

Memorandum

To: School of Education
From: Monica McKinney, NCATE Coordinator
Date: 10/25/2005
Re: Cooperating Teacher Program Feedback results

Attached you will find an analysis of the Cooperating Teacher Program Feedback results from Spring 2005. I've compiled the ratings they provided as well as the narrative comments they made. We had 30 responses this time, 19 elementary and 11 middle/secondary/k-12. We asked those who might have filled out a survey in the fall not to do so again, so we should now have feedback from 54 of our cooperating teachers.

Our numbers are consistently lower than our fall numbers, but all questions still average 4.0 or better on a scale of 1 to 5 with 5 meaning "the goal is very important" and "we're meeting this goal very well". As before, our "importance" numbers are slightly higher than our "met" numbers, but I believe we once again have confirmation that the goals we have set for ourselves are both relevant and being realized.

As with last fall, there is an interesting mix of suggestions for improvement and praise for our efforts.

Cooperating Teacher Program Feedback Survey Results, Spring 2005

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 / imp	culturally relevant / inclusive met	reflective teaching important	reflective teaching met	assessment important	assessment met	average
1S05	K-12	2	5	5	5	5	5	4	5	4	5	5	5	3	4
2S05	E	2	4	4	5	4	5	4	4	4	5	4		3	3.5
3S05	M/S	many	5	5	5	5	5	5	5	5	5	5	5	5	5
4S05	E	10	5	5	5	5	5	5	5	5	5	5	5	4	4.5
5S05	E	3+	5	5	5	4	5	4	5	5			5	5	5
6S05	E	3	4	4	5	5	5	5	5	5	5	4	5	5	4.5
7S05	E	1	5	5	5	5	5	5	5	5	5	5	5	4	4.5
8S05	S	2	4	4	5	4	5	4	4	4	4	5	4	4	4
9S05	E	1	1	3	1	1	1	1	1	1	1	1	1	3	2
10S05	K-12	1	4	4	5	3	4	4	4	4	4	2	4	3	3.5
11S05	S	5	4	4	5	4	5	4	5	4	5	5	5	5	4.5
12S05	E	4	4	3	5	5	5	4	5	4	4	4	4	3	3.5
13S05	K-12	3	5	5	5	5	5	5	5	5	5	4	5	5	5
14S05	E	1	5	4	5	4	4	4	5	5	4	5	5	4	4.5
15S05	E	1	5	4	5	2	5	3	5	3	5	4	5	3	4
16S05	E	6	4	3	5	5	5	4	5	3	5	4	5	3	3.5
17S05	M	10	5	5	5	5	5	5	5	5	5	5	5	5	5
18S05	E	8	5	5	5	5	5	5	5	4	5	5	5	4	4.5
19S05	E	8	4	4	5	3	5	3	5	4	5	5	5	3	3.5
20S05	E	8	5	5	5	4	5	5	5	4	5	4	5	4	4.5
21S05	E	10+	5	4	5	4	5	4	5	4	5	3	5	3	4
22S05	E	8+	5	5	5	4	5	4	5	4	5	4	5	3	4
23S05			3	3	3	3	3	3	3	3	3	3	5	5	4
24S05	E	4	5	5	5	4	5	4	5	5	5	5	5	5	5
25S05	E	2	4	4	5	5	5	4	5	4	5	5	5	5	4.5
26S05	K-12	5+	5	5	5	5	5	5	5	5	5	5	5	5	5
27S05	E	2	5	4	5	3	5	4	5	4	5	5	5	4	4.5
28S05	K-12	6	5	4	5	5	5	5	5	5	5	5	5	4	4.5
29S05	E	2	5	4	5	5	5	4	5	4	5	5	5	3	4
30S05	S	3	5	4	5	4	5	4	5	4	5	5	5	5	5
AVG			4.50	4.27	4.80	4.17	4.73	4.17	4.70	4.17	4.66	4.34	4.76	4.00	

Cooperating Teacher Program Feedback Survey Results, Spring 2005
Narrative Comments (*K-12/Middle/Secondary comments in italics*)

1. Our interns are leaders.

25S05 The wording of this sentence is unclear.

2. Our interns understand content.

3S05 *Superior!*

4S05 Technology Portfolio for B-K should be updated.

10S05 *My intern was weak in a couple of areas required under the Standard Course of study. It made her hesitant and a little uncomfortable.*

11S05 *Students who placed out of basic content due to AP classes in high school struggle because they have not had a basic course for 4 years.*

15S05 Knowledge of content—objectives on DPI website

19S05 It would help if the planning of a unit is modeled in one of their classes. Interns don't have an idea how to plan a unit and develop an assessment.

23S05 Please assign student teachers to a school (possibly to come and observe on a weekly basis).

24S05 It is not always about technology...their diverse needs/cultural are extremely important especially when they are in their first year of school.

