



MIAMI  
UNIVERSITY

# **INTERNATIONAL STUDENT TEACHING HANDBOOK**

**MIAMI UNIVERSITY**  
**School of Education and Allied Professions**

**Office of Student Teaching and Field Experience**

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## **INTRODUCTION**

Student teaching has been an integral part of the teacher education program at Miami University since its inception in 1951. All students seeking teacher licensure engage in student teaching for a full day over a period ranging from ten to sixteen weeks, depending on the nature of the degree and/or preparation program. Student teaching occurs in cooperating schools that provide practical learning experiences, actual teaching conditions, and professional guidance.

The student teaching program is founded on an expanding knowledge base about teaching, learning, and school improvement. Graduates of the Miami program report that their student teaching experience is challenging, intellectually demanding, and instrumental in preparing them for the real world of teaching. Everyone involved in this program develops personally and professionally.

To ease the transition from college student to teacher, the University provides extensive clinical and field experiences, course work on teaching and learning, and advising services. In addition, this handbook is presented as a guide for the student teacher and cooperating teacher to use in conjunction with other University and school district policy manuals. It contains useful information pertaining to the objectives of student teaching, a general description of roles and responsibilities, and information on conferencing and assessment.

The faculty and staff of Miami University recommend that the prospective student teacher and cooperating teacher read this and other policy documents prior to the start of the student teaching experience.

## **PURPOSE OF THE STUDENT TEACHING PROGRAM**

### **Planned, Supervised Learning Experience**

The student teaching experience at Miami University is an indispensable part of the total teacher education program. The purpose of student teaching is to provide a planned, supervised learning experience in a real school setting in which the student teacher practices the application of professional knowledge and skills, develops a personal style of teaching, and demonstrates teaching ability under direct supervision by school and university personnel. Although student teaching presents another opportunity to learn, it also embodies the added responsibility of teaching and advising pupils. Success as a student teacher may be assessed in terms of the student teacher's activities as well as the learning progress of the pupils in his/her classroom(s).

## **ROLES AND RESPONSIBILITIES**

Miami University is approved by the State Department of Education to prepare individuals in specific program areas for Ohio teacher licensure. The responsibility for field experiences and student teaching, major components of the teacher education program, is shared by the University and cooperating school districts. Student teaching involves several key individuals with specific responsibilities. They are as follows:

## **ROLES AND RESPONSIBILITIES**

**ST (ST)** – a university student engaged in supervised classroom teaching for the purpose of practicing and learning skills in real classroom environments.

**Cooperating School** – A school or school district that cooperates with Miami University's teacher education program. The cooperating school provides a classroom/laboratory setting for student teaching.

**Cooperating Teacher (CT)** – The classroom teacher, selected by the school administrator according to University criteria, serves as mentor and provides daily guidance and assessment of the student teacher throughout his/her experience.

**University Supervisor (Supervisor)** – A member of the university faculty who provides guidance for the student teacher and cooperating school personnel.

**Observer** – A cooperating teacher, university supervisor, or school administrator observing the student teacher.

**Office of Student Teaching and Field Experiences** – University administrative office responsible for coordinating student teaching and field experiences for the School of Education and Allied Professions at Miami University.

### **Student Teacher's Responsibility to the School**

The ST becomes a part of the educational team in the cooperating school and is expected to abide by the following guidelines:

1. Know and operate within the policies, rules, and regulations of the cooperating school.
2. Dress professionally and in accordance with the standards of the cooperating school.
3. Take proper care of all school equipment and facilities.
4. Work cooperatively with the CT and others in the school setting.
5. Refrain from gossip about pupils, teachers, and other staff members, and confine any discussion of problems that might arise to conferences with the CT or Supervisor.
6. Attend all meetings, conferences, and in-service programs required of the school faculty.
7. Understand the activities, ideas, and values present in the cooperating school.

The ST's role is to be assertive in learning and to build courteous and professional relationships with educators and support staff. Relationships with pupils and parents should be characterized by respect and professionalism. Because the ST is a learner, it is expected that he/she will raise challenging issues or potentially controversial questions from time to time. These issues should be answered promptly and with high regard for truth and learning by the ST, CT, and supervisor.

### **Student Teacher's Responsibility to the Cooperating Teacher**

CT's are the professionals with whom the Miami student is most closely associated during student teaching. CT's have made a commitment to provide a positive learning environment for student teachers and pupils. The CT provides guidance and support and is primarily responsible for the assessment of the ST's performance.

To establish a productive working relationship with the CT, the ST should:

- display an interest in becoming a teacher by conveying a sincere desire to learn, willingness to cooperate, and an appreciative attitude toward suggestions and criticism.
- keep in mind that he/she has an adequate knowledge of subject matter, human growth and development, teaching techniques, and planning.
- be willing to make every effort to implement theory into sound classroom practice.
- strive for insights from the observation and participation phases of student teaching.
- take an early initiative in assuming responsibility and, when teaching, attempt alternate teaching techniques in order to discover and develop an individual teaching style.
- realize that the classroom and pupils are the ultimate responsibility of the CT and that variations from standard procedure should be discussed in advance with the CT. (The ST and CT are encouraged to be innovative in ensuring that the ST is able to apply knowledge-based strategies in the classroom.)
- seek the advice of the CT. Plan for regular daily conferences to discuss planning. Be frank and honest regarding teaching performances and be open to suggestions.
- be on time, be prepared, and demonstrate responsibility in accepting and completing assigned tasks.

The relationship between ST and CT is of critical importance to the student teaching experience. It is necessary for an open and positive relationship to exist right from the beginning. The ST should take the initiative in establishing communication with the CT. If, for some reason, the ST is having difficulty or senses a problem with the relationship, the ST should bring up the issue immediately with the supervisor. It is essential that any barriers to open communication be resolved quickly.

### **Student Teacher's Responsibility to the University Supervisor**

The supervisor advises and confers with the ST, participates in the assessment process, and serves as a liaison between the university and cooperating school. The supervisor makes a minimum of eight visits to the classroom to observe and discuss progress and concerns with the ST and the CT. Because the ST does not see the supervisor every day, it is very important for the student to know when and/or how to contact the supervisor should a question or problem arise. The supervisor will provide contact information to the ST. In addition, the ST should consider the following suggestions:

1. Keep the supervisor informed of any irregularities or difficulties encountered in the student teaching experience. While such conversations might be uncomfortable, they should not be delayed. Problems tend to become more complex and difficult to solve as time passes. Keeping a journal or log in which concerns and questions are noted is a useful way to prepare for conferences.

2. Help the supervisor arrange the observation schedule by providing copies of the weekly teaching schedule. These should be handed in early in the student teaching experience. The ST should notify the supervisor if a major change is made in that schedule.
3. Make the lesson plans available to the supervisor during the classroom visit. Plan to have a conference with the supervisor after each observation.

The supervisor is responsible for scheduling one whole group seminar or personalized “mini” seminars at which topics of general interest and common problems are discussed. The seminars provide opportunities for the ST to reflect on and analyze teaching. The supervisor will schedule the time and place of the seminars.

### **Cooperating Teacher and University Supervisor – A Joint Venture in Supervision, Support, and Assessment**

Supervision of student teaching is a responsibility shared by the CT and supervisor. Miami University’s supervisory program is based on the principle that the CT is responsible for classroom instruction and the supervisor is a liaison between the cooperating school and the University. Although the assessment of the ST is primarily the responsibility of the CT, the supervisor plays an active role in the process by facilitating the development of the final assessment and by participating in mid-point and final assessment conferences with the ST and the CT. Because supervision is not the sole responsibility of the CT, a supervisor observes each ST regularly an average of once every two weeks.

The CT is in a position to know the quality of the ST’s performance and the rate of improvement from the first day to the last. In consultation with the supervisor, the CT plans the schedule for phasing the student into full-time teaching, introduces the student to school rules and regulations, assesses student progress, provides constructive criticism and guidance, and prepares a final assessment of the ST’s performance.

The supervisor serves as a resource to both the CT and the ST. In addition, the supervisor helps the ST analyze and learn from the experience and carries out university responsibilities related to the effective operation of the student teaching program.

The minimum requisites to become a CT include a Bachelor’s degree, at least three years of teaching experience, a philosophy of education for high-level teaching and learning, and a willingness to work with a ST. Many supervisors and CT’s hold advanced degrees (Ph.D. or Ed.D) and have had extensive experience in teaching or school administration.

## **PHASES OF STUDENT TEACHING**

Readiness is a primary factor in determining when a ST should take on teaching responsibilities. The ST can begin by studying the CT’s lesson plans and the curriculum for the semester, observing class routines, learning student names, becoming familiar with classroom and other resources, and teaching short lessons. The CT can assess, through observation and discussion, the student’s ability to begin teaching during specific parts of the day or certain class periods and then, finally, the student’s readiness to assume responsibility for a full teaching load. The following outline frames the progression from the beginning of the semester through finals week.

The amount of time associated with each of these phases varies depending on the length of the placement and the readiness of the ST. Ideally, a ST should spend a minimum of 4-5 weeks in full-time teaching during an 8-week placement and 10-12 weeks of full-time teaching during a 16-week placement.

<u>PHASES</u>	<u>TIMELINE</u>	<u>ACTIVITIES</u>
INDUCTION PHASE	Weeks 1 - 2	Observation, participation, assisting. Participate in planning, brief teaching activities. Get acquainted with instructional resources, materials, and students. Begin to plan for initial teaching phase.
INITIAL TEACHING PHASE	Weeks 3 - 4	Assume responsibility for initial teaching of specific lessons.
FULL TEACHING PHASE	Weeks 5 – 15	Gradually assume as much of the full teaching load of the CT as possible.
CONCLUDING PHASE	Week 16	Begin to phase out of instructional activities and complete observation of other aspects of the total school program.

### Typical Progression for Student Teaching

- Observe CT
- Review all lesson plans ahead of time with CT
- Take over one class completely each week
- Begin full-time teaching
- Mid-term assessment
- Student Teaching will continue through the end of Miami University’s finals week
- Final assessment

### Domains of Effective Teaching

The Miami University School of Education and Allied Professions will be using Pathwise®, a set of four domains based on essential teaching skills as the focal point of the student teaching and entry year experience. The University supervisor will provide a packet containing a description of the Pathwise process for the CT. These domains are as follows:

- Domain A: Planning
- Domain B: Management
- Domain C: Instruction
- Domain D: Professionalism

**These are the Praxis Domains on which you will be evaluated during your first year of teaching.**

## **EXPECTATIONS FOR PLANNING**

Research suggests that effective teachers will plan classes 2 or 3 days in advance so they will always have material and activities for students to stay on task. Experienced teachers and supervisors agree that planning is essential to successful teaching on any level. Hence, lesson planning is a skill that ST's are expected to practice daily. The ST must plan to be effective in meeting the instructional needs of pupils by following the course of study for the grade level and/or subject. Careful planning benefits the ST by increasing opportunities to:

- gain poise and confidence before the class
- achieve greater freedom in teaching
- understand the complexities of subject matter
- arouse interest and motivation among pupils
- enable pupils to engage in higher-order thinking
- use appropriate forms of technology as planning instruments and teaching tools
- maintain a classroom environment conducive to learning
- become competent in Pathwise® Domain A: Planning
- maximize on-task and minimize off-task behaviors

It is generally recognized that a ST's lesson plans should be more specific and detailed than those prepared by more experienced teachers. The University's expectation for the ST's lesson plan is that it be detailed and complete and that it contain clear learning goals, procedures and activities, materials, and assessment strategies that are appropriate for pupils and aligned with the goals of the lesson. The format of the lesson plan should be mutually acceptable to the CT and the supervisor.

The ST is responsible for reviewing lesson plans daily with the CT. The CT responds by raising questions pertaining to rationale and by seeking additional information and clarification. This review is generally more helpful if it takes place one or more days prior to teaching so that the ST may consider the discussion and make appropriate adjustments. Another good practice is for the CT and ST to sit down together after a lesson to reflect on what did and did not work as well as intended in the lesson plan. In addition to reviewing lesson plans with the CT, the ST should make a copy of the daily lesson plan for the CT and the supervisor.

## **ASSESSMENT OF THE STUDENT TEACHING EXPERIENCE**

ST's learn that self-growth and assessment by peers and supervisors is fundamental to the professional development of educators, regardless of whether they are beginners or veterans. During student teaching, assessment has formative and summative purposes. Formative assessment generates information that the student can use to improve performance during the student teaching experience. Summative assessment is a final judgment on the ST's performance and leads to a "P"(Pass) or "F"(Fail) rating on the ST's transcript along with a written assessment that is placed in the ST's credential file in the Career Planning and Placement Office. Supervisors and CT's involve the ST in both forms of assessment. They keep in mind that effective assessment is characterized by the following principles:

1. Assessment promotes growth by providing feedback that helps an individual develop strengths and minimize weaknesses.
2. Assessment for developmental purposes is ongoing, cooperative, and centered on purposeful observation, reflection, and analysis.
3. Identification of learning goals and objectives.
4. Assessment can be focused on specific objectives or areas of concern or it can be comprehensive, utilizing various kinds of information pertinent to the question at hand.

There are three general categories of assessment conducted during the student teaching experience: regular conferences between the ST and CT, some of which might include the supervisor, the mid-point assessment, and the final assessment.

### **Conferences and Observations**

Conferences between the ST, CT and the supervisor give structure, direction, and professional guidance to the ST. Conferences prompt the ST to analyze personal approaches to teaching and specific classroom behaviors. By participating in a well-structured conference, the ST is encouraged to organize and assimilate new information and thereby further develop as a teacher.

The pre-observation conference will focus on Domain A. It is a time to establish rapport between the ST and the observer and to identify the goal of the lesson and the role of the observer. The conference location should be at a place conducive to discussion.

The second part of the observation will focus on Domains B and C. The observer will record data by various means (e.g.: verbatim transcript, audio tapes and video tapes) on the ST's verbal and non-verbal teaching behaviors.

The post-observation conference will focus on Domain D. The observer will analyze the data from classroom observation for patterns of teaching and learning, interaction and questioning strategies that are related to the instructional objectives. This time of reflection will foster professional development and personal growth.

### **Mid-Point Assessment**

The CT conducts a mid-point assessment of the ST's performance based on the Miami 30 teaching standards which are aligned with Praxis standards, and professional teaching standards.

The CT, supervisor, and the ST should then meet to discuss and compare the results of the completed form. The purpose of the mid-point assessment conference is to provide communication and feedback on observations of the ST's ongoing development. The Pathwise® mentoring criteria will be used as a guideline for assessment.

### **Final Assessment**

The final assessment, a written narrative much like a letter of recommendation, is based on the ST's performance and potential as a classroom teacher. It is primarily the responsibility of the CT to produce the final assessment and it results in a "P" (Pass) or "U" (Fail) rating on the ST's transcript.

The final written assessment is a narrative summary of the ST's teaching performance that states the individual's growth and potential as a teacher. The ST that earns a satisfactory assessment has a powerful reference and one more piece of evidence toward obtaining certification and their first teaching position.

The role of the University supervisor in this process involves explaining the assessment format to the cooperating teacher, assisting in the development of the final assessment, and participating in a final assessment conference with both the student and cooperating teachers.

## ATTENDANCE

**Cooperating Teacher Absences:** *Under no circumstances is the ST to act as a substitute teacher, either directly or by proxy, in the absence of the assigned CT.* Although the ST may be asked to provide the full instructional program for a day or for an extended period of time, the CT should remain available to observe, to consult, and to assist with instruction or an emergency. While the ST may assume immediate responsibility for instruction and classroom management, the CT retains ultimate legal responsibility for instruction and classroom management and must remain available to the ST.

**Student Teaching Absences:** ST's are expected to follow the same regulations regarding attendance as apply to the CT in the cooperating school. Expect the ST to be punctual and regular in attendance, and to provide appropriate notification to you when illness or other serious matters prevent attendance. When the ST must be absent for valid reasons (i.e. personal illness, illness or death in the immediate family) it is the ST's responsibility to notify the CT **AND** the supervisor of the absence. ST's are excused from attendance when school is closed for inclement weather. Except for illness and school closure, the ST may be excused from the student teaching assignment only with official University permission. These additional absences must be cleared through the supervisor or the Office of Student Teaching. The ST follows the university calendar for the overall assignment. The ST will follow the daily calendar of the assigned school, including teacher workdays and school holidays. Any absences other than those listed above must be approved in advance by the CT, the supervisor, and the Office of Student Teaching. The ST is also expected to inform the supervisor of absences approved by the Office of Student Teaching.

## FOR THE STUDENT TEACHER

### **University Policies**

The student teaching experience occurs within the context of university policies. In addition, each ST should become familiar with the policies of the cooperating school and review the following student teaching policies. Failure to comply with all relevant policies adversely affects the student teaching experience and could result in dismissal from student teaching.

**Civilian Background Check and FBI Background checks:** Students must present results of the “civilian background check” (fingerprinting) to the Office of Student Teaching. Fingerprinting can most easily be done at the Miami University police station. It is done electronically and results are automatically sent to the student teaching office. **The civilian background check must be presented to the Office of Student Teaching before departing for your international destination.**

**Seminars:** After the initial orientation meeting and interview session, the ST’s and supervisor meet in regularly scheduled seminars throughout semester prior to teaching abroad. The seminars are arranged by the supervisor and ST’s are notified of the place and time of the seminars. **ATTENDANCE AND ACTIVE PARTICIPATION ARE REQUIRED OF ALL STUDENT TEACHERS.**

**Project Learning Curve:** PLC is the benchmark assessment for student teaching at Miami University. The focus of this project is to collect data on the impact your teaching has on the pupils in your student teaching classroom. You must pass PLC to pass Student Teaching. The assignment can be found online at <http://www.units.muohio.edu/eap/currentstudents/officeofstudentteaching/projectlearningcurve.html> and is also in your student teaching packet.

**Dress and Grooming:** The ST’s dress and grooming must be consistent with the standards established in the assigned school. The ST is on the threshold of entering a profession and, therefore, should report to the school in professionally acceptable attire. Questions regarding appropriate attire should be directed to school personnel or the supervisor prior to the first day of the student teaching experience.

**ABSOLUTELY NO SKIN BETWEEN THE SHOULDERS AND KNEES WILL BE SHOWING. NO “FLIP FLOPS.” NO UNDERWEAR OR BRAS SHOWING ABOVE OR BELOW CLOTHING. NO SHIRTS WITH PRINTED SLOGANS OR INAPPROPRIATE PICTURES. Hats may be worn outside of the building only.**

**Contacting the School:** ST’s are encouraged to contact the school prior to the beginning of the student teaching experience. The school telephone numbers and web sites will be provided to the students prior to departure for Europe.

**Assessment of the Student Teaching Experience:** Assessment is a continuous and essential part of the total student teaching experience and is conducted collaboratively by

the ST, the CT, and the supervisor. The student teaching experience is structured to facilitate success and to provide the ST with the support needed to perform successfully. If a ST is unable to demonstrate an acceptable level of performance, he/she and the supervisor will contact the Director of Clinical Experiences to discuss viable options.

## **FOR THE COOPERATING TEACHER**

### **Meeting Your Expectations**

The following statements reflect the expectations of Miami University placed upon the ST you will be supervising in your classroom. Miami University's School of Education hopes that you, as a CT, and your administrators agree with our expectations.

**Goal:** The goal of the CT is to assist the ST in developing the skills and knowledge necessary for successful teaching.

**Questioning Approach:** Asking questions is an essential element of learning. ST's are encouraged to ask questions about existing practices in an effort to enhance understanding. CT's provide vital assistance needed by the ST to discover working resolutions to issues raised in these questions.

**Work Load:** Early in the student teaching experience the teaching load offered to the ST should reflect the need of an aspiring teacher to be secure and successful. The varied teaching tasks and demands require a period of adjustment as the ST shifts from the comfortable role of a college student to the unfamiliar role of a teacher. How soon you offer the ST an increasingly full load stands as a matter of your professional judgment as the CT. Offer greater responsibilities as appropriate. Should you feel the ST is making too little progress in assuming fuller responsibility, please discuss this with the ST. If your concern is not resolved, please discuss this with the supervisor.

### **What We Ask Of You**

The ST approaches a teaching assignment with apprehensions that accompany any new experience. These apprehensions can be alleviated by clear and accurate information and communication between all parties.

A special effort to meet the ST informally before the assignment starts offers the CT and ST an early opportunity to become acquainted with one another. To facilitate an early exchange of information between CT's and ST's, the University provides useful, pertinent data provided by the ST that includes completed course work, professional background, interests, and personal talents. Just as we all will expect the ST to become familiar with your students as quickly as possible, the University asks you to likewise become familiar with your ST. The experience of student teaching and the results obtained with your classes by the ST can be enhanced when you establish a comfortable rapport with your ST. Soon after an informal meeting, a CT should meet with the ST in the classroom to discuss:

- personal philosophy and professional perspective
- pupil records
- standards for grading pupil work and grading timelines
- overall objectives and curriculum guidelines
- lesson plans and the ST's role in planning
- routines and procedures of your classroom, building and emergency procedures
- available technology and expectations for its use
- meetings and assemblies
- communicating with parents, open house and conference nights
- school calendar
- daily duties and other responsibilities
- supplies and work areas
- personal property and security
- school closure procedures – please place ST on calling list
- methods of learning student names
- introductions to other faculty
- observation of other faculty
- other professional matters

As you craft your specific expectations and directions for your ST:

- present clear goals and targets to your ST.
- check the ST's plans for sound connections that offer a logical approach to knowledge and learning.
- remember that your ST is still training to be a teacher and will likely make errors, display frustration, and have anxiety and doubts. Please be patient and understanding as the ST develops both personally and professionally.

### **Near The Beginning of the Experience**

Pupils should be prepared for the participation of the ST in their education. The preparation and introductions by the CT should allow the ST to assume the stature of teacher before the class as that role becomes appropriate. We ask that you view your ST as a collaborative partner with a deserved professional status within the classroom. The ST has completed extensive and varied experiences in many school settings before being approved for assignment as a ST. Your ST has come to you to complete their development of professional practices and to acquire professional standing in a sustained teaching experience under your direction and guidance.

Opportunities for the ST to speak with pupils may be useful early in the student teaching experience. Some tasks involving pupil contact or inclusion in class discussion or activity may be helpful in establishing the standing of the ST. Direct, purposeful, and successful involvement of the ST encourages the development of positive, respectful regard by pupils in the classroom. Early activities suggested for assignment to the ST include:

- observation of your instruction and noting information for later discussion
- performing a classroom routine such as collecting money or taking attendance
- taking part in group or class discussions
- presenting material

- preparing materials or equipment
- demonstrations
- designing plans with you and then teaching from those plans
- working with individual pupils
- checking pupil papers and assessing individual needs
- participating in homeroom activities

A principal may elect to contribute to the orientation of the ST by:

- introducing the ST to the building faculty
- arranging for a tour of the building and grounds
- discussing the district's and building's policies and philosophies
- explaining the community and its resources
- inviting the ST to attend orientation meetings with the first year teachers

*Thank you for your commitment to the education of young teachers. Student teaching is the "grand finale" of teacher education and your guidance and expertise are the cornerstones of the Student Teaching Experience. Without you, none of this could take place. You are greatly appreciated.*

## FREQUENTLY ASKED QUESTIONS

The following questions are often raised during the student teaching experience. The answers reflect Miami University's policies and practices.

### **As a student teacher, if I have a problem during student teaching what should I do?**

The ST shares the responsibility for building positive, professional relations with all parties involved in the student teaching experience. It follows that the ST might have to take the initiative in preventing problems and finding solutions to those that emerge.

Problems pertaining to teaching and learning, discipline, and relations with school personnel should first be addressed with the CT. Generally these can be corrected by changes in lesson planning or by clarifying vocabulary or methods of communication. If the student is unable to reach a satisfactory resolution with the CT's help, the ST should confer with the supervisor.

Any difficulty in communicating with the CT should be expressed immediately to the supervisor if previous attempts toward resolution are unsuccessful.

If the ST encounters problems in communicating with the supervisor or feels that the supervisor has not satisfactorily addressed a concern, the ST should contact the Office of Student Teaching, 207 McGuffey Hall, 513-529-7245 or email the Director of Clinical Experiences.

### **Should I report for my student teaching duties if there is inclement weather?**

ST's should contact the CT to find out the policies regarding inclement weather. The ST will follow the same procedures as the regular faculty.

### **How should the CT handle a ST who demonstrates a problem with classroom management or with teaching?**

Remember that the ST is still learning to teach. This part of teaching cannot be done except in the classroom setting while instructing pupils. First clarify your view of the problem. Note specifics of situations or incidents that have raised your concern. The ST should desire to improve and to expect that improvements need to be made. Specifics will be invaluable in discussing your concern with the ST.

Next raise this subject with your ST as soon as you can prepare your observation report. Seek the ST's view of what is happening. After explaining your perspective, provide opportunity for the ST to respond at a personal and professional level. Permit probing and provide honest feedback.

Based upon the severity of the problem, provide the ST with adequate time to correct the problem. Guide the ST to improvement and understanding. Help the ST to learn professional collaboration and individual problem solving whenever problems arise. This portion of the teaching profession cannot be learned anywhere but in a classroom setting. For problems that require mediation, contact the supervisor.

**Who should I contact with questions pertaining to University policies and procedures?**

Miami University's Office of Student Teaching assigns a supervisor to each ST. The supervisor will provide you with contact information so you can communicate concerns and questions. The supervisor serves as an intermediary between Miami and your school. If you are unable to contact the Supervisor, call the Office of Student Teaching at 513-529-7245 with your concern or question or email Ellen Hill at [hille@muohio.edu](mailto:hille@muohio.edu).

**When do I take my Praxis tests and apply for licensure?**

Licensure applications and information on PRAXIS testing can be obtained in Room 202 of McGuffey Hall. **All testing and licensure materials should be completed before the ST leaves for Europe.** Please contact Kathy Salmon in room 202 McGuffey Hall with any questions or concerns. Phone: 513-529-6421 or email: [salmonkm@muohio.edu](mailto:salmonkm@muohio.edu). Fax: 513-529-1763.