



Internship & Program Evaluation Summary

Graduate Secondary Education

Fall 2018

The following professional courses were beneficial to me during my program:		Strongly Agree		Agree		Disagree		Strongly Disagree		
		<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Professional Studies	ED 518 Classroom Management	9	6	67	3	33	-	-	-	-
	ED 550 Instructional Strategies II-Models	9	5	56	4	44	-	-	-	-
	ED 502 Secondary Students as Learners	9	2	22	7	78	-	-	-	-
	SPED 507 Exceptional Learners in the P-12 & Secondary Programs	9	3	33	6	67	-	-	-	-
	ED 527 Technology-Based Instructional Strategies	9	3	33	4	44	1	11	1	11
	EDF 562 Measurement and Evaluation in Secondary Education	9	6	67	3	33	-	-	-	-
	ED 555 Instructional Strategies I-Literacy	9	7	78	2	22	-	-	-	-
	EDI 540 Internship in High School	9	7	78	2	22	-	-	-	-
	EDI 599 Internship Certification Preparation	9	4	44	4	44	1	11	-	-
	ED 536 Teaching English Language Arts at the Sec Level	4	-	-	3	75	1	25	-	-
Teaching Field	ED 537 Teaching Science at the Sec Level	3	-	-	3	100	-	-	-	-
	ED 538 Teaching Math at the Sec Level	2	-	-	2	100	-	-	-	-
	ED 539 Teaching Social Science at the Sec Level	6	3	50	3	50	-	-	-	-
	ED 540 Teaching Business Marketing at the Sec Level	2	-	-	2	100	-	-	-	-

Course Comments

Professional Studies Comments:

- ED 562 made me feel most prepared with concrete materials and strategies to use in the classroom (sometimes, more so than my instructional strategies courses). Creating assessments seemed so daunting and still is, but I definitely still refer to my notes and materials generated in this class. I love and appreciate direct instruction, and I feel like this was the only class throughout this program in which I received any direct instruction. Far and away my favorite graduate level class.
- I was able to recall specific classroom strategies from the Classroom Management class in immediate times of need. The education classes were all helpful, but the internship itself in where I learned the most.

For English teachers, I wish there was an educational English class, rather than taking random English classes. For example, it would be nice to have taken one that covered major works high

school students read like *The Scarlet Letter*, *The Great Gatsby*, *Of Mice and Men*, etc. I feel that the English classes I took did not heavily aid in my knowledge or teaching.

Teaching Field Comments:

- In this class, I learned how to create a lesson plan, which was good before I took a harder class. However, I was not taught specifically how to teach my content. At times, I was given vague suggestions, but it would have been far more helpful to have been taught these things. (no course noted)

Question Comments

What aspects of your internship did you feel most prepared for? Explain.

- I felt best prepared for lesson planning.
- I felt most prepared for the teaching portions of my internship. My Google Slides and preparation made me confident when teaching a lesson. For the most part, I was prepared for the classroom management as well. Although there is no way to completely be prepared for this, I was informed that some issues would be different in a real class. [sic]
- I felt the most prepared in being comfortable in front of the classroom and speaking to groups of students I did not know.
- EdTPA
- With all of the writing assignments, we were adequately prepared for edTPA, but there is room for better preparation, which I talk about below. And with the internship experiences during stage A and B of the program, we were well prepared for our extensive stage C internship. By that point, we were comfortable with the teaching in the secondary environment. Thank you.
- Lesson planning and teaching. I was most comfortable presenting material to students.
- Writing lesson plans.
- The classroom management strategies probably remained with me more than anything else.

What aspects of your internship did you feel least prepared for? Explain.

- I felt least prepared for the impromptu teaching (away from lesson plans) that is required in the classroom. My CT repeatedly had to encourage and direct me to navigate away from strict lesson planning and learn to teach and adapt in the moment. I definitely learned this skill in internship, and didn't feel like it was stressed at all during classes in the program.
- I was the least prepared for what exactly was included in the edTPA and how to complete it, and some of the important due dates for certifications and other important turn-in dates were easy to miss while also teaching a class as an intern. A timeline of all important turn-in dates would be helpful. [sic]
- Even though I never had major problems, I was least prepared in classroom management. It is very different to read about it and then apply it, especially in a class that is not yours from the beginning.
- Classroom Management
- For the edTPA assignment, though, I feel like we could have been better prepared for the writing assignments. As you already know, each of the edTPA content choices has their own distinctive writing prompts: someone who is responding to the English edTPA will have different writing responses than someone who is responding to the Math edTPA. Now here is where I place a major criticism. If we were assigned writing responses with which were aligned with our content--very similar to the edTPA assignment--during stages A and B of our program, then I guarantee we would have had even higher scores, and for everyone, it would have been less stressful. Another criticism of mine is as follows: We could have benefited immensely from meeting continuously throughout the semester. If we would have met every week or two weeks, everyone could have discussed their teaching experiences with each other throughout; therefore, throughout the last stage of our internship, we would have learned from each other through collaborative communication: We could have received advice from others who are going through the same experience as us. These are my criticisms of the program.

- Classroom management. My CT used a different strategy that did not work for me. It was tough for the students to transition between me and my CT. I think this is something I need to practice in my own classroom.
- Organizing lessons that hold students accountable and move them forward in their learning, despite the various learning levels of the students.
- Teaching English. I created random lesson plans for my classes and had been told what works for students in general, but had never been told the best way to present a literary work to students. I felt like I had to learn on my own while teaching *The Scarlet Letter* this semester. To be more specific, it would have been nice to be told how to effectively make students recognize symbols in a book or delve into characterization and how to teach them why those things are important and how they can relate to their lives now. I wish I had been far more familiar with the content high school students will learn in English. In addition, I would have liked to an idea of what students generally know for at each grade, so I will know where to begin my lessons. This is not meant to be a complaint, but a way in which I could have thrived. Overall, Montevallo's education department has been very supportive.

Other comments: