

Board Self-evaluation

Oregon Board Standards for Governance

Oregon School Boards Association

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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

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. Each performance standard has performance indicators listed below it. 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.

Part 1. Performance Standards

Standard 1: LEADERSHIP: MISSION, VISION AND GOALS

The board of education annually reviews the districts 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**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD ✓**
- 3 EXCELLENT ✓✓✓**
- 4 OUTSTANDING ✓**

Comments:

- Our board, along with the superintendent does a good job of developing, updating, referring to and reporting on our board and superintendent goals. We have plans in place to monitor performance on our goals throughout the year. The superintendent's evaluation tool has been developed and should be adopted shortly by the board. I am marking us down because last year we did not conduct a superintendent evaluation.
- All indicators have been completed and adjustments have been made when needed. I wonder how well we support and share in the community.

Part 1. Performance Standards

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.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD ✓✓
- 3 EXCELLENT ✓✓✓
- 4 OUTSTANDING ✓

Comments:

- Not sure we provide public comment on policies, we follow the adoption rules concerning readings ~ does the public care to comment? Most of the time our policies concerning Board operations are followed – not 100%.
- An area of improvement a more deliberate public processes
- The board regularly revises and adopts policies to be in compliance with applicable laws, as well as develop goals. A procedure is in place for regular review of the board superintendent working agreement. Occasionally board policies are reviewed when a board member does not follow policy.

Part 1. Performance Standards

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 has collaboration agreements with local and state agencies.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed upon procedures.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD ✓
- 3 EXCELLENT ✓✓
- 4 OUTSTANDING ✓✓

Comments:

- Still in process of developing to an outstanding level.
- The board and superintendent follow the process to forward citizen communication and concerns to the superintendent. The board has collaboration agreements in place and the board works to engage the community through forums, newsletters and this year through a survey process at community events to learn more about what the community thinks we do well so we can do more of it.

Part 1. Performance Standards

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.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT ✓
- 4 OUTSTANDING ✓✓✓✓

Comments:

- Our board has adopted a racial equity policy and a racial equity lens. This policy and lens is put to use by our district Equity Team made up of a broad selection of school and community members representing multiple backgrounds, roles, race and ethnicity. Two of our board members sit on the equity team. Our district HR department also reports on and has a plan to recruit district staff to be representative of the community. Our board recently adopted a student safety resolution highlighting related board policies.
- One of our most outstanding activities.

Part 1. Performance Standards

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 regularly conducts a self-evaluation to monitor its performance.
- 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.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD ✓✓✓
- 3 EXCELLENT ✓
- 4 OUTSTANDING ✓

Comments:

- Last year the board missed doing a self evaluation. The boards priorities/goals/values lead investment in curriculum, student and staff achievement. The board uses consistent data sources, year to year, to track desired outcomes. The board has a communication committee that puts together a newsletter to all district residents two times per year to communicate how district policy decisions, link to student achievement and board goals. These policies, data, outcomes etc. are reported on and discussed at board meeting and are in the minutes.

Part 1. Performance Standards

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.

Board performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT ✓**
- 2 GOOD**
- 3 EXCELLENT ✓✓✓**
- 4 OUTSTANDING ✓**

Comments:

- Our board does an outstanding of developing and posting agendas. The board chair does a good job of running meetings and keeping agenda items moving with a timer. There are two opportunities for the public to comment built into the agenda. Occasionally we dive into sidebars (topics not agreed on by the majority of board members) and occasionally members surprise fellow board members at meetings, we have opportunity to improve in both those areas.
- Mostly this is done and done well.

Part 1. Performance Standards

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.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT ✓
- 2 GOOD ✓✓
- 3 EXCELLENT ✓
- 4 OUTSTANDING ✓

Comments:

- We could do better!
- Board members all receive the same information from the district office on matters of board business. Recently a board member surprised the other members in a public meeting on a topic that was not posted on the agenda. This same board member does not follow email protocol and emailed the entire board, potentially creating a non-posted public meeting/serial meeting, putting our board at risk of violating public meeting laws on a matter that was clearly administrative. This same board member consistently sends lengthy emails to other members discussing board and district business, disrespecting the right of the public to observe discussion of the board and between board members at properly posted board meetings.

Part 1. Performance Standards

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.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD ✓✓
- 3 EXCELLENT ✓✓
- 4 OUTSTANDING ✓

Comments:

- Occasionally board members do not follow the chain of command to communicate any concerns directly to the superintendent. The superintendent has had to remind the board of the chain of command throughout the year. I observe board members being respectful to staff in and around meetings.
- Still a work in process.

Part 1. Performance Standards

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.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD ✓✓
- 3 EXCELLENT ✓✓
- 4 OUTSTANDING ✓

Comments:

- Not all follow the agreement ~ or realize we are not just patrons.
- Our board, most members, most of the time, are outstanding on this standard. We have a board member that repeatedly tries to involve themselves in district operational decisions and doesn't respect the chain of command, to directly communicate with the superintendent. This board member has also avoided difficult decisions when required or requested to take a position in a decision by abstaining from a vote, in a case that would not have been a personal conflict of interest.
- We have had excellent examples of operating agreement procedures through after school clubs and residents.

Part 1. Performance Standards

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 which might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members only exercise their authority as a board of the whole at properly posted meetings.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT ✓
- 2 GOOD ✓✓
- 3 EXCELLENT
- 4 OUTSTANDING ✓✓

Comments:

- I feel like our board does a good job clearly communicating goals, policies and expectations. Occasionally if a board member steps outside of board policy and agreements, the board chair does a good job of reviewing the applicable policy or agreement in a subsequent meeting.

Part 1. Performance Standards

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, responsibilities, and the board's 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.

Board performance for this standard:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT ✓
- 2 GOOD
- 3 EXCELLENT ✓✓
- 4 OUTSTANDING ✓✓

Comments:

- Board members partake in OSBA training as interested. Yearly, in August the board and superintendent meet in a retreat to revisit board goals, district vision, goals values. At that time the board/superintendent working agreement is also revisited and updated. Time for reflection of the year and discussion of the upcoming year is built into the retreat ahead of updating these key documents.

----- Forwarded message -----

From: **Andrea Stevenson** <andrea_stevenson@parkrose.k12.or.us>

Date: Tue, Mar 7, 2017 at 2:52 PM

Subject: Reminder: Board Evaluation - deadline March 7th

Board, attached is the OSBA Board Evaluation the group agreed to complete for the March 13th meeting. The Chair says please complete part 1, standards 1-11 only. Skip "Part 2: Goals" for now.

Board Self Evaluation Forms

Part 2: Goals

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)

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Goal Statement 2:

The board's performance rating:

(circle one rating only for each goal)

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Goal Statement 3:

The board's performance rating:

(circle one rating only for each goal)

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Goal Statement 4:

The board's performance rating:

(circle one rating only for each goal)

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Goal Statement 5:

The board's performance rating:

(circle one rating only for each goal)

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments: