

Nicole Anderson and Associates Consulting, LLC

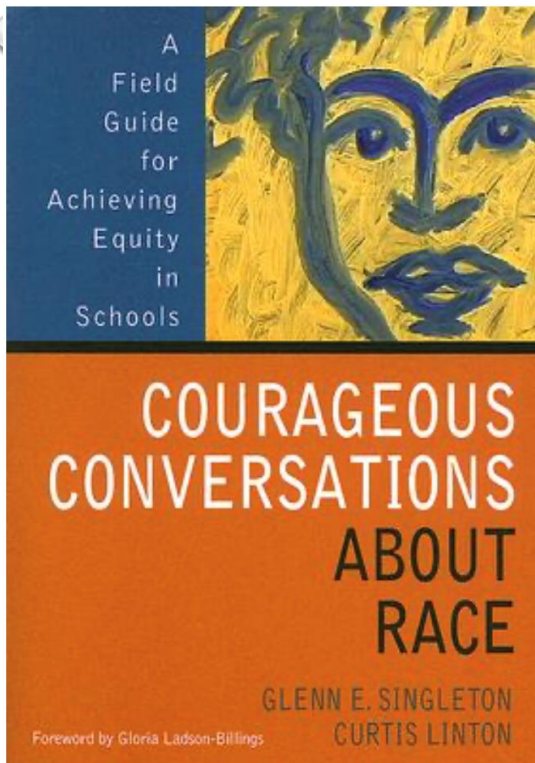
# Effective Governance with an Equity Lens 2.0

South San Francisco USD  
Board  
Study Session 2 of 4  
I.5.22

The Write Keys 2 Consulting, LLC

# “Moving from Safe to Brave Space”

-Dr. Tyrone Howard, UCLA-



## Four Agreements

1. Stay Engaged

2. Experience Discomfort

3. Speak Your Truth

4. Expect/Accept Non-Closure

# Effective Governance Practices

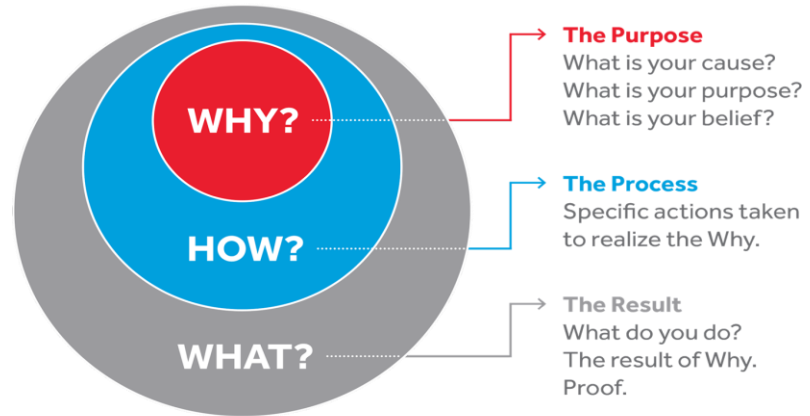
- **Governance Core: Book Study**
- **Board Assessment**
- **Role of Board/Supt**
- **Priority Alignment**
- **Equity Policy Application**
- **Equity Statement Application**
- **Leveraging the Equity Task Force**
- **Redefining Student Success through Data**



# Recentering Our Equity Driven Governance Work

- ❑ **Why:** Equity Statement
- ❑ **How:** Norms, Protocols, Roles, Practices (handbook)
- ❑ **What:** Equity Policy, Priorities, Plan

