

Appreciative Inquiry Facilitator - Practicum Documentation
Appreciative Inquiry in the Salamanca City Central School District
Larry Robinson, Facilitator, July 20, 2010

During the weeks of July 5th and 12th, I facilitated my first Appreciative Inquiry (Ai) Summit and follow-up planning sessions. The experience was a continuation of a multi-year strategic planning process with the Salamanca City Central School District (SCCSD), in Salamanca, NY. The full experience provided many valuable and important lessons about planning and Ai, for the district, the participants, and myself as the facilitator.

The SCCSD is located in the southwestern part of New York State. The city is in a region that, by many measures, is one of the poorest in the state. It is very unique because it is located on land owned by the Seneca Nation, with a large number of Native American students attending school. The SCCSD has 2 elementary schools, with a middle school and a high school sharing the same complex. There are 1,450 students and a teaching staff of approximately 140. Many of the details of the district can be found on their web site – www.salamancany.org/salamancany/site/default.asp. My involvement with the district began six years ago, when I was invited by the Board of Education and the Superintendent to facilitate their Strategic Planning Process.

The Core Group was the existing District Strategic Planning Committee, which has been responsible for developing, implementing and monitoring the plan for the past six years. This group is made up of: two members of the Board of Education, one community member, the Superintendent, the Assistant Superintendent for Curriculum, one building administrator, four teachers, and two staff members. The committee meets approximately once every two months throughout the school year. It has been following a traditional Strategic Planning process, including the following six steps: Prepare the participants, Gather Information/Data, Confirm the Vision, Conduct an Analysis (SWOT), Develop Strategies, and Implement the Plan. This year the group chose to use the Ai process, and through discussion, indicated the focus was to be on learning and teaching in an environment with increasingly fewer resources. The Interview Guide used for the session was developed after the facilitator training in June, and is attached as Appendix A.

On Thursday, July 8th, over forty members of the school community gathered in the High School Library for a day of planning, based on Ai. Present were members of the Planning Committee, along with students, additional administrators, teachers and staff, as well as representatives from

the Seneca Nation. The agenda was based on the Ai generic processes found in a typical one-day Ai Summit, and was preceded by a brief introduction on this approach. During the inquiry into exceptional positive moments, interview participants were paired up based on who did not know their partner, or didn't know them well. Teachers were paired with administrators, the Superintendent with the student, and BOE with staff. It was an fascinating experience to observe, as most demonstrated the depth of listening that was anticipated and essential. Feedback comments from the participants included: "Loved the interview activity." "The interview was a nice way to hear another person's experience of SCCSD." "I heard a positive, heart warming story, which I probably never would have."

When the participants returned to their groups, they shared stories and identified life-giving force. Each group developed a number of Life-Giving Forces, which are included on Appendix B. These were presented to the large group, discussed and the three most important selected by each participant. The groups then worked to create shared images of their preferred future. The Visual Images included two skits, and three graphics that are included in Appendix C. The Written Images, or Provocative Propositions, included the following:

- Our purpose is to build relationships, in order to create a positive learning environment in which all students can be successful.
- Through a collaborative community effort, SCCSD will strive to foster relationships where all students can learn, grow and develop in a safe, supportive environment.
- The Salamanca City Central School District fosters connections between community, parents, and teachers to build positive, meaningful relationships with our diverse learners.
- We pledge to plant seeds, nurture, and watch them grow to foster the diverse garden of our school community.
- We pledge to plant the seed and watch them grow into mature harvested citizens of our garden. We weed them from danger along the way.

There was an interesting dynamic between the groups that drafted the last two Provocative Propositions, both closely aligned to one of the Visual Images of the Positive Core. A final revised version of the Provocative Proposition was developed and will be referred to as the Theme. This statement is:

- We build positive, meaningful relationships to support learning and teaching.

After the groups presented and discussed the Provocative Propositions, they turned their attention to innovating and improvising ways to create that future, brainstorming Strategic Intentions. They were given the question; "How are we going to make this happen?" Each group was challenged to develop at least 32 different ideas, to think creatively, and to be mindful of the theme that had emerged throughout the day. At the end of this activity, each group was asked to select and present the three ideas that they believed were most impactful. All the lists and all the ideas were saved for drafting the Strategic Plan during the following week.

At the end of the full day session participants were asked for feedback about the experience. Their comments are included in Appendix D. As a first time facilitator, a number of insights and lessons emerged throughout the day. Some of these include:

- Provide more preparation for all the stakeholders in the process, particularly the BOE and the administrators. The process was new, and a few of the decision makers needed a fuller understanding of the Ai process dynamics, and using a strength/positive based approach.
- I became increasingly aware of the positive/negative language that was used during the session, and the impact this had on the groups and their ideas.
- Giving up control is and will be a personal challenge for me as a facilitator. I feel I am usually pretty good at trusting the process and the group, but was challenged during this experience.
- Take time to reinforce norms for the group work, and review guidelines for basic activities such as brainstorming.
- It was wonderful to witness how quickly each group was able to develop the Word Image after completing the Visual Image. The similarity of the Provocative Propositions was also very interesting.
- The process was engaging for most, and challenging for those whose tendency may be to get to the bottom line quickly. In the MBTI world, the process seems suited for "NFPs" and frustrating for "STJs," which is an area I would like to explore more fully.

A smaller group of twenty met the following week, to review the previous year's plan and to use the work from the Ai Summit to draft the Strategic Plan for the next academic year. This effort was divided into three half-day sessions, each with a particular focus.

The first session was focused on reviewing the previous Strategic Plan. The SOAR technique was used to determine what positives came from our work

during the previous year. The information was very helpful for those who were new to district planning, and will be communicated to the school community. The group decided to review the individual objectives of the previous year's plan, as a whole group. This was recommended by one of the participants, received support from the group, and was a diversion from the planned agenda. While the objectives were reviewed, the process stalled, and the energy waned.

The second session began with an open circle conversation about the process, our roles and the expectations for the rest of the week. It provided an opportunity to clarify a number of issues, and to recommit the group to the work of the previous week, as well as the Ai process. The group then reviewed all the Strategic Intentions, and after a great deal of discussion, decided to focus on three major areas: Curriculum and Instruction; Character, School Climate and Safety; and Communication and Relationships. Groups were then formed around each of these themes, and given the task to develop Goals, Objectives and Actions for the plan. By the end of the morning, the groups were able to present out a draft of their work for questions and feedback, in support of further revision the next day. Returning to the Ai, small group process led to a major change in positive energy from the previous day, which was pointed out and acknowledged by a number of people.

The groups spent the third morning working to develop and refine their Goals, Objective and Actions. Timelines, responsibilities, and indicators were added to the plans. These were again reviewed by the whole group, which made a number of minor revisions. A draft version of the plan is included in Appendix E. The format of the document follows the conventions that have been accepted and used by the district for the past six years. While it is mostly complete, a few minor changes will be made during the next few weeks.

The next steps in the planning process include the review and approval of the plan by the BOE in early August. An important change this year includes the introduction of the plan during the superintendent's welcome at the beginning of the school year. This will be followed by a more complete review during a District Teachers Meeting in mid September. Teachers are involved in designing this session, which will be activity based, and designed to introduce the teachers to the Ai process along with the plan. Each of the teachers will then build their professional development plans on one or more of the initiatives included in the plan. These plans will be implemented and reviewed throughout the year. While it is still early to determine the impact or results from the process, the increased enthusiasm and commitment for

our work through this process has been terrific. End of session feedback reflects the changes in attitude that resulted from the Ai experience. These are included in Appendix F.

While it is too early to assess the success of the Objectives and Actions (Initiatives or Pilot Projects), given the history of the district in implementing previous plans, I am very optimistic that many of them will be achieved. It is also important to note, that the elementary schools began a positive based intervention system, which was well received and achieved a number of successes. This approach and Ai clearly share a similar worldview. This was reinforced throughout the experience, and will continually support the importance of a strength-based approach at all levels of the organization. Also, at the end of the last session, a number of teachers volunteered to coordinate a social gathering following the District Teachers Meeting in September. This type of event has not occurred in the district for many years, and clearly relates to the theme developed during the sessions; "We build positive, meaningful relationships that support learning and teaching."

As an Ai Facilitator, I will continue to support the process in a number of ways. I have been contracted by the district to continue my schedule of regular meetings with the Core Group through the next year, and to facilitate the Summit in the summer of 2011. The regular meetings will provide the opportunity to continue training the members in Ai, and to continually use the process. I will be meeting with the BOE in August, to present the process and to review the plan in support of their approval. In addition, I will be working with the teachers to design the District Teachers Day, and have been asked to be a lead presenter. Both the Superintendent and the BOE stated that they have relied on my continued presence to support the work of the planning committee, and are looking forward to our continued collaboration.

My wishes for this first Ai Summit were fairly modest, to facilitate an experience with few "bumps" and to provide value to each of the participants, as well as the District. Feedback from both the Summit and the complete experience have provided me with comments that it was successful for most of the participants. While I previously mentioned a number of insights, the deepest was how closely aligned my background is to the process. Ai is connected to my favorite organizational thinkers, from Deming to Senge to Wheatley, as well as Seligman with his insights about learned optimism. The theoretical background, the approach, and the steps in the process feel very natural. After following a traditional Strategic Planning approach for almost thirty years, I will be using Ai, as it provides a path that I will take for many years into the future.

There were a number of "personal best" stories from the experience, with my favorite coming from a comment made by someone who appeared to be cool to the Ai approach. As I mentioned, the first session of the second week got away from the Ai process, and ended on a low energy level. On the second morning, an administrator who was there the previous day, did not come into the session until the last hour. He walked in, stopped for a moment, then came directly to me and asked, "What happened? The energy in the room is great! I could feel it as soon as I entered the room." His comments supported the strength of the process, that Ai works on many levels, and the approach can provide incredible value.

Thank you for reviewing this documentation for my Practicum. I found it very difficult to describe the experience within two to three pages, and hope that this submission is acceptable. Also, please know that I have verbal permission from the Superintendent to share the story. Please feel free to contact me if more information is needed.

APPENDIX A

Interview Questions

Thank you for joining our Appreciative Inquiry (Ai) learning community! It is our hope that each of us will grow by our association with each other and with the Ai process.

Interviews are a very important part of Ai. This is where you will discover/uncover the generative and **life-giving forces or the positive core** of the Salamanca School District, when it is at its best. Using the questions below, Person A interviews Person B for 30 minutes, taking brief notes, and asking follow-up questions as appropriate. Then Person B interviews Person A for 30 minutes, taking brief notes, and asking follow-up questions as appropriate. Note the approximate time you will have for each question.

TRY TO GET THROUGH ALL QUESTIONS!

7 minutes. 1. As you think back over your last four or five years with the Salamanca School District, can you tell me a story about one of those special moments when you felt that learning/teaching was really alive and meaningful – a time when you felt particularly excited about your involvement in, or association with the district. *(Use the questions below to probe more deeply, to help your interviewee expand his or her story.)*

- What made it a peak experience? What was happening at the time in your life?
- Over what period of time did it take place?
- How did it happen?
- What were the circumstances or conditions that supported teaching/learning?
- What were people doing? (Students, teachers, staff, administrators, community, etc.)
- What was it about the learning climate and task that sparked their engagement?
- How were you interacting with them?
- What do you think made it an exceptionally positive experience?

7 minutes. 2. Let's talk for a moment about some things you value deeply; specifically, the things you value about yourself; about you as a learner/teacher, and about the district.

- A. Without being humble, what do you value most about yourself –as a person and as a member of this community?
- B. When you are feeling best about learning/teaching, what is it about the task itself that you value?
- C. What do you value most about the organization?

7 minutes. 3. It has been said that one of the key things that enables great learning/teaching is when people in the school “feel connected,” when they feel “part of a family.” Thinking back over the last few years, can you tell me a story about a time when you felt that sense of connectedness, that sense of family? (*Use the questions below to probe more deeply, to help your interviewee expand his or her story.*)

- What role did you play?
- What did others contribute?
- What other factors in the situation, in the environment, contributed to this connectedness?

4 minutes. 4. What do you experience as the core factor that gives vitality and life to the Salamanca School District – the one thing that is important for us to retain, to bring with us as we move into the future?

3 minutes. 5. In your view, what are the community’s and society’s expectations of the Salamanca School District for the future?

2 minutes. 6. What three wishes do you have for our district – things that would enable it to become even more vibrant and truly the sort of place in which great learning and teaching take place on a daily basis?

Summary Sheet

Please use this page for taking brief notes during the interview and answering the questions below.

1. What was the most appreciative **quotable quote** that came out of your interview?
2. What was the most **compelling story** that came out of your interview? What details and examples did the interviewee share? How were the interviewee and/or others changed by the story?
3. What was the most **“life-giving” moment** of the interview for you as a listener?
4. Did a particularly **creative and /or innovative example of learning/teaching** emerge during the interview? If so, describe what you learned about it.
5. What three themes stood out most for you during the interview?
6. Notes -

APPENDIX B

Life-Giving Forces

Below are the items that the groups decided were the Most they wanted to create more of. The numbers following each item are the number of dots given from all the participants in the whole group.

Group A

- Caring, dedication (12)
- Relationships, sense of belonging (3)
- Hope / opportunity (7)
- Involvement
- Being appreciated

Group B

- Build relationships and make connections by showing you care (13)
- Need and be needed (everybody has something to offer) (3)
- Instill self-confidence and pride by creating an atmosphere of comfort so students can learn without fear and teachers can teach without fear (2)
- Make real life learning connections (school's not all about academics) (3)

Group C

- Broaden the base of interactions fro students, staff, teachers and community (6)
- Appreciate and understand the diversity of the community (3)
- Community comes together in time of need (4)
- Students are at the heart of all we do; school, parental and community support (8)

Group D

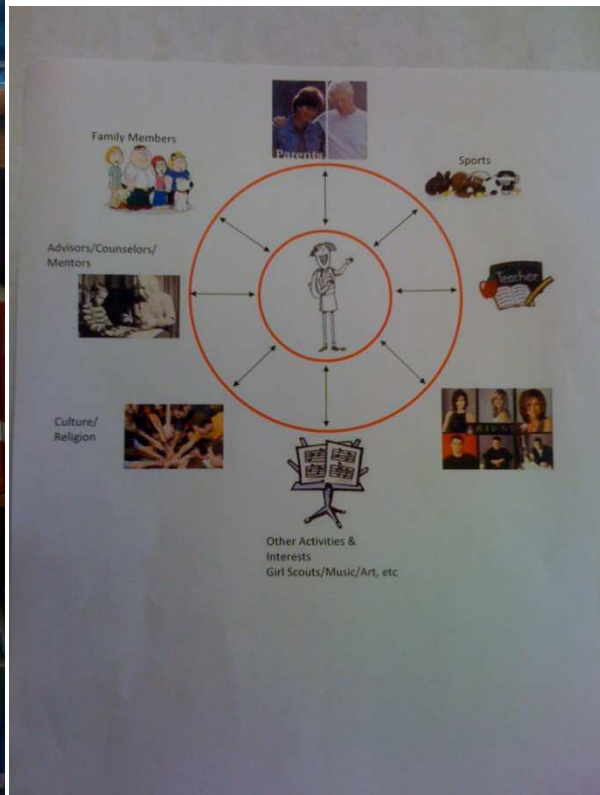
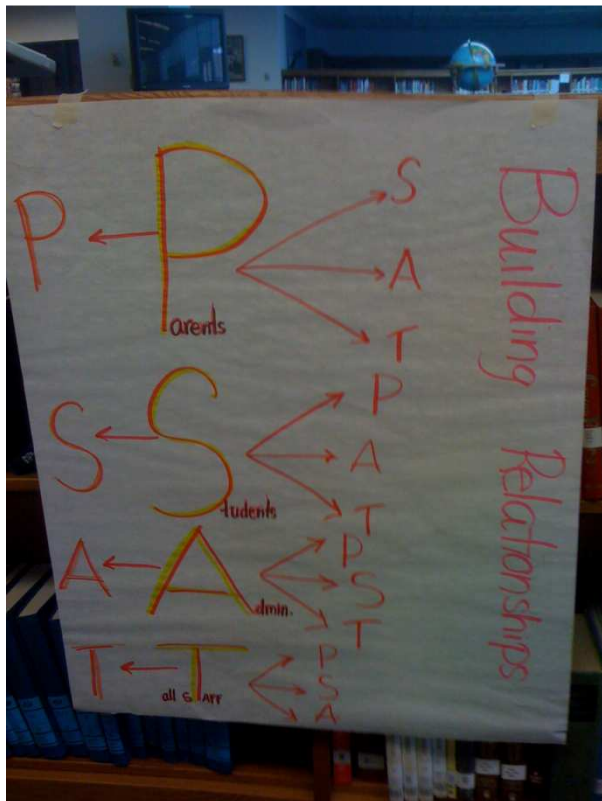
- Dedication (1)
- It's all about the kids (10)
- Commitment – Committed to success
- Community pride (2)
- Excitement
- Creativity

Group E

- Connecting with kids (3)
- Positive behavior reinforcement (8)
- Identifying/supporting students with problems – discipline or learning – to turn them around.
- Staff support – to help turn students around – teacher not alone

APPENDIX C

Visual Images of the Positive Core



APPENDIX D

END OF FIRST ALL DAY SESSION (Ai SUMMIT)

What you most appreciated about today?

- Diversity of the group – was good but could use more.
- Different approach
- Focused on many positives
- How great it was to find out that a kindergarten reading teacher and a high school math teacher had so much in common.
- I find it very beneficial to hear various perspectives in the many areas that make up our district
- I appreciate the time interviewing to guide our discussion / plan
- Getting to work with people I don't know
- Working with individual from a vast array of backgrounds
- I appreciated hearing perspectives from other members of the district/community
- Working with a different group of individuals
- It was relaxing and fun
- Less discussion on numbers – and more with quality issues improved the day
- Really liked diversity of people represented and presentation of content/activities (kept it interesting!!)
- It focused us to think positively and focus on the future
- Good interaction between participants
- The inner mixing of each table of staff
- The interview was a nice way to hear another person's experience of SCCSD
- I most appreciated the group work and brainstorming process
- The interaction of all the groups
- Makes you think getting different ideas (see where different departments deal with things differently) Communication is very needed
- What I most appreciated about today was the collaborative groups and getting to see things through someone else's "eyes" (experience)

What was the best part of experiencing Appreciative Inquiry?

- Ai – It's a different process, one I still need to fully grasp the meaning of.
- Concise inquiry into positives
- Having a lot of similarities regarding what we as adults feel as important parts of education. "Building relationships."
- Loved the interview activity
- I liked all the positive feedback and comments generated throughout the day
- To see the common threads that came out of the inquiry
- Looking at what we do that works
- Best part was actually the more difficult task of coming up with positives instead of negatives. Nice to focus on the positives.
- I liked the idea of focusing on the strengths rather than the weaknesses

- Learning about someone
- I heard a positive, heart-warming story, which I probably never would have heard
- Hearing others perspectives
- Allowed "outside the box" thinking. Many new ideas came to the surface, and were discussed by the varied group of participants
- Focusing on the positive
- The best part of Ai was sharing out the ideas. I feel like the morning part was too slow and not as productive.
- Learning different ways to deal with our experiences
- In Appreciative Inquiry, I learned that even though we have different experiences, there were a lot of commonalities

What you would want more of when we do this next year?

- Review last year's plan's, its status – success or not?
- If its not broken, why do we change it every year?
- I think we do have to be aware of weaknesses
- Next year; more "det" activites
- Less time for discussion
- More direct focus
- Small group goal setting
- Less fluff – more concrete work on the plan
- More work on afternoon content – less on am
- More community members, parents, kids
- ? More solution focused?
- Perhaps more focused on educational concepts (as opposed to the operational considerations)
- Keep working on same issues and moral of all staff
- Next year I would want more work where we got down to business to brainstorm and less partner work
- Bigger groups for brainstorming
- (There was one negative comment that is not included in this summary)
- Get more on individual topics
- To look at last year's plan and what were the successes? What worked? What didn't?

APPENDIX E

SALAMANCA CITY CENTRAL SCHOOL DISTRICT
DRAFT STRATEGIC PLAN 2010-2011
July 15, 2010

Goal 1: Curriculum, Instruction, and Assessment

- ❖ Maximize student mastery of state and local learning standards, including the integration of Seneca culture, while addressing the needs of all students.

- ❖ Indicators: State assessments, state report cards, progress monitoring, standardized reference tests (DIBELS and QRI, etc.), SST meetings and building reports. Meetings and activities taking place. Improved scores at the end of each marking period. Superintendent Days, BOCES Trainings and conference reports.

| # | Objective | Resp. | Date |
|-----|--|-------|---|
| 1.1 | <p>To research, select, and implement strategies to increase academic achievement, with emphasis on areas indicated by data analysis.</p> <ul style="list-style-type: none"> ❖ Expand to focus on math and science ❖ Continue literacy development ❖ Academic incentive program ❖ Expansion of tutoring-Title VII model | | |
| 1.2 | <p>Research school day structure to enhance student achievement for 2011-2012 implementation.</p> <ul style="list-style-type: none"> ❖ DLT issue (Implementation 9-1-11) | | <p>Implement 9/1/10</p> <p>Research Completed 12/1/10</p> |
| 1.3 | <p>Improve academic transitions between grade levels and buildings 2-3, 5-6, 8-9 by involving administration, instructional staff, students and parents.</p> <ul style="list-style-type: none"> ❖ Joint staff development ❖ "Spend a Day" activities for transition grades 2-3, 5-6, 8-9; Grade Level buddies for the day ❖ Ongoing conversations | | <p>Form Committees Sept 2010</p> <p>Progress Report</p> |

| | | | |
|-----|---|--|---|
| | <ul style="list-style-type: none"> ❖ Department meetings ❖ Grade level meetings ❖ Congruence meetings | | January 2011 and May 2011 |
| 1.4 | <p>Integrate researched based strategies for differentiated instruction for all students.</p> <ul style="list-style-type: none"> ❖ RTI (Response to Intervention) ❖ Thoughtful Classroom ❖ Technology ❖ SST Process (Student Support Team) ❖ Data monitoring ❖ "Walk To" Reading ❖ Deep Structures-(Catt/Allegany BOCES) ❖ Writing-(Lucy Calkins) ❖ Stimulate creativity in instruction and programs ❖ Academic Enrichment ❖ Math Activities ❖ Develop Enrichment opportunities | | |
| 1.5 | <p>Provide training and development opportunities for the Board of Education, administration, teachers, and staff that promote excellence and access to new/emerging strategies and technologies, reflecting the District Strategic Plan.</p> <ul style="list-style-type: none"> ❖ Writing (K-12) ❖ Deep Structures ❖ Thoughtful Classroom ❖ Math and Science ❖ R.T.I. | | Sept.1,2010 and as available throughout the year. |
| 1.6 | <p>Continue to cooperate with the Seneca Nation of Indians by developing a directory of resources available to teachers. (both online and printed)</p> <ul style="list-style-type: none"> ❖ Materials ❖ Information ❖ Presenters | | Fall 2010 |

Goal 2: Character Development, School Climate and Safety

- ❖ Promote a positive and safe learning environment in which all students and staff are respectful and responsible by incorporating positive behavior intervention strategies.
- ❖ Indicators: Building PBIS plans, building attendances reports.

| # | Objective | Resp. | Date |
|-----|---|-----------------------------|------|
| 2.1 | <p>Develop a district retention/attendance policy with a procedure for creation of a supportive plan to correct chronic absenteeism, tardiness, dropouts, and four-year high school completion.</p> <ul style="list-style-type: none"> ❖ Consistent district wide ❖ For age 6 to grade 12 | BLT DLT Admin. BOE | |
| 2.2 | <p>Clearly define and outline student expectations and develop a consistent system to address student behavior.</p> <ul style="list-style-type: none"> ❖ Teacher vs. Administrator managed behavior ❖ Teacher training for classroom management ❖ Develop Critical Response Team in each building | PBIS Admin. | |
| 2.3 | <p>Develop Positive Behavior Recognition System to acknowledge staff and community members who are involved in additional voluntary programs and services for kids.</p> <ul style="list-style-type: none"> ❖ Staff recognition chart ❖ Staff to staff public acknowledgement ❖ Address needs of students (interest groups and mentoring) ❖ Community-based resources | | |
| 2.4 | <p>For Parent-Teacher Conference; establish a system for communication with parents of all students to foster a positive relationship.</p> <ul style="list-style-type: none"> ❖ Meet with homeroom teacher not team (more individualized/less overwhelming for parent) ❖ Feedback letter for no-show parents to keep communication open ❖ Creative Core-other ❖ SST,CSE, Conference Calls | Bldg.Admin BLT's | |

| | | | |
|-----|---|------|--|
| | ❖ Establish BLT's in all buildings | | |
| 2.5 | <p>Expand positive behavior strategies and character education to prevent and reduce at-risk behaviors with students, staff and community involvement.</p> <ul style="list-style-type: none"> ❖ PBIS ❖ Friends of Rachael ❖ ACDC ❖ Second Step ❖ United Leaders ❖ Counseling (In and Out) | PBIS | |

Goal 3: Collaborative Relationships and Communication

❖ Cultivate effective communication and strengthen collaboration among community, parents, staff, and students to build positive meaningful relationships.

❖ Indicators:

| # | Objective | Resp. | Date |
|-----|---|-------|------|
| 3.1 | <p>Provide opportunities for open discussion among all stakeholders.</p> <ul style="list-style-type: none"> ❖ Staff professional relationship development ❖ Time for teacher collaboration and exchange program within district, between buildings, and other professionals. ❖ Quality teacher in-service | | |
| 3.2 | <p>Promote family and community involvement by creating opportunities, streamlining communication, and encouraging participation in the educational experience.</p> <ul style="list-style-type: none"> ❖ Promote parent and community involvement <ul style="list-style-type: none"> ❖ Academic nights/homework help night ❖ Fun nights ❖ Grandparents night ❖ Orientations ❖ Plays-Concerts | | |

| | | | |
|-----|--|--|--|
| | <ul style="list-style-type: none"> ❖ Career Day ❖ Sports ❖ Health Fair ❖ Multicultural Days ❖ Encourage student volunteers to the community and vice versa ❖ Educate parents about any and all opportunities to the child ❖ Use current and new media in a positive manner <ul style="list-style-type: none"> ❖ E-alerts for special accomplishments ❖ Identify support systems within the community for students in need <ul style="list-style-type: none"> ❖ Consider civic, church, and community groups as resources ❖ Expand community use of school | | |
| 3.3 | <p>Evaluate and expand upon the communication, information flow, and involvement among all constituents of the school district and community.</p> <ul style="list-style-type: none"> ❖ Publish student and staff achievements ❖ Use existing and new media for positive Public Relations <ul style="list-style-type: none"> ❖ Pow-Wow ❖ Channel 13 ❖ E-alerts ❖ Web page ❖ Email ❖ Digital sign on Broad St. ❖ Teacher Webpages ❖ Positive "Did you knows" ❖ Publicize morning announcements ❖ Educate the community about school system ❖ Community surveys for feedback ❖ Publicize community achievements and events in school | | |
| 3.4 | <p>Share the District strategic plan and developing and implementing appropriate action plans.</p> <ul style="list-style-type: none"> ❖ Revive the DLT and BLT in order to create a collaborative community effort | | |
| 3.5 | <p>Consistently provide opportunities to strengthen and cultivate positive collaborative relationships among</p> | | |

| | | | |
|--|--|--|--|
| | <p>students, staff, parents, and community.</p> <ul style="list-style-type: none"> ❖ Community <ul style="list-style-type: none"> ❖ Collaborate with outside agencies ❖ Collaborate with SNI (all departments) foster relationships ❖ Recognize the key role relationship building in SST teams ❖ Promote volunteerism between staff, administration, and community ❖ Staff and students <ul style="list-style-type: none"> ❖ Encourage teachers to make contact with families and community (attend events) ❖ Team building between grade levels and buildings ❖ Reach out to be friendly ambassadors within school and the community ❖ Identify activities that build trust and empower strengths ❖ Develop common planning times for staff ❖ Encourage Social time K-12, staff and teachers | | |
|--|--|--|--|

APPENDIX F

END OF SESSION FEEDBACK

What you most appreciated about the whole experience?

- Process promoted deep thought on what is important (and what is not) and what we should focus on.
- Today was more structured.
- I most appreciated the fact that a small group of people could work together effectively to accomplish a common goal.
- I most appreciated the team process and leaving the process with a completed product
- Appreciated most the ability for many people to contribute
- Most appreciated all the ideas that came out.
- Best part is/was the opportunity to build relationships and share and listen to others.
- Accomplishing and completing a working plan
- Sharing with a group of caring individuals for the betterment of the students and district
- The fact that everything came together and everyone was heard.
- Appreciate the supportive conversations and developing the entire plan
- Appreciated the hard work and dedication of the volunteers
- Feeling of ownership in the future of my school family as well as the community
- Feeling of completion of a product that is positive and useful!!

What was the best part of experiencing Appreciative Inquiry?

- Promoted discussion and exchange of ideas. Allowed groups to see other group's perspectives.
- Meeting new people.
- The best part of experiencing Appreciative Inquiry was the fact that everything revolved around the positive aspects that already existed.
- The best part was the positive energy (but we ended up with the same results as old way)
- Best part forced to look at positive
- Best part of experiences was working together
- Hearing positives about interactions is good reinforcement for what we do.
- Again, the open sharing
- Best part was seeing that we all had the same concerns and issues and we worked on a positive front to solve the issues instead of a negative front.
- Best part was the development of the plan; having people listen to and not reject ideas quickly.

- The best part was the positive outlook and a new Strategic plan which focuses on relationship building
- Getting to know and understand other employees
- Working with new people – creating larger network.

What you would want more of when we do this next year?

- As the process evolved, overall groups became more focused on education!
- Basic instruction rather than what if's. Confusing for me.
- I would like to see more people willing to participate in the process.
- Next year I would like more work time and less exercises.
- More time.
- The last day have record on computer to tweak afterwards
- Pick up where we left off
- Time to get to know others on a more personal basis
- I think it worked awesome and I'm glad to be a part of it.
- More time to talk through issues.
- Next year – a continuation of the positive outlook and more volunteers from district.
- Allow additional time for last year's agenda
- Less fluff more meat!