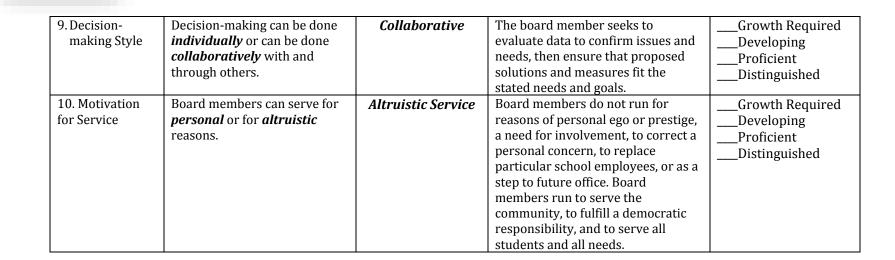
For each of the 10 individual board member characteristics linked to stabilizing board performance, indicate whether the board member(s) is(are) in the category of Growth Required, Developing, Proficient, or Distinguished.

Board Member Characteristic	Brief Description	Stabilizing Characteristic	Practical Description	Proficiency Level
1.Role Boundaries	Understands the difference between the role of <b>informed</b> <b>oversight</b> and <b>over-reach</b> .	Informed Oversight 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.	Growth Required Developing Proficient Distinguished
2.Role Orientation	An <b>open dialogue</b> orientation focuses on general interests and welcomes various viewpoints, but expects unanimous support of final board decisions. An <b>open debate</b> orientation focuses on activism and special interests, values individual viewpoints over collective consensus, and doesn't expect support of final board decisions.	<b>Open Dialogue</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.	Growth Required Developing Proficient Distinguished
3.Advocacy Focus	A <b>position</b> is often polarizing and identifies "friends" versus "enemies". An <b>interest</b> is discovered through conversation to get to shared solutions that can be applied to many students and achieved through various means.	Interest Focus	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).	Growth Required Developing Proficient Distinguished

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

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