



Natalie Rasmussen (as private and confidential)

Course Evaluation Report EDLD673 (82)Supervision and Administration,EDLD

Natalie Rasmussen,

In the attachment you will find the evaluation results for your course evaluation EDLD673 (82) Supervision and Administration,EDLD 674 (82)Supervision and Administration, Summer 2021.

The legend indicator is followed by the individual average values of the scaled questions. Student comments are included following the summary statistics.

If you have any questions please do not hesitate to contact Sharifun Syed of the Institutional Analytics and Strategic Effectiveness, Minnesota State University, Mankato.

Warmest regards,
Sharifun Syed

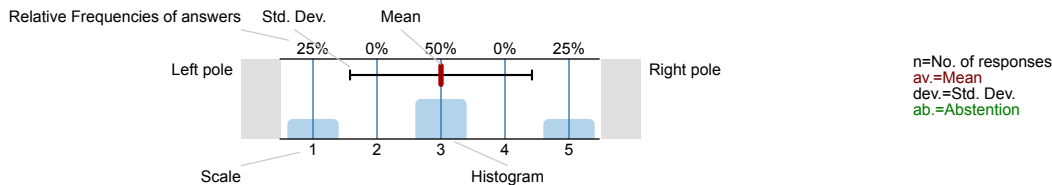


Natalie Rasmussen
 Summer 2021 20221-003352/003353-Lecture-N_Rasmussen
 No. of responses = 7

Survey Results

Legend

Question text



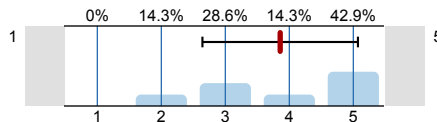
1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)



2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)

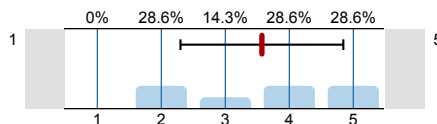


2.2) Instructor's contribution to discussions



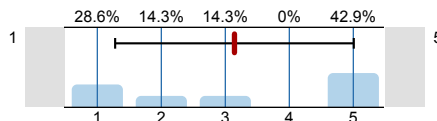
n=7
av.=3.9
dev.=1.2

2.3) Instructor's use of examples and illustrations



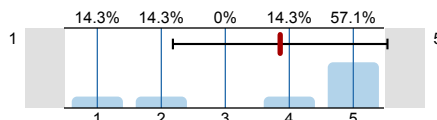
n=7
av.=3.6
dev.=1.3

2.4) Quality of questions or problems raised by instructor



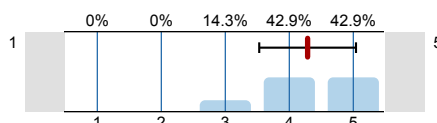
n=7
av.=3.1
dev.=1.9

2.5) Student confidence in instructor's knowledge



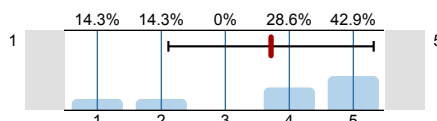
n=7
av.=3.9
dev.=1.7

2.6) Instructor's enthusiasm



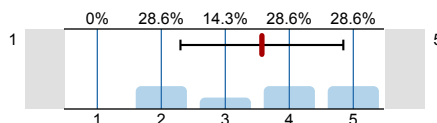
n=7
av.=4.3
dev.=0.8

2.7) Encouragement given to students to express themselves



n=7
av.=3.7
dev.=1.6

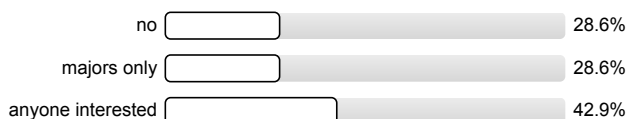
2.8) Answers to student questions



n=7
av.=3.6
dev.=1.3

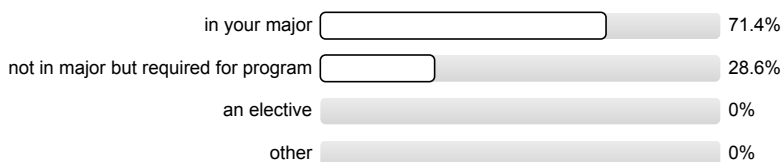
3. Background information

3.1) Would you recommend this course?



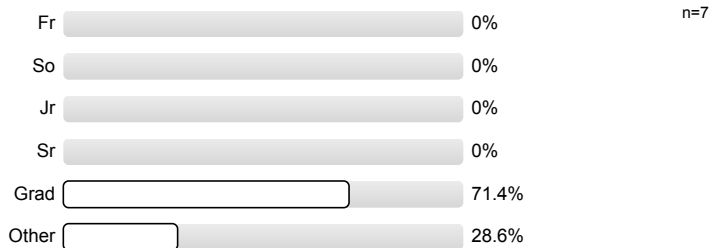
n=7

3.2) Is this course

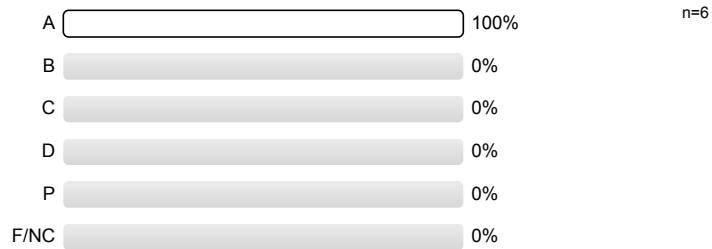


n=7

3.3) Class



3.4) What grade do you expect to receive?

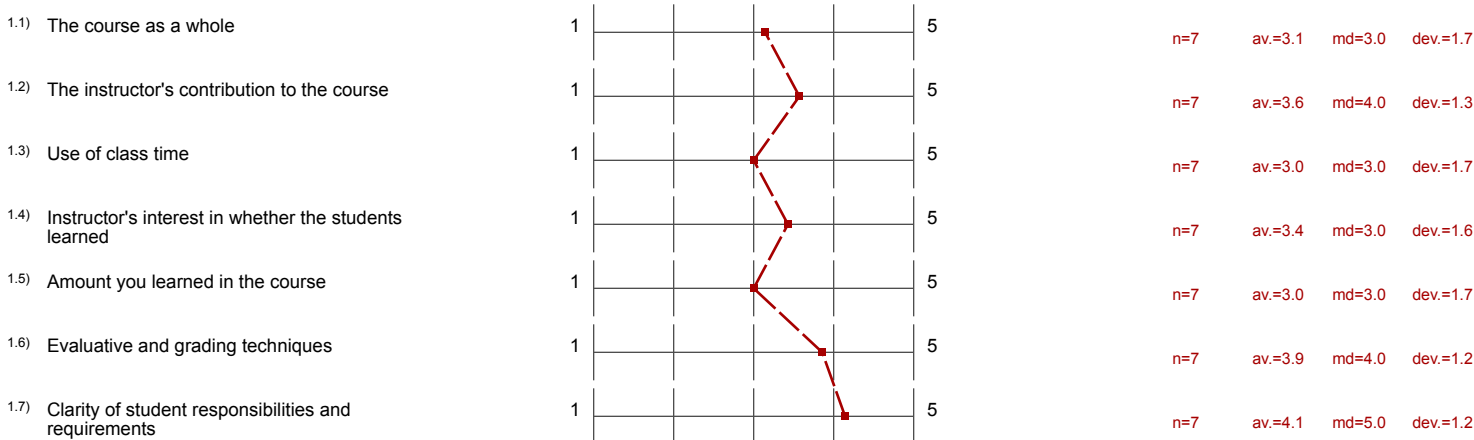


Profile

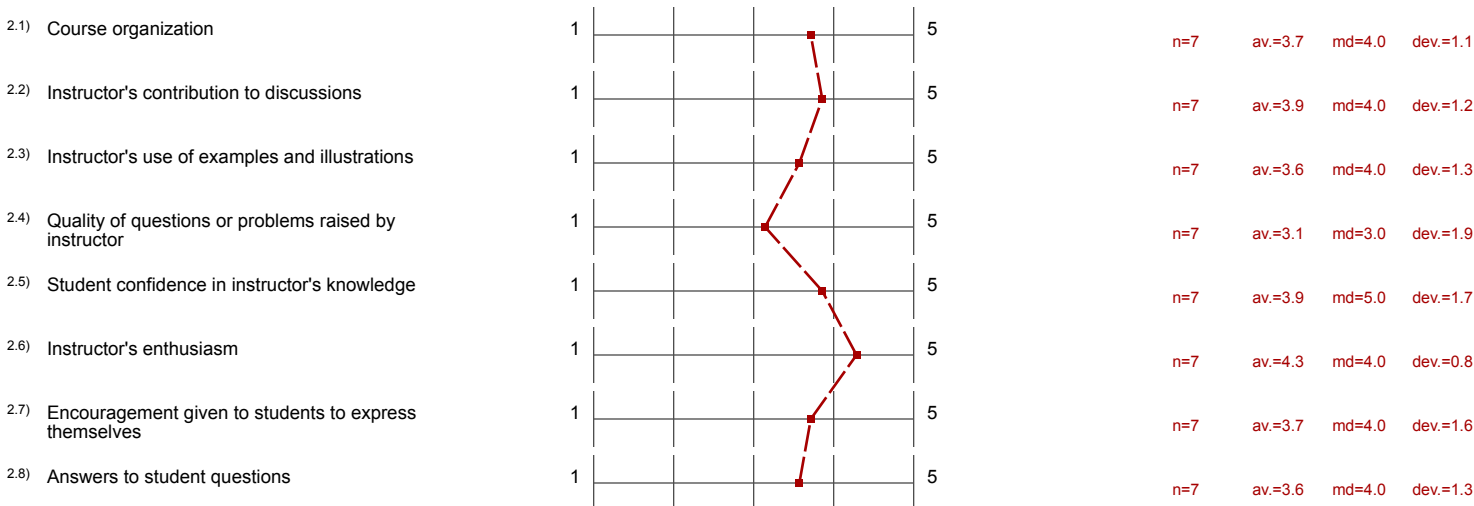
Subunit: Department of Educational Leadership
 Name of the instructor: Natalie Rasmussen,
 Name of the course: EDLD673 (82)Supervision and Administration,EDLD 674 (82)Supervision and Administration
 (Name of the survey)

Values used in the profile line: Mean

1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)



2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)



Comments Report

4. Please comment on the following items...

4.1) What are the major strengths and weaknesses of the instructor?

- Major strengths: content and examples used to bring it to life.

Weakness: a lot compressed in a short amount of time.

- Nice job with the content and presentations in class. I learned a lot. Thank you for the knowledge.
- Organized, knowledgeable, high expectations/standards for quality of engagement/learning.
- Some strengths were that the instructor was very nice and had a lot of experiences in the field and teaching to share with us. Some weaknesses were that the instructor did not engage students as well as she could have in the class discussions and it felt like more like a lecture much of the time, much of what felt like it was for first year undergraduate students in the level of knowledge, both in terms of systematic racism and educational expectations like APA. Also, the assignments were the same in one class for four papers which felt more like we were learning to write the paper rather than have group discussions about the actual topics which would have been great to discuss in other ways. Also, the grading felt so focused on APA style rather than what we were actually learning and felt opposite to what we were discussing and trying to push again as the culture of education.
- Strengths-- The reputation of the instructor preceded her. She was enthusiastic about the course content, easy to talk to, had a wide and deep variety of field experience, and treated students with kindness and courtesy.

Weaknesses- instructional practices, questioning, and engaging students. A lot of the course activities expected us to have a low-level understanding of systemic racism in public education. In fact, to choose this program, one understands that (at the very least) racism exists in schools; we do not need convincing. I was expecting to learn more about managing special education and EL (etc) programming within a school. I didn't learn about that.

Writing the exact same paper four times is not scaffolded instruction. I spent more time learning how to create assignments that fit the specificities the instructor put forth than I did learning content. I'd love to see assignments that were more specific to my role as a future administrator. I honestly feel like I learned very little from this class, and it makes me nervous because teacher evaluation, coaching around those observations, and special populations are so important to my future role.

Often the assignments/activities did not align with the desired learning outcomes. Example: Writing a paper about several different inequitable scenarios. This would have been a great opportunity to use the discussion function of D2L or even use the questions as part of classroom discussion. It was isolating and not conducive to learning to have that thinking delineated through an essay rather than a dialogue with multiple perspectives. Even though we had the group, I only had the opportunity to dialogue with the same two people for each case. I would have grown a lot more by having a discussion (async or sync) with a variety of classmates. I understand the importance of writing papers, and using a standard format to do so, but this is largely irrelevant to the job of an administrator. We MAY write academic essays, but we will definitely need to engage in dialogue around equitable practices with both like-minded and not-like-minded folks. Taking points off an assignment for failing to adhere to standards of APA conventions is an example of white supremacy culture in education.

- Strengths: interest in the topics we were discussing and explaining exactly what was expected for the assignments

Weaknesses: difficulty managing technology (seemed distracted by her phone, texting, emails during discussions), difficulty taking the discussions deeper and listening to understand while making connections, did not seem to observe the interest of the group and meet us where we were at (the majority of the content was information we already knew) and I felt very confused by the types of questions she asked, it was often hard to understand what she was asking in order to start a discussion.

- The instructor is very passionate about the subject matter and very knowledgeable. I really appreciated her insights and expertise. I think there are some basic pedagogy things that are necessary anytime teaching happens that get forgotten especially when teaching adults - keeping students at the center of discussion, scaffolding assignments, being responsive to things like formative assessments, etc. I think those are areas for growth for the instructor.

4.2) What aspects of this course were most beneficial to you?

- Group work. The cohort itself is invaluable. While the work of the groups was not always designed best for group work, being able to collaborate with colleagues is always a highlight.
- I appreciated working with and learning from my classmates during our group work and breakout rooms, this is a great cohort and I wished I could have heard more from them. I also enjoyed the book on case studies which was written more recently and will be very helpful in the field.
- I grew community through the group work. I appreciated the Gorski textbook and found that beneficial to my learning. It was useful to examine real world situations and imagine and make a plan around how to dismantle the systems that created the inequities.
- Instructor challenged thinking and provided consistent and frequent opportunities for engagement.

- My classmates - I appreciated their perspectives and experiences and attempts to take the discussions deeper and make them more meaningful.
- The 7 step equity protocol to examine case studies papers (going through that process multiple times helped) and the last two evaluation projects.

Honestly, I think the change to move more of the papers to group papers was by far more beneficial. I was able to get out of my own perspective and see it from other angles through the support of my group. I am not sure I would have experienced as much growth if they would have been all individual.
For both classes this applies!!!

I appreciated your examples you shared in class like keeping the school clean comparing it to dirty bathrooms or do we ask someone else other than the injured if they are hurt... plus many more.

- The class topics relating to the completing teacher observations and supervision.

4.3) What would you suggest to improve this course?

- I think this course could be better if you dug took it to the next level, this seemed very basic and many of us knew the information already. Have more intentional conversations about the difficulties of special population groups and supervision and/or the action steps of how to have equitable practices among them and what a challenging conversation might actually look like.

- More time in dialogue during break out room discussions.
:)

- Outdated course texts-- The Danielson rubric is both outdated as well as very specific to only certain districts (which have modified it and made it better). In your role as administrator, you will be trained to use the district's rubric. A book about coaching (Aguilar?) instead of scoring, would have helped grow my skillset. The scores mean nothing if you don't have the skill to coach the teachers into changing practice. In the spirit of an equitable educational lens, I feel this is the most imperative source material change that needs to be made for subsequent cohorts. We need to be at the forefront of educational equity materials, as future school leaders.

Using activities to break up how teacher-centric, sit and get the class was would be great. Often questions were low level questions that seemed too obvious to answer and didn't push us in our thinking/learning. I wonder how instructors might create more cohesion between one another so that the content is related, but not the same-- we watched several videos we had already seen in a previous class. It wasn't necessary to do the course reading, as one could do all assignments without it and it was almost never addressed in class.

- Perhaps we could share our papers from the reaction papers to obtain even more perspectives with the whole class. Perhaps we could have mixed up the red groups a couple of times to share some of our responses from the reaction papers, similar to what we did on the last day when we shared with different blue groups.
- The assignments felt very redundant. Especially in Special Populations I felt the assignments never really scaffolded, only changed in context. It felt rote and repetitive and was a lot. I spent almost 20-30hrs a week on this course and still didn't even have time for the readings. I worked full time on top of the course and it felt like it was assumed we were all teachers with the summer off. Also the course was not differentiated for the other majors in the cohort and it made for some difficult group work at times. This program needs to have differentiated coursework for the other licenses being pursued. I also left not feeling like I got all the requisite knowledge about SPED and ELL students needed to be an effective administrator. I was hoping for more opportunities to learn about legal proceedings and how to best support both populations. Finally, it would be great if the Danielson framework was updated to perhaps Coaching for Equity; feels outdated and few districts still use it.
- The book on the Danielson rubric felt outdated and very specific, it also did not address racial equity which is so important. I was hoping to get more coaching practice as well as scoring so possibly there could be an update to the materials for the future. There could have also been more large group deeper discussion and more time in small groups instead of just a few minutes.
- The course had too many assignments. Having to complete an assignment every four days was a lot.

4.4) Comment on the grading procedures and exams.

- Fair, fast, adequate feedback.
- Thank you for providing clear rubrics and providing feedback based on the rubric language. I think more clarity on if we were allowed to fix something may have helped.
- The course assignments and finals lacked scaffolding and did not build in difficulty or skill. We did the same thing four times and then the final was the same thing but as a presentation instead.

Feedback was formulaic and unspecific, simply stated what we'd done in the rubric. We noticed that all groups got almost identical feedback. We know that the instructor taught four courses this summer, and have empathy for how difficult that is. However, we also know that the amount and kind of work assigned is controlled by the instructors; as educators, we often create our own massive workloads. I wonder how we might look back over the assignments from a lens of quality vs. quantity.. Overall, I was very disappointed by the quality of education I received here.

- The grading was very specific to the rubric and APA style rather than the actual learning targets of the class. The amount of assignments seemed like a lot and a lot of the same, so I am not sure how that helped my learning or the instructor know what or how I was learning.

The feedback was a lot but very similar each time and again, very laser focused on APA style, not the purpose of the assignment. I believe this could be adjusted for future classes.

- The intensity of the APA citing was pretty intimidating and it took the focus off the content, it would rather spend my energy on the content.
- The last two assignments were worth 1/3 of the final grade but were nearly identical to the rest of the work. that part didn't make sense from a points perspective. Also the high emphasis on the correctness of APA felt very unrelated to our future jobs - maybe if we are pursuing an EdD or PhD, but was disproportionately emphasized for how relevant it will be.