

**Evaluation Committee Meeting**  
**February 13, 2025 4:00 PM**  
Central Services Board Room

1. Call to Order
2. Moment of Silence /Pledge
3. \*Elect Chairman
4. Evaluations
  - 4.A. DOS/Evaluation Contract
  - 4.B. Review Current Draft for Needed Changes or Additions
  - 4.C. BOE Self Evaluations
  - 4.D. Review Current Evaluations for Needed Changes or Additions
5. Adjournment

**(\* Indicates Board Approval Required**

**JOB DESCRIPTION  
Cumberland County School District**

**Director of Schools**

**Purpose Statement**

The Director of Schools shall be the Chief Executive Officer of the school system and shall have, under the direction of the Board, general supervision of all the public schools, personnel and departments of the school system. The Director of Schools is responsible for the management of the schools under the Board's policies and is accountable to the Board.

**Reports to the Board of Education**

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**Essential Functions**

**General Administrative**

1. Provides leadership in identification of priorities and assures that all activities reflect those board established priorities.
2. Prepares and recommends short and long-range plans for board approval and implements those plans when approved.
3. Prepares, in conjunction with the board chairman, agenda recommendations relative to all matters requiring board action, including all facts, information, options and reports needed to assure informed decisions. Provides advice and counsel to the Board on matters before it.
4. Attends all regular and special meetings of the Board and keeps a complete and accurate record of the proceedings of all meetings of the Board and of its official acts.
5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems. Recommends policies or courses of staff action.
6. Develops administrative procedures to implement board policy and disseminates these procedures to appropriate staff.
7. Keeps the Board informed regarding development in other districts or at state and national levels that would be helpful to the district.
8. Ensures that all local, state/federal standards for the health and safety of the students and staff are maintained and that required reports are maintained.
9. Fulfills all statutory obligations and implements the education law of the State of Tennessee and the rules and regulations of the State Board.

**Financial Management**

1. Provides direction to and supervisions of school business functions. Encourages development and implementation of sound business practices. Continually assesses business practices to achieve efficiency.
2. Prepares annually, a budget and submits it to the Board for approval. Presents approved budget

to the appropriate local funding body for adoption.

3. Makes appropriate written reports for the Board detailing all receipts and expenditures of the public school funds and submit them to the local funding body.
4. Ensures that funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

### **Personnel Administration**

1. Employs such personnel as may be necessary within the limits of budgetary provisions and recommend to the Board teachers who are eligible for tenure.
2. Develops recruitment procedures to assure well-qualified applicants for professional and nonprofessional positions.
3. Assigns and transfers employees as the interest of the district may dictate and reports such action to the Board for information and record.
4. Holds meetings of teachers and other employees as necessary for the discussion of matters concerning the welfare and improvement of the schools.
5. Communicates directly or through delegation all actions of the Board relating to personnel matters to all and receives from employees communication to be made to the Board.

### **Instructional Leadership**

1. Administers as chief school executive, the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board. Ensures that a system of thorough and efficient education, as defined by state law, is available to all students.
2. Recommends to the Board for its adoption all courses of study, curriculum guides and major changes in tests and time schedules to be used in the schools.
3. Oversees the timely revisions of all curriculum guides and courses of study.
4. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.
5. Conducts a periodic audit of the total school program and advises the Board of recommendations for the educational advancement of the schools.
6. Seeks out available sources for grant funding to support programs and projects.
7. Ensures that the goals of the school system are adequately reflected in its educational program and operations.

### **Community/Public Relations**

1. Promotes community support of the schools. Interprets district programs and services, reports plans, events and activities of interest and solicits community opinions regarding school and educational issues.
2. Identifies available community resources and links to social service agencies that support education and healthy child development.

3. Develops strategies to promote parental involvement in their children's education and provides opportunities for parent-teacher interaction.
4. Maintains contact and good relations with local media. Acts as the Board's spokesperson.
5. Ensures that the district interests will be represented in meetings and activities of municipal and other governmental agencies.
6. Represents the school system and its interests in community organizations, activities and projects.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; preparing budgets and reviewing financial information; developing effective working relationships; administering personnel policies and procedures; analyzing; effective listening; facilitating meetings; interpersonal aptitude; leadership; managing staff/performance; monitoring activities; and personnel administration.

