

**Rushford-Peterson Schools  
Staff Development Plan**

**September 2015 - May 2018**

**Committee Members:** The following staff will serve as members of the Rushford-Peterson Schools Staff Development Committee:

<b>Early Childhood</b>	Courtney Fricke		
<b>Elementary School</b>	Shannon Kopperud	Maryellen Dean	Fay Himlie
<b>Middle School</b>	Luke Rye	Jacob Olson	
<b>High School</b>	Nina Torkelson		
<b>Support Staff</b>	Michele Wick		
<b>Administration</b>	Chuck Ehler	Jake Timm	Angela Sheperd
<b>Board Representative</b>	Val Howe		
<b>Community Representative</b>	Nancy Colbenson		

**Meetings:** Second Thursday of designated months (or as needed), at 3:30 in the Upper Library.  
Dates of Meetings:

<b>2015-16 School Year</b>	<b>2016-17 School Year</b>	<b>2017-18 School Year</b>
September 10, 2015	September 8, 2016	September 14, 2017
October 12, 2015	October 13, 2016	October 12, 2017
November 5, 2015	November 10, 2016	November 9, 2017
December 10, 2015	December 8, 2016	December 14, 2017
January 14, 2016	January 12, 2017	January 11, 2018
February 11, 2016	February 9, 2017	February 8, 2018
March 10, 2016	March 9, 2017	March 8, 2018
April 14, 2016	April 13, 2017	April 12, 2018
May 12, 2016	May 11, 2017	May 10, 2018

### **Responsibilities:**

- Attend scheduled meetings.
- Review and approve Staff Development requests.
- Write, review, and recommend for approval the Rushford-Peterson Schools Staff Development Plan.
- Complete and submit the annual report to the Minnesota Department of Education.
- Assist in planning Staff Development Days.

## **Staff Development Budget**

According to Minnesota statute, 2% of a district's basic aid is reserved for staff development. The Staff Development committee allocates these dollars. These dollars may be used for curriculum writing, workshop attendance, and professional development endeavors.

Any workshop attended outside of the school calendar will be compensated at the following rates: teaching staff at \$100.00 per diem (\$50 for half day), and support staff at their hourly rate, provided Staff Development funds are available. **Please note:** teachers receiving a stipend in excess of \$100.00 for attending a workshop, are not eligible for the per diem payment.

## **Vision Statement**

Empowering all for lifelong learning.

## **Mission Statement**

Creating an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.

# **Staff Development Plan**

The Rushford-Peterson Schools Staff Development Plan shall include ongoing staff development activities that contribute toward continuous improvement in achievement of the following:

## **Legislative Goals:**

- Improve student achievement of state and local education standards in all areas of the curriculum by using best practice methods.
- Effectively meet the needs of a diverse student population including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings.
- Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan.
- Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district.
- Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution.

## **District Goals: R-P Strategic Plan**

### **Vision 2021**

**By 2021, The Rushford-Peterson School system will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.**

**Core Values:   ➤Excellence   ➤Integrity   ➤Respect**

### **Priorities 2016-2021**

- 1) Personalize learning for all students in pursuit of their academic excellence.**
- 2) Develop well-rounded students in the areas of character, community & academics.**
- 3) Maximize the personal and professional potential of all staff.**
- 4) Promote and provide positive school and community culture that engages all stakeholders.**
- 5) Maintain efficient and effective operations.**

The purpose of this vision card is to provide structure around our strategic plan and to provide a tool that will help us measure our progress towards meeting our Strategic Plan Priorities. Our goal is to make the strategic plan come alive and reach our Vision.

1) Personalize learning for all students in pursuit of their academic excellence.

Measure		Level 1 Beginning and/or Reviewing	Level 2 Developing	Level 3 Progressing	Level 4 Vision
READ WELL BY THIRD GRADE	score				
		Less than 65% of all students enrolled in R-P Preschool scored an average of 70% or better on the Work Sampling assessment and are considered "Kindergarten ready".	65 - 75% of all students enrolled in R-P Preschool scored an average of 70% or better on the Work Sampling assessment and are considered "Kindergarten ready".	75-85% of all students enrolled in R-P Preschool scored an average of 70% or better on the Work Sampling assessment and are considered "Kindergarten ready"	85-100% of all students enrolled in R-P Preschool scored an average of 70% or better on the Work Sampling assessment and are considered "Kindergarten ready"
	score				
		Less than 65% of all kindergarten students are proficient on the Spring benchmark for letter sound fluency	65 - 75% of all kindergarten students are proficient on the Spring benchmark for letter sound fluency	75 - 85% of all kindergarten students are proficient on the Spring benchmark for letter sound fluency	85 - 100% of all kindergarten students are proficient on the Spring benchmark for letter sound fluency
	score				
		Less than 65% of all Grade 1 students are proficient on the Spring benchmark for reading fluency	65 - 75% of all Grade 1 students are proficient on the Spring benchmark for reading fluency	75 - 85% of all Grade 1 students are proficient on the Spring benchmark for reading fluency	85 -100% of all Grade 1 students are proficient on the Spring benchmark for reading fluency
	score				
		Less than 65% of all Grade 2 students are proficient on the Spring benchmark for reading fluency	65 - 75% of all Grade 2 students are proficient on the Spring benchmark for reading fluency	75 - 85% of all Grade 2 students are proficient on the Spring benchmark for reading fluency	85 -100% of all Grade 2 students are proficient on the Spring benchmark for reading fluency
	score				
		Less than 65% of all Grade 3 students are proficient on the Spring benchmark for reading fluency	65 - 75% of all Grade 3 students are proficient on the Spring benchmark for reading fluency	75 - 85% of all Grade 3 students are proficient on the Spring benchmark for reading fluency	85 -100% of all Grade 3 students are proficient on the Spring benchmark for reading fluency

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<b>MCA - MATH</b>	score				
		Below 50% meet or exceed grade level standard	50-60% meet or exceed grade level standard	60-75% meet or exceed grade level standard	75% or above meet or exceed grade level standard
<b>MCA - READING</b>	score				
		Below 50% meet or exceed grade level standard	50-60% meet or exceed grade level standard	60-75% meet or exceed grade level standard	75% or above meet or exceed grade level standard
<b>MCA - SCIENCE</b>	score				
		Below 50% meet or exceed grade level standard	50-60% meet or exceed grade level standard	60-75% meet or exceed grade level standard	75% or above meet or exceed grade level standard
<b>ACT /COLLEGE &amp; CAREER READINESS</b>	score				
		Less than 50% of all students assessed score a 21+ or above on ACT (composite score)	50-65% of all students assessed score a 21+ or above on ACT (composite score)	65-80% of all students assessed score a 21+ or above on ACT (composite score)	80 - 100% of all students assessed score a 21+ or above on ACT (composite score)
<b>ACHIEVEMENT GAP (SUBGROUPS VS ALL STUDENTS)</b>	score				
		Greater than 45% achievement gap in proficiency between all subgroups and all students	30-45% achievement gap in proficiency between all subgroups and all students	15-30% achievement gap in proficiency between all subgroups and all students	Less than 15% achievement gap in proficiency between all subgroups and all students

<b>GRADUATION RATE</b>	score				
		Less than 90% graduated with four year cohort	90-95% graduated with four year cohort	95-98% graduated with four year cohort	98-100% graduated with four year cohort
<b>TECHNOLOGY</b>	score				
		Less than 25% of all students have access to a one to one device during the school day	25 - 50% of all students have access to a one to one device during the school day	50 -75% of all students have access to a one to one device during the school day	75 - 100% of all students have access to a one to one device during the school day

<b>POST SECONDARY COURSES</b>	score				
		Less than 25% of all graduating seniors will have taken a post secondary eligible course	25- 50% of all graduating seniors will have taken a post secondary eligible course	50 -75% of all graduating seniors will have taken a post secondary eligible course	75 - 100% of all graduating seniors will have taken a post secondary eligible course

