




# **In-district Services to Help Your Board Govern More Effectively**

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**IASB FIELD SERVICES CATALOG**





The IASB Foundational Principles of Effective Governance outline the governance role of the school board. This catalog can help your board governance team to 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 your board governance team 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 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 designed to take your board one step further to begin to do the work introduced at the workshop.

In addition to the workshops outlined in this catalog, IASB Field Services Directors can customize workshops to meet your specific needs.

# *Foundational Principles of Effective Governance*

## **IASB Workshops and Implementation and Coaching Sessions**

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- Targeting Student Learning Process Coaching

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- The Servant-Leadership of Governing Board Teams

#### **Interpersonal/Personal Skill Development**

- The 3 R's of Teambuilding: Roles, Responsibilities and Relationships
- Myers-Briggs Team Workshop
- FranklinCovey's 7 Habits of Highly Effective People Fundamentals
- FranklinCovey's Focus: Achieving Your Highest Priorities

# ***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.

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## **Workshops**

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### ***The Basics of School District Governance (LC)***

This workshop provides an overview of the principles of effective governance, a look at the board as trustee for the community and the responsibilities that role places on the board. Specifically, this workshop provides participants with an opportunity to:

- Identify the role and work of the school board;
- Distinguish board work from superintendent and staff work;
- Understand how each board member relates to the full board;
- Analyze, compare and discuss effective and ineffective board and board member practices; and
- Learn valuable interpersonal and decision-making skills.

*One and one-half day*

### ***School Board Leadership (LC)***

This workshop is a shorter version of *The Basics of School District Governance* workshop above.

*Full-day*

## ***Data First for Governance***

*Data First* is a series of exciting new workshops designed to help boards and board members answer these questions and more:

- How will we know that we are making progress toward our student learning and district goals?
- How can we communicate that progress simply and effectively to our public?
- How can we use data to ensure continuous improvement in our district?
- How can and should data inform our decision making?
- And how can data help us make better decisions and difficult choices in times of limited resources?

This workshop is the result of a pilot project led by NSBA's Center for Public Education in partnership with state school boards associations in California, Illinois and Michigan.

### **Module One: Building the Foundation (LC)**

Upon completion of this module board members will understand:

- how data can be organized and presented to boards and to the public;
- the nature of data used by school boards in their governance work;
- decisions and actions that boards can take based on data;
- and how boards can use data to determine the effectiveness of their work.

*Four- to five-hour session or two two-hour sessions*

### **Module Two: Teacher Quality and Distribution (LC)**

Upon completion of this module board members will understand:

- the difference between teacher qualifications and teacher effectiveness;
- what growth data says about teacher effectiveness;
- how boards can use data to determine equitable access to effective teachers;
- how boards can align their decisions to improve teacher quality and access;
- and how to engage stakeholders around these important issues.

*Two-hour session*

### **Module Three: High School and Beyond (LC)**

Upon completion of this module board members will understand:

- the preparation high school graduates need for the 21<sup>st</sup> Century;
- data that can be used to determine graduates' readiness for postsecondary education and/or good jobs;
- data that can serve as early indicators that students are on track for graduation or in danger of dropping out;
- postsecondary data that can shed light on P-12 quality;
- and policies and practices that boards can set to assure all students graduate qualified for success beyond P-12.

*Two-hour session*

# 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.

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## **Workshops**

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### ***The Board’s First Responsibility: Detecting and Communicating a Compelling Vision (LC)***

This workshop provides an opportunity for the board and superintendent to think about and discuss how the board can fulfill its trustee role for the community through its efforts to detect, clarify and communicate the district’s ends: its mission, vision, values and beliefs. Specifically, this workshop provides the opportunity to learn how to:

- Understand the board’s trustee role with respect to hearing and reflecting the community’s values and aspirations for its schools;
- Consider the elements and explore a process for meaningful public engagement to detect those values and aspirations;
- Learn how to articulate a compelling, shared vision for the district and to keep it before the board, staff and community as they do their respective work; and
- See how a compelling vision can align the entire system and lend coherence to the work of the board.

*Full-day*

### ***Targeting Student Learning: Focusing on the Real Work of Boards (LC)***

The role of the board in leading for student achievement is especially critical in this era of No Child Left Behind, standards-based education reform and increased accountability for school districts. In order to create a system that will help all students meet these rigorous standards, school boards and superintendents need to focus time and resources on policies targeting student learning. This session provides an opportunity for the board and superintendent, and others as appropriate, to learn about an effective four-part process for conducting essential policy discussions focused on student learning. These in-depth policy discussions:

- Can truly impact student learning;
- Are based on relevant data rather than perception; and
- Encourage broad-based participation from community and staff.

*Half-day*

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## Implementation and Coaching Sessions

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### *Setting District Goals and Direction (LS)*

This session provides an opportunity for the district 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. Based on the concepts introduced in the workshop, *The Board's First Responsibility: Detecting and Communicating a Compelling Vision*, the work may include:

- The 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 but will minimally be one half-day session.*

### *Targeting Student Learning Process Coaching (LS)*

This session provides an opportunity for the board, superintendent and other administrators to engage in an effective four-part process for conducting essential policy discussions focused on the student learning topic of their choice. The process and available topics are introduced in *Targeting Student Learning: Focusing on the Real Work of Boards*. This session will include opportunities to:

- Explore the role of policy and the policymaking process;
- Address a critical policy topic of the board's choice from among available topics such as governance and planning, academic standards and assessment, curriculum, and parent/community engagement;
- Assess and evaluate existing board policy and its student learning components; and
- Update or develop new board policies to support student learning.

*Number of sessions will depend on the scope of service requested but will minimally be two half-day sessions.*

## 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.

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### **Workshop**

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#### ***The Critical Role of School Boards in a Democracy (LC)***

This workshop provides school board members and superintendents with an opportunity to consider how public school boards uniquely contribute to a democratic society. Specifically, participants will:

- Explore what it means to lead and govern in a democratic society;
- Learn how public values frame public problems and choices; and
- Practice a decision-making process focusing on the public good.

*Full-day*

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### **Implementation and Coaching Sessions**

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#### ***Board Decision-Making (LS)***

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 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.

*One session of approximately three hours*

## 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.

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### **Executive Searches**

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#### *Superintendent Searches*

Perhaps the most important decision a board will ever make is the selection of a new superintendent. Seeking guidance and assistance is wise since the selection procedure and process must be planned carefully. IASB has developed a service to help boards with this work. When conducting a superintendent search, IASB search staff work specifically with the board.

#### *Other Key Administrative Searches*

Hiring an assistant superintendent, business manager and/or principal is a crucial component of the superintendent's function. Identifying and finding the right person for these administrative positions can consume a considerable amount of time and effort. When conducting an assistant superintendent, business manager and/or principal search, IASB search staff work specifically with the superintendent.

IASB's Executive Searches has a long, successful history of providing search guidance and assistance to boards throughout Illinois. The search and selection process includes:

- Establishing a timeline;
- Conducting a needs assessment;
- Advertising the vacancy;
- Collecting candidate information;
- Keeping records;
- Conducting professional reference checks;
- Maintaining contact with educational agencies; and
- Competitive pricing.

Executive Search Services staff are members of the National Association of Superintendent Searchers. For more information about IASB Executive Search Services, go to <http://iasb.com/files/superintendents.htm> or contact Donna Johnson, Director, Executive Searches at 630/629-3776 or 217/528-9688, ext. 1233.

## 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.

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### **Workshop**

#### ***The Board and Its Superintendent: Developing and Maintaining an Effective Relationship (LC)***

This workshop provides the school board and superintendent with an opportunity to learn methods for developing and maintaining an effective relationship essential to effective school governance. Participants will have the opportunity to:

- Explore the legal responsibilities and the complementary roles of the board and superintendent;
- Learn how to communicate clear expectations to the superintendent through policy and goals;
- Learn how to delegate authority to the superintendent to implement board policy and pursue district goals; and
- Become familiar with a tool and process for developing a meaningful superintendent evaluation process

*Full-day*

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### **Implementation and Coaching Sessions**

#### ***Board Expectations for the Superintendent***

Clear board expectations for the superintendent are critical to developing positive board-superintendent relations, clarity of direction and quality superintendent evaluation. When there is a change of superintendent or new members join the Board, written expectations should be reviewed, affirmed or revised as appropriate. This session provides an opportunity for the board and superintendent - the governance team - to work together to detect, clarify and record board expectations. This workshop may be a single session or may be included as one of several sessions in *Developing a Superintendent Evaluation Process*, below.

*One session of approximately two to three hours*

## *Developing a Superintendent Evaluation Process (LS)*

This session provides the governance team with the opportunity to develop and use the process and tools introduced in *The Board and Its Superintendent: Developing and Maintaining an Effective Relationship*. Participants will:

- Review, affirm, revise and/or develop district goals;
- Put into place a process for development of superintendent goals to support district goals;
- Develop a list of existing board and district documents to be reviewed for relevancy and alignment, including the superintendent job description, performance measures in the superintendent contract, and board policy; and
- Utilize a template that, when completed, constitutes a superintendent evaluation form.

*One to six sessions depending upon whether the Board has a set of current district goals*

## **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.

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### **Workshop**

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#### *School Board Accountability: Monitoring District Performance (LC)*

This workshop provides board members and the superintendent with the opportunity to think about and discuss how boards can fulfill their role as trustee for the community through their monitoring efforts. Specifically this workshop will provide the board and superintendent with the opportunity to:

- Understand why and how the board monitors district performance through its policy;
- Recognize the two different types of policy and effective monitoring requirements for each; and
- Learn and practice an effective monitoring process that includes:
  - \* Identification of monitoring criteria;
  - \* Use of data, rather than perception, to monitor performance;
  - \* How to determine appropriate evidence of compliance;
  - \* How to develop a district monitoring calendar; and
  - \* How to develop a monitoring “dashboard”.

*Full-day*

*continued*

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## Implementation and Coaching Sessions

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### *District Performance Monitoring (LS)*

This session provides the board and superintendent with the opportunity to ensure that the district is making progress toward its mission, vision and goals and complying with written board policy expectations by developing a process and tools for monitoring the district's overall performance. The board and superintendent will work together to implement the concepts introduced in *School Board Accountability: Monitoring District Performance*, including:

- Connecting district performance expectations directly to Board policy;
- Identifying key indicators that will be used to monitor district performance;
- Developing processes and an annual calendar for performance monitoring; and
- Creating a “district dashboard” for ongoing monitoring.

*Two or three sessions of approximately three hours each*

## 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.

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### **Board Self-Evaluation. Working together ... better.**

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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 the survey provided by IASB (either online or on paper) and submit to IASB. The field services director prepares a report for the board. This report is used to facilitate the board's conversation at a special meeting. The Illinois Open Meetings Act allows boards to meet in closed session for the purpose of self-evaluation when meeting with a representative of a statewide association of which the board is a member. 5 ILCS 120/2(c)(16). The board can choose whether to meet in closed or open session.

*Half-day*

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## Workshops

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### ***Orienting New School Board Members on the way to Becoming a High-Performing 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” team. Whenever new members join the governance team (board members or superintendent) it is valuable to go “back to the basics.” Two board conversations are called for: one involving district identity and the other involving board processes. In addition to having valuable conversations about the district, these conversations allow members to get to know each other and hear the various perspectives around the table.

This workshop can be structured around either or both conversations. The district identity conversation addresses the questions: Who are we? What do we care about? What are we trying to do? The board processes conversation addresses the questions: How does this team do business? What’s expected around the table? Do we have agreement regarding our processes?

