



BOARD OF EDUCATION WORK SESSION MEETING

Tuesday, September 22, 2026 6:00 PM

Glastonbury Public Schools, Central Office, Conference Room A
628 Hebron Avenue
Glastonbury, CT 06033

1. Call to Order
2. Pledge of Allegiance
3. Board of Education Professional Development Workshop
4. Adjournment



Eight characteristics of effective school boards: full report

More than 90,000 men and women are members of local school boards in the United States, all serving as important trustees of the nation's public education systems. According to the National School Boards Association, these public officials serve on 13,809 elected or appointed boards in the U.S.

Most of the public knows that school boards do things like set the budgets, establish school boundaries and set school policies. But does school boards' work affect student achievement? The higher media visibility of teachers and principals in the push for better learning, while important, has led some to question whether school boards matter.

From a research perspective, it's a complex question. Isolating what makes an effective board – that is, one that impacts student achievement -- involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the answer is: Yes, they do. In this research brief, NSBA's Center for Public Education looks at indicators of school board effectiveness. From this research, it is clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. In the most dramatic examples from this research, scholars compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance. In many cases, these differences included the approaches taken by local school boards.

So what do these boards do? Here are some examples:

- Boards in high-achieving districts are more likely to engage in goal setting and monitoring their progress.
- They are increasingly data savvy – identifying student needs and justifying decisions based on data.
- Board members possess detailed knowledge of their district, including initiatives to jump-start success.
- Board members have crafted a working relationship with superintendents, teachers, and administrators based on mutual respect, collegiality and a joint commitment to student success.

For the full list of eight characteristics of effective school boards, keep reading.

Background on the Studies

Despite the pivotal role of school boards in the nation's educational framework, comparatively few studies focused on the practices and effectiveness of elected or appointed boards. As Sam Stringfield and Deborah

Land noted in their 2002 study, *Educating At-Risk Students*, "quantitative and qualitative studies of board effectiveness are virtually non-existent," (Land and Stringfield, National Society for the Study of Education, 2002). Nonetheless, while there may be no 'magic bullet' to assess boards comprised of individuals with divergent views, there is a consistent body of research examining the characteristics and practices of effective school boards. (For the purpose of this paper, "effective" boards are those operating in high-achieving districts, particularly those that are making significant strides despite serving large numbers of disadvantaged students.)

Much of the research cited here focuses on school board / district practices and approaches gleaned through interviews, surveys, observations and qualitative measures rather than in-depth quantitative information. Several studies also date back to the early 2000s or earlier; as a result, the data have limitations.

Nonetheless, the research base now includes notable studies comparing the practices of boards in high-achieving districts and contrasting those with practices of boards in lower-achieving districts. Several of these include detailed case studies exploring the evolution of districts from low performing to high achieving – a process that includes discussion of the school board role. In addition, scholars have used quantitative methods to assess the effect of district leadership on student achievement; often, this assessment includes data and trends related to school board operation, thus providing rich details on the evolution and, in some cases, transformation of local boards.

Taken together, these reports provide a sound basis to explore the role played by school boards in student achievement. The pertinent studies for this paper fall into three general areas:

- Meta-analyses of education research, with a focus on the practices of boards, superintendents, and other school leaders;
- Case studies of high-achieving districts, with a focus on the evolving role of school boards; and
- Studies that compare school board practices in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

Meta-Analysis: In 2006, J. Timothy Waters and Robert Marzano of Mid-Continent Research for Education and Learning (McREL) examined 27 studies since 1970 that, they concluded, included rigorous quantitative methods to assess the effect of school district leadership on student achievement. Their analysis, *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement: Meta-analysis of Influence of District Administrators on Student Achievement*, looked at more than two dozen studies covering more than 2,800 districts and 3.4 million students. Of the 27 studies examined, 14 had information about the relationship between district leadership and average student academic achievement.

Case Studies: Several studies on district leadership focus at least in part on board activities. The Learning First Alliance study, *Beyond Islands of Excellence*, (Togneri and Anderson, 2003), examined the practices in five school districts with high student test scores despite moderate to high student poverty levels. Districts in the study were Aldine, Tex., Independent School District; Chula Vista, Calif., Elementary School District; Kent County Public Schools in Maryland; Minneapolis, Minn., Public Schools in Minnesota, and Providence, R.I., Public Schools.

Also, a study of 10 districts in five states, *Getting There from Here* (Goodman, Fulbright, and Zimmerman, 1997), sought to identify the effect of quality governance on student achievement. Included in the analysis was an examination of the relationship between school board and superintendent and characteristics of effective board leadership. Researchers selected the districts to reflect diversity in size, geography, student achievement, graduation rates, dropout rates, board/superintendent relations and race/ethnic factors.

Studies with Comparison Districts: One of the richest data sets available is the Lighthouse I study of the Iowa Association of School Boards (IASB). Looking at similar districts with either unusually high or unusually low records on student achievement, the project examined the role of boards and how they relate

to student achievement. In studying Georgia districts, Lighthouse I contrasted the knowledge, beliefs, and actions of school board members from high- and low-performing districts. Since conducting this original study in 1998-2000, IASB has expanded the project into an action research approach, identifying pilot districts in Iowa for further testing of this concept (Lighthouse II) and launching a multi-state project focused on board leadership (Lighthouse III). Multiple Lighthouse research papers were cited in this report, including *The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement* (Iowa Association of School Boards, 2001), *The Lighthouse Research: Past, Present and Future: School Board Leadership for Improving Student Achievement* (Iowa School Boards Foundation, 2007) and in the Thomas Alsbury-edited *The Future of School Board Governance: Relevancy and Revelation* (2008).

In addition, *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement* (MDRC for Council of Great City Schools, 2002) examined what it termed "fast-moving" urban districts and compared them with slower-moving districts of similar size and demographics. In selecting the districts, researchers looked for cities with improvement in reading and math in more than half of their grades through spring 2001. Districts also had to achieve growth rates faster than their respective states and narrow racial achievement gaps. The project ultimately focused on Charlotte-Mecklenburg Schools, the Houston Independent School District, the Sacramento, Calif., United School District, and a subset of New York City schools known as the Chancellor's District. One key research question was to examine district-level strategies used to improve student achievement and reduce racial achievement disparities. Several of these strategies involved school boards.

Finally, a 1993 report on school leadership in British Columbia, Canada, *The Politics of Excellence: Trustee Leadership and School District Ethos*, concluded that districts with a productive "ethos" produced higher-than-expected student achievement and lower-than-expected costs over time (LaRocque and Coleman, 1993). The role of the board was part of this district "ethos."

In reviewing these studies, it is reasonable to conclude that school boards in high-achieving school districts look different, and that they often feature characteristics and approaches that differ, from those in lower-achieving districts.

Eight Characteristics of "Effective" Boards

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

Eight Characteristics of an Effective School Board

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing “non-negotiable goals” (that is, goals all staff must act upon once set by the board) in at least two areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction;
- Using resources to support achievement and instruction goals.

“Publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement,” they said. Typically, they adopted the goals with specific achievement targets and benchmarks. “The board ensures that these goals remain the top priorities in the district and that no other initiatives detract attention or resources from accomplishing these goals.” The districts also provided professional development to board members and examined the effectiveness of such training.

In *Beyond Islands of Excellence*, Togneri and Anderson (2003) provided examples of the positive effects of goal setting. In its case studies, the majority of high-achieving districts adopted specific goals and boards adopted policies to consistently support them. At three case study sites – Kent County, Md., Minneapolis, and Providence – boards adopted broad strategic plans that contained both goals and the action steps needed to attain them. To assess progress on a regular basis, Kent County and Minneapolis also added indicators of success to the plan so board members could review gains or address challenges.

Each district also adopted what Togneri and Anderson termed a simply stated vision of student success. For goals on student achievement, board members identified brief, one-line vision statements such as “All our students will achieve on grade level” and used them in public and staff presentations. Significantly, the report said, school boards and superintendents also carefully examined how to stretch limited dollars to focus sufficient funding on the goals.

The Lighthouse I studies (2001, 2007) also offer important details about the importance of identifying goals. In high-achieving districts, board members adopted goals and had detailed knowledge about their relationship to curriculum, instruction, assessment and staff development. As a result, these public officials could identify not only the purposes and processes behind school improvement initiatives but also the board’s role in supporting these efforts. By comparison in low-achieving districts, board members were “only vaguely aware of school improvement initiatives,” researchers noted. “They were sometimes aware of goals, but seldom able to describe actions being taken by staff members to improve learning.”

Notably, these differences extended down to the staff level. In high-achieving districts, staff members could link the school board’s goals to building-level goals for student learning and explain how the goals impacted classrooms. “Staff members identified clear goals for improvement, described how staff development supported the goals, and how they were monitoring progress based on data about student learning.” By comparison in the low-achieving districts, “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level.”

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

In the Lighthouse I studies (2001, 2007), board members consistently expressed their belief in the learning ability of all children and gave specific examples of ways that learning had improved as a result of district initiatives. Poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. Comments made by board members in Lighthouse were indicative of the differences.

In a high-achieving district, one board member noted, “This is a place for all kids to excel.” Another board member noted, “Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system.”

Yet in low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. Board members often focused on factors that they believed kept students from learning, such as poverty, lack of parental support, societal factors, or lack of motivation. Board members expected it would take years to see any improvements in student achievement. For these board members, the reasons for pursuing change often were simple ones – to meet state mandates (and avoid sanctions) and a desire to not “have the lowest test scores” in the state.

In addition, board members in low-achieving districts offered many negative comments about students and teachers when they were interviewed by Lighthouse researchers. Said one, “You can lead a horse to water but you can’t make them drink. This applies to both students and staff.”

In one low-performing district, teachers made 67 negative comments about students and their parents during Lighthouse interviews. In a similar number of interviews in a high-performing district, there were only four such comments.

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

According to Goodman, Fulbright, and Zimmerman (1997), another characteristic of quality governance is the ability to focus on student achievement while spending comparatively little time on day-to-day operational issues. In interviews with hundreds of board members and staff across the districts, they found that high-performing boards focus on establishing a vision supported by policies that target student achievement. Yet poor governance is characterized by factors such as micro-management by the board; confusion of the appropriate roles for the board member and superintendent; interpersonal conflict between board chair and superintendent; and board member disregard for the agenda process and the chain of command.

Case studies of individual districts in other studies support many of these findings. In Chula Vista, Calif., the board took its policy role seriously and developed policies that supported instructional reform. As profiled in Togneri and Anderson (2003), the focus began when top administrators recognized a need for a new cadre of exceptional principals and asked the school board for help. In response, the board approved a policy with higher salaries for principals, giving the district more leverage to attract quality candidates to the district. Later, the board granted the central office greater flexibility to provide principal raises and bonuses. Members also supported the superintendent in dismissing principals who did not meet performance standards; this smaller but still significant action reflected the policy and partnership approach adopted earlier by the board.

Other case studies in this report were replete with examples of board commitment to policy and accountability, something often reflected through visions and strategic plans. In Aldine, Tex., board members made sure to adopt strategic plans that placed children’s learning needs front and center. As one Aldine board member explained, “Everything we do is based on what’s best for the children, period. Whether you are dealing with an administrative issue or a student issue, we ask, ‘What’s best for the children?’”

With everyone on board to promote achievement, boards encouraged their staffs to tackle difficult issues and seek innovative solutions. As a result, the districts engaged in a collegial policy-making process that emphasized the need to find solutions. An administrator in Kent County, Md., summed up the board’s work as follows: “The board recognizes its role as a policymaker. [Board members]

are very professional. They never humiliate each other. They have no hidden agendas. The goal is what is best for the children.”

Boards held the superintendent and his or her colleagues accountable for progress but did not engage in the daily administration of schools. Explained one board member: “I am not a professional educator....[The superintendent and her staff] are the professionals, and we say to them, ‘These are the results we want to see; you are in charge of how to do it.’”

Likewise, Snipes, Doolittle, and Herlihy’s case studies (2002) include similar findings. The groups concluded that fast-moving districts had developed a consensus among board members and other leaders on the identification and implementation of improvement strategies. This required a new role for the school board, which focused on decisions “that support improved student achievement rather than on the day-to-day operations of the district.”

In Lighthouse II (2007), researchers identified five pilot school districts and provided technical assistance and support to the boards based on research findings documented in Lighthouse I. Results from this study also showed that districts made gains when they were able to focus on achievement rather than administrative issues. In the majority of districts, boards spent more than double the amount of time on policy and student achievement than they did prior to Lighthouse II. It was also common for these districts to schedule additional work sessions on student achievement. (More information on Lighthouse II is in the sidebar below).

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

The Lighthouse I studies are particularly relevant in conveying this theme. Looking across high-and low-

A Dozen Danger Signs

While this paper did not specifically focus on characteristics of ineffective school boards, it may be helpful to review some of the descriptions of ineffective boards mentioned in the research:

- 1.** Only vaguely aware of school improvement initiatives, and seldom able to describe actions being taken to improve student learning
- 2.** Focused on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation
- 3.** Offer negative comments about students and teachers
- 4.** Micro-manage day-to-day operations
- 5.** Disregard the agenda process and the chain of command.
- 6.** Left out the information flow; little communication between board and superintendent
- 7.** Quick to describe a lack of parent interest in education or barriers to community outreach
- 8.** Looked at data from a “blaming” perspective, describing teachers, students and families as major causes for low performance.
- 9.** Little understanding or coordination on staff development for teachers
- 10.** Slow to define a vision
- 11.** Did not hire a superintendent who agreed with their vision
- 12.** Little professional development together as a board.

Converting Research to Action: Lighthouse II

Building on the success of Lighthouse I – which identified the different knowledge, beliefs and actions of school boards in high-achieving districts – the Iowa Association of School Boards expanded the initiative to begin embedding these ideas in

achieving districts in Georgia, school board members in high-achieving districts had strong communication between the superintendent, staff, and each other. They received information from many sources including the superintendent, curriculum director, principals, teachers and sources outside the district. While the superintendent was a primary source of information, he or she was not the only source. In addition, findings and research were shared among all board members. By comparison, in low-achieving districts, board members expressed concern that not all information was shared or shared equally. As a result, researchers said, “Some felt left out of the information flow.”

In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and were able to identify concrete ways they promoted this involvement. Likewise, staff members in these districts described the boards as supportive, noting that these public officials “would respect and listen to them.” In interviews, board members were quick to note how they communicated actions and goals to staff. One strategy was to schedule post-board meetings to provide teachers and administrators with in-depth briefings on policy decisions.

By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. They were quick to describe a lack of parent interest in education; in fact, they were able to list only a few efforts to solicit community involvement. Compared with board members from high-achieving districts, they frequently noted frustration with the lack of community involvement and said there was little they could do about it. As for relationships within the district, staff members from the comparison low-achieving districts contacted for the research often said they didn’t know the board members at all.

While such findings perhaps could be limited to high- and low-achieving districts in Georgia, other research highlights similar findings.

Similar factors were evident in Waters and Marzano’s 2006 meta-analysis of 27 studies. In this study, the authors found that high-achieving districts actively involved board members and community stakeholders in setting goals.

While individual board members did pursue their own issues, the researchers said, there was a reluctance to place these issues at center stage. “When individual board member interests and expectations distract from

other jurisdictions.

Under Lighthouse II, from 2002 to 2007, IASB identified five pilot districts in Iowa and offered technical assistance and support to the board, superintendent, and, at some sites, district leadership teams. The goal was to move entire districts from one set of assumptions, beliefs and practices to another: the set possessed by the high-achieving districts in Lighthouse I. After five years of work, the project showed significant gains:

- In three of the five districts, the time spent on policy and student achievement during regular board meetings increased from 16 percent to 37 percent.
- By the end of the project, boards in all five districts regularly scheduled extra time for boards to focus on student achievement.
- Four of the sites showed significant increases – some as high as 90 percent – in the number of staff and board members who could consistently describe the district’s school improvement goals.
- At all sites, 83 percent to 100 percent of all staff and board members reported a clear, district-wide focus on improving literacy.
- All districts, by year 3 of the project, agreed strongly that local school boards can positively affect student achievement.
- By year 3, significant gains on a measure of reading comprehension were seen at every grade level in one district. In addition, in the fourth year of the study, four of the five sites showed statistically significant gains in student reading and/or math for at least two grade levels on the statewide norm-referenced measure of achievement.