## 2) Develop well-rounded students in the areas of character, community & academics.

Measure		Level 1 Beginning and/or Reviewing	Level 2 Developing	Level 3 Progressing	Level 4 Vision
<b>WELL ROUNDED STUDENTS</b>	score				
		Less than 25% of all EC-5 classrooms will participate in a community outreach project	25 - 50% of all EC-5 classrooms will participate in a community outreach project	50 - 75% of all EC-5 classrooms will participate in a community outreach project	75 - 100% of all EC-5 classrooms will participate in a community outreach project
	score				
		Less than 25% of all grade 6-8 students will participate in a community outreach project	25 - 50% of all grade 6-8 students will participate in a community outreach project	50 - 75% of all grade 6-8 students will participate in a community outreach project	75 - 100% of all grade 6-8 students will participate in a community outreach project
	score				
		Less than 25% of graduates will earn a "silver cord" for service hours at graduation	25-45% of graduates will earn a "silver cord" for service hours at graduation	50-75% of graduates will earn a "silver cord" for service hours at graduation	75-100% of graduates will earn a "silver cord" for service hours at graduation
	score				
		Less than 65% of all 7-12th grade students participate in a school sponsored extracurricular or co-curricular activity.	65 - 75% all 7th-12th grade students participate in a school sponsored extracurricular or co-curricular activity.	75 - 85 % of all 7th-12th grade students participate in a school sponsored extracurricular or co-curricular activity.	85 -100 % of all 7th-12th grade students participate in a school sponsored extracurricular or co-curricular activity.

### 3) Maximize the personal and professional potential of all staff.

Measure		Level 1 Beginning and/or Reviewing	Level 2 Developing	Level 3 Progressing	Level 4 Vision
STAFF DEVELOPMENT	score				
		Less than 65% of all staff surveyed feel satisfied with their staff development opportunities.	65 - 75% of all staff surveyed feel satisfied with their staff development opportunities.	75 - 85 % of all staff surveyed feel satisfied with their staff development opportunities.	85 - 100 % of all staff surveyed feel satisfied with their staff development opportunities.
	score				
		50% of all tenured staff have, or are enrolled in a master's degree program	50-65% of all tenured staff have, or are enrolled in a master's degree program	65-74% of all tenured staff have, or are enrolled in a master's degree program	75-100% of all tenured staff have, or are enrolled in a master's degree program
	score				
		Less than 80% of all staff members took part in professional development opportunities or summer curriculum writing	80-90% of all staff members took part in professional development opportunities or summer curriculum writing	90-95% of all staff members took part in professional development opportunities or summer curriculum writing	95-100% of staff members took part in professional development opportunities or summer curriculum writing
	score				
		Less than 85% of staff members completed an Individual Growth and Development Plan	85-95% of staff members completed an Individual Growth and Development Plan	95-99% of staff members completed an Individual Growth and Development Plan	100% of staff members completed an Individual Growth and Development Plan



**4) Promote and provide positive school and community culture that engages all stakeholders.**

Measure		Level 1 Beginning and/or Reviewing	Level 2 Developing	Level 3 Progressing	Level 4 Vision
COMMUNITY AND SCHOOL	score				
		Lost 1 or more community-school partnerships	Maintained current community-school partnerships	Created 1 new community-school partnership	Created at least 2 new community-school partnerships
	score				
		Less than 55% parent participation in Open House and Parent-Teacher Conferences/Parental Contact	55-65% parent participation in Open House and Parent-Teacher Conferences/Parental Contact	65-75% parent participation in Open House and Parent-Teacher Conferences/Parental Contact	Greater than 75% parent participation in Open House and Parent-Teacher Conferences/Parental Contact
	score				
		Less than 50% of parent satisfaction survey responses are positive	50-60% of parent satisfaction survey responses are positive	60-70% of parent satisfaction survey responses are positive	Greater than 70% of parent satisfaction surveys responses are positive
	score				
		Less than 50% of staff satisfaction survey responses are positive	50-60% of staff satisfaction survey responses are positive	60-70% of staff satisfaction survey responses are positive	Greater than 70% of staff satisfaction surveys responses are positive
	score				
	2015 -16: 95%	Less than 85% of the Kindergarten students attended Lille By Preschool	85-90% of the Kindergarten students attended Lille By Preschool	90-95% of the Kindergarten students attended Lille By Preschool	95-100% of the the Kindergarten students attended Lille By preschool

**5) Maintain efficient and effective operations.**

Measure		Level 1 Beginning and/or Reviewing	Level 2 Developing	Level 3 Progressing	Level 4 Vision
RESOURCE MANAGEMENT	score				
		One-year Capital Projects Plan in Place	Two-year Capital Projects Plan in Place	Three-year Capital Projects Plan in place.	Four-year Capital Projects Plan in place.
	score				
		Less than 9% Unassigned Fund Balance is in place	9-9.9% Unassigned Fund Balance is in place	10-10.9% Unassigned Fund Balance is in place	11-12% Unassigned Fund Balance is in place.
	score				
		Less than 70% retention of contracted staff for one year period	70-80% retention of contracted staff for one year period	80-90 % retention of contracted staff for one year period	90 - 100 % retention of contracted staff for one year period
	score				
		Repurpose and Reuse plans for the former Rushford and Peterson buildings will be in planning phase	Repurpose and Reuse plans for the former Rushford and Peterson buildings are completed but not implemented	Repurpose and Reuse plans will be implemented for one of the former Rushford and Peterson buildings	Repurpose and Reuse plans will be implemented for both the former Rushford and Peterson buildings

# **Rushford-Peterson Staff Development Policies**

The purpose of these policies is to aid Rushford-Peterson staff in the development of skills and knowledge which pertain to their assignments.

## **Effective Staff Development Activities:**

### **Staff development activities must:**

- Focus on the school classroom and research-based strategies that improve student learning;
- Provide opportunities for teachers to practice and improve their instructional skills over time.
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement.
- Enhance teacher content knowledge and instructional skills.
- Align with the plan of the district or site for an alternative teacher professional pay system if one is implemented.
- Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

**Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under section 122A.61.**

## **Summer Curriculum Writing**

- Curriculum writing must be germane to teacher's assignment. (If not sure, please ask.)
- Priority consideration will be given to curriculum writing for new classes.
- Summer curriculum writing applications will be available on the Rushford-Peterson's web site after the details have been approved in the spring of each year.

- Applications must be turned into the staff development committee by the May deadline set in the spring of that year. Applications must be approved by the staff development committee.
- Reimbursement will be \$20.00 per hour for a maximum of 25 hours per course/subject. Maximum of 2 projects per staff member, per year.
- Reimbursement payment will be made after a brief presentation to the staff member's Learning Community in the fall that will show:
  - ~ what was have written and any materials created;
  - ~ the plan for implementing this curriculum into the class.

## Workshop Attendance

- Workshop must be germane to teacher/paraprofessional assignment. (If not sure, please ask.)
- Application form must be turned into the staff development committee at least two days before the next established, monthly Staff Development Committee meeting, and no later than two weeks before the date of the workshop. Workshop request must be approved by the Staff Development Committee. (or the building principal under certain circumstances.)
- Staff development funds can be used to cover the following expenses:
  - ~ Registration fees (up to \$250.00)
  - ~ Lodging fees (for events 100+ miles away. Up to 2 nights)
  - ~ Daily compensation of \$100.00 for workshops outside of the regular school day, with prior approval of administration. (Up to 3 days.) Special consideration will be given to staff members who are acting in an advisory role outside of their normal teaching assignment, and are attending a training relevant to this role for the first time. (**Please note:** teachers receiving a stipend in excess of \$100.00 for attending a workshop are not eligible for the daily compensation payment.)
  - ~ Transportation (Reimbursed at the current mileage rate ONLY if a school vehicle is unavailable.)
  - ~ Substitute teacher
- At the conclusion of this activity, attending staff members should complete the workshop evaluation form (pages 3-4 of the Workshop Request Form) and submit it to the building principal for review.
- Workshop Request forms can be obtained from each of the three Rushford-Peterson Schools offices, the Staff Development Committee Chairperson, or from the Rushford-Peterson website under the Staff tab.

# **Rushford-Peterson Schools**

## **Staff Development**

### **Workshop Request/Approval Form**

This request must be submitted to the Staff Development Committee **at least two days** before the next established, monthly Staff Development Committee meeting (usually the second Thursday of each month) **and two weeks before the workshop registration deadline.** Upon completion of the staff development activity, all participants are required to fill out the attached evaluation form for the event. The completed evaluation should be turned into your building principal.

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

**Title of activity:** \_\_\_\_\_

**Date of activity:** \_\_\_\_\_

**Registration due date:** \_\_\_\_\_

Clearly define how this activity supports your class/curriculum.

How do you anticipate this event will aid us as a district in working toward our strategic plan?

**Building Principal**

**Staff Development Committee**

Approved on \_\_\_\_\_

Approved on \_\_\_\_\_

Not Approved

Not Approved

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

## **Estimated Expenses**

### **Transportation:**

You must use a school vehicle. Please fill out the Vehicle Request Form online at <http://r-pschools.com/page/3582>. Once this form is submitted, you will receive a confirmation email from Laura Hahn within 24 hours stating which vehicle you will be using.

(You may use your personal vehicle and receive mileage only if a school vehicle is unavailable. This expense will be calculated at a later date if necessary, at a rate of \$0.54 per mile.)

### **Lodging:**

Once the workshop is approved by the committee, contact Laura Hahn in the District Office to make lodging reservations.

# of Days \_\_\_\_\_ @ \_\_\_\_\_ = \$ \_\_\_\_\_  
(up to two nights, for events 100+ miles away)

### **Registration:**

Attach a copy of the workshop flyer and the completed registration form. \$ \_\_\_\_\_  
(up to \$250.00)

### **Substitute Needed:**

Teacher substitute = \$100.00; \$50.00 per half day.  
Support staff sub pay = daily rate of pay

# of Days \_\_\_\_\_ @ \_\_\_\_\_ = \$ \_\_\_\_\_

**Daily Compensation:** (for workshops attended outside of the school day, with prior approval of Administration)

**Administrative Signature:** \_\_\_\_\_

**Please note:** Teachers already receiving a stipend in excess of \$100 for attending a workshop are not eligible for the daily compensation.

Teacher: \$100 per day, or \$50 per half day (max. of three days).

Support staff: compensated at their daily rate of pay (max. of three days).

# of Days \_\_\_\_\_ @ \_\_\_\_\_ = \$ \_\_\_\_\_

**Total = \$** \_\_\_\_\_

## WORKSHOP EVALUATION FORM

**Staff Member's Name:** \_\_\_\_\_

**Workshop Title:** \_\_\_\_\_

**Date of Workshop:** \_\_\_\_\_

For each of the following areas, please indicate your reaction:

<b>Content</b>	<b>Not Applicable</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
Covered useful material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical to my needs and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presented at the right level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful visual aids and handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Presentation</b>	<b>Not Applicable</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
Instructor's knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor's presentation style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor covered material clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor responded well to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how would you evaluate this workshop training session?

**Excellent**

**[ ]**

**Good**

**[ ]**

**Fair**

**[ ]**

**Poor**

**[ ]**

**Please complete the back side.**

**Workshop Evaluation, page 2**

**Would you recommend this workshop to your colleagues? Why or why not?**

**How will this conference/workshop impact student achievement at R-P?**

**How did you grow professionally from this workshop/conference?**



Any other comments or suggestions?

**Summer Curriculum Writing  
Project Request Form 20\_\_**

**Rushford-Peterson Schools**

**Due: May\_\_\_\_\_, 20\_\_**

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

**Curriculum Area:** \_\_\_\_\_

**For which class(es):** \_\_\_\_\_

I am requesting\_\_\_\_\_ hours of writing time.

**(Maximum of 25 hours @ \$20.00 per hour, per Course/Subject. Maximum of 2 projects)**

Please give a brief rationale of the need for this new curriculum writing:

How do you anticipate this project will aid us as a district in working toward our strategic plan?

Please identify the standards this project will address.

Priority consideration will be given to curriculum writing for new classes. You will be required to make a presentation to your learning community in the fall. We ask that you show what you have written, and describe how you will be implementing this new curriculum into your class. Evidence of the completed project must be presented.

## **Summer Workshop Approval Form 20\_\_**

**Rushford-Peterson Schools**

**Due: May \_\_\_\_, 20\_\_**

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

**Title of activity:** \_\_\_\_\_

**Date of activity:** \_\_\_\_\_

**Registration due date:** \_\_\_\_\_

Clearly define how this activity supports your class/curriculum.

How do you anticipate this event will aid us as a district in working toward our strategic plan?

Building Principal

Staff Development Committee

Approved on \_\_\_\_\_

Approved on \_\_\_\_\_

Not Approved

Not Approved

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

## Estimated Expenses

### Transportation:

You must use a school vehicle. Please fill out the Vehicle Request Form online at <http://r-pschools.com/page/3582> . Once this form is submitted, you will receive a confirmation email from Laura Hahn within 24 hours stating which vehicle you will be using.

(You may use your personal vehicle and receive mileage only if a school vehicle is unavailable. This expense will be calculated at a later date at the current per mile rate, if necessary.)

### Lodging:

Once the workshop is approved by the committee, contact Laura Hahn in the District Office to make lodging reservations.

# of Days \_\_\_\_\_ @ \_\_\_\_\_ = \$ \_\_\_\_\_  
(up to two nights, for events 100+ miles away)

### Registration:

Attach a copy of the workshop flyer and the completed registration form. \$ \_\_\_\_\_

(up to \$250.00)

### Daily Compensation:

**Please note:** Teachers already receiving a stipend in excess of \$100 for attending a workshop are not eligible for the daily compensation.

Teacher: \$100 per day, or \$50 per half day (max. of three days).

Support staff: compensated at their daily rate of pay (max. of three days).

# of Days \_\_\_\_\_ @ \_\_\_\_\_ =\$ \_\_\_\_\_

Total = \$ \_\_\_\_\_

## WORKSHOP EVALUATION FORM

(To be filled out upon completion of the workshop  
and given to your building principal)

Staff Member's Name: \_\_\_\_\_

☐ full day

Workshop Title: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ half day

(Please check one)

Reviewed by Administrator: \_\_\_\_\_ Hours: \_\_\_\_\_

Signature

(Support Staff only)

**(Administrators: after review, please complete a payment voucher for the business office for the amount of compensation to be paid. \$100/full day, or \$50 for ½ day for teaching staff; hourly rate for support staff.)**

For each of the following areas, please indicate your reaction:

Content	Not Applicable	Excellent	Good	Needs Improvement
Covered useful material	[ ]	[ ]	[ ]	[ ]
Practical to my needs and interests	[ ]	[ ]	[ ]	[ ]
Well organized	[ ]	[ ]	[ ]	[ ]
Presented at the right level	[ ]	[ ]	[ ]	[ ]
Effective activities	[ ]	[ ]	[ ]	[ ]
Useful visual aids and handouts	[ ]	[ ]	[ ]	[ ]
Presentation	Not Applicable	Excellent	Good	Needs Improvement

Instructor's knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor's presentation style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor covered material clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor responded well to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Workshop Evaluation, page 2

How could this workshop be improved?

Overall, how would you evaluate this workshop training session?

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you recommend this workshop to your colleagues? Why or why not?

How will this conference/workshop impact student achievement at R-P?

How did you grow professionally from this workshop/conference?

Any other comments or suggestions?