



HEAD OF SCHOOL EVALUATION

MCCPS Board of Trustees Training

November 19, 2019

Overview

- Timeline and steps in the process
- HOS Goals
- Performance Standards and Indicators
- Evidence that will be used
- Mid-cycle Progress Report
- End of Cycle Summative Report

Timeline

November-January

- HOS Evaluation Training
- Board members thoroughly read and understand HOS Evaluation Policy and Procedures and review the Summative Rubric document
- HOS presents monthly reports at Board meetings
- BoT members attend committee meetings, exhibitions, concerts, plays, sporting events, read newsletters, email communications, etc.

January

- HOS presents Mid-Cycle Progress
- Board members complete Mid-cycle Progress Report

February-April

- Board members continue to collect and synthesize evidence
- Val-Ed and Board on Track surveys completed by stakeholders
- Community Satisfactions surveys completed

May

- Board members complete individual End-of-cycle Summative Evaluation Report
- Board Chair and Vice-chair compile individual ratings and drafts summation
- Board reviews draft, discusses revisions, and adopts report at public meeting
- Report is placed in personnel file and used to inform HOS goals for following year

Head of School Goals

Each Board member will assess the HOS progress toward the 4 current goals.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
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. Standard – I-E, II-A, III-A, III-C, IV-4, IV-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Improvement						
2	Maintain Momentum During the Transition. Keep the school moving forward during this year's transition in leadership by working with the Admin Team and other school leaders to ensure that meaningful progress is made on critical school goals Standard - I-A, III-D, IV-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Improvement						
3	New Charter Public School Leader Program - MCPSA. Develop knowledge of the role of Head of School and skills in team building, community support, budgeting, development, and instructional leadership by completing the first year of the New Leader Program led by the Massachusetts Charter Public School Association. Standard – II-D, II-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Improvement						
4	Begin the Process of designing an effective plan for Instructional Coaching and Teacher Evaluation. (This is year one of a multi-year goal.) Work with evaluators toward developing a coaching model that leads to improved instructional practices across the school Standard – I-B, I-C, I-D, IV-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Standards & Indicators

Each Board member will assess the HOS on 4 Standards of Effective Head of School Leadership.

Each of the four Standards has between 4-6 Indicators, most of which correlate to a HOS goal. Those that do not directly tie to a goal will either be greyed out or have other evidence provided.

Head of School Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 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 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):



Evidence

- Monthly HOS Reports
- Mid-cycle Progress Report and comments
- Val-Ed, Board on Track, and Community Satisfaction survey results
- End-of-cycle Progress Report presentation by HOS (which will include summary results from the HOS Parent and Teacher Satisfaction Surveys)
- **Other relevant evidence** gathered by Board member which should include frequent attendance at school functions, Committee work experiences, etc.

The HOS will present his progress toward his four goals at the January Board meeting. Board members will individually complete a Mid-cycle Review Progress Report.

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				
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
School Improvement				
	Maintain Momentum During the Transition. Keep the school moving forward during this year's transition in leadership by working with the Admin Team and other school leaders to ensure that meaningful progress is made on critical school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Summative Report

In June, after surveys are completed and all evidence has been gathered, each Board member individually fills out this End of Cycle “report card” on the HOS. Pages 3-6 are completed first followed by page 1-2.

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	Needs Improvement	Proficient	Exemplary
<i>Unsatisfactory</i> = 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.				
<i>Needs Improvement/Developing</i> = 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.				
<i>Proficient</i> = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.				
<i>Exemplary</i> = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.				
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"/>



QUESTIONS?