



Board Policy 12 – Appendix C

Competency Guidelines and Directions

Evaluation of: XXX

School Division: Northern Gateway Public Schools

Evaluation process completed by: XXX

Date of Evaluation: XXX

Reason for Evaluation:

- The first year of employment with the Division
- The last year of a contract – renewal
- Other (specify)

This evaluation is based on several data/artifact collections that include:

- Informal and formal observations and meetings
- Surveys of staff, colleagues, and trustees
- Interviews of staff, colleagues, and trustees
- Pertinent evidential artifacts
- Education plans, reports, letters, communications, division surveys
- Completion of self-evaluation by the Superintendent using the framework of the Superintendent Leadership Quality Standard (SLQS)
- Other data or artifacts as agreed upon

For an annual review in non-evaluation years, the Superintendent is expected to use the SLQS to review his or her practice annually, set specific goals and targets, and review his or her goals and achievements with the Board as part of his or her Professional Growth Plan.

Guidelines and Directions

1. The purpose of this form is to provide a record of the evaluator's evaluation of the incumbent's performance.
2. The information collected on this form will be protected and used in compliance with the Freedom of Information and Protection of Privacy Act (FOIP).



3. The process is agreed upon by both the Superintendent and the Board of Trustees prior to the beginning of the process and may or may not be aligned with policy or administrative procedures.
4. The completed evaluator's evaluation will be submitted to the Superintendent and the Board of Trustees by the agreed-upon date. This may or may not include raw data based on the process agreed upon.
5. Following the evaluation process, one copy of the completed form, duly signed, shall be placed in the Superintendent's human resources file, and one copy, duly signed, shall be given to the Superintendent for their records.
6. The Superintendent's presentation to the Board shall occur in June of each year.

Board Policy 12 – Appendix C

Competency Form

Rating Scale

In accepting the legislated and school division mandated leadership responsibilities, the Superintendent is expected to meet the Superintendent Leadership Quality Standard throughout their career. Reasoned, evidence-based, professional judgement must be used to determine if the Superintendent Leadership Quality Standard is met. The evaluation document describes leadership actions across three performance levels for each of the 8 competencies. Each competency and associated indicators will be evaluated using the following scale:

Does Not Meet	Proficient	Exemplary
<p>'Does Not Meet' indicates that the Superintendent has not met the Superintendent Leadership Quality Standard. This level indicates performance is low or unacceptable on one or more areas of the competencies as per the Superintendent Leadership Quality Standard. The Superintendent's practice and outcomes are currently not acceptable and require immediate attention. Alberta requires that the Superintendent Leadership Quality Standard must be met.</p>	<p>'Proficient' indicates that the Superintendent has the knowledge and awareness of effective leadership practices and demonstrates an adept level of performance for all leadership competencies. Proficient ratings represent fully satisfactory performance. It is the standard expected from all Superintendents, including new Superintendents. The proficient Superintendent demonstrates acceptable leadership practices and meets or makes progress on all competencies as a professional lifelong mission.</p>	<p>'Exemplary' ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders in Alberta. Exemplary indicates that the Superintendent empowers staff to be leaders within their own roles; examples are clearly evident. The Superintendent has demonstrated, in multiple ways, a true understanding of the particular competency which is reflected on a continual basis. The Superintendent continuously demonstrates an expert level of performance for the Superintendent Leadership Quality Standard.</p>

Competencies

1. Building Effective Relationships	
<p>A system leader 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.</p>	
Indicators – Overall Rating	Evidence of Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> 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, Metis and Intuit parent/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; f) facilitating the meaningful participation of members of the school community and local community in decision-making; g) participates actively and recognizes staff involvement in the community to enhance and support the Division’s mission; and h) ensures the responsiveness of the Division to parents and students. 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •



2. Modelling Commitment to Professional Learning

A system leader engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

Indicators – Overall Rating	Evidence of Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> 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, Superintendents, and other system leaders 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 the members of the school authority to establish a shared understanding of current trends and priorities in the education system. 	<ul style="list-style-type: none"> •
	Areas of Growth
	<ul style="list-style-type: none"> •



3. Visionary Leadership

A system leader supports the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Indicators – Overall Rating	Evidence of Practice
Achievement of this competency is demonstrated by indicators such as: <ul style="list-style-type: none"> 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 division 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 local community’s perspectives. 	<ul style="list-style-type: none"> •
	Areas of Growth

4. Leading Learning

A system leader facilitates 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 – Overall Rating	Evidence of Practice
Achievement of this competency is demonstrated by indicators such as: <ul style="list-style-type: none"> a) fostering in the division community equality and respect with respect to age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation; 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 division community to fulfill their educational roles; 	<ul style="list-style-type: none"> •



<ul style="list-style-type: none"> 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 division 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) supporting the implementation of fair, appropriate, and evidence-informed assessment, and evaluation procedures in the school authority to enhance learning, teaching, and leadership; and g) acts as or delegates the role of Attendance Officer and maintains related procedures. 	<p>Areas of Growth</p> <ul style="list-style-type: none"> •
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<p>5. Supporting First Nations, Metis, and Inuit Education for All Students A system leader supports the school community in acquiring and applying foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.</p>	
<p>Indicators – Overall Rating</p> <p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Metis, Inuit, and all other students; b) engaging and collaborating with neighbouring First Nations and Metis leaders, organizations, and communities to optimize learning success and development of First Nations, Metis and Inuit and all other students; c) understanding historical, social, economic, and political implications of; <ul style="list-style-type: none"> - treaties and agreements with First Nations; - legislation and agreements negotiated with Metis; and - residential schools and their legacy; 	<p>Evidence of Practice</p> <ul style="list-style-type: none"> •



