# BLOCK LEADER and SUPERVISOR MANUAL
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People and Places
### Department Office

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<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Lisa Kirtman</td>
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<td>657-278-5901</td>
<td><a href="mailto:lkirtman@fullerton.edu">lkirtman@fullerton.edu</a></td>
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<td>657.278.4736</td>
<td><a href="mailto:hterry@fullerton.edu">hterry@fullerton.edu</a></td>
</tr>
</tbody>
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### Program Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tr>
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<td>657.278.5747</td>
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PROGRAM WEBSITES AND COMMUNITY TITANIUM

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<tr>
<td>CSU Fullerton</td>
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<td><a href="http://www.fullerton.edu">http://www.fullerton.edu</a></td>
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<tr>
<td>College of Education</td>
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<td><a href="http://ed.fullerton.edu">http://ed.fullerton.edu</a></td>
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<tr>
<td>Elementary &amp; Bilingual Education</td>
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<tr>
<td><a href="http://ed.fullerton.edu/EDEL">http://ed.fullerton.edu/EDEL</a></td>
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<td>Supervisor Website</td>
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<td><a href="http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html">http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html</a></td>
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<td>Evaluation Website</td>
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<td><a href="http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html">http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html</a></td>
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Direction on enrolling in the **Titanium MSCP Community Site** can be found on the Supervisor Resource site:

http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html
Job Descriptions
RESPONSIBILITIES OF BLOCK LEADERS

1. Know how the block system works...become familiar with 2-semester, 3-semester and 4-semester configurations.

2. Plan the staffing for the block including distribution of units. (Note: Staffing requests may have to be changed by the Department Chair to accommodate department needs).

3. Work with the department Scheduling Coordinator to schedule times and rooms for block classes. Scheduling is done one year in advance and schedule request forms will be emailed by the Scheduling Coordinator.

4. Inform the instructors in your block of the following:
   a. Syllabus sample on the MSCP Community Titanium site.
   b. Required textbooks for courses.
   c. Names and contact information for Course Custodians.
   d. Course schedules: Day, time and location.
   e. Any block meetings that require the attendance of instructors.

5. Inform the supervisors in your block of the following:
   a. Configuration of fieldwork and student teaching.
   b. Master teacher training and PowerPoint
   c. Time expectations
   e. Paperwork due dates and how you want paperwork submitted (e.g. to you directly or via the candidates).
   f. Evaluation deadlines and Exit interviews dates.

6. Inform the candidates in your block of the following:
   a. Block schedule, including days, times, locations, and instructors for their classes.
   b. Textbook information.
   c. Program Handbook URL information.
   d. The Program Outcomes and essential information from the Education Unit Conceptual Framework

7. Attend the MSCP Orientation. You will be introduced by the Program Coordinator.

8. Hold a Block Orientation immediately after the program orientation meeting. If this is not possible, this meeting can take place the first week of classes (preferably the first class). Here are some ideas for the block orientation meeting:
   a. “Ice breaker” or mixer to create a comfortable atmosphere.
   b. Quick overview of the program and the MSCP Handbook
   c. Expectations and program policies (e.g. absences, tardies, late papers, etc.).
   d. Business details.
   e. Introduce the Education Unit Conceptual Framework and Program Outcomes
   f. Introduce instructional and supervisory team, if possible.
9. Be sure all fieldwork/student teaching placements are lined up and ready to assign to candidates.
10. Keep the Program Coordinator (Christine Mayfield) in the “loop” regarding any candidates who are having problems.
11. Adhere to and carry out the course/instructor evaluation process.
12. Verify and/or collect all program paperwork from candidates. Make sure it is complete and filed according to the candidate file checklists.
13. Turn completed files into the Program Coordinator (Christine Mayfield) via the student assistants at the end of your block’s final semester.
RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

Expectations for Supervisors
The quality of the CSUF Multiple Subject Credential Program rests partly on our commitment to regular, frequent, and meaningful supervision, therefore:

