



Session Objectives

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- A better understanding of why boards should look in the mirror
- A better understanding of the process for self-evaluation
- A better understanding of actions your board can take to improve effectiveness for your students

Introductions

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- **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

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- **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

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- 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

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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

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

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Why Self-Evaluation?

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- 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

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- 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

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- 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

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- 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

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



The KSBA Process

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- 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

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- 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

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ASAP

Your ESBA 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/mision 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

Do Regularly

Comments:

Board 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 evaluations of students' learning progress.

Do Not Do

Do Sometimes

Do Regularly

Comments:

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 2

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Rating: 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree, 0 = not an appropriate column	1	2	3	4			
Student Achievement							
1.a	Our board holds itself ultimately responsible for high achievement by all students.						
1.b	Our board communicates a sense of urgency about high achievement by all students.						
1.c	We regularly examine data to determine student progress in the areas identified in the Next Generation Learners Accountability Model – achievement, gap reduction, growth, college & career readiness and graduation rate.						
1.d	Our board could improve its leadership for higher student achievement by: (Write response here)			X	X	X	X
District Vision and Goals							
2.a	A vision statement for our district exists and is periodically reviewed by the board.						
2.b	Our vision statement is widely disseminated in the district.						
2.c	The board adopts or reaffirms district goals through formal board action that include improving achievement for all students.						
2.d	District goals are widely disseminated and emphasized in the district.						
2.e	Discussion of major items before the board routinely includes consideration of their impact on meeting district goals.						
2.f	The superintendent's evaluation considers how well the superintendent has addressed the district goals.						
2.g	Our process for adopting, publicizing and monitoring the district's vision and goals could be improved by: (Write response here)			X	X	X	X

Sample 3

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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 wise decisions.

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

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

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- **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

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- **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

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- **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

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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

Reflection

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Thank you!

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