

## Board Self-Appraisal Instrument

The purpose of the board self-appraisal is to give each board member an opportunity to rate the board's performance. The rating should be given for the performance of the whole board as a unit and consideration should not be given to individual members. As the board assesses itself in relation to the Board Operating Procedures/Code of Conduct and the district's goals and objectives, areas of success can be noted as well as those areas in need of improvement.

Listed below are the guidelines that TASB recommends school boards follow in conducting a self-assessment.

- 1) **Clarify the purpose.** Make sure that everyone understands that the process is directed at the performance of the team and not the school district.
- 2) **Focus on the whole board.** Focus on the assessment on the board as a whole, not on individual board members.
- 3) **Involved the superintendent.** Include the superintendent as a partner or as a facilitator.
- 4) **Come with a positive attitude.** Communicate openly and honestly with other board members. Be willing to discuss the issues. Focus on accomplishments and areas in need of improvement.
- 5) **Be flexible and willing to change.** Balance the patience necessary to listen to others with the courage to state your honest opinions.
- 6) **Be patient with yourself and others.** Understand that it takes time to change behaviors and beliefs. Set clear priorities for team action throughout the year.
- 7) **Commit your time and energy.** Even after you complete the self-assessment, it is wise to set aside time specifically for board self-improvement throughout the year.
- 8) **Consider the timing.** A good time to conduct a self-assessment is before the board's annual appraisal of the superintendent. Boards that have set performance goals will be better equipped to help the superintendent set his own performance goals.
- 9) **Utilize the results.** Results will be discussed and evaluated prior to the superintendent's evaluation each year and reviewed in team building sessions.

## Introduction

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Each board member should complete the instrument and the board president will tally the scores. The board should then meet to discuss the results of the evaluation and plan strategies for the future improvement.

Please check the box with the most appropriate rating:

- 1= Excellent
- 2 = Satisfactory
- 3 = Needs Improvement

<b>Roles and Responsibilities</b>	<b>Rating</b>
Board members recognize their role as representatives of the community and caretakers of the students in the district. They place student education above all personal, special group, or individual interests.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Board members rely on the facts, not personal bias or prejudice, and after considering all components of an issue, vote for what is in the best interests of the students, community, and district.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board considers the recommendations from the superintendent in an unbiased and objective manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Board members recognize the board's role as policy maker and do not attempt to directly manage the district.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Operations</b>	<b>Rating</b>
The board allocates budget resources to meet the goals and objectives of the district.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Board members understand they can act only as a body, not as individuals, when convened in a legally conducted meeting with a quorum present.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board is actively involved in state and federal education legislation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board grants authority in executive and administrative functions to the superintendent and evaluates the results.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>Personnel</b>	<b>Rating</b>
The board recognizes that the superintendent is the Chief Executive Officer and educational leader of the district and delegates all management activities to him/her.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board establishes clear performance goals and criteria for the superintendent.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board annually conducts a candid performance review of the superintendent and provides productive criticism of the district's management in a professional manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board objectively considers personnel recommendations brought by the superintendent without regard to personal feelings towards the candidates.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board provides an avenue for employee and parent complaints to be heard and relies on appropriate administrative channels and administrator action for resolution.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Student Needs/Performance</b>	<b>Rating</b>
The board recognizes that providing for student learning is the focal point of the district's mission.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board's decisions are based on the impact those decisions will have on student achievement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board monitors student achievement and mandates the superintendent to allocate resources necessary to promote students' opportunity to learn.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board supports the development of innovative curriculum to enhance student performance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Policy</b>	<b>Rating</b>
The board establishes policy consistent with the district's goals and objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board regularly reviews its policies to ensure they support the district's goals and objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The policies clearly reflect the board's expectations for handling district business.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The policies are readily available for review by any member of the community or by any employee.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board establishes policies for the safety and security of students, staff, equipment, and facilities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>Community</b>	<b>Rating</b>
The board seeks input from the community in establishing the district's goals and objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board communicates its commitment to the education of the students in the district to the community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board welcomes community partnerships to enhance student education.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board encourages community involvement and communication regarding the district's operations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board provides periodic reports to the community on the progress of the district in meeting its goals and objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Planning</b>	<b>Rating</b>
The board, after seeking input from the community, staff, and parents, develops goals and objectives for the district for present and future needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board has clearly communicated the goals and objectives to the community and staff.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board meets the district's goals and objectives as planned.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The board regularly reviews reports on the district's progress towards achievement of the goals and objectives and identifies areas needing improvement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Teamwork</b>	<b>Rating</b>
Board members work with each other in a respectful, honest, and open manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Board members explain their positions on issues clearly so that fellow members can understand.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Board members work to achieve consensus and handle interpersonal conflicts in a professional manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Board members respect the group's decisions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>