



Student Teaching Handbook

MIAMI UNIVERSITY
School of Education, Health and Society

**Office of Student Teaching and
Field Experiences**

Ellen Hill

Director of Clinical Experiences

202 McGuffey Hall

513-529-7245

Fax: 513-529-1763

SCHOOL OF EDUCATION, HEALTH AND SOCIETY

Conceptual Framework

The School of Education, Health and Society is a community of collaborative practitioners who are committed to fulfilling Miami University's mission which is to prepare caring, competent, and transformative educators by infusing skills, knowledge, and dispositions that promote the highest caliber professional programs in the areas of education, health, and social services.

A caring, competent, and transformative practitioner is a person who holds the unique responsibility of preparing young people for their roles in society. A teacher's role and relationships with students are ever-changing, evolving, and transforming. Caring means that you understand the perspective of others. Competent means that you have a good command of your subject area and know how to teach that subject to your students. A transformative teacher is engaged within critical reflection upon the practice of teaching and the learning environment in the classroom and in the larger community.

Mission Statement

The School of Education, Health and Society is a community of collaborative practitioners who endeavor to prepare caring, competent, and transformative educators by infusing skills, knowledge, and dispositions at the highest level. This includes teacher education and other professional programs, professional development opportunities for educators, and graduate degree programs. A caring, competent, and transformative educator should be well grounded in general studies (Institutional Standard I); appreciate and understand diverse learners/mentors/peers/learning processes (Institutional Standard II); demonstrate sensitivities to learning contexts and environments (Institutional Standard III); engaged in planning, implementation, and evaluation of varied instructional strategies (Institutional Standard IV); and demonstrate professional commitments and dispositions (Institutional Standard V).

Course Description

Student Teaching is a practical experience in a K – 12th grade classroom, working closely with a cooperating teacher who will model safe, effective, and current teaching methods. The course runs for 16 weeks for undergraduate students and 12 weeks for graduate students.

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
- Create an environment that promotes fairness
- Communicate challenging learning expectations for each student
- Establish and maintain rapport with students
- Maintain consistent standards of classroom behavior
- Create an environment that is safe and conducive to learning
- Clarify learning goals and procedures for students
- 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 extent of learning goals being met
- Build professional relationships to support student learning
- Communicate with parents or guardians about student learning

Assessment

Project Learning Curve is the benchmark assessment for student teaching. The assignment is in the student teaching packet and can also be found on the student teaching web site. The project is due at the mid-term split so it must be completed in the first 8 weeks of teaching. **You must pass Project Learning Curve to pass student teaching.**

Teacher candidates will also be assessed using a checklist aligned with the university and Praxis standards. The cooperating teacher will also submit a narrative essay describing the strengths and progress of the student teacher.

Conferences between the student teacher, cooperating teacher, and the supervisor give structure, direction, and professional guidance to the student teacher. Conferences should prompt the teacher candidate to analyze personal approaches to teaching and specific classroom behaviors. The student teacher should use the conference feedback to organize and assimilate new information and use that information to develop as an effective educator.

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

The First Steps:

The experience of student teaching and your impact on student learning can be enhanced when you establish a comfortable rapport with your cooperating teacher. Please meet with your cooperating teacher early in the experience to discuss:

- personal philosophy and professional perspective
- how to keep pupil records
- standards for grading pupil work and grading timelines
- overall objectives and curriculum guidelines
- lesson planning and your role in planning
- 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
- daily duties and other responsibilities (recess duty, bus duty, etc.)
- supplies and work areas
- personal property and security
- school closure procedures – make sure you are on the emergency calling list
- introductions to other faculty and observation of other faculty
- other professional matters

SUGGESTED TIMELINE FOR STUDENT TEACHING

The following schedule is a suggestion for how and when you might want to phase into your student teaching assignment. Your cooperating teacher may choose to team-teach or co-teach with you. This is an excellent way to learn while doing but make sure you are taking responsibility for planning and leading most of the lessons. In some cases the cooperating teacher may feel you are ready to take over at a faster pace. That is fine, as long as you feel comfortable and confident in this role.

Week One: First - Third Day: Ask your cooperating teacher to introduce you to ALL of his/her classes. Observe all classes.

Fourth - Fifth Day: Assist with at least one class, take attendance, and interact with students.

Week Two: Team teach with the cooperating teacher at least one class each day. Begin to teach at least one class each day, with your lesson plans or the cooperating teacher's plans. Assist with all other classes. Supervise students coming and going to class, take attendance. Begin to plan a lesson that you will teach independently.

Week Three: Begin to teach two to three classes each day, under your co-op's supervision, using your lesson plans. Begin to take over all other duties during the school day (i.e., recess, bus duty, study hall, lunch duty).

