October 12, 2015

MEMO

TO: Governing Board and Superintendent of Mountain View Whisman School District

RE: Summary of September 25-26 Workshop and Related Material

Thank you for the opportunity to meet with you as you planned for the future of the Mountain View Whisman School District. Herein is a summary of the deliberations and tentative decisions made at the workshop. Please note **Next Steps** on page 9, where you will find an outline of follow-up steps to be taken by the Board in relation to items in this Report.

Expectations for the Workshop

At the start of the workshop, participants were asked to identify the expectations/outcomes they would like as a result of their participation in the workshop. Almost all areas listed were addressed during the workshop. All expectations/outcomes desired are found in *Appendix A* on pages 11-12. The items are listed in alphabetical order.

 Concepts relative to being an effective board member

The concepts of *trusteeship, governance, management, presenting one's perspective, working together, continuous improvement, providing oversight, avoiding micromanagement, evaluating organizational success* and *evaluating performance of the superintendent* were reviewed. There was general acceptance of the concepts. In terms of *working together*, there was general consensus that arriving at a consensual agreement on a topic was preferable, but that the majority perspective on the respective topic would need to determine whether it was in the best interest of the District to do so. Reference *Appendix B* on pages 13-16 for a glossary of these concepts.

Roles

It was agreed that it would be desirable to have a common understanding of the respective roles of the board, the superintendent, the president and a board member. Reference *Appendix C* on pages 17-20 for drafts of possible role statements the Board may desire to review, revise and adopt as policy/bylaws.

Developing Effective Relationships with the Superintendent and among Board Members

This is a significant topic that the Board recognized it needed to address as evidenced by comments and behavior at the workshop and comments shared in the evaluation of the workshop. Dynamics need to be developed to ensure that individual board members do not dominate a discussion or a meeting. Board members have a responsibility to present their perspectives to their board member peers and a responsibility to listen to what is being said. At the same time, board members have a responsibility to stay on topic and state their position effectively and concisely. There was far too-much rambling and off-topic deliberation that hindered the ability of the Board to focus on topics at hand. This behavior needs to be addressed if the Board desires to achieve its goal of engendering the respect of its stakeholders. Recommendations in this area follow:

- Recognize that the actions of individuals that may appear to be deliberate may not be deliberate. They may be caused by an inability of the individual to recognize/internalize what s/he is doing or the impact of her/his behavior on the overall dynamics of the Board and/or what the Board hopes to achieve.
- Using a facilitator, have the Board (all board members) objectively review segments of the workshop that were videotaped and discuss how the behavior of individual board members:
    - Contributed to or thwarted productive participation of all board members relative to the respective deliberation.
    - Contributed to an understanding of the topic being discussed or resulted in a loss of focus on the topic being discussed.
    - Caused some board members to become totally disengaged with the deliberation at hand.
    - Developed reactive hostility among/between board members.

There also was general consensus that all board members should support decisions made by the Board, provided all members had an opportunity to express their respective point of view relative to the topic prior to putting the topic to a vote.

The desired relationship with the Superintendent was clarified. There was general consensus that what is felt to be a very positive relationship at the present time can be maintained by having the Superintendent attend to the following:

- Communication:
    - Meet individually with each board member once a month (frequency should be reviewed at a quarterly evaluation meeting to determine effectiveness).
    - Continue weekly written updates.
    - Have each board member called by phone ASAP relative to anything that happens of an extraordinary nature that board members should be apprised of before they hear about it from others or in the newspapers/blogs (i.e. student severely injured, police or fire action at a school, weapons charge, etc.)
- No surprises – on agenda, at Board meetings, ever.

- Sharing his position on topics the Board is deliberating through clearly stated recommendations.
- Articulating the relationship between agenda items and the District's Strategic Plan.
- Ensuring that stakeholders have been advised of items appearing on the agenda that pertain to them and, when appropriate, have been engaged in dialogue relative to the topic.
- Operating within the role expectation for the Superintendent as defined by the Board.

There also was general consensus that the current positive relationship can be maintained by having the Board and board members attend to the following:

- Communications – discussing with the Superintendent any concerns the Board/board member may have about District operations/matters and/or Superintendent actions/recommendations/performance.
- Advising the Superintendent what information is needed to address a topic once the Board agrees to put a topic on an agenda for discussion.
- Advising Superintendent prior to the meeting when an individual board member plans to take something off the consent agenda; advising the Superintendent why s/he is doing so and advising the Superintendent what information might be needed to respond to any question the board member may have relative to the item being pulled.
- Provides Superintendent with topics/questions a board member will be raising at a meeting in sufficient time before the meeting so the Superintendent can secure the appropriate background information and conduct the necessary research to provide an informed response.
- No surprises or "gotchas" – no technical or embarrassing questions/topics brought up in any public/official gathering.
- Recognizing that any request for information from the Superintendent or a staff member (which should be channeled through the Superintendent unless another approach is agreed upon by the Board and Superintendent) that would require more than 15-20 minutes to research and/or prepare a report should be channeled through the Board, as only the Board has the right to redirect the use of staff time from the expected job performance or specific goals set by the Board or the staff member's supervisor.
- Clearly delineate what is wanted, why its wanted, and when its wanted, whenever making an appropriate request from the Superintendent.
- Not embarrassing Superintendent.
- Operating within the role expectation for the Board and/or board member as defined by the Board.

Goals for 2015-16

Through a process of brainstorming, categorizing and prioritizing, the Board came to consensus that the following three goals should be the primary three District Goals for 2015-16.

- To engage the Board, senior staff, administrators, teachers, parents and others, as appropriate in the development of a comprehensive Strategic Plan to guide the District for at least the next five years

- To improve growth in student achievement as demonstrated by:
  - Increasing number of students exceeding and/or meeting expectations on pre and post-tests.
  - Providing focus on the special needs of all students with focus on ELL and SE students.

- To plan for the Fiscal Stability of the District by:
  - Developing fiscal projections for at least the next 3 years, and preferably longer
  - Maintaining the fiscal strength of District by aligning proposed expenditures and needs with available resources
  - Expending the balance of the Capital Fund in a responsible and intelligent manner
  - Placing the renewal of the Parcel Tax on the ballot

Before adopting these goals, it is recommended that the Board:

- Review the intent of the goals by developing/confirming a common understanding of the expectations/outcomes/products for each goal.
- Providing greater specificity to the metrics related to each goal expectation, as appropriate.

The poll on determining the priority goals follows:

	GC	JG	WL	SN	EW	Total	Mean
Strategic Planning	1	1	2	1	1	6	1.2
Financial Planning	5	4	1	2	3	15	3
Student Achievement	2	3	4	4	2	15	3
Longer School Day, etc.	7	2	6	3	4	22	4.4
Culture in District	3	6	3	5	6	23	4.6
Use of LCAP funds	4	5	5	6	5	25	5
Business and Community Partners	6	7	7	7	7	34	6.8

Implementation of Goals

In implementing the goals, it is recommended that:
- The goals become part of the Superintendent's formal evaluation process.
- The goals are clearly articulated to all stakeholders.
- Each staff member that has any responsibility for the implementation of the three District Goals be held accountable for her/his part of that implementation by having a goal expectation in her/his formal evaluation that addresses how s/he will contribute to the implementation of the District Goal(s).
- The Superintendent prepare an end-of-the-year report outlining the progress made in response to each goal.

Reference *Appendix D* on pages 21-23 for a list of goals initially suggested and how they were categorized prior to prioritization. Also, note that the Board has identified the following two goals discussed during the deliberations as Governance Goals, which the Board will address as a Board:

- Board Effectiveness
  - Agreement by board members to support all decisions made by Board
  - Agreement on process for bringing topics before the Board
  - Develop positive public perception
  - Develop positive relationship among board members
  - Develop positive relationship with all stakeholder groups
  - Develop positive relationship with Superintendent
  - Engage in self evaluation/reflection
- Personnel
  - Hire and retain high quality staff
  - Negotiations preparation

Finally, it should be noted that almost all of the other topics addressed during the goal setting process will be addressed to some degree in the development of the Strategic Plan.

Board's Role in Monitoring and Assessing Progress

A primary responsibility of the Board is to monitor and assess the overall progress of the District. To do this effectively, the Board must develop a common understanding of its goal expectations and the data/information it will need from the Superintendent and/or others to assess the effectiveness of the District in achieving these goals.

Similarly, the Board and Superintendent need to discuss the data/information the Board determines it needs to assess the overall effectiveness of the District. Data may include results on standardized tests, responses of various stakeholder groups (students, parents, teachers, community, etc.) to satisfaction surveys, financial reports, personal observations from visits to the schools, etc. The reason for the need for a respective item of information should be delineated to ensure that an inordinate amount of time that the staff can use to support the needs of the instructional staff is not diverted into the preparation of reports or the collection of data that may not provide the information the Board is seeking.

Board Member's Role in Placing Items on the Agenda

It was agreed that any board member may suggest that a topic be placed on the Agenda for a Board Meeting. It was agreed that the process for doing so would be as follows:

- Board member advises Board President or Superintendent of the topic s/he would like to place on the Agenda, or a board member can add a topic for consideration when "Future Agenda Considerations" is addressed at a meeting. It is suggested that the board member prepare a brief summary of the topic and why s/he feels it is appropriate for Board deliberation. S/he also should reference the relationship of the topic to the Strategic Plan.
- At the meeting at which the item appears on the Agenda under "Future Agenda Considerations," the Board will discuss whether or not it desires to address the topic. There should be substantial reason for not discussing a topic suggested by a board member (i.e. it is not within the realm of Board responsibility, was recently discussed, would raise issues that the Board is not in a position to address because of resources, etc.).
- If the Board decides not to place the topic on the Agenda, there is no further dialogue. If the Board decides to place the topic on the agenda, it would be identified as a "Discussion Topic" and board members should advise the Superintendent of the background information needed/desired to support an informed discussion on the topic.
- After the Board receives the requested information, the topic would be placed on the agenda for "Discussion." After the discussion, the Board will make one of three decisions:
  - Move the item to Action at a future meeting. The board members would advise the Superintendent of any additional information needed before they felt they could act on it.
  - Move that the item be placed on a future agenda for additional "Discussion," and identify the information needed before the meeting that the discussion will continue.
  - Determine that the Board does not want to take any further action on the topic, which would result in no further action or discussion on the topic.
- Pursue Board decision and place on Agenda as an "action" or "discussion" item. If placed on for further "discussion," follow Board's decision after discussion is had.

Evaluation of Superintendent

The Board agreed to evaluate the Superintendent utilizing the instrument that can be found in *Appendix E* on pages 24-32 as the basis for further discussion and refinement. The Board is encouraged to do this in the near future so that the Board and Superintendent are well aware of the areas that will be assessed utilizing the following process:

- Quarterly evaluation sessions in closed session to advise the Superintendent relative to his performance. Suggested dates follow:

- Late October – early November - - final agreement on evaluation instrument, informal dialogue in regards to entry plan, 1st quarter of performance, progress being made toward District goals, emerging Superintendent-Board relationship.

- January – brief executive summary prepared by Superintendent relative to performance of 1st semester and progress being made relative to District goals, followed by informal dialogue
- Early May – brief executive summary with informal dialogue
- July – Formal evaluation of Superintendent:
  - Superintendent prepares end of year report on progress made relative to goal accomplishment for current fiscal year and, if appropriate, initial planning for following fiscal year.
  - Superintendent and each board member completes evaluation instrument agreed upon at October quarterly meeting and sends them to the Board President or third party facilitator.
  - Board President or Facilitator compiles completed evaluation forms into single discussion document – Board meets in closed session to review compiled report and determine a Board evaluation of the Superintendent.
  - President/Facilitator prepares agreed upon Board Evaluation of Superintendent and meets with (or circulates to) entire Board to ensure it captures the consensus of the Board.
  - Board meets with Superintendent at which the President/Facilitator facilitates a dialogue to clarify any points the Superintendent might have relative to the evaluation and to use it as the basis for identification of possible personal growth/improvement goals for the following year.

Board Self Evaluation

The Board indicated an interest in initiating a formal self-evaluation process through which the Board would assess its behavior as a Board. Copies of sample evaluation forms will be sent to the Board in the near future.

Planning Process

At the workshop, the desirability of a two-year planning process was discussed and appeared to be the direction in which the Board would like to go, once the Strategic Plan is prepared. Once initiated, the Board will review progress made on the goals for the year just completed and develop goals for the upcoming and following year at its annual goal setting session. The goals for the upcoming year would be implementation goals while the goals for the following year would be planning goals. In this way, the Superintendent and respective staff can ensure that adequate planning is provided before the District proceeds to implement the goals. This will permit the Board to ensure that the planning, staff training, procurement of resources, and appropriate personal will be available when the District proceeds to implement improvement goals. The thrust of the Board is to engage the District and its staff in a process of continuous improvement.

A sample of a Planning Policy that incorporates the three-year goal cycle (assessment of success - implementation – planning), as well as the Superintendent quarterly evaluation reviews in an annual Planning Calendar can be found on the following page.

Planning[1]

The Board shall engage in a continuous planning process that will include the following components:

- Annual review of the District's Mission and Vision.

- The development of a Long-Range (Strategic) Plan for the District.

- The development of annual improvement goals (expectations) for the District.

- Quarterly review of the Superintendent's performance in relation to the progress being made toward the achievement of District expectations.

Annual Improvement Goals/Expectations shall be developed at least ten (10) months prior to the commencement of the fiscal year in which they shall be addressed to provide sufficient time for planning and resource allocation to assure the effective implementation of the goals.

To this end, the Board endorses the following planning calendar as a guide:

May – Sept.	Assemble input for priorities for next FY from various stakeholders/constituents	Supt
June	Board adopts budget for Fiscal Year (FY)	Board
July	Annual Report on Achievement of Goals/ Expectations for prior FY sent to Board	Supt & staff
July - Aug.	End-of-year evaluation of Superintendent	Board
Aug. – Oct.	Goal/Expectation Setting for next FY	Bd & Supt
October	1st Quarterly Benchmark Mtg. for this FY	Bd & Supt
Oct. - Dec.	Supt Action Plan developed for next FY	Supt
January	2nd Quarterly Benchmark Mtg. for this FY	Bd & Supt
Jan.- Mar.	Building/Departmental Action Plans developed for next FY	Prins/Dirs & staffs
Feb. - June	Budget developed for next FY	Supt & Bus Mgr
April	3rd Quarterly Benchmark Mtg. for this FY	Bd & Supt
April	District Action Plan compiled for next FY	Supt & staff
Apr. – May	Board self evaluation	Bd & others
May – Sept.	Assemble input for priorities for following FY from various stakeholders/constituents	Supt
June	Board adopts budget for new FY	Board
July	Annual Report on Achievement of Expectations for this FY sent to Board	Supt & staff
July - Aug.	Evaluate Superintendent	Board

---

[1] Some of the dates on this calendar would need to be adjusted to comply with California budget development/adoption requirements.

Next Steps

It is recommended that the Board and/or Superintendent do the following:
- Roles – review sample role policies and agree upon role statements that would be appropriate for the District
- Relationships – take steps to address dynamics within the Board to ensure they do not undermine the ability of the Board to provide effective and efficient governance
- Goals – review tentative goals, modify them as needed and by adding metrics, as appropriate, and formally adopt them. Make sure the results of the poll of board members on page 4 is placed in the minutes for the workshop.
- Review, modify and approve the Superintendent evaluation instrument and process.
- Determine whether the Board desires to engage in a self-evaluation. If so, proceed with the implementation.
- Determine whether it desires to engage in a two-year *Planning/Goal Setting Process* and design a *Planning Calendar* to accomplish this.

Workshop Evaluation

The workshop participants were asked to rate the workshop against the following criteria on a scale of 1 (excellent) to 5 (poor). The responses follow. All comments are presented verbatim in alphabetical order. Footnotes on ratings also are verbatim and were written next to respective ratings by individuals.

	Average	**Excellent**		**OK**		**Poor**
		1	2	3	4	5
		Number of respondents ranking item				
Overall, the workshop was	1.67	4	1	0	1	0
The agenda was	1.67	2	4	0	0	0
The agenda was adhered to	3.00	0	2[2]	3	0	1
The information provided was	1.83	2	3	1	0	0
The results met expectations	1.67	3[3]	2	1	0	0
The facility was	2.50	1	2	2	1	0

What were the most effective aspects of the workshop?

Agreement on Eval.

Cover agenda most important items, Spend more time on most important items.

---

[2] No fault of yours.

[3] Unfortunately it was exactly what I expected

What were the most effective aspects of the workshop? (continued)

Exchange of ideas, problem solving.

Goal setting.

Goals for district.

Good for Dr. Rudolph to observe bd member interactions & behaviors outside of bd meetings.

The most effective aspect of the workshop for me was how the agenda was adapted to what our members needed to get done.

What were the least effective aspects of the workshop?

Members of the board.

Personal attacks, interruptions of persons speaking & lack of listening to one another.

S. Nelson completely dominated the meeting. G. Coladonato & S. Nelson continuously became involved in unproductive discussion about minutia.

Most of the discussion was directed to criticism of past supt., staff, bds & bd members.

Steven talked way too much. I wish our moderator had reined him in. I also think if Steven had been reined in, & other members had been called on, we would have had a more fruitful discussion.

There is a bit of overemphasis on an Administration mindset.

This was a bd retreat & should have been focused on the future, not the past. S. Nelson & G. Coladonato were focused on negative comments of others & past events.

We interrupted each other too much.

What activities do you feel would be appropriate as a follow up to this workshop?

Do this again in 2 years?

Finalize evaluation instruments.

More goal setting.

Specificity about goals.

We need to better improve our personal behavior towards one another & mutual respect.

What changes would you suggest to make this and similar workshops more beneficial to a school district and participants?

Establish time parameters, staying on track & focused . . . stop negative treatment of board members interrupting other team members. No hissy fits & better approach to personal/professional feedback about issues/problem solving.

Nothing we just have difficulty getting things done.

This workshop was no change than others. Extremely unproductive.

To make more beneficial – leave out S. Nelson. He is unable to interact in any environment

Appendix A

Participants were asked to identify outcomes they would like to achieve at the workshop. They follow verbatim in alphabetical order by category of expectations.

Board Self Evaluation
- Schedule our Board Self-Evaluation

Goals
- Development of Goals
- Get consensus on 3-5 major Board Goals for this year, and what we will do to accomplish those goals
- Goals for District
- Prioritizing Categorized Goals
- We decide on common goals for our school children

Goal Suggestions
- Agree that we need to try to get 100% of our students up to or above state standards
- Developing a better approach for helping English Language Learners
- Developing a stronger after school program in all schools.
- Suggesting alternatives to academic calendar such as year round school or lengthening day of school
- Working to help our schools improve overall performance

Negotiations
- Develop a plan for how to approach teacher negotiations this year.
- Have a plan for how we'll keep our best teachers here in the District (but not necessarily all teachers)
- Work towards bringing different ideas re teacher offer package to also include credits & possible housing options
- Work towards retention and improvement of faculty

Other
- Focus on the things that matter
- Have a rough schedule for when our next retreat will be
- Planning Calendar for getting goals discussed & worked on (part of the details of Board Governance)

Relationships
- Board & Superintendent partnership
- Board team building
- Establishing trust among the team
- Get to consensus that we should try harder to find consensus in the future
- Have our 3 longest serving board members find a way to mutually respect one another

- Improve the tone of dialogue about education in the District – (the current tone is one of anger, divisiveness, animosity, and fear)
- Improving the reputation of the Board
- We are willing to work together as a team
- We end up with better actions via our group process
- We have respectful discussions

Roles
- Clear understanding of governance/management
- Delineation of roles
- Governance (establish goals and policies)
- We agree that when the majority of the Board votes on an action that the entire Board publicly supports that action

Strategic Plan
- Agree to schedule a full revisiting of our Strategic Goals & to develop a Strategic Plan
- Develop a Strategic Plan, or a plan to develop one
-

Superintendent Evaluation
- Decide on a robust supt evaluation instrument
- Evaluating performance of Superintendent
- Instrument to be used in evaluation of Superintendent

Appendix B

Concepts Relative to the Role of the Board

Many individuals make themselves available to serve on a board of education out of a commitment "to serve" without fully comprehending the skills and "tools" that are necessary to be a contributing member. An understanding of the concepts contained herein will help a board member to be more productive. To have a successful board, it is desirable for all board members to agree on a common understanding of these concepts and for the board to embrace and reflect the common understandings in its governing policies.

Trusteeship

Individual board members are elected to be the "trustees" responsible for fulfilling the purpose of the organization which, in the case of a school district, is to provide a quality common educational program for the children of school age within the district. This could be contrasted to the concept that board members are elected to represent the wishes, whims, directions, special interests or "what have you" of the "people". In truth, it is impossible to represent the "people" served by any school district. A common perspective of the "people" generally does not exist on most issues.

Within the concept of being a trustee, board members should make decisions on the basis of what is "correct" or "best" in terms of providing a quality common educational program within the framework of a legally constituted school district, recognizing the constraints of available resources. There may be disagreement as to the quality and quantity of services which appropriately might be provided. An individual's values, beliefs and perspectives are brought into play in the "trustee" role. Consequently, there appropriately may be disagreements pertaining to what is "correct" or "best" in terms of quality and quantity. The quality and quantity of services also can be limited by the willingness of the majority of the "people" to pay for these services.

Governance

As trustees, board members come together as a Board which should exist to govern an organization. Governance is the primary purpose of a Board of Education. What is governance? It is the articulation of the reason the organization exists (its mission), the defining of what the organization should achieve (expectations), the establishment of acceptable parameters within which these expectations can be achieved (policy), and oversight of those responsible for achieving the expectations to determine how well they are achieved and whether they are achieved within the parameters established by the governing body (evaluation). In governing, a board should address only those issues which are not relegated to those involved in managing the organization, except when required to do so by law or regulation. Basic to the concept of governance is the employment of an individual (superintendent) to manage the organization within the framework established by the governing body.

Management

The role of the superintendent is to understand the mission, vision and expectations of the organization, articulate them to the appropriate stakeholders and provide leadership to the organization in a manner that will ensure that the expectations are met, the vision fulfilled and the mission accomplished within realistic parameters established by the governing body. To do this, the superintendent is responsible for developing/restructuring an organization (employing, deploying, supervising and evaluating staff), delegating responsibilities and holding individuals accountable. The superintendent also is responsible to work collaboratively with the myriad of agencies and organizations which impact on the district in order to be able to fulfill the district's mission.

Working Together

As discussed above, individual school board members are elected as "trustees" of the school district in order to bring their unique perspectives to the board table when issues are deliberated. The reason boards have seven members is to provide different perspectives, values, beliefs, philosophies, etc. which may bear on decision making at the governance level. School boards should capitalize upon rather than disavow this diversity. Boards need to channel these different and, at times, diverse opinions into an effective decision making process. Unfortunately, boards generally are not proactive in capitalizing on this aspect of governance and trusteeship. Rather, the opposite is generally true, with many boards disdaining or disapproving of differences among board members.

Governance policies should stipulate that each board member should be heard on every issue, except for routine, legislated or mandated issues, before a decision is made. In providing the opportunity to be heard, each board member should present his/her position on the issue and the rationale behind his/her position. Board members should listen to the perspectives of all of their colleagues, discuss the pros and cons of each alternative solution and then modify their respective position on the basis of any new concept or information presented. There is a common belief that intelligent adults, when provided the same base of information, generally will come to the same conclusion. This is why many good boards have a high number of unanimous votes. At times, these boards are criticized for being "rubber stamp" boards because those who make the allegation either don't understand the processes of governance and decision making or are intent upon being negative and disruptive.

Despite the prevalence of agreement or unanimity, there will be issues upon which a board is not unanimous. In these cases, it is suggested the board consider a consensus approach wherein the differences between the majority and minority positions are clarified. The minority position is then given an opportunity to indicate how the majority position might be modified to garner its support. The majority then can make a decision based on their "trustee" role as to whether it would be preferable to the organization to modify their position and have greater unanimity behind the decision or to go forward with their position on a majority-minority basis. Regardless of the decision of the majority, the decision made by the Board is the decision of the Board as a corporate body and all board members are morally and ethically bound to support it.
Many times, board members who are on the minority side ask what "support" means. At best, it would be to pro actively support the position of the Board. At worst, it would be to make sure

one neither attempts to demean nor undermine the decision, generally remaining silent or, when pressed for an opinion, stating that the Board deliberated it thoroughly, has made a decision and, as a board member, one has the responsibility to support the decision of the Board. The only instances in which it would be appropriate for a board member to publicly oppose or disavow a position of the Board is if the Board's action is illegal, immoral or unethical. In these cases, board members would have a moral and ethical responsibility to speak out.

Continuous Improvement

Another important concept for a board to understand in its pursuit of excellence is how improvement comes about. Organizations don't improve just because someone wants them to improve or because they identify a list of things that could or should be improved. Improvement comes about only when the improvements are clearly defined and a plan for improvement is developed and implemented. Even when this is done, many organizations fail to achieve their desired expectations because they attempt to do too much too quickly.

Organizations which have been successful in the pursuit of improvement generally have an understanding of the following principles:

> Improvement usually requires change and change does not come easily to most people.

> Lasting improvement is the result of planning and effective execution.

> Organizations generally improve in small steps by involving the stakeholders who will be impacted by the change as completely as possible.

Based on these principles, organizations which seek improvement engage in long term systematic planning which results in lasting systemic change. These organizations identify what needs to be improved, clarify the improvements so that they are commonly understood, prioritize the improvements which will have the greatest impact on the organization and then address the items deemed to be of the highest priority, being cognizant of personnel, time and fiscal constraints. Continuously improving organizations will address only two to four priority items each year. Over a sustained period, however, significant improvement is observed. On the other hand, organizations which attempt to tackle a multitude of priorities generally achieve none of them to the satisfaction of the organization.

Implicit to the concept of continuous improvement is effective long range planning, a process for identifying needs and establishing priorities and a functional monitoring system to ensure that priorities are being addressed effectively and efficiently. It is suggested that these steps be built into a planning calendar to guide the activities of a board and superintendent.

Micro-management

More often than not, boards want to know what micro-management is and whether they are micro-managing. In very simple terms, a board governs and determines the "whats" for an organization. A board employs a superintendent to determine the "hows" and "whos" to get the "whats" done. If a board gets involved with the "hows" and "whos", it probably is micro-managing.

Realistically, there is no distinct, fine line between governance and management. Rather, there is a gray area. When the board or a board member crosses the line too far or too regularly, micro-management concerns generally surface. Conversely, care needs to be exerted to avoid having the superintendent cross too far or too often into the area of governance.

The best way to ensure that a school board or board member does not get into micro-managing is to have open, honest dialogues with the superintendent on a regular basis relative to the behavior of the board and individual board members and the impact of this behavior on the superintendent's ability to manage the district.

Appendix C

Sample Policy

Role of the Board

As Trustee of the Mountain View Whisman School District, the Board of Education shall make its decisions on the basis of what is best for the School District and its students, and shall:

- Clearly define the Mission and Vision of the District.

- Determine long and short term goals/expectations that will direct the District toward it's Mission.

- Employ a Superintendent who shall be the Chief Executive Officer of the Board.

- Determine the parameters (policies) for the effective and efficient governance and operation of the District.

- Approve the annual budget.

- Approve negotiated agreements (contracts).

- Monitor the overall performance of the District to ensure that expectations are being met within Board established parameters.

- Evaluate the performance of the Superintendent and determine future employment on the basis of performance.

- Maintain lines of communication with all stakeholders.

- Comply with all laws, rules and regulations as applicable.

Sample Policy

Role of the Superintendent

The role of the Superintendent of the Mountain View Whisman School District is to lead and manage the District by:

- Assisting the Board in the development of the Vision for the District and broadly articulating the Vision.

- Overseeing the development of a long-range Strategic Plan and providing the necessary leadership to achieve the short-term goals/expectations that are adopted by the Board and that will lead the District toward its mission.

- Employing or overseeing the employment, development, assignment and evaluation of all staff.

- Managing the District within the parameters established by the Board.

- Monitoring and evaluating the overall performance and effectiveness of the staff and programs within the District and advising the Board of the District's progress, to include its successes as well as its deficiencies.

- Developing and providing oversight of an Annual Budget, which reflects the expectations of the Board.

- Maintaining visibility in the schools and community to enhance effective communication with all stakeholders.

- Providing the Board with the information requested or needed to make effective governance decisions and other decisions as stipulated by law, rules and/or regulations.

- Advising and providing recommendations to the Board on all items before the Board except when specifically directed not to do so or when the Board is deliberating the Superintendent's evaluation or reemployment.

- Complying with laws, rules and regulations as applicable.

Sample Policy

The Role of the Board President

The role of the Board President of the Mountain View Whisman School District is to:

- Preside at all meetings of the Board.

- Facilitate Board deliberations and ensure that all topics before the Board are discussed in an open, effective, efficient and civil manner.

- Communicate with board members, when appropriate, to assure that the Board and board members operate within the parameters of law and established governance policy.

- Be the spokesperson for the Board.

- Represent the Board at community activities and functions, as appropriate.

- Comply with all laws, rules and regulations relative to the position.

Sample Policy

The Role of a Board Member

The role of a board member in the Mountain View Whisman School District is to:

- Attend all meetings, workshops, committee functions, etc. of the Board.

- Participate with other board members in defining what information is needed to appropriately address an issue.

- Prepare for all meetings and activities by reviewing background material made available to board members.

- Contact the superintendent prior to a meeting when additional information or clarifications are needed.

- Notify the Board president when a member will be unable to participate in a meeting or other Board activity.

- Assume responsibility for the following when unable to attend a meeting or other activity:

  - Advise the Board president of his/her position on significant issues to be discussed at a meeting/activity.

  - Assume responsibility to learn what transpired at missed meeting/activity.

  - Accept and support all decisions of the Board that were made at the meeting/activity.

- Articulate his/her position and rationale on all major issues being deliberated by the Board.

- Advise those who may hold a majority position on an issue what modifications would be necessary relative to their position in order to receive one's support when one holds a minority position on an issue.

- Support all decisions of the Board after due deliberation unless the decision is unlawful, immoral and/or unethical.

Appendix D

Goal Setting Process

The three goals agreed upon as District Goals for 2015-16 were agreed upon through a process of brainstorming, categorizing and clarifying, and prioritizing. The goals that surfaced as priorities can be found on pages 3-4 in the body of this report.

Brainstorming – following are the topics identified by the board members while brainstorming (listed in alphabetical order):
- Communicate need for renewed Parcel Tax; place referendum on ballot
- "Community of scholars" – respectful – time needed
- Continuing emphasis on programs and activities to address needs of the *Whole Child*
- Create school environment in which everyone is "having fun" (positive school culture)
- Create partnerships with local businesses and others in the community
- Develop an updated comprehensive Strategic Plan to provide long and short term direction for District
- Ensure a strong financial standing
- Ensure we prepare students to be successful in high school and adulthood (prepared to enter the *world of work* and contribute to a better community)
- Focus on needs of low income English Language Learners and Special Needs students; provide for special needs
- Hire and retain the best possible teachers
- Improve Academic Performance of every child
  - After school learning
  - Increase number of students meeting academic standards
  - Summer learning opportunities
- Improving Board effectiveness
- Improving communities' perceptions of school quality
- Improving dialogue with communities with an emphasis on positive dialogues
- Increase revenues
- Organize District to effectively and efficiently address future needs
- Prepare for negotiations with staff
- Reexamine academic calendar: length of school year; length of school day
- Responsible and intelligent allocation of Capital Bond dollars
- Workshop between Senior Staff and Board to address results of SQR so that the District is more effective and efficient
- *World Class* Math and Science programs accessible to all students

Categorizing and Clarifying – the brainstormed topics were then placed in categories and clarifiers were identified as follows (in alphabetical order)

- Academic Performance
  - Assess effectiveness of summer and after school programs
  - Explore use of *Student Growth Models*
  - Give extra attention to ELL, SE and other special needs students
  - Increase number of students exceeding and meeting expectations
- Board Effectiveness (Determined to be a Governance Goal, which will be addressed by Board)
  - Agreement to support all decisions made by Board
  - Agreement on process for bringing topics before the Board
  - Develop positive public perception
  - Develop positive relationship among board members
  - Develop positive relationship with all stakeholder groups
  - Develop positive relationship with Superintendent
  - Engage in self evaluation/reflection
- Community Perceptions
  - Engage in positive dialogue
  - Improve perception of Board
  - Improve perception of schools/education
  - Provide *dashboard* on website
- Culture of District
  - Engage staff members in making decisions relative to their respective areas of responsibility to ensure greater effectiveness and efficiency in the decision making process
  - Support concept of having staff enjoy being part of the District
  - Use of appropriate culture surveys with staff, students and parents
- Finance
  - Maintain fiscal strength of District
    - Align proposed expenditures and needs with available resources
  - Place Parcel Tax renewal on ballot
  - Responsible and intelligent use of Capital Funds
  - Three to five year financial reserve projections
- Partnerships
  - With community agencies
  - With local businesses
  - With others
- Personnel (Determined to be a Governance Board to be addressed by Board)
  - Hire and retain high quality staff
  - Negotiations preparation

- Restructuring of time/Support programs
  - Additional after school academic programs?
  - Longer school day?
  - Longer school year
  - Online reinforcement?
  - Summer School offerings
- Strategic Plan
  - Engage Board, senior staff, administrators, teachers, parents and others, as appropriate in development
  - Use data generated through SQR
- Use of LCAP Funds
  - Address needs of ELL students
  - Address needs of SE students

Appendix E

Draft – for further deliberation and formal approval

Board and Superintendent should review document and revise it as agreed upon by the Board and the Superintendent. In revising the form, the District Goals need to be revised in keeping with the wording of the goals as formally approved by the Board.

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

SUPERINTENDENT EVALUATION INPUT FORM 2015-16

In the process of planning for the short and long-term improvement of the Mountain View Whisman School District, the Board of Education and Superintendent identified and agreed upon specific expectations for Dr. Ayinde Rudolph, Superintendent, to address during the 2015-16 school year. It was the understanding of the Board and the Superintendent that the Board would evaluate the Superintendent's performance on the basis of progress being made toward the achievement of these expectations along with his overall performance relative to the usual responsibilities of the superintendency as delineated in this document.

The scale to be used in the evaluation of the Superintendent's performance is:

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent
Outstanding	1	2	3	4
5	6			

Each board member should use his/her respective judgment as to how well s/he feels the Superintendent's performance contributed toward movement toward a performance goal or how well s/he feels the Superintendent addressed each of the five areas of expected competency.

After each item is an area for comment. **If you give the Superintendent a rating of 1 or 2 on any item, it is expected that you will indicate with some specificity what the Superintendent would need to do to bring his performance into the satisfactory range.** Comments in conjunction with other ratings are requested to assist the Superintendent in developing a better understanding of the board member's perception of his performance. Please use additional paper if necessary and indicate the item referenced on each sheet.

The superintendent evaluation instrument consists of three assessments:

> **Part 1:** Priority District performance goals
> **Part 2:** General job performance responsibilities
> **Part 3:** Characteristics and skills generally possessed by successful superintendents

Board Member: _____

Part 1:   Performance Goals

PERFORMANCE GOAL 1: Collaborate with the Board of Education in the development of a Strategic Plan, which will provide long-term direction and focus for the District, with the intent of having the Strategic Plan presented to the Board of Education for approval by June 30, 2016.
A key responsibility is the identification of an external partner through a competitive RFP process to facilitate the strategic planning process and prepare the interim and final reports. It is expected that all areas of District Operation will be addressed in the development of the Strategic Plan, and that all members of the Board of Education will be engaged in the process. It also is expected that representative stakeholders to include staff, parents and community will be engaged in the development of the Strategic Plan.

Unacceptable   Needs to Improve   Satisfactory   Very Good   Excellent   Outstanding
    1   2   3   4   5   6

Comments:

PERFORMANCE GOAL 2: Improve Student Achievement as demonstrated by the results of students on the pre and post District approved tests.

- Increasing number of students exceeding and/or meeting expectations on pre and post tests.
- Providing focus on the special needs of all students with focus on ELL and SE students.

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

PERFORMANCE GOAL 3: Ensure the fiscal stability of the School District.
- Develop fiscal reserve projections for at least the next 3 years, and preferably longer.
- Maintain the fiscal strength of District by aligning proposed expenditures and needs with available resources.
- Expend the balance of the Capital Fund in a responsible and intelligent manner.
- Take the necessary steps to ensure the renewal of the Parcel Tax is on the ballot in a timely manner

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

Part 2: General Job Performance Responsibilities

Following are five areas that the Board feels the Superintendent needs to address to provide effective stewardship Mountain View Whisman School District. **Comments for each of the items are expected from each board member,** and preferably from others as applicable. Whenever possible, please use specific examples. If necessary, use additional paper for responses.

1. EDUCATIONAL LEADERSHIP (knowledgeable regarding emerging research, educational programming, new technologies and their potential impact on education, the change process; recognizes the impact of high expectations on student performance and the roles of standards and assessment in achieving these expectations; delegates appropriately to encourage the continuous improvement of the educational program; provides appropriate staff development opportunities; specific expectations include the assigning of authority, responsibility and accountability for evaluating academic programming to appropriate sub-ordinates)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

2. RELATIONS WITH THE BOARD OF EDUCATION (adequately prepares Board for Board meetings including the timely distribution of agenda and adequate background material; provides appropriate and sound recommendations; practices full disclosure of available information relative to Board decision making; implements Board policy effectively; supports Board decisions with staff and community; recognizes and supports the respective roles of the Board and Superintendent.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

3. RELATIONS WITH THE STAFF (accessible and responsive to staff needs; maintains an open dialogue with the Association and Association Leadership; assures an effective evaluation system of all employees; effectively supervises and evaluates personnel reporting to him; delegates well and holds others accountable; encourages staff to show initiative and take risks; acknowledges staff accomplishments.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

4. BUSINESS AND FINANCIAL MATTERS (effectively implements budget; is sensitive to adequacy of resources when making recommendations; advises Board of potential fiscal concerns and/or issues; maintains five year projection on resources based on available data; develops a multi-year strategic plan to bring expenditures in line with revenues; provides Board with all relevant financial data; aligns budget with educational expectations and priorities.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

5. RELATIONS WITH THE COMMUNITY (is accessible and responsive to members of community; is visible in community; works effectively with the Mountain View Education Foundation and parent groups; maintains relationships with municipal officials, non-profit organizations, the business community and with state and national officials, as appropriate.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:

Part 3:   Characteristics, Skills and Knowledge

Please evaluate the Superintendent on the following items. If you feel you have not observed his performance relative to a specific item, please do not provide a rating for that item.

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent
Outstanding	1	2	3	4
5	6			

	I. *Vision and Values*	
1.	Articulates a clear vision of what is required to be an exemplary School District.	o1 o 2 o 3 o 4 o5 o 6
2.	Acts in accordance with the's mission, vision, and core beliefs.	o 1 o 2 o 3 o 4 o5 o 6
3.	Strives for continuous improvement in all areas of the District.	o 1 o 2 o 3 o 4 o5 o 6
4.	Has concrete plans and is actively involved in developing, monitoring, and evaluating the progress of school and District initiatives and implementation plans.	o 1 o 2 o 3 o4 o 5 o 6
5.	Promotes high expectations for all students and personnel.	o 1 o 2 o 3 o4 o 5 o 6
6.	Leads in an encouraging, participatory, and team-focused manner.	o 1 o 2 o 3 o4 o 5 o 6
7.	Delegates leadership responsibilities effectively.	o 1 o 2 o 3 o4 o 5 o 6
8.	Demonstrates integrity, honesty, and fairness.	o 1 o 2 o 3 o4 o 5 o 6
	II. Instructional Leadership	
9.	Is the District's instructional leader.	o 1 o 2 o 3 o4 o 5 o 6
10.	Demonstrates a deep understanding of the teaching and learning process.	o 1 o 2 o 3 o4 o 5 o 6
11.	Increases academic accountability at all levels of the District's schools and for all its students.	o 1 o 2 o 3 o4 o 5 o 6
12.	Provides meaningful guidance on the District's curricular and instructional programming.	o 1 o 2 o 3 o4 o 5 o 6
13.	Provides meaningful guidance on the implementation and management of a systematic District-wide assessment program.	o 1 o 2 o 3 o4 o 5 o 6
14.	Utilizes student achievement data to drive the District's instructional and assessment programming.	o 1 o 2 o 3 o4 o 5 o 6
	III. Community and Relationships	
15.	Is a visible present throughout the District and the community.	o 1 o 2 o 3 o4 o 5 o 6
16.	Understands the conditions, cultures, dynamics, and values of the school community.	o 1 o 2 o 3 o4 o 5 o 6
17.	Listens to and effectively represents the interests and concerns of students, personnel, and community.	o 1 o 2 o 3 o4 o 5 o 6
18.	Fosters a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	o 1 o 2 o 3 o4 o 5 o 6
19.	Seeks a high level of engagement with principals and other school-site leaders.	o 1 o 2 o 3 o4 o 5 o 6
20.	Maintains positive and collaborative working relationships with the school board and its members.	o 1 o 2 o 3 o4 o 5 o 6
21.	Develops strong relationships with constituent groups, local government, area business, and external partnerships.	o 1 o 2 o 3 o4 o 5 o 6

IV.	Communication and Collaboration						
22.	Communicates effectively the plans, goals, and progress of the District to the Board of Education, staff, parents, students, and the community.	o 1	o 2	o 3	o4	o 5	o 6
23.	Communicates clearly to the school community about student achievement in the District's schools.	o 1	o 2	o 3	o4	o 5	o 6
24.	Facilitates the sharing of ideas, plans, and methods among various District stakeholders.	o 1	o 2	o 3	o4	o 5	o 6
25.	Provides constructive, meaningful feedback to personnel he/she supervises.	o 1	o 2	o 3	o4	o 5	o 6
26.	Involves appropriate stakeholders in the decision making process.	o 1	o 2	o 3	o4	o 5	o 6
27.	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning.	o 1	o 2	o 3	o4	o 5	o 6
V.	Core Knowledge Competencies						
28.	Demonstrates strong understanding of organizational and educational leadership.	o 1	o 2	o 3	o4	o 5	o 6
29.	Demonstrates strong understanding of emerging issues and trends that affect the school community and the mission of the School District.	o 1	o 2	o 3	o4	o 5	o 6
30.	Demonstrates strong understanding of current legal, regulatory, and ethical issues affecting education.	o 1	o 2	o 3	o4	o 5	o 6
31.	Demonstrates strong understanding of personnel needs and requirements.	o 1	o 2	o 3	o4	o 5	o 6
32.	Demonstrates strong understanding of the system of public school governance and finances in the state and nation.	o 1	o 2	o 3	o4	o 5	o 6
VI.	Management						
33.	Is an effective manager of the School District's day-to-day operations.	o 1	o 2	o 3	o4	o 5	o 6
34.	Aligns operational plans and procedures with the School District's vision, mission, and goals.	o 1	o 2	o 3	o4	o 5	o 6
35.	Identifies, confronts, and resolves District issues in a timely manner.	o 1	o 2	o 3	o4	o 5	o 6
36.	Effectively plans and manages the financial operations.	o 1	o 2	o 3	o4	o 5	o 6
37.	Aligns financial resources with student learning needs and the District's vision, mission, and goals.	o 1	o 2	o 3	o4	o 5	o 6
38.	Recruits, employs, and retains effective personnel management teams throughout the District and its schools.	o 1	o 2	o 3	o4	o 5	o 6
39.	Applies policies and procedures fairly, wisely, and consistently.	o 1	o 2	o 3	o4	o 5	o 6
40.	Guides the development and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	o 1	o 2	o 3	o4	o 5	o 6
41.	Facilitates efficient delivery of supplemental school services (e.g., security, food service).	o 1	o 2	o 3	o4	o 5	o 6

Additional Comments: Please add any additional comments you may feel are appropriate.

Please complete by (date) and return via email to (Board President or facilitator) or by mail to (Board President or facilitator).