



NWAIS ACCREDITATION REPORT

Recommendations and Response



The
Overlake School
— EST. 1967 —

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Recommendations and Response

The Overlake School participated in an accreditation process by the Northwest Association of Independent Schools (NWAIS). In October 2015, members of the NWAIS Accreditation Visiting Team spent several days on campus talking with board members, administration, faculty, staff, students, and parents about the school's current practices and future direction. From those discussions, as well as the school's self-study report, come the following recommendations of the Visiting Team and the subsequent response from The Overlake School.

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MAJOR RECOMMENDATIONS

The Visiting Team recommends the school:

1. Articulate an overall vision for the academic program that incorporates the strategic plan, is congruent with the school's mission and values, and engages the faculty in substantive discussions on the strategies for implementation both within and among departments.

(School Program Standard, Indicators #1, 3, 7, and 8)

The vision for Overlake's academic program is to create a cohesive, mission aligned, articulated, scope and sequence that is evolving based on best practice, changes in the student profile, and focus of the school.

2. As the Strategic Plan 2015 states as a focus for department chairs, "guiding their departments through continual review and revision of the program's scope and sequence."

(School Program Standard, Indicators #6 and 14)

- a.** Develop a curriculum guide with a consistent format among departments, and in keeping with the strategic plan, design a review process for the guide that will incorporate future changes and considerations. Specifically, capture the curriculum in a written document and provide for ongoing review and analysis.

The school is currently working on a thorough scope and sequence for grades 5–12 in all departments. This work was started two years ago. In support of this work the school devoted several professional development days to complete it. These days included bringing in consultants from Rubicon-Atlas, having smaller breakout session for departments, and providing reasoning for this work. The school's goal is to have all departments with a completed scope and sequences by June 2019.

Once this work is complete the more substantive work will need to occur in the following places:

1. creating greater alignment within a department,
2. identifying gaps within a curriculum and addressing them,
3. identifying and building on areas of alignment across departments, and
4. finding more opportunities to enhance the work on technology, cultural competency, SEL, and outdoor education.

- b.** Give the academic departments clear guidelines on essential elements of the curriculum guide, including potential areas such as student outcomes, skill acquisition, assessments, scope and sequence, technology integration, cultural competency, and content.

Before embarking on the work in Atlas, department chairs with support from the administration created a school wide template to use in articulating the school's scope and sequence. Attached to this report is the [template](#). The template is framed around UBD and allows teachers to demonstrate how their units are tied together and how they are connected to department goals, particularly in regard to skills, content, and assessments. Additionally, the framework provides faculty an opportunity to call out areas in the units that have a focus on cultural competency, technology or outdoor education.

3. Ensure adequate staffing on the academic administrative team to communicate and carry out the significant programmatic work underway. *(Administration, Indicator #2)*

With support in the budget the school hired a Director of Teaching and Learning, who started at the school in fall 2018. The job description for this position is [attached](#) to this document. A review of the job description and the work the Director of Teaching and Learning is doing addresses recommendation #3.

4. Strengthen the process for the identification, cultivation, and recruitment of future trustees with a focus on the leadership needed to implement the strategic plan. Consider forming a governance committee to direct this process and to provide leadership in the recruitment, orientation, mentoring, training, and evaluation of trustees. *(Institutional Leadership Standard, Indicators #5 and 9)*

The size of the board has increased. In the 2017–18 school year there were 18 voting members of the board. The board created a Governance Committee in 2016 to streamline and clarify board management. Several key initiatives the committee did was to create policies and procedures on identifying new board and committee members, create a process for moving committee members onto the board, create and implement a board orientation for all new members, and create greater transparency within the school on the work of the board and how to get appointed to the board.

Additionally, the board created a survey and ran it the last two years. The board has reviewed the results at the end of the school year and used this information to make changes for the following school year. Finally, the board now schedules a yearly retreat in order to provide more time for reflection and work.

SELF-STUDY PROCESS

1. Conduct a formal survey of its faculty and staff. *(Self-Study Process Standard, Indicator #2)*

The school has created a thorough survey tool called an employee engagement survey which it will administer in October 2018. This survey has areas that correspond to the extensive parent survey the school completed last year. The overall goal is to run the employee engagement survey every year and the parent survey every other year. These surveys are done by a third party who provides the results to the school in order for the school to make changes or adjustments.

OVERALL SCHOOL PROGRAM

The Visiting Team recommends the school:

1. Articulate an overall vision for the academic program that incorporates the strategic plan, is congruent with the school's mission and values, and engages the faculty in substantive discussions on the strategies for implementation both within and among departments.

(School Program Standard, Indicators #1, 3, 7, and 8)

See answer to Major Recommendation #1.

2. Develop a curriculum guide with a consistent format among departments, and in keeping with the strategic plan, design a review process for the guide that will incorporate future changes and considerations. Specifically, capture the curriculum in a written document and provide for ongoing review and analysis. *(School Program Standard, Indicator #6)*

- a. Give the academic departments clear guidelines on essential elements of the curriculum guide, including potential areas such as student outcomes, skill acquisition, assessments, scope and sequence, technology integration, cultural competency, and content.

See answer to Major Recommendation #2.

3. Provide faculty with opportunities for more interdepartmental discussions about curriculum initiatives, pedagogy, and curriculum integration – for example, information literacy, research, diversity/cultural competency, technology and learning differences – in such a way that they align the curriculum to the philosophy, values, and mission of the school.

(School Program Standard, Indicators #1, 3, 5, 6, 7, and 8)

The school recognizes that although there are opportunities for this type of work, particularly in the Middle School weekly grade level teacher MESH (Math, English, Science and History) meetings, this work cannot happen in earnest until the school completes its thorough scope and sequence work.

LITERACY

The Visiting Team recommends the school:

- 1. Consider the creation of a working group, in addition to the librarians, to help develop a clear scope and sequence for the literacy program, including a selection of Chairs or department delegates (e.g., English & History, Technology Mentor, Learning Specialist, etc.).** *(School Program Indicator #7)*

The school is in the process of developing a library information literacy scope and sequence. Given the considerable overlap between information literacy (research, digital citizenship, ethical use of materials, etc.) and technology literacy skills, the working group is a partnership between the Librarians, the Director of Technology, the Instructional Coach for Technology, and the newly hired Director of Teaching and Learning. As a school, Overlake has spent the last two years entering data about every course into the Atlas curriculum mapping software. With that step nearing completion, the school will explore these courses in Atlas. This work will then pinpoint current efforts, where there is need to add additional skill building, and where there is a need to reiterate skills. With the school's technology partners, Overlake will seek feedback and buy-in from faculty to create a productive information/technology literacy scope and sequence.

COUNSELING AND ADVISING

The Visiting Team recommends the school:

- 1. Look at how advisory activities that result in students being billed (e.g. advisory lunches) may affect families and the overall sense of an inclusive culture.** *(School Program Standard, Indicators #1 and 9)*

At the start of the 2016–17 school year, the school created a \$200 dollar “Homeroom Advisory Fund” for each of the 57 Middle and Upper School homerooms to use on a yearly basis. This fund has been rolled into tuition and is not an additional billback to student accounts. Homeroom advisors use this fund for homeroom incidentals such as birthdays, t-shirts, lunches, holidays, etc. This fund does not roll over to the next school year; it is use it or lose it per year.

CO-CURRICULAR PROGRAMS

The Visiting Team recommends the school:

- 1. Review of all extra costs necessary to participate in student life at Overlake and then develop and/or communicate more clearly the systematic process for handling student financial aid needs allowing them to fully participate in all of the co-curricular activities.** *(School Program Standard, Indicators #1 and 9).*

See Enrollment Management Recommendation #1 and Finance Recommendation #4.

The school has completed an assessment of the extra costs associated with attendance beyond tuition. The school is currently developing a process to ensure that the financial aid office will have the resources to meet the demonstrated financial need of families receiving tuition aid for costs associated with attendance. The current capital campaign has a \$9 million goal to help students not just with cost of tuition but cost of attendance.

- 2. Examine the structure or communications channel that would ensure that leaders of major programs have their voice heard in decision making bodies. In particular, given the high profile and**

participation rate, it would be worth re-examining whether the Athletic Department's perspective is sufficiently considered in administrative decisions. *(School Program Standard, Indicator #7)*

The school has reexamined the structure and communication channels of student facing program directors, in particular, the following positions: Director of Student Support, Athletic Director, Experiential Education Director, and the Arts Director. The examination has determined that the perspectives of these student facing directors are sufficiently considered in administrative decisions. These program directors meet quarterly as a cohort with the MS Head, US Head, and US Assistant Head to plan, prepare, and mitigate systematic/long-term issues.

The Director of Student Support reports directly to the US Head. The Athletic Director reports directly to the US Assistant Head, who both sit on the administrative team and have a background in those professional arenas. The Experiential Education Director and Arts Director are a part of the academic department chair team that meets monthly with the Head of School, Director of Teaching and Learning, US Head, US Assistant Head, and MS Head.

3. Articulate the goals for each co-curricular program and establish a formal process to assess the effectiveness of the programs. *(School Program Standard, Indicators #9 and 12)*

The school has articulated the mission statement, goals, and intended outcomes for its co-curricular programs. It also uses student and faculty feedback evaluations to assess co-curricular programs, as well as the faculty/staff members that supervise those programs.

The Athletic Department and the programs under the Experiential Education Department make up the school's co-curricular program. Outdoor Education, Service Learning, MS/US Clubs Program, and Senior Projects make up the Experiential Education Department. The Experiential Education Department is currently undergoing a strategic planning process and thus will reaffirm its mission statement, goals, and intended outcomes as the plan is completed during the 2018–19 school year.

ARTS

The Visiting Team recommends the school:

1. Complete the scope and sequence and curriculum guide for Visual Art and Drama.

(School Program Standard, Indicator #6)

See answer to Major Recommendation #2a.

ENGLISH

The Visiting Team recommends the department:

1. Complete work on scope and sequence documents and consider how to create opportunities to coordinate with other departments when future opportunities for such collaboration arises.

(School Program Standard, Indicators #6 and 7)

See answer to Major Recommendation #2a.

MATHEMATICS AND TECHNOLOGY

The Visiting Team recommends the school:

1. Consider expanding role of technology at the school given the Bring Your Own Device initiative (BYOD) with a focus on how technology can be used to improve teaching and learning in all areas.

(School Program Standard, Indicators #3, 4, and 8)

The Technology Department has continued to realign and evolve in its emphasis on the mission of the school and ability to support innovative, learning-focused initiatives. This work includes:

- Rewriting the "Technology Mentor" job description as a "Instructional Coach for Technology," where that position joins the school's Teaching and Learning team to focus first on instruction and second on technology.
- Formalizing a Board Technology Committee to ensure Board, Parent, and Employee participation in technology initiatives.
- Changing the school's Student Information System from Senior Systems to Veracross to eliminate administrative inefficiencies and allow for improved classroom support.
- Evolution and ongoing support of Canvas Learning Management System platform to implement learning-focused functionality, like the Learning Mastery Gradebook.

2. Create a curriculum guide that includes intended outcomes, including skills, for the math department. This document will be updated when courses change or are added and should be updated when technology influences projects or lessons (proficiency with programs, learning a programming language, etc.). *(School Program Standard, Indicator #6)*

See answer to Major Recommendation #2a.

MODERN AND CLASSICAL LANGUAGES

The Visiting Team recommends the school:

1. Formally complete and make available fully articulated Modern and Classical Languages Scope and Sequence maps (with goals, practices, and coherence). Individual language teachers do carefully produce and update such documents, but these should be part of a larger, school-wide process.

(School Program Standard, Indicator #7)

See answer to Major Recommendation #2a.

2. Explore vehicles to connect Modern and Classical Languages with other disciplines, and language teachers with teachers from other departments, and the school community as a whole.

(School Program Standard, Indicator #5)

The World Languages Department has made a number of advances in this area. Specific instances of growth in interdisciplinary studies include the following:

- Current 6th grade Spanish curriculum design emphasis on learning language through the humanities (history of indigenous peoples, influence of native languages on Spanish)
- 8th grade French, Spanish, and Mandarin curriculum links to the arts (music, painting, performing) and cultural celebrations (social studies)
- Project Week trip to Perú, hiking the Incan trail through the Experiential Education department

One area to continue to work toward is the ability to have a common meeting time with teachers from other core departments. Under the school's current schedule, this is currently not able to happen.

SCIENCE

The Visiting Team recommends the school:

- 1. Consider how best to respond to student and parent feedback regarding the availability of AP classes earlier. Evaluate the current model and determine whether or not to change. If there is no change, consider how to better communicate the value of the current model.** *(School Program Standard, Indicator #4)*

Over the past four years the Science Department has witnessed a shift in the interests and goals of the students with respect to pursuing the department's capstone courses. In response to this, the Science Department has made the Advanced Placement courses of Biology, Chemistry, and Environment Science available to juniors who have successfully met the pre-requisites. These changes were conveyed to parents through communications sent home to families, FAQ sessions with interested parents, the Upper School Curriculum Handbook, and student advisors and grade-level deans.

SOCIAL STUDIES

The Visiting Team recommends the department:

- 1. Develop of a curriculum guide that fully describes the scope and sequence of the department's courses throughout the students' careers and consider how to create opportunities to coordinate with other departments when future opportunities for such collaboration arises.**

(School Program Standard, Indicators #6 and 7)

See answer to Major Recommendation #2a.

- 2. Evaluate the department's philosophy about and practice surrounding Advanced Placement in light of the overall School's philosophy.** *(School Program Standard, Indicators #1 and 7)*

The Social Studies Department is currently offering AP Government and AP Microeconomics. The department's goal has always been to implement courses that challenge students to learn, deeply analyze, and apply their knowledge in authentic situations. With the addition of these two courses, the school believes students can engage positively while also accomplishing the goal of offering suitable AP courses.

SCHOOL CULTURE

The Visiting Team recommends the school:

- 1. Evaluate the collective impact of the incredible growth (17 new faculty just last year) and multiple major initiatives in the last few years. Consider allowing time for the processing of existing initiatives before introducing new changes.** *(School Culture Standard, Indicator #1, School Program Standard, Indicators #3 and 7)*

As the Visiting Team recognized, Overlake implemented a number of significant changes in the years leading up to the accreditation visit. The largest change was to move all full-time faculty from a five-course load to a four-course load, which required hiring significantly more faculty members in one year. The large reason for this change was to provide more time for faculty to collaborate on the program. Although the number of new initiatives have been limited in the most recent few years, the school has spent considerable time working on its academic scope and sequence, which is a top priority for Overlake, as well as for the visiting team.

Faculty turnover continues to be minimal as the school manages the changes. The recent hiring of a Director of Teaching and Learning will allow the school to collect its academic initiatives under one umbrella. This will create

greater direction and unity in approach to these initiatives. Overlake believes that the work that is currently being undertaken is consistent with the needs of a vibrant, forward thinking independent school.

COMMITMENT TO DIVERSITY

The Visiting Team recommends the school:

- 1. Consider reviewing overall budget allocation to financial aid to see if it is adequate to meet the diversity enrollment goals of the community.** *(Commitment to Diversity Standard, Indicator #1)*

See Enrollment Management Recommendation #2.

An assessment of the school's overall budget allocation for financial aid has been conducted, as well as a study of comparisons of peer schools' financial aid budget allocations. The school has concluded, as a part of its overall strategic plan, to raise \$9 million for its financial aid endowment. The earnings from this endowment, along with the current budget, will allow Overlake to meet 100% of the demonstrated tuition need for students and to meet the additional costs of attendance.

INSTITUTIONAL LEADERSHIP

The Visiting Team recommends the school:

- 1. Strengthen the process for the identification, cultivation, and recruitment of future trustees with a focus on the leadership needed to implement the strategic plan. Consider forming a governance committee to direct this process and to provide leadership in the orientation, mentoring, training, and evaluation of trustees.** *(Institutional Leadership Standard, Indicators #5 and 9)*

See answer to Major Recommendation #4.

- 2. Implement a self-evaluation tool for the Board.** *(Institutional Leadership Standard, Indicator #9)*

See answer to Major Recommendation #4

FINANCE

The Visiting Team recommends the school:

- 1. Consider expanding the use of the endowment fund or other sources of funding to grow the number of students on financial assistance in order to meet the school's mission of embracing diversity.** *(Finance Standard, Indicator #1)*

The school has developed and launched a capital campaign. The total campaign is for \$35 million with \$9 million of the funds earmarked for the endowment with the goal of building the funds necessary to meet the needs of the financial aid budget. This goal will ensure that the school can meet 100% of demonstrated tuition need, as well as the additional costs of attendance of those who apply for financial aid.

- 2. Continue to work with the Board and administrators to find ways to fund construction of a new Math/Science building beginning in FY 2018.** *(Finance Standard, Indicator #2)*

The school has worked with the board and outside consultants to design a capital campaign that will address funding for the new Math & Sciences Center. The school will work with its current bank to manage cash flow

during the building process. The school is confident that it can raise the funds necessary to build both the math and sciences building as well as a new Welcome and Discovery Center.

3. Consider re-educating faculty/staff on the procedure for applying for financial aid as it relates to co-curricular activities. Specifically, assure that all inquiries go through the Financial Aid office in order to protect the confidentiality of the families in need. *(Finance Standard, Indicator #6)*

See Enrollment Management #1 and Co—Curricular #1.

The school has worked with the faculty and staff to ensure that all co-curricular financial aid requests funnel through the financial aid department to ensure that all eligible students receive the aid they need. The school has also instituted new procedures in the business office to include the financial aid department in any co-curricular events that would be applied to student accounts. This was done to ensure the confidentiality of students receiving financial aid while still allowing the school to meet their needs.

ADMINISTRATION

The Visiting Team recommends the school:

1. Evaluate the school's readiness in regard to staffing to launch a large Capital Campaign within the next year. *(Administration Standard, Indicator #2)*

See Institutional Advancement Recommendation #1.

2. Review the level of staffing on the academic administrative team to assess if it is sufficient to carry out the significant programmatic work underway. *(Administration Standard Indicator #2)*

See answer to Major Recommendation #3.

3. Develop a more formal evaluation process for senior administrators. *(Administration Standard)*

The school's administrative team uses a review assessment instrument similar to the one used by the staff ([see attached document](#)). This process is done in the spring when the head of school and the administrator complete the assessment and then compare results. This allows for discussion of goals which are set at the start of the school year and how the administrator performed against those goals. The head of school also meets throughout the year with most members of the administrative team where feedback and checking in on goals can happen. The administrative team will in the next few years revamp the current assessment instrument.

4. Review the current process for faculty evaluation in terms of consistency of implementation and explore other models of evaluation that might better serve the school. *(Administration Standard)*

See Human Resources Recommendation #2.

The current faculty evaluation model has been in place for the past six years. There have been significant changes in the school during that time including an increase in faculty, new instructional coaches, a Director of Teaching and Learning, and an evolution in the role of the school's department chairs. Now that these changes are complete, the school will be reviewing its faculty evaluation model in the 2019–20 school year.

INSTITUTIONAL ADVANCEMENT

The Visiting Team recommends the school:

1. Evaluate the school's readiness in regard to staffing, resources & donor base to launch a large Capital Campaign within the next year. *(Institutional Advancement Standard, Indicator #2)*

Since receiving the accreditation in 2014, the school's Development Department had some significant employee attrition, which created a challenge in launching a capital campaign in 2015, as had initially been anticipated. As a result, to begin taking the necessary steps to lay the foundation for a future campaign, a consultant was hired during the 2015–16 school year to conduct a preliminary feasibility study. This study indicated a general enthusiasm and positive feedback about the proposed needs for a campaign among the potential donor base.

Under the direction of the current Director of Development, the department was restructured to include an Assistant Director of Development, Director of Alumni Engagement, and Development Assistant to ensure adequate staffing resources. The director partnered with the head of school to prepare the Board of Trustees (which doubled in size that year) for its unanimous approval and vote to launch a \$35 million capital campaign in May 2017. Shortly thereafter, a trustee stepped up to chair the campaign and the board approved the formation of a Campaign Steering Committee. With trustees and volunteers in place to lead the ambitious effort, during the 2017–18 school year the Director of Development and Head of School worked with the committee and consulting firm Campbell & Co to finalize the case statement, create a campaign title and brand, Doors to Discovery, as well as develop both fundraising and communication plans, and accompanying materials. Additionally, the board was asked for its financial support of the campaign that year, quickly reaching 100% participation. To date, the school has raised \$12.8 million with a lead gift of \$10 million. Groundbreaking on the new Math & Sciences Center is now scheduled for June 2019. During the 2018–19 school year, the Campaign Steering Committee is poised to continue its cultivation, solicitation, and stewardship efforts.

ENROLLMENT MANAGEMENT

The Visiting Team recommends the school:

1. Review of all extra costs necessary to participate in student life at Overlake and then develop and/or communicate the systematic process for handling student financial aid needs that will allow them to fully participate in all activities. *(Enrollment Management Standard, Indicator #3)*

See Co-Curricular Recommendation #1 and Finance Recommendation #4.

2. Consider reviewing overall budget allocation to financial aid to see if it is adequate to meet the diversity enrollment goals of the community. *(Enrollment Management Standard, Indicator #2)*

See Diversity Recommendation #1.

HUMAN RESOURCES

The Visiting Team recommends the school:

1. Determine the resources needed to manage the school's growing HR needs in the area of employee benefits. *(Human Resources Standard, Indicator #4)*

The school has had discussions over the past few years as to the need for an HR professional. The school is

evaluating the needs in the HR department centering on a potential job description. Once an adequate job description is created, the school will work to add this FTE to a future budget and potentially have a professional in place as soon as the 2019–20 school year.

2. Review the evaluation system for the faculty and administrators in light of the sustainability of the program as it currently stands. The school should consider, as part of this review, an evaluation of its “Expectations of Good Teaching” document. *(Human Resources Standard, Indicator #2)*

See responses to Administration recommendation #3 and #4.

3. Communicate the evaluation standards to the faculty to ensure that they understand the goals and the timelines for the evaluation process. *(Human Resources Standard, Indicator #2)*

See response to Administration # 4

HEALTH AND SAFETY

The Visiting Team recommends the school:

1. Investigate ways to improve campus security measures, for example, assessing access to campus and continuing to increase lighting in all outdoor spaces. *(Health and Safety Standard, Indicator #1)*

The school has looked into measures to control access to its campus. At this time, the school feels that any measure that would be effective in controlling access would negatively impact the culture of the community. The school will continue to explore ways to improve safety of the campus and to add features that are deemed appropriate. An area of change was the increase in lighting of parking lots and walkways. This work has only started and has been a focus of the Buildings and Grounds Committee. Some of the current lighting challenges will be addressed in the building project for the new Math & Sciences Center.

2. Increase oversight of students and attention to their safety on campus after 3 pm.

(Health and Safety Standard, Indicator #3)

The school has added several Middle School afterschool programs. These include music opportunities and sports for the 5th grade. All of these have provided additional adult supervised time for students after 3 pm. The school has also designated two areas that have supervision for later pick up. The school will continue to work with its co-curricular coaches and activity supervisors to ensure students are picked up or are sent to designated areas.

Big Ideas/Topic	
Enduring Understanding/ Essential Questions	
Standards/Learning Objectives	
Concepts/Content	Skills
Cultural Competency	Outdoor Education
Use of Technology	Social/Emotional
Activities/Learning Experiences	Resources/Instructional Support Materials
Assessments	

Director of Teaching and Learning Job Description

The Overlake School seeks a Director of Teaching and Learning. The Director of Teaching and Learning reports directly to the Head of School and is a member of the school's administrative team. The Director of Teaching and Learning has oversight responsibility for the imagination, development, curation and publishing of school-wide curriculum for grades 5-12.

This position serves as the conductor of Overlake's academic program, coordinating departments and divisions to ensure that the academic program has a logical, well-articulated, and lived scope and sequence. These efforts take place through close collaboration with the division heads, department chairs, instructional coaches, faculty and students. This position will also oversee the work of the instructional coaches.

This position also serves as both the visionary of the program and the driver of professional learning opportunities, which all takes place at a faculty-wide level, within departments, and with teachers. Further, the visionary component enables this leader to establish short and long term goals for the academic program's ongoing evolution. In particular, such efforts will include attention to the use of technology to support the academic program, to developing cultural competency, and our commitment to experiential components of the program.

Core Responsibilities

The Director of Studies will:

Support the department chairs and faculty in pursuing the following:

- Articulating the 5- 12 curriculum in Atlas in order to enhance and improve the following:
 - Curricular alignment, both horizontally and vertically
 - Alignment of learning objectives with assessments
 - Identification of opportunities in the academic program to further Overlake's commitment to diversity, technology, and experiential education
 - Be part of the school's ongoing work on social and emotional learning

Be the visionary

- In collaboration with various administrators, faculty, instructional coaches and students begin to access all aspects of the academic program that may result in significant changes to our curricular offerings, graduation requirements, daily schedule, and annual calendar to best support engaged learning. The Director of Teaching and Learning will be a primary driver of this work and will help steer and coordinate the planning, implementation, and iterating of these changes.

Lead professional learning

- Support instructional coaches, faculty and department chairs in identifying professional development opportunities in support of the academic program.

Collaborate

- With a talented group of devoted faculty, department chairs and instructional coaches who have a deep passion for Overlake's mission and program.
- And work in close partnership with the Head of School, Upper School Head, Middle School Head, and other administrators to run a cohesive 5-12 program and curriculum.

A New Position at Overlake

The Director of Teaching and Learning is a new position at Overlake. This will bring the benefit of being able to creatively invent the position and the challenge of not having a roadmap. Our commitment to teaching, the ongoing assessment of the curriculum, the work of our instructional coaches and our outstanding faculty, provide fertile ground as one grows into this position.

Required

- Graduate degree in an education, curriculum development and pedagogy, administrative leadership, or related applicable field
- 5+ years' experience managing academic professionals required
- Demonstrated cultural competency
- Minimum of 5-10 years of classroom experience
- Experience using varied pedagogical approaches
- Strong technology, administrative, management, and leadership skills
- Strong organizational, communication and interpersonal skills
- Success with inspiring educators, building collaborative relationships, and leading new initiatives

Preferred

- Instructional design experience at the middle and upper school levels
- Good understanding of the complexity of pursuing change within a school setting
- An educational philosophy that aligns with Overlake's mission

The Overlake School

EVALUATION FORM

Directions: This form is to be completed by both the employee and supervisor (separately) then compared as part of the review. *If a there is a difference of more than 2 points between and among scores then the supervisor must address this discrepancy in the performance evaluation.* Check the criteria listed below with an (x) in the appropriate column.

PERFORMANCE RATING DEFINITIONS

<u>If the Performance is...</u>	<u>...Then Rate at:</u>
Not Applicable: <ul style="list-style-type: none"> This competency does not apply to employee's specific job duties or this goal has been deferred and no longer applies. 	N/A
Unsatisfactory Performance: <ul style="list-style-type: none"> Job standards and objectives were not met or were met with only a minimum level of acceptability. Performance is unreliable and assignments were submitted late, incomplete, or not at all. Employee required too much direction and/or close supervision in order to complete assignments. There is an urgent need for employee to demonstrate immediate performance improvement in the areas where deficiencies were noted. Supervisor is to contact Human Resources to initiate formal improvement plan. 	1
Requires Performance Improvement: <ul style="list-style-type: none"> Did not always complete or consistently meet one or more of the performance standards for the position. Work results are inconsistent While employee occasionally initiated worthwhile objectives, a greater-than-expected level of supervision was required for job objectives to be met; continued performance improvement is required. Employee is new to the position. Duties presently assigned are generally being met, but employee has not assumed total responsibility for the job. 	2
Meets Performance Expectations: <ul style="list-style-type: none"> Meets job performance standards and accomplished objectives in all or most areas. Little or no improvement is needed in order to be fully successful in all aspects of the position. Performance is fully competent and reliable; maintained with only general directions and a minimum of supervision. Initiative and outputs are generally satisfactory and the employee is capable and knowledgeable in most aspects of work 	3
Exceeds Most Performance Expectations: <ul style="list-style-type: none"> Clearly and consistently surpassed performance expectations and goals, and demonstrated accomplishment of work beyond regular job requirements. Work was done independently and completed on schedule with a high degree of accuracy Performance is what can be expected of a fully qualified and experienced person in this position Performance at this level is frequently above acceptable requirements for the position; duties and responsibilities are met and usually exceeded. 	4
Far Exceeds Performance Expectations <ul style="list-style-type: none"> Considerably and consistently surpassed performance expectations and goals, and achieved far beyond regular assignments Performance is well above expectation in terms of completeness, timeliness and independence; employee fully demonstrates mastery of the skills, tasks and competencies involved Exceptional performance even in the most difficult and complex parts of the job, including taking on responsibility for extra or unique tasks. Used innovative and collaborative approaches to address work opportunities & challenges; <u>employee is a model for excellence.</u> 	5

EVALUATION FORM

The mission of the Overlake School: Inspire Excellence, Develop Intellectual Curiosity, Teach Responsibility,
Embrace Diversity, Foster a Compassionate Community

Employee:

Job Title:

Supervisor:

Division/Office:

	<i>FAR EXCEEDS PERFORMANCE EXPECTATIONS</i> 5	<i>EXCEEDS MOST PERFORMANCE EXPECTATIONS</i> 4	<i>MEETS PERFORMANCE EXPECTATIONS</i> 3	<i>REQUIRES PERFORMANCE IMPROVEMENT</i> 2	<i>UNSATISFACTORY PERFORMANCE</i> 1	N/A
A. PRODUCTIVITY						
1. Work is timely and meets deadlines.						
2. Consistently delivers high quality, accurate work product.						
3. Demonstrates knowledge and skills required to accomplish duties.						
4. Follows task through to completion.						
5. Manages time effectively.						
6. Maintains competency in necessary skill areas and a willingness to increase and expand skill sets as needed.						

B. INITIATIVE / DEPENDABILITY	5	4	3	2	1	N/A
1. Is resourceful/creative.						
2. Is able to problem-solve.						
3. Actively contributes toward departmental growth.						
4. Uses Technology efficiently and appropriately.						
5. Maintains an acceptable record of attendance.						
6. Arrives at work on time.						

C. HABITS AND ATTITUDE	5	4	3	2	1	N/A
1. Organizes work and sets priorities.						
2. Uses good judgment in the performance of work.						
3. Is enthusiastic and positive.						
4. Is willing to work as part of a larger team as well as an individual.						
5. Advises others of project status in a timely manner.						

D. PROFESSIONALISM	<i>FAR EXCEEDS PERFORMANCE EXPECTATIONS</i> 5	<i>EXCEEDS MOST PERFORMANCE EXPECTATIONS</i> 4	<i>MEETS PERFORMANCE EXPECTATIONS</i> 3	<i>REQUIRES PERFORMANCE IMPROVEMENT</i> 2	<i>UNSATISFACTORY PERFORMANCE</i> 1	N/A
1. Embraces the mission of the Overlake community and contributes to an inclusive culture, treating everyone with respect.						
2. Reacts appropriately to the actions/behaviors of others.						
3. Responds promptly to requests and deadlines.						
4. Manages workplace and facilities effectively.						
5. Demonstrates good written communication skills.						
6. Demonstrates good verbal communication skills.						
7. Accepts constructive criticism positively.						
8. Is trustworthy with confidential information.						
9. Is respectful of School's mission and culture.						
10. Is aware of and adheres to School policies.						

E. MANAGEMENT						
1. Manages workflow with others.						
2. Meets budget targets.						
3. Oversees work of members in the department.						
4. Communicates with members of the department to create cohesion.						

EVALUATION SUMMARY

Has the employee met overall performance and goal expectations during the review period?		
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<p><i>Comments:</i></p> <p>Areas of Strength</p> <p>Areas of Growth</p>

I have reviewed my job description with my supervisor.

Employee Date

Supervisor Date