

TEACHER CANDIDATE PLACEMENT AGREEMENT FORM

Field Experiences

Per the Field Placement Agreement between The University of Arizona and partner School Districts/Charters, a "session of student practice" as used herein is considered to be all or part of the following:

- a. Observation and shared instruction duties in the field setting full-time for minimum of 75 teacher contract days within a given semester (note: student teachers follow the district/site's calendar for teachers).
- b. Assisting an experienced practitioner with routine classroom or field work, or other work that is routine professional practice
- c. Assuming responsibility for planning, implementing instruction, assessing, and developing appropriate intervention strategies for a large group (including the entire classroom) of students in the field setting under the guidance of the Supervising Practitioner.

Professional Standards and Policies

University students must adhere to state, University of Arizona, and school district professional standards while on the school campus or at a school-related event. Schools should provide the Teacher Candidate with a copy of the district's Code of Conduct for Faculty and Staff. State and University standards have been provided to the Teacher Candidate. All policies and standards are found in our [Teacher Candidate Guidebook](#) and on our [website](#).

Dates/Times

Field experience for The University of Arizona College of Fine Arts is a semester-long, full-time experience with an assigned Supervising Practitioner. Teacher Candidates have committed to starting the semester when the school site starts but have the option to phase out in early-December/May when the University's academic calendar ends, assuming they have completed a minimum of 75 contract days. Students begin student teaching at their respective school sites on the day their mentor teachers are contracted to start for that semester, which is almost always BEFORE University classes begin. Student teachers' schedules are expected to be the same as the required hours of the mentor teacher, and student teachers are expected to attend faculty meetings and school events the mentor teacher is expected to attend, including those outside of contracted time.

Criteria for Supervising Practitioners/Mentor Teachers

Per State Board Rule R7-2-604 (17), Supervising Practitioner means a standard certified educator, currently employed by a local education agency, private agency or other PreK-12 setting who supervises the candidate during a capstone experience. Supervising Practitioners must have:

- a. A minimum of three full years of experience relevant to the license the candidate is seeking
- b. A current classification of highly effective or effective pursuant to § 15-203(A)(38)** when applicable
- c. Adequate training from the professional preparation institution

Training to serve as a Supervising Practitioner occurs via distribution of materials, regular communication throughout the placement process, and professional development meeting(s) at the beginning of each semester. Supervising Practitioners receive \$500 from The University of Arizona College of Fine Arts for their mentorship. If multiple Supervising Practitioners share a single Teacher Candidate, the compensation will be apportioned accordingly.

Signatures

Please read and sign the following page as verification of this student teacher placement.

To be completed by the TEACHER CANDIDATE (Student Teacher):

Name: _____

Preferred Phone: _____

Subject(s) and Grade Levels to be taught: _____

School name(s): _____

I understand that failure to abide by the professional standards of the State of Arizona, The University of Arizona, and the school district (as explained in the *UA Teacher Preparation Program Professional Standards*) may result in a failing grade in MUS 493 or ARE 493/593 and result in dismissal from the program.

Signature: _____ Date: _____

To be completed by the SUPERVISING PRACTITIONER (Mentor/Cooperating Teacher):

Name: _____

Preferred Email: _____

Preferred Phone: _____

I accept the semester-long placement. I understand that the placement is full-time to allow teacher candidates to experience all components of the teaching position, totaling a *minimum* of 75 full days (starting with the first date of the semester for the school site and given the option to end upon the last day of UA classes). I will provide my student teacher access to needed student information including IEPs, daily guidance, mentorship, and feedback, as well as regularly communicate with appropriate University personnel regarding progress and evaluation of the Teacher Candidate.

Signature: _____ Date: _____

To be completed by the PRINCIPAL/SITE ADMINISTRATOR:

Name: _____

Preferred Email: _____

Preferred Phone: _____

I approve of the student teaching placement between the above named individuals. Teacher Candidates have received Mandatory Reporting training and FERPA training and should be given access to student information (including IEPs) required for the execution of student teaching. I confirm that the Supervising Practitioner meets qualifications a and b of State Board Rule R7-2-604 (17) stated on the previous page. I will provide the Teacher Candidate with a copy of the district's Code of Conduct for Faculty and Staff and with the same safety training and equipment as other faculty.

Signature: _____ Date: _____