

# BOARD EFFECTIVENESS SURVEY



## School Board Effectiveness Survey V4.0



Washington State  
School Directors' Association

### Board Survey: Pilot Summary

Sample Size: N= 35  
Administration Date: 10/27/2009



The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools and districts to improve student learning. The Board Effectiveness Survey is a collaborative effort between the Washington State School Directors Association (WSSDA) and CEE.

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# Getting the Most from Your Board Survey

Research through the Iowa Lighthouse Project demonstrates that highly effective school boards have a strong capacity for leading improvement in student learning. This report provides you with an opportunity for honest and reflective examination of your board's practice and performance in areas that align with this goal.

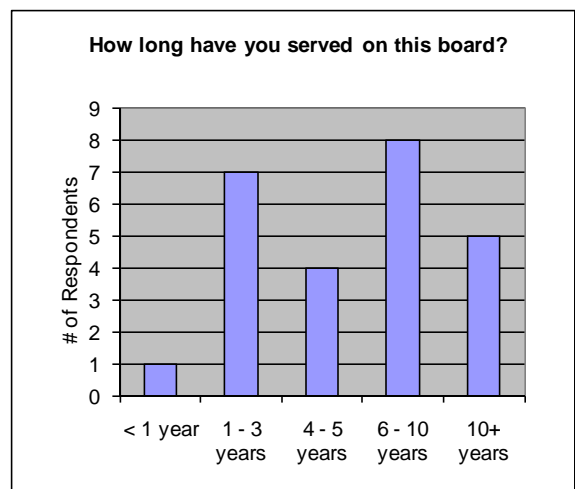
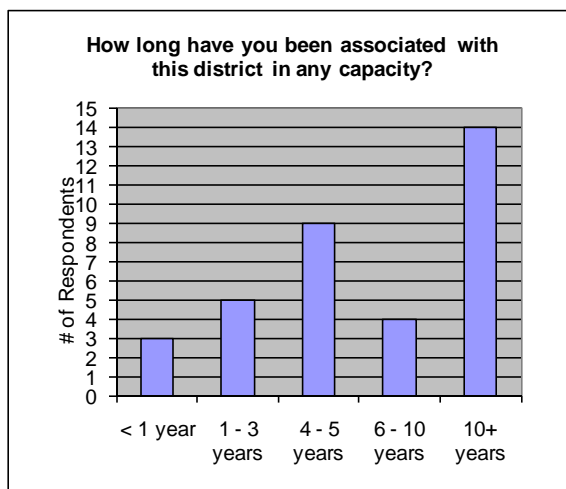
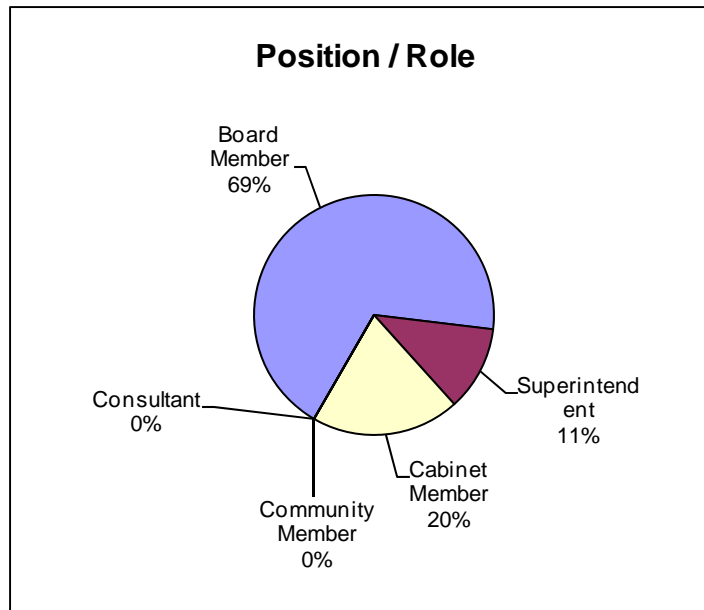
Your responses to the Board Effectiveness Survey identify areas of strength and areas for further development. After reviewing the results, you first want to celebrate your success; then, you could consider professional development to strengthen your board's ability to function as a highly capable team.

What are your next steps with this data? WSSDA can provide assistance in reviewing and analyzing the data and facilitate discussion regarding your board's professional development needs. You may want to schedule a follow-up workshop to address teambuilding, effective governance, board-superintendent responsibilities, goal setting, strategic planning, or any number of topics or strategies to empower your board to lead the way to success for your students.

For information please contact:

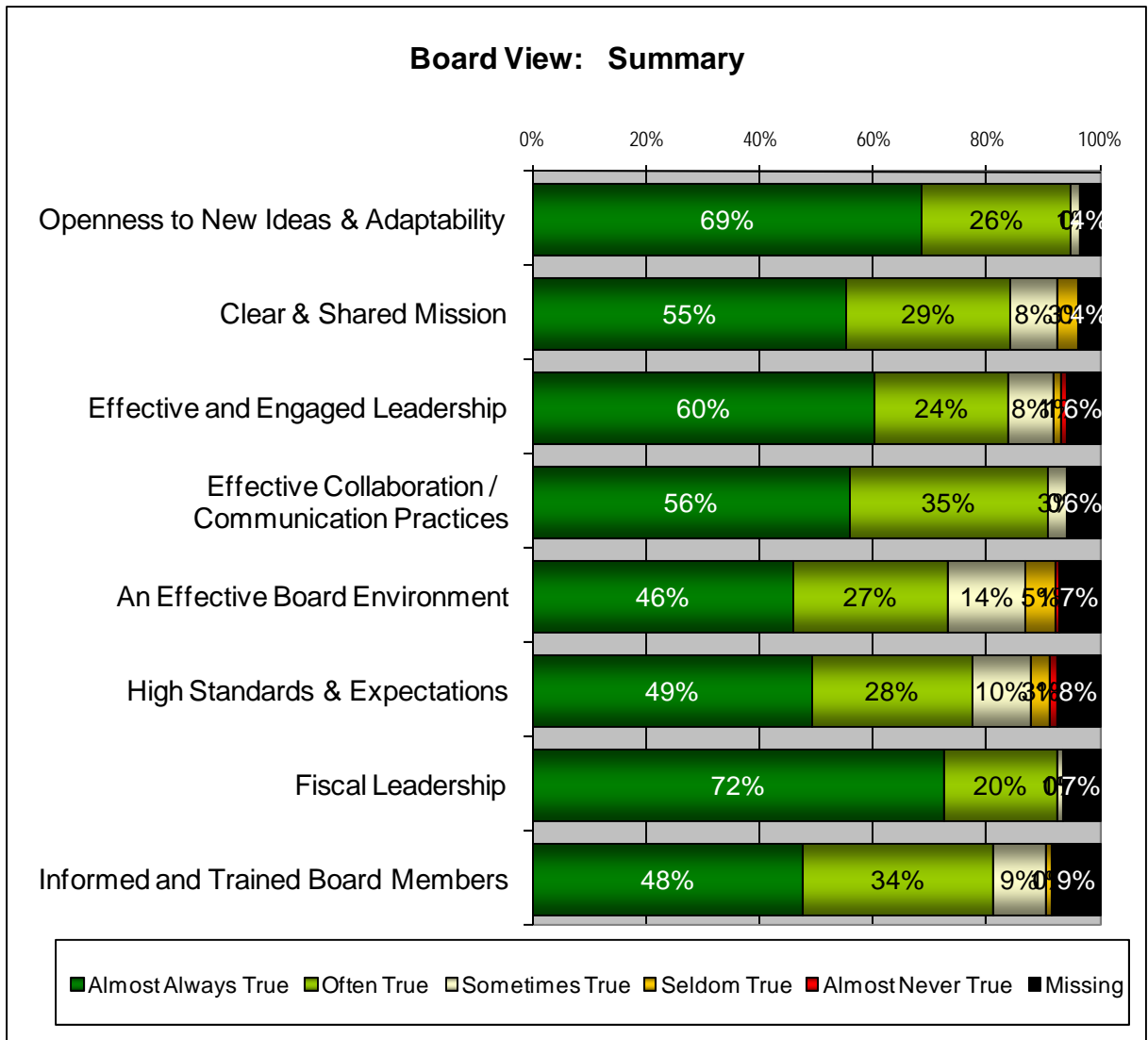
Phil Gore, Director of Leadership Development Services, WSSDA  
1-360-252-3020 or email [p.gore@wssda.org](mailto:p.gore@wssda.org)

