

CIVA Governing Board Meeting
4635 Northpark Drive
August 17, 2010

Members Present: Frank Cuna, Vickie Gibson, Ricky Pass, Melanie McCandless, Todd Guller, Roxie Blue, Jamie Cross, David Foiles, Lizabeth Jordan, Stacey Rivera, Randy Zimmerman, Christie Schwank, Reggi Dineen

Members Absent: Connie O’Flynn, Bob Wirth

Convene in Public Session: President Frank Cuna called the meeting to order for public session at 5:28 p.m.

Approval of Agenda: Mr. Cuna moved to approve the August Agenda with the addition of the meeting time for July. Vickie Gibson seconded the motion and the motion passed unanimously.

Executive Session: Mr. Cuna moved to convene in Executive Session. Ms. Pass seconded and the motion passed unanimously. The Board then convened in Executive Session at 5:31 p.m.

The Board reconvened in Public Session at 5:38 p.m.

Community Comments: There were no community members present who wished to address the Governing Board.

Approval of Minutes for July, 2010: Mr. Cuna suggested that the minutes be amended to change the location of the Staff Mixer to Old Chicago instead of Applebees. Ms. Gibson moved to change the minutes and approve them as amended. David Foiles seconded the motion and motion passed unanimously.

Miscellaneous Items: Mr. Cuna introduced Stacy Rivera. He also announced that he had received verbal notification of the resignation of Roxie Blue from the Governing Board. She was offered a job and the work time interferes with the Board’s meeting times. There are 10 members seated now.

ACTION ITEMS

There were no actions items for this meeting.

NON-ACTION ITEMS

General:

- **Conflict of Interest Statements:** The Conflict of Interest policy needs to be reviewed by everyone, signed and returned to Christie Schwank. Being a parent is not a conflict of interest, so Board members who are also parents do not have to list that on the form. There was discussion about what is and is not a conflict with regard to being on the Governing Board.
- **Review of School Accountability Report (SAR):** Randy Zimmerman reported on the SAR and the CSAPs and what it means for CIVA’s Proficiency or Advanced Levels:
 - **9th Grade:** CIVA is at 69% proficient or advanced on the Reading. That’s a drop of 2 points from 2009, but still at the State (67%) and District 11 (68%) average. In Writing,

went from 43% to 48% and the District is at 45% and State at 49%. Math made a 7 point gain from last year, but still only at 14%, where the District is at 40% and the State at 39%.

- **10th Grade:** CIVA is at 76% proficient or advanced in Reading. That's a 17 point gain from 2009. There are parents that refuse to allow their children to take it, so it skews the numbers about 5%. CIVA's scores did go up in about 6 out of the 7 categories. Writing had a 10 point gain and is at 48%, the District is at 45% and State at 47%. In Math, CIVA's at 17% where the District is at 31% and the State at 30%. CIVA did have a 10 point gain from last year so the school showed some good improvement. Science showed we are at 38%, which is a 7 point gain from last year, while the District is at 46% and State at 47%.

CIVA is plotted in the High Achievement/High Growth areas for Reading and Writing, but in High Growth/Low Achievement for Math. There was discussion about if CIVA is getting students that are more challenged, does that affect the numbers and does the District follow the students? Ms. Rivera said she doesn't know if District 11 follows that issue, but it can be followed. This growth is good to present to the Board. It was asked who was in charge of the Math in the 2006 year which was our highest score and asked if we knew what they did with the Math program at that time. Mr. Zimmerman indicated that it could have been the program or it could have been the students at the time. It was suggested that we do some investigation into what we will need to do to get our Math into the proficient area again for the graduates going out of school. Ms. Rivera indicated that with the growth CIVA has shown and being in the High Achievement/High Growth area for the majority is great and CIVA's going in the right direction.

- **Procedures and Policy Committee Report:** Todd Guller indicated that there has been some movement and he will get the information from Bob Wirth and he hopes to get that going again. A lot of the points were valid and needed addressed, and we need to look into those. If we need to assign more people to the committee we can do that and maybe get the BAC involved. Mr. Guller said he would post a notice on when they were going to meet. It was then tabled for further discussion.
- Lizabeth Jordan addressed the Appreciative Inquiry Project she did with the staff last year. After they finished, it turned into a case study and it's been submitted to a journal. That Journal has accepted it and it's going to be published. CIVA's name will be out there in a very positive light.
- **Nomination of Officers:** Nominations will be in August and elections will be in September to allow Mr. Foiles to go to Staff with the nominations. Nominations are as follows:
 - Ms. Gibson nominated Frank Cuna for President. Ms. Jordan seconded.
 - Ms. Gibson nominated Ricky Pass for Vice President. Ms. Jordan seconded.
 - Ms. Schwank nominated Ms. Jordan for Treasurer. Ms. McCandless seconded.
 - Mr. Cuna nominated Ms. McCandless for Secretary. Ms. Pass seconded.All motions passed unanimously. Mr. Foiles indicated that the Staff hasn't discussed any nominations yet, but he will get with them next week and will report back to the Board.

School Report - Randy Zimmerman:

School report: Randy reported on the master calendar being finished. He said that it follows along with the District calendar except during OLE times.

- **Master Calendar:** Finished. It goes along with the District 11 calendar except during OLE times. Back to School Night is 9/1, from 7-8:30 p.m. Quantum training with parents is on

9/16. He wanted to have the Quantum learning with parents when the instructor was here for staff training. It was suggested that the Governing Board attend the parent seminar to also learn about Quantum learning. Mr. Cuna said that the Board should be here for that and will mention to the parents at the Back to School night how important it is to be at the Parent Seminar so that they can learn about it. The Tribute Show is on 9/30 and is featuring music of Sting and the Police. The Fall OLE is 10/5-7.

- **Staffing report:** Part of the Staffing Report was covered in the Executive Session. We have three new teachers and a new dance coach. We will have an assistant ultimate frisbee coach, Diane Jensen, and her daughter attends Air Academy. She would like to know if her daughter could play frisbee with CIVA as Air Academy doesn't have a team. CIVA's practice starts on Friday. There was discussion about who could play with CIVA's frisbee team. There was discussion about other children or parents maybe wanting their children to do the same thing and whether CIVA was opening itself up to problems in this situation. Mr. Cuna suggested that the athletic director write up a policy. He asked Mr. Zimmerman to do that and post the policy change and it will be included as an Action Item on next month's agenda. For the time being, Ms. Jensen's daughter can practice with the team.
- **Enrollment:** As of 8/17, there are 140 students confirmed for this year, which is excellent, with at least another 10 students that may be coming (they have interviewed and said they're coming and just haven't returned paperwork yet). There are 31 Freshman, 39 Sophomores, 47 Juniors and 23 Seniors. Jaime Cross said that the impact of CIVA is doing really well. Her mission trip to New Orleans made an impact as far as having a small school atmosphere of school rather than classes of 1000+.
- **Charter Renewal:** Mr. Zimmerman will have the draft of the renewal at the next meeting. He wants a close to final draft at the October meeting. The final draft of the charter will be ready for the November meeting. It is due in December. Mr. Guller would like to get bios, CVs, anything from each of the Governing Board members so that he can add that to the charter renewal. We can email those to him. Mr. Zimmerman's not going to teach a class this semester so that he can work on the renewal.

Miscellaneous: Mr. Foiles wanted to thank the Board from the Staff for the Staff Mixer at Old Chicago. Mr. Cuna indicated that any Board member that didn't have their picture taken on picture day, should get him any 8x10 for the CIVA lobby wall.

Financial Report: Ms. Schwank reported that the profit/loss reflects everything pretty much up to date. CIVA is \$84,000 negative, but budgeted \$150,000 negative. The Auditors took our gym floor and HVAC system and moved them to Assets as they should be capitalized on. We are at \$137,000 overdrawn and came in under budget then. There was discussion about raises and if enough money was allotted for them for returning teachers. It was discussed whether raises should wait until after Student Count Day. Mr. Zimmerman indicated that the returning teachers are exceptional and we are really moving forward because of them. He said that we are not buying back student special education, so we are going to have \$70,000 or so back in the budget from what we were expecting and reserves look pretty plentiful. Some felt that a \$10,000 adjustment to our budget seems just fine for raises right now and Mr. Zimmerman said that 3% raises are a great way to honor CIVA's professionals. There was discussion about whether CIVA was still below the Mean and if Ms. Rivera could see about the salaries. Ms. Rivera indicated that she will get information from the League of Charter Schools regarding salaries. Ms. Schwank indicated concern about how much was in the budget and not dipping into the reserves. If we had shortage of students, the raises would have to

