

## High School Redesign In Action

A Regional Conference for New England's Secondary Educators, April 7-8 2011

### Feedback and Evaluation Survey

The New England Secondary School Consortium (NESSC) held their second annual High School Redesign In Action conference on April 7 and 8, 2011. Close to 400 people attended the conference; these attendees were asked to complete a survey created by the UMass Donahue Institute (UMDI). The objective of this survey was to gain perspectives from school- and district-based educators, both on the conference in general, and more specifically on the NESSC, the League of Innovative Schools, and their individual state's secondary school reform efforts. For this reason, surveys completed by students in attendance, or staff from state Departments of Education, the Great Schools Partnership, the Nellie Mae Education Foundation, or representatives from higher education and professional associations, were not used in the analysis of survey data.

This report provides a summary of responses obtained from 165 (or 66%) of the 250 total eligible candidates, including middle and high school teachers, guidance counselors, and school and district administrators. The frequency of responses is provided for each survey question, along with any significant differences found between subgroups (e.g., by state, position).

Considerable demographic differences exist among this group of conference participants. For example, attendees from Maine comprised 31% of survey respondents, while Rhode Island had 8%. More than half (52%) of attendees were high school teachers, followed by school administrators at 29%. The conference attracted veteran educators, as 48% indicated they had between 10-20 years of experience in the education field, and 35% had over 20 years. The table below shows the demographics of survey respondents used in this analysis.

<b>Demographics of Survey Respondents Used in Analysis</b>		
	<b>N</b>	<b>%</b>
<b>State</b>		
Connecticut	37	22.4
Maine	51	30.9
New Hampshire	25	15.2
Rhode Island	13	7.9
Vermont	39	23.6
Total	165	100.0
<b>Position</b>		
Middle school teacher	1	0.6
High school teacher	86	52.1
Guidance counselor	14	8.5
School administrator	48	29.1
District administrator	16	9.7
<b>Experience in Education Field</b>		
Less than one year	1	0.6
1 - 3 years	6	3.6
4 - 9 years	22	13.3
10 - 20 years	79	47.9
More than 20 years	57	34.5

Conference attendees were asked to complete the first five survey questions anytime before leaving the conference.

**1. How did you first hear about this conference?**

The majority of respondents (65%) first heard about the conference from a colleague. Others (14%) were notified through a direct contact from the NESSC. See Table 1 below for full responses listed in descending order.

<b>Table 1</b>		
<b>How Conference Attendees <u>First</u> Heard About Conference</b>		
	<b>N</b>	<b>%</b>
From colleague(s)	105	65.2
Through a direct contact to me from the NESSC	22	13.7
Through an NESSC event or meeting	8	5.0
Through a professional organization of which I am a member	4	2.5
Through an education event I attended not directly related to the NESSC	3	1.9
From the NESSC website	0	0.0
Other	19	11.8

**2. Which of the following best describes your level of involvement with the New England Secondary School Consortium?**

Most respondents indicated they had no previous involvement with the NESSC at the time of the conference (59%), or had established very recent involvement (20%). See Table 2 for full responses listed in descending order.

<b>Table 2</b>		
<b>Level of Involvement with the New England Secondary School Consortium</b>		
	<b>N</b>	<b>%</b>
Not involved	95	59.4
Have just gotten involved over the past 1-2 months	32	20.0
Have been involved over the past year	22	13.8
Have been involved for more than a year (including Phase I)	11	6.9

**3. In general, how do you prefer to receive communication regarding education news and/or events happening in your state (check all that apply)?**

Attendees were asked to indicate how they prefer to receive communication regarding education news and or events in their state. A considerable majority (91%) prefer email newsletters or news blasts, followed by postal mail at just 6%. See Table 3 for full responses listed in descending order.

<b>Table 3</b>		
<b>Preference for Receiving Communication Regarding Education News and/or Events</b>		
	<b>N</b>	<b>%</b>
Email newsletters/news blasts	133	90.5
Postal service	9	6.1
Education websites that I visit	2	1.4
Education bloggers I follow	1	0.7
Newspaper	1	0.7
Other	1	0.7

**4. Prior to attending this conference, how familiar were you with each of the following?**

Attendees were asked to report their familiarity with the NESSC and some of its related components, prior to attending the conference. The majority of attendees were “unfamiliar” or “slightly familiar” with the NESSC, the Global Best Practices toolkit, and the League of Innovative Schools. Of note, school-based educators have not been specifically targeted by NESSC as part of their messaging campaign, but plans suggest they will be over the next few years. Therefore, these data, along with responses to questions 5 and 6, can be used as a baseline to measure future progress in their respective areas.

When asked how familiar they were with their own state’s secondary school reform plan, respondents were essentially evenly spread among the four response categories. However, across these four questions, school and district administrators were 2-3 times more familiar with these initiatives than teachers/guidance counselors. See Table 4 for full responses.

		Never Heard of it Before	Slightly Familiar	Moderately Familiar	Very Familiar
	N	%	%	%	%
The New England Secondary School Consortium	162	30.2	40.1	17.9	11.7
The Global Best Practices Toolkit	161	44.7	26.1	17.4	11.8
The League of Innovative Schools	159	74.2	17.0	3.8	5.0
Your state's official secondary school reform plan	158	22.2	31.6	25.3	20.9

**5. Over the past year, each of the five NESSC states have jointly agreed to pursue the implementation of the three policies listed below as high priority for their states, and for the Consortium, moving forward. Prior to attending this conference, please tell us how aware you were of your state’s commitment to these policies.**

Attendees were asked to indicate their level of awareness of their state’s commitment to each of the three NESSC high-leverage policies (HLPs) prior to attending the conference. Overall responses suggest that most attendees had at least some awareness of these HLPs, with more than half indicating they were either “moderately aware” or “very aware” of each.

Data also show some substantial differences when comparing responses by state affiliation. Although there were no specific survey questions to explain the reasons for these differences, it’s possible that responses were influenced by differing degrees of progress or focus on these respective policies across the five states. For example, New Hampshire attendees indicated high awareness of flexible pathways, which have been a predominant statewide issue for some time. School and district administrators were more aware of their state’s commitment to each of the three HLPs than teachers/guidance counselors. For example:

- 69% of school/district administrators were “moderately aware” or “very aware” of their state's commitment to Policy 1, compared to 54% of teachers/guidance counselors.
- 71% of school/district administrators were “moderately aware” or “very aware” of their state's commitment to Policy 2, compared to 55% of teachers/guidance counselors.
- 76% of school/district administrators were “moderately aware” or “very aware” of their state's commitment to Policy 3, compared to 60% of teachers/guidance counselors.

See Table 5 for responses by state and total.

**Table 5**

**Awareness of State Commitment to NESSC High Leverage Policies**

		Not Aware at All	Slightly Aware	Moderately Aware	Very Aware
	N	%	%	%	%
<u>Policy 1:</u> Modify state policy to require that high school graduation decisions be based on the achievement of learning standards using (a) standards-based assessments and (b) the demonstration of proficiency through interest-based projects selected and designed by the student.					
Connecticut	37	10.8	16.2	32.4	40.5
Maine	49	18.4	32.7	28.6	20.4
New Hampshire	22	4.5	9.1	18.2	68.2
Rhode Island	11	0.0	27.3	9.1	63.6
Vermont	38	31.6	28.9	26.3	13.2
<b>Total</b>	<b>157</b>	<b>16.6</b>	<b>24.2</b>	<b>26.1</b>	<b>33.1</b>
<u>Policy 2:</u> Develop or refine state policy to require middle and high school programs to offer multiple learning pathways that all lead to a college-ready diploma.					
Connecticut	37	10.8	24.3	35.1	29.7
Maine	49	18.4	38.8	22.4	20.4
New Hampshire	22	4.5	13.6	22.7	59.1
Rhode Island	11	9.1	27.3	9.1	54.5
Vermont	38	28.9	31.6	31.6	7.9
<b>Total</b>	<b>157</b>	<b>16.6</b>	<b>29.3</b>	<b>26.8</b>	<b>27.4</b>
<u>Policy 3:</u> Create school, district, and state accountability systems that measure, demand, and support the attainment of 21st century skills and knowledge by every student.					
Connecticut	36	5.6	11.1	38.9	44.4
Maine	49	16.3	32.7	30.6	20.4
New Hampshire	22	9.1	9.1	31.8	50.0
Rhode Island	11	9.1	18.2	9.1	63.6
Vermont	38	23.7	18.4	42.1	15.8
<b>Total</b>	<b>156</b>	<b>14.1</b>	<b>19.9</b>	<b>34.0</b>	<b>32.1</b>

At the end of the conference attendees were asked to complete several additional open- and close-ended survey questions, meant to capture their perspectives on the impact the conference.

**6. Please rate the extent to which you agree or disagree with the following statements about the League of Innovative School (LIS):**

Data suggest that most attendees came away interested in the LIS and impressed by the promise this initiative holds for helping to improve outcomes for students. Data also show some meaningful differences when comparing responses by subgroups. Respondents who indicated that they had received enough information to determine membership and potential benefits were more likely to “agree” or “strongly agree” that LIS is a promising initiative. Those who indicated they had at least “moderate awareness” of LIS before the conference were much more likely to agree that LIS is a promising initiative, while those with just “slight awareness” or “none at all” were more likely not to have formulated an opinion of LIS just yet. Across these five questions, no significant differences exist between school administrators and teachers. See Table 6 for responses.

**Table 6****Impressions of the League of Innovative Schools**

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	N	%	%	%	%	%
I have received enough information about the LIS to determine how my school could become a member	148	6.1	9.5	25.0	48.0	11.5
I have received enough information about the LIS to determine the benefits my school would receive for being a member	147	6.8	15.0	23.8	42.9	11.6
I am interested in finding out more about the LIS	149	2.7	5.4	24.2	48.3	19.5
I think the LIS is a promising initiative to help improve outcomes for students	149	1.3	0.7	30.2	43.6	24.2
I intend to encourage and support a school in obtaining membership in the LIS	144	1.4	4.2	42.4	36.1	16.0

**7. Impact of the conference and follow-up plans.**

A series of four survey questions collected feedback on the planned follow-up activities of attendees. A large majority reported that they planned to tell colleagues about the NESSC, to participate in future NESSC-related events and/or initiatives, and to change the way they work in their education setting. See Table 7 for responses.

**Table 7****Impact of the Conference**

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	N	%	%	%	%	%
I plan to tell colleagues about the NESSC	152	1.3	1.3	7.2	63.2	27.0
I am eager to participate in another NESSC-related event	153	1.3	2.6	6.5	54.9	34.6
I am eager to participate in NESSC-related initiatives	153	1.3	1.3	18.3	52.3	26.8
I intend to change ways that I work in my own education setting	152	0.7	1.3	9.9	57.9	30.3

**8. Feedback on various aspects of the conference.**

A series of five survey questions collected feedback about specific aspects of the conference. Data suggest that most attendees felt that the conference will be beneficial to their work, that the concurrent sessions provided them with useful information, that they had plans to share what they learned with their colleagues, and that they felt the conference was well-organized and facilitated. Feedback related to the “Speed Sharing” activity was more neutral.

**Table 8****Impact of the Conference**

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	N	%	%	%	%	%
Overall, I think this conference will be beneficial to my work	155	0.0	0.0	3.2	57.4	39.4
Attending the concurrent sessions provided me with information that will be beneficial to my work	153	0.0	0.7	3.3	55.6	40.5
I plan to share with colleagues what I learned	151	0.0	0.0	2.0	49.7	48.3
The Thursday evening “Speed Sharing” networking session will be beneficial to my work	135	6.7	8.9	48.1	20.0	16.3
The Conference was well-organized and well-facilitated	152	0.0	0.7	2.6	46.1	50.7

Attendees were also asked to respond to three open-ended questions as follows:

- a. Attending this conference has increased my knowledge related to ...
- b. Attending this conference has increased my motivation to find out more about ...
- c. Please share any comments or suggestions about the NESSC and how it can support the successful transformation of secondary schools in your state.

**A. Attending this conference has increased my knowledge related to ...**

Attention to education models and supports for my class setting.
Promising/successful school improvement initiatives from throughout New England. The many schools and colleagues working very hard to prepare students for success in the 21st century.
What other schools are doing. What the NESSC is all about, and how many five-letter acronyms are in my life (NEACP, NEASC) and how confusing that really is.
Virtual learning opportunities.
Change processes and best practices.
Ideas on improving some of our current practices.
There are common threads that run through the workshops I attended, particularly giving students more of a voice in their learning and providing more creative pathways to achieve similar goals.
Helping students create learning portfolios over the course.
Activity-oriented achievement.
What other schools in the New England area are doing.
School reform, networking, and collaboration.
Advisories, practical do-now ideas, long-term planning.
The wide disparity among requirements for student graduation in the NE states and regarding policy fruition, communication, and leadership.
Best practices in the region and steps that innovative school leaders have taken to improve learning experiences for students.
Various transformation initiatives occurring throughout New England.
Alternative pathways, standards based assessments.
Having an understanding of the NESSC.
Extended learning opportunities, multiple pathways.
LIS and schools that have been able to be work with many initiatives together.
Virtual High School as a pathway for personalizing and increasing opportunities.
Advisory groups, technology tracking standards.
The status of most innovative high schools. We're all trying to find ways to have more students have successful learning experiences, but it doesn't feel like there's a place that's got it all together yet. Being able to be inspired and learn from one another will certainly help!
Use of rubrics, alternative pathways to a diploma.
Planning /supporting advisories to improve academic achievements, increase community awareness and build relationships.
Global Best Practices as a process and how to begin to use it.
Technology tools that can support initiatives of importance in our school. Personal Learning Plans and electronic technology.
Helping at-risk students. Move towards school changes.
NESSC, Global practices self-assessment tool. Individual school models.
Vision building, standards based, and multiple pathways.
Best practices in high school redesign including successes, failures, challenges. Mission and goals of NESSC and opportunities through LIS. Practical use of action research in high schools.
Student-centered learning and personalization.
Great ideas about advisories and experimental learning.
Senior Capstone projects. Increased student ownership of policies. Ways to communicate initiatives.
So much! Very informed presenters.

Alternatives to traditional learning.
Student advisory, college advising, applying for grants.
Styles of classrooms different than the traditional style.
Alternative school setup.
Performance based report cards. Different scheduling methods- pros/cons (block YYY, etc) individual learning plans. Want to get students extended learning opportunities within the school day and after school. Internship/ Service project based learning.
How to create more student led environments. My knowledge of how to develop and the composition included with personal learning places has increased.
NESSC and best practices in various schools.
What's going on in other schools.
Student success plans, process for developing culture to support. Big Picture schools, what they are, curriculum approaches.
Student voice in determining educational opportunities, policy. Importance of collaboration with all stakeholders.
Expeditionary Learning
Struggles and successes of other districts. Good things others are doing that may be possible to implement in my district.
Selling the vision! Excellent strategy.
NESSC/ the tool kit for self study and LIS. Bringing change (programs on policy) to a school community.
How 21st century skills are being implemented into schools in New England. Engaging students in their learning.
Communication techniques, Senior capstone projects. Transformational Leadership.
Capstone Project. School culture. Expeditionary learning.
Experiential learning. Student Learning Census. Capstone Experiences.
1) The necessity of strategic planning. 2) Protocols related to policy development. 3) Various pathways to student success.
New England efforts to reform secondary education.
Big Picture Schools, Expeditionary Learning, Capstone Model, Use of NESSC Global Best Practices Toolkit.
Shared leadership to achieve the many goals of a high school.
So many aspects of reform; standards-based instruction. Student advisories, student-centered instruction, collaboration between schools, capstone projects, expeditionary learning.
The fact that there are a lot of really smart people trying to figure out how we are supposed to reach today's children. (Who are collectively a really different breed of cat).
Some innovative initiatives that schools in the region implementing and some details about their implementation.
Senior Capstone ideas- online tools to track standards based alignment.
Capstone Projects
How many schools are working on transformational change. How schools started and implemented change.
Advisor Groups, Alternative Education, Multiple Pathways to get credits and meet standards.
Advisory, extended day programs and what other schools are going through.
Ideas of what other schools are doing and the success of them and failures and what they are doing to fix it.
Policy, mission, shared vision.
Advisories, practical do-now ideas, long-term planning.
Standards based schools and education.
A sense of relief that other schools are in similar situations.
Re-affirmed by belief/confidence in what my school is doing.
PLP in schools used in high school and how to adapt in our school. There are bits and pieces in many areas.
Other states and the issues that EVERYONE is facing.
Transformation... amazing breakouts like the speed dating.
Broad and wide variety of options to change schools to support students.
Having a variety of schools that are approaching change.
Best practices for High Schools Extending Learning. Awesome Ideas.
Expeditionary leaning, student success plans.
The good things school is already doing.
Alternative programming, policy design and virtual learning.

Global Best Practices as a process and how to begin it use it.
Personalization is key to student success!
Moral Courage!
How much my school already has to offer. Thus, I see that my mission ought to be to go back home and convince my colleagues that we already have a lot of resources to push our kids to higher achievement.
What other schools are doing, We are all in similar places on the journey. We can support and learn from each other!
Implementing of standards based, project based, alternative pathways to student success.
NESSC, Big World Academics.
We are all doing the same things!
Transforming a staff.
What's happening in several schools in other New England states.
Empowering leadership. Ideas to implement/new initiatives. Ideas to shift change/ improve current practices.
Various (positive) approaches to school reform.
Multiple learning Pathways. Credit Recovery Program. Reporting out standards based Learning. Advisory.
A network for sharing and supporting the initiatives the goals of NESSC.
Competency based education and school culture/climate.
Awareness is 21st Century Best Practice. Knowing that my school is in really good condition. Alternate pathways to demonstrating competencies.
Organizational design.
Student directed learning/experiential learning.
Advisory-advisee programs. Ways to personalize student learning and connections.
Personalization, leadership models.
Reform initiatives presence throughout New England.
Ways other high schools are gaining success.
Communication models.
LIS; alternative programs.
Providing educational alternatives to sitting in the classroom and being a passive student. Providing support to all students.
School improvement grant.
High school Transformation.
New and innovative ways that make a difference in kids lives.
Taking a deep breath and realizing school reform doesn't happen at once even though some people try to push that and you can even just start with the Global Best Practices, break it down, evaluate and improve.
I have benefited tremendously from the opportunity to learn from schools that have implemented some of the initiatives we are beginning or with which are struggling.
Multiple pathways to student success, was to increase interdisciplinary collaboration and motivate teachers who don't see a need for change.
Innovational ideas. Program changes that work toward a student success model.
What innovative high schools in my state (and others) are doing.
Integrating more 21st century skills in my teaching, how to put together a program of authentic assessment and how to reach all types of leaders.
Personalization is key to student success!



**B. Attending this conference has increased my motivation to find out more about ...**

Need to modify the Big Picture Model to my setting.
STEM planning and programming. Messaging. Using the self-assessment tool.
Standards based guiding. Advisory!
NESSC
Standards based assessment. Heterogeneous Grouping, Expeditionary/Project Based Units.
Staff surveys, Expedition Information, Walkthroughs.
Other mentor programs.
The outcomes my district hopes to attain so we can develop a plan to get there.
Senior Capstone project.
Changing district/board policy that conflicts with initiative.
Good mentor programs.
Making connections to other innovative schools.
What it will take in my school to make specific improvements.
Senior projects
The LIS. Electronic success plans. Ways to sustain advisory programs.
Successful advisory implementation. Unique methods of correlating developmental guidance lessons within a student success plan. How our school can redesign our elective offerings in order to accommodate to each postsecondary pathway.
Personalizing education more.
Alternative Pathways and scheduling Authentic Assessment.
How to get involved and to monitor further developments.
Revamping the advisory program in my school. Implementing online program.
Big Picture schools
Data management and standards based grade.
To be transparent with our current status as compared to a set of goals that the best (all) New England high schools aspire to is exciting. It says to the world that New England is where high standards are translating into high aspirations for our learners and we are breaking down the barriers that prevent all learners from reaching the knowledge and skills they need for successful careers/ college experience.
Use of rubrics in math, alternative pathways to diploma or credit, writing competencies in math (algebra) and authentic assessments.
Using Global Best Practices toolkit to shape-guide school reform/initiatives.
Global Best Practices.
Schools using technological tools to help students track their own progress. Computer Program to help us on our work to develop graduation standards connected to the common core and 21st century learning skills.
Advisory-advisee program
Big Picture
Standards-based education. Digital portfolios, student initiative.
Using action research in my own high school. LIS/NESSC opportunities, education research, policy, and innovation in general.
Connecting one of our charter schools
Student leadership models, changes to school lunch program to make it healthier and more student driven.
Selling the Mission- they mentioned future trainings.
Expanding the boundaries of my school.
The Walden Project, applying for grants, Big Picture Academy.
How to create a better learning environment for individual students.
True educators feeling about collective bargaining rights.
Project/ Service learning.
Institutive electronic meaningful portfolio/data for career planning.
More in-depth discussions among NESSC members.

Expedition-based learning.
Other innovations across New England
LIS. Democratic practices for learning.
Student voice.
Lowering the drop out rate.
Dual enrollment.
Virtual High School.
Use of technology to evaluate effectiveness of initiatives. Progress in a school community.
Senior Project. Engaging Student Voice.
LIS. Shared Leadership systems.
Experiential learning. Mentoring Experience/activities.
Methods of strategic planning. Instructional strategies-best practice implementation.
League of Innovative Schools. Using the GBP Toolkit.
Expeditionary learning - hope to visit school.
Mentoring program. Alternative options for struggling students.
Standard-based instruction. Researching the connection between standards and content.
Capstone and Project-based learning
Competencies vs. SPED, Advisory, Capstone projects.
LIS. Senior Capstones.
Specific systems of standards based education and assessment.
Evening division programs
Curriculum development for proficiency based programs. Templates for project design. What other schools are doing.
Alternative ways to meet standards and to teach students. To really become a better teacher through caring and helping students meet standards.
Advisory, extended day programs, re-invigorating teacher involvement, and more.
How I can take this back to my administration and have them implemented.
Writing policy, "clickers"/turning technologies, messaging.
Learning through expeditions, advisory programs.
Content standard based programs. Expeditionary learning.
Different ways of incorporating competencies and project-based learning.
Competencies/standard-based.
Student planning software. Project-based learning.
Data processing and streamlining use of data. Portfolios.
The toolkit and hot to evaluate our schools goals.
How to take what others have done and customize it to meet the needs of my own building.
Interventions for students.
Changing schools to support students.
How all levels of education (state to classroom) can truly collaborate so there in the field feel supported and not in a "top down" mindset.
Electronic portfolios, 21st century skills being embedded info curriculum, drop out prevention.
How to implement successful programs for at-risk students.
Expeditionary learning. Positive school change.
Inserting technology into the classroom and using technology to expand my class beyond the walls of my room.
Professional development being used to move staffs toward a vision.
Accountability to NESSC goals.
Standards based report cards.
Integration of CTE and HS.
Grading practices - separating working habits from academic skill.

Creating flexible pathways and student support.
Membership in LIS, participation in future NESSC.
Extended learning opportunities.
Extended learning Opportunities.
High school reform.
Small learning communities (school w/in a school); advisory program.
A variety of programs, activities, trainings, I found that I thought would be helpful to our school.
Advisories
Great Best practices tool
Advisory programs. Study and academic support programs.
NESSC involvement statewide.
LIS. Transformation through democracy.
Personalized Learning Plans. Mentoring, Programs to build success for all students.
Don't do all of the work by yourself, share ideas. You don't need to reinvent the wheel, just retread the tire.
Capstone, mini-semester, portfolio and activity based assessment/grading.
Enthralled about revamping our advisory program.
Ways to increase student engagement and motivation. Ways to create more interdisciplinary, inquiry based projects.
Connections with community services, bureaus to increase apprenticeships, real work experiences, unpaid internships.
Planning out the yearly curriculum to initiate the type of leaning and still development presented during the conference.
Practices occurring in schools across NE.

**C. Please share any comments or suggestions about the NESSC and how it can support the successful transformation of secondary schools in your state.**

Continue to bring educators together to share and support each other. I leave reenergized, loaded with new thinking and can make changes that will improve my future
Very helpful. Hope to attend next year.
We're currently going through NEASC. How much overlap is there between NEASC and the Best Practices. There is no way to work through both simultaneously. I would love to hear how both may be done.
Information was presented that will be useful in my capacity within school.
More presenters need data-transparent research to practice sometimes fails. Especially what data is collected. Communicate to others? Political influence? Get hybrid schools to present (beyond VHS- 50% of 10-12 is online)
Better breakfast options. Encourage better presentation formats by some.
Need more statewide (in each New England state) outreach like this where reps from each academic dept. are required to attend (teachers) There is effective no professional development in HS reform in Maine.
Speed sharing activity beneficial BUT so noisy that it took great concentration to hear each partner, and by the end I had a terrible headache that affected the rest of the evening.
Speed sharing was excellent and should be expanded.
Please add middle school. Sessions to benefit middle school would encourage their effectiveness too. They are a necessary component of secondary reform.
Listen to yourselves and read your documents. Credit-recovery, motivating, interventions, - think bigger! Rather than attempt to solve or correct kids once they get to high school.
1) Schools selected to present should be asked to indicate where they are on the continuum of initiating - performing. 2) NESSC might overuse selection of presenters; some sessions seemed not to be "up to speed" with toolkit.
It would be helpful to have the sessions indicated by where the fall on the GBP tool.
In spite of the unevenness of presentations in terms of being in line with standards-based thinking, I wish we could have loaded our entire high school staff up on a bus and brought them here. The global best practices rubric alone would have made it worthwhile! Excellent ideas, energy, sharing! The opportunity to participate in the League of Innovative Schools is exciting and one we will consider carefully. Thank you for this entire experience.
Webinars? Theme-based? Or short modules?
I would welcome opportunities to keep communicating with schools doing similar work so that we are learn and support each other's efforts. Thank you for a well-run conference!
Replace NEASC. Continue to grow website. Access to all.
Nicely done! Having chaired two conferences (literacy) I was impressed with how organized it was.
I'm not sure just yet but I am anxious to find out through further association!
Speed sharing - spread all the chairs in a few larger circles (inner and outer) so people aren't so close together. Start earlier/end earlier on Thursday.
Loved the ones that had actual student involvement.
I enjoyed the sessions in which students presented floor work.
I look forward to working closer with the NESSC as the school I am attached with works towards school redesign! Many changes are it store and we will need individuals to collaborate with throughout this important process
Sharing info on Common Core Standards. Standards-based Grading. Transforming a school Culture.
Make sure all groups have written handouts to explain their programs.
Direct outreach to schools - administrative teams - about the NESSC mission and ways they can help schools.
This conference has been spectacular! I wish more members of my school team were present. I also wish it had been possible to attend more of the sessions. Very worthwhile!
Keep doing what you are doing. Hopefully, word of mouth will get more to listen. Best conference I've ever attended!
Re-work Speed Sharing to lessen awkwardness
I felt this was the most beneficial conference I have been to yet as an educator. It was very helpful to hear from colleagues from across New England. It was invaluable that the people here were in the field of teaching NOT paid representatives or consultants who have no real experiences.
I enjoy that it isn't a consultant who is running the subgroups. It is actual schools and teachers who are experiencing the trenches with us and it's nice to know we aren't alone.
Perhaps recommend a mini-version of this at each state and then the best of the best appear.
Great job! Every day was well planned and informative. The focus was on actual high school improvement strategies.

Look at the information over load in some of the conferences format.
Continue to inform educators about initiatives in education that are beneficial to students.
Great conference!
Excellent conference! One of the best that I have attended. Very well organized and the presentations were very interested!
When writing the titles/concurrent session descriptions, I'd recommend that you also identify those who would benefit most from it. For example, "This session is ideal for Administrators." This session is ideal for teachers" This session is ideal for guidance counselors"
I very much enjoyed the presentations but I think they need to be more focused on one aspect that schools are doing so there can be more of a dialog.
Could this conference be in March? April is a tough month to leave the building being teachers.
Great job, everybody! Everything went beautifully! Any process for getting feedback on presentation sessions?
Reaching out to classroom teachers. Many participants/presenters were administrators and "their teams" ... these people need to be on board but they need all staff aware of where we should be headed.
Good presentations- pleased to gain information about Global best practices.
Two full days might increase fuller attendance.
Conference facilities were very good. Room was not.
Having convenient sessions given more than once is essential. Thank you.
A larger variety of topics would be helpful meshing data with practice to keep teachers understand and use data. The connection to personalize and student assessment.
A need for a time where a school could really dig in.
Schools that were selected or volunteered to present were phenomenal!
Great job! Thank you for organizing this conference in a simple way for educators to bring ideas back to their schools.
The conference was my introduction to NESSC.
Survey schools prior to workshop to assess in-service need areas.
Was my first exposure to the NESSC. I was very impressed with the presentations and the conference overall.
Expeditionary learning and virtual leaning Charter School.