

Field-Based Experiences in Teacher Preparation: From Private Schools to Paraguay

Tiffany Hill, Emporia State University
Amanda Lickteig, Emporia State University
Sara Schwerdtfeger, Emporia State University

ABSTRACT: Launched in 1993, The Teachers College at Emporia State University began its first Professional Development School (PDS) partnership and, since then, The Teachers College has continued to provide high-impact learning opportunities for teacher candidates—including several unique four-week student teaching placements described in this article. These internships, initially designed to better equip candidates to serve as responsive practitioners in varied, diverse settings, also increase the transfer of information between outside locations and PDS placements. While application requirements and placement procedures differ slightly if the qualified student has requested a regional, national, or international placement, all students must first successfully complete 12 weeks of traditional student teaching at the beginning of the semester before their four-week internship. While an ongoing examination of this initiative has led us to review three important considerations (cost, supervision, and measures of impact), anecdotal feedback has revealed positive experiences of our teacher candidates and their placements.

NAPDS Essentials Addressed: 3. Ongoing and reciprocal professional development for all participants guided by need; and 5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants.

Student teaching has long been accepted as essential and influential aspect of teacher preparation programs (Lanier & Little, 1986; Metcalf, 1991). In 1993, The Teachers College at Emporia State University (ESU) launched its first Professional Development School (PDS) in an effort to develop more meaningful and impactful learning environments within which student teaching would occur. To date, ESU has partnered with over 15 school districts to establish more than 40 PDS locations. As a result of collaboration between individuals at ESU and our public school colleagues, our PDS program has received national recognition since it was first established, including the high honor of receiving an Exemplary PDS Achievement Award from the National Association for Professional Development Schools (NAPDS, 2018).

In 2015, ESU launched a ten-year ESU Strategic Plan that called for the pursuit of “distinctive initiatives in curricula and programs that will foster vibrant communities” (Emporia State University, 2018, p. 1), among other goals. Under the leadership of the Dean of The Teachers College, individuals at ESU, in collaboration with our public school colleagues, began to discuss how ESU could improve its award-winning program with novel, distinctive initiatives. Mindful of high impact educational practices correlated with student success (Kuh, 2008), the result of these collaborations was an optional four-week internship for teacher candidates after he or she had demonstrated successful completion of all requirements in our traditional, two-semester student teaching internship within an established PDS.

The purpose of this paper is to describe the four-week placement internships that have been established as an enhancement to our award-winning PDS program and to outline our effort to use those internships as a tool to improve our program. These internships, designed to fulfill and respond to various needs that we will outline as we describe each option below, were created as a means for teacher candidates to become better equipped to serve as responsive practitioners in varied, diverse settings. In addition, we also intended for teacher candidates to increase the sharing of information across education settings, increasing the transfer of information from their PDS placement to other schools and teachers (NAPDS Essential 5) and from other schools and teachers back to their PDS placement (NAPDS Essential 3).

A Traditional Student Teaching Placement

To provide background, we provide a brief overview of our traditional student teaching structure and use that as a foundation from which to describe the four-week placement internships. Each academic year, ESU graduates nearly 200 future teachers. The preparation of elementary, middle, and secondary teachers is similar at our institution in that teacher candidates are in a public school for two semesters prior to graduation. During the first of these two semesters, teacher candidates finish methods coursework while also spending time weekly in a public school setting engaged in various tasks, such as: observing their mentor teacher, completing field-based course

assignments, and teaching in both small- and whole-group situations.

The second of these two semesters, called the student teaching semester, involves teacher candidate placement in a school setting full-time for 16 weeks. During these 16 weeks, teacher candidates engage in observation of their mentor teacher, co-teaching with their mentor teacher (Bacharach, Heck, & Dahlberg, 2010), and teaching experiences independent of their mentor teacher to conclude the semester. This 16-week placement exceeds the minimum duration requirements of the Kansas State Department of Education (KSDEb, 2018), which stipulate that teacher preparation programs include just 12 weeks of student teaching.

