

NWO/COSMOS Inquiry Series EVALUATION FORM
Owens Community College, October 18, 2007

In order to plan better for future NWO/COSMOS activities, we would be grateful to receive your comments on the NWO/COSMOS event. Kindly complete this short questionnaire to share your views with us.

After you submit your responses, you will be sent to a screen that will ask for your name and email address to enter you into the drawing for a DOOR PRIZE! Your responses will not be linked to your name, but you must fill in this information in order to enter the drawing.

You can also request a CEU certificate after submitting your responses.

1. In what capacity did you attend this meeting? Check all appropriate categories.

Undergraduate Student [pK-3 Education Major | 4-9 Education | 7-12 Education | Other]

M.A.T. Graduate Student [Physics | Mathematics | Biology | Interdisciplinary MAT]

Higher Education Faculty/Instructor

Higher Education Instructor

NWO TEAMS

COSMOS DREAMS

Other Professional Organization (please define):

Teacher [Science | Mathematics | Both]

Other (please define):

2. What did you attend?

Keynote presentation (Student Motivation Through Inquiry)

Environmental Series (Project Wet)

NWO TEAMS

Modeling Action Group

Zoo/COSI Action Group

Online Keynote Presentation

3. If you are a K-12 teacher, please indicate:

Number of years in service:

Grade level(s) you teach:

Content area(s) you teach:

4. What was your objective in attending this workshop?

5. What did you actually get out of this workshop?

6. In what ways do you think your exposure to this workshop will impact on your work?

7. What professional development activities would you like NWO/COSMOS to host in the future to assist you in your work?

8. Please use the scale below to complete the following ratings (1 = Poor; 2 = Below Ave.; 3 = Average; 4 = Good; 5 = Excellent):

Overall Workshop

(a) The organization of content/ activities was:

(b) The quality of the presentations was:

(c) The materials, handouts and visual aids were:

(d) I rate this workshop as:

9. Other comments regarding NWO/COSMOS and/or this event:

THANK YOU!!!

We really appreciate your help with improving NWO/COSMOS and aiding us in providing quality resources for the educational community.

In order to further our efforts it may be useful for us to contact you for a follow up interview. If you are willing to be interviewed please provide your name and contact information below.

Name:

E-mail:

Phone:

NWO Center Professional Development Rating System Summary

How to use the Professional Development Rating System:

In this rating of the 2006-07 Inquiry Series, please consider all available information about the sessions you attended today, the context and purpose of each, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes what you observed. Keep in mind that this rating is *not* intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the session. Please provide a brief rationale for your description of the session in the space provided (opposite side of this sheet).

Level 1: Ineffective Professional Development

There is little or no evidence of participant thinking or engagement with important ideas of mathematics/science education. Session is *highly unlikely* to enhance the capacity of participants to provide high quality mathematics/science education or to be effective leaders of mathematics/science education in the district(s). Professional development appears to be either (select one below):

1a Passive “Learning”

Session is pedantic and uninspiring. Participants are passive recipients of information; material is presented in a way that is inaccessible to or inappropriate for many of the participants.

1b Activity for Activity’s Sake

Participants are involved in hands-on activities or other individual or group work, but it appears to be activity for activity’s sake. Session lacks a clear sense of purpose and/or a clear link to the conceptual development of participants.

Level 2: Elements of Effective Professional Development

Session contains some elements of effective practice in professional development, but there are *serious problems* in the design, content, and/or implementation given the purposes of the session. For example, the content is presented in a way that would reinforce misconceptions or the pace is clearly too rapid for meaningful participant engagement. Overall, the session is *very limited* in its likelihood to enhance the capacity of most participants to provide high quality mathematics/science education or to be effective leaders of mathematics/science education in the district(s).

Level 3: Beginning Stages of Effective Professional Development (Select one below.)

- Low 3 | Solid 3 | High 3

Professional development is purposeful and at times effective, but there are *weaknesses*, ranging from substantial to fairly minor, in the design, content, or implementation of the session. For example, participants' expertise is not well-utilized; or participants are not given sufficient opportunity to reflect on what they are learning. Overall, the session is *somewhat limited* in its likelihood to enhance the capacity of participants to provide high quality mathematics/science education or to be effective leaders of mathematics/science education in the district(s).

Level 4: Accomplished, Effective Professional Development

Facilitation is skillful and participants are engaged in purposeful work (e.g., investigations, discussions, presentations, reading) designed to deepen their understanding of important mathematics/science concepts; enhance their pedagogical skills and knowledge; increase their ability to use the designated instructional materials; or to enhance their leadership skills. The facilitator(s) implement the professional development session well and participants' contributions are valued, but adaptation of content or format in response to participants' needs and interests may be somewhat limited. The session is *quite likely* to enhance the capacity of most participants to provide high quality mathematics/science education or to be effective leaders of mathematics/science education in the district(s).

Level 5: Exemplary Professional Development

Facilitation is skillful, and participants are highly engaged in purposeful work (e.g., investigations, discussions, presentations, reading) designed to deepen their understanding of important mathematics/science concepts; enhance their pedagogical skills and knowledge; increase their ability to use the designated instructional materials; or to enhance their leadership skills. The session is artfully implemented, with flexibility and responsiveness to participant needs/interests. The session is *highly likely* to enhance the capacity of participants to provide high quality mathematics/science education or to be effective leaders of mathematics/science education in the district(s).

Rationale/Comments:

Submit