



STUDENT TEACHING REQUIREMENTS IN SREB STATES

Background

During [October 2016](#), the Louisiana Board of Elementary and Secondary Education approved changes to the rules governing teacher preparation providers. The Believe and Prepare program will require candidates admitted after fall 2018 to complete a yearlong residency and an accompanying competency-based curriculum.

Nine SREB states require teacher candidates to complete twelve or more weeks of student teaching. While three states authorize educator preparation programs (EPPs) to require yearlong student teaching, no SREB states currently require full-year experiences.

This briefing summarizes state policies, analyzes relevant research and features specific examples of effective programming. While the briefing focuses on the length of these experiences, the research and program examples surface a more important concern — improving the quality of preservice experiences to prepare novice teachers for lifelong success.

State Clinical Requirements

All SREB states require teacher candidates enrolled in traditional educator preparation programs to complete student teaching. Ten SREB states address the requirements of the cooperating or mentoring K-12 teacher. SREB has categorized state policies by the length of the clinical experience. State profiles also feature requirements related to candidate supervision and successful completion of the clinical experience.

State Requires One-Semester Internship or Equivalent

Alabama

Regulatory Citation: [AAC 290-3-3](#)

State policy requires candidates to spend at least half of their field experiences in their teaching field. Policy requires full-time teaching for at least five consecutive days prior to completing student teaching. Policy requires separate internships for candidates pursuing certification in multiple areas. Cooperating teachers should have at least three years of teaching experience, hold an advanced degree or possess National Board Certification.

Georgia

Regulatory Citation: [GAPSC 505-2-.01](#) & [GAPSC 505-2-.03](#)

State policy recommends a full-year residency, but only requires one semester internship or residency. Policy authorizes EPPs to require internships longer than one semester in length. Partnership agreements between EPPs and school districts delineate roles and responsibilities of each party. Policy permits job-embedded internships for candidates enrolled in the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP). Cooperating teachers should have at least three years of classroom experience and hold renewable, professional certification.

State Requires One-Semester Internship or Equivalent (Continued)

Kentucky

Regulatory Citation: [16 KAR 5:040](#)

State policy requires a full-semester internship lasting at least 70 school days. Prior to starting student teaching, candidates must complete a 200 clock-hour field experience. Policy requires university supervisors to conduct at least four observations of each teacher candidate during the clinical period. Cooperating teachers should have at least three years of teaching experience and hold renewable professional licensure.

North Carolina

Regulatory Citation: [TCP-C-024](#)

State policy requires that candidates complete a 16-week internship in a school district. Preparation programs enter into formal partnerships with districts to conduct internships. Policy authorizes preparation programs to require yearlong internships or residencies. Cooperating teachers should have at least three years of classroom experience, hold renewable professional certification and receive a [summative rating of Accomplished](#) through the North Carolina Educator Effectiveness System (NCEES).

Tennessee

Regulatory Citation: [Policy 5.504](#)

State policy authorizes educator preparation programs to offer three clinical options: student teaching, yearlong internships and job-embedded experiences. All three options require direct teaching experiences at at least two locations. Student teaching lasts for at least 15 weeks with full-day teaching and supervisory observation. The internship lasts at least 100 school days and includes classroom teaching, observation, coursework, seminars and planning. Job-embedded experiences also last a minimum of 100 school days. Cooperating teachers must hold professional licensure and receive a rating of Highly Effective on the [Tennessee Educator Acceleration Model](#).

Texas

Regulatory Citation: [TAC § 228](#)

State policy requires teaching candidates in traditional preparation programs to complete a 12-week full-day or 24-week half-day student teaching experience. Policy authorizes EPPs to offer full-year internships that allow candidates to hold probationary certificates. Candidates must complete a field practicum of at least 160 clock hours in length before starting a student teaching or internship experience. Policy requires three supervisory observations of candidates in student teaching experiences and two observations for those pursuing the yearlong internship.

West Virginia

Regulatory Citation: [Policy 5100](#)

State policy requires teaching candidates to complete a student teaching experience lasting at least 12 weeks. Candidates must complete a field experience lasting a minimum of 125 clock hours before student teaching. Policy authorizes supervision of field experiences by a licensed teacher, state agency or university personnel. Teachers completing job-embedded clinical experience will have a professional support team. The State Board of Education also permits institutions of higher education and school districts to form [teacher-in-residence programs](#).

State Sets Minimum School Day or Clock Hour Requirement

Arkansas

Regulatory Citation: [ADE 327](#)

State policy requires an internship lasting at least 60 full school days or 420 contact hours. Policy prohibits placement of initial licensure candidates in Priority schools and schools in academic distress or under state administrative takeover. Cooperating teachers should receive a summative rating of Proficient or higher through the [Arkansas Teacher Excellence and Support System](#) (AR-TESS).

Louisiana

Regulatory Citation: [Bulletin 746](#)

State policy requires an internship lasting a minimum of 270 clock hours. Policy requires at least 180 of the 270 hours be spent teaching. The state recommends at least 180 hours of field experience prior to starting the internship. Candidates enrolled in alternative teacher preparation programs complete student teaching experience or a one-year, supervised teaching internship. Candidates holding a [Practitioner Teacher License](#) receive a required teaching performance review after the first year of teaching. Cooperating teachers should hold renewable professional certification and complete supervisory coursework, hold a certificate in supervisory assignment or possess National Board Certification.

Oklahoma

Regulatory Citation: [OAC 218:10-5-3](#) & [OEQA requirements](#)

State policy requires a student teaching experience lasting 12 weeks or 360 clock hours. Policy requires the completion of 60 hours of field experiences prior to starting student teaching. Cooperating teachers should have three years of classroom experience in the area in which they are certified.

Virginia

Regulatory Citation: [8 VAC 20-22-130](#)

State policy requires a student teaching experience lasting at least 300 clock hours. Policy requires at least 150 of the 300 clock hours be spent in direct teaching activities.

State Determines Internship Length through Coursework Requirements

Florida

Regulatory Citation: Rules [6A-4.002](#) & [6A-4.006](#)

State policy requires six semester hours of coursework. Educator preparation programs award college credit upon completion of student teaching or a supervised internship. Candidates in alternative certification programs must complete one year of full-time teaching experience.

Policy Is Silent on Specific Time or Coursework Requirements

Delaware

Regulatory Citation: [14 DE 1510](#)

State policy require candidates to “complete a student teaching program or an approved alternative.” Policy authorizes candidates seeking alternative certification to complete a yearlong internship lasting at least 91 days.

Maryland

Regulatory Citation: COMAR [13A.12.02.04](#) & [13A.12.02.06](#)

State policy requires candidates pursuing elementary and secondary teacher certification to complete a “supervised experience” or one year of successful full-time teaching experience. The latter approach is usually reserved for those candidates pursuing certification through alternative means.

Mississippi

Regulatory Citation: [IHL Policy 518](#)

The Board of Trustees for the Institutions of Higher Learning require each preparation program to assure graduates have completed “supervised student teaching experience in K-12 setting” (pp. 85-86 of Policy Manual).

South Carolina

Regulatory Citation: [R 43-51](#)

State policy does not reference specific time lengths or clock hour requirements for student teaching assignments.

What Does the Research Say?

Most research studies in this area compare the relative benefits of participating in a one-semester versus a one-year student teaching experience. These studies often analyze field experiences in a specific district or candidate experiences within one educator preparation program. Two representative studies appear below.

In most studies, the length of the student teaching experience is not a statistically significant indicator of candidate self-efficacy or preparedness. However, when candidates rate their experiences as high-quality and enriching, they are more likely to feel effective and well-prepared. Improving the quality of field experiences is crucial. Preparation programs can improve the quality of student teaching experiences through strong partnerships with districts and thoughtful selection of cooperating teachers.

[More or better student teaching?](#)

Researchers conducted surveys with 1,057 student teachers in a large urban district. The survey drew from candidates across multiple years and various educator preparation programs to explore whether increasing the duration and quality of student teaching would alter candidates’ perceptions of their self-efficacy and feelings or preparedness for the classroom.

The study includes a literature review that highlights the research design issues associated with comparing the effectiveness of a one-semester versus one-year internship experience. Researchers claim that they have improved on previous studies by exploring multiple teacher outcomes, specific length of student teaching (measured in the number of weeks) and student and site-based characteristics of the placement school.

Based on their analysis, researchers conclude that the **quality of the student teaching experiences is a more reliable indicator of candidates’ sense of efficacy and perception of preparedness than the length of the experience.** In particular, candidates that reported a high-quality experience were more likely to feel prepared to teach and were more likely to revise upward the number of years that they expected to teach.

[Length of Time in Student Teaching: Effects on Classroom Control Orientation and Self-Efficacy Beliefs](#)

Researchers compared teacher candidates enrolled in one- and two-semester student teaching experiences at a Texas public university. The candidates completed two inventories: one for classroom control, the other for measuring confidence and self-efficacy. Researchers concluded that no significant differences existed in classroom management and teacher self-efficacy across the two approaches.

Program Examples

[Professional Development School District](#)

The University of Georgia's College of Education partnered with Clarke County Public Schools in 2009 to place a professor-in-residence (PIR) in one high-needs elementary school. Two years later, both parties expanded the [Professional Development Schools idea](#) to all 21 PK-12 campuses. Each school benefits from three district-wide professors-in-residence in the areas of leadership development, school climate and special education. Schools can elect to host teacher candidates and to receive other services of on-site instructors and their own half-time PIR. The partnership allows both the program provider and the district to identify high-quality candidates. Aspiring teachers receive a high-quality clinical experience.

[The Residency Model](#)

The [yearlong residency](#) enacted by the Louisiana Board of Elementary and Secondary Education for candidates starting in 2018 builds upon residency models implemented in several localities, including [Boston](#), [Chattanooga](#), [Chicago](#), [Dallas](#), [Denver](#), [Jacksonville](#), [Los Angeles](#) and [Richmond](#).

The National Center for Teacher Residencies has identified [five factors](#) that improve the likelihood that teacher candidates are prepared for the classroom.

For More Information

SREB is here to serve you! If you have any more questions related to teachers and principals, please contact the Educator Effectiveness team.

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