

#1623498

CBA  
CBI-E**ANNUAL SUMMATIVE EVALUATION OF THE SUPERINTENDENT**

The purposes and principles in developing a Divisional evaluation policy are set out below.

**I. PURPOSES**

1. To develop a shared understanding of the roles, responsibilities and accountabilities of the Board and the Superintendent.
2. To identify opportunities, challenges and strategic priorities among the responsibilities agreed to by the Board and the Superintendent.
3. To facilitate harmonious working relationships between the Board and the Superintendent; and correspondingly between the Superintendent and the School Division staff.
4. To provide performance feedback, recognize accomplishments, and identify areas for growth.
5. To achieve desired results and ensure that students receive an education of the highest quality.

**II. PRINCIPLES**

1. The process values the contribution of both the Superintendent in collaboration with the Board in the achievement of the Division goals.
2. Evaluation should be based upon an ethical process of data collection.
3. The process should be relevant to the identified job description and role of the Superintendent.
4. Evaluation must respect the confidentiality of the employer-employee relationship.

**III. PERFORMANCE ASSESSMENT GUIDE**

Exhibit CBI-E/AF-E Superintendent Performance Assessment Guide is the evaluation instrument used in the annual summative assessment. The document identifies quality indicators, which describe expectations in regard to each assigned role.

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In using the Superintendent Performance Assessment Guide the evaluation process is intended to:

1. Emphasize 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.
2. Align with and be based upon the Superintendent's roles and responsibilities.
3. Is linked to the Division's goals and the Multi-Year Planning Cycle.
4. Set out standards of performance. The quality indicators in the Superintendent 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.
5. Be 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.
6. Use multiple data sources e.g. student achievement data augmented with subjective data provided in surveys.
7. Ensure 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.

#### **IV. EVALUATION CRITERIA**

The criteria for the evaluation set out in the Superintendent Performance Assessment Guide will include performance expectations that address the following standards and features.

##### **1. Vision and Values**

Within a culture of responsibility, the Superintendent and Board collaborate to lead the community in the development and articulation of shared values, common purposes, and a desired future for the Division.

- a. In the Division there is a statement of the vision and mission that is led by values.
- b. In the Division, the education system is inclusive.
- c. The Division is characterized by a culture of learning, including lifelong learning.

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**2. Governance and Policies**

Within a culture of responsibility, the Superintendent provides leadership which recognizes the rights of every student to an education of the highest quality within a policy framework that is lawful, respectful of individuals and understandable to the community at large.

- a. Policies are congruent with legal requirements and provincial policy directions governing public education and schools as learning and work environments.
- b. Policies reflect the expressed values of the Division.
- c. Policies articulate roles, responsibilities, and delegated authorities within the Division.
- d. Policies provide a framework for teaching and learning within the Division.

**3. Professional Practices and Board Operations**

Within a culture of responsibility, the Superintendent provides leadership to promote professional practices and Board operations that enhance communication and community relationships, and foster effective organizational management, curriculum planning and development, and teaching and learning.

- a. Professional practices and Board operations enhance communication and relationships among all members of the educational community.
- b. Professional practices and Board operations employ organizational processes and strategies for optimum use of divisional human, material and financial resources.
- c. Professional practices and Board operations support curriculum planning and development and instructional processes that enhance teaching and learning.
- d. Professional practices and Board operations reflect characteristics of a learning community.

**V. PROCEDURES**

Articulation of roles and responsibilities clarifies the job description of the Superintendent and enhances and optimally precedes the evaluation process. The Board Evaluation in respect of the Superintendent should align with the roles and responsibilities for the Superintendent.

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Process elements include the following:

1. Discussion and mutual agreement between the Board and Superintendent regarding responsibilities, timelines, dates for meetings, evaluation criteria and data sources for current year's process with reference to policy and role descriptions of the Superintendent. Relevant documents would include the:
  - a. Divisional Strategic Plan
  - b. Divisional Policy
  - c. Job Description
  - d. MASS/MSBA Framework for Superintendent and Board Evaluation contained in the resource guide per the reference below.
2. Collection of assessment data and documentation relevant to the achievement of organizational goals and priorities and other mutually agreed upon criteria.
3. Review and discussion of the data/documentation by the Superintendent to assess Divisional achievements over the past year and progress toward stated longer-term goals. This formative assessment can be supplemented by periodic monitoring and review on a regular basis throughout the year.
4. Self-assessment by the Superintendent.
5. Discussion and sharing of results in the self-assessment phase.
6. Preparation of summaries of the Superintendent self-assessment exercises.
7. Discussion of reports to identify needed areas of improvement and professional development focus for the Superintendent.
8. Evaluation of the process to identify necessary or desirable changes in policy or practice.

The Board and the Superintendent will be present during the 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 evidence examined will be in the form of internal reports. An internal report is one that comes through the Superintendent. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the 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 Superintendent/Board Relations.

The Superintendent will receive a written evaluation report that will affirm specific accomplishments and identify growth areas. Some growth goals may address areas

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of weakness while others will identify areas where greater emphasis is required due to changes in the environment. The written report will document:

1. The evaluation process;
2. Evaluation context;
3. Assessments relative to the criteria (quality indicators) noted in Exhibit CBI-E/AF-E.
4. An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
5. Identification of any growth goals if deemed appropriate; and
6. A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect the opinion of the Board as a whole. The actual report is a confidential document. A signed copy will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the Division.

## **VI. TIMELINES FOR EVALUATIONS**

Evaluations will be conducted annually.

### Reference:

Leading Together: A Resource Guide for School Boards, Superintendents and Secretary-Treasurers (2015) - A resource document developed by the Manitoba Association of School Superintendents, Manitoba Association of School Business Officials and Manitoba School Board Association.

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