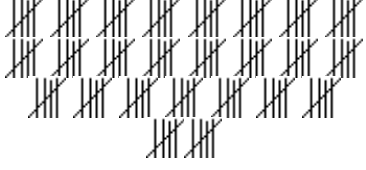




Conference Assessment Form

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

Yes	Maybe	No
		
Total: 125	Total: 2	Total: 1

Please Amplify (Yes Responses):

Accomplishments:

- We completed a very comprehensive task with little outside distractions and many human resources available
- I came here to get a job done with my team and we did that exact thing
- Having a project well on its way to completion is terrific!
- I am going into my first year teaching and coming to the conference allowed me an abundance of time to prepare for the coming year, collaborate with people from my school and schools from all over, to generate new ideas and reinforce and deepen what I learned in college. Because of this conference I feel prepared to go to work with confidence
- Our team was able to successfully complete our project, and that was worth the time invested
- Our pacing guide will be a wonderful tool for our department
- Yes, because we finished our task, if not it would have been frustrating
- I gained confidence making units, which was out task, and in making rubrics
- We accomplished a lot as a team that will be implemented throughout the year
- Our team was able to develop a framework for interdisciplinary lessons we'll definitely use
- My team and I were able to get done much of the work we hoped to do this week. We still have more to do.
- Helped us to take the time and efforts to analyze/assess a need at our school
- We were able to complete a task collectively - sharing many ideas even though our task didn't allow us to be creative, we were able to see the constructivist design process at work
- I think we have a great product that can benefit all middle school math teachers who want to teach constructivistly
- I like it because we got to make up our own play (student theatre participant)
- I feel I accomplished my goals and was focused because of my rubric and graphic organizer
- We got our project done (2)
- Our team was able to complete our task this conference
- We accomplished a great amount!
- Progress was made with meaningful task. A product was produced
- Achieved our goals and then some (2)
- Had time to develop social studies curriculum

Conference Assessment Form

Please Amplify (Yes Responses):

Learning:

- I learned so much while having so much fun
- To see my team and others get the ah haa moment is awesome!
- I got a lot of very useful tools that I can and will use in my classroom
- I came in with no experience as an educator and very little understanding of standards and educational issues and learned a lot. The amount of resources as well as the process that is used to solve issues made for a great experience
- Tremendous amount of learning - gave me a "lift" as far as a reminder of best practices
- I learned a lot
- It was a great way to hear/learn new ideas and expand our previous knowledge
- I learned things and met new people
- I had fun and learned a lot about everything!
- I learned valuable strategies that I have written into my lesson/unit plans
- Learned so many new student-centered activities
- Learned much, enjoyed interactions, and used references in book much more than last time
- Always a learning experience
- Helped me understand strategies of constructivism more and their use in accomplishing my task
- Awareness of constructivism increased from 0-10 in 5 days!!
- I learn something new at EVERY conference (this year, a GREAT article on Reading Comprehension from Paul Vermette, and Vermette's workshop)
- Deeper understanding of the "content"
- I have learned a lot about teaching and what is expected of me as a teacher. I have a deeper understanding of our districts evaluation process
- We learned of many resources, produced a great plan to bring back to our area, and learned a lot from group work and people with expertise
- We learned a tremendous amount of "stuff" that we can implement immediately
- It allowed me to develop understanding of constructivist approach and PBL
- Learned new strategies for teaching
- I always pick up so many tips
- I try to learn something from every experience and this conference was full of possibilities

Presentations:

- Just one presentation a day worked well
- I really enjoyed the workshops
- I enjoyed the presentations and expertise of others
- Was able to complete task and learn a lot from presentations/experts
- The information was very informative and applicable to my district initiatives
- Some of the presentations have been valuable

Team Work:

- It allowed our team to plan and collaborate, to work vertically. We had critical discussions and great feedback
- I really enjoyed the bonding experience with my team!
- Not only did we get to work on our task, but we also got to work on our personnel issues at our site
- Loved the intense work ethic of my team
- I didn't like it at first, but I liked my team members (student newsletter participant)
- Bonded with my team and look forward to implementation of our plans
- The conference gave me a chance to form a community with my stage (even though not everyone was here) and I enjoyed seeing our task completed
- I enjoyed the camaraderie and collaboration we experienced
- Time to build a team spirit

Conference Assessment Form

Please Amplify (Yes Responses):

Networking:

- The sharing and learning from participants/facilitators/resource people from all over the state and country is invaluable
- The conversations are worth the price of admission
- I gained valuable experiences, met great people, and made contacts
- As usual, I had amazing opportunities to meet, re-meet educators/people who care about and work hard to make schools better places for students to learn and live
- Great people, great networking
- I made several contacts
- It was helpful to talk to other Constructivists
- I formed many connections with people
- It was a great way to meet new people
- I got to meet people and do lots of things that helped me with my journalistic point of view
- Nice to meet and work with other, new people
- At every conference, I see old friends/reconnect, and meet new people (Art Logan, Jean Kay, Mrunalini Patel, et al)
- Exchange of ideas, expertise, resources, interacting with others
- The chances to collaborate and share ideas with other people was very worthwhile
- Great minds and resource people - what other chances will I have to speak directly to the "experts"?
- The opportunity to work/share with others who have the same/similar "pictures" of how to be quality "facilitators" at any and all levels of the learning/teaching process and modeling their beliefs in the interaction, organization any and all times during the conference

Time Spent:

- Nice to have so much time dedicated to a task
- Total immersion in our task, no distractions of homework, work, bills, etc.
- I loved all the work time
- We were able to work together for long periods of time, uninterrupted
- It was nice to have time to work on a lesson without a lot of distractions
- There needed to be a concentrated time to learn as much as we did to focus on it
- Our class time was very valuable
- Focused on a task of value
- Always well spent time: good cost/benefit ratio
- We educators need the time to develop our ideas into realities
- Dedicated time made it successful
- Large blocks of time to complete our work
- It allowed me to complete a team project with my coworkers over a continuous period of time without interruption
- We completed a lot this week - never would have been able to do it without the time
- We could not have completed all this work if we weren't trapped all together in one place
- It allowed my team and I time to work on projects in a contained environment... which forced us to get it done!

Conference Assessment Form

Please Amplify (Yes Responses):

Miscellaneous:

- It was wonderful to come and create
- I had lots of stuff to do the whole time. And after the play I had a lot of cheers.
- Awesome newsletter!
- Awesome!
- This week was a fulfilled experience
- Hope to come back next year
- Important to give teachers way to move towards the student-centered learning environment which will lend itself to more short term successes as well as long-term for students. The "nature of the beast" (the student) doesn't change much from year to year, but education methods need to
- Got the affirmation that we know what we are doing
- I was impressed by the dedication that everyone shows in this organization. The nature of the conference is intense but very much worth it. I hope to maintain contact because this is a great organization
- Always is
- Excellent!
- Have invested a lot for my future year!
- It was useful and relevant
- It was very engrossing
- Class for credit
- "Absolutely" should be a choice on this sheet
- It's my fix. Even though I am an "old timer," I HAVE to come in order to survive as a person! Teacher! Wife! Mother! Friend! Valued member of society!
- We accomplished a great deal, I met interesting people, learned new things and had fun. Not a lot more to ask for (except for better coffee...)
- Opportunity for variety of feedback

Facilitators:

- Even though our task flew in the face of constructivist philosophy, our facilitator did his best to meet our needs
- Although our task was driven by standards and set curriculum, the conference kept me focused and our facilitator was accommodating (more than) and helpful. He had a great attitude and was very committed
- I really appreciated the support from our facilitators - they were a huge wealth of information and we could not have completed our task without Cyndi
- Cyndi LaPierre was a fabulous facilitator. I learned more than just constructivism from her
- Great to have Cyndi LaPierre as a facilitator

Please Amplify (Maybe Responses):

- It depends on how well the ideas work when implemented
- Too many interruptions to get the work I came here for me to complete the work I intended to do

Please Amplify (No Response):

- I was under the impression I would be doing something completely different than I did

Conference Assessment Form

What about this week surprised you the most?

Accomplishments:

- What we were able to accomplish given the time. We created sound projects that can be used in any classroom
- The amount of work produced was surprising to me
- The comments by our new principal. I had high expectations of this conference, and all were met
- I was surprised at how much was completed by our team
- How much we accomplished (5)
- How well my students performed
- The greatness of our newsletter (student newsletter participant)
- That some days, our paper got to be 5 pages long! (student newsletter participant)
- It surprised me when everybody learned their lines on the first day (student theatre participant)
- The amount I was able to accomplish! Initially I thought our goals were a bit lofty, but we have exceeded our goals and certainly my expectations
- The productivity of everyone here, especially in our group even with a broad topic
- We finished

Activities:

- The amount of activities planned
- Dinner is not included or planned

Attitudes:

- I think the wonderful attitudes and excitement of everyone involved
- Students loved conference
- The reaction and comments from our new principal Gail and her understanding of what we are trying to do
- Great for community spirit in our school
- The validation we received from our new principal was directly associated with the way the conference laid out the structure
- I thought the theatre camp was going to be boring (student theatre participant)
- All the praise from Don Mesibov (student newsletter participant)
- I enjoyed myself (student newsletter participant)
- I was amazed at how positive and supportive the people were
- I was pleasantly surprised at how accepting, friendly, and knowledgeable the teachers and our facilitator was
- How intense this was and how nice the people are
- The support and trust factor
- How much my {misconceptions}{lack of knowledge} about YOGA affected my view of it! Boy, was I ever wrong ☺
- That I ended up joining in discussions with other people so easily
- The enthusiasm

Experts:

- I didn't think I was going to meet so many different experts
- The amount of resources from others that were available and the willingness of others to take the time to assist you with something new

Hotel:

- I was very unimpressed and displeased with the hotel. It became a running joke that "this/that not clean/running" along with the beer smell
- No shuttle service to the airport of Niagara falls. No public transport - bus service. Hotel totally isolated
- Lunches: poor/minimum choices
- Hotel staff: NOT mean, but NOT friendly; seemed to rush each meal/snack

Conference Assessment Form

What about this week surprised you the most?

Learning:

- How much about constructivism I had already known
- That after coming to many of the Constructivist Conferences, there is always something new and exciting to learn
- I learned how different this area from NY state is from what I thought!
- I discovered that I already employ and use many constructivist strategies
- How much I've learned completing a task and how big that task was
- The amount of knowledge being shared and created

Networking:

- Met people with new stories/ideas to add to my personal repertoire; great interpersonal experiences for me and my team members
- The number of people I met

Presentations:

- All that I learned from the presentations
- The various differences among all speakers on their views of constructivism
- The lack of constructivism in the morning workshops/presentations
- The presentations were excellent
- The presentations - pleasantly surprised!

Process/Organization:

- Struck by the importance of the process
- The intensity (2)
- How involved the process is
- Real, active engagement: it was great to see people so engaged
- How much feedback on forms is needed taking you away from project research and work
- The amount of chaos
- I was pleasantly surprised to see how available the conference organizers etc. were to all participants
- How organized everything was!! Congrats
- How smoothly things ran, how wonderful it was to see old friends; how much I take away with me
- How structured everything was
- Doing three jobs was too much for me

Tasks:

- The depth of the task was much deeper than I had originally anticipated (2)
- I was surprised that there was a lot more that was involved as far as work. I.e. portfolios, brainmap, timelines; at first I thought it was busy work, but now I felt that it was important because it helped us find a starting point to a task that seemed so big
- The amount of work (student newsletter participant)
- Our initial task took us in a different direction... we kept revising our rubric and timeline
- How varied the tasks were but also how much we had to offer each other
- Amount of time and work associated with the task and how we, as a team, worked together

Conference Assessment Form

What about this week surprised you the most?

Teamwork:

- How easy it was to work with the team
- How much we came up with and how much our group came together even though we didn't know each other
- The bonds I made with my team
- How much we got done, and for the most part, how easy it was working so well with people I just met
- The fact that I didn't want to kill my teammates
- How easy it was to work with my team. I anticipated less flexibility. It was a happy surprise!
- I am surprised how well we worked together and that we finished early
- The team was very focused
- Our team worked so well together and we barely knew each other. "Aaha" we are very fortunate at our district to have what we do
- The team members, who barely knew each other, really came together to work on a very difficult task (2)
- Getting to know the people I work with better
- The challenges inherent in group work and the hope more would have been accomplished
- That there were so many groups working so well together
- Taking four diverse people and working on individual projects that molded into one concept
- How well my team worked and communicated to accomplish the "global task" while maintaining and working to individually apply the concepts/theories etc. to their own situation
- The wonderful people I had the opportunity to grow with
- Working together with all different personalities and yet never having any problems with each other
- How quickly, we, as a huge group, got down to business and worked - productively!
- I was surprised by how much work we accomplished as a team... well... I wasn't surprised, just very pleased!

Time Spent:

- How long the day was! (2)
- How quick it went by (3)
- It was so busy and went by so fast!
- That the workshop was indeed a workshop. We were provided with tools and work time
- Staying on task so well
- Lack of work time; I thought we would have a lot more time each day to work. We did have a lot of time I just wished I had even more. Many teams were gone and we were still working
- How much focus was placed on the project
- How much we were able to complete in such a "small" amount of time
- I thought we would have more "work time;" we had many interruptions, filling in frequent evaluations and group assessments (2)

Miscellaneous:

- Dance Card and Critical Friends (Love it)
- How many teachers use constructivism but call it something else
- The value of simple "being" here. I have been re-energized in my constructivist philosophy
- Being my first time, I can't believe I can still be a good listener and follower
- The conference was not bad at all and it was not as hard as I thought it would be
- Lack of technology
- Got too tired
- The lack of common understanding
- The lack of interaction between the teams and in general with people outside of NU

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:

- I will modify any class work and instruction based on the presentations I attended
- Changes in classroom practices; types of feedback I give
- Improved instruction and planning of content
- Trying to incorporate authentic tasks and work on performance assessments for activities
- Create more authentic, meaningful classroom experiences
- Maybe I can get other teachers to understand the importance of PBL and apply it
- More involvement, more student involvement, less lecture
- Reflection, constructivist activities in the classroom, collaboration with colleagues
- Continue to use more constructivism in my classroom and encourage my students to develop their critical thinking
- I plan to implement many strategies that support constructivism into my classroom set-up, teaching, and interactions with students
- I will try to be more aware and use better practices in my classroom and planning
- Continue adding strategies but now with explanation to students
- Learning to connect new ideas into the areas I feel weak in to engage students in more productive learning
- Add breathing techniques to my day... with my third graders; use music to teach standards; engage kids more at the start of units; allow kids more freedom to explore as active learners
- I will be adding new components to my classroom. In fact, my opening day will be different from before; I will be using Paul Vermette's Thwarp in my classroom
- "Breathing techniques" to calm my classes down instead of "teacher dirty looks" and yelling for order; also to be used before tests and at other times
- Revised lesson plans
- I hope to use rubrics, which include skills and dispositions
- I will now try and incorporate a skill or disposition in to all my lessons. I will now try and use the scale that we made
- Improve strategies to become more student centered for all classes and incorporate more CONSTRUCTIVIST lessons
- Now that I have this momentum, I will be able to be much more productive in the weeks to come. In my classroom I will be able to implement new strategies and ideas I collected from so many other educators
- New strategies for students teaching students; use these strategies not only in my classes, but in my department meetings
- More student centered learning opportunities; far less lecturing; more use of rubrics and cooperative learning
- I would like to incorporate more yoga in the class
- Focusing on what my students know coming in and what they need to know when they leave that will help them as well as their next teacher
- Continue to teach the best way possible and incorporate more constructivism into my day
- More concentrated time in class
- More think time, more yoga, more turn to your partner, more journaling time
- I DEFINITELY will use cooperative strategies like think-pair-share to ENGAGE students
- I will consider more allowance of time for discovery and exploratory processes and performance assessments
- I will be more aware of my actions and meeting the needs of my students in ways that will be most beneficial to them, using what I have learned this week
- Lesson plan formats and presentation
- More consideration for how to bring other subjects into my classroom (2)
- I am going to try to incorporate much more music and art into my constructivist plans
- Be explicit with instructions and clear with exactly what you want

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?

Daily Routine:

- I will use Paul Vermette's strategies/ways of thinking every day - I hope!
- Will use the ideas daily
- More communication with faculty and staff
- Many of our day-to-day functions (roles and responsibilities) were redefined as part of our task
- I will try to engage
- In daily practice with learned techniques/practices

Improvement:

- Work on the weaknesses I identified in my own teaching
- Hope to streamline, yet have more purposeful teacher observations done
- I understand so much more what "good" teaching is and how to help students achieve in the classroom
- We will be changing our approach to the beginning of the school year, with a clearer understanding of our expectations for our students and ourselves
- Look for areas where my lessons can be adapted to be more closely aligned with constructivism
- I have a stronger knowledge of our program and will implement it in a stronger way - knowing it better

Planning/Taking Further Steps on the Task:

- Think ahead more
- We will have a team to work specifically on this project
- Start making preparations to implement our program
- In a way I call this a "rejuvenation education week" - it has motivated me more in being active in setting out what I need to do
- I would like to extend our project with rubrics for our stage levels
- All of our work this week is going to have a direct impact on my work. Moving from a content-based coaching model to an Instructional Coaching model (our district's stated intention) has a direct impact on my work as a coach
- I will be sure to include skills and dispositions in my planning
- I'm going to attempt an observation form with descriptors in terms of student behavior

Professional Development:

- Employ constructivist techniques within professional development
- Implement ideas from class and presentations into professional development for teachers
- The observation form we created will be used as a vehicle for more constructive ongoing discussions/learnings/staff development about teaching and learning
- Incorporate some new strategies with my teachers - share constructivist ideas as part of differentiated instruction

Reflection:

- I think it might be important to journal everyday about experiences that went on in the classroom. Journaling this week was a good reflection for me!
- As I work I will continue to reflect on all of my aha moments that I have had
- I hope I will be more reflective
- I will reflect daily at school this year, as I think it will help me work smarter
- More reflection for myself and for my students giving my students time to process information by sharing
- Reflect on myself
- Remembering how lucky I am to have the resources we do; this experience has rejuvenated my reflective and constructivist practices
- Reflect/reflect/reflect

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?

Miscellaneous:

- There are a number of specific ideas I may implement
- Trust the people, process, chaos!
- A clear direction
- I will enjoy the slower pace
- Focus more on positive attributes and strengths of youth; encourage goal setting
- It's hard to "predict" because of the dynamics of "people" and working to build "community" when necessary and yet always being the "guide on the side;" I have found that ongoing positive reinforcement that a team is moving ahead seems to keep them hopeful even when "tired"
- Work with my new teachers on a more in-depth basis (as a mentor)
- Changes in leadership style will definitely occur; realized ideas about professional growth that will be implemented
- Info from workshops will be helpful
- Implement ideas from the process into my own work
- I will be more organized with my assessments
- Trust that chaos can produce a great product
- This conference and the conference interactions validate and reinforce my commitment to the constructivist model for my work in schools and community organizations
- I'll be a better writer! (student newsletter participant)
- Trust the chaos!
- I've made some wonderful contacts, that I think will offer great change (I don't have a classroom)
- Use my resources more often
- I've learned that I need to take the risk - ask questions - even if I know I'm not going to get answers that I like
- More exemplars of mastery of standards and more rubrics attached - tighter idea of how to approach this theory from the first day of school to the last and an individual and a team member on my staff
- Spread the constructivist word

Conference Assessment Form

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

Feedback and Revision:

