

Reasons for evaluation

- Reflect on quality of workshop
- Learn more about teacher's progress and experiences
- To encourage teachers to reflect on their practice and future plan

Method of evaluation

- Written survey
 - It is best to ask only 3-5 questions to ensure that teachers will fill out the survey and provide valuable information.
 - We recommend having one question asking for any additional feedback.
 - Post-workshop survey
 - Give teachers time before the end of your workshop to fill it out.
 - Pre-workshop survey
 - Gather information about teacher's knowledge entering the workshop and then compare this with results from a post-workshop survey. This is a great way to measure workshop impact.
 - It is not necessary to do a pre and post survey with everyone, but a pre-survey with a few teachers and a post survey with everyone is something that we did at the Sciencenter.
 - We have also done pre-workshop interviews instead of doing paper surveys. This is a little more informal and teachers are more willing to verbally share than write down their experiences.
- Post-it share out
 - During the workshop we ask teachers to respond to questions about what they are doing in their classrooms and to prompt conversations about what lessons will look like in their classrooms.
 - We ask teachers to answer questions on post-it notes and post them on larger pieces of paper for each question. As part of this we ask teachers to share their responses with one another to learn from each other. At the end we also ask teachers to share by table what they discussed.

- Time stamp
 - To measure teacher engagement throughout a workshop, we had someone observe a workshop and record what teachers were doing at various points throughout the workshop agenda.
 - We compared what was happening at that moment in the workshop compared to whether teachers were looking at the speaker, gazing off, on their cell phone, collaborating with other teachers, talking with teachers about unrelated content, participating in hands on activity, standing/finding their spot.
- In the classroom – Some CESL partners have an opportunity to visit teacher’s classrooms as part of professional development. They use various tools to evaluate teacher’s implementation of workshop content.
 - Observational
 - After visiting a classroom, we recorded key observations about teacher’s delivery of the lesson and had a debrief conversation with them to provide support and tips about how to improve.
 - Cell phone app
 - The Early Childhood Hands-on Science curriculum includes an app that you can download to evaluate teacher’s delivery of a lesson. The app walks you through a survey to complete during and after the classroom visit.

Credits and rights

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