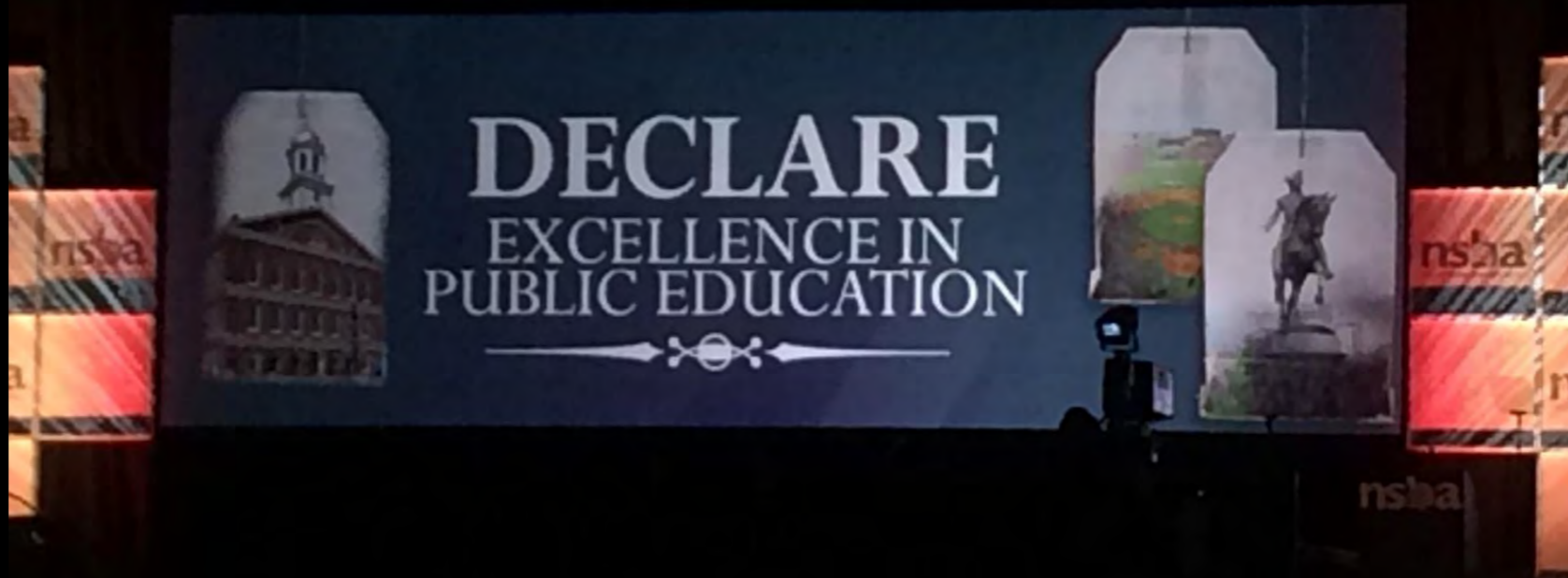


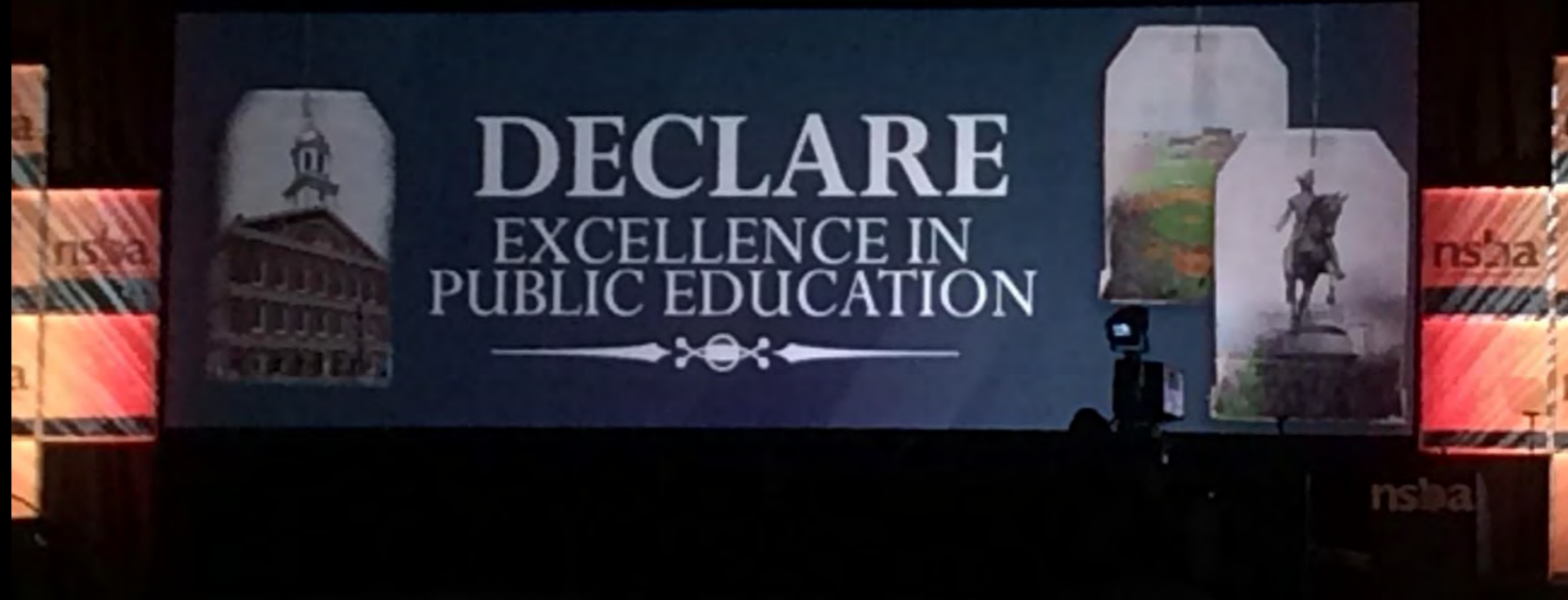
NSBA 2016 Conference Report
Kristel Ann Foster
Tucson Unified Governing Board



Magee MS-OM State Champions! Going to World Finals

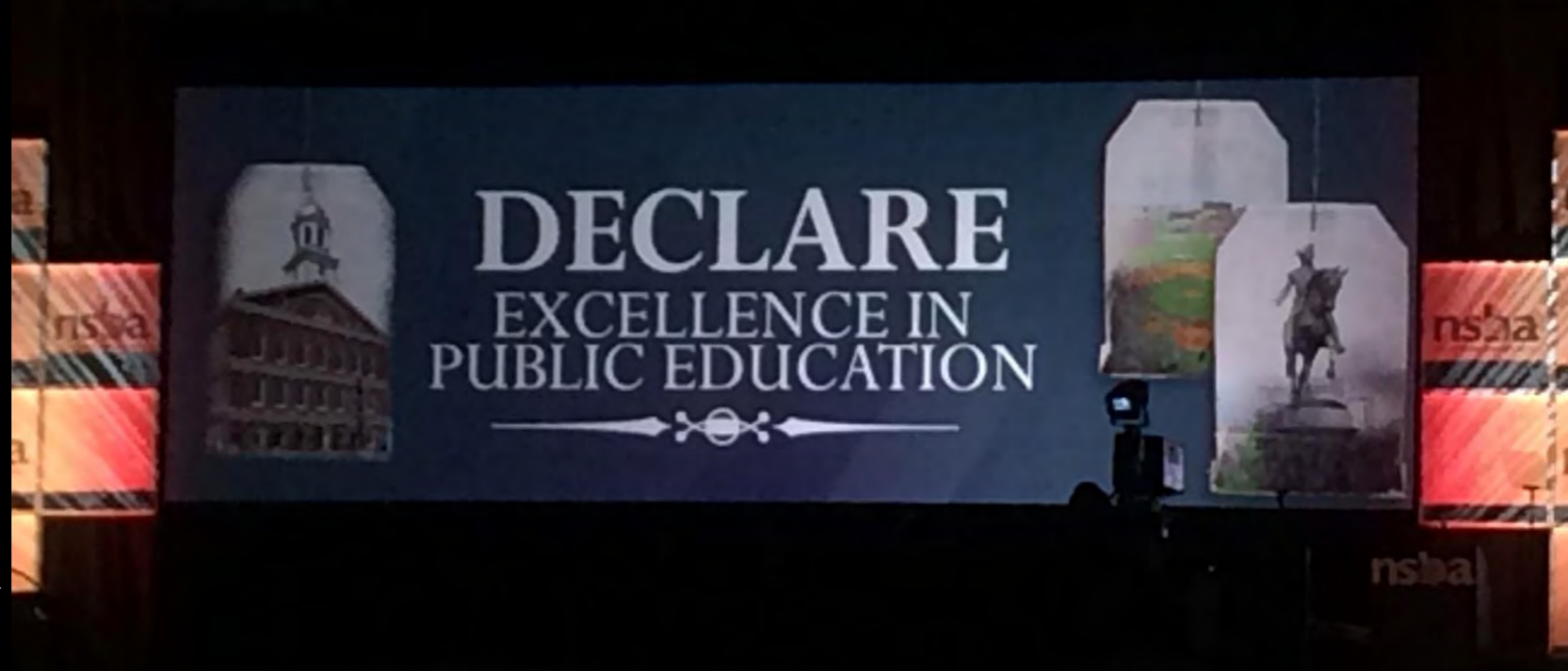


Vail MS -1st place! Personal Finance Challenge
at Mesa Community College



Culturally Relevant Teachers and Multicultural Dept
attended and presented at AERA

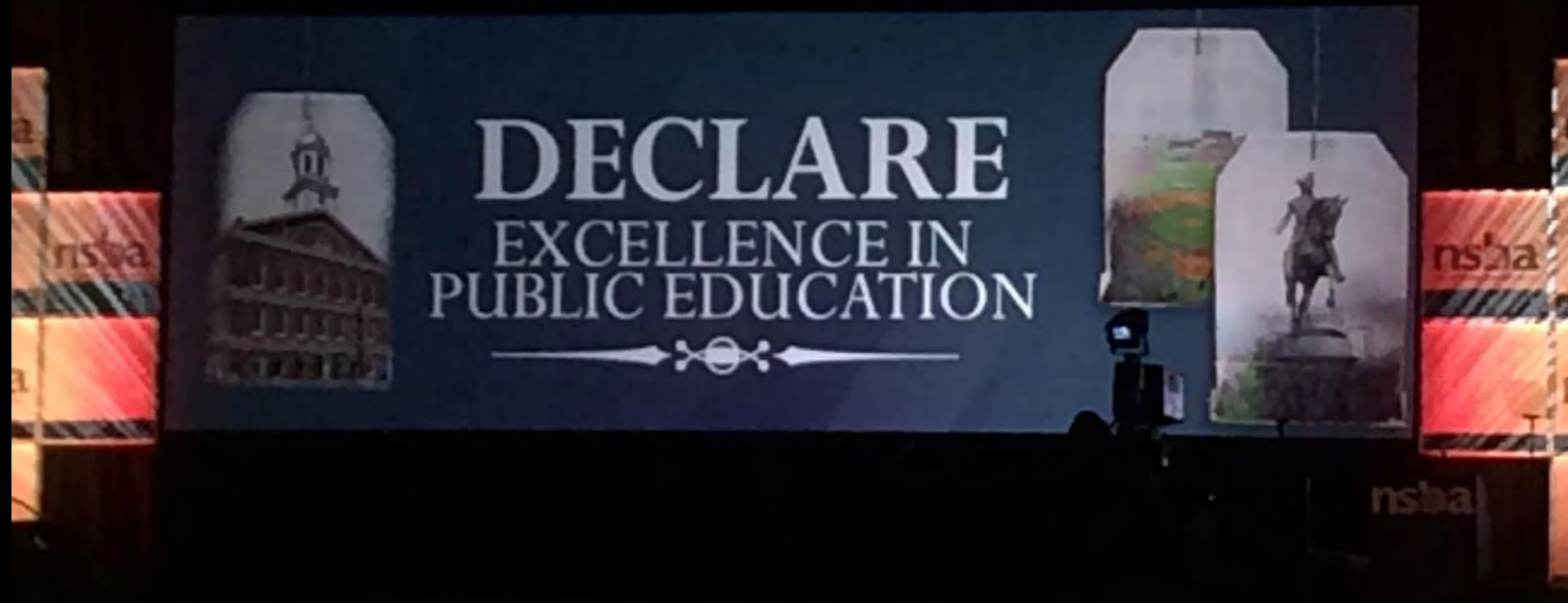




Monday

Welcomed new NSBA Board which includes our own ASBA colleague Jesus Rebulcalva from Gila Bend School District.





NSBA 2016 Conference Report
Kristel Ann Foster
Tucson Unified Governing Board

(or Resolving)

Avoiding^v Dysfunction in the Boardroom



Steve Lamb

slamb@csba.org


916-669-3322



Presented by
Steve Lamb, Governance Consultant/Educator



DECLARE EXCELLENCE IN PUBLIC EDUCATION



Research

“Researchers found dramatic growth in student achievement coinciding with periods of high trust between the superintendent and the board.”

“The lighthouse inquiry: Examining the role of school board leadership in the improvement of student achievement”,
Delagardelle, 2008

A large presentation board with a white background. On the left side, there is a 3D-style illustration of a lighthouse with orange and white horizontal stripes. To the right of the lighthouse, the word "Research" is written in a bold, orange font. Below it, a quote is displayed in a dark grey font. At the bottom right, the title and author of the research are listed.



Iowa Lighthouse Study

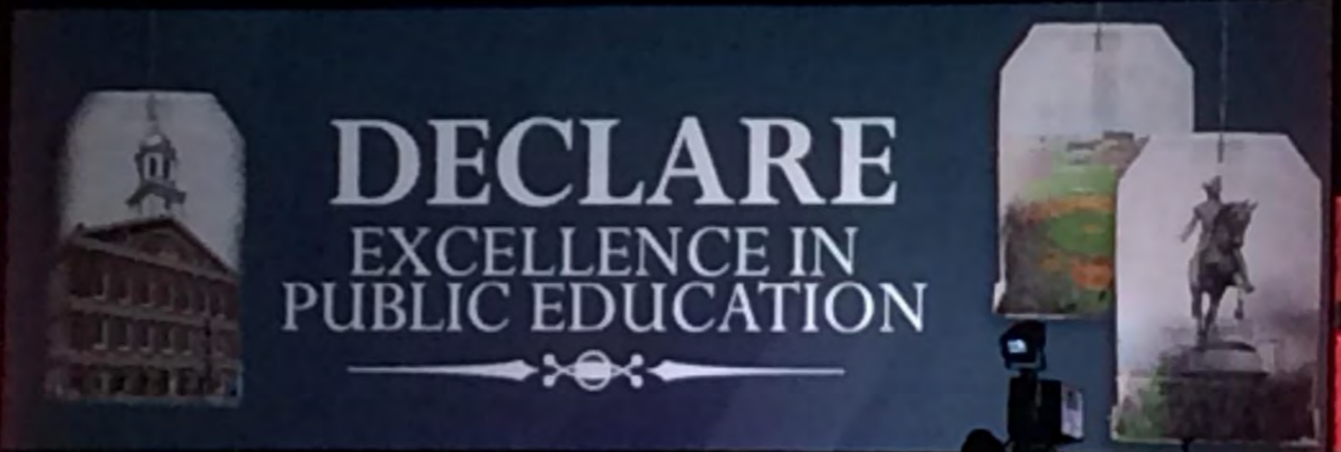
What is the difference?

Unified Board

v.

Uniform Board





Trustee v. Delegate

Traits

Policy-oriented
Reading-board

Learn

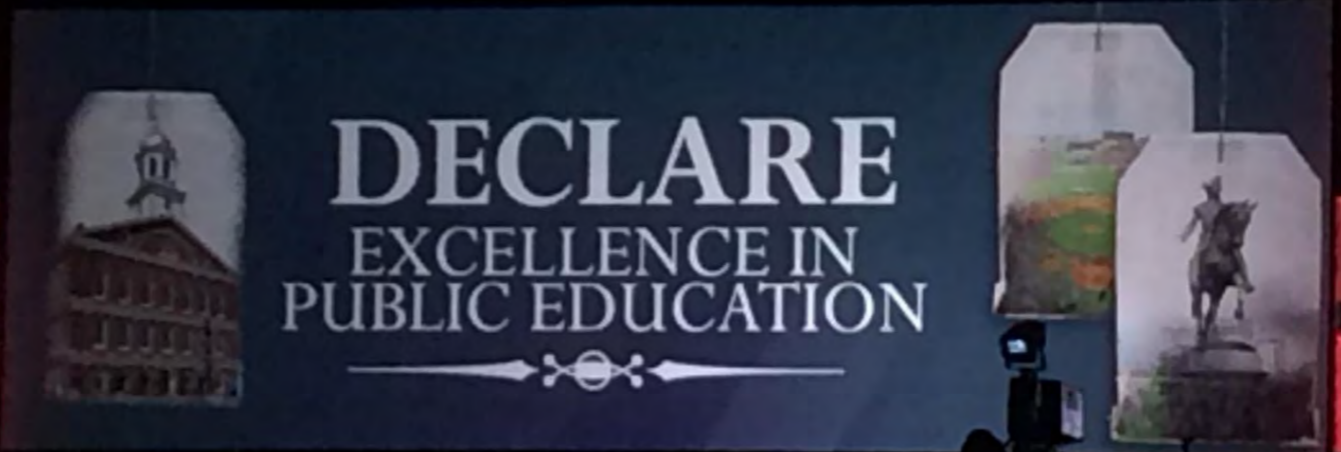


Traits

Constituency-oriented
Talking-board

Convince





Trustee v. Delegate

Traits

High Trust
Aloof
Removed
Rubber Stamp

Traits

High Engagement
Conflict
Micromanagement
Superintendent Chum

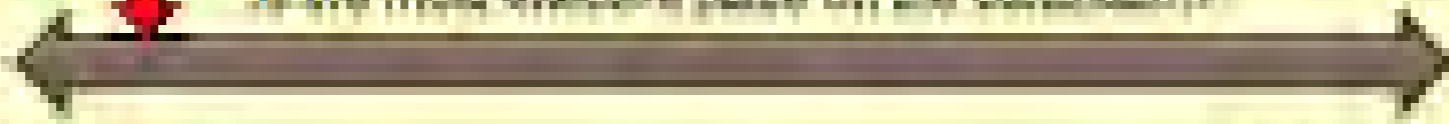


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Where

Is the most effective place on the continuum?



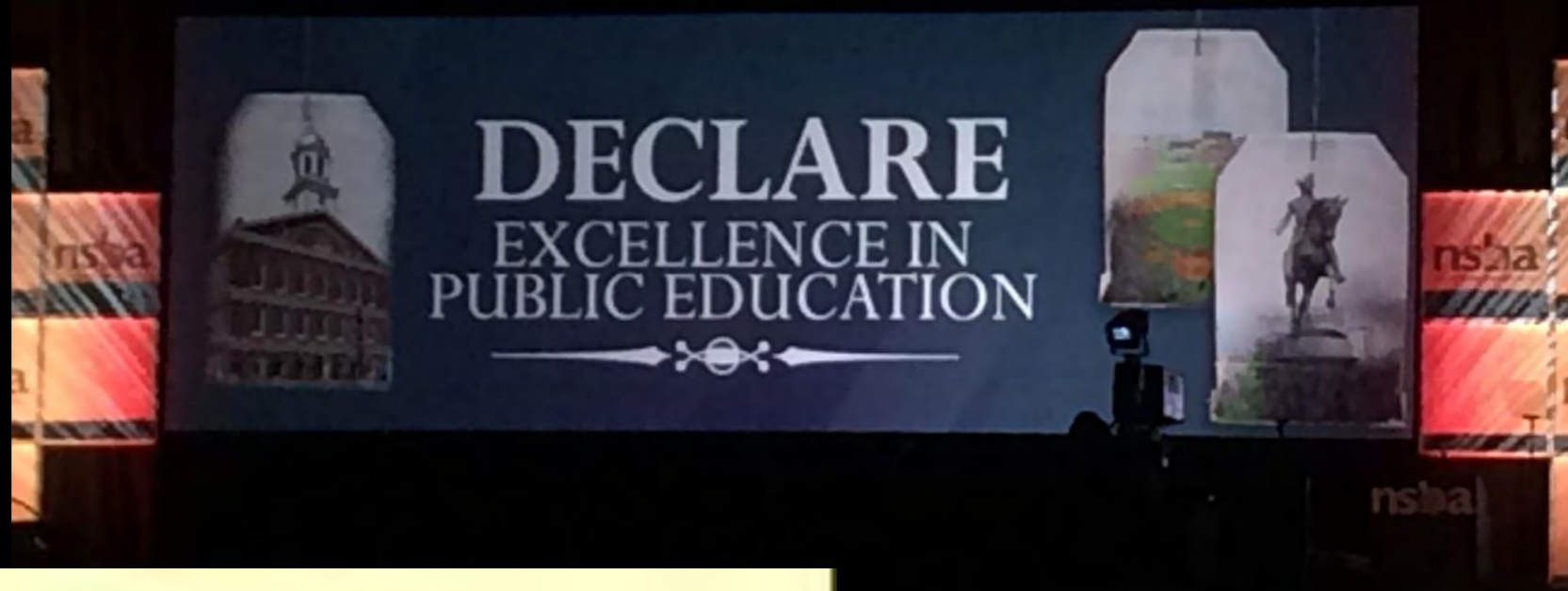
Trustee
15%

Delegate
5%

Results in:

- Robust discussion
- Community feels heard
- Unified board
- Superintendent tenure
- Strong governance team
- Goal attainment
- Student achievement





Research

"Researchers found dramatic growth in student achievement coinciding with periods of high trust between the superintendent and the board."

"The lighthouse inquiry: Examining the role of school leadership in the improvement of student achievement"
Delegand



Research

"Academic performance (8th grade reading and math scores) is positively correlated with the school board's social capital (trust, belonging, willingness to share)."

"Sociology of School Boards: A Social Capital Perspective"
Bastone & Sargut, 2014





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advice for TUSD:

Sample Protocol

Any individual Board member who desires a copy of an existing written report or survey will make such a request to the superintendent. A copy of the material may also be made available to each member of the Board.

The superintendent takes directions from the board as a whole; therefore, requests for the generation of reports or information must be placed on a meeting agenda for board consideration and approval. Because the board also believes in "no surprises", board members agree to notify the superintendent of the information request discussion prior to the meeting.



“Busting Board Bullying”

NSBA Annual Conference, April 10, 2016, Boston, MA

Vaughn Boehne, Indian Creek 425 Board Member/President
Pamela Ottengheime, Indian Creek 425 Board Member/Secretary
Dr. Pamela R. Rockwood, Superintendent, Indian Creek 425

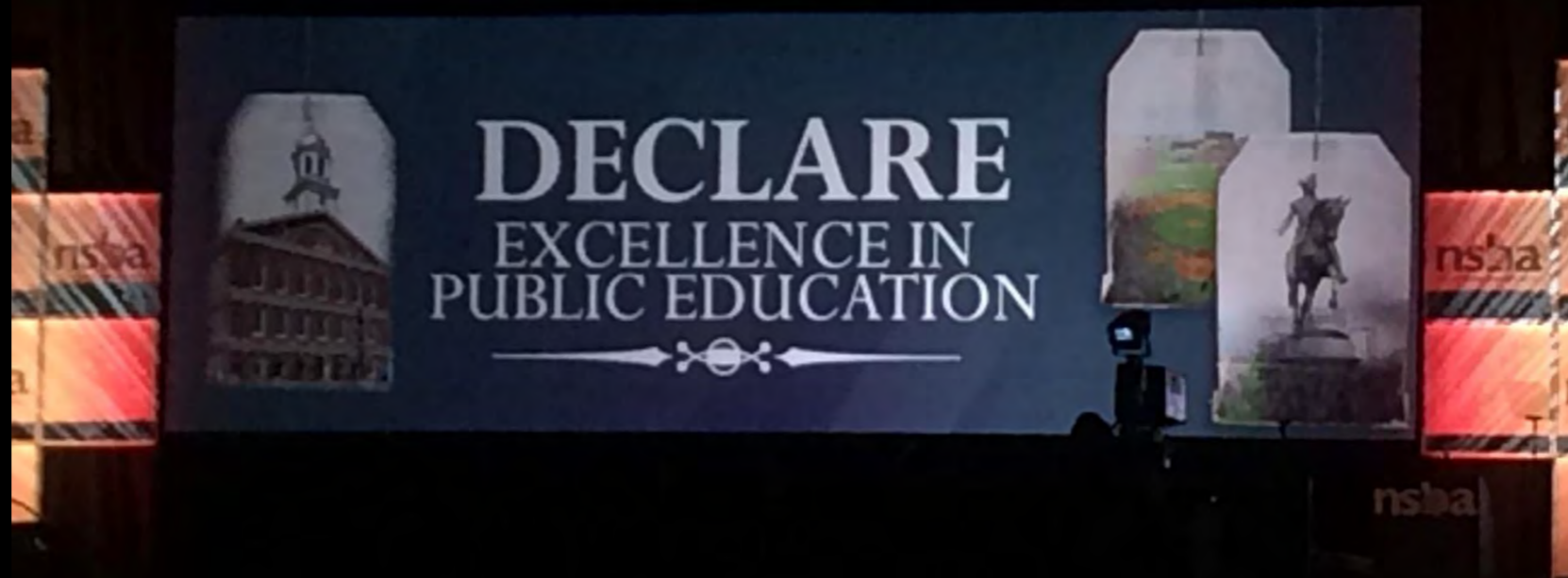


The bully's tactics and toolkit, according to the WHO, (not the rock band):



- Slander, gossiping, rumors
- Humiliation
- Ridicule, especially in the presence of others
- Threats of violence
- Verbal abuse and attacks
- Intentionally underrating or ignoring proposals
- Repeated criticism and blame
- Glaring, staring, showing hostility
- Ignoring, isolating, or giving "the silent treatment"
- Interrupting or preventing expression
- Failing to respond to calls or memos
- Tantrums
- Creating unrealistic demands
- Excluding the target from important meetings
- Making obscene or offensive gestures, swearing



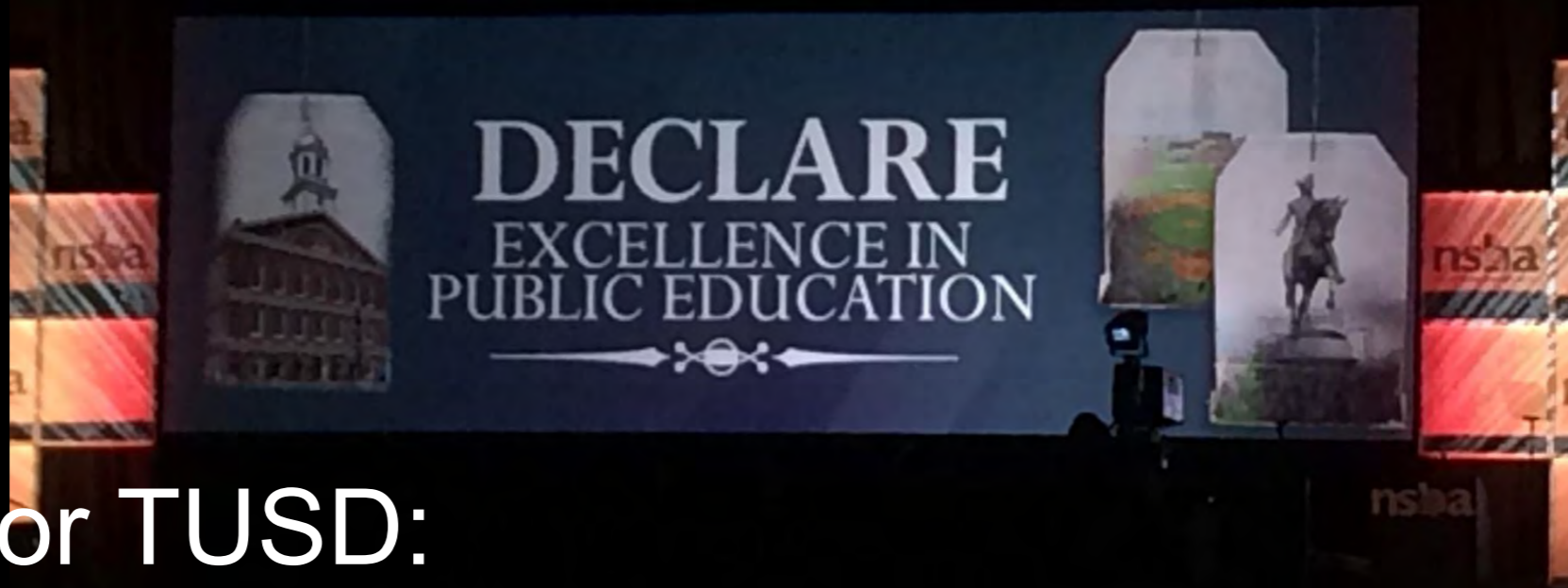


A board bully is costly to school districts in other ways...



Spencer (2013) shares that board bullying is costly:

- 1) Squandered fiscal resources;
- 2) lost productivity;
- 3) driving out talented employees;
- 4) inability to recruit talented employees;
- 5) destruction of the reputation of the school district.



advice for TUSD:

Other strategies...

No Trespass Notice-- For the board member who refuses to abide by the direction of the majority of the board to cease making unauthorized visits to district buildings, who meddles in the supervision of office staff or teachers, or who otherwise uses her position for illegitimate access, consider issuing the board member a no-trespass notice that is copied to local law enforcement.

Warning from board attorney or sanction-- Where a board member is taking action that exposes the board to liability (such as feeding confidential information to members of the public, e.g.), a warning that the board member would not be indemnified and may be personally liable for any actions filed against her, may curb the practice.

Self Reporting of the Violation.

Self-evaluation done with state board association-- (In Illinois, this can be done in closed session.)

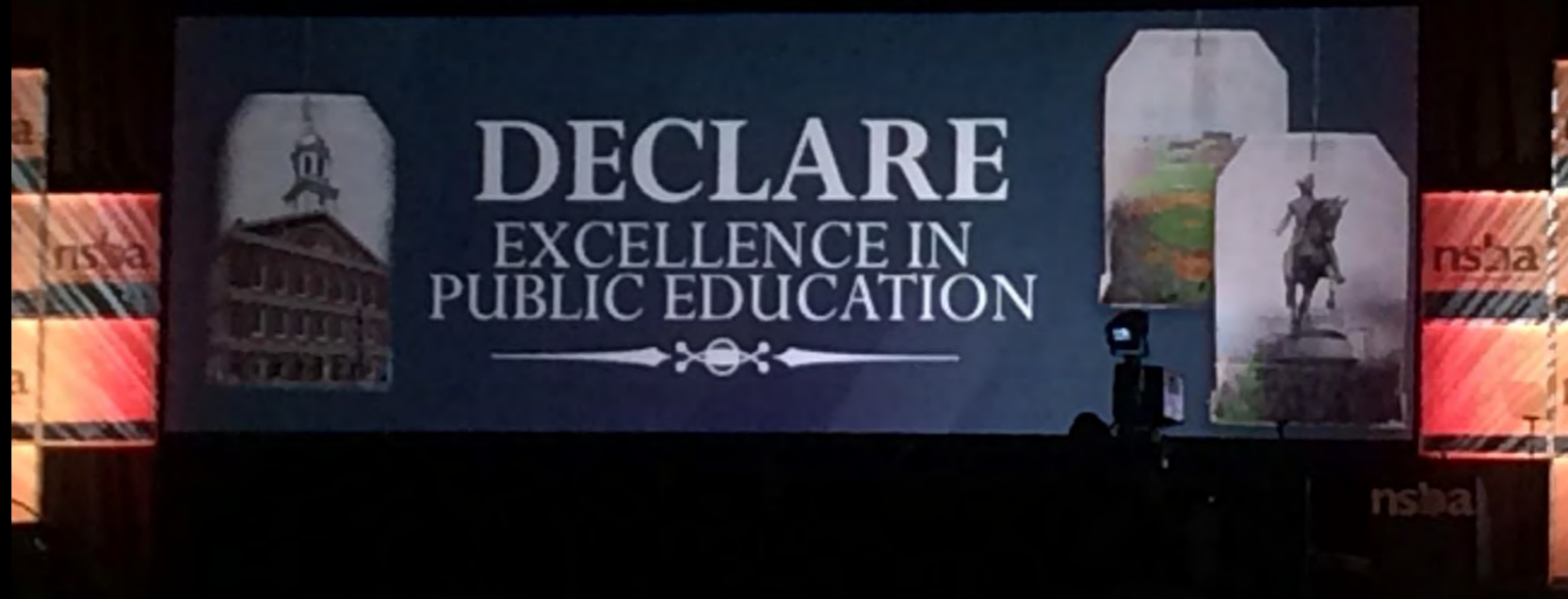


nsba
BOSTON
April 9 - 11, 2016



Every Student Succeeds Act (ESSA) & More

NSBA Federal Advocacy & Public Policy Department

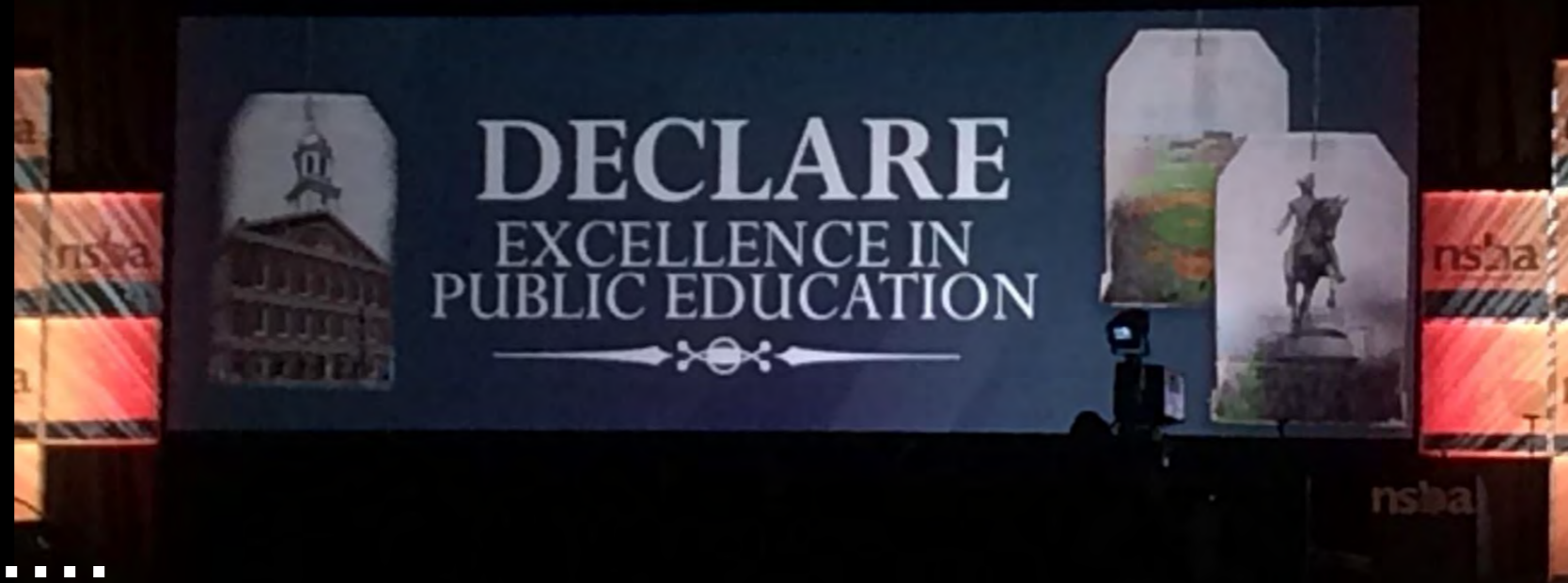


ROLES AND RELATIONSHIPS OF THE BOARD AND SUPERINTENDENT

**Presented by
Cleveland Municipal School District
Board of Education
to
National School Boards Association
Annual Conference
Boston, Massachusetts
April 9, 2016**

SESSION AGENDA

- **Introduction**
- **Board of Education Role**
- **Superintendent/CEO Role**
- **Board Evaluation of Superintendent**
- **Board-Superintendent Partnership**
- **Questions and Answers**



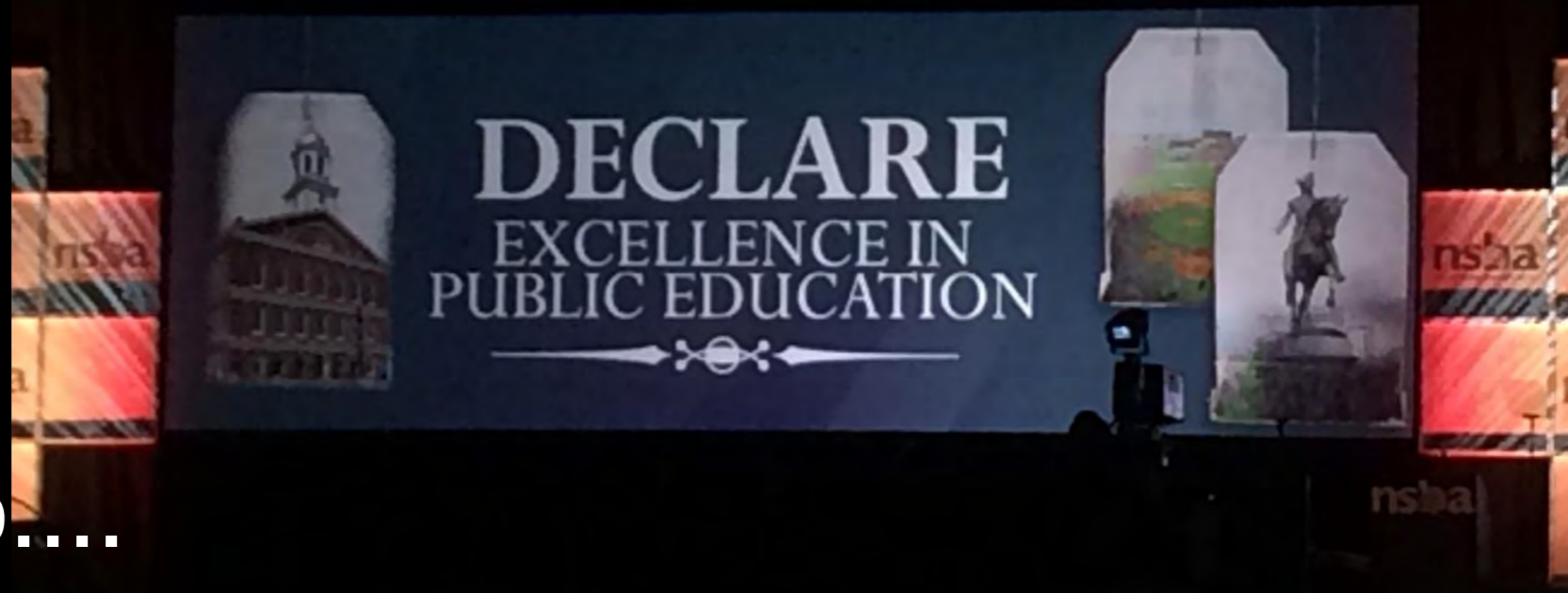
We do....

