

Secondary Education Department
RESPONSIBILITIES OF THE MENTOR TEACHER
in the SED 555 Student Teaching Assignment

General Expectations

In the second semester of field experience (student teaching), Teacher Candidates are assigned to one Mentor Teacher for two (2) hour-long teaching periods, for the full semester (or, on a block schedule, about 10 hours per week). The Candidate is also expected to spend one (1) additional hour daily at the school site (or, on a block schedule, about 5 hours per week) 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 lessons, assessing student work, or meeting with other school professionals. In general, the Mentor Teacher:

- Provides the 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 Candidate is expected to student teach at the school site from the beginning until the end of the 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 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.*

Instructional Guidance

The Mentor Teacher:

- Is present at all times in the classroom.
- Relinquishes the role of lead classroom teacher to the Candidate (unless a serious problem develops).
- Assists the 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 the Candidate produces a lesson plan for every 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 pupils to the Candidate if they come to the Mentor Teacher for assistance during class.
- Completes both a formal midterm and final evaluation of the Candidate.
- Is aware of and makes connections to the Conceptual Framework of the CSUN College of Education below.

Evaluation

- About two weeks before the midterm and final evaluations are 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 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 should experience working with parents. However, the Candidate is speaking for the Mentor Teacher, who thus needs to monitor any parent conference closely.
- The Candidate is not permitted to serve as a substitute teacher for the Mentor Teacher.

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.

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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 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.

The Mentor Teacher should 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 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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