

**Sitka School District Mission:**  
**The Sitka School District will intentionally develop**  
**Haa Latseení**  
**(Our Strength of Mind, Body, and Spirit)**  
**to inspire and prepare students to be compassionate, empowered,**  
**and equipped critical thinkers within a global community.**

## **School Board Meeting**

**Wednesday, August 27, 2025 | 6:00 PM | District Office Board Room, 300 Kostrometinoff Street, Sitka,**  
**AK 99835**

### ***Proposed Agenda***

**1. Self-Evaluation/Assessment Materials**

**Note:** All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

**Note:** Meetings will adjourn by 10:30 p.m. Alaska Standard Time (or Alaska Daylight Standard Time) unless by a majority vote of the board the meeting is extended 30 minutes to 11:00 p.m. Further 30-minute extensions will require each a separate motion that will require a unanimous vote of those members present and constituting a quorum.

**Note:** The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.



# BOARD STANDARDS

A FRAMEWORK FOR ALASKA SCHOOL BOARDS



association of  
**ALASKA**  
school boards

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*To learn more about these standards  
visit our website at [www.aasb.org](http://www.aasb.org)*

Many thanks to the original team who  
developed these Board Standards

# ASSOCIATION OF ALASKA SCHOOL BOARDS **SCHOOL BOARD STANDARDS**

The education community is intimately familiar with standards. Standards for students have been around for many years in the form of grades, report cards and most recently many forms of assessments. Likewise, teachers, administrators and support personnel live by standards in the form of annual evaluations, classroom observations and peer monitoring. In Alaska, school districts have embraced board standards as an appropriate process for ensuring that our public school students achieve the very best academic success possible. Board standards were created through a process that involved a broad based group of people within and without the education community. This group brought together experience from the business world, the political arena, and families as well as from education. Together they determined the standards that should guide a person to become the best governance official possible to oversee school districts in Alaska. In 1998 this group of 25 individuals over a two day period created the framework of Board Standards and later that same year the AASB Board of Directors approved them for distribution to local school boards.

Too often across the nation the media reports on inappropriate behavior and even criminal acts from elected municipal bodies. School boards across the state have embraced these standards and are utilizing them as a model of behavior. By using the standards to influence behavior every board member will become a role model, districts will function as a governance model and students will be well served.



AASB's Board Standards have served as a foundation for development programs and resources available to school board members in Alaska.

Shortly after being adopted by the AASB Board of Directors, the Board Standards Framework (Vision, Structure, Accountability, Advocacy and Conduct and Ethics) was used to develop a three-year syllabus of topics that guided the Board development programming for the Association. This syllabus ensures that members will be provided with information and skill training aligned to the Standards during their first term in office.

A school board self-assessment was created based on Board Standards and performance indicators. The assessment is available on the AASB website ([aasb.org](http://aasb.org)) for use by boards. AASB staff, during a custom workshop, are also available to facilitate the assessment and help a board develop their own plan for improvement.

A sample Board Bylaw identifying Board Standards as a guide for orienting new Board members to the standards, provide on-going board development opportunities to assist all Board members in meeting those standards, and assess board performance to measure the Board's effectiveness was included in the AASB Policy Reference Manual and has been adopted by almost all members.

The Alaska School Board Member Handbook was designed around the Standards Framework and serves as a reference guide for members seeking information about their roles and responsibilities.

# **VISION**

## *The Board Creates A Shared Vision To Enhance Student Achievement*

**1.1** Board develops a dynamic shared vision for education that reflects student needs and community priorities.

### **INDICATORS**

- . Educational stakeholders are invited to participate in the development and revision of the school district’s mission and vision.
- . Stakeholders have regular opportunities to provide input throughout the development of the district’s plan.
- . The board seeks input from Elders and other leaders to incorporate traditional values and ways of knowing into the district mission and vision.

**1.2** Board keeps the district and community focused on educating students

### **INDICATORS**

- . The “IS IT GOOD FOR KIDS” question guides all board deliberations and actions.
- . The board refers to mission and vision when communicating with staff, groups, and organizations.

**1.3** Board demonstrates its strong commitment to vision by using the shared vision to guide decision-making.

### **INDICATORS**

- . The board uses the mission and vision as a guide in planning, decision making, and evaluating district operations.
- . The board communicates its rationale for decisions to the community as a way to reinforce its commitment to the mission and vision.

# STRUCTURE

## *The Board Provides A Structure That Supports The Vision*

**2.1** Board establishes a management system that results in effective decision making processes and enables all to help the district achieve its mission and vision while making the best use of its resources.

### INDICATORS

- . The board develops policies that require and support strong leadership by the superintendent.
- . The board develops policies that enable the staff and the public to participate in board deliberations, school programs, and activities in a meaningful way.
- . The board ensures that financial and human resource decisions directly support the district's mission and vision.

**2.2** Board ensures that long and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.

### INDICATORS

- . The board invites input from individuals, school staff, community and other organizations about improving the school program.
- . The board engages in annual planning and review.
- . The board directs use of appropriate committees for action planning.



**2.3** Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.

**INDICATORS**

- . The board establishes appropriate committees to advise on the establishment and revision of district standards.
- . The board makes instructional resource decisions based on emerging instructional needs and redirects existing resources as appropriate to meet them.

**2.4** Board acts to ensure vision and structure comply with legal requirements

**INDICATORS**

- . The board establishes policy requiring internal and/or external evaluations of district operations.
- . The board reviews the results of all assessments as part of their deliberations.

**2.5** Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.

**INDICATORS**

- . The board invests in staff development tied to the skills students will need in the future.
- . The board supports a cultural orientation program for new school staff and encourages their involvement in the community.
- . The board oversees continual review of curriculum and the development of instructional techniques that enhance student achievement.
- . The board communicates new developments in instruction to the community and provides a rationale for them.

# ACCOUNTABILITY

## *The Board Measures District Performance Toward Accomplishing the Vision And Reports the Results To The Public.*

**3.1** Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.

### INDICATORS

- The board ensures assessments are locally appropriate, accurate, relevant, and use a feasible process.
- Reports on student progress are linked directly to district vision for student achievement.

**3.2** Board evaluates the superintendent and board performance annually and reports the result to the public.

### INDICATORS

- The board establishes policies and procedures for the routine evaluation of the superintendent.
- Written performance expectations for the superintendent and the board are developed and communicated to the community.
- The board solicits public input regarding its performance toward achieving performance expectations.
- The board routinely carries out these evaluations and set goals for improvement.



**3.3** Board ensures long and short-term plans are evaluated and revised with the needs of students in mind.

**INDICATORS**

- The board seeks input on the evaluation of the plans' progress and effectiveness.
- The board ensures a variety of indicators are used for evaluations.
- The board establishes a framework that supports reasoned decision-making.
- The board schedules time annually for appropriate review.

**3.4** Board uses an understandable format to periodically report district performance to the public.

**INDICATORS**

- The board insists that all reports are written and presented in a way that is understandable and useful to the public.
- The board hosts informal opportunities for the public to discuss all district performance issues.



# **ADVOCACY**

## *The Board Champions The Vision*

**4.1** Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

### **INDICATORS**

- . The board establishes policy to ensure individuals and groups are recognized for accomplishments.
- . The board recognizes students and others for accomplishments as part of their regularly scheduled meeting activities.
- . Board members attend and/or participate in recognition ceremonies when appropriate.

**4.2** Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.

### **INDICATORS**

- . The board adopts policies encouraging parental involvement.
- . The board promotes the “asset” framework with school staff, community, and students.

**4.3** Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

### **INDICATORS**

- . The board initiates opportunities to involve educational stakeholders in meaningful activities that meet student needs.
- . The board identifies community resources that can help provide basic academic and enrichment activities that will extend learning opportunities for students.

**4.4** Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

### INDICATORS

- The board provides information to school staff and public about school board service to promote understanding and interest.
- The board actively informs the community regarding the role and purpose of school boards.
- The board invites interested community members to participate in committees.

**4.5** The board is proactive in identifying and addressing issues that affect the education of students.

### INDICATORS

- Board members influence all recommendations brought before them against the “IS IT GOOD FOR KIDS” criteria.
- Board members influence actions of individuals and groups that have the potential to impact the school system, and act in the best interest of the students.
- The board takes a leadership role in representing student educational interests to other organizations, agencies, local and state government.





## **CONDUCT & ETHICS**

*The Board And Its Individual Members Conduct District Business In A Fair, Respectful, And Responsible Manner*

**5.1** Board and its individual members act in a manner that reflects service to the community on behalf of students.

### **INDICATORS**

- . Board members understand the significance of their role as models for students and representatives of the community and act accordingly.
- . Board members support decisions of the majority after honoring each member's individual right to express opposing views and state their convictions.
- . The board makes decisions as a group, only at properly called meetings, and recognizes that individual members have no authority to take individual action.

**5.2** Board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious program of board development.

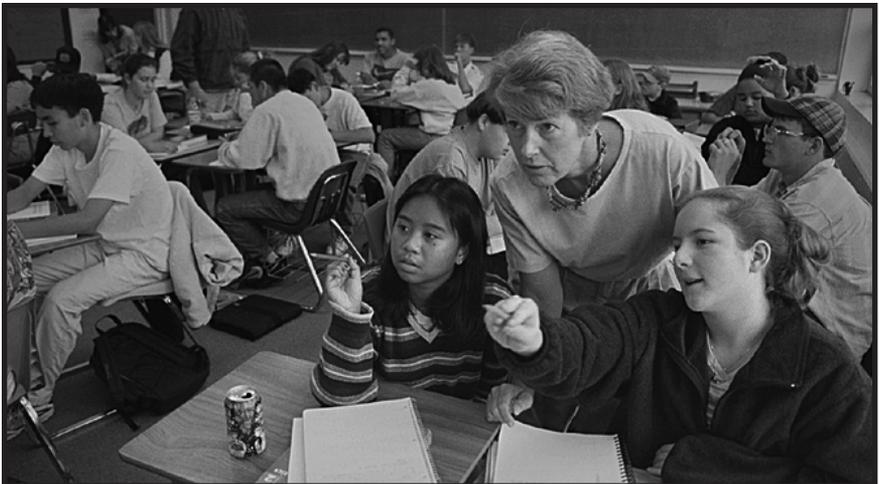
**INDICATORS**

- The board participates in board development activities to enhance their governance skills.
- Individual board members report the results of those activities to other board members and the community during board meetings.
- Board members attend and fully participate in all board development functions paid for by district funds.
- The board takes responsibility for the orientation of new members.

**5.3** Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.

**INDICATORS**

- The budget for all board expenditures is easily identifiable.
- All board expenditures are compared against “IS IT GOOD FOR KIDS” criteria.
- The board invites the public to review and comment on expenditures for all board activities and functions.





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## **5. Board Member Self Evaluation**

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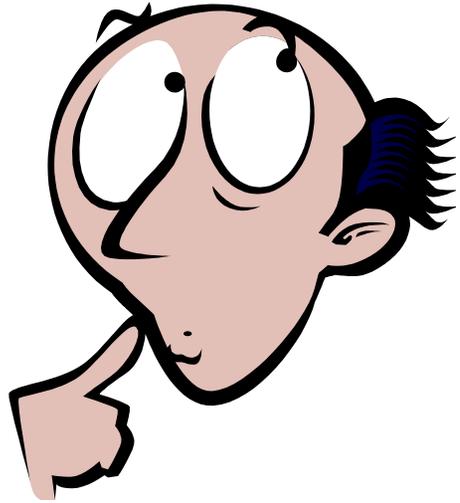
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## **Board Member Self-Evaluation—Setting the Stage: Activity**

1. Discuss the importance of honest answers and candor.
2. Explain that there are 16 statements about board functions and behaviors and you are to assess yourself. This is a “for your eyes only” assessment.
3. Remind them ...

### **Honesty is the best policy!**

4. The rating scale for this assessment is:
  - 1 = Unsatisfactory
  - 2 = Needs Improvement
  - 3 = Satisfactory
  - 4 = Good
  - 5 = Excellent
5. After all board members have completed their evaluation form, ask them to turn the paper over. Begin.



*Honesty is  
the best  
policy!*

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# **Board Member Self-Evaluation Ratings Scale**

1 = Unsatisfactory

2 = Needs Improvement

3 = Satisfactory

4 = Good

5 = Excellent

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# INDIVIDUAL BOARD MEMBER SELF-EVALUATION: Activity

## FOR YOUR EYES ONLY

Please use this rating scale:

- 1 = Unsatisfactory
- 2 = Needs Improvement
- 3 = Satisfactory
- 4 = Good
- 5 = Excellent

1. I prepare adequately for school board meetings. \_\_\_\_\_
2. I actively participate in board discussions. \_\_\_\_\_
3. I refrain from micro-managing behaviors. \_\_\_\_\_
4. I communicate effectively with other members of the board. \_\_\_\_\_
5. I communicate effectively with the superintendent. \_\_\_\_\_
6. I communicate appropriately with school district staff. \_\_\_\_\_
7. I communicate appropriately with the community. \_\_\_\_\_
8. I can make unpopular decisions when necessary. \_\_\_\_\_
9. I support decisions made by the board of education. \_\_\_\_\_
10. I am willing to consider new and different ideas. \_\_\_\_\_
11. I faithfully attend board and committee meetings. \_\_\_\_\_
12. I do not “second guess” decisions that I make. \_\_\_\_\_
13. I have confidence in decisions made by this board. \_\_\_\_\_
14. I understand and follow the “chain of command.” \_\_\_\_\_
15. I participate in board development programs offered by NCSBA. \_\_\_\_\_
16. I understand my role as a member of this board. \_\_\_\_\_

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## **Sample Questions for Each Statement:**

### **Notes**

Facilitate this discussion to get board members thinking critically and analytically about what they do and how they interpret their own behavior.

1. What does prepare adequately mean?
2. What does actively participate mean?
3. What are micro-managing behaviors?
4. What is effective communication?
5. What is effective communication?
6. What is the appropriate way to communicate with the school district staff?
7. What is the appropriate way to communicate with the community?
8. What are unpopular decisions?
9. What does support mean?
10. What does this statement mean?
11. What is “faithful” attendance?
12. What does “second guess” mean?
13. What does this statement mean?
14. What is the “chain of command?”
15. Why is board development important?
16. What is your role?

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## **Strengths, Areas That Need Improvement, & Actions/Strategies: Activity**

1. Ask the board members to complete the worksheet, Strengths, Areas That Need Improvement, and Strategies for Improvement.
2. Point out that identifying areas that need improvement is obviously hard to do but the most important part. Everyone involved in any aspect of public service and public education has to seek improvement.

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## **Individual Board Member Improvement Plan**

**1. Strengths**

**2. Areas That Need Improvement**

**3. Actions/Strategies for Improvement**

# SCHOOL BOARD SELF-ASSESSMENT

THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality of items discussed in executive session.			
4. Encourages each other to work together as a team.			
5. During meetings is polite, listens carefully and is respectful of each other, as well as school personnel.			
6. Comes to meetings prepared to focus on discussion issues and keeps comments relevant and brief.			
<b>COMMENTS:</b>			
BOARD/SUPERINTENDENT RELATIONS	Very Good	Satisfactory	Needs to Improve
7. The board and superintendent work together in a spirit of mutual trust and respect.			
8. The board understands the distinction between the board's role and the function of the administration.			
9. The board avoids interference with the superintendent's duties.			
10. The board gives direction to the superintendent rather than through individual staff members.			
11. The board and superintendent together develop long-and short-term goals, and a once or twice-yearly process for evaluating the superintendent's progress and performance.			
12. The board members feel comfortable communicating with the superintendent as individuals or as a group.			
<b>COMMENTS:</b>			

<b>BOARD/STAFF RELATIONS</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
13. Appropriate personnel policies in the area of employment evaluation are reviewed and adopted by the board.			
14. The board encourages and offers opportunities for professional growth for all employees.			
15. Suggestions from staff for improvement of the school system are welcome.			
16. Staff accomplishments are recognized by the board.			
17. Board members avoid making excessive personal requests from staff.			
<b>COMMENTS:</b>			
<b>BOARD/COMMUNITY RELATIONS</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
18. The Board keeps the public informed through regular newsletters, reports, electronic newsletters, website and contact with the media.			
19. The Board is aware of community attitudes and of special interest groups.			
20. The Board seeks community input prior to establishing district goals and objectives.			
21. The Board encourages public attendance/input at board meetings and at school functions.			
22. The Board allows adequate time for public participation at board meetings, but prevents a single individual or group from dominating discussion.			
<b>COMMENTS:</b>			
<b>BOARD MEMBER ORIENTATION AND CONTINUING DEVELOPMENT</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
23. The district has a planned program to orient newly-elected board members about the nature of their duties and responsibilities as well as the nature of the duties and responsibilities of administrative personnel.			

24. New Members learn the difference between the responsibilities of the board and the administration.			
25. The Board makes sure that new members know basic Parliamentary Procedure.			
26. The board keeps informed through professional publications and educational periodicals.			
27. The Board uses data to make decisions for the betterment of youth.			
28. The Board takes advantage of training opportunities such as conferences and workshops relevant to board responsibilities.			
<b>COMMENTS:</b>			
<b>POLICY</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
29. The Board maintains well-defined policies consistent with strategic goals of the district.			
30. The Board reviews and updates policies according to an existing plan or system.			
31. The Board involves administrators, teachers, staff, students, parents and community members in the development or review of policy.			
32. The Board ensures that policies are current with mandates by governmental agencies and courts.			
33. The Board makes policy manuals available for district employees, students and the public.			
<b>COMMENTS:</b>			
<b>BUDGET/FINANCE</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
34. The annual budget reflects the strategic plan and supports the district's goals and objective for student achievement.			
35. The board encourages input from staff, parents, students and community members throughout the budgeting process.			
36. Quarterly reports, showing the district's financial status, are presented in a clearly written format.			

37. Financial reports present clear and understandable data to the public.			
<b>COMMENTS:</b>			
<b>INSTRUCTIONAL PROGRAM</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
38. The board formulates educational goals based on the needs and values of the community.			
39. The board provides a quality educational program imposing high individual academic standards for <u>each</u> student.			
40. The board understands and follows the basic instructional program mandated by the legislature and the State Board of Education.			
41. Programs are evaluated on a timely basis and reported to the board.			
42. Student academic performance in the district, state and nation is presented regularly to the board.			
43. The board recognizes student accomplishments.			
<b>COMMENTS:</b>			

# SCHOOL BOARD EVALUATION

**NYSSBA would like to thank the State of New York for its support of NYSSBA's Student Achievement Institute.**

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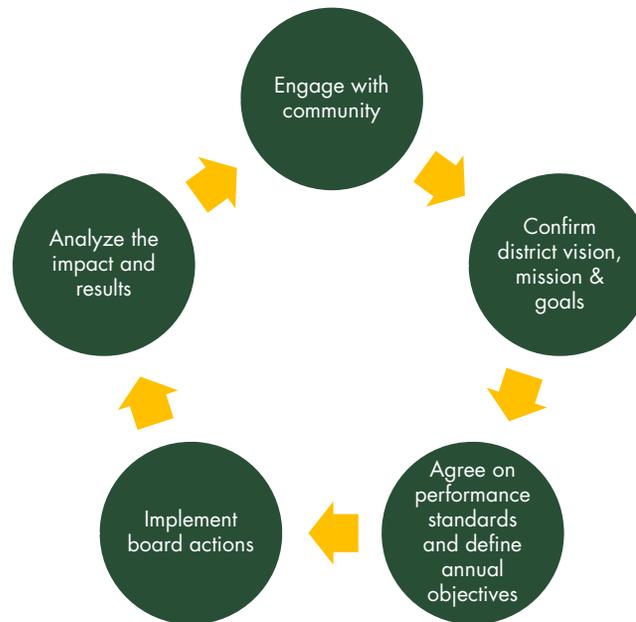
# SCHOOL BOARD EVALUATION

## Why Should Boards Conduct a Self-Evaluation?

Even though there is no legal obligation for the board of education to evaluate itself, the New York State School Boards Association (NYSSBA) recognizes the value of an annual school board self-evaluation. Effective boards engage in a continuing process of self-assessment and use the results to identify opportunities for improvement. More importantly, NYSSBA believes it is the responsibility of the board to help drive school improvement and student achievement. The board’s willingness to engage in self-assessment acts as a model for the rest of the district. It indicates that board members take their responsibilities seriously. Their interest in self-improvement sets a tone for others in the district to engage in an ongoing review of their own performance.

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## THE ONGOING BOARD SELF-ASSESSMENT CYCLE



## SCHOOL BOARD EVALUATION

**This evaluation model offers a three-part guide for evaluating the school board:**

**Part I** is based on standards and professional practices derived from school board best practices and a review of sample board evaluations. Each standard in Part I will be reviewed and rated.

**Part II** is based on the specific board development priorities of the board itself. Collectively, the board should define three to five objectives that focus on the board's own development for the year. In Part II, an assessment will be made with regard to the successful completion of these annual objectives.

**Part III** is the final performance summary sheet. It provides a final rating of the board's performance standards, annual objectives, cumulative comments, and recommendations for improvement in the following year.



### HOW TO USE THIS EVALUATION MODEL

The entire board should participate in the process from start to finish, and the board president or an assigned designee is responsible for expediting the evaluation process. Evaluating the performance of the board is not the same as evaluating individual trustee performance. The purpose of the evaluation is to look at the board as a whole, although a side benefit may be that individual board members gain more insight into their roles and responsibilities.

1. Begin with a pre-assessment meeting among all board members to review and agree on the instrument, the process, and the evaluation timeline. Collectively, board members should review the standards of performance, as well as identify the annual board objectives based on the needs and priorities of the board.
2. Determine if the evaluation process will occur only once, at the end of the school year as a summative (final) evaluation, or will also include a mid-year (informal) formative evaluation.
3. It is recommended that each board member individually complete his/her own self-assessment instrument.
4. The board president or designee collects all individual board member instruments and compiles the results and comments.
5. Designate a special workshop session for teambuilding with board members and the superintendent to discuss the evaluation results and provide an overall performance rating and a final comment summary with recommendations for improvement. At the same time, the board should define priority objectives for the upcoming year.

## PERFORMANCE STANDARDS AND RATING SCALES

### The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
2. **Board Governance & Policy** – The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.
3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

**Performance ratings will use the HEDI scale which is familiar to most New York schools.**

### Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)

Highly Effective	Effective	Developing	Ineffective
<b>Performance exceeds the criteria</b>	<b>Performance meets the criteria</b>	<b>Performance is inconsistent and partially meets the criteria</b>	<b>Performance does not meet the criteria and requires significant improvement</b>
Noteworthy evidence and observation demonstrates the board’s exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board’s effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board’s performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

## RECOMMENDED GUIDELINES

How do board members conduct their evaluation fairly and objectively?



It is the responsibility of the school board to identify where it is performing well, and where it might improve. There will always be some subjectivity; no instrument is completely objective. The evaluation should foster a thorough and fair analysis of the board's performance and prompt discussion among board members that will lead them to becoming a stronger, more cohesive governance team.

### Consider these things when conducting the board's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and results
- Ask each board member to complete a self-assessment
- Use multiple sources, both evidence-based and observation
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for improved performance where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan for the board and its members
- Conclude the evaluation by outlining priority board objectives for the coming year



## THE TIMELINE: THE SCHOOL BOARD EVALUATION CYCLE

SUGGESTED TIMELINE FOR SCHOOL BOARD EVALUATION	
SUGGESTED TIMELINE	ACTION
<b>Summer</b>	1. The board confirms the district's vision, mission, and core values, and develops the annual goals for the district.
<b>Summer/Early Fall</b>	2. The board collectively defines its own annual priority objectives that have measurable targets to be completed in 12 months, and are in alignment with the district goals. 3. The board's professional development plan is reviewed and supports the board professional development goals and annual priority objectives.
<b>Fall</b>	4. The board reviews and agrees upon the evaluation process, instrument, rating method and possible supporting documents/information/data to be used to measure performance. 5. The board president will review the evaluation process and instrument with new board members.
<b>Early Winter</b>	6. The board may conduct an informal mid-year formative performance assessment.
<b>Spring</b>	7. Individual board members complete the self-evaluation instrument and submit their completed instrument to the board president or designee for compilation. 8. Shortly thereafter, board members and the superintendent meet in a special teambuilding workshop session to discuss their evaluation results and determine the board's official evaluation rating and commentary. Professional development suggestions may be included as part of the final evaluation.
<b>Summer</b>	9. Repeat cycle.

# PART I

## RATING THE SCHOOL BOARD ON PERFORMANCE STANDARDS

### Instructions for rating the performance standards

Individual board members may rate the board’s professional practice as shown in the example below. Board members may place an “X” in the box that best describes the board’s performance in that professional practice area and then determine the overall rating for the standard area based on the HEDI rating scale. Consider the importance of the professional practice if an overall performance rating is not clearly evident.

USE AN “X” TO MARK THE RATING OF EACH AREA

**PART I: RATING THE SCHOOL BOARD ON PERFORMANCE STANDARDS**

**STANDARD 5: ETHICAL LEADERSHIP**

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources:</b> <input type="checkbox"/> Articulation or publication of plans and programs for students’ success <input type="checkbox"/> Board members’ code of ethics  <b>Additional Sources:</b>
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>A.</b> Board members actively promote the belief in the success of all students in the district.	X				
<b>B.</b> Board members act as conscientious role models, and exhibit professionalism.		X			
<b>C.</b> Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.			X		
<b>D.</b> Board members avoid conflicts of interest and appropriately disclose if one arises.		X			
<b>E.</b> The board has adopted and annually reaffirms its code of ethics.		X			
<b>Rating</b>					<b>Rating for this standard</b> HE    E    D    I <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Comments:</b> [Identify strengths or recommendations for improvement]					

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## STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<p><b>Possible Data Sources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written and visible vision statement</li> <li><input type="checkbox"/> Established district goals</li> <li><input type="checkbox"/> Board agendas</li> <li><input type="checkbox"/> Board presentations</li> <li><input type="checkbox"/> Board retreats</li> <li><input type="checkbox"/> Communication materials, website, newsletters</li> <li><input type="checkbox"/> Annual evaluation of the superintendent report</li> <li><input type="checkbox"/> Board self-evaluation report</li> </ul> <p><b>Additional Sources:</b></p>								
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria									
<p><b>A.</b> The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.</p>													
<p><b>B.</b> The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.</p>													
<p><b>C.</b> The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.</p>													
<p><b>D.</b> The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.</p>													
<p><b>E.</b> The board conducts a self-evaluation to monitor its own performance and participates in professional development, including board training and seminars.</p>													
<p><b>Rating</b></p>					<p style="text-align: center;"><b>Rating for this standard</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>HE</b></td> <td style="text-align: center;"><b>E</b></td> <td style="text-align: center;"><b>D</b></td> <td style="text-align: center;"><b>I</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<p><b>Comments:</b> (Identify strengths or recommendations for improvement)</p>													

## STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<p><b>Possible Data Sources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Date and agenda of annual retreat</li> <li><input type="checkbox"/> Policy review and updates</li> <li><input type="checkbox"/> Board operations manual</li> <li><input type="checkbox"/> Board meeting observation assessment</li> <li><input type="checkbox"/> Board member handbook and/or new board member orientation materials</li> <li><input type="checkbox"/> Attendance records at state-mandated training</li> </ul> <p><b>Additional Sources:</b></p>								
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria									
<p><b>A.</b> The board and superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and board operations and orient new board members.</p>													
<p><b>B.</b> The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.</p>													
<p><b>C.</b> The board closely adheres to its own procedures, protocols and policies for effective board operations.</p>													
<p><b>D.</b> The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.</p>													
<p><b>E.</b> Board members publically support the decision of the majority and speak with a unified voice.</p>													
<p><b>Rating</b></p>					<p style="text-align: center;"><b>Rating for this standard</b></p> <table style="margin: auto; border: none;"> <tr> <td style="text-align: center;"><b>HE</b></td> <td style="text-align: center;"><b>E</b></td> <td style="text-align: center;"><b>D</b></td> <td style="text-align: center;"><b>I</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<p><b>Comments:</b> (Identify strengths or recommendations for improvement)</p>													

### STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources:</b> <input type="checkbox"/> Communication policies or procedures <input type="checkbox"/> Schedules of or invitations to community forums <input type="checkbox"/> Reports or presentations on programs that demonstrate community partnerships <input type="checkbox"/> Legislative meetings, letters, or advocacy efforts <input type="checkbox"/> Newsletters and website <input type="checkbox"/> Survey results  <b>Additional Sources:</b>
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>A.</b> The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.					
<b>B.</b> The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.					
<b>C.</b> The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.					
<b>D.</b> The board actively generates support for the district through its vision and promoting educational opportunities for all students.					
<b>E.</b> The board is an advocate for the district’s interests with legislators and other elected public officials.					
					<b>Rating for this standard</b>
<b>Rating</b>					<b>HE</b> <b>E</b> <b>D</b> <b>I</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Comments:</b> (Identify strengths or recommendations for improvement)					



## STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources:</b> <input type="checkbox"/> Articulation or publication of plans and programs for students' success <input type="checkbox"/> Board members' code of ethics  <b>Additional Sources:</b>								
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria									
<b>A.</b> Board members actively promote the belief in the success of all students in the district.													
<b>B.</b> Board members act as conscientious role models, and exhibit professionalism.													
<b>C.</b> Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.													
<b>D.</b> Board members avoid conflicts of interest and appropriately disclose if one arises.													
<b>E.</b> The board has adopted and annually reaffirms its code of ethics.													
<b>Rating</b>					<b>Rating for this standard</b> <table style="width: 100%; text-align: center;"> <tr> <td><b>HE</b></td> <td><b>E</b></td> <td><b>D</b></td> <td><b>I</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<b>Comments:</b> (Identify strengths or recommendations for improvement)													

# PART II

## SCHOOL BOARD ANNUAL OBJECTIVES

### Instructions for Rating the School Board on Annual Objectives

It is recommended that boards develop their own annual objectives specifically designed to enhance board performance. When evaluating the board's performance, board members should review data, and other sources of evidence to demonstrate the progress made toward and/or attainment of each objective.

Each annual board objective defines the expected outcomes, such as this sample: *"The school board will establish a subcommittee that will be charged with developing a New Member Orientation plan for new board members by May 1<sup>st</sup> of the coming year"*.

#### THE SMART MODEL

Identifying annual objectives should define priorities and issues unique to the board and to the district. Three to five key annual objectives should be developed that follow the SMART model (specific, measurable, achievable, relevant and time-bound). Optimally, the objectives are within the scope of the board's control. Benchmarks showing progress at certain intervals throughout the year may be reported and applied to each objective.

##### Specific

- Define expectations
- Avoid generalities and use verbs to start the sentence

##### Measurable

- Quality, quantity, timeliness and cost

##### Achievable

- Challenging, but attainable goals

##### Relevant

- Link the goal to higher level district goals where appropriate

##### Time-bound

- Set timelines to complete the goal with benchmarks to indicate progress

**Note: While it is recommended that annual objectives be developed each year, it is understood that in some instances they may not be developed.**

## ANNUAL SCHOOL BOARD OBJECTIVES

*Annual objectives and evidence of progress need to be identified before completing this sheet.*

For the board member’s convenience, the district clerk can prepopulate this chart with the board’s annual objectives.

ANNUAL SCHOOL BOARD OBJECTIVES (Up to 5)	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		<b>Exceeded Objective</b>	<b>Met Objective</b>	<b>Partially Met Objective</b>	<b>Didn't Meet Objective</b>
<b>1.</b>					
<b>2.</b>					
<b>3.</b>					

## ANNUAL SCHOOL BOARD OBJECTIVES

*Annual objectives and evidence of progress need to be identified before completing this sheet.*

ANNUAL SCHOOL BOARD OBJECTIVES (Up to 5)	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		<b>Exceeded Objective</b>	<b>Met Objective</b>	<b>Partially Met Objective</b>	<b>Didn't Meet Objective</b>
<b>4.</b>					
<b>5.</b>					
<b>Comments</b>					

# SCHOOL BOARD EVALUATION SUMMARY SHEET

*For Part I and Part II*

<p>Summary Rating Instructions:</p> <p><b>To be completed by the individual board member.</b></p> <p>Place the performance rating for each corresponding standard in the grid to the right.</p>	PART I - Standards:				HE	E	D	I
	1. Vision, Leadership & Accountability (pg. 8)							
	2. Board Governance & Policy (pg. 9)							
	3. Communication & Community Relations (pg. 10)							
	4. Fiscal Resources, Staff Recruitment & Environment (pg. 11)							
	5. Ethical Leadership (pg. 12)							

<p>Summary Rating Instructions:</p> <p><b>To be completed by the individual board member.</b></p> <p>Place the performance rating for each objective in the grid to the right.</p>	PART II - Objectives:				HE	E	D	I
	Annual Objective # 1 (pg. 14)							
	Annual Objective # 2 (pg. 14)							
	Annual Objective # 3 (pg. 14)							
	Annual Objective # 4 (pg. 15)							
	Annual Objective # 5 (pg. 15)							

**Summary Comments**

# PART III

## SCHOOL BOARD EVALUATION FINAL PERFORMANCE SUMMARY SHEET

Board President's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluators (list all board members):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This summary sheet can be used to indicate the collective rating of the school board's performance using the HEDI scale.

### Summary Rating Instructions:

The board president or designee will tally each board member's ratings for the five standards and objectives and record the totals in the corresponding boxes.

PART I - Standards:					HE	E	D	I
1. Vision, Leadership & Accountability								
2. Board Governance & Policy								
3. Communication & Community Relations								
4. Fiscal Resources, Staff Recruitment & Environment								
5. Ethical Leadership								
PART II - Objectives:					HE	E	D	I
Annual Objective # 1								
Annual Objective # 2								
Annual Objective # 3								
Annual Objective # 4								
Annual Objective # 5								

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Summary Comments:

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Performance Improvement Suggestions:

# Ohio School Boards Association

## Standards-Based Board of Education Self-Assessment

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### The Self-Assessment Process

#### **STEP #1: The Board's Role in Setting and Following District Goals** (ideally summer)

Does your district have a solid set of broad district goals? This is a great time to review and/or reaffirm them. The board should plan to evaluate itself keeping these district goals in mind (as is the case with the superintendent, treasurer, other administrators and all staff). What role will the board have in supporting and building capacity for the district's goals? Be as specific as possible with the tasks for which the board will take responsibility. Use the board standards as a guide in developing specific objectives.

#### **STEP #2: Formative Monitoring and Assessment** (fall and winter)

Review, as a team or individually, the benchmarks or indicators for meeting the standards and for completing your objectives. Make a discussion of the board's role in its objectives as they relate to district goals an agenda item two or three times each year. Discuss your progress and your challenges so that expectations and monitoring may be adjusted.

#### **STEP #3: Summative Evaluation** (spring)

Each board member should take the opportunity to reflect individually and complete the self-assessment tool prior to a full board discussion. Evidence should be provided to support opinion.

Hold a dialogue session to review these individual assessments. Discuss individual perspectives for each standard. Find the common ground. Where does the board agree improvement is needed? Where does the board agree progress has been made? How do we know? What evidence is there? Once some consensus has been reached, create a single summative evaluation representative of the board as a whole.

#### **STEP #4: Commitment to New Objectives and Reaffirmation of District Goals** (summer)

Consider the objectives from the past year and how they should give rise to new ones this year. How did the board do in fulfilling its commitment from last summer? What will be different this year?

Create objectives that will lead to improvement in the identified areas in order to support district goals and positive board governance and development.

This is also a good time to discuss your board self-evaluation process. How can you communicate your progress to your communities? How has the process helped your board to stay focused on the big picture and on the district's goals? How can this process work in tandem with the ones you use for your superintendent and treasurer evaluation? Are you, as a board, insisting that those evaluations be based on standards and on the district's goals as well? This discussion will ensure top-to-bottom alignment.

**\*A NOTE ABOUT BOARD SELF-EVALUATION AND EXECUTIVE SESSION:** There is no provision in the Ohio's Open Meetings Law that allows the board to conduct a self-evaluation in executive session. Boards may go into executive session to discuss the evaluation of a superintendent, treasurer, or other staff member, but not itself.

# Suggested Calendar for District Goal-Setting and Evaluation

<p><b>Beginning of New Evaluation Year</b> <b>July - September</b> District goals Board objectives Superintendent and treasurer objectives</p>
<p><b>Mid-Year Formative Evaluations</b> <b>October – March</b> Progress on board objectives Progress on superintendent and treasurer objectives Appropriate adjustments and monitoring</p>
<p><b>End of Year Evaluation</b> <b>April - June</b> Summative board self-evaluation Summative Superintendent and treasurer evaluation</p>

## Standards-based Board Self-Assessment

<b>Standard 1: Provide responsible school board governance.</b>	<b>Exceeds</b>	<b>Meets Standard</b>	<b>Improvement Needed</b>
A. Conduct board and district business in a fair, respectful and responsible manner.			
B. Ensure the board is accountable and open to the public including seeking divergent perspectives in its decision-making process.			
C. Respect and advocate mutual understanding of the roles and responsibilities for board members and the superintendent.			
D. Adopt policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and support continuous improvement of student achievement.			
E. Promote healthy relationships by communicating supportively, inspiring, motivating and empowering others and exercising influence in a positive manner.			
F. Work as an effective and collaborative team.			
<b>Evidence - How do we know it is so?</b>			
<b>Standard 2: Set and communicate high expectations for student learning with clear goals and objectives.</b>	<b>Exceeds</b>	<b>Meets Standard</b>	<b>Improvement Needed</b>
A. Articulate the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.			
B. Lead the development, articulation and stewardship of a vision of learning that is shared and supported by the district and community.			
C. Adopt a collaboratively developed district plan focused on learning and achievement outcomes for all students.			
D. Ensure non-negotiable goals for student achievement are established and aligned to the district's plan.			
<b>Evidence - How do we know it is so?</b>			

<b>Standard 3: Create conditions district-wide for student and staff success.</b>	<b>Exceeds</b>	<b>Meets Standard</b>	<b>Improvement Needed</b>
A. Provide for the safety and security of all students and staff.			
B. Employ and support quality teachers, administrators and other staff and provide for their professional development.			
C. Provide for learning essentials, including rigorous curriculum, technology and high-quality facilities.			
D. Ensure management of the organization, operations, and resources for an efficient and effective learning environment.			
E. Adopt and monitor an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.			
<b>Evidence - How do we know it is so?</b>			
<b>Standard 4: Hold school district accountable for meeting student learning expectations.</b>	<b>Exceeds</b>	<b>Meets Standard</b>	<b>Improvement Needed</b>
A. Commit to continuous improvement in student achievement at each school and throughout the district.			
B. Evaluate the superintendent and treasurer on clear and focused expectations.			
C. Measure student academic progress and needs based on valid and reliable assessments.			
<b>Evidence - How do we know it is so?</b>			
<b>Standard 5: Engage local community and represent the values and expectations they hold for their schools.</b>	<b>Exceeds</b>	<b>Meets Standard</b>	<b>Improvement Needed</b>
A. Collaborate with families and community members, responding to diverse interests and needs, and mobilizing community resources.			
B. Ensure school board and district transparency through a process that is open and accountable.			
C. Ensure district information and decisions are communicated communitywide.			
D. Solicit input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.			
<b>Evidence - How do we know it is so?</b>			

## Standards-Based Board of Education Self-Assessment

*Adapted from the Ohio School Boards Association model, aligned to AASB Board Standards*

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### **Standard 1: Vision — The Board Creates a Shared Vision to Enhance Student Achievement**

**Rating:**  Exceeds  Meets Standard  Improvement Needed

- A. Articulate the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.
- B. Lead the development, articulation and stewardship of a vision of learning that is shared and supported by the district and community.
- C. Ensure the “Is it good for kids?” question guides all deliberations and actions.
- D. Use the district’s mission and vision to guide decision-making and communicate rationale to the community.

**Evidence – How do we know it is so?**

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### **Standard 2: Structure — The Board Provides a Structure That Supports the Vision**

**Rating:**  Exceeds  Meets Standard  Improvement Needed

- A. Adopt policies that support strong leadership by the superintendent and encourage meaningful participation of staff, parents, and community.
- B. Collaboratively develop and annually revise long- and short-term plans that focus on student learning and achievement.
- C. Establish high instructional standards and allocate resources aligned with district goals and student needs.
- D. Ensure compliance with legal requirements and conduct evaluations of district operations.
- E. Encourage innovation in teaching and learning, and support professional development and cultural orientation for staff.

**Evidence – How do we know it is so?**

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### **Standard 3: Accountability — The Board Measures District Performance Toward Accomplishing the Vision**

**Rating:**  Exceeds  Meets Standard  Improvement Needed

- A. Commit to continuous improvement in student achievement throughout the district.
- B. Receive regular reports on student progress using valid, reliable, and locally appropriate assessments tied to the vision.
- C. Evaluate the superintendent and the board annually on clear and focused expectations, and report results to the public.
- D. Ensure that long- and short-term plans are monitored, evaluated, and revised with student needs in mind.
- E. Provide regular reports of district performance to the public in an understandable and useful format.

**Evidence – How do we know it is so?**

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### **Standard 4: Advocacy — The Board Champions the Vision**

**Rating:**  Exceeds  Meets Standard  Improvement Needed

- A. Celebrate the achievements of students and accomplishments of others who contribute to education.
- B. Advocate for children and families, and establish strong relationships with parents and mentors to support students.
- C. Establish partnerships with individuals, groups, and organizations to expand opportunities for students.
- D. Promote school board service as a meaningful way to contribute to the community and society.
- E. Proactively identify and address issues that affect education, always asking “Is it good for kids?”

**Evidence – How do we know it is so?**

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### **Standard 5: Conduct & Ethics — The Board Acts Fairly, Respectfully, and Responsibly**

**Rating:**  Exceeds  Meets Standard  Improvement Needed

- A. Conduct board and district business in a fair, respectful, and responsible manner.
- B. Support decisions of the majority while respecting diverse viewpoints; recognize that individual board members have no authority outside the board.
- C. Demonstrate commitment to improving teamwork and decision-making through ongoing board development and orientation of new members.
- D. Ensure that expenditures for board activities are transparent, directly tied to the district's vision, and open to public scrutiny.
- E. Work as an effective, collaborative team that models integrity and service to the community.

### **Evidence – How do we know it is so?**

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This way:

- The **structure and wording style** mirrors the Ohio tool (with A–E statements and evidence prompts).
- The **content/order** follows the AASB standards exactly (Vision → Structure → Accountability → Advocacy → Conduct & Ethics).

Would you like me to also build the **4-step self-assessment process and calendar** (Goal-setting, Monitoring, Summative Evaluation, New Objectives) from the Ohio tool, but aligned with these AASB standards, so it becomes a **complete system** rather than just the rubric?