

2008-2009

Board Performance Appraisal Instrument

I AFFIRMATION OF RESPONSIBILITIES

	Responsibility	Quality 4 3 2 1	Comments
1	Place the interests of children above all others in every decision that we make.		
2	Uphold all applicable federal and state laws and regulations.		
3	Abide by the policies and bylaws of the Board and work with our fellow board members to change those policies as needed to improve student learning.		
4	Maintain board focus on the achievement of all students, regardless of race, class, ethnicity, or gender.		
5	Not use our positions for personal or partisan gain.		
6	Model continuous learning in our roles as members of the governance team.		
7	Maintain a strategic plan for the district that clearly defines success and accountability for the board, the staff, and our students.		
8	Focus on the policy work of the Board and monitor progress on the indicators of success articulated in our strategic plan, leaving the day-to-day operation of the district to the superintendent and staff.		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Qualities to consider:

- Leadership
- Teamwork
- Research-based and student-centered
- Clear, consistent communication

2008-2009

Board Performance Appraisal Instrument

	Responsibility	Quality 4 3 2 1	Comments
9	Base our decisions upon available facts, vote our convictions, avoid bias in any form, and uphold and support the decisions of the majority of the Board once a decision is made.		
10	Work to build trust between and among board members and the superintendent by treating everyone with dignity and respect, even in times of disagreement.		
11	Maintain the confidentiality of privileged information including that shared in executive sessions of the Board.		
12	Recognize that authority rests only with majority decisions of the Board and make no independent commitments or take any independent actions that may compromise the Board as a whole.		
13	Refer constituent complaints and concerns to the appropriate person within the district chain of command.		
14	Respect the leadership roles of the board president and superintendent.		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Qualities to consider:

- Leadership
- Teamwork
- Research-based and student-centered
- Clear, consistent communication

2008-2009 Board Performance Appraisal Instrument

II. FACILITATIVE EVALUATION

Outline of Process for 2008/09

The Board evaluation process is conducted over a one- or two-day period of time using an outside facilitator. The facilitator will:

Preparation Phase

- Discuss the process and parameters with board chair and Superintendent.
- Review board governance policies related to evaluation and any board-adopted goals.
- Discuss how the evaluation will be handled with the public and the media.
- Use the evaluation instruments agreed to for the superintendent and board.
- Review any legal parameters that may apply.

Interviews

One-on-one private interviews will be held with each board member to gather opinions on governance team performance, using the templates provided. In addition, if the Board wishes, interviews will be held with key members of the executive leadership team or other constituents. Key themes from the interviews will be synthesized by the facilitator.

Reporting

The facilitator will make a verbal presentation to the entire governance team regarding the findings. This meeting will be held in closed session, as part of the governance team performance will be discussed. The facilitator will share the key themes from the interviews, focusing on the areas of strength and areas of continuing improvement in Board performance.

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Qualities to consider:

- Leadership
- Teamwork
- Research-based and student-centered
- Clear, consistent communication

2008-2009

Board Performance Appraisal Instrument

III. PERFORMANCE MEASURES

Management Survey: Template for facilitator use with each board member, the superintendent, and the executive management team.

	Question	Quality 4 3 2 1	Comments
1	How is the board working together?		
2	How is the board working with the superintendent and staff?		
3	Are board meetings operated and structured effectively?		
4	Is there effective communication between and among all members of the board?		
5	Do board members participate in professional development? Are there areas of substance training needed?		
6	Does the board adhere to its ground rules and Oath of Responsibilities?		
7	Does the board engage in appropriate communication with staff and the public regarding issues?		
8	Are there any decision-making areas that are unclear as to board or superintendent authority and responsibility?		
9	What are the strengths of the board?		
10	What are the key areas for improvement?		
11	Is there anything else regarding the performance of the board team?		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Qualities to consider:

<ul style="list-style-type: none"> ▪ Leadership ▪ Teamwork 	<ul style="list-style-type: none"> ▪ Research-based and student-centered ▪ Clear, consistent communication
--	--

2008-2009

Board Performance Appraisal Instrument

Relationships			
	Goal	Quality 4 3 2 1	Comments
A.	The Board and Superintendent understand and articulate the system of governance and differentiate between policy and administrative roles.		
B.	Procedures are established for board and superintendent interpersonal and working relationships.		
C.	The Board maintains a close relationship of trust with the Superintendent and strives to facilitate district success.		
Communications			
A.	Communication protocols are established and followed. These include Friday Updates, 2x2 meetings, quarterly reports.		
B.	Board requests are made through executive staff only, including the Superintendent, Chief Academic Officer, Chief Financial and Operating Officer, General Counsel, and Director of Public Affairs.		
C.	The Board respects the role of the Board President as spokesperson.		
Progress on reform policy development goals			
The board establishes policy to support the implementation of the Strategic Plan. Reform policy goals for 2008/09 are:			
A.	The strategic planning policy		
B.	The capacity management policy		
C.	The budget development policy		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Qualities to consider:

- Leadership
- Teamwork
- Research-based and student-centered
- Clear, consistent communication