

## CHAPTER 8

### Master Teachers Roles and Qualifications

This chapter includes information on the roles and responsibilities of serving as a master teacher for the California State Fullerton Education Specialist Credential Program.

Quality support and assessment of students during fieldwork and directed teaching is critical to the growth and development of new teachers, and the role of the master teacher is highly valued.

#### ***Welcome to Master Teachers***

Dear Master Teacher:

Thank you for your willingness to support the development of an Education Specialist candidate/intern to be a part of your classroom. We recognize and appreciate the critical role you play in preparing new teachers.

This chapter includes information on the qualifications and responsibilities of serving as a Master Teacher or Support Provider for the California State Fullerton Education Specialist Credential Program.

We have organized this chapter in the following categories:

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Thank you, once again for your cooperation and interest in developing new teachers. You play an invaluable role in their education and we truly appreciate your time and dedication. If you have any questions or concerns, please contact your student teacher's University supervisor or program personnel (see Appendix A Contacts and Resources).

The students, faculty, and staff in the Department of Special Education welcome you to your role as a Master Teacher/Support Provider.

#### ***Qualifications for Master Teachers***

The Master Teacher has been screened and judged to be a superior teacher who will serve both as a role model and also as an excellent mentor for the student teacher who is to complete his/her professional education by taking charge of the classroom on a gradual schedule.

When we worked with your district to assign you to this important role, your district administrator determined that you met the following criteria:

- You are certified and experienced in the area of the appropriate credential;
- You have taught for at least three years;
- You have been trained to support novice teachers (as a district BTSA support provider, district mentor teacher, or CSU Fullerton Intern Support Provider);
- You have been appropriately evaluated and recognized by the institution, and;
- You have provided a model consistent with the best practice.

### ***Responsibilities of the Master Teacher***

**The master teacher is expected to:**

1. Help the student teacher feel at home in the school by introducing him/her to other faculty members, inviting him/her to faculty affairs and P.T.A. meetings, and extending other courtesies such as inclusion in pre-service, in-service, and orientation meetings. The master teacher should help the student teacher become acquainted with the school plan and as far as possible the total school program.
2. Inform the student teacher of the school calendar (holidays, special events, etc.).
3. Prepare the pupils in the class for the coming of a student teacher; create an atmosphere of acceptance by introducing him/her as a fellow teacher and co-worker.
4. Periodically write specific recommendations regarding the methods, materials, procedures, informational accuracy, successes and problems of the student teacher. Make periodic progress reports on the progress of the student teacher to the university supervisor by using the format of the directed teaching evaluation form. Working copies and the official copy of this form may be obtained from the University Supervisor. The final copy should be typed since these evaluations are reproduced many times.
5. Adapt and modify classroom programs, procedures, materials, and methods to the extent possible, in order to permit the student teacher maximum development of his/her potential.
6. Have frequent (daily, if possible) evaluative discussions with the student teacher regarding the progress of the class, the student teacher's growth (strong and weak points), and the criteria used by the supervising teacher to evaluate growth. Written notes may be needed.
7. Help the student teacher to understand the capacities and goals of pupils in the class. Acquaint him/her with the pupils' cumulative records. It is desirable to have the student teacher to participate in evaluating pupil progress, reporting to parents, and parent conferences. Give guidance to the student teacher concerning the individual and group needs of the class.
8. Carry out the policies of the administration regarding directed teaching when such policies have been established. Know the district policy regarding the presence of the supervising teacher in the classroom.
9. Provide the supervision and guidance needed to help the student teacher gain strength and effectiveness. When necessary, through encouragement and example, help the student teacher to improve in appearance and conduct appropriate to one in the teaching profession.
10. Provide time at their mutual convenience for conferences with the University Supervisor following each visit, if feasible, and make specific comments to the University Supervisor during the conferences regarding the behavior, achievements, and performance of the student teacher.

11. Require lesson plans from the student teacher, including daily plans, overviews, and long range plans. These should be reviewed with the student teacher before their implementation so that desired changes can be made. This should also be done with respect to tests prepared by the student teacher.
12. Insure that the student teacher has adequate time to prepare when he/she is to take over the class. Try to avoid abrupt shifting of plans.
13. Insure that the course of study is followed in the classroom, to the degree required by the district.
14. Protect the educational welfare of the pupils by making sure that a satisfactory standard of class work is maintained at all times.
15. Demonstrate expert teaching for observation by the student teacher.
16. Help the student develop proficiency in the techniques of individual and group guidance. Try to provide an opportunity for the student teacher to participate in co-curricular activities.
17. Keep the principal and University Supervisor informed of the progress of the student teacher. If problems arise, seek solutions before the problems become too severe.
18. Be consistent.
19. Pace the student teacher so he/she becomes neither overwhelmed nor bored.
20. If there are any issues or events that could potentially jeopardize the safety of the student teacher, it is the responsibility of the master teacher to report the incident to the site administrator and the University Supervisor within one business day.

### ***Responsibilities of the School Administrator***

#### **The school administrator is expected to:**

1. Carry out the policy of the district with regard to student teachers and other students gaining pre-service experience in the school.
2. Endeavor to make the student teacher feel that he/she is welcome and that the school will do its part to make his/her experience a success.
3. Provide the student teacher with such written materials on school policy, philosophy, curriculum, activities, and the like, as may be helpful.
4. Provide the student teacher with an overall view of the school, so he/she can understand better that of which he/she is a part.
5. Indicate staff meetings, professional meetings, and committee meetings which will be open to student teachers and/or which they will be expected to attend.
6. Make available to student teachers such information and materials as will enable them to understand the children or youth with whom they work, pointing out that such materials are to be treated in a confidential and professional manner.
7. Facilitate the acceptance of student teachers by the faculty of the school in which they are working.
8. Provide each student teacher with such experience in extra-curricular activities, as practicable.
9. Make it possible for the master teachers to confer with student teachers at mutually convenient times.
10. Attempt to discover special interests of student teachers and try to help them satisfy such interests to the degree possible in the school situation.
11. Keep the district office informed, as necessary.
12. Keep informed about the successes or shortcomings of student teachers in the school.

13. Assist in the continuous search for master teachers by encouraging superior teachers and making sure that they understand the criteria involved; such as:
  - a. Being willing to have a student teacher.
  - b. Being aware that functioning as a cooperating/master teacher is very important and that the assignment should be entered with enthusiasm.
  - c. Being well prepared for the field or grade level taught.
  - d. Being recognized not only as an effective classroom teacher, but also able to help another person learn to teach.
  - e. Being ready and willing to examine and evaluate classroom work with a view to improving it; being receptive to new ideas, and objective under criticism.
  - f. Being able to work comfortably with an observer in the room and to defer to others when it is desirable.
  - g. Being willing to continue to learn effective teaching and training techniques.
  - h. Approaching the business of preparing a new teacher with emotional maturity, does not get sentimental and defensive over the student teacher nor become impatient and indifferent.
  - i. Being able to use the services of the University Supervisor, to communicate openly and freely, asking for information and advice, and deciding who shall take certain responsibilities.
  - j. Being willing, when needed, to write informal evaluations for the student teachers, as well as the required formal evaluations.
  - k. Being willing to give time for conferences with student teachers and university supervisors.
  - l. Report any incident that may jeopardize the safety of the student teacher. The report to the University Supervisor must be within 1 business day of the incident.

### ***Responsibilities of the District Level Administrator***

#### **The district level administrator is expected to:**

1. Cooperate with the University in selection of schools and in the screening of potential master teachers.
2. Complete contractual obligations initiated by the University.
3. Stipulate and communicate to those concerned the legal implications of directed teaching in the district, such as liability in case of accident and emergency procedures.
4. Determine, publicize, and implement district policy relating to the student participation program, such as insuring that student teachers are not used as substitute teachers, specifying the authority of the student teachers and the limitations thereon, and other matters of policy which the district considers reasonable and appropriate.
5. Designate a district official to act in a coordinating position with regard to the program.
6. Provide adequate orientation to the district and to district policy, providing students with necessary and appropriate written materials on the subject, if available.
7. Notify the University and the Department of Special Education if there is additional information such as evidence of T.B. tests, etc. that must be on file concerning each student teacher. Evaluate the program, recommend to University officials modifications and changes, and communicate problems that may arise.

### ***General Information for Master Teachers***

#### **1. Assumption of Responsibilities**

-Your student teacher will begin with structured observational and participatory activities and, at your discretion, gradually assume all classroom responsibilities, culminating in at least one week of complete responsibility for planning, instruction, and classroom management at the end of the semester.. We encourage you at this time in the semester to continue to observe and comment on lessons but also, to remove yourself from the classroom as much as possible during the final weeks of the experience, if you feel comfortable doing so. We hope that you will find the time to make yourself available to listen to your student teacher during this typically exciting but stressful and formative time. It is of such great value to our students to share with an expert who knows best practices. It allows them to exploring new ideas and experiment with strategies learned from both you and the instructional team at the university. You will be supported throughout the semester by your student teacher's university supervisor. They are the student teacher's instructor for the directed teaching course and are there to support the student teacher and validate the student's competencies in collaboration with you. Your student teacher will be able to use your ideas and follow your style and bring in his/her own ideas and style. While we respect that the class is ultimately your responsibility, we also appreciate your willingness to accommodate new ideas and to allow the student to bring his/her own ideas and style to the learning environment.

## **2. Feedback**

Student teachers need as much feedback as they can get. Please do not assume that your smiles, nods and vague comments, (Good Job!) are going make them really grow. They need to know what you really think! Please sit down frequently and tell your student teacher specifically what you see and strengths and areas of need for improvement in the lessons, classroom management, interaction with children and adults and professionalism. Some master teachers facilitate communication by keeping a journal for their student teachers to read at a convenient time. Your student's university supervisor requires a reflective journal from each of their students. This journal could be interactive with all three professionals. Supervisors will write up all of their observations and lesson evaluations each time they visit.

## **3. Lesson Plan Expectations**

As you know, planning is one of the most critical phases in effective teaching. Student teachers are required to write complete lesson plans for all of the lessons they teach. (This does not include activities such as calendar/opening, spelling pre tests, timed math tests etc.). You may have lesson plan formats that you would like your student teacher to use. The student's University supervisor will be equipped with a variety of formats that are quite detailed and thorough as well. The expectation is that both you and the University supervisor will review and critique the student teacher's plans, thus maximizing the likelihood of a successful teaching experience. Although writing detailed lesson plans may seem like unnecessary work to a veteran teacher, student teachers are beginners without the years of experience and planning behind them that you have. They must take the time to think through their lessons and reflect after they deliver the lesson. Once students take over completely, they are not required to write detailed plans for all lessons unless it is recommended by you or the university supervisor. The students are, however, required to complete a lesson plan book.

## **4. Supervision Schedule**

Unlike fieldwork, when supervisors may only come every other week, students should now expect to be observed about every two weeks. On the average, the supervisor will spend 40-60 minutes each visit observing the student teacher, conducting a follow-up

discussion with the student teacher and touching base with you to discuss the student teacher's progress. Our supervisors and I welcome additional communication with you via phone or e-mail if there is anything you need to discuss with us about your student teacher.

#### **5. Directed Teaching Hours**

Student teachers are expected to follow the hours of their master teacher. If teachers are required to attend meetings or staff development, student teachers are expected to attend also. This experience is to be as close to the 'real thing' as possible.

#### **6. Parent Conferences, SST (Student Study Team) and IEP/ITP meetings**

Parent conferences, student study team and IEP/IPT meetings are an important part of the teaching profession and therefore, your student teacher should be exposed to them. He or she may participate in some (we hope, as many as possible) work in the room during others and go to the curriculum lab, prepare materials for lessons or engage in other teaching related activities during others.

### ***Recommendations for Providing Support to Teacher Candidates***

The following are recommendations for the master teacher as you prepare for a student teacher. If you are serving in a support provider role (meaning you are supporting a teacher who is already teaching), much of this section will not apply. However, remember the beginning teacher does not have a master teacher, and where appropriate, you should try to fill this void.

It is recommended the master teacher prepare carefully for the first day visit and subsequent orientation to the school and classroom in which the CSU Fullerton candidate will be working. This extra preparation time will pay dividends. It should be used for communicating particular philosophies and attitudes related to the candidate's directed teaching assignment.

#### **Before the candidate arrives, it is beneficial to:**

1. Prepare the students for the arrival of the CSU Fullerton student teacher candidate.
  - Emphasize that the candidate is a teacher-in-training.
  - Explain that the new teacher is from CSU Fullerton.
2. Inform parents in an appropriate manner. This might be best done in writing. You may want to present the advantages of having a student teacher in the class. Examples of these advantages include additional opportunities for team teaching, introduction of new ideas to the class, and reducing student/teacher ratio.
3. Take time to become familiar with the contents of this *Handbook*, the Teaching Performance Expectations and Special Education Competencies, and other materials sent or brought to you by the University supervisor.
4. Review with your school and district administrators any policies relative to the responsibilities of the student teacher participating in your school activities.

#### **During the first week, it will facilitate the directed teaching experience if you:**

1. Provide the student teacher with space and storage.
  - a. Provide a desk, table, or appropriate space in order for the student teacher to organize their supplies. It has been found that providing the CSUF student an area which is solely his or hers greatly benefits the student teacher in storage and preparation of materials.
2. Orient the student teacher to the curriculum.
  - a. Explain classroom schedules, routines, and grading procedures.

- b. Identify curricular units of instruction for which the student teacher may assume full responsibility.
3. Plan for the gradual assumption of teaching responsibilities with the CSUF student teacher.
  - a. Develop an approximate timetable and overview of the entire semester for the student teacher (use the weekly guides provided in this *Handbook*).
  - b. Emphasize the importance of both long-range and daily planning.
  - c. Discuss your expectations for the CSUF student teacher.
4. Be clear on student teacher responsibilities.
  - a. Review class and school schedules with the CSUF student teacher. Explain extra duties such as playground duty, bus duty, and lunch duty.
  - b. Insure that the CSUF student teacher understands that he/she is to assist you in supervision duties.
  - c. Discuss teachers' responsibilities for attending meetings, including PTA, staff meetings, and parent conferences.
  - d. Introduce and review reports and record keeping procedures that you want the CSUF student teacher to follow within the classroom.
5. Provide the candidate with an orientation to your class.
  - a. Introduce the CSUF student teacher to your students. Allow the CSUF candidate to spend a few minutes to introduce him/herself and respond to questions from the students.
  - b. Provide the CSUF student teacher with specific classroom management techniques.
  - c. Provide the student teacher with your personal philosophy and beliefs about your classroom environment.
  - d. Make sure that pertinent information about your students, including current IEPs, is provided to the CSUF student teacher.
  - e. Discuss the relationship of your class to the rest of the school.
6. Provide the student teacher with an orientation to the facility/school.
  - a. Provide pertinent information about the school and the community it serves. Copies of school handbooks, if available, should be provided. Discuss the community, including the ethnic characteristics, socio economic levels, and resources available.
  - b. If possible, tour the campus with the CSUF student teacher.
  - c. Introduce the CSUF student teacher to faculty, staff, resource personnel, principal, vice principal, counselor, secretary, nurse, and custodian.
  - d. If possible, take the CSUF student teacher on a tour of the library and audio visual department and insure that he/she is aware of the location of supplies and materials.
  - e. If possible, arrange for visitations to other classes.
5. Provide the student teacher with necessary resources and materials.
  - a. Provide the CSUF student teacher with all materials normally given to regular teachers if at all possible. Include samples of any forms the candidate may be required to complete.
6. Insure that the student teacher understands school and district policies.
  - a. Insure that the CSUF student teacher understands all school and/or district policies, pertaining to dress code and medications.
  - b. Insure that the CSUF student teacher clearly understands your approach to discipline and behavioral management.
  - c. Insure that the CSUF student teacher understands the procedures to follow in the resolution of problems.
  - d. Brief the CSUF student teacher on any school policies which, although perhaps unwritten, are normally followed.

***Throughout the student teacher experience, it is important to maintain good rapport with the CSUF student teacher. The Master/Mentor Teacher provides the most insightful supervision of the CSUF student teacher. You will want to:***

- Be sensitive to the need for effective human relations.
- Maintain open, truthful, and direct communication.
- Respect the CSUF student teacher's ideas.
- Communicate your concerns and personal desire to help.
- Listen effectively and actively.
- Give priority to needs expressed by the CSUF student teacher.
- Provide positive feedback and suggestions for improvement should be positive.
- Be specific at the beginning of the semester as to the number and type of conferences to be held.
- Be specific in discussing your approach to observing and providing the CSUF student teacher during his/her performance. Let them know how and when you will provide regular feedback.

### ***Facilitating Candidate Observations***

Most master teachers generally allow the CSUF student teachers to spend the first few days involved in observation of students and classroom activities. This is an important opportunity for the CSUF student teacher to see good teaching and should be an active process in which the CSUF student teacher is directed to look for specific details of teaching, supporting and engaging all students, and managing the classroom environment.

Meaningful observation is a special skill which involves cooperative activities of the master teacher. A master teacher can assist in guiding the CSUF student's observation by providing a form or written guide to use.

The purpose of the observation period is to assist the CSUF student teacher to gain as much information as possible about the classroom, the students and the master teacher. It may be helpful to ask the CSUF student teacher to cue into specific activities and teaching strategies.

You may wish to have your student teacher consider the following questions when observing the classroom practice of you and/or your colleagues:

- What routine procedures have been established and/or implemented?
- What motivational strategies are followed when introducing new lessons? What procedures are followed to maintain interest while continuing to work on concepts?
- What are the strategies, for dealing with inter/intra individual differences, among the children? What are the names of the children? Are there distinct observable, individual learning characteristics?
- What does the master teacher do to increase and maintain student attention, interests, and success?
- What classroom management techniques were observed which might be helpful?

### ***The Student Teacher/Master Teacher Conference***

Conferencing with the student teacher is an important part of their experience. It is an opportunity for them to ask questions, receive clarification of ideas, and receive feedback on

their progress toward mastering competencies. Conferences should occur on a regular basis, and may be initiated by the student teacher or the master teacher.

Below are suggestions for these conferences.

1. Be prepared for the conference
2. Request of the student teacher or bring observation sheets, checklists, samples of children's work samples, or other applicable materials.
3. Bring notes, recordings, and other objective materials.
4. Review materials objectively, identifying strengths as well as areas for improvement.
5. Conduct the conference where you have a full degree of privacy and a minimum of interruptions.
6. Attempt to initiate the conference on a positive note.
7. Use a collaborative approach when discussing difficulties and problems encountered by the CSUF student teacher.
8. Provide constructive suggestions for each problem area.
9. Limit the number of items discussed within each conference to just a few areas.
10. Ensure that the discussion results in a plan for the desired change.
11. Focus your discussion on the teaching-learning situation.

### ***The Student Teacher Evaluation***

The goals of a student teacher evaluation are to appraise and improve teaching-learning techniques and to develop self-evaluation skills. Written evaluations should be completed in two phases: Mid-Term Evaluation and Final Evaluation. Suggestions for the evaluation process are as follows:

1. The process should insure that the evaluator is aware of his or her own biases. This awareness should be achieved prior to evaluating another person.
2. The process should be continuous and cooperative.
3. The process should lead to skill in self-evaluation.
4. The process should include identification of strengths as well as weaknesses. Data should be accompanied by objective explanations of the reasons they are considered, strengths or weaknesses.
5. The process should be honest as well as individualized.
6. The process should be based on direct observation.
7. The process should deal with the student teacher's performance rather than the student teacher.
8. The process should be both specific and comprehensive.

### ***Master Teacher Forms and Processes***

If your student teacher is enrolled in SPED 439, they are completing a general education assignment. This is likely to be their first directed teaching assignment. Chapter 3, The General Education Directed teaching Experience, outlines the weekly activities required of these candidates. You will want to familiarize yourself with these requirements so that you can assist the candidate in achieving them. You will complete the following observations and evaluations:

- **Master Teacher Observations and Feedback** – you will provide formal and informal feedback about your student teacher’s classroom teaching and practices. The University supervisor will provide you with a variety of observation formats.
- **Master Teacher Evaluation of Teaching Performance Expectations**– you will assess your student teacher’s proficiency in the Teaching Performance Expectations.
- **Master Teacher Evaluation of Reading Competencies** – you will assess your student teacher’s proficiency in the Reading Competencies.

If your student teacher is enrolled in SPED 489 A/B, they are completing a special education assignment in a mild/moderate (489A) or moderate/severe (489B) placement. This is likely to be their final directed teaching assignment. Chapter 4, The Mild/Moderate Special Education Directed teaching Experience, and Chapter 5, The Moderate/Severe Special Education Directed teaching Experience, outlines the weekly activities required of these candidates. You will want to familiarize yourself with these requirements so that you can assist the candidate in achieving them. You will complete the following observations and evaluations:

- **Master Teacher Observations and Feedback** - you will provide formal and informal feedback about your student teacher’s classroom teaching and practices.
- **Master Teacher Evaluation of Special Education Competencies** – you will assess your student teacher’s proficiency in the Special Education Competencies.

If your student teacher is enrolled in SPED 489 C/D, they are completing a special education assignment in a preschool or infant/toddler setting. Chapter 6, The Early Childhood Special Education Directed teaching Experience, outlines the weekly activities required of these candidates. You will want to familiarize yourself with these requirements so that you can assist the candidate in achieving them.

- **Master Teacher Observations and Feedback** - you will provide formal and informal feedback about your student teacher’s classroom teaching and practices.
- **Master Teacher Evaluation of Special Education Competencies** – you will assess your student teacher’s proficiency in the Special Education Competencies for Preschool and Infant/Toddler.

See Chapter 13 for forms and evaluations that should be completed for these candidates: