

# School Board Self-Evaluation

Good afternoon,

Please complete the enclosed \_\_\_\_SY\_\_\_\_ SB Self-Evaluation survey at your earliest convenience. The Board will meet to discuss the results at the SB Retreat on May \_\_\_\_.

Thanks so much.

Leslie

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\* Required

## 1. Name (not a required field)

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### Rating Scale & Criteria

A four point Performance Rating Scale shall be used to judge the performance of the School Board in each competency area designated in the job description. The performance rating notations and a description of the application are as follows:

4-Outstanding. Performance consistently exceeds expectations in designated areas; an unquestionable strength.

3-Competent and Capable. Performance meets expectations in designated areas and objectives; manifests effectiveness and proficiency.

2-Needs Improvement. Performance is generally acceptable but fails to meet expectations in designated areas; manifests a need for attention to areas of concern in order to improve effectiveness.

1-Deficient. Performance does not meet expectation in designated areas and requires attention to correct the weakness.

ASSIGNMENT OF PERFORMANCE RATINGS: Careful consideration should be given in assigning performance ratings. The following guidelines should be used in assigning specific ratings: The rating of "4" is intended to recognize excellence and to describe the clear strengths of the School Board. The rating of "3" is intended to describe a Board which is "doing a good job" and should not indicate "average" or minimal performance. The Board should be rated a "3" except in those instances where the performance exceeds or falls short of the expectations described in evaluation. In the event that the Board receives all "3's" please describe in the comment section any areas where clear potential for excellence or higher achievement exists. The ratings of "1" and "2" indicate that improvement is needed; please document in the comment section an explanation which outlines the problem and/or any suggestions for improvement. The comment sections in the evaluation should be used to:

- Validate the performance rating with specific documentation and illustration of strengths and/or need for improvement.
- Provide clear reinforcement of strengths and/or direction for change.
- Reflect any qualifications for the ratings.
- Clarify Board priorities or any "weighted" value of particular performance standards within each general area of responsibility.
- Reference previous evaluations where appropriate noting changes from year to year and making any suggestions for further improved performance.

Board Relations

## 2. Board Relations \*

Please rate the following:

*Mark only one oval per row.*

	Outstanding	Competent and Capable	Needs Improvement	Deficient	N/A
Board members always have the educational well-being of children as the top priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members attend scheduled meetings insofar as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members are prepared for meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members relate to each other in a courteous manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board is supportive of the administration's policy and program initiatives but evaluates such initiatives based on all available information and is not a rubber stamp for the administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board has procedures, as agreed upon between the board and the superintendent, for developing the agenda which enables board members to add items to the agenda before the board meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All board members are given the chance to speak at meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board members support decisions made by the board, even if they disagree during the discussion.

☐☐☐☐☐

Board members recognize that they have no individual power, and operate accordingly.

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The board keeps informed and current on educational issues through reading and attendance at conventions and workshops.

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The board employs effective time management skills with reference to start and end times and to time allocated to each agenda item..

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The public interaction between the board and the superintendent is a positive one.

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The board conducts meetings in adequate facilities for attendance of staff and community.

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The board does not act on agenda items until they have been adequately studied and discussed.

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Board members avoid public criticism of staff or staff recommendations.

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Board members attend school, staff and community functions.

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Board members respect the confidentiality of executive sessions and confidential documents

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The board works toward compromise and consensus when there are disagreements among members.

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Board members refrain from committing to a position on an issue before all relevant facts are presented.

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Board members support the chair in his/her role as spokesperson for the board.

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3. Comments on Board Relations?

Policy

#### 4. Policy <sup>\*</sup>

Please rate the following:

*Mark only one oval per row.*

	Outstanding	Competent and Capable	Needs Improvement	Deficient	N/A
All board members demonstrate an understanding of the existing body of policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The policy manual is readily available to all interested persons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board insists that all board and staff adhere to policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board maintains a well-defined, codified policy manual that is regularly reviewed and updated and that is consistent with state and federal requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board cooperatively establishes policies with the administration for the operation of the schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board allows public input into the policy development process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board communicates with city and state and federal government officials as appropriate, concerning educational issues and funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Comments on Policies?

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Superintendent Relations

## 6. Superintendent Relations \*

Please rate the following:

*Mark only one oval per row.*

	Outstanding	Competent and Capable	Needs Improvement	Deficient	N/A
The board acts as a policy-making and governance body and refrains from infringing on the superintendent's area of administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board develops, with cooperation from the superintendent, a set of criteria used for superintendent evaluation, which is done annually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board encourages and supports the professional advancement of the superintendent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board requests information through the Superintendent or from staff members with the Superintendent's permission and knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



7. Comments on Superintendent Relations?

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