

# **PRAIRIE LAND PUBLIC SCHOOL DIVISION**

## **BOARD OF TRUSTEES EVALUATION PROCESS**



*Small Schools Preparing Students For Big Futures*

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## Introduction

Education is a provincial responsibility. In Alberta, the responsibility for the delivery of public education to students in kindergarten through to high school has been delegated to elected School Boards in the Province. The Trustees of these School Boards are responsible for the planning and delivery of educational services within their School Divisions or Districts.

Provincial legislation in the form of the *Education Act* and other Provincial Acts, Regulations, Policies, Directives and Guidelines define the structure and responsibilities of School Boards.

Prairie Land Public School Division Board of Trustees believes that the public education of our children and students is best served by a duly elected Board of Trustees. Our Trustees lead by example in all of the educational decisions that affect children and students in Prairie Land Public School Division as well as any activities that come under the jurisdiction of Prairie Land Public School Division.

The Trustees of Prairie Land Public School Division believe that for the Division to provide the best learning opportunities for our children and students that the Board must be efficient in providing the resources for the Division. In order to do this, the Trustees are accountable to the communities they serve, to the children and students who attend the system and to the staff that provides the environment for learning to take place. In doing so, and to ensure accountability, the Trustees understand that they need to partake in a regular evaluation process.

The evaluation process for the Board of Trustees and each individual Trustee of Prairie Land Public School Division may contain the following components:

- Review of Board Role Performance.
- Monitoring Interpersonal Working Relationships.
- Review of Annual Work Plan Completion.
- Monitoring Board–Superintendent Relations.
- Review of Board Motions.
- Review of Board Governance Policies.
- Creating a Positive Path Forward.

The purpose of Board and Trustee evaluation should be to answer the following questions:

- How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board and as Trustees this past year?
- How do we perceive our interpersonal working relationships?
- How well do we receive input and how well do we communicate?
- How well have we adhered to our annual work plan?
- How would we rate our Board–Superintendent relations?
- How well have we adhered to our governance policies?
- What have we accomplished this past year and how do we know?

It is important to hold the Board and each Trustee accountable by regularly reviewing the implementation of evaluation–related action items, measuring results against agreed–upon goals and expectations and adjusting actions in real–time to meet evaluation goals and objectives.

The principles upon which the Board and Trustee evaluation should be based are:

- A learning organization or a professional learning community is focused on the improvement of practice.
- A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board and each individual Trustee.
- An evidence-based approach provides objectivity.

## Background to Evaluation

Stakeholders are seeking greater Board and Trustee effectiveness and accountability and are increasingly interested in evaluation processes and results. Boards and Trustees are also seeking to enhance their own effectiveness and to address stakeholder interest more clearly by enhancing their contributions.

The focus on Board and Trustee effectiveness and evaluation appears to reflect factors that have shaped governance in recent years, including the :

- Pressure from stakeholders for Boards to better explain and achieve current and long-term performance.
- Increased complexity, uncertainty, opportunity and risk in education environments.
- Recent high-profile examples of any possible Board oversight failures.

A Division's health and survival is largely dependent on those who are leading it, namely the Board of Trustees. With their technical and practical expertise, experience, leadership and direction, Boards are expected to consistently drive Division performance and create value for shareholders amidst regulatory uncertainty, provincial and federal disruptions and economic downturns. Simply put, there are goals and objectives that Boards must meet.

Therefore, the first aspect of any evaluation is establishing why the Board is doing it. The primary motivation can be characterized as “conformance” or “value adding”:

- *conformance* focuses on meeting the expectations of external scrutiny through compliance with various laws and following appropriate governance standards—whether mandated or self-imposed; and
- *value adding* focuses on improving both organizational and Board performance.

In practice, most Board reviews will be aimed at meeting both conformance and value adding objectives.

Without a solid rationale shared by the Trustees, any evaluation is likely to meet resistance which may lead to a lack of success. There are many aspects of performance the Board may wish to evaluate. Apart from a desire to contribute to firm performance, many Boards feel that regular evaluation contributes significantly to group processes within the Board. A regular Board review can indicate potential problems or differences of opinion that can be addressed before they become a source of conflict.

Clearly identified objectives enable the Board to set specific goals for the evaluation and make decisions about the scope of the review; e.g., the approach the Board will take, how many people will be involved, how much time and money will be allocated.

## **Planning and Designing an Effective Evaluation Process**

Prior to designing and implementing an evaluation process, School Boards should determine the substantive and specific goals and objectives they want to achieve through evaluation.

The evaluation process should not be used simply as a way to assess whether the School Board, its committees and its Trustees have satisfactorily performed their required duties and responsibilities. Instead, the evaluation process should be designed to rigorously test whether the School Board's dynamics, operations and structure are effective for the School Division and its environment, both in the short and long term, by:

- Focusing Trustee introspection on actual School Board, committee and Trustee performance compared to agreed-upon School Board, committee and Trustee performance goals, objectives and requirements.
- Eliciting valuable and candid feedback from each Trustee, without attribution if appropriate, about board dynamics, operations, structure and performance.
- Reaching School Board agreement on action items and corresponding timelines to address issues observed in the evaluation process.
- Holding the School Board accountable for regularly reviewing the implementation of evaluation-related action items, measuring results against agreed-upon goals and expectations and adjusting actions in real time to meet evaluation goals and objectives.

In determining the most effective approach to evaluation, School Boards should determine who should lead the evaluation process, who and what should be evaluated and how and when the evaluation process should be conducted and communicated.

### **Leading the evaluation process**

Leadership is key in designing and implementing an effective evaluation process that will objectively elicit valuable and candid Trustee feedback about Board dynamics, operations, structure and performance.

### **Prioritizing Evaluation Topics**

Board and individual Trustee evaluation topics should be customized and prioritized to elicit valuable, candid and useful feedback on Board dynamics, operations, structure and performance.

Relevant evaluation topics and areas of focus should be drawn from:

- Analysis of Board and committee minutes and meeting materials.
- Board governance documents, such as governance guidelines, Trustee qualification standards, as well as the *Board Leadership Quality Standard*, *Board Policy 1—Division Foundational Statements*, *Board Policy 3—Role of the Board*, *Board Policy 4—Role of the Trustee* and *Board Policy 5 – Trustee Code Of Ethics*.
- Observations relevant to Board dynamics, operations, structure and performance.
- The Division culture, performance, education environment conditions and strategies.

### **Asking Focused Evaluation Questions to Elicit Valuable Feedback**

Questionnaires are a key tool in the evaluation process but must be thoughtfully and carefully drafted to be effective. Questionnaire responses can be provided without attribution, which can promote candid and more detailed feedback.

Questionnaires are helpful because each Trustee receives the same question set; even if there are some separate questions for the Board and individual Trustees. This approach facilitates comparison of Trustee responses and can help indicate the magnitude of any actual or potential issues as well as variances in Trustee perspective and perception.

Evaluation questionnaires often put questions in the form of a statement, such as “The Board is the right size,” which calls for a response along a numerical scale. The larger the numerical scale, the more variance, which allows for a relatively more nuanced response. More specific and candid feedback can be obtained by prompting Trustees to provide detailed freestyle commentary to explain a response on a numerical scale or to a “yes” or “no” question.

Well drafted, targeted questions or questions in the form of a statement should be written specifically for the Board and individual Trustees, as applicable, with the goal of eliciting valuable and practical feedback about Board dynamics, operations, structure and performance. High quality feedback is what enables Boards and Trustees to see how they can better perform and communicate, with the result that the Division itself better performs and communicates.

A template evaluation questionnaire often does not demonstrate the strong potential of a well drafted questionnaire. Many template questionnaires seem too long and include unnecessarily hard-to-answer or unclear questions, such as “Does the Board ensure superb operational execution by senior administration?” These types of questions do not seem to lend themselves to eliciting practical feedback. Complicated or unclear questions should be revised to be more practical or omitted from the questionnaire. Questionnaires that are too long should be streamlined to be more relevant and effective in eliciting valuable and useful information.

Template evaluation questionnaires also often include numerous questions about clearly observable or known Board and Trustee attributes, practices and requirements. A short set of common examples includes:

- I attend Board meetings regularly.
- Advance meeting materials provide sufficient information to prepare for meetings, are clear and well organized and highlight the most critical issues for consideration.
- I come to Board meetings well prepared, having thoroughly studied all pre-meeting materials.
- The Board can clearly articulate and communicate the Division’s strategic plan.

When evaluation questionnaires include numerous questions on observable practices or required duties and responsibilities, the evaluation becomes more of a checklist exercise than a serious effort to elicit valuable and useful information about how to improve Board dynamics, operations and performance. Lengthy, vaguely worded, generic, checklist-type questionnaires can lead to Trustee inattention and inferior feedback results, further impairing the evaluation process.

More effective questionnaires are purposefully and carefully drafted to focus Trustee attention on matters that cut to the core of Board and Trustee performance. This may be facilitated when the questions focus succinctly on agreed-upon Board goals and objectives or requirements and considered together with the Division’s performance and short and long term strategies.

For example, a written evaluation questionnaire need not ask whether the Board and its Trustees have discussed and planned for Superintendent succession because the Trustees already know the answer. A better approach might be to recognize that such action did not take place and to ask each Trustee, during a confidential interview process, “What factors or events distracted or

prevented the Board from discussing and implementing a plan for Superintendent succession?” Candid responses to that interview question should provide feedback that can uncover practices or leadership that should change in order to improve Board performance.

### **Conducting Confidential One-On-One Interviews to Elicit More Candid Feedback**

Conducting well planned, skillful interviews as part of the evaluation process can elicit more valuable, detailed, sensitive and candid Trustee feedback as compared to questionnaires. The combined use of questionnaires and interviews may be most effective.

Interviews are particularly effective when there is an actual or potential issue of some sensitivity to address, as Trustees may prefer to discuss rather than write about sensitive topics. If Boards believe interviews will be helpful, they should carefully consider who should conduct them: with the key criteria being that the interviewer is:

- Well informed about the Division and its environment as well as Board practices.
- Highly trusted, even if not well known by the interviewees.
- Skilled at managing probing and candid conversations.

Special considerations may arise when the interviewer is also part of the evaluation process. Where sensitivities like this are perceived, using an experienced and independent third party interviewer can be effective.

While interviews do not enable anonymity, a trusted and skilled interviewer may still confidentially elicit valuable and sensitive feedback. Interviewer observations and interviewee feedback can be presented to the Board without attribution.

### **Individual Trustee Self and Peer Evaluations**

Individual self and peer evaluations, whether through questionnaires or interviews, can improve an evaluation process, especially one that is already generally successful as applied to the Board as a whole and its committees. When Trustees understand and see value in evaluations at a collective level, they often perceive enhanced value in individual evaluations, both of themselves and of their peers.

Self evaluations call for Trustees to be introspective about themselves and their performance and qualifications. Interestingly, simply being asked relevant questions about performance can lead Trustees to strive harder. The goal of self evaluation is to enable Trustees to consider and determine for themselves during the evaluation process, and every other day, what they can proactively do to improve personal performance and better contribute to optimal Board performance.

Peer evaluations increasingly are seen as critical tools to develop Trustee skills and performance and promote more authentic Board collaboration. A successful peer evaluation can also help improve Trustee perspective. While some suggest that peer evaluations, even if provided anonymously, can be uncomfortable to provide and receive, a key characteristic of an effective Board is that the Board’s culture inspires and requires active, candid, relevant and useful participation from all Trustees, as well as healthy debate and rigorous and independent yet collaborative decision making. Where the Board culture and dynamic are healthy, Trustees should see peer evaluation as important and beneficial guidance and coaching from esteemed colleagues.

Therefore, self–assessment may be used for the purpose of:

- Identifying the needs of Boards and Trustees.
- Gathering perceptions of Trustees.
- Initiating dialogue among Trustees.
- Assisting in the planning for Board development/in-service/retreat sessions.

### **Using a Third Party**

A third party can perform a range of evaluation services, from leading the evaluation process to conducting interviews to providing evaluation questions and reviewing questionnaire responses. Third parties can also help oversee implementation of evaluation action items.

Where the third party is independent of Prairie Land Public School Division and the Board, participation in the evaluation process can meaningfully enhance the objectivity and rigour of the process and results. Third party experts can provide new and different perspectives, both gained from work with other School Authorities as well as simply being from outside the Division, which can lead to improved action item development and evaluation results.

The use of a third party may be especially helpful when:

- The Board wants to test or improve its existing evaluation process.
- Trustees may not be forthcoming and candid with an internal evaluator.
- The Board believes an independent third party can objectively bring new perspectives and issues to the Board’s attention.
- The Board is new or has undergone a significant change and its Trustees are not yet poised to conduct an effective evaluation.
- The Board has not seen significant change over a period of time and new perspective is desired on Board performance.
- The Division and its Board are facing and addressing a crisis.

### **Evaluations and Feedback**

Board evaluations generally are conducted on a regular schedule agreed to by the Board. Common evaluation topics, however, relate to Board practices and Trustee attributes that are observable either in real–time, over a three– or six–month period, or with reference to Board agendas and minutes. In such cases, Boards should formally encourage real time or prompt feedback to constructively address actual or potential issues. Indeed, doing so allows Trustees themselves to embody the “see something, say something” culture needed to promote long-term corporate value.

### **Disclosing the Evaluation Process and Evaluation Results**

Given the attention to Board effectiveness, the expectation may be for the Division to expand their disclosures relating to Board evaluation and effectiveness.

Some examples of actions taken as a result of Board evaluations may include:

- Enhanced Board orientation programs.
- Changes to Board structure.
- Improvements to the format and timing of Board materials.
- More time to review key issues.
- Changes to Board governance documents.
- Improved evaluation process.

## **Moving Forward**

Regulators, stakeholders and governance experts are challenging Boards to examine and explain Board performance. First and foremost, Boards should address this challenge through a tailored and effective evaluation process. In doing this, Boards can work to identify areas for growth and change to improve performance in ways that can enhance long-term value. Boards can also describe evaluation processes and high-level results to stakeholders in ways that can enhance understanding and trust.

## **Board Evaluation Process**

Trustees are elected to four year terms to represent a School Authority. For each year of the term of office, each Trustee should set goals and develop a learning plan. The Board as a whole should develop a set of goals for each year of the term.

In order to ensure that Prairie Land Public School Division provides the best learning opportunities for our children and students, to ensure that the Division functions in an efficient and effective manner with respect to providing resources and to ensure that Trustees are accountable, a process should be adopted to provide for evaluation of both the Board and each individual Trustee during the four year term of the Board.

## **Recommendations**

The individual Trustee and Board Evaluation Process should be a two fold process, consisting of Trustee self evaluations and a complete Board Evaluation. Several evaluation tools may need to be constructed so that there is no overlap in administration of the evaluation tools.

The Trustee self-evaluation should be completed in years two and four of the four year term. Along with the self-evaluation, the Board will meet in an in-camera session to allow Trustees to provide any feedback that they may wish to share with their fellow Trustees upon completion of their individual self-evaluations. The intent of this sharing is to be informative so that the Board has an opportunity to move forward and grow. It would not be intended to be a complaint session but constructive in nature and should allow for continuous improvement in the role of each Trustee.

Complete Board Evaluations should also be completed twice in a four year term, in years one and three. An independent consultant could administer this evaluation. The consultant would create the evaluation tool that each Trustee would complete independently. This would be followed up with interviews of each Trustee and a focus group session with all of the Trustees (after completion of the evaluation tool and the interviews). The consultant would then prepare a report with observations and recommendations (as necessary); after having an opportunity for each Trustee to review the report, the Board would meet with the consultant to discuss the report and gain any further insights which should allow for continuous improvement of the Board.

## **Examples of Questions for the Board and Trustees**

The following are some examples of questions that could be addressed through evaluations:

- How has the most recent evaluation process enabled the Board and individual Trustees to identify actions to optimize Board and Trustee performance?

- How has the Division considered disclosing the evaluation process and summarizing the nature of actions taken to enhance stakeholder understanding of the Board’s work and value?
- How does the Board as a whole and each Trustee have a common and clear understanding of the term “effectiveness” as applied to the Board as a whole, its committees and each Trustee individually?
- How has the Board formulated clear goals, objectives and standards for itself, its committees and each Trustee that can be referenced during and outside of the evaluation process?
- How is the evaluation process appropriately synergized with the Board’s governance review, orientation and education programs, Trustee nomination process, succession planning and stakeholder engagement programs?
- How does the evaluation process provide validation to each Trustee that he or she is the right Trustee at the right time for the Division?

### **Why Evaluate?**

The culture of an organization is set at the top, and it is no different for school and educational organizations. Trustees must be strong, effective leaders to meet the challenges faced by public education today. Boards direct the affairs of the Division by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all children and students in the Division. Self-evaluation/assessment by the Board provides valuable information, discussion and communication.

### **Self-evaluation by the Board**

The intention of self–evaluation by the Board is intended to:

- Hold the Board accountable to itself, the staff and the community.
- Allow for reflection by Trustees on their individual and collective behaviour and performance.
- Foster open communication.
- Improve decision–making by enhancing a common understanding of philosophies and goals.
- Resolve differences of opinion and challenge assumptions.
- Provide insight into how and why decisions are reached.
- Allow new Trustees an opportunity to understand Board processes.
- Identify strengths and weaknesses of individual Trustee performance and that of the Board as a whole.
- Hold the Board accountable in its role as a representative of the public.
- Provide a starting point for effective goal setting and long range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building or extending the best possible leadership for the Division and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when Boards lead by example. This Board self-evaluation should be designed to provide both a clear objective system for Board evaluation and flexibility.

The following are some examples of questions, directed to Trustees, which could be included or developed for a self-evaluation tool:

- List your most significant accomplishments or contributions since last year. How do these achievements align with the goals/objectives outlined in your last review?
- Since the last evaluation period, have you successfully performed any new tasks or additional duties outside the scope of your regular responsibilities? If so, please specify.
- What activities have you initiated, or actively participated in, to encourage camaraderie and teamwork? What was the result?
- Describe your professional development activities since last year, such as offsite seminars, onsite training, peer training, management coaching or mentoring, and exposure to challenging projects or others.
- Describe areas you feel require improvement in terms of your professional capabilities. List the steps you plan to take and/or the resources you need to accomplish this.
- Identify two goals for the coming year and indicate how you plan to accomplish them.
- What are you most proud of?
- What would you do differently?
- How have you carried out the Division's mission statement?
- Where would you like to be a year from now?
- List your skills and positive attributes.
- List your accomplishments, especially those that impacted others or moved you toward your goals.

Based upon the Board's objectives some of these questions could be used in developing part of the Board self-evaluation tool.

### **Results and Outcomes**

Performance evaluation is an increasingly important feature. These reviews have benefits for individual Trustees and Boards and for the School Divisions they lead. Boards also need to recognize that the evaluation process is an effective team building and ethics shaping activity. Boards often seem to neglect the process of engagement when undertaking evaluations; unfortunately, Boards that fail to engage their Trustees are missing a major opportunity for developing a shared set of Board norms and inculcating a positive Board and organizational culture. In short, the process is as important as the content.

Therefore, Board evaluations or assessments should:

- Enhance the efficiency of Board operations.
- Further clarify the roles and responsibilities of Trustees.
- Provide for the avoidance of unnecessary conflict due to lack of communication.
- Identify the appropriate mix of skills, experiences and perspectives of Trustees.
- Create an alignment between stakeholders, staff and the Board.

The significance of any evaluation is lost if there is no follow through. Boards should set aside time to discuss and process the results of the evaluation. Board leadership should be ready to act on the findings and results of the evaluation by forming action plans and delegating the implementation of discussed recommendations to the appropriate Trustees and staff.

Beyond mere compliance and box ticking, a Board evaluation is a valuable tool that can help Boards maximize strengths, build on weaknesses and enhance overall performance. School Divisions that regularly and diligently conduct thorough Board evaluations will find that the

practice of proactive self-reflection communicates a true commitment to good governance and continuous improvement.

Also, the evaluation's objectives should be the determining factor when deciding to whom the results will be released. Most often, the Board's central objective will be to agree to a series of actions that it can take to improve governance. Since the effectiveness of the governance system relies on people within the organization, communicating the results to all Trustees and key administrative staff is critical for Boards seeking performance improvement. Where the objective of the Board evaluation is to assess the quality of Board/Administrative relationships, a summary of the evaluation may also be shared with the senior administration team.

If the Board wishes to build its reputation for transparency and/or to develop relationships with external stakeholders, a positive, focused Board evaluation is an excellent way of demonstrating that it is serious about governance and is committed to improving its performance. Obviously, when considering what information to communicate externally, a balance needs to be struck between transparency on the one hand and the need for staff and stakeholders to retain faith in the Board's ability and effectiveness on the other hand. Such communication outlines how the evaluation was conducted, the focus of the review and, perhaps, some of the major outcomes.

When communicating Board evaluation outcomes, it should be noted that the confidentiality of the process contributes significantly to full and frank insights being provided by participants and provides the Board with defensible results. As such, Trustees confidentiality must be protected.

Once the evaluation has been completed, the Board's attention will move on to other issues and any stimulus for change that may have come when the results were first delivered can dissolve. Worse still, Trustees along with any senior administrative staff who participated in the process will feel the evaluation has been a waste of their valuable time if recommendations for improvement were accepted, but not acted on. Therefore, it is critical that any agreed actions that come out of an evaluation are implemented and monitored. Many Boards include a review of action steps as an agenda item to be tracked at each meeting. Milestones can be established for the achievement of the action plans and progress reviewed until all agreed changes have been implemented.

# APPENDICES

# APPENDIX A

## PRAIRIE LAND BOARD OF TRUSTEES FOUR YEAR TERM



# APPENDIX B

## INDIVIDUAL TRUSTEE EVALUATION

This Evaluation has been developed to assist Trustees with respect to setting individual goals based on the Board leadership Quality Standard for the \_\_\_\_\_ and \_\_\_\_\_ year of the Trustee’s term on the Board. The main purpose is to support Trustees in their roles as individual Trustees and also, to provide them with assistance in executing their responsibilities as a member of the Board for Prairie Land Public School Division.

At the end of the four–year term, Trustees will review and assess their Goals and Learning Plan along with the direction that the Board has set in order to review and assess the level of achievement that Trustees of Prairie Land have attained. This review and assessment could provide direction for Trustees in establishing or extending their Goals and Learning Plan for each year of the four–year term.

### Individual Trustee Goals: *Based on the Board Leadership Quality Standard*

<b>BLQS 1 - ENSURING EFFECTIVE GOVERNANCE</b>	<b>Met</b>	<b>Not Met</b>
I ensured that students and staff members are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.		
I helped establish and sustain a productive working relationship with the Superintendent, based on mutual trust, respect and integrity.		
I worked collaboratively with fellow Trustees in the fulfilment of the Board’s governance functions in the fiduciary, strategic and generative realms.		
I ensured that students have the opportunity to meet the standards of education set by the Minister of Education.		
I collaborated with staff, school communities and cultural organizations to establish direction for student achievement and the development of the Prairie Land Public School Division Education Plan		
I ensured and monitored the Board’s plans, resource allocations, strategies and procedures that lead to the achievement of its goals and priorities.		
I ensured that the Board’s fiscal and resource management is in accordance with all statutory and regulatory requirements.		
I helped implement Board policies and supported the regular review and evaluation of their impact.		
I communicated and celebrated Prairie Land Public School Division’s goals, priorities and achievements.		
I promoted constructive relations with provincial agencies and education stakeholder organizations.		

<b>Individual Learning Goal - 1</b>
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STRATEGIES/ACTIONS	TARGETS/MEASURES	RESULTS ACHIEVED

BLQS 2 - SCHOOL-AUTHORITY OPEATIONS AND RESORCES	Met	Not Met
I assisted in delgating responsibility to the Superintendent, where appropriate, to enhance operational efficiency and effectiveness within the standards established through written board policies		
I supported the ongoing supervision and evaluation of the Superintendent in relation to Board Policy and the Superintendent Leadership Quality Standard		
I accepted responsibility for the care, management, fiscal oversight of the school division while understanding that the staff will conduct the day-to-day operations within the school division.		
I used data-informed decision-making processes that are responsive to changing contexts.		
I helped establish funding guidelines on fiscal and resource management in accordance with all statutory, regulatory and school community requirements.		
I recognized divisional, and community accomplishments in their pursuit of excellence.		

**Individual Learning Goal - 2**

STRATEGIES/ACTIONS	TARGETS/MEASURES	RESULTS ACHIEVED

BLQS 3 - VISONARY LEADERSHIP	Met	Not Met
I ensured that the vision is informed by research on effective learning, teaching and leadership.		
I used clear, focused, attainable and measurable goals and outcomes to support gains in student achievement.		
I promoted innovate and continuous improvement to support staff in their professional practice.		
I advocated for learning through rigorous curriculum and effective technology.		
I assisted in creating organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.		

I assisted in using student achievement results and other indicators to assess progress toward school division goals and compliance with school board policies and provincial legislation.		
I promoted in the school community a mutual understanding of and support for Prairie Land Public School Division’s Foundational Statements.		
I ensured the Superintendent is responsive to the vision of the Prairie Land Education Plan.		
I helped foster in Prairie Land Public School Division, equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i> .		

**Individual Learning Goal - 3**

STRATEGIES/ACTIONS	TARGETS/MEASURES	RESULTS ACHIEVED

BLQS 4 - BUILDING EFFECTIVE RELATIONSHIPS	Met	Not Met
I modeled ethical leadership practices, based on integrity and objectivity.		
I established constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.		
I assisted in developing communication strategies to build trust between the school board and the Superintendent, staff, students and the community.		
I collaborated with our communities to address the needs of students and their families.		
I collaborated with Provincial Agencies for the benefit of education and the needs of Prairie Land Public School Division.		
I assisted in building and sustaining relationships with all of our cultural communities.		
I participated in employing team–building strategies and using solution–focused processes to resolve challenges.		

**Individual Learning Goal - 4**

STRATEGIES/ACTIONS	TARGETS/MEASURES	RESULTS ACHIEVED

BLQS 5 - MODELLING COMMITMENT TO PROFESSIONAL LEARNING	Met	Not Met
I understand the philosophy of student-centered education based on principles of effective leadership		
I actively searched information from a variety of sources to enhance Trusteeship, governance and leadership.		
I provided leadership and support to the Superintendent.		
I provided opportunity and direction for the Superintendent, school community and local community members to establish a shared understanding of current trends and priorities in the education system.		

**Individual Learning Goal - 5**

STRATEGIES/ACTIONS	TARGETS/MEASURES	RESULTS ACHIEVED

BLQS 6 - ENSURING FIRST NATIONS, METIS AND INUIT EDUCATION	Met	Not Met
I supported staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students		
I have an understanding historical, social, economic, and political implications of: <ul style="list-style-type: none"> <li>treaties and agreements with First Nations;</li> <li>legislation and agreements negotiated with Métis;</li> <li>residential schools and their legacy</li> </ul>		
I ensured alignment with school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement.		
I pursued opportunities and engaged in practices to facilitate reconciliation within the school community.		

**Individual Learning Goal - 6**

<b>STRATEGIES/ACTIONS</b>	<b>TARGETS/MEASURES</b>	<b>RESULTS ACHIEVED</b>

# APPENDIX C

## BOARD SELF EVALUATION

This Evaluation has been developed to assist the Board with respect to the work completed by the Board collective for the \_\_\_\_\_ and \_\_\_\_\_ year of the Trustee's term on the Board. The main purpose is to support Trustees in their roles as members of a team and to provide them with assistance in executing their responsibilities as a member of the Board for Prairie Land Public School Division.

### Instructions

The following should be completed by each Trustee, rating each of the eleven performance standards. Each Trustee should rate all eleven of the Performance Foci.

Performance indicators are listed below each performance focus. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.

Your comments in support of your rating will be helpful during the Board discussion of the results of the evaluation.

The Board will meet to discuss the results and future steps to improve or build upon the prior year's results as part of the Board evaluation process.

### Performance Focus 1 Leadership: Mission, Vision and Goals

The Board periodically reviews the Division's vision and mission statements, and annually adopts Board and Division goals which support the Division's vision and mission.

#### Indicators:

- The Board, along with the Superintendent, has reviewed and adopted the written Division vision and mission statements in a three year cycle.
- Trustees can clearly articulate the vision, mission and goals of the Division.
- Annually the Board, with the Superintendent's input and collaboration, has reviewed, rewritten and adopted the Board and Division goals.
- The Board has adopted objectives, activities and a calendar to monitor action plans on agreed upon goals, including periodic Superintendent updates as part of regular Board meetings.
- The Board has delegated to the Superintendent the authority to administer and evaluate the adopted action plans.
- The Board and Superintendent have mutually agreed which goals and expected performance indicators will be included in the Superintendent's formal evaluation.
- The Superintendent's evaluation instrument for the current year has been developed and adopted by the Board.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

**GOOD:** At least half of the indicators for this standard have been attempted and several have been completed. The Board needs moderate focus on this standard.

**EXCELLENT:** Most of the indicators for this standard have been completed. The Board needs to maintain performance on this standard.

**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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**Performance Focus 2: Policy and Governance**

The Board establishes and follows policies, procedures and good governing practices.

**Indicators:**

- The Board has established, adopted and revised policies so that they are clear, up to date and in compliance with provincial laws, regulations and the *Board Learning Quality Standard*.
- The Board requests the Superintendent’s recommendation on all proposed policies.
- The Board provides opportunities for public and staff review of proposed policies before they are given to the Board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The Board follows its own policies regarding Board operations.
- The Board delegates all decisions regarding Division operations, human resources management and procedures to the Superintendent.
- The Board sets annual goals and keeps those goals at the forefront of all Board and Division decisions throughout the year.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

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**EXCELLENT:** Most of the indicators for this standard have been completed. The Board needs to maintain performance on this standard.

**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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**Performance Focus 3: Community Relations**

The Board establishes and promotes effective two-way communication with parents, students, staff and community members.

**Indicators:**

- The Board and individual Trustees demonstrate respect and cooperation in their relationships with the community and staff.
- The Board works with the Superintendent to seek and receive input from citizens on matters relating to the Division using an agreed-upon process.
- The Board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

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**EXCELLENT:** Most of the indicators for this standard have been completed. The Board needs to maintain performance on this standard.

**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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## Performance Focus 4: Cultural Responsiveness and Educational Equity

The Board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

### Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The Board actively encourages and expects the Superintendent to facilitate the participation of culturally diverse groups.
- The Board has a process to review policies for cultural, racial and ethnic bias.
- Trustees approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- Division staff is representative of the community.

### Board performance for this standard:

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

**GOOD:** At least half of the indicators for this standard have been attempted and several have been completed. The Board needs moderate focus on this standard.

**EXCELLENT:** Most of the indicators for this standard have been completed. The Board needs to maintain performance on this standard.

**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

### Comments:

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## Performance Focus 5: Accountability and Performance Monitoring

The Board constantly monitors progress towards Division goals and compliance with written Board policies using data as the basis for assessment.

### Indicators:

- The Board models a culture of high expectations throughout the Division.
- The Board's priority and focus are on curriculum, student achievement and student success.
- The Board appropriates resources based on student achievement priorities.

- The Board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by Division standards.
- The Board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The Board uses data to identify discrepancies between current and desired outcomes.
- The Board identifies and addresses priority needs based on data analysis.
- The Board communicates to the public how policy decisions are linked to student achievement data.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

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**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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**Performance Focus 6: Board Operations (Meetings)**

Board meetings are effective, efficient, orderly and respectful. The Trustees focus on the policy and governance roles of the Board.

**Indicators:**

- The agenda is properly posted and developed according to Board policy.
- Trustees know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The Board agenda reflects the goals, policies and appropriate governance role of the Board and is followed by the Board.
- The Board has procedures in place to allow for public input in a respectful manner.
- The Board Chairperson runs an orderly meeting, with clear instructions and directions to the public as well as Trustees.

- The Board discusses only those topics that the majority of Board members wish to take up.
- Everyone in attendance can clearly hear Board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the Board and are maintained as required.
- Trustees respect the confidentiality of in-camera sessions.
- Trustees do not surprise the administration or fellow Trustees at meetings.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

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**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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**Performance Focus 7: Board Operations (Trustee Communications)**

Trustees are all kept equally and fully informed on matters of Board business and communicate with each other in a respectful and lawful manner.

**Indicators:**

- Trustees all receive the same information from Division office on matters of Board business.
- Trustees share information appropriately through the Board Chairperson between meetings and do not surprise each other in public.
- Trustees communicate with each other in a respectful manner.
- Trustees respect the right of the public to observe discussion of Board and Division business by Trustees.
- All deliberation and discussion between Trustees is held at properly posted public meetings.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

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**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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**Performance Focus 8: Board Operations: Board-Staff Relations**

Trustees are respectful of staff members in all communications and follow Board–staff communication policy and procedures.

**Indicators:**

- The Board recognizes and protects the chain of command.
- The Board works with the Superintendent to provide a process, and the Board follows that process, to receive input from the staff in decision making on significant issues where staff input is appropriate.
- Trustees treat staff members in a respectful manner at all times.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

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**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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## Performance Focus 9: Board Operations (Board-Superintendent Relations)

The Board and Superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

### Indicators:

- The Board supports both Central Office Administration and School Administration before critical groups and individuals in the community.
- The Board reserves statements critical of the Superintendent's actions, and evaluation of the Superintendent, for in-camera sessions.
- Trustees fully inform the Superintendent of situations arising in the Division that impact the Division.
- Trustees do not interfere in Division operations, and fully delegate, and respect the delegations of, operational decisions to the Superintendent and administration.
- Trustees do not avoid difficult decisions when requested or required to take a position.

### Board performance for this standard:

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

**GOOD:** At least half of the indicators for this standard have been attempted and several have been completed. The Board needs moderate focus on this standard.

**EXCELLENT:** Most of the indicators for this standard have been completed. The Board needs to maintain performance on this standard.

**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

### Comments:

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## Performance Focus 10: Values, Ethics and Responsibility for Self

The Board, collectively and individually, takes full responsibility for Board activity and behaviour, the work it chooses to do and how it chooses to do the work.

### Indicators:

- The Board polices its own members when they step outside of Board policy and agreements.
- The Board leads the Division with clear goals, policies and expectations and does not expect others to interpret the Board's intent.

- Trustees do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to Board work, not staff work.
- Trustees exercise their authority only as a whole board at properly posted meetings.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

**NEEDS IMPROVEMENT:** Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

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**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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**Performance Focus 11: Board Systematic Improvement**

The Board participates in annual training and professional development, and at least annually participates as a team with the Superintendent in a team–building retreat focused on assessment and goals.

**Indicators:**

- Each Trustee participates in training and professional development available through conferences, conventions, workshops or online.
- The Board annually evaluates its performance in fulfilling the Board’s duties and responsibilities and its ability to work as a team.
- The Board and Superintendent meet in a retreat environment to review:
  - Progress made on, and revision of, action plans to accomplish the Division’s mission/vision/ philosophy/goals.
  - The strengths and improvements needed in the Division.
  - Any compelling problem(s) or emerging issue(s).
  - Trends, opportunities and anticipated challenges in the Division.
  - Board leadership and educational philosophy and performance.
  - Board–Superintendent operational agreements and evaluation documents.

**Board performance for this standard:**

**UNACCEPTABLE:** No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

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**OUTSTANDING:** All of the indicators for this standard have been completed. This is an area of model performance for the Board.

**Comments:**

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**Subsequent Questions**

- How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board and as Trustees this past year?
- How do we perceive our interpersonal working relationships?
- How well do we receive input and how well do we communicate?
- How well have we adhered to our annual work plan?
- How would we rate our Board–Superintendent relations?
- How well have we adhered to our governance policies?
- What have we accomplished this past year and how do we know?

# **POLICY 15—SCHOOL BOARD EVALUATION (DRAFT)**

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## **BACKGROUND**

The Board of Trustees believes in an open and effective evaluation of the performance of both the Board and individual Trustees. Therefore, the Board has developed a set of guidelines and procedures to incorporate into an evaluation process.

The Board believes that performance evaluation is a key, by which the Board can recognise and address governance challenges and enhance the value of and to the Division.

The evaluation of both the Board and each individual Trustee involves Trustees undertaking a constructive but critical review of their own performance, identifying their strengths and weaknesses.

To enable Trustees to evaluate their individual performance, as well as the collective performance of the Board, the Board has developed principles and objectives for evaluating the Board and Trustee effectiveness.

## **PURPOSE**

The primary purpose of the Policy is to provide a framework and set standards for the evaluation of the Board as a whole and each Trustee individually. The policy is to assess and enhance the effectiveness of the Board as a whole. Individual Trustees are assessed on their effective contribution and commitment to their role and responsibilities as Trustees.

A Board self-evaluation could effectively answer questions, such as:

- How well has the Board fulfilled each of the defined roles as a Board during the evaluation period?
- How do Trustees perceive interpersonal working relationships?
- How well does the Board receive input and how well does the Board communicate with those we represent?
- How would Trustees rate our Board–Superintendent relations?
- How well has the Board adhered to governance policies?
- What has the Board accomplished this past year to improve student learning? How do we know?
- What actions should the Board take during the next year to become more effective?

The responses received from questions such as these will provide the Board and each individual Trustee with the necessary information to continue with the development of a positive course of action moving forward.

## **PRINCIPLES FOR EVALUATION**

The Board acknowledges that principles such as the following should provide the basic structure for the Board self–evaluation process.

- A learning organization is focused on the improvement of student learning.
- A commitment to continuous improvement is a sign of organizational health.
- An effective evaluation process provides for growth and accountability.

- A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board-Superintendent relationship.
- An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.
- The Board evaluation process should model the Board's commitment to these principles.

## **OBJECTIVES OF EVALUATION**

The objective to undertake evaluation of Board and individual Trustees should be:

- To ensure commitment to performance management.
- To review challenges in the dynamics of the Board or among the Board and Administration.
- To enhance excellent Board governance.
- To develop appropriate skills, competencies and motivation on the Board.

## **SCOPE OF EVALUATION**

The scope of the evaluation extends to Trustees on the basis of the criteria set forth by the Board.

## **METHOD OF EVALUATION OF THE BOARD**

Depending on the objectives of the evaluation, and the resources available, the evaluation process will involve a range of qualitative and quantitative techniques.

The self-evaluation process should be mandatory for all the Trustees.

The process shall be initiated by the Board and an independent consultant should be contracted to conduct the evaluation.

All feedback received by the Board through this evaluation process should provide the Board with information on the assessment and performance of the Board, which should lead to ascertaining the key areas for improvement and the requisite follow-up actions by the Board.

The following criteria, to the extent applicable, may assist in determining the effectiveness of Trustee performance.

<b>CRITERIA</b>	<b>SCOPE OF PERFORMANCE EVALUATION</b>
Work Profile	<ul style="list-style-type: none"> <li>• Knowledge of the profile.</li> <li>• Skills required to perform or execute the profile.</li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>• Formulation of Board and Division strategy and its implementation.</li> <li>• Contribution on key issues pertaining to the Board and Division responsibility.</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Participation and attendance in meetings.</li> <li>• Quality of opinion on serious issues.</li> <li>• Role model for the Senior Administration performance.</li> <li>• Reviewing the Superintendent's succession plan.</li> </ul>
<b>CRITERIA</b>	<b>SCOPE OF PERFORMANCE EVALUATION</b>

