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## SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

### Evaluation Process

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 may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Provides for annual written evaluation of the Superintendent performance.
3. Highlights the key role of the Superintendent as the Chief Education Officer for the District to enhance student achievement and success for all children.
4. Recognizes that the Superintendent is the Chief Education Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. 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 weaknesses. The Performance Assessment Guide identifies role expectations and the quality indicators in regard to that evidence.
6. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with this evaluation document.
7. Is linked to the District's goals and the Three Year Education Plan.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide 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.
9. 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.
10. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.
11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
12. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples and will focus on areas over which the Superintendent has authority.

The Superintendent will maintain an evidence document which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated 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 will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Superintendent Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- The evaluation process,
- Evaluation context,
- Assessments relative to the criteria noted in Appendix B,
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation,
- Identification of any growth goals if deemed appropriate, and
- A conclusions section followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Superintendent and a second signed copy will be placed in his personnel file held by the District.

### **Evaluation Criteria**

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide 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. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing one half of the principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the District's organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent, performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

### **Timelines for Evaluations**

Evaluations will be conducted annually, according to the superintendent employment contract.

References: Sections 14, 45, 60, 61, 113, 114, 115 School Act  
Freedom of Information and Protection of Privacy Act