PROFESSIONAL DEVELOPMENT SCHOOL (PDS) PARTNERSHIP:

SURVEY RESULTS FROM THE 2010-2011 ACADEMIC YEAR

Fall 2011

The Professional Development School (PDS) Partnership Survey was administered to the teachers and administrators involved with the IB/M component of the Teacher Education Program in the Neag School of Education at the University of Connecticut. This survey is done every other year to make sure the partnership between the cooperating school districts and the Teacher Education is operating effectively. The terminology of “PDS” has been in existence for the IB/M program since 1990-1991. (For TCPCG, the term is not used but that component has a less formal relationship with schools.) Essentially, a PDS partner helps prepare pre-service education students. This report presents the results of the spring 2011 survey to which 74 individuals responded.

- 71 (95%) of respondents are school level personnel.
- 83% of the students with whom the respondents worked with are in the IB/M program.
- 58% of respondents believe themselves to be knowledgeable of the Neag School’s conceptual framework and ideal dispositions for the Teacher Education Program.
- 35% of respondents have worked with 1-3 Neag students; 18% of respondents have worked with 10 or more Neag students.
- 65% of respondents have been teaching for 10 or more years.
- The Windham and East Hartford school districts were highly represented in the respondent sample with 16 and 11 respondents respectively.
Please indicate your level of agreement for each statement in the UConn Neag School of Education/School District partnership

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of the Neag School and my school are clearly defined</td>
<td>1 (1.33%)</td>
<td>4 (5.33%)</td>
<td>48 (64.00%)</td>
<td>21 (28.00%)</td>
</tr>
<tr>
<td>My school district is supportive of this partnership with Neag.</td>
<td>0 (0.00%)</td>
<td>2 (2.67%)</td>
<td>19 (25.33%)</td>
<td>54 (72.00%)</td>
</tr>
<tr>
<td>University faculty is dedicated to our partnership.</td>
<td>0 (0.00%)</td>
<td>6 (8.00%)</td>
<td>37 (49.33%)</td>
<td>32 (42.67%)</td>
</tr>
<tr>
<td>Neag student experiences are enriched by this partnership.</td>
<td>0 (0.00%)</td>
<td>1 (1.33%)</td>
<td>20 (26.67%)</td>
<td>54 (72.00%)</td>
</tr>
<tr>
<td>Students in the school district are enriched by this partnership.</td>
<td>0 (0.00%)</td>
<td>2 (2.67%)</td>
<td>27 (36.00%)</td>
<td>46 (61.33%)</td>
</tr>
<tr>
<td>School district teachers are enriched by the experiences that stem from this partnership</td>
<td>0 (0.00%)</td>
<td>4 (5.33%)</td>
<td>29 (38.67%)</td>
<td>42 (56.00%)</td>
</tr>
<tr>
<td>Two-way communication in this partnership is straightforward and manageable.</td>
<td>3 (4.00%)</td>
<td>7 (9.33%)</td>
<td>34 (45.33%)</td>
<td>31 (41.33%)</td>
</tr>
<tr>
<td>This partnership is characterized by mutual cooperation/responsibility.</td>
<td>1 (1.33%)</td>
<td>6 (8.00%)</td>
<td>36 (48.00%)</td>
<td>32 (42.67%)</td>
</tr>
</tbody>
</table>

Please indicate whether each of the goals has been realized

<table>
<thead>
<tr>
<th>The school district has incorporated the following in this partnership:</th>
<th>Not Realized</th>
<th>Realized</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The structures of a learning-centered community that supports integrated learning and development of partners through inquiry-based practice</td>
<td>6 (8.00%)</td>
<td>64 (85.33%)</td>
<td>5 (6.67%)</td>
</tr>
<tr>
<td>The structures of a learning-centered community that supports integrated learning and development of candidates through inquiry-based practice</td>
<td>4 (5.33%)</td>
<td>65 (86.67%)</td>
<td>6 (8.00%)</td>
</tr>
<tr>
<td>The structures of a learning-centered community that supports integrated learning and development of P-12 students through inquiry-based practice</td>
<td>2 (2.67%)</td>
<td>65 (86.67%)</td>
<td>8 (10.67%)</td>
</tr>
<tr>
<td>Professional standards for teaching, learning, and demonstrating professionalism</td>
<td>2 (2.67%)</td>
<td>70 (93.33%)</td>
<td>2 (2.67%)</td>
</tr>
<tr>
<td>Systematic movement from independent to interdependent practice of the Neag students in the Teacher Education program</td>
<td>2 (2.67%)</td>
<td>69 (92.00%)</td>
<td>4 (5.33%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Neag School of Education has provided the following:</th>
<th>Not Realized</th>
<th>Realized</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and demonstration of knowledge, skills, and dispositions of the Neag students in</td>
<td>0 (0.00%)</td>
<td>10 (13.33%)</td>
<td>7 (9.33%)</td>
</tr>
<tr>
<td><strong>Role Description</strong></td>
<td><strong>District level/Contact person</strong></td>
<td><strong>School level</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Administrative structure that facilitates this school-university partnership</td>
<td>13 (17.33%)</td>
<td>62 (82.67%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Clinical faculty who serve as liaisons between the school and the university</td>
<td>12 (16.00%)</td>
<td>61 (81.33%)</td>
<td>2 (2.67%)</td>
</tr>
<tr>
<td>Recruitment and support of university supervisors to work with cooperating teachers in an effort to help shape and evaluate the student teacher's fieldwork</td>
<td>7 (9.33%)</td>
<td>59 (78.67%)</td>
<td>8 (10.67%)</td>
</tr>
<tr>
<td>School district representation on the Schools as Clinics Committee</td>
<td>10 (13.33%)</td>
<td>31 (41.33%)</td>
<td>33 (44.00%)</td>
</tr>
<tr>
<td>Well-prepared students for fieldwork</td>
<td>5 (6.67%)</td>
<td>69 (92.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Space and funding for select professional development programs and events</td>
<td>11 (14.67%)</td>
<td>33 (44.00%)</td>
<td>29 (38.67%)</td>
</tr>
<tr>
<td>UConn faculty to work with partnership schools and districts</td>
<td>10 (13.33%)</td>
<td>54 (72.00%)</td>
<td>11 (14.67%)</td>
</tr>
<tr>
<td>Information about external funding sources and grant writing support</td>
<td>23 (30.67%)</td>
<td>20 (26.67%)</td>
<td>32 (42.67%)</td>
</tr>
<tr>
<td>Feedback to the school district with regard to the impact who have on students</td>
<td>20 (26.67%)</td>
<td>41 (54.67%)</td>
<td>13 (17.33%)</td>
</tr>
</tbody>
</table>

**Which of the following best describes your role?**

![Pie chart showing the distribution of roles: 95.95% at the school level, 4.05% at the district level.](chart.png)
The Neag students were from which component or program?

Are you knowledgeable about the Neag School's conceptual framework?

Are you knowledgeable about the Neag School's ideal dispositions for the Teacher Education Program?
Approximately how many Neag School's students have you supported through the years?

Number of years teaching or in the field (if applicable):

What district do you work in?

<table>
<thead>
<tr>
<th>School District</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hartford</td>
<td>11</td>
</tr>
<tr>
<td>Glastonbury</td>
<td>8</td>
</tr>
<tr>
<td>Hartford</td>
<td>4</td>
</tr>
<tr>
<td>Manchester</td>
<td>5</td>
</tr>
<tr>
<td>Mansfield</td>
<td>8</td>
</tr>
<tr>
<td>Plainville</td>
<td>1</td>
</tr>
<tr>
<td>Region 19</td>
<td>5</td>
</tr>
<tr>
<td>Region 8</td>
<td>1</td>
</tr>
<tr>
<td>Simsbury</td>
<td>1</td>
</tr>
<tr>
<td>Tolland</td>
<td>1</td>
</tr>
<tr>
<td>Waterford</td>
<td>1</td>
</tr>
<tr>
<td>Willington</td>
<td>8</td>
</tr>
<tr>
<td>Windham</td>
<td>16</td>
</tr>
<tr>
<td>Other: CT Historical Society</td>
<td>1</td>
</tr>
</tbody>
</table>
What is one idea you have for enhancing the UConn partnership with your school district?

There needs to be direct communication between the cooperating teacher and then UCONN teacher who comes to observe. It is difficult to coordinate schedules when the student teacher is the intermediary. Dates for midterm and final grades need to be told at the start of the semester so we can plan accordingly.

A sample of what responsibilities are handed to the student teacher and when.

Information about the program and structure of the preparation work of the UCONN students

Provide each student with multiple opportunities to learn from a variety of teachers in their field of study. (i.e. instead of sending an elementary school teacher to a high school, let them spend their Junior year in different elementary classrooms)

I was unable to answer this question because I did not quite understand the answers given. The Neag students were from which component or program? (Check all that apply.) IB/M Music TCPCG - Hartford TCPCG – Waterbury. All the students attended the campus in Storrs, CT. I could not figure out which one to check off.

Can the cooperating teachers have a copy of the syllabi for the classes that the student teachers have taken? It seems that they have gaps in their pedagogical base, and if we see what they have studied then we can do a better job of filling in the gaps. I also feel that the grading system is inflated. There is little area for improvement.

Not just send an email. A face to face presentation.

I often work with Juniors. Their placement/schedules need to be flexible so that they can spend quality time in the classroom, with students.

More intensive education involving reading and writing IEP’s, differentiating instruction for teachers in all areas.

More contact w/ UCONN faculty involved w/ the student teaching experience.

This was my first year with a student teacher. I thought the partnership went well. The only issue we had was that my student teacher would have liked a little some guidance on how to fill out the professional practices. We thought many over lapped and it was hard to see the difference between observed data and observer’s comments.

Communicate more effectively with student teachers and cooperating teachers. My student teacher had two observations; one for the midterm and one for the final. She would have had a much more beneficial student teaching experience if someone had taken a more hands on approach to her progress at the university level.

I work at a museum and I think it’s great to have non-school placements for students as well.

I would rearrange the student teaching time to allow NEAG students to enter the workforce in a more timely manner following their student teaching experience.

Have a UCONN staff member meet with all cooperating teachers at once and explain the program. You might get more involvement if you did that – some people don’t know what having an intern involves, what they can do, not do... the paperwork involved... so, hearing it might lead you to getting more cooperating teachers!

None

I have had a very positive first experience and as of now I have no input to share.

Streamline communication with ONE contact person.
Uconn faculty who are knowledgeable about the program and evaluation procedures.

The biggest pet peeve is that interns follow the UConn calendar and not the school district calendar. We miss them greatly when they are on vacation and the students they work with have breaks in their learning.

Have an independent project between the intern and the students that the intern organizes.

Keep letting us know early and in detail what our placement students need from us.

Have students experience a wide range of experiences as possible. This may include developing a relationship with teacher from another school and sharing class commonalities.

I would have liked info on NEAG's way of doing things, like lesson planning and writing objectives. It was different from my district and made it harder to help my student teacher.

More communication and involvement with UCONN/Neag faculty

I would like to meet with the internship adviser periodically to be clear that I'm providing the type of experience that the university is looking to implement.

I would like to see more university staff in the schools, providing PD and support etc.

making this pass/fail. The supervisors are very generous with the feedback which I feel makes the students feel that they don't necessary have to grow in their practice.

Allow for student teachers to be left alone in the classroom. Rumors abound that coop. teachers will be required to remain in the classroom 100% of the time. A student teacher cannot learn like this. They need this time to find themselves and their style.

I would like to see students placed within the appropriate grade levels for their concentration. A secondary ed major in an elementary placement (and vice-versa) makes no sense. Along with student teaching expectations, it would be helpful if we knew exactly which courses are required for each concentration area. AS a special education teacher, this would give me an idea of what the kids have been exposed to from a legal and a diagnostic standpoint - although at this point, I have a pretty good idea based on the number of students I have spoken with.

Students should be required to spend a full day at school rather than splitting up their hours.

There needs to be better communication among University staff with respect to student expectations. Written documents say one thing (also reinforced at meetings) and practice requires different things.Again, University personnel do NOT have the same understanding of what is actually written in the handbook.(expectations)

Time to meet with university supervisors to discuss how to make the program better for students. Also would like to see more internships that involve having the 5th year students continue to practice teach.

cooperating teachers should attend one of the seminar meeting with their student

More support in terms of ELL strategies.

More time for the teacher and student to plan together.

Your evaluation documents and booklet to cooperating teachers in science are a tangled and confusion. They need to be torn apart and rewritten.

Inform NEAG students of the state initiatives that are out. i.e. CALI
Continue to develop classroom management strategies especially in this new age of electronic devices... when acceptable... when not... and other peripheral issues related to this.

**UConn faculty observe the IB/M students in the classroom**

Better communication between professors and other personnel who directly work and teach the students from the Neag School in the form of face to face meetings, as opposed to email or regular mail because it seems that there is a disconnect between those at the school level and the Neag Schoolin regards to expectations, goals etc.

I would love to be able to have student teachers stay on as interns the following year, if they so choose. I understand the benefit of being exposed to diverse settings, but the intense nature of our internship requires quite a bit of training early in the school year. We would be able to serve kids sooner if less training was required. I also believe the continuity your students would have by continuing in our school may benefit them more than being exposed to multiple settings. I feel it would be a win-win!

Have interns meet cooperating teacher before placement Start before the end of Jan.(interns work 2 weeks and then it is vacation) When we come back there is lots of CMT prep

**Periodic meetings re: goals / experiences**

Communication and assessment. This semester, at NO TIME was my assessment of my student teacher requested. Thankfully, he and his two fellows in our music department did an excellent job. However, UConn’s assessment, documentation and follow-up were abysmal. Had these three young men struggled, there would have been no safety net for them. Had they been woeful in the classroom, there would have been no visible mechanism to address their issues.

**Talking more with a supervisor from NEAG. Having the students come for more than one day.**

**Which aspect of the partnership works very well and should not be changed?**

- The quality of student that UCONN produces!
- The University Supervisor role and responsibilities.
- While my experience is limited, everything has room for growth.
- Having students spend their entire senior year in the same placement.
- In Spanish we had a very good supervisor who was supportive and came often.
- I have had wonderful experiences with my students from UConn.
- both junior interns and senior student teachers.
- Student Preparation
- We enjoyed the time that we spent reflecting with each other and sharing ideas with each other.
- Students observing classrooms that are out of their placement or concentration
- length of placement
- The amount of time and intensive nature of the partnership is great!
Ensuring high quality candidates.

Flexibility—that they can make up their hours on other days of the week due to CMT's, assemblies and snow days, etc

I like the NEAG students "observing" in their cooperating teachers' classrooms during the first semester of school.

The whole process went very smoothly especially it being my first time. Thank you for your hard work.

Students come well prepared and ready to be a part for the faculty when they are interns. While they are a bit shy to begin the year, they quickly find their voice and offer excellent input.

the one day per week schedule

Having the student teacher in the classroom in both the fall and spring. This helps to transition smoothly in spring.

Well-prepared and professionally minded students.

The quality of the students has been excellent. They are intelligent, committed, flexible, hard worker, and team players. We have been very pleased with their abilities.

The continuity of the Clinic/ Student Teaching senior year experience

Placement of students - students' motivation to be willing to take on independent projects.

dedication of the students and their preparation for the internship

The quality of the preparation of students is excellent.

the timeline and expectations

Supervisory visits.

I think that the fact that the NEAG Program provides as many opportunities as is does is a definite plus. In my 26 years of teaching, I have worked with many new teachers who needed more exposure to practical classroom/school setting - NOT more theoretical course work!

Having students spend time in the classroom and allowing them to teach.

The clinical evaluator who worked with me and my student teacher was awesome.

The students I have worked with are wonderful and the time that they spend in our schools is enriching for the kids we work with. Please don't shorten the time they work in the schools.

Uconn students come well prepared both academically and professionally

Having people student teach in the same school where they did their fall clinic placement.

My experience with Neag has been a joy. The students have come with knowledge and the motivation to strive for excellence.

The seminar

Working with the NEAG support personnel (observers)

Fall internships are valuable in preparing students for teaching in the spring

The amount of time students need to spend in the classroom-the more time in here, the more experience they obtain!

The best change in the last several years was allowing seniors to stay (if everything is going well) for an entire year with one cooperating teacher and having supervisors that are retired classroom teachers with a wealth of experience and background in the classroom.

Our literacy interns have been coming to us more and more knowledgeable in the area of reading instruction. Please keep doing whatever you've been doing to get your students prepared to teach reading!
Supervising teacher along with college liaison both communicate with student and cooperating teacher

Students’ willingness to dive in and get involved with kids / teaching.

Frankly, I want to see strong, focused improvement in your evaluation and follow-up with your student teachers, or I will not be taking anymore students from UConn.

The more active a student is willing to get the more that they will get out of it. Almost require them to teach or assist rather than just watch.