Windsor BOE Self-Evaluation Tool Committee

Thursday, March 14, 2013 6:30 PM
Self-Evaluation Tool Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge of Allegiance, Moment of Silence**
2. **Review and Discussion of BOE Self-Evaluation Tool**
3. **Adjournment**

WINDSOR PUBLIC SCHOOLS

BOARD OF EDUCATION SELF-EVALUATION

Based upon your perception of your current Board of Education, please respond to each question. All responses will be kept confidential.

Please use the following scale to respond to the statements which are provided. If unsure of an answer, feel free to respond with a "D" for don't know.

Each statement should be scaled first for yourself as an individual, and then for how you perceive the statement to apply to the whole Board.

Scale: 5. Always

4. Frequently

3. Usually

2. Occasionally

1. Never

D - Don't Know

Please complete and return to the President of the Board of Education by April 15, 2013.

Name of Board member: _____

I. GENERAL - Board of Education members:

ME	WHOLE BOARD	
_____	_____	1. Give administrators work based on personal interests.
_____	_____	2. Support policy in the community, even in instances when they, as individuals, might oppose it.
_____	_____	3. Keep executive session matters confidential.
_____	_____	4. Understand that their legislated authority extends only to the board table.
_____	_____	5. Are prepared, present, on time to BOE meetings.
_____	_____	6. Visit school regularly, with notice and/or invitation.
_____	_____	7. Attend school functions (games, PTA meetings, open houses, plays, musicals, etc.) regularly.

Comments:

II. STAFF AND PERSONNEL RELATIONS - Board of Education members:

ME	WHOLE BOARD	
_____	_____	8. Treat administrators with respect even if they disagree with them.
_____	_____	9. Refrain from criticism of fellow BOE member
_____	_____	10. Keep family/friends' interests out of BOE discussions and decisions.
_____	_____	11. Commend staff members for individual achievements.

Comments:

III. FINANCIAL AND BUSINESS MANAGEMENT - Board of Education members:

ME	WHOLE BOARD	
_____	_____	12. Regularly review pertinent information such as financing, enrollments, building utilization, program requirements.
_____	_____	13. Make decisions based on a balance between need and taxpayers' ability to pay.
_____	_____	14. Take active leadership in gaining community support for enhancing district needs (budget).

Comments:

IV. BOARD-SUPERINTENDENT RELATIONS

ME	WHOLE BOARD	
_____	_____	15. Solicit feedback from the superintendent.
_____	_____	16. Refrain from criticism of the superintendent outside of executive sessions.
_____	_____	17. Request information thru the superintendent and his/her staff with the superintendent's knowledge.
_____	_____	18. Provide constructive criticism when appropriate.
_____	_____	19. Discuss matters of concern as soon as reasonably possible rather than letting them wait.

Comments:

V. PRESIDENT - The Board of Education President:

ME	WHOLE BOARD	
_____	_____	20. Asks those who bring “problems” to the BOE to first go through proper channels.
_____	_____	21. Keeps meetings “on track” and follows agendas.
_____	_____	22. Allows audience participation at BOE meetings but also makes it clear a reasonable amount of time is allowed.

Comments:

VI. BOARD FUNCTIONING - Board of Education members:

ME	**WHOLE BOARD**	
_____	_____	23. Provide an orientation program for new members.
_____	_____	24. Have an operational Philosophy or Mission Statement which guides decision making.
_____	_____	25. Spend time working on committees to accomplish BOE goals.
_____	_____	26. Avoid becoming involved in the administration of the district.

Comments:

VII. GROUP PROCESS - How we function within the BOE (including Superintendent):

ME	**WHOLE BOARD**	
_____	_____	27. Members feel free about voicing concerns, or asking for clarification, even when others may not agree with them.
_____	_____	28. Members rely on specific individuals to initiate discussion and make recommendations.
_____	_____	29. Members ask for clarification if they are unsure of the message someone is trying to communicate.
_____	_____	30. Members are willing to acknowledge and deal with conflict.
_____	_____	31. Members are able to disagree with each other in ways that do not alienate one another.
_____	_____	32. Most members of the BOE are aware of tone of voice, facial expressions, gestures, and other nonverbal cues of the other members.

Comments:

VIII. GOAL DEVELOPMENT/ACHIEVEMENT - The Board of Education:

ME	WHOLE BOARD	
_____	_____	33. Establishes yearly goals and objectives for the district.
_____	_____	34. Monitors and evaluates district progress in achieving the goals and objectives.
_____	_____	35. Develops a long-range plan (three to five years) for the district.
_____	_____	36. Focuses on the mission statement of the district.
_____	_____	37. Communicates goals and objectives and progress toward goals and objectives to the community.

Comments:

WINDSOR PUBLIC SCHOOLS
BOARD OF EDUCATION SELF-EVALUATION

PREAMBLE

An essential purpose of a board of education is to ensure that the school system it governs makes continuous progress toward improving student achievement. By undertaking an annual self-evaluation, this Board seeks to reflect on the efficacy of its governance: how effectively are we, as a Board, fostering and sustaining the conditions needed for Windsor Public Schools to educate all students to high levels through high quality instruction?

The powers and duties of the Windsor Board of Education are defined in the *Connecticut General Statutes 10-220.* The Board's primary responsibilities also are aligned to support the school system's strategic plan, and its vision "…to develop the genius in every child and create life-long learners." State law sets forth that power belongs not to individual members of a Board of Education, but to the Board of Education itself.

The Board's annual self-evaluation affirms the separation of roles and responsibilities of the Board and the Superintendent; allows the Board to hold itself accountable along with the Superintendent for district wide progress on established goals and priorities; and allows the Board to reflect on its work to ensure alignment with the strategic plan. At the very core of all of this work, as individuals and as a team, the Board is driven by its commitment to equity, excellence, and to maximizing success for every child.

INSTRUCTIONS FOR COMPLETING THE SELF-EVALUATION

This self-evaluation comprises seven performance criteria, as well as several performance indicators that Board members may reflect upon while considering the ratings for the performance criteria. The expectation is that in completing this self-evaluation tool, each Board member will reflect upon the work of the Board, as a whole, and how his/her individual actions contribute to the efficient and effective operation of the entire Board. The ratings, which will be for the performance criteria only, should be based on, and guided by, specific evidence. The evidence offered should assist the Board in having a thoughtful conversation about future expectations and continuous improvement for the operation of the Board that will serve to advance the goals and interests of Windsor Public Schools.

After completing the evaluation individually, all Board members will submit their results to be compiled into a draft composite. Then, Board members will meet to discuss the draft composite and reach consensus on a self-evaluation that reflects the work of the Board and identifies next steps to support continuous improvement.

For each of the seven performance criteria listed, please provide a rating of either:

1. **IN PROGRESS**—Work performance does not yet meet stated Board expectations. Further development is needed

2. **MEETS EXPECTATIONS**—Work performance consistently fulfills stated Board expectations. Performance is professional and appropriate and work is of high quality in all significant areas of responsibility

3. **EXCEEDS EXPECTATIONS**—Work performance consistently exceeds stated Board expectations. Performance is exceptional and work noticeably exceeds expectations in all areas of responsibility followed by specific evidence or reasons to support your rating of the performance criteria.

A. ESTABLISH/PROMULGATE DISTRICT VISION AND VALUES

Performance Criteria: ***Rating: _____***

1. We have formally adopted a mission, vision, and a set of core values for the school system that guide us in our work on behalf of children, including strategic planning, budget decisions, and policy matters.
2. We annually revisit our mission, vision, and core values to ensure constancy of purpose and to reaffirm our values with the community.
3. Our mission, vision and core values are the focus of reflection and deliberation as we strive for continuous improvement in our governance.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I participate fully in the annual review of our strategic plan, including the mission, vision, core values, and guiding tenets.
2. My decision-making is aligned with the district's vision, mission, core values, and system goals.
3. I regularly reflect on the Board's mission, vision and core values as I go about my work.

Summary Rating — Performance Criteria A:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria A:

_____

_____

_____

_____

_____

_____

_____

B. DEVELOP AND PROMULGATE RELEVANT GOVERNING POLICIES

Performance Criteria: ***Rating: _____***

1. Our Board operates as a policy-making body using our written policies as the framework for our decision making concerning the instructional and business operations of the school district.
2. We develop Board policies that give the administration sufficient authority and latitude to manage the day-to-day instructional and business operations of the school system.
3. Our policies reflect our core commitment to equity, excellence, and a culture of respect, as well as promote the highest expectations for our diverse student body and workforce.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am knowledgeable about the Board's policies and use Board policy as a basis for decision making.
2. I recognize and respect the prerogative and authority of the Superintendent and administrative staff to implement the Board's policies.
3. In adopting new or reviewing existing Board policies, I look to ensure that they are consistent with our mission, vision and core values.

Summary Rating — Performance Criteria B:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria B:

_____

_____

_____

_____

_____

_____

_____

C. MONITOR EXPECTED STUDENT ACHIEVEMENT RESULTS

Performance Criteria: ***Rating: _____***

1. We collaborate with the Superintendent to regularly monitor a mutually agreed upon set of meaningful indicators that are aligned with the strategic plan and that assess achievement and engagement for all students.
2. We monitor the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data with particular attention to progress toward closing achievement gaps among all racial and ethnic groups, and meeting the educational needs of students in special populations.
3. We use our student achievement data to make decisions and establish district priorities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am actively engaged in working with the Superintendent to develop appropriate performance indicators that align with the school system's strategic plan.
2. I carefully review student achievement data presented by staff and use it as a basis for setting Board policy and budget priorities.
3. Improving achievement for all students drives my educational decision-making.

Summary Rating — Performance Criteria C:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria C:

_____

_____

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_____

D. RESPONSIBLE MANAGEMENT OF RESOURCES

Performance Criteria: ***Rating: _____***

1. We regularly appraise the educational and administrative management of the school system to ensure that resource allocations and decisions support the strategic priorities of the school system.
2. Our fiscal and resource management is transparent to the community and provides assurance that dollars and resources are aligned and deployed to reflect the district's priorities as outlined in the strategic plan.
3. We regularly monitor financial data to ensure meaningful accountability and communicate to the community that educational dollars are spent in the most efficient and effective manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I understand the relationship between our budgets and our system's core values, and I advocate for our students' and schools' needs.
2. I carefully review all system resource audits and other financial data in order to better discharge my fiduciary obligations.
3. I understand and actively participate in our district's budgeting process.

Summary Rating — Performance Criteria D:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria D:

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_____

E. COMMUNITY ENGAGEMENT AND COMMUNICATION

Performance Criteria: ***Rating: _____***

1. We communicate clearly and regularly with a broad base of internal and external stakeholders about the Board's work and to share our vision, mission and core values.
2. We employ multiple strategies for reaching out to the community in an effort to directly engage in two-way communication and dialogue with diverse populations to solicit their input on relevant decisions and to ensure that their perspectives inform our priorities.
3. We are strategic in our advocacy to help mobilize and sustain community support for school system progress and work with elected officials to promote our needs.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I promote the interests of the system within the community and with elected officials, including through the promotion of our legislative agenda.
2. I listen to, and carefully consider, broad-based community input while exercising my statutory decision-making authority.
3. I participate actively in the Board's outreach efforts, including public forums, hearings, and cluster visits.

Summary Rating — Performance Criteria E:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria E:

_____

_____

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_____

F. BOARD OPERATIONS

Performance Criteria: ***Rating: _____***

1. Our agendas and work sessions are aligned with our core values, and we have effective and efficient processes for doing Board work to ensure that Board member time is spent in furtherance of our vision and values.
2. We are as attentive to how we reach conclusions as to what is decided with respect to both our policy work and our quasi-judicial actions, and we execute our responsibilities in keeping with the highest ethical standards.
3. We are using effective strategies for working productively with each other and with the Superintendent, and honor the differences between and among acting/speaking as a whole Board and as individual Board members.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I regularly engage in continuous improvement and professional development activities related to Board work and make every effort to attend all meetings having done my homework and prepared to contribute in a positive manner.
2. I maintain the confidentiality of Board proceedings and adhere to ethical standards in my role.
3. I am a productive member of the team, work well with my colleagues, and work within the parameters of my authority as a Board member.

Summary Rating — Performance Criteria F:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria F:

_____

_____

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_____

G. BUILDING AND SUSTAINING AN EFFECTIVE RELATIONSHIP WITH THE SUPERINTENDENT

Performance criteria: ***Rating*: _____**

1. We work to build and sustain an effective working relationship with the Superintendent by engaging in two-way communication that articulates expectations on shared governance as well as performance goals for the system.
2. We respect the management responsibilities and administrative prerogatives of the Superintendent and work collaboratively with the Superintendent in a spirit of mutual trust and confidence.
3. We maintain open lines of communication by conducting regular dialogue on progress towards district goals and objectives, student achievement, and community/school issues and concerns.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I respect the management and administrative responsibilities of the Superintendent and work to ensure that the Board has conveyed clear expectations for his/her performance.
2. I communicate with the Superintendent when I have concerns involving the school district and work collaboratively on resolving problems.
3. I participate fully in the Superintendent evaluation process working collaboratively with fellow Board members and approaching the task of evaluation fairly and diligently.

Summary Rating — Performance Criteria G:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria G:

_____

_____

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_____

Windsor Public Schools
Board Self-evaluation

School Board Self Evaluation

Why Evaluate?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

Self-evaluation by the board:

- Holds the board accountable to themselves, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning, and local control of the educational system is demonstrated when boards lead by example.

This *Board Self-Evaluation* document is designed to provide both a clear objective system for board evaluation and flexibility. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board. Part 2 focuses on the board's performance in supporting the achievement of district goals.

For boards that would like to survey the community regarding their performance, the questions in Part 1 and Part 2 of the board self-evaluation can be put to administrators, staff and community members and will serve well as a 360-degree evaluation.

Board Self Evaluation Forms

Part 1. Performance Standards

Part 1. Performance Standards

Instructions

1. Attached are the forms to be completed by each board member rating each of the eleven performance standards. A separate page is provided for each performance standard. Each board member should rate all eleven of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the consultant, board chair or designated board member for compilation. Your board may also have chosen to fill it out online for electronic compilation.
5. The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

Part 1. Performance Standards

Standard 1: LEADERSHIP: MISSION, VISION AND GOALS

The board of education annually reviews the districts vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

Indicators

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statement in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 2: POLICY AND GOVERNANCE

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 3: COMMUNITY RELATIONS

The board establishes and promotes effective two way communication with parents, students, staff and community members.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed upon process.
- The board has collaboration agreements with local and state agencies.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed upon procedures.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 4: CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 5: ACCOUNTABILITY AND PERFORMANCE MONITORING

The board constantly monitors progress towards district goals and compliance with written Board policies using data as the basis for assessment.

Indicators:

- The board regularly conducts a self-evaluation to monitor its performance.
- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement, and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 6: BOARD OPERATIONS – Meetings

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 7: BOARD OPERATIONS – Board member communications

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 8: BOARD OPERATIONS – Board-staff relations

Board members are respectful of staff members in all communications and follow board- staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 9: BOARD OPERATIONS – Board-superintendent relations

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent for executive 'sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 10: VALUES, ETHICS AND RESPONSIBILITY FOR SELF

The board, collectively and individually, takes full responsibility for Board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision which might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members only exercise their authority as a board of the whole at properly posted meetings.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 11: BOARD SYSTEMATIC IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team building retreat focused on assessment and goals.

Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the Board's ability to work as a team.
- The Board and Superintendent meet in a retreat environment to review:
  - Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.
  - The strengths and improvements needed in the district.
  - Any compelling problem(s) or emerging issue(s).
  - Trends, opportunities, and anticipated challenges in the school district.
  - Board leadership and educational philosophy and performance.
  - Board/superintendent operational agreements and evaluation documents.

Board performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Board Self Evaluation Forms

Part 2: Goals

Part 2: Goals

The board has primary responsibility for setting district goals and monitoring the progress towards achieving them.

Instructions

1. Attached are forms to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. The board will meet to discuss the results

Goal Statement 1:

The board's performance rating:

(circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Goal Statement 2:

The board's performance rating:

(circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Goal Statement 3:

The board's performance rating:

(circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Goal Statement 4:

The board's performance rating:

(circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Goal Statement 5:

The board's performance rating:

(circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

WINDSOR PUBLIC SCHOOLS BOARD OF EDUCATION SELF-EVALUATION

INSTRUCTIONS FOR COMPLETING YOUR BOARD SELF-EVALUATION

Please complete the survey responding with a numeric rank, which reflects your feelings and perceptions on each item as follows:

5 - Excellent

4 - More than acceptable

3 - Acceptable

2 - Less than acceptable; needs some improvement

1 - Less than acceptable; needs major improvement

0 - No opinion (not enough experience with the topic to rate)

At the end of each section is space for you to write any additional or explanatory comments. These comments will be included in the tabulated data but the authors will not be identified.

BOARD OF EDUCATION SELF-EVALUATION

Board Member_____
(Optional)

Instructions: Rate the current practice of the board for each item from 1 (lowest rating) to 5 (highest rating). Unless you indicate otherwise, all scores and comments will be typed and distributed to the board, but without your name –they will be anonymous. Please identify any confidential comments you do not wish to share with the whole board.

BOARD MEMBERS

1. Each board member acts in the best interest of the entire district rather than one segment of the district or a special interest group.
   0 1 2 3 4 5

2. Board members attempt to assure that community values are adequately reflected at the board table.
   0 1 2 3 4 5

3. Board members attempt to assure that community educational aspirations are adequately reflected at the board table.
   0 1 2 3 4 5

4. During the decision making process, board members think independently but are careful not to make statements or commitments on behalf of the board.
   0 1 2 3 4 5

5. Once a decision is made, all board members respect and support the decision; the board speaks with one voice.
   0 1 2 3 4 5

6. Board members preserve the confidentiality of items discussed in closed session.
   0 1 2 3 4 5

7. Board members work to strengthen public confidence in the board and district leadership.
   0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON BOARD MEMEBERS:

MEETINGS OF THE BOARD

8. All meetings comply with the Connecticut open meeting laws.
0 1 2 3 4 5

9. The board president and superintendent jointly develop an agenda that reflects the needs of the board, superintendent, and district.
0 1 2 3 4 5

10. The board receives a packet of materials including: a) an agenda and b) as appropriate, analysis and recommendations on agenda items, well in advance of each meeting.
0 1 2 3 4 5

11. All board members come prepared for each meeting.
0 1 2 3 4 5

12. The meeting is of appropriate length - usually two hours or less.
0 1 2 3 4 5

13. The meeting time, place and facilities accommodate the board and staff to the fullest extent possible.
0 1 2 3 4 5

14. The meeting time, place, and facilities accommodate the public to the fullest extent possible.
0 1 2 3 4 5

15. Meetings are run efficiently; parliamentary procedure is followed.
0 1 2 3 4 5

16. Board members treat each other with respect.
0 1 2 3 4 5

17. Board members treat patrons with respect.
0 1 2 3 4 5

18. All board members understand the procedure for placing items on the agenda.
0 1 2 3 4 5

19. Board members are provided the opportunity to express their opinions.
0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON MEETINGS OF THE BOARD:

VISION AND PLANNING

20. The board, on behalf of the community, considers its most important job to be setting a clear direction for the district.
0 1 2 3 4 5

21. The board is engaged in two-way conversation with the community, gathering information that enables it to speak on behalf of the community and provide educational leadership for the community.
0 1 2 3 4 5

22. The board has provided a clear vision (direction) for the district.
0 1 2 3 4 5

23. The board, superintendent, and staff have developed clear attainable and measurable goals that move the district toward achieving its vision.
0 1 2 3 4 5

24. The district's programs, services and staff development are aligned with the board's vision, mission, goals and priorities.
0 1 2 3 4 5

25. The school board engages the community in securing support and resources.
0 1 2 3 4 5

26. The school board engages the community in securing support for achieving the vision, mission, and goals of the district.
0 1 2 3 4 5

27. The board regularly (quarterly) reviews and evaluates progress toward achieving the district's goals.
0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON VISION & PLANNING:

POLICY

28. The board, recognizing that most board decisions are policy decisions, develops written policies that are essential to effective governance and implementing the district's vision.
0 1 2 3 4 5

29. The board has a process to review its policies and keep its policy manual current with changes in state or federal law and its own priorities.
0 1 2 3 4 5

30. Prior to adopting policy, the board requires input from affected parties - the superintendent, staff and community - through announcements, meetings or other appropriate methods.
0 1 2 3 4 5

31. The board ensures that each policy is written as clearly as possible so that it can support the superintendent in his/her reasonable interpretation.
0 1 2 3 4 5

32. The school board regularly monitors district policy for effective implementation and compliance.
0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON POLICY:

FINANCE

33. The board ensures the development of long-range fiscal forecasts based on clearly identified assumptions and rational.
0 1 2 3 4 5

34. The board and superintendent treat the annual budget as an expression of agreed upon district priorities.
0 1 2 3 4 5

35. District financial reports and audits provide board members with a clear understanding of the district's financial health.
0 1 2 3 4 5

36. The district has found a proper balance among competing claims: fiscal responsibility, responsiveness to the community, and meeting the needs of all students.
0 1 2 3 4 5

37. The board maintains a reasonable financial reserve.
0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON FINANCE:

BOARD/SUPERINTENDENT RELATIONS

38. The board and superintendent trust and respect one another.
0 1 2 3 4 5

39. The board delegates authority to the superintendent for implementing district policies and does not interfere with the superintendent's appropriate exercise of authority.
0 1 2 3 4 5

40. The board, with the assistance of the superintendent, has formulated clear written expectations against which the superintendent's performance can be measured.
0 1 2 3 4 5

41. At least annually, the board conducts a superintendent evaluation based on its performance expectations.
0 1 2 3 4 5

42. Board members re-direct specific complaints and requests to the superintendent or other staff members as appropriate.
0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON BOARD/SUPERINTENDENT RELATIONS:

SCHOOL BOARD DEVELOPMENT

43. Board members keep abreast of new and ongoing educational programs in the school district.

0 1 2 3 4 5

44. Board members are current on legislation and regulations, which affect public education in Connecticut.

0 1 2 3 4 5

45. All board members regularly attend local, and state seminars presented by the CABE.

0 1 2 3 4 5

46. The board communicates effectively with local legislators.

0 1 2 3 4 5

47. The board retreats are effective means for member development.

0 1 2 3 4 5

48. Board retreats are productive.

0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON SCHOOL BOARD DEVELOPMENT:

BOARD/COMMUNITY RELATIONS

49. Community grievances remanded to the board are dealt with in a timely and professional manner.

0 1 2 3 4 5

50. Board members encourage the community to participate in monthly board meetings.

0 1 2 3 4 5

51. The board encourages members, superintendent, and staff to submit timely school information to the media on a regular basis.

0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON BOARD/COMMUNITIES RELATIONS:

SUMMARY OF EVALUATION ELEMENTS

Board Members	_____
Meetings of the Board	_____
Vision and Planning	_____
Policy	_____
Finance	_____
Board/Superintendent Relations	_____
School Board Development	_____
Board/Community Relations	_____
Individual Board Members Average:	_____