



Understanding Our Student Teaching Standard

The program ensures that teacher candidates have a strong student teaching experience.

WHY THIS STANDARD?

Teachers make an estimated 1,200 instructional decisions each day, which helps explain why an apprenticeship is essential to success as a novice teacher. Student teaching, which is generally a semester-long apprenticeship in a PK-12 school, allows candidates to build on their coursework by learning from a “pro” how to deliver instruction effectively.

WHAT IS THE FOCUS OF THE STANDARD?

This standard examines programs’ criteria for the selection of cooperating teachers, the programs’ role in that process, and the number and frequency of observations by programs’ supervisors.

Standard applies to: Elementary, Secondary, and Special Education programs.

Standard and Indicators

page 2

Rationale

3

The rationale summarizes research about this standard. The rationale also describes practices in the United States and other countries related to this standard, as well as support for this standard from school leaders, superintendents, and other education personnel.

Methodology

5

The methodology describes the process NCTQ uses to score institutions of higher education on this standard. It explains the data sources, analysis process, and how the standard and indicators are operationalized in scoring.

Research Inventory

13

The research inventory cites the relevant research studies on topics generally related to this standard. Not all studies in the inventory are directly relevant to the specific indicators of the standard, but rather they are related to the broader issues that the standard addresses. Each study is reviewed and categorized based on the strength of its methodology and whether it measures student outcomes. The strongest “green cell” studies are those that both have a strong design and measure student outcomes.

Standard and Indicators

Standard 14: Student Teaching

The program ensures that teacher candidates have a strong student teaching experience.

Standard applies to: Elementary, Secondary, and Special Education programs.

Indicators that the program meets the standard:

14.1 University supervisors observe student teachers and provide written feedback at least five times at regular intervals during the placement.

AND

14.2 The following criteria for cooperating teachers are either communicated clearly by the program to the school district, or set forth by the district and accepted by the program:

- Cooperating teachers are proven capable mentors OR receive mentorship training.

AND

- Cooperating teachers are proven effective instructors (as measured by student performance).

AND

14.3 As demonstrated by documents designed to convey substantive information on nominated teachers, the program plays an active role in selecting cooperating teachers, adhering to the selection criteria noted in indicator 14.2 above, or at least utilizing criteria that bear on some aspect of nominated teachers' capacity to serve as cooperating teachers.

Rationale

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RATIONALE

Research base for this standard

Student teaching presents critical opportunities to learn “from a pro.” “Strong research”¹ shows how teacher preparation programs can ensure that teacher candidates fully reap the benefits of practice teaching with a cooperating teacher.

- Student teachers need frequent observations and feedback. Scheduling five supervisor observations during the semester (lasting typically between 14 and 16 weeks) ensures that the student teacher receives adequate guidance at sufficient intervals. A study of the impact of teacher preparation elements on teacher effectiveness found that student achievement improved for first-year teachers who graduated from teacher preparation programs that provided oversight of their student teaching experience. One component of this oversight is that the institutions required a minimum of five supervisor observations during student teaching.² These observations should be spaced throughout the semester so that the student teacher can make use of the feedback the observations provide.
- Finding the best possible teacher to serve as the “cooperating teacher” is critical. A second aspect of student teaching oversight shown to have a positive impact on student achievement is selection of the cooperating teacher by the preparation program rather than by the student teacher or school district staff.³ The cooperating classroom teacher should be carefully screened to ensure that he or she has demonstrated the capacity both to increase student learning above the average and to mentor an adult.

1 NCTQ has created “research inventories” that describe research conducted within the last decade or so that has *general* relevance to aspects of teacher preparation also addressed by one or more of its standards (with the exceptions of the Outcomes, Evidence of Effectiveness, and Rigor standards). These inventories categorize research along two dimensions: design methodology and use of student performance data. Research that satisfies our standards on both is designated as “strong research” and will be identified as such. That research is cited here if it is *directly* relevant to the standard; strong research is distinguished from other research that is not included in the inventory or is not designated as “strong” in the inventory. Refer to the [introduction](#) to the research inventories for more discussion of our approach to categorizing research. If a research inventory has been developed to describe research that generally relates to the same aspect of teacher prep as addressed by a standard, the inventory can be found in the back of this standard book.

2 Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31(4), 416-440.

3 Ibid.

Additional research⁴ affirms the above strong research findings. The importance of multiple supervisor observations is supported by a meta-analysis of 49 studies on the effects of preservice and in-service training on practical classroom teaching behaviors and skills that found stronger effects for classroom practice with performance feedback.⁵

Other support for this standard

Practices in other nations support the standard that institutions should ensure the quality of cooperating teachers. In Finland, whose students outperform students in the United States, all teacher candidates' clinical work occurs in preselected schools staffed exclusively by highly effective teachers.

This standard also receives support from school district superintendents.

4 "Additional research" is research that is not designated as "strong" because it is not as recent and/or does not meet the highest standards for design methodology and/or use of student performance data.

5 Rose, D. J., & Church, J. R. (1998). Learning to teach: The acquisition and maintenance of teaching skills. *Journal of Behavioral Education*, 8(1), 5-35.

Methodology

How NCTQ scores the Student Teaching Standard

Standards and Indicators

DATA USED TO SCORE THIS STANDARD

Evaluation of elementary, secondary, and special education teacher preparation programs on Standard 14: Student Teaching uses the following sources of data:

- Handbooks prepared by institutions of higher education (IHEs) pertaining to the teacher preparation program and/or student teaching placements specifically⁶
- Observation instruments used by university supervisors in student teaching placements⁷
- Contracts and/or communications between IHEs and school districts regarding student teaching placements
- Nomination or application forms completed by principals, cooperating teachers, or other school district personnel that pertain to prospective cooperating teachers⁸
- Syllabi for seminars and courses related to student teaching
- School districts' documents and policies relevant to the placement of student teachers

WHO ANALYZES THE DATA

A general analyst evaluates each program using a detailed scoring protocol from which this scoring methodology is abstracted. Twenty percent of programs are randomly selected for analysis by a second general analyst. For information on the process by which scoring discrepancies are resolved, see the “scoring processes” section of the [General Methodology](#).

SCOPE OF ANALYSIS

This standard examines to what extent programs ensure that student teachers receive adequate feedback and are placed with cooperating teachers who are strong mentors and can model effective teaching. Specifically, the standard measures the frequency and spacing of observations by program supervisors, the programs' role in the selection of cooperating teachers, and the criteria that programs establish for the selection of cooperating teachers.

Thorough document processing first ensures that all relevant sources of data are identified and that we understand which documents are used by each program we are evaluating. Although student teaching placement processes and policies are often uniform across an institution, programs at the same IHE are evaluated separately if they have different practices or policies.

Indicator 14.1

For all IHEs, analysis begins with a determination of the number of observations that the university supervisor is required to conduct during a teacher candidate's full-time student teaching placement (Indicator 14.1). This information is generally found

6 For a full definition of “student teaching placement” refer to the [glossary](#).

7 The “university supervisor” is the IHE-employed individual charged with periodically visiting the student teacher, observing the student teacher's instruction, and evaluating the student teacher in collaboration with the cooperating teacher. All but a few IHEs employ such individuals, and some IHEs have their own full-time faculty serve in this capacity.

8 The “cooperating teacher” is the teacher in whose classroom the teacher candidate is placed for student teaching.

in student teaching handbooks and/or syllabi.⁹ Only observations with written feedback are counted.¹⁰ Visits by supervisors at the beginning of the placement to “get to know” student teachers and/or cooperating teachers, but which do not include observation of the student teacher’s instruction, are not counted. In addition, only the minimum number of required observations with written feedback is considered for evaluation of this standard, not the additional observations sometimes suggested to support student teachers who are struggling.

Sometimes contradictory information on the number of observations is found in documents used by the same program. For example, a student teaching handbook might indicate that the teacher candidate could expect the university supervisor to conduct five observations, but the corresponding university supervisor’s handbook might indicate that four to six observations are required. In such a situation, we report the lowest number of mandatory observations supported by documentation—four in the example given. If neither handbooks nor syllabi state a required number of observations, we conclude that the program has not established a minimum and award no credit for the portion of the indicator that measures number of observations.

We also note whether institutions specifically direct supervisors to space their observations throughout the placement rather than leave the distribution of observations to their discretion. Unless it simply conveys a recommendation, virtually any language addressing the spacing of observations suffices to satisfy this aspect of the indicator. If student teaching encompasses two placements and observations with written feedback are required during each, the requirement for spacing is satisfied. The requirement is also satisfied if the university supervisor must fill out midterm and final summative evaluations that incorporate information from observations conducted during the two halves of the placement.

Indicator 14.2

Indicator 14.2 evaluates whether the program communicates clearly to school district administrators that cooperating teachers must:¹¹

1. possess demonstrated mentorship skill, (which may be stated generally or specifically as skills in at least two of the following areas: observing, providing feedback, holding professional conversations, and working collaboratively) OR take a substantial mentorship course prior to or while serving as a cooperating teacher;¹² and
2. possess effective instructional skills, as demonstrated by the teacher’s positive impact on student learning.¹³ A more general requirement, even if it alludes to professional competence (e.g., the nominee is a “master teacher”), does not suffice.

Programs can communicate these criteria in many ways, including by sending letters to principals or other school district staff who select cooperating teachers, or by including these criteria in contracts with school districts where student teachers are placed. If none of the documents we receive which would be read by school district administrators addresses the issue of required qualifications of cooperating teachers, the program is presumed not to have publicly disseminated requirements and does not satisfy Indicator 14.2.

Handbook listings of *responsibilities* of the cooperating teacher that include, for example, “mentoring the student teacher,” do not suffice as selection criteria.

Requirements that cooperating teachers have positive evaluations generally do not meet this standard, as negative evaluations are so rare that a positive evaluation does not offer a way to distinguish between a good teacher and a great one. However, if a

9 Numbered checkboxes are commonly found on observation forms, but because there are sometimes more checkboxes than the minimum number of observations specified in other documents, analysts do not rely on the number of checkboxes to determine the number of required observations.

10 Videotaped observations may count if the feedback on the videotape is equivalent to feedback for an on-site observation.

11 For either part of Indicator 14.2 to be met, satisfactory language has to be communicated to school district personnel before the cooperating teacher is selected. If relevant language is found in a document conveyed to school district personnel after selection, the information is not considered relevant for analysis. Similarly, if relevant language is found in a document that is not conveyed to school district personnel, it is not considered relevant for analysis.

12 A one-session “orientation” that covers many topics, including mentoring, is not considered equivalent to a mentoring course.

13 This positive impact may be determined by any means, including—but not restricted to—standardized test scores.

state: a) requires student achievement to be the preponderant criterion in teacher evaluations, and b) has three or more levels of proficiency in the evaluation system, the “effective teaching” criteria above is satisfied if an IHE indicates that cooperating teachers must score in the upper half or higher of the evaluation levels.¹⁴

In some cases, this indicator can be met in whole or part by reference to state regulations if the program is located any of the states (see the table below) in which state policy establishes criteria related to mentoring, criteria related to effective teaching, or both. However, the program must specifically mention the regulations in its communications with district administrators: Programs cannot earn credit based on state regulations simply by being located in a state with suitable regulations.

State regulations regarding qualifications of cooperating teachers (CTs)

State	Requirement that CTs be effective as demonstrated by a positive impact on student learning	Requirement that CTs have mentoring skills and/or take mentoring training
Connecticut		✓
Florida	✓	✓
Kentucky		✓
New Hampshire		✓
New Jersey		✓
North Dakota		✓
Rhode Island	✓	✓
Tennessee	✓	✓

Because elements similar to those in indicator 14.2 have been incorporated into indicator 14.3, we report our findings for indicator 14.2 but do not include them in our overall score for this standard.

Indicator 14.3

Satisfaction of Indicator 14.3 requires evidence that a program has a consistent, formal method to collect the substantive information necessary to participate actively in the selection of cooperating teachers.¹⁵ If the information allows the program to screen cooperating teachers according to one or both of the criteria described in 14.2, additional scoring credit is awarded.¹⁶

Collection of substantive information can only be demonstrated by documents conveying this information, which are to be completed by school district personnel and transmitted to the IHE before selection of cooperating teachers,¹⁷ or by a clear statement in a contract between the IHE and the district that the IHE will not accept new and returning cooperating teachers who do not meet stated criteria.¹⁸ A general statement regarding a “cooperative” selection process involving the IHE and

14 For a system with an odd number of levels, the middle level is counted as part of the top half.

15 This information need not be related to criteria for selection evaluated in Indicator 14.2. However, information on the individual's skills as a teacher, beyond number of years of experience or area of certification, must be included. For example, a principal might be asked to comment on a teacher's classroom management or communication skills.

16 Because **Connecticut** law gives school districts complete control over the selection of cooperating teachers, programs located in **Connecticut** previously were exempted from evaluation on this indicator. However, we have since seen that the law does not prevent programs from taking an active role in cooperating teacher selection by rejecting unqualified cooperating teachers.

17 Or references to such documents in a contract between the IHE and school districts.

18 The one exception to the requirement of such documentary evidence is the presence of an IHE's “right of refusal” of a cooperating teacher in a contract between an IHE and a school district. Although this may only be used in the case of teachers who previously served as cooperating teachers and were found to be unsatisfactory, its rarity suggests that it may also connote a more substantive selection process involving all nominated teachers.

school districts is not sufficient to demonstrate such a process.¹⁹ Likewise, a statement that the IHE “assigns” or “places” student teachers with cooperating teachers does not demonstrate an active role in the process of selecting cooperating teachers. This language is taken to refer simply to a pairing of individuals after identification of cooperating teachers has already been made by the school district.

As we evaluate this indicator, our goal is to identify the policies and procedures which are most likely to be followed because they are communicated in writing to all of the individuals involved. In the case of conflicting information about the cooperating teacher selection process provided by different documents, in which a preponderance of evidence could not be established, the following order of authority is used, as it represents a decreasing likelihood that the document is read and considered binding by both IHE staff and school district staff with responsibility for selecting cooperating teachers:

