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North Dakota Student Teacher Performance Based on the Intasc Model Standards and the Qualifications of Cooperating Teachers

Gwyn S. Herman

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NORTH DAKOTA STUDENT TEACHER PERFORMANCE BASED ON THE
INTASC MODEL STANDARDS AND THE
QUALIFICATIONS OF COOPERATING TEACHERS

by

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Bachelor of Science, Dickinson State University, 1970
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A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Philosophy

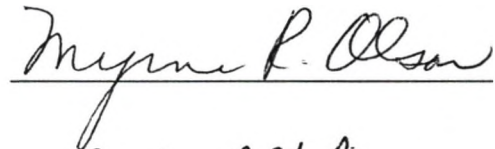
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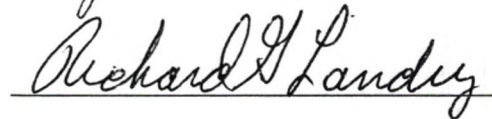
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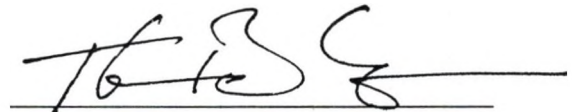
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(Chairperson)







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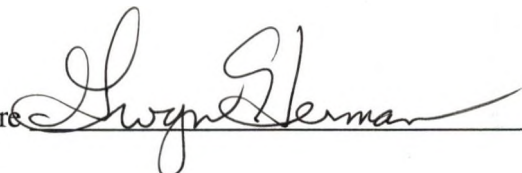
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This dissertation is dedicated in memoriam
to my parents, Elroy and Mabel Herman,
who instilled in me a strong work ethic
and the belief that an education,
together with hard work and perseverance,
can lead to limitless possibilities;
and
to my brother, Todd Herman,
whose life example and selfless final act
have been an inspiration for me to do my best always
and to live each day to its fullest.

ABSTRACT

Demand for improving public schools and teacher preparation programs at institutions of higher education has precipitated a standards-setting movement in the United States in which schools, teachers, and teacher preparation programs are and will continue to be held accountable for meeting standards. This is a time in our educational history in which teachers are being forced to meet certain standards and criteria based on competency in their subject area and in educational pedagogy. With the passage of *No Child Left Behind*, teachers at all levels will be held accountable to meet new guidelines and standards.

The purpose of this study was to analyze cooperating teachers' ratings of the performance of student teachers graduating from North Dakota teacher preparation programs based on the INTASC (Interstate New Teacher Assessment and Support Consortium) model standards for beginning teachers and to determine if the cooperating teachers' years of teaching experience, level of education, and total number of student teachers the cooperating teacher has had in his/her teaching career were predictors of the ratings. The INTASC principles include knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership.

After the data (n = 103) were collected from an online survey entitled the *North Dakota Student Teaching Survey*, descriptive statistics based on each INTASC principle were displayed. The highest mean score was in the area of professional commitment and

responsibility, and the lowest mean score was in the area of classroom motivation and management. Standard statistical methodologies were used to report if student teacher ratings were related to a cooperating teacher's specific qualifications as implemented in this study. The performance rating of student teachers was indicated via selecting one response on a four-point Likert Scale. The respondents' choices included the following criteria: 4 = Exceptional; 3 = Strong; 2 = Adequate; and 1 = Needs Improvement.

Results indicated teacher experience to be a consistently significant predictor of the student teachers' rating on the *North Dakota Student Teaching Survey* for the INTASC principles of knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, planning, assessment, commitment, and partnership. When combined with teaching experience, the number of student teachers a cooperating teacher had during his/her career also predicted the rating of student teachers for INTASC principles of knowledge of subject, strategies, and planning. Educational level was found to be a significant predictor of the student teachers' ratings only for the INTASC principle of assessment. INTASC principle of communication skills was not a predictor of the student teachers' rating.

CHAPTER I
REVIEW OF LITERATURE

Introduction

Demand for improving public schools and institutions of higher education (IHEs) has precipitated a standards-setting movement in the United States in which schools, teachers, and teacher preparation programs are and will continue to be held accountable for meeting standards. The mantra of the day in education according to Miller (2001) is “. . . high academic standards with accountability” (p. 1). As the nation is placing more rigorous demands on students, teacher preparation programs must provide professional teachers who are truly capable of teaching. Ambach (1996) stated, “Standards for students must be matched by standards for teachers, and licensing requirements must ensure that all students are taught effectively” (p. 202). According to the report *Promising Practices: New Ways to Improve Teacher Quality*, “. . . what teachers know and are able to do is of critical importance to the nation, as is the task of preparing and supporting the career-long development of teachers’ knowledge and skills,” (U. S. Department of Education, p. 1). Efforts to restructure our nation’s schools to incorporate the demand for a knowledge-based system have redefined the job of teaching.

When “*A Nation At Risk*” was published in 1983, it created a stir with the public because it pointed out the fact that American schools were lagging behind most developed nations, particularly in the areas of math and science. This report was the

catalyst which began the standards-setting movement in the late 1980s, first with content standards in the disciplines beginning with math in 1989, and then with student performance standards legislated by the federal government in two pieces of legislation – the Goals 2000: Educate America Act and the Improving America’s Schools Act (IASA) of 1994 (Kraft, 2001).

Blackwell (1997) in her study entitled *The Dilemma of Standards-Driven Reform* was concerned with the development and use of high standards alone. She maintained that the use of standards exclusively without moral purpose and sensitivity would not enhance the teaching profession. She stated, “Standards devoid of moral purpose will not satisfy these three requirements: how to attract teachers to the profession, how to make sure teachers are well-trained for the challenges they will face in the classroom, and how to induce teachers to stay in the profession.” (pp. 3-4) Her fear was that the development of and the use of high standards alone could not address the neglect of teacher preparation unless they were developed with moral purpose and sensitivity. Basing standards on scientific knowledge alone only told society and the educational community what teachers should know and be able to do. Her premise was that standards-setting agencies and organizations need to take into account all facets of learning for the individual student.

The National Commission on Teaching & America’s Future report entitled *What Matters Most: Teaching For America’s Future* (as cited in Kraft, 2001; Darling-Hammond, 1996) stated that in 1994, the Carnegie Corporation of New York and the Rockefeller Foundation, a 26-member bipartisan panel, met to plan and formulate strategies to deal with America’s educational challenges. The goal was to connect the

quest for higher student achievement with the need for teachers who were knowledgeable, skillful, and committed to meeting the needs of all students. This commission believed that if educational reform was going to occur, a restructuring of the teaching profession would be a prerequisite to recruiting, preparing, supporting, and rewarding excellent teachers in the United States. The commission concluded, “. . . children can reap the benefits of current knowledge about teaching and learning only if schools and schools of education are dramatically redesigned” (as cited in Kraft, 2001, p. 3).

Teacher education programs were pressured to prepare beginning teachers who would be more “qualified, caring, and committed to teaching in our nation’s classrooms.” (Kraft, 2001, p. 3). Shanker (1996) believed that if teaching was to become a true profession, high standards would be imperative for entry into the teacher training programs, and delivery of high quality, evaluative preservice training to prospective beginning teachers would be crucial.

Teacher education programs have had a long history of standards-setting processes. Throughout the twentieth century, standards were established and developed to improve teacher education programs and help guarantee that their graduates would competently perform the services for which they were specifically prepared.

Accountability in teacher education programs was first addressed in 1927 when the American Association of Teacher Colleges was established. Not until 1954 were standards revisited and the National Council for Accreditation of Teacher Education (NCATE) was born. This organization was a voluntary accrediting organization whose mission was and still is to determine which schools of education (SOEs) developed

thorough standards for teacher preparation programs. It is a professional accrediting organization for schools, colleges, and departments of education in the United States. IHEs that are accredited with NCATE must demonstrate how teacher preparation programs prepare students to teach to the standards in their particular discipline and to “. . . prepare them to meet the licensing standards for content knowledge and skill in curriculum planning, assessment, classroom management, teaching strategies for diverse learners, and collaboration with parents and colleagues” (Kraft, 2001, p. 4).

North Dakota has been one of twelve states since 1970 to establish an autonomous board concerned with standards and practice for educational professionals. North Dakota’s Education Standards and Practices Board (ESPB) is directly accountable to its legislature to establish standards and practices that govern both the preparation for and the actual practice of teaching. Generally, ESPB has the authority to set standards for licensure; set fees for licenses; issue, renew, and revoke licenses; monitor ethics/professional practices; and approve teacher education programs (Board study as cited in Scannell & Wain, 1996).

In a report submitted by the North Dakota Department of Public Instruction (2002), North Dakota births, K-12 enrollment projections, and the population of the state will all show a continual decrease. On the other hand according to Kraft (2001, p. 3), “By 2007, the projected enrollment in our nation’s schools will be nearly three million more children than today, bringing the total to 54 million children and youth.” Darling-Hammond (1996) projected that over the next decade more than two million teachers will be recruited and hired, thus forcing IHEs to meet these challenges with highly-qualified beginning teachers.

Darling-Hammond (1996, p. 194) stated, “A more complex, knowledge-based, and multicultural society creates new expectations for teachers.” Standards stipulating what beginning and experienced teachers should know and be able to do have been developed. The National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS) have collaborated in their efforts to establish a complementary system of standards with three interconnected systems: 1) accreditation issues in developing new standards for teacher education; 2) state licensing of new teachers; and 3) board certification of accomplished teachers (Kraft, 2001; Darling-Hammond, 1997).

Standards have guided student teacher (ST) performance and have always been an important facet of teacher preparation programs at IHEs. Multiple practices to assess ST performance have included lesson plans, attitudinal surveys, classroom management, and several other types of assessment. French and Plack (1982) stated, “The student teacher is a tangible and continually visible sign of the quality of an institution’s program” (p. 44). Student teaching is the typical capstone modality and the culminating activity in preservice teacher training. This transition from preservice teacher to ST and ultimately to beginning teacher is generally based upon a set of standards created by teacher preparation programs at IHEs in conjunction with such accrediting bodies as NCATE or ESPB.

According to Kraft (2001), “Standards are important in providing a sense of direction in which to proceed as well as providing a set of priorities upon which to place energy, resources, and efforts” (p. 17). Standards for measuring the effectiveness of STs

have included evaluating the STs' attitude toward the classroom environment and their pupils, the STs' lesson-plan techniques, or the relationship of the ST with their cooperating teacher (CT) or their university supervisor. This process has been an ongoing process for teacher preparation programs in preparing their STs to effectively enter the education arena as a viable beginning teacher.

Selecting properly qualified CTs to supervise STs is very important. According to Nagle (1991), the primary role of a CT is as a mentor (as cited in Phillips and Baggett-McMinn, 2000, p. 1). Smith (1991) stated, "Cooperating teachers help convert student teachers into teachers, taking full responsibility of instruction of the student teachers" (as cited in Phillips & Baggett-McMinn, 2000 p. 1). Researchers (Veal & Rikard, 1998; Bunting, 1988; Richardson-Koehler, 1988) alleged that the CT had the position of most power and influence over the ST. Henry and Beasley (1996, p. 5) stated, "Their movements, questions, responses, techniques, attitudes, relationships, degrees of participation, and leadership will impact student teachers and help to determine how they will approach similar processes." CTs have the opportunity to help STs develop skills relating to the amount of instructional time needed to give directions, to handle misbehaviors, and to effectively manage the classroom.

According to Henry and Beasley (1996, p. 5), ". . . cooperating teachers should work with student teachers in guiding their thinking about planning, teaching, analyzing and evaluating what happened, and applying what they have learned to future actions. These teaching processes are taught, modeled, coached, and refined by cooperating teachers." A mentor/mentee relationship needs to develop (Sudzina & Coolican, 1994).

Accreditation, licensure, and certification standards have impacted teacher education programs at IHEs. Teacher preparation programs have been held to a high standard through NCATE, the accrediting body established to guide IHEs in their preparation of teacher candidates. Licensing requirements instituted and regulated by each state has ensured that students graduating from teacher preparation programs at IHEs have met the requirements to become licensed teachers in that state.

The INTASC (Interstate New Teacher Assessment and Support Consortium) principles have become a foundational framework for what beginning teachers should know when they exit teacher education programs and subsequently become licensed teachers. Recognition of becoming a nationally certified teacher has been made available by the National Board of Professional Teaching Standards (NBPTS).

To maintain uniformity in accreditation, licensing, and certification, the INTASC principles have been adopted in several institutions for meeting NCATE accreditation standards, in several states for meeting licensing requirements, and nationally for meeting certification standards. STs from teacher preparation programs at IHEs must meet a consistent set of standards to assist in a uniform evaluative assessment and to fulfill similar graduation requirements with other teacher candidates graduating from teacher preparation programs at IHEs.

INTASC was established in 1987 by the Council of Chief State School Officers to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction of new teachers into the profession (Alban, Proffitt, SySantos, 1998; Weber, Somers, Wurzbach, 1998). Blackwell (1997, p. 4) stated, "The focus of INTASC is assessment practices and accountability." A

set of model performance-based licensing standards for new teachers developed by INTASC assesses knowledge, performances, and dispositions essential for all beginning teachers regardless of their specialty area (Weiss & Weiss, 1998). Performance-based standards as defined by the Interstate New Teacher Assessment and Support Consortium (1992) are “. . . what teachers should know and be able to do rather than listing courses that teachers should take in order to be awarded a license.” These standards were developed to represent high levels of competence and skill and to stress that fully-prepared, quality beginning teachers graduate from IHEs. Students’ need for well-grounded, adaptive teaching methods is what must ultimately define standards for teachers. Performance-based standards enabled states to be more creative and diverse in their teacher education programs because more emphasis was placed on outcomes rather than inputs or procedures.

Blackwell (1997, p. 5) stated, “Even though the standards emphasize that teachers must understand the diversity of children, the psychology of development, as well as pedagogy that enhances each child’s learning, schools are set up to manage all children as though they were the same.” The INTASC standards codify expectations clearly.

According to INTASC (1992, pp. 8-9), “. . . the INTASC standards were developed in response to the five major propositions that guide the National Board for Professional Teaching Standards.” This Board was established in 1987 and its main function was “to develop standards for the advanced certification of highly skilled veteran teachers.” (p. 6). NBPTS’s standard setting and assessment included the following:

- 1) Teachers are committed to students and their learning;

- 2) Teachers know the subjects they teach and how to teach those subjects to diverse learners;
 - 3) Teachers are responsible for managing and monitoring student learning;
 - 4) Teachers think systematically about their practice and learn from experience;
- and
- 5) Teachers are members of learning communities. These propositions will provide the foundation for the Board's standards for advanced certification in specific disciplines. (pp. 8-9)

The aim of the INTASC principles is to develop beginning professionals while contributing at the same time to the development of the profession. Each principle lists behavior objectives for the areas of knowledge, dispositions, and performances. This research study will not include the individual objectives; however, the description of each principle will be analyzed and evaluated by CTs rating each ST's performance during the student teaching experience.

INTASC (1992) and Kraft (2001, pp. 20-21) described the following ten INTASC principles:

1. Knowledge of subject matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (p. 10)
2. Knowledge of human development and learning - The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (p. 12)

3. Adapting instruction for individual needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (p. 14)
4. Multiple instructional strategies - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (p. 16)
5. Classroom motivation and management skills - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment which encourages positive social interaction; active engagement in learning, and self-motivation. (p. 18)
6. Communication skills - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (p. 21)
7. Instructional planning skills - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (p. 23)
8. Assessment of student learning - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (p. 25)
9. Professional commitment and responsibility - The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning

community), and who actively seeks out opportunities to grow professionally. (p. 27)

10. Partnership - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (p. 29)

In the research of the literature, the researcher found three studies utilizing the assessment of STs based on the INTASC principles. All included the use of portfolios as the primary means of performance-based assessment.

A performance-based assessment using the INTASC principles for evaluation was the focus for a study of beginning mathematics teachers. Through INTASC's three-year Performance Assessment Development Project (PADP), ten states created and field tested a complete performance-based assessment system for beginning mathematics teachers. Its goal was to develop a content-specific portfolio assessment. According to Weber, Somers, and Wurzbach (1998), these states used the *Model Standards for Beginning Mathematics Teacher Licensing and Development: A Resource for State Dialogue* as their framework in designing this performance-based assessment because it “. . . guides beginning teachers in completing the portfolio assessment and provides specific procedures for assessing portfolios, training materials for preparing portfolio evaluators, and beginning validity and reliability date” (p. 431).