27S05 In my experience with an intern, I found that she had the basic knowledge of the curriculum, but often struggled to communicate skills to students in an effective manner.

28S05 *My previous interns did very well in this area. My most recent intern had limited expertise, however, I believe this was an individual issue, not a program one.*

3. Our interns practice connected pedagogy.

11S05 *Like all beginning teachers, this is a challenge. They borrow a lot of ideas from the internet and other teachers for their units, which is a fine practice in general. But, they have little experience building instructional materials "from scratch."*

19S05 I know interns do a unit in class so it would be so beneficial if they saw a quality unit and how to make up a meaningful assessment.

23S05 Connect students with a classroom teacher early in their experience (sophomore year).

24S05 Modifying instructional strategies is easier to understand than to implement. It's hard and takes practice...they are learning.

4. Our interns practice culturally relevant and inclusive teaching.

11S05 *Interns should be required to immerse themselves in other cultures—attend a few church services, community events, etc. so they pick up on sub cultural variances. A lot of interns have limited exposure to diverse groups.*

5. Our interns engage in reflective teaching.

- 4S05 One of your program's strengths!
- 5S05 Reflection should not just be in a journal—it should be verbalized sometimes with a colleague.
- 11S05 *Great!*
- 14S05 Maybe a little too much reflecting!
- 21S05 More practice with assessment.

6. Our interns conduct continuous assessment.

- 2S05 This was the weakest area I saw in regards to formal assessments, however informal assessments were done frequently.
- 4S05 It might be helpful to have more experience with this skill prior to student teaching...internships with various assessment mechanisms to increase comfort levels.
- 9S05 Review teacher's assessment tools early before student teaching.
- 11S05 *Great!*
- 19S05 This is really something that needs practice and modeling.
- 21S05 More formal assessment.
- 27S05 This was something I really tried to help my intern develop. It took practical application and practice for her to understand the processes and value in ongoing assessment of all students.

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

- 2S05 Classroom management and working with non-motivated children from impoverished backgrounds.
- 5S05 Since interns know which grade they will be teaching, they should be given a copy of the SCOS and know it backwards and forwards.
- 13S05 *I feel it would help the student teachers if they could do their course work and show before they student teach daily. That way they could completely focus on the act of student teaching!*
- 14S05 Real world behavior management
Assessments—Standards Based Grading
Longer full-time internships with multiple grades.
- 15S05 More familiarity with NC content and grade level expectations and assessments (i.e. we do not do running records or miscue analysis in 4th grade).
- 16S05 You would better meet these goals if students spent more time in the classroom prior to student teaching. My BK student had been in the classroom implementing activities for one class prior to student teaching.
- 19S05 Having student interns assigned when school starts would help them if they could observe a few days at beginning of year to see class beliefs and routines.

- 26S05 *I think it would be beneficial to have the students start full-time earlier. End of January instead of middle of February would give the students more time to work in the schools and learn the processes that educators go through in achieving student learning.*
- 28S05 *I wish you would re-think having interns attend weekly classes at Meredith during practice teaching. These classes have been a problem for all the interns with which I have worked. I believe the discipline workshop could be conducted the semester prior to student teaching with one or two meetings during the practice time to compare notes and get feedback.*
- 30S05 *All are very appropriate.*

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

- 1S05 *You're doing an excellent job. Much better than in the seventies when I graduated.*
- 1S05 *She was great, talented, well-educated, caring, intelligent, organized and has a keen sense of humor. She loved the students and they loved her.*
- 2S05 *I think Meredith does an excellent job preparing student teachers. When they actually begin student teaching I think they should not be required to do outside work unless it relates directly to their roles in the classroom.*
- 3S05 *I love working with Meredith students!*
- 6S05 *The goals are significant and my intern demonstrated an acceptable knowledge of each.*
- 9S05 *Superior! I will take another student teacher.*
- 13S05 *I am extremely impressed with the program!*
- 15S05 *Survey student teachers to determine whether they truly intend to be teachers. Some student teachers appear unmotivated and did not interact with students well—not self-motivated or interested in the students. Yet, dependable and reliable.*
- 16S05 *The technology portfolio seems unnecessary. Students now come out of high school knowing how to do the things in the portfolio. It is just one more thing for students to do and cooperating teacher to grade.*
- 17S05 *Meredith girls are always well prepared to enter the classroom.*
- 20S05 *Your candidates are very well prepared for the student teaching experience.*
- 22S05 *Meredith does a nice job with their interns! Thank you!*
- 25S05 *I have been very impressed with the program. Students are very well prepared.*
- 26S05 *I have been very pleased with the caliber of student teachers that have gone through the program at Meredith College. I feel they are well prepared to go into the schools.*

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...

Your licensure level: BK, elementary, middle, secondary, or K-12? _____

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.

