



An Advisor's Guide to Pre-Student Teaching Field Experiences

***The Initial Teacher Preparation
Program
Eastern Michigan University***

**Office of Academic Services
206 Porter Bldg.
487-1416
www.emich.edu/coe/oas/**

*Program Theme: Caring Professional Educators for a Diverse and Democratic
Society (CPED²S)*

What are pre-student teaching field experiences?



All teacher candidates in the initial teacher preparation program are required to spend time in classroom and/or clinical settings to prepare for student teaching and licensure. “Field experiences” is a National Council for Accreditation of Teacher Education (NCATE) term for what we typically call pre-student teaching, practicums, and pre-clinicals. Prospective teachers are expected to spend time observing and interacting with K-12 teachers and their students. These valuable experiences help the teacher candidate to understand teaching, learning, discipline, culture, and context; all things the candidate will need to know and understand in order to become an effective teacher. Field experiences provide a rich real world context for understanding concepts and issues presented in the professional education courses at EMU.

There are four basic requirements that teacher candidates need to meet during their pre-student teaching field experiences.

1. Each teacher candidate must keep a log of field experience clock hours. This log will be kept on one of the following documents:
 - a. **Regular Elementary:** *Pre-Student Teaching Field Experiences Verification Form*
 - b. **Regular Secondary:** *Pre-Student Teaching Field Experiences Verification Form*
 - c. **Music Education:** *Field Experience in Music Education (FEME)*
 - d. **Physical Education:** *Pre-Student Teaching Portfolio Development for Physical Education Majors*
 - e. **Special Education:** orange card
2. Field experiences can be no more than three years old at the commencement of the student teaching semester.
3. At least 50 clock hours must be in a grade appropriate classroom with a teacher licensed in the subject area in which the teacher candidate will be licensed.
4. At least one field experience must be in an urban or multicultural setting (multicultural can be linguistic, ethnic/race, or socioeconomic as long as 30% or more of the students in the classroom represent a form of one of those diversities).

Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)



Business, Management, Marketing & Technology

- The teacher candidate documents a minimum of 100 clock hours of experiences with children in grades 6-12.
- Forty-five (45) of the 100 clock hours come from BMMT 200 and PRCT 311.
- At least 50 clock hours must be with a teacher licensed to teach business/marketing education in an appropriate setting.
- At least one experience needs to be in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
- Clock hours outside of the required 50 classroom hours will come from learning environments with youth who are age appropriate (grades 6-12). Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. The teacher candidate must obtain a signature from a person of authority who can confirm the experience.
- Clock hours are documented on the *Pre-Student Teaching Field Experiences Verification Form*, http://www.emich.edu/coe/oas/docs/forms/pst_fe_form.pdf.

Elementary Education (regular)

- The teacher candidate documents a minimum of 100 clock hours of experiences with children in grades K-5.
- Approximately 30 of the 100 clock hours come from each practicum (PRCT 304 and PRCT 310).
- At least 50 clock hours must be with a teacher licensed to teach all subjects at the elementary level in an appropriate K-5 setting.
- At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
- Clock hours outside of the required 50 classroom hours will come from learning environments with youth who are age appropriate (grades K-5).



Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)

Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. The teacher candidate must obtain a signature from a person of authority who can confirm the experience.

- Clock hours are documented on the *Pre-Student Teaching Field Experiences Verification Form*, http://www.emich.edu/coe/oas/docs/forms/pst_fe_form.pdf.

Early Childhood Education

- The teacher candidate documents a minimum of 122 clock hours of experiences with children in grades PreK-5.
- Approximately 30 of the 122 clock hours come from each practicum (PRCT 304 and PRCT 310).
- At least 50 clock hours must be with a teacher licensed to teach all subjects at the elementary level in an appropriate K-5 setting.
- At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
- Seventy-two (72) clock hours are in early childhood experiences at the EMU Children's Institute supervised by ECE faculty and embedded in ECE classes.
- Clock hours are documented on the *Pre-Student Teaching Field Experiences Verification Form*, http://www.emich.edu/coe/oas/docs/forms/pst_fe_form.pdf.



Music Education

- The teacher candidate documents a minimum of 100 clock hours of experiences with children in grades K-12.
- At least 50 clock hours must be with a licensed music teacher in an appropriate setting.

Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)

- At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
- Clock hours outside of the required 50 classroom hours will come from learning environments with youth who are age appropriate (grades K-12). Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. The teacher candidate must obtain a signature from a person of authority who can confirm the experience.
- Clock hours are documented in the log in the *Field Experience in Music Education* (FEME) workbook.



Physical Education

- The teacher candidate documents a minimum of 100 clock hours of experiences with children in grades K-12.
- At least 50 clock hours must be with a licensed physical educator in an appropriate setting.
- At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
- Clock hours outside of the required 50 classroom hours will come from learning environments with youth who are age appropriate (grade K-12). Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. Students must be able to get signatures from a person of authority who can confirm the experience.
- Clock hours are documented in the log in the *Pre-Student Teaching Portfolio Development for Physical Education Majors* workbook.



Secondary Education (regular)

- Teacher candidate documents a minimum of 100

Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)

- clock hours of experiences with children in grades 6-12.
- Some of the 100 clock hours come from PRCT 305 and PRCT 311.
 - At least 50 clock hours must be with a teacher licensed to teach in the candidate's teaching major and minor within an appropriate grade 6-12 setting.
 - At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
 - Clock hours outside of the required 50 classroom hours can come from learning environments with youth who are age appropriate (grades 6-12). Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. The teacher candidate must obtain a signature from a person of authority who can confirm the experience.
 - Candidates pursuing the K-12 endorsement in a world language (i.e. French, German, Japanese, or Spanish) will need to document clock hours in an elementary setting in the world language.
 - Clock hours are documented on the *Pre-Student Teaching Field Experiences Verification Form*
http://www.emich.edu/coe/oas/documents/pst_fe_form.pdf.

Special Education on an Elementary Certificate

- The teacher candidate documents a minimum of 150 clock hours of experiences with children in grades K-12.
- Fifty (50) clock hours must be in a K-5 classroom setting with an elementary-certified regular education teacher.
- One hundred (100) clock hours must be in K-12 classrooms with licensed special education teachers in the chosen disability area, split between elementary and secondary experiences.
- Some of these hours will be completed in special education and regular education practicum classes.
- At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.



Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)

- One hundred (100) of the hours including the 50 in a regular education setting must be complete prior to the first semester of student teaching.
- Clock hours are documented on orange cards obtained from the Department of Special Education, 128 Porter.

Special Education on a Secondary Certificate



- The teacher candidate documents a minimum of 150 clock hours of experiences with children in grades K-12.
- Fifty (50) clock hours must be in a 6-12 secondary education classroom in the minor subject area with a secondary certified teacher who is endorsed in the minor subject.
- One hundred (100) clock hours must be in K-12 classrooms with licensed special education teachers in the chosen disability area, split between elementary and secondary experiences.
- Some of these hours will be completed in special education and regular education practicum classes.
- At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
- One hundred (100) of the hours including the 50 in a regular education setting must be complete prior to the first semester of student teaching.
- Clock hours are documented on orange cards obtained from the Department of Special Education, 128 Porter.



Speech - Language Pathology

- Speech-Language Pathology teacher candidates complete a total of 100 clock hours of pre-student teaching prior to the first semester of student teaching.
- Fifty (50) of these hours must come from a regular education classroom (K-5 classroom if pursuing elementary certification, 6-12 classroom in the minor area if pursuing secondary certification).

Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)

- The other fifty (50) hours must be in a learning environment with students the age of grades K-12. Examples of appropriate learning environments include a special education setting, observation of services provided by Speech-Language Pathologists and audiologists, coaching, tutoring and scouting.
- The 100 clock hours are documented on an Orange Card obtained from the Department of Special Education.

Technology & Design Education

- The teacher candidate documents 100 clock hours of experiences with children in grades K-12.
- Thirty (30) of the 100 clock hours come from PRCT 311.
- At least 50 clock hours must be in a secondary technology education classroom with a technology education endorsed teacher.
- At least one experience is required in an urban or multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.
- Clock hours outside of the required 50 classroom hours will come from learning environments with youth who are age appropriate (grades K-12). Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. The teacher candidate must obtain a signature from a person of authority who can confirm the experience.
- Clock hours are documented on the *Pre-Student Teaching Field Experiences Verification Form*
http://www.emich.edu/coe/oas/documents/pst_fe_form.pdf.

Visual Arts Education

- The teacher candidate documents 100 clock hours of experiences with children in grades K-12.
- Some of the 100 clock hours come from PRCT 304 and PRCT 311.
- At least 50 clock hours must be in a visual arts classroom with a visual arts or art education endorsed teacher. Hours must be obtained in both an elementary and a secondary setting.
- At least one experience is required in an urban or



Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)

multicultural classroom. Teacher candidates should seek as many diverse pre-student teaching field experience placements as possible.

- Clock hours outside of the required 50 classroom hours will come from learning environments with youth who are age appropriate (grades K-12). Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. Students must be able to get signatures from a person of authority who can confirm the experience.
- Clock hours are documented on *Pre-Student Teaching Field Experiences Verification Form*

http://www.emich.edu/coe/oas/documents/pst_fe_form.pdf.

Proof of Pre-Student Teaching Field Experience Hours: Registration for Student Teaching

Documentation of completed pre-student teaching field experience is required prior to registration for student teaching. Teacher candidates majoring in special education and preparing to complete their special education semester of student teaching will submit the appropriate documents to the Department of Special Education in 128 Porter. All other teacher candidates will submit the appropriate documents to the College of Education Office of Academic Services in 206 Porter.

Program Theme: Caring Professional Educators for a Diverse and Democratic Society (CPED²S)