

Summary from NCTQ Report on Student Teaching for Oregon¹

Focused on undergraduate level for future elementary teachers. Of the 134 institutions, 93 are public (69 percent) and 41 are private (31 percent); 15 of the 41 are nonsectarian private and 26 are sectarian private. In Oregon they reviewed Linfield College and Eastern Oregon University.

Applied five standards to all 134 institutions and rated them with one score on all give as *Model, Good, Weak or Poor*:

1. The student teaching experience, which should last no less than 10 weeks, should require no less than five weeks at a single local school site and represent a full-time commitment.²
2. The teacher preparation program must select the cooperating teacher⁷ for each student teacher placement.³
3. The cooperating teacher candidate must have at least three years of teaching experience.
4. The cooperating teacher candidate must have the capacity to have a positive impact on student learning.
5. The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

Regarding NCTQ process at this stage:

"After we collected these documents, we offered each institution multiple opportunities to provide additional documents pertinent to preliminary and final reviews of its program. We communicated with any institution that chose to do so between one and a dozen times. The magnitude of the interaction is attested to by the 1,600 documents supplied to us by the institutions and the more than 1,000 e-mails exchanged over the course of the review"

NCTQ then used a subsample of 32 institutions⁴ that were reviewed on fourteen additional standards **in addition to the five listed above**:

6. Student teaching is part of a rational sequence of coursework that ensures that all methods coursework and practica precede student teaching.
7. Written expectations for competencies on which student teachers will be evaluated are clearly communicated to student teachers, cooperating teachers and supervisors.
7. Written expectations for competencies include the student teacher's analysis of student achievement using informal and formal assessments.
8. The university supervisor should observe the student teacher's delivery of instruction at least five times at regular intervals through- out a semester-long experience.
9. Each observation should be followed by time for conferencing with written feedback aligned with identified competencies.
10. The student teaching experience should include a graded, culminating project that explicitly documents the student teacher's gains on the performance expectations that were communicated at the onset of the experience.
11. Particularly for student teaching during the fall academic term, the schedule for student teaching should align with the elementary school calendar, not the calendar of the teacher preparation program.
12. The student teaching experience should include a gradual increase of student teacher responsibilities, with the student teacher first closely shadowing the cooperating teacher in all professional activities and then transitioning to a more independent instructional role with daily monitoring and feedback. This expectation should be laid out explicitly in guidelines provided to the cooperating teacher, the student teacher and the supervisor.
13. The student teacher should be involved in a full range of instructional and professional activities.

¹ The full report can be downloaded at: <http://www.nctq.org/edschoolreports/studentteaching/report.jsp>

² This is the only standard that Oregon was listed as passing.

³ Report acknowledged that Oregon requires 9 weeks.

⁴ It does not appear that any Oregon institution was evaluated on these additional standards.