



IASB Field Services Catalog

In-district professional development opportunities for the board and superintendent leadership team

2018



Field Services

The IASB Foundational Principles of Effective Governance outline the governance role of the school board. This catalog can help your board governance team think about the elements of the board’s governance role, to consider what governance areas your board may want to strengthen, and to identify those IASB Field Services available to assist you with your work.

This catalog lists services available to you in your district around your board table. Many services are identified as Workshops or Implementation and Coaching Sessions:

- **Workshops** are generally designed to provide your board with an overview of the topic and the knowledge, skills, and resources you need for effective board governance.
- **Implementation and Coaching Sessions** are generally designed to take your board one step further to begin to do the work.

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In addition to the workshops and sessions outlined in this catalog, IASB field services directors can create unique workshops and sessions to meet your specific needs.

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The vision of the Illinois Association of School Boards is excellence in local school board governance supporting quality public education.

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.

*- IASB Foundational Principles
of Effective Governance*

Foundational Principles of Effective Governance

1. The board clarifies the district purpose.

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1. 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.

IMPLEMENTATION AND COACHING SESSION

Setting District Goals and Direction

This session provides an opportunity for the board governance team to review and refine, and/or to newly develop and clearly articulate, an overall plan for district performance. Prior to beginning the work, IASB staff will consult with the board and superintendent to determine the scope of work that the governance team wants to pursue, based on what currently exists in the district and what the board wants to accomplish. The work may include

- Review, revision, and/or development of shared values and beliefs to support the district's work; mission (purpose) statement; vision (direction) statement(s); and district-level goals for accomplishing the mission and vision.
- Facilitation in planning and implementing a community conversation to inform district planning efforts.
- Facilitation in planning and implementing opportunities for staff input to inform district planning efforts.

Number of sessions will depend on the scope of service requested, with a minimum of one evening or half-day session.

2. 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.

IMPLEMENTATION AND COACHING SESSIONS

The Board's Work in Community Engagement

Community Engagement, also called public engagement or civic engagement, is the process by which school boards actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for their public schools.

During these sessions, IASB staff will facilitate the board's work at the "balcony" governance level, not the "dance floor" operational level. At each session, the board will engage in a multi-step process during which it will

- Clarify its purpose for engaging the community.
- Clarify its intent for how it will use the community's input.
- Consider what voices need be at the table and who might best represent those voices.
- Develop a recruitment message and plan for bringing the right voices to the table.
- Consider resource and evaluation needs for engaging the community.
- Communicate results of the community engagement work to the community.
- Plan for making community engagement an ongoing district process.

IASB-facilitated work leading up to the actual community event(s) can be completed in two to three board work sessions — about nine total hours over a period of two to four months. A follow-up session is held to discuss results, determine their use, and plan for an ongoing community engagement process.

Number of sessions will depend on the scope of service requested, with a minimum of one evening or half-day session.

Board Decision-Making

Board decision-making rarely is about choosing between a right and a wrong solution. Most often it involves difficult choices about issues that involve strong and often competing community values. This session will help boards implement the decision-making process introduced in the LeaderShop workshop, *The Critical Role of School Boards in a Democracy*. Prior to the session, staff will work with the board and superintendent to identify issues currently facing the district that might be addressed through this process.

Evening or half-day

3. The board employs a superintendent.

The board employs and evaluates one person — the superintendent — and holds that person accountable for district performance and compliance with written board policy.

4. The board delegates authority.

The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written board policies that designate district ends and define operating parameters.

WORKSHOPS

The Board and its Superintendent: Developing a Productive Relationship

An effective school board works to develop and maintain a productive relationship with the superintendent — a relationship consisting of mutual respect and a clear understanding of respective roles and expectations. In this workshop, the board will learn how to engage in a deliberate process that builds trust and community for the board and superintendent.

The workshop objectives include

- Reviewing the characteristics of a high-quality relationship;
- Learning a framework for identifying issues that can impact the board/superintendent relationship; and
- Considering steps to develop a more productive relationship.

Evening or half-day

The Superintendent Evaluation Process

The first step in putting a good superintendent evaluation process in place is to make sure that both the board and the superintendent have a clear, common understanding of their respective roles and responsibilities, the purposes for superintendent evaluation, and benefits they intend as a result of this process.

The workshop introduces a framework for developing a superintendent evaluation process that provides

- A means for ensuring accountability;
- An opportunity to strengthen the board/superintendent relationship;
- A structured way for the board to impact superintendent professional development; and
- A tool in determining salary and contract considerations.

Evening or half-day

IMPLEMENTATION AND COACHING SESSION

The Superintendent Evaluation Instrument

This session is for boards that are ready to develop or revise their superintendent evaluation instrument. The board will use the framework introduced in the above workshop, *The Superintendent Evaluation Process*, and information provided from a pre-workshop assessment.

The session objectives may include

- Reviewing existing board and district documents for relevancy and alignment to board expectations;
- Reviewing and affirming district goals;
- Putting into place a process for development of superintendent goals to support district goals, and measurements for determining whether a particular goal has been met;
- Determining the written format and content for the written evaluation instrument; and
- Developing a calendar for superintendent evaluation activities.

Number of sessions will depend on the scope of service requested, with a minimum of one evening or half-day session.

5. The board monitors performance.

The board constantly monitors progress toward district ends and compliance with written board policies using data as the basis for assessment.

IMPLEMENTATION AND COACHING SESSION

New! Monitoring District Performance: Saying What We Mean & Doing What We Say

All of your expectations about district performance live in your written board policy manual including board process policies, board vision/mission/goals (ends), operational parameters, and board/superintendent relations.