Alban, Proffitt, and SySants (1998) ran a pilot program through the Towson University/Baltimore County Public Schools Professional Development School Network and based their course outcomes on the INTASC principles when evaluating the performance of their STs. The role of classroom teachers was to mentor the STs, while

the role of the university supervisor was to establish an observation or evaluation tool for assessing the STs' performance. A rating scale was developed using the INTASC principles as primary indicators. The ST, CT, and university supervisor evaluated each ST's performance. To complement this evaluative process, the ST was required to create a beginning performance portfolio which showed evidence of the indicators for the INTASC standards. As this pilot study progressed, Towson University offered a graduate course to classroom teachers who had the expertise and desire to work with STs. Collaboratively, Towson University worked with university personnel and external consultants and identified the course outcomes, constructed evaluation instruments based on the INTASC principles, and created guidelines and requirements needed for portfolio assessment. The portfolio was part of the final evaluation of a student's progress before graduation.

A pilot study entitled *Using Multimedia Portfolios to Assess Preservice Teacher and P-12 Student Learning* was developed by Smith, Harris, Sammons, Waters, Jordon, Martin, Smith, & Cobb (2000), and a team of teacher educators, preservice teachers, and host teachers from a Georgia school system during the 1999-2000 school year. They collaborated to develop and pilot a performance-based, formative assessment model by using multimedia portfolios in which the INTASC performance standards were measured. The requirements of the study stated that each preservice teacher, with the guidance of a host teacher, would demonstrate his/her ability to “. . . (a) apply content, professional, and pedagogical knowledge; (b) plan and implement instruction and assess student learning; and (c) reflect on teaching and learning.” (p. 8) Multimedia presented in the portfolios utilizing a compact disc provided tangible, authentic, and qualitative data to

assess preservice teachers' emerging competencies in impacting student learning by means of the INTASC performance standards.

Weber, Somers, and Wurzbach (1998) and Smith, Harris, Sammons, Waters, Jordon, Martin, Smith, & Cobb (2000), concluded that a portfolio-based assessment was developed because it provided a visual, comprehensive view of the beginning teacher as evaluated on performance. The evidence in the portfolio included STs' lesson plans created for instructional teaching, videotapes of student and teacher reactions, classroom assessment samples given to students as part of their feedback and evaluation, and reflections by the STs on their teaching and pedagogical methods. Whether the portfolio was displayed in a traditional or an electronic format, the portfolio measured aspects of performance which could not be measured in any other way. The primary focus of the portfolio was based on the context of a CT's classroom. These three studies dealt with portfolio-based assessment and concluded that this type of assessment tool evaluated STs' educational growth most effectively.

Statement of Problem

This is a time in our educational history in which teachers are being forced to meet certain standards and criteria based on competency in their subject area and in educational pedagogy. With the passage of *No Child Left Behind* Act, teachers at all levels will be held accountable to meet these new guidelines and standards. Teacher preparation programs at IHEs need to prepare students to meet these challenges; so when they enter the job market as beginning teachers, their educational training based on beginning teacher performance standards of INTASC will reflect their training in the

areas of knowledge, performances, and dispositions, thereby assuring them a smooth transition into the teaching environment.

Statement of Purpose

The purpose of this study is twofold. First, the researcher proposed to analyze the CTs' rating of the STs' performance for STs graduating from North Dakota teacher preparation programs based on the INTASC (Interstate New Teacher Assessment and Support Consortium) model principles for beginning teachers. These principles include knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership. In the second portion of this study, the researcher addressed the CTs' years of teaching experience, the CTs' level of education, and the total number of STs the CTs have had in their teaching careers to determine if these variables are predictors of ST performance.

Operational Definitions

CCSSO: Council of Chief State School Officers. Its main function is to provide model core performance standards for licensing new teachers. It sponsored the organization of INTASC.

CT: Cooperating Teacher. This person is a licensed classroom teacher in a K-12 educational setting who guides and mentors a student teacher for several weeks in order to help him/her fulfill his/her capstone experience in teacher education training. It is sometimes used interchangeably with the term supervising teacher.

Certification: Refers to experienced teachers who are advanced beyond licensure.

ESEA: Elementary and Secondary Education Act. It is the United States Government's single largest investment in elementary and secondary education.

ESPB: Education Standards and Practices Board. This board is directly accountable to the legislature in controlling standards and practices for education professionals.

Field Placement Directors: Individuals assigned to place student teachers with cooperating classroom teachers in K-12 educational settings.

IHEs: Institutions of Higher Education.

INTASC Principles: Interstate New Teacher Assessment and Support Consortium. A set of principles established to develop beginning teachers while contributing at the same time to the profession.

K-12 Schools: Private or public schools which house grades kindergarten through twelfth grade.

Licensure: Refers to beginning teachers receiving initial licensing.

NBPTS: National Board for Professional Teaching Standards. Its main function is to measure a teacher's practice against high and rigorous standards.

NCATE: National Council for Accreditation of Teacher Education. Its main function is to help establish high quality teacher preparation for schools, colleges, and departments of education in the United States.

No Child Left Behind (NCLB): A federal law signed by President George W. Bush on January 8, 2002, which requires all states to show evidence of Adequate Yearly Progress (AYP) for the public schools and to guarantee that every child will have a "highly qualified teacher."

Preservice Teacher: In this study, this refers to a student involved in practical classroom experiences before beginning the student teaching assignment.

Standards: A set of criteria which applies to some measure, principle, or model with which criteria of the same class are compared in order to determine its quantity, value, or quality.

ST: Student Teacher. Sometimes referred to as a preservice teacher. This is a student who is entering an independent teaching assignment under the direction of a licensed classroom teacher as the capstone experience for the teacher preparation program.

Supervising Teacher: Sometimes used interchangeably with the term “cooperating teacher.” This person usually represents an IHE and monitors and evaluates the progress of a student teacher.

Historical and Theoretical Framework of Standards

The first phase of the literature review traces the historical and theoretical framework of standards-setting processes which have been a part of teacher preparation programs throughout the 20th and into the 21st century. The definition of what constitutes quality teaching and its relationship to ST performance will be reviewed. The teacher preparation program’s primary aim has been and still is to prepare students to enter into the profession of teaching with competencies inherent in professional educators. According to Weber, Sommers, and Wurzbach (1998), “Success in strengthening teacher preparation and the teaching profession depends on restructuring the systems by which states, teacher education programs, and individual school districts prepare, license,

induct, support, and provide for the continuous learning of teachers throughout their careers” (p. 430).

In-depth examination of the standards-setting movements that have influenced the qualities necessary for beginning teachers in order to competently enter the teaching profession in the 21st century, including an extensive review and explanation of the INTASC principles for beginning teachers, is the basis for this research. Because INTASC is one of three professional bodies to create “. . . a viable system of standards that ensure high-quality preparation and ongoing professional development” (Darling-Hammond, 1997, p. 2), NCATE and NBPTS will also be infused into the literature review:

In the second phase of the literature review, the CTs’ role in the student teaching experience will be extensively examined. Specific qualities and/or qualifications of the CT will be included.

Development of Teacher Standards

Accreditation, licensure, and certification standards have impacted teacher education programs throughout the 20th century and into the 21st century. To assess these tasks in an equitable manner, The National Council for Accreditation of Teacher Education (NCATE) which deals with teacher education accreditation, the Interstate New Teacher Assessment and Support Consortium (INTASC) which deals with initial licensing, and the National Board of Professional Teaching Standards (NBPTS) which deals with advanced certification, collaborated to interconnect these three areas of teacher concern. Together, they reinforce and complement each other through the kind of criteria each requires in addressing the standards.

Throughout the 20th century, standards were established and developed to improve teacher education programs and help to guarantee that their graduates would competently perform the services for which they were specifically prepared. Teacher education programs traditionally relied on course credit requirements and subjective testing methods, commonly in the form of multiple choice and true or false questions, to test for content knowledge and educational pedagogy thereby passing students through their programs.

National Council for Accreditation of Teacher Education (NCATE)

Requirements for accreditation at teacher preparation programs at IHEs are the first tier of the standards' movement. A societal concern driving the standards movement was based on the supposition that teacher preparation programs did not adequately prepare their graduates to possess the knowledge and skills required to be successful in the classroom. Accountability in teacher education programs was first addressed in 1927 when the American Association of Teacher Colleges was established. Not until 1954 were standards revisited and the National Council for Accreditation of Teacher Education (NCATE) was born. This organization is an accrediting organization whose mission was and still is to determine which IHEs have developed thorough standards for teacher preparation programs. According to Darling-Hammond (1997), "Currently, 40 states have partnerships with NCATE" (p. 2). NCATE is the teaching profession's mechanism to help establish high quality teacher preparation for schools, colleges, and departments of education in the United States. IHEs that are accredited with NCATE must demonstrate how teacher preparation programs prepare students to teach to the standards in their particular discipline. Darling-Hammond (1997) stated, "Successful strategies to

improve teacher education must incorporate new knowledge about learning and teaching, link theory to practice and provide ongoing support throughout the early years of teaching” (p. 2).

As cited by Kraft (2001), the NCATE standard used for teacher excellence is addressed in Standard 1: Candidate Knowledge, Skills, and Disposition. The criteria to meet this standard include the following:

1. They have in-depth knowledge of the subject matter that they plan to teach and are able to demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.
2. They reflect a thorough understanding of pedagogical content knowledge, have an in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn, and present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.
3. They reflect a thorough understanding of professional and pedagogical knowledge and skills as shown in their development of meaningful learning experiences to facilitate student learning for all students. They reflect their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider the school, family, and community contexts in connecting concepts to students’ prior experiences, and applying the ideas to real-world problems.

4. They have an in-depth understanding of the professional knowledge demonstrated through the collection and analysis of data related to their work, reflection on their practice, and use of research and technology to support and improve student learning.
5. Their work with students, families, and communities reflects the dispositions expected of professional educators and the *{sic}* are able to recognize when their own dispositions may need adjustment and are able to develop a plan to do so.
6. They accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. (p. 20)

NCATE has recently redefined itself in the wake of public outcries to increase students' scores of standardized tests and raise the United States' ranking among world powers, particularly Japan, in the areas of math and science. The new NCATE focus according to Wise and Libbrand (2000 p. 615) as cited in Kraft (p. 4) is to find "... reliable and valid ways to assess teachers' performance – the ability to integrate content with ways to teach it to the students in the diverse classrooms of today." As cited by Darling-Hammond (1997), NCATE's new standards and policies have held colleges and universities more accountable by requiring their teacher candidates to prove they actually learned the subject content and pedagogy by taking competency tests, demonstrating knowledge of teaching through more avenues than just student teaching, showing technological proficiency in teaching, displaying competence in teaching to the diverse student population, and following the beginning teachers with written assessment criteria

to determine if they were effective teachers in the classroom. According to Darling-Hammond, “NCATE’s standards, most recently revised in 1995, reflect the evolution of a much stronger knowledge base for teaching, and require schools of education to demonstrate how they are incorporating new knowledge about the effective teaching of subject matter and various approaches to learning in their programs” (p. 3).

Interstate New Teacher Assessment and Support Consortium (INTASC)

Licensing is the second tier for assessing teacher quality. Established in 1987 to correlate with NCATE and NBPTS in their goal to strengthen the teaching profession by developing standards and assessments for beginning teachers, the Interstate New Teacher Assessment and Support Consortium (INTASC), sponsored by the Council of Chief State School Officers (CCSSO), was created. One of INTASC’s goals was to provide model core performance standards that described essential characteristics of teaching, regardless of subject, grade level, or students being taught. Another INTASC goal guided the licensing of new teachers and endeavored to enhance collaboration among the states as each state became involved in rethinking teacher assessment for initial licensing. The model core standards for licensing teachers represent the principles which should be present in all disciplines taught and in every grade level, because INTASC serves as a framework for educational reform through teacher preparation and continuing professional development. Darling-Hammond (1997) stated, “It outlines what teachers need to know and be able to do to teach students for today’s new standards” (p. 2). Weber, Somers, and Wurzbach (1998) declared, “These principles, linked to National Board for Professional Teaching Standards, focus on the ability of teachers (a) to present new ideas so they connect to what students already know, (b) to provide tasks that

actively engage students in critical thinking and solving problems, (c) to plan instruction based on knowledge of how students differ in their approaches to learning, and (d) to create a learning environment in which learning by all students is valued” (p. 431).

Darling-Hammond stated in her article on *Investing in Quality Teaching: State-Level Strategies*, “INTASC’s standards are the basis for a test of teaching knowledge for an initial license and a performance assessment of teaching skills during the first two years of supervised teaching that would be the basis for a continuing professional license” (p. 2).

According to CCSSO (p. 1, para. 1), “INTASC is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers.” According to Kraft (2001), “The basic premise of INTASC is that an effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that *all* students learn and perform at high levels” (p. 5). Teachers are expected to find alternative and varying methods to support and connect with the needs of all learners.

Scannell and Wain (1996) include North Dakota as one of the first states since 1970 to establish an autonomous board, the Education Standards and Practices Board (ESPB). This board is directly accountable to the legislature to control standards and practices for education professionals. Its primary goals are in the areas of certification which includes initial certification, renewal, and endorsement based on current professional knowledge of research and best practice; program approval; professional development; ethical professional behavior of teachers; and licensing requirements for

beginning teachers or teachers desiring to become licensed in North Dakota; and licensure revocation if education licensing laws of North Dakota have been violated. (ESPB home page, p. 1). North Dakota state licensing standards, developed by ESPB, integrate the INTASC principles.

Evaluative examinations based on subject discipline competency and educational pedagogy have been developed by INTASC in response to the five major propositions which guide the National Board for Professional Teaching Standards (NBPTS) . These propositions require that teachers are committed to student learning, that teachers have the educational pedagogy and subject content mastery to teach all types of learners, that teachers responsibly manage and monitor student learning through effective evaluative measures, that teachers reflect on their teaching practices and learn from their experience, and that teachers become lifelong learners and members of learning communities (Weiss and Weiss, 1998). Based on the CCSSO draft standards for licensing beginning teachers, these propositions have provided the foundation for the certification in such areas as discipline-based instruction (e.g., English/language arts), and students' developmental instructional level (e.g., early childhood, middle childhood, etc.). Advanced certification in these areas will be the foundation for performance-based assessments.

From these propositions, the core standards were translated into model licensing standards for discipline-specific teaching. Standards for mathematics were released in 1995 and special education in 2001. English/language arts, social studies, and elementary education have been on their heels with more subject-specific disciplines to follow.

The model standards were organized into ten principles and subsequently divided into standards of knowledge, standards of dispositions, and standards of performance

(INTASC, 1992). The ten INTASC principles were introduced in the introductory section of this chapter. These ten INTASC principles will create a foundation for determining success of beginning teachers. INTASC proposed that beginning teachers need to be equipped with a well-rounded background of knowledge, a service- and responsibility-oriented disposition, and multiple experiences with a variety of learners. Working closely to complement the INTASC standards for highly accomplished practice in teaching was articulated by the National Board for Professional Teaching Standards (NBPTS) in its certification processes.

National Board for Professional Teaching Standards (NBPTS)

Certification, along with accreditation and licensing, is the third component of the assessment process for teacher quality in the United States. NBPTS was established in 1987, the same year as INTASC, on the recommendation of the Carnegie Task Force in its report on teaching as a profession. Based on this report, *A Nation Prepared: Teachers for the 21st Century*, the Board's first critical task was to establish a policy that would give direction to its vision of what precisely constituted accomplished teaching.

According to NBPTS (p. 2, para. 5), in 1989, the Board issued its first statement, *What Teachers Should Know And Be Able To Do*. This statement served as a basis for all of the standards development work NBPTS has conducted.

NBPTS's objective was to define standards for advanced certification of accomplished veteran teachers. "The National Board for Professional Teaching Standards is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching" (NBPTS, p. 1, para. 3). The mission of the NBPTS (as cited in Kraft, 2001) is ". . . to establish high and rigorous

standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools” (p. 5).

To become certified, NBPTS requires teachers with at least three years of teaching experience to complete and submit to the Board a portfolio prepared over a period of one year. The portfolio contains evidence of their teaching and includes lesson plans, student samples with evidence of growth over a period of time, videotapes, and other analyses of their teaching. A test of content as well as pedagogical knowledge is required as part of the process to ascertain how proficient they are in creating and evaluating curriculum materials and teaching situations. The certification is valid for ten years, after which a teacher must seek renewal. The fee is \$2300.

The five major propositions of INTASC were developed by NBPTS to guide the National Board in its standards-setting and assessment work. Each proposition holds teaching to its highest standard by requiring veteran teachers to demonstrate the high level of knowledge, skill, ability, and commitment mandatory for teacher excellence. As cited on the NBPTS home page (2003), the five propositions include qualifications indicative of accomplished teachers. A description of each proposition follows:

- Teachers are committed to students and their learning. Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on

observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships. Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences. (p. 3)

- Teachers know the subjects they teach and how to teach those subjects to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems. (p. 3)

- Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents. (p. 3)

- Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and

problem-solving orientation. Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories. (pp. 3-4)

- Teachers are members of learning communities. Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school. (p. 4)

Highly-Qualified Teachers

The organizations of NCATE, INTASC, and NBPTS were established to improve teacher quality in IHEs and to enhance the qualifications of beginning and accomplished teachers. Darling-Hammond (1997) stated, "This set of closely aligned standards offers

state policymakers the most powerful tools available for developing a high-quality teaching force.” (p. 2)

According to a Public Agenda report released by the American Federation of Teachers (AFT) entitled, *Different Drummers: How Teachers of Teachers View Public Education*, the view of the general public versus the view of the educational community are in diametric opposition. The article stated, “While teachers and consumers of education expect safe, orderly schools that graduate students grounded in the basic skills, good work habits and strong values of honesty and respect, teacher educators place a low priority on those expectations. Instead, the professors rate as absolutely essential the importance of lifelong learning, encouraging active learning and having high expectations for all students” (p. 1, para. 2). Costa and Garmston (1987) concluded that a critical determinant for effective teaching was “. . . developing the intellectual functions of teaching” (p. 7). They maintained that valuing the teacher’s thinking, perceptions, and decision making within a classroom maximized student learning and as a result, enhanced more thoughtful teaching. Darling-Hammond and Rustique-Forrester (1997) asserted that if students were asked to follow a set of higher standards to become effective teachers, it would be reasonable to expect the same rigorous expectations of their teachers. It is imperative that standards are exhibited at all phases of a teaching career. Highly-qualified teachers are needed at all levels, from preservice teachers through the experienced and veteran teachers.

Several researchers postulated how quality education for beginning teachers should be addressed. Darling-Hammond & Rustique-Forrester (1997) determined “. . . that teacher expertise is the single most important determinant of student achievement”

(p. 1). Shanker (1996) stated, “Although the evidence indicates that best practice for preparing teachers rests on a rigorous liberal arts and science education with a strong emphasis on subject matter, teachers also need knowledge of child development, of group dynamics, and of school and classroom organization as they relate to the academic goal of schooling” (p. 222). Ambach (1996) was concerned that our educational system be staffed with “. . . professionals capable of *teaching*” to meet the current standards movement. “Standards for students must be matched by standards for teachers, and licensing requirements must ensure that all students are taught effectively” (p. 207). According to the AFT as reported in *American Teacher* (1998), teacher quality in exemplary teacher education programs exhibits a concentration on content, a minimum of 32 hours for a clinical experience, a blending of the arts and sciences, a concern for continuing professional development, and a working partnership with local school districts.

Darling Hammond and Rustique-Forrester (1997, pp. 1-3) discussed three issues which had a profound impact on the quality of the teaching force. The first was setting and enforcing teacher standards. Although NCATE has set standards for accreditation, not all of the nation’s IHEs have met them. The same holds true for licensing standards based on INTASC. Several states have incorporated testing as a requirement for obtaining a teacher license, but evaluation of educational pedagogy in the past has generally been assessed by administering multiple-choice tests of basic skills and knowledge about teaching rather than by using a method which would adequately sort those who can teach from those who cannot.

Improving teacher education and induction programs was the second issue of concern. Darling-Hammond and Rustique-Forrester (1997) stated that most teachers are educated in a four-year undergraduate program with equal emphasis on knowledge of subject matter and educational pedagogy. They alleged that a separateness in these programs was evident. "Coursework often is separate from practice teaching; professional skills are segmented into separate courses, and arts and sciences faculties are insulated from educated professors" (p. 2). Darling-Hammond and Rustique-Forrester maintained that induction programs involving supervised internships for beginning teachers, until proficiency and mastery were achieved, would keep the beginning teachers in the classroom. They were concerned that novice teachers were not given the direction and support afforded to other professionals through internships. "Successful strategies to improve teacher education must incorporate new knowledge about learning and teaching, link theory to practice and provide ongoing support throughout the early years of teaching" (p. 2).

The third issue of concern was recruiting, developing and retaining quality teachers. Teacher shortages are worsened because qualified teachers often cannot transfer their current teacher license to another state without taking a significant cut in salary, seniority, and pension credits. One suggestion made by Darling-Hammond and Rustique-Forrester (1997) was that participation among states involved in the INTASC assessment system would allow qualified teachers more flexibility and freedom for licensure in any state. The concern is that once highly-qualified teachers are hired, there is little incentive and limited opportunity to become more skillful in the classroom. The National

Commission on Teaching and America's Future has recommended that states and districts do the following to ensure the development and the retention of quality teachers:

- Organize professional development around new standards;
- Support new sources of professional development;
- Encourage schools to make ongoing professional development part of *{sic}* teachers' daily work;
- Allocate at least 1% of state and local education funding to be consistently devoted to high-quality professional development; and
- Develop a career continuum for teaching linked to assessments and compensation systems that reward knowledge and skill. (Darling-Hammond and Rustique-Forrester, 1997, p. 4).

No Child Left Behind (NCLB)

The *No Child Left Behind Act (NCLB)*, established by President George W. Bush in January, 2002, was a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. ESEA's primary purpose was and still is to provide targeted resources to help ensure that disadvantaged students have access to a quality public education.

NCLB requires states to have a highly-qualified teacher in every public classroom by the end of the 2005-2006 school year. Beginning teachers will have to be licensed or certified by the state in which they will be teaching, hold at least a bachelor's degree in a subject-specific discipline, and pass a rigorous state test on subject knowledge and educational pedagogy. One of the goals stated in *NCLB* is to improve teacher quality and to enhance and elevate the teaching profession.

Harvard researcher Dick Elmore stated in an article of Best Practices & Policies from the Southeast Center for Teaching Quality (2002) that “. . .the work of turning a school around entails improving the knowledge and skills of teachers – changing their knowledge of content and how to teach it – and helping them to understand where their students are in their academic development” (p. 1, para. 6). The collaboration of NCATE, INTASC, and NBPTS to improve teacher education through the implementation of high professional standards ties in with the primary of goal of NCLB – to have a highly-qualified teacher in every public classroom. IHEs will be striving to meet this goal through their teacher preparation courses and through the preservice and student teaching experiences of their students.

Producing quality teachers through the capstone experience of student teaching has been the primary goal of teacher preparation programs at IHEs. These programs continue to assess the performance of their STs through a variety of evaluative methods. Several research studies (Collier, 1999; Unrau, 1996; Williams, 1995; Chance & Rakes, 1994; Meltzer, Trang, & Bailey, 1994; Pothoff, Alcorn, Ducharme, Shield, & Walter, 1993; Marso & Pigge, 1991; Riggs, 1990; Salzman, 1989, 1991; Ediger, 1987; Olstad, 1983; Kronowitz & Finney, 1983; Henry, 1983; Johnson, 1981; Twa, 1980; Morris, 1980; Merritt, 1972) have evaluated ST performance using various evaluative predictors of ST success, none of which incorporated the INTASC standards. These studies included high school and college academic performance or grade point average (GPA); self-reported attitudes; anxieties and concerns about teaching; administration of the Myers-Briggs Type Indicator & Rotter’s Locus of Control Scores; use of a ranking system of high, medium, or low on overall teaching performance; computing a mean rating of the

cooperating teacher and university supervisor on the “Teacher Observation Rating Scale” (TORS); Pre-Professional Skills Test (PPST), National Teacher Examinations (NTE); use of biographical and psychological test scores; checklists; measurable objectives such as supervision through observation visits; length of student teaching experience; use of a student teacher profile consisting of twenty-one performance objectives relating to instructional competencies and seven performance objectives relating to personal and professional competencies; surveys in two versions, one for the ST and one for the CT, listing fifty-four specific ST performance items; increasing exploratory field experiences; evaluating perceptions and performance of STs; using grades earned in a teacher preparation methods and curriculum course taken while student teaching; the use of reflectivity through reflective journals, interviews, peer observation conferences, group seminars, and case study findings; using a juried process to assess effectiveness by interviewing the CTs and university supervisors several weeks after the student teaching experience and having the university supervisor provide written reactions to a jury of five faculty members when their assessment differed from the CT; portfolio assessment; and use of a clinical cycle whereby a team of peers and professors observed a particular aspect of a ST’s work.

Phase One Research Question

The following research question served as a guide for Phase One of the research: How do CTs rate STs on the ten INTASC model principles, including knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership?

Cooperating Teachers' Role in Student Teaching

The capstone experience in a teacher education program is generally the student teaching experience. It is during this period that the candidates have the opportunity to assume full responsibility for a classroom under the supervision of a university supervisor and work closely with a mentor teacher in the schools. This experience allows STs to gain insight into the realities of teaching and foster their commitment to teaching.

The role of the CT in a student teaching experience has always been a vital determinant of a ST's success or failure. Veal (1998) stated the CT has the most influence and power over the ST even if the CT is not an active participant in the decision-making process. CTs provide guidance and encouragement to STs, but at the same time, allow the STs to experience the realities of teaching. Continual evaluation of the STs' progress by the CT is ongoing throughout the student teaching experience. In a research study by Seghers (2002) with a small sampling of three CTs, the study concluded that a CT's role should include preparing his/her school for the arrival of the ST, striving to work cooperatively and communicating effectively with the ST, and extending his/her influence beyond the classroom by arranging for observations and setting up extracurricular duties for the ST.

Researchers (Seghers, 2002; Morgan, 1999; Veal & Rikard, 1998; Page, 1994; Richardson-Koehler, 1988; Bunting, 1988; and Costa & Garmston, 1987) concur that the CT is in the position of primary influence in the preparation of STs. According to Costa and Garmston (as cited in Henry & Beasley, 1996), CTs' major contributions to STs are their willingness to model professionalism, to pass on the tools of the teaching trade, and to develop the intellectual process of teaching. The support given to their STs as

evaluator, guide, supporter, supervisor, encourager, mentor, and coach is ultimately one of the major predictors of student teaching success. Sudzina (1994) stated, “. . . cooperating teachers in field placement classrooms act as mentors on behalf of their student teachers, helping them to translate theory to practice” (p. 4).

According to Nagle (1991), the primary role of a CT is as mentor (as cited in Phillips & Baggett-McMinn, 2000, p. 1.). Smith (1991) stated, “Cooperating teachers help convert student teachers into teachers, taking full responsibility of instruction of the student teachers” (as cited in Phillips & Baggett-McMinn, 2000, p. 1.). CTs have the opportunity to help STs develop skills relating to the amount of instructional time needed to give directions, to handle misbehaviors, and to effectively manage the classroom. According to Henry and Beasley (1995, p. 5), “. . . cooperating teachers should work with student teachers in guiding their thinking about planning, teaching, analyzing and evaluating what happened, and applying what they have learned to future actions.” Based on the significant roles of CTs in the student teaching experience, the implication of the importance of training CTs in the professional teaching standards can only help to strengthen the knowledge, skills, and dispositions required of all qualified beginning and veteran teachers.

Seghers’ (2002) research determined that when CTs took a graduate Supervision of Student Teaching course and read Henry and Beasley’s text entitled *Supervising Student Teachers the Professional Way*, the experiences they had with their STs served as an impetus to effect future changes in their supervision. Sudzina and Coolican (1994) found in their study that CTs who perceived themselves to be in charge described a mentor as a “. . . positive role model with high moral standards, able to communicate to

STs a love for the teaching profession” (p. 5). In contrast, when CTs saw themselves mentoring in a shared responsibility role, they described a mentor as someone who “. . . possesses open mindedness and is ready for new ideas and methods” (p. 6).

A study by Golland (1998) ascertained that a lesson plan format was an effective tool in supervising STs. It was not made clear in the study if the supervisor was the classroom teacher or the university supervisor. Objectives; pre-assessment; motivation; techniques and sequencing; application, evaluation, follow-up; interpersonal skills; and classroom management were evaluated by utilizing a lesson plan format. The supervisor observed a ST a few weeks into the semester in order to set a baseline from which the supervisor could address individual needs and strengths. As the supervisor evaluated the teaching performance of the ST, the lesson plan elements were kept in mind while writing a narrative which described the lesson taught, the strengths of the ST, and the ST’s errors of omission and commission. The ST was then required to write a self-assessment which was compared with the supervisor’s evaluation.

The role of the CT is critical and expansive in supporting the professional development of the ST into a competent teacher. It may be assumed that several factors would influence the effectiveness of the CT in this role. Zheng and Webb (2000) indicated that there was scant literature concerning the qualifications of supervising teachers. Slick (1997, as cited in Zheng and Webb, 2000, p. 1) concluded in one of the few studies examining the supervising teacher’s role, “. . . that better understanding of the supervising teacher’s perceptions, expectations, and obligations are vital to improving the student teaching experience.” A review of the literature, however, did not reveal any

studies exploring the impact of the level of education, years of teaching experience, or the total number of STs the CTs had during their teaching careers.

Phase Two Research Question

The following research question served as a guide for Phase Two of the research:

Did the CT's years of teaching experience, the CT's level of education, and the total number of STs the CTs have had during his/her teaching career predict the STs' rating on the ten INTASC principles?

The hypothesis under investigation stated that the CT's years of teaching experience, CT's educational level, and the total number of STs the CT had during his/her teaching career significantly predicted the STs' perceived performance on INTASC principle one - knowledge of subject, INTASC principle two – learning and human development, INTASC principle three – adapting instruction, INTASC principle four – strategies, INTASC principle five – motivation and management, INTASC principle six – communication skills, INTASC principle seven – planning, INTASC principle eight – assessment, INTASC principle nine – commitment, and INTASC principle ten – partnership.

Assumptions

1. The characteristics of STs who participated in this research study were representative of STs throughout North Dakota's teacher preparation programs at IHEs; however, the STs were not necessarily typical of the entire population of STs in other teacher preparation programs at IHEs throughout the United States.
2. Without an explicit definition of the observable knowledge, disposition, and performance linked to the ten INTASC principles, participating CTs understood

how to implement the INTASC principles, as stated on the *NDSTS*, when evaluating the perceived performance of STs.

3. The evaluated STs' programs of study in education followed the guidelines and standards required by North Dakota teacher preparation programs in IHEs; therefore, the evaluated STs began their student teaching experience with comparable training.

Delimitations of the Study

1. The findings of this study will be used almost exclusively by North Dakota IHEs which offer teacher preparation curricula, by North Dakota ESPB, and by the Department of Public Instruction, in an effort to improve the qualifications of teachers initially entering the educational arena.
2. The researcher did not triangulate the study to include both quantitative and qualitative analysis of perceived ST performance in that the *NDSTS* did not include a section for CTs to anecdotally report the perceived performance of STs.

Limitations of the Study

1. The focus of the study only addressed STs enrolled in teacher preparation programs at IHEs in North Dakota.
2. The field placement directors at North Dakota teacher preparation programs at IHEs may not have encouraged their CTs to complete and submit the *NDSTS*. As a result, a smaller sampling number may have occurred.
3. The study focused on what occurred during the 2002-2003 academic year, not what may happen in the future.

4. The *NDSTS* did not include a detailed explanation of the knowledge, disposition, and performance linked to the ten INTASC principles.

Significance of the Study

Only three studies utilizing the assessment of STs based on the INTASC principles were found in the research of the literature. All included the use of portfolios as the primary means of performance-based assessment. Minimal research has been compiled on the use of INTASC model standards to evaluate ST performance. Several other studies have been conducted in the past to evaluate student teacher performance, but none of them alluded to the use of INTASC principles as predictors of student-teaching success. The significance of this study is that it adds to the knowledge base for assessing STs' performance based on the INTASC principles.

Rationale for the Study

This study will be of interest to all North Dakota teacher preparation programs at IHEs, to the North Dakota ESPB, and to the North Dakota Department of Public Instruction. Teacher preparation programs at IHEs will benefit from this study, because it will contribute to their knowledge of what would enhance their educational teacher preparation program and assist them in making appropriate adjustments in their curricula and method of delivery in order to graduate the most qualified, competent beginning teachers. The licensing and educational boards of ESPB and the North Dakota Department of Public Instruction may become more cognizant of the importance of linking performance standards with licensing qualifications based on the INTASC performance principles. Training CTs to assess ST performance based on the INTASC principles could improve the quality of education at both the elementary and secondary

levels. By using INTASC as an assessment tool to measure knowledge, disposition, and performance, North Dakota could be assured of superior beginning teachers.

CHAPTER II

METHODOLOGY

Purpose of the Study

The purpose of this study was to analyze the CTs' rating of the performance of STs graduating from North Dakota teacher preparation programs based on the INTASC (Interstate New Teacher Assessment and Support Consortium) model standards for beginning teachers and to determine if the CTs' years of teaching experience, level of education, and total number of STs the CT had during his/her teaching career were predictors of a ST's teaching performance. The INTASC principles include knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership. The dissertation was written in a two-article format.

Instrument Development

In the fall of 2001, field experience directors from the University of Mary, University of North Dakota, Minot State University, Valley City State University, Dickinson State University, Mayville State University, Trinity Bible College, Jamestown College, Valley City State University, and North Dakota State University met to discuss ongoing issues related to teacher preparation programs at IHEs. Discussion ensued regarding the student teaching evaluation systems in place at each of the member institutions. While the STs were evaluated by each institution, there was not a definitive assessment model used among the IHEs in North Dakota. As a result, the state field

directors decided to develop an evaluative instrument whereby all STs in North Dakota teacher preparation programs of IHEs could be assessed in a standardized format. This resulted in a collaborative decision to create a tool, whereby CTs could uniformly evaluate the performance of STs across the state of North Dakota. The field experience directors concluded that to receive an unbiased evaluation of each institution's teacher preparation program, established criteria needed to be neutral and not tied to any one institution's conceptual framework or model. Therefore, a decision was made to develop an evaluation tool that incorporated and implemented the nationally validated INTASC model standards.

INTASC was established in 1987 by the Council of Chief State School Officers to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for the preparation and induction of new teachers into the profession (Alban, Proffitt, & SySantos, 1998; Weber, Somers, & Wurzbach, 1998). Blackwell (1997, p. 4) stated, "The focus of INTASC is assessment practices and accountability." These standards were developed to represent high levels of competence and skill and to stress that fully-prepared, quality beginning teachers graduate from IHEs.

Dr. Rod Jonas, University of Mary field experience director in 2001-2002, volunteered to develop an assessment tool for analyzing the performance of STs that took into consideration the qualifications of the CT and the setting of the cooperating school. Dr. Jonas developed an online survey entitled *North Dakota Student Teaching Survey* (Appendix A).

According to Dr. Jonas (personal communication, fall of 2002), the survey was created to establish a multidimensional database where several variables could be

analyzed. The survey consisted of eight items concerning the demographics of the CT and ten items relating to the INTASC principles. These principles included knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership. The anonymity of the respondents was kept because it was not possible to identify the specific institution represented in the responses. The performance of STs was rated on a four-point Likert Scale. The respondents' choices included the following criteria: 4 = Exceptional; 3 = Strong; 2 = Adequate; and 1 = Needs Improvement. The *NDSTS* did not include every word included in the original ten INTASC principles established in 1987 by the Council of Chief State School Officers. The principles included were copied exactly from a table included in the textbook entitled *Introduction to Teaching: Becoming a Professional* (2002) by Kauchak, Eggen, and Carter (p. 423). These principles were then placed in the *NDSTS* by Dr. Rod Jonas. The precise wording of the INTASC principles include knowledge of subject matter, knowledge of human development and learning, adapting instruction for individual needs, multiple instructional strategies, classroom motivation and management skills, communication skills, instructional planning skills, assessment of student learning, professional commitment and responsibility, and partnership. For the purpose of this study, the abbreviated principles were used as written on the *NDSTS*.

Participating field experience directors encouraged as many CTs as possible to complete the *NDSTS*. The approach to and the frequency of soliciting responses from CTs varied among the field experience directors over the course of each semester. Minot State University withdrew from participating in this study. Because the directions on how

to access the online survey were given to the field experience directors for distribution to the CTs in any manner they chose, it was not evident on the survey what school was represented for their ST. Responses to the *NDSTS* were strictly voluntary on the part of the CT. The researcher was granted permission by Dr. Rod Jonas, (Appendix B) who designed the *NDSTS*, to use the research compiled on this survey as a secondary data set to be computed and analyzed after spring semester of 2003 for use in writing this dissertation. Institutional Review Board (IRB) approval through the University of North Dakota was granted in May, 2003.

Validity

The survey has content validity because it incorporates the INTASC principles which have been accepted by multiple agencies as an effective set of standards. The preexisting nature of INTASC model standards precipitated the inclusion of these principles into the *NDSTS* research study.

Research Participants

Due to the voluntary nature of the completion of the *NDSTS* on the part of the CT, it was necessary to contact the North Dakota field experience directors to elicit their cooperation in encouraging their program's CTs to complete the online *NDSTS*. With Dr. Jonas' support and approval, the researcher corresponded with the North Dakota field experience directors several times throughout the 2002-2003 school year (Appendices C through I). The final responses for this online survey were completed at the end of May following the spring semester of 2003 for all North Dakota teacher preparation IHEs who participated in this research project. According to Janet Welk, Executive Director of ESPB in North Dakota (personal communication, March 12, 2004), there were a total of

701 program completers throughout the 2002-2003 school year. A total of 103 (N=103) responses to the survey or 14.7 percent were submitted during this time frame.

CTs who participated in the research study came from North Dakota school systems with varying populations. The research participants included 13 CTs (12.6%) from schools with 1-199 students, 38 CTs (36.9%) from schools with 200-399 students, 24 CTs (23.3%) from schools with 400-599 students, 7 CTs (6.8%) from schools with 600-799 students, 4 CTs (3.9%) from schools with 800-999 students, and 17 CTs (16.5%) from schools with 1000 or more students.

CTs who participated in the research study showed varying educational levels, the number of STs the CTs have had during their teaching careers, and the CTs' years of teaching experience (Table 1).

Table 1. Demographics of Cooperating Teachers as Listed on the *North Dakota Student Teaching Survey* (n=103).

CTs' Educational Level	Number of STs the CTs have had During Their Teaching Careers		CTs' Years of Teaching Experience				
(Number and Percentage of CTs)	(Number and Percentage of CTs)		(Number and Percentage of CTs)				
B.S./B.A.	9	(8.7 %)	1-5 STs	61 (59.2%)	1-5 years	7	(6.8%)
B.S./B.A. + 15	15	(14.6%)	6-10 STs	21 (20.4 %)	6-10 years	19	(18.4%)
B.S./B.A. + 30	26	(25.2%)	11-15 STs	13 (12.6%)	11-15 years	20	(19.4%)
B.S./B.A. + 45	21	(20.4%)	16-30 STs	8 (7.8%)	16-20 years	19	(18.4%)
M.S.	8	(7.8%)			21-30 years	24	(23.3%)
M.S. + 15	8	(7.8%)			31-40 years	14	(13.6%)
M.S. +30	7	(6.8%)					
M.S. + 45	9	(8.7%)					
Doctorate	0	(0.0%)					

Procedure

The purpose of this study was to analyze the CTs' rating of the performance of STs graduating from North Dakota teacher preparation programs based on the INTASC model standards for beginning teachers and to determine if the CT's years of teaching experience, level of education, and total number of STs the CT had during his/her teaching career were predictors of a ST's teaching performance. The INTASC principles included knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership. The dissertation was written in a potentially publishable two-article format.

Explored in chapter three was how STs in this research study were rated by their CTs during their student teaching field experience based on each of the INTASC principles. A descriptive graphic was developed to display the percentage of CTs rating STs on each of the INTASC principles. The following question was addressed:

How do CTs rate STs on the ten INTASC model principles, including knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership?

Examined in chapter four was the CTs' years of teaching experience, level of education, and total number of STs the CTs had during their teaching careers were predictors of STs' teaching performance. A Multiple Regression Stepwise Analysis was performed to identify the best predictors of the STs' rated performance on the ten INTASC principles. The following research question was addressed: Did the CT's years

of teaching experience, the CT's level of education, and the total number of STs the CTs had during his/her teaching career predict the STs' rating on the ten INTASC principles based on knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership?

Data Collection

This study was dependent upon the voluntary participation of North Dakota CTs. The field experience directors played a significant role in encouraging their CTs to complete the online *NDSTS*. With Dr. Jonas' support and approval, the researcher corresponded with the North Dakota field experience directors several times throughout the 2002-2003 school year requesting their cooperation in eliciting their CTs' participation.

After the completion of the 2003 spring semester, data generated from the survey were extracted from the University of Mary's purchased space on www.formsite.com and relocated to Microsoft Excel. Selected information from the Excel spreadsheet was transferred to the SPSS statistical software package.

Statistical Analysis

The researcher analyzed the results of the questionnaire through descriptive and inferential statistics. The SPSS statistical software package was used to analyze data. Descriptive statistical analyses were performed to determine the percentages and means of the ratings selected by research participants intended to characterize their STs' performance. A descriptive graphic was developed to display the analysis results. A Multiple Regression Stepwise Analysis was performed to determine whether the CTs'

years of teaching experience, the CTs' level of education, and the total number of STs the CTs had during in their teaching career predicts the STs' rating on the ten INTASC model principles.

CHAPTER III
NORTH DAKOTA STUDENT TEACHER PERFORMANCE
BASED ON THE INTASC MODEL STANDARDS

Introduction

Demand for improving public schools and institutions of higher education (IHEs) has precipitated a standards-setting movement in the United States in which schools, teachers, and teacher preparation programs are and will continue to be held accountable for meeting standards. As the nation places more rigorous demands on students, teacher preparation programs must prepare professional teachers who are truly capable of teaching. Ambach (1996) stated, “Standards for students must be matched by standards for teachers, and licensing requirements must ensure that all students are taught effectively” (p. 202). According to the report *Promising Practices: New Ways to Improve Teacher Quality*, “. . . what teachers know and are able to do is of critical importance to the nation, as is the task of preparing and supporting the career-long development of teachers’ knowledge and skills,” (U. S. Department of Education, p. 1).

Efforts to restructure our nation’s schools to incorporate the demand for a knowledge-based system have redefined the job of teaching. A report entitled “*A Nation At Risk*”, published in 1983, provided the catalyst which began the standards-setting movement in the late 1980s, first with content standards in the disciplines beginning with math in 1989, and then with student performance standards legislated by the federal

government in two pieces of legislation – the Goals 2000: Educate America Act and the Improving America’s Schools Act (IASA) of 1994 (Kraft, 2001).

The National Commission on Teaching and America’s Future Report (as cited in Darling-Hammond, 1996) asserted that by the year 2006, America will provide all students with “. . . access to competent, caring, and qualified teachers” (p. 193). Teacher education programs have been pressured to prepare beginning teachers who would be more “. . .qualified, caring, and committed to teaching in our nation’s classrooms.” (Kraft, 2001, p. 3). Shanker (1996) believed that if teaching were to become a true profession, high standards would be imperative for entry into the teacher training programs, and delivery of high quality, evaluative preservice training to prospective beginning teachers would be crucial.

Accreditation, licensure, and certification standards have impacted teacher education programs throughout the 20th century and into the 21st century. Standards stipulating what beginning and experienced teachers should know and be able to do have been developed. To assess these tasks in an equitable manner, The National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS) have collaborated in their efforts to establish a complementary system of standards with three interconnected systems: 1) accreditation issues in developing new standards for teacher education; 2) state licensing of new teachers; and 3) board certification of accomplished teachers (Kraft, 2001; Darling-Hammond, 1997).

Statement of Problem

With the passage of *No Child Left Behind* (NCLB), established by President George W. Bush in January, 2002, as a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, teachers at all levels will be held accountable to meet new guidelines and standards. States will be required to have a highly-qualified teacher in every public classroom by the end of the 2005-2006 school year. Beginning teachers will have to be licensed or certified by the state in which they will be teaching, hold at least a bachelor's degree in a subject-specific discipline, and pass a rigorous state test on subject knowledge and educational pedagogy

According to Kraft (2001), "Standards are important in providing a sense of direction in which to proceed as well as providing a set of priorities upon which to place energy, resources, and efforts" (p. 17). It is crucial that teacher education programs weave multiple standards throughout their program to ensure that the most highly qualified teachers are prepared. Student teaching is often the capstone experience of teacher preparation programs, thereby providing these programs an opportunity to evaluate the effectiveness of prospective new teachers. Several methods for measuring student teachers' (ST) effectiveness have included evaluating the STs' attitude toward the classroom environment and their pupils, the STs' lesson-plan techniques, or the relationship of the ST with their cooperating teacher (CT).

The purpose of this study was to have CTs rate the performance of STs graduating from North Dakota teacher preparation programs based on the INTASC model principles for beginning teachers. These ten INTASC principles as stated on the *North Dakota Student Teaching Survey (NDSTS)* included knowledge of subject, learning and human

development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership.

Review of Literature

A societal concern driving the standards' movement was based on the supposition that teacher preparation programs did not adequately prepare their graduates to possess the knowledge and skills required to be successful in the classroom. Accountability in teacher education programs was first addressed in 1927 when the American Association of Teacher Colleges was established. Not until 1954 were standards revisited and the National Council for Accreditation of Teacher Education (NCATE) was born and the first tier of the standards movement began.

NCATE is an accrediting organization whose mission was and still is to determine which IHEs have developed thorough standards for teacher preparation programs. IHEs that are accredited with NCATE must demonstrate how teacher preparation programs prepare students to teach to the standards in their particular discipline and also “. . . prepare them to meet the licensing standards for content knowledge and skill in curriculum planning, assessment, classroom management, teaching strategies for diverse learners, and collaboration with parents and colleagues” (Kraft, 2001, p. 4).

In 2000, NCATE revisited its standards and made major changes in the ways in which teacher education programs are evaluated. The revised NCATE focus according to Wise and Libbrand (2000 p. 615) as cited in Kraft (p. 4) is to find “. . . reliable and valid ways to assess teachers' performance – the ability to integrate content with ways to teach it to the students in the diverse classrooms of today.” According to Darling-Hammond (1996), NCATE's recently revised standards “. . . reflect the evolution of a much stronger

knowledge base for teaching, and require schools of education to demonstrate how they are incorporating new knowledge about the effective teaching of subject matter and various approaches to learning in their programs” (p. 3).

Licensing is the second tier for assessing teacher quality. The Interstate New Teacher Assessment and Support Consortium (INTASC), sponsored by the Council of Chief State School Officers (CCSSO), was established in 1987. INTASC is a consortium, according to CCSSO p. 1, para. 1), “. . . of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers.”

INTASC’s goal was to strengthen the teaching profession by developing standards and assessments for beginning teachers that were correlated with the goals of NCATE and the National Board for Professional Teaching Standards (NBPTS). INTASC aimed to provide model core performance standards that described essential characteristics of teaching, regardless of subject, grade level, or students being taught. Another INTASC goal guided the licensing of new teachers and endeavored to enhance collaboration among the states as each state became involved in rethinking teacher assessment for initial licensing.

The INTASC model core standards for licensing teachers represent the principles which should be present in all disciplines taught and in every grade level. Darling-Hammond (1997) stated, “It outlines what teachers need to know and be able to do to teach students for today’s new standards” (p. 2). Weber, Somers, and Wurzbach (1998) declared, “These principles, linked to National Board for Professional Teaching Standards, focus on the ability of teachers (a) to present new ideas so they connect to

what students already know, (b) to provide tasks that actively engage students in critical thinking and solving problems, (c) to plan instruction based on knowledge of how students differ in their approaches to learning, and (d) to create a learning environment in which learning by all students is valued” (p. 431). According to Kraft (2001), “The basic premise of INTASC is that an effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that *all* students learn and perform at high levels” (p. 5).

Evaluative examinations, based on subject discipline competency and educational pedagogy, have been developed by INTASC in response to the five major propositions which guide the National Board for Professional Teaching Standards (NBPTS). These propositions require that teachers are committed to student learning, that teachers have the educational pedagogy and subject content mastery to teach all types of learners, that teachers responsibly manage and monitor student learning through effective evaluative measures, that teachers reflect on their teaching practices and learn from their experience, and that teachers become lifelong learners and members of learning communities (Weiss and Weiss, 1998). From these propositions, the core standards were translated into model licensing standards for discipline-specific teaching. Standards for mathematics were released in 1995 and special education in 2001. English/language arts, social studies, and elementary education have been on their heels with more subject-specific disciplines to follow.

The model standards were organized into ten principles and subsequently divided into standards of knowledge, standards of dispositions, and standards of performance (INTASC, 1992). The ten INTASC principles include knowledge of subject matter,

knowledge of human development and learning, adapting instruction for individual needs, multiple instructional strategies, classroom motivation and management skills, communication skills, instructional planning skills, assessment of student learning, professional commitment and responsibility, and partnership. A full understanding of the ten INTASC principles will help create a foundational stronghold in determining success for beginning teachers. Working closely to complement the INTASC standards for highly accomplished practice in teaching was articulated by the National Board for Professional Teaching Standards (NBPTS) in its certification processes.

Certification, along with accreditation and licensing, is the third component of the assessment process for teacher quality in the United States. NBPTS was established in 1987 along with INTASC to define standards for advanced certification of accomplished veteran teachers. The mission of the NBPTS (as cited in Kraft, 2001) is “. . . to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools” (p. 5).

The organizations of NCATE, INTASC, and NBPTS were established to improve teacher quality in IHEs and to enhance the qualifications of beginning and accomplished teachers. Darling-Hammond (1997) stated, “This set of closely aligned standards offers state policymakers the most powerful tools available for developing a high-quality teaching force.” (p. 2)

Several researchers postulated how quality education for beginning teachers should be addressed. Darling-Hammond & Rustique-Forrester (1997) determined “. . .

that teacher expertise is the single most important determinant of student achievement” (p. 1). Ambach (1996) asserted, “Standards for students must be matched by standards for teachers, and licensing requirements must ensure that all students are taught effectively” (p. 207).

The collaboration of NCATE, INTASC, and NBPTS to improve teacher education through the implementation of high professional standards ties in with the primary of goal of NCLB – to have a highly-qualified teacher in every public classroom. IHEs will be striving to meet this goal through their teacher preparation courses and through the preservice and student teaching experiences of their students.

Significance of the Study

The evaluation of the performance of STs in the field are noted in multiple studies by Unrau, 1996; Williams, 1995; Moran, 1993; Marso, 1991; Salzman, 1991, 1989; Ediger, 1987; Henry, 1983; Olstad, 1983; Johnson, 1981; Twa, 1980; and Morris, 1980. However, only three studies (Smith, et. al., 2000; Alban, et. al., 1998; Weber, et. al., 1998) assessed STs based on the INTASC principles. All included the use of portfolios as the primary means of performance-based assessment. The significance of this study is that it will examine the performance of the candidates on the INTASC principles as perceived and evaluated by the CTs. This perspective may provide the field with new data to improve the ST experience.

Research Question

The research question which drove this study was the following:

How do CTs rate STs on the ten INTASC model principles, including knowledge of subject, learning and human development, adapting instruction, strategies, motivation

and management, communication skills, planning, assessment, commitment, and partnership?

Methods

Instrument Development

In the fall of 2001, field experience directors from the University of Mary, University of North Dakota, Minot State University (withdrew from the study), Valley City State University, Dickinson State University, Mayville State University, Trinity Bible College, Jamestown College, Valley City State University, and North Dakota State University met to discuss ongoing issues related to teacher preparation programs at IHEs. Discussion ensued regarding the student teaching evaluation systems in place at each of the member institutions. While the STs were evaluated by each institution, there was not a definitive assessment model used among the IHEs in North Dakota. As a result, the state field directors decided to develop an evaluative instrument whereby all STs in North Dakota teacher preparation programs of IHEs could be assessed in a standardized format. This resulted in a collaborative decision to create a tool, whereby CTs could uniformly evaluate the performance of STs across the state of North Dakota. The field experience directors concluded that to receive an unbiased evaluation of each institution's teacher preparation program, established criteria needed to be neutral and not tied to any one institution's conceptual framework or model. Therefore, a decision was made to develop an evaluation tool that incorporated and implemented the nationally validated INTASC model standards.

Dr. Rod Jonas, University of Mary field experience director in 2001-2002, volunteered to develop an assessment tool for analyzing the performance of STs that took

into consideration the qualifications of the CT and the setting of the cooperating school. Dr. Jonas developed an online survey entitled *North Dakota Student Teaching Survey*. According to Dr. Jonas, the survey was created to establish a multidimensional database where several variables could be analyzed. The survey consisted of eight items concerning the demographics of the CT and ten items relating to the INTASC principles. The anonymity of the respondents was kept because it was not possible to identify the specific institution represented in the responses. For purposes of this study, only the ten items asking the CTs to rate the performance of their STs based on the INTASC principles were used. The performance of STs was rated on a four-point Likert Scale: 4 = Exceptional; 3 = Strong; 2 = Adequate; and 1 = Needs Improvement. The *NDSTS* did not include every word written in the original ten INTASC principles established in 1987 by the Council of Chief State School Officers. The principles included were copied exactly from a table included in the textbook entitled *Introduction to Teaching: Becoming a Professional* (2002) by Kauchak, Eggen, and Carter (p. 423). For the purpose of this study, the abbreviated principles were used as written on the *NDSTS*.

Participating field experience directors encouraged as many CTs as possible to complete the *NDSTS*. The approach to and the frequency of soliciting responses from CTs varied among the field experience directors over the course of each semester.

Validity

The survey has content validity because it incorporates the INTASC principles which have been accepted by multiple agencies as an effective set of standards. The preexisting nature of the INTASC model standards precipitated the inclusion of these principles into the *NDSTS* research study.

Research Participants

Due to the voluntary nature of the completion of the *NDSTS* on the part of the CTs, it was necessary to contact the North Dakota field experience directors to elicit their cooperation in encouraging their program's CTs to complete the online *NDSTS*. According to Janet Welk, Executive Director of ESPB in North Dakota (personal communication, March 12, 2004), there were a total of 701 program completers throughout the 2002-2003 school year. A total of 103 (N=103) responses to the survey or 14.7 percent were submitted during this time frame.

Findings

The present study can best be defined as a descriptive study designed to gain information regarding North Dakota STs' rating as perceived by the CTs' evaluation within the framework of the INTASC model principles. Mean scores for the CTs evaluative rating of the STs' performance on the INTASC principles were based on a 4-point Likert-type scale. The respondents' choices included the following criteria: 4 = Exceptional; 3 = Strong; 2 = Adequate; and 1 = Needs Improvement.

The responses to the *NDSTS* indicated that the highest perceived mean score for STs occurred on INTASC principle nine (i.e., Commitment) (M=3.21). The lowest perceived mean scores for STs occurred on INTASC principle five (i.e., Motivation and Management) (M=2.94) and principle eight (i.e., Assessment) (M=2.98).

Principle One – Knowledge of Subject

Principle one (Knowledge of Subject) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on knowledge of subject (Table 2). The STs received a mean score of 3.16, indicating the CTs rated the STs in this study as

exhibiting a solid understanding of the knowledge and the central concept needed to teach within the structure of their given discipline. The CTs' rating of the STs' ability to implement appropriate tools of inquiry to create meaningful learning experiences for their students was also evident.

Table 2. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle One (Knowledge of Subject).

Rating Scale	Frequency	Percentage
Exceptional	33	32.0
Strong	54	52.4
Adequate	15	14.6
Needs Improvement	1	1.0
Mean = 3.16		
SD = 0.70		

Principle Two – Learning and Human Development

Principle two (Learning and Human Development) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on learning and human development (Table 3). The STs received a mean score of 3.16, indicating the the CTs rated the STs' as exhibiting a strong understanding of the stages of human development and the learning processes involved when working with students of all ages in order to support their students' intellectual, social, and personal development.

Table 3. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle Two (Learning and Human Development).

Rating Scale	Frequency	Percentage
Exceptional	35	34.0
Strong	50	48.5

Table 3 cont.

Adequate	17	16.5
Needs Improvement	1	1.0

Mean = 3.16

SD = 0.72

Principle Three – Adapting Instruction

Principle three (Adapting Instruction) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on adapting instruction (Table 4). The STs received a mean score of 3.09, indicating the the CTs rated the STs as exhibiting an overall strong understanding of how to adapt instruction through flexible thinking and utilization of eclectic teaching approaches to aid in the learning of all students.

Table 4. Percentage and Frequency of STs Receiving Specified Score (n = 103) on *NDSTS*. Results for INTASC Principle Three (Adapting Instruction).

Rating Scale	Frequency	Percentage
Exceptional	33	32.0
Strong	49	47.6
Adequate	18	17.5
Needs Improvement	3	2.9

Mean = 3.09

SD = 0.78

Principle Four – Strategies

Principle four (Strategies) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on strategies (Table 5). The STs received a mean score of 3.06, indicating the CTs rated the STs exhibiting an overall understanding of the importance of utilizing a variety of teaching strategies within the educational

environment to encourage students' development of critical thinking, problem-solving, and performance skills.

Table 5. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle Four (Strategies).

Rating Scale	Frequency	Percentage
Exceptional	36	35.0
Strong	41	39.8
Adequate	22	21.4
Needs Improvement	4	3.9
Mean = 3.06		
SD = 0.85		

Principle Five – Motivation and Management

Principle five (Motivation and Management) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on classroom motivation and management skills (Table 6). The STs received a mean score of 2.94, indicating the CTs rated the STs as exhibiting an overall strong understanding of individual and group motivation. It also indicated the CTs rated STs as having an understanding of their students' behavior in order for the STs to create a community of learners through the utilization of a variety of strategies that would encourage positive social interaction, active engagement in learning, and self-motivation within the classroom environment. It was noted that the mean score for this principle was the lowest in view of the overall findings; therefore, the researcher also noted that this is an area which STs were not performing as effectively when compared to the other INTASC principles.

Table 6. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle Five (Motivation and Management).

Rating Scale	Frequency	Percentage
Exceptional	25	24.3
Strong	50	48.5
Adequate	25	24.3
Needs Improvement	3	2.9
Mean = 2.94		
SD = 0.78		

Principle Six - Communication

Principle six (Communication) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on communication skills (Table 7). The STs received a mean score of 3.06, indicating the CTs rated the STs as exhibiting strong ability to communicate in a variety of effective and efficient modalities, including oral, written, media, and nonverbal. This knowledge shows the the CTs rated the STs' ability to foster active inquiry, collaboration, and interaction in the classroom.

Table 7. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle Six (Communication).

Rating Scale	Frequency	Percentage
Exceptional	33	32.0
Strong	46	44.7
Adequate	21	20.4
Needs Improvement	3	2.9
Mean = 3.06		
SD = 0.80		

Principle Seven – Instructional Planning

Principle seven (Instructional Planning) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on instructional planning skills (Table 8). The STs received a mean score of 3.17, indicating the CTs rated the STs as exhibiting a solid background on how to effectively plan and execute instructional plans. This principle points to the the CTs rating the STs' ability to be flexible and creative in lesson preparation and its subsequent execution based upon knowledge of subject matter, learners, and curriculum goals and standards.

Table 8. Percentage and Frequency of STs Receiving Specified Score (n = 103) on *NDSTS*. Results for INTASC Principle Seven (Instructional Planning).

Rating Scale	Frequency	Percentage
Exceptional	39	37.9
Strong	44	42.7
Adequate	18	17.5
Needs Improvement	2	1.9

Mean = 3.17
SD = 0.78

Principle Eight - Assessment

Principle eight (Assessment) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on assessment of student learning (Table 9). The STs received a mean score of 2.98, indicating the CTs rated the STs as exhibiting an overall strong understanding of both informal and formal assessment strategies. The results also suggest that a variety of assessment tools were viewed as being implemented throughout the STs' experience to evaluate and ensure the continuous academic, social, and physical growth of the learner. It was noted that the mean score for this principle

was the second lowest in view of the overall findings; therefore, the researcher also noted that this may be an area in which STs were not performing as effectively when compared to the other INTASC principles.

Table 9. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle Eight (Assessment).

Rating Scale	Frequency	Percentage
Exceptional	23	22.3
Strong	57	55.3
Adequate	21	20.4
Needs Improvement	2	1.9

Mean = 2.98
SD = 0.71

Principle Nine - Commitment

Principle nine (Commitment) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on professional commitment and responsibility (Table 10). The STs received a mean score of 3.21, indicating the CTs rated the STs as exhibiting strong to exceptional understanding of the meaning of the importance of being a reflective practitioner and one who continually evaluates the effects of his/her choices affecting the classroom. This score also indicates the CTs' rating of the STs' commitment to actively seek out opportunities to grow professionally. It was noted that the mean score for this principle was the highest as compared to the other nine INTASC principles.

Table 10. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle Nine (Commitment).

Rating Scale	Frequency	Percentage
Exceptional	50	48.5
Strong	28	27.2
Adequate	22	21.4
Needs Improvement	3	2.9
Mean = 3.21		
SD = 0.88		

Principle Ten - Partnership

Principle ten (Partnership) mean score was calculated by assessing the CTs' rating on the STs' perceived performance on partnership (Table 11). The STs received a mean score of 3.15, indicating the CTs rated the STs as exhibiting a solid understanding of the importance for student learning when there is evidence of connectedness found between family, school, and community.

Table 11. Percentage and Frequency of STs Receiving Specified Score (n = 103) on NDSTS. Results for INTASC Principle Ten (Partnership).

Rating Scale	Frequency	Percentage
Exceptional	41	39.8
Strong	39	37.9
Adequate	20	19.4
Needs Improvement	3	2.9
Mean = 3.15		
SD = 0.83		

Discussion

Consensus on the definition of teacher quality is a topic of debate in the United States today. Many beginning teachers feel ill-prepared to face the ever-growing

classroom management tasks before them while accommodating the range of needs for the diverse student population. Rising expectations about what all students should know and be able to do, newest developments in brain research relating to how children learn, and the increasing diversity of the student population have increased the mounting pressure that teachers be trained to meet all of these demands. This paradigm shift in education requires teachers to know their subject matter more comprehensively, as well as being able to understand how children think and learn based on the newest brain research studies.

Lack of consistency in graduation requirements has provided an impetus in our society for discovering new and consistent methods of graduating the most qualified beginning teachers and to then provide support in maintaining that quality of teaching throughout the teacher's educational career. According to Darling-Hammond (1996), "Roughly one-quarter of newly hired American teachers lack the qualifications of their jobs. More than 12% enter the classroom without any formal training at all, and another 14% arrive without fully meeting state standards" (p. 194).

Although the focus of this study addressed only STs enrolled in teacher preparation programs at IHEs in North Dakota throughout the 2002-2003 school year, this was a step in codifying and unifying a set of standards (i.e., INTASC) to be used consistently when evaluating ST performance at North Dakota teacher preparation IHEs. The results for each of the ten INTASC principles evaluated on the *NDSTS* indicated a strong to exceptional rating. The difference in the highest and lowest mean score for all ten INTASC principles was .27.

Table 12 indicated the highest mean score was in the area of professional commitment and responsibility ($M=3.21$), which suggest that STs demonstrated a high commitment to the teaching profession. The rating given the STs by their CTs would indicate the STs possessed the ability to reflect upon and to self-evaluate their effectiveness of their teaching choices toward their students, the parents, and other professionals in the learning community.

Table 12. Mean Scores and Standard Deviation for the Ten INTASC Principles.

INTASC Principles	Mean	SD
Principle One (Knowledge of Subject)	3.16	0.70
Principle Two (Learning and Human Development)	3.16	0.72
Principle Three (Adapting Instruction)	3.09	0.78
Principle Four (Strategies)	3.06	0.85
Principle Five (Motivation and Management)	2.94	0.78
Principle Six (Communication Skills)	3.06	0.80
Principle Seven (Planning)	3.17	0.78
Principle Eight (Assessment)	2.98	0.71
Principle Nine (Commitment)	3.21	0.88
Principle Ten (Partnership)	3.15	0.83

The lowest mean score ($M=2.94$) was in the areas of classroom motivation and management skills. Accomplished teachers are continually seeking and trying new and alternative methods hoping to improve student learning in a positive classroom environment. STs may require additional experiences in a classroom to further guide them in establishing appropriate guidelines and procedures that nurture self-direction, risk taking, and collaboration among their students in a climate of mutual respect.

Assessment of student learning received the second lowest mean score ($M=2.98$). Lacking extensive experience and practice in the classroom, it is understandable that student motivation and classroom management skills and assessment of student learning mean scores would be lower than professional commitment and responsibility. STs may require numerous opportunities to apply and experience various forms of assessment in order to understand what each reveals about student learning.

Sustained learning experiences in authentic teaching and learning settings are critical to the growth and development of quality experienced teachers. Through these learning experiences, skills are continually being honed throughout a teachers' career and demonstrate continual improvement in the implementation of a variety of motivational, management, and assessment strategies. Opportunities may be present in a student teaching experience; however, these teaching experiences may not afford ample time for STs to perfect these skills. To better prepare STs, this study may provide teacher preparation programs with additional information which may help guide them in reassessing their policy on the STs' length of time in the field during their student teaching experience.

Implications of this Study

This study provided a vehicle for accountability of all North Dakota teacher preparation programs at IHEs. A common assessment tool with a set of national standards provided consistency and uniformity to this process, assuring that all North Dakota teacher preparation programs at IHEs would abide by the same code of standards to graduate quality beginning teachers. This study also offered a means of self-evaluation of each institution's teacher preparation program. Curriculum revisions may result through the analysis of the STs' performance and more emphasis may be given to the areas which scored lower (i.e., student motivation and classroom management skills, assessment of student learning) on the *NDSTS*.

Future Studies

Extending this study beyond North Dakota would give more validity and reliability to the study because of the larger area and sampling population. In addition, a future study investigating the reliability of the *NDSTS* would possibly add depth to the research instrument.

Conclusion

When assessed using the ten INTASC principles as benchmarks, North Dakota STs received high ratings. Teacher preparation programs at North Dakota IHEs should continue utilizing a uniform set of standards to assess their preservice and STs. Aligning the current curriculum requirements of teacher preparation programs at IHEs with the ten INTASC model principles could assure North Dakota that only the most qualified of their STs will enter the educational arena.

Kovalik (1994) stated, “While the change needed in schooling is huge, the need for personal transition within is even greater” (p. 233). It is not change that causes disillusionment or despair; it is the transitions. Change deals with situations, while transition is the psychological process people go through to come to terms with a new situation. One of our tasks in preparing teachers is supporting the transition from “student” through teacher. The student teaching experience is a key opportunity to witness and mentor that transition. The standards movement in the United States is demanding a great deal of its educational community and at the same time, it is providing those in teacher preparation benchmarks by which the beginning teacher can be measured. A goal of education is assuring that all students will have qualified teachers in every classroom. By using the INTASC principles as a framework for our teacher preparation programs at IHEs, we are working towards that goal.

CHAPTER IV

COOPERATING TEACHERS' QUALIFICATIONS AS PREDICTORS OF NORTH DAKOTA STUDENT TEACHER PERFORMANCE BASED ON THE INTASC MODEL STANDARDS

Introduction

The preparation of teachers is a team effort. Teacher preparation programs, state teacher licensing agencies, and cooperating teachers (CTs) each play a significant role in the assimilation and the success of beginning teachers. The need for this process has become exceedingly clear as the federal legislation, *No Child Left Behind*, becomes a reality in our schools. Accountability, along with high academic standards, is at the center and is the driving force of this movement. Standards are evident at all levels of education beginning with the teacher preparation programs at institutions of higher education (IHEs) and leading to the pupils' performance level in the classroom.

The training of teachers begins with application and admission to a teacher education program and culminates with licensure. Licensure requirements are generally based on a beginning teacher's performance on a standardized exam. The performance of each candidate is measured at several points throughout a teacher education program. The National Council for the Accreditation of Teacher Education (NCATE) requires all programs it accredits to document a range of performance assessments which demonstrate that the graduates of teacher preparation programs have the knowledge,

skills, and dispositions necessary to teach all children (NCATE, 2000). This evaluation effort presents new challenges in teacher education programs at IHEs.

Statement of Problem

With the passage of *No Child Left Behind*, established by President George W. Bush in January, 2002, as a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, teachers at all levels must be held accountable to meet new guidelines and standards. States will be required to have a highly-qualified teacher in every public classroom by the end of the 2005-2006 school year. Beginning teachers will need to be licensed or certified by the state in which they will be teaching, hold at least a bachelor's degree in a subject-specific discipline, and pass a rigorous state test on subject knowledge and educational pedagogy.

Candidates completing teacher education programs must be prepared to meet the standards expected of beginning teachers. Student teaching serves as the capstone experience in teacher education programs and provides a setting in which the candidate's performance, according to established standards, will be measured. It allows prospective teachers to confront teaching as a career for the first time. CTs play a crucial role in evaluating the performance of STs, contributing to the STs' pedagogical ability and other professional beliefs and practices.

Purpose of the Study

The purpose of this study was to determine if a CT's years of teaching experience, CT's level of education, and total number of STs the CTs had during their teaching careers were predictors of how the CTs measured STs' teaching performance on the ten INTASC principles. These ten INTASC principles as stated on the *North Dakota Student*

Teaching Survey (NDSTS) include knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership.

Review of Literature

The Role of Cooperating Teacher

The capstone experience in a teacher education program is generally the student teaching experience. It is during this period that the candidates have the opportunity to assume full responsibility for a classroom under the supervision of a university supervisor and work closely with a mentor teacher in the schools, usually referred to as the cooperating teacher.

The role of the CT in a student teaching experience has always been a vital determinant of a ST's success or failure. CTs are an integral part of a professional team geared toward preparing and guiding STs. Veal (1998) stated that the CT has the most influence and power over the ST even if the CT is not an active participant in the decision-making process of being chosen for the supervisory CT role. CTs provide guidance and encouragement to STs, but at the same time, allow the STs to experience the realities of teaching. Continual evaluation of the STs' progress by the CT is ongoing throughout the student teaching experience. A research study by Seghers (2002) concluded that a CT's role should include preparing his/her school for the arrival of the ST, striving to work cooperatively and communicating effectively with the ST, and extending his/her influence beyond the classroom by arranging for observations and setting up extracurricular duties for the ST.

Researchers (Seghers, 2002; Morgan, 1999; Veal & Rikard, 1998; Page, 1994; Richardson-Koehler, 1988; Bunting, 1988; and Costa & Garmston, 1987) concur that the CT is in the position of primary influence in the preparation of STs. According to Costa and Garmston (as cited in Henry & Beasley, 1996), CTs' major contributions to STs are their willingness to model professionalism, to pass on the tools of the teaching trade, and to develop the intellectual process of teaching. The support given to their STs as evaluator, guide, supporter, supervisor, encourager, mentor, and coach is ultimately one of the major predictors of student teaching success. Sudzina (1994) stated, “. . . cooperating teachers in field placement classrooms act as mentors on behalf of their student teachers, helping them to translate theory to practice” (p. 4).

According to Nagle (1991), the primary role of a CT is as mentor (as cited in Phillips & Baggett-McMinn, 2000, p. 1.). Smith (1991) stated, “Cooperating teachers help convert student teachers into teachers, taking full responsibility of instruction of the student teachers” (as cited in Phillips & Baggett-McMinn, 2000, p. 1.). CTs have the opportunity to help STs develop skills relating to the amount of instructional time needed to give directions, to handle misbehaviors, and to effectively manage the classroom. According to Henry and Beasley (1995, p. 5), “. . . cooperating teachers should work with student teachers in guiding their thinking about planning, teaching, analyzing and evaluating what happened, and applying what they have learned to future actions.” Based on the significant roles of CTs in the student teaching experience, the implication of the importance of training CTs in the professional teaching standards can only help to strengthen the knowledge, skills, and dispositions required of all qualified beginning and

veteran teachers. Seghers (2002) reported that the literature regarding the benefits of training and professional development of CTs is scarce.

Standards and Evaluation

Accountability in teacher education programs is not a new issue. The effect of *No Child Left Behind* in this effort, however, has been significant. At no other time in history has there been so much attention given to the measurement of progress. In teacher education, accountability is clearly visible at several levels, from the accreditation of the teacher education program, through the documentation of the performance of classroom teachers.

The National Association of Colleges of Teacher Education (NCATE) is responsible for the accreditation of teacher education programs. Since 1954, NCATE's mission has been to determine which IHEs have developed thorough standards for teacher preparation programs. IHEs that are accredited with NCATE must demonstrate that teacher preparation programs prepare students to teach to the standards in their particular discipline and to ". . . prepare them to meet the licensing standards for content knowledge and skill in curriculum planning, assessment, classroom management, teaching strategies for diverse learners, and collaboration with parents and colleagues" (Kraft, 2001, p. 4).

Licensing is another tier in assessment of teacher quality. The Interstate New Teacher Assessment and Support Consortium (INTASC), sponsored by the Council of Chief State School Officers (CCSSO), was created in 1987. One of INTASC's goals was to provide model core performance standards that described essential characteristics of teaching, regardless of subject, grade level, or students being taught. In addition,

INTASC's recommendations have guided the licensing of new teachers and have endeavored to enhance collaboration among the states as each state became involved in rethinking teacher assessment for initial licensing.

The core standards developed by INTASC serve as a framework for educational reform through teacher education and frequently serve as the guide by which teacher education programs measure their candidates' progress. Darling-Hammond (1997) stated that the principles outline ". . . what teachers need to know and be able to do to teach students for today's new standards" (p. 2). Weber, Somers, and Wurzbach (1998) declared, "These principles, linked to National Board for Professional Teaching Standards (NBPTS), focus on the ability of teachers (a) to present new ideas so they connect to what students already know, (b) to provide tasks that actively engage students in critical thinking and solving problems, (c) to plan instruction based on knowledge of how students differ in their approaches to learning, and (d) to create a learning environment in which learning by all students is valued" (p. 431).

The model standards are organized into ten principles and subsequently divided into standards of knowledge, standards of dispositions, and standards of performance (INTASC, 1992). The ten INTASC principles include knowledge of subject matter, knowledge of human development and learning, adapting instruction for individual needs, multiple instructional strategies, classroom motivation and management skills, communication skills, instructional planning skills, assessment of student learning, professional commitment and responsibility, and partnership. A full understanding of the ten INTASC principles by accrediting institutions of teacher preparation programs, CTs supervising STs during the student teaching experience, and licensing agencies helps to

create a foundational stronghold in determining success for beginning teachers. Working closely to complement the INTASC standards for highly accomplished practice in teaching was articulated in its certification processes by the National Board for Professional Teaching Standards (NBPTS).

NBPTS was established in 1987 along with INTASC to define standards for advanced certification of accomplished veteran teachers. The mission of the NBPTS (as cited in Kraft, 2001) is “. . . to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools” (p. 5).

The organizations of NCATE, INTASC, and NBPTS were established to improve teacher quality in IHEs and to enhance the qualifications of beginning and accomplished teachers. Darling-Hammond (1997) stated, “This set of closely aligned standards offers state policymakers the most powerful tools available for developing a high-quality teaching force.” (p. 2)

The challenge facing education is how to evaluate these standards in the field. The INTASC standards often serve as the benchmark for teacher education programs in assuring that they are aligned with NCATE and NBPTS. As a result, it is not atypical to have the principles incorporated in the evaluation of candidates in teacher education. Evaluation of student teaching performance is closely tied to the standards movement that is being felt throughout education. Teacher preparation programs throughout the nation are adopting the INTASC model standards as a basis for preservice and student teaching

evaluations. When evaluating their STs' performance, CTs will be required to understand and to implement the INTASC standards, thereby providing a strong and viable educational assessment for their STs.

The role of the CT is critical and expansive in supporting the professional development of the ST into a competent teacher. It may be assumed that several factors would influence the effectiveness of the CT in this role. Zheng and Webb (2000) indicated that there was scant literature concerning the qualifications of supervising teachers. Slick (1997, as cited in Zheng and Webb, 2000, p. 1) concluded in one of the few studies examining the supervising teacher's role, ". . . that better understanding of the supervising teacher's perceptions, expectations, and obligations are vital to improving the student teaching experience." A review of the literature, however, did not reveal any studies exploring the impact of the level of education, years of teaching experience, or the total number of STs the CTs had during their teaching careers.

Significance of the Study

Only three studies (Smith, et. al., 2000; Weber, et. al., 1998; Alban, et. al., 1998) have assessed STs based on the INTASC principles. All included the use of portfolios as the primary means of performance-based assessment. Several other studies have been conducted in the past to evaluate ST performance, but none has alluded to the use of INTASC principles. None of these studies examined the relationship of the candidate's performance to the professional experiences of the CT. The significance of this study is that it may provide insights regarding the potential influence of the CTs' experiences on measuring and evaluating the STs' performance against the INTASC principles.

Research Question

The following research question drove this study: Did the CT's years of teaching experience, the CT's level of education, and the total number of STs the CTs had during their teaching careers predict the STs' rating on the ten INTASC principles based on knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership?

Methods

Instrument Development

In the fall of 2001, field experience directors from the University of Mary, University of North Dakota, Minot State University (withdrew from the study), Valley City State University, Dickinson State University, Mayville State University, Trinity Bible College, Jamestown College, Valley City State University, and North Dakota State University met to discuss ongoing issues related to teacher preparation programs at IHEs. Discussion ensued regarding the student teaching evaluation systems in place at each of the member institutions. While the STs were evaluated by each institution, there was not a definitive assessment model used among the IHEs in North Dakota. As a result, the state field directors decided to develop an evaluative instrument whereby all STs in North Dakota teacher preparation programs of IHEs could be assessed in a standardized format. This resulted in a collaborative decision of the above-mentioned field experience directors to create a tool, whereby CTs could uniformly evaluate the performance of STs across the state of North Dakota. The field experience directors concluded that to receive an unbiased evaluation of each institution's teacher preparation program, established

criteria needed to be neutral and not tied to any one institution's conceptual framework or model. Therefore, a decision was made to develop an evaluation tool that incorporated and implemented the nationally validated INTASC model standards.

Dr. Rod Jonas, University of Mary field experience director in 2001-2002, volunteered to develop an assessment tool for analyzing the performance of STs that took into consideration the qualifications of the CT and the setting of the cooperating school. Dr. Jonas developed an online survey entitled *North Dakota Student Teaching Survey (NDSTS)*. The survey consisted of eight items concerning the demographics of the CT and ten items relating to the INTASC principles. The anonymity of the respondents was kept because it was not possible to identify the specific institution represented in the response. The performance of STs was rated on a four-point Likert Scale: 4 = Exceptional; 3 = Strong; 2 = Adequate; and 1 = Needs Improvement. The *NDSTS* did not include every word from the original ten INTASC principles established in 1987 by the Council of Chief State School Officers. The principles included were copied exactly from a table included in the textbook entitled *Introduction to Teaching: Becoming a Professional* (2002) by Kauchak, Eggen, and Carter (p. 423). For this study, the abbreviated principles were used as written on the *NDSTS*.

Participating field directors encouraged as many CTs as possible to complete the *NDSTS*. The approach to and the frequency of soliciting responses from CTs varied among the field experience directors over the course of each semester.

Validity

The survey has content validity because it incorporates the INTASC principles which have been accepted by multiple agencies as an effective set of standards. The

preexisting nature of INTASC model standards precipitated the inclusion of these principles into the *NDSTS* research study.

Research Participants

Due to the voluntary nature of the completion of the *NDSTS* on the part of the CTs, it was necessary to contact the North Dakota field experience directors to elicit their cooperation in encouraging their program’s CTs to complete the online *NDSTS*. A total of 103 (n = 103) responses to the survey were submitted during the 2002-2003 school year out of a total of 701 program completers (personal communication, Janet Welk, Executive Director of ESPB, March 12, 2004). The demographic information gathered in this research study included the CTs’ educational levels, the number of STs the CTs have had during their teaching career, and the CTs’ years of teaching experience (Table 13).

Table 13. Demographics of Cooperating Teachers as Listed on the *North Dakota Student Teaching Survey* (n=103).