- Supervisors schedule fieldwork and student teaching observations according to visitation requirements.
- Supervisor hold post-observation conferences with the candidates and regular conversations with the master teacher. Candidates are provided written feedback via the Classroom Observation (NCR) form for each observation.
- Supervisors visits must be spread throughout the student teaching experience, and the supervisor must make visit(s) during the solo week(s).
- Supervisors observe candidates teaching a variety of subjects.
- Supervisors communicate regularly with the block leader via email and/or verbal conversations concerning the success of the candidates. Teamwork maximizes candidates’ opportunities for success.
- Visit the student teacher in accordance with department guidelines during the student teaching assignment. Provide written feedback during each visit to the student teacher, using the department Classroom Observation (NCR) Form. Leave a copy with the student. Keep a copy to be included in the candidate’s file.
- Arrive on time for the scheduled visits.
- Confer with the student teacher, assisting him/her to evaluate his/her own procedures, progress, and development.
- Provide appropriate professional guidance for the student teacher.
  - Hold a final evaluation conference with the student teacher, indicating the composite evaluation he/she has received for the semester’s work. Final evaluations should take place during the last week of the student teaching assignment.
- Complete all evaluations (online)
- Ensure that there is adequate communication among the three persons most directly involved in the student teaching experience: the student teacher, the master teacher, and the university supervisor.
- Immediately report to the Block Leader any incident that would jeopardize the safety of a student teacher, or if a student teacher has been injured in the field.
  o Immediately report to the Block Leader any incident that is in conflict with program policies.
- Communicate frequently with the Block Leader as to the progress of the student teacher.
- Become familiar with the state requirements of the Multiple Subject Credential.
• Attend supervisor and part-time faculty meetings held each semester. The Department Chair will provide dates and times via email correspondence.
• Confer, as frequently as needs indicate, with the master teacher, always at his/her convenience, regarding the student teacher’s progress.
• Hold an orientation meeting with the master teacher prior to the candidate beginning fieldwork or student teaching. Cover all topics on the orientation checklist and obtain the master teacher’s signature as evidence the meeting was held. Turn in the signature sheet to the Program Coordinator.
• Work with master teacher to schedule observations so that visits do not interfere with the school or teacher’s schedule.
UNIT LOADS AND REQUIRED VISITATIONS

TWO or FOUR SEMESTER BLOCK

3 student teachers for 1 unit (.3 units per student)

This are 5 visits total for each student, or 15 visits per unit.

1st semester: minimum 1 fieldwork visit; minimum 4 student teaching visits

Final semester: minimum 5 student teaching visits

Note: The orientation meeting with Master Teacher does not count as a visit.

THREE SEMESTER BLOCK

5 fieldwork only students for 1 unit (.20 per student; 3 student teachers for 1 unit (.3 units per student)

1st semester: minimum 2 fieldwork visits

2nd semester: minimum 1 fieldwork visit; minimum 4 student teaching visits

3rd semester: minimum 5 student teaching visits

Note: The orientation meeting with Master Teacher does not count as a visit.
ELECTRONIC OBSERVATION FORM PROCEDURES AND POLICIES
Participation is Optional

During Student Teaching observations, supervisors may choose to use the electronic observation forms rather than the hard copy NCR forms. This option is intended to save paper costs, create opportunity for the use of laptops during observations and ultimately lead to a web-based system that will archive all observations and eliminate the need for hard copy collection for student files.
(see http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html for specific direction)

VIDEOTAPE OBSERVATION PROCEDURES AND POLICIES
Participation is Optional

In 5 and 8 week placements, supervisors may replace one visit with a videotaped lesson. For specific direction please check http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html
Master Teacher Information
DESIRE QUALITIES OF MASTER TEACHERS
(FOR SELECTION PURPOSES)

Potential master teachers must:

- Be regarded by administrators and/or colleagues as an exemplary role model and mentor for beginning teachers.
- Demonstrates thorough knowledge of subject matter content.
- Provide an instructional program that is aligned with California content standards and state framework guidelines (including a balanced literacy program that incorporates high quality literature, phonemic awareness, comprehension skills, the writing process, and spelling instruction).
- Maintain a stimulating and productive classroom environment, reinforcing clear expectations for positive student behavior.
- Use a variety of diagnosis and assessment techniques to determine student needs and inform instruction.
- Skillfully implement a variety of instructional strategies to promote maximum student learning.
- Maintain open communication, listen attentively, and be willing to provide professional feedback.
- Demonstrate professional and ethical behavior in the workplace.
- Have 3 years teaching experience
- Have a California Teaching Credential
- Receive a recommendation from the school site principal (oral or written)
- This means that the Master Teacher must:
  o Hold a CLAD or BCLAD Certificate or credential emphasis OR
  o Have a CLAD Certificate in process OR
  o Hold an LDS Certificate OR
  o Have completed professional development under SB 1969, SB 395 or AB 2913
    ▪ (This consists of 45 hours of training provided by a school district or county office of education. It is an alternative to CLAD certification available only to veteran teachers who meet certain criteria which includes nine or more years of teaching experience.)
MASTER TEACHER RESOURCE WEBSITE

Please make sure that all cooperating/master teachers receive this website address:  http://ed.fullerton.edu/EDEL/MasterTeacher_resources.html

MASTER TEACHER STIPENDS

Master teachers are provided a small stipend by the University for their work with student teachers. They receive $125 for 5 weeks and $250 for 8 weeks of student teaching. They do not receive a stipend for fieldwork. The stipend is included in one of their paychecks through their district several months after the support has been given. If they question their payment, always have the master teacher check with their own payroll first.

