5A.00 Institutions That Host Field Experience Students

There are many kinds of field placements made by The Teachers College, and great care is taken to be certain such assignments adequately serve the needs both of the profession and students. It is the policy of The Teachers College to maintain a close working relationship with institutions that host field-experience students, and to base relationships on contracted agreements. All such agreements shall contain an understanding of the responsibility of host schools and cooperating personnel, as well as the responsibilities of student teachers/practica/internship students and university supervisors.

5A.01 Policies on Placement of Student Teachers

Student teaching is one of the most essential and valuable components of a teacher education program. It provides students with an opportunity to practice what they have learned on the university campus but --more important -- it is a chance for them to continue their academic and professional growth.

A student teacher, no matter how competent a university student, is NOT equipped with all skills necessary to demonstrate total competence in the classroom. Consequently, great care is taken in choosing a cooperating school or district. ESU advisors either recommend or approve field assignments based on their knowledge of school/district program and personnel adequacy. This knowledge is not comprehensive, of course, but it does take into account administrative willingness to accept responsibility for sharing the teacher education mission.

Acceptance of that mission is best demonstrated by the careful selection of host schools and cooperating teachers, and by viewing a student teaching assignment as an opportunity to
nurture a young person toward becoming an effective instructor and professional educator. Though it rarely happens today, any circumstance in which a student teacher is seen as "extra help" would be considered unsatisfactory. The emphasis in our joint mission must be on student teacher growth. A practice in which that concept is not used as a primary criterion doesn't belong in the student teaching experience.

Policies have been approved by Emporia State's Council on Teacher Education and The Teachers College dean. In addition to university policies, Emporia State adheres to the regulations issued by the Kansas State Board of Education: K.A.R. 91-19-1, 91-19-2 and 91-19-6, 91-1-200 through 91-1-219. Regulations 91-19-1, 91-19-2 and 91-19-6 are printed on subsequent pages of this document. Regulations 91-1-200 through 91-1-219 are printed in the Kansas Teacher Education and Licensure Regulations and Standards for Kansas Educators

5A.02 Qualities of Host Schools

Supplementary studies included in the student teaching semester require students to have a basic understanding of legal, financial, and organizational principles involved in the total school program. Therefore, the school being considered for off-campus assignments should be large enough to meet this need.

The school should have sufficient course offerings to provide for a complete student teaching experience in any teaching field or combination of teaching fields. Where the school's curriculum is limited, special attention will be given to the cooperating teacher's professional and personal qualifications.

Additional criteria for school selection are determined by the teacher educator of the student's discipline. Lists of site selections are available for elementary students through the department advisor(s).
5A.03 Geographical Location of Host Schools

Assignments to schools throughout the state of Kansas are appropriate. To assure quality supervision, however, student teaching assignments are generally made in schools within a 100 mile radius of ESU. Student teaching in another state or overseas may be approved on an individual basis. To ensure that the student teacher's experience meets local, state and national standards for preservice teacher education, the school to which the student is assigned must be accredited by the Kansas State Department of Education; high schools should be accredited by the North Central Association of Colleges and Schools or a similar regional accrediting agency. Private or parochial schools may be used if they are Kansas accredited. A variety in assignment locations, grade levels, and subject areas is considered a strength.

In circumstances in which a student teacher must be assigned outside the convenient driving range of Emporia State campus supervisors, part-time field supervisors are used. Field supervisors are qualified educators given special training to supervise the work of students teachers assigned to their areas.

The Office of Professional Education Services carefully monitors the field experience of each student teacher by reviewing reports mailed in after each supervisory visit, and by maintaining continuing communication by phone. The office also sponsors training to cooperating teachers through a variety of delivery methods. For example, a self-paced module program can be completed during the semester in which the student teacher is assigned. This opportunity is broadly advertised and inexpensive; many cooperating teachers enroll in the program each semester.

5A.04 Role of the School Principal
The principal of any school to which student teachers are assigned can have a direct and significant impact on the success of the student teaching experience. Consequently, student teachers will be placed in schools in which the principal will:

1. assist in the selection of enthusiastic, competent, and understanding cooperating teachers;
2. inform the cooperating teacher as early as possible regarding the assignment of a student teacher;
3. provide for the introduction of student teachers and cooperating teachers;
4. provide orientation sessions for student teachers which include plant layout, forms, special regulations, schedules, school policies, the community, school philosophy, faculty meetings, professional attitude, student discipline, handbooks, counseling services, personal habits, health regulations, extra-class activities, and rights and responsibilities;
5. establish a favorable climate for student teachers by interpreting the University's teacher education program to faculty, students, parents, and the community;
6. guide student teachers in their professional development through modular coursework\(^1\) that complements the student teaching experience;
7. counsel with student teachers when appropriate concerning any personal problems that affect the student teachers' performance; and
8. report any unacceptable behavior or performance of a student teacher to the director of student teaching.

### 5A.09 Placement of Advanced Program Field Experience Candidates
A number of advanced programs require field experiences in schools or other agencies. Much of the information provided above regarding student teachers applies to advanced level programs, but the placement requirements for advanced programs variety widely. Since advanced program field experiences are not all the same, departments and OPES work cooperatively to assure placements are appropriate, that supervisors are qualified, and that candidates are evaluated. Advanced program candidates should contact their departments or OPES to determine field experience requirements and placement procedures.