Local Board Governance Training Provider Application

Submitted for Approval - April 27, 2017

By Schlechty Center

Section 1

i. Overview of the individual(s) or entity wishing to provide training

The Schlechty Center (http://www.schlechtycenter.org/) is a private, nonprofit organization committed to partnering with school leaders across the country to transform their classrooms, schools, and school districts from places focused on compliance to those focused on engagement. We offer a broad range of experiences, including national and regional networking opportunities, on-site coaching and consultation, and co-designed training with customized tools and materials.

At the heart of the Schlechty Center's work is the belief that if public education is to survive and thrive in the twenty-first century, schools and school districts must have the capacity to invent and adopt innovations that require fundamental changes in the structure and culture of the school. All of our work is focused on helping leaders transform school districts from bureaucratic organizations into learning organizations. Within the context of the learning organization, three essential organizing concepts frame our work: transforming organizations, redefining roles, and increasing engagement. Schlechty Center's school board tool, *Redefining the Role of School Boards as Community Leaders and Advocates for Schools*, provides the essential self-assessment that is key to our work with school boards.

ii. Experience in providing local school board training with references

The Schlechty Center has done extensive training and facilitation with local boards of education at the site level and in conferences throughout the nation. A few of our clients are provided below for reference:

Calhoun City Schools, GA: Michele Taylor, Superintendent and Eddie Reeves, Board Chair
Alamo Heights, TX: Kevin Brown, Superintendent and Lynn Thompson, Trustee.
Dalton City Schools, GA: Jim Hawkins, Superintendent and Rick Fromm, Board Chair

iii. Instructors' qualifications

Schlechty Center has a full staff of associates and is also open to working in collaboration with other approved providers when appropriate.

Schlechty Center Leadership: George Thompson and Steve McCammon

George Thompson: As president of the Schlechty Center, George Thompson has responsibility for management and leadership. Prior to his appointment as president in 2000, he served as vice president and senior associate; at that time he, along with Schlechty Center founder Phillip C. Schlechty, led a team which designed two signature networks—the Standard-Bearer School District Network, which was launched in 1997, and the Superintendents Leadership Network, which was launched in 1997 with support from the BellSouth Foundation and later by Cisco. George joined the Schlechty Center in 1995 after serving 19 years in Gwinnett County Public Schools in Georgia; this district is one of the largest high-growth school districts in the nation. Prior to serving as superintendent from 1990–1994, he was administrative assistant to the superintendent, high school principal, and elementary school principal. Before moving to Gwinnett, George was a teacher and community school director in Atlanta Public Schools. George is passionate about the important role of public education in a democracy. He believes that leadership from the boardroom to the classroom is the key to transforming schools from bureaucracies into learning organizations. He has extensive experience using Schlechty Center frameworks and processes to support school and community leaders in their efforts. George and his wife Brig live in Atlanta, Georgia.

Steve McCammon: Steve McCammon is the chief operating officer of the Schlechty Center. Steve began his career as a teacher in Union County, Florida, from 1987 to 1995, and was a Florida Teacher of the Year in 1992. He also worked as a senior associate at the Florida Department of Education in the Office of School Improvement, providing technical assistance to low performing schools and school districts across the state. Steve was the principal of Fife High School in Tacoma, Washington, from 1996 to 1999, and in 2013 completed his twelfth year as superintendent of schools in the Fife School District. Fife was among the first school districts (beyond the pilot group) to join the national Standard-Bearer School District Network and, in fact, it was the first district west of the Mississippi. He was used extensively as a fellow, working part time with the Center during his tenure as superintendent. Steve is an accomplished vocalist who has recorded professionally and still shares a note or two for enjoyment.

iv. Indication of type of charter school for which training will be provided

any

Section 2

v.   Name(s) of training course(s)

Schlechty Center offers nine courses as part of its virtual *School Boards for the 21st Century* library.

1. Mental Models of School
2. The Changing Context in which Schools and School Boards Operate
3. Communities and Community Building
4. Characteristics of 21st Century Learning
5. Characteristics of 21st Century Students
6. From Bureaucracy to Learning Organizations
7. Innovation and Continuity
8. Getting Things Done: Organizational Capacity
9. Strategic Thinking and Action

vi.   Length of training course(s)

School boards may choose any or all modules offered (3 hours per module). Course hours can be augmented with questions in our introductory module or with additional content provided by Schlechty Center.

vii.   Syllabus, which includes standard(s) to which each course is aligned

See attached.

viii.   Probable delivery method for delivery of content (whole board, large or small group, virtual, etc.)

- Whole school board with superintendent – in person
- Schlechty Center national school board conference
- Virtual course, Individual school board members or collectively

ix.   Proposed location(s) of training course(s)

- On-site in school districts or at a location selected by the local school board
- National conference facilitated by the Schlechty Center
- Virtual

x.   Fees (if any) to be charged for each training course

Fees for virtual course are $495/person.
Fees for on-site work range between $2000 and $3000 per day, per instructor, plus travel and materials.

xi. Responses to hypothetical questions related to charter school governing boards

Hypothetical #1 – **You are working with Charter School XYZ's founding board that is comprised of mostly parents. The school is in its first year of operation. The board has hired a principal and the principal has hired a staff. The school is located in a wealthy part of town and does not provide transportation. As a result, the students are majority high income. The board has issues with the way that the teachers are trained and on- boarded onto the staff. The board also has concerns that their Principal is not handling carpool well. Some teachers are complaining that the principal is too strict. Lastly, the facility has had many issues and concerns including a leaky roof. As a result of all of these things, the board is meeting today to consider firing the principal. Also one board member is related to a teacher.**

How would you advise this board in terms of duties, roles and responsibilities, and next steps?

I would advise the board, preferably through the chairperson, that the board is considering actions that may result in disruption and possibly legal liability for the board and/or its members. There are statutes and policies in place, specifically having to do with board member conflicts of interest and ethical behavior, that should be studied before any action is taken. Indeed, the board's attorney should be consulted before any action is taken on firing the principal. I would inquire if there is evidence that the board considered, signed, and submitted to the state the required documentation on conflict of interest and code of ethics.

I would suggest to the board that they are treating as a personnel matter problems that are a result of not having operating procedures in place.

What are some considerations moving forward to avoid these conflicts?

I would suggest that the board, working with the principal, develop a set of operating procedures that provide direction in matters such as the ones mentioned in this situation. This would include how board members address complaints. The board's role is to ensure a responsive school, not personally respond to every concern. I would suggest that state statutes and policies concerning conflicts of interest and ethics be used as a guide in the establishment of these procedures.

The principal needs to establish a list of facility concerns, prioritize the concerns and update the board on what needs immediate attention as well as what should be addressed in the school's strategic plan. The board should become part of the solution as opposed to blaming the principal.

Again, working with and through the principal, a comprehensive human resource strategy to provide direction on how staff are recruited and inducted should be given immediate attention.

Hypothetical #2 – **A well-established charter school has recently come under public scrutiny for not reflecting the diversity of the community served by the charter school. The school has decent student achievement data, and has been in existence for over ten years. The board does not believe that there is anything it can do to diversify. It also believes that it does not need to diversify. The board is about half parents and half other community members.**

What would you do with this board and why?

In our work with boards, we design experiences to help the board collectively, and the members individually, determine if they have a common understanding of the challenges and problems that their school and their community face. This includes understanding demographic and economic shifts and how the community is changing in general. One of these activities is to have participants identify what the community was like in each decade over a 50-year period. It may also be helpful for the board to survey a diverse group of constituent audiences to determine their perception of how well the school responds to a range of issues, including diversity. It may be advisable for the board to read something such as *Good to Great* to help them understand that no organization is too good to change.

What are the issues here?

It appears that there is not a common understanding of the need for change. There is a strong possibility that there is a greater sense of urgency in the external community than there is on the board and among the school staff.

It is also possible that the board and the school staff are consciously or unconsciously signaling insensitivity.

Hypothetical #3 – **An established charter school is having some serious board turnover in a way that is unprecedented. You are the board's trainer. You attend a board meeting and notice that there is not any real discussion. The items pass without any questions or comments. There is not time for public comment. The principal's report is sparse and does not include any academic data. Additionally, the CFO was unable to answer questions about the financial documents. When asked questions, the**

principal spoke up to answer questions about the financial statements. Several board members seem to have a very friendly demeanor with the principal.

What are your thoughts on this?

We have found that when students fail to learn what is expected, it may be that they have not been provided with work that is worth doing. This applies to boards as well. People volunteer to serve because they are driven by a sense of passion and mission. In this case, it appears that the staff and the board members are simply going through the motions. On the other hand, it could be that collegiality and accountability are out of balance. Perhaps people in key positions don't know how to do their jobs effectively.

Another issue that might arise from this scenario is that by not having dialogue or soliciting public comment, the public could have the perception that the board is a "rubber stamp" board. Even in cases where there is consensus on the board, it might be advantageous to talk through the considerations and questions that brought the board to the consensus. Public comment and questions should be encouraged prior to the decision if it is to be taken and considered.

What are some suggestions you would make to the board?

The board needs to understand that there is a problem and they need to know what is causing it. Is there role confusion? Are well-meaning people unclear about what their work should entail? Is there lack of goal clarity such that it is unclear what is to be accomplished? Are there operating guidelines?

How would you incorporate this into the training?

I would meet with the board chair and the principal in advance of the training to determine how they each view the problem. I might even ask to survey other board members in advance of the training. I would design the training experience based on responses to the following questions:

- Why did you volunteer (or seek election) to serve on the board?
- What work do you do on the board that is of interest to you?
- What work do you do on the board that you do not enjoy?
- How would you describe what this school is trying to accomplish?
- What would you like students to tell their parents about their school?
- What are the board's goals? In other words, what is it that only the board can do to help the school meet its goals?

- Does the board operate as a collective group working in concert with the principal, or is the board better described as working on individual board member concerns?
- What suggestions do you have that could help the board work more effectively?

xii. Participant evaluations of each training course

Customized evaluations are conducted after every workshop. See sample data attached.

xiii. List of Georgia Charter School governing board members who participated in training courses during 2014-17.

Participant list(s) will be provided upon completion.

xiv. Nepotism Assurance Agreement

As an instructor/trainer for Schlechty Center, I will not provide charter school governance training to charter school governing board members who are immediate members of my family without obtaining prior approval from the Associate Superintendent for Policy and Charter Schools or his designee. For the purpose of this assurance, immediate family members shall include a spouse, child, sibling, parent or the spouse of a child, sibling or parent.

George A. Thompson

George Thompson, President
April 26, 2017
Schlechty Center

As an instructor/trainer for Schlechty Center, I will not provide charter school governance training to charter school governing board members who are immediate members of my family without obtaining prior approval from the Associate Superintendent for Policy and Charter Schools or his designee. For the purpose of this assurance, immediate family members shall include a spouse, child, sibling, parent or the spouse of a child, sibling or parent.

Steve McCammon

Steve McCammon, COO
April 26, 2017
Schlechty Center

Training Proposal – Schlechty Center

Training Provider	Schlechty Center	Submission Date	4/26/17
Course Titles	Schlechty Center offers nine courses as part of its virtual *School Boards for the 21st Century* library. 1. Mental Models of School 2. The Changing Context in which Schools and School Boards Operate 3. Communities and Community Building 4. Characteristics of 21st Century Learning 5. Characteristics of 21st Century Students 6. From Bureaucracy to Learning Organizations 7. Innovation and Continuity 8. Getting Things Done: Organizational Capacity 9. Strategic Thinking and Action	Instructors	George Thompson Steve McCammon *Others as needed
Course Description	These courses will address a number of key issues that all school boards must confront. See Syllabus for each description.	Delivery Method	✓Small Group ✓Large Group ✓Virtual ✓Whole Board ✓Individual
Alignment to Standards	The course content will have applicability to a variety of elements of all eight Domains of the Standards for Effective Governance of Georgia School Systems, 2010.	Proposed Fee	$495 per participant for all 9 online courses Fees for on-site work range between $2000 and $3000 per day, per instructor, plus travel and materials.