KNOWLEDGE review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: personnel processes; pertinent codes, policies, regulations and/or laws; English grammar/punctuation/spelling/vocabulary; office equipment/software; and office practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving. Specific ability-based competencies required to satisfactorily perform the functions of the job include: quick and accurate decision making; communicating with diverse groups; meeting deadlines and schedules; working with detailed information; working as part of a team; working with multiple projects; dealing with frequent interruptions and changing priorities; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

#### **Responsibility**

The management responsibilities of the director of schools shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of such other duties as may be assigned by the Board. The director of schools may

delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

**Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 85% sitting, 5% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience** Three years of successful experience in school administration.

**Education** Master's Degree in Education with preference for a doctorate degree preferred.

**Equivalency** None Specified

**Requirement**  
This is a certified or non-certified position.

**Certificates & Licenses**  
Professional Educator's License preferred.

**Continuing Educ. / Training**  
None Specified

**Clearances**  
Criminal Justice Fingerprint/Background Clearance

**FLSA Status**  
Exempt

**Approval Date**

**Salary Grade**

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Evaluation of the Director of Schools</b>	Descriptor Code: <b>5.803</b>	Issued Date: <b>04/25/24</b>
		Rescinds:	Issued:

1 Through an annual evaluation of the Director of Schools,<sup>1</sup> the Board will strive to accomplish the  
2 following:

- 3 1. Clarify the role of the Director of Schools according to a job description as agreed upon by the  
4 Board and the Director of Schools;
- 5
- 6 2. Develop harmonious working relationships between the Board and the Director of Schools; and  
7
- 8 3. Develop improvements in the administrative leadership of the school district.

9 The Board will develop, with the Director of Schools, a set of performance objectives based on the  
10 needs of the district. The performance of the Director of Schools will be reviewed in accordance with  
11 these specified goals. The performance objectives will be memorialized in an evaluation plan that  
12 includes, at a minimum, sections regarding job performance, student achievement, relationships with  
13 staff and personnel, relationships with board members, and relationships with the community.<sup>1</sup>

14 At a time agreed to by the Board and the Director of Schools, the Board will meet as a body to  
15 evaluate the Director of Schools' performance.

16 The following guidelines will be used in the evaluation process:

- 17 1. The Director of Schools will know the standards upon which he/she will be evaluated and will  
18 be involved in the development of those standards.  
19
- 20 2. A part of the evaluation may be a composite of the evaluation by individual board members,  
21 but the Board, as a whole, will meet with the Director of Schools to discuss the composite  
22 evaluation.  
23
- 24 3. The evaluation shall include a discussion of strengths as well as weaknesses.  
25
- 26 4. Both the Board and Director of Schools will prepare for the evaluation. The Director of Schools  
27 will conduct a self-evaluation, and board members will rate the Director of Schools'  
28 performance. Relevant documentation, if any, will be provided.

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Legal References

1. TCA 49-2-203(a)(15)

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Cross References

- Board-Director Relations 1.205  
Qualifications and Duties of the Director of Schools 5.802

## Performance Evaluation Guidelines

1. An Annual evaluation of the Director of Schools shall take place in June.
2. The evaluation shall be based on the duties and responsibilities of the Director of Schools as set forth by the laws of the State of Tennessee and his/her contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Director of Schools.
4. The evaluation rating scale to be used is as follows:
  - 5 – Significantly above expectations
  - 4 – Above expectations
  - 3 – At expectations
  - 2 – Below expectations
  - 1 – Significantly below expectations
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. Weighted sectional averages will be:
  - Section I Qualitative:
    - Appendix A-Administrator Survey \_\_\_\_\_%
    - Appendix B-Board Observational Data \_\_\_\_\_%
  - Section II Quantitative:
    - Appendix C-Achievement of Board \_\_\_\_\_%
    - Goals/Strategic Plan
7. Appendix A needs to be distributed to administrators in May in order to be completed and included in the written evaluation to Director of Schools in June.
8. Appendix B and C needs to be distributed to all board members in May in order to be completed and included in the written evaluation to Director of Schools in June.
9. The Board shall meet with the Director of Schools to discuss the evaluation results at the June board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Director of School's performance to be unsatisfactory or in need of improvement.
10. The Director of Schools shall have the right to make a written or oral response to the evaluation.
11. A copy of the written evaluation shall be delivered to the Director of Schools two weeks prior to the June board meeting.

<p style="text-align: center;"><b>Appendix A</b> <b>Administrator's Perceptions of</b> <b>Director's Performance</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. The director develops clear expectations.					
2. The director models good communication skills					
3. The director is knowledgeable about the curriculum.					
4. The director ensures that funds are spent wisely.					
5. The director holds me accountable for my job responsibilities.					
6. The director supports professional learning activities for teachers and administrators.					
7. The director maintains positive relationships with administrators.					
8. The director ensures the safety of students and school personnel.					
9. The director ensures the safety of students and school personnel.					
10. The director administers the schools in accordance with state laws.					
11. The director has an effective plan to recruit effective employees.					
12. The director takes an active leadership role in the instructional improvement.					
13. The director evaluates my performance in a fair and consistent manner.					
14. The director interacts effectively with system employees.					
15. The director is accessible to administrators.					
16. The director develops good staff morale and loyalty to the system.					
17. The director works effectively with the school board.					
18. The director involves administrators as much as possible in decision-making.					
19. The director listens to suggestions from the administrative staff.					
20. The director demonstrates a caring attitude.					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Board Relationships</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Keeps all board members informed on issues, needs and operation of the school system, including employment, promotion and dismissal of personnel.					
2. Has a harmonious relationship with the board.					
3. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					
4. Maintains a high degree of understanding and respect between staff and the board.					
5. Recommends policies to the board that comply with state law and State Board of Education and Tennessee Department of Education rules and regulations; that protect the security and integrity of the district infrastructure and the data it contains; and that protect the rights and confidentiality of staff and students.					
6. Interprets and executes the intent of board policy through the development of administrative procedures.					
7. Seeks and accepts constructive criticism of work from the board.					
8. Supports board policy and actions to the public and staff.					
9. Remains impartial toward the board, treating all board members alike.					
10. Maintains/improves relations with the Board by consistent and appropriate interpersonal and professional interactions including but not limited to periodic joint seminars, workshops and training sessions.					
11. Refrains from criticism of members of the board.					
12. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.					
13. Goes immediately and directly to the board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in an earnest effort to resolve such difference immediately.					
14. Bases position with regard to matters discussed by the board upon principle, and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time the superintendent supports the decision of the board, as long as he/she remains in its employ.					
<b>Total Mean Score for Board Relationships</b>					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Community Relationships</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Is an effective spokesperson for the school system.					
2. Models the highest professional standards to the community.					
3. Builds public support for the school district.					
4. Develops cooperative relationships with the news media.					
5. Works effectively with public and private agencies.					
6. Uses information about family and community concerns, expectations, and needs regularly.					
7. Secures available community resources to help the school district solve problems and achieve goals.					
8. Establish partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals.					
9. Treats community stakeholders equitably.					
10. Recognizes and values diversity.					
11. Uses public resources and funds appropriately and wisely.					
12. Models community collaboration for staff.					
13. Encourages parental involvement.					
<b>Total Mean Score for Community Relationships</b>					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Staff and Personnel Relationships</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Develops good staff morale and loyalty to the system.					
2. Treats all personnel fairly.					
3. Delegates authority to staff members appropriately.					
4. Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.					
5. Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.					
6. Offers professional development that is focused on student learning consistent with the school districts vision and goals.					
7. Considers diversity in developing learning experiences.					
8. Uses technologies in teaching and learning.					
9. Recognizes staff for their professional achievements.					
10. Models learning for staff.					
11. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.					
<b>Total Mean Score for Staff and Personnel Relationships</b>					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Facilities, Finance and Human Resources</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues and capital improvement plans.					
2. Ensures the maintenance of school property and the safety of personnel and property.					
3. Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and the effective allocation of space and human resources.					
4. Utilizes human and material resources outside the district that may support and/or enhance the achievement of goals and objectives.					
5. Provides accurate and timely reports to the board on the financial condition of the school system.					
6. Ensures that the school plant, equipment and support systems operate safely, efficiently, and effectively.					
7. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.					
8. Acquires, allocates and manages district resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools and programs.					
9. Creates and maintains a safe, clean, and aesthetically pleasing environment at all schools.					
10. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.					
11. Establishes and sustains partnerships with community agencies to provide additional resources to support the social and emotional growth and development of at-risk students.					
<b>Total Mean Score for Facilities, Finance and Human Resources</b>					

<p style="text-align: center;"><b>Appendix B</b> <b>Board Observational Data</b> <b>Vision</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Works effectively with board, staff, and community to develop long- range strategic plans.					
2. Initiates communication and facilitates cooperation and collaboration among staff regarding the district's mission, curriculum and program initiatives.					
3. Keeps board and community informed of progress towards long- range goals.					
4. Clearly articulates system's vision, mission and priorities to community and media.					
5. Inspires others to achieve the vision of the school system.					
6. Recognizes and celebrates the contributions of school community members to the realization of the vision.					
7. Ensures that the vision shapes the educational programs, plans, and activities.					
8. Uses assessment data related to student learning to develop the school district vision and goals.					
9. Uses relevant demographic data pertaining to students and their families in developing the school district mission and goals.					
10. Seeks and obtains needed resources to support the implementation of the school district mission and goals.					
11. Monitors, evaluates and advises the vision, mission, and implementation plans regularly.					
<b>Total Mean Score for Vision</b>					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Student Achievement</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Develops, implements, promotes and monitors continuous improvement in student achievement by using a variety of appropriate techniques.					
2. Applies effective methods of providing, monitoring, evaluating and reporting student achievement.					
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.					
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.					
5. Develops the curriculum design and delivery system based on curricular and assessment standards as well as effective and innovative practices.					
6. Provides equitable access for students and staff to technologies that facilitate productivity and enhance learning.					
7. Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.					
8. Reviews analyses of student academic achievement through standardized test results and other academic sources.					
9. Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.					
10. Develops, monitors and assesses district and school improvement plans, including the regular review and analysis of district's test scores by school and sub-groups.					
11. Formulates plan to assess appropriate teaching methods and classroom management strategies for all learners.					
12. Analyzes available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes.					
13. Works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities.					
14. Meets with principals regularly to provide feedback on goal achievement and to assess ongoing school improvement efforts.					
15. Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes.					
16. Reviews, reports and reacts appropriately to state accountability measures.					
17. Identifies, clarifies and addresses barriers to student learning.					
18. Recognizes and celebrates student accomplishments.					
19. Models learning for students.					
<b>Total Mean Score for Student Achievement</b>					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Management and Operations</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Recognizes, studies and applies emerging trends as appropriate.					
2. Ensures that operational plans and procedures to achieve the vision and goals of the school district are in place.					
3. Manages time to maximize attainment of organizational goals.					
4. Identifies potential problems and opportunities.					
5. Confronts and resolves problems in a timely manner.					
6. Aligns financial, human, and material resources to the goals of school district.					
7. Identifies multiple points of view for problem solving situation and involves stakeholders in decisions affecting schools.					
8. Solicits staff input to discuss issues and to promote effective problem-framing and problem-solving skills.					
9. Demonstrates professional and effective conflict resolution skills.					
10. Uses effective group-process and consensus building skills.					
11. Uses effective communication skills.					
12. Participates in professional learning that is aligned with strategic plan and enhances leadership skills.					
13. Implements and enforces school district code of conduct and appropriate and effective disciplinary policies, procedures and programs in a timely and consistent manner.					
14. Promotes a climate of trust and teamwork within the district.					
15. Clearly communicates expectations regarding behavior and procedures for handling disciplinary problems to students, staff, parents and other members of the community.					
16. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.					
<b>Total Mean Score for Management and Operations</b>					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Integrity, Fairness and Ethics</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Examines personal and professional values to develop a personal and professional code of ethics that demonstrates personal integrity.					
2. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.					
3. Serves as a role model.					
4. Accepts responsibility for school operations.					
5. Considers the impact of one's administrative practices on others.					
6. Uses the influence of the office to enhance the educational program rather than for personal gain.					
7. Treats people fairly, equitably, and with dignity and respect.					
8. Protects the rights and confidentiality of students and staff.					
9. Demonstrates appreciation for and sensitivity to the diversity in the school community.					
10. Exhibits multicultural and ethnic understanding and sensitivity.					
11. Recognizes and respects the legitimate authority of others.					
12. Examines and considers the prevailing values of the diverse school community.					
13. Expects and promotes that others in the school community will demonstrate integrity and exercise ethical behavior throughout the district.					
14. Fulfills legal and contractual obligations.					
15. Applies laws and procedures fairly, wisely, and considerately.					
16. Maintains the physical and emotional wellness necessary to meet the responsibilities of the position.					
<b>Total Mean Score for Integrity, Fairness and Ethics</b>					

