



<b>ADMINISTRATIVE PROCEDURE</b>	
Approval Date <b>2015</b>	Replacing <b>All previous procedures</b>
Review Date <b>2020</b>	Page <b>1 of 6</b>
Contact Person/Department <b>Director of Education</b>	Identification <b>HR-4545</b>

## **SUPERINTENDENT EVALUATION**

### **1.0 PURPOSE**

Trillium Lakelands District School Board believes in the promotion of effective leadership to guide and support teaching and learning in Ontario schools to ensure the process and success of all students on Ontario.

The Superintendent performance appraisal process is a growth-based model intended to develop, support, and sustain leadership of the highest possible quality.

Collaborating in a spirit of mutual trust is a key condition for the success of the appraisal process.

### **2.0 REFERENCES/RELATED DOCUMENTS**

- 2.1 *Education Act*, Part xi.i, Performance Appraisal of Principals, Vice-Principals and Supervisory Officers;
- 2.2 *Education Act*, Regulation 296/10, Duties of a Superintendent;
- 2.3 Ontario's Leadership Framework;
- 2.4 Putting Ontario's Leadership Framework into Action: A Guide for School and System Leaders;
- 2.5 BarOn Emotional Quotient 360;
- 2.6 BarOn Emotional Quotient Inventory;
- 2.7 Trillium Lakelands District School Board (DSB) EQ360;
- 2.8 Superintendent's Personal Services Contract and Terms and Conditions of Employment.

### **3.0 DEFINITIONS**

#### **3.1 ONTARIO LEADERSHIP STRATEGY (OLS)**

The Ontario Leadership Strategy (OLS) is a comprehensive plan of action designed to support student achievement and well-being by attracting and developing skilled and passionate school and system leaders across the province.

### 3.2 ONTARIO LEADERSHIP FRAMEWORK (OLF)

The Ontario Leadership Framework (OLF) identifies effective practices, skills, knowledge, and attitudes of successful educational leaders. The OLF provides a resource for school and system leaders to identify practices and competencies for building expertise in relation to a wide-range of leadership capacities that can assist educators in building coherence and aligning practices across schools and boards.

## 4.0 PROCEDURE

### 4.1 THE PROCESS

4.1.1 Superintendents will develop a written plan each fall which includes:

- a) Areas of focus (department/personnel);
- b) Objectives/goals;
- c) Sample strategies/activities;
- d) Key results expected;
- e) Evidence of growth/success.

This plan may be developed as part of Strategic Directions, annually.

4.1.2 Each superintendent will meet annually with the Director to discuss:

- a) Outcomes from the previous year;
- b) The written plan for the current year.

4.1.3 A written summary of the discussion will be provided by the Director.

4.1.4 Superintendents will be given an opportunity to share their department plans with senior administration at an executive council meeting.

### 4.2 SUPERINTENDENT EVALUATION PROCESS

The procedure assumes competency on the part of the Superintendent. In cases where competency is the issue, this procedure will guide, but not limit, the process to be determined by the Director.

4.2.1 Superintendents shall be evaluated once every five years or as deemed necessary by the Director.

4.2.2 Superintendents shall be evaluated by the Director.

4.2.3 The Director will notify the Superintendent 20 school days prior to the commencement of the evaluation process.

4.2.4 The steps of the process are as follows:

- a) Step 1 - Notification of the Superintendent;
- b) Step 2 - Review of Process and Establishment of Key Dates;

- c) Step 3 - Collection of Data;
- d) Step 4 - Analysis of Data;
- e) Step 5 - Superintendent /Director Meeting: Questions and Clarification;
- f) Step 6 - Preparation of Draft Report;
- g) Step 7 - Presentation of Report;
- h) Step 8 - Response from Superintendent.

#### 4.3 DATA COLLECTION

4.3.1 The Superintendent is responsible for collecting or creating any or all of the following documentation, as instructed and supported by the Director:

- a) department improvement plan(s);
- b) examples of a principal/senior manager evaluation;
- c) a personal professional development plan as part of a working portfolio;
- d) the results of a 360° profile survey;
- e) examples of administrative reports and memorandums.

4.3.2 Although the distribution of the surveys will be determined in consultation with the Director, the following groups should be represented: Consultants, Area Principals, Senior Managers, Executive Assistants, Superintendents (2), other direct reports. A minimum of eight surveys must be distributed.

The Director may interview individuals from the above-stated categories. The focus of the interview(s) will be the department plan and/or other initiatives as agreed upon.

#### 4.4 SUPERINTENDENT/DIRECTOR MEETING

The Director will meet with the Superintendent to:

- a) provide opportunities for a discussion of data, Superintendent reflection and planning for the future;
- b) conclude and summarize the process - in the case of satisfactory or better performance;
- c) continue the process within specified parameters - in the case of performance that requires improvement.

#### 4.5 WRITTEN REPORT

4.5.1 The Director will provide a written report to the Superintendent. This report will become part of the Superintendent's employment records. The Superintendent will receive the written report within the timeframe described herein.

The report as outlined in Section 4 will reflect:

- a) the on-going consultation between the Director and the Superintendent including a summary of the concluding meeting;
- b) a summary of the performance of the Superintendent.

4.5.2 The Superintendent may provide a written response to be included with this document.

## **5.0 APPENDICES**

### **5.1 Superintendent Evaluation Report**



**SUPERINTENDENT EVALUATION REPORT**

**Name of Superintendent:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date of Report:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_

**Introduction:**

This evaluation report is based on the process set out in the Superintendent Evaluation Procedure. This report is intended to provide a summary of the data, the analysis and recommendations emerging from the process.

Data collected during the evaluation process included: (to be filled in)

Practices and competencies from the Ontario Leadership Framework (OLF) that have contributed strongly to the superintendent's overall performance:

\_\_\_\_\_

Practices and competencies from the Ontario Leadership Framework (OLF) that could be strengthened for further growth and development:

\_\_\_\_\_

Summative Comments:

The evaluator will provide a summative comment on the superintendent's performance based on the results outlined in the Ontario Leadership Framework (OLF).

Evaluator's summary comments on the appraisal:

The superintendent may wish to comment on the appraisal.

Superintendent's comments (optional):

Acknowledgement of receipt:

Signature of the Superintendent: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_