

Zoom Drop in Session with Cooperating Teachers
March 21, 2023 from 3:30-4:30 pm.

In attendance: Cathy Scott, Betsey Costner, and eight teachers from the following content areas:

- Early Childhood/Elementary (2)
- Middle Level (1)
- Music (1)
- Secondary English (1)
- Secondary Science (1)
- Special Education (2)

Q1: What do you think is going well thus far with your CCU intern or teacher candidate?

- Student(s) have jumped right in and interacted with the children
- Ask lots of questions, seem excited to be there
- They are on time, ready to go
- Betsey is quick to help and answer any questions we have

Q2: What are some areas where you think we can continue to support you and our candidates?

- Some concerns over social media usage or working on their computer to do classwork while teacher is teaching. That is an opportunity to watch and learn. They need to be careful about the photos they post – our students shouldn't be in their social media posts, on SnapChat, etc. Internship should be the priority (EDEC/EDEL)
- Practice with resumes, interviews, seeing a panel of teachers from Horry County to learn how we do things may help them (EDEC/EDEL)
- Would love the opportunity to talk with the candidate before the first day, or to meet with them a few weeks before their experience with us starts. That way they would have a better understanding of the setting, our planning, etc. (MAT English). *Follow up question from Cathy – teachers confirmed that candidates did reach out to them prior to the start of the field experience. Betsey shared that PE does a meet and greet, and that we could reach out to other faculty to suggest the same.*
- It's been challenging that my candidate doesn't stay for planning – he says he must get back for class. I would love for them to have the opportunity to stay and learning about our planning and collaboration sessions (Middle Level; per Betsey, student may be leaving before they are supposed to, will follow up with program)
- We would love for them to be in the field longer! (SPED)
- Timing of assignments can sometimes be tricky – depending on the classroom they are in or where we are at in the semester, sometimes it takes some juggling to make things work (SPED)

Q3: Do you feel like the cooperating teacher handbook has enough information in it? Are we providing enough support in terms of information and trainings?

- No concerns noted
- *Follow up question: Last semester, we were told communication from instructors could be increased. We send our faculty an email every two weeks asking them to reach out. Has communication increased for you this semester? (Mixed responses, many in SPED said “no”).*

Q4: One recommendation that we received was that perhaps the CT and University Supervisor both complete the first observation together, so that the CT has an idea of how we are watching the lesson and scoring? Do you feel that would be helpful?

- Overall responses indicated that this would be helpful.

Q5: Are there any other concerns or things you think we should know?

- Is it true that the intern should be attending our professional development? I would be upset to be waitlisted for a spot in our sessions only to find out it's because the intern took my spot. *Teachers shared that they don't generally include the intern on the sign up, Betsey indicated that the intern should be at the school doing other things in the classroom if there is a capacity issue; otherwise, they are expected to be doing what the teacher does.*

Other notes:

- Three teachers (one elementary, two physical education) sent additional feedback via email, sharing overall positive feedback regarding placements. One cooperating teacher requested that the internship folders include a copy of the SCTS 4.0 Rubric written as it is for the state (holistic categories, rather than separated line-by-line).

The session was adjourned at 4:17 pm.