

SPOTLIGHTING MATH IN FINANCIAL FITNESS
9:00 AM–NOON - DOUBLETREE–SALON I
WA-ACTE SUMMER PRE-CONFERENCE
AUGUST 8, 2010 – SPOKANE
INSERVICE EVALUATION SUMMARY

Please rate the session using the following legend (circle one only):

5 = Excellent

4 = Very Good

3 = Good

2 = Fair

1 = Poor

Objectives

Learn ways to emphasize the math in your personal finance courses. OSPI math assessment team will be showing you ways to emphasize the math concepts met by the Financial Fitness framework. This will be a 3-hour interactive session.

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1. The extent to which the written objectives have been met.	4.23
2. Participant perception of relevance and quality of the session.	4.22
3. The extent to which the following activities addressed by the session have been met:	
a. Opportunities for participants to collect and analyze evidence related to student learning.	4.27
b. Professional certificate standards.	4.17
c. School and district improvement efforts.	3.96
d. K-12 frameworks and curriculum alignment.	4.52
e. Research-based instructional strategies and assessment practices.	3.70
f. Content of current or anticipated assignment.	3.90
g. Advocacy for students and leadership, supervision, mentoring/coaching.	3.50
h. Building a collaborative learning community.	3.90
4. The quality of the physical facilities.	4.25
5. The quality of the oral presentations.	4.53
6. The quality of the written program materials.	4.39

Spotlighting the Math in Financial Fitness – 8/8/2010

- All went well.
- Maybe a 5-minute break at the one hour mark.
- Very helpful.
- Would like copies of the PowerPoint slides in handout mode.
- Bringing in samples of student work with regards to the lessons presented.
- Also having a rubric to go with the lesson would be helpful.
- Thanks.
- I'd love to use this in my 9th grade consumer class but most of this was repeated to making financial fitness a class of its own.
- I thought the handouts were really good. The speakers know their stuff. The lessons explained were covered pretty well but there were only 2. I would have liked to hear a general outline of the content to be covered but I am new to this. I look forward to looking through the NEFE and FEFE resources they guided us to.
- Provide thermoses of coffee, the Starbucks was way too slow, resulting in long lines and unnecessary expense.
- Some of the content was not applicable for Jr. high FACSE teachers. Good overall information, but would have appreciated content for my students.