

GOVERNANCE CHANGE

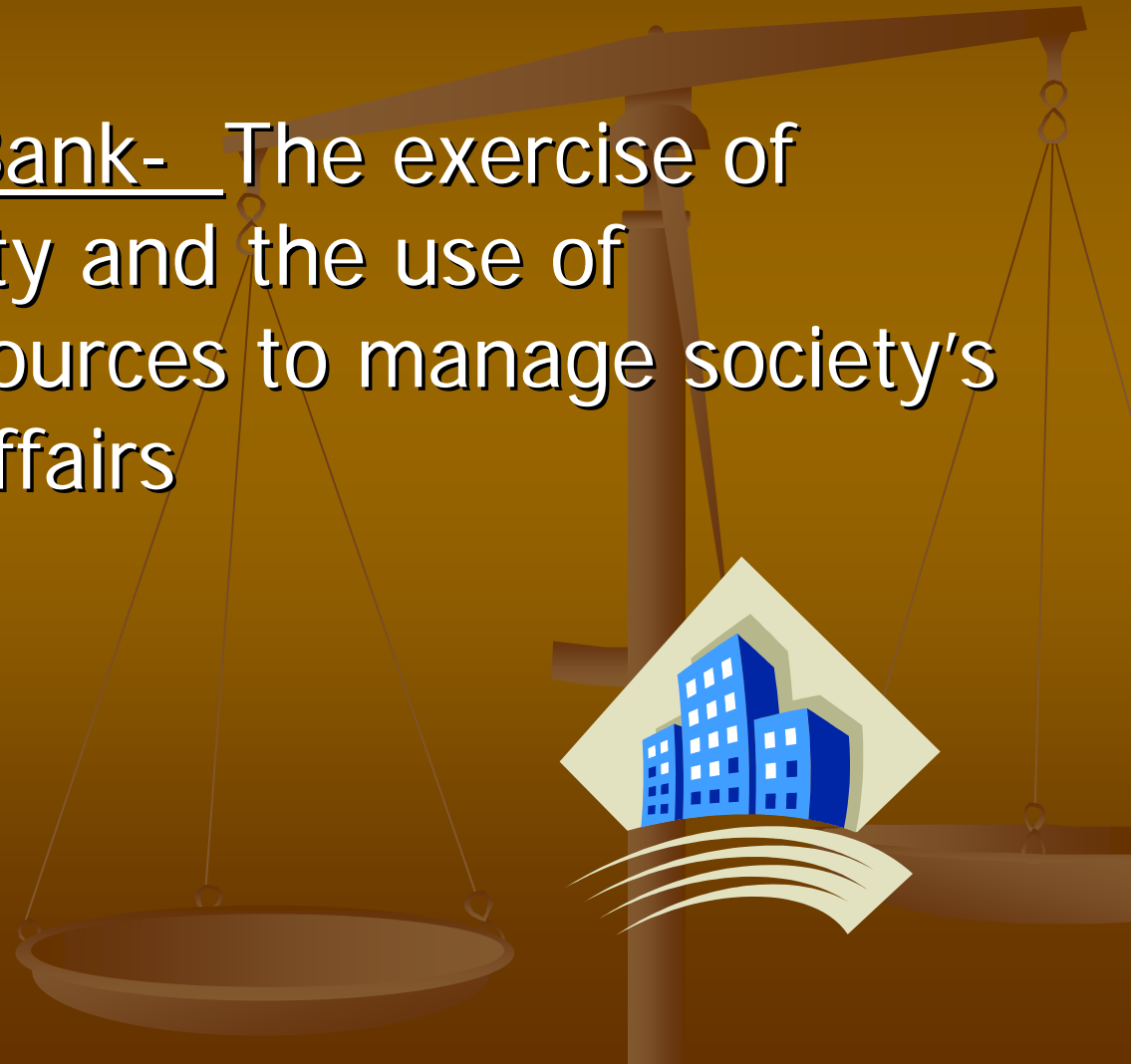


An application of the
Advocacy Design Center Model

GOVERNANCE

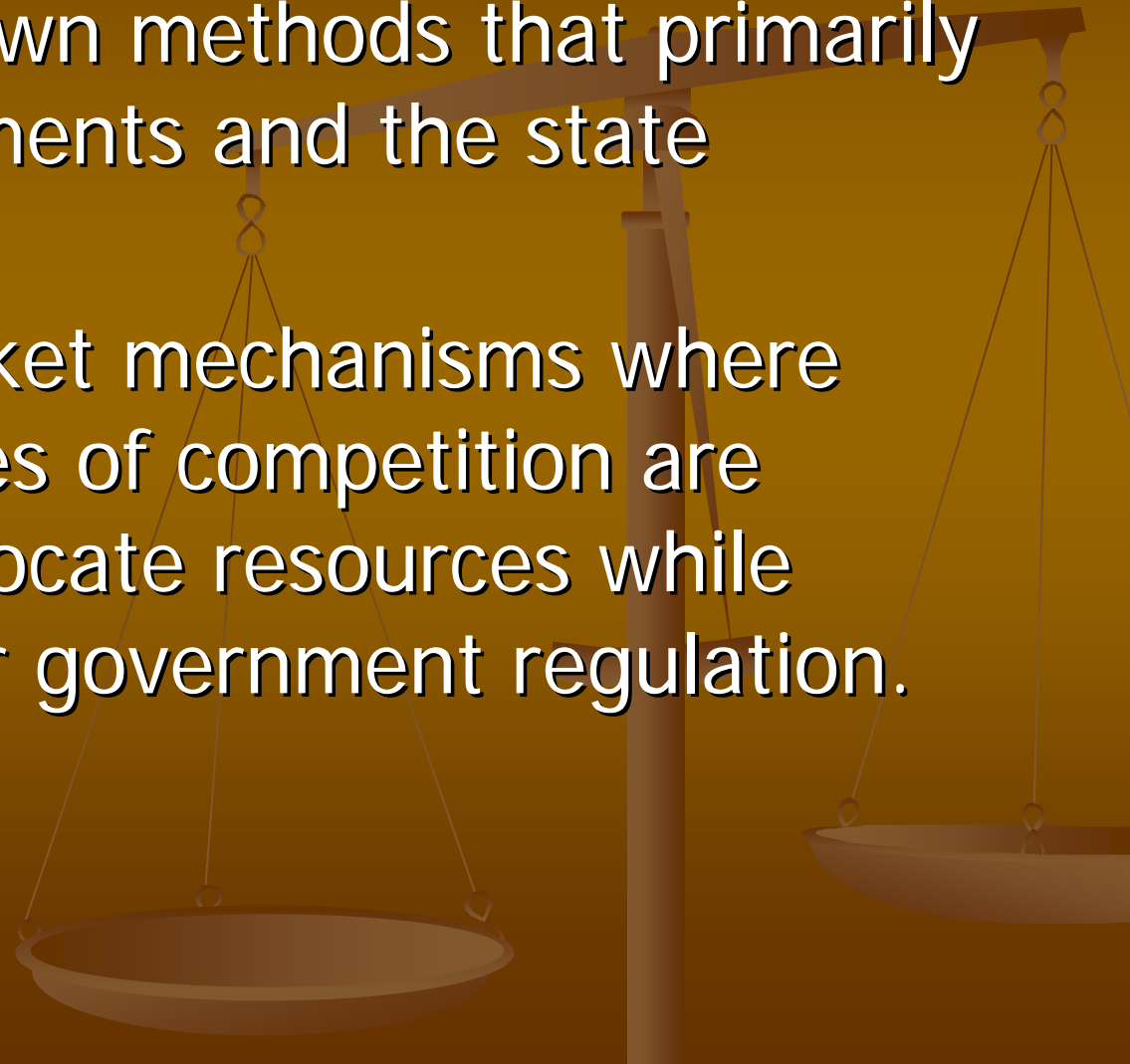
- Definition

World Bank- The exercise of political authority and the use of institutional resources to manage society's problems and affairs

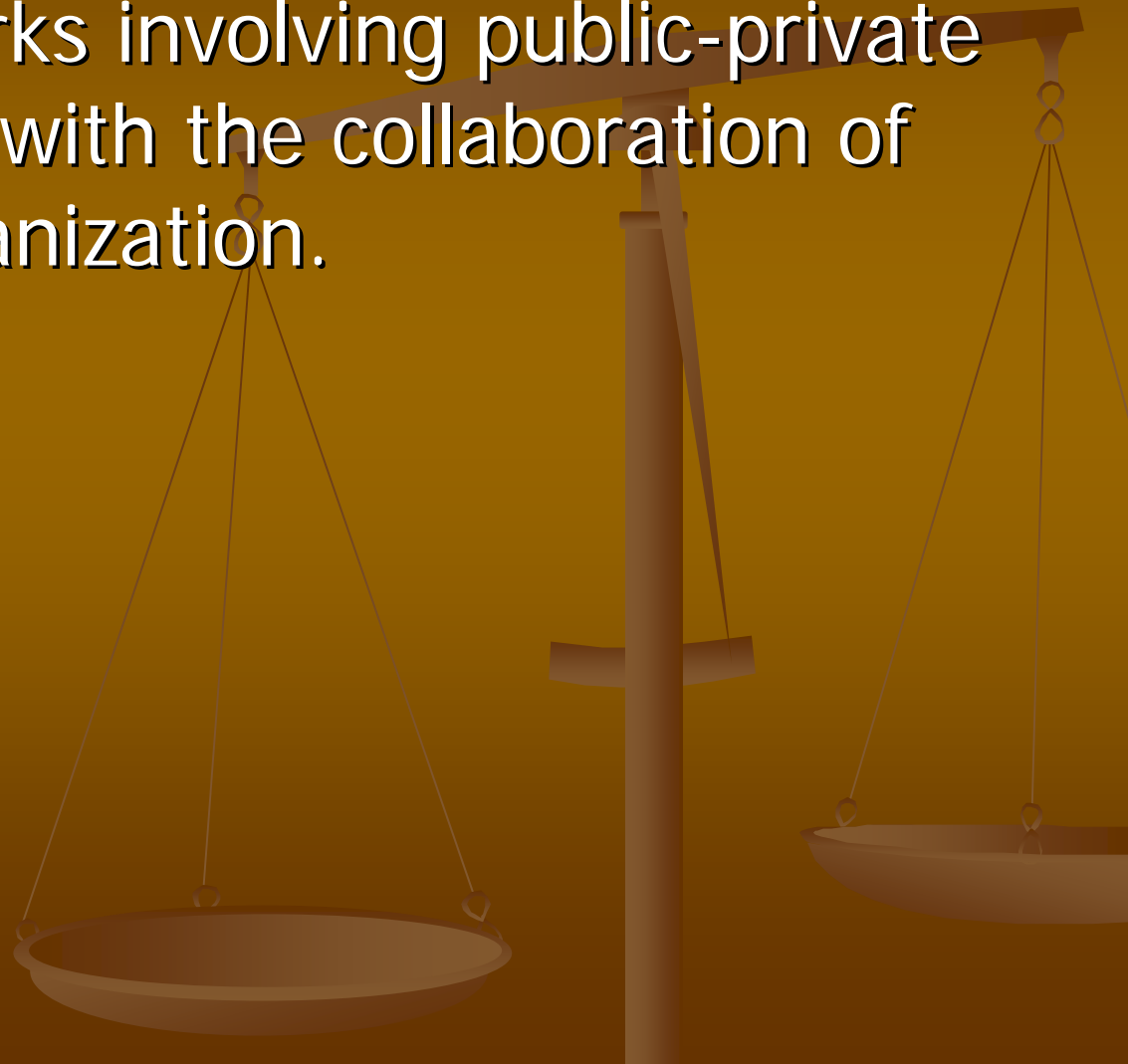


Governance occurs in three broad ways:

- Through top down methods that primarily involve governments and the state bureaucracy.
- The use of market mechanisms where market principles of competition are employed to allocate resources while operating under government regulation.



- Through networks involving public-private partnerships or with the collaboration of community organization.

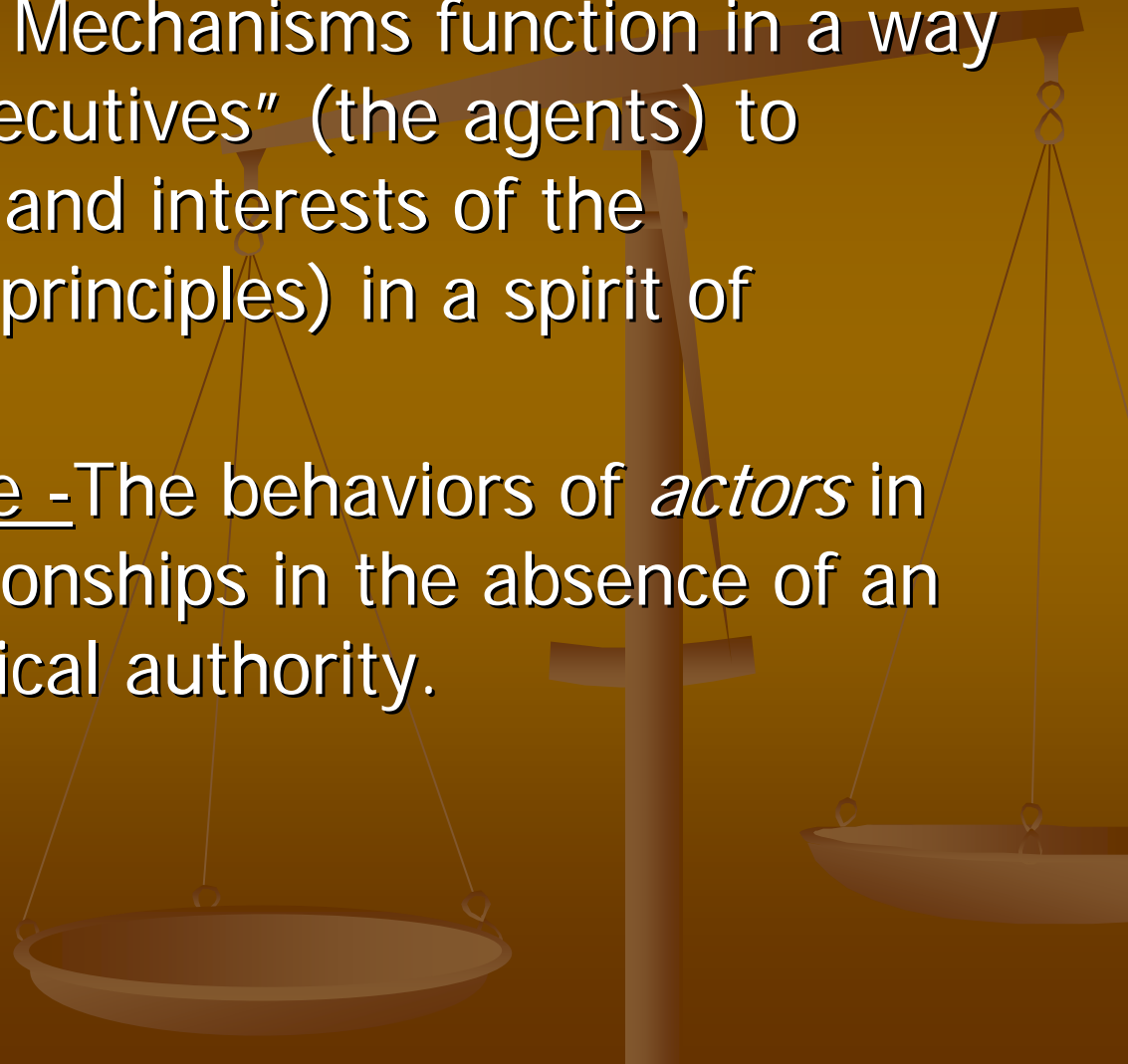


Alternate forms of Governance

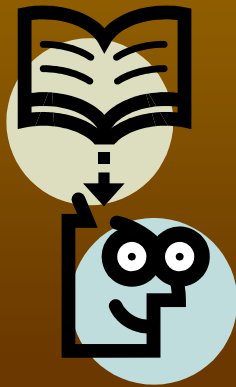
- Corporate Organizations Governance- The manner in which boards direct a corporation_ as well as laws and customs applying to that direction.
- Industry Governance- (Information Technology) The process to follow in a successful department or project.

Governance

- Fair Governance - Mechanisms function in a way that allow the “executives” (the agents) to respect the rights and interests of the stakeholders (the principles) in a spirit of democracy.
- Global Governance - The behaviors of *actors* in independent relationships in the absence of an overreaching political authority.



- School Governance- The system by which members of the school identify problems, express preferences and generate hypothesis about action and make decisions about the means they intend to achieve them.



Frank Smith
Advocacy design study guide

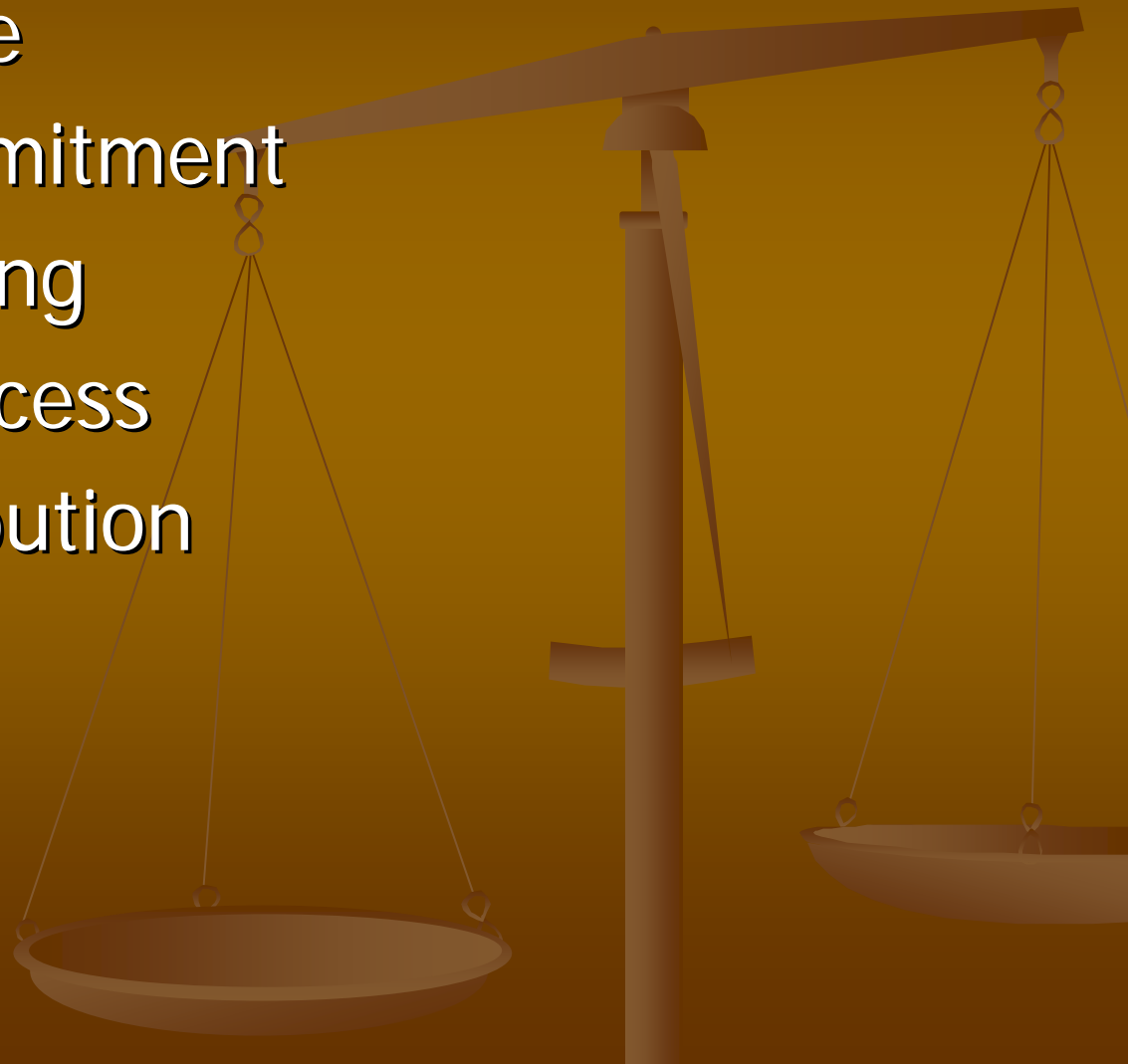
In Other Words...

- *What is to be done?*
- *How is authority used and distributed?*



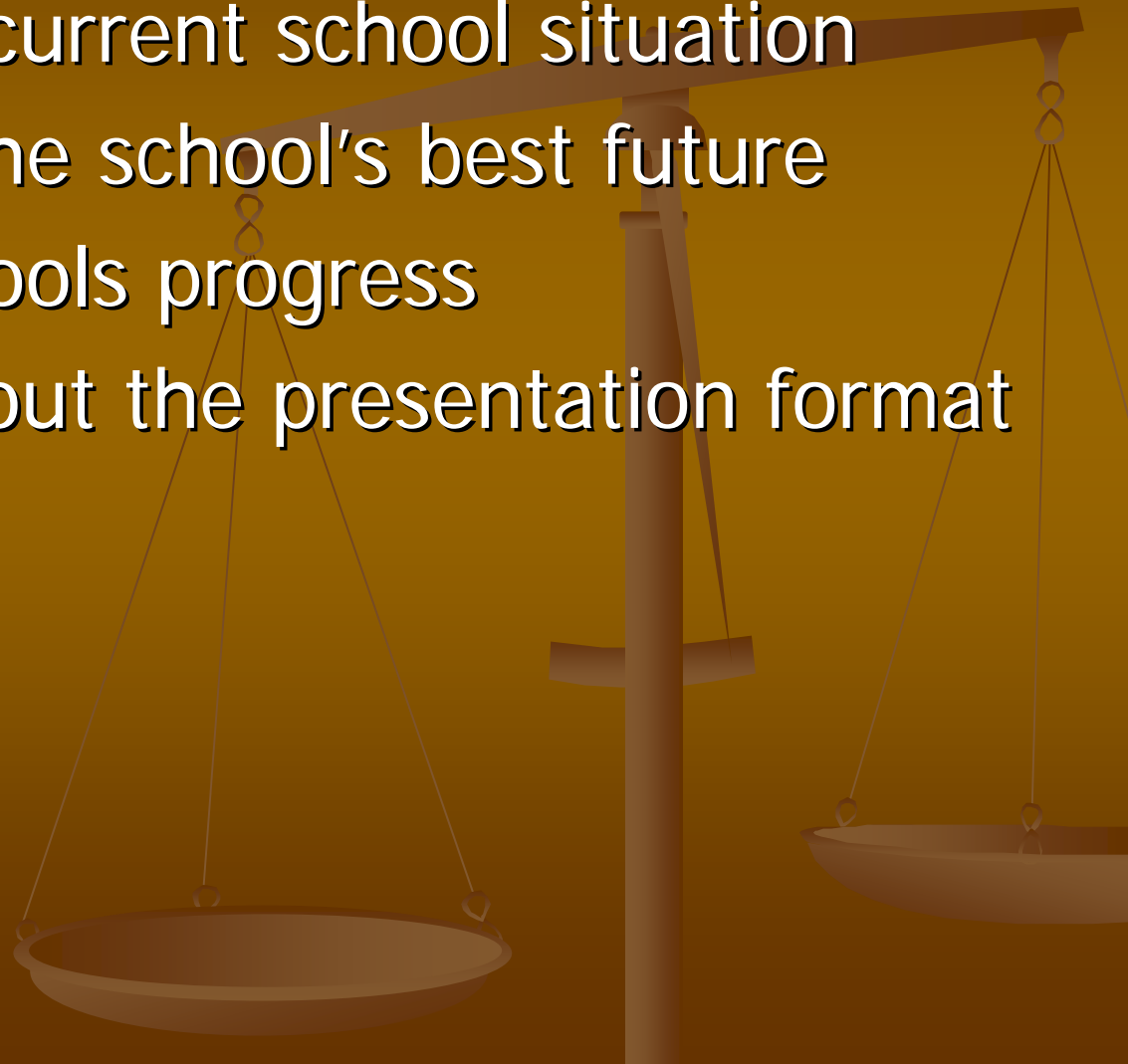
Outline of basic concepts

- Planning change
- Resources/commitment
- Control of training
- Inquiry into success
- Authority distribution



Self-assessment process

- Analysis of the current school situation
- Description of the school's best future
- Estimate of schools progress
- Suggestions about the presentation format



Governance Divisions at ESBOCES



EDUCATIONAL SERVICES DIVISION
Department of
Special Education

Associate Superintendent for Educational Services
BOCES

Co – Director of Special Education

Program Administrator
For Student Services

Administrative Coordinator
For Student Support
Services

Co – Director of Special Education

Divisional Administrator
For Special Education

Bellport
Academic
Center

Jefferson
Academic
Center

Masera
Learning
Center

Brookhaven
Academic Center

Centereach
Academic Center

Islip Academic
Center

H.B. Ward Tech
& Academic Ctr

Westhampton
Beach
Learning Center

William Floyd
Learning Center

North Country
Learning Center

Premm
Learning Center

Sayville Learning
Center

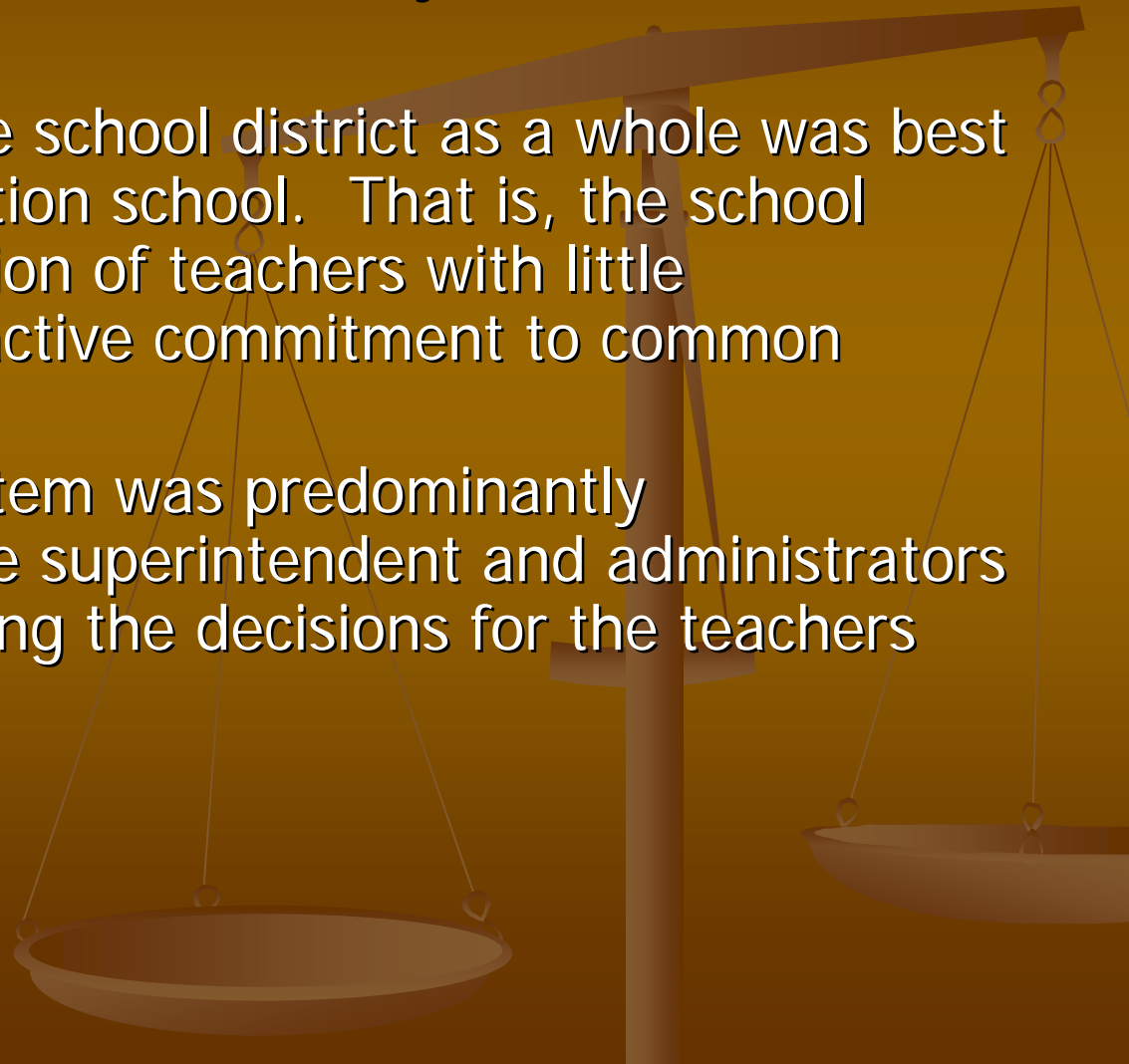
Governance of BOCES

- **Mission Statement:** BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of life long learners, both children and adults, and enhance the operational effectiveness of its schools.

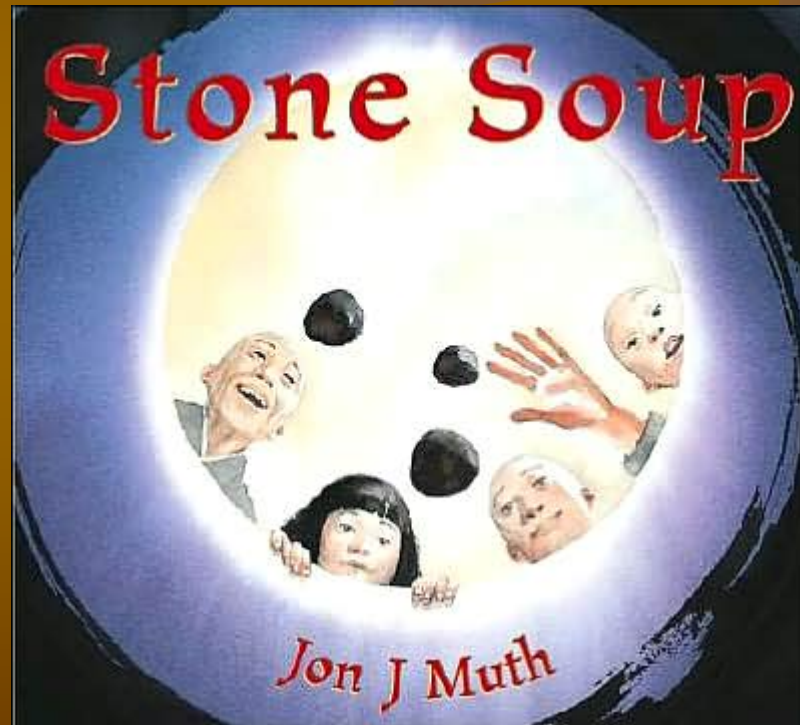
Governance Overview of School District “A”

Brief History

- Up until last year, the school district as a whole was best described as a collection school. That is, the school operated as a collection of teachers with little interdependency or active commitment to common goals.
- The governance system was predominantly beaurocratic, with the superintendent and administrators (the managers) making the decisions for the teachers (the workers).

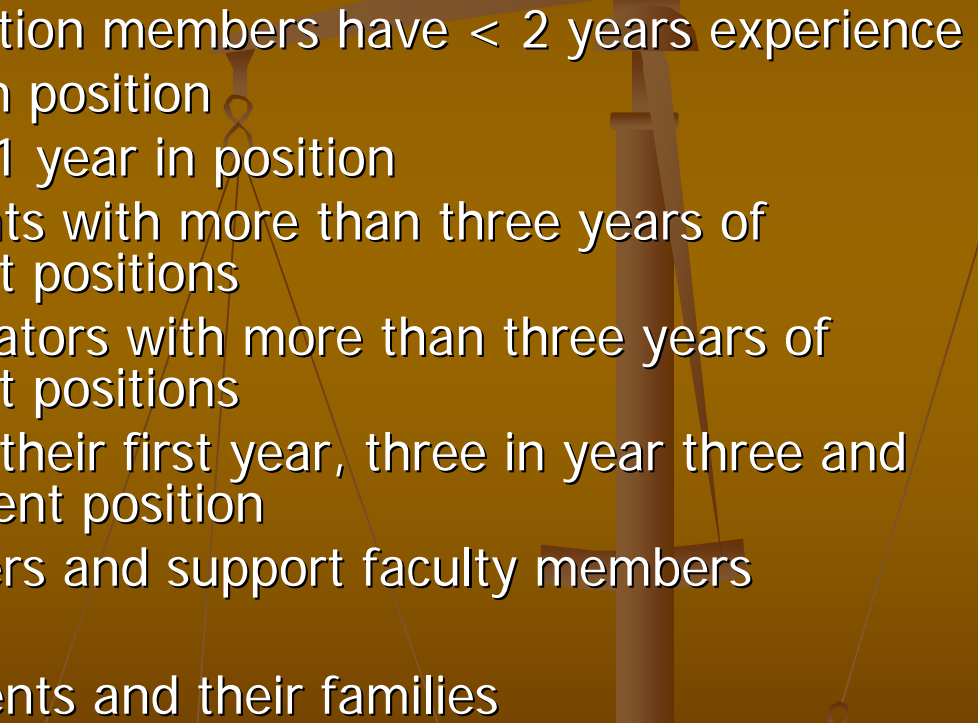


“The villagers worked hard, but only for themselves.”



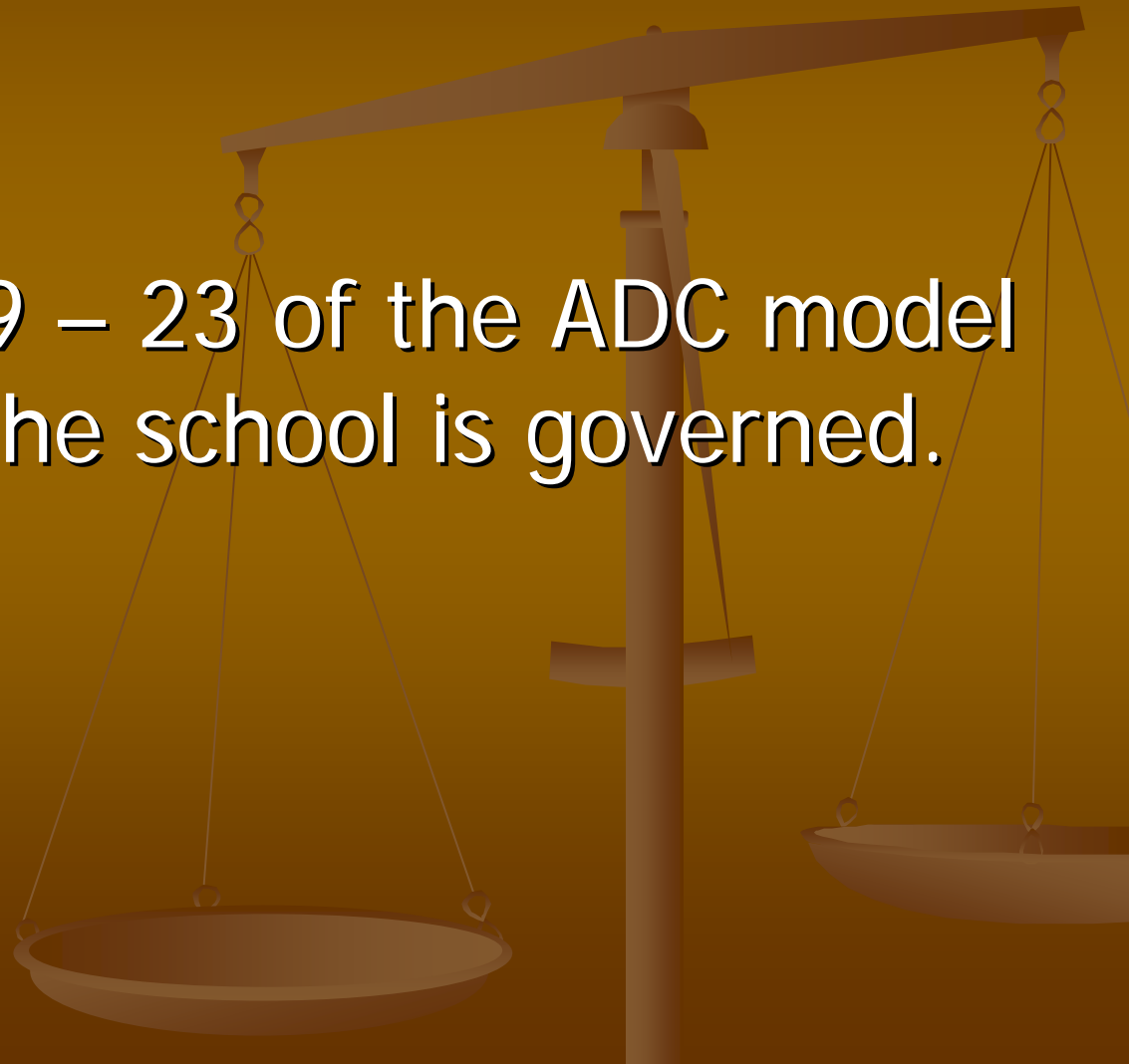
Governance Overview of School District “A” (continued)

Current Hierarchy

- 5 out of 7 Board of Education members have < 2 years experience
 - Superintendent <1 year in position
 - Deputy Superintendent <1 year in position
 - 2 Assistant Superintendents with more than three years of experience each in current positions
 - 6 Central Office administrators with more than three years of experience each in current positions
 - 6 Building Principals, 2 in their first year, three in year three and one with >5 years in current position
 - Approximately 300 teachers and support faculty members
 - Approximately 4000 students and their families
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The 29 Questions

Questions #19 – 23 of the ADC model address how the school is governed.



Q. How is the school governance system representative of the stakeholders? Who plans and or implements the school model or design?



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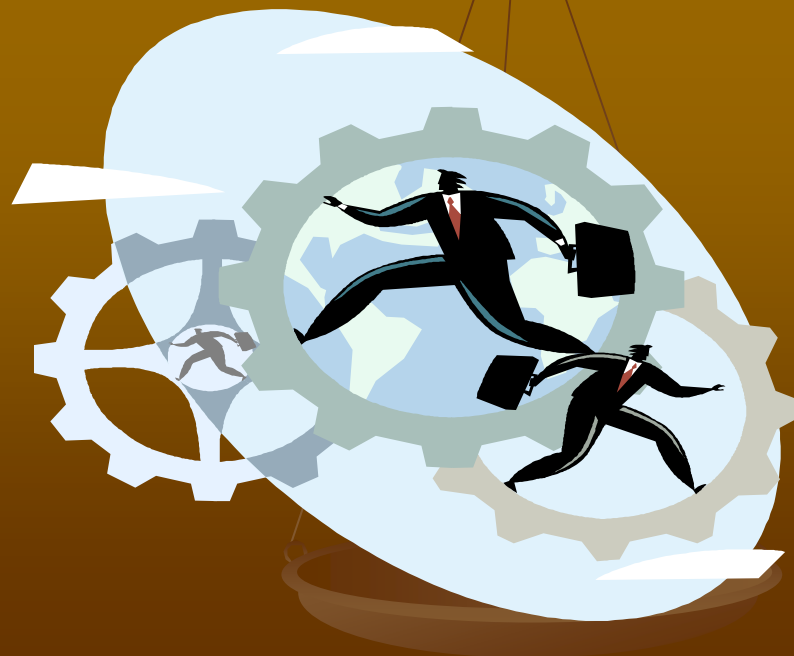
■ BOCES:

- The special education division of BOCES is bureaucratic in nature, with the BOCES superintendent and the superintendents of the component school districts planning and implementing the school model.
- As BOCES is a service provider, most plans for change are implemented at the request of the component school districts.

■ School District A:

- Historically, the superintendent, central office and building administrators did the planning and implementing of the school model.
- During the past year, the superintendent opened conversations about instruction and accountability, based on data, at all levels. She introduced the motto, *"Plus Ultra."*
- Deputy superintendent attempted to establish professional learning communities at all schools.
- Curriculum mapping began at all schools with all faculty.
- Some teachers resisted the conversations and were skeptical of the process.
- Recommendations went up the ladder, but decisions were still made at the top.
- Families were not represented at all.

Q -What commitment do stakeholder partners make to the program ? What do they bring to the table?



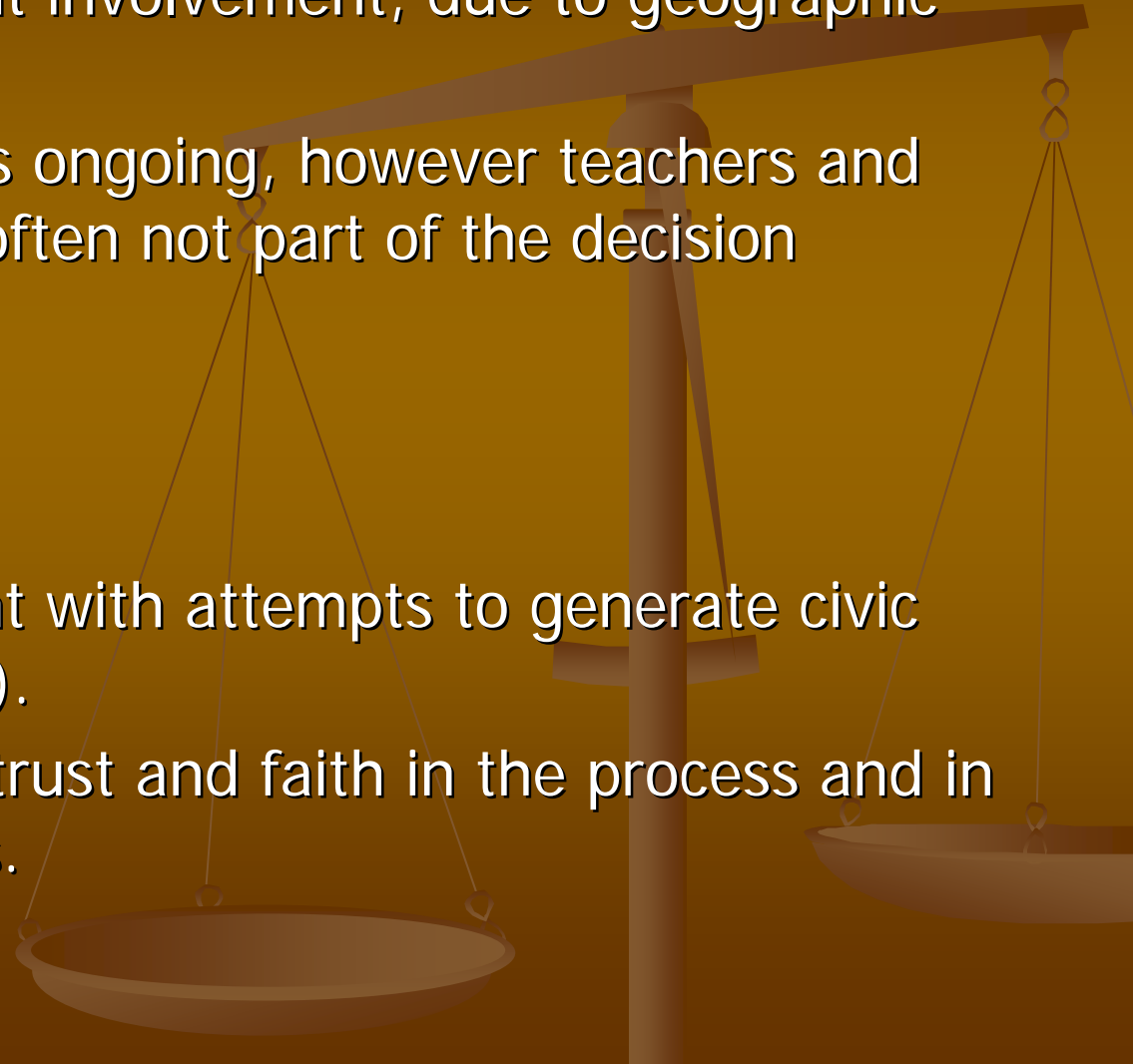
What commitment do stakeholder partners make to the program ?
What do they bring to the table?

■ BOCES:

- Very limited parent involvement, due to geographic barriers.
- Teacher support is ongoing, however teachers and other faculty are often not part of the decision making.

■ School District A:

- Mixed commitment with attempts to generate civic capacity (recently).
- Mixed feelings of trust and faith in the process and in the administrators.



Q – Who controls development or training of participants ?



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■ BOCES:

- 15 hours of staff development are required annually.
- Half of the staff development hours are assigned by Central Administration.
- Half of the staff development hours are decided upon through committees at each building.

■ School District A:

- The Superintendent and Central Office administrators have historically controlled all of the training for the district.
- This past year, all training continued to be controlled by administration. The training focused on "Understanding by Design" (Wiggins & McTighe).
- Professional development committee met repeatedly, was represented by all schools, and together developed a plan, based on data, for future development and training.

Q – Who participates in inquiring into the school design or model's success ?



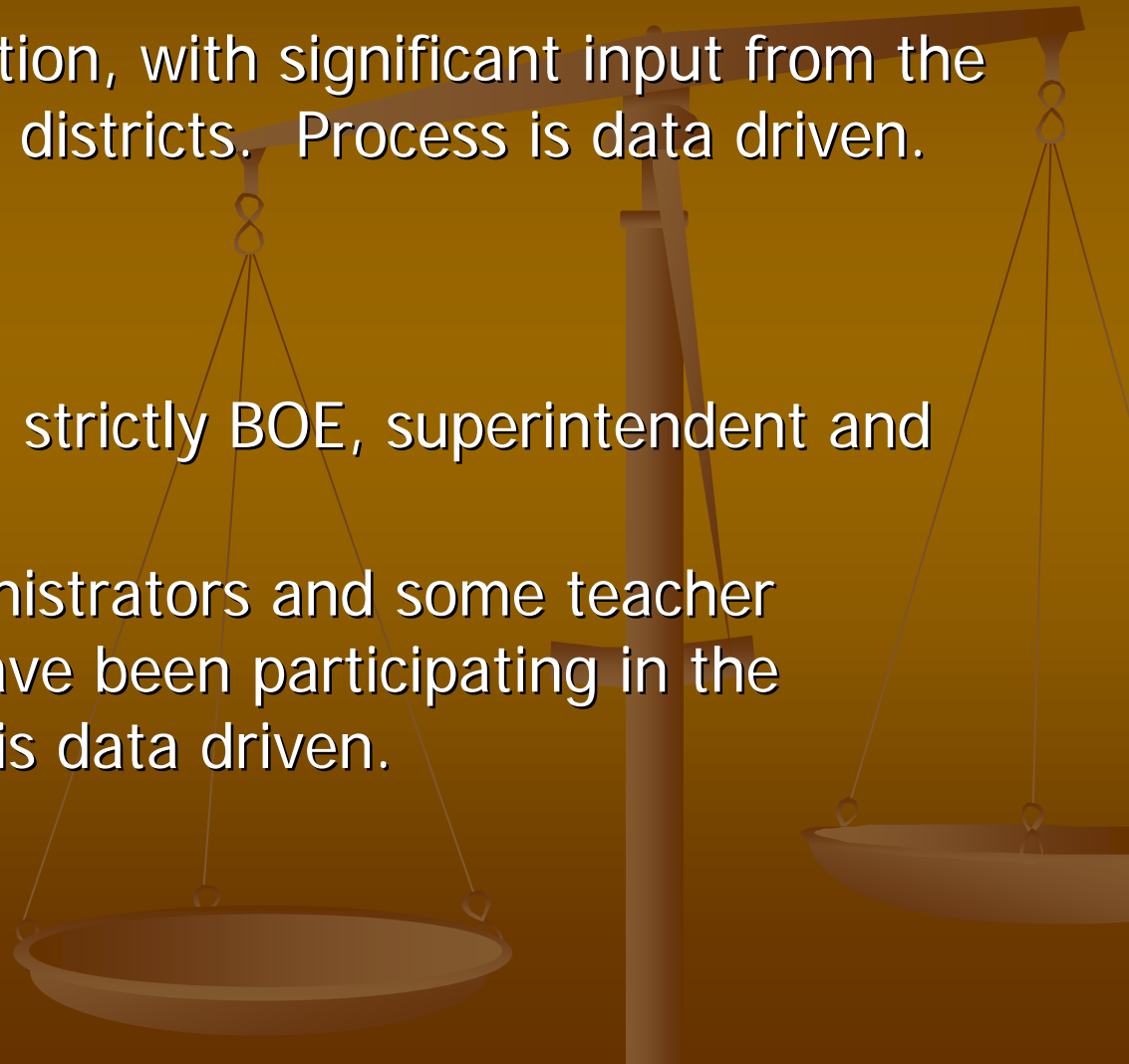
Who participates in inquiring into the school design or model's success?

- BOCES:

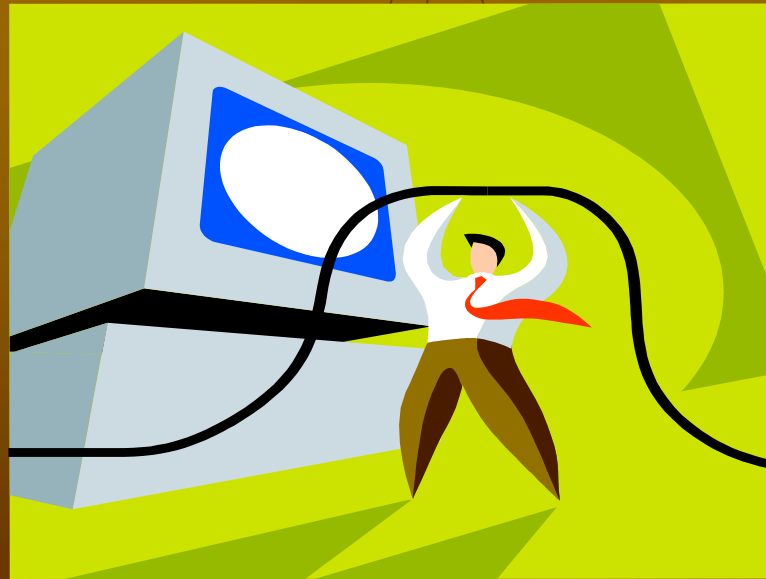
- BOCES administration, with significant input from the component school districts. Process is data driven.

- School District A:

- Again, in the past, strictly BOE, superintendent and central office.
- Recently, all administrators and some teacher representatives have been participating in the process. Process is data driven.



Q – How is authority distributed among the participants ? How are decisions made? Who has veto power?



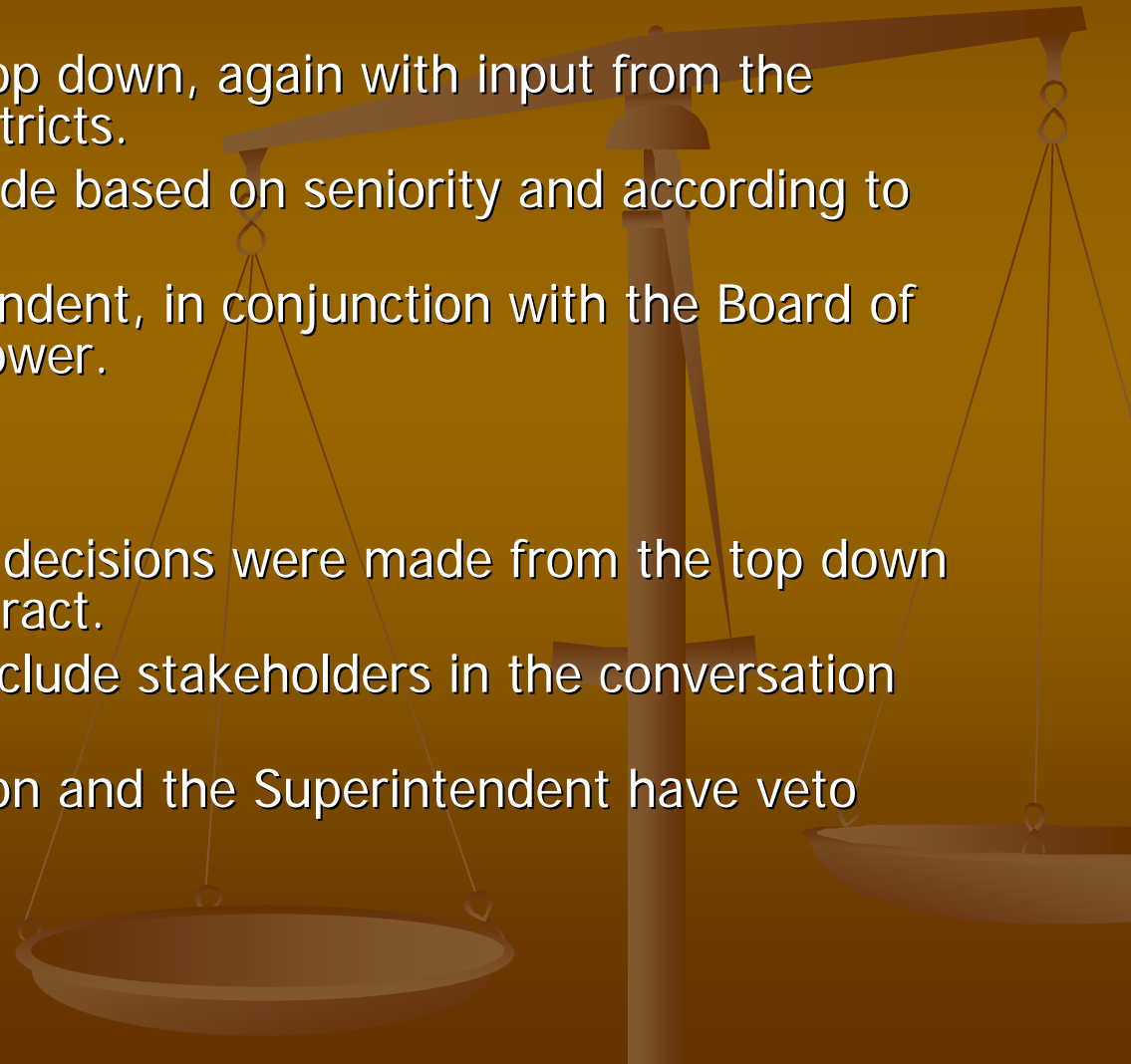
How is authority distributed among the participants ? How are decisions made? Who has veto power?

■ BOCES:

- Decisions are made top down, again with input from the component school districts.
- Decisions are also made based on seniority and according to contract.
- The BOCES Superintendent, in conjunction with the Board of Directors, has veto power.

■ School District A:

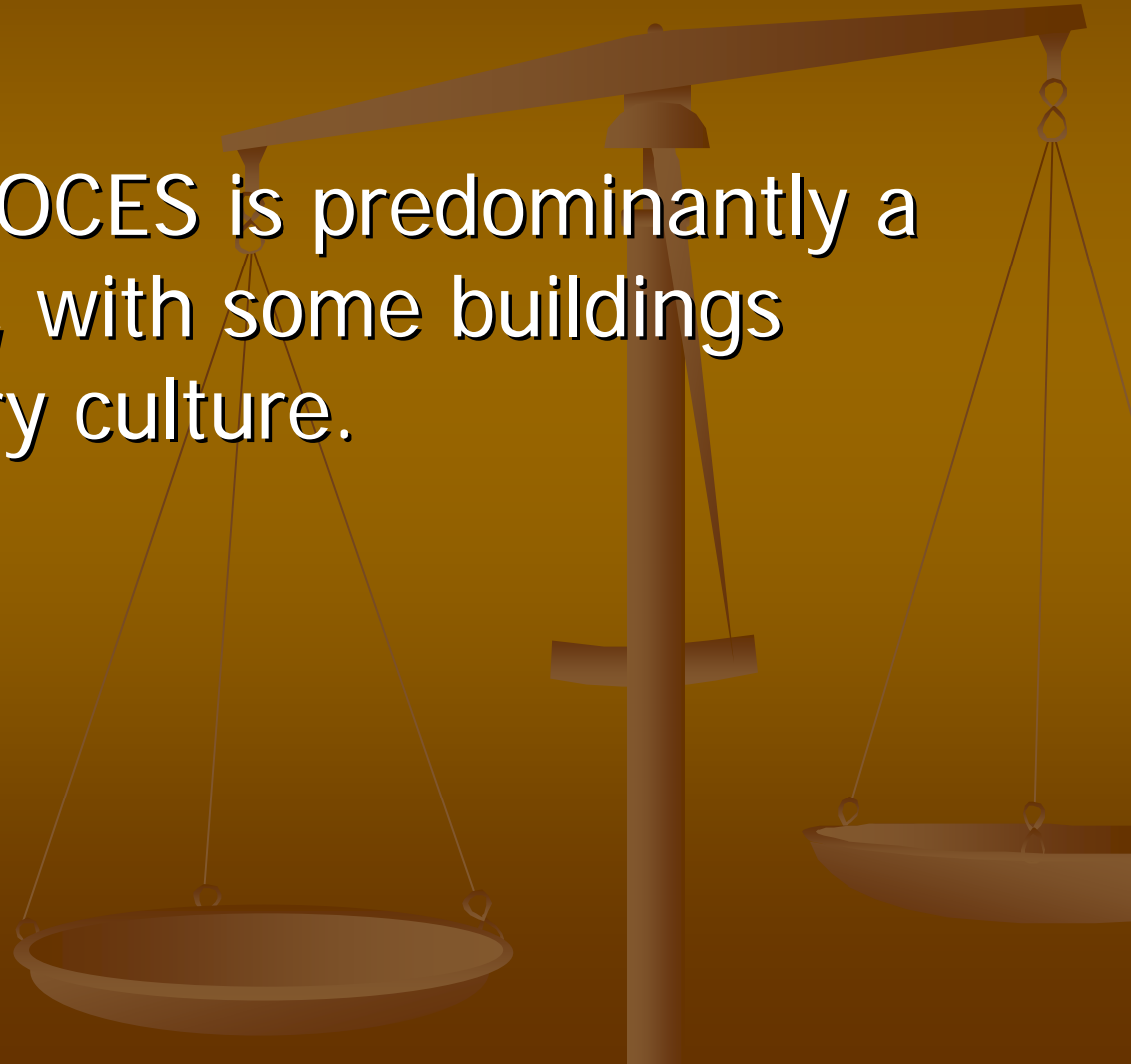
- Again, historically, all decisions were made from the top down and according to contract.
- Recent attempts to include stakeholders in the conversation have been made.
- The Board of Education and the Superintendent have veto power.



Analysis of BOCES

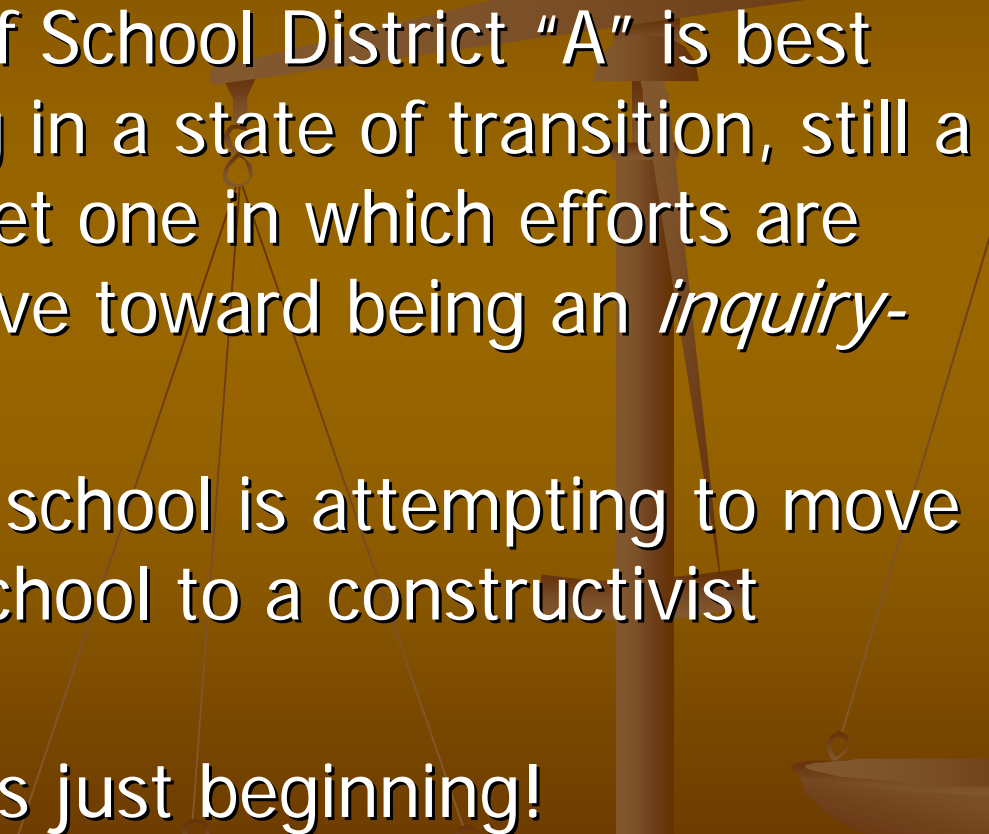
Current School Situation

- The culture of BOCES is predominantly a technical school, with some buildings having an illusory culture.



Analysis of School District A

Current School Situation

- The Governance of School District "A" is best described as being in a state of transition, still a *collection* school yet one in which efforts are being made to move toward being an *inquiry-oriented* school.
 - The culture of the school is attempting to move from a technical school to a constructivist school.
 - The conversation is just beginning!
- 

Best Future

- The best future for both BOCES and School District A would be that they both become truly inquiry-oriented schools. In terms of governance, this would mean that all of the stakeholders would collaborate in identifying problems, expressing preferences, generating hypothesis about action and making decisions. Authority should be distributed throughout the schools.

What is to be done and how?

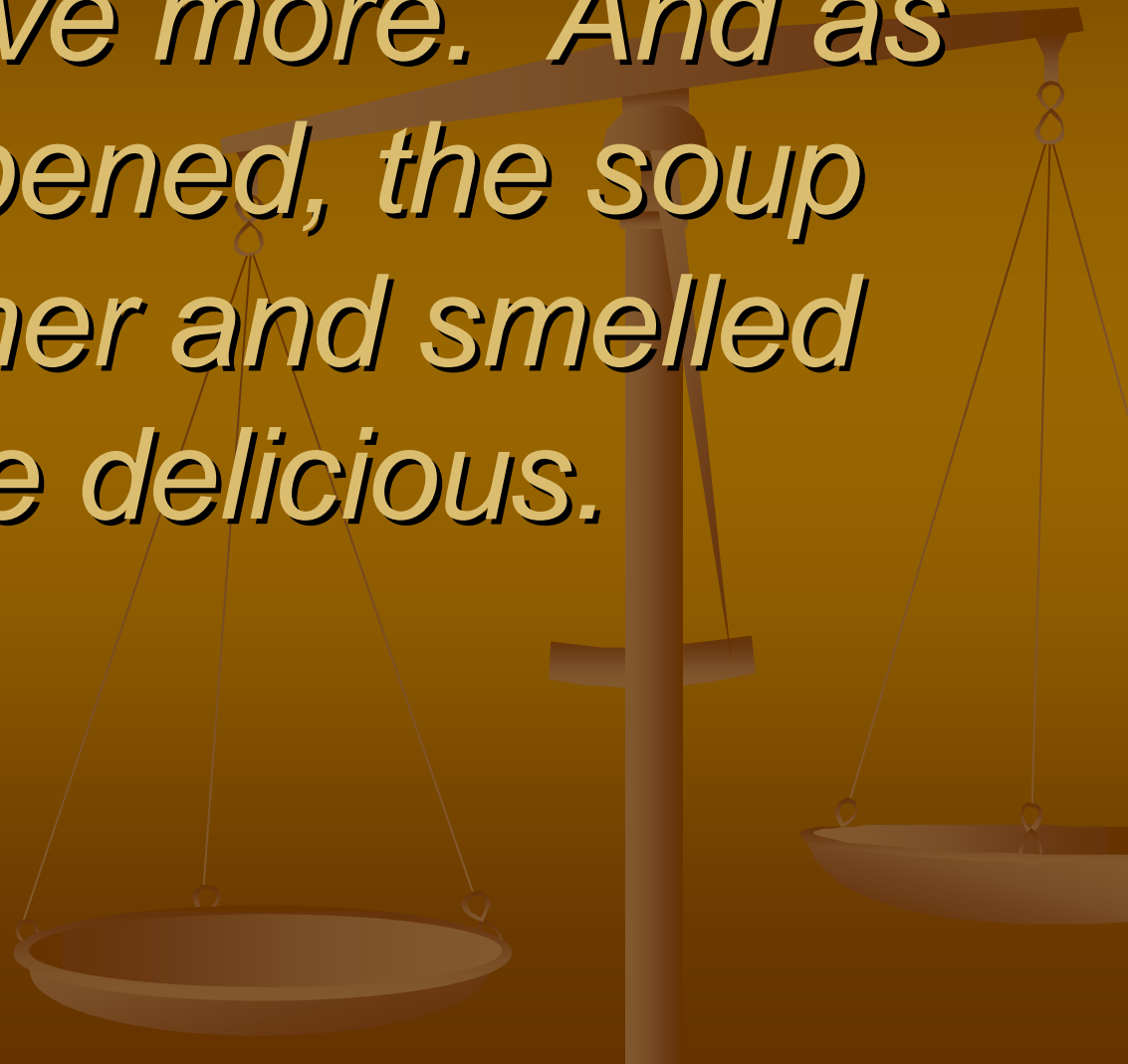


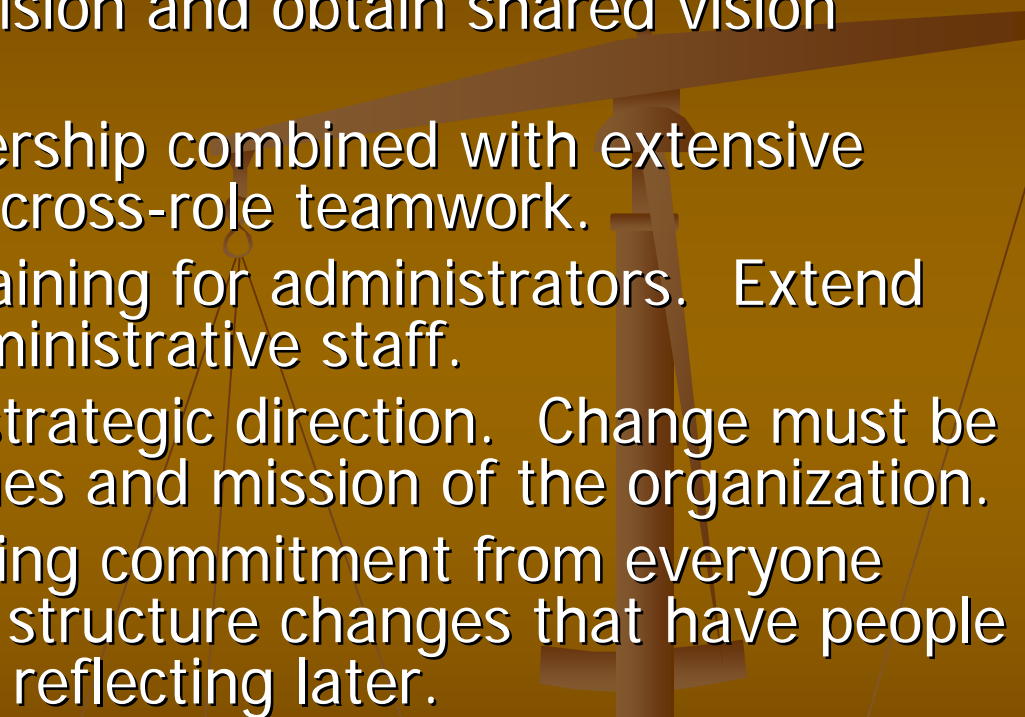
Design Features of Effective School Governance

- Empower teachers and administrators.
- Give teachers greater influence in the classroom.
- Establish building governance committees and accord people meaningful roles in decision making.
- Diffuse leadership throughout the school community and engage participation.
- Designate leaders for the teaching process.
- Re-engage families.
- Offer parents meaningful roles in school governance.
- Connect schools with communities.
- Seek to provide resources for teachers and students.

Frank Smith
Advocacy Design Center Model

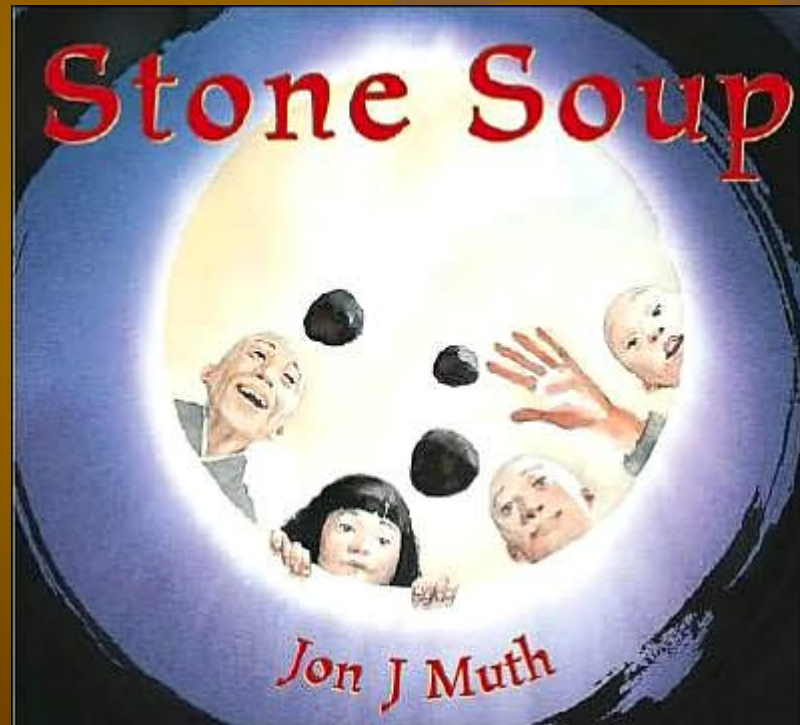
*As each person opened
their hearts to give, the next
person gave more. And as
this happened, the soup
grew richer and smelled
more delicious.*



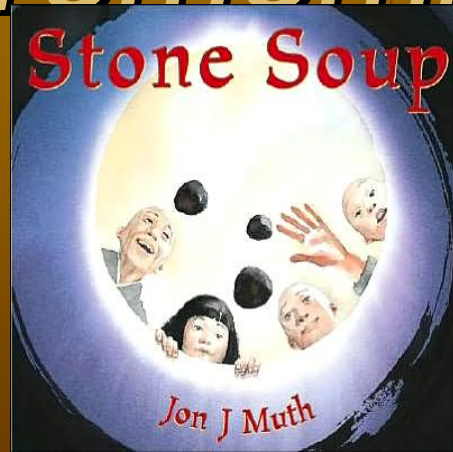
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- Leaders articulate a vision and obtain shared vision ownership.
 - Establish strong leadership combined with extensive participation through cross-role teamwork.
 - Redefine roles and training for administrators. Extend leadership to non-administrative staff.
 - Need systemic-wide strategic direction. Change must be connected to the values and mission of the organization.
 - Don't focus on obtaining commitment from everyone before action begins; structure changes that have people actually doing things, reflecting later.

Williams (1993)

- *One by one, the people came out to see just what this stone soup was.*



Everyone sat down to eat. They had not been together like this for as long as anyone could remember.



References:

- Muth, Jon J. (2003), *Stone Soup*, Scholastic Press
- Smith, Frank, *Advocacy Design Study Guide*.
- Williams, Ray (1993), *Strategies to Transform School Systems: The Leadership Edge*, 1992. EducSer, Inc.

