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**Author**

HOLTZ, Peter (GNAMBS, Timo)

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**Abstract**

Most studies evaluating the effectiveness of school internships have relied on self-assessments that are prone to self-presentational distortions. Therefore, the present study analyzed the improvement in the instructional quality of 102 student teachers (46 women) from a German university during a 15-week internship at a local secondary school across three rating sources: the student teachers themselves, their students, and their mentors (experienced teachers). A latent multimethod change analysis identified a significant increase in instructional quality during the practice semester.

However, ratings from the three informant groups only marginally converged. (HRK / Abstract übernommen) Holtz, Peter, E-Mail: p.holtz@iwm-tuebingen.de