

SCHOOL BOARD GOVERNANCE

REFERENCES FOR BEST PRACTICES

Carr, N. *Making Data Count*

The accountability and standards movement is upon us and school boards must take the lead to demonstrate how to make data-driven decisions. Carr defines the types of data school boards need to review. http://www.schoolboarddata.org/articles/making_datacount.pdf

Carver, J. *Toward coherent governance. The School Administrator*

School boards can not ignore the research of John Carver when looking to shape their practices. He is the leading expert in the field of board leadership. Carver shows how boards can excel within their own organizations by adopting his policy governance model. This covers what to achieve in the boardroom, board integrity, evaluation, being driven by the mission, evaluation of the superintendent. <http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3907>.

Dawson, L., & Quinn, R. *Clarifying Board and Superintendent Roles*

This follows the guide of Policy Governance to define the parameters under which the board and the superintendent operate so that role confusion is not the result. <http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3908>

Eadie, D. *Five Habits of High-Impact School Boards*

This book is an easy-to-read guidebook that serves to provide a detailed, to-the-point information that school boards and superintendents can put to immediate use. <http://www.amazon.com/Five-Habits-High-Impact-School-Boards/dp/1578861764>

Gemberling, Smith and Villani. *The Key Work of School Boards: Guidebook*

If there's one book that stands alone as the best read because of its simplicity and straightforward directive to give board members the skills to impact student achievement, it is this one. Readers will become aware of the importance of being systemic thinkers. This book provides the tools to self-assess where boards are at with their practice and what to expect of the superintendent. In fact, this is a must read for superintendents. Once read, it is highly recommended that boards engage in retreats to dialog about the direction this book offers. <http://www.nsba.org/keywork2/guidebook/KeyworkGuidebook.pdf>

Goodman, R., & Zimmerman, W. *Thinking differently: Recommendations for 21st century school board/superintendent leadership, governance, and teamwork for high student achievement*

Goodman and Zimmerman illustrate the importance of teamwork to impact student achievement. The detail some of the challenges in implementing change. Much of this is about leadership development and thinking differently about how to engage the public. <http://www.ers.org/CATALOG/description.phtml?II=WS-0360>.

Iowa Association of School Boards. *The lighthouse inquiry: School board/superintendent team behaviors in school districts with extreme differences in student achievement.*

This is the result of the groundbreaking research done by the Iowa School Boards Association that looked at the practices of school board leadership in high performing districts. <http://www.ia-sb.org/WorkArea/showcontent.aspx?id=570>

Johnson, N. *Board Governance: Theory and Practice*

Here is a website that will keep you busy for hours/days. Johnson creates hyperlinks throughout his research on his site so that the reader can jump from site to site to dig deeper into the research about school board governance. <http://www.uiowa.edu/~cyberlaw/governance/>

Kimball, D. *The Cornerstone Relationship Between CEO and Board President*

This quick read is a must for board members and the superintendent. Each must realize the importance of the strong relationship that must exist between the board chair and the superintendent so that all understand the dynamics of their relationship and duties. <http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=948>

Land, D. *Local school boards under review: Their role and effectiveness in relation to students' academic achievement.*

This article examines governance reforms and what experts say is required of school boards to impact student achievement. The research gives boards direction as they plan for their future. http://www.promente.org/files/research/ESPdocs/02RER02_local_school_boards_under_review.pdf

Lashway, L. *Using school board policy to improve student achievement.*

This article describes and challenges boards to use policies to affect student learning. It refers to NCLB and how it can put school boards into a reactive mode. Ultimately, it challenges school boards to look at what Carver states about policy and to say that policy making is not a guaranteed way of impacting student achievement. <http://scholarsbank.uoregon.edu/dspace/bitstream/1794/3391/1/digest163.pdf>

National School Boards Association. *Becoming a better board member: A guide to effective school board service.*

Every school board member receives this book and should be ready. Perhaps the best way is to break this book down by sharing the reading of it then teaching each other. https://secure.nsba.org/pubs/item_info.cfm?ID=731

National School Boards Foundation. *Improving school board decision making: The data connection.*

This site will provide presentations, quizzes, hands-on training tools and other helpful materials you won't see in the book. <http://www.schoolboarddata.org/>

Noyce, Perda and Traver. *Creating Data-Driven Schools*

The reading here will help board members to understand the importance of being data-driven and that teachers should be using data to make decisions about curriculum, instruction/teaching and learning. It illustrates the importance of measuring progress and results of programs and methods of teaching.

http://www.schoolboarddata.org/articles/creating_datadriven_schools.pdf

Price, W. *Policy Governance Revisited.*

Price describes the relationship breakdown that can occur when school boards and superintendents become confused about the roles they play or should be playing. This should be read to identify the confusion that can occur if boards get caught up in power struggles and especially when they begin to undermine the superintendent of the schools.

<http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3945>

Streich, W. *Policy and Performance: How board policy can drive student achievement.*

This article describes the kinds of policy principles boards should adopt so that they can assess the policies they have and the ones they want to draft. It's about setting high standards, improving student motivation, alignment, and the raising expectations.

<http://www.schoolboarddata.org/articles/policyandperformance.pdf>

OTHER WORTHWHILE READS

Data-driven decision making

Armstrong, J., & Anthes, K. (2001). How can data help: Putting information to work to raise student achievement. *American School Board Journal*, 188(11), 1-4. Retrieved February 27, 2006, from <http://www.schoolboarddata.org/articles/howdatacanhelp.pdf>

Hill, P. (2003). *School boards: Focus on school performance, not money and patronage*. Retrieved March 12, 2006, from http://www.ppionline.org/ppi_ci.cfm?knlgAreaID=110&subsecID=134&contentID=251238

Building leadership

Beck, J. & Yeager, N. (1994). *Leader's window: Mastering the four styles of leadership to build high-performing teams*. NY: John Wiley & Sons, Inc. <http://www.amazon.com/Leaders-Window-2nd-Leadership-High-Performing/dp/0891061606>

Buckingham, M. & Coffman, C. (1999). *First break all the rules: What the world's greatest managers do differently*. NY: Simon and Schuster. <http://www.amazon.com/First-Break-All-Rules-Differently/pd/0684852861>

Deal, T. & Peterson, K. (1994). *The leadership paradox: Balancing logic and artistry in schools*. San Francisco, CA: Jossey-Bass Publishers. <http://www.amazon.com/Leadership-Paradox-Balancing-Artistry-Schools/dp/0787955418>

Garcia, P., & Brumbaugh, S. (2003). Local school board service: An opportunity for leadership. *Harris Patriot-News*. Retrieved March 28, 2006, from <http://www.eplc.org/schoolboardeditorial.html> .

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. VA: Association for Supervision and Curriculum Development. <http://shop.ascd.org/productdisplay.cfm?productid=102283>

Kouzes, J. & Posner, B. (1995). *The leadership challenge*. San Francisco, CA: Jossey-Bass Publishers. <http://www.leadershipchallenge.com/WileyCDA/>

Superintendent/School Board relationships

Dawson, L., & Quinn, R. (2004). Coherent governance: A board-superintendent relationship based on defined goals can raise achievement. *American Association of School Administrators: The School Administrator*, November 2004. Retrieved

January 17, 2006, from <http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=1100>

Else, D. (1993). *Strengthening board of education/superintendent relationships in American's schools*. (Monograph Series No. 4 (1), 1-7). IA: University of Northern Iowa, Department of Education. www.uni.edu/coe/iel/bssum.html

Goodman, R., Fulbright, L., & Zimmerman, W. (1997). *Getting there fore here. School board-superintendent collaboration: Creating a school governance team capable of raising student achievement*. Arlington, VA: Educational Research Service and New England School Development Council. www.nesdec.org/Thinking_Differently.htm.

Iowa Association of School Boards. (2006). *Principles for positive board and superintendent relations*. Retrieved July 12, 2006, from <http://www.ia-sb.org/boardbasics/PrinciplesforPositiveRelations.asp>

Ziebarth, T. (2002). *The roles and responsibilities of school boards and superintendents: A state policy framework*. Education Commission of the States Document 4126. Retrieved July 17, 2006, from <http://www.ecs.org/clearinghouse/41/26/4126.pdf>

Building a culture of collaboration

Conzemius, A., & O'Neill, J. (2001). *Building a shared responsibility for student learning*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.amazon.com/Building-Shared-Responsibility-Student-Learning/pd/0871205971>

Deal, T. & Peterson, K. (1999). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass Publishers. <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787962430.html>

Goodman, R., & Zimmerman, W. (2000). *Thinking differently: Recommendations for 21st century school board/superintendent leadership, governance, and teamwork for high student achievement*. Arlington, VA: Educational Research Service. www.nesdec.org/Thinking_Differently.htm.

Henderson, E., Henry, J., Saks, J., & Wright, A. (2001). *Team leadership for student achievement*. Alexandria, VA: National School Boards Association. <http://www.cabe.org/page.cfm?p=67>

Iowa Association of School Boards. (2000b). *The lighthouse inquiry: School board/superintendent team behaviors in school districts with extreme differences in student achievement*. Des Moines, IA: Author. <http://www.ia-sb.org>

McGraw, H. (2003). Creating the culture: In education the business alike, an effective board can add tremendous value. *American School Board Journal*, 40, 40-43. Retrieved January 14, 2006, from <http://www.asbj.com/governance/0403asbjmcgraw.pdf>

Solokoff, H. (2001). Engaging the public: How school boards can call for community involvement in important decisions. *American School Board Journal*, 24. Retrieved June 27, 2006, from <http://www.asbj.com/2001/09/0901coverstory3.html>