

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

Head of School: Peter Cohen

Evaluator: _____

5-17-2021

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) – AVG – 3.36	Did Not Meet	Some Progress - 1	Significant Progress - 5	Met - 5	Exceeded
Student Learning Goal(s) AVG – 3.45	Did Not Meet - 1	Some Progress - 1	Significant Progress - 2	Met - 6	Exceeded - 1
School Improvement Goal(s) AVG – 3.55	Did Not Meet	Some Progress - 1	Significant Progress - 4	Met - 5	Exceeded - 1

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 – AVG - 2.82	<input type="checkbox"/>	2	9	<input type="checkbox"/>
Standard II: Management and Operations – AVG - 2.82	<input type="checkbox"/>	3	7	1
Standard III: Family and Community Engagement – AVG – 3.27	<input type="checkbox"/>	<input type="checkbox"/>	8	3
Standard IV: Professional Culture – AVG - 2.64	<input type="checkbox"/>	4	7	<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.) – AVG - 2.91

Unsatisfactory

Needs Improvement - 2

Proficient - 8

Exemplary - 1

Step 4: Add Evaluator Comments

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

Comments:

Overall, Peter has done an amazing job this year with all the changes to learning, and the changes to the guidelines to how schools operate this year. From Fully Remote, Hybrid, to Full In School learning, the adaptations and adjustments have been immense. The students have progressed through the curriculum. It will be good to get back under one roof, and have our community return in full.

With regards to other items, such as personnel matters and some legal issues, the Head of School and the Administration team in general, need to address through the systems and policy updates.

Development continues to be an aspect that needs attention. As the needs of our students grow, the budget needs to be augmented with other revenue streams than the Per Public Expenditure and Parental donations.

The roll out of Teach Force has not gone as smoothly as it should have. The issues that arose with the roll-out took several months to be addressed. Would like to see Peter more involved with the design and implementation of Teach Force at MCCPS, as he is the champion and program sponsor. It is Peter's duty to ensure the program is integrated properly into the MCCPS culture.

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Based on the evidence and feedback the Board has received on Peter's performance this year I believe that on the whole, Dr. Cohen warrants a rating of PROFICIENT.

In all honesty, there were many, many things amiss with MCCPS when Peter was hired. Consequently, it would be somewhat churlish to be over critical. As noted, Peter has made great strides in a number of areas, but there is still plenty of work to be done. The disruption caused by COVID is, of course undeniable, but to his credit, Peter has not used COVID as a crutch. He readily admits that there are major improvements still to be made and I fully expect him to make further inroads into his goals in the coming year.

Judging from the staff feedback, it appears that Dr. Cohen has major work to do in the realms of interpersonal staff relationships. MCCPS is a small community and everybody needs to "see and be seen." In a small school it is difficult to tread the line between being a leader and being one of the crowd, and there are always going to be those who are less happy.

Peter has definitely attempted to address salary discrepancies, but again, this cannot be accomplished overnight and will take a while to fix. TeachForce is a further area that requires improvement and definitely appears to be in need of finessing in order to bring the staff on board. The hiring of "square pegs for round holes" had been a major flaw before Dr. Cohen's arrival and this practice appears to have ended. Our new SPED coordinator has been a huge improvement. When budget/finances allow, I would like to see additional classroom support for the advisory teachers, 25 students, (some with iep's 504's) and one support staff is asking a lot of teachers. Lastly, in his Board presentation, Peter pointed out that he had attended EVERY committee meeting since he began at MCCPS.

Whilst this is admirable, it's neither sustainable or healthy. I would really encourage Peter to allow other members of the leadership team to represent him at Committee meetings. His predecessor attended all meetings and I believe that it can only contribute to burn out of an individual and is certainly detrimental to the school as a whole. It hinders honest commentary/feedback from staff/parents who sit on these committees. Thank you for all that you have accomplished to date. Overall, a good job in difficult and uncharted waters. I look forward to assessing what Dr. Cohen is able to accomplish in 2021/22 and beyond.

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I believe that Dr. Cohen has performed above expectations given all of the recent challenges. I commend his positive attitude and ability to make the best out of difficult situations. The financial constraints of the school remain one of the most challenging aspects of leading the school into the future. Regionalizing the school was a great step to begin to reach further into the community and allow for the school to gain the benefits of neighboring communities.

I believe his vision for the school is in keeping with the spirit of the charter and overall mission established so long ago. The diverse responsibilities required to head an entire "school district" – which is what a charter school is – are far reaching and extensive. He is developing a strong leadership team, however he should be mindful of all of the potential pit-falls that he faces. To date I believe he has kept pace with his overall plans and goals, and I urge him to remain focused and vigilant on attaining those goals.

Teaching Force was a source of inspiration for many of the Board members and I believe teachers, however the pandemic has created additional challenges and set-backs to the overall program, but I urge all involved to remain positive and continue to push for full implementation of this program.

Given everything that has occurred, I believe Dr. Cohen has earned a proficient rating for this school year.

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It's a very difficult year to assess Peter. His management of the Covid crisis was excellent. His progress on the community outreach resulted in far better enrollment prospects and the school navigated soundly a difficult budget.

On the opposite end of the spectrum, the progress on the academic standards and quality of teaching of the school has been far more limited. However, it is very difficult to know how realistic the goals established last year were in the unforeseen circumstances of a pandemic.

Peter's ability to avoid and manage HR issues should be monitored as well going into the next school year.

Overall though, I want to acknowledge that Peter provided steady and much needed leadership in a very difficult year for MCCPS and the rest of the public school systems across the country.

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Peter's done a terrific job steering the school through a unique and extremely challenging year. Delivering a meaningful educational experience for our students (through provision of remote and hybrid teaching options) was a tremendous accomplishment considering the circumstances and should be celebrated. Another major success story was the refreshed, refined and reinvigorated external community engagement strategy. Building our external presence was a major goal for Peter and the school and so it's great to see the progress made in growing community awareness of our unique and wonderful school. Congratulations!

One area I would recommend Peter prioritize moving forward is around developing / refining his management and leadership style. A lot of strategic decisions although in principle are sound, seem to be rolled out with little consultation with staff or board. Peter also appears to be reluctant to reflect on feedback in his decision making. Recent personnel decisions and ongoing struggles in piloting Teaching Force could have both been avoided with a more agile and collaborative leadership style. Peter also needs to pay more attention to how he messages and executes staff changes. With recent personnel decisions [REDACTED] and those previously [REDACTED], Peter's apparent lack of empathy [to those affected] is having significant impact on the staff's perception of him and will begin to hamper the development of strong professional culture at the school. A lot of Peter's plans are well reasoned and sound. However the execution is blunting their potential impact to improve the school. Peter needs to adjust and refine his leadership style and I would encourage him more actively leverage the faculty and his LT to gather feedback on his ideas (and importantly adjust and reframe if required). Doing so will ensure effective and meaningful

execution of his plans and a stronger school. Support from a HR professional / organization to support personnel decision making would also be helpful to ensure we are fully aligned with key personnel policies moving forward.

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With the COVID limitations presenting numerous challenges for the school Peter Cohen still found ways to move the program forward and has made significant progress towards goals that were set. I can only imagine what would have accomplished under normal circumstances in his first and second years. I look forward to next year with a more traditional school year possible and for the program to evolve into an exemplary one in the region and the state.

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Overall, the head of school is on the right track. He has showed good leadership throughout a non-usual school year hit by both a pandemic and a rise in racial injustice. He has made it a priority, even when school moved online, that the kids keep learning with the highest standards.

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This year has been extraordinarily difficult in many ways. Peter's 3 year goals are on track in my opinion. Mid-cycle reviews for next year will be informative. Teach Force needs to be reevaluated for efficacy. More Professional Development and more time with individual departments for teachers will be crucial in developing a program that has continuity. Peter should attend some of those meetings to learn more about the curriculum and processes already in place he may not be aware of as far as curriculum maps and alignment. Evaluation for teachers and regular feedback also needs to be in the forefront for next year.

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I think Peter has done a great job especially having to deal with a pandemic at the beginning of his engagement at MCCPS. As a parent of two MCCPS students I can say that my wife and I would have had second thoughts about continuing at Charter without Peter's leadership. Peter is an effective communicator, and he has done a good job making sure he is accessible to parents and members of the community. One area I think the school really needs to focus on more is the quality of academics. I appreciate that there has been some effort via the Academic Excellence Committee to articulate a vision, but I would be hard pressed to explain to another parent or board member exactly what the goals are and how the school will measure and track progress towards those goals.

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 – AVG – 3.64						
1	<p>Leadership & Administrative Team Development: Throughout FY21 (July 2020-June 2021) the Leadership and Admin Teams will work collaboratively to ensure that all leadership and administrative tasks are executed effectively and efficiently.</p> <p>Key Actions :</p> <ol style="list-style-type: none"> By October 19, establish systems for effective teamwork. This will include: (a) Regular meeting schedule for both teams, (b) Meeting protocols that include advanced agenda input and sharing, (c) Established norms for meetings By October 19, roles and responsibilities will be more clearly defined, including job descriptions that will be drafted and revised throughout the school year. <p>Develop systems for internal communications including a flow chart for the faculty & staff to know the first point of contact for any issue.</p> <p>Standard – IIB, IIC, IVE</p>	□	□	4	7	□

School Improvement – AVG – 3.18						
2	<p>Define Criteria for Excellence & Measures of Learning: By early fall, the Criteria for Excellence document will be drafted with input from each department. This work will be facilitated by the Academic Excellence Committee and the Principal with oversight by the Head of School.</p> <p>Key Actions :</p> <ol style="list-style-type: none"> Throughout the school year, there will be coordination of the work of the Academic Excellence Committee with the instructional leaders in the school Next steps will include the development of rubrics/assessments aligned with the Criteria for Excellence document. Throughout the late summer we will train faculty, staff, parents, and students on the utilization of new technology platforms that will strengthen our remote learning instruction and lead to effective student portfolios, and student-led conferences. By January 1, we will have an updated design plan for Exhibitions of student learning. <p>Standard - IA, IC, IE</p>	<input type="checkbox"/>	1	7	3	<input type="checkbox"/>
Professional Practice – AVG – 4.27						
3	<p>Communications & Marketing: During FY21 the school website will be redesigned and a new logo/branding will be completed. Additionally, as part of the recruitment process, mailings will go out to families across the sending districts in the area in advance of events such as open houses and the enrollment lottery. A robust social media presence will be in place.</p> <p>Key Actions :</p> <ol style="list-style-type: none"> During the month of August, our internal communications team will work with a consultant to both rebrand (new logo) and upgrade our website that will become the hub of information it is intended to be for parents and interested community members. By January 1 we will work with other marketing consultants to create and distribute marketing materials including postcards and flyers to potential families in an effort to strengthen our recruitment efforts. By the end of May 2021 we will have a strategic plan for the use of social media in our school as a medium to promote and celebrate what we do at MCCPS <p>Standard – IIIA, IIIB, IIIC, IIID</p>	<input type="checkbox"/>	<input type="checkbox"/>	1	6	4

Student Improvement – AVG – 3.27						
4	<p>Effective Instructional Professional Development for Teachers - a multi-year goal; The Head of School and the Principal will work with consultants with experience in the Dutch system of “Leerkracht” (Teaching Force). This work will ground our efforts to improve teaching and learning by providing teachers with a system for giving and receiving feedback on lesson planning and implementation.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> Year One: Introduce, train, and initiate the Teaching Force protocols with a select group of teachers and teacher-leaders. This work will include the development of a schedule that prioritizes time for teachers to work collaboratively in support of one another for lesson design and eventually peer observations. Year One: During the time of COVID-19 we will focus our attention on developing and training every teacher on effective delivery of instruction in a remote setting so that we can be fully prepared for effective teaching & learning in either a remote or in-person learning environment. Year Two: Once we are fully back to in-person learning for all, we will develop a formal system for teachers to receive regular feedback from supervisors leading to both formative and summative evaluations. Year Three: The integration of the peer feedback system (Teaching Force) and the more formal, evaluative feedback will be meshed together to create our fully realized system for providing educators with the information they need to continuously improve. <p>Standard – IB, ID, IIA, IVC, IVD, IVE</p>	<input type="checkbox"/>	3	2	6	<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. – AVG – 4.0	<input type="checkbox"/>	<input type="checkbox"/>	2	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. – AVG – 4.27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3
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. – AVG – 3.09	<input type="checkbox"/>	3	4	4	<input type="checkbox"/>

Comments:

Dr. Cohen has been a wonderful addition to MCCPS and I hope he remains for a long time. He has a positive attitude that is infectious and a vision for the school that should be applauded. He appears to enjoy challenges as he has faced several significant ones over the last year plus and he continually rises to the occasion. From a fiscal standpoint, he – with the help of his Business Manager – is doing much with remarkably little. I am pleased with the financial results as the auditors provided a clean opinion for the last two years, which is fantastic. Generally speaking, his understanding and compliance with all laws and mandates is solid. And I believe he is doing great work in these areas. As mentioned in other comments within this evaluation, I believe he needs some assistance with HR matters as these can be tricky. The Board is assisting in this area and additional funding for dedicated resources is being evaluated.

From my experience, Peter always looks to include everyone and share his thoughts and visions. I believe he is a thoughtful and pro-active Head of School and I hope he remains with the school for years to come.

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Goal 2: Peter and his team have been able to make significant progress toward the goal of School Improvement, but because COVID has demanded that energies be focused elsewhere through much of the year, they have not been able to fully meet this goal. Development of rubrics and assessments is still underway.

Goal 4: Note that my rating of this goal as “Met” applies to the year one portion of the goal.

IV-E. Peter has begun the important work of developing a shared educational vision and professional culture around how to implement that vision, but the work has been slowed this past year because of COVID. I believe this work will – and should be! – one of Peter’s key priorities in the coming year.

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Overall, Peter has led MCCPS effectively this year. While some goals such as Instructional Practice for Teachers only had some progress, and I believe this goal will have significant positive impact and progress next year. Perhaps teachers are able to create a teacher-owned and led environment that aligns with these goals. The Admin reorganization was still a moving target as recent as last month. I am interested in how this will play out once the new roles are not only solidified but recognized and implemented. The Communication and Marketing was a huge success and I although I feel this goal has been met, it really should always be an evolving process to meet the needs of our community and lead the way for other schools in the Commonwealth.

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. Goal # 2 – AVG – 2.73	<input type="checkbox"/>	3	8	<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 – AVG - 2.82	<input type="checkbox"/>	2	9	<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. Goal # 2 – AVG - 2.82	<input type="checkbox"/>	2	9	<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 – AVG - 2.45	<input type="checkbox"/>	6	5	<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 # 2 – AVG - 2.73	<input type="checkbox"/>	3	8	<input type="checkbox"/>

Overall Rating for Standard I (Circle one.) – AVG - 2.73	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 - 3

Proficient - 8

Exemplary

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

Overall, this standard is difficult to grade based upon the remote learning for most of the year. The Faculty was diligent in tailoring the curriculum to the online learning model. It is unclear if the HOS or other administrators logged in to the remote sessions to evaluate the teachers, student engagement, and feedback.

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The majority of the evidence presented indicates that Dr. Cohen is on the right track. Peter, like the staff, has been candid in his assessment of teacher evaluations, or lack thereof, and is aware that this is a critical area for improvement. A lack of meaningful teacher evaluations were a major issue for Peter's predecessor and it is imperative that this issue does not continue into the 2021/22 school year.

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From my perspective, Peter should look to create / design more clearly defined and measurable standards for lessons and instruction. Work with Academic Excellence has been steady, but a bit slower than desired. Also, as he mentioned previously, Peter should work more directly with teachers and staff to set expectations and conduct regular evaluations.

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It is somewhat unfair to grade this dimension this year when so much of the school year has been remote. Access to teachers for in-person training has been limited. The pandemic has also thrown additional concerns onto Peter's plate (staff and student safety, community communications etc) which have further distracted from this important mission.

That said creating a compelling curriculum, and improving academic standards and standards of the teaching staff will be Peter's main objectives going into a "normal" school year.

I note Teaching Force as a key initiative started by Peter this year to answer some of these concerns but with limited impact in its first year.

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Dr. Cohen has reached proficient in all areas of Instructional Leadership. Dr. Cohen has discussed using assessments like I-Ready and MCAS to drive instruction. In addition, he has revamped how the students present their work at exhibition. He attends the meetings for the curriculum excellence committee.

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I-D: Supervision of staff is an area for improvement. Since Peter's arrival at MCCPS, there have been several teachers/members of staff who have expressed unhappiness with the way Peter evaluated their performance and communicated ways in which they could improve or receive support/training to improve. My comment has less to do with aligning with state regulations, which I don't believe is an issue, but more with alignment of contract provisions. In the future I would be curious to see what a teacher/staff improvement plan looks like, to better understand how Peter is supporting the growth and improvement of his team.

I-E: I would welcome more information from Peter about how he and his team are using student performance data, both from the state and collected internally, to evaluate student learning and teacher effectiveness. This is an area I don't feel I have clarity on.

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Students' assessment should be an ongoing process throughout the school year. Staff should not be waiting until at the end of the trimester to grade students work and realized then that such student needed more help. Grading should be done through Schoology more frequently to give parent access to their children's performance.

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Based on the feedback from staff and by Peter's own admission, he was not able to get into classrooms as much as he needed to due to constant Covid work related meetings, calls etc... The Academic Excellence committee has started to align curriculum but this is a longer goal that has not been met at this time.

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I think the board needs more visibility into Standard I. It is difficult for me to gauge the five indicators above across the entire staff and school.

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 # 4 – AVG – 3.0	<input type="checkbox"/>	1	9	1
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. Goal #1 – AVG - 2.45	<input type="checkbox"/>	7	3	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. Goal #1 – AVG – 3.09	<input type="checkbox"/>	<input type="checkbox"/>	10	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 – AVG – 2.91	<input type="checkbox"/>	2	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 – AVG – 3.18	<input type="checkbox"/>	<input type="checkbox"/>	9	2

Overall Rating for Standard II
(Circle one.) – AVG - 2.82

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 - 3

Proficient - 7

Exemplary - 1

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

This year has brought about many items which required adaptation to the changing environment. Policies and procedures were adapted given the changes to the guidelines for education.

This year saw some issues arise with the handling as a couple of personnel issues arose. There were a couple of legal issues this year that required expertise to resolve.

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Dr Cohen has implemented/fixed various systems and practices that were either missing, lacking or just plain broken. COVID has hindered the rollout/effectiveness of some of these initiatives but on the whole the evidence seems to point to an overall improvement, although Peter acknowledges that there is still plenty of work to be done.

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This area has been extremely challenging given the pandemic and aggressive plans to update and refine the overall organization. Peter’s communication externally has been on-point and commendable, however his internal communication and staff development needs improvement. Some the recent turbulence

with staff could have been handled more professionally and “by the book”. Peter needs more assistance with HR matters and the Board is working with him to address this area of concern.

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Peter had a strong year in many Management and Operations dimensions.

He was instrumental in creating safe policies for staff and students, which still seemed to satisfy parents better than in the MHD public school system. The budget crafted with his CFO was sound and well executed, and Peter remained very aware and implemented all of state rules and compulsory pandemic measures.

That said, his management of at least 2 HR situations placed the school in a difficult spot. Going forward, this is a key dimension that Peter should monitor and we hope additional HR support will help in this effort.

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Dr. Cohen has reached proficient in all areas of management and operations. Dr. Cohen did a fabulous job maintaining school wide excellence in a challenging year of educating during a pandemic.

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II-B: As noted in indicator I-D, above, staff development is an area of improvement for Peter. My hope is that the addition of a permanent HR staff member will provide support to Peter in this area, and offer concrete tools and suggestions for strengthening Peter’s skills in personnel communications and management.

II-C: Peter and his team have done an exceptional job with scheduling this year, as they have worked to get students and faculty/staff into the building during the pandemic. Peter has noted that one area of scheduling that was negatively impacted this year was time for teacher learning and collaboration, but I’ve given high marks for this indicator anyway because of the unique challenges of COVID.

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The head of school made some good decision by hiring a new principal and director of student services, however he should also focus on existing staff by making sure that their voices are heard. To make that happen, he should hire an internal HR person to handle internal disputes and avoid misunderstanding which might leads to high turnovers.

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I believe Peter has done a great job managing a challenging budget. I think Peter deserves high marks relating to ethics, policies.

Examples of evidence Head of School might provide:

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|---|---|---|
| <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
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 # 3 – AVG – 3.27	<input type="checkbox"/>	<input type="checkbox"/>	8	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. Goal # 3 – AVG – 3.09	<input type="checkbox"/>	<input type="checkbox"/>	10	1
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Goal # 3 – AVG – 3.45	<input type="checkbox"/>	<input type="checkbox"/>	6	5
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. Goal # 3 – AVG – 3.27	<input type="checkbox"/>	<input type="checkbox"/>	8	3

Overall Rating for Standard III (Circle one.) – AVG – 3.27	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

Proficient - 8

Exemplary - 3

<p>Comments and analysis (required for all ratings other than Proficient):</p> <p>Peter has done a terrific job this year communicating with parents and the community, updating as needed on the ever-changing environment of this school year. From Full Remote, to Hybrid, to Full In School learning, the communication has been clear, concise and timely.</p> <p>-</p> <p>During my association with MCCPS, family and community engagement has never been better. Dr Cohen's efforts in this standard border on Exemplary..great work!</p> <p>-</p> <p>Dr. Cohen has a fantastic disposition and has been extremely welcoming and communicative. I commend him for jumping into a difficult situation and performing admirably. Peter is even keeled and measured in his approach based on what I have witnessed at events, meetings, and anytime I have worked with him. I encourage him to continue this approach and look to expand on his messages of inclusion and high-performance standards.</p> <p>-</p> <p>Peter had a very strong year in terms of community outreach. He comes across as very personable. The frequency of communications from the school increased yet remained relevant. Parents seem to have been reassured by his steady leadership during the crisis. Enrollment prospects for the next school year seem in a better shape as a result.</p> <p>-</p>
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Dr. Cohen has reached proficient in all areas of Family and Community Engagement. He sends out weekly newsletters and is transparent on the comings and goings of school news. In addition, he holds school wide parent conversations so that the school community can hear any updated news. Whenever emailed about specific concerns, Dr. Cohen responds effectively and efficiently.

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III-C: Peter and his team have provided excellent communication during the COVID pandemic, so I believe he deserves high marks for this indicator. The school has provided very clear information about in-person learning and COVID-related changes to its schedule, physical plant, and overall operations. Additionally, Peter has overseen a successful postcard initiative, which included English and Spanish components, as part of its push to increase enrollment next year. Peter has noted that this particular initiative was particularly successful, and directly resulted in a number of newly-enrolled students.

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Though emails, the head of school frequently invites parents to get engage with the school activities by joining different committees and/or the PTO.

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The Covid crisis necessitated regular communication and there was also a continued need to meet individual family concerns which were numerous. Every week, and once a month Peter sent out valuable information on our plans and status of Covid related information and kept families and the public in the loop. His transparency on this was exemplary. Enrollment numbers are up due to outreach an effective marketing strategies.

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Peter's door is always open.

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. Other Evidence – AVG - 2.91	<input type="checkbox"/>	1	10	<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. Other Evidence – AVG – 3.09	<input type="checkbox"/>	1	8	2
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. Goal # 4 – AVG - 2.55	<input type="checkbox"/>	6	4	1
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 – AVG - 2.91	<input type="checkbox"/>	1	10	<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 & 4 – AVG - 2.54	<input type="checkbox"/>	4	7	<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 – AVG - 2.55	<input type="checkbox"/>	5	6	<input type="checkbox"/>

<p>Overall Rating for Standard IV (Circle one.) – AVG - 2.64</p>	<p>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.</p>
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Unsatisfactory

Needs Improvement - 4

Proficient - 7

Exemplary

<p>Comments and analysis (required for overall ratings other than Proficient)</p> <p>The roll out of Teach Force has not gone as smoothly as it should have. The issues that arose with the roll-out took several months to be addressed. Would like to see Peter more involved with the design and implementation of Teach Force at MCCPS, as he is the champion and program sponsor. It is Peter's duty to ensure the program is integrated properly into the MCCPS culture.</p> <p>Issues regarding a couple of personnel matters should have been addressed earlier.</p>

Peter needs to strengthen, empower and support the position of Principal. This is a position Peter instituted this year. This position needs to grow in order to support learning, the students, teachers and other administrators.

MCCPS is a welcoming, open community, affording our students a well rounded education. Through this past year, students have continuously progressed through the curriculum.

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Dr Cohen has done a great job communicating with families and getting MCCPS “out there” in the public sphere. However, there appears to be ample evidence that he has been less successful in communicating with staff. Obviously, Peter has had two very tough years to negotiate, especially as a new HoS and he readily admits there is room for improvement here. This 3rd and hopefully normal year will give Peter the opportunity to truly focus on his staff communication/interaction and prove to them that he is the one capable of leading MCCPS into the future.

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Overall Peter has presented several compelling presentations to the Board regarding his commitment to high standards and strong communications. An area that needs improvement is providing feedback to employees and ensuring everyone understands expectations and knows where they are with regards to performance and related metrics.

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Dr. Cohen has received an overall rating of proficient however, two of the areas of Professional Culture need improvement. As there have been some turnover in the middle of the school year along with some obvious contention, there are some concerns as to the verbal communication skills and ability to manage conflict throughout the school faculty.

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IV-C: Peter has demonstrated strong written communication skills with parents and the MCCPS community, and strong interpersonal, written and verbal communication skills with the Board of Trustees. One area that appears less strong is Peter’s communication with faculty and staff. As noted in a few of the indicators on previous pages, this is an area for attention and for improvement.

IV-E: I’ve noted “Needs Improvement” on this indicator because I am concerned about how successful the Teaching Force training program will be at MCCPS in the coming years. Peter has shared that the program had a bumpy roll-out during because of the pandemic, so I am curious to learn whether the faculty will ultimately embrace its concepts and implementation. I appreciate Peter’s enthusiasm for and investment in Teaching Force, and believe that even if its concepts have to be rebranded or implemented differently, that Peter is committed to working toward a shared educational vision; I anticipate marking this indicator “Proficient” or even “Exemplary” in the future.

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When the whole country was shaken by a sudden rise in racial injustice, the head of school has risen his voice via many emails sent to the community to ensure all students and staff from different backgrounds feel safe and respected. He also reminded the staff about their duties of talking to students about the issue that racial injustice will not be tolerated in the school premises.

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Teach Force was not implemented as effectively. For a variety of reasons it did not gain momentum. Many staff felt it was not the best use of time in an already unusually difficult year.

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I do not have enough visibility into several of these indicators

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: _____

