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Please enjoy this complimentary excerpt from *The Taking Action Guide for The Governance Core* by Davis Campbell, Michael Fullan, Babs Kavanaugh, and Eleanor Adam.

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# Governance Mindset Progression

Use evidence to justify placement on the progression.

1. Review individually the progression and highlight the descriptors that best capture the current level for mindset.
2. Share and compare ratings across the team. Discuss the rationale for individual ratings and reach consensus on one rating for each dimension. Highlight that rating to create a visual profile.
3. Review the profile to determine the patterns and areas of greatest strength and areas of greatest need.
4. Use this data along with ideas generated in your action steps to add to The Governance Core Planning Guide.

COMPONENTS	EMERGING	ACCELERATING	MASTERING
System Thinking	<ul style="list-style-type: none"> <li>• Recognition that governance requires a broad systemic view of the district but not yet incorporated into the work of the board.</li> <li>• The complexity and interrelationships of all components of the district are recognized but not always considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Board responsibilities focus on achieving the defined strategic outcomes.</li> <li>• Resources are allocated to accomplish strategic goals.</li> <li>• Decisions are driven frequently by a shared moral imperative.</li> </ul>	<ul style="list-style-type: none"> <li>• Always stay grounded as a system thinker with a strategic focus.</li> <li>• Issues and challenges are framed from a system perspective.</li> <li>• The moral imperative is demonstrated consistently through the strategic goals.</li> </ul>
Strategic Focus	<ul style="list-style-type: none"> <li>• The link between strategic decisions and strategic information is not yet evident.</li> <li>• A shift is developing to recognize governance is more than coming to meetings and voting.</li> <li>• A link between fiscal decisions and the resources of the staff to accomplish the strategic goals is developing.</li> </ul>	<ul style="list-style-type: none"> <li>• Governing from a strategic context rather than an administrative context is usual.</li> <li>• Strategic oversight and support are evident.</li> <li>• Board agendas are often focused on children's issues.</li> </ul>	<ul style="list-style-type: none"> <li>• A firm commitment to the moral imperative and strategic goals.</li> <li>• There is a sense of urgency and understanding of strategic time management.</li> <li>• Consistent focus on learning and achievement for all students.</li> <li>• Priorities guide all budget decisions.</li> <li>• Fiscal tracking systems maintain the district focus on the strategic agenda.</li> </ul>

*(Continued)*

# Governance Mindset Progression (Continued)

COMPONENTS	EMERGING	ACCELERATING	MASTERING
Deep Learning	<ul style="list-style-type: none"> <li>• Deep learning is a new concept not yet embraced.</li> <li>• There is an awareness that decision-making must be based on quality information, evidence, and data.</li> <li>• Trustees come to some board meetings prepared.</li> <li>• The importance of setting aside time to study district priorities is understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Data to inform and support continuous improvement, especially student achievement, is used frequently but not consistently.</li> <li>• Robust processes such as collaborative inquiry are in place to deepen understanding of societal conditions and district priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to structured time for deep learning and understanding the issues surrounding the moral imperative.</li> <li>• Trustees are well prepared and open to learning.</li> <li>• There is deep knowledge about the three to five strategic goals of the district.</li> <li>• Commitment to deep learning and understanding the issues of a moral imperative are present during decision-making.</li> </ul>
Manner	<ul style="list-style-type: none"> <li>• Agreement is developing on shared attitudes and beliefs related to the action and manner of governing.</li> <li>• Self-awareness of manner and appropriate style of communication exists.</li> <li>• Efforts are made to not take differences personally, focusing on content, not behavior or style.</li> <li>• The importance of building trust is understood.</li> </ul>	<ul style="list-style-type: none"> <li>• The implications of manner, demeanor, and positive communication are understood.</li> <li>• Purposeful learning is generally supported through managing manner and positive communication.</li> <li>• Differences are often addressed fairly.</li> <li>• Processes support early intervention on problems that may disrupt the ability of the board to govern.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional exchange of ideas is the norm.</li> <li>• There is a climate of trust and mutual respect through positive communication.</li> </ul>

COMPONENTS	EMERGING	ACCELERATING	MASTERING
Governance Mindset	<ul style="list-style-type: none"> <li>The importance of effective governance practices is recognized.</li> <li>Acceptance of the responsibility to create and support a positive organizational culture.</li> <li>Emerging understanding that a positive governance infrastructure requires discussion and agreement on governance norms and protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Effective core governance exists in collaborative partnership.</li> <li>A <i>Governance Handbook</i> outlines the governance principles, norms, and protocols.</li> <li>Motivation exists to pursue learning opportunities to increase skills in governance.</li> <li>The <i>Governance Handbook</i> is referenced, reviewed, and updated as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Governance is a high priority, approached in a thoughtful, analytical, and purposeful manner.</li> <li>A unified, committed, and purposeful governance system exists.</li> <li>The board and superintendent model effective governance practices.</li> </ul>
Governance Cohesion	<ul style="list-style-type: none"> <li>Strategies to ensure a shared and deep understanding of the district's work are in early development.</li> <li>There is a recognition that decisions must be supported by accurate and complete information.</li> <li>A developing understanding of different working/learning styles guides strategies for learning together.</li> <li>New board member orientation is important but limited in scope.</li> </ul>	<ul style="list-style-type: none"> <li>Shared understanding and agreement on maintaining focus on the strategic goals of the district.</li> <li>Quality information about the district's programs is regularly available.</li> <li>Information often demonstrates linkage to the moral imperative and strategic goals.</li> <li>Trustees and superintendents often learn together as system thinkers.</li> <li>A process exists to explore all aspects of governance in the district with new trustees.</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal communication is purposeful and intentional.</li> <li>Superintendent and board president structure meeting agendas around important strategic discussions.</li> <li>Commitment to pursue opportunities to increase skills in governance.</li> <li>Budgets are always presented from a system perspective.</li> <li>New board member orientation is robust and focuses on the importance of developing a governance mindset.</li> </ul>