

# **XAVIER UNIVERSITY**

Student Teaching Handbook  
Multi-Age/Adolescent to Young Adult

# THE PROFESSIONAL SEMESTER

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*Xavier University is an academic community whose doors are open to qualified men and women regardless of age, religion, race, color, handicap or national origin..*

## THE STUDENT TEACHING EXPERIENCE

The student teaching experience, a major step toward becoming a competent, professional teacher, consists of a minimum of 15 weeks in-school experiences as a classroom teacher. During this semester, the student spends the entire day in an assigned school under the supervision of a licensed/certified teacher who has had successful classroom teaching experience.

### I. Preparation

Each student planning to register for student teaching must do the following:

1. Obtain a student teaching application form from the Director for Secondary Education;
2. Complete the application form and return it, together with three resumes, to the Director of Secondary Education. *Every reasonable attempt will be made to secure a placement based on your preference. If you wish to change your choice of school after the placement procedure has begun, you must maintain your original choice until you have interviewed with the cooperating teacher at the school of your original choice. The student teaching experience must be approved by the Director of Secondary Education;*
3. Attend the required meeting scheduled for potential student teachers;
4. Make an appointment to visit the prospective cooperating teacher. During this meeting, you should ask for a copy of the faculty handbook, the student handbook, and two copies of the school calendar;
5. Have the cooperating teacher(s) sign the **Cooperating Teacher Agreement Form(s)**. Sign and return the **Student Teacher Agreement Form(s)** and return the forms to the Director of Secondary Education. These forms are due two weeks after you receive them from the Education Office;
6. Register for EDMS 470 if you will receive licensure for grades 7-12;
7. Register for EDMS 471 if you will receive licensure for grades K-12.

### II. General Policies

#### A. Teaching Responsibility

The student teacher is responsible for at least 5 classes or what equates to a teacher's full teaching load. What remains of the school day may be used for: planning, providing tutorial or enrichment experiences for students, team teaching, observing instruction in related subject areas, etc.

#### B. Outside Activities

No student teacher should offer outside activities as an excuse for not performing the functions expected during the student teaching experience. Any circumstances which may arise wherein outside obligations of the student teacher are interfering with optimal performance of student teaching duties should be reported to the University supervisor. Extra class work at the University and outside employment are specifically discouraged.

#### C. Attendance/Absence

The student teacher is to be present in the school each day for the length of a full school day and follow the time schedule of the school and the cooperating teacher, including arrival and departure times.

1. If the host school's calendar differs from the University's, the student teacher adheres to the host school's calendar;

2. The student teacher must inform the cooperating teacher, the school principal, and the University supervisor as soon as possible concerning absence and tardiness;
3. Any planned deviation from the host school's calendar should be reported to the University supervisor by the student teacher.

D. Dress/ School Regulations

A student teacher's dress and grooming must be consistent with the standards established for the professional staff in the host school. Student teachers must comply with all host school regulations.

E. Student Teaching Involvement

1. Observation: The student should become familiar with the following: Class schedules, teaching strategies, classroom organization and management, classroom standards, motivation techniques, teacher-student rapport, communication.
2. Participation: The student teacher should become actively involved in classes from the start. This includes working with individual students needing assistance, working with small groups, keeping records, preparing teaching materials, correcting written assignments, preparing media materials to be used, etc.
3. Teaching: The student teacher should assume teaching responsibility for the classes as soon as possible as determined jointly by the cooperating teacher and the student teacher. The University supervisor may also be consulted.

F. Planning

Daily lesson plans should be prepared and presented to the cooperating teacher at times designated by the cooperating teacher. The plans should also be available to the University supervisor upon request.

G. Conferences

The cooperating teacher will confer with the student teacher on a regular basis to consider elements of good teaching, to offer constructive criticism, to discuss teaching strategies, to make suggestions concerning use of instructional materials, to share information about students, etc. Each visit by the University supervisor should be followed by a conference.

H. Supervision

The University supervisor will periodically visit the school and will spend time observing classes and conferring with the student teacher and the cooperating teacher.

A class period will be videotaped and critiqued.

I. Strikes

Since a student teacher in the State of Ohio does not have the legal status of licensed personnel, Xavier University states that in cases of strikes, boycotts or work stoppages, the student teacher should not report for duty or be in or near the host school.

J. Substitute Teaching

Because a student teacher is not a licensed teacher, Ohio State Law and Xavier University policy prohibit using a student teacher as a substitute teacher.

### **III. Seminar**

Every student is required to attend all student teaching seminars during the professional semester. Assignments required in the seminar must be fulfilled to successfully complete Student Teaching.

### **IV. Responsibilities of Participants**

A. Student Teacher: The student teacher must assume responsibility for the following:

1. getting acquainted with the cooperating teacher at the earliest opportunity;
2. learning the names, strengths, and weaknesses of the students with whom he/she is to work, maintaining professional in relationships with students;
3. holding in confidence personal observations regarding pupils and the school;
4. recognizing the legal responsibility and authority of the cooperating teacher;
5. being aware of responsibilities as a representative of the University;
6. demonstrating an interest through active participation in the school and community activities;
7. being informed on matters of school policy as these relate to school organization, management, and administration in general, and to student teachers in particular;
8. setting an example for pupils in personal habits, conduct, and dress;
9. using an effective speaking voice and proficiency in the use of communication skills;
10. maintaining a professional attitude and manner when in the presence of a class;
11. approaching the learning and teaching situation with a positive attitude;
12. recognizing the professional responsibility of presenting points of view without imposing a personal bias;
13. accepting constructive criticism;
14. recognizing the need to maintain acceptable standards of discipline, as agreed upon by the cooperating teacher;
15. maintaining, at all times, a courteous cooperating, and professional relationship with the entire school staff;
16. acquiring an initial understanding of the curriculum not only on the level on which the actual teaching is completed but for all other levels;
17. preparing long range unit and daily lesson plans for approval by the cooperating teacher in advance of their use;
18. notifying the cooperating teacher, school principal, and University Supervisor of any absences or contemplated changes in the student teaching schedule.

B. Cooperating Teacher: The cooperating teacher willingly accepts the responsibility for daily guidance of the student teacher and is aware that he/she occupies the key role in making the student teaching program a fruitful learning experience for the student teacher. Specifically, the cooperating teacher's responsibilities are these:

1. providing an atmosphere of acceptance of the student teacher as a colleague on the teaching staff;
2. introducing the student teacher to the proper administrative personnel, fellow teacher, building personnel, parents, etc.;
3. becoming familiar with the student teacher's personal and educational background;
4. supplying the student with essential data concerning the student groups with which he or she will be working;

5. providing the student teacher with information concerning the school, its policies, regulations, available teaching materials, sources of school supplies, etc.;
6. assigning some activities to the student teacher as soon as possible; e.g., checking attendance, assisting in the preparation and setting up of teaching materials, helping individual students, etc.;
7. developing a sense of student teacher responsibility in daily and long range planning;
8. making certain that good preparation has been made for class instruction and reviewing lesson plans before presentation of material.

C. University Supervisor: The University supervisor is a member of the teacher education faculty or supervisory staff who assumes responsibility for the supervision of the activities of the student teacher. The supervisor works directly with the cooperating personnel to provide realistic and relevant experiences. Specifically, the University supervisor is responsible for the following:

1. providing information on matters pertaining to the student teacher and the student teaching experience;
2. working cooperatively with the school to discuss and evaluate the student teacher and the cooperating teacher;
3. acting as an intermediary between the student teacher and the cooperating teacher;
4. making classroom observations and one videotaped observation followed by a conference with the student teacher and the cooperating teacher if possible;
5. providing careful orientation for the student teacher in relationship with and responsibilities to the cooperating school and the cooperating teacher.

## V. **Evaluation**

### A. Mid-Term Report

A mid-term evaluation is completed by the cooperating teacher. Its purpose is to provide suggestions for further improvement or continued competence. It is not expected that the student teacher would receive high scores in all categories of this evaluation. Shortcomings, as well as successes, should be noted at the midpoint of student teaching. This written evaluation will be shared with the student teacher and will be sent to the Department of Secondary and Special Education at the University.

### B. Final Evaluation

The final evaluation from the cooperating teacher and the University supervisor will be available to the student teacher. These final evaluations summarize the student teacher's capabilities as a classroom teacher and are placed in the student teacher's credential file. Determination of success or failure is mainly determined by the content of these evaluations.

### C. Grading

Student teaching is evaluated on a satisfactory/unsatisfactory basis by the Student Teaching Seminar Professor based on the written statements from the cooperating teacher, the University supervisor and completion of other Seminar requirements. Final evaluations become part of the permanent record kept by the Department of Secondary and Special Education

**VI. Teacher's Examinations**

The student teacher is responsible for taking the proper state examinations in a timely manner. Placement as a student teacher and recommendation for licensure cannot be made without receipt of official passing scores in all categories. Information concerning these tests may be obtained from the Department of Secondary and Special Education at the University.

**VII. Criminal Background Check**

The student teacher is responsible for submitting all necessary materials to the proper authorities for the criminal background check.

**VIII. Licensure**

A four-year, non-renewable teaching license will be issued by the state of Ohio to the holder of a bachelor's degree upon the recommendation of Xavier University provided the University requirements and the requirements of the State Department of Education for certification have been met. Successful completion of the state prescribed assessment period is required for the five year professional teaching license.

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**XAVIER UNIVERSITY**

**FORMAT FOR LESSON PLANNING**

**PAGE: \_\_\_\_\_**

NAME: \_\_\_\_\_

COURSE: \_\_\_\_\_

DATE OF PRESENTATION: \_\_\_\_\_

**PURPOSE:**

**INSTRUCTIONAL OBJECTIVES:**

**MATERIALS:**

**PROCEDURE:**

**ASSIGNMENT:**

**EVALUATION:**

**FORMAT FOR THE EVALUATION OF THE STUDENT TEACHING EXPERIENCE**

	Cooperating Teacher	← <u>Choose One</u> →		University Supervisor
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<b>Name of Student:</b>		<b>Evaluator Name:</b>		<b>Overall Score</b>  Max. = 26
<b>Class Observed:</b>		<b>School:</b>		
<b>Today's Date:</b>	<b>Spring</b> _____ <b>Fall</b> _____	<b>Grade Level:</b>		

Please evaluate the student using the scale below and comment when appropriate. Add the scores and indicate the sum in the above block.

<b>0 Does Not Meet Expectations</b>	<b>1 Meets Expectations</b>	<b>2 Exceeds Expectations</b>
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<b>Focus on Teaching and Learning (OSTP 1, 2, 3, 4,)</b>	<b>0</b>	<b>1</b>	<b>2</b>
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Models respect for students' diverse cultures, language skills and experiences.			
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**Comments:**

Knows content being taught and uses knowledge of content-area concepts, assumptions and skills to plan instruction.			
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**Comments:**

Makes content meaningful and relevant to students' lives.			
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**Comments:**

Selects, Develops and uses a variety of diagnostic, formative and summative assessments.			
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**Comments:**

Aligns instructional goals and activities with school and district profiles and Ohio's Academic Content Standards.			
--	--	--	--

**Comments:**

Uses information about students' learning and performance to plan and deliver instruction.			
--	--	--	--

**Comments:**

Communicates clear learning goals and explicitly links learning activities to these goals.			
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**Comments:**

Differentiates instruction to support learning needs of students.			
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**Comments:**

Creates and selects activities designed to help students develop as independent learners and as complex problem solvers.			
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Comments:

Uses resources and technology effectively to enhance student learning.			
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Comments:

<b>Conditions for Teaching and Learning (OSTP 5)</b>	<b>0</b>	<b>1</b>	<b>2</b>
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Treats all students fairly and maintains an environment that is respectful, supportive and caring.			
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Comments:

<b>Teaching as a Profession (OSTP 6,7)</b>	<b>0</b>	<b>1</b>	<b>2</b>
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Communicates clearly and effectively with proper oral and written language.			
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Comments:

Exhibits professional dispositions such as appropriate dress, punctuality and consistent attendance.			
--	--	--	--

Comments:

	Yes	No	Needs to Improve
Does the student teacher present a professional appearance?			
Does the student teacher accept constructive criticism and respond positively?			
<b>Do you recommend that this student pass student teaching?</b>			

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Teacher Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date