

**Overall Summary Mild/Moderate Practicum Evaluation Results**  
**Fall 2004**  
**(22) 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	0	0	About the right number of observation & feedback sessions	3	Too many observation & feedback sessions
1. Rate the <u>number</u> of observations and feedback sessions provided to you this quarter.		0	0	19	3	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	0	17	4	1
	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	1	3	5	13
	Strongly Disagree			Agree		Strongly Agree
4. Good communication existed between me and my supervisor.		1	2	2	3	14
5. My supervisor was available for consultation when needed.		0	2	4	0	16
6. When my supervisor suggested changes in teaching strategy, I was provided sufficient instruction to implement the required changes.		0	1	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	1	5	5	8
8. I enjoyed my practicum experience.	1	2	5	0	13
9. I learned a great deal about teaching during this practicum.	1	2	2	3	14
10. This practicum was an important part of my training.	0	2	1	4	15
11. I would recommend this practicum to another student.	0	2	4	3	13
	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	1	5	10	4
13. Rate the amount of preparation time for this practicum relative to other practica you have completed.	1	2	6	6	6

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

- Observation often interrupted the flow of my lessons over the week because each observation looked at specific portions of the lesson (sometimes my groups were scheduled for story reading) but we had to jump to word attack because of observation & interrupt lesson/activity.
- The strictness of the grading for specific verses general praise per minute.
- At first I found it very challenging. I felt overwhelmed with the amount of items we were graded on. It was difficult to grasp what I needed to do to succeed I felt that I couldn't. As time went on it became easier and began to feel natural. I wouldn't want to start back over at the beginning of the semester.
- In my practicum setting, my students advanced from RMII (Fc) to Horizons III. My cooperating teacher decided not to continue the Reading Mastery program with reading mastery III. There was a transition in this that I was not prepared for and it showed in my evaluation. I know that this is not something that could have been helped but an extra evaluation between informal 3 and formal 3 when the transition took place could have helped me.
- Teaching direct instruction way, and not having the freedom to teach how I want to.
- 15 kids, driving to Richmond was too much for a practicum (I was not student teaching!!!) I felt like I was at first with what little help I received in my classroom management.
- There wasn't really anything that I "liked least." The most difficult aspect was just getting the hang of the program and managing the classroom. It wasn't an easy thing to be thrown in to. Even though it was difficult and straining at times, I have learned more about teaching in this practicum than I ever could have learned sitting in a class.
- That it was one hour every day. I would have much rather two hours 3 days a week or some other amount of time. It took me time to drive to practicum and it would have been nice to have stayed there a little longer.
- Having to go every day for only 45 minutes.
- Going every day for only one hour and only in my practicum for 30 minutes. I had to drive 45 min. to be at the school everyday for only 30 min.
- Well, of course the feeling of fear when I was being observed (natural). Trying to take a lot of data all at once.
- Trying to juggle all of my course work and still try to reach my students.
- Feeling frustrated because several of the students in my class were placed incorrectly. It made it difficult at times to implement the instruction using the program.
- Teaching from a script.
- The only thing that I didn't like about my practicum was that there was so much we had to focus on other than learning to teach reading. Some days it was hard to try to teach while completing assignments for other classes.
- Too many supervisors. One would tell me to change this, then next will tell me something else. Not very consistent in what was expected of me. Not enough help – only critical and was observed 3 times in 5 days.
- Communication was pretty good but actual time to talk to the supervisor was insufficient. I would have liked the practicum to go for the amount of time I was originally told (it went usually 40-60 min. longer.
- Just wanted more time to spend with the groups than was allotted.
- It was only 30min. a day. Not enough time. We were thrown into the school without really knowing what we were doing.
- That it let me try teaching before I graduate and am stuck teaching. I learned a lot that I wouldn't of learned in a classroom.
- The amount of data we were required to keep track of while teaching.

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

- The constant feedback after observation helped me improve my skills considerably.
- The feedback I received and the progress I saw in the students learning and in my teaching as I implemented the feedback.
- I learned so much from my practicum my supervisor/cooperative teacher was awesome. She was so positive and supportive and gave me encouragement to keep trying until I made it. I felt like I made a lot of mistakes and I appreciate her help teaching me how to change so I can become better. I learned valuable teaching techniques and behavior management techniques that will help in the future.
- I enjoyed that my supervisor was doing her student teaching at the same place and time that I was so I could communicate with her often (more than just the evaluation days). I also liked how with reading the lessons are pre set with the teaching books, it helped me feel more confident about what I was doing.
- My cooperating teacher was a great example to me and taught me a lot. She said that it was my class and didn't step in.
- The teacher was helpful in making sure I understood to implement the feedback.
- It was fun to be able to apply all of the strategies and suggestions that we learned directly into our classroom. Trial and error seems to be an excellent learning tool. Theresa has been awesome to work with and has given me so many suggestions on how to improve.
- The hands on experience it provided!!! It was wonderful to actually do a part of what it is I will be doing as a profession.
- I liked the specific feedback from my supervisor. It helped me get rid of the little things I was lacking in. It also pointed out things I didn't notice. I liked that the supervisor gave suggestions on how to fix problems.
- My supervisor. She was great to work with and taught me a great deal.
- My supervisor, students, and cooperating teacher were awesome!!! It was a perfect way to learn a lot about teaching without it being too overwhelming.
- Having a small group of students to teach. I really enjoyed my placement for this semester.
- Being with the students!! It was a great experience interacting with them and seeing where their strengths and needs are and trying to adjust.
- My supervisor was very helpful and able to give me great feedback and ideas to help John was very willing to work with me and gave great support. I loved working in the class I was in and just loved the whole experience. I really learned so much.
- The darling 4<sup>th</sup> graders!! Being able to be pretty much on my own. My supervisor was very pleasant and extremely helpful. Thanks John!!!
- I really learned a lot from this practicum. Having the observations helped me improve a lot. That was exciting. Some days I felt I wasn't doing well, but Dave said I was doing great. It was encouraging to see myself and my students progress throughout the semester.
- Loved the students and being able to work with them.
- Teaching the students.
- When I had the group moving at a brisk pace through each lesson.
- Learning the direct instruction program hands on.
- Feedback and trying to see if I could do it. Also having the lessons already for me to teach.
- Realistic look at what being a special education teacher will be like.

3. Changes that would improve this practicum are:

- A self-evaluation aspect to the grading procedure would make students more reflective of their program.
- Be more flexible with specific vs. general praise. I know it's important to make praise specific so I don't understand why I was docked points when the general praise was lower.
- I would have loved more support in the beginning or some way to feel like I didn't kill my grade before I even began. I think it would be helpful to have two informal observations before a final one. It takes a while to get the techniques down.
- Having teachers more available to answer questions. Reduce the amount of assignments to be done during practicum.
- For the particular class, if it is larger give the practicum student the 3 days at the beginning to observe and one or two more times after starting teaching to watch the teacher model again so as not to develop bad habits.
- Nothing!!! I'm excited to keep working with Theresa next semester.
- Be at the practicum sight for only three days a week for two hours or 1½ hours a day. That way it gives us more experience that day rather than go in, teach and leave.
- It would be nice to stay with observing the first 3 days – then do it on your own for a while then once maybe twice have the original teacher teach as a model so we could catch a few things we aren't doing.
- Don't have as many assignments from other classes that we have.
- More involvement from the actual teacher and understanding what they want to have accomplished.
- Only one day of observation then right to teaching. Was not prepared as well as I needed to be. Only one supervisor fair grouping of students. More consistence in supervision, instruction on how to improve more instruction less critical of what they saw incorrect – teach me!!
- Length of time spent in the classroom should be longer.
- Better matches for practica students and their career goals. A better preparation of the classroom and what is expected.