

# **Session Objectives**



- A better understanding of why boards should look in the mirror
- A better understanding of the <u>process</u> for selfevaluation
- A better understanding of <u>actions</u> your board can take to improve effectiveness for your students

### **Introductions**



- Why do you do serve on the Board of Education?
- Share one success story since you have been on the board.
- What challenges do you face in your work with schools?

## **Ground Rules**



- One person speaks at a time.
- Value all ideas.
- Actively listen to one another with respect.
- Everyone has the opportunity and responsibility to speak.
- Seek brief, open, understandable communication.
- "Park" ideas for future discussions.

### **School Board Members**



- Advocate for children and public education
- Direct the district through policy, planning and monitoring
- Focus on leadership rather than administrative detail
- Provide collective rather than individual direction
- Focus on the future
- Govern proactively

## The Board Team



School districts are governed by boards, not by individuals

- Elected as an individual
- No authority as an individual
- Success as a board member is tied to the success of your board

# **Your School District**



- Good things going on
  - Test scores
  - Extracurricular activities
  - Community involvement
- Sense that your board may be "stuck"



## Why Self-Evaluation?



- Recognize board team strengths
- Celebrate accomplishments
- Clarify expectations
- Improve board-superintendent communication
- Identify areas for improvement
- Develop plan for board to move to a higher level of leadership



### Self-Evaluation



- Holds the team accountable
- Allows for individuals to reflect on their own behaviors and performances as well as the behaviors and performance of the team
- Fosters open communication among the team
- Improves decision making by enhancing understanding of philosophies and goals

## **Self-Evaluation**



- Resolves differences of opinion and challenges false perceptions
- Provides insight into why and how decisions are reached
- Allows new board member/new superintendent the opportunity to understand the processes of the district and to get to know each other
- Provides a starting point for effective and productive goal setting and planning

## **Self-Evaluation**



- Provides a snapshot of what is Where you are now
- Value comes in providing a starting point for developing a plan to move toward what should be

### **Self-Evaluation Process**



- Positive
- Tool for change
- Promote goals and values of the district
- Encourage candid feedback
- Performed in a supportive atmosphere
- Focused on continual improvement



- Distribute evaluations to each member of board/superintendent team
- Complete and return to KSBA
- KSBA staff compile anonymous results
- Summary report presented at scheduled workshop
- KSBA facilitator assists in reviewing the results and developing next steps

### **Evaluation Tool**



- Several different types of evaluation tools
- Usually consists of about 10 general areas of board work as well as individual indicators
  - Numerical rating
  - Individual comments
- Looks at best practices for effective board/superintendent teams

# Sample 1



Your KSBA ASAP (Advancing Student Achievement to Proficiency) initiative advocates that governance teams utilize the following standards to keep students' learning as the board's, superintendent's and administrator's primary focus.

Board Resolution: Our team annually adopts a resolution, vision/mission statement, and/or goals to reflect the resolve of our board to lead the district in focusing on advancing students' learning and achievement ensuring that all students graduate college and career ready.

Do Not Do

Do Sometimes

Bourd Calendar: Our team develops a perpetual annual calendar that tracks key agenda items reflective of local, state, and federal policy. Our calendar includes dates for evaluations of quantitative and qualitative assessments as well as evaluation of students' learning progress.

Do Not Do

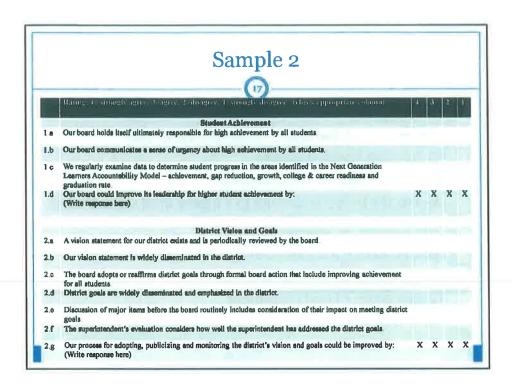
Do Sometimes

Board Regular Meeting Agenda: Each of our regular meetings' agendas have a purposeful focus on student learning and achievement, demonstrated through student/staff presentations, student/staff recognitions, and dialogue connected to students' learning and achievement. Agenda items may include discussion of the Unbridled Learning education plan. Do Not Do

Do Sometimes

Do Regularly

Comments:



## Sample 3



#### **DECISION MAKING - TEAM ASSESSMENT #9**

#### Statement A

When we are involved in controversial issues, we are often more concerned with our own image rather than making thoughtful and

#### 1. Just like A

2. More like A than B

3. In between A & B 4. More like B than A

#### Statement B

Despite demands and pressures, we are objective and make thoughtful

and wise decisions.

Example(s): In the space below, describe one or more examples from your team experience that illustrates your response.

#### PLANNING - TEAM ASSESSMENT #10

#### Statement A

As a team, we are constantly trying to fix today's problems. We rarely plan sufficiently. We are reactive

rather than proactive.

#### 1. Just like A

2. More like A than B 3. In between A & B

4. More like B than A 5. Just like B

#### Statement B

We have a clear understanding of where we are going and how we are

getting there. We plan ahead.

Example(s): In the space below, describe one or more examples from your team experience that illustrates your response.

# The Workshop



- Summary report
  - Reviewed with the board/superintendent team
  - Recognizes board strengths
  - Identifies areas for improvement
  - Assists the board in moving to a higher level of leadership
- Possible areas for discussion
  - Highest score / Most agreement
  - Lowest score / Least agreement
  - Most variance

## The Workshop



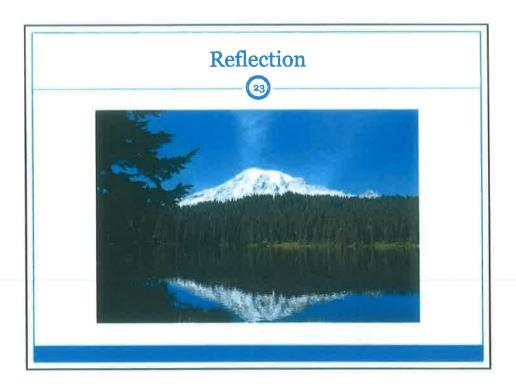
- Discuss team members initial thoughts
- Review comments and suggestions from team members
- Discussion topics may include:
  - Did we meet the goals set last year?
  - Are there specific behaviors or practices that we should change?
  - What are the 3 most important issues the board will face in the next 6-18 months?

# **Next Steps**



- Celebrate successes
- Develop strategies and identify resources for improvements
  - Commitment statement or code of ethics to address behavior
  - Obtain training as a board team
  - Participate in book study
  - Develop district guidelines for visiting schools, talking with the media, meeting agendas, etc.

Possible Actions ————————————————————————————————————	
Area Identified for Improvement	Possible Action
District vision and goals	Schedule goal setting workshop
Strategic focus	Pursue strategic planning process
Board & superintendent relations	Schedule training to redefine roles & responsibilities
Conduct & ethics	Hold board workshop to develop expectations or standard operating procedures for your district
Communication	Clarify expectations within your district
Meeting effectiveness	Develop meeting guidelines based on best practices



# Thank you!



Kentucky School Boards Association 260 Democrat Drive Frankfort, KY 40601 800-372-2962 www.ksba.org