

Evidence-based standards of performance

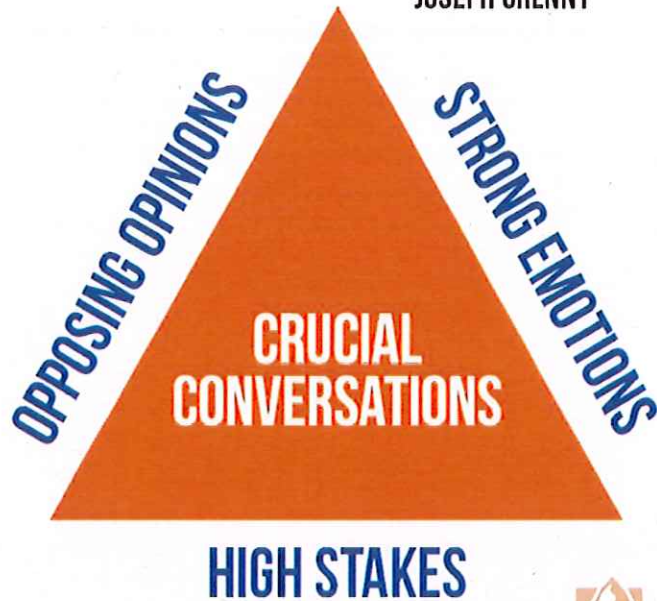
Standard	Description
Using data for continuous improvement	Use meaningful, quality data from multiple sources to set priorities and monitor improvement and progress.
Cultural responsiveness	Recognize cultural diversity in many facets: race, gender, geographic, sexual orientation, gender identification, socioeconomic, students with special needs. Reduce and eliminate barriers to access for all students. Apply diverse perspectives to policy and program approvals.
Culture and climate	Create a climate of expectations that all students can learn. Support policies and procedures that foster a positive and safe learning environment. Model professional and respectful relationships.
Learning organization	Ensure the district functions as a self-renewing professional community that supports reflection, discovery, improvement, and success at all levels. Encourage professional development and nurture leadership capabilities across the organization.

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Systems thinking	Practice an integrated view of education within and across systems and levels. Seek out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student experience.
Innovation and creativity	Encourage innovation and creativity as assets to development of positive change leading to new types of thinking.
Board member conduct, ethics, and relationship with the superintendent	Have a clear, mutual understanding of the respective roles and responsibilities of the board and superintendent.
Budgeting and financial accountability	Align the strategic goals of the district to budget priorities and ensure the district is fiscally sound. Allocate resources based on student needs, district policy, and strategic initiatives and priorities.

CRUCIAL CONVERSATIONS

JOSEPH GRENNY



Start with the heart



What do I really want for myself?



What do I really want for others?



What do I really want for the relationship?



How would I behave if I really wanted these results?



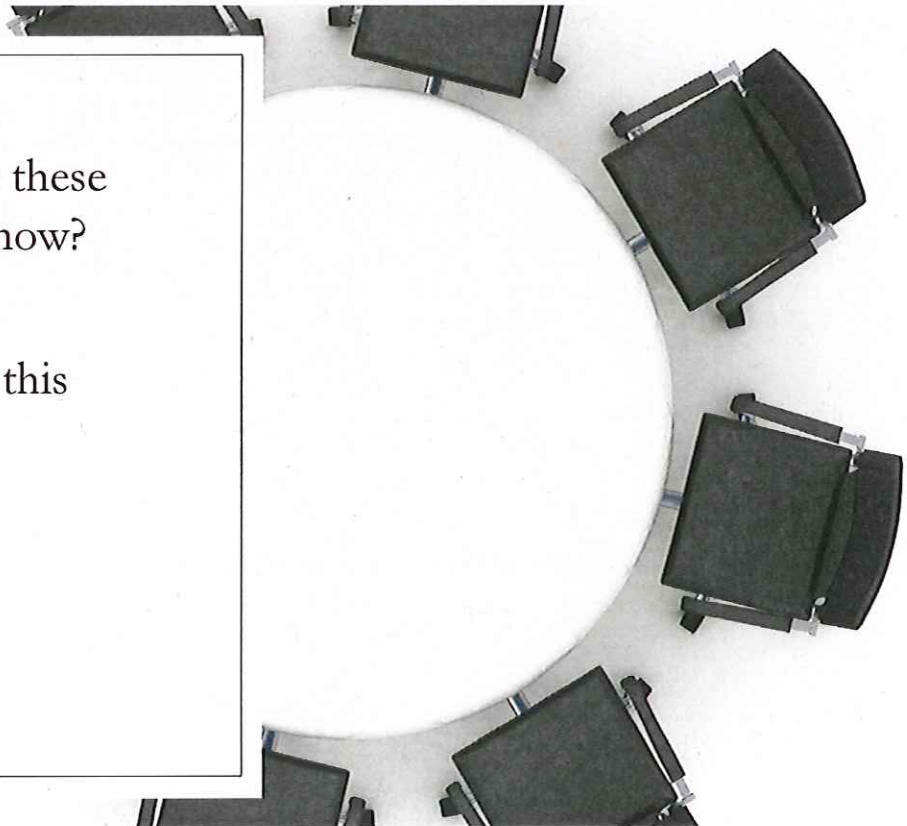
The fool's choice = getting results OR saving the relationship

Make it safe

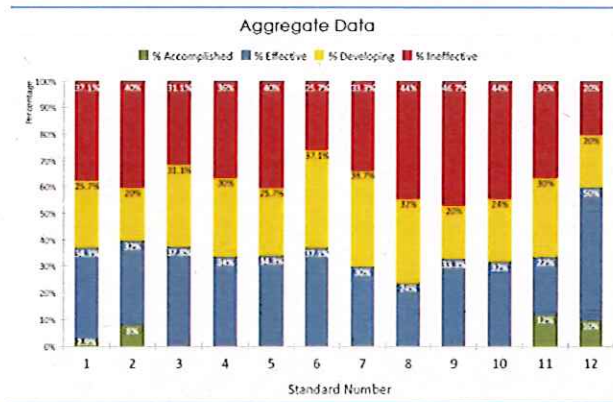
- Start with mutual purpose (start with the heart questions)
- Move to mutual respect and ask: will others believe I respect them?
- Contrast to fix misunderstanding:
 - I DON'T feel this way, but I DO feel that way
 - This is not apologizing but provides context and proportion
- Apologize when appropriate

How do you have these discussions right now?

How can you use this method?



Balanced Governance: Aggregate Data



Balanced Governance Standards

- 1: Vision-Directed Planning
- 2: Community Engagement
- 3: Effective Leaders
- 4: Accountability
- 5: Using Data for Continuous Improvement and Accountability
- 6: Cultural Responsiveness
- 7: Culture and Climate
- 8: Learning Organization
- 9: Systems Thinking
- 10: Innovation and Creativity
- 11: Board Member Conduct, Ethics and Relationship with Superintendent
- 12: Budgeting and Financial Accountability

Areas of improvement from BSAS

- Trust and respect on the board
- Reflection on the board relationship
- Fostering an environment of cooperation, growth, and support throughout the entire organization
- Creating an environment of trust, respect, and teaming with the superintendent
- Setting performance goals