

Memorandum

To: Peter Pappas

From: Terry Kinavey, Assistant Superintendent, West Jefferson Hills SD

Date: 4/6/2007

Re: Evaluation results from the 3/16/07 In-service Presented by Peter Pappas to K-5 Faculty

To what extent do you agree or disagree with each of these statements (circle on scale)

1. I found most of the workshop to be valuable.

| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|
| 0 | 1 | 41 | 27 |

2. The workshop was thought-provoking and engaging.

| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|
| 0 | 1 | 41 | 27 |

3. The presenter was knowledgeable and well organized.

| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|
| 0 | 0 | 20 | 49 |

4. I learned new skills and insights that I will use in my classroom.

| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|
| 0 | 1 | 43 | 25 |

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What were the strengths of the workshop?

- The examples.
- The specific strategies could be used at all elementary levels.
- Engaging and informative; thought provoking
- Speaker was very engaging. Hands-on activities for students.
- Great ideas about vocabulary and summaries.
- The interactive approach with frequent input (clickers) kept everyone focused. The breaks were appreciated. I enjoyed seeing his examples and thought he did a good job relating to upper elementary grades.
- Presenter was very knowledgeable; he made thought-provoking comments, was well spoken and clear. He offered many ideas and insights into instructional strategies.
- The interactive activities were very entertaining and very thought-provoking at the same time. The explanations of strategies on ways to incorporate vigor and relevance into the classroom were helpful also.
- Presenter kept my attention. Rigor and Relevance were explained more clearly than previously taught. I liked having specific examples given, not just theory. I also liked seeing the responses of my colleagues to the various questions.
- Transfer to classroom.
- Thought-provoking.
- Entertainment and learning.
- I enjoyed the examples for classroom use. Not only were the activities relevant to the students, but so were the presentations.
- The automatic responses/thoughts of the audience.
- District-wide involvement with instructional change.
- Informative and relevant to me.
- Informative and fun.
- Much better presenter. Focus was teacher value to teacher. Reinforced what is already being done in the classroom.
- Excellent PowerPoint. I enjoyed being able to interact.
- I liked the actual examples of activities to use in the classroom. I liked the breaks; peer interaction.
- The information was presented and gave opportunities to respond and reflect with our peers.
- There were great ideas to use in the classroom.
- I learned more about summarizing and vocabulary (different strategies, etc.). Secondly, I realized more effort needs to be in quad "D".
- His information was relevant and really useful; things that I can use. I loved the audience participation aspect. This was a wonder workshop!
- The interaction, between the materials and audience (the clickers). That's what I'm doing in my classroom (strategies are sound & research based.)
- I liked the response cards because they really got the audience engaged in the presentation and individuals were able to see how his/her peers felt.
- He was actually a teacher who knew what he was talking about. He was funny. I liked using the Audience Response System.
- The Audience Response System was interesting and different.
- I liked the real classroom examples that he used. I liked the voting cards.
- Audience Response System. Audience interaction.
- I loved the interaction using the Audience Response System.
- Was entertaining and interactive.

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- Well organized - good examples - fun-response cards - good breaks to talk and stretch.
- Response cards.
- Good ideas - Flip-N-Learns!
- I really believe in C & D Quadrant learning but I believe that the total package of learning effectively would look like this: Continued: A well-balanced mix of all four quadrants to incorporate multiple intelligence. (Gardiner)
- Audience participation - new ideas for classroom use.
- We could activity give our input.
- Understand student's reflection on learning, and effective summarizing skills.
- We got to use responsive devices. The speaker was well organized.
- Hand held answering devices.
- There was an easy to follow voting device.
- Peter is extremely knowledgeable, easy to listen to and inspiring.
- Peter Pappas is well versed on the subject. He was very organized. He gave ideas and examples that I can adapt for use in my classroom.
- Interesting presentation- well planned. It would be great if tomorrow could be a make and take this type of in-service to support what we have learned functionality.
- Speaker gave concrete examples of what teachers can do.
- Motivating – engaging - relevant to teachers.
- The technology (PowerPoint) used. I also enjoyed the turning technology.
- There were issues that were very thought-provoking. I loved how they made me think and look outside the box.
- Modeling and using the strategies on us, that showed how to use the strategies with our students. Very engaging speaker. He knows how to “mix it up.”
- Being able to respond using response device. “Flip N Learn”
- The ability to interact with the response card. Time to share and talk with peers
- The audience response system made the lecture more exciting
- Interaction-Strategies and how to execute the given strategies.
- The presenter was interesting. Using the audience response buttons was a great participation tool
- The presenter was interesting and informative.
- The Audience Response System made it engaging for us in the audience.
- I liked the interaction with the presenter.
- Audience participation.
- Peer interaction - Data driven discussion.
- I liked the organization of information. I have a better understanding of the concepts of Rigor and Relevance. I also liked the vocabulary information and book making information.
- Explaining the meaning of Rigor and Relevance - Giving examples of both.
- Activities with the “response card” kept the workshop interesting.
- I loved being able to vote.
- Interaction using the technology.
- Charismatic presenter – Interactive.
- Interesting and informative - Well presented.
- The ideas on summaries and defining will be the most helpful in the classroom. Workshop was thought-provoking and engaging. Great handouts! Presenter was knowledgeable and well-organized - LuLu makes a book - Flip-N-Learn.
- Great job.

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What were the weaknesses of the workshop?

- It focused more on activities for grades 3 and up than targeted activities for the lower grades.
- Too much sitting.
- No doughnuts.
- I wish there were more examples of what we could do at the K-3 level.
- No question and answer period.
- We need more examples of how to do this in the classroom, especially for K, 1, & 2.
- It is a long day of sitting. Maybe have ½ day lecture, ½ day planning time in your classroom, using what you learned. We need more planning time.
- Sitting too long. Morning session was very good. The afternoon was too long and dragged out. Once again, no time given for us to reflect on how to use the techniques.
- Cookies and drinks?
- Too many slides, and was kind of repetitive.
- Not really a weakness, however, we had questions on grading (LetterGrade) time constraints, converting parents - they like paper (often).
- I would like some hands-on material; make-and-take something useable.
- The weakness was that there was not enough opportunity to be argumentative.
- Ideas great, but how realistic can they be carried out with large classrooms, different levels of learners and only one teacher?
- Many of the strategies were too difficult to implement in the primary classroom.
- Unrealistic at times. The strategies and different approaches to teaching sound great, but we are programmed to be valedictorian - teach to the PSSA, do flexible grouping, do Scrantron, and follow the written program.
- There is no time to implement strategies due to the PSSA.
- Not enough skills and insights to take back to my classroom.

How will today's workshop impact your classroom?

- Need more examples.
- Planning to use specific "ideas" at the beginning of next year (ex: word of the day.)
- I will try to incorporate Quadrant D activities into my lessons; also, I'd like to summarize and compare more.
- We will try many of these activities.
- We will be making those flip-books to bring back in May.
- Letting students develop some of their own criteria and comparison.
- I have reflected on how my practice can be changed/tweaked to make it more student-centered. I realize how much work I do and how my students could do much more. This can be changed.
- I will try to modify my lessons to more of a variety of activities from quadrant D.
- I was able to understand more clearly how to move my students from concrete to higher order thinking. Several ideas will be easy to implement in my class.
- Greater emphasis on critical thinking and problem solving in lesson and classroom activities.
- I already plan on introducing vocabulary words in the way that was shown today.
- I will focus on making lessons more relevant.
- Support desire to involve students with real life outcomes in lesson instruction.
- I will attempt some of the strategies.
- I will try to implement the strategies, especially to help foster higher-level thinking skills and develop independent thinkers.

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- I always thought activities in the D quadrant had to be big time consuming projects. Today I got some ideas of D quadrant activities that do not take a lot of planning and class time, but are very useful.
- The information given has given me many ideas of ways to teach, model and demonstrate strategies in each quadrant, especially D so we can begin to build better thinkers!
- I will try some of the ideas in my classroom.
- I will try different strategies and work toward quadrant "D".
- I will use defining strategies immediately!
- I will have my students do more reflecting on their learning style. I will continue to use strategies that I have seen.
- In the future, I plan to make my classroom as rigorous and relevant as possible to ensure they are using the highest order of thinking, and so they are able to make the information relevant to their lives.
- I will try to do more with my kids to get them to think/explore/explain on their own.
- Many of these practices will be tried and put to use in my classroom to give kids opportunities to be more active learners.
- I liked the idea of vocabulary words; letting students come up with editions by themselves first, also having school-wide vocabulary days. I can use this when listening to music. I can ask students to listen for what the composer is trying to say instead of telling them.
- I'll strive for more rigorous and higher learning in my music classes.
- I liked the ideas with building vocabulary. May try to do a book or a flip.
- Yes, I will use most of these methods and skills in my classroom as best I can. I believe they will be very beneficial.
- I think I will try the vocabulary ideas and "drawing" the summary.
- In the next several weeks, comparative techniques will be developed by the students.
- Will try to use some of the ideas.
- The book publishing software would definitely be a valuable tool in many classrooms. As this workshop went on, my brain was forming ideas about book publishing and creating.
- I will be making Flip-N-Learn book, "A word Wall."
- I will have the children reflect more.
- It may help me to create a more child-centered classroom.
 - Mix a variety of approaches.
 - I will use the time summarizing review each day.
 - Anxious to incorporate ideas - various vocabulary notebooks - improving some higher level thinking skills. I already do Flip-N-Learn.
 - I plan to use ideas shared today in my classroom to improve my instruction.
 - Looking forward to trying the books.
 - Learned new skills and insights that I will use.
 - I liked the vocabulary and comparing examples.
 - Using the prior knowledge worksheets before giving meaning.
 - Rigor can be used at an early day.
 - I will try some of the ideas presented.
 - Make it more student oriented.
 - I plan to try his vocabulary ideas and summarizing ideas.
 - This has made me think about how I can change my teaching to move into Quadrant D. I plan to use some of the ideas presented today.
 - I will use the ideas from the defining, summarizing and comparing sessions in class.
 - I will use some of the strategies as I continue in my educational field.

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- I will try some new strategies in my classroom on the level my class can understand.
- I can do my best to try to reach the “d” quadrant.
- I am going to try the activities with vocabulary. I will have the kids try to guess and then look up the meaning.
- I will try to summarize with the pictures!
- I will try to make my classroom more student centered.
- I will have to reflect on that. Most of what I teach is at a basic skill level.
- I’ll put more thought into reaching the D quadrant.
- I will use some of his ideas in my classroom.
- I will try to think of higher level thinking where it is student directed.
- Gained ideas on how to engage my students in higher order thinking.
- I will try some of the suggestion/techniques.
- It has reaffirmed strategies that I already have used in the classroom. There were some great ideas that I look forward to using in the classroom. The workshop will help to improve student learning.
- I will try to develop more examples.

Additional comments.... Ideas for future workshop

- Peter Pappas was fantastic.
- I’m looking forward to him coming back.
- Loved the audience response slides. They were engaging and helped to see the reflections of colleagues.
- I loved the information on book publishing - I can’t wait to start doing that!
- Overview of special education impacts on regular education classroom – inclusion – grading - legal requirements concerning IEP’s.
- Adaptations responsibility.
- Continue to present with enthusiasm!
- Give us time to work with other teachers at our grade level and find ways we could all incorporate this in our classes.
- Grade level (across district) brainstorming and sharing sessions - How are co-workers using/implementing these innovative ideas into their instruction?
- This is very similar to the music learning theory by Edwin Gordon.
- Composing and improvising music requires critical thinkers who can independently problem solve.
- Brush up with police to discuss safety procedures in response to lockdowns, etc.
- Let us, in grade levels, work on an idea or worksheets to use in school the next day. We need more clerical time to prepare.
- Workshops to get more creative teaching networks in classrooms. Great workshop!
- When are we getting this technology? Response Cards.
- Have high school teach elementary for one week - middle school teach high school – and elementary teach middle school. We can relate to cross-reference our jobs.
- Autism & Asperser’s & Dyslexia.
- Try to give examples for primary grades K-2.
- More ideas to use in primary classrooms.
- Syndrome ideas to use rigor/relevance for special education.

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