



AP 3.07

Category: Charter School Operations

Superintendent Growth, Supervision and Evaluation

BACKGROUND & RATIONALE

Every school leader must be an accomplished teacher and is responsible for fulfilling the essential purpose of educational leadership.

Every school leader is expected to:

- a. fulfill the applicable provincial requirements;
- b. demonstrate the applicable *Superintendent Quality Standard*;
- c. possess the *Superintendent Leadership Certification*;
- d. meet the school authority's requirements for school leaders.

The *Superintendent Quality Standard*:

- a. apply to Alberta's principals as well as assistant principals, associate principals and vice principals;
- b. identify the basic competencies for effective school leadership applicable to all Alberta school contexts;
- c. frame a school leader's career-long responsibility to fulfill the essential purpose of educational leadership;
- d. represent a professional curriculum for school leadership preparation, induction and professional learning programs; and
- e. facilitate province-wide consistency in school authority policies and processes for school leader professional growth, supervision and evaluation.

Superintendents are accountable for the demonstration of all the *Superintendent Leadership Quality Standard* throughout their careers. Assistant Superintendents, associate *Superintendents* and deputy *Superintendent* are accountable for the demonstration of those *Superintendent Leadership Quality Standard* that are directly related to their assigned role and leadership designation.

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PURPOSE

1. Ensure that the Superintendent is knowledgeable about the *Superintendent Leadership Quality Standards* as related to their level of responsibility;
2. Ensure clear understanding of duties and responsibilities;
3. Ensure the maintenance and improvement of quality practices;
4. Communicate performance expectations to the Superintendent;
5. Establish the criteria to be used to measure Superintendent effectiveness;
6. Recognize effective Superintendent performance;
7. Identify areas where Superintendent effectiveness could be improved;
8. Identify professional development needs;
9. Provide a basis for decisions regarding continuation or renewal of appointment.

DEFINITIONS

10. **Quality standard** - the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.
11. **Competency** - an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*.
12. **Indicators** - actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable.
13. **Professional development** - continuing education and training after a person has entered teaching profession in order to help them develop new skills, stay up-to-date on current trends, and advance their career.
14. **Induction** - the act or process of placing someone in a new job or position.
15. **Certification** - designated credentials earned by an individual to verify their legitimacy and competence to teach.

PROCEDURE

16. The evaluation of a Superintendent by a Board of Directors may be conducted:
616.1 upon the written request of the Superintendent;

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- 16.2 for purposes of gathering information related to a specific employment decision;
- 16.3 for purposes of assessing the growth of the Superintendent in specific areas of practice;
- 16.4 when, on the basis of information received through supervision, the Board of Directors has reason to believe that the practice of the Superintendent may not meet the *Superintendent Leadership Quality Standard*.
- 17. The evaluation of the Superintendent will follow the timeline described in the contract of employment.
- 18. The Board of Directors will strike a board evaluation committee.
- 19. The evaluation committee will:
 - 19.1 share the evaluation document with the school leader;
 - 19.2 the reasons for and purposes of the evaluation;
 - 19.3 the process, criteria and standards to be used;
 - 19.4 the timelines to be applied; and
 - 19.5 the possible outcomes of the evaluation.
- 29. The evaluation committee will ensure that ample time is available for the evaluation.
- 30. The evaluation committee will gather data from site administration, lead teachers and others as may be applicable via survey and/or conversation.
- 31. The evaluation committee may focus the evaluation in a specific area if a specific area has previously been identified as of concern.
- 32. The evaluation committee will prepare preliminary notes within two (2) weeks of the conclusion of the evaluation.
- 33. The evaluation committee will set up a meeting with the Superintendent within three (3) weeks of the conclusion of the evaluation, and discuss the content of the notes.
- 34. The evaluation committee will then structure the report within two (2) weeks of the post meeting, and share that report with the Board of Directors, attach Board and Superintendent signatures, and give the Superintendent a copy of the final report.
- 35. The Superintendent may request:
 - 35.1 additional supports;
 - 35.2 additional time to address concerns;
 - 35.3 additional evaluations.

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36. In the event that remediation is required, the Board of Directors will provide the Superintendent with a notice of remediation. This notice will include remediation strategies.
37. The Board of Directors may initiate disciplinary or other action, as appropriate, where the Board of Directors has reasonable grounds for believing that the actions or practices of a Superintendent endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the CAPE Charter Board. These may include:
 - 37.1 Letter of Reprimand;
 - 37.2 Leave with pay;
 - 37.3 Leave without pay;
 - 37.4 Re-assignment
 - 37.5 Termination of Employment.
38. The CAPE Board of Directors will support the Superintendent in professional development initiatives.

References:

CAPE Policy 3.01
Superintendent Leadership Quality Standards
Guide to Education
Teacher Growth, Supervision and Evaluation Policy (Alberta Education)
Certification of Teachers Regulation
Practice Review of Teachers Regulation
Ministerial Orders and Directives
Education Act
Regulations
CAPE charter

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