STUDENT TEACHER
PROFESSIONAL DEVELOPMENT CONFERENCE

Dr. Karin Nolan, director Office of Field Experiences
Paperwork to do before next time we meet

1) DO ON YOUR OWN:

- Fill out online IR application
- Fill out Internship Insurance Form to D2L
- Sign and return emailed COVID form

2) DO WITH YOUR MENTOR/ADMINISTRATOR

- If in-person: sign and submit Emergency Procedures Form (with admin) to D2L
- Work with mentor to create a Phase-In Schedule

Can’t find a document? Links don’t work? Lost a document?
All files are on our website: https://cfa.arizona.edu/students/office-of-field-experience/
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.
What has teaching during COVID-19 taught us?
Speaking of COVID….

Being COVID responsible next semester will help to ensure the safety of the community including your students and colleagues!

If doing in-person activities, we recommend the following:

- Test at least 5 days prior to any in-person activity and then 3-5 days after that test.
  - If negative, use a face mask and social distancing to conduct in-person activities
  - If positive, STAY HOME and follow UA protocol, school site protocol, and CDC guidelines (whichever is more protective/conservative). Contact a health professional for care.

- Test weekly throughout the semester
For both the UA Testing Center and Pima County Health Department, YOU MUST PREREGISTER WELL BEFOREHAND FOR YOUR TEST.

UArizona Free Testing Centers @ North Rec 1031 Mabel Street, Student Union Catalina Room, & Global Center (former Park Student Union, only open during Testing Blitz 1/6-1/12.)
- Register here: https://covid19.arizona.edu/covid19-testing/locations
- Parking: Free parking available in lot 1172 on Mabel for North Rec testing
- Test: This is a free nasal swab test, and you receive the results in 2-3 hours.
- Testing hours:
  - The Testing Center is open December 30 for student teachers.
  - The Testing Center then re-opens January 6th, Monday - Sunday, 9-6 pm. For all UA students.
- Examples of start dates:
  - If you schedule your test for December 30, and are negative, you can start student teaching on January 4th
  - If you are tested on the morning of Wednesday, 1/6, and are negative, you can start to student teach on January 7th. They haven’t opened the schedule for January 6th, but they will, so stay on it.

Pima County Health Department
- Parking: Depends on testing site.
- Testing hours:
  - Currently, you can’t reserve for December 30th. Please monitor the site for the availability dates.
Laws you as a student teacher have to follow!
- Mandatory Reporting (abuse)
- FERPA (protection of identity)
- IDEA (provide modifications and accommodations for students with disabilities)
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

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
<table>
<thead>
<tr>
<th>SIGNS</th>
<th>CHECK FOR</th>
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<tbody>
<tr>
<td>BEHAVIOR</td>
<td>Changes in mood, emotional regulation, or affect. Apparent distress or</td>
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<tr>
<td></td>
<td>concerning statements regarding caregiver. Outcries of abuse.</td>
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<tr>
<td>PHYSICAL</td>
<td>Concerning changes in weight, hygiene, or attire. Any bruises, marks, or</td>
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<tr>
<td>APPEARANCE</td>
<td>injuries that do not appear to be caused by typical play.</td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td>Any apparent safety hazard, injurious environment, or dangerous unsanitary</td>
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<td></td>
<td>conditions. Signs of violence, substance abuse, or accessible weapons.</td>
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<tr>
<td>ENGAGEMENT</td>
<td>Changes in interaction, communication, or participation with learning</td>
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<tr>
<td></td>
<td>content by child/youth or adult caregiver.</td>
</tr>
<tr>
<td>SUPERVISION</td>
<td>Access to an age-appropriate and responsible caregiver.</td>
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</tbody>
</table>
Virtual Communication Ideas

**ROUTINE CHECK IN**
- How are you feeling today?
- How was your night?
- How can I help you today?
- Who is home to help you with learning today?
- How are you doing with our new way of learning?
- What has been working well?
- What has not been working well?
- What fun things do you have planned today?
- What else would you like to share with me today?

**REASSURANCE & VALIDATION**
- Acknowledge this new way of learning feels different and that you will get through this time together.
- Send positive notes through remote learning sites or mail.
- Compliment your students on work they’ve completed.
- Cite specific pieces of work to help motivate your students continued effort in remote learning.
- Share that you miss teaching and that you are thinking about the students and their family.
- Share some things that have helped you during this time.
FERPA

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).
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.

**Never** make disparaging comments.

**To Do:**
The “Wet Paint Rule”

DO NOT TOUCH:
- THE STUDENTS
- THE MONEY
Standards of Professionalism

Communications
- Email, In Person, Online Classrooms, Virtual Classroom Chat, and Phone (including voicemail)
- Professional, Respectful, Formal

Social Media
- Make social media profiles PRIVATE and choose an appropriate profile/cover picture.
- No photos/videos of students on social media. You must protect them and you do not know their stories!

Professional Attire
- Think: more formal than anyone else at the school
- In person: Wear a nametag and carry your IVP Fingerprint Clearance card everyday

Be consistent and ethical in all educational matters
Student Teaching Logistics
Eligibility to Student Teach

**GPA**: minimum of 2.5 cumulative and 3.0 major GPAs

**All courses completed**: You need to have *everything* completed for your degree (with the exception of the student teaching class) by the end of UArizona finals for the semester before you student teach

- There can be no overlap of coursework and student teaching start dates
- All major coursework needs to be completed with a C or higher

**Register for next semester**: 12 units of Student Teaching MUS 493M or ARE 493

- You might need to have your academic advisor register for you for the 12 units
NES Test for Teacher Certification

There is one teacher certification test required prior to your student teaching semester (which occurs during your last semester of your program). (Detailed instructions about the exam and potential fee waiver [here](http://www.aepa.nesinc.com/))

NES Test Required: **Assessment of Professional Knowledge (Secondary)**

Website: [http://www.aepa.nesinc.com/](http://www.aepa.nesinc.com/)

This test is required for your Teacher Certification (costs: $95, 3 hours long, and computer administered at a testing center). There is an optional study guide available for purchase from the website for ~$30 per study guide. You need to take and pass this exam: **Assessment of Professional Knowledge: Secondary**: 100 multiple-choice questions, 1 case study written assignment, and 1 work product written assignment (a passing score is 220 or higher).
Student Teaching’s 3 Components

1) Your student teaching at your school site (you follow your mentor’s days/times)

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
Required Days

During the student teaching semester, you follow your school site’s calendar, not the UA’s academic calendar.

- 1st day for mentor teacher is 1st day for you
- Your mentor teacher’s hours and your hours are the same each day
- Discuss end date early with mentor teacher (earliest end date for you is “Reading Day”)
- “Maximum teaching responsibility” lasts for a minimum of 20 days (~4 weeks of school)
- Minimum required “official” days of full-time student teaching required by the state: 75 days
### What counts as an “official” day?

<table>
<thead>
<tr>
<th>COUNTS AS REQUIRED STUDENT TEACHING DAYS</th>
<th>DOES NOT COUNT AS REQUIRED STUDENT TEACHING DAYS</th>
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</thead>
<tbody>
<tr>
<td>(Teacher spends whole day at school, on fieldtrips, or at required workshops; for contracted weekdays only)</td>
<td>(Even though teacher may be doing teacher-related work, these days are not counted as “official” because they are not contracted)</td>
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<tr>
<td>Days students have to attend school</td>
<td>Any holidays and breaks when there is no school (no students and no teachers), such as</td>
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<td></td>
<td>Labor Day</td>
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<td></td>
<td>Veteran’s Day</td>
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<td>District’s Fall Break</td>
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<td>Thanksgiving Break</td>
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<td></td>
<td>Martin Luther King, Jr Day</td>
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<td></td>
<td>Rodeo Break</td>
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<td></td>
<td>District’s Spring Break</td>
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<tr>
<td></td>
<td>(You may not honor UA’s Spring Break)</td>
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<tr>
<td>In-service Days</td>
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<tr>
<td>Grading Days</td>
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<tr>
<td>Parent/Teacher Conference Days</td>
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<tr>
<td>Early Release Days (for students)</td>
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<tr>
<td>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.)</td>
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<tr>
<td>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.)</td>
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<tr>
<td>Weekday festivals, competitions, and field trips attended with students</td>
<td>Weekend activities (including conferences, festivals, parades, and competitions)</td>
</tr>
<tr>
<td>Professional Development days required by the district for the cooperating teacher.</td>
<td>Professional development conferences which are not required by the district</td>
</tr>
</tbody>
</table>
Daily Attendance

Show up/Log on

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
How the semester is organized?
Using a 4-part Phase-In Schedule

4-part sequence for the student teacher to assume responsibility

The first draft is due at our next meeting right after school starts: Professional Development Conference, Part II.

The Phase-In Schedule can be customized to meet the unique needs of the teacher and learning environment.
Contact with UA Supervisor

Weekly contact with your supervisor is required; the method is determined by your supervisor.

- Most common methods: email, journaling, phone call, Zoom chat, etc.

Approximately 7 virtual visits during the semester:

1. Initial visit (< 15 minutes)
2. Observation and coaching (< 1 hour)
3. Observation and coaching (< 1 hour)
4. Midterm and conference (~2-3 hours)
5. Observation and coaching (~1 hour)
6. Observation and coaching (~1 hour)
7. Final and conference (~2-3 hours)
Midterm/Final Evaluations

- Student fills out self-evaluation using the rubric prior to observation
- Conference is collaborative between the student, mentor, and UA Supervisor
- Graded on cumulative demonstration of the standards listed in the midterm/final.

| Rating Scale: | 4 – Accomplished (consistent, exemplary evidence) | 3 – Proficient (consistent, proficient evidence) | 2 – Emergent (developing, limited evidence) | 1 – Not Evident (no evidence) |
Semester Grade Based On…

- Attend school regularly (for entire contracted time and only absent in extreme cases)
- Attend UA seminars and conferences
- Make sufficient progress from midterm to final
  - Including no scores of 1 on the final, and
  - Limited, if any, scores of 2 on the final
- Portfolio Benchmark Assignment
- Adhere to professional and behavioral standards
Teacher Preparation Program Professional Standards

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the State of Arizona for teaching certification merit acceptance into the teaching profession. As a student in a University of Arizona teacher preparation program, you are expected to meet a number of professional standards, policies, and requirements. These include both academic and behavior standards.

Adherence to Standards

Successful completion of the teacher preparation program is dependent upon a student’s ability to meet the academic and behavior standards. If a student’s performance raises concerns about their ability to successfully complete the program, University or field-based professional educators in the program may initiate a Performance Concern Form. Depending on the severity of the issue, the student may be placed on a Professional Growth Plan, which identifies steps for remediation, provides support, and establishes expectations that must be met within a given timeline. Possible consequences for not meeting the expectations in the Professional Growth Plan include removal from a course or clinical placement, failing grade in a course, withdrawal from the program with the right to petition for re-admission, or dismissal from the teacher preparation program. It is important to note that severe violations of the standards may lead directly to consequences listed above in lieu of a Professional Growth Plan.
Academic Standards

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards as the evaluative standards for teachers. You are required to review these standards:

- InTASC Standards
- ISTE NETS-T Standards

### Learning Environment
- Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible).
- Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher.
- Establishes and follows norms, procedures, and routines.
- Communicates clear expectations of student behavior and supports student self-regulation.
- Monitors and responds appropriately to student behavior in a timely manner.
- Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful.
- Demonstrates and promotes respect and sensitivity for all students’ backgrounds.

### Planning and Preparation
- Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner.
- Writes lesson plans and activities appropriate for the amount of time allotted/designed.
- Uses assessment data, professional judgment, and learners’ needs to guide planning.
- When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge.
- Connects lesson content to: students’ experiences, previous lessons within the content area, other curricular areas, and real-life situations.
- Plans multiple instructional strategies that ensure active participation.
- Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s).
- Plans opportunities for higher-level thinking through questioning and student activities.
- Incorporates modifications or accommodations based on learner needs.
- Develops a meaningful sequencing of learning experiences.
- Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise.

### Instruction and Assessment
- Communicates expectations for learning at the beginning of the lesson and throughout.
- Provides clarity and accuracy of content which includes essential information.
- Uses academic language of the discipline accurately and creates opportunities for students to use the academic language.
- Provides clear instructions verbally, in writing, and through modeling.

### Professionalism and Growth
- Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.
- Uses varied materials, aids, models, and representations (including technology), as appropriate.
- Varies instructional strategy and teacher role to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).
- Provides methods, activities, and choices for learners to demonstrate their knowledge, including creative/originial ways and authentic applications.
- Maximizes active participation and praises the lesson to optimize instructional time.
- Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- Checks for understanding throughout lesson to monitor student learning.
- Adjusts lesson or content delivery based on student needs.
- Designs summative assessments that match instruction in content, rigor, and format.
- Effectively implements methods for student self-assessment and self-improvement.
- Provides timely, useful, specific, and respectful responses to learners while instructing and assessing.
- Attends field experiences on time, prepared, and with a professional appearance.
- Responds to communications in a timely manner and meets deadlines.
- Communicates professionally with and about members of the learning community.
- Separates personal and professional issues.
- Conducts oneself professionally and ethically as an educator.
- Communicates with families about instruction and individual progress.
- Describes and abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).
- Collaborates regularly with colleagues and members of the school community.
- Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.
- Participates in professional learning opportunities, as appropriate.
- Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice.
Behavior Standards


2. **University of Arizona Standards**:
   - **Student Code of Conduct**: https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf
   - **Threatening Behavior Policy**: http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students
   - **Non-Discrimination and Anti-Harassment Policy**: http://policy.arizona.edu/human-resources/nondiscrimination-and-antiharassment-policy
   - **Academic Integrity Policy**: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity
   - **Professional Expectations for UA Teacher Candidates** (page 41 of https://cfa.arizona.edu/?ddownload=1363)

3. **School District Standards**: District codes of conduct for faculty and staff. Faculty codes of conduct can be found in the faculty handbook at your assigned school(s). It is your responsibility to obtain these from your site.

### University of Arizona Professional Expectations for Teacher Candidates
- abide by state, university, and school district professional, behavioral, and academic standards
- abide by FERPA requirements regarding student data and privacy
- abide by Arizona statutes regarding Mandatory Reporting
- communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
- refrain from posting or sharing any minor’s images, videos, identifying information, or student work on social media without the written permission of the parent/guardian
- have a professional appearance when on a school campus or at school-related events
- attend all required course and field-related events
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive on time and remain for the duration of scheduled classes and field experiences
- be fully prepared for scheduled classes and field experiences
- look beyond self and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
- acknowledge and respond (if appropriate) to others’ differing perspectives in a professional and respectful manner
- accept and act upon reasonable criticism and feedback
- question and test their assumptions about teaching and learning
- separate personal and professional issues
- exhibit knowledge through inquiry, critical analysis, and synthesis of the subject
- maintain or exceed the minimum grade point average in their respective programs
- inform appropriate University and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
- be proactive in solving issues early through open communication with pertinent personnel
- review and utilize relevant materials and resources provided, including those available via our website and handbook
- never invite or meet with a student outside of school events
- do not text, message, email, call, or use social media with students about any topic that is not directly school-related
- check UA email and phone messages daily, and respond appropriately within one business day to messages regarding program or field experience
- maintain organized and up-to-date records of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.
Due Process

This Flow chart outlines the process when concerns arise or when professional standards are not met throughout the teacher preparation program, including in courses and on-site field work.

Orientation:
- Student given copy of UA TPP Professional Standards, with links to all applicable professional standards.
- Student signs UA TPP Professional Standards indicating understanding of the standards and the consequences for failing to meet them.

Concern is Initiated:
- May be initiated by UA Instructor, UA Staff, University Supervisor, Mentor Teacher
- Concern may be submitted to the Program Director via phone call or email, but will subsequently be detailed via a Performance Concern Form

Minor Performance Concerns:
- Program Director/Site Coordinator meets with student to discuss the alleged concern and proposed remediation
- A Response to Concern Form is prepared and shared with student and relevant personnel

Major Performance Concerns:
- Program Director/Site Coordinator prepares a Professional Growth Plan (PGP) which outlines the alleged concerns, specifies the expectations which must be met and the support to be provided, as well as potential consequences for the student should it be deemed at a later date that the expectations have not been met
- Program Director convenes a Professional Growth Team to support the student
- Director and Team hold an initial meeting with student to discuss, sign and initiate the PGP.
- Director and Team hold a subsequent meeting to determine if expectations have been met.

