

PIONEER CAREER AND TECHNOLOGY CENTER

BOARD OF EDUCATION SELF-EVALUATION

Boards of Education expect a high level of performance from those who are employed to run the schools. School patrons and other taxpayers also expect a high level of performance from those who are elected to govern the schools.

Ultimately, the performance of an individual Board member is measured at election time. That is not enough, however. Each Board of Education should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. The instrument or scoring system is not important. What is important is for the Board to establish a plan to regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

One way to use the self-evaluation instrument is for each Board member to complete the form (anonymously) based on what he or she believes best represents the position of the Board on each item. A composite evaluation may then be prepared by the Board President or person designated by the Board and can serve as the basis for discussion.

In responding to each item, 1 represents the lowest level of competency and 5 represents the highest.

I BOARD MEETINGS: *Official action can be taken only when the Board is in session; therefore each meeting must be organized for maximum efficiency.*

1	2	3	4	5	THE BOARD OF EDUCATION:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Receives agenda and background materials well in advance of meeting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes public feel welcome; provides agenda, minutes and related materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assures that meeting time, place and facilities are convenient for Board, staff and public
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does not present new issues of complex nature for immediate action
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does not abuse privilege of tabling important issues

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Demonstrates knowledge and use of good parliamentary procedure

☐ ☐ ☐ ☐ ☐

Makes distinction between Board's role and role of administrators

☐ ☐ ☐ ☐ ☐

Expects staff input and Superintendent's recommendation on key issues

☐ ☐ ☐ ☐ ☐

Ensures that a good public participation policy is in effect

☐ ☐ ☐ ☐ ☐

Endeavors to make most productive use of meeting time

☐ ☐ ☐ ☐ ☐

Selects officers on basis of ability

☐ ☐ ☐ ☐ ☐

Conducts all meetings in accordance with the "Sunshine Law"

☐ ☐ ☐ ☐ ☐

Has acceptable procedure for submitting agenda items

☐ ☐ ☐ ☐ ☐

Works continuously in maintaining a current and comprehensive school district policy manual

II BOARD-COMMUNITY RELATIONS:

The schools belong to the people. As elected officials it is the responsibility of the Board to be representative, to be responsive and to be effective as agents of change.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

THE BOARD OF EDUCATION

Actively seeks input from community in establishing goals and objectives

☐ ☐ ☐ ☐ ☐

Operates school district through a long-range plan and annual objectives

☐ ☐ ☐ ☐ ☐

Establishes close working relationship with other units of government

☐ ☐ ☐ ☐ ☐

Is actively involved in state and federal education legislation

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Maintains effective two-way communication between school officials and residents of the district

☐ ☐ ☐ ☐ ☐

Ensures best possible relationship between school district officials and the media

☐ ☐ ☐ ☐ ☐

Makes best use of facilities and resources in meeting needs of community

☐ ☐ ☐ ☐ ☐

Provides leadership in securing maximum community support for good educational program

☐ ☐ ☐ ☐ ☐

Approves annual budget within resources that can be certified in the "fiscal certificate"

☐ ☐ ☐ ☐ ☐

Adopts policies which ensure sound management and fiscal control

III BOARD-ADMINISTRATOR RELATIONS: *A good board-administrator relationship does not guarantee a successful educational program. It is doubtful, however, that a good program will exist in districts with poor board-administration relations.*

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

THE BOARD OF EDUCATION:

Evaluates performance of Superintendent and Treasurer on a regular basis

☐ ☐ ☐ ☐ ☐

Assures that all other personnel are evaluated on a regular basis by Superintendent and staff

☐ ☐ ☐ ☐ ☐

Works and plans with administration in spirit of mutual trust and confidence

☐ ☐ ☐ ☐ ☐

Recognizes Superintendent as Chief Executive Officer and educational leader of the District

☐ ☐ ☐ ☐ ☐

Provides administrators encouragement and opportunity for professional growth

☐ ☐ ☐ ☐ ☐

Avoids interference with duties which are the responsibility of administrators

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Solicits input from professional staff in development of Board policies

☐ ☐ ☐ ☐ ☐

Addresses potential problems between Board and administrators at earliest opportunity

☐ ☐ ☐ ☐ ☐

Is willing to defend administrators from unjust and unfounded criticism

☐ ☐ ☐ ☐ ☐

Has explored the management team concept of operating the schools

IV BOARD-STAFF RELATIONS: *Good education depends on good teachers. It is incumbent on Boards of Education to seek maximum input from staff on educational issues while retaining the authority and responsibility for the operation of the schools*

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

THE BOARD OF EDUCATION:

Approves job descriptions for all approved positions

☐ ☐ ☐ ☐ ☐

Adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters

☐ ☐ ☐ ☐ ☐

Encourages professional growth through staff development, inservice programs, visitations and conferences

☐ ☐ ☐ ☐ ☐

Refers complaints to appropriate person for discussion

☐ ☐ ☐ ☐ ☐

Preserves and maintains adequate management rights in any labor relations agreement

☐ ☐ ☐ ☐ ☐

Provides leadership in helping to make reaching a more satisfying profession

V INSTRUCTIONAL PROGRAM: *The purpose of public schools is to provide educational opportunities for all pupils. To this end it must be determined what are educationally valuable experiences and how they can best be delivered.*

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

THE BOARD OF EDUCATION:

Provides equal access to curriculum and co-curricular activities for all students

☐ ☐ ☐ ☐ ☐

Approves course additions and deletions to the curriculum

☐ ☐ ☐ ☐ ☐

Balances the overall needs of students and community with efforts of special interest groups to influence the curriculum

☐ ☐ ☐ ☐ ☐

Encourages suggestions for curriculum improvement from students, staff and community

☐ ☐ ☐ ☐ ☐

Safeguards the privacy of student records

☐ ☐ ☐ ☐ ☐

Encourages a positive approach to student discipline

☐ ☐ ☐ ☐ ☐

Safeguards the rights of students to due process

☐ ☐ ☐ ☐ ☐

Provides policies that implement the educational standards of the State Board of Education

VI PERSONAL QUALITIES: *Maximum results as a School Board Member will be achieved only if high ethical standards of conduct are maintained in all personal, business and public activities*

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

THE BOARD OF EDUCATION

Keeps education and welfare of children as my primary concern

☐ ☐ ☐ ☐ ☐

Represents the best interests of all patrons rather than special interest groups

☐ ☐ ☐ ☐ ☐

Understands the need for compromise; abide by decisions of the majority

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Channels complaints and potential problems to proper authority

☐ ☐ ☐ ☐ ☐

Has made the time commitment necessary to become an informed and effective Board member

☐ ☐ ☐ ☐ ☐

Reaches decisions on the merits of issues and on the basis of best available experience

☐ ☐ ☐ ☐ ☐

Participates in inservice programs at regional, state and national levels

☐ ☐ ☐ ☐ ☐

Does not individually or unilaterally make decisions or commitments on the Board's behalf

☐ ☐ ☐ ☐ ☐

Is open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible.

☐ ☐ ☐ ☐ ☐

Is familiar with and abide by the OSBA code of ethics

VII ADDITIONAL COMMENTS: