

<b><i>Policy Manual</i></b>	CODE: Policy 19 – Appendix A TITLE: Performance Assessment Guide to Support the Evaluation of Superintendent of Schools APPROVED: May 26, 2009 AMENDED/REVIEWED: May 24, 2022
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LEGAL REFERENCE: Education Act 2022; Superintendent Leadership Quality Standard	

**Policy**

This Performance Assessment Guide shall be used to inform and guide the process and development of the summative performance evaluation for the Superintendent of Schools.

**Guidelines**

The Superintendent of Schools evaluation process has been developed by the Board of Trustees of the Grande Prairie Public School Division to be consistent with the expectations of the role identified in Board Policy, the *Education Act*, the *Superintendent Quality Leadership Standard*, and the *Superintendent of Schools Regulation*.

The process shall be based on evidence from a variety of sources relating to the specific responsibility areas identified in Board Policy 18 and will assess the Superintendent of Schools performance in the seven competency areas identified in the Superintendent Leadership Quality Standard (SLQS). The process will include discussion of the assessments for each competency area identified by Trustees and a self-evaluation prepared by the Superintendent of Schools, that will lead to the development of the final Performance Evaluation Report.

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. The summative performance evaluation report shall contain a description of the important contextual details that existed during the term of the performance evaluation, a summary of the superintendent's performance in the competency areas identified in the Superintendent Leadership Quality Standard. The summary document will also include the identification of relative strength areas, suggestions for growth and recommendations regarding division priorities identified by the Board of Trustees.

The Performance Assessment Guide to be used in the development of the summative performance evaluation for the Superintendent of Schools is shown in the table that follows. For each indicator of the 7 competencies in the Performance Assessment Guide the performance of the Superintendent of Schools will be assessed in the final report as Unsatisfactory, Satisfactory, Proficient, or Exemplary.

## COMPETENCY ONE: 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.

### INDICATORS

**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 TWO: 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.

### INDICATORS

**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 THREE: 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.

#### **INDICATORS**

**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 FOUR: 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.

### INDICATORS

**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 FIVE: Ensuring First Nations, Metis 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.

### **INDICATORS**

**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 SIX: School Authority Operations and Resources

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

## COMPETENCY SEVEN: 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 of Education on all matters required of the superintendent as identified in the *Education Act* and other provincial legislation.

### INDICATORS

**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 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.