

2015 Board Self-Evaluation - 360 Feedback

The Board requested feedback in early June to provide input to their evaluation and goal-setting. All survey responses were anonymous.

Respondents - 23 (could identify multiple roles) - 42% response rate

Administrators - 10

Teachers - 1

Community Members - 5

Other Staff - 2

Parents - 9

Standard 1 - Visionary Leadership (Avg: 2.71)

Ineffective - 0; Emerging - 7; Successful - 13; Exemplary - 1

Standard 2 - Instructional Improvement (Avg: 3.09)

Ineffective - 2; Emerging - 7; Successful - 9; Exemplary - 4

Standard 3 - Effective Management (Avg: 3.04)

Ineffective - 1; Emerging - 3; Successful - 13; Exemplary - 6

Standard 4 - Inclusive Practice (Avg: 2.78)

Ineffective - 2; Emerging - 5; Successful - 12; Exemplary - 4

Standard 5 - Ethical Leadership (Avg: 3.35)

Ineffective - 1; Successful - 12; Exemplary - 10

Standard 6 - Socio-Political Context (3.05)

Ineffective - 1; Emerging - 3; Successful - 10; Exemplary - 6

In which areas does the School Board work successfully?

from District Staff:

Collaboration. Community involvement.

Successful bond campaign, Passing of the equity policy, Passing of the budget, Supporting AVID

I can't imagine doing the huge job you do. Thank you for your hard work. I think that the school board has been successful at helping the BSD in Salem, pass bonds and LOL.

The continued focus on the strategic plan is important work for the board and has helped the organization, internally and externally with both focus and increasing awareness.

The equity policy was an important step for the board and they need to continue to work in this area.

Determining metrics to inform the strategic plan has been significant this last year and very beneficial for ongoing and informed conversations.

Giving so much time, and getting out in the community representing the District - spreading the word on the great things that are happening in Beaverton

The School Board works well together as a team. They are a very cohesive group who has worked hard this year to create efficient processes.

Supporting and promoting the need for sustainable funding to provide quality education.

from Community:

Keeping the will of the students and parents paramount. Having a constructive relationship with the Superintendent and District.

The SB member I know is open to communication with parents and community members and is an active listener of our opinions and wishes.

I have found that the SB members are good listeners to concerns that are shared with them. They are dedicated and care deeply about the schools, and students, and are a strong representation of the community. They need to each be recognized for their exemplary commitment of their time and resources.

Continue to advocate for the role and promote the role as a voice of the community so we can continue to get the high-quality candidates that our students and our community deserve.

The current school board is very responsive to parents and partners in education. The professionalism and approachability of Donna Tyner, in particular, impresses me. Her work in multiple layers of BSD inspires me in my own efforts as a parent and as volunteer. From following her committee work and board meeting engagement (during meetings and after), it's obvious she exudes the value, authenticity and meaning of BSD's WE approach. It's neat to see board members willing to meet in person and provide pathways to good communication and solutions.

The appreciation and support of educators' good work by board members including Mary Vanderweele and Superintendent Jeff Rose are appreciated. Jeff has been a wonderful administrator who's in-tune with board and district needs. It's obvious you all care greatly about the students and staff.

Public board meetings appear to be well-executed, transparent and productive. It's wonderful to see how the process of overseeing over 50 schools happens successfully! Thanks for your time and all you do!

Board members universally convey a strong interest in helping students learn and championing their efforts.

Board members make themselves available to meet with parents at PTO meetings and to attend other district events.

Board meetings run according to a prepared agenda and on schedule.

The board raises issues around state funding of education and advocates for our students.

In which areas does the School Board need to continue developing?

from District Staff:

Reduce knee-jerk reaction to citizen and parent complaints and focus on broad policy matters. Some people just need to be thanked for their views and opinions, but be told the answer is still "no".

Clear lines of responsibility. Clear communications.

Redesigning the board meeting structure to embrace the voices of historically underserved community members, Trusting the professionals in the district around instructional leadership.

Supporting the two new members of the Board.

Pillar of Equity is just that a pillar can't see evidence...we talk about it but the actions (if any) do not translate to buildings,

Oversight of senior leadership is lacking -- you do not (need) to micro-manage but things happen that you should know.

There needs to be continued development and focus on the board's governance role. There are times in which board members operate at a level below their governance role and further board development would be helpful.

When and what voices should be considered. Understanding that administration is guided by policy, not popular vote is essential. Policies need to remain the focus of the board to inform practice.

Connecting with all parts of the community - there are many voices that are not represented at board meetings

Sustainable funding Our District is a leader with talking to both the community and the legislature about the need to provide predictable, sustainable funding. Sadly, the system hasn't changed much but I believe our District is proactive in the area.

from Community:

Upper end schools need to continue to strive for excellence. They should not be brought down to create equity. The district shows a contemptuous attitude toward the upper end schools and devotes little time or resources to students that are high achievers. Personally I have been told several times by administrators that my children/schools are doing well and I should see how the rest of the district operates. I do not feel the district is representing the needs of my students or their schools because they are not "bad enough". This is impacting my overall support of the district and the bond & levy options. I regret voting for and campaigning to support the district in these efforts because we are just not seeing results.

The BSD in general has taken on an ambitious goal for improvement in many areas. The SB just needs to stay the course in working with administrators, teachers and parents to see these goals through.

While I absolutely value a functional relationship between the Board and the Administration, I feel that there needs to be some "tension" for it to be totally successful. The SB needs to hold the administrators accountable more. This was noticeable on the budget process—while the SB asked probing questions on the details of the budget, the answers were often pat, vague and/or ignored, but the SB didn't continue to push for actual, detailed answers. With the significant money being spent on the Bond projects, there absolutely needs to be MORE accountability (NO project should go 2x over the budget—roof on Sunset HS—without some serious examining why with measures put in place to ensure that doesn't happen again and/or specific administrators held accountable). I want the SB to know that as representatives of the community, we WANT you to push back, ask the hard questions over and over until you get the answers, even if that's uncomfortable for the administration. I know that's hard and politically a minefield, but that's what I expect. Be cordial, of course, but don't be afraid to hold the leaders' feet to the fire. That's the role of the SB. Embrace it. We're behind you!

Keep up the personal engagement and connections to both the small and large education/support programs in the district including the charter schools. And share them. There are always good programs that the public should know about, to rally excitement and pride about quality education that ought to have the funds needed and more. There is great potential in fostering inter-school and community collaborations that can and will develop more fulfilled globally fluent students and proud BSD residents.

Oversight of district administration.

Continue to focus on increasing the school hours and days. Oregon shouldn't be lagging. Promote a holistic and strategic approach to implementing programs. Technology is an example of no understood District led approach. IB certification is another.