If the issue persists, student may be placed on a Professional Growth Plan

If the student has not met the PGP expectations, the Program Director determines the appropriate consequence.

Possible Consequences:
- Withdrawn from course. Placed on PGP. Allowed to re-take course in future.
- Fails course (as determined by instructor). Placed on PGP. Allowed to re-take course in future.
- Withdrawn from program. Must petition for readmission.
- Dismissed from program.

* All appeals follow the process outlined at: [https://catalog.arizona.edu/policy/grade_appeal](https://catalog.arizona.edu/policy/grade_appeal)
During the Break, social distance but do the following:

Contact your cooperating teacher to discuss the official start date for teachers at your school and get Agreement Form signed by teacher and principal, if needed.

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, obtain the faculty handbook or code of conduct, and get the signature on the Agreement Form, if needed still (Due: next meeting).

Meet with mentor teacher and plan the semester on the Phase-In Schedule (Due: next meeting).
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 Year’s ST’s Advice to You

- Enforce a strict bedtime
- Prioritize my emotion and physical health since day one, perhaps creating an exercise schedule, reading books for fun.
- Continue to do your art form at a high level.
- Meet, talk, and just generally interact with friends and people your own age after school.
- 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.
- Go in as a sponge and assume you know nothing
- Throw yourself helplessly into the fire and be vulnerable
- Stay open-minded with things you don’t agree with. Try it first! Then assess.
- Keep a notebook of every exercise/warm-ups, progression of warm-ups.
- Never take anything personally; don’t get emotionally invested in the minutiae
- Learn EVERYONE’S NAMES!!! And then use them often.
- Every day is a new day with the students – let go of ALL DRAMA each day.
- You are more than your profession! What you do is not who you are!
- Don’t be scared to take risks! This is the time to take chances and look ridiculous. The majority of the time it actually worked! And when it didn’t, I learned from it. The students were always supportive and understanding that I was still learning.
- Don’t show being intimidated by any part of creating art. Don’t show fear even if you’re bad at the technique because you are modeling for your kids that there should be no fear in trying.
- Be real, including about things that challenge you. It’s OK to have faults.
- Be yourself, be transparent, and don’t be afraid to mess up. Students see right through fake over-confidence.
- Trust your artistic ability. But don’t ever trust your teaching ability…still be critical and reflective about that!
- Be flexible with everything life and children throw at you!
Student Teacher Guidebook

Teacher Candidate Guidebook is online (and so are many other useful things): http://cfa.arizona.edu/students/office-of-field-experience/

Read it all!
Future Conferences

These meetings will happen next semester:

- **Professional Development Conference, Part 2**
  - January 6, 2021, 3-5pm, via Zoom

- **Virtual Educator Job Fair**
  - February 9, 2021 from 1:30-5:00pm
  - A registration link for the virtual fair above will be sent to you early next semester after employers have registered for this event. Be on the lookout for that link.
  - You are also invited to a "Navigating Virtual Career Fairs in Handshake" working session for students and alumni who would like to become more confident in navigating the upcoming virtual career fair (VCF). Participants will learn how to select and create your fair schedule in Handshake, test virtual technology, and research employers registered to be in attendance. Plan to join the SECD staff at one of the workshops below. Be prepared to login to your Handshake account during the workshop:
    - **Wednesday, January 13, 2021, at 2:00 pm**, Register: [https://arizona.zoom.us/meeting/register/tZMvd-ChrD4uH9UTlidO9fpzzoR0Qm7FuoU](https://arizona.zoom.us/meeting/register/tZMvd-ChrD4uH9UTlidO9fpzzoR0Qm7FuoU) OR
    - **Thursday, January 21, 2021, at 4:00 pm**, Register: [https://arizona.zoom.us/meeting/register/tZAqc-mgrTktGNePnolZvDYHCgURzfy3AArq](https://arizona.zoom.us/meeting/register/tZAqc-mgrTktGNePnolZvDYHCgURzfy3AArq)
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