

**Secondary Education Department  
RESPONSIBILITIES OF THE MENTOR TEACHER  
in the Supervised Field Experience (SED 554)**

General Expectations

This course allows the teacher candidate a gradual transition from observation to student teaching.

- In this first semester of student teaching, Teacher Candidates are assigned to one Mentor Teacher for one (1) period only, for the full semester. The student teacher is also expected to spend one (1) additional hour daily at the school site participating in activities associated with becoming a professional educator, such as conferring with the Mentor Teacher(s) or University Supervisor, observing other teachers, or co-planning lessons.
- The Mentor Teacher is 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 Progress Report 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 Teacher Candidate is expected to observe then teach 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 student-teaching assignment, working directly with secondary-school students, including classroom observations:

1. The Candidate must 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.

<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

SED 554 Teacher Candidates attend a weekly seminar (SED 554S) in which they receive guidance and instructions as the semester progresses. 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.

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

### The Mentor Teacher:

- 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 that the Teacher Candidate produces a written lesson plan for every lesson or mini-lesson the Teacher 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 students to the Teacher Candidate if they come to the Mentor Teacher for assistance.

### Student Teaching Evaluation

- One week before the Progress Report form is due, the University emails the Mentor Teacher the information needed to complete the Progress Report.
- The online Student Teaching 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." Please look for an email from [sedevals@csun.edu](mailto:sedevals@csun.edu) and make sure to "allow" emails from this address.
- If after addressing these problems the information has not been received, the Mentor Teacher should send an email with the student's name to: [sedevals@csun.edu](mailto:sedevals@csun.edu).

### Legal Requirements

The Mentor Teacher, the teacher of record, is legally responsible for what happens in the classroom, and ensures that the Teacher Candidate has a clear understanding of the grading policy. Teacher Candidate may assign initial grades to the students, but the grades must be reviewed and signed by the Mentor Teacher.

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### 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 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 may also be able to 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 Student Teaching Handbook, can be found at: [www.csun.edu/education/sed/student\\_teaching/index.html](http://www.csun.edu/education/sed/student_teaching/index.html)

### Teacher Performance Expectations (TPEs)

[www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf](http://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 554: Supervised Field Experience 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*

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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*

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