Welcome Student Teachers!

Session A

2:00pm-3:00pm
1) On your own:
- Fill out online IR application
- Fill out Internship Insurance Form and submit to D2L
- Sign and return emailed Agreement Form when you get it
- Complete the Suicide Prevention Modules and submit the Notecatcher on D2L

2) With your mentor/administrator
- Sign and submit Emergency Procedures Form (with admin) to D2L
- Work with mentor to create 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/
Remember to keep the card current each day.
2-minute Mix-ups

Instructional Technique
You're Not Alone
**Who can help?**

**U of A**
- Each other
- Supervisor
- Relevant professors

**School Site**
- Mentor teacher
- Supervisor
- Admin (school site and district)
- Other arts teachers or master teachers
- Families/parents
- School Counselors

**Be proactive:** Solve issues at the earliest signs and at the lowest level.
Adjusting to the new environments of your student teaching placement can be stressful.

The sources of this stress include changes happening in the world, separation from friends or family, departure from the university setting, adjustments to the pace of the school building, and the creation of new professional relationships.

The key to adjusting well to new environments is finding ways in which to relieve these stresses and reduce anxiety.
Adjustment Tips

- Ensure you are getting enough sleep and eating appropriate nutrition
- Schedule time outside of school to continue activities you enjoy doing such as socializing with friends, exercising, watching movies, or participating in music-making
- Dress professionally each day
- Do your best to prepare your lessons far in advance of your teaching
- Make to-do lists of all the activities you need to accomplish
- Plan ahead for larger events or projects
- Maintain strong communication with your cooperating teachers
- If you are far away from friends and family, use electronic or other means to stay in touch
- Do not procrastinate
- Try not to worry about things you cannot change
- Keep an open mind and a sense of humor
- Set realistic expectations for yourself
- Talk to each other...for work, for growth, for reflection, and for FUN
**Announcements**

All observations and coaching sessions will be conducted virtually.

<table>
<thead>
<tr>
<th>Timecards</th>
<th>Blue ink, every day, mentor initials each week, supervisor initials each obs, I initial each meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase In Schedule</td>
<td>Due today to supervisor ASAP; 20 days in Phase III</td>
</tr>
<tr>
<td>Attendance</td>
<td>Shouldn’t be missing school; if absent contact supervisor, mentor, and me</td>
</tr>
<tr>
<td>Seminars</td>
<td>At the UA in the evenings; part of the class; must attend &amp; pass all assignments to pass student teaching.</td>
</tr>
<tr>
<td>End Date</td>
<td>Figure it out now so that there is no ambiguity later</td>
</tr>
<tr>
<td>Substitutes</td>
<td>If teacher is absent, you will teach the lessons but an additional certified substitute has to be in the room</td>
</tr>
<tr>
<td>Additional Duties</td>
<td>As a general rule, you do all the things that your mentor teacher has to do, including additional duties as expected in the job</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Show up on time and prepared with lesson plans! Don’t use social media with students. Don’t be alone with students.</td>
</tr>
</tbody>
</table>
Lesson Plans

Be prepared prior to teaching

- Measurable objective
- Access prior knowledge
- Connect to new content
- Switch up teaching and learning styles
- Include higher order thinking and differentiated instruction
- Plan your transitions
- How will you assess?

- Required to have detailed lesson plans well in advance of teaching.
- Use lesson plan template; may adapt it to accommodate the needs of mentor teachers and school administrators after consultation with your university supervisor.
- Meet regularly with the mentor teacher to discuss lesson plans.
- Expected to provide supervisors with a copy of the lesson plan prior to observations and provide a hard copy of the lesson plan during the observation.
Ensuring Success

• Be prepared every day, especially with lesson plans. Really good lesson plans!
• Step into “teacher shoes” and act/dress professionally
• Ask questions-show your willingness to learn
• Have regular meetings with your MT to talk about you and your progress
• Use your current network for collaboration and growth (not for just venting)
• Do what you need to do personally to really “show up” each day for the full day
Student teaching is about personal/professional growth. Learn to put your ego aside and trust that everyone has something to learn and share with others.

Set your intention this semester on building connectedness (to your mentor, the students, your administrators, your supervisor, the parents)

Always be observing and learning about the school, the students, and their community.

Be willing to learn, change, and adapt everything.

In these early stages, show a genuine interest for your students and start building rapport from the first minute.

Work hard and network!!! Often times your first job is a direct result of your student teaching success.

Take risks by teaching “outside the box”; dare to be different
What has *learning* during COVID-19 taught us?
Speaking of COVID….

Being COVID responsible this semester helps to ensure the safety of the community including your families, students, and colleagues!

We recommend:

- Test every week (free on campus and throughout the community).
  - If negative, use a face mask/distancing for 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.

- Get vaccinated to protect yourself, your colleagues, your family, and your students.

- Implement a layered approach to mitigation (i.e., stacking “Swiss cheese” to eliminate holes): vaccination + proper mask use indoors + ventilation + distancing + disinfecting touched surfaces + hand hygiene + following guidelines when sick/exposed
Check UA Email daily
• It’s our primary method of communication these days. Provide timely responses when needed (think: 1 business day to reply)

Career Fair
• 2/2/22 @1pm – See email for reg link and info

All dates are on our website – it is your responsibility to know when and where meetings are and what to bring.
Divide into groups by area: art and music

Session B

3:00pm-3:50pm
Names from a Hat

“Magic Wand”

Discussion: Instructional technique
What have past student teachers wanted?

Open communication
Regular feedback
Opportunities for trying something “out there”

Which Comes First?

Taking Risks

OR

Confidence?

You may be surprised by the answer...

www.Life-With-Confidence.com
Previous 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!
Stretch Break
We'll be back @4:00pm
Welcome to the Student Teachers, Mentor Teachers, and Supervisors!

Session C

3:00pm-3:50pm
• **Teacher Candidate Guidebook** is online

• Website for all Field Experiences info: [http://cfa.arizona.edu/students/office-of-field-experience/](http://cfa.arizona.edu/students/office-of-field-experience/)
What has teaching during COVID-19 taught us?

I will survive
In this storm
By finding
Some peace
in midst of
all the chaos.

— Nidhi
What to expect from your mentor teacher

- Supervision, professional guidance, and regular daily feedback (open and honest)
- Shared power for teaching responsibilities
- They won’t “save” you every time. Expect them to allow you to fail so that you can grow and learn from it.
- Provide you with realistic access to and practice of the profession!!!!!!!
- It was their program before you and will be their program after you leave
**Classroom Environment**

- Not the discipline part of classroom management *per se*, but the environment building, procedure setting, relationship-building part

**Differentiated Instruction**

- Demonstrate how to *lesson plan*, implement instruction, and assess students of many different levels and needs

**Social-Emotional Learning and Trauma-Informed Instruction**

- Help students navigate pandemic-era learning and the implications for mental health.
Phase III: 20 consecutive school days where the student teacher does all or most of the planning and teaching.

• Beyond that requirement, do what works for your team (co-teaching model, mentorship, etc.)
Student Teachers:
Write down one very specific measurable goal that you would like to accomplish this semester.

Mentor Teachers:
Think about challenges we face in our teaching career. Now, imagine you were just entering the profession as an excited/scared/humble/energetic new teacher.

Write down one specific piece of advice you would have given to former you when you just started.
Read the chat items

Pretend that each statement was written by YOUR student teacher or YOUR mentor teacher.
Each student teacher will have a UA supervisor for observations

- Weekly contact with the student teacher
- Virtual observations and coaching sessions
- Midterm and Final evaluations
- Helps solve teaching and professional issues that may arise

Evidence shows that the more mentorship and collaboration with the school, teacher, and student teacher, the better teacher retention. In this age of teacher shortage, this is a vital piece of the teacher preparation program.