

Welcome to the
Multiple Subject Credential Program
at
California State University, Fullerton

Mentor Teacher Orientation

A big, huge thank you!!!

We acknowledge and appreciate the gift that you are sharing with us.

We realize the time, effort and commitment it takes to be a Mentor Teacher.

As CSUF faculty in the Department of Elementary and Bilingual Education, we have been elementary school teachers, and MOST of us have been Mentor Teachers.

We understand your role and have the sincerest admiration for your dedication to the youth of California.

Role of Mentor Teacher

You will support your teacher candidate during fieldwork and student teaching. Here is the role for your teacher candidate in each:

Fieldwork	Student Teaching
In elementary class room as little as once a week	In elementary classroom everyday
Responsibilities include observation, one on one instruction, small group instruction and some whole group instruction. Co-teaching strategies Teach/Observe, Teach/Assist, and Stations	Responsibilities include co-planning and co-teaching whole and small group lessons
Still taking a full load of classes	Taking fewer or no classes
No week as the lead in co-teaching	One or two weeks as the lead in co-teaching

MSCP Handbook

- All MSCP Teacher Candidates are given access to the MSCP Handbook via the CSUF Website. The handbook includes all requirements, guidelines, expectations and policies to which each teacher candidate in the MSCP is held.
- For your easy reference and spare-time reading, the MSCP Student handbook can be accessed by going to the Mentor Teacher Resource site:

<http://ed.fullerton.edu/edel/about-our-department/Mentors-program/>

Where to Begin...

1. Once you receive your teacher candidate's contact information, reach out to them with a welcoming "Hello" message via phone or email.
2. Upon your teacher candidates arrival, try to have an area ready for them. Perhaps you can provide an extra table or desk where they can place their supplies and be recognized by the elementary students as a person that will be teaching them.
3. Review your classroom expectations and standards. Share the tone of your classroom and the likes and dislikes of your elementary students.
4. Review the online evaluations. This will help you guide and advise the teacher candidate
<http://ed.fullerton.edu/edel/about-our-department/Mentors-program/mscp-evaluation-system/>

Communication is Key

- Feedback allows your teacher candidate to learn and grow.
- Discuss your expectations and the school's expectations with your student.
- Please allow time for daily conferencing with your student.
- Feel free to contact the university supervisor if you have any questions or concerns.

Be Present and Active as a Mentor Teacher

- Observe your teacher candidate daily. Provide oral feedback often. Provide written feedback as much as you can.
- Look for management and teaching strategies that you can model and point out to your student.
- Serve as a resource for teaching, guidance and support.
- Allow teacher candidate to be an integral part of the co-planning process.
- In the co-teaching model, being present at all times in the classroom allows you to observe lessons closely so as to be able to give specific and substantial feedback to the teacher candidate and university supervisor.
- The mentor teacher maintains legal responsibility for the elementary students at all times.
- We also recognizes that occasionally leaving the teacher candidate alone in the classroom (for relatively short periods of time) under appropriate conditions is also acceptable, per the school and district administrator's approval.

Minimum Student Teaching Expectations

- During student teaching the teacher candidate should be taking on more responsibility each week, going beyond one teach/one observe, and one teach/one assist.
- By the end of the first week, they should take the lead in co-planning and co-teaching for at least one subject.
- During the second week another subject should be added.
- This should continue until the teacher candidate has assumed responsibility for all the subjects during the day.
- In the 5 week assignment, the candidate should assume the lead responsibility for all co-planning and co-teaching for one week.
- In the 8 week assignment, the teacher candidate should assume the lead responsibility for all co-planning and co-teaching for two weeks.
- At least one complete instructional unit should be taught during the 8 week assignment.

***These are guidelines and minimums. The more opportunities and initiative the teacher candidate takes the more benefits are derived.*

A Week in Charge

Teacher candidates are expected to demonstrate competence in providing instructional leadership in their student teaching placements.

A “week in charge” is constituted by the teacher candidate:

- taking the lead in co-planning and co-teaching the majority of the lessons*
- taking the lead role in maintaining effective management and discipline*
- taking the lead role in assessing student work and maintaining student records*
- taking the lead role in communicating with family members and school personnel, as appropriate.*

Lesson Planning during Student Teaching

- The teacher candidate has learned about formal lesson design, unit planning, and types of assessment.
- Please involve your teacher candidate in your co-planning of lessons from the first day of the placement.
- Your teacher candidate is expected to have all lessons fully prepared no later than the day before they are taught.

The University Supervisor's Role

- Be a visible presence of the university on the elementary school campus
- Provide support and conference time with the student and the Mentor teacher
- Review student lesson plans and provide feedback
- Facilitate the teacher candidate's placement from start to finish
- Be a source of information for the student and the Mentor teacher
- Observe the teacher candidate and provide timely and relevant feedback
- Additional information can be found in the handbook.

Fieldwork Observations	Student Teaching Observations
60 hours of fieldwork (prior to 5 weeks of student teaching)-2 visits	5 week placement-4 visits
30 hours of fieldwork-1 visit	8 week placement-5 visits
45 hours of fieldwork -2 visits (sem 1 of 3)	-----
45 hours of fieldwork -1 visits (sem 2 of 3)	

Student Teaching Attendance Requirements

- The student candidate is expected to attend school every day that your school is in session and is expected to keep a minimum of your contract hours and be fully prepared for the next school day.
- Also, the student candidate is expected to keep you informed of their outside commitments such as family, part-time employment and other responsibilities.
- Teacher candidates are not allowed to take days off. In case of an emergency, the teacher candidate is expected to notify the CSUF clinical coach, the elementary school and yourself prior to the absence.
- Arriving late and leaving early is not allowed. Teacher candidates should arrive at least 30 minutes before school begins and stay an hour after school (or if you leave earlier the student may leave too).

Student Evaluations

At the end of fieldwork:

- One electronic on-line evaluation (numeric values) completed by you

At the end of student teaching:

- One electronic on-line evaluation (numeric values) completed by you
- One electronic on-line evaluation (narrative, 5 paragraphs) completed by you

Evaluation site:

<http://ed.fullerton.edu/edel/about-our-department/Mentors-program/mscp-evaluation-system/>

TPA

- The teacher candidate will have to complete TPA (Teacher Performance Assessment-state tasks) every semester.
- These tasks range from analyzing scenarios to videotaping a lesson.

****Please note that other than possibly helping with the camera, the mentor teacher *may not* provide *any* type of feedback or assistance with these activities. The teacher candidate is aware of this rule.**

Great Opportunities

We truly value the time and opportunities you offer the teacher candidate and respect those times when it is not appropriate for a them to be present.

Some experiences that would benefit the teacher candidate might be:

- Attending Back-to-School Night and Open House
- Participating in parent conferences, I.E.P. and S.S.T. meetings
- Attending faculty and grade-level meetings
- Attending PTA meetings, parent workshops and other in-services as offered

Support for You

Additional resources and professional development opportunities are available on the Mentor Teacher resource site:

http://ed.fullerton.edu/EDEL/MentorTeacher_resources.html

Please feel free to contact the MSCP Coordinator if you have any other questions or concerns:

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