- I would like to contact those who have a copy to hear any suggestions and comments
- I would like faculty input. The next step needs to outline what each disposition and skill looks like, or sounds like
- A meeting set up with district to review our work
- I would be very interested in meeting with admin after presentation to refine the plan
- Develop administrative and teacher teams to review, discuss, modify the teacher observation form we developed
- Re-do our year-end teacher evaluation form to align more with the form we created
- Further editing
- I would like to see how our work will be applied in school setting, if it was useful for the school, and if it was acceptable]
- Revision as a staff - and use what we and our other teams have created
- Actually using the product, then meeting to brainstorm improvements/gliches in the "user-friendly" possibilities

Follow Through and Follow Up:

- Follow through on our goals for next year's newsletter
- The need to be held accountable for follow through with our project during the school year - continually involve our whole school
- It's up to our staff - the desire to not let it fall by the wayside - we just have to have the follow through
- I would like to see our team follow our action plans, and close to "on time"
- That truly FOLLOW THROUGH & don't let our revision stay stagnate
- The team has outlined a plan of action; I like the ideas of the letter from Don/Susan as a follow-up and reminder to them
- We need to follow our strategic plan for continuing our project at home
- Follow through at the district level
- Follow up e-mail about success
- Follow up with team in a months time to see if progress has been made and what stumbling blocks
- We will be following through with staff evaluations

Publication:

- Publication help from Don
- Getting the lessons published

Employment:

- I hope to get a job in order to implement the task we created
- Getting a job so I can test our units

Conference Assessment Form

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

Further Meetings:

- I'd like to make sure we get a chance to work together
- Our department will continue to work together and revise our plans
- Meet with team to discuss implementation time line and continue developing future plans
- Meeting at NU in the fall
- Staff presentation, staff collaboration time to finish work and implementation from trimester 2 and beyond
- Fridays should be dedicated to completing this task and example products and assessment until finished
- Reunion with the team at some later date
- Team meetings throughout the year for continued growth
- Time to work together to continue integrating constructivist elements into my teaching; an opportunity to share these things with other new teachers
- Time to work on process & lesson plans as well as confer with other team members
- Continued collaboration through meetings and revision following a presentation to the staff
- Meetings to see follow through
- For our facilitator, Jack, to be in continuous touch with our work
- Some collaborative time to work together with my teammates during the school year
- The team needs to sit together and focus if all that we learned was well understood, especially newcomers
- A team meeting in November to review/discuss how task implementation is going
- Revising our curriculum map; adding additional performance assessments
- I hope our team continues to build on what we have done together
- There are some changes that still need to take place on our final product that as a district we need to work together on
- To come together one more time at home
- More time together to finish
- We already are getting together next week and are talking about future meetings
- Communicating with group members and resources after the conference is over and the school year has begun
- Meetings to continue the development of the project
- Regular meetings to discuss projects and goals
- We will be presenting our program to a symposium and meeting to work and develop more
- We will continue to work as a team to share with the rest of the staff
- Communication among the team members at a later date to see if any growth has occurred
- Continue conversations and contact with our facilitator
- Meet to measure progress
- Being able to stay in contact with our facilitator as a resource

Conference Assessment Form

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

Spreading the Word:

- We will participate in, facilitate workshops throughout the year to continue our task, share our learning with our peers
- Support/collaboration with the staff who were not able to attend
- Other teachers use of product - district's acceptance
- I would like to see our unit plans put somewhere accessible to educators
- Present to board and rest of 7th grade team so that we will get more on board
- Visits by others and to others to see progress and get support
- We have items to discuss with administrators; we have more work we need to know
- To continue to get support from their administrator
- Continued enrollment
- A couple of workshops on constructivist lessons through model schools that would be offered to all districts
- I would like all of us to meet with the other two new teachers and share what we learned
- I would like to meet with central office to explain our thoughts and rationale; I hope an administrator will become appointed
- Meet with and garner support from administrative colleagues and superintendents
- "Selling" our work to the department will be critical
- I'm looking forward to a face-to-face meeting with our administrators at Lisbon Central. We'd like to discuss "social promotion," continued funding for us to attend future constructivist conferences, and we'd like to discuss technology such as the electronic chalkboard and/or smartboard
- Our team will meet with the special ed teachers and sped will be given time to incorporate these ideas since they modify for student needs

