Scott Coleman: Feedback from Students

Having spent all but two quarters during the past two years as a full time administrator, my case is not typical. For five of the past six years I have completed a self-assessment and submitted it to the provost – describing my goals for the year, the degree to which I accomplished them, and my goals for the upcoming year. As I always taught as part of my responsibility, this including reflecting on my teaching in writing which was informed by student written and oral feedback. This year, since I taught two quarters full time, I used the regular Evergreen faculty approach to evaluation – completing a detailed portfolio, containing a written self-assessment, feedback from colleagues and students, and documentation of my work during the year.

The general pattern of feedback I have received from students is that my teaching is good – I am well organized and communicate clearly, and my work generally meets student expectations. My plans for professional development are emboldened somewhat by the fact that my teaching and planning skills are fairly good – allowing me to explore my growing interest in some non-academic dimensions of teaching: the psychoanalytical and spiritual – following a trend that is growing in many fields in the 21st century, to look beyond the traditional for ways to solve very important problems that seem to have resisted solution for decades.

Jacque Ensign: Students' Evaluations Of My Work

The following is a summary of strengths and suggestions for improvement that I have received from MIT students at the end of each quarter I've taught here at Evergreen. I have grouped the quoted comments under headings of indicators of best practice from the 2/2007 draft "Standards for Teacher Educators" of the Association of Teacher Educators:

incorporate appropriate & accurate content in the teaching field
- "Jacque gave two lectures during winter quarter that were particularly informative, and introduction to class theorists and an introduction to culturally relevant teaching. Both lectures were well organized and fast-paced."
- "Jacque, it was obvious to everyone that you contributed immensely to the program's curriculum content both in quantity and quality."
- "Her knowledge of research techniques, critical analysis of resources, and familiarity with literature reviews made her an indispensable resource for a major component of our program."

demonstrate a variety of instructional methods including use of technology
- "Her style includes a lot of different techniques, and I was glad that we had so many opportunities to interact with each other and to teach each other (especially in the literacy course)."

- ➢ "I appreciate Jacque's ability to make use of many resources to enrich the content of the program, such as multimedia sources, guest speakers and community events, as well as other faculty connections. It seemed to me that this was a purposeful emphasis that she put into the program in order to give a wide array of exposure to teaching voices."
- ➢ "Jacque utilized various teaching strategies (e.g. scaffolding, reflection writing) in order to help students deepen their thinking and understanding of the concepts being presented."
- ➢ "Her lectures and facilitation of seminar presented valuable models of good teaching for me."
- ➢ "I can recall many instances where Jacque explained the rationale for assignments and experiences we were going through and this, to me, was helpful and, I feel, exemplary of a good teacher."
- ➢ "You modeled the professional expectations and pedagogy practices our cohort read about and experienced this year."
- ➢ In seminar when we focused on "Herbert Kohl's *I Won't Learn from You*, she brought in a recorded interview/discussion that she and her students had recorded… This element of the seminar added an element of authenticity for me, as I could hear the author's voice emphasizing those issues I had gleaned from the reading."
- ➢ "Her presentation on "The Rise of Public Schooling" was extremely powerful. Her handouts, visuals [scanned photos in Powerpoint, film clips, copies of McGuffey readers, choral readings, dramatic readings] and lecture style clarified many of the questions I had after reading Joel Spring."

demonstrate and promote critical thinking and problem solving
- ➢ "Our seminar was one of the most animated and engaging academic seminars of which I have been a part. Jacque was adamant that we focused our discussion on the text"
- ➢ "These thoughtful comments [on papers] allowed me to grow as a critical thinker and writer."
- ➢ "is very challenging while supporting our efforts."
- ➢ "It also seemed to me that Jacque was emotionally invested in the program, and her ability to include this aspect helped me to feel comfortable looking to her for guidance."

exhibit practices that enhance both an understanding of diversity & instruction that meets the needs of society
- ➢ "She brings a lot of classroom experience to our meetings, and it is clear that she has struggled with the important questions that we are dealing with.
- ➢ "She has stressed the importance of working with parents and community organizations to further student progress in schools. Jacque has been specific in stressing adherence to state and federal guidelines while responding to the individual needs of the student and family situation. She has made clear the strong expectations communities and society have placed upon the public school system."
- ➢ "She continually informs us of relevant community events and diversity activities including "Teaching for Social Justice" meetings."
- ➢ "Jacque has been a valuable asset to the MIT Program by her willingness to share her personal experiences and teaching strategies for diverse and underprivileged students while noting various methods of instruction and student learning styles."

engage in culturally responsive pedagogy; model effective instruction to meet the needs of diverse learners

➢ "your intention to maintain a democratic, trusting, respectful learning community was beginning to blossom."

➢ "It is obvious to all of us how passionate you feel about and still contribute professionally so much towards transformative education!"

➢ "Perhaps Jacque's greatest contribution to the program is her ability to foster a learning environment where all students' perspectives are valued and respected, especially during a time in the program when sensitive issues of race and class were being discussed. At the same time, she was not afraid to ask critical questions or present 'minority' viewpoints in an attempt to push her students beyond superficial reflection about their cultural encapsulation."

model how to identify & design instruction appropriate to students' stages of development, learning styles, linguistic skills, strengths and needs

➢ "Jacque's work with the Secondary endorsement group in literacy was a great success. She provided the resources and guidance to try out a great many different strategies and to create our own personalized resource books. The activities we performed with each other have expanded our repertoire of literacy-building activities for content areas to an exponential degree."

➢ secondary-level literacy workshop with Jacque "was one of the rare occasions where the MIT program afforded us a bit of individual freedom to select our own educational path… we were free to explore literacy within the context of our own content areas."

➢ "Whenever any one asked anything of you, you took the time to listen and work with the student. You focused on our strengths, and you enjoyed learning with us."

➢ "For elementary literacy writing, Jacque created a syllabus that had clear expectations. Given that we only had three sessions of writing, clear expectations kept my learning focused and enabled me to take in a lot of information in a short time."

ground practice in current policy & research related to education & teacher education

➢ "Jacque also was sure to include a section on environmental education in our program, and this is such an important topic for teachers."

➢ "The information I gained from the English Language Learners workshops was extremely valuable and pertinent. I appreciate your comments back on my journal writings as well as workshop assignments."

➢ "Throughout the year, Jacque brought to seminar issues of social justice and examined what we can do as teachers in being an agent of change."

other student feedback:

➢ For two cohorts, I have been a reader of students' masters papers. Consistently students have noted how invaluable my guidance and feedback were in refining their papers and how my experience in academic research and publication really helped them find pertinent articles as well as synthesize and write in a scholarly style.

➢ As to suggestions for improvement, every year I several students note that they wish I'd share more of my own experiences in teaching. [This is always a fine balancing act, as I

want to add my experienced voice while at the same time pushing my students to look at their current experiences in schools. I realize that this is partly a sign of students' craving to learn from a faculty person who has had a lot of experience teaching in high-poverty schools and partly a difference of learning styles of some students who prefer to learn from people rather than texts. My tactic has been to include some of my experiences, while keeping the primary focus on texts and their current field experiences.]

➢ I realize that my insistence on rigor, quality, and adherence to timelines intimidates some students. It is less problematic when I am teamed with other faculty who hold similar standards, but it has always been a bit of a challenge for students. However, it is a challenge I feel is worthwhile, as I've spent years with too many teachers who are not well prepared for really serving diverse students. My solution this year, which I feel good about, was to tell them in orientation that I do have high standards, and why- that as much as I may like them as individuals, my primary dedication is to those K-12 students whose success depends on having quality teachers. I then repeated that whenever I had to hold the line on students who were not performing up to standards.

Terry Ford: Evaluations/Student Interactions

My students say I push them to think. I'm firm and fair. I have high expectations and standards, but I am also willing to bend over backwards to help students meet those expectations. I'm direct and honest; and I don't "sugarcoat." I also push people further than they've ever been pushed. I am organized, clear, and timely with feedback. I also have a sense of humor and I always make myself available to answer student questions on email, phone or in person. I'm intelligent and know my subject matter, but I'm also able to provide learning experiences that allow students the opportunity to explore what they know and I am good at questioning to lead students to understanding rather than providing direct answers.

I do well with students from working class backgrounds and students of color. My interaction style most closely fits with these folks. I don't have a middle class interaction style. I don't use a lot of "weasel words." This offends and often intimidates those who project on me the way a woman "should" be. This means, there are times those from middle/upper-middle class backgrounds don't work so well with me. I can see it when it arises. Depending on particular mood or energy level, I choose to accommodate it or not. Having to speak "middle class" for me is like talking in a second language. It takes a lot of energy and monitoring on my part to keep up the style shift which is unnatural for me. (I guess that's one of the reasons I like working with Masao—he and I speak the same language and I don't have to work on saying things "nice" I can just say it!). I tend to get along better with males in my classes (unless it's a male exuding white male privilege which I don't cater too). Mostly because males tend to not take my direct interaction style as personally as middle class females do.

There's one particular incident that illustrates how I feel about this. There was a VERY privileged white male in our SYWTBAT class who confronted me one day about how he didn't appreciate the way I had told him something (obviously very direct, lacking "maybe's and "you might wanna think about's"), and he proceeded to tell me how he would prefer to hear things. This was right after we had read and discussed *Power, Privilege and Difference.* I was about to apologize and say I would work on it, when I stopped myself, and instead I asked him why it was

that he, representing white, male, middle class, heterosexual privilege should think that I as a white, female, working class, lesbian that I should have to interact in HIS way. Why was it I should have to cater to HIS privilege? And why couldn't it be that we could BOTH communicate in our OWN ways and have the understanding that we came from different spaces, but BOTH could exist at the same time—he could speak in HIS way and I could understand, and I could speak in MY way and he could understand. Given this was a young man who prided himself in thinking that he had "all the right answers" when it came to privilege and treating differences with respect, it became quite the teachable moment. After that, he became much more able to challenge his own interactions and the interactions of others. He even was able to challenge (in a respectable manner) a guest speaker on his privilege.

I think of this interaction often when I'm working with students. There are days when I don't need to push that hard and I have enough energy to maintain my "style shift" so as to not "offend" students. There are other days when in my head I think, "I'm tired of doing all the work—someone else should have to do the shifting for awhile." So, when I read student evaluations and see when I have "intimidated" and when I haven't—I see where I have managed to maintain white middle class interactions and when I let it slip and be myself. Although, I have to say that reading my evaluations over time, there are fewer and fewer of these comments. I must be mellowing with age.

George Freeman: Student and Faculty Feedback

Faculty and student evaluations consistently speak to my ability to provide direct and appropriate feedback to students re: the quality of their writing, their analytic skills, reading comprehension, and cultural encapsulation. They suggest I am successful in providing students with appropriate levels of support in developing these necessary skills, of grading the experience to their specific needs, and to helping them develop the necessary awareness to connect their work to the broader community. The strongest and most consistent recommendation is to provide more avenues for a broader audience to work with these ideas through writing, research, and public service. My current work in organizational theory and faculty development reflects my taking action on these recommendations.

Anita Lenges: Reflections on Student Evaluations

- Good selection of books
- One student often felt like we ran out of time when we were in the midst of discussing something important
- Nice job helping ideas such as Culturally responsive teaching meet the teaching practice (not just living in theory)
- Openness of final project and flexibility in responding to student interest & need were helpful
- One student felt that differentiating the curriculum was useful for her learning
- Modeling good pedagogy was important in various ways for several students
- Some students commented that my teaching exemplified the "warm demander" – that I pushed them to achieve at high levels and was also warm and supportive of

them.
- Methods and ideas taught in this course were current with district foci – evident in interviews in districts when they knew exactly the content being raised, and every secondary math person received a letter of intent.

Michael Vavrus: Student Evaluations And Their Impact On My Practice

1. Excerpt from my 5-year review: "5-year Retrospective & A Look Ahead," December 2006 [written for a general Evergreen collegial audience]

"When I review my students' faculty evaluations of me, I find them overall positive. MIT students in their first quarter with me are often less generous although that perspective broadens into appreciation the more time we work together. The MIT program – or for that matter nearly any teacher preparation program – is a somewhat strange academic beast. Because it is a "professional" program that can lead directly to a career and because most individuals in such a program have sat in K-12 classrooms, there exists a sense of entitlement to getting a degree, in part because they come into the program under the misconception that they already "know" what schooling and learning is all about and that the program exists primarily as a hoop to get through. So when I emphasize to students that they are involved in an academic program with academic expectations, that common sense does not always equate to reality, and that public schools are social service agencies that have historically served class interests, some students are dismayed that their convenient world views have been disrupted... I have had to learn how to best interrupt and redirect uninformed thinking in seminars. Although I take seriously student evaluations, I'm often amused to find that students who have sat in the same seminar can give me evaluations that range from stating that everything was wonderful or that more direction was needed or that too much directions was given. I now use these conflicting perspectives, however, to state upfront to my students to describe how different individuals will have different perspectives and needs within the seminar. In regards to lectures and workshops, students are generally positive about my contribution, a perspective that often surprises me because I often consider my work at the experimental stage and am never quite sure of how it will be received."

2. Excerpt from my "Self-Evaluation of Teaching & Professional Activities, 2005-06"
(a) re: student teaching supervision

"In my role of faculty supervisor of student teaching internships, I was more direct with K-12 cooperating teachers in being emphatic about our program requirements, many of which had now been folded into a state-wide pedagogy assessment instrument. These included opportunities to establish a democratic classroom management system, incorporate a multicultural perspective into the curriculum, and the implementation of heterogeneous cooperative learning groups. I took actual text books out to teachers to emphasize that progressive education approaches were not simply a function of Evergreen idealism, but were backed up by research. Because I had written (and revised numerous times) OSPI's conceptual framework that justified the state's pedagogy assessment with current research, I was generally unyielding with cooperating teachers in the need for them to provide time for our teacher candidates to practice the development of these skills and dispositions. With one exception, I was fairly successful in my advocacy. Students overall appreciated the kind of feedback and suggestions I provided them in my attempt to be both constructive and supportive as possible. From an ethnographic perspective, I actually enjoyed the opportunity of being able to go into a

variety of classrooms in the Tacoma area, an opportunity that as an average citizen I would not be able to do."

(b) re: student presentations of academic "conference" papers on topics related to teaching & learning

"The 'conference' that faculty helped to create for the MIT students was modeled after professional conferences with concurrent sessions and faculty serving as time keepers and discussants. One day of the conference was on the Olympia campus, a second day in Tacoma. Trying to have a conference on the Olympia conference during the regular academic year – even when it is part of an academic program – is a borderline nightmare. If it were not for MIT staff support, scheduling on the Olympia campus would have been more difficult than it already was. Students, though, didn't seem to notice or seem bothered that they were scattered all over campus. *At the end of the second day of the conference students and faculty gathered and a most unexpected demonstration of appreciation was demonstrated. Quite honestly, I had not anticipated from our students such an emotional and academic affirmation about the experience of conducting a conference of this nature.* That experience that included Peter McLaren joining us in our debriefing will always stay with me. The actual conference proceedings in their bound edition was beautifully and professionally executed under the guiding eye of Scott Coleman, MIT director. Each student purchased a copy of the proceedings and two copies were given to the library." [emphasis added]

3. excerpt from "Self-Evaluation for 2002-03"

"I was pleased that the MIT program faculty are finally no longer resisting the procedure of having at least one of the two student teaching placements in schools with a high degree of racial and economic diversity. This necessitated the program's field placement officer securing assignments in the Tacoma and Lakewood area. Fall 2002 was the first time the program implemented this requirement and I, as the main advocate for this procedure, supervised students in those schools, holding my weekly seminar on Evergreen's Tacoma campus. There is no question in my mind that student teaching placements in sites that are predominately populated with students of color and students from low-income families is critical for our future teachers to gain the necessary confidence to *want* to teach in urban schools. *A number of the student teachers expressed to me how they overcame their fears and preconceived notions of urban 'inner city' schools by their positive experiences in these settings.*" [emphasis added]

"...Winter quarter, an interim quarter on campus between Fall & Spring student teaching placements, provided me an opportunity to address multicultural curriculum planning, issues of globalization and the K-12 curriculum, and questioning techniques. I felt fairly good about the outcome of these three topics, but have definitely learned how I could improve the design and delivery of these components."

4.   On a more specific item that relates to helping individuals become culturally responsive teachers, I wrote about my experience with the 2001-03 cohort in autobiographical/autoethnographical explorations in multicultural topics:[1]

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[1] "Teacher Identity Formation in a Multicultural World: Intersections of Autobiographical Research and Critical Pedagogy" (2006). In D. Tidwell & L. Fitzgerald (Eds.), *Self-study and diversity* (pp. 89-113). Rotterdam, The Netherlands: Sense Publishers.

"...Missing from this project was an overt inclusion of socioeconomic class. To a limited degree this happened for teacher candidates during the earliest phase of their research when they wrote about their family histories. I now plan to make more explicit connections between class and capital and not wait for that understanding to be explored just in the context of globalization.

Another missing element that one of my lesbian students noted to me was sexual orientation and identity formation. Although our curriculum attended to how homophobia is expressed in schools and how teachers and communities can interrupt these negative practices, I must admit that through my normalized heterosexual lens such an autobiographical inclusion had not occurred to me until this now beginning teacher spoke to me about this exclusion in her identity formation research. Unlike the issue of socioeconomic class, which I mistakenly thought would be directly incorporated into the family histories and globalization curriculum stages, I had not previously considered what it might mean to include gender identification and sexuality within teacher identity formation. Reflecting on this, it now seems quite obvious, given that our social and biological bodies and sexual selves are not separate from our personal and professional identities, no matter how much this perspective is muted in public school discourse. Different than a career that has centered on racial and economic equity and justice, I could not pretend to this student to know how I could incorporate sexual orientation into my next attempts at engaging teacher candidates in multicultural autobiographical research. I realized, however, that I would need to collaborate with colleagues knowledgeable about issues of sexuality in order to develop an approach to this stage of writing about identity formation. Finally, religious and spiritual personal histories and attitudes was another category I was perplexed as to how to engage. I find this absence glaring in light of political realities of evangelical Christian inroads into public schools in the U.S."

The outcome of this critical reflection on student feedback was the inclusion of writing prompts related to the topics mentioned above for the 2004-06 cohort in their autoethnographic papers.

5. What do I make of all of this?

I have used my curriculum development/design background to help create (a) field experience that more overtly connect theory-to-practice and program readings and (b) curriculum development projects that are based on both a conceptual orientation and methodological approach. This is based on what students have said they need in combination of what I perceive they need. In response to student feedback from 2001-03, I more overtly incorporated subject-specific methodology into the curriculum work of the students in the 2004-06 cohort which eliminated any complaints from students that they needed more on specific "methods."

Preservice teachers generally come into the program in a historical vacuum as to why public education is the way it is and believe that micro-studies of lesson planning and child development are sufficient to understand the complexities of teaching. In 2004-06 I was more mindful of striking a pedagogical balance between child & adolescent development studies, learning theory, curriculum development, and the socio-political construction of public schooling. Starting from day 1, I now weave these themes into the curriculum throughout the two years.

Sherry Walton: Students' Evaluations Of My Work

Each quarter, students write narrative evaluations of faculty. Because I teach undergraduates occasionally, as well as MIT candidates, I have used the term "students" as compared to "candidates". Each quarter, I specifically ask students to tell me what I've done that has helped them as learners and what they think I could do that would make me more effective as a teacher. The following are trends you might notice if you read the evaluations. To see all the evaluations students have written about my work, please see my portfolios in the Evidence Room.

➢ Most students find me hard-working, knowledgeable about whatever I'm teaching, well-prepared, and creative
➢ Most students comment that I am patient with large and small groups, ask good questions, and push them to construct a solid understanding of whatever we are exploring
➢ Most students comment that I practice what I teach about approaches to teaching, that is, I use "best practices" and create interactive learning experiences that encourage students to draw on a range of cognitive, affective, and creative abilities
➢ Most students think I help them create and maintain a community that ensures their safety and supports their growth
➢ Most students think I am fair but demanding, rigorous but available to help them meet high standards
➢ Most students think I care about them as individuals and their growth as learners and, in MIT, as teachers. Many MIT candidates comment that it is clear that my primary concern is with ensuring the K-12 students have the best possible teachers.
➢ Most students think I find a good balance between guiding seminar and helping students learn to guide seminar
➢ Most students think I listen to them and help them find their own answers
➢ Most students think I give careful, thorough, useful, and timely feedback
➢ Most students know that social justice is essential to the work I do with them
➢ A few students find me difficult to approach
➢ A few students think I should give more specific and frequent feedback about their work
How I've responded to students'/candidates' feedback:

1. I have discovered over the years, and from talking with students who comment that I am intimidating or hard to approach, that when I am tired or very intent, my facial expression is not welcoming. I've also noticed this in candid photos and when my workshops are video-taped. So, now I talk with new groups of students about this facet of my physiology. I also use a great children's book called *Haunting Miss Cardamom* to help them understand more about me as a person rather than always depending on their perceptions of my body language. Actually, it has become a great entry point to talk with students about the degree to which we form impressions of others without sufficient information. I've also made a concerted effort to SMILE more and to take time before class every day to seek out students and just chat. I've seen a decline in comments about this issue since I've addressed it directly and attempted to appear friendlier. Oh, for a perky face! The other factor that seems to affect the intimidation issue is that students say they can tell I know a lot about my fields. Some of them have told me that they don't

think I try to intimidate but they just are aware of the gap in our knowledge and experience. When this comes up, I laugh WITH them and point out how many years I've been teaching and ask if they don't expect me to know a little more than they do. I also talk with them about things they know a lot about and of which I am ignorant. This often works.

2. I'm not sure what to make of the few students who have commented that they wish I would give more feedback! I provide so much written feedback that I think I help turn our students into feedback junkies! I've come to realize what they're asking is how I evaluate them in relation to other students. Are they A, B, or C students? Do they have A, B, or C knowledge? Well, Evergreen isn't about grading so I've become more methodical about creating and using rubrics with students, and talking with them about honest self-evaluation.

Sonja Wiedenhaupt: Analysis Of Strengths And Weaknesses From Students Perspectives

I decided to look at patterns in what students said about my teaching as a way of checking in with my experience as a teacher. I realize that the ultimate test is to look at students work and look at how their thinking, knowledge and skills have developed. That a student *likes* what happened in class doesn't always correlate with learning. In hindsight what I should have done is perhaps look at students self-evals for themes instead. Next time. One of my goals for next year and beyond is to develop a way of seeing student learning and growth.

This analysis is a way for the students to name an agenda with me. Not everyone is honest or critical. Social desirability may certainly be at work here – despite my requests for honest feedback, and offers for them to hand evaluations into program secretary. Sometimes the fact that students "liked me" found me to be a friendly, a good listener and flexible in ways that they liked obscured the fact that I didn't always *teach the content* very well. Sigh. Fortunately there are some students who help me to see my teaching. I am hungry for feedback that is constructive and specific.

I list some of the themes that come up over and over again below:
- Questions about how I teach psychology – I provide thinking opportunities but many students are left wanting more *facts*.
- Organization and clarity – several students point out that the time management and directions in my workshops are problematic/unclear
- I give good feedback which probes for thinking and supports writing.
- A few folks pointed out that my presence as a model learner helped them to be forgiving of what they don't know yet, and helped them to ask questions.
- I'm a pretty likable character in class – create a supportive learning environment that many people find helpful to their experience in the program. I wonder what the relationship is between these qualities and having high standards that support learning? That is "warm" I've got down … now how about the "demander" part?

Mit 2005-2007	Strengths	Weaknesses

Observations on themes		
General	• Flexible – willing to adapt workshops/ assignments to address what students most need. • Willing to listen • Awareness of group dynamics • Seems to love learning • Accessible	• Sticks so close to lesson plan that may not allow conversations to develop that address current students concerns/thinking.
Content *This one intrigues me. On the one hand I seem to cover material and make useful connections, on the other several students said that they needed more time getting the details. My hunch is that (i) the content workshops are too 'drive by,' and (ii) need to be more whole to part.* *I also notice in other years there is also a desire for more "lecture" and "basic facts." I think the issue is that I spend a lot of time working on high levels of Blooms taxonomy (analysis, application, etc) and not enough working on lower fundamental levels of basic knowledge and comprehension of details. I need to think about how to bring both into my teaching.*	• Useful connections between theories, practice, texts and past workshops. • Insights about how to integrate music into classroom. • Technology – students learned to create web pages. • Modeled a reflective practitioner • Classroom management: Did not provide cut and dried answers .. rather provided experiences for us to connect our knowledge about development, learning, and equity. • Would help while at the same time push the individual to figure it out for themselves.	• More guided time to work with larger projects • Skimmed over a large quantity of material with little opportunity to apply • Could work more with experienced peers in technology • Could have used more discussion/methods of tying down concepts tied cognitive, moral and identity development & generative themes. • Don't just encourage alternative perspectives, but also provide students more of them
Clarity ** This is a huge one for me to work on. It's the most consistent piece of feedback I got this year.*	• Helped engage student through visual mapping and use of metaphor	• More clarity when giving directions (less "nebulous") • Instances when had too much information to give out, and became

		hard to follow.
Amazing really given how much time I spend trying to clearly script things out. Perhaps the motto is less is more. Students are getting lost in the wordiness. I need to work on the haiku. *I also wonder, in light of the feedback above on content, if the part of the issue with clarity is that I skip over important details that might be important to doing the thinking. I know I often treat the readings as the lecture and assume that the readings will provide the facts? But just reading, doesn't mean people understood. I don't know… I have to think more about this.*		• Need to be more explicit with directions, and daily goals – clarify purpose and means of engagement.
Feedback *This has been a consistent strength of mine over the years. I'm surprised to learn that students find my feedback helps them to deepen their thinking.*	• Feedback – good balance between positive and negative/broad and specific • Encouraged me to extend my thinking, make more connections through questions • I always felt valued for what I had done, but never felt done.	• Challenge us in seminar a bit more
Logistics	• Diligent in getting materials and space. • Organized professional dev series & thank you notes.	

How people learn - Spring 2005- Observations on themes	Strengths	Weaknesses

| General

interesting how students have different experiences of the same thing. Kegan. Office hours. I need to make sure that I remember to plan for the range in pace and needs of the students. Some people may need explicit structured times to come, others feel entitled to asking when they need something.	• Flexible • Good readings especially Kegan. • Class well planned • Took time to sit with student • Great environment for learning, making me feel comfortable and eager to learn.	• Kegan – too hard. Needed someone to explain it in depth. • Need to explicitly schedule office hours before or after class
Content/workshops

I gave a lot of attention to exploration and application in these workshops. It seems that, at least for a few folks, there was a need to understand the concepts better first before applying them... good food for thought. | • Benefited from figuring out stuff on own.
• Writer's workshop – benefited from the feedback of 12 people.
• Hands on assignments helpful in finding out how I learn best.
• Workshops usually pretty interesting and helped explain the text.
• Interesting ways to get students involved in texts. Slower approach to fewer texts which helped us fully understand authors ideas.
• Films on concepts helped tie up loose ends.
• Observations were interesting.
• Linked assignment with Emily Lardners class. | • Wished had lectured more
• Wanted guest speakers who could speak directly to the concepts.
• Need more time to read.
• Needed help sparking ideas for writing topics.
• Wanted more factual information non how people learn |
| Clarity
interesting that clarity doesn't come up here as a theme. Why is that? Undergraduates less willing to critique? | | • Need a clearer picture of what going to learn that's psychology. |
| Feedback
It is painful to give timely feedback. Seems like I rarely manage it. | • Encouraged us to dig deeper
• Steady reminder of the importance of acknowledging assumptions. Persuaded us to ask questions and recognize many valid truths.
• Informed me what I was doing well and what I could do differently. | • Need more timely feedback so that students have more time to improve their work. |

Waste & Want 2004-2005 - Observations on themes	Strengths	Weaknesses
General *What's amazing about this set of student evaluations is that few if any of them spoke about what they learned.*	• Good listener • Open to feedback • Available • Patient	• Perhaps too quiet to engage a freshmen class (if not teaching w/ CK ☺)
Content *Once again... exploration is present but not enough <u>facts</u> . Somehow I need to build in lower level Blooms taxonomy in a visible way into my workshops.*	• Challenged us to think • Knows course material well and has ability to bring it to life • Emphasized the importance of being open to exploring other points of view and challenging our own. • Not boring, attracts my attention toward the task at hand. • Work was challenging but not impossibly difficult	• Pacing of workshops seemed slow • More variety in projects than making posters. • I wanted more concise lectures • Wanted more in-depth discussion of psychology. • While the texts are interesting – perhaps build in a more hard college textbook information to accompany texts that have interpretations and beliefs in them. • She let us struggle far too long at times when we just needed an explanation.
Clarity	• Described subject matter in way that was easy to understand.	• Week in forming clear assignments and explaining certain concepts. • Trouble expressing what knows.

Feedback		
In looking at more recent feedback I wonder if seminar is a place where I am growing.	• Good at evaluating our work fairly • Gave back assignments on time. • Honest thoughtful feedback • Supported writing	• Needs to talk more in seminar. Guidance needed in how to form a good seminar question and guidance to structure seminar discussions for distracting students. • Lack of authority detracted from the substance of the class at times • Need to assert self more when seminar gets offensive or off track. • Give me more constructive criticism.

MIT 2002-2004 Observations on themes	Strengths	Weaknesses
General	• Set tone of respect and deep thinking. Active learner, listening, thinking and posing question to the group. Non-threatening but challenging environment. • Useful website. • Available • Teacher as learner -- Something about this year led some people to feel comfortable asking questions and not knowing all the answers. • Willing to talk about challenging material •	• Share more of my experience and knowledge

Content/workshops *Another theme that shows up through out the years evaluations is students need for me to be more assertive in seminar. See my reflection on learning opportunities in this portfolio. I think it addresses ways in which I may keep the student centered focus but keep expectations high for the skills students need to learn (and I need to teach) in managing that space.*	• Seminar – strength in bringing it back to the concrete through question. Avoided getting bogged down in the hypothetical and ideal • Reminded us when we were acting in ways that were not consistent with what learning. • Supported students in discovering their own ideas and connections. • Well developed workshops on levels of questioning & moral implications of education (*only one person spoke to the content of what I taught.*)	• A slightly more concrete approach… … Sometimes the open-ended questions and workshops leave me feeling without direction and ground to stand on. • Could have been more assertive and intervened when the conversation went wayward, things got tense or an offensive comment was made. Need balance between giving students leadership roles and aiding in facilitation. • Perception that I remove myself from conversations – need me to take a stronger guiding role in seminar. Need me to speak my mind more.
Clarity *Once student pointed out that I tend to process my thinking through speech. Is that what contributes to the lack of clarity?*		• Occasionally instructions have not been given in clearest most concise way. • Spend 15-20 minutes providing context for workshop. Speak from my experience so that can focus on the goal of the activity. (*i.e. Tell don't just show?*) • Lack of clarity about the many different tasks/due dates/assignments
Feedback	• Pulls words away from the writer so the paper can be seen from a new perspective. Feedback is positive,	•

	constructive and insightful. • Appreciate being challenged. • Critiques have helped me improve my writing	
Trash Observations on themes	**Strengths**	**Weaknesses**
General	• Passion for learning • Available • Faculty worked well together • Books were helpful – I was able to relate to the books so that made it interesting to me. • Books provided insight to waste issue • Got involved in activities I had never experienced before. I learned valuable things like how to become a leader and how important it is to have a positive attitude even though things are not going your way • Advising students and supporting decision making. • Modeled what it means to not know something and ask questions.	• Need to not just be available but follow through with students who may not be proactive in addressing needs. • Tendency to try to do everything at once and to involve self in taking responsibility for too many things. • Because we were so lenient and open to change, it sometimes gave off the feeling that the program was unorganized.
Content/workshops	• Came prepared to challenge students • Lectures well prepared and thought provoking. • Willing to clarify • Excellent job of teaching the fundamentals of the subject to students.	• Not enough time to complete workshop – not enough time for questions. • Need more organized, sequential presentation of data and ideas

Clarity		
I find it interesting that students don't talk about what they learned in terms of the content. I probably need to look more closely at the self-evaluations for this detail. As a teacher, some students point out that they had fun or were entertained. Some found t my visual ways of explaining things useful. *The big theme is that students want to hear more of what I think, I need to work on time management and organization of activities.*	• I like her teaching style, she is a visual learner like me • Workshops were strong and very helpful. • Questions raised in seminar were engaging and brought new ideas into the discussion. • Helped me understand the essence of the psychology of persuasion • Adapted learning ops to meet the needs and interests of students. • Value workshops were interesting and fun. • Spring quarter – many useful activities. • Lectures were entertaining as well as educational. • Able to take complicated theories and explain them in a way that I could understand. • Good at letting seminar know if getting off topic, starting conversations, and making space for folks to speak who haven't yet had a chance.	• Could sometimes dominate discussion – less participation would have been beneficial. • Could have been more organized with the timing of activities. Activities were pretty long and students lost interest. • Need to work on time management during lectures. Class would loose focus because a topic would get drawn out. • Improve organization of lectures – lectures that require students to puzzle through information require good organization. • Sometimes would present class with incomplete information that would leave folks confused about a conclusion. • Work on lecture skills • Need to share more of her knowledge about psychology. • Hesitancy to express the entirety of her thoughts. • Hard to assess content knowledge about Trash, felt that we were gathering information together • She appeared unorganized, or perhaps unsure of herself. • Period fileed with silence that occurred as being beyond the point of reflection – protecting the shy ones instead of causing their

Feedback	• Helped me formulate my research, see my writing style and revised my paper with eye-opening remarks. • Helpful feedback • Helped me think of ideas and to structure a paper. • Taught me to ask questions which has been a very effective learning tool, and has led me to reflect more on my work and studies. She has made my output have more depth and thought • Helped with communication skills • Wrote a paper that I am truly proud of. • Taught me a new way to think about writing – pushed me to think about my audience and try to convince them of one story or another.	• I would like to see student's work held to a high expectation or given more standards to achieve. • Would have liked her opinion a little more often just to make sure we were heading in the right direction.