualtrics.com/jfe/form/SV_6J9nnaDb4nT2ofA

L3 Section 1:

https://umassamherst.col.qualtrics.com/jfe/form/SV_8pNhFId6gGOABW6

L3 Section 2:

<https://apps.docusign.com/webforms/us/1462086c4f851b5ed1363405b6010a44?r=1>

Formative and Summative Assessments:

<https://websites.umass.edu/edprep/cap-assessments-2/>

Appendix H: Link to Required Forms

Please visit the UMass Educator Preparation Office website for links to all required forms

<https://websites.umass.edu/edprep/licensure-forms-l-forms-2/>

Appendix I: TK20

Tk20 stands for “Technology in Kindergarten through Age 20.” It’s an online portfolio system administered by UMass that serves multiple purposes. The Tk20 system allows your licensure program to collaborate with the Educator Preparation Office to track each student’s progress toward licensure. Tk20 also allows students to upload assignments and documents specific to their program. Through Tk20, licensure candidates document their path to licensure for the university and the state, ensuring that once endorsed for licensure you will have met all preparation requirements for your specific license. All licensure candidates are required to purchase a Tk20 account. This includes candidates in teacher licensure programs and those in specialist and administrative programs (e.g., school counseling, special education administrator). To learn more about the Tk20 system, visit [Ed Prep](#) on getting started.

You can purchase a Tk20 license online. To purchase a license online, go [here](#) and click the button “Click here to purchase or register your student account” link (below the login schools) and follow the prompts on the subsequent screens.

Using Tk20

Once Licensure Candidates purchase a Tk20 account and complete their L1 Form, they will be able to log in and navigate some parts of Tk20. To log in, go to umass.Tk20.com and enter the username and password that was emailed to you when you first signed up for your account. It is highly recommended to visit the TK20 FAQ pages for both [students](#) and [faculty](#) to understand the many facets to Tk20.

If you have any questions and the office is not currently open, please email Anthony Eastmond at tk20@educ.umass.edu. You can anticipate a response to your email within 1-3 business days.

Phone: (413) 545-1191