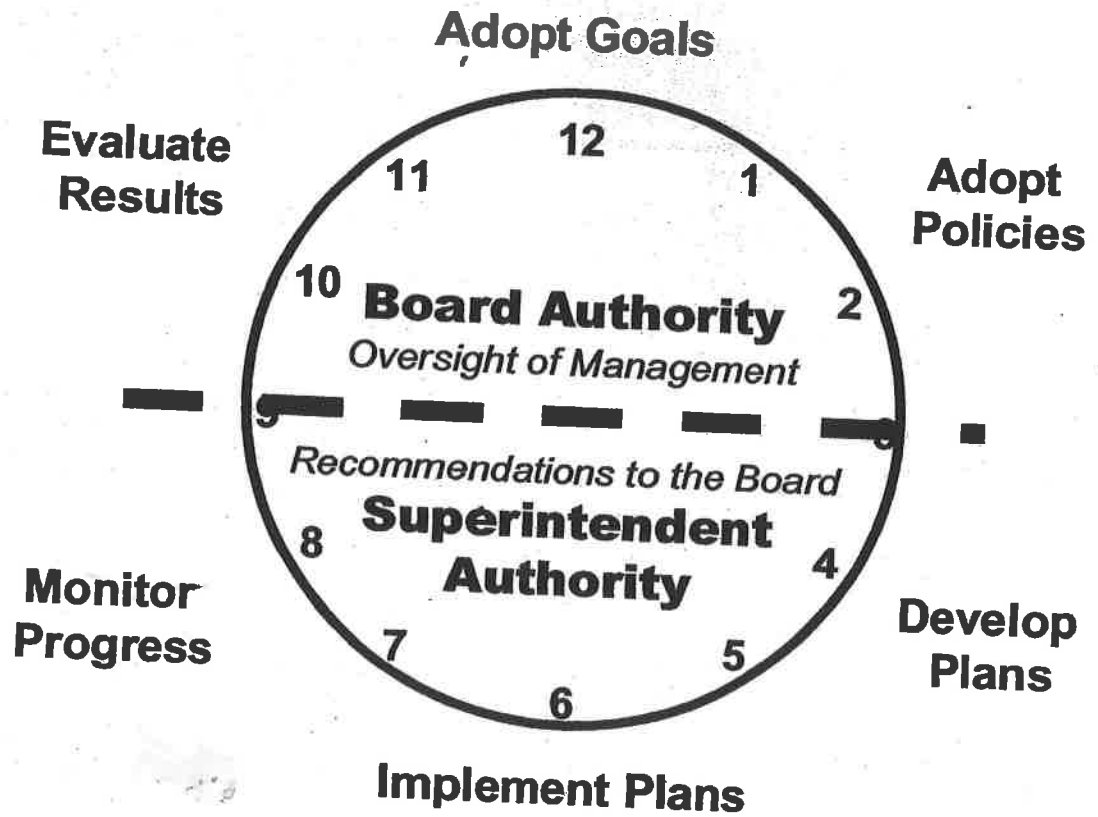


**BOARD – SUPERINTENDENT GOVERNANCE  
CLOCK**

**The Board Governs**  
Sets Expectations and Parameters



**The Superintendent Manages**  
Provides Leadership and Supervision

## **HOW DO YOU RATE?!**

### **Effective School Boards:**

- ✚ Commit to a vision of high expectations for student achievement and quality instruction
- ✚ Define clear policies and goals toward that vision
- ✚ Have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
- ✚ Are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement
- ✚ Have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
- ✚ Embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
- ✚ Align and sustain resources, such as professional development, to meet district goals.
- ✚ Lead as a united team with their administrator, each from their respective roles, with strong collaboration and mutual trust.
- ✚ Take part in team development and training, sometimes with their administrator, to build shared knowledge, values and commitments for their improvement efforts.

### **Ineffective Boards:**

- ✚ Are slow to define a vision, mission and goals for the district
- ✚ Don't read agendas, or prepare for board meetings
- ✚ Spread gossip and innuendo, negatively impacting the district
- ✚ Micro-manage day-to-day operations, destroying trust
- ✚ Disregard the chain of command when getting complaints
- ✚ Are only vaguely aware of school improvement initiatives, and seldom able to describe actions being taken to improve student learning
- ✚ Have little understanding or coordination on staff development for teachers
- ✚ Focus on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation
- ✚ Are quick to describe others as barriers to community outreach, rather than taking responsibility for communication with their community administrator
- ✚ Look at data from a "blaming" perspective, describing teachers, students and families as major causes for low performance.
- ✚ Don't participate in, or learn from, professional development together as a board
- ✚ Routinely surprise their Administrator and others