

BOSTON PUBLIC SCHOOLS



OFFICE OF THE SUPERINTENDENT

MEMORANDUM

TO: Principals and Headmasters

FROM: Carol R. Johnson
Superintendent 

SUBJECT: Expectations and Evaluation Documents

DATE: November 9, 2007

I am pleased to enclose several documents regarding the Expectations and Practices for School Leaders. These documents are part of our effort to articulate clear expectations for all of the Boston Public Schools.

These documents reflect changes made in the last several years, including the Seventh Essential on Operations, the Six Instructional Priorities, the hiring and evaluation of teachers, the creation of family-friendly environments in schools, and full participation in district benchmark assessments. As was the case last year, all of those who supervise and evaluate school leaders developed these documents in response to your call for more clarity and consistency about how effective school leadership is measured.

This document is organized into two sections: (1) around the Seven Essentials, as a way of reinforcing alignment among all of our work; and (2) around operational and management issues that are essential to your success as the chief administrator of your building.

Enclosed are the instrument itself and the guide to the principal/headmaster evaluation process. We realize that not all school leaders are undergoing this process this year, but we wanted you all to have a copy of these materials.

We also recognize that most pilot school principals are to be evaluated by their governing boards and may use a performance evaluation other than the one attached. Please note that the Superintendent and/or a Deputy Superintendent also may complete a performance evaluation of a pilot school principal in addition to the evaluation conducted by the governing board.

If you have questions or comments, please speak with your supervising Deputy Superintendent or Assistant Superintendent. We welcome your feedback to ensure that these documents remain useful to you and the members of your school community.

Attachments



Expectations and Practices for School Leaders

A guide for BPS Principals and Headmasters 2007-2008

The overarching goal for all Principals and Headmasters is to make progress toward closing the achievement gap and moving all students to proficiency.

Essential 1: Use effective instructional practice and create a collaborative school climate to improve student learning

The Principal/Headmaster (P/H) promotes the growth of his/her teachers by ...

- ❖ regularly visiting classrooms to observe instruction
- ❖ regularly conferencing with individual teachers about their practice
- ❖ providing teachers with ongoing constructive feedback
- ❖ demonstrating knowledge of the relative instructional skills of each teacher
- ❖ making expectations for practice clear
- ❖ demonstrating an understanding of academic rigor across content areas
- ❖ co-constructing professional growth goals with individual teachers
- ❖ holding teachers accountable for instructional performance through the teacher evaluation process
- ❖ participating in teachers' professional development sessions
- ❖ ensuring the content and language objectives are developed
- ❖ ensuring implementation of the Six Instructional Priorities with particular emphasis on the ones outlined in the school's WSIP.

Essential 2: Examine student work and data to drive instruction and professional development

The P/H ensures that different levels of data analysis are informing instruction in her/his school throughout the school year by ...

- ❖ guiding teachers in using student work to inform instructional practice
- ❖ ensuring that grade-level and/or subject-matter teams routinely use student data to inform instructional practice
- ❖ aligning curriculum, instruction, and assessment
- ❖ reviewing data with the Instructional Leadership Team (ILT) and the school community
- ❖ conferring with coaches and teachers to develop strategic plans for improved instructional practice
- ❖ reviewing Adequate Yearly Progress improvement targets and developing strategies to meet them
- ❖ ensuring full participation in the district benchmark assessments

Essential 3: Invest in professional development to improve instruction

The P/H takes charge of her/his own learning and helps teachers take charge of their own learning to improve instruction and raise student achievement by ...

- ❖ participating in learning walks and small inquiry groups with colleagues
- ❖ taking initiative in planning and pursuing his/her own lines of inquiry and professional development
- ❖ co-constructing learning goals with individual teachers
- ❖ creating an Individual Professional Development Plan (IPDP) for himself/herself and helping teachers create their own
- ❖ promoting and protecting collaborative coaching and learning (CCL) time in his/her school

Essential 4: Share leadership to sustain instructional improvement

The P/H nurtures leadership and collaboration within the school community by ...

- ❖ providing opportunities for teachers, parents, and other staff to assume formal and informal leadership roles within the school
- ❖ promoting the self-sufficiency of the ILT
- ❖ developing and promoting the work of teachers in professional learning communities
- ❖ relinquishing control in order to promote independence and leadership of other staff members
- ❖ mentoring and encouraging those who have potential to be future principals and administrators
- ❖ promoting collective ownership and accountability among other members of the school community for meeting shared goals of the school

Essential 5: Focus resources to support instructional improvement and improved student learning

The P/H ensures that all members of the school community organize resources (time, money, people, and materials) effectively to meet the collective goals of the school by ...

- ❖ guiding the creation and implementation of her/his Whole School Improvement Plan (WSIP)
- ❖ strategically allocating current fiscal resources and generating new resources to further school goals
- ❖ making informed and strategic staffing decisions that are well aligned with school goals
- ❖ routinely checking progress on WSIP goals and guiding staff in making necessary adjustments in instructional programs and delivery as needed
- ❖ ensuring that teachers make optimal use of instructional time to be consistent with the school's instructional goals
- ❖ ensuring that time dedicated to professional development, common planning, and the work of the ILT is effective, productive, and well-aligned to the goals and priorities outlined in the school's WSIP

Essential 6: Partner with families and community to support student learning

The P/H cultivates meaningful relationships and partnerships with families and community members that contribute to the achievement and well being of students by ...

- ❖ ensuring that every staff member is respectful and welcoming of the diverse families and community members who visit and participate in school activities
- ❖ providing families information and encouragement to enhance their capacity to support their children's learning
- ❖ effectively engaging families whose primary language is not English as well as those with diverse family structures and circumstances that may impede parent participation
- ❖ ensuring that high quality parent-teacher conferences occur on a regular basis
- ❖ encouraging family and community members to participate in exhibitions of student work, observe classroom instruction, and participate in learning walks
- ❖ including family members in school decisions, governance and advocacy through the School Parent Council, School Site Council, and other parent organizations

Essential 7: Maintain high levels of effectiveness, efficiency, and equity in our operations

The P/H manages the school's operational issues in such a way that promotes instructional progress by ...

- ❖ attracting and maintaining a high-performing, culturally proficient staff
- ❖ effectively using the teacher evaluation process to hold teachers accountable for instructional performance
- ❖ creating schedules that maximize student and adult learning
- ❖ effectively navigating central office departments (e.g., human resources, budget, facilities) in order to address school needs
- ❖ ensuring timeliness of hiring staff and filling vacancies
- ❖ understanding how to develop and maintain an operating budget for the school community to support student and teacher learning
- ❖ using technology (e.g., email, MyBPS, PeopleSoft) to gather information and data, create meaningful communication systems, and purchase materials
- ❖ reporting accurate student and personnel data for the school
- ❖ ensuring that the facility supports a safe, healthy and clean learning environment
- ❖ understanding and developing the interpersonal skills to manage staff tensions and problems
- ❖ effectively managing crisis situations and maintaining a safe and orderly learning environment
- ❖ effectively managing his/her own time
- ❖ understanding the "big picture" and the impact that his/her decisions have on the district

Questions about this document should be directed to the appropriate Deputy Superintendent for Clusters & School Leaders.



Boston Public Schools
Guide for Principals, Headmasters and Directors
Performance Evaluation Process
2007-2008

I. Mission:

To provide support, supervision and evaluation for all principals, headmasters and directors so that they are empowered to be effective instructional, organizational and public leaders who will engage parents, students, and teachers in the improvement of the academic achievement level of all students.

Strategies to support Principals, Headmasters and Directors in developing leadership skills:

The Superintendent, Chief Operating Officer, and the team of Deputy and Assistant Superintendents will:

- provide support for principals, headmasters and directors in the areas of instructional, organizational and public leadership through the evaluation process and in-depth school walk-throughs.
- work to engage principals, headmasters and directors in activities, processes and training that will result in improving their instructional, organizational and public leadership skills.
- work to plan, implement and evaluate professional development for principals, headmasters and directors according to identified needs.
- provide opportunities for principals, headmasters and directors to observe and learn best practices through visits to exemplary sites, shadowing others who are experiencing success and participating in study groups or other inquiry-based learning.
- work closely with the School Leadership Institute, Boston Plan for Excellence and the Boston-Harvard Leadership Development Initiative, and others to coordinate resources and provide concerted support to principals, headmasters and directors.
- create opportunities for principals, headmasters and directors to become more involved in the school system's decision-making process.

II. Criteria for selection of Principals, Headmasters and Directors for participation in the evaluation process

Principals, headmasters and directors evaluated each year are those who meet the following criteria:

- First-year principals, headmasters and directors.
- Principals, headmasters and directors whose contracts expire in June of the present school year.
- Principals, headmasters and directors with “does not meet expectations” items in their prior evaluation document.
- Principals, headmasters and directors on one-year plans of assistance.
- Principals, headmasters and directors who are identified by the Superintendent and/or Deputy Superintendent as needing extra support.

III. Evaluation Process

The Deputy Superintendents for Clusters and School Leaders and Assistant Superintendents will be responsible for evaluating principals and headmasters.

The Deputy Superintendents and Assistant Superintendents will visit each principal, headmaster or director being evaluated a minimum of three times during the year to conduct the evaluation. Each visit will last approximately two to four hours and will include a thorough walk-through in classrooms and other areas of the school building. After each of the first two visits, the evaluator will provide the principal, headmaster or director with a written report outlining the outcomes of the visit and next steps. Performance evaluations for principals, headmasters and directors evaluated during the school year will be completed and mailed to evaluatees by July 30 (*see appendix A for a summary timeline*).

The following school visit protocol has been developed so that the Deputy Superintendents and Assistant Superintendents can follow a fair and consistent process when evaluating principals, headmasters and directors. The school visit protocol includes the following:

- A short meeting with the principal, headmaster or director to review the Whole School Improvement Plan, and discuss the school’s achievement data
- A walk-through of classrooms with the principal, headmaster or director.

- An exit conference with the principal, headmaster or director to discuss observations during the walk-through, identify areas of support and plan next steps (*see appendix B for specifics on visit protocol*).
- Comments may be sought from the Operational Leader, and from other Senior Administrators in Central Administration on the school leaders being evaluated this year.
- A written report outlining outcomes and next steps for improvements will be provided to each principal, headmaster or director following the first two visits and for the third visit only when appropriate.

IV. Contracts

The Superintendent, Chief Operating Officer, Deputy Superintendents and Assistant Superintendents will determine whether contracts for principals, headmasters or directors will be renewed. Contracts may be granted for periods between one and three years. The Superintendent and Deputy Superintendents will identify those school leaders who will be placed on one-year plans of assistance for unsatisfactory performance. School leaders on plans of assistance will automatically be evaluated the next school year and will be provided additional support and monitoring during that year.

Boston Public Schools
Guide for Principals, Headmasters and Directors
Performance Evaluation Process

APPENDIX A
Summary and Timeline
2007-2008

July

- New Principal Orientation

August

- Instructional Leadership Institute for principals and headmasters

September

- Deputy Superintendents, Assistant Superintendents, and Operational Leaders conduct informal visits to schools with new school leaders to offer support and assistance.

October – June

- Deputy Superintendents and Assistant Superintendents conduct a minimum of three evaluative school visits for school leaders who are scheduled for evaluation

April

- Deputy Superintendents will forward recommendations to the Superintendent for contract renewal and non-renewal.

July

- By July 30, 2007, performance evaluations for all principals, headmasters and directors evaluated during the school year will be completed and mailed to evaluatees.
- Principals, Headmasters and Directors will receive contracts for the upcoming school year during the summer.

Boston Public Schools
Guide for Principals, Headmasters and Directors
Performance Evaluation Process

APPENDIX B
Evaluative/Collegial School Visit Protocol

What's an evaluative school visit?

An evaluative school visit is an organized tour through a school focused on teaching and learning. The purpose of this visit is to observe and evaluate your performance and growth as an instructional leader and provide feedback. Evaluative school visits will be conducted by the Deputy Superintendents and/or Assistant Superintendents as part of the principal/headmaster and director evaluation process.

What is a collegial school visit?

A collegial school visit is an organized tour through a school focused on teaching and learning. The purpose of this visit is for the visitor to engage in reflective conversations with you in order to support and assist you with the implementation of your school and district goals.

Similar visit protocols will be used for both the evaluative and collegial visits.

The following protocol introduces this process:

Before the School Visit

The principal, headmaster or director may inform the staff that there will be visitors in the building walking through classrooms and speaking with students and adults. Staff members need to be encouraged to continue business as usual. The Deputy Superintendents and Assistant Superintendents will attempt to minimize interruption to the instructional program.

During the School Visit

1. Pre-walk-through

The following information will be discussed prior to the walk-through to classrooms.

- ◆ Whole School Improvement Plan
- ◆ MCAS results and goals

Walk-through

Following are some points for discussion during the visit to your school:

Environment

- Can you see evidence of what students are learning?
- Is there evidence of student work related to Boston Public Schools' learning standards?
- Do students know what is expected? (rubrics, written expectations, exemplars)
- Is there an established process to support student learning? (transition, safety net strategies in place)
- Is the learning environment culturally and linguistically appropriate?
- Is the school environment family-friendly and welcoming to visitors?

Teacher

- Are teachers engaged with students in a variety of settings, groupings, and activities?(directed/guided instruction, centers)
- Is there evidence that indicates that teachers are teaching to Boston Public School's learning standards? To the Six Instructional Priorities?
- Are there clear stated content and language objectives?
- Are teachers posing questions of higher order thinking quality?
- Is there evidence of assessment driven instruction?
- Are teachers engaging students in challenging work?
- Is there evidence of a professional learning community?

Students

- Are students actively engaged in learning? (thinking, developing, experimenting)
- Can students explain what they are doing?
- Is there evidence of accountable talk?
- Are students able to successfully perform tasks assigned to them?