## Sinek's Golden Circle



Source: Simon Sinek, author of Start With Why

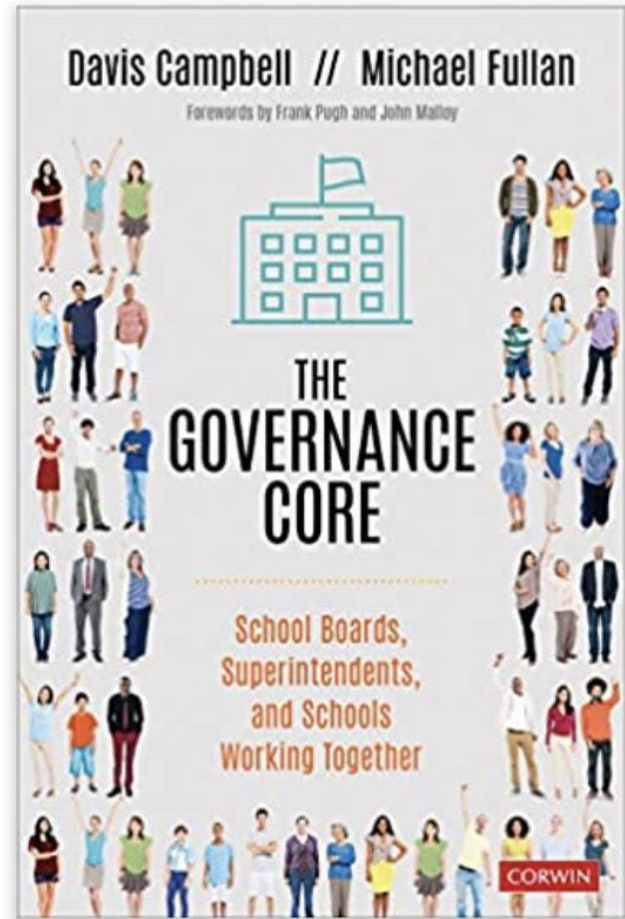
# Book Study

Jan. 5: Ch. 1-3

March 16: Ch. 4-6

May 18: Ch. 7-9

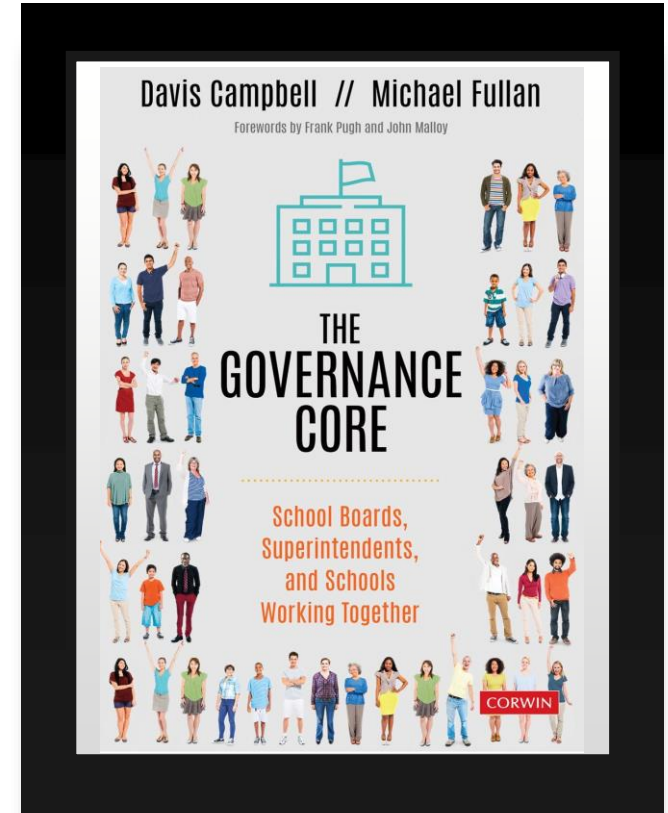
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# BOARD STUDY SESSION BOOK STUDY

- CHAPTER 1
  - Moral Imperative and the Governance Core





## UNITY OF PURPOSE:

**Our vision is of a governance system, school board, and superintendent working together as a cohesive, unified team with a common vision driven by a shared moral imperative**

# MINDSET FOR EFFICACY

## GROWTH MINDSET EXAMPLES

### Fixed vs. Growth Mindset:

- Fixed:
  - Assumes that their temperament, intelligence, and level of creativity are innate characteristics that cannot be changed
  - Only believes that they have been successful when their performance or intelligence measures higher than the standard
  - Leads to a belief that intelligence and talent are limited
  - Put restrictions on their effort-and subsequently, their success

*Adapted from Professor Carol Dweck, Stanford University*

# MINDSET FOR EFFICACY

## GROWTH MINDSET EXAMPLES

### Fixed vs. Growth Mindset:

- Growth:

- Seek out challenges and view failure as a chance to learn and build upon their abilities
- Recognize that their efforts influences their success
- Spend more time practicing or learning, which leads to higher levels of achievement

*Adapted from Professor Carol Dweck, Stanford University*

# GROWTH MINDSET EXAMPLES

- It's never too late to learn
- It's ok if I fail, at least I learned something
- I appreciate constructive criticism
- I can always improve at something if I try
- I model my work after others who have been successful in the past
- What can I do better next time to make this work?
- As long as I have determination, I can do anything
- I am a lifelong learner
- My results don't define me
- I am at the starting point of my potential

*Adapted from Professor Carol Dweck, Stanford University*

# GROWTH MINDSET EXAMPLES

- I'm comfortable with being uncomfortable
- This challenge is a good opportunity for me to learn
- I'm not looking for other people's approval
- I can see the bigger picture
- I am patient
- Effort makes me stronger
- I believe in myself
- I am going to try a new approach
- I can't do that...yet
- I am committed to the process

*Adapted from Professor Carol Dweck, Stanford University*

# THE NATURE OF GOVERNANCE

- Governance is steering the ship – Management is rowing.
- Governance is the process where the direction of the district is set, the structure is established, and accountability both fiscal and programmatic is assured.
- Governing is about defining the “what” of the district, and administration is focused on the “how” policy gets implemented.

