



MCCPS Board of Trustees

Personnel Committee Meeting

Amended on March 5, 2018 at 5:45 PM EST

Date and Time

Monday March 5, 2018 at 7:00 PM EST

Location

MCCPS, Room 8L

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order		Artie Sullivan	2 m
B. Record Attendance and Guests		Katie Sullivan	1 m
C. Approve Minutes	Approve Minutes	Katie Sullivan	5 m
II. Old Business			
A. Progress of HOS Goals 2017-2018	Discuss	Nina Cullen-Hamzeh	10 m
HOS to present overlay of HOS goals and the rubric. Discussion of mid-cycle progress relative to goals and rubric. Complete Mid-Cycle Evaluation Forms.			
B. HOS Annual Review	Discuss	Artie Sullivan	20 m
Discuss HOS Annual Review Rubric, and schedule for completion of Committee work to present to full Board.			
Board has asked Personnel Committee to present training to the Board for their role in the HOS Evaluation Process.			
C. SUCCESSION PLAN	Discuss	Artie Sullivan	10 m
CONTINUE DISCUSSIONS TO DEVELOP A SUCCESSION PLAN FOR THE POSITION OF HOS			
D. POLICY REVIEW	Discuss	Artie Sullivan	10 m

CONTINUE DISCUSSIONS OF POLICY REVIEW AS PERTAIN TO SCOPE OF PERSONNEL COMMITTEE

1. Links to Personnel Policies
 1. Marblehead - <http://www.marbleheadschoools.org/mps-policy-manual>
 1. Scroll down to section G - Personnel
 2. Salem Personnel - http://salemk12.org/pages/SPS_DistSchoolCom/SPS_Policy_Manual_Folder/4000_Personnel

III. New Business

IV. Action Items

- | | | | | |
|-----------|--|---------|----------------|-----|
| A. | Review Action Items from Meeting | FYI | Katie Sullivan | 5 m |
| | Review Action Items form meeting, including who is responsible, item to be completed and time frame for status report or completion. | | | |
| B. | Meeting Schedule | Discuss | Artie Sullivan | 5 m |
| | Look to schedule next few meetings on Committee. | | | |

V. Closing Items

- | | | | | |
|-----------|-----------------|------|------------|-----|
| A. | Adjourn Meeting | Vote | Katie Hope | 5 m |
|-----------|-----------------|------|------------|-----|

Coversheet

Progress of HOS Goals 2017-2018

Section: II. Old Business
Item: A. Progress of HOS Goals 2017-2018
Purpose: Discuss
Submitted by:
Related Material: HOS Mid-cycle Evaluation Form.docx

Name: _____ Date: _____

Head of School Mid-cycle Review

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.
 Check one box for each goal.

Goal(s)	Description	Not Started	Off Target	On Target
Professional Practice				
		☒	☒	☒
Student Learning				
		☒	☒	☒
School Improvement				
		☒	☒	☒

Comments:

Coversheet

HOS Annual Review

Section: II. Old Business
Item: B. HOS Annual Review
Purpose: Discuss
Submitted by:
Related Material: HOS Evaluation Policy & Procedures APPROVED 6-14.docx
HOS Summative Evaluation Forms.docx

Marblehead Community Charter Public School Head of School Evaluation Policy and Procedures

Approved June 3, 2014

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

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Marblehead Community Charter Public School Head of School Evaluation Policy and Procedures

Overview

The creation of these evaluation processes and procedures took place during the 2013/2014 school year and was constructed by the Personnel Committee, in collaboration with the Head of School, with the intention of implementation beginning with the 2014/2015 school year.

Currently all MCCPS educators are evaluated with the use of the Massachusetts Department of Elementary and Secondary Education's Model System for Educator Evaluation. To be consistent with these evaluation processes and procedures, the Personnel Committee closely examined the evaluation model for School Level Administrators, and for Superintendents produced by Massachusetts Department of Elementary and Secondary Education (DESE). These two models were used as the basis for the evaluation processes and procedures for the Head of School. Although the 5 Step Cycle for Evaluation and performance ratings are the same for both educators and the Head of School, the rubric to be used to rate the Head of School needed to be altered to address the various and different responsibilities that accompany this position. Both rubrics were merged together to fit the unique position of the MCCPS Head of School, who serves at times as both the Superintendent and school level administrator. In the interest of best practice, it is recommended that these policies and procedures be reviewed annually and revised as needed.

The Personnel Committee would like to thank all who have been involved in the creation of this evaluation tool. Looking forward, the Personnel Committee will continue to support the MCCPS Head of School and Board of Trustees throughout the implementation of these new evaluation processes and procedures. The Personnel Committee will also assist in the collection of evidence, clarification of evaluation concerns, and continue to welcome feedback and suggestions. Although this process has been formalized, it is important to also note that unforeseen situations or concerns could arise. The Personnel Committee will continue to make agreed upon adjustments as needed. It is with great enthusiasm that we begin this process.

The Evaluation Process for Head of School

Standards, Indicators, and Rubric

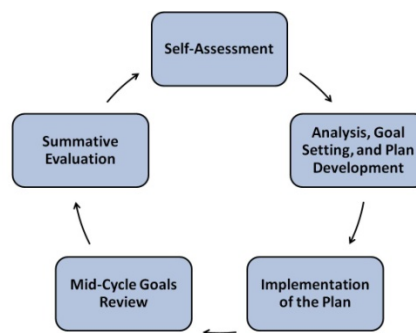
This Implementation Process contains Standards and Indicators of effective Head of School practice that are based on the Standards and Indicators of effective administrative leadership practice detailed in the DESE regulations. The Standards and Indicators have been turned into a rubric that specifies the elements of each indicator and then describes the elements at four levels of performance: *Unsatisfactory*, *Needs Improvement*, *Proficient*, and *Exemplary*.

A rubric is a critical component of the regulations. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They can foster constructive dialogue about performance expectations and how to improve practice. Used well, the rubrics prompt careful analysis, thoughtful discussion and constructive feedback.

Annual Five-Step Cycle of Continuous Improvement

This Implementation Process is organized around the five-step cycle, a centerpiece of the new regulations designed to have educators play a more active, engaged role in their professional growth and development.

Under the regulations, evaluation is an annual process beginning with self-assessment and concluding with summative evaluation. It also is a continuous improvement process in which evidence from the summative evaluation becomes an important source of information for the Head of School self-assessment and the school's subsequent goal setting.



For Head of School evaluation, the annual cycle includes the following:

- **Cycle Step 1: Head of School Self-Assessment.** The Head of School conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on school goals (when available), the prior year's evaluation and rating, and other relevant evidence. Based on that assessment, the Head of School identifies at least two goals to propose to the Board: one related to improving his or her own professional practice and one related to improving student learning.
- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the Board and Head of School review the proposed goals, key strategies, and benchmarks of progress¹. In consultation with the Head of School and with the objective of achieving mutual agreement, the Board revises, as needed, and adopts at least one professional practice and one student learning goal.

In addition, the Head of School and Board develop at least one school improvement goal with key strategies and benchmarks. Once adopted, the professional practice, student learning, and school improvement goal(s)—with their key strategies and benchmarks of progress—become the Head of School Annual Plan. The plan serves as a basis for assessing the Head of School performance.

- **Cycle Step 3: Head of School Plan Implementation and Collection of Evidence.** The Head of School implements the Head of School Plan with assistance from the Board as appropriate. Board members and the Head of School individually collect evidence of progress on goals and performance against the Standards.
- **Cycle Step 4: Mid-Cycle Goals Review.** At a mid-cycle public meeting (or series of meetings), the Head of School reports on progress being made on the goals in the Head of School Annual Plan. The Board reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the Head of School.
- **Cycle Step 5: End-of-Cycle and Summative Evaluation Reports.** The Head of School prepares an End-of-Cycle Report on progress toward each goal and performance against the Standards. In a public meeting, the Board completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the Head of School performance against the Standards (see Appendix E for step-by-step details of conducting the End-of-Cycle Summative Review).

The annual cycle will begin on July first per the Head of School contract.

Goals for Student Learning, Professional Practice, and School Improvement

Within the cycle, the Implementation Process focuses attention on establishing three kinds of goals:

- Student learning goals
- Professional practice goals
- School improvement goal(s)

¹ Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this component of the Head of School evaluation and others, where noted, must take place in a public meeting. Further detail is provided in Appendix J of this Guide.

Goal setting focuses on both improving student achievement and developing professional practice. Including school improvement goal(s) for the Head of School helps ensure that the evaluation process is closely coordinated with the overall school improvement planning process.

Rating the Head of School Performance Against Standards

The Head of School will earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. It is expected that most effective Heads of School will be rated Proficient on a standard rather than Exemplary because Exemplary is reserved for administrators whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an indicator or standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few Heads of Schools are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new Heads of School, performance is on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

Conducting the Evaluation Process

The Board and Head of School will hold an orientation on the process before launching Step 2 of the five-step evaluation cycle, especially in the first years of its use.² The Chair and Head of School should ensure that every member of the Board of Trustees receives a copy of the Head of School Implementation Policy and Procedures including the End-of-Cycle Summative Evaluation Report and the rubric. All Board members and the Head of School need to have an opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved.

Step 1 of the Cycle: Head of School Self-Assessment

1. The Head of School completes the self-assessment.

Using the rubric that describes the four levels of performance, the Head of School assesses his or her practice in relation to the four Standards and Indicators. The Head of School examines a wide range of evidence.

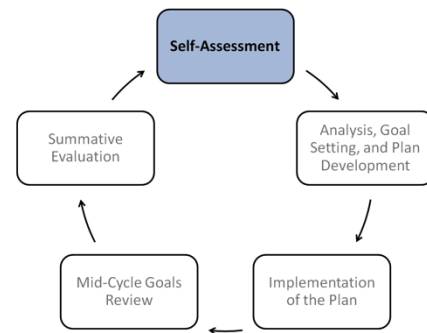
2. The Head of School identifies professional practice and student learning goals.³

The Head of School uses the self-assessment to identify goals to propose to the Board. At least one of the goals is related to improving student learning, and one is related to improving the Head of School's own professional practice. For each goal, the Head of School identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goals.

