



Internship & Program Evaluation Summary

Graduate Secondary Education

Spring 2020

	The following professional courses were beneficial to me during my program:	Strongly Agree		Agree		Disagree		Strongly Disagree		
		<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Professional Studies	ED 518 Classroom Management	12	8	67	3	25	1	8	-	-
	ED 550 Instructional Strategies II-Models	12	10	83	1	8	1	8	-	-
	ED 502 Secondary Students as Learners	12	7	58	4	33	1	8	-	-
	ED 507 Current Trends in Teaching Exceptional and Diverse Learners	12	8	67	3	25	1	8	-	-
	ED 527 Technology-Based Instructional Strategies	12	9	75	2	17	1	8	-	-
	EDF 562 Measurement and Evaluation in Secondary Education	12	7	58	4	33	1	8	-	-
	ED 555 Instructional Strategies I-Literacy	12	8	67	3	25	1	8	-	-
	EDI 540 Internship in High School	12	11	92	1	8	-	-	-	-
	EDI 599 Internship Certification Preparation	12	10	83	2	17	-	-	-	-
	Teaching Field	ED 536 Teaching English Language Arts at the Sec Level	2	1	50	1	50	-	-	-
ED 537 Teaching Science at the Sec Level		3	3	100	-	-	-	-	-	-
ED 538 Teaching Math at the Sec Level		3	1	33	2	67	-	-	-	-
ED 539 Teaching Social Science at the Sec Level		4	1	25	3	75	-	-	-	-
ED 540 Teaching Business Marketing at the Sec Level		0	-	-	-	-	-	-	-	-

Course Comments

Professional Studies Comments:

- While the clinical experience was the most helpful, I thoroughly enjoyed my time in the ED527 and found it very helpful!
- I think the progression and rigor of this program is appropriate and balances real-world problems with academic and professional development for certification. I am very glad I was able to be a part of this program because I feel it has really prepared me for teaching in my own classroom.

Question Comments

What aspects of your internship did you feel most prepared for? Explain.

- I felt very prepared for all aspects of my internship.
- edTPA. In phase 2 of the program I did a three day learning segment with videos and explanations and I feel like the prepared me very well for edTPA.

- Real life just isn't what they paint it to be in the classroom. I feel like I would have been the same whether I went to my classes or not. I learned the absolute most during all of my placements. The classroom portion was often wasted by reviewing what we already talked about in class or with the professors making idle conversation with students in the class. As a future educator, I would focus more on internship and facilitating the student teachers learning through their experiences in those internships rather than wasting time with multiple semesters of regular classes (outside of content area knowledge) that could have either been done in a far shorter time span, or simply accompanied by an earlier placement/observation that would act as the main focus of each semester, rather than the pointless classes.
- Teaching within the secondary classroom.
- Lesson Planning because we did so much of it and were able to get a lot of feedback in the courses leading up to internship.
- Honestly, 90-95% of my preparation came from having taught 1 & 1/2 years prior to the internship. Having the opportunity for raw experience from running your own classroom prior to the internship is priceless and beneficial.
- I felt the most prepared for planning lessons. The over-planning that we did early-on made me able to plan for multiple days of instruction rather easily.
- I felt very prepared during internship and certification because of the rigor in previous classes.
- Classroom management
- Using a variety of teaching techniques and lesson plans
- Because of employment, I was ready for the real-world aspects of being in the classroom.
- Lesson planning

What aspects of your internship did you feel least prepared for? Explain.

- I think the EdTPA requirement forces you to not be fully invested in the internship at the beginning but I also understand there's not much to be done about that.
- The mixture of edTPA along with regular lesson planning and internship. I think edTPA should be done before internship.
- The bureaucracy of teaching is something that shouldn't be hidden from teachers who wish to continue in the field of education. This was something that was not only never touched on in a serious manner in the classroom, but if it was even slightly brushed upon my professors would often talk about it as if we had to accept it for what it was. That is not the point of college, and all educators should advocate for progress. Every placement school I attended was full of teachers who were either incredibly sad and worn out, or very peppy and fresh, but too attached to their job and constantly on the verge of burning out. If you want to have proper academic classes that outline and teach what is to be seen during the profession, you should include every part of that profession. Accepting clique'ish work life culture, which I observed in all of my placements, is a travesty and should be addressed. All of the teachers I observed consistently complained about their lives, their children, and their admins and their issues were very real. The teachers at each school took almost always took a direct stance of "us against them" and "them" was often both the students, the parents, and often the admins as well. This only encourages people to look at teachers as lesser or unprofessional, which public perception of teachers has definitely articulated throughout the last decade. Why these issues were not what we were being taught about so that our field of Education can be improved for future educators, rather than watered-down and treated unprofessionally as if it was just a job as a second set of parents rather than a proper, academically justified and respected profession, is inappropriate to me. Many teachers embrace this stereotype of what it takes to be a teacher, and I was often told by my professors to "fake it until I make it" unironically. While I understand the pessimism, this should not be instilled on younger generations who want to see the profession brought up to its deserved standards, rather than mocked and controlled by parents, clueless admins, and a disgruntled community members that would rather focus more on the schools [sic] football team than the quality of their education. This is what needs to be taught because it's how the profession is, realistically, and ignoring this is probably why, statistically speaking, many teachers do quit after their first couple years. I will not be quitting any time soon, and I feel my internship helped bring to light what really matters in the profession and what truly needs to be taught and worked on. Because of those

issues, and my previous inclinations towards teaching, I can only hope that I prepared myself adequately for what the future holds and that I can influence the education of future teachers as well as future students.

- Interactions that may become negative with students within the classroom.
- edTPA, but I feel like we were prepared as much as we could have been. edTPA is just a lot of work and very in-depth questions that we didn't have to answer in the courses leading up to internship.
- The alternative master's program at the University of Montevallo practically met, if not exceeded, most all of my expectations. It is unfortunate that edTPA's subjectiveness warrants it as one of the most invalid, unreliable systems in place for future educators. I do not correlate this reputation with the University's, [sic] because I believe Montevallo has been outstanding in most every area. I believe the only aspect I felt least prepared for was the uncertainty of edTPA's scorers.
- Balancing student teaching with EdTPA requirements. When observations and EdTPA deadlines overlapped, it was easy to become overwhelmed. I did not feel like I was my best in the classroom on a day that I worked on EdTPA for the majority of the day, and there was at least once that an observation overlapped with EdTPA deadlines.
- Though assignments seemed overly rigorous at the time, The Models class really helped prepare me for EdTPA certification. Though it doesn't always transfer directly into everyday teaching and planning, the skills learned in this class helped me to do very well on my certification and that has helped me prepare professionally.
- EdTPA
- Having to prepare for more than one subject area to teach while completing edTPA
- Initially, I was least prepared for writing the commentary for edTPA. However, XXX prepared me for it, and I owe a lot of my success to her because of it. Now, I almost feel like I could coach someone else on writing commentary.
- Classroom management only because I struggle in this area

Other comments: