

## SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

<b>DIMENSION I: CONTEXTUAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	4	<b>3</b>	2	1	0
2. Board effectively discusses the research about events and trends in the larger community that may affect schools.	4	3	<b>2</b>	1	0
3. Board reviews district's mission statement and finds it to be aligned with the vision statement.	4	<b>3</b>	2	1	0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	4	<b>3</b>	2	1	0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	4	3	<b>2</b>	1	0
6. Board communicates its decisions to all affected by them.	4	<b>3</b>	2	1	0
7. Board keeps abreast of policies mandated by state and federal law, Department of Education, attorney general opinions, and the courts.	<b>4</b>	3	2	1	0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	4	<b>3</b>	2	1	0

9. Board is kept informed about student growth through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	4	3	2	1	0
10. Board stays aware of its debt limitations and sets priorities based on total Financial needs of the system and maintaining an adequate financial reserve.	4	3	2	1	0
<b>DIMENSION I SCORE:</b>	29/40			<b>* GRADE:</b>	
	73%			<b>C</b>	
* Use one of your school's grading scales to determine this.					

**DIMENSION II: EDUCATIONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board requests a decision be postponed until further information can be obtained.	4	3	2	<b>1</b>	0
2. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	4	3	<b>2</b>	1	0
3. Board is given and reads the agenda and background materials well in advance of meeting.	4	<b>3</b>	2	1	0
4. Board participates in in-service programs at regional, state, and national levels.	4	<b>3</b>	2	1	0
5. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	4	<b>3</b>	2	1	0
6. Board leadership makes sure that all members have the same information on important issues.	4	<b>3</b>	2	1	0
7. I read through the board's policies, procedures, and employee contracts.	4	<b>3</b>	2	1	0
8. Board has discussions about the effectiveness of its performance.	4	3	<b>2</b>	1	0
<b>DIMENSION II SCORE:</b>	20/32		<b>GRADE:</b>		
	63%		<b>D</b>		

**DIMENSION III: INTERPERSONAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board's split decisions do not result in a split board.	4	<b>3</b>	2	1	0
2. Board members are able to hold confidential items in confidence.	4	<b>3</b>	2	1	0
3. Board member and superintendent confer so that differences of opinion are identified.	4	<b>3</b>	2	1	0
4. Board members are able to be open and honest without fear of being ostracized.	4	3	<b>2</b>	1	0
5. I have discussed with fellow members common interests we share outside the boardroom.	4	3	<b>2</b>	1	0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	4	<b>3</b>	2	1	0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	4	<b>3</b>	2	1	0
8. Board has established annual priorities and/or goals for itself, in alignment with procedures manual.	4	3	2	1	<b>0</b>
9. Board provides biographical information that helps members get to know one another better.	4	3	<b>2</b>	1	0
10. Board handles conflict openly and constructively.	4	3	<b>2</b>	1	0
11. Board Members demonstrate flexibility when dealing with educational issues.	4	3	<b>2</b>	1	0
12. Board Members are encouraged to model respect towards students, parents, community members, staff and each other.	<b>4</b>	3	2	1	0
<b>DIMENSION III SCORE:</b>	29/48		<b>GRADE:</b>		
	60%		<b>D</b>		

<b>DIMENSION IV: ANALYTICAL</b>					
<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	4	3	2	1	0
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	4	3	2	1	0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	4	3	2	1	0
4. Board is attentive to how it reaches conclusions.	4	3	2	1	0
5. The Board is mindful of how its decisions on one issue influences and impacts future decisions.	4	3	2	1	0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	4	3	2	1	0
7. Board seeks outside assistance from consultants or other districts when considering its work.	4	3	2	1	0
8. Board does not present new issues of a complex nature for immediate action.	4	3	2	1	0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	4	3	2	1	0
10. Board handles issues that are ambiguous and complicated by directing to advisory committees and/or Superintendent to conduct in-depth research.	4	3	2	1	0
<b>DIMENSION IV SCORE:</b>	26/40		<b>GRADE:</b>		
	65%		<b>D</b>		

**DIMENSION V: POLITICAL**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board shows an awareness of the impact its decisions will have on the community.	4	3	2	1	0
2. Board encourages the public to attend board meetings.	4	3	2	1	0
3. Board actively cooperates with the news media to spread information about schools programs.	4	3	2	1	0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	4	3	2	1	0
5. Board offers committees referenced in #4 opportunities to report at meetings.	4	3	2	1	0
6. Board and its members maintain channels of communication with key community leaders.	4	3	2	1	0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	4	3	2	1	0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	4	3	2	1	0
9. Board withstands the pressure of special interest groups.	4	3	2	1	0
10. Board is actively involved in state and federal education legislation.	4	3	2	1	0
<b>DIMENSION V SCORE:</b>	30/40		<b>GRADE:</b>		
	75%		<b>C</b>		

**DIMENSION VI: STRATEGIC**

<b>This action occurs:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
1. Board devotes more time in preparing for the future than in putting out fires.	4	<b>3</b>	2	1	0
2. Board sets clear organizational priorities for the year ahead.	4	3	<b>2</b>	1	0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	4	<b>3</b>	2	1	0
4. Board discusses where the school district will be five years from now.	4	<b>3</b>	2	1	0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals, made a determination as to whether they were effective and made necessary modifications.	4	3	<b>2</b>	1	0
6. I have been at board meetings where discussion focused on identifying or overcoming school district opportunities for improvement.	4	<b>3</b>	2	1	0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	4	3	<b>2</b>	1	0
8. Board compares reports on schools' progress with the district's long-term goals.	4	<b>3</b>	2	1	0
9. Board has a procedure in place for conducting superintendent evaluations.	4	3	<b>2</b>	1	0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	4	<b>3</b>	2	1	0
<b>DIMENSION VI SCORE:</b>	26/40		<b>GRADE:</b>  <b>D</b>		
	65%				

**OVERALL GRADE:**

160/240

67%

GRADE: D

COMMENTS:

Governance Team = Board Members + Superintendent

What is this Board's vision? Priorities? Goals?

When and how have we, as a group, communicated that to Superintendent?

How have we provided direction regarding issues of concern and included a timeline for accomplishment?

I am concerned by the lack of TEAM focus.

COMMUNICATION needs improvement and we each must commit to the team in order to improve this. Our public perception is suffering!

GOALS: