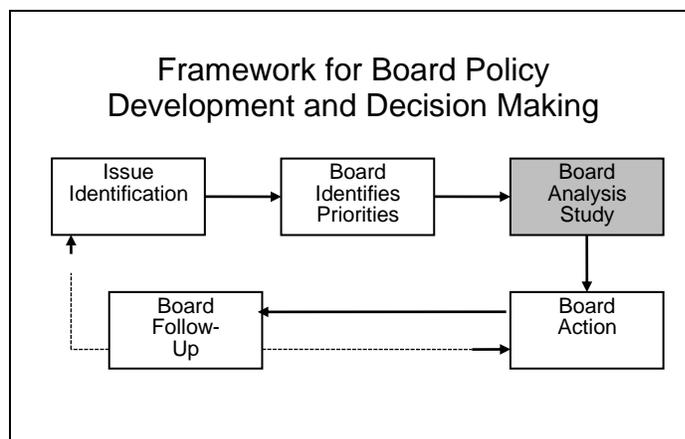


Iowa State Board of Education

Executive Summary

September 17, 2015



- Agenda Item:** Report on the Yearlong Student Teaching Pilot
- Iowa Goal:** All PK-12 students will achieve at a high level.
- State Board Role/Authority:** Iowa Code section 256.7(3) and Iowa Administrative Code 281—79.5 grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards.
- Presenter:** Lawrence R. Bice, Administrative Consultant
Bureau of Educator Quality
- Mike Bearden, State Board Member
- Angela English, State Board Member
- Rosie Hussey, State Board Member
- Attachments:** 1
- Recommendation:** It is recommended that the State Board hear and discuss this information.
- Background:** In 2013, the Iowa Legislature authorized a pilot of yearlong student teaching in Iowa. The competitive selection process yielded two programs to participate in the pilot: the University of Northern Iowa and Dordt College. Once selected, the two programs planned and implemented a pilot of yearlong student teaching through the 2014-2015 academic year. The attached report describes the pilot programs' plans, curriculum and budgets. The report includes findings and implications informed by reports from the pilot institutions and data gathered by a number of evaluators and monitors.



September 17, 2015

Yearlong Student Teaching Pilot

STATE BOARD OF EDUCATION

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

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TABLE OF CONTENTS

Table of Contents.....	3
EXECUTIVE SUMMARY	4
PART 1: BACKGROUND.....	5
PART 2: PROGRAM DESCRIPTIONS.....	10
PART 3: FINDINGS	16
PART 4: IMPLICATIONS	26

The following reports are available upon request:

Dordt College Final Report

Drake University Final Report

Thomas Davis Final Report

University of Northern Iowa Final Report

University of Northern Iowa External Evaluator Report

EXECUTIVE SUMMARY

The education reform package adopted by Iowa legislators in 2013 included a pilot program providing a full year of student teaching rather than the typical one semester. Legislators set aside \$1 million for two higher education institutions – one public and one private – to pilot a yearlong student teaching program with an emphasis on co-teaching, a classroom model in which two teachers work together to meet the learning needs of students. The University of Northern Iowa and Dordt College were selected through a competitive process to participate, and the pilot program was put in place during the 2014-15 school year with periodic reports from each institution and monitoring provided by Drake University on behalf of the Iowa Department of Education. Final reports were generated in the summer of 2015 by Drake, Dordt, UNI, and the UNI Center for Social and Behavioral Research, which served as an external evaluator. Those reports informed this final report.

Significant findings:

A yearlong student teaching experience benefits participants.

The student teachers who participated in this pilot program experienced significant growth, according to the students, their mentors, school administrators and higher education faculty. The extended time allowed participating student teachers greater opportunity to experience and practice various co-teaching strategies. Students who participated in the pilot scored higher on teacher preparation tests than their counterparts in traditional student teaching programs. Data showed student teachers in the yearlong program demonstrated higher confidence and greater growth in their professional development. School administrators reported that student teachers in the yearlong program could articulate knowledge and experiences far better than student teachers in traditional programs.

The role of mentors is important.

Mentors, also known as cooperating teachers, and public school administrators received stipends to serve as partners with Dordt and UNI faculty in preparing student teachers in the yearlong pilot program. Specifically, the mentors and administrators taught, observed and evaluated student teachers. Mentors worked with student teachers in the pilot program nearly every day for a year. This match between mentor and student was a critical component of the student teacher's success; it was common for the relationship to evolve from one of respect and cooperation to a partnership, in which the student teachers took active roles as co-teachers. Mentors also reported that they grew in their own teaching practice.

Co-teaching has financial and logistical considerations.

The cost of yearlong student teaching is significant. Dordt and UNI spent one-third of their grant money on stipends for mentors and school administrators, who truly owned their roles as partners in preparing the student teachers. The cost of mentor stipends amounted to \$3,800 per student teacher. By contrast, mentors in traditional student teaching programs receive minimal reimbursement and, in turn, often provide a lower level of support. In addition to costs, a shift from 14 weeks of student teaching required under current law to one year would require significant scheduling and curriculum changes within Iowa's teacher preparation programs.

PART 1: BACKGROUND

A. Legislation

In the 2013 session, the Iowa Legislature passed House File 215, which contained a number of education improvement programs, including the Teach Iowa programs. One of the Teach Iowa programs was the Teach Iowa Student Teaching Pilot project. This legislation was signed into law by Governor Branstad on June 3, 2013.

The legislation authorized one million dollars to be used to develop and conduct a pilot of yearlong student teaching in Iowa. Two institutions were to be selected to participate in the pilot, one institution to be public and one to be private. Iowa Department of Education (Department) staff began work on the pilot program immediately upon passage of the law. The language of House File 215:

Sec. 45. NEW SECTION. 256.28 Teach Iowa student teaching pilot project.

1. Subject to an appropriation of sufficient funds by the general assembly, the department shall establish a teach Iowa student teaching pilot project in collaboration with two institutions of higher education which offer teacher preparation programs approved by the state board of education pursuant to section 256.7, subsection 3. The two institutions of higher education shall include one institution of higher education under the control of the state board of regents and one accredited private institution as defined in section 261.9.

2. The teach Iowa student teaching pilot project shall provide students in teacher preparation programs with a one-year student teaching experience. A student teaching experience provided under the pilot project must include all of the following requirements:

a. A participating institution of higher education shall work with one or more school districts individually or collaboratively to place groups of students in a student teaching experience for an entire academic year. A participating institution of higher education shall take into consideration geographic diversity in the selection of school districts for participation in the pilot project.

b. A participating institution of higher education shall supervise the student teachers in the classroom and shall provide the students with weekly on-site instruction in pedagogy in the participating school districts.

3. The state board shall adopt rules pursuant to chapter 17A to administer this section.

B. Research to inform yearlong student teaching

A number of programs were studied by Department staff to inform Iowa IHEs and Department staff on yearlong student teaching. Among the programs studied were:

- Arizona State University (ASU) College of Education, whose program was developed from an existing professional development schools (PDS) in collaboration with Phoenix

area P-12 schools. Additionally, ASU faculty came to Iowa to provide a workshop on yearlong student teaching for interested IHEs. Department staff conducted ongoing collaborative learning with ASU.

- Emporia State University (Kansas) School of Education, which has been operating yearlong student teaching for ten years. Sally Nicholson spent two days at Emporia State University.
- University of South Dakota (USD) College of Education, with two years of experience in yearlong student teaching. Its model also was developed based on a PDS model, in collaboration with rural school systems. Sally Nicholson, Larry Bice, and several Dordt College faculty visited USD. Department staff conducted ongoing collaborative learning with USD.
- University of North Carolina School of Education. Its yearlong student teaching program was examined through provided documentation and phone interviews.
- A number of PDS programs in Iowa (Clarke University, Mt Mercy University, Dordt College, Graceland University (Kansas City PDS), Central College Teaching Academy) and national [Townson State (MD), University of South Carolina, Florida State University].

A significant amount of information was gathered throughout the pilot. All was used to inform this report.

- Each institution conducted research throughout the program based on guiding questions provided as part of the RFA. Each reported their findings periodically throughout the pilot process. Each institution also provided a final report (available upon request).
- There were two external evaluations of the pilot:
 - The Department contracted Drake University to conduct monitoring of pilot work through the year of implementation. Thomas Davis was hired by Drake University to conduct this monitoring. Thomas Davis developed a rotation and traveled every few weeks to the schools, University of Northern Iowa and/or Dordt College (IHE and P-12 partners) throughout the academic year of the pilot. On these visits he observed and conducted interviews. He also conducted focus group interviews on April 13, 2015. Thomas Davis also read all participant periodic reports.
 - University of Northern Iowa contracted with an external research evaluator to provide a report on their pilot work. The external evaluator surveyed and interviewed student teachers, mentors, administrators, and University of Northern Iowa faculty and staff. They examined University of Northern Iowa plans and pilot materials, as well as student teacher work and test results.
- On April 13, 2015, Drake University sponsored a celebration and focus group interview for pilot candidates. All candidates from IHEs met in Humboldt, Iowa, which is halfway between Dordt College and University of Northern Iowa. At this celebration, two hour-long focus group interviews were conducted by four interviewers. The results of those interviews are included in the findings of this report and reports that inform this report.
- Jan McMahill, the Dean of Drake University School of Education, gathered information on the pilot. She visited each site at least once per semester, performing observations, and conducting interviews with candidates, mentors, administrators, and IHE faculty. She read all participant periodic reports. She also participated in the April 13 focus groups as an interviewer.
- Larry Bice visited each site at least once per semester, performing observations and conducting interviews with candidates, mentors, administrators, and IHE faculty. He read

all periodic reports, maintained communication with IHE pilot directors, and served as an interviewer in the April 13 focus group interviews.

C. Process of communication and selection of institutions for pilot

During June and July 2013, Department staff wrote the requirements for the pilot based on input from the governor's office and from research on various models of yearlong student teaching and professional development schools.

In July 2013, a request for application (RFA) and specific requirements were drafted by Larry Bice and vetted by a number of persons, including Linda Fandel, Office of the Governor, and Richard Melmer, an executive of the Council of Chief State School Officers. Richard Melmer had recently developed a yearlong student teaching program as dean of the USD School of Education. A number of Department staff also informed and vetted the requirements.

On August 9, 2013, Department staff held a discussion-based meeting with all interested Iowa IHEs in the Grimes State Office Building. During this meeting, the Department provided information on pilot requirements and solicited input on requirements and selection criteria.

A RFA was published on August 22, 2013, with a closing date of December 2, 2013. The RFA was made available to all Iowa IHEs with teacher preparation programs.

The Department sponsored a three-hour work session on yearlong student teaching October 17, 2013, in conjunction with the Iowa Association of Colleges for Teacher Education annual meeting. The interactive work session was conducted by Michele Rojas, a faculty member of the ASU College of Education. Michele Rojas served as director of the ASU yearlong student teaching program. The session was well attended. Michele Rojas's travel was paid from the yearlong student teaching pilot budget.

An openly available Google website with information on yearlong student teaching from ASU, along with Department research and RFA information was established and shared with IHEs on October 18, 2013. This Google site was updated throughout the process as necessary.

On October 20, 2013, Sally Richardson was hired through a temporary agency to conduct staff work and monitoring for the pilot.

In October 2013, Larry Bice developed an application scoring rubric based on requirements described in the RFA. The rubric was vetted by Sally Nicholson on behalf of the Department, Michelle Rojas of ASU, several faculty members at Emporia State University, two faculty members at the USD and four Department staff.

On November 21-22, 2013, Sally Nicholson visited Emporia State University, which has been conducting yearlong student teaching for ten years. She produced an informational document which was shared with Department staff and all IHEs.

During November, individuals were solicited to serve as application scorers, including:

Table 1. Yearlong Student Teaching Pilot application scorers.

Name	Affiliation
Dan Smith	Former Executive Director, School Administrators of Iowa
Tom Downs	Former Executive Director, Iowa Association of School Boards
Jim Hawkins	Senior Director, Professional Educators of Iowa
Mary Jane Cobb	Executive Director, Iowa State Education Association
Byron Darnall	Former Bureau Chief, Iowa Department of Education

Five institutions submitted applications by the December 2, 2013, deadline. They were:

Regent institutions:

- Iowa State University
- University of Iowa
- University of Northern Iowa

Private institutions:

- Dordt College
- Morningside College

To improve the fairness of scoring, we increased the number of scorers from the five scorers listed above. After the RFA closing date (December 2, 2013), Chairs of a number of educator preparation programs in Iowa (those that did not apply for the pilot) were solicited to score applications. Several of them agreed and served as additional scorers.

Table 2: Educator Preparation Program Application Scorers.

Name	Affiliation
Gail Moorman-Behrens	Dean, School of Education, Upper Iowa University
Ginny Maurer	Former chair, Iowa Wesleyan University Education Department
Robin Trimble White	Chair, Grandview University Education Department
Sally Nicholson	Former P-12 teacher and administrator, and the chair of the Education Department at North Carolina Wesleyan University

Scoring was completed individually. Each scorer was sent an electronic copy of each application, the scoring rubric, and the guidelines provided to all interested IHEs prior to pilot application development and submission. Each application contained regional and institutional

identifying information throughout the document that made blind scoring not feasible. The score sheets were sent electronically to Larry Bice at the Department. Scores were compiled by Larry Bice.

The scoring rubric contained a maximum possible score of 165. Scores from each scorer were added to determine a final, summative score for each application submission. The total possible score, based on nine scorers, using a 165 point rubric was 1485 points. Summative scores ranged from 840.5 to 1323.

The scores for the private IHEs were:

- Dordt College: 1323 points
- Morningside College: 956 points
- All nine scorers rated Dordt College above Morningside College.

The scores for the public universities were:

- University of Northern Iowa: 1302 points
- Iowa State University: 1229.5 points
- University of Iowa: 840.5 points
- Five of the nine scorers rated University of Northern Iowa first and four scorers rated ISU first.

Scoring rubrics from each scorer (with names removed), along with scorer notes were shared with each applicant as requested.

PART 2: PROGRAM DESCRIPTIONS

A. Numbers of participants

Table 3. University of Northern Iowa number of participants

School	# of student teachers	assignment
Waterloo (2 schools)	13	elementary education
Hudson	4	middle level
	2	elementary education
Linn-Mar	2	secondary history

Table 4. Dordt College number of participants

School	# of student teachers	assignment
Kinsey Elementary	6	elementary education
Sioux Center Christian	3	elementary education
	1	middle level education math/science
Sioux Center Middle	1	middle level English as a second language (ESL)/math
	1	elementary education
Sioux Center High	2	secondary history/history/music

B. Curricular plans

1. University of Northern Iowa

Table 5. University of Northern Iowa general schedule of student teacher coursework and clinical work.

Semester	On site (P-12)	On Campus (University of Northern Iowa)
Elementary		
Fall 14	T, W, Th: 8:00 to 11:00: student teachers in P-12 school, however:	T, Th afternoons: courses delivered on University of Northern Iowa campus
	T, Th mornings: methods courses delivered in P-12 school	
	Middle Level	
Fall 14	T, W, Th: 8:00 to 11:00: student teachers in P-12 school	T, Th afternoons: courses delivered on University of Northern Iowa campus
	T, Th mornings: methods courses delivered in P-12 school	
	M after school hours: 1 University of Northern Iowa course at P-12 site	
High School		
Spring 15	W all day: student teachers with mentors in mentors' classroom	T, Th: courses on University of Northern Iowa campus
	M, F non specified clinical experience in P-12 school	
	5 weeks co-teaching with mentor responsible for instruction,	
	5 weeks co-teaching with student teacher responsible for instruction,	
	5 weeks co-teaching with mentor responsible for instruction	

Components of the University of Northern Iowa curriculum for student teachers (from observations and the University of Northern Iowa final plan):

Student teachers in the pilot were required to report to their P-12 school in August 2014, to participate in all “New Teacher Orientation” meetings, district in-service meetings, and local school meetings.

When the academic year started for University of Northern Iowa in August 2014, the teacher candidate continued to work half time in the P-12 classroom on Tuesday, Wednesday, and Thursday of each week, and other open times based on individual student schedule. This allowed the teacher candidate and mentor/cooperating teacher to begin working incrementally with the co-teaching model. However, on Tuesdays and Thursdays, the teacher candidate was engaged in his/her University of Northern Iowa content and pedagogy coursework on site. In the elementary model in the Waterloo center, this meant taking courses in: classroom management, content methods courses, and for some students, a human relations course. The elementary/middle school model in the Hudson center included a human relations course offered on-site. At the secondary level, the model included an evening on-site methods of teaching social studies at the secondary level course and full days of embedded field experience on Monday/Wednesday/Friday.

