



EARLY CHILDHOOD EDUCATION

MIDDLE CHILDHOOD EDUCATION

STUDENT HANDBOOK

Xavier University
College of Social Sciences, Health, and Education
Department of Childhood Education & Literacy
Mail Location #3231
307 Hailstones Hall
3800 Victory Parkway
Cincinnati, OH 45207-3231
(513)745-3701
(513)745-3504 FAX

COLLABORATE - INNOVATE - EDUCATE

STUDENT HANDBOOK

Early Childhood Education



Middle Childhood Education

- Section one includes an introduction and general information on the majors, including suggested yearly course schedules.
- Section two includes information regarding field placement and internship expectations with a sample of our Pathwise-based observation form for field experience performance evaluation.

Subject to Revision
1/2011

Dear Early and Middle Childhood Students,

Welcome! This booklet will serve as your official handbook of information regarding course sequence and program expectations for early and middle childhood licensure. You should also consult the Xavier University Catalogue for additional information on policies and procedures. Updates on events and requirements may also be found on the Xavier Department of Childhood Education & Literacy website, <http://www.xavier.edu/early-childhood/> for Early Childhood Education or <http://www.xavier.edu/middle-childhood/> for Middle Childhood Education.

Ohio colleges and universities are required to meet standards determined by the Ohio Department of Education for the issuance of the provisional license/resident license. In July 2009, the State of Ohio mandated a new licensure system for teachers, including a Resident Educator license. The Ohio Department of Education (ODE) will develop a Resident Educator Program to be effective by January 2011. Successful completion of the residency program will be required to qualify for a five-year professional educator license. According to Ohio standards, teachers will be granted a provisional teaching license only after completion of the four year residency program. During the interim period of July 1, 2010 to January 1, 2011, there is a transition plan that will allow teachers who hold a two-year provisional license to advance to a five-year professional license. Xavier faculty in the Department of Childhood Education and Literacy are certified in the Praxis/Pathwise training on which the residency assessment is based. The faculty design student assessments that closely match what you will experience as a new teacher. As you move through our teacher education program you will gain familiarity with the criteria for Praxis written and performance based assessments.

The early and middle childhood education programs are designed to meet the standards set by the Ohio Department of Education as well as Xavier University's program outcomes. If at any time, you are unsure of coursework, Praxis exams, or have other issues, feel free to contact your academic advisor. You should also use this handbook to prepare for advising visits during priority registration. Your advisor will assist you in registration decisions, but it is ultimately your responsibility to meet all requirements for graduation.

Please feel free to contact me if you have any questions or concerns as you enter and progress through your major in early or middle childhood education. Best wishes for a productive and enriching education in the Department of Childhood Education and Literacy.

Sincerely,

Cynthia H. Geer, Ed.D.
Associate Professor and Chairperson
Department of Childhood Education & Literacy

Department of Childhood Education and Literacy Mission Statement

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Opportunities for Education Majors

Organizations

Education Club

The Xavier University Education Club provides continuing professional development for all education majors and minors and helps students achieve knowledge concerning resources necessary for effective professional practice. Students engage in service projects that reflect the mission and purpose of the organization.

Service Learning

Xavier University offers service learning semesters in locations as close by as Over the Rhine and as far reaching as Nepal. Students who wish to incorporate a service learning semester into their program should speak with their advisor early on in the planning stage to insure a feasible sequence of education courses.

Study Abroad

Study abroad may be undertaken for a semester or during a summer term. In some programs it is possible to meet one of the education requirements. At this time possibilities exist for Xavier education course completion in Denmark and Italy. Please see your advisor or the director of elementary education for more information. Students should plan in advance for meeting core requirements through a study abroad experience, i.e. with philosophy or theology electives.

Scholarships and Awards

The sophomore early or middle childhood education major is eligible to apply for the Mary Dahlstrom scholarship for the junior year. It is “*granted for the junior year to an outstanding education major demonstrating active involvement in student activities.*” The Scholarship varies in amount but is approximately \$2,500 disbursed over two semesters.

The Ray McCoy Award is a non-monetary recognition given during the Honors Day assembly during the spring semester. It is presented to a “*student teacher deemed outstanding in academic achievement, character and teaching potential.*” Nominations are made by faculty and supervisors.

Career Placement

The Xavier Center for Career and Leadership Development conducts mock interviews and provides information sessions for graduating seniors. Student teachers provide their resumes online for employers through the Center. Information is available during student teaching/internship and online.

Early and Middle Childhood Education Teacher Licensure

The following is directly quoted from the State of Ohio Teacher Certification standards concerning admission, retention and assessment of students seeking teacher certification.

3301-21-02: Requirements of a College or University to be approved to prepare teachers

A. Organization

8. Admissions and retention of an individual desiring certification shall be conducted pursuant to criteria and procedures adopted by the governing body of the college or university. The criteria and procedures shall be free of cultural bias, shall include provisions for determining whether the individual is of good moral character pursuant to rule 3301-21-01 of the administrative code, shall relate to the acquisition of the body of knowledge, skills, attitudes, and values determined essential for effective performance in the area of certification, and shall include the following provisions:
 - a. The college or university shall assess each individual as a condition for admission to a teacher education program.

The plan shall include provision for cognitive and affective assessment to assure the potential for attaining the knowledge, skills, attitudes, and values determined essential for effective performance in the area of certification. Assessment shall include, but not be limited to:

1. Measures of oral and written communication and mathematics skills;
See “*Steps for Admission and Continued Progress*”
2. Measures of academic aptitude and achievement;
See “*Steps for Admission and Continued Progress*”
3. Determination of appropriate interpersonal relations and motivation;
See “*Candidate Disposition Progress Report*”

The information provided in this handbook specifies how the Department of Childhood Education and Literacy meets the stated criteria.

Standards for licensure require that an individual must possess “good moral character.” State standard 3301-21-01 (M) states that “A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation of Section 2907.04 (corruption of a minor) or Section 2907.06 (sexual imposition), or Division (a) or (c) of Section 2907.07 (importuning) of the Revised Code, any offense of violence, theft offense, or drug abuse offense that is a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state.” To implement this standard, the School of Education requires a notarized “Statement of Moral Character” form signed by the student and placed on file in the School of Education’s office. Copies of the required form are always available in the same office. The student is asked to provide a second moral character form during the process of application for state licensure. At that time, the student will also be required to undergo fingerprinting as part of the application process. The second moral character form and fingerprinting take place during the semester of student teaching/internship.

Steps for Admission and Continual Progress for Licensure in Early and Middle Childhood Education

Xavier University candidates for initial licensure in Early Childhood and Middle Childhood Education must meet specific standards for entrance into the University, the major, student teaching, and the provisional license for the teaching profession. Steps must be successfully completed sequentially for licensure recommendation by the School of Education.

Step One: Admission to Xavier University

- Student is accepted into the University: grade point average and ACT or SAT scores considered. Nontraditional students with no college admission scores will substitute *Praxis I* as entry test.
- Student declares major as Early Childhood Education or Middle Childhood Education.

Step Two: Admission to Program

- Completion of Step One.
- Student completes EDEL 100, Introduction to Education, with grade of B or higher.
- ENGL 101, English Composition, completed with grade of B or higher.
- Overall grade point average of 2.5.
- Statement of Moral Character notarized and on file in School of Education office.
- Completed “Application for Admission” form on file in School of Education office. (both forms noted are received and returned during semester of EDEL 100)
Student receives acceptance letter from the Department Chairperson confirming acceptance or rejection for chosen major.
- One of two required mathematics courses completed with grade of C or higher.

Step Three: Pre-Internship Requirements

- Completion of Step Two.
- Student maintains grade point average of 2.5 overall, 3.0 in major courses.
- Student must receive “B” or higher in courses prefixed EDEC or EDMC or retake in subsequent semester.
- Second mathematics course completed with “C” or higher.
- Early Childhood candidates complete either EDEC 330 or EDEC 335 with EDEC 325.
- Middle Childhood candidates complete EDMC 340, EDMC 345, and two sections of EDMC 351, 352, 353, 354.
- Candidate’s electronic portfolio reflects education foundation and block courses.
- Middle Childhood candidates submit a reference form from and Arts and Science professor in both concentration areas.
- BCI/FBI Check on file in School of Education Office.
- TB (Tuberculosis Skin Test) test results available.
- Evaluation forms completed by University personnel and field work cooperating teachers indicating progress in knowledge, performance, and necessary dispositions on file in the School of Education Office.
 - ❖ To complete this phase, student registers for an advisory day at the end of the appropriate semester; meets with a faculty team to present evidence of knowledge, dispositions and performance via discussion and portfolio content. Faculty team indicates to student and in writing that all requirements for progression in program have been met.

Step Four: Admission to Internship

- Completion of Step Three.
- Application for internship approved.
- All foundation, methods, block courses, and majority of concentration courses must be complete for commencement of internship semester.
- One of two required Praxis II exams for Early Childhood Education must be passed prior to internship. “Education of Young Children” or “Principles of Learning and Teaching, Early Childhood.”
- One subject area or “Principles of Learning and Teaching 5-9” Praxis II exam must be passed by Middle Childhood Candidates prior to internship.

Step Five: Provisional License Approval

- Completion of Step Four.
- Successful completion of internship in early or middle childhood classroom, with goals, midterm appraisal and final letters of evaluation on file in School of Education Office.
- Presentation of exit portfolio in a forum that includes members of Xavier community, teaching professionals, and program faculty.
- All Praxis II exams passed and results on file in Xavier University Certification Office.
- All license application materials complete and on file with Certification Office.

Xavier University
Department of Childhood Education and Literacy
Application for Early & Middle Childhood Education Admission

Name: _____ Date: _____

Local Street Address: _____

City, State, Zip Code: _____

Home Phone #: _____ Cell Phone #: _____

E-mail Address: _____

Major: _____

Please type your responses to the following on a separate sheet of paper and attach to this application:

I. Career Objectives

(Include reasons and motivation for selecting education as a profession.)

II. Self-Assessment

(Include areas of strength and areas needing growth in order to enhance your objectives; skills that relate to these long-range objectives.)

III. Work Experiences

(Include both job responsibilities and opportunities to interact with other people.)

IV. Group Experiences

(Include experiences working with people in organizations, clubs and group activities in high school and at Xavier University.)

DEGREE IN EARLY CHILDHOOD EDUCATION (PRE-K - 3)

Early Childhood Education will license a (Ohio) teacher to work with children ages 3 through 8, or preschool through grade three. The course of study has child development at the core of pedagogical decisions. The approach is holistic, with a strong emphasis on an integrated learning approach. Practices based in child development and intense reading instruction are integral to the program. Field experience and student teaching occur at both the preschool and primary level.

Core Curriculum Requirements: 64 hours, including:

- Science requirement must be met with physical (CHEM or PHYS) and biological (BIOL) sciences. See catalog.
- Literature elective fulfilled in major with EDCH 324.
- Social Sciences requirement is included in the major requirements.
- 3 hours: COMM 101, Oral Communication required.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- 1 hour core requirement in Cultural Diversity met by EDEL 260, Cultural Diversity in Education.

Major Requirements:

See "Steps for Admission and Continual Progress for Licensure in Early Childhood." Also see "Student Handbook for Early and Middle Childhood."

72 hours of courses: EDFD 110, EDEL 100, 251, 260; EDSP 205; EDEC 210, 230, 325, 330, 335, 340, 450, 451; EDME 359; ARTS 222; EDRE 269, 312, 471, 478; EDCH 324. A 3.0 GPA must be maintained in these major courses.

This block serves as a guideline only, not a required sequence. See your academic advisor.

	<i>First Semester Credit Hours</i>		<i>Second Semester Credit Hours</i>
Freshman Year			
ENGL 101 or 115, English Comp/Rhetoric	3	EDEL 100, Introduction to Education	3
EDFD110, Human Development & Learning	3	Science Elective	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Phil	3
History I Elective	3	History II Elective	3
Language Elective	3	COMM 101, Oral Communication	3
		Language Elective	3
Total	15	Total	18
Sophomore Year			
Theo Scrip/Hist or Christ Sys Elective	3	Science Elective	3
EDEC 210, Early Childhood Development	3	EDCH 324, Children's Literature for Early Child	3
EDEL 251, Instructional Technology	3	EDRE 269, Phonics & Found of Literature	3
EDEL 260, Cultural Diversity in Education	3	EDRE 312, Reading Methods for Early Childhood	3
MATH 201, Foundations of Arith in ECED	3	MATH 202, Geometry & Measurement in EDEC	3
Science Elective	3	PHIL 290, Theory of Knowledge	3
Total	18	Total	18
Junior Year			
ENGL/CLAS/SPAN 205, Lit & Moral Ima	3	EDSP 205, Found in Early Child Special Educ	3
EDME 359, Full Day Child Care	3	EDEC 230, Play in Early Childhood	3
EDEC 325, Methods of Observation/Collaboration	3	EDEC 335, Lang Arts/Soc St Early Ch	6
EDEC 330, Math/Science Early Child	6	EDEC 340, Integrated Curr Early Child	3
ARTS 222, Art in Early Child Ed	3	Elective	3
Total	18	Total	18
Senior Year			
EDEC 450, Student Teach Early Child	11	Fine Arts Elective	3
EDEC 451, Seminar: Cur Iss Early Child Ed	1	EDRE 471, Content Area Literacy	3
EDRE 478, Diagnosis/Correct of Read Disabilities	3	Theology Ethics or Rel/Cult Elective	3
		Philosophy Elective	3
		E/RS Focus Elective (typically met with cross-counting course, ask your academic advisor)	3
Total	15	Total	15

Scheduling Notes:

- Course sequence shown above is realistic only for the student who declares the Early Childhood major as a freshman. It is not the only advisable sequence.

- A minimum of 130 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- Students should consult with advisor to plan fall internship/student teaching in the senior year.
- Study Abroad is possible – consult with advisor early in program.
- Student teaching/internship may take place fall or spring semester.
- Students may add Grades 4-5 Endorsement courses when feasible during senior year.
- An overall cumulative GPA of 2.5 is required for graduation.

Bachelor of Science in Early Childhood Education Program Checklist

Student _____ Banner# _____
 Advising Dates _____

Core Requirements

Grade Received

_____	E Pluribus Unum (EDEL 260)	(1)
_____	English 101 or 115	(3)
_____	COMM 101	(3)
_____	Fine Art Elective	(3)
_____	Language I	(3)
_____	Language II	(3)
_____	Literature Elective (effective 04/05 EDCH 324 counts)	(3)
_____	ENGL 205	(3)
_____	History I	(3)
_____	History II	(3)
_____	Math 201	(3)
_____	Math 202	(3)
_____	Science I	(3)
_____	Science II	(3)
_____	Science Elective	(3)
_____	Social Science (EDFD 110)	(3)
_____	Social Science (EDEC 210)	(3)
_____	PHIL 100	(3)
_____	PHIL 290	(3)
_____	PHIL Elective	(3)
_____	THEO 111	(3)
_____	THEO S/H or CS	(3)
_____	THEO TE or R/C	(3)
_____	E/R&S Elective, cross count with _____	(3)
_____	Free Elective	(3)

Licensure Requirements

Grade Received

_____	EDEL 100 Introduction to Education	(3)
_____	EDFD 110 Human Development and Learning	(3)
_____	EDEC 210 Early Childhood Development	(3)
_____	EDEL 251 Instructional Technology	(3)
_____	EDEL 260 Cultural Diversity in Education	(3)
_____	EDCH 324 Child Lit in E.C.	(3)
_____	EDSP 205 Foundations E.C. Sp. Ed.	(3)
_____	EDRE 269 Phonics & Found. of Lit.	(3)
_____	EDRE 312 Reading Meth. E.C.	(3)
_____	EDME 359 Full Day Child Care	(3)
_____	EDEC 325 Methods of Observation	(3)
_____	EDEC 230 Play in E.C.	(3)
_____	ARTS 222 Art in E.C.	(3)
_____	EDEC 330 Math/Science E.C. Block	(6)
_____	EDEC 335 Lang. Arts/Soc. Stud. E.C. Block	(6)
_____	EDEC 340 Integ. Curric. E.C.	(3)
_____	EDRE 478 Diag. & Corr. Reading Dis.	(3)
_____	EDRE 471 Content Area Literacy	(3)
_____	EDEC 450 Student Teaching E.C.	(11)
_____	EDEC 451 Seminar: Current Issues E.C.	(1)

Subject to revision.

Ohio Licensure Generalist Endorsement Grades 4-5
Approved by ODE Summer Semester 2009

Undergraduate Courses

A series of courses offered for the undergraduate student who is a candidate for the Ohio Early Childhood License/Grades P-3. To receive the endorsement the candidate must qualify for the Ohio Early Childhood license, complete the 9 credit hours described below, and pass the Praxis II examination: Elementary Content Knowledge. Undergraduates must complete the following prerequisites PRIOR to enrolling in the EDEL/Endorsement series of courses: EDEC 330 and EDEC 335.

EDEL 440 Middle Childhood Transitions: Development and Management

1 Credit Hour

Course studies development of the 9-11 year old child within the context of the classroom, with emphasis on developmentally appropriate teaching strategies and management.

EDEL 441 Mathematics Content, Pedagogy, and Assessment Grades 4-5

2 Credit Hours

Course prepares classroom teachers with the conceptual knowledge and skills needed to teach 4th and 5th grade mathematics. *Ohio Academic Content Standards Mathematics* content will be examined in context with the National Council of Teachers of Mathematics focus on content and pedagogy.

EDEL 442 Science Content, Pedagogy, and Assessment Grades 4-5

2 Credit Hours

Course prepares classroom teachers with early childhood preparation to obtain knowledge and skills necessary for effective science instruction in grades 4 and 5. Course examines the discipline of science as it relates to grades 4 and 5 *Ohio Academic Content Standards* and the *Ohio Science Matrix*.

EDEL 443 Language Arts Content, Pedagogy, and Assessment Grades 4-5

2 Credit Hours

Course provides the early childhood classroom teacher with specific content knowledge for grades 4 and 5 literacy skills in the areas of writing, reading, speaking and listening, as specified by the *Ohio Academic Content Standards for English Language Arts*.

EDEL 444 Social Studies Content, Pedagogy, and Assessment Grades 4-5

2 Credit Hours

Course prepares early childhood classroom teachers with knowledge and skills required for effective social studies instruction of students in grades 4 and 5. Emphasis on *Ohio Academic Content Standards Social Studies* with six Social Studies Benchmarks focused on Ohio, United States, and North America.

**BACHELOR OF SCIENCE
DEGREE IN MIDDLE CHILDHOOD EDUCATION (GRADES 4 - 9)**

Middle Childhood Education will license a (Ohio) teacher for ages 9 through 14, or grades 4 through 9, for teaching in two fields of concentration. The teacher candidate will choose two fields from the areas of Social Studies, Mathematics, Science, and Reading/Language Arts.

Students choosing Middle Childhood will be required to take 21-24 hours in each of the two content areas that they choose for licensure. All students will have at least 12 hours in reading instruction. Students will experience interdisciplinary learning, a hallmark of middle childhood education, as part of their learning experience at Xavier. The middle school teaching concept is unique, and our students will be prepared for curriculum, pedagogy, philosophy and organization of the middle school. Field experience and internship/student teaching will occur in both subject areas and at two age levels.

Core Curriculum Requirements: 64 hours, including:

- Science requirement must be met with physical (PHYS or CHEM) and biological (BIOL) sciences.
- Social Sciences requirement is included in the major requirements.
- Literature area fulfilled in major with EDCH 326.
- Students with concentration fields other than mathematics satisfy mathematics core with MATH 211 & MATH 212.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- 1 hour core requirement in Cultural Diversity met by EDEL 260, Cultural Diversity in Education.
- A 2.500 cumulative overall GPA is required for admission to program and must be maintained for the Bachelor of Science degree.

Major Requirements:

See "Steps for Admission and Continual Progress for Licensure in Early Childhood." Also see "Student Handbook for Early and Middle Childhood."

60 hours of education courses: EDFD 110, EDEL 100, 251, 260; EDSP 200; EDMC 212, 325, 340, 345; EDRE 269, 314, 471, 478; EDCH 326; two courses from EDMC 351-354, and EDMC 455, 456. A 3.0 GPA must be maintained in these major courses.

This block serves as a guideline only, not a required sequence. Specific core and concentration courses are not indicated below due to the nature of the middle childhood program. Concentration sets (i.e., math & science, etc.) will differ among students and therefore courses will vary. See your academic advisor.

<i>First Semester Credit Hours</i>		<i>Second Semester Credit Hours</i>	
Freshman Year			
Core/Concentration Courses	12	Core/Concentration Courses	15
EDFD 110, Human Development & Learning	3	EDEL100, Introduction to Education	3
Total	15	Total	18
Sophomore Year			
Core/Concentration Courses	9	Core/Concentration Courses	6
MATH 211, Foundation of Arith in MCED	3	MATH 212, Geometry & Measurement in MCED	3
EDEL251, Instructional Technology	3	EDCH 326, Children's Lit for Middle Childhood	3
EDEL 260, Cultural Diversity in Education	3	EDMC 212, Nature & Needs of Adolescents	3
Total	18	EDSP 200, Special Ed: Identification & Issues	3
Junior Year			
Core/Concentration Courses	9	Core/Concentration Courses	6
EDRE 269, Phonics & Foundation of Literacy	3	EDMC 345, Intro to EDMC Collabor & Class Mgmt	3
EDRE 314, Reading Methods for Middle Grades	3	EDMC 325, Arts in Middle Childhood	3
EDMC 340, Middle School Philosophy & Sch Org	3	EDMC 351-354, Middle School Curriculum	6
Total	18	Total	18
Senior Year			
EDMC 455, Stu Teach: Middle School	11	Core/Concentration Courses	15
EDMC 456, Seminar: Current Issues in EDMC	1	EDRE 478, Diagnosis/Correct of Read Disabilities	3
EDRE 471, Content Area Literacy	3		
Total	15	Total	18

Scheduling Notes:

- Course sequence is realistic only for the student who declares the Middle Childhood major as a freshman.
- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- A minimum of 139 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- Due to the concentrations required in this program, students will need at least ten additional hours of content area courses.
- Advanced placement credit and summer course work may be applied to core or concentration requirements.
- Off-Campus courses are approved by college dean. See advisor for procedure.

Bachelor of Science in Middle Childhood Education Program Checklist

Student _____ SS# _____ Banner# _____
 Advisor _____ Dates _____ Concentration Fields _____

Core Requirements

List course name/# when cross counting with concentrations

Grade Received

_____	UNST 100 (EDEL 260)*	(1)
_____	English 101 or 115	(3)
_____	Literature Elective (EDCH 326)	(3)
_____	English 205	(3)
_____	Fine Art Elective	(3)
_____	Language I	(3)
_____	Language II	(3)
_____	History I	(3)
_____	History II	(3)
_____	Math 211	(3)
_____	Math 212	(3)
_____	Philosophy 100	(3)
_____	Philosophy 290	(3)
_____	Philosophy Elective	(3)
_____	Science I	(3)
_____	Science II	(3)
_____	Science Elective	(3)
_____	Social Science (EDFD 110)*	(3)
_____	Social Science (EDSP 200)*	(3)
_____	Theology III	(3)
_____	Theology S/H or CS	(3)
_____	Theology TE or R&C	(3)
_____	E/R & S Focus Elective, cross count with _____	(3)

Licensure Requirements

Concentration field sheet should be attached

Grade Received

_____	EDEL 100 Intro to Education	(3)
_____	EDFD 110 Human Dev/Learning	(3)
_____	EDMC 212 Nature/Needs Adol	(3)
_____	EDEL 251 Instructional Tech	(3)
_____	EDEL 260 Cultural Div in Education	(3)
_____	EDSP 200 Special Ed: ID/Issues	(3)
_____	EDCH 326 Child Lit/Middle Grades	(3)
_____	EDMC 325 The Arts in Middle Childhood	(3)
_____	EDRE 269 Phonics/Foundations Literacy	(3)
_____	EDRE 314 Reading methods Middle Grades	(3)
_____	EDRE 471 Content Area Literacy	(3)
_____	EDRE 478 Diag/Corr Reading Dis	(3)
_____	EDMC 340 MS Phil/org	(3)
_____	EDMC 345 Intro to MS Coll/Classroom Mgt	(3)
<i>Students take two courses from 351-354 group (total 6 hrs)</i>		
_____	EDMC 351 LA, Curr, Pedagogy, Assess	(3)
_____	EDMC 352 Math, Curr, Pedagogy, Assess	(3)
_____	EDMC 353 Science, Curr, Pedagogy, Assess	(3)
_____	EDMC 354 Soc St, Curr, Pedagogy, Assess	(3)
_____	EDMC 455 Student Teaching: MS	(11)
_____	EDMC 456 Sem: Current Issues MS	(1)

*Cross counts

Subject to Revision

Middle Childhood Concentration Areas

Math Concentration (21)

(6 cross count in undergrad core)

MATH 211 Fndations Arithmetic MC Tch (3)
 MATH 212 Geom + Measuremt MC Tch (3)
 MATH 213 Algebra Concepts MC Tch (3)
 MATH 214 Math Prob Solving MC Tch (3)
 MATH 116 Elementary Statistics (3)

Select Two:

_MATH 120: Elementary Functions (3)
 _MATH 150: Calculus I (3)
 _MATH 151: Calculus II (3)

Math Notes:

Math credits above the 151 level may be applied to concentration and notations should be made

Math 211-214 sequence goes into effect in academic year 06/07--substitutions will be made for graduating students in coordination with Math Dept

Subject to Revision
 Revised 10/2009

Reading/LA Concentration (24)

(9 cross count in undergrad core)

_ENGL 101: English Composition *OR*
 ENGL 115: Rhetoric (3)
 _ENGL 205: Lit & Moral Imagination (3)
 _COMM 207: Interpersonal Communication (3)
 _EDCH 326: Literature for MC *OR*
 EDCH 320: Multi Cultural Literature (3)

Select One:

_EDCH 310: Wrtg & Publishing for Children (3)
 _ENGL 308: Creative Writing (3)
 _ENGL 311: Popular Writing (3)
 _ENGL 314: Wrtg Journals & Autobiography (3)
 _ENGL 304 Tchng & Research in Writing (3)

Select One:

_ENGL 132: Studies in Women's Literature (3)
 _ENGL 128: Studies in Black Literature (3)
 _ENGL 352: African Literature (3)
 _ENGL 371: War and Peace in Literature (3)
 _ENGL 349: Mythology in World Literature (3)
 _ENGL 331: World Literature (3)

Select One:

_EDCH 305: Storytelling (3)
 _THTR 210: Acting I (3)

Select One:

_ENGL 320: Topics in Linguistics (3)
 _ENGL 321: History of English Language (3)

Reading Language Arts Notes:

Science Concentration (21)

(9 cross count in undergrad core)

Physics

_PHYS 114: Our Universe: Physical Science (2)
 _PHYS 115: Physical Science Lab (1)
 _PHYS 116: Our Universe: The Earth (2)
 _PHYS 117: The Earth Lab (1)

Chemistry

_CHEM 102: Environment, Energy & Health I (2)
 _CHEM 103: Lab (1)
 _CHEM 104: Environ, Energy & Health II (2)
 _CHEM 105: Lab (1)

Biology

_BIOL 130: Intro to Life Science (2)
 _BIOL 131 Lab (1)
 _BIOL 120: Ecology and People (2)
 _BIOL 125 or 127 Lab (1)

Select One:

Elective physics, chemistry, or biology (3)

Science Notes

Social Studies Concentration (24)

(6 cross count in undergrad core)

_HIST 105: World Civilization I (3)
 _HIST 106: World Civilization II (3)
 _HIST 143: US to 1865 (3)
 _POLI 140: American Government and Politics (3)
 _SOCI 180: Culture and Society (3)
 _ECON 200: Microeconomic Principles (3)
 _EDMS 207: World and Cultural Geography (3)

Select One:

_HIST 144: US since 1865 (3)
 _HIST 325 Black America since 1865 (3)
 _HIST 329: Urban America (3)

Social Studies Notes:

Middle Childhood Generalist Endorsement
Approved by ODE August 9, 2004

The Middle Childhood Generalist Endorsement allows the teaching candidate with two licensure areas to add either one or two more content areas specifically for teaching in a self contained 4th, 5th, or 6th grade classroom. This endorsement is not valid for holders of any license other than Ohio Middle Childhood Education.

To have the MCG endorsement added to the MCE license:

- 1) The candidate must have previously completed a MC Education program in two content areas and hold a valid MCE license (*we will assume that our initial licensure candidate will apply for the endorsement along with, or soon after application for the initial license in two areas*); and
- 2) In addition to successfully completing the **MCG Endorsement course work** in either one or two additional areas, the candidate must also successfully complete the required Praxis II test(s).

Either the candidate must pass:

- a) the Elementary Education Content Knowledge (0014); **or**
- b) the candidate must pass the content area test for each content area added to the MCE license, chosen from:
 - MS English/Language Arts (0049)
 - MS Mathematics (0069)
 - MS Social Studies (0089)
 - MS Science (0439)

Xavier University Middle Childhood Endorsement Courses

Language Arts

ENGL 304: Teaching and Research in Writing

EDCH 326/526: Children's Literature in the Middle Grades

Mathematics

MATH 213: Algebra Concepts for Middle Childhood

MATH 214: Mathematical Problem Solving for MC Teachers

As of April, 2006 the mathematics concentration will change due to the gradual phasing in of four new courses for middle childhood.

Science

BIOL 130, BIOL 131: Introduction to Life Science and Life Lab I

PHYS 114, PHYS 115: Our Universe: Physical Science and Our Universe Physical Science Lab

Social Studies

EDMS 207: World and Cultural Geography

POLI 140: American Government and Politics

Note: the courses chosen for the endorsement were done so in alignment with the Ohio K-12 standards for the specific subject areas.

COURSE NAME/NUMBER _____ SEMESTER _____

**XAVIER UNIVERSITY DEPARTMENT OF CHILDHOOD EDUCATION AND LITERACY
DISPOSITION PROGRESS REPORT FORM**

Candidate's Name (please print) _____

Signature of Candidate _____ Date _____

(Candidate's signature only indicates that she/he has reviewed this report; it does not imply agreement.)

Person Completing the Form (please print) _____

Signature of Person _____

Check one: Faculty/Instructor _____ University Supervisor _____ Cooperating Teacher _____

Please check the appropriate rating for each category using the following scale. Be sure to document a score of 1 or 2 by providing evidence in the comment column. Use back portion for additional comments.

- 4=Exemplary**
- 3=Proficient (meets expectations)**
- 2=Basic (inconsistently meets expectations)**
- 1=Unacceptable (does not meet minimal expectations)**
- N/A = Not Applicable**

COURSE COMPONENT	4	3	2	1	N/A	Comments
Candidate attends all classes and is punctual.						
Candidate demonstrates respect for the learning community and alternative viewpoints.						
Candidate demonstrates initiative in class discussions and activities.						
Candidate takes responsibility for requirements of the course.						
FIELD COMPONENT	4	3	2	1	N/A	Comments
Candidate demonstrates professionalism in actions, appearance, and demeanor.						
Candidate works well with diverse students.						
Candidate collaborates with school professionals during internship and field experience.						
Candidate demonstrates ability to reflect on practice and proactively reacts to constructive criticism.						
Candidate is professional in remarks to students and mentor teacher.						

Student Portfolios in Early and Middle Childhood Education-An Explanation

When early and middle childhood students take the EDEL 251, Instructional Technology course, they can expect to begin work on their own electronic portfolio. Their portfolio will grow as they progress through courses that involve case studies, poster presentations, lesson plans, units, and actual performance in the field during block courses. **All students who are candidates for licensure will be expected to purchase a Taskstream account while at Xavier.**

Prior to internship (see Steps for Admission and Continual Progress) they will be expected to register for an advisory day meeting with a team of faculty members. This process is required for all students who enter our programs. At that time they will be expected to share their electronic portfolio with the faculty members and discuss the entries in their portfolio. The candidate for internship will be asked specific questions that, in some cases, will best be answered through demonstration of lessons or activities archived in the candidate's DRF (directed response folio). The portfolio serves as a means of highlighting the level of preparation reached prior to student teaching/internship and to indicate readiness for the internship phase of the program. Students will be placed for internship only after the meeting and portfolio presentation has taken place.

The following are EXAMPLES of the types of questions you might be asked. Actual questions will vary.

- What does differentiation mean to you in terms of lesson planning and assessment?
- Reflect on a particularly challenging lesson you taught in a field placement and tell why it was challenging and what you would do differently in the future.
- Discuss your beliefs about effective classroom management strategies.
- Share an example of your understanding of behavior management plans.
- From your DRF or e-portfolio share a lesson plan that shows your understanding of integrated curriculum.
- Please share a lesson plan and reflect on the assessment strategy used.

During internship (see Steps for Admission and Continual Progress) the student teacher/intern completes the final electronic portfolio as an employment portfolio that serves as a visual record of his/her progress through the early or middle childhood licensure program. **Material archived in DRF can be selected for the employment/webfolio. Taskstream provides a template for the webfolio and allows web access for employers who have been given a link or password from the candidate seeking employment.** The finished portfolio will be a required capstone experience at the conclusion of student teaching/internship. In past years candidates were expected to complete a paper portfolio. That will no longer be true for program requirements, but individuals may choose to construct a paper portfolio for their own use during interviews.

Certification/Licensure Requirements for Other States

In July 2009, Gov. Ted Strickland signed Ohio House Bill 1, which mandates a new licensure system for teachers in Ohio, including a Resident Educator license. In the Governor's plan, the Ohio Department of Education (ODE) will develop a Resident Educator Program to be effective by January 2011. This four-year experience will provide Ohio educators just entering the profession with quality mentoring and guidance essential for a long and flourishing career. Successful completion of the residency program will be required to qualify for a five-year professional educator license. During the interim period of July 1, 2009, to January 1, 2011, there is a transition plan that will allow teachers who hold a two-year provisional license to advance to a five-year professional license. The manner in which this will affect certification/licensure in the 37 states with which Ohio shares reciprocity will be specified by the education departments of the individual states. If you wish to teach in another state upon graduation from Xavier it would be wise to investigate requirements early in your educational career. You can contact a state department of education by phone or in most cases, by websites. Ohio's website www.ode.state.oh.us maintains a listing of certification requirements for states other than our own. Even if you plan to teach in another state you must first complete all course work specified in the Xavier University Early and Middle Childhood program sequences to meet Ohio standards. The Xavier University Director of Certification maintains reference books which detail license requirements in other states. You may contact Mrs. Virginia Hewan, certification office at 745-2952. It is wise to learn of required Praxis or other exams required by the state of your choice, especially if you plan to apply immediately after graduation.

State of Ohio Praxis II Assessments & Resident Educator License

Students are expected to register for and take the written Praxis II exams. See “Steps for Admission and Continual Progress” for a time frame for test completion. Visit www.xu.edu/education for your Praxis II information. Go to either Early or Middle Childhood and find the Praxis II links. There you will find test names and links for registration. Be sure you request that your test scores be sent to Xavier University.

In July 2009, Gov. Ted Strickland signed Ohio House Bill 1, which mandates a new licensure system for teachers in Ohio, including a Resident Educator license. In the Governor’s plan, the Ohio Department of Education (ODE) will develop a Resident Educator Program to be effective by January 2011. This four-year experience will provide Ohio educators just entering the profession with quality mentoring and guidance essential for a long and flourishing career. Successful completion of the residency program will be required to qualify for a five-year professional educator license. During the interim period of July 1, 2009, to January 1, 2011, there is a transition plan that will allow teachers who hold a two-year provisional license to advance to a five-year professional license.

Note: A number of universities require their candidates to pass the Praxis I test, also called to PPST, prior to acceptance. We do not require our students to take the Praxis I test at Xavier University unless they have never taken the ACT or SAT for college admission.

Field Experiences/Student Teaching

It is the belief of the Xavier University Early and Middle Childhood Education Program that there is much to be gained from field experiences in qualified early and middle education settings. In the second semester of the freshman year (EDEL 100, Introduction to Education) our students complete approximately 40 hours of field work through a combination of school placement and school visits. In this first experience we strive for observation at both early and middle childhood levels, visits to large urban and suburban schools, and exposure to alternative educational programs.

In the courses following EDEL 100, students are assigned school observations of shorter duration, but with foci specific to the course content, i.e. observation of children's play at specific ages, social interaction among middle school children, or reading and writing instruction in the early years. The following courses all have varying amounts (5 to 20 hours) of focused field experience or observation:

EDFD 110	Human Development and Learning
EDEC 210	Early Childhood Development
EDEL 260	Cultural Diversity in Education
EDSP 205	Foundations in Early Childhood Special Education
EDRE 312	Reading Methods in Early Education
EDEC 325	Methods of Observation /Collaboration
EDEC 230	Play in Early Childhood
EDME 359	Full Day Child Care
EDSP 200	Special Education: Identification and Issues
EDMC 212	Nature and Needs of Adolescents
EDMC 345	Middle School Collaboration and Classroom Management
EDMC 340	Middle School Philosophy and Organization

The following courses have at least 50 hours of field experience

EDEC 330	Math and Science in Early Childhood
EDEC 335	Language Arts and Social Studies in Early Childhood
EDMC 351	MC Language Arts, Curriculum, Pedagogy, Assessment
EDMC 352	MC Mathematics, Curriculum, Pedagogy, Assessment
EDMC 353	MC Science, Curriculum, Pedagogy, Assessment
EDMC 354	MC Social Studies, Curriculum, Pedagogy, Assessment
EDEC 450	Early Childhood Student Teaching – 15 Weeks
EDMC 455	Middle Childhood Student Teaching – 15 Weeks

Students in Xavier University's Teacher Education Programs are required to have at least one field placement (not only observation) in an urban school with a culturally diverse population of students. The greater Cincinnati area affords many opportunities for diverse placement opportunities. Placements must also reflect a variation in age of students.

*See field experience responsibilities for additional information.

Application for Internship

Application for internship is made in the spring semester prior to the academic year in which internship should occur. This is true for Fall or Spring semester internship.

Applications are made available during a mandatory meeting in February. They are returned to the Department of Childhood Education and Literacy Office in 307 Hailstones Hall by a specified date in March.

Placements are determined based on a number of factors: geographical needs of the student, age range of students that will meet licensure requirements, subject areas available for middle childhood concentrations, prior experience in an urban setting, and our ability to cluster students in professional practice schools. Additional factors taken into consideration are the students' desire for urban, suburban, or Catholic school placements. We request that students answer all questions on the application thoroughly, but students should not pursue their own student teaching placement. The process is lengthy, but usually accomplished by April or May.

When students receive information regarding their internship placement they will be advised as to "pre-student teaching experience" requirements (30 hours) that must be completed prior to internship. Additional information regarding lesson planning, units, reflective journals, videotaping, and general conduct of internship is given to students prior to the beginning of the term.

Assessment of student teachers is based on the Pathwise Guidelines, the same criteria that is used by the State of Ohio to assess teachers during the new teacher entry year. A copy of the guidelines follows this page in the handbook. Criteria specific to early or middle childhood will be found on the actual evaluation forms.

Policies Regarding Field Experiences/Internships

Students completing field-based experiences and/or internship are expected to exhibit professional conduct. Xavier University has established policies, which are to be followed for all field experiences and internship.

Policies on dress and grooming. A student's dress and grooming must be consistent with the standard established for professional appearance.

Policy on absences. A student is to be present in the classroom for the assigned dates of the field experience or for the internship, except in cases of illness or extreme emergency. An outside activity or personal business is NOT considered a valid excuse. The student must notify the school and the University of an absence. Response to this obligation is considered an index of professional attitude and responsibility. Unexplained absences should be reported immediately to the University supervisor or the Director of Elementary Education.

Policy on corporal punishment. An intern is NEVER to administer corporal punishment as a means of discipline; nor, should an intern be asked to witness such an act.

Policy on teacher absence and substitute teaching. Since an intern is not yet licensed, it is against state law and University policy to use a student as a substitute. Graduate students holding a certificate are an exception to this rule. A certified teacher MUST be present with or within calling distance of an *intern*. A certified teacher MUST be present in the classroom with a *field experience student* at ALL times.

Policy on student evaluation. A cooperating teacher is expected to complete an evaluation of a student for a field experience. This evaluation should be reviewed with the student before it is sent to the university for placement in the student's file. In addition, the University supervisor conferences with the cooperating teacher and the student. The evaluation form completed during this conference is also placed in the student's file. During the internship, an on-going evaluation will be made by the cooperating teacher and the Xavier supervisor. The intern must also evaluate her/himself constantly and seek help in areas that need improvement. Two formal conferences will be held between the three participants during the semester.

If a student's performance becomes unsatisfactory, a conference should be immediately arranged with the supervisor. If at any time a student menaces the program by unprofessional attitudes and/or conduct, by lack of skill in performing required activities, or in personal immaturity to work professionally with children, prompt removal from the field experience or from internship experience seems advisable, the student will be apprised of that decision.

A student is advised to withdraw from the program or from the internship only after a careful review of all factors and after a concerned number of people at the university and school levels have been consulted and have concurred in the findings and decision. The student does, in such cases, have the right of appeal.

Policy on strikes, study days, boycotts, work stoppages, and sanctions. Since interns do not have the legal status of certified personnel, Xavier University believes the best interest of the total profession will be served when they are not exploited, when their neutrality is maintained and when their field experience education aids them in resisting premature and hasty action. Therefore, in the case of any of these events, the intern should not report for duty or be in or near the building of assignment. If the problem appears to be one of long duration, another assignment will be arranged.

When a school system is formally placed under SANCTION, an in-progress field or internship will be completed. Assignments to schools within systems under sanction will be made only if the student wishes assignment after having been informed of the facts of the situation.

Official Notice to Students

Department of Childhood Education and Literacy

As of fall 2007, all students participating in school field experiences are required to have a Tuberculosis Skin Test (PPD Skin Test) Tuberculin test and a background check by the Bureau of Criminal Investigations. The Department of Childhood Education and Literacy is responding to school districts' mandates with regard to these items.

Acquiring this documentation is your responsibility. You must be able to provide documentation to the school to which you are assigned. It may take several weeks to receive the results, so please be proactive in obtaining them before your field placement begins.

Tuberculosis Skin Test (PPD Skin Test)

TB test are administered at Xavier University's McGrath Health Center or from your own physician. **You will need to ask for documentation** that indicates the date of the tests, the result, your signature, and the signature of the facility/person administering the test. Physicians have this form at their offices. **WE DO NOT HAVE THESE FORMS.**

BCII Bureau of Criminal Identification and Investigation/ FBI Fingerprinting

Electronic fingerprinting can be done at many locations in Ohio, including Xavier University. If you prefer to have the fingerprinting completed at Xavier University, you may visit Xavier University's Campus Police, Monday – Friday, 8:30AM – 5:00PM. The cost is \$60 (subject to change), billed to your Bursar's account. You will need to supply your State ID and your Xavier University All Card. Visit the Ohio Attorney General's website <http://www.ag.state.oh.us> or contact the BCI in London, Ohio at (740) 845-2375 for information regarding fingerprinting.

To find other fingerprinting locations, visit <http://www.ag.state.oh.us/business/fingerprint/data/index.asp>. Any questions you may have regarding this process should be directed to these agencies. You should have the results of your BCI/FBI fingerprinting sent to the following address:

Ms. Virginia Hewan, Director of Certification
College of Social Sciences, Health, and Education
Xavier University
3800 Victory Parkway
Cincinnati, OH 45207-3224

Please allow approximately 30 days for the results to be delivered to the School of Education from the State of Ohio.

Department of Childhood Education and Literacy Students (Early Childhood Education, Middle Childhood Education, Reading Education, and Multi-Cultural Literature Education) may pick up a copy of their BCI/FBI fingerprinting results from April Thomas in Hailstones Hall, Suite 307, Monday – Friday, between the following hours:

8:30am – 5:00pm

All other departments should contact their department for BCI/FBI Fingerprinting results.

Please call 513-745-3701 or email thomasa7@xavier.edu to ensure that the results have been received and someone authorized to distribute them is available **before you pick up your results.** Due to the confidentiality of these documents, students are required to show ID to pick up the results.

ADDITIONAL INFORMATION ABOUT THE BCI

- The BCI/FBI fingerprinting must be done on a *yearly basis*.
- Facilities can charge different prices for the BCI/FBI fingerprinting so you may want to check several facilities.
- Ask them what type of identification documents you should bring.
- ***If you have fingerprinting completed at a location other than Xavier University, please verify that they will do a BCI AND FBI check. Both checks are now necessary.***

Field Experience Responsibilities **At All Levels: From Observation Through Internship**

University Student

The students are to exhibit the high quality and standards expected of all who are associated with Xavier University.

Students should maintain a courteous, cooperative, and professional attitude and manner, approach the learning/teaching experience with a positive attitude, and demonstrate interest through active participation in classroom/school activities. Examples of professional manner include: appropriate dress and conduct, and the holding in confidence any observations that pertain to the children, their families, and the teachers of the school.

The students must comply and cooperate with the school district's rules, regulations, and procedures, and building policies specific to the usage of equipment and facilities.

The students must complete all field assignments and expectations satisfactorily to the standards required by the Xavier University Elementary Program.

Students are to report all absent days to the University supervisor and reschedule time to fulfill required hours. Students are responsible for contacting their cooperating teacher regarding an absence and providing him/her with any lesson plans or materials.

Cooperating Teachers

Must have certification/validation and three years of experience in the specified area.

Cooperating teachers provide an atmosphere of acceptance of the students as co-workers on the teaching staff, and assist them in completing activities (see "pre-student teaching activities") that will ease their transition into the school organization.

Cooperating teachers must plan with the university student, guide and supervise field experience. Documentation forms are provided.

Observations and evaluations must be completed by the cooperating teachers. Record keeping and documentation are required. Forms are provided.

Regularly occurring, open and honest communication needs to be utilized to facilitate a successful experience.

Cooperating teachers commit to a regularly scheduled planning period and can, in turn, expect the student teacher to show written preparation of lessons prior to instruction.

Cooperating teachers guide the student into teaching responsibilities gradually and recognize the fact that they should relinquish their classes to capable student teachers so that they may develop the art of teaching.

And they allow the student teacher to develop individualized teaching abilities while recognizing at all times their legal responsibility as the certified teacher.

Cooperation with the standards and requirements of Xavier University Education Programs is necessary.

Cooperating teachers guide the student into teaching responsibilities gradually and recognize the fact that they should relinquish their classes to capable student teachers so that they may develop the art of teaching.

And they allow the student teacher to develop individualized teaching abilities while recognizing at all times their legal responsibility as the certified teacher.

Cooperation with the standards and requirements of Xavier University Education Programs is necessary

University Supervisors

University supervisors must assist and counsel the student through site visits, scheduled conferences, and telephone conversations. Documentation is required.

University supervisors make at least one conference visit for field-based students and at least 4 observations for student teachers. Two of these visits include three-way conferences with the cooperating teacher, student teacher, and supervisor.

Written observation reports and evaluations are to be completed by the university supervisor either cooperatively with the student teacher and cooperating teacher, or separately as the situation requires. Record keeping and the documentation are required

The supervisor acts as a public relations emissary between the university and cooperating schools; as an intermediary between the student teacher and cooperating teacher; as an individual counselor and teacher for the student teacher; as an assessor and evaluator of student competency; and as a participant in planning.

The supervisor must be a resource person for all participants during the field experience.

Field-Based Experiences and Internship Principles

It is the belief of Xavier University that the preparation of teachers is a mutual responsibility of the institutions of higher education and local elementary and secondary schools. In this cooperative enterprise, the university should provide the basic preparation and instruction in the general education phases of the candidate's program and in the areas of specialization and professional theory. It should provide also for supervisory and coordinating services related to field-based experiences, including internship.

It is the responsibility of the local schools to provide the laboratory facilities for observations, participation, and internship together with the services of the cooperating teachers. Mutual understanding and respect are key factors in a cooperative program of this nature. To secure such, it is important that there be a clear understanding of roles and responsibilities for all participants: the university student, the cooperating teacher, and the university supervisor.

School systems that are utilized for field-based experiences should offer their facilities with full knowledge and approval of the chief administrative officer and the board of education. Xavier University is responsible for the communication of all expectations it holds for field-based candidates and their cooperating teachers.

Participants and Their Responsibilities

Interns are regularly enrolled university students who are eligible to participate in field-based experiences and internship who must assume certain responsibilities to derive full benefit from the experiences. The interns' role is two-fold in nature: they are studying the teaching/learning process, and they are co-teachers whose instructional duties increase as they gain competence and experience in the classroom setting.

Cooperating Teachers are regularly employed teachers or a cooperating school faculty who have at least three years of teaching experience, and possess a current elementary license. They have full responsibility for a group of learners and willingly accept the additional responsibility for daily guidance of interns, although they recognize their first responsibility to be the welfare and growth of the children entrusted to their care. They occupy the key role in making the field-based and internship experiences productive ones for the university students.

University Supervisors are members of the teacher education faculty who assume responsibility for the supervision of the activities of students in the field. They work as a liaison between the university and public and private schools through visitation to the schools. The visitation of students is only one aspect of the role of supervisors. They also have the obligation of working directly with the cooperating personnel to provide realistic, relevant laboratory experiences for university students.

**Xavier University Early and Middle Childhood Education Programs
Transitional Form for Field and Student Teaching Observation**

Student Name _____ Date of Observation _____

Cooperating Teacher _____ School/Grade _____

Please evaluate the Xavier University student by placing checkmarks as appropriate below. Please include narrative and anecdotal remarks on the form as well.

S (Strengths)

CH(Challenges)

C(Concerns)

NA(Not Applicable)

<i>Focus on Teaching and Learning (OSTP:1,2,3,4)</i>	S	CH	C	NA
Models respect for students' diverse cultures, language skills, and experiences.				
Knows content being taught and uses knowledge of content-area concepts, assumptions, and skills to plan instruction.				
Makes content meaningful and relevant to students' lives.				
Selects, develops, and uses a variety of diagnostic, formative, and summative assessments.				
Aligns instructional goals and activities with school and district priorities and Ohio's academic content standards.				
Uses information about students' learning and performance to plan and deliver instruction.				
Communicates clear learning goals and explicitly links learning activities to those goals.				
Differentiates instruction to support learning needs of all students.				
Creates and selects activities designed to help students develop as independent learners and complex problem-solvers.				
Uses resources and technology effectively to enhance student learning.				
<i>Conditions for Teaching and Learning (OSTP 5)</i>	S	CH	C	NA
Treats all students fairly and maintains an environment that is respectful,				

supportive, and caring.				
Maintains an environment that is conducive to learning for all students: prepares materials in advance, manages student behaviors and transitions, and effectively paces lessons.				
<i>Teaching as a Profession (OSTP 6,7)</i>	S	CH	C	NA
Communicates clearly and effectively with proper oral and written language.				
Exhibits professional dispositions such as appropriate dress, punctuality, and consistent attendance.				

Additional comments and Observational Notes

Additional Comments and Observational Notes

Signatures below verify that the marking of each standard and the supporting evidence have been discussed with the student teacher/field student.

Observer's Name/Role_____

Observer's Signature_____

Student's Signature_____