

# School Partner Feedback Summary

## Internship Semester Fall 2018

	4		3		2		1		
	n	%	n	%	n	%	n	%	
1. I understood the purpose of the semester-long internship experience.	22	18	82	4	18	-	-	-	-
2. I received my handbook, syllabus, or other documents that explained my responsibilities for working with the intern.	22	18	82	4	18	-	-	-	-
3. I was trained or oriented by the university on my responsibilities for working with the intern.	22	14	63	7	32	1	5	-	-
4. My questions regarding the internship were answered promptly.	22	17	77	5	23	-	-	-	-
5. From my perspective, the intern was prepared for the fulltime internship experience.	22	13	59	6	27	2	9	1	5
6. I felt comfortable providing constructive feedback to the university supervisor.	22	15	68	6	27	-	-	1	5
7. From my perspective, the dispositions instrument used to assess the “soft skills” needed of teachers was appropriately used during the internship experience.	22	13	59	8	36	1	5	-	-
8. From my perspective, the observation instrument used to assess “teaching skills” in the classroom was appropriately used during the internship experience.	22	12	54	9	41	1	5	-	-
9. When I pointed out problems during the internship experience, the response of the university supervisor and/or administrators was prompt and appropriate.	22	17	77	3	14	2	9	-	-
10. From my perspective, the feedback discussed during the mid-term conference accurately reflected my suggestions and comments.	22	17	77	4	18	1	5	-	-
11. From my perspective, the feedback discussed during the final conference accurately reflected my suggestions and comments.	22	16	72	5	23	-	-	1	5
12. From my perspective, the intern demonstrated professional growth over the course of the semester-long experience.	22	16	72	4	18	1	5	1	5
13. From my perspective, the intern understands the importance of using data to make classroom teaching decisions that will impact student learning.	22	15	68	4	18	2	9	1	5

**Evaluation scale:**

- 4- very effective or highly satisfied
- 3- effective or satisfied
- 2- somewhat effective or satisfied
- 1- ineffective or dissatisfied

## What does the university do best in regard to internship semester?

### Alt- A Collaborative:

- They offered a great deal of support.

### EDHH:

- They get the intern ready for the paperwork side if teaching.

### Elementary:

- The University Supervisor comes to meet with the teacher to answer questions.
- My intern was very prepared to both plan and teach, as well as complete the internship requirements outside of the classroom setting.
- Providing assignments that allow for authentic classroom experience.
- Great communication and support from the university and our school.
- Intern was knowledgeable about content and classroom management strategies.
- Supporting Cooperating teachers and keeping us well aware of our responsibilities
- I very much appreciate that the interns are fully aware of their responsibilities and do their best to make sure they are meeting them. Teaching is a very responsible profession, and it is important to approach it from that perspective from the beginning. Your supervisors are also very lovely people who clearly have the best interests of the interns and CT's at heart. Working with Montevallo is always a good experience.
- The university gives ample time for interns to teach. I feel like this is the most valuable part of the internship experience.
- Interns need to be reminded of the importance of paperwork and time management concerning documentation. There were times I felt information was shared at the last minute.
- The intern was well prepared for the time she spent in the classroom

### Elementary/Collaborative:

- The university does a thorough job of orienting the CT.
- Communication was open and information/expectations were clear
- Prepares and supports pre-service teachers and tries to place with highly qualified cooperative teachers.
- Providing collaboration throughout the entire process

### P-12:

- Supervisor was very professional and helpful

### Secondary:

- Provides positive direction for the intern.
- XXX was the highlight of the intern process. She was easily accessible, very attentive, and timely. She was very resourceful.
- Preparing the intern for the professionalism necessary.
- The expectations from me (my role, my responsibilities, my paperwork) were clearly communicated and my intern's supervisor was extremely communicative and listened to the numerous concerns I had about my intern's abilities and the job he was doing.
- The University did a wonderful job with support and guidelines for the student teacher.
- Communicates and sends prepared interns.
- The university follows up to make sure the requirements for each person involved understands their requirements.

## What specific changes might you recommend for improvement of our internship semester?

### EDHH:

- The interns should be more prepared in what to expect when arriving in a classroom. They should be knowledgeable in the areas of sign language, deaf culture, classroom management, what to expect in a school environment, preparation and organization, IEP's, and personal responsibility.
- As a Deaf Education major and an intern almost ready to teach in a Deaf Education environment, the fact that interns are coming to us with a lack of American Sign Language fluency is frankly unacceptable. The University of Montevallo does not prepare [sic] their interns enough in this facet of their education preparation.

#### **Elementary:**

- From my overall experience, I have noticed that interns need more support with behavior management [sic] strategies, and teaching specific content. I know they don't have the skills that come with experience, but it would help them be more successful if they had a few "tricks" to try.
- The lesson evaluation form does not really evaluate a lesson.
- The paperwork for observations was in a confusing format.
- EdTPA and intership [sic] all in one semester is difficult. I wonder if Ed TPA could be done the semester before internship. If they don't pass they could do again during internship.
- Working with the upper grade teachers of schools to ensure that the ELA teacher is the primary cooperating teacher in schools where the upper grades team teach. This works better for edTPA purposes.
- Something must be done about all the time, energy, and attention that Ed TPA steals from the actual internship experience. One or the other, but both at the same time is too intense for most people. It's not a fair experience to the candidates or the cooperating teachers.
- The edTPA was very intense at the beginning of the semester. I think it may have been better to allow more time for interns to gain experience before making this project due.
- Make sure supervisors are fully vetted for their interest and development of the student intern. It is still a time for learning and growth.
- The EdTPA requirements seemed like an awful lot for the interns to do while trying to plan and teach lessons in a classroom too.
- It was very hard for the intern to complete the requirements for EdTPA and the full time teaching responsibilities and work an outside job. Unfortunately, I felt that the teaching responsibilities often took a back seat to other outside responsibilities. I don't think the intern fully understood what is needed to prepare for a full time teaching job because I often gave time in class to prepare for lessons to ensure that the lessons and materials were ready on time. The intern did not understand how important it was to understand the standards and teach them to depth, so additional time spent on dissecting standards and understanding the verbiage and how to teach them could be beneficial.

#### **Elementary/Collaborative:**

- My recommendation for improvement would be to require Collab students 16 weeks in the General Ed classroom and 16 weeks in the Special Ed setting. Eight weeks in the General Ed classroom, along with the requirements for EdTPA, are insufficient and unrealistic. My experience with XXX, as well as a Collab intern during the spring semester, have both presented with an intense level of stress due to EdTPA (early requirements) while also trying to get acclimated to the students, CT, classroom, curriculum, behavior management, procedures and policies, overall teaching and all that it entails, etc.
- Interns in the collaborative setting would benefit from a longer semester in special education placement. Many times, especially in the fall semester, the intern does not get a long enough experience in the special education setting.

#### **P-12:**

- Dispositions that are more tailored to art education in the art classroom

#### **Secondary:**

- The days of teaching required might begin later rather than sooner.
- More unannounced observations need to be implemented. My intern's level of preparedness and focus on high-quality instruction was very evident between the days he knew he would be observed and when he wasn't being observed formally by his supervisor. There should be required observations that the intern does of other teachers within his placement. There should also be some measure of the intern's cooperation and fulfillment of duties, not as the university requires, but as the cooperating teacher assigns or requires.

- To inform the school of requirements of EdTPA and the cooperating teacher expectations/requirements before student teacher arrival.

**Other comments or suggestions:**

**Elementary:**

- Some of our interns have an unrealistic view of what teaching requires - planning, planning, planning. During the consecutive days of teaching, it would be beneficial [sic] for the interns to still be required to have "detailed" lesson plans more like the UM format (at least for math and reading).
- The evaluation form seemed to measure more of the teacher's professional dispositions than an actual lesson. I would prefer that the form be more lesson based since there is already a dispositions form.
- I am a Montevallo graduate, too, and it always makes me happy to be able to help another teacher along the road! I'm proud of the program because I know it prepared me well several years ago, and I still see that same commitment to excellence in the supervisors and the interns. Thank you for allowing me to continue be a part of it!

**Elementary/Collaborative:**

- While XXX has shown growth and improvement, I have concerns about him based on my direct interaction with him and observations over the 8 week internship. Although there has been ample instruction, modeling, suggestions, and guidance, from two CTs, XXX has been ill-prepared in relation to planning, completing lesson plans and submitting them, reviewing material prior to the lesson, and execution of instruction.  
Classroom management and behavior are also of concern. Perhaps a course focusing on these vital components, along with extended internship requirements would better prepare teacher candidates for a smoother transition into the classroom.

**P-12:**

- Had a great experience with this intern and this supervisor.

**Secondary:**

- A PLU needs to be offered to those who have an administration degree.
- The dispositions and observation rubric do not adequately evaluate or reflect the intern's overall performance and readiness. I have many reservations about my intern's preparedness, ability to develop grade-level appropriate course work,, professionalism with colleagues, and ability to teach in a way that students will learn. However, those documents taken in the snapshot way they are with the skills/items they evaluate were able to give him an A and make it seem as if he were ready for the teaching profession. Without heavy coaching on my part and my insistence of supplementing his instruction with review days and re-teaching done by myself, my students would be struggling and well behind where I need them to be.
- I enjoyed and learned from this experience.

Respondent Demographics	
<b>Program Classification</b>	
	Collaborative Education (K-6, 6-12)
	Deaf and Hard of Hearing
	Elementary Education
	Elementary/Collaborative
	P-12 Education (Art, Music)
	Secondary Education
<b>Responding Schools</b>	
	Alabama School for the Deaf
	Calera High
	Elvin Hill Elementary
	Jemison Elementary
	Meadow View Elementary
	Oak Mountain Elementary
	Pelham High
	Pelham Oaks Elementary

	Ramsay High
	Rocky Ridge Elementary
	Spain Park High