

**Secondary Education Department
RESPONSIBILITIES OF THE MENTOR TEACHER
in the SED 554 Early Field Experience**

General Expectations

This early field experience course allows the teacher candidate a gradual transition from observation to independent teaching.

- In this first semester of formal field experience, Teacher Candidates are assigned to one Mentor Teacher for one (1) hour-long period, for the full semester (or, on a block schedule, for about 5 hours per week). The Candidate is also expected to spend one (1) additional hour daily (or, on a block schedule, 5 hours weekly) at the school site participating in activities associated with becoming a professional educator, such as conferring with the Mentor Teacher or University Supervisor, observing the Mentor or other teachers, planning or co-planning lessons, assessing student work, or meeting with other school professionals.
- The Mentor Teacher must be present at all times in the classroom.
- The Mentor Teacher is expected to provide the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth, and is expected to complete a final evaluation at the end of the experience.
- The Mentor Teacher participates in required training and professional development activities mandated by the California Commission on Teacher Credentialing.
- The Mentor Teacher receives an honorarium of \$75.00 per semester.

The Candidate is expected to be present at the school site until the end of that school’s semester, regardless of the date of the end of the CSUN semester.

Note: A Candidate must meet two conditions in order to begin a field-experience assignment (including classroom observations):

1. *The Candidate must be officially eligible for the field experience, including fingerprint clearance.*
2. *The Candidate must be enrolled in the CSUN field-experience courses.*

<u>Timeline of Activities</u>	<u>Week No.</u>
Observations and Seminar Assignments	Weeks 1 – 3
Small Groups or Individuals/Teaching Parts of a Daily Lesson	Weeks 4 – 5/6
Professional Connections: Meetings/Trainings/Events	As available
Daily Lesson Planning and Teaching	Weeks 6/7 – end of the semester
FRED assessment due in seminar	Week 15

In the first 5-6 weeks, the Mentor Teacher provides assistance as the Candidate observes, works with small groups and/or individuals, and teaches parts of daily lessons. SED 554 Teacher Candidates also attend a weekly seminar at CSUN (SED 554S) in which they receive guidance and instructions as the semester progresses.

Instructional Guidance: Weeks 6/7 – end of the semester

The Mentor Teacher:

- Relinquishes the role of lead classroom teacher in one class period to the Teacher Candidate (unless a serious problem develops).
- Assists the Teacher Candidate in planning curriculum, lessons, and assessments, and ensures the course content follows district and state standards, while supporting the Candidate wishing to try different materials and methods.
- Ensures that the Candidate produces a written lesson plan for every lesson or mini-lesson the Candidate teaches—a CSUN requirement.
- Evaluates the Candidate’s performance on a daily basis by writing suggestions on lesson plans, keeping a written journal, and/or holding frequent conferences. (A suggested, but not required, Observation/Conference Template is provided at the end of this document.)
- Assists the 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 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 classroom management and discipline, but allows the Candidate to try other methods as long as classroom decorum is maintained.
- Redirects students to the Candidate if they come to the Mentor Teacher for assistance.
- Is aware of and makes connections to the Conceptual Framework of the CSUN College of Education below.

Evaluation

- About two weeks before the final evaluation is due, the University emails the Mentor Teacher the information needed to complete the evaluation.
- If the evaluation email is not received, it may be in a Mentor Teacher’s “Junk Mail” or “SPAM” folder. If the email cannot be found, the Mentor Teacher should send an email with the Candidate’s name to: sedevals@csun.edu.
- Before submitting their final evaluations, the Mentor Teacher and Supervisor meet jointly with the Candidate to discuss their draft evaluations. Adjustments may be made to the evaluations as a result of information shared at this meeting.

Legal Requirements

- The Mentor Teacher, the teacher of record, is legally responsible for what happens in the classroom, and must ensure that the Candidate has a clear understanding of the grading policy.
- The Candidate may assign initial grades to the students, but the grades must be reviewed and signed by the Mentor Teacher.
- The Candidate is not permitted to serve as a substitute teacher for the Mentor Teacher.

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If A Problem Arises

- If the Candidate is not demonstrating satisfactory progress in performance and/or professionalism, the Mentor Teacher collaborates with the University Supervisor in developing an Assistance Plan. Mentor Teachers should reach out to the Supervisor immediately with any concerns.
- If the 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 FRED and edTPA Assessments

As a state requirement for earning the teaching credential, all Teacher Candidates must complete a standardized Teaching Performance Assessment (TPA). CSU Northridge has chosen the edTPA, a nationally 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. Teacher Candidates complete the edTPA in SED 555/S.

In SED 554/S, Teacher Candidates complete a FRED—a feedback-receiving abridged version of the edTPA. The Mentor Teacher should mentor the candidate as usual during the FRED process (e.g., discuss plans and debrief the lesson). The Mentor Teacher should assist the Candidate by assisting with video recording and helping the Candidate secure student consent forms.

More detailed information on any of the above, including the *Early Field Experience & Student Teaching Handbook*, 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

TPE 7: Providing Effective Literacy Instruction for All Students

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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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**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

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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

TPE 7. Providing Effective Literacy Instruction for All Students

Observations

Candidate Comments/Reflections

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