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February 27, 2017

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Dear Sir or Madam,

Enclosed please find two hard copies of a report required by 2015 Session Law, Chapter 69, Article 1, Section 4, Subdivision 3 concerning a $200,000 appropriation to Minnesota State Colleges and Universities to conduct one or more pilot programs that combined clinical practice and coursework. Copies of this report, *"Year-Long Student Teaching: Report to the Legislature,"* were delivered to Representative Bud Nornes, Chair of the House Higher Education and Career Readiness Policy and Finance Committee; Representative Jennifer Loon, Chair of the House Education Finance Committee; Senator Michelle Fischbach, Chair of the Senate Higher Education Finance and Policy Committee; and Senator Carla Nelson, Chair of the E-12 Finance Committee on March 1, 2017.
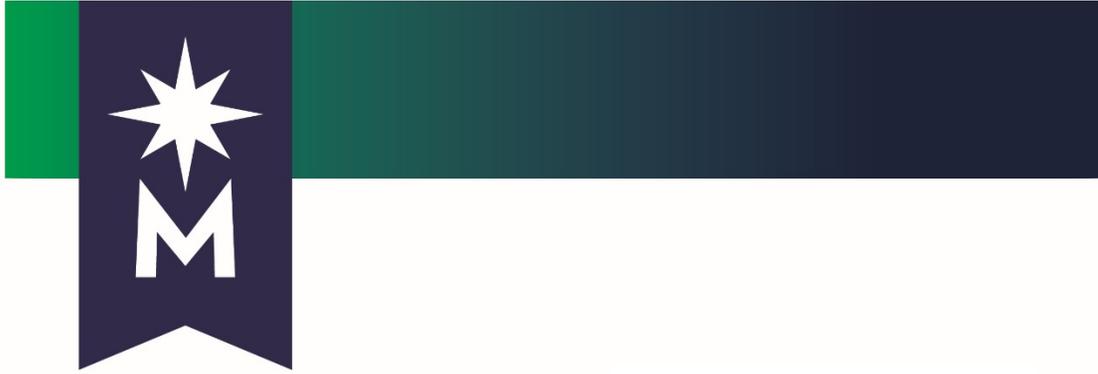
 Please contact me, Lynda.milne@so.mnscu.edu, if you have any questions.

Lynda Milne

Lynda Milne
Associate Vice Chancellor for Academic Affairs

c: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
        Jaime Simonsen, Director of Legislative Communications

Enclosure

Year-Long Student Teaching: Report to the Legislature

Minnesota State

Executive Summary

During the 2015 Legislative session, the Minnesota Legislature provided an appropriation of $200,000 and directed the Minnesota State Colleges and Universities to conduct one or more pilot programs to field-test school year-long student teaching experiences that combined clinical practice with coursework. The law required that the Board of Trustees report on the experiences of the grant recipients and the student teachers by March 1, 2017.

2015 Session Law, Chapter 69, Article 1, Section 4, Subdivision 3

This appropriation includes $200,000 in fiscal year 2016 to award up to two grants to system institutions with a teacher preparation program approved by the Board of Teaching to provide a school year-long student teaching pilot program consistent with the student teaching program requirements under Minnesota Statures, section 122A.09, subdivision 4, paragraph (d). This is a onetime appropriation. The Board of Trustees must report to the K-12 and higher education committees of the legislature by March 1, 2017 on the experiences of the grant recipients and the student teachers with the school year-long student teaching program and include any recommendations for amending Minnesota Statutes 122A.09, subdivision 4, paragraph d based on experiences of the grant recipients.

The statute also directed the Board of Teaching, in its leadership and rule-making for the redesign of teacher education programs, to permit any teacher education program to adopt practices employed in these pilots.

2015 Session Law, Chapter 69, Article 2, Section 3, Subdivision 4(d)

Among other components, teacher preparation programs may use the Minnesota State Colleges and Universities program model to provide a school year-long student teaching program that combines clinical opportunities with academic coursework and in-depth student teaching experiences to offer students ongoing mentorship, coaching and assessment, help to prepare a professional development plan, and structured learning experiences."

This report describes the selection, activities, conclusions and recommendations of the pilot projects. They were conducted at Metropolitan State University and St. Cloud State University, from September 2015 through December 2016.

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Selection and Activities

Two Minnesota State universities were chosen through a Request for Proposals process in June 2015 to conduct the pilots. Metropolitan State University paid $4,000 stipends to two highly diverse cohorts of students and increased their student teaching time from 12 to 15 weeks, providing in addition increased numbers of classroom observations by supervising professors and additional opportunities for student teacher interaction with cooperating K-12 teachers. St. Cloud State University chose two cohorts of students by licensure area (special education and early childhood education), and provided extensive and focused professional development in an area specific to each student teacher, while also giving the student teachers a new opportunity to work in a classroom environment with cooperating P-12 teachers and university professors. Both universities collected data on the pilot student teachers and on random control groups. Measures of effectiveness included common, objective evaluation instruments as well as evaluative survey data obtained from the student teachers, their P-12 cooperating teachers, and their professors.

Conclusions and Recommendations

The reported experience of pilot students and supervising teachers and professors, a careful analysis of outcomes data, and feedback from other teacher preparation institutions, leads Minnesota State to the following conclusions and recommendations.

Conclusion 1: There is substantial evidence provided by student teachers, cooperating classroom teachers, and university supervisors to support a claim that more time in the classroom during and before student teaching increases the **confidence** of student teachers by the end of their student teaching experience, without any conclusive evidence of improvement in their skill or effectiveness as teachers.

Conclusion 2: A number of logistical barriers to successful completion of teacher education programs were identified by participants in the study and confirmed by other institutions of higher education. These include:
- Additional student costs and debt due to a longer time period without pay during student teaching;
- The need to extend housing contracts and other student services;
- Additional costs to universities related to supervision and administration of programs;
- Increased work-load for cooperating classroom teachers with concerns about burn-out and "giving up" their classroom;
- Difficulty in finding an adequate number of student teaching placements.

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Conclusion 3: The incorporation of year-long student teaching in the current statutory requirements for teacher preparation is not advised, based on the results of this pilot. This conclusion is based on the following factors:

- The study had several limitations that do not justify generalization to programs statewide. These include small sample sizes, limited inclusion of licensure areas, and timeline limitations for design, implementation, and assessment of the projects;
- The study yielded no conclusive evidence that a longer student teaching experience increased the performance of student teachers;
- Extending the length and expense of teaching preparation programs may exacerbate existing and projected teacher shortages in several licensure areas and geographic regions;
- Year-long student teaching would present a barrier to people entering the field from lower socio-economic levels, or with competing demands from family and jobs. These barriers may affect students of color disproportionately;
- Increasing the length of student teaching within the current 120-credit limit for graduation may mean shortchanging other program content;
- The current plans for redesign of teacher licensing requirements in Minnesota include a tiered approach, and should also be considered as an opportunity to create models for extending student teaching and/or apprenticeships.

The pilot projects therefore support the following recommendations:

Recommendation 1

Minnesota Statutes 122A.09, subdivision 4, paragraph d, regarding the length of student teaching required, should remain unchanged at this time.

Recommendation 2

A large-scale and comprehensive study of the effects of longer student teaching, to include programs that have been in existence at various other Minnesota universities, should be conducted prior to implementing a change in the current student teaching requirements.

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Recommendation 3

The Legislature should consider providing incentives to student teachers, and to the universities and school districts that supervise them, for participation in teacher education programs that increase classroom teaching experience for teacher candidates, and for university/school district partnerships that offer teacher apprenticeship programs with strong mentoring and support components intended to alleviate some of the teacher shortages through a tiered licensure system.

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Implementation

Selection of Pilot Sites

Following passage of this legislation in May 2015, Minnesota State system office staff, with input from deans of education, established a Request for Proposals and selection process that was communicated to the seven state university colleges of education in June 2015. Proposals from four Minnesota State universities were reviewed by a panel consisting of a dean and a director of clinical experiences from non-participating Minnesota State university campuses, as well as a faculty member from the private college caucus, Minnesota Association of Colleges of Teacher Education (MACTE), and a K-12 teacher who is a member of the Minnesota Board of Teaching (BOT). The review panel concluded that the proposals submitted by Metropolitan State University and St. Cloud State University provided two viable and distinctly different year-long models, with different student populations, which would provide an opportunity to make valuable comparisons and collect data that could be used to inform the Minnesota Legislature. Grant awards were announced at the end of July 2015.

Key Features of Each Pilot Project

Metropolitan State University

The university offered the opportunity for up to 20 teacher candidates to teach over two semesters, in any of the licensure areas offered at Metro State: Early Childhood Education, Elementary Education, Secondary Education (English, Life Science, Mathematics, and Social Studies)[1]. The program:

- Increased the length of student-teaching placement from a total of 12 weeks to 15 weeks following a semester-long intensive practicum;
- Offered student teaching placement in same sites during Semester I and Semester II experiences;
- Increased the number of observations of teacher candidates by university professors;
- Funded stipends for teacher candidates ($4,000 per student); increased stipends for P-12 classroom supervisors; increased university supervisor pay; additional staffing for student teaching office;

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[1] Note: All Metropolitan State University teacher candidates scheduled to student teach during the legislatively mandated timeline were given the opportunity to participate in the extended student teaching pilot program and receive a $4,000 stipend during their extended student teaching time. Ten participants were then randomly selected for inclusion in the program. For both cohorts, more than 10 students applied.

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- Identified a control group of randomly selected teacher candidates graduating during the same semester as the participating candidates;
- Involved two cohorts: Cohort I participated from Fall 2015 to Spring 2016; Cohort 2 participated from Spring 2016 to Fall 2016.
- Was in line with the mission of Metropolitan State's School of Urban Education; participants selected in the pilot group included 50% persons of diverse ethnicity or race.

St. Cloud State University

St. Cloud State's pilot offered several contrasts to the approach taken at Metropolitan State University:

- All Early Childhood Education (CFS) and Special Education (SPED) teacher candidates who were scheduled to begin student teaching in Fall 2016 were required to complete the school year-long student teaching experience.
- Teacher candidates in Early Childhood Education and Special Education who did their student teaching only during Spring 2016 comprised a control group.
- Student teaching placements included two sites due to scope of practice licensure requirements (elementary and secondary sites in special education; preschool and early elementary for early childhood).
- Student teaching utilized a co-teaching model, in which selected methods courses in each program were co-taught with P-12 practitioners and university faculty, to emphasize practitioner perspectives and relevant experience.
- Instructional coaching was utilized by cooperating teachers and university supervisors to further support candidates as they entered the profession.
- The professional development plan for each student teacher focused on one of four areas:
    o Utilizing digital and interactive technologies to achieve specific learning goals
    o Using formative and summative assessments to support student learning
    o Designing instruction for English Language Learners
    o Differentiating instruction for students with a wide range of abilities
- Funding was allocated to: compensating P-12 practitioners who were co-teaching methods courses with university faculty, compensating cooperating teachers for extended clinical experiences, and transforming supervision practices with specialized training.
- Pilot groups completed student teaching from Spring 16 to Fall 16 and followed the P-12 academic calendar. The control group did their student teaching in Spring of 2016.

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Assessment of the Pilot Projects

During Fall 2015, system office staff conferred with an advisory team consisting of faculty and deans representing the seven colleges of education to discuss ways to best assess the pilot projects. The consensus reached was that it would be best to include both **common assessment tools** across both pilot projects as well as **site-specific assessment** tools for each of the pilot projects. The tools selected and developed enabled evaluation of:

- The effects of each pilot project on **student teacher performance;**
- The effects of the pilot project on **student teacher confidence;**
- Various logistical issues related to student teachers and cooperating classroom teachers and university supervisors

The following assessment tools were employed. One is widely used in teacher preparation programs, and two are standard requirements for teacher licensure in Minnesota:

Common Assessment Tools

- The *Common Metrics Exit Survey* for student teachers, which was developed by fourteen universities involved in the Bush Foundation's decade-long NExT initiative (Network for Excellence in Teaching);
- *Minnesota Teacher Licensure Exams* (MTLE) Content and Pedagogy (Pass/Fail Status);
- *edTPA* (Teacher Performance Assessment) for Minnesota: Composite score and three component scores for Planning/Instruction/and Assessment tasks.

Site-specific Assessment Tools

- Surveys of student teachers
- Surveys of cooperating classroom teachers
- Surveys of university supervisors
- Anecdotal records

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Results

Analysis of Common Assessment Tools

The Minnesota State Academic and Student Affairs research unit worked with pilot coordinators to analyze the data from the common assessment tools.

NExT Common Metrics Exit Survey

As part of a Bush Foundation initiative, the NExT network of 14 teacher preparation institutions (in Minnesota, North and South Dakota) developed several common metrics assessment tools. From 2010 on, these tools have been developed, tested, validated and utilized as measures of teacher preparation program effectiveness. The *Common Metrics Exit Survey* is taken by teacher candidates close to the end of their student teaching experience. St. Cloud State University, which is a member of the NExT initiative, has been administering the instrument for five years. Permission was obtained from the NExT network to administer the *Common Metrics Exit Survey* at Metropolitan State's School of Urban Education for the purposes of this study. The *Exit Survey* permitted the pilots to obtain common demographic data and ratings of teacher candidates' feelings of preparedness in four areas.

1. Preparation for Teaching: Instructional Practice – 20 items
2. Preparation for Teaching: Diverse Learners – 10 items
3. Preparation for Teaching: Learning Environment – 9 items
4. Preparation for Teaching: Professionalism – 6 items

A summary of key findings from the Common Metrics Exit Survey related to demographics and preparedness from that instrument are summarized below:

Demographics

The table below summaries the demographics of teacher candidates in the pilot and control groups at Metropolitan State University and St. Cloud State University. Note that some candidates did not answer all questions, thus totals on some items may differ from the total N for each group.

- *Metropolitan State University (MSU) teacher candidates were more ethnically diverse than teacher candidates at St. Cloud State University.*
- *Metro State teacher candidates were older than teacher candidates at SCSU.*
- *Metro State teacher candidates at MSU were more likely to be fluent in a different language or have a different native language other than English than were SCSU teacher candidates.*

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Demographics: Student Pilot and Control Groups at Metropolitan State and St. Cloud State Universities

Group	Average Age (Years)	Gender	Ethnicity	Native English Speaking?	Fluent in Another Language?	Licensure Area
Metro Pilot N=18	28.6	4=Male 14=Female	6= White 7=Other 5=No Response	14= Yes 4=No	7=Yes	2=Early Ed 9=Elem Ed 7=Secondary Field
Metro Control N= 15	33.7	6=Male 6=Female 3=No Response	10=White 2=Other 3=No Response	13=Yes 2= No Response	3=Yes	7=Elem Ed 7=Secondary 1= No Response
SCSU Pilot N=14	23.9	1=Male 13=female	14=White 1= Other	14=Yes	0=Yes	
SCSU Control N=16	23.9	6=Male 10=Female	15=White	16=Yes	1=Yes	

Common Metrics Exit Survey: Preparation for Teaching

At the conclusion of their student teaching year, teacher candidates completed the *Common Metrics Exit Survey*, and results showed moderate but consistently favorable outcomes in terms of students rating of their preparedness to teach.

1. **Preparation for Teaching: Instructional Practice:** An analysis of the 20 items related to this area for pilot and control groups at Metro and SCSU revealed that the pilot groups at both sites rated their preparation higher than did both control groups
2. **Preparation for Teaching: Diverse Learners:** Pilot groups teacher candidates at both sites reported higher levels on the 10 items related to teaching

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diverse students compared to control group teacher candidates at both sites.

3. **Preparation for Teaching: Learning Environment:** The mean for all ten items related to learning environment was higher for the Metro pilot group than for the Metro control group teacher candidates. Among the SCSU control group, teacher candidates rated higher on six of nine items related to learning environment than the SCSU pilot group.

4. **Preparation for Teaching: Professionalism:** The mean for all six items related to professionalism was higher among the Metro pilot group than the Metro control group teacher candidates. SCSU pilot and control groups both had higher scores for three of the six items than their counterpart group.

Additional details regarding teacher candidate performance in each of the four areas of the *Common Metrics Exit Survey* may be found in **Appendix A**.

MTLE Content and Pedagogy Tests

Minnesota Teacher Licensure Exams (MTLE) are required for Minnesota licensure and are taken near the end of the teacher candidates' preparation programs. The tests taken by candidates vary according to the scope of licensure (e.g., K-6, K-12, etc.) and licensure area (e.g., elementary education, special education, chemistry, etc.) In some instances the content test consists of several parts (e.g., elementary education majors take 3 content tests: reading, math, social studies). The chart below summarizes the test status of pilot and control group teacher candidates at the time that data was due for this report. The data may not represent complete results because teacher candidates take the test voluntarily and pay their own testing fees.

MTLE Content and Pedagogy Results: Metropolitan State and St. Cloud State Universities

Groups	Total N	MTLE Content Pass (P) Fail (F)[1] No Attempt (NA)	MTLE Pedagogy Pass (P) Fail (F) No Attempt (NA)
Metro Pilot	16	P= 8 F = 3 NA = 5	P= 11 NA= 3 F (or NA on 1 or more parts)= 2
Metro Control	12	P= 5 F = 6 NA = 1	P= 10 F= 1 NA= 1

[1] *Note: Fail (F) is reported if students did not pass or complete all required content tests*

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Groups	Total N	MTLE Content Pass (P) Fail (F)[1] No Attempt (NA)	MTLE Pedagogy Pass (P) Fail (F) No Attempt (NA)
SCSU Pilot Fall 16	17	P= 11 F=3 NA= 3	P= 13 F=2 NA= 2
SCSU Control SP16	27	P= 25 F= 0 NA= 2	P = 21 F= 4 NA= 2

Minnesota edTPA

The Minnesota Board of Teaching implemented the requirement of edTPA administration for all teacher preparation institutions beginning in the 2012-2013 academic year in response to a mandate by the Minnesota legislature. The instrument is a performance-based assessment that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Teacher preparation programs use the results of these assessments to implement changes that will better prepare their graduates. Currently, Minnesota does not require a passing score on edTPA. Results for pilot and control groups at Metropolitan State University and St. Cloud State University are summarized in the table below.

Summary of edTPA Results: Metropolitan State and St. Cloud State Universities

Metro Groups	Total N	edTPA Total Range(R) Mean(M)	edTPA Task 1 Range (R) Mean Planning	edTPA Task 2 Range (R) Mean (M) Instruction	edTPA Task 3 Range (R) Mean (M) Assessment
Pilot	16	RANGE: 30-44 M= 36.75 For 12 students	RANGE: 8-17 M= 12.83 For 12 students	RANGE: 10-15 M= 12.58 For 12 students	RANGE: 9-15 M= 11.33 For 12 students
Control	14	RANGE: 29 to 46 M= 38.86 For 14 students	RANGE: 10 to 17 M= 13.29 For 14 students	RANGE: 9 to 17 M= 13 For 14 students	RANGE: 10 to 17 M= 12.57 For 14 students

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[1] Note: Fail (F) is reported if students did not pass or complete all required content tests

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SCSU Groups	Total N	edTPA Total Range (R) Mean (M)	edTPA Task 1 Range (R) Mean (M) Planning	edTPA Task 2 Range (R) Mean (M) Instruction	edTPA Task 3 Range (R) Mean (M) Assessment
Pilot	14	RANGE: 30-45 M= 39.07 For 14 ST	RANGE: 9-17 M= 13.64	RANGE: 11-18 M= 13.6	RANGE: 8-15 M= 12.07
Control	21	RANGE: 15-46 M= 34.57 For 21 ST	RANGE: 6-17 M= 12	RANGE: 4-16 M= 12.38	RANGE: 5-16 M= 10.14

Note: Some of the differences in numbers of students and mean scores may be attributable to the number of students who had not completed edTPA at the time data was collected.

Analysis of Test Scores

- Metropolitan State University teacher candidates in the control group slightly outperformed the pilot group teacher candidates on the edTPA across all measures including: (1) total mean score and (2) mean scores on the three tasks of ***Planning, Instruction, and Assessment.*** The difference in total mean score for the Pilot Group (M=36.75) and Control Group (38.86) was +2.11 for the control group.
- St. Cloud State University teacher candidates in the pilot group outperformed the control group on the edTPA across all measures including: (1) total mean score and (2) mean scores on the three tasks of *Planning, Instruction, and Assessment.* The difference in total mean score for the Pilot Group (M=39.07) and Control Group (34.52) was +4.55 for the pilot group.
- Many variables other than the longer student teaching experience, such as differences in sample size and overall GPA of students in each group, may be attributable to the difference in performance of pilot and control groups.
- No tests of statistical significance were performed because of the small sample sizes involved overall and in each subgroup.
- The results of pilot and control groups at Metropolitan State University and St. Cloud State University provide no consistent or clear evidence that a longer student teaching experience improved performance of teacher candidates as measured by edTPA scores.

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Analysis of Pilot Site Assessment Tools

Pilot sites conducted their own analyses of data using site-specific assessments, and provided the Minnesota State system office with their analyses, synthesized and reported below.

Metropolitan State University Survey Findings

Metropolitan State University developed parallel surveys that were administered to the pilot student teachers, cooperating classroom teachers, and university supervisors who participated in the extended student teaching experience. The surveys asked each group to rate the impact of the extended student teaching experience in relation to nine criteria. A randomly selected control group of students who participated in the regular 12-week student teaching experience during the same time period also completed a survey which asked them to consider the potential benefit of an extended student teaching experience on the same nine criteria. The surveys asked each group to rate the impact of an extended student teaching experience on **a scale of 1 (Not Beneficial) to 5 (Very Beneficial) with a median rating of 3 (About the Same)**. **Appendix B** provides a chart summary and detailed analysis of the results of these surveys.

The important findings in this analysis are:

- Student teachers, cooperating classroom teachers, and university supervisors involved in the pilot rated the following three survey items highly (with each group's respective average score in parentheses):
    - Overall Benefit (4.67, 4.76, 4.45)
    - Confidence (4.56, 4.35, 4.4)
    - Rapport with Students (4.5, 4.47, 4.3)
- University supervisors reported a mean only slightly above "About the same" when comparing the performance of students in the 15-week experience with those in a 12-week experience on the following criteria:
    - Instructional Design and Planning (M=3.25)
    - Effectiveness of Instructional Practices (M=3.55)
    - Assessment of Student Learning (M=3.50)

In addition, student teachers, cooperating teachers and university supervisors were asked to respond **Yes** or **No** to a question regarding their willingness to participate in an extended student teaching experience without the benefit of the stipend or increased compensation. The tally for that question and an analysis is reported in **Appendix C.** Of the 72 participants completing the survey, 47 (65%) said that a stipend for student teachers or increased compensation for university supervisors and classroom teachers would be essential to their participation in an extended student teaching experience.

In completing the survey, all participants were asked to provide comments on the advantages and disadvantages of an extended student teaching experience. An extensive summary of the advantages and disadvantages by all groups as well as sample comments can be found in **Appendix D**. it is important to note that there was general agreement across all groups (control group, pilot group, cooperating classroom teachers, and university supervisors) that extended student teaching time offered or would offer such advantages as:

- Extra time to practice and become confident in teaching skills
- More time for coaching by classroom teacher
- Establishing rapport and classroom management with students
- Establishing relationships on a school-wide level
- Working through more of a school calendar and schedule
- When reviewing comments related to disadvantages of the extended time student teaching experience, the most frequent issue raised was compensation and inability to work at another paid job.

Conclusions Submitted by Metropolitan State University's Pilot Coordinators

- The experience of extended student teaching was rated as very beneficial by students, cooperating teachers and university supervisors.
- Longer student teaching assignments should be paired with some type of compensation to make it financially feasible to increase student teaching time.
- The payments for cooperating teachers, Directors of Field Experience, and university supervisors would also need to be increased to compensate them for additional work.
- Data from MTLE and EdTPA showed no significant difference between subjects and controls with subjects being those with 15 versus 12 weeks of student teaching.
- If student teaching was increased to a full year, there would need to be a way for student teachers to co-teach with the cooperating teachers, since teaching full time would not avail students of the instruction they need from a licensed teacher.
- An unfunded mandate to extend student teaching would further erode the pool of teaching candidates, especially those from lower socioeconomic backgrounds and teachers of color.
- Extending the student teaching time would limit the ability of colleges to secure cooperating teachers to serve for the extended time because this would require significant additional work and time for them.
- A major barrier to student teaching for teacher candidates, especially students of color, is 12-15 weeks of unpaid full time work. Increasing the student teaching time would add to that barrier, therefore decreasing the ability of colleges to recruit candidates of color.

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The recommended model, based on the experience of this study, would be to have students serve as a "teaching apprentice" at the pay rate of a teaching assistant or educational assistant and co-teach for a longer period, perhaps a full school year and perhaps with 2 cooperating teachers, one for fall semester and one for spring semester. In that case, the number of college credits for this experience would be doubled. Also, payments to cooperating teachers and university supervisors would be doubled.

This model would be very expensive, so any mandate to extend student teaching would need to be fully funded.

Without the additional funding, the recommendation would be to keep student teaching for the same amount of time.

St. Cloud State University Assessments

The comprehensive assessment plan utilizing site-specific assessment tools developed by St. Cloud State University may be found in **Appendix E**.

Pilot site specific assessment tools developed and utilized at SCSU included surveys of the following:

- Surveys of pilot (year-long) and control (semester-long Spring 2016) student teachers to measure skill confidence
- Survey questions for pilot (year-long) student teachers asking eight opinion/reaction questions related to their year-long student teaching experience
- Cooperating Classroom Teachers ratings of student teachers on a survey designed around the Minnesota Standards of Effective Practice for teachers
- University Supervisor survey

Skill Confidence of Year- Long Student Teachers

A table and detailed analysis for this instrument may be found in **Appendix F**. Important conclusions from the analysis include:

- Both pilot and control respondents reported high levels of confidence to perform the 19 teacher roles in question (89% for control group, 95% for pilot group)

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- Both groups saw themselves as *very* confident (e.g., values above 3.5 on a four-point scale) on several items; these can reasonably be portrayed as strengths of the SCSU preparation program: (a) classroom organization, (b) organizing curriculum, (c) manage behavior of a large group, (d) pedagogical knowledge, (e) content knowledge, and (f) understanding of state standards. Other strengths included ratings for *Diversity*, *Communication skills*, and *Reflective practice.*

Opinion/Reaction of Pilot Group to Year-Long Student Teaching

A chart and analysis of the 8 opinion/reaction items may be found in **Appendix G**. Overall, the data on this survey suggests that as the year-long student teaching experience continued, the pilot students' overall opinion toward the benefits of the experience increased from 46.2% to 69.7%

Ratings of Standards of Effective Practice by Cooperating Classroom Teachers

A chart and analysis of the cooperating classroom teachers' rating of teacher candidates in the pilot and control groups may be found in **Appendix H**. In summary, cooperating classroom teachers rated pilot candidates lower on skills than they rated their control counterparts. In short, while candidates were equally confident in their skills on the confidence survey, supervisors saw their performances differently as measured by the Standards of Effective Practice survey.

Conclusions of St. Cloud State Pilot Site Coordinators

The conclusions and recommendations submitted by St. Cloud State are organized to reflect assessment aspects of teacher candidate performance, teacher candidate confidence and logistical issues.

Performance

- The performance of year-long candidates as rated by cooperating teachers increased significantly from 66.5% agreement [that they performed well across the 10 SEP standards] (June 2016) to 75.7% agreement in December of the same year. Assessment remains a domain for the attention of programmers at SCSU.

Confidence

- Yearlong (YL) and semester-long (SL) student teachers reported high levels of confidence to perform 14 teaching roles.
- Confidence levels [to perform selected tasks] increased systematically for year-long student teaching candidates.

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- A similar set of strengths accrued to the SCSU preparation program over data collected in June and December (end-of-experience): (a) Organize and plan curriculum, (b) Manage the behavior of individual needy students, (c) Understand ethical responsibilities, (d) Organize a classroom, (e) Content knowledge, and (f) Pedagogical knowledge and skill. All of these items attained nearly 100% agreement at the end of the study [by the pilot group].

- Though rates of agreement increased, both pilot group and control group candidates rated their confidence levels lowest for the following skills: (a) Manage racial, socioeconomic, ethnic, and linguistic diversity, (b) Employ data to drive instruction, and (c) Manage relationships with and communicate with parents of students. This only suggests areas for improvement in the SCSU program since these items proved only relative weaknesses in confidence levels for each skill exceeding 85%.

Logistical Issues

- The available end-of-experience data suggest that YL candidates still observed some logistical issues with the YL experience, but that their reactions to logistical issues proved more positive (than was true in June, 2016).

- Several problems proved particularly problematic for the pilot group candidates, though, in our view these should not prove insurmountable:

  o Cooperating teachers (in June and less so in December) pointed out that candidates had not received method courses prior to encountering P-12 students.

  o Pilot group teacher candidates and cooperating teachers both argued that the year-long teaching produced some hardship for students as they struggled with extending housing contracts and waiting to start summer employment.

  o Cooperating teachers expressed the concern that courses and student teaching were not integrated sufficiently. Because of some changes made in the program related to this June 2016 feedback, these same concerns did not appear among those voiced at the end of the pilot project in December 2016.

- The issues enumerated above deserve the attention of state legislators and programmers as they consider year-long student teaching. Some of these issues can be addressed relatively parsimoniously via better communication between teacher candidates and teacher preparation programs.

- Cooperating teachers tended to agree that the year-long experience produced selected benefits, specifically the <u>potential</u> to connect courses better with student teaching and to allow students to experience more directly the rhythms and patterns of the academic year.

St. Cloud State University's Recommendations from the Study

No overwhelming data from this pilot project suggested the *clear* superiority of year-long student teaching. Therefore, we recommend further research before changing requirements for student teaching for all teacher candidates. Further research should expand the number of student teachers and licensure areas involved. Due to the mandated timeline for the grant, student teachers completed this experience from Spring 2016 through Fall 2016. Thus, it was not possible to have them experience the typical fall to spring school year.

Limitations, Conclusions and Recommendations

Following detailed analysis of the data and consultation with both pilot sites, Minnesota State submits a notation of the limitations of the study along with conclusions and recommendations.

Limitations of the Pilot Projects

Timeline

The legislation was passed in May 2015 after the conclusion of the academic year at most institutions. This provided several challenges related to communicating with both faculty and students who had left campus for the summer. Despite that challenge, the projects were awarded before the start of Fall semester 2015. At SCSU engaging K-12 partners in program planning and communication with students resulted in the year-long experience being implemented in Spring 2016 and concluding at the end of Fall 2016. Therefore, students were unable to experience a typical school year calendar.

In addition, the required timeline provided challenges to the pilot sites and the system office staff for collecting, analyzing and reporting data. Thus the data was incomplete for students who postponed completion of the MTLE, edTPA, etc.

Scope and size of sample

The pilots involved fewer than 40 teacher candidates, out of the approximate 1,200 who graduate from Minnesota State annually and the approximate 2,400 who complete programs in Minnesota each year. Additionally, a small number of licensure categories were represented in the pilot projects. Thus, caution has been exercised in representing any findings as statistically

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significant and in making recommendations for changes in student teaching requirements from such a limited sample.

Lack of inclusion of existing year-long or extended student teaching models in Minnesota

Several of the teacher preparation programs in Minnesota already have programs which include innovative models of student teaching that often go beyond the required 12-week student teaching experience. Descriptions of some of these innovative programs, designed to reflect unique teacher candidate populations and K-12 districts, may be found in **Appendix I**.

Long-term Impact/Financial considerations

While there are potentially many benefits to increasing the length of student teaching experience, logistical barriers and unintended consequences may mitigate against the intended successful outcomes if all Minnesota teacher candidates were required to complete a school year-long student teaching experience. These include the following:

> **Capacity of K-12 schools for placement of student teachers:** Teacher preparation programs already face difficulty in finding an adequate number of placements that match the scope and licensure area of teacher. This could become more problematic with students spending a full school-year
>
> **Cost to students:** A longer period of time without income, travel costs, extending housing contracts and other costs associated with student teaching might discourage students from entering the field of teaching.
>
> **Cost to institutions of higher education:** Additional costs would be incurred by teacher preparation program as a result of an increased need for student teaching supervision and administration of programs. At Minnesota State, the primary funding of programs comes from student tuition. The 120-credit limit would prohibit teacher preparation programs from generating additional revenue to support the increased cost for student teaching.
>
> **Cost to the state of Minnesota:** According to figures reported by the Minnesota Department of Education, more than 2000 new teachers are licensed on an annual basis (2,445 in 2014-15). The cost per teacher candidate of both models utilized in this study was approximately $5000. Thus the cost of replicating either of these pilot projects on full scale for all teacher candidates in the state of Minnesota would be in excess of $12,000,000 on an annual basis for 2400 teacher candidates. Other models which include internships funded in partnership with K-12 schools may prove more cost effective.

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In November 2016, a panel presentation by faculty and teacher candidates involved in discussing the two Minnesota State pilot projects was held at the Minnesota Association of Colleges of Teacher Education (MACTE) Fall meeting. MACTE consists of representatives of private and public teacher preparation programs in Minnesota. Feedback collected from MACTE members at the end of that session supports many of the limitations and financial concerns discussed above. Plus (benefits) and Delta (areas of concern) collected at that session may be found in **Appendix J**.

In summary, after analyses of available data, reports from the pilot sites, and input from other Minnesota State teacher preparation programs, the pilot projects lead Minnesota State to the following conclusions and recommendations:

Conclusion 1: It does not seem prudent to change the current requirements for student teaching based on these pilot projects for the following reasons.

- The study had several limitations that do not justify generalization to programs statewide. These include small sample sizes, limited inclusion of licensure areas, and timeline limitations for design, implementation, and assessment of the projects;
- The study yielded no conclusive evidence that a longer student teaching experience increased the performance of student teachers;
- Extending the length and expense of teaching preparation programs may exacerbate existing and projected teacher shortages in several licensure areas and geographic regions;
- Year-long student teaching would present a barrier to people entering the field from lower socio-economic levels, or with competing demands from family and jobs. These barriers may affect students of color disproportionately;
- Increasing the length of student teaching within the current 120-credit limit for graduation may mean shortchanging other program content;
- The current plans for redesign of teacher licensing requirements in Minnesota include a tiered approach, and should also be considered as an opportunity to create models for extending student teaching and/or apprenticeships.

Conclusion 2: There is substantial evidence provided by student teachers, cooperating classroom teachers, and university supervisors to support a claim that more time in the classroom during and before student teaching increases the **confidence** of student teachers by the end of their student teaching experience, without any conclusive evidence of improvement in their skill or effectiveness as teachers.

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Conclusion 3: A number of logistical barriers to successful completion of teacher education programs were identified by participants in the study and confirmed by other Minnesota universities. These include:

- Additional student costs and debt due to a longer time without pay during student teaching;
- The need to extend housing contracts and other student services;
- Additional costs to universities related to supervision and administration of programs;

Minnesota State's recommendations, based on the pilot experiences, are:

Recommendation 1

Minnesota Statutes 122A.09, subdivision 4, paragraph d, regarding the length of student teaching required, should remain unchanged at this time.

Recommendation 2

A large-scale and comprehensive study of the effects of longer student teaching, to include programs that have been in existence at various other Minnesota universities, should be conducted prior to implementing a change in the current student teaching requirements.

Recommendation 3

The Legislature should consider providing incentives to student teachers, and to the universities and school districts that supervise them, for participation in teacher education programs that increase classroom teaching experience for teacher candidates, and for university/school district partnerships that offer teacher apprenticeship programs with strong mentoring and support components intended to alleviate some of the teacher shortages through a tiered licensure system.

Appendices

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Appendix A

Summary of NExT Common Metrics Exit Survey Preparation for Teaching Items

Preparation for Teaching: Instructional Practice 20 items

> Metro Pilot (N=15) 11 of 20 items rated more highly than control group
>
> Range = 3.29 on four items to 3.7 for *Understand how to use formative and summative assessments to support student learning*
>
> Metro Control (N=18) 8 of 20 items rated more highly than pilot group
>
> Range = 2.8 for *Understand how to use digital technologies to achieve specific learning goals* to 3.7 for *Understand how to use formative and summative assessments to support student learning*
>
> ---
>
> SCSU Pilot (N=14) 6 of 20 items rated more highly than control group
>
> (Range = 2.57 for *Know where and how to access resources to build global awareness* to 3.43 for *Plan lessons with clear learning objectives in mind*
>
> SCSU Control (N=16) 14 of 20 items rated more highly than pilot group
>
> (Range = 2.94 for *Know where and how to access resources to build global awareness* to 3.56 for *Plan lessons with clear learning objectives in mind.*

Preparation for Teaching: Diverse Learners 9 items

Metro Pilot (N=15) Ten of ten (10/10) items rated more highly than control group

Range= 2.56 for *Design instruction for students with mental health needs* to 3.78 for *Effectively teach students from culturally and ethnically diverse backgrounds and communities.*

Metro Control (n=18) None of ten (0/10) items rated more highly than pilot group

Range = 1.53 for *Design instruction for students with mental health needs* to 3.06 for *Differentiate instruction to meet a variety of developmental levels*

SCSU Pilot (N=14) 6/9 items rated more highly than control group

Range = 2.79 *Differentiate Instruction for Gifted and Talented* to 3.57 *Differentiate Instruction for a variety of learning needs*)

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SCSU Control (N=16) 3/9 items rated more highly than pilot group

Range=2.69 *Differentiate Instruction for English Language learners* to 3.38 *Differentiate for students at various developmental levels*

Preparation for Teaching: Learning Environment Nine Items

Metro Pilot (N=18) Five of nine (5/9) items rated more highly than control group

Range = 3.38 for Effectively organize the physical environment of the classroom for instruction to 3.72 *Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected.*

Metro Pilot (N=15) Four of nine (4/9) items rated more highly than pilot group

Range = 3.33 for Effectively organize the physical environment of the classroom for instruction to 3.83 for *Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected.*

SCSU Pilot (N=14) three of nine (3/9) items rated more highly than control group

Range = 3.0 for *Help students regulate their own behavior* to 3.57 for A. *Design instruction and learning tasks that connect core content to real life experiences for students* and B. *Develop and maintain a classroom environment that promotes student engagement.*

SCSU Control (N=16) Six (6/9) items rated more highly than pilot group

Range= 3.38 for four items and 3.50 for four items

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Preparation for Teaching: Professionalism Six Items

Metro Pilot (N=18) Six of six items (6/6) rated more highly than control group

Range = 3.11 for *Seek out learning opportunities that align with my professional goals* to 3.61 for A. *Use colleague feedback to support my development as a teacher* and B. *Uphold my legal responsibility as a professional educator and student advocate*.

Metro Control N=15 none of six (0/6) items rated more highly than pilot group

Range = 2.06 for *Actively engage with parent/guardian/advocate about issues affecting student learning* to 2.73 for *Use colleague feedback to support my development as a teacher.*

SCSU Pilot (N=14) Three of six (3/6) items rated more highly than control group

(Range = 3.0 for *Access the professional literature to expand my knowledge about teaching and learning* to 3.57 for *A. Collaborate with teaching colleagues to improve student performance* and B. *Act as an advocate for all students*)

SCSU Control (N=16) Three of six (3/6) items rated more highly than pilot group

(Range= 3.13 *Seek out learning opportunities that align with my professional goals* to 3.5 *Collaborate with teaching colleagues to improve student performance*

Metropolitan State University Survey Results Summary

Survey Criteria	Student Control Group w/12 weeks Student Teaching N=17	Pilot Students w/15 weeks of student teaching N= 18	Cooperating Classroom Supervisors for pilot student teaching experience N= 17	University Supervisors for extended student teaching experience. N=20
Overall Benefit	2.94	4.67	4.76	4.45
Confidence	3.59	4.56	4.35	4.4
Rapport w/ Students	3.59	4.50	4.47	4.3
Classroom Management	3.7	4.33	3.88	4.15
Instructional Design & Planning	3.59	3.94	3.82	3.25
Effectiveness of Instructional Practices	3.64	4.16	4.17	3.55
Assessment of Student Learning	3.59	4.05	4.11	3.50
Interaction w/ School Colleagues	3.47	4.33	4.47	3.8
Range	2.94 to 3.64	3.94 to 4.67	3.82 to 4.76	3.25 to 4.45

Rating Scale: 1 (Not Beneficial) to 5 (Very Beneficial) with a median rating of 3 (About the Same).

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- Student teachers and cooperating classroom teachers who were a part of the extended student teaching pilot project rated the benefits of their student teaching experience more highly (Range = 3.94 to 4.67 and 3.82 to 4.76 respectively) than did the Student Control Group or University Supervisors. (Range = 2.94 to 3).
- Student teachers, cooperating classroom teachers, and university supervisors involved in the pilot rated the following three survey items highest:
    - Overall Benefit (4.67, 4.76, 4.45)
    - Confidence (4.56, 4.35, 4.4)
    - Rapport with Students (4.5, 4.47, 4.3)
- University supervisors reported a mean only slightly above "About the same" when comparing the performance of students in the 15-week experience with those in a 12 week experience on the following criteria:
    - Instructional Design and Planning (M=3.25)
    - Effectiveness of Instructional Practices (M=3.55)
    - Assessment of Student Learning (M=3.50)

Appendix C

Summary of Responses related to Compensation

Group	Total N	**Yes** = willing to participate without stipend or extra compensation	**No** = not willing to participate without stipend or extra compensation
Student Teacher Control Group	17	2	15
Student Teacher Pilot Group	18	6	12
Cooperating Classroom Teachers for Pilot Group	17	8	9
University Supervisors	20	9	11
Totals for All Groups	72	25	47

- Of the 72 participants completing the survey 47 (65%) said that a stipend for student teachers or increased compensation for university supervisors and classroom teachers would be essential to their participation in an extended student teaching experience.
- Eight of 18 students in the **pilot group** reported that they worked during student teaching even while receiving the $4,000 stipend.
- Seventeen of the 18 students in this group indicated that they would have had to work during student teaching if they had not received the stipend.
- In responding to open-ended comments on pros and cons related to the extended student teaching experience, five students made comments related to loss of pay/work.
- The following pilot student comment likely characterizes the dilemma that faces many of the students in the Urban Education program at Metropolitan State:

Had I not received the stipend, I would not have been able to student teach. I need to work full time and have a part time job to provide for myself and my child. I was able to just do a part-time job while student teaching, and still make my bills.

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- Eight of 17 students in the **control group** reported working during student teaching. When asked if a stipend would help to reduce the number of hours they needed to work during student teaching, nine (9) responded Yes, six (6) responded No, and two (2) gave no response.
- Examination of the pros and cons comments revealed that 11 of the 17 students pointed out issues related to lack of compensation during student teaching. The following comment again emphasizes the economic pressure felt by teacher candidates at Metropolitan State:

Economically, student teaching is remarkably challenging. I felt as though I was thrust into poverty with no pay and the expectation to commit 50-80 hours a week into the position to make ends meet was challenging enough with 12 weeks, let alone 15.

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Appendix D

**Metro State Survey on Advantages and Disadvantages
of Extended Student Teaching Experience**

There was general agreement across all groups (control group, pilot group, cooperating classroom teachers, and university supervisors) that extended student teaching time offered or would offer such advantages as:

- Extra time to practice and become confident in teaching skills
- More time for coaching by classroom teacher
- Establishing rapport and classroom management with students
- Establishing relationships on a school-wide level
- Working through more of a school calendar and schedule

Pilot Student Comment: I was able to get to know students' interests and personalities better. The extra time was also a great way to establish myself as a teacher figure to the students. I was able to understand and implement the rules and routines in the classroom, and build a closer relationship with my cooperating teacher. I learned about how my cooperating teacher created her lesson plans, and assessments. I also had the chance to try co-teaching with the special education teacher before I began my full time student teaching.

Control Student Comment: Practice, I would gain more experience for planning lessons and getting to know more teachers and other staff in the building.

Cooperating Classroom Teacher Comment: Classroom teacher has more time to discuss curriculum and best practices, plan with teacher candidate, and integrate the teacher candidate into more areas outside the classroom (Sped, ELL, Speech, Social Work, Nurse, etc.). This enables the candidate to become more of an integral part of the school.

University Supervisor Comment: For Student Y, the extra time was especially helpful. She was pursuing both elementary and early childhood licensure, and this meant she student taught in both a kindergarten classroom and a 3rd grade classroom. The extra time allowed her to develop stronger relationships with both of her cooperating teachers and with both sets of students. Her instructional practices also became stronger as she learned from 2 separate teachers and about 2 curricula.

In comments related to underlined disadvantages of the extended time student teaching experience, the most frequent issue raised was related to compensation and inability to work.

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In comments related to disadvantages of the extended time student teaching by cooperating classroom teachers the following pattern of issues and sample comments emerged:

- No disadvantage (6)

  Teaching is on the job training. The longer you practice, the better.

- Concerns about extending time with a student who is unskilled or unmotivated

  It would be very difficult to have someone who does not have the qualifications, skills, or the desire to work in an educational setting with children.

- The strains of additional time and responsibility required to work effectively with a student teacher

  Having a student teacher was stressful at times. My school has a required teacher training program with meetings and high expectations for staff daily. It was stressful because it was hard to find time to plan, and discuss, daily. I know that planning and talking with my student teacher is very important so my days tended to be very long because of staying after school late and coming early to have enough time to help my student teacher.

- Giving up the classroom and their students for a longer period of time

  Student teacher takes over for a longer period of time, can be a disadvantage for the CR teacher AND the students

- Financial burden for student teacher

  Some of the disadvantages were that with the nature of the non-traditional students who have so many other commitments in life and the added time in the classroom seemed to interfere in their life. This lead to a disconnect between student teaching is a REAL job and student teaching is my practice time, therefore I can slack in ways.

In comments related to disadvantages of the extended time student teaching by University Supervisors the following pattern of issues and sample comments emerged:

- No disadvantage (9)

  Advantages would definitely outweigh any disadvantages.

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- Issues related to time and compensation

The longer student teaching means that students work for no pay for a longer time. Although some students seemed to benefit from the longer student teaching time, not all did. The longer time was compensated in this pilot program, for the student, the cooperating teacher and the university supervisor. If that were not the case, it would be require additional work with no additional compensation.

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Appendix E

Assessment Plan for the St. Cloud State Year-long Student Teaching Grant
Instruments Available Upon Request

	Spring '16 (April 20. '16)	Fall '16 (Sept. 20, '16)	Fall '16 (Dec 10, '16)
Pre-assessment designed for Students in the Yearlong Project			
Special Education -Year Long Student Teaching		X	
Child and Family Studies -Year Long Student Teaching		X	
Yearlong Candidates Post-Experience Survey: Yearlong Consumers Only			
Special Education -Year Long Student Teaching	X		X
Child and Family Studies -Year Long Student Teaching	X		X
Yearlong Candidates Pre-Experience survey: Form B/ Semester-Long Teacher candidate Version			
Special Education-Semester Long Teacher Candidates		X	
Child and Family Studies-Semester Long Candidates		X	
Yearlong Candidates Post-Experience survey: Semester Consumers Only			
Special Education-Semester Long Teacher Candidates	X		X
Child and Family Studies-Semester Long Teacher Candidates	X		X
Cooperating Teacher Instruments (Qualitative & Quantitative)			
All Cooperating Teachers/ Qualitative Instrument	X		X
Cooperating Teacher Instrument (Quantitative Instrument)	X		X

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	Spring '16 (April 20. '16)	Fall '16 (Sept. 20, '16)	Fall '16 (Dec 10, '16)
University Supervisor Instrument (Qualitative)			
Administer to University Supervisor	X		X
University Supervisor: Quantitative			
Administer University Supervisor Instrument (Quantitative)	X		X
Co-Teachers Qualitative Instrument			
Administer Co-Teacher qualitative instrument	X		X

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St. Cloud State University Year-Long Candidate Self-Ratings By Semester

The table below shows results for three *Year-long candidate self-ratings by semester* in June, September and December of 2016. Because of the small N it is unlikely that the values are statistically significant across items. However, the mean confidence value increased significantly from June to December.

Summary of Skill Confidence of Year- Long Student Teachers

I am confident to perform the following tasks	Post- Assessment Control Group Spring 2016 (N= 17)			Pre-Assessment Pilot Group Spring 2016 N=13			Post-Assessment Pilot Group Fall 2016 N = 12		
	Mean	SD	Percent Confident	Mean	SD	Percent Confident	Mean	SD	Percent Confident
Organize and plan curriculum	3.5	.9	88.2	3.0	.6	84.6	3.7	.5	100.0
Manage the behavior of individual troubled and troubling students;	3.4	.6	94.1	3.3	.5	100.0	3.7	.5	100.0
Understand your ethical responsibilities as an educator	3.5	.6	94.1	3.7	.6	92.3	3.7	.7	91.7
Organize a classroom (assigning time to tasks, managing transitions, keeping focus);	3.6	.5	100.0	3.5	.7	92.3	3.5	.7	91.7
Content knowledge (overall) in the areas you were assigned to teach;	3.5	.6	94.1	3.4	.5	100.0	3.5	.5	100.0
Level of pedagogical knowledge/ instructional skills	3.5	.7	88.2	2.9	.6	76.9	3.5	.5	100.0

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I am confident to perform the following tasks	Post- Assessment Control Group Spring 2016 (N= 17)			Pre-Assessment Pilot Group Spring 2016 N=13			Post-Assessment Pilot Group Fall 2016 N = 12		
	Mean	SD	Percent Confident	Mean	SD	Percent Confident	Mean	SD	Percent Confident
Engage in conversations/ communicate about teaching, planning, and assessment activities;	3.5	.6	94.1	3.5	.5	100.0	3.5	.7	91.7
Manage behavior for a large group;	3.5	.6	94.1	3.1	.6	84.6	3.4	.9	91.7
Design meaningful assessments	2.9	.7	82.3	3.0	.7	76.9	3.4	.5	100.0
Understand how the common core standards are a required part of your curriculum.	3.7	.5	100.0	3.5	.7	92.3	3.4	.7	91.7
Manage diversity as it relates to students' abilities or current skill levels;	3.4	.7	88.2	3.5	.5	100.0	3.4	.8	100.0
Manage racial, socioeconomic, ethnic or linguistic diversity;	3.3	.7	88.2	3.3	.6	92.3	3.4	.7	100.0
Employ data to "drive" instruction;	2.9	.9	70.6	3.1	.5	92.3	3.3	.7	91.7
Manage relations with and communicate with parents of your students;	2.8	.8	70.6	3.4	.8	84.6	3.3	.5	83.3
Mean Values across all confidence items[1]	3.36	---	89.1	3.30	---	90.65	3.48	---	95.3

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[1] Note that this instrument has been utilized in three other studies producing a median co-efficient alpha of .93.

