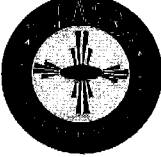



School Board Self-Evaluation:
A Practical Model for Improving Board
Performance




NMSBA Board Institute
(Boardsmanship Strand)
Santa Fe, New Mexico
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In This Session You Will:

- Examine the rationale for Board self-evaluation
- Explore some of what's out there
- Review a model employing best practices
- Interact with APS Board President, Dr. David Percy, who has experienced the process
- Get any questions you have answered
- Learn how your Board can further explore self-evaluation



Why Self-evaluate?

- Holds Board members accountable to themselves, the Board, staff and community
- Exercises your power as a Board to model positively for the district
- Improves decision making by enhancing a common understanding of philosophies and goals.
- Provides a starting point for effective goal setting and long range planning



What's Out There?

- Several hundred hits on Google "School Board Self-Evaluation"
- Range from exceptional to marginal
- Four samples available via email if you want to explore further and develop your own. Sign-up sheet is circulating.
- No single "best way."



What Represents Best Practices?


- Some form of policy driving the process
- Reflectively developed set of criteria against which performance is assessed
- Some mechanism in the process to gather Board member communications and problem-solving preferences and share those
- Set of thoughtfully developed goals as an outcome against which the Board will hold itself accountable



Board Self-Evaluation Model Based on Best Practices



Communications and Problem-solving Assessment (MBTI)



NMSBA Policy

EVALUATION OF SCHOOL BOARD / BOARD SELF-EVALUATION The Board shall meet as necessary for the purpose of appraising its functioning as a Board and to evaluate Board performance. The appraisal plan approved by the Board will be facilitated by the Board President, working with the Superintendent.


Evaluation instruments for Board operation may be used in the process.

The Superintendent and others who regularly work with the Board may be asked to participate in all or a portion of the appraisal.

Areas of Board operations and relationships that may be appropriate to consider during the evaluation of Board procedures may include, but are not limited to:


- Board meetings/decision making process.
- Policy development/implementation.
- Board/District goal setting.
- Curriculum and instruction management/program.
- Fiscal management/resource allocation.
- School plans/planning/management.
- Board member orientation.
- Board member development.
- Board officer performance.
- Board member relationships.
- Board-Superintendent relationship.
- Board-community relationship.
- Legislative and governmental relationships.

Adopted: _____ Date of annual adoption: _____ LEGAL REF: _____ CROSS REF: _____ Board-Superintendent Relationship




Communications and Problem-solving Assessment--Myers-Briggs (MBTI)

- Communications and Problem-solving Preference Indicator
- Self-Report
- Non-judgmental
- Well researched
- Used for growth




What's Our Type?

Board Member	MBTI Type
Board Member 1	I N F P
Board Member 2	E N T P
Board Member 3	I N T J
Board Member 4	E S F J
Board Member 5	I N F J
Board Member 6	I N T J
Board Member 7	E N F J
Board Team Type	I N F J
Superintendent	I S T J

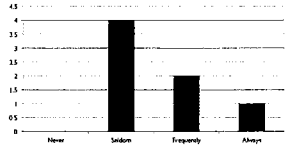
 **Criteria for Assessment**

1. Working Strategically-Goal Setting and Planning
2. Board/Superintendent Relations
3. Board Meetings
4. Financial Oversight
5. Policy and Governance
6. Board Interpersonal Qualities
7. Board Relations with Staff
8. Board Relations with Community
9. Board Development
10. What are the three greatest strengths of the Board?

 **Feedback on Criteria**


1. Working Strategically-Goal Setting and Planning The Board consistently and effectively engages in strategic planning – long range effective planning with clearly defined goals for the district which are focused on the district's mission.

N=7




How could the Board improve in this area?

- Set hard and fast deadlines of what to review in terms of achievement, i.e. certain scores,
- It would be important to get regular updates on the progress of the district goals ...
- Set regular meetings with specific topics that explicitly fit the goal and plans that require ...
- in the past year, strategic planning is out the window. In my opinion,
- It is not typically the responsibility of the Board to do strategic planning -
- The board is too involved in the day to day work of the district. The board should refrain from

 **APS Board Evaluation Categories In Descending Order of Mean Response**

Category	Mean Response
Board Development	3.29
Policy and Governance	3.29
Financial Oversight	3.14
Board Relations with Community	2.71
Board Relations with Staff	2.71
Board/Superintendent Relations	2.71
Working Strategically-Goal Setting and Planning	2.57
Board Meetings	2.57
Board Interpersonal Qualities	2.00




Thoughtfully Developed Board Goals

**Albuquerque Public Schools
Board of Education Self-Evaluation Retreat May 10, 2014
Discussion Draft Board Goals for Board Growth and
Improvement
Revised July 31 Based on Board Member's Perspectives
Goals**

Original Draft Goal 1
Goal 1: Continue to build a stronger and more effective relationship with the Superintendent by providing him quarterly formative feedback in executive session as a component of his evaluation process.

Revised Goal 1 and Rationale
Goal 1: Continue to build a stronger and more effective supervisory relationship with the Superintendent by collectively as a Board reviewing his evaluation process and revising this process to better reflect the sense of the Board on how the entire process should function and then implement those revisions.

Rationale: The facilitator perceives the sense of the Board as viewing the superintendent evaluation process as one of the major "elephants in the living room," to be addressed in the Board self-evaluation process. The superintendent evaluation process whereby the Board provides the superintendent both positive feedback, opportunities for improvement, and makes decisions as a Board about the terms and conditions of the superintendent's employment is not perceived by the Board as optimal and may be made more so by dispassionately reviewing the process, revising the process based on that analysis, and then implementing those revisions.



NMSBA Self-Evaluation Support for Boards (SES)

The NMSBA Self-Evaluation Support (SES) Training Module- a no cost training module available for NMSBA members

- How the board can create a functional policy to delineate the process of self-evaluation.
- How the board identifies the key elements on which they want to receive feedback.
- How the board determines the most effective feedback mechanisms to generate the feedback.
- How the board can process the feedback in a constructive manner.
- How the board can identify and prioritize key goals for the board and district based on the feedback.
- How the board can create a SMART (specific, measurable, attainable, realistic, and timely) plan to implement those goals.
- How the board monitors the SMART plan so that the plan actually forms the basis for meaningful change in the practices of the board.

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