

Student Teaching Assignments Overview

Lesson Plans should be shown to your cooperating teacher on the requested date. Keep in mind that most lesson plans are due a week in advance. All formally observed lessons should be written in the Xavier format, and should be available for your supervisor when she arrives for an observation. The lesson plan format may be altered for a particular content area.

Reflective Journal is explained in an accompanying document. You will share the journal with your Xavier supervisor by email on a weekly basis.

Student Assessment and Intervention Procedures are designed to familiarize you with (1) the data collected and recorded on children, and (2) the steps taken, and parties involved in referral processes when children exhibit difficulties in school. See document for details. You may convey your knowledge to your supervisor as she indicates, i.e. in an email, discussion, or a short paper.

Videotaping is a requirement of edTPA Task 2, and student teachers will be given extensive information on edTPA during the weekly seminar. Cooperating teachers also have access to information about edTPA on the Xavier accreditation website.

<https://www.xavier.edu/education/assessment>

Teaching Units, projects, and learning centers are explained in accompanying documents. Student teachers are expected to contribute to the life of the classroom for 15 weeks as they plan and participate in practices that meet the learning needs of the class. The added expectations of edTPA specify the planning, instruction, and assessment of a unit of study. Consultation with your cooperating teacher early in the semester is necessary for successful completion of edTPA requirements.

Student Assessment and Intervention Procedures

Part 1

Ask your cooperating teacher to share the permanent records of two to three children in your class

- Learn what material is kept in their files,
- Why it is put there,
- How long it stays,
- And how the information is used.

Ask for assistance in reading standardized test results.

When you have completed this assignment you should discuss your findings with your supervisor. She may request that you complete an informal summary of what you have learned.

Part 2

During the semester it is often possible to take part, as an observer, in an intervention procedure that take places when a child is referred for learning or behavioral problems. If it is not advisable for you to observe the actual meeting you may interview the referring classroom teacher to learn about the process. Schools vary in the formality of proceedings, number of people involved, and so on, but you should learn how your school proceeds when a child is at risk. You should learn the following:

- The problem as it was identified,
- Initial step taken by the classroom teacher,
- Roles of all participants in the meeting(s),
- Legal documents created or implemented.

Collect samples of forms used

It is not necessary to hand in a formal report to your supervisor, but you will need to discuss your experience with her during one of your conferences.

Both part 1 and 2 must be undertaken with the guidance of your cooperating teacher and your full understanding of confidentiality issues. It is advisable to discuss this assignment early in the semester to enable you to take part in an intervention that is scheduled during your student teaching.

2/11/20

Reflective Journal: Student Teaching Experience

The journal writing process is a highly individualized experience; some student teachers find writing a tedious activity and others regard it with anticipation, much like getting together with a good friend. We believe that student teaching should be a reflective journey, both inward and outward. Writing provides a regular opportunity to stop and think about the experiences you are having during this formative semester. Problem solving may occur during a thinking-through process, as will a greater understanding of the principles from which you make pedagogical decisions as you move forward in your professional development. Your journal, when shared weekly with your Xavier supervisor, will offer her a wider window to better understand and assist you in your growth.

The small required text, *An Educator's Guide to Teacher Reflection*, should be read in entirety to guide you in developing higher levels of reflection. Your reflections will most likely begin on the **surface level** as you work toward your classroom goals of instruction and management of behaviors, asking and answering questions about your efficacy with individuals or groups of children. You are encouraged to move toward **pedagogical reflection**, when you are able to ask yourself whether you are applying what you know and believe about teaching and learning. In other words, are you practicing what you preach about teaching? You might consider whether you are supporting all learners in your strategies, are you attuned to social and emotional needs, are you incorporating best practice, and if not-why not? You may reach **critical reflection** as your writing evolves and you consider the full range of consequences of your actions. You may choose to think about the underlying biases, values, and assumptions that you bring to your teaching.

Your Xavier supervisor may ask you to consider specific topics in your weekly reflections, and perhaps offer prompts for your writing. She may also dictate the schedule to which you will adhere for submission of your journal entries. The requirement for all our student teachers is that the journal be submitted weekly, unless there are intervening factors beyond your control.

An Educator's Guide to Teacher Reflection

Cooper, James M. and Larrivee, Barbara

Houghton Mifflin Guide Series

2-11-20

Lesson Plans

During your student experience you will be expected to write lesson plans for the lessons you teach. At the beginning of the semester your plans will be very detailed (much like what you have handed in to your professors). As you gain experience and confidence in your teaching ability, and your cooperating teacher does the same, the plans will become less detailed. You may begin to use the format utilized by your cooperating teacher. The plans that you prepare should, however, provide sufficient detail for someone else to teach from them. If you are unsure of a format, please consult lesson plan forms given to you by your methods course professors.

You are responsible for submitting lesson plans to your cooperating teacher in a timely manner. Your preparation for teaching is indicated by your planning as well as your implementation of those plans. Your Xavier supervisor will also expect to see a lesson plan when you are observed, and may ask to see a collection of plans for the lessons you have taught in between her visits. Your supervisor may also request self-evaluations of your lessons as topics for your weekly journal entries.

