

SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

1. Evaluation Process

- 1.1. The evaluation process provides for both accountability and growth, and the strengthening of the relationship between the Board and the Chief Superintendent. The written report will affirm specific accomplishments and 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. Features of the evaluation process include:
 - 1.1.1. Provides for an annual written evaluation of the Superintendent's performance.
 - 1.1.2. Highlights the key role of the Superintendent as the Chief Education Officer for the High Prairie School Division (HPSD) to enhance student achievement and success for all children.
 - 1.1.3. Recognizes that the Superintendent is the Chief Executive Officer. The Chief Superintendent is held accountable for work performed primarily by other senior administrators e.g. fiscal management.
 - 1.1.4. 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 (PAG) identifies quality indicators, which describe expectations in regard to each assigned role.
 - 1.1.5. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with this evaluation document.
 - 1.1.6. Is linked to HPSD's goals and the Ministry's Assurance Plan requirements.
 - 1.1.7. Sets out standards of performance. The quality indicators in the PAG 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.
 - 1.1.8. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.
 - 1.1.9. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.
 - 1.1.10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
 - 1.1.11. 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.
- 1.2. The Superintendent will provide evidence materials to individual trustees and to the facilitator approximately one (1) week prior to the evaluation session. The purpose of the evidence information is to provide proof that the quality indicators identified in Policy 11 - Appendix B have been achieved. Therefore, evidence will be organized under each quality indicator.
- 1.3. A working template will be provided by the facilitator for use at the evaluation session. The Board and the Superintendent will be present. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to make certain the evidence provided has been understood. The Board will review the indicated evidence and 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. The Superintendent may be requested to leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will be composed during the evaluation session and will reflect the corporate Board position. The evaluation report, as developed, will be signed off by the Board Chair on behalf of the Board.

- 1.4. During the evaluation workshop, a written evaluation report will be facilitated, which will document:
 - 1.4.1. The evaluation process;
 - 1.4.2. Evaluation context;
 - 1.4.3. Assessments relative to the criteria (quality indicators) noted in Appendix B;
 - 1.4.4. An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
 - 1.4.5. Identification of any growth goals if deemed appropriate; and
 - 1.4.6. A "conclusion" section followed by appropriate signatures and dates.
- 1.5. The assessment contained in the evaluation report will reflect only the corporate Board position.
 - 1.5.1. This report will be approved by Board motion. The actual report is a confidential document.
 - 1.5.2. A signed copy will be provided to the Superintendent and a second signed copy will be placed in their personnel file held by HPSD.

2. Evaluation Criteria

- 2.1. The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide (PAG).
 - 2.1.1. In subsequent evaluations, the criteria will be those defined by the PAG 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.
 - 2.1.2. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing an agreed upon percentage of randomly selected principals from schools representing all grade levels, and "direct reports", whose identity will be held in confidence by the consultant.
 - 2.1.2.1. "Direct reports" are defined to be those individuals who report directly to the Chief Superintendent on HPSD's organizational chart.
- 2.2. Appendix B is the Performance Assessment Guide (PAG), which is intended to clarify for the Superintendent the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each role expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

3. Timelines for Evaluation

- 3.1. Evaluations will be conducted annually.