



NATIONAL CENTER
for
URBAN EDUCATION
ILLINOIS STATE UNIVERSITY

**Chicago
Student Teaching
Professional Development Sessions
2019-2020**

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PROGRAM DESCRIPTION

Illinois State University (ISU), located in Normal, Illinois, is the largest preparer of teachers in the State of Illinois. Eighty-seven percent of Illinois public school districts employ at least one ISU alum and one out of seven teachers in the state is an ISU graduate.

The National Center for Urban Education (NCUE) works to prepare the highest quality teachers for the students that need them the most by building bridges between university preparation and on-the-job, community-based teaching and learning. Within partner cities, this initiative supports teacher candidates in traditional semester-long partnership schools, yearlong Professional Development Schools, and field base placements for Special Education students.

The Pipeline Immersion Community School (PICS) program involves the typical component of a teacher education program in which a pre-service teacher becomes responsible for guiding, directing, and evaluating the learning activities of a group of pupils, under the guidance and supervision of professionally certified and competent members of the teaching profession over the course of a semester. The Professional Development School (PDS) internship is a yearlong experience that takes place during a pre-service teacher's senior year in a teacher education program. It seeks to immerse participants within a school's community by providing classes at the host school with opportunities to observe teaching and practice. During the first semester of the program, participants attend college classes taught by a team of college and local school faculty at the site for two or three days a week. The coursework is aligned with the site's curriculum and participants are able to apply what they have learned in the school's classrooms. During the second semester of the program, participants assume responsibility for planning and instruction as student teachers. In this three-phase program, PDS interns are afforded the opportunity to observe and teach in multiple partner communities. This takes place under the supervision and guidance of a school-based mentor teacher and a college-based supervisor. The Innovative Network of Urban Special Educators, or INFUSE program, offers ISU Special Education students the opportunity to complete both their field base and student teaching semesters in partner districts, enabling students to complete a year-long experience across two separate school sites, often in two different communities.

NCUE currently partners with Peoria and the five Chicago communities of Little Village, Auburn Gresham, Albany Park, East Garfield Park, and Pilsen. The PICS, PDS, and INFUSE programs are conducted within these partner high-need neighborhoods. These programs provide teacher candidates an opportunity to work in an urban area with an ethnically and culturally distinct population.

In AY 2019-2020, students participated in supplemental professional development. The program allowed students opportunities to learn greater community context in their respective school neighborhoods, participate in reflective seminars, and informally discuss their experience with peers.

METHODOLOGY

Measures. A mixed-method instrument was developed to assess participants' feedback regarding the Professional Development (PD) series offered to each group of students. Higher scores on items indicated positivity towards PD providers and sessions. This instrument also included open-ended sections to allow participants to provide qualitative feedback.

Overall Session Ratings

Each group of students (PICS students and PDS Interns) participated in a series of Professional Development (PD) workshops to enhance their understanding of the local schools, communities, and further develop their teaching skills. The figure below depicts an overall rating for each session. In addition, participants' open-ended feedback regarding their PD experience is provided.



Open-Ended Feedback

Fall: Foundations of Urban Education

What was new and/or challenging to you in this session?

- *Not much was challenging, everything is extremely new to me though.*
- *Almost everything the community liaison told us was new and interesting.*
- *Learning about the different education.*
- *Our talk about gangs was new to me- really interesting to hear the POV they had.*
- *Nothing was challenging and going over the details about the first few weeks of school was helpful.*
- *Working with a community outside of my discipline was awesome.*
- *The timeline.*
- *Timeline of events in education.*
- *Learning to listen before speaking.*
- *I really enjoyed learning about all the community resources.*
- *Feeling the support and talking with community.*
- *Listening and energy booster activities were new to me and very useful. I was sleepy and it worked.*
- *I got familiarized with the area and feel more comfortable after meeting everyone.*
- *It was new in that there was a lot to cover.*
- *The name game was new. And the listening activity was also new because we are always responding.*
- *What was challenging to me in this session was the listening activity and seeing how much I would have interrupted.*
- *The timeline and making connections to the events.*
- *Learning more about community involvement outside of [the urban area].*
- *The education timeline was thought-provoking.*
- *STEP UP definitely helped and gave me background knowledge, so I really appreciate it!*
- *How many resources there are in the community.*
- *Organizations newer, nothing challenging.*
- *Learning the timeline of historical educational events, reading in front of people.*
- *Learning about the education system and history of it in Chicago.*
- *Most information was new, and it was extremely helpful.*
- *Hearing about all the things every community offers.*
- *Learned a lot about neighborhoods and all the resources established to help them.*
- *Getting to know everyone and getting use to a schedule again.*
- *Learned more about the community I will be teaching in.*
- *The thing that was challenging was all the new information that was given to us.*
- *Meeting new people in my programs.*
- *Something new was learning about the area and all it has to offer.*
- *I learned a lot more specifics about all the neighborhoods and it was helpful to hear from each community liaison. I also learned about the ISU teacher dispositions.*
- *History of the city.*

* One person responded that nothing was new/challenging.

What do you anticipate implementing in your own practice?

- *Circle times to begin and end practices.*
- *The differences between communities will make class with everyone interesting because we will have differences to share.*
- *Adding in my students' cultures.*
- *How respect looks differently and meeting students where they are at.*
- *Restorative circles.*
- *Using community resources.*
- *The listening activity.*
- *Brain breaks/energizers.*
- *50 ways to take a break.*
- *The self-care activities.*
- *Self-care.*
- *The listening and reasoning activity.*
- *All the activities we participated in today.*
- *The listening activity!*
- *50 ways to take a break.*
- *The energizers would be a great thing to implement into the classroom to allow kids to have a break/have fun.*
- *50 ways to take a break, listen, and affirm activity.*
- *Listening and resonating.*

- Self-care.
- Self-care and resonation exercises.
- Energizers and reflections.
- Mindful practices and listening.
- 50 ways to take a break.
- Listening and talking activity.
- 50 Breaks, listening activities.
- Focusing on building community in the classroom but also connecting with the students' community outside of school.
- The morning circle in the mornings.
- I plan on implementing as much support from the community into the classroom as possible.
- I anticipate incorporating the culture of [the area] into my lessons for student teaching.
- The several characteristics we went over.
- I anticipate implementing the opening circle into my own practice.
- The discussion of pillars in pedagogy.
- The dispositions from ISU were very helpful in having well rounded classroom.
- I anticipate implementing a lot of community resources because of the importance of that for my students.
- History of the community.

What would you add/change from this session?

- More info on free things to do.
- Adding/changing - nothing, I can really think of, it was short and to the point and enough time for question/reflection.
- More moving around!
- More open dialogue.
- More small group.
- I had no issues with the class session. Maybe more interactive for the history part. It was a tad bit slow.
- More time to learn about the different community.
- More energizers to get to know everyone.
- More logistic info about next week.
- Nothing, everything felt right, and the information I learned was helpful.
- Everything was well planned wouldn't change or add anything.
- I would not change anything. Very helpful.
- I would add more time to talk about the different community organizations.
- Add more breaks, I had a small emergency I was trying to deal with but I didn't want to miss any information.
- Personally, I know about public transportation so I would skip that part.
- Resources for self-care.

* Five people responded that this question was not applicable.

* Ten people responded that they would add/change nothing.

Spring: Foundations of Urban Education

What was new and/or challenging to you in this session?

- It was challenging to learn how I'm probably not a good listener.
- Learning the politics from the different eras.
- Opening up and sharing my thoughts and ideas.
- Differentiating between empathy and sympathy and practicing this.
- Doing interactive activities.
- The article was very interesting.
- Listening activity.
- Learning about the community partners.
- All the resources.
- Resonating what another person was saying was a beautiful challenge.
- Listening, empathy, realizing I don't have to have all of the answers.
- Facing the challenges that exist being a white teacher in a community of color.
- Empathy training was new but not challenging.

What do you anticipate implementing in your own practice?

- Meditation and mindfulness.
- The breaks and meditation activities.
- Brainbreak activities, self-care, listening.
- The use of Brainbreaks and the importance of listening.
- Self-care.

- *Energy high fives, active listening and empathy.*
- *Empathy versus sympathy.*
- *The strategies for teaching and activities.*
- *The circles at open/end.*
- *I want to bring meditation to my classroom.*
- *Breaks, setting changes.*
- *Using the mindfulness techniques.*
- *Self-care and empathy.*

What would you add/change from this session?

- *I would have liked to hear the other group feelings about the article.*
- *A small talk about what we should be doing in our placements.*
- *I honestly wouldn't change anything. The lessons and activities were very beneficial.*
- *Maybe more small group discussions.*
- *I would add situational settings for teaching strategies and how to show students the community partners.*
- *Shorter time/day.*
- *I wish we had more time with our community reps.*
- *The time length was a bit too long for me workshop was good but lengthy.*

* Two people responded that this question was not applicable.

* Three people responded that they would add/change nothing.

Fall: Power and Privilege

What was new and/or challenging to you in this session?

- *The difference of empathy and sympathy.*
- *The analyzing of the article/hearing peers' thoughts.*
- *All the info about empathy.*
- *I really enjoyed the discussion of the articles it really made me more aware.*
- *The trauma article.*
- *Readings were new/challenging but important.*
- *The article about empathy and discussing empathy as a disposition for teaching.*
- *Trauma informed teaching.*
- *Learning about the neuroscience behind the way we react to things.*
- *I enjoyed learning about the polyvagal theory and how much your ear matters.*
- *The polyvagal theory was new.*
- *Understanding the polyvagal theory.*
- *The 3 brain systems.*
- *Learning about the different parts of the brain.*
- *Not challenging but definitely new. [The other presenter's] section of the presentation was so engaging and all really new to me.*
- *Trying to connect with students though I may not be able to empathize with their situations.*
- *I learned new meaningful regulation strategies for myself and my students.*
- *Nothing was new but it was challenging to think of trauma informed TCH as holistic.*
- *Brain in your hand and how you are feeling.*
- *Learning about how a FlipGrid could affect the students in the classroom.*
- *Polyvagal theory, never heard this before but makes sense.*
- *How the brain reacts to certain situations.*
- *The polyvagal theory was new to me.*
- *There was a lot of great information, I hope the presentation gets shared with me.*
- *You flipped the comfort zone thing, liked the short and sweetness of neuroscience! I liked the trauma informed poster activity.*
- *Learning about self-regulation vs. co-regulation and how to help our students.*
- *Learning about the brain.*
- *You cannot teach students you do not love.*
- *Listening being related to the tightening of the central ear.*
- *All the new terms.*
- *Learning about trauma and how to be there for someone experiencing it.*
- *The brain functions and learning about social engagement was new to me.*
- *Self-regulation and learning how to model for students.*
- *All the new terms such as social engagement.*
- *Fight or flight.*
- *All about the cortex and information about our emotion was interesting.*

