

Student Teaching 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>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	<p>"Student teaching" means supervised full day practice teaching, with a trained cooperating teacher, as part of an educator preparation program, for a Connecticut Board of Education of 10 or more weeks, following the completion of a minimum of 12 semester hours of credit in professional education in an educator preparation program.</p> <p>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.</p>

<p>Delaware</p>	<p>“Student Teaching” means the period during which a Candidate serves as a teacher in a school, plans and delivers independent instruction to students on a regularly scheduled basis, develops or prepares instructional materials, and evaluates students in any pre-school through grade twelve school setting.</p> <p>“Capstone Clinical Residency” means student teaching that consists of at least 10 consecutive weeks, encompassing at least 200 hours, overseen by a High Quality Cooperating Teacher and a High Quality Clinical Supervisor. Programs may adjust the schedule of the Clinical Capstone Residency to comply with embedded LEA vacation schedules, holidays, and unforeseen official school closures.</p> <p>Educator Preparation Programs for teachers shall have a Capstone Clinical Residency in which the Candidate is:</p> <ul style="list-style-type: none"> • Supervised on-site by a High Quality Cooperating Teacher; • A recipient of ongoing support from a High Quality Clinical Supervisor; and • Responsible for the instruction and classroom management of a roster of students.
<p>Illinois</p>	<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>"Clinical Practice". Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.</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 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>"Student Teaching". A form of internship required for approval of educator preparation programs calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel.</p> <p>The State Educator Preparation and Licensure Board recognizes and accepts student</p>

	<p>teaching only when it is earned during the candidate's final year of his or her educator preparation program and conducted in a public school, a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425, or an out-of-state or international school.</p> <p>Student teaching shall be structured as part of comprehensive field experiences and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C, and in accordance with the standards referred to in Section 25.115(d).</p> <p>Student teaching shall be completed within the grade range and in the area of specialization appropriate to the endorsement sought on the professional educator license. Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.</p> <p>In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met.</p> <ol style="list-style-type: none"> 1. The student teacher must be enrolled in a student teaching course at the institution. 2. The school district or nonpublic school and the institution of higher education shall jointly agree to the student teaching placement and the responsibilities of each person to be involved. 3. The school district or nonpublic school shall ensure the requirements of Section 2-3.25o, 10-21.9 or 34-18.5, as applicable to the school district or nonpublic school, have been met. <p>An individual may receive credit for student teaching or pre-student teaching clinical experiences that are completed during the time for which the individual is paid as a teacher only when the individual:</p> <ol style="list-style-type: none"> 1. holds no educator license issued pursuant to Article 21B of the School Code and performs the student teaching or pre-student teaching clinical experiences in a charter school established under Article 27A of the School Code or a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425; 2. is subject to the authorization for payment stated in Section 25(g) of the Grow Your Own Teacher Education Act [110 ILCS 48/25(g)]; 3. has at least one year of experience in a school or community-based early childhood setting and the student teaching is conducted with his or her current employer and meets the requirements of his or her preparation program; 4. holds an educator license with stipulations endorsed for transitional bilingual educator, career and technical educator, or provisional career and technical educator and works in a school district; or 5. holds only a substitute teaching license and, as an employee of a school district operating under Article 34 of the School Code, is not subject to the limitations of Section 21B-20(3) of the School Code regarding the number of days a substitute teacher may be employed.
Massachusetts	<p>Requirements for Field-Based Experience for the Initial License. A practicum or practicum equivalent must be supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.</p>

All individuals in educator preparation programs shall assume full responsibility of the classroom for a minimum of 100 hours.

All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, Massachusetts Department of Early Education Care approved preschools, educational collaboratives, or a school that requires Massachusetts educator licensure.

Practicum or Practicum Equivalent Requirements are as follows:

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| (a) Early Childhood: Teacher of Students With and Without Disabilities (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities) | 300 hours |
| (b) Teacher, Grades 1-6 | 300 hours |
| (c) Teacher, Grades 5-8 | 300 hours |
| (d) Teacher, Grades 8-12 | 300 hours |
| (e) Teacher, Grades PreK-6 or PreK-8 | 300 hours |
| (f) Teacher, Grades 5-12 | 300 hours |
| (g) Teacher, All
(150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12) | 300 hours |
| (h) Teacher of Students with Moderate Disabilities (for PreK-8, 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate or substantially separate setting for students with moderate disabilities)* | *300 hours |
| (i) Teacher of Students with Severe Disabilities (at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting) | 300 hours |

Below are relevant Review Criteria from the [Massachusetts Guidelines for Program Approval](#). Please see the Guidelines for additional details about student teaching.

Domain: Field-Based Experiences

- 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.

	<ul style="list-style-type: none"> • 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>For candidates who start clinical practice before academic year 2018-2019, clinical practice shall be one semester.</p> <p>For candidates starting clinical practice in academic year 2018-2019, or thereafter, clinical practice shall:</p> <ol style="list-style-type: none"> 1. Occur during at least two semesters, according to the placement school district’s schedule, including professional development days with the school district prior to the first day of class for students; 2. Occur at the same school site for the entire experience, if possible; and 3. Include at least 175 hours prior to one full-time semester. At least 100 hours of the 175 hours shall be completed throughout the semester immediately preceding the semester of full-time clinical practice. <p>The candidate shall be placed within the endorsement subject he or she will pursue for certification and under the direct and continuous personal supervision of an appropriately certified cooperating teacher.</p> <p><u>Alternate Route/Certificate of Eligibility (CE) Programs</u></p> <p>Effective for candidates starting a CE educator preparation program in academic year 2017-2018, or thereafter, the CE educator preparation program for all instructional certificates shall include:</p> <ol style="list-style-type: none"> 1. A minimum of 350 formal instructional hours or 24 semester-hour credits, which shall be completed over a minimum of <i>two academic years</i>. <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>The preparation program shall be designed to provide a minimum 12-week full-time student teaching experience.</p> <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>The placement of student teachers is the responsibility of the teacher preparation program and shall meet the following requirements (relevant requirements were selected):</p>

- a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure (e.g., student teaching, internship, or other concentrated field experience however named), in which the candidate shall gradually assume the full professional roles and responsibilities of an educator in the initial endorsement area sought;
- the placement process and student teacher expectations are incorporated in a student teaching handbook.

The supervision and evaluation of student teachers by the teacher preparation program's faculty shall meet the following requirements (the relevant requirement was selected):

- a specific student teaching evaluation process shall be detailed in the student teaching handbook, including collection of data on the candidate's performance, a process for feedback to the candidate, and use of the data to provide additional assistance.

To successfully complete a student teaching placement, a candidate shall achieve at least a grade of "B." Prior to issuing a candidate's grade, the educator preparation program shall consider the evaluation by the cooperating educator. Institutions that use alternate grading systems have the responsibility of demonstrating how their assessment is commensurate to a "B."