

## Preparing for the Long Run: Clinical practice sets every new teacher up for success

To provide all students with a great education, new teachers must be ready to make an impact on day one. The stakes are high because students living in poverty and students of color are assigned first-year teachers more often than their more affluent and white peers. A quality clinical practice experience can make all the difference.



## More effective teachers *and* fewer vacancies



Student teaching with an effective cooperating teacher **can give a first-year teacher the boost they need to be as effective as one in their second or third year**<sup>1</sup>

Student teaching in a classroom with similar demographics to a teacher's first job is associated with **higher teacher effectiveness**<sup>2</sup> and **better teacher retention**<sup>3</sup>



When districts host student teachers, those teachers are **more likely to get jobs in the district**<sup>4</sup>

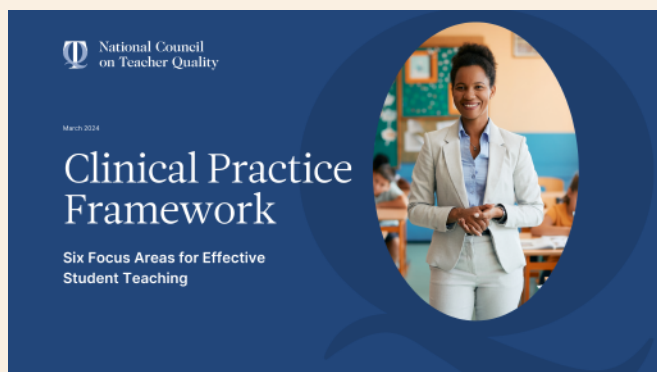
Districts that host student teachers are **less likely to have teacher vacancies**<sup>5</sup>



# Research and experts agree on these six focus areas for a strong clinical practice experience:

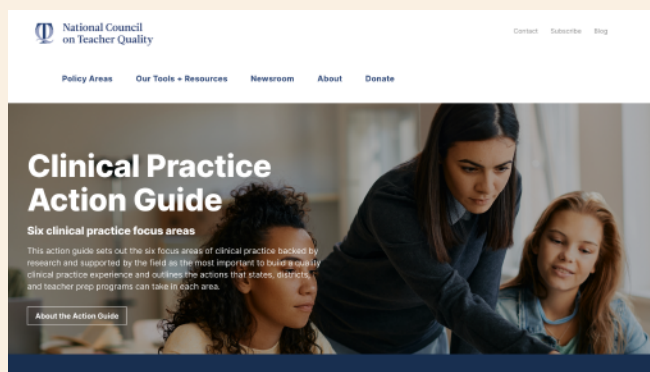
- [1 Strong district-prep program partnerships](#)
- [2 Student teacher-cooperating teacher matches](#)
- [3 Cooperating teachers and program supervisor training](#)
- [4 Student teacher placement sites](#)
- [5 Student teacher skill development](#)
- [6 Data and outcomes](#)

## Want to learn more? We can help!



### Clinical Practice Framework

<https://tinyurl.com/CPFramework>



### Clinical Practice Action Guide

<https://tinyurl.com/CPActionGuide>

## Footnotes

- Goldhaber, D., Krieg, J., & Theobald, R. (2020). *Effective like me? Does having a more productive mentor improve the productivity of mentees?*
- Goldhaber, D., Krieg, J. M., & Theobald, R. (2017). *Does the match matter? Exploring whether student teaching experiences affect teacher effectiveness.*; Krieg, J. M., Goldhaber, D., & Theobald, R. (2022). *Disconnected development? The importance of specific human capital in the transition from student teaching to the classroom.*
- Goldhaber, D., Krieg, J., Theobald, R., & Goggins, M. (2022). *Front end to back end: Teacher preparation, workforce entry, and attrition.*
- Krieg, J. M., Theobald, R., & Goldhaber, D. (2016). *A foot in the door: Exploring the role of student teaching assignments in teachers' initial job placements.*
- Goldhaber, D., Krieg, J., Naito, N., & Theobald, R. (2021). *Student teaching and the geography of teacher shortages.*