



(SOE)

Policies and Procedures Manual

FOR

STUDENT TEACHING

Fall 2026

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***SCHOOL OF EDUCATION MISSION STATEMENT:**

We are the School of Education, rooted in the Jesuit values of Xavier University, preparing educational leaders to intentionally and reflectively engage in the changing global communities of education by using evidence-based pedagogies. Our mission is furthered by empowering educators to critically examine a wide variety of theories, methods, and curricula in order to implement inclusive, equitable, and culturally relevant instructional practices for a diverse community of learners.

***SCHOOL OF EDUCATION BELONGING STATEMENT:**

The School of Education is committed to creating a learning environment grounded in the Jesuit traditions of *cura personalis*—care for the whole person—and the pursuit of solidarity and social justice. We honor and celebrate the inherent dignity of every individual, recognizing that our diverse background, identities, perspectives, and lived experiences enrich our academic community and foster deeper mutual understanding. Our individual differences can deepen our understanding of one another and the world around us, rather than divide us.

In our shared journey of learning and growth, we strive to walk with those on the margins, challenge injustice and systemic barriers, and promote equity, respect, and belonging for all. We are dedicated to cultivating a welcoming, collaborative classroom where every student is supported, valued, and empowered to engage in meaningful dialogue free from bias, discrimination, and unlawful harassment.

ABOUT THIS POLICIES AND PROCEDURES MANUAL

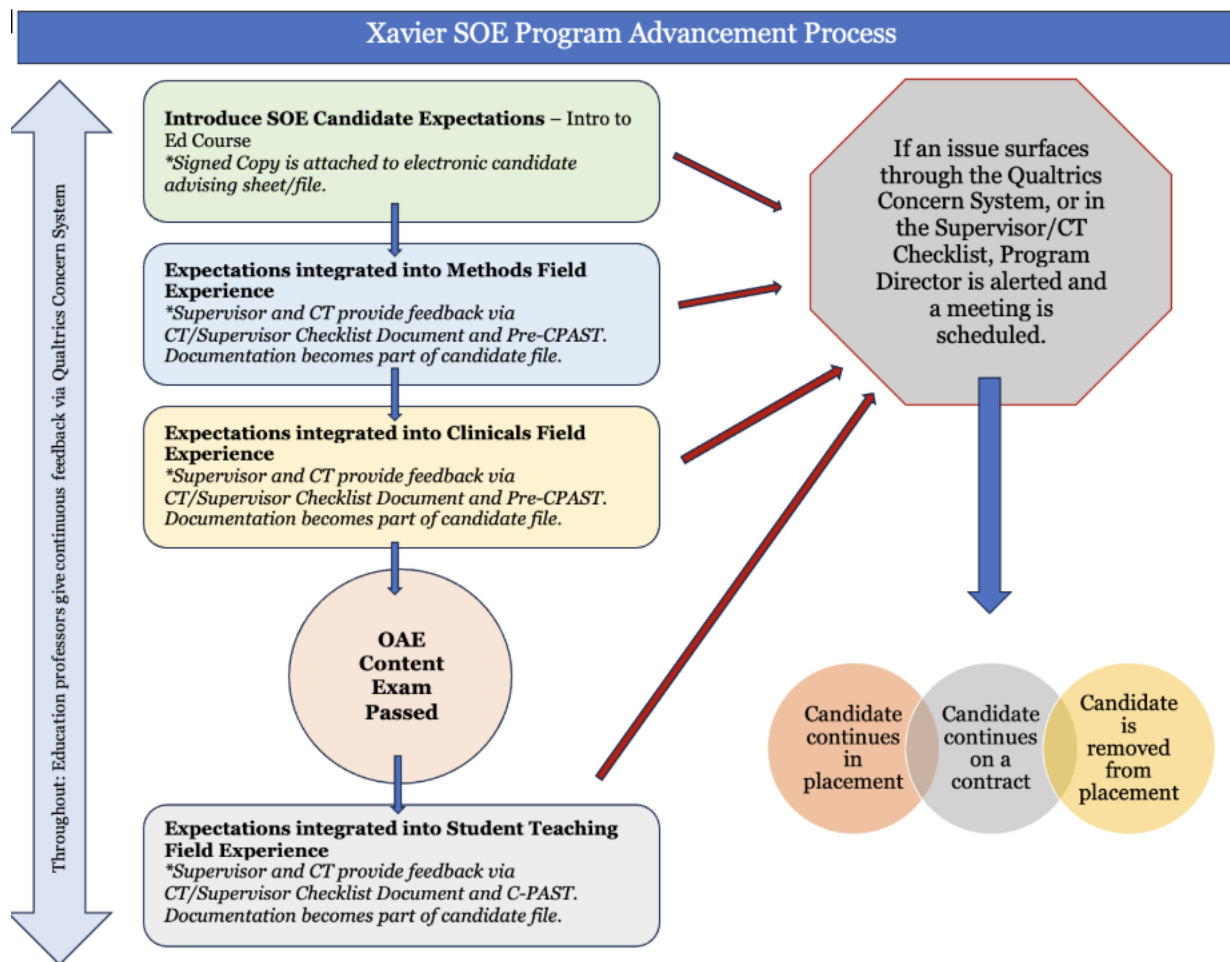
The process of obtaining a license to teach in the state of Ohio has many steps and can be complex to navigate. The School of Education at Xavier (SOE) also has its own standards and expectations of its SOE candidates, particularly with regard to completing their field experiences and student teaching requirements in K-12 schools.

This Policies and Procedures Manual (the “Manual”) has been developed to assist SOE students in understanding their student teaching requirements and responsibilities. This Manual should be read in conjunction with the SOE Student Handbook, which also covers the rights and responsibilities of SOE candidates. Any candidate who has a question about the applicability or content of any policy or procedure in this Manual is to be in contact with leadership of the SOE via email or in person in department offices.

For the purpose of this Manual, the terms “teacher candidate” and “candidate” refer to Student Teachers, as well as to those candidates preparing to student teach.

SCHOOL OF EDUCATION ADVANCEMENT PROCESS:

This advancement process is aligned with the Professional Dispositions Contract all candidates sign when entering the program. The expectation is that candidates will advance through the outlined process; however, when issues surface through the Qualtrics concern System, through Supervisor/CT feedback or the checklist, or instructor feedback or the checklist, the decision to remove the candidate from the program will be decided.



Explanation of SOE Advancement Process **Applying to All Xavier Education Programs and Classes**

SOE candidates are encouraged to become familiar with the flow chart above to understand the SOE Program Advancement Process. Below is a summary of how the process works. Any candidate with questions about the SOE Advancement Process should discuss them with their Program Director or the School of Education Director(s).

- ◆ In Introduction to Education (EDFD 101/EDFD 501), teacher candidates are introduced to SOE Expectations for candidates, the SOE Program Advancement Process, and the SOE Dispositions Process.

- o Candidates sign Dispositions Contract, and it is placed in the candidate's electronic file/folder.
- ◆ SOE Candidate Expectations are integrated into **Methods Experience**, and the Cooperating Teacher (CT) and Supervisor provide feedback via the Student CT/Supervisor Checklist Document and **Pre-CPAST**. This documentation then becomes part of the candidate's file.
 - o Candidates must earn a minimum score of 18/28 on the pre-CPAST form to pass Methods Field Placements. If a candidate does not earn this score, or the Checklist Document has negative feedback, the Program Director will create an Action Plan, the steps of which can be found below.
- ◆ SOE Candidate Expectations are integrated into **Clinical Field Experience**, and the Cooperating Teacher (CT) and Supervisor provide feedback via the CT/Supervisor Checklist Document and **Pre-CPAST**. This documentation then becomes part of the candidate's file.
 - o Candidates must earn a minimum score of 18/28 on the pre-CPAST form to pass Methods Field Placements. If a candidate does not earn this score, or the Checklist Document has negative feedback, the Program Director will create an Action Plan, the steps of which can be found below.
- ◆ Ohio Assessment for Educators Exam is passed.
- ◆ SOE Candidate Expectations are integrated into **Student Teaching Field Experience**, and the Cooperating Teacher (CT) and Supervisor provide feedback via the Student Dispositions Checklist and the **C-PAST** document which then becomes part of the candidate's file.

When Issues Arise in the Advancement Process

- ◆ **The Purpose of the Qualtrics Concern System:** From time to time in the Advancement Process, issues may arise. When they do, they will often (but not exclusively) be documented in the SOE **Qualtrics Concern System** (or "the System" or the "QCS") – an information system that is in effect throughout a candidate's enrollment in the SOE. This System is used to notify SOE programs directors of a concern about a candidate and to create a written record of that concern.
- ◆ **Who uses the Qualtrics Concern System:** The QCS is used by the SOE Field Coordinator, Instructors, Supervisors, Cooperating Teachers (CTs) and SOE faculty/staff. But only the Program Director will receive information raising a concern about an individual SOE candidate. Here is how the System is intended to work:

Note: *The SOE Qualtrics link does not replace the Xavier University Concern System accessed through the Employee Hub and which also applies to SOE candidates.*

Information about the University Concern System can be found here:

<https://www.xavier.edu/care-support-services/student-concern-report/index>

- ◆ **Instructors:** Instructors click on and complete a Qualtrics link to report a concern about a candidate's academic performance, dispositions, and/or other issue(s) that has come to their attention concerning the candidate's performance or advancement.
- ◆ **Supervisors and Cooperating Teachers:** During field experiences in Intro, Methods, Clinicals, and Student Teaching, Supervisors and Cooperating Teachers click on a Qualtrics link to report a concern about a candidate's academic

- performance, dispositions, and/or other issue(s) that has come to their attention concerning the candidate's performance or advancement.
- ◆ **SOE Faculty/Staff:** If any member of the SOE faculty or staff has a concern about a candidate, the Qualtrics link can be used by them to notify the Program Director and document the concern that has come to their attention.
 - ◆ **When an issue is documented in the QCS:** When an issue appears in the Qualtrics Concern System, the Program Director is alerted. Additionally, when feedback is provided through the CT/Supervisor Checklist that raises concern, the Program Director is alerted; who may consult with relevant SOE personnel or with Xavier University faculty/staff for input, advice, or direction. Upon receipt of the electronic form and/or the Checklist, the Field Coordinator, in consultation with the Program Director, SOE director(s), and/or Dean's Office (following appropriate chain of command depending on situation), will determine what, if any, action should be taken with the SOE candidate.
 - ◆ **When an Action Plan is needed:** If the Field Coordinator or Program Director determines that an Action Plan is needed, the following shall occur:
 - **Schedule a Meeting:** Participants in the meeting will include appropriate parties – e.g. if the concern is from a professor, the meeting will likely consist of the candidate, professor, Field Coordinator, and Program Director. If the concern originates from a Cooperating Teacher, the meeting will consist of the candidate, Field Coordinator, and Program Director. If the concern being raised is considered serious, the meeting may include additional persons, such as SOE Director(s) and a representative from the Dean's Office. Participants for the meeting will be determined in consultation with the program director.
 - **Action Plan:** During the meeting, the concern will be discussed, and an Action Plan will be developed for the candidate to follow. A follow-up meeting will be scheduled within 2 weeks to determine if the candidate is making sufficient progress towards addressing the concern(s) in the Action Plan and/or fulfilling requirements outlined in the Action Plan. Candidates must demonstrate **immediate and sustained improvement** in their performance. If the candidate does so, the matter will be considered closed.
 - **Failure to Fulfill Action Plan:** If the Candidate does not demonstrate **immediate and sustained improvement** in addressing the concern(s) raised in the Action Plan within the agreed upon timeframe, further action by the Program Director and/or others will be taken. This can include but is not limited to:
 - A second meeting for further discussion and action
 - The assignment of a grade of *Failure* or *Incomplete* in the assignment or course
 - Removal from field placement which may result in the candidate receiving a failing grade in the course
 - Suspension from the SOE program for a minimum of a full semester
 - Removal from SOE program

Removal from an SOE Program

SOE candidates may be removed from an SOE program for reasons and through the process outlined above. But removal via the Dispositions Process is not the only way that a candidate can be involuntarily dismissed from an SOE program.

SOE Students, like all Xavier students, are held accountable for inappropriate behavior both on-campus and off-campus and there are consequences to unwise decisions and choices if a candidate is found to be responsible for violations. The Xavier Student Handbook applies to all SOE candidates, including graduate candidates, and a copy of this Handbook can be found here: <https://www.xavier.edu/handbook/>. Specific information about the University's hearing process can be found here: <https://www.xavier.edu/handbook/conduct-process/hearings-on-alleged-violations-of-the-standards-of-student-conduct/index>

Immediate Suspensions or Terminations from SOE

Not all behaviors in courses, student teaching, and/or field placements entitle SOE candidates to one or more warnings, a temporary suspension from their SOE program, or an opportunity to correct their behavior prior to dismissal.

A SOE candidate may be immediately suspended or terminated from his/her program by the Dean of the College of Professional Sciences (or his/her designee) upon the recommendation of School of Education Director(s) in response to a serious breach of conduct particularly, but not limited to, incidents or behaviors occurring in field placements.

Immediate suspension or termination of an SOE candidate from his/her program may also occur when there is a recurrence of a past behavior in a classroom or field placement which has been addressed by the SOE before.

STUDENT TEACHER REQUIREMENTS / EXPECTATIONS:

Xavier University complies with all requirements of Ohio Board of Regents in the awarding of teacher licensure. As part of the teacher licensure process at Xavier University in each program, a candidate must participate and satisfactorily demonstrate teaching skills and knowledge in a supervised experience. During field experiences, candidates are expected to be physically, intellectually, emotionally, and mentally fit for the care, instruction, supervision, and management of minors at all times.

This teaching experience must be:

- Planned
- Supervised
- Evaluated

The candidate must submit the following items before the first week of class:

- OAE detailed score report for each test uploaded to Canvas. Minimum score – 206 to begin Student Teaching, must pass with 220 for initial licensure
- FERPA Acknowledgement Form
- Cooperating Teacher (CT) Agreement
- Student Teacher (ST) Agreement
- CT Interview
- Pre-Service 10-hour service hours - Field/Clinical Hours Reporting Form/Documentation
- Update and upload Pre-Service Teacher Permit to [Canvas](#)
(Candidates will provide proof of Pre-Service Permit that is valid within a year and throughout the 15-16 week student teaching, (450 hours). Please have a copy on hand to submit to the district as needed.)
- **Student Disposition Contract and Student Handbook (this document) Assignment on Canvas**
- **Insurance and liability form AOR 105**

Additionally, the candidate will submit the following items during the semester by the due dates provided in Canvas:

- Lesson Plans (total of 6)
- Formal Observation Rubrics from CT and US (total of 6)
- CCAST (mid-term and final) consensus form
- Final Presentation/Project- Minimizing Barriers
- MOOC Module
- Teaching Resume
- Family Interaction Reflection
- Weekly Reflection Journal

The Candidate must also:

- Attend the Teaching Seminar
- Satisfactorily complete the requirements of the Teaching Seminar.

While some Teacher Candidates are already employed by accredited schools and others are entering the field of teaching for the first time, the following requirements apply to **all** Xavier University School of Education students unless otherwise noted.

Document and Organize Your System

- **Maintain a Documentation System:** It is necessary that the Teacher Candidate maintain all documentation either through an electronic file or through a hardcopy file system that they can share upon request by the instructor or supervisor. Always have a hard copy of forms readily available for both the Cooperating Teacher and University Supervisor.
- **Keep Documentation Current:** The documentation must be current at all times and assembled in a fashion where it will be available for review by the Cooperating Teacher, University Supervisor and the Seminar Instructor.
- **Submit to Canvas Regularly:** Throughout the duration of the candidate field experience, all documents must be submitted to the Seminar Instructor through Canvas. The candidate should keep copies of the documents so that they are accessible to both the candidate and Xavier University after the Canvas course has ended.

Schedule and Plan with Your Cooperating Teacher an outline or schedule of your upcoming student teaching experience which includes a timeline to:

- Assume basic classroom responsibilities, such as student attendance, lunch count, recess responsibilities, teacher assigned duties, grading, record keeping, etc...
- Assume gradual leadership responsibilities towards total classroom planning and instruction.
- Participate in extracurricular activities and professional meetings such as professional development, IEP, ETR meetings, PTO/PTA meetings, in-service opportunities, field trips, etc.
- Have supervisor come to the placement for observations (these requests should be shared with the supervisor in advance)

Active In-Class Engagement: During the first two weeks of student teaching, Teacher Candidates should actively participate in the classroom activities. (Candidates might assist students during lessons, participate in progress monitoring, gather documentation, or set up centers.) Although initially the “one teach/one observe” role may be used, it is encouraged that the team move quickly to the “one teach/one assist model.” By the third week of student teaching, the team should be using a model which allows the teacher candidate to present instruction (parallel teaching, station teaching, alternative teaching, or solo teaching). Teacher Candidates must be alert, interactive, active, and professional as they participate during their field experience.

Lesson Plans: The Teacher Candidate will follow the Cooperating Teacher’s schedule of lesson planning every week. There should be other lessons that the Candidate leads through the week but only six need to be formally written up on the ***Xavier Lesson Plan form***. All lesson plans must be approved by the Cooperating Teacher or University Supervisor at least 48 hours in advance before the Teacher Candidate teaches a lesson.

- The Teacher Candidate will have at least six (6) formal lesson plans completed and written by the end of the student teaching: four (4) from the University Supervisor and two (2) from the Cooperating Teacher. In addition, the University Supervisor and the Cooperating Teacher will conduct, along with the Teacher Candidate, a midterm and a final CPAST.

- Typically, the Teacher Candidate will conduct more than one lesson per day, and other lessons implemented should be in writing using a format acceptable to the Cooperating Teacher that allows the candidate to implement effective teaching. Teacher Candidates must write lesson plans *before* teaching their lessons.

Phase In Phase Out: As the Teacher Candidate gains skills, the leadership of planning by the teacher candidate should gradually increase. During the final weeks of student teaching, the teacher candidate should gradually return responsibilities back to the Cooperating Teacher. (This is an excellent time for the teacher candidate to do observations in other classrooms in the school building or district.)

If the Teacher Candidate would like to request a change of placement for whatever reason, they must meet with the Course Instructor/Field Coordinator within the first four weeks so that an approval for a new placement plan can be decided. A change in placement is a rare and complex decision and will not occur without prior problem solving and communication between Xavier, the Cooperating Teacher, and the Teacher Candidate.

If the District, School Building Principal, or Cooperating Teacher(s), at any point in the Candidate's teaching semester, requests that the Teacher Candidate be removed in response to Xavier's Disposition Process, or because of the Teacher Candidate's teaching performance or inappropriate behavior, the Student Teacher will NOT receive another placement and will be required to withdraw from the course voluntarily or receive a failing grade. Candidates will also not be allowed to repeat the field experience. Permission to repeat a field placement after a voluntary withdrawal or failing grade may only be granted in writing by the Dean of CPS *and* the Director(s) of the School of Education.

Any absences from the teaching assignment must be reported to the Student Teaching Seminar Instructor and Cooperating Teacher as soon as possible. *If a Teacher Candidate accumulates more than four (4) excused or unexcused days, the candidate will be required to make up these absences during week 16 of student teaching.* If there is an absence, the Teacher Candidate must provide detailed lesson plans as if a substitute teacher would be teaching the class.

For Graduate students that are working in a district as long-term substitutes, paraprofessionals, or in private schools, all Xavier SOE requirements of the student teaching courses apply and must be met. It is required that the candidate have a mentor/Cooperating Teacher who will be available for questions/concerns and observations.

If Teacher Candidates would like to take on the role of a substitute teacher, they must (1) have obtained a substitute teacher license, and (2) they may only substitute for their Cooperating Teacher for a maximum of five times during a single semester. The Teacher Candidate is allowed to be paid under these special circumstances. Teacher Candidates are not permitted to become long term substitutes for their Cooperating Teacher unless they are a Xavier SOE graduate student already employed by the District.

To receive an accommodation in field experience or for seminars, the candidate must be registered with the Office for Accessibility and Disability Resources by the end of the first week of class. Cooperating Teachers are neither required nor expected to provide additional accommodations to Teacher Candidates.

STUDENT TEACHING SUPPLEMENTAL INFORMATION

OHIO ASSESSMENTS FOR EDUCATORS (OAEs):

Candidates seeking licensure must take the appropriate Ohio Assessments for Educators (OAEs) and pass (with at least a score of 220) before applying for an initial license, additional license, or endorsement. *Candidates registering for student teaching must pass (with at least a score of 206) in the appropriate OAE for their context area but still need a score of 220 for licensure.*

Library Study Resources: The XU library offers study resources for candidates preparing for the OAEs. On the left side of all education Canvas courses is a Library Resources Tab. A link to the Test Preparation materials is located at the top of the Library Resource page on Canvas.

240 Tutoring: The School of Education will try to provide a discounted rate of test preparation to candidates before taking the assessments. This test preparation is in addition to the resources provided to candidates through the XU library. To request an account for tutoring email: Robin Vanover vanoverr@xavier.edu

The following are the assessments needed for initial licensure:

P-5 Primary Education:

- 055 Primary Education Content (Required)
- 190 Foundations of Reading (recommended to take after all your Reading classes completed) (Required)
- 057 Assessment of Professional Knowledge: Primary Education PK-5 (Required)

P-5 IS:

- 057 Assessment of Professional Knowledge: Primary Education PK-5 (Required)
- 058 Primary Special Education PK-5 (Required)
- 190 Foundations of Reading (Required)

Middle Childhood Education (Grades 4-9):

002 Assessment of Professional Knowledge: Middle Childhood (4-9) all four subject areas (Required)

- Middle Grades English Arts
OAE 028
- Middle Grade Mathematics
OAE 030
- Middle Grades Science
OAE 029

- Middle Grades Social Studies
OAE 031

Mild/Moderate & Moderate/Intense

- 004 Assessment of Professional Knowledge: Multi-Age PK-12 (Required)
- 043 Special Education (Required)
- 190 Foundations of Reading (Required)

Adolescence to Young Adult licenses - all subject areas

- 003 Assessment of Professional Knowledge: Adolescence to Young Adults (7-12) (Required)
&
- 007: Biology (only a graduate candidate would take this)
- 009: Chemistry (only a graduate candidate would take this)
- 020: English Language Arts
- 024: Integrated Science
- 025: Integrated Social Studies
- 027: Mathematics
- 035: Physics (only a graduate candidate would take this)

Multi-Age licenses (PK-12) - all subject areas

- 004 Assessment of Professional Knowledge: Multi-Ages (PK-12) (Required)
&
 - 006: Art
 - 032: Music
 - 048: Theatre
- *World Language candidates take the ACTFL

PRE-SERVICE TEACHER PERMIT

Who must obtain the Ohio Pre-Service Teacher Permit?

All Xavier University candidates completing a School of Education field experience in an Ohio school are required by the state of Ohio to obtain the Pre-Service Teacher Permit, unless they hold a current Ohio Resident Educator or Ohio Professional Educator license.

Starting August 18, 2025, the state of Ohio will not accept a substitute, para-professional, etc. license in lieu of the Ohio Pre-Service Teacher Permit. Applicants without an Ohio Resident Educator or Ohio Professional Educator license are required to obtain the Pre-Service Teacher Permit to complete field experiences in an Ohio school.

*Pre-Service Teacher Permit information can be found in the SOE Canvas course, as well as the Canvas course for Student Teaching.

Please contact April Thomas, Xavier University's School of Education Licensure and Accreditation Coordinator, at 513-745-3701 or thomasa7@xavier.edu, with any questions.

ADDITIONAL INFORMATION REGARDING THE SCHOOL OF EDUCATION REQUIREMENTS FOR THE BCI/FBI

The Candidate is required to maintain the Pre-Service Teacher Permit which requires background checks of all candidates to be eligible for all field observations and experiences, to continue in the program, and to participate in the state licensing application process.

In the event the Candidate receives a report that states or otherwise indicates that the Candidate “may not be eligible or ineligible” on either background check, or from the Ohio State Board of Education, the Candidate must immediately provide written notification of this information to the Program Director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences.

In addition, all Candidates should note that any failures to disclose an act or event, to provide truthful and complete answers, or to inform the program of any changes of status may result in your revocation of admission to the SOE program, your exposure to disciplinary action by the program or a refusal by the State of Ohio to grant you a license. It is the Candidate’s responsibility to provide immediate written notification to the University addressed to the Program Director, the Director of the School of Education, the Associate Dean of the College of Professional Sciences, and the state of Ohio regarding his/her report and/or any changes in the status.

AOR FORM 105 - STUDENT INTERNSHIP (AOR 105)

Candidates must sign this form for all off-campus internships, field experiences and observations. This form needs to be completed each semester and for all field placements and school locations. You can list multiple locations on one form. To obtain the form click here - <https://www.xavier.edu/insurance/docs/waivers/AOR105.pdf>.

You may contact April Thomas at 513-745-3701 or thomasa7@xavier.edu with any questions.

THE FIRST STEPS OF STUDENT TEACHING:

****Please read this Policies and Procedures Manual on your own before your Student Teaching semester begins.***

Meet with your Cooperating Teacher in person during the semester before your student teaching experience begins. Prior to your start, you are required to obtain 10 Pre-Service Hours. Professional development, touring the school building, meeting with your Cooperating Teacher, and helping to set up the classroom count towards your Pre-Service Hours.

Pre-Service Hours must be recorded on the Field Log Form found in the appendix of this document and should have initials from your cooperating teacher that you successfully completed the required Hours.

- Talk through dates, times, and schedules.
- Show the CT the Policies and Procedures manual and forms to be filled out.
- [Fill out the CTA and STA and submit to Canvas when course opens](#)
- Share contact information. Determine the best way to contact (example: phone, text, or email)
- Fill out Teacher Interview (10 questions) and submit to practicum Canvas
- Go through the COLLABORATION and COTEACHING articles and questions together.

- Read IEP's and ETR's of students on the Cooperating Teacher's caseload - REMEMBER CONFIDENTIALITY PROTOCOLS AND ANY SPECIFIC REQUIREMENTS OF THE SCHOOL DISTRICT IN REVIEWING AND HANDLING CONFIDENTIAL INFORMATION AND DOCUMENTS.

COOPERATING TEACHER SUPERVISION AND EVALUATION

Main Roles:

- **Supervise and Give Specific and Detailed positive feedback and ideas for improvement:** As a supervised experience, frequent observations and *discussions with continual feedback* must be held between the teacher candidate and the Cooperating Teacher. The Cooperating Teacher is responsible for daily supervision, guidance and evaluation.
- **Evaluate:** The Cooperating Teacher will *formally evaluate the teacher candidate two (2) times throughout the student teaching experience* during a mutually agreed upon lesson using the Formal Observation Rubric for two (2) lessons and CPAST for the mid-term and final evaluation. *(For teacher candidates currently working in an employed full-time position, Cooperating Teachers should make a minimum of two contacts per week.)
- **Mid-term and Final Evaluations:** A mid-term and final evaluation 3-way conference will be conducted with the teacher candidate, Cooperating Teacher and the University Supervisor using the CPAST. Together, in consultation with the University Supervisor, the Cooperating Teacher and Teacher Candidate, the group will determine the teacher candidate's level of performance using the CPAST consensus form. The University Supervisor will make the final determination of the score in the event of a disagreement or discrepancy.
- **Letter of Recommendation (optional):** The Cooperating Teacher, at her/his professional discretion, may write a letter of recommendation on school letterhead upon successful completion of the student teaching experience. The teacher candidate is responsible for requesting a letter of recommendation.

Specific Jobs:

- Complete all forms as outlined in the Student Field Experiences Policies and Procedures.
- Provide guidance to the teacher candidate on the selection and monitoring of goals and objectives to focus their student teaching experience.
- Collaborate daily, approve lesson plans, (indicated by initialing on lesson plans), supervise and offer feedback of teacher candidate's lesson planning and classroom instruction.
- Complete week 8 and week 15 CPAST.
- Complete letter of recommendation on school letterhead (optional).

Requirements to be a Cooperating Teacher:

Must have at least three (3) years' experience teaching in their own classroom, hold a valid Ohio license in the area of licensure the student teacher is seeking, and have the Science of Reading modules completed for any student teacher who will teach reading. The Cooperating Teacher and Building Principal will sign an agreement stating these criteria have been met during the first week of student teaching. The student teacher will upload this document to Canvas.

Payment:

School Districts will receive a payment from Xavier of \$500 per student teacher, paid at the end of the semester to be disseminated to the Cooperating Teacher by the School District. Ohio law prohibits Xavier from directly paying the Cooperating Teacher. It is up to the discretion of the District on how and when the Cooperating Teacher will be paid.

SEMINAR INSTRUCTOR SUPERVISION AND EVALUATION**Main Roles:**

- **Conferencing:** During the student teaching assignment, the Seminar Instructor will assist the Cooperating Teacher and the Teacher Candidate by being available for conferencing through phone, email and visits. Teacher Candidate and or University Supervisor should share the Instructor contact with the cooperating teacher.
- **Seminar Meetings:** The Seminar Instructor will meet with the teacher candidate in the teaching seminar throughout the 16-week experience.

Specific Jobs:

- Scheduling and facilitating student teaching seminars.
- Ensuring that all required forms for student teaching are submitted to the Education office and are ready to go for the final steps of the licensure process.
- Serving as a liaison for teacher candidates and the University to answer questions as they arise.
- Reviewing all seminar submissions.

UNIVERSITY SUPERVISOR SUPERVISION AND EVALUATION**Main Roles:**

- **Initial Contact:** The Xavier University Supervisor will attend the first night of the seminar, where initial contact with their assigned teacher candidate will occur. At this time, the supervisor will have the opportunity to learn more about the Teaching Candidate on a personal and professional level as well as set expectations for the semester.
- **Conferencing/Contact:** During the student teaching assignment, the University Supervisor will assist the Cooperating Teacher and the teacher candidate by being available for conferencing through phone, email and visits. They should share their contact info and course instructor contact info with the Cooperating Teacher.
- **Four Evaluations:** The University Supervisor will conduct a minimum of four (4) formal evaluations during the Teacher Candidate's fifteen-week placement which includes four (4) Formal Observation Forms and two (2) CFAST evaluations. All rubrics will be scored with only whole values. If the Teacher Candidate needs additional formal evaluations such visits may be scheduled. All visits are conducted onsite. Virtual visits are conducted in only extraordinary circumstances for candidates who have already demonstrated highly successful Methods placements.
- **A mid-term and final evaluation conference** will be conducted with the teacher candidate, Cooperating Teacher and the University Supervisor using the CFAST. After consultation with the Cooperating Teacher and Teacher Candidate, the University Supervisor will determine the teacher candidate's level of performance using the CFAST

and will complete the CPAST consensus form. The University Supervisor will determine the final score in the event of a disagreement or discrepancy.

- **Letter of Recommendation (optional):** University Supervisors may write an optional letter of recommendation at their professional discretion on Xavier letterhead upon successful completion of the student teaching experience. The teacher candidate is responsible for requesting a letter of recommendation as appropriate.
- **Online Canvas Feedback and Connection:** The University Supervisor will have access to the Canvas Course for Student Teaching. Via this platform, the University Supervisor can sign documents, comment on candidates' work and communicate with candidates.
- **All documents need be typed and submitted electronically**

Specific Jobs:

- Complete the minimum of four (4) observations/evaluations of the Teacher Candidate's instruction. Candidates should receive feedback promptly after each observation to adjust instruction skills prior to the next observation.
- Participate in mid-term and final evaluation conferences with the teacher candidate and the Cooperating Teacher to review the CPAST and consensus form
- Complete a letter of recommendation at the end of the Student Teaching Experience (optional)

Payment:

The University Supervisor must be employed by Xavier University as an adjunct instructor to be paid \$500 per student teacher at the end of the semester.

Requirements to be a University Supervisor:

Supervisors must have received an Ohio State license covering the licensure areas that the Teacher Candidate is seeking, have experience teaching in the classroom or administrator experience, and be available for visits to the student teaching placement during teaching hours.

TEACHER PERFORMANCE ASSESSMENT (edTPA)*

This assessment is no longer required for student teaching. If the Teacher Candidate plans to teach outside of Ohio, it is highly recommended to take this in place of the OAE: Assessment of Professional Knowledge (see above) as other states will not accept OAE's for their licensure.

If a Teacher Candidate plans to complete the edTPA instead of the OAE: APK, the Student Teacher will not be provided a coach at Xavier, and the Teacher Candidate must pay for the assessment on their own.

TEACHER CANDIDATE POLICIES AND PROCEDURES ACKNOWLEDGEMENT FORM

Please sign and submit this form to Canvas indicating that you have reviewed this document and that you understand the Xavier University School of Education Policies and Procedures Manual for Student Teaching.

I have reviewed the Xavier University School of Education Policies and Procedures Manual for Student Teaching and understand that I am expected to follow it.

Print name: _____

Signed name: _____

Date: _____