# FIVE MAJOR THEMES OF GOOD GOVERNANCE

1. Making a commitment to *good governance*
2. A *shared moral imperative* that drives the work of the school board, the superintendent, and the strategic direction of the district
3. Highly effective trustees and superintendents who have a *governance mindset* to govern effectively
4. Effective school boards as coherence makers who govern with a *unity of power*
5. Leadership from the middle: System responsibilities

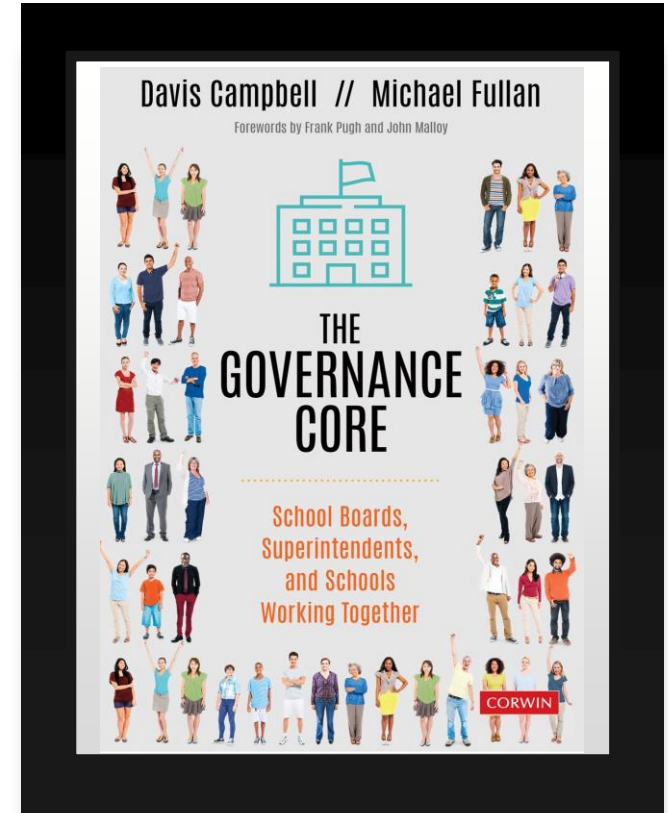


# Assignment

## **CHAPTER I: WORKBOOK ACTIVITY PAGE II**

# BOARD STUDY SESSION BOOK STUDY

- CHAPTER 2
  - Trustee Governance Mindset



# CHAPTER 2: TRUSTEE GOVERNANCE MINDSET



- Strategic Thinking
- Strategic Focus
- Deep Learning
- Manner

# **GUIDELINES FOR SERVING ON THE BOARD**

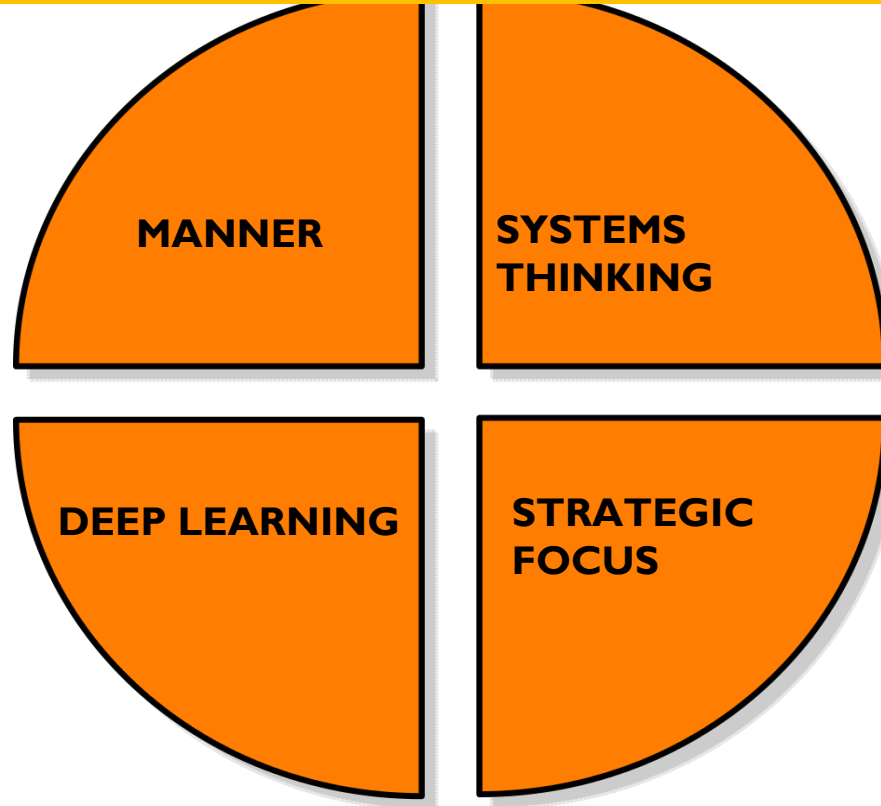
1. Reserve judgement
2. Listen emphatically
3. Stay focused on content, not behavior or style
4. Always be true to the norms of the board
5. Do not take differences personally

# HAVING A GOVERNANCE MINDSET MEANS:

*BEING AWARE AND UNDERSTANDING THE IMPACT OF EVERY VARIABLE THAT AFFECTS THE HEALTH OF YOUR DISTRICT*

1. Always keeping the board's focus on the children
2. Watching the budget
3. Keeping focused on the long-term goals of the organization
4. Building and maintaining a strong governance infrastructure
5. Supporting the staff and creating a positive organizational culture
6. Holding the organization accountable to the community it serves
7. Keeping the constituents of the organization informed and up to date on the work of the organization

**Definition of Governance Mindset:**  
The core understanding of the basic principles of governance



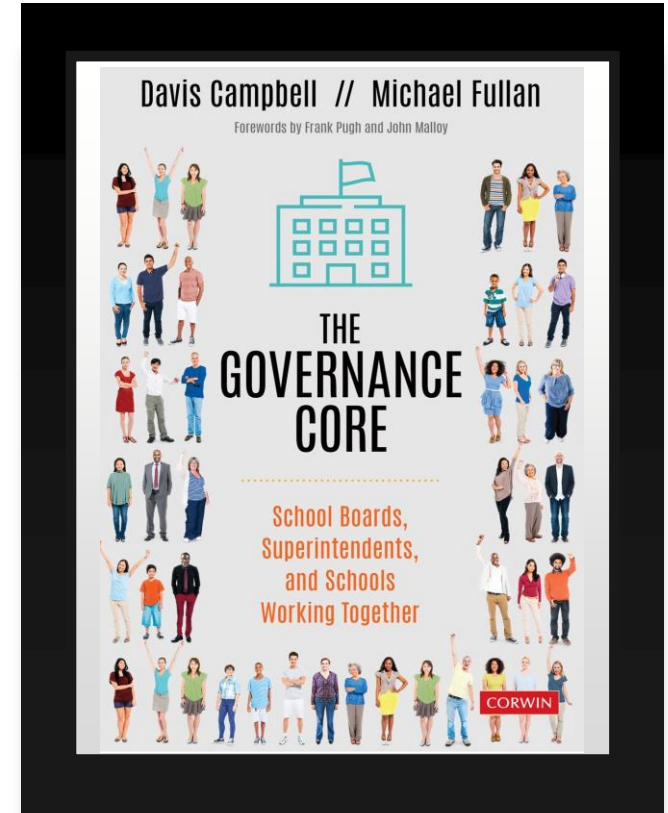


# Assignment

## **CHAPTER 2: WORKBOOK ACTIVITY PAGE 27**

# BOARD STUDY SESSION BOOK STUDY

- CHAPTER 3
  - Superintendent Governance Mindset





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# TYPICAL GOVERNANCE STYLE

**Hands Off Approach** – Superintendents believe that attempting to help boards in the governance process is not their responsibility and can only lead to charges of manipulation and attempting to manage the board.

**Preemptive Damage Control Approach** – Superintendent's view is that the best way to deal with boards is to keep them in the dark.

**Purposeful Approach** – Superintendents approach governance in a thoughtful, analytical, and purposeful manner.

# **PURPOSEFUL SUPERINTENDENT SUPPORT FOR GOVERNANCE**

# Assignment

## **CHAPTER 3: READING ASSIGNMENT**

# EXAMPLES OF PURPOSEFUL SUPERINTENDENT SUPPORT FOR GOVERNANCE

## READING ASSIGNMENT

- Long Beach USD (pg. 60) – **JOHN**
- Garden Grove USD (pg. 61) – **DAINA**
- Sanger USD (pg. 62) – **PATRICIA**
- Vancouver Public Schools (pg. 64) – **MINA**
- Greenville County Schools (pg. 65) – **CHIALIN**

# ”The key to effectively addressing educational equity gaps starts with highly effective governance practices”

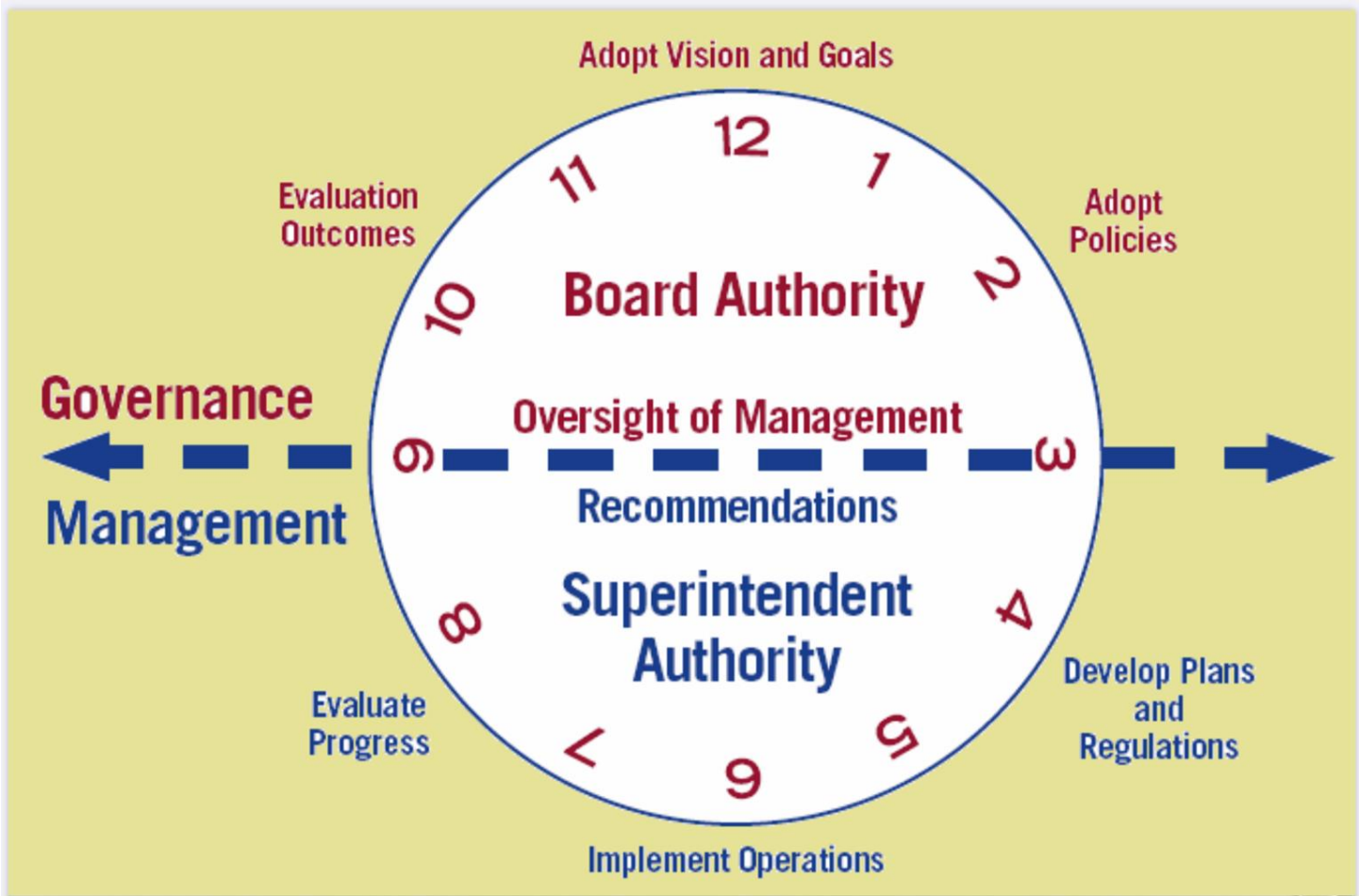


## SCHOOL BOARD Governance with Equity Lens Self Assessment

According to the Center for Public Education Report in 2011, there are eight characteristics of effective school boards. School board members are encouraged to embrace each of these characteristics with an equity lens in addition to three board actions to guide equity work. Please complete with fellow board members to assess the basic functioning of your governance team as a precursor to the examination, revision, and creation of equity focused policy and practice.

To what extent does your school board effectively demonstrate the following characteristic?	Not Effective	Seldom effective	Somewhat effective	Effective	Very Effective
1. Our school board commits to a vision for equity through: <ul style="list-style-type: none"> <li>o high expectations for student achievement and quality instruction</li> <li>o defining clear goals toward that vision</li> </ul>					
2. Our school board has strong shared beliefs and values about equity for: <ul style="list-style-type: none"> <li>o students and their ability to learn</li> <li>o the school system's ability to teach all children at high levels</li> </ul>					
3. Our school board has collaborative relationships with the Superintendent, staff, as well as the community through: <ul style="list-style-type: none"> <li>o a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals around equity.</li> </ul>					
4. Our school board is accountability driven: <ul style="list-style-type: none"> <li>o spending less time on operational issues</li> <li>o spending more time focused on policies and priorities to close equity gaps</li> </ul>					
5. Our school board is data savvy through: <ul style="list-style-type: none"> <li>o embracing and monitoring quantitative and qualitative data, even when the information is negative</li> <li>o using data to drive continuous improvement to close equity gaps</li> </ul>					
6. Our school board aligns, monitors, and sustains resources, such as: <ul style="list-style-type: none"> <li>o equity focused professional development to meet district goals</li> <li>o establishing metrics to measure the impact of resources</li> </ul>					
7. Our school board leads as a united team with the superintendent through: <ul style="list-style-type: none"> <li>o establishing mutual trust within the respective roles of the team</li> <li>o engaging in strong equity focused collaboration</li> </ul>					
8. Our school board participates in team development and equity focused training, with our superintendent to build: <ul style="list-style-type: none"> <li>o shared knowledge of equity focused concepts</li> <li>o core values as principles to guide equity work</li> <li>o norms to guide board culture</li> <li>o protocols to guide board operations</li> <li>o commitments to equity work</li> <li>o self-assessment of governance practices</li> </ul>					
<b>To what extent has the school board developed and implemented the following:</b>	<b>Not drafted</b>	<b>Not adopted</b>	<b>Drafted</b>	<b>Adopted</b>	<b>Implemented/ applied</b>
9. Our school board has developed an equity statement					
10. Our school board has developed an equity policy					
11. Our school board has developed an equity impact action plan to strategically address and measure the impact of the district's equity policies and practices on closing equity gaps					

Adapted by Nicole Anderson and Associates Consulting, L.L.C. 2021



# Our New Equity Policy

## Components:

- Background
- Vision/Purpose of Board
- Equity Statement
- Board direction/guidance (BP)
- Superintendent direction/guidance (AR)
- Goals/Priorities
- Monitoring/Evaluation
- Policy/Bylaw alignment

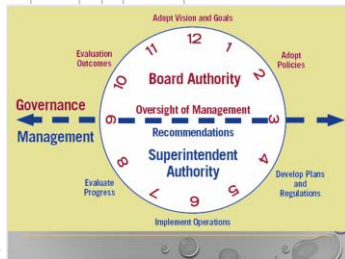


## Practical Application:

- Guides all governance practices
- Evaluation of progress
- Board questions to Supt/Staff
- Agenda building
- Decision making
- Prioritizing work
- Reference as a recentering of governance work (why, what, how)

# BOARD POLICY COMPONENTS

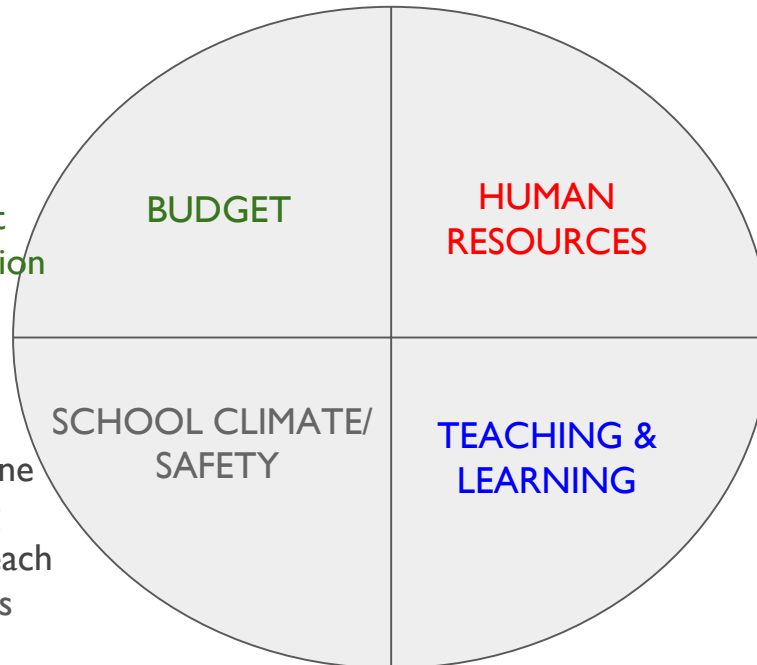
- **Boards must understand the important function of developing and maintaining education policy.**
- **(BP) The board adopts policies to provide guidance for school boards and district staff in making important decisions on education matters for effectively operation the district.**
- **(AR) District Administration develops and approves Administrative Regulations through establishing procedural action steps for directly carrying out the board policy.**



# ALIGNING PRIORITIES WITH EQUITY POLICY

- Salary disparities/benefits
- School Facilities/Bond
- Professional Development
- Equitable resource allocation
- Grants/Ed Foundations

- Police in schools
- Disproportionate discipline
- Social-emotional learning
- Family engagement/outreach
- Student/Staff relationships



- Recruitment
- Hiring
- Retention
- Negotiations

- Culturally relevant instruction
- Curriculum adoption
- Ethnic studies
- Rigor
- Grading/Assessment
- Course access



# Effectively Leveraging the Equity Task Force

## Purpose

- Collaboration of diverse perspectives about equity priorities
- Research/analyze data
- Make recommendations to Supt
- Inform Admin Regulations

## Process/Timelines

- Build safe/brave space
- Build capacity/content knowledge
- Sub committees
- Monthly meetings
- Quarterly board updates
- Annual Equity Impact Action Plan update

## Outcomes

- Equity impact action plan developed with systems lens
- Provide input to board/district leadership on equity work
- Host community listening sessions to gather student/community voice

# SSFUSD Equity Statement

Board adopted Equity Policy August 2021

**Definition:** Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

The South San Francisco Unified School District is strongly committed to maintaining high expectations for all of its students and to eliminate historical barriers, persistent disparities in achievement, performance and socio-emotional adjustment among subgroups based on race, ethnicity, language, national origin, gender, sexual orientation, gender identity, gender expression, socio-economic status or disability.

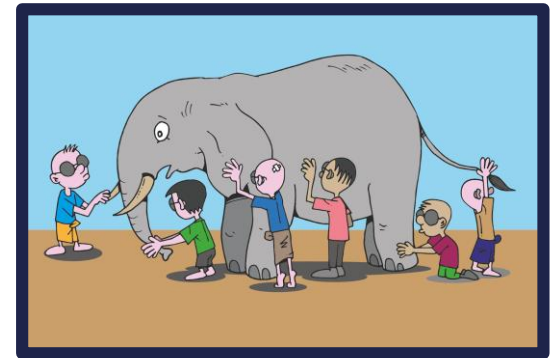
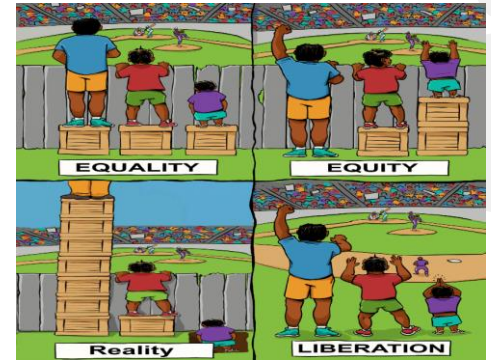
Educational equity is a means of ensuring the decisions, policies and practices in our system are culturally sensitive and provide all students with access, opportunity, resources and support to: meet students' individual needs to learn, grow, and develop in a safe and healthy environment; support all stakeholders in advocating for fairness; and ensure the ultimate outcome of all students becoming college, career and life ready.

## **The Board understands that:**

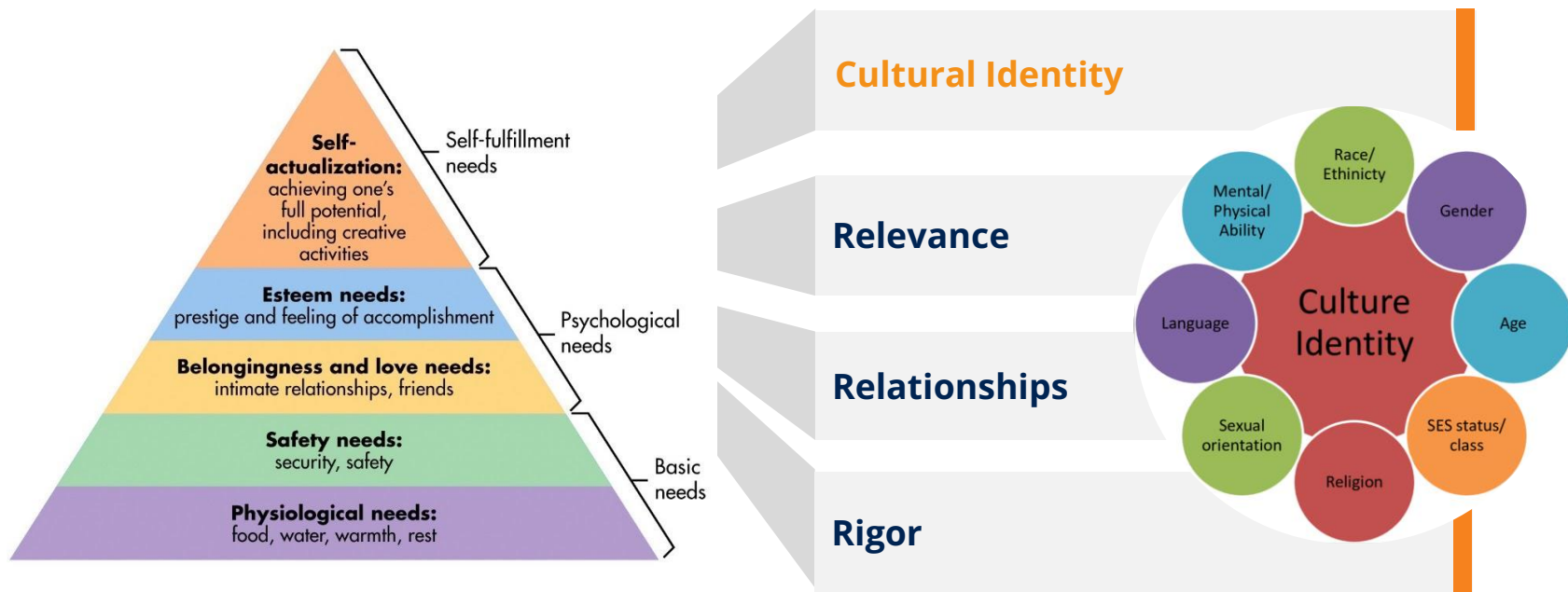
1. Generalizing and stereotyping any group of people devalues their contributions to the District and community as a whole.
2. Achievement and opportunity gaps and disparate discipline that exists amongst student groups construct barriers that prevent students from realizing their fullest potential and is unacceptable.

# Developing An Equity Statement

- **Communicates clear and common language about equity as a lens for all district policy work**
- **A component of the equity policy**
- **Student centered**
- **Explicitly calls out inequities in the data**
- **Is measurable and associated with data**
- **Language aligns with your vision and mission of the district**
- **Includes stakeholder voices in the process**



# Redefining Student Success with an Equity Lens

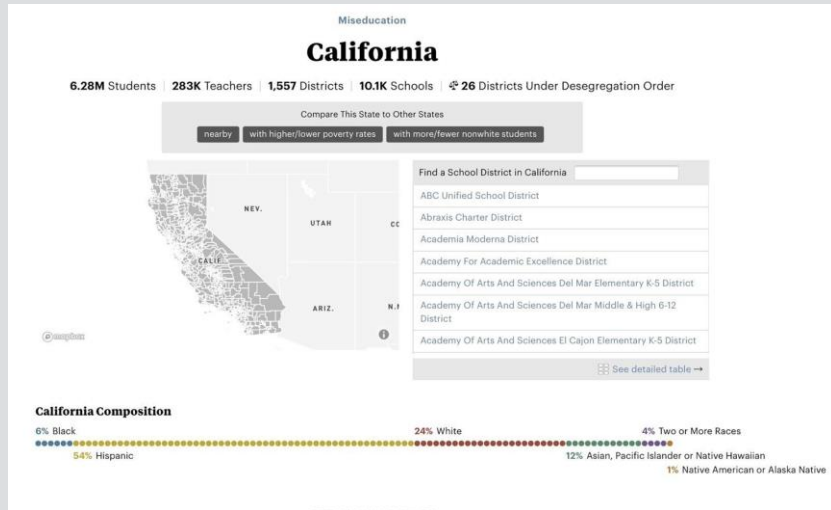


**Making Connections: Maslow's Hierarchy of Needs and 4 indicators of equity**



# What educational equity gaps exist in your district? (Quantitative)

- **Achievement**  
(academic/test scores)
- **Disproportionality**  
(discipline/suspensions/expulsions)
- **Access**  
(AP/Honors-GATE Courses/Quality-Experienced Teachers)
- **Opportunity**  
(English Learner core class/A-G graduation)





# What educational equity gaps exist in your district? (Qualitative)

- **Surveys** (Panorama (equity/inclusion), REACH, Youth Truth, CHKS (gender identity module), [etc.](#))
- **Observations** (equity walks, classroom walkthroughs, community walks, ethnography)
- **Interviews** (Specific/consistent questions about experiences)
- **Engagement** (Student/parent representation on advisory committees/ school boards/panels)



## **NEXT STEPS FOR THE GOVERNANCE TEAM**

- **Future board workshops/study sessions focused on goals/priorities (March 16, May 18)**
- **Governance Core Book Study ( March 16-Ch. 4-6, May 18-Ch.7-9)**
- **Develop equity impact action plan/admin regs in alignment with priorities through work of the Equity Task Force**
- **Application of equity statement/policy**
- **Equity Walk-TBA**
- **Board meeting observations**
- **Board member coaching**



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