To be completed by TAAG staff:
School ID: ________________
Form Code: **PTO** Version: **A** Series #: ___ Seq. #: ___

TEACHER ORIENTATION EVALUATION
Process Evaluation: Promotions

1. School Name:____

2. Today's Date: ____/____/20____
   mm dd yy

3. Data Collector's Initials: ___ ___ ___

4. Start Time: ____:____ (hh mm)   5. Stop Time: ____:____ (hh mm)

6. In what context did the teacher orientation take place: (*circle **one***)
   A. Regular Staff Meeting
   B. Specially Called Meeting
   C. Other, please specify: ____

7. Number of Attendees: ____

8. Parts of the Teacher Orientation covered (*circle **one** for each section*):

Section	Not Covered	Covered (in part or fully)	N/A
A. Introductions and Welcomes	1	2	3
B. Informational Slides about TAAG	1	2	3
C. Pictorial Slide Show	1	2	3
D. "Who Wants to be Active for a Lifetime" activity	1	2	3
E. Mini TAAG Pedometer Challenge	1	2	3
F. Discussion	1	2	3
G. Other, please specify: ____________________ ________________________________	1	2	3

9. Comments:____
____
____

Manual of Procedures: TAAG Teacher Orientation Process Evaluation form

Purpose:

This instrument will be used to assess the reach, dose and fidelity of delivery of the TAAG teacher orientations (TO) to intervention schools.

Data Collection Schedule:

The instrument is conducted at each TAAG intervention school during teacher orientation. It is possible that multiple orientations may occur within a school, so it would be performed for each orientation.

Definition of a “teacher orientation”:
A teacher orientation is any formal presentation of what TAAG is and what it is about to any group of teachers or staff which incorporates information from the Promotions Teacher Orientation Protocol. A teacher orientation consists of a single large faculty meeting or multiple small faculty meetings and targets all school faculty and/or student teachers. A TO includes the following components: TAAG informational slides, pictoral slide show, "who wants to be active for a lifetime?" activity, mini-pedometer challenge. Meetings with PE teachers or principals would not be considered TOs because they do not target all teachers.bbA school may have multiple teacher orientations (in which case multiple copies of this instrument would be completed): for different groups of teachers or staff, or sequentially (i.e., preliminary orientation in spring, full orientation in fall).

Data Management:

The process evaluation staff member completes the evaluation form, completes the header information, attaching the appropriate ID labels. The PTO uses school ID numbers. Each orientation will need a different form. Series will enumerate multiple orientations in the same school. The Sequence Number (Seq No.) should remain 01. The process evaluation staff member should assess each form for legibility and completeness and give them to the Process Evaluation Coordinator. The Process Evaluation Coordinator is responsible to deliver the forms to the site’s Data Manager for data entry.

Procedures:

The data collector will be the TAAG staff responsible for the process evaluation. In some cases, the form may be completed based on interventionist recall (i.e., when the process evaluation person was unable to attend the TO as in some of the spring 2003 partial orientations).

1. School name, date, data collector may all be filled in prior to the beginning of the teacher orientation.

2. Record the start time at the moment “Introductions and welcomes” begin.

3. Record context, which refers to how the teacher orientation was set up in terms of a regular staff meeting, special meeting, very informal gathering of a few teachers who happened to be around, etc.

4. Number of people in attendance. This refers to the total number of attendees who stayed for a substantial part of the orientation. About 5 minutes into the orientation, write in the number of people present.

5. Parts of the teacher orientation completed. Circle the appropriate response to indicate whether or not a specific component of the teacher orientation was completed.

6. Comments. Write any comments you have about how the teacher orientation went. Did it feel rushed for time? Were the teachers enthusiastic? Did they ask a lot of questions? If some components of the orientation were skipped on purpose (ie. Due to lack of time), write about these topics in this section.

Intervention Feedback:

The information from this form may be fed back to the intervention staff. Feedback informs the interventionists on the effectiveness of the teacher orientation and the need for revisions/refinement in the orientation agenda and implementation in future orientations (in the same school or from school to school).

Teacher Orientation form ver 7 (July 8, 2003)