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School Adoption in Teacher Education SATE

Evaluation report

Sonja Bandorski
Europa-Universität Flensburg
Centre for teacher education

With the involvement of
Svenja Roch
Wolfgang Fichten
Jens Winkel

This report was written on behalf of the SATE project group.

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Centre of Teacher Training (ZfL) at Europa-Universität Flensburg

Directorate:

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Prof. Dr. Maike Busker

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Europa-Universität Flensburg

Auf dem Campus 1a

24943 Flensburg

Tel.: +49-(0)461-805 -2257

Fax: +49-(0)461-805 -2451

E-Mail: zfl@uni-flensburg.de

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Author:

Sonja Bandorski,

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Summary

This evaluation report covers the first two years of SATE (2017 and 2018), and is based on all of the data collected and monitored during school adoptions held within the context of the SATE project during that time period. The main goals of the evaluation were:

- (1) To find out which aspects of school adoption reflected the experience of all partners involved
- (2) To analyse whether or not the adoption week had an impact on the development of the participating students
- (3) To offer a transnational comparison of student teachers' answers to selected items

(⇒ For a detailed description, see chapter 1 "Evaluation approach and goals of evaluation," chapter 2 "Assumptions and questions" and chapter 3 "Evaluation design").

We used quantitative as well as qualitative methods for our assessment. Before and after taking part in the program, students filled out standardised online questionnaires containing both closed- and open-ended questions. In total, we obtained complete data sets for both questionnaires from 117 students (Russia – 35; Weingarten – 25; Flensburg – 23; Denmark – 22, Norway – 12). Each of the participating partner schools conducted a focus group interview with students, schoolteachers, and teacher educators for every completed school adoption.

(⇒ For a detailed description, see chapters 4 – Instruments for data collection and 5 – Realisation and description of sample.)

The results of the evaluation show that school adoption is unique in its approach to student teaching and that students who participate in this type of program grow professionally in several ways. In particular, respondents noted that the adoption gave them numerous powerful opportunities to develop their teacher personality, gain concrete teaching experience and insight into the workings of real schools, and experience a deeper level of connection with students. Concerning their feeling of competence as teachers, students self-assessment was more positive following the school adoption. The experience, they reported, taught them a lot about how to be independent and self-aware, as well as how to engage in positive self-management and self-consciousness. Still, none of the students reported having experienced significant pressure or stress during or after the school adoption experience. School adoption is a special kind of student teaching experience, and students who participate in it appear to be special as well. Even prior to starting the school adoption, all of the participants assessed themselves to be quite or very competent as a teachers, indicating that their level of expertise at the start of the program was already very high. Participants' attitudes also reflected a strong commitment to education as well as a certain confidence. All had their own ideas about how they wished to act as teachers or how they interpreted the teaching role, with their ideas tending to focus on knowledge concerning school and collaboration in school. In general, the goal for students from all the countries appear to have been comparable goal: they all wanted to develop both personally and professionally. In addition, students described a wide range of additional goals that suggest quite a holistic view of the student teaching experience and what it means to be a teacher. Still, their main focus appears to have been on social matters, especially the student-teacher relationship. With only a few exceptions, all of the students' self-set goals were reached. Participants

described school adoption as an authentic experience, because it gave them insight into the school day and the teaching profession as a whole. The experience allowed them to take on different responsibilities, as well as more—and more complex—tasks. The aspects that make school adoption special are teamwork, responsibility and independence. Those details were provided by all participating groups – students as well as schoolteachers and teacher educators. The school adoption have students practical hands-on experience in the school systems of their respective countries and fully take on all aspects of the teaching role, although their specific activities differ by country. The extent to which school adoption offered students a completely new experience depended on the students' degree level. For bachelor-level students with relatively little teaching experience, school adoption offered many more opportunities to take on new tasks than for experienced master students. Nevertheless, there was one commonality among all participants: although the students described school adoption as an authentic experience that allowed them to take on tasks and responsibilities to which they had no prior exposure, none of the students reported having interacted with parents. This aspect of school adoption should be strengthened in order to further develop the concept. Teachers from all the participating countries note one common benefit: they all emphasize the positive effect of working together as a team – and this means the whole team – on specific topics for an entire week.

In addition to these general findings, we found some country-specific characteristics. The Flensburg participants emphasized the independence, responsibility, and focus on everyday teaching tasks that they experienced during adoption. In keeping with their level of study as students in a master's degree program, they found exchange and reflection with the other students to be helpful for achieving their goals. By contrast, as undergraduates with relatively little experience the Weingarten students reported having focused on rather structured school activities, such as clubs or workshops, with teacher guidance being their main source of support to help them achieve their goals. The Russian students valued both independence and the guidance and preparation they received, commenting that they were able to achieve their goals thanks to a combination of their own knowledge and commitment and the teacher support they received. The Danish participants, on the other hand, placed the greatest stress on the link between theory and practice. The Norwegian sub-sample was too small to deduce a specific characteristic from it.

Both the role played by reflection as well as the assessment that reflection is helpful in school adoption also differed between the countries. These differences can partly be explained by the way reflection was integrated into the study programs. In Denmark and Norway, for example, other kinds of student teaching programs include a significant amount of institutionalised reflection, whereas in school adoption the students are freer and have a higher workload with respect to everyday tasks, so reflection may not be recognised as such. What can be said for all countries is that the topics covered by school adoption are different from those covered in other types of student teaching programs. This is a defining characteristic of school adoption.

(⇒ For a detailed description, see chapters 6 – Results and 7 - Conclusions.)

These findings show that school adoption is an important and beneficial part of teacher education. It strengthens and extends the collaboration between schools and universities as different learning arenas for teacher training students. To support schools in their participation in school adoption—that is, voluntarily allowing the school to be taken over by

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a team of student teachers—requires solid structures and materials such as guidelines or manuals.

(⇒ For a detailed description, see chapter 8 – Discussion and consequences.)

1 Evaluation approach and goals of evaluation

This evaluation report is the final report for the data collected and monitored during the school adoptions carried out during the first two years of SATE.

The overall aim of SATE is to promote outstanding quality in teacher education by implementing and integrating school adoption as a model for real-life teaching practice. School adoption is based on the recognition that both theory and practice are important components of teacher education. During school adoption, the cooperation of teachers, teacher educators from HEIs, and students allows students to reflect on and improve their teaching practice. The core concept behind school adoption is that, under constant supervision by several teacher educators who work together, a team of student teachers take full responsibility for all classroom instruction and all other tasks at the adoption school. The adoption is embedded within a multi-week program, which includes a preparatory phase. During the adoption week the entire teaching staff of the “adopted” school completes a professional and school development program.

This adoption week was evaluated after the student-/university-team had given the school back over to the regular teaching staff. All of the groups involved in the adoption participated in the evaluation, but the students provided most of the information. All student participants were asked to fill out a standardized questionnaire before and after the school adoption took place. Both questionnaires included additional open-ended questions designed to assess students’ individual perspectives beyond what closed-ended questions could produce. For each school adoption, there was a focus-group interview enabling students, teachers, and teacher educators to share their school adoption experiences. Participating partners provided the data collected with the questionnaires and/or generated during the focus-group interviews. This report examines the similarities and differences between the local school adoptions, and discusses the extent to which local evaluations can be analysed from a transnational perspective.

In summary, the three main goals of evaluation are as follows:

- (1) To find out which aspects of school adoption reflected the experience of all partners involved
- (2) To analyse whether or not the adoption week had an impact on the development of the participating students
- (3) To offer an international comparison of student teachers’ answers to selected items

2 Assumptions and questions

SATE facilitates the creation of ‘win-win’ situations for all groups and institutions involved and increases the quality of outcomes for teacher students. Student teachers get “real-life” practical experience because school adoption focuses on the experimental part of teaching, which challenges the students and helps them develop their professional identity. Teacher educators gain familiarity with the participating schools, enhancing the cooperation between teacher educators and schoolteachers who act as mentors. Thus, theoretical knowledge and practical experience mutually benefit from each other during school adoption, which can also lead to the development of “shared beliefs.”

Additionally, school adoption supports students' development as reflective teachers. According to Schön (1983),¹ there are two crucial types of reflection: reflection-in-action and reflection-on-action. Reflection-in-action happens when a person has to react to certain situations when things do not work out as planned, such as when a lesson in class has to be explained using different approach. Reflection-on-action is when a person reflects on this situation after it has occurred.

SATE aims to identify the central elements and concepts involved in a successful university/school collaboration, one that supports the development of teacher professionalisation. The whole process of collaborating during school adoption is expected to improve the quality of cooperation between universities and schools, facilitate a practice-oriented approach to teacher education, and open the door to experiment with teaching competences and innovative initiatives of teaching methods. The process is also expected to foster school teams' recognition of the teaching profession as a lifelong learning process, to give student teachers supervised experiences that open up a holistic view of schools, and to offer valuable information about culture-specific knowledge and experiences about best practices for different school adoption models.

In the end, the evaluation answers the following questions:

- Did **students** gain a realistic experience of the school system of their country during the adoption?
- Did **students** take on the full spectrum of teaching responsibilities?
- Did **students** develop competences in the area of teamwork?
- Did **students** develop as reflective educators?

- Were **schoolteachers** supported in their continued professional development?
- Did **schoolteachers** have a common platform for reflection on teaching and working in a school environment?
- Were **schoolteachers** have awareness about their own experiences?
- Did the **whole school team** work on a developmental goal during the adoption week?
- Did the **whole school team** gain increased expertise in teambuilding processes and cooperative counselling?
- Did **teacher educators** move closer to schools?
- Did **teacher educators** act in cooperative forums?

As mentioned above, the data for answering these questions was gathered during the focus-group interviews (for all groups, including students) and the standardised survey (students).

¹ Schön, Donald A.: The reflective practitioner : how professionals think in action. Basic Books, 1983

3 Evaluation design

Quantitative as well as qualitative methods were used to evaluate the school adoptions that took place in the participating countries. This mixed-method approach sought to measure students' viewpoints in a standardized way, with questionnaires that allowed for cross-country comparison. Focus group interviews were also used to gather further information from students, teachers, university teachers. By validating and complementing each other, these combined methods helped us triangulate the results (Johnson, Onwuegbuzie & Turner, 2007),² providing a more global view on the adoption week processes.

The evaluation consisted of three parts: pre-questionnaire, post-questionnaire and focus-group interview. Designed and provided by Europa-Universität Flensburg (EUF), the questionnaires were programmed in evasys and held on the EUF-server. Starting on February 1, 2017, every school adoption was evaluated using these three instruments.

The **pre-questionnaire** was used before the student teaching period in which the school-adoption was embedded. All participating partners received from EUF a link, which they gave to the students. The partners were asked to make sure that all students participating in the school adoption take part in the evaluation.

The **post-questionnaire** was used within two weeks after school adoption had ended. Here as well, a link was provided by EUF and the partners were asked to ensure that every participating student take part in the evaluation.

The **focus-group interviews** were conducted within two weeks after the student teaching period had ended. In the focus-group interview, student teachers (approximately 4), teacher educators (approximately 2), and schoolteachers (approximately 2; other staff such as the head of school, for example, could also be involved) were asked take part together. Only one focus-group interview per school adoption was organised, with the requirement that it last between 30 and 90 minutes, depending on the level of moderation and the people involved. EUF also provided the input questions for the focus-group interviews. These questions were in English, but could be translated into the local language if necessary. The interviews were recorded and transcribed, and paraphrased afterwards. The paraphrased interviews were then translated into English and sent to EUF.

4 Instruments for data collection

4.1 Questionnaires

The online questionnaire consisted of quantitative closed questions as well as qualitative open questions, which allowed individual answers. The pre- and post-questionnaires have a common structure, with a main core of identical questions that were asked at both times, complemented by specific items that only appear either in the pre- or the post-questionnaire. Table 1 shows which topics were sampled in which questionnaire. For topics appearing in both questionnaires, the table lists the comparison that can be made for these items.

² Johnson, R.B., Onwuegbuzie, A.J. and Turner, L.A. (2007) Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1, 112-133.

Table 1 – Sampled topics in the pre- and post-questionnaires

Topic	Questionnaire		Kind of comparison
	pre	post	
General information	x		
Preparation of school adoption	x		
Attitude towards school	x		
Skills	x	x	Previous student teaching <-> school adoption
Internship-activities	x	x	Previous student teaching <-> school adoption
Helpful aspects of reflection	x	x	Previous student teaching <-> school adoption
Expertise	x	x	Pre -> post development
Goals for school adoption	x	x	To what extent reached
Realization of school adoption		x	

General information collects demographic data as well as information about the students. *Preparation for school adoption* asks respondents' to assess the pre-adoption tutorial they received, and *attitude towards school* reflects the importance given by respondents to certain issues (for specific items, see the results section). The latter was measured in the pre-questionnaire given prior to school adoption. The only topic measured in the post-questionnaire was *implementation of school adoption*. The sampled items cover a mixture of topics related to organisation and content.

In both the pre- and the post-questionnaire, six topics are assessed. The largest section, on *skills*, covers issues related to acquired developed skills. Skills acquired or developed during previous student teaching experiences are assessed in the pre-questionnaire, whereas the post-questionnaire evaluates to what extent the same skills were developed or acquired during school adoption. In other words, student's development is not assessed through a classic pre-post-comparison, but a comparison between previous student teaching experiences and school adoption. The same can be said for the topics of *student teaching activities* and *helpful aspects of reflection*. *Expertise* asks for a self-assessment regarding four aspects of teacher expertise, and therefore is a true pre-post-comparison which makes a developmental statement. The items for *goals for school adoption* are a special case. In the pre-questionnaire students are asked to state their goals, and in the post-questionnaire to assess to what extent those goals were achieved.

In table 2, additional open-ended questions were listed in accordance with the topics described above. There were open-ended questions for most of the topics, so that individual answers from the students could be obtained.

Table 2: Additional open-ended questions in the pre- and post-questionnaires

Topic	Questionnaire		Additional open-ended question
	pre	post	
General information	x		Pre: subjects and teaching position
Preparation of school adoption	x		Pre: school adoption would be a success if...
Attitude towards school	x		-
Skills	x	x	Post: how differ skills acquired in previous internships to those acquired in school adoption
Student teaching activities	x	x	Post: participation in further activities
Helpful aspects of reflection	x	x	Pre & post: most important areas of reflection
Expertise	x	x	-
Goals for school adoption	x	x	Pre: goal 1 to 4 Post: what helped/prevented achieving
Implementation of school adoption		x	-
			Post: personal benefit from school adoption

4.2 Focus-group interviews

A list of questions for the focus-group interviews was provided by EUF. The following questions were included for discussion:

1. How would you describe your experience with school adoption?
2. Is school adoption an authentic encounter with the teaching profession?
3. What were the key experiences for you during the school adoption process/school adoption week?
4. What do you consider to be the special characteristics of school adoption?
5. What distinguishes school adoption from conventional school placements?
6. How does school adoption connect theory to practice?
7. What do you need to feel prepared for school adoption?
8. What advice and information were important for you?
9. How does school adoption contribute to school development?
10. How does school adoption contribute to teacher education?
11. What would you advise teachers from a school interested in participating in school adoption?
12. What should they expect, what should they be aware of?

5 Execution and description of sample

In the following discussion, all five participating locations are referred to as “countries.” Although Flensburg and Weingarten are actually both cities located in Germany, this report deals with the five “countries” of Flensburg, Weingarten, Russia, Denmark and Norway.

Data collection was scheduled to coincide with the time when school adoption took place in the participating countries. Student teachers, schoolteachers and teacher educators were involved in data collection. The student teachers who participated in the school adoption filled out an online questionnaire before (pre) and after (post) the adoption week.

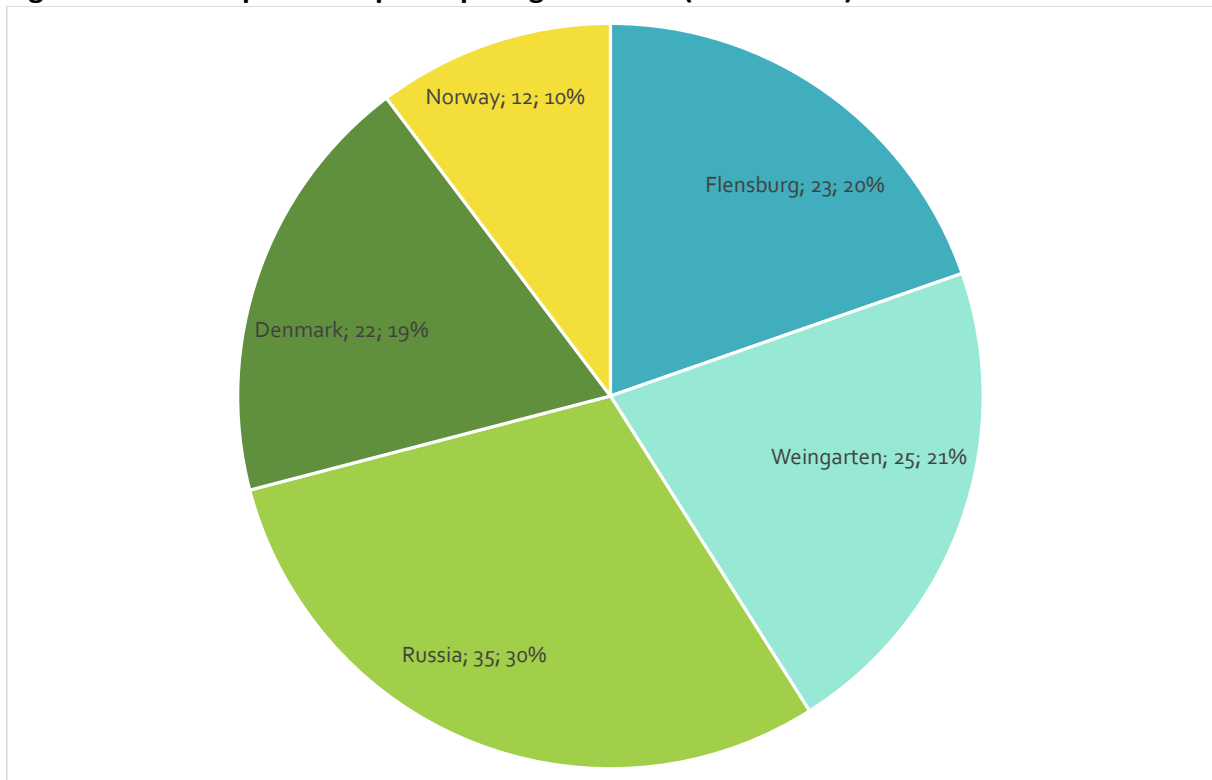
Additionally, representatives of all involved groups were part of focus group interviews after the adoption week.

5.1 Questionnaire sample

All students participating in school adoption received a link to the questionnaires and were asked to fill them out. During the first evaluation year, technical problems led to missing data (in some instances, even missing cases), especially in the post questionnaire. The following analyses uses only those cases for which both pre- and post-data were available. For the Russian sub-sample, there is still some loss of data in the open-ended questions, presumably due to the switch from Cyrillic to Latin letters.

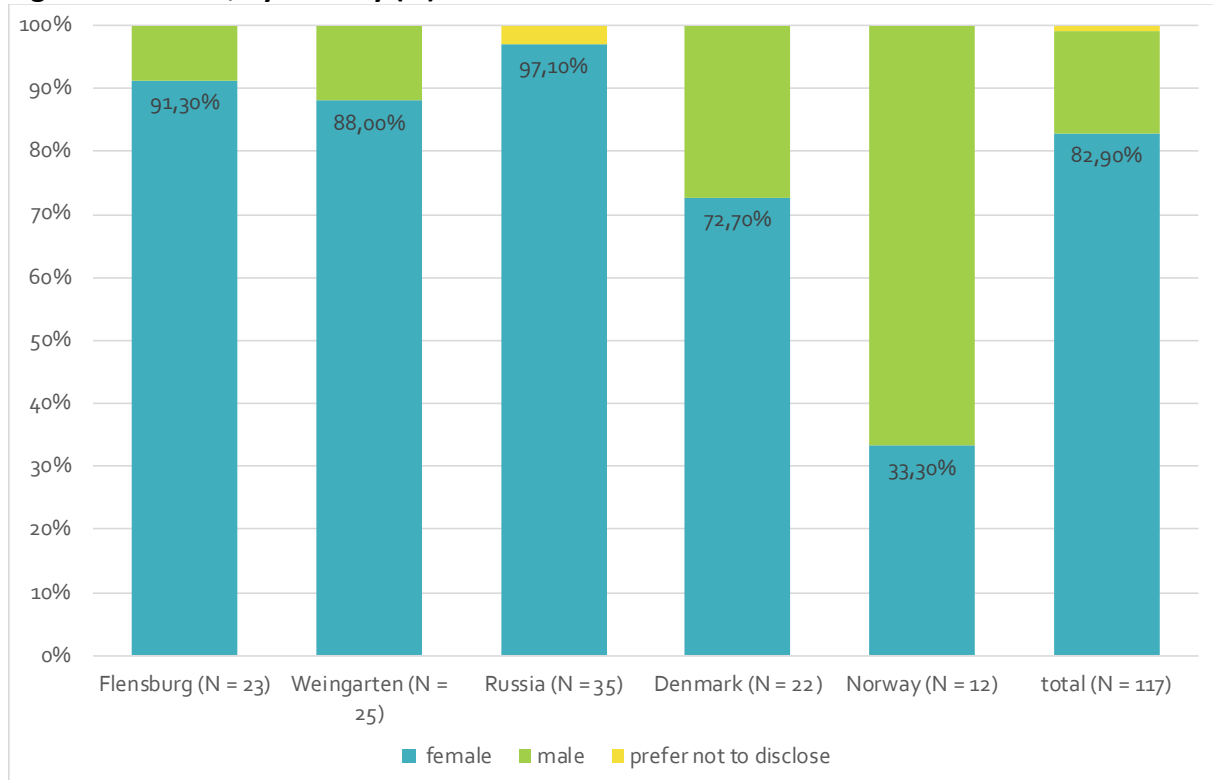
The sample for the quantitative analyses was provided by 117 students who filled out the pre-questionnaire as well as the post-questionnaire.

Figure 1: Sub-samples from participating countries (total and %)



With 35 students, the Russian subsample was the largest; the Norwegian sample, with 12 students, was the smallest. Denmark, Flensburg and Weingarten fell somewhere in between these two extremes, with 22, 23 and 25 students, respectively (see figure 1).

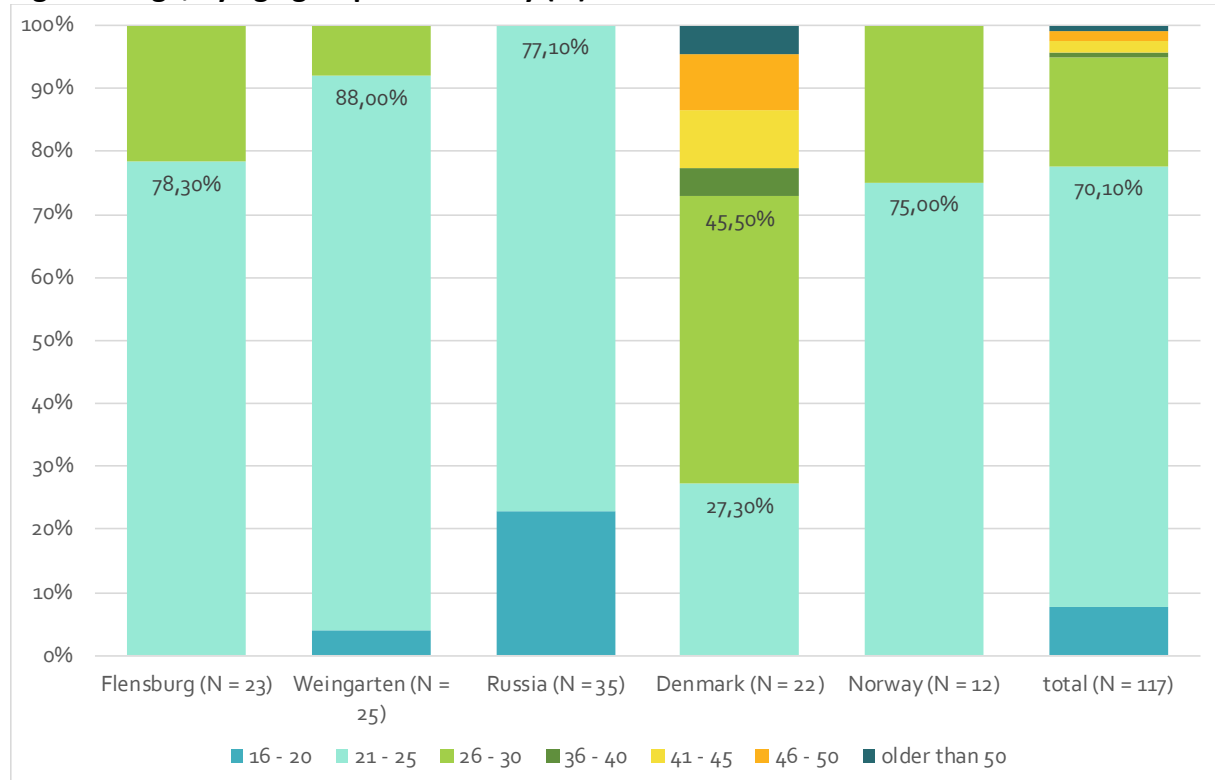
Figure 2: Gender, by country (%)



Most participants were female. For the whole sample, the percentage of women was 82.9. That figured differed by country, however. Russia had the highest number of female participants (97.1%), while Flensburg and Weingarten had slightly fewer (91.3% and 88.0%, respectively). In Denmark there were still more female (72.7%) than male participants, but in Norway it was the opposite, with only 33.3% female participants (see figure 2).

Student age was measured for the following age groups: 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, and >50 years. Because of this, only those participants from those age groups can be compared. It is not possible to calculate a mean for the entire sample or for all the countries. In any case, the ages measured clearly differed between the countries (see figure 3).

Figure 3: Age, by age group and country (%)



As the above chart shows, the Russian students were the youngest of our sample, followed by those from Weingarten, Flensburg and Norway. In these four countries, the most of the students were between 21 and 25 years old. The Danish students were much older than those from other countries. The majority of Danish students were between 26 and 30, and – in contrast to the other countries—some of the Danish students were aged 30+.

The questionnaire asked for the academic year and the teaching position as well, but the answers were not consistent, so they won't be examined in this report.

The subjects differ as well between the countries. German, maths and English are the main subjects for all countries, but other main subjects and patterns differ by country. Weingarten had the biggest focus on German as the one main subject, followed by maths, social studies, biology and English. Flensburg and Denmark had a similar pattern. With the main subjects German and English, or English and Danish, the focus lay on the national language and English, followed by maths and sports. In Russia and Norway, there was no clear focus on one subject. Nevertheless, in Russia the top subjects next to maths were English, literature, Russian and French, so there is a common focus on languages. In Norway there was a broad mixture of maths, geography, sports, English and physics (see figure 4; for a complete list of subjects by country, see table 3).

Figure 4: Subjects, by country

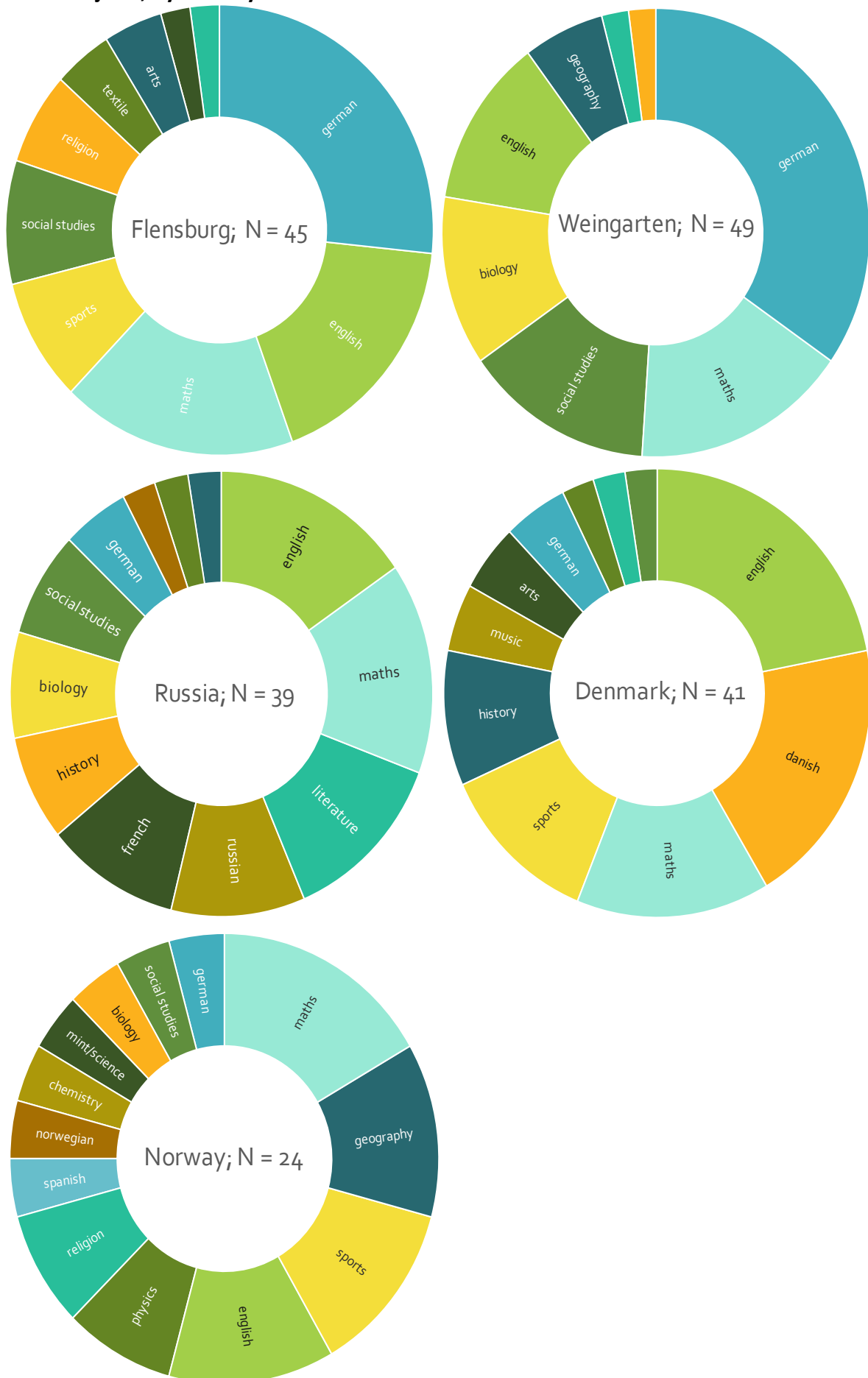


Table 3: Subjects, country (%)

subject	Flensburg (N = 45)	Weingarten (N = 49)	Russia (N = 39)	Denmark (N = 41)	Norway (N = 24)	total (N = 198)
german	26,7	34,7	5,1	4,9	4,2	17,2
maths	17,8	16,3	15,4	14,6	16,7	16,2
english	17,8	12,2	15,4	22,0	12,5	16,2
social studies	8,9	14,3	7,7	2,4	4,2	8,1
sports	8,9	0,0	0,0	12,2	12,5	6,1
biology	0,0	12,2	7,7	0,0	4,2	5,1
danish	0,0	0,0	0,0	19,5	0,0	4,0
history	0,0	2,0	7,7	9,8	0,0	4,0
geography	0,0	6,1	2,6	0,0	12,5	3,5
religion	6,7	0,0	0,0	2,4	8,3	3,0
literature	0,0	0,0	12,8	0,0	0,0	2,5
physics	0,0	0,0	2,6	2,4	8,3	2,0
arts	4,4	0,0	0,0	4,9	0,0	2,0
french	0,0	0,0	10,3	0,0	0,0	2,0
russian	0,0	0,0	10,3	0,0	0,0	2,0
music	2,2	0,0	0,0	4,9	0,0	1,5
mint/science	0,0	2,0	0,0	0,0	4,2	1,0
textile	4,4	0,0	0,0	0,0	0,0	1,0
chemistry	0,0	0,0	0,0	0,0	4,2	0,5
norwegian	0,0	0,0	0,0	0,0	4,2	0,5
spanish	0,0	0,0	0,0	0,0	4,2	0,5
computer science	0,0	0,0	2,6	0,0	0,0	0,5
philosophy	2,2	0,0	0,0	0,0	0,0	0,5

The sub-samples for each country differed by age, gender and subject. This must be kept in mind when discussing the results of the evaluation. The Norwegian sample, in particular, differs from the others with its large percentage of male students and a different mixture of subjects.³ For Denmark, age is still a big difference.

5.2 Focus-group-interviews

The focus-group interviews had to be conducted in a comparable way. For this reason, only the questions but also general guidelines were provided by EUF.

First of all the questions provided were used as a guide for the interviews. Questions that were answered before the discussion moved on to another topic could not be mentioned again. All questions needed to be addressed to the entire group; there were no group-specific questions. The topics were suggested, which should not lead to a predetermination of the answers. The questions were deliberately formulated, rather general.

In the interview, the participants were not to be interrupted and the responses to any point raised were to be provided after the survey. Detailed answers were to be encouraged, using additional prompts if necessary. Questions were to focus on the specific topic first, and other topics afterwards. After discussing the central issue as a group, the moderator was to lead the discussion towards any other relevant topic.

³ Due to some technical difficulties the Norwegian sub-sample is distorted.

Contradictions could be mentioned by the moderator, but had to be retained in the transcript.

The data provided by the participating countries differed with respect to the size, form and composition of the interview group. Some are transcriptions of the recorded interviews; some are summarised abstracts of the interview content. In some countries, the interviews were conducted as one common focus-group interview involving all participating groups (students, schoolteachers and teacher educators). In others, there were separate interviews with only one group at a time.

The data was analysed in the following manner:

1. Assignment of text passages to certain questions from the guidelines
2. Identification of central statements
3. Categorisation of the contents of those central statements

Statements from certain groups were categorised separately, so that special perspectives and assessments could be illustrated.

5.3 Position and main concept of school adoption in participating countries

In addition to the issues described above, another important thing to know about the samples is when and in what way school adoption took place in the participating countries. Table 4 gives an overview of the main issues of school adoption:

Table 4: Position and main concept of school adoption in participating countries

	Flensburg	Weingarten	Russia	Denmark	Norway
When does school adoption take place?					
Bachelor		X	X	X	X
Master	X				X
Academic year	2	3	4	3	4 or 6
Semester	3	5	8	5-6	Spring
Is school adoption partial or full?					
Partial			X		
full	X	X		X	X
In what school does school adoption take place?					
Primary school	X	X	X	X	
Lower secondary school			X	X	X
Upper secondary school			X	X	
Do mentors give supervision during school adoption?					
Yes		X	X	X	
No	X				X
Is the adoption week business as usual or is it a special arrangement?					
Business as usual	X	X			X
Special arrangement		X	X	X	
Were there pupils with special needs at the school taken over?					
Yes	X	X	X	X	X
No					

6 Results

6.1 Focus-group interview findings

Due to the differing quality of the transcripts, our presentation of the focus-group interview data focus on what is said, rather than on how it was said, or on the process of the interview itself was. This information is not available for all countries and groups. Still the content alone gives an interesting insight about how school adoption is experienced and described by the groups involved.

The findings presented below deal with the following questions:

- Is school adoption an authentic experience?
- What makes school adoption special?
- What is learned in school adoption?
- How is theory linked to practice in school adoption?
- What is school adoption's contribution to school development?
- What is school adoption's contribution to teacher education?

6.1.1 Is school adoption an authentic experience?

As described above, one assumption of SATE is that school adoption gives students a realistic, experience-based understanding of the school system of their countries and the chance to take responsibility for all aspects of the teaching role. Hence, one of the questions asked during the focus-group interviews was whether participants thought that school adoption was an authentic encounter with the teaching profession.

All students made statements on the authenticity of school adoption. The Flensburg students emphasized the complexity and large number of tasks and that they had to perform—the whole set of tasks of a class teacher. Not only did those tasks had to be performed, but students also needed to acquire adequate knowledge about them. The Weingarten students reported a deeper insight in the everyday life of teachers, and stated that they experienced the school day as a whole. That was quite similar to what the Flensburg students said. For Norway, the same can be said: authenticity of school adoption is described as realistic experience and getting a realistic picture of the teacher profession. The Russian students got this realistic picture of the teaching profession as well. Furthermore, they reported that they interacted with different groups of people during the adoption phase. The Danish students remarked on the authentic interaction with pupils. Thus, the common reason cited by students as to why school adoption as an authentic experience was the insight it gave them into the school day and the teaching profession as a whole. Teachers did not talk as much about authenticity as the students, and the Flensburg and Russian mentors didn't talk about school adoption as authentic experience at all. The Weingarten, Danish, and Norwegian mentors all said that school adoption offers a real life experience of the teacher profession and that student experience and perform authentic classroom activities.

For teacher educators, only three specific transcripts were available for Flensburg, Weingarten and Russia, with one additional common transcript for students and teacher educators from Denmark. The Russian teacher educators did not talk about school adoption

as an authentic experience, but the Flensburg and Weingarten teacher educators confirmed the picture shown above by students and school teachers: school adoption offers a realistic insight into school and teaching, and the students get to know all tasks involved in teaching. In the Danish common transcript for students and teacher educators, school adoption was described as a realistic professional experience and a highly complex one. One additional point participants made is that school adoption is an experience of autonomy, because there is neither supervised nor evaluated. Unfortunately it cannot be said where students, or teacher educators, pointed this out.

6.1.2 What makes school adoption special?

This topic summarizes the following four questions from the guideline for the focus-group interview:

1. How would you describe your experience with school adoption?
2. What were the key experiences for you during the school adoption process/school adoption week?
3. What do you consider the special characteristics of school adoption?
4. What distinguishes school adoption from conventional school placements?

These four questions ask for the special characteristics of school adoption. The topics mentioned are often mixed and cannot be separated. In the following section, therefore, the characteristics of school adoption, differences to other forms of student teaching, and goals of school adoption and other other shall be discussed.

The Flensburg students described teamwork—in both the class team and the whole team—as special characteristic of school adoption. They also talked about the ability to act and to decide and the fact of just being present in the school setting. As aspects of school adoption that set it apart from other types of student teaching, they cited greater complexity and the fact that during the adoption week there is no influence or control from the mentor. For this, the Weingarten students cited the independent work without a mentor, the higher workload, the integration into school as a whole and greater complexity offered by school adoptions. They also mentioned that the (student-) teacher/pupil relationship became more intense in the adoption week. They described trying something and checking the own job decision as goal of school adoption. The latter was also the goal of other student teaching programs, but only after school adoption, they noted, was it possible to tell if being a teacher was the right profession for them. For the Russian students school adoption was characterized by taking responsibility, having clear requirements for their own role, and facilitating a different kind of cooperation. They noted that school adoption differs from other kinds of student teaching experiences because it offered more opportunities for reflection and because it enables students to take over tasks of professional teachers. In Denmark, the special characteristics of school adoption were that it enabled them to take on new responsibilities and to take over tasks besides the lessons themselves. They cited independence, self-government in decision-making, and the possibility to implement their own ideas as what made adoption different from other kinds of student teaching experiences. For the Danish students, the goals of school adoption were the same as for other student teaching programs, but the way they were achieved was different. The Norwegian students stated that school adoption was unique in that it involved taking on responsibility for an entire school, and that it allowed students to stay the whole day with a class or group of learners. School adoption differed from other student teaching experiences

in Norway in that it made students into classroom teachers for classes that had been foreign to them, and offered closer contact to pupils as well as more exchange and cooperation.

The teachers described the characteristics of school adoption in a similar way. The Flensburg teachers cited the responsibility of the students and the students alone as characteristic of school adoption, as well as the experience of the whole school day as a learning opportunity. For them, school adoption differed from other types of student teaching experiences in the intensity of the collaboration it entailed. These teachers also cited reliability and mentioned that for them, as teachers, it was a loss of control to hand the keys of the school over to the students. The Weingarten teachers noted as characteristics of school adoption the taking over of a whole school and all related tasks, and greater level of responsibility. As aspects of school adoption that differentiated it from other types of student teaching experiences, they described taking responsibility and becoming familiar with the teaching profession as a whole. They also mentioned the chance to try things out unobserved in the teaching profession, and to test innovation. They mentioned identical goals for school adoption and other types of student teaching, but different ways of reaching them.. For the Danish teachers, the switch in roles between students and teachers was the main characteristic of school adoption. School adoption in Denmark differed from other types of student teaching programs in that it offered greater independence and no influence or control from the mentor, closer contact with the class, the chance to take responsibility as the class teacher, more insights in the teaching role, and more experience in the subjects and their didactics. One thing noted by the Danish teachers was new: that being in school with a whole group of students supported the implementation and realization of their own ideas. In Norway, the taking over of the whole school as well as independency (of the students) was described as main characteristics of school adoption. For them, school adoption differed from other student teaching initiatives because it allowed them to teach more lessons, and provided insight in the whole amount of tasks of a teacher. The Norwegian teachers raised the novel point that the adoption offered peer mentoring, but no mentor feedback. The goals of school adoption and other internships are almost identical, but the way they are reached is different.

The Flensburg teacher educators cited the challenge for young professionals and taking responsibility as main characteristics of school adoption and becoming familiar with the complexity of the teaching profession. When describing the differences between school adoption and other types of student teaching, the Flensburg teacher educators focused on the differences in their work: The team for the adoption week had to be put together, which means students had to be chosen a special preparation arranged (involving special content like school laws, dealing with closeness and distance, and to preparing students to managed the classroom confidently. Students also had to become familiar with the school, and the tasks of the teacher educators during school adoption were also different: they had to be present and emergency plans had to be made. The Weingarten teacher educators (and also all others) had taken a different perspective and described what made school adoption special to the students (instead of what made it special to them). They listed independent decision-making as main defining characteristic of school adoption. For these students, the independence of action it offered, and the fact that this was unobserved, as well as the chance to temporary be the class teacher and the insight in organizational processes at school, were what differentiated school adoption from other student teaching programs. The greater goals of school adoption and other types of student teaching programs were

identical for the Weingarten participants, but for school adoption, there were some extended goals. In Russia, teacher educators cited as characteristics of school adoption the experience of taking on greater levels of responsibility and new professional challenges. As what differentiates school adoption from other types of student teaching, they cited its focus on independence and self-directed development of a learning atmosphere, and that it enabled students to choose the topics, methods and material themselves. The goal of school adoption, they noted, is to try out the professional role of being a teacher, in a different way than other student teaching programs offer.

In the Danish common transcript for students and teacher educators, the following differences between school adoption and other internships were mentioned: situations had to be handled independently, there was free space for experiments and didactical innovation, feedback was given by peers, and there was an assessment by teacher educators.

6.1.3 What is learned in school adoption?

The Flensburg students state that they learned to take responsibility during school adoption. They also developed skills in self-management and self-regulation, as well as in introspection, reflection, and teamwork. The Weingarten students described that they coped with challenges, developed their teacher personality and introspection. The Russian students developed their introspection, transformed their self-awareness and developed skills in self-management and self-regulation. The Danish students reported that the adoption experience strengthened their self-confidence and enabled them to cope with challenges and build relationships to the pupils. The Norwegian students developed their independency and self-confidence, worked in unknown classes, learned to take responsibility and raised their confidence in the teaching role.

From the perspective of the teachers, the following things were described: The Flensburg teachers noted that agreements were met, that there was cooperation and a collection of ideas, and that it gave the students an idea of what the second phase of teacher education is like. The Danish teachers talk about how adoption enables students to develop greater self-confidence and their confidence in the teaching role. The Norwegian teachers noted that the adoption challenged the students to cope unexpected situations, and required them to make immediate and independent decisions.

The teacher educators gave a third perspective on what should be learned by the students. The Flensburg teacher educators reported that the students became familiar with all the tasks teacher take on, and that they should be able to give lessons in the same quality as the mentor. The Russian teacher educators said that the adoption enabled students to develop their interests and attitudes.

In the Danish common transcript for students and teacher educators, the development of self-confidence and professional identity were cited, as well as the chance to have a team experience and versatile teaching experience.

6.1.4 How is theory linked to practice in school adoption?

This question is special because, in answering it, none of the students reported a conscious theory-practice-linkage in school adoption.

The Flensburg and Russian students did not even mention it at all. The Norwegian students reported that they would rather go back to former experiences than to theory. The Weingarten students said that they did not feel well prepared by the university for the adoption experience. Adequate theory, they said, was only taught in the tutorial that accompanied the adoption, and many of the technical terms learned at university could not be used at school. This is quite interesting, because the tutorial is obviously considered part of the preparation by the university and on the other hand, the adaptation of the things learned at university is not described as a theory-practice-linkage either. Only the Danish students name an implicit/unconscious use of theory.

In the group of the teachers, only the Danish teachers said anything at all about the theory-practice-linkage: theory is more easily understood when it is put into practice, as this provides a different access to theory. In the group of teacher educators, only the Russian teacher educators talk about theory-practice-linkage on purpose: in school adoption, students must adapt the studied subjects to the needs of the pupils.

6.1.5 What is school adoption's contribution to school development?

The Russian and Flensburg students said nothing about school adoptions contribution to school development. The Weingarten, Danish and Norwegian students all tell one identical aspect: the students bring new perspectives to schools.

In the group of the school teachers Russia stands out, because the teachers tell what in the other countries the students told: students bring new perspectives to schools. In the other countries, there is a different focus. The Flensburg teachers tell that there was the possibility for teamwork and to work together in school development. The whole school staff could visit another school, reflect the own work, set goals and start to work on them. The Weingarten teachers tell the same, the whole staff went on a training, another school was visited and there was enough time to develop the own concepts. The Danish teachers describe the same topic a bit more general. The teamwork with the colleagues was improved, the own work was reflected and there was time for planning together. In Norway, it is even more general: it was helpful for collaboration with colleagues and there was time for extensive discussions.

The Weingarten teacher educators report that the school staff has the possibility to do a training together and there are possibilities for cooperation. In the Danish common transcript for students and teacher educators, the development of alternative perspectives by the students is reported.

6.1.6 What is school adoption's contribution to teacher education?

In this topic most is told by the teachers. Only the Danish and Norwegian students name the possibility to try themselves out.

The Flensburg teachers tell that everyday life in a primary school means to teach a subject you did not study and to learn from the students. The Weingarten teachers report that self-reflection is developed and that it offers orientation for further studies. The Danish teachers name the professionalization by authentic practice experience and a reduction of the gap between teacher education and work life. The Norwegian teachers tell that there is a feedback concerning necessary contents of teacher education.

In the Danish transcript from students and teacher educators it is named that the parts of the teaching profession beyond teaching are got to know, that there are realistic teaching experiences, the job decision can be checked and a profile for further studies can be done.

6.2 Findings from the standardised survey

As described above in the standardised survey a lot of information is gathered. It will be discussed in the following along three main topics. The first one is *professionalization in school adoption*. In this section it will be discussed how the assessment of the own expertise as a teacher changes with school adoption, what the students' goals for school adoption are and what helped achieving them, what skills are acquired in school adoption and how this differs from other internships and what the role of reflection is in school adoption and other internships. The second topic is *organisational aspects of school adoption*. This topic deals with the preparation of school adoption, its realisation and the activities performed in school adoption and other internships. The last topic is *personal aspects*, where the attitude towards school is described as well as the expectations concerning school adoption and its personal benefit for the students.

When presenting the results in the following there will no statistically significance be reported. This is due to two reasons:

- 1) One prominent element of this survey are the open-ended-questions. It would make no sense to look for statistically significance in the categorised answers.
- 2) The goal of this evaluation is to describe the school adoptions that took place within SATE, and to find commonalities as well as differences between the participating countries. It is not intended in the context of this evaluation to generalise these findings. So on behalf on not overrating some findings and to underrate others (for example the open-ended questions) no significances are reported.

6.2.1 Professionalization in school adoption

6.2.1.1 *Professional expertise*

In the expertise-section of the questionnaire four items measuring general competences needed by a teacher were sampled. These were:

- To what extent do you feel competent as a teacher?
- I am calm when faced with unexpected situations.
- When I'm confronted with a problem, I usually know how to solve it.
- I know how to reach my professional goals.

There was a major loss of data for the first item. It is not clear whether this is due to the question itself, or to a different layout in the questionnaire. Either all 117 persons or still 116, which means that 116 cases can be used for a pre-post-analysis, answered the last three items. For the first item, there were indeed 94 answers in both the pre-questionnaires and post-questionnaires, but not by the same 94 persons. Only 81 persons answered this first item in both questionnaires. This means that the results for that item must be taken with a certain degree of caution, because they reflect the view of only a part of the sample.

Nevertheless, it makes sense to look at this item anyway, because the loss of data was evenly distributed for all countries.

The last three items are discussed here individually, without building an index. They measure different aspects of professionalism and different patterns for the countries.

Another methodical explanatory note is merited here, as well. As described above, those items measure a true pre-post-comparison. They say something about the change in assessment of the students. This change can be described in different ways. In the following, three aspects will be reported and discussed: the means before and after adoption, the frequencies before adoption and the concrete change on the individual level.

The scale used for these four items ranges from 1 – not at all to 4 – totally. Thus, a mean of 2.5 is the exact middle and the area around this value ranging from 2.25 to 2.74 can be interpreted as neither good nor bad. The range from 2.75 to 3.24 can be interpreted as rather good, from 3.25 to 3.75 as good and from 3.75 to 4 as completely. Values below the ‘neutral area’ don’t occur in the data.

Assessed competence as a teacher

The mean before school adoption in the whole sample is 2.91, which means the students feel rather competent as a teacher before school adoption. After school adoption the mean is 3.17, hence the assessed competence as a teacher increases.

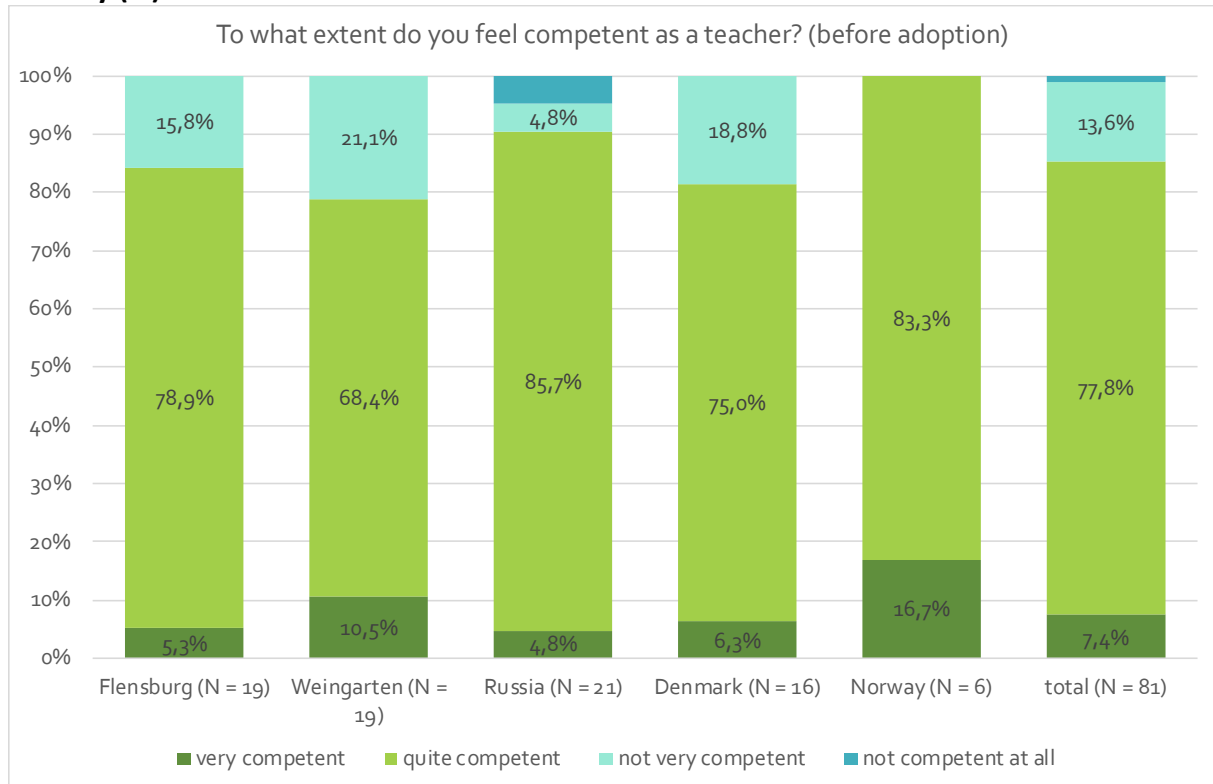
Table 5: Assessed competence as teacher, means by country (1 – not competent at all; 4 – very competent)

Means	Flensburg (N = 19)	Weingarten (N = 19)	Russia (N = 21)	Denmark (N = 16)	Norway (N = 6)	Total (N = 81)
Pre	2,90	2,90	2,91	2,88	3,17	2,91
Post	3,11	3,21	3,05	3,38	3,17	3,17
Difference	0,21	0,32	0,14	0,50	0,00	0,26

Except for Norway, an increase in this assessment could be found in all countries. In Flensburg, Weingarten and Russia the students still felt rather competent as a teacher before school adoption as well as after school adoption. In Denmark, the increase was the greatest, and with a mean of 3.38 students felt competent as teachers after school adoption. Norway had a much higher mean before school adoption than any of the other countries, which explains why there was no change.

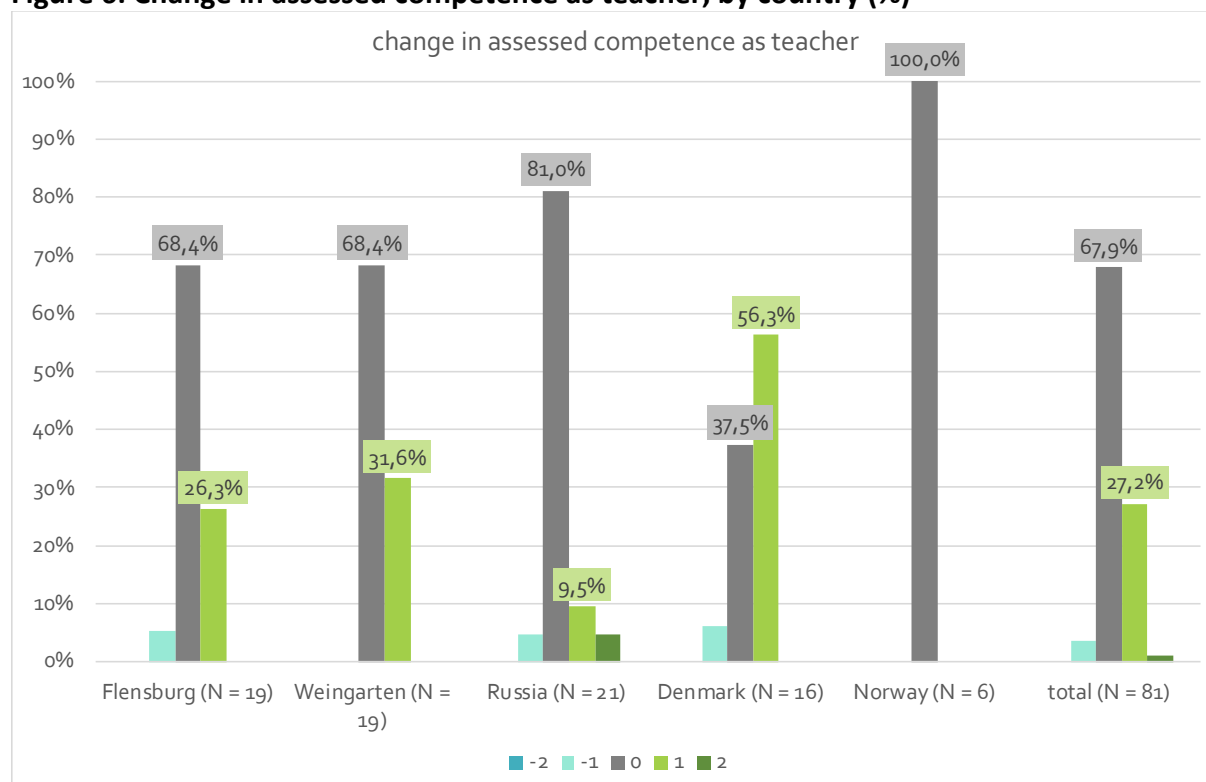
Figure 5 shows that, in all countries, most of the respondents felt *quite competent* as teachers. The percentage was 68.4 in Weingarten and 85.7 in Russia. The position of Norway was unique in that no respondent felt *not very competent* or *not competent at all*. In all other countries, small groups of students felt *rather not competent* as a teacher.

Figure 5: Frequency of assessed competence as a teacher before school adoption, by country (%)



This last item looks at the actual change in the assessment before and after school adoption. Figure 6 shows that the countries had different patterns in this change. As already seen in table 5, Norway had no change, and in Russia the assessment was the same for 81% of the students. Only in Denmark did most of the students assess themselves for category one as higher after school adoption than they did before.

Figure 6: Change in assessed competence as teacher, by country (%)



Staying calm in unexpected situations

The assessment of staying calm in unexpected situations differs for all countries. The Russian students had a mean of 2.74, which meant they were in the ‘neutral area,’ whereas the Danish students had a mean of 3.32, which meant they were sure to stay calm in unexpected situations. The assessment of staying calm in unexpected situations arose in all countries.

Table 6: Mean data for staying calm in unexpected situations, means by country (1 – not at all; 4 – totally)

Mean	Flensburg (N = 23)	Weingarten (N = 25)	Russia (N = 34)	Denmark (N = 22)	Norway (N = 12)	Total (N = 116)
Pre	3,09	3,16	2,74	3,32	3,00	3,03
Post	3,39	3,40	3,03	3,59	3,50	3,34
Difference	0,30	0,24	0,29	0,27	0,50	0,30

Russia had the lowest mean following school adoption, but after school adoption the Russian students are rather sure to stay calm in unexpected situations. In all other countries, the assessment after school adoption shows that the students feel sure to stay calm in unexpected situations.

Figures 7 shows that before school adoption only in Russia and in Norway there were small groups of students who said that they did rather not stay calm in unexpected situations. The rest gave, even before school adoption, a good or very good assessment of staying calm in unexpected situations. In Denmark, the percentage of students who felt very confident in unexpected situations before school adoption was quite large, 36.4%.

Figure 7: Frequencies of staying calm in unexpected situations before school adoption, by country (%)

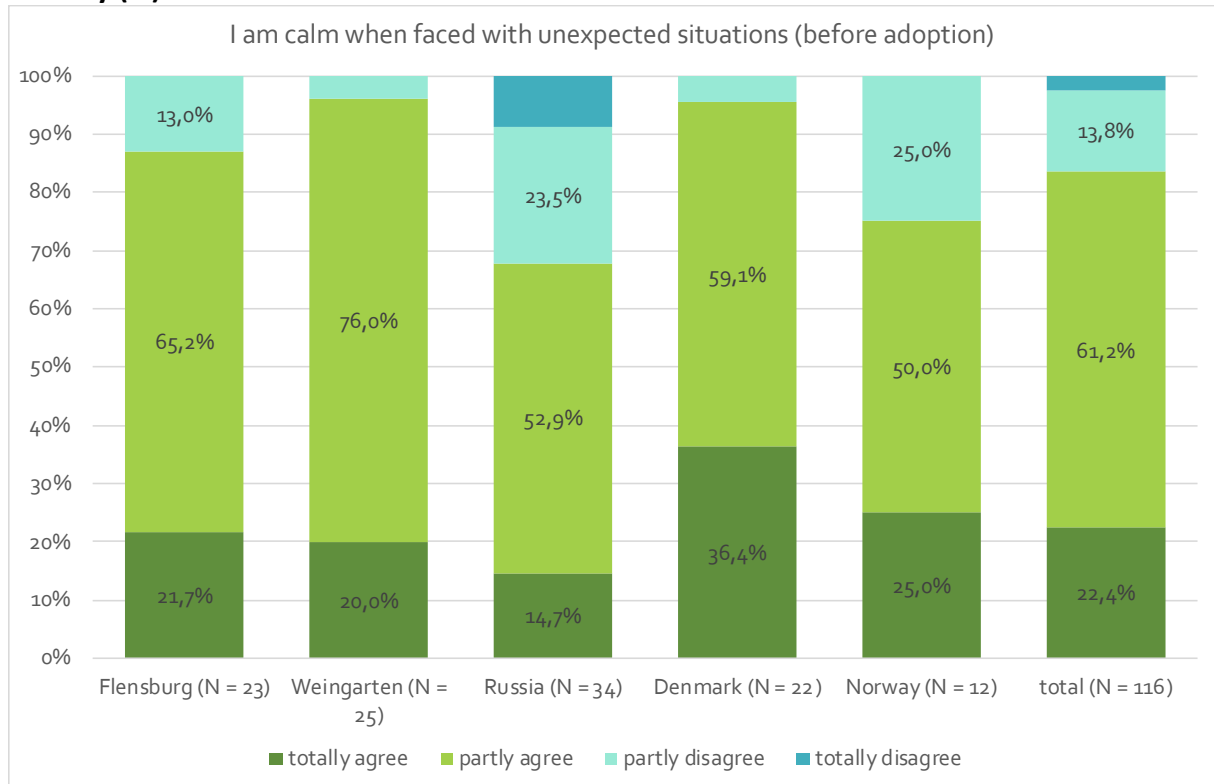
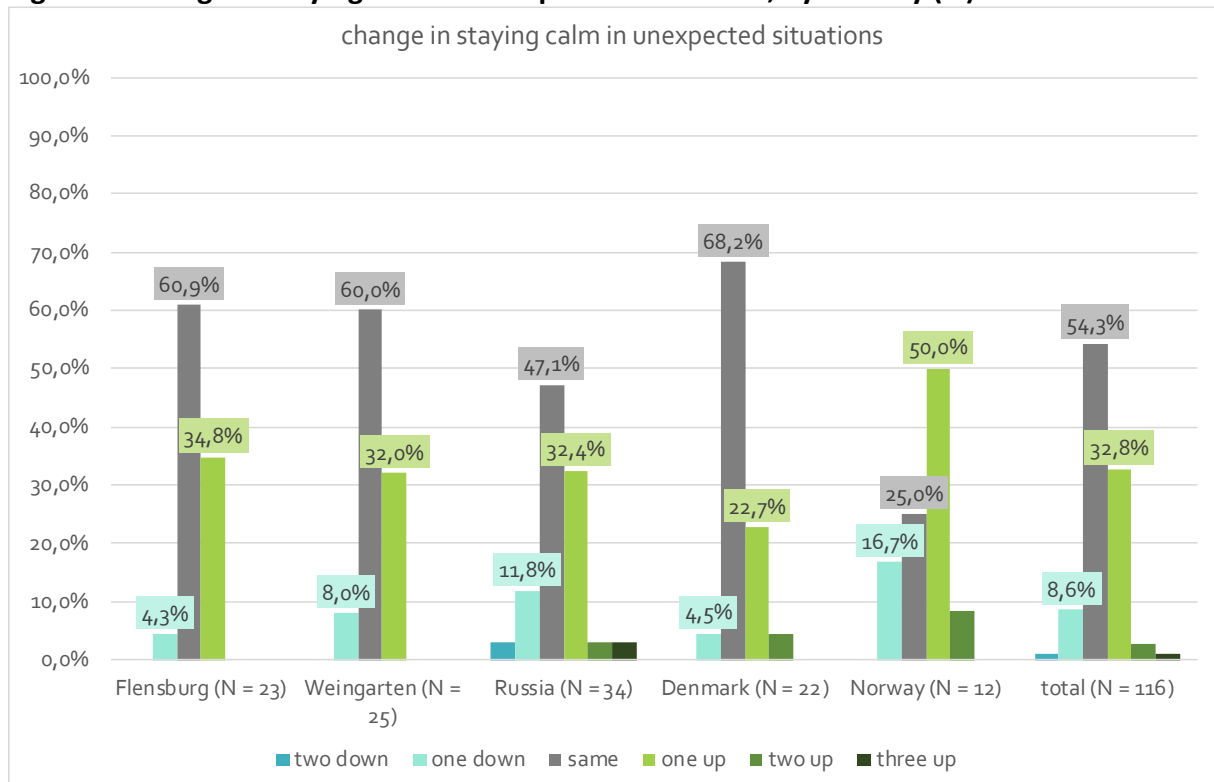


Figure 8: Change in staying calm in unexpected situations, by country (%)



Looking at the actual change at an individual level, most of this seemed to happen in Norway (see figure 8). Half of the Norwegian sub-sample assessed themselves as one category better than before after school adoption. For only 25% of respondents it stayed the same, and a

small but remarkable group of 16.7% assessed itself at one category one below the one before school adoption. This means those students had to revisit their assessment because they perhaps had experience in they did not stay as calm as they thought they would. Russia was interesting as well. Here, the students' assessment before school adoption was comparably widespread and so was the change from pre to post adoption. Due to the large part of (rather) unconfident assessment before school adoption there is room for positive development. This takes place, but not more than in Flensburg or Weingarten and on the other hand, Russia had the second highest percentage of students with a decreasing assessment. The Russian students seemed to be very reflective and/or self-critical. Due to the high percentage of Danish students who assessed themselves as very good before school adoption the percentage of a rising assessment is rather small. Still Denmark has the highest mean after school adoption.

Knowing how to solve problems

The overall assessment of knowing how to solve problems was a bit lower than the one for staying calm in unexpected situations. In addition, the means before school adoption do not differ as much: in all countries, the students say that they rather know how to solve problems, but still the Danish students assess themselves clearly best in knowing how to solve problems.

Table 7: Knowing how to solve problem, means by country (1 – not at all; 4 – totally)

Mean	Flensburg (N = 23)	Weingarten (N = 25)	Russia (N = 34)	Denmark (N = 22)	Norway (N = 12)	Total (N = 116)
Pre	2,87	2,76	2,91	3,05	2,92	2,90
Post	3,09	3,24	2,97	3,41	3,08	3,15
Difference	0,22	0,48	0,06	0,36	0,17	0,25

In Russia there is nearly no change with school adoption, in Weingarten the increase is the biggest. However, after school adoption, the means can be interpreted for all countries except for Denmark, that the students still only rather know how to solve problems. The Danish students have the highest value after school adoption as well as before and it can be said that they know how to solve problems after school adoption.

Figure 9 shows that other than in staying calm in unexpected situations, there are percentages of students who rather not know how to solve problems in all countries. Flensburg and Weingarten stand out, because there the percentages of students who assess themselves as very confident in knowing how to solve problems are very small compared to the other countries. Figure 10 shows the actual change and it can be seen that especially in Weingarten and Denmark, the assessment after school adoption is one category higher than it was before school adoption. The Russian students appear to be reflective or self-critical in this aspect as well, because again their change in the assessment has a wide range from a two-category-increase to a two-category-decrease. In Flensburg, the same range can be found, which means that in this two countries the assessment of knowing how to solve problems has the potential to encourage self-reflection.

Figure 9: Knowing how to solve problems before school adoption, by country (%)

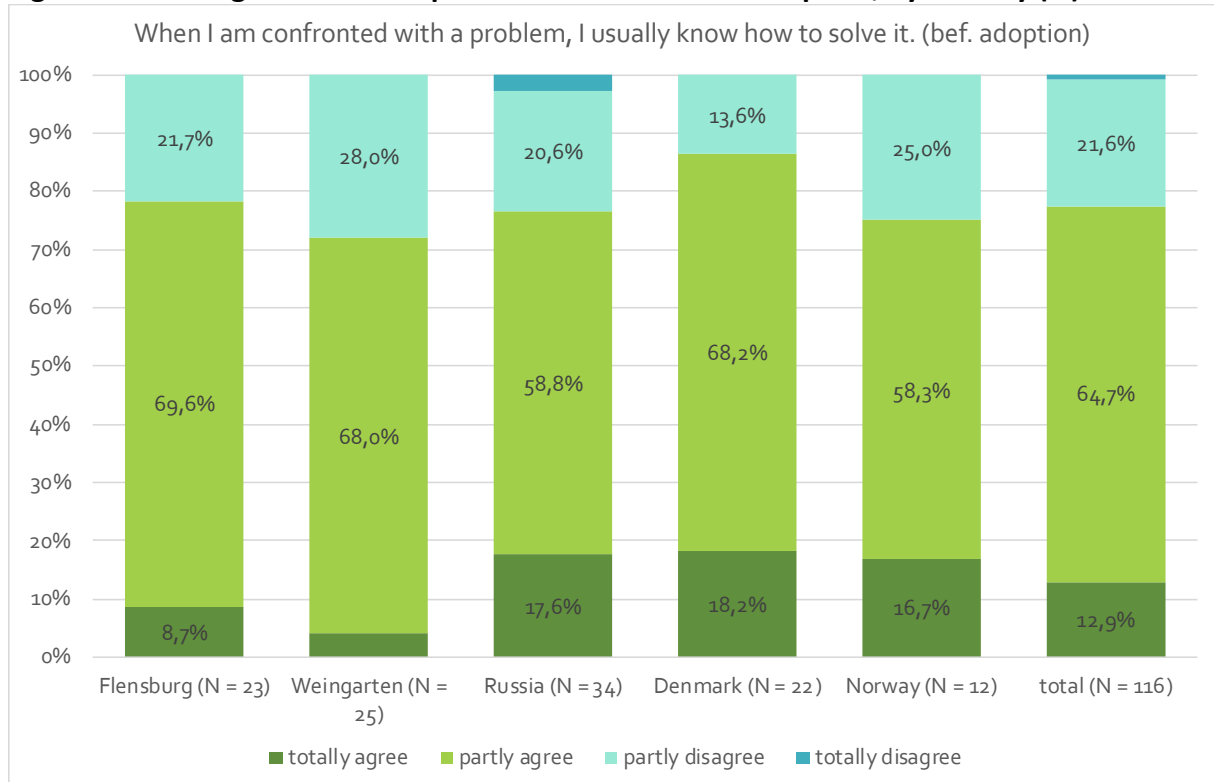
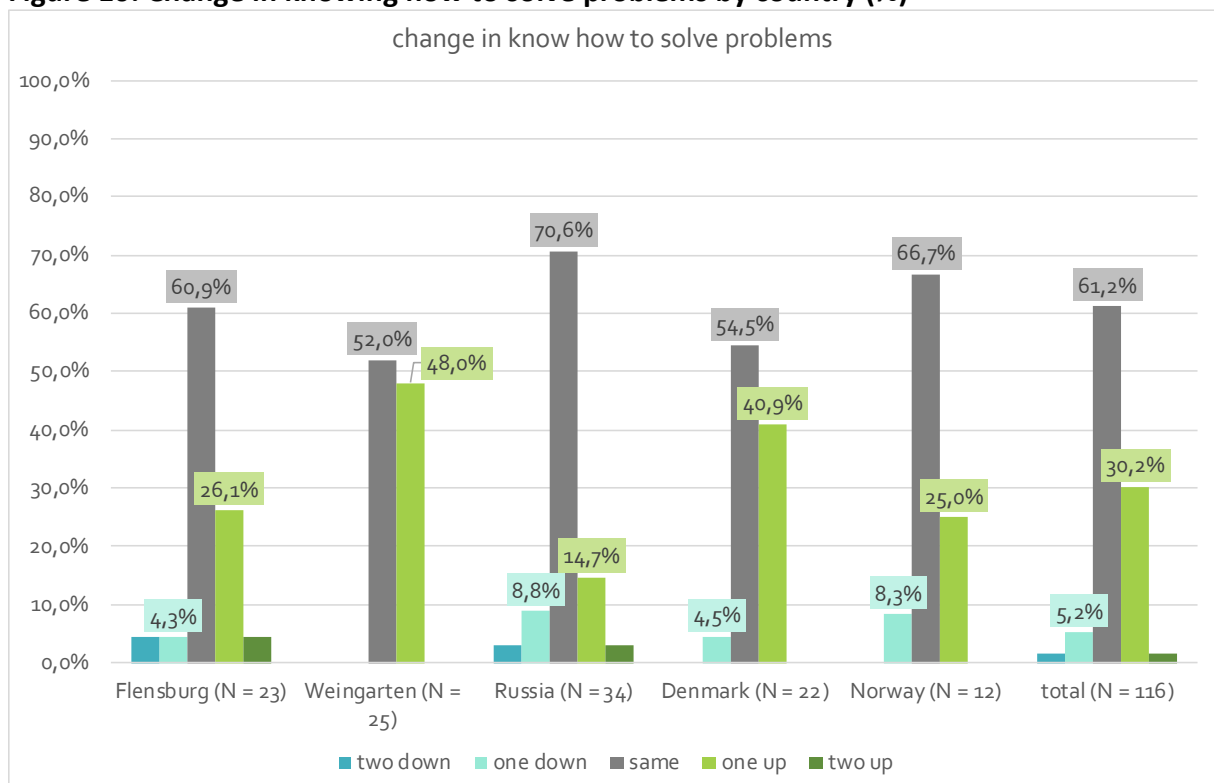


Figure 10: Change in knowing how to solve problems by country (%)



Knowing how to reach professional goals

When looking at the means for knowing how to reach professional goals before school adoption, all students had a rather good idea of how to do so. Still, a clear difference can be seen for Weingarten and Norway. The Weingarten students had only a very slight idea of how to reach their professional goals (2.80), whereas the Norwegian students had the best idea of how to do so in, comparison with the other groups.

Table 8: Knowing how to reach professional goals, means by country (1 – not at all; 4 – totally)

Mean	Flensburg (N = 23)	Weingarten (N = 25)	Russia (N = 34)	Denmark (N = 22)	Norway (N = 12)	Total (N = 116)
Pre	3,00	2,80	3,03	3,09	3,17	3,00
Post	3,13	3,48	3,18	3,41	3,25	3,28
Difference	0,13	0,68	0,15	0,32	0,08	0,28

After school adoption, this was nearly reversed. The Weingarten students now had a mean of 3.48, which meant that they knew how to reach their professional goals, and were the group with the clearest idea of all how to do so. In Norway, on the other hand, there was almost no change. Norway, Flensburg and Russia had an increase in this area following school adoption, but they still only had a slight knowledge of how to reach their professional goals after school adoption. Only the Norwegian and Weingarten students reported that they knew how to do so after school adoption.

Looking at the frequencies of the assessed ability of knowing how to reach one’s professional goals before school adoption (see figure 11), what differentiates Weingarten from Norway becomes clear. In Weingarten, quite a high percentage of students had almost no idea about how to reach their professional goals, whereas in Norway a similarly large group had a clear idea about this. It can also be seen that many of the Russian students had a clear idea about how to reach their professional goals, but that a small group of students there also had no idea at all about how to do so, resulting in a low mean for Russia. This result did not appear for any of the other countries.

Looking at the actual changes in this assessment (shown in figure 12) gives us an even more differentiated picture. The “easiest” pattern can be found in Flensburg and Denmark, where the assessment mainly remained the same and improved for one category, with percentages ranging from 30.4% to 36.4%. Weingarten had the largest percentage increase for one category; with 44.0%, it is as big as the one with no change in the assessment.

Furthermore, a small but still remarkable group of students self-assessed as having improved in two categories after school adoption, switching either from having no idea at all to having a rather good idea, or from having almost no idea to completely knowing how to reach their professional goals. The situation for Norway was quite different. Only a third of the Norwegian students had a better understanding of how to reach their professional goals after the school adoption than before it. For another third, this knowledge stayed the same, whereas the last third felt even more insecure in this regard following the school adoption. In Russia one sees a similar trend, but with a larger concentration on no change followed by an increase by one category; still, for every fourth Russian student students assessed themselves as less able to reach their professional goals after school adoption than it was before it. Possibly these students had overrated their ability in this regard and became aware of that mistake during school adoption, or discovered new aspects of teaching during school adoption, for which they were still lacking ideas.

Figure 11: Students’ pre-adoption knowledge about how to reach their professional goals, by country (%)

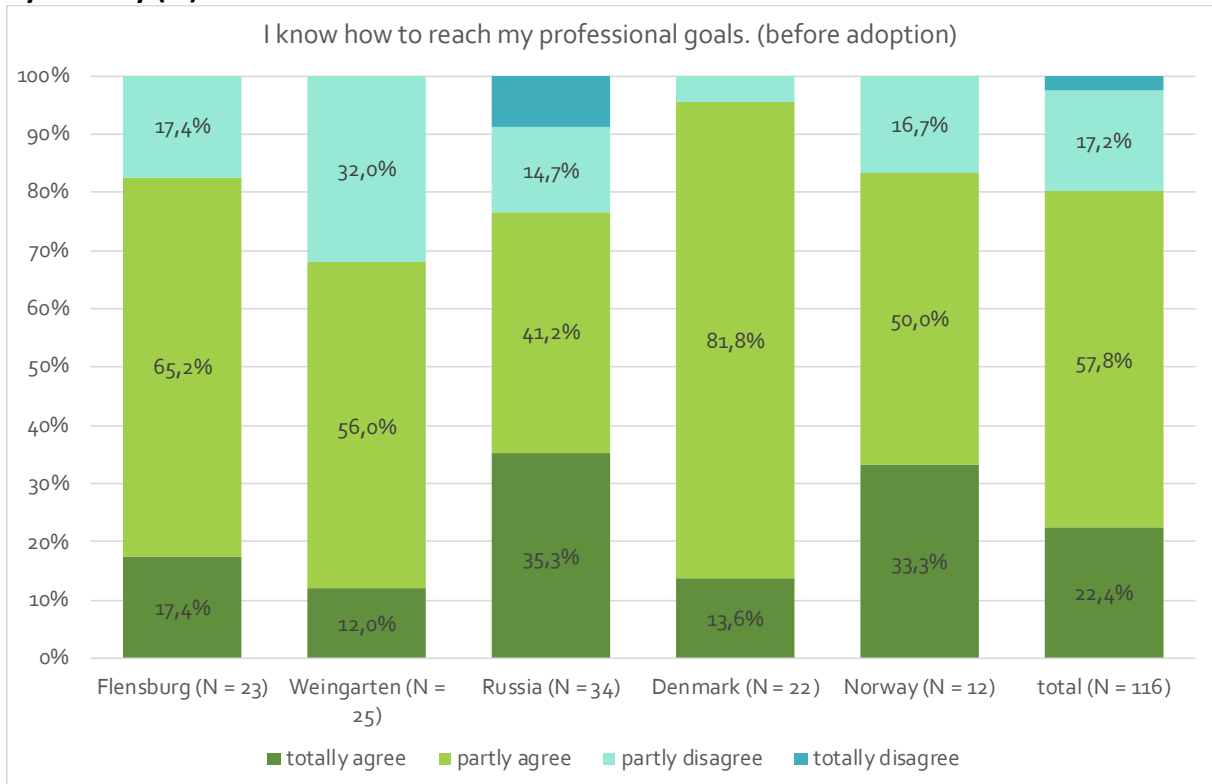
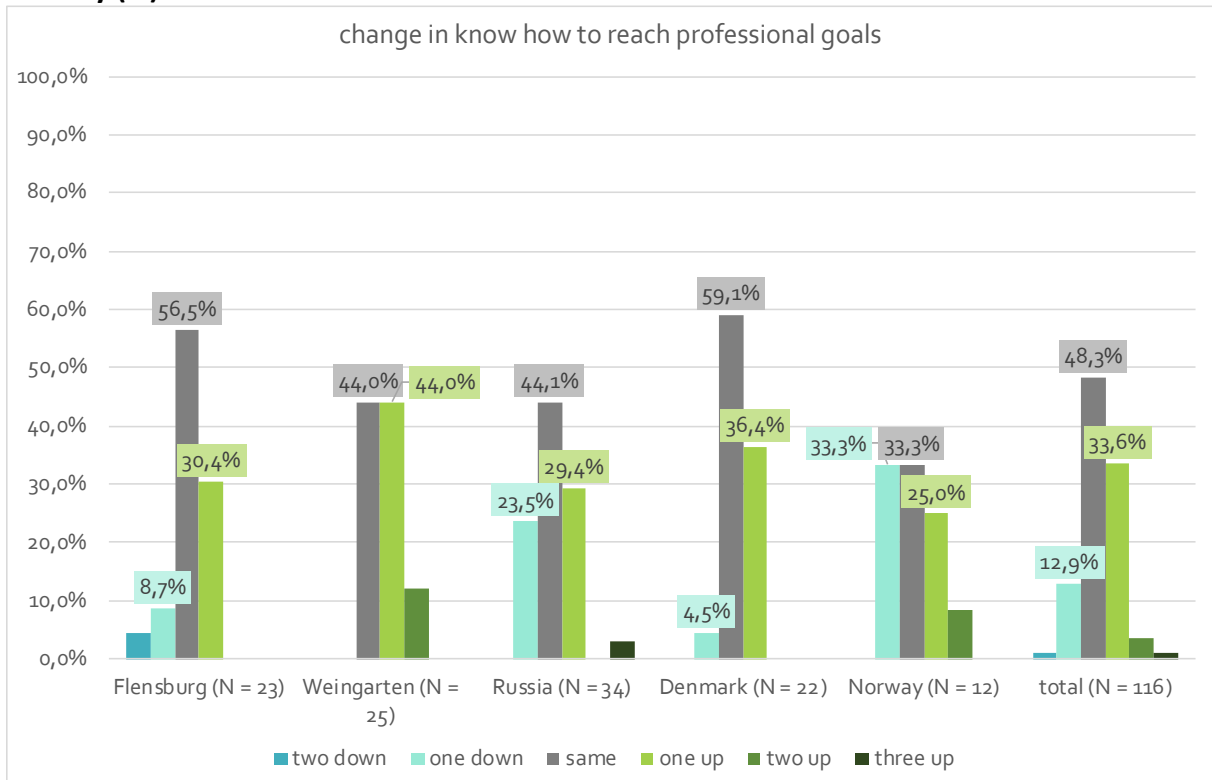


Figure 12: Changes in students’ knowledge about how to reach their professional goals, by country (%)



Conclusion concerning professional expertise

The results show that all students participating in school adoption started with quite a good self-assessment in the sampled competences. Nevertheless, we do find some differences between these competences, as well as between the countries.

For the more general competence of staying calm in unexpected situations, the assessment was better than for more specific ones, such as knowing how to reach one’s professional goals. Especially in the cases of Russia and Norway, the latter knowledge was “re-arranged” by school adoption.

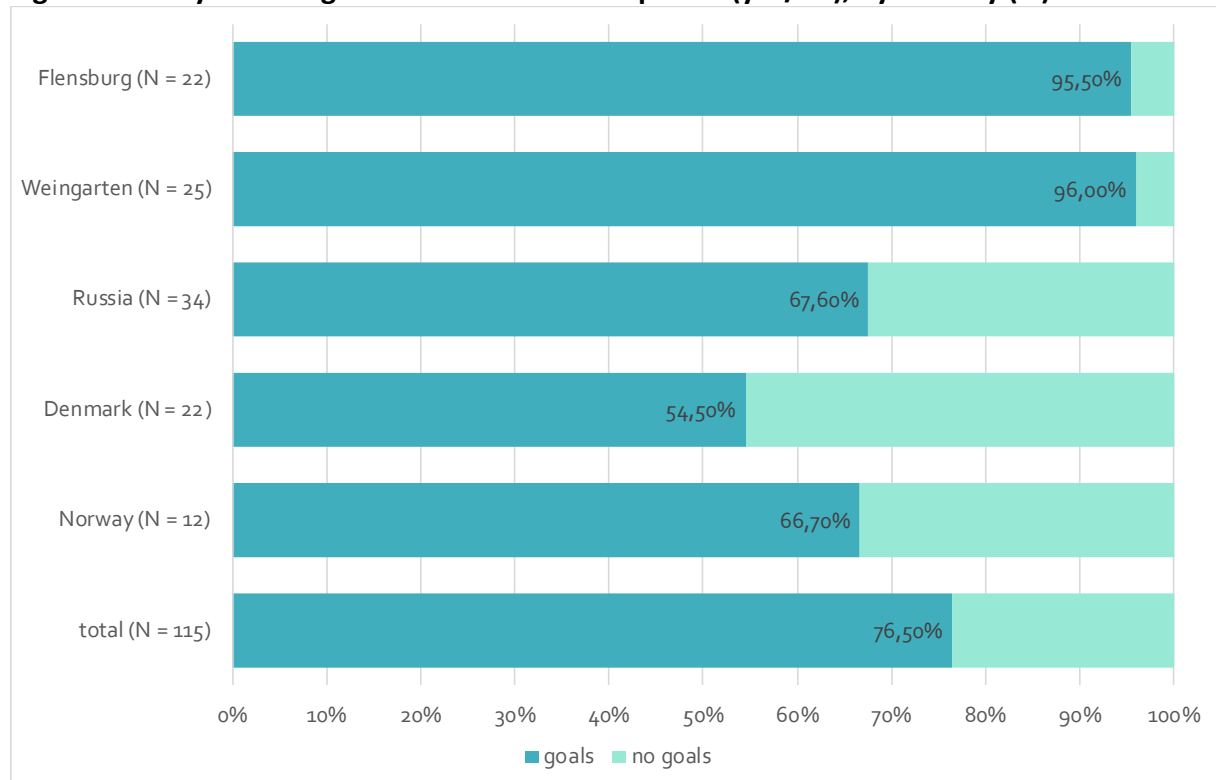
Comparing the countries, it can be seen that the Weingarten students reaped great benefits from school adoption, because the specific competences, in particular, were better assessed after it. The Russian students were a quite heterogeneous group and their change in assessments is not just one-directional. Thus, they seem to be very reflective and self-critical.

6.2.1.2 Students’ goals for school adoption and their achievement

The students were asked whether they had goals for the school adoption and were asked to describe up to four goals, in that case. The latter was an open-ended question and the answers were later categorized.

In the whole sample, three out of four students had goals for the school adoption, with large differences existing between the countries: In Flensburg and Weingarten nearly all of the students had goals for the school adoption (95.5% resp. 96.0%), whereas only every second Danish student had them (54.5%). Russia and Norway lay somewhere between these two results (see figure 13).

Figure 13: Do you have goals for the school adoption? (yes/no), by country (%)



Overall, 253 goals were stated. In Flensburg, Weingarten and Norway all students listed at least two goals for the school adoption. The Weingarten students had the most goals: 17 out of the 24 stated four goals, whereas in Russia a large number of students had only one or two goals for school adoption.

Table 9: Number of stated goals, by country (N; only students who named goals)

Number of goals	Flensburg (22 students; 66 goals)	Weingarten (24 students; 88 goals)	Russia (22 students; 54 goals)	Denmark (11 students; 29 goals)	Norway (5 students; 16 goals)
1 goal	-	-	4	2	-
2 goals	7	1	9	3	1
3 goals	8	6	4	3	2
4 goals	7	17	5	3	2

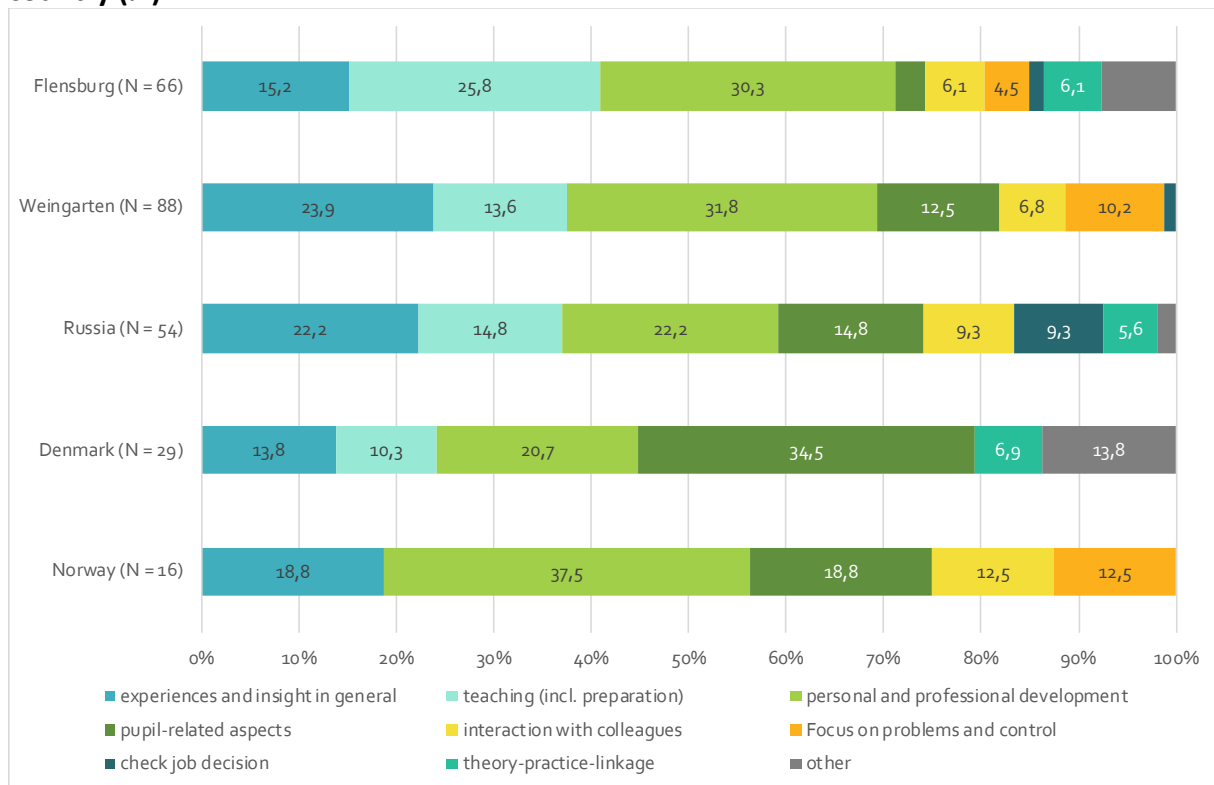
Goals for school adoption

The 253 goals listed overall were categorized into 20 differentiated categories, and those 20 categories were summarized in 9 main categories. We used these 9 main categories to compare the goals in the whole sample. To describe the characteristics of the sub-samples, the 20 differentiated categories are used.

Figure 14 shows commonalities and differences between the countries. All students mainly aimed for *personal and professional development* in school adoption followed by getting *experiences and insight in general*. *Personal and professional development* received the highest percentages in all countries indeed, which made it the most important goal for all subsamples, but at the same time the percentages differ greatly. In Norway, 37.5% of the students name a goal of this category, whereas in Russia it was only 22.2%.

Experiences and insight in general, on the other hand, is quite comparable between the countries. The percentage of goals of this category ranges from 15.2% in Flensburg to 23.9% in Weingarten.

Figure 14: Students' goals for school adoption (main categories; N – named goals), by country (%)



In Flensburg, Weingarten, Russia and Denmark, *Teaching (incl. preparation)* was another major topic with respect to students' goals, especially in Flensburg, where 25.8% of all stated goals belonged to this category, whereas in Denmark it represented only 10.3% of them. In Denmark, Norway, Russia and Weingarten, goals with *pupil-related aspects* were often stated, ranging from 34.5% in Denmark to 12.5% in Weingarten.

Table 10 gives an insight in the differentiated categories behind these main categories, with a breakdown by country.

Table 10: Students' goals for school adoption (differentiated categories), by country (%; N – named goals)

Goals – differentiated categories	Flensburg (N = 66)	Weingarten (N = 88)	Russia (N = 74)	Denmark (N = 29)	Norway (N = 16)
Experience and insight in general					
Gain experience/knowledge	6,1	2,3	16,7	10,3	-
Insight in school beyond teaching	9,1	21,6	5,6	3,4	18,8
Teaching (incl. preparation)					
Teaching experience	18,2	2,3	11,1	6,9	-
Teaching preparation	7,6	10,2	-	-	-
New teaching methods	-	1,1	3,7	3,4	-
Personal and professional development					
Personal development	9,1	4,5	9,3	-	6,3
Confidence in teaching/in class	10,6	8,0	3,7	-	6,3
Be accepted/successful	3,0	4,5	3,7	-	-
Development of teacher personality	3,0	12,5	-	6,9	18,8
Creativity/independence/reflexivity	4,5	2,3	5,6	13,8	6,3
Pupil-related aspects					
Pupil participation in class	-	-	-	34,5	-
Pupils' knowledge	1,5	5,7	5,6	-	-
Teacher pupil relationship	1,5	6,8	9,3	-	18,8
Interaction with colleagues					
Learning from teachers	1,5	1,1	7,4	-	-
Teamwork general	3,0	5,7	1,9	-	-
Teamwork students	1,5	-	-	-	12,5
Focus on problems and control					
Classroom management/have control	-	6,8	-	-	6,3
Handling difficult pupils	4,5	1,1	-	-	-
Solve problems	-	2,3	-	-	6,3
Check job decision	1,5	1,1	9,3	-	-
Theory-practice-linkage	6,1	-	5,6	6,9	-
Others	7,6	-	1,9	13,8	-
Total	100,0	100,0	100,0	100,0	100,0

Using the main categories, the Flensburg students focused on *personal and professional development* followed by *teaching (incl. preparation)* and *experiences and insight in general*. When talking about personal and professional development, the Flensburg students mainly listed goals that described gaining *confidence in teaching resp. in class*, followed by the rather general category of *personal development*. The teaching focus was clearly the *teaching experience* itself and the rather general main category *experiences and insight in general* is nearly even distributed between *gain experience and knowledge* and *insight in school beyond teaching*. Thus, in addition to some rather general, the Flensburg students aimed to gain teaching experience and insights beyond the central work of teaching, and they wanted to develop their confidence in the teacher's role.

In Weingarten we found two main categories: *personal and professional development* followed by *experience and insight in general*. At the main category level, they focused on rather general topics. Looking at the differentiated categories, personal development was mainly reported as *development of teacher personality* followed by *confidence in teaching resp. class*. The experience and insight in general is nearly only *insight in school beyond teaching*. This category reaches even in the overview of differentiated categories a

percentage of 21.6, which shows how important this was to the Weingarten students. In addition, three more aspects of the teacher’s role were quite important to the Weingarten students. Comparably high percentages in the differentiated categories can be found for *teaching preparation* (10.2%), *teacher-pupil-relationship* (6.8%) and *classroom management resp. have control* (6.8%).

Already when looking at the main categories, we see that the Russian students had the least clear focus on one category. This can be said for the differentiated categories as well. The largest percentage of answers went to personal and professional development, specifically *gain experience and knowledge*. The next most important differentiated categories (all with a percentage of 9.8) were *teaching experience, personal development, teacher-pupil-relationship* and *check the job decision*. This shows either the already described heterogeneity of the Russian sub-sample, or a holistic understanding of what shall be accomplished in school adoption.

In Denmark, *pupil participation in class* was the largest group of goals, with 34.5% even in the differentiated categories. This is an outstanding value. Furthermore *creativity, independence and reflexivity* were important to the Danish students (13.8%) and they have a high percentage of “other” goals (13.8% as well) that often relate to scientific issues such as the writing of one’s bachelor’s thesis.

Norway provided the least number of answers for this item, as only five students stated goals, but they had a clear focus on personal and professional development, specifically *development of teacher personality*.

Achievement of goals

After school adoption, the students were asked to assess to what extent they had reached their goals. In the dataset there are 237 ratings; in 11 cases, the option *no such goal* was chosen, which left 226 cases to analyse.

Most of the goals were either partially or fully achieved (see table 11). Only in Flensburg was a small percentage of goals not achieved at all, and in Flensburg and Russia small percentages of only partly achieved goals. The highest success rates could be found in Russia and Denmark, where two out of three goals were completely achieved. In Flensburg and Weingarten, the percentage of completely achieved goals was 55.8 and 59.1, respectively, which means that still clearly more than half of the goals were fully achieved. The Norwegian students were not that successful in achieving their goals. Only 22.2% were achieved completely, but all others were partly achieved.

Table 11: Achievement of goals, by country (%; N – assessed goals)

Achievement of goals	Flensburg (N = 52)	Weingarten (N = 88)	Russia (N = 49)	Denmark (N = 28)	Norway (N = 9)
Completely	55,8	59,1	69,4	67,9	22,2
Partly	38,5	40,9	28,6	32,1	77,8
Incompletely	3,8	-	2,0	-	-
Not at all	1,9	-	-	-	-
Total	100	100	100	100	100

After rating to what extent the goals for the school adoption were achieved, students were asked what had helped or prevented them from achieving their goals. The answers to these open-ended questions were later categorized.

Table 12 shows that each country had a unique pattern with respect to the factors that students found helpful to achieving their goals. In Flensburg the mixture was broad, with the greatest percentage of students noting *reflection*, followed by *independence* and *teamwork*. In contrast, the Weingarten students found *teacher guidance/preparation* to be singularly helpful. Russia presented yet another pattern, with students noting three main factors: *teacher guidance/preparation*, *own experience/knowledge* and *own commitment/hard work*. These are three interesting and contrasting patterns with respect to the factors that students found helpful to achieving their goals. The Flensburg students emphasize their independence and the importance of teamwork and reflection whereas the Weingarten students focus on guidance and preparation by schoolteachers. Although the goals were quite similar in Flensburg and Weingarten, the ways to achieve them are different. In Russia, there was an interesting mixture of teacher guidance and student related aspects. Nevertheless, other than in Flensburg it is not independence what the Russian students stated as helpful, but their own expertise and attitude.

Table 12: Factors that students found helpful to achieving their goals, by country (%; N – noted as helpful)

What helped achieving	Flensburg (N = 30)	Weingarten (N = 41)	Russia (N = 32)	Denmark (N = 16)	Norway (N = 10)
Experience of real school life	10,0	14,6	6,3	-	10,0
Own commitment/hard work	3,3	-	21,9	6,3	-
Applying theory to practice	3,3	-	-	6,3	-
Personal strategies	6,7	2,4	-	-	-
Independence	16,7	2,4	-	-	-
Development of teacher personality	10,0	9,8	3,1	6,3	-
Teacher guidance/preparation	10,0	46,3	28,1	18,8	20,0
Exchange/reflection	20,0	4,9	-	-	10,0
Teamwork	16,7	12,2	9,4	12,5	50,0
Pupils' behaviour	-	4,9	3,1	25,0	-
Own experience/knowledge	-	-	25,0	25,0	-
Miscellaneous	3,3	2,4	3,1	-	-
Total (answers)	100	100	100	100	100

In Denmark and Norway, the groups were quite small, but they still showed unique patterns. In Denmark there was a slight focus on *teacher guidance/preparation* and *pupils behaviour*, whereas in Norway the focus lays clearly on *teamwork*.

Students listed only a few “hindering” factors, in comparison to the many factors they reported to be helpful. The 36 hindering factors can be broken down into 10 categories, but still the hindering aspects are very individual and point to only slight trends (see table 13). For Norway, Denmark and Russia, it is even difficult to find any trends, because either the numbers were very small or the hindering aspects were widely spread. Nevertheless, for Flensburg it can be seen that *inapplicable objectives* was the main hindering factor, followed by *pressure* and *pupils behaviour*, whereas in Weingarten students listed *not enough*

knowledge/preparation, organization/conception of adoption, negative/no feedback and school setting as hindering factors.

Table 13: Factors that students found a hindrance to achieving their goals, by country (%; N – noted as hindering factors)

What prevented achieving	Flensburg (N = 8)	Weingarten (N = 13)	Russia (N = 9)	Denmark (N = 13)	Norway (N = 2)
Inapplicable objectives	37,5	7,7	-	-	-
Organisation/concept of adoption	-	15,4	11,1	44,4	50,0
Personal reasons	12,5	7,7	22,2	11,1	-
Pressure	25,0	7,7	11,1	-	-
Theory-practice-gap	-	-	11,1	11,1	-
Pupils' behaviour	25,0	-	22,2	-	50,0
Not enough knowledge/preparation	-	23,1	11,1	33,3	-
Negative/no feedback	-	15,4	-	-	-
School settings	-	15,4	11,1	-	-
Miscellaneous	-	7,7	-	-	-
Total (answers)	100	100	100	100	100

Conclusion concerning students' goals for school adoption and their achievement

Most of the students wanted to develop both personally and professionally and gain new experience and insights during the school adoption. On this rather general level, the goals were similar for all participating countries. A look at the sub-samples shows individual patterns in the goals set, as well as the factors found helpful to achieving them. For Flensburg, this shows a focus on independence and student collaboration, whereas for Weingarten it indicates a guided early orientation, and for Russia a quite holistic approach to teaching, with a mixture of guidance and self-confidence, in accordance with the student's own knowledge. One additional major finding is that neither the whole sample nor the sub-samples found factors that students felt had systematically hindered their efforts to achieve their goals.

6.2.1.3 Acquired skills and experiences in other student teaching stints and during school adoption

In the questionnaires, 21 items measured students' acquired skills and experiences in school adoption (post-questionnaire) and previous student teaching stints (pre-questionnaire). It is important to mention that the presented values do not assess the students' competence or expertise in the measured factor. Items formulated like *I developed new perspectives on teaching* or *I developed my skills in the following areas: Comparing progress of my lessons with my lesson plans* measured to what extent learning opportunities could be found. Therefore, the data presented in the following discussion does not describe students' competences, but rather the characteristics of school adoption and of student teaching that was done before school adoption.

A factor analysis was done, based on the data collected in the pre-questionnaire. The factor analysis checked which of the items measured the same concept and could therefore be summarised in one index. The factor analysis is run with the pre-data, because it is assumed that the experiences and background the students take with them into school adoption has an impact on the overall result.

The factor analysis produced five factors, such that five thematically different indices concerning acquired skills and experiences could be built. An analysis of reliability checked

whether those five indices could be built for the pre-data as well as for the post-data. Table 14 shows the indices and Cronbach’s Alpha for the pre- and post-data. The results of the reliability analysis were all acceptable, and therefore the five indices were used for the skills acquired during students’ previous student teaching experiences and the school adoption.

Table 14: Factors/ indices and Cronbach’s Alpha for developed skills and experiences with pre- and post-data

Factor		Items	α pre-data	α post-data
Factor 1 Teaching (plan do check act)	I developed my skills in the following areas:	Cooperative learning	.864	.812
		Dealing with diversity		
		Evaluating written work		
		Evaluating oral responses		
		Choosing appropriate teaching methods for the learning needs of pupils		
		Estimating the time required for individual parts of a lesson		
		Recognizing whether teaching goals are being met		
		Comparing progress of my lessons with my lesson plans		
Factor 2 Be responsive to pupils and their needs	I developed my skills in the following areas:	Seeing things from the pupils’ perspective	.771	.724
		Gauging pupils’ level of understanding		
		Creating a positive atmosphere for learning in the class		
		Communicating in an appropriate manner		
Factor 3 Reflecting own professionalisation	I was given tasks that I have not performed previously	I had opportunities to reflect on my work	.580	.642
		I gained insights into my professional development needs		
Factor 4 Experience, pressure and stress	I had problems with colleagues	I had problems with difficult pupils	.664	.503
		I experienced pressure and stress		
Factor 5 Contact, cooperation and perspectives	I gained insight into working with parents/carers	I improved my ability to work in a team	.468	.660
		I developed new perspectives on teaching		

To see how skill development and experiences differed between students’ previous student teaching stints and their school adoption work, the means for the indices described above were calculated. The scale ranges from 1 – totally disagree to 4 – totally agree. Thus, the higher the score, the more the measured learning opportunity appeared. As described above, the means can be interpreted in the following (shown with a general scale from very bad to very good, which has to be adapted to the concrete index): 1 to 1.24 - - - ; 1.25 to

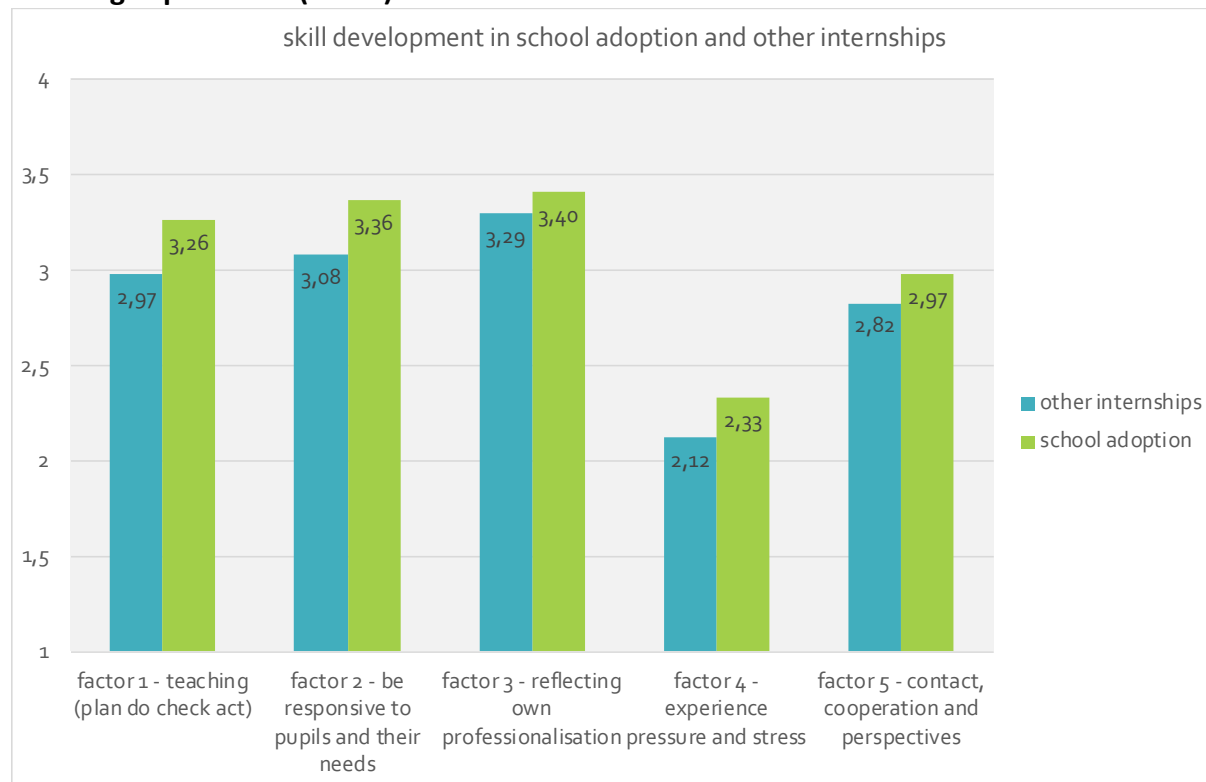
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1.74 - -; 1.75 to 2.24 -; 2.25 to 2.74 'neutral area' neither - nor +; 2.75 to 3.24 +; 3.25 to 3.7 + + and 3.75 to 4 + + +.

In the whole sample, the mean for each of the five factors was higher for school adoption than for previous student teaching (see figure 15). In other words, all of the sampled learning opportunities were more intense during school adoption in comparison to other kinds of student teaching work. Factor 4 is special because it measures participants' experienced pressure and stress. The fact that the mean was lower here than for the other indices is a good thing. Still, the index was not inverted, because the main idea behind school adoption is not to have no stress at all; rather, the true experience of stress and pressure is pictured in the index.

With a mean of 3.40 reflecting one's own professionalization was the most widely reported, or most intense, learning opportunity. On the other hand, this factor also received the highest scores for previous student teaching and had the smallest difference between scores for former internships and school adoption. Teaching and being responsive to pupils and their needs has the second highest scores and the highest difference between former internships and school adoption. In other words, school adoption clearly offered more opportunities to experience the whole process of teaching, from preparation to evaluation, than did other kinds of student internships, and also more opportunities to design a lesson and to create a learning atmosphere in a way that best suits the pupils.

Figure 15: Skill development and experiences in school adoption versus previous student teaching experiences (mean)



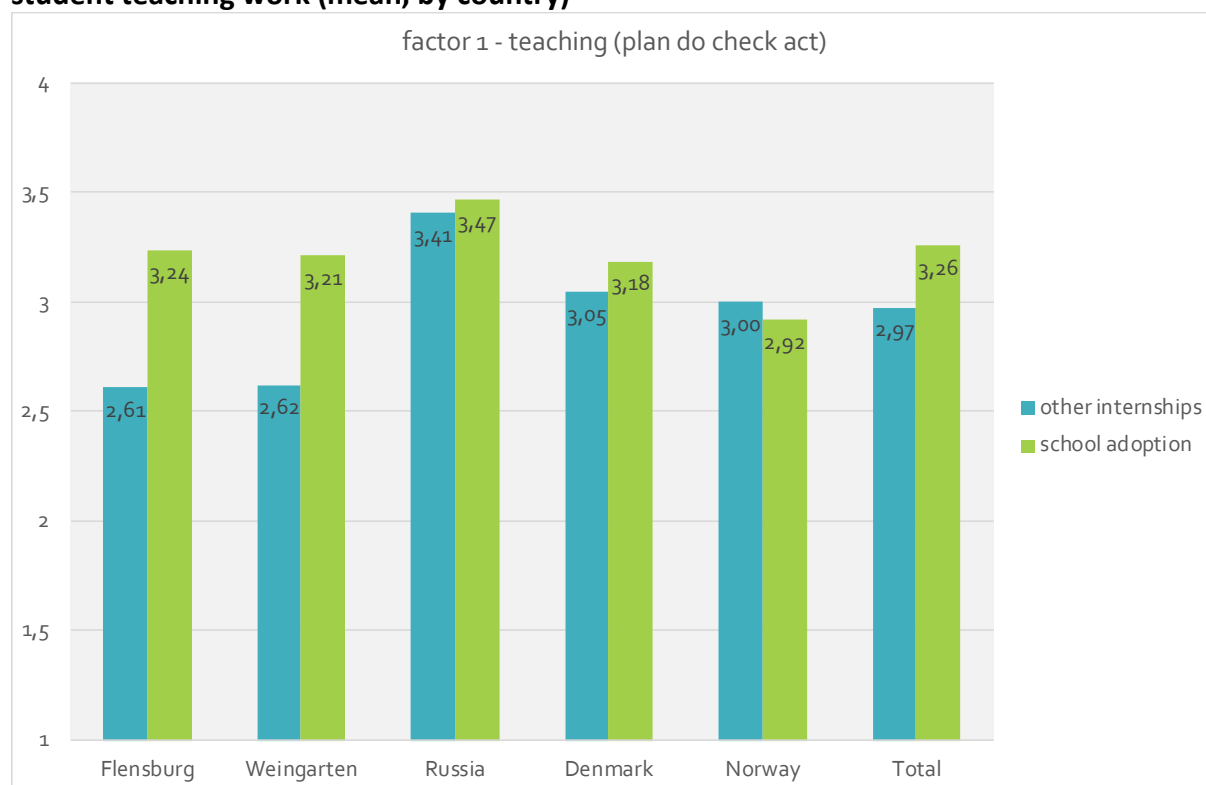
Factor 5 measures experiences in teamwork, working with parents or caregivers, and gaining a new perspective on teaching. The first thing that is interesting with this factor is the combination of items. It could be interpreted to mean that the exchange with colleagues

and parents lead students to gain a new perspective on teaching, because due to the factor analysis those three items measure the same concept. These learning opportunities appear to have been infrequent, both for school adoption and for other kinds of student teaching.

Factor 4 is special because it measures the extent to which students experienced pressure and stress. As shown, students reported experiencing more pressure and stress during school adoption than during their previous student teaching jobs, but with means of 2.12 and 2.33 this was still rather low.

The following compares the means of the five factors for each country, showing that there are distinct differences between the countries with respect to the learning opportunities offered in school adoption, and how they differed from those for previous student teaching.

Figure 16: Factor 1 – Teaching (plan do check act) during school adoption and previous student teaching work (mean, by country)

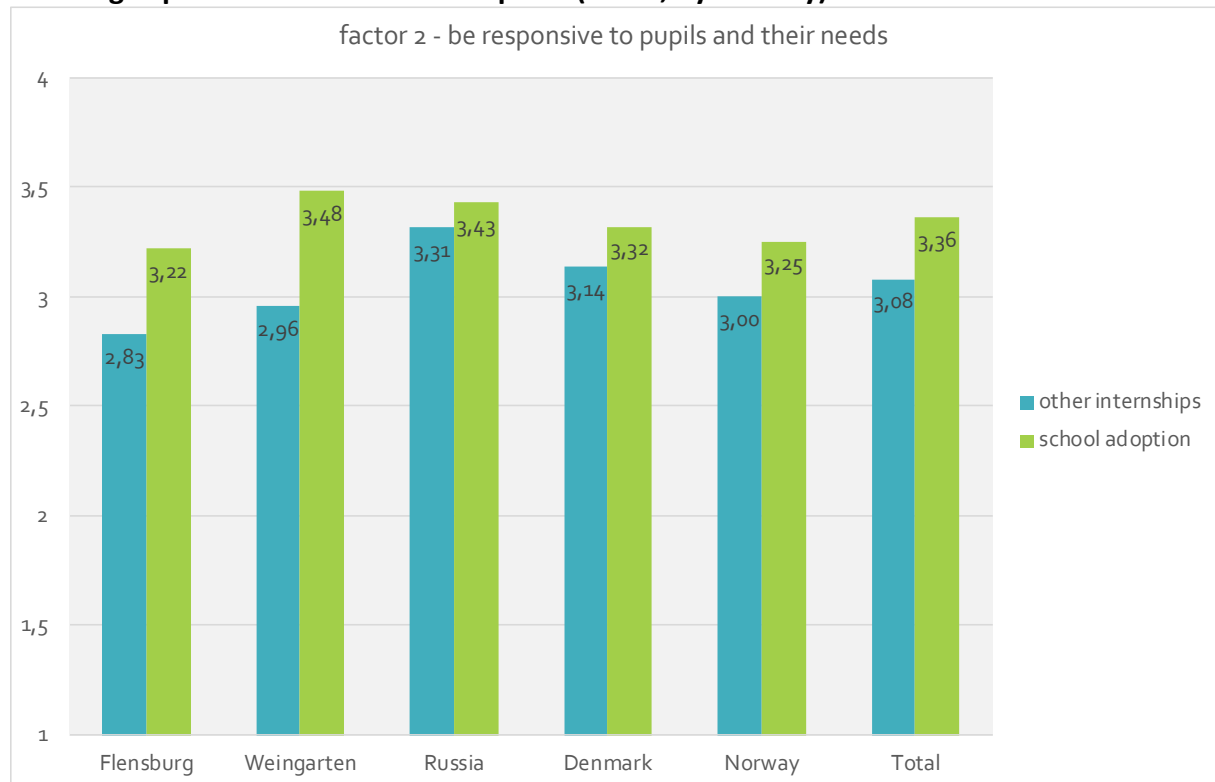


For the whole sample, factor 1 *teaching (plan do check act)* presents a mean of 2.97 for students' previous student teaching work, and rises to 3.26 for school adoption. In other words, the level rose from quite a few opportunities to develop teaching skills to even more opportunities. For the individual countries, there are also differences in the difference between school adoption and previous student teaching work, such as in the extent to which those learning opportunities concerning teaching arose during school adoption. Russia had the highest score, both for school adoption (3.47) and previous student teaching (3.41). That means that in Russia, the whole process of teaching took on high relevance in all passed internships so far. The biggest difference was found for Flensburg and Weingarten, where the scores for former student teaching work (2.61 and 2.62) rose to 3.24 and 3.21. That means that while the whole process of teaching was of no great relevance to student during their previous student teaching experiences, it took on a rather important role during school

adoption. In Norway, the score for school adoption was actually even a little lower than for previous student teaching (2.92 vs. 3.00).

For factor 2, which measures being responsive to students and their needs, the differences between the countries are not as big as they were for teaching (see figure 17).

Figure 17: Factor 2 – Responsiveness to pupils and their needs during previous student teaching experiences and school adoption (mean, by country)



Again, Russia showed the smallest difference between students' previous student teaching experience and school adoption on this point. Moreover, the greatest growth can be seen in Flensburg and Weingarten, but it is much smaller than it was for teaching. In Flensburg, it raises from 2.83 to 3.22 and in Weingarten from 2.96 to 3.48.

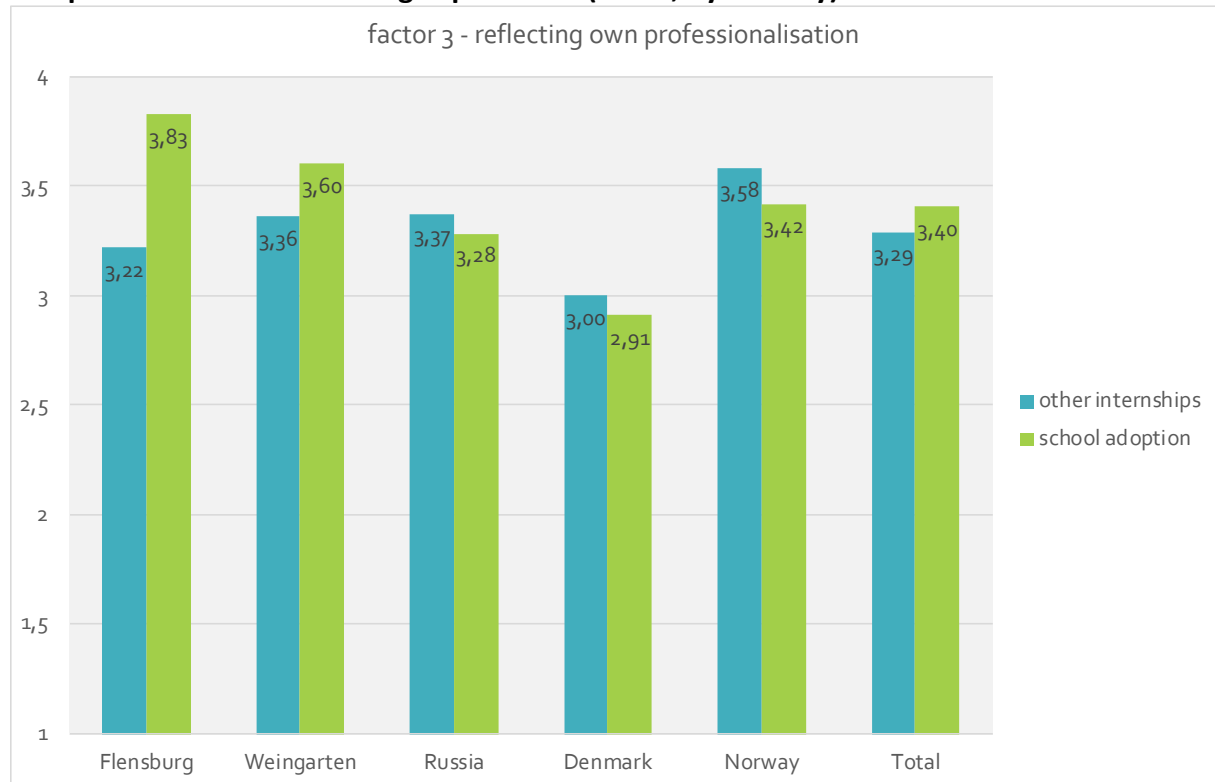
The most or most intense opportunities to develop skills in being responsive to pupils and their needs in school adoption can be found in Weingarten and Russia (3.48 and 3.43). In this factor, there is quite a homogeneity for the countries, so this seems to be one common aspect of school adoption for all.

The extent to what school adoption and former internships offer opportunities to realize and reflect the own professionalization is very different between the countries (see figure 18). The scores of the overall sample are 3.29 for former internships and 3.40 for school adoption. Each single country differs from those scores.

In Norway, the means for the school adoption equals with 3.42 nearly the mean score, but with a mean of 3.58, the Norwegian students found more or more intense opportunities to reflect their own professionalization in former internships. This trend can be found for Russia and Denmark as well, but with even lower values. In Denmark, it is with 3.00 for other internships and 2.91 for the school adoption the lowest. It has to be taken in mind, that for

all these three countries the differences between former internships and school adoption concerning possibilities to develop in teaching and being responsive to pupils and their needs were quite small. Because one of the tree items in factor 3 is *I was given tasks that I have not performed previously*, this could be one explanation for these low values.

Figure 18: Factor 3 – Reflecting on one’s own professionalization during school adoption and previous student teaching experiences (mean, by country)

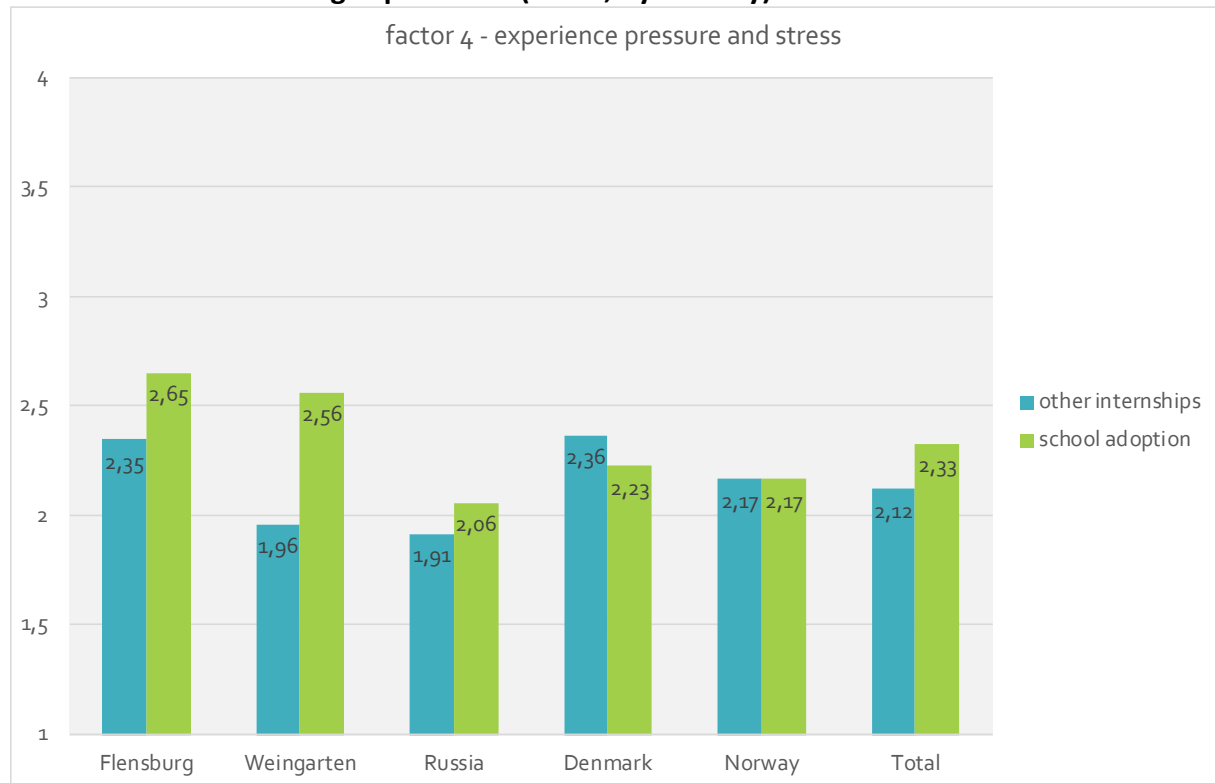


The Weingarten students described more, or more intense, opportunities to develop and reflect on their own professionalization in school adoption in comparison to previous student teaching experiences. With a score of 3.60, they attributed great importance to this aspect of the school adoption. In Flensburg (score: 3.83), this effect was even more intense. That represents a very big increase over the mean for previous student teaching experiences (3.22) –the greatest among all the countries in our study. Thus, this focus on developing and reflecting the own professionalization can be described as one characteristic of the Flensburg school adoption.

The mean of the whole sample shows that the students experienced almost no stress or pressure during other kinds of student teaching experiences—even less than they did during school adoption. Figure 19 shows that the least stressed in this regard were the Russian students, followed by the Norwegian ones, who reported no difference between school adoption and previous student teaching in this regard. In Denmark, the mean was close to that for the whole sample, but the Danish students were the only ones who experienced less stress and pressure during school adoption than they had in their other student teaching experiences. In Flensburg and Weingarten, the students experienced slightly more stress and pressure than the mean for the whole sample; nevertheless, the mean only reached the

“neutral area.” Interestingly, the difference between the experienced pressure and stress during other kinds of student teaching and school adoption was greatest in Weingarten.

Figure 19: Factor 4 – Pressure and stress experienced during school adoption and other kinds of student teaching experiences (mean, by country)



For factor 5, which measures the possibilities of developing in the area of contact, cooperation and perspectives, there were significant differences between the countries (see figure 20). Russia and Norway were close to the mean for the whole sample. In Russia, the factor 5 mean for school adoption was slightly lower than that for other student teaching experiences. In Denmark, the school adoption mean was 2.36—clearly smaller than for previous student teaching, for which the mean was 2.91. This tells us that in their other student teaching experiences the Danish students had encountered some opportunities to develop by working with parents and colleagues, whereas for school adoption findings on this point fell into the “neutral zone”—that is, they were neither clearly evident nor clearly missing. The information for Flensburg and Weingarten again differed from that of the other countries. With means of 3.30 and 3.40 for school adoption, students there definitely found opportunities to develop in this area. A distinct difference between other student teaching experiences and school adoption is also clear for these two places (2.57 for Flensburg and 2.88 for Weingarten).

Figure 20: Factor 5 – Contact, cooperation and perspectives during school adoption and other student teaching experiences (mean, by country)



After assessing their development in the sampled skills, students were asked in the post-questionnaire how the skills they developed during school adoption differed from those they had developed during previous student teacher programs. The answers to this open-ended question were then categorised. Table 15 shows the various different factors that play a role in skill development during school adoption.

Table 15: How skills acquired during school adoption and previous student teaching experiences differ by country (category-% of all given answers; N – named differences)

How skills differ	Flensburg (N = 42)	Weingarten (N = 45)	Russia (N = 29)	Denmark (N = 18)	Norway (N = 9)
Deeper teacher-student relationship	7,1	8,9	10,3	-	-
Authentic/intense experience	19,0	24,4	13,8	5,6	22,2
Link between theory and practice	-	-	3,4	5,6	-
Personal development/teacher personality	4,8	6,7	20,7	11,1	11,1
More/deeper teaching experiences	14,3	17,8	20,7	33,3	11,1
6.2.1.4 Independence/responsibility	23,8	13,3	3,4	5,6	33,3
More/different tasks	19,0	26,7	-	-	-
Teamwork/feedback	9,5	2,2	-	-	11,1
Miscellaneous	2,4	-	6,9	16,7	-
No differences	-	-	20,7	22,2	11,1
Total (answers)	100	100	100	100	100

In Flensburg, the main defining skill that students reported to have developed during school adoption was the ability to act independently and take on greater responsibility, followed by the authentic and intense experience of school adoption and the fact that more and different tasks had to be performed. In Weingarten, more and different tasks as well as an

authentic and intense experience made the difference. The Russian students named personal development, development of the teacher personality, and a deeper teaching experience as another difference. In Denmark, the more and deeper teaching experience made the difference as well and in Norway, it is quite evenly spread with a slight focus on independence and responsibility.

Conclusion concerning opportunities to develop skills in school adoption in comparison to other student teaching programs

Overall, it can be said that school adoption offers more and more intense opportunities for developing skills and gaining experience than do other types of student teaching programs. Common to all participating countries is the feeling that a) there are more opportunities to develop skills relevant to the teacher-student relationship in school adoption and b) none of the students report having experienced significant pressure or stress, neither in previous student teaching experiences nor in school adoption. On the other hand, the role of reflection differs between the countries and is especially important in the Flensburg and Weingarten school adoption programs. In Russia the relevance of developing teaching skills was outstanding, in school adoption as well as in former student teacher programs.

6.2.1.5 The role of reflection in school adoption and in other student teaching programs

The students were asked to assess the helpfulness of reflection in former student teaching programs versus school adoption. The questions (?) were formulated in such a way as to assume that reflection was helpful, and that—in the case of school adoption—the students were actively reflecting on their experiences (?) together. The questions were stated as follows:

- Pre-questionnaire question: “Reflections during student teaching/placements were helpful because...”
- Post-questionnaire question: “Reflecting together was helpful because...”

The choice of words meant that in the closed-ended questions students had no opportunity to offer the information that reflection did not take place, or that it was not helpful. Nevertheless, both questionnaires included an open-ended question asking students to comment on the most important areas of reflection. Some students used this question to explain that no reflection took place, or to talk about organisational issues. After observing this effect, we nevertheless decided to leave questionnaires as they were in order to ensure that all data was collected and measured under the same circumstances. Nevertheless, this question should be modified in future questionnaires.

After a factor analysis was run with the pre-data, three main concepts of the role of reflection were found. These result allow us to build three indices based on those aspects of reflection that were reported to be helpful during prior student teaching experiences, with the last ‘index’ being one single item. The reliability analysis shows that these indices can be used to assess how and to what extent reflection is also helpful to school adoption participant as well.

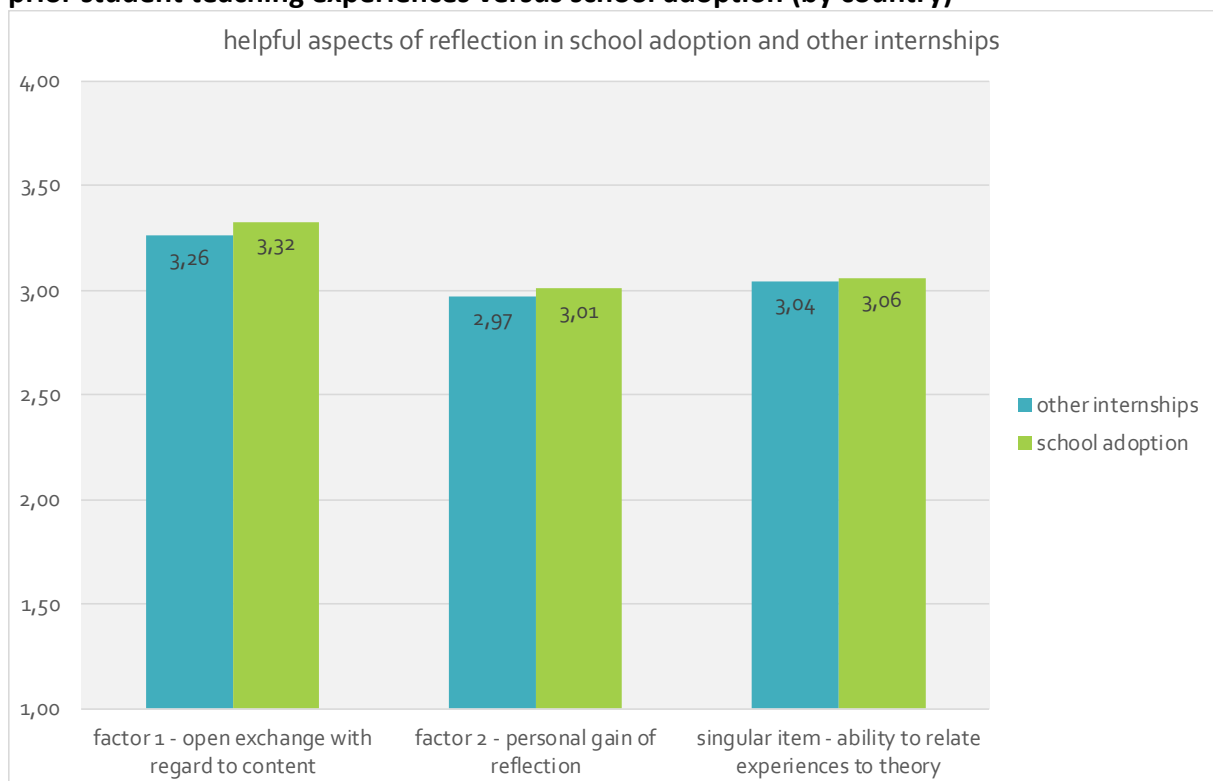
Table 16: Factors, indices, and Cronbach’s Alpha for the role of reflection in school adoption and other types of student teaching schemes

Factor	Items Reflections were helpful because...	α other internships	α school adoption
Factor 1 - Open exchange with regard to content	My work was recognized and valued	.732	.892
	It was conducted with openness and trust		
	I was able to learn from the experience of others		
	I was able to share ideas about teaching and learning		
Factor 2 - Personal gain of reflection	Talking about my own experiences was therapeutic	.712	.665
	Talking about my experiences gave me more insight into my strengths and weaknesses		
Singular item - Ability to relate experiences to theory	I was able to relate my experiences to theory		

The first index measures the degree to which reflection served as a forum for open exchange for sharing content, the second the personal gain that students derived from their reflective activities, and the third the ability to relate experiences to theory.

Figure 21 shows that in the overall sample for all three indices the values are a bit higher in school adoption than they were in former internships. The personal gains of reflection and the ability to relate theory to practice are rather what made reflection helpful. The factor measuring the open exchange with regard to content has clearly higher means, but with values of 3.26 resp. 3.32, this is still only rather what made reflection helpful.

Figure 21: Mean value (?) of all factors measuring the helpful aspects of reflection during prior student teaching experiences versus school adoption (by country)

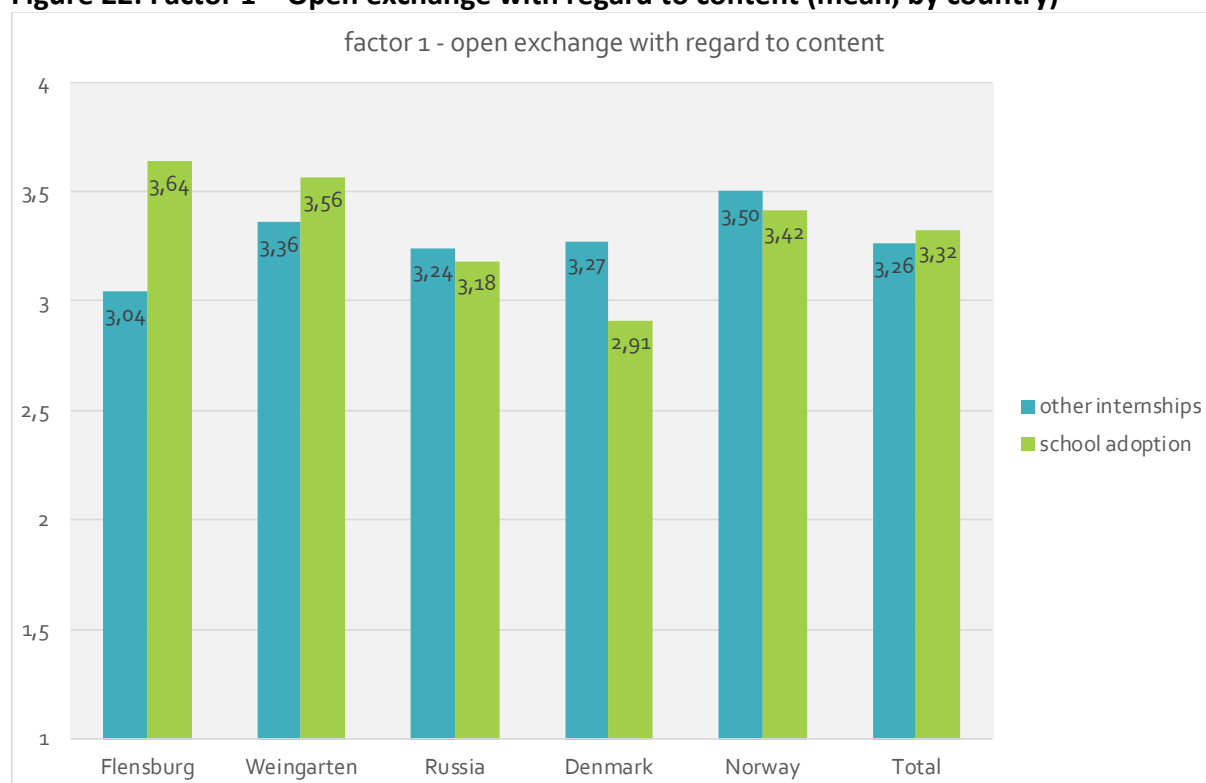


When looking at factors 1 through 3 by country, we again find significant differences. The information discussed in the following section is quite complex because each of the following figures shows two sets of differences: a) those between participants' prior student teacher experiences and school adoption, and b) those between the participating countries.

Countries varied significantly with regard to the degree to which participants found reflection helpful as a forum for open exchange about teaching content (see figure 22). Countries also varied with respect to whether and to what extent school adoption participants versus those in classic student teaching schemes differed in their attitudes on this point.

With respect to classic student teacher schemes, factor 1 was most helpful in Norway. With a mean of 3.50, reflection as a forum for open exchange regarding teaching content was quite important to the Norwegian students. In Flensburg this was least important, but with a mean of 3.04 still rather helpful. In the Flensburg school adoption program, by contrast, the mean open discussion of teaching content was the highest of all countries, followed by Weingarten with a mean of 3.56. Flensburg and Weingarten were the only two countries where school adoption participants found this open discussion to be more important than it was during their previous student teaching experiences. This difference of perspective regarding the helpfulness of open exchange during school adoption versus previous student teaching experiences was the most marked in Flensburg. In Russia, Norway and Denmark, participants found the open exchange to be less helpful in connection with school adoption-based reflection in comparison with their previous student teaching experiences. Especially for Denmark, this is interesting due to the country's a) very low mean for open exchange as a helpful aspect of reflection in school adoption and b) the great difference between this value and the one for participants' previous student teaching experiences.

Figure 22: Factor 1 – Open exchange with regard to content (mean, by country)



For factor 2, we find a general pattern with some unique specifications (see figure 23).

Figure 23: Factor 2 – Personal gain obtained through reflection (mean, by country)



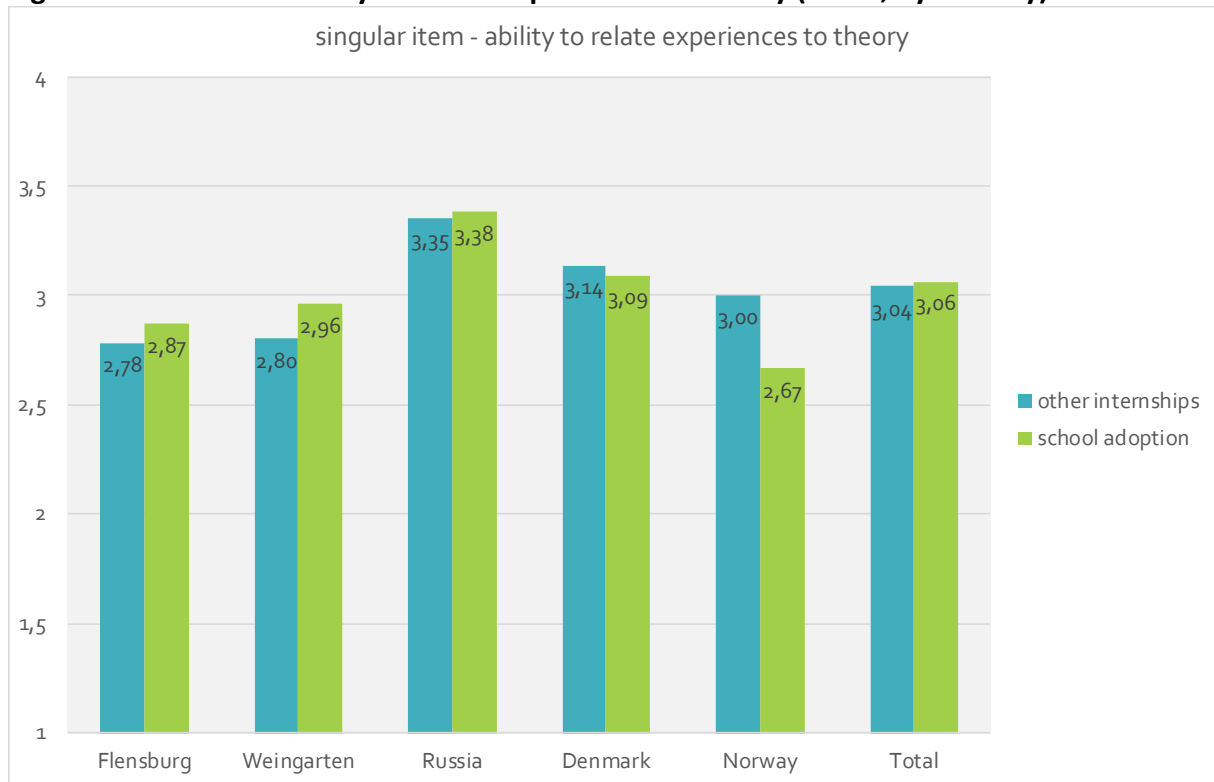
For Flensburg, Weingarten and Denmark the pattern for factor 2 was similar to that for factor 1. Flensburg had the highest value and also the greatest increase for this factor with reference to school adoption. With a value of 3.26, the personal gain that reflective activities offered them was still quite important to the Flensburg students, although not as important as open exchange was. Both for school adoption as well as for previous student teaching experiences, Weingarten values for factor 2 were again a bit lower than for Flensburg, while those for Russia were nearly identical as for Weingarten.

Denmark's values for factor 2 were similar to those for open exchange, but also with clearly smaller values. With a mean of 2.86 for previous student teaching experiences, the personal gain offered by reflection was only somewhat important to them. For school adoption, with a mean of 2.45, it sank even further to reach the "neutral area." Norway, where students rated personal gain as a very helpful aspect of reflection in connection with their previous student teaching experiences, was interesting in this regard. At 3.33, the Norwegian mean for factor 2 was much higher than it was for other countries (where the mean ranged from 2.86 to 3.04). For school adoption, by contrast, the mean of 3.00 was clearly below the one for other student teaching experiences.

In contrast to the other two factors, which were quite similar for all the countries, the results for factor 3, "relating experiences to theory as a helpful aspect of reflection" gives a completely different picture. Here again, for Flensburg, Weingarten and Russia the values were a bit higher for school adoption than for previous student teaching experiences. In Flensburg and Weingarten, participants rated this factor as somewhat important with respect to both school adoption and previous student teaching experiences. In comparison

to the students in Flensburg and Weingarten, Russian participants gave markedly higher values to this factor, but the difference in values they gave for school adoption and other student teaching was minimal. Still, Russia had the highest means for factor 3 with respect to both school adoption and the participants' previous student teaching experiences, so it can be said that the link between theory and practice plays an important role in all reflections in the Russian internships.

Figure 24: Factor 3 – Ability to relate experiences to theory (mean, by country)



The values for Denmark lay somewhere between those for Flensburg/Weingarten and Russia, but with a slightly higher value for other student teaching experiences. Again, Norway is special: In school adoption the ability to relate experiences to theory during reflection played almost no role (2.67), whereas in previous student teaching experiences it added to the helpfulness of reflective activities (3.00). In comparison to the other countries, this is again a unique pattern.

As mentioned above, students were asked to state the main areas of reflection. This open-ended question was asked to student teachers before they participated in school adoption, and to school adoption participants after the school adoption had ended. In Denmark and Norway only a few students answered these questions. Their answers, shown on table 17, will not be discussed here. For the other three countries, the main findings will be described and discussed in the following section.

Table 17: Most important areas of reflection in school adoption and previous student teaching experiences, by country (% of all given answers)

	Flensburg		Weingarten		Russia		Denmark		Norway	
	other internships	school adoption	other internships	school adoption	other internships	school adoption	other internships	school adoption	other internships	school adoption
no reflection took place	4,5	0,0	0,0	0,0	0,0	4,0	0,0	14,3	0,0	0,0
reflection of aspects beyond teaching	4,5	0,0	2,8	5,7	4,3	4,0	0,0	0,0	0,0	0,0
sharing experience	13,6	7,7	2,8	2,9	34,8	16,0	25,0	0,0	0,0	0,0
theory - practice	0,0	0,0	0,0	0,0	8,7	8,0	0,0	7,1	0,0	0,0
reflecting lessons / teaching	31,8	11,5	41,7	34,3	4,3	28,0	50,0	50,0	20,0	25,0
organisational aspects	4,5	26,9	2,8	14,3	0,0	12,0	25,0	7,1	40,0	25,0
conflicts / unplanned situations	18,2	34,6	5,6	14,3	0,0	4,0	0,0	0,0	0,0	0,0
personal topics	18,2	15,4	33,3	14,3	39,1	24,0	0,0	7,1	0,0	0,0
teacher pupil relation	4,5	3,8	11,1	14,3	8,7	0,0	0,0	0,0	40,0	50,0
research area	0,0	0,0	0,0	0,0	0,0	0,0	0,0	14,3	0,0	0,0
total	100	100	100	100	100	100	100	100	100	100

Flensburg, Weingarten and Russia each show a unique pattern with respect to the main areas of reflection. For the Flensburg students, there was a clear difference between the main topics reflected on during their previous student teaching experiences versus during school adoption. While in the former they had reflected on lessons or teaching, in the latter the focus of reflection was mainly on conflicts or unplanned situations. Both of these topics were listed by approximately every third Flensburg student. This switch can be seen as a development in the performed tasks and fits with school adoption’s intended focus on independence and responsibility.

In Weingarten, the main focus of reflection was the same for both previous student teaching experiences and school adoption: lessons/teaching. However, participants reported a slightly greater emphasis on this area (41.7 %) during their previous student teaching experiences than during school adoption (34.3 %). This special emphasis on specific topic areas was true of Russia as well, where most (39.1 %) participants chose “personal topics” as the most important focus of reflection, followed by “sharing experiences” (34.8 %). For school adoption, a new topic is mentioned most frequently in Russia: reflecting on lessons/teaching was chosen by 28.0 % of participants, followed by personal topics (24.0 %).

The role of reflecting on lessons/teaching is interesting. In Weingarten, it was the main focus of reflection during participants’ previous student teaching experiences and as well as during school adoption. In Flensburg, this was an important reflective focus during participants’ previous student teaching experiences, while in Russia it was important during school adoption. This suggests that the issues that students need to discuss during school adoption differ from school to school.

Conclusion concerning reflection in school adoption and other student teaching programs

As mentioned above in the section that addresses skill development, the role of reflection differed a lot between the countries in this report where school adoption took place. In Denmark and Norway, reflection was reported to be less important in connection with school adoption than with other kinds of student teaching. In Russia, in contrast to the other countries, the link between theory and practice was a key reflective focus in both school adoption and other student teaching experiences. Reflection as an opportunity for personal gain is quite important to all student teaching in Flensburg, Weingarten and Russia, whereas in Denmark—where reflection focused on the link between theory and practice—it played almost no role. It can also be said that the students reflected on different topics, which underlines the specific characteristic of school adoptions in the various participating countries.

6.2.2 Organisational aspects of school adoption

6.2.2.1 Preparation of school adoption

Preparation for school adoption was measured by three items. Before the school adoption, the students were asked whether the accompanying tutorial gave them a feeling of being well-prepared, provided adequate information, and answered their questions. These three questions were not asked to participants at Weingarten, since this information could not yet be applied at the time the questionnaire was filled in. The three items were tested with a factor analysis and a reliability analysis. Only one factor was extracted, and Cronbach's Alpha for the index built from these three items was .953. They are summarised in one index measuring the preparedness school adoption.

Figure 25 shows this index, but in the following, we will have a look at the concrete items as well. The Flensburg and Russian students feel best prepared for school adoption. In Russia, more than half of the students (54.3 %) feel well prepared and another 28.6 % feel rather well prepared. Still, there are a few students who feel (rather) not well prepared. In Flensburg the percentage of students feeling well prepared is lower (39.1 %), but the whole rest feels rather well prepared, nobody feels (rather) not well prepared, which is remarkable.

Looking at Norway, it has to be kept in mind that there are only 12 students, but there are 25%, which means 3 out of 12, who feel not well prepared. But still, the main part of the Norwegian students feels (rather) well prepared for school adoption (66.7 % in total). In Denmark, the percentage of students feeling well prepared is the smallest with only 9.1 % and in total only 54.6 % feel (rather) well prepared.

Figure 25: Index – Preparation for school adoption, by country (%)

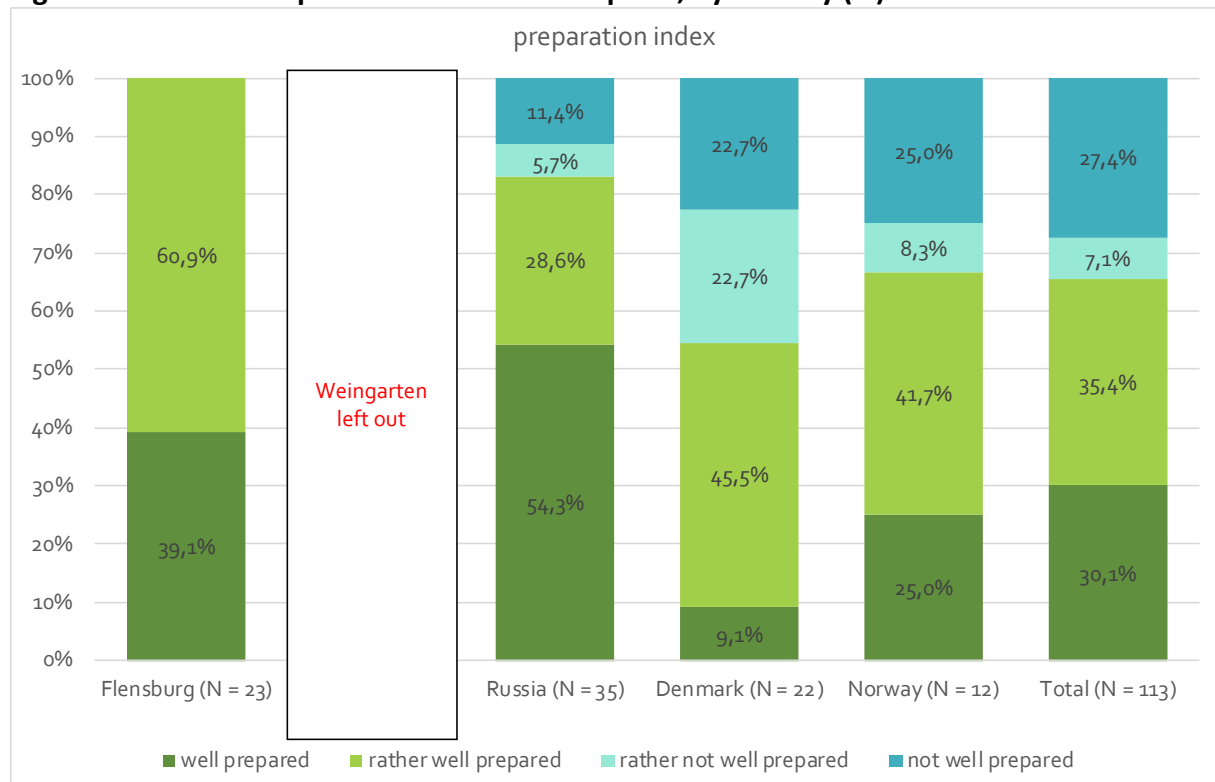
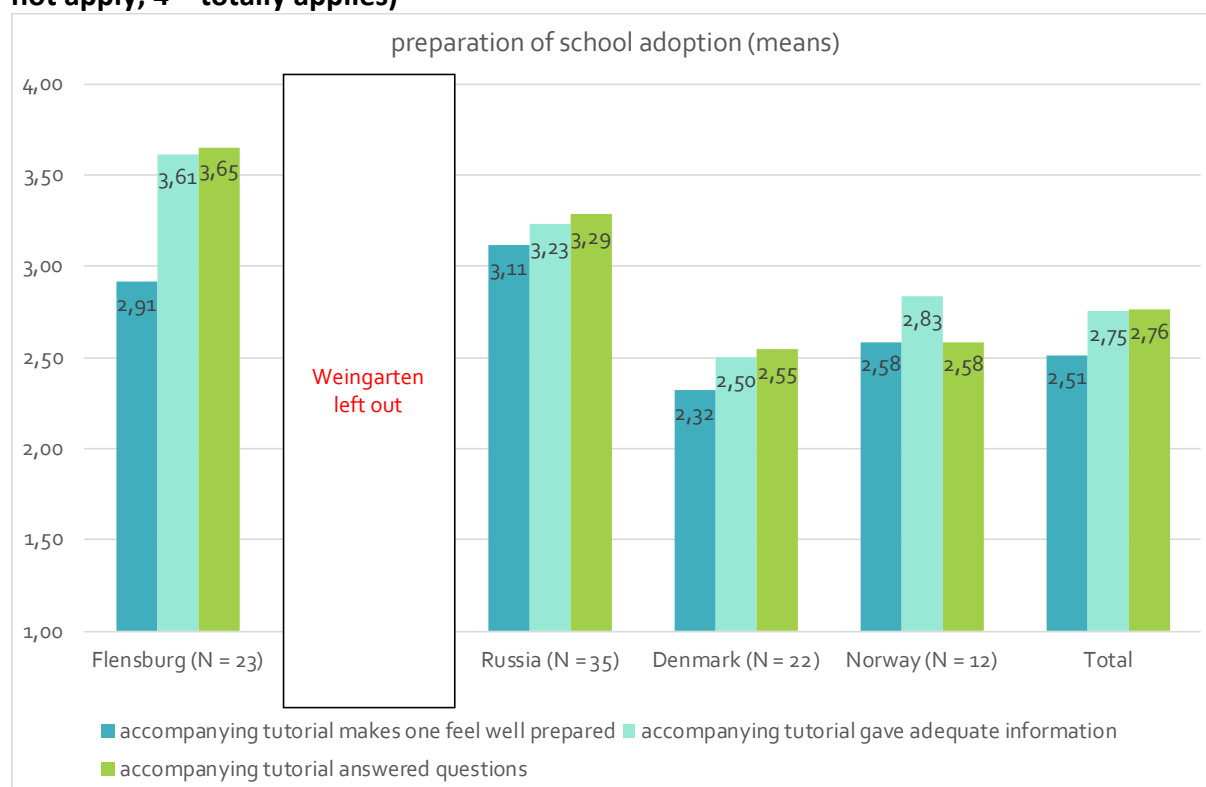


Figure 26 shows the means for all three original items according to country. In Norway and Denmark, the assessment of all three items is rather bad. Except for getting adequate

information in Norway, all means range in the “neutral area”, which means the students feel neither well nor not well prepared. Only getting adequate information is assessed rather well in Norway.

The Russian students feel rather well prepared and rather well informed and the extent to what the tutorial answered the students’ questions is actually well rated. In Flensburg, there is a clear difference in the assessment of the three items. The Flensburg students report that they got well informed by the tutorial and that their questions were answered, but still they feel only rather well prepared. This is remarkable and can be interpreted in the way that although the students were well informed, they still did not feel well prepared. It would be interesting to know whether there is actually something missing in the students’ preparation or if this assessment occurs due to the students’ insecurity of not knowing how the adoption will work out and how their own performance will be.

Figure 26: Mean preparation of school adoption; differentiated items by country (1 – does not apply; 4 – totally applies)



6.2.2.2 Implementing the school adoption

Six items on the questionnaire measured how well students rated the actual implementation of the school adoption. A factor analysis shows that five of them can be summarized in one index, as they all measure the same concept. Only the item “*I developed a better understanding of how theory is linked to practice*” cannot be put together with the other ones (see table 18).

Table 18: Factors, indices and Cronbach’s Alpha for school adoption implementation

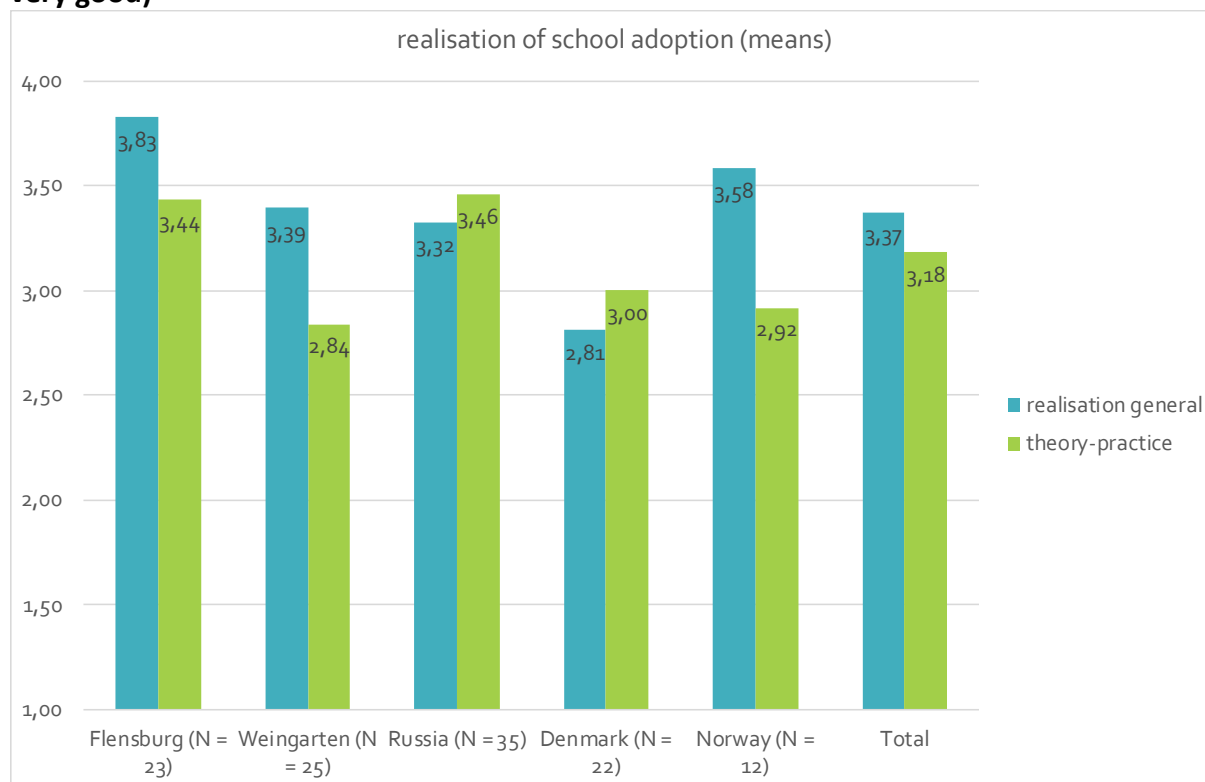
Factor	Items During the school adoption...	α
Factor 1	My tasks and responsibilities were clearly defined.	.707

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realisation general	My actions took the school's rules, agreements, and procedures into account.	
	I shared professional experiences with my colleagues.	
	The student teachers worked well as a team.	
	I gained more understanding of the importance of dealing with diversity in school	
Singular item theory-practice-linkage	I developed a better understanding of how theory is linked to practice.	-

Figure 27 gives an overview of school adoption implementation in general and the link between theory and practice in school adoption by country.

Figure 27: Mean rating of school adoption implementation, by country (1 – very bad; 4 – very good)



School adoption implementation was rated best in Flensburg. With a mean of 3.83, the overall implementation process is rated very well and the theory-practice-linkage is well. Norway has the second-best assessment of realisation general (3.58, which means good), but the link between theory and practice has only a mean of 2.92, which means that this is only rather good. The ratings in Denmark for both items were only rather good. Russia is the only country where the link between theory and practice was given higher ratings than the overall implementation better than the realisation general. With means of 3.46 and 3.32, both are assessed well in Russia. In Weingarten, the overall implementation process is also assessed well, but the link between theory and practice is only rather good in Weingarten. This clearly is the lowest value for this aspect in all countries.

6.2.2.3 Activities in school adoption and other internships

Concerning four sampled activities the students were asked if they participated in them in other student teaching before and school adoption and in school adoption. These four activities are:

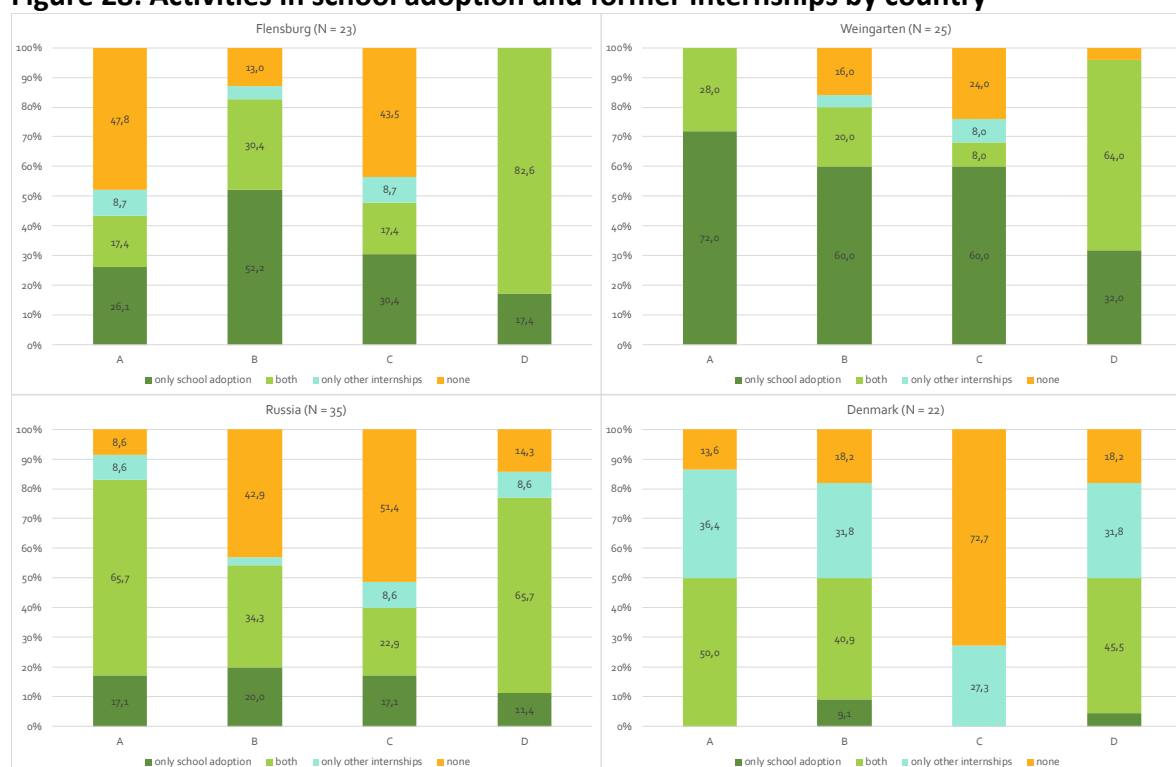
- a – participation in planning supervision (by teacher educators)
- b – supervision of the arrival and departure of the students
- c – participation in conversations with parents and
- d – supervision of the pupils breaks between lessons.

These activities have a focus on aspects beyond teaching, what makes them interesting for school adoption. The students' information, if they participated in one of those activities in former internships and/or in school adoption, is put together in one variable with the following four categories

- only in school adoption
- both
- only in former internships
- none

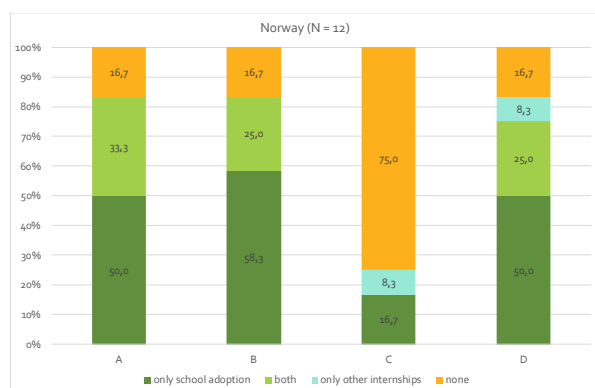
Figure 28 shows that according to those four sampled aspects each school adoption is different.

Figure 28: Activities in school adoption and former internships by country



A	Participation in planning supervision (by teacher educators)
B	Supervision of the arrival and departure of the students

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C	Participation in conversations with parents
D	Supervision of the pupils breaks in between lessons

Two commonalities can still be found. First, participation in conversations with parents (C) appears least in all five countries. In Denmark and Norway 72.7% resp. 75.0 % of the students communicated with parents neither in former internships nor in school adoption. In Russia this can still be said for 51.4 % of the students and for 43.5 %, in Flensburg whereat this actually is not the activity that appears least in Flensburg. In Weingarten, participation in conversations with parents is in fact the activity appearing at least, but with only 24.0 %, this is a way smaller percentage than in the other countries. Second of all, supervision of the students' breaks is an activity that took place in former internships as well as in school adoption in all countries except for Norway. Especially in Flensburg, Weingarten and Russia there are big percentages of students who supervised students' breaks in former internships as well as in school adoption (82.6%, 64.0% and 65.7 %) and in Denmark this can still be said for 45.5 %.

Weingarten, Norway and partly Flensburg are the countries where the sampled aspects are most special for school adoption. For a big percentage of the Weingarten students all four activities only took place in school adoption. The most specific is participation in planning supervision (A), where 72.0% say that this only took place in school adoption and not in former internships. It is followed by supervision of the arrival and departure of the students and participation in conversation with parents, where 60.0 % of the students report that both activities only took place in school adoption. Supervision of the students in breaks is not very special for school adoption in Weingarten: 32.0 % say that it took place only in school adoption whereas 64.0 % report that this activity appears in former internships as well as in school adoption. In Norway, three of the four aspects were special for school adoption. Here the one most special for school adoption was supervising the arrival and departure of the students (58.3 %), followed by participation in planning supervision and supervision of the pupils breaks (50.0 % each). As described above, participation in conversation with parents was not a special characteristic of the Norwegian school adoption. In Flensburg, mainly the supervision of the arrival and departure of the students was special for school adoption (52.2 %). Participation in planning supervision and participation in conversations with parents were only for a smaller part special for school adoption. In Russia and Denmark, the four sampled aspects do not seem to be the activities that make school adoption special. In Russia, participation in planning supervision and supervising the students' breaks took place in both former internships and in school adoption, whereas supervision of the arrival and departure and participation in conversations with parents did not appear in any internship. Denmark on the other hand has, compared to the other countries, big percentages, where the sampled aspects only took place in former internships but not in school adoption.

In the post-questionnaire the students were asked in an open-ended question to describe in what further activities they had participated in school adoption. The answers were categorised afterwards. Table 19 gives an overview of the reported activities.

In Norway and Denmark, only few students described further activities in school adoption, but for the other countries it is interesting to look at the answers. Especially the Weingarten students described many activities they had performed in school adoption. The main activity is workshops (AG's), followed by supervising homework and supervising the breaks of the students as well as their way to or from school bus. That the latter is mentioned is quite interesting, because this was already asked in the closed ended questions, but it seems to be that important to the students that they told it again in the open-ended question. For the Russian students special events next to teaching were the main activity that is special for school adoption, followed by workshops (AG's) as in Weingarten. In Flensburg, the most mentioned activities were everyday tasks of a teacher and activities concerning a deeper/different relationship between teacher and student.

Table 19: Further activities in school adoption by country (category-% of all given answers; N – named activities)

further activities	Flensburg (N = 12)	Weingarten (N = 43)	Russia (N = 12)	Denmark (N = 3)	Norway (N = 6)
AG's	-	30,2	25,0	-	-
Special events next to teaching	16,7	2,3	33,3	66,7	16,7
Communication with colleagues	16,7	4,7	16,7	33,3	33,3
Deeper/different teacher-pupil-relationship	25,0	11,6	-	-	16,7
Supervising breaks/bus	-	14,0	-	-	-
Supervising homework	-	14,0	-	-	-
Everyday tasks of a teacher	33,3	-	-	-	16,7
Special events concerning teaching	-	7,0	16,7	-	-
Communication as teacher	-	9,3	-	-	-
Communication with parents	8,3	2,3	8,3	-	-
Teaching preparation	-	4,7	-	-	16,7
Total (answers)	100	100	100	100	100

6.2.2.4 Conclusion concerning organisational aspects of school adoption

Overall, it can be said that there is a wide-ranging assessment of the preparation but the realisation of school adoption is more common in the assessment resp. description. In Russia, again an emphasis of the link between theory and practice can be found. The activities performed in school adoption differ between the countries, but for each country, a common pattern can be found. So again it can be said that school adoption programs differ between the countries. When talking about activities and whether they were performed only in school adoption and/or in other internships, the position of school adoption in the whole study program has to be kept in mind. For Bachelor students more activities have the chance to be unique in school adoption, because they do not yet have much practice. For experienced Master students on the other hand it gets harder to find new tasks they have not performed before.

6.2.3 Personal aspects

6.2.3.1 Attitude towards school (measured before school adoption)

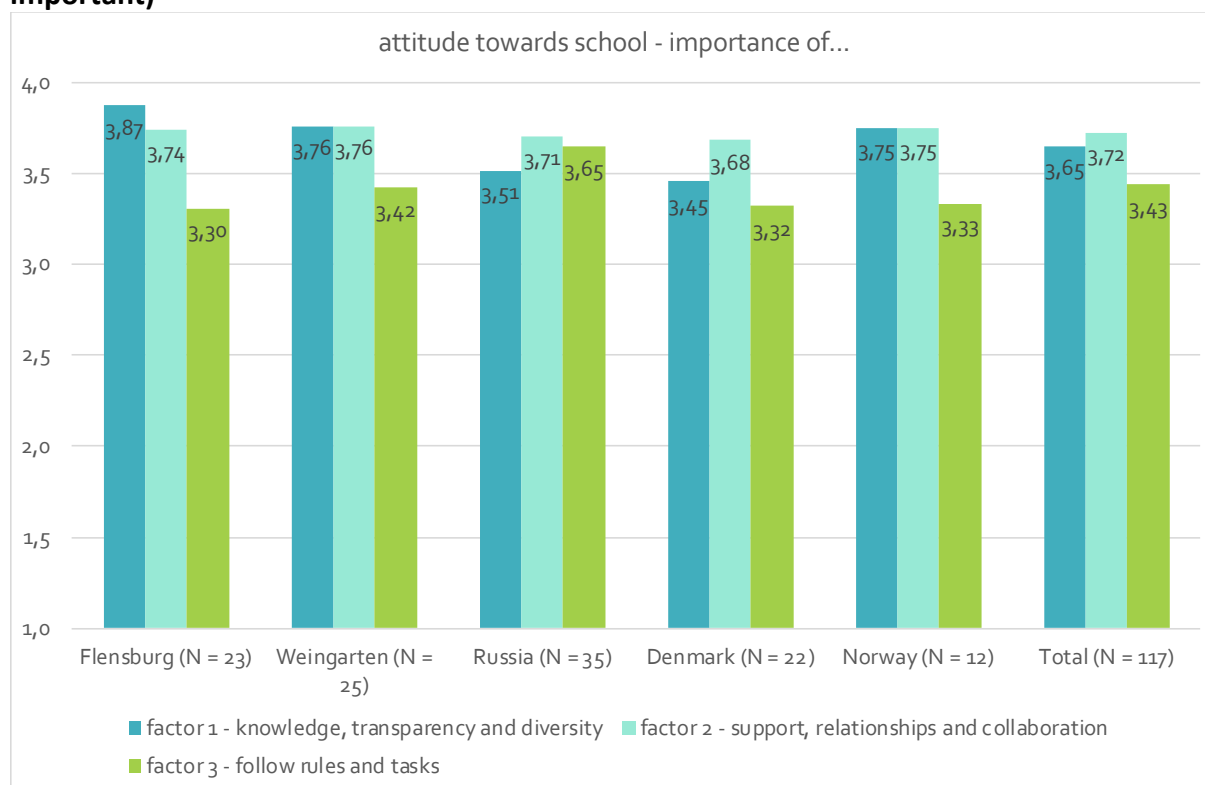
Nine items in the pre-questionnaire measure the attitude towards school. The students were asked to rate the importance of certain aspects. A factor analysis was done with this data and three main topics could be found. The first factor measures the importance of transparency and dealing with diversity. Transparency means transparency in decision making as well as knowing the function of everybody in school. Because the item *deal with diversity* is put to the same factor, it can be interpreted in the way that this transparency is necessary to deal with diversity in a constructive and adequate way. The second factor measures the importance of support, relationships and collaboration, which means social aspects. The third factor measures the importance of following rules and complete assigned tasks.

Table 19: Factors, indices and Cronbach’s Alpha for attitude towards school (measured before school adoptions)

Factor	Items At school it is important to...	α Pre- data
Factor 1 Knowledge, transparency and diversity	Know function of everybody working in the institution	.707
	Have transparency in decision making processes	
	Deal with diversity	
Factor 2 Support, relationships and collaboration	Receive support	.640
	Support others	
	Collaborate with others wherever possible	
	Establish good relations with pupils, colleagues, parents	
Factor 3 Follow rules and tasks	Complete assigned tasks	.541
	Follow rules and agreements	

The three extracted factors show the different aspects of the attitude towards school. Each one has a different focus and it is possible to show differences between the countries concerning their attitude towards school. First it can be said that everything is (rather) important in all countries. Still, some interesting differences and results can be seen.

Figure 28: Mean attitude towards school by country (1 – not at all important; 4 – very important)



It is striking that except for Russia in all other countries following the rules and completing assigned tasks has lower values compared to the other two factors. For the Russian students following the rules and completing assigned tasks was with a mean of 3.65 clearly more important than for the other countries where the mean lays between 3.30 (Flensburg) and 3.42 (Weingarten).

In Weingarten and Norway, the two other factors *knowledge, transparency and diversity* and *support, relationship and collaboration* were of an equal importance. The concrete values, 3.75 and 3.75, were nearly the highest of all for all countries.

Only in Flensburg, an even higher value can be found: *knowledge, transparency and diversity* were very important to the Flensburg students with a mean of 3.87. This result is outstanding in two perspectives: first, it is the highest value of all and second only in Flensburg, this aspect of school is the most important to the students. Due to that very high value in this aspect, the difference to the third factor follow rules and tasks is in Flensburg the biggest in all countries.

Russia and Denmark presented some similarities, but still differed in some respects. To both, *support, relationship and collaboration* was the most important. With values of 3.71 in Russia and 3.68 in Denmark, they were quite similar. As mentioned above, in Russia the second most important topic was *following rules and tasks*, which with a value of 3.65 was nearly the most important one. In Denmark, the second most important topic factor was *knowledge, transparency and diversity*, but the concrete value of 3.45 was the for all countries for that specific factor.

6.2.3.2 Expectations and personal benefit of school adoption

In the pre-questionnaire, the students were asked to complete the sentence “The adoption week would be a success to me if...”. After school adoption, the students were asked in an

open-ended question to describe their personal benefit of school adoption. The answers to both questions were categorized independently, but we will have a common look at the results comparing the idea of what would be successful before school adoption and what the personal benefit was after school adoption. Tables 20 and 21 show the results by country. As for the other tables concerning the open-ended questions, the results from Denmark and Norway are listed but will not be discussed here due to the small number of answers obtained.

Table 20: “The adoption week would be a success to me if...,” by country (category-% of all given answers)

Success if...	Flensburg (N = 36)	Weingarten (N = 54)	Russia (N = 42)	Denmark (N = 7)	Norway (N = 5)
Achieving goals/putting plans to action	2,8	14,8	11,9	42,9	-
Well organized/prepared	2,8	1,9	11,9	-	-
Teamwork	13,9	13,0	-	-	-
Teaching worked out (as planned)	11,1	13,0	14,3	14,3	-
Personal skills	19,4	13,0	14,3	-	20,0
Interpersonal skills/relationship to pupils	16,7	18,5	26,2	-	-
Independence/responsibility	5,6	3,7	9,5	14,3	20,0
No problems or handling them	2,8	13,0	4,8	-	40,0
New experiences/knowledge	25,0	9,3	7,1	14,3	20,0
Miscellaneous	-	-	-	14,3	-
Total (answers)	100	100	100	100	100

Table 21: Personal benefit obtained from school adoption, by country (category-% of all given answers)

Personal benefit	Flensburg (N = 44)	Weingarten (N = 39)	Russia (N = 26)	Denmark (N = 16)	Norway (N = 6)
Real school life insight/experience	11,4	15,4	15,4	31,3	16,7
Experience teamwork	2,3	7,7	-	6,3	-
Personal development	6,8	10,3	11,5	12,5	-
Relativisation of perfectionism	13,6	2,6	-	-	16,7
Concrete teaching experience/knowledge	9,1	10,3	15,4	31,3	16,7
Check job decision	22,7	7,7	15,4	6,3	16,7
Development of teacher personality	18,2	28,2	23,1	12,5	33,3
Practical experience beyond teaching	9,7	5,1	19,2	-	-
Independence/responsibility	6,8	12,8	-	-	16,7
Total (answers)	100	100	100	100	100

The Flensburg students reported that school adoption would be a success to them if it gave them new experiences and knowledge (named by 25.0 % of the students), followed by developing personal skills (19.4 %) and interpersonal skills and/or having good relationships with the pupils (16.7 %). Their personal benefit was, for most (22.7 % of all students), having had the opportunity to verify the correctness of own career choice, followed by the development of their teacher personality (18.2 %) and the chance to relativize their own perfectionism (13.6 %). The second aspect – the development of teacher personality – suits the idea that the school adoption week would be a success if new experiences were made and personal as well as interpersonal skills would be developed. This all could be put together as development of teacher personality. The other two aspects named by the

Flensburg students are appropriate aspects for school adoption as well. To verify one's own career choice and to put one's own perfectionism in a relation are also good preparations for the following second phase of teacher education and the job in general.

In Weingarten the reasons mentioned with regard to what would make school adoption a success had a broader range. The most important was the development of interpersonal skills or having a good relationship with the pupils (listed by 18.5 % of all students), followed by achieving one's own goals or putting one's own plans into action (14.8 %). The next four aspects received same percentage of responses, which shows that there was no clear focus in the Weingarten students' ideas as to when school adoption would be a success. The personal benefit listed most by Weingarten students was mainly the development of teacher personality (named by 28.2 %), followed by insight in real school life (15.4 %) and independence and responsibility (12.8 %). Here again, the idea of a successful school adoption by developing interpersonal skills and good relations to the pupils seems to fit the personal benefit of the development of teacher personality.

The main topics in Russia were similar to those in Weingarten. Mostly often listed as key to a successful school adoption were the development of interpersonal skills and good relationships with the pupils (named by 26.2 % of the Russian students) and the greatest benefit listed was the development of teacher personality (mentioned by 23.1 %). The percentages – and so the concentration on these aspects – were a bit higher in Russia than they were in Weingarten.

6.2.3.3 Conclusion concerning personal factors

Looking at those personal factors, the students participating in school adoption all seemed to be very committed. What is interesting is that they all seemed to have a kind of confidence in their own ideas about how they wished act as teachers, as shown by the fact that they gave more importance to knowledge and collaboration than to following rules and completing assigned tasks. From their wide-ranging expectations for school adoption and the personal benefit of it, a quite holistic view of this internship and what it means to be a teacher can be deduced. Common for all is the relevance of social aspects, especially the teacher-student relationship, and what stands out as a central theme is their stress on the development of their teacher personality. The term "teacher personality" is in this regard used by the students themselves and not a newly created category.

7 Conclusions

Our conclusions offer two main perspectives. First, we discuss whether our assumptions concerning the participating groups (students, teachers, and teacher educators; see chapter 2) were correct and second, we look at how the three central questions of the evaluation (see Chapter 1) can be answered by the results described.

7.1 Conclusions concerning participating groups

As described in Chapter 2, our first assumption about the student participants was that they would get a realistic experience of their country's school system. This can be affirmed. In the focus-group interviews, the students of all countries reported that they had experienced school adoption as an authentic experience. This authenticity can be found at different levels: participants from all countries noted that the adoption experience offered them the chance to take on more, different, and more complex tasks. In some countries it was stated that the quality of the relationship to the pupils was different and that there were other groups with which to cooperate.

The second assumption was that the students would take on the teacher's full range of responsibilities. In general, this assumption can also be confirmed; however, its role and importance to students varied from country to country. In Flensburg, for example, the responsibility and independence that school adoption gave the students was strongly emphasised, but investigation of what took place during the Flensburg school adoption showed that they did not, in fact, meet with or talk to the parents.

The third assumption was that the students would develop team competences. This can also be confirmed, although only the Flensburg participants stressed this. Nevertheless, when looking at what participants reported as helpful to achieving their goals for school adoption, teamwork was mentioned in all countries. Thus, this seems to be more an implicit benefit of school adoption.

The last assumption was that the students develop as reflective practitioners. Here it can be said that the students had to make decisions during school adoption, and they had to make these decisions on their own. Thus we can safely assume that they did indeed do "reflection in action" and that they also reflected on their actions, since reflecting on lessons and teaching was noted by students from all of the participating countries as an important area of reflection.

With respect to the teachers who took part in the adoptions, our assumptions were that school adoption would support their continuous professional development, giving teachers a common platform for reflecting on teaching and working in a school and that they would be conscious about their own experiences. Based on the focus group interviews, this can be affirmed for all countries except Russia. In all other countries, the teachers reported that they had time to work on a chosen topic and to do this as a team. When visiting other schools and during the discussions it can be assumed that teachers reflected on their own work (?).

Our assumptions regarding the teacher educators cannot be assessed through the focus group interviews. The teacher educators talked mainly about the students, and not about their own work. However, from the organisational aspects it can be assumed that they gained a closer working relationship to schools and participated in cooperative forums as a result of the adoption process (?).

7.2 Conclusions concerning the three main goals of the evaluation

7.2.1 What are the comparable aspects of school adoption for all partners?

Several points of comparison can be found for all partners.

First, the students' goals for school adoption were comparable, although the adoption week was embedded in different kinds of student teaching programs (?). In all countries, the students wanted to develop both personally and professionally during school adoption, which indicates that they had a personal motivation for participating in this special student teaching program. Furthermore, all of the students' goals (not just the ones concerning personal and professional development) in all of the countries were achieved and—equally important—without common hindering factors. So, even if each school adoption was special and unique (?), all were successful and the participants reported nothing systematically negative about the experience.

One common factor concerning the skills developed during school adoption was reported by the students: the aspect of teacher (here student-teacher)-pupil relationship was more intense than it was in other kinds of student teaching experiences. This goes along with the personal level in the goals.

Another common factor for all countries was that all students reported feeling very competent as teachers already before the school adoption took place. While one could interpret this as evidence that those who chose to participate in the adoption made up a very special group of students, this means on the other hand that there is not much room for a monitored development (especially because the scale only ranges from one to four, and hence only has four values).

This group of students had an attitude towards school characterized by a high level of commitment. For all countries except for Russia, social factors and those concerning lesson (?) content were more important than following rules and completing assigned tasks. This could be interpreted as an active move towards greater levels of responsibility and independence.

Concerning the implementation of school adoption, the results for all of the countries except Weingarten indicated that conversations with parents did not occur, even though the students reported taking on more, more complex and different tasks during the school adoption. Here it should be noted that supervising pupils' breaks was not special to school adoption, but took place in other student teaching programs for all of the countries except Norway. Except for Denmark, it can be said that the school adoption was fairly well implemented in general.

Reflection plays an important role in school adoption and it can be said that the issues reflected on during school adoption differed from those reflected on during other types of student teaching programs. Reflecting on lessons and teaching were the main topic in all countries during joint reflection activities in school adoption. The theory-practice link stayed special, with rather low results in all countries. Only when assessing the implementation of school adoption did the statement "During school adoption I developed a better understanding of how theory is linked to practice" gets high values, at least in Flensburg and Russia, and rather high ones in the other countries.

7.2.2 Did school adoption have an impact on the students' development?

The students of all countries report that there were more or more intense opportunities for skill development in school adoption than in other internships. The students' statements concerning how the skills acquired during school adoption differed from those acquired during other student teaching experiences indicate that the focus differed by country. In

Flensburg, students stressed the greater independence and responsibility held out by school adoption, whereas in Weingarten the authentic experience and taking on more and different tasks were what made school adoption special with respect to skill acquirement. In Russia, students prized the possibility of developing on a personal level and the greater amount of teaching as making a difference to their skill acquirement.

The measured change in students' self-assessment with respect to different teaching competences shows that the adoption experience had an impact, but one that cannot be interpreted as one-dimensional. As described above, the students were already starting from a rather high level and, with a scale ranging from only one to four, changes are not easy to track. For many of the participating students, the assessed teaching competences in general, and the assessment of their ability to stay calm in unexpected situations, to know how to solve problems, and to know how to reach their professional goals, were the same after school adoption as before. These values only rose for a minority of the participants. Nevertheless, as said before, that is presumably due to the high starting values and the "small" scale.

At the same time, specific patterns of impact can be seen for the countries. In Flensburg, the ability to stay calm during unexpected situations indicated the greatest increase post-adoption. This fits well with the Flensburg focus on independence. There, the students acted independently and, in so doing, were able to practice staying calm. In Weingarten, the students developed the most in their knowledge of how to reach their professional goals. This fits with the fact that Weingarten students were in an early phase of their studies, where their main task was to orientate themselves. The Russian students also developed most in their ability to stay calm in unexpected situations, but here we find a different interpretation than for the Flensburg students: the Russian students reported that their own knowledge and commitment helped them to achieve their goals. Possibly this reflects generally the same concept as for the Flensburg students, but with a different focus. The Norwegian students also had the greatest increase in their ability to stay calm during unexpected situations. For the Danish students, the greatest increase was in knowing how to solve problems.

One more factor tells us something about student development: the personal benefit of school adoption. As a common pattern for all countries, students listed as benefits the development of their teacher personality, insight in real school life, and the chance to gain hands-on teaching experience.

7.2.3 Transnational comparison – What is special in the participating countries?

The first specific is found in the factors that students found helpful to achieving their goals. In Flensburg these were exchange and reflection, while in Weingarten they were teacher guidance. For Russia, the combination of teacher guidance and the students' own knowledge and commitment were found to be most helpful in this regard.

Another specific can be found for Flensburg and Weingarten. During the school adoptions in these locations indicate that students' skill development increased more dramatically than it did during other types of student teaching experiences. This seems to suggest that, in these two countries, school adoption was clearly more intensely teaching-focused than were other student teaching stints. In the other countries, this difference was not as great.

In Flensburg, school adoption was more intense and clearly offered more opportunities for skill development than did other types of student teaching experiences. Participants' reflection on their professionalization and contact/cooperation were clearly stronger during

the Flensburg school adoption than in other student teaching programs, and also greater than in the school adoptions of the other countries. Opportunities to develop skills in reflecting the own professionalization were especially low in Denmark. This should be further investigated in connection with the assumption that students should become reflective practitioners during school adoption. The same can be said for contact and cooperation, with the difference that here Weingarten had the highest value, while had Denmark the lowest.

Looking at students' experience of pressure and stress, Denmark was again special. The Danish students reported having experienced less stress during school adoption than in other types of student teaching programs. Overall, it can be said although the students reported taking on more and more complex tasks as well as greater responsibility during school adoption, they still experienced almost no stress and pressure. The deeper and different contact with pupils did not effect that, and this can be said because there is a specific item measuring problems with difficult pupils. Neither did the greater amount of teamwork cause stress. In Weingarten, the students were not stressed during school adoption, but they experienced almost no pressure or stress during their previous student teaching experiences and greater pressure or stress during school adoption. Russian students experienced the least stress and pressure during both school adoption and their previous student teaching experiences.

Looking at other activities that took place during school adoption, we see some specific results for Flensburg, Weingarten and Russia. In Flensburg the focus lay on the teacher's everyday tasks, whereas in Weingarten the students participating to a large degree in workshops (AGs), which were a rather organised additional program. The Russian students fell somewhere in between, reporting that they got involved in special events in addition to their teaching duties. Therefore, the Flensburg students were still the most independent of the group, whereas the Weingarten students stuck to a given structure. In Russia, a special kind of organised independence/individualism could again be found.

When assessing why joint reflection during school adoption was helpful, a completely different pattern for the countries appears: Very special is that in Russia and only in Russia, the ability to relate experiences to theory was the most important aspect of reflection – and not only during school adoption but during other student teaching experiences as well. The same can be said for Denmark, but on a slightly lower level. Flensburg and Weingarten can be paired again in this aspect. The open exchange with regard to content was most important to the students in these locations, and more important than in was during other student teaching experiences. Interestingly, the difference for the Flensburg students was greater, although they seem to have been more experienced than the Weingarten ones. In Norway the situation was completely different, since for all three factors more reflection took place during other kinds of student teaching than during school adoption.

In short, it can be said that the evaluation results for Norway and Denmark show them to be very special. The groups were there very small, and the corresponding results for some topics differed from those of the other three countries. Therefore, it seems that the concept of school adoption was different in these two countries. Nevertheless, we need to take a second look at this result, since the small size of the groups mean that we have to carefully evaluate the measured differences.

For Flensburg, Weingarten and Russia, three different characteristics of school adoption can be found. The Flensburg students emphasized their independence and responsibility, the focus on the teacher's everyday tasks, and the activities of exchange and reflection in the

student group as helpful for achieving the own goals for school adoption. This makes sense for students studying at the master's level. As they were on the verge of leaving university, it can be assumed that they were looking for an experience close to the true everyday working day of a teacher.

The Weingarten students, being undergraduates, had less experience than the Flensburg ones. This shows especially when looking at how the students assessed their preparation for school adoption done by the university and the use of theory that they learned in university. Therefore, it makes sense that they received support for their efforts to achieve their goals from teacher guidance, and that they focused on rather structured special activities in school adoption, such as workshops (AGs). What made Russia special was its students' mixture of independence and appreciation for guidance and preparation. This was most obvious when the students reported teacher guidance as well as their own knowledge and commitment as helpful in achieving their goals.

8 Discussion and consequences

Although a lot has been discussed so far, one crucial aspect of what makes school adoption special has not yet been mentioned in this report. The fact that school adoption involves giving over control of an entire school to students means that all teachers in the adoption school become mentors. In other types of student teaching, only some of the teachers get to mentor students; in school adoption, by contrast, everybody gets involved. This underlines the importance of schools as one of the learning arenas of teacher education. School adoption stresses that teacher education and professionalization of students is the responsibility of the whole school, not just individual teachers. The school as a whole, as well as each and every person working in it, gets to play his or her role in teacher education during the school adoption process.

As different learning arenas for teacher education, a strong connection between schools and universities is also imperative. Teacher education must be research-based, but at the same time must not lose the link to practice. School adoption can build a strong bridge between research and practice, and this connection can continue to develop even after school adoption has ended. The collaboration that takes place during school adoption could prompt teacher educators to visit schools and observe a normal school day, in order to gain a deeper awareness of what a teacher's everyday work entails.

School adoption itself holds out great potential for this link between research and practice, as well as between theory and practice, although the participants who took part in this evaluation hardly mentioned the theory-practice-linkage. Presumably school adoption participants do make this connection during that experience, but may not recognise it as such in their everyday work. Universities can counteract this assumed link between school-based practice by doing more school-based teaching. In school adoption the focus is primarily on practice, but with a reflective element that gives participants access to theory and research. The professional development of teachers working in schools has long been based more on experience and personal theory than on literature and research. School adoption offers students (and school teachers) fresh experiences, giving teacher educators who visit schools the opportunity to encounter those fresh experiences and fresh personal theories and connect them to university-based theories.

On a more practical level, the pure dimension of school adoption can be discussed. This type of student teaching requires that large numbers of students participate in order to successfully run adoption school, in accordance with its size. This is especially true in Russia, where all levels of school education from primary to secondary school are in one building. For schools it is also important to have a supportive structure, as well as materials such as a manual or guidelines, to enable school adoption. Without structures and materials, experience with school adoption would stay on a personal level, such that these experiences would be lost with each new school or with change in staff.

From the perspective of schools, school adoption makes an important contribution to the professionalization of teacher training students by offering them experiences with real school life. For young teachers who are just starting their professional lives, it is not enough to have experiences in teaching the subject; experiences in everyday school life, and especially with classroom management, are also vitally important.

Two practical factors should be mentioned at this point. The first is the contact with parents. According to the students' descriptions, only a little contact with parents took place during the school adoption. Although their feedback also indicates that that school adoption shows

the complexity of the role as a teacher, this specific aspect was left out of that experience even though it is very important that teachers meet their students' parents. If and how the contact with parents could be increased and organised should therefore be discussed for upcoming school adoptions. The second factor has to do with handling diversity and with pupils who have special needs. This factor was not selected as a special theme by the participants in school adoption, even though in all of the participating countries the school adoption took place in schools with pupils who had special needs. That this was not seen as a special topic may indicate that the students dealing with those children saw this as a normal part of the complex role of a teacher. To learn more about this topic in upcoming school adoptions, the evaluation would have to specifically ask about it.

In conclusion, we would like to discuss two aspects of reflection. In our assessment, the role of reflection in school adoption and in other kinds of student teaching was assessed differently by the participating countries. This is due to a different level of institutionalised reflection in other internships, and therefore reflection might be not recognised as such in school adoption. The way reflection takes place also depends specifically on the individual lecturers. In school adoption itself, or one week after school adoption when the post-questionnaire must be filled out, students may not be aware of how and on what they reflected in school adoption. Since this could later change, it could be interesting to obtain this information from the participating students half a year or a year after school adoption. This could be considered in upcoming school adoptions. The second issues concerning reflection is the development of the assessment of students' own teaching competence. On one hand, all participating students started from a quite high level, but on the other hand only a few assessed themselves after school adoption as being worse (less capable) than they were before. This does not necessarily have to mean that they did not develop—or even took a step back in the areas we measured—during the school adoption experience. It could rather indicate that they became more aware of the challenges of being a teacher and the complexity of that role. In other words, it may indicate the student's development of a special reflectivity. This, too, should be considered during upcoming school adoptions. First, a broader scale should be used to assess students' skills, thereby allowing a more differentiated assessment before school adoption as well as a wider range of post-adoption change. This could be brought up as a set topic in the focus group interviews.