- *Something new is brain to palm.*
- *Learning all the new terms and what they mean.*
- *Challenging that hundreds of ISU teachers will graduate without this experience and it's sad.*
- *New to me was the 10 steps to inform or practice during teaching.*
- *Everything she discussed about her practices was new to me but so important.*
- *The concept of creating a core commitment.*
- *It was challenging in the sense when [the presenter] asked us to write what our teaching commitments are.*
- *It was challenging to see the blatant racism, but I will try my best to change it.*
- *I had never heard of "Equality Literacy Jargon". I had different opinions than the Hispanic girls I talked to, which made me feel wrong.*
- *Learning about the 10 things we can/should do was new, but very important for us to understand.*
- *Being conscious of the power in our words.*
- *I got lots of advice for how to stay true to teaching for social justice.*
- *The school to prison pipeline descriptions.*
- *I never thought of this before.*
- *How much work I need to do on my teaching philosophy approach.*
- *It was challenging to watch some of the videos and hear the harsh realities of race in the classroom.*
- *So much - helpful.*
- *The 3 different "types" of school to prison pipeline.*
- *All the information was very informative and new perspective to bring in the classroom.*
- *We have talked so much about what to do, it was nice to discuss the do-nots.*
- *Watching videos of injustice because it always has such a strong effect on me.*
- *The tips the presenter was giving us about equity-based teaching. What was challenging about it was it was reflecting on my own.*
- *The topic of white privilege.*
- *Don't believe the hype! A good reminder for teachers.*
- *The idea of "not believing in the hype" was not really new but remains a bit challenging.*
- *It was challenging for me to realize that I didn't have a good answer to [the presenter's] question, "What is your care commitment as a future educator?" But it will only make me better to nail that down.*
- *Checking my own biases and realizing just how serious the system is in the way students of color are being systematically oppressed.*
- *Pipeline.*
- *The different ways to combat the school to prison pipeline system and how to identify it.*
- *Learning all the research-based facts that she had.*
- *Asset based teaching.*
- *Learning about equity literacy.*
- *New: Three prison to pipeline.*
- *I loved the 10 steps! Felt they were very useful.*
- *Everything my current progress in my equity literacy journey.*
- *Hearing about the prison pipeline.*
- *The 10 tips to a more equitable teaching method was new and very interesting.*
- *Learning more about the prison pipeline was new and challenged me to think deeper.*
- *The new concepts and how to use them in the classroom.*
- *Definitely the depth of the school to prison pipeline - no longer just the surface scratched.*
- *School to prison pipeline basics were something new I learned.*

What do you anticipate implementing in your own practice?

- *Building connections and trust with students.*
- *Flipped lids talks.*
- *Self-care.*
- *All the activities we did I will keep using in future classrooms.*
- *The prison-to-pipeline awareness and how to relate that to trauma.*
- *Student identities, who/why I am showing up.*
- *Brain in hand for students.*
- *Continued empathy/games.*
- *Power high fives.*
- *I really liked the self-regulation tools provided to us.*
- *Self-regulation and mindfulness.*
- *The brain in the palm activity to become aware of emotions.*
- *Brain hand, co-regulation.*
- *I plan to anticipate the mindfulness and self-regulation activities.*
- *Everything. Definitely the palm exercise about self-awareness/feeling awareness.*
- *Mindfulness and self-regulation practices.*
- *The breathing exercises and self-regulating.*
- *Most likely breathing exercises, but there needs to be more methods for us to take into the classroom because there was really only 2.*

- Meditation, self-regulation activities.
- Calm breathing exercises and high-five energizers.
- Safety, making sure my students feel comfortable.
- Brain in the palm of the hand and self-regulation.
- I plan on implementing self-regulation so students can have a space.
- I will make sure to bend down to their level when trying to console them.
- Definitely the energy high-five as well as being aware of systems in practice.
- Meditation and self-regulating activities.
- Watching words, taking action on words. Self-care.
- All of [the presenter's] 10 steps.
- Practicing taking care of myself/well-being, being a model for students to help them coregulate.
- The flipped brain in palm.
- I will show my students what happens to their brain when they get mad.
- I anticipate implementing good self-regulation practices in my classroom.
- Teaching my students how to control their emotions and allowing them to have a classroom that is an open space for them.
- Meditation and having breaks.
- Meditation.
- Relocating students' emotions and getting on their level.
- Being calm when a student's lid is flipped.
- Using the hand signals with my students.
- All of [the presenter's] steps.
- I anticipate being more mindful of my language.
- I will try to initially practice the points [the presenter] discussed.
- Lots of rejection and implementing better ways to manage behavior rather than punishment.
- Allowing students to freely express themselves.
- Teachers of social justice.
- All 10 steps and lots of love.
- Definitely will implement joy/love/justice into my classroom to create a safe environment.
- All of it. But especially the power of words.
- As much as I possibly can! Everything was important and meaningful.
- I'm not super sure yet but lots of those ideas hit home.
- I will go over this and try to work towards using all the 10 things in my classroom.
- Some of the steps, especially don't believe the hype.
- [The presenter's] steps for success.
- Not kicking students out.
- The 10 steps/my core ideals.
- The 10 steps.
- All 10 steps, hopefully.
- Love, respect, justice, and understanding.
- Restorative justice circles, questioning policy, looking at media through a critical lens.
- Equitable justice.
- How to question "What's the bigger story" for my student.
- Love and respect.
- I anticipate implementing an environment of trust in my classroom so my students can effectively learn from me.
- All 10 of the practices/steps were extremely moving for me.
- The 10 steps.
- The 10 steps that we learned to be an educated teacher and one that advocates for their students.
- Learning about your students and using appropriate words. Love, Justice, Joy!
- Equity literacy journey.
- Being a student in my own class.
- 10 ways to show up for my students.
- Making sure my students feel loved.
- Conscious on the steps [the presenter] shared.
- Some of the 10 points we learned about.
- I anticipate implementing all of the books/readings [the presenter] recommended to read in my own practices.
- Understanding my students and creating a trusting comfortable environment.
- Questioning policies.
- Definitely questioning policies.
- I think not building the hype in school settings and questioning policies.

What would you add/change from this session?

- More group work/movement/activities.
- Keep up with the mindfulness methods! They're helpful for even us!
- Maybe add a small break, it's a lot of information to take in.
- More activities and examples for in the classroom.
- Discussion in circle. It was very difficult to hear all my peers and some presenters.

- *I would add more hands-on activities.*
- *Everything was beneficial, but maybe a provided lunch.*
- *More involvement from the audience because I felt like I was unable to participate.*
- *I would have had lunch earlier. The presentation felt like it was taking forever.*
- *More talk about brain and activities to go along with it.*
- *This was very eye-opening.*
- *More getting up activities.*
- *The session was great. I learned a lot of information for myself and for me to implement with my students.*
- *Everything was well planned.*
- *Spend more time on newer topics.*
- *More time to have conversations with [the presenter].*
- *More time for questions and examples.*
- *Have a summer reading book option. [The presenter] was amazing to hear from and could give us a lot of insight.*
- *I wish [the presenter] didn't have to rush through the end of [their] presentation.*
- *I only wish we had more time to discuss with [the presenter].*
- *Very inspiring, I enjoyed it.*
- *Longer!*
- *Time consideration.*
- *More yoga.*
- *The presenter was amazing.*
- *The session was great and I don't know what else could be added.*
- *It was an awesome presentation, wouldn't change anything.*
- *Maybe a break during the session to energize.*
- *This session was incredible! I would not change anything.*
- *Add more time.*
- *More time to write and more time to get up!*
- *Incorporate more movement, but everything else was great.*

* Six people responded that this question was not applicable.

* Twenty-six people responded that they would add/change nothing.

Spring: Power and Privilege

What was new and/or challenging to you in this session?

- *Speaking personal.*
- *Talking circles.*
- *The concept of restorative justice and its inclusion in the classroom.*
- *I learned many new things and ideas to bring into my classroom.*
- *All of it.*
- *Everything was new except the Rurg speech.*
- *How to interact with students.*
- *Not judging, separating the person from the brown.*
- *Peace circle was new.*
- *The peace circle.*
- *Sharing in front of a large group is challenging but nice in the end.*
- *Everything came easy because the environment was welcoming.*
- *The realistic approach to RJ was very insightful and a great tool to add to my belt.*
- *The speech.*
- *Opening up in the peace circle.*

* One person responded that nothing was new and/or challenging.

What do you anticipate implementing in your own practice?

- *Bringing community in classrooms.*
- *The pipe cleaner activity.*
- *At the beginning of the school year to build community and during conflict.*
- *Peace circles.*
- *Peace circles.*
- *Definitely the king speech as a restorative technique.*
- *Peace circles.*
- *Actively listening to my students/community.*
- *Sharing MLK speech.*
- *The peace circle.*
- *Peace circles.*
- *Peace circle, creating a shape to describe you.*

- Circle talks are something I want to use often in my homeroom and SEL classes.
- Peace circles.
- Talking circles/pipe cleaner activity.
- The shape with pipe cleaners.

What would you add/change from this session?

