

MidValley Consortium
Refresher Workshops
2011 – 2012

<u>October 12</u>	<u>October 19</u>	<u>March 14</u>	<u>May 9</u>
<u>Stewart M S</u>	<u>North Fork M S</u>	<u>Shelburne M S</u>	<u>Wayland E S</u>
Lowell	Wendy	Tish	Pam
Tish	Pam	Sandy	Vicki
Mark	Vicki	Dara	Mark
Dara	Mark	Allison	Sandy
Allison	Dara	Diane	Dara
Diane			

Materials needed: Scenarios, Observation Forms, Post-Conference, Feedback handout
Grade level table cards
Sign-in sheets

October 12/19

Refreshments & Sign in

4:00 – 4:10	Welcome and facilitator introductions	Wendy
4:10 – 4:20	Introduce topic: Giving Meaningful Feedback Read paragraph from <u>Teacher Mentor</u>	Dara
4:20 – 4:50	Scenarios/Written Feedback Groups should be seated by Grade Level Six Scenarios • Small groups discuss issues addressed by scenario • Using observation form, give meaningful feedback • 3 Glows & 1 Grow Whole group discussion of scenarios if time permits	Mark
4:50 – 5:20	Post Conference/Oral Feedback Review Post Conference Have CF pair up and give oral feedback to one another	Vicki
5:20 – 5:30	Wrap-up/Q&A/Meaningful Feedback Handout	Pam

MidValley Clinical Faculty Refresher Workshops
2012-13
Topic: Student Learning & Assessment

Materials: Per table:

- Table Tents by grade level
- Assessment indicators B5, C9, D1 (Salmon)
- Brainstorm question (Yellow) handouts
- Large sticky note, yellow sticky pads, markers

Agenda:

4:00-4:10 Welcome & facilitator introductions. Introduce topic:

"Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide teachers with the support, recognition and guidance they need to sustain and improve their efforts."
(Tucker et al 2002)

We all know that teachers have become increasingly accountable for student performance. As clinical faculty, you are all experts in assessing learning outcomes. Student teachers are working on these skills when they are in your classroom, and you are already doing a great job of effectively helping them learn assessment skills. Think for a moment of all of the things you have done to prepare student teachers for assessment. Today we are going to consider all the ways that we as clinical faculty can help student teachers to set goals and assess in your classroom.

4:10-4:40 Adapting the Co-teaching model to goal setting

Brainstorming (10min)/Table Share (10min)/Group share (10min)

Handout: Q - As you anticipate student teachers in your classroom, how do you plan to guide and utilize them in your assessment and goal setting process?

[Our CF are already doing this!!]

4:40-5:20 Develop a timeline of the assessment process

Timeline (20 min) Share (10 min)

Q - What steps include the critical things that need to occur relative to student assessment during the student teaching experience?

Using small yellow sticky notes, break apart each of the critical steps from the brainstorming and previous conversation. As a table, create a timeline of the steps that need to occur for students to successfully assess student performance. Create a timeline on the large sticky. Share timelines as time permits.

5:20-5:30 Wrap up and Questions (We will share data from all refresher timelines at the end of the year to all participants.)

Stewart Middle School, October 10, 2012

Mark intro 4pm

Allison goal setting brainstorm and share 4:10-4:40

Tish timeline 4:40-5:20

Dara Wrap up 5:20

North Fork Middle School, October 10, 2012

Mark intro 4pm

Sandy goal setting brainstorm and share 4:10-4:40

Wendy timeline 4:40-5:20

Mark Wrap up 5:20

Shelburne Middle School, March 8, 2013

Mark intro 4pm

Allison goal setting brainstorm and share 4:10-4:40

Tish timeline 4:40-5:20

Dara Wrap up 5:20

John Wayland Elementary School, May 8, 2013

Mark intro 4pm

Sandy goal setting brainstorm and share 4:10-4:40

Mark H. timeline 4:40-5:20

Mark Wrap up 5:20