

# School Partner Feedback

## EDHH Internship Spring 2019

	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	100	-	-	-	-	-	-
3. I was trained or oriented by the university on my responsibilities for working with the intern.	2	-	2	100	-	-	-	-
4. My questions regarding the internship were answered promptly.	2	50	1	50	-	-	-	-
5. From my perspective, the intern was prepared for the fulltime internship experience.	2	50	-	-	1	50	-	-
6. I felt comfortable providing constructive feedback to the university supervisor.	2	50	1	50	-	-	-	-
7. From my perspective, the dispositions instrument used to assess the “soft skills” needed of teachers was appropriately used during the internship experience.	2	-	2	100	-	-	-	-
8. From my perspective, the observation instrument used to assess “teaching skills” in the classroom was appropriately used during the internship experience.	2	-	1	50	1	50	-	-
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:**

- The information in the handbook made expectations for cooperating teachers, interns, and university supervisors clear. Having them easily accessible online made it easy to reference them when necessary.
- Providing feedback and ensuring the intern has the materials needed

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

**EDHH:**

- In the future, I think that ed-TPA should be completed during the student's practicum instead of during internship. The timing and additional work of ed-TPA made it difficult to schedule when the intern would begin teaching classes, so there was not a natural, uninterrupted progression of slowly assuming more responsibility leading up to full-time teaching.
- I'd like for interns to have more experience with IEPs

**Other comments or suggestions:**

**EDHH:**

- Students in the Deaf Education program need more real-world sign language experience with members of the Deaf community before doing an internship at ASD. That would help tremendously with the student's overall ASL skills, especially receptive skills, and help them overcome any initial fears of using ASL with native signers. I'm not sure what opportunities students have now, but when I was at Montevallo we had weekly small-group sessions with members of the Deaf community as part of our ASL class.
- The intern was fab [sic] and prepared. I think it would be good to utilize her materials as samples for future interns.

<b>Responding Schools</b>
Alabama School for the Deaf