

Placement Guidelines for Student Teachers

1) **ALL PLACEMENTS ARE CONTINGENT ON THE FOLLOWING:**

- A. *Current IVP Fingerprint Clearance* – Student teachers should keep the card on them at all times on school campuses, and a photocopy is kept on file in the Office of Field Experience.
- B. *Coursework Completion* – All required degree coursework must be completed (or transferred to the UA) by the final exam date of the semester prior to the student teacher’s start date (please note: there are no Winter Session classes allowed prior to Spring placements and no Summer Session II classes allowed prior for Fall placements). Students must pass all major coursework with a C or higher grade and a 3.0 major GPA.
- C. *Adherence to all Teacher Preparation Program Professional Standards* (found on the next page) – review and sign
- D. *Signed Placement Agreement Form* (found on last page) – to be signed by you, the mentor teacher, and the principal (if the placement includes more than one school site or more than one cooperating teacher, a separate Agreement Form needs to be completed for each signatory).
 - I. Once you are assigned a mentor teacher, call or email within two days to arrange a time as soon as possible to meet with the mentor teacher and observe them teach as soon as possible. If necessary, you might need to arrange additional observations/meetings.
 - II. Meet the principal.
 - III. If the mentor teacher and principal agree to the placement, the “Student Teaching Agreement Form” (next page) must be signed by the mentor teacher, principal, and student teacher.
 - IV. **The student teacher must return the completed Agreement Form to the Office of Field Experience mailbox in Music Building, room 109, by the deadline written in the placement email.** If the teacher or principal do not sign and/or do not agree to the placement, Dr. Nolan must be notified in writing prior to the deadline.
- E. *Completed Student Teacher Clearance Forms (only for TUSD and Sahuarita District placements)* – This form needs to be completed for those assigned to student teach in TUSD or Sahuarita School District. TUSD’s form is submitted only and can be found at: <http://goo.gl/forms/9JUIQ7KvZA>. Sahuarita’s is a paper form that must be filled out, printed, and submitted with your Agreement Form; Sahuarita’s form is found at: <http://cfa.arizona.edu/?ddownload=1389>.

2) **STUDENT TEACHER GUIDEBOOK**

Students are required to read the current College of Fine Arts “*Student Teacher Guidebook*” prior to student teaching. The guidebook can be found online at <http://cfa.arizona.edu/?ddownload=1363>.

3) **START DATE AND SCHEDULE REQUIREMENTS AT YOUR SCHOOL SITE**

Students are expected to begin student teaching at their respective school sites on the day their mentor teachers are contracted to start, which is usually BEFORE University classes begin. Your schedule is 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.

Dr. Karin K. Nolan
Director of Field Experience, UA College of Fine Arts
knolan@email.arizona.edu
<http://cfa.arizona.edu/students/office-of-field-experience/>

Paperwork Drop-off Hours are M-F 8am-4pm in Room MUS 109 to Dr. Nolan’s mailbox.

The University of Arizona

Teacher Preparation Program Professional Standards

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the State of Arizona for teaching certification merit acceptance into the teaching profession. As a student in a University of Arizona teacher preparation program, you are expected to meet a number of professional standards, policies, and requirements.

Academic Standards

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers. You are required to review these standards:

- InTASC Standards (<https://cfa.arizona.edu/?ddownload=3398>)
- ISTE NETS-T Standards (https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf).

All University of Arizona certification programs have aligned their curricula and assessments to these standards. Throughout your teacher preparation program, there will be a series of benchmark assignments, including the capstone experience of student teaching, to assess your progress in meeting them.

Behavior Standards

You are expected to behave professionally during the program, both as a student and a teacher, while on the UA campus, school district campuses, and related field experience events. There are three categories of behavior standards to which you must adhere:

- 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>)
- 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>)
- 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.)

Adherence to Standards

Successful completion of the teacher preparation program is dependent upon a student's ability to meet the academic and behavior standards. If a student's performance raises concerns about their ability to successfully complete the program, University, or field-based professional educators in the program may initiate a *Performance Concern Form*. Depending on the severity of the issue, the student may be placed on a *Professional Growth Plan*, which identifies steps for remediation, provides support, and establishes expectations that must be met within a given timeline. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include removal from a course or clinical placement, failing grade in a course, withdrawal from the program with the right to petition for re-admission, or dismissal from the teacher preparation program. It is important to note that severe violations of the standards may lead directly to consequences listed above in lieu of a *Professional Growth Plan*.

Student Teacher Agreement

- I have read the state and University standards distributed to me in this document and via the online links provided.
- I will read the school district standards before I begin my clinical placement(s).
- I agree to abide by these academic and behavior standards. I understand these criteria will be used to evaluate my progress throughout the program, and that failure to successfully meet the standards may result in removal from a course or clinical placement, failing grade in a course, withdrawal from the teacher preparation program with the right to petition for re-admission, or dismissal from the teacher preparation program.

Printed Student Teacher Name: _____ Date: _____

Student Teacher Signature: _____

**TEACHER CANDIDATE PLACEMENT AGREEMENT FORM****Dates/Times**

Clinical field experience and student teaching 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.

Criteria for Supervising Practitioners

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 and a handbook and a professional development meeting at the beginning of each semester.

Clinical Experiences

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

- a. Observations in classrooms and field practice settings ranging from several hours to several weeks within a given semester
- 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.
- d. Assisting with enrichment activities including, but not limited to, community engagements, field trips, exhibits, and fairs, as expected from the Supervising Practitioner

Professional Standards

University students must adhere to state, University, and school district professional standards while on the school campus or at a school-related event. State and University standards have been provided to the Teacher Candidate. Schools must provide the Teacher Candidate with a copy of the district's Code of Conduct for Faculty and Staff.

Supervising Practitioner Compensation

Supervising Practitioners receive \$500 from The University of Arizona College of Fine Arts for their mentorship. If multiple Supervising Practitioners share a Teacher Candidate, the compensation will be apportioned accordingly.

Contact Information

If you agree to accept the placement, please complete the following form and return it to Karin Nolan. Dr. Nolan can be reached at knolan@email.arizona.edu or 520-621-7470.

To be completed by the TEACHER CANDIDATE:

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:

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. Throughout the semester, the Teacher Candidate will phase into maximum teaching load for a minimum of 20 consecutive school days and then phase out towards the end of the semester, 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 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:

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.

Signature: _____ Date: _____