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 and submit to D2L
- Electronically Sign and return emailed Agreement Form when you get it
- Complete the Suicide Prevention Modules and submit the Notecatcher on D2L

2) DO WITH YOUR MENTOR/ADMINISTRATOR
- Sign and submit Emergency Procedures Form (with admin) to D2L
- Work with mentor to create a Phase-In Schedule and submit to D2L

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/
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
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.
How has COVID-19 impacted teaching?
Speaking of COVID….

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

For in-person activities, the following is expected:

- Maintain all UA- and school-recommended protocol (i.e., masks, distancing, testing, etc.)
- UA still offers free testing and you should be testing each week:
  - If negative test (or vaccinated), continue to follow recommended protocol
  - If positive (or feeling sick), STAY HOME and follow UA protocol, school site protocol, and CDC guidelines (whichever is more protective/conservative). Contact a health professional for care.
- COVID-19 Vaccination is HIGHLY RECOMMENDED, as is your booster which you qualify for if you are in education and it’s been 6 months since your second dose.
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)
- Training in Suicide Prevention, Intervention and Response
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
### SIGNS OF CHILD ABUSE AND NEGLECT

<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 concerning statements regarding caregiver. Outcries of abuse.</td>
</tr>
<tr>
<td>PHYSICAL APPEARANCE</td>
<td>Concerning changes in weight, hygiene, or attire. Any bruises, marks, or 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 conditions. Signs of violence, substance abuse, or accessible weapons.</td>
</tr>
<tr>
<td>ENGAGEMENT</td>
<td>Changes in interaction, communication, or participation with learning 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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</table>
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).
Suicide Prevention, Intervention, and Response

Participants will be able to...

• Identify local, state, and national trends in suicide rates.
• Evaluate underlying family, cultural, community, & societal factors related to suicide.
• Identify key roles in suicide prevention for teachers, counselors, administrators, students, and community members.
• Recognize signs of suicide and to assess degrees of suicide risk.
• Discuss suicide intervention skills with at-risk children and adolescents.
• Describe the range of resources available to assist children at risk of and following a suicide in a school community.

Training Modules and Notecatcher on D2L

• Take the pretest
• Fill out the notetaker as you complete the module
• Take the posttest
• Submit your completed notecatcher to the D2L Dropbox
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.

**Reminder!**
The “Wet Paint Rule”

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

Communications
- Professional, Respectful, Formal
- Email, In Person, Online Classrooms, Virtual Classroom Chat, and Phone (including voicemail), Hallways, EVERYWHERE (pretend you are always being recorded)

Social Media
- Make social media profiles PRIVATE and choose an appropriate profile/cover picture (or deactivate your account for the time being).
- No photos/videos of students on social media. You must protect them and you do not know their stories!
- DO NOT engage with students through your own social media page!!! (Use a school group page, if needed)

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
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.)

NES Test Required: Assessment of Professional Knowledge (Secondary)

Website: 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
- 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
Required Hours

During the student teaching semester, you follow your school site’s contract hours, which is typically 7 ½ - 8 ½ hours per day.

❖ Hours for mentor are the hours for you

❖ When the mentor leaves for the day, you do, too! Do not stay later than the mentor or meet with students after the mentor leaves.

❖ You may not show up late or leave early.

❖ You follow the teacher contract hours, not the student hours
What counts as an “official” day?

<table>
<thead>
<tr>
<th>COUNTS</th>
<th>DOES NOT COUNT</th>
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</thead>
<tbody>
<tr>
<td>AS REQUIRED STUDENT TEACHING DAYS</td>
<td>AS REQUIRED STUDENT TEACHING DAYS</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>In-service Days</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Grading Days</td>
<td>Veteran’s Day</td>
</tr>
<tr>
<td>Parent/Teacher Conference Days</td>
<td>District’s Fall Break</td>
</tr>
<tr>
<td>Early Release Days (for students)</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Student Teacher Professional Development Conference</td>
<td>Martin Luther King, Jr Day</td>
</tr>
<tr>
<td>(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>
<td>Rodeo Break</td>
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<tr>
<td></td>
<td>District’s Spring Break</td>
</tr>
<tr>
<td></td>
<td>(You may not honor UA’s Spring Break)</td>
</tr>
<tr>
<td>Student Teacher Professional Development Conference</td>
<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>Career Advisement Session</td>
<td>Weekend activities (including conferences, festivals, parades, and competitions)</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>
<td></td>
</tr>
<tr>
<td>Weekday festivals, competitions, and field trips attended with students</td>
<td>Professional development conferences which are not required by the district</td>
</tr>
<tr>
<td>Professional Development days required by the district for the cooperating teacher.</td>
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</tbody>
</table>
Daily Attendance

Show up
On Time
Everyday!

