

PROFESSIONAL DEVELOPMENT FEEDBACK SUMMARY

Percentage by elementary, secondary and entire district on front loading Professional Development Days!

Score	Elementary	Percentage Ele	High School	Percentage High	Total	Percent
1	6	13.95%	0	0.00%	6	7.23%
2	8	18.60%	0	0.00%	8	9.64%
3	12	27.91%	2	5.00%	14	16.87%
4	10	23.26%	11	27.50%	21	25.30%
5	7	16.28%	27	67.50%	34	40.96%
Total	43		40		83	

Total number of staff rating the work as a 4 or 5 were 55 out of 83 (66.3%).

ELEMENTARY THEMES

Our professional development feedback and reflection will guide what we do in the future. Overall, the strengths met or exceeded staff expectations as the training included time spent in a hands on experiential practice and training. Remarks and reflections in the post survey included positive feedback relating that this was “a great way to start the year.” Others remarked it was valuable to have conversations as a staff on big items like writing and grading.” Finally, others enjoyed the “balance between training and classroom time.”

Challenges from staff remarks and reflections in the post survey included having even greater time to continue to collaborate, “talk and explore” what we know and understand. Staff are diverse in skill level and some staff come to the training with a variety of experiences with tools and training. Specifically, staff stated they would like additional “days throughout the year to reflect on taking what was learned” into their own classrooms. The training held theory, perhaps more related to reading than broader content. Staff seek even greater practice with more content areas and login access during training.



ELEMENTARY

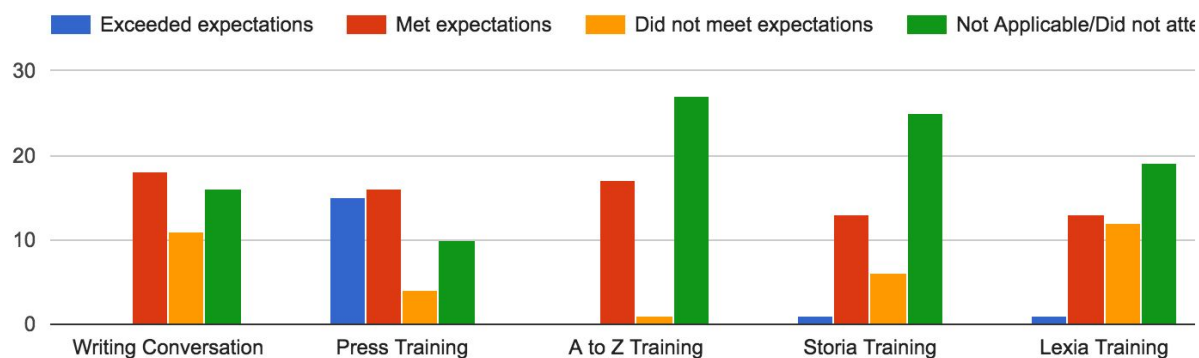
What was valuable/would like to see more of?

- Lots of great comments about Press Training
 - Practicing interventions
- Top 20 Training: very motivating
 - Great way to start the year off
 - Appreciative that a social/emotional training was included
 - Positive attitude training is so valuable
- Trainings touched a lot of different areas
- Valuable to have conversations as a staff on big items, like writing and grading
- Nice balance between trainings and classroom time
- More “play” time within the learning tools. (Lexia, Stora, Spelling City, ex.) during trainings to have support when questions come up
- More team time to talk through and explore during each of the trainings. Helps digest and helps implement new ideas
- Days throughout the year to reflect on taking what was learned into the classroom

What did not work/would like to see change?

- Need more time to collaborate with colleagues to explore how/when to implement the new ideas and strategies
- More practical, useful information rather than theory
- Needed more time to process all the information
- Left feeling very overwhelmed
- Most trainings were Web based
- Maybe a few more hands on/ “learn by doing”
- More trainings around other subjects (very reading heavy?)
- Lexia & Spelling City
 - Unorganized
 - Being able to login and be more hands on with the tools
- More follow up on the writing conversation

Quality of Professional Development Provided



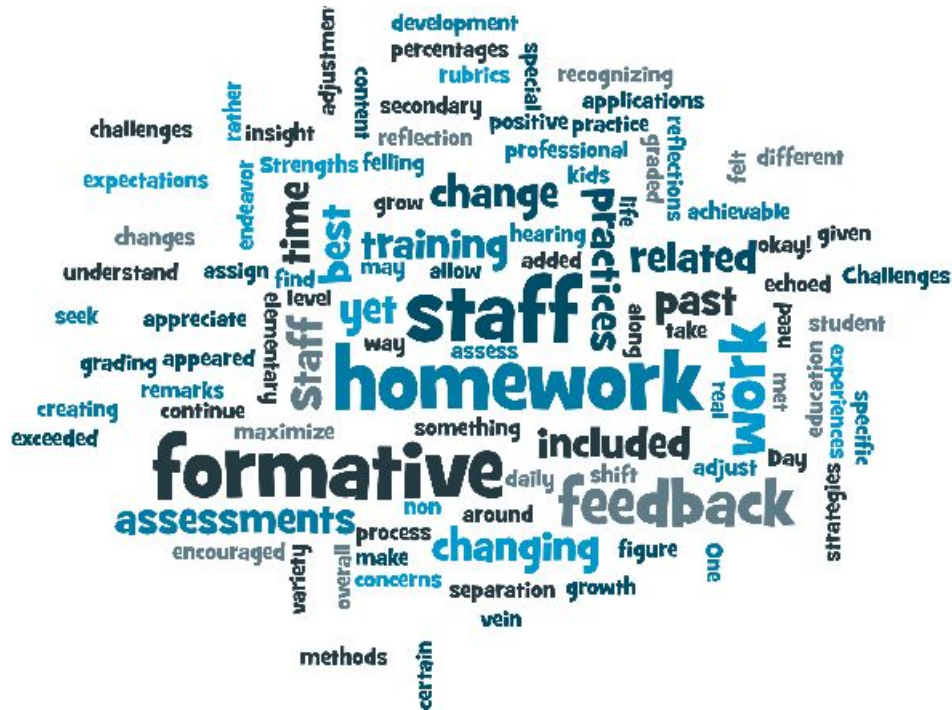


SECONDARY THEMES

Our professional development feedback and reflection echoed elementary feedback in feeling they positive in overall feedback. Strengths of the training at the secondary level met or exceeded staff expectations as the training included time to “continue to do what is best for kids.” Staff felt encouraged and that the endeavor would be “achievable” while not having to “figure out Day 1” but rather allow grading to be “something we will work at, adjust and grow.”

Challenges from staff included remarks and reflections related to changing past practices of percentages and formative content. A variety of concerns related to what staff may have yet to understand. One specific theme appeared around change and the adjustment to creating non-graded work and/or changing homework practices. Staff were given insight on how to shift from homework being formative in the past and in this vein would need to find “different strategies for formative assessments and change how [they] assign and assess daily homework.separation of homework from formative work.”

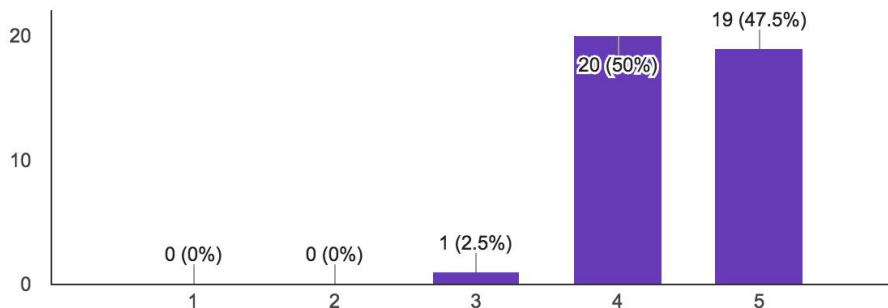
They seek added rubrics, applications to special education and methods to make certain “assessments are best practice to maximize student growth.” Again, this process will take time yet staff appreciate hearing of the real-life experiences while recognizing that there will be “challenges and changes along the way and that’s okay!”



Andy Fields Presentation (Grading for Learning):

On scale of 1-5 how would you rate the quality of Andy Fields Presentation?
(1 being low 5 being high)

(40 responses)



How did this presentation positively impact your practice?

- Quality in the assessments and aligning them to standards
- Encouraging to hear about the process and how their school got to where they are today!
 - Staff buy in
 - Long process but it does work!

- Not everything has to be figured out Day 1, this will be something we will work at, adjust and grow was great to hear
- Continuing to always do what's best for the kids
- Grading system guidelines
- He made everything seem achievable!
- A clear vision of the changes we are enacting
- Provided a great baseline for discussion and collaborative learning and made everything seem achievable!

What about Andy's presentation challenged your practice?

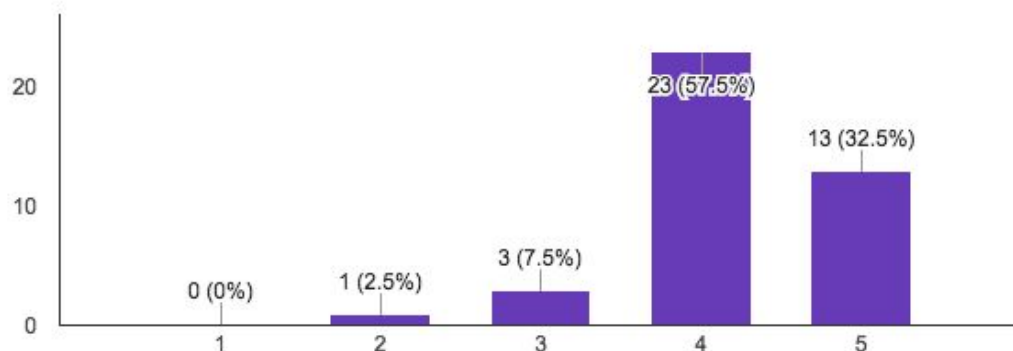
- Overwhelming that this will take years to perfect
- The unknown
- Giving out no Zero's
 - Time for students to retake summative assessments
 - Letting students turn in late work whenever they want
- How do we do formative and summative with sped?
- Grading scale of 90, 80, 70, 60
- Finding different strategies for formative assessments and change how i assign and assess daily homework.
- Lack of accountability
- The separation of homework from formative work

Based on the presentation, what is one area you need support?

- TIME!
- Alignment (grades, expectations, deadlines, etc.) across departments or the entire staff
- Training and resources
- Common grading scale for entire school
- Aligning rubrics to standards and organization of the grade book
- Developing great assessments
- Seeing specific models
- Feedback
- Support from admin as these changes are being made help with students and parents through process

On scale of 1-5 how would you rate the quality of "15 Fixes" conversation? (1 being low 5 being high)

(40 responses)



How did the "15 fixes" positively impact your practice?

- Not to use the same old methods

- More confident in what my grading practice should look like
- Organizing my grades into standards instead of full assignments
- To re-think maybe what you've always done or what you were planning on doing and making sure it always goes back to learning
- Made you really think about what you do and why you do it
- How to grade for learning and making it all about learning!
- Allowed for great discussions per department

How did the "15 fixes" challenge your practice?

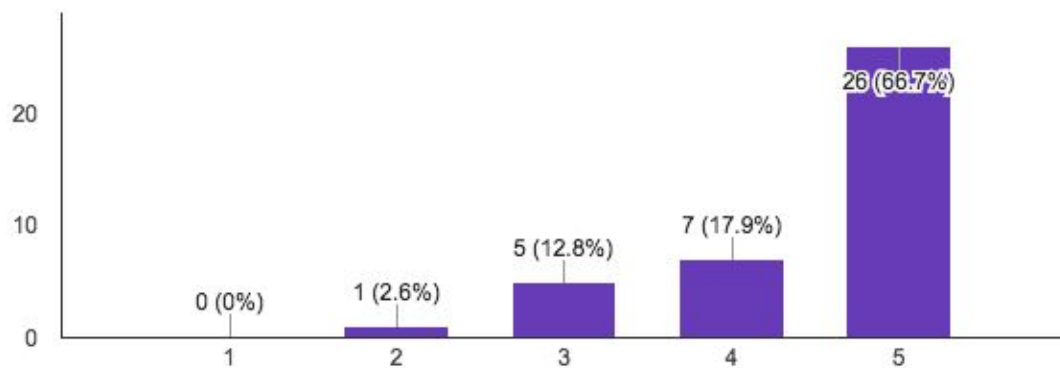
- No zeros and no deadlines
- No consequence for academic dishonesty
- Quality assessments
- A lack of definite commitment

Based on the "15 fixes" where do you need support?

- Managing time to ensure students achieve
- Time
- Examples
- Administrative follow through
- Gradebook
- Classroom delivery
- Making sure assessments are best practice to maximize student growth

On scale of 1-5 how would you rate the quality of the content area (practitioner) conversation? (1 being low 5 being high)

(39 responses)



How did the practitioner conversation impact your practice?

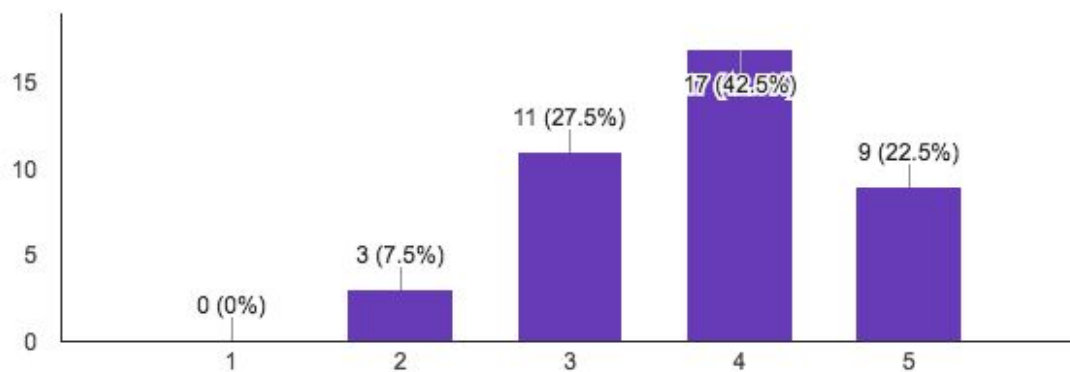
- Knowing that in their school people are in different levels on this but still moving toward a better grading system
- Again, this process will take time
- Real-life experiences
 - that there will be challenges and changes along the way and that's okay!
- Examples, examples, examples!!
 - assessments, gradebooks, etc
- Allowed great conversations to happen!

What did it challenge in your practice?

- Understanding a timeline
- The unknown
- The amount of time and expertise in order to implement a lot of the changes
- If some teachers/departments do not 'buy in' then it could be very frustrating and purposeless
- How to put into practice in certain areas

How would you rate your comfort level (based on your skills) in moving toward a grading for learning focus? (1 being low 5 being high)

(40 responses)



What is your interest level in moving toward a grading for learning focus? (1 being low 5 being high)

(40 responses)

