

Student Teaching in the United States



Each year student teaching
serves as a real-world,
semester-long classroom trial

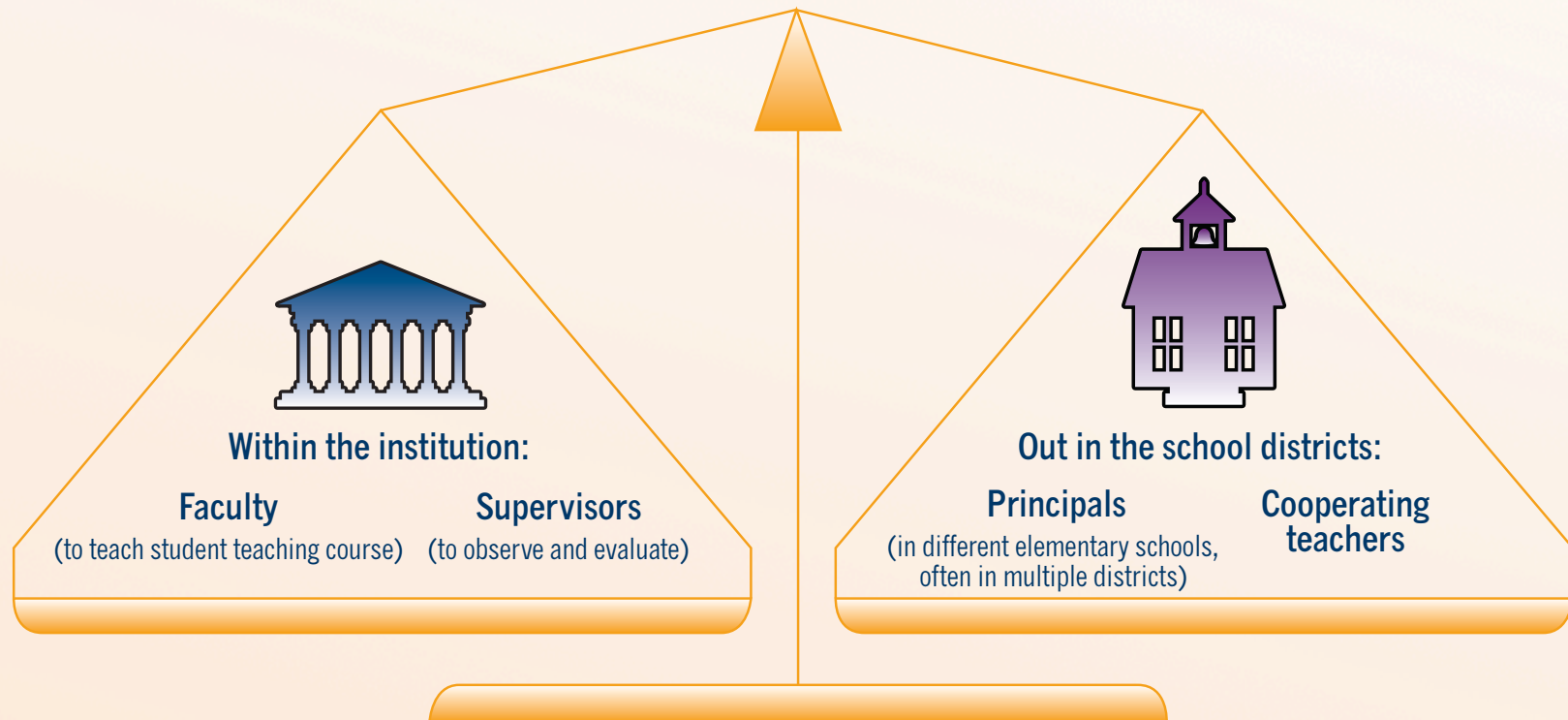


1,400 institutions

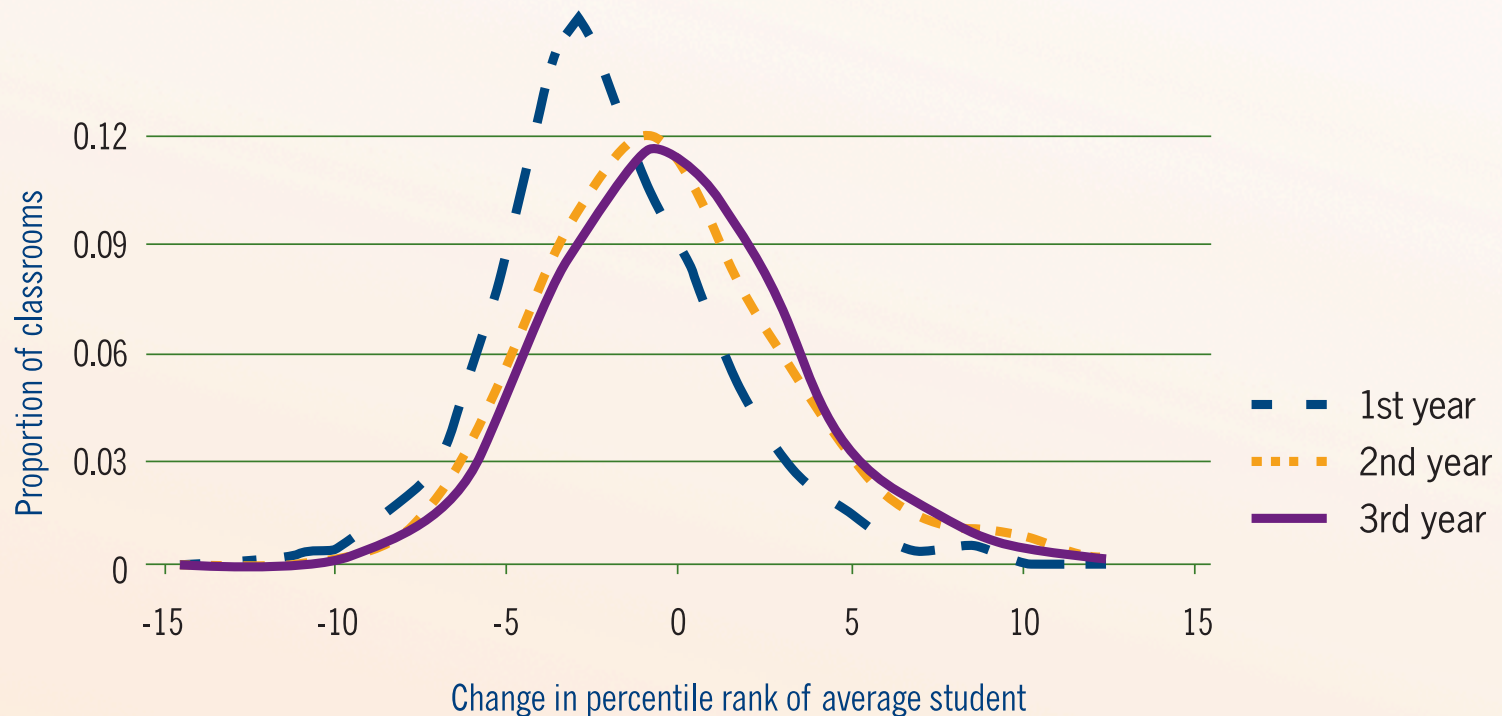
186,000
elementary and
secondary teacher
candidates

Student teaching: the most complex undertaking of teacher preparation programs

Teacher Education administrator and staff have to balance needs,
hire, train, supervise all these people:



