

Xavier University

Expectations for Primary and Middle Childhood Education Student Teaching

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

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

Student teachers are expected to keep a **reflective journal** during student teaching. The journal is shared with the Xavier supervisor.

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

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

The requirement for **videotaping** of a lesson has been altered somewhat with the **edTPA** and national scoring, now expected of every student teacher. The student teacher must submit a video segment to illustrate the lesson plans/reflections central to the section titled “instructing and engaging students.” Therefore, the dates for videotaping will depend upon the timeline established by you and the student teacher regarding the learning episodes to be taped. And because the video will be part of an assessment of the student teacher, the supervisor and cooperating teacher will not be asked to give feedback on the content. That will be left to the student teacher as part of his/her responses to the questions to be answered by all candidates.

The **Unit** assignment has long been part of our student teaching requirements and we fully expect that the early childhood student teacher in particular will engage in the creation of units or projects throughout the semester. However, the student teacher will no longer be expected to submit a written unit to his/her supervisor for evaluation, but will be expected to plan for the “learning segment” (edTPA term) that will be the core of the assessment. We appreciate your support of our student teachers as they make their way through the tasks associated with the **edTPA portfolio**. To learn more about edTPA, and view the Powerpoint created for cooperating teachers, please visit our assessment page, <https://www.xavier.edu/education/assessment>.