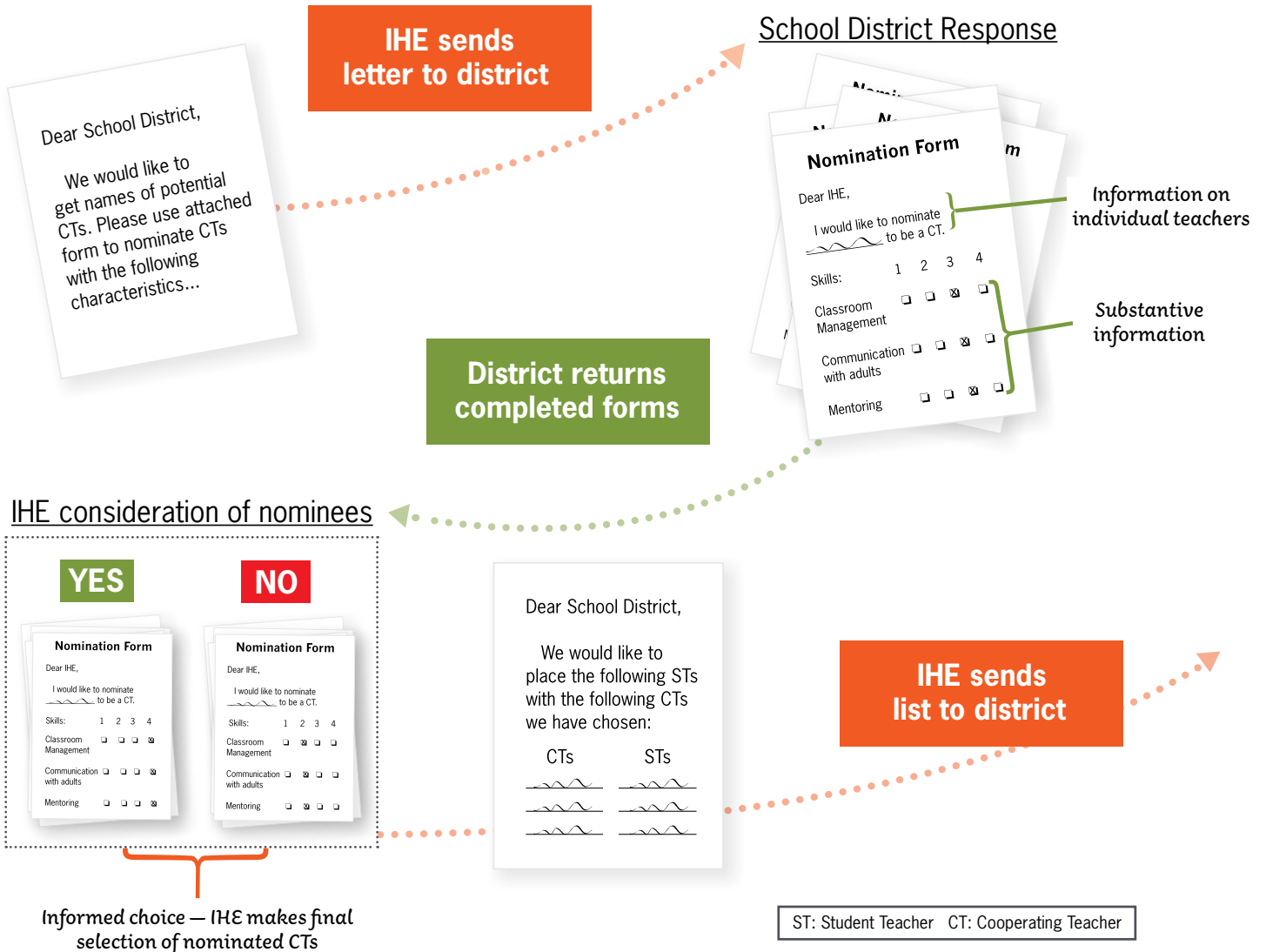
- Contracts between IHEs and school districts regarding student teaching placements, with contracts on IHE letterhead most authoritative
- Correspondence between the IHE and the school district (including nomination or application forms)
- Student teaching handbooks or similar handbooks provided to principals or other school district personnel
- Documents created by school districts to communicate with the IHE or their own personnel regarding student teaching

Common misconceptions about how analysts evaluate the Student Teaching Standard:

- *When we say that institutions should take an “active role” in selection of cooperating teachers, we exclude the possibility of their working cooperatively with school districts.* An “active role” in the selection of cooperating teachers does not mean that programs choose cooperating teachers on their own. It does require that they collect information, beyond years of experience or area of certification, that directly reveals potential cooperating teachers’ abilities, and choose among nominees based on this information. As evidenced by programs that do so, choices can be made in a cooperative manner—for example by requesting that principals comment on the mentorship and instructional skills of teachers they nominate.
- *A program plays an active role in the selection of cooperating teachers if it refuses to place new student teachers with cooperating teachers who have been previously unsuccessful in that role.* While evaluating returning cooperating teachers is useful, it does not replace a thorough screening of all new cooperating teachers. To the teacher candidate, who has only one chance to learn from the student teaching experience, it is little relief to learn that she or he will be, at best, moved to a new classroom after spending perhaps half a semester with an insufficiently screened cooperating teacher who turned out to be inadequate.
- *Stating the responsibilities of a cooperating teacher is the same as stating selection criteria.* For example, a handbook may say that a cooperating teacher must provide frequent feedback to his or her mentee. However, this is not the same as requiring that the cooperating teacher has demonstrated mentorship skill or attended mentorship training before a student teacher is placed in her classroom.

19 In the course of carrying out previous studies, we have found that the majority of IHEs stating that they use a “cooperative” process in fact accept any cooperating teacher nominated by school district officials unless the IHE had a previous negative experience with that cooperating teacher. Selection of new cooperating teachers is therefore entirely delegated to the school district. Such a process might involve: a) IHE communication to school district personnel (usually a principal) requesting placements, often specifying the number, grade levels, and/or subjects, along with required characteristics, of cooperating teachers; b) school district personnel indication to the IHE of the number of placements available, providing the names and years of experience of nominated cooperating teachers — and little else; and c) IHE indication of which teacher candidate will be placed with each teacher.

