Student Teaching in the United States

National Council on Teacher Quality

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Additional detail for Student Teaching in the United States can be retrieved at: **www.nctq.org/edschoolreports/studentteaching**. This webpage provides access to a variety of materials, including more information on the review process, student teaching program exemplar documents and comments from institutions.

Student Teaching in the United States

Introduction

Though few would dispute its value, the job of providing apprenticeships for some 200,000 teacher candidates each year in real classrooms is a massive and complex undertaking. About 1,400 higher education institutions work with many thousands of school districts across the United States to place, mentor and supervise teacher candidates in what is popularly known as "student teaching."[1]

Even as the profession pushes for more and earlier field work opportunities, student teaching is the final clinical experience.[2] During the typical semester-long experience, student teaching candidates must synthesize everything they have learned about planning instruction: collecting or developing instructional materials, teaching lessons, guiding small group activities, and establishing and maintaining order—not to mention meetings with faculty and parents and, in some districts still, taking on lunchroom and playground duties. Passing (or failing) student teaching determines whether an individual will be recommended for certification as a licensed teacher.

Because few dispute the tremendous potential value of student teaching, even alternate pathways to profession, often criticized for taking too many shortcuts, generally try to provide their teaching candidates with some kind of student teaching experience, however abbreviated. Surveys of new teachers suggest that student teaching is the most important part of their teaching training experience.[3]

Why this review?

The stakes in student teaching are high: Teacher candidates have only one chance to experience the best possible placement. Student teaching will shape their expectations for their own performance as teachers and help determine the type of school in which they will choose to teach. A mediocre student teaching experience, let alone a disastrous one, can never be undone.

Even more importantly, the stakes are high for future students. A uniformly strong student teaching experience has the power to dramatically improve the vision of teaching excellence. The exceptional classroom teacher

1 Aggregate production figures taken from all states' 2010 Title II reports indicate that traditional teacher preparation programs produced 186,000 teachers in 2008-2009.

2 "Clinical practice" is defined by NCATE as "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." It is distinguished from field experiences, defined as "a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research." In traditional teacher preparation programs, several hundred hours of field experiences typically precede student teaching.

3 Levine, A. (September 2006). *Educating school teachers* (p. 39). Washington, DC: The Education Schools Project.

under whose supervision the student teacher ideally works can transmit effective instructional techniques as well as critical lessons: the expectation that all children can learn, that great schools need not be restricted to wealthy suburbs and that perseverance pays off in student performance gains.

Nearly three years ago, in an effort to understand just how to get student teaching "right," the National Council on Teacher Quality (NCTQ) entered into a comprehensive review of the student teaching experience. For this work, we focused on its delivery at the undergraduate level for future elementary teachers, but we can identify no reason why our findings and recommendations would not generally extend to both undergraduate and graduate preparation of all classroom teachers.

Nearly three years ago, in an effort to understand just how to get student teaching "right," the National Council on Teacher Quality (NCTQ) entered into a comprehensive review of the student teaching experience.

The implications of this review stretch beyond student teaching. NCATE, the organization from which half of the nation's teacher preparation programs receive national accreditation, recently announced a restructuring of its accreditation process to encourage institutions to make clinical practice—that is, exposing teacher candidates to real classrooms—the centerpiece of the curriculum from the beginning of education coursework through student teaching. Given the many similarities among all forms of clinical practice, the findings and recommendations of this report have important implications for improving the full range of field work opportunities, as NCATE intends.

The student teaching standards developed and applied for this report are also significant for NCTQ's national review of teacher preparation programs, currently being conducted in partnership with *U.S. News & World Report*. This report offers an in-depth preview of the aspects of student teaching that will be included in our national review.

How this review was conducted

This review looks at 134 higher education institutions offering an undergraduate student teaching program to elementary teacher candidates, approved by their states to prepare public school teachers.[4] In all they comprise nearly 10 percent of the nation's institutions offering traditional teacher preparation. We selected the institutions using a stratified random sampling that was designed to include approximately three teacher preparation programs in every state and the District of Columbia.

4 All references to "program" in this report pertain to the "student teaching program," not the teacher preparation program as a whole. The term "institution" refers to the teacher preparation program or the larger education school in which it may be housed. A list of all institutions reviewed can be found in Section C of the Appendix.

Of the 134 institutions, 93 are public (69 percent) and 41 are private (31 percent); 15 of the 41 are nonsectarian private and 26 are sectarian private.[5]

As with all of NCTQ's reviews of teacher preparation programs, institutions were not asked if they wished to participate. After learning that they had been selected for the review, 12 of the included programs explicitly asked not to participate,[6] a request we did not honor for two reasons. First, it is the responsibility of any publicly approved teacher preparation program, whether located in a public or a private institution, to be transparent and responsive. It is, after all, producing public school teachers. Second, allowing participation to be only voluntary would introduce an unacceptable level of bias into this review. A review comprising only willing participants would likely end up reflecting the practices of those institutions confident of meeting our standards, excluding those institutions that either rejected our standards out of hand or suspected they would not perform well.

Because of the large number of standards we developed for this evaluation and the burden of document collection and analysis that would have been required to evaluate all programs on all standards, we employed an initial screen using the five most critical standards. These five standards are as follows:

STANDARD 1. The student teaching experience, which should last no less than 10 weeks, should require no less than five weeks at a single local school site and represent a full-time commitment.

STANDARD 2. The teacher preparation program must select the cooperating teacher[7] for each student teacher placement.[8]

STANDARD 3. The cooperating teacher candidate must have at least three years of teaching experience.

STANDARD 4. The cooperating teacher candidate must have the capacity to have a positive impact on student learning.

STANDARD 5. The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

After evaluating all 134 institutions against these five standards, we selected a subsample of 32 institutions to evaluate on the remaining 14 less critical standards.[9] (See page 13 for a full list of standards.)

5 More demographic information is found in Section C of the Appendix. While this proportion of public and private institutions does not match the distribution in the population of all institutions offering teacher preparation (which is approximately 48 percent public and 52 percent private), it does not appear to bias results since the average ratings for public and private programs on the five critical standards—the standards used for classification of institutions into design categories—do not differ.

In the few institutions with post-baccalaureate programs where teacher candidates are given the choice to either student teach or teach as an intern, we evaluated only the student teaching program.

6 Augusta College, Black Hills State University, the College of William and Mary, Drexel University, Mississippi College, Missouri Western State University, Oral Roberts University, Purdue University Calumet, SUNY Cortland, the University of Hawaii at Manoa, the University of Nevada - Las Vegas and Wake Forest University all asked not to participate.

7 The term "cooperating teacher" refers to the classroom teacher in whose classroom the student teacher is placed and who guides the student teacher throughout the placement. A variety of other labels are also given to this role, most commonly "mentor teacher."

8 We note that in our evaluation of an institution against Standard 2, we considered whether it plays an *active* and *informed* role in the selection of every cooperating teacher, basing its selection decision on *substantive information* on the qualifications of teachers.

9 See Section C of the Appendix for a list of institutions in the subsample.

To evaluate an institution's performance against the standards, there were four steps in our methodology:

1. We collected and evaluated a large number of documents related to an institution's student teaching program.
   - **From institutions**, we asked for documents such as those that address the selection and responsibilities of the cooperating teachers and the responsibilities of those on the institution's staff who coordinate field placements for student teachers, as well as any student teaching handbook or student teaching manual that provides guidance to student teachers in the elementary teacher preparation program.[10] Our review was not limited to these documents because over the course of analysis, institutions were given the opportunity to provide as much additional material as they thought necessary to show how their programs worked.
   - **From school districts**, we obtained any contracts between institutions and school districts that govern their student teaching arrangements. For example, any teacher preparation programs placing student teachers in Chicago's public schools must adhere to a contract whose terms are established by the school district.

     Although the existence of these documents does not provide fail-safe evidence that a program is in fact well run, the absence of such documents certainly suggests that it is poorly run—with the exception perhaps of the smallest of programs, which can rely on more informal protocols to manage only a few student teachers. If institutions did not choose to provide us with such documents (and in the case of public institutions, this refusal was in the face of open records requests), we pulled them from institutions' websites or obtained them from state departments of education, which generally review such documents in the course of approving programs. In all cases, we cited the materials we had obtained as sources for our analysis in order to give institutions the opportunity to comment or provide substitute materials.
2. After we collected these documents, we offered each institution multiple opportunities to provide additional documents pertinent to preliminary and final reviews of its program. We communicated with any institution that chose to do so between one and a dozen times. The magnitude of the interaction is attested to by the 1,600 documents supplied to us by the institutions and the more than 1,000 e-mails exchanged over the course of the review.[11]
3. We then surveyed local school principals whose elementary schools were identified by institutions as sites for student teaching placements. These surveys gave us the opportunity to triangulate the findings from our document collection and discussions with institutions. These surveys were either conducted by telephone or were taken online.

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10 A complete list of documents requested is found in Section A of the Appendix.

11 Only about a dozen institutions did not respond in any way to our preliminary or final ratings reports.

4. Finally, we conducted five site visits (one involving an innovative student teaching program not included in the sample) to interview student teachers, supervisors,[12] cooperating teachers and field-placement coordinators. There was significant range in the institutions visited in terms of the number of elementary teachers they produced and their locales. These site visits proved very useful to ascertain whether our document collection and survey work aligned with what we observed to be happening on the ground, to inform our general understanding of the complex arrangements necessary for student teaching and to expand our thinking about improvements. These institutions graciously hosted our site visits: Cardinal Stritch University (Milwaukee, WI), Chicago State University (Chicago, IL), Delaware State University (Dover, DE), the Rodel Exemplary Teacher Initiative (Phoenix, AZ) and the University of Arizona (Tucson, AZ).

Some of the finer points of our methodology are worth noting.

Relevance of the documents we collected

These documents are at least some of the same documents collected by states for program approval or by accrediting bodies such as NCATE. In fact, we collected more types of documents on student teaching than NCATE. Both our collection and NCATE's include 1) memoranda of understanding to document partnerships, 2) a list of criteria for selection of cooperating teachers and supervisors, 3) descriptions of clinical practice, and 4) student teaching handbooks. Beyond documents typically collected by NCATE, we also collected any documents addressing 1) the selection process for the cooperating teacher, 2) the responsibilities of field-placement coordinators, 3) the location of programs not overseen by the institution (such as international placements), 4) the criteria for selection of elementary schools for placements,[13] and 5) the process by which the institution evaluates placements to see if any aspect of the school or cooperating teacher's performance merits discontinuation.[14]

Impact of noncooperation by institutions

If we could not evaluate an institution relative to any standard because no document had been provided and we could not obtain the necessary information from other sources, we indicated that a rating could not be determined.

Impact of state regulations on a program's performance

In all of our reviews we are cognizant of state regulations to ensure that we do not end up "marking down" programs for a design that is restricted by state policies or practices. For example, in our review of Illinois teacher preparation programs, we provided a rating for institutions on their use of output data, but we did not include the rating when calculating overall grades for any program because the state has not yet developed the systems allowing them to readily capture such data.

In this review, our evaluation took into account that Connecticut institutions cannot meet our second standard (i.e., programs must actively participate in the selection of cooperating teachers) because Connecticut explicitly requires (in our view, unfortunately so) that school principals have the sole responsibility for selecting the cooperating teacher.

The necessity of institutional review board approval

The issue of whether our review requires approval by an institutional review board was raised by several institutions on the occasion of our site visits. Although we believed the nature of our effort did not warrant such

12 The term "supervisor" refers to the individual hired by the institution to periodically observe and evaluate the student teacher's performance. Supervisors may be faculty, but are usually former teachers or principals hired on a contract basis.

13 NCATE requires that applicants for accreditation provide information on the demographics on sites for clinical practice, but does not require any specific information relating to criteria for selection of sites other than what is included in an institution's conceptual framework.

14 NCATE also requires a few documents that we did not seek, including assessments' scoring rubrics/criteria, professional development opportunities provided to school district staff, and agendas for meetings with both cooperating teachers and supervisors.

approval, we decided to err on the side of caution and took the matter up with an institutional review board (IRB). The IRB responded that our review was exempt from this process, both because our focus was on programs rather than individuals and because information provided cannot be identified with an individual subject.

A full discussion of this review's sample, methodology, data collection, analysis and production of ratings is found in Section C of the Appendix. Comments on the review were solicited from every institution; all responses are included in Section H of the Appendix.

Other research

The student teaching experience of today bears similarities to student experiences dating back to the mid-1800s, when teachers were first trained in "normal" schools.[15] Since then, the time spent in preceding field work, the level of supervision by the preparation program and the length of the experience have all increased,[16] but the fundamentals have remained relatively unchanged.

Very little of the research on student teaching addresses this fundamental question: What features of the experience will make a teacher more effective?

While published scholarly articles about student teaching abound, the proportion of studies providing quantitative or qualitative evidence and meeting generally accepted standards for academic publication in peer-reviewed journals is small.[17] In turn, very few of that small number address the fundamental purpose of teacher education, namely: What features of the student teaching experience will make a teacher more effective in the classroom?

The table on page 7 summarizes the focus of research by teacher educators on student teaching in peer-reviewed education journals published since 1997.[18] Only three studies out of 34 explore the relationship of student teaching with future teacher effectiveness. Of these three studies, only one steers clear of relying on

15 Guyton, E., & McIntyre, D.J. (1990). Student teaching and school experiences. In W. R. Houston (Ed.). *Handbook of research on teacher education* (p. 515). New York: Macmillan. Student teaching arrangements for secondary candidates are a relatively new feature of teacher preparation, dating back only to the beginning of the 20th century.

16 Judging from the fact that the predecessor organization of the American Association of Colleges for Teacher Education required member institutions to set 90 clock hours as a minimum requirement in 1928, prior to that year the minimum number of hours may have been fewer than 90 clock hours (about three weeks in the classroom). Guyton & McIntyre, p. 515.

17 The proportion of all articles on teacher education meeting such standards has been estimated to be about one-fifth of those published. Levine, A., p. 52.

18 Articles published between 1997 and 2011 from *American Educational Research Journal*, *Curriculum Inquiry*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, *International Journal of Science Education*, *Journal of Educational and Behavioral Statistics*, *Journal for Research in Mathematics Education*, *Journal of Curriculum Studies*, *Journal of Education for Teaching*, *Journal of Literacy Research*, *Journal of Mathematics Teacher Education*, *Journal of Research in Science Teaching*, *Journal of Teacher Education*, *Research in the Teaching of English*, *Review of Educational Research*, *Review of Research in Education*, *School Science and Mathematics*, *Science Education*, *Teaching and Teacher Education*, *The Teacher Educator*; articles published between 1997 and 2001 from *Action in Teacher Education*, *Journal of Computers in Mathematics and Science Teaching*, *Journal of Research and Development in Education and Theory and Research in Social Education*. Section D of the Appendix lists these studies.

a case study approach to perform a rigorous statistical analysis of the effects of common features of all student teaching experiences on future teacher effectiveness, as measured by student learning gains in a large sample.[19] This lone study by Boyd, Grossman, Lankford, Loeb, & Wyckoff (2009), whose findings are expressed in the standards used in this review, found that student achievement was improved for first-year teachers prepared in institutions that had mandatory student teaching, picked the cooperating teacher (as opposed to allowing the K-12 school or student teacher to select that teacher) and required the following:

- A minimum of three years of teaching experience for cooperating teachers,
- A minimum of five supervisor observations, and
- A capstone project, at the conclusion of student teaching.

What are the issues surrounding student teaching addressed in research?

Primary issue	Number of studies	Number of studies addressing effects on student performance
Student teaching programs in general	2	**1***
Nature of relationship between preparation programs and partner K-12 schools	13	**2****
Student teachers' perceptions of their experiences	6	0
Supervision of student teachers	13	0
Totals	**34**	**3**

* Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (December 2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31, 416-440.

** See Appendix D for Knight (2000), assessing the impact on student performance of preservice teachers who were trained in a particular approach to teaching writing, and Brink (2001), addressing the benefits to K-8 pupils from having more student teachers available in the classroom.

In fact, the dominant perspective on student teaching taken by the field of teacher education seems to militate *against* what we view as a rather logical and compelling academic pursuit: first identifying discrete features of student teaching (such as the ones chosen in the Boyd study), and second, conducting research to ascertain the value of such features in terms of their impact on the immediate effectiveness of a new teacher. How else to explain the utter dearth of research with this perspective?

It is safe to conclude that at least some portion of the field of teacher education does not perceive the purpose of the student teaching experience as a unique and critical opportunity to produce the most effective first-year teachers possible. Rather, clinical practice is perceived as an experience "where pre-service teachers can, through trial and error, embark on a lifelong career of reflection and insight that will eventually make them into good teachers (if they have the right dispositions)."[20] As summarized by the American Educational Research Association's (AERA) 2006 report on research and teacher education, the majority of studies that touched on student teaching "looked at how new teachers are socialized into the profession and how beliefs and actions changed (or resisted change) while engaged in methods courses and field experiences."[21]

19 Boyd et al. (2009).

20 Snider, V. (2006). *Myths and misconceptions about teaching: What really happens in the classroom* (p. 168). Lanham, MD: Rowman and Littlefield Education.

21 Cochran-Smith, M., & Zeichner, K. M. (Eds.) (2005). *Studying teacher education: The report of the AERA panel on research and teacher education* (p. 325). Mahwah, NJ: Lawrence Erlbaum Associates.

States' regulatory role

State regulations do provide some sensible, albeit limited, guidance on student teaching experiences, but no state has what could be termed a comprehensive set of regulations or even guidelines for student teaching programs.

While most states (39) set a minimum length for student teaching,[22] as indicated in the table on page 9, only about half require that student teaching last at least 10 weeks, widely accepted by the field of teacher education to be the minimum acceptable duration. Just over one-third of the states require that student teaching be "full-time," though the term appears to mean different things in different states.[23]

Florida is the only state that explicitly requires that the cooperating teacher perform in a way that consistently results in improved student performance.

In terms of addressing perhaps the most important aspect of student teaching —the quality of the cooperating teacher assigned to mentor the student teacher—state regulations are particularly weak. Numerous states require the cooperating teacher to be an "accomplished professional," but most fail to define that term. For example, Iowa requires that cooperating teachers "demonstrate skills, knowledge, and dispositions of highly accomplished practitioners," but there is no articulation of these skills, knowledge or dispositions. Only one out of five states addresses the need for the cooperating teacher to have at least three years of experience[24] or the need of the cooperating teacher to have mentoring skills or mentoring training. Florida is the only state that explicitly requires that the cooperating teacher perform in a way that consistently results in improved student performance.[25]

Judging from practices of institutions in our sample, institutions generally comply only with those state requirements that are easily measured, such as the requirement that the cooperating teacher have a specific number of years of teaching experience. We noted a tendency by institutions to ignore regulations for which compliance is harder to determine and which are presumably not monitored all that well by the state. The table on page 10 documents a significant deviation from what state regulations required and what student teaching programs required—in just the few institutions we examined in each state.

22 Education Week *Quality Counts 2010*: http://www.edweek.org/media/ew/qc/2010/17sos.h29.teaching.pdf

23 The intention of some states appears to be that students need to devote themselves full time to student teaching and not take other coursework. Other states appear to use the term "full-time" to indicate that the student teacher must be present for the full elementary school day.

24 Several more states have a requirement related to experience but require only *two* years of experience.

25 Strangely, this impact on student performance is connected by Florida regulations to classroom management skills rather than instructional skills. Tennessee indirectly requires that cooperating teachers be effective by reference to their performance on local or state evaluation instruments.

What states require on student teaching

	Placements of at least **10 weeks** required	Student teaching represents a full-time commitment at least 12 semester credit hours	Cooperating teacher required to have at least 3 years of experience	Requirement that at least half of student teaching placement must be in state	Requirement that cooperating teacher be effective as demonstrated by a positive impact on student learning	Requirement that cooperating teacher have skills mentoring and/or takes mentoring training
AL	■	■	■	□	□	□
AK	□	□	□	□	□	□
AZ	□	□	□	□	□	□
AR	■	□	□	□	□	□
CA	□	□	□	□	□	□
CO	□	□	□	□	□	□
CT	■	■[1]	□	□	□	■
DE	□	□	□	□	□	□
DC	□	□	□	□	□	□
FL	■	□	□	□	■	■
GA	□	□	□	□	□	□
HI	■	■	□	□	□	□
ID	□	□	□	□	□	□
IL	□	□	□	□	□	□
IN	□	□[2]	□	□	□	□
IA	■	□	□	□	□	□[3]
KS	■	□	□	□	□	□
KY	■	■	■	□	□	■
LA	□[4]	□	□	□	□	■
ME	□	□	□	□	□	□
MD	□	□	□	□	□	■
MA	□	□	■	■	□	□
MI	□	□	□	□	□	□
MN	■	■	□	□	□	□
MS	■	■	□	□	□	□
MO	□	□	□	□	□	□
MT	□	□	□	□	□	□
NE	■	■	■	□	□	□
NV	□	□	□	□	□	□
NH	■	■	□	□	□	□
NJ	■	■	■	□	□	■
NM	■	□	□	□	□	□
NY	□	□	□	□	□	□
NC	■	■	□	□	□	□
ND	■	■	■	□	□	■
OH	■	■	□	□	□	□
OK	■	■	□	□	□	□
OR	■	□[5]	□	□	□	□
PA	■	■	■	□	□	□
RI	■	□	□	□	□	□
SC	■	■	■	□	□	□
SD	■	□	□	□	□	□
TN	■	■	■	□	■	■
TX	■	■	□	□	□	■
UT	□	□	□	□	□	□
VT	■	■	□	□	□	□
VA	□	□	□	□	□	□
WA	■[6]	□	■	□	□	■
WV	□	□	□	□	□	□
WI	□	□	■	□	□	■
WY	□	□	□	□	□	□

1 At least 6 but not more than 12 semester hours.
2 Full time for 9 weeks.
3 Annual one-day workshops.
4 270 hours, with 180 in actual teaching.
5 Only 9 weeks have to be full time.
6 Clinical practice must consist of at least 450 hours in classroom settings.

Institutional compliance with selected state regulations is at best sporadic

What Florida requires	What Florida institutions in our sample require
A. "Clinical educator" training B. Must successfully demonstrate effective classroom management strategies that consistently result in improved student performance.	Two Florida institutions we reviewed (**Florida Southern College** and **Florida Gulf Coast University**) require "clinical educator" training (A) — but only the **University of Central Florida** requires both clinical educator training and effective classroom management skills (A, B).

What Kentucky requires	What Kentucky institutions in our sample require
A. Certification in appropriate areas B. Rank II certification C. Three years of experience D. Programs are also encouraged to consider: ■ Classroom management skills ■ Ability to model Best Practices in instruction ■ Content knowledge ■ Willingness to mentor and mentorship skills ■ Ability to use assessment to inform instruction ■ Appreciation of diversity	Neither of the two Kentucky institutions in our review (**Kentucky State** and **Murray State Universities**) mentions any state-mandated criteria for becoming a cooperating teacher other than type of certification (A, B) and years of experience (C).

What Maryland requires	What Maryland institutions in our sample require
A. Hold an advanced professional certificate B. Demonstrate knowledge of or training in adult learning theory and peer coaching techniques C. Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee D. Possess a positive reference from a current or recent building principal or supervisor that addresses the instruction, management, human relations, and communication skills of the mentor applicant	The **University of Maryland, Baltimore County**, requires advanced certification (A). **Salisbury University** adds the requirement of mentoring skills (A, B); **Mount St. Mary's University** includes both those requirements and a principal reference (A, B, D).*

What Tennessee requires	What Tennessee institutions in our sample require
A. At least four years of full-time teaching experience B. Appropriate certification (licensure) C. Evaluation as a highly competent teacher through either local assessment and/or state evaluation procedures D. Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic) E. Ability to work as a team member and facilitate learning experiences, including pedagogical instruction	**Tennessee Technological University** requires at least four years of experience and appropriate licensure (A, B). **Peabody College of Vanderbilt University** also requires a willingness to mentor (A, B, D).

* All student teaching placements in Maryland must be in "professional development schools," but faculty in these schools are not screened at hiring and therefore do not differ in their characteristics from faculty at any other school. http://www.ate1.org/pubs/uploads/nfdfstds.pdf

International comparisons

Much can be learned about how to improve teacher preparation from other countries, especially those whose students outperform our own. However, beyond indicating that the length of student teaching varies considerably in other countries, from as few as three up to as many as 80 weeks, international studies of student teaching in particular[26] shed little light on how the experiences are governed, supervised or evaluated. The one common feature appears to be some involvement of an experienced classroom teacher and university supervisor. Moreover, it is difficult to learn much from international examples of student teaching arrangements without considering the full continuum of pre-service coursework, fieldwork and in-service development. For example, Japan has a long and intensive induction experience for new teachers that makes it difficult to compare in isolation the average 10-week student teaching experience in the United States to the average 3-week experience in Japan.

In Finland, whose educational system is popularly compared to that of the United States, teacher candidates (all of whom are graduate students) engage in a full year of clinical experiences in training schools associated with a university (whose staffs have proved themselves competent to work with student teachers) serving hundreds of teacher candidates at any one time.[27] For example, a total of about 800 teacher candidates are trained annually in the 990-pupil Norssi School, affiliated with the University of Jyväskylä's teacher preparation program. Again, with the clear caveats that it is difficult to assess clinical experience in isolation and that the United States does not have much in common either with Finland's elite teacher preparation programs or its K-12 education system, this concentrated form of clinical experience may recommend itself as a means to afford significant assurance of standardization and quality control.

Why new standards for student teaching are needed

Teacher education's largest national accrediting organization, NCATE, along with one professional association for teacher education, the Association of Teacher Educators (ATE), each have a set of standards for clinical experiences, including

26 Wang, A. H., Coleman, A. B., Coley, R. J., & Phelps, R. P. (May 2003). *Preparing teachers around the world*. Princeton, NJ: Policy Information Report, Educational Testing Service.

27 Darling-Hammond, L. (2010). Steady work: How Finland is building a strong teaching and learning system. In L. Darling-Hammond, *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press, Columbia University. http://www.annenberginstitute.org/vue/pdf/VUE24_Darling.pdf. Gamerman, E. (2008, February 29). What makes Finnish kids so smart? *The Wall Street Journal*. http://www.skyscrapercity.com/showthread.php?t=58880. Sahlberg, P. (Summer 2011). Lessons from Finland. *American Educator*, 35(2), 34-38.

NCTQ developed a set of standards that would be sufficiently specific and objectively measurable, allowing institutions to be assessed on the quality of the design of their student teaching programs.

student teaching.[28] Two problems undermine the intent of both sets of these standards to define and identify quality.

First, neither NCATE nor ATE standards provides sufficient guidance to ensure that programs that meet their standards are actually delivering strong student teaching programs. In nearly all respects, they suffer from imprecision, meaning that it is possible for almost any program to find that its efforts—however minimal—meet the standard and nearly impossible to judge objectively if a program does not. The table that begins on page 13 illustrates the problems, standard by standard.

Second, both sets of standards from NCATE and ATE encompass not only student teaching but all the field experiences and clinical practice that an institution provides. The scope of NCATE's standards is so broad it encompasses all types of teachers (those seeking initial and advanced certification) and school professionals. While there may be some merit in addressing student teaching as a part of a continuum of clinical practice, the approach fails to accommodate the unique features of student teaching itself, with the result that the guidance is inadequate.

As a consequence, NCTQ developed a set of standards that would be sufficiently specific and objectively measurable, allowing institutions to be assessed on the quality of the design of their student teaching programs.

NCTQ advisory group

In December 2008, NCTQ assembled an advisory group comprising exemplary teachers and administrators, teacher trainers, researchers and academics. (Members are listed in Section E of the Appendix.) They reviewed research on student teaching, case studies of a variety of clinical experiences offered by traditional and alternative preparation programs, state regulations on student teaching, existing standards for field experiences, information contained in student teaching course syllabi and handbooks and the nature of teacher candidate performance assessments. They met in person and then via electronic forum for two months to develop and refine what ended up being a set of 19 standards for student teaching that would accomplish two goals: 1) focus on the critical characteristics of the cooperating teacher and 2) clearly identify policies and procedures that can maximize the potential for the achievement of the goals of the student teaching experience. The standards reflect the findings of the Boyd et al. (2009)study on the features of student teaching that bear on teacher effectiveness, findings that were entirely in accord with the experiences of the advisory group members.[29]

28 NCATE's standard can be found at http://www.ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx#stnd3. ATE's standard can be found at http://www.ate1.org/pubs/uploads/nfdfstds.pdf. The ATE standards are only advisory but were approved at the February 1999 Delegate Assembly.

29 Boyd et al. (2009).

The complete set of 19 standards are listed below and contrasted with current teacher education associations' standards for student teaching. (The indicators used to evaluate each standard are laid out in Section F of the Appendix.) Note that the first five standards (highlighted in the table) constitute the critical standards on which all 134 institutions in the review were evaluated.

Comparison of standards for student teaching: NCTQ, NCATE and ATE

Areas	**NCTQ** Standards for Student Teaching	**NCATE** – The largest accrediting body for teacher education. Standards 3 and 5*	**Association of Teacher Educators (ATE)** Standards/Indicators**
Length of placement; nature of commitment	1. The student teaching experience, which should last no fewer than 10 weeks, should require at least five weeks at a single local school site and represent a full-time commitment.	No standard	No standard
Role of teacher preparation program in selection of cooperating teacher	2. The teacher preparation program must select the cooperating teacher for each student teacher placement.	The institution and school partners "jointly determine the specific placements of student teachers."	School-based teacher educators are collaboratively chosen by campus-based educators and school administrators.
Qualifications of cooperating teacher	3. The cooperating teacher candidate must have at least three years of teaching experience. 4. The cooperating teacher candidate must have the capacity to have a positive impact on student learning. 5. The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.	Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.	Each teacher candidate works under the direct guidance of a school-based teacher educator who is able to serve as a professional role model, mentor and coach. School-based teacher educators are selected based on experience, quality of instruction and other relevant criteria developed by campus-based and school-based educators.
Qualifications of teacher candidates for student teaching	6. Student teaching is part of a rational sequence of coursework that ensures that all methods coursework and practica precede student teaching.	No standard	The program has systematic procedures for assessing the readiness of teacher candidates to progress in the program and to enter the teaching profession.
Expectations for student teaching experience	7. Written expectations for competencies on which student teachers will be evaluated are clearly communicated to student teachers, cooperating teachers and supervisors. 8. Written expectations for competencies include the student teacher's analysis of student achievement using informal and formal assessments.	Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/ and socioeconomic groups in classrooms and schools.	No standard

* Standard 3: Field Experiences and Clinical Practice; Standard 5: Faculty Qualifications, Performance and Development.

** Standards/Indicators for Field Experiences in Teacher Education.

Schedule for observations by supervisor	9. The university supervisor should observe the student teacher's delivery of instruction at least five times at regular intervals throughout a semester-long experience. 10. Each observation should be followed by time for conferencing with written feedback aligned with identified competencies.	No standard	Teacher candidates receive verbal and written feedback on a continuous formative and summative basis regarding progress in demonstrating professional learning in relation to explicitly stated program and course outcomes. The experience is designed with regularly scheduled times for conferences among the teacher candidate, school-based teacher educator and campus-based teacher educator. Performance-based feedback and assessment procedures incorporate multiple procedures such as professional portfolios, self assessment and peer assessment. Teacher candidates, school-based teacher educators and campus-based teacher educators communicate with one another in some way at least once a week.
Culminating projects	11. The student teaching experience should include a graded, culminating project that explicitly documents the student teacher's gains on the performance expectations that were communicated at the onset of the experience.	No standard	No standard
Alignment of student teaching placement with elementary school calendar	12. Particularly for student teaching during the fall academic term, the schedule for student teaching should align with the elementary school calendar, not the calendar of the teacher preparation program.	No standard	No standard
Activities during student teaching placement	13. The student teaching experience should include a gradual increase of student teacher responsibilities, with the student teacher first closely shadowing the cooperating teacher in all professional activities and then transitioning to a more independent instructional role with daily monitoring and feedback. This expectation should be laid out explicitly in guidelines provided to the cooperating teacher, the student teacher and the supervisor. 14. The student teacher should be involved in a full range of instructional and professional activities.	Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology and engaging in-service learning.	Field experiences incorporate opportunities for ongoing reflection on and analysis of teaching and learning, conditions of schooling and student development.

