

Board Assessment

Based on the Framework for School Board Development

Assessment Instrument

Directions for completing the assessment

Using the indicators on the following pages from the Framework for School Board Development (also known as the Framework for Governance Leadership), rate the effectiveness of your leadership team in demonstrating each of the governance responsibilities listed. Use the following four-point scale:

- 1 Our team is very strong in this area
- 2 Our team does this pretty well
- 3 Our team could benefit from improvement in this area
- 4 Our team needs to focus attention in this area immediately

| Indicators of Effectiveness (from the Framework for School Board Development) | Rating |
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| Vision: The board ensures creation of a shared vision that promotes enhanced student achievement | |
| 1) The board keeps the district focus on the educational welfare of all children. | |
| 2) The board adopts a shared vision based on community beliefs to guide local education. | |
| 3) The board ensures that the vision supports the state's mission, objectives and goals for education established by law. | |
| 4) The board ensures that the district vision expresses the present and future needs of the children and community. | |
| 5) The board demonstrates its commitment to the vision by using the vision to guide all board deliberations, decisions, and actions. | |
| Structure: The board provides guidance and direction for accomplishing the vision. | |
| 6) Legislature, State Board of Education, the Texas Education Agency, and Local Boards of Trustees in the governance of the public schools. | |
| 7) The board fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees. | |
| 8) The board focuses its actions on policy making, planning, and evaluation. | |
| 9) The board adopts a planning and decision making process consistent with state statute that uses participation, information, research, and evaluation to help achieve the district's vision. | |
| 10) The board ensures that the district planning and decision making process enables all segments of the community, parents, and professional staff to contribute meaningfully to achieving the district's vision. | |
| 11) The board develops and adopts policies that provide guidance for accomplishing the district's vision, mission and goals. | |
| 12) The board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the districts vision, mission and goals. | |
| 13) The board adopts goals, approves student performance objectives, and establishes policies that provide a well-balanced curriculum resulting in improved student learning. | |
| 14) The board approves goals, policies, and programs that ensure a safe and disciplined environment conducive to learning. | |

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| 15) | The board oversees the management of the district by employing a superintendent and evaluating the superintendent's performance in providing education leadership, managing daily operations and performing all duties assigned by law. | |
| 16) | The board adopts policies and standards for hiring, assigning, appraising and compensating school district personnel in compliance with state laws and rules. | |
| Accountability: The board measures and communicates how well the vision is being accomplished | | |
| 17) | The board ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of reports prepared by or at the direction of the superintendent. | |
| 18) | The board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the superintendent and directs the superintendent to make modifications that promote maximum achievement for all students. | |
| 19) | The board ensures that appropriate assessments are used to measure achievement of all students. | |
| 20) | The board reports district progress to parents and community in compliance with state laws and regulations. | |
| 21) | The board reviews district policies for effective support of the district's vision, mission and goals. | |
| 22) | The board reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision, mission and goals. | |
| 23) | The board evaluates the superintendent's performance annually in compliance with state laws and regulations. | |
| 24) | The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and the board's ability to work with the superintendent as a team. | |
| Advocacy: The board promotes the vision. | | |
| 25) | The board demonstrates its commitment to the shared vision, mission, and goals by clearly communicating them to the superintendent, the staff, and the community. | |
| 26) | The board ensures an effective two-way communication system between the district and its students and employees, the media and the community. | |
| 27) | The board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students. | |
| 28) | The board supports children by establishing partnerships between the district, parents, business leaders and other community members as an integral part of the district's educational program. | |
| 29) | The board leads in recognizing the achievements of students, staff, and others in education. | |
| 30) | The board promotes school board service as a meaningful way to make long-term contributions to the local community and society. | |
| Unity: The board works with the superintendent to lead the district toward the vision. | | |
| 31) | The board develops skills in teamwork, problem solving and decision making. | |
| 32) | The board establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board. | |
| 33) | The board understands and adheres to laws and local policies regarding the board's responsibility to set policy and the superintendent's responsibility to manage the school district and to direct employees in district and campus matters. | |
| 34) | The board recognizes the leadership role of the board president and adheres to law and local policies regarding the duties and responsibilities of the board president and other officers. | |
| 35) | The board adopts and adheres to established policies and procedures for receiving and addressing ideas and concerns from students, employees, and the community. | |
| 36) | The board makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters. | |
| 37) | The board supports decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions. | |

Identifying Critical Issues for the Team

Definition

A critical issue is a trend, event, development, or situation that keeps us, as the district leadership team, from reaching our vision and accomplishing our mission.

- It may be a positive issue (opportunity) or negative one (threat).
- It is an issue requiring resolution because of its impact on the governance team's effectiveness and ability to accomplish its mission.
- It is generally broad in scope and impact. (It usually affects everyone.)

Team Critical Issues

What are the critical issues confronting *this team* today that if left unattended would keep us from doing our job *as a team* effectively during the next year?
(*Complete as a team*)

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Team Improvement Activities

Address each of the following activities as a team. You may do the activities as a full team or answer the questions first individually, or in pairs, then share and discuss them as a full team.

Team Improvement Goals

List the one to three activities that this team could do during the next year that would best address the critical issues identified and contribute to improved team performance.

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Team Continuing Education Targets

If the activities listed above are not specifically continuing education activities, would the team benefit from continuing education in order to perform the activity more effectively? If so, list specific continuing education the board could participate in related to this activity.

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Are there other areas of continuing education that would support the team in leading the district in the coming year?

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Time Table for Team Improvement

What is the best time for us to schedule these activities or continuing education opportunities?

Individual Continuing Education Targets

Based on the Framework for School Board Development, what three educational topics or areas of interest would best contribute to your personal continuing education during the next year?

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