

Student Teaching Program

Application and Hire Rates: 2019–2020





Executive Summary

Each semester, Austin Independent School District (AISD) collaborates with various universities, colleges, and other teacher preparation programs to place student teachers in district classrooms. Student teachers learn about AISD culture and instructional practices, AISD systems, and develop relationships with AISD staff through their participation in the Student Teaching Program, which makes them excellent teacher candidates for the district upon certification. This report examines application rates and hire rates of the 2019–2020 student teacher cohort between January 2020 and August 2020. Overall, 49% of student teachers applied for a teacher position, and 44% who applied were hired as a teacher by November 2020.

Recommendations based on the evaluation results provided in this report are the following:

- Increase placement of students on Title I campuses or other areas that are harder to staff. Student teachers tend to be employed at campuses similar to their Student Teaching Program placement campus. For example, 60% of student teachers placed on Title I campuses during the Student Teaching Program were eventually employed on a Title I campus, while 66% of student teachers placed on non-Title I campuses during the Student Teaching Program were employed on a non-Title I campus. Similar results in hiring trends were seen based on the campus level of student teacher placements.
- Strengthen the partnership with Texas Tech University. Student teachers from Texas Tech University have a high application rate and hire rate, relative to the rates of teacher preparation programs.
- Conduct future research to improve the student teacher pipeline by examining the challenges student teacher applicants face during the hiring process. For example, while there were more applicants at the middle school and high school level than at the elementary schools, the hire rate was much lower at the secondary level.

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Introduction

Each semester, Austin Independent School District (AISD) collaborates with various universities, colleges, and other teacher preparation programs to place student teachers in district classrooms for a semester. As student teachers work closely with AISD staff during their placement, the Student Teaching Program can potentially serve as a teacher pipeline for the district. Student teachers are primed on AISD culture and instructional practices and AISD systems, and have developed relationships with AISD staff through their participation in the Student Teaching Program, which makes them excellent teacher candidates for the district. The district has expressed interest in recruiting and hiring student teachers into the district.

This report describes the application and hire rates of the 2019–2020 AISD Student Teaching Program cohort. Applications for teaching positions were examined from January 2020 to August 2020, while hire rates were examined for student teachers who applied and were employed as teachers in the 2020–2021 academic year as of November 2020. It is important to note that student teachers applied for positions prior to January 2020 or possibly after August 2020; however, those data were not easily available and were not included in the application data analysis. Additionally, application and hire rates for this cohort of student teachers may have been impacted by COVID-19.

Results indicate at least 49% of student teachers applied for a teacher position with the district, and as of November 2020, 44% of student teacher who applied for a teacher position were hired.

Student Teaching Program

Each semester, the Professional Learning Department works with various teacher preparation programs to place student teachers in classrooms with an effective cooperating teacher. The cooperating teacher must have earned an “effective” rating on the AISD Professional Pathways for Teachers appraisal system, have 3 years of teaching experience, have responded with interest in working with a student teacher, and have received principal approval. In general, student teachers have applied knowledge from their studies and gained teaching experience in a classroom under the guidance of an experienced cooperating teacher.

In 2019–2020, cooperating teachers and student teachers in the spring semester were surveyed regarding their experience with the Student Teaching Program. The majority (91%) of cooperating teacher respondents indicated they would recommend the student teacher for employment with their principals (Leung, 2020). Additionally, the majority (96%) of student teacher respondents indicated their overall student teaching experience in AISD was positive.

What were the characteristics of the student teacher cohort, and where were they placed during their student teaching experience?

In total, 337 student teachers were assigned to a district classroom through the Student Teaching Program in the 2019–2020 academic year (Table 1). Overall, the majority of student teachers were enrolled in the University of Texas at Austin (62%), Texas State University (17%), and St. Edward’s University (7%). Additionally, the majority of the student teacher cohort placements were during the spring semester (65%; Table 1). Several student teachers (2%) were assigned to a district classroom in both the fall and spring semester; this may be due to a variety of factors, such as the teacher preparation program they were enrolled in.

The majority of student teacher placements were at an elementary level campus (60%), followed by placements at a high school level campus (25%) and middle school level campus (13%). Some student teachers were assigned to multiple campuses that were of varying campus levels or an alternative campus, such as Rosedale (2%; Table 1).

Table 1.

2019–2020 Student Teacher Cohort Placement and Preparation Program Information

		Student teacher cohort	
		%	n
Overall		100%	337
Placement campus Title I status	Title I	42%	142
	Non-Title I	58%	195
Placement campus level	Elementary	60%	202
	Middle	13%	44
	High	25%	85
	Other or more than one campus	2%	6
Teacher preparation program	Huston-Tillotson University	4%	13
	St. Edward's University	7%	23
	Texas State University	17%	57
	Texas Tech University	4%	13
	University of Texas at Austin	62%	208
	Other	7%	23
Semester of student teacher placement	Fall 2019	33%	111
	Fall 2019 & spring 2020	2%	8
	Spring 2020	65%	218

Source. 2019–2020 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. The Other row in the Teacher Preparation Program section includes student teachers completing their education at Educators of Excellence, Grand Canyon University, Stephen F. Austin University, Texas A&M University, Texas Teachers, University of Nevada, University of North Texas, and Western Governors University.

Relative to all teachers in the district, a representative percentage of student teacher placements were at Title I campuses and non-Title I (Table 2). Forty-two percent of student teachers were assigned to a Title I campus, and 42% of all district teachers were employed on a Title I campus in 2019-2020.

Table 2.

There was a representative percentage of student teachers assigned to Title I and non-Title I campuses, relative to district teachers.

Title I status	Student teacher cohort	District teachers
Title I	42%	42%
Non-Title I	58%	58%

Source. 2019–2020 AISD Professional Learning Department data; 2019–2020 AISD Human Resources data

Did student teachers apply for teaching positions in the district?

Forty-nine percent ($n = 166$) of student teachers applied for a teacher position in AISD from January 2020 to August 2020. It is important to note that some student teachers applied for positions prior to January 2020 or possibly after August 2020. Disaggregations of the application rate and hire rate by various student teacher placement characteristics can be seen in Appendix A.

Thirty-one percent ($n = 52$) of applicants applied for a position on their Student Teaching Program placement campus. Applications for a teaching position on the campuses where student teachers were placed may have been affected by position availability in different grade and content areas at the time of application.

How did application rates differ based on cohort placement, preparation program, and cooperating teacher characteristics?

Cohort Placement and Preparation Program

Forty-nine percent of student teachers who were placed on a Title I campus during the Student Teaching Program applied for a teaching position between January 2020 and August 2020 (Figure 1). Additionally, 50% of student teachers who were placed on a non-Title I campus during the Student Teaching Program applied for a teaching position during the same time period.

Student teachers placed in middle schools during their student teaching placements had the highest application rate (55%), while student teachers placed in elementary schools had the lowest rate of application (47%; Figure 2).

Figure 1.

A similar percentage of student teachers who completed the Student Teaching Program in a Title I campus and non-Title I campus applied for a teacher role.

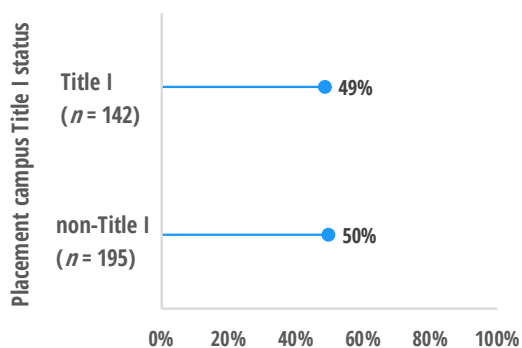
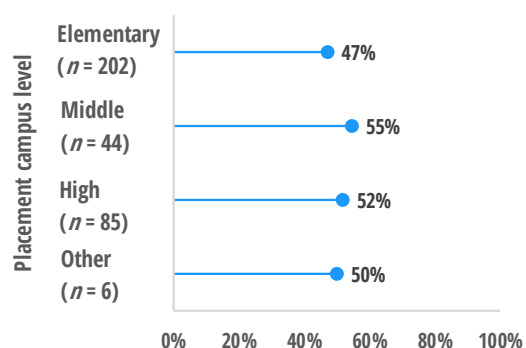


Figure 2.

Student teachers who completed the Student Teaching Program in a middle school campus had the highest rate of application.



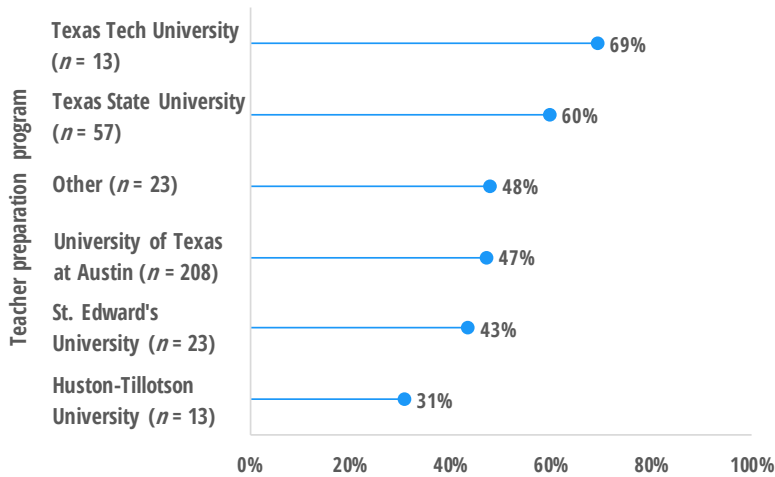
Source. 2019–2020 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. Application rates were examined for student teachers who submitted an Applitrack application between January 2020 and August 2020; some student teachers were hired for whom we do not have application data because they applied prior to January 2020 or after August 2020.

Examining application rates for each teacher preparation program, 69% of student teachers from Texas Tech University and 60% from Texas State University applied for a teacher position (Figure 4). Student teachers from Huston-Tillotson University (31%) and St. Edward’s University (43%) had the lowest levels of application for a teacher position. While the majority of student teachers were enrolled in the University of Texas at Austin (62%; Table 1), only 47% of student teachers enrolled in the University of Texas at Austin applied for a teaching position (Figure 3).

Figure 3.

Student teachers from Texas Tech (69%) had the highest rate of application.



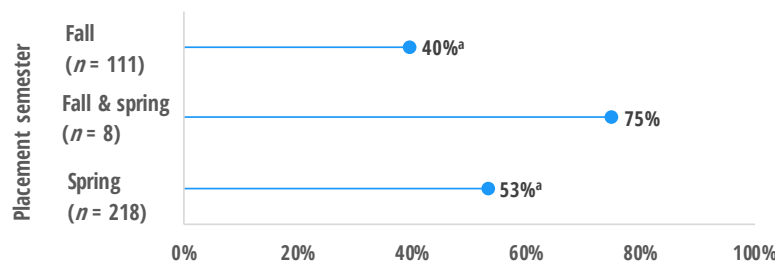
Source. 2019–2020 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. Application rates were examined for student teachers who submitted an Applitrack application between January 2020 and August 2020; some student teachers were hired for whom we do not have application data because they applied prior to January 2020 or after August 2020. The Other Teacher Preparation Program includes student teachers completing their education at Educators of Excellence, Grand Canyon University, Stephen F. Austin University, Texas A&M University, Texas Teachers, University of Nevada, University of North Texas, and Western Governors University.

Finally, 53% of student teachers completing their student teaching during the spring semester applied for a teacher position, while 40% of student teachers in the fall semester applied for a teacher position (Figure 4). There was a significant difference between student teachers who completed the Student Teaching Program in the fall semester and student teachers who completed the Student Teaching Program in the spring semester who applied for a teacher position ($p < .05$).

Figure 4.

Fifty-three percent of student teachers who completed the Student Teaching Program in the spring semester applied for a teacher position.



Source. 2019–2020 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. Application rates were examined for student teachers who submitted an Applitrack application between January 2020 and August 2020; some student teachers were hired for whom we do not have application data because they applied prior to January 2020 or after August 2020. Groups with corresponding superscript letters were significantly different at $p < .05$.

Cooperating Teacher Characteristics

Examining student teachers’ application rates by various cooperating teacher characteristics (i.e., years of professional experience, gender, highest degree, and race), student teachers were not more likely to apply for a teacher position if assigned with a cooperating teacher with certain characteristics (e.g., cooperating teacher with 5 years or less of experience versus 10 to 15 years of experience, cooperating teacher with a master’s degree versus bachelor’s degree).

Did student teachers who indicated interest in employment with AISD on the Student Teacher Survey apply for a position?

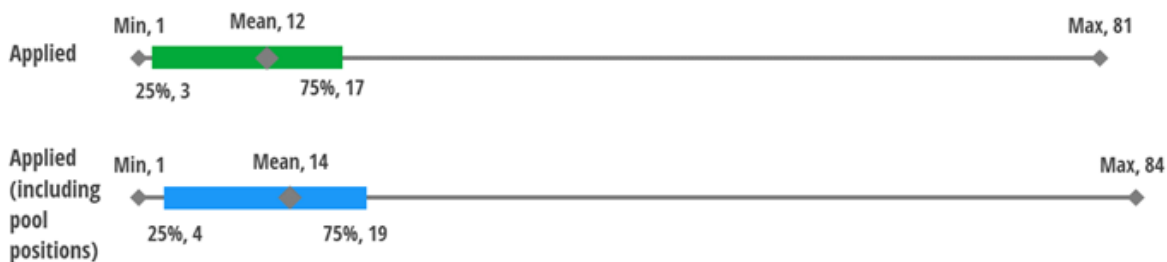
The majority (74%, $n = 86$) of student teachers who responded to the item “If provided the opportunity, are you interested in employment in AISD?” on the 2019–2020 Student Teacher Survey indicated they were interested in employment in AISD if provided the opportunity. Examining further, of student teacher respondents who indicated interest, 74% ($n = 64$) applied for a teacher position between January 2020 and August 2020. Few student teachers (13%, $n = 31$) who did not express interest in employment on the Student Teacher Survey applied during that period.

What teaching positions did student teachers apply for?

In total, the 166 student teachers who applied for a teacher position in AISD between January 2020 and August 2020 applied for 1,802 teacher positions and 452 AISD pool positions. In addition to applying for a specific position, applicants can select to be included in pool positions. Pool positions allow applicants to be considered for a position of a selected parameter (e.g., available elementary English as a second language 4th- and 5th-grade positions, high school English language arts positions) as they become available within the district. Overall, candidates submitted applications to be considered for a minimum of one position and a maximum of 81 positions (Figure 5). The average number of teaching roles applied to was 12, while the median number of teaching roles applied to was six by student teacher applicants.

Figure 5.

Student teachers applied to an average of 12 teaching roles or 14 teaching roles, including pool positions.



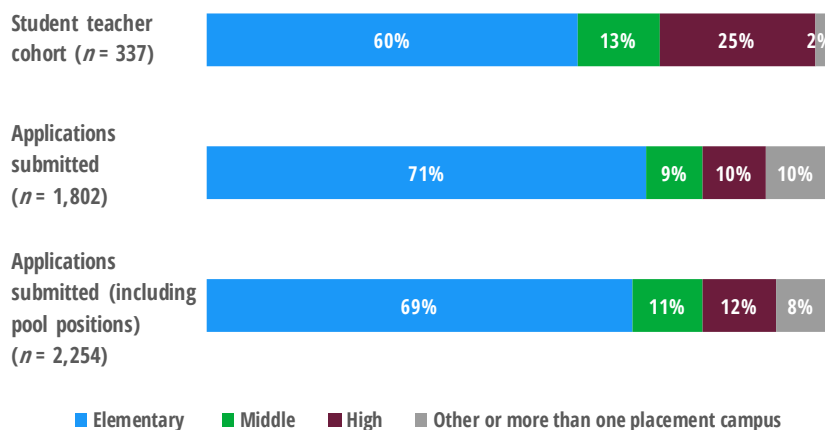
Source. January to August 2020 AISD Applitrack data