Selection of supervisors	15. The process for selection of the university supervisor should consider the supervisor's instructional knowledge. 16. The university supervisor candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.	No standard	Campus-based educators are well versed in knowledge and skills regarding teacher development, supervision, conferencing and assessment.
Evaluation for continuous improvement of cooperating teacher selection process	17. Cooperating teachers' adequacy should be evaluated by student teachers and university supervisors at the end of each semester. Data from these evaluations should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.	No standard	Field experiences are assessed using a model that addresses realistic goals and objectives and promotes high expectations. Assessment is ongoing and used for program involvement. The model includes input from those involved in field experiences.
Evaluation for continuous improvement of school selection process	18. Schools in which student teachers are placed should be evaluated by student teachers and university supervisors at the end of each semester to determine their functionality—that is, whether the school is high-performing, safe, stable, supportive and collegial. Data from this evaluation should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.	No standard	No standard
Selection of placements	19. Recognizing possible geographical constraints, the teacher preparation program should have criteria favoring placement of student teachers in elementary schools in which 1) they have an opportunity to teach children from low-income families and 2) there is an orderly learning environment.	Candidates develop and demonstrate proficiencies…in their work with students… from diverse ethnic/ racial, linguistic, gender, and socioeconomic groups in classrooms and schools.	Field experiences occur in sites characterized by school/campus collaboration. Field experiences occur with diverse student populations and in diverse settings.

Most notably, NCATE does not indicate any qualifications that the cooperating teacher should possess; the ATE standards do, but shy away from specifics. They state, for example, that the individual should be selected on the basis of "experience" but do not indicate how much experience should be required; they also state that the individual should be selected on "quality of instruction" but do not indicate how that should be determined.

Revealing other differences, neither NCATE nor ATE addresses how long the student teaching experience should last, whether it is appropriate or not for institutions to require student teachers to take coursework concurrent to the experience, or when student teaching should begin—that is, should it conform to the calendar of the institution or to the elementary school in which placements are made.

NCATE's standards do not draw a line in any area that would distinguish by some measure programs of high quality from programs of low quality. ATE does set one quantitative measure of quality on the subject of how often supervisors should be visiting their student teachers, stating that all of the relevant parties in student teaching should be in contact "in some way at least once a week."

NCATE's standards do not draw a line in any area that would distinguish by some measure programs of high quality from programs of low quality.

Findings

Finding 1: Institutions are routinely exceeding the capacity of school districts to provide a high-quality student teaching experience—and exceeding the demand for new hires.

Of the 186,000 new teachers graduating from traditional teacher preparation programs each year, 80,000 are elementary teachers, and presumably all successfully completed their student teaching requirement at a local elementary school.[30]

Two questions arise that challenge the wisdom of producing this number of new elementary teachers. The first is whether institutions are factoring in issues of supply and demand when deciding how many new elementary teachers to prepare, and the second concerns the capacity of the nation's elementary schools to adequately prepare the number of student teachers produced.

How many new elementary teachers are needed on average each year?

National data on teacher production indicates that *institutions routinely produce more new teachers each year than elementary schools need*. In other words, institutions are overproducing the number of elementary teachers that are needed, at the risk—we argue—of harming the quality of the preparation provided to their student teachers.

Looking at production and hiring data for teachers of all types, not just elementary, of the approximately 186,000 teachers produced by traditional programs each year, only about 77,000 are hired immediately after graduation, meaning that production is about 2.4 times the level of hiring for all teachers.[31]

186,000

new teachers graduate each year

77,000

new teachers actually take a teaching job

30 Calculated from 2010 Title II reports on 2008-2009 production from elementary gradespan traditional teacher preparation programs.

31 The 2010 Title II reports indicate that about 235,000 teachers were produced in 2008-2009 by both traditional and alternative programs, with 186,000 produced in traditional programs. Of the 235,000 produced, only 97,500 were hired immediately, from both traditional and alternative programs. We estimate hiring from traditional programs to be proportional to production from such programs. (Hiring data from *The Condition of Education 2010, Indicator 28: Newly Hired Teachers*, Institute of Education Sciences, National Center for Education Statistics, http://nces.ed.gov/programs/coe/2010/pdf/28_2010.pdf)

Given the popularity of elementary teaching tracks, the overproduction of elementary teachers is likely greater than 2.4, but we conservatively approach this problem as if ratios of overproduction are the same in all types of programs. While over-recruitment of new teachers has its place so that school districts can be selective about whom to hire, this ratio seems excessive and unhealthy for the profession—for example, training individuals for whom there is no likelihood of a job and/or training individuals who are allowed to fulfill all the requirements of a teacher's license but who have no intention of teaching. A healthy professional preparation program would be more sensitive to both laws of supply and demand and the integrity of the field.

Further, current overproduction does not seem to be ensuring against district shortages. For example, even in states such as Illinois in which there is a no statewide shortage of elementary teachers, some districts routinely experience difficulty finding new teachers. The origin of this problem lies not in the *availability* of certified professionals, but in the *relative undesirability* of some districts as places to work because they are in remote areas or serve a large number of disadvantaged students. Solving this sort of shortage problem requires a district-level solution. Preparing several times more teachers than the market needs—with the hope that it will yield one teacher willing to go to work in an undesirable location—is not the answer.

How many elementary teachers are qualified to serve as a cooperating teacher?

For classroom teachers to serve as cooperating teachers, three qualifications are indisputable:

a. They must have been in the job long enough that they, too, would not be considered novices;

b. They must be worthy of emulation, meaning that they must be instructionally effective teachers;

c. They must have the insight and ability to mentor another adult about the job of teaching.

Factoring in these three essential qualifications, we estimate the number of teachers in a typical elementary school of 25 teachers who are likely to qualify:

- **Experience**. Nationally, about 17 percent of teachers have 0 to 3 years of experience[32] and another 8 percent of all teachers in any given school taught in another district the previous year.[33] Putting this information together means that there are likely no more than 80 percent with the three or more years of experience necessary who are "known quantities" to the principal.

  In our hypothetical school, that means 20 of the 25 teachers pass the first screen.

- **Effectiveness**. For this criterion, there is a question of how effective is effective enough to entrust a classroom teacher with this important duty. It is easy to agree that teachers who are below average (<50th percentile) should not qualify, eliminating at least 10 more teachers. However, we assert that it is indeed imperative that teacher candidates see a professional of not just average but of *high* caliber in action to know the true limits of what is possible in the classroom.

  This sensible standard allowing only teachers who are clearly better than average (>75th percentile) eliminates 15 of the remaining 20 teachers qualifying, leaving only five teachers in the pool.[34]

32 Keigher, A., & Cross, R. (August 2010). *Teacher attrition and mobility: Results from the 2008-09 teacher follow-up survey* (Table 2). Washington, DC: National Center for Education Statistics, Department of Education.

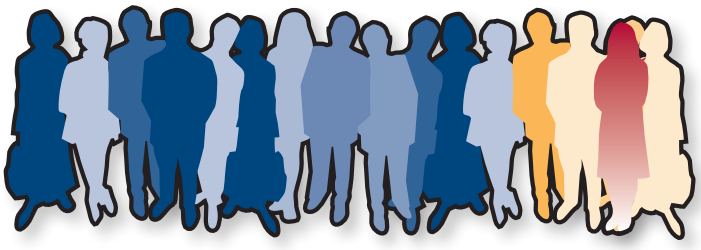
33 Keigher, p. 3.

34 We know from many studies of teachers using value-added measures that only 15 percent of all teachers clearly stand out among their peers, producing as much as 1.5 years' grade level equivalent growth in a single year. Setting the bar this high for a cooperating teacher's performance is likely unrealistic if institutions are to meet the demand for new elementary teachers.

How many classroom teachers does it take to yield ONE qualified and willing cooperating teacher?

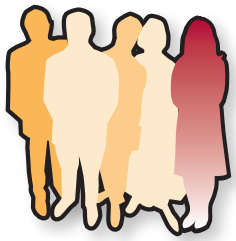
A FACULTY OF 25 TEACHERS

5 teachers with insufficient experience



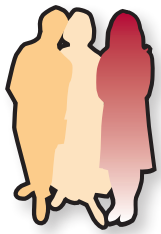
20 sufficiently experienced teachers

15 instructors who are not sufficiently effective



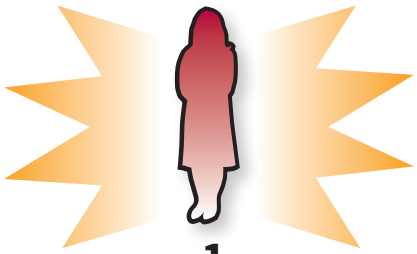
5 effective instructors

2 teachers who are not capable adult mentors



3 effective *and* capable adult mentors

2 qualified but unavailable or unwilling teachers



1
qualified and willing cooperating teacher

Teachers who agree to take a student teacher are matched with whomever. We are close to the university so we get saturated with requests.

– Principal comment

- **Mentoring ability**. Not all effective teachers will also be good adult mentors. On this measure, no research indicates how many teachers have the necessary skills in observation, providing feedback, holding professional conversations and working collaboratively. Though there is no real data that lets us know how many teachers might make good mentors, we can look to the experience of the New Teacher Center, which has trained over 5,000 mentor teachers since 1998.[35] The center estimates that somewhat over half of all effective teachers have the potential to be good adult mentors. Going to the outer limits of that estimate, let's assume that 60 percent of effective teachers might be good mentors.

  A liberal application of the New Teacher Center guidance means that only three of the five remaining teachers would likely make good mentors.

In sum, a reasonable (and optimistic) estimate of the average number of qualified cooperating teachers in a school of 25 teachers is three qualified teachers, approximately 12 percent in any given school.

That estimate is a far cry from the current reality of the number of teachers in schools we typically encountered serving as cooperating teachers. Our survey of principals in schools that accepted student teachers found a much higher rate of six cooperating teachers, double the number likely to be well qualified.[36]

There is yet another important fact or to consider, one that has as dramatic an impact on the number of teachers who are available as do the necessary qualifications: Are the teachers who are most qualified to be cooperating teachers also *willing* to take on this role?

- **Willingness**. No one *has* to become a cooperating teacher. In fact there is little incentive to do so, certainly not for the nominal stipend of $250 (and frequently less) that is typically provided. Many teachers are reluctant to be cooperating teachers because it is not only a challenging job when done well, but it also means by definition handing over valuable instructional time to an amateur. The very teachers with whom one would want student teachers placed can be more reticent than the average teacher to become a cooperating teacher. Even with increased public recognition and/or remuneration, it is probably overly optimistic to assume that the typical qualified teacher would volunteer to take on a student teacher for one semester every year or even every other year. It is more credible that in any given year there might only be one out of three qualified teachers who would be available to mentor a student teacher, a rather daunting ratio of total classroom teachers to a qualified and willing cooperating teacher of 25:1.

$250

Average stipend given to a cooperating teacher

35 http://www.newteachercenter.org/index.php

36 This average represents reports from 127 principals in whose schools student teachers from institutions in this review and other institutions in the area placed student teachers.

It is likely that only one teacher in a school of 25 teachers is qualified and willing to serve as a cooperating teacher at any one time, about 4 percent.

While cooperating teachers deserve to be paid more, non-monetary rewards are also important. For example, many universities offer tuition credits to cooperating teachers. The **University of Texas at Austin** found that two strategies pay off: 1) providing mentorship training for cooperating teachers; 2) inviting their best cooperating teachers to join committees that design field experiences.

National estimates

Using the same estimates that we just used at our hypothetical elementary school, but with a national perspective, the nation's 1.5 million elementary teachers would yield about 200,000 who are *qualified* to serve as cooperating teachers. But assuming that each qualified teacher will not volunteer to be a cooperating teacher for a semester every year or every other year, and instead will do so every third year, the pool would need to be greater by at least 40,000 to place appropriately 80,000 student teachers in any given year—without considering the simple fact that neither higher education institutions nor elementary schools are evenly distributed around the country. Many institutions are located in rural areas where there are too few elementary schools, and there are also many located in highly congested areas, all having to compete for limited spots.

Our estimates also do not factor in the importance of student teachers working in high-performing schools serving students in poverty.[37] Roughly one-third of the nation's teachers work in schools with poverty rates of 50 percent and higher.[38] With the very optimistic assumption that one-quarter of such high-poverty schools are high performing and that half (rather than one-quarter) of the teachers in these high-performing schools are highly effective instructors, only 34,000 qualified cooperating teachers work in such schools. Again, if each of those 34,000 teachers were willing to serve as a cooperating teacher for a semester only once every third year, their number falls about 200,000 short to provide the 80,000 student teaching placements needed each year.

40,000

estimated annual shortage of qualified cooperating teachers

37 Ronfeldt, M. (April 30, 2010). *Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention & effectiveness* [online abstract] (http://www.stanford.edu/group/irepp/uploads/WhereLearnToTeach 30Apr2010.pdf) provides some evidence that student teaching in high-needs, high-performing schools was most effective in producing student achievement gains after student teachers became teachers of record.

38 U.S. General Accounting Office (June 2000). *Title I Program: Stronger accountability needed for performance of disadvantaged students* (p. 15). Washington, DC: Author.

Finding 2: While the basic structure of many student teaching programs is in place, too many elements are left to chance.

Student teaching is an intellectually and physically taxing apprenticeship. It requires that candidates are adequately prepared to even take on the apprenticeship, that their gradual initiation into the classroom is carefully managed and monitored, and that there are no other competing academic demands on candidates' time and attention.

Student teaching is also perhaps the most complex undertaking of any aspect of the institution's teacher preparation program. On the program side, it involves teacher candidates, staff to administer the program, faculty, and part-time supervisors under contract who agree to visit the student teacher. On the school district side, school principals are involved, and there is a need for a cooperating teacher for every student teacher. The endeavor is made all the more complex for the institution because its student teachers may be assigned to many different schools, often in multiple school districts.

A number of our standards address the structural soundness of the student teaching program, the logistics, so to speak. Assessing institutions against these measures, we found that the majority of institutions attend to the logistics of their programs, but not uniformly.

In our sample of institutions:

99%

require full-time student teaching

91%

prohibit extra coursework

Virtually all student teachers are on site for the full school day.

All but one of the 134 institutions ensures that students have a full-time rather than a part-time student teaching experience.

Most institutions require that student teachers are not distracted by other obligations.

While being on site the full day is one hallmark of a well-structured program, another is that the student teachers focus only on the experience at hand, without having to take additional coursework. All but a small number of programs appear to prohibit student teachers from taking any other coursework while student teaching.[39]

39 In a closer look at 32 institutions in the sample, 91 percent prohibit such coursework. Whether placement is for the full school day was used as one of the indicators for assessing an institution's performance on the first standard's requirement that student teaching is a "full-time commitment." The issue of whether coursework was taken concurrently was dealt with in evaluation of Standard 6, which requires that all coursework be completed before student teaching begins. In NCTQ's national review standard on student teaching, "full time" is construed to mean that the student teacher is not allowed to take any concurrent coursework with the exception of a complementary seminar.

Student teachers spend a sufficient time in the classroom.

All of the institutions reviewed require at least 10 weeks of student teaching.

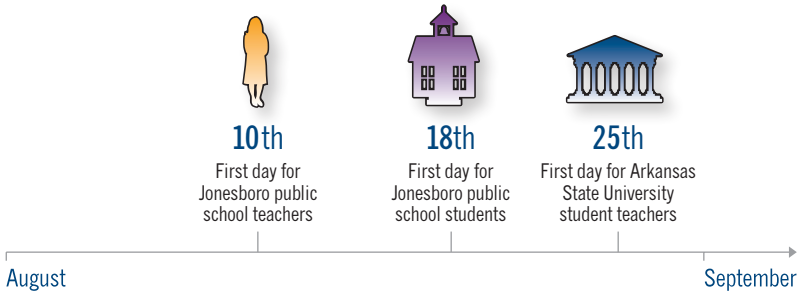
Most student teaching experiences are generally comprehensive and are aligned with the elementary school's calendar.

To the extent possible, student teachers need to experience a full range of professional responsibilities and the rhythm of the school year, particularly the start of the school year when the student teacher can observe how critical routines and procedures are established. Most (75 percent) of the institutions evaluated on all standards require that their student teachers participate in the full range of responsibilities expected of a teacher.

> Institutions should require, as the **University of Central Florida** does, that student teachers participate in staff meetings, parent-teacher conferences, student support meetings, lunch duty and every other part of a teacher's day.

However, about a third align the student teaching experience to their own institutional calendars, not the school district's, so that the student teacher may arrive well after the start of each semester of the school year. The figure below illustrates the time lag for fall placements for one institution's student teachers.

Student teachers often miss the first critical days of elementary school



As is true for one-third of the institutions evaluated on all standards, student teachers at Arkansas State University begin their student teaching placements well after the school opens its doors to its teachers and students.

Commendably, there were a number of programs that require student teachers completing their experience in the spring (when the majority of teacher candidates do student teaching) to experience the start of the school year, spending at least a few days in an elementary school during its fall opening. We noted this requirement at **Indiana University-Purdue University**, the **University of North Carolina-Charlotte** and the **University of Alaska-Anchorage**.

In our sample of institutions:

100%

require 10 weeks of student teaching

75%

ensure that their student teachers share all of their cooperating teachers' responsibilites

68%

require their student teachers to be present on the first day of school

In our sample of institutions:

75%

require student teaching to take place near their campus

A significant number of student teachers are not supervised by their own institution.

Some student teachers are not adequately supervised because they are allowed to complete their student teaching elsewhere. A quarter of the 134 institutions reviewed allow teacher candidates to complete their student teaching abroad or in distant urban areas. Valuable as foreign or urban teaching experiences may be (and there appears to be considerable variation in the nature and merit of these experiences),[40] they should complement, not supplant, "local" student teaching. Even if these placements are supervised by institution faculty in a satellite arrangement, they may prevent teacher candidates from practice teaching within the instructional frameworks used by the state in which they will be licensed.

We were able to obtain more detailed information about student-teaching-abroad programs at only a few of the institutions at which it is an option. It appears that many such institutions have only a few teacher candidates choosing to student teach abroad, but we did find significant numbers at several of the institutions. For example, the **University of Northern Iowa** has about 60 teacher candidates (of 260), and **Western Washington University** has about 20 (of 70) who study abroad each year.

Mansfield University of Pennsylvania permits international student teaching only after half a semester of local student teaching and the **University of Alaska-Anchorage** offers a rural placement in addition to two months of student teaching near Anchorage. Other universities arrange international student teaching during summer or other breaks.

To ensure that even distant student teaching placements that complement "local" student teaching placements have the same high quality as placements closer to home, some institutions have partnered with remote schools and districts or created their own satellite programs. **Northwestern State University of Louisiana** has partnered with Chungnam Province, South Korea, to create an international student teaching experience supervised by the university that complements an in-state program.

40 The most commonly used commercial program appears to be Educators Abroad Ltd. (http://www.educatorsabroad.org), which places 200 student teachers annually in 791 host schools around the world. The organization specifies that it assigns the participant to classrooms and cooperating teachers "consistent with program requirements" and provides a supervisor who will visit the candidate for as little as one full day in a 10-week placement.

Finding 3: Institutions lack clear, rigorous criteria for the selection of cooperating teachers—either on paper or in practice.

While nearly all of the 134 institutions set some criteria for the selection of cooperating teachers, most often these criteria do not address either the need for these teachers to be effective instructors or to be good at mentoring.

- Four out of five institutions establish that a cooperating teacher must have some number of years of experience, usually defined as three.
- Even under a generous interpretation of the language used by institutions to describe the qualities of an "effective" teacher, only 28 percent of institutions require cooperating teachers to be effective instructors.
- Even under a generous interpretation of the language used by institutions to describe mentoring skills, only 38 percent of institutions require cooperating teachers to possess the qualities of a good mentor.

Oklahoma State University asks for cooperating teachers who demonstrate "effective teaching as evidenced by student achievement," **Western Washington University** requires that cooperating teachers "[e]xemplify excellence in teaching by demonstrating a positive impact on student learning" and **Southern Connecticut State University** requires that a cooperating teacher must be "an excellent teacher who has a positive impact on student learning." In contrast, many other institutions only ask for "successful teaching." Institutions that are less explicit may have a clear picture of what "successful teaching" looks like, but, our surveys reveal that school administrators who read this phrase may think differently.

In terms of specificity with regard to mentoring skills, **South Carolina State University** provides a good example: Its "Criteria for Selection of Cooperating Teacher" requires that cooperating teachers have "the ability to accurately evaluate and communicate with teacher candidates" and have taken a course in supervision.

In our sample of institutions:

82%

require cooperating teachers to be experienced

28%

require cooperating teachers to be effective

Q: How do you screen new cooperating teachers?

Field placement coordinator response:

We take them on the basis of good faith effort.

Since the school and the university are 80 miles apart, they don't really know the staff well. I just gave them the name of the cooperating teacher I had selected and that was it.

– Principal comment

54%

of principals we surveyed report that the institution they partner with has no criteria for the quality of the cooperating teacher

Institutions' criteria for selection of cooperating teachers

Only 14 percent of the institutions in the study select cooperating teachers who satisfy three important criteria related to experience, mentoring skill and positive impact on student learning.

Communication with schools

In addition to setting criteria, institutions must also ensure that their criteria are clearly communicated to principals and that principals understand them.

There was a clear correlation between principals' understanding of the institution's criteria and the institution having communicated those criteria in writing. As part of our interviews, we asked principals to explain what they understood to be the minimum requirements that prospective cooperating teachers must meet. Principals were most likely to be able to describe institutions' criteria when they had received letters addressed directly to them that described these criteria.

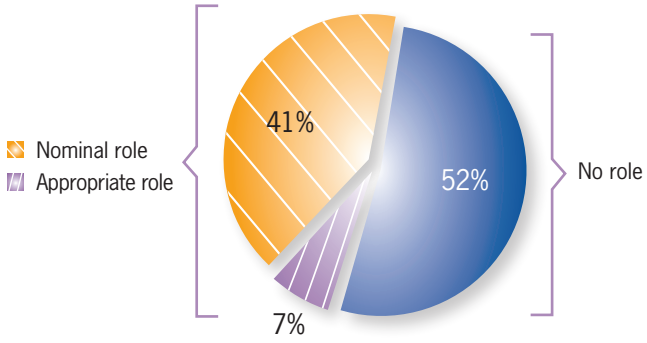
Largely because so few institutions appear to use written communications to convey their expectations,[41] our surveys of school principals showed that slightly more than half of principals have no idea if the institutions from which they receive student teachers have any specific standards for cooperating teachers other than a specific number of years of experience. A large percent of principals (41 percent) felt that the majority of their teachers were qualified to serve as cooperating teachers.

41 "Key Ingredients for Strong Student Teaching" at www.nctq.org/edschoolreports/studentteaching gives examples of letters to principals and potential cooperating teachers and contracts with school districts that clearly lay out minimum requirements.

Finding 4: Institutions convey a strong sense of powerlessness in their dealings with school districts.

The dependence of institutions on school districts to provide student teaching placements creates an imbalance of power between school districts and institutions. Nowhere is the sense of institutions' powerlessness more apparent than in the fact that more than half of the 134 institutions have relinquished any role in the selection of the cooperating teacher.

The role of teacher preparation programs in choosing cooperating teachers



Only 7 percent of the institutions play an appropriate role, requiring the cooperating teacher to have at least three years experience, mentoring skills and a positive impact on student learning.

Even when institutions claimed that they played a role in the selection of cooperating teachers, review of documents and surveys of principals in the schools where they place student teachers told another story. While most institutions (75 percent) stated that they played a role in the selection process, our review indicates that for 52 percent, their role does not go beyond occasionally rejecting a cooperating teacher who had previously received negative feedback.

This problem is, of course, aggravated by insufficient quality control measures for who is allowed to enter a teacher preparation program in general and student teaching in particular, as well as the routine overproduction of elementary teachers. Both feed a vicious cycle: Institutions fear that asserting their critical role will only make it that much harder to get schools to agree to accept student teachers. Some institutions had clearly articulated protocols but told us in interviews that they do not use them consistently—enforcing certain criteria in one school district, for example, but not in another—for fear of putting pressure on the school districts that supply much needed cooperating teachers. Other institutions have said that they would like to

Q: What criteria are used to select cooperating teachers?

Responses from four principals:

- *They let me chose who I want.*
- *Teacher candidates come to the building and request placements… Sometimes it is like they are begging for a placement.*
- *I don't select. Our central office personnel keep track of who has taken the required coursework for this and they assign on the basis of grade level requests by student teachers and availability of supervising teachers.*
- *We really run the show. The university doesn't give us any information beyond what placement they are looking for.*

A dean's response to NCTQ standards:

We're supposed to demand that the districts give us their [teacher] evaluations so that we can make the right choices of where we're going to place people.

I've got to tell you, we're all having a dog of a time finding placement sites now …We're really struggling. So perhaps we're setting standards, even well intended ones…that are impossible for anyone to meet.

– Rick Ginsberg
Dean, School of Education,
University of Kansas

Comments made at the February 25, 2011, AACTE Annual Meeting

strengthen their requirements for cooperating teachers, but have chosen not to because stronger requirements would drive away potential cooperating teachers. One teacher educator commented that he had to take every cooperating teacher he could get, no questions asked.

Both **West Virginia Wesleyan College** and **Vanderbilt University** identify good cooperating teachers and suggest them to principals, who generally approve them, accommodating districts' requirements that principals approve cooperating teachers. Other examples: Starting this year, **Northwestern State University of Louisiana** requires that principals' letters of recommendation address the cooperating teacher's effectiveness in promoting student achievement. The **College of William and Mary** asks cooperating teacher candidates to fill out an application in which they answer a series of questions about their strengths and also requires principals to rank potential cooperating teachers' skills on a scale of one to five. **Delaware State University** asks principals to fill out a recommendation form that rates potential cooperating teachers on a number of criteria, including mentorship skills and ability to produce student learning.

Whether or not they have various selection criteria, institutions most often appear to rely only on one quality control measure: refusing to enlist a particular cooperating teacher again who proved unsatisfactory. The percentage of cooperating teachers whom institutions newly vet by trial and error each year appears to range from as low as 10 to as high as 80 percent. Many institutions wait until the end of the semester to receive feedback on whether new cooperating teachers were deemed satisfactory—a practice that would appear to indicate that programs are willing to "sacrifice" some student teachers to a bad experience as the only real measure of quality control.[42]

Regrettable as this *ex post facto* selection method may be, it could be at least partially redeemed by a comprehensive method for gathering feedback from both supervisors and student teachers on the quality of the cooperating teacher. However, we found that systematic evaluation of the cooperating teacher by both is seldom conducted.[43]

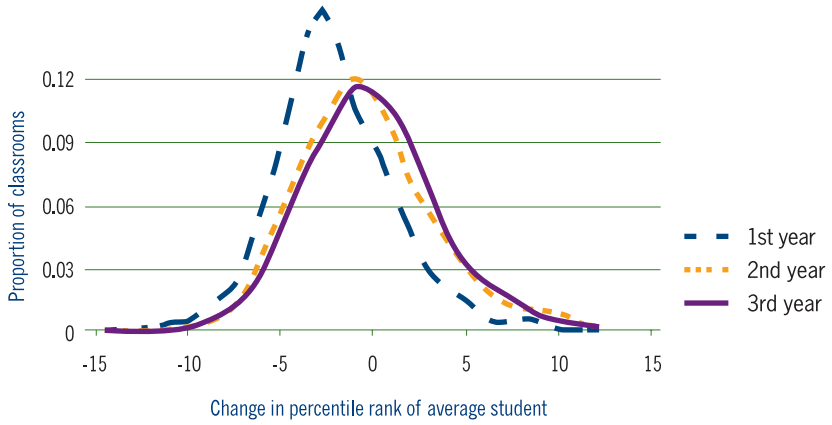
42 When we pressed programs on the wisdom of this practice, they often asserted that they would not hesitate to remove a student teacher from a classroom midway during the semester in the case of an irredeemably bad placement, presumably meaning that they are usually able to find another cooperating teacher. That practice, while occasionally necessary even in the best managed programs, is akin to making a silk's purse out of a sow's ear. It may at times be a necessary recourse, but mid-semester correction should never serve as the front line on quality control, given the impact it has on the student teaching experience.

43 Evaluations by both student teachers and supervisors of cooperating teachers were only conducted by one-third of the 32 institutions evaluated on the relevant standards.

Finding 5: Institutions do not take advantage of important opportunities to provide guidance and feedback to student teachers.

Because teaching is so difficult and novices are not well prepared for its challenges, first-year teachers are notoriously and almost uniformly weak. As the findings from a study below depict (consistently replicated in many studies), the majority of a novice teacher's students lose ground, making less than a year's worth of progress in the teacher's first year in the classroom.

Teacher impacts on math performance by year of experience



Source: Gordon, R., Kane, T. J., & Staiger, D. O. (April 2006). Identifying effective teachers using performance on the Job (Hamilton Project Discussion Paper). Washington, DC: Brookings Institution.

As shown in the figure, most first-year teachers actually negatively affect students, with second- and third-year teachers almost identical in their effectiveness.

The primary aim of teacher preparation programs should be to improve upon the overall performance of novices through better preparation. A study of New York City teachers found a correlation between the teachers who were most effective in the classroom and the degree to which their preparation program had focused on overcoming obstacles to success in the first year of teaching.[44] Our own analysis found little evidence that institutions provide student teachers with sufficient guidance and feedback to improve first-year performance.

Furman University holds orientations before the start of student teaching in which student teachers, cooperating teachers and supervisors receive a comprehensive guide to the evaluation system.

Lake Superior State University provides a list of goals in the student teaching handbook that includes all of the objectives against which students are measured on formal evaluations. The same goals are used in the observation form, although individual objectives are omitted.

A study of New York City teachers found a correlation between the teachers who were most effective in the classroom and the degree to which their preparation program had focused on overcoming obstacles to success in the first year of teaching.

44 Boyd et al. (2009)

In our sample of institutions:

48%

require the supervisor to visit at least 5 times

26%

have the components necessary to adequately assess the student teacher

43%

require supervisors to be both effective teachers and mentors

Supervisors were not expected to visit and evaluate student teachers frequently.

We sought evidence that programs required supervisors to visit their assigned student teachers at least five times, translating into approximately one visit every two to three weeks, the rate the Boyd et al. (2009) study found to be effective. We also looked to see if supervisors were responsible for discussing with the student teacher what was observed, along with providing written feedback.

Slightly less than half of the institutions require that supervisors conduct visits at least five times, with some requiring as few as two observations over the course of an entire semester.

A significant proportion of institutions (30 percent) fail to require that the supervisor conduct a conference with the student teacher after each visit and provide written feedback.

When evaluations did occur, the quality of the instruments used was inadequate.

We looked for a collection of summative and formative evaluation forms used by cooperating teachers and supervisors that showed clear organizing principles and a degree of consistency and that also provided adequate feedback. Based on examination of a randomly selected set of such forms, clarity and consistency are quite rare. The table on page 31 illustrates the inconsistencies in one institution's set of instruments.

As is more fully described in Section G of the Appendix, evaluators, whether supervisors or cooperating teachers, use a variety of observation and evaluation forms that lack coherence as to what the student teacher is supposed to achieve. Even if they focus on the same broad goals, the indicators used in these forms tend to vary considerably in ways for which there is no apparent rationale and that prevent them from being used together to create a meaningful overall picture.[45]

Rubrics for evaluation of culminating projects required of student teachers did not provide feedback that is consistent with goals used for other parts of the experience.

Although virtually all of institutions require a final project, such as a teacher work sample, project guidelines and rubrics we reviewed routinely (74 percent) fell short. Instead of being designed to serve as assessments of the student teacher's progress against overall student teaching goals, final projects were more frequently graded on completion of each part of the project, or on a set of goals created just for the project. For example,

45 The results described in this section of the appendix reflect an in-depth analysis of instruments from a random sample of 15 programs chosen from the group of 32 evaluated on all standards.

the elements of **New Mexico State University**'s portfolio are graded primarily on their completeness, each part of **SUNY Courtland**'s portfolio is graded on a separate rubric whose goals are different from those used in student teaching assessments and **Florida Gulf Coast University**'s portfolio is focused on content knowledge.

Institutions fail to require the most relevant qualifications of prospective supervisors.

Just like cooperating teachers, university supervisors should have teaching and mentoring skills. However, despite their important role in evaluating student teachers and providing feedback, it does not appear that these skills are the primary focus for the selection of university supervisors. Most institutions list the qualifications for supervisors in terms of their number of years of teaching, regardless of actual performance.

Example of how student teachers are not evaluated on consistent sets of goals

		Goals laid out in the syllabus	Indicators used in the cooperating teacher's evaluation	Indicators used in the supervisor's observations	Indicator applied in the final evaluation
Lesson planning	Developmentally appropriate	X	X	X	X
	Variety of instructional strategies	X	X	X	X
	Meets needs of diverse learners	X	X	X	X
	Differentiates				X
Content	Accurate	X	X	X	X
	Broad			X	X
	Developmentally appropriate			X	X
	Engaging		X	X	
	Included in discussion				X
Assessment	Uses assessment				X
	Checks for understanding				X
Instruction	Pacing		X	X	X
	Logical sequence		X	X	
	Closure			X	X
	Effective questions			X	X
	Students know goals			X	
	Gains student attention				X
	Approachability				X

In this illustrative example from one institution, the topics on which student teachers receive feedback and evaluation simply do not track from the beginning to the end of student teaching.

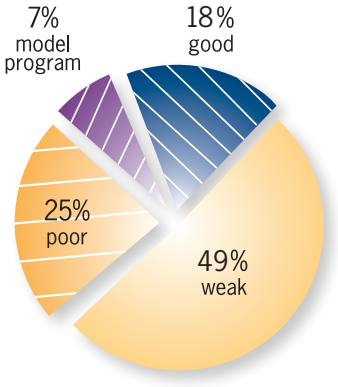
Institutional Ratings

As discussed earlier, all institutions in this review were rated on the first five and most important standards. Those five standards define the intensity and supervision of the experience, the required characteristics of the cooperating teacher and the means by which the institution selects the cooperating teacher.

We categorized the institutions as having "model design," "good design," "weak design" or "poor design" based on whether they passed or failed each of the first five standards.[46]

Most institutions we reviewed did poorly in the aggregate, with 25 percent falling into the most deficient category and 49 percent into the "weak design" category. Too many of the 134 institutions in the sample simply do not sufficiently define the roles and responsibilities of all parties or the coherent design necessary for this complex undertaking. Institutions having earned national accreditation were no more apt to offer high quality programs.[47]

Performance of all institutions on five critical standards



There were ten institutions (7 percent of the total) that stand out, particularly because they are categorized as having "model design." They constitute the small number that require that cooperating teachers are fully qualified and also actively participate in the selection of cooperating teachers.

We note in particular our findings regarding the two online institutions in our sample, the **University of Phoenix** and **Western Governor's University**. These universities performed below average on the first five standards of this review because they exercised very little control over the selection of cooperating teachers. Neither sets clear requirements for cooperating teachers beyond years of experience and appropriate certification, and both give principals full authority to select cooperating teachers. The University of Phoenix even encourages students to identify teachers with whom they would like to work. Western Governor's University reported to us that in the future, principals will be required to provide additional evidence of cooperating teachers' qualifications.

46 Standards 2, 4 or 5 are more heavily weighted. The process of weighting and categorization is described in Section C of the Appendix.

47 Of the 34 programs with poor design, we note that 26 have been awarded national accreditation by NCATE or TEAC.

The ten institutions categorized as having "model design" on the *first five standards* deserve commendation for specific strengths related to those and other standards: **Bridgewater College**, for being part of a consortium of universities that jointly set high standards and provide training for cooperating teachers, and also for placing almost a third of its student teachers in schools that are both high-needs and high-performing …**Cardinal Stritch University**, **Furman University**, the **University of Hawaii at Manoa** and **Wheelock College**, for playing a strong role in selection and requiring that cooperating teachers have strong instructional and mentorship skills…. **Colorado Christian University**, for offering an international student teaching program as a supplement to traditional student teaching requirements...**Lake Superior State University** and the **University of Minnesota at Morris**, for rigorous and very explicit selection criteria (e.g, cooperating teachers must "show high levels of instructional competence based on their positive impact on student learning for all students")…**Florida Gulf Coast University**, for both carefully screening cooperating teachers before selection and ensuring their post-placement evaluation by both student teachers and university supervisors…**Oklahoma State University**, for ensuring that its decisions about prospective cooperating teachers are fully informed by a detailed nomination by the principal.

Model Programs*

Bridgewater College, Bridgewater, Virginia 22812

Cardinal Stritch University

Colorado Christian University

Florida Gulf Coast University

Furman

Lake Superior State University

Oklahoma State University

University of Hawai'i Mānoa

Wheelock College

* The University of Minnesota at Morris declined NCTQ's invitation to display its logo.

Performance of all institutions on five critical standards

State	Insitution	Rating
Alabama	Alabama A&M University	Weak
	Concordia College Selma	Weak
Alaska	Alaska Pacific University	Weak
	University of Alaska Anchorage	Weak
	University of Alaska-Southeast	Poor
Arizona	University of Arizona	Good
	Arizona State University West Campus	Weak
	University of Phoenix	Poor
Arkansas	Harding University	Good
	Southern Arkansas University	Weak
	Arkansas State University	Poor
California	California State University, Long Beach	Good
Colorado	**Colorado Christian University**	**Model**
	University of Northern Colorado	Poor
	Western State College of Colorado	Poor
Connecticut	Eastern Connecticut State University	Good
	Sacred Heart University	Weak
	Southern Connecticut State University	Weak
District of Columbia	University of the District of Columbia	Weak
Delaware	Delaware State University	Good
	University of Delaware	Weak
Florida	**Florida Gulf Coast University**	**Model**
	Florida Southern College	Good
	University of Central Florida	Good
Georgia	Brenau University	Good
	Georgia Southern University	Good
	Columbus State University	Poor
Hawaii	**University of Hawaii at Manoa**	**Model**
	Chaminade University	Weak
Idaho	Brigham Young University-Idaho	Weak
	Idaho State University	Weak
	Boise State University	Poor
Illinois	University of Illinois at Springfield	Good
	Northeastern Illinois University	Weak
	Chicago State University	Poor
	National-Louis University*	Poor
Indiana	Indiana University-Purdue University Indianapolis	Weak
	Purdue University Calumet	Weak
	Valparaiso University	Poor
Iowa	Luther College	Weak
	University of Northern Iowa	Weak
	Iowa State University	Poor
Kansas	Kansas State University	Weak
	Washburn University	Weak
	Tabor College	Poor
Kentucky	Midway College	Good
	Kentucky State University	Weak
	Murray State University	Weak
Louisiana	Louisiana State University	Weak
	Northwestern State University of Louisiana	Weak
Maine	Thomas College	Weak
	University of Maine at Machias	Weak
	University of Maine	Poor
Maryland	University of Maryland, Baltimore County*	Good
	Mount St. Mary's University	Weak
	Salisbury University	Weak
Massachusetts	**Wheelock College**	**Model**
	Bridgewater State University	Weak
Michigan	**Lake Superior State University**	**Model**
	Western Michigan University	Weak
	Hope College	Poor
Minnesota	**University of Minnesota at Morris**	**Model**
	St. Cloud State University	Weak
	Crown College*	Weak
Mississippi	Mississippi College	Good
	University of Southern Mississippi	Good
	Mississippi Valley State University	Poor
Missouri	College of the Ozarks	Good
	Missouri Western State University*	Weak
	Missouri State University	Poor
Montana	Rocky Mountain College	Weak
	Montana State University	Poor
	University of Montana Western	Poor
Nebraska	Creighton University	Poor
	University of Nebraska-Lincoln	Poor
	Wayne State College	Poor
Nevada	Great Basin College	Weak
	University of Nevada, Las Vegas	Poor
New Hampshire	Plymouth State University	Good
	Keene State College	Weak
New Jersey	Montclair State University*	Weak
	New Jersey City University	Weak
	Caldwell College	Poor
New Mexico	New Mexico State University	Weak
New York	CUNY Lehman	Weak
	New York University*	Weak
	SUNY Cortland	Weak
North Carolina	University of North Carolina-Charlotte	Good
	Wake Forest University	Good
North Dakota	Mayville State University	Good
	University of Mary	Weak
	University of North Dakota	Weak
Ohio	Youngstown State University	Weak
	Ohio University	Poor
Oklahoma	**Oklahoma State University**	**Model**
	Northwestern Oklahoma State University	Poor
	Oral Roberts University	Poor
Oregon	Linfield College	Weak
	Eastern Oregon University	Poor
Pennsylvania	Drexel University*	Weak
	Mansfield University of Pennsylvania	Poor
	West Chester University	Poor
Rhode Island	University of Rhode Island	Good
	Rhode Island College	Weak
	Roger Williams University	Weak
South Carolina	**Furman University**	**Model**
	South Carolina State University	Good
	Clemson University	Weak
South Dakota	Black Hills State University*	Weak
	Dakota State University	Weak
	Augustana College	Poor
Tennessee	Peabody College of Vanderbilt University	Weak
	Tennessee Technological University	Weak
Texas	University of Texas-Austin	Good
	LeTourneau University*	Weak
	Texas State University-San Marcos	Weak
Utah	Dixie State College of Utah	Weak
	Utah Valley University*	Weak
	Western Governors University	Poor
Vermont	Castleton State College	Weak
	Champlain College	Weak
	University of Vermont	Poor
Virginia	**Bridgewater College**	**Model**
	College of William and Mary	Weak
	Longwood University	Poor
Washington	Eastern Washington University	Good
	Western Washington University	Weak
West Virginia	West Virginia Wesleyan College	Good
	Marshall University	Weak
	Fairmont State University	Poor
Wisconsin	**Cardinal Stritch University**	**Model**
	University of Wisconsin-Eau Claire	Weak
	University of Wisconsin-Green Bay	Weak
Wyoming	University of Wyoming	Weak

* We were unable to determine ratings for some standards for this institution.

Recommendations

The goals used in this study were chosen because they represent characteristics which are most important for a strong student teaching program. They synthesize advice gleaned from research, best practice, and the combined knowledge of our advisory group, and are themselves the most important recommendations we can offer.

In the course of this study, we've discovered that while many institutions nominally follow these goals, something is often missing in their execution. One university may check the qualifications of cooperating teachers from one school district, but not another. A second may set lofty goals for its student teachers, but not measure those goals in its evaluations. Student teaching programs that wish to improve their quality may find that consistency is their most important goal.

Many institutions have reported to us that the pressure of placing large numbers of student teacher candidates is one of their greatest obstacles to improvement. The additional recommendations which follow offer strategies to reduce this problem.

If a teacher candidate who is a poor prospect as a teacher gets as far as actually student teaching and nobody has said 'this isn't your bag,' it's the university's fault.

– Principal comment

Recommendation 1: Shrink the pipeline of elementary teachers into the profession.

We pay a heavy price for producing more than twice as many elementary teachers each year as the nation's public schools actually need.

Of greater consideration than the wasted resources is the impact this overproduction has on the ability to adequately train the next generation of teachers. With an estimated ratio of qualified and willing cooperating teachers of only 1 out of every 25, there are simply not enough high-quality classroom teachers available to serve as appropriate mentors to the next generation of teachers, particularly if we are serious about placing student teachers in high-performing schools serving children living in poverty.

While some students enter a teacher preparation program fully intending to become a teacher but then change their minds, there is another contributing factor in this overproduction that must be confronted: Education majors too frequently provide the least challenging major or the major of last resort for college students. The low to nonexistent academic bar for entry into all too

many teacher preparation programs means that students are accepted who have no serious interest in becoming a teacher and/or who meet no academic standard. Many institutions send mediocre teacher candidates into school districts for their student teaching experience, a practice that only aggravates tensions between school districts and institutions. School districts have a right to expect that the student teachers whom they are being asked to place in high-performing classrooms have demonstrated the potential themselves to one day be high performing.

State regulations and institutional policies should work in tandem to narrow the teacher candidate pipeline well before student teaching begins, primarily at the point of admission into a preparation program.

- Only applicants whose academic performance puts them in the top half of the college-going population should be admitted into a teacher preparation program.[48]
- To meet the new, more rigorous demands on content knowledge in the elementary grades due to the Common Core Standards, admission to teacher preparation programs should also be conditioned on content mastery. States should require that applicants pass all current content tests required for licensure, generally estimated to test content that is taught by 9th or 10th grade, as a condition for program admission, not program exit.[49]
- Evidence of the academic caliber of a teaching candidate should be necessary, but by no means is it sufficient. To ensure that teacher candidates have the ineffable qualities of a teacher, teacher preparation programs should condition admission on success in a lesson audition or performance assessment, adjusting appropriately to the young age and inexperience of the pool of candidates.[50]

The institution must guarantee a minimum level of quality of their student teachers, sending only those teacher candidates into the school district who are promising teachers.

A lot of institutions complained to us that they cannot be "pickier" about cooperating teachers because they have a hard enough time as it is recruiting these mentors. The problems they face may be reflecting schools' dissatisfaction with the general caliber of their student teachers. Institutions need to be able to convince schools that it is in their best interest to accept student teachers, as it means they will then be able to recruit them as capable teachers.

48 There is extensive research supporting higher admission standards based on correlations with student achievement of teacher verbal ability, the selectivity of the college the teacher attended, and whether the teacher passed licensing tests on the first attempt. Verbal ability has been measured many different ways, but it is most frequently measured on the SAT or ACT, performance on licensure tests and on simple vocabulary tests. See Ehrenberg, R., & Brewer, D. (1994). Do school and teacher characteristics matter? Evidence from high school and beyond. *Economics of Education Review*, 13(1): 1-17; Wayne, A., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 71(1): 89-122; Winkler, D. (1975). Educational achievement and school peer composition. *Journal of Human Resources*, 10, 189-204; White, B. R., Presley, J. B., & DeAngelis, K. J. (2008). *Leveling up: Narrowing the teacher academic capital gap in Illinois* (IERC 2008-1). Edwardsville, IL: Illinois Education Research Council.

49 Given the lack of rigor of current tests coupled with the relative weakness of teacher candidates, cut-scores on current tests should be set no lower than the 50th percentile. This is the level now used only by Massachusetts, the leading state in student performance. The rigor of these tests should also be raised and cut-scores for each of the subjects covered (English/language arts, elementary mathematics, science and social studies) established. Massachusetts also leads the nation in this regard, with a separate licensing test in elementary mathematics.

50 Admissions screens would ideally go beyond these auditions to include ones that assess problem-solving skills, interpersonal skills that help to establish relationships, and the capacity to persevere in the pursuit of improved student outcomes.

- Candidates should be assigned student teaching placements only if they have shown—through their strong performance in rigorously evaluated education classes and field experiences—that they possess the knowledge and skills required to succeed as an apprentice teacher.
- In addition, institutions would find it easier to recruit cooperating teachers if potential applicants felt confident that the student teachers entering their classrooms would be well prepared. Cooperating teachers should therefore be given a chance to meet and interview their student teachers before placements are finalized, and cooperating teachers should have confidence that their concerns will be taken into account if the student teacher's performance is unsatisfactory.

While many institutions require only that teacher candidates prepare resumes and other application materials for review by school district personnel, the **University of Arizona** requires that student teachers be interviewed by cooperating teachers before placement. It also increases cooperating teachers' comfort levels with teacher candidates through an arrangement with a local school district that allows the teacher candidates to serve as substitute teachers in the semester before student teaching.

I look at our classes and see which classes are strong enough to have a student teacher, because if the student teacher ends up being weak, I don't want it to hurt the class.

– Principal comment

The institution should recommend for certification only the very best candidates.

- Teacher candidates should pass student teaching and be recommended for certification only if they demonstrate true readiness for the classroom as documented by evaluation instruments for which inter-rater reliability has been established.
- Given the understandable reticence of programs to push weaker candidates off the certification track just before or during student teaching, institutions should structure preparation programs to include at least a subject matter concentration (if not a major). This fallback option ensures that a teacher candidate who is struggling in student teaching can gracefully exit the preparation program and complete another degree in short order because she has accumulated sufficient credits in another area.

School districts should calculate the number of student teachers they can reasonably prepare each year for consideration by state agencies approving teacher preparation programs.

Because teacher preparation programs are relatively inexpensive, they are too often "cash cows" for their colleges and universities. Consequently, efforts to raise standards and reduce enrollment may face significant resistance. One possible counter to this resistance is sensible limits

They used to just rotate the student teachers among teachers in a building without principal input. Now principals are required to recommend quality teachers. However, I don't think that change came from the university, but from the district.

– Principal comment

from surrounding school districts on the number of student teachers that the district can take on and reasonably train. These limits on the number of student teacher placements based on the "clinical capacity" of districts in their environs should be considered by state agencies in their approval of teacher preparation programs. Providing that school districts and state agencies take the limits seriously, they might provide impetus to raise and align teacher preparation standards from admission through coursework and early field work.

As an example, the table below illustrates the rough "clinical capacity" of Chicago Public Schools elementary schools and contrasts it with local "clinical demand" based on the production of elementary teachers in Chicago.[51]

Clinical demand vs. clinical capacity in Chicago, Illinois

School District	**Clinical Capacity:** Estimate of annual number of qualified and willing elementary cooperating teachers*	**Clinical Demand:** Estimate of annual number of elementary student teachers in Chicago teacher preparation programs**
Chicago Public Schools	**400**	**1,335**

* Calculated using the 25:1 ratio discussed in Finding 1. The Chicago Public Schools employs approximately 10,000 elementary teachers.

** Aggregate 2008 elementary production as noted in 2009 Title II reports from the following institutions: Chicago State University, Columbia College, Loyola University, National-Louis University, Northeastern Illinois University, Roosevelt University, St. Xavier University and the University of Illinois at Chicago. Elementary production as noted in 2008 Title II report from DePaul University.

Suboptimal student teaching arrangements work against a district's own best interests, since good student teaching serves both training and recruitment functions. As the complement to institutions establishing higher standards for student teachers, districts should also establish the expectation that they will accept for placements only teacher candidates whose preparation record predicts competence in student teaching and then only the number they feel they can reasonably train. Similarly, as a complement to institutions establishing higher standards for cooperating teachers, school districts can establish similar policies to guide principals. In fact, our surveys revealed that some principals and districts are already acting on their own to increase the quality of cooperating teachers, establishing more rigorous requirements for cooperating teachers than the universities providing the student teachers.

51 We note that the Chicago Public Schools has begun to implement a workforce planning strategy that includes a fine-grained assessment of the means to change its role in preservice training from one in which the district serves as a training ground for teacher candidates who then take jobs in the suburbs to one in which preservice training is a district recruitment tool for high-quality teacher candidates.

As the executive director of Washington State's Professional Educator Standards Board put it, the presence of preservice interns should be "a powerful part of the district's workforce planning and school improvement strategy—not just a courtesy placement for a student teacher in an amendable building."[52]

Recommendation 2: Institutions must make the role of cooperating teacher a more attractive proposition to classroom teachers.

While some cooperating teachers may abuse the student teaching arrangement to reduce their responsibilities, hosting a student teacher undoubtedly adds to the responsibilities and workload of those committed to doing it well. Yet if they are compensated at all, it is with a tiny stipend, no more than $250 and generally much less.

It would be difficult to pay cooperating teachers what they are really worth, but institutions must direct both more resources and higher prestige to boost the quantity and quality of cooperating teachers.

Changes discussed in the first recommendation, including raising the bar for entry into student teaching and providing cooperating teachers with assurance of the quality of students entering their classrooms, would also make being a cooperating teacher more appealing.

Just as "Teachers of the Year" are touted, programs might also publicize those selected through a rigorous cooperating teacher screening process as the consummate professionals they are. The **Rodel Exemplary Teacher Initiative**, discussed in the textbox on the next page, demonstrates the power of this and similar approaches to rewarding cooperating teachers.

The stipend for being a mentor teacher has not risen since I have been here (17 years), despite inflation. It would be nice if the cooperating teacher got compensated better.... It is a lot of work to supervise and very little financial benefit.

– Principal comment

52 July 16, 2010, email from Jennifer Wallace.

The *Exemplary* Rodel Exemplary Teacher Initiative — A model for the nation

Imagine a scenario in which principals deem a program's student teachers more effective than other teachers in their building who already have a few years under their belt… or one in which 80 percent of a program's graduates choose to teach in high-poverty schools. Such is the case with the Rodel Exemplary Teacher Initiative in Arizona, perhaps the finest example of a model student teaching program in the nation.*

Established in 2004, the Rodel Exemplary Teacher Initiative works closely with teacher preparation programs to pair about 100 carefully selected student teachers annually from the **University of Arizona**, **Arizona State University**, **Northern Arizona University**, **Grand Canyon University**, and **Scottsdale Community College**'s post-baccalaureate program with even more carefully selected, highly effective cooperating teachers working in 72 high poverty schools in 27 different Arizona school districts. The intention is to create a pipeline of capable teacher candidates into those schools for whom their initiation into teaching has had a proselytizing effect, convincing them that they can be successful teaching in the most challenging classrooms.

Screening student teachers:
Rodel demonstrates that potential cooperating teachers who are reticent to take on a student teacher for fear of the impact on their students' performance are more comfortable accepting a student teacher into their classroom when they are assured by a rigorous selection process of the prospective student teacher's academic achievement and competence in earlier field placements.

Screening cooperating teachers:
Rodel also employs cooperating teacher screening tools that go beyond any we've found, but that could be replicated on a larger scale. First, it identifies functional high-poverty elementary schools by checking which schools with 70 percent or more students in a free or reduced price lunch program have the highest levels of achievement. It then identifies the teachers at those schools whose students perform at the highest levels. For teachers who are also independently recommended by their principals, it conducts interviews (to ensure adequate mentoring skills) and classroom observations.

Recognition and rewards:
Rodel does offer special recognition and financial rewards that set it apart. Rodel graduates who continue working in high-poverty schools for three years receive a $10,000 savings bond; cooperating teachers who mentor for three years (working with six Rodel student teachers in that time period) also receive a $10,000 savings bond. Cooperating teachers are also rewarded by being highlighted in statewide media and honored at a banquet attended by education, business and community leaders. The cost of these rewards comes to about $5,850 per new teacher—not a bad investment given the return.

* We were so impressed by this initiative upon first hearing about it that we asked its architect, Rodel Charitable Foundation of Arizona President and CEO Carol Peck, to join NCTQ's Board of Directors.

Copies of exemplar materials relevant to these recommendations as well as additional materials developed by NCTQ can be found in the "Key Ingredients for Strong Student Teaching," at www.nctq.org/edschoolreports/studentteaching.

Conclusion

Traditional teacher preparation, considered in the aggregate, appears to add far too little value. Research has not found measurable benefits of teachers who are traditionally trained over ones who are not. School district superintendents often express dissatisfaction with the caliber of teachers coming out of many institutions, opting instead to hire teachers with little or no training. Traditional teacher preparation programs are increasingly derided by reformers and policy makers.

While traditional teacher preparation may be generally ineffectual, there are still programs that offer tremendous value, but outsiders can rarely discern which programs those are. Unfortunately, blanket comments on teacher preparation paint these excellent programs with the same broad brush as the mediocre and the just plain bad. Without better information about high-performing programs, their strong instructional strategies are unlikely to be widely replicated—or even noticed. In response, this report, like NCTQ's other reports on teacher preparation, showcases many best practices currently in use in institutions.

NCTQ advocates for improvements in both coursework and clinical practice that will deliver competent and confident novice teachers and prove that traditional teacher preparation can indeed add value. However, simply doing more of the same, particularly in the area of clinical practice, is not a solution. For that reason, suggestions ranging from lengthening student teaching to making clinical practice the centerpiece of the entire teacher preparation curriculum are in themselves insufficient. Rather than leveraging real improvement in candidates' professional capacities, these suggested changes could simply mean that more preparation time is spent unproductively. Instead, institutions need to substantially improve student teaching within its current structure, primarily by ensuring that smaller cohorts of more qualified teacher candidates are mentored by higher-quality cooperating teachers.

Our review revealed that institutions understand the importance of student teaching, but that they feel powerless to make it better. We do not dispute that teacher preparation programs currently can be at a disadvantage because they have to entreat school district personnel to accept student teachers. Exercising more quality control over who is admitted into a teacher preparation program and who is allowed to student teach can help alter this dynamic, as well as reduce the pressure created by the sheer volume of placements required.

Elementary education is in a period of rapid change: Teachers are being held to increasingly rigorous standards in more highly organized evaluation systems. Teacher candidates deserve student teaching programs that better prepare them for the profession—programs in which, for example, no student teacher is the unwitting "test case" for whether a cooperating teacher is right for the role or takes away little more in the way of feedback than cursory checklists from a few observations by a supervisor. This review suggests that such circumstances occur all too often today; it offers both overall standards and examples of real nuts-and-bolts policies that could ensure that all teacher candidates are instead given the best possible preparation to, in turn, give our children the best possible education.

This report is available online at
www.nctq.org/edschoolreports/studentteaching/report.jsp

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The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels in order to increase the number of effective teachers.

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Student Teaching in the United States

Appendix Table of Contents

Appendix A: Documents Solicited from Institutions

In Spring 2009, the following documents were solicited from all institutions. For public institutions, solicitations were sent as requests under state "open records" laws.

1. Documents that address the selection and responsibilities of the cooperating/mentor teachers in whose elementary classrooms student teachers are to be placed.
2. Documents that address the responsibilities of those on the institution's staff who coordinate field placements for student teachers in elementary schools.
3. Documents outlining the responsibilities of supervisors/liaisons hired by the institution to visit and observe student teachers in elementary schools.
4. Syllabi for the elementary program's student teaching course for the fall 2008 and spring 2009 semesters.
5. A list of the public elementary schools at which student teaching placements occurred in the 2008-09 school year.
6. Documents identifying any student teaching programs or internships approved by the institution which are not serviced by its field placement coordinators, such as international placements.
7. Documents that indicate the number of staff assigned to arrange student teaching placements in elementary schools for the 2008-09 academic year.
8. Documents that indicate the number of individuals under contract with the institution for the 2008-09 academic year to supervise student teachers in elementary schools.
9. Documents that indicate the number of student teachers who were placed in elementary classrooms in the 2008-09 academic year.
10. Any "Student Teaching Handbook" or "Student Teaching Manual" that provides guidance to student teachers in the elementary teacher preparation program.

Additional documents solicited from 32 institutions evaluated on all standards.

1. Criteria for selection of elementary schools in which student teacher placements are made.
2. The competencies on which student teachers are evaluated and how those competencies are communicated to the student teacher, the cooperating teacher and the supervisor.
3. Any final project required of the student teacher and the rubric for its evaluation.
4. Guidelines on the responsibilities of the cooperating/mentor teacher.
5. Guidelines for selection of supervisors/liaisons.
6. The process by which [institution] evaluates placements to see if any aspect of the school or the performance of the cooperating teacher warrant discontinuation.

Appendix B: Elementary Principal Survey Instrument

The questions below represent the online version of the survey used for principals at the elementary schools at which institutions indicated that they had recently placed student teachers. It should be noted that most of the questions are open-ended and provided opportunity for comment, an opportunity to which many respondents availed themselves.

A slightly longer version was used for phone interviews, but because of the difficulty reaching principals by phone, we changed the survey to be one that could be administered online. We subsequently had much more success with responses.

No principal was interviewed until we had obtained permission from the district's superintendent.

1. Your name:
2. Your school:
3. Your school district:
4. The colleges or universities from which you receive student teachers:
5. For how many years have you been an elementary school principal?
6. Please describe how student teachers are matched with classroom teachers in your school. Provide as much detail as you can. Please explain your role in the process, as well as the role of staff or teachers at your school, or university representatives. If you receive student teachers from more than one college or university and the process is different for different institutions, please explain the differences.
7. Are you involved in the process by which student teachers are matched with classroom teachers in your school? (This question may seem redundant—the answer is used to make sure that the questions that follow fit your situation.)
    1. Yes
    2. No

    (**NOTE**: Questions 8 and 9 only appear if answer to #7 is No)
8. Who selects classroom teachers who will be matched with student teachers in your school? Please explain and provide contact information for these people.
9. What criteria do you think are used to select classroom teachers?
10. What information is provided to you by the university or college in the process of matching student teachers with classroom teachers?
11. What information do you provide to the university or college?
12. Do you ever ask teachers to volunteer to supervise student teachers?
13. The following list includes characteristics you might use when selecting classroom teachers who will supervise student teachers. Please select as many as you use.
    1. Is a teacher who appreciates support
    2. Is considered a "Master Teacher"
    3. Has the capacity to have a positive impact on student learning
    4. Is a teacher who has volunteered for the role
    5. Has a positive and optimistic attitude towards teaching
    6. Has a history of professional contributions and desire to give back to the profession
    7. Makes a special effort to become aware of new teaching methods and to incorporate them into the classroom

8. Has a master's degree or is designated as highly qualified in a specific area/level
9. Will be out of the classroom a number of times in the coming months
10. Has the capacity to mentor an adult
11. Has great classroom management skills
12. Loves children and provides a nurturing environment
13. Is self-reflective
14. Needs help due to extra responsibilities
15. Accommodates different learning styles
16. Is a teacher with a classroom that is difficult to manage
17. Models good professional practice and is knowledgeable about the curriculum and effective instructional strategies
18. Is creative
19. Routinely has outstanding student scores on state mandated assessments
20. Is a strong communicator
21. Is able to guide student teachers with a teaching style other than his/her own teaching style
22. Has additional endorsements on their teaching certificate
23. Has a specific number of years of experience (How many?)

14. What other characteristics do you use in your selection process?
15. Do you ever have trouble finding teachers willing to supervise student teachers? If so, why do you think they are reluctant?
16. Does the university or college ever turn down one of the classroom teachers you've selected? If so, why did they do so?
17. Is your school in any special partnership or professional development relationship with the university or college from which you receive student teachers?
    1. No
    2. Yes

    (**NOTE**: Questions 18-22 only appear if the answer to #17 is Yes)
18. Please describe the nature of the partnership or professional development relationship. How do your school and the university or college participate?
19. Is the process of selecting classroom teachers outlined as part of the partnership arrangement between your school and the university or college from which you receive student teachers? If it is, please explain.
20. How did your school become a partnership or PDS school?
21. As a partnership or PDS school, do you look for anything different in teachers in the hiring process? If you do, please explain.
22. If you could redesign the partnership or PDS arrangement, how would you do so?
23. How many student teachers does your school host each semester on average?
24. How many classroom teachers do you have?
25. How long have you taken student teachers from this college or university?
26. Have you ever hired a person who served as a student teacher in your school? If not, why not?
27. If you could redesign student teaching, how would you do so?
28. Do you have any other comments?

Appendix C: Methodology: Data Collection, Analysis and Production of Ratings

Over the last six years, the National Council on Teacher Quality (NCTQ) has reviewed teacher preparation programs across the country. We do so because we believe that improved teacher quality cannot be achieved simply by enticing smart people into teaching. Our reviews are intended to shed light on the nature of the purposeful and systematic preparation that can make any teacher candidate, even the smartest (who would might not seem to be in need of specialized training) the best possible teacher. The 10 reports we have issued to date include two national reports similar to this one: the first on the preparation of undergraduate elementary teacher candidates in reading and the second on their preparation in mathematics. The remaining seven were specific to individual states.[1]

This review evaluates student teaching programs in 134 institutions, nearly a tenth of the nation's 1,400 education schools. The institutions were selected by a stratified random sample designed to include a number of teacher preparation programs in every state and the District of Columbia. Ninety-three of the institutions (69 percent) are public and 41 are private (31 percent), including 15 nonsectarian private and 26 sectarian private institutions. In the few institutions with post-baccalaureate programs in which the teacher candidate may choose to student teach or teach as an intern, only the student teaching program was evaluated.

Demographic Profiles of the Institutions

The 134 institutions in this review are categorized on the following page by their type (private vs. public), relative teacher production, selectivity, proportion of minority enrollment and proportion accredited by NCATE, the largest accreditor of education schools.

Scope of this Review

To conduct this review, NCTQ invited an advisory group comprising exemplary teachers and administrators, teacher trainers, researchers and academics (see Section E of the Appendix for biographies of members) to identify a set of standards addressing key elements of student teaching. Our entire sample of 134 institutions was evaluated against the five standards identified by the advisory group as the most important of a comprehensive set of 19 standards. (Only 32 institutions in the sample were evaluated against all 19 standards. They were selected because they either performed quite well against the first five standards or quite poorly.[2])

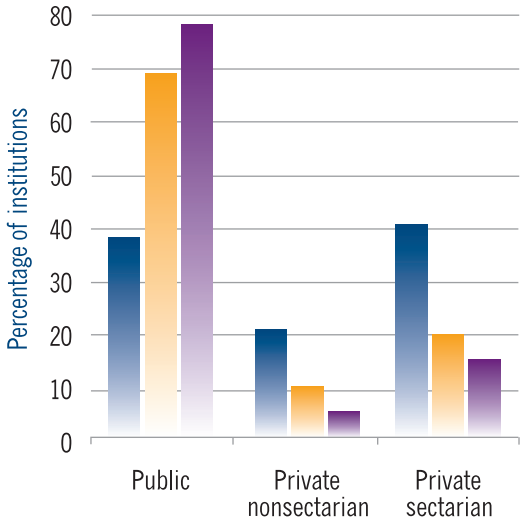
1 NCTQ has issued two national reports on the reading and mathematics preparation of elementary teachers in representative samples of undergraduate education schools. The first, *What Education Schools Aren't Teaching about Reading and What Elementary Teachers Aren't Learning*, was released in May 2006 (http://www.nctq.org/p/publications/docs/nctq_reading_study_app_20071202065019.pdf). The second, *No Common Denominator: The Preparation of Elementary Teachers in Mathematics by America's Education Schools*, followed just over two years later (http://www.nctq.org/p/edschools/reportView.jsp?reportPath=/p/publications/docs/nctq_ttmath_fullreport.pdf).

Reports on teacher preparation in specific states include reports on programs in Colorado, Illinois, Indiana, New Mexico, Texas, Utah and Wyoming. They can be found at http://www.nctq.org/p/edschools.

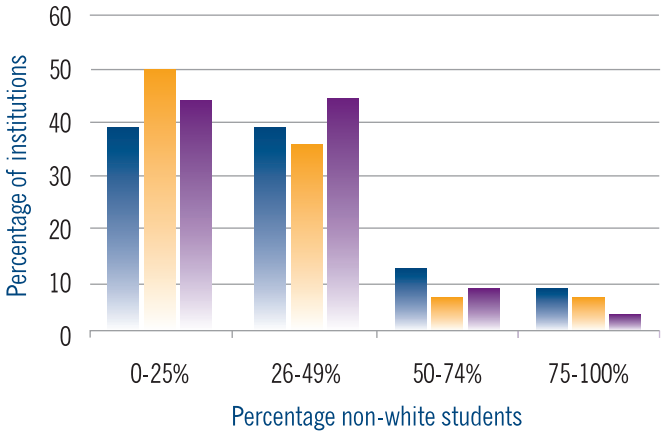
2 We chose institutions at both ends of the continuum on the theory that if a relationship existed between the ratings on Standards 1 through 5 and Standards 6 through 19, we would be most likely to discern it using this stratified sampling approach. In fact, changes in the ratings on Standards 1 through 5 in the course of further evaluation, coupled with a great variation in ratings on Standards 6 through 19, demonstrated that no such relationship existed. In fact, there was so little evidence of any pattern to ratings that it is safe to presume that we would have obtained the same findings on Standards 6 through 19 by either rating the full sample or by rating any other subset of the full sample. As with the full sample, with the exception of the relative proportions of public and private institutions, this subset of 32 institutions is representative of the population of teacher preparation programs as a whole and can be presumed to paint a representative picture of practices in that population.

The representative nature of the sample

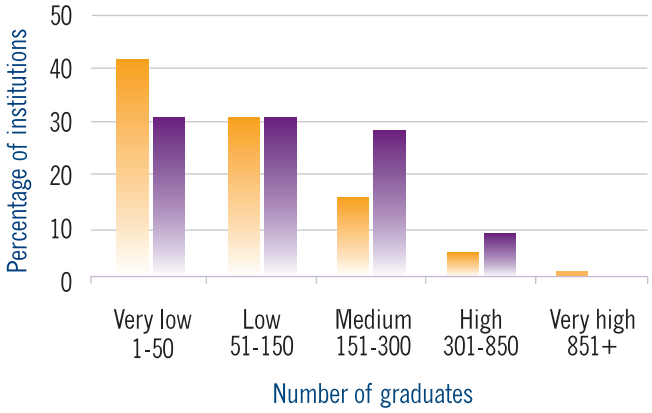
Public and private institutions*



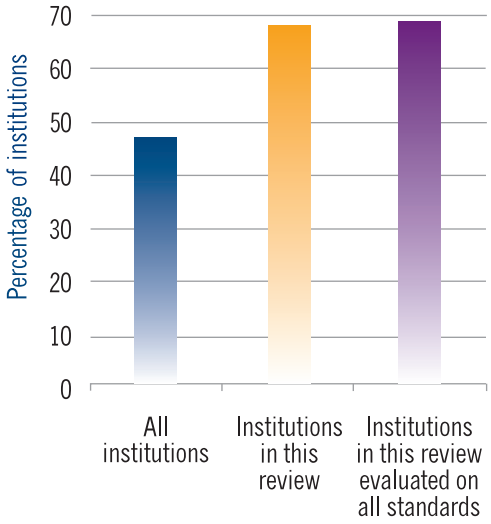
Diversity*



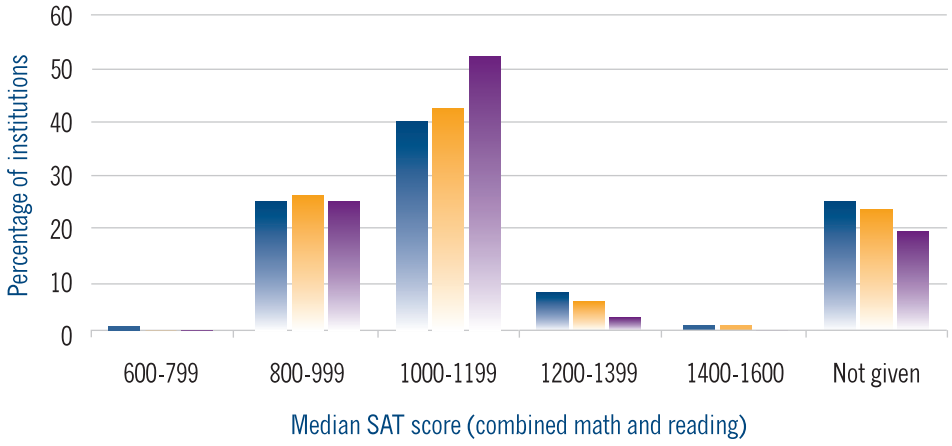
Annual number of undergraduate elementary teachers produced***



Percent accredited by NCATE**



Selectivity*



Key for all graphs

- All institutions (n=1400)
- Institutions in this review (n=134)
- Institutions in this review evaluated on all standards (n=32)

* This data was obtained from IPEDS.

** This data was obtained from the NCATE website.

*** This data is from the 2008-2009 school year and was either provided by the schools themselves or identified using completer data from IPEDS. Data for the full population of institutions is not available.

The review involved a considerable amount of interaction, and we are very appreciative of the time institutions devoted to working with us.

These standards are by no means the only way to evaluate teacher preparation. In this review we have chosen to focus on specific, foundational elements of the design of the student teaching experience. There is nothing that prevents another organization from tackling this issue from its own perspective, including teacher preparation programs themselves.

The issue of whether our review requires approval by an institutional review board was raised by several institutions on the occasion of our site visits. Upon examination, the Chesapeake Institutional Review Board indicated that our review was exempt because it focuses on evaluation of a service program, rather than individuals, and information provided cannot be identified with an individual human subject.

Sample Selection, Data Collection and Analysis

Selecting the samples

The full sample was designed to include institutions that would be representative of all teacher preparation programs, with the exception that public institutions would be more heavily represented because we anticipated the need to use open records requests as a means to obtain documents necessary for evaluation.[3] Selection was stratified first by state and then by whether an institution was private or public. Within each state's group of private institutions, one was chosen randomly. Each state's group of public institutions was divided into two groups on the basis of overall production numbers, with one relatively small institution randomly selected from one group and one relatively large institution randomly selected from the other.[4] A list of programs included in the full sample and subsample is included on page 8.

Data collection and analysis

NCTQ based its evaluation of each institution against the standards using several different sources of data.

We solicited the documents below from all institutions. However, our review was not limited to the documents we originally solicited because over the course of our analysis, institutions were given the opportunity to provide as much material as they thought necessary to explain how their student teaching programs worked.

1. Documents that address the selection and responsibilities of the cooperating/mentor teachers in whose elementary classrooms student teachers are to be placed.
2. Documents that address the responsibilities of those on the institution's staff who coordinate field placements for student teachers in elementary schools.
3. Documents outlining the responsibilities of supervisors/liaisons hired by the institution to visit and observe student teachers in elementary schools.
4. Syllabi for the elementary program's student teaching course for the fall 2008 and spring 2009 semesters.
5. A list of the public elementary schools at which student teaching placements occurred in the 2008-2009 school year.

3 The need for this strategy was borne out by the fact that just over half of the private institutions from which we originally solicited material ultimately cooperated in this review, whereas only eight public institutions failed to cooperate: California State University - East Bay, Framingham State University (MA), New Mexico Highlands University, North Carolina Central University, Northern New Mexico College, and Ohio State University at Lima.

4 Illinois is the only state in which there was an inadvertent oversampling: three public universities were included.

Institutions included in this study

State	Insitution
Alabama	Alabama A&M University Concordia College Selma
Alaska	Alaska Pacific University University of Alaska Anchorage* University of Alaska-Southeast
Arizona	Arizona State University West Campus University of Arizona* University of Phoenix
Arkansas	Arkansas State University* Harding University Southern Arkansas University
California	California State University, Long Beach*
Colorado	Colorado Christian University* University of Northern Colorado Western State College of Colorado
Connecticut	Eastern Connecticut State University Sacred Heart University Southern Connecticut State University*
District of Columbia	University of the District of Columbia
Delaware	Delaware State University* University of Delaware
Florida	Florida Gulf Coast University* Florida Southern College University of Central Florida*
Georgia	Brenau University Columbus State University Georgia Southern University*
Hawaii	Chaminade University University of Hawaii at Manoa*
Idaho	Boise State University Brigham Young University-Idaho Idaho State University
Illinois	Chicago State University National-Louis University Northeastern Illinois University University of Illinois at Springfield
Indiana	Indiana University-Purdue University Indianapolis Purdue University Calumet* Valparaiso University
Iowa	Iowa State University* Luther College University of Northern Iowa*
Kansas	Kansas State University Tabor College Washburn University
Kentucky	Kentucky State University Midway College Murray State University
Louisiana	Louisiana State University Northwestern State University of Louisiana
Maine	Thomas College University of Maine University of Maine at Machias
Maryland	Mount St. Mary's University Salisbury University University of Maryland, Baltimore County
Massachusetts	Bridgewater State University Wheelock College*
Michigan	Hope College* Lake Superior State University* Western Michigan University
Minnesota	Crown College* St. Cloud State University* University of Minnesota at Morris
Mississippi	Mississippi College Mississippi Valley State University University of Southern Mississippi
Missouri	College of the Ozarks Missouri State University* Missouri Western State University
Montana	Montana State University* Rocky Mountain College University of Montana Western*
Nebraska	Creighton University University of Nebraska-Lincoln Wayne State College
Nevada	Great Basin College University of Nevada, Las Vegas
New Hampshire	Keene State College Plymouth State University
New Jersey	Caldwell College Montclair State University New Jersey City University
New Mexico	New Mexico State University*
New York	CUNY Lehman New York University SUNY Cortland*
North Carolina	University of North Carolina-Charlotte* Wake Forest University
North Dakota	Mayville State University University of Mary University of North Dakota
Ohio	Ohio University Youngstown State University*
Oklahoma	Northwestern Oklahoma State University Oklahoma State University Oral Roberts University
Oregon	Eastern Oregon University Linfield College
Pennsylvania	Drexel University Mansfield University of Pennsylvania West Chester University
Rhode Island	Rhode Island College Roger Williams University University of Rhode Island
South Carolina	Clemson University Furman University* South Carolina State University
South Dakota	Augustana College Black Hills State University Dakota State University
Tennessee	Peabody College of Vanderbilt University Tennessee Technological University*
Texas	LeTourneau University Texas State University-San Marcos University of Texas-Austin
Utah	Dixie State College of Utah Utah Valley University Western Governors University
Vermont	Castleton State College Champlain College University of Vermont
Virginia	Bridgewater College* College of William and Mary Longwood University
Washington	Eastern Washington University Western Washington University
West Virginia	Fairmont State University Marshall University* West Virginia Wesleyan College
Wisconsin	Cardinal Stritch University* University of Wisconsin-Eau Claire* University of Wisconsin-Green Bay
Wyoming	University of Wyoming

* Evaluated on all 19 standards

6. Documents identifying any student teaching programs or internships approved by the institution that are not serviced by its field placement coordinators, such as international placements.
7. Documents that indicate the number of staff assigned to arrange student teaching placements in elementary schools for the 2008-2009 academic year.
8. Documents that indicate the number of individuals under contract with the institution for the 2008-2009 academic year to supervise student teachers in elementary schools.
9. Documents that indicate the number of student teachers who were placed in elementary classrooms in the 2008-2009 academic year.
10. Any "Student Teaching Handbook" or "Student Teaching Manual" that provides guidance to student teachers in the elementary teacher preparation program.

If institutions did not choose to provide us with these documents (and in the case of public institutions, this refusal was in the face of open records requests), we obtained as many as were available from institutions' websites or state departments of education. In all cases, we cited the materials we had obtained as sources for our analysis in order to give institutions the opportunity to comment or provide substitute materials.

We asked only a small sample of institutions (32) to provide additional documents addressing the following in order to look more deeply into their programs:

1. Criteria for selection of elementary schools in which student teacher placements are made.
2. The competencies on which student teachers are evaluated and how those competencies are communicated to the student teacher, the cooperating teacher and the supervisor.
3. Any final project required of the student teacher and the rubric for its evaluation.
4. Guidelines for the responsibilities of the cooperating/mentor teacher.
5. Guidelines for selection of supervisors/liaisons.
6. The process by which the institution evaluates placements to see if any aspect of the school or the performance of the cooperating teacher warrant discontinuation.

From school districts, we obtained any contracts between institutions and school districts that govern their student teaching arrangements.

We supplemented this document collection in almost all cases by numerous one-on-one email or phone interviews with the institutions. The magnitude of the interaction is attested to by the 1,600 documents supplied to us by the institutions and the more than 1,000 emails exchanged over the course of the review.[5]

We surveyed 166 local school principals whose elementary schools were identified by institutions as sites for student teaching placements.[6] These surveys gave us the opportunity to triangulate the findings from our document collection and discussions with institutions. The surveys were conducted by telephone or were taken online. The information we gained from school district documents and principal interviews was of great importance in evaluating information we obtained from the institution's documents.

Our evaluations were based on documents that were current at the time of the collection. Subsequent changes to practices and procedures were noted but did not change the ratings.

5 Only about a dozen institutions did not interact with us in any way over the course of this review.

6 The survey document for principals is found in Section B of the Appendix.

Final ratings for Standard 1 and Standards 6 through 19 were based only on evidence in documents. Ratings on Standards 2 through 5 were based on consideration of relevant documents and principal interviews. In the case of Standard 2 (pertaining to the role of the teacher preparation program in selecting cooperating teachers), we relied on the evidence provided by documents or on information from the principal surveys if two or more principal surveys were obtained and they provided consistent information.[7] If information in documents conflicted and could not be resolved by discussion with the institution, we chose to rate on the information provided in the more authoritative of the documents. For example, if information in a student teaching handbook conflicted with information in a contract between the institution and a school district, we rated on the information in the contract. More information on the process of rating all standards is found in the standard-by-standard description provided in Section F of the Appendix.

For all standards, institutions were provided preliminary ratings and invited to identify ratings that they felt were incorrect and to submit additional relevant documentation.

Despite the fact that our overarching rating principle was fairness, many institutions have claimed that some or all of our ratings are in error. However, the interpretation of "error" for some schools is clearly different from NCTQ's definition. In some cases the source of their perception of error is based on a lack of understanding of our standards and the criteria by which we evaluate them. The criteria for our evaluation and specific examples of instances in which institutions' practices met the standard and instances in which they did not are found in Section F of the Appendix and may clarify some of these issues.

Finally, we conducted five site visits (one involving an innovative student teaching program not included in the sample) to interview student teachers, supervisors,[8] cooperating teachers and field-placement coordinators. There was significant range in the institutions visited in terms of the number of elementary teachers they produced and their locales. These site visits proved very useful to ascertain whether our document collection and survey work aligned with what we observed to be happening on the ground, to inform our general understanding of the complex arrangements necessary for student teaching and to expand our thinking about improvements. These institutions graciously hosted our site visits: Cardinal Stritch University (Milwaukee, WI), Chicago State University (Chicago, IL), Delaware State University (Dover, DE), the Rodel Exemplary Teacher Initiative (Phoenix, AZ) and the University of Arizona (Tucson, AZ).

Chronology of review

The basic timeline for the review was as follows:

Winter 2008: Student teaching advisory group develops standards.

Spring 2009: Initial requests for documents for evaluating Standards 1 through 5 sent to all institutions in sample.

Summer 2009: Preliminary reports on ratings on Standards 1 through 5 sent to all institutions in sample; initial requests for documents for evaluating Standards 6 through 19 sent to 32 institutions in subsample.

Fall 2009: Principal interviews begin.

7 We obtained two or more surveys for 38 of the institutions (28 percent) and these proved to be very helpful to verify ratings on Standards 2 through 5. Many of the interviews that could not be used to verify ratings because they were the only interview available for an institution or because the information provided was inconsistent nonetheless provided valuable information on aspects of student teaching arrangements not directly relevant to ratings.

8 The term "supervisor" refers to the individual hired by the institution to periodically observe and evaluate the student teacher's performance. Supervisors may be faculty, but are usually former teachers or principals hired on a contract basis.

Winter 2010:	Final reports on ratings on Standards 1 through 5 sent to all institutions in sample.
Spring 2010:	Site visits conducted.
Fall 2010:	Preliminary reports on ratings on Standards 6 through 19 sent to 32 institutions in subsample.
Winter 2011:	Final reports on ratings on Standards 6 through 19 sent to 32 institutions in subsample.

Use of the ratings

For each standard except one (Standard 19), an institution was awarded a rating of "meets" or "does not meet" the standard. Section F of the Appendix provides a standard-by-standard explanation of the rating process. No institution-specific ratings for any standard are reported. (The comments submitted by some institutions in Section H of the Appendix are the only sources of information in this review on ratings on individual standards.)

An institution's ratings on the five key standards were used to broadly categorize the institutions into four groups ("model program,""good," "weak," and "poor"). These groupings were determined primarily by the proportion of Standards 1 through 5 that each institution passed, although Standards 2, 4 and 5 (relating to the role the institution plays in the selection of the cooperating teacher and whether effectiveness and mentoring skills are required) were weighted more heavily than Standard 1 (relating to the intensity and supervision of the experience) and Standard 3 (the requirement of at least three years of experience).[9]

We made numerous good faith efforts to obtain all the information necessary to rate institutions on these five standards. If despite these efforts we did not have enough information to rate an institution on all five, we reported the average grade for the standards that we were able to measure, noting which institutions had supplied incomplete data. An asterisk in the table on page 34 of the main report indicates where our categorization was based on an incomplete set of ratings.

Ratings on standards for the smaller sample of institutions evaluated on all 19 standards are only reported in the aggregate.

Several basic principles governed our analysis

1. **Institutions were shown preliminary findings, with opportunities to tell NCTQ about inaccuracies or omissions in analysis:** Institutions were always invited to provide additional data that they felt was relevant to the analysis, including documents not originally submitted. Also, institutions were welcome to use the opportunity to review reports on preliminary analyses to apprise NCTQ if any data was incomplete, outdated or simply inaccurate.

2. **For all cases, ratings were based on the institutions' minimum standards, identifying the easiest, fastest or cheapest process allowed by the institution:** An institution did not meet a standard unless that standard was enforced consistently. For example, if returning cooperating teachers are screened adequately but new cooperating teachers are accepted solely on a principal's designation, we determined that the institution was not "selecting cooperating teachers" and Standard 2 was not met.

9 While the requirement for experience is important, it is a necessary but not sufficient condition to ensure important teacher competencies such as effectiveness and mentoring skills, competencies for which institutions' requirements are evaluated directly in Standards 4 and 5.

3. **Data had to be documented:** Institutions frequently attempted to provide information relevant to standards in oral or written responses to NCTQ reports, emails, letters and phone calls. Unless such information could be collaborated by an existing document or information from at least two principal interviews, we did not use it for rating purposes. For example, if an institution indicated that student teachers are made aware of the goals on which they will be evaluated, we required that they provide evidence of how student teachers were made aware (such as a handbook or syllabus).

4. **Institutions were not provided with the methodology we would use to rate institutions against our standards in advance of our solicitation of materials:** The fact that we did not provide institutions with our standards' ratings methodologies in advance of our initial solicitation of materials caused some consternation. Institutions indicated that they could have been more efficient in providing materials in response to our solicitation of materials if they had known the ratings criteria in advance. Our rationale for not providing ratings methodologies in advance is that for many standards doing so could have biased the nature of the materials provided.

5. **Institutions were not given an opportunity to withdraw:** Twelve institutions[10] explicitly asked not to participate, a request we could not honor for two reasons. First, every teacher preparation program, whether located in a public or a private institution, is operating as a publicly regulated program producing teachers for the public schools and, as such, has a responsibility to be transparent. Second, allowing participation to be voluntary introduces bias because our findings will reflect the practices only for those institutions that self-selected because they felt themselves able to meet our standards.

Discussion

We identify two limitations of our analysis. The first is the potential for "false positives" if the quality of the design of the student teaching experience, as indicated by the documents that were the foundation of our analysis, does not connect to the on-the-ground quality of the experience. For example, it is possible that an institution whose documents indicate that it both explicitly communicates to principals that it seeks cooperating teachers who have demonstrated their skills as adult mentors and seeks evidence to that effect is no more likely to obtain a qualified cooperating teacher than an institution that does neither. To some extent our principal interviews provided protection against false positive ratings. However, even more broadly, there seems little danger of false positives in our review given the fact that the documents that were most determinative in our evaluation—such as cooperating teacher nomination forms from principals—are not required for state approval or accreditation and would therefore not be generated by institutions simply for appearances or to create the pretense of meeting criteria for state approval or accreditation. Presumably such documents would only be developed to guide actual practice.

The second potential limitation is the "false negative" rating if we were unable to discern the true design of the student teaching program from the data collected. This misinterpretation could occur in the case of an institution whose arrangements do conform to our standards but are neither documented by the institution nor revealed by principal interviews or documents from school districts.

For this limitation to be borne out, we would have seen a higher percentage of negative ratings for institutions producing small numbers of teachers each year. Their student teaching programs are likely to proceed more informally, with less logistical need for standardization and documentation. The fact that there was ultimately no correlation between the size of an institution and its final rating suggests that the risk of false negatives was mitigated.

10 Augusta College, Black Hills State University, the College of William and Mary, Drexel University, Mississippi College, Missouri Western State University, Oral Roberts University, Purdue University Calumet, SUNY Cortland, the University of Hawaii at Manoa, the University of Nevada - Las Vegas and Wake Forest University.

Appendix D: Research Citations

As discussed on page 7 of the report, the following 34 studies addressing student teaching were located in a search of articles published since 1997 in peer-reviewed journals.

Anderson, N. A., & Radencich, M. C. (2001). The value of feedback in an early field experience: Peer, Teacher, and Supervisor coaching. *Action in Teacher Education*, 23(3), 66-74.

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Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher Preparation and Student Achievement. *Educational Evaluation and Policy Analysis*, 30(4), 319-343.

Bullough Jr., R.V., Young, J., Erickson, L., Birrell, J. R., Clark, D. C., Egan, M. W., Berrie, C. F., Hales, V. & Smith, G. (2002). Rethinking Field Experience: Partnership teaching versus single-placement teaching. *Journal of Teacher Education*, 53(1), 68-80.

Cochran-Smith, M . (1991). Reinventing Student Teaching. *Journal of Teacher Education*, 42 (2), 104-118.

Connor, K. R., & Killmer, N. (2001). Cohorts, Collaboration, and Community: Does Contextual Teacher Education Really Work? *Action in Teacher Education*, 23(3), 46-53.

Danne, C. J. (2000). Clinical Master Teacher Program: Teachers and Interns Perceptions of Supervision with Limited University Intervention. *Action in Teacher Education*, 22, 93-100.

Fresse, A. R. (1991). The role of reflection on pre-service teacher's development in the context of a professional development school. *Teaching and Teacher Education*, 12, 429-442.

Grossman, P., Hammereness, K. M., McDonald, M., & Ronfeldt, M. (2008). Structural Predictors of Perceptions of Coherence in NYC Teacher Education Programs. *Journal on Teacher Education*, 20(10), 273-287.

Hopkins, W. S., Hoffman, S. Q., & Moss, V. D. (1997). Professional development schools and pre-service teacher stress. *Action in Teacher Education*, 18(4), 36-46.

Lesley, M. K., Hamman, D., Olivarez, A., Button, K. & Griffith, R. (2009). "I'm Prepared for Anything Now" Student teacher and cooperating teacher interactions as a critical factor in determining the preparation of quality elementary reading teachers. *The Teacher Educator*, 44 (1), 40-55.

Justen, J. E., III, Mc Junkin, M., & Strickland, H. (1991). Supervisory beliefs of cooperating teachers. *The Teacher Educator*, 34(3), 173-180.

Kent, S. I. (2001). Supervision of Student Teachers: Practices of Cooperating Teachers Prepared in a Clinical Supervision Course. *Journal of Curriculum and Supervision*, 16, 228-244.

Knight, S. L., Wiseman, D. L., & Cooner, D. (2000). Using collaborative teacher research to determine the impact of professional development school activities on elementary student`s math and writing outcomes. *Journal of Teacher Education*, 51, 26-38.

Knoblauch, D., & Woolfolk-Hoy, A. (2008). "Maybe I can teach those kids." The influence of contextual factors on student teachers efficacy. *Teaching and Teacher Education*, 24(1), 166-179.

Knudson, R. E., & Turley, S. (2000). University supervisors and at-risk student teachers. *Journal of Research and Development in Education*, 33, 175-186.

Korthagen, F., Loughran, J., Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education*, 22(8), 1020-1041.

McNay, M. & Graham, R. (2007). Can Cooperating Teachers Help Student Teachers Develop a Vision of Education? *The Teacher Educator*, 42(3), 224-236.

Mewborn, D. S. (1991). Learning to Teach Elementary Mathematics: Ecological Elements of a Field Experience. *Journal of Mathematics Teacher Education*, 3(1), 27-46.

Mule, L. (2006). Preservice teacher's inquiry in a professional development school context: Implications for the practicum. *Teaching and Teacher Education*, 22(2), 205-218.

Nguyen, H.T. (2009). An inquiry-based practicum model: What knowledge, practices, and relationships typify empowering teaching and learning experiences for student teachers, cooperating teachers and college supervisors? *Teaching and Teacher Education*, 25(5), 655-662.

Pence, H. M., & Macgillivary, K. I. (2008). The impact of an international field experience on pre-service teachers. *Teaching and Teacher Education*, 24(1), 14-25.

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Putman, M.S. (2009). Grappling with Classroom Management: The Orientations of Preservice Teachers and Impact of Student Teaching. *The Teacher Educator*, 44(4), 232-247.

Richardson-Koehler, V. (1988). Barriers to the Effective Supervision of Student Teaching: A Field Study. *Journal of Teacher Education*, 39(2), 28-34.

Ridley, D.S., Hurwitz, S., Hackett, S. & Miller, K.K. (2005). Comparing PDS and Campus Based Preservice Teacher Preparation: Is PDS-based preparation really better? *Journal of Teacher Education*, 56(1), 46-56.

Rodgers, A., & Virginia, K. L. (2007). Restructuring a traditional student teacher supervision model: Fostering enhanced professional development and mentoring within a professional development school context. *Teaching and Teacher Education*, 23(1), 63-80.

Roth-McDuffie, A. (2004). Mathematics Teaching as a Deliberate Practice: An Investigation of Elementary Pre-service Teachers Reflective Thinking During Student Teaching. *Journal of Mathematics Teacher Education*, 7(1), 33-61.

Sandholtz, J. H., & Wasserman, K. (2001). Student and Cooperating Teachers: Contrasting experiences in teacher preparation. *Action in Teacher Education*, 23(3), 54-65.

Slick, S. K. (1997). Assessing versus assisting: The supervisor's role in the complex dynamics of the students teaching triad. *Teaching and Teacher Education*, 13, 713-726.

Tellez, K. (2008). What student teachers learn about multicultural education from their cooperating teachers? *Teaching and Teacher Education*, 24(1), 43-58.

Tillema, H. H. (2009). Assessment for Learning to Teach. Appraisal of Practice Teaching Lessons by Mentors, Supervisors, and Student Teachers. *Journal of Teacher Education*, 60(2), 28-34.

Valencia, S. W., Martin, S. D., Place, N. A. & Grossman, P. (2009). Complex Interactions in Student Teaching: Lost Opportunities for Learning. *Journal of Teacher Education*, 60(3), 304-322.

White, S. (2009). Articulation and Re-articulation: Development of a model for providing quality feedback to pre-service teachers on practicum. *Journal of Education for Teaching*, 35(2), 123-132.

Appendix E: Biographies of NCTQ Student Teaching Advisory Group

The individuals listed below assisted in the development of the 19 standards used for evaluation. We are grateful for their contributions to this review.

Shannon Cannon

Shannon Cannon is currently an Instructor and University Supervisor in the School of Education at the University of California, Davis, where she earned her doctorate. She supervises pre-service teachers and teaches a variety of courses. She holds a bachelor's degree from the University of Nebraska's College of Education and Human Sciences, taught elementary school from 1990-1998 and has consulted in the area of standards-based training and professional development in reading and language arts and project-based learning for K-12 educators since 1996. Dr. Cannon has been involved in the ground-level implementation and scoring of the Performance Assessment for California Teachers (PACT).

Charlotte Danielson

Charlotte Danielson is an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. She advises State Education Departments, National Ministries and Departments of Education, both in the United States and overseas. She is in demand as a keynote speaker at national and international conferences, and as a policy consultant to legislatures and administrative bodies. Ms. Danielson's many publications address the definition of good teaching, organizing schools for student success, teacher leadership, professional conversations, and numerous practical instruments and training programs (both onsite and online) that assist practitioners in implementing her ideas.

Ellen Moir

Ellen Moir is the Chief Executive Officer of the New Teacher Center (NTC), a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. She is recognized as a passionate advocate for our nation's newest teachers.

NTC seeks to insure that the nation's low-income, minority, and English language learners, those students most often taught by inexperienced teachers, have the opportunity to receive an excellent education. Ms. Moir has extensive experience in public education, having previously served as Director of Teacher Education at the University of California at Santa Cruz and as a bilingual teacher.

Annie Lewis O'Donnell

Annie Lewis O'Donnell, Vice President of Program Design on Teach for America's (TFA) Teacher Preparation, Support, and Development Team, oversees the design of the organization's five-week pre-service summer training institute and the design of key initiatives that span from the institute throughout the two-year commitment, as well as related training for the instructional staff who support corps members. Among her areas of substantive focus are early childhood, elementary, and secondary literacy content and pedagogy, backwards design, classroom management and culture, and diversity-related training. She graduated from Vanderbilt University with a degree in political science and sociology and received a master's in teaching from Johns Hopkins University. Ms. O'Donnell joined TFA's staff after teaching second grade in Baltimore for three years as a corps member.

Michelle Reininger

Michelle Reininger is Assistant Professor of Human Development and Social Policy/Learning Sciences and a Faculty Fellow at the Institute for Policy Research at Northwestern University. She has worked intensively with the Chicago Public School system on an in-depth evaluation of new teacher recruitment and retention issues and their interface with the 1,000 student teachers hosted by the district each year. Dr. Reininger has an undergraduate degree in biochemistry from the University of Colorado, master's degrees in policy studies from the University of Virginia and in economics from Stanford University, and a doctorate in social sciences, policy and educational practices from Stanford.

Jeff Sprout

Jeff Sprout has been the principal of Montebello School, a K-8 school in west-central Phoenix in the Alhambra Elementary School District, for the past eight years. The school has an extremely diverse student population that is also very economically disadvantaged. His leadership has led to Montebello School being named an A+ School of Excellence, to his recognition by the Rodel Foundation as an exemplary principal, and to his hosting and hiring of numerous student teachers in the "Rodel Exemplary Teacher" program (discussed on page 40 of the report). Prior to becoming principal at Montebello School, Dr. Sprout was an intervention specialist and a junior high science teacher. He has an undergraduate degree in engineering, a master's degree in secondary education, and a doctorate in education administration and supervision, all from Arizona State University.

Audra Watson

Audra Watson joined New York City's Department of Education in 1992 after graduating from Carleton College and earning a master's from Teachers College, Columbia University. She held numerous supervisory roles, including school, district, and central office positions. Between 2003 and 2010 her responsibilities (particularly in her role as Executive Director of Teacher Development) included supporting beginning and early career teachers. She led the creation of resources for teachers, teacher leaders, and administrator for assessing and improving teaching practice. Currently a Program Officer for the Woodrow Wilson National Fellowship Foundation, she facilitates university- school district partnerships which support the clinical preparation and subsequent mentoring of secondary STEM teachers in high need urban and rural schools.

Appendix F: Standard-by-Standard Rationales, Methodologies and Findings

This section of the Appendix provides a standard-by-standard discussion of rationales, methodologies and findings. For all standards except Standard 19,[1] all evaluations for which data was sufficient resulted in a rating of "met standard" or "did not meet standard."[2]

As noted earlier in the methodology section of the report and in Section C of the Appendix, all 134 institutions included in this review were evaluated on Standards 1 through 5 because these standards are deemed most critical to the design quality of the student teaching experience. A table on page 34 of the report summarizes the ratings of each institution on these first five standards.

Only a subset of 32 institutions was evaluated on all standards (1 through 19). No summary rating was developed for the 32 institutions on either the full set of standards or on Standards 6 through 19. As the findings that follow indicate, the proportion of institutions meeting Standards 6 through 19 ranged from a low of 10 percent on Standard 18 (pertaining to evaluation of schools in which student teachers are placed) to a high of 94 percent on Standard 8 (pertaining to how student teachers are evaluated on their use of assessment). While the fact that a high proportion of institutions met individual standards may give the impression that a high proportion performed well on most or all standards, the table below shows that performance was mixed. Only two of the 32 institutions, **Cardinal Stritch University** and **Furman University**, had consistently high performance across all 19 standards.

NCTQ Standards for Student Teaching Core Standards		Percentage of institutions meeting standard (n=134)
Standard 1:	The student teaching experience, which should last no fewer than 10 weeks, should require no fewer than five weeks at a single local school site and represent a full-time commitment.	75%
Standard 2:	The teacher preparation program must select the cooperating teacher for each student teacher placement.	48%
Standard 3:	The cooperating teacher candidate must have at least three years of teaching experience.	82%
Standard 4:	The cooperating teacher candidate must have the capacity to have a positive impact on student learning.	28%
Standard 5:	The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.	38%

1 Institutions were evaluated but not rated on Standard 19, which pertains to placements in elementary schools with an orderly learning environment in which there is an opportunity to teach children from low-income families.

2 If insufficient data was available for a rating for any standard for any institution, no rating was made.

Additional Standards		Percentage of institutions meeting standard (n=134)
Standard 6:	Student teaching is part of a rational sequence of coursework that ensures that all methods coursework and practica precede student teaching.	91%
Standard 7:	Written expectations for competencies on which student teachers will be evaluated are clearly communicated to student teachers, cooperating teachers and supervisors.	84%
Standard 8:	Written expectations for competencies include the student teacher's analysis of student achievement using informal and formal assessments.	94%
Standard 9:	The university supervisor should observe the student teacher's delivery of instruction at least five times at regular intervals throughout a semester-long experience.	48%
Standard 10:	Each observation should be followed by time for conferencing with written feedback aligned with identified competencies.	70%
Standard 11:	The student teaching experience should include a graded, culminating project that explicitly documents the student teacher's gains on the performance expectations that were communicated at the onset of the experience.	26%
Standard 12:	Particularly for student teaching during the fall academic term, the schedule for student teaching should align with the elementary school calendar, not the calendar of the teacher preparation program.	68%
Standard 13:	The student teaching experience should include a gradual increase of student teacher responsibilities, with the student teacher first closely shadowing the cooperating teacher in all professional activities and then transitioning to a more independent instructional role with daily monitoring and feedback. This expectation should be laid out explicitly in guidelines provided to the cooperating teacher, the student teacher and the supervisor.	88%
Standard 14:	The student teacher should be involved in a full range of instructional and professional activities.	75%
Standard 15:	The process for selection of the university supervisor should consider the supervisor's instructional knowledge.	43%
Standard 16:	The university supervisor candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.	52%
Standard 17:	Cooperating teachers' adequacy should be evaluated by student teachers and university supervisors at the end of each semester. Data from these evaluations should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.	35%
Standard 18:	Schools in which student teachers are placed should be evaluated by student teachers and university supervisors at the end of each semester to determine their functionality—that is, whether the school is high performing, safe, stable, supportive and collegial. Data from this evaluation should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.	10%
Standard 19:	Recognizing possible geographical constraints, the teacher preparation program should have criteria favoring placement of student teachers in elementary schools in which 1) they have an opportunity to teach children from low-income families and 2) there is an orderly learning environment.	NA

Standard 1: The student teaching experience, which should last no fewer than 10 weeks, should require no fewer than five weeks at a single local school site and represent a full-time commitment.

Rationale

Standard 1 has several dimensions. First, it considers whether the student teacher's experience is intensive enough to replicate the experience of being in charge of a classroom. A commitment that is designed to be part time cannot replicate this intensity. (Note that Standard 6 evaluates another aspect of whether the experience is sufficiently intense by addressing whether the student teacher is allowed or encouraged to take other coursework simultaneously.)

Second, student teaching should be of sufficient length so that even in the case of multiple placements, at least one lasts five weeks or more, a time period long enough to allow student teachers to partake in full units of instruction and their associated routines. The total placement time should be 10 weeks or more.

Third, Standard 1 examines whether student teaching is supervised by the institution and prepares the individual to teach in the state in which he or she will be licensed.[3] Unless institutions can establish true satellite campuses in their state to closely supervise student teaching arrangements, placements in urban or otherwise novel locales (e.g., Native American reservations) or foreign teaching experiences (including Department of Defense schools) should be supplementary to a standard local student teaching arrangement. Otherwise, it is impossible to ensure training on instructional frameworks in the state in which the candidate will be teaching, selection of the best cooperating teacher and adequate supervision of the student teacher.

Methodology

To meet this standard, student teaching must include a placement at a single school that meets all of the requirements below. If student teaching includes multiple placements, only one placement needs to meet the requirements:

- Student teaching is structured to be full time, not part time.
- At least one placement is five or more weeks in length in a placement that totals at least 10 weeks.
- The placement is in a school in the state that is reasonably close to the teacher candidate's institution so that the teacher candidate can be supervised by that institution and be prepared for teaching in the state in which he or she will be certified ("local").

We used student teaching handbooks, course catalogs and other documents that described student teaching placements (e.g., pages on the institution's website that described international teaching placements) as evidence of compliance with this standard.

As with all standards, an institution meets Standard 1 only if all parts of the standard are met for all student teachers as a matter of general policy. The number of teacher candidates involved in any particular activity was not material to our evaluation because the evaluation was based on the institution's policy.

In most cases our evaluation of whether placements were local was based on consideration of placements that were either entirely outsourced (e.g., international placements through organizations such as Educators

3 When an institution was on the border of two states, our evaluation considered whether the institution might need to accommodate teacher candidates by making available placements in multiple states.

Abroad) or that were clearly physically removed from the institution (e.g., an urban semester). For example, two of the institutions in this study, **Hope College** in Holland, Michigan, and **Luther College** in Decorah, Iowa, are part of a consortium that places students in internships in Chicago, Illinois.

In fewer cases, our determination of whether a placement was so far from the institution as to preclude appropriate supervision was conditioned on geographical considerations and the institution's own policies regarding its customary placement area.[4] The only exemption to the requirement for local placements was if institutions permitted out-of-state placements only in extenuating circumstances; these were limited to family emergencies or transfer of the student teacher's spouse. If institutions permitted such placements, we looked for a clear statement that they were available only in cases of extraordinary need.

How the standard was applied

Institution meets Standard 1	Institution does not meet Standard 1
Mississippi College teacher candidates participate in two full-time placements in surrounding counties, each lasting at least six and a half weeks. **Vanderbilt University** requires that student teaching is a full-time experience lasting 15 weeks, split between two placements. The second placement can be in Cambridge, England, but the first must be near the university. Student teaching at **Roger Williams University** is a full-time commitment lasting 14 weeks in a single placement. The institution does not allow distant or overseas teaching placements. **Columbus State University** permits teacher candidates to complete out-of-state placements only in cases of extreme need.	Student teaching at **Luther College** is a full-time commitment lasting at least seven weeks in each placement. However, Luther College does not meet the "local" portion of this standard because an urban placement in another state and international student teaching placements are permitted. Student teaching at **New York University** is a part-time experience requiring a minimum of 20 hours per week. Most student teachers at The **University of Nevada at Las Vegas** are placed in schools near the campus, but the institution does not meet this standard because some students are permitted to enroll in international student teaching placements.

Findings

Three-fourths of the 134 institutions in the review met this standard. Of the quarter that did not, the vast majority failed to meet the standard because they allow some of their teacher candidates to complete their entire student teaching placement in a placement that is not local and/or is not supervised by the institution itself. Only one institution failed to meet the standard because student teaching is not a full-time commitment. No institution failed because it did not offer at least one placement of five weeks or more; in fact, all of the institutions offered student teaching placements that lasted 10 weeks or more.

Note that Standard 6 addresses another aspect of a "full-time" commitment to student teaching: whether the student teacher is allowed or required to take coursework (other than a student teaching seminar) while student teaching. Commendably, 91 percent of the 32 institutions do not allow or require that other coursework be taken during student teaching.

4 A large number of Institutions defined "local" as a placement within about 60 miles or an hour's drive from campus. However, we recognized that some universities, mainly those in remote areas, naturally accept a wider radius of placement.

Standard 2: The teacher preparation program must select the cooperating teacher for each student teacher placement.

Rationale

The most critical aspect of student teaching is finding the best possible teacher to serve as the "cooperating teacher" in whose classroom the teacher candidate will work. Selection of the cooperating teacher by the preparation Institution rather than the student teacher or school district staff[5] has been shown to have a positive effect on student achievement.

Exposure to the very best instruction will permanently shape the candidate's professional outlook and teaching. The cooperating classroom teacher should have adequate experience and be carefully screened to ensure that he or she has demonstrated both the capacity to have a positive impact on student learning and to mentor an adult. To ensure the quality of cooperating teachers, institutions must be involved in the selection of each cooperating teacher.

Our surveys revealed that the majority of principals are conscientious in their efforts to choose the best cooperating teachers, but some principals selected cooperating teachers who volunteered for the job or who needed an aide. Even in the most sophisticated districts (where recruiting and training student teachers is recognized as a farsighted human capital development strategy), ensuring that student teaching arrangements are optimal is not always part of the core mission of the elementary school as it is the teacher preparation program. It is impossible for institutions to attend to this core mission without playing a significant role in selecting the cooperating teacher.

Methodology

To meet this standard, institutions must play an active and *informed* role in the selection of every cooperating teacher, but this standard does not require that they in any way actively recruit teachers or have any discussions with teachers, independent of their principal, regarding student teaching arrangements.[6] To meet the standard it was only necessary that institutions base their selection decision on *substantive information* about each possible cooperating teacher's qualifications, information beyond the teacher's years of experience or the fact that the teacher had his or her principal's approval for unstated reasons.

Assuming that the majority of institutions had some means of evaluating the performance of teachers who had already served as cooperating teachers,[7] we focused our analysis on the process for selecting the best cooperating teachers from nominated candidates who had never previously served in this role. The number of placements that must be made each semester with these untried classroom teachers is significant. We found in our site visits that even in the most stable placement situations in which long-time field placement staff carefully tended to placement arrangements, at least 10 percent of placements each semester are with new cooperating teachers. In situations on the other extreme, in which a field placement director has not established a reliable network, up to 80 percent of placements can be with new cooperating teachers.

Given a list of nominated candidates, if the institutions made decisions based on substantive information about each teacher's qualifications—perhaps collected through an application or letter of recommendation

5 Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (December 2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31, 416-440.

6 Because Connecticut state law gives principals complete control over the process of selecting cooperating teachers, we completely exempted institutions in Connecticut from evaluation against this standard.

7 This assumption was tested by Standard 17. We found that more than two-thirds of institutions collect some feedback on cooperating teachers but only 35 percent require that both student teachers and cooperating teachers evaluate cooperating teachers.

—Standard 2 was met. If the only information about the teacher available to the institution concerned the teacher's certification and years of experience, the standard was not met because the teacher's selection was not based on informed consideration of qualifications and was essentially dependent on the principal's recommendation based on largely unspecified criteria.

We looked at student teaching handbooks, staff job descriptions and other institutional documents to determine how institutions described their role in the selection of cooperating teachers. Because the statements we found in these sources were often extremely general, we also examined documents used in the selection process, such as letters sent to principals or contracts with school districts. We also used information gathered in principal interviews but only when we were able to interview two or more principals who agreed with each other.

We often found conflicts between institutions' statements and our other sources of information, perhaps reflecting differences between our interpretation of this standard and the institutions' own definition of what it means to "choose" a cooperating teacher. For example, a statement in one institution's handbook said that cooperating teachers are "chosen" by staff of the institution, but written policies and a contract with school districts indicate that the institution simply prohibits teacher candidates from choosing their own placement and accepts any teacher nominated by a principal. In the same vein, many institutions indicated that they see themselves as choosing cooperating teachers because they accept any cooperating teachers nominated by principals except for those vetoed for a second stint because problems materialized in an initial placement.

How the standard was applied

Institution meets Standard 2	Institution does not meet Standard 2
Principal interviews confirmed that **Western State College**'s Teacher Mentor Coordinator discusses the qualifications of possible cooperating teachers with their principals while choosing from a list of teachers recommended by district administrators. **The University of Texas at Austin** staff nominates cooperating teachers, who then must be approved by their principals before they are matched with student teachers. **Delaware State University** asks principals to fill out an information sheet in which potential cooperating teachers are rated on a variety of instructional and mentorship skills.	The **University of Delaware** evaluates cooperating teachers at the end of each semester and collects information from cooperating teachers about their years of experience and certification. However, the institution does not collect information on the skills of newly recommended cooperating teachers and relies on superintendents to ensure the teachers' quality. **Arkansas State University** establishes criteria for cooperating teachers but relies on principals to choose teachers that fit these criteria. Principals are not asked to give any information about cooperating teachers other than their certification and years of experience.

Findings

Just under half of the 134 institutions in the review were sufficiently involved in the selection of cooperating teachers to meet this standard.

The most common case of failure to meet this standard involved institutions that simply accepted the principal's recommendation of a teacher, with either no information provided on the teacher's qualifications or no other information provided except for years of experience.

Standard 3: The cooperating teacher candidate must have at least three years of teaching experience.

Rationale

Research shows that teachers experience a steep learning curve during their first years in the classroom. Most teachers do not hit their stride professionally before three years and would therefore not be good candidates to serve as cooperating teachers. A study of teacher preparation that addressed the impact of some of its elements on teacher effectiveness found beneficial effects on student achievement for first-year teachers that graduated from teacher preparation programs that had as the qualifying requirement for cooperating teachers that they had three years of experience.

Methodology

We examined letters to principals, contracts with school districts, student teaching handbooks and other documents that communicated minimum criteria for cooperating teachers to find statements that three years' experience was required of all cooperating teachers. We interviewed principals to confirm that they were aware of requirements related to experience for cooperating teachers.

The fact that state law or local policy requires that the cooperating teacher must have at least three years of experience did not exempt an institution from making an explicit statement to that effect and from confirming that all cooperating teachers have adequate experience. Because there is no bar to exceeding state or local regulations, any regulation requiring that cooperating teachers have two years of experience did not exempt an institution from this standard.

How the standard was applied

Institution meets Standard 3	Institution does not meet Standard 3
New Jersey City University sends a letter to superintendents stating that cooperating teachers must have three years of experience. The **University of Illinois at Springfield** requires cooperating teachers to verify that they have at least three years of experience. The **University of Maine at Machias**' cooperating teacher handbook states that cooperating teachers must hold a State of Maine Professional Certification, which requires cooperating teachers to have three years of experience. **Vanderbilt University** requires that cooperating teachers have five years of experience.	**Thomas College** does not require that cooperating teachers have at least three years of experience. In an interview **Great Basin College** stated that cooperating teachers are expected to have at least three years of experience, but this criterion is not mentioned in any relevant documents. Virginia state law requires that cooperating teachers have three years of experience, but **Bridgewater State University**'s Clinical Faculty handbook explains what to do if the university supervisor discovers that a student teacher has been assigned to a cooperating teacher who does not have three years of experience, an indication that there is no pre-placement check of the requirement.

Findings

Commendably, 82 percent of the 134 institutions evaluated on this standard met the standard because they require that cooperating teachers have at least three years of experience. The institutions that failed did so primarily because they only required two years of experience or had no experience requirement for cooperating teachers.

Standard 4: The cooperating teacher candidate must have the capacity to have a positive impact on student learning.

Rationale

Teaching is a multifaceted activity, and a cooperating teacher must be able to impart professional knowledge to student teachers on a wide range of tasks. However, the most important goal for any teacher is to promote student learning, and it is therefore necessary for the student teacher to be placed in a classroom in which the cooperating teacher excels in that task.

It is important that institutions explicitly require that student teachers be placed with cooperating teachers with the capacity to have a positive impact on student learning. Our interviews of principals have shown that although many conscientiously seek to place student teachers with "good teachers," there are many different ways to define a "good teacher." Without a clear specification of the need for the cooperating teacher to have a positive impact on student learning, student teachers may be placed with teachers who, for example, are extremely nurturing or creative but are not highly skilled at teaching reading.[8] There can be numerous ways to measure student learning and numerous sources of evidence for a teacher's instructional skills, and this evidence should be presented by a principal when a teacher is nominated for the role of cooperating teacher.

Methodology

For this standard, we looked for evidence that institutions require cooperating teachers to possess exemplary instructional skills, as demonstrated by the teacher's positive impact on student learning. Any more general requirement, even if it alluded to professional competence, did not suffice. We searched for statements of this type in letters to principals, contracts with school districts, student teaching handbooks and other documents that communicate minimum criteria for cooperating teachers. We also interviewed principals to confirm if they were aware of instructional skill requirements for cooperating teachers.

As with all standards in this study, institutions only met this standard if they stated their requirements in writing, a qualification to which many institutions objected. We do not deny that conversations with principals about the desired characteristics of cooperating teachers may be very helpful; however, these conversations should complement, not take the place of, written directives. Even in the case of those institutions that protested our requirement for written directives regarding some cooperating teacher qualifications, such directives are used to convey the requirement of other teacher qualifications, such as the need for proper certification. We fail to see why written communication would be advisable for some requirements and not others.

In addition, our principal surveys indicated that principals who had received written instructions about criteria for cooperating teachers—particularly in letters addressed directly to the principals—were most likely to be aware of those criteria. Principals who volunteered key criteria that they used to identify cooperating teachers were most likely to include the requirements defined by institutions from which they received students if they had received letters spelling out these requirements.

8 Survey responses indicate that principals, who naturally think well of the capabilities of their staff, are not apt to screen teachers with sufficient rigor when considering their qualifications to be cooperating teachers. Only a tiny fraction of principals (6 percent) estimated that *28 percent or less* of their staffs are likely qualified on all measures (experience, effectiveness and mentoring skills), though our own estimate shows it to be unlikely that there are more than 12 percent in any given school. In contrast, a large minority of principals (41 percent) indicate that *60 percent or more* of their teachers are likely qualified, confirming that teachers who are likely to be less qualified than average are routinely considered qualified to be a cooperating teacher.

How the standard was applied

Institution meets Standard 4	Institution does not meet Standard 4
Southern Connecticut State University requires that a cooperating teacher is "an excellent teacher who has a positive impact on student learning." **Western Washington University** requires that cooperating teachers "[e]xemplify excellence in teaching by demonstrating a positive impact on student learning."	**South Carolina State University**'s "Criteria for Selection of Cooperating Teacher" requires that cooperating teachers have "successful teaching experience" but does not define "successful" or how "successful" should be validated, nor does it specifically require that cooperating teachers have demonstrated a positive impact on student learning. Although **Rocky Mountain College** stated that its faculty searches for cooperating teacher candidates who are "master teachers," the college does not define "master teacher" or specifically require that cooperating teachers have demonstrated a positive impact on student learning.

Findings

Only about one-fourth (28 percent) of the 134 institutions evaluated on this standard met the standard because these institutions explicitly require that the cooperating teacher candidate have the capacity to have a positive impact on student learning. While some institutions refer in a general, undefined way to the professional quality of the cooperating teachers, 59 percent of institutions have much vaguer requirements, at most requiring a minimum number of years of experience.

Standard 5: The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

Rationale

In the short period of student teaching, a cooperating teacher has limited opportunity to reflect on a student teacher's performance, which means every comment counts. The cooperating teacher must show great discernment in observations, accurately judge what recommendations to make and how to make them understandable and be proficient at constructive criticism. Without these characteristics, cooperating teachers will be unable to adequately train student teachers, no matter how much they excel as professionals.

Methodology

We searched for explicit statements that cooperating teachers must either 1) possess demonstrated mentorship skill or 2) take a substantial mentorship course before or during the first semester in which they host student teachers.

Our evaluation did not require that the skills explicitly noted in the standard (skills in observation, providing feedback, holding professional conversations and working collaboratively) be separately enunciated as criteria

for selection. Ideally, we would have used a greater level of specificity in our analysis, but had we done so, very few institutions would have received a positive rating.

We examined letters to principals, contracts with school districts, student teaching handbooks and other documents that communicate minimum criteria for cooperating teachers. We also interviewed principals to confirm that they were aware of mentorship skills or training requirements for cooperating teachers. To meet this standard, any required mentorship course had to require a significant commitment of time, not just a few hours or one day.

As described in Standard 4, institutions only met this standard if they state their policies in writing. In addition, as discussed in Standard 3, even if state or local regulations require mentoring skills or training, we looked for explicit mention of those requirements by institutions.

How the standard was applied

Institution meets Standard 5	Institution does not meet Standard 5
South Carolina State University's "Criteria for Selection of Cooperating Teacher" require that cooperating teachers have "the ability to accurately evaluate and communicate with teacher candidates" and have taken an ADEPT course in supervision. **Columbus State University** requires cooperating teachers to have "proven abilities to mentor preservice teachers."* **Rhode Island College** requires that cooperating teachers take a three-credit mentorship course in the first semester that they have student teachers in their classroom and that they repeat this class at least every four years. **Georgia Southern University** requires that cooperating teachers "demonstrate knowledge, attitude, and skills as a supervisor for field/clinical experiences."	**Oral Roberts University** sends a letter to principals saying that cooperating teachers must be "highly-qualified," but it does not define the term. **Plymouth State University** sends a letter to elementary principals stating that cooperating teachers must have three years of experience and must be certified, but it does not identify any other selection criteria. Cooperating teachers are required to attend a day-long orientation seminar, but the schedule for the day indicates that only a fraction of this seminar discusses mentoring.

* This institution failed to meet the standard during the period of our evaluation but has since changed its criteria for selection of cooperating teachers.

Findings

Only 38 percent of the 134 institutions evaluated on this standard met the standard because they require cooperating teachers to possess demonstrated mentorship skill or to take a substantial mentorship course before or during the first semester in which they host student teachers. The majority of institutions that failed did so because their requirements for cooperating teachers made no mention of either mentoring skills or the need for the cooperating teacher to attend mentoring training; they did not fail because they had an overly general requirement for mentoring skills.

Standard 6: Student teaching is part of a rational sequence of coursework that ensures that all methods coursework and practica precede student teaching.

Rationale

Student teaching should not be characterized as a component of teacher preparation that can be done at virtually any point in the preparation process nor should it be done simultaneously with other coursework. Student teaching is a culminating activity for which methods coursework and practica provide preparation and are the necessary antecedents. Even though institutions sometimes pair student teaching with required coursework that they see as relevant to the experience (e.g., a classroom management course), the practice is ill advised. Requiring coursework and student teaching simultaneously does a disservice to both by either reducing the amount of reading and number of assignments that can be associated with the course(s) or reducing the time and attention the teacher candidate can devote to what should be a challenging classroom experience.

A seminar designed to accompany the student teaching experience is, however, acceptable since it serves as the mechanism for essential debriefings on classroom experiences and as the means of making connections to material covered in earlier coursework.

Methodology

We examined whether student teachers were required to take methods courses, such as classroom management or special education, during or after student teaching. We found relevant information in course catalogs, lists of courses required of undergraduate elementary teacher candidates and four-year plans. Companion seminars for student teaching were not considered methods courses for this standard because they do not have a primary goal of teaching new instructional techniques.

How the standard was applied

Institution meets Standard 6	Institution does not meet Standard 6
California State University, Long Beach does not require student teachers to take other coursework during student teaching, except for a seminar that accompanies student teaching.	**St. Cloud State University** requires teacher candidates to take methods and classroom management coursework during student teaching. The **University of Alaska Anchorage** uses a student teaching model in which teacher candidates complete their first of two eight- week sessions of full-time student teaching before they have completed all methods courses.

Findings

Commendably, 91 percent of the 32 institutions reviewed on this standard met the standard because student teaching is part of a rational sequence of coursework ensuring that all methods coursework and practica precede student teaching. Of the institutions that failed, **St. Cloud State University** requires the most simultaneous coursework, a total of 11 semester credit hours of methods coursework.

Standard 7: Written expectations for competencies on which student teachers will be evaluated are clearly communicated to student teachers, cooperating teachers and supervisors.

Rationale

All of the individuals involved in the student teaching placement should be made aware of the expectations for competencies on which student teachers will be evaluated. This will ensure that all aspects of the experience can be suitably structured to create the maximum potential for learning and to provide the teacher candidate with a true appraisal of professional "goodness of fit."

Methodology

This standard requires that the objectives on which student teachers will be evaluated are distributed to student teachers, cooperating teachers and university supervisors at the beginning of student teaching. However, because it would be nonsensical to evaluate these objectives in isolation from other aspects of the evaluation process, including any culminating project (Standard 11), our evaluation also included a review of how well the initial objectives track to expectations conveyed in evaluations conducted throughout the student teaching experience. For purposes of evaluation on this standard, we looked for a modest amount of tracking. (For a fuller and more critical discussion of the coherence of evaluation instruments used in student teaching, see Section G of the Appendix.)

To evaluate this standard, we first searched for lists of objectives for student teaching in student teaching handbooks, syllabi, and other documents handed out at the start of student teaching. We then examined observation and evaluation forms used by cooperating teachers and university supervisors to determine if the objectives in these forms matched the objectives previously identified. We did not consider minor wording discrepancies to be an issue when evaluating objectives. To meet this standard the competencies assessed by observations and final assessments must generally correspond with the student teaching objectives and must be generally consistent with one another.

How the standard was applied

Institution meets Standard 7	Institution does not meet Standard 7
Furman University conveys expectations to student teachers in a clearly written handbook that is provided to student teachers in one orientation and to cooperating teachers and supervisors in another.	The **University of Wisconsin-Eau Claire** includes a copy of the Wisconsin Teacher Standards in the student teaching handbook, but the objectives measured on the final evaluation and observation forms do not clearly correspond to these standards.
Lake Superior State University provides a list of goals in its student teaching handbook that includes all of the objectives against which students are measured on formal evaluations. The same goals are used in the observation form, although individual objectives are omitted.	**Georgia Southern University** does not meet this standard. Although some of the themes in the student teaching objectives overlap with assessed skills, the list of objectives does not clearly translate into the indicators in the assessments and indicators are not used consistently in all three assessments. See page 31 in the report for a graphic depiction of these irregularities.

Findings

Eighty-four percent of the 32 institutions evaluated on this standard met the standard because written expectations for competencies on which student teachers will be evaluated are clearly communicated to student teachers, cooperating teachers and supervisors, and there is some reasonable degree of consistency in the nature of communications of expectations in evaluations throughout the student teaching experience.

As noted in Section G of the Appendix, a fine-grained analysis of the consistency of expectations communicated throughout the student teaching experience and the logic of evaluation and rating schemes paints a far less rosy picture than is conveyed by the ratings on this standard. We conclude our discussion in that section of the Appendix with the observation that the poor quality of many sets of evaluation instruments suggests that evaluation is a low-stakes process in many institutions. Were teacher candidates to be routinely denied a passing grade in their student teaching course on the basis of their evaluations, the flaws in these forms simply would not be tolerated by teacher candidates.

Standard 8: Written expectations for competencies include the student teacher's analysis of student achievement using informal and formal assessments.

Rationale

Ensuring that students learn at the right pace is a crucial element of effective instruction. However, reports from those who work with or supervise both new and experienced teachers report that one of their greatest weaknesses is that they rarely know how to use data from informal and formal assessments to determine what students understand and then adjust instruction accordingly. It is therefore especially important that the use of assessment to inform instruction is identified as a goal of student teaching and communicated to student teachers, cooperating teachers and university supervisors.

Methodology

We examined lists of student teaching goals and final student teaching evaluations to determine if the use of assessment was included. To meet this standard, evaluations must include the use of both formal and informal assessment to inform instruction, for example in lesson planning. It is not sufficient to state that student teachers must use assessments without specifying how they must be used.

How the standard was applied

Institution meets Standard 8	Institution does not meet Standard 8
Lake Superior State University requires that the student teacher "[k]nows and uses multiple informal and formal approaches to assess student abilities and the merit of student work.…Uses assessments to inform instruction.… Reflects on the teaching, the materials used, and the curriculum and makes improvements." The **University of Central Florida** requires that the student teacher uses formal and informal assessment to "gauge student learning outcomes and to inform curriculum and instruction."	**Tennessee Technological University** mentions assessment briefly in the list of competencies and refers to "monitoring and adjusting" in the observation form. However, it is not clear if student teachers must use both formal and informal assessment and how assessment should affect instruction. **Georgia Southern University**'s final evaluation said that the student teacher must use "appropriate evaluation techniques" but did not specify that the results must be used to examine student progress and determine how to proceed.

Findings

Commendably, nearly all (94 percent) of the 32 institutions reviewed on this standard met the standard because written expectations for competencies include the student teacher's analysis of student achievement using informal and formal assessments.

Standard 9: The university supervisor should observe the student teacher's delivery of instruction at least five times at regular intervals throughout a semester-long experience.

Rationale

With a typical semester lasting between 14 and 16 weeks, scheduling five supervisor observations ensures that the student teacher can receive adequate guidance at sufficient intervals. These observations should be spaced throughout the semester so that the student teacher can make use of the feedback the observations provide. A study of teacher preparation that addressed the impact of some of its elements on teacher effectiveness found that student achievement was improved for first-year teachers who graduated from teacher preparation programs that required a minimum of five supervisor observations during student teaching.[9]

Methodology

To meet this standard, institutions must require that student teachers be formally evaluated by university supervisors a minimum of five times during student teaching. The number of required visits was generally found in student teaching handbooks, syllabi and other documents handed out at the start of student teaching.

Only visits in which supervisors were required to make a formal observation, resulting in written feedback, were counted. In some cases supervisors were required to make visits to the student teacher's school that did not include formal observations, such as a visit at the beginning of the semester to meet with the cooperating teacher and student teacher. We did not include such visits in the total number of observations. In addition, institutions sometime required or suggested that supervisors conduct additional observations for student teachers who were struggling. However, only the minimum number of required observations for all student teachers was considered for this standard.

We also noted if institutions specified how observations should be distributed throughout the student teaching experience, but their frequency was not a factor in evaluation against the standard. However, if fewer than five observations were required, the institution could not be deemed to meet the standard even if it required that observations be spaced throughout the placement.

9 Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (December 2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31, 416-440.

How the standard was applied

Institution meets Standard 9	Institution does not meet Standard 9
Cardinal Stritch University requires that the university supervisor observe and evaluate the student teacher's delivery of instruction at least six times during a semester-long experience. The institution also requires that these evaluations be spread throughout the semester. **SUNY Courtland** requires that the university supervisor observe the student teacher's delivery of instruction and conduct formative evaluations three times during each of two placements. Evaluations must be spread throughout the student teaching placements.	The **University of Central Florida** required that the university supervisor observe the student teacher's delivery of instruction and conduct formative evaluations only three times during a semester-long experience.* **Wheelock College**'s student teaching handbook requires that the university supervisor visit the student teacher a minimum of only four times, but one of these visits could be an initial visit to meet the cooperating teacher and need not include an observation of the student teacher. The college does require that these evaluations be spread throughout the student teaching experience.

* This institution now requires more evaluations.

Findings

Almost half of the 32 institutions reviewed on this standard met the standard because the university supervisor observes the student teacher's delivery of instruction at least five times. Of those that passed, all but four also require that observations be made at regular intervals throughout a semester. The fewest number of visits required, by the **University of Alaska-Anchorage** and the **University of Northern Iowa**, was two.

Standard 10: Each observation should be followed by time for conferencing with written feedback aligned with identified competencies.

Rationale

It is important that student teachers receive both written and oral feedback from university supervisors after each evaluation. Written feedback ensures that the student teacher has a record available for ready reference, while conferencing permits the student teacher to ask questions and the supervisor to give advice. Tying feedback to identified goals ensures that student teachers are evaluated on priorities identified by the institution.

Methodology

We looked for statements in handbooks, feedback forms and other materials indicating that written feedback and conferencing were required after supervisor evaluation. We also examined evaluation forms to determine if they required feedback on individual student teaching goals, instead of simply providing space for unspecified feedback.

For a fuller discussion of the coherence of evaluation instruments used in student teaching, see Section G of the Appendix.

How the standard was applied

Institution meets Standard 10	Institution does not meet Standard 10
Arkansas State University's student teaching handbook describes the conferencing that is required after all evaluations, and the observation form requires that the supervisor rate the student teacher on each objective of the student teaching goals.	**Crown College**'s observation form requires that the supervisor rate the student teacher on each student teaching goal and also provides space for comments, but it does not require conferencing after observations. Only after two evaluations is conferencing required. The **University of Arizona** requires that all observations include written feedback and a conference. The observation form provides room for narrative observations and suggestions for improvement but does not require feedback on specific student teaching goals.

Findings

Seventy percent of the 32 institutions reviewed on this standard met the standard because each observation is followed by time for conferencing with written feedback aligned with identified competencies.

As noted in Section G of the Appendix, a fine-grained analysis of the consistency of expectations communicated throughout the student teaching experience and the logic of evaluation and rating schemes paints a far less rosy picture than is conveyed by the ratings on this standard. We conclude our discussion in that section of the Appendix with the observation that the poor quality of many sets of evaluation instruments suggests that evaluation is a low-stakes process in many institutions. Were teacher candidates to be routinely denied a passing grade in their student teaching course on the basis of their evaluations, the flaws in these forms simply would not be tolerated by teacher candidates.

Standard 11: The student teaching experience should include a graded, culminating project that explicitly documents the student teacher's gains on the performance expectations that were communicated at the onset of the experience.

Rationale

The culminating project represents a summative opportunity to evaluate the teacher candidate on competencies identified at the start of student teaching and to measure the candidate's progress from interim observations. A study of teacher preparation has addressed the impact of some of its elements on teacher effectiveness and found that student achievement was improved for first-year teachers who graduated from teacher preparation programs that require a capstone project.[10]

10 Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (December 2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31, 416-440.

Methodology

To meet this standard an institution must require a final project or portfolio that is graded on the goals identified at the beginning of student teaching. These must be the same goals that form the basis for performance evaluations of student teaching. While the wording of these goals might vary slightly among forms with different formats, the final project's goals must be clearly derived from the student teaching goals and must include the majority of those goals. Grading of the final project must be based on how well the student teacher meets each of these goals, not whether the student teacher has simply produced essays or artifacts that are relevant to each goal.

For a fuller discussion of the coherence of evaluation instruments used in student teaching, see Section G of the Appendix.

How the standard was applied

Institution meets Standard 11	Institution does not meet Standard 11
Student teachers at the **University of Alaska Anchorage** create a final portfolio containing materials that document their mastery of goals similar to those in the student teaching evaluation. Each document is graded using rubrics that determine to what degree standards are met. The **University of Montana Western** requires a final portfolio that includes materials showing mastery of each InTASC standard, which are also the basis for the student teaching evaluation. Each piece of the portfolio is graded according to whether it meets a standard at an unacceptable, developing, proficient or exemplary level.	**Bridgewater College** does not require a comprehensive final project. Student teachers are required to document student learning three times during their student teaching experience. This project is narrowly focused on assessment and lesson planning and is not graded on the same expectations as those used in the formative and summative evaluations. The **University of North Carolina at Charlotte** requires students to complete a final project during student teaching, but the project is graded on its own set of objectives, which do not directly correspond to those used in the student teaching assessment.

Findings

Only about a quarter of the 32 institutions reviewed on this standard met the standard because they require a graded, culminating project that explicitly documents the student teacher's gains on the performance expectations that were communicated at the onset of the experience. The institutions that failed to meet the standard generally required a final project, but the project was graded on completion or was graded simply on a set of goals different from those identified for student teaching.

Standard 12: Particularly for student teaching during the fall academic term, the schedule for student teaching should align with the elementary school calendar, not the calendar of the teacher preparation program.

Rationale

In all K-12 classrooms, but especially in the elementary grades, the first days of a new academic term place special demands on teachers to establish classroom routines and orient or re-orient students to classroom and school expectations. With the understanding that there may be practical impediments (such as dormitories that have not yet opened), student teachers should ideally observe cooperating teachers and administrators at work in this important period.

Methodology

We looked for explicit statements, often found in student teaching handbooks or letters to student teachers confirming their placements, that student teaching placements began no later than the first day of school for elementary school students in the fall and the first day of the semester in the spring. If we could not find such statements, we compared the start dates for student teaching during the fall and spring semesters to the semester start dates for school systems in which institutions told us that they placed student teachers.[11]

For institutions at which student teaching did not follow the K-12 schedule, we considered the possibility that the institution was reluctant to begin student teaching before dorms opened because a large number of students live on campus. However, no more than a quarter of students in the upper classes live on campus at any of these institutions, according to data on the College Board's "College Search" website. In any case, we note that many institutions arrange to have dorms that open early to accommodate international students or sports teams, so the need to have teacher candidates arrive at dorms before the start of the semester to be able to begin their student teaching placements should not pose issues that are without precedent.

While not evaluated for this standard, we note that a few institutions ensure that student teachers scheduled to student teach in the spring semester (the most popular semester for student teaching) observe an elementary school's fall opening days. **Indiana University-Purdue University Indianapolis** is one example of an institution taking this sensible step.

How the standard was applied

Institution meets Standard 12	Institution does not meet Standard 12
Colorado Christian University's student teaching calendar shows that student teaching begins at the same time as the school year of the districts in which student teachers are placed. **Florida Gulf Coast University** students begin student teaching on the first day of the fall or spring semester of the elementary schools in which they are placed.	**Marshall University** begins student teaching according to the university's calendar. The syllabus for student teaching states that an introductory seminar is held on the first day of the university semester and that student teaching begins the next day. In 2008, student teaching at **Arkansas State University** began on August 25. According to their websites, districts in which student teachers were placed started their school year before that date. (For example, one school district in which the institution places student teachers—Jonesboro School District—started classes on Aug. 18, 2008.)

11 If an institution placed student teachers in multiple school districts, the start dates of individual placements might vary, but we evaluated the institution on whether all start dates allowed all student teachers to be in the classroom when students in their districts start the semester.

Findings

Just over two-thirds of the 32 institutions reviewed on this standard met the standard because the schedule for student teaching aligns with the elementary school calendar, not the calendar of the teacher preparation program.

Standard 13: The student teaching experience should include a gradual increase of student teacher responsibilities, with the student teacher first closely shadowing the cooperating teacher in all professional activities and then transitioning to a more independent instructional role with daily monitoring and feedback. This expectation should be laid out explicitly in guidelines provided to the cooperating teacher, the student teacher and the supervisor.

Rationale

It is important to ensure that the cooperating teacher only gradually relinquishes responsibility for the classroom, rather than abruptly entrusting the student teacher with more responsibility than she or he can handle. To ensure a smooth transition, clear guidance should be provided to everyone involved. This will allow the cooperating teacher and university supervisor to make appropriate adjustments and will inform the student teacher of expectations.

Methodology

We looked for guidance on how student teachers' responsibilities should change as their placements progressed. Guidance should include a detailed schedule that describes what will happen during each period of the placement. Information must be provided to student teachers, cooperating teachers and university supervisors.

How the standard was applied

Institution meets Standard 13	Institution does not meet Standard 13
Cardinal Stritch University provides a week-by-week schedule that explains the responsibilities of the student teacher, cooperating teacher and university supervisors. The **University of Arizona** asks student teachers and cooperating teachers to fill out and sign a tentative phase-in schedule after reading detailed guidance that describes their responsibilities during four phases of student teaching. Supervisors sign the phase-in schedule as well.	**Missouri State University**'s handbook states only that student teachers should begin by observing, and "after a period of approximately a week, the student teacher should be allowed to begin teaching one class." No further instructions are provided about how student teachers' responsibilities should change over time. **St. Cloud State University** provides a specific schedule of responsibilities in the student teaching syllabus that is distributed to student teachers, but only very general guidelines are provided to cooperating teachers and supervisors through the student teaching handbook.

Findings

Commendably, a large majority (88 percent) of the 32 institutions reviewed on this standard met the standard because they explicitly laid out guidelines provided to all participants indicating that the student teaching experience should include a gradual increase of student teacher responsibilities, with the student teacher first closely shadowing the cooperating teacher in all professional activities and then transitioning to a more independent instructional role with daily monitoring and feedback.

Standard 14: The student teacher should be involved in a full range of instructional and professional activities.

Rationale

A teacher has responsibilities both inside and outside the classroom. Prospective teachers should be exposed to the full range of activities that take place in a school, such as staff meetings and student support team meetings. This exposure will better prepare them to be full members of their school communities when they enter the profession.

Methodology

To meet this standard, institutions must specify that student teachers share all of the responsibilities of their cooperating teachers inside and outside the classroom. This includes attending staff meetings, parent conferences (as appropriate), back-to-school nights, etc. Student teachers must participate in these activities every time their cooperating teacher does—for example, attending all faculty meetings, not just one or two.

How the standard was applied

Institution meets Standard 14	Institution does not meet Standard 14
The **University of Central Florida**'s handbook instructs teacher candidates to attend "professional meetings, in-service institutes, evening activities sponsored by the school, and parent meetings." The **University of Montana Western** requires that the student teacher be involved in a full range of instructional and professional activities, including lunch duty, staff meetings and meetings with parents.	The **University of North Carolina at Charlotte** requires teacher candidates to participate in a variety of activities. However, teacher candidates are only required to complete each activity once, and in many cases they can choose from a number of options and skip activities such as parent conferences or back-to-school night. **Tennessee Technological University**'s handbook suggests that student teachers "participate in school functions" but does not communicate that particular activities are mandatory.

Findings

Three-quarters of the 32 institutions evaluated on this standard met the standard because they required that the student teacher be involved in a full range of instructional and professional activities.

Standard 15: The process for selection of the university supervisor should consider the supervisor's instructional knowledge.

Rationale

Although teachers have many roles, a teacher's main task is to promote student learning. To help student teachers develop their instructional skills, a university supervisor must have a deep knowledge of how to teach. The selection process for university supervisors must therefore explicitly consider the supervisors' instructional ability.

Methodology

We looked for evidence that the selection process for university supervisors emphasized their skills as exemplary teachers. One type of proof was found in job descriptions or other lists of minimum criteria for university supervisors requiring that supervisor candidates possess demonstrated instructional skills. Alternately, supervisor candidates might be asked to provide evidence of teaching skills during the application process. For example, they might be asked to complete an application in which they answer specific questions about their strengths and weaknesses as teachers of K-12 students. Requiring advanced degrees or a minimum number of years of teaching experience was not sufficient to meet this standard, as neither of these are guarantees of teacher effectiveness.

How the standard was applied

Institution meets Standard 15	Institution does not meet Standard 15
Western Washington University's contract with school districts requires that supervisors have "evidence of accomplished P-12 teaching plus references."*	**Iowa State University** requires at minimum that supervisors must "have a master's degree to work with student teachers, have taught for three years, and be assigned students in their content area of expertise." **New Mexico State University**'s job description says that supervisors must have at least five years of teacher experience but does not require that supervisors have a track record as an effective instructor.

* Western Washington University was not formally evaluated on this standard, but we nonetheless had information on this standard available for review.

Findings

Only 43 percent of the 32 institutions reviewed on this standard met the standard because they consider the supervisor's instructional knowledge in the selection process. In most cases, the institutions that failed the standard require that supervisors have experience as a teacher but do not specifically require that this experience translate into evidence of strong instructional skills.

Standard 16: The university supervisor must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

Rationale

The university supervisor serves as a coach and mentor to future teachers. Supervisors should be chosen only if they possess skills that will allow them to help student teachers grow in their professional practice. The selection process for supervisors must therefore explicitly consider their mentorship ability.

Methodology

The analysis for this standard was similar to the analysis for Standard 15. We looked at job descriptions and other lists of minimum criteria for university supervisors to see if they emphasized mentorship skill. We also considered whether supervisor candidates were asked to provide evidence of teaching skills during the application process—for example, if an institution asked applicants to provide letters of reference that specifically addressed mentorship experience. Requiring experience in a supervisory position, for example as a school administrator, was not sufficient to meet this standard, as experience does not guarantee expertise.

Our evaluation did not require that the skills noted in the standard (skills in observation, providing feedback, holding professional conversations and working collaboratively) be separately enunciated as criteria. Ideally, we would have used this level of specificity in our analysis, but had we done so, almost no institution would have received a positive rating.

How the standard was applied

Institution meets Standard 16	Institution does not meet Standard 16
Hope College's guidelines for selection of supervisors require that supervisors have "successful experience as a cooperating teacher for at least two student teachers."	**Montana State University** does not mention the capacity of university supervisors to mentor adults in its description of selection criteria for university supervisors.
The **University of North Carolina at Charlotte**'s agreement with local school systems requires that university supervisors have "effective mentoring and supervisory techniques."	**Marshall University** does not require that clinical supervisors demonstrate the ability to mentor an adult. The position description for Clinical Supervisors states only that they must have a "Master's degree in education and a minimum of three years of public school teaching experience at the elementary level."

Findings

Only 52 percent of the 32 institutions evaluated on this standard met the standard because they consider the capacity of the university supervisor to mentor an adult. The majority of institutions that failed did so because their requirements for supervisors make no mention of mentoring skills, or because they require that supervisors have previous experience as principals or administrators but do not specify how this experience should be used to demonstrate mentorship skills.

Standard 17: Cooperating teachers' adequacy should be evaluated by student teachers and university supervisors at the end of each semester. Data from these evaluations should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.

Rationale

Although cooperating teachers should be evaluated before they are chosen, an initial evaluation is not always sufficient. Evaluating cooperating teachers at the end of each semester of service will ensure that student teachers are not assigned to cooperating teachers that are known to be unsatisfactory.

Methodology

We looked for forms that student teachers and university supervisors used to evaluate cooperating teachers or statements in student teaching handbooks or elsewhere that such evaluation was required. We also noted whether principals were asked to evaluate cooperating teachers, but this information was not included in an institution's evaluation against the standard.

Only formal evaluations resulting in written feedback were counted. Although a single evaluation form could include questions about multiple aspects of the student teaching experience, institutions whose forms ask only one or two questions about cooperating teachers do not collect enough information to meet this standard.

Because we were able to determine how often these data were collected, but not the nature of the review process in which they were used, no consideration of any review process was included in an institution's evaluation against the standard.

How the standard was applied

Institution meets Standard 17	Institution does not meet Standard 17
Hope College requires that cooperating teachers be evaluated by student teachers and university supervisors at the end of each semester and receives some input from principals.	**Tennessee Technological University** requires that cooperating teachers be evaluated by student teachers but not university supervisors or principals at the end of each semester. This evaluation is very brief—only one question pertains to the cooperating teacher. **Iowa State University** does not require that cooperating teachers be evaluated by student teachers, university supervisors or principals at the end of each semester. Cooperating teachers are evaluated only at their own request.

Findings

Only 35 percent of the 32 institutions evaluated on this standard met this standard because they require student teachers and university supervisors to provide feedback on cooperating teachers at the end of each semester to assess their adequacy. While the majority of institutions that failed this standard did so because feedback was only provided by student teachers *or* university supervisors, but not both, nine (28 percent) had no evaluation process in place at all.

Standard 18: Schools in which student teachers are placed should be evaluated by student teachers and university supervisors at the end of each semester to determine their functionality that is, whether the school is high performing, and safe, stable, supportive and collegial. Data from this evaluation should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.

Rationale

The overall atmosphere of the school in which a student teacher is placed plays a major role in the student teaching experience. Some schools are extraordinary places for a student teacher to learn, providing the student teacher with exemplary role models and a supportive community. Other schools have the opposite effect and can even drive student teachers away from the profession of teaching.

Methodology

Similar to our evaluation of Standard 17, we looked for forms that student teachers and university supervisors used to evaluate schools in which student teachers were placed, or statements in student teaching handbooks or elsewhere that such evaluation was required. Only formal evaluations resulting in written feedback were counted. Although a single evaluation form could include questions about multiple aspects of the student teaching experience, institutions whose forms ask only one or two questions about placement schools do not collect enough information to meet this standard.

Because we were able to determine how often these data were collected, but not the nature of the review process in which they were used, no consideration of any review process was included in an institution's evaluation against the standard.

How the standard was applied

Institution meets Standard 18	Institution does not meet Standard 18
The **University of Arizona** requires that student teachers and university supervisors fill out evaluation forms that provide feedback on the schools in which student teachers are placed.	The **University of Wisconsin-Eau Claire**'s end-of-semester feedback forms do not collect information about the schools in which student teachers are placed.
Wheelock College requires that schools in which student teachers are placed be evaluated by student teachers and university supervisors at the end of each semester.	**Hope College** does not have a formal evaluation process for schools in which student teachers are placed.

Findings

Only 10 percent of the 32 institutions evaluated on this standard met this standard because they obtained feedback provided by student teachers and university supervisors to evaluate schools in which student teachers are placed at the end of each semester to determine their functionality, including factors such as whether the school is high performing, safe, stable, supportive and collegial. A few institutions failed this standard because student teachers or supervisors, but not both, provided feedback on placement schools, but most of the institutions that failed did so because they had established no evaluation and review process at all.

Standard 19: Recognizing possible geographical constraints, the teacher preparation program should have criteria favoring placement of student teachers in elementary schools in which 1) they have an opportunity to teach children from low-income families and 2) there is an orderly learning environment.

Rationale

All teachers should be prepared to teach in schools with high numbers of students living in poverty. The best training to teach such students takes place in a school in which low-income students exceed performance expectations due to the efforts of exemplary teachers working in a high-functioning school environment. Programs such as the **Rodel Exemplary Teacher Initiative** (discussed on page 40 of the report) and the **Children's Literacy Initiative**,[12] whose Model Classroom project matches student teachers with outstanding Philadelphia elementary school teachers and provides high levels of support, have shown that placement in such classrooms can result in novice teachers who are better prepared to teach in high-poverty schools. Institutions should therefore place as many student teachers as possible in schools that are both high poverty and high functioning.

Methodology

Because we recognize that there is a limited number of high-need, high-performing schools and that such schools are unevenly distributed, we gathered data for this standard for informational purposes only. We exempted four institutions from any evaluation on this standard because they are located in sparsely populated areas that offer few choices of schools for student teacher placement.

For each institution evaluated on this standard, we identified the percentage of elementary schools in which student teachers were placed whose students had both higher rates of Free and Reduced Meals (FARMs) participation and higher reading test scores than the district average. Using the list of placement schools provided by the institution, we obtained FARMs participation rates and reading test score averages for the schools and their districts from websites of the states in which the schools are located. We then calculated the percentage of all schools that had both higher FARMs rates and higher reading test score averages than the districts in which they were placed.[13]

Findings

On average, 20 percent of the elementary schools used for student teaching placements by institutions evaluated on this standard were both high need and high performing. The **University of Central Florida** performed best on this standard, with 47 percent of its placement schools both high need and high performing.

12 http://www.cliontheweb.org/

13 We omitted any schools in districts with five or fewer elementary schools.

Appendix G: Review of Student Teacher Evaluation Instruments Used by Institutions

First a few words about the nature and purpose of these instruments and who uses them.

Although nearly every aspect of evaluation varies in some way among institutions, *in general* student teachers are observed both by the cooperating teacher in whose classroom they are placed and by a university supervisor who visits periodically. Both fill out observation forms that document their findings and are used as supporting evidence for formative feedback. Observation forms often, but not always, require ratings or comments on indicators ranging from the student teacher's composure to whether she competently conveyed content while teaching fractions. Cooperating teachers and supervisors may use the same observation forms or different ones.

In addition to feedback provided in conjunction with observations, the student teacher's performance is formally evaluated several times, usually during the placement (formative evaluations) and certainly at the end (summative evaluation). Indicators for formal evaluations typically address aspects of performance that can be observed as well as associated materials, such as lesson plans, that provide the foundation for teaching.

Our review of the forms used for observation and formative and summative evaluation forms opened our eyes to a number of more granular issues that could not be addressed in ratings but nonetheless deserved attention in this report. These issues inspired a more comprehensive review of forms used by 15 institutions. In short, forms for evaluation of student teachers that are completed by supervisors and cooperating teachers ranged from sets of documents with clear organizing principles and internal consistency to a jumble of different forms that definitely left us confused and are likely to be no more intelligible to student teachers. It seems very likely that these inconsistencies would significantly reduce raters' inter-rater reliability.

We summarized our conclusions on page 30 of the report, and they are presented in more detail below:

- **In the only positive finding, 80 percent of the forms show a consistency of indicators between forms used by the cooperating teacher and the university supervisor.**

  Commendably, in the vast majority of these institutions, student teachers received feedback from their cooperating teacher and their supervisor on the same indicators, either because these evaluators used the same forms or because the forms contained the same indicators.

- **Supervisor forms "track" from form to form in only a third of institutions.**

  We found that only a third of institutions require their supervisors to observe and evaluate teacher candidates with instruments whose indicators are consistent from one type of form to the next—even on aspects of teaching for which observation is the only source of evidence. (We would not, for example, expect that the indicators for instructional planning would be entirely consistent between an observation form and an evaluation form since the evaluation form might reflect the supervisor's review of both observations and written lesson plans.) There is also no evidence that this inconsistency is due to a "wrapping up" of focused indicators from observations to more global indicators for a final evaluation.

  For example, below is a side-by-side comparison of the indicators for "Managing" or "Managing Learning" used on two different forms used by one institution. Note that less than half of the indicators on each form parallel one another:

	Observation Form (used up to six times in placement)	**Evaluation Form** (completed at mid-term and at the end of placement)
Indicator category	Managing Learning	Managing
Closely related Indicators?	Engages all students in learning Conducts successful transitions Uses positive approach to discipline Provides positive feedback to students	Develops attention, interest and engagement for all students Conducts effective transition strategies within and between lessons Deals firmly and positively with behavior problems Recognizes positive behaviors, builds self-esteem
Related indicators?	Gives clear directions, expectations (Note: may not be related to paired indicator since appears to have an instructional focus.) Conveys what is expected of students	Communicates expectations/maintains rules and routines (Note: may not be related to paired indicator since appears to have a behavioral focus)
Unrelated indicators?	Makes appropriate use of time Shows awareness of all students Is clearly in control of the class	Maintains safe, secure, positive and productive learning environment Has insight to prevent potential discipline problems Responds in calm, consistent manner to events Keeps materials and equipment in order

- **The rating systems used in observation and evaluation forms are consistent in only 26 percent of institutions.**

  In only one-quarter of the institutions was there conformance in the rating systems used on observation and evaluation forms. For example, the ratings below are available for the institutions whose indicators are categorized above:

Observation Form	**Mid-term Evaluation**	**Final Evaluation**
No observable evidence (0)	Not yet achieved	Unsatisfactory
Needs growth (-)	Achieved	Developing
Positive evidence (+)	Excels	

  It is not clear how indicator ratings on these observation forms cumulate to form ratings on the mid-term evaluation form and then the final evaluation form. How, for example, would the fact that a student teacher received a rating of "positive evidence" for "makes appropriate use of time" on all six observations fit into the final evaluation, since there is no such indicator on the final evaluation and no way to indicate anything more than a "developing" skill in any case? Likewise, without any ratings from observations on "responds in calm, consistent manner to events," how is a rating developed on this indicator for the mid-term and final evaluation–not to mention the issue of what happens to any "excels" ratings from mid-term evaluations that cannot be cumulated for the final evaluation, since "excels" is not a rating category on the latter form.

- **The forms used for observation and formative evaluation require that observers document the information on which an indicator rating is based in only 20 percent of institutions.**

  Required post-observations conferences between the student teacher and university supervisor (or cooperating teacher) can provide additional information on the basis for the ratings, but requiring that—in addition to conferencing—the supervisor (or cooperating teacher) note the comment or action that formed the basis of any observation-based ratings ensures that the feedback provided to the student teacher is complete and available for reference as needed. Note the differences in the two forms below used by two teacher preparation programs that bear some similarities because the institutions are in the same state. The first form allows for a rating only on each of three indicators relating to managing the classroom, whereas the second requires both a rating and a narrative explanation of the rating. The latter format is advisable since it requires specificity and will therefore spark better conference discussions that cement feedback in the student teacher's memory.

Program 1:

Lesson Observation/Evaluation — APS's 2–9 (Written plan must be examined to evaluate APS's 2&3)				
APS 9 - Managing the Classroom (Domain 3: Environment) (1–Unsatisfactory 2–Developing 3–Proficient)				
9A	Manages student behavior appropriately	1	2	3
9B	Makes maximum use of instructional time	1	2	3
9C	Manages non-instructional routines efficiently	1	2	3

Program 2:

Directions: Check each item demonstrated by the candidate	
APS 9: Classroom Management: [ ] Manages student behavior [ ] Maximizes use of instruction time [ ] Manages essential non-instructional routines effectively	Observation Evidence, Strengths, Comments, Recommendations:
APS 9 A. What were the teacher's expectations for student behavior? B. In what ways did the students demonstrate that they understood the ways in which they were expected to behave? C. In what ways did the teacher maximize—or fail to maximize—instructional time? D. What types of instructional materials, resoureces, and/or technologies were used during the lesson, and how did the teacher manage them?	

Appendix H: Comments from Institutions

The following list contains the 134 institutions in this review, organized by state. An "x" by the name of the institution indicates that a comment was submitted.

School	State	Comment
Alabama A&M University	Alabama	
Concordia College-Selma	Alabama	
Alaska Pacific University	Alaska	
University of Alaska Anchorage	Alaska	X
University of Alaska-Southeast	Alaska	
Arizona State University-West	Arizona	X
University of Arizona	Arizona	
University of Phoenix	Arizona	X
Arkansas State University	Arkansas	X
Harding University	Arkansas	X
Southern Arkansas University	Arkansas	
California State University, Long Beach	California	X
Colorado Christian University	Colorado	
University of Northern Colorado	Colorado	X
Western State College of Colorado	Colorado	X
Eastern Connecticut State University	Connecticut	
Sacred Heart University	Connecticut	X
Southern Connecticut State University	Connecticut	
University of the District of Columbia	DC	
Delaware State University	Delaware	
University of Delaware	Delaware	X
Florida Gulf Coast University	Florida	X
Florida Southern College	Florida	
University of Central Florida	Florida	X
Brenau University	Georgia	X
Columbus State University	Georgia	
Georgia Southern University	Georgia	
Chaminade University	Hawaii	X
University of Hawaii at Manoa	Hawaii	X
Boise State University	Idaho	
Brigham Young University-Idaho	Idaho	X
Idaho State University	Idaho	
Chicago State University	Illinois	
National-Louis University	Illinois	X
Northeastern Illinois University	Illinois	
University of Illinois at Springfield	Illinois	

School	State	Comment
Indiana University-Purdue University Indianapolis	Indiana	X
Purdue University Calumet	Indiana	X
Valparaiso University	Indiana	
Iowa State University	Iowa	X
Luther College	Iowa	
University of Northern Iowa	Iowa	
Kansas State University	Kansas	X
Tabor College	Kansas	X
Washburn University	Kansas	
Kentucky State University	Kentucky	
Midway College	Kentucky	
Murray State University	Kentucky	
Louisiana State University	Louisiana	X
Northwestern State University of Louisiana	Louisiana	X
Thomas College	Maine	
University of Maine	Maine	
University of Maine at Machias	Maine	X
Mount St. Mary's University	Maryland	X
Salisbury University	Maryland	X
University of Maryland, Baltimore County	Maryland	X
Bridgewater State University	Massachusetts	
Wheelock College	Massachusetts	X
Hope College	Michigan	X
Lake Superior State University	Michigan	
Western Michigan University	Michigan	
Crown College	Minnesota	X
St. Cloud State University	Minnesota	
University of Minnesota at Morris	Minnesota	
Mississippi College	Mississippi	X
Mississippi Valley State University	Mississippi	
University of Southern Mississippi	Mississippi	X
College of the Ozarks	Missouri	
Missouri State University	Missouri	
Missouri Western State University	Missouri	X

School	State	Comment
Montana State University	Montana	
Rocky Mountain College	Montana	
University of Montana Western	Montana	
Creighton University	Nebraska	X
University of Nebraska-Lincoln	Nebraska	X
Wayne State College	Nebraska	X
Great Basin College	Nevada	X
University of Nevada, Las Vegas	Nevada	X
Keene State College	New Hampshire	
Plymouth State University	New Hampshire	X
Caldwell College	New Jersey	
Montclair State University	New Jersey	X
New Jersey City University	New Jersey	
New Mexico State University	New Mexico	X
CUNY Lehman	New York	X
New York University	New York	X
SUNY Cortland	New York	
University of North Carolina-Charlotte	North Carolina	X
Wake Forest University	North Carolina	X
Mayville State University	North Dakota	X
University of Mary	North Dakota	X
University of North Dakota	North Dakota	
Ohio University	Ohio	X
Youngstown State University	Ohio	X
Northwestern Oklahoma State University	Oklahoma	
Oklahoma State University	Oklahoma	X
Oral Roberts University	Oklahoma	X
Eastern Oregon University	Oregon	X
Linfield College	Oregon	X
Drexel University	Pennsylvania	
Mansfield University of Pennsylvania	Pennsylvania	X
West Chester University	Pennsylvania	

School	State	Comment
Rhode Island College	Rhode Island	X
Roger Williams University	Rhode Island	
University of Rhode Island	Rhode Island	
Clemson University	South Carolina	
Furman University	South Carolina	
South Carolina State University	South Carolina	
Augustana College	South Dakota	X
Black Hills State University	South Dakota	X
Dakota State University	South Dakota	X
Peabody College of Vanderbilt University	Tennessee	X
Tennessee Technological University	Tennessee	
LeTourneau University	Texas	
Texas State University-San Marcos	Texas	X
University of Texas-Austin	Texas	
Dixie State College of Utah	Utah	
Utah Valley University	Utah	
Western Governors University	Utah	X
Castleton State College	Vermont	
Champlain College	Vermont	
University of Vermont	Vermont	X
Bridgewater College	Virginia	X
College of William and Mary	Virginia	X
Longwood University	Virginia	
Eastern Washington University	Washington	
Western Washington University	Washington	X
Fairmont State University	West Virginia	X
Marshall University	West Virginia	
West Virginia Wesleyan College	West Virginia	X
Cardinal Stritch University	Wisconsin	X
University of Wisconsin-Eau Claire	Wisconsin	
University of Wisconsin-Green Bay	Wisconsin	X
University of Wyoming	Wyoming	

Institutional Comments

Arizona State University West Campus

In 2010, Arizona State University reorganized its three Colleges of Education into one. The new Mary Lou Fulton Teachers College is piloting a reformed curriculum including requirements for a full year of full-time student teaching in specially chosen partner school districts. The new clinically enhanced program will be implemented college-wide in the 2011-2012 academic year.

During the full year apprenticeship, ASU faculty, mentor teachers, district specialists and administrators work together to prepare program graduates to be effective teachers who remain in the teaching profession. Mentor teachers who apply to participate in the program are selected by the partnership Governance Board consisting of university faculty and school district representatives. Selected mentors must have three years of teaching experience and demonstrate positive impact on student achievement as measured by district benchmark assessments and or state achievement tests. Prior to working in the teacher preparation program, mentor teachers participate in three full days of training focused on cognitive coaching and evaluation of teacher candidates using a research based rubric which focuses on the candidates abilities to implement evidenced-based instructional practices that improve the achievement of the students in the classrooms in which they work. Mentor teachers and ASU faculty meet monthly in professional learning communities (PLC) to analyze data reflecting Teacher Candidates' current levels of achievement. Data and other information analyzed at the PLC meetings provide the basis for program planning and selection of coaching strategies to improve Teacher Candidates' professional knowledge and instructional practices.

Arkansas State University

Arkansas State University (ASU) is accredited by the National Council for Accreditation of Teacher Education (NCATE), which holds to higher standards than NCTQ. NCATE standards are outcome-based and are supported by research, whereas NCTQ offers no evidence that their input focused standards are supported by research.

Augustana College

At Augustana College, student teaching is the culminating step in our preservice teachers' journey toward becoming a teaching professional and is considered a full-time experience. All student teachers complete a minimum of 12 weeks of student teaching; more than 12 weeks are completed if a student teacher is pursuing a double major or endorsement. Student teaching placements may take place outside of our local 30-mile radius for unique programming needs, such as our Education of the Deaf and Hard of Hearing program, when local placements are not available. Augustana College has a long history of collaboration with its partner schools to ensure quality, appropriate student teaching placements. Our Field Placement Coordinator works closely with partner schools and their administrators to determine and monitor placements for student teachers. Through this process of careful collaboration, cooperating teachers are selected. Cooperating teachers and college supervisors are provided an orientation and materials to prepare them for their mentoring role. They work closely together during regular observations and conferences to provide appropriate supervision and mentoring of student teachers. Documentation of established qualifications for cooperating teachers is completed and used to ensure that cooperating teachers meet expectations for their role. The department's assessment system is designed to gather quantitative and qualitative data from all stakeholders regarding the student teaching program and is used to make data-driven decisions regarding all aspects of the student teaching program. Our Teacher Preparation Program is NCATE accredited; all programs are approved by South Dakota's Department of Education

Black Hills State University

The Standard 4 analysis is incorrect. Page 4 of the Student Teaching Internship Handbook specifically states in paragraph 4 that clinical faculty members are master teachers in their content area and have a positive impact on P-12 student learning. Principals are required to sign a document at the time of intern placement that verifies this information.

The Standard 5 analysis is incorrect. Clinical faculty members complete training in Cognitive Coaching.

Brenau University

The Brenau University College of Education envisions that education professionals graduating from its program will take active roles in planning, implementing and evaluating effective teaching practices through reflective decisions relating to content, pedagogy, and the learner. It is the belief of the faculty that candidates must have a strong grounding in the content knowledge necessary to guide learners and must also possess the skills needed to respond to the needs of the learners.

These guiding principles affect the student teaching requirements for candidates and what the faculty deems appropriate for clinical experiences. Candidates are required to complete a minimum of three, forty-eight hour field experiences in schools at different grade levels prior to their student teaching experience. Each of the experiences is at different grade levels and, preferably, in different schools. The student teaching experience is ten to twelve weeks in duration and completed with a cooperating teacher affirmed by a partnership school or school system.

Bridgewater College

I appreciate NCTQ's willingness to include additional comments in their "Final Analysis" statements for the not met standards statements that reference the current expectations of our Teacher Education Program even though they were not present when the initial study was done. This indicates program growth and continuous improvement for our Elementary Education Program.

Brigham Young University – Idaho

Current and past practice has been that during the selection process of Cooperating Teachers, one qualification is that they have a minimum of three years of successful classroom experience. The comments on Standard 3 seem to indicate a discrepancy in understanding of practice.

A revised "Field Services Handbook" has been completed and any new policies, procedures, and practices will be implemented beginning January 2011. In the new handbook (see pp. 9-11) the responsibilities of the Cooperating Teacher are clearly articulated. These revised expectations address Standards 4 and 5 and the concerns noted.

In addition to what was reported, an enhancement to past practice with regards to the placement of student teachers with qualified Cooperating Teachers is a new model incorporating a Partner School design. Within this design, not only does the university have a voice in the selection of Cooperating Teachers, but partnering school officials also are encouraged to interview and select student teaching candidates assigned to their schools and faculty members.

California State University, Long Beach

Standard 11: In the MSCP program, students are required to design, in collaboration with their Master Teacher and University Supervisor, a Unit of Study that includes the following: "Prepare and implement one unit plan and several lesson plans, geared for the target age group, that include learner objectives, strategies, activities, materials, and assessment plans that are well defined and coordinated with each other and which include clear alignment with state-approved academic content standards and which include examples of adaptations in curriculum for students who are English Language Learners, who have disabilities, and who are gifted." (MSCP Student Teaching Handbook, 2007-2008, page 64)

Cardinal Stritch University

We have some of the finest faculty and staff in the College of Education and Leadership to prepare our candidates for a global society. We have a collective vision to create and implement exemplary models and practices in education and leadership. Our vision will become reality as we: (1) embrace a culture of continuous assessment to guide all program curriculum, instruction, assessment, and clinical practice; (2) continue to build a university-school partnership model that is strategic and seamless in creating a continuum of development for teacher preparation, leadership preparation, induction, and professional learning that supports the educator throughout his/her career.

Chaminade University

Standard 1: For your information the Hawai'i Teacher Standards Board now requires that all State Approved Teacher Education Programs require a minimum of 450 hours of clinical practice. Our own program sets a minimum of 15 weeks to meet this requirement.

Standard 2: Without meaning to undermine the interview with the principal, it is simply not true that principals alone select cooperating teachers. Upon recommendation by a principal, cooperating teachers must submit an application for review by Chaminade before appointment.

The College of William and Mary

With regard to Standards 4 and 5, the NCTQ "Analysis Citation" for each is correct but incomplete. Specifically, NCTQ's analyses do not adequately account for the sustained effort on the part of the School of Education at The College of William & Mary (W&M) to develop a strong, stable cohort of partnering Clinical Faculty to serve in the role of cooperating teachers. This effort has resulted in a steadily increasing proportion of teacher candidates who are mentored and supervised by trained Clinical Faculty, from 0% in 1998-99 to approximately 80% in 2009-10 (Gareis, C.R., & Grant, L.W. [2010]. Strengthening clinical experiences. Presented at the annual conference of AACTE in Atlanta, GA.) Thus, the majority of teacher candidates in the W&M program are supervised by cooperating teachers who are professionally prepared for mentoring pre-service teachers (Standard 5). Additionally, the expectation for Clinical Faculty members to be proven, effective teachers (Standard 4) is evident in the rating that must be completed by the principal of any applicant to the Clinical Faculty Program, which includes assessments of effectiveness in the professional domains of (1) Content Knowledge, (2) Knowledge of Student Developmental and Learning Characteristics, (3) Instructional Planning Skills, (4) Teaching Skills, (5) Classroom Management, (6) Communication Skills, and (7) Overall Professionalism. Each of these domains has been correlated through research with effective teaching and, collectively, they are evident in prominent frameworks of professional teaching, including the Interstate Teacher Assessment and Support Consortium (InTASC) and in the National Board for Professional Teaching Standards (NBPTS).

Creighton University

Universities in the Omaha area do not have the authority to select specific cooperating teachers. After universities submit requests for student teacher placements to the district central office (human resources), individual building principals maintain the authority both to approve cooperating teacher candidates and to accept student teachers into the building. Therefore, in collaborative partnerships that provide enriching experiences, the universities trust that the principals approve cooperating teacher candidates who have a positive impact on student learning and who demonstrate the capacity to mentor student teachers. Creighton University follows the student teaching requirements of the state of Nebraska that include student teaching for a minimum of 14 weeks full-time and the use of cooperating teachers who have a minimum of three years of experience. University supervisors are assigned to guide student teachers in effective practices through: a minimum of nine visits to the school, discussion of teaching strengths and weaknesses witnessed during observations, suggestions for implementation of the developmental skills and practices of effective teachers, and the use of formative and summative rubric evaluations.

Crown College

The NCTQ Final Analysis of Crown College includes information that is incorrect for nine of the eighteen standards. The information was listed in the teacher education handbook, supervisor handbook and cooperating teacher handbook provided to NCTQ by Crown College, but was not correctly identified in the report.

NCTQ response: We note that Crown College was given an opportunity to respond to the College's ranking on each standard. For all but three standards, staff checked the box that stated that NCTQ's analysis was correct. We carefully evaluated the evidence provided in the three instances in which Crown College indicated that the analysis was incorrect.

CUNY Lehman

Standard 5: CUNY Lehman requires that cooperating teachers demonstrate capacities and skills specified in the Cooperating Teachers Handbook on pages 7-8. Although such capacities and skills are not labeled specifically as "mentoring", Lehman requires cooperating teachers to review, critique, and approve student teachers' (STs) lesson plans; provide opportunities for STs to adapt and modify their methods and techniques; and conduct immediate lesson-based discussions with the STs. All of these capacities and skills are related to effective mentoring and are reviewed and addressed with cooperating teachers in orientations and PD opportunities during the academic year. Documents can be found at: http://www.lehman.edu/academics/education/pdn/documents/CT-Handbook-Aug-2010.pdf

Dakota State University

Regarding Standard 4: Dakota State University uses only cooperating teacher candidates who have "highly qualified" status by the South Dakota Department of Education (SDDOE). Cooperating teachers must have minimally three years of teaching experience and are recommended by their principal

Eastern Oregon University

Eastern Oregon University is fully compliant with the standards and rules as set by Oregon's Teacher Standards and Practices Commission which is fully aligned with NCATE. These widely accepted state and national standards are the parameters for all Oregon Universities and Colleges who offer teacher licensure. As such, the protocols for student placement in student teaching and the selection of supervisors and the delimitations of what the University may require are purview of the several combined agencies including TSPC, the Oregon Education Association, the Oregon University System, the Oregon Department of Education and the local LEA.

Fairmont State University

At Fairmont State University and thru our PDS Partnership with 40 public schools our work includes shared decision making and oversight of the teacher candidates by the school personnel (host teachers, PDS site coordinators and principals) as well as the university liaison who works closely with that school. This ensures that professional accountability for each candidate is shared and we are utilizing the best host teachers as mentors for our students. Our partnership work includes regular meetings with coordinators at each site to maintain integrity in the field/clinical components and the selection of host teachers. The host teachers, site coordinators, and Fairmont State Faculty Liaisons work as a team to ensure that appropriate classroom placements are made, and that candidates are versed in and able to practice according to demanding performance assessment rubrics. Our host teachers are able to fully share the knowledge base of most effective practice and challenges of 21st century classrooms with our teacher candidates. It is expected that those who help prepare and mentor our students are themselves effective and exceptional practitioners who are skilled in differentiating instruction, proficient in using assessments to monitor learning and provide feedback to our students. Our re-designed assessment instruments are indicators of this. Our host teachers are held accountable for their candidates' performance and student outcomes by formally observing them, approving and overseeing their Action Research projects and assisting them with their digital portfolios.

Florida Gulf Coast University

Thank you for your final notification regarding the NCTQ's survey. We are pleased to read that our submissions were able to give you insight into our internship program and that the evidence to support our responses met most of NCTQ's stated standards.

This process took extensive time to complete. During this time, you were reachable and quick to respond when clarification was needed. I also appreciated the courteous manner in which you responded to questions addressed to you and that the detailed answers submitted by us were read and incorporated if deemed applicable to your criteria.

The survey addressed standards which we, as educators of future teachers, ask on an on-going basis (or should). Educational programs are frequently evaluated and scrutinized. Our responses, as educators of future teachers, often result in constant and consistent self-evaluation of our programs based on research and best-known, effective, educational practices. This on-going evaluation process–and the program improvements resulting from such a process–must prepare graduating teachers to effectively meet the challenges of the present and future. Educators must always keep in mind the importance of their student learning outcomes and how to improve this ultimate goal.

Reflecting on the survey's process, I believe that the initial contact did not state or clarify the positive intent of the survey. It seemed to be "order" driven which created anxiety in many. Once contact was made with you however, our anxiety level was lessened.

Thank you for your time and commitment.

Great Basin College

Because of our limited, rural service area and modest size of the program, relationships between the college and schools are intimate. The process of selecting lead teachers is accomplished during college faculty's extensive field interaction with practicing teachers and principals. Full-time college faculty make final placements with principal approval. Great Basin College does not approve lead teachers with less than three years' experience. Full-time college faculty provide exhaustive supervision which includes a) a four week evaluation of placement to determine the intern's readiness to take over full responsibilities of the classroom, b) weekly or bi-weekly observations of the intern's teaching, c) two video-tapings of the intern's teaching which includes self-reflection assignments, and d) a midterm and a summative evaluation of the intern using a performance-based rubric. Interns receive a letter grade (versus a Pass/Fail grade) to distinguish mastery of teaching skills.

Harding University

Standard 5: Harding University does require that the cooperating teacher candidates demonstrate the capacity to mentor an adult. The cooperating teacher, as well as the teacher candidates, is trained in the Pathwise model. This model is a mentoring model which teaches one how to provide specific feedback to the 19 criteria of Pathwise. Pathwise is the precursor to Praxis III, a performance assessment, which teachers in the state of Arkansas have to take to get a standard license.

Hope College

Of concern, is NCTQ's seemingly narrow and/or selective interpretation of data provided for many of the standards. For instance, Hope College has "failed" several standards (2, 4, 5) related to the selection of its cooperating teachers. We have worked diligently to cultivate strong, personal relationships with area school districts and have worked closely with administrators to select cooperating teachers who are excellent in the field, have the capacity to mentor student teachers and have a positive impact on student learning in the K-12 setting. With input from the administrator, Hope ultimately selects its cooperating teachers and monitors their performance in a number of ways throughout each semester. However, because of narrow interpretation of wording, what should be viewed as a positive approach to the selection of cooperating teachers, is deemed to be a "weakness." In another case, (Std. 1), the NCTQ analysis is misleading and again narrowly interpreted. All Hope College students complete extensive field placements in local school systems for at least four semesters prior to student teaching and are provided options for unique, off-campus student teaching opportunities to better prepare them for a global perspective. Here again, a positive opportunity comes off as being negative. Finally, assignments have been misinterpreted, such as the Videotaped Reflection (Std. 11). This is purely a reflective activity and as such is not graded.

Hope College has worked diligently to repeatedly provide NCTQ with thorough information (some of it multiple times over the past two years) and is disappointed that some data has simply been ignored or misinterpreted through a narrow lens.

Indiana University – Perdue University Indianapolis

We are dismayed by the way NCTQ has misrepresented our information.

1. The School of Education at IUPUI DOES meet Standard 1. As stated, we require at least one of the two student teaching experiences (8-10 weeks) to be at a single local school site and full time.
2. The School of Education at IUPUI DOES meet Standard 3. As stated, we require cooperating teachers to

have at least three years of teaching experience. We no longer allow exemptions to this policy.

3. The School of Education at IUPUI DOES meet Standard 4. We only select cooperating teachers that have been evaluated by the school principal as having a positive impact on student learning.
4. The School of Education at IUPUI DOES meet Standard 5. As stated, we verify that cooperating teachers can mentor an adult. If they can't, we do not use them.

Iowa State University

The Iowa State University (ISU) teacher education program, including elementary education, is fully accredited by the Iowa State Board of Education. As described on the State Department of Education website, http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=477&Itemid=1215, "Each program must meet the standards outlined in the Iowa Administrative Code (IAC), Chapter 79, Standards for Practitioner Preparation Programs."

Iowa's teacher education standards address expectations for all aspects of teacher preparation including, but not limited to, clinical practices and teacher candidate knowledge, skills, and dispositions. IAC 281- 79.14(2)(256) states, "The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the conceptual framework of the program."

The Iowa standards for teacher education programs must be fully met, as determined by the State Board of Education, in order for ISU teacher education to be accredited. ISU has a long and successful history of preparing teachers beginning in the late 1800's and continuing today and is evidenced by its uninterrupted accreditation status with the state of Iowa. Excellence in teacher education continues today. Three of the last five Iowa teachers of the year are graduates of the ISU program. Further, the national teacher of the year, Sarah Brown Wessling, a graduate of the ISU teacher education program, was awarded this highest designation by President Obama in April 2010.

NCTQ's interpretation of their project's findings is based on inappropriate methodology. Outcomes are incorrect and misleading and, in our opinion, highly inconsistent with Iowa's and ISU's standards of excellence.

Kansas State University

We agree with your conclusions with respect to Standards 1, 2, & 3. We contend our published criteria for selection of cooperating teachers, cited for Standards 4 and 5, have the effect of meeting these two standards, but stipulate that at the time of your initial request they were not specifically included; they are specifically included in our present set of requirements.

Linfield College

The education of its citizens is one of the most important tasks of any society. Linfield's Teacher Education Program prepares students within the context of a strong liberal arts tradition for service in the public schools of Oregon and the nation, schools which have been charged with "informing the people's discretion" in preparation for citizenship in a democracy. Linfield's education faculty believe that teacher education candidates should be able to teach effectively, creatively, and with concern for the broad diversity of abilities, cultures, and personalities present in their students.

The Linfield College Teacher Education Program is committed to developing teachers who:

- accept the challenges of working with socially and culturally diverse student populations.
- willingly reflect on their own behaviors and on the teaching learning process.
- understand the role of public schooling in a democracy and their own role in preparing their students for citizenship in a democracy.
- understand child and adolescent development, the constructivist nature of learning, and the holistic nature of knowledge.

Louisiana State University

Without information on this study's methodology, Louisiana State University's response is limited. However, LSU's program completers clearly meet and/or exceed state and national standards, including those related to student teaching as identified by NCTQ. Measures of this success include positive employer feedback; awards including rookie-of-the-year and teacher-of-the-year; National Board certification; and new state value-added evaluations revealing that LSU's completers perform as well or better than their peers.

Building on substantive pre-student teaching field experiences, LSU's student teachers teach in diverse settings for one to two semesters (15-30 weeks). They are guided by experienced, competent P-12 cooperating teachers identified by building and central office administrators, lead teachers, and state and regional professional organizations as highly effective teachers and mentors who model best practice. University supervisors regularly observe and consult with prospective and practicing cooperating teachers to further determine teaching effectiveness. Additionally, student teaching assessments include impact on student learning, thus serving as yet another barometer of effective teaching.

Continued development of cooperating teacher mentoring skills is another hallmark of LSU's programs. These skills are further developed through university orientations and workshops, as well as individual training by university supervisors. Review of required informal and formal feedback provided by cooperating teachers to student teachers and regular site visits, observations, and conferences support the university's ongoing monitoring of supervisory/ mentor effectiveness. Additionally, student teachers provide informal and formal feedback on mentoring effectiveness which the university shares with mentor teachers, addressing areas needing improvement.

Mansfield University

The way in which NCTQ is assessing whether quality cooperating teachers are being used for student teacher placements is limited. Written requirements in a handbook or a principal's written recommendation will not increase the use of quality cooperating teachers. It certainly looks good on paper, but it does not improve the degree of cooperating teacher excellence. Building a base of quality cooperating teachers can only be achieved through quality relationships. Relationships take time and commitment.

Mayville State University

Mayville State University disagrees with the way in which NCTQ reached conclusions on Standards 1 and 2, and provides the following information: Student teachers who are completing the student teaching experience for their majors are required to complete a minimum of ten weeks (50 days). Those who are completing the student teaching experience for a teaching minor are required to complete a minimum of five weeks (25 days). In addition, The Director of Student Teaching works collaboratively with administrators to choose cooperating teachers. In the event students are teaching out of the 80 mile radius, the Director depends upon the administrators to choose cooperating teachers.

Mississippi College

On page 29 of the student teacher handbook under cooperating teacher responsibilities regarding selection of the cooperating teacher it states: "It is of critical importance that the cooperating teacher be skilled in interpersonal relationships and be interested in guiding the student teacher." Also outlined are specific responsibilities for the cooperating teacher, which include many aspects of training and mentoring a student teacher. The Office of Field Experiences works closely with administrators in the selection of cooperating teachers to insure that they are more than competent to train an adult. Additionally, all cooperating teachers are required to attend a Cooperating Teacher Training Session at our university where they receive instruction in how to prepare for, mentor, and evaluate the student teacher. We believe this exceeds the competency of having "the capacity to mentor an adult."

Missouri Western State University

The Department of Education at Missouri Western State University has great respect for those engaged in the development of America's future teachers. We annually participate in numerous high-quality assessments to gauge both the effectiveness of our preparation of our teacher candidates and our teacher candidates' impact on students in K-12 schools. Additionally, we have fully approved teacher preparation programs approved by the State of Missouri and the National Council for the Accreditation of Teacher Education (NCATE), a national teacher education accrediting agency. Missouri Western State University teacher education programs are effective, rigorous, and high quality.

Based on the survey sent to Missouri Western from the National Council of Teacher Quality, we respectfully decline to participate in the NCTQ activity until such time as the significant weaknesses in methodology and failure of the NCTQ 'study' to meet or exceed the state and national accreditation requirements have been brought in line with rigorous, agreed-upon best practices for research methodology and program evaluation. The NCTQ study must also provide transparent, methodologically-appropriate final evaluations and assessments of program effectiveness before we can participate in this or future NCTQ 'studies.'

NCTQ Response: After receiving this comment, NCTQ sent a letter to Missouri Western State University explaining that, in order to ensure that our results are not affected by non-response bias, participation in this study is not voluntary.

Montclair State University

At Montclair State University, we welcome and use valid and rigorous assessments of our programs. There is ample evidence from internal and external measures that we have high quality and continually improving teacher education programs. We especially pride ourselves on our procedures to assure high quality student teaching. These include required mini-courses on mentoring and coaching for cooperating teachers, careful selection of cooperating teachers, and intensive mentoring during student teaching with multiple performance assessments of candidates.

While we were initially enthusiastic about participating in this "study," as we read and dug deeper, our enthusiasm faded and our skepticism about the quality of this investigation grew. The NCTQ "standards" are not based on research, they have refused to reveal who created these standards and how they were vetted, and they developed their findings based on websites and documents, which can contain outdated and incomplete information. For instance, their rationale for Standard 5 states, "The only way to assure that student teachers are placed with cooperating teachers with the capacity to have a positive impact on student learning is to explicitly mention that capacity in any listing of the characteristics of cooperating teachers." This rationale is patently absurd; merely mentioning impact on student learning on paper cannot assure cooperating teacher quality in the ways that our procedures and activities do.

We dispute many of NCTQ's findings and assessments but would welcome a valid and rigorous assessment of the quality of student teaching at Montclair State University.

Mount St. Mary`s University

Mount St. Mary's University (MSM) provides undergraduate elementary education teacher candidates with early and varied field experiences in advance of the culminating 100-day internship over two semesters that is required by Maryland. The clinical component of the program meets Standard 3: Field Experiences and Clinical Practice of the National Council for Accreditation of Teacher Education (NCATE) and is in compliance with Maryland's Professional Development School (PDS) standards. Maryland expects that all candidates be provided the opportunity to intern in one of the university's PDSs, and MSM has been doing so since 1998. PDS interns are exposed to the full range of teacher duties (e.g., classroom setup, committee meetings, faculty meetings, parent conferences), becoming comfortable with full teaching responsibilities and knowledgeable about the school, the PreK-12 students and faculty, and the instructional program. MSM relies on the expertise of its partner school system personnel (e.g., principals, site coordinators) in the selection of mentor teachers. The partner school system, neighboring universities and MSM developed guidelines for the selection of mentor teachers that emphasize extensive knowledge of content and pedagogy, responsiveness to students' needs, active engagement of learners, and reflection. Principals are in the best position to evaluate teachers' instruction and leadership. Some teachers exhibit these traits in their second year of teaching, though the majority of mentors possess 4 years or more of experience. Further, teacher candidates evaluate mentor teachers and university supervisors. These data are aggregated and shared with site coordinators and principals so as to inform future mentoring assignments.

National-Louis University

National-Louis University has a 125 year history of exemplary teacher preparation with elementary education being one of 22 programs that have achieved national recognition through rigorous review by their respective professional associations. We value and seek out external evaluation and feedback, based upon valid research, to continuously improve the excellence of our programs.

We are puzzled by NCTQ's findings since, in a subsequent study of Illinois colleges of education, NCTQ awarded high marks to NLU's undergraduate elementary education field components, with top scores for our early field work, student teaching, and supervision models. We routinely collect and maintain data about our field sites, mentor teachers, and supervisors and utilize these data, along with person-to-person contacts, to monitor and continuously improve our student teaching placements. We are puzzled by NCTQ's criticism of global student teaching. Candidates complete 400+ hours of supervised, local field work *before* teaching abroad, more than many alternative certification programs.

The best form of evidence for the quality of a teacher preparation program is the effectiveness of its graduates. A 2009 survey conducted by Eduventures, Inc. revealed that the highest proportion of Chicago Public School Principals selected National Louis University as an exemplary teacher education program in the area. We are committed to using our demonstrated capacity and expertise to work with the state boards, our accrediting bodies, advocacy organizations, and our colleagues in the PK-12 school system around our shared desire to ensure that ALL students have access to outstanding teachers.

NCTQ Response: Our ratings of National-Louis in both this review and our earlier review of all Illinois education schools are consistent. Our review of Illinois education schools favorably noted only that National-Louis University requires full-time student teaching for a sufficiently long period in placements near the university. We were unable to make any determination as to whether the institution carefully screened and qualified expert cooperating teachers from its partner schools. In this review we determined that National-Louis does not set rigorous critieria for cooperating teachers, but we did not have enough information to determine National-Louis's role in the selection of cooperating teachers.

New Mexico State University

Standard 1: Student teachers are required to do 15 weeks of student teaching. Student teachers are assigned to one school and usually one cooperating teacher. The International Student Teaching Program requires eligible student teachers to work 15 weeks in their assigned school, though this school is in an international setting. Eligible, qualified teachers having at least three years of teaching and holding a recognized BA degree in education are assigned to supervise student teachers. These designated supervisors are trained by the NMSU faculty director and meet the expectations and standards of NMSU university supervisors.

Standard 2: Principals working with NMSU through the PDS are aware that cooperating teachers must have at least three years of successful teaching prior to accepting a student teacher. New procedures require that all prospective cooperating teachers will be required to attend a seminar on "being a successful cooperating teacher" conducted jointly by NMSU and principals from the PDS. (December 2010 PDS meeting).

Standard 8: Student teachers are evaluated on the state competencies which include criteria related to ASSESSMENT. Teacher candidates are introduced to these ASSESSMENT criteria in their field practicum and methods classes prior to student teaching. It is during student teaching that teacher candidates produce a product that helps to demonstrate their understanding of informal and formal assessments and their impact on classroom student achievement.

Standard 9: Four is the minimum number of times a student teacher is formally observed. In addition, three triad (cooperating teacher, university supervisor and student teacher) meetings are also required to take place during the semester of student teaching.

New York University

Standard 1: We require more than five weeks of full-time teaching (about 32.5 hours/week = 162.5 hours). Our programs require 15 weeks of student teaching placements in a single school for a minimum of 20 hours per week for a total of at least 300 hours; students in undergraduate elementary programs are required to serve in at least four placements.

Standard 2: NYU supervisors are on site every week and cooperating teachers are chosen by the supervisors and administrators. Student teachers and supervisors evaluate cooperating teachers each semester.

Standard 3: Our handbooks and meetings with principals clarify that we seek highly qualified, effective cooperating teachers. Data from our accountability system indicate over 85% of our cooperating teachers have at least three years of experience.

Standard 4: Extensive data on candidates' impact on student learning are gathered through our accountability system.

Standard 5: Student teachers and supervisors complete separate questionnaires evaluating the mentoring and how well cooperating teachers helped candidates develop as teachers (content knowledge, teaching skills, organizational skills). Supervisors make recommendations about cooperating teachers. Student teachers rated 60% of their cooperating teachers as Excellent, 20% as Good and another 11% as Average. The data inform subsequent choices of cooperating teachers.

Northwestern State University

Northwestern State University (NSU) has long standing policies and procedures to ensure that cooperating teachers are selected for their positive impact on student achievement and their ability to effectively mentor teacher candidates. Criteria for selection of cooperating teachers, as set by the Louisiana Department of Education, are stated in NSU's Student Teacher Handbook (p. 21). These criteria serve as a foundation for ongoing discussion between site principals and the Director of Field Experience/Clinical Practice prior to and following placement. The process begins with a principal or district administrator's recommendation and then confirmation that other criteria are met. When determining placements, the Director and the principal/administrator discuss multiple factors, including the classroom teacher's instructional effectiveness and ability to mentor. Expectations for mentoring are listed in NSU's Student Teacher Handbook (p. 22), with further guidance provided by the University Supervisor and in-service conferences for cooperating personnel. Additional feedback concerning mentoring capacity of cooperating teachers is obtained each semester from student teachers in their Evaluation of Student Teaching (pg. 41).Feedback informs future decisions about placements and continued use of cooperating teachers.

Documentation submitted to NCTQ underscores our efforts to select outstanding cooperating teachers that meet Standards 2-5. We implemented NCTQ's suggestion to make more explicit statements in future handbooks (see rejoinder) so that the significance of "impact on student learning" and "capacity to mentor an adult" is apparent, rather than inferred. Following the State's implementation of Value-Added Assessment for Classroom Teachers during the 2010-11 year, NSU will - in 2011-12 - require a principal/administrator's recommendation to include teacher effectiveness in promoting student achievement. NSU has evidence to support our impact on student learning, http://regents.louisiana.gov/assets/docs/TeacherPreparation/ValueAdded0809FINAL1.pdf. We contend that NSU cooperating teachers are selected and retained based on established criteria, including their effectiveness in promoting student learning and their capacity to supervise and mentor teacher candidates.

Ohio University

Ohio University's Patton College of Education and Human Services is committed to the high quality of our teacher education programs and to the integrity of our capstone experience, which we refer to as the professional internship in teaching.

Ohio University is located in rural Appalachia with limited diversity. Early Childhood professional interns are required to complete two internships with a local pre-primary internship lasting five weeks and a primary internship lasting twelve weeks. If the intern meets additional requirements, the primary internship may be done out-of- area, providing an opportunity to experience working in urban and diverse settings.

Ohio's selection of cooperating teachers involves school districts identifying qualified teachers. Criteria were developed over a two year period through a partnership of regional public school administrators and university faculty. Ohio University's criteria is based on NEA's recommendations and adapted for regional use. Once the districts identify qualified teachers, Ohio University selects the cooperating teacher for each intern.

Three years experience is the minimum required to host a professional intern. Additionally, there are twenty-two other qualifications involving dispositions, professional skills, knowledge, and interpersonal skills necessary to host an intern, including the ability to produce results as revealed in strong evidence of student learning.

The capacity to mentor an adult is addressed by the criterion that requires that the teacher believe mentoring improves instructional practice, is able to articulate effective instructional strategies, can offer critiques in a positive and productive manner, is eager to share information and ideas with colleagues and is willing to learn new teaching strategies from protégés.

Oklahoma State University

OSU has nearly 500 student teachers annually who complete 12 full-time weeks of student teaching. Of those 500 student teachers, approximately 10 students, or 1/2 of 1% complete their 12 week student teaching in a Department of Defense school or a private school in Costa Rica. We believe that both of these international experiences are valuable to our candidates for several reasons.

The DODEA schools, which mirror U.S. schools and serve U.S. military families, are staffed by U.S. certified teachers most of whom are U.S. citizens, and teach U.S. curriculum standards. The alumni of those schools typically end up in U.S. colleges and universities. The DODEA schools are, in fact, local schools, but are located in international, non-U.S. locations. To suggest that student teaching in a DODEA school somehow results in a less prepared teacher is simply wrong.

A small handful of students, usually about five, opt for an international experience and choose to teach in Costa Rica. These schools are fully accredited, staffed by credentialed, well-qualified teachers and the curriculum is delivered in English. In a time, where global education is valued, where schools are being pressured to include more learning about the international economy, it seems illogical that NCTQ would choose to view this unfavorably. Both student teaching experiences are valuable for our teacher candidates. They learn about how to work with transient populations, how to teach children who have very different cultural and language perspectives, and how to teach children who may be in very difficult situations such as having one or both parents deployed to an active military zone. As a result of this experience our teacher candidates return with a more sophisticated view of the world and their role as teachers. They are highly marketable and bring their world view to the classroom. We believe NCTQ is wrong in their analysis of Standard 1.

Oral Roberts University

Standard 1: The Teacher Certification Distance Education Program no longer exists. The last of the candidates in the program graduated May 2010. All other elementary education teacher candidates complete 17 weeks of student teaching at a local school, split between two placements.

Standard 2: Pg. 12 of the Student Teaching Handbook states; “The Coordinator of Student teaching is responsible for placement”. The Coordinator works with local principals for placement of teacher candidates for internships. The Coordinator must sign off on ALL placements as the final approval for the placement. The Coordinator conducts an orientation for ALL cooperating teachers each semester. The Coordinator monitors ALL placements and if there are challenges, works to resolve the issues, or removes the candidate and places him/her in another location.

Standard 4 and 5: ORU has a longstanding relationship with area school districts and administrators who are experts in their fields and know the quality of the teachers in their buildings. Partnership agreements

ensure us that candidates are placed with cooperating teachers who have demonstrated they possess the knowledge, skills, and dispositions to ensure student learning, and they have the capacity to mentor student teachers. The Unit has procedures in place to address concerns that may arise with cooperating teachers, including their ability to mentor adults.

Peabody College of Vanderbilt University

NCTQ has concluded that Peabody College of Vanderbilt University does not require that cooperating teachers: a) demonstrate the capacity to have a positive impact on student learning (Standard 4); or b) have the capacity and skills to mentor an adult (Standard 5). The documents examined by NCTQ to support these conclusions do not represent the total process for selection of cooperating teachers.

Indeed, as indicated in our past correspondence with NCTQ, the selection and support of mentor teachers is taken extremely seriously across programs. Program faculty work with principals to ensure that each teacher nominee not only be effective in supporting student learning and achievement, but also has the ability to articulate what she/he does in teaching, and can mentor teacher candidates. Specifically we expect mentor teachers to support candidates through careful observation and feedback and to engage candidates in professional discourse and collaboration – modeling and teaching essential professional habits of mind. Both support for cooperating teachers and safeguards of their quality are in place at the time of selection of mentor teachers and throughout candidates' placement in their classrooms. Prior to field experiences, mentors are oriented to the program; over the course of the field experience, designated faculty members and university supervisors communicate regularly with teachers about their mentoring and candidates' progress. At the end of each placement, we collect focused feedback from supervisors and teacher candidates about the quality of the placement. When teachers do not meet criteria (this is rare), we do not return to their classrooms.

Plymouth State University

Comment to Standard 5 – A staff member is asked by the school principal to consider being a cooperating teacher because that teacher has exemplified characteristics of what we know are best practice. (These best practices are aligned with current school reform, closing the achievement gap, instructional strategies that allow all students to access the curriculum, and the ability to design and teach lessons with goals aligned to state and local standards. These teachers must communicate effectively with parents, work collaboratively with grade level team members and peers, continue participating in on-going professional development as part of their own growth, and possess a willingness and commitment to mentor young teachers.

One of the responsibilities of Clinical Faculty is to serve as a mentor to the student teacher as well as to the cooperating teacher. This includes a review of the student teaching evaluation forms; timelines for evaluations; specific departmental expectations; and the requirements for the teacher candidate during the final teaching experience. Clinical Faculty attend a seminar on campus once a year for training (http://www.plymouth.edu/accreditation/ncate/standard-3-field-experiences-and-clinical-practices/test-page-fecp/ (Exhibit D3.3). Additionally, as a response to feedback solicited through surveys of alumni and cooperating teachers, a Mentoring in Education Certificate Program was developed within the College of Graduate Studies and a 3 day intensive mentoring camp is held each June (http://www.plymouth.edu/graduate/academics/degrees/graduate-certificates/mentoring-in-education/). Data is being collected from the first cohort.

Purdue University Calumet

Purdue University Calumet's School of Education programs are approved by the State of Indiana, and accredited through the National Council for Accreditation of Teacher Education (NCATE).

Elementary education majors are immersed in more than 1,000 hours of field experiences beginning in their first year. Throughout the program, students participate in diverse field experiences in urban, suburban and rural locations. Students demonstrate their understanding of all ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards with a culminating portfolio project completed during the 16-week student teaching semester. Qualified university supervisors meet with field experience students following observations and provide written feedback to guide their learning.

Purdue University Calumet maintains strong collaborative relationships with area schools and works with administrators to place teacher candidates with highly qualified, effective mentors that have demonstrated positive impact on student learning. Stakeholders and students are regularly surveyed and their feedback is applied to continuously improve the program and successfully prepare teacher candidates for today's classrooms.

The School of Education at Purdue University Calumet welcomes feedback and constantly strives to provide a high quality teacher education program. The NCTQ report was reviewed and legitimate deficiency areas are now addressed. Some statements about the program were inaccurate because assumptions were based on a limited review that did not include a visit to campus, input from stakeholders or a complete review of program standards and ongoing assessments.

Rhode Island College

Standard 1: All RIC programs are transitioning to a minimum of 12 weeks full time student teaching in each certification area. Elementary teacher preparation program at RIC is noted for the breadth and depth of field experiences. Teacher candidates complete no fewer than 6 supervised clinical experiences in local school sites prior to student teaching. We ensure a variety of placements in rural, suburban and urban schools. Those who successfully complete these experiences are encouraged to enrich their preparation through the global perspective of overseas student teaching. Teacher candidates who pursue student teaching overseas follow the same requirements as our in state students; the number of weeks they are in the schools is equivalent or sometimes greater than that of our in state students. We question the validity of the "local school" portion of the NCTQ's standard.

Standard 4: The Rhode Island Department of Education is only developing the ability to link individual teachers with student performance data, as a part of its new evaluation system. We are planning to use the data for selection of cooperating teachers once they become available to us.

Sacred Heart University

1) The NCTQ study purports to examine "elementary undergraduate student teaching programs". Sacred Heart University's certification programs are exclusively post-graduate.
2) It is misleading and erroneous to assert that Sacred Heart University does not meet NCTQ standards regarding cooperating teacher selection, experience, effect on student learning, and ability to mentor adults. As noted by NCTQ in its analysis of Standard 2, "NCTQ Source: Both principals interviewed corroborated that school districts make student teaching placements, in keeping with state law." All of Sacred Heart University's processes for identifying qualified cooperating teachers follow the laws of the

State of Connecticut which place the responsibility for attesting to the training, experience and skill sets of cooperating teachers with the host schools and districts and not with teacher preparation programs. This practice has repeatedly been found to meet national standards.

3) Beginning with the 2010-2011 school year, the State of Connecticut has replaced the BEST program with a new system of mentoring teachers through their induction phase. The new Teacher Education And Mentoring (TEAM) program continues to place responsibility for selecting mentors and cooperating teachers and for assuring that they meet state mandates regarding years of experience and demonstrated teaching ability with local school districts. Additional information about the TEAM program can be found at http://www.sde.ct.gov/sde/lib/sde/pdf/team/team_program_guidelines_adoption_board_report_06022010.pdf

NCTQ response: After receiving this comment, NCTQ wrote to Sacred Heart University to explain that 1) we included Sacred Heart's five-year program in this study because students in this program begin as undergraduates and 2) we recognize that schools in education in Connecticut face a unique situation in which state law assigns the responsibility for choosing cooperating teachers to the school district, and therefore have exempted them from Standard 2. We did not receive a response.

Salisbury University

Salisbury University provides extensive and intensive school placements across the four-year education program, culminating in a 100-day, year-long internship in a Professional Development School. Salisbury University partners with 34 local schools to provide exceptional preparation for teaching through innovative collaborative teaching models. SU has developed a collaborative process with subject-area supervisors, central office personnel, building principals and PDS site coordinators to ensure the best placement for each candidate's final internship. Through the Professional Development School network, SU has provided and continues to provide mentor teacher training to all potential and veteran mentor teachers. Mentor teachers and SU interns work together to document their impact on student learning through action research. Each year interns share their findings at the annual Salisbury University regional Professional Development School conference.

Tabor College

Tabor College has a process for selecting and monitoring candidates who choose to complete their clinical experiences. This process includes approval from the clinical experience interview team, and close supervision which may be either by a Tabor College supervisor, technology, or through contract with a local institute of higher education in the candidate's chosen locale. Recently, Tabor College has successfully supervised candidates more than 100 miles from the college, Washington and Alaska

Texas State University – San Marcos

Standard 2: The school districts that partner with Texas State University - San Marcos select cooperating teachers so they can balance the assignment of student teachers with other instructional and employment needs in their schools; however, we regularly meet with these districts in order to communicate the needed qualifications of and expectations for cooperating teachers. The university supervisors work closely with all cooperating teachers in providing quality experiences, mentoring, and evaluation of student teachers.

Standard 3: All supervisors are required to hold a master's degree and have a minimum of 3 years classroom teaching experience.

University of Alaska Anchorage

The College of Education at the University of Alaska Anchorage is dedicated to preparing educators to excel in a wide range of classroom settings. Our students are prepared as leaders and educators through a strong and diverse curriculum as well as through direct field placements and year-long internships, where our students receive both formative and summative evaluations. In addition, informal and formal observations are conducted approximately once every two weeks throughout the year. The University of Alaska Anchorage is proud to have maintained continuous accreditation through the National Council for the Accreditation of Teacher Education (NCATE). The College of Education houses the largest teacher-education program in the state and sends more graduates into public education teaching positions than any other university in Alaska.

The College of Education at the University of Alaska Anchorage is a community dedicated to teachers. We offer a wide range of professional education programs in order to fulfill our institutional mission to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in our work with Alaska's learners, families, and communities. Within our programs you will find professors committed to preparing graduates who possess a deep understanding of our most distressing educational issues, as well as a wide range of effective curricular and instructional approaches. In short, the College of Education at the University of Alaska Anchorage strives to prepare exemplary educators for P-12 settings.

University of Central Florida

The University of Central Florida's College of Education provides its teacher candidates with a rigorous, supervised student teaching experience of at least 14 weeks in length, placing teacher candidates in classrooms throughout 12 Central Florida school districts. Central Florida is a region of diverse population that provides pre-service teachers experience working with students from low income families in urban and rural settings as well as students with varying learning needs.

Through ongoing collaboration with the college, school district administrators provide appropriate placements for teacher candidates in diverse school settings, where they gain valuable classroom experience under the mentorship of effective cooperating teachers who match the needs of student teachers.

In consultation with districts, the college has begun to align its calendar so that more student teachers may begin placements when schools open in the fall, thus broadening their learning experience. Faculty members from the university, selected through a detailed, objective search process, work closely with student teachers and cooperating teachers to assess progress, provide immediate feedback and offer appropriate interventions.

The professional portfolio is primarily evidence-based and demonstrates each candidate's mastery of the Florida Educator Accomplished Practices. Student teachers complete the final section of their professional portfolio by reflecting upon their student teaching experience and adding evidence of their ability to impact student learning during their placement using teacher work samples, case studies and behavior change projects.

We are confident that UCF meets and exceeds the standards of NCTQ in providing thorough, objective, research- based educational experiences to our students.

University of Delaware

The way we select cooperating teachers has been developed over decades of working with students and educators. We have extensive data on the effectiveness of our cooperating teachers in working with student teachers and use these data to guide our placements. We value our collaborations with principals and find this to be a strength rather than a deficit of our program. Principals can be a valuable source of information in selecting great cooperating teachers – particularly when we need to cultivate new ones.

A criterion for selecting cooperating teachers is that they must be terrific mentors. We define clearly what skills and responsibilities cooperating teachers must have to be effective mentors. These skills and responsibilities include:

- Regular communication with the student teacher and supervisor.
- Review lesson plans required of the student.
- Regular, formative observations of the student teacher followed by verbal and/or written feedback.
- Provide detailed feedback related to the student teacher's progress.
- Expect student teachers to assist in all duties.

The cooperating teachers regularly assess the student teachers using a required evaluation tool. Teachers are trained to use this tool prior to working with a student teacher. This training ensures that the cooperating teachers have the capacity to observe and provide quality feedback.

It is unfortunate that NCTQ never defines what they mean by "mentoring" or how they determine whether the standard has been met. We have no reason to believe that the NCTQ analysis makes meaningful distinctions between good programs and bad ones.

University of Hawai'i at Manoa

NCTQ's research design is seriously flawed. It is unlikely that such a study would be published in *any* peer reviewed journal.

Regarding Standard 10:
The written feedback that student teachers receive is aligned to the Hawai'i Teacher Performance Standards (HTPS), i.e., relevant HTPS competencies and areas for growth are identified.

Regarding Standard 19:
NCTQ's analysis notes that, "About 19 percent of the *elementary schools* (emphasis added) in which the University of Hawai'i at Manoa places student teachers have both higher percentages of low-income students than the district average and higher reading test scores than the district average. . . ."

However, Standard 19 notes that "the teacher preparation program should have criteria favoring the *placement of student teachers in elementary schools* (emphasis added) in which . . . ." NCTQ's analysis of Standard 19 is attempting to measure the number of low-income/high performing elementary *schools* where UHM student teachers are placed. The percentage of these *schools* is *not* the same as the percentage of *student teachers placed in these schools*. As such, NCTQ's analysis does not address Standard 19.

It is impossible to determine the percentage of student teachers placed in any type of elementary school, regardless of the criteria that is being examined, unless the actual number of student teachers placed in *each school* is calculated.

During the 2008-2009 school year about 49% of UHM's *student teachers* were placed in Title I schools (high percentage of children receiving free and reduced price meals) that met reading proficiency targets.

University of Maine at Machais

Standard 4 Response: The University of Maine is located in a remote county with an area the size of Rhode Island and Delaware combined and a population of 32,000. A vast majority of the teachers are trained at UMM. Washington County has several schools which has not regularly made adequate yearly progress over the past 10 years. Student teachers are not placed in those schools. The State of Maine Department of Education is tracking student progress on state and national examinations to determine teacher ability to positively impact student learning.

The Field Placement Coordinator and Principal collaborate to choose specific teachers who successfully foster learning and development in their students. Class results on formal assessments combined with student dispositions determine a teachers' ability to have a positive impact on learning. This requirement for a cooperating teacher with these qualities is stated on our Teacher Education website. (See page http://www.umm.maine.edu/index.php?id=118#elementary of the website)

Standard 5 Response: Upon acceptance to student teaching by the faculty, a letter is written to the student instructing him or her to interview with the principal and perspective cooperating teacher who was chosen specifically by the Field Placement Coordinator for his or her ability to mentor pre-service students. A sample copy of the letter is attached.

At this time or anytime during their student teaching, if student teachers are not receiving appropriate mentorship, the field placement coordinator will make alternate arrangements. This information is reiterated verbally during Student Teaching Orientation. The necessity for this action has been taken in several instances in the past 10 years.

University of Mary

Standard 1: The University of Mary requires a student teaching experience of a minimum of 12 weeks for single majors and a student teaching experience of 8 weeks in two different content areas for double majors.

Standard 3: The University of Mary requires cooperating teachers to have 3-years of teaching experience as mandated by state law. The handbook has been updated to reflect cooperating teacher state law requirement.

Standard 5: Student teachers at the University of Mary evaluate their respective Cooperating Teachers using the form below. This form evaluates cooperating teachers cooperating teacher skills.

http://fs3.formsite.com/uumary2/form786354825/index.html?1291910308059

University of Maryland Baltimore County

4. NCTQ does not confirm the selection of teachers prior to their first use as a mentor based on their ***"… capacity to have a positive impact on student learning."*** NCTQ's separation of certification and experience from performance is central to this issue. The decoupling of certification from performance belies the essential nature of certification. All graduates of Maryland universities are certified through demonstrations of teaching that impacts student learning as measured through classroom assessment and effective performance on teacher behaviors related to learning, including planning, instruction, management and assessment. These are well established in the research base as measures of teaching and learning. In the performance of their jobs teachers are observed on these characteristics and where available reviewed on standardized test performance. In subjects such as Chemistry, Physics, Calculus, Foreign Language, and Arts standardized testing is limited and classroom level measures of performance

are often the basis for determining performance. These on-going assessments are used as measures of positive impact on student learning. As noted in previous correspondence UMBC bulwarks these findings with on-going formal and informal assessments of mentors by supervisors and teacher candidates.

5. NCTQ considers it unclear that UMBC ***"…requires that cooperating teacher candidates demonstrate the capacity to mentor an adult."*** This was of particular concern that teachers"… possess these mentorship skills before they are matched with student teachers for the first time." Selection for first time mentors can include a number of elements (Sweeney 2008). As reported to NCTQ, UMBC uses years of teaching, recent experience, principal nomination, and self nomination. In addition, an employment contract signed by each mentor defines required mentoring skills. This contract was submitted to NCTQ. Furthermore, UMBC recognizes mentoring includes advanced skills such as teaching adult learners, observation and co-teaching and these skills are monitored and supported through out the cooperating teacher's work with the teacher candidate.

University of Nebraska Lincoln

Thank you for providing an opportunity to respond to the National Council on Teacher Quality's rating of our elementary student teaching program. We take field placements in elementary schools very seriously and have a full time Field Placement Coordinator whose sole job is to find excellent school placements. In elementary education at the University of Nebraska Lincoln, student teaching is one of four carefully planned and supervised practica totaling over 1040 hours spent working with children in elementary schools. Thus, four cooperating teachers mentor students in our program. In student teaching the faculty members select cooperating teachers based on predetermined criteria, including three years of successful teaching, mentorship, and the ability to produce a positive impact on student learning. School principals approve the assignments.

Our own research evidence about the impact of the elementary education program, including student teaching, gathered with full approval of our Institutional Review Board (IRB) from graduates and those principals who supervise them informs us that our graduates convincingly meet the 10 INTASC Standards and building principals comment on the graduates' overall teaching effectiveness, work ethic, and their eagerness to contribute as reflective professional teachers.

University of Nevada Las Vegas

The University of Nevada Las Vegas contends that the data collection process used and analysis provided by NCTQ was both flawed and skewed to misrepresent. It was for these reasons that we chose not to voluntarily participate in this study. As but one example of the misleading conclusions drawn, consider that standard 1 was deemed "not met" by UNLV based on the fact that each semester a total of 2 of our honor students (out of a sample size of over 400) propose, compete and are carefully screened for a sixteen week closely monitored international student teaching placement, as opposed to having a LOCAL placement (all of our students have at least two semesters of practicum in a local school prior to student teaching)!

University of North Carolina at Charlotte

I write to object to two standards in this study:

NCTQ Standard 2, "The teacher preparation program must select the cooperating teacher for each student teacher placement" is in direct contradiction to widely accepted teacher education standards which emphasize collaboration between the program and school partners, e.g. NCATE Standard 3a (p. 29):"(The unit and school partners) jointly determine the specific placement of student teachers."

NCTQ Standard 19 is logically inconsistent. The analysis (more low income families than the district average) does not match the standard (opportunity to teach children from low income families.) In low-wealth school districts, every school will provide this opportunity no matter the district average.

University of Northern Colorado

The University of Northern Colorado (UNC) has an unsurpassed reputation for the preparation of the highest quality educators. Fully accredited by both state (Colorado Departments of Education and Higher Education) and national organizations (National Council for Accreditation of Teacher Education), UNC programs have received national awards for excellence in teacher preparation. Scrutiny by state and national organizations indicates that we devote considerable attention to collaboration with schools. All classroom teachers who work with our students must meet specific criteria, including recognition as a master teacher. University faculty support classroom teachers in the supervision of teacher candidates, making at least six visits to observe each student teacher. Faculty members and the classroom teachers both provide feedback to each candidate. Quality in the classroom experience is also ensured by a lengthy teaching experience–16 weeks. Given these positive accreditations and awards all of which are focused on teacher quality, the derivation and application of NCTQ standards lacks credibility. For example, we are judged not to have met standard 1, even though our student teaching experience is twice as long as the NCTQ recommendation, merely because we send a few students to out-of-state or foreign placements. Many of these students want to work out of state or abroad and are carefully supervised, so the criticism is picayune and irrelevant. I have similar concerns with other NCTQ adjudications and have blogged about the NCTQ reviews in the past: http://unc-educationdean.blogspot.com/2010/02/response-to-national-council-on-teacher.html

University of Phoenix

Response to standard 2: Students may submit recommendations/requests for cooperating teachers/student teaching placements; these placements are reviewed by placement personnel to ensure the cooperating teacher meets minimum requirements. The school district has the final responsibility and say in ensuring that cooperating teachers are in good standing.

Response to standard 4: Student teachers are evaluated formally by cooperating teachers on the basis of effective classroom instruction and management and (via a Teacher Work Sample) their impact on student learning.

Response to standard 5: Outlined responsibilities of the cooperating teacher, shared with all parties during training and orientation, include provision of feedback, outlining expectations and goals for the student teaching experience, conducting formative and summative assessment of the student teacher, and collaborating with the student teacher and faculty supervisor to develop professional development plans.

University of Southern Mississippi

In response to NCTQ's evaluation of The University of Southern Mississippi's elementary student teaching program, Standard 4 has been addressed with an amended Teacher Candidate Contract. This amended contract will be sent to districts for the upcoming 2011-12 school year. Item "d" addresses the concern that mentor teachers do not positively affect student learning. The University will work with the school districts to determine how that criterion will be assessed.

University of Vermont

Response to Standard 4: Each individual Teacher Education Program at the University of Vermont distributes a Student Teaching Handbook to all cooperating teachers. In these handbooks there are specific criteria for the responsibilities and role of the cooperating teachers. These indicators state the skills and dispositions that must be modeled by the mentors when working with our candidates. The handbooks specifies areas which influence the student learning: content knowledge, differentiation, planning, behavior management and collaborative skills.

Response to Standard 5: The Student Teaching Handbook for each Teacher Education Program clearly states all procedures for cooperating teachers. There are specific evaluation conferences at the midterm and final portion of the internship, rubrics and forms for observations and opportunities for collaborative work on daily, weekly and unit plans.

University of Wisconsin – Green Bay

The preliminary NCTQ review of our student teaching program is inaccurate. In regards to Standard 2 "The teaching preparation program must select the cooperating teacher for each student teaching placement," please be informed that since 2008, we have a full time academic staff member that works with program faculty in choosing cooperating teachers for all placements. In regards to Standard 4 "the cooperating teacher candidate must have the capacity to have a positive impact on student learning," please be informed that since 2008, we have had a full time academic staff member that works with faculty to assure that all potential cooperating teachers meet the criteria of assuring meeting or exceeding this capacity. Assessment measures are currently in place to assure compliance to this standard, and close coordinated efforts are in place through our Institute for Learning Partnership. Compliance to all of NCTQ's identified standards impacts our continued high job placement rate for initial educators.

University of Wyoming

We place no more than three elementary education student teachers from a cohort of 220+ each spring at the American School of Guatemala. UW faculty do conduct site visits in addition to the use of distance technologies for purposes of communication, program coherence, and supervision/support. In our placements at the American School of Guatemala, candidates and mentors have the same expectations and requirements – for experiences, assignments, and evaluation. These candidates also complete 16 weeks of student teaching residency. Due to logistical concerns, we are sunsetting this program as of fall 2011.

We have very strong and historical partnerships with the schools where we place our candidates. These partnerships are grounded in the principles of democracy, shared decision making, and stewardship of schools. In fact, we trust the faculty and administration from both sides of these partnerships to provide valid feedback and input to the selection and evaluation of mentor teachers based on explicit descriptions of their roles and responsibilities as preservice mentors which were developed in collaboration with school personnel.

Wake Forest University

Standard 1: Beginning with the class of 2012 that formally begins the Elementary Education Major in Spring 2011, EDU 250 Student Teaching will last for 15 weeks and will include a weekly seminar session. This change is documented in the Elementary Education Blueprint submitted to (and later approved by) the North Carolina Department of Public Instruction in June 2010. Standard 4: Formal partnerships with several local schools create strong professional relationships where observation, reflection, professional conversations,

and collaboration naturally occur. Since the Elementary Education program is small (>25 student teachers each academic year) and the number of placements are spread across four schools and five grades per school each fall, the department relies heavily on several well-established and professional educators to mentor student teachers. A representative of the program communicates directly with school administrators to place each candidate, guaranteeing that our expectations for supervision are always addressed and monitored. The EE program is currently developing a page for its website that lists the partnership schools and the clinical faculty who work with the program at each school (anticipated publication date – Spring/Summer 2011).

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Wayne State College

In November 2010, Wayne State College was granted continuing accreditation by NCATE indicating our unit and programs meet rigorous standards set forth by the professional education community. Quality semester-long, full-time student teaching experiences under the supervision of quality cooperating teachers and unit supervisors are a critical aspect of teacher preparation at WSC.

NCTQ presents five standards and confines their review to examining institutional documents. The standards themselves do not reflect “best practice” nor does the manner in which the review is conducted.

Standards 2, 4, and 5 are related. NCTQ clearly believes institutions should directly place candidates with mentor teachers. We believe a collaborative process involving site administrators is superior. School administrators complete ongoing faculty evaluations providing an intimate and data-rich understanding of their ability to positively impact student learning and mentor adult teaching candidates. Administrators are also aware of unique circumstances/load assignments that may influence a teacher’s effectiveness as a mentor in any given semester. WSC collaborates with administrators to ensure all parties are cognizant of our expectations and will ensure quality placements.

WSC’s requirements far exceed rather minimal expectations in Standard 1 by requiring a full-time commitment for 18 weeks of student teaching. With few exceptions students complete student teaching within 120 miles of campus. Though rare, candidates can request placements beyond 120 miles (opens access to large and diverse systems in Nebraska) and out of state (2 bordering states only 50 miles from campus), and if approved WSC works closely with administration to ensure expectations are consistent.

West Virginia Wesleyan College

Standard 2: The teacher preparation program must select the cooperating teacher for each student teacher placement. The county school administration has mandated that the building principals make the final decision in placement of student teachers. The Director of Clinical Placements prepares a list of potential placements and asks the building principals for final approval. There is rarely a discrepancy between what the

college requests and what the principals approve. This procedure must be followed in order for the college to place student teachers in the local public schools.

Standard 5: The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations, and working collaboratively. While the phrase "mentor an adult" doesn't specifically appear in the Guide for Student Teachers, the fourteen criteria listed on pages 3-4 under "Duties and Responsibilities of the Cooperating Teacher" require that the cooperating teacher must serve as a mentor for the student teacher. The assumption is that student teachers are adults by virtue of the fact that they're between the ages of 20 and 22 at the time that they participate in the student teaching experience. If cooperating teachers meet the specific expectations outlined in the Guide, the School of Education at West Virginia Wesleyan college considers them to be mentoring an adult.

Western Governors University

Standard 4: Western Governors University seeks cooperating teachers who have demonstrated their ability to have a positive impact on student learning. Placement staff work with principals to identify those cooperating teachers that through both instruction and assessment have a documented record of success in terms of student learning and who have shown their ability to increase student knowledge and skills as aligned to district, state and national standards. Principals are asked to assign cooperating teachers who have demonstrated positive impact on student learning through their ability to assess the affect of lessons on all students' learning, analyze the data, reflect on that data, and identify opportunities for growth and adapt accordingly to minimize knowledge gaps and increase understanding. Staff asks principals to describe the methods of measurement and evaluation they are using to determine that the cooperating teachers they are recommending have had a positive impact on student learning.

Standard 5: Western Governors University seeks cooperating teachers who have demonstrated the capacity to mentor an adult. During the placement process, staff asks principals to assign those cooperating teacher candidates who have had prior positive experiences mentoring a teacher candidate and who have demonstrated skills in observation, providing feedback, holding professional conversations and working collaboratively. Staff asks each principal to describe the experiences the cooperating teacher candidate has had with mentoring adults and why the principal feels this candidate is a strong candidate. Further, once a principal has assigned a cooperating teacher, WGU requests that the cooperating teacher participate in an orientation that focuses in large part on the strategies for successful mentoring of adults.

Western State College of Colorado

Western State College of Colorado requires a full year and full-time commitment from students by having them follow the K-12 calendar, as well as the teacher expectations of the district where they are placed. While enrolled in their online education courses, they learn content and implement practical assignments that align seamlessly with the realities of the profession. This model allows them to learn to teach, while working with both education professors and a mentor teacher. The program is pragmatic and provides a more authentic experience versus a five week snapshot of the commitments necessary to be a successful classroom teacher. Students grasp all the responsibilities of teaching and participate in every aspect from the beginning of the year preparation, classroom management, professional development, benchmark assessment, progress monitoring, school goals/initiatives, parent teacher conferences, standardized testing, etc.

Western Washington University

Western Washington University has been pleased to participate in the NCTQ study. Woodring College of Education provides candidates with an exceptional elementary education program that is state approved and NCATE accredited. Our program reflects exemplary faculty, small class sizes and extensive and intensive field experiences throughout the program, beginning with the candidate's first term.

In addition, candidates in our program complete a year-long internship (three quarters) in a local school in excess of 800 hours. About 3% of our candidates petition to complete the final quarter in an away placement in the State of Washington or in an international school. They are required to complete the first two quarters and September Experience locally in excess of 300 hours in the classroom.

Candidates are placed with teachers who meet specific requirements, such as length of service, endorsement, highly qualified status, coaching/mentoring training for adult learners, and exemplify excellent in teaching by demonstrating a positive impact on student learning. We provide mentoring training to all teachers hosting our interns and field placements are made collaboratively with our school partners to assure that all requirements are met and that the internship "match" between teacher and candidate strong.

We are committed to using data and information collected regularly and systematically to make positive changes in our program and associated field experiences. Woodring College of Education fosters community relationships and a culture of learning that advances knowledge, embraces diversity and promotes social justice.

Wheelock College

These statements refer by number to standards judged as not fully met or needing more information.

#6. Prior to student teaching, required courses are completed in mathematics, science, social sciences, and English language arts content and pedagogy, and curriculum design. Student teachers complete clinical experiences with students with exceptionalities and diverse racial, cultural and linguistic backgrounds. The culminating clinical experience has an additional companion curriculum seminar (EDU 446) and project based course on diverse learning needs and performance assessment (EDU 445).

#9. College supervisors observe elementary student teachers five or more times each semester. Observations involve formative evaluation and post-observational meetings. Three broadly spaced observations include three-way conferences with the clinical supervisor.

#11. Wheelock's Candidate Assessment System (2006) requires a scored culminating project, and graded performance assessments of content, instructional planning, and impact on student learning. A state student teaching evaluation is scored jointly by college and clinical supervisors, as is a Wheelock addendum to the state form. The addendum is aligned with institutional and national standards.

#12. Student teachers are encouraged but not required to begin fall clinical experiences prior to the first day of college classes in September.

#15.College faculty members observe prospective clinical supervisors in their classrooms to evaluate instructional competence.

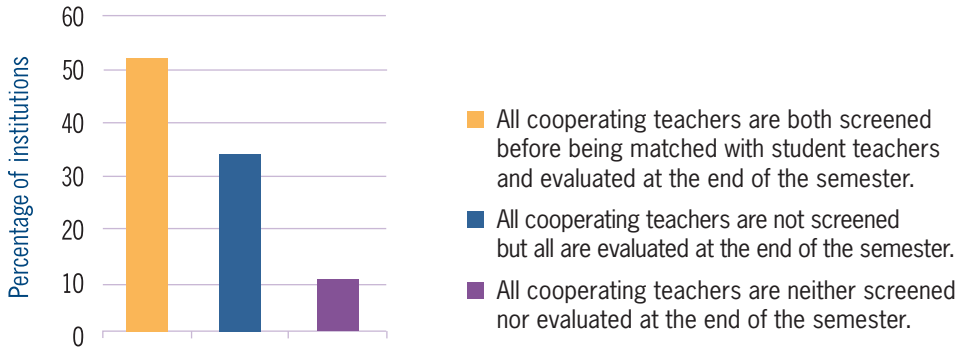
#16. College supervisors are evaluated by clinical supervisors and student teachers for instructional and mentoring effectiveness. Course evaluations are reviewed by the dean and by the department chair who assigns both college and clinical supervisors.

Youngstown University

As evidenced through NCTQ's analysis, Youngstown State University (YSU) provides a comprehensive student teaching experience. Prior to this experience, our teacher candidates complete a designated sequence of methods and preclinical coursework. The culminating student teaching experience is a sixteen-week, full-time, semester-long commitment at a single site and is aligned with the school district's calendar. Student teachers gradually increase their instructional responsibilities in the classroom and are involved in other professional activities. Student teachers, cooperating teachers and university supervisors receive clear communication on the competencies evaluated. Written feedback on competencies and conferences follow all four observations, as well as the midterm and final evaluations. Student teachers utilize formal and informal assessments to analyze student achievement and demonstrate their ability to impact student learning. YSU ensures that cooperating teachers and university supervisors are successful, competent mentors to our candidates. We collaborate with building principals to determine placements with highly-effective cooperating teachers.

During the time of this study, YSU was reaccredited by NCATE and our Early Childhood Education program received National Recognition from NAEYC. Also during the time of this study, Ohio developed statewide metrics that are endorsed by all Ohio public and private colleges and universities. These metrics will hold educator preparation programs to standards that ensure quality, accountability, and continuous improvement. YSU is committed to being an integral part of this process and continues to hold high standards for our teacher preparation programs.

Number 2. Screening of cooperating teachers



Just over half of the 32 institutions evaluated on all standards consistently screen and evaluate all cooperating teachers.

NCTQ Standards for Student Teaching

Length of placement; nature of commitment	1. The 10-week student teaching experience should last at least five weeks at a single local school site and represent a full-time commitment.
Role of teacher preparation program in selection of cooperating teacher	2. The teacher preparation program must select the cooperating teacher for each student teacher placement.
Qualifications of cooperating teacher	3. The cooperating teacher candidate must have at least three years of teaching experience. 4. The cooperating teacher candidate must have the capacity to have a positive impact on student learning. 5. The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.
Qualifications of teacher candidates for student teaching	6. Student teaching is part of a rational sequence of coursework that ensures that all methods coursework and practica precede student teaching.
Expectations for student teaching experience	7. Written expectations for competencies on which student teachers will be evaluated are clearly communicated to student teachers, cooperating teachers and supervisors. 8. Written expectations for competencies include the student teacher's analysis of student achievement using informal and formal assessments.
Schedule for observations by supervisor	9. The university supervisor should observe the student teacher's delivery of instruction at least five times at regular intervals throughout a semester-long experience. 10. Each observation should be followed by time for conferencing with written feedback aligned with identified competencies.
Culminating projects	11. The student teaching experience should include a graded, culminating project that explicitly documents the student teacher's gains on the performance expectations that were communicated at the onset of the experience.
Alignment of student teaching placement with elementary school calendar	12. Particularly for student teaching during the fall academic term, the schedule for student teaching should align with the elementary school calendar, not the calendar of the teacher preparation program.
Activities during student teaching placement	13. The student teaching experience should include a gradual increase of student teacher responsibilities, with the student teacher first closely shadowing the cooperating teacher in all professional activities and then transitioning to a more independent instructional role with daily monitoring and feedback. This expectation should be laid out explicitly in guidelines provided to the cooperating teacher, the student teacher and the supervisor. 14. The student teacher should be involved in a full range of instructional and professional activities.
Selection of supervisors	15. The process for selection of the university supervisor should consider the supervisor's instructional knowledge. 16. The university supervisor candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.
Evaluation for continuous improvement of cooperating teacher selection process	17. Cooperating teachers' adequacy should be evaluated by student teachers and university supervisors at the end of each semester. Data from these evaluations should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.
Evaluation for continuous improvement of school selection process	18. Schools in which student teachers are placed should be evaluated by student teachers and university supervisors at the end of each semester to determine their functionality—that is, whether the school is high-performing, safe, stable, supportive and collegial. Data from this evaluation should be part of an established and regular review process to ensure that multiple perspectives on the student teaching experience are used to refine it and discontinue placements, if necessary.
Selection of placements	19. Recognizing possible geographical constraints, the teacher preparation program should have criteria favoring placement of student teachers in elementary schools in which 1) they have an opportunity to teach children from low-income families and 2) there is an orderly learning environment.