

# School Partner Feedback

## Pre-Internship Field Experience Spring 2020

	4		3		2		1		N/A	
	n	%	n	%	n	%	n	%	n	%
1. I understood the purpose of the pre-internship field experience for the college student.	9	100	-	-	-	-	-	-	-	-
2. I received a handbook, syllabus, or other document that explained my responsibilities for working with the college student.	9	89	-	-	-	-	1	11	-	-
3. My questions regarding the pre-internship field experience were answered promptly.	9	78	-	-	-	-	-	-	2	22
4. From my perspective, the college student understood what was expected of him or her for the pre-internship experience.	9	78	1	11	-	-	1	11	-	-
5. From my perspective, the dispositions instrument used to assess the “soft skills” needed of teachers was appropriately used during the pre-internship experience.	9	67	2	22	-	-	-	-	1	11
6. From my perspective, the observation instrument used to assess “teaching skills” in the classroom was appropriately used during the pre-internship experience.	9	56	1	11	-	-	-	-	3	33
7. When I pointed out problems during the pre-internship experience, the response of the university supervisor and/or administrators was prompt and appropriate.	9	33	-	-	-	-	-	-	6	67
8. From my perspective, the college student experienced professional growth during the pre-internship experience.	9	89	-	-	1	11	-	-	-	-

**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 pre-internship field experiences?**

- Explanation of what is expected from the cooperating teacher.
- Communication about the program
- Sending students eager to learn, and excited about working with students
- The expectations laid out in the manual are clear.
- The university does a great job at letting the pre-internship student know exactly what it expected of him/her.
- Informative/ syllabus/ requirements
- Students are very knowledgeable in the class requirements. It is also very obvious the university has high expectations for their students.
- Extremely well organized and laid out.
- It is very well-organized.

**What changes might you recommend for improvement of our pre-internship field experiences?**

- Clear understanding of professionalism and arriving on time
- This was the first time I've had a pre block student with a checklist of things to do from the professor. It was very hard to try and get all of the required number of items checked off. I did not think it was beneficial for the student and felt it hurt her more than what students had done in the past. (Elementary)
- When Phase II student teachers come in to [sic] classrooms, they only come in once a week and it is difficult to establish consistency and relationships. Instead of once a week perhaps multiple days a week for a shorter time period?

**Other Comments or Suggestions:**

- My student seemed hyper-focused on getting the checklist completed. Some of the items on the checklist were impossible for her to do due to time conflicts. Also, some of the items she wasn't ready to attempt- such as teach a lesson. This past experience [sic] wasn't pleasant. One item on the list was read a book Aloud. She did this, and [sic] needed more practice. I modeled how to read a book aloud and practiced with her, but because she couldn't count that as two items on her checklist, she wanted to move on to next item. I thought the checklist had a negative effect. I told the student that I wanted to contact teacher to possibly revamp the checklist, and then placements got cancelled so she didn't return. My student needs lots more practice interacting with students and that is what I encouraged her to do rather than focus so much on the checklist. Again, this was my first experience with the checklist from professor. (Elementary)

Respondent Demographics	
<b>Program Classification</b>	
5	Elementary Education- Foundations Block
	Elementary Education- Methods Block
1	Elementary Education- Pre-Internship Block
	Secondary Education Phase I
2	Secondary Education Phase II
	Deaf and Hard of Hearing Education practicum
1	Collaborative Education practicum (K-6, 6-12, DHH)
	P-12 Education practicum (Art, Music)
<b>Responding Schools</b>	
	Jemison Elementary
	Meadow View Elementary
	Oak Mountain Elementary
	Thompson High School