# Demographic Charts – Survey Respondents



# Summary View

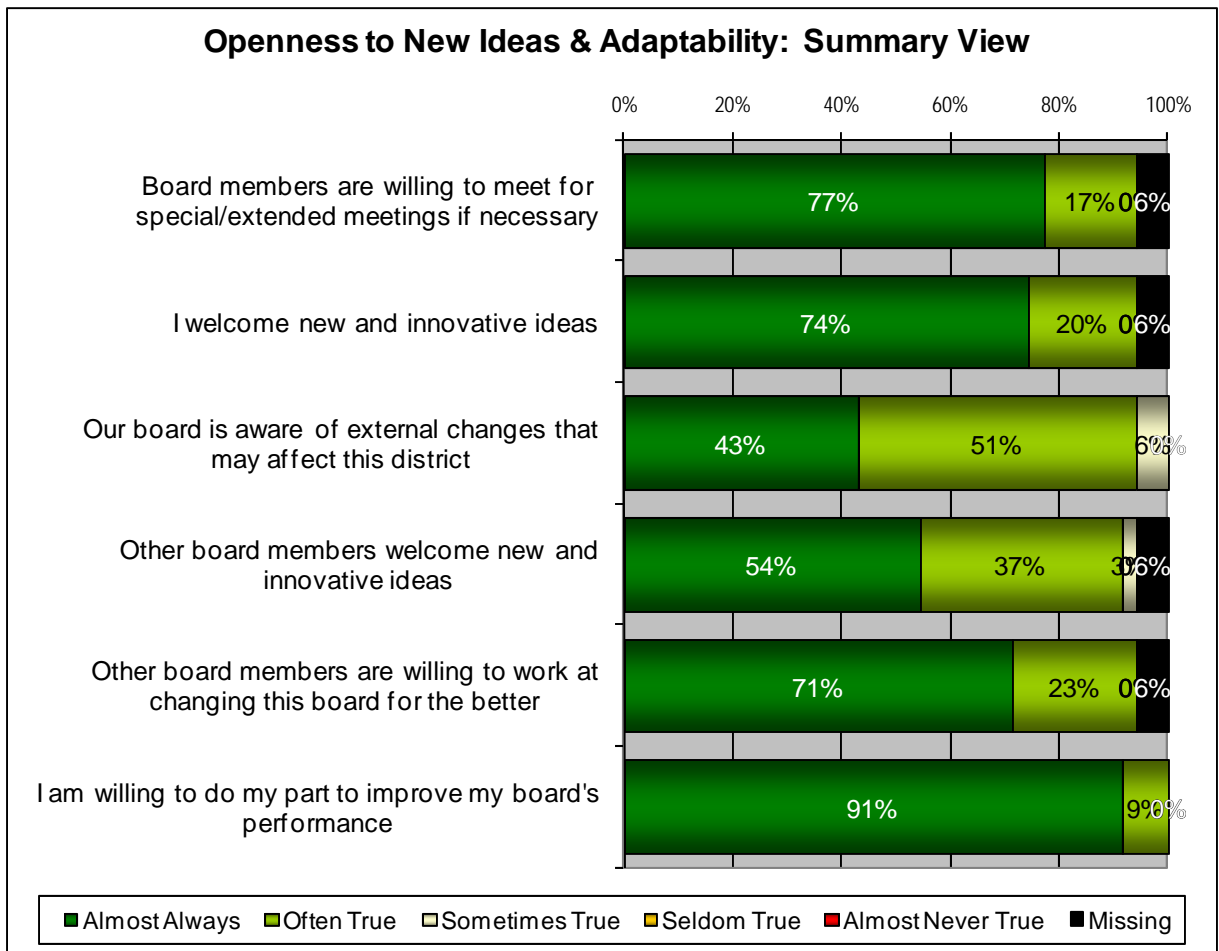
- This summary view represents the positive and negative responses, as well as the non-responses for the 8 characteristics of effective boards. Each bar graph represents the sum total of the underlying individual attributes or behaviors (questions) within each characteristic. On the following pages you will find the bar graphs for each attributes or behaviors that rolled up into the summary chart.
- To interpret the chart, green = good, ivory = neutral and orange and red = negative while grey = no response.
- When interpreting this data, remember that you will probably have 6 to 10 respondents (5 board members, 1 superintendent and possibly cabinet members.) That means that each person represents about 10-15%.
- The absolute value or number is not as important as the conversation the chart prompts between and amongst the board and the superintendent. This data is only valuable when it is used to inform conversations and then decisions by the board.



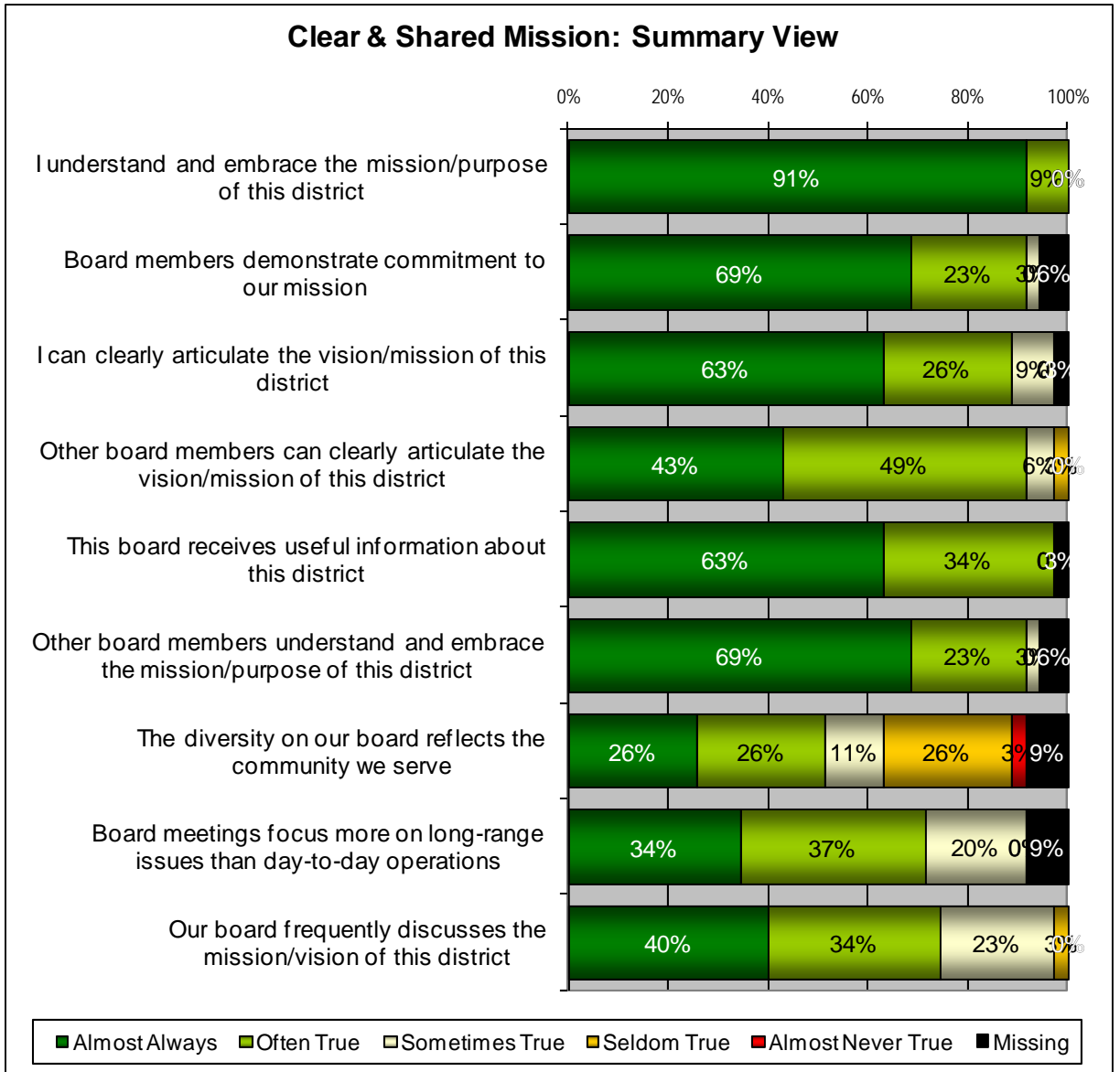
*Note: All pages from here on are stack-ranked from the most positive at the top to the least positive at the bottom*