Starting in 2008, IASB launched the Lighthouse III project, through which the association is working with several states to outline best practices for school boards and state school board associations.

board-adopted achievement and instructional goals, they are not contributing to district success, but in fact, may be working in opposition to that end.” School board members realized, the authors noted, that these issues can be a distraction from core district goals.

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

In the Lighthouse I study, board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. In addition, board members were not shy about discussing trends on dropout rates, test scores, and student needs, with many seeking such information on a regular or monthly basis.

By comparison, board members in low-achieving districts tended to greet data with a “blaming” perspective, describing teachers, students and families as major causes for low performance. In one district, the superintendent “controls the reaction of the board to recommendations by limiting the information he gives to them.” The Lighthouse I study contrasts this with the policy of a high-performance district, where the superintendent “believes sharing information will get them to react and encourage engagement.” Board members in this district view data as a diagnostic tool, without the emotional response of assessing blame.

Board members in lower-performing districts also provided little evidence of considering data in the decision making process. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. In many cases, the study noted, “The board talked very generally about test scores and relied on the interpretation made by the superintendent.” As a result, board members believed the superintendent “owned” information, leaving it to the top administrator to interpret the data and recommend solutions.

Togneri and Anderson (2003) also emphasized how effective school boards embraced data. Boards in high-achieving districts were not afraid to confront negative data and, in fact, used it as a basis to improve teaching and learning. In Minneapolis, a renewed emphasis on data has helped drive improvement. Yet back in the mid-1990s, the district showed a wide achievement gap between white and minority students and posted a high school graduation rate barely above 40 percent. When the city’s Chamber of Commerce failed to support the school board’s request for a tax increase, the board began a fundamental rethinking based on goals and data. It hired a new superintendent with a strong foundation in instructional improvement. Together, the board and superintendent developed goals and performance indicators to rank and monitor school progress. This process ultimately helped build trust among school and community leaders, eventually leading to district progress and, later, successful new tax proposals beneficial to schools.

Minneapolis was typical of the report’s study districts, which “had the courage to acknowledge poor performance and the will to seek solutions.” With the board, superintendent and community supporting the new process, the district developed a vision focused on student learning and instructional improvement with system-wide curricula connected to state standards with clear expectations for teachers.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty. One leading example is in providing professional development for teachers, administrators and other staff. According to LaRocque and Coleman (1993), effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. “To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint,” they wrote in *The Politics of Excellence: Trustee Leadership and School District Ethos*.

Lighthouse I researchers (2001, 2007) also identified research-based professional development for staff as one of seven “conditions for improvement” typically evident in high-achieving districts. From the board’s

perspective, members did not simply provide funding for such professional development – they could cite specific examples of activities and their link to improvement plans. “In high-achieving districts, board members described staff development activities in the district and could describe the link between teacher training and board or district goals for students,” the study noted. “Board members described a belief in the importance of staff development activities focused on student needs.”

In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification. “Board members knew there was a budget for staff development but were unsure whether there was a plan for staff development,” the study noted. In fact, board members frequently made “disparaging remarks” about staff development, calling it an ineffective strategy.

Lighthouse II, as noted in Alsbury (2008) further reinforced this point. Boards not only took an active interest in professional development but also provided the infrastructure for such programming to succeed. “For most boards, this required significant changes in the allocation of resources (people, time and money) and would not have happened without a clear understanding of the characteristics of quality professional development and a belief in the importance of improving the knowledge and skills of educators in order to improve student outcomes.”

Additional evidence is available in the Snipes, Doolittle and Herlihy’s 2002 analysis of high- and low-achieving districts. In high-achieving districts, the board and superintendent support uniform professional development built on curriculum. In lower-achieving districts, professional development may vary extensively from school to school. One example was in Sacramento, Calif., where teachers received at least 18 hours of in-service training per year based on uniform curricula. New teachers also received six full days of instructional training, and teachers had common planning periods to encourage collaboration on lesson plans and strategies to address student needs. In the Charlotte-Mecklenburg, N.C., schools, weeklong seminars for Advanced Placement teachers, leadership retreats for principals and financial support for attaining national board certification were among effective strategies by the district to improve curriculum.

Waters and Marzano (2006) also touts the importance of professional development. While not specifically examining the school board role in this process, this study on leadership notes that “a meaningful commitment of funding must be dedicated to professional development for teachers and principals. This professional development should be focused on building the knowledge, skills and competencies teachers and principals need to accomplish a district’s goals.”

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

In *Getting There from Here*, Goodman and colleagues (1997) concluded that those with a strong board/superintendent relationship had greater student achievement as measured by dropout rates, the percentage of students going to college, and aptitude test scores. Goodman’s review of characteristics of quality governance included several that were directly related to school boards and their relationships:

- A trusting and collaborative relationship between the board and superintendent;
- Creation by the board of conditions and organizational structures that allowed the superintendent to function as the chief executive officer and instructional leader of the district;
- Evaluation of the superintendent according to mutually agreed upon procedures; and
- Effective communication between the board chair and superintendent and among board members.

Likewise, Snipes, Doolittle and Herlihy (2002) also emphasizes the importance of these factors. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. Nowhere was this truer than in Sacramento, Calif., one of the case study sites. In 1996, a mayor’s commission concluded that the city schools, beset with high superintendent turnover and other

problems, had “a lack of accountability and deplorable building conditions.” A group of individuals focused on progress won seats on the school board, and they quickly bought out the contract of the old superintendent and hired one sharing their views. The new superintendent and board sought input from thousands of community stakeholders and ultimately adopted an action plan with specific achievement benchmarks based on student assessments such as the SAT-9. The board and superintendent also established seven “vital signs” of success, including high rates of kindergarten readiness; a student attendance rate of at least 95 percent; increased proficiency of English Language Learners; and objectives that at least 90 percent of students attain math and reading proficiency and graduate high school. Within four years, the district saw consistent gains in math and reading plus a drop in the disparity between white and Hispanic student achievement.

In contrast to this “moving” district, comparison districts had no such impetus to work toward success. Boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform. The differences between the districts only increased over time, as boards and superintendents in high-achieving districts jointly refined their visions over time, assessed district strengths and weaknesses and had all signs of a stable relationship. By comparison, less successful districts featured boards and superintendents that were not in alignment, as the superintendent “may develop solutions without board involvement.” Such boards also may not hold superintendents accountable for goals.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

Board member development and training is a clear theme within this research base. In high-achieving Lighthouse I study districts (2001), school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board members said they did not learn together except when the superintendent or other staff members made presentations of data.

Other studies focused on this subject as well, sometimes within the context of the responsibilities of an effective superintendent. In the 2006 Waters and Marzano meta-analysis, for example, one key goal for superintendents is to produce an environment in which the board is aligned with and supportive of district goals. The study suggests that supporting board members’ professional development is one of several ways that superintendents can help realize this goal.

In their study on effective governance, Goodman and colleagues (1997) emphasized in detail the importance of formal training for board members. They recommended orientation workshops for new members soon after their election. Their “sample policy statement” on orientation included a commitment by the board and administrative staff to help all new members learn board functions, policies and procedures. Chief responsibility for orientation should reside with the superintendent and board chair, they noted, but this work should include meetings with top administrative personnel to examine services, policies, and programs. As a guide, the report cited policies in Kentucky requiring a specific number of hours of training for board members based on their experience. This ranged from a high of 12 hours of annual training for board members with zero to three years experience to four hours a year for those with at least eight years of board service. Emphasizing the importance of the board/superintendent relationship, the study also recommended that superintendents participate in orientation and development workshops alongside their board members.

Elsewhere, two of the effective districts in the Togneri and Anderson (2003) study utilized formal training and professional development for school board members. In Kent County, Md., the board adopted the Baldrige in Education process, which created a strong working relationship among the central office, board, principal and teachers. In Minneapolis, the school board engaged in the Carver method, which emphasizes the board’s role in establishing goals, setting indicators, aligning resources to goals, monitoring progress, and communicating with the public.

Finally, LaRocque and Coleman (1993) illustrated the value of both formal and informal learning activities for board members. According to these researchers, effective school districts in Canada offered a mixture of learning activities for their board members, or “trustees,” including retreats, special meetings, work sessions, school visits and even social events. As a result, the trustees had a “willingness to meet regularly with the professionals in the district to discuss what was happening and what should be happening.” This commitment conveyed to staff the importance of district goals and the importance of the staff members’ work in supporting them. In addition, they noted, “The successful boards did not just rely on district staff reports... They obtained information about programs in different ways and from different sources, and sought opportunities to interact directly with administrators and teachers.”

Related Finding: Stability of Leadership

In the 2002 Snipes *et. al* study, researchers noted that fast-moving districts had political and organizational stability, as evidenced by low rates of school board and superintendent turnover. Goodman’s research echoed all of these points, concluding two characteristics of high achieving districts were long tenures by superintendents and school board members and regular retreats by senior staff and board members for evaluation and goal setting purposes.

Similarly, Togneri and Anderson (2003) note the long tenure of board members and superintendents in high-achieving districts. “They set their courses and stayed with them for years,” the study said. Among the five successful districts profiled, superintendents in three districts had been at their jobs for at least eight years. In most of those profiled, the majority of board members had been serving in that capacity for 10 or more years. “That continuity allowed superintendents and boards to grow together in their approaches to change and to better understand each other’s work.”

Conclusion

During the past 15 years, a number of research studies have begun to document the value that school boards and their members add to the development of an effective public education system. This fledgling base of research provides a foundation for boards and other policymakers. The research also is timely, since it coincides with a period in U.S. public policy that has focused substantially greater attention on accountability in public education. Much of this research has contrasted boards in low-performing and high-performing districts, thereby providing best practices for new and veteran board members nationwide. While there is a need for additional research – a study on boards in districts with mid-range achievement might be one useful step – it is increasingly clear that board members in high-performing districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts.

Based on the studies included in this report, it is clear that school boards in high-achieving districts hold a high, shared vision about the capabilities of both students and staff—they believe that more is possible and are motivated to improve results for students. They are policy and accountability driven, focusing their time and energy on governance-level actions related to student achievement and classroom instruction. They engage in goal-setting processes that can drive action in the district to improve. They align resources—including staff professional development—around those goals. They are data savvy—using data to both diagnose problems and to monitor and drive continuous improvement efforts. They communicate with and engage staff and community and work well together as a team and in collaborative leadership with their superintendents. And, they commit to their own learning, building the knowledge and skills it takes to govern during a period of educational reform.

In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for boards in lower-achieving school districts nationwide.

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CABE/CAPSS GOVERNANCE DOCUMENT

LEADING TOGETHER:

*The Responsibilities
of Boards and
Superintendents*



This guidance document was originally created in 2016 and was updated by the Executive Committees of the Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) in 2026. CABE and CAPSS are grateful for the assistance of Karen Kaplan in compiling this document.

PREFACE

Together, Superintendents and Boards of Education have the potential and power to improve teaching, learning, and overall student success in our public schools. Robust working relationships between school Boards and Superintendents that are cooperative, purposeful, professional, and based on proven practices consistently prove to be key drivers of high-achieving school districts.

This document describes the perspectives of both CABA (Connecticut Association of Boards of Education) and CAPSS (Connecticut Association of Public School Superintendents) on the nature of, and expectations for, effective working relationships between Boards of Education and Superintendents. It is intended as a statewide reference for both groups to work toward strengthening strategic partnerships whose efforts result in student success. Best practices are described in this document, designed to serve as a starting point for discussions between Superintendents and Boards, recognizing that many of the areas addressed must be customized at the local level due to specific district characteristics and individual Superintendent/Board relationships.

For success, the Board of Education and the Superintendent of Schools in any school district must share the same goals and vision for providing students with quality education. While Board and Superintendent roles are different, they should complement each other. For the greatest success, a school district's Board Members and Superintendent must work collaboratively as a governance team, each with clear understandings of their own roles and areas of responsibility, respecting the others' focus/responsibilities/expertise, and collaborating effectively on shared responsibilities.

Both the Superintendent and Board of Education share responsibility for leading the district to succeed, but each role has different areas of expertise and focus: The Superintendent's work is focused on advancing student success and wellness; the Board of Education's efforts are focused on creating the conditions within the district (appropriate policies, budgets, and communication with the Superintendent) to enable the Superintendent's efforts to succeed. This understanding aligns with the AASA-NS-

BA (The School Superintendents Association and National School Boards Association) foundational position: "The Board is a legislative body that develops, evaluates and oversees education policies. The Superintendent is the professional educator chosen by the Board to implement policies and to provide professional leadership (and vision) for a district's schools."

"A school district's success hinges on the partnership between the board and the superintendent. When this relationship is built on a foundation of genuine trust, transparency, and a shared vision, it moves beyond a simple administrative structure to become the engine for student achievement. It isn't about constant agreement, but about maintaining a commitment to our students through honest communication and unwavering professional respect."

Verjeana McCotter-Jacobs
Executive Director and CEO,
National School Boards Association

Although the functions of Boards and Superintendents are subject to frequently shifting demographic, cultural, and regulatory pressures and influences, many good practices remain constant and relevant, even in a continually evolving context. It should also be remembered that whether elected officials (like Board members) or a hired professional (like superintendents), discussions among these district leaders should remain nonpartisan, focused on issues related to district goals and success rather than specific political viewpoints.

It is hoped that this document assists both existing and new members of the Leadership Team (Board Members and Superintendent) to create and maintain environments and practices for establishing and achieving those goals, and that the document remains relevant as a reference throughout the year, to facilitate ongoing discussions and as a reminder of expectations and roles among and between Boards of Education and Superintendents.

USES FOR THIS DOCUMENT

This Governance Statement is intended to clarify responsibilities and to be used as a tool for discussion between Boards and Superintendents. It reflects the input of Board Members, former and current Superintendents, and others versed in school district leadership. Recognizing the diversity and needs in different Connecticut towns and cities, it is not designed as a one-size-fits-all recipe. Rather, it is based on a compilation of best practices in school district leadership, including what the authors see as the most important areas of focus to discuss and clarify, toward the goal of building strong and effective working relationships between Superintendents and their Boards.

This document may also serve as a good starting place for discussions whenever there is a change in members of the Leadership Team. This would include changes due to Board elections, appointment of a new Board member, the hiring of a new superintendent, or at other times the Band superintendent believe it is in the interests of their relationship to discuss expectations. When such changes occur, it is recommended that these discussions happen

as soon as possible, ideally in a retreat format with the entire Board and Superintendent, and optimally with a trusted facilitator.

“When school boards and superintendents are aligned in purpose and approach, it creates the stability and trust that strong districts rely upon. That partnership doesn’t happen by accident - it is built through clarity, communication, and a shared commitment to students.”

David Schuler
AASA Executive Director

Every district has different Board members, a different superintendent, different demographics, and other unique characteristics that will help inform such a retreat. That is to be expected and is actually a strength of Leadership Teams: local control is based on an understanding that different localities have different needs and wants.

It is recommended that this Governance document, with its list of Board responsibilities, superintendent responsibilities, and those they share, be reviewed regularly and understood by both new and experienced Board Members and Superintendents. Each district Leadership Team is encouraged to discuss the various responsibilities and determine how best to work together to ensure they are carried out in a thoughtful, positive way, all aimed at strengthening student success and wellness in the district. Difficult and contentious issues will inevitably come before the Board, and at these times it can be helpful to return to this Governance Statement and again review and discuss expectations.



BOARD OF EDUCATION AND SUPERINTENDENT RESPONSIBILITIES

Board member and Superintendent roles differ in many areas. Under Connecticut law, local Boards of Education maintain three core statutory responsibilities: Adopting the district budget, setting educational and operational policies, and hiring and evaluating the Superintendent. While the Board establishes this governing framework, the Superintendent operates as the chief executive officer, respon-

sible for day-to-day administration, staff hiring, program oversight, and the execution of Board policy. Effective district leadership relies on this unified partnership, but there are distinct boundaries between governance and administration. The chart that follows clarifies the different responsibilities of each role, to help Boards and Superintendents work optimally together.

BOARD OF EDUCATION'S RESPONSIBILITIES

SUPERINTENDENT'S RESPONSIBILITIES

HIRING	
■ Hire, support, evaluate and work effectively with the Superintendent of Schools. Invest in a coach when hiring a "first-time" Superintendent. Strongly consider also providing a mentor for new Board Chairs.	■ Work effectively with the Board, serving as the school Board's chief executive officer and educational leader for the Board, district, and community.
■ Determine and include in district policy specific procedures that clearly define Board and Superintendent roles in hiring staff. It is strongly recommended that final hiring decisions are the responsibility of the superintendent.	■ Pursuant to Board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated;
■ Participate in termination procedures and decisions when needed as prescribed by Connecticut General Statutes.	■ Make recommendations for termination of employment when necessary.
DISTRICT VISION/GOALS	
■ With community and Superintendent input, establish a vision as well as broad, long-term goals for the district, communicating desired direction, priorities, and expectations.	■ Provide data and recommendations to the board to help determine district goals; determine and implement programs to achieve goals, including monitoring, evaluation, and modifications as needed
■ Inform the Superintendent, through the established chain of command, of potential barriers to the realization of the Board and Superintendent's shared vision and goals for the school system.	■ Proactively identify and address potential barriers to the realization of the Board and Superintendent's shared vision and goals for the school system.
■ Have the Board leadership work with the Superintendent to develop meeting agendas that include student success and wellness updates (related to goals).	■ Work closely with the Board leadership to develop meeting agendas that include student success and wellness progress updates (related to goals).
■ Hold the Superintendent accountable for alignment of district activities with district vision.	■ Ensure that actions of the entire district align to the district vision.

BOARD OF EDUCATION'S RESPONSIBILITIES

SUPERINTENDENT'S RESPONSIBILITIES

DECISION MAKING

■ Seek the Superintendent's recommendation before taking action as a Board	■ Provide the Board with well-informed recommendations.
■ Make decisions based on data and relevant information/input.	■ Provide relevant data and facilitate effective, data-driven decision making.

COMMUNICATIONS/ADVOCACY

■ Refer communications such as questions, complaints, and personnel inquiries to the Superintendent, as appropriate, and encourage adherence to the established chain of command.	■ Respond to communications, as appropriate, and ensure the adherence and appropriate response through the chain of command, and keep Board Members informed about district issues in a timely manner.
■ Share relevant information for the betterment of the district with the Board/Superintendent Leadership Team.	■ Communicate research information, performance results and educational needs to the Board for possible Board action.
■ Create policies related to school and district social media usage; Board Chair/Full Board consult with the Superintendent when major issues/events are to be shared on social media.	■ Oversee social media posts and engagement within the district. When a major event or issue occurs, consult with the Board Chair (and when needed, the full Board) on messaging for these events before sharing publicly.

EVALUATION

■ In consultation with the Superintendent, develop and conduct an annual formal evaluation of the Superintendent of Schools that: 1. reflects the significant complexities and wide variety of responsibilities inherent to the role; 2. identifies areas of success and targeted professional development; and 3. focuses on a "growth mindset" related to student achievement in the district.	■ Participate, as appropriate, in his/her annual evaluation, including providing input on the process and/or tools that will be used for the evaluation and by providing data and other information that will inform it.
■ Conduct an annual self-evaluation of its own leadership, governance and teamwork and take appropriate action pursuant to that evaluation.	■ Participate, as appropriate, in the annual self-evaluation of the Board, and assist with follow-up.
■ Establish, in accordance with state statute, a professional staff evaluation process that is based on effective performance.	■ Implement the Board-established professional staff evaluation process that is based on effective performance, in accordance with state statute.

BOARD OF EDUCATION'S RESPONSIBILITIES

SUPERINTENDENT'S RESPONSIBILITIES

POLICY

Openly deliberate on policy positions and language informed by public and staff input, data, best practices, and other relevant information.	Provide the Board with data, sample policies, experiences of similar districts, and other relevant information to assist in policy deliberation, creation, and adoption.
Establish and regularly review all policies, ensuring they comply with the law and judicial decisions and are designed to improve student outcomes and the overall quality of the district.	Implement policies approved by the Board and recommend changes, if appropriate, and develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
Remain aware of newly proposed and enacted legislation, executive orders, and judicial decisions that require the creation of new policies or changes to those existing.	Inform the Board of proposed and newly enacted legislation, executive orders, and judicial decisions requiring policy changes; suggest other policy changes to align with current research-based best practices.

BUDGET

Adopt, advocate for, and oversee the school budget, which is responsive to district goals and meets the needs of all students.	Prepare, advocate for, and implement the annual budget that addresses district goals and meets the needs of all students.
Monitor the status of the budget throughout the year.	Report regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be made aware.

PROFESSIONAL LEARNING

Provide orientation for new Board members, with Chair offering frequent "check-ins" and support as needed; Encourage professional development for all Board Members. Chair should periodically review duties/responsibilities with members.	Support Board Members' professional development and understanding of their roles by providing relevant resources, and make them aware of upcoming conferences and training opportunities.
Support leadership development opportunities for the Superintendent.	Engage in leadership development opportunities
Belong to, actively support, and participate in professional organizations (e.g., CABA, NSBA) and encourages the Superintendent of Schools to actively support and participate in professional organizations of Superintendent (CAPSS, AASA).	Belong to, actively support, and participate in professional organizations (e.g., CAPSS, AASA) and encourage the Board of Education to actively support and participate in professional organizations for School Boards (CABA, NSBA).

OTHER

Delegate to the Superintendent responsibility for all administrative functions, except those specifically reserved for the Board through Board policy.	Oversee the organization and management of the district's day-to-day operations.
Ensure there is a supportive, smoothly-operating Board/Superintendent Leadership Team, which results in an effective and efficient school district.	Serve as a key, effective member of the Board/Superintendent Leadership Team and lead the district staff to meet the district's goals.

COLLABORATIVE BOARD/ SUPERINTENDENT RESPONSIBILITIES

Beyond their distinct roles, Board members and the Superintendent share a number of responsibilities that help advance the district in achieving its goals. These include the following five areas:

COMMUNITY SUPPORT

- Work together with the community to develop a vision for the school district, with the primary focus on student achievement.
- Communicate and interpret the school district's mission to the public, and listen and incorporate appropriate perspectives into Board action.
- Provide community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide support for healthy development and success for all children. Work collaboratively with the local municipality, community organizations, agencies, and other bodies as appropriate, on an ongoing basis.

STUDENT SUCCESS

- Develop goals that align with the vision for the district and foster continuous improvement.
- Institute a process for long range and strategic planning that aligns with the vision for the district
- Advocate for and promote educational equity.

PROFESSIONAL LEARNING & TEAMWORK

- Ensure that professional development opportunities, consistent with district goals, are available to all Board members and school district employees.
- Participate in professional development, specifically targeting individual roles and responsibilities and on relevant content areas.

- Support Board actions and decisions.
- Discuss, at least semi-annually, Board/Superintendent relations.
- Belong to, actively support, and participate in professional organizations, and encourage each other to do so.

ADVOCACY

- Advocate at the local, state, and national levels, for students and the school district, and promote the benefits of public education.
- Collaborate with other school Boards, Superintendents, agencies, and other bodies to inform state and federal policy makers of local concerns and issues related to education

LEGAL ADHERENCE

- Collectively execute legal responsibilities.
- Ensure district adherence to federal and state laws and Board policies.



COLLABORATIVE BOARD/ SUPERINTENDENT RESPONSIBILITIES

Beyond their distinct roles, Board members and the Superintendent share a number of responsibilities that help advance the district in achieving its goals. These include the areas of

Community Support, Student Success, Professional Learning and Teamwork, Advocacy, and Legal Responsibilities.



THE RELATIONSHIP BETWEEN THE BOARD CHAIR AND THE SUPERINTENDENT

By the nature of the position, the Board Chair plays a key role in ensuring the effective functioning of the governance team. The Chair serves as the liaison between the Board and the Superintendent. The Board Chair will often have a very different relationship with the Superintendent of Schools than do others on the Board. Because of this relationship, it is crucial that Board Chairs be chosen carefully. Ability to serve as representative of the Board and, as appropriate, partner with the Superintendent, should be critical considerations in selecting the Board Chair.

The Chair should also recognize that his or her role is dependent upon the support of the Board, and that action generally requires a vote of the Board.

Usually, the Chair and Superintendent collaborate on developing the meeting agenda and other operational issues facing the Board. (Sometimes Board officers do this with the Superintendent.) The Superintendent will depend on the Chair for guidance, and the Chair should look to the Superintendent for the same, not only in setting the agenda, but also in carrying out other joint Board/Superintendent responsibilities. Both the Board Chair and the Superintendent should develop and maintain a close, positive working relationship.

The Superintendent is a non-voting member of the District Leadership Team, and should be accorded the proper respect. The Board and the Superintendent work together to ensure that they make all decisions consistent with established ethical standards.

The Chair has the unique role of communication with all Board members and provides them with appropriate information on any issues that arise in the district. The Superintendent also has a role in seeing that the Chair

gets any help or information needed to make sure this communication takes place.



The Chair has a responsibility to ensure that the Superintendent can do his/her job without undue outside interference. The Chair must also ensure that individual Board members understand their roles and responsibilities, not only in terms of the Board/Superintendent relationship, but also as the Board relates to the students, community, staff, government agencies, and others affected by the Board. Understanding that Board members are individuals, with different opinions and priorities, the Board Chair still has the responsibility, to the extent possible, for keeping everyone "on the same page." In particular, the Chair must make every effort to ensure that once district policy has been properly established, the Board speaks "in one voice" as the Superintendent implements that policy. This will, in the long run, pay dividends in terms of credibility of the Board and will lead to more efficient and effective Board action.

For more information on the work of the Board Chair, please see the CABE publication, *"A Guide for Board of Education Chairs"*.

CONCLUSION

While this Governance document attempts to outline the various roles and responsibilities of Boards of Educations and Superintendents of Schools, its primary purpose is to emphasize the importance and necessity of a close working relationship between the two, based on trust, an understanding of each other's unique roles and abilities, and a shared vision for the

school district's success. Not only is such a relationship a necessary prerequisite for this success, but conversely, the lack of a trusting, collaborative relationship between a Board of Education and its Superintendent is a blueprint for failure. Both CAFE and CAPSS are available to facilitate discussions with Boards and Superintendents to enhance this collaboration.





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