Unless you’re sick…then stay home.
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…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.
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 or illness)
- 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
- Teaching Portfolio
- Adhere to professional and behavioral standards
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**

<table>
<thead>
<tr>
<th>InTASC Standards</th>
<th>ISTE NETS-T Standards</th>
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<tbody>
<tr>
<td><strong>Learning Environment</strong></td>
<td></td>
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<tr>
<td>• 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)</td>
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<tr>
<td>• Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher</td>
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<tr>
<td>• Establishes and follows norms, procedures, and routines</td>
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<tr>
<td>• Communicates clear expectations of student behavior and supports student self-regulation</td>
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<tr>
<td>• Monitors and responds appropriately to student behavior in a timely manner</td>
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<tr>
<td>• Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful</td>
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<tr>
<td>• Demonstrates and promotes respect and sensitivity for all students’ backgrounds</td>
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<tr>
<td><strong>Planning and Preparation</strong></td>
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<tr>
<td>• Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner</td>
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</tr>
<tr>
<td>• Writes lesson plans and activities appropriate for the amount of time allotted/designed</td>
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<tr>
<td>• Uses assessment data, professional judgment, and learners’ needs to guide planning</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
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<tr>
<td>• Connects lesson content to: students’ experiences, previous lessons within the content area, other curricular areas, and real-life situations</td>
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<tr>
<td>• Plans multiple instructional strategies that ensure active participation</td>
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<tr>
<td>• Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)</td>
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<tr>
<td>• Plans opportunities for higher-level thinking through questioning and student activities</td>
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<tr>
<td>• Incorporates modifications or accommodations based on learner needs</td>
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<tr>
<td>• Develops meaningful sequencing of learning experiences</td>
<td></td>
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<tr>
<td>• Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise</td>
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</tr>
<tr>
<td><strong>Instruction and Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>• Communicates expectations for learning at the beginning of the lesson and throughout</td>
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<tr>
<td>• Provides clarity and accuracy of content which includes essential information</td>
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<tr>
<td>• Uses academic language of the discipline accurately and creates opportunities for students to use the academic language</td>
<td></td>
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<tr>
<td>• Provides clear instructions verbally, in writing, and through modeling</td>
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</tbody>
</table>

| • 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/original ways and authentic applications |
| • Maximizes active participation and paces 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 |
| **Professionalism and Growth** |
| • 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-anti-harassment-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.
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

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

**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 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.**

**Allied Conduct Violations:**
- When circumstances are dire, student may be immediately removed from field placement pending review.
- For alleged violations of ABOR Student Code of Conduct, the UA Code of Academic Integrity, the UA TPP Professional Expectations for Teacher Candidates, and/or the Arizona State Board of Education Professional Practices for Certificate Holders, Program Director conducts an appropriate review of the circumstances.
- Pending review, the student may be referred to the Dean of Students Office.

*All appeals follow the process outlined at: https://catalog.arizona.edu/policy/grade.appeal*
What to do if there’s an accident on site?

1. **UA尔izona and UArizona Student - Insurance Disclosure**

   (General & professional liability) While in a UArizona internship you are covered in claims against YOU for alleged negligent acts or omissions

   **REMINDER:** (Health insurance) University students are expected to arrange for their own health insurance through Campus Healthy, family relationship, or directly from a health insurance provider

2. **Field Placement Agreement with Agency (FPA)**

   The University maintains insurance coverage through the State of Arizona’s Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University’s employees, students, and agents participating under this Agreement. The AGENCY shall maintain adequate insurance, as determined by the University (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the AGENCY’s employees and agents. University students are not deemed to be employees of AGENCY by virtue of this Agreement.
Steps to take…

1. Notify the front office and ask to complete an accident report. Complete that report as soon as physically possible and return it to the person specified.

2. Notify your mentor & site administrator (school principal) that the accident occurred. Then notify your site/program coordinator. If you are student teaching, you will notify your student teaching supervisor.

3. If possible, secure documentation regarding the accident, such as water on hallway floor, dangling cord etc. Documentation could be a snapped photo or notes jotted as close to the accident as possible.

4. Follow the instructions about seeking health care provided to you by the Human Resources Department in the school district where you are doing your fieldwork. The contact information will be provided to you by the school or HR office. As in any emergency situation, use 911.
During the Break, continue to be safe but do the following:

- Contact your cooperating teacher to discuss the official start date for teachers at your school and get Agreement Form signed electronically by teacher and principal.
- Make sure to get your cooperating teacher’s contact information in case you need to ask questions or collaborate 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 (due: next meeting) for your site, obtain the faculty handbook or code of conduct.
- Meet with mentor teacher and plan the semester on the Phase-In Schedule (due: next meeting).
Nolan’s GuidingPhilosophies 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!
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