

2006 Conference Assessment Form

As an overall assessment, was the conference worth the time you invested?

Yes	No
Total: 150	Total: 0

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Please amplify on why the conference was worth the time you invested:

Accomplishments:

- we accomplished so much
- our team made great progress that we could not have done without the focus & efficiency of the conference
- we planned our new ½ team teaching program and feel almost ready to start in September
- More focused - what I came to do will actually be created and implemented
- Returned to district w/ completed plans to use in the Fall
- we have a finished product to take back to our classrooms
- We came up with a very important and useful product
- We were able to create and expand upon what was done last year
- We came up with a plan that we feel our faculty will buy
- Accomplished a lot in a short time!
- I was able to accomplish a lot for the upcoming school year
- We have been able to chart a course for our district through this time to “plan our plan”
- We created a final product using a rubric and the constructivist model
- Completed a finished product in a workable and stress-free timeline
- We’re leaving with something tangible and important for the success of our school
- We were able to create a plan to implement for the upcoming school year
- Our group accomplished the goals we had set
- We were able to communicate with the Administrative team on common goals and objectives while we worked on the Mission Statement
- Lessened my individual workload in preparation for new school year!
- I now have a program that is life skills based to use with my students
- I was able to get 4 good lesson plans done and learn a better technique to teach
- All of our tasks and goals for the week have been met
- I was able to enhance activities I have in place now
- More done in one week than in 10 years of piecemeal communication
- Best, most productive conference in my 13 years of teaching
- I was able to apply my content & classroom knowledge/experience to the task in a way that was meaningful to me and met the objective for the task
- We accomplished quite a bit & feel confident in how we are going to start the year

**Please amplify on why the conference was worth the time you invested
(continued - 2)**

- The conference allowed us to prepare for block scheduling in the school year, which would not have occurred otherwise or been nearly as successful
- We created 8 lesson plans and even though it was a lot of work, we have a great result

Team Building:

- We not only accomplished our task, but we made strides at a critical time in terms of teamwork and we made strides in terms of building trust with our fellow teacher team through conversations we had with them
- Our group became a team!
- We established team rapport and we were able to get a lot of questions answered
- We bonded as a team
- The opportunity to collaborate with other members of the faculty on a project was beneficial
- Always phenomenal to see divergent viewpoints, styles, and individuals meld into a cohesive unit

Learning:

- It was a great opportunity to learn new things and enhance my program
- I learned and practiced skills that I may use in a future career
- I received the most wonderful knowledge, insights & resources
- Learned the “constructs” of the constructivist approach, which allowed us to avoid group-process issues that usually happen
- Great learning experience while accomplishing a great deal of work
- I have learned so much to help me improve my teaching and can't wait to plan this year
- I learned a lot about education and my own learning
- Learning collaboratively is always the best
- A big plus was the sharing of ideas!
- Various pieces of model interesting & useful
- I learned more about curriculum mapping, computer files, and rules to help me in my class
- Learning new concepts and practicing them
- We got a lot of ideas and practiced it by creating a rough draft or example idea
- It helped me learn how to run a conference
- We got a lot done and learned a lot
- As a new administrator I gained broader knowledge of constructivism looking through a different lens

**Please amplify on why the conference was worth the time you invested
(continued - 3)**

- It afforded me an opportunity to stretch my thinking, shift some paradigms, and grow
- To have an understanding of how the brain works is tremendously valuable to anyone trying to help others to learn. I've got strategies and techniques before but not known why they work. Now I do!
- I learned a lot about how the brain works. How to make these things apply in the classroom is very worthwhile

Networking:

- Conference provides the quintessential networking opportunity
- Expertise to draw on
- Met new people to network with
- Massive resource sharing
- Lots of interacting & networking
- I appreciated meeting other people who are passionate about education and seek to effect change through constructivism
- Meeting a lot of new people, both in my group and other members from the conference
- Worthwhile to work with other people across grade levels and schools
- So many generous people and excellent ideas
- Altogether was very helpful in developing my confidence in the Board I work for and provided me with resources and contacts for the school year
- Was unsure about how worthwhile this trip would be, but after 5 days of support, advice, "shared learning," I would have traveled anywhere for such an experience
- I will use constructivist strategies in my classroom

Time Spent:

- Time used was productive
- Needed away time to focus without distractions
- It gave us focused time to work on what we needed to do
- It allowed an ample amount of time to network, but especially time to extensively work together, share ideas, and bring it all together
- An uninterrupted, focused, facilitated, guided week devoted to preparing for a new program is so valuable
- Opportunity to focus and stay on task
- Time to devote to this was pivotal
- Uninterrupted, focused time spent on the task
- Gave time to share and complete a task that otherwise wouldn't get done

**Please amplify on why the conference was worth the time you invested
(continued - 4)**

- This conference gave me the time to concentrate on an issue that would have otherwise been put on the back burner
- It is the needed time that we do not receive during the school year to work together (and there are experts in the field present!)
- We were given ample time to work on our task
- We were given time to work on & explore our topic
- We were afforded time and support to pursue our plan
- The process of every task was the most worthwhile part with the content being the bonus!

Presentations:

- Enjoyed Bob Newberry's presentation
- Great workshops
- Enjoyed presentations and group work
- The presentations were interesting and informative

Facilitators (Comments/Thoughts On):

- having a facilitator to work with was an incredible help
- I like that I helped a group of teachers see the value of the conference elements
- Lots of what the team accomplished helped me think and reflect on my role as a principal
- This was my first experience as a facilitator. It was a good first group - they were product focused & committed to the constructivist model
- It was exciting and creative to be a facilitator
- I couldn't go back to work without the ++++++ energy from the conference
- We got the right type of guidance we needed and a great facilitator
- Jack was a great facilitator
- I have not only been able to help my team but have also learned quite a bit by seeing the conference & participating from a different perspective (facilitator)
- The b-b workshop/lesson writing format went well and all participants felt highly successful & happy with what they learned & accomplished

Location:

- The schedule and facilities worked well - all in one basic space, comfortable, together yet separate privacy
- We ate a lot of great food!
- It provided the space to begin the constructivist process and build teams
- A wonderful setting and helpful resource people

**Please amplify on why the conference was worth the time you invested
(continued - 5)**

Other Features:

- it was stimulating
- great presenters, facilitators and critical friends
- validates my idea that teachers are committed to better teaching & learning
- My team helped me re-hash the forgotten
- Was necessary to be away from school
- Enjoyed very much the opportunity to meet with Regent Dawson, SLU East Asian Dept.
- Recharged my energy for the school year
- Enjoyed downtime to share with colleagues
- Always interesting to reflect on the process involved in teaching
- Kept on task
- It reinforced what I thought were good practices
- Productive process - we trusted the people, the process, ourselves, and the chaos
- Gave us something concrete to work on
- The “dance card” alone was worth the investment
- Great to see people excited about work!
- I enjoyed the freedom of working with my team on a task of choice using the constructivist model
- Even without tasks the conversation that results is worth more than the price of admission

2006 Conference Assessment Form

What, if any, changes will you make in your own day-to-day work, as a result of your experience this week?

Classroom Changes:

- I will stop doing things in my classroom that lead to zero learning
- I will use structures proven to get the brain learning
- I believe in the constructivist approach so I will be working harder to incorporate it in my classroom to enhance my students' learning
- I will pay more attention to the NYS standards and make sure I use the 2-step and brain theory in my class daily
- More organized, use more constructivist theories
- Jerry Peters influence will change my teaching methods in this year's Earth Science
- Take better advantage of the technology in my room
- Try to compete a new lesson plan model
- Get kids moving around the room more
- I have renewed excitement for getting back into the classroom
- Use the 2-step more effectively
- Alter lesson plan sequence - explore then discover
- Look for opportunities to incorporate more Asian music, art, and history
- Incorporating Asian studies and constructivist theories & ideas
- I will try to provide more consistent feedback to my students
- To use criteria & rubrics for all aspects of school life not just in the classroom
- Team teach with a colleague
- Do more kid structured lessons, not just me speaking
- More variety in teaching
- Rethinking lesson preparation
- I will be going back to my classroom and building refreshed with ideas and a new outlook
- I will incorporate constructivist concepts into my classroom
- I will be able to incorporate learning stations into my literacy block
- We will use centers in our classroom
- Try to teach more constructively and implement our task (literacy) in the classroom
- Use a thematic unit to teach
- I plan to implement Jerry Peter's practice into my day to day math class
- Implement ideas from constructivism
- Put to use the organization of lessons as Jerry illustrated
- I would try to include Asian studies in my lesson plans throughout the year

What, if any, changes will you make in your own day-to-day work, as a result of your experience this week? (continued - 2)

Classroom Changes:

- Objectives, objectives, objectives!
- Awareness of my intention in teaching as I set up my day and faith in learning that is not immediately quantifiable
- I will use many more learning (literacy) centers
- Be conscious to get kids more involved with the learning process
- More hands on and large/small group experiences
- Work more towards a cooperative learning, constructivist approach
- Some of the reading strategies I will use right away
- Incorporate more awareness of allowing students to direct their learning and more variety in reading strategies
- Incorporate constructivist elements into my classroom and committees I work on, which supplement many of the trainings I've been through (CSR process, Capturing Kids' Hearts training, etc.)
- I'll continue to work on authentic tasks for college students (small groups)
- How I do lessons
- Use more student centered activities with all my classes
- Check and recheck - is what I'm doing constructivist?
- Use more cooperative learning strategies

Administrative Changes:

- Implementing our new & improved school improvement plan
- Implement, emphasize the action plan created for staff
- Parent involvement will become a priority in my building
- I will try to use the components of the constructivist theory in work done at school faculty meetings, etc.
- I will be even more comfortable with my 7th team in my work place as a result of our time together
- We will be implementing our program in the fall
- I am going to use a rubric for everything that I do. I am a principal and will use them for discipline, faculty meetings, observation, parent involvement
- Work closely with teachers in partner schools to improve effectiveness of field experience
- Systematize the supervision of student teachers
- Be more accessible and visible in the schools
- Provide time for team building and construct school events as a whole staff

What, if any, changes will you make in your own day-to-day work, as a result of your experience this week? (continued - 3)

Administrative Changes:

- My work at the Teacher Center parallels much of what I did this week! I hope to get more people who use our resources to embrace constructivism
- Different beginning to our own faculty meeting first day
- Implementing CPS
- Implement more structure in meetings
- Implement more parental involvement
- I will work harder to gather lots of information about a child from numerous sources and will take more time to get to know programs, teachers, and children
- Definitely going to shift the school focus on parental involvement

Contacts after the Conference:

- Make contacts for future networking
- Keep in touch with people from the conference
- Communicate with more people from the conference on an ongoing basis

Continued Group Work:

- Collaborate with more colleagues - a lot more work gets accomplished by sharing ideas
- Continually seek out brainstorming opportunities to solve a difficult task
- Seek out constructive criticism and value its effectiveness
- I will slow down and concentrate on really listening to where people are at and what they indicate
- Learn more from others, get resources from others
- Bring more people to help!
- I will spend more time/effort on purpose setting - for all groups I work with
- We will be a better, more organized team
- More task work as a group

Reflection:

- I will use more reflection in my day to day work this year. I journal each morning (prior to leaving home) but I am thinking it might be helpful to journal at school, at the end of the day as well.
- Reflect on the smallest of items/concepts to the larger ones. It all matters!

What, if any, changes will you make in your own day-to-day work, as a result of your experience this week? (continued - 4)

Other Changes:

- Recognized the value of block time when attempting to complete a project
- Several of the presentations have inspired me to refocus (Paul Vermette, Sonia Basko in particular)
- Use inspiration for organizational purposes
- Trust the people, the process, myself, and the chaos
- Using CF in teacher ed as a formative assessment tool
- This helps me to remember to not slip back to old ways
- Set clearer goals for myself each day
- Be more organized
- I'll share our lesson plans and ideas with teachers
- I will focus more on my strong intelligences
- As a staff developer, I will continue to push constructivist strategies
- Become more willing to look for alternate and more creative solutions to teaching related challenges
- Define breaks better
- Make more to-do lists
- I will take what I have gained and implement it
- Things will be easier, more organized
- Take the seeds in the theory and practices seen and plant them in my day to day
- New focus, positive outlook
- Stop saying YES!
- Continue to focus and stay on task
- Get more rest
- Setting up criteria for each project - on paper and prioritize when work builds up
- Continue to grow and challenge myself to think outside the box
- Be more aware of my responsibility to children and stakeholders
- More distributive practices
- Create my own action plan
- Be more efficient in planning, especially for review
- I will help Jerry digitalize his "stuff"
- I will study more about mathematical literacy issues
- Ann Z and I are already discussing improvements in the format
- "Trust the chaos"
- Use the binder for reference when needed
- Communication, share, soundboard, trust the chaos
- Be happy with what I get done

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What about this week surprised you the most?

Group Work:

- The chemistry of our team
- Group work between teachers and students
- Our group has worked together exceptionally well
- Our team worked well, we were able to “bounce” ideas off each other without conflict
- In learning about the constructivist model and coming up with a plan of action, the word that kept coming up was “Trust.” Giving and receiving trust is key in all situations
- The invitation by our administrative team! It was probably the most important thing that happened this week
- How powerful it was to communicate with the Administrative team
- We were able to carry on a dialogue with our administrators
- Group experience with the boys
- Two members of the team weren’t able to come, made task much more chaotic and difficult
- Work with another team from our district to build
- Our sessions with our teacher team
- That it was so group/work centered
- How knowledgeable my team was already
- The work ethic of some of our members
- The way our team worked with other team from our district
- The girls on the Asian Studies team have given 110% effort
- My team’s personalities and how well they worked together despite what one of them expected
- I had two teams that really exemplified the constructivist process as the week went on - it was exciting to see this evolve
- That the group worked well together as they were using and understanding constructivism
- Cohesiveness which occurred in group

Resources:

- The number of people available to talk with regarding our topic
- Wealth of expertise related to our topic & how easy it was to utilize resources to help us
- The amount & quality of knowledgeable resources
- The vast range and knowledge of people here
- Connections to other experienced people to provide additional advice
- The networking opportunities were plentiful

What about this week surprised you the most (continued - 2)

Learning:

- We got to focus on our task completely but also learned about constructivism by doing it
- The constructivist model of teaching/learning is in agreement with my beliefs
- I was surprised to be learning a new way to learn while working on a very intense project
- Discovering that many of my practices fit very well into the constructivist framework
- That we came up with some truly fresh, innovative ideas and could easily bounce suggestions around
- How much I learned
- The enormous amount of useful stuff I got and all the new questions generated
- The time spent on understanding the workings of the brain in regard to learning: so interesting, important, useable
- Amount of useful info!!

Time:

- The amount of time spent working on our project
- The time went by very quickly because we were so busy
- It went by so fast
- That the schedule was so strict
- The pace
- How tiring it was to stay focused for so many hours
- How quickly we were able to complete the tasks
- The structured/unstructured work time
- How little time we actually got to spend on the task we came here to do. We seemed to spend a lot of time doing “tasks” our facilitator assigned
- I wasn’t bored
- There wasn’t enough time to work on the task at hand

Environment:

- The amount of space
- The outstanding facilities and the proximity to food (in terms of efficiency)
- Food, space +++
- How supportive the atmosphere/environment was
- The food
- The resources available and the “create your own workshop” atmosphere

What about this week surprised you the most (continued - 3)

Environment

- How nice the accommodations at SLU are (location of building, meals, etc.)
- SLU's facilities
- The food
- The setting, the food
- Everyone was so positive and welcoming
- Comfortable and conducive to work
- The beautiful facility and great food
- As veterans we have noticed a more relaxed atmosphere
- People seemed more relaxed, it seems that participants recognize the importance of "time off" when engaging in the process
- The facility
- The new environment of working in the student center. I liked it.
- Experiencing warm hospitality by Don and Susan
- The intensity
- The enthusiasm of everyone involved in the conference, no matter their role or responsibility, always willing to help
- How positive everyone seemed
- Chaos is good!
- How well the arrangements with SLU worked out - Dana and the student center were great facilities for this week
- The process seems to be more and more successful
- Trust the chaos, etc. - Yes!
- The fact that groups work well under the constructivist method
- Quantity and quality of the food
- The overwhelming interest and support for our school
- So pleased with the beautiful venue and how it was so conducive to the collaboration!

Organization:

- Well organized even with the number of people
- How supportive and guiding the conference staff was in addressing our needs
- The exceptional ability of the conference presenters to "conduct the cacophony of chaos"
- The disorganization of some "administrative" elements
- That things seemed so seamless and effortless on the surface
- The heavy undercurrent of TENSION that lurked about, pervasively
- The process was smooth
- How incredibly smooth it went
- How successfully put together/organized/convenient everything was

What about this week surprised you the most (continued - 3)

Organization

- Well organized
- How everything flowed so nicely this year and everyone was accommodated in a very short time span
- The fact that the conference was so well organized
- The structure of how a constructivist conference is run

Facilitators:

- The perfect fit between our team and our facilitator
- I'm pleasantly surprised by how perfect our facilitator fit our group and task
- Suzanne Miller was an excellent facilitator
- How helpful and cordial the facilitator was
- The facilitator was very knowledgeable and helpful
- How helpful our facilitator was
- How relaxed I felt as a facilitator
- It was so great to have a facilitator so eager to make copies or assist us in any way. It saved a lot of time, allowing us to focus on our work
- Team work between all facilitators

Tasks:

- I was amazed at the amount of different topics covered
- The variety of tasks being completed
- The volume of participants and the diversity of objectives
- The variety of tasks

Accomplishments:

- The amount of work we completed as a team
- Growth of the team
- How much work we were able to accomplish; even though I've participated before, it still amazes me
- We completed our tasks in the given amount of time
- The ease with which our group compromised and accomplished our task
- I was surprised that we were able to get as much done as we did
- We actually built a plan that is doable!
- How feelings of overwhelm were replaced with those of accomplishment
- How much we accomplished
- How quickly we moved from "frustration" to "empowered"
- That we not only accomplished our task but we were able to flesh out further details
- Getting task completed ahead of time!

What about this week surprised you the most (continued - 4)

Accomplishments:

- On days that we were diverted and not as productive I felt frustrated; however, we more than made up
- How much we accomplished
- The development of a concrete product while the team was building an abstract product of building a team
- How we surpassed our expectations
- How easily the actual product piece of our work came about

Other Features:

- How I can function on such little sleep!
- Power of critical friends
- The variety of educators all wearing the same “hat”
- How important this conference has been in the lives of students who have attended multiple times
- The critical friends!
- How involving it is
- How much to think about & consider
- Great tech crew!
- Great efficient copy making
- The determination to get the job done
- I was overwhelmed at first
- Other schools that are not practicing standard based curriculum
- The amount of paperwork
- Going to the next level - not just being told, but implementing
- I kind of knew what I was doing
- How tired we were
- I was less stressed than in previous years
- That so many teachers would come without being paid
- People were eager to try new ideas and seemed willing to “experiment”
- Presentations were better than I expected
- Dance cards led to recharging for fall’s work
- My leg pain went away and stayed away!
- My motivation level to keep up the good work (who knew I’d be this energized by Friday!)
- I am motivated to try the new knowledge
- I want to be involved on an annual basis
- How interested people were in our project
- How sleepy I was!

2006 Conference Assessment Form

What would you like to see as the next steps to ensure follow through on your team's work this week?

Sharing with Others:

- We need to get the rest of our staff on board using this constructivist model
- Share our work with colleagues and administrators
- Make presentation to administration, other faculty, community members
- Staff meetings - getting the staff on board
- Communication between us and administrators
- Commitment to change from other staff
- Once our unit is completed, a sharing of things such as what worked really well, not so well, glad I did use ____, wish I had used ____, how I adapted something for my own use, and anything one of us developed to use from this conference
- Present what I did on the opening day of school with the rest of my colleagues
- Creating a way of sharing lesson plans and adding new ones with and by other teachers
- Planning for our own constructivist conference at our district
- We will work to create a west coast version of this conference
- Distribute the handbook to the rest of the cluster. This way we can follow the same guidelines
- A check in with our own building administrator to share our progress and plug the conference for next year
- Encourage other staff to attend
- Getting together to present the project to Roger
- Sharing with our faculty and staff - looking forward to a positive response, further developing parts of the plan with all staff and district
- Staff feedback

Implementing the Task:

- Bring this task back to the building level and implement our plan
- See the book with lesson plans in it, acknowledgements of our efforts, and a complimentary copy for everyone on the team (this is repeated on all of the sheets from this team)
- More time set aside to really work on the sequence of actual materials we're going to use in the program
- Schedule a time and accountability chart
- For the 8 lesson plans to be used by teachers in our school
- Post plans on the website with a hit counter

What would you like to see as the next steps to ensure follow through on your team's work this week? (continued - 2)

Implementing the Task:

- My team needs to get the support of the administrative leadership that will be imperative to the successful implementation of their efforts
- We have set up follow up tasks and timeline
- Meetings as specified in plan to form committees and explain to staff and administrators. Our director, who was with us, will oversee the implementation of the plan
- I would like us to follow the plan from Sept-June, conduct another summit, and then return to this conference to work on areas that come up during the year
- We are implementing the program in September and hope to continue and grow over the next years until retirement
- Complete our strategic plan - next step schedule timeline
- Administrative support, willingness to let instructional delivery be within the academic freedom of our team teachers
- The plan to see that it is carried out through the year
- Creating materials to use in class
- Ensuring we are prepared for the first day of school
- The education department using our rubric for their administrative interns
- Their schedule of 90 minutes of Reading Instructions be implemented this year
- Seeing various learning stations in my co-workers' classrooms
- Visit to individual classrooms
- Continuation by the administrative department in applying our rubric for interns
- People on team (who did not come) follow through to plan for 2007 conference. Barb needs HELP
- Continue to work on strategies to make it successful
- Meet the commitment of timeframes to do list
- We need to keep records of our progress and outcomes when we return to campus
- Meeting for timelines on larger picture and to make sure we continue with the processes
- I would like us to develop another rubric at home
- We need to take our portfolio and prepare our action plan for the future. Don talked to me about this and extending far into the future our goals, benchmarks, etc.
- Grant application to get materials to enhance what I presently do!
- Support from administration

What would you like to see as the next steps to ensure follow through on your team's work this week? (continued - 3)

Implementing the Task:

- I hope that once the team gets the new course going, they begin looking at how they teach it
- We need to put together all the items in our portfolio - see that these are ready for school's start
- Use the rubric that we created
- Use our finished document to add to and subtract and share ideas as a constantly evolving team level product
- Our own self-assessments, parent feedback and student feedback
- Continue work on changing lesson format
- People who sign up to help with 2007 conference follow through on their commitment
- Implementation of a creed or belief system for a school philosophy or mission statement
- Develop strategies to overcome the implementation dip!

Groups/Contacts:

- Keeping communication open with group
- Team continues to work together to provide PD for staff during school year
- Perhaps an email or two (no more than that!) in Oct/Nov and Feb/March by Don to gently remind us of this week and ask (without expecting a reply) if participants have continued what had been started
- Continuation of team approach to professional development for colleagues
- A how are you doing e-mail survey sent January or so as an ongoing assessment
- Keeping in contact with out superb facilitator
- Continue to collaborate and share ideas
- Collaboration among team members
- Continual contact
- Our team will need to meet regularly this school year to continue planning and evaluating
- Personally, if I keep an e-mail correspondence going with my North Country peers, Jerry, and Anne, I can have them keep me accountable
- Talks with Jerry to evaluate and reflect on work and response from students
- Weekly meetings to pin point curriculum mapping changes, especially in science and social studies
- Continued contact with facilitator


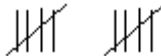

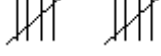
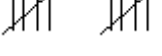
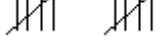
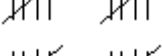
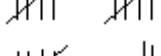
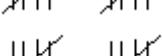

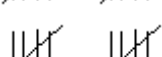

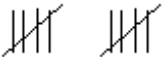


What would you like to see as the next steps to ensure follow through on your team's work this week? (continued - 4)

Group Contacts:

- Meeting with faculty members that were in my group from time to time to compare notes. Also, I would like to stay in contact with Anne and Jerry for ideas on how to keep this rolling
- They are all invited to email me or phone me with questions etc. for years to come
- E-mail network with our facilitator and critical friends
- Another meeting to organize our first meeting
- They will keep in touch to grow in their teaching
- To continue the team approach in an open and safe environment
- I would like to have a middle of the year meeting (with a rubric) to evaluate if the work they did is accomplishing what they want to happen during the year
- Continue to meet as a team
- Regular scheduled meeting using the constructivist framework
- Continued meetings to share, explore, and implement new learning
- Keep up with regularly scheduled meeting that are already planned
- We have a plan to meet monthly and discuss, present, and develop new materials
- An April contact about next summer's team
- Maintain communication
- We will be having monthly meetings
- Already calendared dates for this team to meet to assure we keep on track
- Continue working together at school on centers
- Continue working as a group on stations
- Meet or be in touch with group at 2-3 months then 9 months out
- Meetings have already been planned
- Meeting again throughout the school year
- Periodic focus meetings to share results and encourage others
- Continued contact with some resource people and attendees
- This is an ongoing process, so weekly meetings will be necessary
- Meeting in October to remind me/us what our purpose/idea is
- We plan to spend 2-3 more days working together in August
- Meet after the conference and do a self assessment as we review the lesson plans on the website
- More work next year with reflection and revision
- Coming to this conference every year will keep our task going & up to date
- Observation with my students

2006 Conference Assessment Form

Has your understanding of the word constructivism changed as a result of your work this week?

Yes	No
	
	
	
	
	
	
	
	
	
	
<p data-bbox="586 1276 716 1310">Total: 101</p>	<p data-bbox="911 1297 1024 1327">Total: 49</p>

2006 Conference Assessment Form

Please amplify on why your understanding of the word “constructivism” changed as a result of your work this week:

Further Knowledge:

- It was better defined and clarified
- I've gotten a better grasp on it due to constantly working on examples of constructivist activities
- Continues to build
- Better understanding of “team work” doing it, using it, practicing it - living it!
- Always broadens and deepens as the experience continues to enrich
- My understanding has been changed a little in that I see more of a value in creating a task that has real meaning for those who have to work on it. In other words, my team has worked hard on our task because it has meaning to us and will be useful. Ideally, this is how it's supposed to be in the constructivist classroom
- I actually really understand it now
- Reminded of strategies and introduced to more
- I now have a better understanding of the mindset
- Definitions, reflection - have to be expanded
- I knew what it was, but now I have more information. I wholeheartedly believe that constructivist activities enhance and should be the framework for instruction
- I need to let the children explore and discover more than I already do
- A morphing process which is truly powerful
- More developed philosophical way of thought - more collaborative and cooperative = leads to self responsibility
- I see it more clearly as I attend these conferences
- Deepened
- A continued refinement of our knowledge of constructivism on many levels. This seemed to happen every time we were engaged in conversation
- When a team forms a constructivist school, there is no way my understanding cannot grow!
- It's ever changing
- It always changes with new knowledge
- It was amplified!
- I understand more about how the process works. I've been reminded why direct instruction isn't always the best strategy
- After three conferences I feel like I know how kids learn
- Having lived, eaten, and breathed it, I know it works for lots of learners of all ages

Please amplify on why your understanding of the word “constructivism” changed as a result of your work this week (continued - 2)

Further Knowledge:

- Trust the process - it works
- Understood, but to a deeper degree
- Each year I learn more
- Deeper appreciation of affective realities
- It can have structure and reviewing is still necessary
- It has been clarified more. Since this is my second conference I can see more clearly the constructivist elements of the conference
- As I get more information and ideas, I get a better understanding
- I now know so much more about constructivism. It has become much clearer and I will use more constructivist approaches in my class
- I saw how it applies to staff developing, not just student learning
- I gained further insight to the mind set
- We worked on lesson plans in the 2-step format. It forced us all to know the process in more depth
- I am more convinced that this is the way to go to apply all the strategies that improve learning
- Becoming more concrete in my understandings
- Forever evolving
- Had a good handle on it before this week - always pick up something each year
- I am much more confident of my understanding and application of constructivist techniques
- The base word is so crucial - verb (to build); noun (an idea) - we build ideas
- The application of it is more apparent

New Knowledge:

- I did not quite understand the conception of the term before
- Not a theory but a live process
- I did not have a clue about constructivism and now I want to develop this in my room
- Group work is fun, no stress and productive
- Students need to be constructive!
- I wasn't familiar with it at all before this week
- I was not sure of what constructivism was. However, I realize now that our school does use this idea in our teaching strategies
- I really didn't know what constructivism was so now I have an idea that I can use in my work
- The workshops and random discussion has helped me realign my thinking in great ways

Please amplify on why your understanding of the word “constructivism” changed as a result of your work this week (continued - 3)

New Knowledge:

- Before, it was just a word. Now I can see it is how we learn and grow
- It is no longer a word, it's a process and the motivation to change education
- Rubrics, rubrics, rubrics
- Came to understand through the presentations and in just talking to people
- I enjoyed learning the two step strategy
- I didn't know what the word meant until this week
- I have learned to trust the chaos and let down my guard
- I believe the whole approach just means engaging students - making learning meaningful, teaching from a student-centered approach
- I may try some constructivist techniques to become more familiar with doing and seeing results
- This is not just for inquiry based learning
- I've just learned about it - I didn't really have any prior understanding of constructivism
- As a special educator, I am somewhat constructivist by nature. Now I have a name for my chaos!
- I don't think any one component is earth shattering, but taken together, it's effective. It's a good way to focus and manage 40 hours of work time
- Came here with no background info on constructivism
- I know now what it is like to build my own learning
- I think I know how to begin to create “constructivist” environment in my classroom
- I feel I know more about the term - not as much as I would like - I could not really articulate a definition
- I know very little about the model
- Understand the definition and how it can work for me
- I am still in the exploratory phase and increasing my knowledge through experiences continually learning!
- A descriptive phrase for me to use to explain constructivism to others: “learning how to learn”
- Trust the chaos and the process and the product is incredible
- Acceptance of a more cognitive approach to instruction and meeting the need of students for whom non-conventional approaches may be required

2006 Conference Assessment Form

Please amplify on why your understanding of the word “constructivism” did not change as a result of your work this week:

- I think this is my fifth conference - by the third time, I got it
- We were already on board - CA school
- Had a good understanding of it coming in
- 10th year here
- already immersed
- I already have changed my work ethic to reflect and incorporate this model
- I was already familiar with the term
- Solid understanding to begin with
- I don't think it changed. I do however appreciate the opportunity to see it in action
- I learned more about how to implement. There was not so much of a change in my core understanding
- I understood it before, but I would like to apply it more after in my class
- I guess I was on the right track all along - just needed some redirection and better understanding of how the brain works
- I like the idea of the constructing our own processes I am concerned for us with the lack of measurable outcomes
- Was here last year also
- Had studied the theory over time and used many principles. What surprises me is the participant awareness and miss-awareness - thinking constructivism is a teaching method
- We talk about it quite a bit at school
- I took many education classes while an undergrad at SLU and had a grasp before I came
- I had Vermette as a professor
- I knew what it was from class