Because our traditional student teaching semester exceeds the minimum state requirements for student teaching, four-week student teaching internship options were created for qualified teacher candidates who would benefit from an additional, unique internship experience. Teacher candidates who elect to experience an alternative four-week student teaching placement complete 12 weeks of traditional student teaching at the beginning of the semester, and then complete a separate four-week internship at the conclusion of their student teaching semester.

Requirements for a Four-Week Placement

Teacher candidates interested in pursuing a four-week student teaching placement must meet all traditional student teaching and graduation requirements before he or she is eligible for an additional four-week internship (i.e., completion of 12 weeks of traditional student teaching including: earning positive teaching and dispositional evaluations, completing the Kansas Performance Teaching Portfolio capstone project; submitting a graduation application, fulfilling background check protocols for state license application, as well as finishing content and pedagogical licensure exams). In order to be eligible, teacher candidates must also meet a series of additional requirements, outlined in Table 1. These additional requirements ensure that the teacher candidates participating in these unique placements reflect the qualities, dispositions, and practices necessary to be successful in both their 12- and four-week placements.

Common to all four-week placements is an application, supporting materials provided by the teacher candidate that demonstrate readiness, the requirement that the teacher candidate successfully complete their first 12-week placement, and then an expectation of various tasks upon completion. Applications are due the semester before the student teaching semester so that accommodations can be made. While the regional and national placements are made within COL, international placements are jointly made with the Office of International Education (OIE). Therefore, upon successful completion of the interview with education faculty, if the student has been recommended for the international experience, their information is then passed along to the OIE who then assist with the specific placement details, travel, and grants. More

specific details related to each placement option is described below.

Four-Week Placement Options

Since the spring 2014 semester, over 30 teacher candidates have participated in one of the placement options described below. For each placement, we detail: (a) the nature of and need for the placement, (b) specific details related to implementation, and (c) a snapshot of the placement option in practice. Common to each placement, teacher candidates are encouraged to do as much as their mentor teacher and school will allow; this can range from aiding in the classroom to teaching full units.

Private or Parochial School Placements

At the current time, our institution requires that teacher candidates complete at least 12 weeks of student teaching in a public school in the state of Kansas; however, we recognize that some of our teacher candidates desire to secure a teaching position in a private or parochial school upon graduation. Our institution sees it as important to provide these teacher candidates with a placement option in a private or parochial school in order to better prepare them for their future teaching position; therefore, the four-week placement option in a private or parochial school was added. The rationale for this decision is grounded in recent research to suggest that novice teachers benefit when the context of their school placement for student teaching is similar to the context of their first teaching position (Ronfeldt, 2015; Goldhaber, Krieg, & Theobald, 2017).

We also recognize that a small number of our teacher candidates are undecided about their preference for teaching in a private or parochial schools at the point of student teaching. For those students, the option to spend four weeks in a private or parochial setting serves as a tool to aid in the decision making process. While we recognize that private and parochial school teachers comprise fewer than 15% of all teachers, new teachers comprise just over one-quarter of all private school teachers (Ingersoll & Merrill, 2017). Further, recent reports from the National Center for Education Statistics (2016) indicate that a higher percentage of private school teachers report being satisfied with their jobs than do public school teachers, so our students are justified to consider teaching in a private or parochial school as an option.

Description of implementation. For each teacher candidate who is interested in a placement in a private or parochial school, COL identifies a potential school placement based on the specific details of their request, including the geographic location, religious affiliation of the school, and the licensure area of the teacher candidate who has made the request, among other things. After a suitable school is identified, COL encourages the administrator of that school and the classroom teacher with whom the teacher candidate will be placed to interview the teacher candidate to determine if the placement is beneficial to all parties. If so, COL develops a Memorandum of

Table 1. Four-Week Student Teaching Placement Requirements

	Regional Placements		National Placements		International Placements			
	Private or Parochial School	Areas of High Vacancies	National Teacher Hall of Fame	The American School of Asuncion, Paraguay	Kortepohja Elementary School: Jyväskylä, Finland	Viitaniemi School: Jyväskylä, Finland	Germany	BINUS University Lab Schools: Jakarta, Indonesia
Applicable Grade(s)	K-12	K-12	K-12	1-12	1-6	7-9	K-12 (equivalent) ES	K-12 (equivalent) ES
Frequency of Offering: Every semester (ES), every year (EY), or as available (AA)	AA	AA	AA	ES	EY	EY	ES	ES
Liability Insurance: Required ^a	X	X	X	X	X	X	X	X
Application	X	X	X	X	X	X	X	X
GPA: Minimum 3.0 over past two semesters	X	X	X	X	X	X	X	X
Student Narrative: Professionally written response to prompt	X	X	X	X	X	X	X	X
Disposition Forms: Two collected from current and/or past professors	X	X	X	X	X	X	X	X
Faculty Evaluation Forms: Two collected from administrative professors	X	X	X	X	X	X	X	X
Interview: With elementary & secondary staff	X	X	X	X	X	X	X	X
Tasks Upon Return: Submit journals, reflections, pictures, and videos, as well as conduct brief speaking engagements, etc.	X	X	X	X	X	X	X	X

^aPlacements outside the United States require international liability teaching insurance; at this time, National Education Association is the only known provider of that coverage for pre-service candidates.

Understanding (MOU) to outline the conditions and expectations for the placement.

Snapshot of practice. Amie was a non-traditional teacher candidate in our program who worked in a support staff role within a local Catholic school prior to beginning our program. Amie entered our program with an intention to teach in a Catholic school after graduation, and as a result, requested and received a four-week placement. In addition to observing and assisting in her parochial school placement, Amie also experienced co-planning and co-teaching with her mentor teacher. She described the experience as “extremely beneficial and very different from my traditional placement because my lessons required more differentiation and enrichment, plus I was in a private school that had limited resources.” During her placement, Amie attended the National Catholic Education Association annual conference with the administrator and mentors with whom she was placed. During her four-week placement, Amie was offered a teaching position by the Archdioceses of Kansas City in Kansas, and she currently teaches at the school in which she was placed for her four-week placement.

Areas of High Vacancies Placements

In the state of Kansas, teaching vacancies are defined as positions that are either not filled or filled with a person who does not hold an appropriate license (Miller, 2018). A report of vacancies, shared at the Kansas State Board of Education meeting in October 2018, indicated a 19% increase in the number of teaching vacancies since last fall, with a total of 612 vacancies. Although those vacancies spanned across the state, over 20% of vacancies were in school districts located in western Kansas, the fifth Kansas State Board of Education District. Comprised of 41 counties, the fifth district serves students in over 80 school districts (KSDEa, 2018). As a state institution of higher education, we share with the state Department of Education a desire to address teacher shortages in areas of need.

To assist the state Department of Education, we developed four-week placement options in areas of the state where teaching positions are hard to fill, such as the fifth district, in an effort to expose teacher candidates to the school districts that need teachers most. This move is responsive to our awareness that the location of student teaching has been found to have a greater impact on the location of one’s first teaching job than does the location of one’s hometown or college town (Krieg, Theobald, & Goldhaber, 2016). Although we acknowledge that additional research will be needed to determine if the short-term nature of these placements have a similar impact, we remain optimistic that even brief exposure will broaden teacher candidate awareness of opportunities outside of the location of their traditional student teaching placement.

Description of implementation. Teacher candidates who are interested in placement in a hard-to-fill geographical area must use state data to support their request. At the current time, placements are approved in those districts of the state in highest

need, per the Kansas State Department of Education report. Once a state district request is made, COL identifies a potential school district placement. The school district placement is made formal when an administrator and classroom teacher determine that the teacher candidate is a suitable candidate for the placement. When this occurs, an MOU is developed to outline the conditions and expectations for the placement.

Snapshot of practice. The upcoming academic semester will be the first time that we have allowed teacher candidates to pursue a four-week placement within school districts located within areas of high vacancies. For future students pursuing this option—and if all traditional student teaching requirements are met—we intend to place students in school districts where we have close relationships with administrators as a result of prior grant partnerships.

National Teacher Hall of Fame Placements

Numerous studies, spanning across various areas of teacher education, suggest that the teaching practices and beliefs of a teacher candidate often evolve over the course of student teaching to reflect the practices and beliefs of the mentor teacher with whom he or she is placed (e.g., Anderson, 2007; Rajuan, Beijaard, & Verloop, 2007; Rozelle & Wilson, 2012; Tannenbaum, 2016; Weasmer & Woods, 2003). For that reason, our institution maintains rigorous standards for selecting the mentor teachers who serve teacher candidates during their traditional student teaching experience. As an enhancement to their learning, teacher candidates can elect to be placed for four weeks in the classroom of a teacher who has been inducted into The National Teacher Hall of Fame (NTHF), thus introducing another mentor from which the teacher candidate can learn.

A placement in the classrooms of teachers who have been inducted into the NTHF serve numerous purposes. First, and most important, the placement allows our teacher candidates to observe and model after the behaviors of teachers who have served the teaching profession for at least two decades, and whose practice has warranted national recognition (The National Teachers Hall of Fame [NTHF], 2018). Second, in traveling to the classrooms of inductees, our teacher candidates often experience education outside of the state of Kansas, given that inductees represent over 35 different states (NTHF, 2018). In that regard, teacher candidates experience school cultures and student populations that differ from their initial student teaching placement, in effect providing more diverse experiences from which to develop their practice.

Description of implementation. Teacher candidates interested in a NTHF placement must meet the requirements outlined above for all placements; however, it is also expected that students complete an application specific to this program option. A 250-word response to a prompt asking the teacher candidate to explain the reasons he or she is the best person for the mentorship program is a requirement of the application. Once the application is approved, a placement is made based on teacher candidate preferences for grade level, geographic

location, and gender of mentor. After placement, teacher candidates are asked to attend a debriefing with the coordinator of the program and the Dean of The Teachers College (Teacher Nominees, 2016). The NTHF program coordinator makes all placements.

Snapshot of practice. Josh, a former secondary mathematics teacher candidate and current Algebra I and II teacher, was placed with a veteran mathematics mentor teacher and NTHF member at Benjamin Banneker Academic High School in Washington, D.C. During his four-week placement, Josh was able to experience a setting much more urban than the placements ESU could offer him. Josh explains that the experience got him out of his comfort zone given that he lived in a new area with a different atmosphere, requiring him to take multiple forms of public transportation. He also became aware of the differences in how public education operates, including differences in approaches to curriculum development and school policies. Taking advantage of his placement location, Josh was able to attend numerous extracurricular opportunities, such as a summit at the U.S. Department of Education where one of his students was speaking as well as a NTHF awards program at the National Education Association headquarters. During his time in the classroom, Josh found great value in watching his mentor teacher interact with students and glean strategies that drew upon his wealth of content knowledge.

International Placements

Studying abroad at the undergraduate level—where an individual travels outside of their home country as part of a collegiate learning experience—has dramatically increased in the past three decades (Engel, 2017). Long and short-term undergraduate study abroad experiences alike provide students a wide range of benefits including positive academic performance and higher graduation rates, improved mental health upon return, and enhanced flexibility and confidence (Bathke & Kim, 2016; DiPietro, 2015; Engel, 2017). While studying abroad presents several advantages for undergraduates in all disciplines, the application of combining teacher preparation practicums with a study abroad experience also has the extraordinary potential to serve as a “powerful source of learning about international educational contexts” (Vandermaas-Peeler, Duncan-Bendix, & Biehl, 2018, p. 119).

Research shows that when future educators choose to participate in short-term international student teaching placements, those experiences have a positive impact on both their personal and professional growth by exposing them to diverse cultures and backgrounds that expand their global perspective (González-Carriedo, López de Nava, & Martínez, 2017; Vandermaas-Peeler et al., 2018). Additionally, these experiences promote “intercultural competence in a way that directly fosters culturally responsive teaching practices” (Moss, Barry, & MacCleoud, 2018, p. 199) by challenging teacher candidates’ ethnocentric and monocultural perspectives and practices (Moss et al., 2018).

Description of implementation. Currently, COL has existing MOUs for six international placements, which teacher candidates rank as preferences on their initial application (for placement options, see Table 1). Each of the placements are schools with programs that provide instruction in English, so it is not a requirement for the candidate to have a proficiency in the other language. Both the OIE and COL have worked to create these placements and, likewise, these two departments work together to assist with making the actual placement with known educators in those areas. Once a placement has been made, teacher candidates introduce themselves to their mentor teacher and begin to develop a relationship. Information shared can include details about the students’ personal and academic background, including specifics the student provided in their application letter—in which the teacher candidate explained how the experience would enhance their teaching practice.

Snapshot of practice. During the spring 2018 semester, teacher candidates from both elementary and secondary education programs participated in an international experience. Ashley, a teacher candidate in elementary education, spent the latter part of her student teaching experience at Kortepohja Elementary School in Jyväskylä, Finland, with her English mentor teacher (making the two of them the only native speakers in the school). Approximately 60 students participate in the English-speaking program and those students are divided into three classes of two grade levels each; Ashley’s time was spent with the fifth and sixth grade students. While her role began briefly as an observer, making note of classroom procedures and getting to know the students, she quickly became involved in lunch and hallway duties, departmental conversations, and the teaching of mathematics and science lessons. Now in her first year teaching, she and her mentor teacher remain in contact and are making plans to connect their classrooms via Skype as well as develop a pen pal system.

Josie, an English/language arts secondary education graduate, was placed at the BINUS International School in Serpong, Indonesia, where she and her Filipino mentor teacher worked with level eight students using the Cambridge curriculum. Highly integrated into the daily operations of her classroom, “Ms. Josie”—as the students called her—began right away with separate lessons on grammar, literary devices, and expressions of speech. Wishing to stay with her students until the end of their school year, Josie chose to bypass her own commencement ceremony in order to remain in her Indonesian classroom for several more weeks.

Discussion

The partnerships we maintain between our PDS partners and COL are crucial to our teacher development program as well as the staffing of the schools. In a recent conversation regarding recruitment trends with a local Assistant Superintendent of Human Resources whose school district is home to eight of our PDSs, it was shared that over 61% of new hires within the school district in August 2018 were graduates of ESU. Likewise, our

Table 2. Approximate Cost of Four-Week Placement Options

<i>Four Week Placement Option</i>	<i>Scholarship Available</i>	<i>Travel</i>	<i>Food (per week)</i>	<i>Housing (per four weeks)</i>
Private or parochial school ^a	No	\$0-200	\$150	\$0-500
Areas of high vacancies	No	\$100-200	\$150	\$0-100
National Teachers Hall of Fame	Yes	\$0-500	\$0-150	Provided
International	Yes	\$1000-1500	\$180	\$0-450

^aPlacements often made near the location of the traditional student teaching placement.

partner school districts at distance locations also report high percentages of new hires from ESU. For that reason, we stand united with our partner school districts in the desire to produce candidates who have vast experiences and a diverse repertoire of skills from which to draw when entering their own classroom for their first time.

Central to our shared commitment to these four-week options is a belief that the placements aid in the transfer of knowledge across educational institutions, including the transfer of what a teacher candidate learns from their four-week placement and then shares with partners within our PDSs. Related to item three of the NAPDS essentials, teacher candidates are expected to submit journal reflections and videos, as well as conduct brief speaking engagements, in order to share what was learned from their experiences. Further, we observe the informal sharing of what was learned from their four-week placements when our teacher candidates are hired as new teachers within our partner districts and implement what was learned.

Also, related to item five of the NAPDS essentials, we recognize that the four-week placement options serve as a means through which our teacher candidates can share what was learned from their experience and research within our PDSs with their hosting institutions. Although we recognize that such sharing must be navigated with caution as to not upset or offend the host school, we find that administrators and mentor teachers alike are eager to become familiar with practices implemented in other schools, and what has been learned from that implementation. As such, special care is given to encourage teacher candidates participating in short-term placement to be prepared to share their knowledge while also respecting the professional knowledge of the host.

Future Considerations

Three important considerations related to four-week placement options are noted and discussed below, including: (1) the cost associated with each placement and (2) supervision during placement, and (3) measures of program impact.

Cost of the Placement

It is a goal of our institution to make high-impact learning experiences accessible to all students and therefore equitable; however, at the current time, the cost of each of the four-week placement option differs. Table 2 outlines cost considerations

for each of the four-week placement options described in this article, with approximate costs of various aspects of the placement (i.e., travel, housing, per diem). Due to notable differences in the nature of each four-week placement option, the cost variance associated with each placement is significant. In time, we aim to make each four-week placement option affordable to all interested teacher candidates.

It is important to note that the cost of some placement options are offset with scholarships and stipends to provide financial support to interested teacher candidates. For example, COL and the OIE offer teacher candidates support in locating host families whenever possible. Further, COL has offered scholarships to support funding of travel and passport fees for teacher candidates pursuing international placements. Likewise, teacher candidates who desire to be placed with a NTHF inductee can receive one of two all-inclusive scholarships offered each semester, which cover the cost of travel, housing, and food for that placement. Teacher candidates interested in placements in areas of high vacancies can receive free or low cost housing options provided by the school districts as a source of support.

Supervision during Placement

Teacher candidates placed in the four-week options described above are not required to receive visits from a representative of the institution—a significant difference from teacher candidates in regular student teaching placements, who receive at least one visit per week from their supervisor at the PDS. At the current time, we are collaborating with our partners who offer four-week placements to consider feasible, digital supervision options that will ensure experiences are beneficial for both the host and the teacher candidate. A new digital observation protocol will be established and piloted with teacher candidates placed in areas of high vacancies in the coming semesters, and learning from those pilots will be used to inform a supervision protocol for all teacher candidates in all four-week placement options.

Measures of Program Impact

Because these placements occur after the teacher candidate has met all requirements for student teaching, no program-level measures of performance (i.e., lesson observations, assessments) are required during the four-week placement. The

absence of formal measures of performance has been justified, given that short-term placement options are considered a 'polishing off' of a successful student teaching semester for the teacher candidate. Whereas informal feedback measures have been administered, we recognize the need to develop and implement formal measures to better capture the experiences of teacher candidates during their four-week placements. At the current time, a pre- and post-program evaluation tool is being developed for all four-week placement options. Anecdotal data collected to this point would suggest that such formal data will illuminate the positive experiences of our teacher candidates; however, we acknowledge that formal data would allow us to better monitor overall program impact, and make adjustments to the nature of our placement offerings.

Conclusion

The student teaching experience has long been hailed as an essential aspect of teacher preparation programs and so, in an effort to provide additional high-impact learning opportunities to support our PDS program, The Teachers College at ESU implements unique, short-term internship placements for qualified candidates. Each of the four types of alternative field experiences provide teacher candidates an avenue for expanding their repertoire of skills and competencies. Although we recognize the need for further work in the areas of affordability, supervision, and data collection, these additional opportunities have already facilitated the transfer of knowledge across educational institutions as well as public sharing of the results within our PDS and University. The initial feedback of teacher candidates who have participated in these placements leaves us excited about the positive impact of their experiences on their professional growth. For that reason, we encourage our colleagues at other institutions to consider the potential benefit of short-term placement options within their programs. ^{SUP}

References

- Anderson, D. (2007). The role of cooperating teachers' power in student teaching. *Education*, 128(2), 307-323.
- Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*, 32(1), 3-14.
- Bathke, A., & Kim, R. (2006). Keep calm and go abroad: The effect of learning abroad on student mental health. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 27, 1-16.
- Di Pietro, G. (2015). Do study abroad programs enhance the employability of graduates? *Education Finance and Policy*, 10(2), 223-243.
- Engel, L. C. (2017, October). *Underrepresented students in US study abroad: Investigating impacts* (IIE Research and Policy Brief Issue No. 1). Retrieved from: <https://www.iie.org/Research-and-Insights/Publications/Underrepresented-Students-and-Study-Abroad>
- González-Carriedo, R., López de Nava, J., & Martínez, M. S. (2017). International student teaching: A transformational experience. *Journal of International Students*, 7(3), 841-855. doi:10.5281/zenodo.570037
- Ingersoll, R., & Merrill, L. (2017). *A quarter century of changes in the elementary and secondary teaching force: From 1987 to 2012*. Statistical Analysis Report (NCES 2017-092). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Kansas State Department of Education. (2018a). *Kansas State Board of Education*. Retrieved from <https://www.ksde.org/board>
- Kansas State Department of Education (2018b). *Regulations and standards for Kansas educators*. Retrieved from <https://www.ksde.org/Portals/0/TLA/Licensure/Licensure%20Documents/CertHandbook18-19fulltext%2009042018.pdf?ver=2018-09-04-144958-147>
- Krieg, J., Theobald, R., & Goldhaber, D. (2016). A foot in the door: Exploring the role of student teaching assignments in teachers' initial job placements. *Educational Evaluation and Policy Analysis*, 38, 364-388.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Goldhaber, D., Krieg, J. M., & Theobald, R. (2017) Does match matter? Exploring whether student teaching experiences affect teaching effectiveness. *American Education Research Journal*, 54(2), 325-359.
- Lanier, J., & Little, J. (1986). Research on teacher education. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (pp. 527-569). New York, NY: McMillan.
- Metcalf, K. K. (1991). The supervision of student teaching: A review of research. *The Teacher Educators*, 26(4), 27-42.
- Miller, M. (2018, November). *Teacher vacancy and supply committee*. Presented at the Education Kansas Dialogue Summit: Retention. Manhattan, Kansas.
- Moss, D. M., Barry, C. A., & MacCleoud, H. (2018). Promoting intercultural learning through an international teaching internship program. In T. Huber, & P. S. Roberson (Eds.), *Inquiries into literacy learning and cultural competencies in a world of borders* (pp. 199-217). Charlotte, NC: Information Age Publishing.
- National Association of Professional Development Schools. (2018). *Exemplary PDS Achievement Award*. Retrieved from <https://napds.org/pds-award/>
- National Center for Education Statistic.s (2016). *Teacher job satisfaction*. Retrieved from <https://nces.ed.gov/pubs2016/2016131.pdf>
- National Teachers Hall of Fame. (2018). *Awards*. Retrieved from <http://www.nthf.org/awards>
- Rajuan, M., Beijaard, D., & Verloop, N. (2007). The role of the cooperating teacher: Bridging the gap between the expectations of cooperating teachers and student teachers. *Mentoring & Tutoring*, 15(3), 223-242.
- Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. *Educational Evaluation and Policy Analysis*, 34(1), 30-26.
- Rozelle, J. J., & Wilson, S. M. (2012). Opening the black box of field experiences: How cooperating teachers' beliefs and practices shape student teachers' beliefs and practices. *Teaching and Teacher Education*, 28(8), 1196-1205.
- Tannebaum, R. (2016). Cooperating teachers' impact on preservice social studies teachers' autonomous practice: A multi-case study. *The Journal of Social Studies Research*, 40, 97-107.
- Teacher Nominees. (2016, June 2). *Teacher mentor program spring 2016* [Video file]. Retrieved from <https://www.youtube.com/watch?v=xcS6oBdjlU&t=8s>
- Vandermaas-Peeler, M., Duncan-Bendix, J., & Biehl, M. S. (2018). "I have a better sense of how interconnected the world is": Student perceptions of learning and global engagement during study

abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 30(2), 117-135. Retrieved from <https://eric.ed.gov/?id=EJ1178979>.

Weasmer, J., & Woods, A. M. (2003). The role of the host teacher in the student teaching experience. *The Clearing House*, 76(4), 174-1.



Tiffany Hill, Ph.D. is an Assistant Professor of Elementary Education at Emporia State University. She currently serves as the Site Director of the Kansas City Area Professional Development School Program.

Amanda Lickteig, Ph.D. is an Assistant Professor of Middle and Secondary Teacher Education at Emporia State University. She currently serves as the Associate Director of Secondary Education.

Sara Schwerdtfeger, Ph.D. is an Assistant Professor of Elementary Education at Emporia State University. She currently serves as the Director of the Professional Development School Program.