Implementation:

- Actually trying the unit plans
- Ours was a task that we can immediately put to use in our classrooms
- Distribution and implementation of the handbook
- Gather comments and actually perform some of the lessons
- We will implement the procedures and the program requirements
- To take to the faculty and implement procedures
- Implement strategies into course instruction

Miscellaneous:

- Follow up with someone already discussed
- A person whom we can check in with
- Time affected by our administration to present and engage the rest of our colleagues
- Coming to the conference in 2 years to rewrite the handbook
- Responding to people request copies
- We are all in agreement that after we have been in a school teaching for awhile we want to come back and improve our handbook as well as sell it so others can benefit from it
- I would like to see the final product after it has gone through their district's process
- A great newsletter next year (student newsletter participant)
- An e-mail/update on progress of the project
- The next steps are almost entirely up to the central office of my district as the plan we completed for them is up to them to implement
- Lay out next steps of teacher action plans
- We made a whole list as part of our "wrap-up" - next steps, TBD's, suggestions to enhance the...?
- I've got to start taking yoga class!
- Consult appropriate resources in order to implement our program in conjunction with school curriculums
- We've set up meetings with the appropriate counterparts; no further steps are necessary
- I would like to see all of the work we have been working on combine it with the same format - font, size, etc.

Conference Assessment Form

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

Yes	Yes, No, Maybe So	No
Total: 79	Total: 5	Total: 43

Please Amplify (Yes Responses):

- I really learned about constructivism and now know that I'd practiced this theory for years in my work. What a wonderful validation
- It has become more clear and detailed
- It is about getting the students to take on a task. It is the process that helps them learn
- The whole process of constructivism was new to me
- Rather than only hearing about it, I have experienced it. Just like the theory explains it works
- Better/clearer understanding
- We will be using Bob Newberry's program in our homerooms!
- I've become open to more opportunities to use the constructivism approach in my classroom
- I really didn't know what it meant. Now I have some understanding - if I had to sum it up - teaching at its best!!!
- Was unfamiliar before and now I feel like I have a great understanding
- I think I have a better idea of what is being "constructed" and the process of how that is accomplished
- It's always changing as I build on prior knowledge and see connections
- Continue to look for strengths and use those strengths and let the kids make the questions when reading a read-aloud
- As always, something new came about even after 10 years +
- I am new to the theory and I had some pre-conceived thoughts as to how I thought it was. I really learned a lot and realized that constructivism is just GOOD TEACHING!
- My understanding has become clearer and has solidified = also an understanding that its OK to lecture sometimes
- It enforced the idea that it can be used in math
- I have a better understanding of constructivism and how to use it in my classroom
- It didn't change my understanding, it expanded my understanding
- Constructivism vs. behaviorism
- People taught me lots of things (student theatre participant)
- More diversity in constructivism (student newsletter participant)
- Amazing outcomes, TEAMWORK, the big picture, What do we bring to the big picture, imagination, diversity are all tied into it
- I now understand that using constructivism means to work together (student newsletter participant)
- Before I didn't know what constructivism means, and now I do (student newsletter participant)
- I didn't know the meaning - now I do (student newsletter participant)
- I've seen it, and it's a lot more fun than I thought (student newsletter participant)
- It put a word to what I already practiced. I now know it is a better means of teaching and I know why
- It is a living organism, always evolving, changing, growing

Conference Assessment Form

Please Amplify (Yes Responses):

