

PERFORMANCE ASSESSMENT GUIDE FOR COORDINATOR OF EARLY LEARNING, LITERACY AND ASSESSMENT

Role Expectation: Student Learning	Evaluation Evidence	Quality Indicators
1.1 Determines age-appropriate placement for pre-kindergarten children and kindergarten students with severe disabilities. 1.2 Provides input into the development of Individual Program Plans (IPPs) for children receiving Program Unit Funding (PUF). 1.3 Promotes play-based programming and instructional learning centers within all schools. 1.4 Provides leadership to meet student needs within the HPSD literacy initiative. 1.5 Ensures the effective implementation of the HPSD Literacy Framework. 1.6 Ensures appropriate literacy programming is in place for diverse learners. 1.7 Coordinates literacy program reviews and evaluations as requested. 1.8 Ensures accountability for achievement of approved literacy learning outcomes.	• Assurance measures • Satisfaction surveys • HPSD Education Plan • Annual Education Results Report • Alberta Education feedback • Assistant Superintendent observations	• Develops innovative ways to enhance learning opportunities for students, and in conjunction with principals, implements promising practices. • Assists with placements of pre-kindergarten children and kindergarten students with severe disabilities in appropriate environments. • Assists in development of IPPs for PUF children. • Ensures successful implementation and proper interpretation of HPSD assessments. • Ensures collection and analysis of literacy and numeracy data. • Enhances learning opportunities for students, and supports principals, with implementing promising practices. • Develops plans for and assists in the implementation of the HPSD Literacy Framework. • Supports school personnel with appropriate literacy programming for students with complex learning challenges. Supports analysis of academic performance within areas of responsibility and assists principals to develop action plans to address concerns.

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Role Expectation: Student Learning (continued)	Evaluation Evidence	Quality Indicators
1.9 Works closely with principals to support facilitation, collection, and analysis of data for all government and HPSP standardized testing. 1.10 Provides leadership and strategies to enhance student assessment within the HPSP.		• Develops initiatives to foster student achievement. • Supports processes to enhance student learning. • Develops plans for and assists in the implementation of effective student assessment processes. • Supports processes to ensure standardized testing data is effectively gathered and utilized.

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Role Expectation: Student Wellness	Evaluation Evidence	Quality Indicators
2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.	• Assurance measures • Satisfaction surveys • Assistant Superintendent observations • Leadership Practices report (when done)	• Monitors the provision of a welcoming, caring, respectful and safe learning environment and, in conjunction with principals, addresses identified concerns.

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Role Expectation: Human Resources Management	Evaluation Evidence	Quality Indicators
3.1 Assists in coordination of the multidisciplinary team to address the needs of children. 3.2 Assists instructional personnel in identifying and using effective and developmentally appropriate instructional strategies and resources. 3.3 Assists in the supervision, evaluation, and review of the performance of instructional personnel in consultation with principals. 3.4 Supports staff in accessing the professional learning and capacity building needed to meet the needs of all students including those with diverse learning needs.	• Personnel demographics • Supervision and evaluation processes for staff. • Staff development plan	• Ensures effective coordination of personnel to maximize children and students' success. • Supports effective instructional programming. • Supports effective implementation of performance appraisal processes for staff. • Supports the professional development program for staff. • Contributes to the enhancement of capacity of staff to maximize the learning of all students including those with diverse learning needs.

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Role Expectation: Fiscal Responsibility	Evaluation Evidence	Quality Indicators
4.1 Assists with the development of a budget within the parameters and constraints of the HPSD budget. 4.2 Ensures the proper fiscal management of budget allocations. 4.3 Coordinates documentation to support eligibility for PUF and Kindergarten SLS. 4.4 Assists with the management of PUF and kindergarten SLS allocations by handling any requests for support such as equipment, educational assistants or professional development. 4.5 Operates in a fiscally prudent and responsible manner.	• Budget recommendations • Assistance with budget preparation • Monitors budget expenditures • Year-end projections • PUF and Kindergarten SLS documents and allocations • Assistant Superintendent observations	• Ensures budget recommendations, submission timelines and parameters are met. • Ensures funds are expended as per approved budgets. • Ensures adequate internal financial controls exist and are being followed. • Conducts operational reviews if requested. • Ensures financial savings with no reduction in services are achieved, whenever possible. • Ensures maximum student eligibility for PUF designation. • Ensures PUF allocations are effectively utilized. • Accesses available grants and utilizes partnerships for student benefit.