8. District Improvement

Take appropriate action to actively recruit students and families in order to maximize enrollment in the District's higher performing schools:

Implement an **effective marketing campaign** (including internal print and video materials, social media technologies, print news and radio news), improve current enrollment/withdrawal procedures, employ student recruiters with clearly articulated recruitment performance goals to attract and retain targeted groups of students (pre-k to kindergarten, 8th to 9th grade, high school dropouts, and students attending poor performing charter schools) and design/implement a new common enrollment system to reduce percent of **enrollment decline by half annually** (-2.6% for 2013-14, -1.3% for 2014-15, -0.6% for 2015-16, -0.3% for 2016-17, based upon four year average enrollment decline of -5.18% for period 2009-10 through 2012-13).

- Ineffective
- Developing
- Skilled
- Accomplished
- Did Not Observe



We do....

46. Manage and **prioritize fiscal resources to align expenditure with district goals**; a. Use of data to inform the budget process and ensure that appropriate resources are allocated to support district goals

Work with the district treasurer and board of education to develop a budget that aligns with district goals and maintains fiscal stability c. Eliminate initiatives that are not aligned with district goals or are ineffective in meeting district goals d. Support and allocate financial resources to administrative staff to meet district goals e. Demonstrate understanding of the elements of and effective processes for leading levy campaigns and fundraising efforts

-Prepare and submit to the Board **annually a proposed budget** covering all estimated revenue and proposed expenditures of the District for the following fiscal year, and **report monthly to the Board** as to current revenue and expenditures compared to budget

- ☐ Ineffective
- ☐ Developing
- ☐ SKilled
- ☐ Accomplished



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We could....

Summative Evaluation Report: Chief Executive Officer

September 2015

SECTION I

Chief Executive Officer's Performance Goals

1. Professional Practice

Devote at least 75% of senior leadership meeting time to District improvement goals aligned to The Cleveland Plan, ensuring weekly review of a series of identified metrics tied to those District goals, the development of specific and immediate actions to respond to the current status of those metrics, provide specific professional development of the senior leadership team in effectively understanding these strategic implementation strategies, and monitoring and tracking progress on these strategic actions. Evidenced by agendas, briefing documents and board member observations.

- Ineffective
- Developing
- Skilled
- Accomplished
- Did Not Observe

We could....

Summative Evaluation Report: Chief Executive Officer

September 2015

SECTION I (continued)

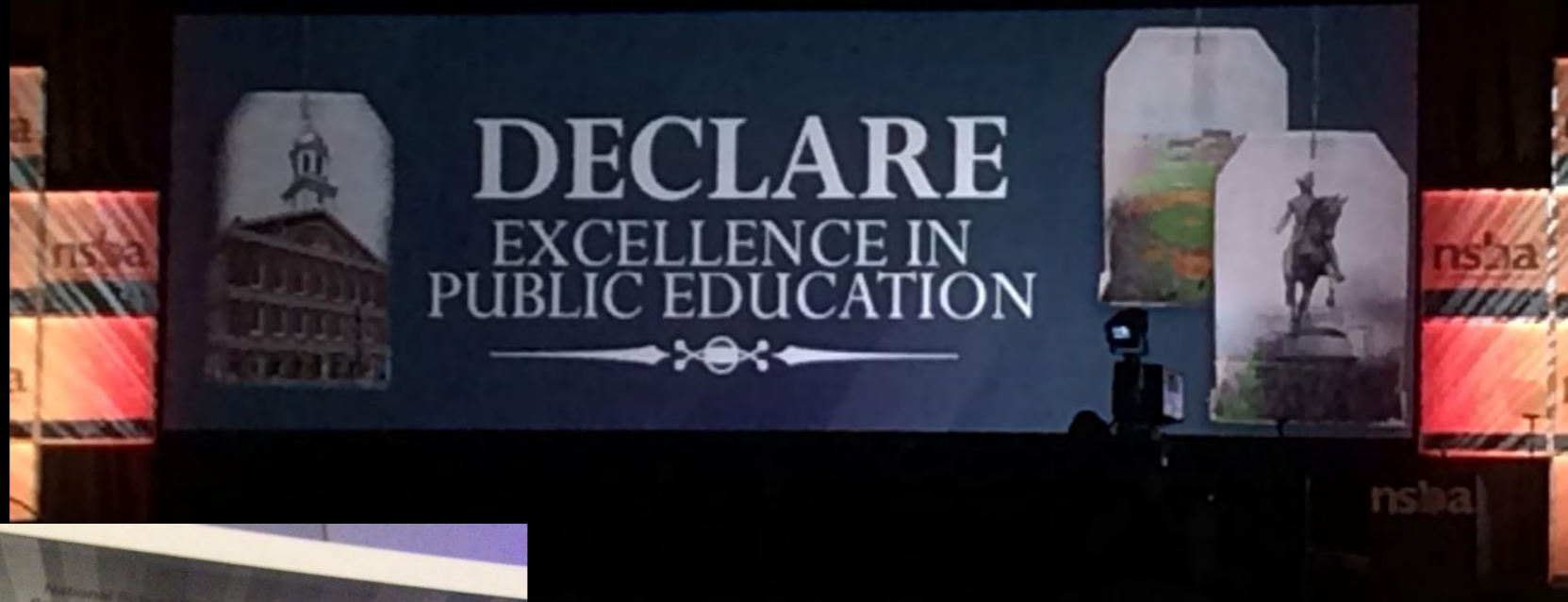
Chief Executive Officer's Performance Goals

4. Student Learning

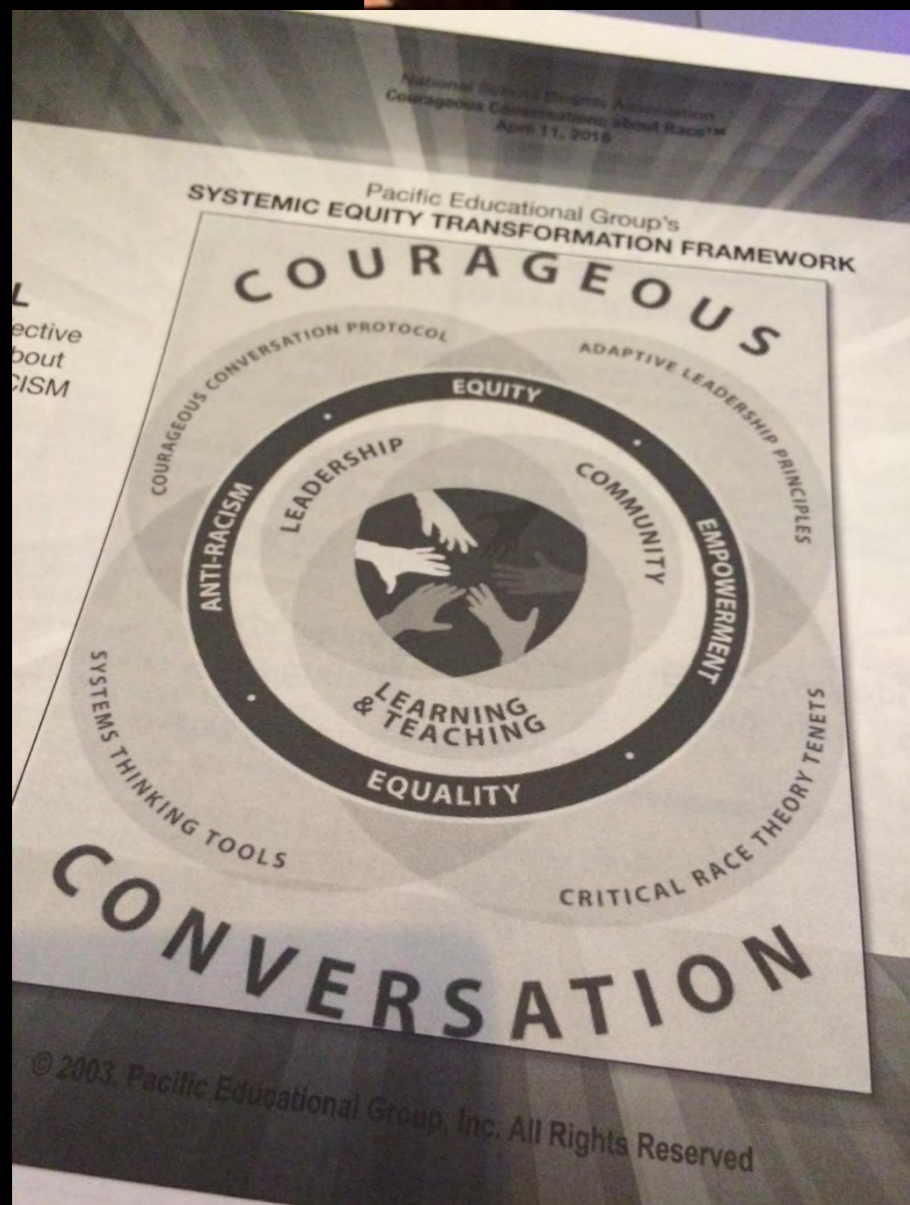
Take appropriate action for improving the District's graduation rate:

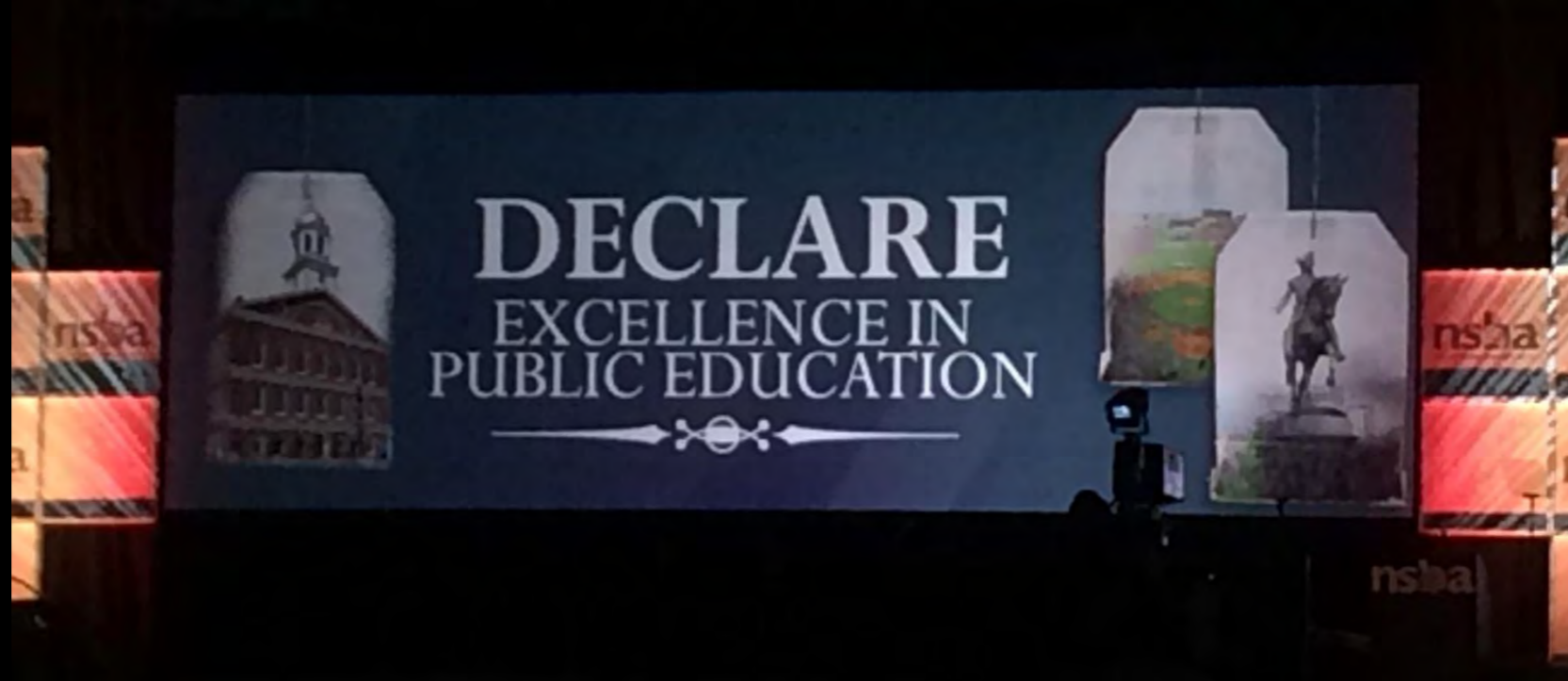
While implementing a more rigorous career/college readiness curriculum system-wide, identify on-track status for each graduation cohort group of students (on-track, credit-deficient, OGT deficient, credit/OGT deficient, or drop out) and apply credit recovery, academic intervention, and strategic high school assignment strategies to intervene with off-track students to improve graduation rates by a minimum of 3.0 percent per year, resulting in minimum cohort graduation rates of 62.0% for 2012-13, 65.0% for 2013-14, 68.0% for 2014-15, and 71.0% for 2015-16. Evidenced by state report card and chart of students in each cohort.

- Ineffective
- Developing
- Skilled
- Accomplished
- Did Not Observe



Dr. Glenn Singleton

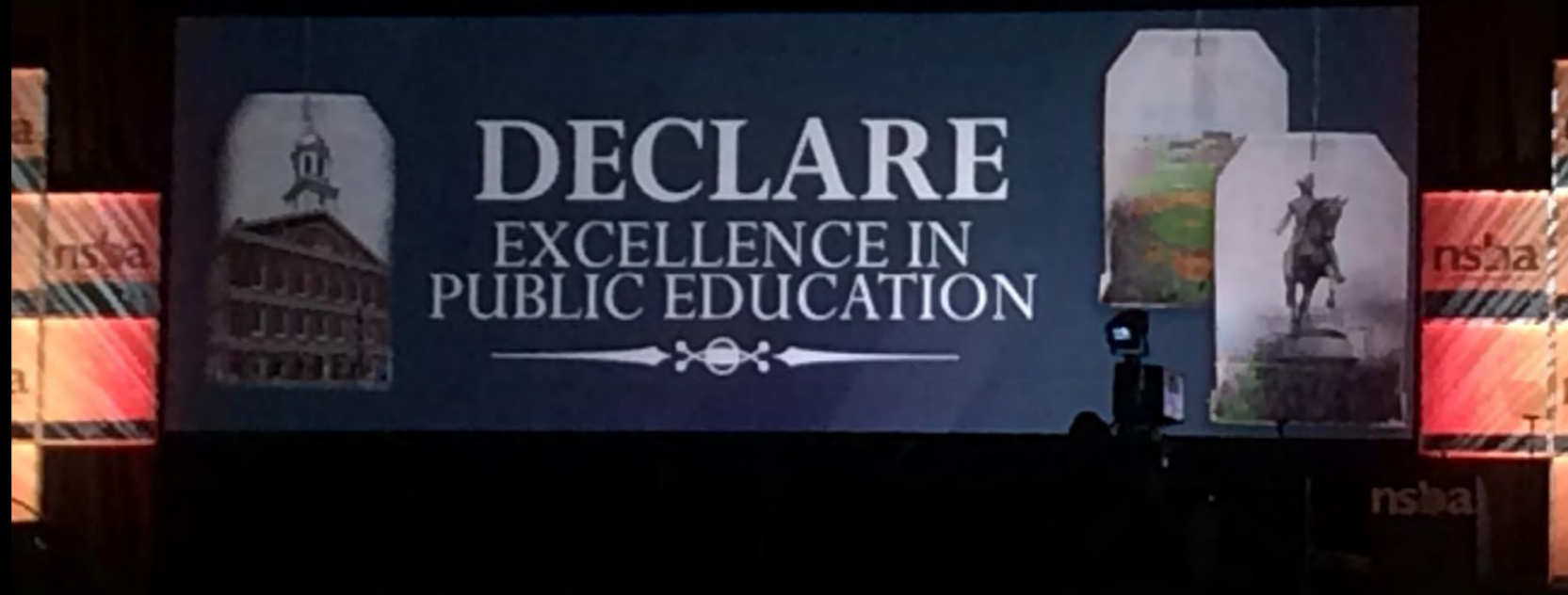




“The belief gap is as significant as the achievement gap.”

“We have academic challenges, because when the students of color were the minority, we didn’t attend to their strengths and needs at that time...and now they are the majority. So systemically now, what are we doing differently to incorporate their strengths and needs today?”

“As you embrace this work, to transform a system, you have to have the board go through this same work as the teachers in the classroom, because there will be uncomfortable moments and tension. Just one board member can be your weakest link that will stop the transformation of the system.”



Dr. Tony Wagner

Tony Wagner

Innovation Education Fellow,
Technology & Entrepreneurship Center,
Harvard

Cambridge, USA





EDUCATION WEEK

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Current Issue

TOPICS ▾ BLOGS REPORTS & DATA ▾ EVENTS ▾ DISCUSSIONS ▾ OPINION MULTIMEDIA ▾

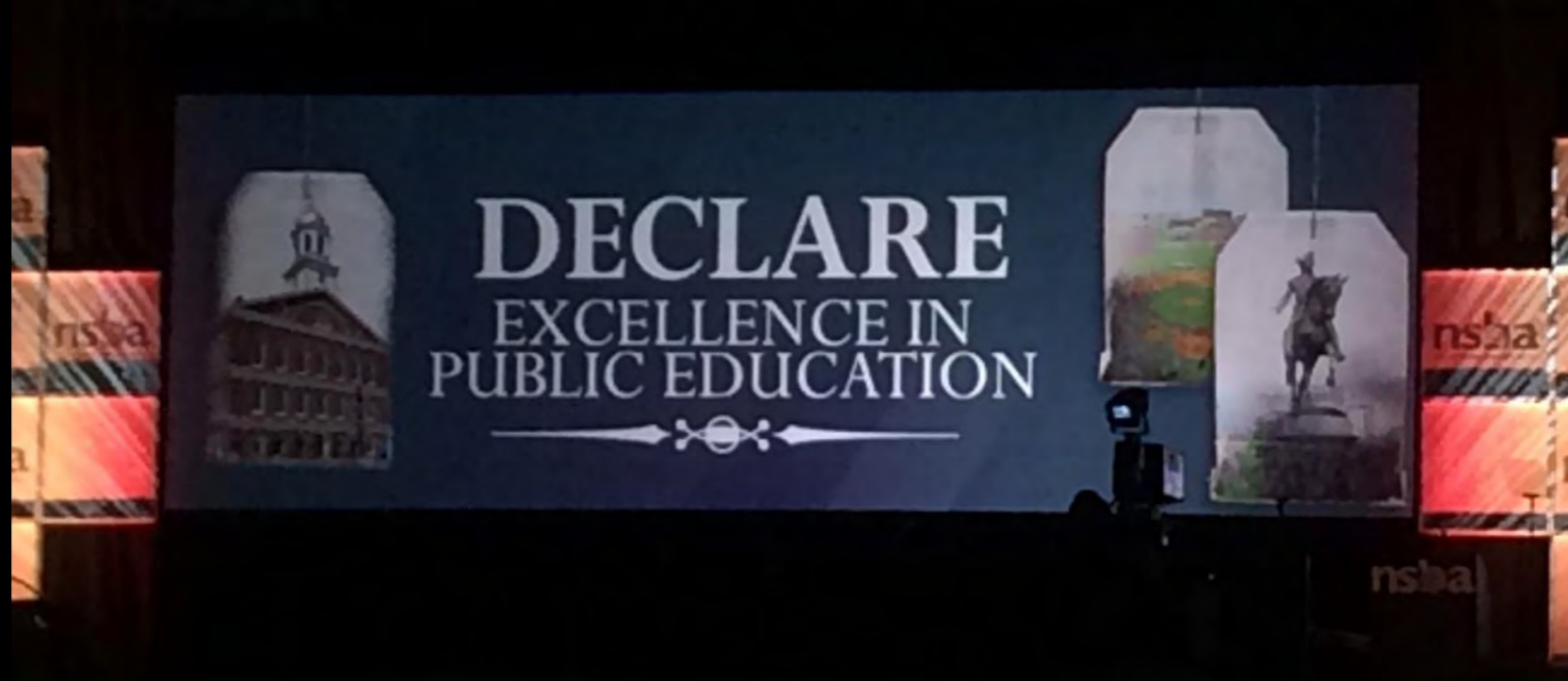
Most Likely To Succeed: A Film About What School Could Be

By Tom Vander Ark on March 6, 2015 5:00 AM | No comments

[Tweet](#) [Share](#) 175



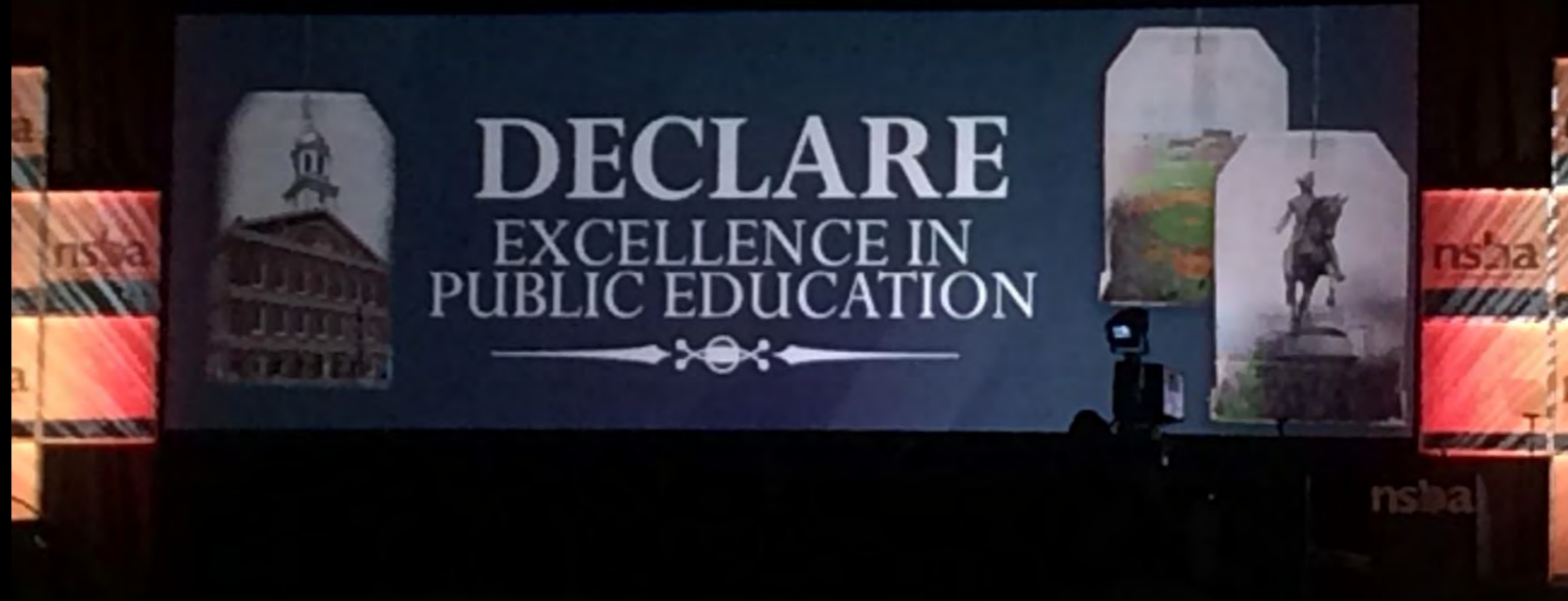
The mismatch between the economic demands and what Ted saw in most schools sent him on a search for a producer like Whiteley that could unpack the story of how we got here and what we should expect from our schools.



“Innovation demands you take risks and you fail. We learn more from our mistakes than our success. So why do we assess and judge our kids’ learning the way we do? Why is it the errors that we penalize?”

“I’m always asked, ‘How do we get teachers there?’ Scarsdale District — a portion of their PD money is for an innovation fund. Teachers apply to be apart of that team. The created their own Research & Development Dept. Incentivize and encourage what your teams research and what they develop with your kids.”

“Enable kids to be the architects of their own time, follow their intrinsic motivation, develop a passion. What if we said you had a certain percent of your time to work on your own projects? You’ ll be accountable, there will be a portfolio. And we’ ll only graduate kids who show proficiency — not measured seat time.”



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