Strategic Planning: Board of Trustees

1. Welcome and Introductions
   a. Why did you run for the Board?
   b. How long have you served?
   c. What has surprised you the most?

2. Governance **Mindset**
   a. Team Trust: SAQ Review and Discussion
   b. Three Essential Roles
   c. Staying in the "Strategic" Zone
   d. Governance Framework: Inventory Review and Discussion

3. Governance as a **Systems** Approach
   a. Aligning Sub Systems
      i. Review Model
      ii. Self-Assess Stages 1 – 4 with Discussion
         1. How do you assess the processes within your system?
         2. How do you manage the performance to align your arrows?

4. Governance as a **Strategic** Approach: Strategy Execution Tools

5. Governance as a **Learning** Approach: Continuous Improvement Model

6. Governance as a **Manners** Approach
   a. Board Policy
   b. Board Operating Procedures

7. Final Thoughts/Reflections

8. Adjourn

THREE ESSENTIAL ROLES IN AN ALIGNED SCHOOL SYSTEM

Strategic Role

- Board and Superintendent
- Big Picture…View from 50,000 feet
- Overlooks the entire system and sees how the parts relate to the whole
- Focuses on representing the community's needs and interests
- Looks to the long term…usually 3-5 years
- Provides overall structure for district-wide goals
- Sets clear targets for overall goals
- Works ON macro system

Superintendent (left side) **Superintendent** (right side)

Tactical Role

- Superintendent and Leadership Team
- Sees the wide picture…View from 10,000 feet
- Coordinates the component parts of the organization
- Overlooks the schools and departments
- Focuses on working directly with internal/external customers (faculty and staff, parents, community & students)
- Looks out 1-2 years
- Provides structure at the campus and department level
- Creates and deploys plans that will lead to improvement
- Depending on the situation, the person may work either ON the macro system or IN a micro system

Administrator (left side) **Administrator** (right side)

Operational Role

- Instructional & Operational Leaders and Front-Line Staff
- Focuses on the ground level picture…what is happening day to day
- Coordinates a specific part of the organization
- Overlooks a classroom, department or teaching team
- Focuses primarily on the students and parents
- Looks days or weeks out…sometimes looking at the full year during planning sessions
- Provides structure at the classroom level
- Refines and adjusts plans so that improvement will result
- Works IN micro system

Source: Van Clay, Mark, and Soldwedel, Perry. *The School Board Fieldbook: Leading with Vision.* Solution Tree Press, 2008.

Twenty Signs the Board (or Individual Board Member) Has Left the Strategic Role:

1. Board member(s) insist on doing their own research instead of asking the Tactical Team for the information.
2. Board member(s) bring their own discussion materials to Board meetings instead of asking the Tactical Team to provide it (similar to #1).
3. Board member(s) operating with outdated norms/expectations and/or lacking formally adopted Board Operating Procedures that clearly describe desired behaviors aligning to the Strategic Role.
4. Board member(s) "calling out" individual Tactical Team members and/or other Trustees in a duly called meeting.
5. Board member(s) failure to personally detach from a Board decision.
6. Board member(s) failure to follow existing guidelines (if guidelines/norms exist).
7. Board member(s) desire/occurrence of having to conduct "meetings prior to/after the meeting."
8. Board member(s) that dominate discussion and do not listen critically to other Trustee perspectives.
9. Board member(s) not participating in discussion and sharing either support or concerns(s).
10. Board member(s) openly not supporting the final decision of the Board.
11. Board member(s) inability to disagree agreeably and not recognize that it is important that they think together, not alike.
12. Board member(s) not prepared for discussing items on the agenda.
13. Board member(s) stepping into the Tactical or Operational Roles and micromanaging staff.
14. Board member(s) responding to community pressures without data and outside of district processes.
15. Board member(s) failure to build a systematic process for progress review toward Strategic Objectives.
16. Board member(s) avoiding the more challenging questions and/or topics.
17. Board member(s) naively believing that conflict will not occasionally occur and/or not sharpening conflict management skills.
18. Board member(s) failing to understand that communication needs are different at each of the Three Roles (and the importance of messaging across roles).
19. Board member(s) wanting to apply their own (expert) advice (literally) without Tactical Team consultation.
20. Board member(s) being unaware of non-verbal cues they send during public meetings.

# Aligning Sub-Systems In A Continuous Improvement Environment:

Steps toward Mature Process

STAGE 1: Reacting to Problems

Strategic Goals & Day-to-Day Work Processes
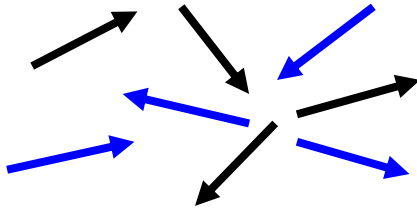
Work is characterized by activities rather than by processes, and they are largely responsive to immediate needs or problems. Goals are poorly defined.

STAGE 2: Early Systematic Approaches

Strategic Goals & Day-to-Day Work Processes
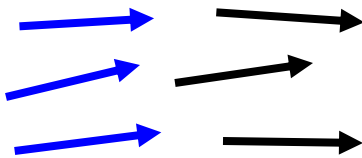
The organization is beginning to carry out repeatable processes, evaluation, and improvement, and there is some early coordination among organizational units. Strategy and quantitative goals are being defined.

STAGE 3: Aligned Approaches

Strategic Goals & Day-to-Day Work Processes
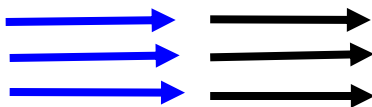
Processes are characterized by repeatable steps that are regularly evaluated for improvement. Learnings are shared, and there is coordination among organizational units. Processes address key strategies and goals.

STAGE 4: Integrated Approaches

Strategic Goals & Day-to-Day Work Processes
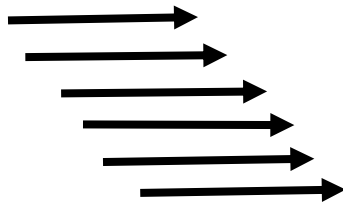
Processes are characterized by repeatable steps that are regularly evaluated for change and improvement in collaboration with other affected units. The organization seeks and achieves efficiencies across units through analysis, innovation, and the sharing of information and knowledge. Processes and measures track progress on key strategic and sustainable goals.

Strategic Thought, Design, and Continuous Improvement

Everyone
In the system
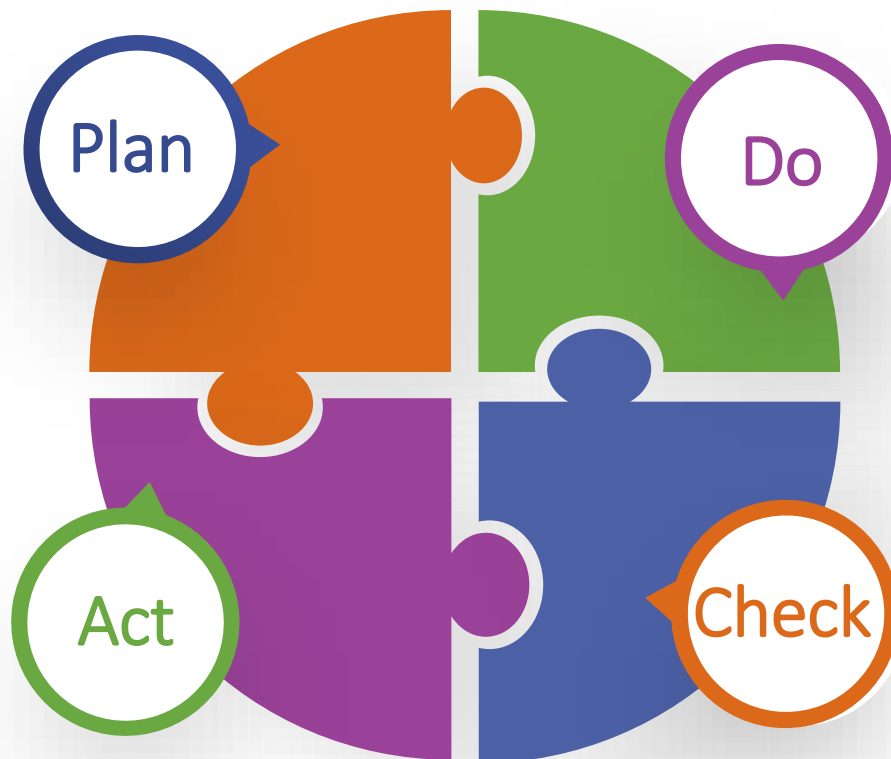Has a role, but
everyone is not
In every role.

THREE ESSENTIAL ROLES AND CONTINUOUS IMPROVEMENT MODEL

Plan
- Key strategic actions
- Key work & key support plans
- Tactical team gathers

Do
- Execution of key strategic actions
- Tactical and operational roles

Act
- Tactical team adjusts
  key strategic actions as appropriate
- Adjustments reported to strategic
  and operational roles

Check
- Outputs/interim measures
- Tactical team reports to strategic/
  operational roles and community
  advisory committee