

THE TEACHER CENTER of Broome County
Self Study Narrative
2003

We, the policy board of The Teacher Center of Broome County, conducted a self-study using the following format:

- Formation of a self-study committee led by policy board members Corrine Barnes, Jan Fiore, and Kate Griffith. The committee met on January 27 and February 24 from 4-6:30 p.m., previous to the main policy board meeting to decide on the questions/issues to be addressed.
 - Meeting with the policy board, March 18, 2003.
 - Final meeting in June with the policy board to review the final self-study and sign the cover sheet.
- The question/issue that the committee decided to address was:

Is the Teacher Center of Broome County effectively evaluating each of its main activities so that the information obtained be of value to us as we evaluate the OVERALL EFFECTIVENESS of the center in terms of its stated mission and its probable impact on teaching and learning?

The self-study committee broke down all center activities into five categories and analyzed the way that each activity was evaluated at the present time. A preliminary chart was developed for use at the main self-study with the entire policy board.

The preliminary chart was reviewed, discussed and revised by the entire policy board on March 18, 2003. Pictured below is a final copy of the chart. As a result of this activity the policy board felt that the Teacher Center of Broome County did have in place effective and useful instruments to evaluate each key activity that the center offers and now has a better understanding of each evaluation technique with a criterion reference and rationale.

The following chart illustrates the expected measurable outcome for participants for the coming year.

Expected Outcome	Evaluation Technique	Criterion Reference	Rationale
Workshop/Program/Supporting District Initiatives – Participants felt information was clearly presented, addressed relevant topics, substantial information. Participants felt presenter was very well organized, used effective teaching techniques, well paced, and focused on the topic. Participants knowledge or skill level increased	Qualitative data – Likert scale and narrative	Performing outstanding on stated indicators.	Facilitate change, growth and improvement. Promote higher student achievement. Connect to needs. Practical and useful to teacher. Meet educational challenges in least stressful way.

THE TEACHER CENTER of Broome County
Self Study Narrative
2003

<p>Study Groups - Participants statement that student achievement is improving and participant's statement that goals have been met. Participants statement that teaching practices have changed</p>	<p>Final Report – Document Processes and Outcomes</p>	<p>Stated evidence that student achievement has improved</p>	<p>Teachers working collaboratively discern what works best, constructively critique weaknesses and identify successes. Can offer creative solutions. Creating goals adds structure to the process and improves the learning climate.</p>
---	---	--	---

<p>Conference Grant /Peer Visitation Grant – Participants receive new techniques and ideas to implement into classroom practices.</p>	<p>Conference Report and Peer Visitation Report</p>	<p>Rating of excellent and recommendations of value to other educators.</p>	<p>To spark enthusiasm and renewed commitment to teaching and to be exposed to leading edge skills and ideas plus innovative new approaches to old challenges.</p>
--	---	---	--

Expected Outcome	Evaluation Technique	Criterion Reference	Rationale
<p>E-Mail – Increased awareness of programs, services, and grants, along with growth in attendance and application for grants.</p>	<p>Growth in databases of addresses and evidence of increased involvement.</p>	<p>Year to year growth in number of subscribers – more registrations and grant applications.</p>	<p>Instant way to get information to everyone efficiently and effectively – marketing tool.</p>
<p>Publications – Increased awareness of programs, services, and grants, along with growth in attendance and application for grants.</p>	<p>Increased evidence of unique users – those who registered, applied or used the center.</p>	<p>Year to year growth in number of subscribers – more registrations and grant applications.</p>	<p>Another method of getting information to consortium members efficiently and effectively – marketing tool.</p>