

STUDENT TEACHER HANDBOOK Fall 2021



*The development of reflective professionals: Collaborative change agents
toward a more just and human society*

***XAVIER UNIVERSITY OF LOUISIANA
DIVISION OF EDUCATION & COUNSELING***

Eight Edition 2021

Student Teacher Handbook Receipt Form

I have reviewed a copy of the Student Teacher Handbook which is available on the Division of Education and Counseling's website. I understand that I must follow the guidelines and procedures outlined in this handbook. I also understand that I must comply with the following guidelines:

- All student teacher placements must have the approval of the Professional Educational Faculty and Coordinator of Field Experiences. The candidate may not change his/her placement without prior consent of Professional Educational Faculty and the School Faculty
- The Professional Educational Faculty and the Coordinator of Field Experiences changes in teacher candidate placement will not be made after the fourth week of the semester.
- An accurate log of student teaching experiences must be kept. Any discrepancies in the recording of dates, times or cooperating teacher signatures will invalidate the hours in question.
- If the Student Teacher Handbook is lost, replacement copies may be purchased.

Teacher Candidate's Name (Please Print): _____

Teacher Candidate's Signature: _____ **Date:** _____

Reviewed on _____ **By** _____

Dear Teacher Candidate:

Congratulations on your acceptance into the Teacher Education Program and your accomplishments thus far. You are about to embark on one of the most challenging and rewarding experiences of your tenure here at Xavier. Student teaching is designed to be a capstone experience which offers you the opportunity to become involved in classroom based teaching. The primary is to provide you with the opportunity to be a reflective practitioner, serving in public and/or private PK-12 classroom settings, where you will integrate, develop and refine your teaching skills.

Eligibility Requirements for Admission to Student Teaching

Candidates will do their student teaching under the auspices of Xavier University's Division of Education and Counseling. To be eligible for student teaching, the candidate must:

1. Be formally accepted into the Teacher Education Program.
2. Have filed an application for student teaching with the Education Division one full semester prior to student teaching.
3. Have no grades below "C" in any core, professional, specialized academic (or content course for secondary majors), or other courses required by Xavier University and/or Louisiana Department of Education for graduation or teacher certification.
4. Have completed a minimum of 95 semester hours (senior standing) in a prescribed program with a cumulative average of 2.5 in all course work and 2.5 in courses in the major teaching field and professional education.
5. Have successfully completed the field experience components of all the introductory education classes which include classroom observation and participation.
6. Have successfully completed all required preliminary courses as stated in the student's program.
7. Have passing scores on the Praxis II: (Content Knowledge) and must have taken PRAXIS II (Principles of Learning and Teaching).
8. Maintained membership in at least one professional Educational organization specific to education
9. Have at least an acceptable rating on the portfolio.
10. Successfully completed a research paper giving proof of student leaning throughout the student teaching tenure
11. Have attended at least 80% of all Departmental Meetings since acceptance into the Division of Education and Counseling.

While you are in student teaching you are expected to:

- Remain on the school site for the entire day during the student teaching semester
- Have a valid excuse for absences
- Complete the Absentee form and give it to the University Professional Faculty
- Remain at the school site until Xavier's last week before written final exams (Quiet Day) or until your teaching time is up- after Quiet Day
- Attend all scheduled seminars
- Partnership with parents/caregivers and colleagues
- Pass the Student Teacher Final Exit Interview
- Have completed a hard copy and/or an electronic copy of your Student Teaching Portfolio
- Prove Students Learning through completing a Research Project
- Read and follow the Student Teacher Handbook

Included in this handbook is the information imperative for you to know for student teaching. Also, be ready to know and explain Xavier's Conceptual Framework and all aspects of your Student Teaching Portfolio. Student Teaching is the culminating activity of your initial program meant to provide you the opportunity to experience the role of the professional teacher and to demonstrate to the faculty that you are ready to enter the introductory phase of teaching.

Best of Luck for your future. Remember, if at any time the faculty of the Division of Education and Counseling can help you, don't hesitate to get in touch with us. We are confident, that after the Xavier experience, you will become an excellent teacher.

Sincerely,

Dr. Jean Marie Craig, SBS, Ed.D
Professional Education Faculty

Preface

This Student Teaching Handbook is the result of cooperative efforts of many interested and experienced individuals in the field of education. University and cooperating school personnel and candidates have shared their ideas and convictions to develop the total program of field experiences at Xavier University. This handbook, provides the guidelines that will contribute to the effective implementation of a viable student teaching experience, which reflects the Core Concepts: spirituality, diversity, professionalism, inquiry and competence indicative of Xavier’s Division of Education with its theme of “Reflective professionals collaborating toward a more just and humane society”. In this way, the university’s mission to educate persons to create a more just and humane society may become a reality.

Included in this handbook are the responsibilities of the teacher candidate, university superior and school faculty, that is, all those persons involved in this facet of student teaching within the teacher education program. Through effective cooperation and coordination, common frames of reference, clear channels of communication, and a close similarity of goals and objectives, a very high degree of success will be attained for each candidate.

This handbook includes as many assignments, rubrics and due dates as possible. It is possible that assignments and due dates will change without prior notice to the Teacher Candidate.

XAVIER AT A GLANCE

MISSION STATEMENT

Xavier University of Louisiana is Catholic and historically Black. The ultimate purpose of the University is the promotion of a more just and humane society. To this end, Xavier prepares its candidates to assume roles of leadership and service in society. This preparation takes place in a pluralistic teaching and learning environment that incorporates all relevant educational means, including research and community service.

GOALS

So that they will be able to assume roles of leadership and service, Xavier graduates will be:

- prepared for continual spiritual, moral, and intellectual development;
- liberally educated in the knowledge and skills required for leadership and service; and educated in a major field so that they are prepared to complete graduate or professional school and to succeed in a career and in life.

HISTORY

There are 102 historically Black colleges and 222 Catholic colleges in the United States, yet only one is both historically Black and Catholic. That distinction belongs to Xavier University of Louisiana, which strives to combine the best attributes of both its faith and its culture.

Located in New Orleans, the small liberal arts college dates back to 1915, when the co-educational secondary school, from which it evolved, was founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament. Saint Katharine came to the city at the request of the local archbishop to provide African American at the time denied admission to existing local and state Catholic colleges—with opportunities for Catholic higher education. Although the Sisters maintain a vital presence on campus, today Xavier is governed by an independent, lay/religious Board of Trustees on which the Sisters have representation. Even with its special mission to serve the Black, Catholic community, Xavier's doors have always been open to qualified candidates of any race or creed.

THE DIVISION OF EDUCATION AND COUNSELING

Since 1915, when Xavier University was founded, it has accepted the sacred privilege and social responsibility of preparing well-qualified teachers for public and private elementary and secondary schools. The University continues to train future teachers who possess a deep sense of social and civic responsibility, who are liberally educated and physically healthy, who possess sound moral character and philosophical principles, and the professional character essential to their vocation and career. The goals of the Division of Education and Counseling are focused on preparing prospective educators who are capable of self-direction and self-criticism in their professional role as they adjust to the changing patterns of educational institutions, from pre-school to secondary levels, and who are capable of working in multi-cultural and special education settings, as well as in a technological society.

The Division of Education and Counseling received accreditation by the National Council for Accreditation of Teacher Education (NCATE) in March 2005 which signifies that the graduates will have been prepared according to accepted national standards of excellence and that the programs meet high standards in areas including program design, delivery, and quality of faculty. The accreditation standards are performance oriented and are compatible with new, more rigorous emerging state licensing expectations in many states. Xavier is the first private college in Louisiana to receive this prestigious rating.

Curricula and Educational Outcomes

The Division of Education offers Bachelor of Arts and Bachelor of Science degrees leading to Louisiana teacher certification in grade levels 1-5 (Elementary Education) and 4-8 (Middle School) Middle School as well as in the areas of Art, Biology, Chemistry, English/English Education, Foreign Language (French and Spanish), Social Sciences (Social Studies), Mathematics, and Music (Instrumental and Vocal). Plus, a minor designed for students majoring in other disciplines who may have an interest in education.

The requirements of the education programs consist of courses in general education, specialized focus areas, knowledge of the learner and the learning environment, and teaching methodology, all of which are essential to teaching excellence and certification. The foundations courses provide a contextual framework for making value judgments in education. The methods courses address individual needs and teaching specialties by exposing candidates to and giving them experience in applying a wide variety of teaching strategies and learning theories. Other courses in the professional sequence emphasize self-concept development in relation to the role of the teacher as well as a survey course in special education. Monitored and sequenced field experiences provide opportunities for the application of appropriate theories. The Division of Education and Counseling offers degrees in Education at the Bachelor, Masters and Doctor of Education (Ed.D) levels.

INTRODUCTION

Purpose of Handbook

This handbook is written to provide information, structure, and guidance to all those persons participating in the student teaching program at Xavier University of Louisiana. It will delineate roles and responsibilities of Teacher candidate and the Professional Development School and university personnel. All of these persons have a vital contribution to make for the successful completion of this student teaching experience. This handbook will present the student teaching policies and procedures.

Goal of Student Teaching Field Experiences: reflection, inquiry, and interaction with peers and teachers have been integrated throughout the teacher candidate's program of study. The culminating experience is the student teaching placement assignment and the strong support of the school faculty and the professional university supervisor,

The student teaching experience is designed to provide the teacher candidate with a comprehensive, challenging opportunity to synthesize and put into practice within the real classroom assignment setting the knowledge and skills learned from study, and insights gained from previous experiences the teacher candidate exercises planning, management, and interactions within the classroom resulting in becoming a competent professional educator in our world. Xavier University expects that each teacher candidate will have all the opportunities needed to complete a successful student teaching experience.

TEACHER EDUCATION GRADUATION:

In order to graduate as a teacher education major and to obtain teacher certification, each candidate must:

1. Achieve a 2.5 cumulative average for all coursework taken,
2. Earn all grades of "C" or better in coursework within the approved undergraduate program, with the exception of the general education requirements of the university and the state for teacher certification.
3. Successfully complete **one** semester of Student Teaching in keeping with the State rules
4. Achievement of passing scores on Praxis PLT (Principles of Learning and Teaching)
5. **Maintain** membership in at least one professional organization
6. Complete a hard and/or electronic portfolio,
7. Successfully complete a Research Poster (Student Learning)
8. Research Paper "Teacher Candidate's Impact on Student Learning",
9. And Complete the application for certification
10. Successful Exit Interview

Teaching Certification – Application for a Louisiana Teaching Certificate is made in the Division of Education and Counseling Office.

Core Concepts

Core Concepts:

The Division infuses all curricula with understandings that recognize and develop the gifts and rich heritage each person brings to the respective program. The Division identifies five constructs: Spirituality, diversity, professionalism, inquiry and competence that undergrid its **core concepts**. Through a process of reflection the core concepts are continuously related to one another and to the goals of the Division.

CONCEPTUAL FRAMEWORK COMPONENTS

Six Constructs:

1.0 Spirituality: An innate dimension of the human person from which an individual derives an ability to form relationships (with God, the human community and all of creation), values and a perceived meaning of human life and experience.

- 1.1 Support the continuing development of self and others.
- 1.2 Engage in advocacy in the form of service learning, community service, program development, and volunteerism.

2.0 Diversity: The comment to awareness and knowledge about human dispositions that leads to more respectful just and human interactions.

- 2.1 Build a sense of community in the learning environment.
- 2.2 Understand and respect individual differences of people (race/ethnicity, language, gender, sexual orientation, religion, class and exceptionalities)
- 2.3 Works well with individuals from varying cultural backgrounds and in diverse settings.

3.0 Professionalism: Values and beliefs that guide thought, activities, and attitudes which create a more just and humane world and are expressive of the worth and value place on all beings.

- 3.1 Demonstrates responsibility for professional behavior both in and out of the professional setting.
- 3.2 Collaborate with peers and others to achieve professional goals.

4.0 Inquiry: Systematic quest for truth and knowledge.

- 4.1 Investigate current issues in the professional field.
- 4.2 Utilize critical thinking and data in making decisions

5.0 Competence: Master of knowledge and procedural skills gained through performance.

- 5.1 Demonstrate extensive knowledge of the content
- 5.2 Assess learning and use results to apply best practices
- 5.3 Communicate effectively through the use of oral and written language.
- 5.4 Demonstrate and model reflective practice

DEFINITION OF TERMS

Conversational Journal Writing: A written dialogue between the student teacher and the cooperating teacher on matters related to their joint classroom experience. Both contribute by writing insights, observations, questions, or other pertinent information and by writing responses.

Cooperating School: A public or non-public school selected as a practicum site

Cooperating/Supervising Teacher: A qualified classroom teacher in a selected school who has accepted the responsibility of assisting the student teacher to move gradually into actual teaching and to supervise, evaluate, and report his or her progress.

Coordinator of Field Experiences: A university faculty member who has been officially assigned the responsibility of organizing, implementing, directing, and evaluating the Field Experience Program of the Division of Education

Division of Education Supervisor: A university faculty member who functions in both a supervisory and consultative capacity in working with students engaged in field experiences, and who acts as a liaison between the university personnel and the cooperating school teacher, district, and State Department of Education.

Field Experiences Advisory Council: A group of past or present cooperating teachers and student teachers who meet annually to assess the student teaching experience component of the Teacher Education Program and who make recommendations for better serving the needs of those involved

Full Time Teaching: The student teacher assumes all the duties and activities of the classroom teacher, with the cooperating teacher acting as the supportive observer and planning partner

Teacher Candidate: A college student enrolled in teacher education who is required to participate in a series of professional laboratory experiences related to his or her major area or level of specialization.

Student Teacher Consultants: College faculty in specialty areas, such as Secondary Education and Special Education who may be called upon to assist in the supervision of student teachers in these specialty areas.

Professional Development Faculty -- University Student Teacher Supervisor- college faculty responsible for teacher candidates and liaison between university and school.

* CATE Definitions

Eligibility Requirements for Admission to Student Teaching

Candidates will do their student teaching under the auspices of Xavier University's Division of Education. To be eligible for student teaching, the candidate must:

1. Be formally accepted into the Teacher Education Program.
2. Have filed an application for student teaching with the Education Division one full semester prior to student teaching.
3. Have no grades below "C" in any core, professional, specialized academic (or content course for secondary majors), or other courses required by Xavier University and/or Louisiana Department of Education for graduation or teacher certification.
4. Have completed a **minimum of 95** semester hours (senior standing) in a prescribed program with a cumulative average of 2.5 in all course work and 2.5 in courses in the major teaching field and professional education.
5. Have clearance from the University Health Services.
6. Have successfully completed the field experience components of all the introductory education classes which include classroom observation and participation.
7. Have successfully completed all required preliminary courses as stated in the candidate's program.
8. Have passing scores on the Praxis II: Principles of Learning and Teaching and Praxis III: Content Exam.
10. Have current membership in a professional Educational organization specific to education
11. Have at least an acceptable rating on the portfolio.
12. Successfully completed an Effect on Student Learning research paper and poster. Must receive at least (80%) on the project.
13. **Have attended at least 80% of all Departmental Meetings since acceptances into the Division of Education.**

Registration for Student Teaching

The applicant for student teaching should file an application with the Division of Education Professional Education Faculty after securing proper clearance from his or her departmental advisor and the Division of Education and Counseling Chair. The deadline for submission of pre-registration is one full semester prior to the semester in which the candidate plans to perform student teaching. The student teacher candidate registers for the student teaching course (EDUC 4060), for 9 semester hours and its accompanying Student Teaching Seminar (EDUC 4060SM). Student Teaching and Student Teaching Seminar comprise a full semester course. August – December 1. This course will meet Mondays, 4:00 – 5:00PM. Convocation Annex.

Assignment of Student Teachers

Teacher Candidates receive their placement in a professional development school, (public or non-public) if possible within the greater New Orleans area by the Professional Education Faculty. Every attempt is made to place the teacher candidate with a competent and qualified teacher who exemplifies creating a learning climate that has intellectual vitality, respects diversity, and honors the worth and dignity of all individuals. Teacher Candidates have the option of listing three schools in which they would like to student teach. Xavier and the schools try to place the student teacher in one of the three choices. Due to circumstances and requirements that must be fulfilled by both Xavier and the school, the student may not be placed in one of the three choices.

The Professional Education Faculty with the help of the principals and school faculty assigns teacher candidates to schools, grades, subjects, and school faculty. After the assignments have been approved, the candidates are notified of their assignments and given other information regarding student teaching. They are instructed to consult their cooperating teachers in order to prepare for their student teaching the following semester.

Teacher candidates typically begin student teaching in the Fall semester on the first day of school for school faculty in order to attend Faculty meetings, school preparations, etc. In the Spring semester, student teachers usually begin the first day following the Christmas holiday break.

Policies Governing the Problems/Removal of a Placement

If problems outside the ordinary surface within the teacher candidate's setting, appropriate documentation should be kept by the concerned parties. A four-way conference would be called among the school faculty, professional development faculty, the teacher candidate, and the Division of Education chair. Plans for remediation would be collaboratively formed. Within a week's period, a second conference should be held to evaluate the situation.

In the event there is the occasion to ask for termination of the placement assignment, the parties come together in conference to decide what is best in the situation for the good of the teacher candidate, the school faculty and the students. Teacher Candidates may request a second placement; however, depending upon the severity of the situation, the request may be denied.

NATURE OF STUDENT TEACHING ACTIVITIES

Requirements and Procedures

The teacher candidate registers for EDUC 4060 Student Teaching and its accompanying Student Teaching Seminar, EDUC 4060SM. Requirements as stated in the university catalog and the current publications of the Louisiana State Department of Education must be met in order to participate in student teaching experiences.

The teacher candidate is expected to obtain between 15 and 20 hours of observation and practicum before he or she begins actual teaching, and an additional 6-7 hours of observation during the student teaching experiences, including some observations in other classrooms. In keeping with the current State requirements the student teacher performs a minimum of 180 hours of actual teaching. Combined teaching and observation hours must total 270 hours. The student teaching course and seminar follows Xavier's Academic Calendar schedule, which identifies the last day of student teaching as Quiet Day. Teacher candidates follow the daily schedule of the assigned school as it relates to school holidays. The Student Teaching Seminar follows Xavier's Academic Calendar.

The teacher candidate shall have spent a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. The teacher candidate shall have completed a substantial portion of his or her 180 hours of actual student teaching on an all-day basis (*House Bill 733*)

The recording of these hours on a Weekly Log Report is the responsibility of the teacher candidate and is signed by the school faculty and the professional education faculty on a weekly basis.

Levels and Areas of Student Teaching

The student teaching experience at Xavier is offered in the following areas:

Art

Biology

Chemistry

Elementary Education (1-6)

English

Mathematics

Middle School

Secondary Education

Social Science

Student Teaching Experiences

The teacher candidate experiences include:

Observation: Directed and purposeful observation of the teaching-learning situation will be called Pre-Professional Observation during the first 15 – 20 hours of student teaching. This activity is to provide the teacher candidate with the opportunity to obtain a first-hand acquaintance with the school organization, logistics, teaching procedures, diversity in the classroom, and to observe teacher-pupil interactions in the teaching learning process, which includes dealing with behavior problems that inevitably surface. The teacher candidate has the opportunity to reflect upon these experiences, discuss them, and to build on their knowledge and skills as they relate to becoming a competent professional who honors the worth and dignity of all beings. All field experiences should be recorded in the teacher candidate's Professional Portfolio immediately after the field work has been completed.

Participation and Assistance: The teacher candidate performs non-instructional activities that are usually performed by the teacher. These activities may consist of handling mail or assisting in directing routine pupil movement.

Actual Teaching: The teacher candidate should experience a gradual entry into teaching responsibilities. The elementary student may begin by teaching one subject or phase of a lesson and move into the full day's teaching. The secondary teacher candidate may teach one period or part of a period and then gradually take over two or more periods. The responsibility of the teacher candidate gradually increases as those of the regular teacher decreases.

Conferences and Seminars: These meetings are required by the student teaching experience. The teacher candidate participates in regular conferences with the cooperating teacher, and occasionally with the school principal, the professional education faculty, and other specific individuals as directed.

School Faculty, professional educational faculty and teacher candidates take part in regularly scheduled seminars which are facilitated by the Division of Education. The topics for discussion relate to pertinent issues of interest or insights from student teachers' reflective practice and the learning needs of the teacher candidates'.

Teacher Candidate: (FYI)

Teacher Candidates must complete a research paper. 1. Select a topic or unit to teach. 2. Administer a pre-test. (Do not tell the students they will have the test). 3. Teach the lessons. At least four weeks. 4. Administer the post-test (the same test that was used for the pre-test). Do not tell the students that it will be the same test they already took. The other sections of the Research is homework for Student Teaching Seminar. It should not interfere with the Teacher Candidates schedule.

Schedule of Student Teaching Activities

Teacher candidates are on site for the entire school day and for the duration of Xavier's Academic Calendar for the semester during which the student teaching is taking place. If a teacher candidate has received special written permission from the Chair for the Division of Education to take an additional course at the University, then the candidate's student teaching schedule must be arranged to accommodate the teaching responsibilities. Absences must be validly excused. The teacher candidate records absences and documents reasons for absence. Specific department policies may also be given by specialty supervisors. Teacher Candidates missing three or more days must make the days up after Quiet Day.

The schedule that follows structures a gradual move of the student teacher from observation to actual teaching. Typed Observation Papers must be handed in the seminar following the observation period.

1. FIRST WEEK

Observation: The teacher candidate observes the school faculty's class or classes and observes the dimensions of complexity involved. The teacher candidate learns the names of pupils, observes the teaching techniques, interactions, and the use of instructional materials among other routine procedures. The emergence of problem areas may be noted.

Although the teacher candidate is expected to develop his or her own teaching style, the teacher candidate is expected to strengthen knowledge and pedagogical skills from observing the variety of instructional strategies and interactions that the school faculty employs to engage the learners.

The teacher candidate writes in the conversational journal, jointly designed for both parties, to respond to one another's entries. The entries are related to matters of insight, observation, question, and/or comments and provides a source of dialogue both in the conversational journal and for an upcoming conference.

Participation and Assistance: The teacher candidate assists in keeping rolls, handling materials, and other non-instructional activities.

Planning: The teacher candidate, with the assistance and under the direction of the cooperating teacher, plans for the next week's teaching experience.

Conferences: The teacher candidate confers daily with the cooperating teacher regarding general procedures, specific expectations, and assessment of experiences. Continuing communication that builds and assists the accomplishment of the teacher candidate's objectives are the focus of the conference. References to the conversational journal are included. Encouragement and support for the teacher candidate are advocated throughout the student teaching experience, but especially at the time of conference.

2. SECOND WEEK

Observation: The teacher candidate expands observational experiences to include school-wide services and procedures. The teacher candidate observes the culture of the school and gains awareness of diversity among the teachers, staff and learners.

Participation and Assistance: The teacher candidate increases participation to include some directional and instructional experiences--all stemming from cooperative planning with the cooperating/supervising teacher.

Conferences: Conferences are continued with the school faculty to plan, discuss and/or develop evaluation criteria on the progress of the teacher candidate's pedagogical and interactive skills.

Teaching: Teacher Candidate assumes responsibility for teaching one class or part of a lesson.

3. THIRD TO FINAL WEEK

Observation: Observation decreases in order to allow more time for part-time teaching or full-time teaching responsibilities, if the readiness is present.

Participation and Assistance: Increased involvement in actual teaching reduces this area to a minimum.

Conferences: Conferences continue to work toward improving and strengthening the teacher candidate's skills and seeking alternative ways to bring solutions to problems encountered. Topics include strategies for meeting individual differences, locating materials, and classroom management. Corrective plans may be introduced and evaluation procedures initiated with strong support provided to the teacher candidate who is still teacher/learner in process.

Teaching: The teacher candidate assumes full time responsibility for teaching the class. The teacher candidate engages in reflective practice. Ongoing dialogue and feedback from the cooperating teacher on lesson plans and their implementation are essential.

4. FINAL WEEK

Observation: Observations may increase as teaching responsibilities decrease. From this vantage point, the teacher candidate **educational faculty. The school faculty completes Four weekly Observation forms (first two weeks of teaching and the last two weeks of teaching) Two Formal Teacher Candidate Evaluation Form and the Xavier University Program Outcomes Evaluation Form.** The Principal or other members of the school involved in student teaching are invited to use Xavier's forms or the school's forms.

Participation and Assistance: The teacher candidate helps the school faculty to assess the progress of the pupils during the time spent under the leadership of the school faculty.

Conferences: Joint evaluation of the teacher candidate's progress is conducted cooperatively by the school faculty and the Division of Education professional I faculty discusses the evaluation

with the teacher candidate. The teacher candidate also evaluates his or her experience using the Student Teacher Self-Assessment Form and the Program Outcomes Evaluation Form.

Teaching: Teaching responsibilities are gradually returned to the school faculty.

Note: The termination of student teaching is usually set for a week before examinations (XU Quiet Day) as indicated on Xavier's Academic Calendar. This is to permit time for evaluations to be reviewed and filed. However, as a professional gesture, a teacher candidate may return a few days after this termination date to compete a unit, help supervise an activity, or to make up for time lost through absences. Arrangements must be made with the Division of Education and Counseling professional educational faculty in advance for this extension.

Any variation from this program must be made only through the written request and approval of the Division of Education professional educational faculty.

Evaluation of Student Teachers

Evaluation of the teacher candidate's performance is the shared responsibility of the Division of Education professional educational faculty and the supervising/school faculty. After each observation, the Division of Education professional educational faculty completes the **Student Teaching Visitation Sheet**. **The school faculty formally evaluates the teacher candidate at mid-semester and at the end of the semester.** These forms are incorporated into student teaching records.

The school faculty suggests a final grade for the teacher candidate. On the basis of the rating sheets, the mid-semester evaluation and final evaluation, conferences, observations and Exit Interview, the Division of Education professional educational faculty decides the final grade for submission to the registrar's office.

There is ongoing informal assessment on the teacher candidates' progress through oral feedback, in conversation, exit interview, and in conferences. **Need to include the pre-observation and post-observation meetings.**

The teacher candidate grows professionally by reflective practice and one's own creative resources, from insights and knowledge gained from interactions with peers and teachers, and from making use of the many resources made available in the schools and universities. The teacher candidate is expected to become a competent professional who, cognizant of the needs of diverse learners, strives to possess the skills to involve all students in successful and meaningful learning experiences.

