

Miami University Student Teaching Handbook 2026

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Contact Information

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Welcome for Cooperating Teachers

Dear Cooperating Teacher,

Hello and thank you for hosting a Miami University student teacher!

Mentoring teacher candidates is an important job, and we want to provide you with clear expectations, opportunities to communicate, and tools to help you feel successful.

Premise for mentoring a student teacher: Cooperating teachers should mentor teacher candidates with a growth mindset. Teachers should model and set clear expectations that allow the candidate to grow as an educator throughout the semester. We have informed our model for student teaching largely based upon the book *Trust & Inspire* by Stephen M.R. Covey. In his book, Covey states, **“Trust & Inspire is transformational—it focuses on building relationships; on developing capabilities, on enabling, empowering, and growing people” (p. 28).**

Gone are the days of sink or swim. We need to grow a new generation of teachers who are inspired to do the work and do it well. We want to partner with you as you mentor your Miami student teacher.

Thank you for hosting! We couldn't develop the next generation of teachers without you.

Dr. Molly Sawyer and Mrs. Kara Conniff

Miami University Office of Clinical and Field Placements

Key Information for Cooperating Teachers

- Student teachers will follow the host district's calendar after their placement begins on the first day of the Miami semester.
- The student teacher must notify the cooperating teacher and supervisor of any absence and provide lesson plans, if currently responsible for them.
- Cooperating teachers are required to complete a midterm and final evaluation, called the CPAST, with the student teacher and the Miami-assigned supervisor.
- Cooperating teachers should provide a letter of reference at the end of the experience and share it with the student teacher.
- If you have questions or concerns, please reach out to your assigned Miami Supervisor. If you have lingering questions or concerns, please contact someone in the Field Office.
- The Miami Supervisor will visit three times to observe the student teacher.
- Cooperating teachers will formally observe your student teacher three times and electronically submit the Observation Form to Miami.
- Payment of \$600 (prorated for split placements) will be provided to the host district for each 16-week student teacher (prorated accordingly). Districts distribute per their policies.
- The Cooperating Teacher will receive a certificate for hosting to be used for professional development hours.
- Teaching with a student teacher can take many forms when you are hosting a student teacher. See the following page for a summary of numerous ways to implement instruction using two teachers.

Weekly Student Teaching Guide

Week 1

Student Teacher Tasks

At school:

- Provide Cooperating teacher with your Emergency Medical Form.
- Ask about safety procedures.
- Observe all classes.
- By the end of the week, interact with the students and assist with teaching one class.

At home:

- Create a 3-ring binder that houses resources like this Guidebook.

Cooperating Teacher Tasks

Get to know your student teacher:

- Show the student teacher around the school and discuss district/community expectations.
- Discuss emergency protocols.
- Ask your student teacher how they prefer to receive feedback (written/verbal/in the moment/post-conference).
- Exchange contact information.
- Ask your student teacher about their goals for the semester.
- Introduce the student teacher to the class.
- Provide the student teacher with small but intentional ways to assist in the classroom.

Supervisor Tasks

- Contact your student teacher and teacher and set up an initial triad meeting (virtual or in-person).
- Provide two ways to communicate.
- Set expectations for the semester.
- Answer any questions your student teacher and cooperating teacher have.
- Ensure the student teacher and teacher have reviewed the Handbook and expectations.

Central Focus

Understanding your school environment and understanding who you are as a teacher.

- What is the makeup of your classroom?
- What are the unique characteristics of your classroom and community?
- Get to know your students personally and academically. Learn their names, strengths, and areas for growth.
- Establish yourself as a member of the classroom and school.
- Think about your educational background and what you bring to this classroom.
- Drive around the community to familiarize yourself with the community and school culture.
- Set a goal for yourself.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

The power of music. Music is such an important part of our lives. See how intentionally adding music into your life can improve your mood and shape your days!

This week, make a playlist of your favorite songs that you can listen to on your way to and from school.

Ask friends and family to share their favorite songs with you.

Is there a way you could incorporate music into your classroom (to welcome students, signal transitions, create a mood)?

Week 2

Student Teacher Tasks

At school:

- **Greet all students and supervise them coming to and going from class.**
- **Team-teach with your teacher for at least one lesson per day.**
- Be observant of the range of student needs presented in your classroom, and how teachers meet those needs.
- Choose a lesson plan template you will use when writing lesson plans.

At home: Be sure to get plenty of rest and take care of yourself. Prepare to create your own lesson plans by making sure you stay organized and review any materials your host teacher shares.

Cooperating Teacher Tasks

- Model greeting and supervising students when they enter and leave the classroom.
- Allow the student teacher to take over daily and period attendance.
- Collaborate with your student teacher to team-teach one of your lesson plans.
- Allow the student teacher to teach one of your prepared lesson plans.
- Provide guidance on how the student teacher can assist throughout all lessons.
- Collaborate with your student teacher to help plan a lesson that can be taught independently in the future.
- Provide guidance by discussing how you navigate the range of academic needs present in your class.

Supervisor Tasks

- Touch base with your student teacher and teacher to discuss any initial questions or concerns that have come up.
- Provide support for lesson planning as needed
- Schedule your first observation for week 2, 3, or 4.
- Use the digital Observation Form to conduct the observation and provide feedback to the student and teacher by forwarding the observation notes to the student teacher and cooperating teacher following your visit.

Central Focus

Understanding the standards and objectives for your subject area and grade level.

- Learn all you can about the grade and subject area you are teaching.
- What are the state standards?
- How does your host teacher make sure that lessons are aligned with the state standards?
- What state standards are being covered in the current unit?
- How are diverse needs (IEPs, Gifted) met by grade-level instruction?

- Begin thinking about the state standards that will be covered in the next unit because these will help you in creating your own lesson plans.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Remember the importance of nutrition and hydration. Find a water bottle that you love and commit to staying hydrated throughout your school day. Have a plan for lunch and snacks to keep you fueled throughout. Many schools allow you to purchase lunch, but many teachers pack their lunch. Have a plan so you aren't caught with nothing to eat! Purchase some easy-to-grab snacks such as granola bars, nuts, and beef jerky, and have them on hand for when you need them. You're not your best when you're hungry or dehydrated, so commit to taking care of yourself in this way.

Week 3

Student Teacher Tasks

At school:

- Begin teaching two classes/lessons each day, using any of the different types of teaching methods from page 4.
- Take over other duties at school such as: recess, bus duty, study hall, or lunch duty.
- Get involved! Ask how you can be helpful around the school/classroom.

At home:

- Practice...clear directions don't just happen in the moment. Think through a routine or lesson you are responsible for and plan how you will guide students.

Cooperating Teacher Tasks

- Take time to discuss how you meet the diverse needs of students (IEP, 504, ELL).
- Work with your student teacher to teach two classes/lessons each day using one of the types of teaching from page 4.
- Brainstorm a list of helpful tasks the student teacher can assist with, then discuss the tasks and encourage the student teacher to take initiative to accomplish tasks as needed.
- Use the digital Observation Form to provide feedback to the student teacher, and formally identify their current skill level. Forward the receipt of the form to the Student and the Supervisor.

Supervisor Tasks

- Touch base with your student teacher and cooperating teacher to discuss any initial questions or concerns that have come up.
- Provide support for lesson planning as needed.
- Schedule your first observation for week 2, 3, or 4.
- Use the Observation Form to conduct the observation and provide feedback to the student and host teacher.

Central Focus

Meeting the diverse needs of learners by articulating clear learning targets and giving clear instructions.

- Give explicit and clear instructions at the beginning of each lesson.
- Restate and clarify instructions and learning targets throughout the lesson.
- Give clear explanations throughout the lesson to guide learning, and PRAISE students!
- Sequence learning segments appropriately to guide students to mastery of objectives.

- Engage students in critical thinking through problem-solving and by challenging assumptions.
- Structure the lesson to create conceptual connections.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

It's time to prioritize **sleep**. You are your best when you're well rested. Think about ways to optimize your sleep. Limit caffeine after work. Create an evening routine and limit screen time close to bedtime. One of the best things you can do is go to sleep and wake up at the same time—even on the weekends! It's difficult not to want to sleep on the weekends, but it can throw off your sleep for the rest of the week. Commit to trying a new sleep schedule for a couple of weeks and see how you feel! See what works best for you and tweak as needed. No matter what, be intentional about getting the rest you need.

Week 4

Student Teacher Tasks

At school:

- The student teacher should be teaching several lessons a day.
- All lesson plans should be created by both the Student Teacher and the Cooperating Teacher, and shared with the University Supervisor when they observe. (Scripted curriculum may not need to be rewritten.)

At home:

- Review the adopted curriculum guides from your Host District.
- Think ahead- how can you best use time at school and home to plan for instruction and gather all materials for lessons you teach?
- Reflect on how you are meeting the needs of students who need accommodations or modifications.

Cooperating Teacher Tasks

- Formally observe your student teacher using the Observation Form, not already completed.
- Have a post-conference to discuss the positive areas you see and identify an area for growth.
- Pick one lesson/subject area that the student

teacher can begin to plan for independently.

- Set clear deadlines to review student teacher lesson plans before they teach.

Supervisor Tasks

- Touch base with your student teacher and cooperating teacher to discuss any initial questions or concerns that have come up.
- Provide support for lesson planning as needed.
- **Your first observation must be completed by week 4.**
- Use the Observation Form to observe and provide feedback to the student and host teacher.

Central Focus

Create a safe and respectful learning environment.

- The student teacher should assume more responsibility in the classroom and should strive to create a safe and respectful learning environment.
- Work with the students to create routines and set clear expectations.

- Have a way to manage transitions (use a bell/phrase/music, etc.) and practice the transition with students.
- Build positive relationships with students to establish trust and engage learners.
- Use research-based strategies to maintain learner engagement. (Keep in mind attention span, multi-modal activities, and scaffolding.)
- Include technology when appropriate.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

It's time to laugh! What do you call a fake noodle? An impasta! Ha! This week is all about laughter. Laughing makes you happy! Here are some ways to incorporate laughter into your life and classroom:

- Start each class with a joke.
- Watch funny animal videos or a comedian on Netflix.
- Keep a list of funny things that your students say!
- Instead of getting upset when something goes wrong, try to see it as funny! Did you accidentally drop all of the papers? Laugh about it. It will make everyone smile.

Week 5

Student Teacher Tasks

At school:

- Assume more responsibility of the classroom.
- Lessons are developed by both the Student Teacher and Cooperating Teacher with increasing independence.
- Prioritize developing independence.

At home: Do some online research to discover new forms of assessment that you may not have considered before. How can you engage students in valuable experiences that also allow you to monitor their learning?

