

Policy 10

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the Board of Trustees, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent. The Superintendent is expected to adhere to all Board Policies and Administrative Procedures.

Specific Areas of Responsibility

Alberta Education has implemented Quality Standards for education professionals across the province. Among these quality standards are Superintendent Leadership Quality Standards (SLQS). The specific areas of responsibility outlined in this document are aligned with the Alberta Education SLQS as is the evaluation framework outlined in the appendices.

1. Interpersonal Skills and Division Culture

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.

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.

2. Progress towards Division Goals

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.

Ensuring First Nations Métis and Inuit (FNMI) 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.

3. Professional Learning

Modelling 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.

4. Accountability Responsibilities

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.

5. Board and Superintendent Relations

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.

Appendix A

SUPERINTENDENT/CEO EVALUATIONS AND TIMELINES

The evaluation process and timelines:

1. Provides 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 growth while others will identify areas where greater emphasis is required to enhance student and Division success and achieve Division goals.
2. Complies with Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require 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.
3. Meets contractual requirements that the Superintendent is evaluated annually.
4. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to achieve Division goals and objectives for student success and the achievement of all children.
5. Highlights the key role of the Superintendent as the Chief Executive Officer for the Division to achieve accountability responsibilities in alignment with Division goals and objectives.
6. Is aligned with and based upon the Superintendent's roles and responsibilities and Alberta Education's Superintendent Leadership Quality Standards.
7. Aligns with the Division's goals and objectives.
8. Provides formative and summative opportunities throughout the year.
9. Emphasizes the need for and requires the use of evidence for evaluation purposes for all Leadership Quality Standards.
10. Uses multiple data sources. Quantitative data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with qualitative data provided in Division surveys.

11. Provides a performance-based assessment system, focuses on improvement over time and considers previous evaluation data in identifying and addressing areas of growth.
12. Ensures Board feedback is provided regularly. Such feedback will be timely, both formative and summative in nature. The Board will provide an annual summary evaluation supported by specific examples, evidence, and areas for growth.

Timelines for Evaluations

Evaluations will be conducted in accordance with this document according to the following schedule:

EVALUATION	BASED ON PERIOD	FORMATIVE REFLECTIONS SUBMITTED TO BOARD BY	EVALUATION DELIVERED TO SUPERINTENDENT BY
First Year	June 10, 2019 – June 30, 2020	N/A	May 15, 2020
Second Year	July 1, 2020 – June 30, 2021	N/A	May 15, 2021
Third Year	July 1, 2021 – June 30, 2022	N/A	May 15, 2022
Fourth Year	July 1, 2022 – June 30, 2023	Two weeks following each Lead Team Work Plan Meeting	June 2023
Fifth Year	July 1, 2023 – June 9, 2024	Two weeks following each Lead Team Work Plan Meeting	June 2024

Criteria and Indicators for Evaluations

The criteria and indicators for the first and fourth Summative evaluations will be a majority of those set out in Appendix B, the Performance Assessment Guide and Appendix C, the Interview Guide.

Appendix B is aligned with the Superintendent Leadership Quality Standards. This guide will be used by the Board to evaluate the Superintendent. The Board will review evidence and will determine whether, and/or to what extent, the Superintendent Leadership Quality Standards have been achieved. Appendix B is not intended to have every Superintendent Leadership Quality Standards indicator reported upon in each evaluation instance.

Twice within a contract term or as mutually agreed, an external consultant will collect data relative to the leadership quality standards by interviewing members of the school community in a 360° performance measure. Appendix C is the Interview Guide which is intended to guide

the development of the questions posed in the interview process. This interview process will include direct reports to the Superintendent. "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

On years when there is not a 360° performance measure, the Superintendent Leadership Quality Standards will be assessed. The Board's written evaluation report will ensure evidence and performance measures are met and will provide growth goals for the Superintendent. Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities that will enhance Division success.

Following quarterly Lead Team work plan meetings the Superintendent will submit a formative reflective report to the Board within two weeks of the meeting. This report will draw connections between the Superintendent Leadership Quality Standards and the Lead Team strategic directions and offer reflective key insights. These quarterly reports will be considered as part of the Board's annual evaluation of the Superintendent.

Appendix B

PERFORMANCE ASSESSMENT GUIDE

Interpersonal Skills and Division Culture

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	Formative Reflections
<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, 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; andf. facilitating the meaningful participation of members of the school community and local community in decision-making.g. Building positive and productive relationships with the Board and all Trustees that are reflective of mutual respect, courtesy and shared values	

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	Formative Reflections
<p>Achievement of this competency is demonstrated by indicators such as:</p> <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 school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; andd. 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.<ul style="list-style-type: none">• Responding to trustee feedback regarding system directions and community feedback around future directions consistent with Division values and beliefs	

Progress towards Division Goals

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	Formative Reflections
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> a. fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>; 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. <ul style="list-style-type: none"> • Collaborating with the Board in First Team learning, system planning and objective setting 	

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.	
Indicators	Formative Reflections
<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, 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: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Working with the Board Chair and Trustees to build and maintain strong relationships with First Nations, Inuit and Metis communities to learn how to support FNMI student success respectfully and effectively 	

Professional Learning

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	Formative Reflections
<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, 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. <ul style="list-style-type: none"> • Submitting a professional learning plan to the Board that is reflective of positive professional growth and concurrently positive system growth 	

Accountability Responsibilities

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.	
Indicators	Formative Reflections
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> • Providing the Board with timely and informative reports that demonstrate sound fiscal management, effective human resource allocations and demonstrated attainment of system goals and objectives 	

Board Superintendent Relations

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.

Indicators	Formative Reflections
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> 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. 	

Appendix C

INTERVIEW GUIDE

The interview questions and stakeholder groups to be consulted will be built collaboratively between the Trustees, the Superintendent and the external consultant. The questions should be directly relevant and drawn from the indicators provided in Appendix B.