



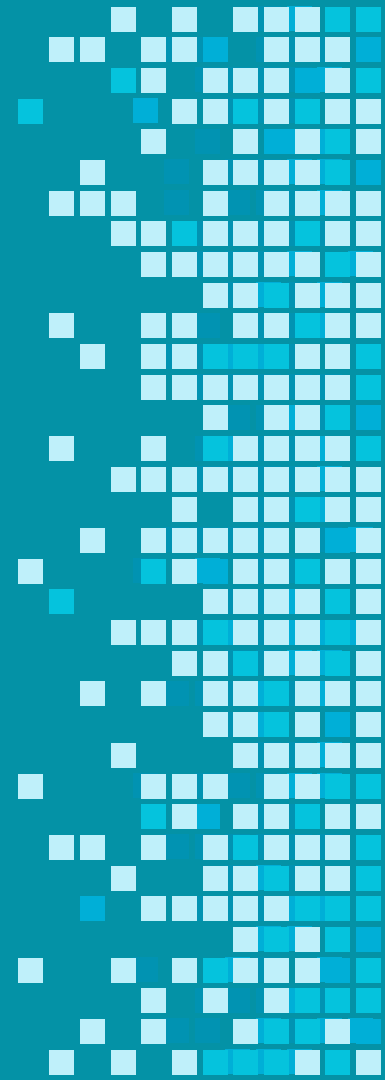
# What School Boards Can BE – KNOW – DO

to assure

# STUDENT OUTCOMES & SUCCESS



Rick Maloney, Ed.D.  
New Mexico School Boards Association  
Annual Convention  
Dec 1, 2023





# Rick Maloney EdD

- In his fourth decade of governance experience, having served on boards of directors...
  - ✓ for a homeowners association (4 yrs)
  - ✓ for a local school district (24+ yrs)
  - ✓ for a state association (11+ yrs)
- A retired Army officer & K-12 educator, he is a lecturer at U of Wa Tacoma.
- He holds a bachelor of science and engineering from West Point and a doctorate in education from the University of Southern California.
- Since 2006 he has coached school boards on governance.
- Author: [A Framework for School Governance & Putting Policy Governance to Work](#)

# My Purpose Today

- ❖ To challenge our thinking
  - About board **purpose**
  - About board **leadership**  
within the context of our **governance** role
  - About **accountability & transparency**

# How I Propose to Pursue It

- ❖ To describe my personal learning journey
  - To **boardsmanship**, and **governance**
  - Finding a **model** that shapes our board's *mindset* and its *approach*
  - 20 years of **lessons learned**

# Where Did Our Journey Take Us?

- ↑ Clarity of Roles (Bd/Mbr, Supt)
- ↑ % of Time Spent on Accountability
  - Superintendent/Board/Bd Member Accountability
- ↑ Wait time for evidence of progress
  - School 1-2 yrs; Supt 2-3 yrs; Board 4-5 yrs
- ↑ Specificity:
  - Board/Board Member Expectations
  - Criteria for District Success (Results)
  - Criteria for District Success (the Work)

# Student Outcomes

## ↑ Emphasis on Other-than-Academic Outcomes

- Character/Citizenship & Health/Fitness

## ↑ Student Test Scores

- At all levels
- Even with demographic changes
  - ↑ Poverty (24% to 33%)
  - ↑ Diversity (31% to 52%)

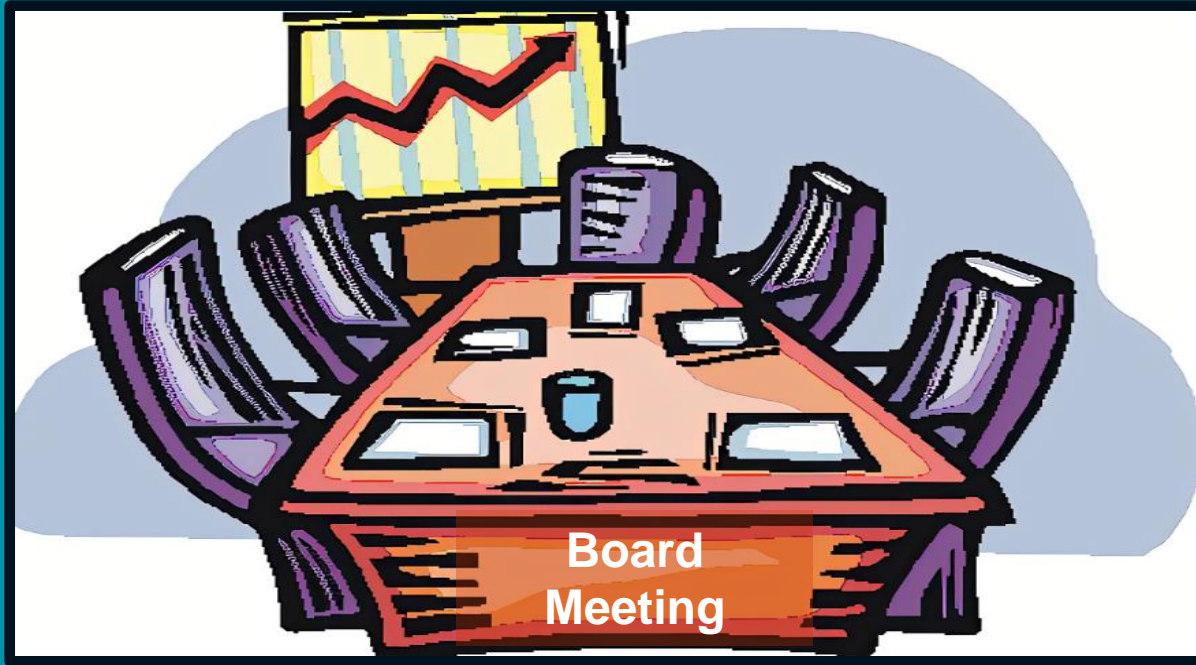
# What We Can Do

- ❖ **READ** – Treat this work as a ‘profession’
- ❖ **LEAD, Follow or Get out of the way!**

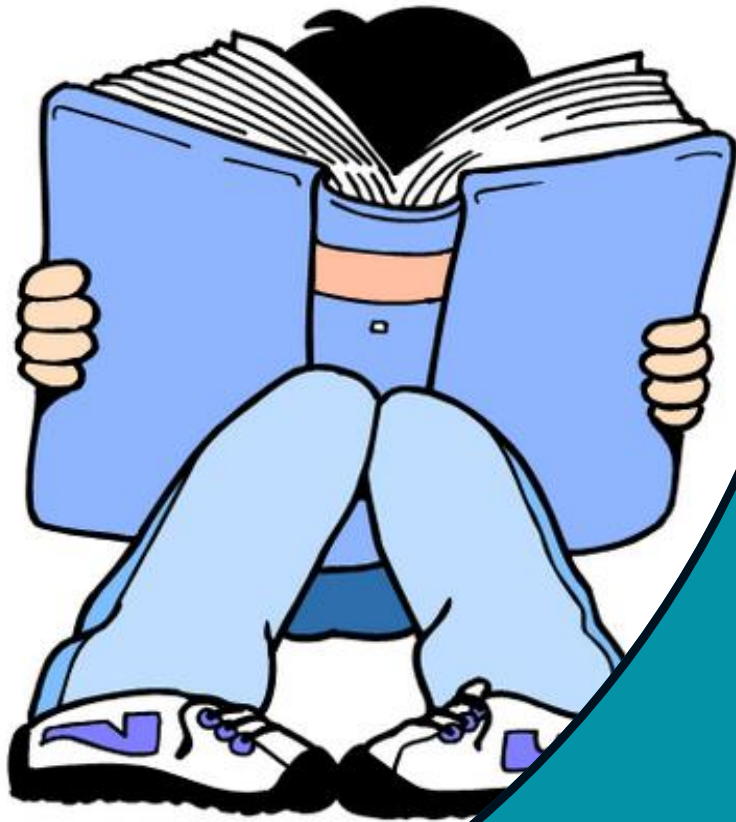
When in a leader’s role...

- **Connect** – To learn from our ‘boss’
- **Write** – ‘Strategic’ vs operational policy
- **Monitor** – What is important
- **Study** – Deliberate, then respond

# What could possibly get in our way?







~~Problem~~  
**Rule #1:**  
  
Board  
members  
don't read!

# There is a Lot to Read & Learn From

Board Effectiveness  
District Effectiveness  
School Effectiveness  
Teaching Effectiveness





## Problem #2:

Board Members  
that do not  
“work and play well”  
with others

# Symptoms

- Debates get very **personal**
- **Meetings** are long, unproductive, unfocused
- Agendas are filled with **staff business**:  
budgets, bids, bonds, buildings
- Seldom about **student outcomes**
- Members don't **trust** their Superintendent; they require prior Board approval (Mother may I?) before action
- Members **may not know** what effective boards look like



## Problem #3:

Boards  
that don't  
lead!

# School Administrator Magazine

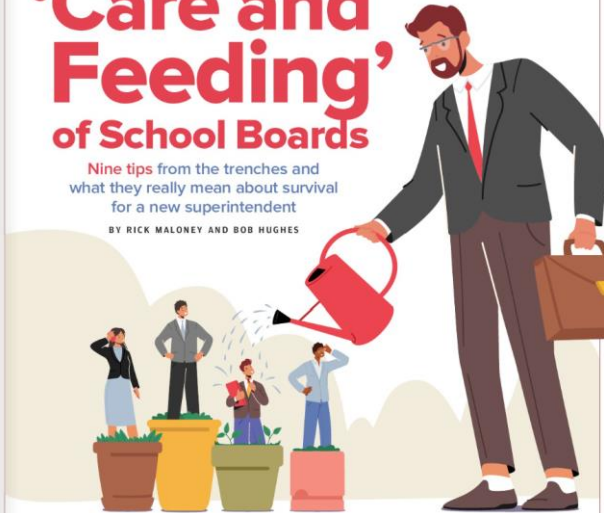


Sept  
2023

## The 'Care and Feeding' of School Boards

Nine tips from the trenches and what they really mean about survival for a new superintendent

BY RICK MALONEY AND BOB HUGHES



No. 1

Set the stage for partnership  
by clarifying roles.



School governance consultants Bob Hughes (left) and Rick Maloney recommend superintendents pro-actively shape school boards' expectations about their different roles.

Eadie &  
Houston

Step Up!



## Problem #4:

Our  
Imbalanced  
Leadership  
'Stool'

# Our view of board responsibilities can vary...

from Everything



to Nothing





# Problem #5

When leading others, are you...

Lumberjack?  
or  
Gardener?

Each requires a combination of  
disposition, knowledge, skills



**Big Strokes**



**Shaping & Pruning**

# Governance is...Complicated



*“Boards behave [inconsistently.] On the one hand they willingly (indeed eagerly) **give power away** to the experts... On the other hand, they espouse an ideology of **lay control**.”*

L. Harmon Zeigler

The Future of School Board Governance

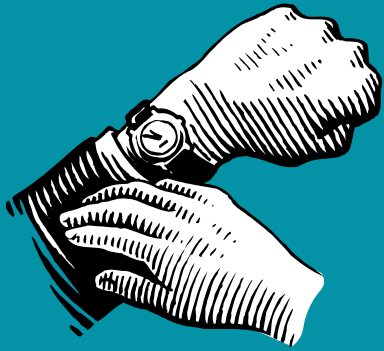
*“Very competent **individuals** can come together to form a very incompetent **board**.”*

John Carver

Boards That Make A Difference

# We Have Other Challenges

- Part-Time Body



- Legal Mandates



- Adult Interests



# Challenge: Time



The Board is a part-time body. If we try to be & know & do everything...

