

School Partner Feedback

Elementary Internship Fall 2019

	4		3		2		1		
	n	%	n	%	n	%	n	%	
1. I understood the purpose of the semester-long internship experience.	18	17	94	1	6	-	-	-	-
2. I received my handbook, syllabus, or other documents that explained my responsibilities for working with the intern.	18	18	100	-	-	-	-	-	-
3. I was trained or oriented by the university on my responsibilities for working with the intern.	18	17	94	1	6	-	-	-	-
4. My questions regarding the internship were answered promptly.	18	18	100	-	-	-	-	-	-
5. From my perspective, the intern was prepared for the fulltime internship experience.	18	11	61	5	28	2	11	-	-
6. I felt comfortable providing constructive feedback to the university supervisor.	18	18	100	-	-	-	-	-	-
7. From my perspective, the dispositions instrument used to assess the “soft skills” needed of teachers was appropriately used during the internship experience.	18	15	83	3	17	-	-	-	-
8. From my perspective, the observation instrument used to assess “teaching skills” in the classroom was appropriately used during the internship experience.	18	15	83	2	11	1	6	-	-
9. When I pointed out problems during the internship experience, the response of the university supervisor and/or administrators was prompt and appropriate.	18	18	100	-	-	-	-	-	-
10. From my perspective, the feedback discussed during the mid-term conference accurately reflected my suggestions and comments.	18	18	100	-	-	-	-	-	-
11. From my perspective, the feedback discussed during the final conference accurately reflected my suggestions and comments.	18	18	100	-	-	-	-	-	-
12. From my perspective, the intern demonstrated professional growth over the course of the semester-long experience.	18	16	89	2	11	-	-	-	-
13. From my perspective, the intern understands the importance of using data to make classroom teaching decisions that will impact student learning.	18	14	78	4	22	-	-	-	-

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:

- My intern was very prepared for teaching, writing plans, and was very
- Overall support of the student and cooperating teacher
- The intern is well prepared and understands the tasks they need to perform.
- Constant Communication
- She was great with the kids and had a professional disposition.
- Intentional with placement and thoughtful in preparation of students.
- Preparing students for a full time internship.
- Lots of communication!
- Provides clear and concise feedback.
- The university communicates clearly with the cooperating teacher.
- Providing an orientation for both the intern and cooperating teacher
- Interns are prepared the best they can be without having experience with the class they are in for internship.
- The university provides the student interns with many strategies for teaching in the classroom. I noticed that my intern was able to assess both formally and summatively [sic], as well as document those results and use them to facilitate student learning or intervention.
- It was easy to get in touch with the supervisor and she visited often.
- Interns that have been in the UM program are usually well prepared for effectively planning, preparing for, and implementing lessons that demonstrate best practice.
- Allowing two separate placements for each of the degree programs.

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

Elementary:

- None
- Allow interns to be in the same placement school prior to internship
- I feel like what subjects to take over and when should be outlined more effectively. For example, I didn't know when to release certain subjects to her and how to gradually take them back in the end. I also think lesson plans should be required to be turned in at least 3-5 days ahead of time every single time they teach, not just the 5 consecutive days. When the CT is making lesson plans for the intern, I feel all that is doing is teaching them to be a good substitute. Lesson plans should be required for every subject they are teaching, every time, regardless of when it is.
- EdTPA -- It is so quick out of the gate for filming. Maybe starting in a different order so the video part comes a little bit later so he/she can acclimate a little more and have more information for the cooperating teacher of the component expectations to better support the intern, offer a bullet list of key "look fors". Although I am very thankful she passed, I think the entry could have been stronger if I had more guidance to support her.
- None
- Maybe discuss internship etiquette with students (showing appreciation for CT's time/effort/support)
- Additional support for interns with EdTPA. This seems to be the most stressful part for them during their internship.
- I feel the interns need more experience within the classroom prior to internship to experience and develop classroom management. I also feel that the university poorly compensate the cooperating teacher when compared to other universities within the state. More incentives should be given to teachers for taking on this responsibility.
- I don't have any. It was a positive experience.
- More emphasis on time management, edTPA is almost too much to handle in intership [sic], semester. Possibly have interns complete a "yearlong" internship to include edTPA. I realize this is required but they need to focus on students not checking off edTPA during internship. (I also realize that there are other issues involved that keeps your "hands tied" in this matter.)
- I recommend more practice in classroom management and the importance of soft skills, both from the student intern, as well as the students. The culture/environment of the classroom is probably the MOST influential of how the students will effectively learn and work.

- They need days set aside to work on EdTPA and to be able to collaborate with other interns and instructors on concerns or issues they are facing during their internship.
- Interns need more preparation in the area of using data to evaluate students for the purpose of providing Tier II instruction. As a part of this, they also need to know more about how to prepare lessons that explicitly target the student specific needs for this type of instruction.
- More time during their placement so they can gradually ease into teaching.

Other comments or suggestions:

Elementary:

- None
- This has been an extremely positive experience. It is a little unnerving to commit to share a classroom with a student intern. They can be great, average or very needy. It is also hard to know if personalities will be a match, etc. This placement was a perfect fit. My intern was prepared and professional from her very first day. She has been a valuable asset to our classroom and she is well-prepared for her own position. It has been a joy to share my class with her! Thank you so much for this opportunity.
- I was really thankful that UM encouraged students to attend the first few days of school to observe.
- none
- I am proud of the interns who come from Montevallo. Please empasize [sic], that interns are basically "interviewing" for jobs during internship. They need to go above and beyond what is expected.
- They need to be exposed to basic math strategies and decoding strategies in reading. They need to be familiar with types of formal and informal assessments such as running records.
- As a transfer / fifth-year student, I do not feel that my intern was as prepared as I normally observe from these students. Professionalism such as punctuality and understanding the administrative tasks involved with teaching is also important.

Responding Schools
Calera Intermediate School
Chelsea Park Elementary
Clanton Elementary
Creek View Elementary
Green Valley Elementary
Meadow View Elementary
Montevallo Elementary
Oak Mountain Elementary
Shelby Elementary