
XAVIER AT A GLANCE

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.

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

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 Seth2 () 4 (d) 10P(da)ne04vation a

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

Observation: The teacher candidate expands observational experiences to include school-wide

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 port-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

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.

BULLETIN 746 - LA Standards for State Certification of School Personnel

Supervisor of Student Teaching

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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

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 a

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.

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 sub-2 (pl) (P) -46 _____ -499 Tm /TT5 1 Tf _____ /ple9 Tm /IP _____

**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

Semester _____ Year 2019 _____Midterm _____Final

Student Teacher _____ School _____

Dates: From _____ to _____

Dates of Absences: _____

Activity	Total hrs. Semester	
	Mid-semester	Final – semester
Teaching		

Division of Education
STUDENT TEACHER SCHEDULE

Candidate Name: _____

School: _____ **Date:** _____

Please include homeroom, lunch, and planning periods.

TIME	RM#	Monday	Tuesday	Wednesday	Thursday	Friday

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 o 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)

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

Student Teaching Observation

Name: _____

Class: _____

Spring 2019:

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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!

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:

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5. Academics:

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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

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TEACHER CODE OF HS

** Adapted from California Student Teacher Association*