



Lone Star Governance

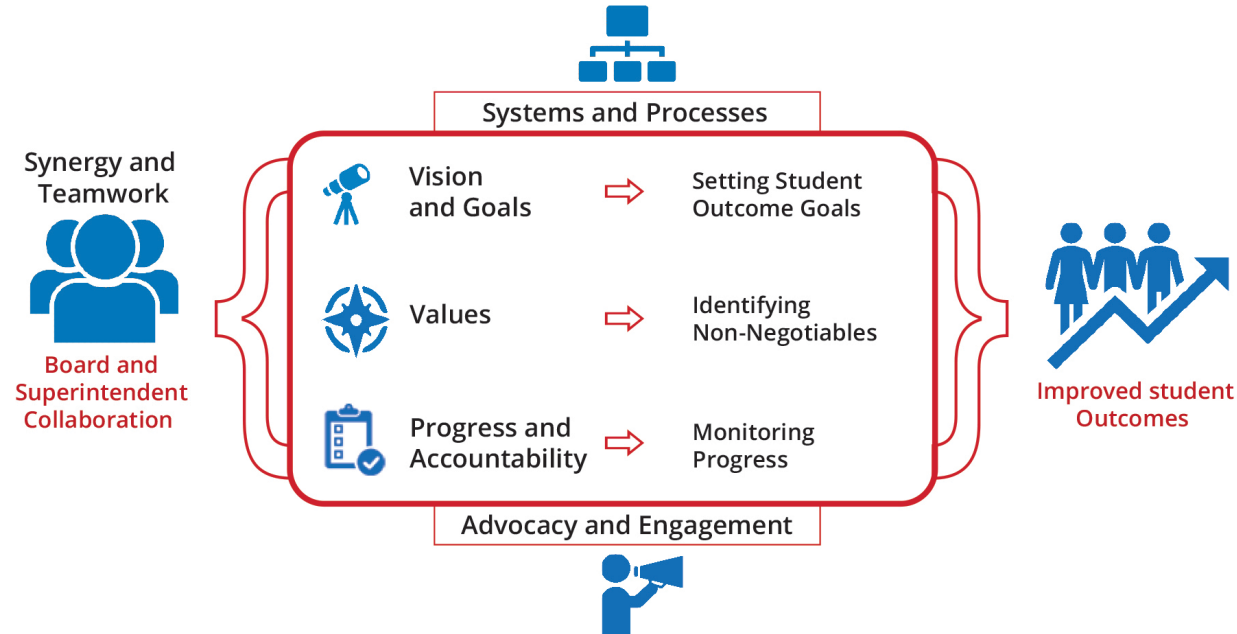
Becoming a Lone Star Governance Coach



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 and Goals, Progress and Accountability, Systems and Processes, Advocacy and Engagement, and Synergy and Teamwork. 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



What impacts adult behavior change?



Knowledge



Skills



Mindset



New Mindset

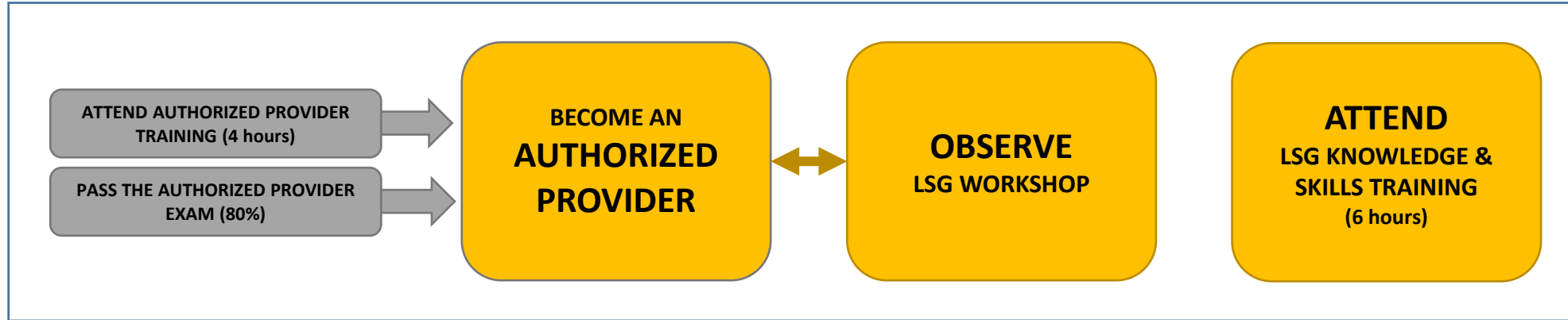
I am the genesis of transformation

New Mindset

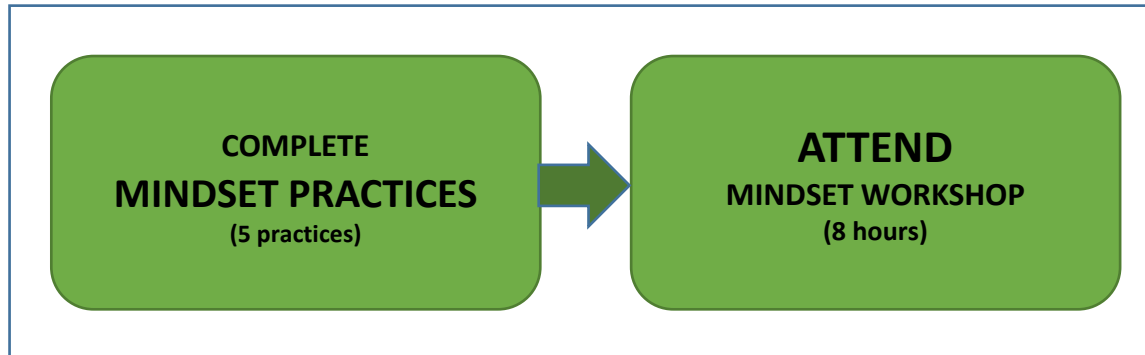
Integrity = Access to Goals

How to become a Lone Star Governance Coach

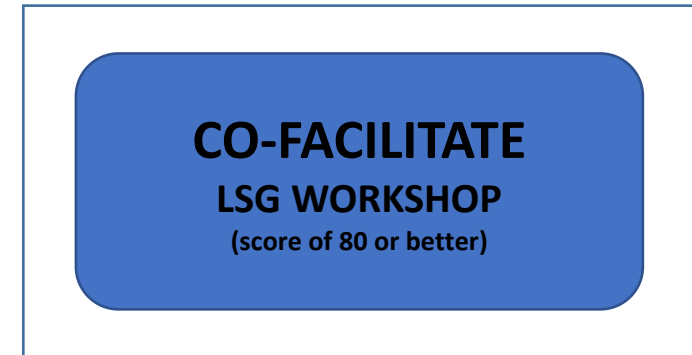
Step 1: LSG Knowledge & Sills



Step 2: LSG Mindset



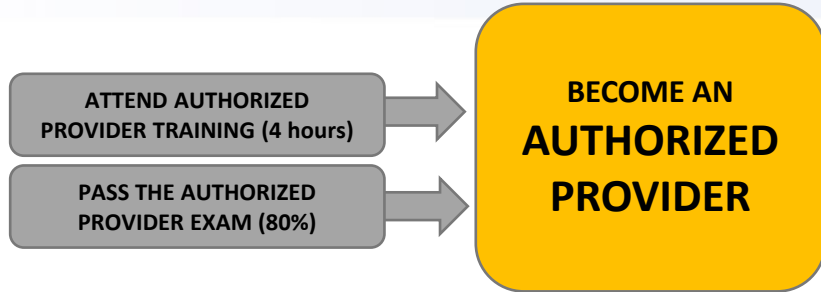
Step 3: LSG Co-facilitation



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



Step 1: LSG Knowledge & Skills



Become an Authorized Provider:

- 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 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.



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.

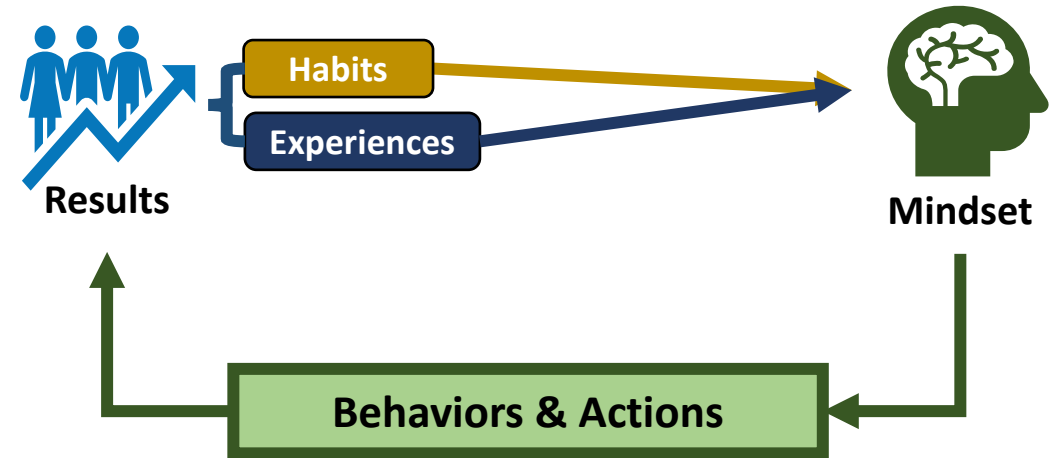
Step 2: LSG Mindset

**COMPLETE
MINDSET
PRACTICES**
(5 practices)

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. Practices may be requested 14 days prior to Mindset workshop and should be completed to be able to attend the training.

**PARTICIPATE
MINDSET
WORKSHOP**
(8 hours)

Mindset Workshop (8 hours): Complete the mindset training to become familiar and practice team-building strategies to create unity, collaboration, acceptance, and set expectations amongst school board members.





Step 3:

LSG Co-Facilitation

Recruit 2 boards to
CO-FACILITATE
LSG WORKSHOP
(score of 80 or better)

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

LSG Research and References

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=rttd>

LSG Research and References

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, http://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, <http://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, <http://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=ILDGrnLW3ok>
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/staar/performance-standards/>
Student Portal, <http://www.texasassessment.com>
A-F Resources, Overview, and Information, <http://www.tea.texas.gov/a-f/>

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>

<https://bit.ly/EISOResources>

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**

STARTING WITH ME