**Openness to New Ideas and Adaptability:** Transformation and improvement activities are hard work– and require a board environment which is open to new ideas and adaptable through change.

Remember that we rate the “I” questions from our internal “heart” perspective, we rate “They” from observed behavior. The “I” perspective looks at the individual’s personal intent (his/her heart), while the “they” perspective looks at observed or demonstrated behavior of their colleagues. When there is a significant difference in these two views, conversations around trust, collaboration, and clear and shared focus are often indicated.

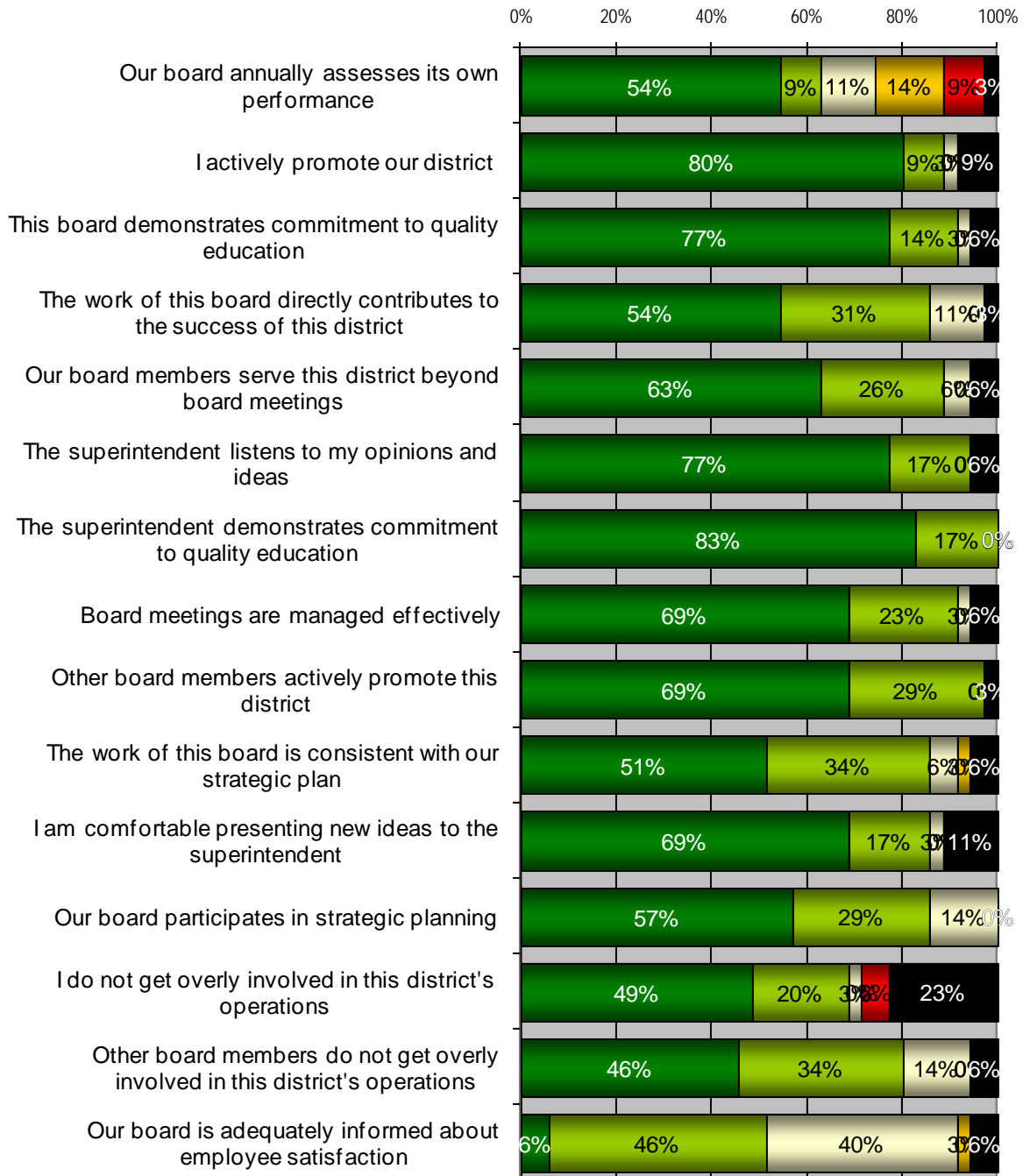


**Clear & Shared Mission/Vision:** Everybody knows where they are going and why. The vision is shared, everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.



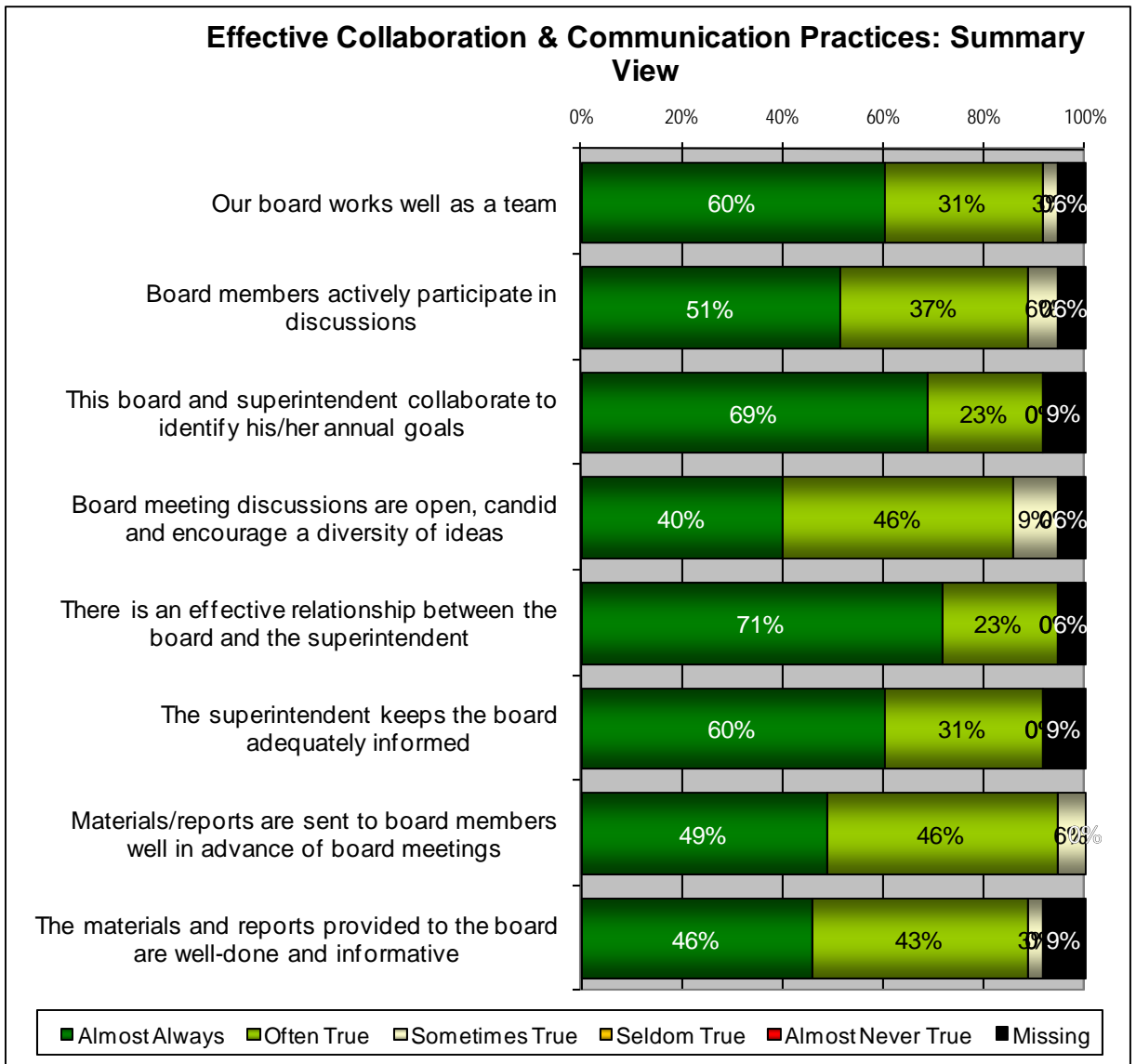
**Effective and Engaged Leadership:** Effective leadership is required to implement change processes within the district.

### Effective and Engaged Leadership: Summary View



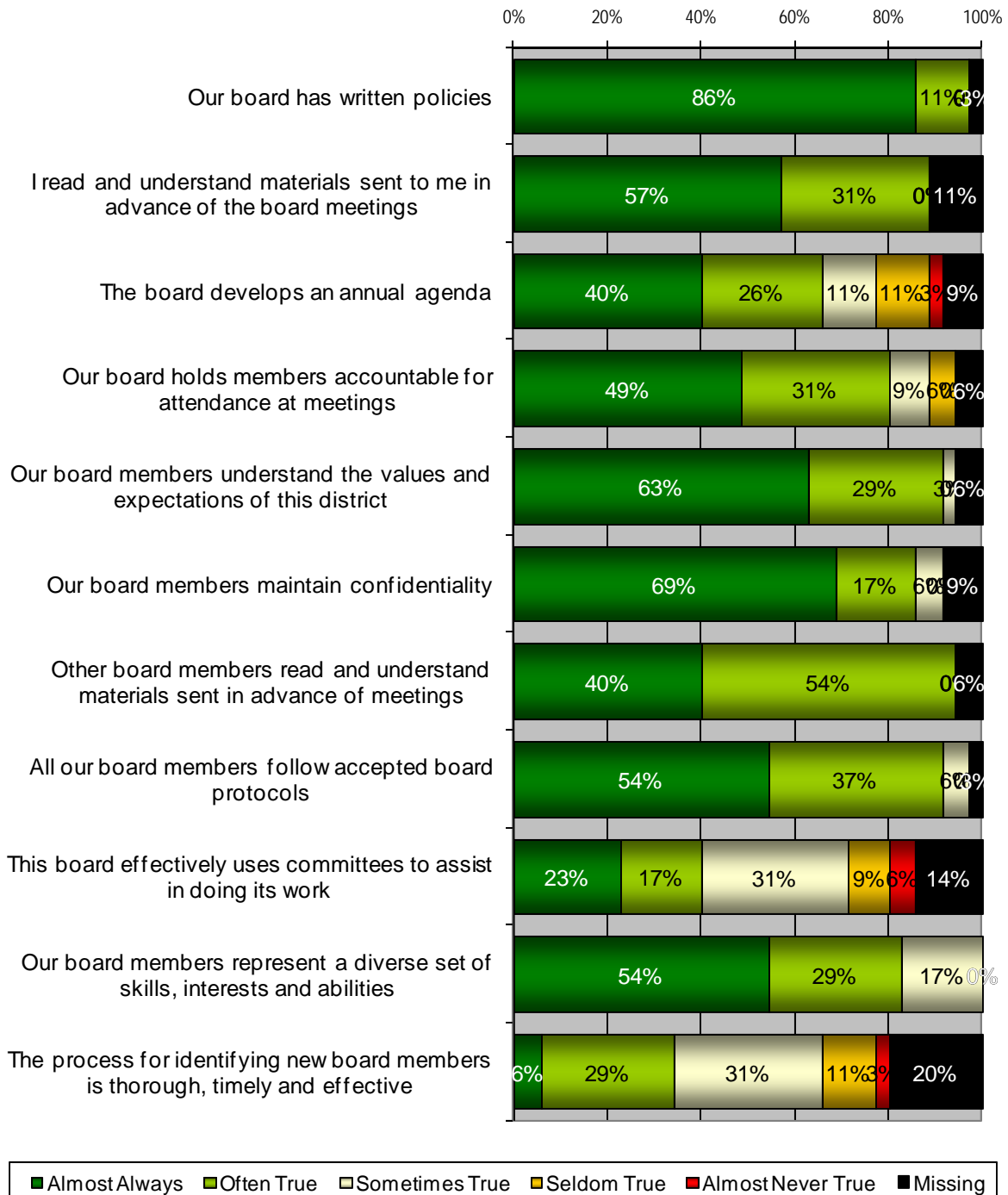
■ Almost Always  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True  
 ■ Missing

**High Levels of Collaboration and Communication:** There is constant collaboration and communication between and among the board members.

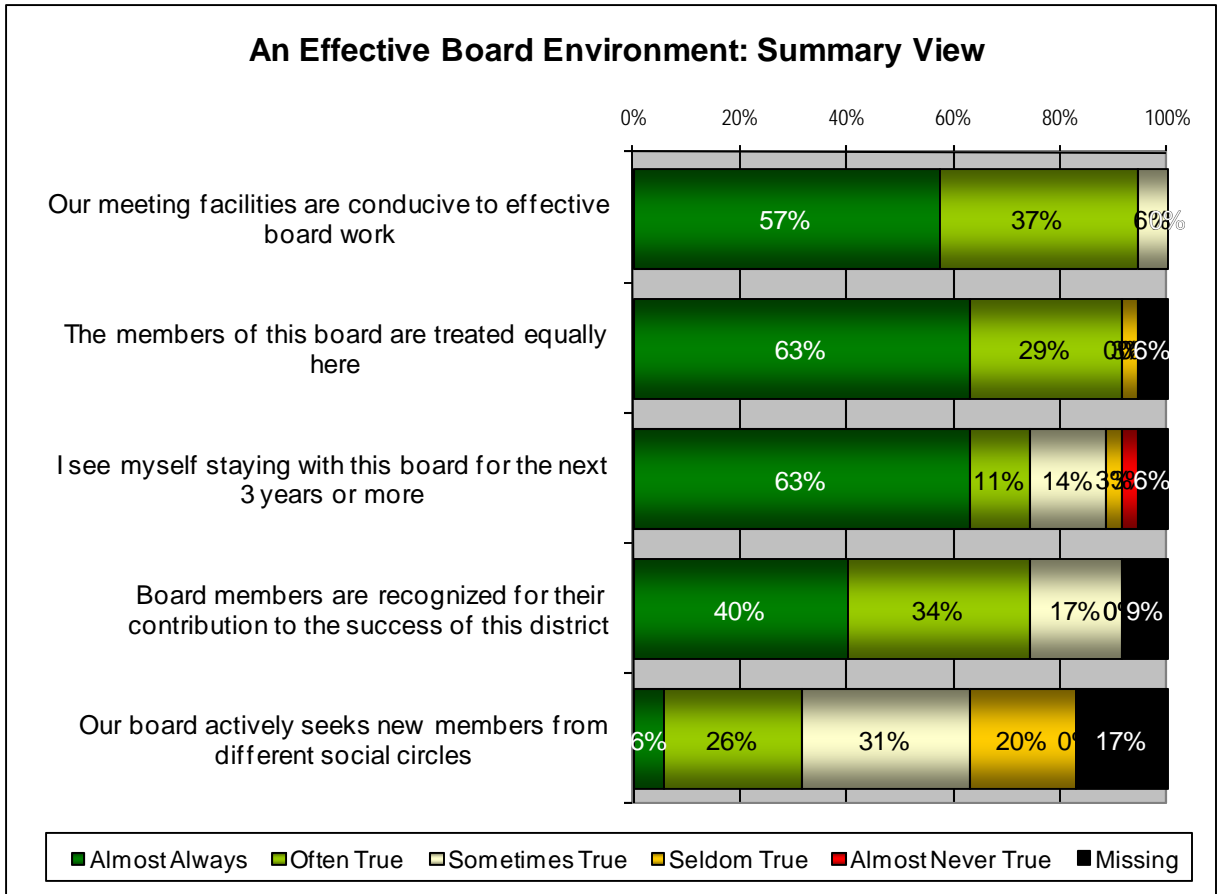


**High Standards and Expectations:** Just as with school-level staff, high standards and expectations drive a board to constantly push itself and the district forward in improvement conversations.

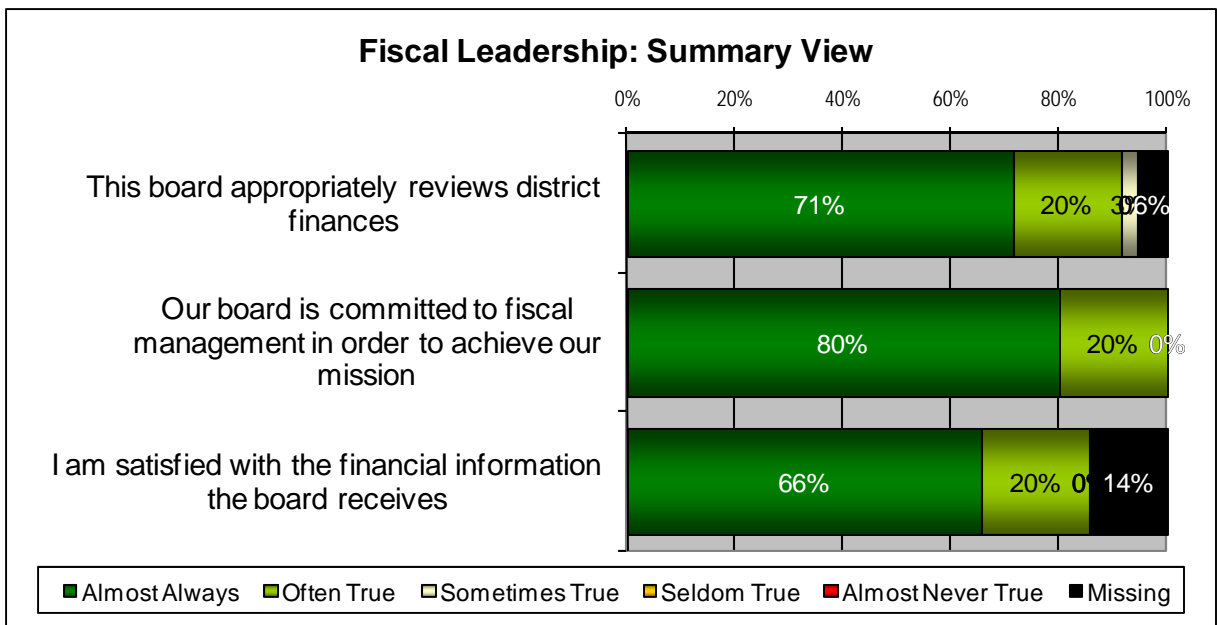
### High Standards & Expectations: Summary View



**Effective Board Environment:** The board has a civil, healthy and effective environment.

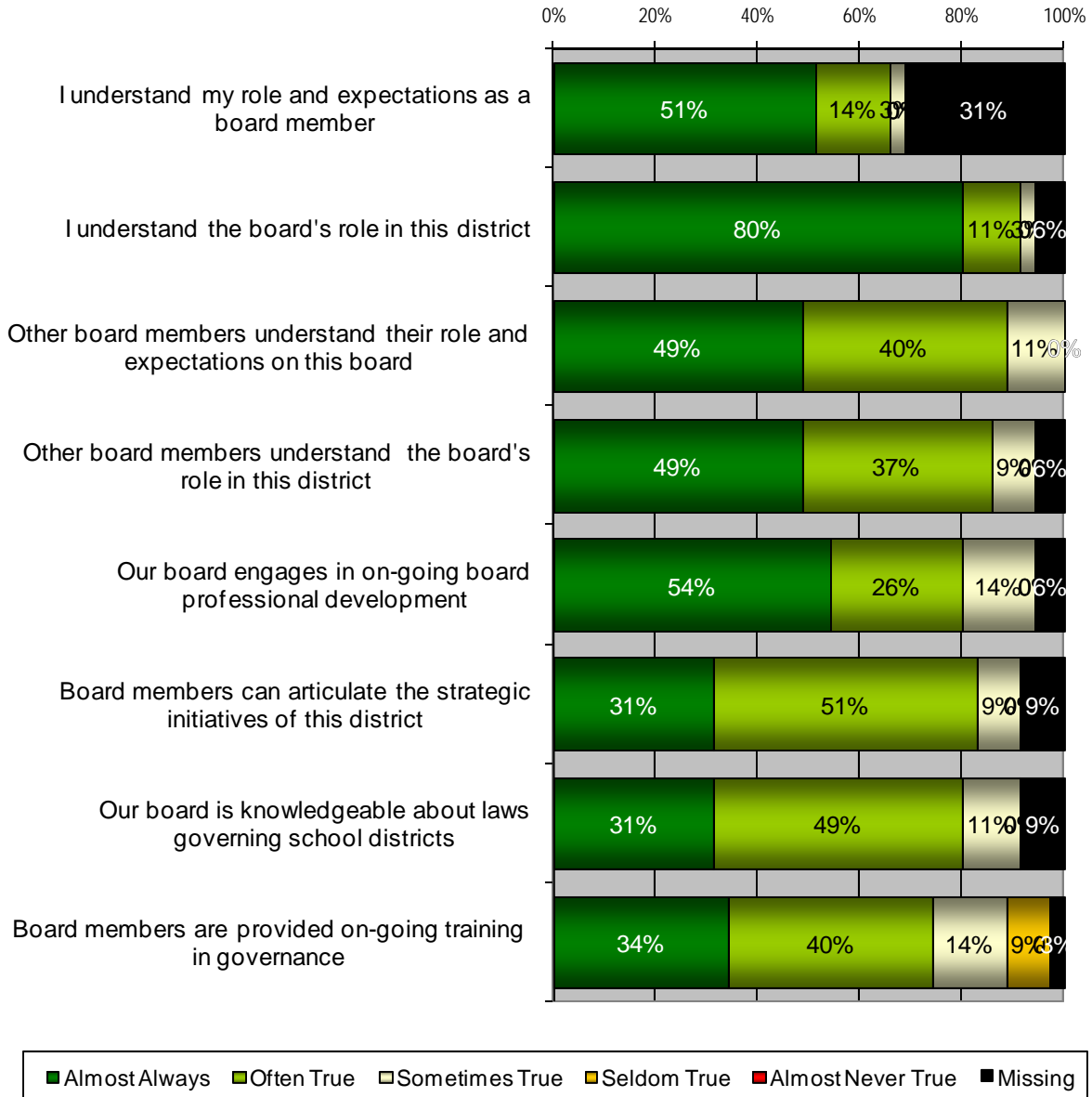


**Fiscal Leadership:** The fiscal stability of the district requires an attentive board using the right information to guide policy and governance.



**Informed and Trained Board:** Are we a growing board? The role of the board and the demands placed on school directors, district staff, and building staff are changing rapidly. An informed and trained board enables the board to respond to the demands and best practices.

### Informed and Trained Board Members: Summary View



# Board Development Plan Template

Instructions: What follows is your board's recap of the preceding data and any areas of opportunity you noticed. After reflecting on the data in each of the dimensions, identify the items in that dimension you think are worth addressing. As you do so, consider the following:

- Are these purely developmental for your board's benefit or could these negatively impact the board's image?
- Do these impair your ability to lead?
- Can you think of effective solutions for immediate improvement?

## **Openness to New Ideas and Adaptability**

Areas worth addressing:

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## **Clear and Shared Mission**

Areas worth addressing:

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## **Effective and Engaged Leadership**

Areas worth addressing:

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## **Collaboration & Communication**

Areas worth addressing:

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# Professional Development Plan Template, Continued

## **Effective Board Environment**

Areas worth addressing:

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## **High Standards & Expectations**

Areas worth addressing:

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## **Fiscal Leadership**

Areas worth addressing:

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## **Informed and Trained Board Members**

Areas worth addressing:

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# Resources for Further Development

The following is a list of the books, articles, and research reports we feel would be most useful to further understand the concepts, dimensions, and issues identified in this Board Effectiveness Survey results report.

## **Leadership Development**

Belasco, J. & Stayer, R., Flight of the Buffalo. New York: Warner Books, (1993).

Bell, C., Managers as Mentors. San Francisco: Berrett-Koehler Publishers, Inc., (1996).

Fullan, M., Leading in a Culture of Change. San Francisco: Josey—Bass Publisher, (2001).

Gladwell, M., Blink: The power of thinking without thinking. New York: Little Brown & Co., (2005).

Gladwell, M., The Tipping Point: How little things can make a big difference. New York: Little Brown & Co., (2000).

Himsel, D., Leadership Sopranos Style. Chicago: Dearborn Trade Publishing., (2004).

Patterson, K. et al., Influencer, The Power to Change Anything. New York: McGraw-Hill, (2008).

Pfeffer, J., Building Profits By Putting People First. Boston: Harvard Business School Press, (1988).

Scott, S., Fierce Conversations: Achieving success at work & in life one conversation at a time. New York: Berkeley, (2002).

Soldwedel, P. & Van Clay, M., The School Board Field Book: Leading with Vision. Bloomington: Solution Tree Press, (2009).

Walser, N., The Essential School Board Book: Better Governance in the Age of Accountability. Cambridge: Harvard Education Press, (2009).

## **Culture, Teamwork, and Collaboration**

Collins, J., Good to Great. New York: Harper—Collins Publishers, Inc., (2001).

Kotter, J. & Heskett, J., Corporate Culture and Performance. New York: The Free Press, (1992).

Senge, P.M., The Fifth Discipline. The Art and Practice of the Learning Organization. New York: Doubleday Currency, (1990).

## **Individual Behavior**

Zender, R., The Art of Possibility. New York: Penguin Books, (2002).

Buckingham, M. & Coffman, C., First, Break All The Rules: What the World's Greatest Managers Do Differently. New York: Simon and Schuster, (1999)