

# School Partner Feedback

## Elementary Internship Spring 2019

	4		3		2		1		
	n	%	n	%	n	%	n	%	
1. I understood the purpose of the semester-long internship experience.	14	11	79	2	14	1	7	-	-
2. I received my handbook, syllabus, or other documents that explained my responsibilities for working with the intern.	14	13	93	1	7	-	-	-	-
3. I was trained or oriented by the university on my responsibilities for working with the intern.	14	11	79	2	14	1	7	-	-
4. My questions regarding the internship were answered promptly.	14	13	93	-	-	1	7	-	-
5. From my perspective, the intern was prepared for the fulltime internship experience.	14	9	64	4	29	1	7	-	-
6. I felt comfortable providing constructive feedback to the university supervisor.	14	13	93	1	7	-	-	-	-
7. From my perspective, the dispositions instrument used to assess the “soft skills” needed of teachers was appropriately used during the internship experience.	14	12	86	2	14	-	-	-	-
8. From my perspective, the observation instrument used to assess “teaching skills” in the classroom was appropriately used during the internship experience.	14	11	79	2	14	1	7	-	-
9. When I pointed out problems during the internship experience, the response of the university supervisor and/or administrators was prompt and appropriate.	14	13	93	1	7	-	-	-	-
10. From my perspective, the feedback discussed during the mid-term conference accurately reflected my suggestions and comments.	14	13	93	1	7	-	-	-	-
11. From my perspective, the feedback discussed during the final conference accurately reflected my suggestions and comments.	14	13	93	1	7	-	-	-	-
12. From my perspective, the intern demonstrated professional growth over the course of the semester-long experience.	14	12	86	2	14	-	-	-	-
13. From my perspective, the intern understands the importance of using data to make classroom teaching decisions that will impact student learning.	14	12	86	1	7	1	7	-	-

**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?

#### Elementary:

- Preparing the interns to plan for reading and emphasizing the importance of collecting data to use in the planning process.
- I can tell that the students are held to a high standards and that they know what is expected of them.
- Students are highly knowledgeable with their expectations and communication.
- My intern was well prepared and received valuable feedback on her lessons.
- I felt that they clearly communicated the expectations of my role as a cooperating teacher.
- They truly prepare the interns, to the best of their ability, for the real world of teaching.
- Meet with, encourage and guide interns in doing their best in the classroom.
- A detailed handbook was provided for my review and also constant communication with the supervisor was helpful
- My intern was very prepared for her internship.
- communicating with the supervisor
- I think it was beneficial to my intern that she also did her pre-internship with me. This made her transition into internship easy and I love the rapport she had already built with my students.
- Very thorough
- Great understanding of responsibilities during internship.
- The supervisor came out many time [sic] to observe.

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

#### Elementary:

- Trying to complete Ed TPA along with the internship seems to be a lot of stress on interns. Perhaps Ed TPA could be completed as a class or with another class prior to beginning the internship.
- I felt that my intern struggled meeting classroom requirements because her attention was on edTPA. I recommend they have built in days off to complete edTPA.
- EdTPA should be a separate course. It is too much for students to do at the same time as the internship.
- I believe that during internship, interns may need days built in where they are not expected to be in the classroom, so that they can work on EDtpa. There were days where my intern was feeling the strain of not meeting the requirements and it was effecting her performance in the classroom. I know that they are working on balancing the work load and expectations of a classroom, but if I was working on National Boards I would take personal days as needed to work on my components.
- If possible, if an internship is in the spring, could their pre-internship block require them to be in a classroom on the very first day of school? The first day is something everyone should experience before they have their actual first day as a full-time teacher.
- Whenever possible, they could use some more guidance on edTPA. It is a lot to do when they are also required to complete lessons, look at data, and all the other requirements of teaching.
- Depending on the subject being taught, there were a lot of items that had to be checked as "not observed". Maybe a separate form for each content area or subject can be developed so that feedback can be more meaningful.
- The teaching observation forms were complicated and hard to understand.
- I was very pleased with the program overall.
- Change ED TPA to the semester before internship. They need to focus on their job during the internship and having ED TPA is a distraction.
- Put 8 weeks of Ed TPA and 8 weeks of straight classroom internship.

**Other comments or suggestions:**

**Elementary:**

- I have had an awesome experience this semester!
- EDTPA takes too much time away from the intern being able to acclimate to the classroom and fulfill all classroom duties and responsibilities as a regular teacher would.

<b>Responding Schools</b>
Brent Elementary
Creek View Elementary
Elvin Hill Elementary
Meadow View Elementary
Montevallo Elementary
Pelham Ridge Elementary
Thompson Intermediate