A Focused Conversation Around Family Engagement Survey Results Data

Focus Question (Topic)	Rational Aim	Experiential Aim	Participants	Facilitation Team
What are the implications of the family engagement survey data?	To identify priorities for improvement in family and community engagement.	To gain commitment to improvement and "ownership" of the data being observed.	Members of the Building Leadership Team—this could be repeated back in their building with Collaborative teams	

Prelude: Context	Objective Questions	Reflective Questions	Interpretive Questions	Decisional Questions
Let's take a short time to skim through the building level report. Then, I'm going to lead you through some questions that will focus on facts first, then connections and responses. Finally, we will interpret what we're seeing and discuss possible implications as we approach the next semester.	What data catches your eye as you look at building level report? What facts stand out? Are there certain categories that are relative strengths? Any categories that appear weaker? Looking at individual items, which three are the strongest? Looking at the individual items, which three are the weakest? What questions of clarity do you have? What is unclear to you?	What surprises you in this information? What most concerns you? How does this data compare with your intuitive or personal experience of family engagement? How does it compare with the district-wide data? Where are you confident? What makes you feel anxious?	Where are the strong items within each category? Where are we weak in each category? What may be some of the underlying causes? What are some emerging themes in all this information? What options are open to us? What insights are beginning to emerge? What kinds of changes will we need to make? Which of these is most important for you? Why? Which of these needs to be dealt with first? Why?	What do you hear the group saying are the lowest priorities at this time? What three or four of these high priority areas do we most need to focus on improving in the next semester? What are we willing to commit to? What are the first steps we need to take? Who will take this back to the collaborative teams? This is tremendous work, and will make a difference for students in your building. You may want to take a few minutes to develop a preliminary action plan and I will look forward to hearing more about this when I return for Day 4.

Timing	Timing	Timing	Timing	Timing
5-7 minutes	10-15 minutes	10-15 minutes	15-25 minutes	15-25 minutes
Trainer Notes	**Trainer Notes**	**Trainer Notes**	**Trainer Notes**	**Trainer Notes**
(Give teams time to look at the data for just a few minutes without discussing with peers. As you move through the different levels of questions, watch the flow of answers. Keep in mind there will be a tendency to want to answer reflective and interpretive questions immediately—this often leads to defensiveness rather than thoughtful evaluation. As soon as someone starts to answer a question that has not been asked yet, ask them to hold that response.)	(Depending on the group, you may choose to focus on one section of data at a time—categories then items within categories, for example		(Write answers on the board or a flipchart so that the information is available to the group for the next questions.)	(More than 3 or 4 priorities is probably not manageable. This conversation should just be the first step for the team.)

(adapted from *Orchestration Template for Virtual Meetings*, Ester Mae Cox, & *The Art of Focused Conversation for Schools,* Jo Nelson)