Mitigating the “novice” impact on the classroom

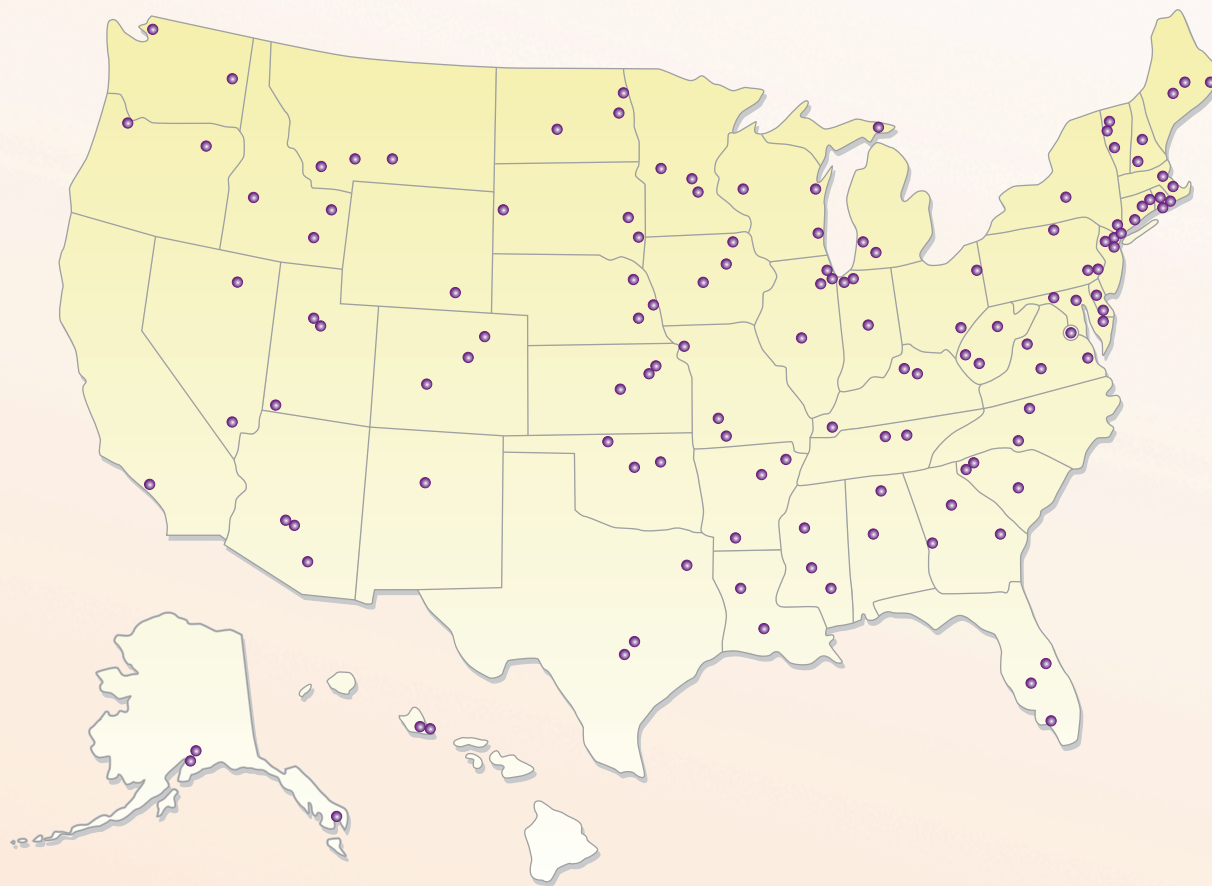


Source: Gordon, R., Kane, T. J., & Staiger, D. O. (April 2006). Identifying effective teachers using performance on the Job (Hamilton Project Discussion Paper). Washington, DC: Brookings Institution.

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



134 undergraduate programs



A preview of our national review



National Council on Teacher Quality



Who weighs in on student teaching?

- States
- National accrediting bodies (NCATE and TEAC)
- Association of Teacher Educators



States role is limited



- No state has a comprehensive set of regulations for student teaching.
- State regulations most often speak to the length of the experience.
- State standards for cooperating teachers are particularly weak.

NCTQ standards

- 19 specific, comprehensive standards in all
- Objectively measurable
- Targets only the student teaching experience, not other clinical experiences
- Strong focus on qualifications of cooperating teacher



Standard comparisons

NCTQ – Standard for cooperating teacher

- At least 3 years experience.
- Positive impact on student learning.
- Capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations, and working collaboratively.

NCATE – Standard for cooperating teacher

Clinical faculty are licensed in the fields that they teach or supervise and are master teachers or well recognized for competence in their field.

Specific characteristics?



How were NCTQ's standards developed?

Advisory Group on Student Teaching

- Exemplary teachers and administrators
- Teacher trainers
- Researchers and academics



The critical 5 standards

Standard 1: The student teaching experience should

- last no less than 10 weeks,
- require no fewer 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 for each student teacher placement.



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.

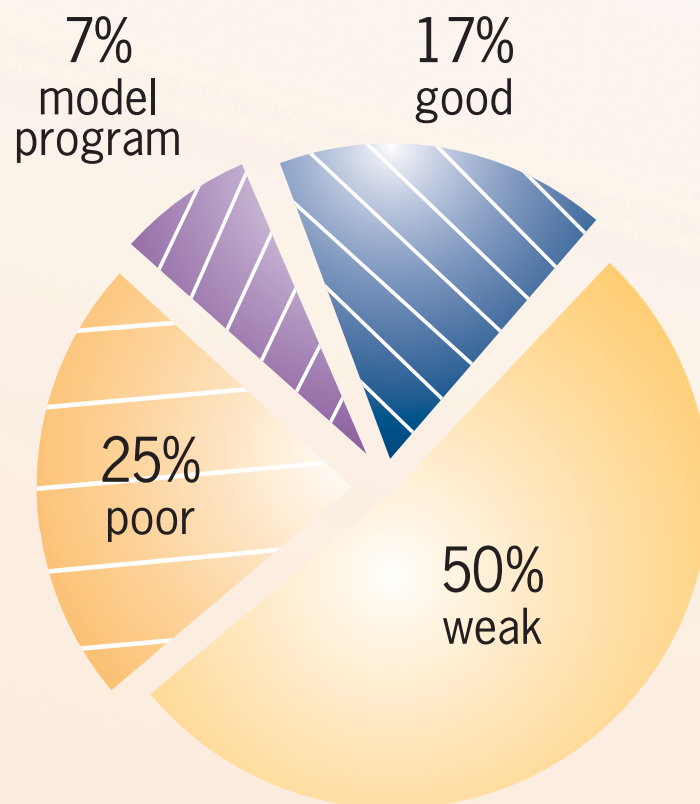


Data sources

- Documents relevant to student teaching
- Extensive dialogue with institution staff
- Interviews with elementary principals
- Contracts with school districts
- Site visits



Overall, we found that 75% of institutions fared poorly on the 5 critical standards



“Model” design institutions



University
of Minnesota
at Morris



Two Model Programs



- Director of Student Teaching Placement is involved in the selection of each cooperating teacher
- Cooperating teachers must be recognized as “exemplary teachers” by Cardinal Stritch faculty and must have completed a mentoring course
- Sets clear goals for student teachers, hires qualified supervisors and requires that they provide adequate observations and feedback



- Contract with local school districts outlines Furman's involvement in cooperating teacher selection and requires that cooperating teachers have strong instructional and mentorship skills.
- Thorough orientation to the goals and assessments used during student teaching ensures that they are understood by all parties and that detailed feedback is provided to student teachers
- Student teachers' responsibilities are well defined



Student teaching program Key Ingredients

[www.nctq.org/edSchoolReports/
keyIngredients](http://www.nctq.org/edSchoolReports/keyIngredients)

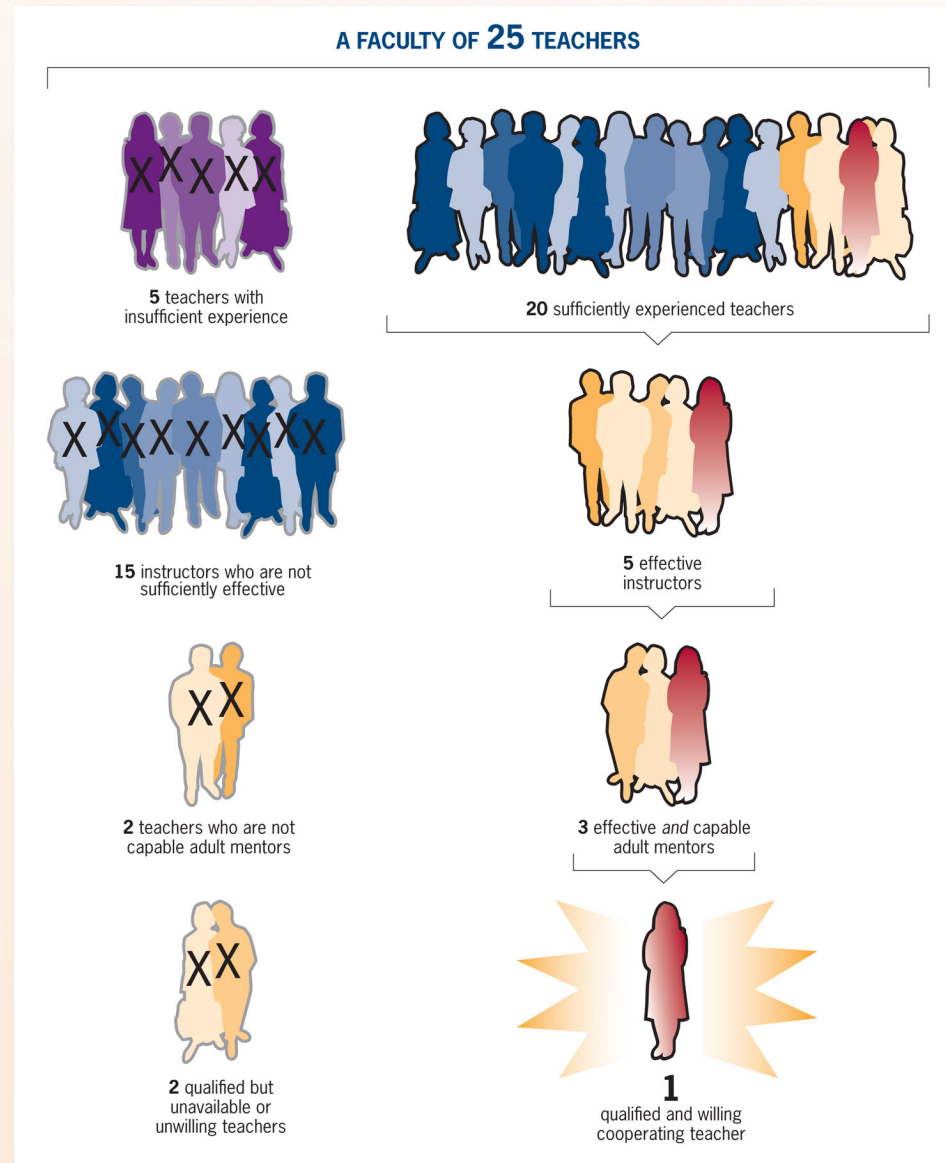
An online resource to help programs
deliver high quality programs.



Finding 1: Institutions are routinely exceeding the capacity of school districts to provide a high-quality student teaching experience.



