

| Timestamp | On a scale of 1 to 5, how well do you feel you understood the main ideas of the presentation? | What was one thing you found helpful about the session? | What was confusing? | What did you wish we had done differently this time? | What topic/question would you like to explore further? | Other suggestions, comments, questions |
|--------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 2/24/2014 11:27:42 | | Planning a lesson with 1 student in mind 4 | Nothing | More time for planning | Developing Performance Indicators | |
| 2/24/2014 12:44:33 | | Descriptors of WIDA scores 4 | How we were supposed to fill out our sheet with objectives | | Developing Performance Indicators | |
| 2/24/2014 12:50:38 | | What are expectations of students at varying levels. 4 | Breaking down each task to so many levels of modification. | Time seemed short | Developing Performance Indicators | |
| 2/24/2014 13:31:44 | | name of new descriptors 3 | How to apply the information to lesson planning | more practical ideas about how to support esl students in my class- very practical ideas | speaking and grammar in writing | |
| 2/24/2014 19:49:04 | | planning rubric 4 | planning rubric | practice in application | Developing Performance Indicators | |
| 2/25/2014 6:00:23 | | The warm-up activity with the instant noodles was a great example of language versus ability. 3 | | I would like to learn every day strategies that can be used in the classrooms to support students. | Supporting language learners in speaking | |
| 2/25/14 via email | | the new descriptors were great! 5 | nothing | nothing | Developing Performance Indicators | |
| 2/25/2014 14:50:19 | | The difference between language acquisition and learning disability 3 | The process of planning | Provide more examples of how the ESL teachers are planning- actual lessons | most of the ones mentioned above | when we csap an esl student, we should work on creating actual lesson plans with indicators to monitor progress |

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| 2/26/2014 15:35:35 | 4 | The hands on activity | | | Using Performance Definitions | |
| 2/28/2014 12:52:00 | 4 | Reminder to me to always consider language first | Nothing | Earlier in the day for this type of PD | Supporting language learners in speaking | Great job |
| 2/28/2014 13:03:49 | 4 | | | | Supporting language learners in speaking | |
| 2/28/2014 13:06:43 | 4 | | When we are expected to use the forms and when it will be used only by ESL teachers | | Supporting language learners in speaking | |
| 2/28/2014 15:52:27 | 5 | It was helpful to see the breakdown and progression of the levels. The ramen direction activity really drove home what an esol student experiences. | | | Supporting language learners in speaking | |