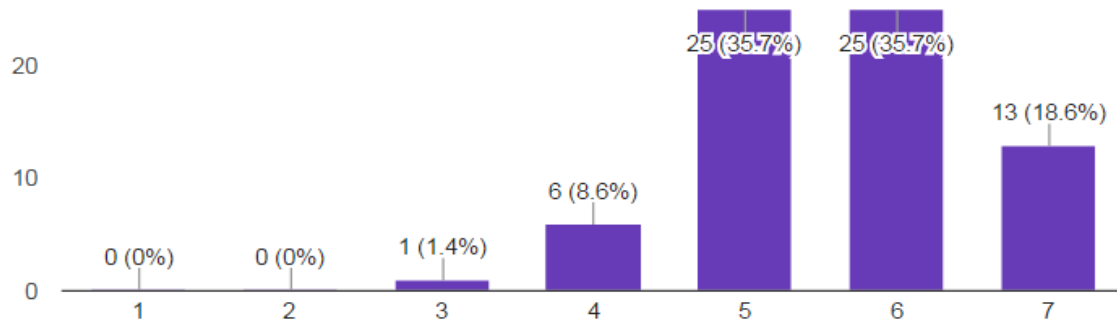


Table of Contents

Page 2	To what extent do you feel the goals/objectives for this course/workshop were accomplished?
Page 3	How would you rate the overall effectiveness of the instructor for Session 1 (Opening Session)--preparation, style, methods, rapport--for this course/workshop?
Page 4	How would you rate the overall effectiveness of the instructor(s) for Session 2 (MS / Calculator)--preparation, style, methods, rapport--for this course/workshop?
Page 5	How would you rate the overall effectiveness of the instructor(s) for Session 2 (MS / Calculator)--preparation, style, methods, rapport--for this course/workshop?
Page 6	How would you rate the overall effectiveness of the instructor for Session 3--preparation, style, methods, rapport--for this course/workshop?
Pages 7-8	What suggestions do you have for improving this course/workshop?
Page 9	In retrospect, would you still choose to attend this course/workshop?
Page 10	What, if any, suggestions do you have for additional courses/workshops which might be organized in the future?
Page 11	Other Comments?

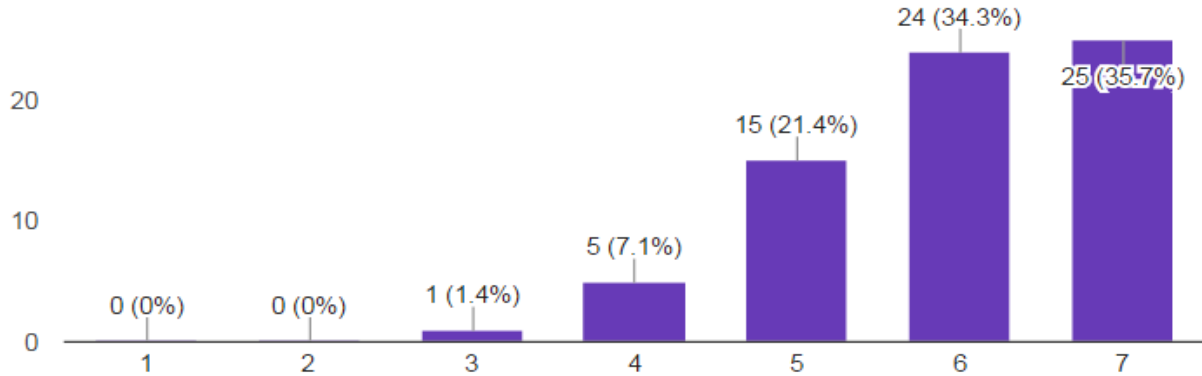
To what extent do you feel the goals/objectives for this course/workshop were accomplished?



Comments:

It was nice to speak with other grade level math teachers.	Good info was given for me to share with my fellow teachers to prepare for testing.	We did get to see other math teachers. It would be nice to get to talk with them more. The information about testing was somewhat helpful.
Hard to direct and address individual needs of large group.	Too many off topics	Too much going on
Would have liked more time to collaborate and plan with other schools.	Good content and valuable to get together as math teachers. This is just the beginning.	Love the calculator intro!
N/a	I feel we were given very information that is needed for the test.	Positive and supportive
Beneficial to network with other schools	Very useful	EOC group would like to have calculator training as well.
<p>I understand the need for technology and for the students to be proficient in the use of graphing calculators. The issues are (1) MANY students cannot afford to PURCHASE their own graphing calculators and (2) Caddo Parish Schools cannot and will not provide graphing calculators to EVERY student for every required major test (upon which School Performance Scores are based.) Teacher training with the calculators is such a GREAT idea -- but we need to train in small groups, with activities that may be course and standard specific. We were given a calculator and a handout but the sermon that was preached by the major presenter did not allow us time to investigate. Many times the way to motivate teachers is to have one major activity that 8th, 9th, 10th,... teachers could use and DO the activity with them.</p>		

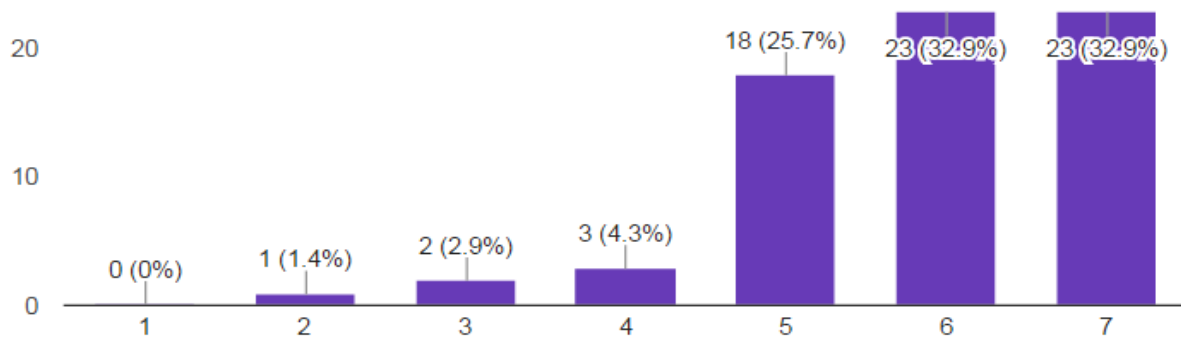
How would you rate the overall effectiveness of the instructor for Session 1 (Opening Session)--preparation, style, methods, rapport--for this course/workshop?



Comments:

N/a	Knowledge about the given information.	It was useful, and would like additional training on the calculators
Very well prepared and knowledgeable	Very effective	Much of the information shared was something I'd already been familiar with
Needed more time to cover everything.	I think a smaller venue or use of a microphone could help. It was hard to hear.	issues with lighting and technology for presentation

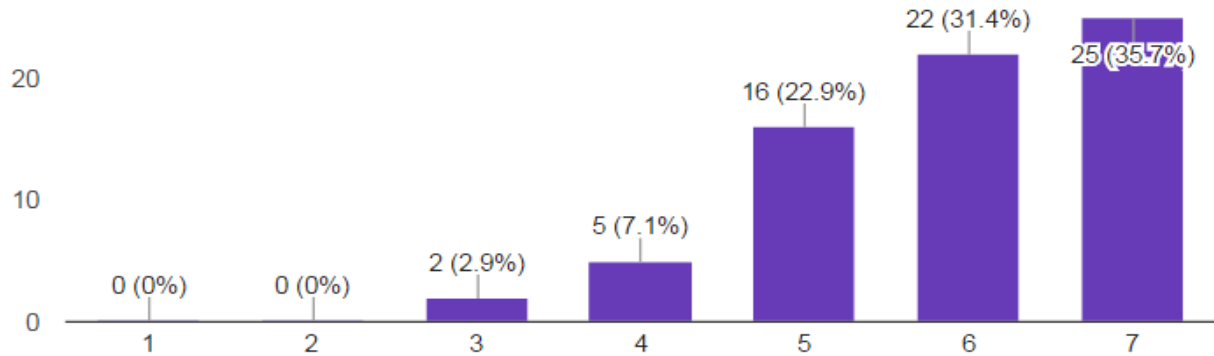
How would you rate the overall effectiveness of the instructor(s) for Session 2 (MS / Calculator)--preparation, style, methods, rapport--for this course/workshop?



Comments:

N/a	Great presentation of the information, and motivational.	Could have shown more examples
Excellent	Easy to hear. Understandable. Fast-paced.	The session was too rushed for me to feel like I really learned anything useful about the TI Inspire
Learned more about the importance of the Rigor document and it's use.	Didn't get much out of calculator session	ran out of time and rushed
Great teaching tool	It would be nice to have more time to actually play around on the calculators.	
One presenter "hogged the mic" and the other was not able to contribute but just a few sentences. It was frustrating to try to follow because the first presenter scrambled from one screen to the next without giving the "students" the time to be successful. To be fair, as I initially stated, the group was TOO big to manage. One option (for next time) is to split the groups and to split the presenters, putting us in two separate classrooms.		
I was in the calculator overview, and it would have been better to just start off with an intro to the actual calculator. It seemed like they jumped right into complicated things, and that's difficult if you have never worked with the Inspire CX before. They could have then segwayed into telling how they use specific things in their classroom.		

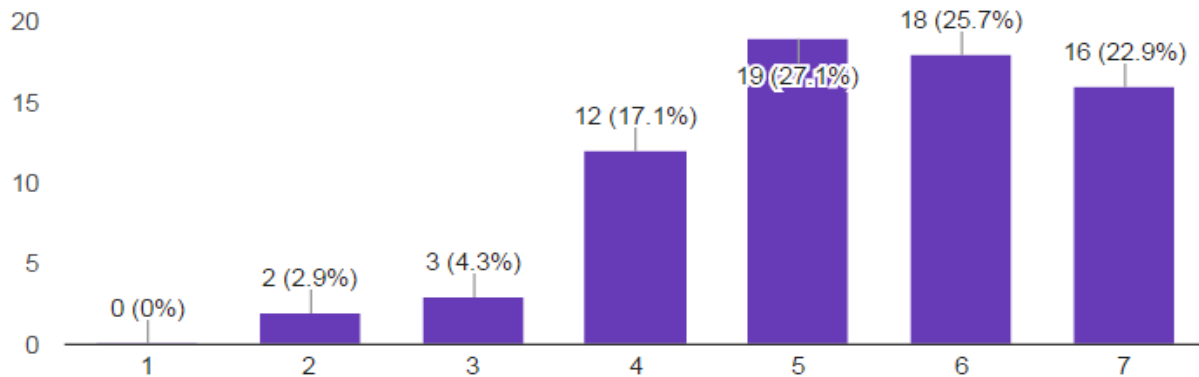
How would you rate the overall effectiveness of the instructor for Session 3--preparation, style, methods, rapport--for this course/workshop?



Comments:

Loved the activity!!	Nice to talk with our peers.	See above comments.
N/a	Great teaching strategy.	I don't understand what Session 3 is because we shortened it.
Wonderfully articulate	Great opportunity for collaboration.	time was a factor ... domino effect ... we ran over in first two sessions
The session was too rushed to be effective. It would have been much more beneficial to do a full 2 hour session with all course-specific teachers grouped together.		

To what extent did this course/workshop provide you with useful ideas which you expect to apply to your own professional/person situation?



Comments:

Remedial scope document for cross grade level standards was helpful	Important info for testing provided.	I like to be reinvigorated. Fun.
More activities	Share as a group.	Much of this material had already been covered at sessions at my school.
N/a	I will use the information in my day to day planning.	I am a PROPONENT of professional development for math teachers.
Worthwhile discussion	The technology-enhanced tools scavenger hunt sounds very beneficial.	Being NON-EOC ... obviously the emphasis is for EOC teachers
Giving us the information that there is a shortage in math teachers helped me to understand why I got moved from algebra 2 to algebra 1.		

What suggestions do you have for improving this course/workshop?

Have a session on RTI.	None at this time	Smaller group
Smaller groups	Please ask everyone to be quiet!	Smaller groups
Computer access for everyone	Need less topics to focus on	Have smaller groups
More activities	Longer second part, shorter first part.	Smaller sessions
Next time, break out by specific course.	Smaller groups to work with content teachers	More time for course-specific discussion and collaboration
Spend more time on eagle	Bigger facility	Hands on activities
Smaller groups	Smaller groups	smaller groups possibly
Smaller break out sessions	Food	more time!
Keep on topic	More time.	This was great for overview
Shorter workshop, more time with grade level cohorts	The workshop was concise and accomplished the objective.	Same as above with the calculator intro
Question samples	Focus more on testing	Time allotment. Location
Test alignment and strategiws.	food/sweets available	Smaller groups and more often
More specific topics per course addressed for EOC	Less rushing, and order amongst the audience	not so far out; more relevant sessions than just 1 option
Dissect the interim scores with other teachers from our district.	Email out a presentation objective befor PD	Using different material than what was on the online PD surveys.
make it all day, and give presenters an hour each, at least	More detail on EOC tests (which I understand doesn't exist right now)	We need sessions like this more often.
More time to discuss ways to overcome teaching particularly difficult skills.	More time? It's tough to choose between sessions when you teach more than one subject.	Maybe have an opportunity to have smaller groups for more conversations.
The sessions were too long. My attention was lost 10-15 minutes before the end of each session.	The workshop was great and time effective. We covered a lot of material.	It would be great if there were not as many teachers in the same workshop.
The 1st session seemed mostly a waste of time. The 2nd and 3rd were valuable and useful.	MORE time for the questionnaires and discussions and we should be forced to mix our groups up.	
I suggest that the workshops are more of a working one in which teachers leave with a toolbox of question types using the documents provided.	Have a session on how to teach the graphing calculator to our students. How to effectively teach content fast when given half a year to teach it in but still being told you have an SLT of 50% as the goal for Good on EOC.	
There was informative information provided but nothing that couldn't be done via email or phone/ video conference	Most content in this could have been distributed via email or Google classroom and the meet could have been more collaborative.	Maybe split up middle school and high school when talking about the different test so that all the focus can be on that specific test not just all of them in general.

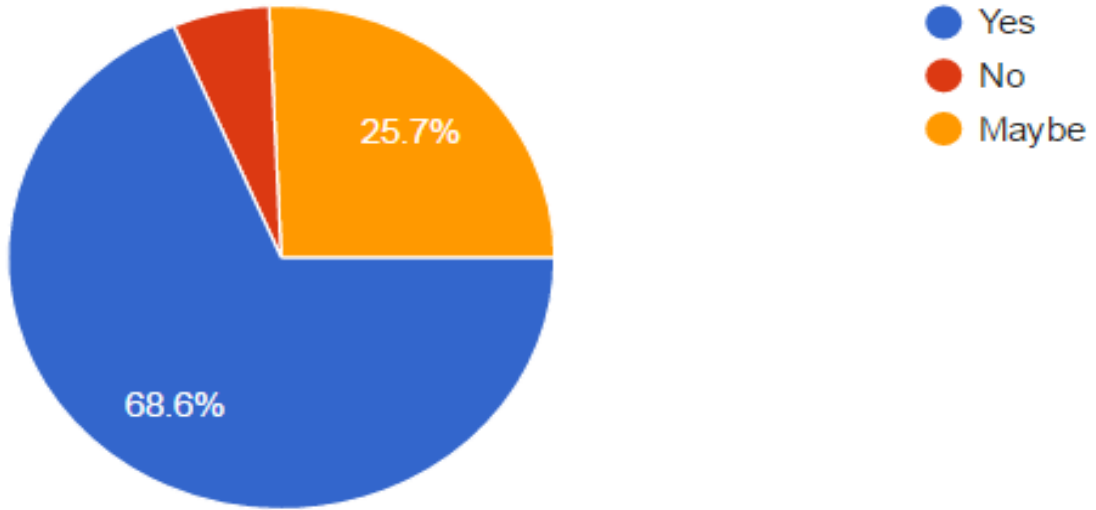
Caddo Winter Math Collaboration Feedback -- 01/17/2017

I thought it was the most worthwhile inservice day I've ever had. Just being with other math teachers across the parish was very helpful. We usually spend our day at our school, attending data analyzation meeting. If I'm not spending my day in he classroom, I'd at least like to spend it in a meaningful way as I did today. Thank you!!

Years ago, a State Department of Education employee came to our school and discussed the major strands that we needed to focus on in preparation for State Testing. One section was Green, another Yellow and the third was Blue. Her information gave us a tangible direction to prepare our students and we had the highest growth that year. Something similar would be a HUGE help to us on the Middle School side.

1. Use small group instruction, with groups of teachers who teach the same courses OR have the same level of expertise in a certain teaching skill that we are trying to reinforce and/or improve. (Example: Algebra I teachers can be trained with a fun activity for Using the Graphing Calculator in a Braking Distance Lab for Linear Regressions;
Example: Beginner Activity for the Graphing Calculator: Making a Box-and-Whisker Plot.
2. Have ONE major purpose for the small groups. For example: Teaching "Mental Math" to help students with timed-testing; or, Teaching Test-Taking Strategies with activities that reinforce the strategies.
3. Have "bridge sessions." Two examples: (1)Before PD Day, determine what skills are lacking in grade 9 math and list them for 8th grade teachers. (2) There's a year-gap between Algebra I and Algebra II. How can Geometry teachers help?

In retrospect, would you still choose to attend this course/workshop?



What, if any, suggestions do you have for additional courses/workshops which might be organized in the future?

Examples of use and assessment	None	Not at this time.
Specific test prep questions	None at this time	None at the moment...
Testing	Schedule By subject	EAGLE 2.0 practice
Illuminate Workshop	COURSE/subject specific workshops	Just need more dialogue like this!
More time to collaborate on each standard.	More focus n time but great as an overview to cover everything	Training with specific math problems to look through relevant to your subject.
N/A	More info on the "conceptual understanding". Also, discussing consistency across non-eoc courses sounds valuable.	I hope the location is more centrally located. Although our campus released the math teachers to travel and have lunch, we are not compensated for travel expenses.

Please be aware of the extra struggles we are facing with the introduction of Google Classroom and Illuminate. Both are "front end" heavy. Also, the last online PD before winter break came to us at a particularly busy time. Please provide a calendar of what and when you will be sending these opportunities. The spring semester is FILLED with testing, testing, testing and teachers are displaced for hours and hours, with little/no time to complete online PD.

Other comments?

N/A	None	Thanks for the info.
Great job!	GREAT JOB ROGER	
Would have been more beneficial to just have at least a half day to plan!!	The audience never seemed engaged. There was a lot of distracting talking	
I am PUMPED that you are heading up this GREAT effort for professional development for math teachers. Some may think that they don't need it, but I need it and want it -- so my students can benefit from my enthusiasm.		
The first four PD online classes ... the teachers who completed the courses, on time should be in the drawing for the prize. To now let teachers complete the lessons and be eligible for the prize takes away from the persons who are timely in deadlines. The decline in the numbers as the course went on ... hope this trend is not reflective of preparedness for the spring semester and end of year. Of course, it would help to have the data to complete the 3rd and 4th lessons ... and how is a campus left out of the loop? Certainly doesn't warrant penalties for noncompliance ...		