Name:Keitha Segrest: JSU Region

Session: (select one) ***1*** 2 3 4

C:\Program Files\Microsoft Office\MEDIA\OFFICE12\Lines\BD21318_.gif

3 – 2 - 1

!!! 3 things learned

1. I never thought about the fact that teachers teach in the same manner that administrators lead. From what I have experienced in schools, this is very true. I connect this to the school culture.
2. Closed questions are a mechanism for control. Open ended questions allow for others to take responsibility.
3. “Why” questions tend to place people on a defensive route. Turn “why” questions into what questions to get to a deeper level of thinking.

++ 2 connections made

1. Most of the time the school culture is determined by the leadership. School culture is HARD to overcome; it requires a thoughtful process to turn it around. I see this on a daily basis.
2. Quality questions are an important life skill. They stimulate thinking and learning. This connects our job to our beliefs and passion. I realize that my team does purposefully plan for intentional questions, and we also plan for responses and how we will guide them.

? 1 question

As an outside consultant to our schools and districts, they see us as the “experts” coming in to help. I am using my previous learning from Block’s *Flawless Consulting* book (which seems to run parallel with *Quality Questioning* and *Leading through Quality Questioning*), however, teachers and administrators still **wait** to be told how to handle certain situations. How do we model quality questioning for problem solving when our clients aren’t willing to be patient enough to learn the process?