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Role Expectation: Policy/Administrative Procedures	Evaluation Evidence	Quality Indicators
5.1 Recommends the development and/or review of administrative procedures to the Assistant Superintendent within areas of responsibility. 5.2 Ensures application of Board policy and administrative procedures as required in the performance of duties.	● Board Policy Handbook ○ new policies ○ revised policies ● Administrative Procedures Manual ○ new procedures ○ revised procedures ● Assistant Superintendent observations	● Reviews Board policies impacting areas of responsibility and recommends changes. ● Actively participates in administrative procedure development and review processes within areas of responsibility. ● Reviews relevant sections of the Administrative Procedures Manual and makes recommendations for revision as necessary. ● Ensures application of and adherence to Board policy and administrative procedures within areas of responsibility.

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Role Expectation: Organizational Management	Evaluation Evidence	Quality Indicators
6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives. 6.2 Contributes to an HPSD culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.	• Alberta Education feedback • Personal calendar • Emergency preparedness plans/procedures • Assistant Superintendent observations • Leadership Practices report (when done)	• Ensures compliance with Government of Alberta, Board mandates and timelines within areas of responsibility. • Effectively manages time and resources. • Utilizes technology effectively and efficiently. • Utilizes support personnel effectively. • Effectively responds to emergency/crisis situations.

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Role Expectation: Communications and Community Relations	Evaluation Evidence	Quality Indicators
7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility. 7.2 Ensures staff and parents have an acceptable level of satisfaction with the services provided. 7.3 Liaises with Alberta Education regarding children receiving PUF and Kindergarten SLS allocations. 7.4 Liaises with outside agencies involved in programming for children (i.e. Alberta Health Services, Family Supports for Children with Disabilities). 7.5 Attends school meetings, as requested, to provide information or resolve concerns within areas of responsibility.	• Memos and correspondence HPSPD publications • Presentations • Satisfaction surveys • Conflict resolution • Liaison activities • Assistant Superintendent observations • Leadership Practices report (when done)	• Ensures information is disseminated as appropriate. • Presents information and speaks effectively. • Develops appropriate program materials relative to areas of responsibility. • Promotes positive public engagement within and outside the HPSPD. • Represents the HPSPD in a positive, professional manner. • Supports effective home-school relations. • Manages conflict effectively. • Responds to unresolved issues within areas of responsibility. • Interacts effectively with Alberta Education personnel with regard to PUF and Kindergarten SLS allocations. • Interacts effectively with partner organizations.

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Role Expectation: Assistant Superintendent Relations	Evaluation Evidence	Quality Indicators
8.1 Establishes and maintains positive, professional working relations with the Assistant Superintendent. 8.2 Provides advice, recommendations and prepares reports which the Assistant Superintendent requires to perform the role in an exemplary fashion. 8.3 Performs any duties that are delegated by the Assistant Superintendent.	• Reports • Personal contacts, emails, phone calls • Assistant Superintendent observations	• Implements directions in a manner which is marked by high-quality service, effective conflict resolution skills, timely response and positive results. • Interacts with the Assistant Superintendent in an open, honest and professional manner with due regard for and in a manner which strengthens the Superintendent relationship with the Board. • Provides balanced, sufficient and concise information (and clear recommendations when appropriate) in requested reports. • Keeps the Assistant Superintendent informed about operations within areas of responsibility.

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Role Expectation: Leadership Practices	Evaluation Evidence	Quality Indicators
9.1 Practices leadership in a manner that is viewed positively and has the support of working colleagues. 9.2 Exhibits a high level of personal, professional and organizational integrity.	• Self reflection • Assistant Superintendent observations • Leadership Practices report (when done)	• Provides clear expectations and direction within areas of responsibility. • Establishes and maintains positive, professional working relationships. Unites people towards common goals. • Demonstrates a high commitment to the needs of students. • Empowers others. • Effectively solves problems. • Models high ethical standards of conduct. • Exercises leadership consistent with the HPSD's stated vision, mission and values.