

Joint Leadership Team  
Standards, Training and Certification  
A Proposed Collaborative Project of:



## **Part I: Introduction**

With the implementation of standards-based reform, the complexities, leadership responsibilities and stakes for local governance teams have increased like never before. The Montana School Boards Association (MTSBA), School Administrators of Montana (SAM) and Montana Rural Education Association (MREA) have all provided a variety of expanded training opportunities directed to helping our members address these challenges over the last several years. In spite of our collective successes and mutual interests in training, however, we have never brought our collective efforts together in a unified effort at solving these challenges together. That has changed with our decision to advance the proposal below for our respective members' consideration.

### **What's at Stake for Children?**

“... What is important is that students enter the global economy with the ability to apply what they learned in school to a variety of ever-changing situations that they couldn't foresee before graduating. That is the mark of a quality education and a truer indication of academic excellence.”

“Achieving Academic Excellence Through Rigor and Relevance,” Willard R. Daggett, September, 2005

“Leaders in Western society have long articulated the close tie between a strong public education system and democracy itself. Schools are clearly for the common good, and they serve as the gateway to, and potential equalizer for, economic and life success for millions of under-served children.”

Failure is Not an Option, Alan M. Blankstein, 2004

### **What's at Stake for Local Governance Teams?**

In a word, survival! The roles of school boards and administrative leaders have both been under assault in recent years. Whether you are looking at the latest results from the Phi Delta Kappa poll (showing that 51% of the public believes that someone other than school boards should be in charge of what is taught and learned in our public schools), the latest assault on administrative spending, or just word on the street, the reality is that the public is questioning the value of school governance teams like at no time in recent history.

As the average length of service among trustees has decreased, administrative turnover has increased. These two trends have combined to create a kind of “perfect storm” that challenges even the best intentioned leaders as never before. New administrative leaders are thrust into a system that is more demanding and complex than ever before, with a board that is typically less experienced than in the past. Add the constant attacks on public education from a variety of sources and you have the ingredients for conflict, misunderstandings and failure.

We hope to change this dynamic through the provision of coordinated training in areas that will:

1. Ensure that our respective members understand, respect and appreciate one another's roles, authorities, and responsibilities to the community, to each other, and most important, to children;
2. Prepare each of our members to effectively engage and collaborate with their communities to advocate for children served by each community's schools and the needs of our schools in serving those children; and
3. Provide our members with the tools necessary to ensure that decisions are data-driven, based on knowledge, fact and informed perspective, rather than power persuasion and "flavor of the day" politics.

### **Who is Included in Local Governance Teams?**

Who is included in local governance teams will vary from district to district. Typical leaders involved will include the board, superintendent, business manager, building principals, other central office administrative leaders, perhaps even the elected leaders of the union. We will be looking for your feedback regarding the crucial parties necessary to participate as part of a unified leadership team in different types and sizes of school districts.

### **Proposed Joint Training Program**

MTSBA, SAM and MREA are proposing to implement a joint training program which emphasizes (1) individual growth and (2) team growth focused on governance, student achievement, and community relations. The **Joint Training Program** could focus its efforts on key components designed to make local governance teams (i.e., trustees, superintendents, principals, business managers and other staff) more effective. The focus could be on developing leadership teams which promote student achievement. Program components could include:

1. A set of **Montana Professional Governance Standards** to guide training, which (1) focus governance efforts on learning and achievement for all students, (2) establish basic expectations of practices to increase the effectiveness of governance teams, (3) emphasize the importance of local control, and (4) which raise parent, public, and media awareness about the critical roles of governing boards. The Professional Governance Standards would be applicable to school boards, the superintendent, school business officials, principals, and other educators designated as a part of the local district governance team. Finally, the Montana Professional Governance Standards identify highly desired practices which extend across educational leadership and governance venues. These governance standards and practices could enhance the leadership capabilities of all four organizations, provide *essential cross-training on issues and practices*, and promote a mutual understanding of roles and responsibilities.
2. **Model policies and practices, including "model ways of doing business,"** which could be used by local governance teams in focusing their efforts on practices that matter (i.e., a written **Code of Ethics** which teams could adopt as a basic practice). Other practices could include the foundations of effective governance for prospective trustees and

administrators, effective ways to set direction—including vision, focus, commitment and beliefs, and a primary emphasis on student achievement.

3. Training provided by the Joint Training Program, leading to a recognition and certification of leadership teams and their individual members, with recognition applied to those teams completing and maintaining proactive and effective leadership and governance practices. The courses could include assessments and surveys as a means to help teams evaluate their practices.
4. **Joint Training Program certificate and recognition**, progressing through established benchmarks, and leading to highest level of recognition for those teams that train to reach, and then maintain, Exemplary Governance status. This could contain both individual and team components (for example, see Indiana, California, Idaho). Two basic requirements would be regular, ongoing training in order to maintain certification, and scheduled self-evaluation.
5. **Required modeling of certain practices for the highest level of certification**—for example, modeling which includes observation of a state board meeting and processing information seen/heard, afterward; observation of another school board’s meeting(s), using *Key Work* components to analyze what they have learned and posing questions to learn more; and completion of a project to benefit their school board or their association (for example, orientation programs, handbooks, FAQs).
6. **A particular emphasis on targeting student achievement through proactive, well-researched governance practices** (for example, Iowa Lighthouse Model and strategic planning sessions). Governance teams would learn how to set appropriate expectations for student learning, identify and set in place appropriate processes for curriculum/assessment development, and how to assess student achievement and district programs.
7. **Set training schedules**, including **training on demand**—those models which respond to the needs of isolated, rural settings and/or time constraints (for example, training via Internet). Where possible, components of the Joint Training Program would take advantage of the trainings presently provided by the four partners. Each group’s present training modules should be reviewed and considered as a part of the Joint Training Program. It makes no sense to reinvent the wheel. The Joint Training Program could also lead the way in creating a trainer-of-trainers cadre so that each region of Montana would have adequate access.
8. **List of approved providers**, including those within the state, provided by the Joint Training Program sponsoring organizations, and/or officially recognized programs from other states and national organizations.
9. **On-demand mentoring** of school officials (superintendents, principals, business managers, trustees) as a means to address attrition issues and the loss of “organizational culture” when officials retire or move on. Mentoring could include specific assistance

with sets of skills identified as effective and useful (see NSBA, NASBO, NAESP, NASSP, Indiana, Florida, California, Iowa, and other states/organizations).

10. **Increase the desirability of governance positions—encourage prospective administrators and school trustees.** Provide basic boardsmanship training for prospective school board candidates prior to elections. Collaborate with others (Montana Board of Public Education, the Montana University System and MEA-MFT, for example) in encouraging strong teachers to become tomorrow’s administrators. Provide introductory modules on demand for those interested in becoming administrators.
11. **Specific and targeted information to legislators, the Board of Public Education, and the Governor with regard to governance characteristics and practices identified as effective and essential.** This could result in the revision of laws, in order to specify key entry requirements and training prior to becoming a school trustee or a Montana administrator.
12. **Community Relations and Advocacy.** Collaborate with business groups, key communicators, and influential local leaders, including those who do not have children in the K-12 setting, in order to promote understanding of the necessity and worth of local leadership and local control. For the first time in its 39-year history, the recent PDK/Gallup Poll noted that 51% of those polled believed that someone other than school boards should be in charge of what is happening in local schools. Thirty percent said that the state should be in charge, while 21% said the federal government should be in charge.

### **Membership Feedback Requested**

Before we go forward with our tentative plans, we would like to hear from you regarding the contents of this proposal. Specifically, we would like you to help us identify any gaps in the plan we are approaching, and would also like to hear from you regarding your general impressions of our plans as well as any other promising practices, programs, etc. that we may have overlooked in creating the proposed governance standards below. Please communicate your thoughts, concerns, suggestions, etc. to Lance Melton, MTSBA ([lmelton@mtsba.org](mailto:lmelton@mtsba.org)) Darrell Rud, SAM ([samdr@sammt.org](mailto:samdr@sammt.org)) or Dave Puyear, MREA ([dpuyear@mrea-mt.org](mailto:dpuyear@mrea-mt.org)). Our intention at this point is to move forward in the development of this program, with a goal of full implementation by July 1, 2008.

The proposed Professional Governance Standards follow. They are based on best practices identified in research and/or by state organizations which have incorporated many of these practices.<sup>1</sup>

---

<sup>1</sup> Research findings, practices, and references regarding the standards are also attached.

## **Part II: Standards for Certified Montana School District Governance Teams**

### **Establish basic expectations and practices which increase the effectiveness of their governance team. Together, they:**

1. Respect and advocate the mutual understanding of the roles and responsibilities of all governance team members (trustees, board chair, superintendent, principals, school business officers, and others as designated).
2. Seek and adopt policies and practices that focus their efforts on practices that matter for students.
3. Learn and apply effective ways to set appropriate district direction, including vision, focus, commitment, and beliefs.
4. Ensure that all members of the governance team have been trained in the foundations of effective governance-team leadership and have specific duties and responsibilities which are understood by all.
5. Adopt and maintain a written Code of Ethics which emphasizes ethical, administrative, and board leadership and management practices and behaviors.
6. Adopt and maintain a written Code of Conduct to guide governance team member behavior. Formally evaluate their team's effectiveness at least once a year.

### **Focus their governance efforts on learning and achievement for all students. Together, they**

1. Deliberately use proactive, well-researched governance practices which target student achievement.
  - A. Conduct an initial strategic planning session and review annually to adjust objectives as necessary.
  - B. Set appropriate expectations for student learning.
  - C. Identify and set in place appropriate processes for curriculum and assessment development.
  - D. Identify and set in place appropriate processes for program evaluation and student assessment.
2. Regularly examine district data as a means to focus local goals on learning and achievement for all students.
3. Establish procedures for public reporting of student achievement data, and progress on district goals and priorities.

### **Provide opportunities for parents and citizens to participate, as a means to focus citizens' knowledge about schools. Together, they**

1. Actively engage the community that they serve, in recognition of the importance of the relationship between schools and their communities, as a primary vehicle for increasing student success and strengthening families and community.

2. Involve parents in the education of their children, in recognition of the connection between parent involvement, parent support for high standards for their children, and student achievement.
3. Help citizens who have specific questions or concerns about district programs and operations to contact appropriate district personnel; sometimes this may include utilization of the district's uniform grievance procedure.
4. Invite interested parents and citizens to join committees, so they become familiar with the work of the district, and the committees gain the benefit of the community perspective. If necessary (and dependent on the role of a parent/community member), provide training on the requirements of confidentiality and individual rights of privacy.
5. Ensure that the district governance team is openly accountable to its citizens, through its policies, procedures, and annual status report(s).
6. Develop strategies for getting the community actively involved in supporting the district's direction set by the governance team, through the establishment of foundations, parent and community activities, recognition of achievement at the student and school level, etc.

## **Part III: Governance Expectations and Practices Research Findings**

### **Findings:**

1. Establish an effective governance framework, promote dialogue, and establish a common vocabulary about governance. (CSBA, Duvall).
2. Formalize positive governance culture. This practice is critical, when new trustees or superintendents and leadership designees join the governance team. (CSBA).
3. A professional governance model helps build trust and foster greater participation by the public and demonstrates willingness of the governance team to be accountable to one another and the public. (CSBA).
4. Provide a way for effective governance teams to receive recognition, while educating future candidates and voters about effective governance practices. (CSBA).
5. Keep governance teams focused on learning and achievement for all students. (CSBA, Duvall, Lighthouse Study).

