

2020 ANNUAL CONFERENCE


ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE, DURING, AND AFTER CRISIS

What Do We Do Now?


The Continuous Journey Toward Board Effectiveness
Lessons Learned - 19 years as a Policy Governance Board

Rick Maloney, EdD

1




Who Am I?



- Board Member (PG & non-PG)
 - Homeowners Assn (5 yrs)
 - School Board (20+ yrs)
 - State School Dir' Assn (9 yrs)
- Retired US Army + Ret. School Administrator
- Consultant/trainer
 - Policy Governance Consultant (since 2006)
 - State Boardsmanship/Governance Trainer (since 2019)
- Author of 2 books and 7 articles on governance

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2




Handouts

1. Presentation Slides
2. Lessons Learned
3. Strategic Plan
4. 1st Yr Implementation (4 docs)
5. Model Consistency (2 docs incl survey)
6. Self-Assessment (3 docs incl rubric)

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3



Questions/Comments

- Comments or questions?
- Please use CHAT for this purpose.
- Chat monitor will alert me.

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4

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2001-2004: A New Look
2004-2020: Post-Launch Years
-2015: Model Consistency
-2018: Assessment for Growth
A Look Back

Introduction

PG Life Cycle & Lessons Learned
8 Lessons Learned & 2 Assessments

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5

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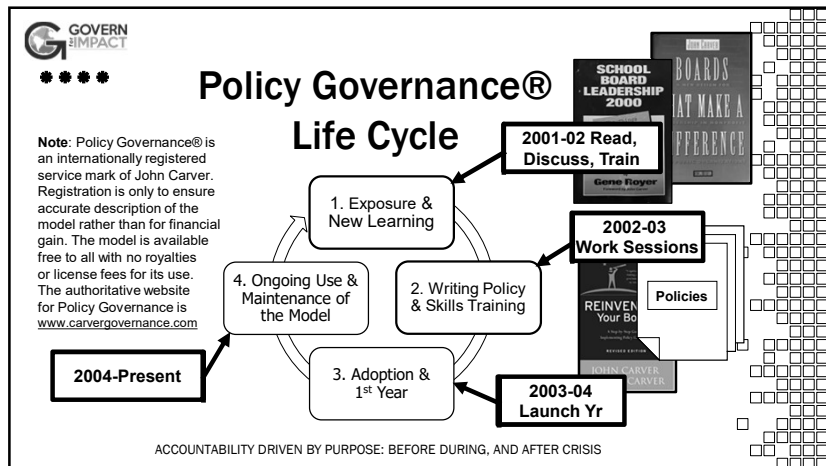
Governance is...Complicated

*"Boards behave like typical schizophrenics. On the one hand they willingly (indeed eagerly) **give power away** to the experts... On the other hand, they espouse an ideology of **lay control**."*

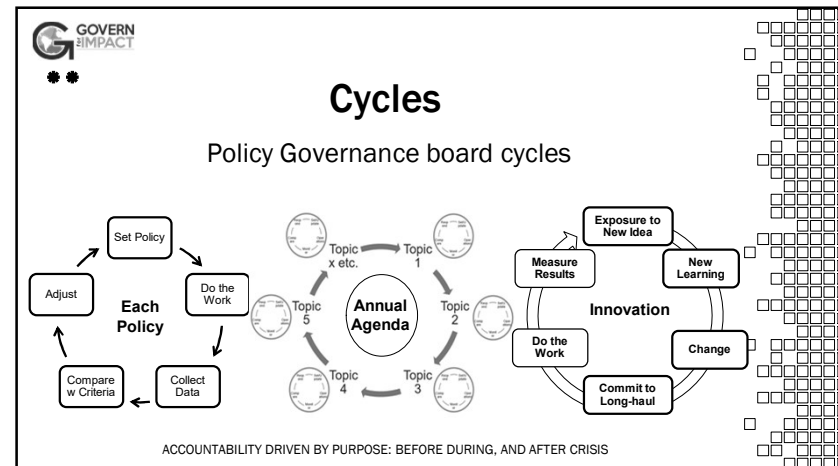
L. Harmon Zeigler, cited in
The Future of School Board Governance

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6



7



8

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Lessons Learned

1. Assumptions
2. Mindset
3. All or nothing
4. Process
5. Board Capacity
6. Time
7. Work
8. Institutional memory

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9

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Reflecting on Learning

Twenty leading educators reflect on the work of school reform

I used to think...	And now I think...
--------------------	--------------------

I used to think...

-

Now I think...

-

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Phases 1-3: Early Lessons Learned

- Some lessons learned (surface level)
BGOs - Blinding Glimpses of the Obvious?
- Learned (relearned) in greater depth?
 - ✓ Re: Boards That Make a Difference
 - ✓ Re: Reinventing Your Board
- Fodder for skeptics and critics
Possibly grow into something more meaningful

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11

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Phase 4: Deeper Lessons

I used to think...

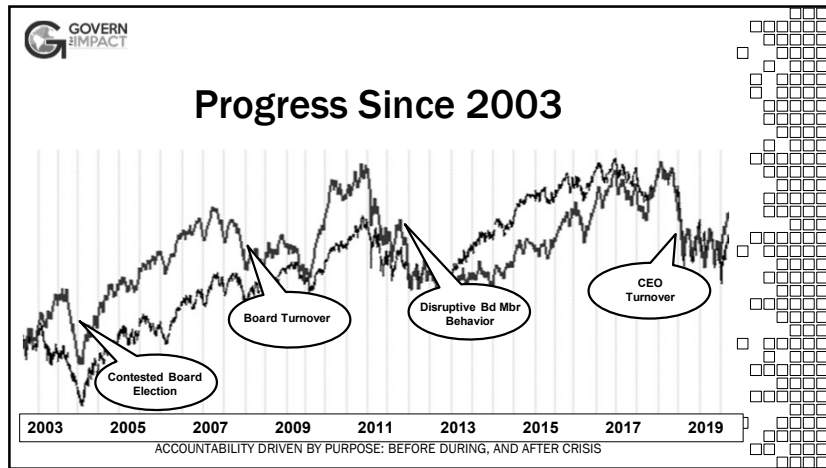
- PG allows us to 'hand over' management

Now I think...

- PG shows us how
 - ✓ To oversee management; remaining owner rather than management 'wannabe'
 - ✓ To hand off the 'doing' – keep the 'seeing that it is done'

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12



13

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Ends: 2003→2019

Subject	4 th Grade	7 th Grade	10 th Grade	All (Avg)
Math				
%Met 2003	56.4	42.3	39.7	46
%Met 2019	69.2	82.1	58.7	68.8
Rank 2003	5 th of 13	1 st of 13	4 th of 13	3 rd of 13
Rank 2019	1 st of 13	1 st of 13	1 st of 13	1 st of 13
Reading				
%Met 2003	75.9	64.8	63.4	68
%Met 2019	73.7	83	79.7	76
Rank 2003	2 nd of 13	1 st of 13	6 th of 13	Tied 1 st of 13
Rank 2019	1 st of 13	1 st of 13	1 st of 13	1 st of 13

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14

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2001-2004: A New Look
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 A Look Back

2001-2004

A New Look

Lessons #1, 2 & 3 (Assumptions, Mindset, All or Nothing)

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Phase 1: 2001-2002

Initial Interest in the Model

- Spring 2001 - NSBA Bookstore
- Reading & Discussing
 - ✓ Passed book around
 - ✓ Shared reactions
 - ✓ Discussed possibilities
- Incubation

"I heartily applaud Gene's efforts and those of the many elected 'servant-leaders' committed to transforming the governance of public education."
 J. Carver, Foreword

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16

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Lessons Learned

1. Assumptions
2. Mindset
3. All or nothing
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5. Board Capacity
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17


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#1: Be Wary of Assumptions

For example:

- Innovation is always good
- Enthusiasm lasts
- Old policies are irrelevant
- New members need to commit
- Consensus is best

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18

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Assumptions: Innovation is always good

I used to think...

- 'New thing' = Good thing
- New things inspire enthusiasm

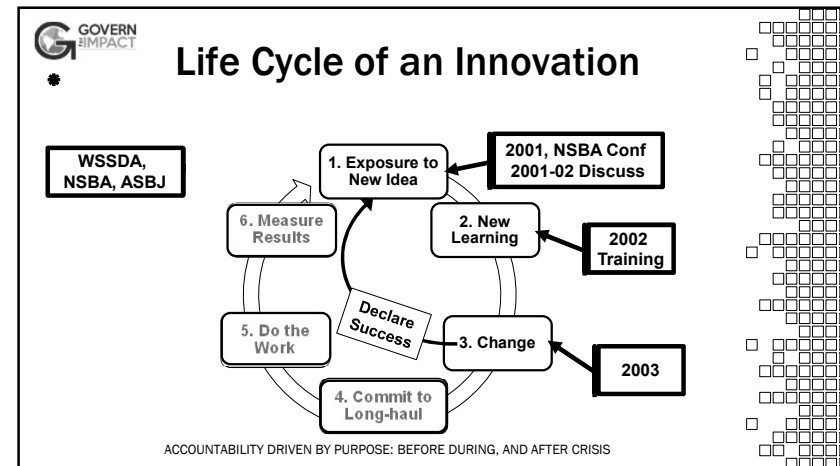
Now I think...

- New thing + New thing + New thing = 'Churn'

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19



20

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Assumptions:
Enthusiasm Lasts

I used to think...

- Enthusiasm is good

Now I think...

- Enthusiasm wanes – be wary of complacency
- Watch out for the next ‘new thing’?
- Must renew and recommit to principles

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21

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‘Whale Sightings’

- “Thar she blows!” excitement
- Lengthy periods between sightings
- Interest turns elsewhere
- Another whale (new thing) surfaces! (recycle)

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22

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Assumptions:
New Member Commitment

I used to think...

- Oath of office is good for establishing the new board member’s commitment

Now I think...

- New member oath gives us an opportunity
 - ✓ To renew the oath as a board
 - ✓ To refresh our collective commitment

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23

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Assumptions:
Consensus is Best

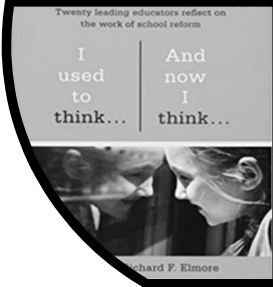
I used to think...

- Consensus is ideal
 - ✓ Avoids tyranny of the majority
 - ✓ All voices heard vs groupthink

Now I think...

- Consensus is desirable, but be wary of:
 - ✓ Granting veto power to one member
 - ✓ Be wary of tyranny of the minority
- Board dysfunction threat? Take a vote...then move on

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24

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Lessons Learned

1. Assumptions
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25

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#2: Change Board Mindset

- Not only the board's **approach**
- It also requires a change in the board's **mindset** about:
 - Board work
 - Board meetings
 - Strategic planning
 - CEO job
 - CEO evaluation

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Mindset: Focus the Board's Work

Policy Governance helps the board define its own role and that of the CEO, and helps it refrain from focusing on the "Killer B's"

"Killer B's" - P.Houston

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27

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Mindset: Use of Time in Meetings

We used to...

- Take meeting agendas for granted

We learned to...

- Audit meetings for what is valued
 - ✓ How do we spend our time?
 - ✓ Do we mean what we say in policy?
 - ✓ Are we just 'going through the motions'?

