

Memorandum

To: School of Education
From: Monica McKinney, NCATE Coordinator
Date: 2/8/2005
Re: Cooperating Teacher Program Feedback results

As you may recall, in December we surveyed all of the cooperating teachers that worked with our interns during the fall 2004 semester. The purpose of the survey was to get their feedback on our program goals – both as to how important they believe those goals to be and how well they think we’re meeting them.

Attached you will find an analysis of the ratings they provided as well as a compilation of the narrative comments they made. We had a good response rate with 24 of the 29 surveys being returned (elementary 20 of 21, middle/secondary 4 of 8). It is clear in reading the comments that some of the teachers based their responses specifically on their most recent intern rather than on their experiences in general (though for some, this was their first intern). There is an interesting mix of suggestions for improvement and praise for our efforts.

As one might expect, our “importance” numbers are consistently slightly higher than our “met” numbers, but I believe we do have confirmation from this group that the goals we have set for ourselves are both relevant and being realized.

I’d like your feedback regarding how frequently and at what intervals you think we should repeat this survey.

Cooperating Teacher Program Feedback Survey Results, Fall 2004

survey ID	level taught (E, M, S)	Meredith experience (in years)	leadership important	leadership met	content knowledge important	content knowledge met	connected pedagogy important	connected pedagogy met	culturally relevant / inclusive important	culturally relevant / inclusive met	reflective tchg important	reflective tchg met	assessment important	assessment met	average
1F04	E	5	5	4	5	4	5	5	5	4	5	4	5	4	4.5
2F04	E	off & on	5	5	5	5	5	5	5	5	5	5	5	5	5
3F04	E	6	5	3	5	4	5	4	4	3	4	3	5	3	4
4F04	E	2	5	5	5	4	5	5	5	5	5	5	4	4	4.5
5F04	E	sev.	5	5	5	5	5	5	5	5	5	5	5	5	5
6F04	E	new	4	4	5	4	5	4	5	5	5	5	5	4	4
7F04	E	new	5	4	4	4	4	4	5	4	5	3	4	3	4
8F04	E	1	5	5	5	5	5	4	5	5	5	5	5	5	5
9F04	E	1	4	4	5	5	5	5	4	4	5	5	5	4	4
10F04	S	3	5	5	5	5	5	4	5	5	5	4	5	5	5
11F04	S	new	5	5	5	5	5	5	5	5	5	5	5	5	5
12F04	E	1.5	5	4	5	4	5	4	5	4	5	3	5	3	4
13F04	E	2	5	5	5	5	5	5	5	5	5	5	5	5	5
14F04	E	5	5	4	5	5	5	5	5	5	5	5	5	5	5
15F04	M	off & on	5	5	5	5	5	5	5	4	5	5	5	5	5
16F04	E	new	5	5	4	5	5	5	5	5	5	5	5	5	5
17F04	E	1	5	4	5	2	5	4	4	5	5	3	4	3	4
18F04	E	1	5	5	5	5	5	5	5	4	5	5	5	5	5
19F04	S	8	5	4	5	3	5	5	5	3	4	3	5	4	4.5
20F04	E	3	4	3	5	5	5	5	5	4	5	5	5	4	4
21F04	E	1	5	5	5	5	5	5	5	5	5	5	5	5	5
22F04	E	2	4	4	5	5	5	5	5	5	5	5	5	4	4
23F04	E	3	5	5	5	4	5	4	5	5	5	4	5	5	5
24F04	E	2	5	4	5	4	5	5	5	5	5	5	5	4	4.5
AVG			4.83	4.42	4.92	4.46	4.96	4.67	4.88	4.54	4.92	4.46	4.88	4.33	

Cooperating Teacher Program Feedback Survey Results, Fall 2004
 Narrative Comments (*Middle/Secondary comments in italics*)

Comments/suggestions related to interns as leaders.

- 3F04 This goal is very important, but I think it is one that develops with experience. I don't think a student teacher can reach this goal in a semester.
- 7F04 Could you provide interns with a documentation log? Some WCPSS principals require ILTs to keep documentation of this goal.
- 8F04 This was obvious to me while at all team planning meetings, faculty meetings, and PTA events.
- 22F04 A requirement may be that a lesson/unit/activity involves using the community (contacting experts, researching businesses).

Comments/suggestions related to interns understanding content.

- 2F04 Technology skills are super!
- 4F04 I would have liked my intern to incorporate more technology into her lesson plans.
- 5F04 This goal's importance is evident in the Meredith intern's preparation.
- 6F04 Well prepared for teaching reading and math. Seemed to need more preparation for the teaching of writing, especially emergent writers.
- 8F04 I spent much time with my intern going over the standards. I would show her how to "check in" frequently with standards when planning and how to write stem questions. I am not sure how familiar with grade levels standards prior to internship.
- 15F04 *This is the first Meredith student teacher I have had since the late 80's. I was very impressed with the quality of this program. (Elsewhere, CT indicated having 16 or 17 student teachers in her 20 years of teaching. This was her second from Meredith. She looks forward to having another experience.)*
- 17F04 In addition to knowing content, more focus needs to be given on how to deliver the content and have complete follow through from planning, having all material ready, and clean up at completion.
- 19F04 *Need more up-to-date technology experience such as create power points, use of digital camera, create web quests.*

Comments/suggestions related to interns practicing connected pedagogy.

- 6F04 Aware of individual differences and learning preferences – need more preparation in how to modify.
- 8F04 I suggest you expose students at Meredith to some basic learning style activities and stress the importance of an inventory on their students.

Comments/suggestions related to interns practicing culturally relevant and inclusive teaching.

- 17F04 I believe the technology portfolio needs to be more focused on the elementary student.
- 18F04 I think a bit more emphasis on making modifications for students with special needs (ADHD, EMD, LD, etc.) would be appropriate.

Comments/suggestions related to interns engaging in reflective teaching.

- 3F04 I think this is a reflection of the CT. I think it is very important to reflect on what did and didn't work.
- 4F04 Very reflective and was able to take suggestions for improvement easily!
- 5F04 This is a strong goal for Meredith interns. Their supervisors do an excellent job of providing opportunities for reflection.
- 7F04 It would be a good idea to require weekly written reflections where the classroom teacher and/or the college professor respond, comment, etc. This is how it is done in the WCPSS mentoring program. Also it is nice to have a log/journal to document growth over time.
- 8F04 My intern was most reflective. We discussed ways to address the same skill in different ways, or what methods were unsuccessful.
- 19F04 *The interns need to be more accountable for their participation in staff development activities.*
- 20F04 Meredith interns recognize importance of reflective teaching.
- 22F04 Meredith interns excel at this!

Comments/suggestions related to interns conducting continuous assessment.

- 3F04 There are a lot of new assessments & methods of assessment being used and piloted in Wake County. I'm not sure all students are familiar with them.
- 4F04 This is very hard to incorporate adequately during student teaching.
- 6F04 Assessments helped guide instruction. Using them effectively will take time and mentoring. It can be overwhelming for some at times.
- 8F04 This was done at appropriate times after giving students many opportunities to feel successful.
- 17F04 I believe interns need more direction on how to conduct informal assessments, which is especially key to the new Trailblazers math program.
- 19F04 *Very important! Different types of rubrics need to be used more!*
- 20F04 This is a difficult goal and requires much practice. Interns get some practice but will require mentor for assessment strategies first few years.
- 22F04 This is a very challenging goal during a time of flux in standards-based grading and assessment.

Comments/suggestions related to other important goals that should be incorporated into our program.

- 8F04 Possibly more focus on how to break down the standards – making sure they understand how to pace themselves.
- 16F04 Classroom management is a very important goal that should be part of your program.
- 19F04 *Social skills, communicating and getting along with all colleagues, being flexible.*
- 24F04 teachers as managers → balancing discipline, planning, and instruction.

Other comments/suggestions.

- 1F04 More information given to cooperating teachers prior to internships.
- 4F04 You are doing a fabulous job preparing our future teachers!
- 5F04 It is a privilege to work with the Meredith Department of Education
- 6F04 My intern was well prepared for her teaching experience. It would be helpful to increase knowledge of assessing and record keeping
- 7F04 Interns should have some type of formal observation where feedback, time on task, types of questioning, etc. are noted. This tool would provide objective feedback to interns.
- 8F04 I suggest having all interns learn more about developing an IEP for a special needs student. More experiences on how to modify the learning environment.
- 10F04 *I love Meredith's program! It gives wonderful support to the interns and excellent feedback to CTs.*
- 11F04 *I think you all are doing a great job!*
- 13F04 Meredith does an excellent job of preparing students for all aspects of classroom teaching.
- 15F04 *This is an impressive program! High standards and expectations and so much support for the interns.*
- 16F04 Building a positive classroom climate, managing time effectively, and building a good rapport with the students. (Elsewhere: this was my first intern – she did a terrific job!)
- 19F04 *Excellent content knowledge, lots of positive and negative feedback when necessary, lots and lots of support.*
- 22F04 It is difficult for the interns to not be “buddies” with the students. This may be a result from working one-on-one with students prior to the internship and relationships then are forged on a more personal level. Just a thought! 😊
- 23F04 My student teacher has represented Meredith well. She has demonstrated a good understanding of the conceptual framework and she has implemented all aspects.

Cooperating Teacher Program Feedback
(Fall 2004)

The School of Education at Meredith College requests your feedback on our program goals. For each of the goals described below, please tell us how important you think the goal is for future teachers and the extent to which you think we're meeting this goal (based on your experiences with our interns in the past as well as currently). Please rate us on a scale of 1 to 5, with the following meanings:

1 = the goal is not important at all → 5 = the goal is very important
or
1 = we're not meeting this goal at all → 5 = we're meeting this goal very well

Use the comments box to explain or elaborate on your rating, to provide examples you wish to share (no names, please), or for any other feedback you'd like to provide us about each goal. Feel free to attach additional sheets as desired.

1. Our interns are leaders. They display leadership qualities by collaborating with colleagues and engaging where appropriate in community-school partnerships. They understand that school leaders embrace diverse learners and appreciate the contributions that technology can make to their effectiveness.

Importance of this goal: 1 2 3 4 5

Meeting this goal: 1 2 3 4 5

Comments/Suggestions?

2. Our interns understand content. They know the standard course of study and understand how to teach it. They recognize how cultural diversity and diversity in learning needs can affect student understanding of content. They can use technology to further their own learning as well as that of their students.

Importance of this goal: 1 2 3 4 5

Meeting this goal: 1 2 3 4 5

Comments/Suggestions?

3. Our interns practice connected pedagogy. They understand that connecting with students requires teaching strategies that are personal and focused on individuals. They do this by understanding student development and learning, by modifying instructional strategies to address individual differences and learning preferences, and by establishing caring environments that support student exploration and learning.

Importance of this goal: 1 2 3 4 5

Meeting this goal: 1 2 3 4 5

Comments/Suggestions?

4. Our interns practice culturally relevant and inclusive teaching. They maintain high expectations for all students, adapt instruction to support the learning of all students, and affirm the diversity that all students bring to the classroom. They can identify assistive technology, critically examine the role of technology in students' lives, and make decisions that enhance the learning of all students.

Importance of this goal: 1 2 3 4 5

Meeting this goal: 1 2 3 4 5

Comments/Suggestions?

5. Our interns engage in reflective teaching. They reflect on their teaching and on their students' learning. They continuously assess themselves and their students and adjust their teaching based on their reflection. They participate as appropriate in staff development and professional organizations.

Importance of this goal: 1 2 3 4 5

Meeting this goal: 1 2 3 4 5

Comments/Suggestions?

6. Our interns conduct continuous assessment. They use a variety of informal and formal assessments and maintain sound records of student development. They use this information to plan for teaching and can communicate it effectively to students and families. They interpret assessments appropriately and can use assessment software technology designed for educators.

Importance of this goal: 1 2 3 4 5

Meeting this goal: 1 2 3 4 5

Comments/Suggestions?

Additional feedback:

Are there other important goals that you think should be incorporated into our program?

Do you have any additional comments or suggestions about our goals or about the extent to which you think we're meeting them?

A little bit about you...
Do you teach elementary, middle, or secondary? _____
How long have you worked with Meredith students/interns? _____

Thank you very much for taking time to provide us with this feedback. It's important to all of us that we continue to help our interns become the best teachers they can be! If you'd like to speak with somebody about any questions, comments, or concerns you have, please contact Linda Hubbard, Dean of the School of Education at Meredith College, at (919) 760-8315 or HubbardL@meredith.edu. Please mail your completed survey in the attached envelope.

Teacher Education Conceptual Framework

The School of Education views teacher preparation as a community-wide endeavor that centers on developing women leaders. In the center of the conceptual frameworks stands YOU, the developing teacher. While you are in college, our goal is to help you move from thinking of yourself as a student to thinking of yourself as a teacher, from thinking of yourself alone to considering the needs of your students. Courses, field experiences, and clinical practice will prepare you to be a teacher who:

Is a leader. You will provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring your school/classroom as a community of learners.

Understands content. You will comprehend and transform content knowledge by building upon and integrating knowledge and skills learned in your general education and liberal arts major(s) with the professional knowledge, skills, and dispositions of professional educators.

Practices connected pedagogy. You will understand that the context for teaching and learning is relationships; you will practice teaching strategies that are personal and focused on individuals by understanding student development and learning, by modifying instructional strategies to address individual differences and learning preferences, and by constructing caring contexts that support student exploration and learning.

Practices culturally relevant and inclusive teaching. You will practice culturally relevant and inclusive teaching by maintaining high expectations for all students, adapting instruction to support the learning of all students, and affirming the diversity that all students bring to the learning environment.

Engages in reflective teaching. You will engage in reflective teaching by continuously assessing yourself as an educator and your students as learners; by adjusting teaching based on reflection and by participating in continuing staff development and professional organizations.

Conducts continuous assessment. You will conduct continuous assessment by implementing a variety of informal and formal assessments, maintaining sound records of student development, interpreting assessments appropriately, communicating to students and families, and using this information to plan for teaching.

We believe that quality teaching requires growth and development in these six overlapping dimensions. Permeating each dimension is (1) a recognition of and appreciation for the diversity that your students bring to the classroom and (2) an understanding of the multiple ways in which technologies can enhance your teaching and your students' learning. Actively observing, describing, reflecting, analyzing, connecting, communicating, and acting are necessary processes in your development as a teacher and as a life-long learner.

