

Bylaws of the Board

Monitoring Products and Processes

Members of the Board of Education willingly take on the difficult but crucially important task of grading themselves and the Board on which they serve.

An effective program of evaluation contains many essential features. The following conditions are crucial to an evaluation that has as its primary purpose the improvement of Board leadership:

1. Board members should know the standards against which they will evaluate themselves. Better yet, they should be involved in the development of the standards.
2. Evaluation should be at a time and place, with no other items on the agenda, at a study or executive session and with all Board members present.
3. The evaluation should be a composite of the individual Board member's opinion, but the Board as a whole should meet to discuss the results.
4. The evaluation should include a discussion of strengths.
5. The evaluation should be fairly frequent – at least once a year.
6. The Board should not limit itself to those items which appear on an evaluation form. No form or set of guidelines could encompass the totality of a Board's responsibilities.
7. Each judgment should be supported by as much rational and objective evidence as possible.

Performance Objective

When the Board has received the composite profiles from the self evaluation, the members should then discuss the results in detail and formulate a series of objectives for the ensuing year. These objectives will be stated in the form of performance change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances that he or she will improve are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow through and careful assessment of results.

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Policy Review and Evaluation

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

Legal Reference: Connecticut General Statutes

10-14m – 10-14r Education evaluation and remedial assistance.
10-220 Duties of boards of education