



WSSDA



**NEW
DIRECTOR
NETWORK**

**Webinar #1
January 16, 2024**

Welcome to School Board Service

The Power of a Collaborative Board-Superintendent Team

WSSDA

NEW DIRECTOR NETWORK

Webinar #1
January 16, 2024

Your WSSDA Team

Leadership Development

Providing resources, guidance, training, research and support to WA school directors



Tricia Lubach

Director of Leadership
Development



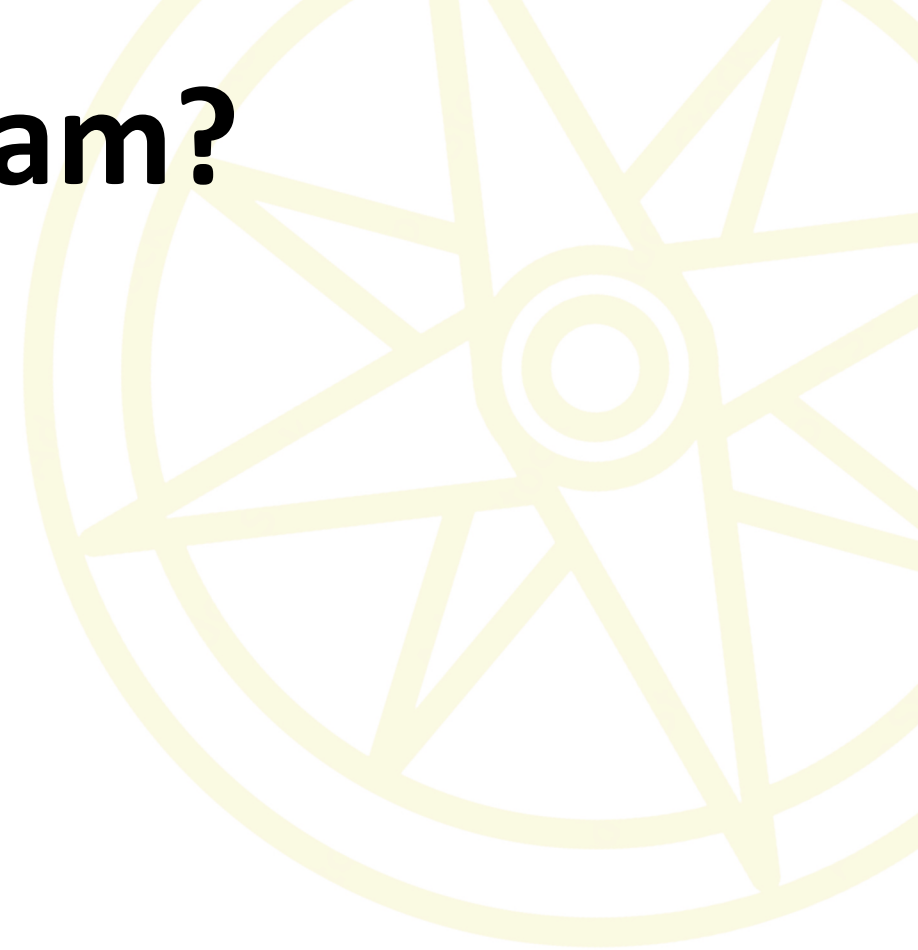
Christine Najarro

Leadership Development
Coordinator

What is a collaborative team?

Characteristics of a team

1. Established norms and operating agreements
2. Share and work towards common goals
3. Recognize value in varied viewpoints
4. Interact respectfully, even in disagreement
5. Work collaboratively to achieve more



Why a collaborative team matters

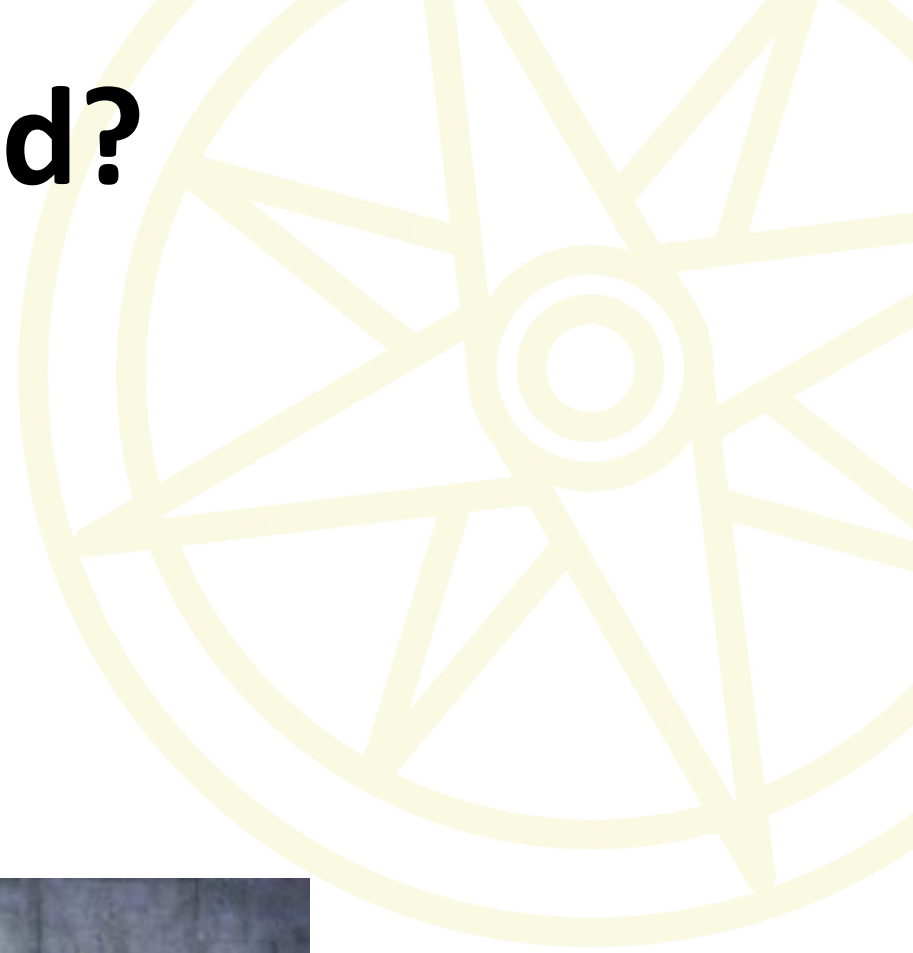
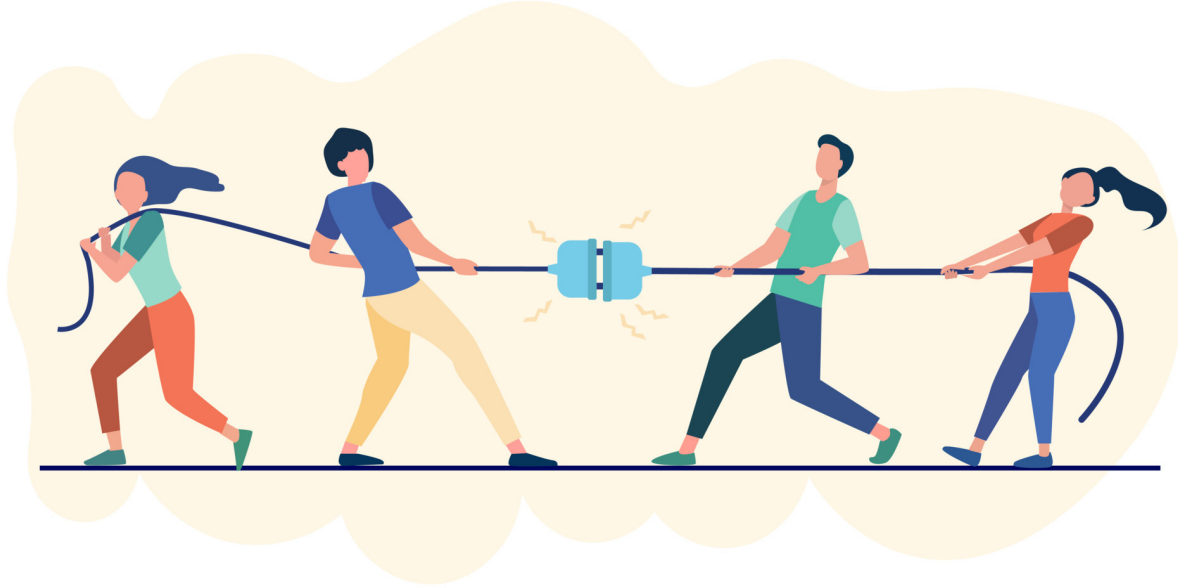
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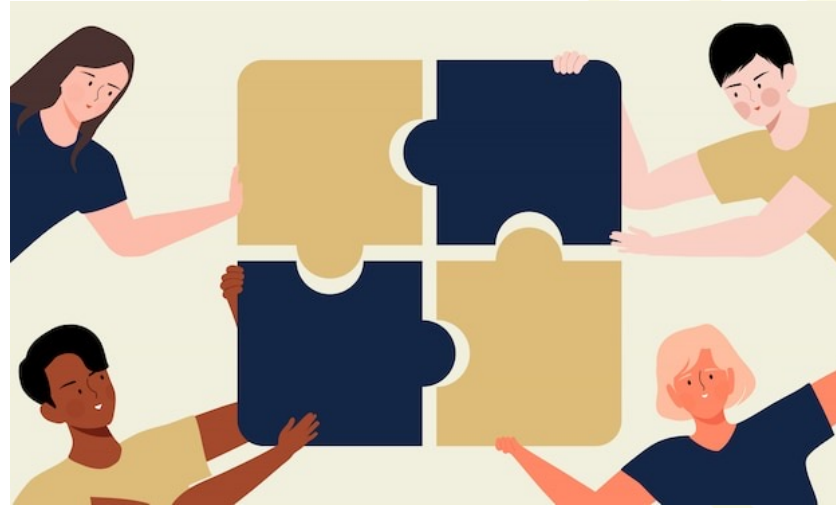
Characteristics of a group of individuals

1. No shared norms or expectations
2. Work towards individually identified goals
3. Operate from personal, individual viewpoints
4. No shared agreement to treat or be treated with respect or how to navigate disagreement
5. Work individually to achieve more

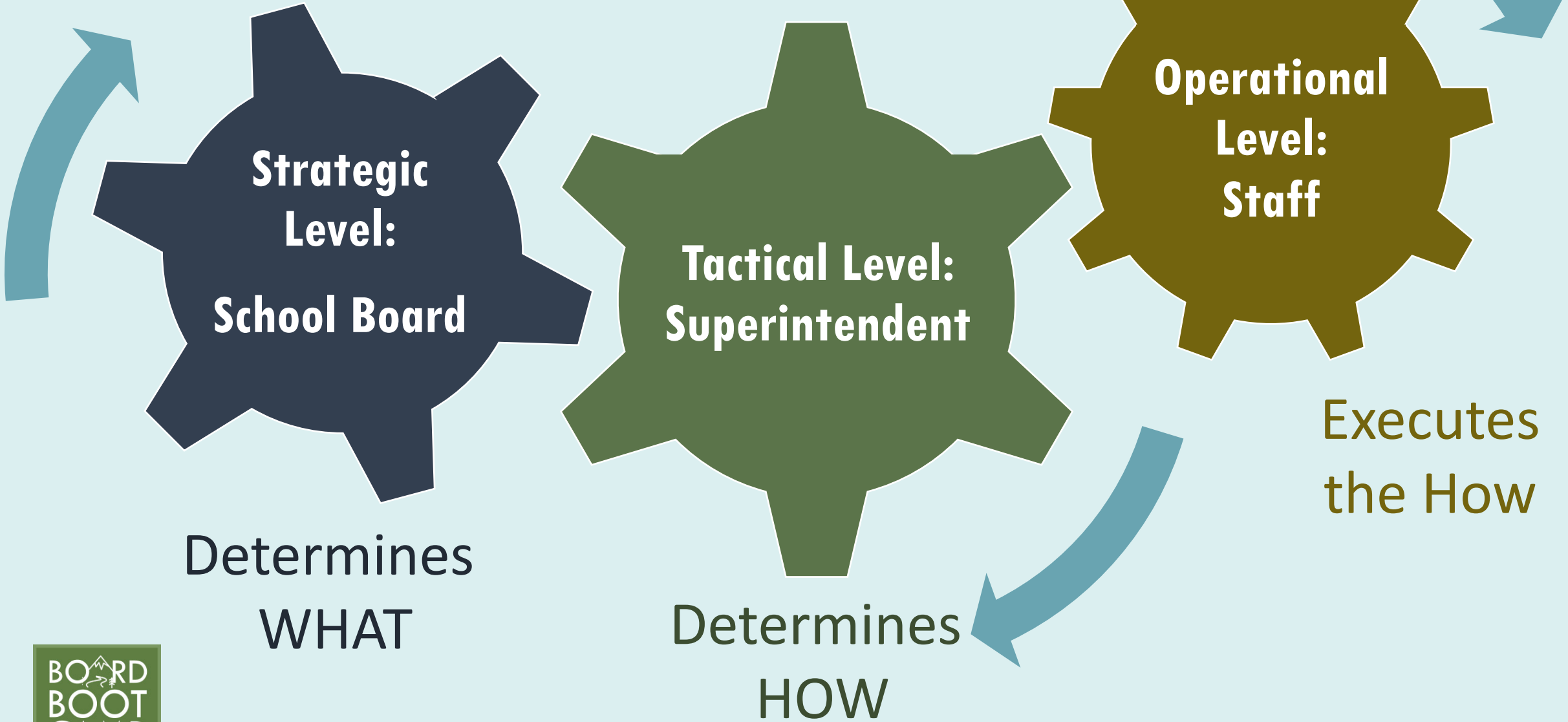
Which way are you headed?



Which way are you headed?



The Role of the Board



Only the board can align its own gears





What can we learn from research about the impact of boards and how they lead for student success in their district?

Boards of high performing districts
behave differently
than boards of low performing districts.

(The Lighthouse Studies – 1998-2010: Iowa Association of School Boards)

Connection: Low-Achieving Districts & Low-Performing Boards

(Lee & Eadens, 2014)

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WELCOME TO WSSDA'S
NEW DIRECTOR NETWORK

Low-performing districts' board meetings:

1. Less orderly
2. Less time spend on student achievement
3. Not listening respectfully and attentively to the person speaking
4. Members advancing their own agenda
5. Less good working relationships with the governance team
6. Fewer members relied on the superintendent for advice/input
7. Member, other than the chair, taking excessive meeting time
8. Less focus on policy items

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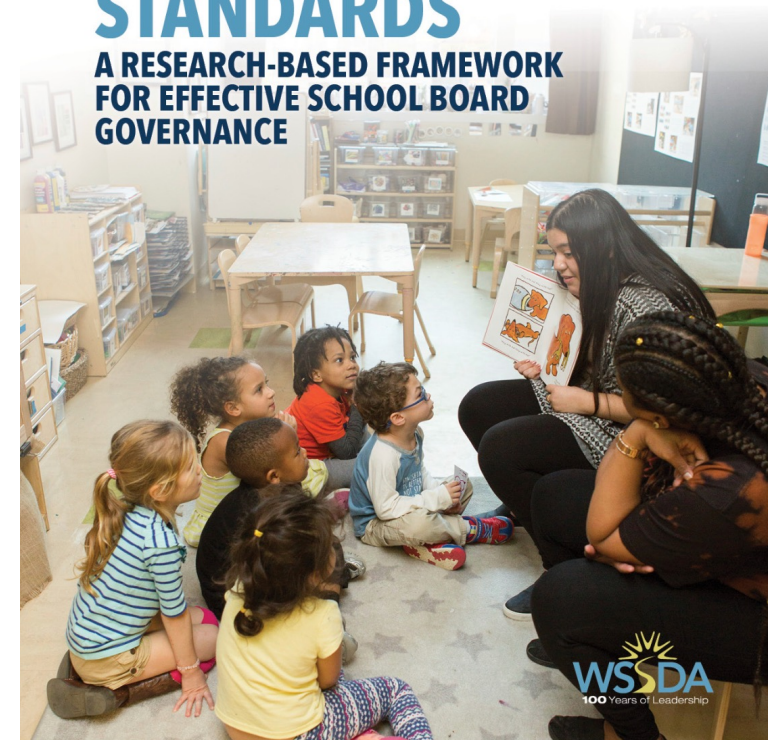
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Measuring this in Washington State

5 core principles of effective school boards

WASHINGTON SCHOOL BOARD STANDARDS

A RESEARCH-BASED FRAMEWORK
FOR EFFECTIVE SCHOOL BOARD
GOVERNANCE

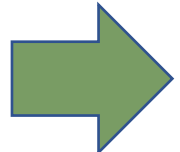
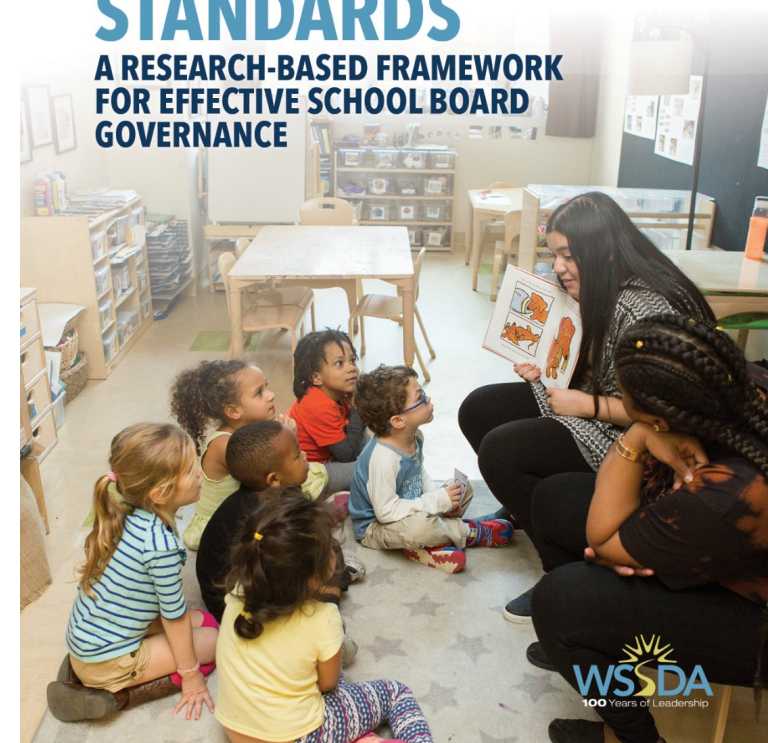


Measuring this in Washington State

5 core principles of effective school boards

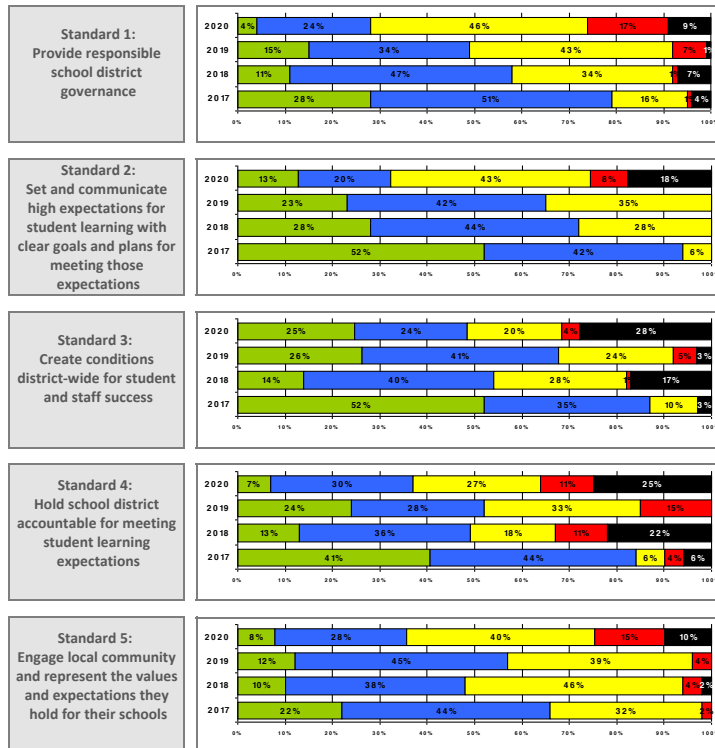
Board self-assessment survey

WASHINGTON SCHOOL BOARD STANDARDS A RESEARCH-BASED FRAMEWORK FOR EFFECTIVE SCHOOL BOARD GOVERNANCE



Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know



Measuring this in Washington State



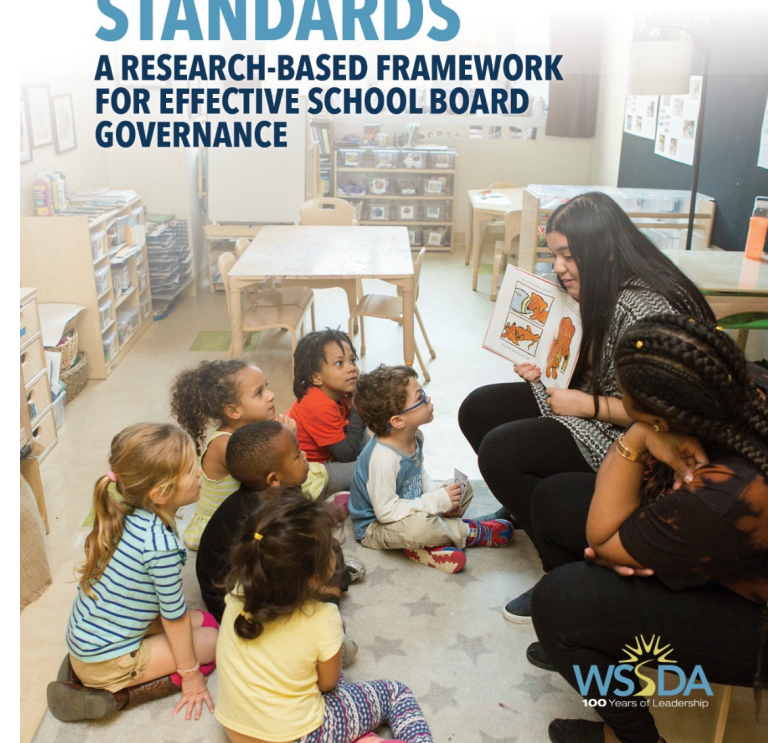
5 core principles of effective school boards

Board self-assessment survey

Student achievement data

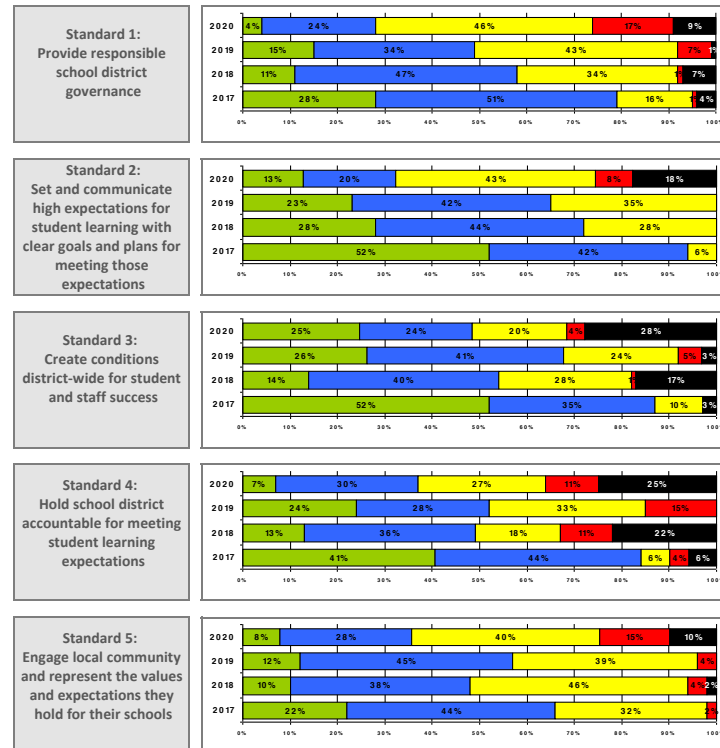
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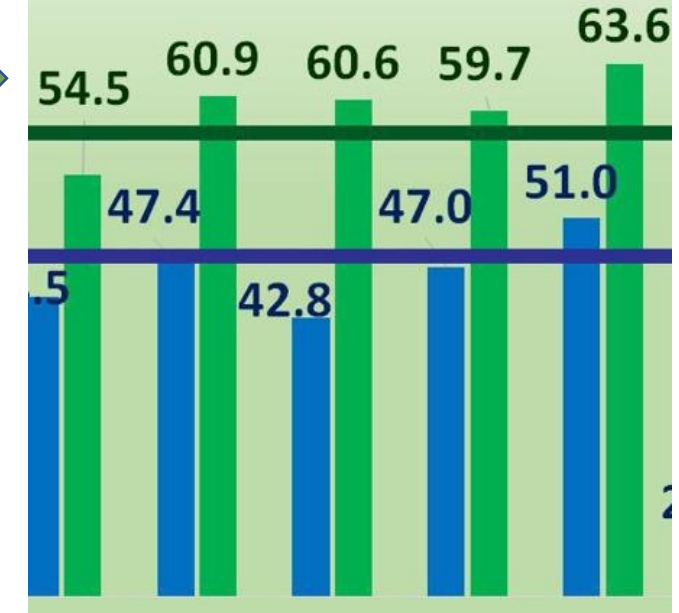


Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know



State Test Scores



Boards governing districts with high student achievement

<u>Order</u>	<u>Std</u>	<u>Item</u>
1	2	Through policies and actions, communicate high expectations for all students
2	1	Treat all individuals , including fellow board members, staff, students, and community members, with respect
3	2	Foster a culture of collaboration around the shared purpose of improving student achievement
4	5	Through policies and actions expresses our belief that all students can learn
5	1	Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team
6	3	Policy ensure students receive the curriculum, support and supplemental materials necessary for high achievement
7	1	Commit to a clear and shared purpose
8	2	Honor the roles and responsibilities of the superintendent
9	3	Regularly monitor the budget and fiscal status of the district
10	1	Base its decision on what is best for students' success

Boards governing districts with high student achievement

<u>Order</u>	<u>Std</u>	<u>Item</u>
2	1	Treat all individuals , including fellow board members, staff, students, and community members, with respect
3	2	Foster a culture of collaboration around the shared purpose of improving student achievement
5	1	Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team
7	1	Commit to a clear and shared purpose
8	2	Honor the roles and responsibilities of the superintendent

Learning from Leaders



Sandy Hayes
WSSDA President
Northshore School Director



Derek Sarley
WSSDA President-Elect
Walla Walla School Director



Panel Questions:



1. Considering the research that we just looked at about the impact of a collaborative board/board-superintendent team on student outcomes, can share how you've seen this in action in your own district or others?
2. School board elections are sometimes competitive and divisive. What advice would you give new board members for navigating conflict within their new board or board-superintendent team? How can they be respectful of the work that's gone before them, while also bringing their own interests to the table?
3. How can new school directors effectively transition from being a candidate, where they make "I will" statements and promises, to one of a board of five, where individuals can't take action and must focus on "we" instead of "me"? This can be a hard transition as a new school board member and is often confusing for community members who might expect immediate action.
4. If you want to effect change in your district, what is the most effective way to get started?
5. If you could go back to when you were first elected and give yourself advice based on what you've learned since then, what would it be?



Challenge yourself this month:

- Notice where you see evidence of your **board members and superintendent** working as a team or working as individuals.
- Pay attention to when **you** are acting as part of a **team** or working as an **individual**.
- Think about how **outcomes** are different in these instances.
- What is **one commitment** you'd like to make to yourself that could contribute to a collaborative board-superintendent team?

Where can I learn more? wssda.org



WSSDA
100 Years of Leadership
SERVING WASHINGTON'S 1,477 ELECTED SCHOOL BOARD MEMBERS

ABOUT ▾ TRAINING & EVENTS ▾ LEADERSHIP DEVELOPMENT ▾ STRATEGIC ADVOCACY ▾ STUDENT REPS ▾ POLICY & LEGAL ▾ NEWSROOM ▾ LOGIN ▾

TRAINING AND EVENTS

Click on event names to see all of their details, like location, Zoom links, etc.

Calendars

- Events
- Leadership Development
- Strategic Advocacy
- Elections Timeline
- Legislative Committee
- WSSDA Board Meetings

Table Month Tile

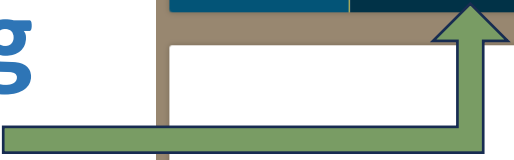
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4 12p InSession Live	5	6

Other learning opportunities at wssda.org

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WSSDA BOARD BOOT CAMP

Being newly elected or appointed to the school board is both exciting and daunting. School directors have many responsibilities, and the first couple of years of board service can bring a steep learning curve. Board Boot Camp is a great place to start.

In-person

Board Boot Camp is offered at the WSSDA Annual Conference every November and regionally throughout the year.

You'll hear from trainers with school board experience as they cover the basics of board service and answer questions. You'll also connect with new board members from around the state while exploring scenarios you're likely to encounter as a school director. The superintendent panel "What you

Virtual

Learn at your own pace with WSSDA's virtual Board Boot Camp. Here are all the modules:

- Part 1: Welcome to Virtual Board Boot Camp
- Part 2: How WSSDA Supports School Directors
- Part 3: The Basics of Governing a School District

Other learning opportunities at wssda.org



REQUIRED TRAINING

There are three types of training required by the Washington Legislature for school directors, but the Office of Native Education training is required for only [39 school boards](#). Read below to learn more. For questions about training, please contact WSSDA Leadership Development Coordinator Christine Najarro at c.najarro@wssda.org.



Educational Equity

In July 2021, Senate Bill 5044 became law, requiring cultural competency, diversity, equity, and inclusion training for Washington state's K-12 public school educators, district leaders, and school directors.



Open Government

Every school director must complete training on the Open Public Meetings Act (OPMA), Public Records Act (PRA) and records retention within 90 days of taking the oath of office following appointment or election.



Tribal Consultation

These trainings are produced and delivered by OSPI's [Office of Native Education](#). By September 1, 2024, school directors, superintendents, and any other staff at school [districts that are required to perform tribal consultation under Title VI of the](#)



WSSDA OnBoard Educational Equity Training Program

What is it? A primary role of school boards is ensuring that each and every student in their district has what they need to be successful. To assist school directors with this goal of educational equity as required by the legislature, WSSDA has developed a professional development program that encompasses many aspects to support this important part of their governance role.

What's required? The courses listed below satisfy the legislative requirement that school directors receive training in these areas beginning in 2022. To meet their initial requirement, each school director must take two courses during their current term of office. Newly elected or appointed directors must take two courses within two years of taking office. After meeting the initial requirement, the legislation requires school directors to take one course per term of office.

Where to start? The courses can be taken in any order, and school directors may select the courses that cover their areas of interest and desired growth. For those new to board service or those looking for an overview of educational equity topics, the Committing to Educational Equity learning experience is a great place to start.

Topic Areas

	Recognizing Diversity & Cultivating Inclusion	Developing Cultural Proficiency	Addressing Opportunity & Outcome Disparities	Eliminating Identity Discrimination
Courses	Committing to Educational Equity			Identity Discrimination: A Look at Federal Involvement
	Advancing Inclusion through Belonging	Foundations of Cultural Proficiency	Course available soon	

Courses are available throughout the year virtually and in-person. See available trainings at wssda.org/training.

**Legislative training requirement in educational equity:
two courses in first two years of board service**

wssda.org/leadership-development/onboard/

School Finances and Budgeting
Build your expertise with this training series on public education funding and budgeting in Washington state.

LEARNING EXPERIENCES

- Foundations of State Funding
- Introduction to Local and Federal Funding
- Deciphering District Budgets
- Tackling Financial Soundness
- Vision-Aligned Budgeting

Other learning opportunities at wssda.org/events/



◀ ▶ JANUARY 2024 🖨️ 📅 Subs

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 12p New Director Network 5:30p Deciphering District Budgets	17	18	19	20
21	22	23	24 5:30p Tackling Financial Soundness	25	26	27
28	29	30	31	1 5:30p Vision Aligned Budgeting	2	3

◀ ▶ FEBRUARY 2024 🖨️ 📅 Subs

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1 5:30p Vision Aligned Budgeting	2	3
4 5:30p Committing to Educational Equity	5	6	7	8	9	10
11	12	13	14	15 5:30p Foundations of State Funding	16	17
18	19	20 12p New Director Network	21 5:30p Foundations of Cultural Proficiency	22	23	24
25	26	27	28	29 5:30p Advancing Inclusion Through Belonging-Virtual	1	2

The logo for the Washington State School Directors' Association (WSSDA) features the acronym "WSSDA" in a white, sans-serif font. Above the letters "S" and "S" are three small, white, upward-pointing arrowheads, suggesting a sunburst or a stylized mountain range.

WSSDA

A large, stylized yellow compass rose is positioned in the upper right corner of the green sidebar. It has a central circle with eight radiating lines, and an outer ring with eight points, resembling a traditional compass rose.

**NEW
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**Join us for the next webinar
Tuesday, Feb. 20th**

Elements of School Governance:

- **Overview of the board's roles**
- **Navigating board meetings**
- **Legal & ethical considerations**



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**NEW
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Future webinars on third Tuesday of the month at noon-1:00 pm to cover:

- **Open Public Meetings Act (OPMA)**
- **Conflicts of interest**
- **Effective education advocacy**
- **Engaging your community**
- **The value of student voice**
- **Deciphering student achievement data**



Courage. Kindness. Friendship. Character.

These are the qualities that define us as human beings, and propel us, on occasion, to greatness.” *—R.J. Palacio*