

Connecticut State Department of Education

Fall 2003 Pilot Training for Cooperating Teachers/University Supervisors* October 24 & 25, 2003 Presenter: Erin McGurk

Please rate the following statements.

| <u>Presenter/Methods</u> | <i>Strongly Agree</i> | <i>Agree</i> | <i>No Opinion</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|---|-----------------------|--------------|-------------------|-----------------|--------------------------|
| 1. The presenter was knowledgeable about topic. | 26 | 10 | 1 | | |
| 2. The presenter provided good examples that helped develop an understanding of topic. | 24 | 11 | 2 | | |
| 3. The presenter used participants' questions to clarify participants' understandings. | 21 | 13 | 2 | 1 | |
| <u>Course Content</u> | <i>Strongly Agree</i> | <i>Agree</i> | <i>No Opinion</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
| 4. The workshop content matched the objectives. | 24 | 13 | | | |
| 5. The strategies learned today will allow me to: | | | | | |
| a. Better understand and apply the CCT. | 22 | 14 | | 1 | |
| b. Apply the student teaching rubric effectively. | 19 | 15 | 1 | 2 | |
| c. Better provide formative feedback to student teachers. | 26 | 10 | | 1 | |
| d. Distinguish between levels of proficiency of student teachers. | 21 | 13 | 2 | 1 | |
| e. Distinguish competencies in planning, teaching and assessing. | 22 | 12 | 2 | 1 | |
| f. Effectively evaluate student teachers. | 22 | 11 | 2 | 2 | |
| <u>Participant Benefits</u> | <i>Strongly Agree</i> | <i>Agree</i> | <i>No Opinion</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
| 6. I will approach my work with student teachers differently because of this workshop. | 19 | 14 | 2 | 2 | |
| 7. The video vignettes and discussion helped me learn how to apply the rubric and support student teachers. | 19 | 15 | 1 | 2 | |
| 8. The forms and sample notes will be useful. | 23 | 11 | | 1 | |

Open ended questions & responses on next page.

9. The most beneficial learning or activity for me was:

- All
- (11) Viewing and discussing video tapes vignettes & listening to other educators thoughts on why they rated a teacher the way they did
- The blue sheets to go w/ the rubric – it was great to see other’s scripts and behaviors noted
- Nice relaxed pace, informative, video clips & handouts
- Better understanding of expectations for supervisors – final documents to submit to CSDE – feedback to student teachers & CSDE clarified
- Using the data forms to present evidence
- Overhead presentations
- Getting more clarification
- Greater clarification of rubrics
- Reviewing the sample notes
- (3) Discussing w/ participants in small groups/Discussion of reasons behind rubric criteria
- Talking w/ & listening to others
- Working w/ a university supervisor in the small group
- Reflection assessment on videos w/ follow-up in group table discussion
- Participating in assessing two students on tape, rating them and hearing & discussing reasons for scores or ratings
- Getting together & going over the rubric

10. To improve my skills in working with student teachers, I would like training in...

- Assessment and evaluation of students learning
- Differential instruction
- (2) Scripting
- Not necessarily training, I just need more time & experience w/ this process
- Conferencing w/ students to provide time to work with my student teachers in different way
- Training my cooperating teachers on this tool
- What some terms mean that are assumed and how to come to an agreed understanding of things such as “students-centered” w/ student trs.
- More work w/ the rubric
- Additional experience w/ these documents
- (2) Applying the rubric

Other comments:

1. *Georgette Nemr’s work – highly commendable.*
2. *Great job – training logically follows mentor training – it’s a good idea to combine CT & Supers. In same training session!*
3. *This was a very good experience. I think this will be great for the persons on Saturday. You handled the process beautifully – kudos to you.*
4. *Very informative – nice to see coordination among the universities*
5. *The presenter didn’t recognize that many of us have been using these forms w/ some degree of discontent. Would have appreciated this morning, an appreciation of that, that every procedure has not received early “rave” reviews and that adjustments & modifications apparently will be needed, but not today. However, what was heard was “Yes, the two page data form may be a little bit more cumbersome than a one page form.”*
6. *Thank you.*
7. *Presenters were excellent! Notebook was very organized & friendly.*
8. *I think that having an evaluation that is standardized will improve teacher preparation.*
9. *I now feel overwhelmed! Oh, well!*
10. *Thanks.*
11. *About half of new teachers leave within 5 years, I’m told. Will all these “hoops” attract or repel new colleagues?*
12. *Committee, thanks for all your hard work in developing the new rubric.*
13. *Think about creating a column that incorporates conceptual, inquiry – totally student directed understanding – that represents above/exceptional qualities.*
14. *Need more time @ table discussions*
15. *I appreciate your work today; it was very helpful. You provided good information very clearly. Cheers!*