The following document is taken from the KS3 Multiplicative Reasoning project. You may wish to adapt it for your professional development activities.

**Evaluation and next steps Personal document**

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| **Name** | **School** | **Maths Hub** |
| **Project dimensions** *–the key focus of the project:* | | |
| * Using representations to make sense of problems | | |
| * Paying close attention to pupils explaining and justifying answers, dealing with misconceptions and moving thinking on. | | |
| * Making connections in mathematics and deepening the understanding of multiplicative reasoning | | |
| * Working with colleagues in school and at workshops | | |
| **Project activities** | | |
| * TIME team workshops | | |
| * Engaging with the Lesson documents | | |
| * Teaching lessons | | |
| * Lesson study | | |
| * Assessment interviews | | |
| * Collaboration with core colleague | | |
| * Working with other colleagues in the department | | |

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| **Lesson study**  Consider carefully the aspects of lesson study outlined below and what impact they have had on your thinking and practice: Use the following scale and explain or give examples  **1 = Very significant 2 = significant 3 = some 4 = no change –if not give reasons** | |
| **Planning**  *Please indicate on how many occasions you did this stage* | How significant was this aspect for you*Give an example of any impact on your thinking and practice:* |
| **Teaching**  **& Obs**  *Please indicate on how many occasions you did this stage* | How significant was this aspect for you*Give an example of any impact on your thinking and practice:* |
| **Post lesson discussion**  *Please indicate on how many occasions you did this stage* | How significant was this aspect for you*Give an example of any impact on your thinking and practice:* |
| **Re-teach lesson**  *Please indicate on how many occasions you did this stage* | How significant was this aspect for you  *Give an example of any impact on your thinking and practice:* |
| ***Taking it forward***   * What might be the implications your future practice or the practice of the department? * What barriers might there be and how might you overcome them? * What further support might you need: *(Individually, department)* | |

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| **The format of the units and lesson documents**  The lesson documents were designed as professional development documents based around a lesson.  How useful has the lesson format been in supporting your thinking and practice? Give examples in each case. | | | | | |
| **The lesson commentary** *Please tick how often engaged with: -* | **Lesson study** *lesson* | *Always* | *Usually* | *sometimes* | *never* |
| **Other lessons** | *Always* | *Usually* | *sometimes* | *never* |
|  | | | | | |
| **Research background**  *Please tick how often engaged with: -* | **Lesson study** *lesson* | *Always* | *Usually* | *sometimes* | *never* |
| **Other lessons** | *Always* | *Usually* | *sometimes* | *never* |
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| **Other format features** | | | | | |
| **Overall professional development format** | | | | | |
| ***Taking it forward***  How might the lessons support you in your future practice? | | | | | |

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| **Core 0 questions and Assessment interviews** thinking practice  Please grade impact on your thinking and practice using the given scale.  **1 = Very significant  2 = significant  3 = some   4 = no change *–if not give reasons*** |
| Please comment on how this has affected your thinking and practice and where appropriate make reference to aspects detailed below.   * **Core 0 questions** *-* Pupils explaining and justifying answers * **Analysing responses** and selecting pupils for further interview * **Video interview** and probing understanding * **Revisiting interviews** for evidence of progress in understanding |
| ***Taking it forward***   * **What might be the implications for your future practice or the practice of the department?** * **What barriers might there be and how might you overcome them?** * **What further support might you need: *(****Individually, department)* |

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| **Reflecting on key messages and learning**  **Please consider carefully the aspects outlined below and comment on what you feel you have learned from the project in each case with regard to your thinking and practice. Please include examples if appropriate.**  *Please use the scale to grade the impact on your thinking and practice*  **1 = Very significant change   2 = significant change  3 = little change   4 = no change *–if not give reasons*** |
| Thinking Practice  **Using representations to make sense of problems** |
| Thinking Practice  **Paying close attention to pupils justifying their answers, dealing with misconceptions and moving thinking on** |
| Thinking Practice  **Making connections in mathematics and deepening the understanding of multiplicative reasoning** |
| Thinking Practice  **Working with colleagues in school and at workshops** |
| ***Taking it forward***   * **What might be the implications for impacting positively on your future practice or the practice of the department?** * **What barriers might there be and how might you overcome them?** * **What further support might you need: *(****Individually, department)* |

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| **Workshops**  How useful were the following aspects of the project workshops on your thinking and practice? Please use the scale below in each case and comment as appropriate.  **1 = Very significant change   2 = significant change  3 = little change   4 = no change *–if not give reasons*** |
| Thinking Practice  **Feeding back on previous taught lessons** |
| Thinking Practice  **Feeding back and discussion on lesson study** |
| Thinking Practice  **Introduction to new unit lessons** |
| Thinking Practice  **Working with colleagues** |
| **Curriculum knowledge** Thinking Practice  *What way if any do you feel the project has supported your understanding and insight into the mathematics of multiplicative reasoning.* |
| ***Taking it forward***   * **What might be the implications for impacting positively on your future practice or the practice of the department?** * **What barriers might there be and how might you overcome them?** * **What further support might you need: *(****Individually, department)* |

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| **Next steps** | | |
| **Please comment below**  what do you feel are the next steps for: | **Identify any possible barriers** | **Areas of support needed** |
| **Your teaching and learning** |  |  |
| **The department** |  |  |
| **The scheme of work** |  |  |
| **Locally** |  |  |
| **Nationally** |  |  |
| **Do you feel you would like to continue work in this area outside of your department and if so in what capacity?** | | |

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| **Subject leader project reflection**  **Please comment below** |
| **In what ways do you think project participation has benefitted the department** |
| **What aspects of the project may have wider professional development potential as part of department practice?** |
| **What do you feel the next steps are to build on the teacher and school participation in the project?** |
| **What future support would you like to see?** |