

Overall Summary Severe Practicum Evaluation Results
Spring 2004
(19) 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.	1	3	14	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.	2	4	12	1	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	2	7	3	7
	Strongly Disagree		Agree		Strongly Agree
4. Good communication existed between me and my supervisor.	1	6	3	1	8
5. My supervisor was available for consultation when needed.	1	4	3	2	8
6. When my supervisor suggested changes in teaching strategy, I was provided sufficient instruction to implement the required changes.	0	2	6	1	10

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

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

- My observer. I felt very intimidated by him and wasn't able to perform my best because of the situation.
- Didn't feel like the teacher cared about my voice. Felt like I was put where no one wanted to be and wasn't told anything about the child. Felt more like a babysitter with what I was assigned to do.
- I worked with the same student most of the time. I wish I would have been able to work with different students.
- The supervision. There is only two weeks left and I've only had one observation. The supervisor would always e-mail me & tell me a day she would be there, then never show up.
- Number of projects required to complete within practicum
- My supervisor was not really spread out on my observations. Due to her schedule, I could not receive a lot of verbal feedback.
- I felt I needed more feedback from my supervisor. Luckily, I was comfortable talking with the practicum teacher so I was able to get the help I needed. But, it would have been better to have someone watching me directly. My supervisor has only come once this whole semester, now we will have to try to cram in two observations and I won't get the feedback in time to effectively use it.
- The students were so high functioning that I had nothing to do.
- Observations – they were stressful. I never knew what to expect. I was marked down for practices, I had never learned in any special education class.
- There was a lot of additional assignments from university classes to complete during the practicum. While I could understand the basic reasoning behind getting “real world” experience implementing behavior change projects and technology and such it just got really overwhelming. Maybe space out the big projects required at practicum throughout the semester more instead of having all the stuff the last 4-5 weeks of practicum.
- I only worked with one student the entire time and did the same thing every day. I hardly ever saw my cooperating teacher except for when the evaluation was coming up. I don't feel any more prepared because of practicum then I did last semester.
- It was more of a supervision. I felt like I wasn't really teaching anything.
- Nothing – my placement was very enjoyable and I learned a lot from my teacher. My supervisor was willing to provide feedback when needed and it was both positive and things that I could improve which helped me improve but also see that I am doing a good job.
- I had to drive 25 min. each way.
- My site.
- The class I attended wasn't very structured or organized and I felt like I never knew what I was supposed to be doing unless I was supposed to be doing unless I was in charge of the lesson.
- I didn't really enjoy the structure of the class. I felt like I never knew what I was doing until the day of class, or unless my partner and I were completing the lesson.

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

- The friendly teachers and aids in the classroom. They helped me learn many great ideas for behavior management.
- New experience to see the broad range of secondary educ.
- It was at a good time and was close to my home. The teacher was really nice.
- Working with the students and helping them to learn. Being a job coach.
- Getting information from the co-teacher and getting opportunities to implement new programs.
- My practicum teacher was amazing and showed a great deal of love to his students.
- Working directly with the students and special education teacher.
- Working with students, watching a terrific teacher, learning new skills.
- Just learning from the real world experience.
- I had a better experience with the paraprofessionals & tutors than last time. I liked getting into the community.
- The opportunity to be able to help the students learn life skills. Things that will help them get jobs.
- My teacher's willingness to help whenever needed.
- I had a lot of freedom to try new things.
- Accommodating to my schedule. I learned a great deal.
- I liked all of the feedback I got from my supervisor and teacher in the classroom. I liked how I got a different experience in the Middle School.
- The students

- I learned a lot about the high school setting. I didn't know before. My cooperating teacher went the extra mile to help me learn about transition and post high services. Kimberly was great. She provided helpful feedback and really helped me see the correlation between what we are learning in our classes and how to use that in my teaching and lesson planning.
- Kimberly was an awesome advisor. She always gave great feedback on things we or I could do better or did well. She was very upbeat and the kids really enjoyed her in the room. I received a lot of good ideas from her.

3. Changes that would improve this practicum are:

- Feeling comfortable with my supervisor and able to have better communication with the supervisor.
- Communication and respect between teacher and student. Teachers seem too busy to call.
- Working with different students would have been nice.
- It would be nice to have constructive feedback from my supervisor throughout the whole semester instead of leaving it for the last two weeks.
- Less peers in the same practicum site; spaced timing of projects; more feedback/ideas/from supervisor(s)
- An introduction with the teachers and their expectations of the practicum student.
- Have the supervisor come.
- If the supervisor gives you advice you have never learned, give them opportunity to do observation over again. Don't rely on observations so heavily in grades.
- See #1 and make sure when you place the student that the cooperating teacher will be there to give feedback & direction. My cooperating teacher was never there so I felt like I was soloing everything and wasn't sure I was doing what was best for the student.
- More evaluations that don't affect the grade – just for feedback. More qualifications for the cooperating teacher to help coach the student.
- No suggestions.
- It was great.
- My teacher is mile/moderate certified and was in a severe class and he would always tell me I knew more than him – I didn't feel like I had much feedback from him.
- Let the teacher in the classroom know what projects we have to complete in the classroom. The teacher really wasn't very tolerant of the time it took on his part to complete those projects. He didn't like the time it took away from the students to complete projects. If the teacher knows of those projects, he would be better prepared for them.
- The teacher at the site needs to be willing to let the students (practicum) do their projects there.
- More structure in the classroom.
- I wish we had more opportunities to class instruction and plan lessons and activities.