

## AOGPE FELLOW SURVEY Spring 2015

62% (89) Fellows responded to survey out of the 144 Fellows it was sent to  
 Percentages are culled from # of people who actually answered the question  
 Color code: **blue** = highest # response, **red** = # lowest

### Q1: Personal Information

#### I. Training (Q#2-13)

**Q2: Are you currently training?** (63 answered; 9 skipped)

Answer Options	# Yes	# No
<b>Subscriber</b>	12	<b>26</b>
OGCE	31	19
<b>Associate</b>	<b>41</b>	20
Certified	31	21
FIT	19	22

**Q3: Do you train** (61 answered; 28 skipped)

Answer Options	#	%
<b>Privately</b>	<b>31</b>	<b>50.8%</b>
At an AOGPE accredited site (school, camp, clinic)	24	39.3%
<b>At a permanent location, but not an AOGPE accredited site</b>	<b>14</b>	<b>23.5%</b>

**Q4: Are you willing to travel in order to train participants? If no, skip to question 7.** (67 answered; 22 skipped)

	#	%
<b>Yes</b>	<b>38</b>	<b>56.7%</b>
<b>No</b>	<b>29</b>	<b>43.3%</b>

**QI: Where are you willing to travel?** (38 answered; 51 skipped)

Answer Options	#	%
<b>In my state (list state)</b>	<b>34</b>	<b>89.5</b>
In USA: Northeast, Southeast, Midwest, Southwest, West	27	71.1
Outside of the Continental USA: Europe, Africa, Mideast, Asia, Australia/New Zealand, Pacific Islands, Atlantic Islands	26	68.4

**QI: If you are willing to travel, what are some of the obstacles to a successful training?** (33 answered; 56 skipped)

Ability to make a profit
Finding training space/venue; available in the evening and early morning, for preparation time
Registration: having some control over the sign-ups (the students' prior experience, having clear expectations about the course that all registrants understand fully)
Class size: enough participants to make it financially worthwhile.
Providing trained assistants, like a co-instructor
Accommodations
Transporting materials for training since traveling with all of the props needed for training: photocopies, books for reading, cursive handwriting books, etc. is difficult

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Language if in foreign country
Distance and time difference can be problematic
4 long-distance practicum, observations, follow-up sessions; use SKYPE, FaceTime; video quality; Immediate reinforcement and feedback to trainee.
IT: having a copier, a laptop projector, overhead projector
Easy food options close by.
No obstacles!

**Q7: If the marketing/public relations, space, registration, etc. were taken care of would this be an incentive for you to travel to offer a training course?** (59 answered; 30 skipped)

	#	%
<b>Yes</b>	<b>37</b>	<b>62.7</b>
<b>No</b>	<b>23</b>	<b>39.0</b>
Other	15	

**Q8: Do you offer practicums for your training courses?** (64 answered; 25 skipped)

	#	%
<b>Yes</b>	<b>58</b>	<b>90.6%</b>
<b>No</b>	<b>6</b>	<b>9.4%</b>
Other	12	

**Q9: Are you willing to complete the practicum for someone who was trained by another Fellow?**  
(60 answered; 29 other)

	#	%
<b>Yes</b>	<b>47</b>	<b>79.6%</b>
<b>No</b>	<b>13</b>	<b>22.0%</b>
Other	30	

Prior to working with candidate:
Individual is in my immediate area
Require individual to complete our assessment, send three completed consecutive lesson plans with one annotated and video recorded. This helps in knowing where the individual is at in his/her learning.
Give our final for our training course and ask them to submit a video of their work to see if they are ready to do a practicum. This is not a reflection on where the candidate was trained, but an evaluation of how well s/h is able to understand and apply what was taught
Need to have a conversation with the training Fellow first
I personally meet with s/he, get their course syllabus and final exam
Everyone has their own emphasis, so we ask that the trainee follows our protocols
Individual may need supplementary training; some felt had Associate course but may not know what SOS is, knew nothing about cursive, the brain, never heard of the yellow cards, gaps and holes in the trainee's knowledge.
An important consideration for this would involves the specific practicum strategies being supervised. They should be similar to what I would expect had I done the original training. So, I'm sure there'd need to be some coordination.

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**Q10: How do you complete the observations? Please provide specific information next to each option.** (63 answered; 26 skipped)

<b>Answer Options</b>	<b>#</b>	<b>%</b>
<b>In person</b>	<b>62</b>	<b>98.4</b>
Recorded videos - how do mentees send them to you (snail mail, Google Docs, Dropbox, other)?	42	66.7
<b>Via real-time video - what online platform do you use?</b>	<b>34</b>	<b>54.0</b>

<b>In Person</b>
I try to do as many as I can in person
In person and on video
Watch lessons, lessons submitted weekly, in-person consults
I meet with the teacher immediately after the observation for about 10 -15 minutes, until the next student is arriving, to discuss the lesson. I then do a detailed write up on the observation and provide the teacher with a copy. She takes the copy home and reads it, highlights all suggestions, as do I, and then we meet for a lengthier time to discuss the write up and all suggestions that were made.
I like to have a minimum of 2 live observations, distance pending
I observe candidates while they're working 1:1 or with small groups. I'm an interactive observer, which means that if a candidate's lesson plan delivery needs to be adjusted, I intervene and model what he or she should be doing. However, I do this in a manner that makes the student think that there is something new that I didn't inform the candidate of (I don't want the student to doubt the instructor's level of expertise). I review my suggestions at the end of the session, and then I forward a formal written observation to the candidate.
When school is within one hour of my office
Primarily in person though scheduling sometimes necessitates video

<b>2. Via real-time video - what online platform do you use?</b>
WebEx, FaceTime, SKYPE, Google video
Video: Google, iPad

<b>3. Recorded videos - how do mentees send them to you?</b>
Bitcasa
YouTube videos, and mac converter
Email
Dropbox
Google Docs
Snail mail for DVD/CD, Flash Drive, documents

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**Q11: Do your trainees complete the practicum and apply to the Academy?** (48 answered; 41 skipped)

Answer Options	#	%
All apply	6	12.5%
More than half of the trainees apply	17	35.4%
Less than half apply	26	26%
Other	22	

Many find the process to difficult to continue to go for the accreditation. I wish we could allow vide tapes at the Associate level of the trainee giving a lesson.

Many teachers with fulltime teaching jobs don't need the OG certification and they have the prestige of working in a reputable school.

**Q12: Do you train on-line? If yes, for what level of coursework?** (54 answered; 35 skipped)

YES	7 Fellows
NO	47 Fellows
<b>COMMENTS:</b>	
5 Fellows are offering all or part of the coursework online:	
	I have trained very small groups at the Associate level online, but I also have in-person sessions with these same groups as well.
	We use EPS Subscriber course as the prerequisite to Associate (in lieu of readings.)
	Associate & Certified
	Certified- I assign trainees a project, it might be a book, a video, recording from IDA conference. We meet on-line as a group to discuss. I would like to do more on-line training with this group who are geographically scattered.
	Yes, I do Associate online and will also do Certified if I know the person from Associate. We do blocks of time convenient for both of us.
3 Fellows are exploring/considering the possibility	
2 more would like to offer online training	

**Q13: If you train online, what online program/platform do you use?** (18 answered; 54 skipped)

<b>COMMENTS:</b>
WebEx
GoToMeeting
Moodle
Emails
Skype - Skype is easiest for me; I can share my screen, show videos of students being tutored, and see them while they see me

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### II. Certified Training (Q#14-22)

**Q14: Would you like to have an online option for part of the coursework at the Certified level? Currently, the coursework requirements are 100 hours and 25 hours of attendance at conferences may be applied to the 100 hours at the discretion of the Supervising Fellow. (61 answered; 28 skipped)**

Answer Options	#	%
Yes	40	65.6%
No	4	6.6%
Don't feel strongly one way or other	17	27.9%
Other	16	

For me the biggest concern is quality of instruction. I would like to see online content delivered very, very well.
I'd like my trainees to have the opportunity of hearing other Fellows present, particularly for Certified Level topics. I think Fellows have particular areas of expertise. Although I cover all topics in my course, workshops, or seminars, I feel weakest in presenting the History of Language.
I would like to see the Subscriber online course be able to count to Associate Level Readings.
I also think we need to develop a blank transcript for trainees to follow as they pick up parts and pieces of the coursework and training. It would help them track their progress and provide a clear rubric to follow.
It would be great for folks who would be saved from some travel time. However, I would not want to see that direct, personal, and diagnostic-prescriptive teaching get lost. I feel teachers, even at the Certified level, need to be led consistently to a clear view of how to teach the older student, the dyslexic brain, phonology and morphology, the lesson plan, and ways of helping with the student's other needs. These could be reading fluency, comprehension, written expression, advocacy, and study skills and organization. If the online option was limited to a series of guest lecturers, that would be more like attending a conference. I took an online course through PBS on Multiple Intelligences, and it was very well done. The class members interacted with each other and the Instructor guided and conferred with me as an individual student. I would hold that as a standard we would have to meet. My teachers get graduate credit. Would adding an online component still allow that?
The online course must be developed with appropriate questions, activities, and responses in mind.
I think the online course is a way of the times, but I think it is hard to make that real connection with your trainees and get at the heart and essence. Perhaps it allows for more video taped segments where the trainees can see it as described.
I find it very difficult as the sole Certified trainer in this area to provide 100 hours of direct course work. Even with the allowance for meetings this is still difficult. There is not much available in this state. Currently my Certified trainees meet for four whole day sessions = 24 hours each year. We then do some on-line discussions but this is still only just over 25 hours/year=50 hours over 2 years. If I had an online option this would be very helpful.
Seems to be trending into the next generation of online/distance learning.

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### III. Technology (Q#15-22)

**Q15: Are you comfortable using social media (Facebook, Twitter, Instagram, etc.)?** (59 answered; 30 skipped)

	#	%
<b>Yes</b>	<b>37</b>	<b>62.7%</b>
<b>No</b>	<b>22</b>	<b>37.3%</b>
Other	21	

I'm really not old-fashioned, but there are many reasons why I don't use ANY social media.
I don't use social media very much at all. If I could see the value, I would give it a try. I spend about an hour each day communicating with trainees via email. I have a blog that I use during my course. It is mostly for handouts. I also lead a book discussion group for those who want to work through the OG Reading list. Sometimes, people respond online via email or by phone when our group meets.
I am very comfortable with Facebook. Although I have Twitter and Instagram accounts, I do not use those readily or often.
I'd need instruction in this area.

**Q16: Do you use technology when completing observations?** (59 answered; 30 skipped)

	#	%
<b>Yes</b>	<b>42</b>	<b>71.2%</b>
<b>No</b>	<b>17</b>	<b>37.3%</b>
COMMENTS	18	

SKYPE and FACETIME
We use online portfolio format with Google Docs
Computer
Some video lessons
Not yet, but I would love to see an app that uses an observation template that could be filled in as I am doing an observation. I would certainly work toward something like this if moving into doing more observations.
My observations are recorded and preserved with pen, paper, and a big notebook. I list who and when on Google Docs. If I view an observation video, I can send the debriefing notes to the trainee, but we will go over them by phone or in person.
I use carbon paper and write out my notes and present a copy of the notes immediately to the trainee. Actually I give the original to the trainee and keep the carbon copy for my records.
I use my iPad or laptop to take notes while I watch them via video or live.
My report is written on a computer. No other technology is used.

