



POLICY NUMBER AND NAME: 08.09 SUPERINTENDENT EVALUATION – VERSION 2.0	RESPONSIBILITY	BOARD	SUPERINTENDENT	SLT
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SECTION: 08 – ORGANIZATION AND EMPLOYEES	LAST REVISION DATE: SEPTEMBER 27, 2021			
ADOPTED: JANUARY 18, 2007	REVIEW FREQUENCY: EVERY 5 YEARS			

PREAMBLE

A Superintendent evaluation should occur at least every 4 years. These would ideally be staggered with the ongoing Ministry of Education External Evaluation (EEC) and Monitoring Inspections (MI). It remains the responsibility of the Superintendent to ensure that campus principals are also formally evaluated in their first year and then every 3-4 thereafter. In conjunction with the Superintendent, each campus principal is expected to formally evaluate their vice-principal in their first year and then every 3-4 years thereafter.

RCS will adapt the current *SCSBC Superintendent's Evaluation Protocols & Process* to assist the Board in its responsibility to evaluate the performance of the Superintendent on an ongoing basis.

See attached **APPENDIX A**

SCSBC Superintendent Evaluation: Protocols / Processes

REVIEW HISTORY		
DATE	VERSION	CHANGES
SEPTEMBER 27, 2021	2.0	RENAMED TO "SUPERINTENDENT EVALUATION" FROM "PRINCIPAL EVALUATION"

Appendix A: SCSBC Superintendent Evaluation: Protocols / Processes.**Superintendent Evaluation Protocol****Section I: Evaluation Protocol / Process**

1. Cycle to be determined by Board – 2 or 3 years recommended – rotate between internal and external.
2. Pre-evaluation surveys to Board – administrative leadership team – staff (all or random selection)
 - a. Collaboratively created between superintendent and Leadership Review Chair and Board chair
 - b. Surveys need to be signed to be submitted
 - c. Aggregate data goes to superintendent and LRT
 - d. Prior to onsite visit, the team chair and superintendent meet to review data and shape focus group questions
3. Self-evaluation survey
 - a. Used to gauge self-awareness
 - b. Used to self-identify potential outliers
4. Team on-site visit
 - a. Consultation / verification with stakeholders
 - b. Survey follow up – as needed
 - c. Focus group facilitation
 - d. focus group composition
 - e. Focus group protocol:
 - i. 1-2 Board members (Board selects)
 - ii. 1-2 staff from each campus (staff selects)
 - iii. Senior leadership team
 - iv. Superintendent leads discussion, asks open ended questions, solicits feedback
 - 1) I noticed that Could this reflect
 - 2) I wonder about ...
 - 3) I wonder if
 - 4) Could I address this need by ...

- v. LRT takes notes on discussion and interjects as needed
 - vi. Superintendent reflects on discussion and gives leadership review a summary of strengths and goals
 - f. LRT takes feedback, input and data and drafts summative report
 - g. Draft report goes to superintendent for feedback / input
 - h. Draft report goes to SCSBC Executive Director – if agreed to by both the Board and the superintendent
5. LRT finalizes report and shares it with Board

Section II – Survey / Questionnaire Construction

Focus questionnaires on core competencies, highlighting the importance of mission/vision – understanding / dreaming / integrating / carry the legacy and move it forward

Visionary / Inspiring Leader	
Integral faith walk	- Superintendent demonstrates faith in Jesus through vision for the school. - Superintendent demonstrates faith in Jesus through leadership practices in the school. - Superintendent articulates a compelling vision for Christian education.
Strategic planning	- Superintendent effectively supports the strategic planning process in our school. - Superintendent communicates strategic goals to community members. - Superintendent uses strategic goals as a framework for decision making.
Facilitating effective governance	- Superintendent facilitates effective governance with and for the board. - Superintendent facilitates effective leadership with and for the administration team.
○ Board composition	Superintendent plays a vital and appropriate role in recruiting board members.
○ Professional development – self assessment	- Superintendent is engaged in professional development to learn and lead effectively. - Superintendent engages in accurate and critical self-assessment as a leader of the school.
○ Board-Chair relationship	Superintendent has a constructive and positive relationship with the school's board chairperson.

• Lifelong learning	• Superintendent demonstrates lifelong learning through professional reading, proactive decision making and reflective practice. • Superintendent demonstrates lifelong learning by taking courses, training, and attending conferences.
• Understands past to inform future hope	• Superintendent understands or seeks to understand the school's historical context to lead into the future.
• Goal-oriented / process-oriented	• Superintendent develops and articulates goals that are based on the mission of the school. • Superintendent is process-oriented, seeking collaboration as well as following a thorough process in leadership.

Effective Manager	
• Financial oversight and direction	• Superintendent provides informed financial oversight and visionary direction for the fiscal operations of the school. • Superintendent assumes financial accountability for operating within approved budgetary parameters.
• HR	• Superintendent leads human resource activities, such as hiring, firing, and training with grace and rigor.
○ Identifying and utilizing human resource potential	• Superintendent identifies and utilizes the staff potential within the school.
• Change management	• Superintendent productively and collaboratively leads the school organization through change. • Superintendent not only initiates change, but manages it effectively and persistently, supporting implementation and seeking feedback on effectiveness.
• Development	• Superintendent is successful in developing funding sources and financial growth in the school.
○ Major donor development	• Superintendent develops meaningful and productive relationships with major donors.
○ Public image / Brand advancement	• Superintendent enhances the public image of the school and advances the brand.

Clear Communicator	
• Internal	• Superintendent is an effective communicator within the operations of the school.
○ Staff	• Staff are clear on significant information from the board and administration through the superintendent. • Staff are given opportunity for input and feedback, when appropriate.

○ Parents	• Parents receive informative information from the superintendent.
○ Broader community	• Superintendent communicates regularly and effectively with the broader community.
• External	• Superintendent is an effective communicator with the people or organizations outside the daily operations of the school.
○ Donors	• Superintendent connects with donors and provides a compelling vision to them on the direction of the school.
○ Educational affiliations (FISA / SCSBC / MoE)	• Superintendent effectively relates to organizations that support the school.
○ Media	• Superintendent is an accurate and effective communicator with the media.

Authentic Relationship Builder	
• Jesus	• Superintendent has an authentic and evident relationship with Jesus.
• Leadership team	• Superintendent has positive, proactive and authentic relationships with • the leadership team.
• Board	• Superintendent has effective relationships with the school board.
• Staff	• Superintendent has effective relationships with the teaching staff and support staff. Communicating and engaging as needed and developing • collegial relations as able and appropriate.
• Major donors	• Superintendent has ongoing relationships with major donors.