- We focus on staff work  
(teaching and school administration)
- Not enough time in meetings for board work  
(setting policy & monitoring student outcomes)
- When everything is #1, nothing is important

# Challenge: Legal Mandates



## Article 5. Local School Boards

[NM ST § 22-5-1. Local school boards; members](#)

[NM ST § 22-5-4.9. High school diplomas; World War II veterans](#)

[NM ST § 22-5-4.10. High school diplomas; Korean conflict veterans](#)

[NM ST § 22-5-4.11. Disqualification; disability; military service](#)  
[NM ST § 22-5-12. Local school boards; vacant or vacated offices](#)

[NM ST § 22-5-13. Local school board training](#)

[NM ST § 22-5-14. Local superintendent; powers and duties](#)

[NM ST § 22-5-15. Collaborative school improvement programs](#)

[NM ST § 22-5-16. Advisory school councils; creation; duties](#)

[NM ST § 22-5-17. Private use of school facilities; policy; insurance](#)

[NM ST § 22-5-18. Local school board authority over who may carry a firearm on school premises](#)

[NM ST § 22-5-8. Term of office](#)

# Challenge: Adult Interests

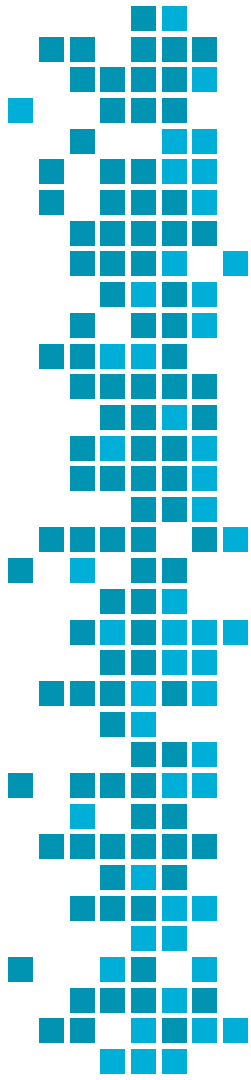
- Football, basketball, soccer coaches
- Books in the curriculum & libraries
- Use of school facilities on weekends
- Religious expression by students
- Politics, race and gender
- Posters on walls in hallways and classrooms
- School closures, mask mandates
- Vaccination requirements



# Some Seeds for our School Board 'Garden'



1. A Leadership Framework for Growth
2. Governance Models to Shape our Practice
3. Quest for ↑ Board Effectiveness
4. Lessons Learned



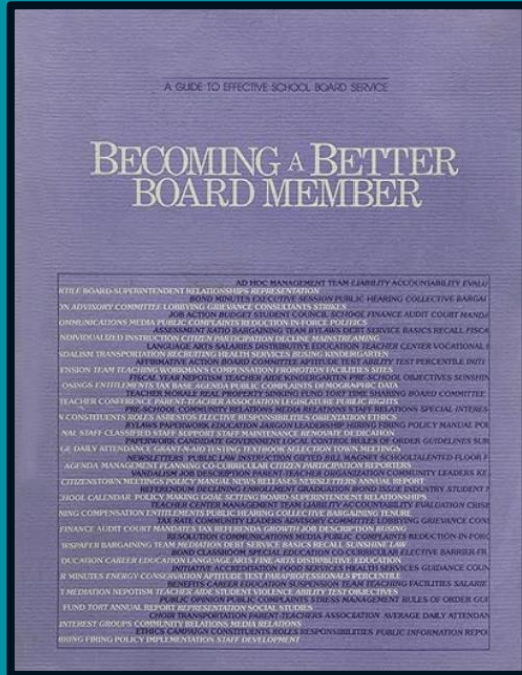
1. Framework
2. Quest
3. Models
4. Lessons Learned

# 1 Framework

Organizing all that we can learn about governance



# In the Beginning - 1995

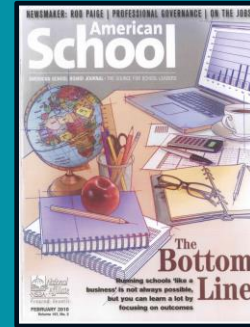


# Becoming a Better Board Member - 1982



# Governance as a Profession

"Our nation's schools deserve professional leadership at the policy-making level, just as they deserve professionals in the classroom and in the superintendent's office."

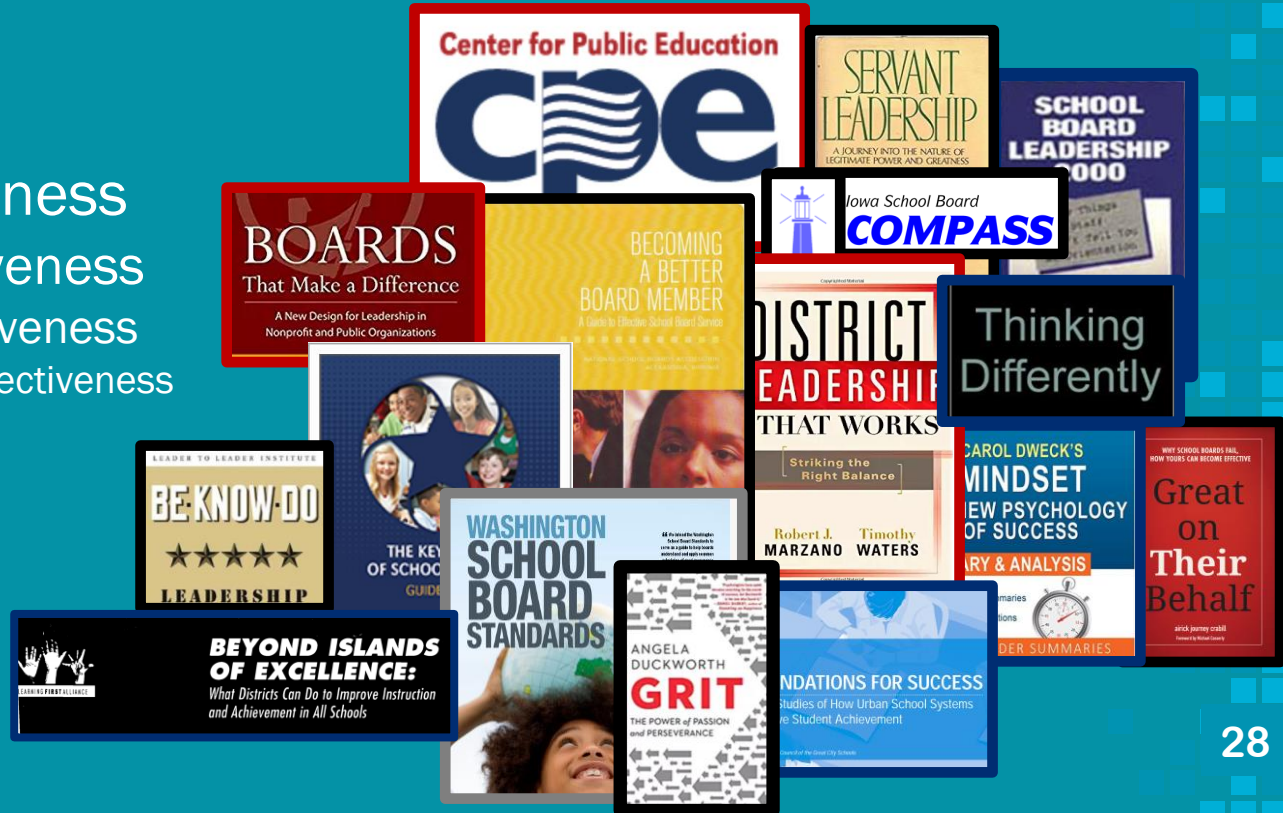


Feb 2010

- Specialized knowledge
- Practical and theoretical
- Service to society
- Authority in the role
- Ethical codes
- Hold selves accountable
- Intense preparation before entry

# Literature – Including Research

Board Effectiveness  
District Effectiveness  
School Effectiveness  
Teaching Effectiveness



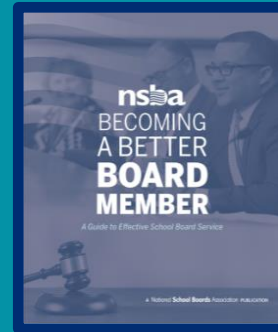
# Best Practices

Becoming a Better Board Member,  
Vision – Structure – Accountability – Advocacy

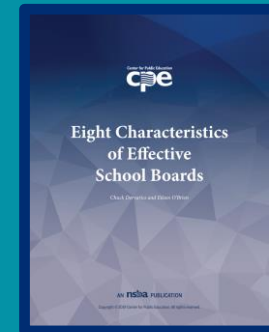
## Key Work of School Boards



- Vision
- Accountability
- Policy
- Community Leadership
- Relationships



## CPE Report,



# State Standards

## WASHINGTON SCHOOL BOARD STANDARDS

### PSBA Standards for Effective School Governance

To promote student growth and achievement, an effective school board . . .

Advocates for a thorough and efficient system of public education by:

- Promoting public education as a keystone of democracy.
- Engaging and promoting community support by seeking input, building support networks and generating action.
- Allocating resources in a manner designed to facilitate student achievement consistent with school district goals and plans.
- Maintaining legislative awareness and communicating with members of local, state and federal legislative bodies.
- Ensuring strategic management of the school system by hiring, setting goals, with and evaluating

## Effective Board Practices: An Inventory for School Boards

# 01

### the Individual Trustee

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for all students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.

# 02

### the Board

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board's performance.
- Periodically evaluate its own effectiveness.

# 03

### the Board's Jobs

The primary responsibilities of the board are to: establish a direction for the district, provide a vision, establish policies, ensure accountability, and provide leadership on behalf of the public education. To fulfill these responsibilities, the board must carry out:

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district, learning and achievement and responsibility of all students.
- Adopt, evaluate and update policies, procedures, law and the district's vision and goals.
- Maintain accountability for student learning and achievement by monitoring the district curriculum and monitoring student learning and achievement.
- Hire and support the superintendent and the board's policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, the performance of the district, and ensure the superintendent holds district personnel



## Foundational Principles of Effective Governance

As the corporate entity charged by law with governing a school district, each school board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the board:

- The board clarifies the district purpose.**

As its primary task, the board continually defines, articulates, and re-defines district ends to answer the recurring question — who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

  - Ends express the benefits the school district
- The board connects with the community.**

The school board engages in an ongoing two-way conversation with the entire community. This conversation enables the board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for district improvement, and to inform the community of the district's performance.

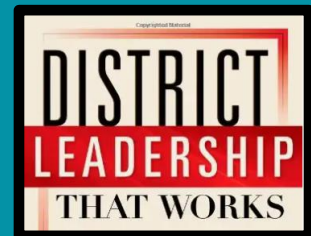
# Research

“In high-achievement districts, the board/ superintendent team...expressed an ‘**elevating**’ view of students...could give specific examples of **how** district goals were being carried out by [staff]”

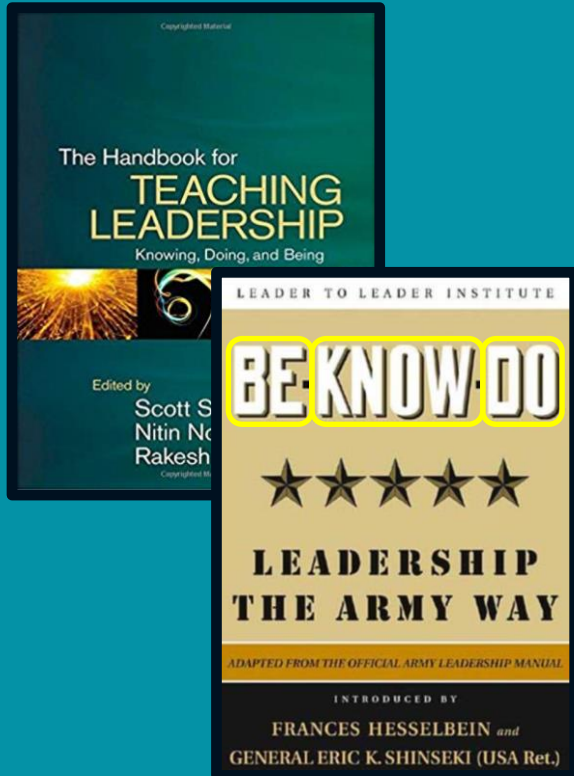


“Publicly adopting broad **five year goals** for achievement and instruction and consistently supporting these goals...”

“Superintendent **tenure** is significantly related to student achievement.”



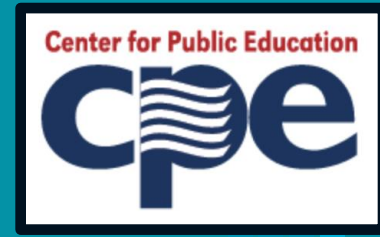
# Leadership



- **BE**  
Leaders are motivated to do the right things and do them well (disposition, values, attitudes)
- **KNOW**  
Leaders must have a high level of knowledge – for informed practice
- **DO**  
Leaders must act to apply their knowledge toward their mission



# Center for Public Education (2011)



*Though the research on school board effectiveness is in the beginning stages, the studies included in this report make it clear that school boards in high-achieving districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts..."*

*Eight Characteristics of Effective School Boards (2011)*

A diagram consisting of three white rectangular boxes with black borders, each containing a word in black capital letters: "BE", "KNOW", and "DO". From the top-right corner of the "BE" box, an arrow points diagonally up and to the right towards the word "attitudes" in the text above. From the top-left corner of the "KNOW" box, an arrow points diagonally up and to the left towards the word "knowledge" in the text above. From the top-left corner of the "DO" box, an arrow points diagonally up and to the left towards the word "approaches" in the text above.



# Framework Structure

# Evaluating the Superintendent

Lumberjack?  
or  
Gardener?



# End-of-Year Binary Checklist

## sat/unsat – lumberjack?



### SUPERINTENDENT EVALUATION FORM

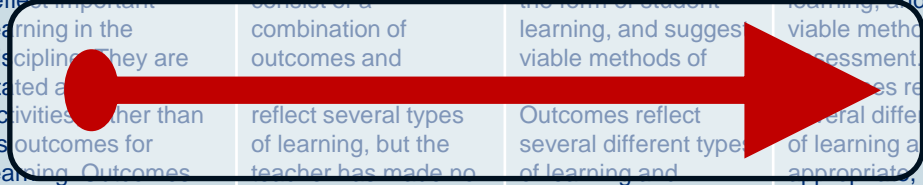
	Areas of Responsibility	Unsatisfactory	Satisfactory	Commendable	Comments
A.	<u>Board - Superintendent Relations</u>				
	1. Serves as the chief executive officer for the Board of Directors and administrative head of all divisions and departments of the school system.			✓	
	2. Serves as Secretary to the Board of Directors in all official functions of the Board.		✓		
	3. Performs those duties legally required as Secretary to the Board of Directors under requirements of the State of Washington, and other duties required by the policies or bylaws of the Board of Directors.		✓		
	4. Provides the Board of Directors with sufficient information to allow the Board to develop policies for school district operations.		✓		

# Framework → Growth

Maps out a career-long growth trajectory



	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>Establishing instructional outcomes</b>                      ...identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. ...should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content.                      ...they hold a central place in domain 1.</p>	<p>The outcomes represent <b>low expectations for students</b> and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as activities rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent <b>moderately high expectations</b> and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p><b>Most</b> outcomes represent <b>rigorous and important learning</b> in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p><b>All</b> outcomes represent <b>high-level learning</b> in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>



For teachers,...  
principals...  
superintendents

How about school boards?

# 2-Level Rubric – Avoid Harm

Unsatisfactory	Basic
Board attributes (attitudes, knowledge, and behavior) that have a <b>harmful</b> impact on student outcomes	<b>Change</b> attitudes, knowledge, and behavior to reduce or eliminate harmful student outcomes



Step 1



# 3-Level Rubric – Do Good

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>
Board attributes (attitudes, knowledge, and behavior) that have a <b>harmful impact</b> on student outcomes	<b>Change</b> attitudes, knowledge, and behavior to reduce or eliminate <b>harmful impact</b> on student outcomes	+ Add attitudes, knowledge, and behavior that has a <b>positive impact</b> on student outcomes



**Step 2**

# 4-Level Rubric – Institutionalize

Unsatisfactory	Basic	Proficient	Distinguished
Board attributes (attitudes, knowledge, and behavior) that have a <b>harmful</b> impact on student outcomes	<b>Change</b> attitudes, knowledge, and behavior to reduce or eliminate <b>harmful impact</b> on student outcomes	+ <b>Add</b> attitudes, knowledge, and behavior that has a <b>positive impact</b> on student outcomes	+ <b>Ensure</b> continuity of <b>positive impact</b> for the next board/superintendent team

  
**Step 3**



# Responsibility Areas

Imagine you are captain of a 17<sup>th</sup> century ship, responsible for all cargo and crew. What do you do?

4 'big' responsibilities:

1. Get ready (mindset, approach)
2. Set a course
3. Give instructions to the crew
4. Check on progress



1



2



3

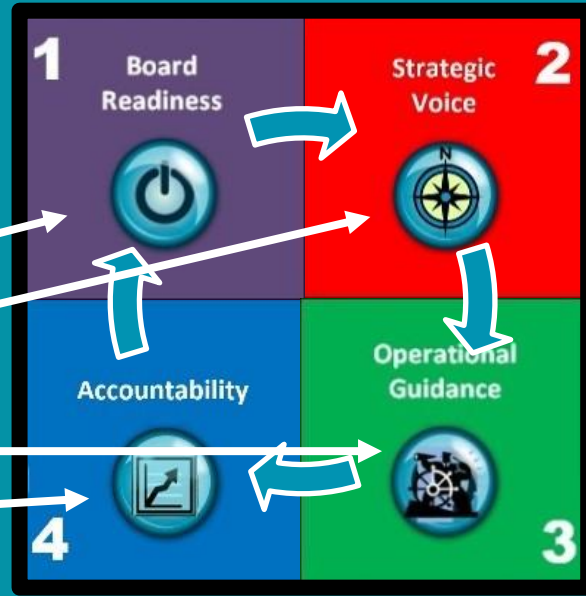


4



# How About a 21<sup>st</sup> Century School Board?

- Responsible for staff and students
- You need to...
  1. Get ready
  2. Set a course
  3. Give instructions
  4. Check on progress



# 4 Domains & 10 Components



# Rubric – 4 Domains

A Continuum for the Four Domains of Board Governance

Domains	Ineffective	Basic	Proficient	Distinguished
1. The Board adopts the mindset of servant-leader and growth & a strategic approach.	The board: Shows no sense of service or responsibility; Ignores or refuses to adopt a role in service to any authority; Follows staff without asserting board authority; Doesn't believe in student learning capacity; Directs staff without a plan for exercising authority; Has no systematic approach to governance.	The board: Is aware of its responsibility to the community, but sometimes forgets to assert the community's authority over the district; Follows the superintendent's lead; Expresses only token support for the idea that all students can learn; Focuses professional development on <u>boardsmanship</u> .	The board: Knows its responsibilities and is ready to assert a servant-leader role, directing the district in service to the community, and assuring <u>accountability</u> for district success; Sets priority on promoting growth based on individual effort, including its own governing effectiveness; Adopts a strategic and systematic approach to governance.	The board: Strives first to serve, then to lead on behalf of the community to ensure student learning; Serves state, community, students and staff; Actively promotes the belief that all students can <u>learn, and</u> gains a deep understanding of staff work toward that end; Aligns staff with its own efforts to strategically and systematically govern the district.
2. The Board gives strategic voice to the community's values and vision.	The board: Shows no evidence of a long-range vision; Lacks consistency in the values it promotes; Fails to promote a system of values to guide the district; Offers no strategic guidance for the district; Sets goals without deciding broad underlying principles on which to base them.	The board: Participates in superintendent-driven initiatives to create a district strategic plan; Aligns its efforts with the district vision for learning; Has no board vision; Allows the superintendent to prepare strategic guidance for board review and action; Doesn't promote community values.	The board: Connects with the community and listens to learn its values; Collaborates with the superintendent to maintain a strong community connection; Sets with superintendent a strategic vision for student learning based on high expectations for students and long-range goals for district development, review and revises vision.	The board: Leads in establishing and maintaining ongoing connection with the community; Listens to 'owners' to learn community values and set a vision; Updates district policies and plans to reflect the most current values and vision in the strategic plan; Defines desired results for students; Demands that staff develop program goals to achieve results.
3. The Board gives <u>operational guidance</u> .	The board: Fails to provide direction for district operations; Gives direction without any noticeable plan or rationale; Fails to prioritize; Ignores its own policy when making decisions; Bypasses the superintendent to direct staff actions; Excessively directs staff work; Pays no attention to self-discipline.	The board: Ensures the people directing staff activity are in legal compliance and updated only after thorough board review of staff recommendations; Makes policy for detailed operational guidance of staff work; Pays little attention to policies, once written; Gives little attention to board self-discipline.	The board: Directs operations through policy and protocol that clarify roles and establish goals and values; Guides board members, the board itself, and the superintendent, with policy guidance expressed in terms of principles and values rather than explicit instructions; Identifies criteria by which success in implementing its guidance can be measured.	The board: Ensures ongoing review and revision of <u>boardsmanship</u> protocol and operational guidance that reflects monitoring feedback and community values; Contributes to development of capacity and progress by district, board, and board members in pursuing the community's vision for student learning and district/board effectiveness.
4. The board accounts for performance.	The board: Fails to account for results; Fails to check to see if policy is followed; Lets the superintendent take responsibility for district performance; Allows individual members to disrupt board work; Fails to point (or redirect) its members toward effective <u>boardsmanship</u> behavior; Fails to evaluate governance.	The board: Receives staff reports of progress on goals and compliance with law, regulations, and board policies; Relies on the superintendent to assess and report district results for board review; Sporadically or incompletely conducts self-assessment; Fails to evaluate governance or <u>boardsmanship</u> .	The board: Regularly monitors performance for progress toward desired end results for student learning and compliance by all with policy guidance; Makes frequent assessment and self-assessment judgments; Reports its findings to the community; Adjusts guidance in response to monitoring data; Holds the superintendent and itself accountable.	The board: Focuses on student needs above all other priorities; Jointly with the superintendent, monitors district, board and board member results and policy compliance in a transparent way; Enhances community awareness and confidence in its vision regarding student <u>learning, and</u> ensures its values have been heard and carried out.

# Governance Attributes

*Be, Know, Do*

Readiness

Mindset & Approach

*In low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success (Lighthouse I)*

Components	Ineffective	Basic	Proficient	Distinguished
<b>1a. Mindset</b> The board commits to a servant-leader and growth mindset	The board: Doesn't believe in serving a high authority, nor serving the organization; Fails to assert the board's authority; Routinely 'gives away' board authority; Doesn't believe all students have the ability to learn at high levels; Doesn't believe in the ability of staff to grow in its impact on student achievement; Doesn't believe in the ability of the board to	The board: Is generally committed to service and leadership; Has no specific idea of servant-leader role; Tends to 'give away' board authority; Follows superintendent's lead; Reviews staff proposals; Rarely asserts its authority; Accepts the idea that all students can learn, but has no idea how staff make it happen; Has limited trust in staff ability to	The board: Adopts a servant-leadership mindset; Commits to serve the community as its loyal subordinate; Takes responsibility to lead the district team via policy and delegation; Adopts a growth mindset; Believes all students can learn and grow based on their individual effort rather than natural ability; Acts on that belief; Also believes in staff and board ability to grow.	The board: Adopts a servant-leadership mindset; Commits to serve state, community, students & staff; Takes responsibility for leading and developing the leadership team; Governs the district through an appropriate and strategic board-level role; Promotes belief that all students can learn through effort; Pursues growth of both staff and board with the goal of increasing their ability to positively impact student achievement.
<b>systemic and systematic approach to governance</b>	system; Has no clear plan for how it approaches board work (policymaking, board meetings, accountability); Often undermines staff work by 'dabbling' and randomly pursuing interests; Has no routine; No rhythm of board work	of governing; Allows superintendent to guide policymaking, board meetings, and accountability; Follows lead of the superintendent; Voices interest in deliberating before making decisions but takes shortcuts that reflect little follow-thru	board: Considers the effect of decisions on the system; Defines board work; Has a clear path to board business thru processes and routines of governance and policymaking, meetings, budgeting, accountability; Has a board-created strategic approach to the work of the board; Demands staff support of and alignment with the board's governance role.	The board: Nurtures systems thinking, with professional development; Has a clear and comprehensive system of governance practices; With the superintendent aligns resources with the board's strategic goals, board processes and routines; Leads the district by doing the work it has designated as 'board work'.

*Commit to continuous education and training on issues related to achievement (BBBM/KWSB)*

*The board focuses on achievement rather than administrative issues. (Lighthouse II)*

*The board is committed to policy and accountability. (Togneri and Anderson)*

# Governance Attributes

*Be, Know, Do*

Readiness

Mindset & Approach

*The board was focused on staff work*

Components	Ineffective	Basic	Proficient	Distinguished
<b>1a. Mindset</b> <i>The board commits to a servant-leader and growth mindset</i>	The board: Doesn't believe in serving a higher authority, nor serving the organization; Falls to assert the board's authority; Routinely 'gives away' board authority; Doesn't believe all students have the ability to learn at high levels; Doesn't believe in the ability of staff to grow in its impact on student achievement; Doesn't believe in the ability of the board to...	The board: Is generally committed to service and leadership; Has no specific idea of servant-leader role; Tends to 'give away' board authority; Follows superintendent's lead; Reviews staff proposals; Rarely asserts its authority; Accepts the idea that all students can learn, but has no idea how staff make it happen; Has limited trust in staff ability to...	The board: Adopts a servant-leadership mindset; Commits to serve the community as its loyal subordinate; Takes responsibility to lead the district team via policy and delegation; Adopts a growth mindset; Believes all students can learn and grow based on their individual effort rather than natural ability; Acts on that belief; Also believes in staff and board ability to grow.	The board: Adopts a servant-leadership mindset; Commits to serve state, community, students & staff; Takes responsibility for leading and developing the leadership team; Governs the district through an appropriate and strategic board-level role; Promotes belief that all students can learn through effort; Pursues growth of both staff and board with the goal of increasing their ability to positively impact student achievement.
<b>1b. Approach</b> <i>The board adopts a systemic and systematic approach to governance</i>	The board: Shows no concern for the impact of its decisions on other areas of the district; Ignores the larger view of the district as a system; Has no clear plan for how it approaches board work (policymaking, board meetings, accountability); Often undermines staff work by 'dabbling' and randomly pursuing interests; Has no routine; No rhythm of board work.	The board: Has a board routine, but little connection with comprehensive plan for doing board work; Goes through the motions of governing; Allows superintendent to guide policymaking, board meetings, and accountability; Follows lead of the superintendent; Voices interest in deliberating before making decisions but takes shortcuts that reflect little follow-thru on that commitment.	The board: Considers the effect of decisions on the whole system; Defines board work; Has a clear approach to board business thru processes and routines of governance and policymaking, meetings, budgeting, accountability; Has a board-created strategic approach to the work of the board; Demands staff support of and alignment with the board's governance role.	The board: Nurtures systems thinking, with professional development; Has a clear and comprehensive system of governance practices; With the superintendent aligns resources with the board's strategic goals, board processes and routines; Leads the district by doing the work it has designated as 'board work'.

*The board had a strong sense of duty*

*The board  
...was guided by the superintendent.  
...relied on the superintendent  
...exercised little control of its meetings.*

# Governance Attributes

*Be, Know, Do*

## Readiness

### Mindset & Approach

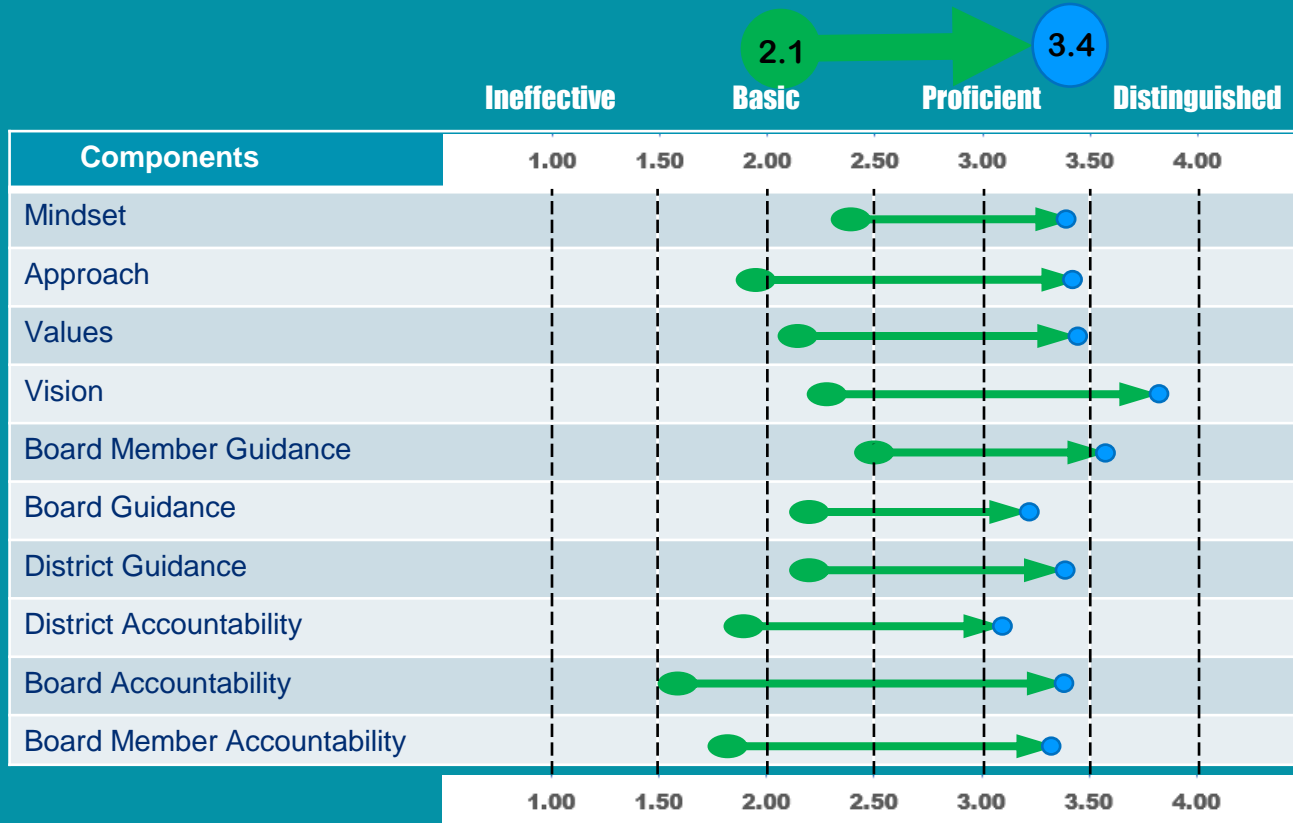
*The board understands its responsibilities [but] occasionally it fails to aggressively practice that authority*

Components	Ineffective	Basic	Proficient	Distinguished
<b>1a. Mindset</b> <i>The board commits to a servant-leader and growth mindset</i>	The board: Doesn't believe in serving a higher authority, nor serving the organization; Fails to assert the board's authority; Routinely 'gives away' board authority; Doesn't believe all students have the ability to learn at high levels; Doesn't believe in the ability of staff to grow in its impact on student achievement; Doesn't believe in the ability of the board to impact student achievement.	The board: Is generally committed to service and leadership; Has no specific idea of servant-leader role; Tends to 'give away' board authority; Follows superintendent's lead; Reviews staff proposals; Rarely asserts its authority; Accepts the idea that all students can learn, but has no idea how staff make it happen; Has limited trust in staff ability to impact student achievement; Does not believe in the board's ability to impact student achievement.	The board: Adopts a servant-leadership mindset; Commits to serve the community at its level; subordinate; Takes responsibility for the team via policy and delegation; Believes all students can learn based on their individual effort; Acts on that belief; Has no board ability to grow.	The board: Adopts a servant-leadership mindset; Commits to serve the community, student, & staff.
<b>1b. Approach</b> <i>The board adopts a systemic and systematic approach to governance</i>	The board: Shows no concern for the impact of its decisions on other areas of the district; Ignores the larger view of the district as a system; Has no clear plan for how it approaches board work (policymaking, board meetings, and agenda setting).	The board: Has a board routine, but little connection with comprehensive plan for doing board work; Goes through the motions of governance and policymaking, board meetings, and agenda setting.	The board: Considers the effect of decisions on the whole system; Defines board work; Has a clear approach to board business thru processes and routines of governance and policymaking, meetings, budgeting, accountability; Has a board-created approach to the work of the board; staff support of and alignment with the superintendent role.	The board: Nurtures systems thinking, with professional development; Has a clear and comprehensive system of governance practices; With the superintendent aligns resources with the board's strategic goals, board processes and routines; Leads the district by doing the work it has designated as 'board work'.

*The board exercises leadership by directing the superintendent*

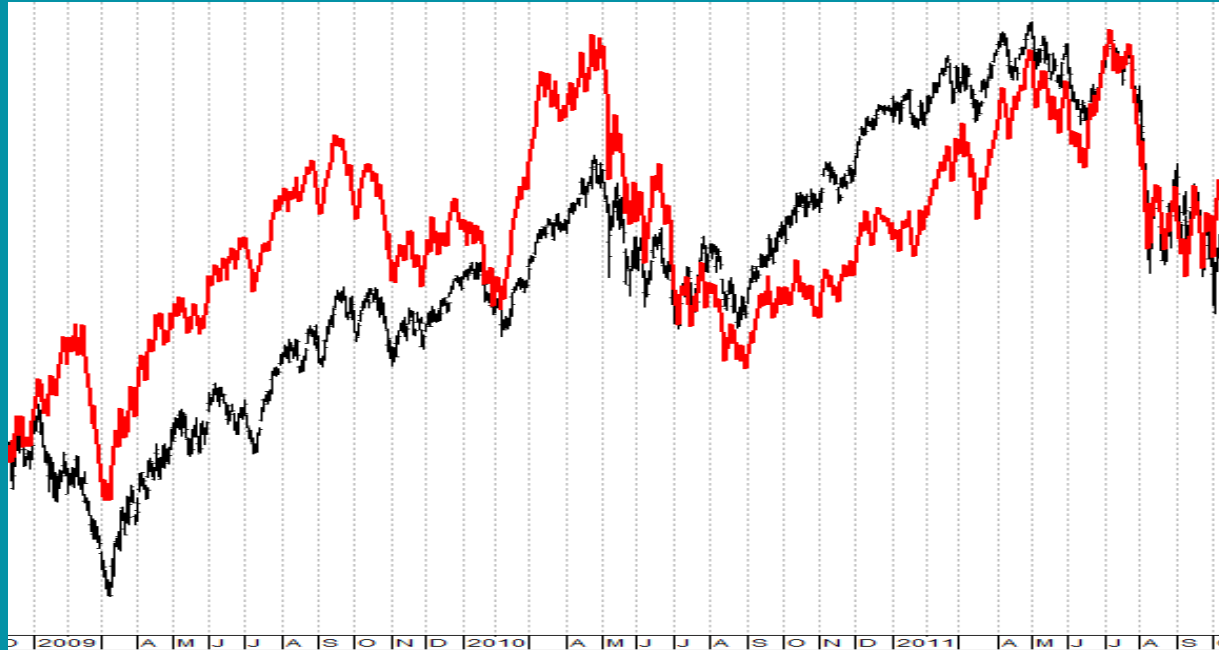
*The board has productive routines (surveys, board packet preparation, agenda setting in advance... meeting preparation (yearly schedule) The board focuses on board work during meetings*

# Attributes 2003→2018



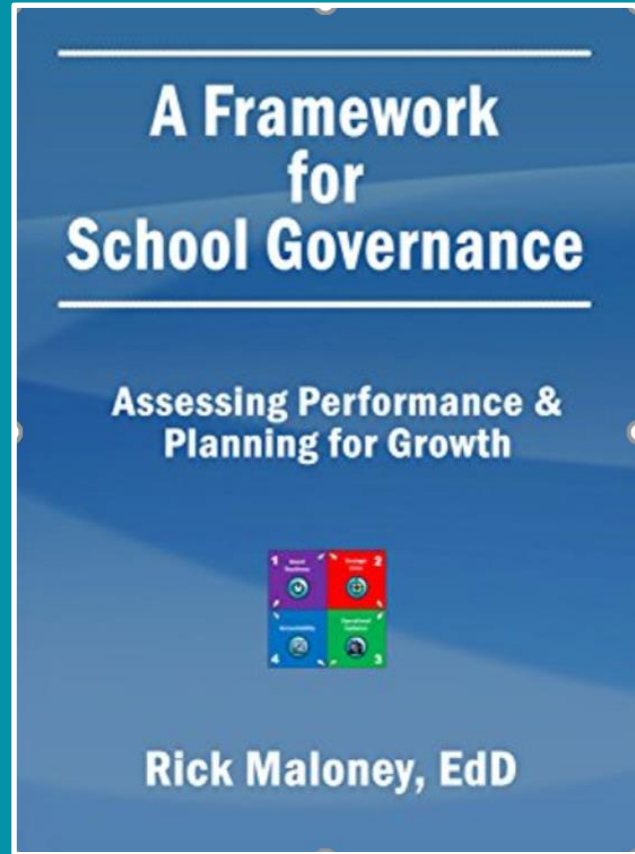


# Emphasis: Growth



# More on Board Rubrics

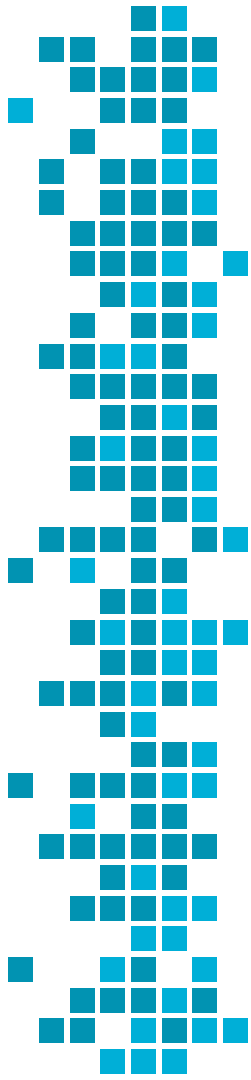
[www.governance101.com](http://www.governance101.com)



1. Framework
2. Models
3. Quest
4. Lessons Learned

# 2 Governance Models

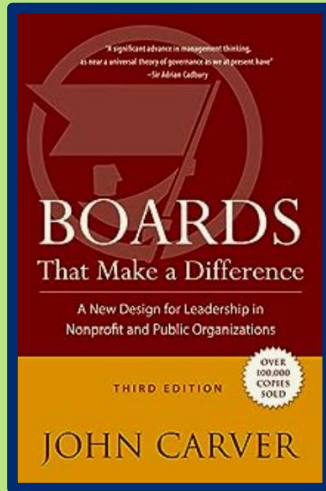
Guiding our Practice



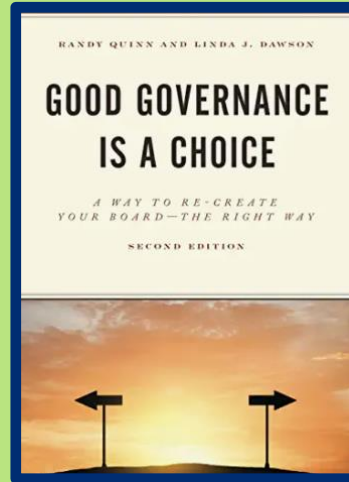


# References

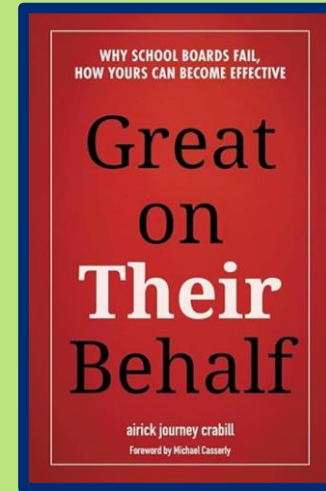
## Policy Governance



## Coherent Governance



## Student Outcomes Focused Governance



# Why a Model?

A model can offer:

- A common governance mindset
  - We must be prepared as a 'body of one'
  - Clarity about roles & goals
- An evidence-based approach to the job
  - Systemic – Unintended consequences
  - Systematic – Plan our work, step by step



# A Common Mindset

- Clarity of Board & Superintendent **roles**
  1. Board - Focus on policy and monitoring for accountability
  2. Superintendent (District) - Focus on achieving desired student outcomes & aligning with values defined in policy guidance
- Focus on **goals**:
  1. Primary - Outcomes for students
  2. Secondary - How they are pursued

# Challenge: Role Clarity

## Board Follows

Decides what

Receives recommendations

- Approves policy\*
- Approves hiring of staff\*
- Approves contracts\*
- Approves curriculum\*
- Approves budget\*
- Approves strategic plan\*

## Superintendent Leads

Decides how

Provides recommendations

- Prepares/executes policy
- Recommends hiring of staff
- Prepares/executes contracts
- Recommends curriculum
- Prepares/executes budget
- Prepares/executes plan

\* Who really 'owns' these?

Who is responsible for the results?

**Who's in charge?**

# A Similar Approach

1. **Listen** to the community to learn its values
2. **Set policy** expectations in writing
  - Expectations of the **Superintendent**  
(what is to be achieved, & how the work is done)
  - Expectations of the **Board**  
(how it operates, & its relationship with the Superintendent)
3. **Delegate** authority to act and give freedom to make decisions
4. **Monitor** district performance against policy expectations
5. **Self-Assess** board performance



# 10 Principles of Policy Governance

1. Ownership
2. Position
3. Holism
4. Ends
5. Board Means
6. Executive Limitations
7. Policy Size
8. Delegation to Management
9. Any Reasonable Interpretation
10. Monitoring

# 12 Principles of Coherent Governance

1. Trusteeship
2. Board Purpose
3. Board Autonomy
4. Board Self-Discipline
5. Board Voice
6. Monitoring
7. Governing via Policy
8. Board Vision
9. Decision-Making Accountability
10. CEO Performance
11. Limited Delegation
12. CEO Accountability

# 5 Themes of Student Outcomes Focused Governance

1. Focus Mindset
2. Clarify Priorities
3. Monitor Progress
4. Align Resources
5. Communicate Results

# Policies – Before and After

Combined  
Board & Supt/Staff



100s of pages - Mostly  
Operational

Board



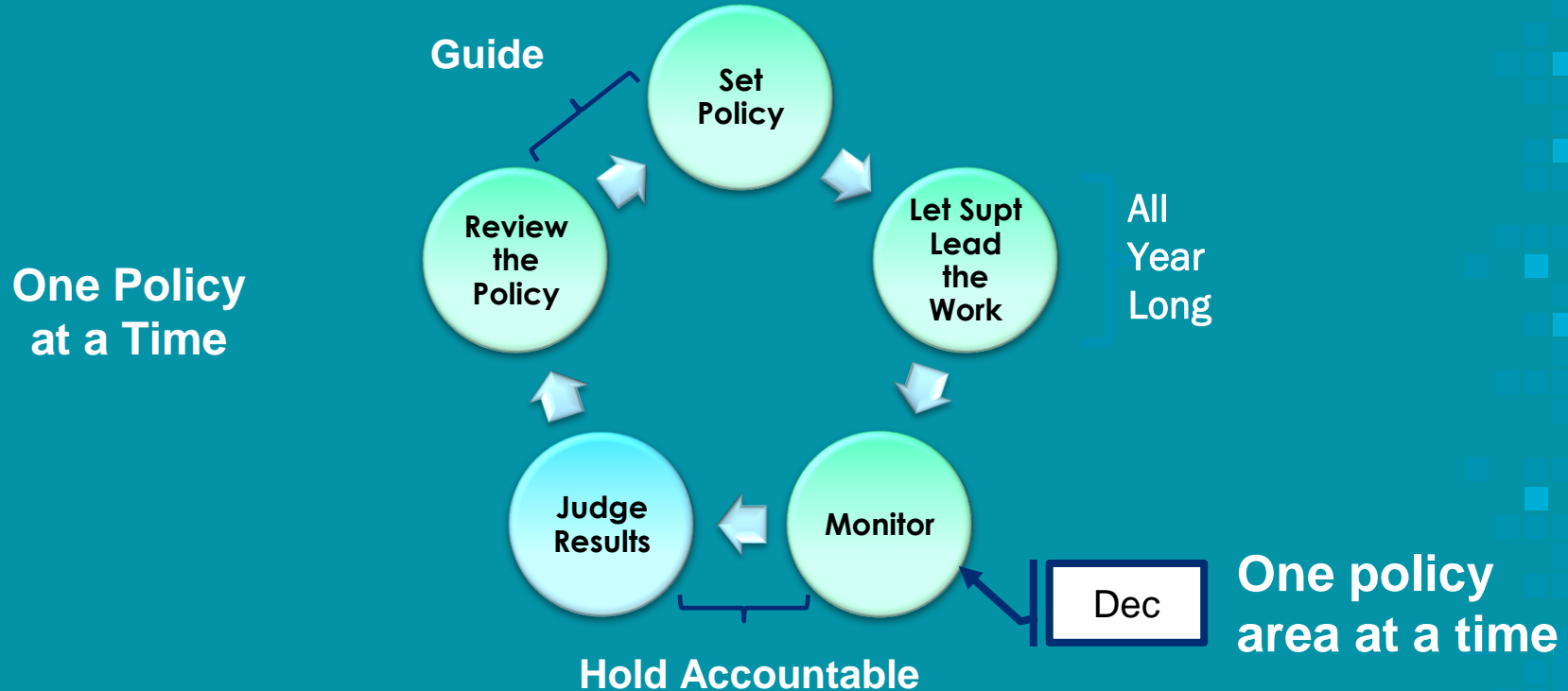
30 pages  
- Strategic

Supt/Staff



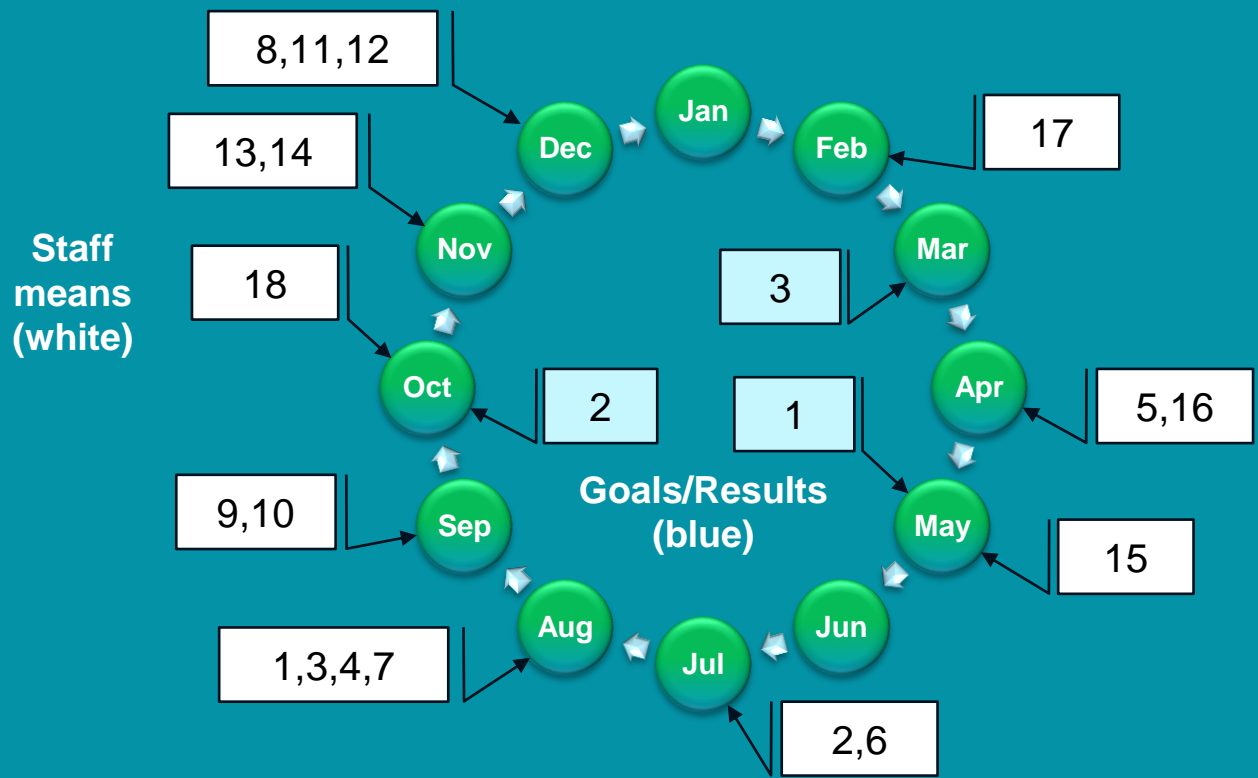
100s of pages  
Operational

# Monitoring Cycle



# Cycle of Cycles

Throughout the Year



# Tip: Self-Assessment

## Quarterly self-assessment using Student Outcomes Focused Governance manual

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt goals that are student outcomes focused.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (10)	Meeting Student Outcomes Focus (25)	Mastering Student Outcomes Focus (35)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted <b>goals</b>.</p> <p>The Board has not consistently demonstrated the ability to distinguish between <b>inputs</b>, <b>outputs</b>, and <b>outcomes</b>.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, goals.</p> <p>The Board has adopted only <b>SMART</b> goals that include a specific <b>measure</b>, <b>population</b>, <b>starting point</b>, an <b>ending point</b>, a <b>starting date</b>, and an <b>ending date</b>.</p> <p>The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's goals all pertain to desired <b>student outcomes</b>.</p> <p>In addition to the goal ending points, the Board has adopted <b>annual targets</b>, goal ending points for each year leading up to the ending dates. The Superintendent has provided interim goal ending points for each year leading up to the ending date.</p> <p>All interim goals pertain to <b>student outputs</b> or student outcomes, not inputs or adult outputs.</p> <p>The Board included students,</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted goals.</p> <p>All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim goal and the goal. Influenceable suggests that the Superintendent -- and through them, the staff -- has authority over</p>

# Tip: Assess use of Board Time

## Monthly Time Use Evaluation

BOARD MONTHLY TIME USE EVALUATION				
Framework	Activity	Mins Used	% of Total Mins Used	Description
Vision & Goals	Goal Setting			Reviewing, discussing, and/or selecting goals
	Goal Monitoring			Reviewing, discussing, and/or approving/not approving goal monitoring reports in accordance with the monitoring calendar
Values & Guardrails	Guardrail Setting			Reviewing, discussing, and/or selecting guardrails
	Guardrail Monitoring			Reviewing, discussing, and/or approving/not approving guardrail monitoring reports in accordance with the monitoring calendar
Monitoring & Accountability	Superintendent Evaluation			Annual evaluation of Superintendent/school system performance
	Voting			The Board debating and/or voting on any item (voting on goal/guardrail adoption and/or scheduled monitoring reports & evals are counted elsewhere, not here; all other incidents of debating/voting are never a form of goals/guardrails "monitoring")
Communication & Collaboration	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
	Student / Family			Two-way communication opportunity where Board Members listen for and discuss the



# Tip: Agenda (Board Work)

## ❖ Opening Sequence

1. Board Professional Development

2. Monitoring

3. Policy Review

## ❖ Closing Sequence

AGENDA OF REGULAR MEETING	
<i>Please see information on the back of page 1 for explanation of agenda items and guidance on public comment.</i>	
Item	Tonic
BOARD DEVELOPMENT AND LINKAGE	
7.	Superintendent's Update
8.	Board Development Update
9.	Consider creation of a Board Advisory Committee to review Executive Limitations
ASSURANCE OF ORGANIZATIONAL PERFORMANCE	
11.	Board Response to Monitoring EL-5 Budget Planning
POLICY REVIEW	
12.	EL-9 Student Conduct and Discipline GP-11 Board Members Conflict of Interest
ASSESSMENT / ANNOUNCEMENTS	
13.	Board Assessment of Meeting
14.	Announcements
ADJOURNMENT	
15.	Adjournment – The next meeting of the Board of Directors will be a study session on

# Tip: End-of-Meeting Assessment

## Board Self-Assessment

GP-4-E-2

The Board will use the following instrument to evaluate its performance during meetings.

Date of meeting: \_\_\_\_\_ Number of Board members present: \_\_\_\_\_

### I. General meeting behavior

Rate the Board's meeting behavior by assigning a numerical rating using the following scale:

**1**                      **2**                      **3**                      **4**                      **5**  
 Failing                      Poor                      Satisfactory                      Good                      Commendable

1	2	3	4	5	
					1. The agenda was well planned to focus on the real work of the Board.
					2. The Board followed its agenda and did not allow itself to get sidetracked.
					3. Board members prepared for and contributed to the meeting.
					4. The meeting proceeded without interruptions or distractions.
					5. The Board's deliberations and decision-making processes were public.
					6. Participation was balanced. All participated; no one dominated.
					7. Members listened attentively, avoiding side conversations.
					8. Work was conducted in an atmosphere of trust and openness.
					9. Meeting participants treated each other with respect and courtesy.

Remarks:

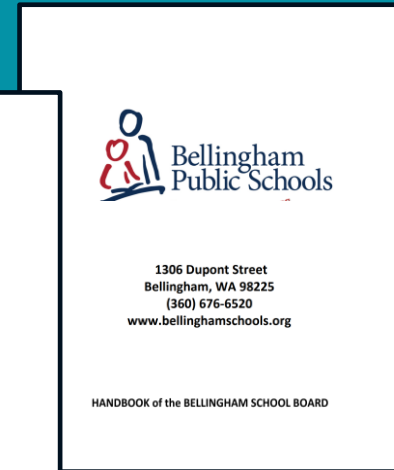
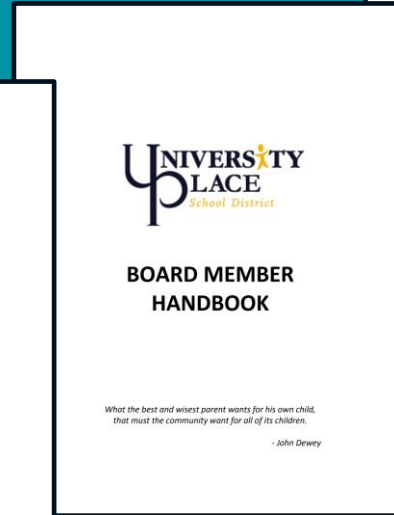
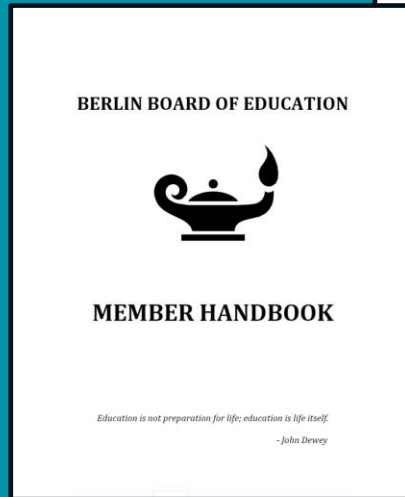
### II. Governance principles review

Were these principles followed? Mark **Yes** or **No**. For any **not** followed, please add remarks.

Yes	No	N/A	
			1. Board actions occur at the policy level rather than at the operational level.
			2. The Board reviews policy about each topic before discussing that issue.
			3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.

# Tip: Board Handbook

- Candidate Information
- New Board Member Orientation
- Board Member Reference

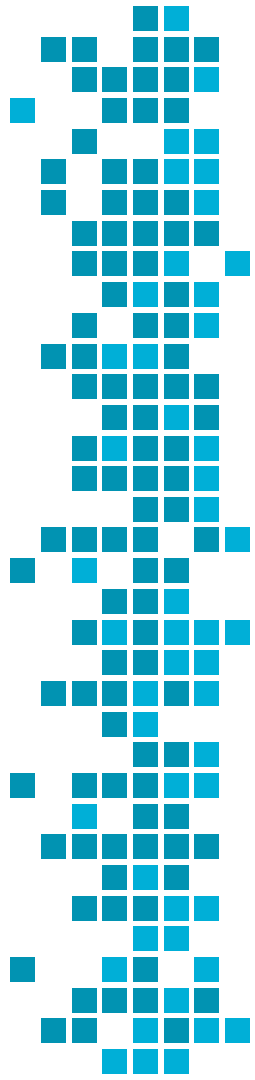


1. Framework
2. Models
3. Quest
4. Lessons Learned

# 3

## Our Board's Quest

For Board Effectiveness



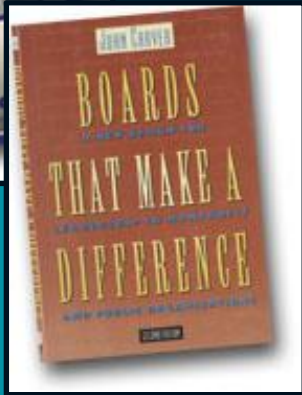
# Tilting at Windmills?