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Analysis/Synthesis of Results

- No statistically significant differences accrued between confidence level(s) of year-long (Pilot) candidates and semester-long (Control) candidates. This was true of individual items and for a composite score made up of all confidence/ skill items.
- Both pilot and control respondents reported high levels of confidence to perform the 19 teacher roles in question (89% for control group , 95% for pilot group)
- Both groups saw themselves as very confident (e.g., values above 3.5 on a four-point scale) on several items; these can reasonably be portrayed as strengths of the SCSU preparation program: (a) classroom organization, (b) organizing curriculum, (c) manage behavior of a large group, (d) pedagogical knowledge, (e) content knowledge, and (f) understanding of state standards. Other strengths included ratings for Diversity, Communication skills, and Reflective practice.
- Pilot respondents expressed some lack of confidence in (a) assessment skills (2.9) and (b) communicating with parents (also 2.9). ***These are areas where teacher candidates could receive some extra training in the summer before starting the program.***

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Appendix G

St. Cloud State University: Eight general program opinion/reaction items regarding the Year-Long student teaching experience (Pilot participants only)

Yearlong wording	End of Spring 2016 Pilot Group 2016 (N= 17)			End of Fall 2016 Pilot Group N = 12[1]		
	Mean	SD	Percent Agree	Mean	SD	Percent Agree
5.4. Adding an extra month to student teaching produced significant hardship for me * Disagree indicates there was not a hardship.	3.4	.8	16.7 (disagree)	3.4	.8	58.3 (disagree)
5.7. I expect that having had a year-long student teaching experience will increase my employability	2.9	.8	76.4	---	--	----
5.2. Adding an extra month to student teaching helped me understand the rhythm of the school year.	2.4	.9	47.1	3.6	.5	100.0
5.4. I received information that SCSU's partner school districts preferred the year-long student...	2.4	1.1	53.0	---	---	----
5.9. The co-taught courses proved better than most of my typical (not co-taught) college classes.	2.4	.9	50.0	3.3	.9	89.3
5.8. The co-teaching strategies demonstrated in my SCSU classes proved beneficial to my learning.	2.2	.9	52.9	3.2	.84	84.2
5.5. My student teaching experienced was well-coordinated with my university courses	2.0	.7	23.5	2.6	.9	41.7
5.6. Taking classes along with student teaching worked for me as a way to integrate knowledge	1.9	.8	29.4	2.5	1.0	33.3
Average Mean across program opinion items[2]	**2.4**	---	**46.2**	**3.04**	---	**69.7**

[1] *Note: The wrong version of this instrument was administered to the pilot group in Fall 2016. Thus, unfortunately, responses are missing for items 5.7 and 5.4.*

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Analysis/synthesis of results

In analyzing the results of the opinion survey administered to year-long student teachers with results of a similar survey administered to semester-long student teachers, the SCSU faculty offered these conclusions and suggestions for change:

- Areas needing improvement for the pilot project were clear: (a) the degree to which student teaching was well coordinated with courses and (b) "taking classes during student teaching helped me integrate information." ***Explain to Cooperating Teachers that YLSTs are still receiving methods courses and the advantages of learning during an applied experience.***
- Significantly more pilot group candidates (as opposed to control group candidates) agreed that adding a month produced "life hardships" (17% disagree vs. 90% disagree). Cooperating teachers echoed this concern. ***Discuss ways to make the experience more palatable for candidates. Emphasize district preferences***
- Less than half of the pilot respondents (47%) agreed that their student teaching experience helped them understand the rhythms and patterns of life in a school, whereas 89% of the SL respondents agreed that their program did so. Cooperating teachers tended to disagree with the sentiments listed above. They tended to agree that a good year-long student teaching program would demonstrate this benefit, though they expressed some concerns about the logistics of producing this benefit;
- According to pilot candidates, the following innovative elements could be improved (50% agreement or less), (a) benefit of general information sessions (53% agreement), (b) pairs-conference well organized (47%), and (c) benefits from pairs conference (47%). ***Improving these components needs to be discussed by planners.***
- The logistical problems enumerated by CT respondents included (a) the time divide between student teaching and coursework, (b) a perceived lack of connection between coursework and student teaching, and (c) the expectations of university faculty members regarding assignments related to coursework and student teaching expectations. ***Planners discuss ways to hone these logistical issue that probably arise from the metaphor of "building an airplane while flying it." Spend the summer of 2016 reflecting on and smoothing logistical wrinkles observed by CTs, especially expectations for students and plans for communicating and troubleshooting emergent issues.***

Overall, the data on this survey suggests that as the year-long student teaching experience continued, the pilot students overall opinion toward the benefits of the experience increased from 46.2% to 69.7%

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St. Cloud State University: Ratings of Standards of Effective Practice for Year-long Student Teachers by Cooperating Classroom Teachers

SEP value	Cooperating Teachers December, 2016 (N = 9)			
	Mean	Percent Confident	Mean	Percent Confident
Mean across SEP-3 items: Working with diversity (a_x = .88)	3.5	95.0	3.33	83.35
Mean across SEP-6 items: Communication (r_{xx} = .86)	3.2	76.0	3.32	86.68
Mean SEP-9 items: Reflective practice (r_{xx} = .92)	2.9	76.7	2.83	63.00
Mean across SEP-1 items: Subject Matter (r_{xx} = .89)	2.7	62.5	2.95	80.58
Mean across SEP-2 items: Student learning (r_{xx} = .88)	2.7	67.5	2.78	63.95
Mean across SEP-10 items: Collaboration (r_{xx} = .72)	2.7	45.0	3.10	83.35
Mean across SEP-4 items: Instructional planning (r_{xx} = .79)	2.6	56.7	2.90	74.10
Mean across SEP-5 items: Learning environment (r_{xx} = .92)	2.5	72.0	2.98	77.80
Mean across SEP-7 items: Instructional planning (r_{xx} = .93)	2.5	54.0	3.12	84.46
Mean across SEP-8 items: Assessment (r_{xx} = .95)	2.5	60.0	2.73	59.73
Overall mean across all Standards of Effective Practice (.97). A t-test performed on the means proved significantly significant @.05)	2.78	66.54	3.00	75.70

Note: Standards of Effective Practice (SEP) ratings in this table are listed in order from highest to lowest.

Analysis/Synthesis of Results

- Cooperating classroom teachers rated pilot candidates lower on skills than they rated their control counterparts. An effect size of .6 SD—considered a

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moderate to large effect was estimated. In short, while candidates were equally confident in their skills, supervisors saw their performances differently. Cooperating teachers attributed this outcome to the fact that pilot participants had not yet received all of their methods courses at project initiation; Classroom teachers wrote extensively about this concern.

- The following domains produced the largest differences between cooperating teacher ratings of year-long versus semester-long teacher candidates: Assessment skills, instructional planning, and learning environment. ***Think of ways to develop these skills early in the process, despite the fact that methods courses are not yet completed.***

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Appendix I

**Descriptions of Other Minnesota Programs with Year-Long
Or Extended Student Teaching Experiences**

Bemidji State University Elementary Education

At Bemidji State University the elementary education students take an intensive 4-subject integrated block of courses (Math, science, social studies, & language arts) to experience interdisciplinary teaching in the term before their 16-week student teaching. As a part of this Pre-Student Teaching Block the students complete a 5 week pre-student teaching full immersion field experience placement. Many of these students then get the opportunity to then student teach in that same classroom in the following term.

Bethel University Elementary Education

Students earning an elementary education degree at Bethel University, in the College of Arts and Sciences, complete in-depth clinical experiences combined with two blocks of courses organized around themes of Literacy and Methodology prior to student teaching. Block two includes half days in schools and half days in courses five days/week - rotating mid-semester from AM to PM so students see classroom routines throughout the day. Some students stay with their cooperating teacher as they move into full-time student teaching for 14 weeks.

College of St Scholastica Elementary Education

The College of St. Scholastica's Education program partners with an elementary school that serves a high Native American population, recognized for narrowing the achievement gap. Teacher candidates who elect a full year student teaching experience in this high-performing school, spend one third of the year teaching students in the Indian Education resource room; one third teaching students receiving Title I services, and one third student teaching in an elementary classroom. They are included in all teacher workshops, professional learning communities and school improvement meetings. Throughout this year-long placement, funded by the School of Education and the partner school, student teachers work directly with students at every grade level and gain a true understanding of the complexities of a school system.

Concordia University, St. Paul
Elementary Education Program

All candidates working toward an elementary education license (Kindergarten through Grade 6) at Concordia University complete foundational coursework in general education and in the major prior to their final year. In the second to last semester candidates complete 10 weeks of coursework focused on teaching strategies and then do a five-week Practicum experience in an

elementary classroom that is considered "urban." During the final semester candidates complete a 15-week Student Teaching Clinical at two different grade levels (9 weeks and 6 weeks) and different from the Practicum experience. In sum, candidates are in K-6 classrooms for 20 weeks during the Practicum and Student Teaching Clinical semesters.

Early Childhood Education Program

All candidates working toward an early childhood license (Birth through Grade 3) at Concordia University complete foundational coursework in general education and in the major prior to their final year. In the second to last semester candidates complete a 15-week part-time Practicum with 5 weeks each in classrooms with Infants, Toddlers, and Preschoolers. Candidates are in each setting for 50 hours for a total of 150 hours. Typically the three five-week Practicum experiences are in a setting considered "urban." During the final semester candidates complete a 15-week Student Teaching Clinical at two different grade levels in Kindergarten through 3rd-grade (9 weeks and 6 weeks).

K-12 and Secondary Programs

All candidates in these programs complete 100 hours in classrooms prior to the Student Teaching Clinical. During the final semester candidates complete a 15- week Student Teaching Clinical at two different grade levels.

Minnesota State University, Mankato
Elementary Education Program

Students earning an elementary education degree at MSU, Mankato completes over 400 hours in the field prior to starting their year-long student teaching placement. These experiences are combined with coursework their first three semesters. The first semester or Block I is focused on Learning in the Primary grades, Block 2 is focused on Learning in the Intermediate grades and then Student Teaching 1 coursework is focused on the Individual Struggling Student whether they are English Language Learners, Special Education students, or struggling in reading. During Student Teaching 1, coursework is consolidated into the first five weeks of the semester and the last 11 weeks of the semester candidates are full time in their student teaching placement. Candidates continue in these same placements full time the following semester for Student Teaching 2 resulting in a total of 27 weeks of full-time Student Teaching. Field experiences and student teaching take place within the Professional Development Schools (PDS) that partner with Minnesota State, Mankato.

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Minnesota State University Moorhead
Elementary Inclusive Education

Throughout the program, teacher candidates have coursework and field experiences infused with special education standards and content to better prepare them to work in inclusive environments where they will meet the needs of all learners.

Field experiences are embedded into coursework beginning in the junior year. All candidates take three semesters of block-scheduled methods coursework that includes field placements embedded into each course. Candidates are placed in an elementary classroom as they learn teaching methods in the various content areas. They engage in planning, teaching, and assessment with ever-increasing levels of responsibility.

- o Junior year, Semester 1: two courses with embedded field experiences, 48 field hours
- o Junior year, Semester 2: three courses with embedded field experiences, 72 field hours
- o Senior year, Semester 1: five courses with embedded field experiences, 150 field hours
- o Senior year, Semester 2: full time student teaching; 12-17 weeks, depending on additional licensure areas

EIE candidates at MSUM deepen their capacity to plan, teach, and assess students across 270 hours of placements in three different elementary classrooms ***prior to full-time student teaching.***

Elementary Inclusive Ed candidates have the option to pursue an additional licensure in Special Education-ABS by taking 27 additional credits of coursework and completing a student teaching experience in special education following their elementary student teaching placement. These candidates graduate with the preparation to apply for two licenses from the state of MN: Elementary K-6 and Special Education/ABS K-12.

University of Minnesota-Morris
Elementary Teacher Education

Candidates earning an elementary education degree and teaching license at UM Morris complete at least 100 hours in elementary classrooms in the first year of the two-year program. In the second year, candidates complete a three-week, full-time student teaching experience at the beginning of the school year followed by another 11-12 week full-time experience in the spring semester usually in the same classroom. Between the two experiences, candidates

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engage in coursework focusing on inclusive education and content methods. They also complete and additional 40 hours in a cross-cultural classroom setting.

Secondary Teacher Education

Candidates earning a **secondary education** license at UM Morris complete two extended classroom experiences in their content area and in different grade levels within the scope of their license. In the first semester of the one-year program, they complete an intense field experience where they spend two full days a week for eight weeks and then assume full responsibility for a two-week, all day, every day experience. Candidates then complete 12 to 15 weeks of student teaching in a classroom. Field experiences are accompanied by the full range of coursework that includes methods and reading instruction, pedagogy instruction, inclusive strategies, and working with diverse learners.

University of Minnesota Twin Cities

Elementary Education

Elementary teacher candidates enter a one-year post-baccalaureate program. Many of these candidates have already had extensive practicum experiences in schools during their undergraduates program prior to entering the graduate level licensure program. During the fall semester of the licensure program, teacher candidates begin the school year with their cooperating teacher and stay with them during the entire semester, spending two weeks in their classroom, then coming to campus for classes for two weeks. This cycle is repeated several times, allowing the candidates to experience the entire semester in schools and link what they learn in their university courses to what they are experiencing in schools. In the spring semester, candidates are in their student teaching placement for the entire semester, all day every day from January through June while meeting as a cohort in the evenings. The overall experience results in the candidate being in the school across the entire school year.

Winona State University- Rochester
Teacher Preparation Collaborative (TPC)

Interns in Winona State University's Teacher Preparation Collaborative (TPC) certificate engage in a year-long teaching practicum resulting in eligibility to apply for full licensure. The teaching internship is preceded by intensive summer pedagogical course work and field experiences in local schools. Veteran teachers and higher education faculty collaborate to mentor and support Interns for effective professional development. The TPC certificate design is truly collaborative—allowing secondary schools to become a professional development school

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model to enable curricular and instructional support for secondary schools' staff and WSU Interns simultaneously.

Graduate Induction Program (GIP)

The Graduate Induction Program is in its thirty-first year. Sixteen graduate residents are placed in elementary classrooms, in grades K- 6 as first-year, licensed teachers in the Rochester Public School District. Each resident is placed in a quad with three other residents who then receive support and instructional coaching from a full-time Clinical Coach, who is an experienced Rochester teacher released full-time from their classroom.   During the fourteen-month program, residents earn a Master's in Education degree. A cost neutral exchange of services with Rochester Public Schools provides each graduate student with tuition and a teaching stipend. Summer classes begin during June prior to starting the school year as a first year teacher. The program concludes the following summer with additional coursework, comprehensive exams and presentation of an action research project to complete the requirements for a Master of Science in Education..

Rochester and Austin Elementary Education K-6 Programs

Students earning a B.S. in Elementary Education K-6 at Rochester and Austin programs complete in-depth coursework and extensive clinical experiences organized around the themes of Ethnography, STEM Education, Global Education and Action Research. The courses and accompanying clinical experiences are delivered on-site during the junior and senior years in Rochester and Austin school districts at their most ethnically diverse elementary schools. During the senior year, the student teaching experience consists of a six week, full-time teaching experience at the beginning of the school year, and a ten week full-time block early in the spring semester. The senior year culminates in an action research project, an educational portfolio, and a public showcase hosted by the graduating cohorts in their respective communities.

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Appendix J

Feedback from Participants at Minnesota Association of Colleges of Teachers Education Panel Presentation: Plus/Delta Exercise with Constituent Groups of Educators

Impact on Teacher Preparation Institutions

PLUS

- Application of content/learning with real time experiences
- More intentional experiences

DELTA

- Cost!
- How can YLST be defined?
- Cooperating Teacher take ST Full year- then take year off – Capacity of placements
- Graduate on time
- Course work while student teaching
- Credits

Impact on Teacher Candidates

PLUS

- Overall experience
- Much more prepared
- Community Building
- Future job networking

DELTA

- Compact coursework
- Financial
- Mental Health – burned out

Impact on K-12 Schools and Cooperating Teachers

PLUS

- K-12 schools would have consistent staff
- Another adult for behavior management and 1/1 help for students
- If co-teaching model is used, cooperating teachers wouldn't have to give up their class
- Could better evaluate impact of having a student teacher
- Candidates would get a "full" experience- how to start and end a school year

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DELTA
- "Giving up your students" for a longer time
- Work in finding the placements
- Possibility of teacher candidate being taken advantage of in working for free
- A long time if it goes "sour" or requires a lot of intervention
- Exhaustion

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