Following the school’s winter break, teacher candidates returned full time to their P-12 classroom following the school’s calendar to begin full time student teaching the first week in January. In the first five weeks of the semester, teacher candidates co-taught, with the mentor/cooperating teacher taking the lead in planning and implementation. In the second five weeks of the semester, the teacher candidate solo-taught a proportion of the day and would co-teach the remainder of the day with the candidate teacher taking the lead in planning and implementing instruction. In the final five weeks, the teacher candidate returned to co-teaching, with the mentor/cooperating teacher and the teacher candidate sharing responsibility and leadership for planning and implementing instruction, and the use of the team teaching model.

The yearlong student teaching experience ended with the close of the semester at University of Northern Iowa.

2. Dordt College

Table 5. Dordt College general schedule of student teacher coursework and clinical work.

Semester	On site (P-12)	On Campus (Dordt)
Fall 14	M-Th: 8:30 to 11:30: student teachers with mentors in mentor’s classroom	Applied Psychology course
	Two methods courses: co-taught after school by mentor and Dordt College faculty (include co-teaching strategies)	
	Seminar	

Spring 15 16 weeks co-teaching with mentor, student teacher is responsible for instruction for 6 to 8 weeks.

Components of the Dordt College curriculum for student teachers (from observations and the Dordt College final plan):

In the fall semester, students interned for 14 hours per week (800-11:30 am, Monday to Thursday) in addition to taking two methods courses (Science and Social Studies), an Applied Educational Psychology course, and a one-credit seminar.

In addition to the 14-hour per week internship and the two methods courses, elementary education student teachers also took Applied Educational Psychology during the fall semester. This course also had seminar/application components.

Finally, student teachers took a one-credit Senior Seminar in the fall. Teachers from partner P-12 schools along with teacher education faculty met with student teachers to discuss professional responsibilities and prepare for the implementation of the Teacher Performance Assessment (edTPA). This course was taught by teacher education faculty with input from mentor teachers in the partner schools.

In addition to their yearlong internship, secondary education student teachers also took a methods course in the fall semester. As with the elementary methods courses, secondary methods courses were co-taught. Mentor teachers and college content area faculty (departments other than teacher education) co-planned the methods courses to incorporate relevant curricular connections as well as best practice in each content area.

Similar to the elementary education student teachers, secondary student teachers also took an Applied Psychology course in the fall and a one-credit Senior Seminar course. The Educational Psychology course also had seminar/application components.

In the pilot, student teachers co-taught with a qualified mentor teacher at partner schools. In the fall semester, students co-taught Monday-Thursday mornings and took afternoon/evening courses in pedagogy and educational psychology. They continued their internship experience in the spring semester by co-teaching full-time in their partner school. While in the fall semester, the mentor teacher assumed the lead role in the co-teaching arrangement the majority of the time. Unlike the traditional model of student teaching where the student teacher assumes full responsibility for 2-3 weeks of instruction, in this yearlong model the student teacher assumed full responsibility for 6-8 weeks of instruction and provided co-teaching support the remainder of the time.

C. Budget

1. University of Northern Iowa

Table 7. University of Northern Iowa expenses by category.

University of Northern Iowa			
Use *	Initial Plan	Final	Incentives for student teachers and P-12 school staff
Internal	\$ 371,883.00	\$265,743.81	
Professional Development (PD)	\$ 7,200.00	\$3,335.68	
P-12	\$ 56,000.00	\$68,000.00	\$151,275.00 / 33%
Student Teachers	\$ 103,970.00	\$83,275.28	
Indirect	8% of total	\$39,930.00	
Total	\$ 539,053.00	\$460,284.77	

Note: For a number of reasons, University of Northern Iowa did not expend the entire budget. A request to recover the remainder of the budget will go from the Department to University of Northern Iowa.

*Use Categories:

Internal is personnel, IHE faculty travel, equipment and materials

PD is training cost for anyone associated with the pilot, excluding student teachers

P-12 is money sent to P-12 schools, including mentor stipends

Student teachers is money used to support student teachers directly

2. Dordt College

Table 8. Dordt College expenses by category.

DORDT College			
Use *	Initial Plan	Final	Incentives for student teachers and P-12 school staff
Internal	\$ 158,053.00	\$155,517.99	
Professional Development (PD)	\$ 40,640.00	\$29,752.51	
P-12	\$ 70,000.00	\$64,000.00	\$113,323.00 / 36%
Student Teachers	\$ 42,000.00	\$49,322.50	
Indirect	4% of total	\$12,100.00	
Total	\$ 310,693.00	\$310,693.00	

*Use Categories:

Internal is personnel, IHE faculty travel, equipment and materials

PD is training cost for anyone associated with the pilot, excluding student teachers

P-12 is money sent to P-12 schools, including mentor stipends

Student teachers is money used to support student teachers directly

PART 3: FINDINGS

NOTE: All Dordt College participating candidates in the Yearlong Student Teaching Pilot are employed as teachers in their content area for the 2015-2016 academic year. Four of the University of Northern Iowa participating candidates have no employment information available to University of Northern Iowa. The remaining 17 University of Northern Iowa participating candidates are employed as teachers in their content area for the 2015-2016 academic year. As of the date of this report, University of Northern Iowa is gathering information on the four with no information.

A. Emergent Themes

1. Yearlong student teaching is beneficial for the preparation of teacher candidates

All participants (student teachers, mentor, administrators, IHE faculty, and evaluators) in the pilot provided evidence that the yearlong student teachers benefited from the experience. Data are primarily positive in illustrating the benefits of yearlong student teaching, including the co-teaching models employed. Both the University of Northern Iowa and Dordt College agreed on the co-teaching strategies to use. In professional development before the 2014-15 school year began, student teachers and mentors were taught the co-teaching strategies they would employ together in their classrooms throughout the year. The co-teaching strategies employed have been proven to be successful for enhancing student achievement in classrooms nationally.

Data for the University of Northern Iowa external research evaluator report show a tremendous advantage to yearlong student teachers in experiencing co-teaching strategies. The extended yearlong student teaching experience allowed students greater opportunities to experience and practice various co-teaching strategies compared to traditional 14-week student teaching. Nine yearlong student teaching candidates reported using co-teaching strategies, in their teaching. In contrast, only two of 18 traditional student teachers interviewed reported using co-teaching strategies.

University of Northern Iowa external evaluators asked nine yearlong student teachers if given the choice, would they choose yearlong student teaching again or traditional 14-week student teaching. Six stated they would choose yearlong, one chose traditional 14-weeks, and two did not respond. When 12 University of Northern Iowa traditional student teachers, who had knowledge of, but no experience with yearlong student teaching were asked the same question, three chose yearlong and none chose traditional.

Dordt College reported a statistically significant difference in scores on final student teaching evaluations (based on Interstate Teacher Assessment and Support Consortium standards) for yearlong student teachers compared to traditional student teachers. The yearlong student teachers scored significantly better on eight of the ten standards.

Both institutions examined edTPA scores. edTPA is a nationally developed and normed performance assessment, designed to evaluate the preparedness of student teachers to begin teaching. The assessment is authorized for program completion assessment in Iowa.

Dordt College compared locally scored edTPA scores between traditionally prepared student teachers and yearlong student teachers. The comparison showed a statistically significant difference with the yearlong student teachers' average score of 47.9 compared to traditional student teachers' average score of 44.7. The required Iowa passing score is 41.

University of Northern Iowa also examined edTPA scores. They also found yearlong student teachers scored higher on edTPA, but the difference was not significant (the average score was 46.53 for yearlong student teachers compared to 45.06 for traditional student teachers).

Student teachers in both institutions reported higher confidence levels than their traditional student teaching counterparts. All participants reported that yearlong student teaching candidates experienced greater relationship building, deeper integration into the school community, and greater opportunities to try things they would not have been willing or prepared to try in a shorter time. One interviewer noted: "Discussions with the Yearlong Student Teachers during the Spring Semester reflected a sense of professionalism that would not be expected from traditional student teachers."

Faculty from both institutions identified benefits to yearlong student teaching and co-teaching, including:

- The integration of methods courses co-taught with mentors provided opportunities for student teachers to create authentic lesson and unit plans that were taught in real classrooms. Actual P-12 student assessment data provided the basis for instructional decision-making.
- Co-teaching model provides a strong support of scaffolding for student teachers, especially at the start of the year.

An interesting comment from a Dordt College student teacher informs the rigor of yearlong student teaching, describing the experience as, "too rigorous for some education students."

A caveat to this finding comes from the University of Northern Iowa external research evaluator report:

Interviews with the University of Northern Iowa leadership team and school principals conducted by Center for Social and Behavior Research (CSBR) (evaluator) staff revealed mixed views regarding yearlong student teacher preparedness compared to student teachers from the standard program. Four out of six interviewees indicated they believe yearlong student teaching students are more prepared and two out of six indicated that yearlong student teaching students are equally prepared as standard program student teachers.

A summary paragraph in the University of Northern Iowa report (that illustrates Dordt College's findings report as well) informs this finding:

The growth of student teachers as a function of participating in a Yearlong Student Teaching Program was tremendous. In terms of both understanding the role of a professional teacher, and growth towards becoming a professional teacher, each candidate made great strides in his/her own professional development.

2. Administrators and mentors report positive value of yearlong student teaching

P-12 administrators at sites for both IHEs consistently expressed positive support for yearlong student teaching. Dordt College provided administrators a stipend to serve a quasi-faculty, providing intensive observation, and evaluation of candidates. This provides a level of data that is more useful than can be gathered by administrators not providing the same level of observation. These administrators all reported significant growth in all teacher candidates over the course of the entire academic year. They also observed that holding courses on site during the fall semester offered candidates the opportunity to link theory and practice.

University of Northern Iowa's external research evaluator reported:

From the perspective of school principals and yearlong student teaching leadership team members, the benefits to the extended field experience include relationship building, deeper integration in the school community, and observing all aspects of a school year from start to finish.

Both IHEs supported mentors financially. Mentors for both IHEs provided evaluative feedback on student teacher growth to the student teachers as well as the program. In their program feedback, University of Northern Iowa mentors favorably compared yearlong student teachers to traditional student teachers they worked with previously, reporting, "There is no comparison between the overall teaching ability between the current yearlong student teaching cohort and the teaching candidates they have hosted in the past from more traditional programs." The University of Northern Iowa mentors reported:

(Direct quotes from cooperating teachers)

- "Much stronger teachers.
- Much better equipped to understand the big picture of teaching.
- More confident and prepared for all the rigors of the entire year of teaching.
- More experienced and have more knowledge of the content.
- Able to enter the first year like a second year teacher.
- As experienced as a first year teacher at the end of the year.
- Able to operate like a veteran teacher during their first year of teaching.
- Far superior to regular students.
- Able to see the growth of students from the start of the year to the end. This gives them a more realistic student teaching experience.
- Leaps and bounds ahead. They did it all from management to planning. They are able to look at state testing and see results and growth. They didn't just dabble in student teaching, they lived it for entire year.
- More prepared in EVERYWAY.
- Light years ahead of student in their first 8 week experience."

Cooperating teachers firmly believe that student teachers participating in the yearlong student teaching program model have a much higher level of teaching ability compared to those student teachers participating in a traditional student teaching program model.

By the time the pilot ended, several of the yearlong student teachers had obtained teaching positions for the next school year. Hiring principals were interviewed. From this information, evaluators reported:

Because the yearlong student teacher had so many experiences during the entire school year, he/she was able to respond to questions with legitimate examples to every question and situation. Many of the employers [reported they] felt like they were hiring a second-year teacher.

A cautionary note comes from the University of Northern Iowa external evaluation with information from student teacher supervisors*. The external evaluator reported that University of Northern Iowa supervisors reported they could not see much difference between the student teachers at the end of the year. Further, any difference that was noted had to do with personal dispositions: how dedicated, hardworking, reflective, and coachable the student teacher was overall.

**All student teachers have a supervisor. The supervisor is a faculty member of the IHE and frequently observes the student teacher and provides her/him useful feedback. The supervisor is generally the person from the IHE most knowledgeable of the student teacher's classroom skills.*

3. Quality cooperating teachers matched well with student teachers is important

Quality mentors (cooperating teachers) are and always have been important to the growth of student teachers. The matching of the mentor and the student teacher is also important as they must work together. The importance of this matching is magnified in yearlong student teaching since the mentor and student teacher spend an entire academic year working together, co-teaching. To illustrate this point, University of Northern Iowa reported:

All stakeholders involved in the pilot study had a concern with “matching” of cooperating teachers and student teachers. Of all the potential challenges for a yearlong student teaching program, this was by far the biggest.

From Dordt College's report:

The student teacher is viewed as a full partner in the yearlong student teaching experience and had many formal and informal opportunities to provide feedback. Student teachers and mentor teachers discussed pedagogy and student learning each day as opportunities arose. As partners, both the student teacher and the mentor provided and benefitted from feedback.

The benefits of a strong relationship between mentors and student teachers is well reported in literature, and expressed in both IHE reports. As Thomas Davis noted in his report, “In several situations, it appeared that the cooperating teacher/student teacher pairs moved from *respectful* to *cooperative* relationships as the first semester progressed; the *cooperative* relationships led to the Teacher Candidates taking active roles as Co-Teachers.”

The challenges presented concerning this matching for a yearlong student teaching experience are important to present here. As University of Northern Iowa reported, “Because the pairs will work together for a significant amount of time, it is important that thoughtful consideration goes into the pairings.” Dordt College’s caution was very direct, “A full year of a good mentor-ST relationship is great – a full year of a bad relationship is bad.” Both IHEs presented challenges concerning matching of mentors with student teachers.

Dordt College reported an emergent concern based on the importance of matching: Finding cooperating teachers willing to take yearlong student teachers is difficult, especially at the secondary level.

University of Northern Iowa addressed the cooperating teacher concerns: “Another area to consider when contemplating the feasibility of the co-teaching model is the need for the cooperating teacher to be willing to give up control of his/her classroom. This takes a special kind of cooperating teacher.”

In interviews, candidates expressed concerns about matching:

My mentor is a very energetic and a caring person. Sometimes I was a little hesitant to approach her, but I know this isn’t really her fault but more a result of me being just a bit intimidated by how good she is and her strong personality. This improved a lot in the second semester as I relaxed.

She lets me try new things but she doesn’t really give me feedback or seems to support if I switch something up. We did develop a good professional working environment. We created a lot of trust talking about individual students and their personal needs on their 504 or intervention plans.

These findings bring to light an important consideration for moving forward with potential long term student teaching. Many teacher preparation programs express difficulty obtaining placements for student teachers. Many P-12 school systems express concern that the candidates being placed in their schools for student teaching are well prepared and will not present a burden to the classroom teacher or a detriment to student learning. Developing and maintaining instructional partnerships in which the P-12 system helps teach the student teacher, as was practiced in both yearlong student teaching pilot programs, can alleviate these concerns and produce better teachers. The question raised through this pilot is how to make this partnership purposeful and assure the benefits outweigh costs.

4. Candidate/Student Teacher dispositions were significantly affected

Personal dispositions are an important consideration in preparing and developing educators, specifically teachers (Curran & Murray, 2012, Fernet, et.al. 2012, Roeser, et.al. 2012). Assessing and developing dispositions is a requirement in the Iowa standards for educator preparation (Iowa Administrative Code 281, chapter 79 and chapter 77). While it will take several years to determine the effectiveness of the pilot participants in the classroom, their change in dispositions was clearly discerned through the pilot study.

Interviews, observations, reflections, and assessments provided evidence that dispositions of student teachers were affected to a great extent through yearlong student teaching. Data did not show evidence of student teachers' change in pedagogical knowledge or pedagogical content knowledge.

Dordt College conducted a longitudinal comparison of dispositions over the academic year of the pilot. In all professional dispositions measured, except one, there was a statistically significant growth over time. Interestingly, the one disposition that did not report significant growth was humility. Through interviews and analysis, Dordt College faculty attributes the growth to the additional internship hours, approximately 150-180 additional hours than the traditional program. Dordt College concludes that these additional hours raised the level of professionalism required to be a teacher education major. Dordt College's student teachers reported that the strongest benefits they received were greater confidence in their teaching abilities.

University of Northern Iowa reported that students consistently articulated a very strong feeling of confidence in their ability to teach and develop strong relationships with students. University of Northern Iowa also attributed the increased number of classroom hours (approximately 200) for growth in dispositions.

The University of Northern Iowa external evaluation report provides some caution to attributing development of dispositions to yearlong student teaching, however. The report states, "There was a sense that how outgoing, enthusiastic, optimistic, and personable the student teacher was shaped the relationship with students in the classroom, rather than participating in the Yearlong Student Teaching Program." While this caution states the importance of dispositions, it cautions us to attribute the dispositions to yearlong student teaching. In fact, in their report, they state, "In terms of professionalism of the student teacher (attendance, respect, reliability, responsibility, quality of work and ethics) there were no difference between student teachers in each category."

5. Yearlong student teaching /co-teaching helps mentors improve their own teaching practice

Mentors across both pilots reported improving their own teaching and dispositions as a result of participation.

University of Northern Iowa findings articulated this growth in comments reported by mentors. University of Northern Iowa mentors reported the strongest benefits they received were: intense professional growth by modeling good teaching; and working collaboratively with student teachers which forced them to not only describe the "how" but also the "why" of their actions.

Dordt College examined mentor growth by comparing the growth of mentors with fewer than five years of experience to those with greater than five years of experience. They surveyed mentors on their self-perception of their mentoring skills. Those mentors with five or fewer years of teaching experiences showed a marked increase in self-perception from their pre-yearlong student teaching survey to their end of yearlong student teaching survey. While mentors with more than five years of experience illustrated growth in self-perception, the growth exhibited by

less experienced teachers was much greater. A survey of mentors' self-perception of their knowledge of co-teaching skills yielded a similar greater growth by less experienced teachers. These two survey results illustrate the benefit to the professional growth of early career mentors in a yearlong student teaching experience.

6. Co-teaching for a year is expensive

Both programs expended significant funding to incentivize/support P-12 teachers and administrators to participate. This is important in that it illustrates the cost of providing a partnership in preparing teachers, rather than an IHE based preparation with external experience in the cooperating teachers' classroom. Funding the P-12 partners caused them to own the preparation of the student teachers, greatly increasing their development. We can contrast this with traditional student teaching, in which a cooperating teacher is minimally reimbursed to take a student teacher and provide a level of mentoring. The level of mentoring we see in traditional student teaching is much reduced from the yearlong student teaching model of the cooperating teacher working collaboratively as an instructor of the student teacher.

The cost for these partnerships is significant. As can be seen in the budget section, each IHE spent a great deal of their budget for mentors and administrators. University of Northern Iowa spent 33 percent of their budget to support P-12 teachers and administrators, approximately \$7203 per intern. Dordt College spent 36 percent of their budget supporting P-12 teachers and interns, approximately \$8094 per intern.

The findings described above illustrate the benefit of yearlong student teaching, including benefits from quality mentors and administrators providing the time necessary to make yearlong student teaching successful. As we move forward, we should consider the cost and the benefit. Iowa produces approximately 2500 teachers per year. The cost to provide support to P-12 mentors and administrators at the level of University of Northern Iowa's expenditure would amount to \$18 million annually.

7. Planning for developing and continuing yearlong student teaching is essential

A significant amount of planning is required to develop and implement yearlong student teaching, more so than traditional student teaching, and more than simply changing curriculum. Each of the IHEs in the pilot had an existing PDS program, which eased planning. However, both programs experienced significant difficulty in developing the pilot program in six months. The size and complexity of University of Northern Iowa made their planning very difficult since they must develop agreements with several colleges within the university system for the content area courses needed for subject area majors and endorsements. While smaller and less complex, Dordt College also experienced unique challenges. The smaller size of Dordt College precludes the flexibility of multiple sections of courses in the education department and other departments.

The alignment of coursework during yearlong student teaching with clinical experiences is challenging. Further, the sequence and availability of coursework before the student teaching

year must be adjusted to allow candidates to finish the coursework of yearlong student teaching, with all required coursework completed in the three prior years

In their reports, Thomas Davis and Jan McMahill noted:

- Student course sequence becomes more of an issue with the implementation of yearlong student teaching.
- The small sample size for the University of Northern Iowa pilot must be taken into consideration as the final reports are reviewed. I believe that the concerns expressed about the University of Northern Iowa program are valid. There were some initial difficulties with the expectations and details of the program that seemed to fluctuate. There were issues with cooperating teacher selection and confusion (ultimately rectified) about additional placements for secondary students. The University of Northern Iowa students struggled (but succeeded!) with the heavy load of methods courses they still needed to complete at University of Northern Iowa during the Yearlong Student Teaching Pilot.

In its final report, Dordt College noted challenges to planning and developing a yearlong student teaching program:

- One significant challenge in the fall semester was finding co-planning time (for mentors and student teachers). Because student teachers were only on-site in the mornings, co-planning became problematic unless the mentor had planning time during the time the student teacher was present.
- Another structural challenge of the yearlong student teaching experience was related to the multiple endorsements held by student teachers and the need to student teach in all endorsements. This endorsement challenge resulted in split placements and thereby diminished the “yearlong” nature of the relationship between mentor and student teacher.
- Balancing the loads of the college classes and the responsibilities of co-teaching was a challenge for college instructors, student teachers, and mentors.
- Finally, a structural challenge faced in our yearlong student teaching experience was having our college classes meet on-site.

In its final report University of Northern Iowa described challenges to planning and developing a yearlong student teaching program:

- Overall, a recommendation for utilization of the co-teaching model as part of a yearlong student teaching program is very feasible and effective. However, there would need to be flexibility in the model to provide the student teacher the opportunity to solo-teach for an extended time during the last month(s) of the experience.
- Requires a large time commitment, it becomes very difficult to also require students to provide a large time commitment for the completion of coursework needed for graduation and state licensure requirements.
- Have to consider the creation of a very specific tracked system of required courses. This tracked system would need to be established at least two years prior to the beginning of the yearlong student teaching experience.
- To have a truly integrated program, specific courses must be selected that connect to the content being taught by the school partner.

- To accomplish this, the professor needs to embed him/herself into the daily workings of the school. Finally, the professor needs to work very closely with the specific grade level classroom teachers. Overall, the recommendation is that it would be very challenging to have on-site instruction be a component of a yearlong student teaching program. To accomplish this it would take an incredible amount of collaboration between the IHE and each of the school partners working in the program.

The University of Northern Iowa external research evaluators also described challenges for University of Northern Iowa and any other IHEs:

- Yearlong student teaching participants viewed other features of the pilot less favorably, and in particular, the heavy course load student teachers had to balance in the fall semester, too much emphasis on co-teaching, lack of clarity in communications between University of Northern Iowa and the schools, little recourse if a student and cooperating teacher proved to be a poor match, and the challenging structure of the embedded coursework.
- Scalability was considered both locally—within the Teacher Education Program at University of Northern Iowa—and statewide. Based on the findings of the external evaluation, most participants were supportive of the program in theory, but in practice, they perceived several logistical and structural obstacles that would need to be addressed before repeating or expanding the program at University of Northern Iowa. Many respondents felt the program should be optional and part of a suite of student teaching opportunities at the university.
- On a broader scale, yearlong student teaching would require intensive, long-term planning as well as considerable university and school administrator buy-in to be successful. IHEs would need to implement changes to the teaching curriculum, such as created a cohort blocked schedule, and to embed coursework into the field experience in seamless manner.
- Additional challenges to statewide implementation include recruiting enough schools and teachers to accept the yearlong students and identifying the right personnel to serve as the liaison between the school and university.

B. Recommendations made by the University of Northern Iowa and Dordt College for moving forward

(Note: These recommendations are in the words of the University of Northern Iowa and Dordt College and are not the recommendations of the Department.)

University of Northern Iowa:

Based upon the benefits found in both the yearlong student teaching program model and a traditional student teaching program model, it is the final recommendation that IHEs work to implement a yearlong student teaching program model as an alternate option alongside the traditional student teaching program model. University of Northern Iowa does not plan to operate yearlong student teaching on a program wide scale through their normal operations.

Dordt College:

However, as a result of the yearlong student teaching pilot, it has become clear that the scalability for the yearlong student teaching program for all of our students is not feasible. We

will continue to work to implement yearlong student teaching as one option for our students. We will continue to work closely with our secondary content programs to discover ways to ensure that secondary student teachers will also be able to participate.

PART 4: IMPLICATIONS

Note that the costs described in finding #6 are for mentor and administrator support for co-teaching and yearlong student teaching only. They do not consider other costs associated with yearlong student teaching. I did not develop a cost per student based on overall expenditures, since much of the cost for each IHE was for initial development and not maintenance of a program. The point is that \$18 million annually will not cover the cost of yearlong student teaching, only the costs associated with P-12 support of student teachers in yearlong student teaching and co-teaching. The cost for support of P-12 mentors and administrators accounted for approximately one third of the budget for each pilot.

Even though neither institution plans to use yearlong student teaching as they have in the pilot, both are using aspects of their pilot work. There is a great deal of information we can glean from this pilot to inform teacher preparation and effectiveness in Iowa. Learning about co-teaching will be shared with all Iowa educator preparation programs. Additionally, all learning about yearlong student teaching will be shared. Faculty from both pilot institutions will share learning in conferences. The Iowa Association of Colleges for Teacher Education conducts a two-day conference two times each year. The fall 2015 conference will include a presentation on yearlong student teaching from both pilot institutions.

Partnerships make a difference. The intensity of support and collaboration for the student teachers caused each of them to grow as educators at a more advanced level compared to non-yearlong student teachers. All mentors in the program articulated improvements to their own teaching practice, with greater change noted by those in the first five years of their career. The partnerships between the IHEs and the P-12 schools provided strong benefit to all participants, most importantly, P-12 students. Evidence from this pilot illustrates that partnerships between IHEs and P-12 institutions are beneficial for preparing teachers and for Iowa classrooms. Ways of developing partnerships should be explored and advanced. Discussions among yearlong student teaching pilot stakeholders have examined ways to incorporate teacher preparation partnerships in Teacher Leadership Compensation initiatives. There is much to explore.

Financial incentives are necessary to provide a consistent environment for the support and collaboration that caused the greater development of their identity and confidence (self-efficacy) as teachers.

Professional development for mentors, administrators, and student teachers is necessary to understand and use co-teaching strategies.

Institutions of higher education must make significant changes in how their faculty work for yearlong student teaching, or a version of yearlong student teaching, to work well. Currently, most faculty members teach in an IHE classroom, with little collaboration in a P-12 classroom. Teaching on-site at a P-12 school is considerably different, requiring change in method to match the location and presence of P-12 students. The restructuring of schedules to meet the requirements of yearlong student teaching may also require faculty members to reorganize and combine coursework as well as making changes to course expectations.

Making yearlong student teaching a mandate will require time to develop curriculum and plans. Each of the pilot programs experienced challenges in planning and development of their yearlong student teaching pilots. To make yearlong student teaching scalable will require significant planning and development time, regardless of size of the institution.