This Stuff Is  
Not Easy

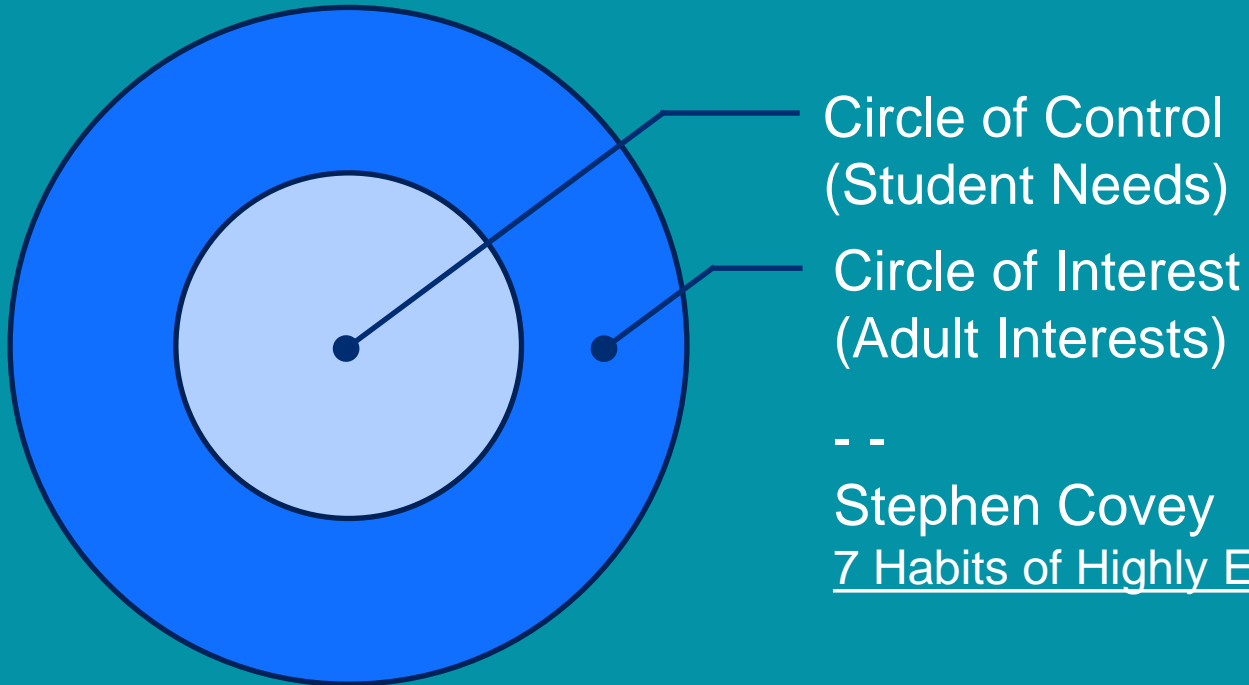


# 2001 – 2002 – 2003 – 2004

- Reading
- Training
- Policymaking
- Launching
- Monitoring

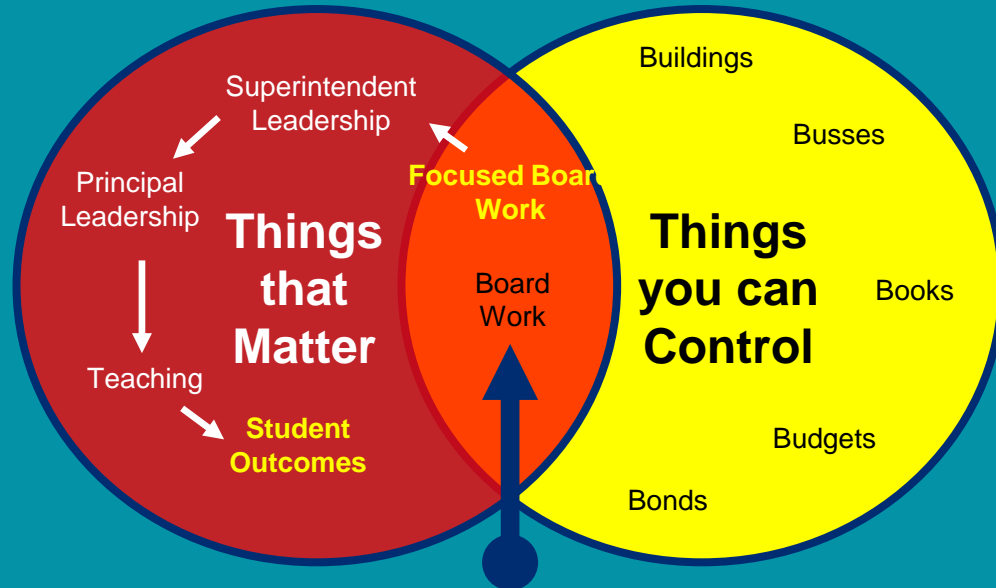


# We Narrowed Our Board's Focus



Stephen Covey  
7 Habits of Highly Effective People

# Narrowing Even Further



The Intersection

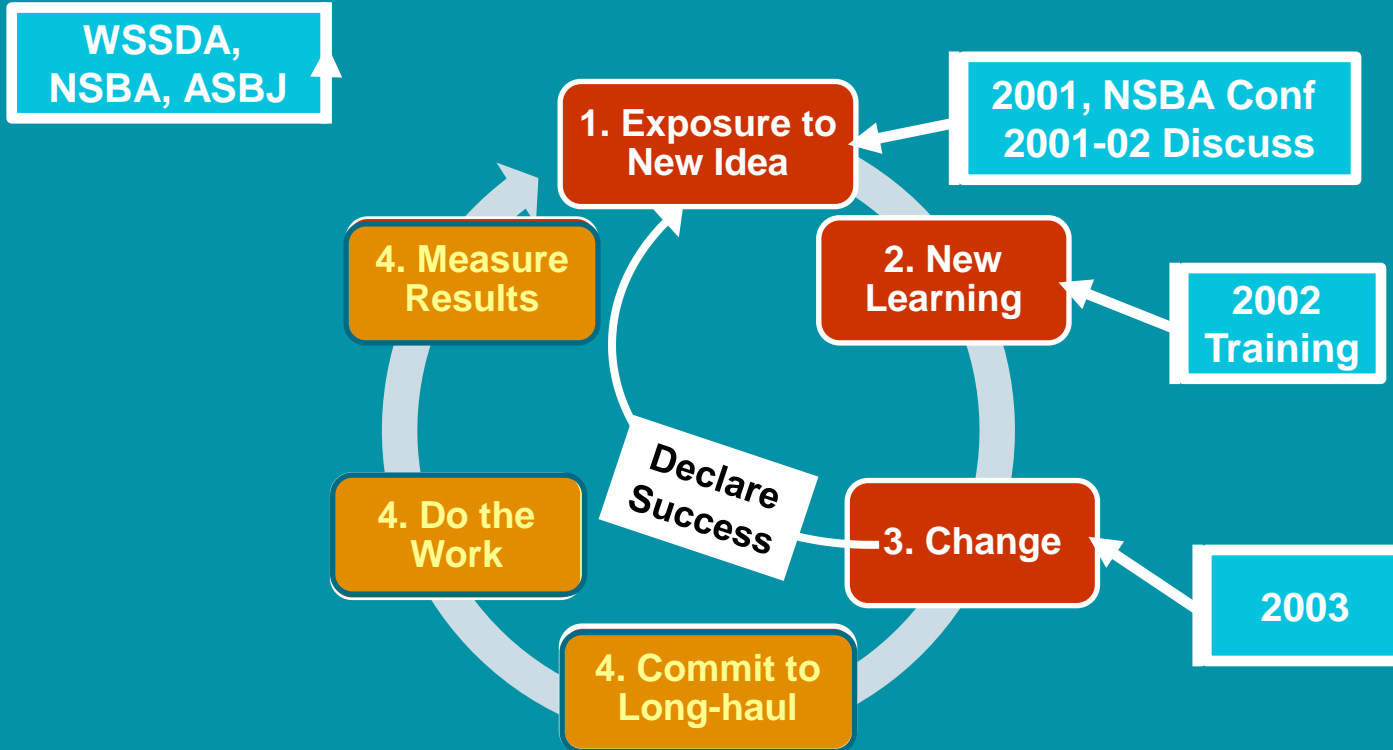
“Killer B’s”  
- P.Houston  
(Exec Dir, AASA)



# Our Approach to Governance

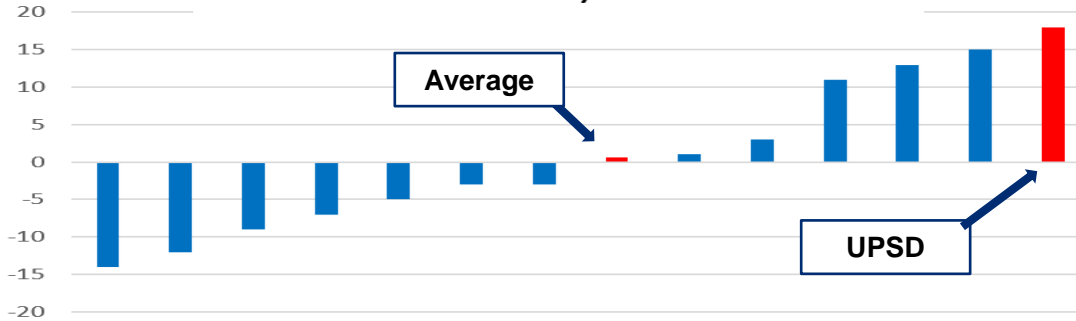
1. **Listen** to the community to learn its values
2. **Set policy** expectations in writing
  - Expectations of the **Superintendent**  
(what is to be achieved, & how the work is done)
  - Expectations of the **Board**  
(how it operates, & its relationship with the Superintendent)
3. **Delegate** authority to act and freedom to make decisions
4. **Monitor** district performance against policy expectations
5. **Self-Assess** board performance