How an IHE can participate actively in the selection of cooperating teachers



In cases where documents are to be submitted to us by an IHE, if a program indicates to us (either in writing or by failing to provide such documents in response to our request)²⁰ that no documents of the types relevant to a particular indicator exist, we conclude that the program could not have established the policies and procedures needed to satisfy the indicator.

If materials are not provided by an IHE, we search the IHE’s website, request information held by school districts, and use a variety of other approaches to assemble documents relevant to this standard. In these cases, we are able to conclude that a program has failed to establish relevant policies and procedures only if we are able to obtain the documents most central to evaluating each indicator. For 14.1, we cannot assign a score unless we obtain a student teaching handbook or a similar document in which required observations would customarily be described. For 14.2 and 14.3 we require materials that reveal the IHE’s communication with school districts regarding criteria for or role in selection of cooperating teachers. In many cases both 14.2 and 14.3 can be evaluated using, at minimum, a letter from program staff to school district administrators, a form completed by school district staff, contracts between programs and districts, or the equivalent. In addition, contracts between programs and districts can often be used to evaluate 14.3, although by themselves they rarely provide adequate support for a decision on 14.1 or 14.2.




²⁰ The majority of our requests to public universities were formal requests in accordance with state public records law, which requires that public agencies produce all existing documents in the categories specified. If a document is not produced, it can be assumed not to exist.

In some cases, we are able to calculate an overall program score even if one or two indicators cannot be evaluated. This is true when, even if all the indicators in question were met, the program would not receive a higher overall score.



The Student Teaching Standard was evaluated for every program in the *Review* for which sufficient information could be obtained by March 2015. A cutoff date was necessary to allow sufficient time for processing and scoring of materials already received. Documents collected after this deadline will be used for evaluation in the next edition of the *Review*.

Examples of what satisfies or does not satisfy the standard's indicators



Five or more observations with written feedback (Indicator 14.1)

 fully satisfies the indicator	 partly satisfies the indicator	 does not satisfy the indicator
<p>The student teacher is observed and provided written feedback at least five times during the student teaching placement.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ The university supervisor will make three to five observation visits during the first placement plus an initial get-acquainted visit and two to four visits during the second placement. Written feedback is provided following each visit, as is the required post-observation conference. <p>Note: This program requires a minimum of five observations with written feedback over the full period of the student teaching placement.</p> <ul style="list-style-type: none"> ■ The university supervisor will visit the student teacher in the classroom for observation a minimum of five times following the introductory visit. An observation form is completed during each visit. ■ The university supervisor will formally observe the student teacher three times. The content-area advisor will observe an additional two times. Both will provide feedback on the department's observation form. 	<p>The student teacher is observed and provided written feedback four times during the student teaching placement.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ The university supervisor will personally visit the supervised teacher in the assigned institution setting at least five times: once for introductory purposes and four times to complete formal observations and record feedback via the Student Teaching Observation Record (SOR). ■ The university supervisor will conduct an orientation at the beginning of each eight-week placement with the cooperating teacher and the student teacher. The university supervisor will make a minimum of two formal observations per eight-week assignment for a total of four or more observations. 	<p>The student teacher is observed and provided written feedback three or fewer times during the student teaching placement, or there is no requirement regarding the number of observations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ The university supervisor will complete the Student Teaching Observation form at least once per placement. (For a program that requires two placements.) ■ The university supervisor will visit the student teacher at least six times during the semester. (There is no guidance about providing written feedback for all visits.) ■ The university supervisor will observe the student teacher throughout the semester. ■ It is recommended that the university supervisor observe the student teacher seven times. (Emphasis added.)



Observations spaced at regular intervals (Indicator 14.1)

 fully satisfies the indicator	 does not satisfy the indicator
<p>The student teacher is observed at regular intervals throughout student teaching.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ The university supervisor will observe the student teacher twice in the first placement and three times in the second. ■ The university supervisor should conduct observations throughout the semester — at the beginning of the classroom experience, during the middle and again at the end of the student teaching experience. ■ Observations will be spaced at regular intervals. ■ The university supervisor will visit approximately every other week throughout the semester. ■ The university supervisor will observe four times during the semester, twice before the mid-term evaluation and twice after the mid-term evaluation. ■ The university supervisor is responsible for completing midterm and final evaluations of the student teacher. (If it is clear that the midterm and final evaluations are summative in nature and are informed by observations of the student teacher by the university supervisor, the indicator is satisfied.) 	<p>The student teacher is not observed at regular intervals throughout student teaching, there is no requirement regarding the spacing of observations, or the relevant language is inadequate.</p> <p>Example:</p> <ul style="list-style-type: none"> ■ It is recommended that the university supervisor observe the student teacher every three weeks. (Emphasis added.)





Communicates to school districts that cooperating teachers must be capable mentors (Indicator 14.2)

 fully satisfies the indicator	 does not satisfy the indicator
<p>The program communicates to the school district that cooperating teachers must be capable mentors or requires cooperating teachers to attend a course on mentoring skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ The cooperating teacher must have skills as a mentor of teacher candidates. ■ The cooperating teacher must be able to provide feedback and work collaboratively. ■ The cooperating teacher must attend a multiday training on mentorship skills. 	<p>The program does not communicate to school districts that cooperating teachers must be capable mentors (as opposed to willing mentors), or the relevant language is inadequate.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ The cooperating teacher is willing to mentor a student teacher. ■ The cooperating teacher will attend an orientation on his or her responsibilities. ■ The cooperating teacher must be a master teacher with at least three years of experience in the relevant grade level. ■ The cooperating teacher must be highly qualified with certification and tenure. ■ Responsibilities of cooperating teachers include mentoring a student teacher on instructional practices.

Communicates to school districts that cooperating teachers must be effective instructors (Indicator 14.2)

 fully satisfies the indicator	 does not satisfy the indicator
<p>The program communicates to the school district that cooperating teachers must be effective instructors (as measured by student performance).</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Please approve those teachers who have demonstrated effectiveness in the following areas: 1) their pedagogy, 2) their record regarding student learning and 3) their record regarding the socio-emotional aspects of the classroom. ■ The District Agrees... <ul style="list-style-type: none"> ● The Cooperating Teacher will meet the following qualifications... <ul style="list-style-type: none"> ● 5. Exemplify excellence in teaching by demonstrating a positive impact on student learning. ■ Following Florida state regulations, the cooperating teacher must have skills to positively affect student performance. 	<p>The program does not communicate to school districts that cooperating teachers must be effective instructors, or the relevant language is inadequate.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ The cooperating teacher must be a master teacher with at least three years of experience in the relevant grade level. ■ The teacher must be highly qualified with certification and tenure. ■ The cooperating teacher must have strong classroom management skills enabling him or her to maintain class control.

Asserts critical role in the selection of cooperating teachers (Indicator 14.3)

 fully satisfies the indicator	 comes close to fully satisfying the indicator	 satisfies the indicator on a basic level	 does not satisfy the indicator
<p>There is documentary evidence that the program asserts its critical role in the selection of cooperating teachers AND screens cooperative teachers for BOTH effectiveness AND mentorship skill, as defined in Indicator 14.2.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Cooperating teacher recommendation form asks principal to rate potential mentor teacher as Above Average, Average, or Needs Improvement in the categories of “ability to impact student learning” and “demonstrates the ability to be a positive role model and is able to mentor young adults.” Potential mentor teacher is observed by IHE personnel prior to being selected to serve. ■ School administrator is asked to provide narrative statements addressing a potential cooperating teacher’s “positive impact on student learning,” “leadership abilities/collaboration,” and “capacity to mentor an adult.” 	<p>There is documentary evidence that the program asserts its critical role in the selection of cooperating teachers AND screens cooperative teachers for EITHER effectiveness OR mentorship skill, as defined in indicator 14.2.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Cooperating teacher recommendation form asks the principal to “Please briefly describe how the Host Teacher has demonstrated a positive impact on student learning in your school.” ■ Cooperating teacher recommendation form says “Dear administrator: Please complete the attached recommendation form indicating whether _____ (prospective cooperating teacher’s name) has the following skills: <ol style="list-style-type: none"> 1. Communication 2. Observation” 	<p>There is documentary evidence that the program asserts its critical role in the selection of cooperating teachers</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Cooperating teacher application form asks: What do you consider to be your strengths as a teacher? ■ The IHE has “right of refusal” language in a contractual agreement which states: The university is not obligated to place student teachers with cooperating teachers or mentors who do not meet the established criteria. 	<p>There is no documentary evidence that the program asserts its critical role in the selection of cooperating teachers, or the relevant language is inadequate.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Contract states that “The university will work in collaboration with the partner school to select a cooperating teacher.” ■ A letter to principals says “To the administrator: Following is a list of student teachers for the upcoming semester. Please choose teachers to serve as cooperating teachers and enter the teacher’s name next to the student teacher’s.”

Research Inventory

Researching Teacher Preparation: Studies investigating how features of student teaching impact teacher candidates

These studies address issues most relevant to Standard 14: Student Teaching

	Total number of studies	Studies with stronger design		Studies with weaker design	
		Measures student outcomes	Does not measure student outcomes	Measures student outcomes	Does not measure student outcomes
Observations of Student Teachers	18	0	1	0	1
			Citation: 31		Citations: 2-6, 8-12, 21, 22, 24, 28-30, 32
Cooperating Teacher Characteristics and Selection	15	1	0	0	14
		Citation: 7			Citations: 1, 13-20, 23, 25-27, 33

Note: Boyd et al. (2009) is cross-listed with RI 5: Elementary Mathematics and RI 6: Elementary Content; Hammon et al. (2006) is cross-listed with RI 2: Early Reading.

Citations for articles categorized in the table are listed below.

Databases: Education Research Complete and Education Resource Information Center (peer-reviewed listings of reports on research including United States populations).

Publication dates: Cooperating Teacher Characteristics research: Jan 2005 – June 2012

Publication dates: Student Teacher Observation research: Jan 2000 – June 2012

See [Research Inventories: Rationale and Methods](#) for more information on the development of this inventory of research.

1. Anderson, D. (2007). The role of cooperating teachers' power in student teaching. *Education*, 128(2), 307–323.
2. Anderson, N. A., & Radencich, M. (2001). The value of feedback in an early field experience: Peer, teacher, and supervisor coaching. *Action in Teacher Education*, 23(3), 66–74.
3. Basmadjian, K. G. (2011). Learning to balance assistance with assessment: A scholarship of field instruction. *Teacher Educator*, 46(2), 98–125.
4. Bates, A. J., & Burbank, M. D. (2008). Effective student teacher supervision in the era of “No Child Left Behind”. *Professional Educator*, 32(2).
5. Bates, A. J., Ramirez, L., & Drita, D. (2009). Connecting university supervision and critical reflection: Mentoring and modeling. *Teacher Educator*, 44(2), 90–112.

6. Beck, C., & Kosnik, C. (2002). Professors and the practicum: Involvement of university faculty in preservice practicum supervision. *Journal of Teacher Education*, 53(1), 6–19.
7. Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31(4), 416–440.
8. Ciuffetelli Parker, D., & Volante, L. (2009). Responding to the challenges posed by summative teacher candidate evaluation: A collaborative self-study of practicum supervision by faculty. *Studying Teacher Education*, 5(1), 33–44.
9. Cuenca, A., Schmeichel, M., Butler, B. M., Dinkelman, T., & Nichols, J. R. (2011). Creating a “third space” in student teaching: Implications for the university supervisor’s status as outsider. *Teaching & Teacher Education*, 27(7), 1068–1077.
10. Dymond, S. K., Renzaglia, A., Halle, J. W., Chadsey, J., & Bentz, J. L. (2008). An evaluation of videoconferencing as a supportive technology for practicum supervision. *Teacher Education and Special Education*, 31(4), 243–256.
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