Cooperating Teacher Tasks

- Support your student teacher as a co-teacher, but allow the student teacher to assume more responsibility.
- Share any concerns or questions with the university supervisor.
- Since you can anticipate areas of confusion for students, help the student teacher adjust lessons to meet the needs of the whole class and individuals.
- Model how to pivot mid-lesson in response to student needs.

Supervisor Tasks

- Support student teachers as needed.
- Support the cooperating teacher as needed. Be available to answer questions and empower the cooperating teacher to support your student teacher.
- Encourage open communication between all parties involved, with a growth mindset as the priority.

Central Focus

Focus on student engagement and formative assessments, then adjust instruction accordingly.

- Make sure your students are engaged- give them opportunities to talk, share ideas, ask questions, and answer.
- Use formative assessments to assess whole-group learning.
- Use formative assessments to assess individual learning.
- To account for formative assessments, plan for and prepare additional activities to support instruction.
- Find ways to adjust instruction mid-lesson in response to formative assessments.
- Be flexible and adjust to student learning needs (whole class and individual).

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Altruism is when you put the happiness and well-being of others before yourself.

Sometimes when you're tired and overwhelmed, you just feel like being selfish and thinking of how you can survive. However, this is the best time to practice altruism. Helping someone in need can make you happier! Even though it's not the intent behind altruism, it is a great benefit!

Practice one altruistic act every day this week. Help a co-worker, call a parent for a positive reason, pay for someone else's coffee, or take treats for your team. Then see how you feel!

Week 6

Student Teacher Tasks

At school:

- Student Teachers should be teaching almost all of the classes each day with lesson plans that they created and were approved by the Cooperating Teacher.
- Assess the effectiveness of your teaching by analyzing data.
- Use the data to guide your future teaching.

At home:

- If you have questions or would like to use 240 Tutoring for test preparation, reach out to the GA for assistance.

Cooperating Teacher Tasks

- Give the student teacher the flexibility to design and plan lessons.
- Approve the lesson plans and help your student teacher brainstorm possible problem areas and offer suggestions.
- Model for the student teacher how to analyze data to inform instruction. Examine trends to set short-term and long-term goals.
- Model for the student teacher how to reteach and reassess as needed.

By the end of week six, it is imperative that you share ANY concerns about your student teacher with the supervisor and/or Dr. Sawyer.

Supervisor Tasks

- Schedule second observation during week 6 or 7.
- Use the form to provide feedback to the student teacher and teacher.
- Complete the CPAST with the teacher and student teacher. This can be done in person or virtually during weeks 7 or 8.
- Use the CPAST digital form to submit data to Miami GAs in real time.

ANY performance concerns MUST be shared with Dr. Sawyer by week 6.

Central Focus

Focus on data-guided instruction and use data to inform instruction and assessment. Focus on using a variety of assessment techniques.

- Use data-informed decisions to inform instruction.
- Look at assessment data to set short-term goals.
- Look at assessment data to set long-term instruction goals.
- Use data to guide further assessments.
- Use contemporary tools for record keeping.
- Use contemporary tools to analyze data.
- Use a variety of assessment techniques that are developmentally appropriate.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Focus on your wardrobe this week. Is there a way you can simplify your wardrobe choices to alleviate stress?

Things to think about:

- Create a work uniform. Consider wearing similar things on certain days of the week.
- Create an outfit schedule.
- Create a set of outfits that you feel great in.
- Don't be afraid to rewear clothes.
- Get rid of clothes that don't fit well or are old or faded.

Find what makes you feel good and comfortable to teach in. Then create a plan to eliminate decision fatigue!

Week 7

Student Teacher Tasks

At school:

- Student Teacher should be teaching all classes each day.
- Prepare for Midterm CFAST.
- *Luxembourg Student Teachers: The last day in your US placement occurs this week.*

At home:

- In addition to any work you bring home from school, students using 240 Tutoring should spend at least 30 minutes per night reviewing platform materials to prepare for the OAE-APK exam.

Cooperating Teacher Tasks

- Allow the student teacher to teach all classes every day.
- Don't be afraid to assist with lessons as needed.
- Continue to provide guidance and feedback to your student teacher to allow them to grow.
- Allow the student teacher to create and grade assessments.
- Model for your student teacher how to give written and verbal feedback to students.
- Observe your student teacher giving verbal feedback and provide pointers to the student teacher on how to be specific.

Supervisor Tasks

- Complete second observation by the end of week 7.
- Use the form to share your feedback with the student teacher and teacher.
- Complete the CPAST with the teacher and student teacher. This can be done in person or virtually during weeks 7 or 8.
- Set two specific goals for your student teacher to focus on for the semester.
- Provide support to the student teacher and teacher as needed.

Central Focus

Focus on providing quality feedback to learners.

- Feedback to learners should be timely.
- Feedback should be specific- learn to move beyond “Good Job”.
- Feedback should be descriptive.
- Feedback to learners should be individualized. This could be written or verbal feedback.
- Practice giving students feedback throughout the lesson as well as after assessments.
- Feedback should allow learners to identify strengths and areas for improvement.
- Guide students in how to monitor their own progress.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Let's think about time. Time is a precious commodity, and now that you've entered the teaching profession, you need to decide how you will spend your time.

- Schedule time for what you love! Do you love to exercise? Read books? Schedule at least 30 minutes per day to spend on what you love.
- Salvage time: Do you have time during the day that you are not utilizing well? Could you use your commute to listen to a teaching podcast? Could you call your mom?
- Be present with your time. If you are with family or friends, be present. If you are teaching, be present for your students. Wherever you are, be there!

Week 8

Student Teacher Tasks

At school:

- Student Teachers continue teaching all classes each day.
- Midterm CPAST should be completed and discussed between the Teacher, Student Teacher, and University Supervisor.
- Work to differentiate instruction based on your lesson focus and what you know about your students' needs.
- For split placements: Phase out responsibility in the classroom and prepare to switch placements next week.

At home:

- Review the feedback you have been provided, and make a plan for developing your skills that need growth and development.

Cooperating Teacher Tasks

- Remind your student teacher to consider students with unique learning needs, and provide examples of how to differentiate instruction.
- Help your student teacher design lessons that allow for independent work, collaborative work, and whole-class work.
- Complete the CPAST with your student teacher and supervisor.
- Help determine two specific goals for your student teacher to focus on for the remainder of the semester.

Supervisor Tasks

- Complete the CPAST with the teacher and student teacher. This can be done in person or virtually during weeks 7 or 8.
- Set two specific goals for your student teacher to focus on for the semester.
- Support the student teacher and cooperating teacher as needed.

Central Focus

Now that you have a strong foundation of planning and instructing, it's time to continuously think about student-centered instruction.

- How can you support students with unique learning needs, including gifted students, students with disabilities, and at-risk students?
- Differentiate instruction to support these students with unique learning needs.
- Create learning activities that allow students to develop as independent learners.
- Create opportunities for students to work independently, collaboratively, and with the whole class.
- Find ways to motivate students to take ownership of their learning

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Be mindful. Teaching can be overwhelming, and it's always changing. Take time to be mindful to feel calm, centered, and content.

- Take a mindfulness walk. Take your earbuds out. Listen to nature. What do you see? What do you hear? What do you smell? Focus on breathing slowly and observing.
- Do a guided meditation. Download an app and commit to a meditation practice.
- Practice yoga.
- Practice deep breathing.
- Enjoy silence.

Week 9

Student Teacher Tasks

At school:

- Student Teachers should be teaching all classes and assume full responsibility for the classroom.

At home:

- Make sure all plans and materials are prepared well ahead of time!

Have you been using 240 Tutoring? If so, your month of access will be coming to an end soon.

Cooperating Teacher Tasks

- Find time to discuss with your student teacher the methods and reasoning behind how you create lessons.
- You've not only been relying upon theory and research in your own teaching, but you've been conducting research in your own classroom—what works, what doesn't, and why do you think that is?
- What have you learned over the course of your teaching career?

Supervisor Tasks

- Support students and cooperating teachers as needed.
- Share important current research with your student teachers as you see fit.

Central Focus

Make connections to theory and research.

- Think about research and theories you learned about in your classes and determine how that can influence your teaching.
- Do your own research. Look up educational theories and find a way to incorporate what you learn into your classes.
- Be able to support your lessons with theory and research. Explain why you choose the activities you do.
- Google the five main educational learning theories.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Focus on your **relationships**.

Relationships are important in and out of work.

At work: Find a trusted colleague who you can collaborate with. Find a friend you can laugh with at lunch. Find a mentor who can give you advice.

At home: Be sure to nurture the relationships that are important to you. Call your parents. Take a walk with your best friend.

Make sure to remember that you are a person outside of your job as a teacher. Surround yourself with people who make you better and love you for who you really are and not what you do!

Week 10

Student Teacher Tasks

At school:

- Student Teachers should be teaching all classes and assume full responsibility for the classroom.

At home:

- Reach out to a peer or professor this week. Take a minute to ask a question or thank them. Developing professional relationships will be a valuable support as you enter the teaching profession.
- Follow up on some of the resources shared by your cooperating teacher!

Cooperating Teacher Tasks

- Share any valuable professional development resources with your student teacher.
- Discuss PD together and how you incorporate it into your teaching.
- Provide your student teacher with a list of blogs, social media accounts, and books that you go to for inspiration!
- Complete a second formal Observation using the digital form provided by Miami.

Supervisor Tasks

- Support host teacher and student teacher as needed.
- Share any valuable professional development resources.

Central Focus

Find ways to engage in professional development.

- Throughout your teaching career, you will want to continue learning and growing. Participate in your school district's professional development opportunities.
- Go to workshops.
- Sign up for a webinar
- Read a book.
- Find a free lecture.
- Always keep learning.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

It's time to practice gratitude.

- Make a conscious effort to be grateful.
- Keep a gratitude journal.
- Take a picture of something you're grateful for.
- Send a text or message someone to let them know how grateful you are that they're in your life.
- Write a handwritten note of thanks to someone!

Week 11

Student Teacher Tasks

At school:

- Student Teachers should be teaching all classes and assume full responsibility for the classroom.
- Ask your Cooperating teacher for feedback at this point in the semester and look for ways to improve in the last few weeks of Student Teaching!
- Work on communicating with parents using the tips in the central focus.

Cooperating Teacher Tasks

- Formally observe your student teacher using the Observation Form, if not completed during week 10.
- Have a post-conference to discuss the positive areas you see and identify an area for growth.
- Allow your student teacher to observe you lead a conference. Or, allow them to listen in on a parent phone call so they can learn from the experience.
- Read and approve parent communication before your student teacher sends it out.

Supervisor Tasks

- Support student teacher and host teacher as needed.
- Set up third evaluation for week 12-13.

Central Focus

Communicate with parents/guardians. Communicating with parents for positive reasons and places for improvement allows everyone to be on the same team and help the student be successful. Here are some ways to communicate with parents.

- Take over the class newsletters.
- Participate in parent conferences.
- Message parents on Dojo.
- Email three parents each week for a positive reason.
- Contact parents whenever you see a concern arise.
- Always respond to parent communication within 24 hours and provide parents with the best times and ways to communicate with you

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Sometimes it's time to say "No."

- You don't have time to do everything. Your time is a finite resource.
- Decide if something aligns with your goals and priorities before you agree to it.
- Remember you don't owe anyone an explanation. "Thank you for thinking of me, but I won't be able to attend." That's all that is required. Politely decline.

Week 12

Student Teacher Tasks

At school:

- Student Teachers should be teaching all classes and assume full responsibility for the classroom.
- Reflect on what is working and where you continue to need assistance- ask your Supervisor or Cooperating Teacher for guidance.
- Continue to celebrate your students and their successes as learners!

Cooperating Teacher Tasks

- Help your student teacher develop good habits surrounding punctuality.
- Talk with your student teacher about time management and how you hold yourself accountable to deadlines.
- Share your plan for grading with your student teacher and discuss alternatives that might work for your student teacher.
- Plan for the 3-way conference with your student teacher and supervisor to discuss the CPAST within the next couple of weeks.

Supervisor Tasks

- Schedule your third observation during week 12-13.
- Use the Observation form and provide a copy of the observation to the student teacher and host teacher.
- Discuss the mid-term goals and plan a way for the student to finish strong.

- Set a date to meet virtually to complete the final CCAST evaluation.

Central Focus

Focus on being punctual and meeting deadlines and obligations.

- No matter what your track record has been so far, commit to being on time or early for student teaching each day.
- Focus on being on time or early for meetings—before and after school.
- Don't make people wait on you.
- Make sure you complete paperwork on time.
- Have your work completed when you say you will have it completed.
- Give yourself grading deadlines, communicate them to students, and stick to them!

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Let's focus on comfort. Teaching can be hard, especially in the dreary days of winter. Think about the Danish word "hygge" and how you can incorporate it into your classroom and life!

- When you get home from work, ditch the work clothes and put on your favorite comfy clothes! This will help you feel better physically and mentally and shift to your life outside of your job.
- Create a cozy atmosphere in your classroom. A crackling fire and music on the projector can make schoolwork more enjoyable.
- Do you have a food or drink that makes you feel cozy? Treat yourself!

Week 13

Student Teacher Tasks

At school:

- Student Teachers should be teaching all classes and assume full responsibility of the classroom.
- Plan to start phasing out classroom responsibility next week.

At home:

- Take time to consider what you still need from the student teaching experience. Communicate this to your Supervisor and Cooperating Teacher.

Cooperating Teacher Tasks

- Show your student teacher how you keep yourself and the classroom organized.
- Talk with the student teacher about having clear plans in case of unexpected absence.
- Hold a 3-way conference with your student teacher and supervisor to discuss the CCAST within the next couple of weeks.

Supervisor Tasks

- Schedule your third observation during week 12-13.
- Use the Observation form and provide a copy of the observation to the student teacher and host teacher.
- Discuss the mid-term goals and plan a way for the student to finish strong.
- Set a date to virtually meet to complete the final CCAST evaluation

Central Focus

Focus on being prepared.

- Being prepared for a day of teaching is key to success. Have your lesson plans ready to go!
- Have all of your materials prepared—make copies, cut things out, organize your supplies.
- Have a plan for absent students. Where do you keep their missing work?
- Have an emergency sick plan. This is for the day you wake up with the flu and cannot even email a plan to your co-teacher.
- Have a binder with all of your student information for a sub. Label it clearly and display it prominently.
- Have an emergency plan in place. Share with your students and leave instructions for a sub.

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

This week, let's talk about indulgence.

- Take a nap.
- Binge a favorite show.
- Take yourself to a movie.
- Stay home and do nothing.
- Eat dessert.
- Go shopping.
- Order takeout.
- Stay in your pajamas all day.
- Plan a trip.

Do whatever makes you happy!

Week 14

Student Teacher Tasks

At school:

- Start to release teaching responsibilities gradually back to the Cooperating Teacher this week; prepare for the final week of student teaching next week
- Be prepared for the final CFAST evaluation this week or next week
- Stay involved with lesson planning and other active involvement for the remainder of the 2 weeks.

At home:

- Verify that you have taken the OAEs required for your licensure areas.
- Scores will be sent to Miami, but take a screenshot for your records.

Cooperating Teacher Tasks

- Complete the final (third) formal observation using the digital form.
- Discuss the CFAST with the student teacher and supervisor if you haven't done so already.
- Between now and the end of the semester, write your student teacher a letter of recommendation.
- Come up with a plan to slowly transition your student teacher out and you back in next week.

Supervisor Tasks

- Discuss the CFAST with the student teacher and host if you haven't done so already.

- Between now and the end of the semester, write your student teacher a letter of recommendation.
- Provide any additional support to the team, needed before the end of the course.

Central Focus

As you continue teaching, incorporate collaboration into your career. Work with other teachers in your building, grade level, and district to become the best teacher you can be. Be the teacher that lets go of competition and, in the process, celebrates and compliments others. Look for ways to incorporate cross-curricular activities into your lessons and work with other disciplines to reinforce what you're doing in your class. Familiarize yourself with the teachers and standards above and below the current grade you teach. What are things they can do to support your students, and what are things you can do to prepare your students to be successful in their classes?

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Let's talk about email and social media. Both of these items have the power to suck a lot of your time. Do an audit of your email and social media habits.

- Set certain times of day when you check email (never before bed!)
- Limit the amount of time you spend on social media.
- Only follow accounts that bring you life!
- Unsubscribe from any email that you no longer want to receive!
- Create a "junk" email account that you use for all of the coupons/store discounts/subscriptions you don't want crowding your professional email.

Week 15

Student Teacher Tasks

At school:

- Student Teacher should return all teaching responsibilities to Cooperating Teacher
- Observe other teachers, grade levels, and programs as time permits.
- Show appreciation to those who have been helpful during your student teaching!

At home:

- Start thinking about the next steps, i.e., licensure. You can apply 2 weeks after Graduation.
- Any questions about teacher licensure?

Direct them to Elizabeth Hurrell, Miami Licensure Specialist Email: Elizabeth.Hurrell@miamioh.edu Phone: 513-529-6241

Cooperating Teacher Tasks

- Begin taking back over your classroom.
- Discuss the Final CPAST with the student teacher and supervisor if you haven't done so already.
- Between now and the end of the semester, write your student teacher a letter of recommendation.

Thank you so much for hosting! We could not develop new teachers without your help!

You will receive a certificate for hosting that can be turned in to your LPDC. Your district will receive \$600 for each full-time student teacher and \$300 for each part-time student teacher.

Supervisor Tasks

- Be sure all CPASTs have been completed digitally and submitted.
- See the “Tips for Completing the CPAST” document for help.
- If you have any questions, please contact Kara Conniff.
- Write your student teacher a letter of recommendation if you haven’t already done so.

Central Focus

Recognize the need for advocacy and take action.

- Do you have a student with a specific need that requires attention? Follow district protocol and get the student help and support.
- Is there a piece of technology that would enhance your classroom? Follow the proper procedures and advocate for yourself and your students. Have research to back up your desire.
- Is there a policy that you’d like to see changed? Follow the proper procedures and discuss it with the proper people.
- You can make a difference!

Healthy Habit

Adapted from *180 Days of Self-Care for Busy Educators* by Tina H. Boogren

Learn to be a good listener.

- Connect with a friend and ask good questions. Really listen to their responses without having to talk about yourself.
- Connect with a colleague. Ask questions to get to know your colleague as a person and not just a teacher.
- Connect with a student. Really listen to the student and try to see things from their point of view.
- Put your phone away. You can’t really focus on another person when your phone is there as a distraction.

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Appendices

Appendix 1: Host Teacher Certificate Directions

Thank you for hosting a Miami University student teacher. We truly could not do this without your support, and are so thankful for all that you do for our student teachers! Our office usually distributes these certificates for host teachers to use at their own discretion. They can be used as proof of PD hours, for their own personal files, for their administration, etc.

We have found that over the years, paper certificates can be easily lost or damaged during the years before they are needed for Licensure renewal. Please follow the instructions below to get your copy of the certificate.

To make a copy of the template:

1. Open the link
2. Click on "File" in the top left corner of the document.
3. Click on "Make a Copy" → "Entire Presentation"
4. Create a new title for the document (e.g., "Miami University Host Teacher Certificate")
5. Click the blue "Make a Copy" button
6. Fill out the certificate as needed with your name and your student teacher's name, and change the semester/year.

That's it! Once you create this document in your Google Drive, you will always have access to a fresh copy when needed. If you have any questions or concerns, please reach out to our office Graduate Assistant, and we'd be happy to help you troubleshoot.

Appendix 2: Student Teacher Responsibilities

Student Teaching is a 15-week teaching experience during which the teacher education candidate will gain significant experience in bridging the gap between being a student and being a teacher. Every student teacher will be directly supported by a Cooperating Teacher and University Supervisor. Additionally, the Director of Clinical Placements is the Instructor for the Student Teaching course. The Student Teaching experience is graded on a Pass/Fail basis. The teacher candidate must:

- Successfully complete 15 weeks of student teaching
- Demonstrate professionalism as outlined by Miami dispositions
- Attend all scheduled Student Teacher meetings/seminars
- Turn in any assignments as required
- Complete Midterm & Final CCAST with Cooperating Teacher and University Supervisor

Who do you contact?

If you have a question, you should always begin by asking your Cooperating Teacher. This individual is with you every day and is likely most knowledgeable about your teaching and the context of your questions. If you continue to be unsure, reach out to your University Supervisor. If you are still in need of information, contact the Director of Clinical Placements or Placement Coordinator.

