

Section 9 Assessment

CAT 43 – Teacher – Designed Feedback Forms

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Background, CAT Choice, and Set-up

In my current role as an Employer Liaison, I rarely have an opportunity to facilitate workshops. I have been asked to facilitate a couple of workshops this summer in order to provide vacation coverage. When I was asked this week to replace an ill co-worker and facilitate her workshop, I seized the opportunity to administer a Classroom Assessment Technique.

With only ninety minutes notice, and having to take the time to cancel the day's appointments, I had to develop something that would be quick to design, easy to administer and would provide meaningful and useful information. I selected CAT 43 - Teacher-Directed Feedback Forms as it would meet with my criteria. I thought about my purpose or intent on using this CAT in this workshop and realized that it is in line with my philosophy of assessment. I wanted a tool that I could use to enhance my ability to effectively facilitate the workshop this summer and meet the needs of the learners. I will also be able to identify if there are any current issues or needs that either I or the regular facilitator need to address right now. CAT 43 will be instrumental to me in meeting teaching goal 24 as I will be able to evaluate activities and materials as well as methods of instruction and use that information prior to future instruction.

I was provided with a workshop binder and three career exploration activities to help learners to identify their values and interests as it relates to career decision making. This session is workshop 2 out of 10 and I was told that the day before the participants were given a Career Exploration Model and told how values and interests fit in to the puzzle. (I later found out that this was not the case). The activities were pen to paper self-discovery checklists that I would guide participants through and facilitate

discussion around them. The allotted time was 2.5 hours. There were no visuals or power-point, only the activities that they would be working on. The first activity was a Values Card sort which I have utilized in workshops previously, although it was over 4 years ago. The second activity was a Transition to Work Interest Inventory that I had not used or seen before. In order to be able to understand what the learners would be experiencing I administered it on myself first. Unfortunately due to time constraints, I was unable to completely finish all of the sections. After experiencing a few challenges myself in regards to reading, following and scoring the inventory, I brought in a few tools to help such as a calculator and legal size blue file folders so that people could use them as a marker to keep track of the horizontal scoring system and sections.

I developed a 5 question Teacher Directed Feedback Form with the first two questions using a likert scale and then three open ended questions. In my haste, I had not realized at first, that the workshop did not outline goals and objectives from which I would be able to design questions around to ensure that those objectives were met. I will discuss this further in the section, what I would change next time. I administered the CAT to the 10 out of 12 learners who had attended that day, in the last ten minutes of class and had them drop it off at the front desk prior to leaving. I told them that we value and utilize their feedback to make additions and changes to the workshop so that we can better meet their needs. I provided a couple of quick examples of how I have used participant feedback in the past and encouraged them to really think about their answers and that we appreciate their open and honest feedback. The Teacher Directed Feedback Form that I developed and administered is on the next page.

Exploring Your Employable Self Feedback Form

Thank you for attending this workshop. Help us to make our workshops as effective as possible by giving us your feedback.

Using the scale below, please circle the response that you most agree with:

1. How clear did you find today's session?

1
Not
Clear

2
Somewhat
Unclear

3
Clear

4
Very
Clear

2. How helpful did you find today's session?

1
Not
Helpful

2
Somewhat
Helpful

3
Helpful

4
Very
Helpful

3. What activities were most helpful and why?

4. What would you change or add in this workshop?

5. Please comment on the Facilitator – i.e. - resourcefulness, knowledge, group leadership, skills.

Results

Q. 1. How clear did you find today's session?

I had not used the clarity question previously. When I read it in an example in the Angelo and Cross text, I made a mental note that I would like to use that in the future. I am an intuitive person and sometimes I feel that I may not always provide the level of detail needed for some of our learners when providing instructions for certain activities. I was very pleased that I included this question as it was very enlightening. Half of the respondents rated the session in the unclear category and half in the clear category. The results were – One rated the session as not clear, four as somewhat unclear, 3 as clear and two as very clear. The comment section is what was most revealing. I realized that the interpretation of the clear question was not the same for everyone and that to some, they thought that clear referred to having a clear career goal. That is not a realistic outcome of this session nor are they likely to be at this stage.

The one person who said that it was not clear indicated that we need more calculators and scrap paper in order to help score the results. This person also indicated that the Interest Inventory was hard to read and score. The four who indicated that the session was somewhat unclear had indicated that there was a lot of information to read, they did not know their career goal yet, they are still confused about their career goal and one said they are not sure how to find a job that meets their values and interests. Upon reading this, I instantaneously realized that goals and objectives had not been formally outlined or discussed at the beginning of the session (something that I always include). I feel that this led to some unclear expectations of the workshop. I had however, discussed with them how my purpose today was to help them on their road to

self-discovery and that they would be able to utilize what they learned about their values, priorities and interests when researching career options to see if they meet their needs.

Three respondents indicating that the session was clear stated that it was straight forward, there were good real life examples and it was easy to understand. The two respondents, who said it was very clear, also commented that they liked the real life examples about how values affect career choice and job satisfaction, and that they appreciated the clear instructions on the activities with samples.

Q. 2. How helpful did you find today's session?

Three responded somewhat helpful with comments such as I am still unclear about what to do about a career, I still don't have a career direction and I have more options than I did before I started. Two responded that it was helpful adding that this helped them to know themselves better and know what they do not want. Five indicated that it was very helpful in that it made them think, they identified what was most important to them, they found out more about themselves, learned how important values and interests are in choosing a career and makes me think about careers that I had not thought of. These five comments reflect the heart of what is intended in this workshop.

Q. 3. What activities were most helpful and why?

Five indicated that the Values Card sort was most helpful with comments such as they had not thought about their values before, it helped them to know what they don't want, they understand why they hated their last job, helped them to prioritize and one said they understand why they are having such a hard time in finding a career as their values are conflicting. Three indicated that the Interest Inventory was most helpful as

they are considering options they had not thought of before, it will help find a good fit, and it opens their minds. Two indicated that the real life examples and stories were most helpful in helping them to think about how they can include interests in their career choices.

Q. 4. What would you change or add in this workshop?

One indicated that they would like to partner up to discuss things more in depth and one indicated that we should change the scoring (which we are unable to do) and hand out calculators. Four indicated – nothing, one adding that the workshop was great as it is. Three indicated that the workshop should be longer so they have more time on the exercises and one indicated length of time without specifying what they meant.

Q. 5. Comments on the Facilitator

Comments were positive such as: personable, good sense of humor, respectful, keeps it interesting, very knowledgeable, great examples, energetic, provides good life examples, resourceful with ideas for everybody, enthusiastic, and knows her stuff.

What worked, what didn't work and what I would change

Ideally I would prefer to have used this CAT on a workshop that I developed rather than one that I did not develop as one of my objectives with assessment is to enhance my design, methods and delivery to better meet the needs of the learner and improve my teaching. However, I jumped on an opportunity and I was able to learn from it. I will not be in a situation where I will be able to change the workshop and I have made recommendations before, however, they are not well received as this is not my jurisdiction. As such, the findings of this assessment will not lead to a great deal of change. However, I have learned from this assessment and I can use this experience to

make some minor changes when I facilitate the workshop in the summer. The comments regarding clarity and helpfulness made it clear how important it is to have objectives formally outlined and discussed and then to ensure that the learners have realistic expectations. They are also critical in the design of the workshop, activities and in developing the assessment tools. As such, in the next workshop that I facilitate, I will introduce learning objectives at the beginning and use them in the design of the feedback form. I will also ask about their expectations. I would make it clear from the beginning that they will not leave the session with a clear career objective but rather a greater awareness of themselves such as having a deeper understanding of their values and interests which they can utilize when researching and exploring careers.

I would also change the clarity question. For instance, I included it as I wanted to see if my instructions were clear, as such, I would be specific about that next time rather than just asking about the clarity of the session. I would ask how clear was the facilitator in giving instruction on how to complete the values activities. I would ask the same about the interest activities. I would also provide more calculators and scrap paper as well as pencils.

In the second question about how helpful did you find today's session, I would add, in uncovering your values and how it relates to selecting a career? I would then ask the same for uncovering your interests and how it relates to selecting a career.

The third question could be removed due to the greater detail of the previous questions. I would change the wording of question four, what would you change and add in this workshop as I had four responses of "nothing" which is not helpful. Next time, I would likely try, what would make this workshop more helpful to you?

The Facilitator comment section was very affirming and reflected that I have some of the characteristics that students want from teachers according to the Feldman 1976 study as cited in our text. However, it does not help me in achieving my goal of enhancing my craft or capitalize on "...how teachers apply what they learn from assessments to make changes in their learning and to improve the quality of their students' learning" (Angelo & Cross, 1993, p. 61). As such, I would change the wording in an attempt to obtain more detailed and useful information. For instance, I might ask, How did the facilitator make your session interesting and helpful? How can the facilitator make your session **more** interesting and helpful?

After reading Will's CAT 9 assignment, I would also like to add his two questions on the length of the course and the pace. Participants commented about length and not being able to finish the activities.

Administering this CAT was eye opening and greatly enhanced my knowledge. I took a risk with it, developed it quickly and did not have the pre-planning and forethought that I would normally take. However, that is perhaps why I learned so much. I realize how important the learning objectives are and how important it is to ask why am I doing this assessment and what do I want to accomplish by it. I need to ensure that the questions that I ask on the feedback form, will provide me with the level of detail and the type of information that will be meaningful and helpful in my growth as a facilitator and more importantly, in meeting the needs of the learners.

References

Angelo, T., & Cross, K. P. (1993). *Classroom assessment techniques*. (2nd ed). SanFrancisco: Jossey-Bass.