

# School Partner Feedback

## EDHH Internship Fall 2018

|                                                                                                                                                                  | 4 |    | 3 |     | 2 |    | 1 |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|---|-----|---|----|---|----|
|                                                                                                                                                                  | n | %  | n | %   | n | %  | n | %  |
| 1. I understood the purpose of the semester-long internship experience.                                                                                          | 2 | 50 | 1 | 50  | - | -  | - | -  |
| 2. I received my handbook, syllabus, or other documents that explained my responsibilities for working with the intern.                                          | 2 | 50 | 1 | 50  | - | -  | - | -  |
| 3. I was trained or oriented by the university on my responsibilities for working with the intern.                                                               | 2 | -  | 1 | 50  | 1 | 50 | - | -  |
| 4. My questions regarding the internship were answered promptly.                                                                                                 | 2 | -  | 2 | 100 | - | -  | - | -  |
| 5. From my perspective, the intern was prepared for the fulltime internship experience.                                                                          | 2 | -  | 1 | 50  | - | -  | 1 | 50 |
| 6. I felt comfortable providing constructive feedback to the university supervisor.                                                                              | 2 | -  | 2 | 100 | - | -  | - | -  |
| 7. From my perspective, the dispositions instrument used to assess the “soft skills” needed of teachers was appropriately used during the internship experience. | 2 | 50 | - | -   | 1 | 50 | - | -  |
| 8. From my perspective, the observation instrument used to assess “teaching skills” in the classroom was appropriately used during the internship experience.    | 2 | -  | 2 | 100 | - | -  | - | -  |
| 9. When I pointed out problems during the internship experience, the response of the university supervisor and/or administrators was prompt and appropriate.     | 2 | 50 | - | -   | 1 | 50 | - | -  |
| 10. From my perspective, the feedback discussed during the mid-term conference accurately reflected my suggestions and comments.                                 | 2 | 50 | 1 | 50  | - | -  | - | -  |
| 11. From my perspective, the feedback discussed during the final conference accurately reflected my suggestions and comments.                                    | 2 | 50 | 1 | 50  | - | -  | - | -  |
| 12. From my perspective, the intern demonstrated professional growth over the course of the semester-long experience.                                            | 2 | 50 | - | -   | 1 | 50 | - | -  |
| 13. From my perspective, the intern understands the importance of using data to make classroom teaching decisions that will impact student learning.             | 2 | 50 | - | -   | 1 | 50 | - | -  |
|                                                                                                                                                                  |   |    |   |     |   |    |   |    |

**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?**

**EDHH:**

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

**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.

**Other comments or suggestions:**

| Responding Schools          |
|-----------------------------|
| Alabama School for the Deaf |