### **Practices Recommended:**

- Adopt a model Governance-Management Compact at the school board level (Pennsylvania), which specifies common vocabulary, the Operating Principles of the governance team, the Role of the School Board Members (planning, policymaking, monitoring, communicating, advocating), and the Role of the Superintendent.
- Adopt a Model Code of Conduct (Pennsylvania, California).
- Each governance team should meet at least once a year to assess its own effectiveness (Pennsylvania, Indiana).
- Support the continuing professional development (aligned with district goals) of all governance team members by allocating resources and establishing mutual expectations (Indiana, Pennsylvania).
- Each Governance Team should annually report to parents and community the progress toward meeting student learning and other priority goals. (Pennsylvania)
- Establish a certification and recognition program which stipulates training modules and levels of progression toward Exemplary Team status (Indiana, Pennsylvania, California).

### **References**

California School Boards Association. (2007). Why Adopt and utilize CSBA's Professional Governance Standards? Available online September 18, 2007. [www.csba.org/](http://www.csba.org/)

Connecticut Association of Public School Superintendents. (September, 2007). Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools. Available online October 12, 2007.

Duvall, Sara A. (2005). Superintendent Evaluation and Other Influences on the School Board and Superintendent Relationship: Measuring Strength of Relationship. Unpublished doctoral dissertation, Eastern Michigan University. Summary available online September 18, 2007 (19 p.).

Educational Policy and Leadership Center, The. (March, 2004). Strengthening the Work of School Boards in Pennsylvania. Available online, September 18, 2007).

Education Writers Association. (2007). Effective Superintendents, Effective Boards: Finding the Right Fit. Available online September 18, 2007. *Addresses effective leadership on the part of superintendents and school boards.*

Florida School Boards Association. (2007). Advanced Boardmanship Certification (ABC). Available online September 18, 2007. [www.fsba.org/boarddev/abc.htm](http://www.fsba.org/boarddev/abc.htm)

Florida School Boards Association. (2007). Belief Statements. Available online September 18, 2007.

Illinois Association of School Boards. (2007). Board Training. Available online September 18, 2007. [www.iasb.com/govrel/](http://www.iasb.com/govrel/)

Indiana School Boards Association (1992-2007). Certification Awards Program: The Exemplary Board. Available online September 18, 2007.

Lenz, Pamela A. (January, 2005). Teacher-School Board Member Trust Relationships and Their Perceived Influence on School Effectiveness: Chapters 1-3. Unpublished doctoral dissertation. Available online September 18, 2007.

## Part IV: Governance Teams Certification and Recognition

### Findings:

1. Set clear expectations for governance teams, and encourage administrators and trustees to engage in continuing education related to their roles as governance officials in public education. (ISBA).
2. Help set the expectation that candidates for school boards should be familiar with the responsibilities of school boards and their administrators, and be able to describe their knowledge about key issues during elections.
3. Provide a specified set of trainings, based on research and best practices (CSBA, ISBA, PSBA).
4. Set levels of certification and recognition which build on previous levels, and recognize those individual governance team members and entire teams meeting certain criteria in governance practices and related activities. Point systems ensure that all team members progress through the same dynamic training (ISBA, ASBA).

### Effective Practices:

- Establish a Certification Awards Program with defined levels of expertise. For example, Indiana has the CAP Program, which recognizes five levels of Individual Board Member Recognition, several levels of Majority of the Board Recognition (Level 1—Outstanding, Level 2—Master Board, Level 3—Mentor Board, Level 4—Exemplary Board). Florida's program specifies points for completion of highly desired modules
- Ensure that practices which lead to increased student achievement are a significant part of the Certification process, and that the certification level is highly-prized.
- Reward and recognize ongoing training, advertise those districts with certified status, use certified boards to provide mentoring activities for other governance teams, and advertise model practices found.
- Provide frequent opportunities for training which take into consideration appropriate timing and development activities (for example, provide some basic modules on demand via the Internet, in order to encourage citizens who want to know more about school governance.

### References:

ASBA. (2007). Arkansas School Boards Association Boardmanship Program. Available online, September 19, 2007. [www.arsba.org/boardmanship.html](http://www.arsba.org/boardmanship.html).

CSBA. (2007). *CSBA Masters in Governance Program*. West Sacramento, CA: California School Boards Association.

Connecticut Association of Public School Superintendents. (September, 2007). Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools. Available online October 12, 2007.

Duvall, Sara A. (2005). Superintendent Evaluation and Other Influences on the School Board and Superintendent Relationship: Measuring Strength of Relationship. Unpublished doctoral dissertation, Eastern Michigan University. Summary available online September 18, 2007 (19 p.).

Educational Policy and Leadership Center, The. (March, 2004). Strengthening the Work of School Boards in Pennsylvania. Available online, September 18, 2007).

Education Writers Association. (2007). Effective Superintendents, Effective Boards: Finding the Right Fit. Available online September 18, 2007. *Addresses effective leadership on the part of superintendents and school boards.*

Florida School Boards Association. (2007). Advanced Boardmanship Certification (ABC). Available online September 18, 2007. [www.fsba.org/boarddev/abc.htm](http://www.fsba.org/boarddev/abc.htm)

Indiana School Boards Association (1992-2007). Certification Awards Program: The Exemplary Board. Available online September 18, 2007.

## **Part V: Governance Teams and Higher Achievement Expectations**

### **Findings:**

1. School boards in districts with a history of higher student achievement are significantly different in knowledge, beliefs and actions than boards in districts with a history of lower student achievement (Iowa Lighthouse Study, 2000; Lighthouse Project 2002-2007; Lighthouse National/Governance Renaissance).
2. Trustee training predicts higher student achievement (Duvall).
3. Pluralistic, collaborative and data-driven school leadership directly influences student achievement (Duvall; ISBA; Waters and Marzano).
4. Pluralistic, data-driven board political climates are indicative of higher strength of relationship, more superintendent influence (i.e., the superintendent is respected in the community, works well with trustees, is a risk-taker, collaboratively supports principals), and higher student achievement (Duvall; Crowson and Morris; Waters and Marzano).
5. School boards and their school leaders should initiate “intentional structural change for the achievement of the goals of access, opportunity, and proficiency for all students” (Duvall).
6. District leadership responsibilities that relate to student academic achievement include: collaborative goal-setting process; non-negotiable goals for achievement and instruction; board alignment with, and support of district goals; monitoring of goals for achievement and instruction; and use of resources to support the goals for achievement and instruction (Waters and Marzano, 2006).
7. There is a positive relationship between superintendent stability (length of superintendent tenure) and student achievement (Waters and Marzano, 2006).

### **Leadership Responsibilities and Practices Recommended** by McREL as the result of meta-analysis of 27 studies:

1. The board, superintendent and principals collaborate in the process of setting goals:
  - Developing a shared vision for the goal setting process
  - Using the goal setting process to set goals developed jointly by board and administration
  - Developing coherent goals which reflect values which support involvement and quality in achievement, rather than maintaining the status quo
  - Communicating expectations to central office staff and principals
2. Goals for student achievement and instructional program are adopted, based on relevant research, and are non-negotiable. The superintendent/staff fulfill this by
  - Modeling understanding of instructional design
  - Establishing clear priorities among the district’s instructional goals and objectives
  - Adopting instructional methodologies that facilitate the efficient delivery of the district’s curriculum
  - Incorporating varied, diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population

- Adopting 5-year non-negotiable goals for achievement and instruction.
- Ensuring that a preferred instructional program is adopted and implemented.

3. The superintendent and staff frequently communicate with the board in order to assure that the Board's alignment with, and support of, district goals is maintained.

- Establishing agreement with the board chairperson on district goals
- Establishing agreement with the board chairperson on type and nature of conflict in the district
- Remaining aware, agreeing on the political climate of the school district
- Establishing agreement with the board chair person on the nature of teaching/learning strategies to be used in the district
- Providing professional development for trustees
- Establishing agreement with the board chairperson on the effectiveness of board training

4. The superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on the implementers.

- Using an instructional evaluation program that accurately monitors implementation of the district's instructional program
- Monitoring student achievement through feedback from the instructional evaluation program
- Using a system to manage instructional change
- Reporting student achievement data to the board on a regular basis
- Ensuring that the curricular needs of all student populations are met
- Observing classrooms during school visits
- Coordinating efforts of individuals and groups within the organization to increase reliability of the system, with adjustments by individuals to quickly respond to system failures

## References:

Connecticut Association of Public School Superintendents. (September, 2007). Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools. Available online October 12, 2007.

Duvall, Sara A. (2005). Superintendent Evaluation and Other Influences on the School Board and Superintendent Relationship: Measuring Strength of Relationship. Unpublished doctoral dissertation, Eastern Michigan University. Summary available online September 18, 2007 (19 p.).

Goodman, R.H. and Zimmerman, W. G. (2003). *Improved Leadership for Improved Achievement: Recommendations of the New England Commission on School Board/Superintendent Leadership for High Student Achievement.*

Goodman, R., Fulbright, L., and Zimmerman, W. (1997). *Getting There from Here: School Board-Superintendent Collaboration: Creating a School Governance Team Capable of Raising Student Achievement*. Virginia: Educational Research Service.

Goodman, R., and Zimmerman, W. (2000). *Thinking Differently: Recommendations for 21<sup>st</sup> Century School Board/Superintendent Leadership, Governance, and Teamwork for High Student Achievement*.

Iowa Association of School Boards. (Fall, 2000). "School Boards and Student Achievement". *Iowa School Board Compass*. V. 5, No. 2. Des Moines, Iowa: Iowa Association of School Boards. Available online, September 14, 2007. [www.isba.org](http://www.isba.org)

Iowa School Boards Foundation. (2005). *Lighthouse 2005 Report: Past, Present, and Future*. Des Moines, Iowa: Iowa School Boards Foundation. Available online, September 14, 2007.

[Highlights the research being accomplished in a five year, federally-funded study in nine states and one professional organization: California, Colorado, Idaho, Illinois, Iowa, Kentucky, Missouri, Oregon, Wisconsin, and the National School Boards Association.]

Kansas School Boards Association. (2007). *School Boards & Student Achievement: Advancing Student Achievement to Proficiency: ASAP*. Available online, September 14, 2007: [www.ksba.org/asapover.htm](http://www.ksba.org/asapover.htm)

Land, D. (2002). *Local School Boards Under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement*.

Oregon School Boards Association. (Winter, 2006). "School Districts Embrace Oregon Experiment: Will Governance Changes Boost Student Achievement?" *Focus on Critical Issues*. Available online, September 14, 2007, [www.osba.org](http://www.osba.org)

Togneri, Wendy. (March, 2003). *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools—A Leadership Brief*. Washington, D.C.: Learning First Alliance. Available online September 18, 2007.

Waters, J. Timothy, and Marzano, Robert J. (September, 2006). *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement*. A Working Paper. Denver, Colorado: McREL. Available online September 25, 2007.

McREL conducted a meta analysis of 27 research studies on influence of school district leaders on student performance and found: district-level leadership matters, effective superintendents focus their efforts on creating goal-oriented districts, superintendent tenure is positively correlated with student achievement, and effective superintendents set clear, non-negotiable goals for learning and instruction, but provide school leadership teams with the responsibility and authority for determining how to meet those goals.

## Part VI: References And Background Materials<sup>2</sup>

ASBA. (2007). *Arkansas School Boards Association Boardsmanship Program*. Available online, September 19, 2007. [www.arsba.org/boardsmanship.html](http://www.arsba.org/boardsmanship.html).

Brumbau gh, S. L. (2002). *A Study of School Board Accountability and Responsibility for Student Achievement*.

CSBA. (2007). *CSBA Masters in Governance Program*. West Sacramento, CA: California School Boards Association.

Connecticut Association of Public School Superintendents. (September, 2007). *Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools*. Available online October 12, 2007.

Duvall, Sara A. (2005). *Superintendent Evaluation and Other Influences on the School Board and Superintendent Relationship: Measuring Strength of Relationship*. Unpublished doctoral dissertation, Eastern Michigan University. Summary available online September 18, 2007.

Education Commission of the States. (1999). *Governing America's Schools: Changing the Rules*.

Education Policy and Leadership Center, The. (March, 2004). *Strengthening the Work of School Boards in Pennsylvania*. Harrisburg, PA: The Education Policy and Leadership Center. Available online, September 18, 2007.

Education Writers Association. (2007). *Effective Superintendents, Effective Boards: Finding the Right Fit*. Available online September 18, 2007. *Addresses effective leadership on the part of superintendents and school boards*.

Florida School Boards Association. (2007). *Advanced Boardsmanship Certification (ABC)*. Available online September 18, 2007. [www.fsba.org/boarddev/abc.htm](http://www.fsba.org/boarddev/abc.htm)

Gemberling K.W., Smith, C. W., and Villani, J.S. (2000). *The Key Work of School Boards Guidebook*. Alexandria, VA: NSBA.

Goodman, R.H. and Zimmerman, W. G. 2003). *Improved Leadership for Improved Achievement: Recommendations of the New England Commission on School Board/Superintendent Leadership for High Student Achievement*. Virginia: Educational Research Service.

---

<sup>2</sup> Not all inclusive.

Goodman, R., Fulbright, L., and Zimmerman, W. (1997). *Getting There from Here: School Board-Superintendent Collaboration: Creating a School Governance Team Capable of Raising Student Achievement*.

Goodman, R., and Zimmerman, W. (2000). *Thinking Differently: Recommendations for 21<sup>st</sup> Century School Board/Superintendent Leadership, Governance, and Teamwork for High Student Achievement*.

Indiana School Boards Association (1992-2007). Certification Awards Program: The Exemplary Board. Available online September 18, 2007.

Iowa Association of School Boards. (Fall, 2000). "School Boards and Student Achievement". *Iowa School Board Compass*. V. 5, No. 2. Des Moines, Iowa: Iowa Association of School Boards. Available online, September 14, 2007. [www.isba.org](http://www.isba.org)

Iowa School Boards Foundation. (2005). *Lighthouse 2005 Report: Past, Present, and Future*. Des Moines, Iowa: Iowa School Boards Foundation. Available online, September 14, 2007. [Highlights the research being accomplished in a five year, federally-funded study in nine states and one professional organization: California, Colorado, Idaho, Illinois, Iowa, Kentucky, Missouri, Oregon, Wisconsin, and the National School Boards Association.]

Kansas School Boards Association. (2007). *School Boards & Student Achievement: Advancing Student Achievement to Proficiency: ASAP*. Available online, September 14, 2007: [www.ksba.org/asapover.htm](http://www.ksba.org/asapover.htm)

Land, D. (2002). *Local School Boards Under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement*.

Lenz, Pamela A. (January, 2005). Teacher-School Board Member Trust Relationships and Their Perceived Influence on School Effectiveness: Chapters 1-3. Unpublished doctoral dissertation. Available online September 18, 2007.

Olson, Lynn, Klein, Alyson, and Maxwell, Lesli A. (September 12, 2007). "Leading for Learning." *Education Week*. Bethesda, MD: Wallace Foundation Special Report.

Oregon School Boards Association. (Winter, 2006). "School Districts Embrace Oregon Experiment: Will Governance Changes Boost Student Achievement?" *Focus on Critical Issues*. Available online, September 14, 2007, [www.osba.org](http://www.osba.org)

Resnick, M.A. (1999). *Effective School Governance: A Look at Today's Practice and Tomorrow's Promise*.

Togneri, Wendy. (March, 2003). *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools—A Leadership Brief*. Washington, D.C.: Learning First Alliance. Available online September 18, 2007.

Waters, J. Timothy, and Marzano, Robert J. (September, 2006). School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. A Working Paper. Denver, Colorado: MCREL

Ziebarth, T. (2002). *The Roles and Responsibilities of School Boards and Superintendents: A State Policy Framework*.