



Defining Types of Clinical Practice

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Produced in conjunction with NCTQ's [*Clinical Practice Framework: Six Focus Areas for Effective Student Teaching*](#) and [*Clinical Practice Framework Research Rationale*](#)

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INTRODUCTION

Clinical practice opportunities are critical elements of teacher preparation. However, the landscape is extensive, encompassing an ever-growing variety of preparation models, from centuries-old traditional student teaching to newly minted registered apprenticeships. As noted by the American Association for Colleges of Teacher Education, “a unified professional structure with a shared understanding of clinical practice has yet to develop in teacher preparation.”¹

The absence of a **universally accepted vocabulary** distinguishing between clinical practice models adds complexity to both **defining high-quality clinical preparation** and **knowing what options are available** for aspiring teachers. Even more imperative, there is a lack of clarity on which models have proven **effective in preparing teachers** for the classroom.

The purpose of this paper is to create a clinical practice lexicon for the profession that includes:

- A definition for the two key types of clinical practice: (1) practice opportunities prior to full-time teaching and (2) full-time student teaching
- An outline of the six common models of clinical practice, including defining characteristics and the efficacy of these models in preparing teachers for the classroom

Glossary

Clinical Practice: Opportunities for aspiring teachers to practice activities related to the teaching profession in a P–12 setting, either virtually or in person.

Cooperating Teacher: The P–12 teacher hosting a student teacher in their classroom, who remains the teacher of record for all students.

Alternate: mentor teacher, coach, master teacher, lead teacher

Full-Time Teaching: The time a student teacher spends adhering to the cooperating teacher's contractual daily obligations, including but not limited to: length of day, faculty meetings, parent conferences, and extracurricular activities. The *student teacher* may not be *teaching* the full day but participates in the full day of class and related activities.

Program Supervisor: The teacher prep program staff member overseeing the clinical practice program and student teachers.

Alternate: university supervisor, field placement supervisor

Student Teacher: Individuals engaged in clinical practice while enrolled in a teacher prep program with the goal of becoming a licensed teacher.

Alternate: teacher candidate, resident, intern, apprentice

Teacher of Record: Educator assigned the primary responsibility for teaching the content and awarding grades for a class of students.

AT-A-GLANCE

Clinical Practice						
Student teachers work in an educational setting—typically a P–12 school—bridging the gap between coursework (pedagogical theory, content knowledge, etc.) and practical experience.						
MODELS OF CLINICAL PRACTICE						
	Traditional	Professional Development Schools	Teacher Residency Programs	Registered Teacher Apprenticeship Programs	Abbreviated Clinical Practice with First-Year Support	Fast-Track without Experience Teaching Full-Time
Length Full-Time Teaching	10–16 weeks, equivalent to one semester or more	14–16 weeks, equivalent to one semester or more	36 weeks or more, equivalent to one academic year or more	36 weeks or more, equivalent to one academic year or more	4–7 weeks	N/A
Program Type	Undergraduate; Graduate	Undergraduate; Graduate	Post-baccalaureate; Undergraduate	Post-baccalaureate; Undergraduate	Post-baccalaureate	Post-baccalaureate
Typical Partners	Teacher preparation program; School district; Individual schools; Individual teachers	Teacher preparation program; School district or individual school	Teacher preparation program; Nonprofit organization; School district, charter network, or local education agency (LEA)	Teacher preparation program; School district, charter network, or LEA; U.S. Department of Labor	Nonprofit organization; Certifying organization; School district, charter network, or LEA	Nonprofit or for-profit certifying organization
Payment	Typically unpaid	Typically unpaid	Suggested (stipend or wage)	Required	Typically unpaid	Typically unpaid

WHAT IS CLINICAL PRACTICE?

Definition: A student teacher, under the supervision of a cooperating teacher, practices instructional activities in a P–12 setting, bridging the gap between coursework (pedagogical theory, content knowledge, etc.) and practical experience.²

Historic models of student teaching represented it as a distinct “capstone” experience at the end of candidates’ teacher preparation, which was often criticized for lacking explicit alignment to preparation coursework.³ The National Council for Accreditation of Teacher Education’s (NCATE) [Blue Ribbon Panel Report](#) outlined a model of student teaching called “clinical practice,” encouraging teacher preparation toward “clinically rich” models of field-based preparation, emphasizing:

- Deeper partnerships between school districts and teacher preparation
- Explicit links between coursework and clinical experiences
- Data-sharing between partners
- Rigorous selection and training of cooperating teachers⁴

Two Types of Clinical Practice Experiences

Based on an analysis of research and reports from the field, clinical practice experiences can be categorized into one of two types: **practice opportunities** (e.g., case studies, rehearsals), where candidates complete practice teaching activities, often in a P–12 setting; and **experience teaching full-time** (e.g., practicum or capstone experiences), where candidates have the opportunity to teach full-time under the supervision of a cooperating teacher.

Practice Opportunities

Definition:	Opportunities to complete activities either in a P–12 setting or in a simulated environment, interwoven throughout the candidates’ time in a teacher preparation program, often aligned with or embedded in coursework. Examples include rehearsals, observations, and tutoring.
Alternate Terms:	Field experiences, embedded experiences, practice opportunities, methods.
Length:	Placements may vary across courses or activities and typically do not involve full-time teaching (e.g., a series of 20-minute tutoring sessions). ⁵

Outcomes:

The field generally perceives that candidates are more likely to be effective and stay in the profession when preparation experiences are connected to classroom practice.⁶

Practice opportunities are interactions between teacher candidates and P–12 classrooms, occurring in-person, simulated, or virtually, and are often interwoven with preparation coursework.⁷ Teacher preparation programs traditionally embed these opportunities within methods courses.⁸ However, emerging models include field opportunities in a larger variety of courses, such as methods, foundational, or content courses. For example, a program may have a foundations of reading course that includes field-based practice opportunities, such as tutoring students or practicing administering key reading diagnostic assessments. Alternatively, some opportunities may be offered outside of required coursework, such as a required number of hours observing or tutoring in a P–12 environment.

High-quality practice opportunities should increase in rigor by deepening candidate responsibility to gradually prepare candidates for full-time teaching.⁹

Examples of Practice¹⁰

Rehearsals	Case-based instruction
Virtual or interactive simulations	Video analysis
Tutoring	Lesson study
Coaching	Teaching a one-off lesson

Examples from the Field

Ohio State University, OH

“From your introduction to your education major to full-time student teaching, Ohio State has developed a program that not only gives you first-class education, but numerous opportunities to experience what it is like to be a teacher in the field that you will be ready for your career from day one.”

Southeastern Louisiana University, LA

“The mission of Southeastern’s Office of Teacher Clinical Practice and Residency (OCP&R) is to provide authentic clinical experiences for aspiring teachers to observe and interact with educational stakeholders, including educators, students, site administration, and support personnel in diverse school and community settings. Aspiring teachers have an opportunity to practice theory in realistic settings and reflect on the impact on student learning through scaffolded tiered experiences.”

Full-Time Student Teaching

Definition:	The final, culminating field experience of a teacher education program, typically leading to an opportunity to teach full time under the supervision of a cooperating teacher. Student teachers may begin the experience teaching part time but will evolve into full-time teaching responsibility.
Alternate Terms:	Internship, residency, fellowship, practicum, student teaching, placement.
Length of Full-Time Student Teaching:	Varies based on type of clinical practice. Most traditional programs require 10–16 weeks while most teacher residency programs require 10–40 weeks. ¹¹
Outcomes:	The outcomes associated with full-time student teaching are dependent on the characteristics of the experience. Important factors contributing to positive outcomes include length of experience, ¹² alignment of subject and placement to the student teachers' future job placement, ¹³ and—perhaps most importantly—effectiveness of the cooperating teacher. ¹⁴

During full-time student teaching, candidates are placed in a P–12 classroom—either through the assistance of a program supervisor, coordination with a school district, or as a product of the candidates' own efforts to secure a placement.¹⁵

Candidates may begin student teaching by assisting the cooperating teacher, but their role will typically evolve into full-time responsibilities.¹⁶ Full-time teaching occurs under the supervision of a cooperating teacher; at no point does the student teacher become the teacher of record.¹⁷

Based on the program's design, characteristics of a full-time teaching experience will vary, including the level of integration between the full-time student teaching experience and prep program coursework,¹⁸ length of time in the classroom, length of time with full-time responsibility,¹⁹ and facilitation of the mentor-student teacher relationship in models such as co-teaching.²⁰

Examples from the Field

Duke University, NC

“The Student Teaching Internship represents the capstone or culminating experience at Duke University in the preparation of prospective teachers as knowledgeable, reflective practitioners and emerging leaders who conduct themselves ethically and professionally. The semester-long internship provides student teachers many opportunities within diverse classroom settings to refine the knowledge, skills, and dispositions they have developed as active participants in the Duke Teacher Preparation Program.”

Biola University, CA

“The student teaching pathway—offered both online and on campus to graduate students or on campus to undergraduate students—involves successfully completing coursework and an unpaid student teaching assignment during the final semester of the program.”

“Student teaching is the final course in Biola's Single Subject Credential Program. If you complete the student teaching pathway, you will simultaneously enroll in LEDU 450 / SEED 514 and LEDU 452 / SEED 515 during your 18-week placement in a single classroom. You will be assigned master teachers and a Biola supervisor.”

MODELS OF CLINICAL PRACTICE

There is no single model of clinical preparation employed by all teacher preparation institutions. After examining research on clinical experiences and emerging models of teacher preparation and evaluating the characteristics of popular programs, the National Council on Teacher Quality (NCTQ) identifies **five models of clinical practice** currently used to prepare new teachers:

1. Traditional Model
2. Professional Development Schools
3. Teacher Residency Programs
4. Registered Teacher Apprenticeship Programs
5. Abbreviated Clinical Practice with First-Year Support

Additionally, due to the rising popularity of programs where candidates become full-time teachers in weeks, NCTQ identified a sixth type of preparation that sends teachers into the classroom without a full-time practice opportunity:

6. Fast-Track without Experience Teaching Full-Time

Traditional Model

Definition:	The dedicated field experience(s) of an undergraduate or graduate preparation program leading to teacher licensure, where a teacher candidate observes and eventually teaches in a classroom setting under the supervision of a cooperating teacher.
Length Full-Time Student Teaching:	10–16 weeks, or more, ²¹ often divided into two or more placements.
What Makes It Unique?	Traditional models of clinical practice occur within undergraduate or graduate degree-granting institutions of higher education.
Other Defining Criteria:	<ul style="list-style-type: none"> - Occurs in the final year or semester of a program - Typically unpaid - Inconsistent in whether tied directly to a program’s coursework - Most coursework is completed before full-scale student teaching

Outcomes:	Traditional models of clinical practice, implemented effectively, can have a big impact on the quality of first-year teachers: <ul style="list-style-type: none">- First-year teachers can be as effective as typical third-year teachers if new teachers spend their student teaching experience in the classroom of a highly effective teacher²²- Teachers tend to be more effective teaching in a school with similar student demographics where they student taught²³
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Traditional models of clinical practice, occurring in undergraduate or graduate preparation programs, include experience teaching full time, often supplemented by earlier field-based practice opportunities.²⁴

In a typical traditional clinical practice model, student teachers have previously experienced practice opportunities in methods courses (although emerging models integrate opportunities in a variety of course types including foundational courses).²⁵

Program specifics (e.g., length of time in placement, characteristics of placement, cooperating teacher selection) may be determined by state law and/or the structure of the teacher preparation program and criteria set by the school district.

Often, a program supervisor oversees clinical practice. The program supervisor may be responsible for screening cooperating teachers, placing student teachers for the full-time student teaching experience, and completing observations or providing feedback.²⁶ Institution faculty or program supervisors are also typically responsible for facilitating placements for additional practice opportunities.

Examples from the Field

Athens State University, AL

Oklahoma State University, OK

Practice Opportunities

“Throughout the teacher education program, field experiences are connected to specific courses. These courses will integrate assignments that align with state standards and prepare teacher candidates to become proficient educators.”

“Students participate in a variety of field experiences prior to student teaching. You will work with your instructor and the Professional Education Unit to set up a schedule where you will be observing a teacher in his/her classroom. You will be required to participate in a variety of diverse field/clinical experience settings (rural, suburban, and urban with varying socio-economic demographics).”

Experience Teaching Full Time

“Internship (student teaching) is the culminating field experience in the teacher education curriculum. Each student teacher is engaged in full-time teaching responsibilities for a 14-week period under the guidance of a certified, experienced mentor teacher and a university supervisor. Student teaching opportunities are provided at a variety of locations depending on the specific certification program.”

“This advanced clinical experience, commonly referred to as student teaching, takes place in Oklahoma first- through eighth-grade classrooms. Students are placed for 16 weeks with a single mentor teacher who has been identified by their principal as a highly qualified teacher whose record demonstrates increased student achievement. For clinical practice both the student's mentor teacher and a university supervisor complete formal evaluations at the midterm and end of the student teaching experience. During the clinical practice semester students are only allowed to enroll in CIED 4453: Senior Seminar in Elementary Education.”

Professional Development School

Definition:	A professional development school (PDS) is a collaborative partnership between a P–12 school district and a higher education institution’s teacher preparation program to create clinical practice experiences, including field-based practice opportunities aligned to coursework and full-time student teaching opportunities. ²⁷
Length Full-Time Teaching:	14–16 weeks
What Makes It Unique?	The PDS model is notable for the intensive partnerships between preparation programs and P–12 schools. Shared tasks include design, governance, implementation, and oversight of the program.
Other Defining Criteria:	<ul style="list-style-type: none"> - Designs are variable based on the design of school-university partnership - Graduates of the PDS typically complete an experience teaching full time spanning at least one semester²⁸ - Student teachers may take courses concurrent with full-scale student teaching - Student teachers may begin working with schools before full-scale student teaching
Outcomes:	PDSs are associated with a number of strong results, including greater entry into teaching profession after graduation, ²⁹ greater student learning gains, ³⁰ higher feelings of preparedness during preservice teaching ³¹ (one study saw this effect diminish after one year of teaching), and higher ratings by supervisors than non-PDS candidates. ³² Studies are mixed on retention rates. ³³

The National Association for Professional Development Schools (NAPDS) defines nine essentials for all PDSs:³⁴

1. A comprehensive mission: Creation of a partnership between a P–12 district and institute of higher education led by a common mission.
2. Clinical preparation: Clinical experiences and coursework are closely coupled and the joint responsibility of all partners.
3. Professional learning and leading: Participants engage in continuous professional learning, provided by either partner related to shared goals (e.g. university faculty provide development on reading instruction to other faculty and district staff).
4. Reflection and innovation: Participants generate new knowledge through continuous reflection and innovation on practices.

5. Research and results: Participants regularly engage in collaborative research and dissemination.
6. Articulated agreements: Institutions and P–12 districts collaboratively create, review, and renew written agreements outlining the commitments, expectations, roles, and responsibilities of partners.
7. Shared governance structures: Institutions and P–12 districts include structures that promote partnership, collaboration, and reflection and that are mutually beneficial for all partners.
8. Boundary-spanning roles: Roles of the institution and P–12 faculty extend beyond the traditional responsibilities within an institutional setting, determined by needs in partnership agreement.
9. Resources and recognition: The PDS shares resources and celebrates work of partners.

Examples from the Field

Pennsylvania State University, PA

George Mason University, VA

Practice Opportunities

Not addressed in program information available online.

“Mason’s Elementary Education Program relies on a Professional Development School (PDS model). Because of strong partnerships with local PK–6 schools in multiple Northern Virginia districts, ELED students are immersed in elementary classroom settings throughout their teacher preparation programs.”

Experience Teaching Full Time

“The year-long internship is an intensive field based program where learning to teach is accomplished through teaming with a mentor teacher and a university based teacher educator for an entire school year. ”

“PDS partnerships are at the heart of our work in the Elementary Education program as they:

1. Provide high quality learning opportunities with exemplary mentor teachers who know our program well.
2. Explicitly connect course content to field experience activities.
3. Ensure Mason faculty and school-based mentors and administrators are working together in ongoing, mutually beneficial relationships.”

Teacher Residency Program

Definition:	A Teacher residency program (TRP) is a preparation pathway built from a partnership between a teacher preparation program and school district or charter network, where teacher candidates work full time alongside a cooperating teacher, complete coursework, and earn a teaching credential with the expectation they will teach in the same school or district once licensed. ³⁵
Length Full-Time Teaching:	36 weeks (or one full academic year) or more.
What Makes It Unique?	Residency programs allow candidates to earn initial teacher licensure while teaching alongside a cooperating teacher and (based on program design) likely lead to full-time employment in the setting where the resident was trained.
Other Defining Criteria:	<ul style="list-style-type: none"> - Programs selectively recruit candidates to meet the needs of participating schools - Participating institutions of higher education provide integrated coursework to student teachers that is taken concurrent with full-scale student teaching - Student teachers will at no point be the teacher of record - Student teachers may receive a stipend or serve in a part-time paid role during residency - “Residents” (student teachers) are often placed together, clustered in schools
Outcomes:	TRPs are associated with greater likelihood of retention in the district where the teacher started, ³⁶ have mixed results for student outcomes (similar initial effectiveness but greater effectiveness for those with more experience), ³⁷ and engender greater feelings of preparedness among resident ³⁸ (and a more accurate understanding of their own level of preparedness ³⁹). Residents also score higher on some measures in ratings by supervisors than non-residents. ⁴⁰ Additionally, TRP residents are far more diverse than the current racial composition of teachers nationally. ⁴¹

Teacher Residency Programs are grounded in a partnership between a teacher preparation program and a school district, charter network, or local education agency (LEA). The program selectively recruits candidates to meet the needs and goals of partnering schools—such as supporting high-needs subject areas or diversifying the teacher pool.⁴² Furthermore, the institution of higher learning or nonprofit partner provides integrated coursework and additional support.⁴³

Traditionally, candidates in TRPs already have a bachelor’s degree and are looking for a pathway to teaching licensure.⁴⁴ However, teacher residencies can be created by undergraduate, graduate, or certification-only programs.⁴⁵ They combine coursework in education with supervised field experiences with a cooperating teacher in the setting where they will be hired.⁴⁶ Notably, residents are not teachers of record; they work alongside a mentor who acts as the teacher of record and lead teacher.⁴⁷ Residencies involve at least a full academic year of pre-service clinical preparation.⁴⁸ Candidates have increased teaching responsibilities over the course of their placement, moving into the lead teacher role by the end of the placement while still overseen by their cooperating teacher.⁴⁹

Residents may receive a stipend for their time in the residency, but this is not a requirement for all residencies.⁵⁰ Alternatively, they may serve in occasional or part-time paid roles (e.g. paraprofessional, tutor, after-school staff), provided these roles do not interfere with time dedicated for the residency.⁵¹

	Examples from the Field	
	<i>Boston Teacher Residency, MA</i>	<i>University at Buffalo, NY</i>
Practice Opportunities	<i>Not addressed in program information available online.</i>	<i>Not addressed in program information available online.</i>
Experience Teaching Full Time	“BTR combines a yearlong classroom apprenticeship with targeted master’s level coursework to provide you with the hands-on experience, feedback, evaluation and ongoing postgraduate support critical to a successful career in teaching.”	“Our one-year, paid residency program is designed for those interested in pursuing initial and/or initial/professional certification in childhood, early childhood, English for speakers of other languages, or adolescence education. Through the residency year, you will complete rigorous coursework while co-teaching alongside a mentor teacher. Merging theory and practice, you will be equipped with the skill-set necessary to thrive in meeting the varied needs of diverse students.”

Registered Teacher Apprenticeship Programs

Definition:	A registered teacher apprenticeship program (RTAP) is a “learn and earn” model validated by the U.S. Department of Labor, where a teacher candidate works alongside a cooperating teacher, obtains their teaching credential, and earns a salary. ⁵²
Length Full-Time Teaching:	36 weeks (or one full academic year) or more.
What Makes It Unique?	RTAPs are approved by the U.S. Department of Labor, and all participants are guaranteed to earn a salary equal to or higher than the pay rate for paraprofessional staff.
Other Defining Criteria:	<ul style="list-style-type: none"> - Candidates complete a bachelor’s degree either before entering or as a result of the apprenticeship - Apprentices receive progressively increasing levels of responsibility and autonomy throughout the program and earn a progressively increasing wage based on the local teacher starting salary - At no point should the apprentice be the teacher of record - Candidates complete coursework concurrent with full-scale student teaching - The U.S. Department of Labor offers funding to approved states to use for apprentice-related expenses, including tuition, childcare, and transportation, among other allowances - Often, candidates are already working in schools in non-teacher roles and the district wants to “grow their own” licensed teachers
Outcomes:	As a new model of preparation, it is too soon to provide definitive research outcomes for RTAPs.

