



SUPERINTENDENT/CEO EVALUATION PROCESS, CRITERIA & TIMELINES

Clearview School Division

Background

The evaluation process, criteria and timelines as described in this document:

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Complies with Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
3. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. 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 identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
7. Is aligned with and based upon the Superintendent's roles and responsibilities. The two documents were developed at the same time and were approved by both the Superintendent and the Board. The Roles and Responsibilities document is aligned with this evaluation document.
8. Is linked to the Division's goals. The Alberta Education Results Report (AERR) section directly links the Superintendent's performance to the AERR process, which includes the Division's goals.
9. Sets out standards of performance. The quality indicators in the 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.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.

11. Uses multiple data sources. Objective data, such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in Division surveys.
12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
13. 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.

Timelines for Evaluations

Evaluations will be conducted in accordance with this document throughout the entirety of the Superintendent's five-year contract.

The timelines for the evaluation will be on the anniversary date of hiring in the first year of employment. In the first year, a preliminary performance review may be conducted approximately six months into the contract.

Performance review cycles following the first year will be based on the school calendar year. The performance review report is typically delivered to the Superintendent annually by December 15.

The final evaluation (typically the fifth year) will be at minimum concluded seven months prior to the end of the contract. The Education Act, Section 223(3) requires a minimum renewal notification period of no less than six months: for example, the Board will typically have to provide notice no later than January 31 regarding whether it wishes to extend the contract assuming a July end date.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in Policy 12, Appendix B, the Performance Assessment Guide. The Performance Assessment Guide is intended to clarify for the Superintendent performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide 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, such as an increased emphasis on capital construction due to an increased number of approvals.

The Role Expectation "Leadership Practices" will be included in the second evaluation and every two years thereafter. An external consultant will collect data relative to leadership

practices by interviewing all principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Superintendent on the Division’s organizational chart. The survey questions of direct reports are found in Policy 12, Appendix C.

Sample Performance Evaluation Segment

To illustrate how the Performance Assessment Guide would facilitate the writing of the final report, the following might be a section of the written report relative to Fiscal Accountability:

Role Expectation – Fiscal Accountability

Based on a review of the external Audit Report, the Auditor’s Management letter, and internal audit/monitoring reports of schools and departments, the Board commends the Superintendent for ensuring that:

- Generally accepted accounting practices (GAAP) are being followed
- Adequate internal financial controls exist and are being followed
- All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made
- School-based funds are expended as per approved budgets
- The Board is informed annually about incurred liabilities
- The Board is informed immediately regarding pending litigation

Reference: Section 8, 33, 35.1, 51, 52, 222 Education Act
Freedom of Information and Protection of Privacy Act
Truth and Reconciliation Commission Calls to Action
Superintendent Leadership Quality Standard

Effective: June 26, 2014

Amended: November 10, 2020, December 14, 2022