

Field Experience Responsibilities
At All Levels: From Observation through Internship/Student Teaching

Students

Xavier students eligible to participate in field-based experiences, observations and internship/student teaching must assume certain responsibilities to derive full benefit from the experiences. Their 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.

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

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

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

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

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

Students must comply with all requirements mandated by ODE and the Ohio Department of Higher Education in regards to licensure.

Cooperating Teachers

Cooperating Teachers are regularly employed teachers or a cooperating school faculty who have at least three years of teaching experience, and possess a current license. They have full responsibility for a group of learners and willingly accept the additional responsibility for daily guidance of the university student, although they recognize their first responsibility is to 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.

Cooperating teachers provide an atmosphere of acceptance of the students as co-workers on the teaching staff, and assist them in completing all activities. The cooperating teacher should assist the student by introducing the student teacher to the proper administrative personnel, fellow teachers, building personnel, parents, etc.

Cooperating teachers must plan with the university student and guide and supervise their field experience. Observations and evaluations must be completed by cooperating teachers. Record keeping and documentation are required. Forms are provided.

Regularly occurring, open and honest communication needs to be utilized to facilitate a successful experience. Become familiar with the student teacher's personal and educational background.

Cooperating teachers commit to a regularly scheduled planning period and can, in turn, expect the student teacher to show written preparation of lessons prior to instruction. Make certain that good preparation has been made for class interaction and reviewing the lesson plans before presentation of material.

Provide the student teacher with information concerning the school, its policies, regulations, available teaching materials, sources of school supplies, etc.

Cooperating teachers guide the student into teaching responsibilities gradually and recognize the fact that they should relinquish their classes to capable student teachers so that they may develop the art of teaching. Supply the student with essential data concerning the student groups with which he or she will be working. Assign some activities to the student teacher as soon as possible: e.g. checking attendance, assisting in the preparation and setting up of teaching materials, helping individual students, etc.

Cooperating teachers allow the student teacher to develop individualized teaching abilities while recognizing at all times their legal responsibility as the licensed teacher.

Cooperating teachers must comply with the standards and requirements of Xavier University Programs and with all state mandated requirements for student teachers such as the edTPA and CFAST.

University Supervisors

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

University supervisors must assist and counsel the student through site visits, scheduled conferences, and telephone conversations. Documentation is required. The supervisor is supportive of all state mandated requirements for student teachers, such as edTPA and CFAST.

University supervisors make at least one conference visit for field-based students and based on the program, typically four observations for student teachers. Two of these visits include three-way conferences with the cooperating teacher, student teacher, and supervisor. See program for specific observation and conference requests, such as CFAST participation and consensus discussion.

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

The supervisor acts as a public relations emissary between the university and cooperating schools; as an intermediary between the student teacher and cooperating teacher; as an individual counselor and teacher for the student teacher; as an assessor and evaluator of student competency; and as a participant in planning. The supervisor must be a resource person for all participants during the field experience.

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