



Indistar®: Summit Evaluation Feedback Report

June 17, 2013

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Introduction

The Center on Innovations in Learning (CIL) hosted the third annual Indistar® Summit on April 9 and 10, 2013 in Richmond, Virginia for representatives from State Education Agencies (SEAs), Regional Comprehensive Centers, and organizations that were current users, partners, or were providing support for Indistar® . As a newly-funded national Content Center, this was CIL’s first year hosting the Summit, taking over duties from the former national Content Center on Innovation and Improvement (CII). The majority of the organizing personnel, however, remained the same this year as in previous years.

Table 1 reflects participant characteristics, with the majority coming from 23 different SEAs¹. It should be noted that although CIL staff organized the conference and had related responsibilities during its roll-out, most used at least part of their time participating in sessions, as did other attendees. At the culmination of the conference, participants were surveyed to gather feedback on the Summit’s quality, relevance, and utility. The survey also asked participants to consider the Summit logistics, what they had learned, Indistar®’s innovative qualities, and potential improvements to the Summit (See Appendix A for survey)².

Table 1. Who participated in the Indistar® Summit³ and the evaluation⁴?

Type and number of participating organization	Summit participants		Evaluation participants	
	Number	Percent	Number	Percent
State Education Agencies (N = 23)	75	63%	70	69%
Regional Comprehensive Centers (N = 8)	19	16%	19	19%
Center on Innovations in Learning	15	13%	“Other” or not disclosed	12%
Partners (Universities, Organizations) (N = 5)	9	8%		
Total	118		101⁵	

¹ In 2012, 22 SEAs participated in the Indistar Summit, held in Biloxi, Mississippi.

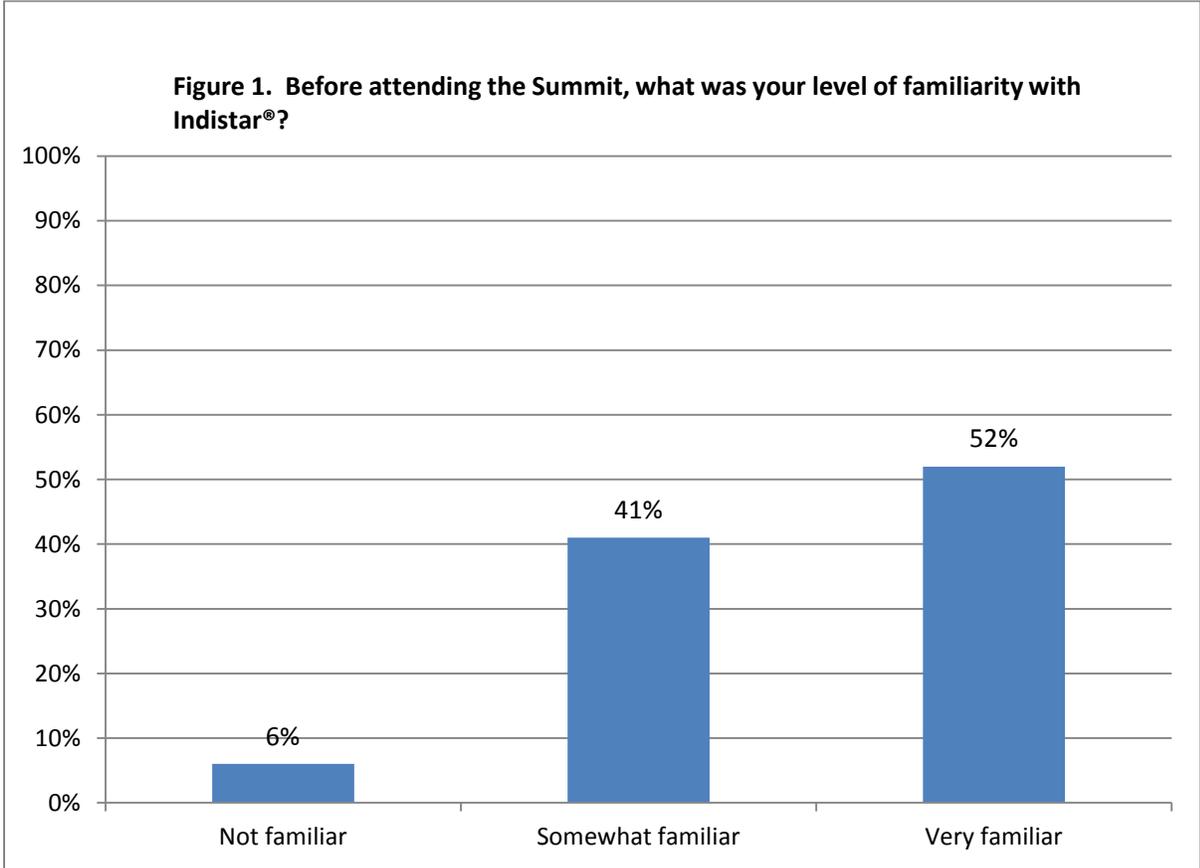
² In a separate evaluation effort, participants were asked to provide feedback on a presentation about Indistar® Connect. Some of the comments received were clearly related to the Summit in general and were included as feedback for this report.

³ Source: CIL Indistar Summit Participant List

⁴ Source: Responses to Participant Survey, Indistar Summit 2013

⁵ Two surveys were not included in the analyses as their response pattern to survey items was inconsistent with the content of their written comments (e.g., “negative” item response pattern with “positive” comments about the Summit.) It was determined that the participant had likely misinterpreted the scale. Similarly, some survey had several items where respondents had marked items “in-between” one value and another. These
(footnote continued)

Figure 1 shows that over half of the participants, based on their own reporting, came to the Summit very familiar with Indistar®. The majority of the others were “somewhat” familiar with Indistar, while a small group were not familiar with it at all. This provides important context for some of the comments and suggestions shared later in this report related to differentiation of Summit content and learning opportunities.



The Summit Experience

This was the third year of the Indistar® Summit. Indistar® was conceived by Academic Development Institute, partner in CIL, in response to school planning and improvement needs expressed by leaders within the state of Virginia. The selection of Richmond, Virginia as the host city for this year’s Summit reflected this longstanding relationship. Participants stayed at and the Summit was convened at the Wyndham Virginia Crossings hotel. Breakfast, lunch, and snacks were provided to attendees. Dinners were “on your own”, and most attendees ate at the hotel restaurant.

responses were determined to be invalid and were not included in analyses for those specific items. The number of responses for items within the survey varied from a low of 93 to a high of 101.

The Summit theme was “The Innovation Mindset”, described as follows within Summit materials:

An educator with an Innovation Mindset studies standard or currently know ‘best practice’ and makes every effort to routinely execute the practice with fidelity to achieve the best result...The Innovation Mindset also goes one step further, considering ways to move beyond the standard practice to achieve greater results. Replacement of the currently know ‘best practice’ by an innovation is done judiciously, considering the impact of the innovation on a variety of variables and possible unintended

Over the course of slightly less-than two days, the Summit unfolded with a tightly-adhered-to and densely-packed agenda (See Appendix B). On Day one, there were 21 agenda items (minus registration/breakfast). Day two, which was two hours shorter, had 15 agenda items (minus breakfast and time to evaluate). On both days, agenda items were scheduled from 15 to 45 minutes. Complementing the structured days were intentionally unstructured evenings intended to facilitate networking and/or collaboration between and among attending teams.

An analysis of the agenda (See Table 2 and Figure 2), and how time was allocated to various strategies and activities, suggested the following experience unfolded for Summit participants (Note: this analysis included only time programmed within the day):

- Participants spent nearly two-thirds of their time in activities aimed to **build their capacity**. These activities, and the time allocated to them over both days, included:
 - Hearing from colleagues (State Education Agency teams) about “*What we are doing*” with Indistar in their state and how they are doing it.
(35% of the Summit)
 - Hearing from ADI/CIL staff “*About Indistar®*” as a product or tool, including what has been happening and what is new related to features.
(13% of the Summit)
 - Getting introduced to content, people, or activities or transitioning (“*Intros/Transitions*”) from one activity to another.
(11% of Summit)

- *Partner presentations*: Partners of ADI/CIL doing work for or providing services related to Indistar® (e.g., Institute for Performance Improvement, PLS 3rd Learning). (5% of Summit)
- Participants spent a little over two-thirds of their time in activities **providing opportunities** to interact with others. These activities, and the time allocated to them over both days, included:
 - Networking through breaks and meals or light and fun activities aimed to mix people together around a common goal.
(27% of the Summit)
 - Reflecting and discussing via collaborative activities (e.g., Washington State’s case study) or “Table Talk” (e.g., post-presentation guiding questions for participants to discuss with peers at their round table)
(9% of Summit)

The Summit’s organization and activities will also be used to frame some of the feedback from participants to better understand how this approach was received and if there are opportunities for learning that may inform the structure and activities of future events. In addition, when applicable, findings will be compared to results from the 2012 Indistar® Summit held in Biloxi, Mississippi for further context.

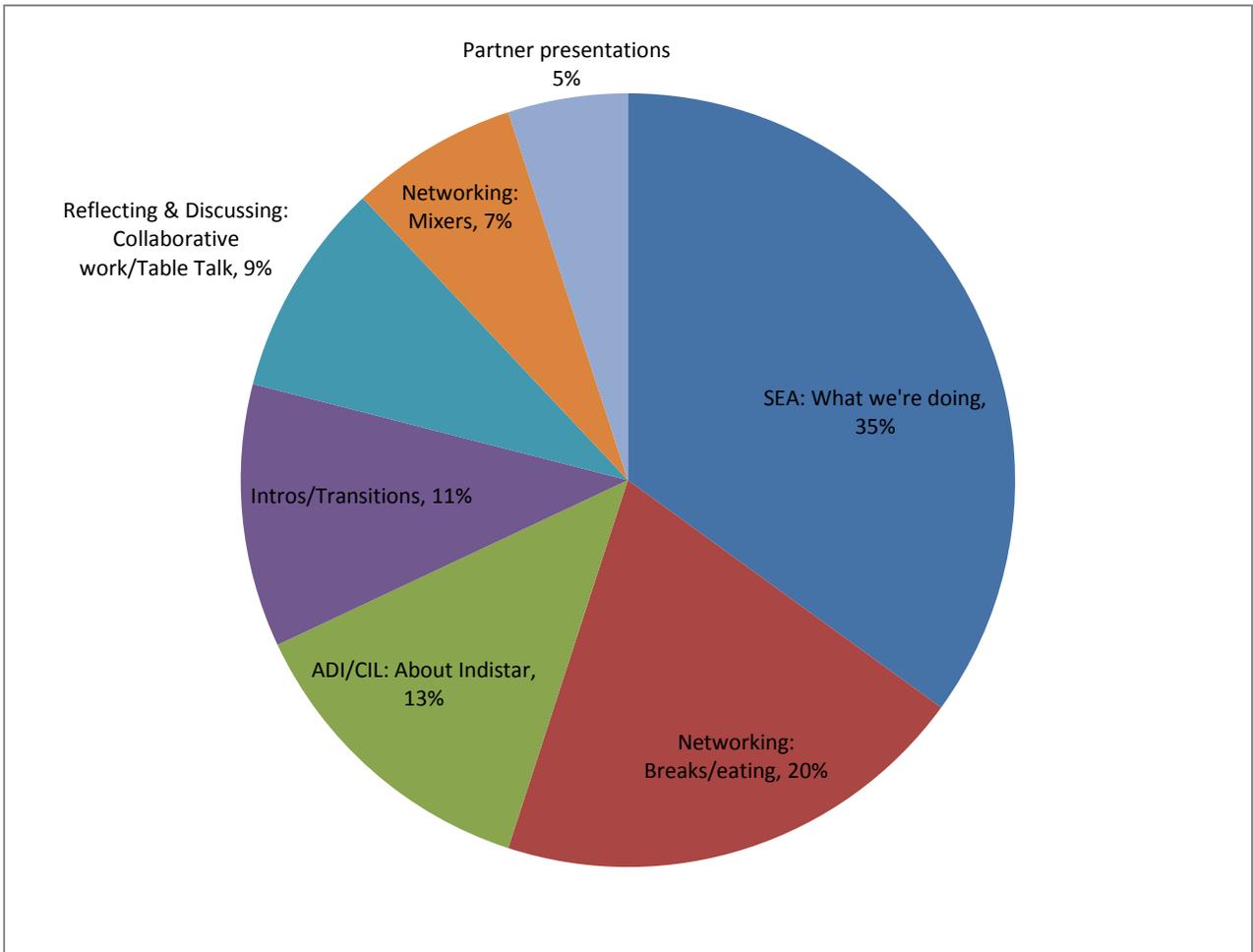
Table 2. How was time allocated during the 2013 Indistar® Summit?

Objective	Build capacity								Provide Opportunities						Total time (in minutes)
Strategy	Present what can and has been done				Provide context				Reflecting & Discussing		Networking				
Activity	<i>ADI/CIL: About Indistar®</i>		<i>SEA: What we're doing</i>		<i>Partner presentations</i>		<i>Intros / Transitions</i>		<i>Table Talk / Collaborative work</i>		<i>Breaks / Eating</i>		<i>Mixers</i>		
Day 1	45 minutes	9%	195 minutes	41%	15 minutes	3%	45 minutes	9%	45 minutes	9%	90 minutes	19%	45 minutes	9%	480 minutes
Day 2	60 minutes	17%	90 minutes	26%	30 minutes	9%	45 minutes	13%	30 minutes	9%	75 minutes	22%	15 minutes	4%	345 minutes
% time per Activity	105 minutes	13%	285 minutes	35%	45 minutes	5%	90 minutes	11%	75 minutes	9%	165 minutes	20%	60 minutes	7%	825 minutes
% time per Strategy	47% (Present what can and has been done)				16% (Provide context)				9% (Reflect & Discuss)		27% (Network)				

Legend:

Green = Over 30% of time
Yellow = Between 10 – 30% of time
Pink = Less than 10% of time

Figure 2. How was time allocated during the 2013 Indistar® Summit?

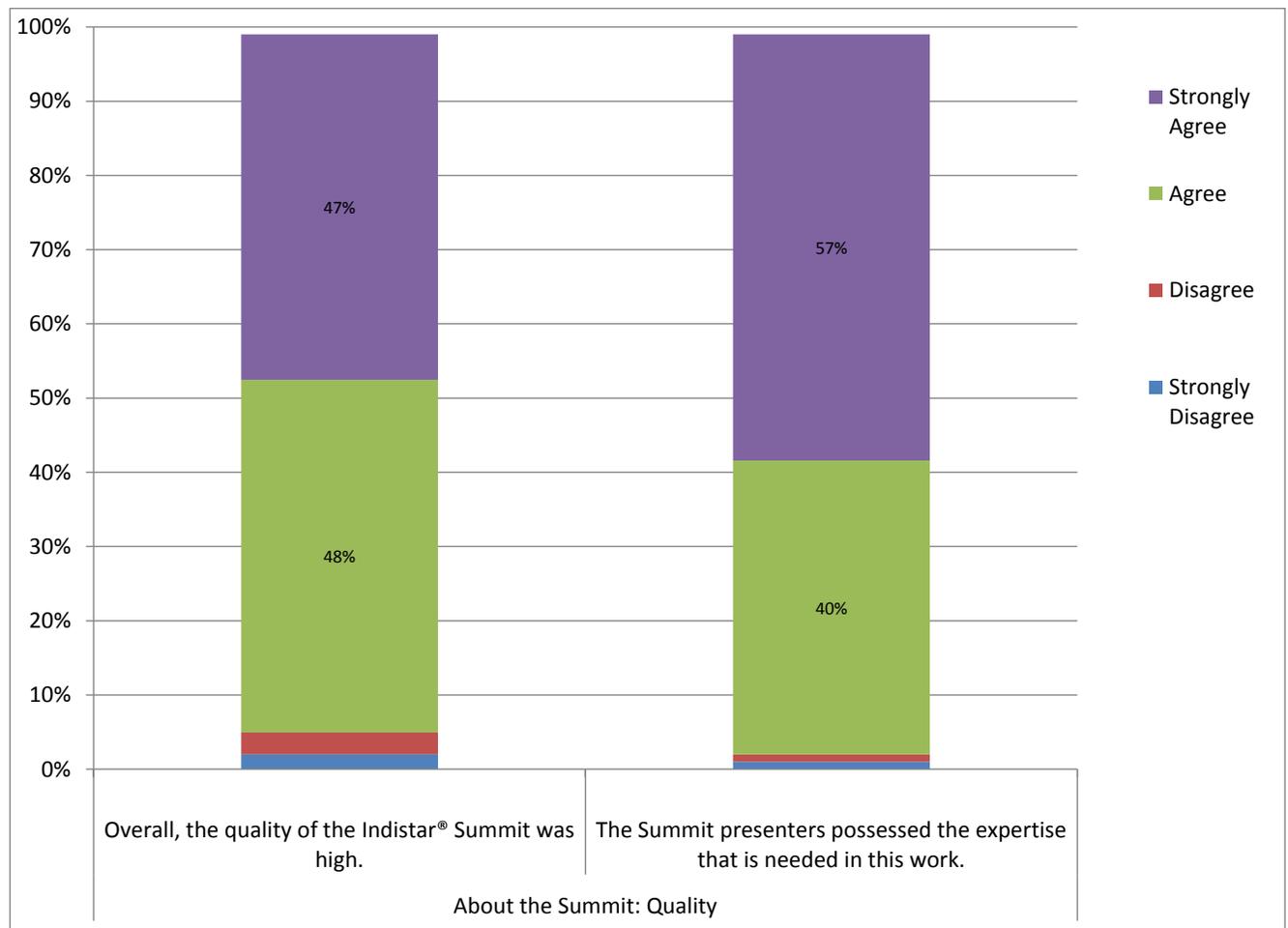


Participant Feedback: Summit Quality

The large majority of participants agreed that the quality of the Indistar® Summit was high (95%), with 47% strongly agreeing. Similarly, when asked about the quality of the presenters, i.e., if they possessed the expertise needed, 97% agreed, with 57% agreeing strongly (See Figure 3).

2012 Summit participants also agreed with these statements, but were more likely to agree “strongly”. For example, in 2012, 87% strongly agreed that the Summit quality was high, and 97% strongly agreed that the staff possessed the necessary expertise for the work at hand.

Figure 3. What did participants report about the 2013 Summit’s quality?

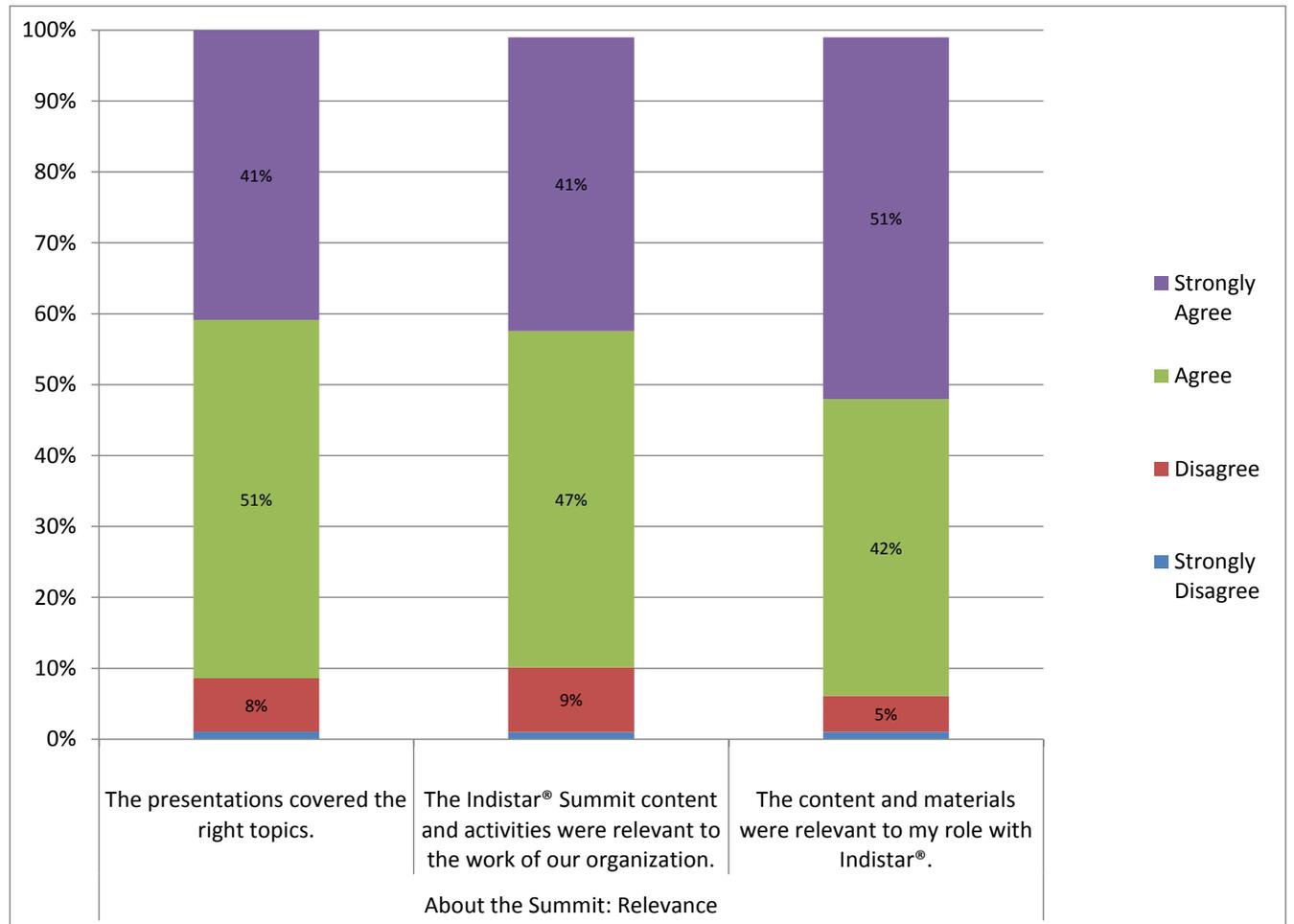


Summit Relevance

Participants agreed that the Indistar® Summit was relevant, covering the right topics (92%), with relevant content and activities (88%), and having relevance to their professional roles related to Indistar® (93%). Participants agreed most strongly with the latter statement about the content and materials relevance to their particular role (51% strongly agreed) (See Figure 4).

The first and third statements were also asked of 2012 Summit participants. **In 2012, participants were more likely than in 2013 to agree** that the right topics were covered (100% agreeing, with 76% strongly agreeing) and that the content and materials would be useful to their roles (100% agreeing, with 70% strongly agreeing.)

Figure 4. What did participants report about the 2013 Summit’s relevance?

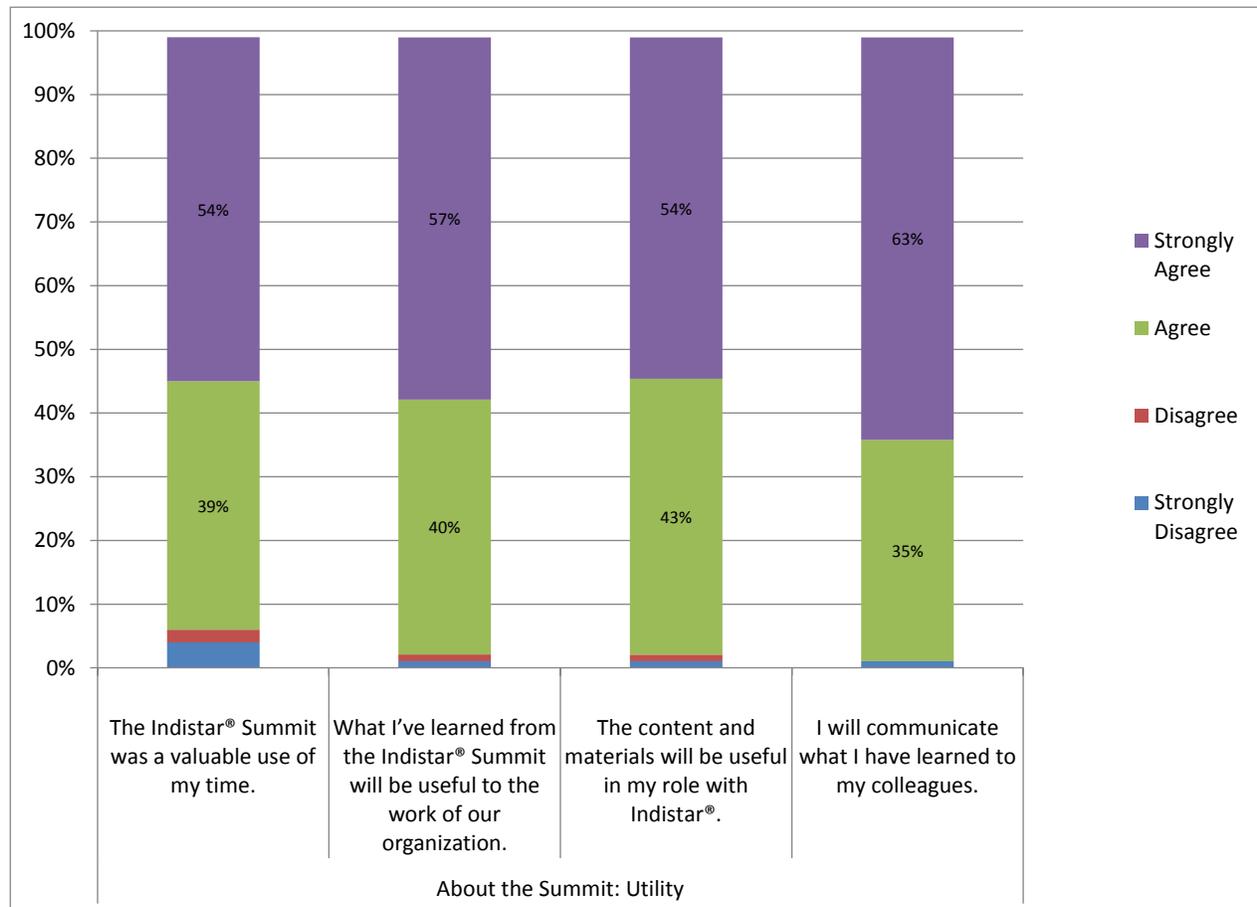


Summit Utility

Participants reported that the Indistar® Summit was a valuable use of their time (93%), would prove useful to the work of their organizations (97%), and provided content and materials that would be useful to their roles in relation to Indistar® (97%). In addition, they indicated that they would communicate what they had learned to their colleagues (98%) and had the strongest agreement with this statement (63% strongly agreed) (See Figure 5).

In 2012, participants were more likely than in 2013 to agree, and agree strongly, that the Summit content and materials would be useful to their role with Indistar® (100% agreeing, with 74% strongly agreeing). They also reported stronger agreement in 2012 that the Summit was a valuable use of their time (100% agreeing, with 82% strongly agreeing) and that they would communicate what they had learned to their colleagues (100% agreeing, with 78% strongly agreeing).

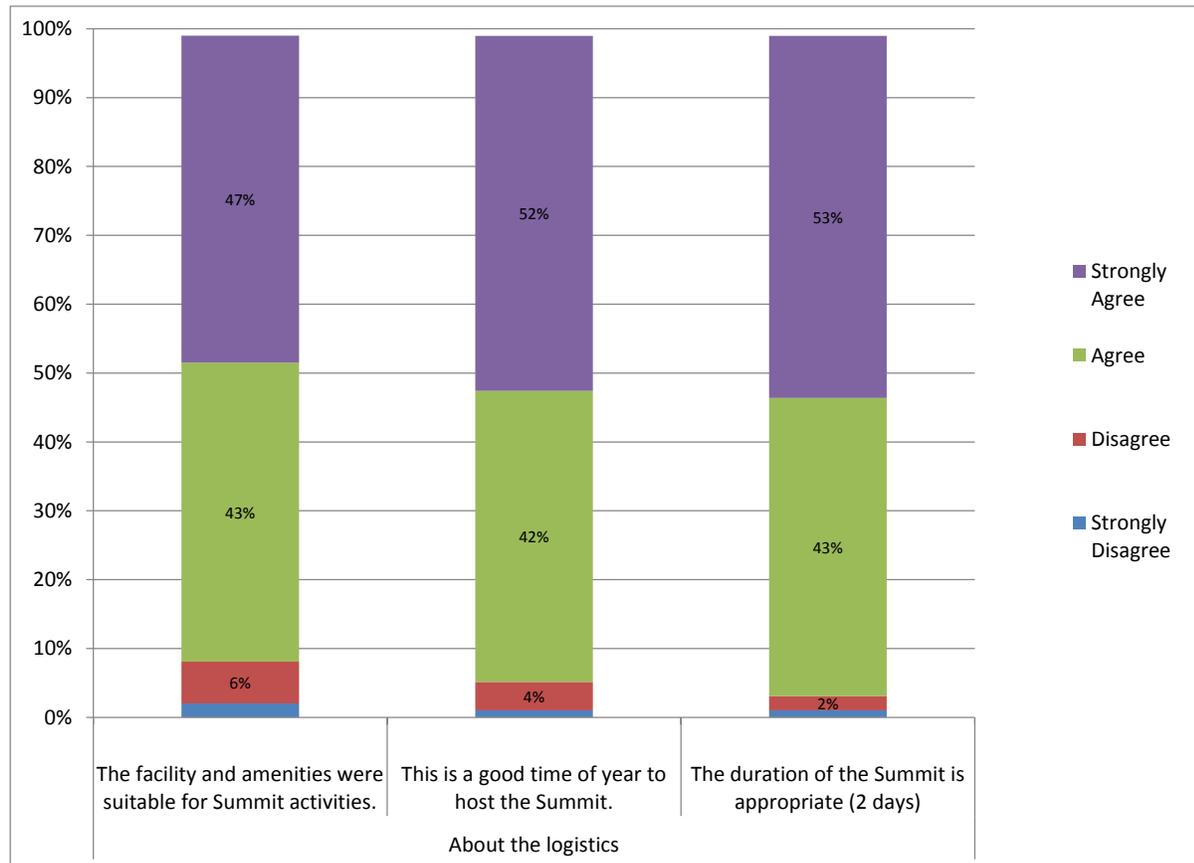
Figure 5. What did participants report about the 2013 Summit’s utility?



Summit Logistics

Participants had favorable responses to the Summit logistics, including the hotel and conference facilities, the time of year for the conference, and the conference duration (See Figure 6). The most frequent constructive feedback about the logistics related to the hotel location and, relatedly, the hotel’s poor service in the restaurant. Several mentioned that the distance of the hotel from the airport made for long and expensive cab fares that might prove challenging to justify on expense reports. Others suggested that having the hotel closer to other amenities, for example in a downtown location, would allow participants to enjoy the location more and provide options for meals. Given the limitations of the hotel’s evening restaurant service (i.e., lengthy waits for food, mistakes with orders), some participants would have valued other choices.

Figure 6. What did participants report about the 2013 Summit’s logistics?



Capacity-building at the Summit

With nearly two-thirds of the Summit's time allocated to building the capacity of participants, it is important to gauge the perceived benefits. Previously, it was reported that over half of the participants felt they were already "very familiar" with Indistar prior to the Summit; 41% were "somewhat familiar" and 6% were "not familiar." (Figure 1). When asked what they had learned, the majority of respondents (56%) reported learning "a fair amount" during the Summit, 35% indicated they had learned "a whole lot", and 8% indicated they had not learned much that they did not already know (See Figure 7).

With participants reporting a generally high baseline of prior knowledge related to Indistar®, yet with variation in experience within the group, it is incumbent upon Summit organizers to consider how to optimize learning: both overall and for the unique needs within the participant group. Qualitative feedback, described later, may aide the interpretation of this information, as many respondents suggested learning might have been enhanced if certain activities had been emphasized or modified.

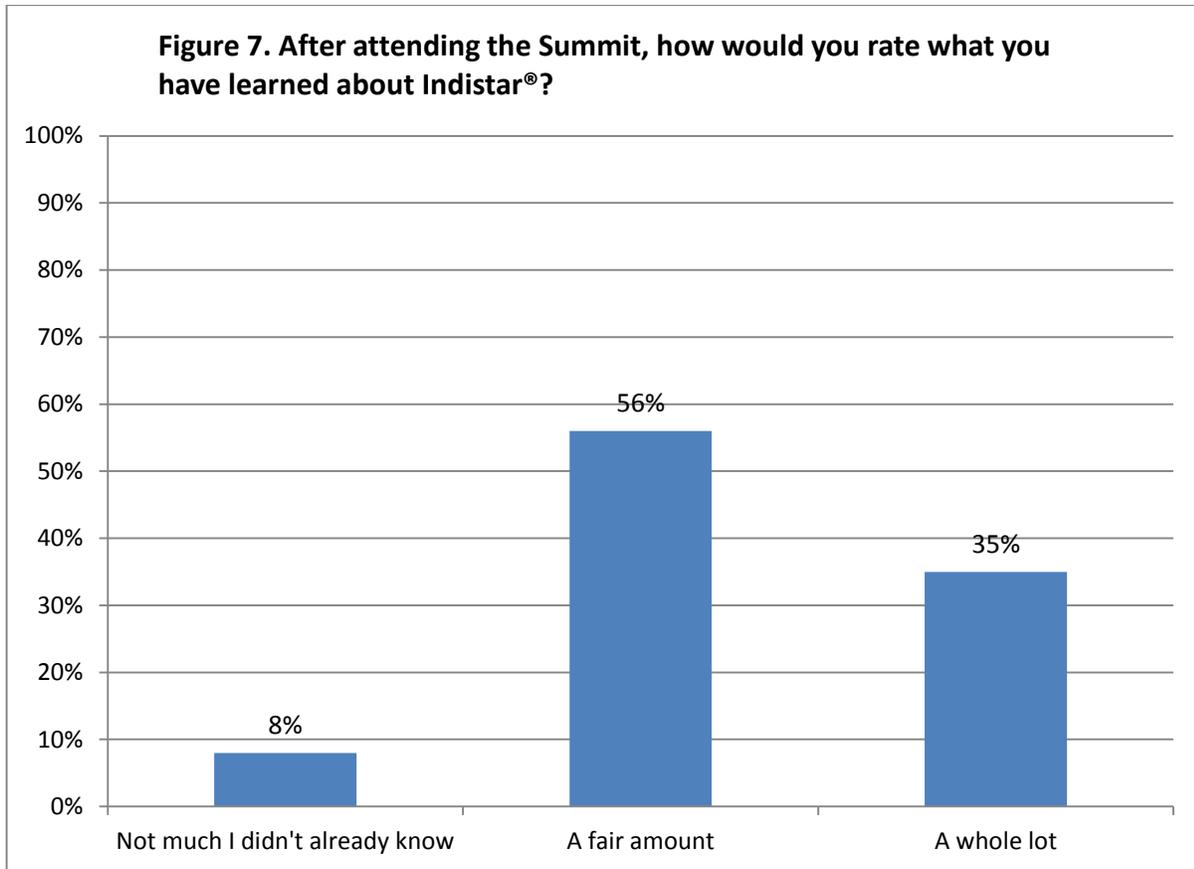
When participants described their learning, it was done so consistently **in the area of coaching**, i.e., better understanding its value and specific strategies to optimize coaching. Related comments included:

- *... my take-away is the piece on providing coaching comments in a beneficial way to serve and help schools.*
- *Coaching is necessary*
- *How to improve my coaching comments.*
- *The function of coaching critique and review*
- *Coaching critique / comments*
- *Systems of coaching*
- *The capacity to create a successful coaching rollout with Indistar.*

Several requested **more assistance** in the area of building and guiding their coaching support for Indistar:

- *[I would like to know more about] using coaching and meeting minutes to be supportive of work.*
- *Coaching piece and determining the effectiveness of coaching.*
- *How states provide coaching to a large number of schools (logistically, financially, etc.)*
- *Coaching critique sample questions.*

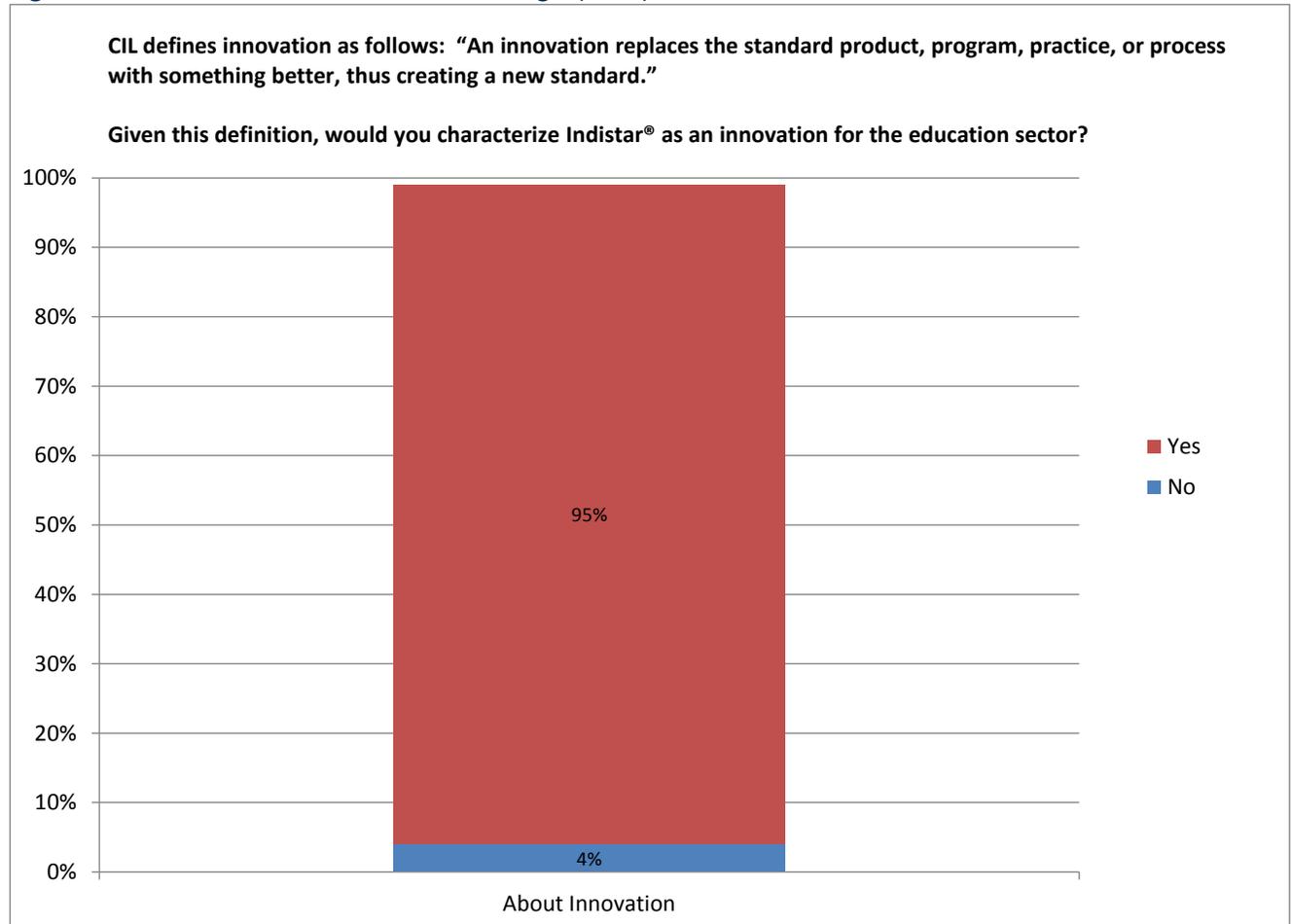
Figure 7. To what degree did participants learn at the 2013 Summit ?



Indistar® as an innovation

Given the specific focus on the “innovation mindset” at this Summit, as well as the Summit’s hosting by the Center on Innovations in Learning, it was essential to probe participants on their perception of Indistar® as an innovation in learning. When provided with CIL’s definition of innovation (See Figure 6), 95% agreed that Indistar® could be characterized as an innovation for the education sector.

Figure 6. Is Indistar® an Innovation in Learning? (2013)



Rationale provided by participants for why Indistar® is an innovation:

When asked to describe why (or why not) they believed Indistar® was an innovation, participants generally emphasized the idea that Indistar® is a standardized yet dynamic tool. That is, it adds value by introducing consistent processes for continuous improvement throughout the layers of the educational system that are tied to evidence-based practices. That said, Indistar®, through its own

course of development, has proven to be adaptable to the idiosyncratic needs of various states and responsive to the emerging needs and changing realities within the education sector.

Comments related to Indistar's innovative characteristics were plentiful and are clustered thematically below. Notable is the consistency of these ideas to those communicated in 2012⁶:

Indistar® provides standardization for the improvement process

- *Indistar® provides something that has been missing from formal "school improvement" in my 35 years in education; a proven structure and set of processes to guide schools to success.*
- *It pulls into one place planning and improvement components that many times are approached unsystematically; Indistar® is a systemic innovation.*
- *It provides a structure - common - to carry out improvement work within a state, districts, and their schools.*
- *Provide consistency and focus for all.*
- *I think Indistar® facilitates innovation through its process of continuous improvement. I guess on some level when Indistar® is the norm will Indistar® 4.0, so to speak, be the next innovation.*
- *Because it provides a new and innovative structure guiding school improvement efforts.*
- *It's a tool to organize and prioritize and avoids the shotgun approach to school improvement.*
- *Yes, to help provide a consistent, yet flexible path to school improvement.*
- *School Improvement is a process. Processes require standards to fully operationalize and institutionalize. Indistar® replaced the process of school improvement, thus creating a new standard.*

⁶ Benefits of Indistar® cited in the 2012 study, *Indistar®: Phase I: State client satisfaction, perceived strengths, and opportunities for enhancement* included:

- Make school improvement planning cohesive among funding streams and programmatic "silos".
- Make the process of school improvement more "meaningful" (rather than just a compliance-based activity).
- Improve the quality of improvement plans (by encouraging a collaborative process, input from various stakeholders, and by uniting programs through a common language and research base for improvement).
- Have a web-based resource for improvement (often this was desired to improve upon ongoing efforts to build state-based systems that were "stumbling toward something like Indistar®" but did not have a tool with the access, facility, quality, and rigor that Indistar® could provide).
- Link improvement planning to a process for reflection and evaluation (via an ongoing, team-based, iterative process related to research-based indicators of effective improvement).

Indistar® facilitates meaningful, continuous planning/improvement

- *School and district planning, despite SEA guidance and electronic tools, has been seen as a requirement, a document to "get done and shelve" rather than a true planning process focused on objectives with a foundation in best practice. Indistar® guides schools and districts through a meaningful planning process.*
- *Pushes school, districts, and assigned supporters to a collaborative and continuing process rather than compliance based stagnant document of planning*
- *Indistar® has changed the way Kansas looks at School Improvement. We are moving from a stagnant document to a continuous improvement model based on research that provides a flexible format based around quality standards.*
- *It is the use of a continuous improvement system that forces schools to realize the work is never "complete."*
- *Indistar® replaces standard practice of school improvement planning as a one-time event and forces it to become an ongoing practice.*
- *Indistar® "replaced" the planning system my state had used for many years - this new innovative, "continuous planning process" has replaced a static, stagnant, stale go through the motions "event" and has changed the way the states educators go about the business and art of educating.*
- *The emphasis and expectation of continuous improvement influences the mindset for the work.*

Indistar® is a unique, dynamic and responsive tool

- *Because it is an evolving process.*
- *Indistar® has evolved in process & product to meet the needs of our school districts.*
- *There isn't another product like it, or process.*
- *Indistar® as an innovation for the education sector due its work toward always improving or finding the "next best thing."*
- *It is ALIVE!*

Indistar® is Research-based

- *Indistar® provides a set of processes based on research-based best practices that frame and define the improvement process as it had not been defined before.*
- *Providing established process, based on sound research, to improve schools.*

Indistar® facilitates & documents behavior change (which, in turn, facilitates improvement)

- *Indistar® is an innovation because it is a tool for changing how school and division teams function.*
- *It is innovative because it changes (replaces) the process with something better. The teaming approach and Indistar® is better.*
- *The process and collaboration aspect of Indistar® allows for true school improvement to take place.*
- *It moves people (teams) to effective practices embedded in the school's culture and improved SA*
- *The process of assessing, planning, monitoring practices occurred day in and day out, but it more than likely was not documented until Indistar®.*
- *Indistar® allows practitioners to assess teacher behaviors, which is different from traditional school improvement planning.*
- *Yes - There is an emphasis on critical reflection/assessment/evolution of what's working and what's not with regard to "best practices"*
- *Common set of indicators; allows you to prioritize; placed in a central location so that multiple users can access - facilitates communication.*

Few, but some, participants provided rationale for why they felt Indistar® could not be characterized as an innovation, at least not yet:

- *The qualifier in this statement is "something better." I wanted to see data that proves that the use of Indistar® has actually made a difference for students - that they are achieving.*
- *Depends on the quality of implementation.*
- *Indistar® is just a record keeping tool. It may demonstrate innovation, but it is not an innovation by itself.*

- *Right now it seems to be purely organizational. I have yet to learn how it moves schools or districts forward in student learning or achievement or instruction.*

Finally, one participant presented a philosophical conundrum when it comes to considering innovations in general:

- *Indistar® can be reasonably characterized as an innovation. There needs to be, however, the notion of continuous added to the definition. Once an innovation replaces the standard, doesn't it become the standard (in need of innovation?)*

Participant comments also provide deeper insights related to their **specific thoughts about the Summit's quality, relevance, and utility**. Moreover, when considered in relation to the Summit's organization of activities, the feedback suggests, at a minimum, provocative questions that may guide the design process of next year's Summit (or other Indistar®-related activities). The comments, organized thematically and presented below, may also suggest recommended modifications to the program and activities to ensure the Summit continues to meet the changing needs of its participants.

It should be noted that when asked how the Summit could have been more helpful, the majority of comments had to do with process rather than content. That is, feedback largely had to do with how time was allocated for activities, how people were grouped, and how to best allow for collaboration both *between* state teams and Regional Comprehensive Centers (RCCs) and *within* state teams.

Participants clearly want more opportunities to interact with others, reflect on what they are hearing and learning, ask questions, and plan. **This suggests a Summit that may be more content-light in the future, focused more on facilitated, hands-on planning for users with various levels of expertise**. In short, participants seem to want a Summit experience that is less didactic in nature. They appear ready and eager to roll-up-their sleeves and participate in **guided work sessions** that will immediately refine their goals and expectations and elevate their conversations and practices within their organizations.

General Comments about time

- *Enjoyed the time collaborating with national job-alikes.*
- *More time for Q & A with presenters; Team time; Less "sit and get"; More cross collaboration; More table talk time; fewer games; Fewer marketing presentations (PLS 3, IPA)*
- *Disappointed that [my] last year's feedback (from Biloxi) [is the] same as this year. So many great ideas in the room but no time to explore.*
- *...the agenda is too full without enough processing time/interactive time. All of the table talk times need to be longer. My tables always only got to the first question. Some of the "sales pitch" stuff could be removed such as the PLS 3rd Learning and even Wednesday morning panels went too long while saying the same things. Would love to have more of that for team time. I appreciated mixed state groups to learn from others but there wasn't any time to meet as a state team...Since the presentations represented different states, it would make sense to have state team time to process. Maybe separate state teams by years / comprehensiveness at using Indistar®. Not sure Indistar® "veteran" states needed to hear about how everyone loves Indistar®. Might be better to discuss more customizations, etc...*

More time to talk to other states

- *Good presenters but I feel the format was ineffective. We came together in a room with lots of other states who are experiencing similar challenges and then were not given time to talk and problem solve. I would change the "sit and get" to a small group format.*
- *More time hearing how states have used features in the tool to meet their needs and address specific functions of their SEA team. More highlights/featured processes and time to discuss amongst groups and compare how it would work within each state.*
- *Allow more time for state to state peer interaction. I would like to visit and learn from other state folks.*
- *More time to just visit with other states. Table talk is good but more time is needed to visit about topics that came up throughout the day.*
- *More time to talk with folks from other states. That is where you get some of the best ideas.*
- *There was not NEARLY enough time for us to talk to each other. We were "talked to" for almost all of the time. Our team came with a full list of questions, and we had scarce time to get any*

answers. *This is very disappointing, because there are so many good people here with vast knowledge. Looking at the agenda and how it worked, it seemed that 90% of the time we were presented to. I believe at least 50% of the time should have been time for discussion. I am glad to discuss further or provide more feedback, as I would not attend another Summit with this format. (Name and affiliation provided and available upon request from report author.)*

- *Need more time to network; discussion; less selling the product(s) and more time to process how to use it is necessary.*
- *I wish there was more time to talk among states. Perhaps pairing/groups states together to talk through areas of difficulties would be helpful.*

Differentiation of offerings within the Summit

- *Allow for networking for states in similar stages of implementation or use of Indistar® (SIG, Focus, Schoolwide, etc.) & cross-implementation. Have VA, AK, AR meet with states just getting started, etc.*
- *I would have liked a time to meet with other staffs that are in the same stage of implementation (Year 1) to talk about challenges and solutions in their process and use of Indistar®.*
- *PLEASE consider having breakout sessions. While the principal panel/certification presentations were engaging - I didn't need that information. Time would have been better utilized if we could allow adults to select what they need for their work.*
- *It would have been good to have time for a table talk with states having about the same amount of time in Indistar®.*

More time for reflection and conversation

- *I believe the vast majority of time should be set aside to allow states to communicate with each other to problem solve. The 15 minute table talk windows were far from enough. It was quite frustrating.*
- *Less lecture and more interactive (processing) time and opportunities. There are many activities that could be built into the summit, which would allow participants to process the info.*
- *Time to talk and learn.*
- *Perhaps a bit more time or additional opportunities to process at our tables.*

- *Be responsive to adult learning. (Small doses of information with ample time to discuss, process, and connect it.)*

Allow for Question and Answer (Q & A) time

- *A little more time for Q & A. Not just the parking lot.*
- *The presenters should have had a Q & A session after the presentation. There was no time to ask them to clarify or justify.*
- *Provide time for questions and discussion following presentations.*

Time to sit with own state team

- *... it might have been nice to begin the summit as a state team and close the summit as a state team.*
- *_Time to meet with Shepherd to express questions, plan, etc.*
- *It would have been helpful to have a chance to sit with my state team to process what we heard and apply to our own context*
- *...State time to meet with ADI staff around their own "star."*
- *More time to visit on my state needs with Indistar® Shepherd and RCC*
- *Break out time with RCC & SEA to discuss next steps/implications.*

In-depth planning during the Summit

- *More work sessions/planning between states and teams. Two days seems like a long time for each state to just give brief snapshots of what they are doing. While you have people in one place, let them work and PLAN in depth.*
- *Would like to expand it by a day with more time to bring state teams together so they might return home with a strategic plan to implement the innovation shared at the Summit.*
- *Longer Summit: 3 days with planning times for state teams to meet*
- *More time for action planning, knowledge-sharing groups.*
- *Build in more time - daily - for our teams to meet – reflect, plan*
- *Time for our own team to share and work together.*

Length of sessions

- *Perhaps fewer sessions but longer length - 30 minutes is sometimes not long enough.*

- *More time and help manipulating the tool.*
- *A lot of "being talked at." Sometimes (often) my mind would drift Please think about adult learning styles. It is difficult to "sit & get" for hours at a time with only 10 - 15 minutes to discuss at tables and two 10 - 15 minute breaks.*
- *Most of the videos were too long and could be viewed either ahead of time or as homework: face-to-face collaboration, listening to live presenters (with Q & A) is more helpful than video. Add Q & A to presenters. More time during table talk.*

Conclusion

As in 2012, the Indistar® Summit was well-received by participants, who generally felt it was of high quality, had relevance to their particular roles and responsibilities, and provided information that was useful to them and would be communicated to other colleagues within their organizations. Feedback in 2013, however, was slightly less enthusiastic (i.e., more "Agree" statements and fewer "Strongly Agree" statements) and may suggest the changing needs of participants as their average experience level and skills with Indistar® increase even as the variation of those skills may broaden with more new states coming on board every year.

This poses both a challenge and an opportunity to organizers of the Indistar® Summit. Like the perceived innovative status of Indistar® itself, the Summit may require modification over time to meet dynamic participant needs. Currently, participants are strongly suggesting more structured time during the Summit to reflect with peers both within and across state teams, with their RCC representatives, and with their Indistar® shepherds. Several seemed to want the opportunity to build structured plans during the Summit for how to best deploy Indistar® in their states, design coaching protocols, and determine indicators on which they should focus for various schools. This suggests a very different structure for the conference than what was provided this year, with less fact-based or case study-related presentations and more guided facilitation of planning around proven strategies, and the opportunity to share along the way with peers. It also suggests some sort of "deliverable" being produced or enhanced during the Summit, such as a newly developed or modified strategic plan. In turn, this product could serve to extend the dialogue and learning beyond the timeframe of the Summit and be integrated into relations between SEAs and RCCs, Shepherds, and colleagues on Indistar® Connect.

A modified structure for the Indistar® Summit suggests modified objectives. During the next months, it is recommended that both CIL and ADI consider this feedback along with their own ideas, define if and how the Summit objectives may change going forward, and begin to consider how to structure the 2014 Summit⁷. It is possible that with a revised purpose and agenda, the months leading up to the Summit may have new significance in terms of preparing SEAs for planning, asking them to gather and organize data, and helping organize SEA and RCC teams that are comprised of the right people for the right kinds of conversations.

⁷ Some early ideas from the CIL team, based on reviews of this report, include: Setting expectations for SEAs for which team members attend to optimize learning and planning; Creating at least two tracks for attendees: Exposure track for novices and Planning track for SEA leadership teams; Considering pre-Summit sessions for specific learning needs; Making the Summit a launching/culminating experience for smaller, more local and/or virtual learning and networking opportunities throughout the year.

Appendix A



PARTICIPANT SURVEY
Indistar® Summit
Richmond, Virginia
April 9 & 10, 2013

About us:
 The **Center on Innovations in Learning (CIL)** is one of seven national content centers funded by the United States Department of Education. The Center on Innovations in Learning’s mission is to (a) increase the capacity of state education agencies (SEAs) to stimulate, select, implement, and scale up learning innovations in local education agencies (LEAs) and schools to improve learning outcomes for all students; and (b) increase the capacity of regional comprehensive centers (RCCs) to provide technical assistance to SEAs relative to the Center’s scope of responsibility.

Your feedback helps us to improve our services to you. Please take a few moments to reflect on the Indistar® Summit and then rate the extent to which you agree with each of the following statements.

	Please mark one:			
About the Summit: Quality	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Overall, the quality of the Indistar® Summit was high.				
2. The Summit presenters possessed the expertise that is needed in this work.				
About the Summit: Relevance				
3. The presentations covered the right topics.				
4. The Indistar® Summit content and activities were relevant to the work of our organization.				
5. The content and materials were relevant to my role with Indistar®.				
About the Summit: Utility				
6. The Indistar® Summit was a valuable use of my time.				
7. What I’ve learned from the Indistar® Summit will be useful to the work of our organization.				
8. The content and materials will be useful in my role with Indistar®.				
9. I will communicate what I have learned to my colleagues.				
About the logistics				
10. The facility and amenities were suitable for Summit activities.				
11. This is a good time of year to host the Summit.				
12. The duration of the Summit is appropriate (2 days)				
About Indistar®	Please circle one:			
13. Before attending the Summit, what was your level of familiarity with Indistar®?	Very familiar	Somewhat familiar	Not very familiar	
14. After attending the Summit, how would you rate what you have learned about Indistar®?	A whole lot	A fair amount	Not much I didn’t already know	

About Innovation	Please circle one:			
<p>15. CIL defines innovation as follows: <i>"An innovation replaces the standard product, program, practice, or process with something better, thus creating a new standard."</i></p> <p>Given this definition, would you characterize Indistar® as an innovation for the education sector?</p>	Yes		No	
<p>16. Please explain why you believe it is an innovation (or why not)?</p>				
<p>17. In which part of the educational system do you work? Circle one.</p>	Regional Comprehensive Center	State Education Agency	Other	

<p>18. What was most helpful about the Indistar® Summit?</p>	
<p>19. How could the Indistar® Summit have been made more relevant or more useful for you/your organization?</p>	
<p>20. One thing I learned during the Indistar® Summit :</p>	<p>21. One thing I would like more information about:</p>
<p>22. Any additional comments or feedback:</p>	

Appendix B
Indistar Agenda

Indistar Summit III
Center on Innovations in Learning
The Innovation Mindset
Wyndham Virginia Crossings Hotel and Conference Center
Richmond, Virginia
April 9-10, 2013

Agenda

<u>April 8, 2013</u>	Teams arrive at Wyndham Virginia Crossings in Richmond
<u>April 9, 2013</u>	<u>Day 1</u>
7:00-7:45 a.m.	Registration (pick up name badge) & Breakfast
8:00-8:15 a.m.	Welcome –Marilyn Murphy, Director, Center on Innovations in Learning
8:15-8:30	Virginia Team – Welcome to Our State – Kathleen Smith, Yvonne Holloman, and others
8:30-8:45	Indistar: What Next? – Sam Redding
8:45-9:00	Strategic Alliance with PLS 3 rd Learning -- Don Jacobs and Sam Redding
9:00-9:45	How States Make Indistar Decisions; Consolidating Plans and Reports – Andy Kelly (WA), Shawna Poitra (SD), Elbert Harvey (AR), Sam Redding
9:45-10:15	Differentiation with Indistar: SIG, Priority, Focus, Volunteer, and Other– George Hancock (NC), Diane Antolak (NC), and Jayne Green (AR)
10:15-10:30	Table Talk with Guiding Questions – Lois Myran
10:30-10:45	Break
10:45-11:15	It’s All About the Leadership Team – District or School – Chris Norwood (MS), Staci Curry (MS), Angie Love (AK)
11:15-12:00	Activity – Marilyn Murphy
12:00-1:00	Lunch, Conversation [State Function Integration Project leaders meet with Sam for lunch.]
1:00-1:30	Coaching Comments, Reviews, and Critiques – Courtney Graves (VA), Stephanie Benedict
1:30-1:40	Table Talk with Guiding Questions

- 1:40 – 2:10** Using the State Administrative Site, and State Feedback –Nate Marciochi (WA), Megan Eliasson (WA), Travis Campbell (WA), and Stephanie Benedict
- 2:10-2:30** Activity – Washington State
- 2:30-2:45** Break
- 2:45-3:15** School Community Network – Reatha Owen, Valerie Todacheene (BIE)
- 3:15-3:45** Indistar Network and IndistarConnect—Mark Williams, Larry Kugler, Maureen Mirabito
- 3:45-4:00** Final Questions of the Day, Parking Lot Questions, and Wrap-Up – Marilyn Murphy & Sam Redding
- 4:00-4:30** **State Team and RCC Pictures: Alaska, Washington, Oregon, Wyoming, North Dakota, DC, Virginia, Vermont**

Dinner On Own

April 10, 2013

Day 2

- 7:00-8:00 a.m.** Breakfast
- 7:30** **State Team and RCC Pictures: Maine, New Hampshire, Idaho, Wisconsin, Minnesota, Kansas, South Dakota, North Carolina**
- 8:00-8:30** Welcome & Recap of Day 1- Marilyn Murphy
Quiz: Marilyn Murphy and Janet Twyman
- 8:30-8:45** Indistar for Innovation: The Center on Innovations in Learning – Marilyn Murphy and Janet Twyman
- 8:45-9:00** Dr. Patricia I. Wright, Virginia State Superintendent of Public Instruction
- 9:00-9:45** Lessons from Virginia: Growing a System of Support for Capacity Building - Yvonne Holloman
VDOE Contractors (Coaches) - Panel Discussion with Moderator (Yvonne Holloman)
Participants:
Dr. Roy Geiger
Ms. Cathy David
Mr. David Wymer
Ms. Thomasyne Beverly
Ms. Annie Harman
Dr. Frank Ehrhart

9:45-10:15	VDOE Voluntary Divisions (Districts)/School Teams - Panel Discussion with Moderator (Michael Hill) Participants: Portsmouth City Schools (Ms. Barbara Jones-Smith and Ms. Darlene Bright) Richmond City Schools (Ms. Dionne Ward and Mr. Ricky Hopkins) Norfolk Public Schools (Dr. Natalie Halloran and Ms. Kimberly Gray) Suffolk Public Schools (Ms. Bettie Swain and Dr. Ronald Leigh)
10:15-10:30	Break
10:30-10:45	Comments on Indistar’s Journey – Lisa Kinnaman
10:45-11:00	Table Talk with Guiding Questions – Lois Myran
11:00-11:30	Certification and Accreditation –Deb Page and Donna Crisp, The Institute for Performance Improvement
11:30-11:45	Table Talk with Guiding Questions – Lois Myran
11:45-12:00	Evaluations
12:00-1:00	Lunch, Conversations
12:30	State Team and RCC Pictures: Mississippi, Georgia, Alabama, Arkansas, Oklahoma
1:00-1:45	New Indistar features – Bob Goodrich, Stephanie Benedict
1:45-2:00	Wrap Up and IndistarConnect Prizes
2:00 and after	State Team meetings as travel arrangements