

Secondary Education Department
RESPONSIBILITIES OF THE MENTOR TEACHER
in the Second/Final Student Teaching Assignment
(SED 555)

General Expectations

In the second semester of student teaching, teacher candidates are assigned to one Mentor Teacher for two (2) teaching periods, for the full semester. In general, the Mentor Teacher:

- Is present at all times in the classroom.
- Provides the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth.
- Participates in required training and professional development activities mandated by the California Commission on Teacher Credentialing.
- Receives an honorarium of \$100.00 per semester.

The Teacher Candidate is expected to teach at your school site from the beginning until the end of your school's semester, regardless of the dates of the end of CSUN's semester and the evaluation deadline.

Note: A candidate must meet two conditions in order to begin a student teaching assignment, working directly with secondary school students, including classroom observations:

1. *The candidate must have be officially eligible to student teach, including fingerprint clearance.*
2. *The candidate must be enrolled in the CSUN student teaching courses.*

There are no exceptions to this policy. Both conditions must be met before the candidate is allowed to do any fieldwork, including observations and teaching.

Instructional Guidance

The Mentor Teacher:

- Is present at all times in the classroom.
- Relinquishes the role of lead classroom teacher to the Teacher Candidate unless a serious problem develops.
- Assists the Teacher Candidate in planning curriculum, lessons, and assessments, and insures the course content follows district and state standards, while supporting the Candidate wishing to try different materials and methods.
- Ensures the Teacher Candidate produces a lesson plan for every lesson the Candidate teaches.
- Evaluates performance on a daily basis by writing suggestions on lesson plans, keeping a written journal, and/or holding frequent conferences. (We provide a suggested, but not required, Observation/Conference Template at the end of this document.)

- Assists the Teacher Candidate in incorporating technology, integrating literacy instruction, and differentiating instruction for English learners, students at risk of failure, and students with special needs.
- Does not make suggestions or correct the Teacher Candidate in front of the class or within earshot of the students, unless the destruction of property or safety of students is involved.
- Shares procedures for class management and discipline, but allows the Teacher Candidate to try other methods as long as classroom decorum is maintained.
- Is aware of and makes connections to the Conceptual Framework for the CSUN College of Education below
- Redirects pupils to the Teacher Candidate if they come to the Mentor Teacher for assistance during class.

Student Teaching Evaluation

- One week before the midterm and final evaluations are due, the University emails the Mentor Teacher the information needed to complete the evaluation.
- The online evaluation is due 10 working days after the Mentor Teacher receives it.
- Experience has shown that when the evaluation information is not received, the email may be in a Mentor Teacher's "Junk Mail" folder or is being read as "SPAM." If the email cannot be found, the Mentor Teacher should send an email with the Teacher Candidate's name to: sedevals@csun.edu.

Legal Requirements

The Mentor Teacher, as the teacher of record, is legally responsible for what happens in the classroom, and should:

- Establish a clear understanding of the grading policy. The Teacher Candidate may assign initial grades to the students, but the grades must be reviewed and signed by the Mentor Teacher.
- The Teacher Candidate should experience working with parents. However, the Candidate is speaking for the Mentor Teacher, who thus needs to monitor any parent conference closely.

If A Problem Arises

- If the Teacher Candidate is not demonstrating satisfactory progress in performance and/or professionalism, the Mentor Teacher collaborates with the University Supervisor in developing a Student Teaching Assistance Plan.
- If the Teacher Candidate does not fulfill his or her obligations, or if for any other reason, the assignment needs to be terminated, the University Supervisor must be informed prior to the termination. The school and Mentor Teacher have the right to terminate the assignment at any time.

The edTPA Assessment

As a state requirement for earning the teaching credential, all Candidates must complete a standardized Teaching Performance Assessment (TPA). CSU Northridge has chosen the edTPA, a nationally

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available performance-based assessment, for its TPA. For the edTPA, the Candidate prepares and teaches a 3-5-day unit, assesses students, videorecords portions of lessons, and writes extensive commentary and reflection about the experience and student learning.

It is expected that the Mentor Teacher will mentor the Candidate as usual during this unit (e.g., discuss plans and debrief lessons). However, because the edTPA must be the Candidate's own work, the Candidate must not get direct coaching or feedback on the written plans, commentaries, and reflections in the edTPA. The Mentor Teacher may assist the Candidate by checking out school digital recording equipment, if available, videorecording, and/or providing information on school permissions necessary for videorecording.

More detailed information on any of the above, including the Handbook for Secondary Supervised Instruction, can be found at: www.csun.edu/education/sed/student_teaching/index.html

Teacher Performance Expectations (TPEs)

www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf

TPE 1: Engaging and Supporting All Students in Learning, including student engagement, and language acquisition and development

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning, including subject-specific pedagogy and making content accessible, and integrating educational technology

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

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CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

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SED 555/555BL: Supervised Practicum for Single Subject Candidates

**Observation/Conference Template
for University Supervisors and Mentor Teachers**

TPE 1 Engaging and Supporting All Students in Learning, including student engagement, and language acquisition and development

Observations

Candidate Comments/Reflections

TPE 2 Creating and Maintaining Effective Environments for Student Learning

Observations

Candidate Comments/Reflections

TPE 3 Understanding and Organizing Subject Matter for Student Learning, including subject-specific pedagogy and making content accessible, and integrating educational technology

Observations

Candidate Comments/Reflections

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

Observations

Candidate Comments/Reflections

TPE 5 Assessing Student Learning

Observations

Candidate Comments/Reflections

TPE 6 Developing as a Professional Educator

Observations

Candidate Comments/Reflections

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