Comparing Balanced Governance Standards to CPE Standards	
Balanced Governance Standards (Alsbury, 2015)	**Eight Habits of Highly Effective Boards (Center for Public Education, 2010)**
Vision-Directed Planning. Boards engage communities and staff in the development of a shared vision of student achievement focused on student learning. The vision is the foundation of the mission and goals that direct board policy-making, planning, resource allocation and activities.	1. **High Expectations:** The Board commits to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
Community Engagement. All members of the community are stakeholders in the success of their schools. Community engagement is a reciprocal advocacy process that creates and sustains meaningful conversations, systems connections, and feedback loops with all groups in the community. Successful community engagement results in collaborative partnerships and new types and levels of community participation in schools.	4. **Collaborative Relationships.** The Board has a collaborative relationship with staff and the community and establishes a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals
Effective Leadership. Board leadership is proactive, integrated, and distributed. Boards establish focus, direction, and expectations that foster student achievement. Across education systems, boards develop and implement collaborative leadership models and practices that are guided by shared student achievement goals. Within organizations, boards align authority and responsibility so that decisions can be made at levels close to implementation.	7. **Visionary Teamwork.** The board leads as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust
Accountability. Boards have high expectations for the achievement of all students and hold themselves and their organizations accountable for reaching those results. Boards align policy, resource allocation, staffing, curriculum, professional development, and other activities with the vision and goals for student achievement. The accountability process includes recognition of successes and support where improvement is needed.	3. **Accountability Driven.** The Board is accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement 6. **Resource Alignment.** The board aligns and sustains resources to meet district goals
Using Data for Continuous Improvement. Continuous improvement is the antithesis of complacency. Boards use data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they seek even better ways to do things the organization is already doing well.	5. **Use of Data.** The board is data savvy; members embrace and monitor data, even when the information is negative, and use it to drive continuous improvement

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Cultural Responsiveness. The cultural diversity of a community has many facets – social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, and gender. Boards develop an understanding of this diversity and hold perspectives that reflect the cultures in their community. Effective community engagement and accountability strategies build on the strengths of a community's cultural diversity.	
Climate. Boards create a climate of expectations that all students can learn at high levels. Board policy-making and activities foster a positive and safe learning climate that supports the vision for student achievement. The board models professional relationships and a culture of mutual respect.	2. **Strong Beliefs & Values.** The Board has 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
Learning Organizations. A learning organization is a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. Boards encourage professional development that empowers staff and nurtures leadership capabilities across the organization.	8. **Team Development.** The board takes part in team development and training, sometimes with the superintendent to build shared knowledge, values and commitments for their improvement efforts
Systems Thinking. Systems thinking allows boards to break out of the box of single district thinking and act on an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). Boards that practice systems thinking open the door for collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student achievement.	
Innovation and Creativity. Innovation and creativity are assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. Innovation and creativity are not predictable, but can flourish when boards align vision throughout the organization, engage in collaborative partnerships, and encourage dialogue, new ideas, and differing perspectives.	