



Agricultural Education teaching interns from the University of Missouri-Columbia and their respective cooperating teachers participated in the study ( $n = 16$ ). The purpose of the study was to assess teaching interns' level of proficiency regarding the 11 Missouri Standards for Teacher Education Programs (MoSTEP) quality indicators at the beginning and completion of the student teaching internship. Self-assessments were completed by the teaching interns at the beginning and completion of the student teaching internship and were compared to cooperating teachers' assessments of the teaching interns at the mid-point (8 weeks) and completion of the internship (16 weeks).

Figure 1 documents the self-perceived growth of the teaching interns measured from the beginning to the completion of the teaching internship (16 weeks). The figure also compares interns' self-perceived growth to the cooperating teachers' assessment of their growth during the internship.

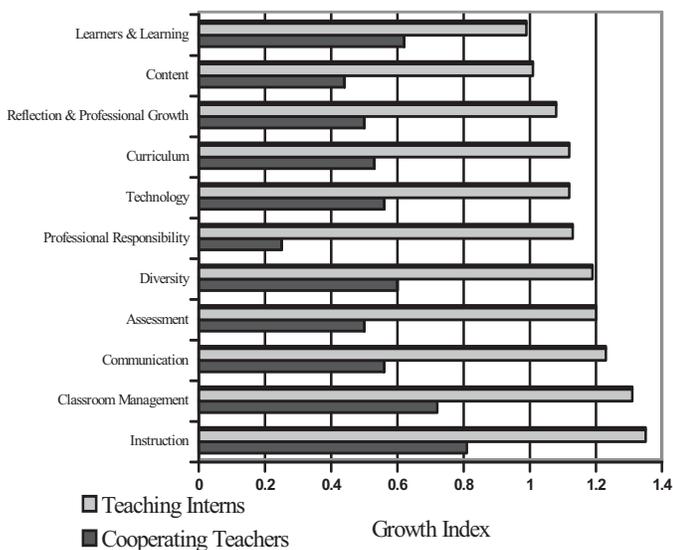


Figure 1. Growth of teaching interns performance regarding the 11 MoSTEP Quality Indicators, using a 6-point scale, as perceived by interns and cooperating teachers

### Key Findings

- Teaching interns reported at least a one point growth, on a 6-point scale, across all 11 MoSTEP quality indicators during the 16 week teaching internship.
- Cooperating teachers reported at least a half a point growth (6-point scale) on 10 of the 11 MoSTEP quality indicators across the final 8 weeks of the teaching internship.
- Cooperating Teachers indicated that teaching interns had the least growth regarding “professional responsibility”. However, cooperating teachers rated this quality indicator the highest of the 11 on the teaching interns’ mid-point assessment.
- Cooperating teachers indicated that interns had the greatest development and growth in the areas of “instruction” and “classroom management”.
- Teacher certification measurements of ACT, GPA, CBASE, and PRAXIS were not predictive of teaching interns’ teaching performance, as assessed by cooperating teachers at the completing of the teaching internship experience.

### Conclusions and Implications

- The student teaching internship made a positive difference in the interns’ development on all 11 MoSTEP quality indicators.
- Interns went from being somewhat proficient at the beginning of the internship, to adequately proficient at the completion of the experience.
- Intern’s greatest growth and development was in the areas of “instruction” and “classroom management”.
- Interns went from meeting the standards to exceeding the standards on all 11 MoSTEP quality indicators as a result of the internship experience.
- The teaching internship is a vital learning experience for preparing teachers for the profession.