

**Board Trustee Development**  
**Day III Session 1**  
**Saturday, October 26, 2019**  
**10:30 - 12:00 noon**

**The Strategic Board—Monitoring Mission**

Teresa Arpin David Chojnacki Rick Detwiler

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**The Strategic Board—Monitoring Mission**

1. Establishing and sustaining a strategic direction for the school
2. Monitoring progress in fulfilling the school's mission
3. Implementing the Board's generative role

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**THE THREE MODES**

- GENERATIVE**
  - Provides Insight
  - Role: Sense Maker
- STRATEGIC**
  - Provides Foresight
  - Role: Strategist
- FIDUCIARY**
  - Provides Oversight
  - Role: Sentinel

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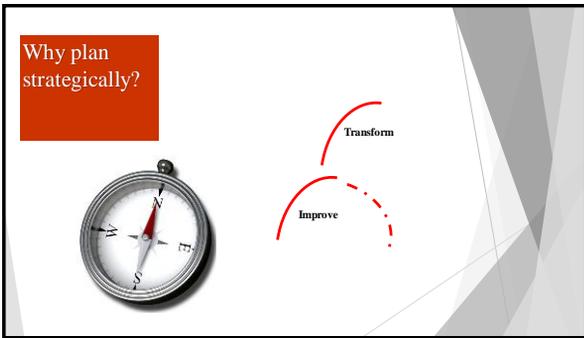
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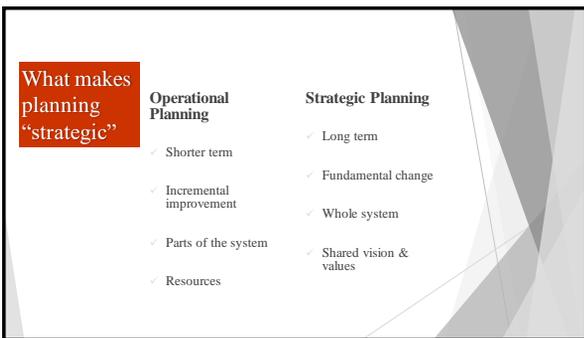
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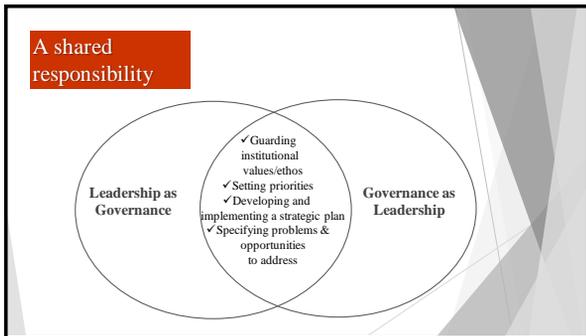
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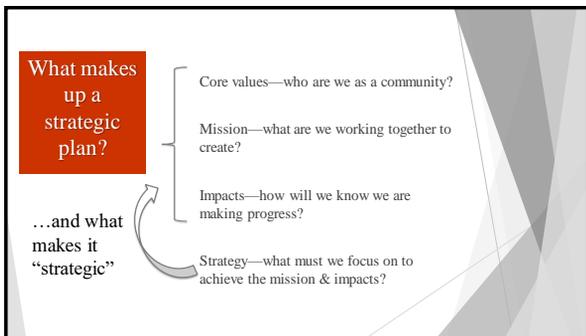
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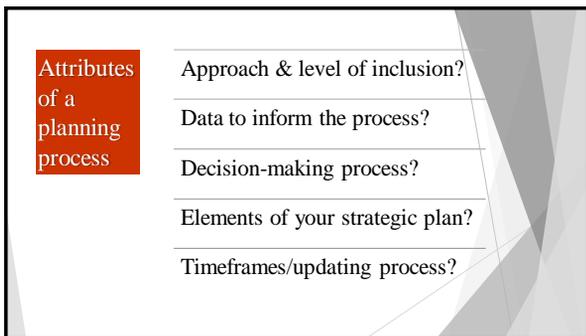
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**Two ends of the continuum**

*Strategy work is evolving into more emergent approaches that involve rapid prototyping on smaller scales*

<p><b>"Standard" Practice</b></p> <p>Elements: core values, mission, vision, measures, strategies and action plans, delimiters</p> <p>Action teams develop 3-5 year plans with implementation details</p> <p>Plans are implemented incrementally and activity is documented (KPIs)</p> <p>Cycle takes 6-9 months; is repeated every 4-5 years</p> <p>Often large, complex documents</p>	<p><b>As organizations develop capacity...</b></p> <p>Elements: core values, mission/impact, strategy areas</p> <p>High level "direction" is mapped with a 2-3 year time horizon</p> <p>Details of the work--JIT planning</p> <p>Impact on student learning is assessed</p> <p>Progress/next steps are discussed annually to inform the next iteration of work. Impact on learning data informs next steps.</p> <p>Less is more</p>
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**U-Theory: a strategic thinking tool**

Appreciative inquiry...  
Design thinking...

The diagram illustrates the U-Theory cycle. It starts with 'OBSERVE, OBSERVE, OBSERVE' at the top left, leading to 'ACT IN INSTANT; PROTOTYPE' at the top right. From there, it goes down to 'RETREAT & REFLECT; ALLOW INNER KNOWING TO EMERGE' at the bottom, and then loops back up to the start.

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**Measuring mission...**

The flowchart shows a linear progression from 'Inputs' to 'Outputs' to 'Impacts'. Curved arrows indicate a feedback loop from 'Outputs' back to 'Inputs' and from 'Impacts' back to 'Outputs'.

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The achievement of desired impacts can only be evidenced through *the artifacts and products of student learning*.  
And this requires appropriate metrics to assess student performance and growth in these areas.  
New metrics for new learning goals.

Greg Curtis  
2/28 Blog

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### Powerful indicators

Quantitative: a numeric value is assigned to a unit of measurement

Qualitative: a description of the quality of something

Characteristics of both  
Validity/reliability  
Systematic vs anecdotes  
Trends

- Participation/Passing IB DP Assessments
- Acceptance into best fit school
- What else?

- Approaches to learning
- Student attainment of global citizenship standard
- Assessment of GRIT

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Performance assessment is the process of using observation and professional judgment to evaluate formative and summative performance based on clearly defined criteria.



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### Rubrics for Learner Outcomes

Choose to continually engage in experiences that benefit the community.

<p><b>Empathetic Awareness</b></p> <ul style="list-style-type: none"> <li>❑ Able to identify feelings in others.</li> <li>❑ Aware of social emotional and cultural realities.</li> <li>❑ Shows genuine concern for the feelings and beliefs of others.</li> </ul>	<p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>❑ Has knowledge of available resources.</li> <li>❑ Accesses resources to provide help to others.</li> </ul>	<p><b>Action/ Reflection</b></p> <ul style="list-style-type: none"> <li>❑ Gives of self to engage in experiences that benefit the community.</li> <li>❑ Recognizes the impact personal actions have to benefit other individuals and the community.</li> </ul>
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### The Strategic Board— Alignment & Implementation

1. Reviewing policy for alignment with values/mission
2. Developing long term, multi-year plans (finance, facilities) that support the values/mission
3. Designing a Head of School evaluation process that supports and is tied to implementation of the school's strategic direction.

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### Moving from strategic to operational

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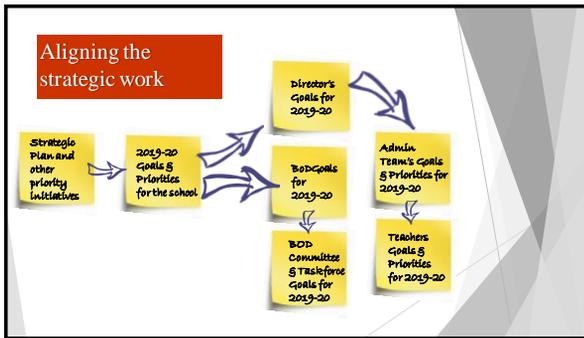
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**Role of trustees...**

Effective Boards assess themselves, the leader of the school, and the school itself

Assessing the school itself

- Balanced scorecard approach (people, finances, facilities, learning)
- Identify 3-4 powerful indicators
- Look at other data, but keep it in context

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- Possible approaches**
- Review your current approach and build upon that!
  - Get greater clarity on what you are trying to produce
  - Balanced scorecard approach  
Money; people; facilities & LEARNING  
3-4 indicators
  - Continue to look at other data, but keep it in context
  - Consider your level of rigor in how you USE the data you have

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Some resources...

10 COMMON BENEFITS OF DASHBOARD REPORTS

There are plenty of reasons to invest in dashboard reports. In addition to the benefits of cost and time savings, dashboard reports are also a great way to communicate and understand the data in your organization.

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Your Generative Role

Goal is to:

- Understand the topic in a broader way—considering how you will “frame” it
- Explore how individuals define the topic
- Discover the common ground

The conversation is “values based”

- It is not about finding solutions or taking action
- It is about exploring the topic to inform the action you may eventually take

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The Board's generative role

Opportunity for Generative Work

Generative Strategic

Planning Thinking Fiduciary

Sense Direction Execution

Oversight

Time

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**When/where**

This kind of conversation will be most productive if it is preparing for, informing real work

- When you feel stuck
- If you know a topic will benefit from this a different "framing"

For example:

- How do we think about/define "excellence?"
- What do we mean when we say "global citizenship?"

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**Conversation protocols**

- Listen to understand
- Suspend certainty
- Speak your truth
- Be committed to learning together
- All voices included

**In the space between our words—  
the learning emerges.**

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**Keeping the conversation generative**

- Someone serves as facilitator
- Call on people and ensure all engage
- No need to respond to a comment, so sequence isn't a priority
- When conversation drifts off (suggesting action, etc.), use "process check" to bring the conversation back
- Set a time frame, like 20-30 min.
- Be comfortable with the ambiguity at the end—it will likely feel unresolved. Go back to the purpose—learn; sense making. The "direction" will follow.

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**Let's practice...**

- Listen to understand
- Suspend certainty
- Speak your truth
- Be committed to learning together
- All voices included

Your school believes that individual learners have different strengths and needs; a student's capacity is not "set"; differences in our student body are a strength...

The conversation about including a broader range of students (those with more diverse learning needs) continues.

How does the inclusion of children with different learning abilities at your school fit/conflict with your values and vision?

If you have hesitations about accepting students with a broader range of needs, what are they?

What might be the benefits if students with a broader range of needs were admitted?

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**Protocols**

- Listen to understand
- Suspend certainty
- Speak your truth
- Be committed to learning together
- All voices included

As Trustees, we understand the importance of ensuring the success of our schools. We all make use of some data, but it is primarily quantitative. Our missions require students to acquire dispositions or "soft skills" that we are likely not measuring with rigor. Without clear indicators of success, we often treat anecdotes as data.

How important is it for trustees to have data about student success in areas such as creativity, grit, compassion, citizenship, etc.?

What is your belief about the use of performance data or other behavioral sources of data?

Do you have concerns about the use of these types of data? If so, please share.

What are some of the benefits you see for a school measuring a broader range of student outcomes?

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