...certain board member behaviors that are readily observable in meetings correlate strongly with student performance on state tests.

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28

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Mindset:

Strategic Planning (Means)

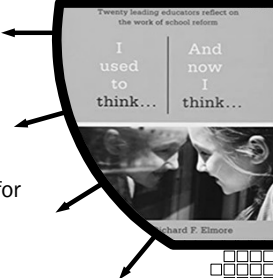
We used to...

- Consider strategic planning to be a board tool for guiding the organization with goals, objectives, & action plans

We learned...

- Board focuses attention on ENDS, and limits on MEANS
 - ✓ Other goals (MEANS) belong to CEO
 - ✓ Action plans (MEANS) also belong to the CEO
 - ✓ Separate strategic from operational

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29

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Mindset:

Strategic Planning (Roles)


Board retains

- Ends – outcomes for students
- Values – for board Ends and Means

Board gives up

- Pretending to make operational plans (It retains control via policy)

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30

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Mindset:

Two Parts to Strategic Plan

6 'Goals'

<u>Board-Directed Ends</u>	<u>CEO Strategies</u>
<ul style="list-style-type: none"> Academic Competence Character/Citizenship Physical Health & Fitness 	<ul style="list-style-type: none"> District/School Level Teacher Level Student Level

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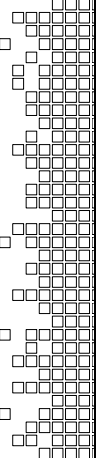
31

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Lessons Learned

1. Assumptions	5. Board capacity
2. Mindset	6. Time
3. All or nothing	7. Work
4. Process	8. Institutional memory

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32

#3: All or Nothing

- Each person tends to 'see' things differently; e.g. Selective adoption of policies
- We must achieve clarity in **writing** (vs 'amnesia')
- We must adopt the **whole** model (vs board 'behaving itself')

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33

All or Nothing: Too Little Board Control

I used to think...

- PG Principles define delegation
- CEO to board: 'Means are my area – not yours'

Now I think...

- Board policy defines roles of board & CEO
- Policy can delegate \uparrow or \downarrow by defining limits
- CEO has duty to show compliance (both Ends and Means)

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34

All or Nothing: Too Much Board Control

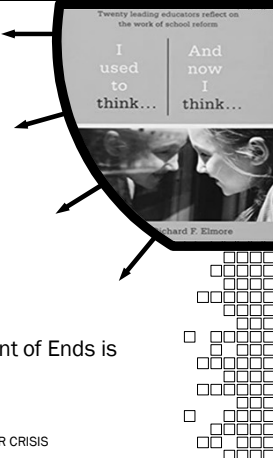
I used to think...

- Once Executive Limits are written, the board-CEO line is clear
- Board judges compliance but does not make means decisions

Now I think...

- Obsessive monitoring of means to the detriment of Ends is not model consistent

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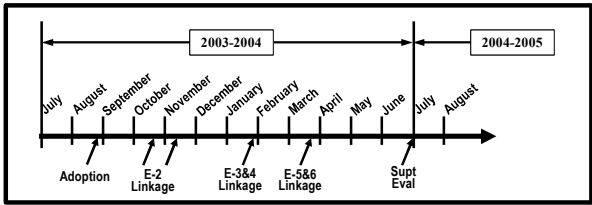


35

Phase 3: 2003-2004

1st Year of PG Implementation

3 Job Products: Linkage – with 'owners'
Monitoring – to assure performance
Policy – review policies



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36

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Chat Check?

Are there any...

- Comments to share?
- Points that need clarifying?
- Questions that need answering?



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37

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What do we do now?

Phases in the PG Life Cycle:

1. Introduction/exploration/learning leading up to **decision**;
2. Pre-launch 'blitz': **policy setting & training** in use of the model;
3. Year 1 - Launch and implementation including **adoption** of policies and **annual agenda** to include **linkage** and cycle of **monitoring**;
4. Post-launch **ongoing use** and **maintenance** of the model.



The Candidate (1972)

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38

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2001-2004: A New Look
 2004-2020: Post-Launch Years
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 A Look Back

2004-2020

After the 1st Full Year
 Lessons #4 & 5 (Process, Board Capacity)

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39

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Lessons Learned

1. Assumptions	5. Board capacity
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40

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#4: Trust the Process

- “Foolish consistency...hobgoblin of little minds” (Emerson)
- Foolish...or wise?
- Habits reinforce our values
 - ✓ Monitor; require CEO response; review policy after every monitoring
 - ✓ Self-assess @ every meeting; board means policy review

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Twenty leading educators reflect on the work of school reform

I used to think... And now I think...

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Trust the Process: CEO Interpretation

I used to think...

- After 16 years of monitoring cycles we had a complete process

Now I think...

- Our monitoring process still needed improvement (interpretation statement)

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CEO Interpretation Statement

Policy EL-2 Communication with the Public

...the Superintendent shall not cause or allow any practice, activity, decision, condition, procedure or organizational circumstance that leads to any of the following:

- ...A school community...that is not predisposed to provide local support on critical district issues to include bond/levy needs, or that remains uninformed of:
- Annual school and district progress, including information about school and district strategies intended to address achievement and to accomplish the Board's Ends policies;

Interpretation: I interpret this to mean that the community should be informed annually of the progress being made at specific schools and in the district as a whole in pursuit of the Board's three Ends Policies- Academic Competence, Health and Fitness and Contributing Citizens. In addition, the public should have regular access to the district's Strategic Plan which outlines the general methods used to reach our goals.

In compliance, The district utilizes a wide range of methods to share school and district progress...

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43

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Trust the Process: Monitoring & Board PD

I used to think...

- Monitoring is simply a means toward our ENDS

Now I think...

- Monitoring is an agent of change (board practice)
- Monitoring/adjusting is a process that assures not only organizational performance but also 'becoming' a more effective board

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Twenty leading educators reflect on the work of school reform

I used to think... And now I think...

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44

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Lessons Learned

1. Assumptions
2. Mindset
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5. **Board capacity**
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45

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#5: Board Capacity

The board must not forget its own governing capacity:

- Board growth
- Board discipline
- Self-monitoring
- PD is for 'the board'
- Board training
- "Deep dive"

Twenty leading educators reflect on the work of school reform

I used to think... | And now I think...

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46

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Board Capacity: Board Growth

I used to think...

- Self-assess routine → 'go through motions'
- Board means: 'Check-off' ☒

Now I think...

- A habit of self-discipline, formed when we self-monitor, gradually and continuously shapes and 'grows' board capacity

Twenty leading educators reflect on the work of school reform

I used to think... | And now I think...

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47

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Board Capacity: Board (Self-)Discipline

"Boards are the least disciplined, least rational, and most disordered element in any school system."
John Carver, (*The School Administrator*, Mar 2000)

I used to think...

- The board president enforces order

Now I think...

- Individual responsibility
- Everyone is a "Carver cop"

Twenty leading educators reflect on the work of school reform

I used to think... | And now I think...

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48

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Board Capacity: PD is for 'the Board'

Twenty leading educators reflect on the work of school reform

I used to think...	And now I think...
--------------------	--------------------

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I used to think...

- PD is for new board members
- PD is for individual members

Now I think...

- Board PD is/should be:
 - ✓ A group activity
 - ✓ Continuous
 - ✓ Never finished

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49

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Board Capacity: Training

Twenty leading educators reflect on the work of school reform

I used to think...	And now I think...
--------------------	--------------------

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I used to think...

- Board PD was a matter of education (reading, lecture)

Now I think...

- Board PD is also a matter of training, e.g. 'Rehearsals'
- BE - KNOW - DO

THE BOARD MEMBER'S PLAYBOOK
Using Policy Opportunities to Solve Problems, Make Decisions, and Build a Strong Board
Foreword by John Carter
Miriam Carver and Bill Charney

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50

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Board Capacity: "Deep Dive"

Twenty leading educators reflect on the work of school reform

I used to think...	And now I think...
--------------------	--------------------

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I used to think...

- Annual monitoring cycle assures model-consistency

Now I think...

- A more intentional deep look at model-consistency is warranted
- Perhaps every 5 yrs

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51

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Chat Check?

Are there any...

- Comments to share?
- Points that need clarifying?
- Questions that need answering?

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52

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2001-2004: A New Look
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A Look Back

2015

Checking for Model Consistency Lesson #5 (Board Capacity)

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53

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Model Consistency

- IPGA Model-Consistency Work (2012-2014)
- Model-Consistency Work Revision/Application (2016)
- Self-Assessment Survey 2015)

IPGA International Policy Governance Association
(now Govern for Impact)

Policy Governance® Principles and Model Consistency Framework document

PURPOSE AND DESIRED OUTCOMES OF THIS DOCUMENT
In 2012 an operational task force working for the IPGA CEO was charged with developing a system for objective review which could be used to ensure, as much as possible, that IPGA presentations and publications were model consistent. It was estimated that the Principles had to be the foundation but that something more than just the Principles would be needed to conduct an objective review. It was determined to look at the further writings by the Authoritative Source, as well as surveying leading consultants to ascertain probable lower level definitions of the Principles. These would then be extensions of, or logical expectations, given the Principles themselves.

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54

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IPGA Model Consistency

Principle	Potential Lower Level Definitions	Potential Criteria for Judging Consistency of Materials	Potential Criteria for Judging Consistency of Board Behaviors
1. Ownership: The board exists to act as the informed voice and agent of the owners, whether they are owners in a legal or moral sense. All owners are stakeholders, but not all stakeholders are owners, only those whose position in relation to an organization is equivalent to the position of shareholder in a for-profit corporation.	This includes at least: The board clearly identifies its moral ownership. The board distinguishes its accountability to owners from its accountabilities to other stakeholders. Recognizing its accountability to owners, the board develops and executes a deliberate plan for regular, consistent and on-going two-way communication with owners. Connection with owners is primarily around Ends-related issues but also potentially unacceptable means, not around "current customer issues". Methods chosen for ownership linkage are designed to obtain input representative of the entire ownership, rather than relying on self-selected voices.	This implies that the following should be observed: References to owners are clearly not confused with customers or other stakeholders. References to ownership linkage or linkage plans are related to the board's current or potential policies, particularly Ends, and not related to "customer" type questions. There is recognition that ownership linkage should be representative even though it may take several years to gain a completely representative picture).	This implies that the following should be observed: Board has a policy stating who its moral owners are and its moral accountability to them. Board develops and implements a deliberate, ongoing plan for regular, two-way communication with a representative selection of owners around board policies, particularly Ends-related issues.

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55

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Model Consistency Rubric – 3 levels

Policy Governance® Principles and Model Consistency

3 columns of descriptors in rubric form, with artifacts and observable behaviors that indicate which of 3 levels of model consistency are in evidence:

- Not Consistent
- Partially Consistent
- Fully Consistent

Model Consistency: Principle 1. Ownership		
Not Consistent	Partially Consistent	Fully Consistent
Artifacts/Documents: <ul style="list-style-type: none"> References to owners are unclear and confused with customers or other stakeholders. Board policy is confused as to who its moral owners are and its moral accountability to them. Board has no plan for two-way linkage with representative selection of owners around board policies. Observable Behaviors: <ul style="list-style-type: none"> Board ownership linkage is not representative. The board holds meetings that are primarily public information or public relations efforts, as opposed to listening events. During linkage meetings, the board primarily gets input about "stakeholder" or "customer" type issues. 	Artifacts/Documents: <ul style="list-style-type: none"> References to owners are only clear and unconfused with customers or other stakeholders. Board policy clearly states who its moral owners are and its moral accountability to them. Board has a general plan for two-way linkage with a representative selection of owners around board policies, but the plan does not include specific linkage activities. Observable Behaviors: <ul style="list-style-type: none"> Board ownership linkage participation is only partially representative (even when considered over a period of several years). The board allows linkage meetings to become a combination of listening sessions and "telling" sessions (public information or public relations). During linkage meetings, the board drifts between owner input about values/priorities related to Ends and dealing with "stakeholder" or "customer" type issues. 	Artifacts/Documents: <ul style="list-style-type: none"> References to owners are always clear and not confused with customers or other stakeholders. Board policy clearly states who its moral owners are and its moral accountability to them. Board has an ongoing, specific plan for regular, two-way linkage with a representative selection of owners around board policies, particularly Ends-related issues. Observable Behaviors: <ul style="list-style-type: none"> Board ownership linkage participation is representative (even though it may take several years to gain a completely representative picture). The board will not allow linkage meetings to be converted from listening sessions into public information or public relations efforts ("telling" sessions). During linkage meetings, the board sticks to the agenda, primarily listening to owner input about values/priorities related to Ends, rather than "stakeholder" or "customer" type issues.

56

Policy Governance® Principles and Model Consistency		
Model Consistency: Principle 1. Ownership		
Not Consistent	Partially Consistent	Fully Consistent
Artifacts/Documentary Evidence:		
<input type="checkbox"/> References to owners are usually unclear and often confused with customers or other stakeholders.	<input type="checkbox"/> References to owners are not very clear and sometimes confused with customers/stakeholders.	<input type="checkbox"/> References to owners are always clear and not confused with customers or other stakeholders.
<input type="checkbox"/> Board policy is confusing as to who its moral owners are or its moral accountability to them.	<input type="checkbox"/> Board policy states who its moral owners are but is unclear about its moral accountability to them.	<input type="checkbox"/> Board policy clearly states who its moral owners are and its moral accountability to them.
<input type="checkbox"/> Board has no plan for two-way linkage with a representative selection of owners around board policies.	<input type="checkbox"/> Board has a general plan for two-way linkage with a representative selection of owners around board policies, but the plan does not include specific linkage activities.	<input type="checkbox"/> Board has an ongoing, specific plan for regular, two-way linkage with a representative selection of owners around board policies, particularly Ends-related issues.
Observable Behaviors:		
<input type="checkbox"/> Board-ownership linkage is not representative.	<input type="checkbox"/> Board-ownership linkage participation is only partially representative (even when	<input type="checkbox"/> Board-ownership linkage participation is representative (even though it may take several

57

accountability to them. <input type="checkbox"/> Board has no plan for two-way linkage with a representative selection of owners around board policies.	moral accountability to them. <input type="checkbox"/> Board has a general plan for two-way linkage with a representative selection of owners around board policies, but the plan does not include specific linkage activities.	accountability to them. <input type="checkbox"/> Board has an ongoing, specific plan for regular, two-way linkage with a representative selection of owners around board policies, particularly Ends-related issues.
Observable Behaviors:		
<input type="checkbox"/> Board-ownership linkage is not representative.	<input type="checkbox"/> Board-ownership linkage participation is only partially representative (even when considered over a period of several years).	<input type="checkbox"/> Board-ownership linkage participation is representative (even though it may take several years to gain a completely representative picture).
<input type="checkbox"/> The board holds meetings that are primarily public information or public relations efforts, as opposed to listening events.	<input type="checkbox"/> The board allows linkage meetings to become a combination of listening sessions and 'telling' sessions (public information or public relations).	<input type="checkbox"/> The board will not allow linkage meetings to be converted from listening sessions into public information or public relations efforts ('telling' sessions).
<input type="checkbox"/> During linkage meetings, the board primarily gets input about "stakeholder" or "customer" type issues.	<input type="checkbox"/> During linkage meetings, the board drifts between owner input about values/priorities related to Ends and dealing with "stakeholder" or "customer" type issues.	<input type="checkbox"/> During linkage meetings, the board sticks to the agenda, primarily listening to owner input about values/priorities related to Ends, rather than "stakeholder" or "customer" type issues.

58

Principle #4

IPGA Model Consistency – Ends

Principle

4. Ends Policies:

The board defines its expectations about intended effects to be produced, the intended recipients of those effects, and the intended worth (cost-benefit or priority) of the effects. These policies. All decisions about effects, recipients, and worth are Ends decisions. Hence in Policy Governance, means are simply not Ends.

4. Can the board evidence that its Ends and Ends revisions reflect a wise summation of owners' intent?

a. Can the board evidence regular dialogue with the owners on Ends (statistical, personal or attitudinal)?

Criteria for Judging Policy of Board

That the following should be:

- board's Ends policies contain elements of, at least at the policy level,
- board's policies separate the Ends from the means?
- board evidence that it has the ability?
- board evidence that its Ends revisions reflect a wise summation of owners' intent?
- the board evidence regular dialogue with the owners on Ends (statistical, personal or attitudinal)?
- Can the board evidence other input from CEO, other stakeholders, experts et al. in order to inform its

59

Principle #4

Model Consistency - Ends

The board defines in writing its expectations about the intended effects to be produced, the intended recipients of those effects, and the intended worth (cost-benefits or priority) of the effects. These are Ends policies. All decisions made about effects, recipients, and worth are Ends decisions. All other decisions are means decisions.

"The board continually demonstrates a strong desire to have linkage with the community. The response from community is often limited."

60

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*** Monitoring**

Does the board appropriately assess the report;

- Interpretation judged reasonable
- Data evidences interpretation
- Only relevant criteria and data considered
- Process is recorded as board act

Potential Criteria for Judging Consistency of Board Behaviors

This implies that the following should be observed:

Does the board appropriately assess the report;

- Interpretation judged reasonable
- Data evidences interpretation
- Only relevant criteria and data considered
- Process is recorded as board act

Has the board developed and does it follow a schedule of monitoring designed to fulfill its accountability to owners?

Does the board insist on and only assess relevant information concerning both interpretation and data to evidence it?

Does the board insist on the standard of finding interpretation reasonable and data evidence?

Monitoring process must start with CEO interpretation.

3. Board controls monitoring process, generally avoiding surprises by using a schedule that details expectations of the process.

Extraneous data or criteria are not included as evidence in the interpretation.

61

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Principle #10

Monitoring Steps

Step 1 – The board develops policy describing expectations

Step 2 – CEO interprets policy, providing an interpretation statement, with criteria for success that identify monitoring data to be collected.

— staff executes CEO interpreted compliance —

Step 3 – The board decides if the interpretation statement is reasonable.

Step 4 – The board documents its decision regarding interpretation.

Step 5 – Data obtained by the board is compared with criteria in CEO interpretation statement.

Step 6 – The board documents decisions regarding whether criteria are met.

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

62

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Principle #10

Monitoring

The board assures accountability by monitoring performance against expectations in previously stated policies. Monitoring determines if the organization has performed in accordance with a reasonable interpretation of policy expectations.

Q10 Principle 10. Monitoring. The board assures accountability by monitoring performance against expectations in previously stated policies. Monitoring determines if the organization has performed in accordance with a reasonable interpretation of policy expectations.

Assessment: 5 (Support: 0)

Answer Choices	Responses
The board develops policy describing expectations.	100.00%
CEO interprets policy, providing an interpretation statement, with criteria for success.	100.00%
The board decides if the interpretation statement is reasonable.	88.00%
Board documents its decisions regarding interpretation.	88.00%
Data obtained by the board is compared with criteria in CEO interpretation statement.	100.00%
Board documents its decisions regarding whether criteria are met.	100.00%
Responses	0.00%
Comment (optional)	0
Total Respondents	5

63

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Chat Check?

Are there any...

- Comments to share?
- Points that need clarifying?
- Questions that need answering?

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

64

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2001-2004: A New Look
2004-2020: Post-Launch Years
-2015: Model Consistency
-2018: Assessment for Growth
A Look Back

2018

Checking for Board Effectiveness Lesson #5 (Board Capacity)

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

65

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Board Leadership with the Policy Governance Model

Learn and apply what we know w/policy governance theory:

- ✓ Respect research
- ✓ Respond to learning
- ✓ Without violating PG principles

While people have the right – perhaps even a kind of historical imperative – to create new ideas, new models, and new twists on old ones, slipshod efforts in that direction merely dilute good concepts and ravage conceptual integrity in the name of adaptation.

John Carver, Foreword:
School Board Leadership 2000

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66

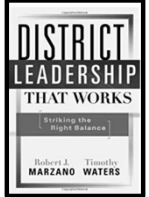
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District Leadership That Works

*"Publicly adopting **broad five year goals** for achievement and instruction and consistently supporting these goals, both publicly and privately, are precisely the board-level actions that are most directly related to student achievement."*

"...non-negotiable goals for teaching and learning."
(Waters & Marzano)

Policy governance boards, aware of such research, stick with long-term Ends goals and support the CEO's management of operational goals (the means) which include non-negotiable goals for teaching.



ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

67

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Spinning Wheels

*"The fact that superintendents cannot expect to be around when their policies come to fruition discourages a focus on **long-term** improvement and encourages an emphasis on **short-term** crises and projecting a reassuring image of progress."* (Frederick Hess)

A policy governance **board** formulates **ENDS** based on long-term benefits desired, and does not cede this function to the **CEO**



ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

68

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4 Board Domains

Responsible for both the organization and students
You need to...

1. Orient yourself
2. Chart a course
3. Give instructions
4. Check on progress

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

69

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Orient Yourself

Readiness

1. Mindset
2. Approach
3. Values
4. Vision
5. Board Mbr Guidance
6. Board Guidance
7. District Guidance
8. District Accountability
9. Board Accountability
10. Board Member Accountability

PG Mindset: Strategic, not Operational
PG Approach: Listen; Set Policy; Monitor

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

70

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Board Effectiveness Rubric

Readiness: Mindset & Approach

1a. Mindset
The board commits to a servant-leader and growth mindset

1b. Approach
The board adopts a systemic and systematic approach to governance

Components	Basic	Proficient	Distinguished
1a. Mindset The board commits to a servant-leader and growth mindset	The board is generally committed to service and leadership. Has no specific idea of servant-leader role; Tends to 'give away' board authority. Follows superintendent's staff proposals; Rarely asserts authority.	The board: Adopts a servant-leadership mindset; Commits to serve the community as its loyal subordinate; Takes responsibility to lead the district team via policy and delegation; Adopts a growth mindset; Believes all students can learn and grow.	The board: Adopts a servant-leadership mindset; Commits to serve state, community, students & staff; Takes responsibility for leading and developing the leadership team; Governs the district through an appropriate and strategic board-level role; Promotes appropriate growth of staff and board with the goal of increasing their ability to positively impact student achievement.
1b. Approach The board adopts a systemic and systematic approach to governance	The board: Shows no concern for its decisions on other systems; Has no idea how staff make a limited trust in staff ability to achieve; Does not board's ability to impact student.	The board: Considers the effect of decisions on the whole system; Defines board work; Has a clear approach to board business thru processes and board meetings; and follows lead of the superintendent; Demands staff support of and alignment with the board's governance role.	The board: Nurtures systems thinking, with professional development; Has a clear and comprehensive system of governance practices; Has a board-level role that aligns resources with the board's strategic goals, board processes and routines; Leads the district by doing the work it has designated as 'board work'.

71

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HANDOUTS #6

Survey - Board & CEO (2003 & 2018)

Remarks:

- In 2002 the board took its leadership responsibility seriously, but didn't view its own leadership role separately from that of the superintendent
- We were led around (by the superintendent)

2018

Remarks:

- The BOD practices its leadership by directing the superintendent.
- The board has been very strong in making tough decisions
- The board asks tough questions of the superintendent (e.g. SPED issue – the board studied issues in depth)
- The board acts as one by establishing policies to direct the superintendent

(1) Commitment to Leadership
Q: From whom does the superintendent look for leadership to look for?
A: The superintendent

(2) Attitude toward Growth (Response to 'failure')
Q: What does the board believe about students' ability to learn?
A: XXXX

72

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Board Progress

- ↑ Clarity – Roles (Bd/Mbr, Supt, Commt)
- ↑ % of Time Spent on Accountability
 - ✓ Superintendent Accountability
 - ✓ Board Accountability
 - ✓ Bd Member Accountability
- Added:
 - ✓ +Specific Board/Board Member Expectations
 - ✓ +Specific Criteria for District Success (Ends)
 - ✓ +Specific Criteria for District Success (EL's)

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

73

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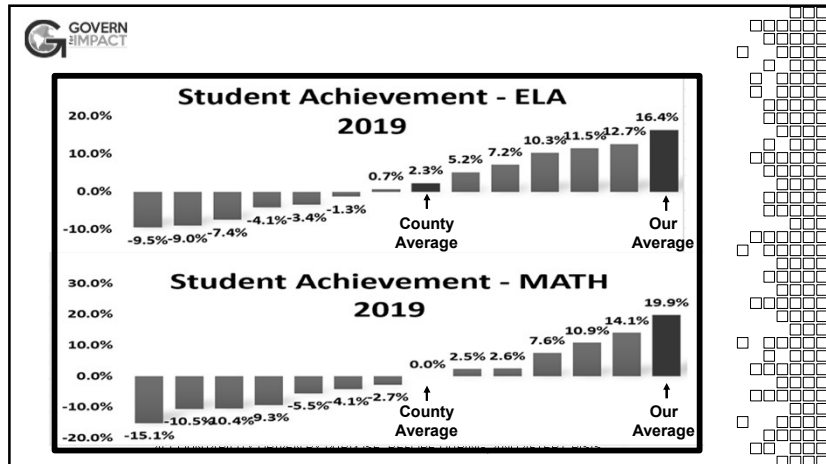
Board Progress: 2003 to 2018

➔ 3.4

Components	Ineffective Basic Proficient Distinguished			
	1	2	3	4
Mindset			●	
Approach		●		
Values		●		
Vision		●		
Board Member Guidance		●		
Board Guidance		●		
District Guidance		●		
District Accountability		●		
Board Accountability		●		
Board Member Accountability		●		

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

74



75

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What About Low Income?

	ENGLISH LA 2019			MATH 2019		
	UPSD Low Income	WA (All)	Δ	UPSD Low Income	WA (All)	Δ
3	54.4%	< 55.4%	-1%	56.1%	< 58%	-1.9%
4	56.4%	< 56.9%	-0.5%	57%	> 54%	3%
5	69.8%	> 60.4%	9.4%	57.4%	> 48.3%	9.1%
6	69.9%	> 56.9%	13%	57.8%	> 46.8%	11%
7	73%	> 60.6%	12.4%	76.1%	> 48.7%	27.4%
8	64.1%	> 58%	6.1%	47.8%	> 45.8%	2%
10	63.7%	< 69.7%	-6%	42%	> 40.2%	1.8%

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS


76

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Chat Check?

Are there any...

- Comments to share?
- Points that need clarifying?
- Questions that need answering?



ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

77

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2001-2004: A New Look
 2004-2020: Post-Launch Years
 -2015: Model Consistency
 -2018: Assessment for Growth
 A Look Back

2020

A Look Back

Lesson #6, 7 & 8 (Time, Work, Institutional Memory)

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78

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Lessons Learned

1. Assumptions	5. Board capacity
2. Mindset	6. Time
3. All or nothing	7. Work
4. Process	8. Institutional memory

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79

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#6: Allow Enough Time

*"Enthusiasm is common.
Endurance is rare."
Angela Duckworth*

- Results take time
- What counts is what endures
- vs. Celebration of launch (without evidence)
- Common feature at conferences



ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

80

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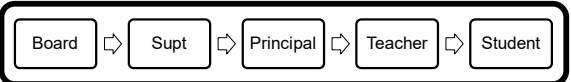
Allow Enough Time: The Long View

I used to think...

- We can make a difference right away

Now I think...

- Board time frame ~ 5-10 years

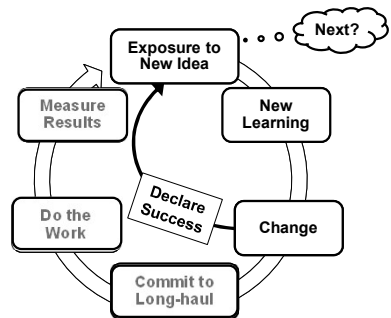



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81

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Allow Enough Time: Short-Lived Innovation



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82

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Allow Enough Time: Go Slow to Go Fast

I used to think...

- Preparation via 'Blitz' is best

Now I think...

- "Go slow to go fast" (and long)
- Build solid foundation
- Commit to long haul
- Give initial policies a chance

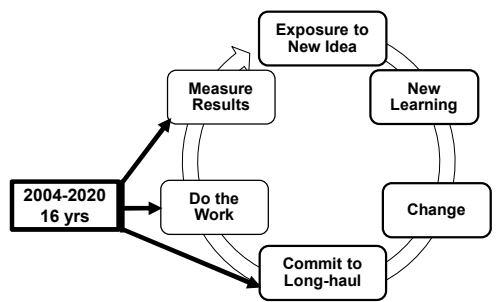


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83

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Allow Enough Time: Innovations That Endure



2004-2020
16 yrs

Stable vision
Clear roles
Delegation
Monitoring

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84

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Lessons Learned

1. Assumptions
2. Mindset
3. All or nothing
4. Process
5. Board capacity
6. Time
7. **Work**
8. Institutional memory

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85

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#7: Put in the Work

I used to think...

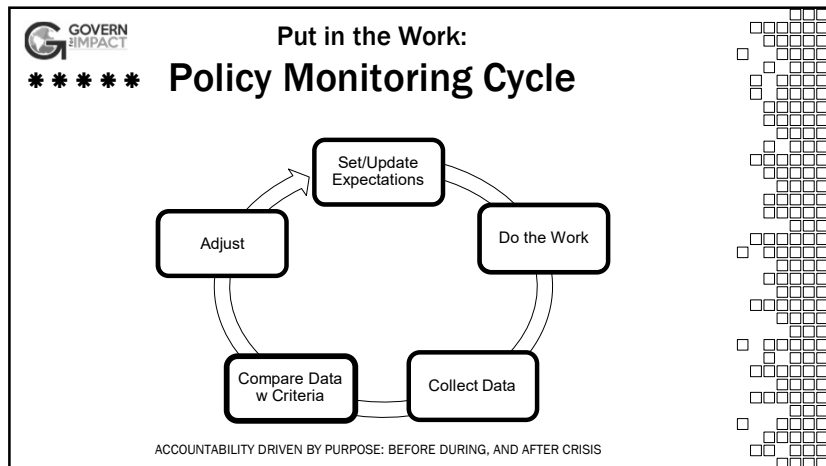
- Policy Governance is (and should be) practically automatic...You can just “Set it, and forget it!”

Now I think...

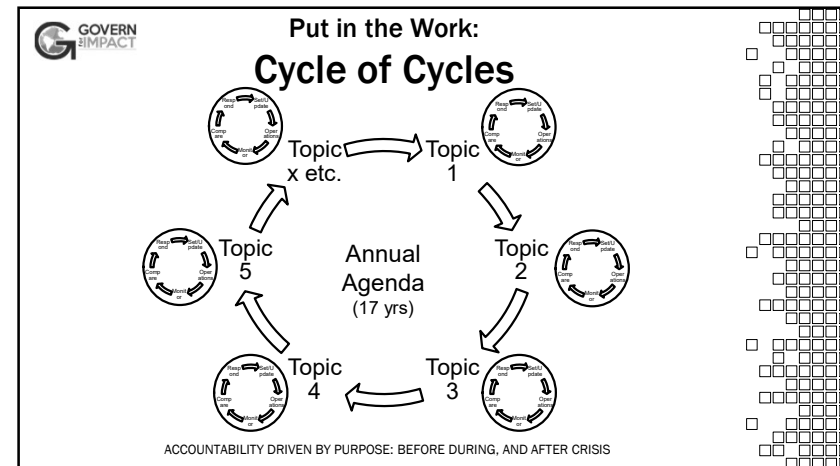
- Good governance doesn’t work that way. It requires ongoing commitment to the hard work of governing

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86



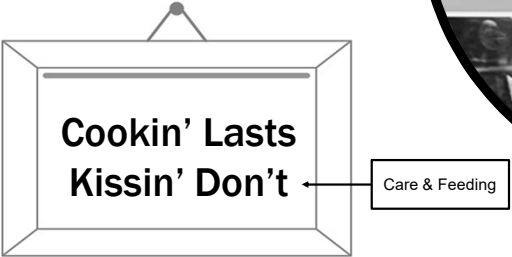
87



88

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**Put in the Work:
* Helping the Model Endure**



**Cookin' Lasts
Kissin' Don't** → **Care & Feeding**

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

Twenty leading educators reflect on the work of school reform

I used to think... | **And now I think...**

Richard F. Elmore

89

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Lessons Learned

1. Assumptions
2. Mindset
3. All or nothing
4. Process
5. Board capacity
6. Time
7. Work
8. Institutional memory

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90

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#8: Institutional Memory

I used to think...

- Boards get better thru continuous improvement

Now I think...

- Continuous improvement cannot occur without board memory re: lessons learned
 - ✓ What works (how and why)
 - ✓ What not to do

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

Twenty leading educators reflect on the work of school reform

I used to think... | **And now I think...**

Richard F. Elmore

91

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**Institutional Memory:
Limits on our Memory**

- Turnover (erodes institutional memory)
- Time and Distance (memory fades)
- 'Amnesia' (selective forgetting)
- Over-dependence on senior members

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92

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Institutional Memory: Documentation & Transparency

For policy governance boards:

- Policy is in writing
- Monitoring adds lessons learned
- Faded memory vs. documented learning
- Transparency equalizes the memory of individual board members (new & old)

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93

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Are We There Yet?

- As a board?
- As an organization?



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94

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The Journey Never Ends

I used to think...

- With a lot of effort, we can arrive at board effectiveness

Now I think...

- If we are serious about the work, we never really get there.
- It is a continuous journey



ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE DURING, AND AFTER CRISIS

95

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This Concludes the Presentation

- Questions?

Blog entry:
“Lessons Learned After 19 Years of Policy Governance”

<http://policy.governance101.com>

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96