

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

Head of School: Dr Peter Cohen

Evaluator: MCCPS Board / Collated

5/26/2020

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 - 2	Met - 7	Exceeded- 1
Student Learning Goal(s)	Did Not Meet	Some Progress - 2	Significant Progress - 1	Met - 5	Exceeded - 1
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress - 3	Met - 7	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.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	3	6	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	8	1
Standard III: Family and Community Engagement	<input type="checkbox"/>	1	8	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	1	8	<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 – 9

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are required in support of any rating other than Proficient.

Comments:

Good start to refreshing and preparing the school to take the next step in its transformation.

Realistic grasp of his own strengths and those of the school – which is refreshing. Appears willing to listen and leverage others in decision-making process. Quickly acclimated to the nuances of the school to help navigate MCCPS through the charter renewal process - worked extremely well with board and staff throughout process.

Has greatly strengthen community engagement. Communication highlights have been the school web page refresh and use of Facebook, Instagram etc. – this has been particularly impressive during the COVID19 remote learning period. Moving forward, Peter does need to ensure momentum is kept up and the number of “eye balls” reading the stories increases. This is key to help drive recruitment of new students.

The reboot of the leadership team to support Peter’s aspirations for the school is on-track and early signs are positive. I would however encourage Peter to explore how he can leverage input from board members, mentors and teachers in refining his thoughts and subsequent communications.

Moving forward, needs to focus on investing on developing and retaining key staff members, strengthen core academics for students, elevate student recruitments’ and retention, especially from the local community and access new funding streams.

To help, I would encourage Peter to focus on refining and developing communication skills – different audiences may require different messages. While comfortable presenting to large audiences, more succinct delivery may be helpful in certain situations. Focus on developing a broader leader tool-set will also be helpful as he continues to grow as a leader of MCCPS.

I think Peter was dropped in to a hornets nest and I think he has done a very good job dealing with it. In life, and work, sometimes you are required to make some decisions that are not going to make everyone happy. I think it is best to try to please most of the people most of the time. He has come up with a plan and is doing his best to move it forward. Years ago, when I was struggling with a had set of stairs or a tricky built in, my boss would say “Just start building it. It will start to build its self”. Basically, you know how you want it to look in the end, so come up with the best plan you can and get going, make some changes on the way and it will happen.

I think Peter is well on his way to making Charter the best school in town and building a great future for himself and the school.

Peter has done an excellent job over the course of this school year to examine and evaluate what requires attention – curriculum and teacher quality, financial needs and plans for development, the physical space of the school, lack of systems in place to mainstream processes – all while dealing with the Charter Renewal and a global pandemic. Peter is to be applauded for the efforts he has put forth during the many different and varied challenges in his first year.

What are your most significant accomplishments and/or strengths demonstrated this year?

- Successful charter renewal with minimal finding / observations noted.
- Took pro-active measures to address remote learning / shuttering of school facilities.
- Began process to transition and transform management team / key positions.

What are the top three things you should do next year to move the organization forward?

- Establish development plan efforts to address facility needs.
- Strengthen teaching and continue to improve / enhance public perception.
- Push for full enrollment as soon as possible.

List any key challenges in the year ahead, for yourself and/or for the organization.

- Financial challenges remain the most concerning and full enrollment is the key to ongoing operations.
- Unpopular staffing changes and overall negativity leads to some outspoken criticism from the team / community - Rise above detractors with positive outlook and continued focus on long-term vision for the school.

I am a tough grader and always have been a firm believer that you can't meet the requirements of the job in your first year (At least, that's the discipline and rationale that have been applied to me in my formative years). For that reason alone, it would be extremely difficult....TRUNCATED

Peter jumped in with both feet, fully ready to take on learning about our school and improving its practice. Everything he has done had the primary goal of forward motion for us. Some of his accomplishments really stand out to me:

- Increased level of communication with staff and parents.
- Making his presence known to the students in a variety of ways.
- Taking a leadership role, and an organized one, in faculty meetings and at board meetings.

