



## Governing Board Meeting Evaluation

Governing Board Observed: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Agenda Meeting Start Time: \_\_\_\_\_

Actual Meeting Start Time: \_\_\_\_\_

Meeting End Time: \_\_\_\_\_

ASBA Observer/Evaluator \_\_\_\_\_

**22-28 Highly Effective 15-21 Effective 8-14 Needs Improvement 0-7 Ineffective**

Total Score:

A. The governing board conducts meetings that are orderly and follow state open meeting laws.	Score
<b>Performance Levels</b>	
<p>4 Board agenda posted 24 hours in advance. Board agenda clearly identifies categories and provides a description under each category. If agenda included an Executive Session, the agenda provided reference to state law allowing the Executive Session. Meeting started at time referenced on agenda. Discussion between Board members was 100% on the agenda items. Board members followed rules of order (e.g. <i>Robert's Rules of Order</i>) with fidelity.</p>	
<p>3 Board agenda posted 24 hours in advance. Board agenda identified categories and provides a description under some categories. If agenda included an Executive Session, the agenda provided reference to state law allowing the Executive Session. Meeting started at time referenced on agenda. Discussion between Board members was 75-90% on the agenda items. Board members followed rules of order (e.g. <i>Robert's Rules of Order</i>) from gavel to gavel.</p>	
<p>2 Board agenda posted 24 hours in advance. Board agenda identified categories and provides a description under some categories. If agenda included an Executive Session, the agenda provided reference to state law allowing the Executive Session. Meeting started at time within 10 minutes referenced on agenda. Discussion between Board members was 50-74% on agenda items.</p>	

<p>Board members followed rules of order (e.g. <i>Robert's Rules of Order</i>) during 50%-75% of the meeting time.</p>
<p>1 Board agenda posted after 24 hour requirement. Board agenda identified categories and provides no description under categories. If agenda included an Executive Session, the agenda provided no reference to state law allowing the Executive Session. Meeting started at time 10 minutes after referenced on agenda. Discussion between Board members was under 50% of the agenda topics. Board members followed rules of order (e.g. <i>Robert's Rules of Order</i>) under 50% of the meeting time.</p>
<p><b>Comments</b></p>
<p> </p>

<p><b>B. The governing board spends a majority of the scheduled meeting time on student achievement.</b></p>	<p><b>Score</b></p>
<p><b>Performance Levels</b></p>	
<p>4 The governing board agenda includes a majority of action/information items correlating to student achievement. Individual Board members link 75%-100% of their questions and comments to issues related to student achievement.</p>	
<p>3 The governing board agenda includes a majority of action/information items correlating to student achievement. Individual Board members link 51%-74%% of their questions and comments to issues related to student achievement.</p>	
<p>2 The governing board agenda includes between 30%-50% of action/information items correlating to student achievement. Individual Board members link between 31%-50% of their questions and comments to issues related to student achievement.</p>	
<p>1 The governing board agenda includes less than 30% of action/information items correlating to student achievement. Individual Board members link questions and comments to issues related to student achievement.</p>	
<p><b>Comments</b></p>	
<p> </p>	

<p><b>C. The governing board listens respectfully and attentively to each other, the district leadership team, and stakeholders speaking during the call to the public.</b></p>	<p><b>Score</b></p>
<p><b>Performance Levels</b></p>	

- |   |  |
|---|--|
| 4 | Governing board members always listen respectfully and attentively evidenced by the demonstration of the following observable behaviors; maintain eye contact with speaker, allow speaker to complete thought before responding, avoid engaging in distracting acts (e.g. checking cell phone, leaving dais, rolls eyes etc.). |
| 3 | Governing board members listen respectfully and attentively. 1-5 times during the meeting, member(s) demonstrates one or more of the following behaviors; minimal eye contact with speaker, interrupts speaker, and distracting non-verbal acts.   |
| 2 | Governing board members periodically listen respectfully and attentively. 6 - 10 times during the meeting, member(s) demonstrates one or more of the following behaviors; minimal eye contact with speaker, interrupts speaker, and distracting non-verbal acts.   |
| 1 | Governing board members rarely or never listens respectfully and attentively. 10+ times during the meeting, member(s) demonstrate one or more of the following behaviors; minimal eye contact with speaker, interrupts speaker, and distracting non-verbal acts.   |

**Comments**

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<b>D. Governing board members represent all constituents when discussing and addressing agenda items.</b>	<b>Score</b>
<b>Performance Levels</b>	
4 Governing board members deliberately and consistently align their discussion, questions and actions with constituent representation.	
3 Governing board members align their decisions, questions and actions with constituent representation.	
2 Governing board members align some decisions and some actions with constituent representation.	
1 Governing board members decisions and actions seldom or never align with constituent representation.	
<b>Comments</b>	

<b>E. The governing board demonstrates a professional working relationship with the district governance team.</b>	<b>Score</b>
<b>Performance Levels</b>	
4 The governing board consistently communicates effectively and demonstrates respect with the district superintendent/ceo and other members of the leadership team.	
3 The governing board communicates effectively and demonstrates respect with the district superintendent/ceo and other members of the leadership team.	
2 The governing board sometimes communicates effectively and/or demonstrates respect with the district superintendent/ceo and other members of the leadership team.	
1 The governing board rarely communicates effectively and/or demonstrates respect with the district superintendent/ceo and other members of the leadership team.	
<b>Comments</b>	

<b>F. Governing board members share discussion and questioning time equally.</b>	<b>Score</b>
<b>Performance Levels</b>	
<p>4 Governing board members deliberately and consistently make an effort to share discussion and questioning time with each other.</p> <p>3 Governing board members make an effort to share discussion and questioning time with each other.</p> <p>2 Governing board members sometimes make an effort to share discussion and questioning time with each other.</p> <p>1 Governing board members rarely or never make an effort to share discussion and questioning time with each other.</p>	
<b>Comments</b>	

<b>G. The governing board focuses and acts on policy issues.</b>	<b>Score</b>
<b>Performance Levels</b>	
<p>4 The Governing board deliberately and consistently focuses and acts on policy issues.</p> <hr/> <p>3 The Governing board focuses and acts on policy issues.</p> <hr/> <p>2 The Governing board sometimes focuses and acts on policy issues.</p> <hr/> <p>1 The Governing board rarely or never focuses and acts on policy issues.</p>	
<b>Comments</b>	

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