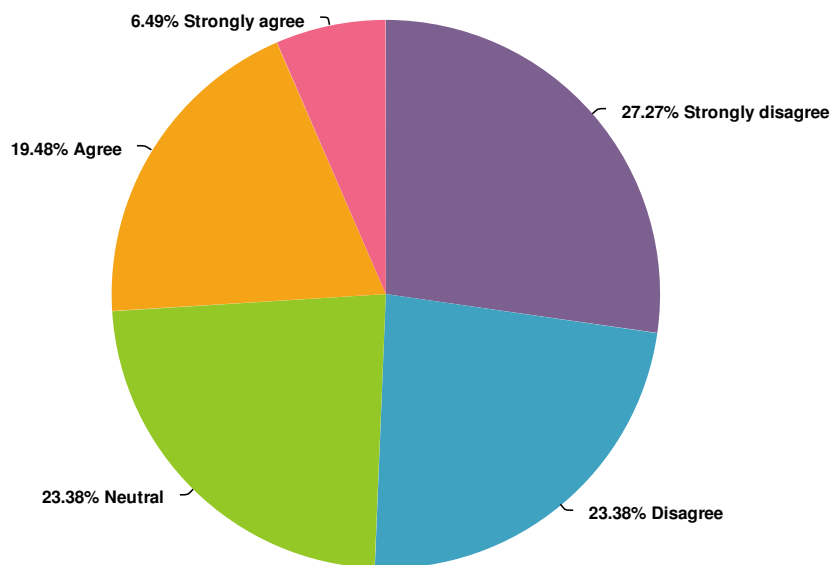


# Report for October 2016 In-service Evaluation & Post Assessment

## 1. Response Counts

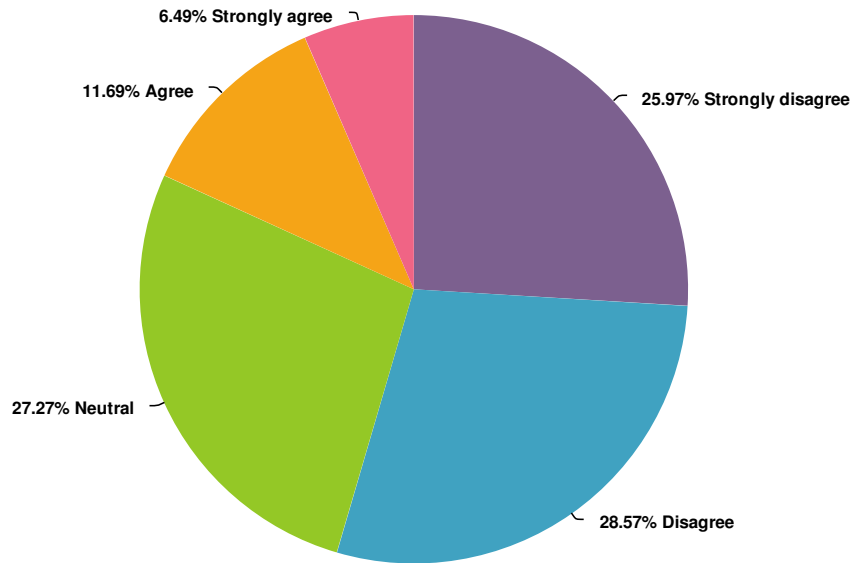


2. This in-service deepened my understanding of key language and concepts relating to instructional assessment.



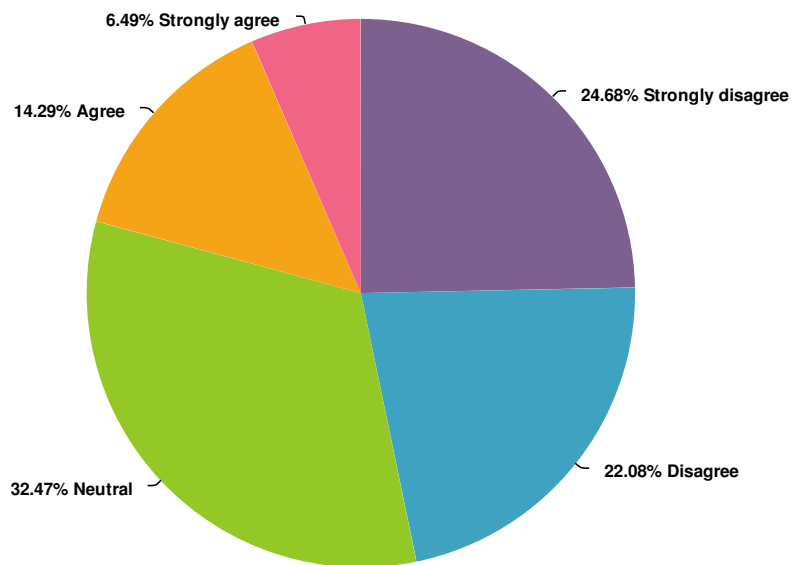
Value	Percent	Count
Strongly disagree	27.3%	21
Disagree	23.4%	18
Neutral	23.4%	18
Agree	19.5%	15
Strongly agree	6.5%	5
<b>Total</b>		<b>77</b>






3. This in-service enhanced my repertoire of formative assessment practices.



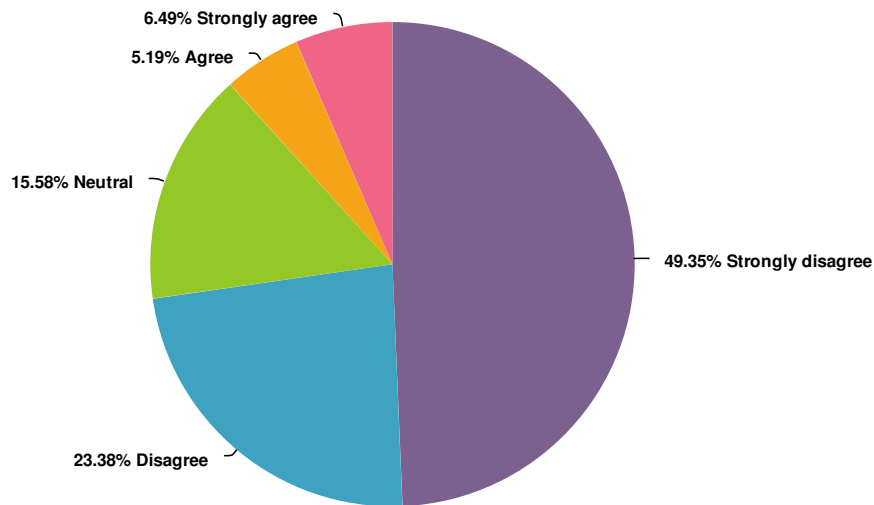
Value	Percent	Count
Strongly disagree	26.0%	20
Disagree	28.6%	22
Neutral	27.3%	21
Agree	11.7%	9
Strongly agree	6.5%	5
Total		77






4. This in-service developed my ability to engage in data driven dialogue.



Value	Percent		Count
Strongly disagree	24.7%		19
Disagree	22.1%		17
Neutral	32.5%		25
Agree	14.3%		11
Strongly agree	6.5%		5
<b>Total</b>			<b>77</b>

5. Overall, I found this in-service worthwhile.



Value	Percent		Count
Strongly disagree	49.4%		38
Disagree	23.4%		18
Neutral	15.6%		12
Agree	5.2%		4
Strongly agree	6.5%		5
<b>Total</b>			<b>77</b>

6. In the area of classroom assessment, what would you like to (a) know more about and/or (b) work with colleagues to implement?

discuss **examples** actual **specific**

# formative assessments

Count	Response
1	All of the terms that we did not discuss, as per the preassessment questionnaire.
1	Askeveryone to share their top 5 favorite types of formative assessment and when they find each type most helpful.
1	Collaboration- best practices.
1	Creative ways to give quick and valuable feedback without a ton of prep time - some best practices, perhaps involving tech.
1	Differentiated assessments
1	Everything that we had responded to in our original survey, that was never covered!
1	Exchanging actual assessments, developing rubrics, practicing student examples, standards-based grading
1	Find specific ways and examples that we can use data with counselors. This could be an informative training if all counselors were together, or if we could collaborate with counselors at other schools.
1	Formative Assessments...which didn't happen at the PD day.
1	How can we better utilize Canvas to collect the data for our data driven dialogue?
1	How to diversify non-verbal informal assessment (e.g. technology, exit tickets, etc).
1	I feel confident in this area.
1	I find the topic of assessment, both formative and summative, to be fascinating and important. However, the in-service was undercut by the fact that the teacher did not appear to be engaging in the process of formative assessment - checking in with her class (us) and modifying the curriculum as needed. As a result, it felt disengaged and "lecture-heavy" for want of a better term. This made the overall experience less than positive and might have turned people off of what is excellent educational practice.
1	I honestly don't feel like my understanding of assessment was enhanced at all.
1	I liked the different methods of collecting/analyzing data when grading. I wish we had talked more about that.
1	I think we really just need more time to work with colleagues in our levels to develop/share assessments.
1	I want to learn about actual best practices around formative assessment for my particular discipline, with examples
1	I would like time to identify 1 or 2 major types of assessments we use regularly in my dept and actually create assessment tools like sample papers, common rubrics, common language to teach and therefore use in assessment, both formative and summative. Having some real feedback from admin about where and how I use assessment would be helpful.
1	I would like to know more about how my colleagues formatively assess in their classes.
1	I would like to share more specific data and results about assessment work.
1	I would like to work with my colleagues on assessments specific to my classes and implement them asap
1	I'd like to work cross curricularly with colleagues to see how tests can be written in different formats to gather more useful data to better drive instruction
1	It would have been great to have tie to work together in levels on level-wide summative assessments.
1	Late work and the benefits or lack thereof. Retakes and the academic benefit.
1	Learn from them examples of how they do assessments.

