PROJECT MANAGEMENT FOR CAREER AND TECHNICAL EDUCATION
NOVEMBER 17, 2010 – FEBRUARY 23, 2011
INSERVICE EVALUATION SUMMARY

5 = Excellent   **4 = Very Good**   **3 = Good**   **2 = Fair**   **1 = Poor**

Inservice Objectives

- Learn about project management based on "The Guide for the Project Management Body of Knowledge," the global industry standard.
- Learn how to teach an introduction to PM in any CTE class.
- Learn how to teach a stand-alone class in PM.
- Learn how to use MindView software for brainstorming and project planning.
- Learn to use GoToTraining and other internet-based tools to collaborate with your peers from around the state, around the region, and the world.

1. The extent to which the written objectives have been met.	3.30
2. Participant perception of relevance and quality of the inservice.	3.40
3. The extent to which the following activities addressed by the inservice have been met:	
a. Opportunities for participants to collect and analyze evidence related to student learning.	3.40
b. Professional certificate standards.	3.60
c. School and district improvement efforts.	3.50
d. K-12 frameworks and curriculum alignment.	3.40
e. Research-based instructional strategies and assessment practices.	3.50
f. Content of current or anticipated assignment.	3.20
g. Advocacy for students and leadership, supervision, mentoring/coaching.	3.67
h. Building a collaborative learning community.	3.60
4. The quality of the physical facilities.	3.67
5. The quality of the oral presentations.	3.40
6. The quality of the written program materials.	3.40

Suggestions for improving the inservice:
- Clear objectives at beginning of course. Admit to changing of objectives and possibly re-asserting them in writing to the group. Receiving assignments ahead of time would have been appreciated. Giving me the weekend to prepare would have worked better for me.
- Use a PM flowchart so we can see where we are in PM. Separate the class into three chunks: 1. Theory of PM and selected readings; 2. A boilerplate example we use together; 3. We choose a project and generate documents. Then a share event at one of the classrooms.
- Need to have it more directed to actually teaching to students. Real project students would do.
- First cohort beginning of the learning/teaching process.
- How do I "sell" this program to my school district? Do you have statistics, data, etc, that I can incorporate into my pitch?
- Focus more of the PM class on how to teach PM to students.
- The website was not suitable. Materials needed to be prepared in advance. We started the project at least three times, which took hours of discussion. By the time we settled on one large group assignment I was losing interest.