PEN-INTERNATIONAL

TEACHER EDUCATION INSTITUTE

JUNE 2010

OVERALL INSTITUTE EVALUATION REPORT

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Teacher Education Institute Web Site:

http://www.pen.ntid.rit.edu/workshop/usa/2010/vietnamphilippinesvisitspen.php

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SUMMARY REPORT FOR COURSE:
OVERALL INSTITUTE EVALUATION REPORT

INTRODUCTION

PEN-International conducted The Teacher Education Institute for the first time between 1-24 June 2010 at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) in Rochester, New York, USA. A delegation of 12 secondary school teachers of the deaf, from Viet Nam and the Philippines, participated in the month-long program.

The Teacher Education Institute was organized by Nora Shannon, senior project associate, and Mary Lamb, project associate. The Institute comprised of eight classes that included practical as well as theoretical issues fundamental to teaching deaf students. In addition to teaching methods classes, both general methods and specific methods for teaching individual subject areas, classes were offered in psychology, language acquisition, and audition. On weekends, the delegation participated in several local field trips to Mendon Ponds Park, the Erie Canal, and the Rochester Museum and Science Center. These field trips were used as reference points for the general methods classes as well as for the practice teaching episodes presented by participants during the last days of the Institute. All of the courses were designed and presented by faculty from NTID.

All proceedings are posted on the PEN-International Website at http://www.pen.ntid.rit.edu/workshop/usa/2010/vietnamphilippinesvisitspen.php.

In an effort to continuously improve and provide training opportunities that best meet the needs of PEN-International partners, PEN-International conducted various evaluations to assess the participants' experiences. Participants were asked to complete an evaluation for each of the classes that they attended as well as an Overall Institute Evaluation that was distributed to participants at the conclusion of the program. At the conclusion of the program, Ms. Shannon also held an informal feedback session with participants. The following report summarizes the Overall Institute Evaluation and incorporates the information gathered during the informal feedback session. The individual course summary reports are available upon request by contacting E. William Clymer, PEN-International Interim Director, at 585-475-6894 (V/TTY).

2010 Teacher Education Institute
Course Schedule

Course	**Presenter(s)**
Language Acquisition	Dr. Karen Christie
Audition/Spoken Language	Dr. Carol DeFilippo
Psychology	Mr. Bryan Lloyd
General Methods of Teaching Deaf Students	Ms. Nora Shannon
Content Methods:	
Reading & Writing	Dr. Sybil Ishman
Mathematics	Dr. Vince Daniele and Ms. Joan Carr
Science	Ms. Annemarie Ross and Dr. Matt Lynn
Social Studies	Dr. Gerry Bateman

METHODOLOGY

Evaluation Design

The Overall Institute Evaluation consisted of 20 questions in total. The types of questions included rating scale, rank order, and open-ended formats. Rating scale questions were based on a 5-point scale ranging from "very satisfied" to "very dissatisfied", "strongly agree" to "strongly disagree" and "very valuable" to "Not at all valuable." Respondents were asked to rank the top three courses that provided the greatest value. Value is defined as worth in usefulness/relevance or importance. Respondents were also asked, in open-ended format, what they liked best about the Teacher Education Institute and how the Teacher Education Institute could be improved. Respondents were also provided the opportunity to write additional comments. A copy of the evaluation form is available upon request.

Sampling and Analysis

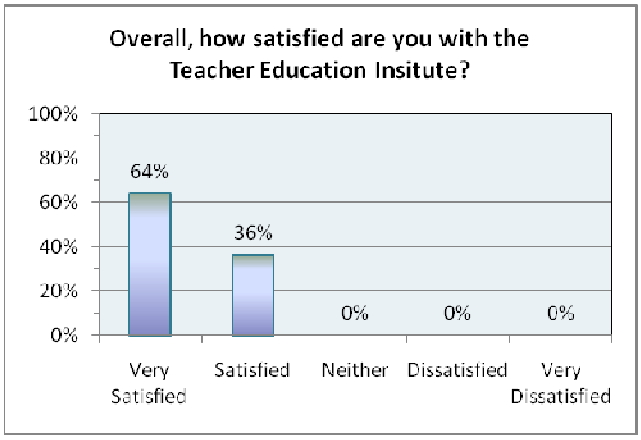
The evaluation was conducted using a self-administered methodology. All participants were encouraged to complete the evaluations on-site. All 12 participants completed an Overall Institute Evaluation.