Note. Applicants are able to select pool positions to be considered for all positions available within certain parameters (e.g., teacher of elementary English as a second language, grades 4 and 5; teacher of high school English language arts).

Overall, student teachers applied for more positions at non-Title I campuses (66%) than positions at Title I campuses (34%). The majority (71%) of applications submitted were for a teacher position on an elementary school, 9% were for a position in a middle school, 10% were for a position in a high school, and 10% were for other campus types (Figure 6). While 60% of the student teachers were placed on an elementary campus, 71% of applications were submitted for a position on an elementary campus (Figure 6).

Figure 6.

While 25% of student teachers were placed on a high school level campus, only 10% of teaching positions applied for by student teachers were at a high school level campus; however, this may be due to fewer positions being available at the high school level.



Source. 2019–2020 AISD Human Resources data; January to August 2020 AISD Applitrack data

Note. Applicants are able to select pool positions to be considered for all positions as they become available within certain parameters (e.g., teacher of elementary English as a second language, grades 4 and 5; teacher of high school English language arts).

Did student teachers remain in the district after completing their program?

Forty-four percent ($n = 73$) of student teachers from 2019–2020 who applied between January 2020 and August 2020 were found in AISD data systems to have a teacher position in the 2020–2021 academic year, indicating they were hired by the district. Twenty-five percent ($n = 18$) of those student teachers who applied and were hired were teaching on their Student Teaching Program placement campus. Disaggregations of the application rate and hire rate by various student teacher placement characteristics can be seen in Appendix A.

In total, 99 student teachers from the 2019–2020 cohort were found in AISD data systems with a teacher position in the 2020–2021 academic year by November 2020; however, results for the following section will only include student teachers who applied between January 2020 and August 2020 ($n = 73$).

How did hire rates of applicants differ based on cohort placement, preparation program, and cooperating teacher characteristics?

Cohort Placement and Preparation Program

Fifty-one percent of student teachers who were placed on a Title I campus during the Student Teaching Program and applied for a teaching position between January 2020 and August 2020 were hired (Figure 7). Additionally, 39% of student teachers who were placed on a non-Title I campus during the Student Teaching Program and applied for a teaching position during the same time period were hired.

Fifty-five percent of student teachers who were placed in elementary schools during their student teaching placement and applied for a teacher position between January 2020 and August 2020 were hired, while student teachers who were placed in high schools and applied during the same time frame had the lowest hire rate (27%; Figure 8). Thirty-three percent of student teachers placed in middle schools and applied between January 2020 and August 2020 were hired. There was a significant difference between student teachers assigned to an elementary campus and those assigned

to a high school campus for their student teaching placement who applied and were hired for a teacher position ($p < .001$).

Figure 7.
Fifty-one percent of applicants who completed the Student Teaching Program on a Title I campus and applied were hired.

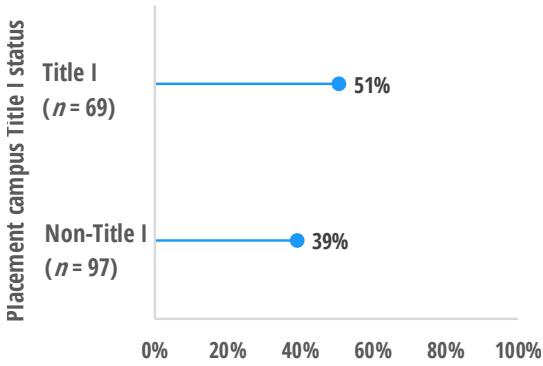
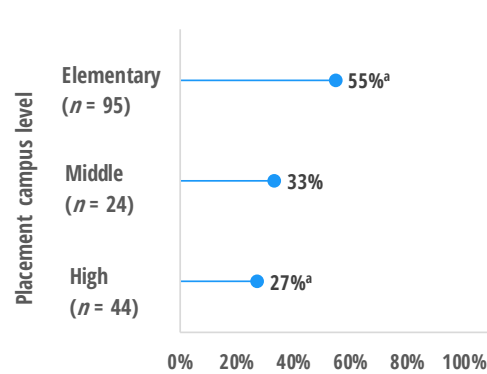


Figure 8.
Student teachers who completed the Student Teaching Program on an elementary campus and applied had the highest hire rate.

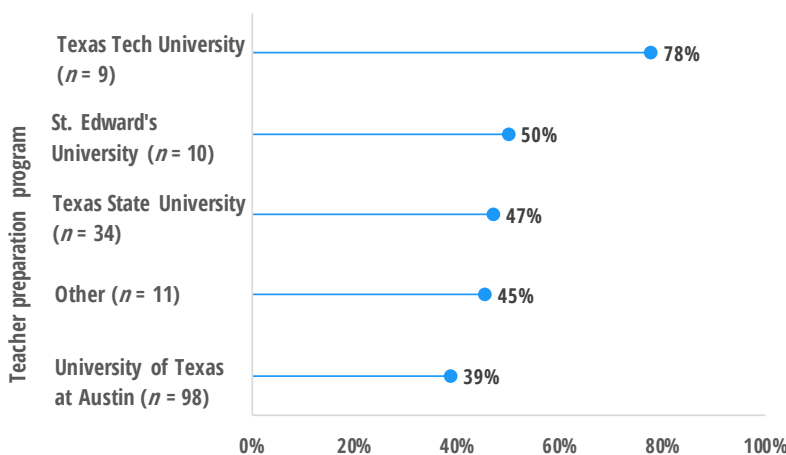


Source. 2019–2020 and 2020–2021 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. Hire rates include student teachers who submitted an Applitrack application between January 2020 and August 2020 and who AISD data systems show were in a teacher role in November 2020 or prior. Results are displayed only if there were more than five in a group. Groups with corresponding superscript letters were significantly different at $p < .05$.

Examining hire rates for each teacher preparation program, 78% of student teachers from Texas Tech University who applied between January 2020 and August 2020 for a teacher position were hired and 50% of student teachers from St. Edward’s University who applied were hired (Figure 9). Additionally, student teachers (39%) enrolled in the University of Texas at Austin who applied for a teacher position had the lowest hire rate (Figure 9).

Figure 9.
Student teachers from the University of Texas at Austin (39%) who applied had the lowest hire rate.



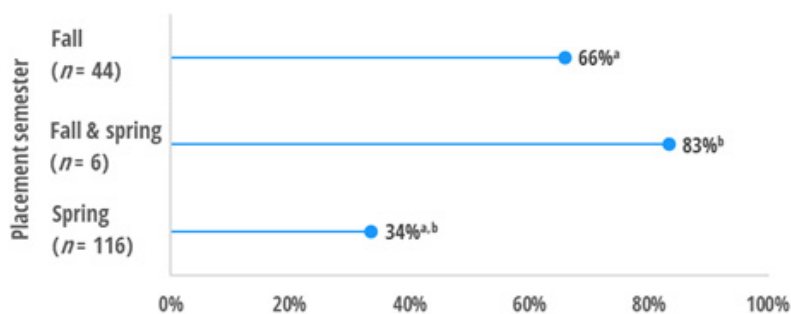
Source. 2019–2020 and 2020–2021 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. Hire rates include student teachers who submitted an Applitrack application between January 2020 and August 2020 and who AISD data systems show were in a teacher role in November 2020 or prior. The Other Teacher Preparation Program includes student teachers completing their education at Educators of Excellence, Grand Canyon University, Stephen F. Austin University, Texas A&M University, Texas Teachers, University of Nevada, University of North Texas, and Western Governors University. Results are displayed only if there were more than five student teachers in a group.

Finally, 34% of student teachers who completed the Student Teaching Program in spring 2020 and applied between January 2020 and August 2020 were hired, while 66% of student teachers who completed the Student Teaching Program in fall 2019 and applied were hired (Figure 10). There was a significant difference between student teachers who completed the Student Teaching Program in the fall semester and student teachers who completed the Student Teaching Program in the spring semester who applied and were hired for a teacher position ($p < .001$). Additionally, there was a significant difference between student teachers who completed the Student Teaching Program in the fall and spring semesters and student teachers who completed the Student Teaching Program in the spring semester who applied and were hired for a teacher position ($p < .05$).

Figure 10.

Thirty-four percent of student teachers who completed the Student Teaching Program in the spring semester and applied for a teaching position were hired.



Source. 2019–2020 and 2020–2021 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. Hire rates includes student teachers who submitted an Applitrack application between January 2020 and August 2020 and who AISD data systems show were in a teacher role in November 2020 or prior. Groups with corresponding superscript letters were significantly different at $p < .05$.

Cooperating Teachers' Characteristics

Examining hire rates by various cooperating teacher characteristics (i.e., years of professional experience, gender, highest degree, and race), student teachers were not more likely to apply and be hired for a teacher position if assigned with a cooperating teacher with certain characteristics (e.g., cooperating teacher with 5 years or less of experience versus 10 to 15 years of experience, cooperating teacher with a master's degree versus bachelor's degree).

Which campuses were student teachers hired onto?

A total of 73 student teachers who applied between January 2020 and August 2020 were employed as teachers in the 2020–2021 academic year, as of November 2020. Forty-eight ($n = 35$) percent of student teachers hired were employed on a Title I campus in the 2020–2021 academic year. Seventy-one percent of student teachers were hired on an elementary campus, 15% on a middle school campus, and 14% on a high school campus.

With respect to their Student Teaching Program placements, 60% of student teachers placed on a Title I campus were employed on a Title I campus, whereas 40% of student teachers placed on a Title I campus were employed on a non-Title I campus (Table 3). Sixty-six percent of student teachers placed on a non-Title I campus were employed on a non-Title I campus, while 34% of student teachers placed on a non-Title I campus were employed on a Title I campus.

Table 3.

The majority of student teachers were hired on a Title I status campus similar to their Student Teaching Program placement campus.

Student taught on:	Employed on:	
	Title I campus	non-Title I campus
Title I campus (<i>n</i> = 35)	60%	40%
non-Title I campus (<i>n</i> = 38)	34%	66%

Source. 2019–2020 and 2020–2021 AISD Human Resources data

Note. Only student teachers employed in a teacher role in November 2020 or prior were included.

Ninety-six percent of student teachers who were hired and completed their student teaching on an elementary campus were employed on an elementary campus (Table 4). Slight variations in employment campus level and placement campus level were seen between student teachers who completed their student teaching on a high school campus and middle school campus. Sixty-seven percent of student teachers who were hired and completed their student teaching on a high school campus were employed on a high school campus, 25% were employed on a middle school campus, and 8% were employed on an elementary campus. Seventy-five percent of student teachers who were hired and completed their student teaching on a middle school campus were employed on a middle school campus, 13% were employed on a high school campus, and 13% were employed on an elementary campus.

Table 4.

The majority of student teachers were hired onto a similar campus level as their Student Teaching Program placement campus level.

Student taught on:	Employed on:		
	Elementary school campus	Middle school campus	High school campus
Elementary school campus (<i>n</i> = 70)	96%	2%	2%
Middle school campus (<i>n</i> = 15)	13%	75%	13%
High school campus (<i>n</i> = 11)	8%	25%	67%

Source. 2019–2020 and 2020–2021 AISD Human Resources data

Note. Only student teachers employed in a teacher role in November 2020 or prior were included. Results are displayed only if there were more than five student teachers in a group.

Conclusion and Recommendations

At least 49% of the 2019–2020 student teacher cohort applied for a teacher position at AISD. Additionally, 43% of student teachers in the 2019–2020 cohort who applied between January 2020 and August 2020 were hired as teachers for the following academic year. It is important to note that this analysis is limited to student teachers who applied between January 2020 and August 2020. Student teachers may have applied for AISD positions outside of that time frame. Additionally, application rates for this cohort of student teachers may have been impacted by COVID-19; this may have greater impact on student teachers from the spring semester.

Overall, the interest in employment demonstrated by student teachers in the application rate suggests that the Student Teaching Program may serve as an effective branch of the teacher pipeline for the district. Because student teachers are already aware of AISD practices and mentored by AISD teachers, those who participated in the Student Teaching Program may be especially prepared for a teaching position in AISD. Additionally, AISD's interest in growing its teachers and fostering long-term professional relationships with its teachers may serve as another reason to devote more attention to hiring student teachers.

Overall, recommendations based on the evaluation results provided in this report are the following:

- Increase placement of students on Title I campus or other areas that are harder to staff. Student teachers tend to be employed at campuses similar to their Student Teaching Program placement campus. For example, 60% of student teachers placed on Title I campuses during the Student Teaching Program were eventually employed on a Title I campus, while 66% of student teachers placed on non-Title I campuses during the Student Teaching Program were employed on a non-Title I campus. Similar results in hiring trends were seen based on the campus level of student teacher placements.
- Strengthen the partnership with Texas Tech University. Student teachers from Texas Tech University have a high application rate and hire rate, relative to the rates of teacher preparation programs.
- Conduct future research to improve the student teacher pipeline by examining the challenges student teacher applicants face during the hiring process. For example, while there were more applicants at the middle school and high school level than at the elementary schools, the hire rate was much lower at the secondary level.

Appendix

Appendix A.

Application and Hire Rates, by Student Teaching Program Placement and Teacher Preparation Program

		All Student Teacher		Applied		Hired	
		n	%	n	%	n	
Overall		337	49%	166	44%	73	
Placement campus	Title I	142	49%	69	51%	35	
	Title I status						
	Not Title I	195	50%	97	39%	38	
Placement campus level	Elementary	202	47%	95	55%	52	
	Middle	44	55%	24	33%	8	
	High	85	52%	44	27%	12	
	Other or more than one campus	6	50%	3	*	*	
Teacher Preparation Program	Huston-Tillotson University	13	31%	4	*	*	
	St. Edward's University	23	43%	10	50%	5	
	Texas State University	57	60%	34	47%	16	
	Texas Tech University	13	69%	9	78%	7	
	University Of Texas At Austin	208	47%	98	39%	38	
	Other	23	48%	11	45%	5	
Semester of student teacher placement	Fall 2019	111	40%	44	66%	29	
	Fall 2019 & spring 2020	8	75%	6	83%	5	
	Spring 2020	218	53%	116	34%	39	

Source. 2019–2020 and 2020–2021 AISD Human Resources data; January 2020–August 2020 AISD Applitrack data

Note. Application rates were examined for student teachers who submitted an Applitrack application between January 2020 and August 2020; some student teachers were hired for whom we do not have application data because they applied prior to January 2020 or after August 2020. Hire rates include student teachers who submitted an Applitrack application between January 2020 and August 2020 and who AISD data systems show were in a teacher role in November 2020 or prior. The Other row in the Teacher Preparation Program section includes student teachers completing their education at Educators of Excellence, Grand Canyon University, Stephen F. Austin University, Texas A&M University, Texas Teachers, University of Nevada, University of North Texas, and Western Governors University. Results are displayed only if there were more than five in a group.

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