



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, e.g., fiscal management, human resource management, faith formation, quality education, transportation, and other.
6. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations 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 describe expectations regarding that evidence.
7. Is aligned with and based upon the Superintendent's specific areas of responsibility, as well as the Superintendent Leadership Quality Standards.
8. Is linked to the Division's priorities. The current Assurance 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 utilized in the evaluation process set out initial standards. When growth goals are identified, additional standards will 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 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. Ensures Board feedback is provided regularly. Such feedback will be annual based on the timelines for evaluation as provided below and supported by specific examples and will focus on areas over which the Superintendent has authority.

Criteria for Evaluations

The criteria for the evaluation will be those set out below and additionally 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.

Upon request of the Board of Trustees, an independent consultant may collect data relative to leadership practices by interviewing a selection of school leadership and “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Superintendent on the Division’s organizational chart.

Evaluation Guidelines (shown below) are intended to clarify for the Superintendent performance expectations held by the corporate Board. They are also intended to be used by the Board to evaluate the performance of the Superintendent regarding each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each quality indicator. The evaluation report will reflect the corporate Board position.

Evaluation Guidelines

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

1. The Board shall evaluate the performance of the Superintendent in his or her first year; and prior to the end of the term of his or her contract, in the event of a consideration for reappointment or at any other point in time under the direction of the Board.
2. During the remaining years the Board of Trustees’ and Superintendent’s reflections based on observable evidence, may be utilized for the purposes set out in the Education Act for annual superintendent evaluations.
3. A copy of the written evaluation and assessment shall be delivered to the Superintendent. Within twenty (20) days of receipt of the written evaluation and assessment, the Board shall meet with the



Superintendent to discuss it. The Superintendent may provide a written response to the evaluation within thirty (30) days of meeting with the Board to discuss the written evaluation and assessment.

In addition, the following resources should be considered or utilized when evaluating the Superintendent:

1. Alberta Education Superintendent Leadership Quality Standard.
2. Catholic Education: Marks of an Excellent Catholic Leader.
3. Alberta Regulation 98/2019 – Education Act- Superintendent of Schools Regulation (online reference).
4. Alberta Regulation 84/2019 – Education Act – Certification of Teachers and Teacher Leaders Regulation (online reference).
5. Alberta Regulation 92/2019 – Education Act – Practice Review of Teachers and Teacher Leaders Regulation.