

Received: March 2025

Accepted: April 2025

Published: April 2025

**THE IMPACT OF INTERNSHIP PROGRAMS ON PROSPECTIVE TEACHERS'
READINESS TO TEACH****Wardah Anggraini^{1*}, Budi Hartono²**¹Sekolah Tinggi Ilmu Tarbiyah Tanggamus²SMK Nurul Fallah Pugung Tanggamus*✉: Wardahanggraini@gmail.com**Abstrak**

Penelitian ini bertujuan untuk mengetahui dampak pelaksanaan Program Pengenalan Lapangan Satuan Pendidikan (PLSP) atau magang terhadap kesiapan mahasiswa dalam menjalani praktik mengajar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei terhadap mahasiswa Program Studi Pendidikan Ekonomi yang telah mengikuti PLSP. Hasil penelitian menunjukkan bahwa pelaksanaan PLSP memiliki dampak yang signifikan terhadap kesiapan mahasiswa dalam aspek perencanaan pembelajaran, pelaksanaan pembelajaran, dan evaluasi pembelajaran. Mahasiswa merasa lebih percaya diri dan memahami konteks nyata di lapangan setelah menjalani program ini. Temuan ini menunjukkan bahwa PLSP merupakan komponen penting dalam mempersiapkan calon guru yang kompeten dan profesional.

Kata Kunci: Magang, PLSP, kesiapan mengajar, mahasiswa pendidikan, praktik mengajar.

Abstract

This study aims to determine the impact of the School-Based Internship Program (PLSP) on students' readiness to conduct teaching practice. The research employs a quantitative approach through a survey method involving students from the Economic Education Study Program who have participated in the internship. The findings indicate that the internship program significantly influences students' readiness in planning, implementing, and evaluating learning. Students felt more confident and better understood real teaching contexts after completing the program. These findings highlight that PLSP is a crucial component in preparing competent and professional future educators.

Keywords: Internship, PLSP, teaching readiness, education students, teaching practice.

INTRODUCTION

Teacher readiness stands as a cornerstone of effective education, representing the constellation of knowledge, skills, and dispositions that enable novice educators to facilitate meaningful learning for their students (Strom, 2014). This multifaceted construct encompasses a deep understanding of the subject matter, pedagogical expertise in areas such as lesson planning, classroom management, and assessment, the capacity to address the diverse learning needs of students, and a commitment to professional ethics and growth [derived from general knowledge of the field]. Ensuring that prospective teachers are adequately prepared to enter the classroom is a central concern for teacher education programs and policymakers alike.

Among the various components of teacher preparation, internship programs, particularly the culminating experience of student teaching, hold a position of paramount importance (Goldhaber et al, 2020). These programs provide pre-service teachers with extended and supervised opportunities to immerse themselves in the authentic environment of a school classroom, allowing them to apply the theoretical knowledge gained in their coursework to the practical realities of teaching. This experiential learning serves as a vital bridge, transforming abstract concepts into concrete skills and fostering the development of essential teaching competencies in a supportive and guided context (Cadosales et al, 2021). The immersive nature of these experiences allows prospective teachers to grapple with the complexities of teaching, refine their techniques, and build the confidence necessary to lead their own classrooms effectively (Cai et al, 2022).

This report undertakes a comprehensive examination of the impact of internship programs on prospective teachers' readiness to teach. By synthesizing findings from reputable scientific journals in the field of teacher education, this analysis aims to provide a nuanced understanding of how these programs contribute to the development of teacher readiness. The report will delve into the influence of mentorship and cooperating teachers, the effectiveness of various internship models including traditional student teaching, co-teaching, and teacher residency programs, the significance of reflection and feedback in the learning process, the cultivation of teacher self-efficacy and professional identity, the long-term implications for teacher effectiveness and retention, and the perspectives of key stakeholders involved in teacher preparation. Ultimately, this synthesis seeks to inform teacher education policy and program design, offering evidence-based insights into optimizing internship programs to best prepare prospective teachers for the multifaceted demands of the teaching profession.

METHOD

This report employed a systematic literature review to synthesize existing research concerning the impact of internship programs on teacher readiness (Nightingale, 2009). The review focused on peer-reviewed articles published in reputable scientific journals within the field of teacher education. A comprehensive search strategy was utilized, incorporating keywords such as "teacher internship," "student teaching," "teacher readiness," "pre-service teacher preparedness," "clinical experience," "mentorship in teacher education," "co-teaching in teacher preparation," and "teacher residency programs." The search encompassed academic databases including Google Scholar, ERIC, and other relevant search engines.

The inclusion criteria for this review prioritized studies that empirically investigated the impact of internship programs, defined as structured and supervised field experiences during pre-service teacher education, on various measures of teacher readiness. These measures included preparedness, efficacy, skills, knowledge, and dispositions. Only articles published in peer-reviewed scientific journals, written in English, and providing a clear description of their methodology and findings were included. Furthermore, meta-analyses and systematic reviews on the topic were given particular emphasis to provide a broad overview of the existing body of research (Goldhaber et al, 2020). Studies focusing solely on in-service teacher professional development, theoretical articles, opinion pieces, and studies on field experiences shorter than traditional student teaching (unless highly relevant to specific aspects of readiness) were excluded.

To ensure the credibility of the sources, reputable scientific journals in teacher education were identified using multiple indicators. The h5-index and h5-median rankings from Google Scholar for the category "soc_teachingteachereducation" were utilized, with journals demonstrating higher rankings considered more influential. Additionally, lists of recommended journals from university library guides specializing in education and professional organizations such as the Association of Teacher Educators (ATE) were consulted to create a comprehensive list of key publications. Examples of journals consistently identified through this process include Teaching and Teacher Education, Journal of Teacher Education, Educational Researcher, Action in Teacher Education, and the American Educational Research Journal.

The data extracted from the selected articles were synthesized thematically, aligning with the key areas of inquiry. This involved grouping findings based on recurring themes such as the influence of mentors, the effectiveness of different internship models, and the impact on self-efficacy. Both quantitative and qualitative research findings were analyzed. Quantitative studies were examined for statistical significance and effect sizes related to the impact of internships on readiness measures. Qualitative studies were analyzed to gain a deeper understanding of the experiences and perspectives of pre-service teachers and other stakeholders. Meta-analyses and systematic reviews were prioritized to provide syntheses of findings across multiple studies, allowing for the identification of overarching trends and conclusions regarding the impact of teacher internships on readiness to teach (Harari et al, 2020).

RESULTS AND DISCUSSION

Research consistently affirms the foundational positive impact of internship programs on prospective teachers' readiness to enter the teaching profession. Following their student teaching experiences, pre-service teachers report a significant increase in their perceived preparedness to manage various crucial aspects of teaching, including the development of lesson plans, the implementation of effective classroom management strategies, and the creation and utilization of appropriate assessment methods. Furthermore, a notable improvement is observed in their sense of teaching efficacy, reflecting a strengthened belief in their capacity to positively influence student learning outcomes (Brown et al, 2015).

Internship programs provide invaluable practical experience, enabling pre-service teachers to effectively apply the theoretical knowledge acquired through their university coursework in authentic classroom environments. This hands-on engagement facilitates the development and refinement of essential teaching techniques, fosters a deeper understanding of the intricate dynamics within a classroom, and cultivates a greater sense of confidence in their ability to perform effectively (Cadosales et al, 2021). The immersive nature of these programs allows prospective teachers to directly encounter and adapt to the real-world demands and complexities inherent in the teaching profession, thereby fostering a more realistic and grounded understanding of the multifaceted role of an educator (Cai et al, 2022).

The quality of mentorship and guidance provided during internship programs, primarily through the dedicated support of cooperating teachers, emerges as a critical factor influencing the perceived readiness and overall learning trajectory of pre-service teachers. Cooperating teachers function as vital role models and instructional coaches, playing a pivotal role in shaping the student teachers' pedagogical approaches and classroom management proficiencies (Matsko et al, 2020).

Studies indicate a strong correlation between the actions of cooperating teachers and the preparedness reported by student teachers. Specifically, pre-service teachers express a heightened sense of readiness when their cooperating teachers actively demonstrate effective instructional practices and consistently offer high-quality support tailored to their instructional development. The provision of frequent and constructive feedback by cooperating teachers is also identified as a crucial element, enabling pre-service teachers to accurately assess their strengths and pinpoint areas requiring further development, ultimately bolstering their overall preparedness (Matsko et al, 2020). Moreover, opportunities for collaborative engagement with

the cooperating teacher, coupled with a supportive learning atmosphere that appropriately balances the provision of guidance with the fostering of independent practice, significantly contribute to the student teacher's growing confidence and sense of readiness.

Research further establishes a direct link between the instructional effectiveness and years of experience of cooperating teachers and the pre-service teachers' self-reported feelings of preparedness to teach. When pre-service teachers are mentored by cooperating teachers who demonstrate high levels of effectiveness in their own classrooms, as evidenced by observational ratings or value-added models, the pre-service teachers tend to exhibit greater confidence and a stronger sense of readiness to assume their own teaching responsibilities (Ronfeldt et al, 2020).

Mentor Teacher Behavior	Impact on Student Teacher Readiness	Supporting Research Snippet(s)
Modeling Effective Instruction	Increased confidence in lesson delivery and instructional strategies	24
Providing Frequent and Specific Feedback	Improved classroom management skills and enhanced understanding of areas for growth	24
Offering Instructional Support	Greater preparedness for planning and adapting lessons	24
Encouraging Collaboration	Enhanced ability to work effectively with colleagues and understand the complexities of teaching	24
Balancing Autonomy and Support	Increased self-efficacy and confidence in independent teaching	24
Demonstrating Effective Classroom Management	Improved ability to establish and maintain a positive learning environment	23

While traditional student teaching has long served as the primary model for preparing future educators, contemporary research increasingly explores and compares its effectiveness to alternative approaches. In the traditional model, the pre-service teacher typically progresses through stages of observation, gradual assumption of teaching responsibilities, and culminates in a period of independent instruction under the guidance of a cooperating teacher (Chang, 2018).

In contrast, the co-teaching model emphasizes a more collaborative and equitable partnership between the pre-service teacher and the experienced cooperating teacher. In this model, both educators actively participate in all aspects of the instructional process, including planning, delivering instruction, and assessing student learning, right from the beginning of the placement. Research suggests that the co-teaching approach yields several significant benefits. Studies have demonstrated increased academic achievement for students in K-6 classrooms where co-teaching is implemented during student teaching (Vembye et al, 2024). Furthermore, pre-service teachers in co-teaching placements often exhibit enhanced professional dispositions, such as greater enthusiasm, reliability, and a stronger sense of responsibility, compared to their peers in traditional student teaching roles. The co-teaching model also fosters improved collaboration and communication between the mentor and mentee, and provides more immediate and sustained support for the developing teacher. Quantitative analyses reveal that co-teaching models frequently receive more positive ratings than traditional models across various domains of teaching effectiveness, including planning and preparation, the creation of a positive classroom environment, the delivery of instruction, and overall professionalism (Joergensen & Fisler, 2022).

Teacher residency programs represent a more intensive and often extended approach to teacher preparation, typically involving a full academic year of immersive experience within a school setting. These programs are characterized by close mentorship from experienced teachers, carefully aligned graduate-level coursework, and a focus on preparing educators for high-needs schools and subject areas (Orosco, 2024). A significant advantage of teacher residency programs is their demonstrated success in teacher retention, with graduates showing a strong tendency to remain in their initial placement districts for multiple years (Worley & Zerbino, 2023). Principals and mentor teachers often report that graduates of these programs enter the profession with a higher level of preparedness and effectiveness compared

to traditionally prepared first-year teachers. Moreover, residency programs often place a strong emphasis on developing specific teaching skills crucial for readiness, such as effective classroom management techniques and the ability to differentiate instruction to meet the diverse needs of learners. These programs also play a role in increasing the diversity within the teaching workforce, often actively recruiting candidates who reflect the demographics of the students they will serve (Dennis & DeMoss, 2021).

The cultivation of reflective practice is a powerful tool for professional growth during teacher internships. Structured reflection prompts pre-service teachers to engage in a continuous process of self-analysis, allowing them to gain a deeper understanding of their teaching practices, identify areas where they can improve, and forge stronger connections between the theoretical principles they learn and their practical application in the classroom (Shavit & Moshe, 2019). Engaging in critical reflection takes this process a step further, encouraging prospective teachers to question their underlying pedagogical assumptions, consider the broader impact of their teaching on students, and develop a more socially conscious and equitable approach to their work (Nolan et al, 2024).

Complementing reflection, the provision of timely and high-quality feedback is indispensable for the professional development of pre-service teachers during their internship experiences. Research suggests that feedback delivered in written form can be particularly effective in enhancing both performance quality and the recipient's satisfaction with the feedback process. For feedback to be most impactful, it should be specific, focusing on concrete and observable teaching behaviors, constructive, offering clear guidance on how to improve, and actionable, providing the pre-service teacher with tangible steps they can take to refine their practice (McKenzie, 2017; Imanipour et al, 2023; Alsahafi et al, 2023).

Internship programs serve as a catalyst for building pre-service teachers' self-efficacy, which is their personal belief in their capacity to succeed in the complex role of an educator. The direct experiences of planning, delivering instruction, and effectively managing a classroom during an internship, coupled with successfully overcoming the inevitable challenges that arise, can significantly bolster a pre-service teacher's confidence in their teaching abilities (Brown et al, 2015).

Beyond skill development, internships also play a crucial role in the formation of a professional identity among prospective teachers (Cai et al, 2022). Through active immersion

in the daily life of a teacher, interacting with students, and collaborating with experienced colleagues, pre-service teachers begin to internalize the values, responsibilities, and sense of belonging associated with the teaching profession. Research suggests a reciprocal relationship between self-efficacy and professional identity in the context of internships, where positive and confidence-building experiences contribute to a stronger sense of professional self.

The impact of internship experiences extends well beyond the initial preparation phase, with the quality of the mentorship received during student teaching having significant long-term implications for the pre-service teacher's effectiveness in their early career. Studies indicate that pre-service teachers who are mentored by more instructionally effective cooperating teachers tend to exhibit greater effectiveness in their own classrooms during their initial years of teaching. In some instances, a particularly strong and supportive student teaching experience can lead to novice teachers demonstrating a level of proficiency comparable to that of teachers with several years of experience (Truwit, 2023).

Furthermore, the specific model of internship program in which a pre-service teacher participates can influence their long-term retention in the profession. Research demonstrates that participation in full-time teaching internships is associated with considerably lower rates of teacher attrition compared to the more traditional student teaching model (Helfeldt et al, 2015). Similarly, teacher residency programs, with their intensive support and extended duration, have shown remarkably high rates of teacher retention, suggesting that a more comprehensive and supported entry into the profession can lead to greater stability in the teaching workforce. Interestingly, the benefits of internship programs are not limited to the pre-service teacher; research suggests that experienced teachers who host student teachers may also experience modest positive impacts on their own teaching effectiveness in subsequent years, indicating a potential for reciprocal professional growth (Worley & Zerbino, 2023; Goldhaber et al, 2020).

Cooperating teachers generally perceive themselves as playing a vital role in the preparation of future educators, often identifying as mentors who offer essential guidance, support, and practical insights into the realities of the teaching profession. The feedback they provide to student teachers frequently mirrors the pedagogical principles and instructional practices emphasized by the university-based teacher preparation programs, suggesting a degree of alignment in their approaches. Qualitative studies exploring the experiences of cooperating teachers shed light on the complexities and rewards inherent in the mentor-

mentee relationship, highlighting the significant contributions of these experienced educators (Schuh, 2023; Eck & Ramsey, 2019).

School administrators also recognize the crucial role of internships in developing a pipeline of qualified future teachers, often viewing successful interns as potential candidates for future employment within their schools. While they acknowledge the benefits of hosting interns, administrators may also face challenges related to the time commitment required from their staff and the need to ensure a supportive and productive learning environment for the pre-service teachers. Research indicates a positive correlation between principals who have undergone high-quality preparation, often involving robust internship experiences, and the retention rates of teachers within their schools (Gates, 2003; Muñiz, 2023).

Teacher educators consistently underscore the indispensable role of internship programs in ensuring the professional readiness of individuals entering the teaching profession (Cai et al, 2022). They advocate for the design and implementation of structured and well-supported internship experiences that effectively integrate theoretical knowledge with practical application in classroom settings. Teacher educators also emphasize the importance of providing ample opportunities for mentorship, feedback, and reflective practice throughout the internship period (Krieg et al, 2020). Furthermore, they continue to explore and promote innovative models of internships, such as co-teaching and teacher residency programs, as potential avenues for enhancing the overall effectiveness of teacher preparation (Larios, 2022).

Teacher education programs employ a variety of methods to assess the readiness of pre-service teachers as they progress through their internships. These assessment approaches often include formal evaluations conducted collaboratively by university supervisors and the cooperating teachers within the school setting. These evaluations are typically based on established professional teaching standards and the specific competencies expected of beginning teachers. In addition to external evaluations, pre-service teachers themselves are often encouraged to engage in self-assessment and reflective practices to monitor their own growth and identify areas for continued development (Tindowen et al, 2019).

The tools and strategies used for assessment during internships can include structured observation protocols, detailed performance rubrics that outline expected levels of competency, portfolios showcasing student work and lesson plans developed by the pre-service teacher, and feedback gathered from both the students they teach and their cooperating

teachers. The primary aim of these assessment processes is not solely to determine the intern's current level of readiness but also to provide valuable information that can guide their future learning and professional development. Some teacher preparation programs may also consider the intern's readiness to assume independent teaching responsibilities, such as substituting for their cooperating teacher, as a significant indicator of their overall preparedness (Tindowen et al, 2019; Haddad-Adaimi, 2022).

CONCLUSION

In conclusion, internship programs play a pivotal and multifaceted role in shaping the readiness of prospective teachers to enter the teaching profession. The synthesis of research from reputable scientific journals consistently demonstrates that well-designed and effectively implemented internships, particularly those incorporating high-quality mentorship, structured reflection, and timely feedback, have a significant positive impact on pre-service teachers' preparedness, self-efficacy, and professional identity. Innovative models such as co-teaching and teacher residencies show considerable promise in further enhancing teacher readiness and addressing critical issues such as teacher retention and the preparation of educators for high-needs schools.

The implications for teacher education policy and program design are clear. Policymakers should prioritize initiatives that support the recruitment, training, and ongoing development of highly effective cooperating teachers, recognizing their crucial role in mentoring the next generation of educators. Teacher education programs should consider the integration of co-teaching models as a standard practice and explore the feasibility of establishing or expanding teacher residency programs, especially in areas facing significant teacher shortages or serving diverse student populations. Furthermore, a deliberate emphasis should be placed on embedding structured reflection activities and ensuring the consistent provision of specific, constructive, and actionable feedback throughout the internship experience.

To enhance the effectiveness of teacher internships, teacher preparation programs should establish rigorous and transparent criteria for the selection of cooperating teachers and provide them with comprehensive training and continuous support. Internship programs should be intentionally designed to create strong alignment between university coursework and the practical experiences in the classroom, offering pre-service teachers diverse

opportunities to apply their learning in varied educational settings. The adoption of co-teaching models should be accompanied by adequate training and resources for both cooperating teachers and student teachers. Moreover, the development and implementation of robust assessment systems that incorporate input from multiple stakeholders and provide meaningful feedback are essential for monitoring pre-service teacher progress and ensuring their readiness to teach.

Future research in teacher preparation should continue to explore the long-term impact of different internship models on teacher effectiveness and retention through longitudinal studies. Further investigation is needed to identify the most effective strategies for the professional development of mentors and to examine the specific features of internship programs that contribute most significantly to various aspects of teacher readiness, including culturally responsive teaching practices and the skills necessary to effectively support students with diverse learning needs. Ongoing research should also prioritize gathering and analyzing the perspectives of all stakeholders involved in internship programs to identify best practices and address any persistent challenges in preparing highly qualified and ready-to-teach educators.

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