

Administration and Board Pulse Check Survey

You can have a strong school board and effective administration, but unless they are working closely together, you will struggle to get better. Collaboration between these two groups is essential to ensure educational policies are well-informed, resources are effectively utilized, and the needs of students and the community are met.

- *Do you have a process to establish shared goals between your board and leadership team?*
- *Are the roles and responsibilities between your board and leadership team clearly defined?*
- *Is there consensus on which of your schools' practices are strong, and where resources and focus are needed?*

This survey, designed for board members and school administrators, is organized around:

- ✓ Establishing Shared Vision
- ✓ Climate & Support
- ✓ Working Relationships
- ✓ Data & Decision-making
- ✓ Community Connections

THE RESEARCH

School leaders have **an essential role in creating conditions in which learning occurs**, but schools and classrooms can mediate their effects.

- **Staff-Related Conditions:** Trust between school leaders and classroom teachers is critical if the district's mission, vision, and goals are to succeed. Leaders must be able to rely on successful staff. Effective school leaders also need to **allow teachers to become leaders in decision-making processes**. This builds morale and, in turn, leads to higher achievement.
- **Instruction-Related Conditions:** Effective school leadership should encompass, but move well beyond, manager roles that focus solely on budgets, discipline, and personnel. **Leaders must make student achievement the "ultimate indicator of success"** and continuously engage in instructional practices and achievement. **Effective school leaders encourage evidence-based decision-making in all aspects of their work, especially instruction.**
- **Climate & Culture-Related Conditions:** Effective school leaders exhibit "mindfulness," behavior that is based on questioning one's prior beliefs and developing mental frameworks that reflect reasoning, evidence, and discipline. Mindfulness displays to the leaders' staff that it is vital to **be open to new information, consider different perspectives, view problems as chances to improve, and not play "blame games."**

The research is clear, but it is worth repeating: **school leaders affect student achievement** levels.

Our staff have the data they need to make decisions.