Count	Response
1	Level work would be most effective, not "whole faculty and staff" work
1	Quick sort language regarding subject specific standards give time to grade assessments together and plan next steps
1	Technological tools that can be used for formative assessments.
1	The terms don't matter. Instead, strategies to work with colleagues on how to create shared formative and summative assessments DO matter. Strategies to talk carefully and thoughtfully and vulnerably about our data--being honest about sharing both our strengths and our gaps--DO matter.
1	This is a difficult question to answer. I would need to know more about what others were doing that was working, and then see how I could apply those things to my work.
1	Using data to influence decisions
1	When talking about assessment, don't tell me about it, show it to me. It would have been more beneficial to have seen a thread running through this PD but when you start with demographics, that has nothing to do with assessment, unless it does, and then you veer towards summative and formative when 75% of the room knows what that means and has studied it. What was that inservice even about? Therefore, I'd like to know from the PD department what the purpose and objective of that inservice was and if it was just to teach about formative and summative, you could've done that in about 1 hour and then let us go work together to talk about our assessments and how they are used. Make me use my assessments and give rationale to them and study with others whether they match my objectives and stated outcomes. That was a WASTE of time. And if that was a lesson in "Skillfull" teaching, then good lord, please never send me to that conference.
1	Worthwhile conversation about assessment with colleagues can take place without a day like this.
1	a) I'd like to know how to turn qualitative information into quantitative data. b) I'd like to learn how to use design thinking practices to even learn how to collaborate.
1	a. there were a lot of terms in the original email that I still do not know. I would have liked to learn about more of those. b. I wish I had more chances to hear about formative assessments - we did not have enough time to meet with multiple people and to discuss for long enough to get some good sharing. Also, it would have been great to discuss those articles that you sent out.

7. Please include any additional comments about the in-service.



Count	Response
1	1) A number of people were very late arriving for the Ministry Morning part of the program. Did you take attendance for the Inservice portion??? 2) I think it would have been more helpful to have the table participants arranged ahead of time and the roles already assigned. I found all the housekeeping details to be very distracting.
1	1. I felt that we spend too long: a. distinguishing between formative and summative assessment b. practicing working with demographic data. 2. Wished we'd spent more time on the later topics. thanks.
1	An interminable and seemingly pointless morning session (predict our enrollment?) and an equally frustrating and overly long afternoon with faculty having so much else to do that mattered. Not a well-spent day!
1	As someone who is not a classroom teacher, I found it difficult to apply the concepts to my work. I am not in a position in which I need to use student assessments.

**Count    Response**

1	Besides the fact that the content was extremely basic and I assume the entire room already knew about the difference between formative and summative assessment, to have us sit there for six hours listening to this presenter was both extremely boring and a waste of our time. We have midterm tests to grade and college letters of recommendation to write. This inservice should be rescheduled to the week PRIOR to school starting so we can implement strategies rather than hold it at a point of the year that we are all tired both mentally and physically. We need an ACTUAL quarter break.
1	Breakfast was amazing! Thank you!
1	Counselors should have another in-service to see how to use data driven assessments to create better programs for students.
1	Did not like her presentation style. I felt we were being talked to like we were 3rd graders. Wanted to work with actual data...early steps were obvious and slow.
1	Don't waste our time. We have a lot to do. Be short and sweet and efficient. 2 hours and then let us go. You don't need to fill every empty space with air, sometimes you just have to let people breathe. The first part was great --but even he, talked too much. Again, you cannot talk at us ALL day. Haven't we learned something by now about education. I am sorry this is so cruel, but that was God-Awful.
1	Felt disorganized, and unclear. It also didn't cover what I thought it would.
1	For a different audience, I could see this workshop being very worthwhile and productive but it didn't seem to be the right fit for our community. For the classroom teachers, it was at too foundational a level for their expertise and for those not in the classroom, it had little relevance. But thank you for bringing us a very respected voice on the topic.
1	Given that our faculty can be a tough crowd, it never really felt like the presenter had the pulse of the room.
1	Hard to keep us engaged with the way opening activity set up lost me from the beginning - give us some nuggets and let us work then perhaps bring us back later - too much in one room
1	Having student work to collect data on and discuss would have been helpful. Inter-departmental seating was enjoyable because I was exposed to other practices at SI. We were provided a lot of the "what" and not enough practice or exposure to the "how"
1	I felt that this in-service was ineffective, and the information presented was outdated. I think the timing is also problematic; it is hard to take an entire day for PD just after we've given midterms and have grading deadlines.
1	I just know that is not what you had hoped for from the day. It was not the type of info that we need. Most of us are master teachers who do not need that type of info - we need the next level of instruction, how to teach across the curriculum and build assessments which gather functional easily implementable data to drive instruction.
1	I know you worked hard on this training--this is not a criticism of you. However, this trainer offended me. She was a poor teacher teaching good teachers poorly. She didn't follow her own strategies she presented. She focused so much on jargon and not at all on skill-building. We may have left knowing new words, but we didn't leave knowing how to do new things.
1	I really was disappointed. I tried to fully engage but honestly after I took the pre-workshop survey, I looked up all the unfamiliar terms. I read several articles about assessment from ASCD. I was looking forward to reinvestigate best practices and put into words what I feel like I do intuitively. This kind of focus is excellent every few years for experienced teachers. It gives us the chance to explain and show others how we think and to learn from each other. Instead, I sat through a workshop where the teacher told us do exactly as she doesn't do... when she showed us the data for what we know? She only covered what she found out that we already knew or felt really comfortable with--not any of the more interesting or new topics. I would love for us to be able to justify the assignments we use and anchor them to demonstrated and working learning outcomes. I would like us to rethink how we give multiple choice and challenge ourselves to demand more intellectually rather than quant
1	I think if you would have continued with the data and continued to do a Q and A it would have been more helpful to know where we are as a community. Seeing how the data is now about 2 years old, you might have to see how the community has changed since then. Might do a comparison with the new teacher staff vs the old
1	I think the presenter started at too basic a level.
1	I think the topic of the in-service was valuable, however I did not find the presentation engaging. Generally speaking I find it challenging to remain focused on direct lecture teaching for more than 2 hours.
1	I was looking forward to this inservice and ended up disappointed. The ideas and concepts that seemed intriguing in the beginning fell flat by the afternoon. The research presented from RBT felt antiquated - a lot of it might have been relevant 10-15 years ago, but seems to be out of line with the general movements in education.
1	I wish we spent more time on seeing examples of their assessments.
1	I'm sorry - that just didn't work. Like all RBT courses I've experienced, they over plan, hand out way too many materials, and then get to 1/4 of them. Information and materials overload with few practical implementations. Wrong date/venue for so much sitting and listening.