- Working to streamline policies and procedures inside the school to ensure everything is done well, on time, and there is no duplication of effort which wastes staff time.
- Beginning to institute a support system for teachers by evaluation and coaching.
- Being a full and active participant in many committees and insisting on goal setting and forward movement in those committees.

Dr. Cohen's transition to MCCPS has been exceptional. His inter-departmental and community wide communication has set a high standard for the rest of his tenure. Although Peter has not been able to complete several student, teacher and overall school goals, my view of his performance is positive. His leadership during the COVID - 19 episode has been exceptional and must be taken into serious consideration when reviewing any lack of progress on his professional goals.

Peter has done a great job of assimilating into MCCPS. He has been careful and deliberate in the manner in which he has sat back, taken in and digested the school and staff around him. He has been open, yet measured, in his response to his findings. Some changes were dearly needed. Peter identified them and took swift and timely action to lay the foundations for his second year at charter. The current pandemic has obviously stunted or slowed some of his plans. Yet the swift response to the closure of the school buildings as well as his continued clear and concise communications with the board, staff and community have garnered much admiration with the MCCPS community as well as parents at other schools. An excellent start. Onward and upwards.

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>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.</p> <p>Standard – I-E, II-A, III-A, III-C, IV-4, IV-E</p>	<input type="checkbox"/>	<input type="checkbox"/>	2	5	2
School Improvement						
2	<p>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</p> <p>Standard - I-A, III-D, IV-C</p>	<input type="checkbox"/>	<input type="checkbox"/>	1	7	1
Professional Practice						
3	<p>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.</p> <p>Standard – II-D, II-E</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	1
Student Improvement						
4	<p>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</p> <p>Standard – I-B, I-C, I-D, IV-</p>	<input type="checkbox"/>	2	3	4	<input type="checkbox"/>

Permanent						
Standard 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 type="checkbox"/>	7	2
Standard 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 type="checkbox"/>	7	2
Standard 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"/>	2	6	1

Comments:

In my opinion, Dr. Cohen has transitioned smoothly into the role of Head of School at MCCPS. Many of the longstanding organizational shortcomings have been addressed and his approach to restructuring his management team is welcomed by many. His attention has been drawn away from some of the core activities needed to meet his overall goals, but what he has been able to accomplish with the remote learning should not be overlooked. I believe this whole situation will bring the team closer together and further strengthen their bonds. I would like to see Peter continue his focus and strive to improve both the teaching and public perception of MCCPS. I plan to offer my full support for him to reach his goals.

This is a tough year to grade Peter given it is both his first year and that he had to deal with extraordinary circumstances linked to the COVID-19 crisis and ensuing school closure. Overall, he's steadily made progress towards the main goals that were in front of him. The main area of growth for me remains in his ability to assess and improve his teaching staff but in all fairness, he has had limited budget and time to do so.

Overall, Dr Cohen has provided excellent leadership since his arrival in Jul-2019. Dr Cohen was on track to meet or exceed the goals through March-2020. Given the school closer and transition to distance learning, Dr Cohen has continued his leadership of the staff, students and community.

Peter has done an excellent job during his first year at MCCPS in identifying, evaluating and – where appropriate – rethinking the systems that underpin the school's daily operations. He has also shown tremendous leadership during the COVID-19 public health crisis, something that could not have been predicted and planned for, but that he is leading the school through gracefully and thoughtfully.

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Peter has met all these goals. He spent significant time meeting with individuals and groups to get up to speed to the nature of charter schools and the culture of our school in particular. While getting up to speed, he continued to work with the teachers on improving their craft. He took a leadership role in faculty meetings and PD. Peter has been open to suggestions and has opened communication lines between the HOS and staff. He has made great progress in setting up a plan for teacher coaching and evaluation but I marked this as met because it is a multi-year goal. The foundation has been laid for significant movement next year. Peter has been transparent and open about his visions and his work and does a great job of communicating information out to our stakeholders.

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 measureable outcomes. Goal #2	<input type="checkbox"/>	3	6	<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. Goal #4	<input type="checkbox"/>	1	7	1
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. Goal #4	<input type="checkbox"/>	1	8	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. Goal #4	<input type="checkbox"/>	3	6	<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. Goal #1	<input type="checkbox"/>	1	8	<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 - 1

Proficient - 8

Exemplary

Comments and analysis (required for all ratings other than Proficient):

With the uniqueness of the second half of the school year, I feel Dr. Cohen responded admirably to the challenge of remote learning and adapted extremely well. With the lack of physical oversight, I believe Dr. Cohen has more progress to make regarding supervision and evaluation of staff. I would say this is out of his control for now, but once the school is back in session, he should focus more attention on oversight of staff.

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In the next few years, I'd like to see Peter really take command of the Curriculum and make MCCPS again a school known for its academic rigor, challenging for its students, and whose learning goes beyond the state requirements. At the same time, excellence and beating state averages on standardized testing should be a priority.

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Overall, the educational rigor has steadily improved, even with the transition to distance learning in March. Improvements in teacher evaluations was on track and the introduction of Peer to Peer evaluations. With the distance learning, teacher evaluations have taken a slightly different tack to monitor the effective of the online teaching.

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1-A, 1-C, 1-D, 1-E: Peter has indicated that teacher evaluations and improvements have been hampered by the school closure precipitated by COVID-19 in March 2020. This is an aspect of school performance that Peter is keenly focused on but has not had time to fully address and evaluate. He has shared with the Board that he sees this work continuing into Fall 2020 before this goal can be completed. I am confident that given the time to focus on this performance goal, and with the support of a newly-structured leadership team, Peter will make strong improvements in this area.

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I marked Needs Improvement for Evaluation because the entire process was not completed. Evaluations were started in the fall and were going well for a while. There was a slow down for a bit but the process had ramped back up and was ready to finish when the closure occurred. Not completing is not Peter's fault but it does need to be better next year, starting very early in the year.

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. Goal #1	<input type="checkbox"/>	<input type="checkbox"/>	7	2
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. Other Evidence	<input type="checkbox"/>	1	7	1
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"/>	6	1
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines. Permanent Goal, Goal #3	<input type="checkbox"/>	<input type="checkbox"/>	8	1
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. Permanent Goal, Goal #3	<input type="checkbox"/>	<input type="checkbox"/>	8	1

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

Needs Improvement

Proficient - 9

Exemplary

Comments and analysis (required for all ratings other than Proficient):

Emerging HR and Management Skills – some hiring and reorganization decisions seem to have been made without fully thinking through potential. Leveraging the new LT now in place will greatly help moving forward. Additionally focusing on refining and developing a broader leader tool set might be helpful for – perhaps through an executive coach.

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Dr. Cohen was quick to plan out and execute a remote learning plan with assistance of his team. He has helped to guide the By-Laws task force to update the school's critical guiding document. Additionally, he has developed a scalable budget that adequately funds the school's activities despite the reduced enrollment. Those efforts I would consider exemplary.

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Dr. Cohen identified key systems for improvement and development. The fiscal health is stable with areas for growth identified.

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II-A, II-B: Peter has shown real strength in improving MCCPS's plans, procedures, routines and operational systems. He has been

clear-eyed about what is and is not working and has taken steps to refine and rethink long-standing systems that no longer serve the school. He has also tackled staff restructuring and hiring in his first year, which is not an easy task, and has sought to communicate the resulting changes clearly to the school community (faculty, Board, parents, past parents, alumni, etc). It hasn't always been smooth, but from my perspective Peter has handled opposition to change calmly and professionally.

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Peter has done a very good job managing our building. He is passionate about keeping everything clean, safe, and orderly. Peter is working to clean up the systems that have (or have not) been in place to ensure that everything is done well and on time. Peter has a strong knowledge of school law and works hand in hand with the finance committee to keep our budget on track.

