

## Individual Board Member Characteristics Evaluation Tool

For each of the 10 individual board member characteristics linked to stabilizing board performance, indicate whether the board member(s) is(are) in the category of Growth Required, Developing, Proficient, or Distinguished.

Board Member Characteristic	Brief Description	Stabilizing Characteristic	Practical Description	Proficiency Level
1.Role Boundaries	Understands the difference between the role of <b><i>informed oversight</i></b> and <b><i>over-reach</i></b> .	<b><i>Informed Oversight</i></b> with knowledgeable critique and advocacy.	If confronted by a parent in the store, the board member can explain school needs, applied interventions, and current success data. Avoids generalities or playing the role of cheerleader or critic.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
2.Role Orientation	An <b><i>open dialogue</i></b> orientation focuses on general interests and welcomes various viewpoints, but expects unanimous support of final board decisions. An <b><i>open debate</i></b> orientation focuses on activism and special interests, values individual viewpoints over collective consensus, and doesn't expect support of final board decisions.	<b><i>Open Dialogue</i></b> With the ability to shift to more open debate in times of community change and dissatisfaction	The board member seeks out input from multiple and varied stakeholders and seeks open dialogue. However, when conflict arises, the board member has the wisdom to maintain order by discouraging contentious communication tactics.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
3.Advocacy Focus	A <b><i>position</i></b> is often polarizing and identifies "friends" versus "enemies". An <b><i>interest</i></b> is discovered through conversation to get to shared solutions that can be applied to many students and achieved through various means.	<b><i>Interest Focus</i></b>	The board member seeks to understand the multiple and varied positions of district constituents but seeks a solution that can address the common interest. For example, a board member can support a position of improving achievement for underperforming students without focusing exclusively on only one cause of low achievement (i.e. cultural insensitivity).	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

4. Student Concern Focus	Supports a <b>broad</b> focus on student concerns. A stated responsibility to insure all students are afforded opportunities to succeed. Avoids a <b>targeted</b> focus on providing opportunities for single groups of students.	<b>Broad focus of opportunity for all students</b>	The board member avoids focusing only on a narrow agenda of student issues and needs. Board member avoids focusing only on particular student demographic groups and issues.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
5. Solution Focus	The understanding that the local school district, and each school has <b>unique and shifting needs</b> ; often requiring <b>innovative solutions</b> .	Recognizes <b>Individual Needs</b> Supports <b>Creative, Innovative Solutions</b>	The board member avoids adopting standardized, one-size-fits-all programs and focuses on identifying unique district needs. The board member avoids promoting standardized solutions and prefers to design a solution to fit the unique need of each district as supported by data evidence.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
6. Exercise of Influence	The board member understands they possess <b>no individual authority</b> . Power rests in the board as a group only.	<b>School board entity influence</b>	The board member avoids communicating directives or interests to individual school district employees. Visits to schools are unobtrusive, informational, and as part of established activities (sports, open house, school events).	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
7. Use of Voice	Does the board member use their voice to <b>tell and sell</b> their position or do they seek to <b>hear and understand</b> interests, and come to resolution and reconciliation.	Uses voice to <b>Hear &amp; Understand</b>	The board member avoids over-talking to promote their own interest. They do not see communication as a competition. They promote civil dialogue with a goal to listen and discover a resolution that serves all interests.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
8. Use of Power	<b>Power Over</b> is using your position to get your own way through threat or reward. <b>Power With</b> is using your position to ensure all voices are heard and collaborative solutions are guaranteed.	<b>Power With</b>	The board member uses their power to ensure that all needs are heard and that solutions meet multiple interests. They would not attempt to push only their own solutions or highlight only their own needs and interests.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

9. Decision-making Style	Decision-making can be done <b><i>individually</i></b> or can be done <b><i>collaboratively</i></b> with and through others.	<b><i>Collaborative</i></b>	The board member seeks to evaluate data to confirm issues and needs, then ensure that proposed solutions and measures fit the stated needs and goals.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
10. Motivation for Service	Board members can serve for <b><i>personal</i></b> or for <b><i>altruistic</i></b> reasons.	<b><i>Altruistic Service</i></b>	Board members do not run for reasons of personal ego or prestige, a need for involvement, to correct a personal concern, to replace particular school employees, or as a step to future office. Board members run to serve the community, to fulfill a democratic responsibility, and to serve all students and all needs.	<input type="checkbox"/> Growth Required <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished