Student Teaching Handbook
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MIAMI UNIVERSITY
College of Education, Health and Society
Office of Student Teaching and Field Experiences

Dr. Jean Eagle
Director of Clinical Experiences and School Partnerships

202 McGuffey Hall
513-529-7245
Fax: 513-529-1763
Course Objectives

At the completion of this course, teacher candidates will be able to:

- Teach effectively with knowledge of students’ background experiences
- Articulate clear learning goals for the lesson
- Demonstrate connections between previous, current, and future content
- Plan teaching methods, activities, and materials aligned with lesson goals
- Select evaluation strategies appropriate for students and lesson goals
- Communicate challenging learning expectations for each student
- Establish and maintain rapport with students
- Maintain consistent standards of classroom behavior
- Establish a positive learning environment and standard of behavior that promotes fairness and is safe and conducive to achievement
- Clarify learning goals and procedures for students and make content comprehensible for students
- Create opportunities for students to extend their thinking
- Monitor student comprehension and provide feedback
- Make effective use of instructional time
- Demonstrate a sense of efficacy
- Reflect on the extent of learning goals being met
- Build professional relationships to support student learning
- Communicate with parents or guardians about student learning

Important Initial Information

The experience of student teaching and your impact on student learning can be enhanced when you establish a comfortable rapport with your cooperating teacher. You are expected to meet face-to-face with your cooperating teacher at least twice prior to beginning your classroom experience. It’s preferable that these visits occur in your assigned school. Your cooperating teacher will be required to submit documentation of these contacts. Please include the following topics in your discussions:

- Your shared roles as co-teachers, including planning, instructional delivery and assessment
- Expectations related to the edTPA
- Maintaining student data
- Overall objectives, curricula, and pacing
- Daily duties, routines, and procedures of the classroom and building
- Emergency procedures
- Available technology and expectations for its use
- Meetings and assemblies
• Communicating with parents, open house, and conference nights
• School calendar
• Personal property and security
• School closure procedures – make sure you are on the emergency contact roster
• Introductions and potential observations of other teachers in your building.

Ensuring a Successful Classroom Experience

It is important to remember that, as is the case in all student teaching experiences, you are a guest of the host school and your cooperating teacher. The amount of time spent co-teaching or solo teaching can vary. Volunteer experiences, such as tutoring, serving as a mentor, or coaching will enrich your overall understanding of your students and their culture.

**Lesson Planning continues to be a mandatory element of student teaching. Student teachers are to have complete lesson plans for every lesson that they teach or are responsible for in the P-12 classroom.** Your weekly lesson plans need to be complete and available to your cooperating teacher and supervisor no later than 5:00 p.m. on the preceding Friday. Additionally, they should be available for the university supervisor to review at each observation and for future reference. Lesson plans are a working document; after a lesson is taught it should be used for reflection, notes, and ideas for improving the lesson. There is a lesson plan template in this handbook for reference. Formats may vary, but should include the following: the academic standards, anticipatory set, activities, materials and resources, accommodations for special learners, assessment (formal or informal), and reflection.

Teacher candidates are expected to dress professionally, to be clean and well-groomed, and to wear clothing that is not distracting or inappropriate. Please ask for the school dress code, including policy for footwear and neckties, and clarify with your cooperating teacher his/her expectations for your appearance. Student teachers should not wear clothing that reveals their stomach or back, and should ask if tattoos, piercings, or unusual hairstyles are acceptable.

Student teaching is the equivalent of a full-time job. In addition to your daily classroom responsibilities, you are expected to participate in before and after school programs and activities related to your students. Significant out-of-classroom time must be devoted to comprehensive lesson planning and the successful completion of the edTPA. For these reasons, we strongly discourage working while student teaching.

*The use of appropriate technology, including but not limited to Smart Boards, iPads, and computers is encouraged. However, personal devices should not be used during the school day, with the exception of lunch and planning time. Facebook and Twitter postings must be kept confidential and should never include students or any identifiers that would disclose information about the class or school. Ethical violations related to the use of technology could result in removal from the student teaching placement.*
Professional Responsibilities

Student teachers are expected to be at school during the designated teacher hours and for any other meetings or gatherings that regular classroom teachers are required to attend such as:

- Parent-teacher conferences
- Open-houses
- Group planning meetings
- IEP meetings
- Curriculum development meetings
- Professional development opportunities, etc.

Student teachers may also be encouraged to participate in or help with school committees and you may do so as long as these activities do not prevent you from having ample time to plan and organize lessons. These might include: PTG, class plays or performances, field days, school newspaper, and other activities.

Attendance Policy for Student Teachers

Student teachers are required to be on time every day of the student teaching experience and are expected to stay at school during the hours required of a regular classroom teacher. A student teacher who must miss a day due to illness or another serious issue is required to inform their cooperating teacher and supervisor prior to the incident. Excessive absences (more than 5 excused) will result in the student teacher making up days or repeating the student teaching experience. Make-up days will be determined by the cooperating teacher and supervisor, with input from the student teacher. Two tardy incidents or early departures will equal one day’s absence. Any unexcused absence is cause for removal from the student teaching placement.

Excused Absences:

- Personal illness (a doctor’s excuse may be requested)
- Death or severe illness in family
- University sponsored event (Teacher Job Fair, special seminar)
- Interview for graduate school or employment opportunity after graduation
- Attendance or presentation at a professional conference
- edTPA work days (2)

UNDER NO CIRCUMSTANCES CAN A STUDENT TEACHER ACT AS A SUBSTITUTE TEACHER. If the cooperating teacher is absent, a licensed substitute must be in the room with the student teacher. The student teacher can, and should, continue regular teaching while the teacher is absent, thus maintaining regular standards of learning and classroom management.
Assessment

The Ohio Teacher Performance Assessment (edTPA) is the benchmark assessment for student teaching and must be successfully completed in order to pass student teaching. Submission is via Chalk and Wire, with transfer to Pearson, the vendor for the assessment. Miami establishes the due date for the edTPA, typically within the first 8-10 weeks of student teaching. Two release days are provided for students to work on their projects, and will be considered excused absences from the classroom. Release dates will be announced later. *These days may not be exchanged for other dates.*

University supervisors are assigned to work with all student teachers. They serve as a liaison between the student teacher, cooperating teacher, and the university. The supervisor makes site visits, arranges a minimum of five formal observations, schedules conferences with the student and cooperating teacher, and is available, whether in person, or electronically, to address the needs of the student teacher. Feedback from formal observations should be used in a constructive manner; it is vital to the growth and success of the student teacher.

Teacher candidates will be assessed using an evaluation checklist aligned with the Ohio Teacher Evaluation System. Both the cooperating teacher and supervisor will also submit a Letter of Recommendation to be used for reference purposes at the conclusion of the placement. This letter should describe the context of the school and classroom, curricula used, strengths and progress of the student teacher, and any projects or activities that occurred during the placement.

Other factors that influence the passage of student teaching are attendance and punctuality at school and the mandatory seminars, lesson planning, and professionalism.

Student Teaching Conduct

Students who are asked to leave a placement by school/district administration, or are pulled from the classroom by the Office of Student Teaching, may or may not be moved to another school for the remainder of the semester. Determinations will be made on a case-by-case basis following a meeting with EHS personnel. If a student does not complete student teaching in a given semester, the student will need to repeat student teaching, which includes registering and paying tuition for the entire 15 hours.
LESSON PLAN TEMPLATE

Miami University student teachers should use this lesson plan template as a basic guide for daily lesson planning. Lesson plans for each day should be organized in a notebook and presented to the University Supervisor upon request and at each observation. Lesson planning is a required component of the Student Teaching Program.

Subject________________________ Date________________ Period ______________

Lesson Goal:

Anticipatory Set:

Instructional Strategies:

Materials:

Activities:

Accommodations for Special Learners:

Assessment (formal or informal):

Reflection: