

SUPERINTENDENT PERFORMANCE REVIEW ASSESSMENT GUIDE

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.

Leadership Quality Standard #1 Building Effective Relationships	Indicators	Evidence [Year]
<p><i>1. 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.</i></p>	<p><i>Specifically, the Superintendent:</i></p> <p>1.1. Collaborates with community and provincial agencies to address the needs of students and their families;</p> <p>1.2. Employs team-building strategies and uses solution-focused processes to resolve challenges;</p> <p>1.3. Builds and sustains relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders, and community members.</p> <p>1.4 Models ethical leadership practices, based on integrity, and objectivity;</p> <p>1.5. Establishes constructive relationships with students, staff, school councils, parents or guardians, employee organizations, the education ministry and other stakeholder organizations; and</p> <p>1.6. Facilitates the meaningful participation of members of the school community and local community in decision-making.</p>	

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Leadership Quality Standard	Indicators	Evidence [Year]
<p># 2 Modeling Commitment to Professional Learning</p> <p><i>2. The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying, and acting on research informed opportunities for enhancing leadership, teaching, and learning.</i></p>	<p><i>Specifically, the Superintendent:</i></p> <p>2.1. Communicates a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;</p> <p>2.2. Collaborates with teachers, principals, school jurisdiction leaders and other Superintendents to build professional capacities and expertise;</p> <p>2.3. Actively seeks out feedback and information from a variety of sources to enhance leadership practice;</p> <p>2.4. Seeks, and critically-reviews, educational research and applies it to decisions and practices, as appropriate;</p> <p>2.5. Provides leadership to support school authority research initiatives, where appropriate; and</p> <p>2.6. Engages 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.</p>	

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Leadership Quality Standard # 3 Visionary Leadership	Indicators	Evidence [Year]
<p><i>3. The Superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.</i></p>	<p><i>Specifically, the Superintendent:</i></p> <p>3.1. Ensures that the vision is informed by research on effective learning, teaching, and leadership;</p> <p>3.2. Promotes innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;</p> <p>3.3. Promotes within the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and</p> <p>3.4. Ensures 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.</p>	

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Leadership Quality Standard #4 Leading Learning	Indicators	Evidence [Year]
<p><i>4. The 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.</i></p>	<p><i>Specifically, the Superintendent:</i></p> <p>4.1. Fosters, 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>;</p> <p>4.2. Provides 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;</p> <p>4.3. Ensures that all instruction in the school authority addresses learning outcomes outlined in programs of study;</p> <p>4.4. Promotes collegial relations, collaboration, critical thinking, and innovation in the school community;</p> <p>4.5. Ensures 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;</p> <p>4.6. Expands the leadership capacity of principals and school jurisdiction leaders, and holds them accountable for providing instructional leadership through effective support, supervision, and evaluation practices; and</p> <p>4.7. Ensures that school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching, and leadership.</p>	

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Leadership Quality Standard	Indicators	Evidence [Year]
<p>#5 Ensuring First Nations, Métis, and Inuit Education for All Students</p> <p><i>5. The 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.</i></p>	<p><i>Specifically, the Superintendent:</i></p> <p>5.1. Supports staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit, and all other students;</p> <p>5.2. Engages and collaborates 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;</p> <p>5.3. Understands historical, social, economic, and political implications of:</p> <p style="padding-left: 20px;">5.3.1. Treaties and agreements with First Nations;</p> <p style="padding-left: 20px;">5.3.2. Legislation and agreements negotiated with Métis; and</p> <p style="padding-left: 20px;">5.3.3. Residential schools and their legacy;</p> <p>5.4. Aligns school authority resources and building organizational capacity to support First Nations, Métis, and Inuit student achievement; and</p> <p>5.5. Pursues opportunities and engages in practices to facilitate reconciliation within the school community.</p>	

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Leadership Quality Standard	Indicators	Evidence [Year]
<p>#6 School Authority Operations and Resources</p> <p><i>6. The 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.</i></p>	<p><i>Specifically, the Superintendent:</i></p> <p>6.1. Provides direction on fiscal and resource management in accordance with all statutory, regulatory, and school authority requirements;</p> <p>6.2. Ensures the effective alignment of the school authority's human resources to achieve the school authority's education plan;</p> <p>6.3. Delegates responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;</p> <p>6.4. Provides for the support, ongoing supervision, and evaluation of all staff members in relation to their respective professional responsibilities;</p> <p>6.5. Establishes data-informed strategic planning and decision-making processes that are responsive to changing contexts;</p> <p>6.6. Respects cultural diversity and appreciating differing perspectives expressed in the school community;</p> <p>6.7. Recognizes student and staff accomplishments; and</p> <p>6.8. Implements programs and procedures for the effective management of human resources in support of mentorship, capacity-building, and succession planning.</p>	

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Leadership Quality Standard #7 Supporting Effective Governance	Indicators	Evidence [Year]
<p><i>7. The 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.</i></p>	<p><i>Specifically, the Superintendent:</i></p> <p>7.1. Establishes and sustains a productive working relationship with the Board, based on mutual trust, respect and integrity;</p> <p>7.2. Ensures 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;</p> <p>7.3. Ensures that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;</p> <p>7.4. Ensures that the Board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;</p> <p>7.5. Ensures that the Board's fiscal and resource management is in accordance with all statutory, regulatory and Board requirements;</p> <p>7.6. Supports the Board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;</p> <p>7.7. Implements Board policies and supports the regular review and evaluation of their impact;</p> <p>7.8. Ensures the support, ongoing supervision, and evaluation of all staff members in relation to their respective professional responsibilities;</p> <p>7.9. Facilitates 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,</p>	

Métis and Inuit student achievement and development;

7.10. Builds 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;

7.11. Supports the Board in its engagement with the school community to develop a vision of a preferred future for student success;

7.12. Facilitates ongoing public communication about the Board's operations and the achievement of its goals and priorities; and

7.13. Promotes constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions, and education stakeholder organizations.

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Board Policy 12; Section 8.	Indicators	Evidence [Year]
<p><i>In addition to the required competencies in the SLQS, the following expectations are also assigned to the Superintendent:</i></p>	<p><i>Specifically, the Superintendent</i></p> <p>8.1 Engages in and maintains positive, professional working relations with the Board.</p> <p>8.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.</p> <p>8.3 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.</p> <p>8.4 Provides the information and council which the Board requires to perform its role.</p> <p>8.5 Keeps the Board informed on sensitive issues in a timely manner.</p> <p>8.6 Attends, and/or designates, administrative attendance at all committee meetings.</p> <p>8.7 Demonstrates respect, integrity, and support, which is conveyed to the staff and community.</p> <p>8.8 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative, and cohesive fashion.</p> <p>8.9 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.</p> <p>8.10 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.</p> <p>8.11 Participates actively and fosters involvement of staff in community affairs in order to enhance and support the Division’s mission.</p> <p>8.12 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public to keep the Division’s messages consistent and accurate.</p>	