Board Policy 12

Role of the Superintendent

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Welfare

    1.1   Ensures that each student is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

    1.2   Ensures that learning environments contribute to the development of skills and habits necessary for life-long learning and citizenship.

    1.3   Recognizes and respects the emotional/psychological, intellectual, social, spiritual, and physical dimensions of students.

    1.4   Ensures that learning environments contribute to the development of employability skills and habits necessary for success as contributing members of society.

    1.5   Ensures the welfare of students while participating in school programs or while being transported on transportation provided by the Division.

    1.6   Ensures the facilities adequately accommodate Division students.

    1.7   Acts as, or designates, the attendance officer for the Division.

    1.8   Aligns Division resources and builds organizational capacity to support First Nations, Metis, and Inuit students.

2. Educational Leadership

2.1 Provides leadership in all matters relating to education in the Division.

2.2 Ensures all students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.

2.3 Provides leadership in implementing education policies established by the Minister and the Board.

2.4 Provides for the professional development of staff and administrators required to support programs and services.

2.5 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning, and citizenship.

3. Fiscal Responsibility

3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other legislation.

3.2 Ensures the fiscal responsibility of Division operations, including adherence to generally accepted accounting procedures.

3.3 Ensures financial expenditures reflect the educational priorities in the Education Plan.

3.4 Directs the preparation and the presentation of the budget.

3.5 Ensures the Board has relevant financial information.

3.6 Ensures sufficient and appropriate insurance coverage.

4. Human Resources Management

4.1 Manages all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.

4.2   Provides leadership in the supervision, evaluation, and growth of all principals, administrators, teachers, and Division staff.

4.3   Establishes organizational roles for staff and arranges the employment of staff necessary to conduct the affairs of the Division.

4.4   Provides a caring, respectful, and safe working environment that respects diversity and fosters a sense of belonging.

5.   Policy/Administrative Procedures

5.1   Provides guidance and support in the planning, development, implementation, and evaluation of Board policies.

5.2   Develops, maintains, and communicates administrative procedures that are consistent with Board and provincial policies, regulations, and procedures.

5.3   Informs the Board of revisions to the Administrative Procedures Manual.

6.   Superintendent/Board Relations

6.1   Establishes and maintains positive, professional working relations with the Board.

6.2   Supports the Board's role and responsibilities as defined in Board policy.

6.3   Demonstrates respect for the Board to the staff and community.

6.4   Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

6.5   Provides information and counsel which the Board requires to perform its role.

6.6   Keeps the Chair informed of highly sensitive issues.

6.7   Keeps the Board informed of Division matters in a timely and appropriate manner.

7. <u>System Planning</u>

   7.1   Assists the Board in determining strategic goals which address the present and future needs of the Division.

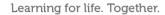   7.2   Leads the implementation of a plan to achieve the Board's strategic goals.

8. <u>Organizational Management</u>

   8.1   Demonstrates effective organization and crisis management skills, resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

   8.2   Reports to the Minister with respect to matters identified in and required by the Education Act and other provincial legislation.

9. <u>Communications and Community Relations</u>

   9.1   Takes appropriate actions to ensure open and positive external and internal communications are developed and maintained.

   9.2   Develops positive and effective relations with educational partners including neighboring divisions and other community organizations and groups.

   9.3   Develops and maintains effective relations with provincial and regional government departments and agencies.

   9.4   Participates actively and recognizes staff involvement in the community to enhance and support the Division's mission.

   9.5   Ensures parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.

   9.6   Builds and sustains relationships with First Nations, Metis and Inuit parents, Elders, local leaders, and community members and facilitates opportunities for reconciliation within the school community.

   9.7   Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

10.   <u>Leadership Practices</u>

10.1   Practices trustworthy, honest, and respectful leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

References: Education Act, Sections 8, 9, 52, 222, 223, 224
                 Freedom of Information and Protection of Privacy Act

Superintendent Evaluation Process, Criteria and Timelines

The evaluation process, criteria, and timelines:

1. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.

2. 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 improvement, while others will identify areas where greater emphasis is required due to changes in the environment.

3. Complies 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. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.

5. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators.

6. Emphasizes 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. Is aligned with and based upon the Superintendent's roles and responsibilities, as well as the Superintendent Leadership Quality Standards referenced in Appendix C.

8. Is 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.

Superintendent Evaluation/Annual Review Guidelines

The evaluation of the Superintendent will be dependent on the following factors:

1. The Superintendent will receive an independent evaluation within the first year of employment, and within the final year of his or her contract. The same process can be invoked at any time during the contract if the majority of the Trustees deem that one is warranted or necessary.

2. For the first year of employment, the process for evaluation will begin six (6) months prior to the end of the year of employment. For the evaluation within the final year of the contract, the process will be completed six (6) months prior to the end of the contract, notwithstanding provisions in Appendix C, Guideline 3.

Evaluation and Feedback Criteria

In addition to the Northern Gateway Public Schools' policy, the following resources should be considered or utilized when evaluating the Superintendent:

1. Alberta Education Superintendent Leadership Quality Standard

2. Alberta Regulation 98/2019 – Education Act – Superintendent of Schools Regulation

3. Alberta Regulation 84/2019 – Education Act – Certification of Teachers and Teacher Leaders Regulation

Appendix C provides a structure utilizing the reference documents in Appendix B. This can be used as a reflection tool by the Superintendent and the School Board and provides guidance for survey tools and interview questions.

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 his/her records.

6. The Superintendent's presentation to the Board shall occur in June of each year.

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
'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.	'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.	'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.

Competencies

1. Building Effective Relationships

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.

Indicators – Overall Rating	Evidence of Practice
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, 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.	•
	Areas of Growth
	•

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
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, 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.	•
	Areas of Growth
	•

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: 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.	•
	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: 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;	•

	Areas of Growth
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.	•

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.

Indicators – Overall Rating	Evidence of Practice

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, 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;
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Metis; and
  - residential schools and their legacy;
d) aligning school authority resources and building organizational capacity to
	•

	Areas of Growth
support First Nations, Metis, and Inuit student achievement; and e) pursuing opportunities and engaging practices to facilitate reconciliation with the Division.	•

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
Achievement of this competency is demonstrated by indicators such as: 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;	•

	Areas of Growth
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.	•

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.

Indicators – Overall Rating	Evidence of Practice
Achievement of this competency is demonstrated by indicators such as: 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;	•

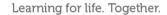|	Areas of Growth
f) supporting the Board in its engagement to develop a vision of a preferred future for student success; g) facilitating ongoing public communication about the Board's operations and the achievement of its goals and priorities; h) promoting constructive relations between the Board and 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.	•

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
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
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; and i) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building, and succession planning.	•

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

Northern Gateway Public Schools

Learning for life. Together.

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.

Alberta Education February 2018

- ✓ 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/planninq-for-implementation/

Interview and Survey Guide

Interviews and surveys provide another tool in the data collection process and should be collected in a spirit of trust and collaboration. Individual participation in surveys and interviews will be conducted in a manner that provides a level of anonymity while recognizing that professional conduct ensures that significant concerns or issues are brought up to the appropriate parties outside of this improvement process. There are three questions that are explored in the collection of this data. What should the Superintendent start, stop, or continue doing to be successful in meeting Division expectations and the Superintendent Leadership Quality Standard? For each competency, we seek perceptions based on the experiences and observations of individuals. An individual may not be able to respond to each competency as their role or experience may be limited. An answer of "I do not know" does not mean that it is not happening, it is just not part of that individual's experience.

Examples of interview and/or survey questions:

Perceptions of Principals, Direct Reports, and the Board of Trustees

1. Can you provide examples of how the Superintendent builds effective relationships?

2. How does the Superintendent model commitment to professional learning?

3. In what way does the Superintendent model visionary leadership?

4. How has the Superintendent led learning in the school division?

5. What actions has the Superintendent demonstrated regarding First Nations, Métis, and Inuit education?

6. How does the Superintendent demonstrate leading successful operations and use of resources in the school division?

7. In what ways have you observed the Superintendent supporting effective governance?