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SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

This evaluation tool allows the Board to evaluate Superintendent performance by considering professional competency in the areas of Strategic Planning and Student Learning, Student Welfare and Ensuring Inclusivity, Lifelong Learning and Continuous Improvement, Personnel Management, Policy/Administrative Procedures, Superintendent/Board Relations, Multi-Year Strategic Planning and Reporting, Organizational Management, Communications and Community Relations and Educational Leadership Practices.

The Superintendent is evaluated on each of the ten Performance Expectations identified below (may be selective, other than for the first evaluation). Following each Performance Expectation are several customizable 'Quality Indicators' that individual Board members and the Board may consider in their assessment of the overall performance in each Role Expectation.

In utilizing this evaluation instrument, it is the intention of the Board to work collaboratively with the Superintendent to develop annual goals that may be associated with immediate and longer-term strategic planning and Division improvement initiatives.

I. STRATEGIC PLANNING AND STUDENT LEARNING

1. Role Expectations:

- a. Develops a collective vision with the Board based on the Divisional values or respect, integrity, responsibility, consultation and excellence.
- b. Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- c. Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship and promote engaged students, ethical citizenship and entrepreneurial spirit in students.
- d. Provides leadership in fostering conditions, which promote the improvement of educational opportunities for all students.
- e. Provides leadership in implementing education policies established by the Minister of Education and the Board.

2. Quality Indicators relative to Strategic Planning and Student Learning:

- a. Conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- b. Identifies trends and issues related to student achievement to inform the Multi-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- c. Parents and students are satisfied with levels of achievement.
- d. There is measurable improved student achievement over time.



- e. Ensures required government reporting is made on a timely basis.
- f. Meets all timelines, with provision for appropriate Board input, relative to the Four Year Strategic Planning Cycle.
- g. Ensures periodic review of Division vision and values to ensure that are current as a foundation for planning and operations.

II. STUDENT WELFARE AND ENSURING INCLUSIVITY

- 1. Role Expectations:
 - a. Ensures that students are provided with a welcoming, safe, respectful and caring environment that encourages respectful and responsible behavior.
 - b. Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the Division.
 - c. Ensures the facilities adequately accommodate Division students.
 - d. Provides leadership in social inclusion to address the diversity of student populations and communities.
- 2. Quality Indicators relative to Student Welfare and Ensuring Inclusivity:
 - a. Develops measurements and monitors progress relative to providing a welcoming, safe, respectful and caring environment.
 - b. Provides an analysis of incident reports.
 - c. Implements the requirements of Workplace Safety and Health legislation, including required staff professional development.
 - d. Is knowledgeable about multicultural sensitivity and the adaptation of programs to meet diverse communities.

III. DEVELOPS A CULTURE CHARACTERIZED BY LIFELONG LEARNING AND CONTINUOUS IMPROVEMENT

- 1. Role Expectations:
 - a. Promotes a culture of learning among staff, students and trustees through modeling, encouragement and support.
 - b. Is a resilient and creative learner, embraces research and innovation in his/her professional learning.
 - c. Encourages schools to take responsibility for the learning needs of the communities they serve.
 - d. Empowers others to reach high levels of performance supported by professional development and study.
- 2. Quality Indicators relative to Lifelong Learning and Continuous Improvement:
 - a. Exemplary instructional practices are identified, implemented, and supported.



- b. Student learning is assessed, evaluated, and reported using fair, appropriate, and balanced program of multiple indicators and sources of evidence.
- c. Student assessment is used to inform and shape instruction.
- d. Parents and students are satisfied with levels of achievement.
- e. Superintendent monitors and reviews the School Strategic Planning Reports.
- f. Opportunities are provided for teachers to share their practice and engage in reflective dialogue and collective enquiry about teaching and learning.
- g. Each student has access to appropriate programming based on individual learning needs.

IV. PERSONNEL MANAGEMENT

- 1. Role Expectations:
 - a. Has overall authority and responsibility for all personnel-related matters, except the mandates for MTS collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.
 - b. Monitors and improves the performance of all staff and ensures appropriate evaluation processes are in place.
 - c. Staffs the organization in a manner that ensures that educational and administrative functions are carried out effectively and efficiently.
 - d. Provides for professional development and training of staff.
 - e. Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment.
- 2. Quality Indicators relative to Personnel Management:
 - a. Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
 - b. Models commitment to personal and professional growth.
 - c. Fosters high standards of instruction and professional improvement.
 - d. Provides for training of administrators and the development of leadership capacity within the Division.
 - e. Follows Board personnel policies.

V. POLICY/ADMINISTRATIVE PROCEDURES

- 1. Role Expectations:
 - a. Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
 - b. Ensures clarity and transparency of policies and processes to maintain alignment with legislated obligations and congruency with values.
- 2. Quality Indicators relative to Policy/Administrative Procedures:



- a. Appropriately involves individuals and groups in the administrative procedure's development process.
- b. Takes leadership in bringing policies to the Board for review.
- c. Ensures system adherence to policies and administrative procedures.
- d. Demonstrates a knowledge of and respect for the role of the Board in policy processes.
- e. Ensures timeliness of Policy and Administrative Procedure revisions.

VI. SUPERINTENDENT/BOARD RELATIONS

- 1. Role Expectations:
 - a. Engages in and maintains positive, professional working relations with the Board.
 - b. Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - c. Attends (or designates attendance for) all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
 - d. Provides the information and counsel, which the Board requires to perform its role.
 - e. Keeps the Board informed on sensitive issues in a timely manner.
 - f. Attends, and/or designates, administrative attendance at all committee meetings.
 - g. Demonstrates respect and support for the Board, which is conveyed to the staff and community.
- 2. Quality Indicators relative to Superintendent/Board Relations:
 - a. Implements Board directions with integrity in a timely fashion.
 - b. Provides support to the Board re: advocacy efforts on behalf of the Division.
 - c. Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
 - d. Keeps the Board informed about Division operations.
 - e. Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.
 - f. Interacts with the Board in an open, honest, proactive, and professional manner.
 - g. Ensures high-quality management services are provided to the Board.
 - h. Provides the Board with correspondence directed to the Board or Trustees.

VII. MULTI-YEAR STRATEGIC PLANNING AND REPORTING



1. Role Expectations:
 - a. Leads the Multi-Year Strategic Planning process including the development of Division goals, facilities and transportation plans and implements plans as approved.
 - b. Involves the Board appropriately (Board approval of process and timelines, Board identification of priorities and key results, opportunity for Board input early in the process, final Board approval).
 - c. Reports regularly on results achieved.
2. Quality Indicators relative to Strategic Planning and Reporting:
 - a. Ensures the Multi-Year planning process involves opportunity for stakeholder input.
 - b. Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
 - c. Develops short- and long-range plans to meet the needs of the Division and provides for continuous improvement.
 - d. Ensures key results identified by the Board are achieved.
 - e. Develops a collective vision with the Board based on Division values of respect, integrity, responsibility, consultation, and excellence.
 - f. Ensures that the values are shared with all members of the school community and that each school can express its distinctive values within the Divisional framework.

VIII. ORGANIZATIONAL MANAGEMENT

1. Role Expectations:
 - a. Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - b. Reports to the Minister with respect to matters identified in and required by the Public Schools Act and provincial legislation.
 - c. Provides leadership in organizational effectiveness.
 - d. Reviews, modifies, and maintains an organizational chart, which accurately delineates lines of authority and responsibility.
2. Quality Indicators relative to Organizational Management:
 - a. Ensures Division compliance with all Manitoba Education and Board mandates (timelines and quality).
 - b. Effectively manages time and resources.
 - c. Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board.
 - d. Use of technology is effective and efficient and has appropriate safeguards in place.



- e. Identifies trends and issues related to organizational effectiveness and makes recommendations for the implementation of innovative means to improve effectiveness.

IX. COMMUNICATIONS AND COMMUNITY RELATIONS

1. Role Expectations:
 - a. Ensures open, transparent, positive internal and external communications are developed and maintained.
 - b. Keeps the Board informed through the provision of appropriate accountability reports.
 - c. Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
 - d. Maintains effective relationships within the system and the community served by the system.
 - e. Provides direction to the organization for the purposes of FIPPA compliance.
 - f. In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.
2. Quality Indicators relative to Communications and Community Relations:
 - a. Facilitates effective relations between home and school.
 - b. Manages conflict effectively.
 - c. Ensures information is disseminated to inform appropriate publics.
 - d. Works cooperatively with the media to represent the Board's views/positions.
 - e. Promotes positive public engagement in the Division.
 - f. Represents the Division in a positive, professional manner.
 - g. Promotes the Division's image.
 - h. Involves community representatives in the strategic planning process.

X. EDUCATIONAL LEADERSHIP PRACTICES

1. Role Expectations:
 - a. Provides leadership to guide effective system-wide professional development
 - b. Develops and maintains positive and effective relations with the community and with local, provincial and regional government departments and agencies.
2. Quality Indicators relative to Leadership Practices:
 - a. Promotes, recognizes, and encourages both staff and student excellence.
 - b. Provides effective educational leadership.



- c. Establishes and maintains positive, professional working relationships with staff.
- d. Unites people toward common goals.
- e. Demonstrates a high commitment to meeting student needs.
- f. Has a well-established value system based on integrity.
- g. Empowers others.
- h. Effectively solves problems.
- i. Ensures a balanced approach to assessing the progress of our students and the overall performance of the Division.