- It was great.
- Not sure.
- Loved all of it.
- I wouldn't change anything. I enjoyed this session.
- I want [the speaker] to come to my class.
- I wish it could be longer to get more information.
- Suring a weekend instead of weeknight.
- Maybe change of time by 6pm everyone was tired.
- More history on R.J.

* One person responded that this question was not applicable.

* Six people responded that they would add/change nothing.

Fall: The Classroom as Engaged Participatory Space

What was new and/or challenging to you in this session?

- I enjoyed learning about all the great things I can do as a teacher to make my students experience better.
- It was difficult to be vulnerable during Second Story. I learned a lot at the American Indian Center.
- Understanding how to ask the right questions for building community.
- I learned about the resources and supports I have here in Chicago for teaching Native American history.
- I loved the Second Story workshop and learning about different stories.
- The story sharing session. Impactful and easily transferable to the classroom.
- The American Indian Center was awesome, and Second Story was seriously great.
- Being vulnerable and participate at Second Story.
- Second Story was new to me and so helpful.
- Storytelling as a tool.
- I got to know my cohort better while learning fun activities I can do in class.
- I think learning about [the community and it's] indigenous population was incredible.
- Some of the storytelling activities.
- Parental engagement and new ideas/potential issues of how this will work in CV.
- Meeting [the speaker] was new and interesting. Even though we aren't experts in event planning, it is interesting to know.
- Learning about restorative practice.
- It was a new perspective to look into how difficult it is to hold a community event.
- I loved the videos we watched, it was new for me and the article, what was challenging for me was the community organizing practice.
- The PowerPoint.
- I liked our walk! I also enjoyed our guest speakers and the information they had to share regarding parents and community organizing.
- Restorative practices.
- All the new concepts and activities.
- Learning how to communicate and connect with families.
- The presentation on restorative classroom.
- Realized how much thought and energy it goes into organizing events in community.
- Trying to create an event for an organization.
- Learning the restorative questions was new.
- A challenging aspect was the last activity about planning an event.
- Compass of show.

What do you anticipate implementing in your own practice?

- Self-care and what I learned today at Second Story.
- The storytelling activities.
- Using stories to build classroom community.
- Listening and the continuum age exercises.
- The storytelling session, continuum, etc.
- Using stories.
- The spectrum activity.
- The Second Stories strategies.
- Storytelling exercises.

- *Hopefully I can have my students share stories the way they did today.*
- *Catering to diverse learners using the library resources we were told about.*
- *All of the storytelling activities.*
- *Circles.*
- *Restorative justice practices.*
- *Community engagement.*
- *I hope to involve students' parents as much as possible based on the SEL parents saying how valuable that is.*
- *Affective languages - the teacher pledge.*
- *Restorative practices.*
- *Definitely restorative circles and understanding/practicing affective language.*
- *Restorative practices, loved this!*
- *The circle.*
- *Reaching out to parents to show that I care about their student and their involvement.*
- *Open mindedness and understanding my students.*
- *Using restorative questioning.*
- *Restorative practice?*
- *Restorative questions.*
- *Restorative circles.*
- *The part of community and how much work it takes to make an event.*

What would you add/change from this session?

- *I liked the American Indian place, But I would've liked to spend more time at Second Story.*
- *More ways to get parents involved.*
- *Not for this session in particular but more time in the community would be wonderful.*
- *More focus at NAIC.*
- *Make sure [Speaker] knows when we're coming.*
- *More time at Second Story.*
- *I would change the event project and maybe explain the directions more clearly.*
- *Not so long.*
- *More time with the community organizing!*
- *Nothing, more outside, it's beautiful out.*
- *Add more in the walking tour.*
- *Make lunch shorter.*
- *You guys are awesome.*
- *Have class outside.*

* Four people responded that this question was not applicable.

* Eleven people responded that they would add/change nothing.

Spring: The Classroom as Engaged Participatory Space

What was new and/or challenging to you in this session?

- *The talk about the different parts of the brain.*
- *I felt this session wasn't as new/fascinating.*
- *Brain anatomy.*
- *PowerPoint.*
- *The density of the article was a challenge.*
- *I loved the attachment to students' emotion.*
- *Learning the scientific terms of the brain.*
- *Learning hand.*
- *The idea of the hand figures.*
- *Quotes from last activity.*
- *Info about the brain.*
- *The parent panel.*
- *I liked speaking with the parents.*
- *Bringing parents into the classroom.*
- *Lecture for how tired I am.*

* One person responded that this question was not applicable.

What do you anticipate implementing in your own practice?

- *The practice with the circles.*
- *Acknowledgment of self-req.*

- *Using the ball to talk.*
- *Brain hand.*
- *The brain hand.*
- *Teaching students how to self-regulate.*
- *Brain-hand.*
- *Learning hand.*
- *Brain activity-used to communicate feelings with students.*
- *The brain part.*
- *Parent advice about communication every 2 weeks.*
- *Considering parent input.*
- *Danger zones.*
- *Teaching regulation.*
- *Using the hand brain as a signal.*

What would you add/change from this session?

- *Having speakers (parents) with a little bit more public speaking experience.*
- *More info on teaching.*
- *Having more interactive activities.*
- *A little more time for quotes.*
- *Go more in depth with self-regulation strategies.*
- *Add more advice from POC on what white teachers can improve on.*
- *Brain info.*
- *More of how to implement the reasoning and less of the science.*
- *Have this on orientation. Would be good to know brain stuff at the start.*

* Three people responded that this question did not apply.

* Four people responded that they would add/change nothing.

Fall: Classroom Partners

What was new and/or challenging to you in this session?

- *Dialogue journal.*
- *Hearing challenges and benefits CTs have reflected on with student teachers was new. Also, the time to converse about expectations was nice.*
- *It was challenging to pinhole my teaching style.*
- *Co-teaching research/methods.*
- *Talking through views on expectations in the classroom with our CTs.*
- *The different topics talked about.*
- *Discussing difficult topics on how we want our classroom to run.*
- *There was nothing new or challenging but it was nice seeing my CT in this environment.*
- *I learned we are on the same page mostly. Also, that teachers are as worried as we are.*
- *Ratings with CT.*
- *Benefits and challenges.*
- *Sharing ratings with CT.*
- *Going over expectations with my CT.*
- *Getting to know my CT no at school.*
- *Getting to know my CT better.*

* Two people responded that nothing was new or challenging.

What do you anticipate implementing in your own practice?

- *Effective communication.*
- *The dialogue journal (in some form) and co-teaching opportunities less station teaching and supplemental.*
- *Co-teaching strategies.*
- *I would like to try some form of coteaching.*
- *Team teaching.*
- *How we (STs) go about "over stepping" and getting past the idea.*
- *The co-teaching part of student teaching.*

- *Taking my own practice extremely professional.*
- *My CT implements aspects station work and I plan to do so as well.*
- *Co-teaching strategies.*
- *Try to co-teach.*
- *Co-teaching model.*
- *Different co-teaching models.*
- *Classroom management same as my CT.*
- *Things we went over on rating scale.*
- *Walking together with my CT to plan effective co-teaching model.*
- *Keep ongoing conversations.*
- *Co-teaching models.*
- *Co-teaching phases.*

What would you add/change from this session?

- *Before school starts, not on Saturday, more stuff with CT together.*
- *Time to talk/teaching strategies.*
- *Better intros.*
- *Don't put it after the first week of school.*
- *Make a touch shorter, bring food, have this session before our first week of school because it helps with expectations.*
- *Not make it the Saturday morning after the first week of school.*
- *I would do this before school starts to get to know the CTs and their expectations.*
- *More about co-teaching strategies.*
- *Make it shorter.*

* Six people responded that this question was not applicable.

* One person responded that they would add/change nothing.

Spring: Classroom Partners

What was new and/or challenging to you in this session?

- *New was being able to talk more with CT.*
- *Opening up and being straight up with my CT but she is amazing.*
- *Being able to talk with our CTs about teaching styles and how we can collaborate.*
- *Different perspective.*
- *Just talking about challenges and benefits.*
- *Finding the right question to ask.*
- *How points of view for CT.*
- *Hearing cooperating teachers' perspectives and challenges.*
- *The idea of co-teaching and not just going right into it.*
- *Having extensive conversation about teaching style. This was incredibly informative.*
- *Something that was new was getting to fill out the strongly agree/disagree form.*
- *Nothing particularly new or challenging, but I'm thankful for the co-teaching handout because it's moderately unfamiliar.*
- *I liked discussing both sides of the student teacher/CT relationships - benefits, challenges, expectations.*
- *It was challenging to determine my teaching style just because I don't know yet.*
- *Sharing our fears/challenges we foresee in working with a CT.*
- *I established more norms with my CT.*

What do you anticipate implementing in your own practice?

- *Co-teaching and different methods of teaching.*
- *Writing down questions, different co-teaching strategies.*
- *Teaching styles that are affective.*
- *Co-teaching.*
- *Communication.*
- *Time management.*
- *Help with flow of class and learn about students.*
- *Dialogue journals but using Google Docs for reflection.*
- *My CT and I will be doing the journal to ask questions.*

- *New styles of co-teaching, stations are used daily. Potentially dialogue journals.*
- *I plan to implement the dialogue journal.*
- *The co-teaching pacing guide for sure and the chat with expectations was helpful.*
- *Taking time to discuss expectations, trying different co-teaching styles.*
- *The co-teaching strategies and examples.*
- *My CT and I are going to keep an electronic dialogue journal for questions/comments.*
- *Dialogue journals and our norms.*

What would you add/change from this session?

- *I liked this session and gave me time with my CT that can be overloaded during the day.*
- *Maybe more time to get to know the CTs outside.*
- *It was the same from last time. Get rid of break in order to condense time.*
- *Make it a weekday.*
- *Co-teaching models are often taught in TCH classes and are used differently than in student teaching.*
- *I'm not a student teaching student yet, so possibly field based tie-ins.*
- *I wouldn't change anything. I thought it was very helpful. Useful information in a short amount of time.*

* Two people responded that this question was not applicable

* Seven people responded that they would add/change nothing

Fall: Co-Teaching/ELL Support

What was new and/or challenging to you in this session?

- *Flipgrid in the classroom. So cute.*
- *A few new technology ideas, but not much new and not challenging.*
- *Tech resources, differentiation ideas.*
- *New, evidence-based resources and the existence of a dynamic learning map.*
- *Dynamic learning maps.*
- *Learning all the different types of teaching.*
- *It was a challenge to come after a long day of teaching.*
- *I liked a lot of the resources that were given, many of them brand new to me.*
- *Learning about the different personality traits.*
- *New technology resources to use in the classroom to engage students.*
- *The concept of finding ways to ensure teachers can work together well.*
- *Learning about dynamic learning maps.*
- *The Dynamic Learning map.*
- *Resources, Colors Personality Quiz, Benefits of Co-teaching.*
- *Learning about how to be a good co-teacher.*
- *Got some resources for EdTPA.*
- *The Writing Padlet.*
- *Dynamic learning maps.*
- *Many new resources that I can use.*
- *Technology in the classroom was really helpful.*
- *Everything was relatively new, and I have a pretty bad example of co-teaching so it was great to learn more about it.*
- *Thinking about status of language, not writing in red and putting languages next to one another not above and below.*
- *Ways to support ELLs in lessons.*
- *I really liked the intro and how it showed us how our students might feel.*
- *Different kinds of bilinguals.*
- *The little I know about other languages.*
- *The different levels of ELL learners were new.*
- *Learning how to support ELL classes.*
- *The start of this meeting made me anxious.*
- *Strategies for ELL.*
- *Having to speak on the fly in a language I don't know.*

What do you anticipate implementing in your own practice?

- *Flipgrid.*
- *I want to try Flipgrid (but it's not new).*
- *Differentiation ideas.*
- *Edshelf, sensory needs.*
- *More technology.*
- *Technology.*
- *We were given a whole bunch of technology resources that I can't wait to try out!*
- *Tons of the resources.*
- *Technology resources/tools.*
- *Flipgrid because I have 12 students and we have iPads.*
- *Using more technology and co-teaching when able.*
- *Using more tech such as FlipGrid.*
- *The resources like FlipGrid.*
- *Using more device assisted for small groups and implementing "stations" for bigger groups.*
- *True colors.*
- *Edpuzzle.*
- *Maybe some tech but my student teachers don't have their phones on school grounds.*
- *Some technology covered.*
- *I plan to use the personality quiz to co-teach better.*
- *Talking with my CT to discuss how we communicate.*
- *Bro, everything. I wrote so much but I feel like my CT will never let me implement them, but I live for this type of classroom.*
- *All the things I mentioned above and having texts in both languages.*
- *Visuals/hands on resources.*
- *Social justice books.*
- *More teaching in different languages.*
- *Social justice website/resources.*
- *Being more mindful of my ELL students.*
- *All of it.*
- *All of this. I will work with ELL students and I want to make sure they feel heard and seen in my class.*
- *Resources that will help.*
- *Culturally responsive texts.*

What would you add/change from this session?

- *I don't anticipate co-teaching (music) so I struggled a bit to engage in this session, not the presenter's fault at all.*
- *More relevance to the student teaching experience.*
- *The timing was weird - guess maybe earlier time.*
- *Make sure both groups get out at the same time.*
- *Let both groups out at same time.*
- *Honestly nothing, presenter was great, great information.*
- *Very helpful! Thank you.*
- *Add more practical applications.*
- *I need to move more.*
- *The timing. Very tiring after a long day at school.*
- *The time, I was mentally checked out.*
- *Maybe split up the class and focus on teaching depending on AGC setting.*
- *Not fair the other ESL group left almost an hour early.*
- *Nothing, the session was great and informative.*
- *Discussing more strategies for teaching before doing the Frederick Douglas activity.*
- *Discussion between us.*

* Five people responded that the question was not applicable.

* Five people responded that they would add/change nothing.

Spring: Co-Teaching/ELL Support

What was new and/or challenging to you in this session?

- *Info on ELLs and families.*
- *The different types of EL learners were new.*
- *BICS and CALP.*
- *How to understand what ELL students are going through.*
- *Hard to place myself in their shoes.*
- *Trying to think of ways to help ELL students.*
- *All was new and the speaking activity was challenging.*
- *Co-teaching models, co-planning.*
- *Learning about co-teaching.*
- *The resources.*
- *I feel as if I did not receive much SPED in my education, no this really informed me.*
- *All of the new methods of co-teaching.*
- *Learned about new programs that will help with my classroom management.*

What do you anticipate implementing in your own practice?

- *Visual learning.*
- *Activities to implement for EL students such as visuals etc.*
- *Oxford pic. dict.*
- *Modifying to help students.*
- *Vocabulary, buddies in class.*
- *Understanding BICS and CALP.*
- *Using a variety of visuals and words.*
- *Co-planning lesson plans.*
- *True colors activity.*
- *The conversations with students who are having outbursts.*
- *Using evidence-based practice in my teaching.*
- *The personality quiz/understanding people activity.*
- *Using the tools with manage my classroom.*

What would you add/change from this session?

- *More tips time.*
- *I loved this session.*
- *Very eye opening and helpful.*
- *Q+A session maybe.*
- *Looking at what an IFP looks like and what the role of the gen ed teacher is now they can assist the SPED teacher with the IEP process.*
- *I wish there were more modeled co-teaching throughout.*

* Three people responded that this question did not apply.

* Four people responded that they would add/change nothing.

Fall: Resume/Employment Support

What was new and/or challenging to you in this session?

- *What to put on my resume?*
- *Resume/early offer.*
- *Learning about opportunity schools.*
- *I enjoyed the mock interviews and resume building.*
- *It was beneficial to learn how to update my resume.*
- *I have never done an interview before.*
- *More details about resumes.*
- *Having a mock interview but helped to be put on the spot.*
- *I was pleasantly surprised to learn about the support/networking we have in place to help us find jobs.*
- *The resume workshop part was new. I realized my resume needs a lot of work.*
- *The interview tips were really helpful and I definitely needed the resume help.*
- *Everything was new, nothing was challenging.*

- *All sessions gave extremely helpful information.*
- *What was new was the info about CPS application.*
- *Lots of information was very helpful and cleared a lot of questions.*
- *New was resume building very helpful!*
- *The hiring process in CPS.*
- *The early offer interview was a good challenge.*
- *The discussion of interviewing.*
- *I learned a lot about the early offer program, but it was hard to be here after a long day.*
- *Learning about CPS opportunity schools.*
- *A lot of the fever points of getting a job in CPS.*
- *Interview question.*
- *List of specific interview questions to keep.*
- *The information about how best to answer questions in interviews.*
- *New- adding in professional development in our resumes.*
- *Learning about the CPS pre-entry program.*
- *Resume tips.*

* One person responded that this question did not apply.

What do you anticipate implementing in your own practice?

- *How to make my resume more appealing.*
- *Fixing my resume.*
- *Fixing my resume.*
- *I will use the resume tips in my future.*
- *Using the resume help.*
- *Edit my resume.*
- *Attention getters involving rain to calm students.*
- *One student shared some really interesting attention getters.*
- *Changing my resume and getting in touch with a CPS recruiter.*
- *I plan on studying and using interview tips.*
- *The resume stuff.*
- *I plan to prep the questions for my future interview.*
- *Restorative practices.*
- *I aim to implement a lot of the tips I learned for my resume and interview preparation.*
- *The early-offer program.*
- *Improving my resume and practicing interview questions.*
- *The "Shhh" attention getter discussed in the interview station.*
- *Almost everything - resume, interview.*
- *Resume/interview tips.*
- *I plan on using the mock interview tips to prep for upcoming ones.*
- *The resume tips, possibly early offer program.*
- *Fixing my resume.*
- *Other people's responses during mock interviews, fixing resume.*
- *Working on my resume, interview.*
- *Fixing resume.*
- *Communication with parents.*
- *Tips for the resume, and interview questions.*

* One person responded that this question did not apply.

What would you add/change from this session?

- *Some of the info communicated to us was confusing. I know a lot of us were confused.*
- *Maybe one-on-one time with [the speaker] or others.*
- *Resume peer reviews.*
- *Keep doing what you do!*
- *Interview feedback - things I did good and ways to improve.*
- *Make it a Saturday.*

- *More time for interviews.*
- *I liked it but it's a bit early for me to think about getting a job. It kind of stressed me out.*
- *Timers.*
- *Timers.*
- *Feedback on interviews and resumes.*
- *The session was good.*

* Eight people responded that this question was not applicable.

* Eight people responded that they would add/change nothing.

Spring: Resume/Employment Support

What was new and/or challenging to you in this session?

- *Using Zoom and being comfortable with the format.*
- *It was good.*
- *I liked the mock interview questions; it was good practice to think of something on the spot.*
- *Practicing interview questions was challenging and taking constructive feedback on my resume.*
- *I always struggle with answering interview questions on the spot, so I loved the opportunity to practice!*
- *Answering interview questions.*
- *The interview prep was very new for me. I don't have that much experience, but it was very helpful.*
- *Resume tips and exploring the opportunity schools.*
- *Using the breakout rooms in zoom was new, but it added a great tool to my belt.*

*One person responded that nothing was new or challenging.

What do you anticipate implementing in your own practice?

- *The flexibility of using video call to discuss things with colleagues.*
- *Fix resume.*
- *I got a few changes to make to my resume.*
- *Resume and interview techniques.*
- *I hope to use my peers' responses as a way to formulate ideas for how I should best respond to interview questions in the future.*
- *Using the resume critiques!*
- *Revising my resume.*
- *Fixing my resume.*
- *I plan on changing up my resume.*
- *Editing my resume.*
- *There was little information given on things to implement into the classroom, other than the use of web-based meeting tech.*

What would you add/change from this session?

- *I wish there was a session specifically on reliable resources to find information about schools you are applying to other than the school locator, etc.*
- *More time to answer interview questions/look over resumes.*
- *I think the practice interview would be more valuable if done individually.*

* Two people responded that this question was not applicable.

* Five people responded that they would add/change nothing.