STUDENT TEACHER
PROFESSIONAL DEVELOPMENT CONFERENCE

Dr. Karin Nolan, director Office of Field Experiences
Re-Introductions to the Group

Tell us your name and Student Teaching Placement:
- School
- Grade Level(s)
- Cooperating Teacher
- What you’ll be teaching?
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.
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 following deadlines:

- 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
Paperwork to do before next time we meet

1) DO ON YOUR OWN:

- IR application
- Internship Insurance Form
- Time Card (top half of page 1)

2) DO WITH YOUR MENTOR/ADMINISTRATOR

- Emergency Procedures Form (with admin)
- Phase-In Schedule (with mentor)

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/
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
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, and Phone (including voicemail)
- Professional, Respectful, Formal

Online, including Facebook and Social Media
- Make your profile PRIVATE and choose an appropriate profile/cover picture.
- No photos/videos of students. You must protect them and you do not know their stories!

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

Be consistent and ethical in all educational matters
Keep your IVP Fingerprint Clearance Card on you at all times

- **Note:** if you do not have your IVP card yet, you may not student teach until it comes in the mail.

- If you change your name, you must apply for a replacement card on the Arizona Department of Public Safety’s [site](#).

- If your card is set to expire soon, allow at least two months to get re-fingerprinted and get your new card.

- [Click here](#) for more details.
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
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).
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>
</tr>
</thead>
<tbody>
<tr>
<td>Days students have to attend school</td>
</tr>
<tr>
<td>In-service Days</td>
</tr>
<tr>
<td>Grading Days</td>
</tr>
<tr>
<td>Parent/Teacher Conference Days</td>
</tr>
<tr>
<td>Early Release Days (for students)</td>
</tr>
<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>
</tr>
<tr>
<td>Career Advisement Session</td>
</tr>
<tr>
<td>(Student Teachers report to U of A Campus in the afternoon which may require them to leave early from their school site.)</td>
</tr>
<tr>
<td>Weekday festivals, competitions, and field trips attended with students</td>
</tr>
<tr>
<td>Professional Development days required by the district for the cooperating teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOES NOT COUNT AS REQUIRED STUDENT TEACHING DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Weekend activities (including conferences, festivals, parades, and competitions)</td>
</tr>
<tr>
<td>Professional development conferences which are not required by the district</td>
</tr>
</tbody>
</table>
Future Conferences

These mandatory meetings will happen next semester (dates and times to be determined):

- **Professional Development Conference, Part 2**
  - Due: Emergency Procedures Form, IR applications, Insurance Form, and Phase-In Schedule

- **Career Advisement Session**
  - Fall Student Teachers:
    - Due: Working copy of resume, final version of Portfolio
  - Spring Student Teachers and optional for graduated fall student teachers:
    - Due: Stack of resumes on nice paper, final version of Portfolio
    - Professional Dress Required
    - We will walk over and attend the College of Education and Career Services Education Fair.
Daily Attendance

Show up

On Time

Everyday!
Time Card and How to Fill It Out

Take care of this card...maintain the same one for the entire semester.

- Keep it in a plastic sheet protector so that you can write on it each day but protect it.
- Use blue ink to fill out your time card.

Fill in the top of your time card during the break 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). 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/16</td>
<td>8/15</td>
<td>8/16</td>
<td>8/10</td>
<td>8/11</td>
<td>8/12</td>
</tr>
<tr>
<td>8/17</td>
<td>8/18</td>
<td>8/17</td>
<td>X</td>
<td>8/24</td>
<td>8/17</td>
</tr>
<tr>
<td>8/18</td>
<td>8/19</td>
<td>8/18</td>
<td>8/30</td>
<td>8/25</td>
<td>8/26</td>
</tr>
<tr>
<td>8/19</td>
<td>8/20</td>
<td>8/19</td>
<td>9/5</td>
<td>9/1</td>
<td>9/2</td>
</tr>
<tr>
<td>8/20</td>
<td>8/21</td>
<td>8/20</td>
<td>9/6</td>
<td>9/7</td>
<td>9/8</td>
</tr>
</tbody>
</table>

**Total Days Worked**: 7/90 = 85

**Extra Days Worked**: 15

**Total days present this week**: 4

**Cooperating Teacher's Initials**: SS SS SS SS SS SS
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.

Please follow along with the Phase-In Schedule in front of you
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, in-person meeting

Approximately 7 classroom 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.

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>4 – Accomplished (consistent, exemplary evidence)</th>
<th>3 – Proficient (consistent, proficient evidence)</th>
<th>2 – Emergent (developing, limited evidence)</th>
<th>1 – Not Evident (no evidence)</th>
</tr>
</thead>
</table>

Dr. Karin Nolan, director
knolan@email.arizona.edu
Semester Grade Based On...

- Attend school regularly (for entire contracted time and only absent in extreme cases)
- Attend UArizona 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
Last Semester’s ST’s Advice to You

- Enforce a strict bedtime
- Prioritize my emotion and physical health since day one, perhaps creating a gym 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!
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
Behavior Standards


2. **University of Arizona Standards**:  
   - Student Code of Conduct  
     [https://public.arizona.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf](https://public.arizona.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf)  
   - Threatening Behavior Policy  
     [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)  
   - Non-Discrimination and Anti-Harassment Policy  
   - Academic Integrity Policy  
     [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](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.
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 student has not met the PGP expectations, the Program Director determines the appropriate consequence.

**Possible Consequences:**
- Withdraws 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 re-admission.
- 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!
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!
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)](http://www.aepa.nesinc.com/)

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](http://www.aepa.nesinc.com/): 100 multiple-choice questions, 1 case study written assignment, and 1 work product written assignment (a passing score is 220 or higher).
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