Week Four: Begin to teach several classes each day, using your own lesson plans. These plans should be approved by your cooperating teacher and shared with your supervisor. You and your cooperating teacher should begin planning “Project Learning Curve,” so that it fits into the curriculum you will be teaching.

Weeks Five & Six: Teach all classes each day. Some classes can be unsupervised if you are comfortable and the cooperating teacher feels you are ready. All lessons plan are developed by student teacher with approval from the cooperating teacher.

For Full Semester (16 week) placements:

Weeks Seven through Fifteen: Teach all classes each day. Classes could be unsupervised.

Week Eight: Student Teaching project, Project Learning Curve, is due. Midterm checklist should be completed by the cooperating teacher and shared with you and your university supervisor.

Week 16: Phase out student teaching responsibilities. Final checklist evaluation should be completed by the cooperating teacher and shared with you and your university supervisor. The cooperating teacher will also write a narrative about your strengths and skills as a teacher.

For 8-week split placements:

Week Eight: Student Teaching project, Project Learning Curve, is due. Phase out student teaching responsibilities and turn classroom responsibility back to the cooperating teacher. Final checklist evaluation and narrative evaluation should be completed by your cooperating teacher and shared with you and your university supervisor.

For 12 week (graduate students only)

Week Six: Mid-term checklist evaluation will be completed by your cooperating teacher and shared with you and your university supervisor.

Weeks Seven through Eleven: Continue full-time teaching responsibilities.

Week Eight: Student Teaching project, Project Learning Curve, is due.

Week Twelve: Phase out student teaching responsibilities. Final checklist evaluation should be completed by the cooperating teacher and shared with you and your university supervisor. The cooperating teacher will also write a narrative about your strengths and skills as a teacher.

Lesson Planning

Lesson Planning is a mandatory part of student teaching at Miami University. Student teachers are to have complete lesson plans for every lesson they teach or are responsible for in the K-12 classroom. Even if the cooperating teacher does not write lesson plans, the student teacher is required to do so and should keep the lesson plans in a binder or folder for the university supervisor to review at each observation. Lesson plans are a working document and after a lesson is taught should be used for reflection, notes, and ideas for improving the lesson. There is a lesson plan template in the Student Teacher Handbook. Student teachers are not required to use the template but lesson plans should include these items: the academic standards, benchmarks, and grade level indicators that are being taught in the lesson, anticipatory set (attention getter), activities, materials and resources, accommodations for special learners, and assessment (formal or informal).

Dressing for Success

Teacher candidates are expected to dress professionally and appropriately EVERY DAY. Please ask for the school dress code and ask your cooperating teacher his/her expectations for your appearance. There should be no back or stomach skin showing, no bra straps or undergarments should be visible, and shoes should have the appropriate toe and heel covering according to school regulations. Male teachers should find out if a necktie is required.

The student teacher should always be clean, well-groomed, and should wear clothing that is not distracting or inappropriate in its appearance or logo/symbolism. Be sure to ask if tattoos, piercings, or certain hair styles are acceptable. You may be asked to leave the school if your appearance is unacceptable.

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 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: PTA, class plays or performances, field days, school newspaper, and other activities.

Technology

Student teachers should take every opportunity to use different types of technology that are available in the school including computers, Smartboards®, video equipment, printers, copiers, hand-held devices, calculators, and other technological applications. Many student teachers will already have had experience with this type of equipment but if you need guidance, be sure to ask your cooperating teacher or the school technology expert so you do not break or damage the equipment and so you will learn to use it correctly.

Attendance Policy for Student Teachers

For **any absence or tardiness** from a teaching assignment, student teachers must inform their cooperating teacher and university 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 university supervisor, with input from the student teacher.

Students 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 the regular classroom teacher. Two incidents of being tardy or leaving the school early will equal one day's absence.

Excused Absences:

- personal illness
- 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

Any unexcused absence is cause for removal from the student teaching placement.

*** Documentation is required for all excused absences. Copies should be given to the university supervisor and cooperating teacher.**

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.

Final Checklist for the Student Teacher

At the completion of your student teaching placement, you should have completed the following:

- Weekly Conference with your cooperating teacher using weekly conference form
- Lesson planning notebook or file with reflections, suggestions, and weekly conference forms
- Successful completion of Project Learning Curve
- Evaluation of University Supervisor
- Completed application for the Initial Ohio Teacher License turned into the Student Services Office (202 McGuffey) before graduation (information in student teaching packet)

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 _____

Ohio GLI Goal or Objective for lesson:

Anticipatory set:

Instructional Strategies:

Materials:

Activities:

Accommodations for special learners:

Assessment (formal or informal):

Reflection: