

SYE Evaluation



QUESTIONS

RESPONSES 18

18 responses

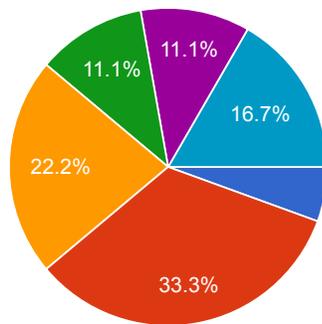


SUMMARY INDIVIDUAL

Accepting responses

Which of the following BEST represents your experience with the SYE presentation (NOTE: These categories were created during our collective debriefing session)?

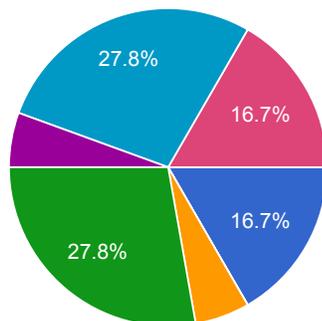
18 responses



- It brought about new realizations.
- It was wonderful to share stories.
- It served as a celebration.
- It facilitated the making of interesting connections.
- It was stressful during a busy time.
- It was less significant than other elements of the education program.

Which of the following BEST represents your experience with the SYE reflection (NOTE: These categories were created during our collective debriefing session)?

18 responses

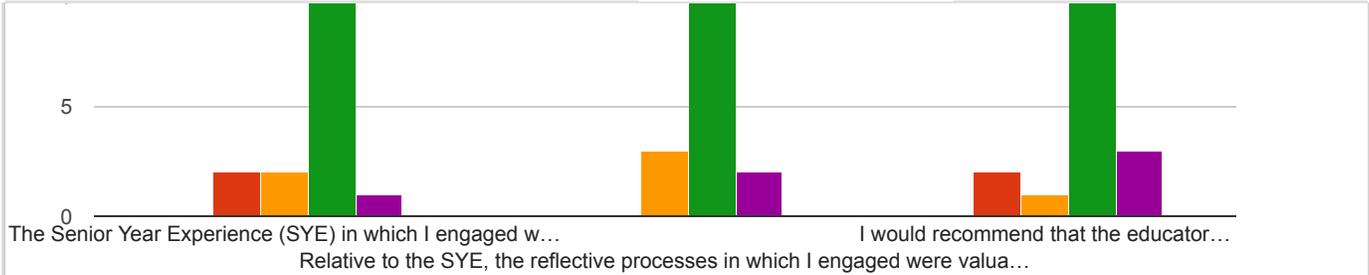


- It deepened the overall experience.
- It was a great starting point.
- It felt like personal development.
- It facilitated the making of interesting connections.
- It was helpful.
- It was restrictive.
- It felt repetitive.

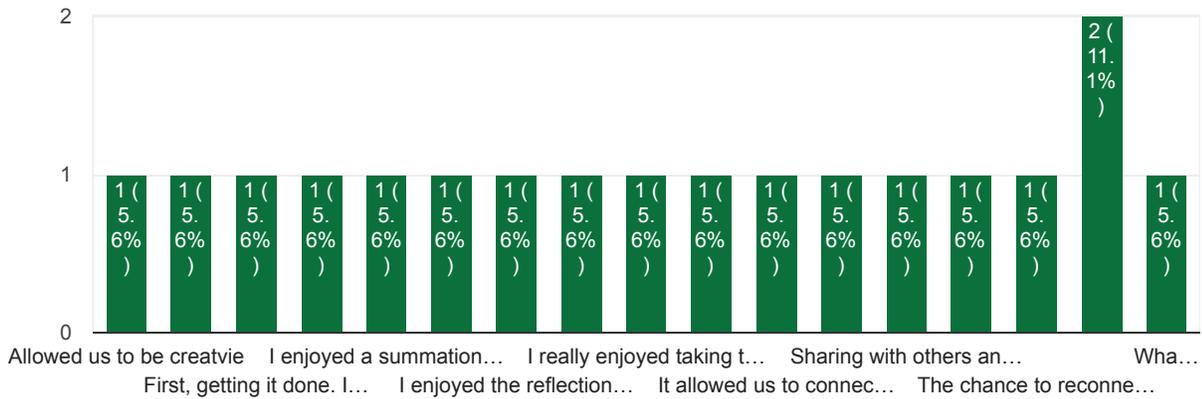


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What did you like most about the SYE?



What suggestions do you have for improving the SYE?

18 responses

Be more or less clear on what you are looking for. Be creative or do you specifically want horizontal timelines. (2)

None. I thought it was great.

Allow students to start planning earlier so they can complete more of it prior to the edTPA process; explain the "WHY" further so students understand that it's not just another hoop to jump through, more of a celebration with underlying expectations.

Instead of a reflective essay and the type of presentation as a reflection, I feel that a better reflection and presentation could be used that still has the four requirements: philosophy, events, people/places, and artifacts. At the beginning of student teaching or even the program, students should create a presentation (PowerPoint, 10 minutes long) to present to peers about how they got to this point of being a teacher using the four categories. At the end of student teaching, they should make a new



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questions that they wanted to ask.

I was much more stressed in December. Rescheduling to January made the project and event much more meaningful and enjoyable. I would recommend waiting until the end of student teaching to do this project.

Make the SYE due later (like what happened due to the weather) because then students have more time to complete all of the requirements. Also, provide students with the requirements earlier so they can plan what will work best for them as far as completing the project and other assignments that are required during student teaching.

I felt that although an hour seems like a long time, I wanted more time to share my story with people interested in asking questions. I also felt sad to miss the presentations from fellow students who were presenting at the same time.

It would be interesting to have the choice of either doing an SYE or some sort of panel discussion to talk about what the SYE. I would have preferred a panel discussion over the timeline and artifact presentation.

I can't really think of anything. I thought it was done well.

Communicate that the presentation aspect of the SYE is more of a celebration rather than a graded project (although I do understand that it was graded). Allow for student teachers to share their student teaching experience other than just during conversations with others (for example, maybe give student teachers the option to participate in a panel or do the presentation).

More space, and an opportunity to look at other students' presentations during the presentation.

Rewording the rubric to make sure students have a clear understanding of expectations and stressing that although this is graded, it is meant as a celebration. I think the biggest stress came from the timing. The January date ended up working out much better in the long run. Trying to squeeze in edTPA, student teaching, observations, and the SYE in such a short amount of time was overwhelming. I don't know how to fix that, given the program requirement, but it is definitely something to ponder :)

Having it during a time where our focus doesn't need to be on edTPA

Either give more clear-cut directions, or make it more open-ended. I felt restricted by the paper and confused by the presentation because of the lack of directions. Everything turned out fine in the end and it was very helpful overall, I was just confused during the process of creating everything.

The following statements from Fall 2016 UWS Student Teachers were compiled using a focus group strategy called “Metaplan.” Students anonymously answered the two questions below on post-it notes. The post-it notes were read aloud by the facilitators, and then students created agreed-upon, thematic categories for the statements based on commonalities. Themes are presented below in no particular order. An electronic survey is also in process to further clarify participant feedback.

QUESTION 1 This SYE required some reflection. To what extent was that reflection valuable as a HIGH IMPACT PRACTICE and why?

THEME: Deeper Reflection

Helped me evaluate my beliefs about education

Very valuable for deeper reflection

Now understand how/why I got here

Reflection allowed re-observation of opportunities missed and completed

Helpful to organize thoughts and reflect deeper

It was a very valuable experience, because it forced me to reflect upon my life and how it influences my current thoughts and opinions.

Provided a great overview of my journey

THEME: Starting Point

Focused thought process

Helped prepare. Minimal “value.” Presentation was valuable.

Outline/focus for discussion responses.

Written too brief. Just beginning. Sparked inspiration.

THEME: Personal Development

Provided clarity regarding adversity that will help teach students to overcome their adversity.

Somewhat. Knew parts already. Learned new things about myself too.

THEME: Connecting

Able to connect personal life and education.

Connecting ideas, theories and beliefs and aligning them to my teaching.

THEME: Helpful

Short, sweet, and to the point

Very helpful, reflective open-endedness was nice

THEME: Restrictive

Too restrictive to be a true reflection.

Minimal – writing the paper limited my reflection.

Somewhat valuable. It took away from my teaching experience, however.

THEME: Repetitive

Reflective – somewhat. Another hoop to jump through.

Done many reflections for class, sometimes too redundant.

Not helpful. Felt like been done multiple times already. Repetitive.

QUESTION 2 Considering the presentation you just gave, to what extent was the presentation effective as a HIGH IMPACT PRACTICE and why?

THEME 1: Realization

Realization of current life/how I got here.

VERY. Connect my experiences with others' experiences. Made even more realizations/connections.

THEME 2: Sharing

Very effective. Sharing, caring and staring.

Great to share experiences with peers.

Creative way to show life in relation to becoming a teacher.

Allowed me to express my journey to others.

Great way to share with others.

Fun to share experiences. Wish I could've share more about edTPA.

Share experiences. Connect with peers. Learn from others.

Most valuable learning about others experiences/resources.

THEME: Celebration

Made me feel proud. However, less rules for next students.

Celebration of journey with participants.

Celebration of completion.

Less stressful, sharing my celebration and experience.

THEME: Connect

Great sense of closure with personal/group reflection.

Made me connect aspects of educational life.

Very valuable. Allowed deeper reflection when sharing with others.

Fun way to reflect and see others' reflections.

THEME: Stressful and Busy

Stressful. Student teaching and edTPA were capstones.

THEME: Less significant than...

Prefer something more usable for future (won't use my board again)

Busy work. Student teaching more valuable (what do I do with this now?)

I missed a class field trip today, so I would have rather been with my class today. Student teaching felt like my capstone.

SYE Focus Group Feedback (using the Metaplan process) spring 2017

The following statements from Spring 2017 UWS Student Teachers were compiled using a focus group strategy called "Metaplan." Students anonymously answered the two questions below on post-it notes. The post-it notes were read aloud by the facilitators, and then students created agreed-upon, thematic categories for the statements based on commonalities. Themes are presented below in no particular order. An electronic survey is also in process to further clarify participant feedback.

Students were asked to describe the value of the presentations required to complete the SYE. These responses were then grouped by the students themselves into the following self-reported categories.

Reflection

- The value of the SYE presentation was that it forced me to reflect on past classes.
- A great reflection on my path in life up to now
- The SYE helped me reflect on the journey rather than taking it for granted. It also helped me really think of my own teaching philosophies.
- It allowed me the opportunity to reflect on all of the important pieces that brought me to where I am today
- The poster presentation project was of great value to me because it allowed me to reflect on my own personal growth in regards to teaching. I was required to think about how I teach or will teach.
- As a reflective purpose it was valuable. I enjoyed seeing my journey.
- This project gave me an opportunity to reflect on myself and my journey to becoming a teacher.
- The SYE forced me to reflect on my entire life and realize that I have made a good decision to teach.
- I feel this poster presentation was highly valuable in my reflection of my educational journey.
- Makes me reflect on my accomplishment and the journey that I've had to get where I am today. It made me feel proud once I saw it on a timeline. This is a great project.
- It acted as a practical way to reflect on my journey. Practical.
- The reflection aspect while selecting artifacts was very informative and valuable.
- Self-reflection is an important part of being a good teacher/human being. This activity allowed me to practice this skill.

Making Connections

- It was valuable to be able to visualize the connections between people and experiences that have led me to where I am today.
- It made me make connections to my life and my career path. It made me reflect on everything I have experienced.
- It gave me the opportunity to reflect on both my personal and professional choices from childhood on. I was able to make meaningful connections to education through my life experiences. Excellent!
- The poster presentation was valuable because it showed me the link between a few key aspects that I didn't realize were key to my educational journey. Highly reflective.
- It helped me visualize patterns which contributed to my professional journey. I realized it was many small moments that brought me to where I am today.
- I was able to reflect on how I organize my experiences/thoughts in a meaningful way. Example: I noticed that my teaching methods have become more specific.
- Deep personal reflection is an essential component of making self-improvement. A+.

Growth

- High importance; sharing success, sharing thoughts, sharing feelings. All of these equal growth as a person which is an important aspect of being a teacher.
- It was useful to partake in a metacognitive process to better understand my own craft as a teacher.
- This was a focused reflection on what really matters and how those values develop.
- This was a good reminder of why we are here and how we got here.
- Valuable to reflect on how far I've come as a teacher candidate – effective.
- It helped me look back on everything that brought me to the place I am now. Overall I thought it was great and very helpful in seeing how I became a teacher.
- Allowed me to reflect on all of the experiences that I have gone through to get to this point.

Influential

- It made me think about what points in my life my desire to teach really bloomed.

Busy Work/Forced/Hoop to Jump Through

- As a reflective assignment, this provided me with value. Especially about theories/philosophies/beliefs and how they tie into the classroom. But I also felt it was one more thing I had to cross off my list in order to graduate.
- Researching the info was useful in understanding your journey. The presentation itself was not effective. Would have gained more by not missing a day of teaching.

Accomplishment

- To satisfy the requirements, this project was a reward showing off what you have accomplished.
- Celebrating our accomplishments together. Sharing excitement.

A Valuable Activity

- Connecting what makes me-me (family, friends, life, choices) and how that effected my choice to pursue educational as a career goal.
- I thought it was just busy work until presenting it. It made me realize how much my past affects my future. Makes me think about how the things/people in my life now can influence my future.
- I found it to be very helpful.
- The poster presentation made me look back through the long process in getting my degree. It allowed for creativity and differences with personal thoughts. Different for everyone!

What to do differently/keep for next year (a mix of Matt's thoughts and student feedback)

Matt:

- Quality control – no more handwritten items, etc.
- Enforce the use of formal APA citations on all work.
- Ensure reflection and outline is one document, not multiple
- Provide more examples/images of presentations and papers to students at Seminar I.
- Move up the due date for the reflection so that we have a full week to review/ask for resubmissions.

Students:

Just the right amount of direction (rubrics)

Encourage even MORE creativity

Emphasize process over product even more

Keep it. It's just right; could be so much worse.

It was enjoyable, fun.