

APPENDIX B – PERFORMANCE ASSESSMENT GUIDE

1. Educational leadership

1.1. Role expectations:

- 1.1.1. Provides leadership in all matters relating to education in the Division.
- 1.1.2. Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.1.3. 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.
- 1.1.4. Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.

1.2. Quality indicators:

- 1.2.1. The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- 1.2.2. The Superintendent identifies trends and issues related to student achievement to inform the four-year planning process, including recommendations for innovative means to improve measurable student achievement.
- 1.2.3. The Superintendent identifies trends and issues related to First Nations, Metis, and Inuit student achievement to inform the four-year planning process, including recommendations for innovative means to improve measurable student achievement.
- 1.2.4. Parents/guardians and students are satisfied with levels of achievement.
- 1.2.5. There is measurable improved student achievement over time.
- 1.2.6. The Superintendent meets Alberta Education's expectations re: Assurance Framework, process and content.
- 1.2.7. The Superintendent meets all timelines with provision for appropriate Board input relative to the Assurance Framework.
- 1.2.8. The Superintendent ensures the Division's academic results are published.

2. Student welfare

2.1. Role expectations:

- 2.1.1. Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.1.2. Ensures the pursuit of the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.

2.1.3. Ensures the safety and well-being of students while participating in school programs or while utilizing transportation provided by the Division.

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

2.2. Quality indicators:

2.2.1. Develops measurements and monitors progress relative to providing a welcoming, caring, and safe learning environment.

2.2.2. Provides analysis of incident reports.

2.2.3. Monitors progress relative to improved student attendance.

2.2.4. Complies with legislative requirements to appoint an attendance officer for the Division.

2.2.5. Transportation services are provided with due consideration for efficiency, safety and length of ride.

3. Fiscal responsibility

3.1. Role expectations:

3.1.1. 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 Act.

3.1.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

3.1.3. Directs the preparation and the presentation of the budget.

3.1.4. Ensures the Board has current and relevant financial information.

3.1.5. Directs the preparation of the Three-Year Capital Plan for submission to the Board.

3.2. Quality indicators:

3.2.1. Public Sector Accounting Board (PSAB) rules are being followed.

3.2.2. Adequate internal financial controls exist and are being followed.

3.2.3. School based funds are expended as per approved budgets.

3.2.4. The Board is informed annually about incurred liabilities.

3.2.5. The Board is informed immediately regarding pending litigation.

3.2.6. The deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

4. Personnel management

4.1. Role expectations:

4.1.1. Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

4.1.2. Monitors the performance of all staff and ensures appropriate evaluation processes are in place.

4.1.3. Facilitates professional development and training sessions for staff.

4.1.4. Ensures the coordination and integration of human resources within the Division.

- 4.1.5. Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

4.2. Quality indicators:

- 4.2.1. All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- 4.2.2. Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes.
- 4.2.3. Models commitment to personal and professional growth.
- 4.2.4. Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- 4.2.5. Provides for training of administrators and the development of leadership capacity within the Division.
- 4.2.6. Follows Board personnel policies.
- 4.2.7. Models high ethical standards of conduct.

5. Policy/Administrative Procedures

5.1. Role expectations:

- 5.1.1. Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.1.2. Develops and keeps current an Administrative Procedures Manual that is consistent with Board and provincial policies, regulations and procedures.

5.2. Quality indicators:

- 5.2.1. Appropriately involves individuals and groups in the administrative procedure development process.
- 5.2.2. Takes leadership in bringing policies to Board for review.
- 5.2.3. Ensures system adheres to policy/administrative procedures.
- 5.2.4. Ensures timeliness of policy/administrative procedure revision.
- 5.2.5. Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board relations (“The First Team”)

6.1. Role expectations:

- 6.1.1. Engages in and maintains positive, professional working relations with the Board.
- 6.1.2. Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.1.3. Attends all Board meetings, or arranges for a designate to be in attendance, and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.1.4. Provides the information and counsel which the Board requires to perform its role.
- 6.1.5. Keeps the Board informed on sensitive issues in a timely manner.

- 6.1.6. Attends, and/or designates, administrative attendance at all committee meetings.
- 6.1.7. Demonstrates respect, integrity and support, which is conveyed to the staff and community.

6.2. Quality indicators:

- 6.2.1. Implements Board directions with integrity in a timely fashion.
- 6.2.2. Provides support to the Board re: lobby efforts on behalf of the Division.
- 6.2.3. Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- 6.2.4. Keeps the Board informed about Division operations.
- 6.2.5. Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.
- 6.2.6. Interacts with the Board in an open, honest, pro-active and professional manner.
- 6.2.7. Ensures high quality management services are provided to the Board.
- 6.2.8. Provides the Board with correspondence directed to the Board or trustees.

7. Strategic planning, assurance and reporting

7.1. Role expectations:

- 7.1.1. Leads the generative strategic planning process including the development of the Four-Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.
- 7.1.2. Provides assurance through appropriate engagement of stakeholders.
- 7.1.3. Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.1.4. Implements Board approved plans.
- 7.1.5. Reports regularly on results achieved.
- 7.1.6. Develops the Assurance Framework for Board approval.
- 7.1.7. Implements the requirements of the *Occupational Health and Safety Act*, including required staff professional development.
- 7.1.8. Ensures the facilities adequately accommodate the Division students.

7.2. Quality indicators:

- 7.2.1. The four-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.
- 7.2.2. Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- 7.2.3. Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- 7.2.4. Key results identified by the Board have been achieved.
- 7.2.5. The budget and four-year plan are developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education deadlines.

8. Organizational management

8.1. Role expectations:

- 8.1.1. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.1.2. Reports to the Minister with respect to matters identified in and required by the *Education Act* and provincial legislation.

8.2. Quality indicators:

- 8.2.1. Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).
- 8.2.2. Effectively manages time and resources.
- 8.2.3. Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board.

9. Communications and community relations

9.1. Role expectations:

- 9.1.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.1.2. Ensures parents or guardians have high levels of satisfaction with the services provided and the responsiveness of the Division.
- 9.1.3. Maintains effective relationships within the system and the community served by the system.
- 9.1.4. Acts as the head of the organization for the purposes of the *Freedom of Information and Protection of Privacy Act*.
- 9.1.5. Keeps the Board informed through the provision of appropriate accountability reports.

9.2. Quality indicators:

- 9.2.1. Facilitates effective home-school relations.
- 9.2.2. Manages conflict effectively.
- 9.2.3. Ensures information is disseminated to inform appropriate stakeholders.
- 9.2.4. Works cooperatively with the media to represent the Board's views/positions.
- 9.2.5. Promotes positive public engagement in the Division.
- 9.2.6. Represents the Division in a positive, professional manner.
- 9.2.7. Improves the Division's public image.

10. Leadership practices

10.1. Role expectations:

- 10.1.1. Practices leadership in 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.
- 10.1.2. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 10.1.3. Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

10.2. Quality indicators:

- 10.2.1. Provides clear direction.

- 10.2.2. Provides effective educational leadership.
- 10.2.3. Establishes and maintains positive, professional working relationships with staff and external partners.
- 10.2.4. Unites people toward common goals.
- 10.2.5. Displays competence.
- 10.2.6. Demonstrates a high commitment to education and to the needs of students.
- 10.2.7. Empowers others.
- 10.2.8. Effectively solves problems.

Reference:

Sections 8, 11, 33, 35.1, 51, 52, 60, 222, 223, 224 *Education Act*
Superintendent Leadership Quality Standard

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Nov. 5, 2015	Nov. 26, 2015
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