

ALPHABET



Alphabet Advice

from previous student teachers

Always come to school on time and prepared

Be fully present and in the moment with students

Choose to dress and talk professionally at school

Do things your body will thank you for later

Everyone needs to feel welcome in the room

Failure is a necessary part of growth and knowing limits

Greatness takes time and practice

Have names learned as soon as possible and use them every lesson

Investigate situations to help make solutions

Just relax and enjoy the ride

Kindness builds rapport

Leverage student leaders

Manage your time better

No fakeness

Openly admit when you're wrong

Prioritize other aspects of your life outside of work/student teaching

Questions for students more often than telling

Relationships are everything for respect

Strategize daily with your mentor teacher

Try to link lessons to what's relevant in their lives

Understand that every day is a new day with each student

Value your time and energy on your downtime

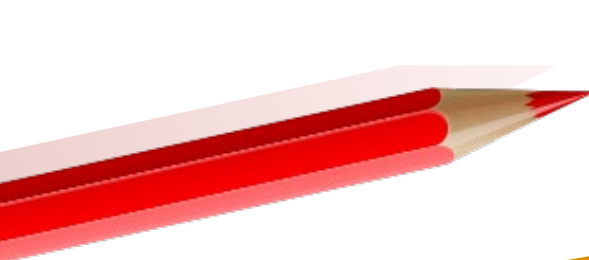
Willing to be vulnerable and authentic with students

'Xamine *yourself* and your techniques first when issues arise

Your self-worth is not based off one day of teaching

Zero mistakes make for zero learning





Welcome Student Teachers!

Session A

12:00pm-1:15pm

**TURN ON
CAMERA**

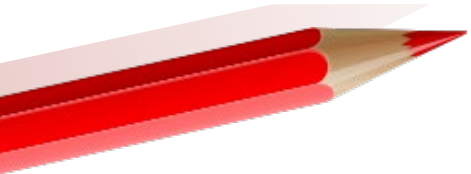


Paperwork Items Past Due to D2L



1) 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



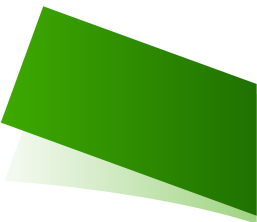
2) With your mentor/administrator

- ☐ 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](#)





So be sure when you **STEP**,
Step with **CARE** and great **TACT**.
And remember that Life's
A great **Balancing Act!**

-Dr. Seuss



My advice for adjusting to new environments

- Be eager, grateful, positive, humble, and curious to mentor, colleagues, and students
- Dress the part: Professional, Business wear. A more professional look will subconsciously bring more of a feeling of authority and confidence
- Learn all students' names and some aspects of their personalities and lives. Connect with them early on so that teaching takeover is easier with regards to classroom management and making lessons that connect to their lives
- Immerse yourself in what is working for the Supervising Practitioner, and then as you get more acclimated to the environment, adapt those practices and start to develop your own teaching style

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

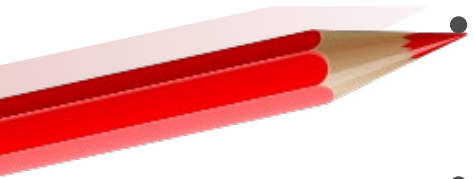


Brainstorm: what is this picture supposed to represent for us as student teachers?

What to expect from your mentor teacher



- Supervision, professional guidance, and regular daily feedback (open and honest)
- Shared co-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; they are still the ones "in charge" even as they guide you