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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. Goal #1	<input type="checkbox"/>	<input type="checkbox"/>	9	<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. Other Evidence	<input type="checkbox"/>	<input type="checkbox"/>	7	2
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Goal #1	<input type="checkbox"/>	1	6	2
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. Goal #2	<input type="checkbox"/>	<input type="checkbox"/>	9	<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.
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Unsatisfactory

Needs Improvement - 1

Proficient - 6

Exemplary

Comments and analysis (required for all ratings other than Proficient):

Has greatly strengthen community engagement. Communication highlights have been the school web page refresh and use of Facebook, Instagram etc. – this has been particularly impressive during the COVID19 remote learning period. Moving forward, Peter does need to ensure momentum is kept-up and the number of “eye balls” reading the stories increases. Would also encourage Peter to focus on refining and developing his own communication skills – different audiences may require different messages. While comfortable presenting to large audiences, more succinct delivery may be helpful in certain situations.

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Dr. Cohen’s regular e-mail updates are professional and on-point. Based on previous meetings / discussions, I know that some families are being allowed to take home cromebooks to utilize during the remote learning. Peter has always been approachable and straight-forward when I’ve seen him speak in public. I appreciate his professionalism and drive to improve the school

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Dr Cohen began with an entry plan to speak with the different constituencies and stakeholders. The communication is on a weekly basis or more frequent if needed. The communication and updates to the board are beneficial for informed decisions.

II-B, III-C: Before March 2020 I would have marked these two sections “proficient,” but I’ve chosen to mark them “exemplary” here to reflect Peter’s timely and effective response to the COVID-19 health crisis. Under his leadership, MCCPS faculty began to offer remote learning in a matter of weeks after school closed in March 2020 and has continued to refine their approach to distance learning. Peter and his team have worked hard all year to increase the quality, quantity and variety of formats of communication all year; this has been particularly valuable in the spring of 2020 as school has operated remotely and parents and students (not to mention faculty, staff, and the broader community) have wondered with each passing week what the remainder of the school year would look like.

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Peter takes the engagement of families very seriously. He has absolutely ramped up our level of clear communication with families and is always looking for new ways to engage the families, students, and community.

Examples of evidence Head of School might provide:

- | | | |
|---|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant Board presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <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. Goal #1	<input type="checkbox"/>	<input type="checkbox"/>	7	2
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"/>	1	6	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. Goal #2	<input type="checkbox"/>	1	6	2
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. Goal #4	<input type="checkbox"/>	<input type="checkbox"/>	9	<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. Permanent Goal, Goal #1	<input type="checkbox"/>	1	8	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout school community. Other Evidence	<input type="checkbox"/>	1	8	<input type="checkbox"/>

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.
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Unsatisfactory

Needs Improvement - 1

Proficient - 8

Exemplary

<p>Comments and analysis (required for overall ratings other than Proficient)</p> <p>Good start in building an open, safe and positive culture across all faculty members. However, this is a long road and Peter will need to continue to work on developing tools to foster open and engaging conversations amongst the staff. Fully leveraging the full diversity of perspectives and ideas from all is the way to move this school to the next level.</p> <p>-</p> <p>I am very impressed with Dr. Cohen's ability to come onboard to our school and make so many needed changes and updates. I fully support his staffing changes and believe he is making great progress on all areas noted above; however, it is still early on in the process. I hope he continues his efforts and remains driven to bring the school to its full potential.</p> <p>-</p>
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IV-A: I've given Peter an overall "proficient" rating for this section of the evaluation, but believe it is an area where he will evolve into an "exemplary" rating. This is because of his clearly demonstrated commitment to high standards, both for himself, but also for his team (faculty and staff), for the Board, for the student body, and for the broader MCCPS community. He has shown this year a real willingness to roll up his sleeves and dive into the challenges facing the school, and has not shied away from making controversial decisions and adding extra work to his own plate. I'm excited to see what year two of Peter's time at MCCPS has in store.

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Peter has increased the level of communication between the HOS and the staff, leading to a better understanding of what the goals should be and how the staff should get there. He definitely presents the students with the importance of commitment to good work in school. He has been open to conversations and to productively helping mediate conflict among staff, between staff and students, and between staff and parents.

Examples of evidence Head of School might provide:

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

