Copy of Default Report
*Spring 2022 COOP Teacher Survey*
**October 6th 2022, 8:36 am MDT**

**Q1 - Are you a Millersville Graduate?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Are you a Millersville Graduate? | 1.00 | 2.00 | 1.40 | 0.49 | 0.24 | 166 |

**Q2 - How many Millersville student teachers have you mentored over the course of your teaching career (including this semester, Spring 2022)?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | 1 | 21.69% | 36 |
| 2 | 2 - 3 | 30.72% | 51 |
| 3 | more than 3 | 47.59% | 79 |
|  | Total | 100% | 166 |

**Q3 - How many student teachers have you mentored from other universities in the past two years?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | How many student teachers have you mentored from other universities in the past two years? | 1.00 | 4.00 | 1.52 | 0.87 | 0.76 | 166 |

**Q4 - How many Millersville students have you worked with for field/clinical experiences from January 2020 until this semester, Spring 2022?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | How many Millersville students have you worked with for field/clinical experiences from January 2020 until this semester, Spring 2022? | 1.00 | 4.00 | 2.30 | 0.94 | 0.88 | 166 |

**Q32 - Please add brief comments on how Millersville's College of Education student teacher supervisors, including those supervisors with PDS, communicate expectations for candidates with you?**

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| --- |
| Please add brief comments on how Millersville's College of Education student teacher supervisors, including those supervisors with PDS, communicate expectations for candidates with you? |
| I was provided a packet via email with all information needed about the program. The student teacher was also provided an outline of expectations that I could refer to if needed. |
| Going through the student teaching program of Millersville about twenty years ago, my field supervisior visited at least once a week or two. THere was no connection built to help provided feedback to the student teacher. |
| The rubrics were helpful, but quick email responses were very helpful. |
| Email |
| The supervisor shared rubrics and their own evaluations with me as examples |
| Clear and timely |
| Timelines would be great! If there is a sample timeline of what the student teachers are told as far as expectations, it would help us to guide and have the same expectations. |
| Carol Kline was was an exceptional supervisor. Her communication was explicit, consistent, and practical. I appreciated all she had to offer my student teacher, Abby Savicky. |
| Leslie Gates is excellent at providing comunication about the expectations of being a co-operating teacher. |
| regular updates via email |
| Expectations were mainly communicated via Dr. Brooks during in-person meetings and visits. |
| Expectations are a bit high to relinquish the classroom over in short period of time. It would be nice to meet students a couple different times prior to starting to get them to know students and curriculum being exposed to. |
| MU supervisors have always been wonderful with communication, expectations, and kindness. |
| All expectations were communicated through email. |
| In person and the Millersville student teacher info |
| Expectations were communicated via email, Zoom and in-person during observation visits. |
| Via email and two in person meetings |
| Much of the communication comes through email from Field Services office and supervisors. |
| Moderate |
| Well |
| through email, video and zoom. |
| email and verbally |
| This year I worked with Nancy Schnelli. She was very communicative, professional and helpful. She was fabulous to work with! |
| Expectations are communicated via email and the MU website. Training was sufficient, but communication from Field Services was not as good this year. We rarely received emails and when we did, they usually went to junk mail. |
| Very informative and helpful to students. |
| Dr. Long was a fabulous supervisor in her supervision and communication. |
| Through emails mostly |
| A packet of info is provided |
| email or through the student teacher |
| emails, paper copies, and in-person meetings |
| Expectations were communicated clearly and in a very timely fashion. |
| I LOVE the PDS program! |
| Leslie Gates was great to work with ! |
| Fortunately, I have been working with Millersville student teachers for quite some time, and past supervisors have given me excellent guidance. Recent supervisors have not been as helpful. |
| NA |
| n/a |
| This year I was surprised at the lack of communication from Millersville University and the supervisors. I have now mentored 7 student teachers (all from Millersville) and the program/communication seems to have changed a lot over the years. In the past, Millersville hosted an event on a Saturday morning for student teachers and their mentors which was a wonderful experience. I hope in the future MU does more things like that for their student teachers and co-operating teachers. |
| They do a good job communicating expectations to me, however, I have voiced several times that I wish the student teachers had less expectations for classwork, so that they could focus more on their responsibilities in the classroom. |
| The two Millersville Faculty Members that I was in communication with, a PDS Supervisor and Student Teacher Supervisor, were absolutely wonderful. They were prompt, succinct, and available. I was very impressed with the faculty at Millersville! |
| The supervisor I worked with was excellent. She was supportive, easy to get a hold of, and responsive. She also was very knowledgable about the process despite it being her first year doing it. |
| Dr. Brooks is great. I have had seven or eight student teachers over the past twenty years and she is by far the tops at communication with myself, student feedback, and student mentoring. Quality of interns has greatly improved since early 2000s. Keep it up. |
| Susanne Nimmrichter was superb! She did a fantastic job communicating with me and with my student teacher! |
| email |
| We receive an email with several documents explaining our role as mentor. |
| I feel that I have received enough communication with PDS supervisors, only because I know how the system works and have had enough student teachers that I know who to go to if I were to have any questions. I do feel that my communication with this past supervisor was less frequent than it had been in the past. At a minimum, I enjoyed having the opportunity to sit and discuss mid placement evaluations so I felt everyone was on the same page with expectations and requirements. Also, I always appreciated when supervisor observation forms were shared with me. This did not happen this time, but I was able to ask my student teacher to share these with me. . |
| Through email and face to face when they are observing |
| Meetings, emails. |
| The supervisors I have had the pleasure of working with have been knowledgable about the PDS program and have made themselves available. |
| The supervisor I worked with was thorough, polite, and very helpful. |
| In the past three years, all of my Millersville students have been AMAZING! They were ready and did a fantastic job with Student Teaching! |
| Verbal, paper, electronic. |
| Working with Dr. Brooks is a wonderful experience, her professionalism and educational knowledge is inspiring. |
| Both supervisors this year communicated expectations through email. Both supervisors were very helpful when needed and were quick to respond to questions and concerns. |
| N/A |
| There are many conflicting messages and holes about expectations. There were many questions/expectations that we found varied depending on which student teacher you talked to. |
| This semester I worked with Dr. Mahoney. He was very professional and helpful |
| Email, documents attached to emails, verbally |
| Thank you for the opportunity to work with MU Students. I enjoy watching the students grow. |
| I believe the information was great for a cooperating teacher with experience. A first time cooperating teacher may need more information regarding the tasks to be completed by the student teacher. Assignments and projects are helpful to know. Timelines are useful too. |
| Clear communication and great availability |
| I have had great experiences being a mentor teacher to Millersville University PDS interns. |
| Human communication is fine, student teacher/Cooperating teacher requirements via the website is cumbersome to access and as such inadequate |
| Dr. Witmer was stellar!!! |
| The communication occurs in emails and during supervisor visits. I have been working with the same supervisor for many years which helps quite a bit. I have no issues with communication. |
| Personal meetings and emails |
| As a former graduate of the program, I know the expectations and requirements as a cooperating teacher. For those that haven't graduated from Millersville, there could be more training and information that could help them before hosting their student teachers. |
| Had a great experience working with Peg Brown. |
| Expectations were clearly communicated via email. |
| The supervisors I have worked with have been excellent with communication. |
| The communication is excellent. |
| Email |
| I think in my experiences, the communication have been good. |
| I received emails and we had a zoom meeting to go over expectations. |
| Via email or in person typically |
| I received an email detailing the responsibilities/expectations of the candidates. The supervisor also leaves her phone number in case I need to reach out to her for any reason throughout the time the candidate is in the classroom. I also received the documents needed for sporadic observations in the different content areas. The supervisor let me know when the end of year evaluation would appear as an email with codes on how to log in. I felt I had everything I needed to receive a candidate in my classroom. |
| I thought this semester communication was fantastic! The last time I had a student teacher, I did not hear much from the university about expectations. Brooke Martin also noticed that my e-mail had a typo in a few of the group e-mails. Hopefully that wasn't a problem. I enjoy having student teachers with me. My students really enjoy having two fun art teachers at the same time! |
| Emails, packets, and in person communication has been helpful. |
| The program has been great. My only suggestion is tightening up the program expectations and how they are communicated to the students. Every year the IEP project, for the SPED portion, is not well explained. Each supervisor wants something a bit different. The students don’t seem to know about the details around the project. They are unsure about a mock IEP meeting, how to obtain a blank copy of an IEP, and what portions of the document they must complete. Timelines are vague and the students have voiced frustration with the ambiguity of the project. |
| They have communicated via email, a letter, and in person. |
| email...it is enough |
| It is always a pleasure working with everyone. |
| Peg was a great supervisor for Analiset. Her an I met with Ana several time and we emailed each other when ever I had questions. |
| Communication is excellent. I feel that expectations are clearly communicated and easy to understand |
| They keep us very well informed. |
| We received emails from the fall supervisors. This year the person only came into the building once. It would be nice to have more personal check ins with Covid restrictions waning. |
| Communication was very well organized by the student teaching co-op nancy Schinneli ( sp?) . She was thorough in her explanations and prompt in observations and feedback. |
| commnication was excellent! |
| The expectations were clear in the field packet I was given. Expectations were clear in the packet and from the candidate. |
| the emails are great! I appreciate the email communications from supervisors as well as quick in person meetings or virtual meetings to ensure everyone remains on the same page for expectations. |
| Addie Ritenour was an excellent communicator. She used email and weekly visits as well as one after school meeting. |
| I feel like they communicate well, and all of the expectations are known. |
| I did find it valuable for the student teacher to be in the classroom during their junior block prior to their full time student teacher semester. I believe it provided a more in depth experience and allowed the student teachers to gain valuable knowledge of the beginning and end of year expectations for teachers and students. |
| Millersville is the best for student teacher placement. |
| The supervisors communicate through email and in face to face meetings. |
| The field guide is very helpful and the supervisors frequently reach out to me to see if I have questions or concerns. |
| We receive packets, emails and touch base when the supervisors visit. |
| Expectations are communicated clearly. It would be nice to be provided a sample lesson plan at the beginning of the fall semester so that cooperating teachers know the expectations. This would also allow teachers to help student teachers progress in their planning. |
| I am very happy with the PDS program |
| Email, in person conversations |
| I've loved having my student teacher working in my classroom! It was a great experience for both of us to learn new things from each other. My only complaint is that I feel like 8 weeks is not long enough for an elementary art room. It took 3 weeks for her to meet all of my classes, let alone start teaching! |
| I received email communications from Field Services and the Supervising Professor. There was a Student Teaching handbook that I was given outlining information for my Music Student Teacher. |
| emails |
| mostly email; some in person ok--could use a few more reminders |
| Email and website |
| I feel like a lot of communication efforts fell solely on Dr Brooks. It would be helpful if there were regular check-ins and communications from field services as well. |
| Written feedback and conferences |
| Expectations were clear and easy to follow. I've enjoyed being a cooperating teacher. |
| I have had a positive experience working with MU PDS supervisors. |
| Dr. Davis was exceptional. She provided prompt feedback and was an excellent resource and help throughout the semester. |
| Expectations were very clearly communicated in person, via email, and in the documents I was given. |
| Great experience! |
| Communication of expectations is clear |
| Communicate via email and in person interviews |
| I received emails from the supervisors with information. |

**Q5 - Write detailed lesson plans. (CAEP 4.1, 4.4; InTASC 7)**

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| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Write detailed lesson plans. (CAEP 4.1, 4.4; InTASC 7) | 1.00 | 5.00 | 1.73 | 0.90 | 0.81 | 158 |

**Q6 - Integrate the use of technology in planning for instruction. (CAEP 1.5, 2.1, 2.2, 2.3; InTASC 7)**

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| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Integrate the use of technology in planning for instruction. (CAEP 1.5, 2.1, 2.2, 2.3; InTASC 7) | 1.00 | 4.00 | 1.64 | 0.78 | 0.61 | 157 |

**Q7 - Use self-reflection to modify instructional practices (CAEP: 1.5, 4.2; InTASC 6, 7, 9)**

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| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Use self-reflection to modify instructional practices (CAEP: 1.5, 4.2; InTASC 6, 7, 9) | 15.00 | 19.00 | 15.49 | 0.76 | 0.58 | 158 |

**Q8 - Demonstrate knowledge of content-related pedagogy (CAEP 1.1; InTASC 4,5)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Demonstrate knowledge of content-related pedagogy (CAEP 1.1; InTASC 4,5) | 7.00 | 11.00 | 7.65 | 0.69 | 0.48 | 158 |

**Q10 - Utilizes formative data driven assessment to monitor instruction. (CAEP 3.5; InTASC 6,7,8)**

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| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Utilizes formative data driven assessment to monitor instruction. (CAEP 3.5; InTASC 6,7,8) | 11.00 | 16.00 | 13.93 | 2.21 | 4.86 | 158 |

**Q11 - Plans assessments aligned with performance outcomes of learners. (CAEP 3.5; InTASC 6,7,8)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Plans assessments aligned with performance outcomes of learners. (CAEP 3.5; InTASC 6,7,8) | 1.00 | 6.00 | 3.61 | 2.34 | 5.45 | 158 |



**Q13 - Assist in design of assessments that are aligned with performance outcomes. (CAEP 3.5; InTASC 6,7,8)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Assist in design of assessments that are aligned with performance outcomes. (CAEP 3.5; InTASC 6,7,8) | 11.00 | 16.00 | 13.67 | 2.28 | 5.18 | 158 |

**Q14 - Utilize technology for tracking data for use in monitoring all learners' progress . (CAEP 1.5, 2.3; InTASC 7, 8)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Utilize technology for tracking data for use in monitoring all learners' progress . (CAEP 1.5, 2.3; InTASC 7, 8) | 1.00 | 6.00 | 3.84 | 2.15 | 4.60 | 158 |





**Q16 - Do you feel you were provided enough information about your role as cooperating teacher? (CAEP 2.1,2.2, 2.3)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Do you feel you were provided enough information about your role as cooperating teacher? (CAEP 2.1,2.2, 2.3) | 1.00 | 2.00 | 1.04 | 0.21 | 0.04 | 158 |

**Q17 - Would a brief training session have been helpful to you? Please indicate which modality you would prefer. (CAEP 2.1)**

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| Would a brief training session have been helpful to you? Please indicate which modality you would prefer. (CAEP 2.1) |
| I do not feel that I needed a training session, as the packet that I received was very thorough. I have been a cooperating teacher in the past, so I did have some experience before having my first PDS student this year, but I felt that any questions I may have had could have been easily answered by the supervisor |
| Felt alone as the role of a cooperating teacher. |
| Yes, any training session can be helpful. I think a Zoom, or video to access is best. One was made available from my content area and that was very helpful. |
| No |
| I'd appreciate ideas on ways to provide feedback for the pre-service teacher. Maybe ideas for specific skills that we could focus on each week as needed. F2F and online options would be fine. |
| Always helpful - virtual |
| Yes! I have not had experience with student teachers before besides my own experiences as a student teacher. I would love to have a meeting set up with an advisor before the student teacher arrives, or even an electronic way would be better than nothing. |
| I do not think a training session would be necessary. |
| It would be great to be able to all meet back on the campus of MU at the start and end of the year. |
| N/A |
| Not necessary. |
| online connection. Trying to get from our school to another school is difficult unless it after dinner but then it affects family time. |
| Not needed |
| Not at this time. |
| I do not believe I would need a training session. Millersville provides a good handout booklet and the supervising professor did a good job communicating with me the expectations and timelines |
| I think a training is unnecessary, but more information via email. |
| Yes - a brief virtual training would be great. |
| I do not feel as if I need a training session. |
| I felt fully prepared but if offered i'd prefer virtually |
| no thanks |
| No. Just more frequent email communication. |
| Some sort of written guideline to refer to would be nice to have during the course of the semester |
| I felt fine with the items provided via email and the handbook. |
| No |
| Not at this point. |
| No, it seemed to go alright. |
| I have done this for a long time so I am good. |
| No |
| I was fine not being trained, but maybe others would benefit from it. |
| No, I don’t think I would have gained anything more from a training. |
| For me, no. For others, perhaps. |
| no |
| No- I was sent a video- that was plenty of information. Having a training session would honestly deter my from taking a student teacher- my schedule is plenty full already! |
| More interaction with the supervisor would have been helpful. |
| NO |
| Virtual |
| No |
| Yes - in a previous year Millersville hosted an event for student teachers and mentor teachers about co-teaching which was a wonderful experience. It was nice to through that training with my student teacher at the time. |
| no need, maybe for first time cooperating teachers |
| I think it would always be great as I know some universities have different expectations. We are all here to help prepare our student teachers to be ready to enter the field of education, but I think knowing more specifically what you would appreciate in the co-ops level of advisement would always be beneficial. Any modality is fine - I assume it would be easiest |
| Yes. |
| Nope. I have been teaching since 1996. I have had eight student teachers and 3-4 junior block students. I would NOT be interested in any required training. |
| I was provided enough information |
| no |
| Yes, but after school hours. |
| Zoom Meeting, a prerecorded video. |
| For me personally I would not find a training session helpful as I have had 3 MU students go through this program. |
| no |
| No, I feel well trained. |
| After fifteen years in the classroom, I feel that I have more then enough experience to be a mentor to candidates for student teaching. |
| I think a training session is helpful for those, like myself, that only have had 2 student teachers or are just getting their first one. |
| No |
| Yes- a virtual/zoom session could be very informative and provide answers to many of the nitty gritty bits of information. |
| It would not hurt, but I do not think it is necessary. A virtual training would probably be the best, that way teachers could complete it as their schedules allow. This year I was assigned a student teacher at the last minute and would not have had time to attend a training session. |
| No additional training required |
| I do not think a session is necessary. Every student teacher is different and it would be hard to have a training to meet all their needs. |
| Yes, in person. |
| Yes, virtual |
| I would watch a screencast of expectations, timelines, information, etc. Attending an information session in person is not preferable. |
| N/A |
| NO |
| N/A |
| I went to one, it wasn't helpful. The timing of it was awkward, (it was a half-day training, but because of the start time, I needed a full day sub!) |
| No, this was my fourth student teacher so I felt just fine. |
| I do not think a brief training session is needed for me. |
| As a graduate of Millersville, I did not need any training. |
| I did not need a training session, but if there was one offered a virtual training session would be preferred. |
| I do not feel any additional training is necessary. |
| I would prefer zoom session or video. |
| I do not feel that I need a training session since I have been doing this for several years. |
| Not with the amount of experience I have had with being a cooperating teacher. |
| I think it would have been nice to meet with my student teachers supervisor at the beginning of our time together. We didn’t meet through Zoom but I think having a face-to-face meeting with a Calendar of when observations and assignments were due would have been helpful. |
| Yes, I think a 20-25 minute optional Zoom session for mentors offered by field services would benefit mentors, in particular first year mentors. Millersville requires a lot of items to be submitted from the PDS mentees & the mentors typically receive the same generic email with information and updated dates. By providing an optional informative Zoom meeting between the first and second semesters to discuss expectations and paperwork requirements would show initiative from the university in providing various learning opportunities which would mirror the expectation the university places on each student teacher. |
| I do not feel I would need a training session. |
| I really enjoyed watching the video from Leslie. I thought it was very informative. Thank you for that. |
| No information provided was enough through the PDS website. |
| I don’t feel addition training is necessary. |
| No |
| na |
| Not necessary. |
| Didn't need it |
| A brief, virtual information session may be helpful at the start of the year, especially if any requirements or expectations have changed from year to year |
| No |
| It is not that I necessarily need a training session; I think the interns need a more solid foundation of lesson planning development. I know previous student teachers had to read a book on UbD and it was discussed throughout the semester. The experience I had this year with the intern was that she had the book, but she was never explicitly told she needed to read it. When I said something to the fall supervisor, I was told that my intern had the book as part of her class. In my experience, interns are not even aware of what the standards are and how they should use them to help develop assessments. That is concerning to me. I also believe interns should have more experience with presenting lessons to classmates in their education classes. |
| No I felt prepared. |
| n/a |
| No extra training needed! |
| I was very fortunate to have a great student teacher. She made my first experience hosting one very easy. I don't think I would need a training session but would attend if offered. We could always use more training on data driven instruction. |
| the first time- maybe? However my first time as a cooperating teacher was during covid and my student teacher was virtual while we were in person so things were crazy! I do not think each time we would need to attend a training session however the first time might be helpful so everyone has the same information. |
| I am retiring and will no longer be available as a co-op. |
| no |
| No. I've had 13 student teachers now and went to MU myself. |
| No. |
| No thank you |
| no |
| Yes, an informal meeting in-person or on Zoom. |
| I did not need additional training, but I have had 7 previous student teachers from PDS |
| Not needed |
| I think that enough information was provided for my role as cooperating teacher. |
| It could be helpful! |
| Yes. A video tutorial would have been helpful or a virtual meeting. |
| No need for additional guidance or training. |
| no |
| I do not think a training session is necessary. |
| just a bit more, especially since some things have changed slightly |
| No. |
| Yes it would. Any additional information and regular communication would be helpful. Not just at the beginning and when evaluations are needed. In addition to more frequent communication, there could be videos, articles, and other resources about mentoring and Millersville Program information provided. |
| Not needed |
| I wouldn't need any training after having a student teacher, but some training or question/answer meeting may have been nice. |
| No, at this point I have had several student teachers and feel that the process that I have developed has resulted in a successful experience for my mentees. I have never ended with a negative experience and have only had positive feedback from my mentees and supervisors. |
| An asynchonous training would be helpful just with the basic guidelines and overall responsibilities. Very little was initially provided. |
| Not necessary, but helpful - at least for first time cooperating teachers. Some sort of online/remote delivery would be preferred. |
| No |
| Electronic optional meeting |
| No |

**Q18 - Did the categories on the MU's assessment forms allow for a good picture of the student teacher’s skills?**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Did the categories on the MU's assessment forms allow for a good picture of the student teacher’s skills? | 1.00 | 2.00 | 1.08 | 0.27 | 0.08 | 159 |

**QID25 - Please add other comments or feedback about Millersville's teacher preparation programs. (CAEP 2.1,2.2,2.3)**

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| --- |
| Please add other comments or feedback about Millersville's teacher preparation pfrograms. (CAEP 2.1,2.2,2.3) |
| please bring back "distinguished" on evaluation forms |
| na |
| n/a |
| You spelled "programs" wrong. |
| Working with Millersville has been a great experience and I look forward to continuing this relationship. |
| Wonderful experience! |
| There seemed to be too few categories for assessment to paint a clear picture. I also feel that the two student teachers I've had were very different and neutralized my feelings on their preparedness and performance. |
| There needs to be some sort of compensation increase considering the PDS program is very time consuming for the cooperating teacher. |
| The supervisors expectations vary greatly from year to year. Some years students are required to write detailed plans, other times they can just use bullet points. I was not asked to meet with a supervisor this year for the mid or end of placement evaluations. I am with the student teacher every day but I don’t feel that my scores or thoughts were really valued. |
| The role of a teacher is unbelievable. |
| The pay rate for cooperating teachers could really be improved. This number has not been addressed in YEARS. Especially in the PDS model, we are expecting A LOT of work from cooperating teachers with little compensation. |
| The lesson observation/evaluation form for Technology Education could be improved in several ways in my opinion. Ever since it was changed to be more aligned to the Danielson framework it has been a bit frustrating to use. Overall, I believe MU does a great job communicating and preparing our student teachers. |
| The conversations and meetings with Dr. Brooks, the coordinator of the student intern program were especially helpful to better understand expectations and how to best support my student intern. I feel my intern had adequate preparation to begin the experience last fall and certainly grew a lot through the year. |
| The communication from Field Services was minimal and at times not delivered to me. Dr. Davis was helpful in making sure I received the evaluations and other necessary information. I have also received no information about payroll or any other logistics. |
| The Danielson observation form with the checklists does work. Having a checklist makes observing a student teacher easy and it is easy to show that student teacher where they can improve. I do think there needs to be a clear understanding of what makes someone distinguished versus proficient and versus basic. |
| Thank you for this opportunity! |
| Thank you for the amount of work that you put in. The student teachers have come prepared and ready to jump right in. |
| Thank you for preparing the candidates so well before the arrive in the classroom. Most of them come full of energy and ready to engage in and work with the students. |
| Thank you for allowing me to participate in this program for a second time. I am hoping to be able to have another student teacher in the future. |
| Thank you for a good experience! |
| Sorry! My last survey submitted before I was done with this question. I was saying - I found it surprising that they were only supposed to have full load for 10-15 days (somewhere in that range, can't remember specifically the number I was told). I personally don't find think that short amount of time provides a realistic experience for what it is like to carry the full weight of classes and really have time to get comfortable having full load. |
| Since I was the second cooperating teacher for Amy Hess, as art educator certification requires two placements, it would be beneficial to receive an outline of expectations of the coop teacher. It had been 6 years since I was a coop and at the beginning I was questioning certain responsibilities required of myself. |
| Programs above is spelled wrong. Fall placement supervisor is basically useless. She was only in 2-3 times and only stayed for a brief period of time. More time should be given to the placement in the first semester to ensure the student teacher starts out on a good note, rather than waiting until the full time placement the second semester. More emphasis on writing lesson plans that are useful, not four pages that no one in the profession actually uses. |
| Out of the different universities I have worked with over the past 15 years, MU always produces some of the stronger candidates. Keep up the great job. I REALLY think it is great that students have the opportunity to be a dual major. In the elementary realm, so much of what students learn in their SPED classes benefits ALL students in the classroom. |
| Not sure about the stipend. I know I filled out paperwork to be paid for hosting a student teacher but haven't heard anything since I filled out the paperwork and mailed it in. |
| None at this time. |
| NA |
| N/A |
| N/A |
| My student teacher was very prepared for student teaching. The only area of concern was classroom management with a focus on "what actually happens" in the classroom. |
| My student teacher this year was not good. It was disappointing because all of the rest have been wonderful. |
| My student teacher this year was above and beyond the typical student teacher. If the evaluation form from me had a mark above proficient, like distinguished, I would have given her that to truly show how great she is. |
| My student intern was professional and prepared at all times. The MU supervisor was less so. While she communicated fairly regularly and was thorough with feedback, she was late for five of the six observations during the semester; at least twice, she came into the observation more than 10 minutes late. As starting a lesson and providing appropriate transitions is so important in instruction, this seemed like a missed opportunity to provide valuable input. Additionally, feedback was often provided well after the lesson had been taught. I truly understand how busy everyone is right now, but timeliness is important to growing as an educator. I felt like my intern and I were able to work closely enough and well enough that the intern was still tremendously successful; however, I'd had higher expectations for the university supervisor. |
| My feedback is based solely on the performance of my one student teacher. They may not accurately reflect the preparation he received. |
| My experience with student teachers from Millersville has been excellent! Keep it up--we need these ambitious learners to join the profession! |
| My candidate was awesome and a great teacher. Dr. Witmer was so professional and has given the best feedback this semester. |
| Millersville's teacher preparation program is top notch. Having had other college students in from other universities, what Millersville's cultivated is heads and tails above others. |
| Midlevel student teachers are not well equipped in content knowledge to teach at a middle school. Their depth of knowledge is sincerely lacking in comparison to the content they are expected to know and teach both as a student teacher and as a teacher moving forward. It is a true disservice to the teaching candidate to not prepare them with the science content knowledge needed to adequately and accurately perform the job of teacher. |
| Middle level candidates do not get enough course work for their 'off' subjects. All MU student teachers that I have had were math focused, but in an intermediate school, they must teach science, social studies, and SEL lessons - none had adequate training in grade level content or pedegogy. |
| It is very easy for a cooperating teacher to participate in your program. I would be happy to have another student teacher in the future. |
| It is great to get younger generations into the classroom to see their strength and areas to work on. Some times the time in special education seems rushed. A lot of factors play into getting to know students, the role, and then taking over the class. |
| It does not seem like secondary education majors get a lot of experience with teaching prior to their student teaching. |
| In the past, I have found the student teachers to be much better prepared. This particular semester was a very negative experience. She did well teaching her first 4 lessons for the field placement, and I thought that she was prepared to student teach. She was not. She was lacking in many fundamental teachings skills, organization, and time management. |
| I would like to see Millersville provide a lesson plan format for their students to use rather than the cooperating teacher providing it. Providing instruction on the science of reading would also benefit the student teachers. |
| I wish that there was an opportunity to score a student teacher higher than proficicent. If I am assessing them based on what I would expect from a student teacher I shoudl be able to report that he/she performs better than I would expect from a student teacher. |
| I was very impressed with the year-long PDS program. I believe that this is extremely beneficial for students that may not have much experience with children. The first half of the year provides the opportunity for student teachers to acclimate with their surroundings, gain rapport with the students, and become comfortable interacting with children. The transition to teaching during the second half of the school year is smooth and efficient because they've been a part of the school and classroom dynamic for several weeks prior. |
| I was surprised to find out that it is only recommended that they have full load for 10-15 days (I may be off, I just know it was said somewhere aro |
| I was extremely happy with Ana, she was well prepared. Her and I also worked well together. |
| I think you are doing a good job, and I hope to have more in the future. |
| I think there needs to be greater focus on demonstrating professionalism in the classroom. There was a lot of professional skills that seemed to be lacking, such as not chewing gum in class, not working on personal assignments during the school day when the cooperating teacher was teaching, arriving early to show commitment and punctuality, and following-through on conversations. |
| I think the PDS program is a great program that allows student teachers a chance to see what happens for the whole year. I wish I would have had this opportunity when I went to MU 2000-2004. I have also been so lucky to have my last two PDS students be absolutely amazing! |
| I think that the rubric and expectations for the fall shadowing experience were too high. I felt a lot of pressure to have my intern teaching, and I don't think that is realistic for the two day a week schedule. I think this is my last time trying to host a student teacher. The semester, + 7.5 week commitment is too much for everything that we are trying to balance in our classrooms. I think a much better approach, especially for Art ed would be to have them chose a level for the intern experience and then spend 15 weeks with another level. I would think that enough time would be spent in both levels to meet certification? 7.5 weeks in one level is not enough. There's way too much to do. |
| I think it would be nice for the supervisors to share the student teacher's goals with the mentors at the beginning of the semester, so we can help the student teachers work towards/achieve their goals throughout the experience. |
| I only answered "neither agree/or disagree" on the assessment questions because at our elementary level, students do not need to be assessed in art. They are given a grade of "Met" or "Not Met" for grades K-3. Therefore, assessments were not needed to be created by my student teacher. |
| I like that the assessment is aligned to the model used in PA schools. I would like a "N/A" or "not observed" button as some of the areas are not applicable to a student teacher. |
| I just wish we had more time! In the elementary setting it takes a long time to cycle through projects and allow the student teacher the opportunity to design a variety of units. |
| I have yet to see a student teacher (mine or those my colleagues have hosted) write a thorough lesson plan. When we were at Millersville, we had to write really cohesive plans, with standards, learning objects, etc. My most recent student teacher didn't give me anything that resembled our old lesson plan templates. Only mostly focused on the tasks the students were going to perform. |
| I have had more than 10 student teachers from Millersville. Each year my experience is different because students come in at varying levels of readiness. I start the placement by getting a sense for where the student teacher is ready to start and build a plan from there. For example, some student teachers need more time to observe where as others are ready to start working with students. Some students are able to write comprehensive lesson plans while others need more modeling. As a cooperating teacher I feel my role is to meet the student teacher where s/he is and help them grow as much as possible within the time they are with me. Some student teachers finish their placement and could benefit from some more time in classrooms either as a para or substitute to gain the experience/confidence they need to have their own classroom. In my opinion, about half the student teachers I've had over the years are ready to have his/her own classroom right out of the gate. I think the nature of the job is that as a teacher you are wearing SO many hats and that is not always something that is in place after 16 1/2 weeks. This is one reason I LOVE the PDS program. Students are able to get to know and build a relationship with the students, learn classroom procedures and other logistical details, learn the curriculum during the professional block so that during student teaching they can just really focus on being a teacher in the classroom. |
| I have been pleased with students I have worked with in the PDS program; supervisors that I have worked with in recent years could be more attentive to students. Many seem stretched too thin and unable to give to the students effectively. |
| I found it efficient. |
| I felt the supervisor was not prepared and did not communicate efficiently or respond to communication in a timely manner. The student teacher was left confused about many things and we did not get to meet with the supervisor during the entire student teaching experience. I'm disappointed with how student teachers are being pushed through the program no matter how they did with their student teaching in the classroom. Also, the word "programs" is spelled incorrectly above! |
| I felt my student teacher was well prepared for the elementary music placement. He knew his content and what was expected of him during his time with me. We had many conversations about how to go about looking for jobs, what requirements he needed for certification, and so forth. I think it would be beneficial to the teacher preparation program and the students to have more guidance with this. |
| I feel field services should provide PDS students an opportunity to have some experiences with the common LMS & grading software used within the various districts in the LL area. LMS such as Schoology, Power School & Saphire are such vital tools to learn in a 21st classroom & navigating through those within a formal class would be very beneficial for future educators heading into a field experience. I also feel it’s important to discuss & look through a Collective Bargaining Agreement “contact” from a local school district. If the goal is for these students to acquire a full time position after graduation they should have an understanding of the processes of the internal workings of school districts before graduation. In addition, discuss things like what a union is & how it works. There needs to be a Fundamentals of Public Education class where a variety of topics such as the ones just described are discussed. I would be happy to assist/collaborate with the university in this effort if they so wish. |
| I feel Millersville's teacher preparation programs are well run. I have been happy with my experiences with the students teachers. |
| I enjoyed working with both Mr. Ybarra and Dr. Herr. The Millersville Teacher program is a well designed program and is clearly explained. I would definitely be willing to work with a Millersville student teacher again. Thanks, Mr. Mummert |
| I enjoyed the experience and hope I can be mentor again. |
| I enjoyed my experience and felt well prepared with information and timelines. |
| I enjoy working with the PDS program and feel that it prepares young educators well |
| I do not like that my mid-level certification student was only placed in a secondary math classroom when she is also eligible to teach elementary. The experience should be split to benefit the teacher. There is also a spelling error in the word programs on this question. |
| I do not feel my student teacher was well prepared in the area of ELA. She also did not have any exposure to Science of reading, which our district is embracing already. |
| I do like your student teacher program. The student teachers I have had over the years with you have displayed different strengths of being prepared prior to coming to me. One thing I have noticed recently, is a weakness in grammar. This includes capitalization, spelling, and punctuation. I also have noticed that the student teachers' handwriting is not the "neat " handwriting that elementary school teachers do use. All the student teachers I have had have been kind and respectful to students and staff. They have a willingness to learn and an excitement for teaching. These qualities are quite important! I enjoy watching them grow as they gain experience and become more confident as teachers. |
| I do feel that students should be taught, from early on in their education, how to write lesson plans. Many of our interns have come to us with little knowledge on what goes into a lesson plan. I have heard from the interns that many of their education courses are not taught until later in their college career. It is imperative that students who plan to go into education are provided with adequate experience in the classroom prior to student teaching. I also feel that interns should have more experience writing lesson plans and unit plans prior to their senior year. |
| I did not complete the part about student teachers capabilities, since I've only ever had one. I can't say that they all do x, y, z; when I've only experienced one student teacher's capabilities. |
| I continue to teach common professionalism skills. I make student teachers; write thank you notes, respond in a timely manner to any correspondence, respond to every email when from an individual, and other common manners. I do not believe your teaching of these skills is resonating with your audience. Manners and professionalism are not old-fashion, it is being a responsible and respected adult and educator. |
| I continue to have successful placements from MU and look forward to many more in the future. |
| I believe strongly in the PDS program and have experience with student teaching pre-PDS. I definitely like the format of the PDS program now. I appreciate that the Education Department listens to the feedback of the mentors and lets them know if changes could be made or reasons why it could not. I wish student teachers had a more realistic expectation of the work that is required to excel in teaching. It is not just a matter of popping in in the morning and reviewing lesson plans. They need to understand how each piece of the class lesson plans tie into the course objectives. This is something I know I am going to emphasize more with interns in the future. |
| I am very happy with Millersville's teacher preparation programs. |
| I always love my time with the students! The growth is tremendous even in the 7.5 weeks that I have my special education student teachers. One thing that student teachers could continue to learn about is how to best support students with challenging behaviors. Being in an autistic support classroom, there sometimes are some challenging behaviors and student teachers having the confidence to work with those students and support them during behaviors. |
| Good Job Mr. Goyette! |
| For the students in the instrumental field experience. The class needs to be schedule in such a way to give the students lab time to come out to the classroom at the same day and time each week. Having students developing their own schedule was not effective because they didn't come at the same day and time and that made giving them the opportunity to teach any lesson impossible. |
| For special education the time is extremely short so trying to relinquish responsibility is difficult would be help for to have some review day the semester before to meet students and begin planning for their time |
| First programs is spelled incorrectly. The teachers need more opportunities to learn about the sequence of phonics instruction. |
| Dr. Brooks is an outstanding asset in the training of our student teachers. |
| Continue working with students to improve lesson planning. |
| Continue working on assessment driving instruction so that it is automatic for candidates to have built in summaries and formative assessments. |
| As a whole I am pleased with MU's program. My only concern has been that in the fall, the expectations for the mentees and the mentor are not always well defined. This was the first year where I had an issue where the mentee felt that I had placed too many demands on them. This was rectified with the supervisor but I was a little surprised as I didn't feel that I was requesting too much. I understand that they are taking courses in the fall and are under more stress to balance work, life, and school. However, there needs to be a realistic expectation of what to expect in the Spring semester. |
| All of the Millersville student teachers that I have mentored in the past have been excellent! You can tell that they are prepared to join the field of education. |
| "programs" is spelled wrong in this question. I really felt like communication from field services was lacking this year. Other than that, I love the PDS model. It better prepares students for their first year of teaching. The more you can align coursework in the fall semester with what interns will be teaching in the spring, the better. The unit plans should be unit plans for what they will be teaching in the spring. |