

A+ Schools Board Watch Report Form Version 2.0



A+ Schools, as a community advocate for improvement in public education, expects the Pittsburgh Public School Board to have clear understanding of the needs of the students and be continually moving the district forward in allowing for their needs to be met. We expect this to be done with purpose, transparency, respect, responsibility, and competency as they have been elected to do so by the community. To demonstrate effectiveness, we expect to consistently observe the following governance practices:

1. **Focus and Mission:** Board is focused on achieving its goals
2. **Transparency:** Board processes are accessible to the public
3. **Conduct:** Conflict is managed respectfully
4. **Role Clarity:** Board provides policy leadership and oversight
5. **Competency:** Board members are informed

Reminders for Board Watch observers:

- Be courteous and attentive
- Do not make comments on behalf of A+ Schools or yourself
- Ask questions for clarification after the meeting
- Be aware of your role, not as an individual, but as the representative of A+ Schools.

Upon Arrival to the Meeting:

Observer Name: _____ Email Address: _____ Phone: _____

Meeting Date: _____ Meeting Type: _____ Time You Arrived: _____ Time You Left: _____

Board Members Present (circle all in attendance): *Allen Brentley Colaizzi Fink Hazuda Isler McCrea Sumpter Shealey*

I am viewing the meeting via: (please circle one) *being in the same room as the meeting watching a video broadcast in a different room*

Other Unique Conditions:

During the Meeting: Please categorize EACH COMMENT/ QUESTION you hear from Board members by making a tally mark in the appropriate box. Examples are included below. If the topic is unrelated to any of the board's goals, write the topic in the box provided. At the end of each section, circle what you feel was the basis of what you heard. Before you turn in your report, please count your tally marks and write the total number in the box.

Reacting to individual agenda items: Questions or comments about the specific details of agenda items (who, what, when, where, how many, why)	Referencing existing policy: Questions or comments about how items relate to existing policy, or if a policy exists at all	Seeking Solutions or Evaluating Strategies: Questions or comments that suggest new policies to address concerns raised by the public, other board members or staff OR that discuss how to measure progress or what progress has been made towards achieving district goals	Communicating with Sarcasm, Contempt or Accusations Verbally or Nonverbally: Questions, comments, gestures or facial expressions that communicate disdain or a lack of respect for other board members or district staff
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Example:

		Reacting to Individual Agenda Items	Referencing Existing policy	Seeking Solutions or Evaluating Strategies	Communicating with Sarcasm or Contempt Verbally or Nonverbally				
EDUCATION	Goal 1: Maximum achievement for all students (Tally: IIII, Circled: 4)	(Tally: III, Circled: 3)	(Empty)	(Empty)	(Empty)				
	Other Topic: <i>Something Unrelated</i> (Tally: III, Circled: 3)	(Empty)	(Empty)	(Empty)	(Empty)				
	On a scale of 1-5, please circle the number that best corresponds to the basis of which board members shared their opinions during this section of the meeting with 1 being based purely on facts or research and 5 being purely personal feelings <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>					1	2	3	4
1	2	3	4	5					

FACTS/RESEARCH

FEELINGS

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During the Meeting: Please categorize EACH COMMENT/ QUESTION you hear from Board members by making a tally mark in the appropriate box. If the topic is unrelated to any of the board's goals, write the topic in the box provided. At the end of each section, circle what you feel was the basis of what you heard. Before you turn in your report, please count your tally marks and write the total number in the box.

		What is the section of the meeting?	What is it related to?	How is it stated?	Reacting to Individual Agenda Items	Referencing Existing policy	Seeking Solutions or Evaluating Strategies	Communicating with Sarcasm or Contempt Verbally or Nonverbally
EDUCATION SECTION	Goal 1: Maximum achievement for all students				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 2: A safe and orderly environment for all students and employees				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 3: Efficient and effective support operations for all students, families, teachers and administrators				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 4: Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible (INCLUDES DISCUSSIONS OF FINANCES)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 5: Improved public confidence and strong parent/community engagement				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	On a scale of 1-5, please circle the number that best corresponds to the basis of which board members shared their opinions during this section of the meeting with 1 being based purely on facts or research and 5 being purely personal feelings 1 2 3 4 5 <div style="text-align: right;"> FACTS/ RESEARCH FEELINGS </div>							
BUSINESS AND FINANCE SECTION	Goal 1: Maximum achievement for all students				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 2: A safe and orderly environment for all students and employees				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 3: Efficient and effective support operations for all students, families, teachers and administrators				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 4: Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible (INCLUDES DISCUSSIONS OF FINANCES)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 5: Improved public confidence and strong parent/community engagement				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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During the Meeting: Please categorize EACH COMMENT/ QUESTION you hear from Board members by making a tally mark in the appropriate box. If the topic is unrelated to any of the board's goals, write the topic in the box provided. At the end of each section, circle what you feel was the basis of what you heard. Before you turn in your report, please count your tally marks and write the total number in the box.

		What is the section of the meeting?	What is it related to?	How is it stated?	Reacting to Individual Agenda Items	Referencing Existing policy	Seeking Solutions or Evaluating Strategies	Communicating with Sarcasm or Contempt Verbally or Nonverbally
PERSONNEL REPORT	Goal 1: Maximum achievement for all students				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 2: A safe and orderly environment for all students and employees				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 3: Efficient and effective support operations for all students, families, teachers and administrators				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 4: Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible (INCLUDES DISCUSSIONS OF FINANCES)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 5: Improved public confidence and strong parent/community engagement				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	On a scale of 1-5, please circle the number that best corresponds to the basis of which board members shared their opinions during this section of the meeting with 1 being based purely on facts or research and 5 being purely personal feelings 1 2 3 4 5							
					FACTS/RESEARCH		FEELINGS	
NEW BUSINESS	Goal 1: Maximum achievement for all students				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 2: A safe and orderly environment for all students and employees				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 3: Efficient and effective support operations for all students, families, teachers and administrators				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 4: Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible (INCLUDES DISCUSSIONS OF FINANCES)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal 5: Improved public confidence and strong parent/community engagement				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other topic:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	On a scale of 1-5, please circle the number that best corresponds to the basis of which board members shared their opinions during this section of the meeting with 1 being based purely on facts or research and 5 being purely personal feelings 1 2 3 4 5							
					FACTS/ RESEARCH		FEELINGS	

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After the Meeting: Please circle the number that best describes your thoughts or perceptions of what happened at the meeting. Please respond to all the survey questions and leave none blank.

	I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree
1. I understood the information presented at the meeting	5	4	3	2	1
2. I understood the rationale behind the board's actions	5	4	3	2	1
3. I felt welcome at the board meeting	5	4	3	2	1
	All of the Meeting	Most of the Meeting	About half of the Meeting	Some of the Meeting	None of the Meeting
4. Time was managed effectively	5	4	3	2	1
5. The board was focused on ways to achieve the district's goals	5	4	3	2	1
6. The board's first priority was improving student outcomes	5	4	3	2	1
7. Discussions were focused on monitoring the extent to which the district is making progress towards achieving its goals	5	4	3	2	1
8. Discussions were focused on using policy as a way to create solutions to their concerns	5	4	3	2	1
	All of the Board	Most of the Board	About Half of the Board	Some of the Board	None of the Board
9. Comments made by board members were focused on the details of agenda items such as who participates, when items occur, what the participants will do, etc.	5	4	3	2	1
10. Board members' <u>verbal</u> communication was sarcastic, contemptuous or disrespectful	5	4	3	2	1
11. Board members' <u>nonverbal</u> communication was sarcastic, contemptuous or disrespectful	5	4	3	2	1
12. Board members handled differences of opinion respectfully	5	4	3	2	1
13. Board members appear to use research, district data, existing policies and other facts to inform their opinions	5	4	3	2	1
14. Board members effectively fulfilled their role as policy makers	5	4	3	2	1
15. Board members were prepared for the meeting	5	4	3	2	1

What 3 things could the board have done differently in this meeting that would've resulted in better governance?

- 1.
- 2.
- 3.

If any Board members stood out as particularly effective in one or more of the indicators, please write his/her last name, circle the indicator, and explain your reasoning. (Options: *Allen, Brentley, Colaizzi, Fink, Hazuda, Isler, McCrea, Sumpter, Shealey*)

1 Name: _____ Transparency Focus on Mission Role Clarity Conduct Competency

Reason:

2 Name: _____ Transparency Focus on Mission Role Clarity Conduct Competency

Reason:

Time you left the meeting: _____