

PERFORMANCE ASSESSMENT GUIDE

<p><u>Role Expectation:</u> <u>Visionary and Faith Leadership</u></p>	<p><u>Evaluation Evidence</u></p>	<p><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ◆ The Superintendent engages with the Catholic school community in implementing a vision of a preferred future for student success, based on common faith values and beliefs. 	<ul style="list-style-type: none"> ◆ Superintendent’s monitoring reports ◆ Summary of religious celebrations ◆ Three-Year Education Plan/Annual Education Results Report ◆ School Education Plans ◆ Board observations ◆ Superintendent’s observations ◆ Leadership Practices feedback (when done) 	<ul style="list-style-type: none"> (a) Identifying trends and issues related to faith development; (b) Ensuring that the vision is informed by research on effective learning, teaching and leadership; (c) Makes recommending means to improve effectiveness of the Division’s faith development program; (d) Promoting innovation and continuous improvement by building structures and developing strategies to support staff in personal faith and development professional growth in teaching religious education programs; (e) Promoting a common understanding of and support for the Division’s goals, and strategic initiatives within the school community; (f) Facilitating cooperative religious initiatives involving school, home and parish, and ensures religious celebrations are organized by schools; and (g) Ensuring that the vision expressed in the Division’s education plan is responsive to

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		the ongoing review of the Division's achievements and incorporates the school and faith community's perspectives.
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<p><u>Role Expectation:</u> <u>Leading Learning</u></p>	<p><u>Evaluation Evidence</u></p>	<p><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Three-Year Education Plan/Annual Education Results Report ◆ Division/School PD plans ◆ School Learning Plans ◆ Superintendent’s monitoring reports ◆ Board observations ◆ Leadership Practices report (when done) 	<ul style="list-style-type: none"> (a) Fostering equality and respect in the school community with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms; (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 school community to fulfill their educational roles; (c) Ensuring that all instruction in the Division addresses learning outcomes outlined in programs of study; (d) Promoting collegial relations, collaboration, critical thinking and innovation in the school community; (e) Conducting an analysis of student success and ensures school principals develop action plans to address concerns; (f) Ensuring that staff has access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students; (g) Building principals’ and school jurisdiction leaders’ capacities and holding them

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		<p>accountable for providing instructional leadership through effective support, supervision and evaluation practices; and</p> <p>(h) Ensures school authority, student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.</p>
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<p><u>Role Expectation:</u> <u>Building Effective</u> <u>Relationships</u></p>	<p><u>Evaluation Evidence</u></p>	<p><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Division PD planning ◆ Recruitment/orientation plans ◆ Three-Year Education Plan/Annual Education Results Report ◆ Staff development/supervision plans ◆ Monitoring reports ◆ Board observations ◆ Leadership Practices feedback (when done) 	<ul style="list-style-type: none"> (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, Métis and Inuit parents/guardians, Elders, local leaders, parish 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) Developing and effectively implementing quality recruitment, orientation, staff development and supervision processes; (g) Fostering high standards of instruction and professional improvement (Teaching Quality Standard, School Leader Quality Standard); and (h) Facilitating the meaningful participation of members of the school community and

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		local community in decision-making.
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<p style="text-align: center;"><u>Role Expectation:</u> <u>Division Operations And</u> <u>Resources</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ◆ The Superintendent directs Division operations and strategically allocates resources in the interests of all students and in alignment with Division goals and priorities. 	<ul style="list-style-type: none"> ◆ Audited Financial Statements ◆ External Auditor’s report and management letter ◆ Monthly financial reports ◆ Budget process ◆ Collective Agreements ◆ Capital Plan ◆ Administrative Procedure input ◆ Staff evaluations ◆ Interagency Partnerships ◆ Superintendent’s observations ◆ Leadership Practices report (when done) 	<ul style="list-style-type: none"> (a) Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; (b) Ensuring the Division operates in a fiscally responsible manner, including adherence to Public Sector Accounting Standards; (c) Ensuring that adequate internal financial controls are being followed and school-based funds are expended as per approved budgets; (d) Ensuring that the Board has current and relevant financial information relative to the budget and financial statements; (e) Ensuring effective alignment of Division human resources to achieve the Division education plan; (f) Providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; (g) Establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; (h) Respecting cultural diversity and

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		<p>appreciating differing perspectives expressed in the school community;</p> <ul style="list-style-type: none">(i) Recognizing student and staff accomplishments; and(j) Implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.
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<p><u>Role Expectation:</u> <u>Ensuring First Nations, Métis and Inuit Education For All Students</u></p>	<p><u>Evaluation Evidence</u></p>	<p><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Division Professional Development Plans relative to First Nations, Métis and Inuit culture and understanding; ◆ First Nations, Métis and Inuit recognition and celebrations; ◆ First Nations partnerships ◆ Interagency Partnerships ◆ Three-Year Education Plan/Annual Education Results Report ◆ School Education Plans ◆ Accountability Reports <ul style="list-style-type: none"> ○ Student Health and Wellness ○ First Nations, Métis and Inuit student success ◆ Board observations ◆ Leadership Practices feedback (when done) 	<ul style="list-style-type: none"> (a) Supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; (b) Engaging and collaborating 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; (c) Understanding historical, social, economic, and political implications of: <ul style="list-style-type: none"> ● treaties and agreements with First Nations; ● legislation and agreements negotiated with Métis; and ● residential schools and their legacy; (d) Aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and (e) Pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

<p><u>Role Expectation:</u> <u>Supporting Effective Governance</u></p>	<p><u>Evaluation Evidence</u></p>	<p><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ◆ The Superintendent, as chief executive officer of the Board and chief education officer of the Division, provides the board with information, advice and support required for the fulfillment of the Board’s governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation. 	<ul style="list-style-type: none"> ◆ Board meeting agendas ◆ Background information for trustees ◆ Board/Senior Administration planning workshops ◆ Monitoring reports ◆ Action on issues raised by the Board or Superintendent ◆ Budget/financial reports ◆ First Nations recognition ◆ Staff recognition ◆ Board observations ◆ Leadership Practices report (when done) 	<ul style="list-style-type: none"> (a) Establishing and sustaining a productive working relationship with the Board, based on mutual trust, respect and integrity; (b) Ensuring all students and staff are provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging; (c) Ensuring that all students in the Division have the opportunity to meet the standards of education set by the Minister of Education; (d) Ensuring that the Board’s plans, resource allocations, strategies and procedures lead to the achievement of the Board’s goals and priorities; (e) Ensures that the Board’s fiscal and resource management is in accordance with all statutory, regulatory and Board requirements; (f) Supporting the Board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; (g) Implementing Board policies and supporting the regular review and

evaluation of their impact, and develops administrative procedures in alignment with Board policy

- (h) Ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- (i) Facilitating collaboration among the Board, staff and First Nations, Metis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Metis and Inuit student achievement and development;
- (j) Building 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;
- (k) Supporting the Board in its engagement with the school community to develop a vision of a preferred future for student success;
- (l) Facilitating ongoing public communication about the Board's operations and the achievement of its goals and priorities;
- (m) Promoting constructive relationships between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder

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		(n) organizations; and Keeping the Board informed about Division operations and, in a timely manner, on sensitive issues.
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<p style="text-align: center;"><u>Role Expectation:</u> <u>Modelling Commitment to Professional Learning</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Professional Growth Plan ◆ Professional Development support for school leaders and staff ◆ Conference attendance ◆ Hiring processes ◆ Board observations ◆ Leadership Practices report (when done) 	<ul style="list-style-type: none"> (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, school jurisdiction leaders and other superintendents to build professional capacities and expertise; (c) Actively seeking out feedback and information from a variety of sources to enhance leadership practice; (d) Seeking out 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; (f) Engaging 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; and (g) modelling Catholic faith and ensuring that Catholicity is an important focus of the Division.