come out of reserves. It was suggested that raises be considered after Student Count Day instead of the returning teachers assuming that they will get a 3% raise just because they do a good job, and that it should be based on student enrollment. It was also mentioned that morale is great at CIVA and it's great to walk in here with all of the great attitudes, etc. We have plenty of reserves to cover a \$10,000 raise for returning teachers. There was discussion that the school is on such a positive forward movement and part of that synchronicity is the teachers, and some Board members lean towards going ahead and giving the returning teachers the raise due to the fact that we have it in reserves. Staff is the most important thing CIVA has. It was discussed that District 11 got about a 2% raise. Some agreed it should be tabled until after October 1. Some indicated we had more than enough in reserves and our reserves are way over other Charter schools. It was also suggested that suggested we tie raises into performance rated review. It was discussed that most of our teachers have master's degrees also and that is saying a lot about the quality of our staff. It was decided that this issue will be voted on at the September meeting.

There was further discussion about the Financials. With regard to receipts reimbursement, there needs to be a log instead of just receipts.

The Board took a break from 7:00 p.m. to 7:06 p.m.

Discussion Items-Standing Issues:

- **Board Training Modules:** The Board covered the following training modules. (Modules and an answer sheet is attached to these Minutes.)
 - **Promoting the Vision and Mission:** Mr. Foiles will look into how we can create a good strategic plan for CIVA. He thinks there's a training module regarding that.
 - **Board Structure and Responsibilities:** Ms. Rivera will check into what a Board agreement is and how we can implement it. It was discussed that Mr. Cuna will do the Board self evaluation and will have it for the next meeting.
 - **Administrator Selection, Review, and Support:** Mr. Cuna will check on the crosswalk for in front of the school.
- **Activity/OLE Fees:** Mr. Zimmerman addressed the Board regarding the Activity Fee and OLE fees. Over the years, we have sometimes implemented a policy where if a student of a staff member or member of the Governing Board attends the school, the activity fee would be waived. Currently, the activity fee is \$175. He would also like to address whether we should waive other fees for the OLE, etc., for the same students. Mr. Cuna indicated he would put that as an Action Item for the September meeting pending his checking with Ms. Schwank (as she was no longer there) on whether or not it's a conflict of interest. If it's not, it will be on the agenda for next meeting to be voted on.

Future Agenda Items: As mentioned above.

Next Board Meeting: The next Governing Board meeting is scheduled for September 21st. Dinner will be at 5:00 p.m. for the Board and Public Session will begin at 5:15 p.m. If an Executive Session is not required at future meetings, dinner will be at 5:15 p.m., followed by the Public Session at 5:30 p.m.

Adjourn: Mr. Cuna moved that the Board meeting be adjourned. Ms. Gibson seconded the motion and the motion passed unanimously. Meeting adjourned at 7:45 p.m

Online Charter School Governing Board Training Modules
Promoting the Vision and Mission (pre-test)
Date: Tuesday, August 17, 2010

1. Which statement should describe what the ultimate goal or final result of the school will be?

- a) Vision statement
- b) Mission statement
- c) Statement of purpose
- d) Value Statement
- e) None of the above

2. Which statement should describe what the school does on a daily basis to accomplish the ultimate goal of the school?

- a) Vision statement
- b) Mission statement
- c) Statement of purpose
- d) Value Statement
- e) None of the above

3. Together, the vision and mission statements should clearly define for the community the school's unique character, values, priorities, program, target population, and goals.

- a) True. In addition, the school should create a succinct message by using familiar educational terminology and catch phrases that will facilitate an economy of words.
- b) True. Well developed vision and mission statements guide the school's daily decisions and future direction while inspiring all within the school to work toward common goals.
- c) False. This information is far too detailed for the vision and mission statements and should be described in the charter application.
- d) False. The items listed should be completely described in the school's vision statement, and the school's mission statement should be simply a catchy and inspirational saying that everyone can memorize.
- e) None of the above

4. The vision and mission statements serve to _____.

- a) Guide day-to-day decisions
- b) Inform potential students and their families about the knowledge and experience they may gain at the school
- c) Guide the school community toward a common future
- d) Inspire
- e) All of the above

5. Both the vision and the mission statements should be concise, inspirational, and realistic.

- a) True. The statements must paint a future that is attainable through inspirational and brief descriptions.
- b) True. Because the statements must inspire with "short and sweet" language, it is acceptable for them to be vague.
- c) False. The vision statement can be lofty and somewhat unrealistic in order to aspire to a perfect situation.
- d) False. While the mission statement should be concise, the vision statement should fully describe the school's ultimate goal in an unrestricted manner.
- e) None of the above

6. The mission statement contains five elements. They are _____.

- a) Educational approach, curriculum approach, target population, location, and size
- b) Values, educational approach, curriculum approach, location, and goals
- c) Values, educational approach, curriculum approach, target population, and outcomes
- d) Five inspirational adjectives
- e) None of the above

7. Who should develop the vision and mission statements?

- a) The founders of the school
- b) The founders with collaboration from the school administrator
- c) The school administrator and the staff, with board approval
- d) All interested parents and students
- e) None of the above

8. How can the board best communicate the vision and mission statements to all stakeholders?

- a) Print the vision and mission in all publications and board documents
- b) Read the vision and mission aloud at public gatherings
- c) Provide regular updates on the progress toward accomplishing the vision and mission
- d) Both (a) and (b)
- e) All of the above

9. If the vision and mission statements are written correctly and effectively, ____.

- a) They will be accomplished within five years
- b) They should be set in stone and in no way modified, as schools are often tempted to do
- c) Monitoring to ensure progress should be measurable with one or two data points
- d) They will instruct administration and faculty on how to convey the statements into specific behaviors
- e) None of the above

10. How can parents be encouraged to find ownership and commitment to the vision and mission statements?

- a) Ask parents who are not committed to the vision and mission to leave the school.
- b) Develop opportunities for parents to provide feedback to the board about the vision and mission.
- c) Encourage parents to engage in school improvement planning activities and program review committees.
- d) Both (b) and (c)
- e) All of the above

11. Where should the vision and mission be recorded?

- a) In the school bylaws and the charter application.
- b) In all documents produced and/or used by the board (bylaws, contracts, handbooks, meeting minutes, etc.)
- c) In all of the school's written publications (contracts, handbooks, pamphlets, flyers, letterhead, newsletters, website, etc.)
- d) On the walls of the school.
- e) All of the above

12. The vision and mission statements should be referenced at all trainings, faculty meetings, board meetings, and should be used as a guide when evaluating the administrator and staff.

- a) True. The vision and mission statements should be used regularly and openly in the day-to-day work of the school.
- b) True. Through the evaluation process, the board should consider each staff member's contribution toward accomplishing the vision and mission.
- c) False. The vision and mission are guiding documents primarily for the big picture decision making at the board level.
- d) False. Once teachers and administrators know the vision and mission, it is unnecessary to refer to these broad scope statements in such focused environments.
- e) None of the above

13. The board should be articulate in how the vision and mission are implemented throughout the school and curricular program.

- a) True. The board should intimately understand the inner-workings of the classrooms which may include regular classroom visits and training alongside the teachers.
- b) True. Board members should have a deep understanding of the meaning and aims of the vision and mission statements and how that transfers to the classroom.

- c) False. Board members are often not educators and need not understand the inner-workings of the classroom enough to describe this connection.
- d) False. Once the school is open, the curricular program is turned over to the administrator who must articulate for the board how the vision and mission translate into the classroom.
- e) None of the above

14. Which of the following is an example of how a mission statement might be used to guide day-to-day decisions at the school?

- a) The mission states that the school will use the Montessori curriculum, so the administrator purchases reading selections that align with the curriculum.
- b) The mission states that the school will use direct instruction methodology, so a lead teacher identifies a professional training opportunity for new staff members.
- c) The mission states a value for strong discipline, so the administrator and faculty incorporate high day-to-day expectations of student behavior
- d) None of the above
- e) All of the above

15. The vision and mission statements are the primary guiding force behind which one of these documents?

- a) The school bylaws
- b) Any contract entered by the school
- c) Employee handbook
- d) The strategic plan
- e) None of the above

16. The board should engage in a systematic process to regularly revisit and discuss the vision and mission statements for clarity, accuracy, and, possibly, for revision.

