

Board Policy 12 – Appendix A

Superintendent Evaluation Process, Criteria and Timelines

The evaluation process, criteria, and timelines:

1. Meet contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
2. Provide for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of improvement, while others will identify areas where greater emphasis is required due to changes in the environment.
3. Comply with the Superintendent of Schools Regulation. This requires that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
4. Highlight the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
5. Recognize that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators.
6. Emphasize the need for and requires the use of evidence for evaluation purposes. Evaluations and improvement processes are most helpful when the evaluator provides concrete evidence of strengths and/or areas of improvement. Performance assessment identifies the source of the evidence in advance, while the quality indicators and competencies describe expectations in regard to that evidence.
7. Aligns with and is based upon the Superintendent's roles and responsibilities, as well as the Superintendent Leadership Quality Standards referenced in Appendix C.
8. Are linked to the Division's priorities. The current Education Plan directly links the Superintendent's performance to the Assurance process, which includes the Division's priorities.



9. Sets out standards of performance. The quality indicators and competencies utilized in the evaluation process set out initial standards. When growth goals are identified, additional standards may need to be set to provide clarity of expectations and a means of assessing performance.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.
11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in Division surveys.
12. Elicits evidence to support subjective assessments.
13. Ensures Board feedback is provided annually, based on the timelines for evaluation as provided below, supported by specific examples, and focused on areas over which the Superintendent has authority. Feedback will be provided as mutually agreed to between the Board and Superintendent.

Timelines for Evaluations

Evaluations will be conducted as per Appendix B.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in Appendix B. In subsequent evaluations, the criteria will be those defined by Appendix B as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities.

The Role Expectation "Leadership Practices" will be included in the evaluation prior to reappointment, or at any time as mutually agreed.

Upon request of the Board of Trustees, an independent consultant will collect data relative to leadership practices by interviewing all school leadership and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

Appendix B is intended to clarify for the Superintendent, performance expectations held by the corporate Board. This appendix is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation and leadership competency. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Board and the Superintendent will be present during the evaluation session. 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. The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will reflect the corporate Board position.