



**Governance and Leadership Development**

Building A Positive Leadership Team

SUPPORTING, PROMOTING, AND ADVANCING PUBLIC EDUCATION

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**Effective Board – Superintendent Teams**

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**Focus**

Effective Board – Superintendent Teams

- Role Identification
  - School Board versus School Board Member
  - District Administrator/Superintendent
- Interconnected Roles
- Building and Effective Team
  - Principles
  - Tips




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#### 2011 Center for Public Education Study: Eight Characteristics of Effective School Boards

**Effective school boards:**

- Commit to a vision of high expectations
- Share beliefs and values
- Focus on policies
- Establish collaborative relationships
- Lead as a united team
- Understand and use data
- Align and sustain resources
- Participate in team development and training

More information: <http://goe.gl/37Sii8>

A magnifying glass is positioned over a small globe, symbolizing research or focus.

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#### Effective Boards:

- Function as a Unit – Not as Individuals
- Work from a Governance Role

The logo for the Wisconsin Association of School Boards (WASB) is located in the bottom right corner of the slide.

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## Effective Relationships Built on:

- ▶ Team Building
- ▶ Board Self-Evaluation
- ▶ Superintendent Evaluation

Source: NSBA The Key Work of School Boards Guidebook



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## Elements of Effective Board and Superintendent Relationships

Effective Board/Superintendent Team:

- ▶ Be prepared
  - ▶ Be professional
  - ▶ Be fair and objective
  - ▶ Be honest and open
  - ▶ Be a team player
- How are you doing?

Source: NSBA The Key Work of School Boards Guidebook



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## ROLES – EXPECTATIONS

- ▶ **Boards** decide what gets done and what parameters limit what gets done (i.e. **Policy Making**).
- ▶ **Administration** decides who does it and how to do it.

Source: The Key Work of School Boards Guidebook



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### PARTICIPATION ACTIVITY

- Identify what you believe is the role of a school board, district administrator or superintendent and leadership team?
- Report out
  
- Identify what you believe is the difference in the role of a school board versus a school board member?
- Report out




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### Authority

- When does a school board member get their authority?  
*When the school board meets as a group (governmental body) in a school board meeting.*
- How often are School Board Meetings?  
*The school board shall hold a regular meeting at least once each month at a time and place determined by the school board and may hold special or additional meetings as necessary.*




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### Committee Authority

- Committee meetings must be noticed
- Committee Meetings – must follow all of the meeting rules, and may not take action independent of the whole board
- If a committee of the whole meets and takes action on a properly posted matter, it is binding

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**Superintendent Levels of Authority**

**Level 1**  
 – Superintendent has complete authority to decide and act within the limits of law, board policy, propriety, and common sense.

**Level 2**  
 – Superintendent has complete authority to act but must inform the board about each decision or action.

Source: NSBA Becoming a Better Board Member: A Guide to Effective Board Service




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**Superintendent Levels of Authority**

**Level 3**  
 – Superintendent must obtain prior approval from the school board before taking action.

**Level 4**  
 – The school board makes the final decision but may permit or require a recommendation from the superintendent.

Source: NSBA Becoming a Better Board Member: A Guide to Effective Board Service




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**PARTICIPATION ACTIVITY**

- Identify examples of Level 1 and 4 decisions.
- *Group Sharing*
- Identify examples of Level 2 and 3 decisions.
- *Group Sharing*
- ☐ **Key Points:**
  - Level 1 and 4 usually easy - decisions are either routine or legally defined
  - Level 2 and 3 can create conflict and may result in conversation.
    - ❖ Is there total agreement? (there usually is not)
    - ❖ Why is their disagreement?
    - ❖ What can you do to minimize the misunderstanding caused by non-alignment?
  - Communicate, communicate, communicate




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### Role Orientation – **DELEGATE**

- Tend to view themselves as representing their own interests
- Believe that the community voted to place them as a representative to speak for special interests groups that got them elected
- Vote based on the demand of special interests of particular individuals or groups
- Seek continuous conversation with diverse and opposing viewpoints
- Do not restrict their actions to approving outcome-based policy but seek process information
- Favor open debate of diverse viewpoints in school board meetings
- Encourage split votes on board decisions

Source: Assessing Individual Board Members: A self-Assessment for improved Board Performance by Thomas L. Asbury




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### Role Orientation – **TRUSTEE**

- Tend to view themselves as representing the general interest of the community
- Believe that the community voice placed a trust with them to act in the school's best interest
- Do not seek out or vote based on demands of special interests of particular individuals or groups
- Do not vote on their own beliefs or interest but on what they believe is best for the whole
- Do not favor open debate of diverse viewpoints in school board meetings
- Tend to restrict their actions to policy approval and uninformed oversight
- Prefer unanimous votes on board decisions

Source: Assessing Individual Board Members: A Self-Assessment for Improved Board Performance by Thomas L. Alsbury




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### **TEAM BUILDING**

- District vision is the focus
- Board/Superintendent retreats
- Board professional development
- Communication

Source: NSBA The Key Work of School Boards Guidebook




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### Building Relationships – Trust

*Trust should be examined as players or issues change with planning:*

- ✓ Identify what is essential information for a Board Packet
- ✓ Identify what you are looking for in a recommendation from school leadership
- ✓ Think about the circle of decision making
  - ❖ Review your school district vision, mission, and goals
  - ❖ Mutually modify school district goals




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### Building Relationships (Continued)

#### Communication Tips

- Communication builds and creates the basis for trust
- Hard to turn on but easy to turn off.
- District is judged by memorable event(s)
- Not what you do **but** how you do it.




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### Team Work

#### BUILDING RELATIONSHIPS

- Teams are challenged as players and issues change
  - ❖ In public leadership situations
  - ❖ As leaders change
  - ❖ School District Environment




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## School Board

**Stability of Board**

- ✓ Operations
- ✓ Working relationships
- ✓ Expectations for district personnel
- ✓ Goals for student improvement

Source: Assessing Individual Board Members: A Self-Assessment for Improved Board Performance by Thomas L. Alsbury




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## School Board

**Board Stabilizing Characteristics**

- Role Boundaries
- Role Orientation
- Advocacy Focus
- Student Concern Focus
- Solution Focus
- Exercise of Influence and Visibility
- Use of Voice
- Use of Power
- Decision-making style
- Motivation for Service

Source: Assessing Individual Board Members: A Self-Assessment for Improved Board Performance by Thomas L. Alsbury




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## School Board

**Destabilization of Board – changing a School Board Member**

- ✓ Losing a board election
- ✓ Resigning from the board or refusing to run due to pressure from the public
- ✓ Leaving or choosing not to run due to persistent conflict with other board members or the superintendent
- ✓ Leaving or choosing not to run due to a disagreement with the direction of the majority of the board, superintendent, and/or public

Source: Assessing Individual Board Members: A Self-Assessment for Improved Board Performance by Thomas L. Alsbury




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## ACTIVITY

- What characterizes a good school board meeting?
- What has provided challenges to your effective team effort on the school board?




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## SCHOOL BOARD MEETING WASB ASSESSMENT TOOL

### Single Meeting/Multiple Meetings

- Meeting Preparation - 11 questions
  - ❑ The agenda for the meeting was realistic in the time allotted for the meeting.
- Meeting - 12 questions
  - ❑ The board avoided extensive debate on critical details of an issue that should be seen primarily as operational/administrative concerns and that, therefore should be left to the discretion of the administration/staff.
- Post Meeting - 4 questions
  - ❑ On any issue where the board has requested follow-up research, information, etc., the administration has a clear record /understanding of what was requested and when the information is expected.
- Open Ended - 3 questions
  - ❑ What went well at this meeting?

❑ Source: WASB.org




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## Annual Board Development Tool

- Aligned to the Key Work of School Boards, the complimentary Annual Board Development Tool allows board members to rate their work in nine areas.
- Intended to help boards identify their areas of strength and alignment as well as where further dialogue and discussion is needed.
- WASB website for more information.
  - (Contact Sheri Krause at [skrause@wasb.org](mailto:skrause@wasb.org) for district access codes)

❑ Source: WASB.org

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### Policy – Stay On Track

- Leadership tool: clear guidance
- Parallel system: guidelines or regulations (the how is generally designed by the administrators).
- ▶ Board members use policy to:
  - Remain accountable to the citizens
  - Manage the school district
  - Manage school district resources
  - Direct the executive officer (District Administrator or Superintendent)

Source: NSBA The Key Work of School Boards Guidebook



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### Stay on Track

- Select and monitor goals
- Identify desired targets and assessment data
- Make decisions in the best interest of children
- View missteps or mistakes as an opportunity to improve



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### QUESTIONS



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## QUESTIONS

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