



PRIMARY EDUCATION

MIDDLE CHILDHOOD EDUCATION

STUDENT HANDBOOK

Xavier University
College of Professional Sciences
School of Education
Mail Location #3231
307 Hailstones Hall
3743 Saint Francis Xavier Way
Cincinnati, OH 45207-3231
(513)745-3797

STUDENT HANDBOOK

Primary 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 Ohio Education Standards based observation form for field experience performance evaluation.

Dear Primary and Middle Childhood Students,

Welcome! This booklet will serve as your official handbook of information regarding course sequence and program expectations for primary and middle childhood licensure. You should also consult the Xavier University Master Catalog for additional information on policies and procedures. Updates on events and requirements may also be found on the Xavier Childhood Education Program websites, <https://www.xavier.edu/p-5-primary-education> for Primary Education or <https://www.xavier.edu/middle-childhood-education/> 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 four-year resident license. 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 professional teaching license only after completion of the four-year residency program. Xavier faculty in the School of Education are trained in the Ohio Standards for the Teaching Profession, the Teacher Performance Assessment (TPA), and educated in Ohio Assessments for Educators (OAE) on which the residency assessment is based. The faculty-designed student assessments 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 TPA and OAE electronic and performance-based assessments.

The primary and middle childhood education programs are designed to meet the standards set by the Ohio Department of Education and Xavier University's student learning outcomes. If at any time, you are unsure of coursework, OAE 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 or my administrative assistant, Tracy Jackson, if you have any questions or concerns as you enter and progress through your major in primary or middle childhood education. Our programs represent the mission of Xavier and our Ignatian heritage as we seek to develop teachers of competence, compassion and justice. We are also committed to creating trusting relationships with all of our students and believe that there is "no significant learning without significant relationships." We are happy that you have chosen primary or middle childhood for your educational journey and future profession and look forward to working with you in the next several years as together we will change the world!

Sincerely,

Thomas Knestrict
Professor of Education
School of Education
Primary/Middle Childhood Education Program Director
knestrictt@xavier.edu
513-745-3703

School of Education Mission Statement

In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities. This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Primary 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

1. Admission 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 Continual Progress”
2. Measures of academic aptitude and achievement; See “Steps for Admission and Continual Progress”
3. Determination of appropriate interpersonal relations and motivation; See “Candidate Disposition Progress Report”

The information provided in this handbook specifies how the Primary and Middle Childhood Education Programs meet 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, and 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 “Statement of Moral Character” form signed by the student. The “Statement of Moral Character” forms are in the students’ files in the Primary and Middle Childhood Education Programs Office. The student is also required to undergo annual fingerprinting (FBI and BCI background checks) prior to field experiences, and as part of the state licensing application process. It is the student’s responsibility to notify the school and the state of Ohio regarding their report. Students must have a satisfactory BCI/FBI check to complete their field placements and continue in the program.

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

Xavier University candidates for initial licensure in primary 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 is considered.
- Student declares major as primary education or middle childhood education.
- When field experience placements begin and annually thereafter, a BCI/FBI background check is required.

Step Two: Admission to Program

- Completion of Step One.
- Student completes EDEL 100, Introduction to Education, with a 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 on file in School of Education
- Completed “Application for Admission” form on file in program office. (Both forms noted are received and returned during semester of EDEL 100.) Student receives acceptance letter from the program director confirming acceptance or rejection for chosen major.
- One of two required mathematics courses completed with grade of C or higher.
- Annual BCI/FBI background check on file in Department of Childhood Education and Literacy.

Step Three: Pre-Student Teaching Requirements

- Completion of Step Two.
- Student maintains grade point average of 2.5 overall, 3.0 in major.
- Student must receive “B-” or higher in courses prefixed EDEC, EDMC, EDRE, EDEL, EDFD or retake in subsequent semester.
- Second mathematics course complete with C or higher.
- Primary candidates complete either EDEC 330 or EDEC 335 with EDEC 325.
- Middle childhood candidates complete EDMC 340, EDMC 345, and two of the following courses: EDMC 351, EDMC 352, EDMC 353, or EDMC 354.
- Annual BCI/FBI background check on file in the School of Education.
- Evaluation forms completed by University personnel and field work cooperating teachers indicating progress in knowledge, performance, and necessary dispositions on file in the program 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 Student Teaching

- Completion of Step Three.
- Application for student teaching approved.
- All foundation, methods, content area courses, and majority of concentration courses must be complete for commencement of student teaching semester.
- Ohio Assessment for Educators (OAE) requirements for Primary Licensure:
 - OAE 018/019 Elementary Education (Subtests I & II) must be passed prior to or during student teaching. OAE 018/019 will be replaced by OAE 055 in 2023.
 - OAE 090 Foundations of Reading may be taken during student teaching. OAE 090 will be replaced by OAE 190 in 2023.
- Ohio Assessment for Educators (OAE) requirements for Middle Childhood Licensure:
 - OAE exams as required by chosen concentrations must be passed prior to or during student teaching: selected from tests 028, 029, 030, 031.
 - OAE 090 Foundations of Reading may be taken during student teaching. OAE 090 will be replaced by OAE 190 in 2023.
- Annual BCI/FBI background check on file in the School of Education.

Step Five: Resident License Approval

- Completion of Step Four. CCAST midterm and final evaluations (*CPAST is the Candidate Preservice Assessment of Student Teachers Form is a valid and reliable formative and summative assessment during the student teaching practicum. The assessment has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). And each of the 21 rows contains detailed descriptors of observable, measurable behaviors to guide scoring decision.*)
- Successful completion of edTPA portfolio, as indicated by a passing score of 37 as determined by the Xavier School of Education.
- All Ohio Assessments for Educators exams passed and official results on file in Xavier University Licensure Office (see step four).
- Online application process completed and all license application materials on file with Xavier University Licensure Office.

Questions about licensure please contact:

Deborah Kuchey
 Accreditation Coordinator
 School of Education
 College of Professional Sciences
kuchey@xavier.edu
 513-745-3521

April Thomas
 Licensure and Accreditation Coordinator
 School of Education
 College of Professional Sciences
thomasa7@xavier.edu
 513-745-3701

See “Xavier University’s Master Catalog” for further information; available on the Xavier University Registrar website.

Xavier University
Application for Primary & Middle Childhood Education
Admission

Name: _____ Date: _____

Fall Students List Current Street Address/ Spring Students List Summer 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.)

Official Notice to Students

Primary, Middle, Montessori, Reading, TESOL, Secondary, Special Education AND Educational Administration Programs

As a student in the School of Education, FBI/BCI background checks and the AOR 105 form are required for your participation in field experiences and observations.

*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. *Please also note that you must inform the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences if your moral character statement or FBI/BCI status changes.*

BCI/Bureau of Criminal Identification and Investigation/ FBI Fingerprinting (completed on a yearly basis)

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 website at <https://www.xavier.edu/police/webcheck-fingerprinting-services/index> for more information.

The cost is \$62.50 (subject to change), billed to your Bursar's account. You will need to supply your State ID and your Xavier University All Card.

You should have the results of your BCI/FBI fingerprinting sent to your program administrative assistant (if you have a question, please ask for assistance at the police station).

If you have fingerprinting completed at a location other than Xavier University, please verify that they will complete a BCI and FBI check. Both checks are now necessary. Visit the Ohio Attorney General's website to find fingerprinting locations, visit: <http://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing> or contact the BCI in London, Ohio at (740) 845-2375 for information regarding fingerprinting.

If you cannot use Xavier Police or a local facility, you may contact Castlebranch, a web-based software service, as an option to secure background check locations outside of Ohio and will serve as a repository for your required documents. Students will open an account and place your order with this service. Go to <http://mycb.castlebranch.com>. To set up your account in the top right corner click place order and type in the following code: XA07outofstatefp

If obtaining background checks from locations other than the XU police department, please send results to:

Xavier University
ATTN: School of Education
Hailstones Hall
3743 Saint Francis Xavier Way
Cincinnati, OH 45207-3231

The Ohio Department of Education will only accept electronic submissions of the results from the reporting agency.

Due to the confidentiality of these documents, the results can be picked up in person, with a state or XU ID with your program director's administrative assistant in Hailstones Hall.

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

The candidate is required to undergo **annual** fingerprinting (FBI and BCI background checks) prior to all field observations and experiences, to continue in the program, and as part of the state licensing application process. In the event the candidate receives a report that indicates "may not be eligible or ineligible" on the background checks, the

candidate must provide immediate 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, the candidate should note that failure to disclose an act or event, failure to provide truthful and complete answers or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. 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)

Students 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>

Revised FBI/BCI Procedure

Candidates in the School of Education are required to undergo **annual** fingerprinting (FBI and BCI/state level assessment background checks) prior to all field observations and experiences, to continue in the program, and as part of the state licensing application process. In the event the candidate receives a report that indicates “may not be eligible or ineligible” on the background checks, the candidate must provide immediate 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, reports received in the School of Education will be forwarded to the program director who will notify the student and complete the following steps:

1. Email and contact the student by telephone informing him/her of the report and next steps. You may use the following statement:

“We received your FBI/BCI report yesterday and the FBI section indicated that you “may not meet” qualifications. Please make an appointment to see Program Director and SOE director regarding this matter. It is imperative that you not complete any fieldwork of any sort, such as observation, at this time. To schedule an appointment I look forward to speaking with you.”

2. The Xavier student obtains the report from the program’s office
3. The Xavier student contacts The Office for Professional Conduct at the Ohio Department of Education.
4. The student faxes (not scans) the required documents to the Office for Professional Conduct as per the office’s directions. Additionally, the student, program director, director of the School of Education, and the associate dean’s email information should be included with the documents.
5. The Office for Professional Conduct will respond to all parties regarding the outcome. This information will be placed in the student’s file.

These directions will be copied and put in the FBI/BCI binders.

For additional information:

Educator Conduct

The Office for Professional Conduct administers the ethical standards for educators. The office investigates allegations involving criminal or ethical violations to ensure that all Ohio students receive instruction from educators committed to a safe, supportive and healthy school community. If you have any questions for the office, please contact us at Educator.conduct@education.ohio.gov.

Aaron Ross, Director

Kelly Edwards, Associate Director
614-995-3752
25 S. Front Street, Mail Stop 104
Columbus, Ohio 43215

<http://education.ohio.gov/Topics/Teaching/Educator-Conduct>

Please note that the student **cannot** continue with field observations or in their field placement until the situation is adequately explained and documentation verified. This policy is for all of our programs at both the undergraduate and graduate levels.

***If you live in a state other than Ohio, please follow the appeal process for your state. Contact the state department of education, Office for Professional Conduct.**

DEGREE IN PRIMARY EDUCATION (PRE-K - 5)

Primary Education will prepare a candidate for an Ohio teaching license to work with children ages 3 through 12, or preschool through grade five. 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: 39 - 48 hours, including:

- Science requirement must be met with one natural science (PHYS or BIOL) and one scientific perspective elective course. See catalog.
- Humanities elective fulfilled in major with EDCH 324.
- Social Sciences requirement is included in the major requirements.
- E/RS Focus Elective that meets another core requirement can be chosen.
- A 2.5 cumulative overall GPA is required for admission to program and must be maintained for the Bachelor of Science degree. A 3.0 GPA must be maintained in major.

Major Requirements:

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

72 hours of courses: EDFD 110, EDEL 100, 251, 260, 351; EDSP 205; EDEC 210, 230, 325, 330, 335, 350, 450, 451; EDME 359; EDRE 269, 312, 471, 478; EDCH 324. A 3.0 GPA must be maintained in the major. Students must have "B-" or higher in courses prefixed with EDEC, EDRE, EDMC, EDEL and EDFD or retake in subsequent semesters.

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

<i>First Semester Credit Hours</i>		<i>Second Semester Credit Hours</i>	
Freshman Year		Freshman Year	
CORE 101 GOA	0	Core 102 GOA	0
English 101 or 115, English Comp/Rhetoric	3	EDEL 100, Introduction to Education	3
EDFD 110, Human Development (social science elective)	3	Historical Perspectives Elective	3
Biology 130/131 (natural science elective)	3	Physics 114/115 (scientific perspectives)	3
CORE 100, First Year Seminar or Theology 111	3	Theology 111 or CORE 100, First Year Seminar	3
Second Language I	3	Second Language II	3
Creative Perspectives	3	Philosophy 100	3
TOTAL	18	TOTAL	18
Sophomore Year		Sophomore Year	
EDEC 210, Child Development*	3	EDSP 205, Found in Early Child Special Ed.	3
EDEL 251, Instructional Technology	3	EDRE 269, Phonics and Foundation of Literacy	3
EDEL 260, Cultural Diversity in Education (or EDEL 352, Culturally Responsive Teaching)	3	EDRE 312, Reading Methods	3
MATH 211, Foundations of Arithmetic	3	MATH 212, Geometry & Measurement	3
Theo 200/300 Level	3	EDME 359, Community & Advocacy in Ed.***	3
EDCH 324, Children's Literature	3	ENGL 205, Literature and Moral Imagination	3
TOTAL	18	TOTAL	18
Junior Year		Junior Year	
EDEC 350, Primary Integrated Art	3	EDEC 335, Lang Arts/Soc Studies Block***	9
EDEC 325, Methods of Observation/Collaboration	3	EDEC 230, Play in Early Childhood	3
EDEC 330, Math/Science Block	9	ERS Focus (see advisor)	3
Philosophy 200/300	3	EDRE 478, Literacy Assessments	3
TOTAL	18	TOTAL	18
Senior Year		Senior Year	
EDEL 351, Instr. Strategies for English Learners	3	EDEC 450, Student Teaching	9
EDEL 440, MC Trans/Dev/Mgmt.	3	EDEC 451, Seminar	3
EDEL 441, Math CONCEPTS	2		
EDEL 442, Science Content	2		
EDEL 443, LA Content	2		
EDEL 444, Social Studies Content	2		
EDRE 471, Content	3		
TOTAL	17	TOTAL	12

Scheduling Notes:

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

- Minimum of 120 credit hours is required for the degree. Sequence of courses in the program is subject to change.
- Addition of a minor is possible. Study abroad is possible. Consult with advisor early in program.
- Student teaching/internship may take place fall or spring semester.
- All students must elect one each of oral communications, quantitative reasoning and writing-intensive flagged courses; many of these are available within the core or major.
- Five required flags are as follows: *Writing; ** Diversity (DCR); ***Oral Communication; ****Ethics/Religion & Society (E/R S);

*****Quantitative Reasoning

Student _____ ID _____ Advisor _____ Date _____

Bachelor of Science in Primary Education (P-5) Program Checklist (2019 First Year Students)

Core Requirements

Licensure Requirements

Grade	Class	Credit Hours	Grade	Class	Credit Hours
_____	First Year Seminar – CORE 100	3	_____	EDEL 100 Introduction to Education	3
_____	GOA – CORE 101	0	_____	EDFD 110 Human Development & Learning	3
_____	GOA – CORE 102	0	_____	EDEC 210 Child Development*	3
_____	English 101 or 115	3	_____	EDEL 251 Instructional Technology	3
_____	Creative Perspectives Elective	3	_____	EDEL 352 Culturally Responsive Teaching ** or EDEL 260 Cultural Diversity in Education	3
_____	Second Language 1	3	_____	EDCH 324 Children’s Literature	3
_____	Second Language 2 (201 level required)	3	_____	EDSP 205 Foundations E.C. Special Education	3
_____	Humanities Elective (EDCH 324)	3	_____	EDRE 269 Phonics & Foundation of Literacy	3
_____	ENGL 205 Literature & Moral Imagination	3	_____	EDRE 312 Reading Methods	3
_____	Historical Perspectives Elective	3	_____	EDME 359 Community & Advocacy in Edu (ER/S)****	3
_____	Math 211 Number Sense for Elem Teachers	3	_____	EDEC 325 Methods of Observation	3
_____	Math 212 Geometry for Elem Teachers	3	_____	EDEC 230 Play in Early Childhood	3
_____	Natural Science Elective (BIOL 130 & 131)	3	_____	EDEC 350 Primary Integrated Art	3
_____	Scientific Perspectives (PHYS 114 & 115) *****	3	_____	EDEC 330 Math/ Science Block	9
_____	Social Science Elective (EDFD 110/ EDEC 210)	3	_____	EDEC 335 Language Arts/ Social Studies Block***	9
_____	PHIL 100 Ethics as Intro to Philosophy	3	_____	EDEL 351 Instructional Strategies for EL	3
_____	Philosophical Perspectives: PHIL 200	3	_____	EDRE 478 Literacy Assessments: Admin, Analysis, & Application	3
_____	THEO 111 Theological Foundations	3	_____	EDRE 471 Content Area Literacy	3
_____	Theological Perspectives Elect (THEO 200+)	3	_____	EDEL 440 Transition for Intermediate Grades	3
_____	Diversity Flag Requirement (EDEL 260) **	3	_____	EDEL 441 Intermediate Math Methods	2
_____	ER/S Electives, cross count EDME 359	3	_____	EDEL 442 Intermediate Science Methods	2
			_____	EDEL 443 Intermediate Language Arts Methods	2
			_____	EDEL 444 Intermediate Social Studies Methods	2
			_____	EDEC 450 Primary Student Teaching	9
			_____	EDEC 451 Primary Student Teaching Seminar	3
			_____	CORE 499 Core Capstone	0

NOTES:

Required perspectives noted above

- Mathematics Perspective (211 & 212)

• **Five required flags are as follows:**

Writing; **Diversity (DCR); ***Oral Communication; *Ethics Religion / Society (ER/S); *****Quantitative Reasoning**

- Course titles may change to align with P-5 standards

Minimum of 120 hours needed for graduation.

Student total hours: _____

Licensure Coursework Approval Program Director _____ Date _____
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DEGREE IN MIDDLE CHILDHOOD EDUCATION (GRADES 4–9)**New Core Fall 2015****Sample Math/Science Concentrations**

Middle Childhood Education will prepare a candidate for an Ohio teaching license to work with children 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: 39 - 48 hours, including:

- Social Sciences requirement is included in the major requirements.
- Humanities elective area fulfilled in major with EDCH 326.
- E/RS Focus Elective that meets another core requirement should be chosen.
- A 2.5 cumulative overall GPA is required for admission to program and must be maintained for the Bachelor of Science degree. A 3.0 GPA must be maintained in the major.

Major Requirements:

See "Steps for Admission and Continual Progress for Licensure in Middle Childhood." Also see "Student Handbook for Primary & Middle Child." 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 the major. Students must have "B-" or higher in courses prefixed with EDEC, EDRE, EDMC, EDEL, and EDFD or retake in subsequent semesters. Students may elect two concentration areas: Math, Science, Social Studies, and/or Language Arts/Reading.

****This block serves as a guideline only, not a required sequence. Specific core and concentration courses are indicated below as a sample for math and science concentrations due to the nature of the middle childhood program. Concentration sets (i.e., Language Arts & Social Studies, etc.) will differ among students and therefore courses will vary. Students may elect their two areas of concentrations. See your academic advisor. Subject to Change.****

Freshman Year

CORE 101 GOA	0
English 101 or 115, English Composition/Rhetoric	3
EDFD 110, Human Development and Learning (social science elective)	3
Biology 130/131 (natural science)	3
MATH 120	3
Second Language I	3
CORE 100, First Year Seminar or Theology 111	
TOTAL	18

Freshman Year

Core 102 GOA	0
EDEL 100, Introduction to Education	3
EDEL 260, Cultural Diversity in Education (Diversity Requirement – DCR Elective)**	3
MATH 150	3
Theology 111 or CORE 100, First Year Seminar	3
Second Language II	3
Physics 114/115 (scientific perspectives)	3
TOTAL	18

Sophomore Year

EDMC 212, Nature & Needs of Adolescence*	3
MATH 211, Foundation of Arith in MCED	3
EDEL 251, Instructional Technology	3
EDCH 326, Children's Literature for MCED (humanities elective)	3
PHIL 100, Ethics as Intro Philosophy	3
CHEM 102, 103	3
TOTAL	18

Sophomore Year

EDSP 200, Special Ed: Identification & Issues	3
MATH 212, Geometry & Measurement in MCED	3
CHEM 104, 105	3
EDRE 269, Phonics & Foundation of Literacy	3
Philosophical Perspectives: PHIL 200	3
Historical Perspectives Elective	3
TOTAL	18

Junior Year

EDMC 340, Middle School Philosophy & Sch Org	3
Theological Perspectives Elective (THEO 200+)	3
MATH 116, Elementary Statistics	3
EDRE 314, Reading Methods for Middle Grades	3
EDMC 345, Intro to EDMC Classroom Mgmt	3
MATH 213, Algebra Concepts – MCED	3
TOTAL	18

Junior Year

ENGL 205, Literature & Moral Imagination	3
MATH 214, Math Prob. Solving – MCED`	3
EDMC 325, Arts in Middle Childhood Education	3
EDMC 351-354 Mid. School Methods (1 of 2)***	3
EDMC 351-354 Mid. School Methods (2 of 2)***	3
BIOL 120, 127	3
TOTAL	18

Senior Year

EDMC 455, Student Teaching Middle Childhood	9
EDMC 456, Seminar: Current Issues in EDMC	3
EDRE 471, Content Area Literacy	3
TOTAL	15

Senior Year

Creative Perspectives Elective	3
EDRE 478, Literacy Assessments	3
EDEL 351, Instructional Strategies for EL	3
PHYS 116, 117	3
Science Elective	3
ER/S Elective (cross count – see advisor)	3
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 120 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- 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.
- All students must elect one each of oral communications, quantitative reasoning and writing-intensive flagged courses; many of these are available within the core or major.
- Five required flags are as follows:
*Writing; ** Diversity (DCR); ***Oral Communication; ****Ethics/Religion & Society (E/R S); *****Quantitative Reasoning

**DEGREE IN MIDDLE CHILDHOOD EDUCATION (GRADES 4 - 9)
2015**

New Core Fall

Sample Language Arts and Social Studies Concentrations

Middle Childhood Education will prepare a candidate for an Ohio teaching license to work with children 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: 39 - 48 hours, including:

- Social Sciences requirement is included in the major requirements.
- Humanities Elective fulfilled in major with EDCH 326.
- E/RS Focus Elective that meets another core requirement should be chosen.
- A 2.5 cumulative overall GPA is required for admission to program and must be maintained for the Bachelor of Science degree. A 3.0 GPA must be maintained in the major.

Major Requirements:

See "Steps for Admission and Continual Progress for Licensure in Middle Childhood." Also see "Student Handbook for Primary & Middle Child." 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 the major. Students must have "B-" or higher in courses prefixed with EDEC, EDRE, EDMC, EDEL, and EDFD or retake in subsequent semesters. Students may elect two concentration areas: Math, Science, Social Studies, and/or Language Arts/Reading.

****This block serves as a guideline only, not a required sequence. Specific core and concentration courses are indicated below as a sample for language arts and social studies concentrations due to the nature of the middle childhood program. Concentration sets (i.e., math and science, etc.) will differ among students and therefore courses will vary. Students may elect their own two areas of concentration. See your academic advisor. Subject to Change.****

Freshman Year

CORE 101 GOA	0
English 101 or 115, English Composition/Rhetoric	3
EDFD 110, Human Development and Learning (social studies elective)	3
Biology 130/131 (natural science)	3
PHIL 100, Ethics as Intro Philosophy	3
Second Language I	3
CORE 100, First Year Seminar or Theology 111	
TOTAL	18

Freshman Year

Core 102 GOA	0
EDEL 100, Introduction to Education	3
EDEL 352, Culturally Responsive Teaching or EDEL 260, Cultural Diversity in Education (Diversity Requirement – DCR Elective)**	3
COMM 101, Oral Communication	3
Theology 111 or CORE 100, First Year Seminar	3
Second Language II	3
Physics 114/115 (scientific perspectives)	3
TOTAL	18

Sophomore Year

EDMC 212, Nature & Needs of Adolescence*	3
MATH I	3
EDEL 251, Instructional Technology	3
EDCH 326, Children’s Literature for MCED (humanities elective)	3
HIST 105, World Civilizations I	3
EDSP 200, Special Ed: Identification & Issues	3
TOTAL	18

Sophomore Year

Writing Elective	3
MATH II	3
HIST 106, World Civilizations ii	3
EDRE 269, Phonics & Foundation of Literacy	3
Philosophical Perspectives: PHIL 200	3
ECON 200, Microeconomic Principles	3
TOTAL	18

Junior Year

EDMC 340, Middle School Philosophy & Sch Org	3
Theological Perspectives Elective (THEO 200+)	3
HIST 143, U.S. History I	3
EDRE 314, Reading Methods for Middle Grades	3
EDMC 345, Intro to EDMC Classroom Mgmt	3
POLI 140	3
TOTAL	18

Junior Year

ENGL 205	3
HIST 144, U.S. History II	3
EDMC 325, Arts in Middle Childhood Education	3
EDMC 351-354 Mid. School Methods (1 of 2)***	3
EDMC 351-354 Mid. School Methods (2 of 2)***	3
SOCI 180	3
TOTAL	18

Senior Year

EDMC 455, Student Teaching Middle Childhood	9
EDMC 456, Seminar: Current Issues in EDMC	3
EDRE 471, Content Area Literacy	3
TOTAL	15

Senior Year

THTR 120 (creative perspectives elective)	3
EDRE 478, Literacy Assessments	3
EDEL 351, Instructional Strategies for EL	3
EDMS 207, World & Cultural Geography	3
Literature Elective	3
ENGL 320 or 321	3
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 120 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- 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.
- ER/S Focus elective should fulfill another core requirement.
- All students must elect one each of oral communications, quantitative reasoning and writing-intensive flagged courses; many of these are available within the core or major.
- Five required flags are as follows:
*Writing; ** Diversity (DCR); ***Oral Communication; ****Ethics/Religion & Society (E/R S); *****Quantitative Reasoning

DEGREE IN MIDDLE CHILDHOOD EDUCATION (GRADES 4 - 9)**Core Transition*****Language Arts and Social Studies Sample Concentrations***

Middle Childhood Education will prepare a candidate for an Ohio teaching license to work with 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: 39 - 48 hours, including:

- 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.
- A 2.5 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 Middle Childhood." Also see "Student Handbook for Primary & Middle Child." 60 hours of education courses: EDFD 110, EDEL 100, 251, 260; EDSP 200; EDMC 212, 325, 340, 345; EDRE 269, 314, 471, 478; 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 indicated below as a sample for language arts and social studies concentrations due to the nature of the middle childhood program. Concentration sets (i.e., math and science, etc.) will differ among students and therefore courses will vary. See your academic advisor. Subject to Change.****

Freshman Year

English 101 or 115	3	EDEL 100, Introduction to Education	3
EDFD 110, Human Development and Learning (social studies elective)	3	EDEL 352, Culturally Responsive Teaching Or EDEL 260, Cultural Diversity in Education (diversity requirement)	3
Biology 130/131 (natural science elective)	3	COMM 207, Interpersonal Communication	3
PHIL 100, Ethics as Intro Philosophy	3	Theology 111	3
Second Language I	3	Second Language II	3
TOTAL	15	Physics 114/115 (scientific perspective)	3
		TOTAL	18

Sophomore Year

EDMC 212, Nature & Needs of Adolescence	3	Writing Elective	3
MATH 211, Foundation of Arith in MCED	3	MATH 212, Geometry & Measurement in MCED	3
EDEL 251, Instructional Technology	3	HIST 106, World Civilizations II	3
EDCH 326, Children's Literature for MCED (humanities elective)	3	EDRE 269, Phonics & Foundation of Literacy	3
HIST 105, World Civilizations I	3	PHIL Perspective Elective: PHIL 200 or 290	3
EDSP 200, Special Ed.: ID & Issues	3	ECON 200, Microeconomic Principles	3
TOTAL	18	TOTAL	18

Junior Year

EDMC 340, Middle School Philosophy & Sch Org	3	ENGL 205	3
THEO Perspective Elective or 200 or 300	3	HIST 144, US History II	3
HIST 143, US History I	3	EDMC 325, Arts in Middle Childhood Education	3
EDRE 314, Reading Methods for Middle Grades	3	EDMC 351-354 Middle School Curr (1 of 2)	3
EDMC 345, EDMC Classroom Mgmt & Assess.	3	EDMC 351-354 Middle School Curr (2 of 2)	3
POLI 140	3	SOCI 180	3
TOTAL	18	TOTAL	18

Senior Year

EDMC 455, Student Teaching Middle Childhood	9	Fine Arts or THTR 210 (creative perspective elective)	3
EDMC 456, Seminar: Current Issues in EDMC	3	EDRE 478, Literacy Assessments	3
EDRE 471, Content Area Literacy	3	EDEL 351, Instructional Strategies for EL	3
TOTAL	15	EDMS 207, World & Cultural Geography	3
		Literature Elective (ENGL 320 or 321)	3
		E/RS Elect. (choose with other core requirement)	3
		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 120 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- 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.

DEGREE IN MIDDLE CHILDHOOD EDUCATION (GRADES 4 - 9)**Core Transition*****Math and Science Sample Concentrations***

Middle Childhood Education will prepare a candidate for an Ohio teaching license to work with 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: 39 - 48 hours, including:

- 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.
- 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 Middle Childhood." Also see "Student Handbook for Primary & Middle Child." 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 indicated below as a sample for math and science concentrations due to the nature of the middle childhood program. Concentration sets (i.e., Language Arts & Social Studies, etc.) will differ among students and therefore courses will vary. See your academic advisor. Subject to Change.****

Freshman Year

English 101 or 115	3	EDEL 100, Introduction to Education	3
EDFD 110, Human Development and Learning (social science elective)	3	EDEL 352, Culturally Responsive Teaching Or EDEL 260, Cultural Diversity in Education (diversity requirement)	3
Biology 130/131 (natural science elective)	3	MATH 150	3
MATH 120	3	Theology 111	3
Second Language I	3	Second Language II	3
TOTAL	15	Physics 114/115 (scientific perspective)	<u>3</u>
		TOTAL	18

Sophomore Year

EDMC 212, Nature & Needs of Adolescence	3	EDSP 200, Special Ed: ID& Issues	3
MATH 211, Foundation of Arith in MCED	3	MATH 212, Geometry & Measurement in MCED	3
EDEL 251, Instructional Technology	3	CHEM 104, 105	3
EDCH 326, Children's Literature for MCED (humanities elective)	3	EDRE 269, Phonics & Foundation of Literacy	3
PHIL 100, Ethics as Intro Philosophy	3	PHIL Perspective Elective: PHIL 200	3
CHEM 102, 103	3	Historical Perspective Elective	<u>3</u>
TOTAL	18	TOTAL	18

Junior Year

EDMC 340, Middle School Philosophy & Sch Org	3	ENGL 205, Literature & Moral Imagination	3
THEO Perspective Elective or THEO 200 or 300	3	MATH 214, Math Prob. Solving MC	3
MATH 116, Elementary Statistics	3	EDMC 325, Arts in Middle Childhood Education	3
EDRE 314, Reading Methods for Middle Grades	3	EDMC 351-354 Middle School Curr (1 of 2)	3
EDMC 345, Intro to EDMC Classroom Mgmt	3	EDMC 351-354 Middle School Curr (2 of 2)	3
MATH 213, Algebra Concepts – MCED	<u>3</u>	BIOL 120, 127	<u>3</u>
TOTAL	18	TOTAL	18

Senior Year

EDMC 455, Student Teaching Middle Childhood	9	Creative Perspective Elective	3
EDMC 456, Seminar: Current Issues in EDMC	3	EDRE 478, Literacy Assessments	3
EDRE 471, Content Area Literacy	<u>3</u>	EDEL 351, Instructional Strategies for EL	3
TOTAL	15	PHYS 116, 117	3
		Science Elective	3
		ER/S Elective (cross count – see advisor)	<u>3</u>
		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 120 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- 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.

New Core Fall 2015

Student _____
Banner ID _____

Advisor _____
Student Signature _____

Date _____

Bachelor of Science in Middle Childhood Education Program Checklist

<u>Core Requirements</u>			<u>Licensure Requirements</u>		
Grade Received	Class	Credit Hours	Grade Received	Class	Credit Hours
_____	CORE 101 & 102 GOA	0	_____	EDEL100 Introduction to Education	3
_____	English 101 or 115	3	_____	EDFD110 Human Development & Learning	3
_____	Humanities Elective (EDCH326)	3	_____	EDMC212 Nature & Needs of Adolescents*	3
_____	ENGL205 Literature & Moral Imagination	3	_____	EDEL251 Instructional Technology	3
_____	Creative Perspectives Elective	3	_____	EDEL 352 Culturally Responsive Teaching -or- EDEL260 Cultural Diversity in Education	3
_____	Second Language I	3	_____	EDSP200 Special Ed: Identification & Issues	3
_____	Second Language II	3	_____	EDCH326 Children's Literature for MC	3
_____	Historical Perspectives Elective	3	_____	EDMC325 The Arts in Middle Childhood	3
_____	Math 211 Foundations of Arith MC	3	_____	EDRE269 Phonics & Foundation of Literacy	3
_____	Math 212 Geometry & Measurement	3	_____	EDRE314 Reading Methods MC	3
_____	Science I - BIOL130 & 131 required (NSE)	3	_____	EDRE471 Content Area Literacy	3
_____	Science II - PHYS 114 & 115 required (SP)	3	_____	EDRE478 Literacy Assessments	3
_____	Social Science I (EDFD110)	3	_____	EDMC340 Middle School Phil & School Org.	3
_____	PHIL100 Ethics as Intro to Philosophy	3	_____	EDMC345 MC Classroom Mgmt/Assessment	3
_____	Philosophical Perspective: PHIL200	3	_____	EDEL 351 Instructional Strategies for EL	3
_____	THEO111 Theological Foundations	3	_____	<i>Students take two courses from EDMC 351 – 354 group found below.</i>	6
_____	Theological Perspectives Elec. (THEO200+)	3	_____	EDMC351 Language Arts Methods***	3
_____	E/R&S Elective, cross count with _____	3	_____	EDMC352 Mathematics Methods***	3
_____	Diversity I (EDEL260)**	3	_____	EDMC353 Science Methods***	3
_____	CORE 100, First Year Seminar	3	_____	EDMC354 Social Studies Methods***	3
_____	Free Elective(s)*	3/6	_____	EDMC455 Student Teaching: Middle School	11
			_____	EDMC456 Seminar: Current Issues EDMC	1

NOTES:

- Mathematics Perspective (211 & 212)
- All students must elect one each of oral communications, quantitative reasoning and writing-intensive flagged courses; many of these are available within the core or major.
- **Five required flags are as follows:**
*Writing; ** Diversity (DCR); ***Oral Communication; ****Ethics/Religion & Society (E/R S); *****Quantitative Reasoning
- EDRE courses meet Ohio 12 semester hour reading requirement.

*Minimum of 120 credit hours needed for graduation. Student totalhours: _____

Please see back of form for middle childhood education concentration courses.

<p>Coursework Licensure Approval:</p> <p>Chair Signature: _____</p> <p>Date: _____</p> <p>Documents attached: (If pertinent)</p> <p>Field Experience Documents: Yes/No</p>
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Middle Childhood Concentration Areas

Math Concentration (21) (6 cross count in undergrad core)	Reading/LA Concentration (24) (9 cross count in undergrad core)	Science Concentration (21) (6 cross count in undergrad core)	Social Studies Concentration (24) (6 cross count in undergrad core)
_MATH 211 Foundtns Arithmetic MC (3)	_ENGL 101: English Composition <i>OR</i>	<u>Physics</u>	_HIST 105: World History I (3)
_MATH 212 Geom/Measuremt MC Tchr (3)	_ENGL 115: Rhetoric (3)	_PHYS 114: Our Universe: Physical Science (2)	_HIST 106: World History II (3)
_MATH 213 Algebra Concepts MC Tchr (3)	_ENGL 205: Lit & Moral Imagination (3)	_PHYS 115: Physical Science Lab (1)	_HIST 247: U.S. History I (3) (prev. HIST143)
_MATH 214 Math Prob Solving MC (3)	_COMM 207: Interpersonal Communication (3)	_PHYS 116: Our Universe: The Earth (2)	_POLI 140: American Government and Politics (3)
_MATH 116 Elementary Statistics (3)	_EDCH 326/526: Literature for MC <i>OR</i>	_PHYS 117: The Earth Lab (1)	_SOCI 180: Culture and Society (3)
	EDCH 320/520: Multi Cultural Literature (3)		_ECON 200: Microeconomic Principles (3)
<i>Select Two:</i>		<u>Chemistry</u>	_EDMS 207: World and Cultural Geography (3)
_MATH 120: Elementary Functions (3)	<i>Select One:</i>	_CHEM 102: Environment, Energy & Health I (2)	
_MATH 150: Calculus I (3)	_ENGL 304/504 Tchng & Resch in Writing (3)	_CHEM 103: Lab (1)	<i>Select One:</i>
_MATH 151: Calculus II (3)	_EDRE376/676 Teach Writing Process (3)	_CHEM 104: Environ, Energy & Health II (2)	_HIST 248: U.S. History II (3) (prev. HIST144)
	_Writing Elective (3)	_CHEM 105: Lab (1)	_HIST 325 Black America since 1865 (3)
			_HIST 329: Urban America (3)
Math Notes:		<u>Biology</u>	
Math credits above the 151 level	<i>Select One:</i>	_BIOL 130: Intro to Life Science (2)	Social Studies Notes:
may be applied to concentration and	_ENGL 132: Studies in Women's Literature (3)	_BIOL 131 Lab (1)	
notations should be made.	_ENGL 128: Studies in Black Literature (3)	_BIOL 120: Ecology and People (2)	
	_ENGL 352/552: African Literature (3)	_BIOL 136 (prev. 125 or 127 Lab) (1)	
	_ENGL 331: World Literature (3)		
	_American or British Literature (3)		
		<i>Select One:</i>	
	<i>Select One:</i>	Elective physics, chemistry, or biology (3)	
	_EDCH 305/505: Storytelling (3)		
	_THTR 120: Acting I (3)		
		Science Notes	
	<i>Select One:</i>		
	_ENGL 320/520: Topics in Linguistics (3)		
	_ENGL 321/521: History of English Lang (3)		
	Reading Language Arts Notes:		
Subject to Revision			
Revised 10/20/15			

TRANSITION

Student _____

Advisor _____

Date _____

Banner ID _____

Student Signature _____

Bachelor of Science in Middle Childhood Education Program Checklist

Core Requirements

Licensure Requirements

Grade Received	Class	Credit Hours
_____	English 101 or 115	3
_____	Literature Elective (EDCH 326)	3
_____	ENGL 205 Literature & Moral Imagination	3
_____	Fine Art Elective or Creative Perspectives	3
_____	Language 101 & 102, 102 & 201, or 201	3/6
_____	Diversity I (EDEL 260)	3
_____	History I & 2 or Historical Perspectives	3/6
_____	Math 211 Foundations of Arith. MC	3
_____	Math 212 Geometry & Measurement	3
_____	Science I (BIOL 130 & 131 required)	3
_____	Science II (PHYS 114 & 115 required)	3
_____	Social Science I (EDFD 110)	3
_____	PHIL100 Ethics as Intro to Philosophy	3
_____	PHIL 290 Theory of Knowledge or Philosophical Perspective	3
_____	THEO 111 Theological Foundations	3
_____	THEO 200 or 300 level or Theological Perspectives	3
_____	E/R&S Elective, cross count with _____	3

Grade Received	Class	Credit Hours
_____	EDEL100 Introduction to Education	3
_____	EDFD110 Human Development & Learning	3
_____	EDMC 212 Nature and Needs of Adolescents	3
_____	EDEL 251 Instructional Technology	3
_____	EDEL 352 Culturally Responsive Teaching –or- EDEL 260 Cultural Diversity in Education	3
_____	EDSP 200 Special Ed: Identification & Issues	3
_____	EDCH 326 Children’s Literature MC.	3
_____	EDMC 325 The Arts in Middle Childhood	3
_____	EDRE 269 Phonics & Foundation of Literacy*	3
_____	EDRE 314 Reading Methods MC*	3
_____	EDRE 471 Content Area Literacy*	3
_____	EDRE 478 Literacy Assessments*	3
_____	EDEL 351 Instructional Strategies for ELL	3
_____	EDMC 340 Middle School Phil & School Org.	3
_____	EDMC 345 MC Classroom Mgmt/Assessment	3
<i>Select two courses from EDMC 351 – 354 group found below.</i>		
_____	EDMC 351 Lang. Arts Curri/Ped/Assess.	3
_____	EDMC 352 Math Curriculum/Ped/Assess.	3
_____	EDMC 353 Sci. Arts Curriculum/Ped/Assess.	3
_____	EDMC 354 Soc. Stud. Curri/Ped/Assess.	3
_____	EDMC 455 Student Teaching: Middle School	11
_____	EDMC 456 Seminar: Current Issues EDMC	1

* EDRE courses meet Ohio 12 semester hour reading requirement.

*Please see the back of form for middle childhood education concentration classes.**

Subject to Revision: 03/12/2015

Endorsement Approval: Chair Signature: _____ Date: _____ Documents attached: (If pertinent) Field Experience Documents: Yes/No Transcripts: Yes/No Course descriptions for off campus: Yes/No
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Middle Childhood Generalist Endorsement

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 (*initial licensure candidate will apply for the endorsement 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 Ohio Assessments for Educators test(s).

Either the candidate must pass:

- a) OAE Education (Subtest I)/018 and OAE Elementary Education (Subtest II)/019
or
- b) Candidate must pass the content area test for each content area added to the MCE license, chosen from:
 - OAE MS English/Language Arts (028)
 - OAE MS Mathematics (030)
 - OAE MS Social Studies (031)
 - OAE MS Science (029)

Further test information may be found at <http://www.oh.nesinc.com>.

(Individuals who successfully completed a Praxis Series Test required for licensure prior to September 1, 2013 may use the test results to satisfy the licensure testing requirements at the time license is sought.)

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

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.

Subject to Revision: 04/07/17

XAVIER UNIVERSITY SCHOOL OF EDUCATION 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.)

Name of Person Completing the Form (please print) _____

Signature of Person Completing the Form _____ Date _____

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

COURSE NAME/NUMBER _____ SEMESTER _____

Please check the appropriate rating for each category using the following scale and provide evidence in the comment column. Please provide any additional comments.

3=Exemplary (candidate performance is consistently being demonstrated (90+% of the time))

2=Proficient (candidate performance is appropriate, 75% - 89% of the time)

1=Unacceptable (candidate performance is rarely demonstrated, less than 60% of the time, needs remediation conference)

N/A = Not Applicable

COURSE COMPONENT	3	2	1	N/A	Comments
Attendance					
Punctuality					
Candidate demonstrates respect for the learning community,					
Candidate collaborates with all individuals					

Candidate is accepting of various viewpoints					
Candidate demonstrates engagement in all settings through active interest, participation, and initiative					
Candidate displays behavior generally recognized as socially appropriate and acceptable in all educational and professional settings.					
Candidate demonstrates responsibility for requirements of the course.					

FIELD COMPONENT	3	2	1	N/A	Comments
Candidate demonstrates professionalism in actions, appearance, and demeanor.					
Candidate works effectively with all students' academic needs.					
Candidate works effectively with all students' behavioral needs.					
Candidate collaborates with school professionals during field experience.					
Candidate demonstrates ability to reflect on practice					
Candidate demonstrates ability to proactively react to constructive criticism.					
Candidate is professional in remarks to students					
Candidate is professional in remarks to mentor teacher.					

Additional Comments:

Pre-Student Teaching Interviews in Primary and Middle Childhood Education – An Explanation

Prior to student teaching (see Steps for Admission and Continual Progress) students 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 answer a series of questions pertaining to lesson planning, classroom management etc. (list of potential questions listed on next page). The candidate for student teaching will be asked specific questions that, in some cases, will best be answered through demonstration of lessons or documentation of activities archived in the candidate's materials. The interview allows faculty to determine the readiness of the student to proceed to student teaching. If the evidence suggests and the faculty discern that the student is not prepared, an intervention plan will be developed by faculty, with the collaboration of the student to either delay student teaching or develop a plan to ready the student for this experience

During student teaching (see Steps for Admission and Continual Progress) Currently, the portfolio experience is shaped by the **edTPA Teacher Performance Assessment**, expected by the Ohio Department of Education. The EdTPA process is completed in the student teaching seminar. The entire process is guided by the professor teaching the seminar and the process of assessment and minimum score requirements will be presented to the students during the student teaching seminar.

edTPA

The edTPA is a nationally scored performance-based assessment required of all candidates completing an initial licensure program at the undergraduate or graduate level (effective Spring 2019). The purpose of edTPA is to assess novice teachers' readiness to teach their particular subject area(s) and grade levels. The assessment is designed with a focus on student learning, theory and research, and evidence-based practice. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students' needs;
- consider research and theory about how children learn; and
- reflect on and analyze evidence of the effects of instruction on students' learning.

This assessment takes place during the student teaching semester, and is one of a number of assessments used to evaluate the candidate's readiness to enter the teaching field. Throughout the program, the candidate will engage in courses and field experience to help prepare for this assessment. **This assessment carries a \$300 fee, which is added to the candidate's bill through the bursar's office at the beginning of the student teaching semester. The candidate is able to pay for this fee through their financial aid package.**

Submission of edTPA is a requirement during student teaching in the School of Education.

If the EDTPA scores for a student are below that of the state minimum the following intervention plan will take place:

**Intervention Procedures for Low Performance on edTPA
Effective January 1, 2020**

All teacher candidates must achieve a total score of 37 and demonstrate competence in each Task (overall Task average of at least a 2.0) in their edTPA performance completed during their student teaching semester (for Montessori candidates, this takes place in the spring semester).

Scores are reported back to the Xavier University School of Education (SOE) within 3-4 weeks of submission. The scores are received by the Accreditation Coordinator (AC). A meeting of the edTPA Council will take place the following day or early the next week. This is a standing meeting and is scheduled at the beginning of the semester.

The edTPA Council consists of the following faculty/staff from the SOE:

- edTPA Coordinator(s) – Chair
- Accreditation Coordinator (if not serving as the edTPA Coordinator)
- SOE Director
- Program Directors (PD) (or their designees)
- Seminar instructors (SI) (or their designees)

The purpose of the edTPA Council is to serve as leadership to the SOE regarding all things edTPA. The Council will also review score report data and make determinations regarding individual candidate interventions. *If a candidate scores <37 or <2 average on a Task or any task receives a condition code (i.e., task was not scoreable for any of a number of reasons), the Council may recommend (but are not limited to) any one of the following intervention plans:*

1. Candidate meets with AC and/or seminar instructor (SI) to review responses (AC will obtain edTPA materials from candidates in question) in specific low performing tasks, using these procedures:
 - a. candidate reads the rubric description for scores of “3” and “4;” candidate compare his/her response to score of “3” and “4” expectations and discusses in specific terms how the response could be improved
 - b. candidate resubmits the lowest scored task(s) (i.e., the revised commentary and related materials as appropriate) to the AC within the designated time period for local evaluation
 - 1) the AC, along with the SI and/or PD scores the materials submitted based on the local scoring rubric
 - 2) if revisions are judged satisfactory, the intervention is complete, i.e., the candidate meets this program requirement
 - 3) if the responses seem ambiguous or the AC concludes that expectations are not met, the AC may ask the PD or SOE Director to also score the submission based on the local scoring rubric
 - 4) if satisfactory performance is not achieved by the end of finals week, then the candidate will receive a grade of “in progress” for the seminar course and additional time (based on university policy) will be provided to satisfactorily complete this program requirement
 - 5) the candidate will be notified of the outcome and next steps

Readiness for Student Teaching Semester Interviews

The questions suggested and shared with candidates were not final but meant to be suggestive of questions that may be asked to indicate their understanding of the elements of the Ohio Standards for the teaching profession.

Verify that the student completed the correct OAE's and submitted results to Sally Barnhart. Students were requested to come prepared with either an online or notebook portfolio to indicate their preparedness for the interview.

Types of questions were as follows:

- Please share an assessment of a lesson plan for teaching a mathematics concept.
- 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 portfolio share a lesson plan that shows your understanding of integrated curriculum.
- Please give an example of a formative assessment you created, and the information it provided you in terms of student progress.

See next page for a form that you will fill out at the end of the session.

Data Collection Sheet for Pre- Student Teaching Interview

Candidate Name: _____ Date: _____

Faculty Name(s): _____

1. Candidate demonstrates an understanding of “Focus on Teaching and Learning.”

Standard/Topic	Does Not Meet Expectations - 0	Meets Expectations – 1	Exceeds Expectations – 2
Std #1 Students			
Std #2 Content			
Std #3 Assessment			
Std #4 Instruction			
Optional Comments:			

2. Candidate demonstrates an understanding of “Conditions for Teaching and Learning.”

Standard/Topic	Does Not Meet Expectations - 0	Meets Expectations – 1	Exceeds Expectations – 2
Std #5 Learning Environment			
Optional Comments:			

3. Candidate demonstrates an understanding of “Teaching as a Profession.”

Standard/Topic	Does Not Meet Expectations - 0	Meets Expectations – 1	Exceeds Expectations – 2
Std #6 Collaboration or Communication			
Std #7 Professional Responsibility & Growth			
Optional Comments:			

4. Candidate demonstrates an understanding of the Gifts of the Ignatian Spirit.

Standard/Topic	Does Not Meet Expectations - 0	Meets Expectations – 1	Exceeds Expectations – 2
Awareness of Gifts			
Where have you seen these in your work/life?			
How do you use these in your work/life?			
Optional Comments:			

5. Candidate is prepared for interview with a portfolio of lessons online or in a notebook.

Does Not Meet Meets Expectations Exceeds Expectations

6. Student has passed required OAE’s and copied results to Sally Barnhart.**7. Student understands edTPA expectations for student teaching semester.**

As of 2023-2024

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 and grade of students. Because of the complexity of locating and securing placements selection of these placements is the sole responsibility of the field placement coordinator and director of the student's program. In addition, students are advised to make all social media accounts private prior to all field placements. Students should also be advised that if a school district denies a field placement for any reason there is no recourse for the student or Xavier University. However, all efforts will be made to find another field placement for the student.

*See field experience responsibilities for additional information.

Policies Regarding Field Experiences

As of 2023-2024

Students completing field-based experiences are expected to exhibit professional conduct. Xavier University has established policies, which are to be followed for all field experiences and internship. If unprofessional behavior is witnessed in field placements, we reserve the right to remove student from the placement at any time.

Policies on Placements

- Because of the complexity of locating and securing field placements, placements are the sole responsibility of the field coordinator, director, and the cooperating school districts. Students will have the opportunity to suggest preferred placements for student teaching, transportation needs will be considered but the final decision on placements will be made by the field coordinator, with input from school district representatives, and director.
- All reasonable effort will be made to place the student in various settings throughout their field placements to provide urban, suburban, and private school environments. However, if, because of the complexity of locating and securing placements, a student does not experience one of the three suggested environments they will be placed in the available setting.
- Student may not student teach in 4th or 5th grade unless they have completed the 4th and 5th grade block.
- Students will display professional behavior when in their field setting.

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 program director for Childhood Education.

Policy on corporal punishment. A student teacher 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 a student teacher 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 a *student teacher*. A certified teacher **MUST** be present in the classroom with a *field experience student* at **ALL** times. There are some state exceptions to this rule regarding situations in which the classroom teacher must leave employment. See field coordinator for details

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 Xavier for placement in the student's file. In addition, the University supervisor conducts conferences with the cooperating teacher and the student. The evaluation form completed during this conference is also placed in the student's file. During, student teaching on-going evaluations will be made by the cooperating teacher and the Xavier supervisor. The student teacher 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 the experience seems advisable, the student will be apprised of that decision.

A student is advised to withdraw from the program only after a careful review of all factors and after several concerned people at the university and school levels have been consulted and have concurred in all 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 student teachers 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, they 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.

Certification/Licensure Requirements for Other States

In July 2009, Gov. Ted Strickland signed Ohio House Bill 1, which mandated a new licensure system for teachers in Ohio, including a Resident Educator license. In the Governor's plan, the Ohio Department of Education (ODE) developed a Resident Educator Program effective January 2011. This four-year experience provides Ohio educators just entering the profession with quality mentoring and guidance essential for a long and flourishing career. Successful completion of the residency program is required to qualify for a five-year professional educator license. The manner in which this licensure affects certification/licensure in the 37 states with which Ohio shares reciprocity is 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 Primary and Middle Childhood program sequences to meet Ohio standards. You may contact Brittiani McNeil in the Xavier Licensure office at 513-745-3186 if you need assistance. It is wise to learn of required educator assessment exams required by the state of your choice, especially if you plan to apply immediately after graduation, as these tests are often scheduled only on specific dates during the year.

State of Ohio Assessments for Educators & Resident Educator License

Students are expected to register for and take the electronic Ohio Assessments for Educators (OAE) exams. See "Steps for Admission and Continual Progress" for a time frame for test completion. Visit www.xu.edu/education for your OAE information. Go to either Primary or Middle Childhood and find the OAE links and tips. 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) developed a Resident Educator Program effective January 2011. This four-year experience provides Ohio educators just entering the profession with quality mentoring and guidance essential for a long and flourishing career. Successful completion of the residency program is required to qualify for a five-year professional educator license.

Our pre-service requirements are designed to prepare the student for the in-depth types of evaluation they will experience as a new teacher in Ohio.

Field Experiences/Student Teaching

It is the belief of the Xavier University Primary and Middle Childhood Education Program that there is much to be gained from field experiences in qualified primary 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 in an primary or middle childhood, urban school.

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 Classroom Management and Assessment
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
EDEL 440	Transition for Intermediate Grades- 15 weeks
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 Student Teaching

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

Applications are made available during a mandatory meeting in February. They are returned to the Primary and Middle Childhood Education Programs 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 placement they will be advised as to "pre-student teaching experience" requirements (30 hours) that must be completed prior to student teaching. Additional information regarding lesson planning, reflective journals, videotaping, portfolios/edTPA, and general conduct of student teaching is given to students prior to the beginning of the term.

Assessment of student teachers is based on the Ohio Standards for the Teaching Profession, the same criteria that is used by the State of Ohio to assess teachers. Criteria specific to primary or middle childhood will be found on the actual evaluation forms.

Primary and Middle Childhood Education Policy Concerning Social Media Accounts:

Upon declaring Primary or Middle Childhood Education as your major or at the time of the students first field placement, whichever comes first, we strongly suggest that you make all personal social media accounts (Facebook, Instagram, VSCO, Snapchat or any others) private and inaccessible to the public. School districts do search for these accounts and have, in the past, asked that students be removed from placements because of content on these accounts. It is also strongly encouraged that you keep these accounts private throughout your time in the program until employment is found. You are representing Xavier University and more importantly, yourself in the community.

Guiding Principles for Field Based Experiences

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 student teaching.

It is the responsibility of the local schools to provide the laboratory facilities for observations, participation, and student teaching 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

Student Teachers are regularly enrolled university students who are eligible to participate in field-based experiences and student teachers 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 teaching license for their grade level. They have full responsibility for a group of learners and willingly accept the additional responsibility for daily guidance, 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, either adjunct or full-time, 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.

Policies Regarding Field Experiences

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**Xavier University Early and Middle Childhood Education Programs
Student Teaching Observation**

Student Name _____ Date of Observation _____

Cooperating Teacher _____ School/Grade _____

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

0
Does Not Meet Expectations

1
Meets Expectations (in progress)

2
Exceeds Expectations

Focus on Teaching and Learning (OSTP:1,2,3,4)	0	1	2
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 (makes clear why we are learning this)			
Selects, develops, and uses, a.) diagnostic, b.) formative, or c.) 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 deliver instruction, and alters when necessary.			

Focus on Teaching and Learning Continued (OSTP:1,2,3,4)	0	1	2
Communicates to students clear learning goals and explicitly links learning activities to those goals, orally and in writing.			
Differentiates instruction to support learning needs of all students, through a variety of modalities.			
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>			
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: a.) prepares materials in advance, b.) manages student behaviors and transitions, c.) effectively paces lessons, and d.) circulates among the students.	a. _____	b. _____	c. _____ d. _____
<i>Teaching as a Profession (OSTP 6,7)</i>			
Communicates clearly and effectively with proper oral and written language.			
Exhibits professional dispositions such as appropriate dress, punctuality, and consistent attendance.			

Additional comments and notes:

For the final observation, the observer should mark one of the following in reference to the student teacher's overall performance for the semester.

0
Does not meet expectations

1
Meets expectations

2
Exceeds expectations

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

Observer's Name/Role _____

Observer's Signature _____

Student's Signature _____

Date _____

Primary and Middle Childhood Education Student Handbook Acknowledgement Form

Please sign and submit this form to your EDEL100, Introduction to Education, instructor indicating that you reviewed a copy of the School of Education Handbook, with special attention to your major in Early or Middle Childhood.

I have reviewed the Xavier University School of Education Handbook.

Print Name:

Signature:

Date:
