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| March Madness  |
| Professional Development designed to support teachers' meaningful use of the  |
| teacher evaluation system to positively impact student learning outcomes. |  |
|  |  |  |  |  |  |  |  |  |
| **1. General questions for ALL participants** |  |  |  |  |
|  |  |  |  |  | Strongly |  |  | Strongly |
|  |  |  |  |  | disagree | Disagree | Agree | Agree |
| The information I received about the March |   | 3 | 16 | 16 |
| Madness sessions was complete and easy to  |
| follow. |   |   |   |   |
| The March Madness calendar was helpful to me. |   |   | 14 | 21 |
|   |  |  |  |  |
|   |   |   |   |   |
| The location chosen for the PD was acceptable |   | 4 | 12 | 19 |
| to me.  |  |  |  |  |
|   |   |   |   |   |
| The sign up process worked well for me. |   |   | 2 | 11 | 21 |
|   |  |  |  |   |
|   |   |   |   |   |
| The choices of sessions offered matched  |   | 1 | 19 | 12 |
| what I feel I need to be successful in navigating |
| the teacher evaluation system. |   |
| The mixing of staff from all three schools allows | 1 | 7 | 17 | 9 |
| me to consider content at a more complex level. |
|   |   |   |   |   |
| The increased focus on using teacher  |   | 2 | 19 | 13 |
| evaluation as a reflective tool is directly  |
| impacting my teaching practice. |   |
| The increased focus on using teacher  |  |   | 3 | 19 | 10 |
| evaluation as a reflective tool is directly  |
| impacting student learning. |   |   |
| **2. Teachpoint Participants ONLY-- Please circle date attended 3/4, 3/10, 3/17, 3/23** |
|  |  |  |  |  | Strongly |  |  | Strongly |
|  |  |  |  |  | disagree | Disagree | Agree | Agree |
| The presenter was knowledgeable and  |   | 1 | 11 | 17 |
|  well prepared. |  |  |  |
|   |   |   |   |   |
| The presenter was audible and easy to  |   | 1 | 10 | 18 |
| understand. |  |  |  |
|   |   |   |   |   |
| The powerpoint utilized in the session made sense and was helpful to me  | 1 | 4 | 13 | 11 |
| **Teachpoint continued!!** |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |
| The format of following along on a computer  | 1 | 2 | 12 | 16 |
| helped me to understand the content presented. |
|   |   |   |   |   |
| The presenter encouraged teacher participation,  |   | 2 | 8 | 20 |
| input and/or questions.  |  |  |
|   |   |   |   |   |
| The presenter's explanations were concise and |   | 3 | 6 | 21 |
| easy to follow. |  |  |  |
|   |   |   |   |   |
| The pace of the session matched the amount  |   | 2 | 12 | 16 |
| of material covered and held my attention. |
|   |   |   |   |   |
| I will be able to use what I learned in this session  |   | 2 | 9 | 19 |
| when I use teachpoint.  |  |   |
|   |   |   |   |   |
|   |  |  |  |  |  |  |  |  |
| **3. Standards Partipants ONLY** |  |  |  |  |  |
| **Please circle which standards session(s) you attended 1 2 3 4** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Strongly |  |  | Strongly |
|   |  |  |  |  | disagree | Disagree | Agree | Agree |
| The presenter was knowledgeable and  |   |   |   |   |   |   | 6 | 20 |
|  well prepared. |  |  |  |
|   |   |   |   |   |
| The presenter was audible and easy to  |   |   | 7 | 19 |
| understand. |  |  |  |
|   |   |   |   |   |
| The process of unpacking the standard from the  |   |   | 2 | 11 | 12 |
| teacher evaluation rubric by using the graphic |
| organizer was helpful to me. |   |   |
| The case study and the connected activities  |  |   | 1 | 7 | 17 |
| utilized in the session made sense and  |
| were helpful to me. |   |   |
| The presenter encouraged teacher participation,  |   |   | 4 | 21 |
| input and/or questions.  |  |  |
|   |   |   |   |   |
| The presenter's explanations were concise and |   |   | 5 | 20 |
| easy to follow. |  |  |  |
|   |   |   |   |   |
| The pace of the session matched the amount of material covered and held my attention.  |   |   | 4 | 21 |
| I will be able to use what I learned in this session  |   | 2 | 7 | 15 |
| to collect evidence that best matches that  |
| particular standard.  |   |   |
|  |  |  |  |  |  |  |  |  |
| **4. Goals Participants ONLY-- Please circle date attended 3/3, 3/9, 3/19, 3/25** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Strongly |  |  | Strongly |
|  |  |  |  |  | disagree | Disagree | Agree | Agree |
| The presenter was knowledgeable and  |   |   | 6 | 5 |
|  well prepared. |  |  |  |
|   |   |   |   |   |
| The presenter was audible and easy to  |   |   | 4 | 6 |
| understand. |  |  |  |
|   |   |   |   |   |
| The powerpoint and the handout activities  |   | 2 | 2 | 7 |
| utilized in the session made sense and were  |
| helpful to me. |   |   |   |
| The video clip supported my understanding of |   |   | 6 | 5 |
| the relationship between the evaluator and  |
| educator in the eval process. |   |
| The presenter encouraged teacher participation,  |   |   | 5 | 6 |
| input and/or questions.  |  |  |
|   |   |   |   |   |
| The presenter's explanations were concise and |   |   | 4 | 7 |
| easy to follow. |  |  |  |
|   |   |   |   |   |
| The pace of the session matched the amount  |   | 1 | 5 | 5 |
| of material covered and held my attention. |
|   |   |   |   |   |
| I will be able to use what I learned in this session  |   | 1 | 4 | 6 |
| to collect evidence strategically and reflect my |
| professional practice and student learning goals. |
|  |  |  |  |  |  |  |  |  |
| *1. How would you rate the overall excellence of these sessions? Use a scale of 1-5*  |
| *with 1 being the lowest and 5 the highest, by writing the number on the line.* |  |
|  |  |  |  |  |  |  |  |  |
| *\_\_NA\_\_\_\_\_\_* |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| *2. What learning are you taking away from participating in these sessions?* |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| *3. What questions remain for you?* |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| *4. What recommendations could you make to provide continued support with the*  |
| *educator evaluation system?* |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

Qualitative Responses to Questions 2-4.

1. **What learning are you taking away from participating in these sessions?**
* I am becoming more comfortable navigating Teachpoint.
* I have a better understanding of how to use the Tpoint progam.
* Teachpoint session helped me understand how to navigate standard 4; gave me insight into how to collect data better.
* I am learning to coordinate my evidence with a particular standard. It’s ok to double dip.
* Types and amount of evidence needed.
* I have a better sense of what I need to do for eval process.
* How to go on tpoint and what I need/can use to meet my goals.
* The process of gathering evidence with a goal-oriented perspective.
* Familiarity in Tpoint.
* Thoughts and ideas that were shared by others.
* Navigating Tpoint; how to collect data to meet standards and improve my ability to meet my goal.
* Helped with collecting evidence and comfort level
* I really have all the evidence I need to assemble my binder
* I enjoyed the interaction between the schools.
* Observing my evaluations insights on teachpoint will help me adjust and improve my teaching.
* I can put together an outstanding eval binder.
* How to upload evidence and supporting documents.
* I have a better understanding of what I can use for evidence and what I should be implementing.
* Various forms of evidence/how to provide evidence.
* Get to knowledge from the people we work.
* Great to have our staff teaching us.
* How to attain proficient with Standard III and navigate through Teach point
* Using Teachpoint
1. **What questions remain for you?**
* I’ll need time to apply what I’ve learned before I can see what I need.
* Am I doing my best to align the standards to my instructional practices? Am I able to cover all aspects?
* Are we going to get a menu like this for future PD?
* How to upload Tpoint?
* Is it acceptable to change goals mid-cycle?
* Is admin getting the same info?
* How to scan at QH and upload files and how to organize electronic binder and is my evidence appropriate?
* Do we need a summative write up at the end of our cycle?
* How do I identify the crossover evidence that satisfies more than 1 standard?
* Could we have monthly ‘check-in’ meetings with our teacher evaluators?
* Could there be a make-up week for all sessions next time?
* Can we get the standards for student support uploaded so we can tag attachments?
* Feedback and communication with Admin
* When is the teacher binder due?
1. **What recommendations could you make to provide continued support with the educator evaluation system?**
* After I process all the info. I’ll have a better idea as to what I need.
* I am sure as I begin to add artifacts to teachpoint more questions will arise. It would be helpful to have a set day weekly where staff can go to an “expert” for advice and support if needed.
* Continue trainings and perhaps have a day to compare artifacts.
* I would like to view a completed binder to help learn how to actually create it appropriately. I need a visual.
* More structured relationship between evaluator and teacher.
* Possible team time to discuss data collection.
* Love the option to use tpoint OR do a binder.
* I’m looking for more regularly occurring walk-throughs and observations.
* How to scan in materials and how to best organize and store them.
* An uploading session/bring your evidence.
* I would like to encourage Administration to continue the present course it has embarked upon.
* Brief recaps/questions/advice/tips at every monthly extended day
* Support through year – evaluators on same page.