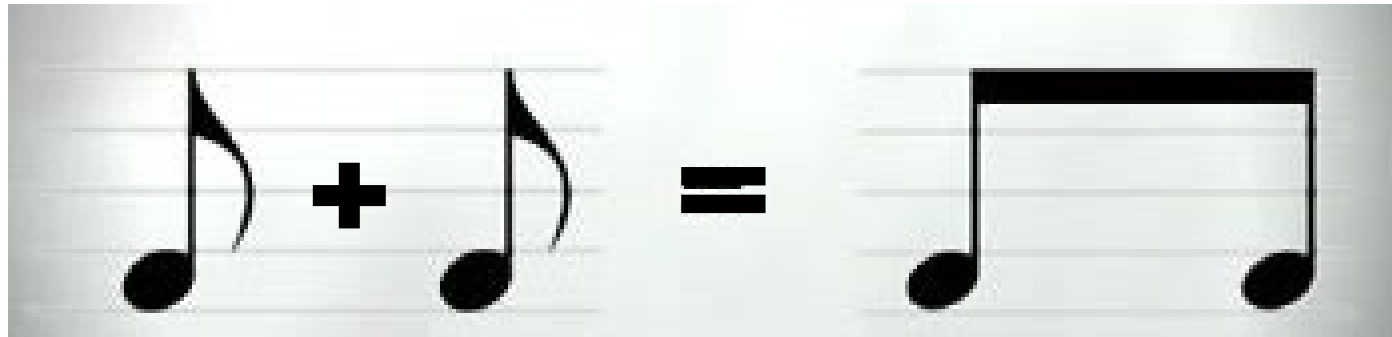
University Supervision

Each student teacher will have a UA supervisor for observations

- Weekly contact with the student teacher in some capacity
- Observations and coaching sessions roughly every 2 weeks
- 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.



You're Not Alone

Who can help?

Be proactive: Solve issues at the earliest signs and at the lowest level.

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

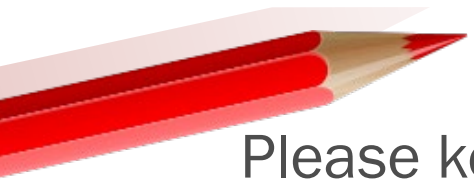


When concerns or questions arise



Follow the hierarchy based on who probably has the most knowledge about the topic:

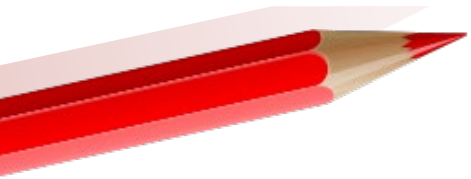
1. Student Teacher and Mentor Teacher should talk with each other first
2. Talk with your University Supervisor and pertinent Faculty members in the content area, if needed
3. Talk with the Director of Field Experience (that's me)



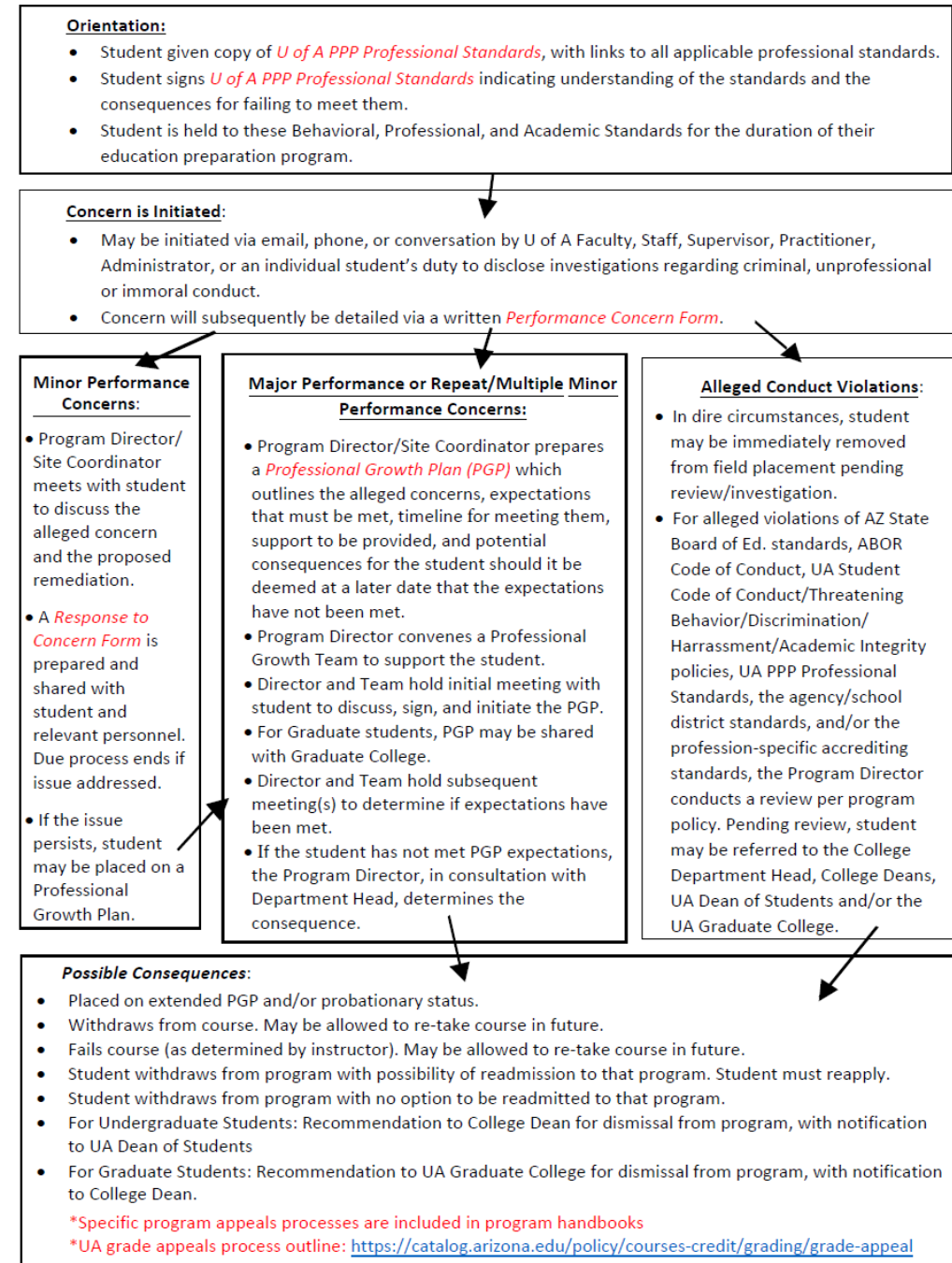
Please keep in mind that you should approach every conversation in an open and receptive manner, and also speak/write respectfully, so that *if* something ever came back to another party, there is in no cause for concern, embarrassment, consequences, etc. Avoid gossiping, venting to other students, or using social media when issues arise.

When basic, open communication is not enough

- A Performance Concern Form is submitted to Dr. Nolan. This will start us on the due process flow chart.
- All forms are on our website.



U of A Professional Preparation Programs Due Process Flow Chart



Timecards

- When your mentor is there, you're there!
- Contract hours, at least!

Remember to keep the Timecard current each day.

[illegible]

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 _____

Phase-In Schedule

Guide for long-term planning of how to co-teach

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.)
- Details on the [Phase-In Schedule](#) are in the [Teacher Candidate Guidebook](#)

Lesson Plans

Be prepared prior to teaching. Due each week to your supervisor and 24 hours before each observation!

- 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 that students mastered the objective?

- 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 lesson plans weekly and 24 hours before each observation. Provide a hard copy of the lesson plan during the observation.

Midterm/Final

Know how you are evaluated

- Four areas evaluated on the Midterm/Final
- There is a rubric for each indicator too

University of Arizona Teacher Candidate Evaluation

Teacher Candidate:	Mentor Teacher:	UA Program Supervisor:
Site(s):	Grade Level(s):	Midterm Date:
		Final Date:

Rating Scale:	4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> 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.
I. LEARNING ENVIRONMENT				
1. Recognizes Individuality: Embraces, promotes, and demonstrates respect for students' lived experiences, unique social and learning profiles, funds of knowledge, and backgrounds				
2. Promotes Student Belonging: Teacher intentionally creates an environment that contributes to a strong sense of belonging for every student				
3. Set-Up: Designs and maintains learning spaces to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation				
4. Procedures: Establishes and follows equitable norms, procedures, and routines				
5. Behavior Expectations: Communicates clear and positive behavior expectations				
6. Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity				
7. Respectful Communication: Uses, models, and promotes civil communication, both verbal and non-verbal, that is positive, supportive, and empathetic				
MIDTERM - Summary and Plan of Action:		FINAL - Summary and Plan of Action:		

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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II. PLANNING AND PREPARATION

	Midterm	Final
1. Submitted Plans: Submits complete, appropriately-formatted lesson plans in a timely manner for review		
2. Timing: Writes lesson plans and activities appropriate for the amount of time allotted		
3. Data & Needs-Driven: Uses a variety of student data to guide planning, including observation, assessments, and information about learners and their needs		
4. Standards & Objectives: Writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge		
5. Content Connections: Connects content to students' out-of-school experiences, community knowledge, previous lessons within the content area, other curricular areas, and/or real-life situations		
6. Active Participation: Plans instructional strategies that ensure individual and collaborative student engagement throughout the lesson		
7. Materials/Technology: In advance of the lesson, teacher chooses and prepares varied and appropriate materials and instructional technologies to facilitate learning and promote student achievement		
8. Higher-Level Thinking: Plans opportunities for critical thinking through questioning and student activities		
9. Accessibility: Incorporates instructional elements of Universal Design for Learning and modifications/accommodations based on each learners' needs		
10. Sequencing: Organizes learning activities in a logical sequence that leads students to the learning objective		
11. Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise		

III. INSTRUCTION AND ASSESSMENT

	Midterm	Final
1. States Expectations: Communicates purpose, learning objectives, and criteria for success at the beginning and throughout the lesson		
2. Content Accuracy: Provides clear and accurate content aligned to the objectives and/or standards		
3. Content Flexibility: Demonstrates flexibility and sufficient depth of content knowledge to meet the needs and curiosities of students		
4. Academic Language: Uses the discipline's academic language and creates opportunities for students to use the academic language in level-appropriate ways		
5. Clear Instructions: Provides clear instructions verbally, in writing, and through modeling.		
6. Varied Materials: Uses varied and engaging materials, technologies, aids, models, and representations		
7. Varied Delivery: Uses a variety of instructional strategies and teacher roles to address students' diverse learning styles and needs (e.g. multilingual-learner support strategies, individual work, student-led learning, cooperative learning, investigation)		
8. Varied Applications: Designs activities and applications that allow students the choice in how they practice demonstrating their content knowledge in varied, creative/original, and/or authentic ways		
9. Engagement & Pacing: Maximizes active participation of each learner and paces the lesson to optimize instructional time		
10. Questioning: Uses varied questioning and discussion strategies that engage all students and serve different purposes		
11. Formative Assessments: Regularly checks for understanding throughout lessons using varied informal assessment strategies to monitor the learning of each student		
12. Modifies Teaching: Adjusts instruction based on formative assessment data and student needs		
13. Summative Assessments: Designs and/or implements summative assessments that are congruent to instruction in content, rigor, and format		
14. Promotes Self-Assessment: Promotes student self-assessment and supports students in using data to achieve their learning goals		
15. Feedback: Provides timely, useful, specific, and respectful feedback focused on growth		



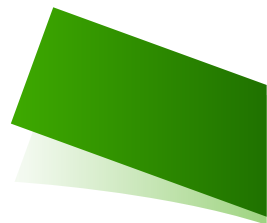
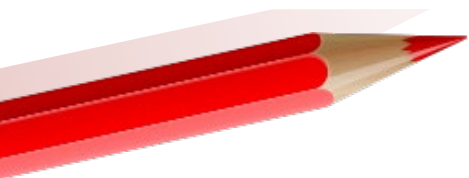
IV. PROFESSIONALISM AND GROWTH	Midterm	Final
1. Professional Presence: Arrives on time and is fully prepared for the day with a professional appearance; remains for the duration of required hours		
2. Timeliness: Meets deadlines and responds promptly to all communications.		
3. Professional Communication: Communicates professionally with and about members of the learning community in all forms, including social media.		
4. Personal Matters: Personal matters do not negatively affect teaching performance		
5. Conduct: Conducts oneself professionally and ethically as an educator with students, families, and colleagues		
6. Families: Seeks opportunities to communicate and effectively engage with parents/guardians regarding instructional goals and student progress		
7. Legal Responsibilities: Describes and abides by laws related to learners' rights and responsibilities, including FERPA, mandatory reporting, IDEA/IEPs, and ADA/504s.		
8. Collaboration: Collaborates regularly with colleagues and members of the school community to improve practice and solve problems		
9. Cultural Competence: Learns about family knowledge, values, and cultural backgrounds and respectfully applies that information to interactions with students, families, and the school community		
10. Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators with openness and a growth mindset		
11. Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice		
12. Development & Growth: Participates in required professional development opportunities for faculty and seeks additional learning opportunities to develop and refine skills within their own identified areas of growth		



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



Announcements

Continue to check UA email and Brightspace/D2L regularly, as most communications will still occur through those means.



Timecards

Blue ink, every day, mentor initials each week, supervisor initials each obs, I initial each meeting

Phase In Schedule

Due today to supervisor or ASAP; ensure there are 20 days in Phase III

Attendance

Shouldn't be missing school ideally; if absent, contact supervisor, mentor, and me

Seminars

At the UA in the evenings; part of the class; must attend & pass all assignments to pass student teaching. Add these dates to your calendar.

End Date

Figure it out now so that there is no ambiguity later

Substitutes

If teacher is absent, you will teach the lessons but a certified substitute has to be in the room

Additional Duties

As a general rule, you do all the things that your mentor teacher has to do, including additional duties as expected in the job

Professionalism

Show up on time, in professional business attire, and prepared with lesson plans! Don't use social media with students. Don't share phone #. Don't be alone with students.

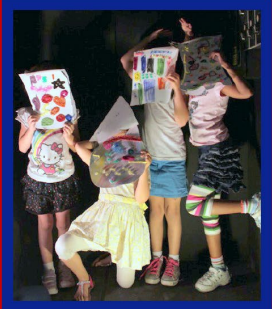
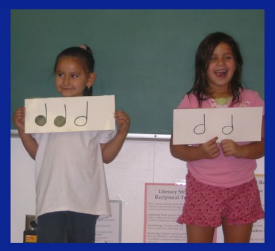
Student Teacher Guidebook



THE UNIVERSITY OF ARIZONA
COLLEGE OF FINE ARTS

cfa

Teacher Candidate Guidebook



Dr. Karin Nolan
Director of Office of Field Experience
College of Fine Arts
University of Arizona

Updated: July 2026

 THE UNIVERSITY OF ARIZONA

- Teacher Candidate Guidebook is online
- Website for all Field Experiences info:
<https://portal.arts.arizona.edu/student/office-of-field-experience/>

Stretch Break

We'll be back
shortly!

Neck



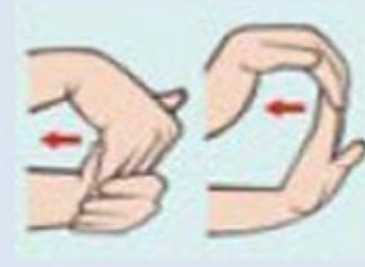
Shoulders



Back



Hands



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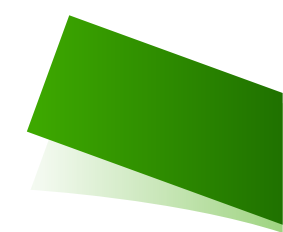
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Session B

1:30pm-2:30pm

Divide into groups by area: art and music

2-minute Mix-ups



Instructional Technique



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"

FEEDBACK

Which Comes First?

Taking Risks

OR

Confidence?

You may be surprised by the answer...

www.Life-With-Confidence.com



Our top educational priorities this year...



Classroom Environment

- Building a respectful and well-run environment; setting efficient and consistent procedures; managing behaviors quickly, positively, professionally, and effectively.



Effective Arts Instruction

- Demonstrate how to lesson plan, implement effective/accurate instruction with varied approaches to teaching the art form, and assess students of many different levels and needs

Social-Emotional Learning

- Help students navigate their behaviors, emotions, and mental health through our art form

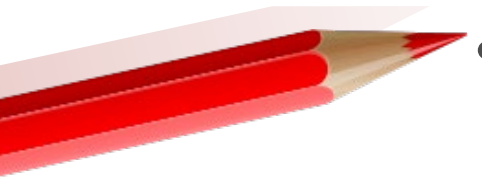


Seminar



Check D2L when classes start for syllabus, schedule, and assignments.

- Daily schedule due to Brightspace/D2L ASAP
- Weekly journal and lesson plans start next week
- First seminar is really soon via zoom



Books:

- *Classroom Management in the Music Room*
- *Teaching with Love and Logic*