

Year 1 Workshop Evaluation Written Response

| Date | Workshop | The best features of this activity were | Suggestions for improvement include | Other comments and relations I wish to offer |
|--------|-------------|--|---|---|
| Jan-01 | Brn/Mis/LSS | Well prepared/organized (VIII), Pleasant Instructor, Kept us involved (V), Very hands-on (VI), activity/games oriented (XXI), Excellent integration of use of media (ppt, video) to enhance presentation of context (VIII), learning style inventory (VI), getting to know each other at our table (II), All info was useable (III), Personal learning styles, Modeled what she was presenting, Clear and Concise (I), Well presented, Professional, Time spent having fun, Mood Dots, Instructor's High interest for audience, Helpful Handouts, Adequate time to develop and research topics (II), Time to work it team (III), Looking at ISBE learning standards for our content areas (V), Discussions with others (III), No Comment (XXXVIII) | None (XV), Force people to sit on one side of the room, Temp of Room (VIII), Don't read from the slides, Room accommodations (VI), asked us to read yet you continued to teach/talk, Good microphone, Put all clips on one tape so you do not have to switch tapes or use the AVI function (II), Allow more time for reaction from the audience, Let us know if we need to bring materials ahead of time (V), Overhead or other visuals of examples of end product of this process (III), A thorough explanation early on definition of teams, Provide a timeline (II), Unsure of direction of product (VI), Do not talk so long, Be better prepared, Books/material for everyone, Better instructions before groups start, Show a model earlier (V), More cookies, Give more options to do things (II), No Comment (XXXVIII) | One of the most engaging workshops I've attended (II), Instructor is easy to listen to and provided ways to apply what we learned in the classroom, Interesting, time was budgeted so that the morning went by quickly (III), Excellent job (VIII), None (I), Gave us many great things that we can do in our classrooms everyday, This was fun, Lively instructor, Good Ideas (II), Positive attitude of facilitator, Seems to be positive challenge, Get to everyone that has questions, No Comment (XXXVIII) |

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| | <p>Prg Intro/Ind PI</p> | <p>Talking with Industry panel and Professors (XXXIII), Roundtable/Group discussion (XVIII), Well organized (II), Sharing, cookies, Talk to others with similar disciplines (III), Introductory presentation was helpful, Interaction b/n professors, middle school, and high school teacher (XXVII), Organization of day's activities, Interesting to hear so many different opinions, career speakers, No Comment (II)</p> | <p>Extend time allowed for activities (VII), Smaller groups (VI), Better room (seating, sound system, temperature) (XXXVI), Assignments need to be clarified (VIII), More diversity in the industry & professor panel (V), Clearer Objectives (VIII), Better organization (VIII), More interaction with panel instead of just talking (III), More info on workshop before it begins (III), Staple and Number the pages instead of color coded (V), List of panel members and where they worked (II), Too many career speakers at one time, Shorter sessions (III), More breaks, Longer business/industry presentation time, No Comment (VI), None (III)</p> | <p>No Comment (XXV), Great improvement over past experiences (II), enjoyed the session/discussion with the instructors, More organizations McDonald's, Target etc. (II), Somewhat negative tone of the facilitator was reflected in tone of the participants, Worth the day, Good to see that college level teachers have same problem as secondary teachers (II), Would have been better if we knew what the end expectations were going to be with models, Overwhelming at first, Long day, More moving around, Exciting and worthwhile course (II), Very enjoyable (II)</p> |
| <p>Feb-01</p> | <p>Teaching Standards</p> | <p>Group interaction (V), Good examples (VIII), Pace of workshop (II), Hands-on activities (XVIII), Organization, Class participation, Kept moving, Humor (II), Good Handouts, Organized well, Lots of info covered, Presentation of materials (V)</p> | <p>Room Temperature (XV), Fill out top of evaluations before photocopying, More Dialog, Relate to final product more, Simulation took too much time, None (XV)</p> | <p>Excellent, informative (II), Fun and educational, Good instructor, More cookies, Usable in class, Very good presenter (II), Thanks for rearranging room, Knowledge of info is impressive,</p> |
| | <p>Instructional models</p> | <p>Excellent review of models (X), Organized (III), flexible, Activities (XII), Information, Group Interaction (V), Moved quickly, Lot of info covered, Group humor, Presentation (II)</p> | <p>None (XVII), Less on Synectics - least applicable of the models (II)</p> | <p>Appreciate the extra handouts on each model, Instructor does a great job (XIII), Didn't like stereotyping activity</p> |

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| | Writing across the Curriculum | Good facility (V), Good presenter (V), Participation (II), Group activities (V), Great discussion (II), Evaluations of websites (XI), Web-based Interaction (XII), Website evaluation (III), Use of a portfolio, Organized well (II) | Continue to keep people involved, More engaged activity, Smaller groups/chats (II), Few activities were unclear, Get people more comfortable with the computers, Glitches with web, Gear more towards special Education (III), More organized, Earlier breaks, None (XIII) | Shows how technology isn't always the be all and end all, better for people who are more familiar with computers, |
| Mar-01 | Instructional Models | Under stood the models better (VIII), Great practice of using models in a non-threatening environment, feedback from peers (XI), Group interaction (X), involvement on every level (V), Exposure to new lessons, Good debriefing session (III), Activities (III), Explanation of what we need to include in our modules, Talking over the book (XII), | More time to present models (VIII), Ensure people follow the directions better, Have a handout of the instructions, Have Special Education methods/strategies included, Get sample lessons plans, Prep time at meetings for groups that are at different locations, More relevant activities, More time on developing individual models (III), Improve planning of workshop, Assign the models to make people do different then they already do, Determine the grade the model would be used for, Do not teach all the models in one day (VIII), Improve room (sound and temp) (VIII), Inform on what to bring ahead of time, Better organization (VIII), None (III) | Very interesting, Great instructor (II), Workshop automatically assume that the teacher does not know current teaching methods, Why do we keep dragging in our standards and laptops when we don't use them, Wasted my time (II), Excellent (II), Very boring (III) |
| | Sci Lit | Cliffbreakers Staff, Well organized (VIII), Beginning work on our models, Time to work on project/module (X), Knowing what's expected, Hands-on work, | Room Temperature (I), unclear of what we were trying to accomplish (II), Explain what we need to do for the introduction, More examples, Place conducive to printing and using computers, Less time on standards (III), | |

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| | <p>Live Text</p> | <p>Provided opportunity to work on the introduction/module (XI), presented a easier way to write the units (II), Organization of presentation (II), Good Presenter, Hands-on approach (VIII), Learning to use technology to do lesson plans (VI), Good facilities (II)</p> | <p>Screen so everyone can see what is going on (III), More experts to help guide, Present to smaller group, Make sure everyone is ready to start (V), Present slower (V), Expand to a two day (III), More visuals, Manual needs to include more of what was done in workshop to assist with later use, Less down time (II), More handouts listing lesson plan websites, Better computers, Sit in groups to work together (III), More printers,</p> | <p>Should be informed first off if Live text is what we are required to use for our module, Group was not ready to learn Live Text, Get the state to see its value, Get district to buy this, Very useful for our module and teaching in general, Live Text is great for teachers, Useful and practical,</p> |
| | <p>Visual Literacy</p> | <p>Activities (VII), lot of engaged learning time, Good sources (III), Hands-on (III), Good facilities, Good presenters, Working in teams, Step by Step presentation (II), Discussion, Completion of an actual project (II),</p> | <p>Printed hand outs, More movement to fight sleep, Have teachers make a visual component for their module, Create this by way of web page, Reduce the down time, Smaller projects earlier to reinforce the material, Give more examples to teaching areas, Pre-registration for future classes, Showing us how to make a brochure, announcement, etc. with the software, More personal attention,</p> | <p>These skills can be used in many different areas in many ways daily, Not sure where this fits with module,</p> |
| <p>Apr-01</p> | <p>MSTE Articulation</p> | <p>Discussion with high school and college staff (XXXVI), Group Interaction (II), Comparing curriculums (III), Good presentation, Working with professor in small groups (III), Nice facilities, Organized well,</p> | <p>Involve elementary education, Involvement across broader curriculum lines, Focus more on the Fine Arts (II), Explain the purpose and expected outcomes before the meeting (III), Material could be covered in a half day (V), Have a follow up, Have Special Ed programs, Group Special Ed people together (III), More indications for practical outcomes, More conversation with the facility, None,</p> | <p>Excellent Program, How do we measure whether we are successful, Material could be coved in half the time, Have this workshop earlier</p> |

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| | Teaming | Gathering new information (II), Materials used in class, Good instructor, Great handouts, Good PowerPoint, good manual | More hands-on activities (III), More time for debriefing and checking product, Number the pages, Work with our groups, | Tell us what is in the booklet and what we should write down, |
| May-01 | MSTE Articulation RVC | Sharing with other areas (VI), Good Instructors (II), Roundtable discussion (XXIII), Interacting with the staff (VII), Networking with HS faculty, Organized well, Learning what standards are not being meet, | Have more days (II), Smaller groups (X), Organize the room better, involve the school board members and the superintendent (VI), Give more information about the workshop before people come to it, Have a session before and after school year, Include elementary staff, More interaction with staff, More time in the roundtables, Have this more often (III), Have more examples, | Two short days combined with a hands on activity, Much better then the first one, Have this workshop for school on SIP Days, Some of the stuff was redundant, Great to interact with staff and would like to do it more, Have this required yearly for all teachers at all levels, |
| | Web-Based Learning | Practice on the WebQuest (II), Gained valuable information, Time to explore (II), Good outlines (III), Organized well (II), Excellent support, Allowed us to explore on our own (VI), | More guided help at the beginning (III), Another session with this activity (II), More class time to work (II), More guided activities (II), Clear guidelines to how this fits in project, Have teachers come to class with a list of websites collected ahead of time, | No doubt this is a phenomenal tool to use with our students, Information would not enter into computer, |
| Jun-01 | Teaching Models II | Well Organized (III), Hands-on activity (V), Group work (II), Great Visuals, Great Presentation (III), Cooperative learning, | Shorter time to absorb, More time (II), | |
| | Teaching Models II | Group sharing of teaching style activities and strategies (VIII), Variety of ideas, | Relate to technology a little more | |

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| <p>Career Workshop</p> | <p>Interaction with staff, Great facility, Hands-on activity (XI), Discussion, Great PowerPoint (VIII), Small group activates, Practical, useful, and interesting information, Great presentation (III), Well prepared (II), Knowledgeable presenters (V), Organized well, How technology can be used in education (II), Learning more techniques,</p> | <p>Having this latter on the calendar to have more time to prepare for assessments, Have all sessions in one building (II), Do away with aviations (II), Need more time to do our own presentation, More effective microbial lab activities that teach the fundamental principles of microbiology, Smaller groups, Slow down on the PowerPoint, More classroom applications, Do not include math area with inadequate materials, Cut down to three sessions and expand session time,</p> | <p>Aviation was not very useful (II), Teach us how to make videos to use in our classrooms,</p> |
| <p>Technical Writing</p> | <p>Group Activities (II), Hands-on exploration of websites (III), Module 4 was helpful in evaluating sites (III), Well organized (II), Good presenters, Usable ideas, Good examples (II), Working in groups,</p> | <p>Morning modules needed to move faster (VIII), Take this workshop to RVC, More time for groups, Offer other workshops that highlight the basics and delete overload, Doesn't need to be a full day, Have handouts available, Presentation was too long with little information</p> | <p>More time to work on our own projects,</p> |
| <p>GIS</p> | <p>Learning new info (II), Totally interactive, Great instructor (II), Instructor's knowledge of subject (III), Great demonstration, Great software (VIII), Very hands-on,</p> | <p>Different room set-up, More time/days (VII), Have an aid around (II), Make sure all the steps are written down in the instructions,</p> | <p>Hard to see around all the computers, Arc View was very useful</p> |

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| Student Perf Assessment | Instructor's knowledge of subject (V), Great instructor (XV), Great aid (II), Allowing us to work on projects (III), Well organized (II), Help in developing assessment for our module, Time to work on our pre and post test and performance assessment, Clear presentations, Instructor took the time to answer questions, Opportunity to create assessments and get immediate feedback (III), | More time to complete (II), Define specific lesson time and work time, making available more workshops with a negotiable format and presentations, Include this workshop earlier (II), Disciplines do not fit the same grid, A different book would have been better utilized, More individual help, None (III) | Do this earlier or have a week off to work on after people learn what it is they are to do, Have it earlier so we can think about assessment as we work on our module, |
| CAD | Practice using a new software (II), Great staff (III), Great hands-on activities (VIII), Knowledge of instructor, | More time (III), Spread the time out, Go slower, | Feeling successful using a program I had never seen before |
| Career Workshop | Building a web page in the English class (III), Great instructor (III), Excellent presentations (III), Hands on activities (VII), Great English session (V), Instructors willingness to share information (III), Good pace of workshops, Opportunity to talk with professors (III), Going to observatory (III), Exposure to new ideas (II), Great workshops (III) | Offer this workshop earlier (VII), More hands-on (II), Shorten/Lengthen segments according to presenter, Realize that this is new for teachers, Lengthen the workshop/more days (VI), Start the day later (II), Complete a project before going on each day, Longer English session, Shorter geography and tech sessions, Have more information session to stress interdiscipline, More individual time with professors, Leave articulation session at the beginning out, Shorten the lunch time, | Possibility of bring students to NIU to experience the same hands-on activities, This activity produced nothing of value, some activities were way above my students level, |
| WebQuest | Creating a WebQuest, New learning experience, Info on developing web pages, Hands-on application, Time to work (III), Review of how to do certain functions of Live Text, Well prepared (II), Wonderful handouts, WebQuest completion and the Netscape CD, Great instructors, | Work out the bugs (II), Inform people that it is a two day session ahead of time (II), Have this session earlier, More time to work (II), More help for people with low computer skills, More assistants (II), | Live Text is not user friendly, |