Important Initial Information

The *Student Teaching Handbook* is your guide to student teaching, along with information and materials posted in Canvas. Your Cooperating Teacher is a resource; be sure to share your expectations with them so that you learn and grow as you move through the experience and you understand their expectations of you. This collaboration is critical for your success. You need to openly share your expectations with each

other as a basis for good communication. The experience of student teaching and your impact during student learning can be enhanced when you establish a comfortable rapport with your cooperating teacher. **Open lines of communication and a willingness to seek and accept feedback will be integral to your success during the semester of student teaching.** You are expected to meet with your cooperating teacher prior to beginning your classroom experience. It's preferable that these visits occur in your assigned school. However, it is advised that you ask your Cooperating Teacher their preferred mode of communication (ie., Text, Phone Calls, Email, Zoom). Please consider the following topics in your discussions:

- Shared roles as co-teachers, including: planning, instructional delivery, assessment
- Maintaining student data and confidentiality
- Overall objectives, curricula, and pacing
- Daily duties, routines, and procedures of the classroom and building
- Emergency procedures, Universal Precautions, and your Emergency Medical Form
- Available technology and expectations for its use (rules regarding social media posts)
- Meetings and assemblies- for students and for staff
- Communicating with parents, open house, and conference nights
- School calendar and School closure procedures
- Personal property and security

Ensuring a Successful Classroom Experience

It is important to remember that, as is the case in all student teaching/field 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 the community. Taking part in the community and its events allows you to develop understanding and perspectives that will help you build positive relationships with your students. *Lesson Planning* continues to be a mandatory element of student teaching. However, every school district has a different expectation for how its teachers plan and post daily materials. In most districts, scripted curriculum must be followed as published. Student teachers are to follow the direction of their Cooperating Teacher regarding daily/weekly/monthly lesson planning. The format and detail should be mutually agreed upon and available for review by the Cooperating Teacher and University Supervisor as they request. If a student teacher struggles with planning, they may be required to write or submit more detailed daily plans. *Observation Lesson Plans* must be complete and available to your University Supervisor no later than 5:00 p.m. on the day before an observation. Additionally, all lesson plans should be available for the University Supervisor to review and reference at each observation. Lesson plans are a working document; after a lesson is taught, they should be used for reflection, notes, and ideas for improving the lesson. Formats may vary, based upon the grade level or subject area. There is a lesson plan template in this handbook for reference. It is provided as a resource for lesson planning, and it may be helpful in considering how to write detailed lesson plans like those required for observations.

Professionalism

Dress: Student Teachers 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 clothing, and clarify with your cooperating teacher their expectations for your appearance. Student teachers should not wear clothing that reveals their stomach or back, and should ask if tattoos, piercings, or hairstyles are acceptable. If clothing is too tight, too short, too sheer, too casual, too small- wear something different. Professional attire standards are different than casual college standards!

Outside Work: 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. Out-of-classroom time (at home) may be required for lesson planning. For these reasons,

we strongly encourage you to consider the amount of time that Student Teaching requires when considering outside employment.

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 conferences and Open houses
- Group planning meetings
- IEP meetings
- Curriculum development meetings, Staff Meetings, Professional Development

Attendance Policy: 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. *Absences (even excused) can result in the student teacher making up days or repeating the student teaching experience.* Make-up days will be determined by the Director of Clinical Experiences, with input from the University Supervisor. Two tardy arrivals or early departures will equal one day's absence. **Any unexcused absence is cause for removal from the student teaching placement.** Student teachers do not receive personal days. Once the semester begins, Student Teachers will follow the schedule of the Host School District for holidays, vacations, and inclement weather days. **Excused** Absences are as follows:

- Personal illness (three per semester placement)
- Death of a family member
- University-sponsored event (Student athletes, Teacher Job Fair, Seminar)
- Interview for graduate school
- Attendance or presentation at a professional conference

Unexcused Absences may include, but are not limited to: Travel, Vacation, Weddings, Tardiness

Substitute Expectations: If the cooperating teacher is absent, a licensed substitute or other designee must be responsible for the classroom. The student teacher can, and should, continue regular teaching while the teacher is absent, thus maintaining regular standards of learning and classroom management. During the student teaching semester, any request for a student teacher to be compensated by the district as the Substitute Teacher should be emailed to the Director of Clinical Placement. Student Teachers can act as a paid substitute if hired by the host district. **Technology & Social Media:** Please follow the Host District guidelines! 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/planning time or the direction of the Cooperating Teacher. Facebook, Instagram, TikTok, 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. Some Host Districts have strict social media policies in place for employees, and Student Teachers are expected to follow the policy guidelines in their Host District. Social media posts can affect future ability to become a licensed teacher. ***Any attempt to engage children in your social media is cause for immediate removal from the student teaching placement. This includes: direct invitation or encouragement or insinuation that your students should follow any of your social media accounts or posts.***

Required Assessments for Student Teachers

Observations: 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 **University Supervisor completes a minimum of three face-to-face observations**, schedules Midterm and Final Zoom conferences with the Student Teacher and Cooperating Teacher, and is available, whether in person or electronically, to address the needs of the Student Teacher. Feedback from observations should be used in a constructive manner; it is vital to the growth and success of the Student Teacher. Additionally, the

Cooperating Teacher will complete three formal observations during the placement. (Total of at least 6 formal observations for each student teacher.)

OAE Assessments: The OAE-Assessment of Professional Knowledge is a required assessment during enrollment in the student teaching course. Before signing up for the assessment, students should email the Field Office GA to obtain a Voucher to pay for the assessment. (Students who pay independently can NOT be reimbursed.) Many students will also be required to take the OAE Foundations of Reading. A Voucher can also be provided upon student request. Students will submit their test receipt to the Canvas Assignment. (Students can request up to two OAE vouchers.)

240 Tutoring: As a resource for students, Miami will provide 30 days of online tutoring through the platform 240 Tutoring. Once a student has signed up for an OAE exam, they can contact the GA to be added to the 240 Tutoring site.

Canvas Assignments: Student Teachers are expected to complete any assignments or forms posted in Canvas by the due date. All Student Teachers will complete the same posted assignments as assigned by the Instructor of the Student Teaching course. **Mid-Term and Final:** Teacher candidates will be assessed at midterm and at the conclusion of the student teaching experience using an assessment referred to as the CPAST (Candidate Preservice Assessment of Student Teaching). The Cooperating Teacher, Student Teacher, and University Supervisor should each fill out the assessment form and then meet (virtually) to discuss the completed forms. The purpose of the mid-term assessment conference is to provide communication and feedback on observations of the student teacher's ongoing development. This is a good time to set new goals for the rest of the semester. Any opportunities for growth need to be discussed during the midterm conference and addressed by the Student Teacher prior to the final conference. **Misc:** Student Teaching is graded as Pass/Fail. Other factors that influence the passage of student teaching are attendance and punctuality at school and mandatory seminars, lesson planning, willingness to accept feedback, opportunities for growth, and any factors deemed qualities of teacher professionalism. Attendance at Seminars/Retreats and Small Group Meetings is mandatory.

Student Teaching Conduct and Removal

Any Student Teacher who is asked to leave a placement by school/district administration or is removed from the classroom by the Office of Student Teaching 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. Any student who decides to end their Student Teaching placement before completing 15 weeks will receive a "Fail" grade for the semester. 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.

Appendix 3: Cooperating Teacher Responsibilities

Thank you for agreeing to work with a student teacher from Miami University. We know that you have much expertise and many experiences to share with our Student Teachers, and we greatly appreciate your willingness to open your classroom to our next generation of teachers. Thank you for taking the time to review the information provided in this Handbook, with an understanding of the vital importance of the "triad" created by the Student Teacher-Cooperating Teacher-University Supervisor.

Before Hosting a Miami Student Teacher

- Meet with your student teacher before the start of their placement – F2F or Virtual
- Prepare the class for the student teacher, encouraging students' cooperation
- Arrange an introduction with the school principal for the student teacher
- Consider how to co-plan, co-teach, and co-assess with the student teacher

Initial Meeting Topics

- Shared role as co-teachers- planning, instruction, and assessment
- When you will review and provide feedback on lesson plans
- Maintaining student data and privacy
- Overall objectives, curricula, assessments, 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

During the placement:

- Allow and encourage the student teacher, under your guidance, to practice teaching styles that fit his/her personality and preferences- even if they differ from your own.
- Share professional ideas and resources with your student teacher.
- Conduct Midterm and final assessments of the student teacher's performance using the university-provided CPAST document.
- Complete three formal observations, using the digital form provided by Miami
- Provide a Letter of Reference, preferably on school letterhead, during the last week 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 special projects or activities that took place during the experience.

The Development of a Student Teacher

Just like your students, each Student Teacher arrives to the classroom with a unique set of personal and professional experiences. You are encouraged to provide feedback that will help your Student Teacher grow and develop as a future educator. If you have any concerns, please reach out to the University Supervisor and/or the Director of Clinical Placements as soon as possible in order to develop a plan for student growth.

Support through University Supervision

The University Supervisor serves as a liaison between the Student Teacher, Cooperating Teacher, and Miami University. The Supervisor makes site visits, arranges formal observations (both face-to-face and virtual), schedules group conferences with the Student Teacher and Cooperating Teacher, and is available, either 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. Please contact the University Supervisor immediately in the event of any unforeseen circumstance or problem that relates to the student teacher.

Co-Planning and Co-Teaching

Miami student teachers engage in several field experiences prior to student teaching, and should be considered prepared to co-teach from their first day in the classroom. Please meet with your Student Teacher and develop an individualized plan that best meets the needs of your learners. Under the supervision of the Cooperating Teacher, the Student Teacher should increasingly take on more responsibilities, including recess supervision, study hall, or lunch duty. Student Teachers are strongly encouraged to enrich their overall understanding of classroom learners and their school community

through volunteer experiences such as tutoring, mentoring, or coaching. Lesson Planning continues to be a mandatory element of student teaching. Student teachers should have lesson plans for every lesson that they teach or are responsible for in the P-12 classroom. There is a University expectation that the Student Teacher follow the lead of the Cooperating Teacher and Host District regarding the format for writing and/or posting daily/weekly/monthly lesson plans. Lesson Plans need to be complete and available to you based upon the expectations you provide. For formal observations by the University Supervisor, lesson plans must be provided to the supervisor no later than 5:00 p.m. on the day before the observation. Additionally, all previous lesson plans 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 can be used for reflection, notes, and ideas for improving the lesson. It is understood that lesson plan formats may vary, based upon district, grade level, and classroom. There is a lesson plan template in the Student Teacher Handbook for reference. This format will be helpful for the lesson plans submitted before an observation. Scripted curriculum may limit the number of original lesson plans that need to be written by the student teacher. However, increasing the expectation of written lesson plans (number or depth) may be used as a modification for students who need additional practice in developing planning skills.

Student Teaching Conduct

Students who are asked to leave a placement by school/district administration, or are removed from the classroom by the Office of Student Teaching, 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.

Supplemental Resources Available Upon Request

1. Types of Teaching Handout
2. High Leverage Strategies Framework Handout
3. Host Teacher Certificate
4. Student Teaching Lesson Plan Template
5. Professional Dispositions Agreement

To access these resources, please reach out to the Field and Student Teaching Office.