

## Mentor Teacher Requirements and Responsibilities

### Requirements

- Hold a Clear Teaching Credential.
- Have a minimum of three years of teaching experience or two years teaching experience plus completion of CSUF credential program.
- Come highly recommended by principal.
- Demonstrate exemplary teaching practices (as determined by the district and credential program).
- Create and maintain effective, engaging environments that promote learning for all students, including the implementation of culturally responsive instruction, anti-racism practices and appropriate scaffolds that promote learning and meet the needs of all students.
- Allow for teacher candidate to put into practice what is being learned in the credential program – allow for growth.
- Allow for teacher candidate to put into practice through observation, instruction, assessment and reflection - the California Teaching Performance Expectations (TPEs 1 to 7)
- Design instruction, informed by data and ongoing assessment, to maximize learning opportunities and provide access to the curriculum for all students.
- Demonstrate interest and ability in mentoring and coaching future teachers.
- Submit a certificate of completion to their principal and/or district office and/or CSUF placements coordinator to verify initial mentor teacher support/training. The Commission on Teacher Credentialing requires all mentor teachers certify that they have completed 10 hours of initial support/training.  
[http://fullerton.qualtrics.com/jfe/form/SV\\_b7NFCI7TV2RUzWd](http://fullerton.qualtrics.com/jfe/form/SV_b7NFCI7TV2RUzWd)

### Responsibilities

- Complete Coteaching/Co-Planning Training with CSUF.
- Implement Coteaching/Co-Planning model with teacher candidate.
- Attend Meet and Greet (virtual or in-person, depending) with block leader, teacher candidate and clinical coach at the start of the experience.
- Provide on-going mentoring and feedback to teacher candidate through co-planning, dialogue (listening, asking probing questions to facilitate reflection), and offering focused feedback.
- Encourage teacher candidate to implement practices from their coursework (including active literacy, mathematical and science and engineering practices) to demonstrate competency in the Teacher Performance Expectations (TPEs) and state content standards and frameworks.
- Confer regularly with CSUF Clinical Coach regarding candidate progress in meeting all the TPEs (1 to 7) and regarding any areas of concern.

- Permit teacher candidates to practice and implement practices, assessments and learning as described in the California Teaching Performance Expectations (TPEs 1 to 7)
- Permit teacher candidates to video record lessons for both clinical coach observations and to complete California's Teaching Performance Assessment. The CalTPA requires that general education teacher candidates document their work with students in classrooms through annotated video, samples of student work, and reflective writing.

### **Tips for your Coteaching Partnership with your Teacher Candidate**

- Prior to start, your teacher candidate will email you to introduce themselves – they would love to hear back from you!!
- Spend time learning about one other as people and as educators.
- Review safety information that pertains directly to your school.
- Introduce the teacher candidate to other teachers, office staff, school staff and administrators.
- Tour the school...staff work areas, staff lounge, adult restrooms, etc.
- Post the teacher candidate's name (Mr./Ms./Mrs. Smith) where you post your name (door, whiteboard, etc.).
- Send a note to families to let them know you will have a teacher candidate co-teaching with you.
- Provide a desk (preferably not a student-size desk) or designate a work area for the teacher candidate with supplies and copies of necessary manuals, textbooks, the current read-aloud book, etc.
- Provide a picture of the class or individual students with a class roster to help the teacher candidate learn names more quickly.
- Share daily schedule with teacher candidate.
- Make copies of your planbook for days of teacher candidate's fieldwork so they can plan for coteaching with you.
- Share that "bit of information" that matters: "There is a 'Peanut Free' table in the cafeteria" or "Staff members never park in Lot A."
- Share information on staff meetings, grade level planning, Open House, Back to School Night, conferences, school assemblies, etc. Your teacher candidate will benefit from these experiences.
- Discuss classroom management – class rules and expectations for student behavior as well as acceptable rewards and consequences. Encourage your teacher candidate to begin to use this classroom management with students.
- Start a shared folder with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.
- Leave an inspirational quote or article related to teaching on the candidate's desk that might spark an interesting discussion.

- Gestures of kindness, no matter how small, have a positive impact.

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## Fieldwork – Student Teaching

### Fieldwork

- Fieldwork is one day per week.  
9 weeks for first placement teacher candidates.  
6 weeks for second semester teacher candidates.
- Fieldwork – begins the second week of the CSUF semester. Day of the week differs, depends on the block (cohort) the teacher candidate is in.
- Fieldwork - they are expected to be in the classroom and ready to go 30 minutes prior to the school beginning bell and with you until 30 minutes after the school end bell. \*They have coursework during Fieldwork so we honor that they have readings, assignments, group work, etc.
- Fieldwork – the teacher candidate coteaches with the mentor teacher based on the mentor teacher's lesson plans. Teacher candidate is not lesson planning yet.
- Fieldwork – teacher candidate can be encouraged to take the lead in routines, read aloud, small group instruction, calendar, etc. Please use your discretion and the Teacher Candidate's comfort level to decide upon the level of involvement in the classroom.

### Student Teaching

- Student Teaching – after Fieldwork, the teacher candidate moves into Student Teaching - every day.
- Student Teaching is every day.  
5 weeks for first placement teacher candidates.  
8 weeks for second placement teacher candidates.
- Coteaching is happening!
- Teacher candidate is lesson planning – there is a gradual build – one content area per week and adding on each week.
- Teacher candidates take on the 'teacher day' time. 😊 Minimum expectation of 30/30 but a teacher day is much more!!
- Teacher candidates will take the lead.  
Last 1 week for first placement teacher candidates.  
Last 3 weeks for second placement teacher candidates.

\*\*Mentor teacher is the teacher of record. Mentor teacher and teacher candidate coteach together – unless the teacher candidate is subbing for the mentor teacher.

## Progression of Coteaching

- Coteaching Strategies:
  - One Teach – One Observe
  - One Teach – One Assist
  - Team Teaching
  - Station Teaching
  - Parallel Teaching
  - Supplemental Teaching
  - Alternative Teaching
- The goal is a partnership between mentor teacher and teacher candidate where the coteaching strategy used best meets the needs of the students!
- Coteaching will prepare the teacher candidate to take over the full leadership of the classroom during the last week/last three weeks of the placement, and ultimately their own classroom in the future.
- There is a gradual build and mentor teacher should use discretion about how much mentoring your candidate will need in each content area.
- The different co-teaching strategies will help you to communicate and model how to use high impact instructional practices, configure groups, differentiate curriculum, and assess student learning.
- It is important to remember that each strategy has a different learning outcome that is incredibly valuable for a beginning teacher to experience and consider.
- New Mentor Teachers – you just completed the Coteaching and Coplanning Training – thank you!  
Returning Mentor Teachers – you completed the training. If you would like a refresher, please let us know and we will send it to you!

## Co-Planning, Lesson Planning and Paperwork During Student Teaching

- Co-planning will take place during student teaching. This is an integral part of the learning for our teacher candidates as they will learn and gain so much from you and from the process of planning together. As the teacher candidate gains experience in the various content areas, their leadership in each of those areas will grow.
- Use co-planning time to share ideas together to maximize the learning for your students.
- Choose a day/time for co-planning that works best for you and your teacher candidate.
- Teacher candidates will co-plan with mentor teacher, prepare materials for lessons for which they are the lead, organize materials and prepare for the next day.
- Please help your teacher candidate to use their time before/after school appropriately and communicate what would work best for the both of you.
- Teacher candidate will create Abbreviated Lesson Plans for each new week of taking the lead in a content area.
- Teacher candidate will keep a Lesson Plan Book Style for following weeks in that content area.
- Teacher candidate will create formal lesson plans for clinical coach observations.
- Teacher candidate will communicate lesson plans with mentor teacher, as determined when/how by mentor teacher.
- Here is an example of what teacher candidate's planning might look like if they prove to be proficient each week – content areas do not need to be this order exactly – example only:

Week One – Abbreviated Lesson Plans for English Language Arts - Phonics

Week Two – Lesson Plan Book Style for English Language Arts - Phonics and Abbreviated Lesson Plans for English Language Arts – Reading Comprehension

Week Three – Lesson Plan Book Style for English Language Arts – Phonics, Reading Comprehension and Abbreviated Lesson Plans for Math

Week Four – Lesson Plan Book Style for English Language Arts – Phonics, Reading Comprehension and Math and Abbreviated Lesson Plans for Science

Week Five – Lesson Plan Book Style for English Language Arts – Phonics, Reading Comprehension, Math and Science and Abbreviated Lesson Plans for Health

Week Six – Lesson Plan Book Style for English Language Arts – Phonics, Reading Comprehension, Math, Science and Health and Abbreviated Lesson Plans for PE

Week Seven – Lesson Plan Book Style for English Language Arts – Phonics, Reading Comprehension, Math, Science, Health and PE and Abbreviated Lesson Plans for Social Science

Week Eight – Lesson Plan Book Style for English Language Arts – Phonics, Reading Comprehension, Math, Science, Health, PE and Social Science and Abbreviated Lesson Plans for Art

- Reading Language Arts Performance Objectives Sheet (paperwork)  
First Placement Teacher Candidates will give a copy to mentor teacher. Teacher candidate and mentor teacher will have a conversation about which objectives to strive to meet in current placement. \*Applicable to grade level/placement.

Second Placement Teacher Candidates will give a copy to mentor teacher. Copy will already have some initials from first placement. Teacher candidate and mentor teacher can have a conversation about which objectives need to be met depending on which did not get met in placement 1. Teacher candidate will ask for initials and signatures from mentor teacher and clinical coach at the end of student teaching.

- Final Signature Sheet (paperwork)  
Teacher candidate will ask for initials and signatures from mentor teacher and clinical coach at the end of student teaching.
- Teacher candidate will need to ensure that recordings are allowed in classroom/all students/which students. Teacher candidate will need to record lessons for clinical coach observations and for TPA. If class already has school permission letter, that is acceptable. Or, teacher candidate can provide CSUF letter to be sent home.

### Canvas with Clinical Coach

- Teacher candidate will put abbreviated lesson plans, lesson plan book style and formal lesson plans in Canvas.
- Teacher candidate will create weekly reflections – one per week of student teaching – put in Canvas – day/time determined by clinical coach.
- Observations – 6 observations total. 2 in-person and 4 recorded and uploaded to Canvas. Reflections to follow lessons with clinical coach.
- Formal Lesson Plans – 6 – one for each observation – upload them in Canvas.
- Permission to Record – Teacher candidate – ensure that you have permission to record in your classroom.



## **Subbing Protocol**

Teacher candidates can sub...

- For their mentor teacher on a Fieldwork day, and need to make up the day of Fieldwork.
- On their off days - when they don't have Fieldwork or coursework - for any teacher.
- For their mentor teacher during Student Teaching and do not need to make up the day.
- First Placement - can sub a total of 5 days.
- Second Placement – can sub a total of 12 days.
- \*\*Teacher candidate is encouraged to get sub permit in their placement district – but not required.
- \*\*Teacher candidate needs to have sub permit in the district in order to sub for their mentor teacher.

## **Clinical Coach**

- Clinical coach (supervisor) is your support person for your partnership.
- Clinical coach will be available via email, zoom and in-person.
- Clinical coach will conduct 6 observations of teacher candidate:
  - 4 recorded lessons – uploaded to Canvas – clinical coach and teacher candidate will meet via zoom to reflect on lesson
  - 2 in-person lessons – clinical coach and teacher candidate will meet after the lesson to reflect (please allow for 30 minutes for them to step out and chat)
- Please communicate to your clinical coach early with any concerns or questions – or positives! Early communication is always best to approach the concern.

## **Protocol for Concerns**

- Our best protocol is 1 – 2 – 3 Method:
  - 1 – One on One address any concern directly with teacher candidate.
  - 2 – If #1 does not result in progress or change, communicate to your clinical coach so the three of you can meet to discuss the concern.
  - 3 – If #1 and #2 does not result in progress or change, the clinical coach will reach out to the teacher candidate's block leader for additional support.
- Concerns may include – professionalism, being on time, being prepared, proactiveness, engagement, willingness to take in feedback, etc.

## Evaluations

- You will complete evaluation(s) for your teacher candidate.
- First placement teacher candidates – 1 Fieldwork Evaluation and 1 Student Teaching Evaluation.  
Second placement teacher candidates – 1 Student Teaching Evaluation.
- You will create/use existing username/password.
- Your clinical coach will provide you with the link in an email when the time arises.
- <https://ed.fullerton.edu/edel/mentor-teacher/>
- You will need your teacher candidate's CWID # (CSUF Campus Wide ID)
- Fieldwork Evaluation - You will evaluate the teacher candidate on professionalism and active role in the classroom.
- Student Teaching Evaluation – You will evaluate the teacher candidate on the 6 TPEs, give a brief narrative and on each content area. If you did not observe a content area, you will choose “No Evidence” and it will appear as a “0”.
- If you have any trouble with the evaluation system – please email your clinical coach and they will support you/contact CSUF IT for support.
- The following is a bit of help, with screenshots, on how to submit the evaluation – you need to completely submit – when you completely submit, your teacher candidate will get an emailed copy of your evaluation (that's how you will know you completed!).

- You may be asked to complete a quick survey of your language arts program – before you get to your teacher candidate’s evaluation.

**Multiple Subject Credential Program** College of Education

**Mentor Teacher Questionnaire** ✕

Please fill out the College of Education Mentor Teacher Questionnaire located in the following link:  
[http://fullerton.qualtrics.com/jfe/form/SV\\_aUWdIms1121azr](http://fullerton.qualtrics.com/jfe/form/SV_aUWdIms1121azr)

- Re-entering a saved evaluation** – If you saved the evaluation for later you will see “**Pending**” listed across from the evaluation on the status list. Click on the link and you will be able to go back in to review or revise your evaluation.
- Completing evaluations** – When you confirm and submit your evaluation a copy will be emailed to you and the candidate. Once submitted, the evaluation is marked as “**complete**” on the status list and no revisions can be made. If you need an additional copy you can choose to have another copy emailed to you or print another copy by clicking the link for email or print.

<b>Mentor Teacher:</b>	Melissa McCutcheon	<a href="#">Back to Login Page</a>
<b>Candidate's CWID:</b>	896462504	<a href="#">Click here to enter another CWID</a>
<b>Candidate's Name:</b>	Michelle Kim	
<b>Candidate's Email:</b>	<a href="mailto:michehk8@csu.fullerton.edu">michehk8@csu.fullerton.edu</a> ( <a href="#">Edit</a> )	<a href="#">Log off</a>

Evaluation	Placement	Status	Term
<b>Fieldwork Evaluation</b>	First semester placement (2-semester block)	Complete	<a href="#">Email</a>   <a href="#">Print</a>
	First of two placements (3-semester block)		Fall 2021
	Second and Final Placement (3-semester block)		
	First semester placement (4-semester block)		
<b>Student Teaching Evaluation</b>	5-week placement	Pending	-- --
	Narrative Evaluation (5-week placement)	--	
	8-week placement		
	Narrative Evaluation (8-week placement)		

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- Once you do the survey of your Language Arts program, you may continuously get this pop-up message. Simply click anywhere on the screen – other than on this message – so you can get past this message and get to the teacher candidate's evaluation.

Click on “Add New” under Status next to....

Fieldwork First Semester Placement OR

Student Teaching Evaluation – 5 Week Placement (first semester placement) OR

8 Week Placement (second semester placement)

make changes at a later date, or you can [confirm and submit](#) the evaluation to email as complete.

- Re-entering a saved evaluation** – If you saved the evaluation for later you will see “**Pending**” listed across from the evaluation on the status list. Click on the link and you will be able to go back in to review or revise your evaluation.
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Evaluation	Placement	Status	Term
Fieldwork Evaluation	First semester placement (2-semester block)	Complete	<a href="#">Email</a>   <a href="#">Print</a>   Fall 2021
	First of two placements (3-semester block)		
	Second and Final Placement (3-semester block)		
	First semester placement (4-semester block)		
Student Teaching Evaluation	5-week placement	<a href="#">Add New</a>	
	Narrative Evaluation (5-week placement)	--	
	8-week placement		
	Narrative Evaluation (8-week placement)		

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- Click on “Confirm and email this eval” when complete.

**Grading Criteria (based on overall average):**

<ul style="list-style-type: none"> <li>First student teaching placement (5-week)               <ul style="list-style-type: none"> <li>CR = 2.0-4.0</li> <li>NC &lt; 2.0</li> </ul> </li> </ul>	Final student teaching placement (8-week) <ul style="list-style-type: none"> <li>CR = 2.85-4.0</li> <li>NC &lt; 2.85 and/or any emerging ratings</li> </ul>
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Note: This evaluation represents only a portion of the criteria assessed for student teaching. Additional criteria will be assessed by the block leader to determine the final grade for EDEL 439.

-- End of Survey --

[Save the eval for later review](#) | 
 [Confirm & email this eval](#) | 
 [Print this eval](#) | 
 [Log off](#)

- Click on the black button – “Submit” when you are all set to be complete.

CALIFORNIA STATE UNIVERSITY, FULLERTON

## Multiple Subject Credential Program

College of Education

### *MSCP Student Teaching Evaluation*

#### *You chose to confirm this evaluation!*

Once you confirm this evaluation, you **will not be able to edit or change** your evaluation results. After you submit the evaluation an email will be sent to you and the candidate for record.

**If you are not sure** you want to confirm this evaluation, click [the Review Page](#) to review the evaluation again.

**If you are sure** you want to confirm this evaluation, click the submit button below.

Submit



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- This is what you will see when you completed!

CALIFORNIA STATE UNIVERSITY, FULLERTON

## Multiple Subject Credential Program

College of Education

### *MSCP Student Teaching Evaluation*

#### *Email Confirmation*

This evaluation has been sent by email to you and the candidate. You can also [print this evaluation](#) for your record.

[| Back to Login Page](#) | [Begin another evaluation](#) | [Log off](#) |



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## Stipends

- \$125 – First placement teacher candidate
- \$250 – Second placement teacher candidate