Teacher candidates are expected to:

1. Maintain an appropriate level of personal and professional growth
 - a. Refrain from criticism of school personnel, programs, policies
 - b. Refrain from imposing personal, religious, or political beliefs on pupils
 - c. Treat all students with respect and impartiality, for each is a human being, equal in worth as a human being.

2. Maintain confidentiality regarding information on students and schools
3. Report to the school on the assigned date and at the specified time.
4. Sign in daily at the school office. Report any absences to the school faculty and the Education Division professional educational faculty. Absentee form must be turned in to the professional education faculty.
5. Become knowledgeable about the regulations and policies in the school and the school district.
6. Meet with the school faculty to plan activities. Submit lesson plans for approval prior to use. Planned activities should be in accordance with the professional educational faculty total instructional program.
7. Observe in other teachers' classrooms and complete the Field Experience Observation Form.
8. Be critically reflective about field experiences, informing cooperating teacher and university personnel of impending needs for improvement.
9. Evaluate his or her student teaching experience.
10. **At the end of the student teaching experience evaluate school faculty, school supervisor, university faculty and Co-teacher – Formal Exit Interview.**

UNIVERSITY PERSONNEL

Division of Education Professional Educational Faculty/ Coordinator of Field Experiences

The Coordinator of Field Experiences should have the following credentials:

1. Possess a valid teaching certificate
2. Have a master's degree, preferably a doctoral degree
3. Have at least three semester hours of Educational Supervision
4. Have had five years of successful teaching
5. Have previous supervisory and staff development experience
6. Present two letters of recommendation

The responsibilities of the Coordinator of Field Experiences are:

1. Coordinates the efforts of all teacher education programs in the preparation of candidates for participation in field experiences.
2. Acts as a liaison between university and authorized school personnel in the selection of cooperating schools and teachers, and in the assignment of candidates.
3. Exercises leadership in the recommendation and development of policies governing the program of field experiences.
4. Coordinates and records on-site experiences that are conducted as part of the total teacher preparation program
5. Prepares a file and evaluates potential cooperating teachers
6. Coordinates handbook revisions and forms related to early field experiences.
7. Conducts seminars and conferences with school faculty.
8. Exercises leadership in evaluating the field experiences component

Division of Education and Counseling Professional Educational Faculty

The Division of Education professional education faculty assumes the responsibility for the immediate supervision of teacher candidates assigned to him/her. The professional development faculty works very closely with the school faculty in the supervision and continuous evaluation of the teacher candidate's progress.

The professional education faculty makes a minimum of five classroom visits (3 announced, 2 unannounced) per student teacher and completes the classroom visitation sheets.

Observations should be followed by a three-way conference to assess the lesson and progress of the student, and to initiate steps directed toward the teacher candidate's improvement, if necessary.

The Division of Education Professional Education Faculty is responsible to:

1. Acquaint the teacher candidate with every facet of the student teaching experience
2. Act as a liaison between the university and the professional development school
3. Coordinate the efforts of cooperating teachers to work within the conceptual framework of the university teacher education program
4. Provide encouragement, support, and guidance to teacher candidates

5. Make a minimum of five classroom visits to observe the teacher candidate, complete an evaluation sheet for each visit, and conference with teacher candidate and school faculty
6. Facilitate resolution of problems related to student teaching
7. Facilitate the student teaching seminars
8. Conduct ongoing conferences with each teacher as candidate as needed
9. Maintain the teaching candidates' records

Student Teacher Consultants

Faculty from each academic area at the secondary level and special education may be called upon to provide assistance in the supervision of teacher candidates as needed.

Field Experiences Advisory Council

This Field Experiences Advisory Council is composed of past or present school faculty and teacher candidates. It meets annually to make recommendations and to evaluate the total field experience program.

SCHOOL PERSONNEL

Professional Development School-Site School Faculty

The professional development faculty of student teaching is an employee of the school system specifically charged with the responsibility to confirm the assignments of student teachers to school sites.

Principal of Professional Development School

The ultimate responsibility of school principals is the fulfillment of the educational goals of their schools. However, they can ensure the success of their schools and be instrumental in enabling satisfying field experience activities at the same time. It is expected that school principals provide leadership for the faculty, pupils, parents, and community by explaining the nature and value of field experiences. The school principals also bear the responsibility of sharing with university personnel information on his or her school's policies, organization, curricula, and community. The principal should assume the same professional posture with student teachers as with veteran teachers. It is hoped that the principal of the cooperating school would welcome the student teacher and provide all the support needed for a successful student teaching experience.

School Faculty:

School Faculty should be certified in their content area(s) and possess any one of the following certificate types:

BULLETIN 746 - LA Standards for State Certification of School Personnel DOC
Division of Certification, Preparation and Recruitment (225) 342-3490
Last updated March 2012

Supervisor of Student Teaching

A. This is no longer a required endorsement that must appear on a certificate.

B. To qualify to perform this supervisory service, a teacher must meet one of the following eligibility criteria:

1. valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment;
2. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching;
3. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program; or
4. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

The school faculty plays a most important role in the preparation of new teachers. The responsibility of the school faculty is to assist the teacher candidate in understanding and assuming the role of the professional classroom teacher. This demands supportive supervision, modeling, guidance, and feedback on the part of the school faculty. The school faculty serves as an instructional guide and a professional advisor and support. The responsibilities of the cooperating teacher are to:

1. Simultaneously supervise the pupils in his or her class and the teacher candidate in his or her charge. The school faculty (teacher) is legally responsible for what occurs in the classroom and remains in the classroom while the teacher candidate is teaching.
2. Explain school policies and classroom rules and procedures to the teacher candidate and welcomes him or her to the professional world.
3. Provide opportunities for the teacher candidate to gain experience in creating meaningful learning opportunities through planning, management, teaching, assessment, and evaluation.

4. Maintain high standards of personal and professional conduct.
5. Communicate with the teacher candidate on a regular basis to guide progress, provide support, review lesson plans, and discuss plans to meet the needs of individual students in class
6. Provide oral and written feedback to the teacher candidate on a regular basis, write in the conversational journal to communicate information, ask questions, provide insights from lessons taught, and other matters.
7. Direct, support, and evaluate the teacher candidate and provide feedback and constructive criticism
8. Formally evaluate the teacher candidate at mid semester and at the end of the semester. The final report is due the last week of the semester. The evaluation and recommended grade should be discussed with the candidate before being submitted.
9. When applicable, discuss and communicate concerns with the Division of Education Professional Educational Faculty.
10. Oversee the teacher candidate's oral and written communication with parents.
11. Notify the teacher candidate of absence. It is the policy that teacher candidates are never left unsupervised. Therefore, when school faculty is absent, teacher candidates are relieved of their duties for that day. Teacher candidate is not excused for the day due to the fact that his/her school is not there. One requirement for the teacher candidate is to observe other teachers when possible.
12. Participate in a three-way conference with the teacher candidate and education division professional educational faculty and school faculty after the professional educational faculty's visit.
3. Monitor the teacher candidate's attendance log.

Roles and Responsibilities of the Teacher Candidate

The teacher candidate is responsible for:

- Providing phone number and email to classroom teacher and university supervisor
- Completing Form C copy to be given to University Supervisor
- Participating in and documenting the Student Teaching Dialogue
- Completing and sending observations and reflections to the university supervisor
- Completing a self-evaluation at mid-term and final
- Attending school each day unless an illness or emergency occurs
- Arriving at school promptly and remaining throughout the school day
- Participating in all professional activities that are expected of the classroom teacher
- Respecting the confidentiality of the classroom teacher, students, and school personnel throughout the experience
- Allowing time to confer regularly with the classroom teacher
- Completing lesson plans for the classroom teacher to review **prior to** implementing lessons.
- Writing reflections or self-evaluations on a regular basis
- Following school rules, procedures, and policies
- Communicating in a professional manner with students, parents, and professionals
- Dressing in a professional manner
- Assisting with routine procedures and non-teaching duties as assigned by the classroom teacher
- Co-planning and co-teaching in preparation for assuming full planning and instructional responsibilities.
- Recognizing that the classroom teacher is legally responsible for the program of instruction
- Completing all Forms required by Student Teaching and student Teaching Seminar
- Responsible for conferences, lesson plans, unit plans, observations, record keeping and additional forms of participation suggested by the classroom teacher or university supervisor as further professional development opportunities

DIVISION OF EDUCATION

STATEMENT OF WORK

I understand as a student of Xavier University of Louisiana, student teaching is my first priority until completion. Student Teaching is an entire semester starting the day the assigned schools open until Xavier University's Quiet Day. I understand that Xavier University strongly recommends that I do not engage in outside employment during my tenure as a student teacher. I understand that my job may not impact the expectations of student teaching. I fully understand that if my job affects my ability to be successful and give 100% to the student teaching placement, I will have to give up my job or student teach at a different time (without tuition reimbursement).

I will not work during student teaching.

I will work during student teaching.

Place of Employment: _____ Schedule/Number of Hours: _____

Responsibilities: _____

Teacher Candidate Signature _____ Date: _____

XAVIER UNIVERSITY OF LOUISIANA
Division of Education and Counseling

REPORT OF ABSENCES IN STUDENT TEACHING

Name of Teacher Candidate _____

Date(s) of Absence _____

Reason for Absence _____

Not Excused _____ Excused _____ (attach written documentation to this form)

School Faculty _____ Date _____

Professional Education Faculty _____ Date _____

Submit to the University Supervisor, the first Student Teaching Seminar after the absence with Student Teacher Activity Log. Teacher Candidates are expected to attend class and other meetings deemed to be important by the principal and/or school faculty except for real emergencies. A legal excuse is due the day the teacher candidate returns to the school site.

DIVISION OF EDUCATION

TEACHER CANDIDATE PROFILE

Candidate _____
 First Middle Last

Major _____

Level of Certification _____

Local Address _____

Out of Town _____

Telephone _____ Cell phone _____ XU Email _____

Date of Birth _____
 Month Day Year

Marital Status _____

Religion _____

Elementary School _____

High School _____

Dates of Student Teaching _____ through _____

Honors, Awards, and Achievements

Work Experience

Skills and Talents

Application will not be accepted if all information is not filled in.

FOLLOW-UP DATA/RELEASE OF INFORMATION

Full Name _____
(Last) (First) (Maiden or Middle)

SSN _____ Date of Graduation _____

Major _____ Second Teaching Area _____

Permanent Address _____
(Street or Post Office Box)

(City) (State) (Zip)

Permanent Telephone _____

Have you already secured a teaching position? ____ Yes ____ No

If YES, please list employer and subject/grade level(s):

Employer _____

Location _____

Subject/grade level(s) _____

If NO, please indicate your preferences below:

Subject(s)/grade level(s) _____

Louisiana: ____ Yes ____ No If YES, list parishes _____

I hereby authorize Xavier University of Louisiana to release my phone number and mailing address to interested school systems. I also authorize the release of the confidential evaluation of student teaching information contained in my file to interested school systems who request such information.

(Date)

(Signature)

**XAVIER UNIVERSITY OF LOUISIANA
DIVISION OF EDUCATION**

STUDENT TEACHING ASSIGNMENT SHEET

Teacher Candidate: _____

Major: _____

Congratulations on your student teacher placement:

Cooperating school: _____

School Address: _____

School phone number: _____

Principal: _____

Assignment approved by: _____

Semester: _____

Beginning date: _____ Ending date: _____

Division of Education Professional Educational Faculty _____

Phone number: _____

Division of Education Director: _____

We will do all we can to provide you with a very productive and exciting student teaching experience and support you in this exciting phase in your education.

Coordinator of Field Experiences

Date

**teacher
candidates
required FORMs
homework
and**



TEACHING ACTIVITY LOG SUMMARY

Semester _____ Year 2019 _____ Midterm _____ Final

Student Teacher _____ School _____

Dates: From _____ to _____

Dates of Absences: _____

| Activity | Total hrs. Semester | |
|---------------|---------------------|------------------|
| | Mid-semester | Final – semester |
| Teaching | | |
| Observation | | |
| Conferencing | | |
| Participation | | |

School Faculty Date

Professional University Faculty Date

Division of Education

STUDENT TEACHER SCHEDULE

Candidate Name: _____

School: _____ **Date:** _____

Please include homeroom, lunch, and planning periods.

| TIME | RM# | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------|---------------|----------------|------------------|-----------------|---------------|
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COMMENTS:

VIDEO TAPING

Rationale:

Used for reflection, Teacher Candidate sees exactly what happened, reality is different from what we think.

Opportunity for the teacher candidate to see his/her strengths and areas for growth.

Provides an official record of teacher candidate's teaching

Different observers (faculty) can focus on the same video. Increases reliability of the assignment.

Division of Education and Counseling Core Concepts:

1. 4.0 Inquiry – Systematic quest for truth and knowledge.
 - 4.2 Utilize critical thinking and data in making decision
2. 5.0 Competence: Master of knowledge and procedural skills gained through performance.
 - 5.2 Assess learning and use results to apply best practices

InTASC:

Standard 6 – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Teacher Candidates are responsible for the Video Taping of two lessons. The first videotaping must be done during the first two weeks of teacher candidate teaching a lesson. The second taping should be the last or next to the last week of teaching.

1. It is your (teacher candidate) responsibility to make sure only students who have parents/guardian permission are being taped, and only the back of heads for students who do not have permission.
 - *Permissions slips must be turned in with the assignment.
2. A 30-minute lesson with the teacher candidate teaching the primary subject.
3. The School Faculty or someone else appointed should do the taping.
4. A copy of the lesson plan should be turned in with the video.
5. Answer the following questions: Type your answers. No one word answers. Give explanations that your school faculty, university faculty, and chairperson will understand when reading the assignment and you are not present.
 1. Were student learners actively engaged? In what way? Explain.
 2. How closely did I follow the lesson plan? Where did I modify the plan? Why- was the modification justified? Explain.
 3. What was the most effective part of your lesson? Least effective? Explain both answers.
 4. Were the materials, visuals, handouts, etc. appropriate? Explain why? Why not?
 5. Were the directions clear? How do you know?
 6. How did I respond to student question?
 7. How did I handle unexpected situations? Explain situation and solution.
 8. Was each moment used effectively? Why/Why not?
 9. Was student learning evident? How did I know student learning was going on? What type of assessment did I use to verify student learning?
 10. If I were to teach the same lesson again to the same class, what would I do to make it a better lesson? Why?

***First Video Assignment is due one week after you start teaching, even if you are teaching just one subject a day. Video Assignment is due in my office no later than February 18. Follow all directions!!!! The second Video is due the day of your Exit Interview. It must be part of your portfolio with the above assignment completed with videotaping included. Late or messy papers will be deducted one letter grade.

*Keep this form on file if School Faculty doesn't have a need for it.

SAMPLE PERMISSION FORM FOR VIDEOTAPING IN CLASSROOM

Name of school _____

Date _____

To Parent or Guardian:

As part of Xavier University's requirement for student teaching, the teacher candidate must videotape two lessons he/she has taught. Your child will in no way be graded or assessed by this videotape. It will be viewed ONLY by the teacher candidate, school faculty, and Xavier University Supervisor . This is for a grade for the teacher candidate, not for your child.

Thank you. We appreciate your assistance.

Teacher Candidate
I do _____

School Faculty

I do not _____

*give permission for my child _____ to be videotaped as part of a
Name of child
lesson taught by a Xavier University student teacher.*

Signature of Parent or Guardian

Date



Name _____ Date _____ Due: 1st or 2nd teaching

SELF-EVALUATION OF VIDEOTAPED LESSON

| Lesson | Class | Length of Lesson: | | |
|--|-------|-------------------|-----|--------|
| Organization | | Not Met | Met | Target |
| HOW WELL DID I... | | | | |
| Organize the classroom to facilitate learning? | | | | |
| Promote a positive climate in the classroom? | | | | |
| Manage routines and transitions during the lesson? | | | | |
| Establish expectations for learner behavior? | | | | |
| Use monitoring techniques to manage learner behavior? | | | | |
| INSTRUCTION | | Not Met | Met | Target |
| HOW WELL DID I... | | | | |
| Develop this lesson's objective(s)? | | | | |
| Sequence this lesson? | | | | |
| Use available teaching materials in this lesson? | | | | |
| Adjust lesson activities when needed? | | | | |
| Present lesson content at the appropriate level for the students? | | | | |
| Relate examples and events to lesson content? | | | | |
| Accommodate differences in students during this lesson? | | | | |
| Communicate effectively with students during this lesson? | | | | |
| Encourage higher order thinking in students in the lesson? | | | | |
| Encourage participation by all students during the lesson? | | | | |
| Provide specific feedback to students on their performance during this lesson? | | | | |

Comments: What was good? What was not so good?



Specific ways I can improve this lesson:

Name _____ Date _____ Due: Last or next to last teaching class

SELF-EVALUATION OF VIDEOTAPED LESSON

Early Date: _____

| Lesson | Class | Length of Lesson: | | | |
|--|-------|-------------------|----------------|------------|---------------|
| Organization | | | Not Met | Met | Target |
| HOW WELL DID I... | | | | | |
| Organize the classroom to facilitate learning? | | | | | |
| Promote a positive climate in the classroom? | | | | | |
| Manage routines and transitions during the lesson? | | | | | |
| Establish expectations for learner behavior? | | | | | |
| Use monitoring techniques to manage learner behavior? | | | | | |
| INSTRUCTION | | | Not Met | Met | Target |
| HOW WELL DID I... | | | | | |
| Develop this lesson's objective(s)? | | | | | |
| Sequence this lesson? | | | | | |
| Use available teaching materials in this lesson? | | | | | |
| Adjust lesson activities when needed? | | | | | |
| Present lesson content at the appropriate level for the students? students? | | | | | |
| Relate examples and events to lesson content? | | | | | |
| Accommodate differences in students during this lesson? | | | | | |
| Communicate effectively with students during this lesson? | | | | | |
| Encourage higher order thinking in students in the lesson? | | | | | |
| Encourage participation by all students during the lesson? | | | | | |
| Provide specific feedback to students on their performance during this lesson? | | | | | |

Comments: What was good? What was not so good? Specific ways I can improve this lesson:

Video Taping Self-Evaluation Due: **The last or next to the last day teacher candidate teaches.** Date: 2020

Subject: _____ Teacher Candidate Name: _____

| Lesson | Class | Length of Lesson: | | | |
|---|-------|-------------------|----------------|------------|---------------|
| Organization | | | Not Met | Met | Target |
| HOW WELL DID I... | | | | | |
| Organize the classroom to facilitate learning? | | | | | |
| Promote a positive climate in the classroom? | | | | | |
| Manage routines and transitions during the lesson? | | | | | |
| Establish expectations for learner behavior? | | | | | |
| Use monitoring techniques to manage learner behavior? | | | | | |
| INSTRUCTION | | | Not Met | Met | Target |
| HOW WELL DID I... | | | | | |
| Develop this lesson's objective(s)? | | | | | |
| Sequence this lesson? | | | | | |
| Use available teaching materials in this lesson? | | | | | |
| Adjust lesson activities when needed? | | | | | |
| Present lesson content at the appropriate level for the students? students? | | | | | |
| Relate examples and events to lesson content? | | | | | |
| Accommodate differences in students during this lesson? | | | | | |
| Communicate effectively with students during this lesson? | | | | | |
| Encourage higher order thinking in students in the lesson? | | | | | |
| Encourage participation by all students during the lesson? | | | | | |
| Provide specific feedback to students on their performance during this lesson? | | | | | |

Answer questions on the back of this sheet. **ANSWER THE QUESTIONS PLEASE.** Compared to the first lesson – how did your teaching improve? Did you see student improvement in learning? How did you know? What did you do differently?

PROFESSIONAL DEVELOPMENT PLAN (PDP)

| | |
|-----------------------------------|--------------|
| Name of Teacher Candidate: | Date: |
|-----------------------------------|--------------|

| | |
|----------------|---------------------|
| School: | School Year: |
|----------------|---------------------|

The Professional Development Plan should include the NCATE, State, Xavier University and the school sites standards which your plan will address. As you develop your plan, make it attainable and realistic and include Student Learning. Give a time in which you can complete your goal.

Select a NCATE/State, Xavier University or School Standard. (More than one Standard may be selected)

NCATE/State/Xavier/Department/Classroom linkage

I will enhance student knowledge and skills, dispositions and performance related to the above standard(s) in the following ways:

- 1.
- 2.
- 3.
- 4.
- 5.

I will incorporate Xavier's Division of Education Conceptual Framework in the following way(s):

Specific Goals and Intended Outcomes

| GOALS | INTENDED OUTCOME |
|-------|------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

| | |
|--|--|
| <p>A. Activities: I will engage in the following purpose:</p> | <p>Activities:</p> <ol style="list-style-type: none"> 1. 2. |
|--|--|

| | |
|--|---|
| | 3. |
| B. Documentation: I will document my progress in enhancing my skills and knowledge, student learning, dispositions and performance using the following evidence and/or outcomes | Evidence/Documentation 1. 2. |

| | | |
|--|------------------------|--------------------|
| C. Timeline and Benchmarks: Implementation of PDP will be | Timeline: | Benchmarks: |
| D. Resources: List the resources that will be used to develop this plan. | List resources: | |

This Professional Development Plan was developed and agreed upon by:

| | |
|-----------------------------|------|
| Teacher Candidate Signature | Date |
| School Supervisor Signature | Date |

Progress: _____
Name of Teacher Candidate

_____ has made acceptable progress in completing the Professional Development Plan

_____ has not made acceptable progress in completing the Professional Development Plan and therefore, amended timelines and benchmarks must be incorporated into the next PDP.

Professional University Faculty

**XAVIER UNIVERSITY OF LOUISIANA
DIVISION OF EDUCATION and COUNSELING
STUDENT TEACHER WEEKLY LOG**

| Name | Week of | | | |
|-----------|-------------|-----------------|---------------|-------------|
| | Conferences | Actual Teaching | Participation | Observation |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

| | | | | |
|----------------------|--|--|--|--|
| Total hours per week | | | | |
|----------------------|--|--|--|--|

| | |
|-------------------------------------|--|
| Teacher Candidate _____ | School Faculty _____ |
| Date _____ | Date _____ |
| Cooperating Teacher Signature _____ | Division of Education Supervisor _____ |



Student Teaching Observation

Name: _____

Class: _____

Date: _____

Spring 2019:

Teacher Candidate: When you are not teaching it is your duty to observe your school faculty and answer the following questions in full, higher level thinking sentences. Read over and become familiar with the questions. Record your observations. Messy work will not be accepted.

(You may not have any distractions at the desk, no books-except the text, class handouts, no cell phones, smart phones, iPods, no ear plugs, etc.)

Rationale: Valid, official and beneficial way of learning.

Great professional development tool.

Helps teacher candidate understand the dynamics of teaching

Hopefully – raises the level of interest of TC by stimulating and challenging him/her to become more involved.

Experience both good and not so good teaching and benefit from the experience.

InTASC: Standard 3 – Learning Environment

3b. The teacher candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3n. The teacher candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

Standard 9 - Professional Learning and Ethical Practice:

9b. The teacher candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, schools, and system.

Observation by Teacher Candidate:

| | | |
|----------|--------------------------|----------|
| Setting: | Number of students _____ | Subject: |
|----------|--------------------------|----------|

| | | |
|---|--|--|
| Seating arrangement, displays, location of desks, equipment/handouts/activities | Grade: _____ Time of day: _____ | |
| Describe the professional conduct of the teacher, i.e. use of authority, language, attitude toward students, attitude toward subject matter. | | |
| Describe the teacher's relationship with students in the class, i.e. stance, comments, tone, response to questions, comments, relationship with individual students, etc. | | |
| Describe how the teacher organized instructional learning time. How did the teacher carry out the instructional plans? How did the teacher use instructional methods that responded to the learning needs of the students? | | |
| What student learning styles did the teacher use and how did the teacher accommodate the various learning styles of the students in the classroom? How did the teacher use space, equipment, and materials to support instructions? | | |
| How did the teacher integrate today's lesson with prior and subsequent topics/learning listed in the course content? You should be familiar with the program for this semester by now. | | |
| How did the teacher maintain a relationship with the students that was conducive to learning? | | |

| | |
|---|---|
| | |
| <p>After the class is over—cite at least three (3) specific things you would like to incorporate in your classroom. You may not use the same idea for all lessons.</p> | |
| <p>Special Notes to yourself or the teacher.</p> | |
| <p>Signature:</p> | <p>Coordinating Teacher’s Signature:</p> |

Observation Report - due at the beginning of Student Teaching Seminar, February 4 and February 11. Teacher candidates should be teaching at least one lesson a day.

Name: _____

Student Teaching and Student Teaching

Seminar

Semester: Fall: _____ Spring: _____

Date: _____

RESEARCH PAPER ASSIGNMENT

Aligned with CAEP 1.2 – Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their K -12 students’ progress and their own professional practice.

Aligned with CAEP 4.1 – Provider documents, using multiple measures that program completers contribution to an expected level of student-learning growth.

Purpose: It is hoped that the research question proposed by the Teacher C will provide the basis for understanding, designing, teaching, testing , evaluating, analyzing and revising lessons according to results of assessment and students’ ability. The research should give the TC insight into classroom interactions and different learning abilities and learning styles of students. The research offers the TC the opportunity to draw his/her own conclusion, design and teach lessons designed by him/herself and experience a sense of learning to teach.

1. Directions:**(10 pts) _____**

- Excellent proof of following all directions. Main focus – student learning; uses APA style for the complete paper; title page summarizes the main idea of the research, clear, easy to follow organization of research, few, if any mistakes in spelling, punctuation, grammar; every item expected for Clean Research is included, labeled and well done.
- Strong proof of following all directions. Main focus – student learning, weak at times; uses APA style 90% of the paper; title page summarizes the main idea of the research, clear, easy to follow organization of research, few, 5-6 mistakes in spelling, punctuation, grammar; most item expected for Clean Research is included, labeled and well done.
- Weak proof of following directions. Main focus weak, not clear; weak use of APA style for 80% or less of the paper; title page summarizes the main idea of the research, cloudy, difficult to follow organization of research, 7 or more mistakes in spelling, punctuation, grammar; item expected for Clean Research are missing, labeled and weak finished project. No proof of following all directions. Main focus – student learning does not happen; APA style is not used; title page does not summarize the main idea of the research, difficult to read and follow organization of research, many mistakes in spelling, punctuation, grammar; few item expected for Clean Research. Directions for Research project unacceptable – must be done over.

- 2. Title Page:** (5 pts)_____
- Summarizes the main idea of the paper simply and concisely. Author's name and official name of the institution and running head included (APA style). Attractive, clean, neat, spelling and grammar 100% correct.
 - Summarizes the main idea of the paper simply. Author's name, name of the institution and running head included (APA style). Attractive, clean, neat, spelling and grammar 90% correct.
 - Summarizes the idea of the paper. Author's name, name of the institution and running head included (APA style). clean, neat, spelling and grammar 80% correct.
- 3. Abstract** (10 PTS)_____
- A brief, comprehensive summary of the contents; dense with excellent information; readable, well organized and accurate. Key words used correctly and meaningful.
 - A brief, comprehensive summary of the contents; dense with good information; readable, well organized and accurate. Key words used correctly 90% of the time.
 - A feeble summary of the contents; lacking important information; readable, weakly organized. Key words used for the sake of including them.
- 4. Introduction:** (10 pts)_____
- Statement of question or problem and why it is important is clear, concise, and meaningful.
 - Statement of question or problem and why it is important is clear, concise but lacking meaning.
 - Statement of question or problem is weak, not clear and lacks meaning.
- 5. Brief Description:** (10 pts)_____
- Explanation of research, focus of study, type of research planned, how study will be carried out is very well organized, step by step process in place.
 - Explanation of research, focus of study, type of research planned, how study will be carried out is well organized, step by step process for most of the study in place.
 - Explanation of research, focus of study, type of research planned, how study will be carried out is weak if included, organized not clear, step by step process not clear.
- 6. Literature Review** (20 pts)_____
- A clear, brief description of research being undertaken; well-written, short description of similar studies found in the review of literature; clearly defines the nature of the problem and how it will be treated, plus excellent rationale for the need for this study.
 - A clear, brief description of research being undertaken; well-written, short description of similar studies found in the review of literature; defines the nature of the problem and how it will be treated, plus a good rationale for the need for this study.
 - A brief description of research being undertaken; poorly-written, short description of similar studies found in the review of literature; does not defines the nature of the problem and how it will be treated, plus a weak unrealistic rationale for the need for this study.
- 7: Hypothesis:** (5 PTS)_____
- Clear, concise statement of what researcher expects the results to be or expects to find. Focuses on Student Learning
 - Clear, statement of what researcher expects the results to be or expects to find. Includes Student Learning
 - Confusing statement of what researcher expects the results to be or expects to find. Does not include Student Learning.

- 8: Method (protocol):** (20 pts)_____
- Excellent, well-planned over-all research, describes in detail how study was conducted. Design includes the structure and variables the TC plans to use. Type of measurement, the instruments, or behavioral observation technique used to measure variables and why they were carefully selected as to use and results expected. Validity and reliability issues clearly addressed.
 - Shows evidence of a well-planned over-all research, describes how study was conducted. Design includes the structure and variables the TC plans to use. Type of measurement, instruments or behavioral observation technique used to measure the variables. A weak explanation as to the selected, use and results expected. Validity & reliability issues addressed.
 - Ill-planned over-all research. Design includes a weak structure and variables the TC plans to use. Type of measurement, the instruments, or behavioral observation technique used to measure the variables and why they were carefully selected as to use and results expected is not clear. Validity and reliability issues are not always addressed.
- 9. Final Report Findings (Discussion)** (10 pts)_____
- Data analysis and results are clear, to the point and relevant to the study. Relationships were well analyzed and accurately reported. Type of statistical procedure used to determine significance, includes crucial tables and graphs. Does not comment on the “meaning of the findings”. States accurate results of hypothesis.
 - Data analysis and results are clear, to the point and most of the time relevant to the study. Relationships were analyzed and somewhat accurately reported. Type of statistical procedure used to determine significance, includes crucial table and graph. Comment on the “meaning of the findings”. States 90% accurate results of hypothesis.
 - Data analysis and results are not clear and not always relevant to the study. Relationships were analyzed and reported. Type of statistical procedure used to determine significance, includes weak or useless tables and graphs. Results of hypothesis are not accurate and meaningless.
- 10. Conclusion:** (10 pts)_____
- States clearly support or non-support for original hypothesis. Clearly explains how the findings differ or support the findings of others. In clear, simple language summarized the content and purpose without given the same information as in the research. Tries to leave a lasting impression of research. No more that 5 – 8 sentences.
 - States support or non-support for original hypothesis. Clearly explains how the findings differ or support the findings of others. In simple language summarized the content without given the same information as in the research. Tries to leave a lasting impression of research. Does not stay within the 5 -8 sentence suggestion.
 - States weak support or non-support for original hypothesis. Weakly explains how the findings differ or support the findings of others. In simple language summarized the content given the same information as in the research. Does not try to leave a lasting impression of research. Ignores the 5 – 8 sentences suggestion.
- 11. Proof of student learning:** (10 pts.)_____
- Results of pre and post-test for this research assignment is the main evidence which shows a very substantial growth in student understanding of the subject taught throughout this lesson unit. The statistical score results offer a sophisticated analysis of learning evidence for the entire class.
 - Results of pre and post-test for this research assignment is the main evidence which shows a very discernable growth in student understanding of the subject taught throughout this lesson unit. The statistical score results offer a strong analysis of learning evidence for the entire class.

- Results of pre and post-test for this research assignment is the main evidence which shows a relatively little growth in student understanding of the subject taught throughout this lesson unit. The statistical score results offer a little analysis of learning evidence for the entire class.

12. Acknowledgements: (5 pts) _____

- Very well written, sincere, express gratitude for specific help/support. Professional, meaningful and specific. Uses words such as deeply grateful, appreciated and encouragement. Grammar, spelling and context use higher level thinking.
- Well written, express gratitude for specific help/support. Professional, meaningful. Uses words such as deeply grateful, appreciated and encouragement. Grammar, spelling and context use higher level thinking.
- Poorly written, express weak gratitude for specific help/support, meaningful and specific. Uses words such as grateful, appreciated and encouragement. Grammar, spelling and context does not use higher level thinking.

13. Problems, Strength, Weakness of the Study: (10 pts) _____

- Caveats, limitations and advantages of the design were clearly stated and meaningful. Excellent justification for conducting the study despite limitations: an accurate explanation as to how students compensated for limitations or mitigated the effect was given.
- Caveats, limitations and advantages of the design were clearly stated and somewhat meaningful. Justification for conducting the study despite limitations: an acceptable explanation as to how students compensated for limitations or mitigated the effect was given.
- Caveats, limitations and advantages of the design were weakly stated and meaningful. Weak or not justification for conducting the study despite limitations: no explanation as to how students compensated for limitations or mitigated the effect was given.

14. Final Report: (10 pts) _____

- Excellent: very well written paper and excellent informative summary of findings; implications for practice, 4 – 6 recommendations were given. Draws own well thought-out conclusion. Excellent account for what happened and what was expected. Final results above expectations.
- Well-written: satisfactory, informative summary of findings; implications for practice, gave 1 or 2 recommendations. Draws own thought-out conclusion. Suitable account for what happened and what was expected. Final results met expectations.
- Poorly written: inadequately written paper and informative summary of findings; no implications for practice, poor quality recommendations were given. Did not draw own well thought-out conclusion. Weak if any account for what happened and what was expected. Final results unacceptable. Must do over.

Possible (145) Earned: _____

Scores: Excellent – 145 – 130 Acceptable – 129 – 115 Unacceptable - ≤ 114 Must be done over

Comment:

Evaluator: _____

Student Teaching

Research Project- Assessment and Evaluation

Students Teachers in general have a difficult time grading papers, performing good, clean observations and assigning grades to students. Here at XU, Teacher Candidates often stumble through the section of the Exit Interview when he/she is asked the question, “How did you know that student learning was happening?” To try to help you understand and be able to use better assessment and evaluation, teacher candidates will complete a short research project.

Remember, Student Teaching Seminar is part of your Student Teaching requirements. If you do not earn at least a C in both parts you will not finish your degree.

Assignment: Talk to your school faculty. Tell her/him that you are required to administer a pre/post -test to the students. The first administration must be given the first week **you** teach. Remember the test must be long and hard enough that you can see and prove students learned or did not learn from your lessons. The school faculty may want to help you develop the test, or she/he may want you to do the work on your own. When given suggestions, use them! That is why you are working under a teacher, so you can learn.

FYU:

Student Teacher Research Project: MUST SHOW STUDENT LEARNING!

APA Style must be used for the entire research and research paper.

Within the first two weeks of class, select a subject you will research, administer a pre/post-test, calculate the stats (No single scores unless the work is over-and-above the assignment) and conclusion.

- 1. Select subject – Feb. 4**
- 2. Hypothesis/Educated Statement. Several questions you will answer throughout the research. Feb. 11**
- 3. List (at least 8-books, articles, websites) you will use for the research – Feb. 18**
- 4. Pre-test & answers. Type of stats you will use. Please look beyond the mean & average, use ANOVA and give a good explanation. Feb. 25. Turn in hard copies of both Pre-Post test and Statical information.**
- 5. Review of Literature (What the experts say about your selected problem) Feb. 25**
- 6. Method – participants, task, procedure, describe in detail how the study was conducted, briefly describe the apparatus/ materials, books, video, computer, etc. Describe-don't just list. Mar. 4**

7. Procedure- summarize each step in the study **Mar. 4**
8. Statistical – data presentation, results- Tables/figures-stand alone and clearly marked. **Mar. 11**
9. Results- summarize all data **Mar. 11**
10. Discussion (include problems, facts, experiences, limitations, etc.) **Mar. 18**
11. Conclusion – This is the only time in which you may use 1st person!!!! **Mar. 25 (finished research paper.**
12. References - list only the ones you used. APA STYLE. Give the full reference, so I can go on the web or to the book and find your source without any problems. **Feb. 4**

COMPLETED COPY DUE – April 1 @ THE BEGINNING OF CLASS.

This Research Project is meant to show the faculty at XU and your Practice School, that the students under you did improve—LEARNING HAPPENED WHILE YOU WERE TEACHING. Research Project is for Teacher Candidates-not your coordination teacher.

AN INCOMPLETE WILL BE ASSIGNED FOR STUDENT TEACHING IF THIS RESEARCH IS NOT FINISHED CORRECTLY AND TURNED IN ON TIME.

Do not fool around, the semester goes fast – “Do not make your mistake your Mentor’s nor my problem!”

Research Poster – Due: Nov. 19 – ALL STUDENT TEACHERS MUST PRESENT A POSTER. IF YOU WORK ON THE POSTER AT THE SAME TIME AS YOU COMPLETE EACH STEP OF THE RESEARCH YOU SHOULD NOT HAVE ANY PROBLEMS MEETING THIS DEADLINE.

Please make sure that your research shows that you had an impact on student learning (positive or negative).

1. Pre and Post-test must be given under the same conditions and to the same students. We will discuss this in class.
2. Make sure you DO NOT teach the test to the students.
3. Do not make up anything, report exactly what happened.
4. Give an informed conclusion. What did you find? What happened that could or might have affected the results? What would make this research better?
5. Remember, do not use student’s names. Number 1 in the pre-test must be number for the post-test.
6. List only references that you USED in the research. Give the complete reference. Everyone who reads your paper should be able to find your reference in the reference you list.

NEED HELP – COME TO XU! SORRY, I WILL NOT ACCEPT LATE OR SLOPPY WORK. YOU HAVE NOW TAKEN A NEW STEP IN YOUR PROFESSION!

TEACHER CANDIDATE PROFESSIONAL PORTFOLIO
Xavier University of Louisiana
Spring 2019

Purpose:

The completion of this portfolio celebrates the knowledge, skills, experiences and professional development of the teacher candidate (TC). The portfolio offers the TC the opportunity to:

- Present a formal documentation to the Division of Education and Counseling showing evidence of successfully fulfilling all of the courses, roles and responsibilities for completion of the teacher candidate's program.
- Show evidence of TC's personal work that demonstrates achievement of goals and objectives to meet student learning.
- Well developed teacher candidate's portfolio gives evidence of a future teacher who is serious, well prepared and organized.
- Provides convincing and ample evidence of TC's ability to meet InTASC Standards throughout the student teaching experience
- Provides evidence of student learning and growth through good teaching practices.
- Reflects on teaching skills, improvement, adapting throughout the student teaching tenure.
- Demonstrates growth as a teacher and quality of lessons.

Standards:

InTASC Standards:

Standard 5: Application of Content:

5 (n) The teacher Candidate understands communication modes and skills as vehicles for learning (e.g. information gathering and processing) across disciplines as well as vehicles for expressing learning.

Standard 9: Professional Learning and Ethical Practice.

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others

Standard 10: Leadership and Collaboration:

10(t) The teacher candidate embraces the challenge of continuous improvement and change.

Xavier Core:

Professionalism and Inquiry.

The developing a PROFESSIONAL PORTFOLIO throughout the Student Teaching tenure is a MUST!

TCs will present the folio to the University Student Teacher Director- Feb. 4, 18, Mar. 11, 25, April 8. Completed Folio is due Week of April 22 Exit Interview.

Build Your Portfolio:

- New, clean, attractive, front window on cover, 3-ring binder (No fancy colors!)
- Focus on quality not quantity
- Collect materials throughout the semester and place in binder as you collect
- Be professional, i.e. letters, reflections, assessments, etc.
- Include awards, student feedback, teacher feedback (only if they are meaningful)
- Invite colleague to review before turning folio in
- Follow all directions
- At least three faculty members will assess your folio.
- Use APA Style for EVERY ASSIGNMENT where you would use a style of writing.
- No messy, dirty, stained work. No papers stuck in the sides or inside the binder.
- Make sure Dividers are well marked and easy to see
- Number all pages – **all pages. ALL PAGES.**

1. Cover page:

- Heading, university, name, date, major, in partial fulfillment for EDUC 4060; Student Teaching and EDUC 4060S; Student Teaching Seminar. Presented to: Sr. Jean Marie Craig, EdD. (Use APA Style)

2. Table of Content:

- Include all headings and sub-headings
- Use APA Style

3. Introduction:

- Welcome letter
- Teaching Philosophy and teaching goals
- Purpose of portfolio
- Conceptual map showing how portfolio is organized (You have now entered the REAL WORLD- if you don't know what a conceptual map is—look it up!)

4. Professional:

- Resume (See Ms. Carolyn Thomas before turning the resume in)
- Letter or references (2 from TEP)
- Letter of reference from Coordinator and principal of school site

- Up-to-date Xavier Transcript
- Up-to-date Proof of membership in a Professional Organization (Education, music, art, etc.)
- Professional Development Plan and evaluation
- List of professional activities

5. Academics:

- Lesson Plans (2 using Xavier Lesson Plan)
- Student Work Samples (3 differ ones showing weak work and improved work)
- TC's Assessment Rubric:
 - Weekly Observation
 - Formal (4 from XU; 2 from Coordinating Teacher)
- Completed Research Paper:
 - Completed Project
 - Include: Pre/post-test
 - Grading - both pre post test
 - Copies of working on stats - Use Mean, Medium, Mode, Average and at least one higher level stats information
- Video of Teaching: (Include the video)
 - a. When you first start to teach, do not wait for three or four weeks.
Self-evaluation
 - b. As close to your last day as possible.
Self-evaluation
- Use of Technology for professional growth.
 - a. Use form found in Student Teacher Handbook. (2 assignments)

6. Social, Cultural, and Human Diversities:

- Letters to parents and request for taking and using a picture of their child
- Essay – your strengths and weakness as a teacher and possible solutions to become stronger
- Essay – working with diversities in the classroom
- School Improvement: Working with parents, activities you joined in that were not teacher related, or during the school day, planning or helping with extracurricular activities, etc.
Some of these can take place at Xavier

7. Appendix:

- Glossary (Make it worthwhile)
- Assessment Rubrics used or some different activities
- Copy of thank you letter to principal and coordinating teacher
- Artifacts you would like to add yourself.

Please take time to read the Teacher Candidate Assessment Rubric.

The two essays will be assignments for Student Teaching Seminar. School Improvement is expected since you are now in the School System and looked at as a teacher. You want to put your “best foot forward” THANK YOU NOTES ARE ALWAYS A PLUS

Portfolio is due dates are given:

Interview – finished, neat, clean, professional and “one step above what you think is great”!

TEACHER CODE OF ETHICS*

- All information which the student teacher receives about pupils in his class or school is to be kept confidential.
- A student teacher should be more concerned with what is being achieved by the pupils than with the impressions being made on the cooperating teacher or the resident supervisor.
- The student teacher should gain the respect of his/her pupils.
- The student teacher should show enthusiasm concerning the learning experiences being developed with pupils.
- The student teacher should be sympathetic and courteous toward all pupils.
- The student teacher should consider him/herself a member of the community in which he/she is teaching and act accordingly.
- Disciplinary measures used by the student teacher should conform to the instructions of the cooperating teacher.
- The student teacher should be just as interested in, and as ready to assist with, the improvement of a class as if it were his/her own.
- The student teacher must realize that each pupil is an individual and must take into consideration individual abilities, interests, and capacities for learning.
- The student teacher must be completely impartial in dealing with pupils and must constantly strive to be fair while judging pupil's actions.
- The student teacher should refrain from imposing personal religious or political views upon his/her pupils and should exhibit a broad-minded, tolerant attitude toward other groups and individuals.

** Adapted from California Student Teacher Association*