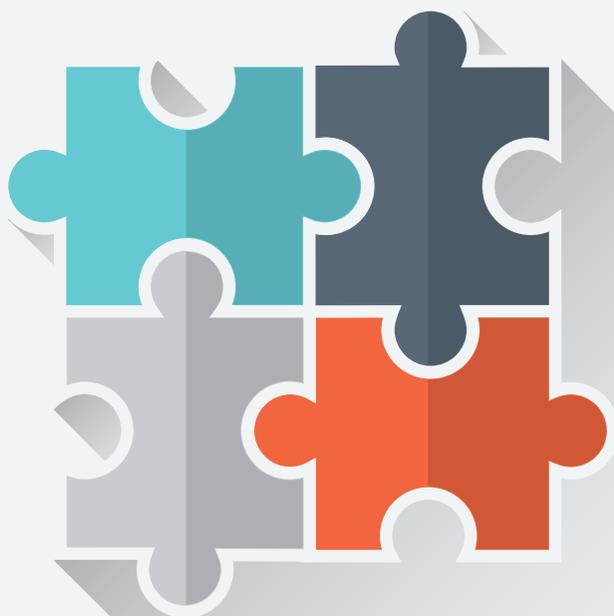


LEADING TOGETHER

*A Resource Guide for School Boards,
Superintendents and Secretary-Treasurers*



Purpose

The initial version of this resource document addressed only the role of the superintendent as positional leader and chief executive officer within public school divisions in Manitoba. The second iteration was grounded in the concept of shared leadership and effective working relationships between boards of trustees and superintendents in a culture of mutual responsibility and accountability for student success. In an era of increasingly distributed leadership in education settings, this third edition of the resource guide goes one step further to encompass the role of divisional secretary-treasurers as key members of senior school division leadership teams.

The manual has been developed to assist school boards, superintendents and secretary-treasurers to establish and maintain the effective working relationships needed to serve the evolving educational needs of children and communities within their jurisdictions.

As chief executive officer of the school division, the superintendent is both its primary educational leader and the most senior operations manager. In these capacities, the superintendent works closely with, and reports directly to, the elected school board. The quality of the board-superintendent working relationship is therefore a critical element that defines the success of the school division. This document addresses the foundations of the board-superintendent relationship, and includes practical advice for recruitment, selection and leadership succession planning. Some of the information in this manual may apply to assistant superintendents who support the executive role of the superintendent.

The secretary-treasurer is generally the chief financial officer of the school division and in most instances, reports directly to the superintendent. As a member of the senior management team, the secretary-treasurer works closely with the school board and the superintendent in the establishment of financial and operational plans consistent with the goals and objectives of the school division and the requirements of the provincial ministry of education.

In Manitoba, there are a small number of dual administrative structures wherein the secretary-treasurer reports directly to the board of trustees rather than to the superintendent. Whether the administrative structure is unitary or dual, the secretary-treasurer's role in today's school divisions often extends beyond financial matters to include oversight of non-instructional services and staffing components, facilities, transportation, purchasing, and information management systems. This broad scope of responsibilities requires that the secretary-treasurer work closely and communicate regularly with both the superintendent and the school board to ensure the alignment of divisional services and supports with the intended educational outcomes for students in the school division.

Acknowledgements

Earlier versions of this manual were developed jointly by representatives of the Manitoba Association of School Superintendents (MASS) and the Manitoba School Boards Association (MSBA). This current edition is a joint initiative of these two associations, as well as the Manitoba Association of School Business Officials (MASBO). All three organizations acknowledge and appreciate the investment of members who contributed to and reviewed the document. This document and further information or assistance pertaining to the roles and relationships described herein is available from:

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I. Shared Leadership

Traditional views that base leadership on positional authority no longer support the needs or the realities of modern public education systems. Given the scope of complexity of the public education mandate, engaging all participants in leadership – trustees, administrators, teachers, parents and students – is the emerging norm in a school division or district.

Shared leadership is critically important to ensure that school divisions meet their legal and moral obligations to students, to communities and to provincial authorities. Effective board and senior administration partnerships are characterized by high levels of trust and *“values the contribution of each member, builds teams...and supports all actions which are taken in common good.”*

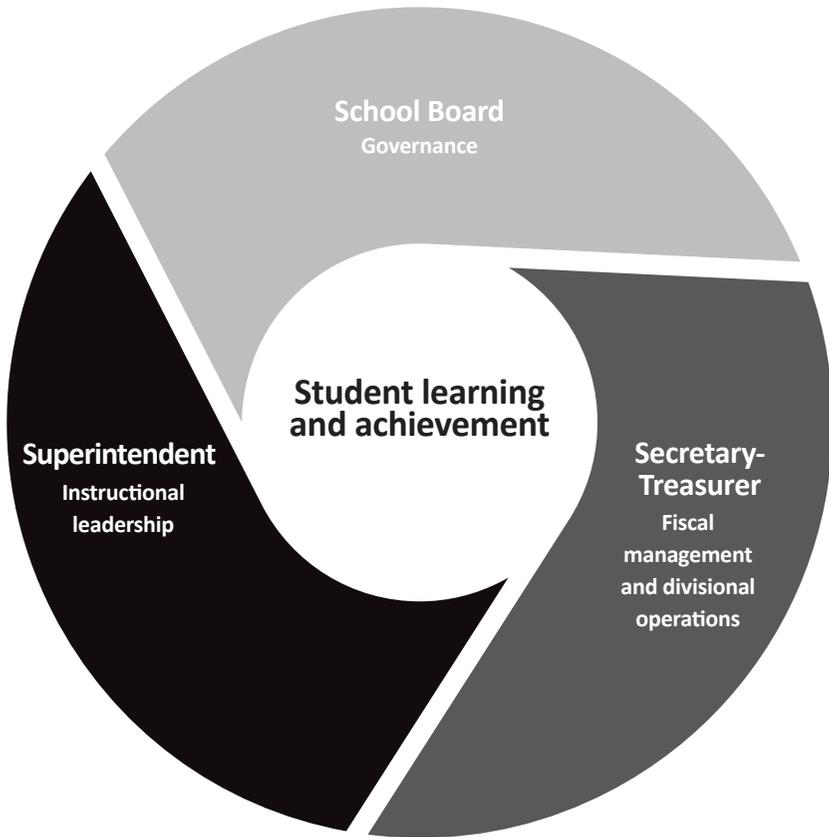
McGettrick, 2005

The Public Schools Act governs school boards in Manitoba by defining their legal obligations and responsibilities and articulating the parameters for discretionary decision-making and action at the local level. Other legal statutes that assist to define school board roles and responsibilities include *The Human Rights Code, The Employment Standards Code, The Freedom of Information and Protection of Privacy Act, The Personal Health Information Act, The Personal Information Protection and Electronic Documents Act*, and the provisions of civil and criminal laws.

Historically, both the literature and the practice of organizational management have distinguished clearly between policy and administration: a board governs primarily by defining policy, and senior administration acts as the executive of the division by guiding all daily operations and activities. *The Public Schools Act* does permit school boards to delegate certain powers, roles and responsibilities to the superintendent (Appendix E) and assigns to the secretary-treasurer specific duties.

The particular configuration of the board and senior administrator roles varies among school divisions, shaped by factors such as organizational history and culture; divisional size and location; and the distinct personalities, perspectives and experiences of board members and superintendents. Ultimately, the board and the senior administration team must commit to ongoing dialogue to review, understand and manage constructively the complexities and dynamics of these multiple influences upon their working relationship. Appendix B outlines a series of guiding questions to assist boards and senior divisional administrators to determine the appropriate balance of responsibilities and authorities, and thereby support their successful collaboration.

Mutuality of Leadership (Roles of governance and administration)



The issue is not so much about who will lead and who will follow, but about who will carry primary responsibility for each aspect of the work, and how the tasks will be shared and distributed. Effective mutual leadership will involve close liaison, dialogue and influence, by both boards and by their chief executives, around the primary responsibilities of each.

Dr. Vernon J. Storey, 1994

II. The Superintendency

1. The Superintendent's Role

The essential role of the superintendent is to define, with the board, a strategic vision and plan for the division that can support all aspects of education in the division. In broad terms this will include defining the values of the division while delegating responsibility for their development and operation to leadership teams, including school administrators. The superintendent's role also includes the establishment of systems that realize the vision in practical terms, and a system for monitoring and evaluating the work to support educational goals. The superintendent is also responsible for allocating public funds attributed for educational purposes with integrity and efficiency. In effect the superintendent (in most Manitoba divisions) is the "first professional officer of the board, and is therefore responsible to the board for his/her actions and activities."^{*}

A school board should have a policy statement to articulate the superintendent's role within the administrative structure of the school division. Unitary administrative structures, with all reporting occurring through the superintendent to the school board, are most common in Manitoba. Dual structures, wherein the superintendent and the secretary-treasurer have similar authorities and reporting relationships to the board, occur in a few jurisdictions. Irrespective of the organizational structures used by school divisions, the superintendent generally fulfills broadly similar roles and responsibilities.^{**}

The MASS/MSBA Framework for Superintendent and Board Evaluation identifies the following elements of the superintendent's role.

^{*} While *The Public Schools Act* does not require a superintendent to be appointed by a board, Section 52(1) outlines some of the powers and duties that can be delegated by a board to a superintendent (Appendix E).

^{**} Examples of role descriptions are available from school divisions' websites. Different divisions' job descriptions contain varying levels of detail—some are written in considerable detail, while others remain general. The appropriate balance avoids both a level of prescription that leads to a culture of compliance, and a level of generality that fails to provide adequate direction or a suitable basis for evaluation.

Vision and Values

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 school division. The superintendent, as the first professional office of the board, is responsible to:

- assist in establishing and maintaining a focus on the shared vision of education for the school division;
- work with and engage the board in understanding its responsibilities, including its vision, and its policies in relation to learning, resource management and policy development;
- understand and model appropriate values, demonstrate ethical behavior, and exercise moral leadership;
- provide direction for divisional planning initiatives, including the involvement of all relevant constituents in the planning process; and
- provide information and recommendations to the board to facilitate decision-making.

Governance and Policies

The board and superintendent provide leadership that considers appropriately the age, aptitudes and abilities, and rights of every student, within a policy framework that is lawful, respectful of individuals, and understandable to the greater community. The superintendent is responsible to:

- provide leadership for effective development and implementation of curriculum, and all aspects of teaching and learning;
- interpret policies, mandates and requirements in ways that maintain the congruence between vision and practice;
- focus on the learning and education of all children in the division, including having systems to demonstrate achievement;
- monitor the development, application and revision of policies and procedures within the division to ensure relevance and congruency with divisional values, legislated obligations, and the mandates of the division; and

- provide leadership throughout the division to promote the welfare and inclusion of all students within the diverse and multicultural context of a public education system and its communities.

Professional Practices

The board and the superintendent provide leadership to promote professional practices and operations that enhance communication and community relationships, and foster effective organizational management, curriculum planning and development, and teaching and learning. The superintendent is responsible to:

- establish a framework for teaching and learning for all students in the division;
- establish an appropriate system of assessment to monitor student performance, and to ensure the educational program meets the needs of all students;
- establish an infrastructure of democratic practices and structures that involve school community members in broad-based, skillful participation in the work of divisional leadership;
- ensure collaboration among multiple partners (e.g. government departments, community agencies, universities, and other provincial organizations);
- secure essential resources, including finances, time, talent and ideas to carry out the work of the board;
- administer and supervise the educational, financial, personnel, building operations and maintenance, and research and planning functions of the division through the provision of direction and guidance to appropriate senior administrative staff;
- supervise the deployment and management of the use of divisional resources—human, material and financial— in accordance with divisional goals, policies and direction; and
- develop effective communication strategies and relationship skills with all members of the community.

2. The Superintendent's Qualifications

The provinces of Canada vary widely regarding expectations about the qualifications of the superintendent. Saskatchewan has an act that substantially delegates control of eligibility to the superintendents' association. Ontario has a study program and an examination. British Columbia maintains a list of people judged eligible for a superintendent's assignment. Manitoba's statutes outline less about superintendency qualifications than those of any other province (Appendix E).

Leadership is essential to the effective operation of school systems and the role of the superintendent is central to providing this leadership. In Manitoba, all public school boards employ a superintendent.

The board should consider several factors when developing the list of qualifications for the superintendent. Each community has unique social, economic and political realities, a unique organizational structure and culture, and a constituency that holds particular expectations about the leader its division needs. Within that context, the board has its unique challenges and goals, all of which should be considered to define the necessary qualifications of the new superintendent.

MASS and MSBA believe that, to provide effective leadership to our public schools, the superintendent must be an educator. In practice, school divisions in Manitoba seek the following qualifications, as a function of province-wide consensus over time, but they will not apply to every incumbent. The superintendent should:

- hold, or be eligible for, a Manitoba Permanent Professional Certificate or equivalent;
- have at least five years' teaching experience;
- have demonstrated leadership in a position of administrative responsibility, such as a principalship or equivalent; and
- have a master's degree in an appropriate discipline.

Demonstrated professional abilities, developed in other ways, may be considered equivalent, with graduate study at the doctoral level an asset.

The above reference to an "appropriate discipline" is founded on the belief that the educational experience of the superintendent should include certain fields of

study. The following fields should be among those studied:

- organizational and leadership theory;
- educational law;
- public finance;
- communications;
- curriculum;
- inclusive education; and
- politics of education

The effective superintendent demonstrates skills in educational, political and managerial leadership, and should have some training or demonstrated success in each dimension. As well, a commitment to ethical leadership is a critical foundation for success in all of these areas.

A successful and responsive superintendent must demonstrate open communication, integrity, a strong work ethic, positive direction, core values, sound judgment, and effective decision-making. A background in the areas of law, finance, capital construction, organizational theory, and management would be assets to leadership of the division. As educational leaders, superintendents must reflect deeply about the purposes of schooling, be knowledgeable about the history of public education, and understand current issues of pedagogy and school organization.

The competencies commonly listed in advertisements for the superintendent include:

- effective communication skills (interpersonal, problem-solving, facilitation and technology skills);
- commitment to and ability to develop collaborative or shared leadership;
- visionary leadership skills to lead the community in the development and articulation of shared values, common purposes and a desired future for the division;
- expertise in human resource development;
- understanding of the relationship between research, teaching, and learning;

- knowledge of research and appropriate practice to address the diversity of student populations and to adapt programs to meet the needs of diverse communities;
- ability to balance divisional needs with available resources;
- commitment to developing a culture of learning, life-long learning, and a professional learning organization;
- knowledge of the political realities in public school governance;
- commitment to community participation in the operation of schools; and
- knowledge of current issues in education at the provincial, national and international levels.

The superintendency is sufficiently different from other positions in educational administration that all persons assuming the role for the first time optimally will have some direct experience with it. In larger systems, this need may be met through experience as an assistant superintendent. In smaller systems, this opportunity may not exist and developing a process of on-site training or mentorship for potential candidates may merit consideration.

Continued Opportunities for Learning

Superintendents must devote time to personal professional development. Whether the learning experiences develop new competencies or renew the superintendent's learning about research or practice, they merit on-duty and off-duty hours. The superintendent should also conduct workshops or courses involving other administrators. Definition of expectations for professional learning should occur when the superintendent begins employment, because it requires the commitment of time and money.

The board is encouraged to develop, jointly with the superintendent, plans to ensure that required competencies for the role are maintained and/or developed. The performance appraisal of the superintendent and other central office administrators should include a component related to professional development activities.

MASS, in partnership with Manitoba's education ministry, conducts a one-year Mentorship Program for new superintendents. In addition, MASS organizes and conducts ongoing professional development activities for all members. Through

the MASS Annual Conference, Summer Institute and Members' Sessions, professional development is available several times annually for members and other educators.

MASS solicits ideas from its members and other organizations for these activities and relies, when appropriate, on MSBA, Manitoba's education ministry and the Faculties of Education, for resource people and other forms of collaboration to conduct professional development activities.

The participation of the superintendent in MSBA-sponsored sessions provides important information about board governance, and the respective roles and relationships of the superintendent and the board.

Career development is a continuing process that involves various people and organizations in constructive and supportive ways to enhance the abilities of people in educational leadership roles at the local level. The engagement of the superintendent in professional development serves as a model for the division as a professional learning organization.

3. Recruitment and Selection

The selection of the superintendent is often described as a school board's most important decision. Through a well-designed recruitment and selection process, the board will maximize its ability to secure an educational leader with the knowledge and skills to facilitate achievement of the school system's goals and priorities.

Ideally, a board's reflection about the recruitment and selection of a new superintendent predates the incumbent's notice of intention to leave. Succession planning—the process by which a school board develops and implements policy to deal with that contingency—provides a board with a clear course of action when the need to hire a new superintendent actually arises. Succession planning helps to provide stability for a school system when a school board faces a change of a key member of the divisional team.

Before it implements any recruitment and selection process, a board must answer some fundamental questions, include the following:

- **Will the board be able to conduct a thorough search and identify a new superintendent before the departure of the incumbent?** If the answer to that question is "no," the board may want to consider hiring an interim

superintendent to provide competent management while the board conducts the search process. MASS maintains information about experienced divisional administrators who may be contacted if a school division requires an interim superintendent

- **Does the division have available internal expertise to conduct a successful recruitment and selection process?** If the answer is “no,” or if, for other reasons, the board believes that the task could best be accomplished with external assistance, it may choose to engage an executive recruiting agency. Hiring an agency does not diminish the responsibility of the board for the decisions made throughout the search process; however, it facilitates the process. MSBA maintains information about professional consultants and executive recruiting agencies.
- **Are there strong internal candidates for the position?** As part of its succession planning, some boards implement programs to identify and develop individuals interested in administrative roles. Many boards can access talented administrators who are prepared for the superintendency. If strong internal candidates exist for the position, a board may be able to implement a simplified recruitment and selection process that remains thorough and is perceived as fair.

After considering answers to these fundamental questions, the board can define its actual selection procedures, and begin the process of hiring its new superintendent.

Selection Procedure

If not already guided by policy, the board must clearly articulate and implement the procedures that will govern the selection process. A clearly defined process will ensure that the task is conducted in a thorough, efficient and transparent manner. Transparency is important to enhance the confidence of the community—and prospective candidates—that the board is devoting careful thought to this important decision. Key steps in the selection procedure are outlined below.

A. Assess School Division Needs and Establish Parameters

The board should articulate clearly the division’s needs and priorities before embarking on the actual superintendent recruitment and selection process, to focus its efforts on obtaining the best possible individual for the role.

An assessment of divisional needs may include an exit interview with the departing superintendent, a board self-appraisal, a review of the board's goals, objectives, and strategic plans, and a survey and/or focus groups to gather input about divisional needs from the community. This process usually leads to the development of a statement or document defining the desired qualifications and personal attributes of the successful candidate, based on a current assessment of needs.

When the needs assessment has been completed, the board should review the existing role description for the superintendent. The role description identifies the purposes, responsibilities, authority, accountability, and major expectations for the incumbent. Aligning the role description and the needs assessment is important—that is, the role description must give the superintendent the authority and responsibility necessary to achieve the school system's goals and priorities. The document "A Framework for Superintendent and Board Evaluation" (Appendix C) can be used to revise any existing role description or develop a new template. Examples of role descriptions are also available from other divisions through policies available on divisional websites.

In addition to aligning the division's assessed needs with the superintendent's job description, the board may also want to define parameters for the superintendent position. For example, the board will want to determine the appropriate salary range and benefits for the position (although the actual conditions of employment will be agreed upon and codified in contract as a result of negotiations with the successful candidate).

The board should also articulate its expectations regarding academic qualifications, demonstrated abilities, experience, personal qualities, and professional attributes of the successful candidate. Some of these features, such as academic qualifications, are readily and objectively determined. Others, such as personal attributes, may require more subjective analysis, but are nonetheless important to ensure the right fit between superintendent and board. The recruitment and selection process will only be strengthened by a proactive, thorough and open discussion of the attributes that the board wants in a new superintendent. The board should also decide which qualifications are required, and which are preferred. In all cases, any qualifications the board identifies must respect relevant laws and regulations.

Finally, the board may want to define some parameters for the actual recruitment and selection process, including, for example, advertising or other budgets for the process. Parameters must be realistic to support an effective process.

B. Appoint a Selection Committee

When the preparation outlined in the preceding section (A) is completed, the board should establish a selection committee to perform all board-determined tasks, excepting that of final selection. In addition to several trustees, the board may decide to include representatives of groups such as teachers, principals, parents, or the broader community, on the committee. If representatives of such groups are included, the board must define:

- the extent of that involvement (advisory only, or full membership with all rights and responsibilities); and
- how representatives will be selected.

The board must ensure that no potential candidates are included among the selection committee members, and all members of the selection committee must accept that the board will make the final selection. All members must also agree to maintain strictest confidentiality, to safeguard the trust, confidence, and respect that candidates necessarily vest in the board by applying for the superintendency.

One of the members should be designated chair of the committee. The board may make this designation, or direct that the committee make this decision within its own membership. Among other responsibilities, the committee chair should be the board's spokesperson on matters related to the selection of the new superintendent. The information provided to the media, community, and staff about the selection process must be accurate, consistent, and authorized by the board.

Procedural rules for the selection committee should be established by the board. These rules will address matters such as the role of the chair, meeting notice, quorum and voting, confidentiality issues, and reporting requirements.

The board should also set realistic timelines for the committee's work, for the board to make its final decision, and for the successful candidate to assume his or her duties. The total time required to complete the process is usually significant, particularly when the successful candidate must give several months' notice in his or her current position. However, satisfactory decisions result from dedicating adequate time to a search. A board should consider engaging an interim superintendent and extending the search timeline as preferable to a hurried decision.

C. Advertising

When the board has clarified its expectations for a new superintendent, set any necessary parameters, and appointed a selection committee, the committee can begin its work. As its first task, the committee must publicize that the board seeks a new superintendent—it needs to be advertised.

Traditionally, employment opportunities have been advertised in the newspaper, and that is still the primary source for many job-seekers. Placing newspaper ads requires careful planning to balance effectiveness and affordability. A number of strategies can help boards to achieve this balance.

- Place a relatively short ad in a newspaper to refer potential applicants to the division’s website for further details about the available position.
- Place ads in newspapers with the largest provincial or national circulation in sections of greatest interest (“Career Opportunities” rather than “Classified” for example). Such placements cost more, but provide greater exposure.
- Design the ad to stand out from those around it (include graphical elements such as the divisional logo, for example). The resultant attention offsets extra costs.
- Alternate advertising vehicles can augment newspaper placements. Advertising senior administrative positions within the division fosters positive employer/employee relations by demonstrating that advancement opportunities exist, and that the board has confidence in existing employees. An electronic or paper bulletin that reaches all potential internal candidates is a simple, economical way to expand a board’s advertising scope.
- Advertisements can also be posted on the division’s website and sent electronically to other school divisions with a request to post them on their electronic bulletin boards, and MASS can distribute ads to its Manitoba members and to other associations of school superintendents across Canada. A board may also consider posting its ad on one of the available commercial job-search websites. This service is sometimes offered at minimal or no cost, in conjunction with the placement of a print ad.

The ad content is critical to attract the appropriate candidates for the position. An effective advertisement includes the major responsibilities,

knowledge and skills, and the baseline academic and professional qualifications and experience that the board has identified. It should also state that child abuse registry (CARC) and criminal record checks (CRC) will be a condition of employment, and should clearly indicate how applications are to be submitted, the number and type of references required, and the closing date for receipt of applications.

Sample ads are available through the MASS office.

D. Receipt and Screening of Applications

One individual should receive all applications—the chair of the selection committee, another representative of the board, or a third party if the board uses the services of an external recruitment agency. The names of all individuals applying for the position must be kept in strictest confidence by this individual, and by all who become privy to that information.

All applications should be acknowledged upon receipt, and applicants advised of the board’s search timelines.

When the closing date for the receipt of applications has passed, the selection committee can assess the applications. Initial screenings can identify the most highly qualified candidates, and those who meet or exceed the minimum standards previously established. When the number of qualified candidates (as determined by initial screening) exceeds the number of people the committee can interview, the committee should develop a short list. Data gathered and assessed to this point should be reviewed again, and pre-interview assessments (which may include a preliminary telephone or teleconference interview) may be conducted. This process should identify a smaller number of the most highly qualified individuals with the potential to fulfill the responsibilities of the superintendent.

Candidates on the short list should then be invited to participate in a formal interview. Invitations should include a comprehensive information package about the school division, including the strategic plan, role descriptions, and most recent audited financial statement, and a written statement about interview procedures and expense reimbursement schedules.

All screening, short-listing and interviewing procedures must conform to existing legislation and standards of practice in areas such as human rights, labour relations, and privacy protection. A “release of information” waiver may be required from each applicant about whom information

will be solicited. When questions arise, MSBA's Labour Relations and Human Resource Services Department can advise boards about the legal requirements that accompany recruitment and selection procedures.

E. Interviews

The entire board should participate in the interviews of the short-listed candidates. The primary purpose of the interview is to assess candidates' suitability with respect to the unique needs of the division. The interview also provides an opportunity to obtain information from the candidates, and to assess the interpersonal dynamics unique to personal discussion.

In addition, the interview provides the board with an opportunity to sell the division and the community to the candidates. Short-listed candidates are likely experiencing success in their current positions, and the decision to relocate will be based on many factors related to job, personal choices, and family. The board's ability to demonstrate the existence of opportunities for success will enhance the probability of acceptance of an offer of employment. It also allows the candidates to ask questions about the position and the community, the answers to which may affect a final decision.

The board must be thoroughly prepared before beginning the interview. Sufficient time must be allowed for each interview, with breaks between interviews to permit discussion among board members. Interviews generally run from one and a half to two hours. All board members should take notes to which they can later refer.

The same interview format and the same set of questions, asked by the same person, should be used for all candidates to allow the board to demonstrate fair treatment of all candidates if a legal challenge or complaint arises. The interview should provide the board with information about each candidate's educational philosophy, beliefs and values, and leadership activity. The board should inform itself of the candidates' positions about major educational, financial, and human resource issues. The board should also assess the community's comfort with the educational philosophy of the prospective superintendent.

Questions requiring only simple "yes" or "no" responses contribute little understanding of candidates' level of analytical, evaluative and application skills. Open-ended or behaviour-descriptive questions, in which the candidates must describe recent experiences rather than respond to hypothetical situations, provide more objective data from which to

make employment decisions. The role description and “A Framework for Superintendent and Board Evaluation” (Appendix C) can shape the interview questions; a consultant or the division’s manager of human resources can assist the board with this task.

Questions should address all the major areas of responsibility in the role description. All candidates should respond to questions about the strengths and needs of the division, knowledge of and commitment to board goals, and their leadership styles. The interview may include a general question about the candidate’s comfort with the advertised salary range. Avoid detailed questions about anticipated salary, benefits, and date of commencing employment, since these issues will be explored with the successful candidate.

A board may choose to conduct a second round of interviews with two or three of the most promising candidates that emerge from the initial interview. Further questions would be required for this phase of the process.

An interview rehearsal may provide the board with an opportunity to practice the interview strategies it has developed. In a rehearsal, the board invites an experienced superintendent who is not a candidate for the position to serve as a hypothetical candidate, and provide feedback to the board to enhance interview strategies and techniques.

F. Post-Interview Check

The primary purpose of the post-interview check is to validate information gathered and opinions formed throughout the recruitment and selection process. After the interview and before a final decision is made, the board needs to gather additional information to substantiate impressions created during the interview. The board must check a candidate’s references as part of its due diligence. At a minimum, these should include a reference from the candidate’s immediate supervisor(s) from his/her current/previous employer(s). Depending on the information provided by the candidate’s references, or in the event the candidate has not provided the appropriate contacts for references, the board may need to ask a candidate to provide clarification as to the information provided and/or request additional references. Additional references may include a principal, a parent-council president, or a board chair or other trustee. The board should also conduct an open internet search.

G. Final Selection

Before selecting the individual to whom it will offer the position, the board must consider reference responses and review the procedural rules established at the outset of the process. Then, the board should review all information gathered to date and assess the information in the context of the established criteria and the needs and priorities of the system. Consensus will probably be attained with open and frank discussion throughout the process, and if the timeline for the final decision includes no undue pressure for the board.

H. Negotiate a Contract

When the final decision occurs, the successful candidate should be offered the position, and the compensation package and all other contractual issues should be negotiated. Based on the outcome of these discussions, the board should extend a job offer in writing, including the remuneration package and all other contractual issues (for example, the provision of child abuse registry and criminal records checks). **Legal services should be used to complete this task to protect the interests of the board and the superintendent.**

Acceptance of the job offer by the candidate should be confirmed in writing within a specific time period, and followed immediately by the signing of the contractual documentation. For further information on this topic, see Section 4.

I. Introduce the New Superintendent

Immediately following the formal acceptance of the job offer, all candidates interviewed should be notified that the position has been filled. The board may wish to call a news conference to release the name of the new superintendent, including appropriate background information and the successful candidate's photo. News releases are usually sent to the MASS office for distribution to all school divisions. The board may also choose to hold a public reception or other event to introduce the new superintendent to the community.

4. The Superintendent’s Contract

The interests of the board and the superintendent are best served if their relationships and the terms and conditions of employment are defined in a written contract. When the parties have discussed and agreed upon the terms of employment, the board would present the superintendent with a written contract of hire that outlines and defines the formal basis of their employment relationship.

The contract should be clearly written and define the terms and conditions to which both parties have agreed. It should, at minimum, define the role expectations and authority of the superintendent, incorporate salary and benefit provisions, and articulate a process for either party to terminate the contract in a professional manner.

The contract of hire is a legal document that binds the parties to fulfill the agreed-upon terms and conditions. **Therefore, each party should have the contract reviewed (or drafted) by legal counsel prior to final signing of the formal document.** Having the contract checked by a tax consultant can also ensure that both parties fully understand all tax implications.

Superintendent Contract-of-Hire Checklist

A. Primary Clauses

The following clauses are common in most superintendents’ contracts.

Parties (employer/employee)

A legal requirement for all contracts is that the parties be identified and described in a proper fashion.

Engagement (statement of agreement)

A contract of employment between the board and the superintendent must include a clause to specify the appointment of the superintendent. This clause should be included at or near the beginning of the contract. It is also necessary that the commencement date for the appointment be included either in this clause, or in the “term” clause, or both. If the commencement date appears in both, both clauses must refer to the same date.

Term (length of contract)

The contract must specify the term of the contract. One of four types of term clauses will describe any duration of employment to which the parties may agree:

- a clause that specifies that the contract is continuous until and unless terminated;
- a term definite (likely used only with interim appointments);
- a revolving term; or
- a set term with options for renewal.

This section should be considered in conjunction with any section that refers to termination since both parties control when employment might cease.

Duties (assignment/job description)

This clause specifies the nature of the position to be assumed and the role and conditions that will apply to it. Beyond Section 52(1) of *The Public Schools Act* (Appendix E), the board may wish to reference applicable divisional policy statements and/or other specific duties to meet the needs of the local situation.

Remuneration

This clause specifies the salary provisions and the process to consider salary adjustments.

Vacation

By legal requirement, all employees must receive vacation either according to the terms of *The Employment Standards Code* or some greater amount as set by board policy or individual contracts of employment.

Sick Leave

This clause specifies sick leave provisions and the process to earn sick leave.

Contract Termination

Various options exist for inclusion in a contract to describe the circumstances under which the superintendent's contract of employment may be terminated. Such a clause can provide clear guidelines for both the board and the superintendent and help avoid legal action when either party initiates a termination of the contract. Where termination provisions are included, they should address both termination for cause, and termination upon notice (or without cause).

Signatories

To confirm that both parties have agreed to the stated terms of the contract, a signatory clause must be included.

B. Additional Clauses

Additional clauses may be considered for inclusion in the superintendent's employment contract with the board, including but not limited to the following:

- professional activities: conference attendance, expenses, travel, professional membership fees, study opportunities, library/ publications budgets;
- performance evaluation: process and frequency;
- leave provisions: personal, bereavement, educational, health, maternity/ parental; and
- benefits and allowances: health plans, insurance programs, car allowances, pension provisions, retirement allowance.

5. Evaluation of Superintendent

The ultimate goal of any school division must be to provide quality learning opportunities and successful learning outcomes for all students. Effective management of human and fiscal resources in pursuit of this goal is a fundamental responsibility of the board and of the superintendent.

Progress toward the achievement of divisional goals is impeded, if not seriously compromised, when the board is unclear about its expectations of the superintendent as the chief staff officer of the division, or the superintendent is uncertain about the board's goals. Performance evaluations

for both the board and the superintendent provide vehicles to clarify purposes and expectations about each party's responsibility to accomplish organizational goals. The Framework for Superintendent and Board Evaluation jointly developed by MASS and MSBA supports complementary and concurrent evaluation processes, to strengthen the collaborative leadership of boards and superintendents, and enhance their mutual effectiveness to achieve goals.

Purposes of Evaluation

The evaluations of the superintendent and the board can both serve multiple purposes, including opportunities for:

- determining progress toward the stated goals of the division;
- identifying potential challenges, opportunities, and preferred futures for the division;
- clarifying the distinction between superintendent and board responsibilities;
- assessing the ability of the superintendent and the board to work together as an effective leadership team;
- supporting the professional and personal growth of the superintendent as educational leader of the division, and of board members as educational governors and policy makers for their communities;
- identifying the professional learning needs of the superintendent and of the board; and
- affirming the contractual obligations of the board and the superintendent, and providing a basis for consideration of compensation decisions and employment relationships.

Principles and Protocols

An effective performance evaluation process is grounded in a comprehensive policy statement about the purposes, principles and parameters of the process. The intent of such a policy should not be to produce a report card. Rather, the evaluation process should be structured to foster a climate of continuous improvement that builds leadership capacity and creates the conditions which facilitate the attainment of divisional goals.

Effective performance evaluation processes:

- include both formative and summative elements that encourage ongoing communication between the board and the superintendent;
- provide an opportunity for self-review and reflection by each party;
- value the contributions of both the superintendent and the board relative to the achievement of divisional goals;
- reflect the shared commitment of the leadership team to quality education for all students;
- are characterized by honesty, fairness, mutual respect and trust;
- use ethical evaluation practices that include mutually agreeable frameworks, relevant role descriptions, appropriate data sources (i.e. divisional plans, goals, superintendent's regular reports, superintendent's self-assessment report), and defined timelines; and
- respect the confidentiality of the employer-employee relationship.

Evaluation Models

Various appraisal mechanisms and feedback instruments can facilitate the evaluation of the superintendent and the board. Irrespective of the method or approach selected, the evaluation process should result in a valuable exchange of perspectives, enhanced communications between the board and the superintendent, a process of continuous improvement, and strengthened school division leadership.

A. The Performance Appraisal Model

The intent of a performance appraisal system is to pursue excellence in administration by focussing mainly on results that the superintendent achieves with regard to agreed-upon objectives. Performance appraisal therefore requires that, at the outset, the board and the superintendent agree upon clear, measurable objectives. The performance appraisal process emphasizes the future, not the past, and elevates the process from criticism or praise to supporting the superintendent's enhanced performance.

Unlike a checklist or rating scale, the performance appraisal model does not produce an overall grade. Instead, the value of the exercise rests in the

opportunity it provides to create understanding between the board and the superintendent about divisional successes and challenges, to foster professional and personal growth of the superintendent and to strengthen the board-superintendent working relationship.

The Appraisal Framework

Given the complexity and diversity inherent in the role of the superintendent, assuming that the board can hope to measure every aspect of the performance of the superintendent at any one point in time is unrealistic. Therefore, and as a first step, the board and the superintendent must achieve mutual agreement about the focus of, and the expectations for, the performance appraisal process. Responsibilities, performance targets and indicators, timelines, meeting dates, and data sources are important aspects of the appraisal framework to be determined in the initial stage of the process. Divisional policies and plans, the superintendent's role description, superintendent's reports to the board, and ongoing system monitoring data are necessary information items to assess the performance of the superintendent.

Data Collection

Collection and organization of the data, relevant to mutually agreeable criteria and indices, are the next steps in the performance appraisal process. Typically, the board chairperson, with appropriate staff support, is responsible to collect the above-specified documents, distribute the feedback instruments as appropriate, and receive all responses and reports from all participants in a timely manner. The information is then collated and formatted for presentation to the superintendent and to the board. This stage of the process should include the superintendent's self-review and assessment as critical data.

The Conversation

The third component in the performance appraisal process is the review and discussion, by the board and the superintendent, of the data that have been gathered and the documentation that has been prepared. The discussion permits the board members and the superintendent to examine and interpret the data, to ask questions and to explain results, to discuss challenges or difficulties, and to explore possibilities and potential solutions for the future. It is also an opportunity for self-reflection and exchange about how the work of each party contributes to team leadership within the division.

Documenting Outcomes

The final element of the performance appraisal process is a summary evaluation report to provide the board's overall assessment of the superintendent's performance relative to the evaluation parameters and criteria identified at the outset of the process. The report should acknowledge the superintendent's strengths and achievements, identify necessary areas for improvement and/or professional development, clarify the board's resultant suggestions, recommendations, and/or expectations, and provide a point of reference for the superintendent's future planning.

B. Checklists and Rating Scales

Checklists and rating scales are commonly used by boards for a superintendent's evaluation. Instruments of this type require personal judgments by the evaluator and typically focus on personal traits, abilities and behaviours, and job-related activities of the superintendent. Readily available and often easy to use, checklists and rating scales can provide a structure and a focus for the evaluation process.

However, some serious shortcomings are inherent in such instruments. Most importantly, checklists and rating scales do not measure results or performance related to any specific agreed-upon tasks, nor do they deal with specific measures of effectiveness. Rather, they limit board members to perceiving positive or negative personal attributes of the superintendent. Moreover, interpreting the wording and/or numerical scales commonly used in checklists and rating instruments is often problematic. Unless supplemented by additional commentary and dialogue between the superintendent and the board about performance indicators and issues, checklists and rating scales may be of limited use to a board that desires improved education of students or divisional management.

C. 360° Multi-Rater Feedback

The 360° feedback process allows leaders to gather data about themselves and their performance from multiple sources in their circles of influence. Intended to be a developmental rather than an evaluative tool, it is designed to assist educational leaders to assess their personal skills and behaviours as perceived by others, and plan for growth and improvement to enhance performance.

A 360° feedback instrument generally takes the form of surveys or questionnaires that describe various competencies expected of the position in question. For the superintendent, these might include interpersonal skills, decision-making, communications, and educational leadership. The survey or questionnaire usually permits open-ended commentary in addition to responses to specific questions.

While 360° feedback is not uncommon in educational contexts, it can be detrimental if used inappropriately. The process must give careful attention to relationships, rules, roles, and responsibilities. Where 360° multi-rater feedback is favoured, it is important to remember that:

- it is intended to be a developmental process focused on self-learning, growth and change;
- the feedback gathered should inform goal setting and action planning toward desired behavioural change;
- the data belong to the person being rated and any decision to share the data rests with the individual; and
- raters are usually protected through guarantees of confidentiality, but boards should consider the impact of fostering a culture that validates anonymous feedback/criticism.

Further information and sample clauses are available from MSBA and MASS.

III. The Secretary-Treasurer

1. The Secretary-Treasurer’s Role

As the chief financial officer of the school division, the secretary-treasurer is primarily responsible for leadership and oversight with regard to the financial operations and well-being of the division. The secretary-treasurer works closely with the superintendent and board of trustees in fulfilling this obligation. In this area and in other domains of responsibility assigned to the secretary-treasurer, the particular duties or functions will vary from one school division to another, depending upon the administrative structure of the division – unitary or dual – and the scale of its operations.

In general terms, the role of the school division secretary-treasurer in Manitoba school divisions encompasses the following.

Financial Management

The secretary-treasurer is responsible for all aspects of the school division’s financial operations. This includes:

- general oversight of budgeting, accounting, purchasing and reporting practices of the division;
- provision of statistical and financial data to inform the school division budget development process;
- preparation of budget information and presentations for community consultation purposes;
- preparation of accounts and financial statements for auditing purposes;
- maintenance of internal controls of divisional assets; and
- compliance with internal operating policies and legislative requirements for fiscal monitoring and reporting purposes.

Operations

In some school divisions, the secretary-treasurer’s role extends beyond financial matters to include general oversight and supervision of various non-

instructional services and operations. These may include:

- facilities;
- transportation;
- information technology;
- privacy legislation and policy;
- workplace safety and health compliance; and
- records storage and management.

Human Resource Management

The secretary-treasurer typically assumes responsibility for human resource activities with regard to the school division's financial operations. This would include the hiring and performance evaluation of board office clerical staff and distribution of the work at this level.

Depending upon the size and administrative configuration of the school division, the secretary-treasurer may also have a role in the hiring and/or supervision of operational staff in other areas such as facilities, transportation and information technology.

In many school divisions, the secretary-treasurer plays a major role in the negotiation, interpretation, and administration of collective agreements with divisional employee groups.

2. The Secretary-Treasurer's Qualifications

Manitoba education law does not stipulate any specific qualifications for the secretary-treasurer in school divisions. A 2013 survey conducted by MASBO revealed a variety of accounting credentials held by current incumbents in that role. These include a range of designations from CPA's to diploma course graduates at the community college level. While there is no single agreed-upon standard of qualifications for the secretary-treasurer position in Manitoba school divisions, it is readily apparent that the complexity and the scale of divisional budgets require ever increasing levels of professional expertise and skill to be effective in managing the financial operations of a school division. The trend toward greater human resource management responsibilities in the secretary-treasurer role also has implications for human resource training and credentialing of both current and future employees in the position.

3. Evaluation of the Secretary-Treasurer

Most Manitoba school divisions are characterized by a unitary administrative structure wherein primary responsibility for supervision and evaluation of secretary-treasurer performance falls to the divisional superintendent. In a small number of divisions where the secretary-treasurer reports directly to the school board, the school board itself assumes this responsibility.

Irrespective of who carries responsibility for the performance evaluation of the secretary-treasurer, the purposes and principles outlined in this manual for superintendent evaluation should inform and guide the secretary-treasurer evaluation process. Given the close working relationship between the school board and the secretary-treasurer in all school divisions, it is likely that board member perspectives will be a significant component of any secretary-treasurer evaluation process in both unitary and dual administration structures.

Appendix A

Legislative References

Section 51 of *The Public Schools Act* states “A School Board may appoint a superintendent, fix and pay his remuneration and define his duties,” while section 52 (1) outlines some of the powers and duties that can be delegated by the board to the superintendent. These include:

- a. power to employ, within the establishment and budgetary limits set by the school board, necessary staff except senior officers and employees holding administrative or supervisory positions; or
- b. except in respect of positions mentioned in clause (a), power to accept resignations and power to grant within policy and budgetary limits established by the school board, exchange leave for teachers and to cancel or alter that leave; or
- c. power to appoint attendance officers; or
- d. power to promote non-teaching staff into established positions, except in respect of positions mentioned in clause (a); or
- e. power to select teachers for schools operated by the Department of National Defence, to grant leave for service with the Department of External Affairs and to select teachers for similar service; or
- f. power to request municipal councils to make improvements in roads and sidewalks adjacent to school sites and power to enter into agreements on behalf of the school board with respect thereto within policy and budgetary limits established by the School Board; or
- g. power to approve payment under final certificates for payments in respect of routine contracts awarded by the school board other than for new buildings, where the contracts have been completed to his satisfaction; or
- h. any one or more of the powers mentioned in clauses (a) to (g).

Section 53(1) of *The Public Schools Act* states that “Every school board shall appoint a secretary-treasurer, fix and pay his remuneration and define his duties.”

Specific duties assigned to the secretary-treasurer in *The Public Schools Act* include:

- a. payment of divisional accounts [Section 53];
- b. duty to account and to assist auditors [Section 54];
- c. conduct of chair and vice-chair elections [Section 29(2)];
- d. notification to trustees of school board meetings [Section 30(2)];
- e. maintenance of records with regard to trustee conflict of interest declarations [Section 39(1)(2)]; and
- f. facilitation of public access to school board meeting minutes [Section 55(2)].

Appendix B

Defining the Board-Senior Administration Working Relationship

Board Governance and Authority

- What policies will assist the community to understand the legislated responsibilities of the board and the delegated responsibilities of the superintendent and the secretary-treasurer?
- What level of authority do the superintendent and/or the secretary-treasurer have in relation to other board employees?
- How do the board and its senior administrators collaborate to determine the administrative structure for the division?

Vision and Values

- How do the board and senior administrators collaborate to define divisional priorities?
- What processes define divisional priorities? Who is responsible to implement them?
- How is the community involved? What are the parameters of community involvement?
- How do the divisional priorities relate to the board and senior administrator evaluations?
- What factors cause the board and its administration team to revise divisional priorities?

Governance and Administration: Articulating the Distinctions

- What do the trustees perceive as the distinction between governance and administration?
- What do the superintendent and secretary-treasurer perceive as the distinction between governance and administration?
- What are the possible implications of differing perceptions about these distinctions?

- What processes and discussions can assist understanding about the distinction between governance and administration?

Policy Development

- What do the board and senior administrators perceive as the role of policy in the school division?
- What are the critical elements of policy?
- What are the critical elements of a policy development process?
- What factors may determine the need for differing policy development processes?
- How are topics prioritized for policy development?
- How are various members of the community (students, parents, staff, and community members) involved in policy development?

Professional Practices and Operations

- What are the desired outcomes of a specific practice or operation?
- What information or data is required to ensure the desired outcomes?
- Who is responsible to collect the necessary information?
- What legislative parameters must guide the practice or operation?
- What expertise does the practice or the operation require? Who has that expertise?
- What provisions will exist to review the practice or operation at various stages of the decision-making process?
- Who is responsible for initiating review of specific practices, or operations, or related decisions?

Linkage to the Community

- What are the purposes and desired outcomes of linking to the community?
- What characteristics define effective and appropriate linkages to the community?
- What are the implications of effective and appropriate linkages with the community?
- What are the implications of ineffective or inappropriate linkages with the community?
- What factors assist to determine the specific nature of linkage to the community in a given situation?
- What are the roles of the board and its senior administration team in linking to community and how do they support or complement each other?

Leadership Evaluation Processes

- What are the purposes of the senior administrator and board evaluation processes?
- What are the underlying ethical principles and characteristics of effective senior administration and board evaluation processes?
- How does the board define effective performance in the superintendent and/or secretary-treasurer role?
- What are the responsibilities of the board to support the effective performance of its senior administrators?
- How do senior administrators define the effective performance of the board?
- What are the responsibilities of the divisional administration to support the effective performance of the board?
- How does the board define its effective performance, and of what significance is the evaluation process both to enhance and develop its effectiveness and to enhance the effectiveness of its senior divisional administrators?

Appendix C

Superintendent Recruitment and Selection Checklist

Step	Critical Questions and Consideration
Before you begin...	<p>Do timelines permit direct succession or is an interim hire required?</p> <p>Can the division use internal expertise to facilitate the recruitment and selection process?</p> <p>Do strong internal candidates exist for consideration?</p>
Assess school division needs and determine search parameters	<p>Identify divisional priorities, goals and leadership needs.</p> <p>Articulate desired qualifications and personal attributes for the position.</p> <p>Align the superintendent’s role description with identified divisional needs.</p>
Appoint selection committee	<p>Appoint selection committee</p> <p>Determine committee composition; rights and responsibilities of members.</p> <p>Establish procedures and timelines for the committee to honor its responsibilities.</p> <p>Orient all committee members to their responsibilities in the search process.</p>
Advertising	<p>Determine content of advertisement-position responsibilities, necessary qualifications, knowledge and skills, required references, closing date, contact information for submissions.</p>
Receipt and screening of applicants	<p>Acknowledge receipt of applications and communicate process and timelines for the selection process.</p>

Step	Critical Questions and Consideration
Interviews	<p>Determine interview panel, format, questions and scoring rubrics.</p> <p>Ensure that questions address all aspects of superintendent responsibility.</p> <p>Seek responses about actual experience rather than hypothetical situations.</p> <p>All interviewers should take notes for future reference.</p> <p>Allow sufficient and equal time for all interviews; schedule breaks to permit discussion of board members' initial reactions and impressions.</p> <p>Conduct second round of interviews if desirable/necessary.</p>
Post-interview check	<p>Check candidates references and conduct internet search.</p> <p>Clarify reference responses with candidate as required.</p> <p>Request additional references as required.</p>
Final selection	<p>Review reference responses and re-verify with candidate as required.</p> <p>Review procedural rules.</p> <p>Assess candidate information relative to established selection criteria.</p> <p>Select and communicate with the successful candidate.</p>
Negotiate contract	<p>Negotiate compensation package and all other contractual issues.</p> <p>Consult legal counsel prior to final agreement.</p> <p>Confirm written agreement; sign final documents within a specific timeline.</p> <p>Notify unsuccessful candidates of the board's decision</p>
Introduce the new superintendent	<p>Announce new superintendent appointment.</p> <p>Introduce new superintendent to divisional staff, schools and community.</p>

Appendix D

A Framework for Superintendent and Board Evaluation

Introduction

Boards in Manitoba will benefit greatly from guidelines to assist them to evaluate their superintendents and their own activity. MASS and MSBA have collaborated on the present Framework guided by the belief that these processes should occur in parallel fashion, and cannot be separated from assessing the division’s general progress. The chief value of any evaluation lies in the dialogue that occurs. The suggested roles for both superintendents and boards outlined in the following pages should stimulate a dialogue without which evaluation processes yield 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 may be helpful in developing such policy. The suggested criteria listed in the Framework may also be helpful to boards to identify annually those for evaluation at a particular time, and provide an 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 occurs 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 dimensions: vision and values, policies, and professional practices of superintendents. To incorporate the leadership of boards and superintendents into this Framework, this document adds “governance” to policies, and “board operations” to the dimension of professional practices. Through the interaction of these components—how the vision is expressed in policies and demonstrated in practice—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 ongoing 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 must respect the confidentiality of the employer-employee relationship.

Using the Framework for Superintendent and Board Evaluation

Applying all of the benchmarks and features at the same time would be daunting, and possibly, counterproductive. Dependent on the context of a division's needs or priorities at any given time, the board and superintendent should select the specific benchmarks and features for the evaluation period. When the benchmarks and features have been chosen, the board and superintendent should identify evidence on which to assess performance.

The following example illustrates Benchmark 1A with two features and evidence that may be established.

Vision and Values

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.

Benchmark

In the school division, there is a statement of the vision and mission that is led by values.

Feature: Directs strategic planning and change efforts with an emphasis on teaching and learning, reasonable risk taking, and innovation.

Evidence

Superintendent	Board
Directs development of process data gathering to inform strategic planning	Uses data to guide decision-making
Initiates and facilitates a comprehensive and collaborative strategic planning process	Consults community in setting priorities
Facilitates analysis and interpretation of input of various stakeholders into the planning process	Sets priorities and identifies desired outcomes
Develops detailed action plan	Approves resource allocation to support the action plan

Feature: Understands and models appropriate values, ethics and moral leadership.

Superintendent	Board
Respectful and caring interactions with staff, students and parents	Demonstrates inclusive approaches to school programming and community involvement
Monitors and ensures congruency between policy and values	Develops policies that address issues of equity, fairness and non-discrimination, and monitors compliance
Decisions reflect balance between individual and the common/collective good	Avoids conflict of interest situations; puts whole school division's interest before those of individual members

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); and
 - e. additional information sources (e.g. divisional plan, role descriptions for board and superintendent, divisional policies, 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. Share 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. Vision and Values

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.

BENCHMARKS Policies and governance processes in the School Division	SAMPLE FEATURES The Superintendent:	SAMPLE FEATURES The School Board:
<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. Assisted by the trustees, develops a collective vision for the division based on its values. Understands and models appropriate values, ethics, and moral leadership. 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. 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. Engages community and divisional staff in the articulation of collective vision and values for the division. Models divisional values and utilizes values, vision and mission as filters for policy development and decision-making at the board level. Monitors divisional processes and outcomes to ensure congruency with values, vision and mission. 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. Promotes appropriate involvement by students, parents and community, as well as staff in school and division decision-making. Is knowledgeable about research and good practice with respect to multicultural sensitivity and the adaptation of programs to meet the needs of diverse communities. Provides leadership in social inclusion to address the diversity of student populations and communities. Serves as an articulate spokesperson for the welfare of all students in the multicultural context of education. Manages a balance between community demands and what is in the best interest of students.</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 divisional level. Endorses and promotes socially inclusive policies and practices to address the needs of diverse student populations and communities. Represents and advocates for all students and all communities within the division. Makes decisions that balance community demands with what is in the best interests of students.</p>
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<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. Ensures that each school explicitly expresses its expectations for learning. 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. Recognizes and celebrates student achievement and staff accomplishments within the division. 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>
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2. Governance and Policies

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.

BENCHMARKS Policies and governance processes in the School Division	SAMPLE FEATURES The Superintendent:	SAMPLE FEATURES The School Board:
<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>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>Sets clear expectations for monitoring and reporting on the implementation and application of divisional policies.</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. Articulate 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 within the division.</p>

<p>D. Provide a framework for teaching and learning within the division.</p>	<p>Processes 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>
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3. Professional Practices and Board Operations

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.

BENCHMARKS The School Division's Practices	SAMPLE FEATURES The Superintendent:	SAMPLE FEATURES The School Board:
<p>A. Enhance communication and relationships among all members of the educational community.</p>	<p>Demonstrates the attributes of a skilled listener and speaker. Demonstrates effective presentation, facilitative and discussion techniques. Models a positive and problem-solving approach to challenges. Models effective communication strategies and relationship skills with all members of the educational community, including government at all levels. 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. Actively seeks constituent and community input and seeks to consult and collaborate in planning, budgeting and policy development processes within the division. Models a positive and problem-solving approach to challenges.</p>

<p>B. Employ organizational processes and strategies for optimum use of divisional human, material and financial resources.</p>	<p>Delegates effectively for task accomplishment. Uses evidence to make decisions about facilities and human resources. Anticipates factors that will affect planning contexts. Establishes structures to guide the annual budget development process, and financial procedures and services. Establishes structures for appropriate allocation and development and support of divisional personnel. Establishes structures for ancillary services to support student learning.</p>	<p>Establishes an annual budget process that is comprehensive and inclusive in its consideration of resource issues and concerns. Uses evidence and data to make decisions about the allocation of human, capital, and fiscal resources to meet divisional goals. Respects the professional expertise of staff and delegated authorities within the division with regard to operational issues. Conducts an annual performance review of the superintendent/CEO.</p>
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<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. Provides leadership for effective development and implementation of curriculum. Oversees processes that ensure assessment and diagnosis of student needs and the provision of resources to meet those needs. Provides leadership for effective program review. Institutes effective processes to gather information about student learning to inform decision-making. Oversees comprehensive, fair, and consistent student evaluation and reporting processes to inform students and their parents about student learning. Provides leadership to guide effective system-wide professional development processes.</p>	<p>Provides a policy framework for curriculum planning, development and implementation within the division. Sets clear expectations for monitoring and reporting of student learning outcomes and staff performance appraisal processes. Uses outcomes data to inform decision-making about teaching and learning within the division.</p>
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<p>D. Reflect characteristics of a learning community.</p>	<p>Is a resilient and creative learner. Values new opportunities for his/her professional learning. Articulates a professional learning plan targeted to the realities and challenges of his/her role. Embraces evidence, research and innovation in his/her professional learning.</p>	<p>Values new learning and board development activities for all board members. Articulates a policy framework and an annual plan for board evaluations including board development activities. Encourages the active participation of all trustees in both individual and board learning endeavours.</p>
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Appendix E

MASS POLICY AND POSITION MANUAL

Superintendency.....No. SUPT- 3.0

POLICY STATEMENT Approved AGM May 17, 2007

SUBJECT: SUPERINTENDENCY: Performance Assessment

Purposes for Superintendent Performance Assessment

The purposes for the performance assessment of the superintendent are:

- to enhance the collaborative working relationship between the board and the superintendent.
- to clarify the distinction between board and superintendent responsibilities.
- to measure the ability of board and superintendent to work as an effective leadership team.
- to support the professional and personal growth of the superintendent as educational leader of the division.
- to determine progress toward the stated goals of the division plan.
- to provide opportunity for the superintendent self-review and assessment.
- to identify professional learning needs for the superintendent.
- to identify potential challenges and opportunities and envision future directions for the division.
- to fulfill contractual and legal obligations of the board and superintendent.

Principles:

- The contributions of the superintendent and board of trustees in the achievement of the division goals are valued.
- The collective commitment of the superintendent and the board of trustees to quality education for all students is reflected in the process.
- Commitment to and the practice of honesty, fairness, trust, justice and mutual respect is incorporated in the process.
- The details of the process are mutually agreed upon by the board and the superintendent.
- The performance assessment is based upon an ethical process of data collection.
- The process is relevant to the identified job description and role of the superintendent.
- The process is relevant to the strategic plan of the division and the priorities of the board.
- The confidentiality of the employer-employee relationship is respected.
- The superintendent is entitled to a written report that is the result of ongoing discussion, formative evaluations, and the summative assessment of the divisional goals.
- Prompt feedback is provided to the superintendent to assist him/her to respond to concerns and build upon strengths.
- The written evaluation reflects the opinion of the board of trustees as a whole.
- The superintendent is entitled to a signed and dated copy of his/her evaluation, as well as an opportunity for discussion.

Procedures:

Articulation of roles and responsibilities clarifies the job descriptions of the superintendent and board and enhances and optimally precedes the evaluation process. MASS and MSBA recommend using The Framework for Superintendent

and Board Evaluation to align the roles and responsibilities with the criteria for evaluating the board and superintendent.

Recommended process elements include the following.

1. Discussion and mutual agreement between the board and superintendent regarding responsibilities, timelines, dates for meetings, evaluation criteria and data sources for current year's process with reference to policy and role descriptions for board and superintendent. Relevant documents would include the:
 - divisional plan
 - divisional policy,
 - job/role descriptions, and
 - MASS/MSBA Framework for Superintendent and Board Evaluation
2. Collection of assessment data and documentation relevant to the achievement of organizational goals and priorities and other mutually agreed upon criteria.
3. Review and discussion of the data/documentation by the board and superintendent to assess divisional achievements over the past year and progress toward stated longer-term goals. This formative assessment can be supplemented by periodic monitoring and review on a regular basis throughout the year.
4. Self-assessments by the board and by the superintendent.
5. Discussion and sharing of results in the self-assessment phase.
6. Preparation of summaries of board and superintendent self-assessment exercises and Step 3 discussions.
7. Discussion of reports to identify needed areas of improvement and professional development focus for the board and for the superintendent.
8. Evaluation of the process to identify necessary or desirable changes in policy or practice.

Appendix F

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