*Full-day or half-day*

### ***Making Meetings Matter (LC)***

This workshop provides the board and superintendent with the opportunity to think about and discuss why good board meetings are critical to effective school governance. The board and superintendent will explore:

- Symptoms of ineffective board meetings;
- Ingredients of successful board meetings;
- Developing agendas that reflect board work;
- Conducting legal meetings;
- Implementing best practices associated with high functioning school boards; and
- Transforming ineffective board meetings into effective meetings.

*Full-day*

*continued*

### ***The Servant-Leadership of Governing Board Teams (LE)***

Servant-Leadership is a powerful metaphor for thinking about board service and organizational effectiveness. The central role of board members has been a key servant-leadership concern, a term Robert Greenleaf coined in 1970 (see [www.greenleaf.org](http://www.greenleaf.org)). This workshop will provide an opportunity for the board and superintendent to explore how the ideas and practices of servant-leadership apply to school boards.

*Half-day*

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## **Interpersonal/Personal Skill Development**

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### ***The 3 R's of Teambuilding, Roles, Responsibilities and Relationships (LE)***

Teamwork can be defined as: *Work done by two or more persons with a common goal, each usually doing a clearly defined portion of the work, but all subordinating personal prominence to the efficiency of the whole.* This workshop will provide an opportunity for boards and superintendents to clarify roles and responsibilities and begin to work on the process of building a relationship based on the premise of T.E.A.M. (Together Everyone Achieves More.) A variety of assessments are employed to facilitate the session. The objective is to enhance effective communication among individuals and the team by clarifying team rules, skills and listening.

*Half-day*

### ***Myers-Briggs Team Workshop (LE)***

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: \$35.00/person*

### ***FranklinCovey's 7 Habits of Highly Effective People Fundamentals (LE)***

This workshop is specifically designed for those who want a fast-paced introduction to the timeless principles of effectiveness. This workshop will cover the basic personal and interpersonal skills from the world-renowned 7 Habits and provide governance teams with personal and interpersonal skills that will assist them in their work as members of an effective board-superintendent team and in their individual lives.

Participants learn:

- How to consciously choose the most effective action in any given situation;
- Skills of effective communication;
- How to focus on critical priorities and eliminate distractions;
- Increased alignment between activities, mission and goals;
- Skills for getting organized and taking control of your life; and
- To easily share recognition and success.

*Full-day*

*Additional Materials Cost: \$52.00/person*

### ***FranklinCovey's Focus: Achieving Your Highest Priorities (LE)***

This presentation is highly interactive and packed with learning. Board members and superintendents will learn FranklinCovey's world famous time management principles, including:

- Planning your weeks and organizing your days so your time is spent on tasks that really matter;
- Defining your goals and breaking them down into key tasks;
- Reducing stress by eliminating unnecessary activities;
- Managing information with a proven planning system; and
- Balancing work and life priorities.

*Full-day*

*Additional Materials Cost: \$35.00 to \$40.00/person*

## *In-district Workshop Fees*

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

*(Plus materials cost where applicable)*

## *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.

## *LeaderShop Academy Credit*

The LeaderShop Academy promotes and recognizes board member efforts toward continuous learning and professional development. By participating in certain workshops and coaching and implementation sessions offered in this catalog, board members will receive LeaderShop Academy credit.

(LC) indicates LeaderShop Core Workshop

(LE) indicates LeaderShop Elective Workshop

(LS) indicates LeaderShop Implementation and Coaching Sessions

For more information on the LeaderShop Academy,  
see [www.iasb.com/pdf/LeaderShop.pdf](http://www.iasb.com/pdf/LeaderShop.pdf)

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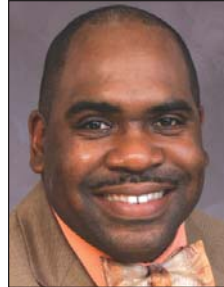
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