CTs’ Educational Level	Number of STs the CTs have had During Their Teaching Careers			CTs’ Years of Teaching Experience		
(Number and Percentage of CTs)	(Number and Percentage of CTs)			(Number and Percentage of CTs)		
B.S./B.A. 9 (8.7 %)	1-5 STs 61 (59.2%)	1-5 years 7 (6.8%)				
B.S./B.A. + 15 15 (14.6%)	6-10 STs 21 (20.4 %)	6-10 years 19 (18.4%)				
B.S./B.A. + 30 26 (25.2%)	11-15 STs 13 (12.6%)	11-15 years 20 (19.4%)				
B.S./B.A. + 45 21 (20.4%)	16-30 STs 8 (7.8%)	16-20 years 19 (18.4%)				
M.S. 8 (7.8%)		21-30 years 24 (23.3%)				
M.S. + 15 8 (7.8%)		31-40 years 14 (13.6%)				
M.S. +30 7 (6.8%)						
M.S. + 45 9 (8.7%)						
Doctorate 0 (0.0%)						

Statistical Analysis

In order to identify the significant predictors, stepwise multiple regressions were applied to the data using three separate predictor variables, all derived from the *NDSTS*, to predict the STs' rating on the ten INTASC principles. The three predictor variables were the CT's years of teaching experience, CT's educational level, and the total number of STs the CT has had in his/her teaching career.

Table 14 presents the results of the regression analyses. For principle one (Knowledge of Subject), results indicated a positive correlation ($p < .01$) between the CTs' years of teaching experience and the rating of STs. A significant regression equation was found ($F(1, 101) = 7.51, p < .01$) with R^2 of .07. A positive correlation ($p < .01$) also occurred when the total number of STs the CT has had in his/her teaching career was combined with the CTs' years of teaching experience. A significant regression equation was found ($F(2, 100) = 6.57, p < 0.01$) with R^2 of .12.

For principle two (Learning and Human Development), results indicated a positive correlation ($p < .01$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1, 101) = 7.45, p < .01$) with R^2 of .07.

For principle three (Adapting Instruction), results indicated a significant positive correlation ($p < .05$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1, 101) = 6.9, p < .05$) with R^2 of .06.

For principle four (Strategies), results indicated a positive correlation ($p < .05$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1, 101) = 5.85, p < .05$) with R^2 of .06. A positive correlation ($p < .01$) also occurred when the total number of STs the CT has had in his/her

teaching career was combined with the CTs' years of teaching experience to predict the rating of the STs. A significant regression equation was found ($F(2, 100) = 6.18, p < 0.01$) with R^2 of .11.

For principle five (Motivation and Management), results indicated a significant positive correlation ($p < .01$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1, 101) = 12.32, p < .01$), with R^2 of .11.

For principle six (Communication), no significant predictor variables resulted.

For principle seven (Instructional Planning), results indicated a positive correlation ($p < .05$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1, 101) = 4.01, p < .05$) with R^2 of .04. A positive correlation ($p < .05$) also occurred when the CTs' years of teaching experience and the total number of STs the CT has had in his/her teaching career were combined to predict the rating of the STs. A significant regression equation was found ($F(2, 100) = 4.44, p < 0.05$) with R^2 of .08.

For principle eight (Assessment), results indicated a positive correlation ($p < .05$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1, 101) = 5.75, p < .05$) with R^2 of .05. A positive correlation ($p < .01$) also occurred when the CTs' years of teaching experience and CTs' level of education were combined to predict rating of the STs. A significant regression equation was found ($F(2, 100) = 6.05, p < 0.01$) with R^2 of .11.

For principle nine (Commitment), results indicated a positive correlation ($p < .01$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1,101) = 17.23, p < .01$) with R^2 of .15.

For principle ten (Partnership), results indicated a positive correlation ($p < .01$) between CTs' years of teaching experience and the rating of the STs. A significant regression equation was found ($F(1,101) = 12.77, p < .01$) with R^2 of .11.

Table 14. Significant Standardized Beta Weights for CTs' Years of Teaching Experience, Number of STs the CTs Have Had in Their Teaching Career, and CTs' Educational Level as Predictors of STs' Rating on the Ten INTASC Principles.

INTASC Principles	CTs' Years of Teaching Experience		Number of STs the CTs have had in teaching careers		CTs' Educational Level	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
Principle One (Knowledge of Subject)	.263 ^b	.412 ^c	ns	-.263 ^a	ns	ns
Principle Two (Learning and Human Development)	.262 ^b	ns	ns	ns	ns	ns
Principle Three (Adapting Instruction)	.253 ^b	ns	ns	ns	ns	ns
Principle Four (Strategies)	.234 ^a	.396 ^c	ns	-.285 ^a	ns	ns
Principle Five (Motivation and Management)	.330 ^c	ns	ns	ns	ns	ns
Principle Six (Communication Skills)	ns	ns	ns	ns	ns	ns
Principle Seven (Planning)	.195 ^a	.339 ^b	ns	-.253 ^a	ns	ns
Principle Eight (Assessment)	.232 ^a	.331 ^b	ns	ns	ns	-.253 ^a
Principle Nine (Commitment)	.382 ^c	ns	ns	ns	ns	ns
Principle Ten (Partnership)	.335 ^c	ns	ns	ns	ns	ns

^asig. at .05 level, ^bsig. at .01 level, ^csig. at .001 level

Discussion

The role of CTs in this research project was significant because of the diverse CT participants who had been selected by the field experience directors throughout North Dakota teacher preparation programs at IHEs. The CTs' years of teaching experience, educational level, and the number of STs the CTs had during their teaching career varied extensively in this research study.

Teacher experience proved to be a consistently significant predictor of the STs' rating on the INTASC principles of knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, planning, assessment, commitment, and partnership. The vast amount of prior knowledge gleaned throughout the CTs' educational career provides the CT with a wealth of experiences on which they can base their assessment of the STs' performance. The knowledge, dispositions, and performance skills found in the ten INTASC principles are practiced daily in the CTs' classroom. Their expertise in evaluating STs tend to be influenced by their teaching experience, as CTs tend to acquire a solid understanding of what constitutes a successful teacher at any level the longer they teach. Skills are continually being honed throughout a teachers' career and demonstrate continual improvement in the implementation of a variety of motivational, management, and assessment strategies.

When coupled with teaching experience, the number of STs a CT had during his/her teaching career also predicted the rating of STs for the INTASC principles of knowledge of subject, strategies, and planning. These findings suggest that the number of STs a CT had during his/her career made a difference in how consistently and objectively the CT evaluated the performance of STs in their new role in the classroom. It is possible

that the past experiences of STs in a CT's classroom influenced the CTs' assessment of the STs in the areas of knowledge of subject, multiple teaching strategies, and instructional planning.

For principle six (Communication Skills), the CT's years of teaching experience, the number of STs a CT has had in his/her teaching career, and the CT's educational level were not found to be predictors of the STs' rating on this principle. This would suggest that the ST's ability to communicate in a variety of effective and efficient modalities, including oral, written, media, and nonverbal, was not influenced by the CTs' qualifications as indicated in this study.

Educational level was found to be a significant predictor of the STs' ratings only for principle eight (Assessment) when combined with the CT's years of teaching experience. This may suggest that teachers who have been in the classroom a number of years have acquired the knowledge through experience which enables them to evaluate the STs' ability to assess student learning and to accommodate the diverse learning styles of their students. STs may require numerous opportunities to apply and experience various forms of assessment in order to understand what each reveals about student learning.

Implications of this Study

This study provided evidence that the length of time CTs had teaching had an impact on their rating of STs during the STs' student teaching experience. An awareness of the importance of the number of STs a CT had during his/her teaching career was another variable for the field experience directors to consider when selecting CTs. Although the CTs' level of education when combined with CTs' years of teaching

experience was found to be a significant predictor only for principle eight (Assessment), it provided evidence that the continuing education of CTs may provide STs with enhanced exposure to multiple assessment strategies. Implementing the INTASC model standards as a uniform assessment tool in measuring ST performance, North Dakota teacher preparation programs at IHEs could better predict the quality of their beginning teachers.

Future Studies

Extending this study beyond North Dakota would give more validity and reliability to the study because of the larger area and sampling population. The inclusion of the behavioral objectives for the areas of knowledge, dispositions, and performance in a research study would give CTs participating in this study further criteria in which to evaluate their STs. Teacher preparation programs at IHEs and state licensing agencies would receive a more complete, concise look at the caliber of graduating teachers entering the educational field. An additional section could be added to the quantitative portion of the *NDSTS* where the CT could respond to the following statement: *Describe in detail a specific example(s) in which this principle was observed.* The response would be anecdotally reported, data compiled, organized, and coded into appropriate themes and categories. Focus groups or a group interview could be organized by the researcher with CTs to discuss the CTs' assessment of their STs based on the ten INTASC model standards.

Conclusion

Field experience directors in teacher preparation programs at North Dakota IHEs must continue to have CTs evaluate their STs using the ten INTASC principles as a

consistent and fair means of evaluating the STs' perceived performance during the STs' student teaching experience. CTs trained in using INTASC as an evaluative measure of ST performance will solidify the capstone experience of student teaching and aid in the competence of our beginning teachers in the classroom. In addition, the field experience directors need to be cognizant of the importance of teacher experience and the number of STs the CTs have had in their teaching career, so that the STs can experience optimal educational growth during their student teaching experiences. These efforts may greatly assist North Dakota teacher preparation programs at IHEs to graduate only the most competent STs to enter the teaching force as highly qualified beginning teachers.

The standards movement in the United States has ignited a cry for educational reform, and it is demanding a great deal of its educational community through awareness and accountability of its teachers. Sustaining fundamental educational change is difficult and complicated. Educators at all levels, from preservice teacher to student teacher to beginning teacher to veteran teacher, must have the audacity to make these changes to ensure that every classroom has a quality teacher. Shulman (as cited in Ornstein, Behar-Horenstein, and Pajak, 2003) stated, "Most of the current reforms rest on the call for greater professionalism in teaching, with higher standards for entry, greater emphasis on the scholarly bases for practice, more rigorous programs of theoretical and practical preparation, better strategies for certification and licensure; and changes in the workplace that permit greater autonomy and teacher leadership" (p. 123). Needed change cannot occur without risk. Improving the assessment process through use of the INTASC principles will only raise the bar for qualified and quality teachers in today's and tomorrow's classroom.

CHAPTER V

SYNTHESIS

This chapter will summarize the two studies presented in chapters three and four as possible publishable journal articles, discuss the implications for teacher preparation programs at IHEs and state licensing agencies, and present overall conclusions and recommendations. The researcher was granted full permission from Dr. Rod Jonas, Associate Professor at the University of Mary, Bismarck, North Dakota, to use the research compiled on the online *NDSTS*.

STs' Performance Based on the INTASC Principles

This study analyzed the performance of STs graduating from North Dakota teacher preparation programs based on the INTASC model standards for beginning teachers as rated by the STs' CTs. The INTASC principles include knowledge of subject matter, knowledge of human development and learning, adapting instruction for individual needs, multiple instructional strategies, classroom motivation and management skills, communication skills, instructional planning skills, assessment of student learning, professional commitment and responsibility, and partnership.

After the data ($n = 103$) were collected from *NDSTS*, the researcher displayed descriptive statistics to report the findings and to answer the following research question: How are STs rated on the ten INTASC model principles, including knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership?

Focus of the Study

Although the focus of this study addressed only STs enrolled in teacher preparation programs at IHEs in North Dakota throughout the 2002-2003 school year, this was a step in codifying and unifying a set of standards (i.e., INTASC) to be used consistently when evaluating ST performance at North Dakota teacher preparation IHEs. The results indicated a strong to exceptional rating for all of the STs for each of the ten INTASC principles evaluated on the *NDSTS*. The difference between the highest and lowest mean score for all ten INTASC principles was .27.

Data Analysis

The highest mean score was in the area of professional commitment and responsibility (M=3.21). This would suggest that STs understood how their participation in the ST experience supported their commitment to the teaching profession. It also pointed out that factors in the STs' outside environments (i.e., home, church, community, organizations, etc.) may have influenced their performance during their student teaching experience.

The lowest mean score (M=2.94) was in the area of classroom motivation and management skills, with assessment of student learning showing a slightly higher mean score (M=2.98). Accomplished teachers are continually seeking and trying new and alternative methods hoping to improve student learning in a positive classroom environment. In that the STs lacked extensive experience in the classroom, it was understandable that principle five (Student Motivation and Classroom Management Skills) and principle eight (Assessment of Student Learning) mean scores were lower than the other eight INTASC principles. These skills are continually being honed

throughout the teachers' career, demonstrating a continual improvement in the implementation of a variety of motivational, management, and assessment strategies. STs may require additional experiences in a classroom to further guide them in establishing appropriate guidelines and procedures that nurture self-direction, risk taking, and collaboration among their students in a climate of mutual respect.

Purpose of the Study

This study provided a vehicle for accountability of all North Dakota teacher preparation programs at IHEs. A common assessment tool with a set of national standards provided consistency and uniformity to this process, assuring that all North Dakota teacher preparation programs would abide by the same code of standards to graduate quality beginning teachers. This study also offered a means of self-evaluation of each institution's teacher preparation program. More emphasis may be given to the areas (i.e., Student Motivation and Classroom Management Skills, Assessment of Student Learning) relating to the INTASC principles with lower mean scores on the *NDSTS*. Sustained learning experiences in authentic teaching and learning settings are critical to the growth and development of quality experienced teachers. Through these learning experiences, skills are continually being honed throughout a teachers' career and demonstrate continual improvement in the implementation of a variety of motivational, management, and assessment strategies. Opportunities may be present in a ST experience; however, these teaching experiences may not afford ample time for STs to perfect these skills. To better prepare STs, this study may provide teacher preparation programs with additional information which may help guide them in reassessing their policy on the STs' length of time in the field during their student teaching experience.

Future Studies

Moving this study beyond the boundaries of North Dakota would solidify the continuity and consistency of using the same set of standards, since the ten INTASC model standards serve as a framework for educational reform through teacher preparation and continuing professional development. Including the behavioral objectives for the areas of knowledge, dispositions, and performance in a research study would give teacher preparation programs and state licensing agencies a more complete, concise look at the caliber of graduating teachers entering the teaching profession.

An additional section could be added to the quantitative *NDSTS* where the CT could respond to the following statement: *Describe in detail a specific example(s) in which this principle was observed.* The response would be anecdotally reported, data compiled, organized, and coded into appropriate themes and categories. Focus groups or a group interview could be organized by the researcher with CTs to discuss the CTs' assessment of their STs based on the ten INTASC model standards. The main purpose of focus group research is to draw upon the respondents' feelings, attitudes, beliefs, experiences, and reactions in a way that would not be feasible using other methods such as observation, one-to-one interviewing, or questionnaire surveys (Morgan and Krueger, 1993). As stated by Glesne (1999), "True research does not end. Instead, it points the way for yet another search" (p. 199).

CTs' Qualifications as Predictors of North Dakota STs' Performance

Based on INTASC Principles

This portion of the study analyzed if the CT's years of teaching experience, CT's level of education, and total number of STs the CT had during his/her teaching career were predictors of a ST's rating on the *NDSTS*. The INTASC principles included knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership as stated on the *NDSTS*.

Data Analysis

After the data ($n = 103$) was collected from the *NDSTS* and compiled after spring of 2003 out of a total of 701 program completers (personal communication, Janet Welk, Executive Director, ESPB, March 12, 2004), the researcher applied standard statistical methodologies to answer the following research question: Did the CT's years of teaching experience, the CT's level of education, and the total number of STs the CTs had during their teaching careers predict how they would rate the STs on the ten INTASC principles based on knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership?

Results indicated teacher experience to be a consistently significant predictor of the STs' rating on the *NDSTS* for the INTASC principles of knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, planning, assessment, and commitment. The total number of STs the CTs have had in their teaching careers combined with the CTs' years of teaching experience

were significant predictors for knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, planning, assessment, and commitment. The CTs' level of education when combined with the CTs' years of teaching experience was a significant predictor only in the area of assessment. No significant predictor variables were found for the INTASC principle of communication.

Significance of the Study

This study provided evidence that the greater number of years of teaching experience for CTs appeared to influence their rating on the STs' performance as indicated on the *NDSTS*. The importance of the number of STs a CT has had in his/her teaching career was another predictor variable for the field experience directors to consider when selecting CTs. Although the CTs' level of education when combined with CTs' years of teaching experience was found to be a significant predictor only for principle eight (assessment), it provided evidence that the continuing education of CTs may provide STs with enhanced exposure to multiple assessment strategies. This may suggest that teachers who have been in the classroom a number of years have acquired the knowledge through experience which enables them to evaluate the STs' ability to assess student learning and to accommodate the diverse learning styles of their students. STs may require numerous opportunities to apply and experience various forms of assessment in order to understand what each reveals about student learning.

This study also provided a vehicle for accountability of all North Dakota teacher preparation programs at IHEs. The INTASC model principles provided a uniform assessment tool that provided consistency and uniformity in measuring ST performance, assuring all North Dakota teacher preparation programs that the same code of standards

would be required to graduate quality beginning teachers. This study may encourage field experience directors in teacher preparation programs in North Dakota to continue having CTs evaluate their STs using the ten INTASC principles as a consistent and fair means of evaluating the CTs' perception of the STs' performance during the STs' student teaching experience. CTs trained in using INTASC as an evaluative measure of ST performance could solidify the capstone experience of student teaching and aid in the competence of our beginning teachers in the classroom. In addition, the field experience directors need to be cognizant of the importance of teacher experience and the number of STs the CTs have had in their teaching career, so that STs can experience optimal educational growth during their student teaching experiences. These efforts may greatly assist North Dakota teacher preparation programs at IHEs to graduate only the most competent STs to enter the teaching force as highly qualified beginning teachers.

Finally, this study also offered a means of self-evaluation of each institution's teacher preparation program. Curriculum revisions may result through the analysis of the STs' performance and more emphasis may be given to the areas which scored lower (i.e., student motivation and classroom management skills, assessment of student learning) on the *NDSTS*.

Future Studies

Extending this study beyond North Dakota would give more validity and reliability to the study because of the larger area and sampling population. An additional study focused on investigating the reliability of the *NDSTS* would add depth to the research instrument. The inclusion of the behavioral objectives for the areas of knowledge, dispositions, and performance in a research study would give CTs

participating in this study further criteria in which to evaluate their STs. Teacher preparation programs at IHEs and state licensing agencies would receive a more complete, concise look at the caliber of graduating teachers entering the educational field.

An additional section could be added to the quantitative portion of the *NDSTS* where the CT could respond to the following statement: *Describe in detail a specific example(s) in which this principle was observed.* The response would be anecdotally reported, data compiled, organized, and coded into appropriate themes and categories. Focus groups or a group interview could be organized by the researcher with CTs to discuss the CTs' assessment of their STs based on the ten INTASC model standards. The main purpose of focus group research is to draw upon the respondents' feelings, attitudes, beliefs, experiences, and reactions in a way that would not be feasible using other methods such as observation, one-to-one interviewing, or questionnaire surveys (Morgan and Krueger, 1993). As stated by Glesne (1999), "True research does not end. Instead, it points the way for yet another search" (p. 199).

The field experience directors, in addition, need to be cognizant of the potential impact that the length of teaching experience and the number of STs the CTs have had in their teaching career may impact their rating of STs. By having the most experienced CTs, North Dakota teacher preparation programs may be supporting graduating STs who then may enter the teaching force as highly qualified beginning teachers.

Kovalik (1994) asserted, "While the change needed in schooling is huge, the need for personal transition within is even greater" (p. 233). It is not change that causes disillusionment or despair; it is the transitions. Change deals with situations, while transition is the psychological process people go through to come to terms with a new

situation. The standards movement in the United States is demanding a great deal of its educational community. Teachers must have the courage to transition into a new realm of educational awareness and accountability which will assure all students that there is and will be a quality teacher in every classroom.

APPENDIX A

North Dakota Student Teaching Survey

This survey has been developed by the Field Placement Directors from the University of Mary, University of North Dakota, Minot State University, Valley City State University, Dickinson State University, Mayville State University, Trinity Bible College, Jamestown College, and North Dakota State University. It is designed to analyze the performance of Student Teachers in regards to the qualifications of the Cooperating Teacher and the setting of the Cooperating School. Your assistance with the completion of this survey would be greatly appreciated.

Directions: Please read each of the statements below and select or insert the answer that best describes yourself or the school in which you work. Thank you for your assistance!

Cooperating Teacher Information

☛ Cooperating Teacher's Name:

☛ Name of School:

☛ School Setting:

- Elementary School
- Middle School
- High School
- Elementary & Middle School Combination
- Elementary, Middle School, & High School Combination
- Middle School & High School Combination

☛ Teaching Experience (please list the number of years of teaching experience):

☛ Please select below the "level of education" you have achieved:

- B.S. or B.A. Degree
- B.S. or B.A. Degree/+15 credits
- B.S. or B.A. Degree/+30 credits
- B.S. or B.A. Degree/+45 credits
- M.S. Degree
- M.S. Degree/+15 credits
- M.S. Degree/+30 credits
- M.S. Degree/+45 credits
- Doctoral Degree

☛ Please list the number of student teachers would have had during your teaching

career:

Cooperating School Information

Please select the number of students in your school:

- 0-199
 200-399
 400-599
 600-799
 800-999
 1000 or More

Please select the approximate number of students in your school who are on the free or reduced lunch program:

- 0% - 19%
 20% - 39%
 40% - 59%
 60% - 79%
 80% or above

Student Teacher Performance Evaluation

Directions: Please rate your student teacher in each of the areas listed below using the following likert scale:

1=needs improvement----2=adequate----3=strong----4=exceptional

KNOWLEDGE OF SUBJECT: The student teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- 4 = Exceptional
 3 = Strong
 2 = Adequate
 1 = Needs Improvement

LEARNING AND HUMAN DEVELOPMENT: The student teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

- 4 = Exceptional
 3 = Strong
 2 = Adequate
 1 = Needs Improvement

ADAPTING INSTRUCTION: The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

☛ STRATEGIES: The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

☛ MOTIVATION AND MANAGEMENT: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

☛ COMMUNICATION SKILLS: The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

☛ PLANNING: The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

☛ ASSESSMENT: The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

☛ COMMITMENT: The student teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and

other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

☛ PARTNERSHIP: The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- 4 = Exceptional
- 3 = Strong
- 2 = Adequate
- 1 = Needs Improvement

Thank you for completing this survey. Please click on the submit button below upon completion.

☛ indicates response required

Submit



UNIVERSITY OF MARY
Division of Education

7500 University Drive
Bismarck, ND 58504-9652
(701) 255-7500
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Appendix B

April 1, 2003

To Whom It May Concern:

I, hereby, give Gwyn Herman permission to use the online North Dakota Student Teacher Survey I developed to assess the effectiveness of student teachers placed by North Dakota teacher preparation programs. Student teacher effectiveness was assessed in the survey by evaluating each student teacher according to his/her ability to meet Interstate New Teacher Assessment and Support Consortium (INTASC) teaching standards.

The online North Dakota Student Teacher Survey was reviewed for content validity by the Field Directors at North Dakota State University, University of North Dakota, Minot State University, Mayville State University, Valley City State University, and the University of Mary. A reliability study was not conducted for this survey.

Sincerely,

A handwritten signature in cursive script that reads "Rod Jonas".

Rod Jonas, Ph.D.
Associate Professor
Chair-Division of Education

Appendix C

October 9, 2002

Dear Cooperating Teacher:

Thank you for working with our students to give them the optimum educational experience needed to successfully become an effective educator. Your willingness to mentor and guide these students is invaluable in their continued educational growth.

I am an Assistant Professor in the Division of Education at the University of Mary, and I am also pursuing a Ph.D. in *Teaching and Learning: Higher Education* from the University of North Dakota. Data received from an online survey you have been asked to complete will be used to complete my dissertation before the summer of 2004. Therefore, I am asking you to please complete and submit this survey at your earliest convenience. It can be accessed at www.umary.edu/~rjonas. Scroll down to *Cooperating Teacher Survey* and use the password *nd* to access the form.

Your cooperation in this matter is greatly appreciated and will greatly aid in my educational research project.

Sincerely,

Gwyn Herman
Assistant Professor

Appendix D

To: Field Experience Directors
November 14, 2002

Dear North Dakota Field Experience Directors:

I am writing to encourage each of you to have your cooperating teachers complete a survey constructed by Dr. Rod Jonas from the University of Mary in conjunction with field directors from UND, Minot State, Valley City State, Dickinson State, Mayville State, NDSU, and Trinity Bible entitled "An Analysis of the Performance of North Dakota Student Teachers in Regards to the Qualifications of the Cooperating Teacher and the Setting of the Cooperating School." I am currently pursuing a Ph.D. from UND through a cohort program delivered in Bismarck, and I have agreed to do the research in dissertation form using this survey. My thoughts for a title will be more specific and include INTASC principles in the title. If and when I publish (which I am planning to do so at this time) I will add your name to the publication if you can assist me. I need your help in the following areas:

(1) Get as many cooperating teachers as possible to agree to help me complete this research project for the purpose of providing Teacher Preparation Programs throughout ND and possibly ESPB and DPI with information that would be helpful to the educational growth of our students and teachers;

(2) Give the survey information to each cooperating teacher who agrees to participate the information on how to get access to the online survey (**log on to www.umary.edu/~rjonas/ and scroll to the bottom of the page and click on the link below the North Dakota Field Directors' Student Teaching Research Project where it says *Cooperating Teacher Survey***). (Note: The online survey is password protected (password: nd) so please give each cooperating teacher the password to access the survey.) Thusfar, I have only received 12 responses.

(3) The survey needs to be completed Fall 02 and Spring 03 so we have data for one year.

Your participation in this research would be greatly appreciated. If any of you have any pertinent information which would help me in my research, I would not hesitate to see it. I have begun an extensive lit review and have also begun to write a dissertation proposal. I will keep you all informed as to my progress. Thank you again for helping me in this endeavor.

Sincerely,

Gwyn Herman
Assistant Professor of Education
University of Mary
(701) 355-8087

Appendix E

To: Field Experience Directors
Cc: rjonas@umary.edu
Subject: cooperating teachers' online survey
December 4, 2002

Dear ND Field Experience Directors from UMary, UND, Minot State, Valley City State, Dickinson State, Mayville State, Jamestown College, Trinity Bible College, and NDSU:

The semester is almost completed, so I would like to encourage each of you to have your cooperating teachers complete the online survey designed to assist our ND teacher preparation programs. This first-time statewide research project has the potential to assist all teacher preparation programs in North Dakota to see if preservice teachers are adequately prepared based on the INTASC model standards for beginning teachers. In addition, I will ascertain if certain cooperating teacher qualifications are predictors of student teacher performance. Please encourage your cooperating teachers in the field to complete this survey both semesters this school year. It only takes 3-5 minutes and the information will be valuable to all of us who deal with teacher preparation.

The instructions for each cooperating teacher who agrees to participate in this research are:

- **log on to www.umary.edu/~rjonas/ and scroll to the bottom of the page and click on the link below the North Dakota Field Directors' Student Teaching Research Project where it says *Cooperating Teacher Survey*.**
- **(Note: The online survey is password protected (password: nd) so please give each cooperating teacher the password to access the survey.)**

If you feel you cannot help with this research project, please send me a list of your cooperating teachers with their email addresses so I may contact them personally; however, I hope I can count on each of you to contact your teachers so I may complete this research with adequate data. I would appreciate a response from each of you regarding this research. Thank you.

Happy Holidays,

Gwyn Herman
Assistant Professor of Education
University of Mary
355-8087

Appendix F

December 13, 2002

Dear :

I am working on my Ph.D. from UND and am distributing an online, statewide survey of cooperating teachers in North Dakota to determine if preservice teachers are adequately prepared based on the INTASC model standards for beginning teachers. In addition, I will ascertain if certain cooperating teacher qualifications are predictors of student teacher performance.

I have sent letters to all the field experience directors in the teacher preparation programs at University of Mary, UND, Minot State, Valley City State, Dickinson State, Mayville State, Jamestown College, Trinity Bible College, and NDSU to have their cooperating teachers fill out an online survey. I would encourage you to complete this survey, as it takes only 3-5 minutes to complete and the information will be valuable to all of us who deal with teacher preparation.

This first-time statewide research project has the potential to assist all teacher preparation programs in North Dakota. Instructions for completing this survey are:

- **log on to www.umary.edu/~rjonas/ and scroll to the bottom of the page and click on the link below the North Dakota Field Directors' Student Teaching Research Project where it says *Cooperating Teacher Survey*.**
- **(Note: The online survey is password protected (password: nd).**

I appreciate you taking your time to assist with this dissertation project. Your willingness, along with your expertise, provides valuable experience for our future teachers of tomorrow. Thank you for your help.

Happy Holidays,

Gwyn Herman
Assistant Professor of Education
University of Mary
355-8087

Appendix G

January 8, 2003

Happy New Year:

I am writing to request that you please remind your cooperating teachers to submit the online survey of their student teacher this fall by logging on to www.umary.edu/~rjonas/ and to scroll to the bottom of the page and click on the link below the North Dakota Field Directors' Student Teaching Research Project where it says *Cooperating Teacher Survey*. (Note: The online survey is password protected (password: nd) so please give each cooperating teacher the password to access the survey.)

I have received approximately 50 surveys, but having a larger sampling is more reliable if we are going to use the information to improve our teacher preparation programs. Thank you for taking your time to assist in this research project. It is truly appreciated.

Gwyn Herman
University of Mary

Appendix H

January 27, 2003

Dear ND Field Experience Directors from UMary, UND, Valley City State, Dickinson State, Mayville State, Jamestown College, Trinity Bible College, and NDSU:

Another semester has begun and I would like to urge each of you to inform your cooperating teachers to complete an online survey regarding their student teachers at the end of the semester. Fall semester netted 51 responses, and it would appear we have many more cooperating teachers in the state of North Dakota. (Valley City, I am sorry you were not on my Fall Semester list. It was an oversight on my part. Your fall cooperating teachers are urged to complete this online survey also so we have representation from all the teacher preparation institutions in the state.) Regretfully, Minot State has opted to not participate in this research project. I would gladly write to each of your cooperating teachers both fall and spring semesters to urge them to complete the survey if you feel you cannot aid in this research project.

This study would aid the entire state of North Dakota in preparing tomorrow's teachers. Dickinson State sent me a comprehensive list of their cooperating teachers for both secondary and elementary and I was able to contact each of them individually during Fall semester. UND took this information to a meeting during the semester with their cooperating teachers and many were submitted, and University of Mary brought the information forward at a student teacher meeting with specific instructions on how to access the survey and then share this information with their cooperating teacher. Your assistance in getting this information to your cooperating teachers or sending me a list so I may contact them would be GREATLY appreciated. The instructions for each cooperating teacher who agrees to participate in this research are:

- **log on to www.umary.edu/~rjonas/ and scroll to the bottom of the page and click on the link below the North Dakota Field Directors' Student Teaching Research Project where it says *Cooperating Teacher Survey*.**
- **(Note: The online survey is password protected (password: nd) so please give each cooperating teacher the password to access the survey.)**

This first-time statewide research project has the potential to assist all teacher preparation programs in North Dakota to see if preservice teachers are adequately prepared based on the INTASC model standards for beginning teachers. In addition, I will ascertain if certain cooperating teacher qualifications are predictors of student teacher performance. Please encourage your cooperating teachers in the field to complete this survey both semesters this school year. It only takes 3-5 minutes and the information will be valuable to all of us who deal with teacher preparation.

Thank you for your valuable time and assistance,

Gwyn Herman
Assistant Professor of Education
University of Mary
355-8087

Appendix I

April 26, 2003

Dear Cooperating Teacher:

As our semester winds down at the University of Mary and your student teacher leaves, an important research project is being conducted by me to aid the entire state of North Dakota in preparing tomorrow's leaders. I am an Assistant Professor in the Division of Education at the University of Mary, and I am also pursuing a Ph.D. in *Teaching and Learning: Higher Education* from the University of North Dakota. Data received from this online survey I am asking you to complete will be used to complete my dissertation before the summer of 2004.

The survey can be accessed by logging on to www.umary.edu/~gsherman and scrolling down to *North Dakota Field Directors' Student Teaching Research Project* and typing in the **password** *nd*. I would appreciate it if you could submit this at your earliest convenience.

Thank you for working with our student to give them the optimum educational experiences needed to successfully become effective educators. Your willingness to mentor and guide these students is invaluable in their continued educational growth.

Sincerely,

UNIVERSITY OF MARY

Gwyn Herman
Assistant Professor of Education
(701) 355-8087

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