SINGLE SUBJECT CREDENTIAL PROGRAM MENTOR TEACHER BROCHURE

We welcome you to attend a Mentor Teacher Orientation meeting at your convenience. You can access **the schedule of meetings** here: http://ed.fullerton.edu/seced/sscphandbook/roles-responsibilities/Mentor_teachers.php

WELCOME

Welcome to the Single Subject Credential Program at CSUF. We want to express our sincere gratitude for welcoming our student teacher into your classroom, and for supporting and mentoring them through their student teaching experience. We truly honor your teaching expertise and appreciate your willingness to share this expertise with our students.

STUDENT TEACHING ATTENDANCE POLICY

Teacher Candidates must be punctual and present in their student teaching assignment on a regular basis. Excessive absences and/or tardiness will result in recommendation for removal from the program. Please notify the Subject Area Coordinator as soon as any concerns arise.

TEACHER CANDIDATE PROFESSIONALISM

Teacher Candidates should exhibit professionalism at all times. All lessons, work product, and interactions with students and faculty must reflect a professional and dedicated approach to teaching. Additionally, Teacher Candidates should dress in professional attire according to the common standard of the school.

CREDENTIAL PROGRAM HANDBOOK

All detailed program requirements, policies, protocols and resources can be found in the online SSCP Handbook.
http://ed.fullerton.edu/seced/sscphandbook/

FIRST SEMESTER FIELDWORK

- **Teacher Candidates are assigned to** fieldwork observations in partner schools (virtual, on campus, or both) **in their credential subject area.**
- Teacher candidates will engage in **observational field work that comprises a minimum of 120 hours during the last 8 weeks of the CSUF semester (approximately mid-October for start time, 3 periods per day suggested).** The intent of the observational field work is to get acclimated to the classroom. The 120-hour minimum observation is time towards the CTC requirement of 600 hours total.
- Additionally, **teacher candidates will complete CalTPA Cycle 1 during this semester, so they will need to be permitted to plan, teach, and video a few times to acquire appropriate clips for this CTC required assessment.**
- There will be no formal observations by supervisors this semester.
- MTs may be asked to complete documentation required by the CTC.

SECOND SEMESTER STUDENT TEACHING

- Teacher candidates will co-plan and co-teach for the equivalent of 5 periods per day. Teacher candidates will **engage in fieldwork/student teaching: 5 hours/day x 5 days/week x 18 weeks-minimum= 450 hours. This is a change from previous years.** Teacher Candidates are expected to remain in their placements till the end of the school site's semester.
- Teacher candidates **are required to have a daily conference period dedicated to meeting with parents and school personnel as necessary, and a daily planning period for lesson planning, grading, and other school-related work. They need to meet with their Mentor teacher regularly for coaching, mentoring and feedback.**
- Teacher candidates will complete CalTPA Cycle 2, which again requires planning, teaching, and video.
- There will be six (6) formal observations and evaluations by supervisors, either by video evaluation or face to face evaluation.
- MTs will be required to complete documentation and evaluations required by the CTC.
- Teacher candidates and Mentor Teachers will engage in a co-plan/co-teach model with some required solo teaching.

GRADUAL INDUCTION

- Gradual induction is the process of shifting roles of instructional leadership and classroom management from the Mentor Teacher to the Teacher Candidate over the student teaching experience.
- In the gradual induction model, the Mentor Teacher shifts from primary instructional leader during the first few weeks of student teaching to co-teacher and support provider for the remainder of the student teaching experience.
- Additionally, we advocate for a co-teaching model in which both the Mentor teacher and teacher candidate co-plan and co-teach throughout the student teaching experience.
- To aid Mentor Teachers in the gradual induction process, we have provided a resource that outlines the Mentor Teacher and Teacher Candidate responsibilities within four phases of gradual induction. The resource can be accessed here: http://ed.fullerton.edu/seced/sscphandbook/program-design/gradual-induction.php

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IMPORTANT UNIVERSITY CONTACTS

The **Subject Area Coordinator** oversees the Teacher Candidates throughout the arc of the program, both university coursework and fieldwork. They are your first point of contact for any questions or issues. Please do not hesitate to contact the SAC at the earliest sign of an issue or problem.

Art – Ms. Betsy Holster
(eholster@fullerton.edu)
English – Dr. Kira LeeKeenan
(kleekeenan@fullerton.edu)
Foundational Level Math – Dr. Patrice Waller
(pwaller@fullerton.edu)
Mathematics – Dr. Alison Marzocchi
(amarzocchi@fullerton.edu)
Music – Dr. Dennis Siebenaler
(dsiebenaler@fullerton.edu)
Physical Education – Dr. Debra Patterson
(dpatterson@fullerton.edu)
Science – Dr. Antoinette Linton
(alinton@fullerton.edu)
Social Science – Dr. Laurie Hansen
(lahansen@fullerton.edu)
World Languages – Dr. Fernando Rodriguez-Valls (frodriguez-valls@fullerton.edu)

The **University Fieldwork Supervisor** oversees the student teaching portion of the program for their assigned Teacher Candidates. They communicate regularly with the SAC about student teaching progress, issues and concerns. You are encouraged to communicate all issues and concerns to them as soon as they arise.

The **CalTPA Coordinator** oversees the completion and submission of both assessment cycles. Please contact the coordinator with any specific questions and/or issues regarding the requirements of the CalTPA.
Dr. Laurie Hansen (lahansen@fullerton.edu)

The **SSCP Director** oversees program-wide policies and procedures, including the online evaluation system. Do not hesitate to contact the SSCP Director for any issues and/or technical difficulties with the evaluation system.
Dr. Maria Grant (mgrant@fullerton.edu)

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STUDENT TEACHING SUPERVISION

- Teacher Candidates are assigned a University Fieldwork Supervisor to monitor their progress in student teaching.
- The supervisor will observe the Teacher Candidate **six times during the student teaching semester** for various durations of time. These observations may be in-person or through synchronous or asynchronous video capture.
- Observations may include any aspect of daily teacher practice including lesson planning, assisting students, small group instruction/support, assessment, teaching lesson segments, or teaching a lesson in its entirety. The type of observation will depend on how long the Teacher Candidate has been in the field and what responsibilities they have taken over in the classroom.
- The Supervisor will communicate with the Teacher Candidate after each observation to provide coaching and feedback on their progress.
- The Supervisor will also communicate with the Mentor Teacher regularly to discuss any issues or concerns.

STUDENT TEACHING EVALUATION

- Teacher Candidates will be formally evaluated by both Mentor Teachers and Supervisors twice during their student teaching semester via the University Online Evaluation System.
- Due dates for the evaluations are March 15 and May 5 for students that student teach in the Spring (Fall student teaching due dates are Oct 15 and Dec 5.).
- Formal evaluations will be based on the six categories of the Teaching Performance Expectations as directed by the California Commission on Teacher Credentialing.
- The full text of the TPEs can be accessed here: https://www.ctc.ca.gov/educator-prep/program-standards
- **The Online Evaluation System can be accessed here:** http://coeapps.fullerton.edu/edscassess/

CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (CalTPA)

- The California Commission on Teacher Credentialing requires all Teacher Candidates take and pass the CalTPA as part of their teacher preparation in California.
- The CalTPA includes two cycles of assessment:
  - Cycle 1: Learning About Students and Planning Instruction
  - Cycle 2: Assessment-Driven Instruction
- Cycle 1 will be completed in the first semester, and Cycle 2 will be completed in the second semester.
- Both cycles require videotaping of one or more lessons by the student teacher. All districts have been notified of this requirement and have policies in place for video capture.
- The Mentor Teacher is encouraged, but not obligated, to provide support and feedback on the Teacher Candidate's CalTPA assessment.
- CalTPA resources can be found in the SSCP Handbook and at the state testing site: https://www.ctcexams.nesinc.com/