



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2002-2003

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: **Using the CPS (Classroom Performance System) as an Assessment Tool**

GROUP MEMBERS: **Constance Fischer, Heather Badger-Brown, Kelly Elliott, Evelyn King and Tammy Daniels**

The final report must be word-processed and submitted both in print and on disk using this form. Include information under each of the following headings.

Initially the group planned to learn how to use the Classroom Performance System, develop a database of questions, and try out the system with a group of students. Examples of authentic assessments were to be created and stored on a CD Rom for use by other teachers who would be inspired to be trained on how to use the system.

Describe the ACTION PLAN that the group followed.

1. Introduction to the CPS (CLASSROOM PERFORMANCE SYSTEM) system – what it can do and how it works.
2. Using the CPS (CLASSROOM PERFORMANCE SYSTEM) software to develop a database of questions that align with part of the curriculum.
3. Learn about the powerful reporting options of the CPS (CLASSROOM PERFORMANCE SYSTEM) system and how to print them.
4. Setting guidelines for use of the CPS (CLASSROOM PERFORMANCE SYSTEM) system by teachers.
5. Design and distribute a survey to obtain information from students.
6. Fill in a survey to reflect on our personal experience with the CPS (CLASSROOM PERFORMANCE SYSTEM) unit.

Describe how the action plan was implemented.

The group had a series of four meetings at the Teacher Center where the steps in the action plan were implemented and practice time was allotted. At the fifth meeting we reflected on the use of the CPS students and set some guidelines for the future.

Did you observe any of the following as you used the CPS (CLASSROOM PERFORMANCE SYSTEM) Unit with students?

Did you feel that the CPS (CLASSROOM PERFORMANCE SYSTEM) unit gave you as a teacher the ability to give “instant feedback” to students - in other words the ability to adjust your instruction to student needs? Did you see the potential of the CPS (CLASSROOM PERFORMANCE SYSTEM) unit as a “formative assessment” tool?

Yes - perfect for special ed. – gives teachers a view of the overall picture – reading out loud was enjoyed – pictures did not matter – I could tell if they “got it” immediately - students wanted to create the questions - students noticed mistakes in typing– might be a good idea to do this on purpose.

Did using the CPS (CLASSROOM PERFORMANCE SYSTEM) unit with students increase motivation to participate and answer?

Unbelievably –visual stimulation – tech. oriented teachers need this – comment: other teachers wanted to use it but they did not want to take the time to do it themselves – they wanted the teacher with the CPS training to do the work of creating the assessments. There is a lot of interest in the jeopardy game part of the software – should be stressed.

Is the CPS (CLASSROOM PERFORMANCE SYSTEM) unit a good means of integrating technology into the curriculum?

Wonderful – immediate – good idea – not imitating – non threatening

What evidence is there that the goals of the study group have/have not been met?

1. Did we achieve our goal of having five teachers trained and ready to use the CPS (CLASSROOM PERFORMANCE SYSTEM) unit?

Yes – if we had more time we would like to have created and learned more. The CD Rom was not created because of the time constraints and the learning curve involved in using the system for the first time. By the end of the summer we hope to have some sample assessments ready to be put on the CD Rom.

2. Did we achieve our goal of inspiring other teachers to be trained to use the CPS (CLASSROOM PERFORMANCE SYSTEM) system?

Maybe – we will see this summer. Teachers like it, but might not want to invest time to learn to use the software.

3. Did we achieve our goal of obtaining student and teacher feedback through the use of a survey instrument?

Yes – some quotes: “ it is fun to have this videogame thing – let’s do this every

Friday” – “please let us keep it more” – “even seniors in physics liked it”– “makes reviewing fun” – “tests and quizzes are fun”—“it is anonymous and instantly you know if you get it right or wrong”.

Comment on the value of the study group process? Did it work for you?

Yes – we found it to be informal – practice with structure and support – makes you do it – payment was a nice perk – leaders have a lot of responsibility – when it works it is great!

How can we make the CPS (CLASSROOM PERFORMANCE SYSTEM) study group program better?

Jeopardy game software should be stressed – work with sample databases – loan for a month to teachers to use – sending a laptop and projector is a good idea – encourage more sharing – make people set up equipment – continue to incorporate Internet. Teachers have to have an interest in educational technology and some skill using a computer in order to effectively use this system.