MASTER TEACHER ORIENTATION REQUIREMENT

Per the California Commission on Teacher Credentialing (CCTC), CSU Fullerton’s approved SB 2042 document, University Supervisors must provide an orientation to every master teacher prior to the candidate beginning their placement. The Orientation Checklist should be used to guide the orientation. All topics listed on the document should be discussed. Master teachers must sign the signature sheet to verify they received the orientation. Supervisors turn in the signature sheet to the Program Coordinator (Christine Mayfield).

The Orientation Checklist can be found on the Supervisor website
http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html

The Orientation PowerPoint can be found on the Supervisor website
http://ed.fullerton.edu/EDEL/MasterTeacher_resources.html

THANK YOU GIFTS FOR MASTER TEACHERS

Thank you letter from the Department Chair will be printed and supplied to the Block Leader for distribution to Master Teachers.

In all cases, a note from the supervisor is a courtesy.
MINIMUM STUDENT TEACHING EXPECTATIONS

Please review these expectations with the master teachers:

During Student teaching the student teacher should be taking on more responsibility each week.

*By the end of the first week, he/she should be in charge of at least one subject.

*During the second week another subject should be added.

*This should continue until the student teacher has assumed responsibility for all the subjects during the day.

*In the 5 week assignment, the candidate should assume responsibility for the entire day for one week. See “Week in Charge” for more information

*In the 8 week assignment, the student teacher should assume responsibility for the entire day 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 student teacher takes the more benefits are derived.

WEEK IN CHARGE

Student teachers are expected to demonstrate competence in providing instructional leadership in their student teaching placements. During their first placement, student teachers are expected to spend one “week in charge.” In their final placement, student teachers are expected to spend two “weeks in charge.” A “week in charge” is constituted by:

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

A week in charge is expected to fit the demands of the local context. For example, in combination classrooms, during a week in charge the master teacher may take responsibility for one grade level, and the student teacher acts as the lead teacher,
making scheduling, instructional, and management decisions that are implemented by the student teacher and master teacher. Similarly, in co-teaching placements, the student teacher is expected to take on the lead teacher role, directing the master teacher to assist in implementing the overall instructional plan set forth by the student teacher. Master teachers are expected to observe and give feedback to the student teacher during a week in charge.
Candidate Attendance Policies

SPRING BREAK AND FALL RECESS
Many times the CSUF academic calendar does not correspond to the calendars of our school sites. Consequently, candidates may have a week off from (CSUF) classes and a different week off during fieldwork or student teaching.

If this occurs:

Candidates must fulfill their fieldwork/student teaching commitment even though they will not be attending classes during the CSUF spring break.

Candidates must attend CSUF classes even though they will not be doing fieldwork/student teaching during the week of the school site’s spring break.

**ABSENCES FROM STUDENT TEACHING**

Candidate must complete 25 days of student teaching during one semester and 40 during their final semester. Any missed days must be made up to receive a grade of credit for student teaching. Multiple missed days may result in a no credit in student teaching.

**FINAL EXAM WEEK**

Candidates must be aware that final exam week is a part of the regular semester and they may not plan trips or absences for that week. In addition to final examinations, finals week is reserved for block meetings and exit conferences. It is at the discretion of the block leader and block faculty to hold meeting/conferences during finals week. Please see UPS 300.005 for more information.

**JURY DUTY**

If a candidate is called for Jury Duty, please advise the candidate to postpone jury duty service until after the program is complete or to a time when classes are not in session.
Student Teaching Placement Policies
HEALTH INSURANCE/CANDIDATE INJURIES

Purchasing and maintaining your own health insurance is very important and highly recommended. Do not assume that either the University or the school site will provide medical coverage in your role as a fieldwork student or a student teacher. For some illnesses or injuries, the Student Health Center on campus may be able to provide treatment.

In the event of an injury on campus or at your school site, please contact Kim Naujokas (knaujokas@fullerton.edu, (657)278-4021) within 24 hours of the incident. If Kim Naujokas is unavailable please contact Risk Management (657)278-7346.

