

**Fall 2008-Spring 2010 (Four Semesters) Comments from Evaluation Forms:
Elementary Education, Secondary Education, and Special Education**

By Program:

Elementary Education:

125 Cooperating Teachers, 125 College Supervisors, 125 Teacher Candidates=375 forms

Special Education:

50 Cooperating Teachers, 50 College Supervisors, 50 Teacher Candidates=150 forms

Secondary Education:

50 Cooperating Teachers, 50 College Supervisors, 50 Teacher Candidates=150 forms

Total Cooperating Teachers= 225

Total College Supervisor= 225

Total Teacher Candidate=225

Total n=675

Evaluation of the College Supervisor by the Cooperating Teacher

- “Email communication and cell calls back and forth with the college supervisor was extremely helpful in affirming my role, expectations, and assignments.” (22.7%)
- “It would be an asset for the supervisor to spend an entire day, or a good part of the day with the student teacher instead of just the specific lessons times.” (11.3%)
- “It would be helpful to have more common time with the cooperating teacher and student teacher.” (10.7%)
- “The college supervisor should visit the classroom and be familiar with the school and student population prior to the first formal observation.” (4.4%)
- “The college supervisor should complete more formal observations.” (4.4%)

Evaluation of the College Supervisor and Cooperating Teacher by the Teacher Candidate

- “My supervisor and cooperating teacher was a great help and provided appropriate feedback that allowed me to improve.” (40.5%)
- “The supervisor needs to tell us how we are going to be graded in student teaching and how to complete the assignments, especially the work sample, earlier than we were told.”
- “My cooperating teacher was always helped me improve and was there to make me a better teacher.”
- “Sometimes I received conflicting comments from my cooperating teacher and college supervisor.”
- “I think cooperating teaches should create a “handbook” or guide to their classroom.”

**Comments by the Cooperating Teacher and College Supervisor
about the Student Teaching Experience**

- “Increased time in the experience. Full semester.”(ELED CT/CS 22.4%, Secondary 7.0%)
- “The workshop on using the Observation Report was very valuable in teaching me how to accurately use the form.” (12.0%)
- “More training on the assessments used and more professional development.” (10.9%)
- “A videotaping of at least one lesson.” (10.3%)
- “I don’t miss the packets we used to receive-all that paper, but at least we had a copy of the forms. But I do like the wiki.” “The wiki is great. Everything is up there.” (5.6%)
- “I really liked all the information on the wiki. It was helpful to have everything in one place and it was always up to date. I could view what the student teachers needed to complete and then all the documents I needed were in my section.” (6.4%)

**Comments by the Cooperating Teacher and College Supervisor
about the Student Teaching Experience (Continued)**

- “More time at the Middle level.” “Maybe the student teachers should complete a full semester at the Middle level.” (5.0%)
- “Fall student teaching is difficult with the NECAP tests.” (5.0%)
- “Experience should be the entire school year, to see the open and closing of school as well as the progression of teaching and student achievement, or have the students do their practicum and student teaching in the same classroom.” (3.6%)
- “ Student teaching should only take place in the fall, at the start of the school year to provide training on setting up routines and procedures.” (2.7%)
- “Provide more guidance about behavior management prior to student teaching.” (2.2%)
- “Cooperating teachers need more guidance and professional development about using the required observation forms and the work sample.” (2.2%)

Comments by the Teacher Candidate to Improve the Student Teaching Experience and Teacher Education Program

- “The student teaching experience is too short. Perhaps a semester of student teaching in each area, elementary and special education.” (18.2%)
- “Student teachers should do their practicum and student teaching in the same school.” (8.4%)
- “The seminar was not long enough.” (8.0%)
- “Focus on child psychology and child development during the seminar.” (5.8%)
- “More time spent on classroom management during seminar.” (5.3%)
- “I loved my experience and was thoroughly prepared but wish we learned more on how to deal with the different types of parents.”
- “More time to work on assignments. A lot of work for 8 weeks. Or assign less work.”
- “Re-examine the Teacher Candidate Work Sample, trim it down.”

Evaluation of the Student Teaching Seminar by the Teacher Candidate

What changes would you suggest for seminar?

- “We need more time for seminar.” (17.3%)
- “Spend more time on class management and discipline issues.” (7.6%)
- “Talking about what happens *after* student teaching, like interviewing and job applications.” (7.1%)
- “Start the seminar after school so we don’t have to leave student teaching.” (4.9%)
- “Less time for seminar.”(1.7%)

