



HEAD OF SCHOOL EVALUATION

MCCPS Board of Trustees Training

March 29, 2022

Overview

- Remaining timeline and steps in the process
- Performance Standards and Indicators
- HOS Goals
- Evidence that will be used
- Summative Report

Timeline

March-April

- HOS Evaluation Training
- Val-Ed, Board on Track, and HOS Faculty Satisfaction Survey launched by Personnel committee
- Board members thoroughly read and understand HOS Evaluation documents
- HOS completes self-evaluations within surveys
- HOS launches Parent Satisfaction survey

April-May

- HOS presents End of Cycle Progress Report
- Personnel Committee presents summary results of surveys
- Board members collect and synthesize evidence toward assessment

May-June

- 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

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. *These will be labeled and tied to one of the 3 goals for reference.

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 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):

Head of School Goals

Each Board member will assess the HOS progress toward the 3 current goals.

Head of School Performance Goals – Step 2

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>Leadership & Administrative Team Development: Implement an Effective System for Observation, Feedback, and Evaluation of Teachers.</p> <p>The Head of School 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. Simultaneously, a system for educators to receive feedback from supervisors will be implemented.</p> <p>Key Actions:</p> <p>2021: Re-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 peer observations. The Teaching Force program will also allow administrators and teachers to identify areas of focus for the evaluations/observations.</p> <p>2021-2022: Develop a formal system for teachers to receive regular feedback from supervisors leading to both formative and summative evaluations. The Principal, Director of Student Services, and Head of School will each be assigned members of the staff for whom they are the primary evaluator. We will calibrate and collaborate to ensure an equitable evaluation process.</p> <p>2022: 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> <p>Standard –</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Evidence

- Mid-cycle Progress Report and comments
- Val-Ed, Board on Track, Faculty survey result summaries
- End-of-cycle Progress Report presentation by HOS (which will include summary results from the HOS Parent Satisfaction Survey)
- Other relevant evidence gathered by Board member

Summative Report

Each Board member individually fills out this “report card” on the HOS.

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].)

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

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"/>



QUESTIONS?

**THANK YOU FOR YOUR
THOUGHTFUL WORK AND
SERVICE TO MCCPS.**