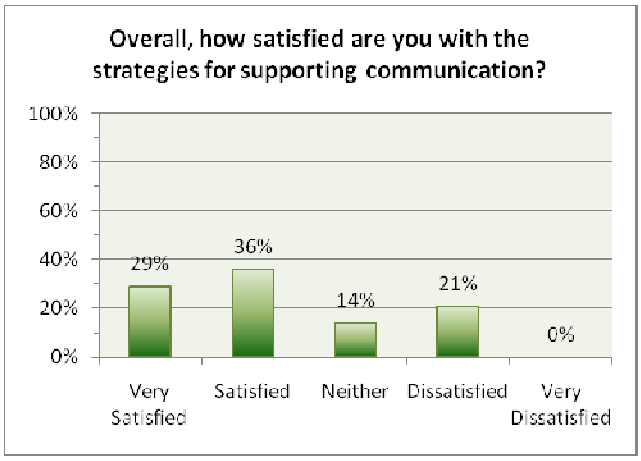
Most of the findings are presented using percentages. For all rating scale questions, the total responding to the question was used as the percentage base. For the open-ended questions, the total sample was used to compute percentages. The percentages for individual response categories do not always add up to 100%. This results from either rounding factors, a small percentage of no answers, or multiple responses provided by respondents. All of the open-ended questions were coded in an effort to quantify responses. The actual verbatim responses are available at the end of this summary report.

Delegation from Viet Nam and the Philippines, pictured with Presenter Dr. Carol DeFilippo, attend the Teacher Education Institute, June 2010.

SUMMARY OF FINDINGS

Respondents were asked to rate their overall level of satisfaction with the Teacher Education Institute as well as the strategies used to support communication (interpreting, captions) during the month-long program. All (100%) of respondents said they are either very satisfied (64%) or satisfied (36%) with their experience at the Teacher Education Institute. Two-thirds (65%) of respondents expressed satisfaction with the strategies used to support communication (29% very satisfied, 36% satisfied). The respondents that were not completely satisfied felt that the English-Vietnamese translation service needed to be more professional and more knowledgeable of course content.





Respondents were asked in open-ended format what they liked best about the Teacher Education Institute and how the Teacher Education Institute could be improved. Half of the respondents (50%) mentioned positive comments about the presenters. Respondents described many of the presenters as extremely knowledgeable, passionate, enthusiastic, engaging, and respectful to students. This finding is corroborated by the feedback provided by the informal feedback session that was conducted at the conclusion of the Institute.

"Passion in their teaching. Well versed in their areas of expertise."

"The enthusiasm, commitment, and expertise from all the teachers."

Thirty-six percent (36%) of respondents said they liked the course content and topic areas best. These respondents explained that the information provided in each of the courses is important and very useful in their teaching.

"All the topics and teaching methods being discussed are very useful for us."

"I was able to pick up new things in each course."

What did you like best about the Teacher Education Institute?	
Positive Comments about Presenters	50%
Course Content/Important Topic Areas	36%
New Teaching Strategies/Methods	21%
Activities/Field Trips	14%

Other respondents said they liked learning new strategies to teach deaf students (21%) and appreciated the fun activities and field trips that supported course curriculum (14%). One respondent (7%) said he/she really liked "the way deaf people and hearing people work together" at NTID.

The suggestions given by respondents for improving the Teacher Education Institute varied. Thirty-six percent (36%) of respondents suggested improving the Teacher Education Institute through better meal planning. These respondents said they would prefer to receive stipends that they could use for grocery shopping and personal items. Twenty-nine percent (29%) of respondents mentioned that they would like to be able to call home sooner. Both of these findings are supported by the comments provided during the informal feedback session.

"Proper dining would be a big help for us over long stay. Funding for our own grocery shopping. Stipends for spending on personal expenses. Being able to call home at the earliest possible time."

Twenty-one percent (21%) of respondent suggested improving the Teacher Education Institute by allotting more time for demo teaching. One of these respondents said he/she would have liked the opportunity to teach in a real classroom setting. Similarly, 21% of respondents suggested dedicating more time to the courses related to "Content Methods." Others (14%) suggested incorporating more examples, activities, or videos into the presentations.

"Learning by doing. To have to opportunity to practice teaching right at the Institute."

"More time and focus on the subject of Content Methods."

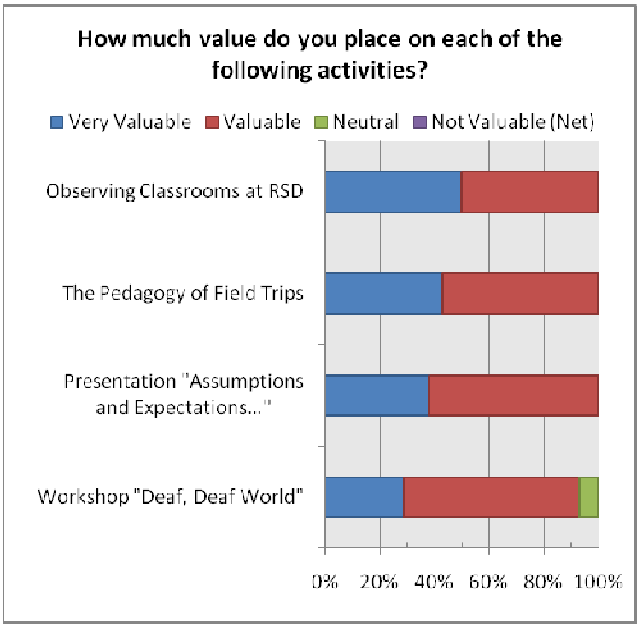
Respondents were asked to rank the top three courses presented at the Teacher Education Institute that they feel provided the greatest value. Value is defined as worth in usefulness/ relevance or importance. "General Methods of Teaching Deaf Students" was the highest ranked course overall. Half (50%) of the respondents felt this course provided the greatest value (#1 Ranking). The courses "Audition/ Spoken Language" and "Language Acquisition" were ranked second and third, respectively.

Several activities were conducted during the Teacher Education Institute to support curriculum. Respondents were asked to rate these

How could the Teacher Education Institute be improved?	
Better Meal Planning/Provide Stipends	36%
Allow Participants to Call Home Sooner	29%
More Time for Demo Teaching	21%
More Time for Content Methods	21%
More Examples/Activities/Videos	14%

Delegation takes field trip to Mendon Ponds Park, Mendon, NY, June 2010.

Top Three Rated Courses (Based on Greatest Value)
• General Methods of Teaching Deaf Students
• Audition/Spoken Language
• Language Acquisition



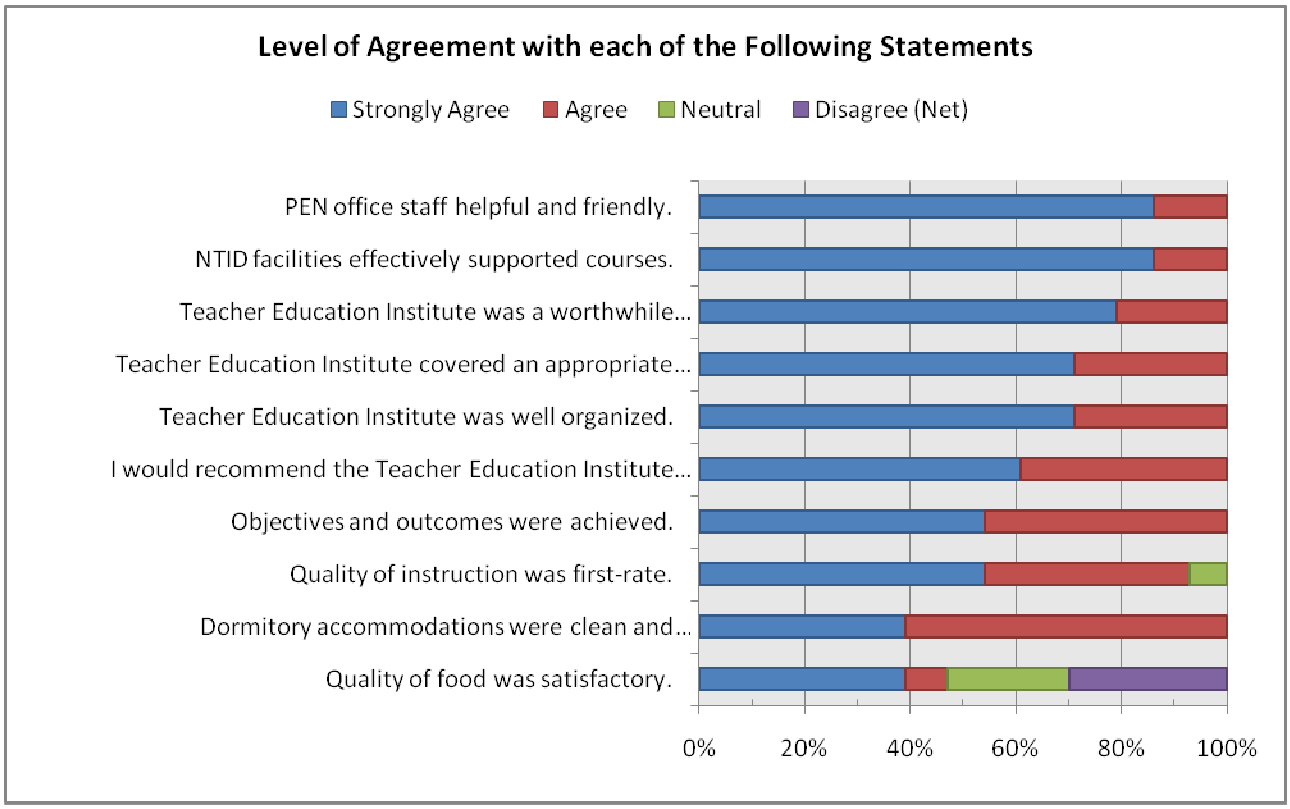
activities in terms of value. Again, value is defined as worth in usefulness/relevance or importance. All of the activities were rated very favorably overall. All (100%) of respondents felt observing classes at the Rochester School for the Deaf (RSD) was either a very valuable (50%) or valuable (50%) experience. Similarly, respondents placed a high degree of value (very valuable/valuable net score) on the pedagogy of field trips (43% very valuable, 57% valuable), the presentation titled "Assumptions and Expectations of People Who are Deaf (38% very valuable, 62% valuable), and the workshop titled "Deaf, Deaf World" (29% very valuable, 64% valuable).

Lastly, respondents were asked to rate their level of agreement/disagreement to a series of statements related to operational activities.

An overwhelming 86% of respondents strongly agreed that the PEN-International office staff was helpful and friendly, and that the NTID facilities (meeting rooms, audio-visual equipment, etc.) effectively supported the courses that were offered.

Eighty percent (80%) of respondents strongly agreed that the Teacher Education Institute was a worthwhile experience. More than 70% strongly agreed that the Teacher Education Institute was well organized and covered an appropriate number of courses and activities. Sixty percent (60%) of respondents said they would strongly recommend the Teacher Education Institute to their colleagues. Several respondents commented during the informal feedback session that the Institute was well organized, the courses provided a good mix of theory and practice, and that the training fit their needs. Several respondents also expressed interest in participating in more training in the future.

