The Teachers College sponsors many different kinds of field experiences; some of those are conducted at the graduate level by all departments. In preservice teacher education, there are essentially two kinds of field experience: pre-student teaching field experiences that are included in the introductory course and Phase I/Block 1 and are specific to the nature of the programs, and student teaching. Phase II/Block 2 and 3 (student teaching) is the largest and most comprehensive field-experience program in The Teachers College, so the guidelines and techniques developed by the Office of Professional Education Services (OPES) provide a good basis for the conduct of all field-experience activities. The purpose of student teaching and other field-experience programs is to reinforce campus-based learning with opportunities to practice emerging skills. It is **not** the purpose of any field-experience program to help students simply understand what the "real world" is like. All programs sponsored by The Teachers College are based on the needs of constituent institutions, so every effort should be made to cause campus and field-based programs to be coherent, compatible, and sequential. In that light, it is important that campus-based courses are outcomes oriented, and that field experiences are controlled for compatibility and instructional reinforcement. To accomplish those conditions, The Teachers College expects its faculty to be thoroughly conversant with the knowledge, skills, and dispositions articulated in the Conceptual Framework, the latest research and practices associated with the school reform movement, QPA, federal legislation, and assessment of student learning. The scope of student teaching assignments should be limited to those schools and cooperating mentor/teachers who have been adequately prepared for such responsibilities.
Prospective cooperating mentor/teachers are expected to take advantage of the multiple opportunities for training, ranging from a one-credit-hour module program to a comprehensive course on peer teaching. All cooperating/mentor teachers should have a working knowledge of the Teacher Work Sample requirements.

Full- and part-time faculty members in The Teachers College serve as supervisors of graduate and undergraduate field-experience students. Sponsoring departments and offices have explicit guidelines for such supervision, realizing that supervisors are key representatives of this institution. Training opportunities are available for sharpening supervisory skills, and for helping supervisors thoroughly link the campus and field-based components of the professional preparation program.

Unlike some universities that classify supervision of field experiences as an incidental administrative function, Emporia State places the responsibility on a par with effectiveness in classroom instruction. In other words, the supervision of field-experience students is a critical factor in all matters pertaining to merit, tenure and promotion.