	Areas of Growth
<ul style="list-style-type: none"> d) aligning school authority resources and building organizational capacity to support First Nations, Metis, and Inuit student achievement; and e) pursuing opportunities and engaging practices to facilitate reconciliation with the Division. 	<ul style="list-style-type: none"> •

6. Sustaining Effective Instructional Leadership

A system leader ensures that every student has access to quality teaching and optimum learning experiences.

Indicators – Overall Rating	Evidence of Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> a) building the capacity of teachers, principals, and other system leaders to respond to the learning needs of all students; b) facilitating authority-wide professional growth, supervision, and evaluation processes to ensure that all teachers, principals, and other system leaders meet their respective professional practice standards; c) facilitating mentorship and induction supports for teachers, principals, and other system leaders in the school authority as required; d) supporting principals, other system leaders and Superintendents in providing opportunities for members of the school community to develop leadership capacity; 	<ul style="list-style-type: none"> •



<ul style="list-style-type: none"> e) demonstrating a strong understanding of effective pedagogy and curriculum; f) developing authority-wide supports that facilitate the use of a variety of technologies to support learning for all students; g) ensuring a wide range of data is utilized to inform school and school authority practice and enable success for all students; h) facilitating access to resources, agencies, and experts within and outside each school community to enhance student learning and development; and i) Promoting a school authority-wide culture of collaboration, excellence, and professionalism. 	<p>Areas of Growth</p> <ul style="list-style-type: none"> •
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<p>7. Supporting Effective Governance The Superintendent of schools 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.</p>	
<p>Indicators – Overall Rating</p>	<p>Evidence of Practice</p>
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> a) establishing a productive working relationship with the Board, based on mutual trust, respect and integrity; b) ensuring that students and staff are provided with a welcoming, caring, respectful and safe learning environment; c) ensuring that the Board’s fiscal and resource management is in accordance with all statutory, regulatory and Board requirements; d) supporting the Board in fulfillment of its governance functions in the fiduciary, strategic and generative realms; e) building the capacity of the Board and staff to predict, communicate and respond to emergent circumstances including emergency readiness and crisis management and political, social, economic, legal, and cultural contexts and trends; 	<ul style="list-style-type: none"> •



	Areas of Growth
<ul style="list-style-type: none"> f) supporting the Board in its engagement to develop a vision of a preferred future for student success; g) facilitating ongoing public communication about the Board's operations and the achievement of its goals and priorities; h) promoting constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions, and education stakeholder organizations; i) provides guidance and supports the planning, development, and evaluation of Board policies; j) develops, maintains, and communicates administrative procedures informing the Board in accordance with policy; k) attends Board meetings; and l) reports to the Minister with respect to matters identified in and required by the Education Act and other provincial legislation. 	<ul style="list-style-type: none"> •

8. School Authority Operations and Resources

A system leader supports the Superintendent in managing the school authority operations and strategically allocating resources in the interests of all students and in alignment with the school authority's goals and priorities.

Indicators – Overall Rating	Evidence of Practice
<ul style="list-style-type: none"> a) Achievement of this competency is demonstrated by indicators such as: b) providing direction on fiscal and resource management in accordance with all statutory, regulatory, and school authority requirements; c) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; d) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; e) providing for the support, ongoing supervision, and evaluation of all staff members in relation to their respective professional responsibilities; 	



	Areas of Growth
<ul style="list-style-type: none">f) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;g) respecting cultural diversity and appreciating differing perspectives expressed in the school community;h) recognizing student and staff accomplishments; andi) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building, and succession planning.	<ul style="list-style-type: none">•

Note: The above tool was designed also as a reflection tool for the Superintendent by the College of Alberta School Superintendents as indicated below and will be utilized as part of the data collection for this process.



CASS

College of
Alberta School
Superintendents

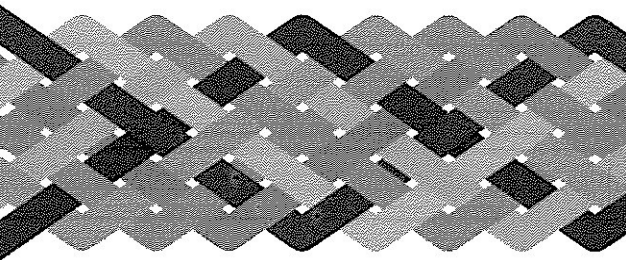
Superintendent Leadership Quality Standard: PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Superintendent Leadership Quality Standard
Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.
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- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance



A suggested approach for using this tool:

Evidence in Practice

- Review the indicators for each competency, highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column. Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Areas for Growth

- Reflect on your practice and use SLQS or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be able to be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.

The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at <https://cassalberta.ca/planning-for-implementation/>

