

# *A Framework for Superintendent and Board Evaluation*

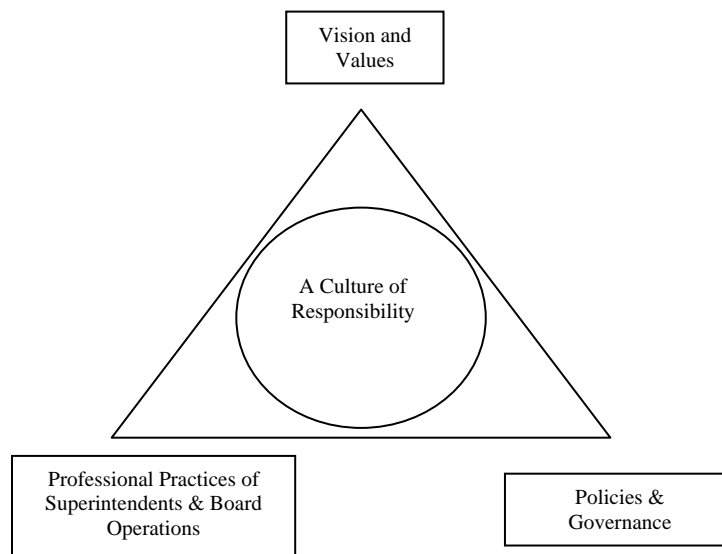
## Introduction

There has long been need in Manitoba for guidelines to assist boards in evaluating their superintendents and their own activity. MASS and MAST have collaborated on the present Framework in the belief that these processes should occur in parallel fashion, and cannot be truly separated from an assessment of the progress of the division generally. Whatever the evaluation process used, its chief value will be in the dialogue that occurs. The suggested roles for both superintendent and boards outlined in the following pages should stimulate a rich dialogue without which evaluation processes have little value.

It is recommended that the purposes, principles and processes for evaluating both boards and superintendents be outlined in a comprehensive local policy. The guidelines below should be helpful in developing such policy. The suggested criteria listed in the framework may also be helpful to boards each year in identifying those that might be evaluated at that particular time. This would provide a kind of “instrument” for use in the evaluation process. The discussion required to achieve this first step contributes to the value of the entire process.

The exercising of effective leadership takes place in a culture of responsibility rather than of accountability, says Bart McGettrick, author of “Developing a Culture of Responsibility: A Position Paper” (2004). He characterizes a culture of responsibility as “one which values the constructive contribution of each member, builds teams and relationships, and supports all actions which are taken in the common good.”

McGettrick’s model includes three core elements: vision and values, policies, and professional practices of superintendents. In order to incorporate the leadership of boards as well as superintendents into this framework, we’ve added governance to policies, and board operations to the dimension of professional practices. It is through the interaction of these components - how the vision is expressed in policies and demonstrated in practice - that a culture of responsibility is developed and sustained by boards and superintendents working together.



The following purposes, principles and processes should be useful in developing a divisional evaluation policy:

### **Purposes**

- Assess progress toward the stated goals of the division plan.
- Identify potential challenges and opportunities and envision future directions for the division.
- Enhance the collaborative working relationship between the Board and the Superintendent
  - clarify the distinction between Board and Superintendent responsibilities
  - measure ability of Board and Superintendent to work as an effective leadership team.
- Provide opportunity for Board and Superintendent self-review and assessment.
- Identify on-going professional learning needs for Board and Superintendent.
- Support the professional and personal growth of the Superintendent as the educational leader of the division and Board members as educational governors and policy makers for their communities.
- Fulfill contractual obligations of the Board and Superintendent.

### **Principles:**

- The process values the contribution of both Superintendent and Board of Trustees in the achievement of the division goals.
- The process reflects the collective commitment of the Superintendent and the Board of Trustees to quality education for all students.
- The process should include commitment to and the practice of honesty, fairness, trust, justice and mutual respect.
- The details of the process should be mutually agreed upon by the Board and the Superintendent.
- Evaluation should be based upon an ethical process of data collection.
- The process should be relevant to the identified job descriptions and roles of the Superintendent and the Board.
- Evaluation shall respect the confidentiality of the employer-employee relationship.

## **Process**

1. Through discussion and mutual agreement between the Board and Superintendent, determine:
  - a. choice of benchmarks or criteria on which to focus.
  - b. who is responsible for each aspect of the process.
  - c. Timelines and dates for meetings.
  - d. Data sources (e.g., evaluation surveys, divisional data)
  - e. Additional information sources, e.g., divisional plan, role descriptions for Board and Superintendent, divisional polices, Superintendent's regular reports to the Board.
2. Collect evidence and documentation relevant to the achievement of organizational goals and priorities and other mutually agreed upon criteria.
3. Review and discuss the collected data/documentation to assess divisional achievements over the past year and progress toward stated longer-term goals. (This assessment should be supplemented by periodic monitoring and review on a regular basis throughout the year.)
4. Complete self-assessments (both Board and Superintendent).
5. Sharing and discuss the self-assessments.
6. Identify successes, opportunities, challenges and strategic priorities.
7. Prepare final report(s).
8. Evaluate the process to identify necessary or desirable changes for the future in policy or practice.

# 1. Values and Vision

<p>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.</p>		
<p><b>BENCHMARKS</b> In the School Division:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>A. There is a statement of the Vision and Mission that is led by values.</p>	<p>Articulates the value of education in a democratic society.</p> <p>Assisted by the Trustees, develops a collective vision for the Division based on its values.</p> <p>Understands and models appropriate values, ethics and moral leadership.</p> <p>Ensures that the values are shared with all members of the school community but that each school is able to express its distinctive values within the divisional framework.</p> <p>Directs strategic planning and change efforts with an emphasis on teaching and learning, reasonable risk-taking and innovation.</p>	<p>Articulates the value of education in a democratic society.</p> <p>Engages community and divisional staff in the articulation of collective values and vision for the Division.</p> <p>Models divisional values and utilizes values, vision and mission as filters for policy-development and decision-making at the Board level.</p> <p>Monitors divisional processes and outcomes to ensure congruency with values, vision and mission.</p> <p>Engages in strategic planning to set direction and establish goals for teaching and learning in the division.</p>
<p>B. The education system is inclusive.</p>	<p>Ensures that structures exist for all people to participate in developing the values and policies of the school division</p>	<p>Provides a policy framework and appropriate structures to ensure broad-based community participation in policy development and decision-making at the school and Division levels.</p>

<p><b>BENCHMARKS</b> In the School Division:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>B. The education system is inclusive</p>	<p>Promotes appropriate involvement by students and parents and community as well as staff in school and division decision-making.</p> <p>Is knowledgeable about research and good practice with respect to multicultural sensitivity and the adaptation of programs to meet the needs of diverse communities.</p> <p>Provides leadership in social inclusion to address the diversity of student populations and communities.</p> <p>Serves as an articulate spokesperson for the welfare of all students in the multicultural context of education.</p> <p>Manages a balance between community demands and what is in the best interest of students.</p>	<p>Endorses and promotes socially inclusive policies and practices to address the needs of diverse student populations and communities.</p> <p>Represents and advocates for all students and all communities within the Division.</p> <p>Makes decisions which balance community demands with what is in the best interests of students.</p>
<p>C. The Division is characterized by a culture of learning, including lifelong learning.</p>	<p>Promotes a culture of learning among staff and students through modeling, encouragement and support.</p> <p>Encourages schools to take responsibility for the learning needs of the communities they serve.</p>	<p>Sets clear expectations for student learning and staff reporting requirements on student learning outcomes.</p> <p>Provides a policy framework and resource allocations for professional development opportunities for all staff.</p>

<p><b>BENCHMARKS</b> In the School Division:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>C. The Division is characterized by a culture of learning, including lifelong learning.</p>	<p>Empowers others to reach high levels of performance supported by professional development and study.</p> <p>Ensures that each school explicitly expresses its expectations for learning.</p> <p>Demonstrates an understanding of provincial, national and international issues affecting education, shares as needed, and encourages others to be so informed.</p>	<p>Monitors and reports regularly to Government and community regarding progress toward divisional goals.</p> <p>Recognizes and celebrates student achievement and staff accomplishments within the Division.</p> <p>Demonstrates an understanding of provincial, national and international issues facing education and uses this knowledge to inform direction-setting and decision-making within the Division.</p>

## 2. Governance and Policies

<p>Within a culture of responsibility, the Board and Superintendent provide 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.</p>		
<p><b>BENCHMARKS</b> Policies and governance processes in the School Division:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>A. Are congruent with legal requirements and provincial policy directions governing public education and schools as learning and work environments.</p>	<p>Is knowledgeable about and ensures compliance with relevant legislation and statutes and provincial policies governing education and public schools.</p> <p>Provides regular review and revision of divisional policies and processes to maintain alignment with legislated obligations and mandates of school divisions.</p> <p>Deploys and manages the use of divisional resources - human, material and financial - in accordance with divisional directions, goals and policy requirements.</p> <p>Ensures clarity and transparency of divisional policies, practices and objectives to internal and external communities.</p>	<p>Complies with relevant legislation and statutes and provincial policies governing education and public schools.</p> <p>Reviews and revises divisional policies as appropriate to maintain alignment with legislated obligations and mandates.</p> <p>Monitors the allocation of divisional resources - human, material and financial - to ensure congruency with divisional directions, goals and policies.</p> <p>Communicates divisional policies, practices and objectives to internal and external communities.</p>
<p>B. Reflect the expressed values of the Division.</p>	<p>Monitors the development and application of policies within the Division to ensure relevance and congruency with divisional values.</p>	<p>Sets clear expectation for monitoring and reporting on the implementation and application of divisional policies.</p>

<p><b>BENCHMARKS</b> Policies and governance processes in the School Division.</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>B. Reflect the expressed values of the Division.</p>	<p>Responds to address identified needs for policy development.</p> <p>In both professional and personal conduct, communicates and models divisional values to staff, students, parents and community members.</p> <p>Ensures periodic review of divisional values and policies to maintain their currency as a foundation for planning and operations.</p>	<p>Creates and approves new policies in response to identified needs within the division.</p> <p>Communicates and models divisional values in interactions with staff, students, parents and community.</p> <p>Reviews periodically, divisional values and policies to maintain their currency as a foundation for planning and operations.</p>
<p>C. Articulates roles, responsibilities and delegated authorities within the Division.</p>	<p>Understands the legal and political nature of elected school boards and works effectively with the Board and with individual trustees.</p> <p>Establishes and implements policies, decision-making protocols and communications strategies to ensure role clarity.</p> <p>Demonstrates knowledge of and skill in the management of complex organizations and organizational change processes.</p>	<p>Provides a policy framework which clearly delineates Board and Superintendent roles, and delegated authorities within the school division.</p> <p>Respects and upholds established policies and decision-making protocols concerning role delineation with the Division.</p>



<p><b>BENCHMARKS</b> Policies and governance processes in the School Division:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>D. Provide a framework for teaching and learning within the Division.</p>	<p>Possesses and demonstrates extensive knowledge of human learning, instructional pedagogy and provincial curricula.</p> <p>Engages in professional learning activities to remain current with emerging trends and developments in teaching and learning.</p> <p>Promotes the use of information, data and research to inform instructional policies and practices within the Division.</p> <p>Is aware of and responsive to the professional learning needs of all divisional staff.</p> <p>Implements strategies to maximize employee growth, performance, and job satisfaction throughout the division.</p> <p>Ensures regular communication about student learning to parents, Board of Trustees and community.</p>	<p>Seeks to be informed about emerging trends and research with regard to learning, instruction and provincial education policy and curricula.</p> <p>Requires the use of information, data and research to inform instructional practices and policies within the division.</p> <p>Allocates resources to meet the professional learning needs of all staff and approves strategies to enhance employee growth, performance and job satisfaction throughout the division.</p> <p>Communicates regularly to the community about student learning and achievement.</p>

### 3. Professional Practices and Board Operations

<p>Within a culture of responsibility, the Board and Superintendent provide 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.</p>		
<p><b>BENCHMARKS</b> The School Division's practices:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>A. Enhance communication and relationships among all members of the educational community.</p>	<p>Demonstrates the attributes of a skilled listener and speaker.</p> <p>Demonstrates effective presentation, facilitative and discussion techniques.</p> <p>Models a positive and problem-solving approach to challenges.</p> <p>Models effective communication strategies and relationship skills with all members of the educational community, including government at all levels.</p> <p>Institutes effective structures to provide information and assistance to internal and external communities.</p>	<p>Provides a policy framework to support communications and partnership initiatives within the Division and the broader educational community.</p> <p>Actively seeks constituent and community input and seeks to consult and collaboration in planning, budgeting and policy development processes within the Division.</p> <p>Models a positive and problem-solving approach to challenges.</p>
<p>B. Employ organizational processes and strategies for optimum use of divisional human, capital and fiscal resources.</p>	<p>Delegates effectively for task accomplishment.</p> <p>Uses evidence to make decisions about facilities and human resources.</p>	<p>Establishes an annual budget process which is comprehensive and inclusive in its consideration of resource issues and concerns.</p>

<p><b>BENCHMARKS</b> The School Division's practices:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>B. Employ organizational processes and strategies for optimum use of divisional human, capital and fiscal resources.</p>	<p>Anticipates factors that will affect planning contexts.</p> <p>Establishes structures to guide the annual budget development process, and financial procedures and services.</p> <p>Establishes structures for appropriate allocation and development and support of divisional personnel.</p> <p>Establishes structures for ancillary services to support student learning.</p>	<p>Uses evidence and data to make decisions about the allocation of human, capital and fiscal resources to meet divisional goals.</p> <p>Respects the professional expertise of staff and delegated authorities within the Division with regard to operational issues.</p> <p>Conducts an annual performance review of the Superintendent/CEO.</p>
<p>C. Support curriculum planning and development and instructional processes that enhance teaching and learning.</p>	<p>Is knowledgeable about instructional practices that enhance student learning.</p> <p>Provides leadership for effective development and implementation of curriculum.</p> <p>Oversees processes that ensure assessment and diagnosis of student needs and the provision of resources to meet those needs.</p> <p>Provides leadership for effective program review.</p>	<p>Provides a policy framework for curriculum planning, development and implementation within the Division.</p> <p>Sets clear expectations for monitoring and reporting of student learning outcomes and staff performance appraisal processes.</p> <p>Uses outcomes data to inform decision-making about teaching and learning within the Division.</p>

<p><b>BENCHMARKS</b> The School Division's practices:</p>	<p><b>SAMPLE FEATURES</b> The Superintendent:</p>	<p><b>SAMPLE FEATURES</b> The School Board:</p>
<p>C. Support curriculum planning and development and instructional processes that enhance teaching and learning</p>	<p>Institutes effective processes to gather information about student learning to inform decision-making.</p> <p>Oversees comprehensive, fair and consistent student evaluation and reporting processes to inform students and their parents about student learning.</p> <p>Provides leadership to guide effective system-wide professional development processes.</p>	
<p>D. Reflect characteristics of a learning community.</p>	<p>Is a resilient and creative learner.</p> <p>Values new opportunities for his/her professional learning.</p> <p>Articulates a professional learning plan targeted to the realities and challenges of his/her role.</p> <p>Embraces evidence, research and innovation in his/her professional learning.</p>	<p>Values new learning and board development activities for all Board members.</p> <p>Articulates a policy framework and an annual plan for Board evaluations including Board development activities.</p> <p>Encourages the active participation of all trustees in both individual and board learning and development endeavours.</p>