



ALABAMA
ASSOCIATION OF
SCHOOL BOARDS



Highly Effective Staff Conference Follow-Up

As a follow-up to AASB's March Conference 2020: Leadership for Developing a Highly Effective Staff, we are linking you to resources you might be interested in.

It's easy to let the great ideas you hear at conferences and other training slip away. Make time for conversations back home about what you've learned. We encourage you to share information and ideas from this conference with your board superintendent team as a conversation starter, **not as a to-do list**.

You can access session handouts by [visiting our website](#) or by clicking the March Conference button in our app.

Download the app now:

[For iOS devices](#)

[For Android devices](#)

View all handouts online →

Principal Baruti Kafele
**Is My School System
Better Because I'm
Leading It?**

Twitter: @PrincipalKafele

Reflective Questions for System Leaders

- 1 Leadership Identity**
Who am I as a school board member?
- 2 Leadership Presence**
What do I represent as a school board member?
- 3 Leadership Impact**
What is my influence as a school board member?
- 4 Leadership Mission**
What is my "what" as a school board member?
- 5 Leadership Purpose**
What is my "why" as a school board member?
- 6 Leadership Vision**
What is my "where" as a school board member?
- 7 Leadership Value**
What is my worth as a school board member?

Principal Baruti Kafele
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2023 March Conference
Leadership for
Developing a Highly
Effective Staff



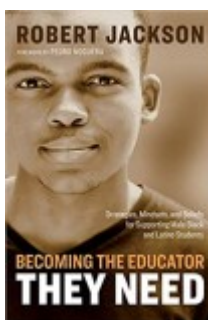
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What can your school board do to encourage National Board Certification in your school system?

- 1 Ask for data about teachers who have NBCT certification or are pursuing it.
- 2 Talk as a governance team about the data and conclusions you can draw from it.
- 3 If you are interested in increasing your NBCT numbers, discuss how the governance team can incentivize and support teachers in the certification process.



Dr. Melissa Shields, NBCT
Twitter: @mjshields



Recommended Reading

Dr. Avis Williams, Selma City Schools superintendent, recommended reading **Becoming the Educator They Need** by Robert Jackson.

Twitter: @DrAvisW

[Find the book on Amazon →](#)



- 1 **Determine your current reality.**
At a next session, talk about the areas board superintendent team members think need to be addressed, narrow your focus, and ask the superintendent for data to examine at a future retreat or next session.
- 2 **Prioritize.**
You can't tackle every issue in your system all at once -- too many efforts and initiatives all implemented at once will lead to an exhausted, frayed staff, and that's not good for anyone.
- 3 **Focus on outcomes.**
As a team, choose 1-2 items from your list and then craft policies, position statements, or even belief statements detailing what the board expects outcomes to be.
- 4 **Adopt a sense of urgency.**
If you haven't already, spend some time as a team learning what school is really like for your most challenged students and for those in the "forgotten middle." Think about the impact on them if you continue to do things as they've always been done.
- 5 **Set clear, specific goals.**
Prioritize the board's broad expectations into 2-4 specific goals for the system to accomplish in a given time frame. The goals should be specific enough that the goals will remain clear even if there's board turnover.
- 6 **Communicate expectations.**
As a team, communicate expectations over and over so there is no doubt from staff, teachers, or the community about your expectations for teaching and learning in the system.
- 7 **Monitor outcomes.**
Monitoring the results of staff efforts to meet the board's expectations and goals is critical. Make a plan for what information you want to see and when. Also, remember it will take time to see measurable results, but don't let that keep you from cheering the early successes your staff and students will have.
- 8 **Require plans for change when needed.**

The Board's Role in Setting High Expectations for Achievement

Susan Salter, AASB Director of Leadership Development

Twitter: @AlaSchoolBoards



MAXIMIZING RESOURCES

Questions the board can ask to ensure maximum impact for in-house professional development efforts.

- > What is our ROI for teaching units assigned at each school?
- > What is the structure of each school's academic day, including the processes that allow for collaboration among teachers and district personnel?
- > Are there unbalanced classes throughout the day?
- > What are we currently using PD funds for?
- > What are our start/end times? Can we find time for 20 minutes for staff to work together during the established school day?
- > Are our principals using tools to facilitate collaborative time during the school day so staff can work together, engage in meaningful PD, and work together on lesson plans?



THE BOARD'S ROLE

- 1 **PRIORITIZE** the instructional day.
- 2 **UNDERSTAND** to the greatest degree possible the benefits of collaborative planning and its effect on in-house professional development.
- 3 **CREATE** opportunities for staff and students to share their successes and celebrations with the Board and other stakeholders.

Interested in leveraging staff to develop system PD resources?

START SMALL

- > Can the board superintendent team alter start times at secondary schools to create time for teachers to meet and collaborate?
- > Can your principals identify time in their schedules to build in team-based planning time?
- > Can you creatively carve out 1 day per month/week to allow staff to collaboratively

Building a Quality Staff Without Breaking the Bank

Dr.

Jeff Goodwin, Superintendent, Oxford City Schools

Twitter: @SuperOJacket

Connecting the Dots: How Professional Growth Impacts Student Achievement

Take a minute to read two articles Dr. Camille Wright mentioned in her presentation:

[Effective Teacher Professional Development](#), Learning Policy Institute, May 2017

[Leadership for Student Learning](#), Iowa Association of School Boards

Read more
[from Dr. Danny Steele](#)

Twitter: @SteeleThoughts