FIELD PLACEMENTS AND THE TPA
CSUF - MULTIPLE SUBJECT CREDENTIAL PROGRAM

Focus Students, as defined by the Cal TPA

EL: English learner with documented EL needs, such as a CELDT score within the lower to mid-range of English proficiency. Added note from TPA Implementation Manual (2009, p. 2-14): “It would not be helpful” to select a student with a “high CELDT score or one who has been reclassified as English proficient as these students are not likely subjects for demonstrating candidate abilities in this area.” (Contact TPA coordinator for information regarding bilingual immersion settings.)

SN: Student with an identified special need (i.e., IEP, 504 Plan, or designated as “gifted” or “talented”)

IC: Student presenting a different instructional challenge, a challenge different from the class as a whole and from that of the English learner (e.g., high activity, high achieving, low achieving, and a health consideration)
Focus Students by Program and Semester

(Choose different focus students for each task.)

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<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>Two-Semester Program</td>
<td>TPA Tasks: SSP, DI Focus students needed: 1 – EL 1 – IC</td>
<td>TPA Tasks: AL, CTE Focus students needed: 2 – EL 1 – SN 1 – IC</td>
<td></td>
</tr>
<tr>
<td>Three-Semester Program</td>
<td>(planning only, no teaching)</td>
<td>TPA Task: AL Focus students needed: 1 – EL 1 – SN</td>
<td>TPA Task: CTE Focus students needed: 1 – EL 1 – IC</td>
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</table>

The Ideal
- All placements include at least two English learners (more are required for the EL [diversity] placement).
- The second semester placement also includes a student with an identified special need.

Challenges
- Non-EL (diversity) placement may not include the required 1 or 2 English learners
- Second semester placement may not include a student with an identified special need

Solution
If one or more of the focus students are not available in a candidate’s field placement, the candidate will visit another classroom that includes the required focus students. Participation in the classroom as a “visitor” must be of “sufficient intensity” to use it as the basis for a TPA task response. Consult your block leader if your students need to complete a TPA task in a different classroom.
**RICA REQUIREMENT**

One placement for all student teachers must meet RICA requirements. This placement should be:

- 1st or 2nd grade (or K with reading introduced)
- In all cases there must be at least 3-4 emergent English readers

If this cannot be met, either due to a lack of appropriate candidates or both placements being 3rd grade or above, the student teacher can spend 15-20 hours in a first grade classroom. These hours can be completed any time during the program.

The document further states that “the Master Teacher in these settings is always credentialed and holds or is in progress of completing the CLAD or BCLAD credential/certificate (or equivalent).” This means that the Master Teacher must:

- Hold a CLAD or BCLAD Certificate or credential emphasis
  OR
- Have a CLAD Certificate in process
  OR
- Hold an LDS Certificate
  OR
- Have completed professional development under SB 1969, SB 395 or AB 2913
  (This consists of 45 hours of training provided by a school district or county office of education. It is an alternative to CLAD certification available only to veteran teachers who meet certain criteria which includes nine or more years of teaching experience.)
**GRADE SPAN REQUIREMENT**

Per the SB 2042 document and state requirements, student teachers must have student teaching assignments in two of the following three grade spans:

- K-2
- 3-5
- 6-8 (see additional notes below)

It is the Department Policy to try and have two grade levels separate the two placements if possible.

Each student teacher must also have at least one placement that falls in each category below:

- Early literacy instruction (grades K-2)*
- Teaching English Learners (Class must include a minimum of 4 EL students)**
- Teaching GATE/Special Education Learners (Class must include a minimum of 1 GATE and/or SPED student)***

*In the case where a candidate is not able to be placed in a K-2 classroom with early literacy instruction, the candidate will have an extended opportunity (15 hours) to observe and participate in a grade 1 classroom in a supervised setting. The candidate’s master teacher and/or principal may be asked to facilitate this request.

**In the case where a candidate is not able to be placed in a classroom that has a minimum of 4 EL students, the candidate will have an extended opportunity (15 hours) to observe and participate in ELL instruction in a supervised setting. The candidate’s master teacher and/or principal may be asked to facilitate this request.

***In the case where a candidate is not able to be placed in a classroom that has a minimum of 1 GATE/Special Education Learner, the candidate will have an extended opportunity (15 hours) to observe and participate in GATE/Special Education instruction in a supervised setting. The candidate’s master teacher and/or principal may be asked to facilitate this request.

**MIDDLE SCHOOL STUDENT TEACHING POLICY**

Candidates may student teach in middle school settings as long as they teach more than one core academic subject area, e.g. language arts, mathematics, science, or social studies, to the same group of students. This student teaching experience counts for one placement. The candidate must still student teach in either a K-2 or 3-5 setting.

This policy states the minimum number and type of subject areas a candidate must teach in any middle school. However, a block leader (with the approval of the Coordinator) may impose more stringent requirements for the nature of the placement based upon an individual candidate’s performance and history.
Substitute Teaching Policies
SUBSTITUTE TEACHING WHILE STUDENT TEACHING

Student teachers may substitute for their master teacher for PAY from the district, if......

1. It is for the student teacher’s own master teacher ONLY.

2. There is consensus from the master teacher and supervisor that the student teacher is ready to handle the task.

3. It is for a maximum of 2 days in a row and/or maximum 5 days total through the student teaching assignment.

Any other variation needs to be approved by the Coordinator of the Multiple Subject Credential Program (Christine Mayfield).

Note: Candidates may not substitute during Fieldwork placements under any circumstances.

SITE SUBSTITUTES AND FIELDWORK HOURS

Candidates who work as “pool” or “site” substitutes may not count that time as part of their fieldwork hours. Unlike teaching full time in one’s own classroom, this teaching experience is too varied and lacks continuity.
Guidelines for working with Struggling Students
SPECIFIC STANDARDS FOR CONTINUED PARTICIPATION IN MSCP PROGRAM

In order for teacher candidates to continue, they must meet Policy One criteria as well as the following criteria specific to the MSCP program:

1. Attendance
   - Candidates are required to attend all class sessions for the entire time without exception.
   - Candidates are expected to arrive on time to fieldwork and are expected to be there on the days assigned and/or agreed upon with the cooperating teacher.
   - Candidates are expected to be on time and are required to arrive to the school site at least 30 minutes prior to the first bell and stay until at least 30 after the dismissal bell during student teaching.
   - Candidates are expected to attend all days of student teaching. Absences must be excused by the supervisor and/or block leader and must be made up.

2. General Appearance
   - Matches personal appearance (dress and grooming) to public school faculty in cooperating schools.

3. Positive Attitudes
   - Demonstrates willingness to complete assigned tasks.
   - Reacts constructively to criticism.

4. Professional Behavior
   - Shows emotional control and poise.
   - Uses appropriate situational judgment.
   - Knows when to criticize and/or praise educational practices.

5. Personal fitness
   - Demonstrates physical and mental capacity necessary to meet the demands of the public school teaching situation.

6. Human Responsibilities
   - Views self as a member of a professional team.
   - Candidate maintains effective human relations with pupils, candidates, faculty, cooperating teachers, administrators, and parents.

7. Achievement of Program Objectives and Competencies
   - Completes all listed program objectives and competencies of each phase of the program.
   - Demonstrates competency in all Teaching Performance Expectations (TPE) to be recommended for the credential. Competency will be determined by a passing score on all TPE evaluations, which include evaluations of student teaching performance and the four California Teaching Performance (TPA) tasks.
   - Completes satisfactorily all learning tasks assigned by university instructors. Satisfactory completion will be shown through the demonstrated mastery of all assigned readings and other learning tasks, including field based assignments.

8. Academic Achievement
   - Maintains a “B-” or better level of work in all coursework
STOP OUT, GRADE APPEAL, AND PERMANENT REMOVAL APPEAL PROCEDURES

See Student Handbook

COMMUNICATION WITHIN THE BLOCK

One of the best ways to head off problems before they start is to establish frequent and meaningful communication among all the parties in your block (block leader, instructors, supervisors, master teachers, and candidates).

This is accomplished in many ways, including:
- First meeting with the block
  - Invite all block instructors and supervisors
- Through email
- Through Titanium
- Through phone calls
- Through face to face meetings
  - Informal block supervisor’s meeting at beginning of semester or during
  - One-on-one conversations with candidates
  - One-on-one conversations with master teachers
- Visits to block classes
- Informal evaluations of block by candidates (usually done mid-semester)
- Conferences at end of semester (e.g. during Finals week)

Note:
Per FERPA regulations, CSUF employees may not share personal information of candidates with other candidates or non-CSUF employees. Contracts for success are personal information. Master teachers are not CSUF employees.
SEQUENCE FOR HANDLING STRUGGLING CANDIDATES

Problems will arise as you lead your block. Here are the steps that must be followed when addressing these issues. Note: steps may be skipped depending on the severity of the problem.

1. A concern arises in class or in the field. The university supervisor or course instructor must address the issue immediately and inform the block leader ASAP (see # 3).

2. Block instructor or supervisor speaks privately with the candidate to discuss the issue of concern. (Supervisor must note concerns on “target” section of Classroom Observation NCR or Record of Fieldwork Visitations form.)

3. Block instructor/supervisor communicates issue to block leader. Block leader saves any documentation*, including emails and notes taken.

