

Improving School Board Effectiveness

A Balanced Governance™ Approach

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Introduction

What is Balance?

What is Balanced Governance™?

A Balanced Governance™ approach promotes neither _____ -
stamping nor _____.

What School Boards Do Makes a Difference

They can do a lot of _____, and they can do a lot of _____.

The fact that board members can influence achievement, even loosely, merits much more attention—surely by scholars but also by voters, parents, taxpayers, and other policy-makers. – Fordham Foundation, 2014

Why is Balanced Governance™ Important?

How can we improve School Board Effectiveness?

Four attributes of school boards that influence learning and teaching

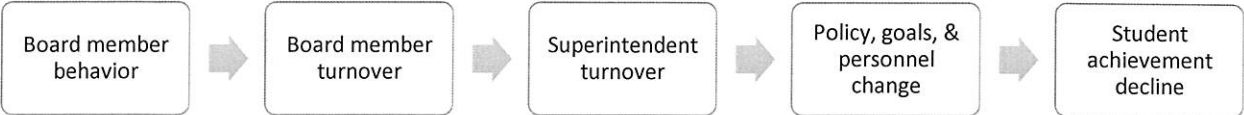
1. Values and _____
2. _____
3. Teamwork
4. _____

When the structures and norms of behavior within the school culture positively affect instructional practices, improved student achievement is expected and typical. – Tom Alsbury

What matters?

- 1. Board _____
- 2. Superintendent _____
- 3. Holding superintendents accountable for _____ performance.
- 4. Hold the board accountable for _____ performance.

Effects of destabilizing behavior – Tom Alsbury



What exceptional governance looks like...

Consistent course of action over time.

- Clear _____ (where we're going)
- Clear _____ (purpose)
- Clear _____ (how we get there)
- Clear _____ (with accountability for performance)
- Commitment to _____ (key to excellence)

School Board effectiveness hinges upon strong board-superintendent relationships.

Three Keys to Effect Board-Superintendent Relationships

- 1. _____
- 2. _____
- 3. _____

Board Member Self-Assessment

Characteristic	Description	Balanced Governance™	Rating (1-5)
Role boundaries	Understands the difference between the role of oversight and micromanagement.	Oversight with knowledgeable critique and advocacy.	
Role orientation	A trustee speaks for general interests and assumes a personal mandate due to their election, valuing unanimity on board decisions. A delegate attempts to speak for special interests, comfortable with open debate and split votes to maintain a platform for diverse and competing interests.	Trustee orientation with the ability to shift to delegate when there is emerging conflict, community dissatisfaction, or change.	
Advocacy focus	A position-driven focus is often polarizing and identifies “friends” and “enemies.” An interest-driven focus seeks to satisfy multiple and diverse needs and avoids the narrow demands of special interests.	Interest-driven.	
Student concern focus	Supports a broad focus on student concerns. A stated responsibility to insure all students are afforded social justice. Avoids targeted focus justice for single categories of students or needs.	Broad focus of social justice for all students.	
Solution focus	Understands that the local school district, and each school, has unique and shifting needs; often requiring nonstandard solutions.	Recognizes contextual needs and supports creative, nonstandard solutions.	
Exercise of influence & visibility	Understands that board members possess no individual authority. Power rests in the board as a group only.	School board team influence and supportive visibility.	
Use of voice	Does the board member use his or her voice to tell and sell their position or do they seek to listen, understand interests, and discover resolution and reconciliation?	Uses voice to listen, resolve, and reconcile.	
Use of power	<i>Power Over</i> is using your position to get your own way through threat or reward. <i>Power With</i> is using your position to ensure all voices are heard and collaborative solutions are guaranteed.	Power With.	
Decision-making style	Decision-making can be individually and quickly or can be collaborative with and through others.	Collaborative.	
Motivation for service	Board members can serve for personal or for altruistic reasons.	Altruistic.	