# TABLE OF CONTENTS

1. People and Places 4  
   a. Program Administration Contact Information 5  
   b. Important Website Addresses 5  
2. Job Descriptions and Common Practices 6  
   a. Responsibilities of Block Leaders 7  
   b. Responsibilities of Supervisors 8  
   c. Unit Loads, Required Visitations 9  
   d. Lesson Plan Policy 9  
   e. Student Teaching Notebook Guidelines 10  
   f. Electronic Observation Policies and Procedures 11  
3. Mentor Teacher Information 12  
   a. Desired Qualities of Mentor Teachers 13  
   b. Stipends 14  
   c. Orientation Requirement 14  
   d. Thank You Letter 14  
   e. Minimum Expectations for Working with Teacher Candidates 15  
4. Candidate Attendance Policies 16  
   a. Fall Recess/Spring Break 17  
   b. Absences from Student Teaching 17  
   c. Attendance During Final Exam Week 17  
   d. Jury Duty 17  
5. Student Teaching Placement Policies 18  
   a. Health Insurance/Candidate Injury 19  
   b. Mandated Reporter 19  
   c. Placement Requirements 20  
   d. Field Requirements and the TPA 21  
   e. RICA Requirement 23  
6. Substitute Teaching Policies 24  
   a. Substitute Teaching while Student Teaching 25  
7. Guidelines for Supporting Candidates when they Struggle 26  
   a. Standards for Continuing in the MSCP 27  
   b. Stop Out and Appeals 28  
   c. Policy for Proficiency in Written and Spoken English 28  
   d. Block Communication 28  
   e. Process for Supporting Candidates when they Struggle 29  
   f. Program Policy on Contracts for Success Policy 31  
   g. Guidelines for Writing Contracts 31  
   h. Candidate Withdrawal for Personal or Medical Reasons 32  
   i. Policy on Re-Entry to Program 32
8. Assessments, Coursework, and Paperwork Policies
   a. Coursework Completion Policy
   b. Submission of Grades Policy
   c. TPA/RICA Assessment Requirements
   d. Candidate Files – End of Program Paperwork
   e. Required Evaluation Forms and Materials
People and Places
### PROGRAM ADMINISTRATION CONTACTS

<table>
<thead>
<tr>
<th>Department Office</th>
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<tr>
<td><strong>Kim Norman</strong></td>
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<td><strong>Sue Hughes</strong></td>
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<th>Program Coordinators</th>
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<tr>
<td><strong>Heather Terry</strong></td>
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<td><strong>Gale Kahn</strong></td>
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<td><strong>Dorothy Flynn &amp; Michelle Vander Veldt Brye</strong></td>
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<th>Important Websites</th>
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<td><strong>Mentor Teacher</strong></td>
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<td><strong>Supervisor</strong></td>
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Directions for enrolling in the Titanium MSCP Community Site are located on the Supervisor website.
Job Descriptions
RESPONSIBILITIES OF BLOCK LEADERS

1. Inform the instructors in your block of the following:
   a. Syllabus templates 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.

2. Inform the supervisors in your block of the following:
   a. Configuration of fieldwork and student teaching.
   b. Mentor Teacher training and PowerPoint
   c. Evaluation and Documentation Deadlines
      i. Paperwork due dates and how you want paperwork submitted (e.g.to you directly or via the candidates).
      ii. Evaluation deadlines and Exit interviews dates.

2. 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
      i. Education Unit Conceptual Framework

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

4. 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). 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, Program Outcomes, and Professional Dispositions.
   f. Introduce instructional and supervisory team, if possible.

5. Notify candidates of their placements when they become available

6. Keep the Program Coordinator informed of candidates who are having problems.

7. Adhere to and carry out the course/instructor evaluation process for University supervisors.

8. Verify and/or collect all program paperwork from candidates. Make sure it is complete and filed according to the candidate file checklists.

9. Turn completed files into the Program Coordinator 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.
- Work with Mentor Teacher to schedule observations so that visits do not interfere with the school or teacher’s schedule.
- Supervisors hold post-observation conferences with the candidates and regular conversations with the Mentor Teacher. Candidates are provided written feedback via the electronic Classroom Observation Form for each observation. Classroom Observation Forms are emailed within 24 hours of the observation.
- Supervisor visits must be spread throughout the student teaching experience.
- 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.
- Supervisors communicate regularly with the Mentor Teacher regarding the progress of the teacher candidate.
- Arrive on time for the scheduled visits.
- Confer with the teacher candidate, assisting him/her to evaluate his/her own procedures, progress, and development and set / evaluate targets.
- Provide appropriate professional guidance for the teacher candidate.
- Hold a final evaluation conference with the teacher candidate, 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 teacher candidate, the mentor teacher, and the university supervisor.
- Immediately report to the Block Leader any incident that would jeopardize the safety of a teacher candidate, or if a teacher candidate has been injured in the field.
- 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 teacher candidate. Communicate positives as well as any concerns.
  - 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 mentor teacher, always at his/her convenience, regarding the teacher candidate’s progress.
  - Hold a pairs training meeting with the Mentor Teacher and teacher candidate prior to the candidate beginning fieldwork or student teaching. Cover all topics on the training PowerPoint and obtain an exit signature as evidence the meeting was held. Turn in the exit card to the Program Coordinator.
UNIT LOAD, REQUIRED VISITATIONS

**TWO or FOUR SEMESTER BLOCKS**

**3 student teachers for 1 unit (.33 units per student)**

Visit each teacher candidate a minimum of five times (15 visits per unit or three teacher candidates).

1st placement - minimum 1 fieldwork visit; minimum 4 student teaching visits

2nd (final) placement - minimum 5 student teaching visits

Note: The pairs training does not count as a visit.

**LESSON PLAN POLICY**

**Lesson Plan Requirements for Student Teaching**

Formal Taskstream Lesson Plans are required during student teaching using the following guidelines:

1) A formal Taskstream lesson plan is required during the first week that candidates assume the lead role in co-planning and co-teaching a new content area, for each time the subject is taught.

2) A formal Taskstream lesson plan is required for every formal supervisor observation.

3) When the teacher candidate has taken the lead role in co-planning and co-teaching a subject area for one week, the teacher candidate may move to an abbreviated form. This must include the standard, the objective, the assessment, a description of the learning activity [how candidates will guide students through the learning experience], and modifications.

4) Formal lesson plans should not exceed 5 per week. The number of formal lesson plans will vary.

5) Some form of lesson plans must be written for every day of teaching.

6) Supervisors may ask for brief reflections but may not require any extra assignments.
STUDENT TEACHING NOTEBOOK GUIDELINES

Each section should be sub-divided in a way that makes sense to the teacher candidate. This notebook should be organized, structured, attractive and useful to them in their position as a student teacher. Candidates should keep in mind the readability factor, as the Supervisor will view this notebook during each visit and the Mentor Teacher will also view.

SECTION I -- General Information

- Student and Class Information (seating chart, class roster, etc.)
- Daily Classroom Schedule
- School Information (names of school, supervising teacher and principal, address, phone number, office personnel, supervising teacher's phone number, other pertinent information)

SECTION II – Lesson Plans

- Weekly Lesson Plans
  - A copy of the Mentor Teacher’s plan book, as appropriate (note: be sure and highlight your role in co-teaching specific lessons). A copy of the weekly plans during the weeks that candidates take the lead in co-planning and co-teaching.
  - Formal and outlined Lesson Plans
  - Supporting materials (worksheets, etc.)
  - Self-reflections and analyses of formal lessons (those observed)
  - Instructional Units
  - Details of lesson plans:
    - A formal Task steam lesson plan is required for every observation by a supervisor.
    - A formal TaskStream lesson plan is required for every day in the subject that candidates take the lead in co-planning and co-teaching are taking the lead.
    - This may mean every day for some subjects (such as math and language arts), but only two or three for other subjects (such as science and social studies, depending upon how many times they are taught throughout the week.
    - After candidates have had a lead role in co-planning and co-teaching that subject for one week, the lesson plan may be written in an abbreviated form.
    - Each time candidates assume the lead role in co-teaching and co-planning a new subject area, formal TaskStream lesson plans are required.
    - The exact number of lesson plans will vary, but should not exceed 5 per week.

SECTION III – Observations and Reflections

- University supervisors Observation Feedback forms
- Mentor Teacher’s Analyses and Feedback (if any)
- Candidate’s daily reflections (do not need to be typed)
- Pre/post observation forms

SECTION IV – Miscellaneous

- Collection of ideas and materials gathered
- Copies of student (children) work
- Pictures (classroom, bulletin boards, etc.)
ELECTRONIC OBSERVATION FORM PROCEDURES AND POLICIES

*During Student Teaching observations, supervisors must use the electronic observation forms. These are emailed to the teacher candidate within 24 hours of the observation.*

[http://ed.fullerton.edu/edel/about-our-department/masters-program/](http://ed.fullerton.edu/edel/about-our-department/masters-program/)
Mentor Teacher Information
DESIRED QUALITIES OF MENTOR TEACHERS

Potential master teachers must:

- Be trained in co-teaching by CSUF
- 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
- 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 Mentor 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.)
MENTOR TEACHER STIPENDS

Mentor Teachers are provided a stipend from the University for mentoring teacher candidates during student teaching. They receive $125 for 5-week student teaching placements and $250 for 8-week student teaching placements. They do not receive a stipend for mentoring during fieldwork. Stipends are issued through district payroll systems and appear in a paycheck up to several months after the support has been provided. If Mentor Teachers have any questions about their payment, ask them to check with their district’s payroll or HR department.

MENTOR TEACHER ORIENTATION REQUIREMENT

Per the California Commission on Teacher Credentialing (CCTC) and CSU Fullerton’s approved SB 2042 document, University Supervisors must provide a pairs training to every Mentor Teacher and teacher candidate team, preferably prior to the candidate beginning his/her placement, using the Pairs Training PowerPoint Presentation. Mentor teachers must complete the exit signature card to verify they received the training. Supervisors turn in the exit card to the Program Coordinator.

*The PowerPoint and exit signature card are located on the Supervisor website.*

THANK YOU GIFTS FOR MASTER TEACHERS

A note from the supervisor is a courtesy.
MINIMUM STUDENT TEACHING EXPECTATIONS

Please review these expectations with the mentor teachers:

During full-time student teaching the teacher candidate should be engaged in co-planning and co-teaching from the first week.

*By the end of the first week, he/she should take the lead role in at least one subject.

*During the second week another subject should be added.

*This should continue until the teacher candidate has assumed the lead role for all the subjects during the day.

*In the 5-week assignment, the candidate should assume the lead responsibility for the entire day for one week.

*In the 8-week assignment, the student teacher should assume the lead 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 teacher candidate takes, the more benefits are derived.

WEEK(S) IN THE LEAD

Teacher candidates 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 as the lead teacher, taking the lead role in co-planning and co-teaching. In their final placement, teacher candidates are expected to spend two weeks as the lead teacher.

As the lead teacher, teacher candidates:

- take initiative for planning and teaching the majority of the lessons with the Mentor Teacher as the co-teacher.
- take the lead role in maintaining effective management and discipline with the Mentor Teacher as the co-teacher.
- take the lead role in assessing student work and maintaining student records with the Mentor Teacher as the co-teacher.
- take the lead role in communicating with family members and school personnel, as appropriate with the Mentor Teacher as the co-teacher.
Candidate Attendance Policies
FALL RECESS AND SPRING BREAK

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 attend classes during the CSUF spring break.

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

ABSENCES FROM STUDENT TEACHING

Candidates must complete 25 days of student teaching during one semester and 40 days during their final semester. Any missed days must be made up in order to receive a grade of credit for student teaching. Multiple missed days may result in a no credit in student teaching. Teacher candidates are to notify the school site, their Mentor Teacher and University supervisor when an absence occurs.

FINAL EXAM WEEK

Final exam week is a part of the regular semester and teacher candidates 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

Information shared with teacher candidates:

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 teacher candidate. 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 Rebecca Conran-Dunham, Assistant to the Dean at (657-278-4021) within 24 hours of the incident. If Rebecca Conran-Dunham is unavailable please contact Risk Management (657) 278-7346.

MANDATED REPORTER-CHILD ABUSE

Information shared with teacher candidates:

If a child reports any type of abuse to you or if you suspect abuse, as a teacher candidate, this is what the California Department of Social Services states:

CANRA (Child Abuse and Neglect Reporting Act) does not include "teacher candidates" in its definition of mandated reporters, and only refers to trainees/interns in reference to mental health professionals (marriage and family therapist, clinical counselor). All references to school personnel are either administrators or employees, except graduate assistants involved in coaching at public or private postsecondary institutions. So as long as the teacher candidate is not considered an employee in any way, they would not be a mandated reporter. However, PC (Penal Code) 11165.7 44(b) does encourage reporting by anyone who has direct contact with/supervision of children. ("...volunteers of public or private organizations whose duties require direct contact with and supervision of children are not mandated reporters but are encouraged to obtain training in the identification and reporting of child abuse and neglect and are further encouraged to report known or suspected instances of child abuse or neglect to an agency specified in Section 11165.9.") For more information: http://mandatedreporterca.com/faq/faq.htm
PLACEMENT REQUIREMENTS

GRADE SPAN REQUIREMENT
Per the SB 2042 document and state requirements, teacher candidates must have student teaching assignments in two of the following three grade spans:

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

*Note: TK is part of a two-year Kindergarten experience.

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

Each teacher candidate 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 it is not possible for a candidate 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 1st grade classroom in a supervised setting. The candidate’s cooperating teacher and/or principal may be asked to facilitate this request.

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

***In the case where it is not possible for a candidate to be placed in a classroom that has a minimum of 1 learner identified as GATE or with an identified special need, 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 cooperating teacher and/or principal may be asked to facilitate this request.

MIDDLE SCHOOL STUDENT TEACHING POLICY
Candidates may student teach in middle school settings only if 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.

FIELD REQUIREMENTS AND THE CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (Cal TPA)

Candidates base their responses to the Cal TPA on real students. In order to complete the assessment, candidates must have the following students in their classrooms.

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 GATE)

**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.)*

<table>
<thead>
<tr>
<th>Two-Semester Program and Combined Program</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tr>
<td>TPA Tasks: SSP, DI</td>
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<td>TPA Tasks: AL, CTE</td>
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<td>Focus students needed:</td>
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<td>Focus students needed:</td>
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<td>1 – EL</td>
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<td>2 – EL</td>
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<tr>
<td>1 – IC</td>
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<td>1 – SN</td>
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<tr>
<td><strong>Three-Semester Program</strong></td>
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<td>TPA Task: AL</td>
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<td>(planning only, no teaching)</td>
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<td>Focus students needed:</td>
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<td>1 – EL</td>
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<td>1 – SN</td>
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**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 (Reading Instruction Competence Assessment) REQUIREMENT**

One placement for all teacher candidates 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 teacher candidate can spend 15-20 hours in a first grade classroom. These hours can be completed any time during the program.

The 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 Cooperating 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.)
Substitute Teaching Policies
SUBSTITUTE TEACHING WHILE STUDENT TEACHING

Teacher candidates may substitute for their Mentor Teacher for PAY from the district, if……

1. It is for the teacher candidate’s own Mentor Teacher ONLY.

2. There is consensus from the Mentor Teacher and supervisor that the teacher candidate is ready to handle the task.

3. It is for a maximum of 2 days in a row and a maximum 5 days total during a single student teaching assignment.

Any other variation must be approved by the Coordinator of the Multiple Subject Credential Program.

Note: Candidates may not substitute teach during fieldwork hours in their 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 Candidates When They Struggle
SPECIFIC STANDARDS FOR CONTINUED PARTICIPATION IN MSCP PROGRAM

In order for teacher candidates to continue, they must meet Policy One (for more information: [http://ed.fullerton.edu/about-us/faculty-2/faculty-resources/](http://ed.fullerton.edu/about-us/faculty-2/faculty-resources/)) 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 mentor 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 then 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, mentor 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 is determined, in part, 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 MSCP Handbook

POLICY FOR PROFICIENCY IN WRITTEN AND SPOKEN ENGLISH

http://ed.fullerton.edu/about-us/faculty-2/faculty-resources/

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, mentor 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 mentor 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. Mentor teachers are not CSUF employees.
PROCESS FOR SUPPORTING CANDIDATES WHEN THEY STRUGGLE

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 candidate and the block leader in writing 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 form 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 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 candidate 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 (Mentor 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, mentor 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 remediate 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. Cooperating 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 contact. 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.

Note: The general rule is that contracts are written by the Block Leader, not the supervisor.
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 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 that was not completed previously. Note: There may be courses that 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 that was not completed previously. Note: There may be courses that must be repeated due to a change in the state mandated requirements.
Assessment, Coursework and Paperwork Policies
POLICY ON COURSEWORK COMPLETION

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

- All work 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 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 mentor teacher
- Fieldwork Evaluation from supervisor
- Record of Fieldwork Visitations from supervisor
- Student Teaching Evaluation from mentor teacher
- Student Teaching Evaluation from supervisor
- Student Teaching Narrative Evaluation from mentor teacher
- Student Teaching Narrative Evaluation from supervisor
- Student Teaching Observation Forms from Supervisor
- 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-California.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 above-mentioned forms are available on the following site:
http://ed.fullerton.edu/EDEL/MSCP_MasterTeacher.html