**Count Response**

1	Important subject, but good teachers already practice. Material could have been given in a one hour free period meeting. Same with the presentation on social media. Most of the folks at my table were checking email or tending to other affairs. Do we have a problem? If so, deal with those teachers personally. I have always found smaller 45 -55 minute meetings far more helpful in professional development.
1	It felt like a disorganized six hour lecture on content most teachers at SI have already mastered. There was no relationship to data at all. I want to say something positive, but I didn't see it.
1	It was clear that the presenter did not get accurate information about either the audience or the goals of the day. She did not read the audience well. As a busy classroom teacher, I think this inservice may have been the worst waste of my time ever inflicted on me by PD.
1	It was painful, sorry.
1	It was really hard to sit through that presentation without a whole lot of break outs. We started with some data about SI and I wish we had worked more on that data and discussed why we even looked at that to begin with - it was not clear to me why we even did that other than to talk about how to talk about data... It was also really hard to want to pay attention when a lot of faculty were openly on their computers doing work - it is also very hard to be there and sit through that when other faculty members were absent entirely.
1	It went about 90 minutes too long, and the presentation seemed like it would have been better for a smaller group in a smaller setting. A lot was lost due to the crowd size and venue size. I felt bad for the presenter-- she seemed good and knowledgeable, but it was hard to stay on point given the size, length of time and venue.
1	Learning how to analyze data was important. However, the formative assessment practices were not new to me. Also, the staff next to me who don't teach didn't seem to take much out of the afternoon session.
1	Mary Anne was not a very effective speaker.
1	Once it was clear this was not going well, you should have pivoted and either given us time to grade OR time to meet in levels/departments. There could have been a graceful way to read the room and still use Mary- perhaps she could have popped into departments and given feedback or answered questions. I don't understand the decision to watch a runaway train. The best part of the day was the 20 minutes we got to discuss SI demographics with our table--we need more time to actually talk to one another about what really matters. The PD day felt like a beginner's seminar in teaching. I am usually very supportive of PD efforts, but this was a real miss. I am afraid it set us back on openness to data analysis. Also, I feel like Jen GS could have done a much better job- why do we pay someone what our in-house folks can do?
1	One of our worst in-services ever. It might be time to reconsider our relationship with--and over-reliance on--RBT. While there was some good material, but the presenter clearly did not know her audience and seemed to be delivering a pre-made and outdated package.
1	Paul, I thought the information could have been delivered in a fraction of the time. The inservice was way too long given the subject. Also, I did not think the presenter read her audience well. She failed to answer excellent questions (noted above) and spent too much time on the obvious. Also, her directions were confusing which is surprising given her position. Perhaps it was an off day.
1	Probably not the best time of year to have a professional development day with midterms to correct and college recommendations to write.
1	Questions were never addressed and in general I felt disappointed.
1	Sometimes we try to overload professional dev days. It would be great to have a speaker while we eat the delicious breakfast then break out to grade our midterms. Teachers were out of steam after the 6.5 hrs and very difficult to have any focus to get work done after. Then come Monday teachers are scrambling to grade and tie up loose end before the grading deadline. The speaker's presentation was outdated and not up to par with where we are and are going as SI teachers.
1	Thank you for organizing Paul
1	The best part of the in-service was sharing best practices with people outside my department. More opportunities for sharing with colleagues in the future would help.
1	The day dragged on! Mary Anne is a wonderful presenter but we should have just had a few hours to learn about pre-assessments and then had the rest of the day for department meetings. I learned the most from chatting with colleagues, not from slides.
1	The in-service seemed to be disjointed - the idea of data driven dialogue and assessment never really tied together. In addition, the use of the demographic data at the beginning derailed the overall conversation about data. By using data from the school about race/ethnicity, people focused on the specifics of that data and how it made them "feel" rather than actually looking at how to use data to engage in a dialogue. If we had data about another school, or about a less sensitive issue, it would have been more helpful in terms of how to look at and analyze data.
1	The in-service was at a level for beginning teachers. The material was old and disorganized. The delivery was monotone and exactly what NOT to do when teaching. Not time well spent.
1	The instructor of this inservice seemed unprepared and unpracticed. It got off to a bad start and once people checked out, it snowballed. Too many handouts, moving parts and confusion. Probably the most boring inservice I've ever sat through, and been through a doozy or two
1	The irony was so thick: here we all had hours and hours of grading ahead of us, while we sat there listening to words that were of no help at all.

**Count    Response**

1	The presentation was aimed at college students who are studying education as a major. The vast majority of us have much experience in the classroom and have attended the Skillful Teacher course. Thursday's in-service provided nothing new and compelling. I feel that we should move the Fall Inservice to perhaps before school starts and then offer the Faculty a four-day weekend to correct, do grades, prepare for 2nd qt.
1	The presenter could have done a better job gaging the energy of the audience by taking breaks and moving on when necessary. Everything that was said about an hour before lunch went out the window.
1	This day could have been much more productive and it was disappointing to have to sit through.
1	This in-service was challenging. I would have benefitted from meeting with my partners more often (i.e. moving, standing, not sitting). For the most part, I was already clear on formative vs. summative assessment, so the workshop was not particularly helpful for me.
1	Very informative on differentiating summative and formative assessments, but feel I could have gained the same understanding from a condensed version and then perhaps had time to work with my department on specifics.
1	Way too many hours listening to a lecture. I found it ironic that the presenter never actually did any formative assessment to check our understanding. I learned a couple interesting things but I think I could have learned those in an hour.
1	We seemed to be practicing the same concept over and over - it was too slow and not hand-on enough.
1	Where's the accountability? At least a third of the faculty were gone after lunch. I found the inservice very slow and not progressive. Unfortunately much of it felt like a waste of time. Sorry
1	not engaging for all staff... can even split group into faculty & staff... this was for faculty only... the sessions with options for speakers, etc. are always my favorite. this had us sitting for a very long period of time without too many options.

8. Please rate your current level of understanding of each of these terms as they are associated with assessment and data using this scale: Not familiar with the word as it is associated with assessment and data. Have seen it or heard the word; not quite sure how it is defined or applied. Know something about it; can relate it to a situation. Know it well; can explain it and use it.