Cooperating Teachers

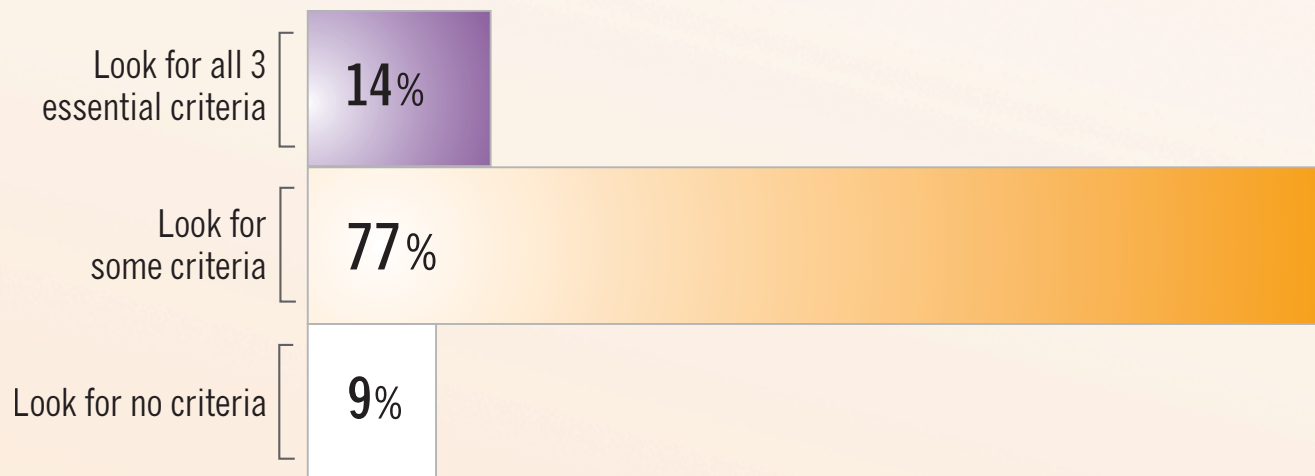


Finding 2: While the basic structure of many student teaching programs is in place, too many elements are left to chance.

Basic structure	Elements left to chance
<p>Student teachers are:</p> <ul style="list-style-type: none">• On site for a full school day.• Don't take other coursework.• Embedded into the school	<p>BUT:</p> <ul style="list-style-type: none">• Responsibilities don't progress.• Enter the school after the start of the school year.• Inadequately supervised.



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



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

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



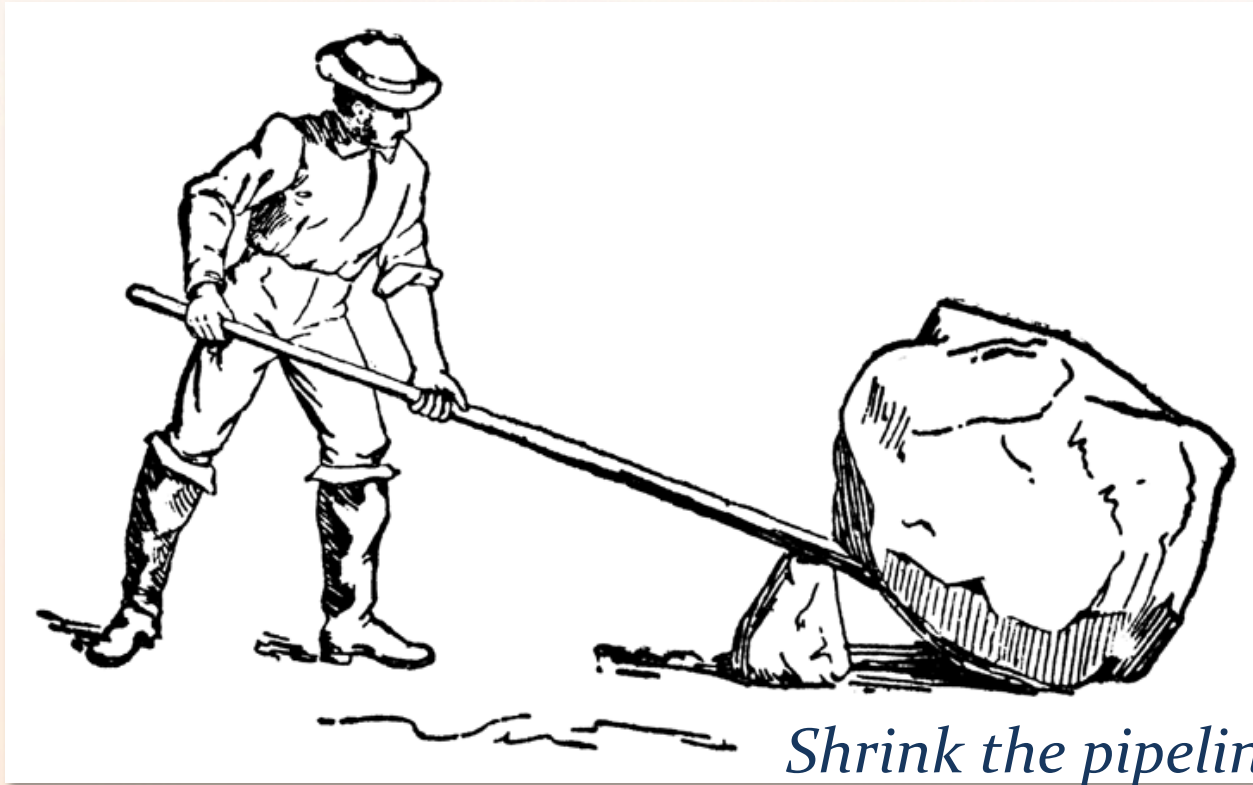
Finding 5: Institutions do not take advantage of important opportunities to provide guidance and feedback to student teachers.

Supervisors

- Not carefully screened.
- Not required to observe and evaluate with sufficient frequency.



Improving the leverage of teacher prep programs



*Shrink the pipeline of
elementary teachers
into the profession.*

How to shrink the pipeline?

- Both state regulations and institutional policies should narrow the teacher candidate pipeline early—at the point of admission into preparation.
- Place only student teachers who are promising teachers.
- Recommend for certification only the very best candidates.



Also,

- School districts should calculate their "clinical load."*



*The number of student teachers they can reasonably prepare each year.

Clinical load estimate for the Chicago Public Schools:

Clinical demand vs. clinical capacity in Chicago, Illinois

School District	Clinical Capacity:	Clinical Demand:
	Estimate of annual number of qualified and willing elementary cooperating teachers*	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.



Institutions should:

- Place teacher candidates only with cooperating teachers who positively impact student learning.
- *Explicitly* communicate expectations
- Obtain information about the qualifications of *every* nominated cooperating teacher.



Recommendation 3: Institutions must make the role of cooperating teacher a more attractive proposition



Apropos of these recommendations...

Rodel Exemplary Teacher Initiative

Model student teaching program

- a larger number of highly effective novice teachers
- in the schools that need them most



Rodel requires rigorous screening of student teachers and cooperating teachers

- Student teachers complete a competitive application process that addresses academic competence and teaching skills.
- Cooperating teachers are identified using a combination of test scores, principal recommendations and classroom observations.



Rodel provides incentives that attract outstanding cooperating teachers

- “Rodel Exemplary Teachers” are highlighted in the press and honored at a banquet attended by community and business leaders.
- Cooperating teachers know they will be working with outstanding student teachers.
- Participants earn a \$10,000 savings bond after mentoring six student teachers.



Rodel's results:

- Their principals say that graduates have the skills of more experienced teachers
- 80% of graduates choose to teach in high-poverty schools



What would it cost to replicate Rodel's program somewhere else?

- Cooperating teachers received a \$10,000 bond (cost to purchase: \$5,000) after mentoring six student teachers
- Graduates who work in high-poverty areas for at least three years receive a \$10,000 bond.
- Total cost. . . \$5,800 per student teacher



Conclusion: Getting to quality means reducing quantity

- Student teaching at most teacher preparation programs cannot currently serve as a real gateway into the profession.
- The only way the field *as a whole* can improve this crucial component is to reduce the quantity of graduates it produces.
- Raising admissions standards would not only improve training but would also increase effectiveness of newly prepared teachers.

