WHAT EVERY MASTER TEACHER SHOULD KNOW
FOR MASTER TEACHERS OF TEACHER CANDIDATES BEGINNING SPRING 2015 THROUGH FALL 2015

To Our Master Teachers: Thank you for your participation in the preparation of the CSUF Single Subject Credential Program (SSCP). This brochure will provide you with pertinent information about our two-semester program. Here are a few important characteristics of our teacher candidates:

- **21st Century Teachers:** Our teacher candidates are ready to address Common Core State Standards, CA Content Standards, and new ELD Standards in their lesson planning and delivery to promote college and career readiness. In addition, they are oriented to the Smarter Balance Assessment process.
- **Digital Teachers:** Our teacher candidates are prepared to use technology to support teaching and learning in 21st century learning environments.
- **Subject Matter Specialists:** Our content-specific emphasis provides candidates with content-specific methods, student teaching seminar, and supervision to insure that candidates are skilled in designing and implementing lessons that engage and support students in learning. ELA, math, and science teacher candidates complete over 40 hours of training in how to address Common Core State Standards for ELA and Math, and the Next Generation Science Standards.
- **Collaborative Teachers:** Our program prepares candidates to co-teach with colleagues, including master teachers, special education teachers, ELD teachers, and instructional aides.
- **Practiced Teachers:** In our field-based program, candidates will spend 36 weeks in their classroom setting, with emphasis on observing effective teaching, lesson plan development and delivery, and using research-based formative and summative assessments. Our model of gradual induction and co-teaching eases the candidate into teaching responsibilities by requiring them to assume more and more responsibilities until they are well-prepared for full responsibility of three periods of teaching, thus insuring success for both the candidate and their students.

The role of the Master Teacher in the growth and development of a Teacher Candidate is critical. We at CSU Fullerton know that it takes time, guidance, and commitment to successfully support a Teacher Candidate, and we are grateful for your efforts towards this end. We join you in this endeavor with our commitment to provide the best, research-based foundation through our program courses and through our ongoing advisement of Candidates. Together we can prepare Candidates to become reflective practitioners who work to meet the needs of all students in the classroom using differentiated instruction, technology and innovative strategies as well as thoughtful lesson planning. We appreciate your joining us as we work towards this vital and significant responsibility to develop outstanding future educators.

**FIELDWORK START AND END DATES**

**FIRST SEMESTER (SPRING 2015)**

START DATE: January 20, 2015  
END DATE: Last Day of Public School Semester

As a professional courtesy, First Semester Candidates are expected to remain in their school settings until the end of the public school semester. This includes CSU Fullerton fall and spring breaks.

**SECOND SEMESTER (FALL 2015)**

START DATE: First Day of Public School Semester  
END DATE: Last Day of Public School Semester

Second Semester Candidates are expected to be present in their school settings from the beginning to the end of the public school semester. This includes public school teacher work days and CSU Fullerton fall and spring breaks.

**MASTER TEACHER ORIENTATIONS: TBA**

Information will be provided by your Teacher Candidate during the first week of fieldwork. Orientations will be held in late January. Master teachers need to attend only one.

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Single Subject Credential Program [ed.fullerton.edu/seced/future-students/credential-programs/](ed.fullerton.edu/seced/future-students/credential-programs/)

Online Evaluation System [coeapps.fullerton.edu/edscassess/](coeapps.fullerton.edu/edscassess/)

Single Subject Credential Program Director: Dr. Victoria Costa [vcosta@fullerton.edu](mailto:vcosta@fullerton.edu)
**Teacher Candidate Academic Attire**

When on school sites and at the district offices, Teacher Candidates should be attired in academic dress. This includes nice pants and shirt with collar for men and a nice pant outfit or dress for women. Skirts should be a reasonable length and clothing should not be revealing.

When on the playing fields, Teacher Candidates should be attired in appropriate dress for the sport or physical education activity in which they are engaged. This includes appropriate coaching attire with a T-shirt, polo shirt, or sweatshirt with the school name and/or logo. Appropriate footwear should also be worn.

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**FIRST SEMESTER SCHEDULE OF GRADUAL INDUCTION USING CO-TEACHING STRATEGIES**

**CANDIDATES:**

- **January-February**
  - Complete Program Orientation and Observe Effective Teaching (EDSC 440F)
  - While Gradually Becoming More Involved (SPRING 2015)

  Participate in CSUF Orientation.
  - Report to school assignment.
  - Meet with school personnel.
  - Meet with Master Teachers to further articulate responsibilities.
  - Introduce themselves to school administrators and staff.
  - Observe effective teaching in three periods.
  - Monday—Thursday.
  - Learn students’ names in the three classes.
  - Gain access to lesson plans, unit plans, and other instructional organization instruments.
  - Examine the form and content of lesson plans.
  - Identify and review specialized software.
  - Identify and review assessments and evaluation instruments.
  - Participate in co-teaching strategies.
  - Complete TPA Task 1 Subject-Specific Pedagogy.

- **March-May**
  - Become Fully Involved in Instruction (449E)

  Gradually move towards becoming more involved with instruction.
  - Lead and participate in co-teaching strategies.
  - Assist and gradually lead during guided and individual practice.
  - Prepare and teach small class segments or entire periods.
  - Develop lesson plans for Master Teacher review.
  - Introduce substantive units or parts of units.
  - Gradually become involved with the management of the classroom.
  - Gradually become involved in student assessment.
  - Develop, administer, and assess quizzes, tests, and projects.
  - Develop grading rubrics.

  Be observed and evaluated by University Supervisor and Master Teacher(s).

  Prepare for and complete TPA Task 2.

  Prepare for Second Semester.

  Review evaluations to consider ways to improve teaching performance during the second semester of the program.

  Debrief with Master Teacher(s) and create an outline for the 18 weeks of the following semester.

  Locate instructional resources.

  Make arrangements for second semester (space, keys, responsibilities, & needs).

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**KEY FEATURES OF THE FIRST SEMESTER**

**GRADUAL INDUCTION OF RESPONSIBILITIES**

- The **FIRST SEMESTER OF GRADUAL INDUCTION** (blue box at right) provides a timeline for how your Teacher Candidate will gradually assume responsibilities for your class.
- Candidates will be in their fieldwork placement from January 20, 2015 to the last day of the public school semester (Monday—Thursday).
- The first month of fieldwork focuses on observing and assisting in effective teaching. Candidates are responsible for participating in the equivalent to **THREE PERIODS of classroom instruction**.

**COURSEWORK**

- In addition to fieldwork, candidates complete:
  - A general pedagogy course that focuses on lesson planning, assessment planning, and the classroom environment;
  - A content-specific methods course; and
  - A course on supporting English Language Learners.

**TEACHING LESSONS**

- **Beginning March 9,** candidates will continue their fieldwork placement Monday—Thursday fulfilling requirements for 449E. Candidates should become more involved in instruction and develop skills in planning, implementing, and reflecting on instruction, assessment, and classroom management.
- When candidates teach a full lesson, they must use a **FORMAL LESSON PLAN** and make this plan available for your review prior to the beginning of the lesson.
- When candidates teach a full lesson, they are required to **INTRODUCE THE LESSON OBJECTIVES** both verbally and on the board. They are also required to provide verbal closure to the lesson.
- Although you are not required to conduct formal observations, **REGULAR VERBAL AND/OR WRITTEN FEEDBACK** is very helpful.
- Candidates will be formally **OBSERVED BY UNIVERSITY SUPERVISORS** a minimum of two times a semester.

**TEACHING PERFORMANCE ASSESSMENT (TPA)**

- **TPA Tasks 1 and 2** will be completed during the first semester.
- In order to meet TPA requirements, your candidate MUST be in classrooms with access to:
  - Three different designated **ENGLISH LANGUAGE LEARNERS**.
  - Three different **STUDENTS WITH DESIGNATED SPECIAL NEEDS**.

**MASTER TEACHER RESPONSIBILITIES**

- Attend Master Teacher Orientation (dates/times to be announced)
- Complete the following evaluations:
  - MT Verification of Assignment (due Friday, January 30)
  - TPE Level of Proficiency: First Semester (due Friday, May 15)
- Formal evaluations must be completed via our **ONLINE EVALUATION SYSTEM**. Access this system at coeapps.fullerton.edu/edscassess/. To complete the evaluation, you will need your Candidate’s name, CWID (campus wide identification number) and email address. A helpful tutorial podcast on this system is also available at this site.

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**The First Semester: Gradual Induction (SPRING 2015)**
**LESSON PLAN POLICY**

Below are the minimal requirements for lesson plan preparation during the first semester of the program.

- **Submission of Lesson Plans in First Semester:** To demonstrate understanding of appropriate format, objectives, standards, instructional activities, and assessments, Teacher Candidates are required to submit lesson plans as part of the assignments for their first semester courses. These plans may be for teaching during the first or second semester of the program. Candidates are required to demonstrate proficiency in daily and unit lesson planning before they may continue to the full induction semester.

- **Submission of Lesson Plans in Second Semester:** Second semester Teacher Candidates are required to submit lesson plans in advance of their teaching. Teacher Candidates are required to submit weekly detailed lesson plans to the 449S seminar instructor and their Master Teachers by 8:00 am on the Monday of the week of instruction and maintain a Lesson Plan Notebook that is available for Master Teacher, Supervisor, and Subject Area Coordinator review. Weekly lesson plans and the Lesson Plan Notebook will be formally assessed by the 449S instructor.

- **Use of a Lesson Plan when Teaching:** Teacher Candidates are NOT ALLOWED to teach without a formal, written lesson plan. Plans may be initiated by the Master Teacher or the Candidate, but must include all required elements of the Department of Secondary Education Lesson Plan Format, which includes Common Core and California content standards, instructional objectives, teacher and student activities, and assessment of student learning. The Teacher Candidate must provide the University Supervisor a copy of the lesson plan at least 24 hours in advance of the scheduled observation of classroom practice.

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**FIELDWORK ATTENDANCE POLICY**

The Teacher Candidate is responsible for regular and punctual attendance in the fieldwork assignment. Excessive absences (above 10%) may result in recommendation for removal from the Program.

Candidates may not miss university classes to attend public school class activities, or to substitute teach.

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**The CSUF SSCP Co-Teaching Model of Teacher Preparation**

The CSUF SSCP Co-Teaching Model of Teacher Preparation encourages the use of co-teaching strategies to help the Teacher Candidate develop skills in effective instruction while also supporting secondary students to the fullest extent possible.

Co-Teaching strategies are taught, modeled, and practiced during the First Semester; Teacher Candidates and Master Teachers are encouraged to use these strategies throughout the student teaching experience.

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**CO-TEACHING STRATEGIES**

Time and collaboration is needed for planning as the MASTER TEACHER (MT) and TEACHER CANDIDATE (TC) work together to decide which of the following seven strategies would best fit the curriculum, needs of students, and school schedule. There will be some weeks during 440F when students will be expected to use specific co-teaching strategies.

- **One Teach, One Observe** is recommended for the beginning of the First Semester as MT teaches all students and TC observes instruction and behavior, continuing as appropriate during the remainder of the year; roles reverse as year progresses.

- **One Teach, One Assist** is recommended after the beginning of the First Semester as MT teaches and TC assists by monitoring behavior or corrects assignments or lends a voice to students or comments; roles reverse and/or alternate as the year progresses.

- **Supplemental Teaching** is recommended after the beginning of the First Semester and continuing as appropriate as one person teaches students at grade level and the other teaches students who need remediation or additional support; roles reverse and/or alternate as the year progresses as appropriate.

- **Alternative (Differentiated) Teaching** is recommended after the beginning of the First Semester as each person uses a different approach to the material; roles reverse and/or alternate as year progresses as appropriate.

- **Team Teaching** is recommended after the beginning of the First Semester as MT and TC actively teach all students together, continuing as appropriate.

- **Station Teaching** is recommended at the end of the First Semester as both MT and TC lead stations along with independent stations, continuing as appropriate.

- **Parallel Teaching** is recommended at the end of the First Semester and continuing through Second Semester as appropriate with MT and TC teaching the same lesson in the same way to different groups of students, continuing as appropriate.

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**WHAT IS CO-TEACHING?**

Co-Teaching occurs when the teacher of record at a school site (the Master Teacher) collaboratively teaches with a Teacher Candidate. They share the planning, organization, delivery, and assessment of instruction as well as physical space from the beginning of the teacher candidate’s placement.

This model provides for consistent mentoring for the Teacher Candidate while allowing students to receive help when and how they need it from two professionally-prepared adults in the classroom.
Key Features of the Second Semester

TEACHING RESPONSIBILITIES

- The Teacher Candidate is RESPONSIBLE FOR PARTICIPATING IN THREE PERIODS OF CLASSROOM INSTRUCTION PLUS A PLANNING/CONFERENCE PERIOD, for the FULL 18 WEEKS of the public school semester (Monday-Friday). If the school is on a block schedule, please contact the Subject Area Coordinator.
- Your Teacher Candidate will be OBSERVED REGULARLY BY A UNIVERSITY SUPERVISOR, who will also meet with you.

COURSEWORK

- In addition to fieldwork, Candidates complete a content-specific seminar on issues related to teaching and the Teaching Performance Assessment seminar.

TEACHING PERFORMANCE ASSESSMENT

- Candidates complete TPA Tasks 3 and 4.
- In order to meet Teaching Performance Assessment requirements, your Teacher Candidate will need to videotape his/her teaching.

EVALUATION OF CANDIDATE PERFORMANCE

- The Teacher Candidate will be evaluated by THE MASTER TEACHER and the Supervisor at weeks 7 and 15 (corresponding to the CSU Fullerton semester). Evaluations must be completed online at http://coeapps.fullerton.edu/edscassess/ as follows:
  - TPE Level of Proficiency: Midterm Evaluation (due October 30)
  - TPE Level of Proficiency: Final Evaluation (due December 15)
- Problems with instruction, assessment, and/or classroom management should be REPORTED PROMPTLY to the Supervisor so that an intervention plan may be established.

SUGGESTIONS FOR SUCCESS

Please Do

- Participate in Co-Teaching with your Candidate.
- Be as POSITIVE, REINFORCING, and AVAILABLE as possible.
- Be SPECIFIC with suggestions; use examples.
- MODEL effective teaching strategies and behaviors.
- TALK THROUGH the lesson planning and assessment process.
- Liberally provide RESOURCES and STRATEGIES.
- ANTICIPATE the Teacher Candidate’s needs.
- INTRODUCE the Teacher Candidate to other faculty.
- INFORM the Teacher Candidate of professional development opportunities.
- DEMONSTRATE how to recover from mistakes.
- Provide DIRECTION and SUPPORT in classroom management and student motivation techniques.

Please Do Not

- ABANDON your Teacher Candidate physically, intellectually, or professionally.
- INTERVENE unnecessarily when the Teacher Candidate is delivering a lesson or unit.
- CORRECT the Teacher Candidate in front of students.

HOW TO SUPPORT YOUR TEACHER CANDIDATE

PHYSICAL CONVENIENCES: The Master Teacher should provide

- access to a mailbox and a room key (if permitted under district policy).
- a place in the classroom to work and store materials.
- space on the blackboard/whiteboard for use by the Candidate.

INFORMATION: The Master Teacher should provide information about

- the school, department, and curriculum.
- attendance and other record-keeping procedures.
- disciplinary procedures and legal requirements.
- district workshops and appropriate professional development opportunities.
- the availability and use of instructional media.
- resources for supporting students with specific needs.
- communicating with parents/guardians/families.

TIME COMMITMENT: The Master Teacher should provide time for

- observation of the Candidate during instruction.
- collaboration for co-teaching activities
- ongoing conferences on lesson development and implementation.
- planning instruction and assessment.
- ensuring social interaction with Master Teacher and other teachers.

SUPPORT: The Master Teacher should

- treat the Candidate as a peer and colleague, but expectations should be consistent with the Candidate as a beginning teacher.
- emphasize support and guidance over evaluation.
- take joint responsibility for co-teaching
- take joint responsibility for solving problems.

CURRICULAR HELP: The Master Teacher should

- serve as resource person, providing appropriate instructional resources.
- help the Candidate develop lesson plans that meet department, school, and district requirements.
- review all lesson plans and materials to be used by the Candidate.
- ensure that student assessment procedures are appropriate.
- assist in co-grading early in the semester.
- collaborate with your Candidate in co-teaching lessons
- model instructional and classroom management techniques.
- work with the Candidate to facilitate parent contact and parent conferences.
- share teaching materials and files.
- assist in the development of materials and assessments related to the instruction of ELL, struggling readers, and special populations.

EVALUATION: The Master Teacher should

- meet regularly with the University Supervisor to provide updates on progress.
- provide ongoing feedback to the Candidate.
- suggest strategies to address areas of weakness.
- monitor Candidate attendance during the semester.
- complete online mid-term (second semester only) and final evaluation each semester.
- use the Teaching Performance Expectations as a guide for expectations and evaluation of Candidate performance.