

# A+ Schools Board Watch Report Form Version 2.5



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): *Carter Falls Holley Kaleida Kennedy Klug Sumpter Wilson Wrenn*

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 the meeting, 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:	Referencing existing policy:	Seeking Solutions or Evaluating Strategies:	Communicating with Sarcasm, Contempt or Accusations Verbally or Nonverbally:
Questions or comments about the specific details of agenda items (who, what, when, where, how many, why)	Questions or comments about how items relate to existing policy, or if a policy exists at all	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	Questions, comments, gestures or facial expressions that communicate disdain or a lack of respect for other board members or district staff

### Example:

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
Goal 1: Maximum achievement for all students		4	3	<input type="checkbox"/>	<input type="checkbox"/>
Other Topic: <i>Something Unrelated</i>		3	<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 the meeting with 1 being based purely on facts or research and 5 being purely personal feelings

1      2      3      4      5

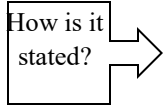
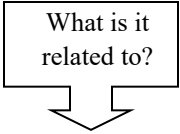
FACTS/RESEARCH

FEELINGS

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**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.



	Reacting to Individual Agenda Items	Referencing Existing policy	Seeking Solutions or Evaluating Strategies	Communicating with Sarcasm or Contempt Verbally or Nonverbally
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 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"/>
A+ Schools Goal: Every student has a great teacher in every classroom so that s/he receives an equitable and excellent education.	<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"/>
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"/>
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"/>
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 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

**Continued on next page** →

**Agenda Review:** What items did Board Members identify that they want to discuss at the upcoming Legislative

	Education	Business & Finance	Personnel	New Business
Carter				
Falls				
Holley				
Kaleida				
Kennedy				
Klug				
Sumpter				
Wilson				
Wrenn				

**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' verbal communication was sarcastic, contemptuous or disrespectful	5	4	3	2	1
11. Board members' nonverbal 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

**After the Meeting (cont.):**

**How, if at all, did board members address equity in their discussions?**

*A+ Schools defines an equitable education system as one that provides each student with the individual support necessary to reach and exceed a standard of success that includes graduating from high school and completing an advanced certification or degree. This support includes effective teachers in every classroom, resources distributed according to student and school need, access to opportunities that position students for success, and other supports and/or interventions that can unlock the potential of individual students.*

**What 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: *Carter, Falls, Holley, Kaleida, Kennedy, Klug, Sumpter, Wilson, Wrenn*)

# 1 Name: \_\_\_\_\_ Transparency    Focus on Mission    Role Clarity    Conduct    Competency

Reason:

# 2 Name: \_\_\_\_\_ Transparency    Focus on Mission    Role Clarity    Conduct    Competency

Reason:

**Comments:**

<b>Time you left the meeting:</b> _____
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