3. The Head of School drafts at least one school improvement goal.

In consultation with others, the Head of School drafts at least one school improvement goal with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the Head of School seek out Board perceptions of school needs and priorities in advance of drafting school improvement goals.

4. The Head of School combines the goals into a draft Head of School Annual Plan to propose to the Board.



² For a summary of Head of School and Board responsibilities in the Head of School evaluation process, see Appendix C for Boards and Appendix D for Head of Schools.

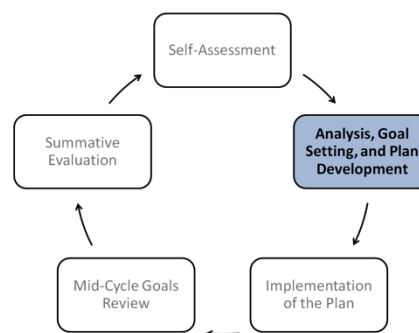
³ Appendix F, "What Makes a Goal 'SMART'?", provides information on setting specific, measurable, and actionable goals.

Step 2 of the Cycle: Analysis, Goal Setting, and Head of School Plan Development Meeting

Each of the following steps takes place at a public meeting.

1. The Head of School and Board review the rubric.

The Head of School and Board review the rubric that describes the Standards and Indicators for effective Head of School practice at four levels of performance. The purpose of this joint review is to help the Head of School and Board members clarify roles, responsibilities, and expectations.⁴



The focus of the rubric review is on the elements within each indicator. In collaboration with the Head of School, the Board asks and answers the following questions:

- Are any revisions to the elements necessary to reflect the school context?
- Are there any elements for which *Proficient* performance will depend on factors beyond the control of the Head of School? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any standards, indicators, or elements that will be weighted more heavily than others by the Board in rating the Head of School performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the Chair should make appropriate annotations on the End-of-Cycle Summative Evaluation Report to reflect the decisions made.

2. The Head of School presents the proposed Head of School plan to the Board.

The Head of School meets with the Board to present:

- Proposed professional practice and student learning goals
- Proposed school improvement goal(s)
- Key actions, timelines, and benchmarks the Head of School proposes be gathered for the evaluation process

⁴ Some Board members may prefer to conduct the review of the rubric during a planning and orientation meeting.

3. The Board decides on the Head of School Annual Plan.

Following discussion of the Head of School proposed goals the Board determines the professional practice and student learning goals and the evidence that will be used to complete the evaluation process and determine the Head of School performance ratings on each standard and overall.

In addition, the Board and Head of School discuss the school improvement goal(s) for the year ahead. The Board adopts school improvement goals with key strategies, timelines, and benchmarks for assessing progress.

Once adopted, the school improvement, student learning, and professional practice goals—and their associated key strategies, timelines, and benchmarks of progress—become the Head of School Annual Plan. At this time, roles and responsibilities in the gathering of evidence will be determined.

The process of developing the Head of School Annual Plan is designed to ensure that the Head of School and Board can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain Standards and/or Indicators is considered significantly more important than others, this is also the time for Board members to offer feedback and make those expectations clear. The Chair should annotate the End-of-Cycle Summative Evaluation Report to reflect these priorities.

A note on establishing priorities among Standards: State regulations place a priority on Standard I, Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I.

A note on multiyear goals: Boards and Heads of School often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Head of School Annual Plan.

Step 3 of the Cycle: Plan Implementation and Collection of Evidence

1. The Head of School implements the plan.

The Head of School, in collaboration with the Board, implements the plan.

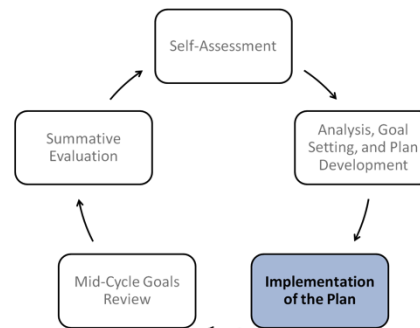
2. The Head of School and Board members individually collect evidence.

Head of School. The Head of School collects evidence described in the plan and other relevant evidence from three categories: (1) observations and artifacts of practice; (2) multiple measures of student learning, achievement, and growth; and (3) other relevant data, including student, parent and staff survey data.

Board. The Board reviews evidence described in the plan and other relevant evidence at a public meeting.

Examples of the evidence that may be most useful for Head of School and/or Board members to collect are included in the End-of-Cycle Summative Evaluation Report in Appendix B. For example, evidence may include:

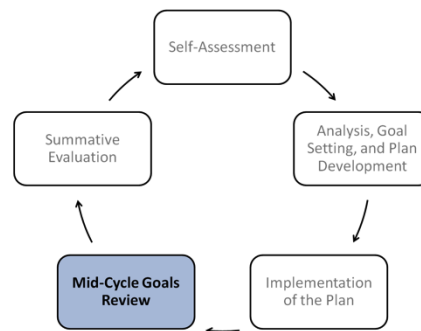
- Mid-cycle and end-of-cycle reports on progress made on the goals
- Board agendas, materials, and minutes
- Observations of the Head of School “in action” at Board meetings, in forums with faculty, and in community events
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- School improvement plans
- Staffing and enrollment analyses
- External reviews and audits
- Head of School analysis of educator practice and student learning goal(s)
- Samples of leadership team agendas the Head of School selects
- Reports about student and staff performance



Step 4 of the Cycle: Mid-Cycle Goals Review Meeting

1. The Head of School prepares a progress report.

At mid-cycle, the Head of School synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Head of School Annual Plan to present to the Board for review. To enhance public understanding of the evaluation process, the Head of School typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the Board.



2. The Board and Head of School review the progress report at a public meeting:

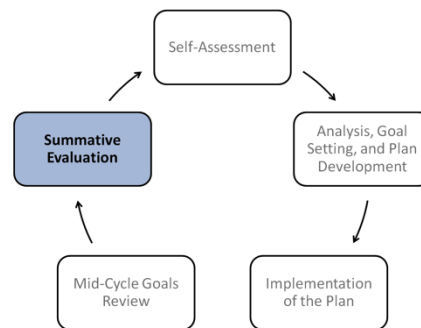
The Head of School and Board review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the Board review the report and evidence at the same meeting at which the Head of School presents the report or at a subsequent regularly scheduled meeting of the Board.

Step 5 of the Cycle: End-of-Cycle and Summative Evaluation and Report⁵

1. The Head of School submits an End-of-Cycle Progress Report.

The Head of School prepares and submits to the Board an assessment of:

- Progress on the goals
- Performance on each of the Standards



⁵ Appendix E offers a detailed step-by-step guide to conducting the end-of-cycle performance review.

2. Each Board member prepares an End-of-Cycle Summative Evaluation Report.

Each Board member reviews the evidence and report prepared by the Head of School as well as any other relevant evidence for the purpose of arriving at:

- An assessment of progress on goals
- A rating of the Head of School performance on each of the Standards
- An overall rating of the Head of School performance

3. The Board Chair drafts an End-of-Cycle Summative Evaluation Report.

The Board Chair compiles the End-of-Cycle Evaluation Reports compiled by each member of the Board and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The Board adopts a final End-of-Cycle Summative Evaluation Report.

At a regular or special meeting of the Board, the Head of School and Board discuss the report. The Board adopts an End-of-Cycle Summative Evaluation Report.

A Note on using the End-of-Cycle Summative Evaluation Report form:⁶

The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The Head of School and/or Chair record the goals established in the Head of School Annual Plan and match each to one of the four Standards of performance.
- The Head of School and/or Chair annotate the End-of-Cycle Summative Evaluation Report to reflect goals, Standards and/or Indicators, which may be considered priorities by the Board.
- Individual Board members use it to complete their individual End-of-Cycle Summative Evaluation Reports.
- The Board Chair uses it to draft a composite End-of-Cycle Summative Evaluation Report
- The Board Chair or designee record the End-of-Cycle Summative Evaluation Report adopted by the Board.
- In addition, the Head of School may use the report to record key components of his or her End-of-Cycle Progress Report.

⁶ The End-of-Cycle Report Form appears as Appendix B

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the Head of School prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the Board's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the Head of School has critical feedback needed to begin to consider the goals he or she will propose to the Board for Step 2 of the evaluation process. Of course, it is not all of the information the Head of School will want to consider. For example, reviewing evidence about progress on school and school goals with school administrators, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the Board's End-of-Cycle Summative Evaluation Report are key to ensuring that the dream of continuous improvement becomes a reality.

Appendices: Resources to Support Effective Implementation

Appendix A. Standards and Indicators of Effective Head of School Leadership Rubric

Guide to Head of School Rubric

Rubrics – defined in state regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the MCCPS Head of School Evaluation. Rubrics are designed to help administrators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the MCCPS Head of School Rubric based on the Massachusetts’s Department of Elementary and Secondary Education’s (ESE) Model.

Structure of the Head of School Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all educators: *Instructional Leadership*; *Management and Operations*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Head of School rubric including *Curriculum*, *Instruction*, and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Head of School Rubric

This rubric describes administrative leadership practice. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the Head of School by the MCCPS Board of Trustees. This rubric can also be used by the Head of School for the evaluation of other staff, such as assistant Head of School, school business administrator, and director of special education.

The responsibilities of educators to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum Indicator</p> <ol style="list-style-type: none"> Standards-Based Unit Design Lesson Development Support <p>B. Instruction Indicator</p> <ol style="list-style-type: none"> Instructional Practices Quality of Effort & Work Diverse Learners' Needs <p>C. Assessment Indicator</p> <ol style="list-style-type: none"> Variety of Assessments Adjustment to Practice <p>D. Evaluation Indicator</p> <ol style="list-style-type: none"> Educator Goals Observations & Feedback Ratings Alignment Review <p>E. Data-Informed Decision Making Indicator</p> <ol style="list-style-type: none"> Knowledge & Use of Data School Goals Improvement of Performance, Effectiveness, and Learning 	<p>A. Environment Indicator</p> <ol style="list-style-type: none"> Plans, Procedures, and Routines Operational Systems Student Safety, Health, and Social and Emotional Needs <p>B. Human Resources Management & Development Indicator</p> <ol style="list-style-type: none"> Recruitment & Hiring Strategies Induction, Professional Development, and Career Growth Strategies <p>C. Scheduling & Management Information Systems Indicator</p> <ol style="list-style-type: none"> Time for Teaching and Learning Time for Collaboration <p>D. Law, Ethics & Policies Indicator</p> <ol style="list-style-type: none"> Laws and Policies Ethical Behavior <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> Fiscal Systems Fundraising 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> Family Engagement Community and Business Engagement <p>B. Sharing Responsibility Indicator</p> <ol style="list-style-type: none"> Student Support Family Collaboration <p>C. Communication Indicator</p> <ol style="list-style-type: none"> Two-Way Communication Culturally Proficient Communication <p>D. Family Concerns Indicator</p> <ol style="list-style-type: none"> Family Concerns 	<p>A. Commitment to High Standards Indicator</p> <ol style="list-style-type: none"> Commitment to High Standards Mission and Core Values Meetings <p>B. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> Policies and Practices <p>C. Communications Indicator</p> <ol style="list-style-type: none"> Communication Skills <p>D. Continuous Learning Indicator</p> <ol style="list-style-type: none"> Continuous Learning of Staff Continuous Learning of Administrator <p>E. Shared Vision Indicator</p> <ol style="list-style-type: none"> Shared Vision Development <p>F. Managing Conflict Indicator</p> <ol style="list-style-type: none"> Response to Disagreement Conflict Resolution Consensus Building

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that educators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to educators to employ effective strategies such as backward designing for ensuring well-designed standards-based units and checks that educators engage in instructional planning. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance to ensure that educators design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers educators to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects educators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for educators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to educators on how to establish effective strategies for well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports educators to learn and establish effective strategies for ensuring well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports educators to collaborate on developing strategies to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that educators identify effective teaching strategies when observing practice and review unit plans..	While the Head of School may observe educators' practice and artifacts, s/he only occasionally looks for evidence that educators are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing educators' practice and artifacts, ensures that educators identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing educators' practice and artifacts, ensures they know and employ effective strategies and practices for improving instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work school-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work school-wide, but allows expectations to be inconsistently applied across the school.	Sets and models high expectations for the quality of content, student effort, and student work school-wide and supports educators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work school-wide and empowers educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that educators identify effective teaching strategies and practices that are appropriate for diverse learners.	While the Head of School may observe educators' practice, s/he only occasionally looks for evidence that educators are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing educators' practice, ensures they look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that educators know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

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Indicator I-C. Assessment: Ensures that all educators facilitate practices and use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own strategies.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports educators to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads educator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate educator teams to review assessment data.	Suggests that educator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for educators to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.	Leads, plans, facilitates, and supports educator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

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Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all educators in alignment with state regulations and contract provisions including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to educators.
3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice, student learning and/or school improvement goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators to develop professional practice, student learning and, where appropriate, school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports educators to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, school improvement goals.	Supports educators to develop and attain meaningful, actionable, and measurable professional practice, student learning and school improvement goals and models this process through the Head of School's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts classroom visits to observe educators practice and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced classroom visits to observe educator practice, rarely provides feedback that is specific and constructive for educators, and/or critiques struggling educators without providing support to improve their performance.	Typically makes at least five unannounced visits to classrooms per week and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Makes multiple unannounced visits to classrooms every week to observe educator practice and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than <i>Proficient</i> . Is able to model this element.

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I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support around this practice. Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to educators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support around this practice. Is able to model this element.

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Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state and school assessment results and growth data, to inform school goals and improve organizational performance, educator effectiveness, and student learning.				
I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school performance, and/or does not analyze the data accurately.	May work with educators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Supports educators in identifying a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	Leads educators to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for educators. Is able to model this element.
I-E-2. School Goals	Gathers limited information on school strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses school strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school strengths and areas for improvement to inform the creation of focused, measurable school goals. Provides support to educators in their efforts to create focused, measurable learning goals.	Involves stakeholders in a comprehensive diagnosis of school strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with educators or provide them with resources and support to use data to make adjustments to learning plans, and/or model appropriate data analysis strategies.	Shares limited data with educators to identify student and/or educator subgroups that need support; provides limited assistance to educators in using data to improve performance.	Uses multiple data sources to evaluate educators and school performance. Provides educators with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate educators and school performance. Leads educators to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and school-wide improvement. Is able to model this element.

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Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the school effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide staff, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower educators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Inadequately supervises or supports custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a school environment in which custodial, staff, and students take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Leaves student discipline largely up to educators to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	May urge educators to demand good student behavior but allows varying standards to exist in different classrooms. Supervises and supports educators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Demonstrates high expectations for student behavior and provides appropriate training for staff and educators to uphold these expectations. Establishes school-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements school-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

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Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective educators and staff.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators and staff who share the school's mission.	Consistently identifies effective educators and staff who share the school's mission. Empowers educators and staff members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new staff, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-wide induction program for new staff and educators and/or inconsistently implements the school's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective staff and educators' career growth. Does not establish criteria for the awarding of leadership roles.	Develops school-based induction support for new staff and educators and/or consistently implements the school's induction strategy; organizes high-quality job-embedded professional development aligned with school goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of leadership roles, and monitoring progress and development.	Facilitates the mentor-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for staff and educator growth and learning. Develops school criteria for the awarding of leadership roles. Is able to model this element.

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Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for educators.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time. Does little to minimize disruptions to instructional time and minimize disruptions and distractions for educators.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for educators; and consistently monitors the extent to which these systems are effective	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers educators to do the same. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for educator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the educator team meetings.	Sets inconsistent expectations for educator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for educator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with educators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

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Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, MCCPS Board of Trustees policies, and ethical guidelines.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates and Board of Trustees policies.	May know state and federal laws and mandates and Board of Trustees policies, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates and Board of Trustees policies. Provides the resources and support to ensure school-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates and Board of Trustees policies. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects all school personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.
Indicator II-E. Fiscal Systems: Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the school's goals or mismanages available resources.	Develops a budget that loosely aligns with the school's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the school's vision, mission, and goals. Allocates and manages expenditures consistent with school goals and available resources.	Leads the Finance Committee to develop a school budget that aligns with the school's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with school goals; and seeks alternate funding sources as needed. Is able to model this element.

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II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-2. Fundraising			Board and Head of School need to define Proficient performance for this element	

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Standard III: Family and Community Engagement. *Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school.*

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school and community.

III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with educators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with educators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contribution. Is able to model this element.

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Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with educators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks educators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with educators to support families to address student needs, utilizing resources within and outside of the school.	Provides resources and support to enable educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with educators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for educators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support educators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

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Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communica- tion	Does not set clear expectations for or provide support to educators to communicate with families. School communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communica- tion	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for educators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that school-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

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Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.				
III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May provide systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems and support for educators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, educators, and staff and are in the best interest of students. Is able to model this element.

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Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff and educators.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the educators, and/or may demonstrate low expectations for educators and staff.	May ask educators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, for all educators, with high expectations for achievement for all.	Leads educators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with educator teams regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision-making.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.	Encourages staff and educators to work together to develop core values and mission statements, share these statements with families and the school community, and use them to guide decision making. Is able to model this element.

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IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-3. Meetings	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for staff and educators behavior.	Plans and facilitates engaging meetings in which small groups of educators learn together and create solutions to instructional leadership issues. Staff and educators have established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the meetings. Is able to model this element.

Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support educators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having diverse educators, staff, and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of educators, students and staff. Provides educators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of educators, students and staff. Empowers educators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

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Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

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Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which educators are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among educators, and staff.	May encourage educators to reflect on the effectiveness of interactions with other educators and students and to use data and best practices to adapt practice but does not support educators in these practices.	Leads all educators to reflect on the effectiveness of interactions with other educators and students. Ensures that educators use data, research, and best practices to adapt practice to achieve improved results.	Models for educators how to reflect on the effectiveness of interactions with other educators and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages educators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages educators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads educators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

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Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout the school community.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the educators and staff.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the educators and staff to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the educators and staff.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports educators and staff to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Builds consensus within the school community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

Appendix B. End-of-Cycle Summative Evaluation Report: Head of School

End-of-Cycle Summative Evaluation Report: Head of School

Head of School: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new Heads of School, performance is on track to achieve proficiency within three years.

Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Head of School

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are required in support of any rating.

Comments:

Name: _____ Date: _____

Head of School Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Improvement						
3	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Head of School Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all Heads of School and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state and school assessment results and growth data—to inform school goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for all ratings):

Examples of evidence Head of School might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant Board meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of school assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

Head of School Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for all ratings):

Examples of evidence Head of School might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | |
| <input type="checkbox"/> External reviews and audits | <input type="checkbox"/> Relevant Board meeting agendas/minutes/materials | |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | |

Head of School Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school.
--	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for all ratings):

Examples of evidence Head of School might provide:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Goals progress report <input type="checkbox"/> Participation rates and other data about school family engagement activities <input type="checkbox"/> Evidence of community support and/or engagement | <ul style="list-style-type: none"> <input type="checkbox"/> Sample school newsletters and/or other communications <input type="checkbox"/> Analysis of school improvement goals/reports <input type="checkbox"/> Community organization membership/participation/contributions | <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders <input type="checkbox"/> Relevant Board presentations and minutes <input type="checkbox"/> Other: _____ |
|---|---|---|

Head of School Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV <i>(Circle one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for overall ratings)

Examples of evidence Head of School might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> Board meeting agendas/materials |
| <input type="checkbox"/> School improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of Head of School/administrator practice goals | <input type="checkbox"/> Other: _____ |

Appendix C. Board Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Head of School Leadership.
2. Participate in orientation training to strengthen capacity to implement the Head of School Evaluation effectively and with integrity.¹
3. **Board Chair.** Oversee the Head of School evaluation process and ensure that all steps in the process are conducted effectively and with integrity.
4. Identify the Head of School strengths and areas for improvement and make recommendations for improvement.
5. Ensure that the goals and actions detailed in the Head of School Annual Plan are:
 - a. Challenging
 - b. Measurable
 - c. Focused on high-priority needs of the school's students
6. **Board Chair.** Lead the mid-cycle goals review meeting and end-of-cycle summative evaluation meeting.
7. Ensure that the End-of-Cycle Summative Evaluation Report contains accurate information and appropriately reflects the Head of School individual performance.

¹ The Attorney General has recently issued guidance in the form of frequently asked questions concerning the procedure to conduct Head of School evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009). The Attorney General's guidance is included elsewhere in this guide.

Appendix D. Head of School Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Head of School Leadership.
2. Participate in orientation training to strengthen capacity to implement the Head of School Evaluation effectively and with integrity.
3. Prepare for the goal setting and plan development meeting with the Board:
 - a. Complete a self-assessment of practice using the rubric.
 - b. Analyze data on student learning, growth, and achievement.
 - c. Analyze student and staff data, where available.
 - d. Assess school and school progress, strengths, and areas in need of improvement.
 - e. Seek input from the administrative team and others, as appropriate.
 - f. Draft three to six goals (“SMART”),¹ each with key strategies, timelines, and benchmarks of progress:
 - At least one goal to improve student learning
 - At least one goal to improve his or her own professional practice
 - Goal(s) for school improvement
4. Meet with the Board to discuss the professional practice and student learning goals you are proposing. Collaborate with the Board to identify school improvement goals. Accept revisions determined by the Board.
5. Implement the plan's goals, and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards, progress in attaining the goals, and impact on student learning.
6. Prepare a mid-cycle report on progress on the goals and present it to the Board.
7. Prepare an end-of-cycle report on progress on the goals and performance on the Standards.
8. Participate actively in the end-of-cycle evaluation meeting.

¹ See Appendix F, “What Makes a Goal “SMART”?”

Appendix E. Step-by-Step—Conducting the End-of-Cycle Summative Evaluation

Step 1: Individual members assess goal attainment. First, each Board member reviews the Head of School End-of-Cycle Progress Report and other relevant evidence to make an individual determination of the progress the Head of School has made on the goals detailed in the plan. Progress toward each goal is described as:

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

Step 2: Individual members rate performance against the Standards. Next, each member renders a judgment about the Head of School performance against each Standard, rating it:

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

To reach a judgment on each standard, the Board member assesses performance against each indicator, taking into account, at a minimum, the progress on the goals most directly related to each standard. A rating of *Proficient* represents fully satisfactory performance. A rating of *Exemplary* is reserved for performance that exceeds *Proficient* and represents a regional or state model. For new Heads of School, a rating of *Needs Improvement* should be seen as developing, reflecting the judgment that the new Head of School performance on this indicator or standard is on track to becoming *Proficient* within three years.

A primary purpose of the five-step evaluation cycle is continuous improvement. Thoughtful feedback is important for continuous improvement. Board members should support their ratings with written comments, citing the evidence they found most compelling as they decided on ratings.

Step 3: Individual members rate overall performance. Third, each member renders a single overall summative judgment of the Head of School performance based on performance against each of the four Standards and attainment of the goals detailed in the Head of School Annual Plan. As with each standard, the overall rating is one of four: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*. Again, the high standard for a rating of *Proficient* and the even higher standard for a rating of *Exemplary* prevail. As in Step 2, ratings of must be accompanied by written comments explaining the rationale and evidence for the rating.

Step 4: The Chair compiles individual ratings and drafts summative evaluation. The Chair, or designee, compiles the individual ratings and drafts the End-of-Cycle Summative Evaluation Report to present to the Head of School and Board in advance of a public meeting. When compiling individual members' evaluation reports, the Chair is encouraged to consider discounting individual End-of-Cycle Summative Evaluation Reports that rate the Head of School performance as *Unsatisfactory*, *Needs Improvement* or *Exemplary* without written comments that explain the rating. Please note that both the individual and Board evaluations are public documents under Massachusetts law.¹

Step 5: Board discusses and adopts End-of-Cycle Summative Evaluation Report. At a public meeting of the Board at which the Head of School is present, Board members review the draft, discuss proposed revisions, and adopt a final End-of-Cycle Summative Evaluation Report that is subsequently placed in the Head of School personnel file.

¹ See Appendix J, "How Do the Open Meeting and Public Records Laws Affect the Head of School Evaluation Process?"

Appendix F. What Makes a Goal “SMART”?¹

Good goals help educators, schools, and schools improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This “SMART” Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	S pecific and S trategic
M	=	M easurable
A	=	A ction Oriented
R	=	R igorous, R ealistic, and R esults-Focused (the 3 Rs)
T	=	T imed and T racked

Goals with an action plan and benchmarks that have these characteristics are “SMART.”

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

First, an example of *not* being “SMART” with goals: *I will lose weight and get in condition.*

Getting SMARTer: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It’s S pecific and S trategic	= 10 pounds, 1 mile
It’s M easurable	= pounds, miles
It’s A ction-oriented	= lose, run
It’s got the 3 Rs	= weight loss and running distance
It’s T imed	= 10 weeks

SMART enough: To make the goal really “SMART,” though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, “Tracked.” They also strengthen the other criteria, especially when the benchmarks include “process” benchmarks for tracking progress on the key actions and “outcome” benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

¹ The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in *There’s a S.M.A.R.T. way to write management’s goals and objectives*, *Management Review* 70 (11), AMA Forum, pp. 35-36. *What Makes a Goal “SMART”?* also draws from the work of Ed Costa, Head of School of Schools in Lenox; John D’Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For Process, maintaining a daily record of calorie intake and exercise
- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

The remainder of this appendix offers more details on the characteristics of SMART goals with action plans and benchmarks as they apply in schools and schools.

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or school as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or school toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

Appendix G. Sample Head of School SMART Goals¹¹

Please note that these goals are not yet “SMART” because they do not have key actions and benchmarks attached to them that will make clear how they will be accomplished and measured.

School Improvement Goals

Goal 1: Professional Learning Communities. By June 2014, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

Goal 2: Fair Teacher Evaluation. By June 2013, 100 percent of administrators, instructional coaches, and selected teacher leaders will be able to describe and rate teaching practice they observe consistently.

Goal 3: Curriculum Frameworks Alignment. Starting in September 2013, every student will be taught curriculum that is fully aligned with the revised MA Curriculum Frameworks for English language arts (ELA).

Goal 4: College & Career Readiness. By June 2013, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

Goal 5: Goal Setting. By December 1, 2012, all Heads of School and department heads will be pursuing a challenging yet realistic team goal to improve their professional practice.

Student Learning

Goal 1: Achievement Gap. By September 2013, our achievement gap in mathematics will be reduced by ___ percent, consistent with our school’s Race to the Top (RTTT) goal.

Goal 2: College Readiness. By June 2013, the percentage of students taking advanced placement tests will grow by at least ___ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by ___ percent.

Goal 3: Student Growth. The median MCAS Student Growth Percentile (SGP) score for mathematics will increase by ___ percent in at least four of six grade levels.

¹¹ See Appendix H for examples of SMART goals for Head of Schools new to districts.

Educator's Professional Practice

Goal 1: Meeting Leadership. I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

Goal 2: Assessing Teaching Practice. I will improve my skills at debriefing classroom observations done by including a school specialist in mathematics, English as a second language, and/or science in at least one quarter of my classroom observations and follow-up debriefs.

Appendix H. What Changes in the Process and Timelines Should Be Considered for New Heads of School?

The evaluation process for Heads of School who are new to the school or who have been promoted from within need not be substantially different from the process used for Heads of School who have served more than one year in the school. Two modifications to the process are worth considering.

The first difference lies in the rating system as it applies to Heads of School new to the role of Head of School. As described earlier, ratings of *Exemplary* performance will not be commonplace. They are reserved for performance on Standards or Indicators that exceed *Proficient* and are worthy of serving as a model for others. *Proficient* performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they Head of School, or teachers—are expected to be *Proficient* on every indicator or even every standard in their first years of practice. For that reason, the *Needs Improvement* level of performance has a particular meaning for educators new to the role of teacher or Head of School. In these cases, *Needs Improvement* has the meaning of developing. It means that the educator's practice on a standard or indicator is not yet *Proficient*, but the educator appears to be “on track” to achieve proficiency within three years.

The second modification applies to both Heads of School new to the role and those who are new to a school. It has to do with the substance of the goals established for the Head of School in the first year.

The following four goals can serve as starting points for the Head of School and Board as they collaborate to develop the goals to be included in the Head of School Annual Plan for the Head of School first year.¹ The first two are school improvement goals. The third is a goal related to the Head of School own professional practice. The fourth can be a good starting point for implementing educator evaluation in the school in a fair, transparent manner.

¹ Joan Connolly, retired Head of School from Winthrop and Malden, contributed to the development of these examples. Dr. Connolly directs the New Head of School Induction Program.

Goal 1: Effective Entry and Direction Setting. By early spring, the school will have broad agreement from key stakeholder groups about (a) the school's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Key Actions

1. By mid-August,² present to the Board a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing school systems of support including financial management, human resources, and operations.
2. By December, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By March, propose key strategies to improve student learning and other school systems of support.
4. By April, collaborate with Board to identify three to five student learning and school improvement goals.
5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Benchmarks

1. Presentations completed on schedule (process).
2. Goals adopted (process).
3. Results of spring survey of key stakeholder groups demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent) (outcomes).

² This timetable applies to Head of Schools who begin July 1; it will need to be adapted for those starting at other times.

Goal 2: Maintaining Momentum During the Transition. Keep the school moving forward during this year's transition in leadership by working with Heads of School and other school leaders to ensure that meaningful progress is made on critical school goals.

Key Actions

1. Within six weeks, complete with Head of School Steps 1 and 2 of the new Head of School Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).
2. By end of February, complete Formative Evaluation conferences with Head of School and the school administrators the Head of School supervises.
3. By late spring, conduct at least three classroom visits
4. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

Benchmarks

1. Completed Educator Evaluation Plans (process).
2. Log demonstrating at least three classroom visits (process).
3. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of Head of School goals (outcome).

Goal 3: (Professional Practice) New Head of School Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Head of School Induction Program and earning at least *Proficient* ratings on each major assignment.

Key Actions

1. Attend eight daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

The Head of School and Board may consider a fourth goal. Pursuing this goal will help a school implement the new educator evaluation system at the same time as the school leadership team is strengthened in ways that will lead to improvements in teaching and learning schoolwide.

Goal 4: Fair, Effective Classroom Teacher Evaluation. By June, Head of School' and school administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the *Proficient* level.

Key Actions

1. Monitor the frequency of Head of School visits to classrooms and review the quality of their feedback to teachers.
2. Devote time at five leadership team meetings to viewing digital recordings of teaching and sharing conclusions about the level of practice observed.
3. Observe classrooms and share conclusions about the level of practice observed.

Benchmark

June administrator ratings of selected digital recordings of classroom instruction are comparable (outcome).

Appendix I. How Do the Open Meeting and Public Records Laws Affect the Head of School Evaluation Process?

The Attorney General has issued guidance in the form of responses to frequently asked questions concerning Head of School evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009).

1. May a public body perform an evaluation of an employee in executive session?

No. Deliberations conducted for the explicit purpose of evaluating the professional competency of an individual may not occur during an executive session. See G.L. c.30A, s.21(a)(1). While conclusions drawn from deliberations about professional competency may be part of a deliberation for another executive session purpose, the evaluation of professional competency, itself, must occur during open session. For example, as part of the discussion in preparation for renegotiating a Head of School contract, a Board may wish to consider the results of an annual professional competency evaluation. The evaluation results may be considered as part of deliberations about strategy held in executive session, however, only after deliberations about professional competency were held during a previously convened open session.

2. Are individual evaluations completed by members of public bodies public records?

Yes. The Open Meeting Law carves out an exception from the Public Records Law for “materials used in a performance evaluation of an individual bearing on his professional competence,” that were created by members of a public body and used during a meeting. See G.L. c. 30A, s.22(e). Individual evaluations created and used by members of a public body for the purpose of evaluating an employee are public records. Comprehensive evaluations that aggregate the individual public body members’ evaluations are also public records if they are used during the course of a meeting. However, evaluations conducted by individuals who are not members of public bodies are not public records. For example, the individual evaluations created by municipal employees in response to a request for feedback on the town administrator are not public records, provided the employees completed the evaluations are not also members of the public body tasked with evaluating the town administrator’s professional competency.

3. May the individual evaluations of an employee be aggregated into a comprehensive evaluation?

Yes. Members of a public body may individually create evaluations, and then submit them to an individual to aggregate into a master evaluation document to be discussed at an open meeting. Ideally, members of the public body should submit their evaluations for compilation to someone who is not a member of the public body, for example, an administrative assistant. If this is not a practical option, then the Chair or other designated public body member may compile the evaluation. However, once the individual evaluations are submitted for aggregation there should be no deliberation among members of the public body regarding the content of the evaluations outside of an open meeting, whether in person or over email.

4. May a public body discuss issues relative to the salary of a public employee in executive session?

It depends. Discussions of salary issues may only occur in executive session as part of a contract negotiation. See G.L. c.30A, s.21(a)(2), (3). Other discussions related to salary, such as a discussion about whether an employee’s job performance merits a bonus or salary increase, must be conducted in open session.

Appendix J. Timeline

Step 1. Head of School Self-Assessment	July
Step 2. Analysis, Goal Setting, and Head of School Plan development Meeting	Aug/Sept
Step 3. Plan Implementation and Collection of Evidence Begins	Sept/Oct
Step 4. Mid-Cycle Goals Review Meeting	January
Step 5. End-Of-Cycle and Summative Evaluation and Report	May/June

Appendix A. End-of-Cycle Summative Evaluation Report: Head of School

End-of-Cycle Summative Evaluation Report: Head of School

Head of School: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new Heads of School, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Head of School

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are required in support of any rating.

Comments:

Name: _____ Date: _____

Head of School Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>In order to support high quality instruction, all teachers will be observed by and received written feedback from an administrator or department chair at least once per trimester. At least 70% of the teachers will report that the feedback they received from the observations was useful.</p> <p>*** It was agreed upon at the mid-cycle review that written feedback will be given to only returning teachers between the mid-cycle review and the end of the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	<p>In order to enhance the teachers' use of data to demonstrate student growth, at least 2 forms of internal assessment data will be used to inform teacher practice. Student growth relative to an established baseline will be documented at least annually.</p> <p>*** It was decided at the mid-cycle review that evidence will be gathered from all teachers by the end of the year that shows their collected student data.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Improvement						
3	<p>In order to drive the continuous improvement of the academic program, the quality of the academic program will be assessed, and a project plan for enhancements in two areas will be completed by May 30, 2016.</p> <p>*** It was decided at the mid-cycle review that the baseline and data for eighth grade graduation requirements would be established by the end of the year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Head of School Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	0	1	2	3
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	0	1	2	3
I-C. Assessment: Ensures that all Heads of School and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	0	1	2	3
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	0	1	2	3
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state and school assessment results and growth data—to inform school goals and improve organizational performance, educator effectiveness, and student learning.	0	1	2	3

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
--	---

Unsatisfactory (0-3)
Needs Improvement (4-7)
Proficient (8-12)
Exemplary (13-15)

Comments and analysis (required for all ratings):

Examples of evidence Head of School might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant Board meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of school assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

Head of School Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	0	1	2	3
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	0	1	2	3
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	0	1	2	3
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines.	0	1	2	3
II-E. Fiscal Systems: Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.	0	1	2	3

Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
---	--

Unsatisfactory (0-3)
Needs Improvement (4-7)
(8-12)
Proficient
Exemplary(13-15)

Comments and analysis (required for all ratings):

Examples of evidence Head of School might provide:

- | | | |
|--|---|--|
| <input type="checkbox"/> Goals progress report
<input type="checkbox"/> Budget analyses and monitoring reports
<input type="checkbox"/> Budget presentations and related materials
<input type="checkbox"/> External reviews and audits | <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data
<input type="checkbox"/> Analysis of student feedback
<input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports
<input type="checkbox"/> Relevant Board meeting agendas/minutes/materials |
|--|---|--|

- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Head of School Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, and community.	0	1	2	3
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	0	1	2	3
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	0	1	2	3
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	0	1	2	3
Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school.			

Unsatisfactory (0-2)

Needs Improvement (3-6)

(7-10)

Proficient

Exemplary (11-12)

Comments and analysis (required for all ratings):

Examples of evidence Head of School might provide:

- Goals progress report

- Participation rates and other data about school family engagement activities
- Evidence of community support and/or engagement
- Sample school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant Board presentations and minutes
- Other: _____

Head of School Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	0	1	2	3
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	0	1	2	3
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	0	1	2	3
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	0	1	2	3
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	0	1	2	3
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout school community.	0	1	2	3

Overall Rating for Standard IV (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.
--	---

Unsatisfactory (0-4)
Needs Improvement (5-9)
Proficient (10-15)
Exemplary (16-18)

Comments and analysis (required for overall ratings)

Examples of evidence Head of School might provide:

- | | | |
|---|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> School improvement plans and reports | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> Samples of Head of School/administrator practice goals |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Board meeting agendas/materials |

- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: _____

Appendix B. Board Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Head of School Leadership.
2. Participate in orientation training to strengthen capacity to implement the Head of School Evaluation effectively and with integrity.¹
3. **Board Chair.** Oversee the Head of School evaluation process and ensure that all steps in the process are conducted effectively and with integrity.
4. Identify the Head of School strengths and areas for improvement and make recommendations for improvement.
5. Ensure that the goals and actions detailed in the Head of School Annual Plan are:
 - a. Challenging
 - b. Measurable
 - c. Focused on high-priority needs of the school's students
6. **Board Chair.** Lead the mid-cycle goals review meeting and end-of-cycle summative evaluation meeting.
7. Ensure that the End-of-Cycle Summative Evaluation Report contains accurate information and appropriately reflects the Head of School individual performance.

¹ The Attorney General has recently issued guidance in the form of frequently asked questions concerning the procedure to conduct Head of School evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009). The Attorney General's guidance is included elsewhere in this guide.

Appendix C. Head of School Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Head of School Leadership.
2. Participate in orientation training to strengthen capacity to implement the Head of School Evaluation effectively and with integrity.
3. Prepare for the goal setting and plan development meeting with the Board:
 - a. Complete a self-assessment of practice using the rubric.
 - b. Analyze data on student learning, growth, and achievement.
 - c. Analyze student and staff data, where available.
 - d. Assess school and school progress, strengths, and areas in need of improvement.
 - e. Seek input from the administrative team and others, as appropriate.
 - f. Draft three to six goals (“SMART”),¹ each with key strategies, timelines, and benchmarks of progress:
 - At least one goal to improve student learning
 - At least one goal to improve his or her own professional practice
 - Goal(s) for school improvement
4. Meet with the Board to discuss the professional practice and student learning goals you are proposing. Collaborate with the Board to identify school improvement goals. Accept revisions determined by the Board.
5. Implement the plan's goals, and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards, progress in attaining the goals, and impact on student learning.
6. Prepare a mid-cycle report on progress on the goals and present it to the Board.
7. Prepare an end-of-cycle report on progress on the goals and performance on the Standards.
8. Participate actively in the end-of-cycle evaluation meeting.

¹ See Appendix F, “What Makes a Goal “SMART”?”

Appendix D. Step-by-Step—Conducting the End-of-Cycle Summative Evaluation

Step 1: Individual members assess goal attainment. First, each Board member reviews the Head of School End-of-Cycle Progress Report and other relevant evidence to make an individual determination of the progress the Head of School has made on the goals detailed in the plan. Progress toward each goal is described as:

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

Step 2: Individual members rate performance against the Standards. Next, each member renders a judgment about the Head of School performance against each Standard, rating it:

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

To reach a judgment on each standard, the Board member assesses performance against each indicator, **taking into account, at a minimum, the progress on the goals most directly related to each standard.** A rating of *Proficient* represents fully satisfactory performance. A rating of *Exemplary* is reserved for performance that exceeds *Proficient* and represents a regional or state model. For new Heads of School, a rating of *Needs Improvement* should be seen as developing, reflecting the judgment that the new Head of School performance on this indicator or standard is on track to becoming *Proficient* within three years.

A primary purpose of the five-step evaluation cycle is continuous improvement. Thoughtful feedback is important for continuous improvement. Board members should support their ratings with written comments, citing the evidence they found most compelling as they decided on ratings.

Step 3: Individual members rate overall performance. Third, each member renders a single overall summative judgment of the Head of School performance based on performance against each of the four Standards and attainment of the goals detailed in the Head of School Annual Plan. As with each standard, the overall rating is one of four: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*. Again, the high standard for a rating of *Proficient* and the even higher standard for a rating of *Exemplary* prevail. As in Step 2, ratings of must be accompanied by written comments explaining the rationale and evidence for the rating.

Step 4: The Chair compiles individual ratings and drafts summative evaluation. The Chair, or designee, compiles the individual ratings and drafts the End-of-Cycle Summative Evaluation Report to present to the Head of School and Board in advance of a public meeting. When compiling individual members' evaluation reports, the Chair is encouraged to consider discounting individual End-of-Cycle Summative Evaluation Reports that rate the Head of School performance as *Unsatisfactory*, *Needs Improvement* or *Exemplary* without written comments that explain the rating. Please note that both the individual and Board evaluations are public documents under Massachusetts law.³

Step 5: Board discusses and adopts End-of-Cycle Summative Evaluation Report. At a public meeting of the Board at which the Head of School is present, Board members review the draft, discuss proposed revisions, and adopt a final End-of-Cycle Summative Evaluation Report that is subsequently placed in the Head of School personnel file.

³ See Appendix J, "How Do the Open Meeting and Public Records Laws Affect the Head of School Evaluation Process?"

Coversheet

SUCCESSION PLAN

Section: II. Old Business
Item: C. SUCCESSION PLAN
Purpose: Discuss
Submitted by:
Related Material: Succession Planning Article.pdf
Succession Planning.pdf

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Succession Planning: *The Elephant in the Room*

by *Hildy Gottlieb*

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One of the most uneasy discussions we have watched both boards and executive directors avoid is the issue of succession planning. Boards avoid the discussion because they don't want EDs to be offended by the conversation - offended to think the board is raising the issue because they are considering getting rid of the ED, when all they are trying to do is protect the organization from the inevitable, whenever the inevitable occurs.

EDs avoid the discussion because they don't want their boards to worry that they might be considering leaving.

And then there are the situations no one wants to talk about - those where the ED maintains his/her control by virtue of the perception that no one else could possibly do his/her job. And in those situations, the ED definitely does not want to talk about succession planning!

In our experience, the reason boards and EDs alike avoid this conversation is because they don't really know what to say or what to do. They know they should do something to plan, but what?

Regardless of the reasons behind the failure to talk about succession planning, the cold truth is that no one lasts forever, and that none of us knows when the time may come, by choice or otherwise, for a key person to leave the organization.

And while our strongest recommendation is that the discussion about succession planning happen openly and honestly, under an umbrella of mutual trust, we also know sometimes that is not going to happen

Therefore, the following is an approach to succession planning that can be used both by those who want to address the issue head on, and by those who want to simply be sure the pieces are in place, without calling what they are doing "succession planning."

Systems vs. Individuals

The critical component to successful succession planning is, to the best extent possible, replacing reliance on individuals with reliance on systems. We know far too many nonprofit leaders who, when asked the question, "Do you have a succession plan?" have answered, "Yes - Joe is my succession plan. He is my assistant, and he knows everything about this place!"

When we ask what would happen if Joe wasn't the board's choice, or if Joe left even before the ED leaves - well, that is when we typically see that deer-in-the-headlights look. "Now what am I supposed to do!?!?"

That is why the key to successful succession planning is to establish systems that make it possible for the organization to go on, as best as possible, when a key individual leaves. Systems, not individuals. And that goes for all key staff - the Executive Director, and any other critical positions.

Whose Responsibility Is It?

If there are no systems in place to ensure things will run smoothly in the event of the

sudden departure of a key employee, who is accountable? With the board sitting in that box at the top of the organizational chart, the board is accountable for ensuring the smooth operation of the organization. That doesn't mean the board has to DO the work, but board members do have to ensure the work will get done.

As the ED's boss, it is further the board's job to ensure there is a succession plan in place. Who else could be responsible for requiring that of your employee?

And if the ED does not have a succession plan for his/her own key employees, it is the board's responsibility to ensure he/she creates one. Again, it is not the board's responsibility to create that plan for the other staff, but they are accountable for ensuring such a plan exists.

On the flip side of this discussion, though - the flip side of "We're doing this because we have to..." - is a great benefit. And the benefit goes beyond the establishment of safeguards if key employees leave. The benefit is that, by gathering the pieces of information needed and building the systems that can help the organization transition, the board will learn a great deal more about how the organization does its work. And that can only strengthen the board's ability to govern.

The Board's Role in Succession Planning

While we tend to think of operational issues when we consider succession planning (and the rest of this article does indeed address those in detail), when discussing succession of your Executive Director, the more important side is the strategic side.

Therefore, Succession Planning should start with the two most critical pieces of any organization's overall being: Its Vision and its Values.

We have watched many founders retire over the years. And we have seen both great successes and horrible failures in the succession process. In our experience, Vision and Values are absolutely the two most critical issues in determining whether your ED's successor will take the organization to the next level, or be gone within 18 very uncomfortable months.

We cannot stress this enough. Vision and Values are neither esoteric nor superfluous. They are, quite simply, everything.

Vision and Community Impact:

For succession planning to prepare the organization for its next leader, the board must have a clear vision for the future the organization wants to create for the community, to know what community vision to seek in your Executive Director's successor. And while a vision for the future of the organization itself is helpful, it is more important that your leader have a vision for the community impact he/she wants to create.

Whether your organization's vision is for a community where every person has his/her basic needs met; a community where the natural environment is revered; a community where the arts are held precious as an expression of the human spirit; a community that is compassionate towards all creatures, animal and human - whatever that vision may be, a commitment to working towards that vision must be the first criteria you seek in the

Story:

A board who had never discussed Vision or Values had an ongoing disconnect with its visionary Executive Director.

The ED was known throughout the community and across the country as a passionate leader in her field, accomplishing more than most humans could dream of when it comes to caring for those in need. The board, thinking all that "vision stuff" to be superfluous, formed a Succession Planning Committee comprised of business people who identified a list of business skills they wanted the replacement ED to have. When their ED retired, she was replaced with a CPA who had great business credentials.

In no time the staff rebelled, the organization's community partners rebelled, and the organization went into a tailspin that no business skills could cure. After 18 months, the new ED was gone. Finally, the board was ready to talk about the Vision and Values at the heart of the organization's work.

As you look at your community,

replacement for your current CEO.

Having an ongoing Community Impact plan in place is helpful (and highly recommended), but if you do nothing else, be clear about the community vision you will be entrusting to your new ED.

at the founders who have retired and the replacements who have failed, you will be surprised at how often Vision and Values are at the core of that failure.

Core Values:

The other area that is critical for success is a clearly articulated, written set of core values, against which the board will measure its future director. Does the organization have a set of core philosophies that determine what behaviors are appropriate, and that provides guidance when tough decisions need to be made?

If your organization has never discussed its core values, and does not have a means for measuring whether or not actions and decisions adhere to those values, you will not be able to determine if prospects for the ED position share those values. And it is important that those values not only be discussed, but written and adopted, to ensure that no one is operating under the assumption of values (assuming we all share the same values, because we all care about the organization), and that everyone clearly understands what is acceptable and appropriate.

As an aside, it is frequently these very issues that lead to a founder seemingly wanting to "hang on forever." The more we interview those very founders, the more we find that the thing stopping their retirement is the fear that the board will "replace me with someone who doesn't have a passion for our mission and vision." If you can address that core issue, you will be taking huge strides in moving the organization to its next level, even if your current Executive Director stays on for another 20 years.

Does your board systems for ensuring Vision and Values rule everything the organization does? If not, this article can help.

▶ [CLICK HERE](#)

The Operational Pieces

Succession planning sounds like it's hard - like it takes a lot of time, a lot of "planning" time. In fact, in most organizations, succession planning is just a matter of making sure there are some key pieces in place, to ensure as smooth a transition as possible. The following are some of the more critical of those pieces. If you have others you have used, we hope you will let us know, so we can add your thoughts to the list!

Note: These pieces relate not just to the Executive Director, but to other key positions as well - and some of those key positions may just be volunteers! If there is a mission-critical position that would cause serious problems if suddenly left vacant, you will want to be sure to have these pieces in place for those key positions. We suggest the Board and ED work together to determine which positions should be included when the Board talks about "key positions" or "key employees."

• Current Job Description

Are the job descriptions for your key employees current? Or do they date back to when they were hired 10 or 20 years ago?

Part of the annual evaluation process for your ED should be the update of his/her job description, whether the update is done by the ED and the board separately, or jointly. This is a critical part of doing an effective evaluation anyway - having that tool as one among a handful against which to measure performance. By making this step a part of the regular evaluation process (you do regularly evaluate your ED, don't you?), there is no stress that a request to update the job description might be coming from the board's desire to use it to hire the ED's replacement.

In addition, part of the evaluation process should also be to ensure the ED has updated job descriptions for all HIS employees, for the same reason.

◉ What Do You Do?

Different from a job description, a task list is simply a list of what the employee does.

- What do you do every day?
- What do you do once a week (and when)?
- What do you do monthly? Quarterly? Annually?
- What do you do when it needs to be done, or check on intermittently?

This task list can be invaluable in the event of the sudden departure of a key employee, as it helps a replacement more quickly come up to speed. And in the event of a temporary departure, such as an illness or accident, that list can help to more easily distribute the employee's workload among co-workers until he/she is back on the job.

◉ Calendar

Stemming from that task list, and in addition to it, have key staff fill out an annual calendar, where the board can quickly see all those things that happen regularly throughout the year, as it relates to "keeping the doors open and the license on the wall" as a client used to say. Take a large sheet of paper - flip chart sized if you like, but certainly 11" x 17" at the smallest. Turn it horizontally, and create a calendar like the one below, labeling the first box with the month that starts your fiscal year.

JUL	AUG	SEP	OCT	NOV	DEC
JAN	FEB	MAR	APR	MAY	JUN

Have the Executive Director fill in the critical things that have to happen each month - reporting dates, licensing dates, filing dates, event dates.

And then the Executive Director will ask the same of his/her key staff. Every fall, we contact the university for interns. Every August, we prepare for the audit. And etc.

Combined with the task list, the calendar makes it less likely that something will fall through the cracks during the transition.

◉ Where is Everything?

One of the most confounding things to happen when someone leaves suddenly is the reality that you have no idea where they keep the combination to the safe (or who else knows it), the keys to the HVAC unit, the checkbook, the alarm codes, or any one of the hundreds of critical "things" we take for granted until we cannot find them. No matter how large or how small your facility, not knowing where stuff is can be one of the most frustrating aspects of the sudden departure of a key employee.

Have the ED require that the staff keep a list of key "stuff" and keep that list updated, in the event a critical employee other than the ED leaves. And then do the same for the ED. The easiest way to start the list is to have it stem from the Task List above. What do you do every day, and what do you need, that might not be readily obvious, to do that? Clearly we don't want them listing every pencil in the place. But if they understand the purpose, they will be able to tell you that they keep the key to the safe hidden in the 3rd envelope in the file marked, "Birthdays."

As an aside, this "search for stuff" often reveals other issues you may not have been aware of. For example, if the only key to the storage unit is on the

key ring of the maintenance man, and he says, "I have the only key, because I don't trust anyone else with it," then that is probably a conversation worth pursuing for a whole number of reasons having nothing to do with succession planning. What is in the shed that is so valuable? Is there a problem with employee theft? Is the maintenance man paranoid? Should we be worried about better security for whatever is in there? You can see the range of questions that might stem from the simple question, "Where is everything?"

◉ **Critical Relationships**

For every critical employee making your organization work smoothly, there are probably a number of outside people who help make that work happen. For the bookkeeper, it may be the CPA, or the payroll service. For a program person, it may be a group of 6 other program representatives around town, to whom she turns when specific issues arise. Or it may be a multi-disciplinary team from within the organization that assists with specific functions.

Will someone new immediately know the relationships that are critical to getting the job done?

This will be another listing activity. For every task, program, or function of the job description (whatever makes sense given the employee's role), have the employee make a list of who he/she absolutely relies on for ensuring that function gets done. This may be internal employees, volunteers, key community partners.

Depending on the complexity of the relationships, it is sometimes easier to depict the more complicated relationships graphically, rather than in a list. (And it is often easier for the new person, as well as the board, to understand that complexity of relationships if it is done graphically.) Whether that is done by bubble chart, by program flow chart, or however makes sense, getting those relationships down on paper is often one of the most overlooked steps in the succession planning process.

◉ **Fund Development / Rainmaking**

The hardest relationships to chart are often the friends that keep the organization going through their financial and other assistance. If your donor list is not complete, this is the time to get moving to ensure it is comprehensive, with the appropriate notes about who knows whom (and from where), who maintains which relationships, special notes about birthdays, interests, and etc. Especially in small organizations, this information is often stored in the ED's head. Even if it requires an hour a week for 2 months, with an employee or volunteer taking notes to be typed into the database, while the ED verbally provides key information about each donor, you will be glad beyond glad you went to the trouble to get this done.

Once the donor list is intact, there are often other special people who fall through the cracks when transition time comes. These are the folks who may run into the former ED at an event, and when the ED asks, "Are you still helping out?" the reply is, "They've never even called me!" The most likely reason the board or the ED's replacement hasn't called is that they did not know this was someone important, simply because what that person helped with wasn't on the radar.

An exercise that is helpful for a variety of reasons is to ask, "Who would you thank for making your job easier if this were your last week on earth?" It's funny, when we ask that question, and we get past the obvious ones, such as, "I would thank my staff, and the board," people fairly quickly get down to the REAL important folks. The guy who picks up the trash around the property once a month. The gal who always gives you a discount at the bookstore, because she loves the organization. Have the ED go back as if this were her last week on earth, and list everyone she would thank for making her job easier, more rewarding.

As I said, in addition to being a great tool for succession planning purposes, this is a powerful exercise for a number of reasons, and we are quite sure you will find many ways to use this list once it is created. But also, know that this is

a joyful exercise to go through, and you will watch your ED smile as she thinks of all the people who help make the organization's work a success.

◉ Redundancy

We have saved the most important for last. Humans have 2 kidneys. Hospitals have back-up generators. TV stations have extra cameras.

Does every critical position in your organization have that kind of redundancy? Because redundancy is one of the surest approaches to short term stability in the face of the loss of a key employee.

There are 2 steps every board should take to ensure there is organizational redundancy, in the event of an emergency.

The first is to have a policy in place that provides for the following:

The Executive Director will ensure that no fewer than 2 other key employees are familiar enough with the critical duties performed by the Executive Director that those employees could ensure those duties are accomplished in the event of the Executive Director's sudden or extended absence.

The Executive Director will further ensure that the same is true for each position considered mission-critical for the organization's overall functionality. For each key position, there shall be no fewer than 2 other employees familiar enough with the critical duties performed by those key positions, to ensure those duties are accomplished in the event of a sudden or extended absence by one of those key employees.

The Board may want to re-word these sample policies to better fit your organization.

Whether the key position is that of a volunteer or a staff person, or even (and especially in small organizations) a board member, there should be the requirement that someone else knows how to do the job. If the critical position is complex, there may be one person who can do one aspect, and another who knows other parts of the job. The goal is not that the job be duplicated in the body of one person, but that someone - or a group of someones - can get the job done until a replacement can be found.

I mentioned that there are 2 steps to this part of the process. The second step is monitoring. The question should be asked every year. It should be part of the evaluation process, ensuring the ED has asked these questions of his/her employees as well.

Your critical systems need back-up. And with the vast majority of nonprofit organizations, the most critical systems are people. Make sure there is enough redundancy to ensure a smooth transition.

◉ Monitoring

In all cases, as with all things related to boards, planning is only part of the process. The board must annually monitor to ensure its plans are being implemented, its directives being followed. Much of the work described in this article can be done as part of the ED's evaluation process, but it can also be monitored more officially at a board meeting - an Annual Succession Plan Review.

However you do it, it is the board that is accountable for ensuring this work is done. And the only way to ensure is to monitor.

◉ Ask the Board

Finally, ask the board for input. Depending on the organization, the board may have different things board members are worried about. So take 20 minutes at your next board meeting, and have board members list their answers to this question:

If the ED took his vacation this year and never came back, what

would scare the pants off the board about having to ensure the operation keeps going?

A Word About Succession Planning for Key Board Members

In some circumstances, there are key players on the board, who again, if they left, would leave the organization in a world of hurt. The most common of those situations is when a founder is still on the board. (Having been one of those founders-on-the-board, I know this can be a tough one!) But there are other circumstances where a board member has made him/herself indispensable.

By selectively going through the activities noted for the staff, and especially asking, "What else is the board worried about?", you will easily be able to build a plan for ensuring the smooth operations of the organization in the event that board member does leave.

A BONUS: The peace of mind that comes with succession planning is worth the time it takes to institute these systems. Once the systems are in place, updating them is typically an easy task. It is the gathering of this information in the first place, and making sure the organization is, to the greatest extent possible, relying on systems rather than individuals, that will make those employee transitions less stressful.

The side benefit is the same side benefit that happens any time the board institutes systems and learns more about the organization: more conscious governance. And that alone makes it an endeavor worth pursuing.


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CEO Emergency Succession Planning and Long-Term Talent Development Strategy

Definitions:

1. **Emergency Succession Planning:** Making sure that there is a written plan which enables the board, school staff, and families to be clear on which staff would be responsible for key responsibilities and which staff would report to the board in the event that a sudden emergency prevented the CEO from continuing in his or her role.
2. **Long-Term Talent Development Strategy:** While this can be as specific as agreement on a future successor for the CEO and a timeline for the transition, for most organizations we work with, it is a more general planning process to ensure that the organization has in place policies and practices to build the next generation of leadership.

To ensure schools can consistently provide strong results for students and families, CEOs and boards **MUST** ensure that their organization has a written emergency succession plan and a set of policies and approaches that are building the future generations of leadership of the organization, even from the organization's earliest years.

The remainder of this document outlines BoardOnTrack's recommended process for creating the emergency succession plan and for ensuring that long-term succession is receiving adequate attention, given the pressing needs of managing and governing a charter school.

Emergency Succession Plan

This plan clarifies who would be responsible for managing which aspects of the school and who would report to the board, in the event that the CEO becomes suddenly unavailable to do his or her job.

Procedure for Plan Development

1. The creation of an emergency succession plan originates with the CEO.
2. The CEO should draft a plan, share this with the CEO Support and Evaluation Committee or Taskforce¹, receive feedback, and revise as necessary.
3. The revised document should be shared with the full board for an official vote to accept the emergency succession plan.

¹ BoardOnTrack recommends that the CEO Support and Evaluation Committee or Taskforce be comprised of two to four board members and include the board chair. It can often be (but is not required to be) comprised of the officers of the board or committee chairs.



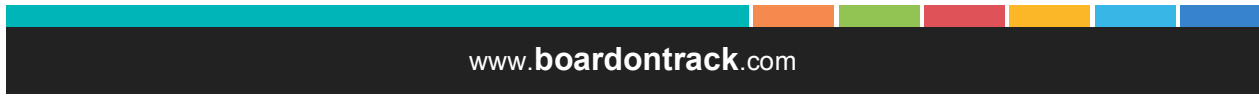
Creating a Draft Emergency Succession Plan

1. Take the CEO job description (after confirming that it truly reflects the CEO's major responsibilities) and list the categories of the main responsibilities, with notes on the key pieces of each.
2. Assign each category of responsibility to specific staff members. Ideally, responsibility for the entire job would rest with one successor, in an emergency, but often this is not feasible. If it is not, BoardOnTrack recommends that you divide the responsibilities between no more than two or, if unavoidable, three people. An example template is below.
3. After you have completed this process of outlining responsibilities and assigning them to one to three staff members, we recommend that you consider carefully what skills or background knowledge these staff members might need to develop in order to fulfill these succession responsibilities successfully. Then create action plans for meeting these learning needs. An example of this type of consideration and planning is summarized in the rightmost column on the example table below.
4. As you create your emergency succession plan, there are a few key questions that you should be sure to address:
 - Are all the responsibilities the CEO currently fulfills clearly delineated in the CEO job description? If not, it is time to revise it to document them. (The Board and CEO might consider making high level task lists, calendars, and “where is everything?” lists to capture what the leader does—see *Succession Planning Article*).
 - Do the designated successors have the skills and knowledge they will need? If not, how will they get it?
 - Do the designated successors have the necessary relationships with the key constituencies (students, families, staff, donors, authorizers, community leaders, etc.)? If not, how will they develop them?
 - Has the succession plan been made clear to senior staff? (While it can be uncomfortable to discuss emergency succession, key staff must know what they are responsible for if something comes up).
 - When will the plan be reviewed each year to make any necessary updates? (BoardOnTrack recommends you do so at your September or October board meeting each year.)



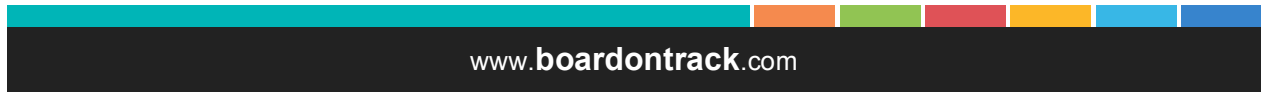
Example Responsibility Categories for Assignment to Emergency Successors with Key Learning Needs and Action Plans

	Key Responsibilities	Designated Successor	Learning Needs and Action Plan
Academic Oversight	<ul style="list-style-type: none"> • Develop and manage performance of the Principal instituting accountability systems to ensure that charter promises are met and exceeded. • Develop and lead process for assessing the needs of the instructional program, and planning, implementing, and evaluating short- and long-term academic goals. • Supervise the processes for recruitment, selection, initial training, ongoing professional development, and evaluation of teachers and staff. 	Rhonda (Principal)	<p>Hiring:</p> <ul style="list-style-type: none"> • The CEO has always done the hiring; Rhonda should participate with him this year so she would be ready to fulfill this role under the succession plan. <p>Charter Terms/Accountability: Rhonda is not familiar with our charter terms or authorizer; she should review the charter agreement and discuss it with the CEO; she should host and be in the debrief for this year's authorizer visit</p>



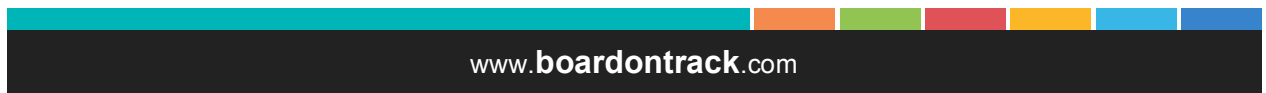


	Key Responsibilities	Designated Successor	Learning Needs and Action Plan
Mission, policy, and planning	<ul style="list-style-type: none"> • Helps the Board determine BoardOnTrack’s values, mission, vision, and short- and long-term goals. • Helps the board monitor and evaluate BoardOnTrack’s relevancy to the community, its effectiveness, and its results. • Keeps the board fully informed on the condition of BoardOnTrack and on all the important factors influencing it. • Identifies problems and opportunities and addresses them; brings those which are appropriate to the board and/or its committees; and facilitates discussion and deliberation. • Informs the Board and its committees about trends, issues, problems and activities in order to facilitate policy-making. Recommends policy positions. • Keeps informed of developments in public education reform, the charter school movement, not-for-profit management and governance, philanthropy and fund development. 	Rhonda (Principal)	<p>Experience Working With Board:</p> <ul style="list-style-type: none"> • Rhonda has had little experience working with this or any other board. She should begin attending board meetings. She should begin working with CEO to create and deliver the monthly reports on academic progress and school culture to the board.



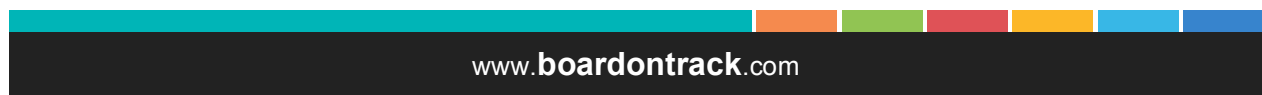


	Key Responsibilities	Designated Successor	Learning Needs and Action Plan
Management and administration	<ul style="list-style-type: none"> Provides general oversight of all BoardOnTrack activities, manages the day-to-day operations, and assures a smoothly functioning, efficient Charter School. Assures program quality and charter school stability and sustainability through development and implementation of standards and controls, systems and procedures, and regular evaluation. Assures a work environment that recruits, retains, and supports quality staff and volunteers. Assures process for selecting, development, motivating, and evaluating staff and volunteers. Recommends staffing and financing to the board of trustees. In accordance with board action, recruits personnel, negotiates professional contracts, and sees that appropriate salary structures are developed and maintained. Specifies accountabilities for management personnel and evaluates performance regularly. 	<p>Rhonda (Principal): oversees and manages instructional staff</p> <p>Sam (Director of Finance and Operations): oversees and manages administrative and operations staff</p>	



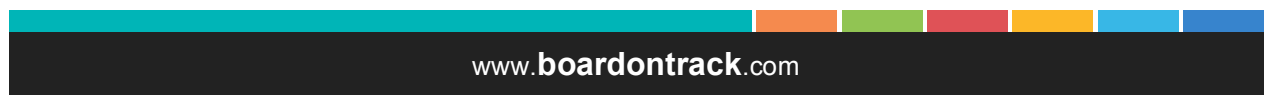


	Key Responsibilities	Designated Successor	Learning Needs and Action Plan
Finances	<ul style="list-style-type: none"> Promotes programs and services that are produced in a cost-effective manner, employing economy while maintaining an acceptable level of quality. Oversees the fiscal activities of the charter school including budgeting, reporting and audit. Works with board to ensure financing to support short- and long-term goals. Assures an effective fund development program by serving as the chief development officer or hiring and supervising an individual responsible for this activity. Helps guide and enable the Board, its fund development committee(s) and its individual board members to participate actively in the fund development process. Helps the board and its development committee design, implement and monitor available fundraising plan, policies, and procedures. Participates actively in identifying, cultivating and soliciting donor prospects. Assures the availability of materials to support solicitation. Assures the development and operation of gift management systems and reports for quality decision-making. 	Sam (Director of Operations and Finance)	Fund Development: <ul style="list-style-type: none"> This would be a completely new area for Sam He should “ride along” with the CEO on at least three major donor visits this year and host two The CEO and Development Committee chair should make sure Sam is introduced to all of our \$1,000+ donors Sam should serve on the board committee planning the gala



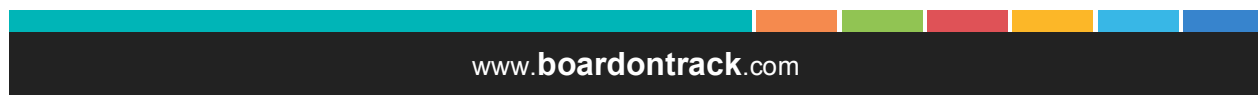


	Key Responsibilities	Designated Successor	Learning Needs and Action Plan
Governance	<ul style="list-style-type: none"> Helps the board articulate its own role and accountabilities and that of its committees and individual members, and helps evaluate performance regularly. Works with the board chair to enable the board to fulfill its governance functions and facilitates the optimum performance by the board, its committees and individual board members. With the board chair, focuses board attention on long-range strategic issues. Manages the board’s due diligence process to assure timely attention to core issues. Works with the board officers and committee chairs to get the best thinking and involvement of each board member and to stimulate each Board member to give his or her best. Recommends volunteers to participate in the board and its committees. 	Sam (Director of Operations and Finance)	<p>General Governance Knowledge:</p> <ul style="list-style-type: none"> Sam should complete the webinar strand on general charter school management on the BoardOnTrack website <p>Relationship with the Board:</p> <ul style="list-style-type: none"> Sam should start attending board meetings regularly and should take the lead in facilitating this year’s budget development process





	Key Responsibilities	Designated Successor	Learning Needs and Action Plan
Community relations	<ul style="list-style-type: none"> Facilitates the integration of BoardOnTrack into the fabric of the community by using effective marketing and communications activities. Acts as an advocate, within the public and private sectors, for issues relevant to BoardOnTrack, its services, and constituencies. Listens to students, parents, volunteers, donors, and the community in order to improve services and generate community involvement. Assures community awareness of BoardOnTrack’s response to community needs. Serves as chief spokesperson for BoardOnTrack, assuring proper representation of BoardOnTrack to the community. Initiates, develops, and maintains cooperative relationships with key constituencies. Works with legislators, regulatory agencies, volunteers and representatives of the charter community to promote legislative and regulatory policies that encourage a healthy community and address the issues of BoardOnTrack’s constituencies. 	Rhonda (Principal)	<p>Exposure to the community/experience representing the school publically:</p> <ul style="list-style-type: none"> Rhonda should present the family information sessions that proceed the lottery this year She should “ride along” with the CEO on at least three meetings with local politicians or community leaders this year





Long-Term Talent Development Strategy

The most important role a board can play in developing a long-term succession strategy is to ask smart questions that help the CEO to articulate what the organization is doing to grow future generations of leadership. These questions include:

- What, if any, part of the interview process for teachers or other staff is intended to gain insight into their capacity for and interest in future leadership?
- When your CEO looks at their staff, how would he or she divide them into three tiers:
 1. Those with strong leadership potential that should be invested in.
 2. Those who may have leadership potential, but more probing is necessary to clarify the extent of their potential.
 3. Those who do not possess significant leadership potential.

How does your organization assess which staff members are in which groups?

What is your CEO's plan for each of these groups?

How does your school reward/invest in those with high potential?

- What are the leadership opportunities that your school has created to allow teachers to explore their potential and to grow as leaders of adults? (E.g., grade team or department level chairs, enrichment coordinator, summer academy administrator, Saturday school administrator, etc.)
- How is your CEO feeling about his or her own career progression? What does the CEO imagine doing professionally in three to five years? (It is worth revisiting this question every year as part of the CEO's annual review.)

Recommended Action Steps

1. The CEO writes a report outlining his or her thoughts on longer-term succession management. This document should contain answers to the questions above and other relevant information.
2. The CEO then shares this document with the CEO Support and Evaluation Committee or Taskforce, receives feedback, and revises as necessary.
3. The revised plan is shared with the full board for an official vote to accept the intent of the succession management plan, and the creation of specific goals and expectations for the CEO that may emerge from this process.