This session will provide an opportunity for your board and superintendent governance team to learn about and implement a monitoring process for your school board or to work on continuous improvement of your existing monitoring process.

Participants will have an opportunity to think, talk about, and plan how your board can fulfill its trustee role through the board's efforts to say what it means in board policy and mean what it says by monitoring board policy. Specifically, this workshop will provide participants the opportunity

- To understand the purpose and importance of reviewing and monitoring board policy in order to address board and district performance and practice continuous improvement.
- To implement a simple and practical process for effectively monitoring written board policy.

This workshop will also provide tools and templates to assist the board and superintendent in this work.

6. The board takes responsibility for itself.

The board, collectively and individually, takes full responsibility for board activity and behavior — the work it chooses to do and how it chooses to do the work. Individual board members are obligated to express their opinions and respect others' opinions; however, board members understand the importance of the board ultimately speaking with one clear voice.

BOARD SELF-EVALUATIONS

Board Self-Evaluation: Working together ... better

IASB field services directors can provide a number of different formats and tools to facilitate a board self-evaluation customized for your board. Our most common board self-evaluations are a **Board Governance Review (BGR) or Board Self-Evaluation Instrument (BEI)**.

An IASB-facilitated school board self-evaluation is a key step on the road to governance excellence. The best school boards recognize that in order for them to be effective, they need to take responsibility for their processes and work. IASB is available to help member boards meet this important challenge.

Every board can benefit from a self-evaluation. The self-evaluation process can provide preventive maintenance to alleviate issues before they become problems, or it can be a problem-solving tool. It can help the board to further strengthen things it already does well and address areas of challenge.

Board members individually complete and submit the online survey provided by IASB (paper surveys can be provided upon request). The field services director prepares a report that is used to facilitate the board's conversation at a board meeting.

Other formats for Board Self-Evaluations include:

- Starting Right
- Myers-Briggs® Team Workshop
- Team Relations
- Board/Superintendent Roles
- Board/Superintendent Communications Expectations

Evening or half-day

Starting Right ...

This session is based upon the IASB publication, *Orientation: Building the Board Team*. In order to become a high-performing team, each board must address the orientation needs of new board members and the development of the “new” governance team. Whenever new members (board members or superintendent) join the governance team it is valuable to understand the basics of board member and superintendent roles and responsibilities which lead to an effective leadership team. The *Starting Right* workshop is an important part of a new board member orientation process in which the new team begins the process of “norming,” the third in Bruce Tuckman’s *Four Stages of Group Development*.

Evening, half-day, or full-day

Myers-Briggs® Team Workshop

The Myers-Briggs® Type Inventory (MBTI) has proven a valuable resource for board members and administrators who want to be part of an effective team and make a significant contribution. Governance teams will learn to identify individual and team strengths, enhance board communications, and ensure effectiveness and efficiency in board processes and decision-making. All participants will receive their MBTI preference profile and useful interpretive materials. Participants attending this workshop will develop skills that will enhance their effectiveness at the board table, as well as their personal and professional lives.

Full-day or half-day

Additional Materials Cost: \$35 per person

The Illinois Open Meetings Act allows boards to meet in closed session for the purpose of “Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member.” 5 ILCS 120/2(c)(16). A board self-evaluation can be facilitated in closed or open session.

IN-DISTRICT WORKSHOP AND BOARD SELF-EVALUATION FEES

Board Self-Evaluation.....	\$400
Evening or half-day workshop (up to four hours).....	\$600
Full-day workshop (four hours or longer).....	\$1,000

IMPLEMENTATION AND COACHING SESSION FEES

Fees will vary based upon number and length of sessions. Fees include IASB staff travel expenses and all materials, except where noted in the workshop descriptions. Contact your IASB field services director for more information.



Learning with LeaderShop

School Board LeaderShop is a series of workshops for school board learning and networking. The workshops are designed for both the veteran board member looking for district improvement and the new board member eager to understand basic roles and responsibilities.

The purpose of School Board LeaderShop is to help school board members and school boards **speak effectively** for their communities in setting expectations for their schools; **make sure that their schools achieve the best possible results** in meeting those expectations; and **ensure that public resources are used effectively and efficiently** to achieve those results.

School Board LeaderShop offerings are available each year as Pre-Conference workshops at the Joint Annual Conference (JAC). In addition, a division-wide or in-district workshop can be arranged by contacting your field services director.

Workshops available:

- The Basics of Governance
- The Board's First Responsibility: Detecting and Communicating a Compelling Vision
- Connecting with the Community: The Board's Role and Work in Community Engagement
- The Board and its Superintendent: Developing and Maintaining an Effective Relationship
- Superintendent Evaluation: Getting Your Board Ready
- Monitoring District Performance: Saying What We Mean & Doing What We Say
- Data First for Governance: Using Data to Make Decisions
- Making Meetings Matter
- Myers-Briggs Type Indicator
- Diversity and Inclusion
- Board President's Workshop: Leading Leaders (*JAC only*)
- Professional Development Leadership Training (PDLT) and Performance Evaluation Reform Act (PERA) Training for School Board Members (*JAC only*)

School Board LeaderShop Academy — The School Board LeaderShop Academy promotes and recognizes your efforts toward continuous learning and professional development. Credit is achieved through taking LeaderShop designated workshops. See the IASB website for more information regarding LeaderShop courses and the LeaderShop Academy.

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Field Services

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