



**BOARD MEETING DATE**  
**October 28, 2013**

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## **BOARD EVALUATION PROCESS**

### **SITUATION/BACKGROUND:**

The Board will vote on the process for the Board Evaluation Process for 2013 – 2014.

### **RECOMMENDATION:**

**(13-336)** It is recommended that the School Board approve the School Board evaluation process for 2013 – 2014.

*The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.*

## Beaverton School District School Board Evaluation Procedure

The School Board is responsible to:

- Set the vision and policies for the Beaverton School District
- Ensure implementation of stated policies and priorities
- Communicate District activity with all stakeholders
- Allocate resources to further District goals

The School Board annually evaluates progress toward improving student achievement. The evaluation process provides the public with transparent information about the Board’s performance and is intended to serve as a constructive guide toward continual improvement.

### Evaluation Overview

The Beaverton School Board has developed a three-part tool for performing the self-evaluation.

Part 1 is based on the Educational Leadership Policy Standards: ISLLC 2008 and is informed by the Performance Standards established jointly by the American Association of School Administrators and the National School Boards Association.

Part 2 evaluates progress towards the goals established by the Board and Superintendent at the beginning of the evaluation cycle. Each year, the Board and Superintendent develop a clear set of goals that serve as the basis for Part 2 of the evaluation process.

Part 3 consists of a 360-degree evaluation of the School Board by members of the community and staff. It is designed to receive feedback leading to continual improvement and an understanding of staff and community perspectives and concerns that might not otherwise surface in Parts 1 or 2.

| <i>Evaluation Timeline</i>                | <i>Action</i>  |
|---|--|
| Summer work session                       | Annually, the Superintendent and School Board establish goals designed to advance the District Strategic Plan.   |
| Summer work session                       | Board members review and adopt the School Board Member Expectations and Operating Agreements and evaluation process, forms and timelines.  |
| Winter work session<br>(February 3, 2014) | Board members review interim progress on goals.  |
| June (by June 30)                         | All Board members (including both incoming and outgoing members) complete Parts 1 and 2 of the School Board Self-Evaluation Forms and return completed forms to the Board Chair. |
| June                                      | The Board arranges to anonymously obtain 360-degree evaluation information from members of the community and District employees.   |
| July                                      | The new Board Chair compiles evaluation information.   |
| Summer work session                       | The Board Chair presents the completed Evaluation to the School Board including recommendations that will inform goal-planning.  |

| <b>Standard 1: Visionary Leadership</b>   | <b><i>Level One</i><br/>Improvement<br/>Needed</b> | <b><i>Level Two</i><br/>Making<br/>Progress<br/>Toward<br/>Meeting Goal</b> | <b><i>Level Three</i><br/>Consistently<br/>Meets<br/>Expectations</b> | <b><i>Level Four</i><br/>Consistently<br/>Exceeds<br/>Expectations</b> |
|---|--|---|---|--|
| <p>The School Board promotes the success of every student by facilitating the development, communication, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Engages stakeholders in developing, communicating, monitoring and evaluating progress against the district strategic plan</li> <li>• Promotes continuous improvement and revises plans as appropriate</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How does the School Board communicate and ensure implementation of the district’s strategic plan?</li> <li>2. What evidence exists of collaborative work with all stakeholders to advance the district’s strategic plan?</li> <li>3. How are students, families, and other community resources encouraged to collaborate and be involved?</li> <li>4. What is the evidence that all stakeholders share the District vision of learning?</li> </ol> |  |   |   |  |

Comments and evidence:

| <b>Standard 2: Instructional Improvement</b>  | <b>Level One Improvement Needed</b> | <b>Level Two Making Progress Toward Meeting Goal</b> | <b>Level Three Consistently Meets Expectations</b> | <b>Level Four Consistently Exceeds Expectations</b> |
|---|-------------------------------------|--|--|---|
| <p>The School Board promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Nurtures and sustains culture of collaboration, trust, and high expectations</li> <li>• Promotes the use of best practices to facilitate student achievement</li> <li>• Establishes a culture of college and career readiness for all students</li> <li>• Ensures effective instructional strategies are used to meet the needs of all learners</li> <li>• Effectively uses student data to improve student outcomes</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. What do the district’s environment and day-to-day interactions among students, staff and families say about what is valued in the district community?</li> <li>2. How does the School Board allocate resources and develop policy to respond to racial, cultural and linguistic diversity and the varying learning and social needs of students?</li> <li>3. How does the School Board use evidence of student success and learning needs in planning for instructional and district improvement?</li> <li>4. What evidence is there that the School Board’s leadership efforts are resulting in the improvement of teaching practice and student learning?</li> </ol> |                                     |  |  |   |

Comments and evidence:

| <b>Standard 3: Effective Management</b>  | <b>Level One Improvement Needed</b> | <b>Level Two Making Progress Toward Meeting Goal</b> | <b>Level Three Consistently Meets Expectations</b> | <b>Level Four Consistently Exceeds Expectations</b> |
|--|-------------------------------------|--|--|---|
| <p>The School Board promotes the success of every student by ensuring the management of District organizations, operations, and resources to provide a safe, efficient, and effective learning environment.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Manages budget to allocate resources to maximize student learning</li> <li>• Manages facilities prudently and ensures student safety</li> <li>• Complies with state and federal requirements and Board operating agreements</li> <li>• Conducts long-range budgetary, technology, and facility planning</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How is the distribution of resources (i.e. time, money, technology, space, materials and expertise) related to improving student outcomes?</li> <li>2. How does the School Board determine that District policies are appropriately implemented?</li> <li>3. What evidence exists that the School Board ensures the best learning experience for all students?</li> <li>4. How is the School Board informed that appropriate safety and security practices are implemented?</li> <li>5. How does the School Board ensure district needs are met in the future?</li> </ol> |                                     |  |  |   |

Comments and evidence:

| <b>Standard 4: Inclusive Practice</b>   | <b><i>Level One</i><br/>Improvement<br/>Needed</b> | <b><i>Level Two</i><br/>Making<br/>Progress<br/>Toward<br/>Meeting Goal</b> | <b><i>Level Three</i><br/>Consistently<br/>Meets<br/>Expectations</b> | <b><i>Level Four</i><br/>Consistently<br/>Exceeds<br/>Expectations</b> |
|---|--|---|---|--|
| <p>The School Board promotes the success of every student by encouraging collaboration between staff and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Promotes understanding, appreciation, and use of community’s diverse cultural, social, and intellectual resources</li> <li>• Builds and sustains positive relationships with staff, families and community partners</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. In what way does the School Board promote an open, welcoming and involved environment for historically underrepresented populations?</li> <li>2. How are students, families, and other community members encouraged to collaborate and promote learner development?</li> <li>3. How does the School Board assure diverse representation on district committees and advisory groups?</li> <li>4. How has the School Board engaged the voice of all stakeholders and what actions resulted from the input?</li> </ol> |  |   |   |  |

Comments and evidence:

| <b>Standard 5: Ethical Leadership</b>  | <b>Level One Improvement Needed</b> | <b>Level Two Making Progress Toward Meeting Goal</b> | <b>Level Three Consistently Meets Expectations</b> | <b>Level Four Consistently Exceeds Expectations</b> |
|--|-------------------------------------|--|--|---|
| <p>The School Board promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Ensures a system of accountability for every student’s success</li> <li>• Exemplifies positive and ethical professional behavior</li> <li>• Models reflective practice and transparency</li> <li>• Promotes social justice and ensures that individual student needs inform all aspects of the district</li> <li>• Encourages multiple points of view to form solutions</li> <li>• Demonstrates resilience</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How does the School Board demonstrate leadership and professionalism when adjusting to changing conditions and unexpected situations?</li> <li>2. How does the School Board demonstrate resilience when faced with criticism or disappointment?</li> <li>3. How does the School Board find common ground in dealing with difficult or divisive issues?</li> <li>4. How does the School Board foster learning and engagement of all students?</li> <li>5. How does the School Board exhibit professionalism based on: confidentiality; legal and ethical rights and responsibilities; and district and state performance requirements?</li> </ol> |                                     |  |  |   |

Comments and evidence:

| <b>Standard 6: Socio-Political Context</b>  | <b><i>Level One</i><br/>Improvement<br/>Needed</b> | <b><i>Level Two</i><br/>Making<br/>Progress<br/>Toward<br/>Meeting Goal</b> | <b><i>Level Three</i><br/>Consistently<br/>Meets<br/>Expectations</b> | <b><i>Level Four</i><br/>Consistently<br/>Exceeds<br/>Expectations</b> |
|---|--|---|---|--|
| <p>The School Board promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles</li> <li>• Collaborates with the Superintendent, peers, and other stakeholders</li> <li>• Acts in a positive and strategic way to influence the social, political and legal decisions that influence student success</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How has the School Board engaged the community in advocating for student learning?</li> <li>2. How has the School Board influenced political, economic, legal, and cultural trends that impact student learning?</li> <li>3. What evidence is there that the School Board works collaboratively with the Superintendent and District staff?</li> </ol> |  |   |   |  |

Comments and evidence:



| <b>Strategic Plan Goals 1-4:</b>  | <b><i>Level One</i><br/>Improvement<br/>Needed</b> | <b><i>Level Two</i><br/>Making<br/>Progress<br/>Toward<br/>Meeting Goal</b> | <b><i>Level Three</i><br/>Consistently<br/>Meets<br/>Expectations</b> | <b><i>Level Four</i><br/>Consistently<br/>Exceeds<br/>Expectations</b> |
|---|--|---|---|--|
| <p>The School Board and Superintendent annually determine their goals and associated metrics for evaluating performance.</p> <p>Performance Indicators:</p> <p>Guiding Questions:</p> |  |   |   |  |

Comments and evidence:

**School Board 360 Evaluation Questions  
2013 – 2014 School Year**

As part of the School Board’s evaluation this year, we are gathering information from a representative group of District stakeholders. Your responses will be anonymous.

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| Please circle your answer with 4 – exemplary; 3 – successful; 2 – emerging; 1 – ineffective; DK – don’t know   |   |   |   |   |    |
| 1. The School Board promotes the success of every student by facilitating the development, communication, and stewardship of a vision of learning that is shared and supported by all stakeholders.                  | 1 | 2 | 3 | 4 | DK |
| 2. The School Board promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.         | 1 | 2 | 3 | 4 | DK |
| 3. The School Board promotes the success of every student by ensuring the management of District organizations, operations, and resources to provide a safe, efficient, and effective learning environment.          | 1 | 2 | 3 | 4 | DK |
| 4. The School Board promotes the success of every student by encouraging collaboration between staff and community members, responding to diverse community interests and needs, and mobilizing community resources. | 1 | 2 | 3 | 4 | DK |
| 5. The School Board promotes the success of every student by acting with integrity, fairness, and in an ethical manner.  | 1 | 2 | 3 | 4 | DK |
| 6. The School Board promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.                                      | 1 | 2 | 3 | 4 | DK |

(Open-ended question) Which areas are major strengths of the School Board? Which area does the Board need to work on developing?