



LONE STAR GOVERNANCE

Locally Supported Growth

Continuous Improvement for Governing Teams

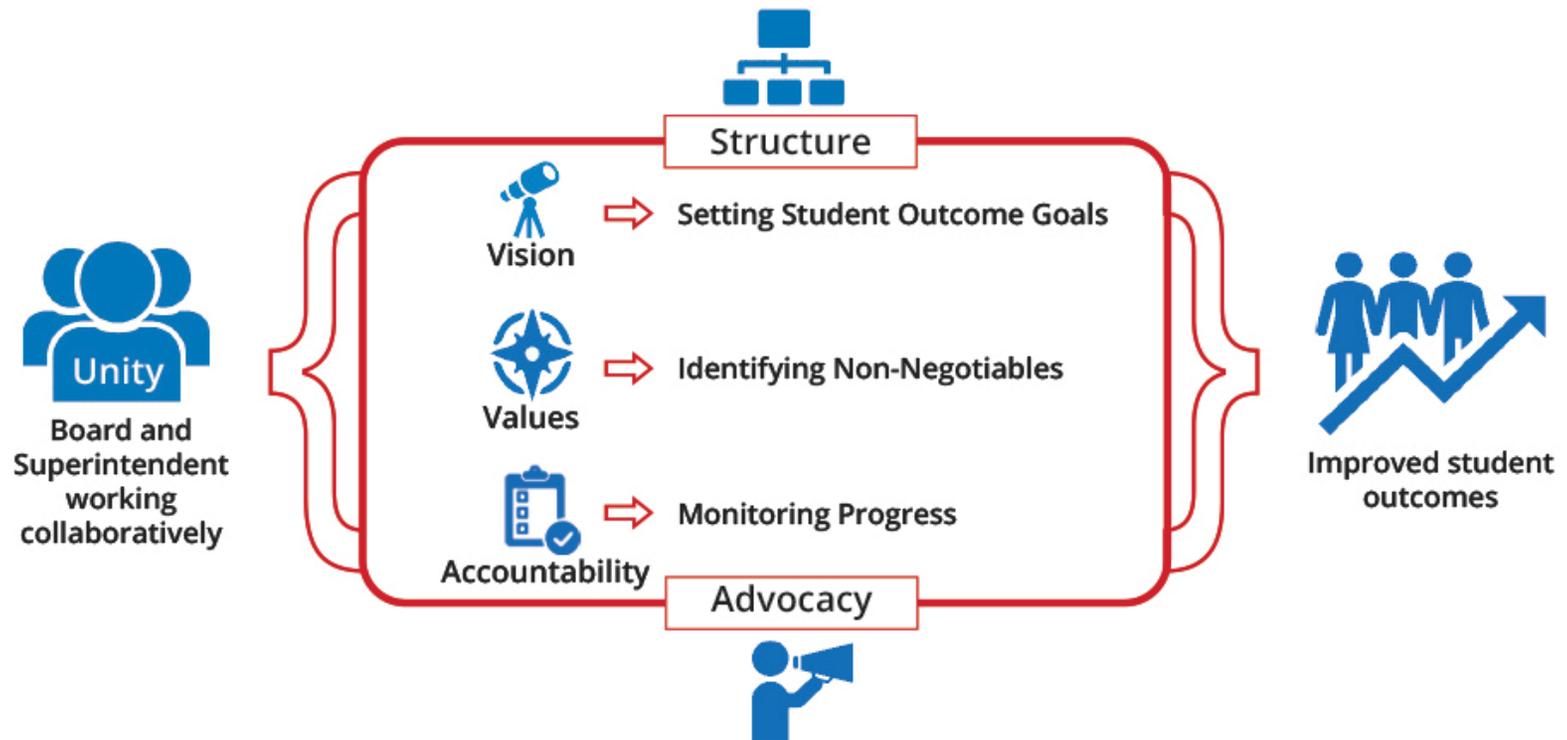
Becoming a Lone Star Governance Coach

LSG PURPOSE

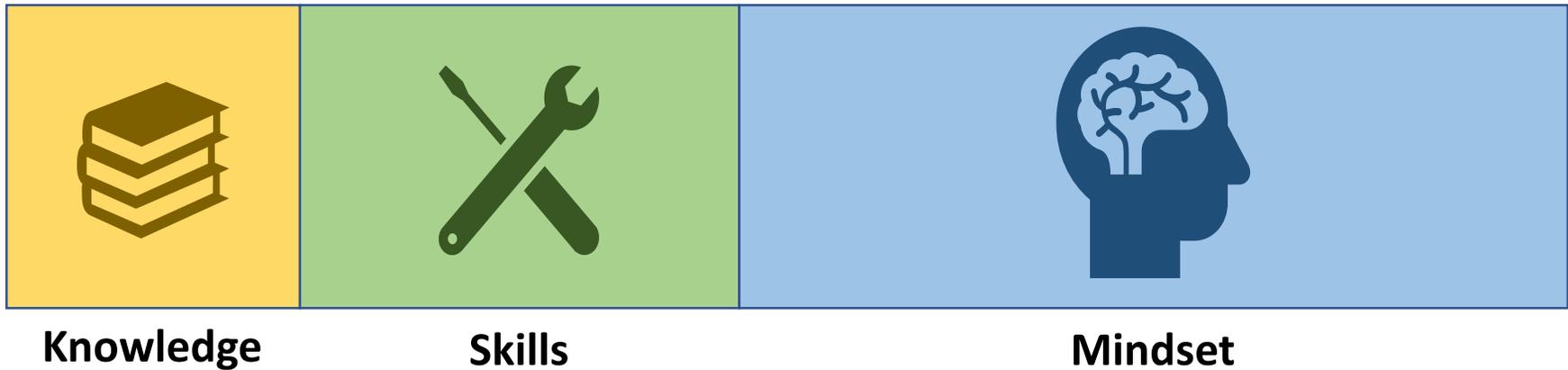
Lone Star Governance Purpose

The purpose of Lone Star Governance is to provide coaching and support, through a continuous improvement framework, for school governing teams (Boards in collaboration with their Superintendents) that choose and commit to intensively focus on the objective to improve student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity. In addition to the primary focus on improving student outcomes, Lone Star Governance provides systems for governing legal and fiscal responsibilities.

School Board Behaviors That Improve Student Outcomes



Adult Behavior Change



New Mindset

I am the genesis of transformation

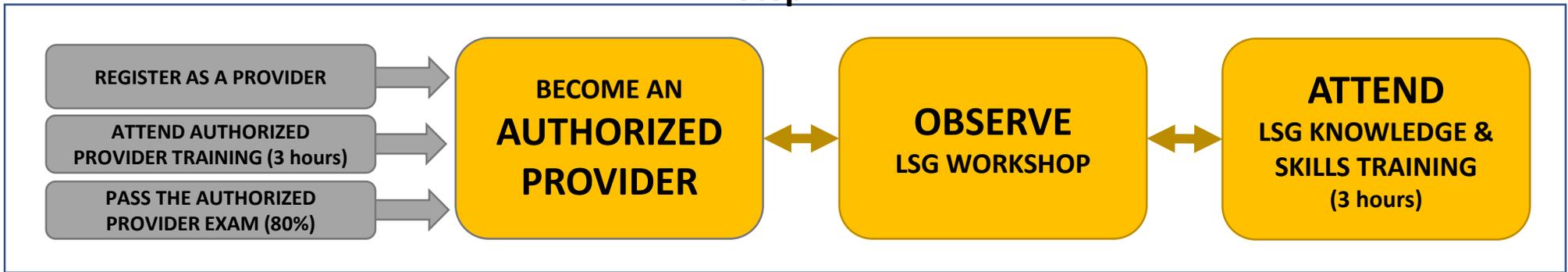
New Mindset

Integrity = Access to Goals

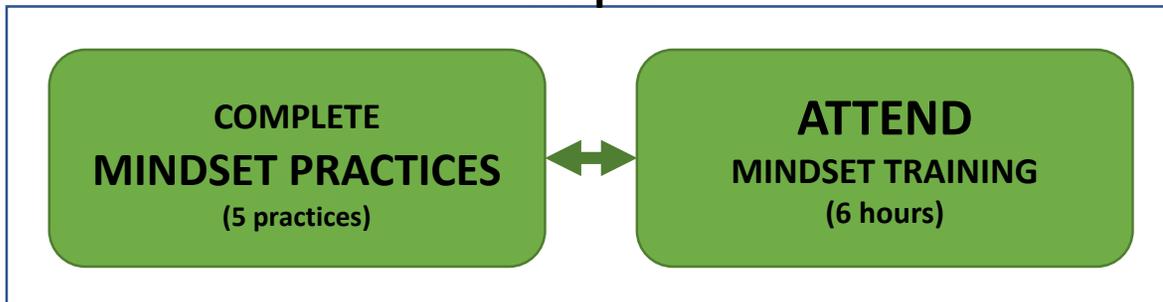
HOW TO BECOME A LONE STAR GOVERNANCE COACH

Becoming a Lone Star Governance Coach is a three-step process. Each step must be completed before moving to the next step in the process, but the activities within each step can be completed in any order. After each step in the process, you will update your LSG Coach Pipeline Log. The next few pages detail each step in the process. If you are not currently in the LSG Coach Pipeline, have a log, and choose to begin the steps to become a Lone Star Governance Coach, click the link at the bottom of the page and complete the form.

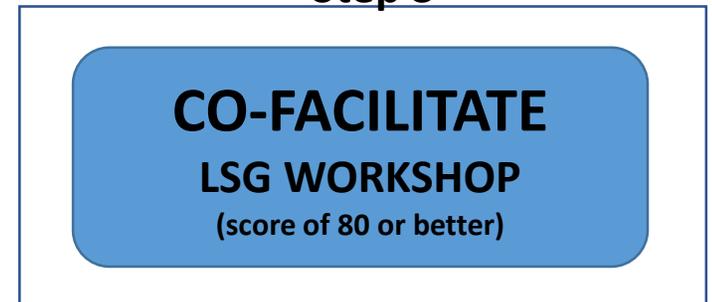
Step 1



Step 2



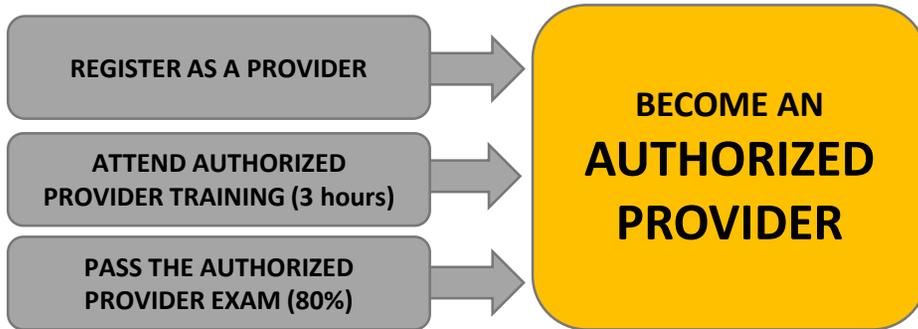
Step 3



CLICK [HERE](#) TO CREATE YOUR LSG COACH PIPELINE LOG



Step One



Become an Authorized Provider:

- Complete the [Registered Provider Form](#)
- View upcoming Authorized Provider trainings: www.tea.texas.gov/lsg
- The Authorized Provider Exam is offered at the end of each Authorized Provider Training

OBSERVE LSG WORKSHOP

Observe a Lone Star Governance Workshop:

Complete the entirety of at least one 2-day workshop as an observer. Make sure this work is something you can commit to. View the Lone Star Governance website for upcoming workshops: www.tea.texas.gov/lsg.

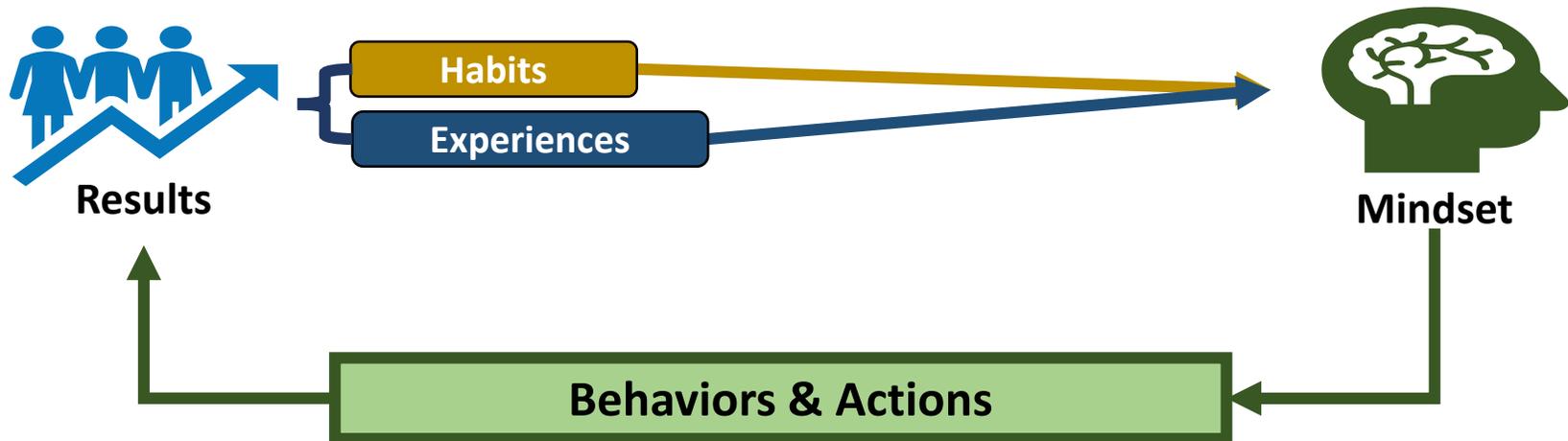
ATTEND LSG KNOWLEDGE & SKILLS TRAINING (3 hours)

[Upcoming Trainings Link](#)

LSG Knowledge & Skills Workshop:

The structure of this workshop allows participants to become familiar with LSG Participant Manual, LSG Integrity Instrument, and LSG Tools & Templates. View upcoming trainings: www.tea.texas.gov/lsg.

Step Two



COMPLETE MINDSET PRACTICES (5 practices)

Open after LSG Knowledge and Skills Training

Complete Mindset Practices: There are 5 mindset practices to complete with a partner that prepare an understanding of the mindsets: I am the genesis of transformation, Integrity = Access to goals, betrayal and pretending, Presence to patterns, and parallel process.

ATTEND MINDSET TRAINING (6 hours)

[Upcoming Trainings Link](#)

Mindset Training (6 hours): Complete the mindset training to become familiar and practice teambuilding strategies to create unity, collaboration, acceptance, and set expectations amongst school board members. View upcoming trainings: www.tea.texas.gov/lsg.

Step Three

Name:		Date:	
Co-Facilitation Scoring Rubric – No = 5 points			
Integrity is about honoring your word.			
Did the candidate lack self preparation at any time?	Were the communications, materials, or facility unready at any time?	Did the candidate fail to honor the LSG coach agreement in advance?	Did the candidate fail to honor the LSG coach agreement?
DAY 1: Yes No DAY 2: Yes No	DAY 1: Yes No DAY 2: Yes No	DAY 1: Yes No DAY 2: Yes No	DAY 1: Yes No DAY 2: Yes No
Content is about knowing the material.			
Did the candidate fail to answer any questions accurately?	Did the candidate fail to direct participant questions to the answers in the manual?	Did the candidate read from the script or fail to deliver their half of the workshop effectively at any time?	
DAY 1: Yes No DAY 2: Yes No	DAY 1: Yes No DAY 2: Yes No	DAY 1: Yes No DAY 2: Yes No	
Challenge is about safely but firmly pushing participants.			
Did the candidate ever fail to identify and address non-responsiveness or non-examples?	Did the candidate ever fail to identify and address a participant who needed to be taken to a previous step?	Did the candidate ever fail to safely challenge a participant when called for?	
DAY 1: Yes No DAY 2: Yes No	DAY 1: Yes No DAY 2: Yes No	DAY 1: Yes No DAY 2: Yes No	
Notes:			

**CO-FACILITATE
LSG WORKSHOP**
(score of 80 or better)

Co-Facilitate a Workshop:
Successfully co-facilitate the two-day LSG workshop scoring a minimum of 80 on the LSG Coach Co-facilitation Scoring Rubric.

LSG RESEARCH AND REFERENCES

Lone Star Governance Materials

LSG Participant Manual, <http://tea.texas.gov/lsg/>

LSG Templates, <https://tea.texas.gov/texas-schools/school-boards/lone-star-governance/lsg-tools-and-templates>

Research Studies & Articles

The Relationship Between School Board Governance Behaviors and Student Achievement, Ivan J. Lorentzen

<https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2406&context=etd>

School District Leadership That Works, J. Timothy Waters & Robert J. Marzano

https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/4005rr_superintendent_leadership.pdf

The Impact of School Board Governance on Academic Achievement in Diverse States, Michael Ford

<https://dc.uwm.edu/cgi/viewcontent.cgi?article=1334&context=etd>

The Role of School Boards in Improving Student Achievement, Washington State School Directors' Association

<https://files.eric.ed.gov/fulltext/ED521566.pdf>

Eight Characteristics of Effective School Boards, Center for Public Education

https://www.nyssba.org/clientuploads/nyssba_pdf/Events/nsbma-buffalo-07152016/Eight-characteristics-of-effective-school-boards_-full-report.pdf

Does School Board Leadership Matter?, Arnold F. Shober & Michael T. Hartney

<https://fordhaminstitute.org/national/research/does-school-board-leadership-matter>

The Governance Factor: A Predictive Study of School Board Influence on Student Achievement in Texas Public Schools, Marc Puig

<http://umhblibrary.contentdm.oclc.org/cdm/ref/collection/p16668coll9/id/1197>

The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement, The Iowa Association of School Boards

https://pdfs.semanticscholar.org/1a17/5f1a9c65712a0de98ef80480668036b06be9.pdf?_ga=2.40299559.401498268.1574903128-2028656576.1574903128

School Board Governance and Student Achievement: School Board Members' Perceptions of Their Behaviors and Beliefs, Bobbie Plough <https://files.eric.ed.gov/fulltext/EJ1028871.pdf>

School Boards and Student Achievement: The Relationship between Previously Identified School Board Characteristics and Improved Student Learning, Jonathon Holmen https://digitalcommons.spu.edu/cgi/viewcontent.cgi?&article=1013&context=soe_etd

Pennsylvania Public School Board Effectiveness: Does It Influence Student Performance?, Aiko Maurer

https://pdfs.semanticscholar.org/26c1/4ec04b28874ad2676e8056f4d22721adf3b9.pdf?_ga=2.179077734.334774726.1581705918-1784715400.1581705918

Roles and Responsibilities of Local School Board Members in Relation to Student Achievement, Mary Delagardelle

<https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2504&context=rted>

Recommended Books

Improving School Board Effectiveness- Thomas L. Alsbury & Phil Gore

What School Boards Can Do- Donald R. McAdams

The 4 Disciplines of Execution- Chris McChesney, Sean Covey, & Jim Huling

The Future of School Board Governance- Thomas L. Alsbury

Boards That Make A Difference- John Carver

Good To Great & Great by Choice- Jim Collins

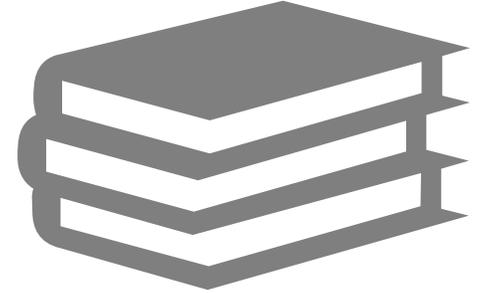
Start with Why & The Infinite Game- Simon Sinek

The Fifth Discipline- Peter M. Senge

Influencer- Joseph Grenny, Kerry Patterson, David Maxfield, Ron McMillan, & Al Switzler

The Power of Habit & Smarter, Better, Faster- Charles Duhigg

Switch: How to Change Things When Change is Hard- Dan & Chip Heath



School Board Training

Framework for School Board Development, https://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training/Framework_for_School_Board_Development/

State Board Of Education Rules, <http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61a.html>

HB 3 Board Adopted Plans & Goals, <https://www.tea.texas.gov/hb3>

Board Training Requirements & Training Providers, https://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training

State Accountability (TEKS, STAAR, A–F)

Texas Essential Knowledge & Skills, <https://tea.texas.gov/curriculum/teks/>

TEKS Resource System, [http://www.tcmpe.org/uploads/TCMPC_TEKS_Resource_System_Component_Chart_\(revised_06.2016\).pdf](http://www.tcmpe.org/uploads/TCMPC_TEKS_Resource_System_Component_Chart_(revised_06.2016).pdf)

Student Assessment Overview, https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview

STAAR Report Card Overview, <https://www.youtube.com/watch?v=IIDGrnLW3ok>

STAAR Technical Report, <https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769804117&libID=25769804117>

STAAR Vertical Scale Technical Report, <https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806053&libID=25769806056>

STAAR Performance Standards, <https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards>

Student Portal, <https://www.texasassessment.com>

A–F Resources, Overview, and Information, <https://www.tea.texas.gov/a-f>

LSG COACH COMMITMENT

For as long as I am a certified Lone Star Governance Coach:

I commit to ensure the integrity, content, and challenge of LSG. Integrity is a commitment to honor my word; Content is a commitment to know and clearly communicating the material and expectations of LSG; and Challenge is a commitment to safely but firmly pushing myself and others to continually improve.

I commit to support school governing teams prior to the LSG workshop, during the LSG workshop, after the LSG workshop, and beyond LSG.

I commit to participate in LSG conversations when available.

I commit to support, collaborate with, and hold fellow LSG Coaches accountable for implementing LSG with fidelity and integrity through continual improvement of self and others.

I commit to support the development of future LSG Coaches by mentoring, training, and co-facilitating Quarterly Tracker Reviews and Workshops.

I commit to attend, when available, LSG conferences and retreats in order to problem solve together.

I commit to advocate for LSG by presenting, when able, at conferences held by other organizations.

I commit to maintain LSG Coach certification by leading a workshop effectively where one or more school governing teams earn a LSG certificate at least once each calendar year and supporting governing teams improve through the LSG Integrity Instrument.

If I choose not to honor this agreement, I accept my actions could require corrective action, temporarily suspend my LSG Coach certification, or permanent removal of my LSG Coach certification.



**STUDENT OUTCOMES DO NOT CHANGE
UNTIL ADULT BEHAVIORS CHANGE**