

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/master_teachers.php



STUDENT TEACHING DATES

Teacher Candidates are required to be in their field placement for a total of 600 hours. Those who start student teaching in the fall will begin shortly after the start of the school year once placement is confirmed. They will continue at the school site until the end of the academic year. Those who start in the spring will begin shortly after the start of spring semester and will continue until the end of the fall semester (summer recess not included).

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/index.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.

FIRST SEMESTER

- Teacher Candidates will engage in observational field work that comprises a minimum of 150 hours. Three periods per day are suggested. The intent of the observational field work is to get acclimated to the classroom.
- Teacher candidates will complete CalTPA Cycle 1 during the first 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.
- Clinical Coaches will conduct a meet and greet, two (2) observations, and an end of semester TPE evaluation.
- Mentor Teachers may be asked to complete documentation required by the CTC.

SECOND SEMESTER

- Teacher candidates will engage in fieldwork/student teaching: 5 hours/day x 5 days/week x 18 weeks-minimum= 450 hours.
- They are required to have a daily conference period dedicated to meeting with parents and school personnel as necessary, and 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.
- Clinical Coaches will conduct six (6) formal observations and midterm and final TPE evaluations.

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 in the first three months of student teaching to co-teacher and support provider for the remainder of 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>
Please note: The rate of gradual induction and the responsibilities defined within are solely at the discretion of the Mentor Teacher and dependent on the Teacher Candidate's readiness to move forward in the classroom. We rely on the Mentor Teacher's expertise to coach the Teacher Candidate as they see fit.

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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

(kleekeen@fullerton.edu)

Foundational Level Math – Dr. Mallika Scott

(mhscott@fullerton.edu)

Mathematics – Dr. Cherie Ichinose

(cichinose@fullerton.edu)

Music – Dr. Gregory Whitmore

(gwhitmore@fullerton.edu)

Physical Education – Dr. Debra Patterson

(dpatterson@fullerton.edu)

Science – Dr. Antoinette Linton

(alinton@fullerton.edu)

Social Science – Dr. William Toledo

(wtoledo@fullerton.edu)

World Languages – Dr. Fernando Rodriguez-Valls

(frodriguez-valls@fullerton.edu)

The **University Clinical Coach** 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 **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)

STUDENT TEACHING SUPERVISION

- Teacher Candidates are assigned a University Clinical Coach to monitor their progress in student teaching.
- The Clinical Coach will observe the Teacher Candidate **two times during the first semester** and **six times during the second semester** for various durations of time. These observations may be 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 Clinical Coach will communicate with the Teacher Candidate after each observation to provide coaching and feedback on their progress.
- The Clinical Coach will also communicate with the Mentor Teacher regularly to discuss any issues or concerns.

MENTOR TEACHER STUDENT TEACHING EVALUATION

- Teacher Candidates will be formally evaluated by Mentor Teachers twice during **Semester 2** via the University Online Evaluation System.
- First semester: Verification that the placement meets CTC criteria are due when placement begins. End of first semester Dispositions form are due Dec 5 (Fall starts) or May 5 (Spring starts).
- Second semester: Midterm TPE evaluations are due March 15 (Fall starts) or Oct 15 (Spring starts). End of second semester TPE evaluations are due May 5 (Fall starts) or Dec 5 (Spring starts).
- 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: <https://apps.fullerton.edu/sectep-mentor>

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.
- 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/>



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