

Xavier University

Expectations for Early and Middle Childhood Education Student Teaching

It is expected that the student teacher will become a member of the teaching team, and work the same hours as the cooperating teacher. The student teacher will engage in the necessary short and long term planning required for instruction, school meetings, and parent conferences (unless issues to be discussed preclude the presence of a student teacher), and report writing. The student teacher will assist in any tasks that fall to the cooperating teacher.

Students teachers are expected to hand in lesson plans as they take over the teaching of a subject area. When the cooperating teacher and supervisor are satisfied that the student teacher has a strong grasp of goals, objectives, procedures, and assessment, the student teacher may begin to utilize an abbreviated format. Student teachers should never be allowed to teach without lesson plans. Needless to say, a regular planning period will help to alleviate most omissions in this area. Lesson plan formats may be based on those given to students during their Middle Childhood Curriculum course.

Student teachers are expected to keep a **reflective journal** during student teaching. A paper describing the journal process is enclosed.

We ask that the cooperating teacher share the **permanent records** of at least two students in the class. The student teacher should learn what material is kept in the file, why it is put there, how the information is used, and how to read any test results that are included. The Xavier supervisor will discuss this investigation with the student teacher at an agreed upon time.

We also strongly suggest that the student teacher become familiar with the **intervention or referral procedures** used in the school, the participants, and their roles. Since such procedures vary with schools and districts, we are not specific about expectations, but we expect the student teacher to collaborate with the cooperating teacher in this regard and share knowledge gained with the supervisor.

The student teacher should be **videotaped** teaching a lesson during the first six weeks of student teaching. This videotape should be viewed by the student teacher and cooperating teacher and then shared with the supervisor. We believe it would be most helpful for the student teacher to do a written self evaluation of the video, using one of the observation forms normally used by the cooperating teacher and supervisor. The use of the videotape early in the semester provides a helpful tool for assessing instructional procedures while there is adequate time for making improvements.

The **Unit** assignment has long been part of our student teaching requirements. The constructivist approach should be used when planning and teaching the lessons within the classroom setting. We would like to have individual teaching teams, the student teacher, and the Xavier supervisor decide the expectations for the student teacher in terms of planning for any integrated teaching unit. We realize that it may not be realistic in all classroom settings to expect a standard teaching unit to be produced and implemented. Our goal is to have the student teacher become a contributing member of the teaching team. Therefore, our assignments should fit naturally into the teaching environment into which you have welcomed our student teachers.