



Saint Xavier
UNIVERSITY

**EDUCATION DIVISION
FIELD EXPERIENCE
SUPPLEMENTAL HANDBOOK**

2026-2027 EDITION

2026 – 2027 Field Experience Handbook

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Overview of Field Experiences

...Candidates must possess an understanding of multiple theories and approaches while demonstrating the transfer of these into practice...

Field experience is essential to the successful preparation of Saint Xavier University's (SXU) teacher candidates. Its purpose is to broaden and deepen teacher candidates' understanding of educational theory and integrate this understanding with educational practice and meaningful reflection. Field experiences connect candidates with PK-12 communities, provide them with professional learning experiences in diverse environments, and are directly connected to professional coursework and sequentially complement and expand upon course content. All candidates in initial and advanced programs must complete all field experiences associated with the required coursework.

The clinical experiences and internships specialist and education faculty work closely with teachers and administrators from all PK-12 partner schools to develop, implement, and evaluate field experiences. This collaboration helps to ensure that teacher candidates develop the knowledge, skills, and dispositions in the field, as well as timely and appropriate placement of candidates in local area schools.

Pre-Placement Requirements and Procedures

Prior to securing any field experience placement, all teacher candidates must have the following completed (detailed information provided separately).

- VIRTUS training or DCFS Mandated Reporter training
- Fingerprinting/Criminal Background Check

To secure field placements, candidates are contacted by the clinical experiences and internships specialist via email and directed to an online registration site. Candidates may only choose one site from the designated options.

When visiting the host school, candidates must sign in at the front office using the official school sign-in sheet. Candidates will use a Record of Field Experience log (Appendix p. 8) to document the type of experiences in which they have participated.

Field experience hours vary based on program and professional course association. The number of field experience hours is 5, 10, 15, 25, 30, or 45.

Field experience hours should be completed no later than the first day of final exam week. Candidates cannot receive credit for the associated course until field experience hours are completed and the field experience hours log is submitted to Canvas. Please note that failure to complete required field experience hours could result in a grade of F for the course.

Candidates are expected to comply with all field experience procedures and policies in a professional and respectful manner. These policies and procedures allow for efficient, timely,

and effective placement of candidates in appropriate sites. They also provide a structure in which the supervision of field experiences by the course instructors is facilitated.

The Education Division expects that the professional relationships established with partner schools will be respected and honored by teacher candidates and that candidates will always demonstrate professional and respectful dispositions and in all settings.

Appropriate professional attire and conduct at all school sites is expected of all candidates. Candidates unsure about attire should consult with the clinical experiences and internships specialist or their instructor.

Field Experience Placement Policy for Initial Licensure Programs

The Education Division has adopted the following policies to allow for efficient, timely, and effective placement of candidates in initial licensure programs in appropriate school sites and to assure the continued development of the knowledge, skills, and dispositions of our candidates. These policies are designed to provide a structure that facilitates the supervision of field experiences by course instructors to respect, honor, and preserve the professional relationships we establish with partner schools, modeling a spirit of professionalism, scholarship, and service for all constituents.

Policy Guidelines:

- A. Field experiences are designed with input from course instructors, the clinical experiences and internships specialist, and the administrators of our partner schools. Candidates will not have the option of selecting other schools (with the exception of item D below); only field experience hours arranged for by the clinical experiences and internships specialist will be accepted.
- B. The number of field experience hours is determined by the candidate's program. The SXU online catalog can be consulted for the exact number of hours required in each course and in each program. All field experience hours shall be completed at the appropriate grade level(s) required by the course and for the certificate being earned.
- C. No compensation can be received for field experience hours (ISBE Illinois Administrative Code 25.620/Subtitle A; Subchapter B specifies a few exceptions which allow an individual to receive credit for pre-student teaching clinical experiences during the time for which the individual is paid as a teacher).
- D. Candidates who hold full-time employment in local area schools and desire to complete their field experience component of their coursework in their school or school district shall follow the following guidelines. No field experience hours can be completed during time for which a candidate who is employed full-time is being compensated, and all field experiences shall be completed at the appropriate grade level (s) required by the course and for the certificate being earned. Candidates who hold full-time employment in local area schools and desire to complete their field experience component of their coursework in their school or school district shall follow the following guidelines.

In order to complete any field experience clock hours in their own school or school district, candidates shall provide written verification of their full-time employment. The written verification shall be submitted to the clinical experiences and internships specialist on official school letterhead, signed by the school administrator, and also verify that the candidate is a full-time employee and that the school administration gives their approval for the candidate to complete a field experience in the candidate's own school or school district (Appendix p. 9).

- E. No candidate will be allowed to participate in field experiences until the fingerprint/ criminal background investigation process and VIRTUS training are completed. To view our complete fingerprinting policy, refer to the Education Division Fingerprint Policy in the Appendices.
- F. For guidance on professional dress and conduct in the field site, candidates should refer to the Education Division's Dispositions Framework and the field site's rules and regulations.

Field Experience Guidelines for Instructors

1. Several courses offered by the Education Division contain a field experience component of varying hour requirements (See Appendix A). Course activities and assignments for such courses should intentionally incorporate field experience components to complement theoretical aspects of the course and should be reflected in course syllabi and Canvas sites.
2. Instructors teaching courses associated with field experiences are asked to discuss field experience policy, activities, and assignments with candidates prior to any field experience. If additional support is needed, instructors are welcome to notify the clinical experiences and internships specialist.
3. Partner schools for field experience placements are selected by the clinical experiences and internships specialist to appropriately meet the course objectives and requirements of the course. If instructors prefer to place candidates at a particular site for their specific course, they are responsible for notifying the clinical experiences and internships specialist by the **second week of the semester**. If instructors do not communicate their own placement preference within that time, candidates will be placed by the clinical experiences and internships specialist.
4. Candidates and instructors are notified via email when it is time for candidates to complete the online field experience registration.
 - Candidates are directed to a link which enables them to register online; candidates will view the available sites and register for one site.
 - **Candidates not in compliance with VIRTUS training or DCFS Mandated Reporter training and the fingerprinting/criminal background check will be blocked from registering for a field experience placement until they have completed both the VIRTUS training and fingerprinting/criminal background check.**
 - Once the clinical experiences and internships specialist sends the candidates' names to the school site, the candidates receive a confirmation email instructing them to contact the schools within 5 to 10 business days to schedule their field experience unless otherwise noted.
 - Please note: Candidates who prefer to complete their field experience in a school where they are employed full-time must have a letter on file in the office of the clinical experiences and internships specialist. (Appendix p. 9) for a sample of the letter.
5. The clinical experiences and internships specialist will ensure frequent and timely communication with candidates. Instructors are asked to facilitate this process by checking in with students to ensure smooth completion of all field experiences.

6. Instructors follow up with the progress candidates are making with their field experience and ensure that the candidates have contacted their respective schools in a timely manner to avoid losing the placement.
7. The Record of Field Experience log (Appendix p.8) must be completed and signed by the cooperating teacher at the school site at each visit. Instructors are asked to advise candidates to upload their logs into their Canvas course. Candidates should make copies of the signed forms to retain in their personal files. The form serves as verification of completion of field experience; *candidates are not given course credit if they fail to complete the required field hours.*

Field Experience Guidelines for Teacher Candidates

1. Candidates do not select their own field experience school site. School sites are selected via the online registration process.
2. Candidates cannot contact the schools until they receive their site confirmation via email from the office of the clinical experiences and internships specialist.
3. Candidates must have the fingerprint criminal background investigation and VIRTUS training completed before beginning a field experience. Chicago Public School (CPS) sites will not permit candidates into the building without presenting the Approval Notice, which CPS sends out after the fingerprinting/criminal background investigation has been approved.
4. Candidates are expected to dress and act professionally for all field experiences.
5. Candidates must contact the schools within 10 business days of receiving their site confirmation email unless otherwise noted; candidates who do not contact assigned schools in a timely manner risk losing the site placement.
6. Candidates must be on time for their scheduled field experience.
7. Candidates must call the school if unable to attend due to illness or emergency situations.
8. Candidates must sign in and out at the school office.
9. Candidates should have the Record of Field Experience log (Appendix p. 8) with them at each visit and have it signed by the principal, the school secretary or the cooperating teacher.
10. Field experience hours should be completed no later than the first day of final exam week. Candidates cannot receive credit for the associated course until field experience hours are completed and the field experience hours log is submitted to Canvas. Please note that failure to complete required field experience hours could result in a grade of F for the course.
11. Candidates are strongly encouraged to thank the school principal/staff for providing the field experience opportunity.

Education Division Disposition Support Model

The professional dispositions of candidates are a critical component of development for emerging educators. Candidates are required to maintain the following professional dispositions on campus as well as during the field experiences:

Fairness: The commitment demonstrated in striving to meet the educational needs of all persons in a caring, non-discriminatory, and equitable manner.

Belief that all persons can learn: The commitment to demonstrated behaviors that are inclusive of all children -- using data to make instructional decisions, differentiating instruction to meet the needs of diverse learners, and demonstrating cultural responsiveness.

Collaboration: A process where two or more people work together in an intersection of common goals by jointly developing and agreeing to a set of common goals and directions; sharing responsibility for obtaining those goals; and working together to achieve those goals using the expertise of each collaborator.

Professionalism: The commitment to maintain standards of professional conduct and demonstrate appropriate behavior.

Commitment to learning: The investment of effort in learning along with a commitment to scholarship and professional development.

An individual disposition status level system is in place for each Education Division candidate; this system indicates the level at which a candidate stands based on faculty and professional evaluation of the professional dispositions.

RECORD OF FIELD EXPERIENCE FORM

Candidate Name: _____

Course Number: _____

Name of School: _____

Grade Level/Content Area: _____ Site Teacher's Name: _____

Date	Number of Hours	School/Site	Cooperating Teacher's Signature
<i>(sample)</i> 1/22/16	2 hours	<i>Queen of Martyrs</i>	<i>Ms. Jones</i>

Submit this log to the course instructor (**do not turn in to the Education Division**)

Total Hours (this sheet): _____

Sample Letter from Principal

(Must be on school letterhead)

Date:

Clinical Experiences and Internships Specialist
Saint Xavier University, WAC Room G-207
Education Division
3700 W. 103rd Street
Chicago, IL 60655

(Name of the candidate) is a full-time employee at *(Name of the school)*. I have given him/her permission to conduct field experience hours at this school/district. The hours will not take place during a time for which the candidate is being compensated. If I can be of any further assistance, please contact me at *(phone number or email)*.

Sincerely,

Principal/Administrator name

Education Division Fingerprinting Policy

Field Experience

It is the responsibility of the SXU Education Division to verify to our school partners that teacher candidates assigned to school sites for field experiences and/or clinical practice have not been convicted of any illegal activity. To ensure the accuracy and current nature of this information, all Education Division candidates must complete the Chicago Public Schools fingerprinting/background investigation process through Accurate Biometrics prior to any course-related field experiences. **SXU cannot accept criminal background checks done *prior to the candidate being an SXU student.***

Accurate Biometrics is the fingerprinting vendor for the Chicago Public School (CPS) system. If the CPS fingerprinting process is followed and the appropriate CPS fingerprinting form is used at an Accurate Biometrics location, the fingerprinting process produces both ***an FBI and an Illinois State Police background check report.*** The fingerprints are checked against the databases of both agencies (FBI and Illinois State Police). Once processed by both agencies, the background check results are generated directly to CPS. *If any subsequent convictions occur after the initial fingerprinting, CPS would receive the report and notify the SXU Education Division of whether any action is necessary.*

Other fingerprinting agencies do not share updated reports with the SXU Education Division. SXU Education Division candidates pursuing licensure in Illinois must complete the Accurate Biometrics CPS fingerprinting process to ensure that all of our candidates are currently free of any convictions each time they enter our partner schools.

Exceptions:

- Students-at-Large (e.g., certified student teaching mentor teachers taking a free course), if they are enrolled in a course requiring field experiences *and* those field experiences will be completed in the school/school district in which they are currently employed. However, if field experiences are to be completed in a setting other than the current school/district of employment of the Student-at-Large, the Accurate Biometrics CPS fingerprinting process must be completed.
- Education Division candidates seeking LBS1 endorsement, currently employed as certified teachers *and* planning to complete all required field experiences in the school/school district in which they are currently employed.

Frequently Asked Questions

Will background checks from other vendors be accepted?

No. CPS cannot accept background checks from outside vendors and agencies. You must fingerprint at an Accurate Biometrics location using the CPS Field Experience Background Check Form.

If I did not receive an Approval Notice, can I start observing for field experience hours?

No. To ensure the highest level of safety for our students and school communities, an Approval Notice is required from every Field Experience student. If you have not received an Approval Notice, you cannot begin observations in the district. Please contact your IHE coordinator about potential next steps.

Can I obtain a hard copy of my background check results even though the results go to CPS? Yes. You may request a copy of your background check results up to a year after your fingerprints are processed. Please contact your IHE coordinator, who will partner with CPS to obtain a copy.

If I am an active CPS employee, do I have to complete the application and background check for field experience?

Yes. Effective January 2018, active CPS employees must complete the application and background check.

Student Teaching

A second fingerprinting/background check is required prior to student teaching as per a new State of Illinois law that went into effect January 1, 2016:

PA 99-021 became effective on January 1, 2016. Pursuant to this Public Act, each student teacher (defined to include those completing required internships) is required, prior to starting a student teaching or required internship experience, to authorize and pay for the school or school district where the student teaching is to be completed to conduct a fingerprint-based criminal history records check of that individual. Institutions should verify all student teaching candidates are aware of the background check (and its cost) prior to student teaching, and practice open communication with the school or district regarding the completion of the background check prior to the candidate beginning student teaching.

