

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

Head of School: Dr Peter Cohen \_\_\_\_\_  
 Evaluator: Board of Trustees \_\_\_\_\_  
 Name Signature Date

**Step 1: Assess Performance on Standards (Complete pages 1-5 first; then check one box for each standard.)**

### 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>				
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <b>Goal # 2 Avg -2.8</b>	<input type="checkbox"/>	3	7	1
<b>I-B. Instruction:</b> 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. <b>Goal # 1 Avg – 2.7</b>	<input type="checkbox"/>	3	8	<input type="checkbox"/>
<b>I-C. Assessment:</b> 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. <b>Goal # 2 Avg – 2.7</b>	<input type="checkbox"/>	3	8	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <b>Goal # 1 Avg – 3.0</b>	<input type="checkbox"/>	1	8	1
<b>I-E. Data-Informed Decision Making:</b> 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. <b>Goal # 2 Avg 2.8</b>	<input type="checkbox"/>	3	7	1
<b>Overall Rating for Standard I (Circle one.) Avg – 2.7</b>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

Unsatisfactory

Needs Improvement - 3

Proficient - 8

Exemplary

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

- Relying on all three of the staff surveys, improvements have been made but the evidence suggests that Peter (and his team) still have work to do in this area. It appears from Peter's slide deck presentation, as well as staff comments that there seems to be a general lack of understanding of Peter's and the Principal's roles within the faculty. At the April Board meeting Peter expressed "dismay" at the Principal's lack of outreach to families. This was somewhat confusing to me too as all communication (at least as a non parent) appears to originate from Peter directly. Does the community need additional outreach? Should there be grade specific outreach from the Principal? Weekly, bi-weekly, monthly? In everybody's best interest I think there needs to be further clarification/delineation of these roles. Personally, I had long advocated for the HoS responsibilities to be shared so I believe the intent and need for a Principal to be solid, however the roles and responsibilities just need to be crystal clear to all.
- Though the events of the last couple of years have bogged down the implementation of additional teacher assessment/improvement measures, I'm excited to see how things such as the Teacher Force grow and improve the student experience. I believe Dr. Cohen has put processes in place that can be effective over time and hope that the school will reap the results soon!
- While Dr. Cohen may have delegated Curriculum and Instruction to someone else on the Admin team, it is still his responsibility to ensure that rigorous academic standards are being met. It is not entirely clear from the evidence presented that all educators are supported in teaching a well-designed curriculum, using assessment data to drive instruction, and meeting diverse needs. Additionally, not all educators have been evaluated – again, if this has been delegated out (though I am personally of the belief that Dr. Cohen should also be observing and providing feedback to educators), it is still Dr. Cohen's responsibility to make sure there is accountability and follow-through. Very few pieces of evidence suggested below have been discussed – in no way should all examples be required – but it would have been interesting to hear about classroom walk-through observations, reporting on educator practices with highlights and lowlights, and an understanding of what the leadership team is working on/toward via an analysis of leadership team agendas. I think it also interesting to note that the "Leadership Team" is really just an Administrative team and has no faculty input.
- MCCPS needs to return to our roots, of Project Based Learning as the foundation of our program offering, where PBL is part of the learning methods throughout the entire year, and not the couple of weeks leading up to exhibition.
- The pandemic has really impacted Peter's ability to put his stamp on the quality of teaching at MCCPS, as difficulties in the day-to-day operations have slowed down what I believe is his main objective. Now that we (hopefully) can get back to a more normal setting, Peter should continue to strive to improve the curriculum, faculty quality and training and measurements that can help assess results. MCAS results, specifically, while a thoroughly imperfect measure of student performance cannot be discounted as it is a very tangible metric that Parents and other school stakeholders look at and use to make decisions that impact MCCPS.

### 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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <b>Goal # 1 Avg – 2.8</b>	<input type="checkbox"/>	3	7	1
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <b>Goal # 3 Avg – 2.5</b>	1	4	6	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <b>Avg – 3.0</b>	<input type="checkbox"/>	1	9	1
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines. <b>Permanent Goal Avg – 3.1</b>	<input type="checkbox"/>	1	8	2
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the school’s vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources. <b>Permanent Goal Avg – 3.1</b>	<input type="checkbox"/>	1	8	2

<b>Overall Rating for Standard II (Circle one.) Avg – 2.8</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement - 2

Proficient - 9

Exemplary

<p><b>Comments and analysis (required for all ratings other than Proficient):</b></p> <ul style="list-style-type: none"> <li>- Again, the staff surveys suggest that criteria II-B and II-C need improvement. This is particularly true of human resource issues/interactions. Hopefully the addition of a new Human Resources manager will help out. However, with regards to the other three components of this standard, Peter has done well. He is a great believer in systems and has worked hard to implement them. Not entirely convinced that he believes that he has the right folk in the right roles..time will tell.</li> <li>- Based on the feedback we’ve received from teacher surveys and my own observations, professional development is an area that could see improvement. I believe the addition of a Dean of Students, which should not only provide a more standardized disciplinary process but also free up the Principal to take on more responsibility as an instructional leader, and the hiring of an HR rep will bring positive change.</li> <li>- Encourage Peter to focus on refining his coaching and mentorship skill set. Often appears to blame others for challenges within the school. Would be preferable if Peter could help others solve key challenges – rather than quickly pointing fingers. In the long run supporting others will help build trust and foster a positive speak-up culture.</li> </ul> <p>Finally, leverage others to make effective hiring decisions. Some moves (e.g. [REDACTED], others recently) have not been successful and I’d encourage Peter to invest more time and seek diversity of perspectives in hiring. Key area of growth.</p> <ul style="list-style-type: none"> <li>- There is a genuine need to develop our teachers, given the rate of staff turnover during the past 6-8 years. The level of experience of the teachers has markedly decline during this same time period.</li> </ul>
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- HR Management continued to be an issue at MCCPS in 2021-2022 but this will be addressed with the addition of a dedicated professional. However, there were improvements during the year linked with retention and a strong budget review which made it possible to guarantee 5% increases to the School's staff.  
Peter continues to be an effective communicator to the Board and to the Community at large. There have been some hiccups and emails to the Board are much more frequent than in past years, but it is difficult to assess whether this reflects any specific concern with Peter's performance or whether this is more a reflection of the more confrontational nature of relationships and communications in our current climate.
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**Examples of evidence Head of School might provide:**

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

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

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>					
<b>III-A. Engagement:</b> 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. <b>Avg – 3.0</b>	<input type="checkbox"/>	1	9	1	
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <b>Avg – 3.1</b>	<input type="checkbox"/>	<input type="checkbox"/>	10	1	
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <b>Avg – 3.1</b>	<input type="checkbox"/>	1	8	2	
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <b>Avg – 2.8</b>	<input type="checkbox"/>	3	7	1	
<b>Overall Rating for Standard III (Circle one.) Avg – 3.0</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school.				

Unsatisfactory

Needs Improvement - 1

Proficient - 9

Exemplary - 1

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

- Dr Cohn supports family and community engagement and in another school year of Covid challenges, he has worked hard to navigate how to be inclusive of families. However the Board has received numerous communication from parents and staff about his communication style so there seems to be a discrepancy when there is a disagreement or challenging situation.
- This standard is one of Peter's strengths. Communication out to families has never been better. The next step is to re-engage the parents, have them volunteering en masse and contributing to the school in deed.. not an easy task after covid but one that needs to succeed if the school is to grow and not just survive.
- Another area that needs improvement according to the survey data we've received is communication and re-engagement with parents. Currently, I think Dr. Cohen is doing an admirable job serving a multitude of roles, including that of the "face" of the school. The weekly updates are a tremendous way to keep parents up to date and I feel that the school principle, along with the hiring of a Dean, will be able to help further improve parent communications as we look to strengthen the MCCPS/parents partnership. As discussed during the 4/25 Board of Trustees meeting, the return of parents to the actual school (visiting during Community Meeting, leading enrichments, etc.) will help improve the parent  MCCPS line of communication as well.
- This aspect has been a hallmark of Dr Cohen's tenure during the pandemic. MCCPS needs to reinvigorate the COMMUNITY, which is part of our name, and a strong attribute of the school. Parents and student, especially those that have joined since the Spring of 2020, need to experience the Community of MCCPS. Dr Cohen needs to take a step back at times when addressing concerns presented by parents. At times, he takes a position and is unwilling to adjust, which may or may not be in the interest of the Student, Parents or MCCPS.
- I believe Peter is a trusted figure of MCCPS with the Community. There have been several communications to the Board from parents but these seem to be more related to very specific instances rather than systemic failures.
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**Examples of evidence Head of School might provide:**

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|---|--|---|
| <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
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <b>Avg – 3.2</b>	<input type="checkbox"/>	<input type="checkbox"/>	9	2
<b>IV-B. Cultural Proficiency:</b> 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. <b>Avg – 3.2</b>	<input type="checkbox"/>	<input type="checkbox"/>	9	2
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <b>Goal # 1, 3 Avg – 2.8</b>	<input type="checkbox"/>	4	5	2
<b>IV-D. Continuous Learning:</b> 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. <b>Goal # 1 Avg – 3.1</b>	<input type="checkbox"/>	1	8	2
<b>IV-E. Shared Vision:</b> 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. <b>Permanent Goal, Goal # 1, 3 Avg – 3.1</b>	<input type="checkbox"/>	1	8	2
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout school community. <b>Avg – 2.7</b>	<input type="checkbox"/>	6	3	1

<b>Overall Rating for Standard IV</b> <i>(Circle one.) Avg 2.9</i>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement - 2

Proficient - 8

Exemplary - 1

<p><b>Comments and analysis (required for overall ratings other than Proficient)</b></p> <ul style="list-style-type: none"> <li>- Although the head of school is doing good on this area overall, he needs to be more professional when dealing with school staff conflicts. Almost all staff leaving the school has the same stories on how they are being forced out by the head of school. The newly hired HR manager might help fill this gap.</li> <li>- Overall, I mark this standard as Needs Improvement. Staff surveys suggest that there are still a number of staff who have not yet bought into Peter's vision for the school. I believe that some staff believe that the admin has become top heavy at the expense of classroom teachers (in #'s and not necessarily in \$'s). There also appear to be staff who believe that they do not have enough input into the school's/Peter's vision for MCCPS and the educational impetus is leaning toward a "Top-Down" rather than a teacher-led approach. Peter, as well as the teachers, recognise the need for improved PD and internal communication... Teaching Force still a work in progress!</li> <li>- In reviewing the Comments sections of the faculty survey, I noticed that a number of responses mentioned that some of Dr. Cohen's communications towards the faculty occasionally come off as aggressive. Though I am not personally privy to such messages, I do think this is worth noting given that</li> </ul>
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this could affect teacher retention, which is obviously critical to the school's success (especially in this labor market). That said, I believe it's worth commending how Dr. Cohen has effectively communicated a clear, thoughtful vision for the school to the faculty (this is confirmed in the survey data) and implemented successful practices that allow for not just HOS  Faculty communication but peer to peer feedback as well, which I hope will continue to become more and more commonplace.

- Peter is incredibly hard-working.  
From what I can observe as a Board Member (which arguably is a limited window into what happens at the MCCPS) he's approachable to his staff and does not shy away from difficult conversations, but strives to remain honest and trustworthy in his communications.

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**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: \_\_\_\_\_





## Head of School Performance Goals – Step 2

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	<p><b>Leadership &amp; Administrative Team Development:</b> 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><b>Standard – IB, ID, IIA, IVC, IVD, IVE Avg - 2.7</b></p>	□	5	4	2	□

School Improvement						
2	<p><b>Define Criteria for Excellence &amp; Measures of Learning: Implement the Criteria for Excellence &amp; Portfolio System</b></p> <p>The Criteria for Excellence document is now complete. During the 2021-2022 school year teachers will integrate the skills across lessons/units of study and monitor progress of students. Students will also self-monitor or track their growth and progress toward acquiring these skills. This work will be facilitated by the Academic Excellence Committee and the Principal with oversight by the Head of School. Department Chairs will use the Criteria document as the primary area of accountability and focus for the work across grade levels.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> <li>1. Throughout the school year, there will be coordination of the work of the Academic Excellence Committee with the instructional leaders in the school</li> <li>2. Next steps will include the development of rubrics/assessments aligned with the Criteria for Excellence document.</li> <li>3. Throughout the fall we will train faculty, staff, parents, and students on the Criteria of Excellence and this will lead to effective student portfolios and student-led conferences.</li> </ol> <p>Standard - IA, IC, IE Avg – 2.8</p>	□	4	5	2	□
Professional Practice						

3	<p><b>Communications &amp; Marketing:</b> Communication</p> <p>The Head of School will establish and maintain productive relationships with all employees.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> <li>1. The Head of School will meet individually with each employee by September 30 to check in and learn more about one another.</li> <li>2. The Head of School will meet individually with each employee during the months of February and March to both provide and receive feedback on job performance to date.</li> <li>3. The Head of School will meet individually with each employee in May to review employment agreements and negotiate salary for the next year.</li> <li>4. The Head of School will plan opportunities for team building activities periodically throughout the school year</li> </ol> <p><b>Standard – IIB, IVC, IVE Avg – 3.3</b></p>	□	1	6	4	□

<b>Permanent</b>						
<b>Standard II-D</b>	<b>Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines. <b>Avg – 3.8</b>	□	□	4	5	2
<b>Standard II-E</b>	<b>Fiscal Systems:</b> Develops a budget that supports the school’s vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources. <b>Avg – 4.0</b>	□	□	2	7	2
<b>Standard IV-E</b>	<b>Shared Vision:</b> 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. <b>Avg – 3.4</b>	□	2	3	6	□

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

Professional Practice Goal(s) <b>Avg – 2.8</b>	Did Not Meet	Some Progress - 5	Significant Progress - 3	Met - 3	Exceeded
Student Learning Goal(s) <b>Avg – 2.9</b>	Did Not Meet	Some Progress - 4	Significant Progress - 4	Met - 3	Exceeded
School Improvement Goal(s) <b>Avg – 3.2</b>	Did Not Meet	Some Progress - 2	Significant Progress - 5	Met - 4	Exceeded

**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 <b>Avg – 2.7</b>	<input type="checkbox"/>	3	8	<input type="checkbox"/>
Standard II: Management and Operations <b>Avg – 3.0</b>	<input type="checkbox"/>	2	7	2
Standard III: Family and Community Engagement <b>Avg – 2.9</b>	<input type="checkbox"/>	1	10	<input type="checkbox"/>
Standard IV: Professional Culture <b>Avg – 2.7</b>	<input type="checkbox"/>	3	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 - 1

Proficient - 10

Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

- Dr Cohen has continuously worked hard towards his goals throughout the school year. In another challenging year, Dr Cohen has made many strides to get the staff, curriculum, and community goals aligned and met. Dr Cohen has many strengths including hiring a strong staff and adding additional staff to fill in academic gaps, putting the needs of the building a priority, along with attending every single board meeting and being available for parents, staff, and community to meet with him to address their needs. One area that needs some improvement is focused around when there is a disagreement or parent who is upset about an issue regarding their child. The Board has received numerous communication over the past year regarding unhappy parents and staff. Communication in these types of situations needs to be a focus of improvement for Dr Cohen moving forward.
- Overall, the head of school is doing a good job communicating personal performance, progress against goals and accountability. He provides opportunities for professional development when needed and creates opportunities to discuss the school needs. With the help of the new HR manager, I am optimistic that he will perform better on handling conflict with staff members.
- Although my evaluation rates two standards "Needs Improvement" and two standards "Proficient", it would be churlish not to give an overall grade of "Proficient."  
There is still much work to do: sustained full enrollment, building maintenance, strategic plan, build out of the warehouse space, staff culture, parent participation, strong committee and Board membership and of course sustained financial security, fundraising and a capital campaign all need to be addressed.  
This position is not for the faint of heart. Despite criticism, Covid and the fallout of incoming students who had, in effect, lost at least a year of schooling he could have chosen to move on after his initial contract ends in June, but Peter has stayed the course. For sure, he has made mistakes but has "volunteered" himself for a new contract and, given the 5 year length of his contract, believes that he can turn our school around.  
The Honeymoon is over, from here on in, there can be no excuses.  
Time will tell, but I look forward to the next chapter..the proof is in the pudding!  
Thanks and good luck
- For many of the items above, I recorded "significant progress" largely because I believe the pandemic has slowed the rollout of Dr. Cohen's changes, not necessarily because of a lack of vision and dedication. As mentioned above, I believe Dr. Cohen has piloted the school through unprecedented and unforeseen times that have inevitably changed the way he has been able to operate. From my interactions with Dr. Cohen, I cannot help but be excited by the changes he's brought and continuing to deliver (especially Teacher Force, the addition of a Dean and the readjustment of teacher salaries, which was a difficult but ultimately wise thing to do). I believe that next year, which will hopefully be more "normal" for MCCPS' students, the processes Dr. Cohen has put in place will gain more traction and become more engrained in the school's culture.
- Peter needs to double down on his people leadership / management skills if he is to realize career aspirations and advance the school to the next level. Strong leadership with attract and retain talented staff. Currently this is still a work in progress.
- Overall, Dr Cohen has done a very good job during this school year. Teach Force does not seem to be fully implemented after 2 years. This program has not shown the results based upon the description provided.
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The Portfolios should have been easy to implement, but have lagged behind in development.

- Peter has provided steady leadership in the face of difficult operating conditions and an increasingly confrontational community. His command of the budget process, generally strong communications and the progress of enrollment compared to previous years are testament to his good work. He seems incredibly hard-working and committed to MCCPS and its students. Hopefully, with more normal learning conditions and enrollment levels/budgets, Peter will be able to focus on driving necessary academics improvement at the school.
- I think Peter is doing a great job as the head of school. One area for improvement is de-escalation with parents.
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