EXIT CARD RESPONSES

WOTP MENTORING/COMMUNITY OF PRACTICE

Day 1, February 4, 2016

48 of 62 participants completed an Exit Card

In response to "Today I really enjoyed":

- 28 participants listed the Heart for Art Presentation by Anthony Tonin and Stefan Kazamias from John F. Kennedy High School. Several also included positive descriptions, for example:
    - *"Their art project was an inspiration!"*
    - *"Heart for Art – building on student interest and bringing the community together."*

- 22 participants really enjoyed the opportunity to meet and share with other WOTP teachers, both as part of the "Speed Meeting" activity and throughout the day. Examples of comments include:
    - *"It was very productive and refreshing to meet and share the successes and challenges we all encounter within the WOTP Program."*
    - *"Speed Meeting Ice Breaker!"*
    - *"The fact that we had so many teachers today! Some great conversations with positive comments."*
    - *"I enjoyed speaking with experienced WOTP teachers – suggestions are greatly appreciated!"*

- 15 people noted that they appreciated the session related to the Evaluation Toolkit for Work Skills and Preparation for a Semiskilled Trade:
    - *"Important discussion about goals of WOTP and specifics about competencies."*
    - *"Good reminder that work-study is what leads to certification."*

- 12 people wrote "Lunch!" or *"Great food!"*

- 12 people noted that they enjoyed *"the whole day!"*
    - *"Well organized day, lots of info!"*
    - *"Lovely blend of teacher projects and MEESR direction*."

- 5 people noted that receiving the Learning and Evaluation Situations (LESs) was something they really enjoyed.

- 5 participants noted that, as a teacher new to WOTP, the day offered them greater insight into the pathway and help them feel less isolated. For example:
    - *"As a new WOTP teacher, today made me feel that I am part of a greater community and am not alone in exploring this program."*
    - *"Getting a better understanding of the program as a whole. I've been in WOTP for 5 months and am only teaching the ELA course. I have a better idea as to where I fit in."*

- 4 participants noted enjoying the video contest testimonials.

- 3 participants specifically commented on the "*overall relaxed attitude that created a feeling of ease and openness in discussing important issues*" and "*the easy going feel to the day.*"

In addition, these comments were also listed:

- *"A day to step back from the classroom."*
- *"Meeting all 'my' teachers in such a positive setting!"*
- *"Meeting with my Board consultant to discuss important issues."*
- *"Good to always revisit LEARN – surprised at great resources there – need to be reminded."*

I have some constructive feedback about:

- 14 participants wanted more time specifically to talk with colleagues/other teachers. For example:
    - *"I would love to spend more time with unknown colleagues, discussing how they are bringing their program to life."*
    - *"More time to chat with other schools."*
    - *"More time to talk with talk with other teachers."*

- Of those 14 participants, several also included suggestions for how to accomplish this:
    - *"Perhaps more group/round table discussions."*
    - *"Try dividing into smaller groups based on colour cards and or numbers".*
    - *"Group teachers by subject."*
    - *"More time to discuss with other teachers please (human library, round-table etc.)"*

- 8 participants didn't like the seating arrangements. Of these 8, **5 found them *"too cramped"* and 3 noted that the seating arrangement wasn't conducive to discussion**: *"Seating arrangement needs to be organized to enhance eye contact and help discussion." "Last year we had round tables that made group discussions easier."*

- 8 people commented that they didn't have any constructive criticism: *"Nothing – it was a great day!" "Everything was interesting!" "Thank-you for a great workshop!"*

- 3 participants would like more time spent on "practical lesson plans" with "real life applications".

- 2 participants noted that there *"wasn't enough for veteran teachers.""Lots of older teachers have been through this already . . . ?"*

- 2 participants had comments about the use of time throughout the day:
    - *"A lot more time for activities, even if there are less of them."*
    - *"In order to maximize use of time: most teachers know why project based/inquiry based learning is a great approach with our clientele, just providing a link to a website would be as useful and allows us to focus on more important/relevant things (ex. Evaluation for work stages). Provide the link instead of watching videos (we can do this at home)."*

- 2 participants noted that they had problems hearing*: "We couldn't hear in the back; especially with the lunch prep and clean up*." *"I had trouble hearing at times."*

In addition, the following comments were included:

- *"I found it difficult to see the projection screen."*
- *"Need to move around more."*
- *"We need more time at the next session to discuss the Evaluation Toolkit for Work Skills and Prep for a Semiskilled Trade."*
- *"Maybe having the PowerPoint (printed version or send via e-mail) would have been nice to take notes and to have all the content of what we've seen and talked about today."*
- *"Need recycling bins!!"*
- *"Would have been nice to have more than just 1 day to explore topics, communicate with other WOTP teachers."*
- *"Not enough deserts with peanut butter!"*

Something I might try to implement in my classroom that was discussed today:

- 15 participants responded with comments related to using information, forms or suggestions from the session involving the new <u>Evaluation Toolkit for Work Skills and Preparation for a Semiskilled Trade</u>. The following comments are representative samples:
    - *"Involving students more in their work-study evaluations."*
    - *"Explaining workplace competencies to my students."*
    - *"Better and more detailed work evaluations."*
    - *"I received some great suggestions to promote communication about the stage – even if I do not evaluate the stage."*
    - *"Getting students to focus on a very specific list of competencies for Work Skills, and organizing it in a way they can understand easily."*
    - *"Work more closely with the stage coordinator and be better informed."*
    - *"Reflection (weekly) about stages."*

- 12 participants indicated that they would try to implement an art project:
    - *"Use art to motivate my students & teach them to collaborate."*
    - *"I would like to implement a cross-curricular art project in my classroom."*
    - *"An art project – maybe I would tackle a wall mural with my group."*
    - *"Keep going with my 'artsy' ideas."*

- 5 people will try Robert O'Toole's suggestion for using *"**<u>Undercover Boss</u>** as a stage reflection/discussion activity"*.

- 5 participants indicated they would be trying out an LES in the near future.

- 2 people referred to implementing project-based learning in general: "Letting/asking students to have more input on the projects. Let them decide and own a project."

In addition, individual participants also indicated they would like to implement the following:

- *"Setting up a website with my students."*
- *"Planning a school visit with a colleague in the future."*
- *"An invitation into my classroom, given to the whole school."*
- *"Try to get admin. to allow us to set our own class schedule, so not controlled so much by bells/days etc."*

A topic that I would like to see addressed in a future session:

- 20 responses related to subject area teaching resources. Mathematics and ELA were mentioned most often, but all of the subjects were noted at least once. Resources in all different formats were requested: LESs; project ideas; and, lesson plans. For example:
    - *"More resources: where to find them, who to ask. . . when you are a new teacher it would be a big help!"*
    - *"More LES."*
    - *"More practical LES for core subjects."*
    - *"More hands-on, especially for mathematics."*
    - *"Math!"*
    - *"Hands-on project ideas."*
    - *"Resources for GHS, ELA, ASP."*
    - *"Where to find ELA resources"*
    - *"Languages – level reading materials and setting up a literacy-based classroom."*
    - *"Please don't forget FSL teachers."*
    - *"Science in PWT."*
    - *"Content for Preparation for the Job Market."*

- 8 participants would like to see the topic of motivation addressed:
    - *"More tried and true strategies on how to get students motivated for future education, work. My students at times see the WOTP programs as a 'dead end' and it is difficult to find new ways in telling them that it is not, that it is rather the beginning to a great future for them in finding work they like."*
    - *"Raising students' self-esteem and self-perception."*

- 6 respondents would like to see topics related to stages addressed:
    - *"Suggestions as to what to do with students who refuse to go on stage."*
    - *"The stage in more detail: how is it organized and implemented across the province? Discussion of problems, logistics, and solutions."*
    - *"Work stage evaluation trouble-shooting (tasks not possible, etc.)"*
    - *"Student evaluation on the job."*

- 5 people want to hear more directly from other WOTP teachers:
    - *"More presentations from other teachers."*
    - *"Having actual teachers, who currently work with the WOTP students, share their daily routines."*
    - *"Lesson plans used by other WOTP teachers."*

- 4 participants would like to have a means to connect their classroom with another classroom through video conferencing:
    - *"Ways to connect with VC to other schools."*
    - *"Connecting with other schools, the kids like knowing they are not the only one."*

- 2 participants would more information about technology in the classroom/apps.
    - *"Google apps that work for our kids . . . so many cool programs/apps that are useful."*
    - *"How to incorporate technology in the classroom."*

- 2 participants want more information about organizational procedures:
    - *"How to create procedures in the program that support students & staff."*
    - *"Allocations of teachers/resources/budgets toward classrooms, evaluations, stage supervision, projects: best practices at board level with what MEESR provides."*

In addition, these comments were also recorded:

- *"Grant options: where is the money?"*
- *"Many of the answers teachers are looking for are in the QEP. No idea on how to do that without terrifying everyone."*
- *"Hear about success stories that are easy to duplicate."*
- *"Coding"*
- *"WOTP student profiles"*
- *"Preparing students/parents for WOTP a few years ahead, or at least that it may be a possibility."*
- *"Entrepreneurial in-class opportunities."*
- *"Transitional plans (and requirements) for post-WOTP students not headed to Adult Ed. or Vocational Training."*
- *"Connecting attitudes/behaviours needed in placement into all classes as general competencies."*
- *"How to differentiate."*
- *"More on the Semiskilled Trades (1 year) program"*
- *"How to create a balance between the stage and academics."*
- *"I don't know, still being new, I need more info. and experience to know what I will need."*
- *"Further examination of Executive Skills."*
- *"Opportunity for networking with course/subject."*
- "Projects connected with work training."

- *"Particular needs and concerns of First Nations and Northern communities."*