- a) True. The board should make annual adjustments to the vision and mission as the school matures and evolves.
- b) True. However, if revisions are made, the board must either ensure the original intent of the statements remains intact, or obtain formal approval from the authorizer for any changes.
- c) False. Revisiting the vision and mission may be a valuable exercise; however, this should not occur regularly and should only occur when the school community requests revisions.
- d) False. Once the school opens its doors, the vision and mission statements should never be changed or modified.
- e) None of the above

17. What documents can be referenced when evaluating the progress toward accomplishing the vision and mission of the school?

- a) School accreditation plans and strategic plans
- b) Student achievement data
- c) Board policies
- d) Parent satisfaction survey results
- e) All of the above

**Online Charter School Governing Board Training Modules
Board Structure and Responsibilities (pre-test)**

Date: Tuesday, August 17, 2010

1. The structure of the board, including selection of members, length of terms, training requirements, and meeting protocols should be established at what point in the development of a new charter school?

- a) This should be an ongoing process
- b) Before the school opens
- c) During the first quarter of operation
- d) During the first year of operation
- e) During the first three years of operation

2. This document solidifies the expectations for board conduct and level of professionalism.

- a) The board policy manual
- b) The school bylaws
- c) The board agreement
- d) The conflict of interest guidelines
- e) The board self evaluation

3. Decisions made about the structure of the board (such as selection and term length), and the responsibilities of the board (such as training and disclosure) should be documented in _____.

- a) The parent/family handbook
- b) The school bylaws
- c) The board policy manual
- d) Both (b) and (c)
- e) All of the above

4. Founding board members decide the size of the board and whether board members are elected or appointed.

- a) True, founding board members establish the desired structure and process for electing or appointing board members in the charter school application.
- b) True, the board is deemed illegal until such decisions are made.
- c) False, board members must be elected as detailed in the Colorado Revised State Statutes.
- d) False, the size of the board is determined by the size of the school.
- e) None of the above

5. The following characteristics represent areas where boards should seek diversity when selecting candidates for the board:

- a) Diverse experience in education
- b) Diverse experience in finance
- c) Diverse experience in law
- d) Both (a) and (b)
- e) All of the above

6. What is the best reason for seeking out board members who are well connected to local businesses and political leaders in the community?

- a) Well connected board members know how to push through the red tape when anti-charter factions are prevailing.
- b) Well connected board members automatically make the school more visible in the community.
- c) Board members who are well connected in the school community and beyond may provide access to valuable resources for the school.
- d) Well connected board members who are also business owners in the school community are too busy to provide effective service on charter school boards.
- e) None of the above

7. According to Colorado state law, the school administrator must serve on the charter school board.

- a) True, the administrator must be held equally accountable and therefore should be equal to the founders of the school when decisions are made.

- b) True, the state requires that any charter school board must include a qualified and licensed principal as a voting member of the board.
 - c) False, while some charter school boards include the administrator as a non-voting member, this is not a state requirement.
 - d) False, laws regulating conflicts of interest prevent this practice.
 - e) None of the above
- 8. The effectiveness of a board is determined by_____.**
- a) The collective character of professionalism
 - b) A focus on strategic issues and distance from daily management of the school
 - c) A commitment to the vision and mission
 - d) A strong partnership with the school administrator
 - e) All of the above
- 9. The job of the board president (or chairman) is to _____.**
- a) Act as the school's primary signing agent
 - b) Run efficient meetings and ensure proper parliamentary procedure
 - c) Ensure compliance with the board agreement, all contracts, and the school bylaws
 - d) Both (b) and (c)
 - e) All of the above
- 10. Which of the following is a process by which new members may join a charter school board?**
- a) Nominating committee selection and appointment
 - b) Vote of the parents of currently enrolled students
 - c) Board member vote
 - d) Both (a) or (b)
 - e) Any one of the above is an acceptable process
- 11. The board should select appropriate new board members by _____.**
- a) Hand selecting friends and colleagues
 - b) Evaluating the monetary contributions of candidates
 - c) Conducting a formal needs assessment
 - d) All of the above
 - e) None of the above
- 12. New board member orientation should include _____.**
- a) Providing new members with the board books and documents
 - b) An interview with all staff members at the school
 - c) Training on board function and responsibility
 - d) Both (a) and (c)
 - e) Both (b) and (c)
- 13. The following board guiding and planning documents should be in the board book and on hand at every board meeting:**
- a) The mission and vision statement
 - b) The strategic plan
 - c) The school bylaws
 - d) Both (b) and (c)
 - e) All of the above
- 14. Staggered board terms ensure_____.**
- a) Legal compliance with non-profit laws
 - b) The maintenance of institutional memory
 - c) The elimination of improper board member behavior
 - d) Frequent rejuvenation of board energy
 - e) All of the above
- 15. Board members should serve for terms of no more than two years.**
- a) True, most people find it difficult to commit to more than two years.
 - b) True, research shows that board members burn out and become ineffective after about

eighteen months.

- c) False, board terms should not be limited.
- d) False, the ideal term length is around three to four years.
- e) None of the above

16. Ideally, the charter school board should include ____.

- a) All parents with students in the school
- b) A good balance of parents and community members
- c) All professionals outside of the school community
- d) Two parents, the school administrator, two community members, one student, and one staff member
- e) Three or four parents, the administrator, and two or three community members

17. The key roles and responsibilities of the board include:

- a) Promoting the mission and vision, hiring and supporting the administrator, and assisting with the annual evaluation of staff members.
- b) Promoting the mission and vision, hiring and supporting the administrator, and strategically planning for the school's future.
- c) Promoting the mission and vision, strategically planning for the school's future, and assisting with the annual evaluation of staff members.
- d) Strategically planning for the school's future, maintaining comprehensive student files, and hiring and supporting the administrator.
- e) Assisting with the annual evaluation of staff members, maintaining comprehensive student files, and conducting annual parent surveys.

18. Providing financial oversight and securing adequate resources for the school program are the responsibility of the board.

- a) True, it is important for board members to focus on securing adequate resources because only board members may write grants on behalf of the school.
- b) True, the board should focus a significant amount of time to ensuring adequate and appropriate finances for the school.
- c) False, the board provides financial oversight, but the administration must lead the efforts to budget within the means and secure additional resources when required.
- d) False, the board plays a supporting role to the administrator who has the primary responsibility for financial oversight and securing resources.
- e) None of the above

19. Board committees ____.

- a) Both standing and ad hoc, should be defined in board policy
- b) Are delegated responsibility by the board
- c) Are a source for potential board candidates
- d) Assist the board by conducting critical research
- e) All of the above

20. Perpetuating the practice of strong governance, including the maintenance of an effective structure, is checked and monitored through ____.

- a) The authorizer's attorney
- b) The charter contract
- c) Board meeting minutes
- d) Self-evaluation
- e) All of the above

**Online Charter School Governing Board Training Modules
Administrator Selection, Review, and Support (pre-test)**

Date: Tuesday, August 17, 2010

1. Which of the following represents a strategy the board may use to support the administrator?

- a) Establish a daily “check-in” phone call or meeting with the administrator.
- b) Assist in the annual review process for all staff members.
- c) Ensure the administrator has the resources necessary to accomplish goals.
- d) All of the above
- e) None of the above

2. A good job description should include both _____ and _____.

- a) Salary; benefits
- b) Powers; limitations
- c) Student performance expectations; staff performance expectations
- d) Professional qualifications; job duties
- e) None of the above

3. Who can provide recommendations regarding leadership characteristics and interview questions?

- a) Only board members
- b) Primarily staff members and several parents
- c) Board members and several lead staff members
- d) Board members, staff, parents, and other stakeholders
- e) None of the above

4. Schools should contact _____ for potential candidate recommendations.

- a) Trusted peers within the education community
- b) The Colorado League of Charter Schools
- c) Other charter schools
- d) Both (a) and (b)
- e) All of the above

5. A quality administrator will know how to _____.

- a) Communicate
- b) Inspire
- c) Manage people, time, and resources
- d) Delegate
- e) All of the above

6. Which of the following questions is allowable during a candidate interview?

- a) How old were you when you earned your master’s degree?
- b) Do you have or do you plan to have children in the future that will attend this school?
- c) Does your spouse support you pursuing this position?
- d) Where do you attend church?
- e) None of the above

7. A list of standard interview questions should be prepared in advance of the interview.

- a) True, and in addition, candidates should be provided with a list of the interview questions in advance of the face-to-face meeting.
- b) True, a list of standard questions will help avoid mistakenly asking inappropriate questions and will help the board evaluate each candidate based on a certain set of criteria.
- c) False, each candidate should be questioned according to their background, qualifications, expertise, and interests.
- d) False, scripted interviews are cumbersome and produce an unsatisfactory experience for both the interviewers and the candidate.
- e) None of the above

8. When contacting former employers, it is important to verify _____.

- a) Past performance

- b) Dates of employment
- c) The candidate's age
- d) Both (a) and (b)
- e) All of the above

9. An evaluation of the administrator's _____ should be included in the administrator's annual evaluation?

- a) Support of the vision and mission
- b) Ability to manage finances and operations
- c) Student achievement accomplishments
- d) School safety practices
- e) All of the above

10. Effective articulation of ideas, needs, praise, and constructive criticism demonstrates an administrator's _____.

- a) Compassion
- b) Ability to circumvent difficult conversations
- c) Communication skills
- d) Empathy
- e) All of the above

11. The administrator demonstrates competent management of the schools finance and operations by providing _____.

- a) Transparent and liberal access to financial, personnel, and student records
- b) Financial training for board members
- c) A facility lease or purchase that falls within the board's financial expectations and requirements
- d) A safe, equal, and effective facility and a healthy learning environment
- e) All of the above

12. The board should evaluate the administrator's ability to collect, manage, interpret, and analyze school and student data.

- a) True, data driven decisions are a key component to effective school improvement planning aimed at strengthening student achievement.
- b) True, the ability to manage and manipulate data is ultimately the administrator's most important responsibility at the school.
- c) False, data management is usually delegated to lead staff members and is not commonly a duty of the administrator.
- d) False, data can be misleading and is not a good indicator of administrator performance.
- e) None of the above

13. When evaluating the administrator's implementation of a school safety plans, the board should take into consideration the effectiveness of plans and operations that _____.

- a) Address student misconduct
- b) Mitigate bullying
- c) Guide discipline procedures
- d) Regulate school security
- e) All of the above

14. If, through the process of annual review, the board identifies areas of weakness in the administrator, the solution should be to _____.

- a) Begin a search for a new administrator
- b) Develop a professional growth plan
- c) Write a letter of reprimand for the administrator's file
- d) Furtively monitor the issue until confrontation is absolutely necessary
- e) None of the above

15. As the administrator's only supervisor, it is important for the board to be _____.

- a) Firm and unyielding with respect to the board's wishes

- b) Inconspicuous
- c) Extremely diligent in supervision of the administrator's daily activities and schedule
- d) Openly supportive and encouraging
- e) All of the above

16. How can the board encourage the administrator to engage in continuous improvement?

- a) By making resources available
- b) By documenting progress and acknowledging accomplishments
- c) By demonstrating a willingness to improve its own practices
- d) Both (a) and (b)
- e) All of the above

17. Which of the following additional resources might the board provide in order to demonstrate support for a new administrator's success?

- a) Monetary gifts to the school
- b) New or additional curricular materials
- c) A strategic planning facilitator
- d) A mentor or coach for the administrator
- e) None of the above

**Answers to Promoting the Vision and Mission
(pre-test)**

1. a
2. b
3. b
4. e
5. c
6. a
7. a
8. d
9. d
10. d
11. e
12. a
13. b
14. e
15. d
16. b
17. e

**Answers to Board Structure and
Responsibilities (pre-test)**

1. c
2. d
3. d
4. e
5. e
6. e
7. d
8. d
9. e
10. c
11. d
12. a
13. e
14. b
15. d
16. e
17. d

**Answers to Administrator Selection, Review,
and Support (pre-test)**

1. b
2. c
3. c
4. a
5. d
6. c
7. c
8. e
9. e
10. e
11. c
12. d
13. e
14. b
15. d
16. b
17. b
18. b
19. e
20. d