2. Post walk-through Conference

Discussion will follow the walk-through to review observations, brainstorm strategies, and plan next steps.

3. After the Visit (not part of collegial visits)

The Deputy Superintendents and Assistant Superintendents prepare a short written report, which is sent to the Principal/Headmaster/Director highlighting observations, suggestions and next steps.



**BOSTON PUBLIC SCHOOLS
PRINCIPAL/HEADMASTER PERFORMANCE EVALUATION FORM
2007-2008**

Name of Evaluatee:

Serial #:

Position:

School:

The Principal/Headmaster will be evaluated in each of the seven areas of performance using these ratings:

MEETS EXPECTATIONS - Performance that meets or exceeds expectations as defined by the principles of effective leadership.

DOES NOT MEET EXPECTATIONS - Performance that does not satisfy the performance standards of the district according to the principles and examples cited herein. All performance rated less than MEETS EXPECTATIONS will be followed up by a diagnosis and prescription (see separate document).

The Principal/Headmaster/Director will also receive specific comments on strengths and areas for development in each of the seven areas of performance, an overall rating, and a general comment.

Overall Performance:

MEETS EXPECTATIONS

DOES NOT MEET EXPECTATIONS

General Comments (use additional pages if necessary):

**PRINCIPAL/HEADMASTER PERFORMANCE EVALUATION
SUMMARY RATING SHEET
2007-2008**

Principal/Headmaster's Name:

School:

- I. Leadership of Effective Instruction:** The Principal/Headmaster supervises and monitors instructional practice in all classrooms.
- MEETS EXPECTATIONS DOES NOT MEET EXPECTATIONS
- II. Data Driven Instructional Practice:** The Principal/Headmaster ensures that different levels of data analysis are informing instruction in his/her school throughout the school year.
- MEETS EXPECTATIONS DOES NOT MEET EXPECTATIONS
- III. Investment in Professional Development:** The Principal/ Headmaster takes charge of his/her own learning and helps teachers take charge of their own learning to improve instruction and raise student achievement.
- MEETS EXPECTATIONS DOES NOT MEET EXPECTATIONS
- IV. Shared Leadership:** The Principal/Headmaster nurtures leadership and collaboration within the school community.
- MEETS EXPECTATIONS DOES NOT MEET EXPECTATIONS
- V. Effective Use of Resources:** The Principal/Headmaster ensures that all members of the School Community organize resources (time, money, people, and materials) in such a way as to meet the collective goals of the school.
- MEETS EXPECTATIONS DOES NOT MEET EXPECTATIONS
- VI. Family and Community Engagement:** The Principal/Headmaster cultivates meaningful relationships and partnerships with families and community members that contribute to the achievement and well being of students.
- MEETS EXPECTATIONS DOES NOT MEET EXPECTATIONS
- VII. Operational Leadership:** The Principal/Headmaster manages operational issues in such a way that promotes instructional progress.
- MEETS EXPECTATIONS DOES NOT MEET EXPECTATIONS

Signature of Evaluator _____ Date _____

Signature of Superintendent _____ Date _____

Signature of Principal/Headmaster _____ Date _____

The Principal/Headmaster's signature indicates that he/she has seen the evaluation report. It does not denote agreement with the report.

Principal/Headmaster Comments: (use additional pages if necessary)

I. Leadership of Effective Instruction: The Principal/Headmaster supervises and monitors instructional practice in all classrooms.

A. Specific Observations of Strengths

B. Areas of Development

II. Data Driven Instructional Practice: The Principal/Headmaster ensures that different levels of data analysis are informing instruction in his/her school throughout the school year.

A. Specific Observations of Strengths

B. Areas of Development

III. Investment in Professional Development: The Principal/Headmaster takes charge of his/her own learning and helps teachers take charge of their own learning to improve instruction and raise student achievement.

A. Specific Observations of Strengths

B. Areas of Development

IV. Shared Leadership: The Principal/Headmaster nurtures leadership and collaboration within the school community.

A. Specific Observations of Strengths

B. Areas of Development

V. Effective Use of Resources: The Principal/Headmaster ensures that all members of the school community organize resources (time, money, people, and materials) in such a ways as to meet the collective goals of the school.

A. Specific Observations of Strengths

B. Areas of Development

VI. Family and Community Engagement: The Principal/Headmaster cultivates meaningful relationships and partnerships with families and community members that contribute to the achievement and well being of students.

A. Specific Observations of Strengths

B. Areas of Development

VII. Operational Leadership: The Principal/Headmaster manages operational issues in such a way that promotes instructional progress.

A. Specific Observations of Strengths

B. Areas of Development