



RHODE ISLAND COLLEGE

*Feinstein School of Education and Human Development
NCATE Accreditation*

Cooperating teacher survey

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METHOD

Starting with Fall 2010, Cooperating teachers/clinical instructors request payment through an online instrument <http://RICpay.org>. A part of this instrument is a survey. Respondents rate on 4 point Likert scale:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

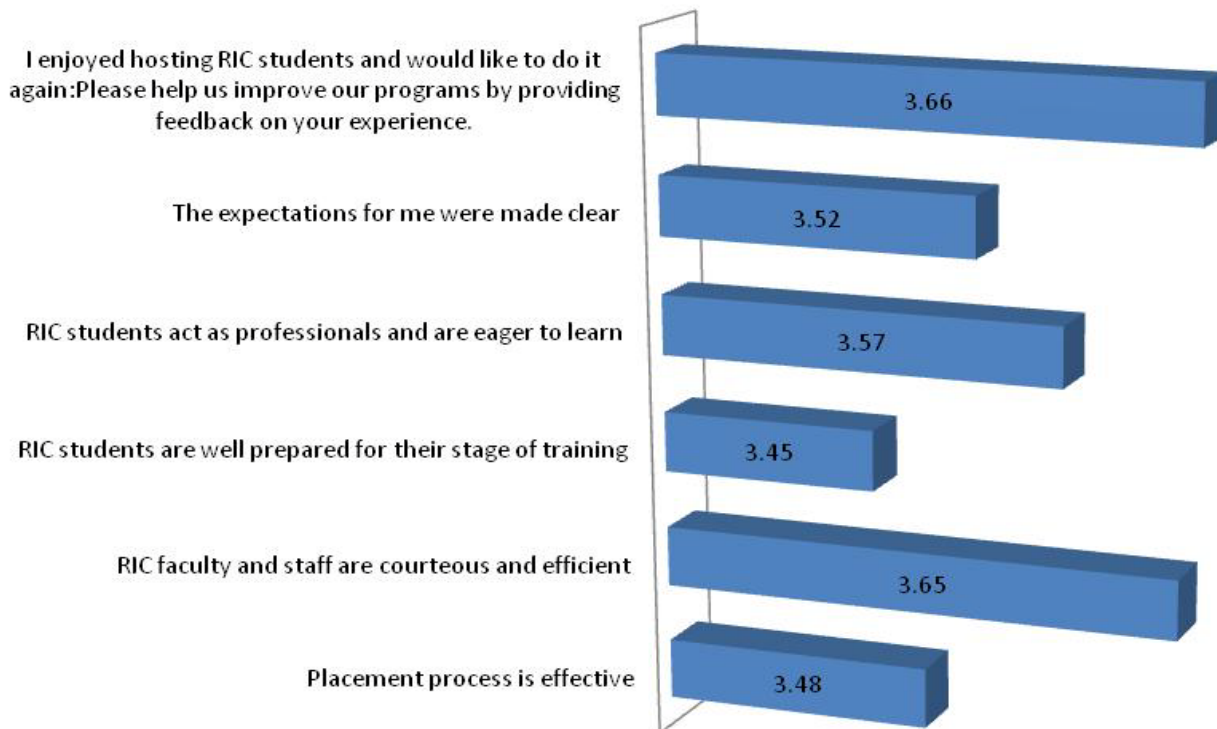
Questions:

1. Placement process is effective
2. RIC faculty and staff are courteous and efficient
3. RIC students are well prepared for their stage of training
4. RIC students act as professionals and are eager to learn
5. The expectations for me were made clear
6. I enjoyed hosting RIC students and would like to do it again

DATA

N=609

Cooperating teacher survey



QUALITATIVE COMMENTS

1. Observation form is much too detailed to evaluate practicum students.
2. The student who was assigned to my classroom was not motivated to excel as a classroom teacher. Her goal is to do research rather than teach and this was evident by her lack of initiative and follow through. My recommendation in the future would be to determine the future goal of the applicant prior to placing anyone in a classroom who is really not interested in the work.
3. Placement is going to be full semester soon, so this will fix the biggest problem I have with the process. Supervisors are reluctant to give new teacher candidates 3/4 or 5/6 on rubrics because they want to start low and show growth, but a second-half teacher candidate has eight weeks experience already, and if they were getting 4,5,6 then, and they get a new supervisor who gives them twos, it is hard to justify, especially if the lesson was solid. I believe the same supervisor should follow each candidate through the entire student teacher experience.
4. I have very much enjoyed my opportunity to work as a cooperating teacher for the RIC Art Ed. department again. They are a wonderful and supportive group of professionals, who work tremendously hard for their students. It is always a pleasure.
5. I marked 2 weeks on the payment form. Amanda came to my classroom three times, once for observation and twice for each lesson she had to teach. I don't think this was the most accurate answer I could choose from the menu since she didn't come for 6 weeks. She came for 3 visits.
6. When teaching a specific content area, it would be helpful for the students to be aware of the GSE's for that subject.

7. My student teacher is completing 8 weeks in elementary education. She had previously student taught in special education prior to coming in to my room. I feel like an 8 week placement is certainly not enough time to learn all that encompasses elementary education. I would have liked her to stay for the entire semester.
8. RIC Secondary History Education is an excellent program. My colleagues host practicum students from other colleges throughout the state, and the RIC students are much more prepared for practicum and are held to higher standard than the other colleges. I have hosted practicum with the RIC History Dept. for about 15 years and I am very impressed with the program. Overall the students that I receive are knowledgable, hard working, and professional. RIC Cooperating professors are also top notch!
9. The placement was too short, and during NECAP Prep and NECAP testing...hard to fit everything in that needed to be done.
10. I always enjoy working with Dr Christy and her students
11. Every student I have supervised from RIC has demonstrated the ability to appear on time as scheduled, work well with students and staff and clear knowledge of GLEs.
12. None at this time.
13. I believe that the RIC students are being trained properly and "should" be well prepared by this stage of training, however I have noticed that writing lesson plans is a difficult task. As well as understanding that accessing the general curriculum is important and that modifications need to be made in order to meet the needs of the students. Professionalism is extremely important and unfortunately first impressions in such a placement make a difference for future references. Calling and/or email to cancel placement time or changing time/being late needs to be addressed. These placements are the "foundations" to their student teaching opportunities and impressions that they will make in the future. The practicum experience needs to be taken seriously and students need to be more flexible. Maybe students should only be allowed 1 practicum per semester as I see it is a BIG CONFLICT with time and other practicums that require hours to be completed within the classroom.
14. The two students were extremely motivated, hard working and seemed to enjoy working with the class. It was a pleasure to have them and I hope I can work with more students in the future. Having taught 3rd grade for 15 years, it was a wonderful experience to share what I have learned.
15. Please understand that students placed with resource teachers may not be with the chosen student all day and practicum students are not always supervised by teh special education teaher due to the need of servicing other students in different classes.
16. It would help if the professors understood the process the classroom teachers must use to obtain confidential and past records for the college students.
17. As a resource teacher, the practicum professor has to provide the practicum students with the understanding that an inclusion resource teacher goes from 1 room to another and may not be in the same classroom for a large chunk at a time. They have to be flexible with their schedules to provide them with adequate number of hours to be successful in their class and to increase their knowledge of education today.
18. It was a rewarding experience and am willing to participate again next semester, if needed.
19. It would have been beneficial to eveyone involved if there was a meeting and/or a packet to explain the entire practicum process before the practicum placement started. One half day of observation in the classroom would also be helpful prior to practicum. Research-based,best pratices in teaching elementary science would be helpful to include in the packet and/or evaluation of lessons.
20. WOuld like to see them more often for this course
21. Dr. Johnson goes above and beyond to prepare her students, as well as her practicum teachers, for this experience. I cannot begin to express how valuable these extra steps make the experience for everyone involved!!
22. Students were very well prepared.
23. RIC students need a variety of experiences. They should have the ability to see more than one style of teaching. They may want 2 cooperating teachers.

24. The only thing that I would like to see improved is the manner in which we are informed of who are student is and what we are supposed to do with them. I found out I was having a student teacher through the student and I had no idea how much he should be teaching or even who his RIC professor was until he showed up. I did receive some helpful emails upfront, but some personal information regarding my student teacher would be preferred.
25. I was very impressed with the students I worked with this semester. They were professional and helpful with the students. Dr. LaCava is great to work with and prepares his students well.
26. The three students that worked in my classroom were a great help. They worked well with my students and I could see a improvement in the students when they were provided with support from the RIC students. I have been receiving students from SPED 310 for over a year now but these were by far the best RIC students that I have had the pleasure of working with.
27. I was very pleased with two of the three students. The third seemed to have difficulty managing requirements. Dr. Kniseley was very willing to work with me to meet the needs of my students as well as his.
28. I found the evaluation form to be very friendly and appropriate. I had nothing but a positive experience.
29. I have found it helpful to work with a student teacher 1 day a week for the first semester and then full time the second semester. In so doing, you get to know the college student and he/she gets to know you, the class, and the school before full time teaching. Also, the first semester is a good time to start working on his/her unit so the student will be ready to teach it in the spring. This saves the student teacher from having to create a unit, teach the unit, assess the unit and full time teach.
30. Although I am happy to host students, I believe that the compensation for teachers in no way reflects the amount of time and effort spent.
31. There were difficulties with me submitting my observations. I could not open PDF files because district or my computer blocked most pdf attachments. Adobe needs to be updated frequently and as a teacher I am not authorized to do so. It's blocked. District has made some improvements... need many more. So, I don't think its RIC's problems but our districts at this time. Making it frustrating for teachers. Also, I was trained for Chalk and Wire and I am eager to start using it. Hopefully next year. I BELIEVE I MAY HAVE ALREADY FILLED OUT THIS FORM. PLEASE CHECK... THANK YOU Maggie Saunders Hennessey Elementary
masaunders@epschoolsri.com
32. Robert Daniels also attended for 1 day He may schedule other times at a later date
33. This was one of the best practicum experiences that I have had. Dr. Horn's students were thoroughly prepared and I strongly believe it is due to her modeling and teaching. I would love to continue our work with Dr. Horn!
34. I had a great experience with my student teacher. I was very pleased with how prepared she was for student teaching.
35. I was happy with the preparation from RIC and enjoyed using Chalk & Wire
36. The students in my class had a great experience and learned a lot. They have made a lot of progress since September. Thank you for all your help.
37. Dr. Adams continues to do a tremendous job preparing young students to become great teachers. Our students get a different teaching point from passionate, soon to be teachers. It is always a pleasure to have RIC students in my classroom.
38. We learn as we go. This session was a first for all of us. I believe next time it will be more productive.
39. I feel that the students are prepared to an extent. There should be a class on behavior/classroom management and a class to prepare student teachers on how to be organized, use time effectively.
40. I would suggest RIC to offer a class on classroom management. RIC students are prepared for the teaching aspect of student teaching but are not prepared to deal with classroom management - especially in a tough district such as Woonsocket.
41. I always have a great experience with the RIC student teachers. I would love to host more!
42. I was informed only 10 days prior to my student teacher starting so a little more notice would be good.

43. Having the RIC supervisor meet with the cooperating teacher ahead of time in order to set up observations, discuss expectations, and explain changes in the program would have been beneficial.
44. Prepare students for the highly demanding field by preparing them well in their understanding and knowledge of GLE's/GSE's and assessments and novel ways of engaging students fully in their learning by having very interactive lessons.
45. Overall a fantastic experience!
46. I feel the student teacher placements should begin with a practicum of 4 weeks before the students come in for the 16 weeks. I do not think that an 8 week placement is effective. I will be hosting an 8 week student teacher in January and, having had Julie for 16 weeks and having seen how much she has accomplished I feel that my next placement will be rushed for time.
47. I enjoy mentoring a student teacher. However, I dislike this new process completing these forms online and would not do it again.
48. I think having the student teachers complete a practicum prior to student teaching would be very effective and helpful
49. I am concerned that student teachers in the Elementary Education placement have not had more background in reading methods, especially phonics.
50. Chalk and Wire still needs some improvements.
51. I had a positive experience having student teachers in my class from RIC. Brittany was a pleasure to teach and collaborate with. She was professional and eager to learn. She worked well with students, and was always prepared for her lessons.
52. Wonderful experience - professor and students were a pleasure. My students enjoyed the experience and learned a lot.
53. It is a pleasure to work with Prof. Ramirez and the the students of RIC.
54. The whole experience worked out perfectly :)
55. Students are not prepared at all. A lot of time is being spent on all aspects including behavior, the unit for their class etc. They need to be taught how to deal with behavior and spend much more time in the classroom before student teaching. Many need to be spoon fed and a lot of time is taken away from the students who need the most help. They also need a screening for speech before entering the teaching program. They need to be able to speak clearly so all students can understand them in order to learn. I am very disappointed in the student teachers I have been given.
56. As a cooperating teacher, and being a RIC alum, I thoroughly enjoy having RIC students in my classroom. I love the fact that this semester the students in SPED 310 were allowed to have a more hands-on experience with the children. The practicum student I had ran a small group, reviewing information I had taught them prior to her coming in. This allowed the practicum student to get their feet wet in the teaching process, with me in the room and as a review for the students.
57. Dr Cordeiro consistently has high expectations of the RIC students and demonstrates a genuine appreciation for the classroom children and teachers.
58. Supervising Justin and working with Mrs. Skitt was one of the most enjoyable cooperating teacher experiences I have had. Justin was well prepared and Beverly was wonderful to work with.
59. I enjoyed working with the students. The students were very well prepared for this placement. Professional behavior at all times. Thank you for the opportunity to work with these young people.
60. I think that it is important for RIC to include preparation for fairly new and/or upcoming initiatives such as PLPs, PMPs, RTI, remediation programs, BEP, etc.
61. Please implement mandatory full placement for each certification. Eight weeks is not enough time and it is very rushed. In addition, the student teachers have many assignments due during their student teaching experience. I feel they should focus solely on preparing, teaching, and reflecting on their teaching each day. They get bogged down with RIC assignments and it takes away from the teaching experience. Also, please employ an entire course focused entirely on behavior management. These are what teachers struggle with everyday. Various behavior management techniques including a variety of situations will improve student teachers with more strategies to handle situations in their future.

62. Great experience for both Robert, and myself.
63. I strongly feel that the students for this course are well prepared on how to collect/interpret/Implement interventions.
64. Would like to see more time for Middle Level
65. Initially placement was tricky and expectations and paperwork were not initially made clear.
66. I feel it would benefit student teachers to know what requirements they need to complete while student teaching ahead of time. When my student teachers first contact me, I ask if they know what they need and none ever do. Knowing ahead how many lessons for a unit are needed and what information they need to complete the school report would help them be more prepared the first time we meet, and I feel the first few weeks in the classroom would be less overwhelming. Thank you!
67. I had a great experience.
68. Ms. Loader was very kind & courteous. Greer was a lovely student, but the expectations were not clear. It would be helpful to have a hand out when the students come that clearly explain the expectations & to have a sign in sheet for students to document each visit.
69. Enjoyed the experience !
70. Great group of students this semester
71. clear deliniation of expectations for all parties
72. I forgot to fill in this form for last semester.
73. Provide multiple Chalk and Wire trainings. It was unclear how I was to report my observation data. Last year I felt much more informed. Sometimes information gets lost in the email shuffle.
74. Student teachers should spend some practicum time in their student teacher's classroom prior to student teaching. Cooperating Teachers and student teachers would be more prepared for the experience and would know if they could function well with that teaching environment.
75. I have been so pleased and impressed with Dr. Adam's expectations for her students. All the students that I have hosted in the past three or four years have been fantastic. It has been a rewarding experience for my students and for me.
76. I think a student teacher should be placed for a longer peroid of time in a special education setting. It doesn't seem effective to have student teachers working for the shortest period of time (8 weeks) with the most challenging students.
77. Fantastic experience!
78. Paperwork seemed to be an issue and then big mess with exactly what i was to do and if and who received it and still more than 3 months later have not gotten \$200 check i was told I would receive. This is what seems to be a problem.
79. I have been very impressed with Jackie Cribb and Eileen Sullivan's professionalism and eagerness to help me trouble shoot issues with my student teacher in a very timely manner on a Friday afternoon and Saturday morning.
80. The time period is relatively short for those students who have dual placements. With the high expectations and growing responsibilities teachers face on a daily basis, it really isn't long enough for a comprehensive learning experience, especially in a winter placement when there may be days missed due to snow and a vacation in between which disrupts the flow of what the student is teaching. It is however, a dose of reality!:)
81. Keep up the great work and I so enjoy working with the college. Thank you for the wonderful experienc.
82. I am happy to hear that students who are getting their special education certificate, will be in a 16 week placement. There were so many areas that I feel that I wasn't able to fully cover due to the time element. Also, taking any courses while student teaching is very difficult and I would strongly discourage this.
83. Students need longer than 7 weeks to be prepared fully.
84. When serious issues arose with Alicia's performance during student teaching, Loretta Najarian, the college supervisor, was extremely professional in listening to the issues and helping us develop a plan that would maximize her development in becoming a more effective teacher.
85. Kaitlyn knew what to do, how to do it and was independently motivated.

86. They need to spend more time than 8 weeks.
87. I enjoyed working with Yemel Santana and Andres Ramirez.
88. As always, the RIC student teachers are very well prepared. It is a pleasure to work with them.
89. Any more classroom management training that can be offered will only benefit the student teachers. This was an outstanding experience!
90. I would recommend split placement teacher candidates begin in the middle school and then go to the high school for the second half. The start of the college semester tends to correspond with high school mid-year exams which delays the start of the actual teaching process.
91. RI College, special education students come to us with a superior readiness to work with our students.
92. Hosting RIC students is very rewarding and challenging in a very positive way. I enjoy seeing their growth and I further my knowledge with each student I mentor.
93. It was not clear as to what was expected of me as a cooperating teacher. The process needs to be streamlined.
94. This form gets more and more complicated. Requiring the number of hours to be filled in for a student teacher is difficult and yet it would not go through without it. Perhaps this kind of information could be provided to us to make the process easier for us and more accurate for you. I simply took a 6 hour day and multiplied that by 5 days and the number of weeks. I really didn't know if this was the way you would have figured it.
95. Good experience! Well prepared student teacher!!
96. A half semester placement is not long enough. I have had them in the past and it seems that just when the student teacher gets comfortable in the classroom he/she has to leave and move onto the next placement. I would prefer to have a full semester placement over a half time any day because I feel they are more prepared and become colleagues rather than remain as students.
97. The student teaching experience needs to be longer. The students are just getting acclimated within the six weeks and learning effective classroom management.
98. Extend placements for longer periods of time
99. I feel that she was well prepared.
100. I take one student from Salve in the fall and I'm eager to have control and teach for the rest of the year. With new academic requirements, I feel I need more time with the children.
101. An understanding of the use of math manipulatives would be helpful to student teachers. A primer in the use of current technology and possible implementation would also be helpful to prospective teacher applicants.
102. Allow practicum students to then begin student teaching in the same placement as JWU does
103. This placement was really 7 weeks, not 8 weeks. Lots of effort is given to the student teacher for so short a period of time. The student teacher was well prepared and did a great job. However, I feel that 7 weeks is not enough time for them to grasp/gain experience in an elementary. It should be at least of full marking quarter--45 days.
104. It was a very positive experience.
105. I have observed that although I have been assigned many wonderful teacher candidates, their spelling and grammar leaves much to be desired. This is a factor in teaching at the elementary level where there is no "spellcheck" on the whiteboard or homework, journals, etc. I'm not sure how to remedy this other than to require periodic writing samples during classes without use of a computer and to critique them. This issue was also brought up by a parent.
106. Hosting the student teachers is a win/ win experience. They bring so much with them, and at the same time keep me abreast of the new ideas. I hone my craft while helping them hone theirs. The student love having them in our room, and I feel get a better education because of them. By then end of the time, the students have the opportunity to work with two teachers who are centered on their learning!
107. It was a pleasure working with these two girls!
108. The student's don't have enough time in the 7 week placement. You should consider having them do their practicum at the same placement like Salve does.

109. The practicum students need to know that they will not get a recommended grade of an A because they worked hard for the class. They need to teach the content effectively and at the level of the students they are teaching.
110. Tara was well prepared and very professional. I have never had a student teacher in the 28 years I have taught, but I am so glad I did this. She was a joy to have and the children all loved her!!!
111. It was a pleasure having Tara as a student teacher. She is very professional and well prepared to teach.
112. This is the third time I have hosted students from RIC and I feel that each time has been a positive experience for them, the students in my class, and for myself. I think it's great that they are in the classroom before student teaching.