

SCHOOL BOARD EVALUATION FORM

Date: _____

Using the five (5) point rating scale, assign a number in each blank which most appropriately identifies your assessment of the issue

- 5 = Recognized achievement, serves as a role model
- 4 = Notable strength, strength the district can build upon
- 3 = Satisfactory development/operation, acceptable
- 2 = Growth needed, need for training is recognized
- 1 = Improvement required, lack of skill and/or knowledge impacts the district

A. BOARD/SUPERINTENDENT RELATIONS

Board	Supt.	
_____	_____	1. The board refrains from infringing on the Superintendent's area of administration and follows administrative procedures as agreed upon by the board and superintendent in communicating with the staff.
_____	_____	2. The board refrains from public criticism.
_____	_____	3. The board encourages the Superintendent's participation in professional associations and activities.
_____	_____	4. The board provides, through policy, a clear set of expectations of performance and personal qualities against which the superintendent will be measured periodically.

OVERALL RATING FOR BOARD/SUPERINTENDENT RELATIONS

Board

Supt.

B. BOARD MEETINGS

Board	Supt.	
_____	_____	1. The board provides opportunities for public participation in board meetings.
_____	_____	2. The board has procedures, as agreed upon between the board and the superintendent, for developing the agenda and getting materials to board members in advance of meetings.
_____	_____	3. The board adheres to its adopted code of ethics.

OVERALL RATING FOR BOARD MEETINGS

Board

Supt.

C. BOARD/COMMUNITY RELATIONS

Board	Supt.	
_____	_____	1. The board refrains from committing to a position on an issue before all relevant facts are presented.
_____	_____	2. The board refrains from speaking for the board on issues which the board has no official position.
_____	_____	3. The board supports the chair in his/her role as spokesperson for the board.
_____	_____	4. The board has an established procedure for disseminating information to the public.

OVERALL RATING FOR BOARD/COMMUNITY RELATIONS

Board

Supt.

D. BOARD QUALITIES

Board	Supt.	
_____	_____	1. The board displays a sincere and unselfish interest in public education which develops and contributes to the growth of students.
_____	_____	2. The board possesses knowledge of the educational process and the needs of the community.
_____	_____	3. The board strives to improve boardmanship skills.
_____	_____	4. The board weighs all decision in terms of what is best for students of the school system.
_____	_____	5. The board is visible in the community.
_____	_____	6. The board is independent and open minded and respects the decisions of the individual board members and administrators on various issues.

OVERALL RATING FOR BOARD QUALITIES

Board

Supt.

E. PERSONNEL RELATIONS

Board	Supt.	
_____	_____	1. The board authorizes the employment and assignment of staff members only upon the recommendation of the superintendent.
_____	_____	2. The board encourages professional growth and increased competency of the staff through attendance at education meetings and staff development activities.
_____	_____	3. The board provides appropriate staffing based on the recommendation of the school system.

- | | | |
|-------|-------|--|
| _____ | _____ | 4. The board yearly adopts a compensation plan, which draws and/or retains a highly qualified staff. |
| _____ | _____ | 5. The board provides for input from school administrators. |

OVERALL RATING FOR PERSONNEL RELATIONS

Board

Supt.

F. BOARD INSTRUCTIONAL PROGRAM RELATIONS

Board	Supt.
--------------	--------------

- | | | |
|-------|-------|--|
| _____ | _____ | 1. The board understands the local instructional programs and the basic curriculum goals of the school system. |
| _____ | _____ | 2. The board encourages the participation of administrators and their staff in the development of the curricula. |
| _____ | _____ | 3. The board provides opportunity for administrators to continually revise/update the instructional program. |

OVERALL RATING FOR BOARD INSTRUCTIONAL PROGRAM RELATIONS

Board

Supt.

G. FINANCIAL MANAGEMENT

Board	Supt.
--------------	--------------

- | | | |
|-------|-------|--|
| _____ | _____ | 1. The board equates the income and expenditures of the school system in terms of the quality of education that should be provided and the ability of the community to support such a program. |
| _____ | _____ | 2. The board understands the basic principles of school finance, including state, Federal and local sources of revenues. |
| _____ | _____ | 3. The board provides for public input during the budgetary process. |
| _____ | _____ | 4. The board cooperatively establishes policies with the superintendent for the operation of the schools. |
| _____ | _____ | 5. The board provides for periodic policy review and revision, when appropriate. |

OVERALL RATING FOR FINANCIAL MANAGEMENT

Board

Supt.

H. POLICY DEVELOPMENT

Board	Supt.
--------------	--------------

- | | | |
|-------|-------|---|
| _____ | _____ | 1. The board develops written policies and maintains an up-to-date organized policy |
|-------|-------|---|

manual, which provides ready access to each policy.

- | | | |
|-------|-------|---|
| _____ | _____ | 2. The board cooperatively establishes policies with the superintendent for the operation of the schools. |
| _____ | _____ | 3. The board provides for periodic policy review and revision, when appropriate. |

OVERALL RATING FOR POLICY DEVELOPMENT

Board

Supt.

I. GOAL SETTING AND PLANNING

Board Supt.

- | | | |
|-------|-------|---|
| _____ | _____ | 1. The board establishes clearly identified goals. |
| _____ | _____ | 2. The board plans and implements appropriate activities to address the needs identified in the board evaluation process. |
| _____ | _____ | 3. The board reviews and revises annually the board's goals. |
| _____ | _____ | 4. The board sets goals which encourage student achievement involvement. |
| _____ | _____ | 5. The board adopts a process and timeline for the preparation of the budget. |

OVERALL RATING FOR GOAL SETTING AND PLANNING

Board

Supt.

J. BOARDSMANSHIP AND GOVERNANCE

Board Supt.

- | | | |
|-------|-------|--|
| _____ | _____ | 1. <i>Visionary leadership.</i> Leadership anticipates future needs of students, parents, patrons, the community business and other stakeholder groups. |
| _____ | _____ | 2. <i>Knowledge of the difference in board-superintendent roles.</i> Positive board and superintendent relationships exist, with the demonstrated knowledge of the governance and management roles. |
| _____ | _____ | 3. <i>School board self-assessment.</i> On an annual basis, the school board performs a self-assessment of its performance, discusses results, devises plans for improvement and sets goals to accomplish the planned improvement. |
| _____ | _____ | 4. <i>Superintendent evaluation.</i> The board conducts an annual comprehensive formal evaluation of the superintendent based on established standards/criteria, the job description, district goal and a strategic plan. |
| _____ | _____ | 5. <i>Written policies/procedures.</i> The board develops appropriate policies and procedures that guide operations and practices of the school district and are regularly and systematically reviewed for relevance. |
| _____ | _____ | 6. <i>Curriculum leadership.</i> Education passes our culture onto future citizens through |

curriculum. The board assume curricular leadership by making it the highest priority, providing adequate budget resources, requiring instructional staff to systematically present reviews of the curriculum and instructional methods, and demonstrating the integration of technology as means of delivering and enhancing curriculum.

_____ 7. *Courageous decision making.* The board and administration utilize data to make decisions. Procedures are formulated and utilized to receive input from the community and stakeholders in systematic manner.

_____ 8. *Strategic planning and change.* The board and/or district have initiated a strategic-planning process that involves a wide variety of stakeholders from the education system, the community and business. A visionary plan, with at least a five-year time horizon, provides a guideline for future school district actions and addresses the issue of education reform and change.

_____ 9. *Accountability to the community.* The board embraces accountability as a process that establishes criteria, and monitors and measure the process based on the vision, mission, goals and perceived customer needs.

_____ 10. *Advocacy communication.* The board knows and understands the various communication styles and how to use them in improve board and superintendent communication. The board and administration practice the dual role of advocacy communication to the community about the schools, while actively listening to and acting upon the feedback from the community.

OVERALL RATING FOR BOARDSMANSHIP AND GOVERNANCE

Board

Supt.

OVERALL RATINGS

Board	Supt.	
_____	_____	Board/Superintendent Relations (12-satisfactory)
_____	_____	Board Meetings (9-satisfactory)
_____	_____	Board/Community Relations (12-satisfactory)
_____	_____	Board Qualities (18-satisfactory)
_____	_____	Personnel Relations (15-satisfactory)
_____	_____	Board Instructional Program Relations (9-satisfactory)
_____	_____	Financial Management (15-satisfactory)
_____	_____	Policy Development (9-satisfactory)
_____	_____	Goal Setting and Planning (15-satisfactory)
_____	_____	Boardsmanship and Governance (30-satisfactory)

--	--

Board Supt.

TOTAL OVERALL

(144-satisfactory)

