

Governing Board Self-Evaluation

Background: It is a best practice for school boards as governing bodies to complete period self-assessments to reflect on their practice as a board and governance team so that it may effectively support the efforts of the school district.

Why do school boards evaluate themselves?

The board self-evaluation can strengthen board performance and lead to improved district performance and greater community confidence in the board and the district. Board self-evaluation is an important responsibility for the board for three reasons:

1. *School boards evaluate themselves to demonstrate that district's leadership is committed to continuous learning at every level.* To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.
2. *School boards evaluate themselves to create a culture of using feedback to get better.* If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it.
3. *School boards evaluate themselves to demonstrate accountability to the community that elected them.* As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

Proposed Process:

Step 1: Individually complete The School Board Self-Evaluation Survey Section prior to initial meeting (Individual pre-work prior to 12/17/19 Meeting)

Step 2: Board members meet to discuss the responses to Survey Sections (12/17/19 Meeting)

Step 3: Board members reflect and assess individual practices; Board members meet to identify the Board's Governance Goals, Success Indicators and a timeline for attainment. (January Board Meeting)

Step 4: Individually identify personal Governance Goals, Success Indicators and a timeline for attainment. (Individual work, post January Board Meeting)

School Board Self-Evaluation

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and meet these standards:

Protocol: Complete the survey, reflecting on the extent to which the eight practices that support board effectiveness have been experienced over the past 12 months. This survey will support discussion (Step 2 of the process outlined above)

We Do This	Always	Often	Rarely	Never	Unsure
1. Keep the district focused on learning and achievement for all students.					
2. Communicate a common vision.					
3. Operate openly, with trust and integrity					
4. Govern in a dignified and professional manner, treating everyone with civility and respect.					
5. Govern within board-adopted policies and procedures.					
6. Take collective responsibility for the board's performance.					

7. Periodically evaluate its own effectiveness.					
8. Ensure opportunities for the diverse range of views in the community to inform board deliberations.					
TOTALS					

SOURCE: CSBA PROFESSIONAL GOVERNANCE STANDARDS: BOARD SELF-EVALUATION