A Registered Teacher Apprenticeship Program (RTAP) is an emerging model of teacher preparation validated by the U.S. Department of Labor, where candidates experience at least one year of paid on-the-job learning under the supervision of an “experienced and expert” cooperating teacher.⁵³ Apprentices receive progressively increasing levels of responsibility and autonomy during on-the-job learning, but at no time should the apprentice be the teacher of record.⁵⁴

In an apprenticeship, an individual employer (e.g., district), sponsor (e.g., nonprofit organization), and instructional provider (e.g., higher education institution) provide the preparation, instruction, and clinical experiences needed to fully meet a state’s teacher

licensure requirements.⁵⁵ Furthermore, candidates complete a bachelor’s degree either before entering or as a result of the apprenticeship,⁵⁶ including at least 144 hours of instruction related to their classroom position.⁵⁷

Notably, apprentices must be paid a progressively increasing wage based on a percentage of the local teacher starting salary; that wage must be equal to or higher than the pay rate for paraprofessional staff.⁵⁸ In some instances, apprentices may also be eligible for employment benefits such as healthcare or retirement. P-12 teaching apprenticeships are competency-based, meaning completion of the program is dependent on the candidates’ demonstrated mastery of competencies. The typical time of completion includes one school year of full-time teaching, with an estimated program length of 2000 hours (including professional development opportunities, classroom work, and associated duties).⁵⁹

	Examples from the Field	
	<i>Teach WV</i>	<i>Grow Your Own Tennessee</i>
Practice Opportunities	<i>Not addressed in program information available online.</i>	<i>Not addressed in program information available online.</i>
Experience Teaching Full Time	“Designed to provide paid, on-the-job training, the West Virginia Apprenticeship Model provides Grow Your Own Pathway to Teaching (Grow Your Own) students with wage-earning field experiences, preparing them for the teaching career while alleviating financial burdens.	“A registered teacher apprentice is a professional who works in a classroom setting under the direction of a highly qualified mentor teacher. Registered teacher apprentices earn a living wage while working toward a degree and licensure at one of our partner EPPs.”

Abbreviated Clinical Practice with First-Year Support

Definition:	Bachelor's degree–holding candidates complete an abbreviated clinical experience with full-time teaching and some education-related coursework.
Length Full-Time Teaching:	4–6 weeks.
What Makes It Unique?	After an abbreviated clinical practice experience, candidates enter the profession as salaried teachers of record.
Other Defining Criteria:	<ul style="list-style-type: none"> - The bulk of mentorship occurs on the job during the first year of teaching - Candidates are hired as full-time P–12 classroom teachers of record with full pay and benefits - Candidates may take coursework prior to becoming a teacher of record (and prior to or concurrent with full-scale student teaching), but coursework often continues while being a teacher of record
Outcomes:	Programs with abbreviated clinical practice experiences and support during the candidate's first year of teaching are successful at increasing the diversity of candidates, including males and Black teachers. ⁶⁰ Highly selective routes, such as Teach for America, achieve better effectiveness compared to less selective alternative routes ⁶¹ and may improve other student outcomes, such as reducing absences, ⁶² despite high attrition rates. ⁶³ Less effective programs do not achieve similar positive outcomes. ⁶⁴

In programs offering abbreviated clinical practice with first-year support,⁶⁵ bachelor's degree–holding candidates are accepted into alternative certification programs and hired as full-time P–12 classroom teachers of record with full pay and benefits after completing a brief clinical practice experience. Certifying organizations include nonprofit organizations (e.g., Teach for America, TNTP), schools, districts and regional educational service agencies, and for-profit organizations.⁶⁶

Clinical opportunities for candidates in these programs are abbreviated, typically including 4–7 weeks school-based training, though only some of this time is dedicated to teaching full time prior to entering the classroom and becoming a teacher of record.⁶⁷ The bulk of mentorship occurs on the job during the first year of teaching, when candidates

receive coaching, observations, and professional development from the program and/or partner institution providing certification.

	Examples from the Field	
	<i>TNTP</i>	<i>Teach for America</i>
Practice Opportunities	<i>Not addressed in program information available online.</i>	“[During live online training] you will engage in sessions led by alumni and staff members and participate in experiences like planning and rehearsing lessons, participating in group discussions, watching videos and models of teaching, and learning new concepts and practices through collaborative adult learning experiences.”
Experience Teaching Full Time	“Throughout the summer, learn core teaching skills such as engaging students, managing a classroom, and instructional delivery from experienced coaches and teachers. Practice those skills with students in a local summer school classroom and with your peers while receiving coaching and feedback.”	“You will spend a large part of your full-time training teaching students during your Practicum. Your Practicum experience is led by your regional team and is your first opportunity to work directly with students and families. You will put into practice the knowledge and skills you have developed through teaching students in a supportive environment.”

Poor Model: Fast-Track without Experience Teaching Full Time

An increasing proportion of the nation's teachers complete teacher preparation through programs that position them as teachers of record within weeks of enrollment and after little or no clinical practice experience. These teachers are denied the opportunity to practice teaching in a low-stakes environment under the guidance of a cooperating teacher. Many of these programs attempt to co-opt terms from other models covered in this paper with which they share little in common, such as "residency." NCTQ includes this sixth model to aid the field in identifying programs that do not provide candidates with an adequate clinical practice experience, if they provide any at all.

Definition:	Candidates <u>do not</u> complete <u>any</u> full-time clinical practice experiences prior to becoming a teacher of record.
Length Full-Time Teaching:	The Fast-Track model does not include a full-time teaching experience
What Makes It Unique?	Candidates in fast-track programs earn licensure quickly, without completing a clinical experience.
Other Defining Criteria:	<ul style="list-style-type: none"> - Many fast-track programs occur fully online - Candidates do not experience teaching full time prior to becoming a teacher of record - Candidates are not placed with a cooperating teacher prior to becoming a lead teacher - Candidates receive observations and mentorship during the first year teaching
Outcomes:	Recent research has demonstrated that teacher candidates taught in fully online teacher prep programs were less effective instructors (as measured by their value-added scores) in math and reading compared to their counterparts, took three years to reach the same levels of effectiveness as first-year teachers from traditional pathways, and leave the profession at a rate 2.5 times higher than those who completed other programs. ⁶⁸

“Fast Track without experience teaching full time” refers to programs that do not require a full-time teaching experience prior to becoming a teacher of record. In these programs, candidates lead a full class of students but may never have taught a lesson or managed a full classroom. Candidates do not complete an experience teaching full time prior to entering the classroom as a teacher of record, and candidates are not placed with a cooperating teacher prior to becoming a lead teacher.

In some cases, these programs lack practice opportunities prior to entering the classroom. Alternatively, candidates complete coursework and finish any requirements for acquiring a license while working as a teacher of record full time.

During their first year in the classroom, candidates are observed and given feedback by a supervisor or mentor. Some programs refer to this year of support from a mentor teacher as a “residency,” but this term is misleading because when candidates work as a teacher of record, they do not have an experienced, licensed teacher leading their classroom and ensuring students receive an adequate education.

	Examples from the Field	
	<i>Texas Teachers of Tomorrow</i>	<i>iTeach, Arkansas</i>
Practice Opportunities	Some Texas Teachers of Tomorrow Programs require candidates to complete 30 field-based experience hours (including observation-only opportunities) prior to becoming a teacher of record. ⁶⁹	<i>Not addressed in program information available online.</i>
Experience Teaching Full Time	<i>Not addressed in program information available online.</i>	<i>Not addressed in program information available online.</i>
Other	“Once you are hired, you will begin teaching with full pay, full benefits, and full support. You receive guidance from your Texas Teachers Field Supervisor, an experienced educator who will visit your classroom 5 times throughout the year, and is always on call to answer your questions.”	“You will complete a one-year (two-semester) paid residency/ field experience where you will be employed full-time as a teacher in your content field. In this position, you receive the salary and benefits of a first-year teacher.”

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ENDNOTES

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