Student Teacher Professional Development Conference

UA COLLEGE OF FINE ARTS
OFFICE OF FIELD EXPERIENCES
DR. KARIN NOLAN
UNDERSTAND
WHAT I HEAR, I FORGET. WHAT I SEE, I REMEMBER.
WHAT I DO, I UNDERSTAND

EFFORT
THE WIDER YOU SPREAD YOUR WINGS, THE FURTHER YOU WILL FLY.

BE YOURSELF
AN ORIGINAL IS ALWAYS WORTH MORE THAN A COPY

SUCCESS
WHETHER YOU THINK YOU CAN OR THINK YOU CAN'T. YOU ARE RIGHT.
Re-Introductions to the Group

- **Name**

- **Student Teaching Placement**
  - School
  - Grade Level(s)
  - Cooperating Teacher
  - What you’ll be teaching?
Register: 12 units of Student Teaching MUS 493M or ARE 493
You need to have *everything* completed for your degree with the exception of student teaching by the following deadlines:
- Fall STs: By the end of UA finals for *Summer Session 1*
- Spring STs: By the end of UA finals for *Fall* Semester
IR Application Instructions – Due Now!

- Fill out everything in the box at the top of the application. Note: The address you put on the top will be the address they send the IR to if you do not pick it up in person.
- For Item 1, check only one predominant ethnic background.
- For Item 2, circle as many grade levels as your student teaching encompasses and write your school(s) and district.
- For Item 3, select Secondary (6-12) and then write “Art” or “Music” for the Major/Subject. Under that, checkmark either “Art/Art Education (K-12)” or “Music/Music Education (K-12)” [Note: this allows for you to get a secondary certificate with a K-12 endorsement in your area.]
- For Item 4, checkmark the SEI box and then circle which course you took to satisfy this requirement (which is LCEV for most students).
- For Item 5, list where you took the US/AZ Constitution requirement. Please note, that if you took the course somewhere other than the UA and did not transfer the grade to the UA, you need to provide an official transcript with the IR application.
- For Item 6, put your anticipated graduation date (month, year), and circle which degree you will obtain: Bachelor or Masters.
- For Item 7, list all institutions where you received credit for courses counting toward your degree. If you did not receive a degree or declare a major at a specific institution, put “N/A” for the last three boxes for that institution. Make sure to list the University of Arizona.
- On page two, read, sign, and date the FERPA section. Do not checkmark “pick up” or “mail.”
Emergency Procedures

- Take the Emergency Procedures Form with you to be signed. This is due at the PD Conference Part II at the beginning of next semester.

- Maintain medical insurance
Student Teaching’s 3 Components

1) Your student teaching at your school site

2) University Seminars
   - Usually once-a-month meetings in the evening on the UA campus with your professors/supervisors. You will get a syllabus from your professors with the dates and assignments.

3) Field Experiences Conferences
   - This meeting
   - PD Part II at the beginning of next semester
   - Career Advisement Session mid semester
Standards of Professionalism

- Communications
  - Email, In Person, and Phone (including voicemail)
    - Professional
    - Respectful
    - Formal

- Online, including Facebook
  - Make your profile PRIVATE and choose an appropriate profile/cover picture

- Professional Attire
  - Think: more formal than anyone else at the school
  - Nametag everyday

- Be consistent and ethical in all educational matters
Grandma Rule

If you would do it in front of Grandma, an adored and respected elder, then it is OK!

Or, in other words, imagine the behavior is VERY public, and then decide the appropriateness.

A Few More Reminders...

NEVER meet with a student alone.

NEVER personally meet with a student after hours.

DON'T FORGET!

NEVER make disparaging comments.
Mandatory Reporting Laws

- Mandatory child abuse/neglect reporting laws
  - If you have reasonable belief that a child is the victim of: non-accidental physical injury, abuse, neglect, sexual molestation, you MUST IMMEDIATELY report this information to law enforcement or Arizona Department of Child Safety (DCS)
  - 1-888-SOS-CHILD (1-888-767-2445) or 911
  - [https://dcs.az.gov/services/suspect-abuse-report-it-now](https://dcs.az.gov/services/suspect-abuse-report-it-now)
  - See slides at: [mandatoryreporting.coe.arizona.edu](https://mandatoryreporting.coe.arizona.edu)
    - Download and **complete** the notetaker. The completed notetaker is due at our next meeting: Professional Development Conference Part II.
When you suspect abuse or neglect...

- Threshold is low for suspicion.
- If possible, can only ask the following two questions:
  - What Happened? Who did this?
- If you have reasonable belief of abuse or neglect, contact DCS even if you don’t know much of the story.
- Not only is this part of your duty as a teacher, it is THE LAW!
  - Could be charged with a Class 6 (Sexual Misconduct) or Class 1 (Abuse/Neglect) Felony
Knock knock
Who's there? ~FERPA
FERPA who?
Sorry, I can't tell you that....
FERPA: Family Educational Rights and Privacy Act (20 USC § 1232g; 34 CFR Part 99)

Federal law that:
- Limits who can access an education record without the consent of the student’s parent
- Provides parents the right to see what is kept in their child’s records.
- Law requires you to protect children’s data (grades, files, reports, sensitive information, written or electronic).
Start Dates and End Dates

- 1st day for teacher is 1st day for you

- **Minimum** of 75 days required by state

- Discuss end date
Required Days

- As a general rule, if the cooperating teacher is contracted to attend something, you need to attend.

- “Maximum teaching responsibility” lasts for a minimum of 20 days (~4 weeks of school)

- Total “Official” Days: 75
What counts as an “official” day?

<table>
<thead>
<tr>
<th><strong>COUNTS</strong> AS STUDENT TEACHING DAYS</th>
<th><strong>DOES NOT COUNT</strong> AS STUDENT TEACHING DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Teacher spend the whole day at school or workshop; weekdays only)</td>
<td>(Even though teacher may be doing teacher-related work, these days are not counted as “official”)</td>
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</tbody>
</table>

- Days students have to attend school
- In-service Days
- Grading Days
- Parent/Teacher Conference Days
- Early Release Days (for students)

**Student Teacher Professional Development Conference**
(Student Teachers report to U of A Campus in the late afternoon, which may require them to leave before the end of the school day.)

**Career Advisement Session**
(Student Teachers report to U of A Campus in the afternoon which may require them to leave early from their school site.)

- Weekday festivals, competitions, and field trips attended with students
- Professional Development days required by the district for the cooperating teacher.

- Any holidays and breaks when there is no school (no students and no teachers), such as Labor Day, Veteran’s Day, District’s Fall Break, Thanksgiving Break, Martin Luther King, Jr Day, Rodeo Break, District’s Spring Break (You may not honor UA’s Spring Break)
- Weekend activities (including conferences, festivals, parades, and competitions)
- Professional development conferences which are not required by the district
Daily Attendance

Show up

On Time

Everyday!
What to do if Absent

- Contact three people BEFORE your absence/tardy:
  - Cooperating teacher
  - UA Supervisor
  - Major professor (instructor of record for MUS/ARE 493)

- It is up to you to obtain all necessary contact info for these individuals PRIOR to your first day of student teaching
Time Card and How to Fill It Out

- Take care of this card...you have one for the entire semester.
- Use blue ink.
- Fill in the top of your time card in blue ink.
Instructions for filling out time card

Use blue ink when filling out the time card.

Write the date in the box for each day you are present (e.g., 8/16 or 8/16/14). The first official day of your student teaching semester should be written in the Week 1 boxes. Any work done before the official first day to report for all teachers can be recorded in the “Extra Days Worked” column.

If absent, mark a large, blue “X” through the day you were absent. Missing half of a work day constitutes an absence.

At the end of each work week, count the number of days present that week, and write the total in the box marked “Total Days Present This Week.”

Have your cooperating teacher initial at the end of each work week in the box labeled “Cooperating Teacher’s Initials” as verification of days present/absent.

**STUDENT TEACHING TIME RECORD**

**STUDENT NAME:** Wildcat, Wilma The

**LOCAL ADDRESS:** 1017 N. Olive Road

**CITY:** Tucson, **STATE:** AZ, **ZIP:** 85721

**CELL PHONE:** 602-318-5547, **HOME PHONE:** 520-626-5658

**EMAIL ADDRESS:** wwildcat@email.arizona.edu

**SEMESTER ENROLLED IN:** Fall __, Spring __, Year __2014__

**GRADE LEVEL:** 6-8, **CONTENT AREA:** Music

**DISTRICT:** Marana Unified School District, **SCHOOL(S):** Tortolita Middle School

**COORDINATING TEACHER NAME:** Jane Teacher, **UNIVERSITY SUPERVISOR NAME:** Susie Smith

**MUST COMPLETE IN BLUE INK**

Record all days worked once students start 75 days/15 weeks is the minimum required by the state. In blue ink each day, put the date you are present or an “X” to indicate an absence. For school holidays, write which holiday in the square. Missing half a day equals an absence. Cooperating teachers, each Friday, initial at the bottom of the week to verify the student teacher’s attendance.

<table>
<thead>
<tr>
<th>Must complete in blue ink.</th>
<th>Example</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
<th>Week 15</th>
<th>Week 16</th>
<th>Week 17</th>
<th>Week 18</th>
<th>Extra Days Worked</th>
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<td>8/16</td>
<td>8/15</td>
<td>8/22</td>
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<td>Tuesday</td>
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<td>Wednesday</td>
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<td>X</td>
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<td>Thursday</td>
<td>8/19</td>
<td>x</td>
<td>8/11</td>
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<td>Friday</td>
<td>8/20</td>
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<td>8/18</td>
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<td>Total days present this week</td>
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<td>Cooperating Teacher’s Initials</td>
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Phase-In Schedule

- 4-part suggested sequence for the student teacher to assume responsibility

- The first draft is due at our next meeting: Professional Development Conference, Part II.

- Please follow along with the Phase-In Schedule in front of you
Phase 1: Observer, Tutor

1-2 Weeks

- Learn names and observe personalities
- Become familiar with procedures, rules, and communicating those rules to students
- Develop rapport and respectful authority with the students
- Observe Cooperating Teacher teach lessons
- Instruct and/or tutor in a limited sense
Phase 2: Partial Responsibility

- 2-6 weeks
  - Instruct whole groups and small groups
  - Teach as specified by Cooperating Teacher
  - Assume a gradually larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, specific time period, or preparation every one to two (1-2) weeks as teaching proficiency increases
Phase 3: Maximum Responsibility

- 4 weeks (20 days) minimum requirement
- Assume **primary responsibility** for planning, preparing materials and instructing all classes
  - Implement classroom management
  - Assume primary responsibility for developing the instruments of evaluation
  - Recommend student grades to cooperating teacher
  - Work on refinement of specific instructional techniques
  - Demonstrate the ability to provide instruction, which recognizes and provides for the ability and interest of individual students
Phase 4: Transfer of Responsibility

- **1-2 weeks**
  - Gradually return portions of the instruction back to the cooperating teacher
  - Collect ideas for future use
  - In some instances: visits to other classrooms and grade levels to observe teaching styles, classroom management strategies, and students.
Contact with UA Supervisor

- Weekly contact is required; method is determined by your supervisor
- Approximately 6 classroom observations during the semester
Midterm/Final Evaluations

- Collaborative between the CT and the UA Supervisor
- Graded on demonstration of the standards listed in the Guidebook
To pass:
- Attend school everyday
- Attend seminars and conferences
- Sufficient progress from midterm to final
  - Including no scores of 1 on the final and not excessive scores of 2 on the final
- Portfolio
When an issue arises...

- TALK to your UA supervisor and major professor immediately to solve issues before they grow into larger problems

- Remember to be open to suggestions and then try them; everyone wants to see you grow and succeed.
Procedures When Challenges Arise

- Referral
- Minor Issue
- Major Issue or Repeat of Minor Issue:
Guidebook is online (and so are many other useful things): [www.cfa.arizona.edu/students/office-of-field-experiences](http://www.cfa.arizona.edu/students/office-of-field-experiences)

Read it all!
Add these mandatory meetings to your calendars now. It is required that you attend these:

- **Professional Development Conference, Part 2**
  - Due: Emergency Procedures Form, Notetaker for Mandatory Reporting, and Phase In Schedule

- **Career Advisement Session**
  - **Fall Student Teachers:**
    - Due: Working copy of resume
  - **Spring Student Teachers:**
    - Due: Stack of resumes on nice paper
    - Professional Dress Required
"The best advice I can give to a new teacher is to listen to your students with your ears and heart.

I will not yell in class.
I will not throw things in class. I will not have a temper tantrum. I will always be good, because I am the teacher. I am the teacher.

I am the teacher..."
Nolan’s Guiding Philosophies As You Prepare for Your Student Teaching Semester

- Have a pleasant attitude...ALWAYS!
- Have a pleasant attitude...seriously...ALWAYS!
- Learn about the school, the district, and the community.
- Be willing to learn, change, and adapt everything.
- When you first arrive, show a genuine interest for your students and start building rapport from the first minute.
- Student teaching is about personal/professional growth and gaining confidence by working a qualified mentor in the field. Learn to put your ego aside and trust them. Everyone has something to learn and everyone has something to share with others.
- Find balance between work life and home life. Take care of your health!
Last Semester’s ST’s Advice to You

- Music: Learn fingerings of all instruments; and do more score study!
- Music: develop your ear training. Find student’s musical errors and fix them.
- Stay organized, especially in the middle of the semester
- Establish a daily routine outside of school hours to maintain a consistent healthy lifestyle
- Know ahead of time how I want to be as a teacher and be consistent from day one of teaching
- Be more proactive about communicating with my mentor about my concerns or issues
- Get to know some other teachers at the school
- Incorporate basics more often
- Try something completely new or experiment with an idea/technique
- Take more risks
- Be less safe in planning lessons
Last Semester’s ST’s Advice to You

- Try to teach something in a new way and include trying methodologies from workshops
- Enforce a strict bedtime
- Prioritize my emotion, physical, and psychological health since day one, perhaps creating a gym schedule, reading books, and looking for different ways to ease my loneliness.
- Do my art at a high level. Play in a professional group
- Meet, talk, and just generally interact with my friends and people my own age after school.
- Communicate more openly with my mentor
- Get as many people as possible to watch you teach and actually take their feedback and suggestions to heart and implement their ideas just to try them out.
Before the End of THIS Semester

- Contact your cooperating teacher to discuss the official start date for teachers at your school
- Make sure to get your cooperating teacher’s non-school contact information and traveling plans (if any), in case you need to get together before the official start date
- Ask your cooperating teacher for advice regarding how to prepare over the break for your specific classes
- Meet with the principal to go over Emergency Procedures for your site.
- Fill out the notetaker for the Mandatory Reporting slides
Question/Answer Session

Student Teacher

What my friends think I do.

What my mom thinks I do.

What society thinks I do.

What my mentor teacher thinks I do.

What I think I do.

What I actually do.

http://cfa.arizona.edu/about-us/office-of-field-experience/