Teacher Talk Agenda

Agenda – October 3, 2006
8:30-8:45 Sign in, Introductions and Welcome—muffins, fruit and coffee
8:45-9:45 Cindy Grabe/Dr. Barbra Combs -- electronic assessment forms
9:45-10:00 Break
10:00-10:15 Small group discussion (take notes and report to large group)
• Seminar expectations -- Seminar schedule in today's packet.
• Portfolio expectations -- Are we all on the same page?
• Absence guidelines -- What do you do if student teacher is absent?
• Last week of April expectations -- observations, HIV training, portfolio review, etc.
• Other questions/concerns/suggestions
10:15-10:45 Whole group discuss feedback from the small groups
10:45-11:15 Praxis II--current information for ND and MN teacher licensure requirements
(ND and MN test information in your packet)
Student Teacher/Cooperating Teacher Website information -- Classroom Diversity Survey
www.und.nodak.edu/dept/ehd/fieldplacement.htm
11:15-11:30 Complete Evaluation—
Enjoy the lunch
Announcements
November 29th Teacher Talk --
You will have at least an hour to work on your final Student Teacher Recommendation (narrative report). Bring
your laptop and your student teacher folder.
We also ask that you complete the online 10-item INTASC Survey regarding your student teacher's proficiency
in demonstrating the principles.
Thank you for joining us!

Teacher Talk Evaluation
October 3, 2006

Connie Stordalen, Century Elem; Darcy Santangelo, Kelly Elem; Barbara Combs, UND; Julie Gause, West Elem; Heidi Manske, Lewis & Clark Elem; Peggy Larson, New Heights Elem; Michele Green, New Heights Elem; Lisa Spicer, Ben Franklin Elem; Annella Winger, Ben Franklin Elem; Rhonda Cameron, West Elem; Sarah Bry, CB Eielson Elem; Kim Sande, Viking Elem; Cindy Blue, Viking Elem; Stephanie Shea, Viking Elem; Terryl Rood, Winship Elem; Helen Wheeler, UND; Denise Lofthus, West Elem; Nicole Fugere, Ben Franklin Elem; Beth Olson, Ben Franklin Elem; Nancy Jenson, Highland Elem, Crookston, MN; Stacey Skarperud, Lewis & Clark Elem; Judy Korsmo, Ben Franklin Elem; Jeanne Fosse, Kelly Elem; Carol Geiszler, Viking Elem; Lenore Pietroszweski, Stephen, Argyle, ND; Kristin Spradlin, Lewis & Clark Elem; Diana Iverson, Lake Agassiz Elem; Gary Mitchell, Mike Johnson, Ann Smith, and Linda Holdman -- UND

COMMENTS: *Please tell us what was most helpful to you.*

Just touching base about student teachers at the Fall Semester, always helpful. Listening (feedback) to other teachers from other buildings.

Feedback -- listening to others

Ideas for more background in special needs

Talking in small groups. Going through UND procedures

Talking with others especially since I'm new. It's great to see if I'm on track. If I'm expecting enough. What I can provide for the student.

Small group conversations!! Excellent. We really need that time to "talk".

Time to visit with colleagues that are experiencing similar conditions in classrooms.

Discussion time, website -- this is a great resource!

Discussion was good -- it makes me see how different each of us teachers are. UND is doing a good job training their students.

Teacher talk helped me understand the UND portfolio process better and helped define my place in the process. It gave me insight into the challenges UND has in placing and supporting student teachers.

Dialogue with everyone was so helpful for me. It was also meaningful for me to gain a better understanding of how the program works at the University.

The large group discussion after the small group visits was very informative. It is great to have the opportunity to have these kinds of professional conversations.

As a first time with a Student teacher from UND, the large group discussions were most valuable and very informative. IT gave me great ideas to go back with to discuss w/my Student teacher as well as procedures to remind and help my student teacher with.

Group discussion and feedback. Hearing what other cooperating teachers are doing -- ideas and how things are going. I like the new Disposition Eval. Form.

Discussion

Linda -- Nice job on your website! Nice rubric! I like the idea of "statement of understanding".

Visiting with other teachers and discussing what teaching opportunities are taking place.

SUGGESTIONS: *Welcome any suggestions for enhancement/improvement of Teacher Talk.*

Excellent Format

Class for teachers on Portfolio expectations -- so that we can help our students more.

I'm looking forward to hearing more about the direction from the team (Combs) in reference to portfolio and special ed issues.

More clarification of what our responsibilities to get final reports/etc. online

Cooperating teachers need some training on the INTASC principles. There's a learning curve for us too! Hold a Teacher Talk prior to or at the beginning of the semester.

Only having a student teacher for 8 weeks, it would be helpful for me to have some info about the final recommendation piece at this teacher talk -- how to access it and work with it online. (Things) change frequently -- necessarily so.

I would like to have had a chance to talk about the final observation/recomm. Since I'm an 8-week split for my student teacher during this 1st Teacher Talk.

Have former student teachers present -- what was the best part of their experience -- what can we do to make it better. I would like student teachers to share more from their coursework. Do teachers go to TEAM and share model lessons, etc.?

Having teachers sit as grade levels to share what student teachers are teaching in their classrooms; share ideas, thoughts, suggestions and questions.

Ideas/Topics for Future Teacher Talk Agendas:

It seems to me (thinking way outside the box) that we make this harder than it needs to be. I'd love to be a part of a school that is saturated with adults interested in cutting edge teaching alongside "established" teachers, supervisors are on-staff, professors on staff-- experts everywhere--people working as a team…we have knowledgeable people -- UND, GFPS--like taking the resident program schoolwide w/2 or more teachers in rooms!

I'm not sure….everything I heard to day was valuable…maybe more on Special Ed would be good as that seemed to be a hot topic… "How can we music cooperating teachers help our music student teachers understand and help?" Could you have an "Intro" teacher talk session for 1st timer cooperating teachers fore the semester starts?

Incorporating Special Ed. In their training. When & How to do it?

To define my role a little clearer. What I should really be helping with. The portfolio issues, the special education part, and differentiation expectations.

Portfolio, Special Education

Linda Jenkins & Staff

Student teacher limits -- when are they over-stepping boundaries, etc.

Reminders: dates that are important for evaluations due -- etc., by classroom teacher

Teacher Talk Agenda: Nov. 29, 2006

Good afternoon to everyone,
I wanted to remind you about our last Teacher Talk of the semester. We will meet at the GF Education Center from 8:30a.m. to noon, Wed., Nov. 29. Please let me know by Tues. 11/28 if you plan to attend. Remember to bring your student teacher folders and your laptops.

The agenda will include:
Dr. Combs--Update on Teacher Ed/Explanation of LiveText Student Teacher Lesson Plan Assessment
Discussion on GF Area Teacher Center -- Ideas and suggestions for consideration
End-of-Semester Wrap up (questions, concerns, etc.)
Work on final student teacher recommendations!

Have a wonderful Thanksgiving,
Linda

Teacher Talk Evaluation
November 29, 2006

Participants: Judy Korsmo, Lisa Spicer, Beth Olson from Ben Franklin Elem; Darcy Santangelo, Jeanne Foss from Kelly Elem; Rhonda Cameron, Julie Gause from West Elem; Peggy Larson from New Heights Elem; Nancy Jensen from Highland Elem in Crookston; Kristin Spradin from Lewis & Clark Elem; Sarah Bry, Shari Weisz from CB Eielson Elem; Michele Green from EGF School; Vicki Ronkowski from South Point Elem; Diana Iverson from Lake Agassiz Elem; Barbara Combs, Linda Holdman, Gail Ingwalson, Mike Johnson from UND

COMMENTS:

It was helpful for me just to hear more information about deadlines for paperwork. It was also very helpful to dialogue with others about their student teachers. There were good suggestions about how to deal with weak areas.

The discussion on reflections was most helpful. I enjoyed hearing ideas and I now realize the importance of journaling. The article from Gail will be a great benefit for us too.

I always enjoy the sharing, ideas, information that come from other teachers in their buildings. The green portion on teacher tips was fun to read!

It was helpful to understand the expectations UND has for student teachers and cooperating teachers.

Talking w/other teachers. Time and assistance w/survey and recommendations. Feedback on these are also so helpful. Thanks for the handout w/samples of recommendations. Very Helpful!!!

The discussion I had with other teachers. Also, time to work on evaluations.

Time to work on eval.

I like the new dispositions form.

Good morning with conversation and getting my eval done. I appreciate the opportunity to have this connection with UND.

SUGGESTIONS:

I have been to a lot of Teacher Talk sessions, so a lot of the information is review. The teacher ed. Program has benefited from this program.

Keep the issues on the table.. Good job!

I enjoy and welcome Teacher Talk and for me, twice is great. I don’t know how much my principal encourages this? I don’t feel like he really minds if I go to him, but I don’t feel like it is promoted. I wonder if this has an impact on attendance?

I think teachers come according to their needs--new cooperating teacher, difficulties with student teacher, etc. In some ways one teacher talk would be enough. But it is nice to have the UND connection.

Always enjoy everything.

IDEAS/TOPICS

Linda, I like that there are 2 days each semester for teacher talk. I feel that it sometimes is difficult to leave classrooms in EGF because we need to hire a sub (State Law). Fortunately, our principal feels that it is still worth it for us to go!

Thanks for all you do and the commitment you have to the teaching program and profession.

Thanks for lunch!

Teacher Talk Agenda

February 13, 2007

8:30-8:45 Sign in, Introductions and Welcome—muffins, fruit and coffee
Personality Quiz -- Discovering your "Animal" personality

8:45-9:15 General Discussion--

- Any questions about this semester?
- Increasing field experience hours (60 hour minimum vs. 30 hrs. in all Introductory and Methods field experiences)
- Special Education component added to all Methods courses-- suggestions for criteria and outcomes?

Teacher Education Updates

- Accreditation visit -- April 19-23, 2008
- Praxis II deadline change for ECE and Elementary Majors
- Dispositions Report available online this fall

9:30-9:45 Break

9:45-11:15 Review the revised Professional Dispositions Report
and Explanation of Policy and Procedures(Yellow)
Current report form is last page in this handout

Revise the Student Teacher Rubric and Observation Reports (White)
Current rubric is last page of packet
FOCUS-- Clear distinctions between Deficient, Developing, and Proficient
(Each table of teachers will review 1-2 Elements)

Student Teacher/Cooperating Teacher Website information
www.und.nodak.edu/dept/ehd/fieldplacement.htm

11:15-11:30 Complete Evaluation—
Enjoy the lunch

Announcements

April 12th Teacher Talk --
Dr. Barbara Combs and Cindy Grabe will present information on Teacher Education program assessment. You will have at least one hour to work on your final Student Teacher Recommendation (narrative report). Bring your student teacher folder and your laptop. We also will have an online INTASC survey for you to complete.

Thank you for joining us!

Teacher Talk Evaluation
February 13, 2007

Participants:

Lila Hervey, Kelly Elementary
Kelli Tannahill, Kelly Elem.
Brian Ringdahl, Central HS
John Dolleslager, Thompson School
Ann Porter, UND Supervisor
Kelly Johnson, Ben Franklin Elem.
Deb Stahlberg, Century Elem.
Angie Mercil, Phoenix Elem.
Lynnette Greicar, Century Elem.
Tim Rygh, Century Elem.
Jim Whalen, Central HS
Glenn Olsen, UND Faculty
Laura Thorvilson, New Heights Elem.
Gabe Dahl, Red River HS
Donna Pearon, UND Faculty
Lisa Nelson, West Elem.
Colette Monroe, Phoenix Elementary
Laura Halvorson, Red River HS
Delphine Gregoire, Lake Agassiz Elem.
Pat Merritt, UND Supervisor
Lisa Berglund, Ben Franklin Elem.
Nancy Useldinger, New Heights Elem.
Renae Weisenburger, West Elem.
Anne Compton, Lake Agassiz Elem.
Tracy Whalen, Lewis & Clark Elem.
Rob Owens, Red River HS
Barb Solway, Schroeder MS
Nancy Linbach, West Elem.
Don Croeker, Red River HS
Mike Bisenius, Red River HS
Rod Mord, Red River HS

Comments: *Please tell us what was most helpful to you.*

I like hearing the rationale for what UND is expecting. I can now defend and demand things get done.

The most beneficial discussion was related to the proposed early observation form and the mid-term/final observation rubric.

Informal conversations and teacher comments. The proposed forms seem much more thorough and complete; easier to use; and should give a clearer picture of the student teachers. Appreciated update information on the UND web page.

Journal discussion – I was glad to hear what was expected. It was also helpful going through the midterm and final rubric.

It was good to hear about how others are journaling. I feel we are using an attached interactive document that we send back and forth. I was fortunate to have the same TEAM student as student teacher. I think this was an excellent opportunity!

Journal discussion; evaluation form is so much better, clear expectations/with revisions will make for easier evaluations

Discussion about expectations; the opportunity to visit w/other teachers about how they handle various issues.

Listening to changes that will be made; clarifications/questions; seeing new forms; treats – thanks.

The discussion was valuable for me in that I had a better understanding of what is expected.

New observation report and rubric

This was very informative. I liked giving input on the observation reports.

Discussion on journaling; discussion and fine-tuning mid-term and final evaluations

The conversations brought up some good discussions

Discussion groups – rubrics – defining

Clarification of expectations for student teacher and myself i.e. journals/reflections

Sharing reflection ideas with other supervising teachers

Meeting w/others; hearing what is expected; look at new forms

Going over the new forms

I find the revisions of the observation reports early-midterm will be a big improvement. It clarifies and simplifies what teachers need to evaluate their student teachers.

I appreciate the open dialogue between the university and the classroom. I like how we feel listened to and see changes happen.

Looking at the new rubric; gave great ideas for wording and what to consider when evaluating student teachers; seeing Website. Thanks for having food!

Suggestions: *We welcome any suggestions for enhancement/improvement of Teacher Talk.*

More time for questions

The rubric having 4 options? Liked the fruit!

Time could have better utilized by just turning in our revisions…. I would have like more time to visit.

Perhaps just turning in our suggestions for change on the rubrics would have been a more efficient use of time.

It was fine.

More interaction with departmental teachers… more discussion. i.e. Cooperating Teachers, Middle school Social Studies w/Secondary School Social Studies

More time for discussion, less topics to go through

Really listen to what we say about our concerns

Special ed professional to answer questions during student teaching.. (emotional, mental, and drug children)

Special ed requirements – experience hours; increased TEAM hours – pre-scheduled time blocks so consistant; when should senior seminar be taken? Before student teaching? During student teaching?

Teacher involvement in agenda. Time to talk about our own concerns.

I think that the teachers should be able to talk to each other about their current student teacher for a period of time. It helps to see the variety in expectations, positives/negatives, and concerns and suggestions.

I like seeing the forms, talking about them etc. I'd like to have additional cooperating teacher observation/feedback suggestions. Expectations have changed since I've taken the supervision class. What should I be commanding of them and constructive ways to evaluate lessons. I'd like time to visit w/other teachers about student teaching observation and issues that arise.

Ideas/Topics for future Teacher Talk Agendas:

I would like to see an example of an excellent portfolio and a so-so portfolio.

Portfolio – I would like to see a sample of a great one and a not-so-great one.

What to look for when observing your student teacher.

Conducting observations

I'd like to suggest topics that need more instruction at a 2nd or 3rd year level for student teachers – i.e. more exposure to using teacher manual.

Allow time for teachers to share ideas for curriculum topics with UND faculty (things we may notice student teachers are lacking confidence in)

Effective coaching strategies for cooperating teachers to "share best/better practices"

Teacher Talk Agenda: April 12, 2007

Hello everyone,
>Teacher Talk is this Thursday, April 12, beginning at 8:30 a.m. at
>the Grand Forks Education Center. I sent a reminder to the
>principals so they'll be checking to see if you're planning to
>attend--please come! Hopefully we will have as good a number as in
>February. I didn't receive any suggestions to add the agenda --
>below is what we have planned. Dr. Combs will be facilitating our
>session this month. I will be out of state.
>
>Welcome/introductions/refreshments
>Table Talk -- 15-20 minutes for teachers to visit
>Discussion on Conceptual Framework
>Demonstration of electronic report forms--bring laptops
>Cancel the LiveText Assessment (page 75-58 in Student Teaching Handbook)
>Teachers work on their final student teacher recommendations--bring
>student teacher folder
>Complete the Evaluation
>Pizza and salad for lunch
>
>Have a great weekend,
>Linda

TEACHER TALK EVALUATION
April 12, 2007

Participants:
Barbara Combs, UND Mike Johnson, UND Patricia Merritt, UND Helen Wheeler, UND Michael Gallo, UND Anne Porter, UND
Anne Compton, Lake Agassiz Elementary
Kelly Johnson, Ben Franklin Elementary
Delphine Gregoire, Lake Agassiz Elem.
Lynnette Greicar, Century Elementary
Travis Thorvilson, Ben Franklin Elem.
Lisa Berglund, Ben Franklin Elem.
Jim Whalen, Central High School
Scott Conrad, Central High School
Marina Kojic, Ben Franklin Elementary
Mike Bisenius, Red River High School
Lisa Nelson, West Elementary
Jennifer Straw, Century Elementary
MaryJane Kurpius-Brock, Fisher Public Sch.
Becky Trapnell, Century Elementary
Jay Frydenlund, EGF Senior High School
Robert Owens, Red River High School
Bernie Gorman, Central High School

COMMENTS: (Tell us what was most helpful to you.)

Discussion with teachers and other supervisors

The frank discussion was good

Time to confer w/colleagues and write rec. letter

The conversations about the varying issues that go with having student teachers.

Info on credit opportunities, on-line changes

End of the semester reminders
Useage of electronic report forms (How to use!)

Good discussion on the 3 phases of students
Time to develop student teacher recommendations

I really enjoyed getting together with other supervising teachers and group of cooperating teachers I worked with… Being able to ask questions and listen to others questions was helpful.

The graduate credit idea is a good one and will be a nice perk for cooperating teachers. Let's keep it simple, as you said. Could there also be an alternative "project" option for us?

Discussion w/other cooperating teachers about their experiences. Web-site for the recommendations

I thought the powerpoint showing what classroom teachers can expect from intro students, TEAM students and then student teachers.

Hearing other teachers' perspectives on the whole experience

SUGGESTIONS: (We welcome any suggestions for enhancement/improvement of Teacher Talk.)

Fine as is – opportunity to do paperwork/ computer work is fantastic!

None

I am still wondering if there is any way to recognize and use previous tuition vouchers? I was unaware of the policy change and I still have them.

I enjoy the group discussion time!

This was a good session this spring. Good ideas/discussion

I just appreciate the time that we have to actually "talk"! The variety of topics are engaging and it's nice to have input!

The LiveText form for next year needs to break down all of the factors for not meeting expectations or exceeds expectations—could it be set up like a sub-menu?

IDEAS/TOPICS FOR FUTURE TEACHER TALK AGENDAS

Helping UND students transfer to or develop their teacher persona. How do we convince them that this is "their" classroom, even though it's only for a short time.

Any thoughts about giving UND kids a school for Intro—Student teaching. As a UND student, I would have loved that.

Revisit the observation forms and consider making a few changes to correspond with the expectations.

Helping students deal with classroom management.

Role of the cooperating teacher with Intro/Methods students
Cooperating teacher compensations for methods students

How to develop smooth transitions from teacher "in charge" to student teacher "in charge"? How to help student teachers with classroom management.

One suggestions—the dates you give us at teacher talk are much appreciated, but I would like to know the specific dates more in advance.

Real world methods preparation—the student that is not fired up to learn…….

Teacher Talk, October 17,2007 Agenda

Greetings to everyone on this chilly fall morning!
We will hold our first Teacher Talk of the semester next Wednesday morning, October 17th, beginning at 8:30 a.m. at the Grand Forks Education Center: 2400 47th Ave. S., Grand Forks (several blocks south of Walmart). Please send items/topics/concerns that you'd like to discuss and we'll add them to the agenda. Also, please let Janet know by Tuesday, Oct. 16th if you plan to attend:
<http://www.mail.und.nodak.edu/>janetkosanda@mail.und.nodak.edu

Bring your laptops--We will go through the electronic mid-term and dispositions forms to see if they work well for you and if you have any questions. I will provide information on two new online courses for teachers:
1--Supervision (for new cooperating teachers) and
2--Collaborations in Practice Seminar (for teachers who host methods students--can now receive a free credit).

We have asked all student teachers to do an assessment attached to their unit--I will provide a copy of the assignment for you and we'll discuss it...and I can show a sample.

Additional agenda items...whatever else is important to you! If you can't join us next week, I hope you can be with us on Tuesday, November 20th.
Thanks,
Linda

Linda M. Holdman, Ph.D.
Director of Field Placement
University of North Dakota
College of Education Teacher Education
Stop 7189
Grand Forks, ND 58202
Office: 701-777-3142 / Fax 701-777-3581
www.und.nodak.edu/dept/ehd/fieldplacement.htm

TEACHER TALK
October 17, 2007

Participants:

Deb Finney, Kittson Central
Judy Anderson, South Middle School
Rhonda Cameron, Lisa Nelson, West
Lori Young, Rosemary Holweger, Viking
Doug Eriksmoen, Twining
Beth Olson, Joan Reinhardt, Ben Frankin
Ruth Ann Tuseth, Winship & Lewis & Clark
Terryl Rood, Winship
Brenda Nilson, Park River Elementary School
Dee Wasness, South Middle School
Brenda Leigh, South Point Elementary
Tom Winger, Bridget Ryberg, Central High
Sarah Byron, Park River
Krista Houska, Schroeder Middle School
Marge Irwin, Century Elementary
Denise Lofthus, West
Gary Mitchell, Century Elementary and Lewis & Clark
Ann Porter, Ann Smith, Randi Braford, Gail Ingwalson, Barbara Combs, Michael Gallo
Cindy Grabe, Linda Holdman, University of North Dakota

COMMENTS: (Please tell us what was most helpful to you.)

Classroom Teacher: Hear what is going on at UND. Learn about the forms. The information is helpful, especially when there are changes.

University Supervisor/Resident Supervisor: Good information for us about all of the changes that are facing us and the students.

Classroom Teacher: Sharing experiences with colleagues, enjoying our needs being met with food, fellowship and color (to liven up this dreary day☺ Thanks! Thank you for planning and hosting it!

Classroom Teacher: It was nice to hear the new changes that are being made, i.e., portfolio, NCATE, electronic forms.

University Supervisor/Resident Supervisor: Reflections and large group discussions.

Classroom Teacher: Appreciated the updates, especially with the changes involving the on-line formats and the pieces we need to know that our student teachers are using. Thank you too, for coming to Teacher Talk.

Classroom Teacher: I always enjoy reflecting with others about our student teachers, whether it is first impressions, describing words, strengths/weaknesses. The information on new unit expectations related to pre/post assessments was helpful. I needed clarification.

Classroom Teacher: Conversations amongst colleagues! The snacks were delicious, thank you!

Classroom Teacher: Small group discussions & hearing about other student teacher situations (& opportunities.) Info about on-line courses. Impact on student teacher learning assignment. Info interesting!

Classroom Teacher: Very interesting, good information. I gained new ideas and useful tips from other cooperating teachers.

University Supervisor/Resident Supervisor: Only one of three of my cooperating teachers attended, and that one who was here left early. I felt disappointed to not see them here.

Classroom Teacher: I really enjoyed talking to other teachers about their student teachers. It was beneficial to share observations and insight.

Classroom Teacher: Sharing with the other cooperating teachers. Hearing about other's experiences.

Classroom Teacher: Good handouts. Maybe a reminder sent out to us as what survey/checklist needs to be turned in at given times.

Unknown title: Help with on-line forms. Discussion in group with other teachers and supervisors.

University Supervisor/Resident Supervisor: Opportunity to be with other supervisors and cooperating teacher outside classroom and ask questions. Handouts: Phases of Student Teaching, the Expanding Vision of Student Teachers. You always have such a nice environment with treats and cheerful displays.

Classroom Teacher: Time to visit with other classroom teachers and university supervisors. Good information from Linda.

Classroom Teacher: I was interested in the discussion pertaining to initial meetings between cooperating teachers and student teachers.

SUGGESTIONS: (We welcome any suggestions for enhancement/improvement of Teacher Talk.)

University Supervisor/Resident Supervisor: How do we get more attendees? (Nevertheless, don't wring your hands over those who are not here. Those who attend find it very helpful.)

Classroom Teacher: In case a teacher might be having a problem, a chance to put in anonymous questions/concerns, and then either a whole-group or small-group discussion on problem solving ideas.

Classroom Teacher: I would like to have a review of dates and paperwork every time.

University Supervisor/Resident Supervisor: Great format.

Classroom Teacher: Just an idea related to discussion: Divide senior year into 4, 8, or 9 week blocks. Student teachers are out for 9, in for 9, then out and in for 9. all student teachers would get a feel for early/mid or mid/end. Cooperating teachers could hold field experience team during out times.

Classroom Teacher: Please give more time to discuss strengths/weaknesses of our student teachers. I appreciate the support from colleagues and their helpful suggestions.

Classroom Teacher: I would love to see electronic portfolios, could we see an example of this at our next meeting?

University Supervisor/Resident Supervisor: Provide a short amount of time for the supervisor & cooperating teachers (same assigned building i.e. all Century teachers with the supervisor to visit, maybe provide several questions for discussion. (Powerful to be able to talk with each other without student present.)

Classroom Teacher: I would just have liked more time to discuss our experience so for with others.

Classroom Teacher: I thought it was good the way it was. Maybe more small group talking and sharing.

Unknown title: More time to discuss in groups.

Classroom Teacher: Bringing a panel of recent or current student teachers might be fun and informative.

Classroom Teacher: It's helpful to learn about and to gain understanding of the university perspective of our student teacher's experience. It's also very beneficial to talk with other classroom teachers and supervisor. Thanks for the treats and pretty decorations!

IDEAS/TOPICS FOR FUTURE TEACHER TALK AGENDAS

Classroom Teacher: Partnering with parents and community – community service, authentic tasks.

Classroom Teacher: I would have liked to have access to my student teacher's LiveText information, would like more information about this program.

University Supervisor/Resident Supervisor: Topic – "How to overcome the obstacle of feeling that constructive criticism is bad. How to set a tone that says you learn by making mistakes, not by always being perfect. Topic – "How to better prepare students for the world of special ed. When they start teaching!"

Classroom Teacher: Discuss positive/negative aspects for year-long student teaching experience. Invite several current/recent student teachers to be part of discussions.

Classroom Teacher: I would like to learn how to use LiveText. If this is the direction that student teachers are expected to participate in, then I would like to know/see what they are doing, so I might be able to help out – log in, write, print.

Classroom Teacher: Introduce LiveText, I would love a hands on tour of what this program is, how it works, and what our student teachers need to know with its use.

University Supervisor/Resident Supervisor: Present a specific observation strategy/checklists/OBSERVATION is always a challenge… What am I seeing, what can I suggest that will be helpful? Encourage Cooperating Teachers to do formal observations, have a plan for the observation…

Classroom Teacher: More time to talk about the experience so far with others. On a side note, I love the idea of the pre & post-assessment; however, I wish this would have been introduced at the very beginning of the student teaching experience. There have been several prime moments that have passes where my student teacher could have easily implemented this activity.

University Supervisor/Resident Supervisor: Supervisor and cooperating teachers set aside a time with each other to have a conversation about experience.

Teacher Talk Agenda

October 17, 2007

8:30-8:45	Sign in, refreshments—muffins, fruit and coffee Introductions (Think of one word that describes your student teacher at this point) Overview of Handouts
8:45-9:00	Cooperating Teacher Reflections (take 5 minutes to answer the five questions) Open discussion at your tables
9:00-9:30	Large Group Discussion: Anything small groups want to share from their discussions Phases of Student Teaching & Expanding the Vision of Student Teachers (see graphics) Developmental Levels of Student Teachers Where do you see your student teacher on the charts?
9:30-9:45	Break
9:45-10:15	Teacher Education Updates -- Dr. Barbara Combs • Accreditation visit -- April 19-23, 2008 • Background check requirement prior to fall 2008 student teaching GF Area Teacher Center Updates -- Val Becker
10:15-11:15	Impact on Student Learning Assignment (connected to a unit the student teachers teach) On-line forms -- Cindy Grabe Student Teacher/Cooperating Teacher Website information **www.und.nodak.edu/dept/ehd/fieldplacement.htm**
11:15-11:30	Complete Evaluation— Enjoy the lunch

Announcements

November 20th Teacher Talk --
Bring your student teacher folder and laptop. You will have time to work on your final student teacher recommendation. We also will have a brief online INTASC survey for you to complete.

Thank you for coming!

TEACHER TALK EVALUATIONS
October 17, 2007

Participants:

Deb Finney, Kittson Central
Judy Anderson, South Middle School
Rhonda Cameron, Lisa Nelson, West
Lori Young, Rosemary Holweger, Viking
Doug Eriksmoen, Twining
Beth Olson, Joan Reinhardt, Ben Frankin
Ruth Ann Tuseth, Winship & Lewis & Clark
Terryl Rood, Winship
Brenda Nilson, Park River Elementary School
Dee Wasness, South Middle School
Brenda Leigh, South Point Elementary
Tom Winger, Bridget Ryberg, Central High
Sarah Byron, Park River
Krista Houska, Schroeder Middle School
Marge Irwin, Century Elementary
Denise Lofthus, West
Gary Mitchell, Century Elementary and Lewis & Clark
Ann Porter, Ann Smith, Randi Braford, Gail Ingwalson, Barbara Combs, Michael Gallo
Cindy Grabe, Linda Holdman, University of North Dakota

COMMENTS: (Please tell us what was most helpful to you.)

Classroom Teacher: Hear what is going on at UND. Learn about the forms. The information is helpful, especially when there are changes.

University Supervisor/Resident Supervisor: Good information for us about all of the changes that are facing us and the students.

Classroom Teacher: Sharing experiences with colleagues, enjoying our needs being met with food, fellowship and color (to liven up this dreary day☺ Thanks! Thank you for planning and hosting it!

Classroom Teacher: It was nice to hear the new changes that are being made, i.e., portfolio, NCATE, electronic forms.

University Supervisor/Resident Supervisor: Reflections and large group discussions.

Classroom Teacher: Appreciated the updates, especially with the changes involving the on-line formats and the pieces we need to know that our student teachers are using. Thank you too, for coming to Teacher Talk.

Classroom Teacher: I always enjoy reflecting with others about our student teachers, whether it is first impressions, describing words, strengths/weaknesses. The information on new unit expectations related to pre/post assessments was helpful. I needed clarification.

Classroom Teacher: Conversations amongst colleagues! The snacks were delicious, thank you!

Classroom Teacher: Small group discussions & hearing about other student teacher situations (& opportunities.) Info about on-line courses. Impact on student teacher learning assignment. Info interesting!

Classroom Teacher: Very interesting, good information. I gained new ideas and useful tips from other cooperating teachers.

University Supervisor/Resident Supervisor: Only one of three of my cooperating teachers attended, and that one who was here left early. I felt disappointed to not see them here.

Classroom Teacher: I really enjoyed talking to other teachers about their student teachers. It was beneficial to share observations and insight.

Classroom Teacher: Sharing with the other cooperating teachers. Hearing about other's experiences.

Classroom Teacher: Good handouts. Maybe a reminder sent out to us as what survey/checklist needs to be turned in at given times.

Unknown title: Help with on-line forms. Discussion in group with other teachers and supervisors.

University Supervisor/Resident Supervisor: Opportunity to be with other supervisors and cooperating teacher outside classroom and ask questions. Handouts: Phases of Student Teaching, the Expanding Vision of Student Teachers. You always have such a nice environment with treats and cheerful displays.

Classroom Teacher: Time to visit with other classroom teachers and university supervisors. Good information from Linda.

Classroom Teacher: I was interested in the discussion pertaining to initial meetings between cooperating teachers and student teachers.

SUGGESTIONS: (We welcome any suggestions for enhancement/improvement of Teacher Talk.)

University Supervisor/Resident Supervisor: How do we get more attendees? (Nevertheless, don't wring your hands over those who are not here. Those who attend find it very helpful.)

Classroom Teacher: In case a teacher might be having a problem, a chance to put in anonymous questions/concerns, and then either a whole-group or small-group discussion on problem solving ideas.

Classroom Teacher: I would like to have a review of dates and paperwork every time.

University Supervisor/Resident Supervisor: Great format.

Classroom Teacher: Just an idea related to discussion: Divide senior year into 4, 8, or 9 week blocks. Student teachers are out for 9, in for 9, then out and in for 9. all student teachers would get a feel for early/mid or mid/end. Cooperating teachers could hold field experience team during out times.

Classroom Teacher: Please give more time to discuss strengths/weaknesses of our student teachers. I appreciate the support from colleagues and their helpful suggestions.

Classroom Teacher: I would love to see electronic portfolios, could we see an example of this at our next meeting?

University Supervisor/Resident Supervisor: Provide a short amount of time for the supervisor & cooperating teachers (same assigned building i.e. all Century teachers with the supervisor to visit, maybe provide several questions for discussion. (Powerful to be able to talk with each other without student present.)

Classroom Teacher: I would just have liked more time to discuss our experience so for with others.

Classroom Teacher: I thought it was good the way it was. Maybe more small group talking and sharing.

Unknown title: More time to discuss in groups.

Classroom Teacher: Bringing a panel of recent or current student teachers might be fun and informative.

Classroom Teacher: It's helpful to learn about and to gain understanding of the university perspective of our student teacher's experience. It's also very beneficial to talk with other classroom teachers and supervisor. Thanks for the treats and pretty decorations!

IDEAS/TOPICS FOR FUTURE TEACHER TALK AGENDAS

Classroom Teacher: Partnering with parents and community – community service, authentic tasks.

Classroom Teacher: I would have liked to have access to my student teacher's LiveText information, would like more information about this program.

University Supervisor/Resident Supervisor: Topic – "How to overcome the obstacle of feeling that constructive criticism is bad. How to set a tone that says you learn by making mistakes, not by always being perfect. Topic – "How to better prepare students for the world of special ed. When they start teaching!"

Classroom Teacher: Discuss positive/negative aspects for year-long student teaching experience. Invite several current/recent student teachers to be part of discussions.

Classroom Teacher: I would like to learn how to use LiveText. If this is the direction that student teachers are expected to participate in, then I would like to know/see what they are doing, so I might be able to help out – log in, write, print.

Classroom Teacher: Introduce LiveText, I would love a hands on tour of what this program is, how it works, and what our student teachers need to know with its use.

University Supervisor/Resident Supervisor: Present a specific observation strategy/checklists/OBSERVATION is always a challenge… What am I seeing, what can I suggest that will be helpful? Encourage Cooperating Teachers to do formal observations, have a plan for the observation…

Classroom Teacher: More time to talk about the experience so far with others. On a side note, I love the idea of the pre & post-assessment; however, I wish this would have been introduced at the very beginning of the student teaching experience. There have been several prime moments that have passes where my student teacher could have easily implemented this activity.

University Supervisor/Resident Supervisor: Supervisor and cooperating teachers set aside a time with each other to have a conversation about experience.