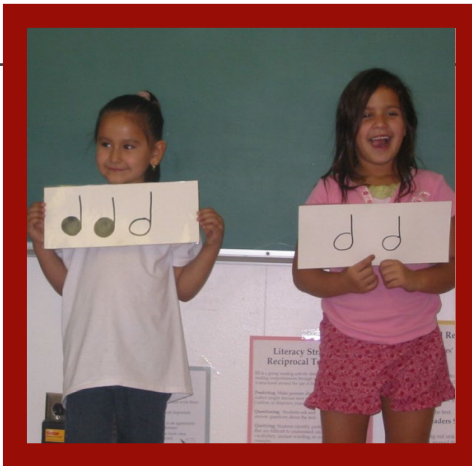


STUDENT TEACHER PROFESSIONAL DEVELOPMENT CONFERENCE

Dr. Karin Nolan, director Office of Field Experience



Paperwork Items

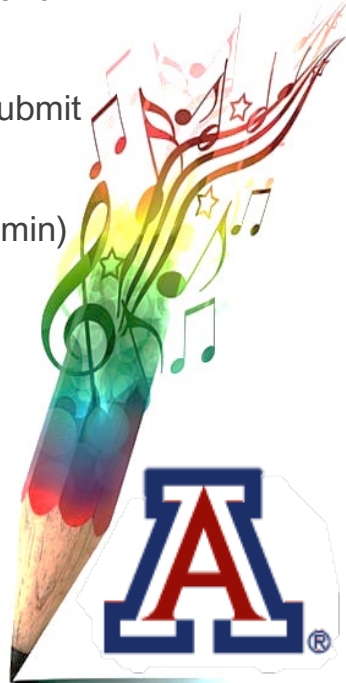
1) DO ON YOUR OWN:

- ☐ Fill out online IR [application](#)
- ☐ Fill out [Internship Insurance Form](#) and submit to D2L
- ☐ Complete district-specific forms if assigned to their districts
- ☐ Complete the Suicide Prevention Modules and submit the [Notecatcher](#) on D2L

2) DO WITH YOUR MENTOR/ADMINISTRATOR

- ☐ Sign and upload [Agreement Form](#) to D2L with teacher and admin signature
- ☐ Work with mentor to create a [Phase-In Schedule](#) and submit to D2L (this will be your first draft of this)
- ☐ Sign and submit [Emergency Procedures Form](#) (with admin) to D2L

Can't find a document? Links don't work? Lost a document?
All files are on our website: <https://portal.arts.arizona.edu/student/office-of-field-experience/>
All policies are laid out in our [Teacher Candidate Guidebook](#)



Solving the Biggest Student Teaching Issues



SHOW UP...ON TIME...IN CORRECT ATTIRE...FOR THE WHOLE DAY...WITH PREPARED LESSON PLANS AND MATERIALS...AND DEMONSTRATING GRATITUDE, AND A GROWTH MINDSET.





As teachers, we protect students!

HEALTH, SAFETY, PRIVACY, AND THEIR RIGHT TO LEARN!



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

What to look for

SIGNS OF CHILD
ABUSE AND NEGLECT

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

Training Modules and Notecatcher on D2L

- Take the pretest
- Fill out the [notecatcher](#) as you complete the module
- Take the posttest
- Submit your completed notecatcher to the D2L Dropbox



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 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.

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...

Reminder!

NEVER meet with
a student alone.

NEVER personally
meet with a
student after hours.

To Do:

**→ DON'T
FORGET!**

NEVER make
disparaging comments.

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)
- Never exchange phone numbers with minors/students. All communications can go through the mentor teacher and/or the parents.

Social Media

- Make social media profiles PRIVATE or DEACTIVATED 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!
- 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 (professional/modest business wear)
- 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 (3.0 for CFUSD placements) and 3.0 major GPAs

All courses completed: You need to have *everything* completed for your degree (with the exception of the 12-credit student teaching class) by the end of finals for the semester prior to student teaching

- 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 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



What to wear each day:

modest, clean,
professional!

“business professional”
or “business casual”



Student Teaching Dress Code

**APPROPRIATE:
Modest and Professional Business
Wear**

**NOT ALLOWED:
Too informal for teaching in
school settings and meeting with
parents/admin**

blouses/dress shirts with sleeves and an undershirt if needed, school shirt on “spirit days,” sweaters, shawls, sports coats, business jackets, cardigans

t-shirts, clothes with holes/rips, visible undergarments, athletic wear, skin-tight clothes, hoodies, see-through fabric

slacks, dress pants, trousers, long skirts

shorts, short skirts, leggings, sweatpants, athletic shorts

closed-toed shoes (choose shoes based on safety and physical comfort for standing all day over choosing shoes based on fashion)

flip flops, earbuds, hats (unless doing an outside activity), visible inappropriate tattoos

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 the teacher's required hours, not the student's school hours, this is referred to as: **contract hours**, which is typically 8 hours per day plus any after-school commitments related to the position (i.e., clubs, rehearsals, parent meetings, performances, professional development meetings, etc.).

- ❖ 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.
- ❖ Do not show up late or leave early from your site.



What counts as an “official” day?

COUNTS AS REQUIRED STUDENT TEACHING DAYS (Teacher spends whole day at school, on fieldtrips, or at required workshops; for contracted weekdays only)	DOES NOT COUNT AS REQUIRED STUDENT TEACHING DAYS (Even though teacher may be doing teacher-related work, these days are not counted as “official” because they are not contracted)
Days students have to attend school	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)
In-service Days	
Grading Days	
Parent/Teacher Conference Days	
Early Release Days (for students)	
Student Teacher Professional Development Conference (Student Teachers report to U of A Campus in the late afternoon, which may require them to leave before the end of the school day.)	
Career Advisement Session (Student Teachers report to U of A Campus in the afternoon which may require them to leave early from their school site.)	
Weekday festivals, competitions, and field trips attended with students	Weekend activities (including conferences, festivals, parades, and competitions)
Professional Development days required by the district for the cooperating teacher.	Professional development conferences which are not required by the district



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:

- Mentor 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 [timecard](#)...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 timecard.

Fill in the top of your timecard during the break in **blue ink**



Instructions for filling out timecard

- Use blue ink when filling out the timesheet.
- 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 workday, 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.

[illegible]

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.

THE UNIVERSITY OF ARIZONA, **cfa**

COLLEGE OF FINE ARTS

Office of Field Experiences

PHASE-IN SCHEDULE FOR TEACHER CANDIDATES

- Complete a working draft of this copy collaboratively prior to the start of the semester
- Dates and workload may change during the semester; edit as needed
- Schedule must be reviewed by University Supervisor and submitted to Office of Field Exp.
- Ensure min. of 20 consecutive days in Phase III and min. of 75 full-time total days

Teacher Candidate _____ Semester _____ Year _____
Supervising Practitioner: _____ School: _____

Please fill out a tentative schedule after reading the "Teacher Candidate Phase-In" chapter outlined in the Teacher Candidate Guidebook.

PHASE I – Orientation

Beginning Date: _____ Ending Date: _____

During this period, you are becoming familiar with all aspects of the classroom and school environment. You will largely observe and help as needed but be actively involved as much as possible.

PHASE II – Assuming Partial Responsibility

Beginning Date: _____ Ending Date: _____

List how you are assuming more and more of the teaching/planning responsibilities for each week. Each week should add a bit more, leading up to the gradual takeover of maximum teaching responsibilities.

Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____

PHASE III – Maximum Teaching Responsibility (REQUIRED: minimum of 20 consecutive School Days)

Beginning Date: _____ Ending Date: _____

You have maximum responsibility for planning, classroom management, and instruction. Please note: for secondary placements only, this has to be at least 80% of the contracted teaching load. For elementary placements, it needs to be 100% of the contracted teaching load. This *can* be more than 20 days, if beneficial.

PHASE IV – Transfer of Responsibility

Beginning Date: _____ Ending Date: _____

List how you are slowing transitioning the instruction back to the Supervising Practitioner over the remainder of the student teaching semester. Think of it like a modified reversal of Phase II. The ending date listed here will be the agreed-upon last day of Student Teaching (after the last day of U of A classes and a min. of 75 total teaching days).

Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____

rev. 7/22/2026



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 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 by Supervisor
- 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 – Exceeds Expectation This skill is demonstrated masterfully in a manner that exceeds the expectations of a proficient rating for teacher candidates	3 – Proficient This skill is well-developed; it is consistently and independently demonstrated.	2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established.	1 – Insufficient This skill is weakly demonstrated or not yet evident.
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Semester Grade Based On...

- ☐ Attend school regularly (for entire contracted time and only absent in extreme cases or illness) for a required minimum of 75 days
- ☐ 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
- ☐ Pass your Teaching Portfolio assignment
- ☐ 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

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/designated
- 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 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

- 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

1. State of Arizona Standards: *Arizona State Board of Education Professional Practices for Certificate Holders* (page 4 of <https://cms.azed.gov/home/GetDocumentFile?id=57a4d90caadebe130c51857a>)

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
(<https://portal.arts.arizona.edu/document/professional-expectations-for-ua-educator-prep-programs/>)

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 Preparation Program (U of A PPP) Professional Expectations

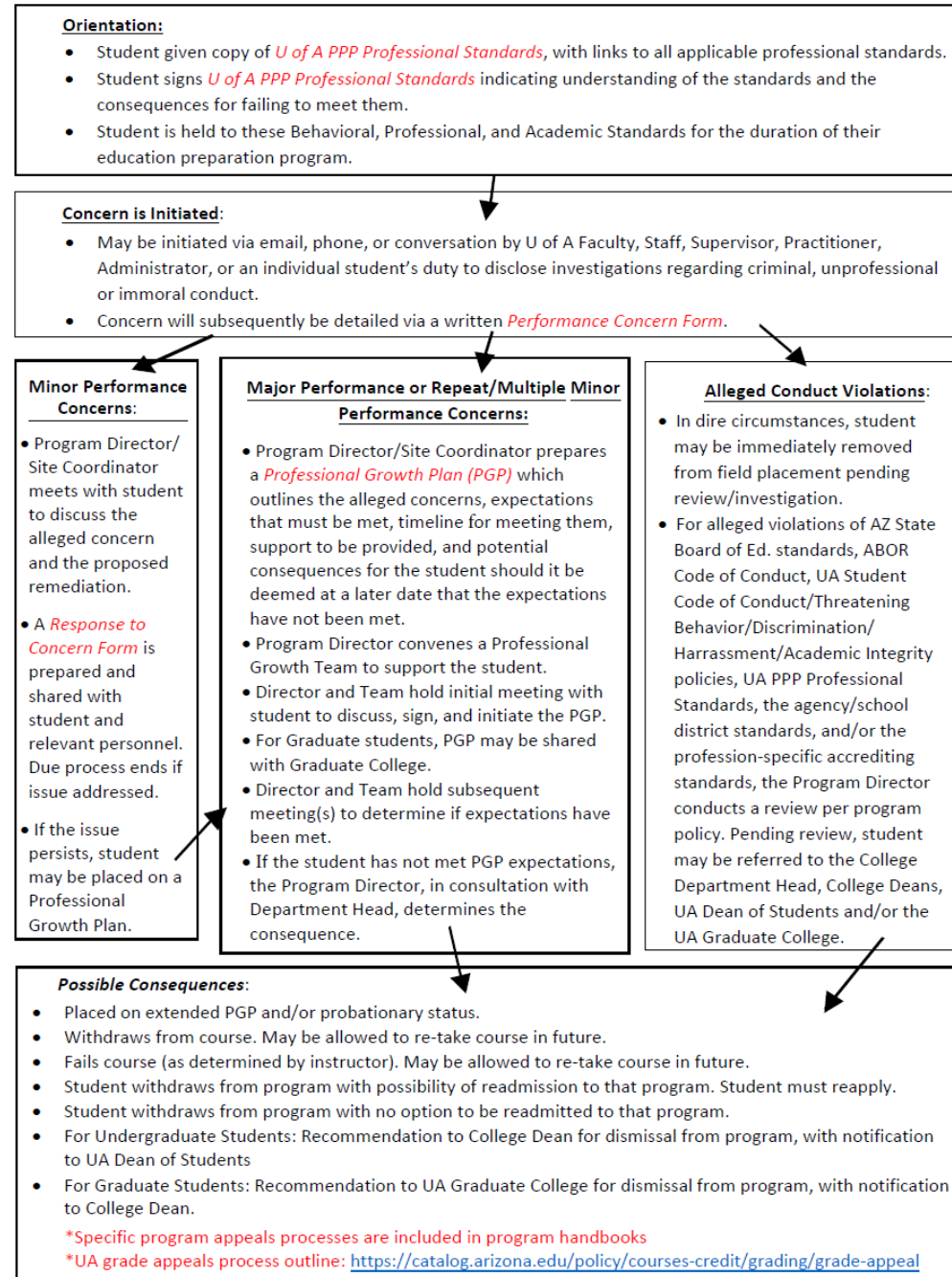
Throughout their entire academic program, students enrolled in Professional Preparation Programs are expected to:

- maintain or exceed the minimum grade point average in their respective program
- earn the minimum required letter grades in program courses
- follow the academic program of study as prescribed by the program advisor
- 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 on time and for the entire duration
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive fully prepared for scheduled classes and field experiences
- look beyond oneself 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 with openness and a growth mindset
- question and test assumptions about teaching and learning
- maintain appropriate separation of personal and professional issues
- maintain or exceed the minimum grade point average in their respective programs
- 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 guidebook
- never invite or meet with a student outside of school events
- do not text, message, email, call, or use social media to communicate with students about any topic that is not directly school-related (and if school-related communications are necessary, include their parents/guardians)
- check voicemail and U of A email daily, and respond appropriately within one business day to messages regarding program or field experiences
- maintain organized and up-to-date records/binder of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.
- 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
- promptly self-disclose to program coordinator/director if, at any time during the academic program you are under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct and/or one or more of the criminal offenses as listed in the Arizona State Board of Education [Professional Practices for Certificate Holders](#). If you are unsure whether you need to make a disclosure, you should contact the program coordinator/director. Making a disclosure or failure to self-disclose may, but does not necessarily, result in a denied application or removal from a course, field placement, or program.

Due Process

This [flow chart](#) outlines the process when concerns arise or when program standards are not met throughout the teacher preparation program, including in courses and on-site field work.

U of A Professional Preparation Programs Due Process Flow Chart



What to do if there's an accident on site?

1. UArizona and UArizona Student - Insurance Disclosure

(General & professional liability) While in a U of A internship you are covered in claims against YOU for alleged negligent acts or omissions. REMINDER to maintain your own 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 in case of injury/accident...

1. In any emergency situation, use 911.
2. 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.
3. 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 and professor.
4. 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.
5. 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.



During the school break before student teaching starts, 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 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!

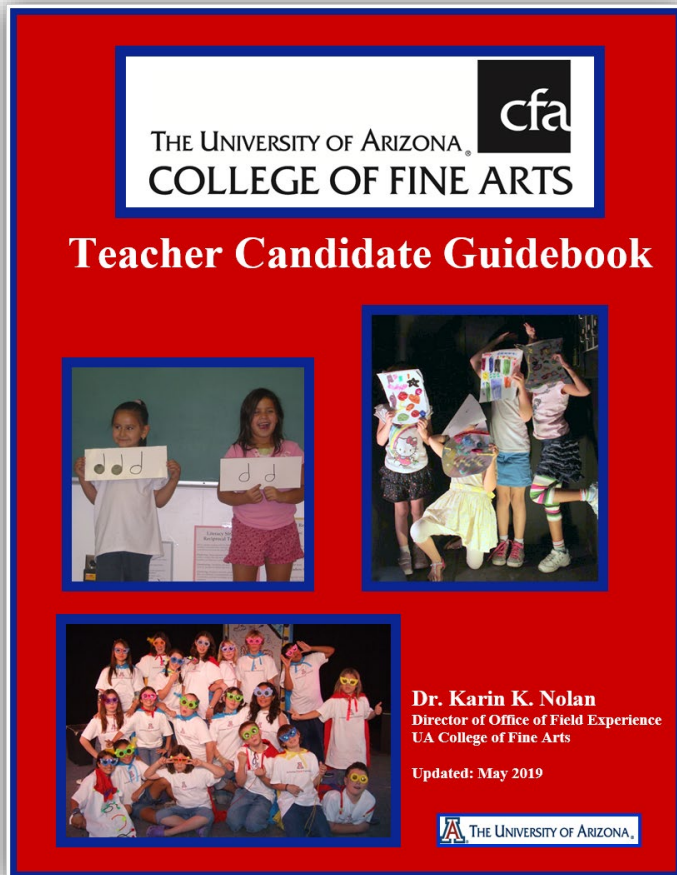


Last Year's ST's Advice to You

- 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 on our [website](#) (and so are many other useful things):

Read the entire handbook! All policies are laid out for the entire student teaching experience.



Professional Development Conference Part 2

**Our next meeting via Zoom is right after your school starts (remember, you start
BEFORE the U of A semester starts)**

Zoom Link: <https://arizona.zoom.us/j/988144136>

Date and Time sent via email

