

## Evaluation of the Board

Board Self-Evaluation Instrument

**(Items in Bold are current Board goals.)**

<p>Directions: Carefully read each statement below. Then, determine how often your board engages in the activity mentioned in the statement. Indicate your choice by circling</p> <p style="text-align: center;">5 for <b>always</b>, 4 for <b>most of the time</b>, 3 for <b>about half the time</b>, 2 for <b>once in a while</b>, and 1 for <b>rarely or never</b>.</p>					
1. The board demonstrates a sincere and unselfish interest in public education.	5	4	3	2	1
2. The board makes decisions based on what is good for all children in the school district.	5	4	3	2	1
3. The board sets clear priorities among district goals that are consistent with the district's mission and values.	5	4	3	2	1
4. The board ensures that the rules, roles, relationships and responsibilities needed to realize the district's vision are in place.	5	4	3	2	1
<b>5. With broad community involvement, the board establishes a district-wide vision for education.</b>	5	4	3	2	1
6. The board regularly monitors progress toward achieving the district's vision, making adjustments as needed to ensure the vision is realized.	5	4	3	2	1
7. The board regularly monitors budget expenditures.	5	4	3	2	1
<b>8. The board keeps the community informed about the financial needs of the school district and invites public input during the budget process.</b>	5	4	3	2	1
9. The board ensures that the district sets high academic standards and measures achievement relative to those standards.	5	4	3	2	1

10. The board understands the instructional program and its relation to laws and regulations established by the legislature and the State Board of Education.	5	4	3	2	1
11. The board obtains evidence of progress of each school toward district-wide goals and objectives.	5	4	3	2	1
12. The board maintains open and constructive relations with the community at large.	5 5	4 4	3 3	2 2	1 1
13. The board has a comprehensive community relations policy and an authorized spokesperson.	5	4	3	2	1
<b>14. The board seeks the input of parents, community groups, service organizations and local governing bodies on important matters (e.g. budget, district vision).</b>	5	4	3	2	1
15. The board maintains visibility, participating actively in school and community affairs.	5	4	3	2	1
16. The board conducts meetings in a businesslike manner, following accepted parliamentary procedure.	5	4	3	2	1
17. At its board meeting, the board considers both information and action items and allows sufficient time for discussion.	5	4	3	2	1
18. During board meetings, the board insists that its members are polite and treat each other, school personnel and the public with respect.	5	4	3	2	1
19. The board ensures that time spent on each agenda item is appropriate in terms of its importance.	5	4	3	2	1
20. The board provides the superintendent a clear statement of its expectations for his/her performance which is used in his/her evaluation.	5	4	3	2	1
21. The board works with the superintendent to achieve a climate of good faith and good will through team work and clear communication.	5	4	3	2	1
22. The board displays confidence in the superintendent by making decisions concerning the district after considering the superintendent's recommendations.	5	4	3	2	1
23. The board immediately discusses matters likely to alienate either board members or the superintendent.	5	4	3	2	1

24. The board operates according to written policies which it updates as necessary.	5	4	3	2	1
25. The board avoids using its authority outside of official board meetings.	5	4	3	2	1
26. The board concentrates on developing policies and allows the superintendent to administer them.	5	4	3	2	1
27. The board follows its prescribed role as a policy body and does not become involved in making administrative decisions.	5	4	3	2	1

**Personal Board Member Assessment**

**Date:**

<p>Directions: Carefully read each statement below that pertains to you as an individual board member. Then determine how often you engage in the activity mentioned in the statement. Indicate your choice by circling:</p> <p style="text-align: center;">5 for <b>always</b>, 4 for <b>most of the time</b>, 3 for <b>about half the time</b>, 2 for <b>once in a while</b>, and 1 for <b>rarely or never</b>.</p>					
1. I exhibit good character and self-discipline.	5	4	3	2	1
2. I understand that, under law, the school board acts as a board and that individual board members have no authority except when the board meets.	5	4	3	2	1
3. I engage in open, frank discussions with other board members.	5	4	3	2	1
4. I avoid making decisions on the basis of single-issue pressures.	5	4	3	2	1
5. I speak and vote my conscience, but support majority decisions.	5	4	3	2	1
6. I work with special interest groups in a way that is fair both to these groups and to the public at large.	5	4	3	2	1

7. I avoid committing the board to a position with my public comments except when board policy is already clearly established.	5	4	3	2	1
8. I am willing to work through defined channels of authority and responsibility.	5	4	3	2	1
9. When I disagree with other board members on one issue, it does not affect votes on other issues.	5	4	3	2	1
10. I pay attention to the ideas and opinions of other board members.	5	4	3	2	1
11. I am open to feedback from the community.	5	4	3	2	1
12. I use effective and appropriate channels of communication with the superintendent and his/her administrative staff.	5	4	3	2	1
13. I communicate to the public on significant educational issues.	5	4	3	2	1
14. I display good listening skills.	5	4	3	2	1
15. If new issues surface at a board meeting, I give the superintendent sufficient time to study those issues so the board is not forced to make a decision on the spot.	5	4	3	2	1
16. I realize that priorities must be established and used to make sound decisions.	5	4	3	2	1
17. I think independently, gain knowledge and rely on fact rather than hearsay in making decisions.	5	4	3	2	1
18. I am knowledgeable of new and ongoing educational programs in the district's schools.	5	4	3	2	1
19. I have sufficient knowledge and skills to review and suggest revisions to board policy.	5	4	3	2	1
20. I know and follow district and state regulations and policies concerning education.	5	4	3	2	1
21. I come to board meetings prepared.	5	4	3	2	1
22. When appropriate, I work closely with other governmental agencies and bodies.	5	4	3	2	1
23. I devote the time necessary to be an effective board member.	5	4	3	2	1

You may use the space below to share concerns not addressed on the survey.

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**GROUP ASSESSMENT (for Executive Team and Association Reps to complete)**

**Date:**

**Please answer these questions.**

What do you consider to be three strengths of the board as a whole? In other words, what does the board have going for it? (List in priority order, with 1 being the most important.)

- 1.
- 2.
- 3.

What do you consider three weaknesses of the board? What are the things the board as a whole needs to improve. (List in priority order, with 1 being the most important.)

- 1.
- 2.
- 3.

What do you think are the three most important issues the board will face in the next six to eighteen months? (List in priority order, with 1 being the most important.)

- 1.
- 2.
- 3.

Reviewed NK082114  
NK061908  
NK101107  
NK041006  
NK031199