The lowest rated attributes include quality of food and dormitory accommodations. Less than 40% of respondents strongly agreed that the quality of food was satisfactory and that the dormitory accommodations were clean and comfortable. The low food rating is supported by the respondents desire to receive a stipend to buy their own food and prepare their own meals. The respondents appreciated having access to the washing machines in the dormitory; however a few mentioned the need for non-allergic rooms (without carpet), and the desire to be informed of dormitory and kitchen rules and regulations in advance.



VERBATIM RESPONSES

What did you like best about the Teacher Education Institute?

I liked most about the methods for teaching the deaf and the contents of the course that taught how to teach reading and writing to the deaf.

Methods in teaching deaf students.

The way deaf people and hearing people work together here.

Scientific way of doing things.

The roles deaf people take in education. Everyone is capable of using sign languages.

Passion in teaching. Well versed in their areas of expertise, especially Caron, Nora, and Karen.

I was able to pick up new things in each course. Most helpful for me are the general methods & content methods, followed by language acquisition and psychology of the deaf. Ms. Carol had so much passion discussing audiology and I enjoyed attending her class too.

Everything of particular interest are the sessions on Audition & Spoken language, Language acquisition & General Methods - & the field trips! They were fun!

There is so much to learn and great opportunity to combine knowledge for the better use.

The enthusiasm, commitment, and expertise from all the teachers and the great supports from everyone during our stay.

The instructors at the Institution have many years of experience in teaching deaf students. Their enthusiasm and passion in teaching us.

All the topics and teaching methods being discussed are very useful for us. Passionate teachers with excellent teaching skills.

Excellent instructors who are deaf themselves.

Well organize; start and stop teaching on time; the method of all lecturers is very active and made the learners interest. The teachers have different activities to engage the students; teachers have respect attitude toward students

How could the Teacher Education Institute be improved?

To help us with more learning materials: research papers, books,…

For this and future programs: needs more professional translation service.

To watch recorded videos during class meetings. Need a more professional translation service.

I would want more time for content and general methods and less of Audiology although the later is also helpful especially when parents come up to us and ask these things. I would have loved having literacy as well as technologies assortment course also included in this institute.

Longer time for our demo teaching.

None.

Learning by doing: to have the opportunity to practice teaching right at the Institute.

More emphasis on practical teaching knowledge.

Improvements in meal planning.

Additional Comments

The translation service needs improvements. This posed some challenges to our understanding of the course contents.

We would be able to learn more from the teaching instructors at the Rochester School of the Deaf if more time could be allocated to this activity.

More time and focus on the subject of Content Methods. The translator needs more background in deaf interactions and culture. Increase the program duration. I would like to say thank you to the program, and all of PEN members, especially to Nora.

To stimulate everyone's participation. The translation service needs improvements.

Need blankets. Translator lacks professional skills and sometime interferes with the learning process. Proper dining would be big help for us over long stay. (Funding for our own grocery shopping). Stipends for spending on personal expenses. Being able to call home at the earliest possible.

Improvements that I think would be beneficial to future students of the program: 1) Communication: being able to call home at the earliest possible. Dining: funding for our own grocery shopping. Translation service: need improvements. Stipends for basic spending.

I had a great time staying here and learning with my fellow teachers. I will be sharing these with my students and colleagues in the Philippines. Thank you very much for your generosity and support! God Bless!

This has been a really wonderful experience. I have been teaching deaf students for 9 years now but without guidance from any formal training and I am glad that with the experience & training I received from the TFI we in our college will finally be able to see & and do things in a clearer perspective. I am very grateful for the wonderful support PEN-I has been giving our college. PS: Special thanks to Nora and Mary for going out their way to make our stay comfortable. I am forever grateful

Great program coordinated by all the great people.

Need more professional translation service. We would like to be able to cook our own meals. The topic of "Language acquisition" is very valuable to my teaching at home. I would like to learn more about this topic.

To provide individuals with stipends for spending on foods and personal expenses. Being able to call home at the earliest possible. Need a more professional translation service.

Need a more professional translation service. stipends for individual spending on foods and personal expenses. Being able to call home at the earliest possible.

More time for content method.