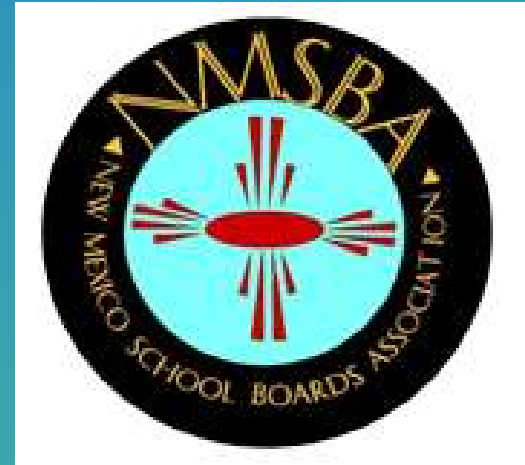


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BOARD LEADERSHIP DEVELOPMENT

Supervision and Evaluation
of the Superintendent

LeAnne Gandy
Director of Leadership Development
CES



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Agenda

- Building a strong board-superintendent relationship
- Communication
- Board meeting protocol
- Supervision and evaluation of the superintendent
- Ethics



Overview of Board Leadership Development

- Partnership between NMSBA and CES
- Part of a comprehensive leadership development series for teachers, principals and superintendents
- Focused leadership development for new board members
- Enrichment opportunity for board members with 2-3 year tenure
- Seamless professional development for your district: teachers, principals, superintendents, board members

**Ideal
Participants
Will
Demonstrate**

- A commitment to and passion for becoming an effective and productive board member.
- A strong belief that every child can learn
- A relentless drive to help every student achieve at high levels and the commitment to advocate for every student.
- Professional stamina and resilience

What Does This Mean For You?

Participation in a rigorous program presented by board members, school administrators and others

Instruction delivered face to face

4 half day sessions December, January, June and July

Offered at no cost to participants

The opportunity to earn credits toward Master Board Member certification



Schedule of Four Sessions

- **December:** Powers & Duties of the Board: Overview of the major powers, duties and responsibilities of board members
- **January:** Budget & Finance: Board's fiduciary responsibility, in depth look at the NM funding formula, capital projects and funding, support of the district strategic plan



Schedule of Four Sessions

June: Board-Superintendent relationship: Communication, Board meeting protocol, supervision & evaluation of the superintendent

July: Strategic planning: Process for developing a strategic plan, mission, vision, strategic plan and how they guide the district's initiatives

TIME
FOR
INTRODUCTIONS





Name Tents

- Decorate your name tent to illustrate your “why” for being on the school board
- Share with your table your specific contributions to your school board team





Communication



School Board Meetings Best Practices

Examine the process of conducting effective board meetings

Learn how your board can further improve its meetings



Environment

Is the environment conducive
to an effective meeting?



Agenda Development Procedure

- ●Format & Sequence
- ●Keyword: Vision, Policy, Accountability, Community Leadership, Board-Superintendent Relationship
- ●Action Items

Board Meeting Protocol

What you do as a Board in your meetings reflects the attitudes, relationships, and organization of your school system. The effectiveness or ineffectiveness of your boardroom deliberations can affect how school employees view and perform their work, how students learn, and whether citizens do or do not support the schools.

- Who sets the agenda? Who has input?
- Communication spokesperson
- Rolling quorums
- Confidentiality





Who speaks when?

- How are speakers recognized?
- When and how does the public get to speak?



Effective Meeting Checklist

Are new issues for the Board channeled through the agenda development procedure & not brought up for the first time at board meetings?

Have matters to be acted upon been reviewed, studies and presented in writing to your board by the administration?



Effective Meeting Checklist

Is the school attorney asked to attend when important legal matters are on the agenda?

Does the superintendent specify in advance those items for which he or she has a recommendation?



Effective Meeting Checklist

If the Board goes into executive session, is a reason announced that is consistent with open meetings laws?

Does the Board rate its own performance identifying strengths and areas for improvement?

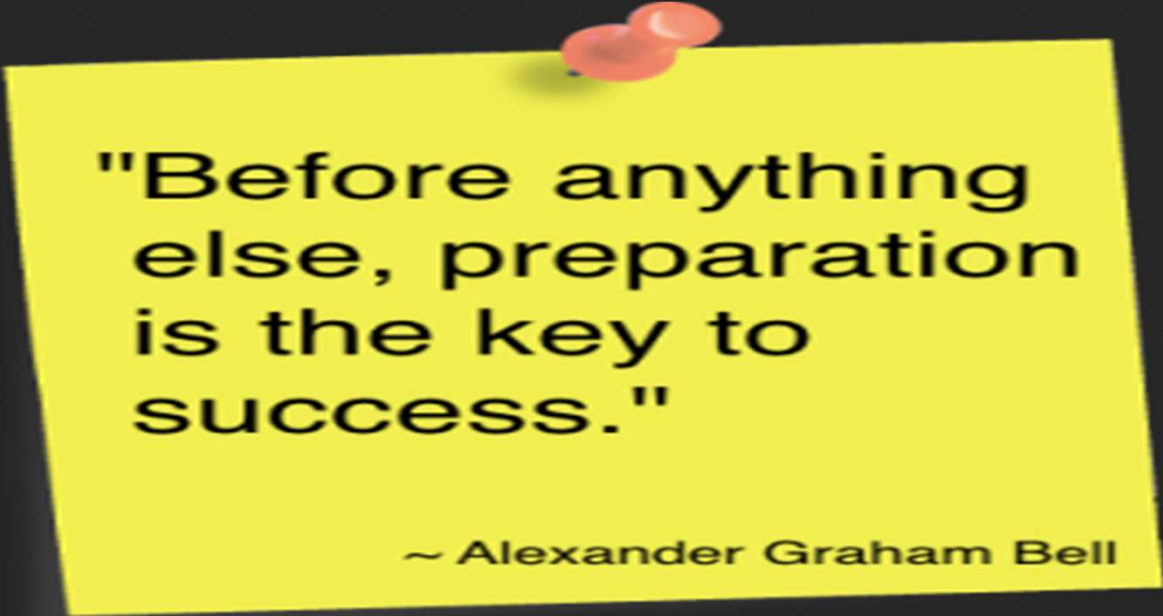


Table Talk

What are the best meeting practices in place in your district?

Which of the best meeting practices discussed would most benefit your board as it is presently functioning?

How can you personally contribute to a more effective meeting?



"Before anything else, preparation is the key to success."

~ Alexander Graham Bell

- The Board prepares by reading and reviewing their Board packet
- The staff prepares by providing information to the board and being prepared to answer questions

Expectations

Effective School Board Meetings



Board Member:

- Agenda items that revolve around vision, policy, accountability, and community leadership
- Timely receipt of board packets and meeting agenda
- Opportunity to seek clarification after reviewing materials
- Superintendent provides background information, recommendations, and alternative solutions for agenda items
- Focus on student achievement and community engagement

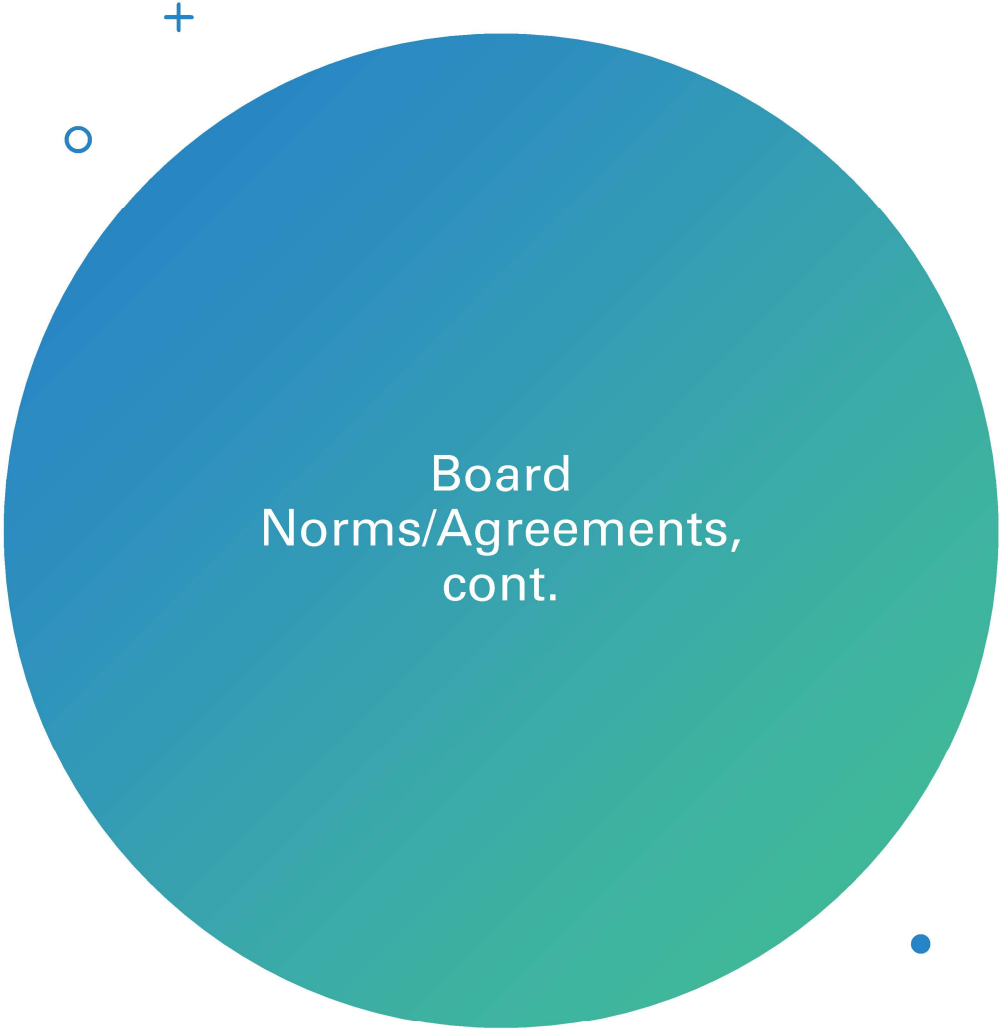
Superintendent:

- Receives input about potential agenda items
- Board members come prepared for discussion
- No surprises
- Board members ask clarifying questions
- Focus on student achievement and community engagement



Board Norms/Agreements

- To abide by the code of ethics of the NMSBA
- To strive sincerely to build better relationships with one another and with the superintendent
- To vote our individual convictions and do what we can to destroy factionalism on the board
- To refuse to become involved with micromanagement
- To emphasize planning, policymaking, and public relations rather than becoming involved in management of schools



Board
Norms/Agreements,
cont.

- To prepare ourselves carefully before each meeting, to ensure that comments are concise, organized and clear when we have the floor
 - To listen carefully and with courtesy when other people have the floor and are speaking during board meetings
 - To set clear goals for the superintendent
 - To support the superintendent and to help him/her be as effective as possible
 - To establish goals for our school district and to make sure the community is aware of these goals
-

IPRA - Inspection of Public Records Act

Governs public access to records maintained by government agencies

Focused on promoting transparency, accountability, and public trust by ensuring that government records are accessible to the public

The principles of IPRA are grounded in the belief that open access to public records is in the public interest, fostering a more informed and engaged citizenry

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OMA – Open Meetings Act

Sunshine Law - Intent is to promote transparency, accountability, and public trust in government operations by ensuring that meetings where public business is conducted are open and accessible to all

- Public access and participation
- Notice requirements
- Minutes and records
- Defined meetings (gathering of a quorum)
 - Rolling quorums
- Executive sessions

Team of 6: Board + Superintendent

- The Board is the authority (**legally, board members have no individual authority**) and only by reaching decisions together in public can individual board members exercise this authority.
- School boards reflect a cross-section of the public, so some disagreement is to be expected
 - Some dissent may prove beneficial for considering issues from different perspectives and may build board credibility among members of the public
- Work together in a collaborative, respectful manner to achieve specific outcomes
- Board Retreats and Work Sessions
- Restrained vs Restraint



DECISION-MAKING STRATEGIES

✓ Collaborative Problem-Solving

Leaders can gather input from diverse stakeholders and work collaboratively to find solutions that meet everyone's needs.

✓ Reflective Practice

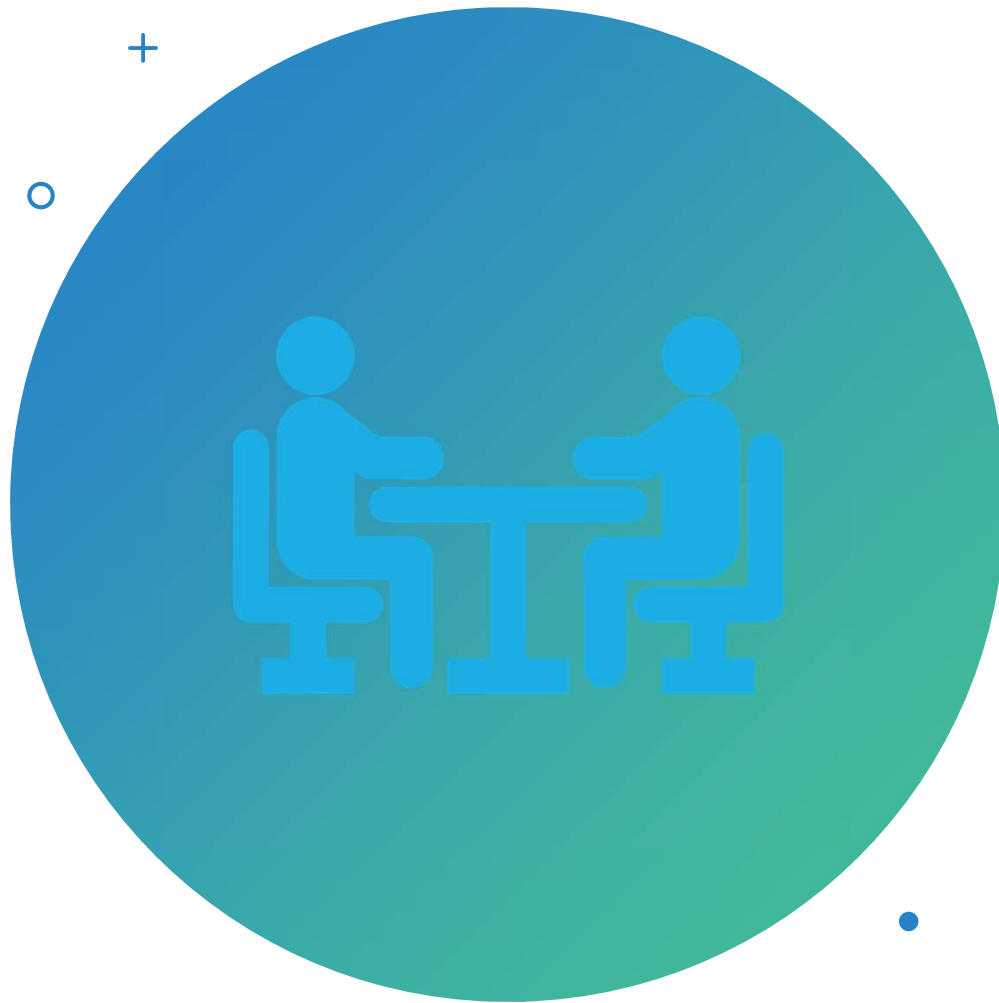
Leaders can engage in reflective practice to consider the ethical implications of their decisions and identify potential unintended consequences.

✓ Professional Standards

Leaders can rely on established professional standards and codes of ethics to guide their decision-making.



Superintendent Supervision and Evaluation



Contracts: The Right Attitude

- A superintendent's contract negotiation with the board may set the tone for the relationship.
- Although a board member's role is to protect the interests of the school district, be careful about trying to extract every possible "win" in the contract.
- Generally, contracting with a superintendent should be collaborative and hopefully easy.

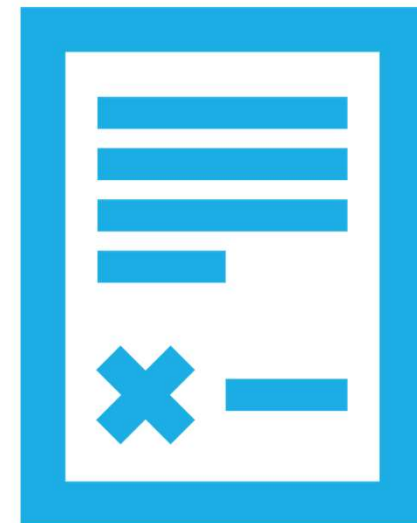
New Mexico Requirements for Superintendent Contracts

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- ▶ New Mexico Administrative Code 6.66.3.8
- ▶ This includes all the requirements for a school administrator contract.
- ▶ Outlines the essentials:
 - ▶ Parties, term, service days, scope of duties, compensation, leave, evaluation timing, termination, legislative funding.

Difficult Contract Issues: Term of the Contract

- ▶ How many years are you going to offer?
 - ▶ Law permits minimum of 1 year, maximum of 3
- ▶ Cost/Contract Exposure:
 - ▶ Every additional year adds potential cost and legal exposure
 - ▶ Salary and benefits multiplied by the number of years
- ▶ Continuity/Stability versus “being stuck together”
- ▶ New versus long-serving superintendent
- ▶ Sometimes longer terms are required to compete for good candidates or to keep a good superintendent
- ▶ Being fair also involves consideration of the personal difficulty posed for a superintendent by a short-term contract



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Difficult Contract Issues: Compensation

Tools for determining what is fair

- ▶ What is the market for comparably sized districts in New Mexico?
- ▶ Qualifications and experience
- ▶ Consideration for cost-of-living differences
- ▶ Is there institutional knowledge and experience that should be considered?
- ▶ Past performance

What concerns should you have about mis-managing the negotiation?

- ▶ Starting out on a bad note and damage to the relationship
- ▶ Pushing your superintendent to consider other options

Other considerations:

- ▶ Be mindful that past superintendent compensation may serve as the starting point for negotiations with a new superintendent.
- ▶ Will paying slightly more save you money (and grief) in the long run (transition costs, unhappy executive)?

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Difficult Contract Issues: Leave and Leave Compensation

How much leave should the superintendent be permitted to accrue?

Option: track other employee accrual and limitations, but not bound by it

How much is available for compensation upon separation?

*If the contract does not place limits, the board could have a very expensive bill to pay when the superintendent leaves, or you could have a superintendent that takes the last three months of his/her contract as vacation.

*Consider (1) placing a limit of near 30 days on vacation accrual, and (2) placing a limit on vacation days available for compensation upon separation.

*Set accrual ceiling for sick leave and/or consider limiting the time that the superintendent can be out on sick leave before an automatic medical termination is triggered.

Difficult Contract Issues: Additional Benefits and Issues



Car:

mileage versus an assigned car; take home; personal use; effects on income and taxation; particular vehicle



Phone: overages, personal use



Computer: home office, laptops



Travel



Professional Dues

Logistics of Negotiating the Contract

Contract Specifics:

Counsel may provide feedback in executive session or in a memo about the contract

Board can consider the content of its offer in executive session

Board can designate one person to negotiate the issues on behalf of the board with the candidate (board president or counsel).

Public action:

- ▶ Motion to offer a contract should include at least the term and compensation amounts
- ▶ Most contract elements should have been discussed with the candidate/superintendent before the vote is taken
- ▶ Ideally, it is good to have the contract ready at the time of the vote
- ▶ Contract becomes a public record; do not assume parts can remain confidential



Renewals

Timing and Elections

- ▶ Existing board members versus new board members
 - ▶ Who knows the superintendent?
 - ▶ Who has the authority?
 - ▶ Record of Performance
 - ▶ Is there any obligation to extend a contract?
 - ▶ What message does it send?
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Superintendent Evaluations: Purposes and Goals

- ▶ Strengthen relationships
 - ▶ Regular and anticipated outlet for resolving conflicts
 - ▶ Provide dialogue mechanism
 - ▶ Gauge the superintendent's job satisfaction
 - ▶ Provide a mechanism for commending or rewarding good work
- ▶ Assessment and Improvement
 - ▶ Provide a basis for fairly assessing weaknesses and strengths (including those of the board)
 - ▶ Document the communication of board concerns
 - ▶ Accountability
 - ▶ Track progress toward goals
- ▶ Protect the District's Interests
 - ▶ Provides documentation for just cause

Consider asking the superintendent to simultaneously evaluate the board

Consider what you can do as a board member to keep the process positive and growth experience for both parties

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Effective Evaluations

Require preparation and planning

• Purpose:


- Ensure accountability
- Strengthen Board/Superintendent relationship
- Effect Superintendent's professional development
- Tool in determining salary and contract considerations

• Requirements:

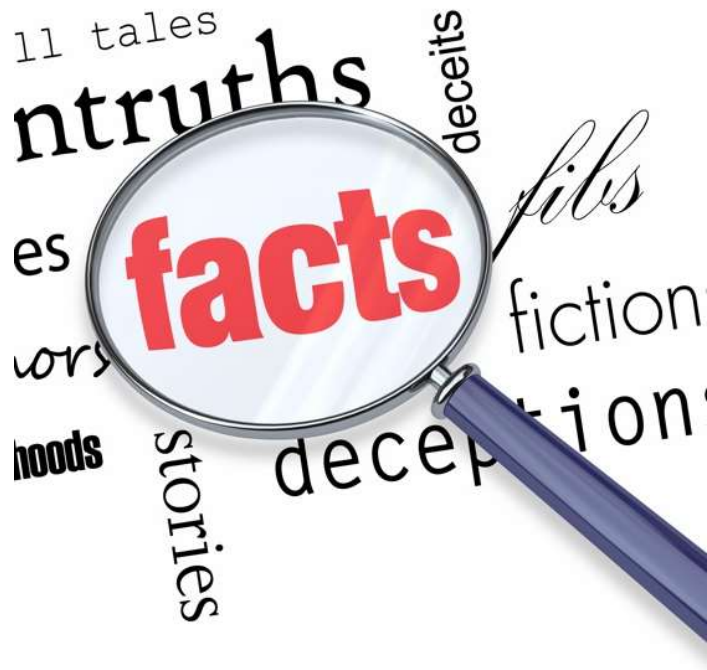
- Knowledge of legal requirements
- Job description
- District vision, mission, and goals
- Evaluation instrument
- Timeline



Standards for Evaluation

- Administrator standards are in statute
 - Additional evaluation considerations:
 - Leadership in education
 - Communication
 - Relationship with the Board
 - Community relations
 - School/staff relations
 - Business and finance
 - Personal qualities
 - Other
- 

Resources



NMAC: New Mexico Administrative Code

- Title 6: Elementary and Secondary Education
- <http://164.64.110.134/nmac/title06>

NMSA: New Mexico Statutes Annotated

- Chapter/Section 22: Public Schools
- <https://law.justia.com/codes/new-mexico/2011/chapter22/>

Evaluation Cycle



Board and Superintendent develop instrument and set goals



Midpoint update

Superintendent self-assessment
Board feedback



End-of-year evaluation

Completed by individual Board members



Discussion – Board and Superintendent

Board completes written evaluation



Board self-assessment

Questions to Consider

What are the strengths demonstrated by the Superintendent?

Based on the evaluation, what are one or two growth areas for the Superintendent?

What can the Board do to support the Superintendent's growth?

Other questions?

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Indicators of an Effective Evaluation

Evaluation is conducted in a positive climate

Board is familiar with the Superintendent's job

Board provides frequent and timely feedback to the Superintendent

The Board's judgments are supported with specific examples

The evaluation focuses on performance results, not personalities

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Indicators of an Effective Evaluation

The Superintendent is afforded an opportunity to respond to the evaluation

Evaluation is limited to those matters which are observable by the Board

Evaluation is limited to those matters over which the Superintendent has authority

Board supports the Superintendent in the achievement of educational goals

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Board Self-Assessment



We do not learn from
experience...

We learn from reflecting
on experience

-John Dewey

The Board is also responsible for examining its own work as a governance team and how its work supports progress toward district goals

Why self-evaluate?



- Holds board members accountable to themselves, the board, staff and community
- Exercises your power as a board to model positively for the district
- Improves decision making by enhancing a common understanding of philosophies and goals.
- Provides a starting point for effective goal setting and long- range board improvement planning

National School Boards Ingredients for Board Self- Evaluation

- Constructive
- Standards (criteria) based on effective board research
- Based on goals for the board not the system
- Includes strategies for improvement
- At least once a year
- Form a composite picture
- Evaluate the board---not individuals
- All board members should be involved in the process



IN THE NEWS

What Represents Best Practices?



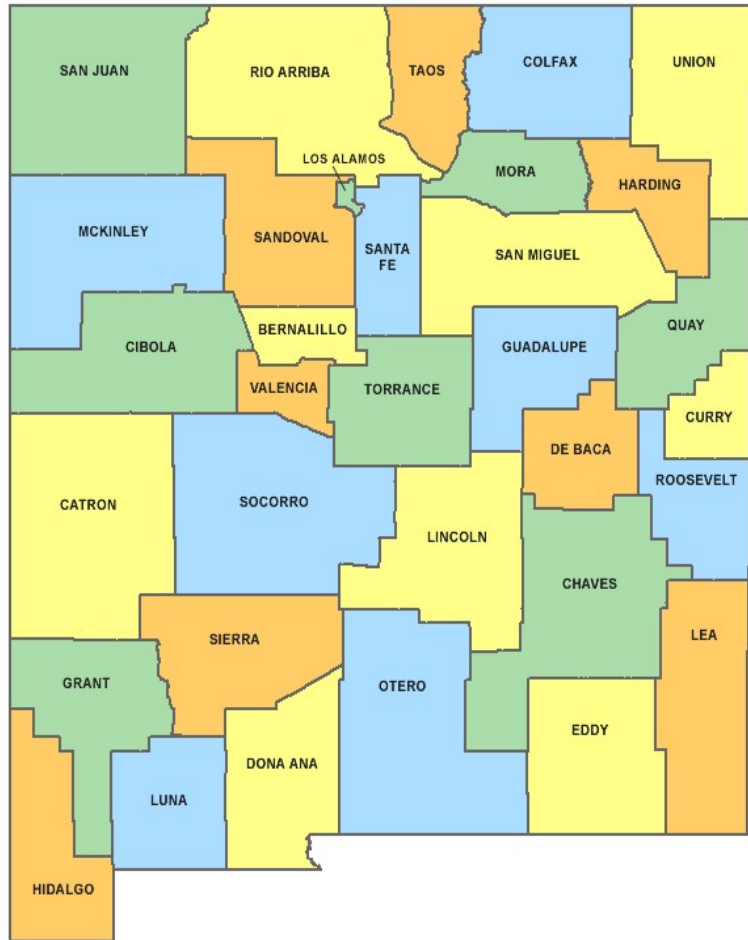
BEST PRACTICE

- Some form of policy driving the process
- Process is based on research related to effective boards
- Reflectively developed set of categories against which performance is assessed
- Some mechanism in the process to gather board member perceptions and share those
- Set of thoughtfully developed board goals as an outcome against which the board will hold itself accountable

Table Talk

- ✓ What efforts at board self-evaluation have been made in your district?
- ✓ How does your board establish goals for the board?
- ✓ What would you like to see your board do to improve its performance?





THANK YOU!

LeAnne Gandy

Director of Leadership Development

CES

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