

School Partner Feedback Summary

Internship Semester Spring 2020

	4		3		2		1	
	n	%	n	%	n	%	n	%
1. I understood the purpose of the semester-long internship experience.	37	97	1	3	-	-	-	-
2. I received my handbook, syllabus, or other documents that explained my responsibilities for working with the intern.	37	95	2	5	-	-	-	-
3. I was trained or oriented by the university on my responsibilities for working with the intern.	37	92	3	8	-	-	-	-
4. My questions regarding the internship were answered promptly.	37	97	1	3	-	-	-	-
5. From my perspective, the intern was prepared for the fulltime internship experience.	37	81	6	16	-	-	1	3
6. I felt comfortable providing constructive feedback to the university supervisor.	37	92	3	8	-	-	-	-
7. From my perspective, the dispositions instrument used to assess the “soft skills” needed of teachers was appropriately used during the internship experience.	37	89	4	11	-	-	-	-
8. From my perspective, the observation instrument used to assess “teaching skills” in the classroom was appropriately used during the internship experience.	37	86	4	11	1	3	-	-
9. When I pointed out problems during the internship experience, the response of the university supervisor and/or administrators was prompt and appropriate.	37	89	4	11	-	-	-	-
10. From my perspective, the feedback discussed during the mid-term conference accurately reflected my suggestions and comments.	37	89	4	11	-	-	-	-
11. From my perspective, the feedback discussed during the final conference accurately reflected my suggestions and comments.	37	78	7	19	-	-	1	3
12. From my perspective, the intern demonstrated professional growth over the course of the semester-long experience.	37	92	2	5	-	-	1	3
13. From my perspective, the intern understands the importance of using data to make classroom teaching decisions that will impact student learning.	37	89	3	8	-	-	1	3

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:

- Provide any needed support
- Adding more sign language classes has really helped these interns in the long run. I went through Montevallo' [sic] program a few years ago and did not feel adequately prepared for teaching due to my lack of knowledge in ASL.
- Communication was good from both the University and the University Supervisor, XXX.
- Can't think of one.

Elementary:

- I feel that I am more than adequately informed about all aspects of internship. Interns are well prepared and are very easy to work with and try their best to adapt and adjust towards the way that I teach in my room and to my students' needs.
- Providing information and answering any questions I had and preparing the students for internship.
- The interns conduct themselves in a very professional way. Also, the supervisors are great to work with and very respectful of time.
- She communicated effectively with me throughout this really strange semester.
- I believe that collaboration and constructive criticism is what the university does best in regard to the internship semester.
- Great communication.
- I feel like the interns are well prepared when they enter the classroom.
- Prepare inters [sic] for their final semester of teaching and EdTPA prep
- Prepares interns to be able to create meaningful lesson plans.
- The supervisors are always professional and helpful to both the interns and cooperating teachers.
- Connections
- Provides a good support system for us and the intern
- I felt the relationship of the University Supervisor with the Cooperating Teachers was a strength this semester.
- Students come in eager and willing to learn.

Elementary/Collaborative:

- Although my intern was with me for only half a semester, I was pleased with the internship semester experience. My intern was prepared for her internship semester and receptive to all suggestions for improvement.
- Allow the interns to follow the school or classroom guidelines to an extent that was beneficial in a SpEd classroom.
- Communication was wonderful. Any questions I had were answered promptly and with consideration. My intern was VERY well prepared and did an AMAZING job!!!!!!

P-12:

- Communication
- I felt the communication was clear, helpful, and relevant from the university supervisor.
- Provides well trained future teachers. Also, I was very glad to have a supervisor who was familiar with visual art and could provide accurate feedback for the intern.
- The University clearly communicates expectations and procedures, with advance time to complete the required paperwork.
- Excellent communication.
- It is nice to meet with the intern and UM adviser early during the placement.

Secondary:

- Providing consistent feedback and mentoring through the numerous observations
- Support for EdTPA
- Proper placement of intern

- Interns are very well-prepared and UM allows me as a cooperating teacher to provide feedback and set expectations for the intern.
- Preparation for edTPA, communication, expectations
- Prompt and clear responses to intern and CT needs.
- Provides excellent candidates for internship

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

EDHH:

- I seldom have interns so this answer is difficult to answer
- None at this time.
- Can't think of one.

Elementary:

- I would suggest that Montveallo provide an explicit phonics course for early elementary teachers. Knowledge of letters sounds is one thing I have noticed that Interns lack and this too was my biggest struggle my first year teaching second grade.
- I would love to have digital access to all of the forms, just because sometimes I misplace or accidentally throw away things.
- The only change would be the university supervisor seeing more lessons besides reading. This was due though because of the Corona Virus, and school being closed.
- Classroom management courses. Seems to take the longest to nail down.
- They all need more emphasis on classroom management.
- Interns could benefit from more "behavior management" training, as well as experience with collecting, recording, and using data to guide instruction.
- I do think an intern needs more practice in a wider range of grades and classrooms. I teach 5th but if the intern were to interview for a younger grade, she wouldn't have enough experiences to adequately be prepared. I try to make sure she observes in other grades, but I think they need shorter placements but more classrooms.
- I feel the interns should come with a better understanding of how to create full day lesson plans and take on the responsibilities of a classroom prior to coming to do a full internship semester. In general, the UM interns I have had experience with were ill prepared to complete this task (which would mirror an actual job situation) as compared with interns from other programs. My suggestion would be to have the interns complete at least one day of full day teaching (with a CT's supervision of course) prior to the internship semester.
- ETPA deadlines and 1st teaching observations seemed rushed.

Elementary/Collaborative:

- I do not have any suggestions with regard to the internship semester, but please see my suggestion below regarding recommendation prior to internship semester.
- No changes

P-12:

- In light of the k-12 certification, I recognize you are limited in what can be done in this area. However, it would be greatly beneficial for music education interns that aspire to be high school/middle school band directors to have more practicum time with those particular programs. Interns miss numerous relevant experiences and thus critical knowledge by only spending half of a semester at an instrumental music program on the secondary level.
- Assessment tools seem to be written for general classroom teachers and not subject specific. There were expectations that were not relevant to our subject area.
- My intern was only with my for 2 weeks due to Covid 19 and the school closures, so I have no specific changes to recommend.

Secondary:

- The internship semester was adequate in time and involvement to prepare and allow the intern to learn and grow in their teaching aspirations. The ability to learn and adjust their instructions after conferring with multiple teachers allows for learning on the job.

- EdTPA has really forced a lot of changes to the internship experience and UM has done a great job helping interns through this experience.
- Maybe consider a more thoughtful approach to learning targets and standards. I think there was some struggle and disconnect between the two. Learning targets are the focus in school and would give interns better prep for the classroom.
- I have no suggestions. It was a satisfactory experience all around.

Other comments or suggestions:

EDHH:

- Due to COVID-19, this semester was cut short in many ways, which is concerning for the me in evaluating the intern. She needs much more practice.
- With the great deal of work that the Cooperating Teachers do, a higher stipend would be greatly appreciated. We put in many hours of paper work, feedback, and other things to help prepare future educators. A larger stipend would be wonderful.
- Can't think of one.

Elementary:

- Some of these questions were difficult for me to answer because my intern was only in my classroom for 8 weeks because she will be completing her collaborative degree in a different classroom. I answered them to the best of my ability.
- My intern was very prepared. She took every suggestion I gave and implemented it with her own style. She even recognized things she needed to improve, discussed them with me, and proceeded to improve that area!
- I look forward to my next intern from Montevallo! Thank you for doing a wonderful job!
- I can't wait to work with some of these wonderful students that are now teachers!
- My intern, XXX, did an amazing job in my second grade classroom.
- My intern was fabulous and this was my first experience having an intern. I was very pleased overall with the experience and with working with UM.

Elementary/Collaborative:

- One suggestions [sic] I would make is to require students during pre-internship semester to teach at least 5 full days. I understand they do teach part of days, but I feel they would be more comfortable "taking over" the full day responsibilities of the internship semester if they have previously experienced teaching some full days.
- I am very pleased with this internship program and hope to work with other UM students in the future.

P-12:

- The experience was very positive and we enjoyed hosting our intern.
- XXX did an outstanding job given the challenge of the pandemic. After we were all called to shelter at home she created lessons that engaged the students virtually. She truly stepped up to the situation.
- I had a great experience and I look forward to working with Montevallo again soon!

Secondary:

- It was a welcomed learning experience for me as a teacher to see how the Education Department at UM has changed and improved their Teacher Education to advance. It also allowed me to learn some new technological changes to improve my instruction with the intern.
- It is an honor to host interns from the University of Montevallo.
- It was a pleasure collaborating with UM's Internship program on behalf of this candidate.

Respondent Demographics	
Program Classification	
	Collaborative Education (K-6, 6-12)
	EDHH Education
	Elementary Education
	Elementary/Collaborative
	P-12 Education (Art, Music)
	Secondary Education
Responding Schools	
	Alabama School for the Deaf
	Chelsea Park Elementary
	Clanton Elementary
	Creek View Elementary
	E.P.I.C.
	Helena Intermediate
	Jemison Elementary
	Meadow View Elementary
	Montevallo Elementary
	Pelham Oaks Elementary
	Bibb County High School
	Columbiana Middle School
	Helena High School
	Montevallo High School
	Oak Mountain Middle School
	Chelsea Middle School
	Hoover High School
	North Highland and Brighton Elementary
	Pelham Oaks Elementary
	Thompson Intermediate