



**The Core Work of
Highly Effective
School Boards**

*SCSBA Board Chair
Workshop
February 18, 2021*

Any time, any place at YOUR pace!

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**The Core Work of Highly Effective
School Boards**

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An Effective School Board

Recognizes that their responsibility is not to run the schools but to ensure that the schools are well run.

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Key Governing Documents

- District Strategic Improvement Plan
- Board Policies
- Budget
- Board Self-Assessment
- Superintendent Evaluation
- Board Meeting Agendas
- Board Professional Development Plan

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8 Traits of Effective School Boards

1. Commit to a vision of high expectations for students
2. Share beliefs about students' abilities to learn
3. Are accountability driven, and focused on student outcomes
4. Have a collaborative relationship with staff and community
5. Are data savvy
6. Align and sustain resources to district goals
7. Lead as a united team with superintendent
8. Take part in team development and training

SOURCE: NSBA Center for Public Education, 2011

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Strategies to Reach the Next Level

- Understanding everyone's role
- Setting team behavior expectations
- Plan intentionally
- Understand and utilize data
- Hold yourself accountable (School Board)
- Hold the Superintendent accountable
- Build community support

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Hope is not a strategy.
Careful planning and hard work
are strategic.

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High-Performing Boards




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Keep the main thing ... the **main thing**.

Steven Covey



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Strategic Improvement Planning Aligns the District

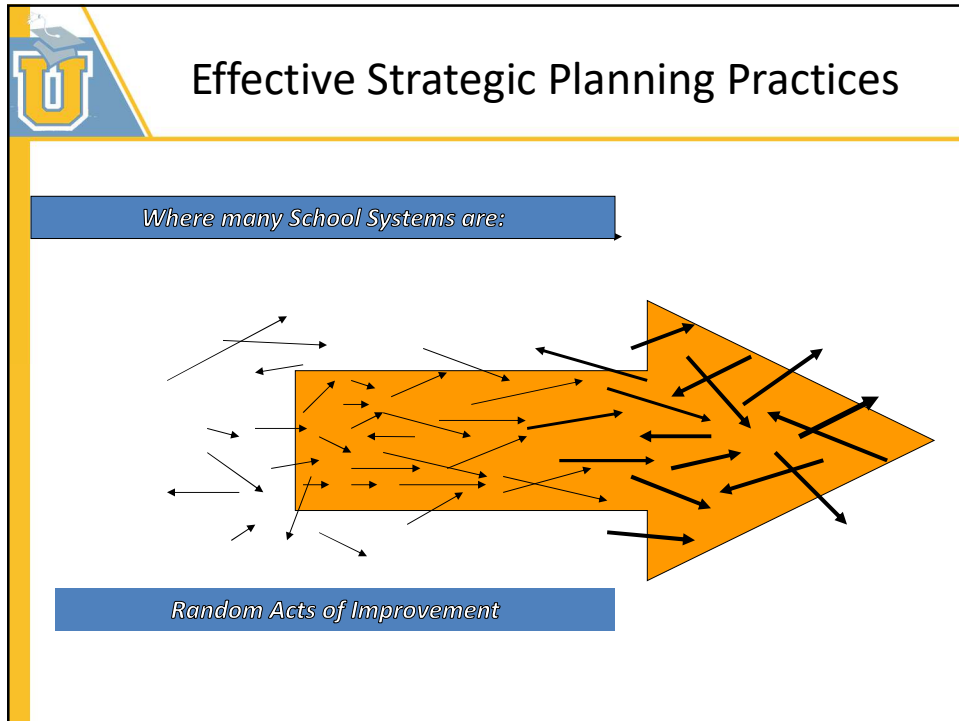
Many federal, state
and local initiatives



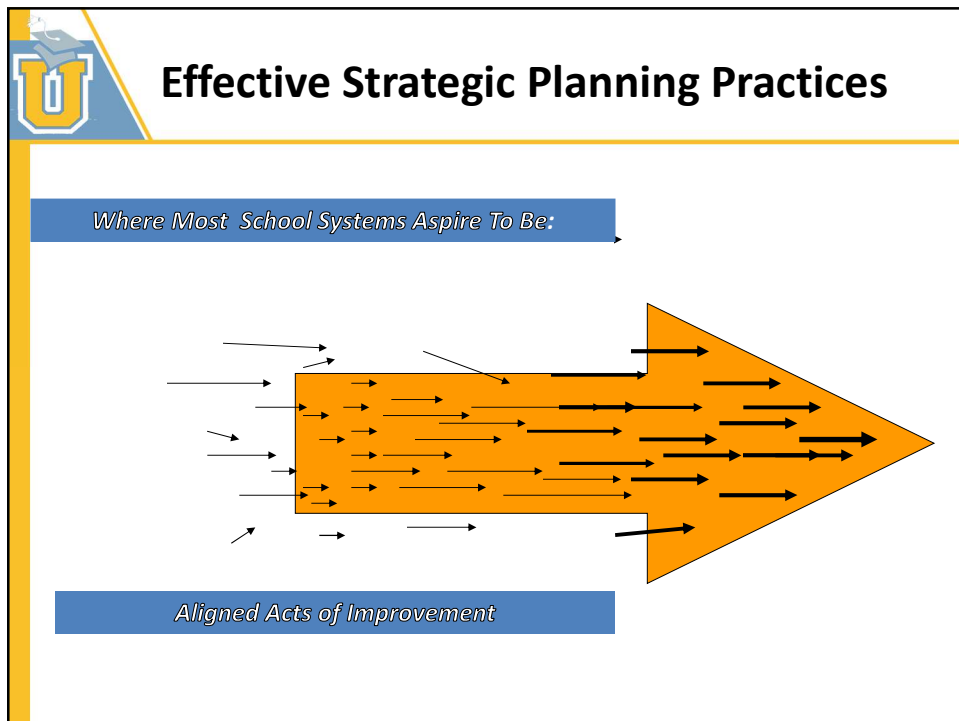
Aligning all the systems



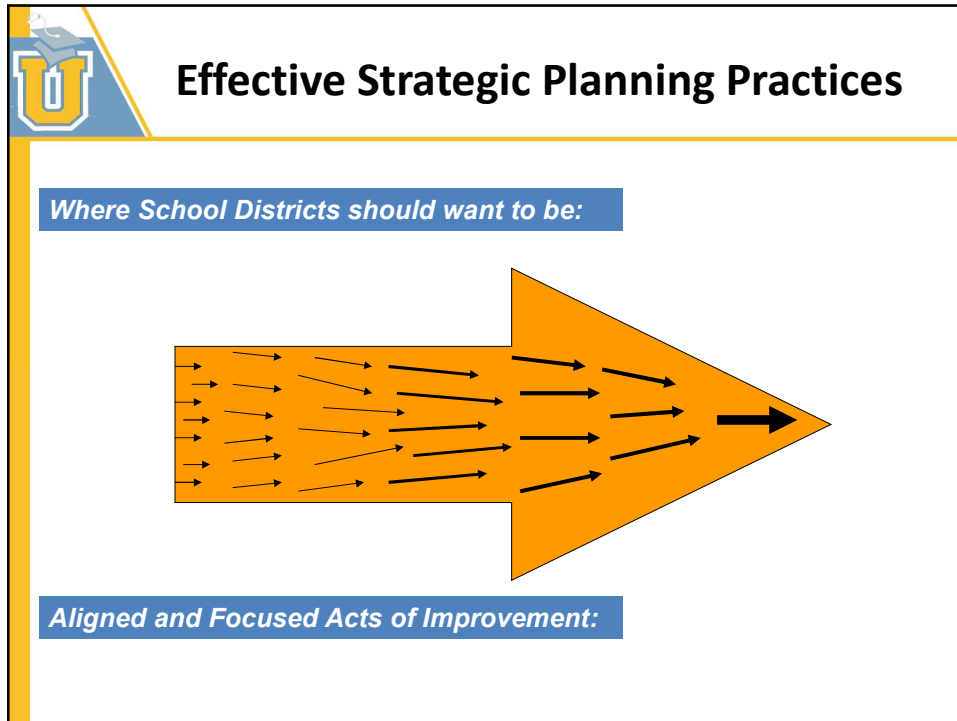
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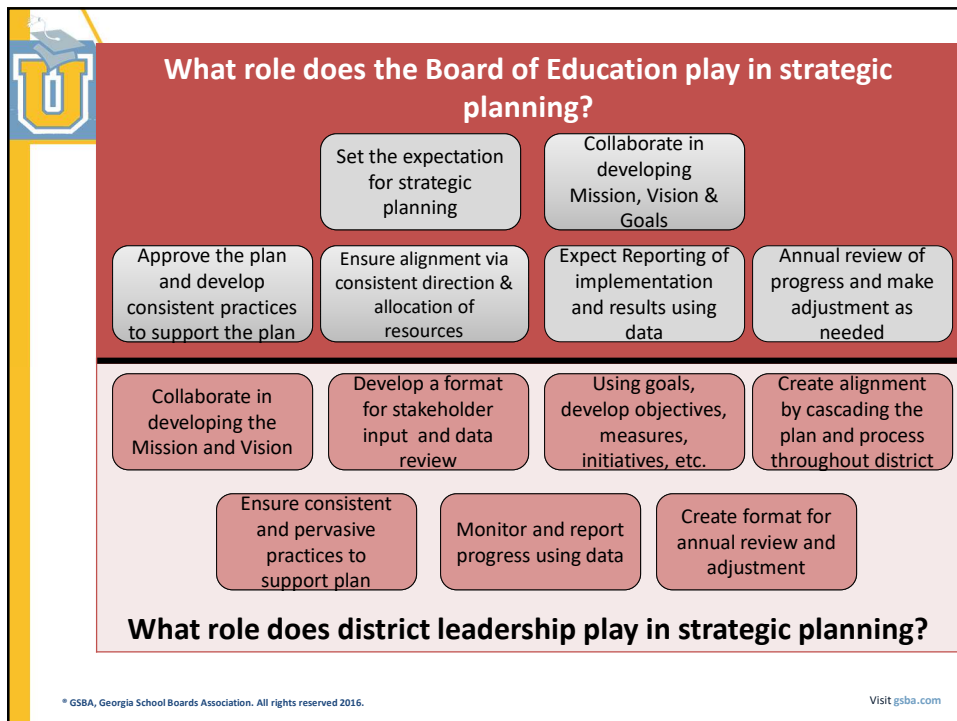
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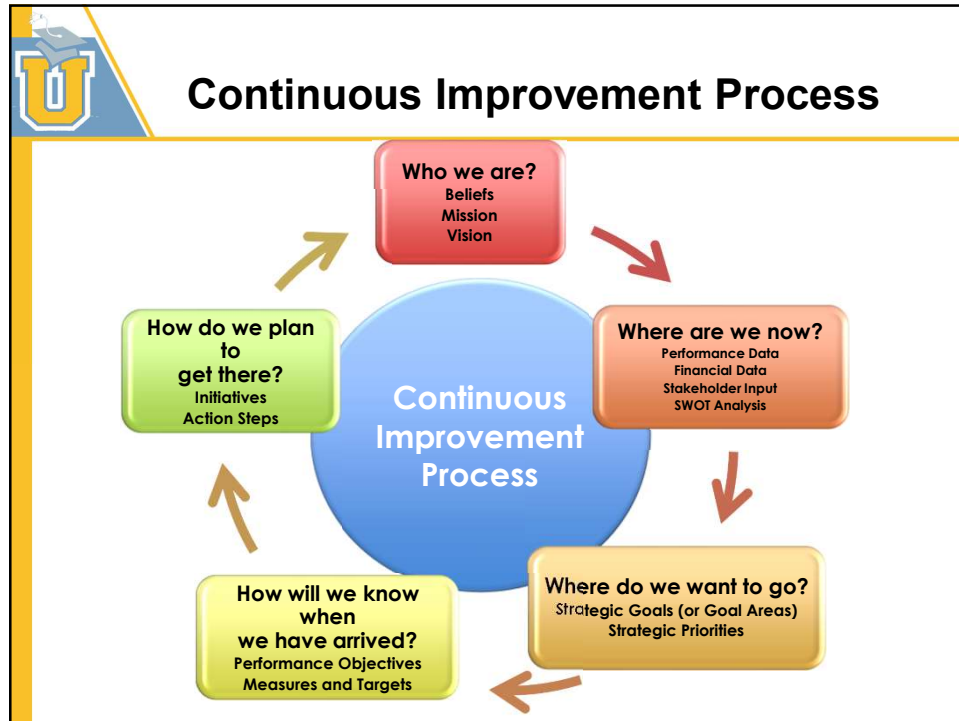
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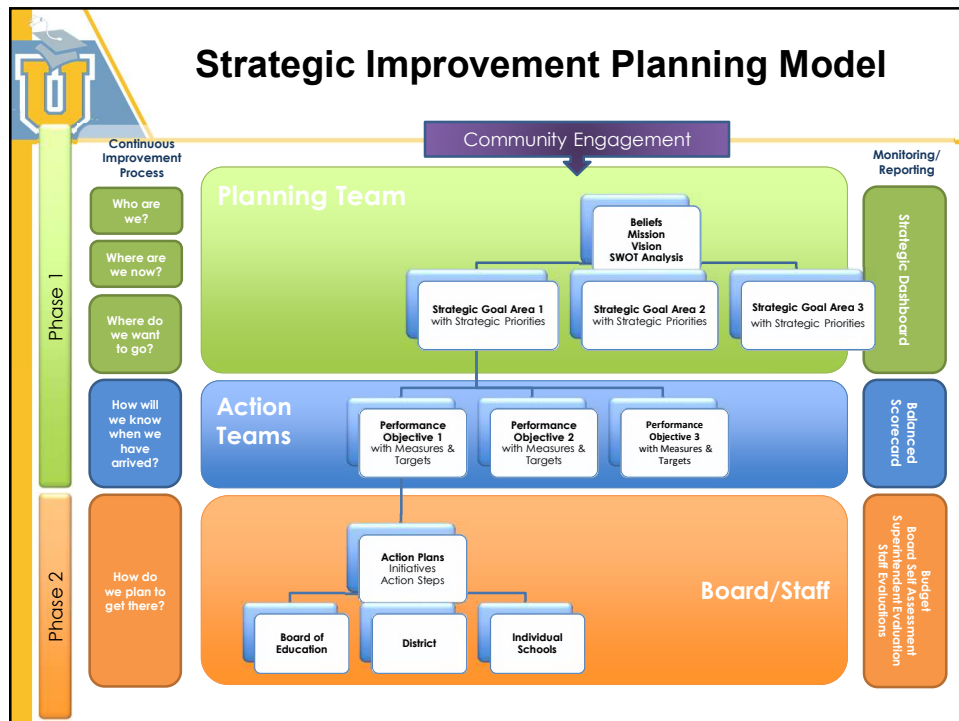
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Board Self-Assessment

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Ways in Which A Board Can Assess Itself?

- Low-Performing Boards**
 At the Polls - “We get “evaluated” at election time”.
The public can (and certainly does) evaluate board members as election to the position itself (and re-election) can be seen as an affirmation of a job well done.
- High-Performing Boards**
 Formal Evaluation
Board members participate in a formal and regular self-evaluation to make sure that they are providing the most effective leadership possible by celebrating successes and identify opportunities for improvement.

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Why High-Performing Boards Conduct a Self-Assessment

1. Helps to identify areas needing improvement.
2. Provides an opportunity for feedback.
3. Helps strengthen the board and superintendent as a team.
4. Provides a basis for commending, rewarding and reinforcing good work.
5. Demonstrate accountability to staff and community
6. Helps the board and superintendent understand where they are and where they are going
7. Aids the board and superintendent in having a greater understanding of their roles
8. Encourages frequent communication

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Making Your Board Evaluation Effective

1. Should occur at least once per year. Consider value of having a mid-year review
2. Should be constructive
3. Based on standards, goals, objectives and initiatives defined by BOE and the District Strategic Plan
4. Agree on expectations and instrument to be used at the beginning of the year
5. Board should be trained on process and instrument
6. Establish and approve a timeline
7. Hold a meeting of the board to discuss the findings
8. Should result in Action Plans for improvement

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What should be assessed?


Policy Making	Policy Implementation	Progress toward Goals	Community Relations	Board Interpersonal
Communication skills	Curriculum Development and Implementation	Parental Involvement	In-service Training	Government Relations
Leadership Qualities and Effectiveness	Board/Superintendent Relationships	Fiscal Management	Decision-making skills	Long-Range Planning Skills
Student Achievement	Board Member Orientation	Board/Administration Relations	Board Meeting Activities	Board Ethics

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The Key Work of School Boards




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Evaluation of the Superintendent



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Superintendent Evaluation

What process does your district use to evaluate the superintendent?

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Benefits of an Effective Superintendent Evaluation

1. A means to ensuring accountability
2. An opportunity to strengthen the board/superintendent relationship
3. A structured way for the board to impact the superintendent's professional development
4. As a tool in determining salary and contract considerations

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What role does the Board of Education play in evaluating the Supt.?


Set the expectation for aligning evaluation to strategic plan	Collaborate in developing evaluation format		
Expect indicators and evidence aligned with strategic plan	Evaluate fairly based upon data and evidence	Ensure continuity of direction	Create a culture that attracts and keeps high performing leaders

Collaborate in developing evaluation format	Provide indicators and evidence aligned with strategic plan	Provide ongoing data and reports of progress	Use strategic plan as a part of evaluation of district leaders
Create structures and practices to support continuity of direction		Support a culture that attracts and keeps high performing leaders	

What role does the superintendent play in the evaluation process?

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Superintendent Evaluation Process

- 1. Schedule the Evaluation**
- 2. Build the Instrument**
 - Align with district strategic plan
 - Agree on expectations
 - Agree on indicators
 - Determine the rating scale to be used
- 3. Conduct the Annual Performance Review**

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Conducting the Performance Review

1. Superintendent presents his/her own self-assessment
2. Individual board members complete the evaluation
3. The board meets to discuss and come to a consensus
4. The board chair meets with the Superintendent
5. The Superintendent meets with the full board
6. A written summary of the evaluation is given to the superintendent
7. The evaluation instrument is updated to reflect additional or modified expectations

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Planning Calendar

- Highly effective boards are intentional with their time by...
 - Determining the best time of year to do the most important things and
 - Putting them on their calendar

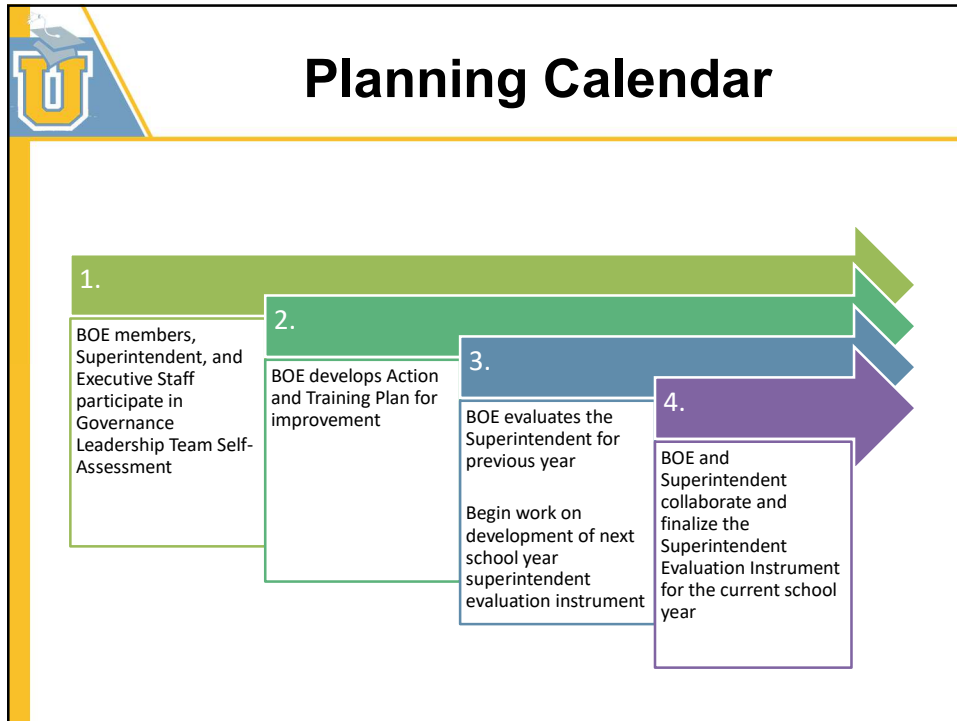
Keep kids at the center of all board decisions!

Align your governance with the 8 characteristics of effective school boards through MTSS model policy:

1. Commit to a vision of high expectations for student achievement and quality instruction. Define clear goals for that vision.	2. Share strong beliefs and values that are consistent with the system and its ability to teach all children at high levels.	3. Accountability: demand spending less time on operational issues and more time focused on policies to improve student achievement.	4. Collaborative relationships with staff and the community. Establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district goals.	5. Use data wisely. They embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.	6. Align and sustain resources, such as professional development, to meet district goals.	7. Lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.	8. Take part in team development and training to build shared knowledge, values and commitments for their improvement efforts.
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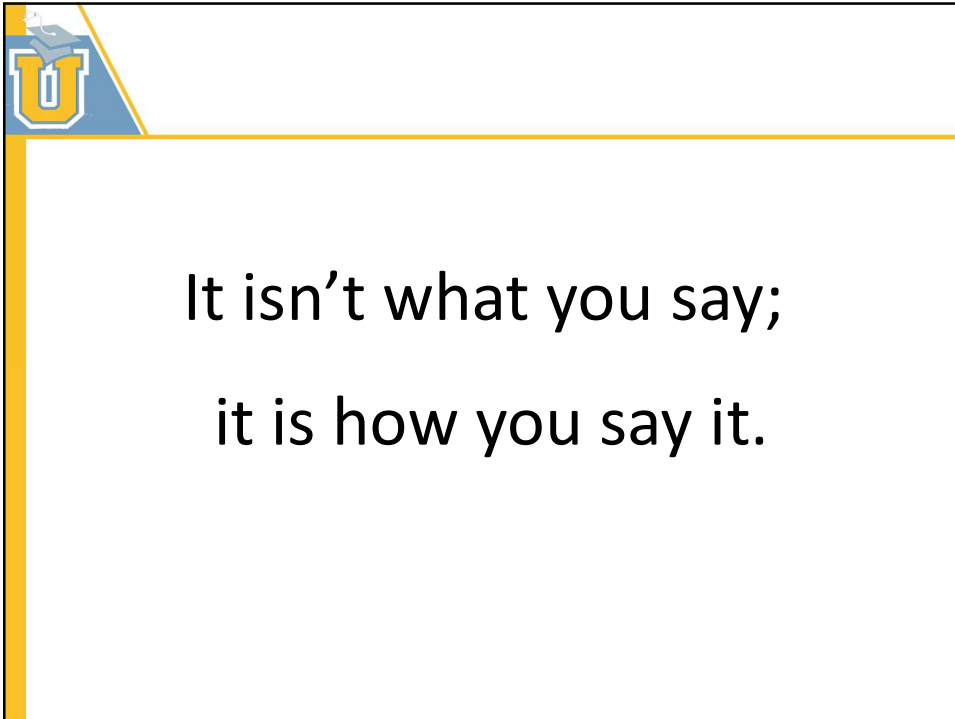
Building Community Support

- Board Members serve as Chief Advocates
- Effective district communications
- Public forums when appropriate
- Utilize stakeholder input
- Transparency
- Staff
- Parents
- Students

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Questions?

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