

Mentor Report





Last Modified: 06/03/2015

1. I feel comfortable sharing my thoughts during monthly mentor meetings and PDS retreats.

#	Answer	Bar	Response	%
1	Strongly agree		11	48%
2	Agree		11	48%
3	Neither Agree nor Disagree		1	4%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.57
Variance	0.35
Standard Deviation	0.59
Total Responses	23

2. Monthly mentor meetings are a valuable way to discuss issues regarding the PDS. (Note the order of choices is not the same as the previous item)

#	Answer	Bar	Response	%
1	Strongly disagree		1	4%
2	Disagree		0	0%
3	Neither Agree nor Disagree		3	13%
4	Agree		12	52%
5	Strongly Agree		7	30%
	Total		23	

Statistic	Value
Min Value	1
Max Value	5
Mean	4.04
Variance	0.86
Standard Deviation	0.93
Total Responses	23

3. My relationship with my PDA this year was

#	Answer	Bar	Response	%
1	Excellent for the most part		16	70%
2	Good for the most part		6	26%
3	Sometimes good and sometimes not so good		1	4%
4	Uncomfortable for the most part		0	0%
5	Very uncomfortable for the most part		0	0%
	Total		23	





Statistic	Value
Min Value	1
Max Value	3
Mean	1.35
Variance	0.33
Standard Deviation	0.57
Total Responses	23

4. My relationship with my intern this year was

#	Answer	Bar	Response	%
1	Excellent for the most part		15	65%
2	Good for the most part		4	17%
3	Sometimes good and sometimes not so good		3	13%
4	Uncomfortable for the most part		1	4%
5	Very uncomfortable for the most part		0	0%
Total			23	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.57
Variance	0.80
Standard Deviation	0.90
Total Responses	23

5. My children benefited from having an intern in the classroom.

#	Answer	Bar	Response	%
1	Strongly disagree		1	4%
2	Disagree		0	0%
3	Neither Agree nor Disagree		3	13%
4	Agree		4	17%
5	Strongly Agree		15	65%
	Total		23	





Statistic	Value
Min Value	1
Max Value	5
Mean	4.39
Variance	1.07
Standard Deviation	1.03
Total Responses	23

6. I believe communication was enhanced by having an intern in my classroom.

#	Answer	Bar	Response	%
1	Strongly agree		7	30%
2	Agree		5	22%
3	Neither Agree nor Disagree		8	35%
4	Disagree		1	4%
5	Strongly Disagree		2	9%
	Total		23	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.39
Variance	1.52
Standard Deviation	1.23
Total Responses	23

7. I believe instruction was enhanced by having an intern in my classroom.

#	Answer	Bar	Response	%
1	Strongly disagree		2	9%
2	Disagree		0	0%
3	Neither Agree nor Disagree		3	13%
4	Agree		6	26%
5	Strongly Agree		12	52%
	Total		23	





Statistic	Value
Min Value	1
Max Value	5
Mean	4.13
Variance	1.48
Standard Deviation	1.22
Total Responses	23

8. My children received more individual attention this year as a result of having an intern in the classroom.

#	Answer	Bar	Response	%
1	Strongly agree		19	83%
2	Agree		2	9%
3	Neither Agree nor Disagree		2	9%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		23	





Statistic	Value
Min Value	1
Max Value	3
Mean	1.26
Variance	0.38
Standard Deviation	0.62
Total Responses	23

9. I had more time to get to know my children this year as a result of having an intern in the classroom.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		1	4%
3	Neither Agree nor Disagree		5	22%
4	Agree		7	30%
5	Strongly Agree		10	43%
	Total		23	





Statistic	Value
Min Value	2
Max Value	5
Mean	4.13
Variance	0.85
Standard Deviation	0.92
Total Responses	23

10. I tried things in my classroom this year that I would not have tried alone.

#	Answer	Bar	Response	%
1	Strongly agree		6	26%
2	Agree		11	48%
3	Neither Agree nor Disagree		2	9%
4	Disagree		4	17%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.17
Variance	1.06
Standard Deviation	1.03
Total Responses	23

11. I grew professionally this year as a result of having an intern in my classroom.

#	Answer	Bar	Response	%
1	Strongly disagree		1	4%
2	Disagree		1	4%
3	Neither Agree nor Disagree		0	0%
4	Agree		12	52%
5	Strongly Agree		9	39%
	Total		23	



Statistic	Value
Min Value	1
Max Value	5
Mean	4.17
Variance	0.97
Standard Deviation	0.98
Total Responses	23

12. When I think of how much solo teaching my intern and I each did this year and compare it to the amount of co-teaching we did, I would say that we did

#	Answer	Bar	Response	%
1	much more co-teaching		7	30%
2	a bit more co-teaching		4	17%
3	about the same amount of co-teaching and solo teaching		5	22%
4	a bit more solo teaching		5	22%
5	much more solo teaching		2	9%
	Total		23	





Statistic	Value
Min Value	1
Max Value	5
Mean	2.61
Variance	1.89
Standard Deviation	1.37
Total Responses	23

13. My involvement in inquiry this year was

#	Answer	Bar	Response	%
1	I supported my intern's inquiry		21	95%
2	My intern and I did an inquiry together		0	0%
3	I did my own inquiry		1	5%
	Total		22	





Statistic	Value
Min Value	1
Max Value	3
Mean	1.09
Variance	0.18
Standard Deviation	0.43
Total Responses	22

14. The inquiry project that was conducted in my classroom this year had a positive impact on the students.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		1	4%
3	Neither Agree nor Disagree		5	22%
4	Agree		10	43%
5	Strongly Agree		7	30%
	Total		23	

Statistic	Value
Min Value	2
Max Value	5
Mean	4.00
Variance	0.73
Standard Deviation	0.85
Total Responses	23

15. The inquiry project that was conducted in my classroom this year had a positive impact on the curriculum.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		4	17%
3	Neither Agree nor Disagree		9	39%
4	Agree		6	26%
5	Strongly Agree		4	17%
	Total		23	





Statistic	Value
Min Value	2
Max Value	5
Mean	3.43
Variance	0.98
Standard Deviation	0.99
Total Responses	23

16. The inquiry project that was conducted in my classroom this year had a positive impact on my intern's development as a teacher.

#	Answer	Bar	Response	%
1	Strongly agree		10	43%
2	Agree		9	39%
3	Neither Agree nor Disagree		4	17%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.74
Variance	0.57
Standard Deviation	0.75
Total Responses	23

17. I believe that teacher inquiry contributed to my continuing professional growth this year.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		1	4%
3	Neither Agree nor Disagree		6	26%
4	Agree		11	48%
5	Strongly Agree		5	22%
	Total		23	



Statistic	Value
Min Value	2
Max Value	5
Mean	3.87
Variance	0.66
Standard Deviation	0.81
Total Responses	23

18. I believe that inquiry is an important component of interns' growth and development as teachers.

#	Answer	Bar	Response	%
1	Strongly agree		12	52%
2	Agree		9	39%
3	Neither Agree nor Disagree		1	4%
4	Disagree		1	4%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.61
Variance	0.61
Standard Deviation	0.78
Total Responses	23

19. I attended the inquiry conference this year.

#	Answer	Bar	Response	%
1	Yes I did		21	91%
2	No, I did not		2	9%
	Total		23	




Statistic	Value
Min Value	1
Max Value	2
Mean	1.09
Variance	0.08
Standard Deviation	0.29
Total Responses	23

20. As part of our PDS efforts, classroom teachers have taken on new roles and responsibilities in teacher education.

#	Answer	Bar	Response	%
1	Strongly disagree		1	5%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	5%
4	Agree		14	67%
5	Strongly Agree		5	24%
	Total		21	





Statistic	Value
Min Value	1
Max Value	5
Mean	4.05
Variance	0.75
Standard Deviation	0.86
Total Responses	21

21. As part of our PDS efforts, classroom teachers have taken on research opportunities in partnership with university faculty.

#	Answer	Bar	Response	%
1	Strongly agree		2	13%
2	Agree		10	63%
3	Neither Agree nor Disagree		4	25%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		16	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.13
Variance	0.38
Standard Deviation	0.62
Total Responses	16

22. My school's teachers are active in teaching, planning, and/or participating in PDS methods courses.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		8	35%
3	Neither Agree nor Disagree		3	13%
4	Agree		8	35%
5	Strongly Agree		0	0%
6	I don't know		4	17%
	Total		23	





Statistic	Value
Min Value	2
Max Value	6
Mean	3.52
Variance	2.08
Standard Deviation	1.44
Total Responses	23

23. University professors and doctoral students are taking on more responsibility in teaching public school classes.

#	Answer	Bar	Response	%
1	Strongly agree		0	0%
2	Agree		4	33%
3	Neither Agree nor Disagree		5	42%
4	Disagree		3	25%
5	Strongly Disagree		0	0%
	Total		12	

Statistic	Value
Min Value	2
Max Value	4
Mean	2.92
Variance	0.63
Standard Deviation	0.79
Total Responses	12

24. My school's teachers and university professors work together to plan and conduct school inservice and staff development programs.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		5	22%
3	Neither Agree nor Disagree		6	26%
4	Agree		11	48%
5	Strongly Agree		1	4%
	Total		23	




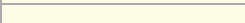
Statistic	Value
Min Value	2
Max Value	5
Mean	3.35
Variance	0.78
Standard Deviation	0.88
Total Responses	23

25. In my school, intern experiences are more powerful and useful than the traditional student teaching experiences.

#	Answer	Bar	Response	%
1	Strongly agree		17	74%
2	Agree		4	17%
3	Neither Agree nor Disagree		2	9%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		23	




Statistic	Value
Min Value	1
Max Value	3
Mean	1.35
Variance	0.42
Standard Deviation	0.65
Total Responses	23

26. My school's teachers have more responsibility in mentoring prospective teachers than teachers in traditional student teaching.

#	Answer	Bar	Response	%
1	Strongly disagree		2	9%
2	Disagree		1	4%
3	Neither Agree nor Disagree		0	0%
4	Agree		5	22%
5	Strongly Agree		15	65%
	Total		23	

Statistic	Value
Min Value	1
Max Value	5
Mean	4.30
Variance	1.58
Standard Deviation	1.26
Total Responses	23

27. In my school, teachers receive sufficient support in learning how to mentor interns.

#	Answer	Bar	Response	%
1	Strongly agree		2	9%
2	Agree		17	74%
3	Neither Agree nor Disagree		4	17%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.09
Variance	0.26
Standard Deviation	0.51
Total Responses	23

28. My school's teachers have sufficient resources and time for their mentoring responsibilities.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		7	30%
4	Agree		15	65%
5	Strongly Agree		1	4%
	Total		23	

Statistic	Value
Min Value	3
Max Value	5
Mean	3.74
Variance	0.29
Standard Deviation	0.54
Total Responses	23

29. As a result of PDS, I have changed the way I teach math.

#	Answer	Bar	Response	%
1	Strongly agree		2	9%
2	Agree		7	30%
3	Neither Agree nor Disagree		6	26%
4	Disagree		8	35%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.87
Variance	1.03
Standard Deviation	1.01
Total Responses	23

30. As a result of PDS, I have changed my classroom management practices.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		11	48%
3	Neither Agree nor Disagree		8	35%
4	Agree		3	13%
5	Strongly Agree		1	4%
	Total		23	





Statistic	Value
Min Value	2
Max Value	5
Mean	2.74
Variance	0.75
Standard Deviation	0.86
Total Responses	23

31. As a result of PDS, I have changed the way I teach literacy/language arts.

#	Answer	Bar	Response	%
1	Strongly agree		1	4%
2	Agree		4	17%
3	Neither Agree nor Disagree		8	35%
4	Disagree		10	43%
5	Strongly Disagree		0	0%
	Total		23	




Statistic	Value
Min Value	1
Max Value	4
Mean	3.17
Variance	0.79
Standard Deviation	0.89
Total Responses	23

32. As a result of PDS, I have changed the way I teach science.

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		3	13%
3	Neither Agree nor Disagree		6	26%
4	Agree		8	35%
5	Strongly Agree		6	26%
	Total		23	

Statistic	Value
Min Value	2
Max Value	5
Mean	3.74
Variance	1.02
Standard Deviation	1.01
Total Responses	23

33. As a result of PDS, I have changed the way I teach social studies.

#	Answer	Bar	Response	%
1	Strongly agree		2	9%
2	Agree		0	0%
3	Neither Agree nor Disagree		12	52%
4	Disagree		9	39%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.22
Variance	0.72
Standard Deviation	0.85
Total Responses	23

34. To what extent did your intern incorporate technology to enhance student learning this year?

#	Answer	Bar	Response	%
1	To a great extent		4	17%
2	To some extent		17	74%
3	To a very little extent		2	9%
4	Not at all		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.91
Variance	0.26
Standard Deviation	0.51
Total Responses	23

35. To what extent did you incorporate technology to enhance student learning this year?

#	Answer	Bar	Response	%
1	To a great extent		6	26%
2	To some extent		17	74%
3	To a very little extent		0	0%
4	Not at all		0	0%
	Total		23	





Statistic	Value
Min Value	1
Max Value	2
Mean	1.74
Variance	0.20
Standard Deviation	0.45
Total Responses	23

36. I had problems with the way my intern used personal technology (computer, phone iPad, etc.) during the school day this year.

#	Answer	Bar	Response	%
1	Strongly disagree		12	52%
2	Disagree		6	26%
3	Neither Agree nor Disagree		1	4%
4	Agree		4	17%
5	Strongly Agree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.87
Variance	1.30
Standard Deviation	1.14
Total Responses	23

37. I used video analysis as a tool to help my intern this year.

#	Answer	Bar	Response	%
1	Strongly agree		0	0%
2	Agree		4	17%
3	Neither Agree nor Disagree		3	13%
4	Disagree		13	57%
5	Strongly Disagree		3	13%
	Total		23	





Statistic	Value
Min Value	2
Max Value	5
Mean	3.65
Variance	0.87
Standard Deviation	0.93
Total Responses	23

38. I used Taskstream as a tool to help my intern this year.

#	Answer	Bar	Response	%
1	Strongly disagree		1	4%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	9%
4	Agree		15	65%
5	Strongly Agree		5	22%
	Total		23	

Statistic	Value
Min Value	1
Max Value	5
Mean	4.00
Variance	0.73
Standard Deviation	0.85
Total Responses	23

39. I feel that I have a say in decisions that are made about the PDS

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		2	9%
3	Neither Agree nor Disagree		5	22%
4	Agree		13	57%
5	Strongly Agree		3	13%
	Total		23	








Statistic	Value
Min Value	2
Max Value	5
Mean	3.74
Variance	0.66
Standard Deviation	0.81
Total Responses	23

40. I believe in the goals of our PDS, 1. Enhancing the education of all children; 2. Ensuring high quality induction into the profession for new teachers; 3. Engaging veteran teachers and teacher educators in ongoing professional development; and 4. Educating the next generation of teacher educators.

#	Answer	Bar	Response	%
1	Strongly agree		14	61%
2	Agree		9	39%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		23	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.39
Variance	0.25
Standard Deviation	0.50
Total Responses	23

41. What PDS activities did you participate in this year? (Please check all that apply).

#	Answer	Bar	Response	%
3	attended the Mentor-intern workshop in August		19	83%
4	Attended the fall culmination in December		15	65%
5	Participated in a PDS graduate course or study group		5	22%
6	Attended the spring mentor retreat		16	70%
7	Interviewed prospective interns for next year		12	52%
8	Conducted a workshop for interns or presented in some way at one of the methods courses		6	26%
10	other		2	9%

Statistic	Value
Min Value	3
Max Value	10
Total Responses	23

42. What were the best aspects of the PDS this year?

Text Response
The learning from one another for the entire year!
How i grew as a person.
Always great to work with the PDAs and interns. Always a professional development situation for me!
I learn a lot from the interns in our building. It's so nice to have fresh ideas and perspectives from young, positive prospective teachers.
Inquiry Conference Mentor Retreats Mentor/intern workshop in August
My growth as a mentor because my intern and I had to work through differences... not all in a bad way we just have different learning and communication styles.
sincerety and enthusiasm of each person
I hope that I instilled a love of teaching in my intern despite the fact that she saw how much energy needs to go into our profession.
The enhancement in student learning that came as a result of having an intern in my room
I think the PDS program is wonderfully structured and I love the way it allows each intern to grow at his/her own rate of development. I love the connectedness between coursework and classroom in the fall, and I love the inquiry in the spring. I couldn't have asked for a better PDA this year. He was simply the best!!
Communication- I feel that the interns were communicated with clearly and expectations of assignments more this year and at least my intern always knew what was due and when which sometimes in the past wasn't always as clear (could have also been the intern in the past)
Having her there almost every day, having an amazing and supportive PDA
The collaboration that goes on between the university and district to enhance the learning of the students. I also benefit from many new things the interns bring in the classroom- like whole brain teaching and inquiry based science practices.
Continued application of ed. theories and methods in the classroom.
I had the opportunity to work with an intern for my first time -- so that was the best part!
having time to work with students one-on-one or in small groups
inquiry, science lessons
My intern. AMAZING
The collaborative efforts between mentors, PDA's, and interns.
Extra teaching personnel in the classroom is super.
Working and teaching with my intern and watching her grow as a teacher.
The support that I had from my PDA.

Statistic	Value
Total Responses	22

43. What were the most negative aspects of the PDS this year?

Text Response
Inconsistency amongst PDAs and support provided to interns in a small school setting.
It's difficult to engage and build a relationship with interns that lacks social skills. Part of the program is learning teacher practices, teaching theories etc; but interns are often shielded from being pushed in ways that move them to be more engaging and accept responsibility.
None
There never seems to be enough time in teaching. While we planned together and talked often it still seems as though the interns are out of the classroom a great deal and there just isn't enough time. But that is not the fault of the PDS. It's just the nature of teaching. There is always more to do and more to talk about and learn about.
NA
My PDA was not as involved as I would have liked them to be (partially because they were only part-time) and I think that my intern need some extra support occasionally. more and more time that interns are out of the classroom.....district trainings, etc
None
None
My intern was not as personally engaged/connected with the students or the classroom as I would have liked. She didn't bring a lot of new ideas to the classroom, so I feel like I didn't grow and learn as much as I have from interns in the past. She also missed 9 or 10 days for interviews, which I thought was too many days to miss. Along with the day off for graduation (well deserved and appropriate) and two personal days, my intern was out more than half the month of May. Her "weakest" area was being personally connected with the children, so missing so much school did not help with being connected.
Time- always an issue and I'm not sure it can be solved, but having time after school to talk with our interns about planning
Not a lot of mentor meeting interaction
none
No negative aspects.
I was sharing the intern with another teacher which made planning and scheduling even more extensive.
being lied to by my intern, confronting incomplete work done by my intern, handing my students over to boring uninspired lessons done by my intern....
none
At times if felt that our PDA was more focused on personal work than enhancing the experience of our interns. It seemed that during our evaluations she did not listen to what the intern had to share or say, but rather spend time talking about her own experiences.
Nothing :)
Amount of classwork becomes overwhelming at times!
Nothing was negative.

Statistic	Value
Total Responses	21

44. What can we do to improve the PDS for the future?

Text Response

Really work to help those in smaller schools- both mentors and interns get a similar experience.

Scrutinize the applicants more rigorously during the interview process. The mindset needs to be: Yes this person can do it. Not; I think this person can do it. There's a big difference between the two.

A lot of improvements have been made along the way in the PDS. Keep up the good work!

The PDA's should have similar expectations for the interns. It shouldn't matter what PDA is assigned to an intern. In our building this year the expectations seemed different depending on the PDA, which in turn was frustrating for the interns. And also confusing.

Continue open communication with all involved, continue asking for feedback and showing us that you are listening (not necessarily changing things if we say them but I do believe that we have voices that are heard).

perhaps a bit more consistency between PDA's

???

I think it's great "as is."

I think that helping mentors understand the ideas of co-teacher more would be beneficial. I think that if you were an intern you understand, but not all do.

Important to emphasize importance no cell phone/computer use (unrelated to task at hand) by interns during meetings.

I can't think of anything!

Nothing. It's a great program!

none

Be conscious of the amount of work that the interns have. Some of the assignments this year took a lot of time and fell during an already busy time. Consider the ultimate benefit/learning experience when giving assignments and be careful to examine their workload at that time.

Continue to include mentors in decisions for the PDS.

Ensure that their classwork corresponds to their classroom.

I would like to see literacy courses taught during the internship year.

Statistic	Value
Total Responses	17

Intern Report




Last Modified: 06/01/2015

1. Generally, I benefited from participating in the yearlong PDS internship

#	Answer	Bar	Response	%
1	Strongly agree		44	90%
2	Agree		4	8%
3	Neither Agree nor Disagree		1	2%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		49	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.12
Variance	0.15
Standard Deviation	0.39
Total Responses	49

2. I think the PDS experience helped me become the kind of teacher I want to be. (Note the responses are not always in the same order)

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	2%
4	Agree		11	22%
5	Strongly Agree		37	76%
	Total		49	

Statistic	Value
Min Value	3
Max Value	5
Mean	4.73
Variance	0.24
Standard Deviation	0.49
Total Responses	49

3. I feel confident in my abilities to begin my career in teaching.

#	Answer	Bar	Response	%
1	Strongly agree		30	61%
2	Agree		18	37%
3	Neither Agree nor Disagree		1	2%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		49	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.41
Variance	0.29
Standard Deviation	0.54
Total Responses	49

4. I would encourage others to enroll in this program.

#	Answer	Bar	Response	%
1	Strongly disagree		2	4%
2	Disagree		0	0%
3	Neither Agree nor Disagree		4	8%
4	Agree		6	12%
5	Strongly Agree		37	76%
	Total		49	




Statistic	Value
Min Value	1
Max Value	5
Mean	4.55
Variance	0.92
Standard Deviation	0.96
Total Responses	49

5. This program encouraged me to work with and learn from my peers.

#	Answer	Bar	Response	%
1	Strongly agree		39	80%
2	Agree		10	20%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		49	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.20
Variance	0.17
Standard Deviation	0.41
Total Responses	49

6. Through the PDS internship, I learned to open my teaching to question and reflection.

#	Answer	Bar	Response	%
1	Strongly disagree		2	4%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		12	24%
5	Strongly Agree		35	71%
	Total		49	




Statistic	Value
Min Value	1
Max Value	5
Mean	4.59
Variance	0.75
Standard Deviation	0.86
Total Responses	49

7. Through this program, I developed an understanding of the goals of a professional development school and its relationship to teacher preparation.

#	Answer	Bar	Response	%
1	Strongly agree		37	76%
2	Agree		10	20%
3	Neither Agree nor Disagree		2	4%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		49	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.29
Variance	0.29
Standard Deviation	0.54
Total Responses	49

8. Through the PDS internship, I learned to inquire into my own practice as a teacher.

#	Answer	Bar	Response	%
1	Strongly disagree		2	4%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		10	20%
5	Strongly Agree		37	76%
	Total		49	





Statistic	Value
Min Value	1
Max Value	5
Mean	4.63
Variance	0.74
Standard Deviation	0.86
Total Responses	49

9. Through the PDS internship, I developed skills to be a teacher leader.

#	Answer	Bar	Response	%
1	Strongly agree		33	67%
2	Agree		14	29%
3	Neither Agree nor Disagree		2	4%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		49	






Statistic	Value
Min Value	1
Max Value	3
Mean	1.37
Variance	0.32
Standard Deviation	0.57
Total Responses	49

10. I regularly integrated technology into my teaching to support my students' learning

#	Answer	Bar	Response	%
1	Strongly disagree		0	0%
2	Disagree		2	4%
3	Neither Agree nor Disagree		12	24%
4	Agree		24	49%
5	Strongly Agree		11	22%
	Total		49	

Statistic	Value
Min Value	2
Max Value	5
Mean	3.90
Variance	0.64
Standard Deviation	0.80
Total Responses	49

11. Having a subscription to Task Stream was a good idea

#	Answer	Bar	Response	%
1	Strongly agree		10	20%
2	Agree		20	41%
3	Neither Agree nor Disagree		14	29%
4	Disagree		3	6%
5	Strongly Disagree		2	4%
	Total		49	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.33
Variance	1.02
Standard Deviation	1.01
Total Responses	49

12. I benefited from using video to analyze my teaching this year.

#	Answer	Bar	Response	%
1	Strongly agree		10	20%
2	Agree		25	51%
3	Neither Agree nor Disagree		10	20%
4	Disagree		4	8%
5	Strongly Disagree		0	0%
	Total		49	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.16
Variance	0.72
Standard Deviation	0.85
Total Responses	49

13. The best parts of the internship year were...

Text Response
What I enjoyed most about the internship was the professional and personal relationship I formed with my mentor.
Making close relationships with my mentors and peers.
Getting the opportunity to collaborate with MANY professionals in the field of education, learning about and conducting a teacher inquiry, working with my mentor, having my DI block while simultaneously in the classroom
I really enjoyed being in my classroom for an entire year. I got to know my mentor and my students and see an entire school year which has been greatly educational. I really enjoyed inquiry, it allowed me to research and help out my students. The classes were helpful and I feel very prepared for my own classroom. I also feel a lot more prepared when talking to friends who chose to do regular student teaching.
Having the chance to participate in all that goes into teaching. The Professional development meetings, parent teaching conferences, etc. Also, having the chance to learn and collaborate with my peers.
The best part was being able to get to know my students on a deeper level so that when I was teaching I was better able to meet their needs. I also really enjoyed being slowly introduced to tasks in the classroom so I never felt overwhelmed or unprepared. I also found it helpful to have an entire year to grow so that I left feeling fully prepared.
being able to get to know my students at the beginning of the year so that I could see their growth and changes over the course of an entire year.
The strong triad of intern, mentor, and PDA. Having methods classes integrated into the program seamlessly. How much SCASD welcomed in with open arms. We were treated as teachers at our schools.
The amount that I learned. I feel confident in the fact that I will be an excellent teacher one day. I'm so happy I was able to spend every day with my kids for the entire school year.
Seeing how the classroom was set up in addition to setting expectations for students Gradually being eased into the teaching process Having the chance to visit and teach in a partner classroom The wealth of knowledge and resources available to us
Collaborating with peers. I wish seminar had more time to collaborate over lessons. Almost like a study hall for lesson prep and sharing.
The best parts of the internship year were the time of reflection with my PDA discussing previous lessons. The community with the other PDS interns.
Having 'a ha' moments about my teaching, being supported by my PDA and mentor, truly getting to build relationships with my students and enjoy all the moments in my classroom.
Creating relationships with other PDS Interns and learning about inquiry.
I loved having the experience of working with a mentor teacher and supervisor for an entire year. I thought jumpstart was a great time to begin building strong relationships with one another. All of the methods assignments were great and connected with what was going on in my classroom. Inquiry seemed overwhelming at first, but I learned so much I would not trade it for the world.
The strong PDS community, creating lifelong friendships with people that we can use as future resources, having mentors and PDAs that we can always go to for support and help when you are confused or happy about. Having a PDS family that will continue with me throughout the rest of my life.
getting to spend the whole year with my students. It was amazing to watch them grow through this whole year. I think I also got to build amazing relationships with everyone I worked with this year.
Getting to work with so many teachers and learning so much from all of them. PDAs, mentors, and other people in the schools were so helpful and supportive with everything I did.
My mentor and PDA who were always there to help and support me in any ways I needed.
The relationships and guidance I have made and received are what will benefit me throughout my entire teaching career. I have been surrounded by so many different teacher leaders who have showed me endless teaching strategies. The other best part of this internship was getting to spend an entire school year with my students. The thought of leaving them in the summer really makes me sad as I have seen the great amounts of growth they made. I would not change a single thing about this program. Thank you to all of you who have been the foundation to this great teacher leader development program.
I valued the opportunity to student teach from the first day until the last day. After experiencing it, my confidence in setting up my classroom community is much better. Additionally, attending all of the inservice days and professional development days have taught me the importance of continuing to seek out professional development. The strong relationships between the mentors, PDA, and other interns in the building were another favorite part. Their feedback, support, and ideas were invaluable. I really enjoyed the CIG groups! Also the fact that all of the assignments we were required to do were relevant and helpful.
The consistent support that we received. This year provided such a community that enabled us to be built up as the year progressed. Our own teachers/professors were entirely sincere and intentional in the way that they led us, and I am very grateful for that.
The relationships with PDAs, mentors, students, families, and other staff. Knowing that you are not alone and you have a large community that has resources to offer. Support from our PDS community in everything we do
Being in one classroom and getting the opportunity to develop strong relationships with students.
Having time to talk and work with other interns, mentors, PDAs, and Penn State faculty. I honestly enjoyed everything about PDS. The layout of classes, amount of time in my classroom, collaborating with others, learning inquiry, etc. It's all been an amazing experience.
developing a relationship with my mentor and learning just how affective teaching can be.
The community of PDS is amazing. I think that the best part of this year was just having a supportive community and being able to ask for help or suggestions at any time. I also thought that the Inquiry Conference was when I truly was able to see how much of a professional I have become this year (which was really cool).
Spending a whole year in my classroom getting to know my students. I was someone that needed a full year to grow as a teacher and this program allowed me to do so.
- Collaborating and learning from my amazing mentor teacher - Learning about curriculum - Learning about the commitment it takes to be a teacher - Professional development trainings - Learning how to plan and assess - The support from my wonderful PDA - MOST OF ALL: Building a relationship with my students, mentor teacher, and PDS community that I will never forget
Getting the chance to work with children every day, from the beginning of the school year to the end of the school year. Getting to collaborate with other teachers across the district. The resources available.
I enjoyed how collaborative this experience was with not only my mentors, but other teachers and specialists too. It was also great to experience an entire year of student teaching. It made me feel more integrated into the classroom and I enjoyed seeing my kids grow over this year.
The inspiration to collaborate with our peers, mentor teachers, division, PDAs, etc. that was supported by the PDS community. I didn't expect this collaboration to happen this naturally. Also, the relationship I built with my classroom has been wonderful. I care so much about my students, my mentor, and my para teacher and I know that that care goes both ways.
The best part of being in this internship was the ability to be an integral part of my school and my classroom. Instead of being a student teacher, I was a teacher. Working with my students all year was so important to me.
The best parts of this internship were growing as a teacher, watching my students grow throughout the school year, and forming professional relationships with colleagues

and other PDS interns.

Working with my students from day 1, and creating lasting relationships with them.

I loved my class and my mentor teacher. The students made my internship worthwhile.

Collaborating with my unit/building Spending an entire year with my students and learning from and with them Forming relationships with my mentor teacher and PDA Learning about reflection Inquiry Project

There were so many good things that happened this year it is hard to pinpoint just one thing. Some of my favorite things included: -Intern collaboration -Community building with students and other interns -Having the chance to see the entire school year not just a period of a few months -Being in the same classroom for the entire year -Having methods during the time we were in the classroom -Every single person I have interacted with during the PDS program. Every single person has taught me more then I could have ever hoped to learn.

collaborating with my mentor teacher, PDA and other colleagues, celebrating all of the hard work we've done through weekly seminars and at the inquiry conference, and finally being able to teach for a full year and experience what my awaits me in the future!

Through PDS and the use of reflection and analysis, I felt like I was a fly on the wall of my classroom watching myself grow. As I participated in my final evaluation, I, for the first time, I saw my growth. The best part of my internship was being able to see this growth and know that when I fell (many, many times) I had so much support to pick me up and make sure my students were supported as I worked to improve.

Being in the classroom all year was a powerful experience. I was able to see how the structure of the classroom is created and how the year is ended.

My mentor and PDA were the best part of my internship. I feel as though I had an immense amount of support. I know that a lot of other student teachers from Penn State don't receive the same amount of effort and care from the supervisors. I feel as though I was a part of a community who genuinely loved teaching and learning. I learned so much this year and feel fully prepared to go into my classroom.

Collaborating with my mentor as well as other teachers in the school Working with children since day one through the end of the year

Being in the classroom from start to finish really helped me get to know students and form relationships with them. Attending trainings with my mentor helped me see how much planning and preparation goes into teaching. The weekly reflective journal gave me an excellent opportunity to look back and improve upon my practice. Time to discuss with other interns. This gave me a chance to see what my peers were teaching and what problems/curiosities they had. Then, we could work with each other to find potential solutions or practices to try in our own classrooms. The Where I'm From poem. This might seem small, but it was something that really impacted and motivated me. I think being able to hear more people's and share mine more would have been even more motivating and interesting.

The opportunities to collaborate with peers, mentors and other professionals in the district

Getting to know my mentor. It is so weird how alike my mentor and I are, but I love having someone I feel comfortable sharing personal and teaching ideas with. Getting to with my class the entire year. I could never imagine only getting to be with my students full time for one semester.

Spending the year with my mentor teacher--learning from her expertise as well as learning along beside her Developing relationships with all the other interns in my building and division (co-teaching and co-planning with other interns) Getting to know my students throughout the whole year Working as a part of a team in my building with the RTI teacher, special teachers, other teachers across grades

By far, the best part of the internship year was the opportunity it gave me to spend an entire school year with my second grade students. My students know me as one of their teachers, almost on an equal level with my mentor in their minds. I was not just someone who waltzed into their classroom in the middle of the year. I knew them, taught them, and cared about them from day one. Even on the worst, most stressful days, my students helped me get through the day. Without their smiles, laughs, and funny comments, I do not know if I would have survived and thrived this year. The relationships I had with my students would not have been possible without the full year internship. Another great part of the internship year was the opportunity it provided to spend time in other classrooms with other teachers. In job interviews and other settings, I feel that I can speak to my experiences in my kindergarten partner classroom, as well as in my regular classroom. I also have been able to learn a great deal from other teachers in my building, who teach a variety of great levels. I also had the opportunity to get to know other teachers and professionals through the methods classes and seminars, and I am thankful for their advice and teachings.

The best parts of the internship year include the moments set aside for reflection we had after having deeply moving experiences (e.g., Crash, education issue debate in social studies, cultural simulations). Additionally, I feel that all but a few of the tasks assigned to us over the course of this year were purposeful and practical. The feedback I received from my PDA was always incredibly helpful and helped me to develop as a teacher.

Statistic	Value
Total Responses	49

14. The worst parts of the yearlong internship were...

Text Response
The projects throughout the internship sometimes seemed excessive and repetitive. The weekly reflections were redundant and unnecessary after a certain point of the year. I also struggled with the inconsistencies between PDAs; requirements, deadlines, etc. should be across the board rather than based on individual PDAs. This became a struggle as the year progressed.
Having class so late after school, intern meetings in the morning take away prep time.
There needs to be more consistency throughout all of the PDAs, requirements, deadlines, etc.
I really did not enjoy youseeu. I would rather just video if needed because once on youseeu I rarely looked at it again. I think it would have been better to work on our inquiry and presentation as journal updates. I did not like doing an inquiry and reflection journal in one week I rather do one and focus on that.
Having to go to class on some days where all I just wanted to do was go home and sleep.
The amount of projects that were required on top of all the other work and things we had going all. I also feel there needs to consistency between the PDAs so that all interns are held to the same standards and are required to meet the same expectations and have the same opportunities.
At times, you get really stressed and feel the sense of being overloaded with work. However, this is how it will feel to be a real teacher so I think that it is necessary and helpful in retrospect.
Time consuming - it was (and still is!) really difficult for me to find the a balance between PDS and my own life.
It was difficult to balance class work on top of teacher work at times, however it really wasn't unbearable.
Could be difficult to balance time with other commitments Having to go to class so late after such a long day teaching The constant amount of reflection journals ... especially in the spring... it was frustrating at times when we had to reflect on every single lesson as is, but then had to find another topic to reflect on in my journal. Too much
The endless amount of taskstream lessons. In May things are getting crazy complicated and it is hard to find time to prep for the lessons (material wise) and then also lesson plan "officially". I wish there was a way to scaffold off as you take over more.
The worst parts of the yearlong internship were writing lessons using the format on Taskstream.
The stress of completing assignments all at the same time. I also wish I would have gone into the second semester with more knowledge about inquiry and a concrete wondering to begin my inquiry project. It might be helpful to have interns decide on an inquiry question prior to winter break so there is time to research over break.
Taskstream lesson plans- it made lesson planning seem more like a homework assignment rather than planning with a teacher mindset. Not having an end time to our days. Some people put in several hours after school where other interns leave right after school.
The worst part was the long days. I also did not care for the morning meetings at the beginning of every seminar in the spring.
The constant journal reflections with no prompt or guidance. Some of the methods courses go dry sometimes. Sometimes I struggled with the workload and felt overwhelmed.
when we did the protocols in our CIG groups. It was awkward to do. I felt it limited talking or wasted time by not talking after you were finished.
It was very time consuming.
Too short of time for inquiry
I would not consider these parts the 'worst', but I am finding it very difficult to have time to apply for jobs while taking over the class. I feel unprofessional asking my mentor teacher if I can have a lighter load one week so I have time to apply to different schools. I believe that at least 3 days should be given off for all interns after or right before graduation to apply for jobs.
I found the protocols to be constricting and unnatural.
The mentor/intern partnership was completely worth the risk, but not always an easy road to go down. I often felt stifled in my placement because I felt the pressure of doing things exactly how my mentor wanted things to be.
The tediousness of taskstream lesson plans may discourage creativity...putting in more effort to taskstream when you could be putting in effort to actual lesson
It's hard to balance personal time with school and work. I could always use more hours in the day!
comparisons made between interns. I haven't personally had this problem, but it seems as though there has been a lot of unfairness when it comes to grading and expectations.
The worst parts of this year were probably the days that I didn't get enough sleep. Between the school workload and having to be at school every day, it occasionally took too much time away from sleep and down time.
I enjoy the inquiry process and plan to continue taking an inquiry stance, but the time constraints made the process feel stressful.
Although I do not view this as the "worst" now, these were the most stressful parts: - Balancing methods with teaching in the fall - The workload, however it was so purposeful and meaningful now that I am reflecting back
Literacy block would be more meaningful. Journal writing constantly.
The worst part of the internship were the lengthy and long lesson plans we were required to write for each lesson.
The seminars after an entire day of school... I know that they are necessary, though. It's just I feel like my brain shut down at 3:30 p.m. and it was hard to stay focused until 6 p.m.
Although the program is so beneficial, it can also be extremely stressful. I believe that it has paid off, but sometimes it was hard to keep up with everything.
A stressful part of the yearlong internship was the inquiry project. I feel as if I wasn't as prepared for the project and wish we were forced to truly dive into the inquiry before spring semester. I appreciated that we had a training in December, which was extremely helpful, but I wish I had my topic before leaving for winter break.
Feeling uncomfortable in my classroom. I'm not sure how to describe what I mean though. Feeling like a guest in the classroom often, rather than a partner to my mentor.
Taskstream lessons are really starting to suck the joy out of teaching for me. I feel like I'm still putting so much effort into painfully detailed planning (that at this point, I don't really need anymore) that I'm not living in the moment and being the most responsive teacher I can be. I also am really frustrated with the differences between PDA's and what they expect from their interns. I don't feel that all interns are held to the same standards. In addition, getting a job is a really important goal for all interns, and my PDA was not very flexible or understanding about me engaging in the interview process & the amount of time that went into interview/job preparation. If this is one of the goals of the program, then it needs to be treated with more understanding in the program.
Lesson plans on TaskStream Seminars spring semester - 2 a week was necessary but sometimes was exhausting on top of all of the teaching
Although I wouldn't consider them the worst, some parts of PDS that I would change are: -Morning/afternoon meetings for most seminars/methods classes -Having to leave this program :(
going to class after school in the fall and spring when all I wanted to do was sleep.
I wish I would have come into my internship with more ideas I wanted to implement into the classroom. I should have been more of a risk taker.

The intern meetings were not very helpful. The way they were structured. They felt unnecessary and took away from planning time with our mentors.

I think it was difficult to have so much going on constantly. It was occasionally hard to be in the classroom full time teaching and still have to go to seminar and trainings. For me, I wish the technology trainings would have been more beneficial. I feel as though those were a waste of my time. The other trainings such as the SCASD professional development days and the literacy days really helped me and made me reflect on my practices. The technology training was not helpful especially since we talked about the same topic multiple times. It was hard to have so many trainings at the end of the year because I was taking on all of the responsibilities in the classroom, but I wasn't there to fulfil them. In the last month, we had three trainings that we had to attend. I think this was excessive and I would have gotten more out of being in the classroom with my students.

Lesson plans on Taskstream Intern meetings All methods classes Being stressed 24/7

Discrepancies between due dates for projects. Sometimes projects would be overlapping, not so much with the due date, but in the amount of work it would take to complete the project itself. Discrepancies between PDAs on certain policies. I think having a designated time that mentors could hold interns would be a good starting point for this. I know some interns who stayed late into the evening, while others were able to leave right away, a practice which just doesn't seem fair to me. Additionally, when interns are able to switch over to the short form for lesson planning could also be a defined date. The timing of when projects were talked about. Sometimes, we would have weeks to work on projects. Other times, we might have received last minute notice. If a project is large and important, it should be talked about earlier than the week before that project is due. PROTOCOLS. After using protocols once, I think myself and many other interns could understand the benefits of using them within a classroom. However, continuing to use them in seminar and during our courses was a burden, and I think it hindered meaningful discussion.

The commitment and sacrifice of other parts of our lives

Not feeling included in the whole community. Being an intern at a school with few interns made it hard to get to know other interns in different buildings, the community building activities were helpful but I felt that the other school communities formed cliques. I wish I had more opportunities to get to know the other interns at my school during more events than just intern meetings. I did not like finding out journal prompts on Wednesdays or later, I wish we had these ahead of time.

Scheduling (dates things are due, piling additional meetings on top of other responsibilities) Intern meeting (too large of a group--not really productive) I feel like I did most of the inquiry process on my own, even though it was said that our hands would be held throughout the whole process

There were certainly positives and negatives of the time commitment that went along with the full year internship. I am so thankful for the opportunity to spend a full year in my classroom, but the stress in my personal life was kind of unexpected. This year served as a big life lesson about balancing my professional and personal life. With all of the work for methods classes, seminars, and my classroom, I often found it difficult to strike a balance and make time for myself and my personal relationships. Oftentimes, I found myself extremely stressed, overwhelmed, and anxious. Honestly, there were times where my high amounts of stress caused me to question my career choice. Many of these feelings were unavoidable, and I felt better as the year went on and I became closer with my mentor and PDA.

I think two major parts of the year that could have been improved upon were the ILI assignment and the limited amount of time provided. I feel that if the ILI assignment was reduced to an even smaller project at the beginning of the year in order to provide more time for preparation and data collection for the inquiry project--6ish weeks was definitely not enough for data collection! In order for the intervention to hold more meaning, I feel that we could have used more time for implementation.

Statistic	Value
Total Responses	49

15. Some major components of the yearlong internship are listed below. Please check the components that most contributed to your growth and development as a prospective teacher. You may choose as many as you wish

#	Answer	Bar	Response	%
1	Daily work with mentor teacher(s)		45	92%
2	Working with my PDA		41	84%
3	Journal writing		23	47%
4	Course assignments		14	29%
5	conducting teacher inquiry		45	92%
6	reading professionally		14	29%
8	completing the teaching platform		26	53%
9	CIGs during CLE and spring seminars		27	55%
10	Using YouSeeU		3	6%
11	My CLE methods course		40	82%
12	My MTHED 420 course		36	73%
13	My SCIED 458 Course		40	82%
14	My SSED 430 Course		40	82%
15	Spring seminars		34	69%
16	Literacy training		35	71%
17	The August Mentor-Intern Pairs Workshop		10	20%

Statistic	Value
Min Value	1
Max Value	17
Total Responses	49

16. Some major components of the yearlong internship are listed below. Please check the components that least contributed to your growth and development as a prospective teacher. You may choose as many as possible

#	Answer	Bar	Response	%
1	Daily work with mentor teacher(s)		0	0%
2	Working with my PDA		0	0%
3	Journal writing		14	29%
4	Course assignments		12	25%
5	conducting teacher inquiry		0	0%
6	reading professionally		15	31%
8	completing the teaching platform		8	17%
9	CIGs during CLE and spring seminars		7	15%
10	Using YouSeeU		38	79%
11	My CLE Methods course		2	4%
12	My MTHED 420 Methods Course		2	4%
13	My SCIED 458 Methods Course		4	8%
14	My SSED 430 Methods Course		6	13%
15	Spring seminars		3	6%
16	Literacy Training		1	2%
17	The August Mentor-Intern Pairs workshop		17	35%

Statistic	Value
Min Value	3
Max Value	17
Total Responses	48

17. In what ways could the components that you checked in the previous item as least helpful be improved so that they would contribute more to your development as a teacher?

Text Response
I feel that two weekly reflections throughout the first semester were far too much. Many individuals shared that the journals became arbitrary and more of a "to do" item.
Course assignments should fit into the curriculum being taught currently instead of a random assignment that doesn't fit with current plans.
Meeting with our CIGs more because we rarely got to see them and possibly just meeting with our leader to just have another PDA to talk to. Youseeu was a lot and I felt like it did not contribute to me learning as much as other things.
I feel like there were many glitches with youseeU at times so maybe finding a more reliable site to use. Also, the journal articles were nice to have on certain weeks, but sometimes I would just type about something random because I didn't have something that really stood out to me that week because we had to do so many. So maybe having them due every other week?
I feel that the reflective journal writing could be limited to just one overall reflective journal rather than having so many to keep track of each week. Also, I felt like the YouSeeU stuff was frustrating at times because there were often problems and it became a little repetitive. The class readings were sometimes long and very time consuming.
I think the social studies course should look more into what younger elementary classrooms are doing in social studies. Most of the social studies lessons that I have taught have been more similar to my CLE class than Social Studies. At times, spring seminars didn't seem to relate to what we were doing. Some of them did, but others did not.
I wish that the teaching platform and other programs (like Taskstream) were more modern and something that I would feel more proud and tech-savvy to bring along to an interview.
Too many journals due each week, especially when we already spend so much time reflecting on each individual lesson plan. YouSeeU had a lot of technological difficulties that resulted in wasted time
Less journaling, it is hard for PDA's to keep up as well as it difficult for us to find the time to journal in this format as well as do all of our other tasks.
I think it would be helpful to have more opportunities to sit down with your PDA and discuss the videos on YouSeeU. It seems like journal writing was most helpful to start thinking about what it means to reflect and was helpful during times that your PDA brings us areas to discuss. I would focus on those times, instead of every week.
youseeu seemed more of a task rather than a beneficial learning tool at times. There were some course assignments that were meaningful but others seemed to take up time that could be spent preparing for lessons. I would love to read professionally but there isn't enough time.
I feel that I did not use youseeu a lot this past year. I'm not sure that it is something essential that needs to be improved necessarily.
When the journals were more structured and given a prompt, I felt like it was much easier to reflect and really think about what I was looking at in my teaching.
Making everything due in one spot. If you could somehow combine YouSeeU and Taskstream, that would be helpful.
It was often hard to think of things to write for journals, especially toward the end of the year. If there was something in particular we were supposed to reflect on, it might have been easier. I think that CIGs would have been more helpful if we had more of chance to talk about things that were going on in our classrooms.
YouSeeU is a great idea I just had a hard time using the videos. I checked the mentor-intern pairing because I did not think it was as helpful as the other choices, but I think it is a good idea to get to know each other. I feel that CIG did not help in my growth a lot.
I believe that just simple recording of videos on the webcam and discussion were more helpful and less time consuming than YouSeeYou. I also believe that the journal writing should be reduced or less forced. Some weeks I would have so much to write about, while other weeks I felt that I was simply pulling little things to write about.
Having a mentor-intern pairs workshop well into the relationship may have been more beneficial. Once we are in the groove of working together and comfortable in the relationship, then involve the mentor in the process. I felt that, after this, my mentor did not know very much about what I was learning and doing in seminars and training.
I wish I had time to read more professionally. I feel like when we are assigned reading as an assignment we read it just to get it done, but I wish we had more time to read professional articles that we were interested in? However, for the most part the readings we were assigned were valuable.
Finding more time to talk and work with my CIG group would have been nice. I think my biggest issue was not having enough time to talk with other interns, which is an awesome learning tool for us.
with classrooms being so different, fulfilling expectations for methods assignments were not always helpful or relevant. I feel like it might be more helpful for the mentor intern pair to come up with small projects based on assignments or being able to pick from a selections.
I felt that some of the course assignments in the fall semester were a little disconnected from the classroom. While many of these assignments would have been great in a normal education class, when we spend so much time in the classroom, it would have been nice to incorporate these more. An example of this would be one of the math assignments where we had to adjust lessons from Math Expressions. I think this assignment would have been more beneficial if we were required to actually bring this lesson into the classroom in some way. My mentor did not attend the Mentor-Intern Pairs workshop so I did not see this as beneficial.
Sometimes I felt as though certain course assignments and seminars took away from the time I could spend dedicating myself to being the best I could be in the classroom.
- It was hard to find the time to truly dig into the articles, while lesson planning and attending methods. Maybe provide more time in class to read them. -Use YouSeeU throughout the entire year, so we can see our growth.
YouSeeU's mostly because of the technical issues.
I think that some of the articles written by real teachers were helpful, but the research articles were hard to get through and didn't mean as much to my practice.
I don't feel like we used YouSeeU enough to make a judgement on how effective it was in improving my development as a teacher. The CIG group started off helpful; however, I don't feel like we used the groups for what we thought we would be using them for. I thought we would each be bringing up struggles we seemed to be having and talk about these struggles in the groups. The assignments, like the Where I'm From poem was helpful in the CIGs ... I just wish we could have had more free discussion, too - to help people with the anxiety they might have been feeling throughout the year for different reasons.
More integration into the classroom. Youseeu was really difficult to work with the most of the time.
I didn't have pleasant experiences with using YouSeeU. It was stressful to use and I honestly would've preferred not to use it. It was just another thing to have on our plate and it wasn't as helpful as I would've hoped.
I feel that the August mentor intern pairs workshop was very artificial, at least for me. I don't feel that I was authentic, and it didn't really allow me to learn who my mentor truly was. YouSeeU was frustrating to upload.
There could be less course assignments. They often felt like busy work. Readings were most helpful when they were about things that were relevant to me/that I was interested in. The teaching platform felt very forced and the end product was not something that I would share with employers. I'm not sure how to change it to make it more meaningful.
Course assignments could be even more integrated into what we were doing in the classroom. If all of the assignments were able to be completed in class/in our school I think it would make the workload also less stressful. Using YouSeeU seemed to be a bit more confusing than helpful. I like the idea of being filmed and watching my mentor but I watched it once and never returned to it again.
In order to improve upon all things I felt were least helpful is just making sure everything is consistent and connected. For example, I feel as though some course assignments were "extra" assignments and although I see the importance of them now it was hard to put all of my effort into them. I felt similarly about readings. I liked videotaping my teaching and analyzing it but I wish we had continued it through spring semester because I feel as though we are always improving.

I think that the YouSeeU program is quite frustrating when uploading the videos. The application is neat once the videos load, but the process is challenging. I would say maybe trying to find ways to share videos differently for future years.

It could just be my inability to write my thoughts and ideas in that way, but I felt as if my teaching platform was not a good representation as a teacher. Also, I do not love the task stream layout. I felt taskstream didn't let me express my personality as a teacher.

I thought analyzing the videos did not contribute to my learning as a teacher. Dealing with Youseeu was also a hassle.

I feel like YouSeeU wasn't the best resource. I liked videoing myself in order to analyze my practices and reflect on my teaching. I just don't think it was necessary and could have been done without the program. It was difficult having so many different logins and pages. We used angel, taskstream and youseeu. It would be helpful to have everything in one area. Also, I didn't even remember the August Mentor-Intern workshops. I feel like if it would have been very helpful I would be able to better remember what we did. It was nice to get lunch and talk with our mentor.

YouseeU was just so glitchy that it was not worth it at all. Journal Writing was way too forced to be helpful to me. I would have liked more discussion or not a required length.

The August Mentor-Intern Pairs workshop felt a bit forced to me. I think having time to just talk beforehand would have been great. Prompts for conversation could have been provided, but I think just talking would have helped to break the ice a little bit more. YouSeeU was a great resource. However, I felt as though there were always problems with it working or it wasn't stressed enough to use. I would just try to work out the kinks with it before handing it out as a resource for interns to use.

The use of YouseeU was helpful in being able to reflect on our teaching, but I think that it had many technical difficulties that took away from the benefit.

I liked the idea of the video analysis but YouSeeU was difficult to use. I would have rather used iMovie instead of YouSeeU. Some of our class readings seemed redundant on the topics we were reading about, specifically the articles. The books we purchased were very useful and I can definitely see myself using them in my future classroom. I would have preferred less articles. I loved our social studies discussions but we need to do more than just discuss, sitting for so long got very tiring.

I think that YouSeeU was way much more work than it was worth. We never were really trained on how to use it--I didn't know how to comment on a video until I had to do it for my science video late in November, and I learned that from other interns (after much frustration). I think that video reflections are powerful (even though sometimes I cringe while watching myself, haha) because you get to see things a second time and in a new light, but I don't think that using YouSeeU was an effective way to analyze and reflect on them.

In regards to the August Mentor-Intern pairs workshop, I do not really remember much about this experience. I know that it was a time to bond with my mentor, and I did appreciate that opportunity. My suggestion is that more opportunities like this be presented throughout the school year. I feel that my relationship with my mentor would have been improved if there were more opportunities throughout the year for us to bond on a personal level, not just a professional level.

I feel there were WAY too many journals to write. If there were some way to combine more assignments that have a reflective piece built in in order to eliminate busywork. The August Mentor-Intern Pair workshop was neither helpful nor hurtful in building my relationship with my mentor. I think doing something more reflective or dramatic (not a fan of Minute to Win It activities, myself) would improve the workshop. CLE, for me, was a little redundant. I greatly appreciated the messages they sent in that class, but I felt that I had heard a lot of it before in my own exploration of teaching and literature.

Statistic	Value
Total Responses	44

18. I would describe my relationship with my mentor(s) as

#	Answer	Bar	Response	%
1	Excellent for the most part		36	73%
2	Good for the most part		10	20%
3	Sometimes good; sometimes bad		3	6%
4	Bad for the most part		0	0%
5	Terrible for the most part		0	0%
Total			49	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.33
Variance	0.35
Standard Deviation	0.59
Total Responses	49

19. What advice would you give to mentors about working successfully with a PDS intern?

Text Response
Mutual respect is key for a strong mentor/intern relationship.
Sometimes the interns may be nervous/anxious. Being open is helpful.
Be open to new and innovative classroom techniques and strategies learned throughout the methods courses, trainings, and seminars
To be understanding and honest from the start. I also think to fully understand everything that PDS is and what we do! I also think to understand the importance of understanding not to give the intern too much before they are ready.
Work together. Don't put too much on your intern and develop a relationship that is professional BUT also friendly.
Just to be open and willing to allow your intern to try new things in the classroom.
Make sure that you make time to communicate and plan together. It is so much more helpful to talk through future lessons that just having a mentor look over your plans.
Listen to the intern and try to set time aside each week for the intern to reflect and talk things through. Making time for the intern is the most important part.
Keep them informed on decisions in the classroom and work as a partnership, not only seen as an intern for the whole year.
Be positive, supportive, and encouraging... it can be scary to start teaching in the beginning! Be understanding and realize that while we are working to become wonderful teachers, it will take time and we are still college students. Form a relationship/bond with your intern where you can be friends who can talk about things other than academics... this will make both of you enjoy coming to the classroom each day!
Be very clear about what you want corrected in a lesson. If you just state that it is unclear, it is hard to determine if you mean something in specific or the lesson as a whole. Having an outing (OUTSIDE of school) with mentors and interns like just to get to know one another would be a great idea. Remember to include positive feedback too not just constructive. Just constructive can kill confidence.
Get to know your intern! They want to establish a friendship just like you have with your colleagues. Please do not hesitate to talk with them about any problems, but also understand them as a human being. I needed more community building with her from the start and again for the spring.
Constant communication and feedback (positive points!) Matching intern with mentor- giving the intern a say in who they think they would work well with
Ask for interns input and keep communication lines open. Celebrate the small successes so that when a lesson doesn't go well it's not as negative.
Be open minded and flexible with one another. The intern has many ideas and risks they would love to take knowing they have their mentors support!
Just to be open to new ideas and be willing to collaborate on different ideas and plans. Also, really letting your intern see every aspect of teaching that you can so nothing takes them by surprise.
To be openminded and collaborative. Keep open communication with interns. Share resources and ideas.
Make sure that you have time to talk about things that are going on in the classroom. Especially at the beginning of the year, interns don't really know why you are doing things in certain ways so explaining why can help them see the benefits and realize that everything is done for a reason. Also, commenting on lesson plans is really helpful.
Be open to their ideas and be supportive
I believe communication, and building a personal relationship are so important. I attended my mentor's daughters dance recitals, and we are going to a concert together this summer. I look to her as a true professional mentor, but also a friend. I believe an honest relationship is also very important.
Communication is key! Constructive feedback is important, but present it in a kind, genuine manner. Small things, like including interns name when giving expectations, goes a long way to make the intern feel like a part of the classroom!
Trust...we are learning, and there will be a learning curve during our time in the classroom, but we are there to learn. Let us make mistakes and let us take risks. Also, encourage a relationship where you are investing in one another. Try to be on the same page!
Be welcoming to your intern. Be honest and helpful. Remember that your intern is an intern and still has a lot to learn. PLAN.
Make it clear to the intern what their roles will be and plan plenty of meeting times for effective communication.
Be open and flexible, but be honest as well.
Being flexible and understanding are such important aspects of any relationship. It's like a marriage - there has to be respect for differences. Developing that respect allows you to learn from each other. This is not one sided. Being watched and given advice all the time is hard.
My mentor and I have a great relationship. Considering that every intern is so different, I think this is really an individual question. I think that some interns need a lot more guidance than others, and even those who may not seem like they do may want some.
It is helpful to be very transparent about problems that arise. For interns to feel comfortable taking risks in the classroom the mentors need to be comfortable with lessons sometimes not going as planned.
- Make sure that there is a set time for communication - Have a plan and share expectations
Being open and flexible, willing to try new things.
Be understanding of our workload and offer suggestions in a casual way. Having planned meetings about every lesson I taught and knowing that the mentors are critiquing my lessons was stressful.
I think it's different for each intern... Me, personally, I feel extremely lucky to be placed with the mentor I have. My mentor teacher doesn't try to act like a best friend or a Mom or anything like that; however, I know that I can count on her everyday, and I know that she truly wants to help me become the best teacher I can be. My mentor is a model of professionalism - she doesn't gossip and/or frequently bring home to work. My mentor is continuously trying to better her own teaching by attending workshops, reading literature, visiting conferences, etc. I think my mentor is a great example of what I needed, and that's what's important I think - to find the "right" match for each individual.
Be a supportive role model. Ask about what is happening in methods courses. Make time for meetings with interns.
It would be nice for mentor's to be more aware of the stress of the intern. At the beginning of the year, I felt as if I was there for the busy work with the para in my classroom. However, I felt more involved in the classroom once I was teaching more.
If you make the choice to have an intern, I feel that it is important that you are open to new ideas and feel that the classroom environment is a partnership. I felt that I did not have enough time to sit and plan with my mentor because it was not a priority to her. She was supportive and provided me with so much advice about what I should do in my classroom next year, or what she believed in, but I didn't always feel like I saw that in our classroom and felt a disconnect.
You have to know that your intern might have some background knowledge that they are bringing to the classroom. If they have a little confidence that doesn't mean they think they know everything.
Be as present and available as possible. The more interested mentors are in your life (even outside of the classroom) the better! If a strong relationship is formed from the start it will make the year go so smoothly. Also, trust your intern! I was completely trusted by my mentor and felt comfortable teaching and taking risks in the classroom because she trusted me.

-Realize that our Penn State classes haven't necessarily completely prepared us to be in the classroom - Be open and flexible to different personalities -Be open to new ideas and questions interns bring up -Balance being supportive and giving constructive criticism

I would say to always understand that we are learning something new everyday from them and that sometimes we will forget, mess up, or get frustrated, but we appreciate everything that they do for us even if we don't tell them that enough.

Realize that teaching is brand new to a lot of us, we are going to fail A LOT! This is not advice for my mentor, because she was extremely supportive, but I have heard of others.

Be open to new ideas, listen to your intern, and laugh a lot :)

I think I would tell the mentors to not treat the interns like secretaries. I felt like there were many times that my mentor asked me to go make copies because she wasn't prepared for the day and arrived five minutes before the students walked in the door. I believe being a role model in professionalism is very important. I also believe that mentors should be there early in the mornings once interns take on more responsibility. This way, the mentor is available to answer questions and assist with finding supplies/materials. Also, I would suggest not doing a ton of personal stuff at work when there are things that need to be graded or done.

Be open-minded to new ideas. Be supportive. Accept their mistakes.

Always check in with your intern. Even if you don't think anything is going on or if you've had an especially busy week. Sometimes just hearing, "Is everything okay?" or a simple "How are you?" is all that interns need to hear. Checking in with interns can help maintain a positive relationship and help interns feel more relaxed and less stressed.

Be open to new and innovative things, and also be sure to make sure the intern knows everything going on in the classroom.

Set aside one time during the week where you can talk uninterrupted. These conversations were the most meaningful conversations I had with my mentor. Set expectations for when you want your intern to take on things in the classroom. Set expectations for guidelines, I found it frustrating that I had deadlines for class assignments and other things for my mentor but the time on feedback was not reciprocated.

I have been so incredibly blessed that my mentor has been confident in me, and has gradually released responsibility to me. She was flexible and always presented me as a second teacher in the room. She saw her classroom as OUR classroom, which made me feel self-assured and helped me identify myself as a teacher.

I highly suggest getting to know your intern on a personal level. Your professional relationship will be a great success and you will feel more comfortable around each other if you know each other personally. I also suggest providing opportunities for co-teaching with your intern. This is a great way to scaffold them into teaching independently.

I would suggest giving the intern consistent, concise feedback. I recognize that it's not always possible to reflect regularly due to scheduling reasons; however, there were times when I wish I could have gotten a little more feedback from my mentor.

Statistic	Value
Total Responses	49

20. I would describe my relationship with my PDA as

#	Answer	Bar	Response	%
1	Excellent for the most part		30	61%
2	Good for the most part		16	33%
3	Sometimes good; sometimes bad		3	6%
4	Bad for the most part		0	0%
5	Terrible for the most part		0	0%
Total			49	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.45
Variance	0.38
Standard Deviation	0.61
Total Responses	49

21. What advice would you give to PDAs about working successfully with a PDS intern?

Text Response

To be successful, each member of the triad must have respect for one another.

Meet the intern where they are, not where you feel they should be.

I know this is anonymous however Bill Benson is the most amazing person I have ever worked with. His compassion for us as interns and teachers is unbelievable. His understanding of our work and schedules is perfect. I know I can always count on him to come talk to me and fully explain what is happening at time and calm any of us down. His expectations are well communicated and purposeful and helpful.

Go in and talk with the intern as much as possible. Once again, creating that relationship that is both professional but also friendly.

Keep consistency between interns so that they are held to same standard and they are not singled out at any time. I also feel it is important that the PDAs remain positive with interns in order to help build confidence.

There needs to be a level of equality with PDA's. Some PDA's are in the classroom a lot, while others are not. Some require some things, others do not. Some have schedules and journals due Saturday, some on Sunday.

Being supportive when he/she comes into the classroom. Building relationships with the intern's students.

Come in often and develop a relationship with the students. Know that it is OK to chime into lessons when necessary so that the students are getting the most out of each lesson.

Be positive, supportive, and encouraging... it can be scary to start teaching in the beginning! Be a wealth of knowledge and provide your intern with as much advice and ideas as possible. Be understanding and respectful when in the classroom, especially when your teaching methods and teaching style is different from that mentor teacher. Interact with the students and get to know them, don't just sit and type on your laptop.

I loved having dinner and getting to know one another. It becomes more of a partnership in this way!

Take the time to get to know them. Ask about their weekends, their previous night, etc. It is so helpful to have an understanding PDA.

More time in each classroom and observing the same subject over time

Keep open communication with each other and again celebrate small successes so that when a lesson doesn't go well, it's not so negative. Be a cheerleader for the interns!

Constructive feedback is wanted, but it is important to help them reflect on what changes they could make or what they think went well.

Take into consideration what the intern needs to be successful. Really focus on building up self esteem along with giving good constructive feedback to work on. Be willing and available when the intern needs you.

Talk to interns along the way. Don't surprise your intern at conferences. Work with them, and get to know them.

Trying to plan times to talk with your intern is really helpful. I love knowing I have specific times where I can talk to my PDA about any questions I have in addition to her coming in and observing me.

Always be encouraging and positive

I believe the same advice as the mentor. However, one element that I believe is different is that PDAs should not try to compare interns in any way because each experience is so different.

Comfortable and open relationship; make presence non-threatening in the classroom

My PDA was so intentional and present. Not just physically present, but present in a way where my PDA was always invested in us as interns.

Be honest Give constructive feedback, but be supportive and offer solutions Come often

Be honest and open with interns. I have had a wonderful experience because of the honesty between my PDA and myself. Find time to talk and use it purposefully.

Everything does not apply to each intern. Knowing your interns is essential and I feel like once I established myself as dependable and reliable there was a much better relationship. Yes, have high expectations, but don't go into this thinking everyone is starting at the bottom.

My PDA is extremely helpful, honest, and caring and I think these are the things that make her such a great PDA.

I often felt like I had to prove myself and this sometimes created a lot of anxiety.

- Support and understand our workload - Be present in the classroom - Get to know the students by name

Being open and understanding of the intern and how he/she is feeling.

It is helpful to see what other interns are doing on their assignments and in their classrooms, but when you work so closely with current interns it is easy to know who is being used as an example. My PDA consistently used other interns as examples of what she wanted from us and we knew whose work was being used as good examples and whose work was not shown as much, which made us feel like we weren't as good as the other interns.

I think PDAs should know that interns don't intend to compare each other to other interns, and yet, they do... I think it would be easier if PDAs spent a while building a community between their interns and their self.

Be supportive with constructive comments Observe often

I would suggest PDAs to talk about lesson plans more often with interns. I LOVED talking out my lessons with my PDA and found it truly helpful. The constructive criticism pushed me to become a better teacher.

Be open and willing to listen. :) My PDA was absolutely wonderful!

Sometimes you have to give your intern some space to learn from their own mistakes. Some interns react adversely to close monitoring/management.

More visits were better, give intern notice of when you will be visiting, constructive criticism was helpful

-Be supportive and caring even in times of stress -Provide resources and feedback whenever possible -Be aware of how much work interns are doing and be flexible to that

Always being supportive and giving constant positive feedback and some criticism in order to help your interns continually grow!

She was wonderful and supportive.

Be open with your intern, be consistent with expectations, listen to your intern, and laugh often :)

Nothing, I was thrilled with my PDA. She was very helpful always and I knew she was always there for me!

Be more accepting of the intern's mistakes. Be more available in the classrooms. If the PDA has a lot of interns, they aren't in the classroom as much and do not see a lot of teaching. It's hard to evaluate someone when you don't see them teaching. Be consistent between PDAs. It's hard to work with friends when you have different expectations from PDAs

Offer up resources constantly. These resources could even be you team teaching a lesson. Sometimes just seeing how another teacher would go about leading a lesson is enough to spark new ideas.

Give the intern space and freedom to conduct lessons as he/she chooses. Do not try to critique and assess our teaching in the middle of the lesson; it disrupts the flow physically and mentally on the lesson. Also, be very reflective and allow for discussion when the intern needs to reflect on their teaching.

Setup a good relationship with your intern. Talk about issues as they occur. Treat all interns equally.

Listen to the intern--we may not have the same experiences but we have a lot that we want to share and a lot that needs to be heard. Give us a schedule of when you're visiting the classroom at the beginning of the week.

I highly suggest getting to know your intern on a personal level. Your professional relationship will be a great success and you will feel more comfortable around each other if you know each other personally. My PDA invited myself and her other interns over to her home for dinner on two occasions and made it clear to me that she could fit me into her schedule. This meant so much to me because I knew that she was very busy and had a family of her own. While she wasn't always able to make it into my classroom, I greatly appreciated the feeling of support that she provided even without being physically present.

To PDAs, I would suggest giving feedback frequently and concisely as well. My PDA was excellent at giving feedback and talking with me extensively if I had any questions. Additionally, I think PDAs should give interns notice of opportunities for professional development outside of those required. There were many I wanted to participate in, but were unaware of until afterwards.

Statistic	Value
Total Responses	47

22. Please describe a few ways that you used technology to impact student learning positively this year?

Text Response
Document Camera
I use document camera regularly, iPad projects, projector, powerpoint, etc.
Multiple ipad applications, document camera
I used a lot of apps to encourage my students to read using RazzKids.
I've had students practice doing research, I've made concepts more visible for them so it would be easier to understand, and I used some online resources to make activities more engaging and fun.
I used technology a lot in the classroom because I am fortunate to have access to a SmartBoard which we use a lot in order to make lessons more interactive. Also I try to use the iPads a lot in order to add to the effectiveness of a lesson.
Book Creator app to help motivate students to write. Document Camera to help students see a re-aloud, worksheet or picture.
Students love using Google Docs. We recently started using digital microscopes with the MacBooks that students are loving.
We used google docs very often for all kinds of writing assignments. I have been able to use the document camera in almost every lesson to make it easier for students to see. The students have been able to use resources on their computers for writing and researching, which has been very helpful. It is great to be able to share things on google docs with the students for easy resources.
To enhance lessons with power points and interactive websites IXL and other apps on the iPad to increase engagement and motivation for students
Prezi Powerpoint Videos Projection (student work shown, examples) iPads
After looking at the SAMR model, most technology was used as a substitution. I would say my students enjoyed the change from manipulatives or handwriting to use technology.
-Jeopardy review game -Allowing the students to create powerpoint presentations, use Google account, create iMovies (commercials and advertisements)
My mentor and I used book creator. We also used the document camera so much.
I used apps on the ipad as well as the laptops for some activities this year. I also experimented with blogging and loved the experience with this.
I always use the SMART Board and iPads in my room. The document camera and other things are a big part of what I do with my students as well.
I used power points for lessons. I used quick voice to have students practice reading their stories. I used the document camera for a variety of lessons.
I used laptops to help students publish writing. This motivated them to finish their stories so they could publish them. My students also made ComicLife book recommendations to recommend books to other students in the school. I also found some websites that related to curriculum and had students explore them.
Doc cams, photo booth, google maps
I used the Smartboard, videos and projection screens for brain breaks, math lessons, and virtual read alouds.
iPads for recording podcasts (broadens audience of writing), iPads for fluency evaluation; use of videos for instruction
I used blogging, youtube to play videos and music, Popplet for science, IXL to practice fast math facts, and more.
mostly substitution--publishing, blogging
I sometimes showed the class video clips to help explain the content being taught.
I have used technology through science experiments and social studies presentations with parents and school faculty.
Learning about the SAMR model made me realize just how important using technology in an impactful way is.
Blogging, google docs, microscopes that hook to the computer -- I wish I could have had the opportunity to use more technology with my students
I often used the iPads in my classroom to enhance lessons.
- Google maps - Writing motivation - Peer editing on google docs - Videos - Images - Document camera to share student work
Document cameras are awesome for showing the students things that you could not effectively show them by just holding it up.
I used Google Docs for my students' writing because it was motivating to them and it was easy for me to see their work. I also used Google Maps for social students and studying geography.
I turned read alouds into more interactive presentations using PowerPoint. I used iPad apps to reinforce math concepts. I used the camera on iPads to help students capture the work they created for a math activity. I used the document camera frequently like a projector. I used GoNoodle for brain breaks. I used my laptop to play YouTube videos to build background knowledge for Guided Reading. I played Pandora Radio during writing time to help "set the mood" for quiet writing.
This can be hard to do with younger students, especially when our mentor teacher might not use it often.
iPads, document camera, Google Slides, Photosync
Enhancing writing through book creator, using document camera
I used Google maps to teach my students about Christopher Columbus' journey. My students communicated about writing with their peers on Google Docs. I also used website to supplement social studies lessons.
Document camera iPad Apps - Book Creator, Pattern block and other math games, Pages Projector Partner class - google docs
-Collaborate and share work with other students in the school -Share and edit work with another
I had my students use Comic Life, WeVideo and Google Presentation to share research they did on a specific artist they studied during our Festival of the Arts unit. I also use the document camera daily to present mentor sentences and use the SmartBoard to give my kinesthetic and visual learners the opportunity to use the board's functions and be active in their learning in math and science.
Podcasting, computer skills, google presentation, exposure to the benefits of technology.
document camera.
I tried to do projects focused on technology. I had my students take notes and do research on the computer. They also created videos to learn about topics we were studying.
Using power points as hooks to lessons. Using apps such as Book Creator or Drawing Pad for activities. Using Doc Cam to show documents.
Students in my room are currently typing up their writings to share on my mentor's website. This helps them take ownership of their writing as well as motivates them to always

do their best work.

Giving students choice to use technology during writing time/planning. Using technology to project certain aspects of lessons, and even provide videos that give students more avenues for understanding.

-Google docs/presentations -Document camera -Projector

I used lots of virtual tours on websites! My students loved that. I also got to use the document camera, which I am so spoiled by. I loved getting to use laptops to blog about reading!

In my classroom I led multiple author studies and used YouTube video interviews with authors as a way of bringing the authors into my classroom. I also used various iPad apps to enhance my students' learning.

I introduced my students Google docs for the first time, which, I think, is an invaluable tool they can use for the rest of their lives.

Statistic	Value
Total Responses	49

23. What support did you receive that was helpful to you in using technology effectively?

Text Response	
Technology Training	
Helen Quinn is very helpful with technology.	
The technology coaches were very helpful along with other teachers.	
The technology training sessions	
I really thought the trainings were helpful and it is also helpful that my mentor uses technology a lot and encourages me to try using it.	
I learned about book creator at the first tech. training, that was helpful.	
The training with the technology coaches.	
I was given the freedom to use whatever I needed to use. The trainings provided us with many different tools that we could use throughout the school year.	
Technology trainings	
Tech training were usually helpful	
My mentor discussing how she used technology in the past and how it works!	
Technology training Instructional Coaching- I met with my instructional coach weekly with my mentor to talk about different strategies Sharing ideas during seminar Directions on how to use technology at the beginning of the year was helpful	
tech training with Helen and Jane.	
The technology trainings.	
All of the technology trainings and the support of the technology coaches.	
The technology trainings were helpful in learning about the different apps on the iPads.	
Learning about the SAMR model to think about ways to make our technology use more purposeful.	
Sharing ideas at the technology training	
The technology professional days were SO helpful and insightful.	
Tech training with the specialists (introducing websites and apps), working with tech specialist on podcast project	
The technology support teachers were wonderful!	
trainings with Helen and Jane	
The technology trainings were helpful.	
Talking with mentors and my PDA was probably the most helpful tool for me. Having a technology specialist was also useful.	
If I had any questions I always felt comfortable not only asking for it, but also knowing that there would be someone in the district that would know the answer.	
The SAMR model became very repetitive. I do not feel that our technology trainings were that helpful.	
None, but I never asked for any	
- SAMR model - Technology training	
My mentor and tech coaches at the school.	
It was helpful to see how we could incorporate apps and websites into our lessons, but it wasn't as effective learning so much about the SAMR model.	
The SAMR model training, and the training with Helen and Jane where we were able to practice using different iPad apps.	
The technology trainings were super helpful. I loved learning about new applications, even if I pocketed the information for my future classroom if it wasn't relevant to my current classroom (i.e. applications for intermediate grades).	
Jane was awesome!	
My PDA gave me a lot of great ideas for incorporating technology by talking about how she did it in her classroom.	
Technology trainings	
-Technology training -Technology support staff -Mentor advice	
I received a ton of support from my mentor, PDA and the instructional technology specialist at my school.	
Training	
Brendan - our tech support teacher.	
I think the SAMR model was great. We were introduced to it multiple times though, and I felt like that was unnecessary.	
Jane Steff was a big help. The YouseeU staff answered back very quickly.	
The technology training in the fall was excellent. I would have preferred it to be even earlier, actually. That helped me understand the SAMR model as well as what apps my students would have access to.	
Tech. Training was helpful with introducing us to new apps and websites that can be beneficial in our teaching. Also, discussion helping us learn different ways we can integrate technology is the whole curriculum.	
-Tech Trainings -Help from mentor	
I liked the intro to the technology training during jumpstart. It was a helpful crash course that I used all year long!	
The technology seminars were definitely helpful, and I greatly appreciated hearing ideas from other interns and coaches. I also appreciated the support of the technology coaches, my mentor, and PDA.	
I think the SAMR model was helpful; however I question some of its motives in addition to question its place within the context of my teaching philosophy.	

Statistic	Value
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Total Responses	47
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24. What support to use technology more effectively did you need, but not get?

Text Response	
N/A	
Maybe having the opportunity to meet with the technology coach in the school 1 on 1 or just with the interns in that building.	
Syncing my iPad and computer with the technology in my classroom.	
Moving the document camera. I would have used it a lot more if it was in the front of the room. My mentor was also not as comfortable with technology so she didn't model it or use it much.	
I wish that the technology coaches were more present in our classrooms and set time to work with the mentors/interns in their buildings.	
I think if we had learned about more technology resources earlier in the year it could have been helpful to incorporate more tools in the actual classroom.	
The mentors should attend technology training with us to some extent so that we can talk together about ways to integrate technology into our everyday routines.	
In the classroom live training, or examples.	
I think technology is very tricky to use with students. It's helpful to have guidance in how to use it. I would suggest mentors giving extra support when the intern is first starting to use technology in the classroom.	
Create a sharing board or list of websites or apps to use (If I end up teaching primary next year with Ipads I'm not sure I would know how to utilize iPad apps)	
What all is available to us to use in our lessons. Intro to all of the apps on iPads.	
Nothing that I can think of.	
I feel pretty confident in my technology use abilities after this year.	
N/A	
None	
More workshops on how to use certain technologies	
My classroom did not have a working projector, or document camera for a very long time. Also, there were not many seminars related to kindergarten.	
I think I just needed more experience with the iPads, maybe doing my own projects on them so that I understood more apps.	
Maybe meeting in divisions for technology ideas? I feel like some ideas we get do not transfer well to all classrooms or ages	
I think I need to be exposed to more technology programs. I need to be taught how to use these programs.	
none	
Since technology is not a strength of mine, I would have liked to see more real life classroom examples of how teachers use technology.	
None, I felt comfortable	
- Maybe more explicit training on how to use the technology during Jumpstart	
N/A	
I would have liked to see how to use a SMARTboard and iPads more in the classroom (I was an intermediate intern)	
I would have liked to observe other teachers/lessons using technology to improve my own ability.	
I wish I had access to the laptops with my primary students. The iPads were amazing, but sometimes a laptop is easier for certain tasks and especially sharing purposes.	
I needed to have more conversations from current teachers about how they used it in their classrooms for the units that we are currently teaching.	
Meetings with building tech coaches would be helpful	
-Just more time to try out different things in order to make them meaningful	
N/A	
I would have liked to have the coaches more involved in my classroom to support me in my use of technology. I am very comfortable with technology myself, but it is more daunting thinking how I would use it with students.	
I think examples of using technology in the classroom would have been helpful!	
An earlier technology training on specific apps available would have been very helpful.	
Some technical difficulties with specific websites.	
Getting to know our building's technology coach on a more personal basis.	
N/A	
There was very little monitoring of my inclusion of technology in my lessons; however, I don't know that I would have wanted to have someone dictate what technology I do or don't use in the classroom because I feel that technology's role in the classroom should be left to the discretion of the individual teacher/intern.	
Statistic	Value
Total Responses	39

25. What were the advantages and disadvantages of using Task Stream this year?

Text Response

Task Stream was very regimented. I would have appreciated more assistance in how to create a lesson plan at the beginning of the year.

It makes planning easier to get into because everything is explicitly spelled out.

I really enjoyed Task Stream and the clear structure of lesson plans

I liked using taskstream because it was the one way of communicating lesson plans to mentors and PDAs.

I loved the format and thought it was a great tool to use in order to get all the necessary components for a lesson. Toward the end of the year, I wished I had something to use that wasn't so lengthy.

It was helpful when making lesson plans that were organized and stored in one place.

It helped to have a template for lesson plans as well as the platform.

Task stream allowed my PDA and mentor to read my lesson plans. However, it is very outdated and not efficient to use. I really wish that there was a better version of Task Stream.

The lesson plan format was very easy to use and follow. I found that it was great to see when people commented on my lessons and the things that needed to be uploaded were very clear.

advantages : everything laid out for us, step by step disadvantage: time consuming, technological difficulties often, too picky and monotonous, reflection AND analysis isn't necessary

Thoughtful lesson planning in the beginning of the year. Trained our brain how to think for a lesson plan. By the end of the year, it has become a killer and quite a pain. To plan, then assemble lessons and materials, and then formally plan on taskstream.

Advantages-easy communication, access to all of courses (instead of Angel), creation of teaching platform as online portfolio Disadvantages- communication through the comments is not always clear, taken as substitution for planning in person with mentor, the format of the long version could be shortened to the plan, the materials, the objectives, and possible follow-ups

I found creating lessons in google docs were more beneficial then Taskstream maybe create a template for students to use instead of Taskstream. Teaching platform was the only helpful part about Taskstream.

Task Stream made lesson planning seem more like an assignment rather than lesson planning with a teacher mindset. It was hard to see the long range plan using task stream.

Task stream was great for writing lesson plans in January when we really did not have much experience writing lesson plans. After about a month or two using task stream became a hassle and very time consuming when we started writing many lessons. I would consider a different program other than task stream if it is appropriate for interns who are ready.

I really liked how it had the lesson plans set up and easy to use. It was also very organized and helped a lot with keeping things organized. I also liked it for turning work in.

Advantages: It was nice to have all my lesson plans in one place, it helped me to think about all the parts of a lesson Disadvantages: not getting emails about comment notifications

It was easy to share our lesson plans and get feedback from mentors and PDAs. The format also made it easy to add the different sections we needed. Taskstream is often unreliable and didn't always work. It also does not allow for you to co-plan lessons with others, which is hard because I have done a lot of co-planning with other interns.

Taskstream was nice to tell the parts of a lesson and what goes into each part. It was helpful because during an interview I could easily name all of the parts.

Taskstream had a great format for writing lessons; however, there is very little organization tools.

Advantages: Easy to use; nice to get comments back on lessons; easy to export Disadvantages: Sometimes hard to organize

Taskstream became such a time-consumer, but it was very helpful and beneficial. It organized my lesson plans in such a concise way and I loved the layout. I could type it, print it, and use it as a resource to keep for the future. The folio and communication board was also a great source of help and reflection for me.

I know all teachers must lesson plan and we will be planning for the rest of our lives. However, the taskstream process takes a while. I would have liked to spend more time on my lessons rather than the taskstream component.

It was an advantage to have everything in one place. My mentor had a hard time accessing taskstream and I ended up having to export my lessons to PDFs and email them.

I found Task Stream to be beneficial because everything is in one place. The only negative things I have about using Task Stream are website issues.

advantages - ability to submit and comment disadvantages - no notifications

Task Stream lesson planning was helpful. I did not like how some of our classes in the fall used ANGEL and some used TaskStream. I thought it would have been helpful and more organized if all of our classes used the same platform for assignments and readings. Trying to figure out how to use so many different platforms became difficult and took too much time.

I definitely agree that lessons need to be written out in a formal way, but Task Stream is really not user friendly. First of all, you do not get a notification that someone has commented on it unless you are constantly checking for it. Also, you cannot comment to a specific line of the lesson plan. I think planning would be more effective through something more collaborative like google docs.

Advantages: - Kept me organized - Standards were met - Practice in writing objectives - Reflection piece Disadvantages: - Time consuming

It was helpful to have the steps of each lesson plans listed so explicitly and get comments.

TaskStream was very long and it was hard to see when my mentors commented on my lessons unless I went back and checked for them. I also think I could have been on short form much sooner than I was.

TaskStream really helped layout the components I should have in future lesson plans I create. I feel ready to create my own lessons next year, now that I have a kind of structure to follow.

It was nice to be able to easily share it with mentors and PDAs, but it was hard when we might want to use a different form of lesson planning.

The disadvantages of Taskstream were the comments. I wish we received email notifications for comments. Also, It was difficult needing multiple windows open, especially when editing sections of lesson plans. Advantage wise, I loved that the standards were easily accessible. It was much easier finding them through the website than from elsewhere.

I hated the long format lesson plan. It made everything I taught feel scripted and unnatural.

Easy to use Helpful to share directly with mentor/PDA Long form had too many sections

Advantages: -Kept all of my lessons organized and in one place -Helpful to lay out lessons step by step in the beginning Disadvantages: -Very time consuming now that I am writing lessons more effectively -Although I was writing all of my lessons, I didnt feel like they were always being read

I think one great advantage of using Task Stream this year was to have a written out plan for each lesson I taught. This help to keep me focused, organized and plan units easily! The only drawbacks to using this application is that I wished we received notifications when comments were made on our lessons and I also think that the long form is a bit time consuming to do all of the fall semester.

I think task stream for lesson plan writing at the beginning of the 2nd semester was extremely beneficial. I also felt like it helped me get more comfortable using standards to support my instruction. Now that I am very comfortable with lesson planning, I prefer other formats for planning. Sometimes, I feel like my lessons lack because it is so daunting writing the lesson plans. I also do not like the teaching platform on taskstream.

I liked TaskStream for the most part. It helped me to organize my work and keep everything in the same place. I don't like that I won't have access to it in the future.

I couldn't stand Taskstream. I didn't like the organization of just a list of lessons. I wish you could put them in folders for units or subjects.

Advantages - easy to follow layout, easy to share with mentor and PDA Disadvantages - online (if the internet doesn't work, then you're out of luck)

It was very helpful in teaching us how to structure lesson plans. The submission of some assignments was difficult at times.

Advantages: -layout for lessons -feedback -standards -having one place for all lessons Disadvantages: -wouldn't save work at times -format was long and redundant

Advantages--lesson plans were all organized in one spot, resources were all available Disadvantages--the different classes were all set up differently which was hard to navigate sometimes (confusing) Using taskstream as well as angel--can't it just be one or the other?

Advantages- Sharing capabilities, easy access to standards, many different tools available on the website Disadvantages- No notifications of comments on lesson plans, lesson plans organized in a disorganized way and no ability to easily search and select

Task Stream was advantageous because it kept all of my professional documents (i.e., lesson plans, teaching portfolio, assignments) in one place. Task Stream itself is very glitchy as it kicks you off after about 15 minutes of not using it. IT DRIVES ME INSANE.

Statistic	Value
Total Responses	47

26. What were the advantages and disadvantages of using YouSeeU this year?

Text Response
The assignments for YouSeeU were a bit excessive in terms of reflection. It was somewhat of a "chore" to comment on my own video, comment on the video of someone else, and repeat the process.
YouSeeU was just generally a pain to log in and upload videos.
Realizing that using video as a tool of reflection was the biggest advantage
Did not use it that much and did not find it helpful in learning.
I liked being able to see myself teaching and have the reflection piece right there, but at times it was very glitchy and would only let you upload so much.
It was nice to be able to watch and comment on my teaching practices and then also get responses from my PDA as well. It gave us the opportunity to talk about a lesson as the lesson was happening which isn't possible when you are actually teaching.
Again, it was great that we could send these videos. However, we only used it a couple times for methods courses.
I think it was very helpful in the beginning of the year, but honestly I stopped using it as soon as methods were over. It might have been helpful to maybe use it all year.
advantages : could watch and interact with other students' videos disadvantage: time consuming, technological difficulties often, too picky and monotonous
I really did not like YouSeeU. Since fall, I honestly have not logged in. Though I did appreciate being able to comment on time stamps.
I liked YouSeeU because it was an easy way to communicate minute by minute. However, I found that YouSeeU was not used as much throughout the year because after my PDA filmed we would discuss right after the lesson anyway.
It was nice being able to watch others videos and provide feedback and comments but we did not return to the comments. We did the assignment and it kind of fell by the wayside.
YouseeU seemed more like a task rather than a beneficial project for us as teachers.
It was easy to use. I don't remember using it much.
I really did not like using YouSeeU as much. If we were looking at a specific part of our teaching it was nice to be able to look and reflect, but I feel like that only helped occasionally.
Advantages: easy to comment on videos Disadvantages: took forever to upload videos at times
It was easy to add comments. Sometimes the videos had trouble uploading.
YouSeeU was nice to comment while you were watching, but it was very difficult to upload the videos and get them to work. Also, I was camera shy when I knew that I was recording.
YouSeeU was neat in order to comment on other people's; however, there was a lot of maintenance issues.
Advantages: comment and view comments as video plays; multiple people can view; able to stay in moment of classroom, while allowing to analyze afterwards Disadvantages: unable to export with comments; glitchy at times when uploading videos; not able to code for specific aspects
I wish I would have used it more, to be honest. Watching myself teach was very beneficial and I enjoyed sharing videos with my peers, because I learned a lot from them. I don't believe we have figured out a way to export these videos, so that would be very helpful if we could figure out how to do that (Ex: to put them in our platforms).
I like seeing comments in real time. Way too slow.
It was an advantage to have all of the videos in one place.
It was nice to reflect on videos and lessons, but the use of YouSeeU is confusing.
It was slow and there was no point in using it when the video is already on my computer.
Considering that we only used YouSeeU in the fall, I did not find this very useful. On the occasions that we did use this, videos took a very long time to load, and sometimes did not load at all. I think I would have benefitted more from using YouSeeU in the spring, rather than the fall. It would be nice if maybe one of our reflections a month was a YouSeeU video..
It is nice seeing yourself teach, but sometimes I felt commenting on it was unnecessary.
Advantages: - Got to see myself teach - Reflection piece - Able to share with others Disadvantages: - Glitches - Did not use the whole year
The technical issues were overwhelming.
I don't think I really used YouSeeU to benefit my teaching. It was more of a requirement for our classes and I didn't really do anything beyond uploading a video.
I think it was a good idea, it was just a hassle with working effectively and again, I feel like I didn't use it enough to make a judgement.
Hard to upload
Advantages of YouSeeU were physically seeing how I was teaching in my classroom. I learned how to physically place my body during lessons, especially while teaching in the front of the room using the whiteboard.
too difficult to upload videos, by the time that it worked I was not invested in the activity.
It was helpful to see myself and what I was doing/reflect on that; however it was really hard to use. (It often froze, it was hard to leave comments, etc.)
See above comments about YouSeeU - it took a long time to upload and didn't have a big impact on my
Advantages: -Helpful to see my teaching -Liked getting comments from others to analyze my teaching as well Disadvantages: -Stopped using it half way through the year.
Advantages to YouSeeU are: sharing videos online, commenting on videos of other interns and viewing videos of other interns.
I found video taping my teaching extremely beneficial. However, I did not use the comments as effectively as I should have. I still feel like i benefit a lot from watching myself teach.
The uploading process.
I thought it was helpful to reflect on my teaching, but I could have done that in iMovie.
No advantages. Maybe having the comments pop up during the video was helpful but by the time the video actually uploaded, it was five days later and I couldn't care less about the video or the lesson.
Advantages - comments in real time (explain thinking and practices right away) Disadvantages - setting up assignments, embedding video onto other platforms

Advantage was helping us be reflective and introspective about our own teaching. Disadvantage was technical difficulties.

Advantages: -reflection Disadvantages: -didn't use it often and it was frustrating to use -cant export videos

Disadvantages--frustrating, didn't really benefit from it, never really got feedback from anyone on the videos I uploaded

I feel like I did not have enough experience with YouSeeU to reflect upon either advantages or disadvantages.

Personally, I found YouSeeU to be helpful in reflecting on my teaching as a novice intern, but I knew of interns who had extreme technological issues with it while trying to submit assignments.

Statistic	Value
Total Responses	48

27. How would you describe the PDS community?

Text Response
Comfortable, Familiar, Warm
Close knit, supportive, kind, helpful
Collaborative, welcoming, innovative, respectful
A family.
The PDS community was amazing and I am so happy that it will be a lifelong resource to me.
I think that parts of the PDS community are very close. This year there were a lot of "groups" within the interns. The mentors are wonderful at my school and involve us in everything which is helpful.
Supportive and pride in themselves. I know that anyone from the PDS community would be there to support me and I know that the support will continue for many years.
As a family. We are very close and have a great support system. We all know each other and it has been an amazing experience for me.
Incredible, one family, supportive
AMAZING LOVING CREATIVE BOLD AWESOME A FAMILY
Warm, inviting, and ready for us to be successful
Supportive, understanding, comforting, resourceful! Family of individuals I can count on for the rest of my teaching profession. The connections and relationships I have made during this year, I will cherish for the rest of my life. I know if I need support next year as a first year teacher I can reach out to anyone in the PDS community. I could not imagine not going through the PDS internship, it was super helpful!
Family.
The PDS community is AMAZING! Everyone is so welcoming and everyone is here to support one another.
Close-knit family. People that always have your back. A world of support.
This community is one the is very caring and supportive. I always knew that I had people to turn to if I needed help. It also is very resourceful. I learned so much from being a part of this community and I know that I will always have people to turn to if and when I need help.
I feel like I somewhat know everyone in PDS, but I don't feel like I really know people who were not in my classes in the fall. I wish we had gotten a chance to have class with everyone or had more community building activities where we got to know everyone well.
The PDS community is very supportive and they love inquiry.
The PDS community is like a family. There are rough points, but everyone is there for each other in the end.
Supportive; best practices; emphasis on inquiry and developing self as teacher; provides many resources needed to help support our education/experiences
Intentional, sincere, passionate, and compassionate
Supportive. I would feel comfortable going to anyone in the PDS community if I needed support or resources for anything. Everyone cares about your success.
I think that the PDS community is extremely close-knit. I like that we get plenty of opportunities to collaborate with one another. I feel that the people involved in PDS are extremely supportive and caring.
Loving, caring, supportive, collaborative, and a COMMUNITY. These five words describe my experience completely. I have felt so much love, care, and support from everyone is our community. Being able to collaborate with them has only been beneficial to my teaching experience.
My answer to this question depends on what is going on. Sometimes it seems like there is a lot of support and it is a real family, but others it feels like if you mess something up then you are a failure.
Helpful, caring, supportive, informative!
I enjoyed being a part of this community most of the time, it really does feel like a family. However, sometimes I felt like the expectations were so high it created a stressful environment.
Supportive, loving, welcoming, and accepting. A community of people who share the same professional goals as my own and encourage me to become the best teacher leader I can be.
Powerful.
It is a helpful, collaborative, supportive community dedicated to creating high quality teachers.
The community is collaborative, inspiring, open-minded, and committed to it's goal of creating effective teacher leaders.
a fmaily
The PDS community truly is a big family. I feel as if I can say hello to almost anyone here and it's easy to be open with the interns and PDAs.
A little disconnected between schools, but when we are somewhere outside of PDS I felt a sense of community with each other that I don't think would be there without PDS.
The PDS community is kind of strange. It feels like we are trying to create these free thinking educators who will be educational leaders, but at the same time, we are being encouraged to do exactly what PDS wants us to how PDS wants us to do it.
Very open, comforting, helpful, welcoming, supportive
I would describe the PDS community as a really good place for student teachers to be. Every single person you encounter is warm, friendly and knowledgeable. There are vast resources for anything you may need during the year and always someone to turn to. People call PDS a family and it truly is that way.
F - Future of education A - Always innovating instruction M - Making a difference in the lives of children I - Inspirational L - Love and support Y - You will always have this community in your life
Supportive, loving, challenging, understanding. I also feel like PDS has the mentality that the best way to learn how to teach, IS TO TEACH! This is something I have always believed. I felt like I was limited in course work. I felt like I could only learn so much. In PDS, through teaching and being in the classroom, I felt like the community understood the importance of new teachers learning and responding to what was happening in a classroom.
Close-knit, supportive.
I would describe PDS as a family. It is a community of people who genuinely care about each other and want to see each other improve. I could tell from the first day that everyone was passionate about teaching and loved working with students!
Stressful. Honestly people bond over how much stress they have.

Supportive, collaborative, occasionally stressful, worthwhile, beneficial, amazing

An amazing group of motivated and involved individuals who want to improve the life and education of children. Incredibly supportive and open to collaboration.

-close knit, yet has cliques with buildings -family

Family! :) Welcoming Supportive Innovative Progressive Intellectual Truly wanting what's best for the students

I feel like the PDS community is supportive but also cliquy. I did not have close personal friendships with any interns previous to this experience, and I felt like many interns did. Sometimes, I felt alone in this experience and felt embarrassed to express my worries and concerns with others.

The PDS community is one founded upon theory and practice that focuses on the welfare of all children in all communities. The PDS community is one that constantly seeks to improve itself, which is certainly admirable. However, since the beginning of the year, I was turned off by the slight air of pretense that surrounded the community--humility goes a long way in my book.

Statistic	Value
Total Responses	48

28. How can we improve the PDS experience for future interns?

Text Response
I think it is important to evaluate the PDAs each year. To have all PDAs on the same page would be helpful and comforting for the interns.
Change the course work to be more applicable to what is happening in individual classrooms.
Have more community building activities. I feel like I still don't know ALL the interns as much as I would like but I've developed such close relationships with a good amount that I wish we could have done more things all together.
I would say that consistency is the biggest thing that needs to be improved for next year.
I think that having the PDAs all have the same requirements will help.
I think that weekly building intern meetings could be improved. I don't think that many interns found them valuable. I think they would be better if there was a structure or something that everyone could bring to talk about. It was mostly the PDAs talking and it felt like time was being taken away from us and our classrooms.
Something that I think could be improved is maybe shortening classes. It was often difficult to go to class after being in school all day. Also I think there should be more community building things. I know so many different people but I wish I would have become closer with everyone else.
Wish we had more community building with ALL of the interns because I got really close with some interns but not everyone. More consistency amongst the PDAs with things such as lesson plans, expectations, journals, etc. ... this could be very frustrating at times.
Intern input into pairing matches for mentors and interns.
Intern-Mentor matching (Give the intern a say in who they are matched with for their mentor)
Explain expectations to future interns early on. Emphasize the professionalism that is expected from the program.
I can't think of much improvements. This experience has exceeded my expectations. I have grown so much as a teacher and I have had so many experiences that I can confidently say I am ready for my first year of teaching.
Just really catering it to the interns' needs and interests.
Consistency across PDAs.
I think that allowing the interns to get to know each other and all of the PDAs better would be helpful. I also think that sometimes the classes were longer than they needed to be, for example, morning meeting in every class got kind of repetitive.
Give interns more time to work on inquiry
I would not change a thing!
I wonder what it would look like if current interns had any say in the future mentors. Now, of course this would only be a piece of determining mentors, and I understand that PDS tries to recruit as many mentors as possible. But I feel like quantity of mentors was valued over quality. I would have appreciated someone asking me for my input, because this was probably the toughest part of my year in PDS.
Maybe making some things more uniform. An intern's experience can be vastly different based on who your mentor and PDA is. I had an amazing mentor and PDA so I had a wonderful year. However, I know some people who struggled a little more this year.
I think have a structure for weekly Intern meetings would be helpful. I didn't find the meetings to be beneficial to my teaching. It's hard to meet once a week when things are crazy in the classroom. I'm not sure how to improve this because I think they have a lot of potential, but this would be one area I would like to see improvement.
There are a lot of times when we meet when we don't need to or don't get as much out of it as I would hope.
Nothing-its great!
This program is so rigorous and interns are dedicating themselves for a whole year so I feel like it needs to be more accepted for interns to make mistakes. I also feel like there was a lot of wasted time in courses that could have been spent planning.
- If methods classes could be shortened even just a little bit, that would be helpful. It was sometimes very difficult to balance the classroom, assignments, and eating because we would rush to class and not get home until 7:00PM.
The PDS experience can be improved for future interns by making the seminars more meaningful to what we are seeing in our classrooms. I also think that seminars could be lessened to 1 seminar a week sooner during the spring semester because I found that I was missing out on crucial time to plan with my mentor.
I had a great experience..I really don't know.
Keep doing what you are doing.
It would be nice if the partner classroom teachers were more involved in the program (especially if those teachers didn't have an intern). I had no problem telling my partner classroom teacher about PDS and she's now receiving one next year (YAY) but it would've been nice to have more experiences with her outside of the classroom.
I'm not sure. I think it's going to be hard no matter how you do it. There's no getting around the difficulty and time involved in a year-long student teaching internship.
More feedback from interns on their mentor/PDA experience so it can improve in the future More scheduling and consistent
Just simply reading the feedback from current interns and using that to guide next years program. Also, we constantly say instruction depends on your classroom so taking feedback from next years interns as the year continues.
I think more community building activities would help to strengthen the PDS experience for interns in the future.
I would encourage interns to come to PDS with lots of ideas and things they wanted to try in their classrooms.
Interview the mentors before they are able to be mentors.
The only negative I can think of is the technology training. I think that could have been improved.
Mentors should be interviewed before letting them become mentors. PDAs should do an "observational" year or semester so they can learn the ropes as well. Consistent expectations from PDAs and Methods teachers. Let them be college students for maybe just one day.
I would maybe recommend giving the new interns a previous intern to contact. I, for one, would be more than happy to volunteer for something like that. Interns could use this contact to reach out to people who have been in their shoes and receive advice and support.
TRy to have a more firm schedule earlier in the year, that was a source of some confusion and stress for many interns.
-inform us of assignments earlier -spread out inquiry (the end with writing the paper felt so rushed) -force us to sit with people from other buildings during seminar
I would encourage more bonding opportunities throughout the school year, not just at the beginning. Not just professional bonding, but also personal bonding with other interns, mentors, and staff. I also would have appreciated resources for stress relief or anxiety. I think the bonding opportunities would address this concern, but it may also be helpful to include presentations from CAPS regarding stress relief strategies such as yoga, breathing techniques, etc.
I think by adding time for reflection following the inquiry would dig up some interesting ideas and feelings.

Statistic	Value
Total Responses	41









29. Please add any comments that you would like to add..

Text Response	
<p>This was the best decision I've ever made in my life. I know I wouldn't be where I am or as prepared as I am without this program. I would encourage ANYONE to do it.</p>	
<p>I am so grateful for this experience. I can't imagine going into my own classroom next year without the PDS community behind me. I don't think I even fully appreciate the experience yet - I will continue to be more and more grateful as I begin my teaching career.</p>	
<p>This has been an amazing experience for me and I'm so happy I given the opportunity to be apart of it.</p>	
<p>THANK YOU!!!!!! :)))</p>	
<p>PDS has been the most wonderful thing to occur in my teaching education thus far.</p>	
<p>I enjoyed all of the extras to the PDA-the holiday party, community in the methods classes, etc. Thanks for a great year!</p>	
<p>n/a</p>	
<p>I LOVED THIS PROGRAM! THANK YOU FOR THE GREAT EXPERIENCE! I HAVE REALLY SEEN MYSELF GROW AS A TEACHER!</p>	
<p>Thank you!!</p>	
<p>I truly thank the PDS community whole heartedly for all of the support and love I have gotten this year. You have taught me what it takes to be a professional and a teacher leader. I feel confident in having my own classroom next year. Thank you for preparing me and supporting me along the way! :)</p>	
<p>N/A</p>	
<p>I would not have been able to complete this year without my mentor, PDA, and friends in PDS.. Although I had frustrations in my classroom, my mentor and PDA went above and beyond to accomodate my needs and support me wonderfully.</p>	
<p>I really loved it!</p>	
<p>Thank you for this wonderful experience. I could not have made it through this year without the love and support of the PDS Family!</p>	
<p>Thank You!</p>	
<p>I love PDS and feel beyond lucky to have had this amazing opportunity!</p>	
<p>I have loved the PDS program this year, and I absolutely cannot imagine my life without it! :)</p>	
<p>I cannot begin to express the full extent of the gratitude I feel for the opportunities I have been afforded by participating in this program. Reflection, inquiry, and love have driven this program to where it is; in turn, my pedagogy has been transformed for the better. Thank you, thank you, THANK YOU!</p>	
Statistic	Value
Total Responses	18

P-12 Parent Report











Last Modified: 06/01/2015

1. What school does your child attend?

#	Answer	Bar	Response	%
1	Corl St.		8	4%
2	Easterly Parkway		46	25%
3	Ferguson Township		39	21%
4	Grays Woods		15	8%
5	Houseville		0	0%
6	Lemont		11	6%
7	Mt. Nittany Elementary		9	5%
8	Park Forest		45	24%
9	Radio Park		11	6%
	Total		184	




Statistic	Value
Min Value	1
Max Value	9
Mean	4.70
Variance	7.24
Standard Deviation	2.69
Total Responses	184

2. I got to know my child's intern in the following ways- please check all that apply

#	Answer	Bar	Response	%
1	parent conferences		167	91%
2	written communication, e.g. email		42	23%
3	phone conversations		2	1%
4	visits to the classroom		117	64%
5	back to school night		86	47%
6	after school or evening activities		30	16%
7	Talking with my child about her/him		125	68%
8	other		14	8%
9	email correspondence		17	9%
10	Parent Newsletters		44	24%






Statistic	Value
Min Value	1
Max Value	10
Total Responses	183

3. My child benefited from having an intern in the classroom.

#	Answer	Bar	Response	%
1	Strongly agree		138	75%
2	Agree		38	21%
3	Neither Agree nor Disagree		8	4%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		184	





Statistic	Value
Min Value	1
Max Value	3
Mean	1.29
Variance	0.30
Standard Deviation	0.54
Total Responses	184

4. I established a positive relationship with my child's intern. (Note- the choices are not always in the same order as the previous item)

#	Answer	Bar	Response	%
1	Strongly disagree		10	5%
2	Disagree		2	1%
3	Neither Agree nor Disagree		49	27%
4	Agree		80	44%
5	Strongly Agree		42	23%
	Total		183	






Statistic	Value
Min Value	1
Max Value	5
Mean	3.78
Variance	0.99
Standard Deviation	0.99
Total Responses	183

5. I believe communication was enhanced by my child having an intern in the classroom.

#	Answer	Bar	Response	%
1	Strongly agree		52	28%
2	Agree		76	42%
3	Neither Agree nor Disagree		47	26%
4	Disagree		6	3%
5	Strongly Disagree		2	1%
	Total		183	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.07
Variance	0.77
Standard Deviation	0.88
Total Responses	183

6. I believe instruction was enhanced by my child having an intern in the classroom.

#	Answer	Bar	Response	%
1	Strongly disagree		21	11%
2	Disagree		2	1%
3	Neither Agree nor Disagree		15	8%
4	Agree		76	41%
5	Strongly Agree		70	38%
	Total		184	






Statistic	Value
Min Value	1
Max Value	5
Mean	3.93
Variance	1.54
Standard Deviation	1.24
Total Responses	184

7. My child developed a positive relationship with his/her intern.

#	Answer	Bar	Response	%
1	Strongly agree		105	57%
2	Agree		65	35%
3	Neither Agree nor Disagree		10	5%
4	Disagree		1	1%
5	Strongly Disagree		3	2%
	Total		184	






Statistic	Value
Min Value	1
Max Value	5
Mean	1.54
Variance	0.59
Standard Deviation	0.77
Total Responses	184

8. My child received more individual attention this year as a result of having an intern in his/her classroom.

#	Answer	Bar	Response	%
1	Strongly disagree		11	6%
2	Disagree		3	2%
3	Neither Agree nor Disagree		28	15%
4	Agree		66	36%
5	Strongly Agree		76	41%
	Total		184	






Statistic	Value
Min Value	1
Max Value	5
Mean	4.05
Variance	1.17
Standard Deviation	1.08
Total Responses	184

9. My child received more attention during small group instruction time this year as a result of having an intern in his/her classroom.

#	Answer	Bar	Response	%
1	Strongly agree		84	46%
2	Agree		74	40%
3	Neither Agree nor Disagree		22	12%
4	Disagree		1	1%
5	Strongly Disagree		2	1%
	Total		183	

Statistic	Value
Min Value	1
Max Value	5
Mean	1.70
Variance	0.62
Standard Deviation	0.78
Total Responses	183

10. I believe the classroom teacher had more time to get to know my child this year as a result of having an intern in the classroom.

#	Answer	Bar	Response	%
1	Strongly disagree		13	7%
2	Disagree		2	1%
3	Neither Agree nor Disagree		30	16%
4	Agree		80	43%
5	Strongly Agree		59	32%
	Total		184	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.92
Variance	1.16
Standard Deviation	1.08
Total Responses	184

11. Please comment on your experiences and your child's experiences with the Penn State Intern this year.

Text Response
Mrs is very nice to kids including mine.
I had no idea there was a intern. I never heard from him/her in any fashion. My child never mentioned him/her. I have no idea what effect, if any the presence of this person had on my child and her learning this year.
Ms. was a valuable addition to Noah's classroom this year. He truly enjoyed getting to know her. Lauren will be an asset to any classroom she is placed in. It was a pleasure getting to know her!
I think the internship program is excellent and enhances student learning. My child thought miss was a great teacher who helped him to learn. Thanks!
Intern in my child's class played important role in language arts study. Not only in the classroom, but also during the evening school events and out of school performances the intern was always there cheering for the kids and congratulating on their achievements. The Intern in the classroom of my child was a definite plus to my kid's experience.
I feel fortunate to have had a PDS intern in my child's classroom. I would also feel confident in a "rookie" teacher who completed a PDS intern more so than one who did not.
My child had a wonderful experience with Ms. . When I asked him if he enjoyed having her in the class, his response was, "She helps me alot!" And he hates school, so that's saying alot. We just moved here atthe beginning of the school year, so We're still adjusting to the new area. I wasn't in the schools as much as I used to be, but Ms. helped B so much with his transition. We are so grateful for her!
We absolutely loved our son's intern this year...she was so involved in his classroom the entire school year!!
Great experience!
It's been a great opportunity for the intern as future teacher and my child as he's in a position to reflect on the fact that we develop and grow into our roles and we as a community can be a part of that. He benefited from the intern's ideas and from her ability to work with him and other students, as well as freeing the teacher for more individualized work with students.
Having an intern is a positive thing for the kids. A role model to look up to. Someone's that they can say I wanna be like him/her. Social skills as in talking to the kids showing the kids what the kids wanna be when they grow up. Positive on either aspect your looking at.
L and S spoke of their intern frequently throughout the semester. She became an integral part of their learning. She developed fun activities in the classroom. Having her in the room also provided greater opportunities for small group based learning in stations. I think it is GREAT to have student interns working in the classroom. The girls were so excited, when I went to graduation on Sunday night, they told me to look for Ms. and that she was moving on to Virginia. She developed a strong bond with the kids.
My daughter always develops positive relationships with her class interns. She still talks about interns she had in other grades. The PDS program is a wonderful, reciprocal program!! The interns benefit from a full year in the classroom with the guidance of their mentor and our children benefit greatly with: more individualized instruction, access to modern methods the interns are studying in their course work, the extra benefit of the PDS supervisor guidance, lessen the work load of the classroom teacher to focus more on instruction planning and small group instruction. Parents and students of this community are so lucky to have the partnership between the university!
I strongly support the student intern program.
I myself am an elementary school teacher, so I didn't have the chance to visit the classroom often and did not meet the interns working with my children. My first and fourth grader spoke highly of their interns and I feel they benefited from having an additional teacher.
The intern established a close relationship with my child. The instructions followed slightly different approaches and focussed on specific topics compared to the primary teacher. This helped to enrich classes and gave my child a more diverse learning experience. Thanks.
My daughter's PSU intern was Ms . She absolutely adored this young woman and cannot say enough good things about this future teacher. Ms has most definitely made a positive impact on my daughter this school year and she will be greatly missed.
I think this is a great program for everyone involved. My daughter just loves her student teacher. I know several teachers who went through the pds internship, including my daughter's kindergarten teacher, and they are all awesome teachers.
Our daughter's experience with her class's Penn State intern was terrific. Absolutely a highlight of her year.
Our intern was very personable and I'm sure a help in the classroom. It is impossible for me to discern impact on my child's progress and learning, since I have no objective comparison (i.e. what would have happened without the intern).
I love the PDS program, but I'm somewhat biased as a graduate of the secondary PDS program. I think everyone benefits... the students, the intern, and the teacher. I am glad every year that I hear my son has an intern in his classroom. Thank you for all of the work!
I don't have details to share, but I know that both of my kids had a great year and that it must have been enhanced by the interns, who they liked a lot.
She was wonderful and my kid loved her!
Not only was Miss personality blooming everyday but you could tell that she loved the students and enjoyed teaching. Micah dearly loved her and said that he will miss her very much. Wherever she teaches in the future the children will love her just as they did here at Park Forest. Thank you for everything.
Ms Winner was professional and a wonderful addition to my sons classroom. She brought a fresh set of ideas and energy to the classroom.
My child has had an intern in his class every year since kindergarten and I've been consistently impressed with them. This year was no different. I think this program benefits everyone - it's an invaluable experience for the intern, an extra set of hands for the teacher, and increased attention for the students. I can't say enough about this program and the people involved in it.
I think this was a fabulous for experience for everyone. I'm very happy my daughter got to be part of it and hope the program continues!
I believe that having an intern in the classroom must be beneficial to the teachers and the students. However, I did not get to know the intern or her influence in the classroom or with the students, even though we attended parent conferences, events, etc. The intern in our student's class was polite and quiet during all interactions. I don't know how she contributed to the classroom, though I assume her presence/assistance was helpful for the teacher and the students. In general, I feel there is very little communication between teachers/interns and parents outside the occasional class e-newsletter.
We love Ms. ! Best of luck to her!
She was very sweet, but I only interacted with her a few times. I know my son liked her very much.
M was very fond of Miss . She often told me about how they interacted and the fun things they did. Miss was a fully integrated part of the teaching team in M classroom and I believe she viewed her as an equal to Mrs. .
Miss was a wonderful student teacher. Every time I was there she was engaged with the students, and they all interact positively with her. My son truly loved having her in the classroom. Kindergarten takes a special kind of person, and I am so glad that she was able to spend a full year with them! I have no doubt she will have her own wonderful class and be a beautiful influence on children for years to come.
My children very much enjoyed having an intern! She was a great addition to the classroom.
Honestly, my child only mentioned his intern twice when we made Christmas cards and Valentine day cards. Other than that he never mentioned any teaching, read alouds, or activities he did with her.

My child is in 4th grade therefore I have no idea what is happening in the classroom. Sorry to not be of any help!

She talked about her intern teacher a lot, and she likes her intern.

The experience with last years intern was very positive, however the intern this year did not seem to get along with the kids as well. My son felt the intern yelled and was more negative than positive. Twice he told me she made him cry. I am only going by what my son said his experience was. I did not get to know this intern very well, again the intern last year was more out going and easier to approach.

Miss was wonderful! We were so glad to have her as part of our son's Kindergarten class.

What a fabulous experience my child had with Miss Holsopple! She was engaged, bright, enthusiastic, kind and a wonderful instructor. My child talked about her with the same degree of interest and experience as he did with his lead teacher. Thank you for having this wonderful scaffolding opportunity for your students in their last year of education.

Wonderful service learning project too

What a great opportunity for the students, my daughter and the intern.

She brought a lot of creativity to the instruction. She was fresh faced and positive which is hard to maintain all year in a kindergarten class! My daughter loved her and will probably miss her more than her teacher at the end of the year.

E has enjoyed having an intern in his classroom. This is his first year with an intern for all of his classes (last year it was just for math). Miss has brought extra energy and excitement to the classroom. The partnership and collaboration are wonderful example for my son and the other students in the classroom.

This situation has been a win-win for both children and the interns. I hope that this program continues.

We loved having Ms. in the classroom as well as having her help out with as many after school activities as she could. Miss Trofa is an amazing person and will be missed very much. We hope that her future class loves her as much as we did.

This is the second time my child has had a Penn State intern in the classroom and it has always been a positive experience. I know the selection process is rigorous and that, therefore, the intern is at the top of her class. I am supportive of these opportunities that allow Penn State students to gain teaching experience. My daughter really loved both interns that were in her classroom over the past two years.

I am in education at Penn State, so I have more than usual opportunities to interact with interns. It's a blessing on our schools and community to have the PDS. Keep going!

He has so many positive things to say about being in the classroom and about the intern in there. He loves going to school which we all weren't sure would happen. He has a difficult time with chances and Miss is fantastic!!!

Miss was very kind and my daughter said she "got more firm" at some point in the year. I thought this was funny, but recognized it as a new respect for her as a teacher, rather than a helper in the room. Super young lady, we wish her well.

Miss is very professional, caring, and will make a great teacher.

My daughter's intern was wonderful and having her enhanced everything this year!!!

Thank you

I love the PDS program; it's a real asset to scasd and to the children in the classroom. Ms. was wonderful and my daughter loves her

Very positive- he wants her to get a job in the district!

My son thoroughly enjoyed and benefitted from the creativity of the intern in his class this year. The intern added new approaches and ideas to the classroom as well as an aura of humor and positivity. She was a great addition to the teaching staff in the room.

From what I hear from my son, Miss K was great!

My daughter loves having a PSU intern. They have always been a positive part of her school experience and she is always sad when the year comes to a close.

My daughter talks about her intern (Ms.) so often, including what she is learning from her. As a parent, I was thrilled with the small group attention that having an intern in the classroom afforded. It was an extremely positive experience for my daughter and for our family.

Love this program and we really enjoyed Ms !

My granddaughter just loved Ms. . She always talked about her and was very upset at missing her going away party as we were in Florida. We wish her the very best.

She was very positive and enthusiastic to work with the children. She'll be missed!

Miss was wonderful. This is such a great program.

My child always says positive words about his intern teacher.

I think it was great to have the intern in the classroom. I didn't get to interact with her/get to know her personally that much, but I don't see that as a huge negative. Her time there helped the teacher and the students, and that's what matters from my perspective.

This year my child did not talk about the intern very much when discussing classroom instruction. I believe the intership program is intergal and great for the school but this specific intern did not seem to make a great impact on my child.

He and I both enjoyed having Miss in the classroom. She definitely added to the third grade class in a positive way

Ms. is wonderful! We feel fortunate to have gotten to know her at the beginning of what's sure to be an exciting & successful career. Having PSU interns in our kids' classrooms contributes to SCASD's excellence.

Ms. was wonderul in the classroom. She helped when my child was struggling with math, provided positive reinforcement when she needed it, and also helped her navigate the social changes kids in the 4th grade start to exhibit. She was excellent and was Mr. last year. You have top notch interns in my experience.

Having Miss Intern in Miss Bakers class was an awesome experience. My son was able to get more individual time when needed. For example for spelling test, reading. The intern program is a great experience overall.

Ms. was a very sweet and kind with my daughter. L would come home excited with stories of how fun her day had been and I feel I got to know Ms. through my daughter.

My son had only positive things to say about the intern. I know he benefitted from her being In the classroom.

My daughter loved the intern In her class this year. she was approachable, professional and helpful. She took a genuine interest in seeing my daughter succeed.

My child formed a greater teacher/student bond with the intern than with her regular classroom teacher. When the intern was there the teacher didn't interact with the students at all.

Statistic	Value
Total Responses	75

12. If you would be willing to talk in more detail about your child's experience with a Penn State intern this year during a phone interview, please write your name and phone number below. You may or may not be contacted. Thank you.

Text Response

Statistic	Value
Total Responses	20

PDS Mentor End of Year Survey 2017-18

It's time to get some feedback from the partners in the PDS. We hope you will take a few minutes and complete this survey. We will also send you a link for a parent survey and hope that you will share it with your parent email list.
Thanks for everything you do.
The PDS team.

* Required

1. **I believe in the goals of our PDS: We strive to create and maintain a community whose goal is to engage all partners in continuous learning, development, and innovation through respectful collaborative inquiry.** *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

2. **Mentor meetings are a valuable way to discuss issues regarding the PDS.** *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

3. **I feel comfortable sharing my thoughts during monthly mentor meetings and PDS retreats.** *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

4. **My PDA: (check all that apply)** *

Check all that apply.

- Developed relationships with my students
 Collaborated productively with my intern
 Communicated clearly with the triad
 Participated formally and informally in classroom teaching (Helped as needed)
 Was approachable with all triad needs
 Understood and supported classroom routines
 Provided timely feedback
 Demonstrated professionalism i.e being punctual, providing a weekly schedule, respecting classroom environment, etc.
 Modeled life-long learning habits
 Other: _____

5. 5. My Intern: (check all that apply) **Check all that apply.*

- Developed relationships with my students
- Collaborated productively with me and our PDA
- Communicated clearly with the triad
- Participated formally and informally in classroom teaching. (Helped as needed)
- Submitted lesson plans in a timely manner
- Understood and implemented classroom routines
- Responded appropriately to feedback
- Demonstrated professionalism i.e being punctual, providing a weekly schedule, respecting classroom environment, etc.
- Asked thoughtful questions
- Assessed student learning
- Developed her practice through inquiry and reflection
- Other: _____

6. 6. My children benefited from having an intern in the classroom. **Mark only one oval.*

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. 7. I enjoyed when PDAs other than my assigned PDA visited my classroom. **Mark only one oval.*

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. 8. I believe instruction was enhanced by having an intern in my classroom. **Mark only one oval.*

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. 9. My children received more individual attention this year as a result of having an intern in the classroom. **Mark only one oval.*

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. 10. I had more time to get to know my children this year as a result of having an intern in the classroom. **Mark only one oval.*

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. **11. I tried things in my classroom this year that I would not have tried alone. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

12. **12. I grew professionally this year as a result of having an intern in my classroom. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

13. **13. When I think of how much solo teaching my intern and I each did this year and compare it to the amount of co-teaching we did, I would say that we did ***

Mark only one oval.

- much more co-teaching.
 a bit more co-teaching.
 about the same amount of co-teaching and solo teaching.
 a bit more solo teaching.
 much more solo teaching.

14. **14. My involvement in inquiry this year was ***

Mark only one oval.

- I supported my intern's inquiry
 My intern and I did an inquiry together.
 I did my own inquiry.
 None of the above.

15. **15. The intern inquiry that was conducted in my classroom this year had a positive impact on the students. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

16. **16. The intern inquiry that was conducted in my classroom this year had a positive impact on instruction. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

17. **17. The intern inquiry that was conducted in my classroom this year had a positive impact on my intern's development as a teacher. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

18. **18. I believe that teacher inquiry contributed to my continuing professional growth this year. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

19. **19. I believe that inquiry is an important component of interns' growth and development as teachers. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

20. **20. I attended the inquiry conference this year. ***

Mark only one oval.

- Yes, I did.
 No, I did not.

21. **21. If a mentoring class was offered, I would be interested in attending. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

22. **22. I am interested in participating in teacher research/inquiry that might be conducted in the context of the PDS. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

23. **23. I have been given opportunities to provide feedback regarding PDS methods courses. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

24. **24. Non-supervising university partners (including faculty and doctoral students) are a visible part of the PDS. ***

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

25. **25. My school community willingly embraces the PDS as a supportive partnership. ***

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. **26. I feel supported as a mentor. ***

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. **27. To what extent did your intern share their ideas to enhance student learning this year? ***

Mark only one oval.

- To a great extent
- To some extent
- To a very little extent
- Not at all

28. **28. How effective did you feel the embedded weeks were this year and what suggestions would you have for next year? ***

29. **29. How effective did you feel the new Google doc lesson planning template was this year? ***

Mark only one oval.

1	2	3	4	5	
Ineffective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Very Effective

30. **30. What PDS activities did you participate in this year? ***

31. **31. I feel that I have a say in decisions that are made about the PDS. ***

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

32. **32. How effective do you think PDS communication has been this year? What was helpful and what suggestions do you have? ***

33. **33. What was the most valuable part of participating in the PDS this year? ***

34. **34. What was the least valuable part of participating in the PDS this year? ***

35. **35. What could be done to improve the PDS for the future? ***



PDS Intern End of Year Survey 2017-18

* Required

1. Overall, I benefited from participating in the PDS internship. *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

2. My experience in the PDS internship helped me become the kind of teacher I want to be. *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

3. I feel confident in my abilities to begin my career in teaching. *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

4. I would encourage others to apply to this PDS internship. *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

5. Through the PDS internship, I developed an understanding of the goals of a professional development school. *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

6. Through the PDS internship, I learned to analyze and reflect on my teaching practice. *

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

7. 7. Through the PDS internship, I learned to inquire into my own practice as a teacher. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. 8. Through the PDS internship, I developed skills to be a teacher leader. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. 9. I regularly tried out innovative practices in my teaching to support my students' learning. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. 10. The GoogleDoc lesson planning template was easy to use and helpful in my planning. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. 11. I found video analyses of my teaching useful. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. 12. The parts of the PDS internship year I liked BEST were... *

13. 13. Some major components of the PDS internship are listed below. Please check the components that MOST contributed to your growth and development as a prospective teacher. You may choose as many as you wish. *

Check all that apply.

- Daily work with mentor teacher(s)
- Working with my PDA
- Journal Writing
- Course assignments
- Conducting teacher inquiry
- Reading professionally
- Completing the teaching platform
- CLE methods course
- MTHED 420 course
- SCIED 458 course
- SED 430 course
- Spring seminars
- Embedded weeks
- Joint Methods Seminar
- The August Mentor-Intern Pairs Workshop
- Literacy training
- The Restorative Practice workshop
- Technology Training

14. 14. The parts of the PDS internship year I liked LEAST were... *

15. 15. Some major components of the PDS internship are listed below. Please check the components that LEAST contributed to your growth and development as a prospective teacher. You may choose as many as you wish. *

Check all that apply.

- Daily work with mentor teacher(s)
- Working with my PDA
- Journal Writing
- Course assignments
- Conducting teacher inquiry
- Reading professionally
- Completing the teaching platform
- CLE methods course
- MTHED 420 course
- SCIED 458 course
- SED 430 course
- Spring seminars
- Embedded weeks
- Joint Methods Seminar
- The August Mentor-Intern Pairs Workshop
- Literacy training
- The Restorative Practices workshop
- Technology Training

16. 16. From the previous items that you found the least helpful, choose 1-3 to give feedback on for how they could be improved so that they would contribute more to your development as a teacher. *

17. 17. The PDS internship encouraged me to work with and learn from my fellow interns. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. 18. What advice would you give interns about working successfully with other interns?

19. 19. My relationship with my mentor allowed me to (check as many as apply):

Check all that apply.

- practice teaching strategies.
- develop a professional voice.
- be a part of making teaching decisions.
- ask questions.
- feel free to learn from mistakes.
- communicate openly (sharing ideas, worries/concerns, moments of pride, etc.).
- be myself. My mentor cared about me as a person.
- find success in classroom management.
- find success in teaching children to learn.
- feel a part of a professional community.
- None of these apply.
- Other: _____

20. 20. What advice would you give to mentors about working successfully with a PDS intern? *

21. 21. What advice would you give to interns about working successfully with a PDS mentor?

22. 22. My relationship with my PDA allowed me to (check as many as apply):

Check all that apply.

- practice teaching strategies.
- develop a professional voice.
- be a part of making teaching decisions.
- ask questions.
- feel free to learn from mistakes.
- communicate openly (sharing ideas, worries/concerns, moments of pride, etc.).
- be myself. My mentor cared about me as a person.
- find success in classroom management.
- find success in teaching children to learn.
- feel a part of a professional community.
- None of these apply.
- Other: _____

23. 23. What advice would you give to PDAs about working successfully with a PDS intern? *

Four horizontal lines for text input.

24. 24. What advice would you give an intern about working successfully with a PDA?

Four horizontal lines for text input.

25. 25. How would you describe the PDS community? *

Four horizontal lines for text input.

26. 26. How can we improve the PDS experience for future interns? *

Four horizontal lines for text input.

27. 27. If there was a network available for communicating with other PDS alum after you graduate, how likely are you to access this network for support?

Mark only one oval.

1 2 3 4 5

I will not access this network.

Five radio button options corresponding to numbers 1 through 5.

I am very likely to access and use this network.

28. 28. Please add any comments that you would like.

Four horizontal lines for text input.

PDS Parent End of Year Survey 2017-18

* Required

1. 1. What school does your child attend? *

Check all that apply.

- Corl St.
- Easterly Parkway
- Ferguson Township
- Gray's Woods
- Houserville
- Lemont
- Mt. Nittany
- Park Forest
- Radio Park

2. 2. I got to know my child's intern in the following ways - please check all that apply *

Check all that apply.

- Parent conferences
- Written communication, e.g. email
- Phone conversations
- Visits to the classroom
- Back to school night
- After school or evening activities
- Talking with my child about her/him
- Parent newsletters
- other

3. 3. My child benefited from having an intern in the classroom. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. 4. My child's intern worked to establish a positive parent/intern relationship. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. 5. I believe communication was enhanced by my child having an intern in the classroom. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. I believe instruction was enhanced by my child having an intern in the classroom. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. My child developed a positive relationship with his/her intern. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. My child received more individual attention this year as a result of having an intern in his/her classroom. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. My child received more attention during small group instruction time this year as a result of having an intern in his/her classroom. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. I believe the classroom teacher had more time to get to know my child this year as a result of having an intern in the classroom. *

Mark only one oval.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. Please comment on your experiences and your child's experiences with the Penn State Intern this year. *

12. If you would be willing to talk in more detail about your child's experience with a Penn State intern this year during a phone interview, please write your name and phone number below. You may or may not be contacted. Thank you. *
