

Faculty Feedback on New/Revised Unit Assessments:

OBSERVATION AND PROGRESS REPORT (OPR):

2008-2009

I was so impressed by the packet you sent me over the summer and your presentation on Monday. What a difference between the current Student Teacher Observation and Assessment Packet to the one that you and your colleagues created. These tools really bring student teacher expectations into the 21st century! I look forward to using the new assessments when I receive a student teacher.

The instrument was immediately clear to cooperating teachers.

I liked the focus on goals for next time. This was not written into the old observation form, so students did not see goals for the next observation as so important. The format of the report helped some faculty feel that they did not need to document/script every component of the lesson observed.

The organization of the instrument into sections makes it easier to organize than a straight narrative.

2010

I thought the format was thought provoking and helped me to be reflective on the specific areas of growth and progress of my student teacher.

Again, a MUCH improved instrument. The level of detail is so helpful for discussions with candidates.

I believe the progress report reflects work readiness behaviors that can be observed and would like to see this continue.

The newer Observation form is longer and took some getting used to; there are areas that do not always apply when observing a one-to-one lesson or even a very small group. But, in general I have liked the form.

Much better than the previous one

Weak faculty are well served by this. helps them get on board and may be an excellent training device for them. may also yield some good internal program discussions since it will move more and more people to being on "the same page". competent to very competent faculty save time and will, hopefully, use the it to provide more "face time" with the candidates and their coop. teachers.

2011

The OPR ratings truly are a springboard from which to work with the TC. I particularly like the fact that it serves as an “agreed upon” tool of measure; hence, there is little room for subjectivity. In addition, it provides a “safe” place to record performance and establish future goals. The best part of using the tool three times is that it affords us a “museum” of data to examine. The best part of the process is when we can study the three assessments and clearly see the evolution and progress. This is quite fulfilling to the TC.

No, I do not feel that the OPR is too long. I think it is comprehensive- and needs to be. I have heard some individuals talk about the length... but truly- once you have used it a couple of times, it is actually easy and efficient. Another point I would like to mention is that working with this document only strengthens the cooperating teacher's practice, as it gives him/her components to consider and areas to model for the TC.

I do not think the OPR is too long. When I first had to use the form I thought it was. As I started to read through it I felt that it's wasn't the length of the form wasn't the issue. All of the questions regarding TC performance were essential for their growth as a professional. Therefore all of the questions were necessary. At that point, length didn't matter. I have been using the form for a couple of years myself and, Kristen is right. It does raise the bar for the TC and future TCs. If there are weaknesses that need to be worked on this is the perfect tool to use so that the TTC has a clear idea of where they need to be and what they need to do to get there.

The Observation Progress Report provides an objective way to evaluate a teacher candidate. The rating scale is comprised of indicators that the cooperating teacher can use to effectively evaluate the TC and to provide needed feedback.

Using the OPR as a tool for improvement is an excellent one. I have had two student teachers in the past and by using this tool I have been able to see improvement in each area by the third formal evaluation.

TEACHER CANDIDATE WORK SAMPLE (TCWS):

2008/2009

Candidates really learned from doing the TCWS. It helped them look at their practice in new ways (especially the assessment piece).

The TCWS has a legitimacy in that candidates teach a unit, talk about and describe it, and take it apart

Candidates liked the cohesiveness of the TCWS; it seemed interconnected, linked across pieces Clear expectations, relevant. Allowed faculty anchor discussion on candidates' specific work.

The layout is cohesive; one piece leads to another.

Having to design pre and post assessments, and write up the assessment and instructional decision-making pieces were meaningful for students, unlike the Exit Portfolio, which is more like busy work

TCWS engendered rich conversation with candidates about how they knew their students had learned; prompted a lot of reflection

TCWS was easier for candidates to complete than the Exit Portfolio. It's more cohesive and things are spelled out more clearly. The Exit Portfolio is not as clear to students and evaluators

The TCWS has cohesiveness. It gives candidates the opportunity to connect the dots. The Exit Portfolio has rich artifacts, but candidates don't typically see a connection among them

Components of the Exit Portfolio are in the TCWS but the TCWS asks candidates to step back. It requires a different level of reflection.

TCWS pointed out places in the program to do things better, emphasize more

2010

It is vastly superior to the Exit Portfolio. The tasks are much clearer to candidates, although they find the project quite onerous

The work sample was well done and very detailed

I felt that it was a useful experience for student teachers. It was more focused on student learning/performance than the earlier artifact.

the faculty and the program are well served by it

It's good, and getting better.

The emphasis on the three levels of assessment is a good idea. Students pre-assessment of their classes was especially useful and had not always been done in the past.

2011

Although as a cooperating teacher, I will not be evaluating the TCWS, I believe that it definitely provides an authentic assessment of the TC's effectiveness as a professional educator. The TCWS is comprised of six teaching processes that are fundamental to improving student learning. Now that I am aware of the contents of the TCWS, I would like to support my TC in completing it. Reading about the TCWS has helped me to realize the value it has for the TC and the benefit it has for the students.

ASSESSMENT OF PROFESSIONAL DISPOSITIONS IN THE COLLEGE CLASSROOM:

2010

I just want to say thank you to the group that worked on this. It's a tough to create a rubric like this and I think the categories are great and the wording will get fixed over time for items in each category as we try to make sense of each item.

See quantitative faculty feedback on Assessment of Professional Dispositions in the College Classroom on next page.