



Date: November 27, 2024 **Agenda Item:** 7.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Lisa Lacroix, Associate Superintendent of Human Resources

Subject: **Policy 700: Superintendent of Schools**

Recommended Motion:

THAT the Board of Trustees approve Policy 700: Superintendent of Schools as presented at the November 27, 2024 Public Board meeting.

Background:

Administration would like the Board to consider integrating *Administrative Procedure 729: Evaluation of the Superintendent of Schools* as an appendix to *Policy 700: Superintendent of Schools*.

Incorporating *Administrative Procedure 729: Evaluation of the Superintendent of Schools* and its appendices and noted changes in the policy provides a clear and consistent framework for evaluating the Superintendent. This acknowledges the Board’s unique role and responsibility in evaluating the Superintendent as their sole employee.

This policy has undergone thorough review and consideration. It was initially placed on the May 22, 2024, Committee of the Whole agenda but was deferred and not discussed. It reappeared on the August 28, 2024, Committee of the Whole agenda and was referred to the Policy Committee. Following a review on September 9, 2024, the Policy Committee recommended further discussion. On October 11, 2024, it was brought back to the Policy Committee and subsequently sent to a Committee of the Whole meeting for comprehensive Board review. After discussion at the October 23, 2024, Committee of the Whole meeting, the policy was referred to the November 27, 2024, Public Board meeting for final consideration by the Board of Trustees.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:**
- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
 - g. implementing board policies and supporting the regular review and evaluation of their impact; and
 - h. ensuring the support, ongoing supervision and evaluation

of all staff members in relation to their respective professional responsibilities.

Governance Implications:**Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,

General powers and duties of boards

53(1) A board shall

(a) establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,

Superintendent of schools

222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

Superintendent of Schools Regulation 98/2019

The Superintendent of Schools Regulation sets out the qualifications that an individual must meet in order to be appointed as a school board superintendent or acting superintendent.

Superintendent Leadership Quality Standard

Sets out the standards that superintendents of schools are expected to meet throughout their careers. The superintendent of schools is accountable for the demonstration of all of the competencies identified in the Standard. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

Attachment(s):

1. Policy 700: Superintendent of Schools - Clean Copy
2. Policy 700: Superintendent of Schools - Tracked Changes
3. Administrative Procedure 729 - Evaluation of the Superintendent of Schools
4. Administrative Procedure 729 Appendix A
5. Administrative Procedure 729 Appendix B

Policy 700

Superintendent of Schools

1.0 POLICY

THE ROLE OF THE SUPERINTENDENT

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the [Superintendent Leadership Quality Standard](#), Board policies, Division vision, mission and values, and the Education Plan goals. All Board authority delegated to the staff of the Division is delegated through the Superintendent. The Superintendent of Schools is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Superintendent of Schools, functioning as the Chief Executive Officer.

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility: Alberta has three (3) professional practice standards that are Ministerial Orders, the Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS), and the Superintendent Leadership Quality Standard (SLQS). The Superintendent Leadership Quality Standard (SLQS) defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work. The SLQS identifies seven (7) competencies superintendents must demonstrate in their professional practice:

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring first nations, Métis, and Inuit Education for all Students
- School Division Operations and Resources
- Supporting Effective Governance

1.0 Building Effective Relationships

1.1 The 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 that respects diversity and fosters a sense of belonging.

2.0 Modelling Commitment to Professional Learning

2.1 The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing

leadership, teaching, and learning.

3.0 Visionary Leadership

3.1 The Superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

4.0 Leading Learning

4.1 The Superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success, and continuous improvement.

5.0 Ensuring First Nations, Métis, and Inuit Education for All Students

5.1 The 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 students.

6.0 School Division Operations and Resources

6.1 The Superintendent directs school division operations and strategically allocates resources in the interests of all students and in alignment with the school division's goals and priorities.

7.0 Supporting Effective Governance

7.1 The Superintendent of Schools as referred to in the Education Act, as chief executive officer of the board and the chief education officer of the school division, 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.

References:

Board Policy 105: Vision, Mission and Values

Board Policy 225: Role of the Board

Three Year Education Plan

[Education Act: Section 8, 11\(1\) 52-53, 222, 223, 224](#)

[Freedom of Information and Protection of Privacy Act](#)

[Superintendent of Schools Regulation 98/2019](#)

[Superintendent Leadership Quality Standard](#)

[Appendix A - Evaluation of the Superintendent of Schools](#)

History

2019 Apr 24 Initial Approval

2021 Oct 27 Reviewed

2022 Mar 23 Amended

2022 Sep 28 Amended

2024 Xxx xx Amended

Policy 700 - Appendix A

Evaluation of the Superintendent of Schools

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

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 (referred to as SLQS throughout this document), 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.

PROCESS

The Associate Superintendent, Human Resources is responsible for administering this Administrative Procedure.

PROCEDURE

1. Criteria for Evaluation

1.1 The criteria for the first evaluation will be those set out in the Superintendent Leadership Quality Standard (SLQS).

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 T The SLQS 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 SLQS will be used in the development of the summative performance evaluation for the Superintendent of Schools. For each of the seven (7) competencies the Superintendent of Schools will be assessed in the final report as Not Proficient or Proficient. The SLQS is not intended to have every 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 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 SLQS.

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

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

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 consider 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 as per the Superintendent’s

employment contract.

7.2 The Board may choose, at its sole discretion, to evaluate the superintendent in any additional school year not noted in the employment contract.

7.3 the Board must inform the Superintendent in writing by September 30 of the school year in which an evaluation will be conducted.

7.4 The final evaluation report must be delivered to the Superintendent no later than May 15 of the year in which the evaluation is conducted.

8. In any school year in which the Superintendent is not evaluated, the Superintendent's performance shall be deemed to be proficient.

Policy 700

Superintendent of Schools

1.0 POLICY

THE ROLE OF THE SUPERINTENDENT

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the [Superintendent Leadership Quality Standard](#), Board policies, Division vision, mission and values, and the Education Plan goals. All Board authority delegated to the staff of the Division is delegated through the Superintendent. **The Superintendent of Schools is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Superintendent of Schools, functioning as the Chief Executive Officer.**

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility:

Alberta has three (3) professional practice standards that are Ministerial Orders, the Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS), and the Superintendent Leadership Quality Standard (SLQS). The Superintendent Leadership Quality Standard (SLQS) defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work. The SLQS identifies seven (7) competencies superintendents must demonstrate in their professional practice:

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- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
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- School Division Operations and Resources
- Supporting Effective Governance

1.0 Building Effective Relationships

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- 3.1 The Superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.
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References:

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[Appendix A - Evaluation of the Superintendent of Schools](#)
[Appendix B – Performance Assessment Guide](#)

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PROCESS

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PROCEDURE

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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. 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 SLQS~~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. ~~The SLQS 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.

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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.

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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 consider the previous evaluation data in identifying and addressing areas of growth.

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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 as per the Superintendent’s employment contract.

7.2 The Board may choose, at its sole discretion, to evaluate the superintendent in any [additional](#) school year [not noted in the employment contract](#).

7.3 the Board must inform the Superintendent in writing by September 30 of the school year in which an evaluation will be conducted.

7.4 The final evaluation report must be delivered to the Superintendent no later than May 15 of the year in which the evaluation is conducted, conducted in accordance with Board Policy 700 according to the following schedule:

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

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 is not evaluated, 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~~

History

~~2022 Oct 26 Initial Approval~~

Administrative Procedure 729 - APPENDIX A Appendix will be deleted and the link will be included in references of the Policy.

Superintendent Leadership Quality Standard

[Professional practice standards | Alberta.ca](#)

RESCIND - THIS IS THE SLQS copied and pasted.

Administrative Procedure 729 - APPENDIX B

Performance Assessment Guide

COMPETENCY

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.

Achievement of this competency is demonstrated by indicators such as:

- 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

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.

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.

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

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, 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

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 student success and continuous improvement.

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, 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

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

in alignment with the school authority's goals and priorities.

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.

Achievement of this competency is demonstrated by indicators such as:

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

COMPETENCY

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.

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