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**Q17: Do you use technologies when you tutor? If yes, let us know what technology you use. If no, any reasons why not? (64 answered; 25 skipped)**

Answer Options	#	%
Yes - What ones	48	75%
No - why not	21	32.8%

Yes - what ones?
IPad apps: handwriting apps, student reading (Newsela and other text; Sound Literacy as part of the lesson
WebEx
Bookshare, Learning Ally
Google docs & calendar
Video of an activity teachers do or of a lesson
Show Me iPhone application to record student work
Cd's
Laptop with speech dictation, text to speech, Ginger, email, drop box,
GoToMeeting
YouTube for concept/vocabulary support as necessary
Internet for vocabulary, research for writing, videos of lesson parts
Skype
Power Point Presentations, e-mail assignments
Alphasmarts
Smart board: moveable sound cards
eReaders such as Kindles
Fuze
Whizzimo
Lexia, encourage parents to use at home
Displays of Different Orton-Gillingham programs for individualization
Quizlet

**Q18: Have you taken any courses online?**

	#	%
Yes	29	43.9%
No	38	57.6%
COMMENTS	10	

Participated in online webinars that are required for coursework; watched pre-recorded webinars for coursework

I took my Master's course online; out of 33 credits, only 9 were done in person.

I have taught courses for school districts online.

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**Q19: If you answered yes to question #18, what online program/platform was used?** (64 answered; 25 skipped)

Blackboard & canvas
Typically Google search; sometimes ASK
Moodle
Webinars
Zoom

**Q20: What are the benefits of offering an online training course?** (52 answered; 37 skipped)

Access for trainees where there are no Fellows; people from around country/world can take a course, even in remote areas.
Convenient; make training available to trainees on a schedule that fits their needs
Participants work on 'their' time, can revisit and review; I like it better actually for OG type training; trainees need to hear things more than once or even twice!
Less travel for the Fellow, unlimited number of participants
Training can be spread out over time and not have to absorb a lot of information in a short period of time. The courses might be less of a financial investment for trainees.
Cost effective; saves on time (do not have to travel) and saves on money for gas & overnight lodging
A balanced approach with some live and some online is cost effective and would reach more constituents.
Sharing resources with other Fellows could be very helpful.
Would be great to offer lectures especially for Certified course work on line.
Can greatly broaden the scope of information and strategies available.
The portion that is done online will be 'uniform'; all recipients would receive the identical information.
Candidates have to write more of their responses so I have a better sense of their written language skills.
We would reach more teachers who would ultimately reach more students, our goal.
Only one preparation for Fellow
Consistent information to the people taking the course and for the Fellows offering the training.
Reach younger population.

**Q21: What are the limitations of offering an online training course?** (53 answered; 36 skipped)

I would be concerned that an online platform would alter these opportunities for trainees to interact with each other
Technology problems and/or not available to individuals without computers or limited internet bandwidth
Personal contact is very important; I prefer to blend the two - do some training in person and follow up with some training online
Unless it was real time video training, you never really know your students. Miss the group collaborative activities as well as the social/ collegial connections possible during breaks and lunch.



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Keeping a strong kinesthetic component.
The interaction is not in real time, it involves a lot of typing
Difficult to have trainees participate in small groups or to make materials.
My experience tells me that trainees need lots of repetition and clarification. I find that presenting the material is the first step in training. Spiraling back and teaching to mastery takes a lot of repetition.
Sometimes limits feedback to and from trainees; personal connection is not as strong between trainee and Fellow; the magic of the teacher /student relationship is important and technology reduces the effects of this crucial element in instruction.
Extensive knowing how the individual is doing daily. Trainees might be more likely to engage in distracting behavior without the instructor realizing it.
Lacks personal in the moment response to any errors being made by learner taking the course and responding immediately to trainee questions, etc.
Limited face to face interaction, access to white boards, manipulatives, small group work, observation.
At some point, you need to see the teacher interact in real time with students.
You can't fix people's pencil grips, can't see their posture as well as in real time.
Difficult to evaluate the trainees workspace/site/materials
None that I think of!

**Q22: Would you be interested in taking a course on how to use various technologies at -** (64 answered; 25 skipped)

Answer Options	#	%
<b>Academy Spring Conference</b>	<b>40</b>	<b>61.1%</b>
<b>Special Webinar</b>	<b>42</b>	<b>61.1%</b>
<b>No</b>	<b>12</b>	<b>22.2%</b>
Other	10	

Either but prefer taking it at a conference
I would like to see how others do on-line observations - what platforms etc.
My financial resources are limited for travel. I would love a webinar was good enough to teach me!
If it was given so that registrants could use technology during session.

### IV. Tutoring (Q#23-26)

**Q23: Do you tutor?** (64 answered; 25 skipped)

	#	%
<b>Yes</b>	<b>51</b>	<b>79.7%</b>
<b>No</b>	<b>13</b>	<b>20.3%</b>
Other	15	

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**Q24: Do you tutor online? If yes, what online program/platform do you use?** (55 answered; 34 skipped)

	#	%
Yes	10	18.25
No	45	45%

Yes - online program/platform used
WebEx
Skype, it is effective as a supplemental lesson format when face-to-face is occasionally not possible.
FaceTime
Fuze

**Q25: Do you tutor dyslexic adults?** (62 answered; 27 skipped)

	#	%
Yes	31	31%
No	31	31%
Other	18	

**Q26: Would you be interested in knowing about other venues where you can have your tutoring services listed?** (66 answered; 23 skipped)

	#	%
Yes	38	57.6%
No	28	42.2%

### V. Accreditation (Q#27-28)

**Q27: Are you interested in being a Fellow of record for a school, clinic, or camp interested in Academy Accreditation?** (51 answered; 38 skipped)

	#	%
Yes	28	57.6%
No	23	42.2%
Other	40	

May consider it if I felt competent enough to do the job well. There is also the factor that there are many more highly experienced Fellows in my immediate geographical neighborhood who offer training, which makes it challenging for me to get opportunities to train and to increase my own skills for training.

Can a Fellow be a Fellow of Record at more than one accredited program?

The more programs we can get accredited the better.

As long as the organization is adhering to the Academy's Code of Ethics.

Maybe, depending on the location and hours required. I would be willing to talk about it.

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**Q28: If you answered yes to Q#26, are you willing to travel to the site?** (64 answered; 25 skipped)

	#	%
<b>Yes</b>	<b>30</b>	<b>88.2%</b>
<b>No</b>	<b>4</b>	<b>11.8%</b>
Other	17	

## VI. Communication and Networking (Q#29-31)

**Q29: Have you read/accessed information from the -** (57 answered; 15 skipped)

Answer Options	Yes	No	Didn't know it existed
Member Section on Academy Website	62	2	3
Newsletter	68	0	0
Fellow Journal	59	2	6
Academy of Orton-Gillingham Practitioners and Educators Facebook page	28	30	9
Friends of AOGPE Facebook Page	24	33	10
Academy Fellow Facebook Page	22	30	13
Twitter @AOGPE	7	43	12
Other - 6			

**Q30: When you have a question about anything related to the Academy, would you feel comfortable asking your question -** (67 answered; 22 skipped)

Answer Options	#Yes	# No
On our Fellow Facebook page (this is a closed group for only Fellows)	30	23
By emailing the Fellow Journal Editors (FellowJournal@OrtonAcademy.org)	48	11
By emailing our office staff	65	2
By having a Fellow's Listserve for conversing with other Fellows if it existed	48	9
Other - 12		

This would depend on the question. On Facebook, I would not know who would answer. It may be nice getting multiple viewpoints from the editors of the Fellow Journal.

When I have a question about anything related to the Academy, I simply call the Academy. I have always received kindly service and help by telephoning the Academy Office, and would like to continue using this method.

I have also been known to pick up an old fashioned telephone ... and ask a Fellow!

I think any of the above options where we could have discussions would be helpful.