Proposed location (s)	LBOE sites, Regional locations, Virtual, Conference workshops	Length of Course	✓Three hours (each) ✓Other: *Conference and custom designed workshop lengths vary. *School boards may choose all or some of the courses (3 hours per course).
Overall Course Objective(s)	The board and superintendent will work together to 1. Understand the role of the school board in building community. 2. Complete a self-assessment of the board's capacity to lead. 3. Understand the board's role in setting direction. 4. Create a responsive policy environment.		
Submitted by	George Thompson, President		

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: Mental Models of School

CONTACT: George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: Mental Models of School explores the following questions:
- What mental models of school are apparent in your district?
- What model of the role of school board applies to your district?
- How does that role affect other roles?
- What mental model would you prefer for your district, including for the role of school board?

 # OF CONTACT HOURS   Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

TRAINING GOALS/ OBJECTIVES: The board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE   Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: The Changing Context

CONTACT: George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: The Changing Context explores the following questions:
- What "seismic shifts" have been occurring in society?
- What impact do seismic shifts have on schools?
- Why are schools in need of transformation, not simple reformation, in the twenty-first century?
- Why must school leaders build system capacity to focus on the future and act as community builders?

 # OF CONTACT HOURS   Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

TRAINING GOALS/ OBJECTIVES: The board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE   Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: Communities and Community Building

CONTACT: George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: Communities and Community Building explores the following questions:
- Why is it important for school leaders to take initiative in community building?
- What is the role of school board in a learning organization?
- What value is there in communities and schools developing a common vision and direction as well as a shared understanding of the need for change?

 # OF CONTACT HOURS Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

The full board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: 21st Century Learning

CONTACT: George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: 21st Century Learning explores the following questions:
- How does the continually changing technology landscape impact your paradigm of learning?
- What trends in social and educational computing will impact schools?
- What is the role of school board in an era of rapid change?

 # OF CONTACT HOURS Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

TRAINING GOALS/ OBJECTIVES: The board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: 21st Century Students

CONTACT: George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: 21st Century Students explores the following questions:
- What are the characteristics of twenty-first century students?
- How do these characteristics impact schools?
- How is the changing role of student as volunteer and knowledge worker altering the work of the school system?
- What are the implications of the new student characteristics and the new student role for the roles of the teacher, principal, and central office?

 # OF CONTACT HOURS   Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

TRAINING GOALS/ OBJECTIVES: The board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE   Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: From Bureaucracy to Learning Organization

CONTACT: George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: From Bureaucracy to Learning Organization explores the following questions:
- What are the nature and the characteristics of learning organizations?
- What are the important differences that exist between bureaucracies and learning organizations?
- What role do social systems play in organizations?
- What is required of school boards to transform organizational systems?

 # OF CONTACT HOURS Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

TRAINING GOALS/ OBJECTIVES: The board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: Innovation and Continuity of Direction

CONTACT:
George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: Innovation and Continuity of Direction explores the following questions:
- Why is support for innovation critical to the future of public schools?
- Why is an emphasis on design at the heart of innovation?
- How might common vision, values, and goals direct and support innovation?

 # OF CONTACT HOURS   Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

TRAINING GOALS/ OBJECTIVES: The board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE   Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY: Schlechty Center

COURSE TITLE: Getting Things Done: Organizational Capacity

CONTACT: George Thompson
Schlechty Center
Office: 502-895-1942
Email: gthompson@schlechtycenter.org

COURSE DESCRIPTION: Getting Things Done: Organizational Capacity explores the following questions:
- What are the characteristics of organizational capacity?
- Is there an obligation of district leaders, especially school boards, to ensure maintenance of capacity to initiate and sustain innovation within school districts?

 # OF CONTACT HOURS Three hours

MAJOR ACTIVITIES: Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.

TRAINING GOALS/ OBJECTIVES: The board and superintendent will work together to
- Understand the role of the school board in building community.
- Complete a self-assessment of the board's capacity to lead.
- Understand the board's role in setting direction.
- Create a responsive policy environment.

TARGET AUDIENCE: Whole board with superintendent
Online courses can also be used by individual school board members.

TRAINING TIMES: To be mutually decided

TRAINING DATES: To be mutually decided

ADDITIONAL FACULTY: Schlechty Center is open to working in collaboration with other approved providers.

REGISTRATION FEE Fees to be determined based on the scope of the work.

Schlechty Center Syllabus

SUBMITTING AGENCY:	Schlechty Center
COURSE TITLE:	Strategic Thinking and Action
CONTACT:	George Thompson Schlechty Center Office: 502-895-1942 Email: gthompson@schlechtycenter.org
COURSE DESCRIPTION:	Strategic Thinking and Action explores the following questions: • What does it mean for a school district to establish a future orientation? • How are strategic thinking, tactical thinking, and strategic planning differentiated? • How does a school system build and maintain system capacity for innovation? • Why should strategic thinking be considered in school board leadership?
# OF CONTACT HOURS	Three hours
MAJOR ACTIVITIES:	Overview by instructors of key concepts; large- and small-group activities; case studies; video vignettes; school board self-assessment; role playing; on-line training.
TRAINING GOALS/ OBJECTIVES:	The board and superintendent will work together to • Understand the role of the school board in building community. • Complete a self-assessment of the board's capacity to lead. • Understand the board's role in setting direction. • Create a responsive policy environment.
TARGET AUDIENCE:	Whole board with superintendent Online courses can also be used by individual school board members.
TRAINING TIMES:	To be mutually decided
TRAINING DATES:	To be mutually decided
ADDITIONAL FACULTY:	Schlechty Center is open to working in collaboration with other approved providers.
REGISTRATION FEE	Fees to be determined based on the scope of the work.

Q1 As you reflect on your work for the day, would you say you were engaged . . .
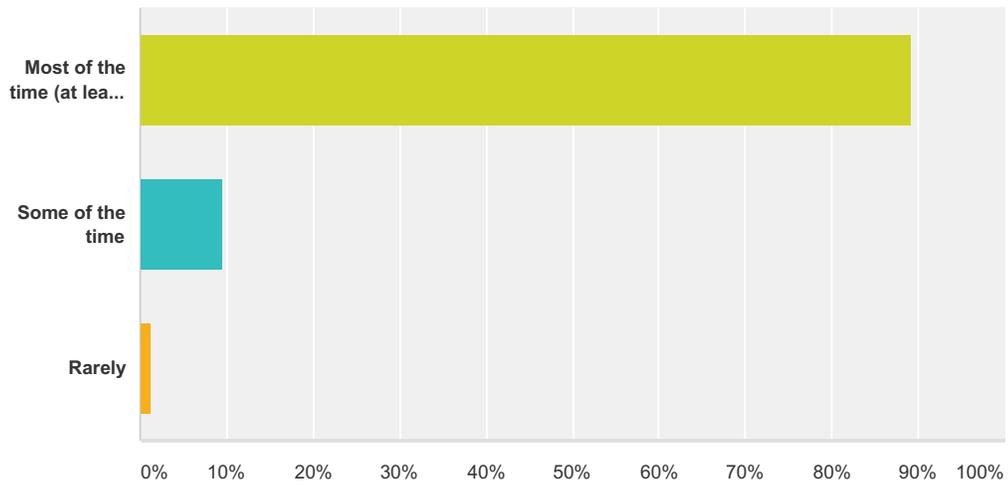
Answer Choices	Responses
Most of the time (at least 50 percent of the time)	**89.16%**
Some of the time	**9.64%**
Rarely	**1.20%**

Q2 What made the work engaging for you?

#	Responses	
1	Working with the groups in the breakout sessions was enlightening.	
2	Small groups	
3	I was engaged when working with others in my school district. The whole group sessions didn't engage me.	
4	For me, listening to someone speak is engaging. Also, the group discussion helped keep me engaged.	
5	Active involvement--working with group members from my county outside my school.	
6	Being involved in the activities of the day such as the breakout sessions, listening to the presenters and taking notes.	
7	The work was engaging, because we were allowed to collaborate with our others in our school district.	
8	The speakers were engaging and I enjoyed working with others in my county. It was interesting to learn about Tift Counties history together.	
9	The breakout out sessions	
10	The work was engaging when we were able to hear the different perspectives from each staff member for the county on our image of our school district.	
11	Small group work; Relevance to my job	
12	Meeting people from other schools with various backgrounds made my experience valuable. Finding value in my learning fueled my engagement.	
13	Interacting with different coworkers within the district.	
14	More visuals and less conversation	
15	The work was engaging because the information being communicated was relevant and interesting.	
16	My interest in the topic	
17	small groups	
18	A task was given that allowed us to think and reflect on our situation while discussing it with our peers.	
19	Group discussions	
20	We are in 5+ years with Schlechty Center. We believe in Working on Work. This leadership initiative will provide the framework for continued school improvement and also provide a platform for our districts to begin conversations about what needs to be done and how we can support each other.	
21	I really want to improve what we do as a school and system and I found the preview interesting.	
22	Actively doing something	
23	Focus on our community in XXXX.	
24	Talking with our group.	
25	The conversation about where we stand as a system was good.	
26	The work was engaging because it challenged me to think about my students' needs and why it is important for them to be engaged in the lessons we do each day.	
27	The topic of conversation was interesting to me. It is something we talk about among our trusted colleagues, but not with principals or superintendents.	
28	Meaningful discussion with colleagues	
29	The work in the small group of the county was the most engaging. There was true discussion occurring.	
30	The assignments were relevant and related to my work environment.	
31	Working in groups thinking about the student, parent, teacher, etc.	

| 32	Group assignments.	
33	The small group sessions	
34	Collaborating with others within our system.	
35	I really liked talking to the other teachers, administrators, and CO personnel and finding out what goes on in their positions.	
36	The work was engaging to me because I interacted with new people and freely gave my input.	
37	Listening to the perspective of other educators about the challenges that we face.	
38	Discussing "Images of Schools" in mixed groups.	
39	I am always looking for ways to improve my school- the topic were interesting	
40	Small group collaboration and whole group share time	
41	The last activity involving "Images of School" was the most engaging because it involved members of the group actively discussing issues and coming to a consensus.	
42	The topic is interesting to me. Also working in groups where everyone felt free to participate and offer their input made the information relevant to me and I felt involved in the process.	
43	The breakout sessions provided opportunities for meaningful discussions that will help our system move forward.	
44	Activities and good information shared.	
45	The speakers and activities made me think about what we are doing and where we are going.	
46	The small group discussions	
47	It's relevance to what we want for students	
48	Group work and discussion	
49	I enjoyed meeting with different groups of people from our district.	
50	The discussions and realness of what we feel is going on in our district.	
51	The thoughtful questions posed & the collaboration was very engaging.	
52	Conversations with staff from different schools about how we perceive our roles.	
53	Collaborating with other educators throughout the district!	
54	Group work and the facilitators	
55	Working with the teachers in the district.	
56	A great opportunity to engage in some great conversations with VCS family	
57	The discussion time in break out session was so meaningful and needed	
58	Opportunities to share and discuss with team.	
59	A great opportunity to engage in some great conversations with VCS family	
60	The conversation with the diverse group. Titles meant nothing and at times I was fearful to be honest, but overcame that fear.	
61	The conversations with my district. Being able to speak freely.	
62	Discussion with colleagues.	
63	Being involved in the activities	
64	Being involved in the activities	
65	I was able to work with my colleagues and discuss a great deal of issues and concerns in reference to the tasks that were given.	
66	Analyzing my role within our district with my peers.	
67	hearing the conversations across the school was very engaging.	
68	Conversations with my peers and interesting speakers	

Q3 What would have made it more engaging?

#	Responses	Date
1	Less big group lecture	
2	I didn't have a sense of the end result. I wanted to know my learning target and didn't know it.	
3	lighter lunch-The heavy lunch made the session immediately following lunch difficult to sit through.	
4	A Gallery walk or having each system talk about their timelines.	
5	If we provided with an agenda for Thursday, I would feel that we had a sense of purpose for yesterdays planning.	
6	A lighter lunch.	
7	N/a	
8	What would have made the training more engaging is making an action plan to make changes in how we approach our business and the important roles each should be playing.	
9	Providing specific examples of ways to engage students would have made it more engaging for me. I do believe those examples will be addressed in our second meeting.	
10	Specific examples to get the kids engaged.	
11	Allowing our district to spend more time together having conversations.	
12	The room was crowded and hard to navigate. Improving the setting would have allowed for less distraction.	
13	less talking	
14	I'm not sure.	
15	More active approach immediately after lunch	
16	I would suggest moving the "engagement" discussion to a time other than right after lunch or create an activity to pair with it. It was was too important for us not to be fully engaged.	
17	I have been to several seminars that are good at identifying our concerns, I look more forward as we look for solutions to these issues.	
18	A better introduction to why we were there. The PAGE spoke people did not set up the focus of the presentation.	
19	More time in the small group discussions and less time in the initial lectures would have made it more engaging. Also, many of us said we really didn't know where this is leading and are curious about what the purpose of this group is going to be.	
20	Less talking to	
21	I was engaged.	
22	The presenters did a good job with their topics but I felt that you were "preaching to the choir" and you could have made your point quicker and allowed more time to discuss in the break out sessions.	
23	I was unclear on the purpose of the meeting until later in the day. Knowing the goal up front would have given me direction and focus.	
24	A little less lecturing in the whole group.	
25	I felt like it was most engaging. I would not add a thing!	
26	During the "Review Desired Results and Agenda" portion to explain all of the activities and how they relate to the desired results. The different activities and engagement presentation seemed a little disjointed which made the significance of them harder to understand and connect. After each activity's presentation, it would have been beneficial to see what we are going to do with all the information that we collected.	
27	More small group time	
28	--	

Q4 What was a significant learning for you today?

#	Responses	Date
1	The importance of focused engagement of our customers--our students--is our defining role in education.	
2	District information	
3	I did find it helpful to discuss perceptions of my school district stakeholders (I hate this word).	
4	Changes in education, how we viewed our county in several aspects.	
5	Thinking through what makes learning relavant to students.	
6	The images of school system activity was a significant learning for 9/10/14.	
7	My purpose as an educator is to think of how I am going to engage my students in the future. I need to always be looking ahead.	
8	It was interesting to find out what other colleagues think about where schools system is at this time. Great conversations.	
9	Images of the school from different perspectives	
10	As a new teacher in the business being able to see how the business has evolved over the past 40 plus years was interesting and eye opening.	
11	The impact of events on our district; Images of School activity	
12	I learned a great deal from working with people with different backgrounds. Gaining new perspectives on various components of our school system was valuable.	
13	The last activity of the dayl.	
14	Sharing opinions with various district members.	
15	Our view of our district can vary greatly because it is often dependent upon our current situation. Looking at the different areas of our district was helpful and enlightening.	
16	The profile elements	
17	How much and how quickly education and educational mandates have changed in the last 10 years.	
18	Perceptions of other colleagues from within my school system.	
19	I loved the activity we did in the afternoon when we worked in groups to evaluate our school system and the roles of each stakeholder.	
20	Recognizing that public education has really made significant improvements through the years both locally and nationally and it is sad that those things are never reported. Overall, we have made great improvements for all children.	
21	Looking at how we view our district	
22	The elements of the stages of impact.	
23	We can change two things Our work Our relationship with students.	
24	The last few years have had more changes in education than the previous decades. We as educators need to move from being a factory to fostering an engaging learning environment where students want to participate for intrinsic gains.	
25	The discussions about our system's history and the way we envision ourselves, students, and parents.	
26	Learning that there is an entire group devoted to encouraging and promoting this engaging way of teaching was refreshing after so many years of new methods coming down that aren't really kid friendly. Many of us do still take it upon ourselves to find valuable, fun, and challenging ways to present as much of the curriculum as we can. It is important to continue to remind teachers to do what they started teaching to do...enlighten, engage, and encourage students.	

Q1 Today I was engaged...
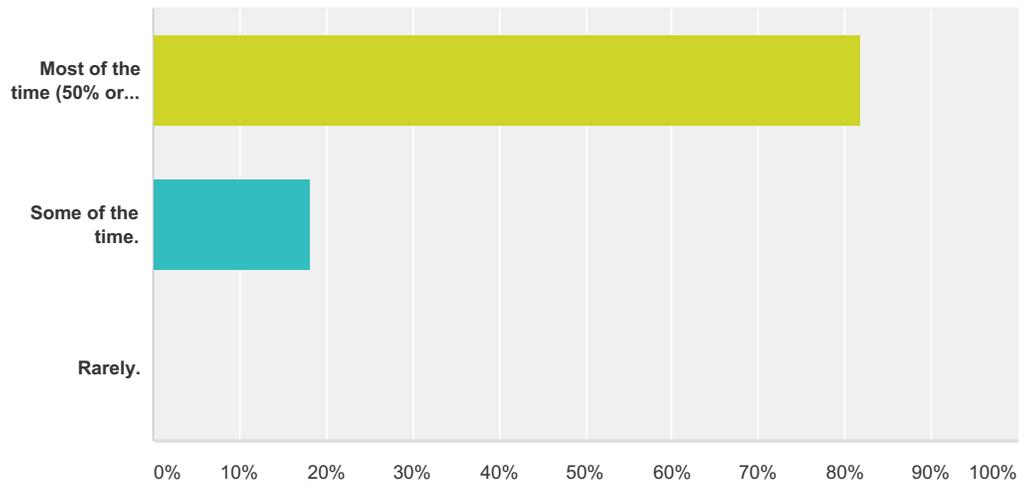
Answer Choices	Responses
Most of the time (50% or more).	**81.82%**
Some of the time.	**18.18%**
Rarely.	**0.00%**

Q2 List any major learning(s) for today.

#	Responses	
1	Dialogue during the Socratic seminar	
2	Building capacity.	
3	Socratic Seminar- questioning technique SimpleMind+ - great tool for Mind Mapping	
4	webbing	
5	Webbing chart	
6	The reality of the bureaucratic nature of our business and how we tend to lean toward the sustaining of innovation while expecting major change.	
7	Better understanding of our roles in the process. You can't create a campus mission without a district belief system and mission statement.	
8	Many people share the same concerns and issues as me.	
9	The Socratic method activity was eye-opening.	
10	The web we made helped me realize how many different things we think about and put into our job everyday.	

Q3 Which activities were most engaging for you?

#	Responses	
1	Table discussions with my team were valuable	
2	Group discussions	
3	Walking to Learn activity was very engaging. Interesting to hear the perspective of the others.	
4	webbing	
5	Socratic seminar was interesting. You still get to see those who have the propensity to speak, speak.	
6	The most informative part of the day was participating in the socratic seminar.	
7	AB talk, collegial questions, Socratic seminar	
8	Table talk	
9	Discussing other academy sessions.	
10	Web, asking questions to other groups	