The 2013 bi-annual Director’s Meetings included the WCSD coordinator of university partnerships (WCSD-hr) and a field experience faculty from Truckee Community College. This collaborative partnership is necessary because these institutions place candidates in the local school district and often at the same schools. Placement issues were collaboratively addressees, resulting in a field experiences and internship protocol. The following concerns were collaboratively addressed and solutions were implemented: (1) School administrators and teachers were overwhelmed each semester by the large number of individuals (faculty, students, and directors) from the four local institutions who were separately contacting them to request field experience and internship placements. Placement options were compromised by market needs, when some schools were in the midst of major change, or accreditation. School personnel wanted to know upfront what the candidate would be doing in the field experience. WCSD-hr and directors of field experiences need to know exactly where each candidate is placed and when they are scheduled to be at that school. (2) The solution was the development of a field experiences placement protocol that each institution would follow for the local school district. Before each semester begins, the director shall compile an institutional spreadsheet that includes placement requests by course, prior placement arrangements, and a description of what the candidate will be doing. This spreadsheet is submitted to WCSD-hr by the first week of the semester. A few months earlier, WCSD-hr in collaboration with principals compiles a list of potential placements, taking into consideration the teacher’s qualifications and ability to be a good mentor as well as the institutions’ lead teacher and placement requirements. WCSD-hr begins the placement process as soon as the spreadsheet is received. The directors of field experiences must approve all placements and retain the right of refusal. While prior school partnerships are maintained, new placement requests are only made by one person at WCSD-hr. Once placements are made, the now completed spreadsheet is sent back to the directors of field experiences. This last part of the protocol was tested during the fall when there was a school shooting. The spreadsheet indicated the unit had 8 candidates in field experiences at this school. However, a unit faculty moved two more students to this school. The schedules for the 8 known candidates indicated they were not at school at the time of this event. School personnel reported there were 10 candidates. The schedules and teacher assignment were not known for two students; however, the school sign-in log indicated they were not at school. This safety concern brought the WCSD school police chief into the collaborative partnership and resulted in a change in the protocol such that all placements and placement changes must now go through both the institution’s director of field experiences and WCSD-hr. The impetus for the field experiences placement protocol was fueled by numerous factors but actually began last winter when the unit and WCSD-hr collaboratively refined a similar internship placement protocol. A clearly articulated placement protocol was a necessary first step. The unit has begun focusing on the student learning outcomes for candidates to be formally expressed in all course syllabi. The student learning outcomes for candidates for field experiences embrace core content state standards and data driven instruction for K-12 students.