

Strengths Finder Segment Outline

12:10 Courtyard for plated lunch

Kick-off activity: Illustrates natural strengths

12:15 Small group or pairs – share top terms/concepts that truly resonate with you, capture you, etc.

12:30 Balcony vs. Basement Overview

12:50 Inside meeting room

Four Domains: Overview and Activity

1:00 Reflect on where SBE is heavy & where we're lacking

1:10 What can we do to leverage strengths across the team?

1:20 Think about how Strengths Finder could be used in some real life SBE situations/decisions.

1:45 Talk about how to sustain the focus on leveraging our strengths

Foundations Part 1: Segment Outline, September 12, 2:30 – 6:00pm

Critical Question	Time/Facilitator	Goal	Activity	Instructions
Why are you on the SBE?	25 minutes/Janis	Identify and share each individual purpose at SBE.	Individual reflection. Our desired legacy: When I leave SBE I will feel that we have been successful if we have accomplished...	5 minutes: reflect and write your purpose. Then share. Share round the circle, whole group. Volunteer recorder on flip chart paper.
How/where does your view of the SBE’s vision/mission match with the existing Vision/Mission?	25 minutes/ Janis	Recognize potential agreement and disagreement about our common purpose.	Debrief – identify commonalities, matches, building shared vision	5 minutes: Pair share – what do you notice members have in common? What are outliers? Agree on three key insights 10 minutes: Pairs share with another pair. Share around the circle. 10 minutes: Each group of four shares key insights with whole group Volunteer recorder on flip chart paper NOTE – if commonalities are overwhelming, facilitator can skip this exercise.
Looking ahead to the future: What is the purpose of the SBE?	40 minutes/Janis	Shape the long term purpose of the SBE.	News Headline In 10 years news headlines proclaim SBE has achieved a long term objective. What is it?	7 minutes: Individually write 1 – 2 headlines that proclaim what SBE has accomplished. Write each headline individually on 3 inch Post-It notes Each SBE Authority is listed on a single flip chart page + one blank posted around the room. Pages are divided in 2 – good match or needs refinement 3 minutes: Carry your post-it headline to the Goal most associated with it, place in “good match” or “needs refinement.”

				<p>20 minutes: Group huddles around each page and individuals share their headline and why they placed it there.</p> <p>10 minutes Debrief: what do you notice members have in common? What are outliers? Facilitator arranges in groups</p>
How does the SBE operate?	30 minutes/Janis	Toward identifying ideal roles & responsibilities	<p>Strengths & Limitations brainstorm Individuals write one strength or limitation per 2 inch post-it</p>	<p>10 minutes: Write strengths or limitations on post-it notes. Place post-its on the flip chart pages</p> <p>5 minutes: Facilitator moves post-its around to group common ideas</p> <p>15 minutes: Discussion to define unique contribution/leverage for SBE.</p>
Matching Headlines with SBE Roles & Responsibilities	90 minutes/Kevin and Janis	Establishing parameters for discussing OSPI/SBE relationship and respective roles & responsibilities	Identifying ideal SBE – OSPI relationship.	<p>15 minutes: Discussion about Board’s vision of an ideal SBE – OSPI relationship (full group)</p> <p>20 minutes: Small groups or pairs to discuss SBE’s statutory responsibilities.</p> <ul style="list-style-type: none"> • What does SBE currently not do that we think it should do? • What does SBE currently do that we think SBE should not do? <p>10 minutes: Share back with full group</p> <p>20 minutes: Superintendent Reykdal’s vision of an ideal SBE – OSPI relationship and respective roles and responsibilities</p> <p>20 minutes: Discussion about future purpose identified in headline exercise and what ideal governance roles will support fulfillment of these headlines.</p>

Washington State Board of Education Training

9-13-17 ~ 8:30am – 12:00pm



Facilitator: Melia LaCour, Executive Director, Equity in Education

Objectives:

- To review and adopt a State Board definition of “racial equity”
- To recognize how our cultural filters impact our judgement and decision-making
- To create our personal and collective “why” with regards to leading for equity

AGENDA

8:30 – 8:40	Welcome
8:40 – 9:20	How will we define “racial equity?” <ul style="list-style-type: none">▪ Review existing definitions of equity for Board adoption
9:20 – 10:30	How do you articulate your personal “why?” with regards to leading for racial equity? <ul style="list-style-type: none">▪ Explore our own public narrative as a way to explore the personal “why”▪ Examine how our equity lens has been shaped by our narrative and impacts our behavior
10:30 – 10:40	BREAK
10:40 – 11:50	How will the SBE define their compelling, collective “why” with regards to leading for racial equity? <ul style="list-style-type: none">▪ Draft a collective “why” that reflects the SBE’s purpose for leading with racial equity
11:50 – 12:00	What are our next steps?

Planning Our Work Ahead (Foundational Discussion Part II)

GUIDING QUESTIONS:

- 1) Would this initiative have a significant impact on desired student outcomes?
- 2) How does it compare with, and fit in with, other possible SBE initiatives?
- 3) How much of a difference can the SBE make on this issue? What policy levers are available to the State Board?
- 4) Are there other important considerations, such as a risk of unintended consequences?

SUGGESTED DECISION FRAMEWORK FOR "CAREERS"

- Do we want to continue with work on "Careers"? (yes/no)
- (if yes)
- Which of the "Potential Opportunities" are most promising and best fit within the Board's authority and capacity?
- Which are less promising or less feasible or too resource intensive?
- During what time frame do we want to work on "Careers"?

SUGGESTED DECISION FRAMEWORK FOR "TRANSITIONS"

- Do we want to continue with work on "Transitions"? (yes/no)
- (if yes)
- Which of the "Potential Opportunities" are most promising and best fit within the Board's authority and capacity?
- Which are less promising or less feasible or too resource intensive?
- During what time frame do we want work on "Transitions"?

SUGGESTED DECISION FRAMEWORK FOR "LONGER TERM PLANNING"

- Which of the "Opportunities Related to Core Functions and Continuing Work" are most important?
- Do we want to engage in one or more new or expanded initiatives, such as "System Equity" or "Looking ahead 10 years....?"
- Do we want to expand our efforts to engage with other agencies and organizations?

CONCLUDING DECISIONS:

- As a whole, which initiatives, both continuing and new, do we want to prioritize?
- To what extent does the Board and SBE staff have the resources to accomplish this work as a whole?