# \*\* Life Cycle of Our “New Thing”



## STUDENT ACHIEVEMENT SBA - ELA 2022

Grades 3-8 & 10 SBAC Avg % Above/Below the State  
Pierce County Districts



## NICHE.COM

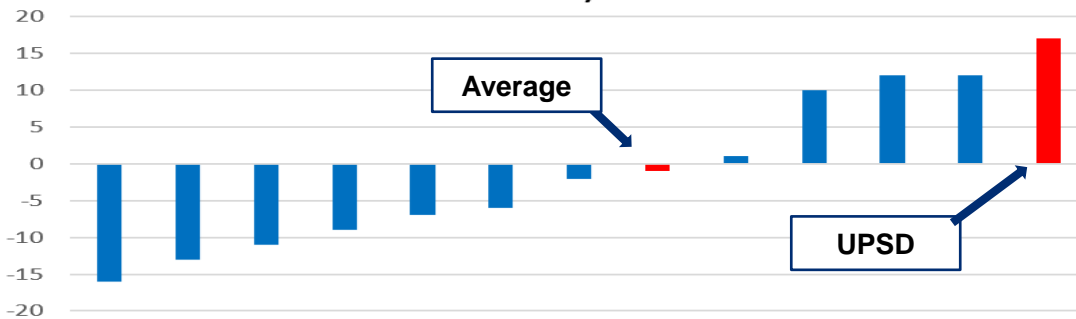
7<sup>th</sup> of 295 Districts

36.28% F/R Lunch

Avg of Top 6  
Districts is 11.3%

## STUDENT ACHIEVEMENT SBA - MA 2022

Grades 3-8 & 10 SBAC Avg % Above/Below the State  
Pierce County Districts



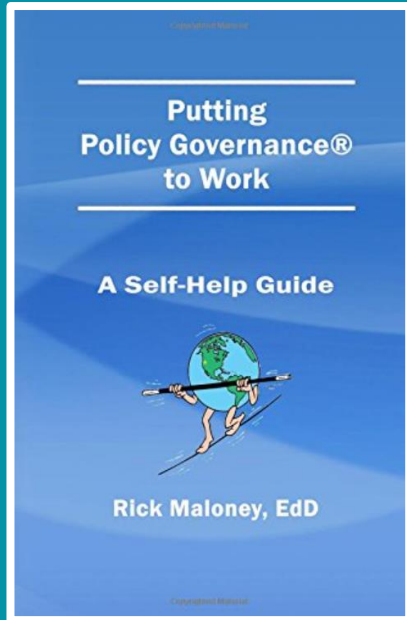
## SCHOOLDIGGER.COM

12<sup>th</sup> of 295 Districts

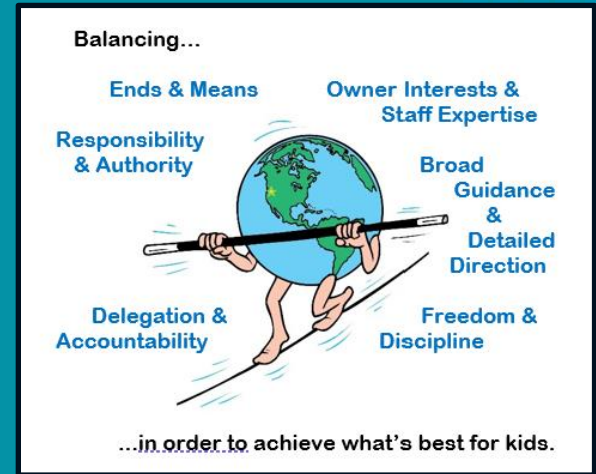
36.28% F/R Lunch

Avg of Top 11  
Districts is 16.1%

# Our District's Story



Self-help guide for  
Implementing  
Policy Governance®  
or  
Coherent Governance®



- 
1. Quest
  2. Framework
  3. Models
  4. Lessons Learned

# 4 Lessons Learned

Since 2003

# Delegation

## Method Used by Richard Elmore

### We used to think...

- PG allows us to ‘hand over’ management and focus only on governance

### Now we think...

- PG shows us how to
  - ✓ Oversee management as ‘owner’ rather than as hands-on manager
  - ✓ Hand over the ‘doing’ – but maintain the ‘seeing that it is done’

Twenty leading educators reflect on the work of school reform

I  
used  
to  
think...

And  
now  
I  
think...



Richard F. Elmore

# Innovation

## We used to think...

- Innovation = Good
- New things inspire enthusiasm

## Now we think...

- New thing + New thing + New thing = 'Churn'
- We need persistence to make it 'stick'

Twenty leading educators reflect on  
the work of school reform

I  
used  
to  
think...

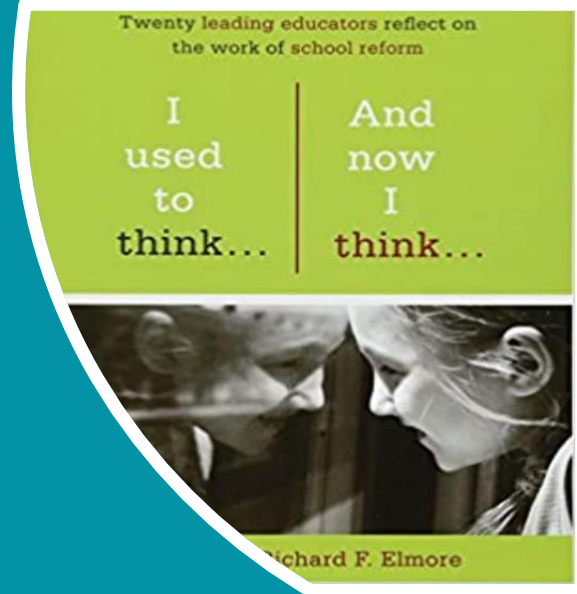
And  
now  
I  
think...



Richard F. Elmore

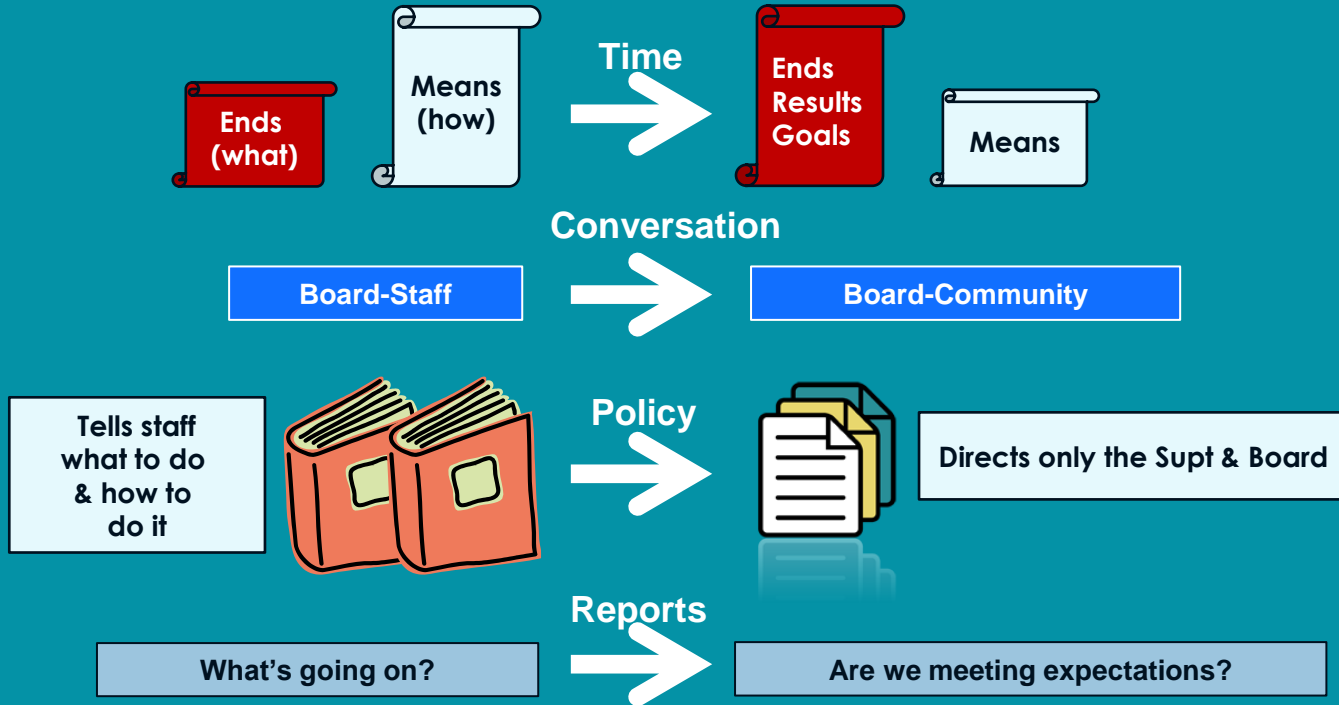
# Board Mindset

- Not just a different approach
- Also mindset about:
  - Board work
  - Time in meetings
  - Strategic planning
  - Supt job
  - Supt evaluation





# Mindset: Shift in Focus



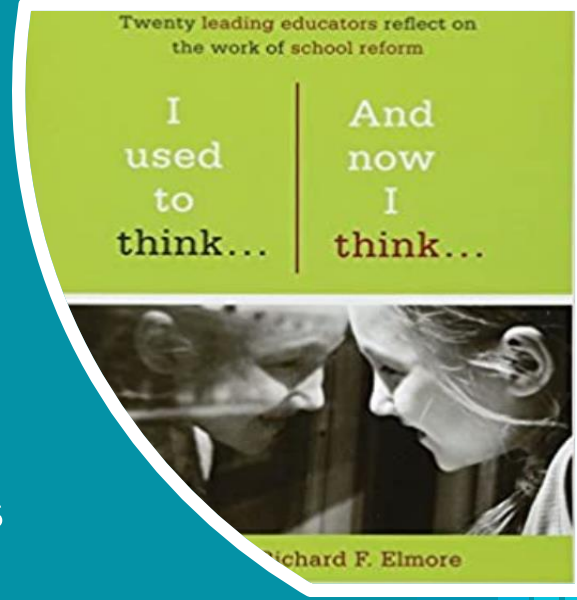
# Strategic Planning (Means)

## We used to...

- Consider strategic plan entirely a board product, with its goals, objectives, strategies & action plans

## We learned...

- It is a strategic process by which the board decides ENDS & guides MEANS
  - ✓ Strategies (MEANS) belong to Supt
  - ✓ Action plans (MEANS) belong to the Supt



# Board Self-Discipline

## We used to think...

- The board president enforces

## Now we think...

- Everyone's responsibility



Twenty leading educators reflect on  
the work of school reform

I  
used  
to  
think...

And  
now  
I  
think...



Richard F. Elmore

# Short-term Innovation... or Long-term Results?

Effective innovation for our board is only as good as our:

- ability to transform our practice &
- adherence to principles

# Mindset & Approach

A board can go from this...

*“Very competent **individuals** can come together to form a very incompetent **board**.”*

To this...

*“With the right mindset and approach 5 normal, less-than-perfect **individuals** can come together to form a very competent **board**.”*

Twenty leading educators reflect on  
the work of school reform

I  
used  
to  
think...

And  
now  
I  
think...



Richard F. Elmore

# What do we need?

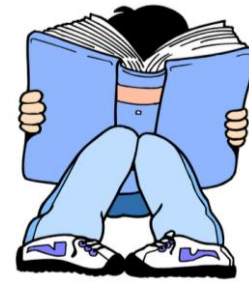
## Starting with ME

- Need to **DO** the right thing
- Need to **KNOW** what to do
- Need to **BE** (Values, attitudes, dispositions that motivate)
- ❖ As a board member  
(**Good Boadsmanship**)

## Moving to WE

- Beyond **Boardsmanship**
- On to **Governance**
- ❖ As a board  
(**Good Governance**)

# Available for Download



1. PowerPoint Slides
2. Governance as a Profession
3. Who's in Charge? (Policy Governance)
4. Governance – Art or Science? (Coherent Governance)
5. Goals & Guardrails (Student Outcomes Focused Governance)
6. Sample Rubrics (Framework for School Governance)
7. 20 Years of Lessons Learned

**[Rick\\_Maloney@hotmail.com](mailto:Rick_Maloney@hotmail.com)**

**[www.governance101.com](http://www.governance101.com)**