OREGON SCHOOL BOARDS ASSOCIATION

BOARD SELF-EVALUATION

OREGON BOARD STANDARDS FOR GOVERNANCE

LEADERSHIP TO LIFT OUR PROMISE OF GRADUATION

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INTRODUCTION
SCHOOL BOARD SELF-EVALUATION

WHY EVALUATE?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

SELF-EVALUATION BY THE BOARD:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example.

Oregon School Boards Association's Board Self-Evaluation document is designed to provide both a clear objective system for board evaluation and flexibility. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board. Part 2 focuses on the board's performance in supporting the achievement of district goals.

Part 1 and Part 2 mirror the first two parts of the OSBA superintendent evaluation document and are intended to be used together, the board first undergoing a self-evaluation and then performing the superintendent evaluation. The board evaluation, unlike the superintendent evaluation, does not include a Part 3: 360-degree evaluation. This is because board members are subject to recall and undergo an election every four years. That election serves as a de facto 360-degree evaluation. For boards that would like to survey the community regarding their performance, the questions in Part 1 and Part 2 of the board self-evaluation can be put to administrators, staff and community members and will serve well as a 360-degree evaluation.

BOARD SELF-EVALUATION FORMS

PART 1: PERFORMANCE STANDARDS

Instructions

1. Attached are the forms to be completed by each board member rating each of the eleven performance standards. A separate page is provided for each performance standard. Each board member should rate all eleven of the performance standards.

2. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.

3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.

4. Each board member's forms should be returned to the consultant, board chair or designated board member for compilation. Your board may also have chosen to fill it out online for electronic compilation.

5. The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

STANDARD 1
LEADERSHIP: MISSION, VISION AND GOALS

The board of education periodically reviews the district's vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

Indicators:

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statements in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten and adopted the board and district goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

Board performance for this standard:

0 UNACCEPTABLE
No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT
Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD
At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT
Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

4 OUTSTANDING
All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 2
POLICY AND GOVERNANCE

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

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4 OUTSTANDING
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Comments:

STANDARD 3
COMMUNITY RELATIONS

The board establishes and promotes effective two-way communication with parents, students, staff and community members.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

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Comments:

STANDARD 4
CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

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Comments:

STANDARD 5
ACCOUNTABILITY AND PERFORMANCE MONITORING

The board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.

Indicators:

- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

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Comments:

STANDARD 6
BOARD OPERATIONS: MEETINGS

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

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Comments:

STANDARD 7
BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

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Comments:

STANDARD 8
BOARD OPERATIONS: BOARD-STAFF RELATIONS

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

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STANDARD 9
BOARD OPERATIONS: BOARD-SUPERINTENDENT RELATIONS

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

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Comments:

STANDARD 10
VALUES, ETHICS AND RESPONSIBILITY FOR SELF

The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.

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Comments:

STANDARD 11
BOARD SYSTEMATIC IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team-building retreat focused on assessment and goals.

Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.
- **The board and superintendent meet in a retreat environment to review:**
  - Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.
  - The strengths and improvements needed in the district.
  - Any compelling problem(s) or emerging issue(s).
  - Trends, opportunities and anticipated challenges in the school district.
  - Board leadership and educational philosophy and performance.
  - Board/superintendent operational agreements and evaluation documents.

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Comments:

BOARD SELF-EVALUATION FORMS

PART 2: GOALS

The board of directors has primary responsibility for setting district goals, providing the supports needed to meet the goals and monitoring the progress towards achieving them.

Instructions

1. Attached are forms to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.

2. Each board member should rate the performance level for each goal.

3. The board will meet to discuss the results.

GOAL STATEMENT 1:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

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Comments:

GOAL STATEMENT 2:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

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Comments:

GOAL STATEMENT 3:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

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Comments:

GOAL STATEMENT 4:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

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Comments:

GOAL STATEMENT 5:

THE BOARD'S PERFORMANCE RATING:

(circle one rating only for each goal)

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