<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Board Observational Data</b></p> <p style="text-align: center;"><b>Political/Social/Cultural Context</b></p>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
1. Ensures that the environment in which schools operate is influenced on behalf of students and their families.					
2. Ensures that communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.					
3. Ensures that there is ongoing dialogue with representatives of diverse community groups.					
4. Ensures that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.					
5. Ensures that lines of communication are developed with decision-makers outside the school community.					
6. Promotes and expects a district-based climate of tolerance, acceptance and civility.					
7. Establishes a culture that encourages responsible risk-taking while requiring accountability for results.					
<b>Total Mean Score for Political/Social/Cultural Context</b>					

<h2>Appendix C</h2> <h3>Annual Objectives</h3>	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>Performance Objective 1: Ensure that there is a continuous improvement plan for student achievement and growth.</b>	*Add achievement goals to #4-14				
1. Ensure the improvement plan is clear and data based.					
2. Examine data, set goals and stay the course or initiate change as necessary.					
3. Resources are clearly aligned with improvement plan.					
4. English Language Arts Grades 3-5 reached (add achievement goal)					
5. English Language Arts Grades 6-8 reached (add achievement goal)					
6. English Language Arts Grades 9-12 reached (add achievement goal)					
7. Mathematics Grades 3-5 reached (add achievement goal)					
8. Mathematics Grades 6-8 reached (add achievement goal)					
9. Mathematics Grades 9-12 reached (add achievement goal)					
10. Science Grades 3-5 reached (add achievement goal)					
11. Science Grades 6-8 reached (add achievement goal)					
12. Science Grades 9-12 reached (add achievement goal)					
13. High School ACT scores increased by (add achievement goal)					
14. Graduation Rate increased by (add achievement goal)					
15. English Language Arts Grades 3-5 scored at a level 3 or higher.					
16. English Language Arts Grades 6-8 scored at a level 3 or higher.					
17. English Language Arts Grades 9-12 scored at a level 3 or higher.					
18. Mathematics Grades 3-5 scored at a level 3 or higher.					
19. Mathematics Grades 6-8 scored at a level 3 or higher.					
20. Mathematics Grades 9-12 scored at a level 3 or higher.					
21. Science Grades 3-5 scored at a level 3 or higher.					
22. Science Grades 6-8 scored at a level 3 or higher.					
23. Science Grades 9-12 scored at a level 3 or higher.					
24. High School ACT scores scored at a level 3 or higher.					
<b>Performance Objective 2: Develop a school district strategic plan.</b>					
25. Annual and long-range goals, along with measurable objectives and strategies, have been established with input from Board, staff and community members.					
26. A district-wide vision has been created with input from Board and staff.					

<b>Performance Objective 3: Evaluate the organizational structure of the district and reorganize as necessary to achieve maximum effectiveness.</b>					
1. The reorganization of personnel and a revised organizational chart has been developed.					
2. If necessary, a fiscal review with budgetary recommendations.					
<b>Performance Objective 4: Develop a comprehensive plan to promote school system and increase parent and community involvement.</b>					
1. Promotional tools for the school system have been developed such as blogs, podcasts, videos and brochures.					
<b>Performance Objective 5: Work with the school board to develop and implement an annual plan for promoting school system and increasing communication and support with the county commission/city council.</b>					
1. The board adopts an annual agenda for promotion, which includes activities, which the board and/or the Director will complete during the year. The plan must include activities to build support from the County Commission/City Council.					
<b>Performance Objective 6: Develop a budget for the school board as outlined in school policies, activities in the school board annual agenda, and guidelines established by the State Department of Education.</b>					
1. A budget document has been formulated using procedures required by school board policies, activities in the school board annual agenda, and guidelines established by the State Department of Education.					
<b>Performance Objective 7: Ensure the Board's annual agenda is developed and implemented.</b>					
1. Evidence that annual agenda items referencing the Director of Schools have been completed or are ongoing and nearing completion.					
<b>Performance Objective 8: Provide and promote activities that give the school board an opportunity to review its effectiveness and improve the relationship between individual school board members, and the school board as a whole with the Director of Schools.</b>					
1. Information regarding improvement activities such as workshops, clinics, conventions, board retreats, etc.					
2. Information regarding criteria for individual school board member recognition (e.g., Boardmanship Awards), school board recognition (e.g., Board of Distinction) and the criteria required for school board district and state recognition.					
3. A self-evaluation instrument that reviews school board effectiveness and allows for each school board member to make recommendations and suggestions for improvement has been distributed to the Board for their review.					

# Director of Schools Overall Evaluation Score

## Section I Qualitative:

Appendix A-Administrator Survey \_\_\_\_\_ %

Appendix B-Board Observational Data \_\_\_\_\_ %

## Section II Quantitative:

Appendix C-Achievement of Board  
Goals/Strategic Plan \_\_\_\_\_ %

Overall Evaluation Score: \_\_\_\_\_

<p style="text-align: center;"><b>Appendix A</b> <b>Administrator's Perceptions of</b> <b>Director's Performance</b></p>	<p style="text-align: center;"><b>5 - Significantly Above Expectations</b></p>	<p style="text-align: center;"><b>4 - Above Expectations</b></p>	<p style="text-align: center;"><b>3 - At Expectations</b></p>	<p style="text-align: center;"><b>2 - Below Expectations</b></p>	<p style="text-align: center;"><b>1 - Significantly Below Expectations</b></p>
1. The director develops clear expectations.					
2. The director models good communication skills					
3. The director is knowledgeable about the curriculum.					
4. The director ensures that funds are spent wisely.					
5. The director holds me accountable for my job responsibilities.					
6. The director supports professional learning activities for teachers and administrators.					
7. The director maintains positive relationships with administrators.					
8. The director ensures the safety of students and school personnel.					
9. The director ensures the safety of students and school personnel.					
10. The director administers the schools in accordance with state laws.					
11. The director has an effective plan to recruit effective employees.					
12. The director takes an active leadership role in the instructional improvement.					
13. The director evaluates my performance in a fair and consistent manner.					
14. The director interacts effectively with system employees.					
15. The director is accessible to administrators.					
16. The director develops good staff morale and loyalty to the system.					
17. The director works effectively with the school board.					
18. The director involves administrators as much as possible in decision-making.					
19. The director listens to suggestions from the administrative staff.					
20. The director demonstrates a caring attitude.					



Director of Schools Evaluation

- |   |   |
|---|---|
| <p>1. <b>Significantly Below Expectation</b></p> <p>2. <b>Below Expectation</b></p> <p>3. <b>At Expectation</b></p> | <p>4. <b>Above Expectation</b></p> <p>5. <b>Significantly Above Expectation</b></p> |
|---|---|

*A mean score of 3 on the Director of Schools Annual Evaluation will be considered satisfactory as described in the Director of Schools contract.*

<b>Evaluation Categories</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>SCHOOL BOARD RELATIONS – Appendix B</b>					
1. Reports to the Board such matters as deemed material to the understanding and proper management of the schools, or as the Board may request.					
2. Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed decisions.					
3. Keeps the board informed of employment, promotion, and dismissal of personnel.					
4. Advises the Board on the need for new or revised policies and sees that all policies of the Board are implemented.					
5. Maintains effective working relations by consistent, appropriate, and professional interactions with the Board.					
<i><b>Mean Score for Board Relations</b></i>					
<b>COMMUNITY RELATIONSHIPS - Appendix B</b>					
1. Keeps the public and media informed of the activities and needs of the school district and fosters a cooperative working relationship between the schools and community.					
2. Encourages parental involvement through effective Family Engagement Programs at each school.					
3. Models the highest professional standards to the community.					
4. Establish partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals.					
5. Works effectively with public and private community agencies.					
<i><b>Mean Score for Community Relationships</b></i>					

<b>Evaluation Categories</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>STAFF AND PERSONNEL RELATIONSHIPS - Appendix B</b>					
1. Treats all personnel fairly and professionally.					
2. Delegates authority to staff members through shared leadership and decision-making opportunities that promotes a climate of collaboration to accomplish district goals as outlined in the Strategic Plan.					
3. Organizes and conducts directly or through delegation a planned program of staff evaluation that is consistent with the School/District Improvement Plans.					
4. Actively recruits directly or through delegation the best available personnel to the district and provides promotion and career growth through professional develop.					
5. Develops programs to improve staff morale and recognize staff for loyalty and service to the district.					
<b><i>Mean Score for Staff and Personnel Relationships</i></b>					
<b>Management and Operations - Appendix B</b>					
1. Develops and clearly communicates the vision, mission, and priorities of the school district, ensuring that operational plans and procedures are in place to support the district's long range strategic plan.					
2. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted school budget.					
3. Ensures that all school facilities are safe and properly maintained through regular inspections of all aspects of buildings. Actively updates the facilities database to guide the Board with budget decisions.					
4. Maintains directly or through delegation such records which are required by law and Board policy.					
5. Acts on own discretion if emergency action is necessary in any matter not covered by Board policy and recommends policy to provide guidance in the future.					
<b><i>Mean Score for Job Performance</i></b>					
<b>STUDENT ACHIEVEMENT - Appendix B</b>					
1. Administers as the chief school executive, the development and maintenance of a positive, progressive, and challenging educational environment.					
2. Reviews, reports, and addresses student learning barriers based on state accountability guidelines.					
3. Keeps informed of modern educational practices by advance study, visiting school systems, and attending educational conferences and keeps the Board informed of trends in education.					
4. Ensures that all schools in the district develop, implement, promote, and monitor continuous improvement in student achievement.					
5. Involves faculty and stake holders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.					
<b><i>Mean Score for Student Achievement</i></b>					

<b>PERFORMANCE OBJECTIVE 1: ACADEMICS</b> <b>Innovative Learning Environment Empowering</b> <b>Every Student to Achieve Excellence.</b> <b>Appendix C</b>					
1. Ensure the improvement plan is clear and data based					
2. Examine data, set goals and stay the course or initiate change as necessary.					
3. Resources are clearly aligned with the improvement plan.					
4. Individual State School Letter Grade of C and above district wide.					
5. District achievement of 50% or greater with A and B State School Letter Grades.					
6. ELA District Growth achieves a minimum of 3 out of 5.					
7. Mathematics District Growth achieves a minimum of 3 out of 5.					
8. Increase in ACT composite by 1%.					
<b>Mean Score for Student Academics</b>					

<b>PERFORMANCE OBJECTIVE 2:</b> <b>K-12 FRAMEWORK</b> <b>Ensure all students are productive members of</b> <b>the workforce upon high school graduation or</b> <b>post-secondary completion.</b> <b>Appendix C</b>					
1. Administrators, staff, students and families educated on Ready Graduate Indicators.					
2. Maximized classroom capacity through state reporting for middle CTE enrollment.					
3. Ready Graduate Indicators increased by 10%.					
4. Graduation rate increased by 2%.					
5. Increase work-based learning enrollment by 10%.					
6. Maximize exposure to industry 4.0 by 10% annually.					
<b>Mean Score for K-12 Framework</b>					

<b>PERFORMANCE OBJECTIVE 3:</b> <b>EMERGENCY MANAGEMENT, SECURITY &amp;</b> <b>WELLNESS.</b> <b>Procedures and plans that will ensure all schools</b> <b>and the district have a safe and welcoming</b> <b>learning environment.</b> <b>Appendix C</b>					
1. All staff trained in emergency processes including Trauma Informed school practices.					
2. All schools completed and submitted the district required standardized safety plan.					
3. All school completed and documented all local, state and federal drill and training requirements.					
4. Increased security measures such as fencing, push button locks, etc.					
<b>Mean Score for Emergency Management/Security/Wellness</b>					

<b>PERFORMANCE OBJECTIVE 4: TALENT, ACQUISITION &amp; RETENTION. Successful recruiting and retention of high performing school district employees. Appendix C</b>					
1. Increased Teaching as a Profession participants by 10%.					
2. Reinstatement of 2+2 program at Roane State Community College and Tennessee Tech University.					
3. District employees provided developmental and learning opportunities throughout the year.					
4. Employee mentorship program staffed and successfully deployed.					
<b>Mean Score for Talent, Acquisition and Retention</b>					

<b>PERFORMANCE OBJECTIVE 5: ATHLETICS. Student athletic program that facilitates a highly successful student athlete experience. Appendix C</b>					
1. Standardized athletic policies and procedures.					
2. Modification of county-wide athletic procedure manual based on TMSAA membership guidelines.					
3. Parental engagement periods to support student athletes and families.					
4. Student exposure to careers in athletics.					
<b>Mean Score for Athletics</b>					

<b>PERFORMANCE OBJECTIVE 6: DEVELOP A SCHOOL DISTRICT STRATEGIC PLAN, ANNUAL AGENDA AND BUDGET Appendix C</b>					
1. Annual and long-range goals, along with measurable objectives and strategies, have been established with input from the Board, Staff and Community Members.					
2. Evidence that annual agenda items referencing the Director of Schools have been completed or are ongoing and nearing completion.					
3. A budget document has been formulated using procedures required by school board policies, activities in the school board annual agenda, and guidelines established by the State Department of Education.					
4. A completed budget document was presented to the board and County Commission by the required dates in accordance with the board budget policies.					
5. Budgetary changes and amendments are presented to the board for approval per Board Policy and State laws.					
6. Budgetary changes and amendments are presented to the County Commission for approval per Board Policy and State laws					
<b>Mean Score for Strategic Plan, Annual Agenda and Budget</b>					



Instructions

**Below is a list of several statements connected with your position as a school board member. For each item you are requested to give two ratings:**

- a. Current status?**
- b. How IMPORTANT is this to me?**

**As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.**

**There are NO right or wrong answers.**

Board Meetings

As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.

1. The board has sufficient time and opportunity to review the agenda and supporting materials before a board meeting.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The board encourages participation by each board member.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Board members come to meetings prepared to focus on discussion issues and keep comments relevant and brief.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. All board members are routinely familiar with the agenda materials and are ready to discuss and decide important items.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Adequate background information on issues to come before the board is routinely provided in advance of the board meeting.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The board weighs all decisions in terms of what is best for the students of the school system.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Team Building

As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.

7. The board is able to disagree on matters and still maintain an attitude of mutual respect and trust.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The board is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The district has a planned program to orient newly-elected board members.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Once a decision has been made, all members respect the decision and the board speaks with one voice.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Board members do not attempt to individually speak on behalf of the board or commit the board.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board/Superintendent/Staff Relations

As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.

12. The board and superintendent trust and respect one another.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Our board and superintendent agree on how complaints or concerns to board members should be handled.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Board members work to avoid surprises by sharing concerns or questions with the superintendent in advance of the board meeting.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. The superintendent is given direction by the board as a whole rather than by individual members.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. The board recognizes staff accomplishments.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Individual board members avoid making excessive personal requests from staff.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Board members are respectful to other board members, administrators, staff and visitors.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Board members direct complaints and requests to the superintendent rather than attempting to solve them directly.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. The board ensures that an effective evaluation system is in place for the superintendent and all employees.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision/Planning

**As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.**

22. A vision/mission statement for the district exists and is periodically reviewed by the board and widely disseminated in the district.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. The vision reflects community priorities.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Discussion of major items before the board routinely includes consideration of their impact on meeting district goals.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. The superintendent's evaluation considers how well the superintendent has addressed the district goals.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. The board emphasizes setting and monitoring district goals, instead of how staff should achieve these goals.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. The board does not get bogged down discussing operation details of the district or schools.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. The board regularly solicits input from the community when establishing the future vision of the district.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board Policy

As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.

29. Our board sets policies needed for the operation of the school district.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Before adopting a policy which affects them, our board actively seeks the input of employees, students and community members.

	1	2	3	4	5	6
Current status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Board policies are administered consistent with the intent of the policy.

	1	2	3	4	5	6
Current status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. The board has developed an ongoing system to review and update all policies annually.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Achievement

**As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.**

33. The board regularly examines data to determine where achievement gaps exist and how much progress is being made to reduce those gaps.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. The board provides a quality educational program imposing high individual academic standards for each student.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Student academic performance is regularly presented to the board.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. The board regularly recognizes student accomplishments at board meetings.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board/Community Relations

As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.

37. The board provides for involvement of the public in the operating of our schools.

	1	2	3	4	5	6
Current status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Our board actively promotes the school district to the public.

	1	2	3	4	5	6
Current status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Our school board is respected by the community.

	1	2	3	4	5	6
Current status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Our board is accountable to the community.

	1	2	3	4	5	6
Current status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. The board refrains from committing to a position on an issue before all relevant facts are present.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Members of the board refrain from speaking for the board on issues on which the board has no official position.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advocacy

**As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.**

43. Our board takes the initiative to establish and maintain positive personal relationships with other locally-elected officials/funding body.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Our board strives to keep local officials up-to-date on board activities and school district needs.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Our board understands the need to influence statewide legislation and works diligently to develop a positive relationship with local members of the General Assembly.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. Our board, collectively and individually, regularly contacts legislators regarding their position on important legislation.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Budget/Finance

As you rate the questions, use a scale from 1 to 6 where low numbers represent low or minimum amounts and high numbers represent high or maximum amounts.

47. The board understands the basic principles of school finance, including state, federal and local sources of revenue.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. The budget reflects the district's vision, mission, and strategic plan and supports the district's goals and objectives for student achievement.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. The board requires proper accountability for the expenditure of school district funds.

	1	2	3	4	5	6
Current Status?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How IMPORTANT is this item to me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. Additional Comments:

51. Please enter your name below for attendance purposes.