

Overall Summary Severe Practicum Evaluation Results
Fall 2003
(23) Responding

Please mark the practicum you are evaluating:

- SPED 5410: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities
- SPED 5420: Teaching Mathematics to Students with Mild/Moderate Disabilities
- SPED 5600: Introduction to Instruction of Students with Severe Disabilities
- SPED 5610: Systematic Instruction of Students with Severe Disabilities
- SPED 5810: Practicum with Infants and Families
- SPED 5820: Preschool Practicum with Young Children with Disabilities in Community Environments

My primary supervisor was

I. Please rate your supervision on each of the following statements:

	Too few observation & feedback sessions		About the right number of observation & feedback sessions		Too many observation & feedback sessions
1. Rate the <u>number</u> of observations and feedback sessions provided to you this quarter.	0	2	20	1	0
	Not enough information given during feedback sessions		About the right amount of feedback given		Overwhelming; Too much information given during feedback sessions
2. Rate the <u>amount</u> of feedback provided to you following each observation session.	0	2	19	2	0
	Never useful; clear, precise or easy to follow		Sometimes useful: precise and easy to follow		Always useful; clear, precise and easy to follow
3. How <u>useful</u> was the feedback provided following observations.	0	0	4	4	12
	Strongly Disagree		Agree		Strongly Agree
4. Good communication existed between me and my supervisor.	0	1	7	3	9
5. My supervisor was available for consultation when needed.	0	2	7	3	8
6. When my supervisor suggested changes in teaching strategy, I was provided sufficient instruction to implement the required changes.	0	2	4	5	12

II. Please rate the following statements to evaluate your practicum experience in general:

	Strongly Disagree		Agree		Strongly Agree
7. Practicum expectations were clear.	0	3	8	4	6
8. I enjoyed my practicum experience.	0	1	4	3	15
9. I learned a great deal about teaching during this practicum.	0	0	5	5	13
10. This practicum was an important part of my training.	0	0	5	2	16
11. I would recommend this practicum to another student.	0	0	5	2	17
	Much easier		About the same		Much more difficult
12. Rate the difficulty level of this practicum relative to the other practicum you have completed.	0	0	6	13	4
13. Rate the amount of preparation time for this practicum relative to other practica you have completed.	0	1	5	13	4

1. The aspect of this practicum I liked least was:

- Our classroom data taking was different from the USU data we took so you had to take data twice.
- The teacher wasn't very easily available. I had a hard time communicating with her.
- Pretty much your entire grade is based on a total of 15 minutes that the supervisor was observing you. I do not feel that the grade is an adequate reflection of what we have done in the classroom.
- I really liked my practicum. There wasn't anything I disliked about it.
- My partner
- I didn't like going three days a week for only two hours. I would have much rather gone one or two days a week for a lot longer.
- It was all pretty good. I can't think of anything that bothered me.
- Saw very little group work.
- I had a difficult time doing my class assignments (5510, 5010, etc.) in this practicum, i.e., box change project, teaching cycles, program unit
- The time. It is very hard to have a job with our schedule.
- The type of site it was.
- Lack of contact I had with the classroom teacher.
- I was not able to talk with the cooperating teacher as much as I needed. (Timing issue)
- Heavy load of assignments to complete within practicum placement due to correlating classes/courses.

2. The aspect of this practicum I liked best was:

- The kids, location, and my cooperating teacher were awesome!! (My teacher was great.)
- I was able to stay in Box Elder School District which is close to my home. This has been so helpful to me. I loved my cooperating teacher. Bob was very helpful and helped me learn a lot. He gave me a lot of great feedback that helped me a lot.
- I loved to work with the kids and be around them. I learned a lot of different management strategies and teaching practices.
- The help that was given.
- Interacting with the student's and teacher, learning about my chosen profession. I liked observing how the SPED class was run, my teacher was very effective. My supervisor gave wonderful feedback, I learned a lot from her, she is a really neat person.
- I thought that Jill was great at providing feedback. She was very helpful if I had any questions. She was very picky about the observations but it was good because it helped me do better.
- The classroom work.
- Working one-on-one with the students.
- I really enjoyed the experiences I had with the children. I became much more familiar with a variety of disabilities and I felt like I was making a difference.
- The observations and how we got specific, functional feedback. I also liked how we were told what to expect and had an informal observation first.
- Open communication with teacher and aides; listened to my ideas and helped me make them functional
- I really liked the teacher – he was helpful & always giving feedback. Overall, I had a great experience.
- The students and I had a wonderful practicum teacher (Dyana Roberts)
- Monitoring the teachers and learning good and bad qualities. Experiencing what we are learning in our classrooms.
 - The opportunity to try teaching in several different subjects with feedback.
 - Tons of learning of what I do and don't want to do as a teacher.
 - I was able to work with a variety of students and get a feel for what a special education classroom is like. I was able to teach different subjects with different students.
 - It was good to watch the SPED teacher and para's techniques for working with specific students. I loved the students and the things I learned from them.
 - Opportunities to use skills learned and to teach students by using these skills.
 - Being able to learn how to read to the students and to be able to see the changes I could make in their behavior.

3. Changes that would improve this practicum are:

- More classes to work in different settings.
- All the assignments we had to complete in our practicum class were a little bit overwhelming because we had things that had to be done already for the cooperating teacher so the extra assignments took up a lot of time and were sometimes hectic.
- I loved my supervisor's feedback. It really helped. However, a few times I was docked down significantly for errors that I made that I never learned in class or other events. I did not feel this was fair. If she would have told me how to fix the problem then observe me to see if I made the change.
- I thought it was great. Sometimes the length between observations seemed short. I had little opportunity to practice changes because either my student was absent or there were days I didn't go.
- Make each person responsible for separate assignments and create a way of accountability for those who don't do their work or come to class.
- More opportunities to talk one on one with my actual cooperating teacher.
- Cooperating teachers knowing exactly what is expected of us.
- More feedback/contact with the classroom teacher.
- To watch a time or two more and do some activities that will get the practicum student more familiar with the special ed class.
- More time with the SPED teacher. (As bad as this will seem to most students, I think it would be best to be in the classroom more time rather than for an hour and a half.)
- Make sure placement will provide adequate opportunities to perform assignments required from other/all courses.
- At times I didn't really understand why we were doing certain assignments until mid-way through it. My motivation to do it was not there because I didn't see the full purpose behind it.