

**THE FIRST-STATE INSTRUCTIONAL RESOURCE  
SYSTEM FOR TEACHERS (FIRST):  
A WEB-BASED  
PROFESSIONAL DEVELOPMENT SYSTEM**

SUMMARY OF EVALUATION RESULTS

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**DELAWARE EDUCATION RESEARCH AND DEVELOPMENT CENTER  
OF THE  
UNIVERSITY OF DELAWARE**

**The First-State Instructional Resource System for Teachers (FIRST):  
Summary of Evaluation Results**

**INTRODUCTION**

This report is a summary of the evaluation findings of the First-State Instructional Resource System for Teachers (FIRST). FIRST is designed to be an innovation combining database and video technologies with best practices in professional development. The key components of this innovation include 1) a professional development module focused on building understanding of the "big ideas" as well as effective teaching and learning strategies focused on the conceptual content of the Delaware Content Standards, and 2) video taped vignettes of Delaware teachers engaged in high quality instructional practice appropriate for addressing these standards.

With state content standards, a state testing program for measuring students' progress toward the standards, and an accountability system that holds students and teachers accountable for improving results, Delaware is well immersed in the reform effort. The critical missing link is effective professional development that is integrated closely with the system of accountability (Fine & Perry, 1997). FIRST is one strategy being employed to create a professional system that supports teachers in making curricular and instructional decisions that produce the desired results of student performance.

The focus of the FIRST initiative is to provide all Delaware teachers with quality professional development opportunities that will enable full implementation of the Delaware Content Standards using the state's technological infrastructure. In an effort to increase student achievement, FIRST has the following four major goals:

- *Fostering in Delaware educators a deep, conceptual understanding of the Delaware Content Standards,*
- *Building and supporting the capacity of Delaware teachers to make informed choices about instructional materials (Noble, 1997),*
- *Enhancing Delaware educators' expertise in using technology to improve instruction, and*
- *Developing a foundation of a collaborative culture.*

**METHODOLOGY**

This evaluation addresses three primary questions:

- What is the quality of the professional development sessions provided during the initial year of the grant?

- How useful are the video taped vignettes for teachers?
- What instructional strategies do teachers use frequently? Do their instructional practices change over time as a result of involvement with this project?

The evaluation of this project encompasses two primary sources of data. The first source of data is the *Professional Development Survey*. The purpose of this survey is to determine participants' views regarding the professional development activities. The survey is designed to be administered at the conclusion of all professional development sessions. The second source of data is the *Learning Activities Inventory*. The purpose of this inventory is to determine the frequency in which students in the participants' classes engage in specific learning and assessment activities. This inventory is designed to be completed on an annual basis. Both the *Learning Activities Inventory* and *Professional Development Survey* were created by and administered by the evaluator at University of Delaware Education Research & Development Center, at the request of the project developers. Copies of these instruments are located in Appendix B.

In addition to these instruments, a web-based survey was created to evaluate the usefulness of the video taped vignettes. This instrument is designed to be completed online by each educator who views one or more of the vignettes. This instrument can be accessed via the website at <http://www.udel.edu/sine/delawise>.

## FINDINGS

The findings discussed in this section are based on the data gathered from the participants who attended the professional development sessions conducted during the first year of the grant. Frequency tables with the responses from all survey items are provided in Appendix A. Because the focus of the project shifted in the second year of the grant from locally conducted professional development sessions to the creation of online video taped vignettes, the data presented using the *Learning Activities Inventory* and *Professional Development Survey* is only from the first year of the grant.

### Description of the Participants

The participants represented teachers from all grade levels (K-12) with the majority (44%) teaching fifth grade students. Some (22%) were teaching at the early elementary level (K-3); many (59%) were teaching the middle grades (4-8); and a few (19%) were teaching at the high school level (9-12). In addition to the wide variation in grade levels taught, most content areas were also represented by the participants. While most (63%) of the teachers taught multiple content areas, some (37%) specialized in one content area. The content areas represented by the participants included English language arts, mathematics, science, social studies, music, health, and computers.

## Learning Activities Inventory

The purpose of the *Learning Activities Inventory* is to determine how frequently students in the participants' classes engage in specific learning and assessment activities. The initial inventory was administered in January 1999 with 27 participants completing the form prior to attending the professional development session. Missing data accounted for 0-7% of the population of participants. The follow-up inventory was administered by mail in the summer of 1999 with 15 participants responding. Due to the small number of participants completing the inventory in the summer of 1999, an additional follow-up inventory was not administered in the summer of 2000 as planned.

The data from the *Learning Activities Inventory* are listed in Table 1 for both the initial and the follow-up administrations. The first line for each item in the inventory represents the initial administration. The second line for each item in the inventory represents the follow-up administration. Percentages represent the number of participants that selected a given response choice divided by the number of participants that responded to the item. Rows may not sum to 100% due to rounding. The reader must use caution in making direct comparisons between the two administrations of the inventory due to the large proportion of participants (44%) who did not complete the follow-up *Learning Activities Inventory*.

Based on the findings of the *Learning Activities Inventory*, the learning activities were divided into several categories: a) group or individual learning activities, b) long term projects, c) inclusion of real world activities, and d) passive and active learning activities. For this last category, the items are loosely ordered to represent the continuum in the cognitive domain as described by Bloom in 1956 (Linn & Grolund, 1995). This continuum is broken down by Bloom into six major categories beginning with "knowledge," the lowest level in the cognitive domain. The other five categories in order from the lowest to the highest level in the cognitive domain include comprehension, application, analysis, synthesis, and evaluation.

Group or Individual Learning Activities. Most teachers (78%) stated that their students collaborate with other students to complete a task at least once a week. Also, 70% said their students worked individually on written assignments at least once a week. While slightly more than half (59%) stated that their students work on group projects, students were less likely to be involved in making presentations or participating in a discussion as a member of a group. About 41% of teachers stated that their students would make an oral presentation as a group about once or twice a month. Participation in student-led whole group discussions varied from at least once a week (30%) to once or twice a month (30%) to once or twice a semester (22%).

Long Term Projects. Most teachers (58%) have students work on projects that take more than one week to complete only about once or twice a month. Some teachers (43%) seldom or never have students work on projects that take more than one week to complete.

Real World Activities. Half of the teachers have students take hands-on tests using actual materials and equipment such as completing an actual employment application or conducting a laboratory experiment at least once a month, but some (39%) use this type of assessment only about once or twice a semester. In addition, some teachers (37%) have students prepare reports

of actual field experiences only about once or twice a semester. However, most (59%) teachers encourage students to make judgments and give reasons about how to best solve a real life problem.

Passive and Active Learning Activities (Bloom's Taxonomy). Most teachers use a variety of student learning activities. Some are passive activities while others are more active.

Many teachers frequently (at least once a week) have students listen to a lecture (58%), take notes in class (62%), complete worksheets (70%), and follow step-by-step instructions to complete a task (74%). Some also still require students on average of at least once a week to define terms (48%) or memorize facts or formulas (37%). While some teachers (39%) require students to complete questions at the end of the chapter in their textbook at least once or twice a month, some (35%) never have students involved in this activity.

Several teachers are requiring students to write frequently. Most require students to answer essay questions (86%) or keep a journal related to work done in class (74%) at least once a month. Most (70%) ask students at least once a week to write explanation about what they observed and why it happened.

While most teachers frequently ask students to follow step-by-step instructions (74%), few (30%) ask students to create a method or procedure to solve a problem or complete a task. Even more rare is the opportunity for students to design their own experiments to test a hypothesis. While some teachers (30%) do ask students to do this about once or twice a semester, many (44%) never ask students to design their own experiments.

Although some teachers ask students to use evaluation skills frequently, it is usually related to evaluating the relevancy of information or conclusions generated from data rather than critiquing their own work or that of a classmate. About 60% of the teachers frequently ask students to critique the work of their peers while 40% seldom or never ask students to do this. Evaluating their own work is an activity that is done somewhat more frequently. About 37% of teachers say their students critique their own work at least once a week while 37% do this once or twice a month.

### Professional Development Survey

The purpose of this survey is to determine participants' views regarding the professional development activities. The survey was administered in the winter of 1999 with 32 participants completing the form. Missing data accounted for 0-3% of the population of participants. However, seven participants did not respond to the questions on page 2 of this survey.

The data from the *Professional Development Survey* is listed in Table 2. Percentages represent the number of participants that selected a given response choice divided by the number of participants that responded to the item. Rows may not sum to 100% due to rounding.

The *Professional Development Survey* asked participants for their perceptions about the facilitator, the video, the website as well as the incorporation of many of the characteristics of effective professional development (Banicky, 1999).

These findings suggest that the participants felt that the facilitators were well organized, knowledgeable, and effective. Most also felt the video was informative. The results of this survey also show these sessions exhibited many of the characteristics of effective professional development. For example, all the participants felt the sessions had direct application to their practice and that the learning climate was both collaborative and collegial. Nearly all believed that they were given adequate time to reflect upon their learning and its application as well as upon their own practice. Many saw the opportunity to view a model of good teaching, via video clips of classroom practice, as a major strength of the sessions. Most of the weaknesses cited, however, revolved around lack of time. Some stated they needed more time built into the daily schedule for creating better instructional units. Some addressed the time of day selected for professional development. After spending an eight-hour day teaching, four hours in the evening for professional development makes for a long day.

While several felt comfortable using the World Wide Web, some were a bit uneasy about technology. The barriers to accessing technology involved lack of access to a computer at school or lack of knowledge about navigating the web. A few of the participants discussed lack of time as a barrier to accessing the web. Many (38%) did state that they would access this website frequently for further information. Most (48%), however, stated they would access the website only occasionally.

## FUTURE RESEARCH

Due to the small number of teachers completing the *Learning Activities Inventory*, only descriptive statistics could be reported. With additional data a factor analysis could be conducted on this instrument to identify which survey items cluster together. The results of the factor analysis would be used to create scale scores that represent different types of instructional practices. Scale scores usually yield more reliable results than results from individual items and thus would be a more stable measure of change. While there is some evidence to suggest that there are at least two factors – passive learning and active learning methods – in this inventory, creating only two scale scores may obscure relevant information.

## References

Banicky, L. & Foss, H. (1999). Keys to Effective Professional Development: Unlocking the Potential for Continuous Improvement. Newark, DE: Delaware Education Research and Development Center, University of Delaware.

Fine, P. & Perry, C. (1997). The Missing Link: Connecting Professional Development with Accountability to Improve Student Learning in Delaware. Newark, DE: Business/Public Education Council.

Linn, R. & Grolund, N. (1995). Measurement and Assessment in Teaching (7<sup>th</sup> edition). Upper Saddle River, NJ: Prentice-Hall, Inc.

Noble, A. (1997). Curriculum Alignment: Delaware School Districts' Responses to the State Content Standards. Newark, DE: Delaware Education Research and Development Center, University of Delaware.



Appendix A:  
Frequency Tables

Table 1: Findings of Learning Activities Inventory

	At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
<b>Group or Individual Work</b>					
Do projects as part of a group	59%	22%	19%	0%	0%
	53%	20%	20%	7%	0%
Do oral presentations as part of a group	30%	41%	19%	7%	4%
	13%	53%	33%	0%	0%
Have student-led whole group discussions	30%	30%	22%	4%	15%
	27%	33%	27%	7%	7%
Have students work individually on written assignments	70%	30%	0%	0%	0%
	80%	13%	7%	0%	0%
Collaborate with other students to complete a task	78%	22%	0%	0%	0%
	80%	13%	7%	0%	0%
<b>Long Term Projects</b>					
Work on projects that take more than one week to complete	19%	58%	23%	8%	12%
	7%	40%	33%	13%	7%
<b>Real World Activities</b>					
Prepare reports of actual experiences (laboratory work, field trips, etc.)	22%	22%	37%	7%	11%
	21%	21%	50%	7%	0%
Take hands-on tests using actual materials/equipment (complete an actual employment application, conduct a laboratory experiment, etc.)	27%	23%	39%	4%	8%
	21%	29%	29%	7%	14%
Make judgments and give reasons about how best to solve a real life problem	59%	22%	11%	0%	7%
	60%	20%	20%	0%	0%

Table 1: Findings of Learning Activities Inventory (con't)

	At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
<b>Passive and Active Learning Activities</b>					
Define terms	48%	37%	11%	0%	4%
	40%	27%	13%	13%	7%
Memorize facts or formulas	37%	30%	15%	11%	7%
	27%	27%	13%	27%	7%
Listen to a lecture (of more than 10 minutes)	58%	23%	7%	0%	12%
	40%	20%	20%	7%	13%
Take notes in class	62%	15%	4%	8%	12%
	53%	7%	13%	20%	7%
Complete worksheets	70%	19%	4%	4%	4%
	60%	27%	7%	0%	7%
Complete questions at the end of the chapter in their textbook	19%	39%	4%	4%	35%
	13%	13%	27%	0%	47%
Take multiple choice tests	19%	33%	37%	4%	7%
	13%	40%	27%	7%	13%
Use their textbook as a reference	63%	15%	7%	4%	11%
	67%	13%	0%	0%	20%
Write answers to essay questions	56%	30%	11%	0%	4%
	47%	40%	7%	0%	7%
Follow step-by-step instructions to complete a task	74%	11%	7%	4%	4%
	60%	33%	7%	0%	0%
Apply principles to a new set of circumstances	48%	36%	4%	8%	4%
	40%	53%	7%	0%	0%

Table 1: Findings of Learning Activities Inventory (con't)

	At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
Keep a journal related to work done in class	63%	11%	4%	4%	19%
	80%	0%	0%	0%	20%
Make diagrams to explain their thinking	56%	26%	7%	0%	11%
	67%	20%	7%	0%	7%
Use information students collected to make charts, graphs, or tables	48%	22%	15%	4%	11%
	40%	47%	7%	7%	0%
Give reasons behind an incorrect hypothesis	44%	28%	8%	8%	12%
	40%	40%	7%	0%	13%
Write explanations about the relationship between observed phenomenon	48%	24%	4%	8%	16%
	33%	47%	7%	7%	7%
Write explanations about what they observed and why it happened	70%	11%	7%	0%	11%
	60%	27%	7%	0%	7%
Write directions or procedures for other students to follow	23%	31%	23%	12%	12%
	0%	40%	27%	13%	20%
Make predictions before testing hypothesis/theory	68%	12%	8%	8%	4%
	60%	27%	7%	7%	0%
Integrate learning from different areas into a plan for solving a problem	59%	26%	7%	7%	0%
	33%	33%	27%	0%	7%
Design their own experiments to test hypotheses	7%	7%	30%	11%	44%
	0%	36%	29%	14%	21%
Create a method or procedure to solve a problem/complete a task	30%	30%	22%	15%	4%
	53%	40%	7%	0%	0%

Table 1: Findings of Learning Activities Inventory (con't)

	At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
Justify the methods or procedures used	46%	27%	8%	8%	12%
	60%	27%	7%	0%	7%
Judge the adequacy with which conclusions are supported by the data	40%	28%	16%	4%	12%
	20%	47%	13%	13%	7%
Evaluate the relevancy of the data or information	44%	22%	22%	4%	7%
	33%	47%	7%	7%	7%
Evaluate the work of their peers	30%	30%	7%	19%	15%
	27%	33%	20%	7%	13%
Critically evaluate their own work	37%	37%	19%	7%	0%
	40%	40%	7%	7%	7%

Table 2: Findings from Professional Development Survey

	Strongly Disagree	Disagree	Agree	Strongly Agree		Not Applicable
The facilitator(s) of this professional development activity were well organized.	0%	0%	9%	91%		0%
I saw the facilitator(s) as knowledgeable.	0%	0%	6%	94%		0%
I would describe the facilitator(s) as effective.	0%	0%	6%	94%		0%
The video was informative.	3%	0%	13%	84%		0%
The video provided me with excellent examples of how I might teach the “big idea” in my classroom.	0%	3%	23%	74%		0%
I feel comfortable accessing the world wide web.	6%	19%	28%	44%		0%
This web-site was easy to access.	10%	3%	28%	21%		38%
This web-site is well organized.	7%	35%	17%	41%		0%
I found this web-site to be very user-friendly.	10%	13%	33%	7%		37%
The information on this web-site will be very useful to me.	7%	46%	18%	29%		0%
Teaching the “big idea” can help students learn better.	0%	3%	25%	72%		0%
Teaching the “big idea” will work well in my classroom.	0%	6%	31%	59%		0%
I would recommend this professional development activity to my colleagues.	3%	0%	32%	65%		0%
This professional development activity increased my understanding of the nature of curriculum needed to address the Delaware Content Standards.	0%	13%	42%	38%		8%
This professional development activity increased my appreciation of the scope of systemic reform.	4%	4%	58%	33%		0%

Table 2: Findings from Professional Development Survey (con't)

	Strongly Disagree	Disagree	Agree	Strongly Agree		Not Applicable
The main focus of this professional development activity was on issues related to student learning.	0%	4%	20%	76%		0%
This experience increased by understanding of assessment appropriate to support instruction.	0%	8%	36%	52%		4%
This professional development activity fostered collegial interaction among the participants.	0%	0%	44%	56%		0%
I can see how this activity has direct application to my practice.	0%	0%	32%	68%		0%
As a result of this professional development activity, I am better aware of how to engage students in their learning.	0%	8%	28%	60%		4%
This activity modeled the practices that it advocated for its participants.	0%	4%	40%	56%		0%
I was given time to reflect upon my learning and how to apply it.	0%	4%	48%	48%		0%
This activity helped me to reflect upon my practice.	0%	4%	36%	60%		0%
The learning climate of this professional development activity was collaborative.	0%	0%	28%	72%		0%

	Never	Seldom	Occasionally	Frequently
How frequently do you believe you would access this website for further information?	5%	10%	48%	38%

## What are the strengths of this type of professional development activity?

Most of the comments revolved around the content presented:

- This is great for teachers who know little about science or who are new teachers.
- Providing examples of effective teaching strategies.
- Enlightens teachers to additional resources.
- Excellent ideas and discussions
- Excellent new ideas
- Preparing us for teaching in a “new” way.
- Collegiality, better understanding of units and development.
- Overview of concept development

Some revolved around the opportunity to see a live example:

- It’s always beneficial seeing other educator’s strategies and ideas.
- I liked the video. Good modeling seeing teacher with the students.
- I enjoyed seeing an actual classroom of students in a constructivist lesson.
- To have this kind of teaching modeled.

Some expressed positive feedback about the opportunity to share with their colleagues:

- The time to create units and activities with one’s peers.
- Sharing with colleagues. FOOD was great.
- Talking with colleagues about teaching strategies.
- Opportunities to share

Other strengths cited include:

- Self-assessment
- Time
- Useful to my classroom
- Specific focus – allows differences to be discussed so all can come to similar conclusions though path way/former knowledge and misconceptions may be corrected.
- Well-researched field and material available – Presenters are knowledgeable.
- I found the format (presentation with overhead transparency, video and discussion) helpful. I need visuals and process time.



## What are the weaknesses of this type of professional development activity?

Many of the weaknesses noted revolved around the issue of time:

- Not enough time.
- Time consuming.
- Time constraints.
- 4-8 pm tired!!
- More time needs to be built into the schedule – time to work on units and time (days) to input then should be separated.
- Not enough time to internalize all the information presented.

Some of the comments revolved around the information presented:

- I felt that I knew most of this info already – but for those who don't it would have been great.
- So much information
- How can we apply big ideas to English/Language Arts?
- Doesn't reflect the realities of the state assessment.
- Not enough in-depth discussion and application.
- Only weakness – If someone were a presenter who was not as well versed as Helen F. on standards, procedures, etc. She was informative and explained all questions. It was comfortable working with her.

Other weaknesses cited include:

- Mathing
- Doesn't reflect the realities of the state assessment.
- I need help getting on the internet.

Appendix B:  
Instruments

**The First-State Instructional Resource System for Teachers (FIRST):  
A Web-Based Professional Development System**

**Learning Activities Inventory**

Name: \_\_\_\_\_

Content area(s) teaching this year: \_\_\_\_\_

Grade level(s) teaching this year: \_\_\_\_\_

This inventory is being conducted by the University of Delaware Education Research & Development Center, an independent research and evaluation organization, at the request of the project developers. The purpose of this inventory is to determine the frequency in which students in your class engage in specific learning and assessment activities. While no individual person will be identified in our analyses or reports, your name is needed to match your responses over time. Your responses will be combined with those of other educators who complete the inventory and used for aggregate statistical analyses only. The project developers will receive only a report summarizing these analyses.

Directions: How often have you had students do the following activities this school year?  
Please circle the response that best reflects your classroom during instruction.

	At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
Listen to a lecture (of more than 10 minutes)	1	2	3	4	5
Take notes in class	1	2	3	4	5
Complete worksheets	1	2	3	4	5
Complete questions at the end of the chapter in their textbook	1	2	3	4	5
Use their textbook as a reference	1	2	3	4	5
Write answers to essay questions	1	2	3	4	5
Keep a journal related to work done in class	1	2	3	4	5
Make diagrams to explain their thinking	1	2	3	4	5
Write directions or procedures for other students to follow	1	2	3	4	5

	At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
Write explanations about the relationship between observed phenomenon	1	2	3	4	5
Make judgements and give reasons about how best to solve a real life problem	1	2	3	4	5
Use information students collected to make charts, graphs, or tables	1	2	3	4	5
Give reasons behind an incorrect hypothesis	1	2	3	4	5
Do projects as part of a group	1	2	3	4	5
Do oral presentations as part of a group	1	2	3	4	5
Take multiple choice tests	1	2	3	4	5
Have student-led whole group discussions	1	2	3	4	5
Have students work individually on written assignments	1	2	3	4	5
Write explanations about what they observed and why it happened	1	2	3	4	5
Prepare reports of actual experiences (laboratory work, field trips, etc.)	1	2	3	4	5
Design their own experiments to test hypotheses	1	2	3	4	5
Collaborate with other students to complete a task	1	2	3	4	5
Take hands-on tests using actual materials/equipment (complete an actual employment application, conduct a laboratory experiment, etc.)	1	2	3	4	5
Follow step-by-step instructions to complete a task	1	2	3	4	5

	At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
Evaluate the work of their peers	1	2	3	4	5
Critically evaluate their own work	1	2	3	4	5
Apply principles to a new set of circumstances	1	2	3	4	5
Work on projects that take more than one week to complete	1	2	3	4	5
Judge the adequacy with which conclusions are supported by the data	1	2	3	4	5
Integrate learning from different areas into a plan for solving a problem	1	2	3	4	5
Evaluate the relevancy of the data or information	1	2	3	4	5
Create a method or procedure to solve a problem/complete a task	1	2	3	4	5
Justify the methods or procedures used	1	2	3	4	5
Define terms	1	2	3	4	5
Memorize facts or formulas	1	2	3	4	5
Make predictions before testing hypothesis/theory	1	2	3	4	5

**Please return completed inventory in the enclosed envelope by August 1, 1999.**

**The First-State Instructional Resource System for Teachers (FIRST):  
A Web-Based Professional Development System**

**Professional Development Survey**

This survey is being conducted by the University of Delaware Education Research & Development Center, an independent research and evaluation organization, at the request of the project developers. The purpose of this survey is to determine your views regarding this professional development activity. No individual person will be identified in our analyses or reports. Your responses will be combined with those of other educators who complete the inventory and used for aggregate statistical analyses only. The project developers will receive only a report summarizing these analyses.

Directions: Please circle the response that best reflects your views about this professional development activity.

	Strongly Disagree	Disagree	Agree	Strongly Agree		Not Applicable
The facilitator(s) of this professional development activity were well organized.	1	2	3	4		5
I saw the facilitator(s) as knowledgeable.	1	2	3	4		5
I would describe the facilitator(s) as effective.	1	2	3	4		5
The video was informative.	1	2	3	4		5
The video provided me with excellent examples of how I might teach the “big idea” in my classroom.	1	2	3	4		5
I feel comfortable accessing the world wide web.	1	2	3	4		5
This web-site was easy to access.	1	2	3	4		5
This web-site is well organized.	1	2	3	4		5
I found this web-site to be very user-friendly.	1	2	3	4		5
The information on this web-site will be very useful to me.	1	2	3	4		5
Teaching the “big idea” can help students learn better.	1	2	3	4		5
Teaching the “big idea” will work well in my classroom.	1	2	3	4		5
I would recommend this professional development activity to my colleagues.	1	2	3	4		5

What are the strengths of this type of professional development activity?

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What are the weaknesses of this type of professional development activity?

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How frequently do you believe you would access this web-site for further information?

- Never
- Seldom
- Occasionally
- Frequently

This web-site would be more useful to me if ...

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	Strongly Disagree	Disagree	Agree	Strongly Agree		Not Applicable
This professional development activity increased my understanding of the nature of curriculum needed to address the Delaware Content Standards.	1	2	3	4		5
This professional development activity increased my appreciation of the scope of systemic reform.	1	2	3	4		5
The main focus of this professional development activity was on issues related to student learning.	1	2	3	4		5
This experience increased by understanding of assessment appropriate to support instruction.	1	2	3	4		5
This professional development activity fostered collegial interaction among the participants.	1	2	3	4		5
I can see how this activity has direct application to my practice.	1	2	3	4		5
As a result of this professional development activity, I am better aware of how to engage students in their learning.	1	2	3	4		5
This activity modeled the practices that it advocated for its participants.	1	2	3	4		5
I was given time to reflect upon my learning and how to apply it.	1	2	3	4		5
This activity helped me to reflect upon my practice.	1	2	3	4		5
The learning climate of this professional development activity was collaborative.	1	2	3	4		5