[Reference](#)

Chicago Public Schools Talent Office | 42 West Madison, Garden Level | Chicago, IL 60602

Field Experience Hours Guide

UG	GR	Course Title	Field Experience Hours	Semester Offered
Fall/Spring				
EDU 202		Educational Psychology	5	Fall/Spring
EDU 205		Child Growth and Development	5	Fall/Spring
EDU 318 <i>(These hours are completed in EDUL 221)</i>		Foundations and Methods of Literacy & LA	10	Fall/Spring
EDU 323	EDGSP 413	Survey of Students w/Exceptionalities	5	Fall/Spring
EDU 363		Foundation of Teaching ESL/Bilingual Education	25	Fall/Spring
EDU 370	EDGSE 415	Principles and Practices of the Middle and Secondary Schools	30	Fall/Spring
EDU 377		Historical and Social Trends in American Schools	15	Fall/Spring
EDU 397	EDGSE 497	Literacy Instruction for Diverse Learners	10-GR and 15-UG	Fall/Spring
	EDGSE 404	Field Experience for Secondary Education		

Fall Courses				
	EDGEL 411	Principles and Methods of Teaching Soc Sci and the Arts in the Elementary School	10	Fall
	EDGEL 418	Foundations and Methods of Literacy & LA	10	Fall
EDU 371/ART 371	EDGSE 463	Methods of Teaching Art in Middle and Secondary School	30	Fall
EDU 372/BIOL 372	EDGSE 464	Methods of Teaching Biology in the Middle and Secondary School	30	Fall
EDU 373/ENGL 373	EDGSE 465	Methods of Teaching English in the Middle and Secondary School	30	Fall
EDU 374	EDGSE 466	Methods of Teaching Foreign Language in the Middle and Secondary School	30	Fall
EDU 375/Math 375		Methods of Teaching Math in the Middle and Secondary School	30	Fall
EDU 378	EDGSE 469	Methods of Teaching History and Social Science in the Middle and Secondary School	30	Fall
	EDGSE 508		10	Fall

		Advanced Adolescent Development		
EDUL 212		Infant Toddler Field Experience	20	Fall
EDUL 221 <i>(Covers the hours for EDU 318)</i>		Junior I Field Experience Block (ELED)	45	Fall
	EDGSP 520	Characteristics of Students with Disabilities	15	Fall
EDUL 232		K-12 Field Experience	45	Fall
	EDGSP 521	Foundations of Special Education	5	Fall
	EDGSP 524	Diagnostic Assessment/Ed Decision Making	20	Fall
	EDGTE 479	Theoretical Foundations of Teaching ESL	25	Fall
	EDGTE 480	Methods and Materials of Teaching English as a Second Language (8 weeks)	25	Fall
	EDGTE 481	Cross-Cultural Studies/Bilingual Program	25	Fall
EDU 365		Cross-Cultural Studies/Bilingual Program	25	Fall

	EDUSP 320	Characteristics of Students with Disabilities	15	Fall
	EDUSP 324	Psychoeducational Assessment	20	Fall
Spring Courses				
EDU 364		Methods and Materials of Teaching English as a Second Language (8 weeks)	25	Spring
EDU 380		Methods and Materials of Teaching English/Bilingual Program	25	Spring
EDUL 211 <i>(These hours count toward hours for EDU 205, 323, 364)</i>		Sophomore II Field Experience Block ELED <i>Online</i>	45	Spring
EDUL 222		Pre-K Field Experience	45	Spring
EDUL 231		Junior II Field Experience Block ELED <i>Online</i>	45	Spring
	EDGEL 412	Principles and Methods of Teaching Science/Health/PE in Elementary/Middle Schools Grades 3-5 If students are out of the area, they can find their own sites.	10	Spring

	EDGSE 507	Advanced Education Psychology	10	Spring
	EDGSP 522	Adaptations and Accommodations for Students with Disabilities	15	Spring
	EDGSP 523	Language Disorders and Instruction	10	Spring
	EDGSP 525	Methods of Teaching Students with Disabilities	25	Spring
	EDGTE 480	Methods and Materials of Teaching English/Bilingual Program	25	Spring
	EDGTE 485	Methods and Materials of Teaching English/Bilingual Program	25	Spring
	EDUGL 516	Pre-Residency Field Experience Block	30	Spring
EDUSP 326		Behavior Management	10	Spring
ENGL 371		Methods of Teaching Reading and Literature in Middle and Secondary School	10	Spring Only offered every other year