- In college I was taught constructivist theory, but without the title “constructivism” attached to it. Now I have a title and a bunch of new ways to put the theory into practice - my education has been supported and reinforced by the conference
- Opportunity to see effective methods that we can actually apply and use in classroom - the models and examples - show me what I can do - the model and then I can figure out the rest - giving students more opportunities to have stake in their education
- As above; I know now that involving a skill or disposition is very important to a constructivist teacher
- A little. It’s good to revisit the definition. My understanding is a work in progress. I have a much better understanding of rubrics - thanks to Cyndi L.P.
- I think I have a good understanding of constructivism - still growing!!
- I’ve just been able to learn more about the theory
- It’s an even deeper understanding
- It has done nothing but to improve my understanding of this concept. Thank you!
- There are always new ways of describing this practice; dependent on what the needs are?
- It has grown - a lot!
- Deeper understanding of application and principals of theory
- Understanding the authentic learnings
- A more practical understanding/how to create a constructivist classroom
- I have come to understand that in Niagara Falls we have been working under a constructivist model for the last five years!
- Not as much changed but solidified my understanding of constructivist effectiveness
- The presentations provided a fair bit of further insight into the understanding of this term
- Had no understanding of the word constructivism prior to the conference; class discussion increased understanding
- Class discussions
- Class discussions and presentations
- I now have “real life” lesson plans which incorporate the constructivist theory. I see how to incorporate student ownership and how it increases motivation
- It was expanded/further developed via conversation with Vermette and Don
- I understand how much learners can get out of the constructivist process and why it is meaningful
- Before, I really knew nothing about the term, I have learned what it means and intend to use in my classroom
- It’s a theory as opposed to a task
- It’s a way of life! This is “Constructivist Camp”
- I can say now that constructivism is a concept that I use in my classes - and I can now give my teaching style a name!
- A little, I believe
- I understand now that its active learning - having a student-centered classroom and allowing kids to take off and investigate what they want to know on their own
- I have loved the new ideas and products to try in my classroom
- I feel I have a deeper understanding of the theory and practices. This is from participating with it and designing instruction around it
- I have a clearer understanding of how to present lessons using a constructivist manner
- It’s clearly more than just “group work” or interactive lessons
- I learned more about it using the process and realized it was more than just group work
- I had a good idea, but learned more!
- Have a clearer understanding
- By seeing all the ways people were putting it into practice
- Application
- I’ve come to understand how it is applied and created successfully and the implications it could have when done successfully
- I have learned its not just accomplishing a goal but its getting students to engage in authentic tasks, get students to teach each other
- Better grasp of other people’s confusion and deeper meaning for “collaboration”
- A better understanding of the concept

Conference Assessment Form

Please Amplify (Maybe Responses):

- It has broadened, not changed
- I am always putting the concept/theory of "constructivism" through my knowledge of "brain research" and it validates what we know works and why it works
- I didn't have an understanding of the word prior to attending. Now I understand the philosophy well
- Don't consider myself an expert; not yet calling myself a "certified cord-carrying constructivist" but definitely believe that constructivism is an excellent framework/theory of how best to facilitate meaningful learning
- Have been at a conference before, therefore my eyes were open this time

Please Amplify (No Responses):

- It's who we are and what we do - however, my "shades" of understanding are "deepening." We all construct differently and my lens is expanding - growing more patient with others process...
- Our school as been trained to use constructivism as our main form of teaching!
- In the initial survey I wrote an idea of what I thought the term meant and I still agree
- We have a unique situation at our school site. Constructivist is what we live
- Did my homework before I came
- I obtained an understanding as a result of having the Institute come to our school at periods throughout the school year
- Learners teaching
- It reinforced my beliefs
- 13th conference
- But it was strengthened
- I've been here seven years
- I attended the conference last week
- As a graduate student at NU I understand the concept
- Just came off a class on constructivism so it is fresh
- I don't know what constructivism means (student theatre participant)
- I have had a few classes with Dr. Vermette and I have had a lot of exposure with constructivism
- Only reminded and refreshed me (and given me more ideas)
- At our school - we live, breathe, and constantly strive to understand its depth and possibility in all areas. I am blessed to be a part of this working community
- It has only been encouraged and validated
- I have a strong understanding of the word, this further validated my beliefs and allowed us to focus on best practices as a group
- I feel more confident in my ability to move from theory to practice
- I think I practice constructivism in my classroom, workshops and with the associates who work in our classroom. However, the workshop-refreshed me
- Been living it for 22 years now