

**Secondary Education Department
Responsibilities of the Master Teacher in the
Second/Final Student Teaching Assignment
(SED 555, SED 555BL, SED 555I, SED 555IB)**

In this second semester of student teaching, teacher candidates are assigned to one or two Master Teachers for three (3) teaching periods, for the full semester. In general, the Master Teacher:

- Is present at all times in the classroom unless the Teacher Candidate is an Intern or is otherwise the teacher-of-record.
- Provides the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth.
- Receives an honorarium of \$150.00 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.

For a dynamic, interactive website that provides strategies and information for observing, mentoring, and promoting the development of student teachers and interns, visit <http://www.csun.edu/masterteacher/>

Instructional Guidance

The Master Teacher:

- Is present at all times in the classroom unless the Teacher Candidate is a full-time hired teacher in charge of their own classroom.
- Relinquishes the role of classroom teacher to the Teacher Candidate and never "takes charge" 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.
- Evaluates performance on a daily basis (or every 2/3 weeks for Interns) by writing suggestions on lesson plans, keeping a written journal, and/or holding frequent conferences.
- Assists the candidate in infusing technology, integrating literacy instruction, and differentiating instruction for English learners, students at-risk of failure/dropping out, or students with special needs.
- Does not make suggestions or correct the student teacher 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 student teacher 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. The Framework can be found on-line at <http://www.csun.edu/Education/educ/about/index.html>.
- Redirects pupils to the student teacher if they come to the Master Teacher for assistance during class.
- Informs the University Supervisor immediately if the student teacher encounters serious problems that do not appear to be improving.
- Employs the Observation/Conference Template for University Supervisors/Coaches and Supervising/Master Teachers on the following pages, at least two times during the semester.

Student Evaluation

- The master teacher should provide the student teacher with a correct email address; the student enters the information into an on-line survey.
- Two weeks before the midterm and final evaluations are due, the University emails the master teacher the information needed to complete the evaluation.
- For Fall 2009:

The midterm evaluation will be sent out Monday, October 5; the evaluation is due Friday, October 16.

The final evaluation will be sent out Monday, December 7; the evaluation is due Friday, December 18.

- Experience has shown that when the evaluation information is not received, the email may be in a master teacher's "Junk Mail" folder, or the email system is reading email from CSUN as "SPAM."
- If after addressing these problems the information has not been received, the master teacher should send an email with the student's name to: sedevals@csun.edu.

Legal Requirements

The Master 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. Initially, the student teacher may assign the students' grades. However, the grades must be reviewed and signed by the Master Teacher.
- The student teacher should experience working with parents. However, the candidate is speaking for the Master Teacher, who thus needs to monitor any parent conference closely.

If A Problem Arises

- If the student teacher is not demonstrating satisfactory progress, the Master Teacher collaborates with the University Supervisor in developing an assistance plan.
- In the event the student teacher 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 Master Teacher have the right to terminate the assignment at any time.

The PACT Teaching Event

All teacher candidates enrolled in the second/final student/intern teaching assignment complete a standardized performance assessment to demonstrate teaching competence. Passing this assessment is a state requirement for earning the teaching credential. The Performance Assessment for California Teachers (PACT) Teaching Event is an assessment used by many CSUs, all the UCs, and many private institutions in the state. For the Teaching Event, the candidate prepares and teaches a 3-5-day unit or plan, assesses students during the unit, videotapes a lesson, and writes extensive commentary and reflection about the experience and about student learning.

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

Final Note

More detailed information on any of the above can be found in the *Handbook for Secondary Supervised Instruction*, Department of Secondary Education, CSU Northridge, at the following web address: www.csun.edu/edu/Education/sed/index.html.

Teacher Performance Expectations (TPEs)
www.csun.edu/educ/sed/student_teaching/forms/index.html

A. Making Subject Matter Comprehensible to Students

TPE 1. Demonstrates subject-specific pedagogical skills for subject matter instruction and the ability to teach state-adopted academic content standards.

B. Assessing Student Learning

TPE 2. Monitors student learning at key points during instruction to determine student progress, paces instruction, re-teaches when necessary, and addresses student misunderstandings.

TPE 3. Interprets and uses a variety of assessments -- informal and formal, formative and summative – to determine students’ abilities and progress and to plan instruction.

C. Engaging and Supporting Students in Learning

TPE 4. Makes content accessible by varying instructional strategies, explaining and reinforcing content in multiple ways, incorporating technology, and providing opportunities and time for students to practice and apply what they have learned.

TPE 5. Actively and equitably engages students in achieving instructional objectives.

TPE 6. Uses developmentally appropriate teaching practices for grades 6-12, while recognizing individual needs and differences and establishing high expectations.

TPE 7. Teaches English learners effectively by applying pedagogical theories, principles, and practices that lead to the learning of content and literacy in English.

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8. Learns about students by assessing their knowledge, interests, and abilities in the context of adolescent development to maximize learning opportunities.

TPE 9. Plans effective and sequenced instruction in accordance with state academic content standards.

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10. Allocates instructional time to maximize student achievement, establishing effective classroom management procedures.

TPE 11. Creates a positive social climate for learning by establishing clear expectations for academic and social behavior and by developing rapport with students and families.

F. Developing as a Professional Educator

TPE 12. Assumes professional, legal, and ethical obligations and models ethical, non-Biased behavior for students.

TPE 13. Illustrates continuing professional growth, including self-reflection on teaching practices, solicitation of peer feedback, participation in conferences/in-services, and incorporation of new teaching strategies as appropriate.

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 through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end 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 professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

TPEs 8, 9 Learning About Students, Instructional Planning, including identifying English learners, students at risk of failure or dropping out, and students with special needs; and differentiating instruction

Observations

Candidate Comments/Reflections

TPEs 10, 11 Instructional Time, Social Environment

Observations

Candidate Comments/Reflections

TPEs 12, 13 Professional, Legal, and Ethical Obligations; Professional Growth

Observations

Candidate Comments/Reflections