4. Block leader should consult with other instructors/supervisors to see if this problem is occurring elsewhere as well. Collect any documentation.
5. Block leader consults with Program Coordinator, Christine Mayfield, as necessary.

6. Block leader speaks to candidate.

7. Block leader and/or instructor or supervisor should follow up with an email to the candidate outlining the conversation that took place. Place a copy of the email in the candidate’s file.

8. Instructor or supervisor keeps block leader informed of the situation, e.g. whether or not the situation has improved. If the candidate improves in the areas of concern, no further action is necessary.

9. If the problem continues, the candidate must be put on contract using the template found on the MSCP Titanium site. The block leader writes the contract in consultation with the Program Coordinator and the block instructor/supervisor.

10. Block leader, instructor/supervisor, and/or Program Coordinator meet with candidate to review and sign contract.

11. Candidate has a specified period of time to improve. Block instructor/supervisor keeps block leader informed of the situation.

12. If the candidate improves in the areas outlined in the contract, no
further action is necessary, but the contract will stay in place until the candidate has completed the program.

13. If the candidate fails to improve in the areas outlined in the contract, the candidate fails the course, fieldwork, or student teaching, as applicable, and receives a grade of “No Credit.” The candidate is then stopped out of the program and given a period of time to remediate. The candidate will be pulled from their original block placement.

14. After successful remediation is documented and confirmed by the Program Coordinator and Block Leader, the candidate may be placed into an appropriate block for re-entry. Candidate must re-take courses, fieldwork, and/or student teaching as specified in the contract. In some cases, the candidate will not be placed in a block for re-entry.

15. If the candidates successfully completes all remaining field- and coursework after re-entry to the program, no further action is required.

16. If the candidate continues to have difficulties in the re-entry block, s/he will be dropped from the program by the Program Coordinator.

*Documentation is critical when dealing with candidates with difficulties. Please make sure all communication in writing (including email) is professional and objective. The student must be informed of the issues. The best way to accomplish this is for the supervisor to email the candidate explaining issues, communication with other parties (Master Teacher/Program Coordinator/Block Leader), and any decisions that are made. Block Leaders should be copied on any emails sent to the candidate.*
PROGRAM POLICY ON CONTRACTS FOR SUCCESS

All faculty, master teachers, and supervisors are committed to providing the necessary support for candidates’ successful completion of the program. Candidate progress is carefully monitored and if it is determined that a candidate is struggling to meet program requirements (e.g., academic and/or professional) a contract for success may be issued. Contracts are intended to provide guidelines and clear expectations so that candidates may mediate any issues or concerns and successfully complete the program. Failure to meet the contract guidelines could result in a delay of program completion or removal from the program. Candidates are given notice and counsel prior to the creation of a contract being issued.

In cases of severe violation of program regulations, it may be determined that immediate removal is warranted without a contract being issued. Such decisions will be made by a faculty committee.

Note:
Per FERPA regulations, CSUF employees may not share personal information of candidates with other candidates or non-CSUF employees. Contracts for success are personal information. Master teachers are not CSUF employees.

GUIDELINES FOR WRITING CONTRACTS

When a candidate is failing to meet the requirements in the field or in course work, please set up a contract with the candidate. The contract is not only used for documentation but also provides the candidates with clear guidelines and expectations to assist them in successful completion of the program. The contract should be linked to the guidelines outlined in the student handbook (Specific instructions for Continuance of teacher Candidate in Multiple Subject Program) and/or the Teacher Performance Expectations (TPE).

Please keep in mind that the candidate must sign the contract. Signing the contract only signifies that the candidate has read and understood the contract. It does not necessarily indicate agreement.

The template for the contract can be found on the MSCP Community Titanium site. All contracts should be reviewed by the program coordinator. Please contact Program Coordinator, Christine Mayfield, at (657) 278-5747 or cmayfield@fullerton.edu.

Note: The general rule is that contracts are written by the Block Leader, not the supervisor.
POLICY FOR PROFICIENCY IN WRITTEN AND SPOKEN ENGLISH

Policy 2: Proficiency in Written and Spoken English

[Sections 5.0–8.0 have to due with candidates already admitted into program]

Background
This policy applies to all credential programs at California State University Fullerton. Executive Order No. 758, Teacher Education Basic Credential Programs, was issued on October 6, 2000 by Chancellor Charles B. Reed. It establishes standards for entrance to and continuation in teacher education credential programs. The document lists a number of requirements for admissions to credential programs, including GPA, early field experiences, and prerequisite courses. It also requires at least one interview and two letters of recommendation to help determine a candidate’s aptitude for teaching. Also included is Requirement 7: —The candidate shall have demonstrated proficiency in written and spoken English, as determined by the campus, and shall have taken the California Basic Educational Skills Test.

Policy Elements

1.0 Assessment of Written and Spoken English
Prior to admission to a credential program, all credential candidates will be assessed in written and spoken English to ensure that they are able to speak and write English clearly. Since teachers must be understood by their students, and because they model the use of English in their classrooms, it is imperative that they have competence and fluency in speaking and writing English.

2.0 Proficiency in Written English
Evidence of writing skills in English shall include the following. These are minimal requirements; individual programs may require additional criteria.

1.1 A passing score on the CBEST writing portion.

1.2 Demonstration of writing skills in an autobiography to be submitted with application for admission.

2.3 In addition, credential programs may also require a passing score on a controlled writing sample.

3.0 Proficiency in Spoken English
Evidence of competence in speaking English shall include the following at minimum:
3.1 An assessment of skills in spoken English by the program admission interviewers. They will base this assessment on the candidate’s reading of a passage related to the credential area, and/or on the candidate’s spoken English in answering interview questions and maintaining a discussion.

3.2 Individual credential programs may also require additional assessments of proficiency in spoken English.

4.0 Failure to Demonstrate Proficiency in English Prior to Admission to the Program
If the candidate fails to demonstrate proficiency in written or spoken English, the candidate will not be admitted to the credential program.

5.0 Failure to Demonstrate Proficiency in English During the Credential Program.
For candidates admitted to a credential program, assessment of proficiency in English is an on-going process. Proficiency will be evaluated throughout the program by Master Teachers, Principals, University Supervisors, and Program Coordinators. If a candidate is admitted to a credential program, and during the program it becomes clear to the evaluators that the candidate is not maintaining and demonstrating an appropriate level of proficiency in written and spoken English, that candidate may be disqualified and removed from the credential program until proficiency in English can be demonstrated.

6.0 Approaches to Improving Proficiency in English
When candidates are unable to demonstrate the necessary proficiency in English, the program coordinator will suggest measures to address the problems. Following are some possible ways for the candidate to improve skills in English.

Written English
   6.1 Tutorial help at the University Learning Center
   6.2 Enrollment in a composition course, e.g., English 301

Spoken English
   6.3 Enrollment in an English pronunciation course in the American Language Program.
   6.4 Scheduled practice sessions with volunteer tutor or friend.
   6.5 Sessions with a tutor from the Foreign Language Education Program through the University Learning Center.
7.0 Reassessment
Candidates who believe they are able to demonstrate proficiency in English should inform the appropriate program coordinator, who will arrange for reassessment as part of the process for re-applying to the program.

8.0 Appeal Process
Candidates who disagree with the initial assessment results or the reassessment may appeal through the California State University Fullerton Credential Programs Committee, following procedures established in Policy One. An Appeals Panel will then be established to determine the candidate’s proficiency in written or spoken English.

CANDIDATE WITHDRAWAL FOR PERSONAL OR MEDICAL REASONS
Occasionally a candidate must withdraw from the program for personal or medical reasons. The block leader must write a letter on CSUF letterhead to the Program Coordinator (Christine Mayfield) describing the reasons for the withdrawal. Indicate in the letter whether or not the candidate is leaving in good standing. Give the letter, along with the candidate file, to the Program Coordinator. This information will be used in the case of candidate re-entry.

RE-ENTRY OF STOPPED OUT STUDENT
The following policy will be followed regarding readmission to the credential program after a voluntary or recommended withdrawal/stop out:

If a candidate has been out of the CSUF Multiple Subject Credential Program for one year or less, he/she will be readmitted to the Program if he/she has met all appropriate guidelines and is recommended for readmission by the block leader and approved for readmission by the Coordinator and Chair. He/she will enroll in any coursework and student teaching which was not completed previously. Note: There may be courses which must be repeated due to a change in the state mandated requirements.

If a candidate has been out of the CSUF Multiple Subject Credential Program from two to five years, he/she will submit to the Program Coordinator appropriate evidence that he/she has stayed current with the field. If the evidence is satisfactory, he/she has met appropriate guidelines, the candidate is recommended for readmission. He/she will enroll in coursework and student teaching which was not completed previously. Note: There may be courses which must be repeated due to a change in the state mandated requirements.
Assessment, Coursework and Paperwork Policies
POLICY ON COURSEWORK COMPLETION

All coursework has to be satisfactorily completed for a candidate to qualify for student teaching. This means that:

- All coursework from courses that end prior to student teaching must be turned in and evaluated prior to the week student teaching begins. A candidate with incomplete or unsatisfactory coursework or a NC at the end of the course may not begin student teaching until all course requirements have been met.
- A list of candidates with incomplete coursework work or a NC will be submitted to the Program Coordinator (Christine Mayfield) one week after the final class meeting to verify candidate standing.
- Any candidate with incomplete coursework or a NC in a course will be issued a contract outlining what is required to successfully complete the necessary requirements for admittance to student teaching. This could result in the delay of student teaching for up to a semester.
- If the contract expectations are not met, the candidate may be stopped out or may result in a no credit.

SUBMISSION OF GRADES POLICY

By law, the Credentials Office is not allowed to hold back a candidate’s teaching certificate application once the grades have been posted. Therefore, once grades are posted, the application can be sent regardless of whether the candidates’ file and paperwork are complete.

In light of this, it is critical that the block leader make sure that candidates submit all required paperwork prior to assigning a grade in EDEL 438 and EDEL 439.

Required Paperwork includes:

- Fieldwork Evaluation from cooperating teacher
- Fieldwork Evaluation from supervisor
- Record of Fieldwork Visitations
- Student Teaching Evaluation from master teacher
- Student Teaching Evaluation from supervisor
- Student Teaching Narrative Evaluation from master teacher
- Student Teaching Narrative Evaluation from supervisor
- Student Teaching Observation Forms
- Reading Competency Checklist
- Final Student Teaching Paperwork Signature Sheet
TPA/RICA ASSESSMENT REQUIREMENTS

If a candidate does not have his/her paperwork completed and submitted to the block leader by the time grades are due, the candidate needs to be given a grade of “No Credit” for EDEL 438 and EDEL 439.

As a state accredited University, we are bound to the standards set by the California Commission on Teacher Credentialing (CCTC). These standards are located on the CCTC website (http://www.ctc.ca.gov/) and are subject to change.

In addition to passing coursework and student teaching, students must pass additional assessments. These include the Teaching Performance Assessment (TPA) and the Reading Instruction Competence Assessment (RICA). These assessments provide additional evidence of students' ability to apply what they have learned from their credential program.

1. TPA - CSUF uses the California Teaching Performance Assessment (CA TPA). The CA TPA is divided into four separate tasks. The four tasks are spread throughout the credential program. A passing score of 3 or higher is required for each of the four tasks. Students must pass specified tasks before they can continue in the program. Students are allowed three attempts to pass a task. If a student does not pass a task after three attempts, the student is permanently removed from the program. The CCTC requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass a Teaching Performance Assessment (TPA) prior to recommendation for a credential. Fees for the TPA are pending. For more information, see http://www.ctc.ca.gov/educator-prep/tpa.html

2. RICA - Prior to being recommended for a credential, Multiple Subject Teaching Credential and Education Specialist Instruction Credential students must pass the RICA to fulfill the teaching of reading methods requirements. The RICA requires an additional fee. For more information, see http://www.rica.nesinc.com/
CANDIDATE FILES—END OF PROGRAM PAPERWORK

Candidates are responsible for making sure all required paperwork is completed and collected. At the end of each semester evaluations should be verified on the Block Leader evaluation website. Hard copy paperwork is collected by the Block Leader and placed in the candidate’s file. All completed paperwork must be completed, verified and/or collected to earn Credit for student teaching.

Completed files are verified by using the checklists inside candidate files. Files are checked by the Program Coordinator prior to being sent to the Credential Preparation office.

REQUIRED EVALUATION FORMS & MATERIALS

The following forms are available on the following site:
http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html
Candidate Opportunities
STUDENT CALIFORNIA TEACHERS ASSOCIATION (SCTA)

MSCP candidates are strongly encouraged to join SCTA. Membership costs $30 per year and provides personal liability insurance and legal protection for up to $1 million during fieldwork and student teaching. Applications are available from the SCTA representative on campus or from Jennifer Ponder, SCTA advisor jponder@fullerton.edu. For more information on SCTA, see their website at www.cta.org/scta/index.

MSCP COMPUTER CHECK OUT

MSCP candidates are eligible to check out a laptop computer for the entire time that you are enrolled in the program. We have a limited number of computers so they will be checked out on a first come first serve basis. We have MAC and PC computers. This is a free service. For more information http://ed.fullerton.edu/EDEL/MSCP_stuCompCheckout.html

SCHOLARSHIPS

The Department offer textbook scholarships: http://ed.fullerton.edu/EDEL/scholarships.html

There are over 20 scholarships available to education students: http://ed.fullerton.edu/Current/scholarships.html