

Board Assessment using A Framework of Governance

Board: _____

Assessor(s): _____



1. Component 1a (Mindset)

Assess your board's readiness with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4

(1) Commitment to Serve [Willing to subordinate self-interest]

Q: From whom does the board receive its authority? To whom does the board answer?

Indicators to look for:

- Oath of office
- State law defining board responsibilities
- Board acts as if...(it accepts/'owns' a duty to serve)

Remarks:

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(2) Commitment to Lead [Willingness to take charge and give direction]

Q: Over whom does the board exercise authority?

Indicators to look for:

- Willingness to lead through policy directives given to the superintendent

Remarks:

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(3) Attitude toward Growth [Response to 'failure']

Q: What does the board believe about students' ability to learn?

Indicators to look for:

- 'Elevating' beliefs about student capacity to learn
- Growth mindset: belief in achievement based on effort

Remarks:

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(4) Work Ethic [Locus of control]

Q: Is the board committed to 'doing the work' required of a board?

Indicators to look for:

- The board dedicates time in meetings to the board's own work
- The board dedicates time in meetings to board professional development
- The board dedicates time to monitoring district performance

Remarks:

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2. Component 1b (Approach)

Assess your board's readiness with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<p>(1) Systems Perspective [Board awareness of interconnected system]</p> <p>Q: How does the board mentally connect the many parts of the school system? Indicators to look for:</p> <ul style="list-style-type: none"> • Board is aware of how various district systems impact one another • Board actions take into account how they are interconnected • Board deliberates before taking action, considering impacts of decisions <p>Remarks:</p> <ul style="list-style-type: none"> • • 				
<p>(2) Systematic Process [Rhyme/rhythm of board operations.]</p> <p>Q: How does the board mentally connect the many actions of the school system?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board work follows a systematic pattern (readiness, strategic voice, operational guidance, accountability) • Board follows routines that reinforce its chosen approach to governing <p>Remarks:</p> <ul style="list-style-type: none"> • • 				
<p>(3) Policy [What is policy for? How does the board direct?]</p> <p>Q: What does the board consider the purpose and use of policy?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board actions occur at the strategic/policy level • Board policy direction targets the superintendent • Board uses policy strategically – broad guidance rather than operational detail <p>Remarks:</p> <ul style="list-style-type: none"> • • 				
<p>(4) Meetings [What are meetings for? What is board work?]</p> <p>Q: What does the board consider the purposes and use of board meetings?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board employs its time in meetings for strategic purposes • Board sets and follows a protocol for meetings • Board controls the agenda, using meetings to do the board's work <p>Remarks:</p> <ul style="list-style-type: none"> • • 				

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3. Component 2a (Values)

Assess your board's exercise of strategic voice with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4

<p>(1) Transparency/Trust/Teamwork [Openness, Interdependence]</p> <p>Q: What is the board's attitude regarding transparency? How does the board build trust?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board assures internal transparency (for board members and staff) • Board assures external transparency (public records, meetings, communications) <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(2) Board-Community Connection [Connecting with 'the boss']</p> <p>Q: How does the board learn community values?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Opportunities for community input on strategic issues • Public reports; public listening sessions <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(3) Policy expresses the community's values internally [Internal voice]</p> <p>Q: How does the board give voice to community values within the district?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Policy based on values and principles <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(4) Advocacy expresses community values externally [External voice]</p> <p>Q: How does the board give voice to community values outside the district?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board awareness of public policy that impacts local community schools • Board contacts public officials to advocate for students <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				

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4. Component 2b (Vision)

Assess your board's exercise of strategic voice with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4

<p>(1) Goal-Setting Process [Continuous refinement]</p> <p>Q: How does the board set a vision for the future?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board adopts strategic plan and owns the strategic planning process • Board is open to community input re: desired outcomes for students • Board requires collaboration with community stakeholders in vision setting <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(2) Student Focus [Students' needs, not adult wants]</p> <p>Q: How does the board define success for its vision with respect to students?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board assures that students are at the center of all district efforts • Budget reflects student needs, not adult interests <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(3) Results Orientation [Ends not means]</p> <p>Q: How does the board define success for its vision with respect to results?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Measures of program success are based on the program's results • Board bases decisions on demonstrated and demonstrable results <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(4) Time Perspective [Long-term not short-term]</p> <p>Q: How does the board define success for its vision with respect to time?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board expects and demands long-term measurement of success • Board holds firm to stable, overarching student learning goals <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				

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5. Component 3a (Operational Guidance to Board Members)

Assess your board's structured operational guidance with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4

(1) Defining the Board Member Role [Role clarity]

Q: What is the board member's role?

Indicators to look for:

- Board has defined its vision of the board member's role
- Board expectations of its individual members are documented

Remarks:

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(2) Setting Boardmanship Protocol [Expectations for behavior]

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Q: What are the board's expectations for individual board member behavior?

Indicators to look for:

- Board expectations for boardmanship behavior are clearly and publicly stated
- Board SOP/protocol is documented and publicly available

Remarks:

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(3) Facilitating Boardmanship [Chair as servant leader]

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Q: How does the board facilitate Boardmanship?

Indicators to look for:

- Board assures that all voices are heard
- Board chair ensures agreed-on protocol is followed (e.g. Roberts Rules, revised)
- Board confronts any violations of protocol
- Board orientation and periodic professional development

Remarks:

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6. Component 3b (Operational Guidance to the Board)

Assess your board's structured operational guidance with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4

<p>(1) Defining the Board Role [Role clarity]</p> <p>Q: What is the board's role?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board role is clearly defined • Board work is distinguished from staff work <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(2) Setting Governance Policy [Expectations, governance process]</p> <p>Q: What are the board's expectations for its own work?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board has set policies for its governance work (apart from policies directing staff) • Board holds itself accountable for following its own governance policy <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p>(3) Facilitating Governance [Chair as servant leader]</p> <p>Q: How does the board facilitate governance?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Role of the chair is defined as facilitator (servant) vs. manager (boss) of the board • Board chair ensures agreed-on protocol is followed (e.g. Roberts Rules, revised) • Board confronts violations of governance expectations • Governance is programmed as an agenda item throughout the year <p>Remarks:</p> <ul style="list-style-type: none"> • • 	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				

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7. Component 3c (Operational Guidance to the Superintendent)

Assess your board's structured operational guidance with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<p>(1) Defining the Superintendent's Role [Role clarity]</p> <p>Q: What is the superintendent's role?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board considers the superintendent as its sole link to the staff • Board views superintendent as responsible for district performance/success <p>Remarks:</p> <ul style="list-style-type: none"> • • 				
<p>(2) Employing the Superintendent [CEO hiring process]</p> <p>Q: How does the board hire its primary employee and create an effective employer-employee relationship?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board is prepared for hiring, with community involvement, contract design, evaluation plans, on a continuous basis (well before known vacancy) based on lessons learned over time • Board assures systematic hiring process emphasizes thorough background checks <p>Remarks:</p> <ul style="list-style-type: none"> • • 				
<p>(3) Directing with Policy [How the board 'directs']</p> <p>Q: How does the board guide the superintendent and staff?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Superintendent is answerable to policy directives of the whole board • Policy is written in strategic values/principles rather than specific directives <p>Remarks:</p> <ul style="list-style-type: none"> • • 				
<p>(4) Delegating & Providing Support [CEO authority explicitly defined]</p> <p>Q: How does the board facilitate management?</p> <p>Indicators to look for:</p> <ul style="list-style-type: none"> • Board allocates resources aligned with strategic policy direction • Board defines authority delegated to the superintendent, including limits • Board supports superintendent exercise of authority, and supervises same <p>Remarks:</p> <ul style="list-style-type: none"> • • 				

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8. Component 4a (District Accountability)

Assess your board's delivery of accountability with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4

(1) Setting District Performance Criteria [Establish expectations]

Q: What measures of district performance will the board use to define success?

Indicators to look for:

- Board establishes criteria for district (superintendent) success
- Board studies data and trends in student data

Remarks:

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(2) Monitoring District Performance [Achievement, compliance]

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Q: How will the board check to see if the district meets expectations?

Indicators to look for:

- Board requires data on goals/criteria for both results and compliance
- Board can cite staff efforts designed to improve results for students

Remarks:

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(3) Responding to District Monitoring [Making adjustments]

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Q: What will the board do when it finds the district success criteria are met? Not met?

Indicators to look for:

- Board makes judgments about monitoring data
- Board holds superintendent accountable for monitored district performance
- Board makes strategic/policy adjustments based on its judgments

Remarks:

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9. Component 4b (Board Accountability)

Assess your board's delivery of accountability with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4

(1) Setting Board Performance Criteria [Expectations]

Q: What measures of board performance will the board use to define success?

Indicators to look for:

- Board is aware of model board performance measures
- Board has documented criteria for board performance

Remarks:

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(2) Monitoring Board Performance [Compliance]

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Q: How will the board check to see if board performance meets expectations?

Indicators to look for:

- Board regularly (formative) and annually (summative) self-assesses
- Board self-assessment is documented and publicly available
- Board orientation includes expectations for self-assessment

Remarks:

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(3) Responding to Board Monitoring [Making adjustments]

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Q: What will the board do when it finds that board success criteria are met or not met?

Indicators to look for:

- Board makes judgments about self-monitoring data
- Board makes strategic/policy adjustments based on data

Remarks:

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10. Component 4c (Board Member Accountability)

Assess your board's delivery of accountability with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

1	2	3	4
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(1) Setting Board Member Performance Criteria [Expectations]

Q: What measures of board member performance will the board use to define success?

Indicators to look for:

- Board is aware of model board member performance measures
- Board has documented criteria for board member performance

Remarks:

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(2) Monitoring Board Member Performance [Compliance]

Q: How will the board check to see if board member performance meets expectations?

Indicators to look for:

- Board regularly assesses its members' behavior
- Boardsmanship assessment is documented and publicly available
- Board orientation includes expectations for assessment of boardsmanship

Remarks:

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(3) Responding to Board Member Monitoring [Making adjustments]

Q: What will the board do when it finds that board member criteria are met, or not met?

Indicators to look for:

- Board makes judgments about boardsmanship monitoring data
- Board makes strategic/policy adjustments based on data

Remarks:

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