There are certain questions I would not pose on the Facebook page but I have asked and responded to questions on the Fellows Facebook page

I usually ask my two mentors questions relating to certification and practices.

Love the idea of the Listserve. These other ideas are great, too; I just haven't taken the time to make use of them.

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**Q31: What topics would you like to see presented or discussed at our Fellow Webinars and/or Spring Conferences?** (47 answered; 42 skipped)

On Line Trainings
Auditory processing problems; auditory dyslexia
History of Language by more than on Fellow
Dyslexic Brain - new research
Focus on specialized age groups - primary, intermediate, adult- effective teaching techniques/ procedures
Classroom models
Reaching out to IDA and IMSLEC
OG and "fluency"
Of real concern to me is the small number of Fellow Applications that the Academy receives each year. Why is that number so small and what can we do to encourage more people to want to become Fellows. Can we talk specifically about the challenges of training more Fellows? In addition, can we talk about a review of the qualifications for becoming a Fellow? I welcome the opportunity to discuss this at the Conference.
Discussion of the Academy's opinion or possible role in a national teacher of dyslexia standards certification that could be made available at universities and colleges
Reading comprehension strategies at all RTI levels. More importantly, addressing the challenges of the ignorance of public school systems' awareness and recognition of the talents of Orton-Gillingham educators and practitioners. What definite steps can be taken to address this issue so that more OG educators can be employed in the public school system? How can we get states' Department of Educations to recognize and value OG expertise? Can the Academy become an 'accredited' academy that is unquestionably accepted as a source of 'certified' college credit for public school teachers?
We very much need to share resources. Observation checklists, videos, ways to structure the course syllabi at all training levels by using templates so we have clear domains and categories for the students to track and fill in as they progress. This would make it easier for everyone, especially if trainees have had multiple trainers or practicum supervisors.
How to write a good profile; how to video Fellows-in-training which would show the certifying committee areas of expertise.
Ethics
Error analysis based on students' oral reading and dictation. Different styles of correcting errors. Related to that, it would be beneficial to see examples of follow-up lessons based on error analysis. Effective pacing and adequate spiraling back for review is a difficult thing for new O-G practitioners to carry out.
Decoding to the next level-Morphology; I am interested in morphology at a deeper level. For example, how are bases acquired from various languages? There seem to be errors and inconsistencies in various resources. We need a good set of materials to use in morphology instruction similar to Diana's Writing books. I have MANY resources but don't use any one of them. I want to understand morphology and etymology at a higher level so I can make accurate, informed decisions.
Handwriting & recent research on brain studies, cursive versus manuscript, neurological connections made by handwriting versus keyboarding

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New advances in field
Practicum models & management (more so that I can help my mentees with questions they have)
Curriculum (coursework) for Certified training
Regional Fellow conferences/meetings
As this organization moves from a tutoring schema to a classroom based schema, more information is needed into how to transition from small tutorial group to classroom use, as well as how to get OG workshops as part of school based Professional learning.
How to Train When You're Not In Your Home Town could be the title of one...
Organization Healthcare opportunities
Organization issues with IDA as seen by others
Strategies for long distance tutoring
Scope and sequences that other Fellows use - rational would be interesting conversations to have.
Establishing regional cohorts
Multisensory math and Multisensory strategies for content area classrooms
More information on the Practicum aspect of Classroom Educator. Webinar was great--but would like more information
Practicalities of Public School training/implementation
Teaching the schwa
Orton-Gillingham methods used "across the curriculum."
Digital recordkeeping; Fellow Record keeping is always good, anything that improves our training.
Flexibility in delivery, sharing syllabi, and contents of training
Online trainings
It would be interesting if people could record their sessions so we could observe them as a group and discuss them. I rarely get to observe O-G practitioners in action (unless I'm training them).
Right now I am also interested in reading comprehension and written expression.
Webinars: application issues, we could redo these in a webinar from those presented in the last few years at Fellow meetings- it would reach more Fellows.
I'm not sure, although with this survey, information on technology use in training and/or tutoring could be helpful.
Application issues are always helpful
Observations at Associate, Certified level: formats (examples)
I would like to see how people are training and mentoring long distance. I am most interested in Fellow-in-Training long distance, as I don't see how that is possible.
Teaching in small groups
Brainstorming ways to support our members
The way other Fellows structure their assignments during trainings
How practicum training is handled at a variety of accredited training sites.
Working with college students and professors.
Strategies for coaching and providing feedback to trainees.
Professional Ethics: the relationship between the Fellow and FIT

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I would like a webinar on how current scientific research supports OG. It seems to me that a lot of research supports various techniques of OG, but none of them will say OG. This is very frustrating!
How to prioritize for teens with basic needs in decoding, vocabulary & background information, and vocabulary.
Adaptations in teaching for students with interesting combinations of issues, including double deficit, with high anxiety, with slow processing.
Public school/private school bridge
Information about the newer Fellow requirements (to help in mentoring Fellows in Training)

### VI. Fellow Seminar (Q#32-34)

**Q32: If you viewed the Fellow Webinar, either live or after the event, how would you rate it?** (45 answered; 44 skipped)

Answer Options	#	%
<b>Extremely satisfied</b>	<b>19</b>	<b>42.2%</b>
Moderately satisfied	15	33.3%
Slightly satisfied	6	13.3%
Neither satisfied nor dissatisfied	1	2.2%
Slightly dissatisfied	3	6.7%
<b>Moderately dissatisfied</b>	<b>1</b>	<b>2.2%</b>
<b>Extremely dissatisfied</b>	<b>0</b>	<b>0.0%</b>
Other (please specify)	21	

This was a great way to do the fall conference.
I plan to view it.
I didn't think every speaker addressed their topic at a level for Fellows, more for teachers in training; morphology was a topic but very little was said about morphology
Some of the presentations did not, in my opinion, apply to the topic, as I understood it. The first session was particularly helpful.
It was well organized and excellent. I would have enjoyed more time for a question/answer session immediately after while online.
I am training the schools both at Classroom Educator and Associate level, so the information provided was not news, but rather reaffirming.
I have only recently become aware of its existence, and so far have not managed to view or review.
We could not get the technology to work on our end, so I just stared at a blank screen and listened to an audio presentation.
I like having interaction with other Fellows instead of being a passive participant
For a first attempt, I thought it was wonderful.
For example, the Fellow webinar was very interesting, but we got several different viewpoints. The Q and A option was limited. There wasn't enough time for all of the presenters. Either use fewer presenters, or extend the webinar time.
I thought the panelist did a fabulous job!
I haven't yet but am looking forward to viewing it!

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**Q33:** (Duplicate of question Q32)

**Q34: Do you prefer an in person fall Fellow Seminar meeting** (64 answered; 25 skipped)

Answer Options	#	%
In person	20	35.7%
Webinar	38	67.4%
Other (please specify)	22	

Personally, I like the ability for give and take conversation, yet I understand the benefit of Fellows not having to travel and don't object to Webinars. It was good to have the first one.
Please consider coordinating with the IDA conference for meetings. Other organizations do this, and this connects us through IDA. It is expensive to travel, so let's coordinate!
I would like to alternate meeting in person and having a webinar
Webinar format is fine, so my answer depends on the topic.
I can barely afford to attend one conference a year, let alone multiple conferences. Any way to provide webinars or other means of sharing information is critical for keeping us all connected.
I like the in person one for networking. The webinars present useful information.
Webinar was more cost effective.
The webinar is a great way to reach Fellows that are not actively training. Perhaps videotaping a live seminar and making it available for those who cannot attend. The Hartford meeting where so many Fellows shared ideas made it feel as though we were all a part of the organization and not just receiving orders of how one person does something. Conversations and discussions make us all richer.
Add more Fellow events to the spring meeting instead.