

# Self-evaluations and Board Norms



# THE WASHINGTON STATE BOARD OF EDUCATION

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*An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning*

## COVER: BOARD SELF-EVALUATION AND NORMS

Prepared for the September 2019 Board Meeting

Information item.

As related to:

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| <input type="checkbox"/> <b>Goal One:</b> All students feel safe at school, and have the supports necessary to thrive.   | <input type="checkbox"/> <b>Goal Four:</b> Students successfully transition into, through, and out of the P-12 system.   |
| <input type="checkbox"/> <b>Goal Two:</b> All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.  | <input type="checkbox"/> <b>Goal Five:</b> Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.                             |
| <input type="checkbox"/> <b>Goal Three:</b> School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom. | <input type="checkbox"/> <b>Goal Six:</b> Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs. |
|  | <input checked="" type="checkbox"/> <b>Other</b>   |

Materials included in packet:

- Summary of Evaluation Scores
- Evaluation Comments (additional materials)
- Current Board Norms

Synopsis:

The Board members and staff responded to a survey to assess the degree to which the Board is meeting the standards established within the Board norms and evaluate their performance of their duties, in alignment with the strategic plan. The survey results provide a starting point for a conversation about where the Board should focus as we identify areas for improvement. The survey will also serve as a foundation for a conversation about revisions to the Board norms and bylaws.

## 2019 SBE Self-evaluation Scale Results

- The questions were taken from Board Norms and from Executive Director evaluation form, with some additional questions added.
- 1-5 scale (1-Not Evident, 2- Needs Improvement, 3-Meets Expectations, 4- Exceeds Expectations, 5 Distinguished Performance, or Not Observed, for any item where you feel like you have an insufficient basis to respond)

### **Respondents:**

- 13 Board Members
- 6 Staff Members

\*Percentages are approximate\*

Question	0 – Not Observed	1 – Not Evident	2 – Needs Improvement	3 – Meets Expectations	4 – Exceeds Expectations	5 – Distinguished Performance
Board meetings focus on SBE goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.				58%	21%	21%
At Board meetings, Board members maintain the dignity and integrity appropriate to an effective public body.				42%	37%	21%
All Board members play a meaningful role at Board meetings and in the Board's overall operations.	5%		5%	54%	26%	10%
Board members consistently attend and prepare for Board meetings, and read the materials in advance of the meeting.	10%			68%	16%	5%
Board members endeavor to understand the views of other members and to engage in civil discussion, while embracing a healthy debate on policy issues.	5%			26%	42%	26%
Board meetings start on time and end on time.				47%	21%	32%

Board members hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated “pause” for questions.			10%	63%	21%	5%
During Board discussions, each Board member speaks with purpose.				79%	5%	15%
The Board Chair governs the meetings to ensure that the discussions and deliberations are leading to a focused outcome.	5%		11%	28%	28%	28%
The Board’s consideration of and voting on business items is deliberate and has clear outcomes.				57%	21%	21%
Board members maintain the confidentiality of executive sessions.	15%			42%	5%	36%
Written materials are provided in advance of meetings to Board members and include the necessary to inform Board discussion and decisions.			16%	63%	10%	10%
In the spirit of the “no	10%		10%	58%	10%	10%

surprises” Board Norm, Board members seek clarification or additional information as needed prior to a Board meeting. Concerns regarding agenda items are directed to the Board Chair or Executive Director in advance.						
The Executive Committee operates effectively, and has appropriate levels of communications and shared information with non-Executive Committee members regarding Executive Committee actions and meetings.	26%			47%	16%	10%
Board committees, both formal and ad hoc, operate effectively and engage appropriately with the full Board.	5%		16%	58%	21%	5%
Each Board member is dedicated to the work of the Board.	5%		5%	32%	32%	26%
Each Board member gives other members an opportunity for advance	17%			61%	11%	11%

review of proposals to the Board and adheres to the “no surprises” Board Norm.						
Each Board member supports Board decisions and policies when providing information to the public, and allows the Chair or a Board designee to be the spokesperson for the Board to the media.	10%			58%	21%	10%
In all communications with outside stakeholders and with the public, Board members maintain the dignity and integrity appropriate to an effective public body.	6%			42%	26%	26%
The Board communicates reliably, accurately, and transparently with outside stakeholders.	6%			37%	47%	10%
The Board actively seeks input and feedback from outside stakeholders when developing Board policies, and Board members participate in opportunities to		11%		26%	42%	21%

engage with outside stakeholders.						
In all communications with the Executive Director and with SBE staff, Board members maintain the dignity and integrity appropriate to an effective public body.				58%	11%	31%
The Board allows the Executive Director to lead and manage the SBE staff and does not interfere with or undermine that relationship.	5%			48%	26%	21%
Board members communicate concerns and communications regarding Board operations, staff, and stakeholder relationships to the Executive Director or Board Chair.	28%			50%	11%	11%
he Board has a respectful working relationship with the Executive Director and communicates reliably and clearly with the Executive Director.				58%	21%	21%
The Board has respectful working relationships				63%	21%	16%



with members of the SBE staff.						
Individual Board members do not manage or direct staff to perform tasks without approval of the Executive Director or the support of the Board.	26%			53%	11%	10%
Board members consistently respond on a timely basis to staff requests for information and evaluations.	27%		42%	21%	5%	5%
The Board periodically adopts, and annually updates, a multi-year Strategic Plan that is based on the Board's Mission, Vision and Values.	5%			37%	37%	21%
The Board maintains its focus on items in the Strategic Plan.	5%		11%	53%	26%	5%
The Board adopts annual legislative priorities and advocates for legislation that is consistent with and that supports the Strategic Plan.	10%		10%	53%	16%	11%
The Board, as a collective, is appropriately active in legislative testimony and communications with individual	12%		18%	35%	12%	23%

legislative members.						
The Board continually strives to improve and update its understanding of issues and research regarding K-12 education policy.	5%		10%	37%	32%	16%
Board members individually, and the Board as a whole, have appropriate opportunities for professional training and development so as to foster and grow an effective governance team.	5%		53%	21%	10%	11%
The Board has effective processes for new members to become fully engaged in the Board deliberations and activities.			37%	47%	10%	6%
The Board keeps a focus on equitable outcomes for all students through adherence to the Equity Statement and Equity Lens.			21%	58%	10%	11%
Board duties and responsibilities required by statute or by-laws are executed according to defined calendar and deadlines.	5%		10%	58%	16%	11%

<p>The Board continually strives to improve and update its understanding of issues and research regarding K-12 education policy.</p>			<p>16%</p>	<p>37%</p>	<p>37%</p>	<p>10%</p>
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# THE WASHINGTON STATE BOARD OF EDUCATION

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*A high-quality education system that prepares all students for college, career, and life*

## **Board Norms for the Washington State Board of Education**

Adopted by the Board, November 2015

- Board meetings will focus on State Board of Education goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
- At board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.
- Every board member should play a meaningful role in the Board’s overall operations. Each member expects of others a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.
- The purpose of Board meetings, is to discuss policies that help all students to succeed and to graduate college- and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.
- Board meetings should include the following procedures:
  - Board meetings should start on time and end on time.
  - Meeting materials should be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.
  - Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).
  - Each staff presentation should start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.
  - Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated “pause” for questions.
  - Each Board member expects of others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.
  - Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.
- When considering policy proposals, each board member expects of others an opportunity for advance review. The Board agrees to a “no surprises” mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.

- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.
- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.
- Board members will maintain the confidentiality of executive sessions.
- Members of the SBE should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board to the media (same as Bylaw Article III, section 3).
- Each year, the Board may choose 1-3 issues to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the Strategic Plan. The exploration is not necessarily a commitment to future Board action, but rather lays the groundwork to identify and build the SBE's capacity on possible initiatives where the SBE could have a significant impact.  
 Process for selection of these 1-3 issues:
  - During a set time period, Board members send the Executive Director suggestions of issues for the Board to consider.
  - Executive Director gathers suggestions, and where appropriate groups or combines related issues.
  - Executive Director analyzes how the suggestions fit into the present Strategic Plan and SBE staff capacity to work on each issue.
  - Executive Committee reviews suggestions and reports back to Board at a subsequent meeting about suggestions and possible recommendations for 1-3 issues.
  - At a subsequent meeting the Board votes on 1-3 issues to work on in coming year.
- For these selected 1-3 issues , the SBE staff will provide Board members with 1) background materials to read (or links to resources); 2) identification of key outside experts and possible partners for an SBE initiative; 3) identification of key questions and issues (including suitability of the area for SBE involvement); 4) description (tentatively, for initiation of discussion) of possible approaches and solutions, including how other states are addressing the issue; and 5) any other information requested by the Board or Executive Committee, or considered appropriate by the Executive Director.
- At a future Board meeting, probably as part of the annual Strategic Plan review, the Board may vote to include one or more of these issues in the SBE Strategic Plan work plan.