COOP Comments  
*Cooperating Teacher Survey*  
**May 23rd 2019, 9:31 am MDT**

**Q25 - Please add other comments or feedback.**

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| Great supervisor, regular visits, valuable feedback. |
| I would like the ability to choose distinguished on the final evaluation. |
| The special education program is lacking in providing teachers with the skills necessary for assessing and implementing a variety of direct instruction programs. They come to us with no experience in utilizing direct instruction curriculums and do not have an understanding of how to identify gaps in skill progressions in the areas of phonological awareness and phonics, identifying syllable types in words for decoding and encoding, math, writing, social skills, and they have never even heard of executive functioning skills. They cannot identify a program that expects students to generalize target skills on their own or teaches them strategies for generalization of skills across environments. Teacher candidates are also lacking in experience in different types of special education classrooms and are minimally prepared to teach learning support. A few weeks in an autistic support classroom or an emotional support classroom does not give them the experience or confidence needed to interview and feel ready to take such a position. There should be courses in applied behavior analysis, direct instruction curriculums, and using both standardized testing results from multi-disciplinary evaluations and their own curriculum based assessments (AIMSweb, STAR, MAPP, to name a few) to drive their goal creation and instructional strategies as well as the selection of appropriate tools and curriculums to implement. While I try to give my teaching candidates as much experience as possible, I do not have time in 7 weeks to teach them all of these necessary skills in a way that is not completely overwhelming to them. It is like they are on a different planet when they get to me. Especially when they are with me over PSSA weeks. I've lost 2.5 weeks with my current student teacher due to PSSA's. And I have had some excellent teaching candidates that have taken all of it in stride and worked hard to improve. However, I still do not think that they leave me feeling like they have mastered all of the basics of the curriculum skills they need. I definitely did not have those skills when I entered the workforce. I had to learn on the fly and, while I thrive in that space and feel confident taking on challenges, I believe it is a disservice to our clientele to be so far behind the ball when we take on our first teaching positions as professionals in the field of education. I recognize that special education has changed a great deal over the 10 years since I graduated from MU, however, I'm disappointed in the lack of progress I've seen with the teaching candidates. I know that teachers are always supposed to be learning and keeping up with the changes and current evidence validated practices. I am just saddened that MU doesn't seem to be doing the same. |
| Having student teachers write a unit plan is a waste of time. Unless the teacher candidate gets a job in the middle of nowhere, there will be curriculum in place. No way has a first year teacher had enough expertise or experiences to write curriculum. It would be more productive to have them plan lessons and create assessments for the current curriculum that is in place at the school they are mentoring in. That would create an avenue for learning how to use current curriculum to provide good instruction, valuable formative assessments, and differentiation, through a genuine series of classroom management situations. Please stop with the unit plan. Besides our curriculum is in place for a reason--it was developed by veteran teachers who match skills and assessments that are tied to the listed skill. Also, I am glad to see that the university supervisor is not bring up co-teaching. Please stop with co-teaching as it is a dead model. Schools cannot afford to have two teachers in rooms nor can they provide common planning time. Thanks for allowing me the opportunity to host student teachers. |
| It would be VERY HELPFUL to have a consistent lesson plan template for Co-ops and student teachers to use. I am not sure how much lesson planning experience my student teacher had but much more was/is needed to be proficient in a classroom. |
| I loved how much they could be in the classroom this year. I feel like it really set her up for success in the full time teaching. |
| IEP Development Project in place of TWS is great for special education. Working to have teachers be aware of this prior to accepting student teacher could be helpful. By the time my student teacher began, the only IEP held during her time was already written. I could have better involved her in the process had I known this project was a part of her experience. |
| Another great year. Thank you |
| My student teacher was well prepared for this placement |
| The supervisor that my student teacher had would stay and want to talk for a very long time. Time is valuable to the teachers and the student teacher. It would have been a different story if she was talking about student teaching but she would talk about her personal life and go on and on. Also her expectations would change week after week. She would tell me not to give my student teacher 3's on the evaluation and then when I didn't she "scolded" me. She seemed to have way too much on her plate and got all of her students confused. My student teacher was great! |
| The support from MU supervisors is greatly appreciated and valued. |
| The PDS program is absolutely wonderful. I love that the student is in the room for three days all Fall and then full time beginning in January. The PDS student truly becomes part of the classroom and the students benefit! Because it is such a huge role they play, I also appreciate the interview process ahead of time so that a good match can be made. Without the opportunity, I would most likely not be participating. |
| I have not had many student teachers take advantage of the use technology with lessons. I do not feel like this is a positive or negative in our special education classroom. Lately it seems like the student teachers struggle to adjust the lessons based on student performance. Generally, the teacher candidates do not plan and include ideas to address the struggles and challenges that might occur for students throughout the lesson and do not have the experience to be flexible in addressing those needs when they arise. |
| I know that time is limited with required courses, etc., and social studies as a field is very broad, but candidates require a lot of remediation in learning their content before they can even begin the process of unit or lesson planning. Student teachers are also coming to us with no real idea about how to go about diagramming a lesson or writing a lesson plan. The danger in expecting that they will learn this from their cooperating teacher in the fall semester prior to student teaching is, some cooperating teachers may not do so, which puts student teachers at a great professional disadvantage. |
| Being a first-year co-op teacher, I feel like I learned a lot about how to best serve the student teacher and our students. Looking forward to next year. I have already met and am in contact with my student teacher for the 19-20 school year. |
| The disparity between what university students learn and what the REAL expectations in a classroom is still huge. The university would be wise to begin reaching out to local school districts to work with teachers and administrators to better serve both the student teaching candidates AND the classroom cooperating teachers. There needs to be a better understanding of what the students are learning in the college classrooms and how that compares to what actually goes in classrooms in schools. |
| The student teacher I worked with this year did not incorporate much technology into her lessons. Her lesson plans were weak without much content of what she was going to do. |
| In future years, it would be helpful to have a writing sample from perspective students. I have found, over the years that they need a lot of help writing "professional" documents, i.e. - resumes, cover letters, STS paperwork, and Pa Educator paperwork. Thank you for asking our opinions. |
| One struggle was near the end of the student teacher's 8 week time frame. The MU supervisor rated the student teacher as proficient in most areas with glowing comments for all domain areas when in reality the student teacher had many areas that were not yet at the proficient level. If this student teacher uses her supervisor's evaluation during an interview, that school district will be misled to believe the teacher is capable and experienced in areas that are not yet proficient. |
| The last two teacher candidates that came to me lacked general Social Studies knowledge. In the world we live in, it's vital that they have at least a basic understanding of Social Studies, Civics, and History etc... Is the university offering a Social Studies course for future teachers? Another concern I have is the lack of teaching experience. They should be teaching in front of their peers and during their block placements. Neither of the two student teachers we had this year had any experience teaching in front of a group. During their Junior Block placement or freshman experience, they should, at the very least, be able to teach a mini lesson. I have concerns that the University is not exposing them to actual "teaching" until they come to us at the end of their collegiate experience. |
| My student teacher has one well overall. I am not certain that this student teacher was mentally prepared for the volume of work that goes with the territory of teaching, and especially student teaching. With that said, my student teacher has progressed nicely and will make a very good teacher in the years to come. The form that university supervisors use to evaluate student teacher lessons seems inadequate. A Danielson evaluation is typically quite detailed, allowing the observer to give feedback by degrees. Since there is only space to add an "X" with no explanation of what "unsatisfactory, basic, and proficient" mean in each case I believe that the feedback can be disjointed. It is essential for student teachers earning scores of "basic" to receive feedback about how to improve to "proficient". |
| I have been impressed with the skills of our Millersville student teachers. I just felt like the communication between the university and themselves were unclear or would have been less stressful with for them if they had all the information up front before they started in our classrooms in the beginning of the school year. |
| I don't feel like student teachers coming into the classroom as a post-bac student teachers are adequately prepared in writing lesson plans, unit plans, classroom management, and use of technology in the classroom. I don't think that the condensed pre-student teaching block is beneficial. They need more of a program before taking on student teaching. |
| Several of these questions reflect student teachers' individual personalities as much as/more so than their MU training. In general, I would say that both of my recent student teachers demonstrated a decent level of training/preparation prior to their student teaching semester. |
| The Danielson evaluation is very performance based in regards to their teaching, but does not leave much room for other areas of their overall attitude, teaching personality, and grammar/conventional skills on lesson plans and classroom communications. I have noticed over the years that recent student teachers have been less motivated and have shown much less creativity in their lessons. |
| Keep sending out the talented young teachers you do. |
| I believe the PDS program provides student teachers with more hands-on experience in our classroom. It made the transition easier since they are with our class all year. I do believe the Wednesday- Friday PDS schedule is too much for cooperating teachers. I don’t think I would offer to host another one unless that was shortened. |
| I believe that the online evaluations should include a brief section on reliability and self-reliance in regards to accomplishing tasks without continuous instruction on the cooperating teacher's part. Some of the evaluation almost has the inability to accurately describe the improvements needed by the student teacher. Giving the student teacher a "Needs Improvement", etc., may be too harsh, but they also might not deserve a "Basic" at that time. The explanation written for basic seems to be somewhere between basic and proficient. |
| There continues to be a lack of knowledge regarding the teaching of reading, specifically phonics. I have never had a student teacher that had sufficient knowledge of basic phonics instruction, especially in ELED and SPED. Also, IEP writing needs improvement and/or more exposure. |
| I had a competent student teacher who had a talented supervisor so the situation was positive. Since this was my first student teacher, it would have been good to have a bit more feedback on how to guide her when she felt challenged by the load. |
| It was a pleasure being a cooperating teacher this semester! |
| The area that might be intuitive but should be taught is scaffolding and differentiation. There seems to be an assumption of skills thus directions could be more precise and plans made to reflect needs of all students. |
| The students I have had the pleasure to work with have been wonderful. They arrived prepared and eager to participate. |
| Millersville needs to be more consistent in expectations of student teachers. Some supervisors hold the student teachers to high expectations and meet with them or observe them bi-weekly and some come twice the entire placement. Some are expected to write detailed lesson plans and some get away with extremely simple and vague lessons. Clearer examples of lesson plans and requirements could be provided to cooperating teachers. |
| Everything is working well. This is only my first Millersville student teacher and since he is excellent, I have no complaints! |
| The PDS format is wonderful. My student teacher is getting a full experience and is able to see growth from beginning to end. I highly recommend this program. |
| Based on my experience, it appears that MU provides a solid foundation for their student teachers. |
| There needs to be more teacher preparation prior to the student teaching semester. I think more continuity across classes and teachers regarding lesson plans and structure. Emphasis on community outreach as well. |
| If possible, it may be helpful to have the fall university supervisor come back and observe the student teachers in the spring. The relationship was already created in the fall; it may help to maintain it for the year. |
| I would like more contact with the supervisors. I feel like they should be more involved with observing students in the classroom setting and giving feedback as well. I feel like each year I see them less and less. I think they have so many other responsibilities in addition to supervising. MU should hire people who just supervise these student teachers-not try to teach as well. |
| I answered yes to the observations and evaluations question, but yet I feel that not being present much during full teaching weeks makes this difficult to assess fully and accurately. |
| The communication between the supervisor and Millersville with the cooperating teacher seemed to be minimal. Student teacher expectations were not clear and the supervisor provided minimal guidance. In the future, it would be my recommendation that the college improve their method of communicating with cooperating teachers. |
| My student teacher really did not seem prepared as far as having appropriate content knowledge. I had to spend a significant amount of time teaching her the material before she would teach it. Even then, content was still taught inaccurately. My student teacher also really struggled with proper grammar and written language skills. I had to address this frequently with her, and it still did not improve. I did address these with my student teacher's university supervisor. She was understanding about it, but it still did not change anything. I think it would be helpful if Millersville ensured that the students being sent out into the field are adequately prepared and have the appropriate written/academic skills to enter the classroom before they arrive. |
| I love having Millersville student teachers. I feel they are well prepared (not necessarily for MDS since this is such a low incident population). The student teachers know how to write lesson plans, modify curriculum, and differentiate instruction. The only down side this particular time was the lack of communication with the supervisor of my student teacher. |
| It would be of great benefit for the student teachers to have more visits from their Millersville Adviser- more frequently with more regular feedback. |
| Although I did not do this for the money, the compensation amount was rather shocking. This is especially true when other universities paid close to\*\*\*\*and my experience with that was 20 years ago. These students paid full time tuition for this semester, and there were no classes or professors. I may or may not consider doing this in the future, and not because of the money. But I would think that with the amount of money charged for these student teachers' tuition money, and the fact that the cooperating teacher is the individual providing most of the "instruction" for the semester, that the compensation would be higher. As an outsider, it makes me wonder what happens to the money that students pay in tuition. Just my observations and honest feedback. |
| My student teacher's supervisor came for an initial meeting and then only once for a formal observation during her half semester with me. I never got to discuss my student teacher's evaluation with her or saw her evaluation. Luckily, my student teacher was excellent. |
| I really enjoyed working with my student teacher from Millersville University. Both her and her supervisor were friendly, professional and invested in my classroom. One thing I would like to see more of is technology integration. My student teacher did not seem confident in that area, so I did not see her utilize it in her teaching. I have had student teachers from other universities who come prepared and with new ideas about technology integration. It would be great to have a student teacher who has more training and confidence in this area. Overall a very positive experience. I look forward to working with the university again in the future. |
| My student teacher is extremely professional, well trained, and all around a great teacher. |
| My concern with any student teacher is timing. They often do not estimate how long an activity will take. I highly suggest they practice lessons at home or in the afternoon at school -- reading out loud, writing in the answers on to a sheet if students will be writing in answers, etc. I also do not understand how the selection process works -- why do certain schools get to interview sooner than later? Could that rotate who gets to select first? |
| The extra class that student teachers now have to take along with student teaching SHOULD NOT HAPPEN. My student teacher could not focus 100% on my students and content development because she was constantly worried about due dates for papers and making it to face-to-face and online meetings. Those assignments and class meetings did not make her a better teacher, what does is working in my classroom with my students and having time outside of the school day to work on content development. I understand that the state made it a new requirement, but you need to find a different way to implement it so it doesn't impede on the student teaching learning process in the classroom. |
| The program is fantastic and I am sure it will improve as each year passes. I would have liked to have a little more structure. |
| Each student teacher is different and some are further along in the process then others. I do not feel as though many of them have a handle on visualizing lesson plans, nor are they able to develop classroom management system such as whole class behavior rewards/ strategies to gain student attention. I have been pleased with the overall effort of my students and their willingness to learn and be vulnerable in an unfamiliar setting. It is how we all learn, through mistakes. I do not feel as though the student teachers/ junior block students have an understanding of current technology use in the classrooms. I was hoping they could introduce something new to us! |
| I believe that MU professors should stress the importance of advanced planning. Many of the student teachers I have had tend to wait until the last minute to make copies etc. This is not a good habit to establish as there can be many issues that arise with copiers etc. |
| I feel that having the teacher candidate participate in our classrooms for an entire year enabled both the teacher candidate and coop to have the best experiences. I would not consider taking on a student teacher who is not part of the year long program. The benefits to the students, teachers, and teacher candidates are immeasurable. |
| I love the current set-up of having the student teacher spend the fall term in the classroom where he or she will be teaching. This has enabled my student teacher to jump right in this spring with teaching the students as he was already familiar with the procedures, the students, and the other staff members. However, it does require a much more substantial commitment on the part of the cooperating teacher. It would be a nice gesture to see the compensation increased on co-ops at some point. |
| The evaluation forms work, but that is the hardest part to understand; what the categories or descriptions mean. They definitely provided talking point between myself and the student teacher. I think most of the items on the evaluation happen naturally in the process of student teaching without the evaluation. It seems students generally improve in the categories as they gain experience. The student teachers I've had have been adequately prepared, they just need the extensive practice that student teaching is all about. |
| The 2 semester experience is a great. This was my first experience in this format and I thought it was terrific. |
| While my student is a wonderful student teacher and very receptive to constructive criticism and seeks feedback in order to strengthen her lessons, I imagine it would have been much more difficult for her with me as her only feedback if she had been a struggling student teacher. It is unfortunate that the representative from the university was unable to be available more than twice thus far in the school year in order to give feedback, guide, and assist Melissa. I would suggest that more frequent visits and dialogue from her college supervisor, as well as a quick review/clarification meeting for the cooperating teachers might be beneficial in the future. |
| The supervising instructor from Millersville was different than any other supervisor I have worked with. She required an extensive amount of time from me and my student teacher during student hours. The ending meeting lasted 2 hours and extended beyond contract hours. Other supervisors I have worked with have been very mindful of my time and mindful of taking time away from students. Much of what was communicated could be handled in an email or printed document. In addition, she insisted that my student teacher complete her IEP Writing project on a student that I expressly recommended she NOT do for very specific reasons which I explained. As a result, my student teacher did not get as much out of the project as she could have. My student teacher also had interest in writing an IEP on a different student. |
| I would love another category on the forms between proficient and basic. |
| Over the years, I have been disappointed with my student teachers' knowledge of grammatical skills and classroom management skills. I feel as though Millersville University should have prepared them better in both of these areas before their student teacher experiences. |
| A course to address professionalism in the school environment for student teachers would be helpful. If needs to address everything from proper attire to body language and timeliness. I fell that is an area that is very much lacking. |
| I first participated in PDS in 2014 and in 2015. During those years, my student teachers were much more knowledgeable about teaching techniques than in 2018 and 2019. It is my understanding that now student teachers do not take any of their education classes until the fall semester of their PDS experience. I feel as though too much of the responsibility of teaching the candidates how to teach has fallen upon the cooperating teacher. |
| Links to the more detailed Danielson rubric should be placed on the evaluation tool online. Attendance: I personally believe that making the students count an absence for the job fair on March 12 at Millersville University is wrong. I think you should hold them accountable for being there and require proof of meeting with prospective employers, in order for it not to count against them. The culmination of all of their work is ultimately landing a job and the university should do what they can to support the students. |
| Thank you. I believe that having a student teacher from their pre-service observations and then their actual student teaching is extremely valuable to the student teacher as it allows the student teacher to develop a complete picture of the teaching profession. |
| None at this time, thank you. |
| I really like the yearlong program, it provides the candidates a better view of what classroom teaching looks like. It better prepares them for their first position. |
| Programs at MU should include more information on the LGBT community and poverty/trauma driven instruction. Bring back the urban ED program! |
| I have had several student teachers from MU who were seeking secondary English Education degrees. These students were so much more prepared in terms of English content than my current student teacher who is enrolled in the Middle Level Education degree with a concentration in ELA. There is not enough content being taught for this degree. For example, my student teacher has a concentration in ELA, however, he has not been required to take a single grammar instruction course at MU for his degree. This is completely unacceptable. These Middle Level teaching candidates are really not prepared for teaching the content of what's going to be expected of them. They are also having a hard time passing the State Praxis Exams. MU needs to add some training or practice so that these students are better prepared for these. |
| Millersville has provided a strong foundation for the student teachers to begin their field experience. |
| I have been very lucky to have worked with many great Millersville PDS/student teachers over the past decade+. |
| This was a great experience. Thank you for providing the opportunity. |
| It is very helpful to be out in the schools to see all of the new developments and programs that take place. It certainly enhances my own knowledge of educational development. I like thinking that I have helped to make a future early childhood or special education best practice teacher candidate. I enjoy supervising student teachers very much. I do wish that there could be one common evaluation instead of needing both Danielson and PDE. Both are so similar, there should just need to be one. It is a lot of extra cutting and pasting, etc. |
| The student teachers do not have the skills or knowledge for teaching students with severe disabilities. I find that most of the student teachers are prepared for teaching children with mild to moderate disabilities but when it comes to children with more complex needs, they haven't had sufficient or really any training in this area. |
| Some of the questions you asked in this survey depended on the student teacher. My student teacher last fall was not nearly as well prepared as this year’s. |
| It would be nice to be able to rate the student teaching supervisors from Millersville. Since my school is outside of the area, they have to get traveling professors or supervisors. I have not been impressed with all of them. They are doing a disservice to the student teachers as well as the reputation of Millersville. Thanks for your consideration. |
| This was a fantastic experience and I would be very happy to work with another student teacher in the future! |
| All my experiences have been positive! |
| I had a great experience with my MU student teacher. Her supervisor was very knowledgeable as well. |
| I enjoyed having a student teacher placed with me and am looking forward to my next student teacher. If a session is created to better explain the role and expectations of a cooperating teacher, I would be interested in attending to be able to best lead my student teacher. |
| If possible, cooperating teachers need to know if they are getting a student teacher who has not been successful in previous placements such as their junior block. I've had two "surprises" with student teachers being placed in my classroom. One was removed midway through his placement. My current student teacher has grown, but she needs more time with planning, preparation and instructional techniques. |
| I have had a great deal of success when hosting preservice teachers from Millersville University. i look forward to hosting again soon. |
| I really enjoyed working with my student teacher. She was an asset to our classroom this fall. |
| I enjoyed working with my MU supervisor. I had several questions about my student teacher and she was able to answer them very promptly. I also have a few suggestions for my student teacher and we were able to discuss them and work out a plan. |
| I have enjoyed working with student teachers from Millersville University. The program is set up well and everything needed is provided via e-mail. When our District needs to place student teachers, I request Millersville's. |
| The evaluation form for student teachers may a different rating scale to allow for a "meets expectations" or "good" rating. I found myself limited by the possible rating scale categories. |
| I really enjoy having Millersville students in my classroom. They have all been so beneficial for my students! |
| It has been a pleasure being a cooperating teacher to Millersville University student teachers. They are well prepared and they conduct themselves in a very professional manner at all times. |
| I have been pleased with Millersville University students. Both student teachers that I mentored were hard working young ladies eager to learn and always ready for a challenge. As we move forward with a mass-customized approach, teachers need to understand the importance of managing a classroom while working with focused small group activities. In addition, students that have completed a clinical experience in my room were well-prepared and very involved with the student population within the classroom. |
| I had a very pleasant experience with my student teacher. She was a hard worker, communicated well, and was open to try anything asked of her. I am confident that she will do well in the future as a teacher. I will happily accept other student teachers, especially if they are like this past student. |
| I appreciate being able to give back to Millersville by being a cooperating teacher for the special education program! |
| Consider adjusting the stipend to appropriately reflect the significant time commitment given to the student teacher during the semester, and supplemental energy the classroom during the experience. Although this is my first, I share the same feelings as other colleagues who express this sentiment repeatedly. |
| I did not get much information at all from the supervisor. She never gave me a copy of her observations. I thought she should have come early on to see how things were going, or at the very least email to check on things. I do not think student teachers should be working on the TWS project during student teaching. The student teachers should be focused on what needs to be done at school. |
| Student teacher was well-prepared, and willing to go the extra mile when preparing for lessons, coming in early, or working with students. |
| Both of my student teachers this marking period were prepared for the teaching experience of student teacher. With time they will grow even further and be successful educators. |
| When looking at student teachers from other Universities, I feel that MU students are the most prepared for student teaching and beyond. |
| Forms that are specifically made for special education/self-contained classroom placements would give more appropriate feedback to you. The types of questions used for feedback that apply in gen. ed. settings are not always applicable in the self-contained classroom with students that require highly adapted instruction models. |
| It would be helpful to have 4 to 5 choices on evaluations. Sometimes a student teacher could receive higher than a basic, but not quite proficient. |
| I love that Millersville has added in an IEP component to the Special Education Placement. For students that are dual, it might be better to attempt to have the elementary or other placement first for the Fall semester. A lot of IEPs are not due for annuals until October because of the new school year and giving teachers the opportunity to get to know them. I know at Warwick, we have to do an annual in the spring if the student's is due at the very beginning of the year. This made it a little challenging to find a student to complete the IEP requirement. |
| I think the student teacher evaluation process is fine. My student teacher and her supervisor were able to answer any questions I had throughout the process. |
| N/A- Working with KH has been a pleasure! |