

Field Experience Definitions and Requirements in Selected States' Regulations and Guidance

States	Definitions and Requirements
California	<p>Organization of Clinical Practice Experiences. The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.</p> <p>Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.</p> <p>Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.</p> <p>The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.</p> <p>Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.</p> <p>Criteria for School Placements. Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.</p> <p>Please see the CA Preliminary Multiple Subject and Single Subject Credential Program Standards for details about supervised fieldwork and the Teaching Performance Expectations (TPEs).</p>

Connecticut	Any program of teacher preparation leading to professional certification shall require, as part of the curriculum, clinical experience, field experience or student teaching experience in a classroom during four semesters of such program of teacher preparation. Such clinical experience, field experience or student teaching experience shall occur: (1) In a school district that has been categorized by the Department of Education as District Reference Group A, B, C, D or E, and (2) in a school district that has been categorized by the department as District Reference Group F, G, H or I.
Delaware	<p>"Clinical Experience" means guided, hands-on, practical application of Candidate knowledge and theory to Candidate practice through collaborative and facilitated learning activities in field-based assignments.</p> <p>Clinical Experiences: Educator Preparation Programs shall have Clinical Experiences required throughout the Program and aligned with Program curriculum. Clinical Experiences should align with the area, subject, or category of certification being sought by Candidates; such Experiences shall be designed and incorporated into the Program by the Provider, and begin in the first year of the Program. Programs should provide Candidates the opportunity to reflect on Clinical Experiences within the classroom setting.</p> <p>Compliance with Program Requirements: Requirements for Clinical Experiences as stated [above], including documentation certifying placements with High Quality Cooperating Teachers and High Quality Clinical Supervisors.</p>
Illinois	<p>The institution shall submit to the State Superintendent of Education a program proposal meeting the requirements set forth in this subsection.</p> <ol style="list-style-type: none"> 1. A description of the course of study, field experiences and clinical practice. The descriptions of field experiences and clinical practices shall include: <ol style="list-style-type: none"> a. the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics; b. the measures taken to ensure that candidates gain experience with technology relevant to the profession; and c. the program's requirements for faculty supervision of field experiences and clinical practice. <p>"Clinical Experiences". That part of the professional preparation program enabling candidates preparing for licensure to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking licensure. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a role for which a professional educator license is required. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.</p> <p>"Field Experiences". A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers or homeless shelters.</p> <p>"Practicum". A type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is</p>

	<p>supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area.</p> <p>"Supervised Participation". A wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous supervision by appropriate personnel who can appropriately modify the candidate's behavior.</p>
Massachusetts	<p>Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators. Field-based experiences shall cover a range of time periods within the school year.</p> <p>Pre-practicum: Early field-based experiences with diverse student learners, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrative Leadership as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.</p> <p>Requirements for Field-Based Experience for the Initial License. Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators.</p> <p>Below are relevant Review Criteria from the Massachusetts Guidelines for Program Approval. Please see the Guidelines for additional details about field experiences.</p> <p>Domain: Field-Based Experiences</p> <ul style="list-style-type: none"> • Practicum hours meet regulatory requirements as per 603 CMR 7.04 (4) • District partners are involved in the design, implementation, and assessment of field-based experiences. • Field-based experiences are fully embedded in program coursework such that connections between theory and practice are explicit. • Responsibilities in pre-practicum and practicum experiences build to candidate readiness for full responsibility in licensure role. • Sponsoring Organization secures and/or verifies placement(s) that meet regulatory requirements and the SO's expectations for a high-quality placement for all candidates. • Candidates participate in field-based experiences that cover the full academic year. • Field-based experiences are in settings with diverse learners (e.g., students from diverse ethnic, racial, gender, socioeconomic, and exceptional groups).

New Jersey	<p><u>Traditional/Certificate of Eligibility with Advanced Standing (CEAS) Programs</u></p> <p>All candidates starting clinical practice in academic year 2018-2019, or thereafter, shall have completed at least 50 hours of clinical experiences in a preschool, elementary, middle, and/or secondary school setting prior to clinical practice.</p> <ul style="list-style-type: none"> i. For candidates in preparation programs who start clinical practice prior to academic year 2018-2019, programs may determine acceptable levels of teaching proficiency in junior clinical experiences. <p>The clinical experiences shall:</p> <ul style="list-style-type: none"> i. Be incorporated into any higher education course taken prior to the start of clinical practice; ii. Include at least two different classroom settings, with at least one in a special education setting, consisting of a classroom where students with IEPs are educated: either an inclusive setting, resource room, or a special classroom; and iii. Increase in intensity, or control of the students, and duration as the candidate advances through the program. <p><u>Alternate Route/Certificate of Eligibility (CE) Programs</u></p> <p>Effective for candidates starting the CE educator preparation program in academic year 2017-2018, or thereafter, the program shall ensure the candidate completes 50 hours of pre-professional experience, which occurs prior to the candidate's full-time professional teaching experience. The pre-professional experience shall include at least:</p> <ul style="list-style-type: none"> 1. Fifteen hours in coursework; 2. Twenty hours of clinical experience(s), which shall include at least 10 hours of planning and delivering instruction through an individual or co-teaching model; and 3. Fifteen hours determined by the program that may include, but is not limited to, additional hours of coursework and clinical experience(s). <p>For additional details, please see NJ Guidance webpage for changes in the CEAS (traditional) and CE (alternate route) education preparation programs and the NJ Clinical Requirements.</p>
Pennsylvania	<p>Field experiences: Off-campus activities that provide candidates with opportunities for practical application of theoretical constructs and concepts developed in coursework, under the supervision and direction of college faculty, prior to student teaching, internship or clinical experiences. The activities include: observing, tutoring, miniteaching, lesson planning and evaluating student performance, and may take place in public or nonpublic schools or community organizations.</p> <p>The professional educator program shall have sequential field experiences that may begin as early as the initial semester of college enrollment, prior to student teaching, internships, and clinical experiences, which provide candidates with opportunity to:</p> <ul style="list-style-type: none"> 1) Apply principles and theories from the program design to actual practice in classrooms and schools.

	<p>2) Study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.</p> <p>Field experiences shall:</p> <ol style="list-style-type: none"> 1) Include frequent observation and consultation with cooperating teachers and school administrators fluent in the institution's education philosophy. 2) Be fully supported by the preparing institution's faculty. 3) Be an integrated part of the professional education curriculum and shall be consistent with the overall program design. 4) Encourage reflection by candidates. 5) Include evaluation and feedback from higher education faculty, public or nonpublic school faculty, and peers. <p>For additional details, please see the PA Program Framework Guidelines and Rubrics webpage for the K-12 Program Framework Guidelines, Residency Guidelines, Field and Student Teaching Competencies and the PA student teaching evaluation.</p>
Vermont	<p>Standard 3: FIELD EXPERIENCES (for program approval): <i>Provider and its PreK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.</i></p> <p>Indicators</p> <ul style="list-style-type: none"> • 3.1 Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals. • 3.2 Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.) • 3.3 Programs collaborate with their field partners to ensure that candidates know when and how to access resources (e.g., special educators, related service providers and specialists) to address students' needs. • 3.4 Candidates complete a sequence of high-quality field experiences that represent the range of grade levels, content, and requirements of the endorsement. • 3.5 Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.