DATE:	October 26, 2022
TO:	Board of Trustees
FROM:	Shawna Warren, Superintendent
ORIGINATOR:	Lisa Lacroix, Associate Superintendent of Human Resources
GOVERNANCE POLICY:	*Policy 700 – Superintendent of Schools*
ADDITIONAL REFERENCE:	*Superintendent Leadership Quality Standard (SLQS)* *Superintendent of Schools Regulation*
SUBJECT:	Administrative Procedure 729 –Evaluation of the Superintendent of Schools

PURPOSE:

For information.

BACKGROUND:

The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (SLQS), and the Superintendent of Schools Regulation.

Administrative Procedure 729 – Evaluation of the Superintendent of Schools defines the process, the requirements, and the timeline of the evaluation.

Administration is prepared to respond to questions at the October 26, 2022, Public Board meeting.

ATTACHMENT(S):

1.   AP729 – Evaluation of the Superintendent of Schools

<u>New Administrative Practice 729 – Evaluation of the Superintendent of Schools</u>

The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (SLQS), and the Superintendent of Schools Regulation.

The evaluation process and supporting information sources shall serve to:

- provide feedback on the Superintendent's leadership and performance in all areas of the Superintendent Leadership Quality Standard.
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals
- recognize areas and trends that are showing positive change or progress
- enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process
- inform the organizational outcomes, key performance competencies, and Superintendent's own goals for the next evaluation cycle
- Serve as a tool in determining salary and contract considerations.

To ensure that the Superintendent is meeting the requirements of Policy 700 The Role of the Superintendent of Schools, and the requirements of the SLQS, the Board of Trustees will formally evaluate the Superintendent's performance on a regular basis according to the following guidelines.

<u>GUIDELINES</u>

1. Criteria for Evaluation

    1.1   The criteria for the first evaluation will be those set out in the Performance Assessment Guide (Appendix B).

    1.2   In subsequent evaluations, the criteria will be those defined and those listed or revised after each evaluation, plus any growth goals provided by the Board in the previously written evaluation report(s).

    1.3   Such growth goals may be areas requiring actions which must be taken to address trends, issues, or external realities that will enhance Division success.

    1.4   The Performance Assessment Guide (Attachment B) is aligned with the SLQS. This guide will be used by the Board to evaluate the Superintendent. The Board will review the evidence and will determine whether, and/or to what extent, the SLQS have been achieved. The Performance Assessment Guide will be used in the development of the summative performance evaluation for the Superintendent of Schools. For each of the seven (7) competencies in the Performance Assessment Guide the performance of the Superintendent of Schools will be assessed in the final report as Not Proficient or Proficient. Appendix B is

not intended to have every SLQS indicator reported on. The SLQS indicators are suggestions which are likely to lead to the achievement of the competency but may be included, excluded or changed based on the superintendent's context.

1.5 Data relative to the SLQS will be collected by a mutually agreed upon internal or external individual by interviewing a representative group of principals and direct reports in a 360° performance measure. "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

2 Superintendent Evidence Document

2.1 The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week before the evaluation meeting.

2.2 The purpose of the evidence document is to provide evidence that the seven (7) SLQS competencies are being addressed in the Superintendent's work.

2.3 Evidence will be organized under each competency as listed in the Performance Assessment Guide (Appendix B).

3 Evaluation Session

3.1 The Board will assess during an evaluation session whether and to what extent the Superintendent has achieved each competency (ie proficient or not proficient).

3.2 The Board and the Superintendent will be present during the evaluation session.

3.3 The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

3.4 The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section.

3.5 The evaluation report will reflect the corporate Board position.

EVALUATION PROCESS

4 The Superintendent evaluation process shall:

4.1 Provide for accountability, growth, and the strengthening of the relationship between the Board and the Superintendent and is aligned with the Superintendent's roles (Board Policy 700, Education Act) and is linked to the Division's goals. The written report will affirm specific accomplishments and will identify areas of growth.

4.2 Meet the contractual requirement that the Superintendent and Board come

to a mutual agreement relative to the comprehensive evaluation process to be followed. The Board will meet and discuss the evaluation process, format, and instrumentation with the Superintendent.

4.3 Highlight that a key role of the Superintendent, as the Chief Education Officer for the Division, is to enhance student achievement and success for all children

4.4 Highlight a key role of the Superintendent, as the Chief Executive Officer for the Division, is to achieve accountability responsibilities in alignment with Division goals and objectives and support the Board in its governance role.

4.5 Identify how the Superintendent works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision, and creating a positive organizational culture.

4.6 Recognize that the board/superintendent governance relationship is supported by the staff in the division which reports to the Superintendent.

4.7 align with and based upon the Superintendent's roles and responsibilities, The Division's goals and objectives, and Alberta Education's SLQS.

4.8 be based on evidence from multiple data sources relating to the specific responsibility areas identified in Board Policy 700 and will assess the Superintendent of School's performance in the seven (7) competency areas identified in the SLQS. The process will include a discussion of the evidence document prepared by the Superintendent of Schools,

4.9 Ensure Board feedback is provided regularly, is supported by specific examples, and will focus on areas over which the Superintendent has authority.

4.10 be a performance-based assessment system. Such an evaluation shall focus on improvement over time and considers the previous evaluation data in identifying and addressing areas of growth.

5 Evaluation Report

5.1 The Board shall report its evaluation of the Superintendent in writing. A summary document will be prepared and signed by the Board Chair and the Superintendent of Schools at the conclusion of the process for each formal performance evaluation.

5.2 The performance evaluation report shall contain a description of the important contextual details that existed during the term of the performance evaluation, and a summary of the superintendent's performance in the competency areas identified in the SLQS. The summary document will also include the identification of relative strength areas, suggestions for growth, and recommendations regarding division priorities identified by the Board. A final signed document is provided to the superintendent for inclusion in his/her personnel file.

5.3 If the Board determines that the performance of the Superintendent is not

proficient in any respect, it shall describe in writing, in detail, with supporting examples, such unsatisfactory performance. The evaluation shall include recommendations and resources for areas of improvement in all instances where the Board deems the Superintendent's performance to be unsatisfactory.

5.4   The Superintendent will have the right to make a written response to the evaluation within thirty (30) days of receiving the evaluation. The Board's evaluation and the Superintendent's response shall become a permanent attachment to the Superintendent's personnel file.

6   The Board and superintendent shall review the policies which guide the process, format, and timeline for the upcoming year

7   Timeline

7.1   Superintendent evaluations will be conducted in accordance with Board Policy 700 according to the following schedule:

Evaluation	Report Delivered to Superintendent By
During years one (1) and four (4) a comprehensive 360 employee performance evaluation shall be conducted	May 15
During years two (2) and three (3) the evaluation will not include the 360 employee performance evaluation	May 15

8   The Board may choose, in its sole discretion, not to evaluate the Superintendent in any school year in which case the Superintendent's performance shall be deemed to be proficient.

References:

Board Policy 700 Role of Superintendent
Division Vision, Mission, Values, and Education Plan
Education Act
Superintendent of Schools Regulation
Superintendent Leadership Quality Standard

Appendix A

SUPERINTENDENT LEADERSHIP QUALITY STANDARD

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COMPETENCY	Achievement of this competency is demonstrated by indicators such as:
Building Effective Relationships *A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.*	a) collaborating with community and provincial agencies to address the needs of students and their families; b) employing team-building strategies and using solution-focused processes to resolve challenges; c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members; d) modeling ethical leadership practices, based on integrity and objectivity; e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and f) facilitating the meaningful participation of members of the school community and local community in decision-making.
COMPETENCY **Modeling Commitment to Professional Learning** *A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.*	Achievement of this competency is demonstrated by indicators such as: a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership; b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise; c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;

	d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate; e) providing leadership to support school authority research initiatives, where appropriate; and f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.
COMPETENCY **Visionary Leadership** *A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.*	Achievement of this competency is demonstrated by indicators such as: a) ensuring that the vision is informed by research on effective learning, teaching and leadership; b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives
COMPETENCY **Leading Learning** *A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for*	Achievement of this competency is demonstrated by indicators such as: a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*; b) providing learning opportunities,

student success and continuous improvement.	based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study; d) promoting collegial relations, collaboration, critical thinking and innovation in the school community; e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students; f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.
COMPETENCY Ensuring First Nations, Métis and Inuit Education for All Students *A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*	Achievement of this competency is demonstrated by indicators such as: a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students; c) understanding historical, social,

economic, and political implications of:

- treaties and agreements with First Nations;
- legislation and agreements negotiated with Métis; and
- residential schools and their legacy;

d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and

e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

COMPETENCY School Authority Operations and Resources *A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.*	Achievement of this competency is demonstrated by indicators such as: a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; f) respecting cultural diversity and appreciating differing perspectives expressed in the school community; g) recognizing student and staff accomplishments; and h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

COMPETENCY	Achievement of this competency is demonstrated by indicators such as:
Supporting Effective Governance *A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.*	a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; g) implementing board policies and supporting the regular review and evaluation of their impact; h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development; j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends; k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations